

APPRAISAL REPORT FORMAT 2010-11

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

(I) Progress Overview for 2009-10

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% 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							
2.2	Upper Primary School							
2.3	Additional Teachers							
	Total							
3	Teacher Grant							
4	Grants for BRC							
5	Grants for CRC							
6	Teachers' Training							
6.1	In-Service Training							
6.2	Induction Training – New teachers							
6.3	Refresher Course- Untrained Teachers							
6.4	BRC & CRC Coordinators & Resource Persons							
	Total							
7	Intervention for Out of School Children (No. of Children covered)							
8	Remedial Teaching							
9	Free Text Books							
10	IED							
11	Civil Works							
11.1	BRC							
11.2	CRC							
11.3	PS Building							
11.4	UPS Building							
11.5	Building-less (PS)							
11.6	Building-less (UPS)							
11.7	Addl. Class Room							
11.8	Toilets							
11.9	Girls Toilets							
11.10	Drinking Water							
11.11	Boundary Wall							
11.12	HM Room							

SNNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
11.13	Electrification							
11.14	Residential Hostel							
11.15	Residential Schools							
11.16	Furniture for UPS							
11.17	Major Repairs							
11.18	Others (Civil)							
	Total Civil Works							
12	TLE							
13	Maintenance Grant							
14	School Grant							
15	REMS							
16	Management & LEP							
16.1	Management							
16.2	LEP							
	Total							
17	Innovations							
17.1	ECCE							
17.2	Girls Education							
17.3	SC/ST							
17.4	Computer Aided Learning							
17.5	Minority Community							
17.6	Urban deprived Children							
	Total							
18	Community Trainings							
19	SIEMAT							
	SSA (TOTAL)							
20	NPEGEL							
21	KGBV							
	GRAND TOTAL							

(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 Available	% Exp. Against AWP&B	Due State Share as per GOOI releases	Cumulative Shortfall
			GOI	State							
2001-02											
2002-03											
2003-04											
2004-05											
2005-06											
2006-07											
2007-08											
2008-09											
2009-10											
Total upto 2009-10											

(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		
2000-2001		
2001-2002		
2002-2003		
2003-2004		
2004-2005		
2005-2006		
2006-2007		
2007-2008		
2008-2009		
2009-2010		

(IV) Proposals & Recommendations for 2010-11:**(Rs. in lakh)**

SNo.	Interventions	Spill Over	Proposal for fresh allocation		Spill Over	Recommendation against proposals		Remark/ Conditionalities
			Phy.	Fin.		Phy.	Fin.	
1	New Schools							
1.1	Upgradation of EGS to PS							
1.2	PS							
1.3	UPS							
2	Teacher's Salary							
A	New Teachers							
1	PS							
2	UPS							
3	Additional							
B	Recurring Teachers							
1	PS							
2	UPS							
3	Additional Teachers							
3	Teachers' Grant							
4	BRC Grant							
5	CRC Grant							
6	Teachers' Training							
6.1	In-service Training							
6.2	Induction training – New Teachers							
6.3	Refresher Course- Untrained Teachers							
6.4	BRC & CRC Coordinators and Resource Persons							
	Sub Total							

SNo.	Interventions	Spill Over	Proposal for fresh allocation		Spill Over	Recommendation against proposals		Remark/ Conditionalities
			Phy.	Fin.		Phy.	Fin.	
7	Interventions for Out of School Children (No of children covered)							
7.1	EGS Centre (P)							
7.2	EGS Centre (UP)							
7.3	Residential Bridge Course							
7.4	NRBC							
7.5	Madarsa/Maqtab							
7.6	AIE Centres							
7.7	Innovative							
7.8	Others							
	<i>Sub Total</i>							
8	Remedial Teaching							
9	Free Text Books							
10	IED							
11	Civil Works							
11.1	BRC							
11.2	CRC							
11.3	Primary School							
11.4	Upper Primary School							
11.5	Additional Class Room							
11.6	Toilets							
11.7	Girls Toilet							
11.8	Drinking Water							
11.9	Residential Hostel							
11.1	Residential Schools							
11.11	Major Repairs							
11.12	Furniture for UPS							
11.13	Boundary Wall							
11.14	Electrification							
11.15	Headmaster Room							
11.16	Others (Civil)							
	<i>Sub Total</i>							
12	TLE							
12.1	Primary Schools							
12.2	Upper Primary Schools							
	<i>Sub Total</i>							
13	Maintenance Grant							
14	School Grant							
15	REMS							
16	Management & LEP							
16.1	Management & MIS							
16.2	Learning Enhancement Programme							
	<i>Sub Total</i>							
17	Innovations							
17.1	ECCE							
17.2	Girls Education							
17.3	SC/ST							
17.4	Computer Aided Learning							
17.5	Minority							
17.6	Urban Deprived children							

SNo.	Interventions	Spill Over	Proposal for fresh allocation		Spill Over	Recommendation against proposals		Remark/ Conditionalities
			Phy.	Fin.		Phy.	Fin.	
	Sub Total							
18	Community Training							
	Total of SSA (Districts)							
19	State Component							
19.1	Management Cost							
19.2	REMS							
19.3	SIEMAT							
	State Total of SSA							
20	NPEGEL							
21	KGBV							
	Grand Total (SSA+NPEGEL+KGBV)							

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

(VI) Provision for 2010-11:

(Rs. in lakh)

Total Outlay	Shortfall/Excess of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision

(VII) Total Recommended Budget for 2010-11:

(Rs. in lakh)

SNo.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA						
2	NPEGEL						
3	KGBV						
	Total						

(VIII) Information on Quality Interventions:

(Rs in lakh)

SNo.	Category	Financial Recommendation for 2010-11
1	Teacher's Salary	
2	Teacher Grant	
3	BRC	
4	CRC	
5	Teachers' Training	
6	Remedial Teaching	
7	Free Textbooks	
8	School Grant	
9	REMS	

10	Innovative Activities	
11	NPEGEL	
12	TLE for new schools	
13	Learning Enhancement Programme	
14	Any other	
Total		
% of Total Outlay		

(2) Issues

The appraisal team should list out major issues pertaining to the policy, process and progress of implementation of SSA programme in the State.

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

SNo.	Commitment	Achievement	Comments

4. Introduction & Planning process: Composition of team and comments on the planning process and presentation of AWP&B. Team to comment on the consultative process of planning and evidences on use of decentralized/disaggregated data for planning of strategies. Differentiated strategies for each district and block and the conditionalities of the recommendations, if any should be looked at by the appraisal team.

List of items the team has to look for in the plans:

1. *Are the plans based on actual need or a summation of uniform activities allowed as per SSA norms?*
2. *Evidence of planning for UEE in a holistic manner.*
3. *Whether the activities has been sufficiently detailed or not.*
4. *Presence of special interventions for disadvantage group/pockets. There should be thrust on affirmative action for disadvantage groups/backward pockets for which untied funds (REMS, Innovative, Project Management) could be utilized.*
5. *Are plans and budgets merely a collection of norm based cost head?*
6. *To highlight if two or more districts have uniform plans.*
7. *Differentiation across different geographical areas/units.*
8. *Comments on State's capacity and preparedness to implement the plan in a time bound manner*
9. *Comments on planning for urban areas*

5. Education Indicators:

List of items the appraisal team has to look for in the plan and also to comment upon are:

- Overall comment on the quality, adequacy and reliability of data. Comparison of data of EMIS/DISE, Household survey and Census data. Suggestions, if any.
- District-wise Enrollment trends since 2003-04 and the projections. Teams to comment on the correctness of the projection or any other issue. In case of non availability of district data, team to mention that clearly. Enrollment data should be disaggregated into Boys/girls and primary and upper primary level. Comments on GER, NER etc. Gender disparities at primary and upper primary level.

1. Total Enrolment – Primary level (Define primary cycle)

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

2. Total Enrolment – Upper Primary level (Define primary cycle)

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

3. Enrolment SC – Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

4. Enrolment SC – Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

5. Enrolment ST – Primary level**Three tables to be produced format given below****1. = Govt. + Aided 2. = Pvt. Unaided 3. Total**

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

6. Enrolment ST – Upper Primary level

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

7. Enrolment – Minority (Muslims) Category's Primary level**Three tables to be produced format given below****1. = Govt. + Aided 2. = Pvt. Unaided 3. Total**

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

8. Enrolment – Minority (Muslims) Category's Upper Primary level**Three tables to be produced format given below****1. = Govt. + Aided 2. = Pvt. Unaided 3. Total**

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total															

Source:

9. Gross Enrolment Ratio: Primary level**Three tables to be produced format given below****1. = Govt. + Aided 2. = Pvt. Unaided 3. Total**

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State															

Source:

10. Gross Enrolment Ratio: Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State															

Source:

11. Net Enrolment Ratio: Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State															

Source:

12. Net Enrolment Ratio: Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State															

Source:

13. Gender Gap: Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07		2007-08		2008-09		2009-10	
	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl
State								

Source:

14. Gender Gap: Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07		2007-08		2008-09		2009-10	
	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl	Gender Parity Index	G. Gap in Enrl
State								

Source:

15. Dropout Rate: Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State												

Source:

16. Dropout Rate: Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State												

Source:

17. Transition Rate: Primary to Upper Primary level (define grades)

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State												

Source:

18. Retention Rate: Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source:

19. Retention Rate: Upper Primary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source:

20. Retention Rate: Elementary level

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source:

21. Pupil Teacher Ratio:

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.
State												

Source:

22. Percentage of Schools with PTR > 40

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools
State												

Source:

23. %age of Schools with Single Teacher Schools:

Three tables to be produced format given below

1. = Govt. + Aided 2. = Pvt. Unaided 3. Total

District	2006-07			2007-08			2008-09			2009-10		
	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools	Primary only schools	Upper Primary schools	All schools
State												

Source:

24. EDI at Primary and Upper Primary level to be included

- c. Data on out of school children. Different sources of data to be analyzed. Data should be disaggregated block-wise into different categories like Boys and Girls, age group wise. Identification of blocks with higher proportion of out of school children. Nature of out of school children by social category and age. Team to comment on the analysis of the data and also to what extent the issues have been addressed in the plans.

- d. Access and Schooling facility. Team to confirm if district-wise data on the status of schooling facility for primary and upper primary for all the eligible habitations is given in the plans. Comment on the extent of coverage till date. How much left – plans for coverage. Table to be annexed.
- e. Comments on the attendance rate the completion rate and achievement levels and retention. If not available, it should be mentioned.
- f. Whether areas and groups requiring special attention based on the indicators have been identified.
- g. Information or number of new schools/EGS/AIE Centres proposed in Muslim concentrated areas. Also give progress of those sanctioned last year.

6. Component-Wise Appraisal:

Under each of the topics below, the pattern to be followed in general should be: first the progress made till last year, then the current proposals and followed by the analysis of the comments.

(I) Access

- *State policy on opening of new schools*
- Availability of Schooling facilities:

Information on Schools

Category	Govt.	Aided	Private	Total
Primary				
Up. Primary				

Habitation and Access (Primary)

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

Habitation and Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Eligible school less habitations for UPS as per the distance & population norms	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	No. of Habitations to be covered as per recommendation this year
Total							

A. Primary

- Status of opening of new primary schools sanctioned till 2009-10 under SSA. Also number of EGS centers upgraded to PS till now (check if upgradation is in all aspects for teachers, funding, grants etc.)
- Strategies of the State for providing access to all eligible habitations.
- Team to confirm if the habitations eligible for primary school as per the State norm are served by primary schools. How many eligible habitations are being served by EGS for more than 2 years. District-wise details of EGS functioning in eligible habitations for more than 2 years be listed.
- State to provide details on the proposal/ strategies for covering habitations not eligible for regular school and also EGS center.
- Proposal for up-gradation of EGS center to regular PS. Also if the State has clear policy on the upgradation to PS.

Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2010-11
Total		

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				

B. Upper Primary

- Status on opening of new upper primary schools sanctioned till 2009-10 under SSA which districts have shortfalls – list them with numbers.
- Ratio of primary to upper primary school/sections
- Number of habitations eligible for UPS and numbers proposed.
- Reason for not proposing the upgradation/opening of new UPS in all eligible habitations.

- Evidence for systematic mapping by the State for coverage by UPS and the status of saturation
- Any special recommendation of the team based on the peculiarity of the situation.

C. Interventions for Out of School Children

Agreements arrived at in the Udaipur and Puri workshops on AIE and Equity to be kept in mind while appraising the planned strategies for out-of-school children.

- Performance during 2009-10

Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10									
11-14									

- Whether the reduction in out of school children is logically explained.
- Data on the children mainstreamed from bridge course to regular schools.
- Data on no. of migratory children & strategies proposed for coverage.

Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2009-10	Children mainstreamed till 2009-10	Children proposed to be enrolled in AI/bridge courses in 2010-11	Children proposed to be mainstreamed in 2010-11
Total				

- Team to comment on the mainstreaming strategies of the State.
- What are the steps taken to ensure continuance of mainstreamed children in schools?
- What is the mechanism proposed for tracking of attendance, retention and learning achievement of the mainstreaming children?

Strategy proposed

Age group & Category of Children											
Never enrolled						Drop out					
6-10 years			11-14 years			6-10 years			11-14 years		
Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap

- Team to look for different strategies for bringing children to school based on the reason for their being out of schooling system. Proposal of the State for coverage of all children under different heads. Team to analyze if the strategies are detailed enough. Team to comment if the State has planned separately for children in the age group of 11-14
- In case of inadequacy in planning for out of school children, team to clearly bring it to the notice.
- **Team to look for evidences of special focus on special group/areas with large number of out of school children**
- Strategies for urban deprived children/child labour/migratory children/ST/SC/Minority children
- Team to look for association of NGOs for various interventions
- The status of household survey should also be looked upon

Appraisal process to focus on the activities proposed for out of school children in the urban areas in line with the discussions held in the Madurai workshop on urban planning in 35 million plus cities.

(II) School Infrastructure: Civil Works

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

- a) Total budget/allocation for 2009-10 (fresh works and spillover together).
- b) Expenditure of the year against the budget/allocation. If expenditure does not commensurate, reflect reasons for low performance and how to improve it in the coming year. If expenditure is appropriate, good practices adopted for satisfactory performance should be mentioned. Any other particular feature the State would like to mention should also be reflected.

Cumulative Progress till 2009-10 (Give status i.e. date and month of progress)

(Rs. in lakh)

SNo.	Activity	Targets	Completed	In progress	Financial	Expenditure
1	BRC					
2	CRC					
3	Primary School (all type)					
4	Upper Primary School (all type)					
5	ACR (all type)					
6	Toilet					
7	Girl's toilets					
8	Drinking Water facility					
9	HM Room					
10	Boundary wall					
11	Electrification					
12	Child friendly elements					
13	Other components approved by PAB					
Total						

Source:

**Table: Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only)
(Give status i.e. date and month of progress)**

(Rs. in lakh)

SNo.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 31 st March 2010
1	BRC					
2	CRC					
3	Primary School (all type)					
4	Upper Primary School (all type)					
5	ACR (all type)					
6	Toilet					
7	Girl's toilets					
8	Drinking Water facility					
9	HM Room					
10	Boundary wall					
11	Electrification					
12	Child friendly elements					
13	Other components approved by PAB					
Total						

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

(Rs. in lakh)

SNo.	Activity	Physical		Total	Financial
		Work in Progress	Work not Started		
1	BRC				
2	CRC				
3	Primary School (all type)				
4	Upper Primary School (all type)				
5	ACR (all type)				
6	Toilet				
7	Girl's toilets				
8	Drinking Water facility				
9	HM Room				
10	Boundary wall				
11	Electrification				
12	Child friendly elements				
13	Other components approved by PAB				
Total					

- Requirement/ Gaps in the infrastructure
- **The requirement of gaps will be based on DISE data, survey of infrastructure or any other authentic source. (Mention source)**

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	Total
PS sanctioned										
PS school building sanctioned										

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

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

Assessment of Gap & Proposals

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Gap
BRC			
CRC			
Primary School (all type)			
Upper Primary School (all type)			
ACR (all type)			
Toilet			
Girl's toilets			
Drinking Water facility			
HM Room			
Boundary wall			
Electrification			
Child friendly elements			
Other components approved by PAB			

Note: The states to complete UPS, PS first and then ACR where ever these are deficient in SCR first before proposing other components.

The UPS and PS may be proposed if the land is available. Necessary location of the PS, UPS, ACR and other infrastructure is recorded in the district plan.

PS & UPS: All new PS and UPS proposed shall consist of School building with safe and adequate drinking water facility and sanitation facilities as per Ministry of Rural Development DO No. W 11042/6/2003-CRSP (Pt) dated 6th May 2009 separately for boys and girls, MDM kitchen, Child friendly elements, electrification, barrier free access, indoor and out door spaces for teaching and learning, garden/vatika. Boundary wall where essentially required for safety of the children, otherwise green fencing.

Disaster Management: Make Provision for Disaster Management for earthquake, cyclone, high flood level, snow load etc. in the design where ever required/ applicable.

Unit cost: The unit cost for all mentioned components shall be worked out, based on State/district/region schedule of rates, duly notified by Govt.

Upgradation of PS to UPS: In case of up gradation of PS to UPS, all the classrooms required shall be proposed as one time requirement along with necessary components mentioned above to complete the elementary school.

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

- **Whether process of prioritization of selection of location for various infrastructural facilities has been clearly indicated in the District plan**

Appraisal team to look for convergence with other schemes for civil work especially 12th Finance Commission onwards.

- Requirements for drinking water and sanitation facilities in existing schools to be met from convergence from other schemes like TSC programme and Drinking Water Mission.
- Whether State/district-wise targets of DWS and sanitation facilities are available with the State.
- Team to look into the fact that all the requirement of buildings, classrooms, drinking water, sanitation, teachers to be completed as early as possible but before the project period.
- **Comments on the proposal with regards to feasibility and progress made last year and also on the supervision arrangement and quality of construction.**

B. Major Repairs

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

Proposal for Major Repairs

Name of the District	Proposal	
	Physical	Financial
District 1		
District 2		
District 3		
<i>Total:</i>		

While proposing for this intervention the following points may be looked upon:

- Funds for major repairs of school building subject to the following conditions:-
 - Rs.150 crore will be available per year under SSA to be spent on major repairs. This amount has been proportionately distributed among the States as per the number of schools. (The list of proportionate amount allotted to each State has already been circulated by MHRD) The proportionate amount of your State may be shown here (Rs.)
 - Major repair would form part of the district AWP&B and would be appraised and approved by Government of India. Consequently, it would be within the prescribed ceiling of 33% on civil works.
 - Each district can propose upto a maximum of 5% of the existing schools to be covered under major repair in a particular year. States would need to ensure that the total amount spent by the districts on civil works including major repairs does not exceed the limits provided state wise.
 - Schools constructed within the past 10 years will not be considered for major repairs out of the SSA repairs fund. Also the cost of repairs to be undertaken should not be more than 60% of the cost of a new construction.

- (v) It will be mandatory for each district to provide the list of schools to be repaired under the “major repair” category along with the cost estimates as approved by the competent authority, as an Annexure in their AWP&B. This list will also be approved by the PAB of Sarva Shiksha Abhiyan.
- (vi) States would first have to put in place decentralized system of technical and financial assessment and approvals for the major repair tasks. Only cases of higher investment (>75000) and technical complications (e.g. strengthening of foundation) should come up the SPO for approval. Rest of the proposals should be assessed and approved at the district and sub district levels, appropriately.
- (vii) On site technical supervision by professionally qualified engineering personnel is to be ensured during the execution of repairs. Additionally, the State would need to develop a ‘repairs manual’ in which it is explained to the community, how to carry out repair works and the accounts to be maintained.
- (viii) A per repair and a post repair photograph of the building would also need to be maintained for records.
(Ref No-2-3/2005-EE-3 dated 4th January, 2007. This amendment takes effect from 1-4-2007)

C. Furniture:

Proposal for Furniture			
Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
District 1			
District 2			
District 3			

<i>Total</i>			

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%

Status of DWS and sanitation facilities:

Action taken on commitment made in PAB meeting for AWP&B 2009-10		
SNo.	Commitment made	Action taken

Status of Third Party Evaluation				
SNo.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered

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

Status of supervision structure

SNo.	State level				District level				Block level			
	Sanction post		Available position		Sanction post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.

Status of environmental assessment (EA)

SNo.	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

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

SNo.	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

Status of Asset Register (AR)

SNo.	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

(III) Quality Related Interventions

1. Learning Processes and Learning Outcomes

a. Sate's Vision of Quality, including:

- Core beliefs and assumptions about children
- 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)
- Describe the State's vision of:
 - Active learning processes
 - Language learning
 - Mathematics learning
 - Science learning
 - Social Science learning
 - Art education
- Has the state worked towards preparing Approach Papers or a State Vision Document that present each of the above?

b. Shifts in Classroom Processes in the State

- What monitoring mechanisms exist/ are planned for measuring changes in classroom processes in the State (eg. Time on Task studies, classroom observation tools, ADEPTS, etc)?

- What is the current status of changes in classroom processes towards more active learning in the State?
- What are the obstacles/issues found to bringing changes in classroom processes?
- What strategies are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?
 - Learning through activities, discovery and exploration in a child-friendly and child-centered manner
 - Making the child free of fear, trauma, and anxiety and helping the child to express views freely
 - All-round development of child, Development of physical and mental abilities to the fullest extent
- What steps are being taken to ensure that curriculum, textbooks, TLMs, teacher training and assessment systems are all in sync to support the above changes in classroom practices?

c. Analysis of Learning achievement results

- Details and Findings from State's own learning achievement surveys (subject wise, class wise, district wise learning achievement):

- **Feedback from DISE**

Learning achievement as per DISE

DISE refer. Year	Class IV	Class VII
	Passed with > 60%	Passed with > 60%
DISE 2003 - 04		
DISE 2004 - 05		
DISE 2005 - 06		
DISE 2006 - 07		
DISE 2007 - 08		
DISE 2008 - 09		

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

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

	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III								
<i>National Average</i>								
Class V								
<i>National Average</i>								
Class VIII								
<i>National Average</i>								

Source: NCERT's Round I and Round II

- **Feedback from Quality Monitoring Tools:**

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

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I									
Class II									
Class III									
Class IV									
Class V									
Class VI									
Class VII									
Class VIII									

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

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I						
Class II						
Class III						
Class IV						
Class V						
Class VI						
Class VII						
Class VIII						

- **What steps has the State taken to identify specific learning difficulties in different subjects where children score low? Please provide details below (class wise, subject-wise, including social category and gender wise analysis).**
- How is the above analysis to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies, to make them simpler for children to understand?

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

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

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

2. Comprehensive Quality Framework

a. Progress in Learning Enhancement Program in 2009-10:

Progress in LEP Activities in 2009-10

SNo.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1.						
2.						
3.						
4.						
II	Upper Primary Level					
1.						
2.						
3.						

Source: AWP & B 2010-11

- What contributions were made to learning enhancement by the LEP activities carried out in 2009-10?
- What were the major issues faced in effectively implementing LEP activities in 2009-10, and what strategies are proposed to address these issues in 2010-11?

Comprehensive Learning Enhancement Program in 2010-11:

- *The LEP should encompass the overall integrated program of the state for pedagogical renewal and learning enhancement in different subjects. The activities for LEP should be integrated with funds from other heads such as Teacher Training, grants, BRC/CRC, remedial, REMS, etc. Funds under 'LEP' head may be specifically assigned for development of subject-specific learning kits, resource materials for teachers or students, or other materials/ activities that are not covered by any of the other quality-related heads. It should be ensured that when the activities are designed they should not add to the burden of the child but reduce it. In this context it will be important to establish that all TLMs including textbooks are harmonized.*
- **Primary:** State should design plan for Early Reading & Mathematics development programmes to scale, Activity Based Learning in classrooms to scale, quality improvement in science learning in all schools
- **Upper Primary:** State should design Science Quality Improvement Programme, Mathematics QIP, Social Science. QIP, Language QIP

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline

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

Coverage and Budget for Learning Enhancement Programme in 2010-11

Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost	Head (Intervention)
		No. of districts	Schools	Children			

Source: AWP & B 2010-11

District-wise Information about Learning Enhancement programme

SNo.	District	Cost for Learning Enhancement programme	% Cost to total outlay of District
1.			
2.			
3.			
4.			
5.			
	<i>Total</i>		

Source: AWP & B 2010-11, SSA

b. Brief overview of other major quality initiatives ongoing in the state in 2009-10, and planned for 2010-11:

c. Follow-up from 4 Regional Workshops:

- What steps have been and will be taken as a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009?
- What steps have been, and will be, taken in order to build a shared vision and deeper pedagogical understanding across agencies and across levels within the State?
- What steps have been taken to strengthen convergence between different educational/ academic bodies within the State? What are the challenges and proposed strategies to strengthen this in 2010-11?

3. Minimum Enabling Conditions

a. Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS									
UPS									

Source: AWP & B 2010-11

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

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

Recruitment of teachers under SSA

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

Source: AWP & B 2010-11

Information on PTR

	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability					
		Number	%age of total schools	>30	>40	>50	>60	> 70	> 80
Primary									
U. Primary									
Overall									
Which districts have higher PTR									

Source: AWP & B 2010-11

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

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	%age of total schools		
1.	Primary level PTR	<ul style="list-style-type: none"> • 2 teachers for upto 60 children • 3 for upto 90 • 4 for upto 120 • 5 for upto 200 • PTR under 1:40 for above 200 children 					
2.	PTR at upper primary level	1:35					
3.	Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages					
4.	Head-	For above 100					

Teacher and Part-time instructors	children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education					
-----------------------------------	--	--	--	--	--	--

- Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11?
- State Policies and Procedures for Recruitment of Teachers?
- State policy and processes for deployment and rationalization of teachers? (including steps to ensure that is it transparent, free from harassment)
- Strategy for ensuring Subject-specific availability of teachers at Upper Primary level?
- Minimum Qualifications for appointment of Teachers for different levels/ categories
- Salary scales for teachers of different categories/ levels
- Teachers' terms and service conditions
- Mechanisms for redressal of grievances

b. Teacher and Student Attendance

Teacher and Student Attendance Rates

	MHRD study (06-07)	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (pry.)					
Teacher attendance (up. pry.)					
Student attendance (pry.)					
Student attendance (up. pry.)					

- Reasons for low student/ teacher attendance:
- Steps to be taken to address these issues in 2010-11:
- Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2010-11):

Number of working days and working hours

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	<ul style="list-style-type: none"> • 200 for Pry. • 220 for Up. Pry. 			
Number of instructional hours in a year	<ul style="list-style-type: none"> • 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	No teacher deployed for non-educational purpose except census, disaster relief, or election duty			
Involvement in private tuitions	No teacher shall be engaged in private teaching activity			

c. 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?
- Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?
- Status of policy on no detention or expulsion at elementary level?
- Status of policy on board examinations at elementary level?
- Whether primary cycle till Class V and upper primary cycle till Class VIII?
- Policies or strategies for ensuring availability of education in the child’s mother tongue?

4. Vision-based Curriculum and Teaching Learning Materials

a. Status and processes for curriculum renewal

- **Status of Curriculum renewal in light of NCF 05:**
- **Whether new State curriculum document prepared, and whether available with Trainers/ Teachers (please provide a copy to the Appraisal Team):**
- **Status of Syllabus/ Textbook renewal in light of NCF 05 (please provide copies to the Appraisal Team)**
- **Steps to ensure conformity of curriculum with Section 29(2) of RTE Act:**
 - Conformity with Constitutional values
 - All-round development of child; development of physical and mental abilities
 - Building up of child’s knowledge, potentiality and talent
 - Learning through activities, discovery and exploration in a child-friendly and child-centred manner
 - Making the child free of fear, trauma, and anxiety and helping the child to express views freely
- **Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE (including who is involved, nature of resource input received, nature of discussions, processes, timeline, etc):**
- **Medium of instruction at primary and upper primary levels:**
- **Special strategies for providing Multi-lingual Education in children’s mother-tongue?**

b. Textbooks: Renewal, quality, and timely delivery

Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I						
Class II						
Class III						
Class IV						
Class V						
Class VI						
Class VII						
Class VIII						

Source: AWP & B 2010-11

* includes workbooks.

- Languages in which textbooks are published:

- What is the *process* by which textbook development is undertaken?
- What steps have been/ will be taken to ensure integration of TLMs and textbooks, to ensure they do not become a burden on the child?

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS						
UPS						

Source: AWP & B 2010-11

Target, Achievement & Proposal

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)						
Girls						
SC/ST						
Minorities						
UPS (Total)						
Girls						
SC/ST						
Minorities						
Total						

Source: AWP & B 2010-11

c. Grants: Timely delivery and effective utilization

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

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher					
Primary level					
Upper Primary level					
b. School grant @ Rs. 2000/-per school					
Primary level					
Upper Primary level					
c. TLE grant					
New Primary schools@ 10,000/-per school					
New Upper Primary schools@ 50,000/-per school					

Source: AWP & B 2010-11

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10			
Issues related to timely distribution			
Mechanisms to ensure timely			

distribution			
Whether guidelines have been issued regarding utilization			
What the grant was utilized for in 2009-10			
Feedback on effective use of grants in 2009-10; issues identified			
What the grant will be utilized for in 2010-11			
Mechanisms to ensure effective use of grants			

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks							
Availability of Library in each school							
Availability of play material, games and sports equipment							

- What is the nature of TLMs developed so far? What is the process by which these materials are developed?
- Has any review been taken of the material developed till now, and if so what is the feedback?
- What steps have been taken to ensure that such material is actually used and handled by children during the learning process?

d. Innovative use of Education Technologies for learning

- Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement:
- Issues, strategies, and activities (inputs and processes) related to effective use of CAL in 2010-11

5. Learning Assessment Systems

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention up to which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary						
U. Pry.						

Source: AWP & B 2010-11

- What steps have been taken/ will be taken for moving towards comprehensive and continuous assessment of each child's ability to understand and apply knowledge?
- What steps have been taken for rolling out of NCERT Sourcebooks?
- What kind of methods and tools do teachers use for continuous and comprehensive assessment in the classroom?
- Status of developing learning indicators as per the ones developed by NCERT for Classes III, V and VIII
- Have any steps been taken/ planned for revising the existing pattern of unit tests/ examinations to allow for more formative types of assessment, and to eliminate board examinations at elementary level (as per RTE)?

Remedial Teaching:

- **Strategies for identifying learning difficulties and providing Remedial support** (mostly for mainstreamed, higher age group, and other children)
- Approach for remedial teaching (ensuring that this does not become an undue burden on children; and that innovative methods/ materials are used that actually aid in enhancing students' learning)
- The following table shows progress of remedial teaching in 2009-10

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Phy	Fin

Source: AWP&B 2010-11

- Plan for Remedial Teaching in 2010-11:

6. Teacher Effectiveness

a. Teacher Performance tracking:

- Details about existing mechanisms for measuring teacher performance (Status of rolling out of ADEPTS, how the performance is tracked)
- Feedback (from ADEPTS) about current performance levels of teachers in 2009-10
- Desired teacher performance benchmarks to be achieved in 2010-11 (Ensure focus on RTE implications, such as: bringing attitudinal and behavioural changes in teachers; activity-based learning processes; making the child free of fear, trauma, and anxiety; helping the child to express views freely; elimination of corporal punishment; use of continuous and comprehensive assessment; etc)
- **How will this be tracked in 2010-11?**
- **What measures have been implemented/ planned for enhancing teacher accountability?**

b. In-service Teacher Training:

- What were the focus areas of Training Modules (for Trainers and Teachers) developed/ used in 2009-10? What were the processes involved in developing these modules?
- The following table provides information about the progress of teacher training during 2009-10.

In-service Trainings conducted during 2009-10

SNo.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Source: AWP & B 2010-11

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

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

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

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

Long-term 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 classrooms

Please provide further details below about:

- What will be the **processes/methods** to be followed during the training programs?
- What mechanisms will be used to **ensure impact** on classroom practices?
- How will this **impact be tracked, and shared** with MHRD?

c. Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary					
Upper Primary					

Source: AWP & B 2010-11

- Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):
- Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues)

d. Untrained teachers

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

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

Source: AWP & B 2010-11

- Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):
- Emerging Issues and Strategies regarding covering back log of untrained teachers in the State:
- Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course:
- What is the current status of availability of study centres, teacher educators and mentors for such a program?
- How will the State ensure convergence with the Teacher Education Scheme?

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
In-service								
Induction								
Untrained								
Trg. of BRCs, CRCs								

Source: AWP & B 2010-11

e. Pre-service teacher education systems

Govt. Teacher Education Institutions

SNo.	Institution type	Number		Over all In- take capacity	Course offered
		Sanctioned	Functional		
1.	DIET				
2.	SIE				
3.	DRC				
4.	BTC				
5.	Pre Primary Teacher Training Centre				
6.	Other				

Source: AWP & B 2010-11

- **Teacher attrition rate** in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):
- Does the current **capacity of Teacher Education Institutes** in the State exceed the annual requirement of teachers (based on the annual attrition rate)?
- **Pre-service saturation plan** in the next 5 years (including nature of tie-up with IGNOU or other bodies):
- Status/ Plans for **revision of pre-service teacher education curriculum**, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:
- **Information about SIEMAT**

7. Academic Support & Monitoring Systems

a. Pedagogy Teams and Resource Groups

Information about Resource Groups at different levels

SNo.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)				•
2.	District Resource Groups (DRGs)				•
3.	Block Resource Groups (BRGs)				•
4.	Cluster Resource Groups (CRGs)				•

Source: AWP & B 2010-11

- Criteria for selection of Resource Persons at different levels
- Steps taken/planned for exposure, pedagogical visioning and capacity building of Resource Persons
- Please provide the list of members of the State Resource Group
- How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)

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

Information about Block Resource Centers

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

Source: AWP & B 2010-11

Details about deployment status of BRPs

Name of Block	Total no. of BRPs in Block	No. of CRPs	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teachers

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

Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	CRC mtgs. held in 2009-10	School visits in 2009-10	% Effectiveness of BRCs

Source: AWP & B 2010-11

Details about deployment status of CRPs:

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

Provide for each block separately in district plan

- Nature of Training offered to BRP/CRPs in 2009-10:
- Details about activities of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)
- Clearly underline how many day residential trainings will be conducted by the BRC/CRCs in 2010-11, how many visits will be undertaken, and what is the schedule for this
- Major issues identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:
- Vision of effective BRC/CRCs – plan for making them resource-rich centres, nature of envisioned roles and activities
- Performance Indicators for BRC/CRC trainers, tracking mechanisms and feedback received:
- Criteria for selection of Resource Persons
- Measures to reduce academic load on BRPs and ensure focus on academic activities
- Plan for capacity-building of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRCC				
BRPs				
CRCC				
CRPs				

Activity Calendar of BRC in 2010-11

Activity	Month	Venue

Source: AWP & B 2010-11

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
BRCs								
CRCs								

Source: AWP & B 2010-11

Proposals for 2010-11:

Information about DIETs

- Nature of academic support extended by DIETs in 2009-10:
- Emerging Issues, & Strategies for strengthening DIETs in 2010-11:
- Performance benchmarks for DIET personnel:

Quality monitoring mechanisms – analysis and use of data

- Nature of mechanisms for Quality monitoring in the State at different levels
- Mechanisms for analysis of QMT data and for feeding back to improve the system at different levels
- Findings of Quality Monitoring Tools (issues identified and strategies for addressing these)
- Strategies planned to improve analysis and use of QMT data at different levels

Research Studies

- Studies conducted in 2009-10:
- Major findings of studies on attendance rates of students & teachers, Time on task, effectiveness of various quality related interventions; etc:

Activities proposed under REMS in 2010-11

SNo.	Activities	Financial
State Level		
1	Research & Evaluation	
1.1		
1.2		
	<i>Subtotal</i>	
2	Supervision & Monitoring	
2.1		
2.2		
	<i>Subtotal</i>	
	Total	
District Level		
1	Research & Evaluation	
1.1		
1.2		
	<i>Subtotal</i>	
2	Supervision & Monitoring	
2.1		
2.2		
	<i>Subtotal</i>	
	Total	
	Grand Total	

Break-up of REMS proposed for 2010-11

	State level @ Rs. ____ per school	District level @ Rs. ____ per school	Total proposed funds
Research & Evaluation	Rs. ____ lakh @ Rs. ____ per school	Rs. ____ lakh @ Rs. ____ per school	Rs. ____ lakh
Supervision & Monitoring	Rs. ____ lakh @ Rs. ____ per school	Rs. ____ lakh @ Rs. ____ per school	Rs. ____ lakh

8. Community & Civil Society Partnerships

a. Collaborative School-level planning with involvement of community

- Steps towards establishing School Management Committee in each school, and their role:
- What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?

b. Community contribution to quality improvement

- Community contribution to learning in 2009-10:
- Steps to be taken towards involving community members more in quality improvement and learning enhancement in schools:

c. Nature of partnerships with private/NGO sector

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

d. Special initiatives for disadvantaged groups, early childhood education

- Steps to ensure that children belonging to weaker sections or disadvantaged groups are not discriminated against and prevented from completing elementary education on any grounds (as per RTE)
- Arrangements for providing free pre-school education for all children age 3 to 6
- Initiatives for tribal children, multi-lingual education, etc.

Overview of Quality Progress in 2009-10

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1.	Free Text Books							
2.	Teacher Grant							
3.	School Grant							
4.	TLE Grant							
5.	Grants for BRC							
6.	Grants for CRC							
7.	Teachers' Training							
8.	In-Service Training							
9.	Induction Training							
10.	Untrained Teachers							
11.	BRC & CRC Coordinators & Resource Persons							
12.	Remedial Teaching							

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
13	LEP							
14	REMS							

Broad recommendations for Quality improvement in 2010-11:

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

Recommendation for activities related to quality

SNo.	Interventions	Proposed		Recommended		Remarks
		Phy	Fin (Rs. in lakh)	Phy	Fin (Rs. in lakh)	
1.	Teacher recruitment					
	New Teachers Salary (P.S.)					
	New Teachers Salary (UPS)					
	Addl. Teachers against PTR					
	Recurring					
2.	Training					
a.	In service (PS+UPS)					
b.	Induction training					
c.	Training of untrained teachers					
d.	Training of BRC/CRC					
3 a.	Free Textbooks (PS)					
b.	Free Textbooks (UPS)					
4.a.	TLM Grant (P)					
b.	TLM Grant (UP)					
5. a	School Grant (P)					
b	School Grant (UP)					
6 a.	TLE Grant (P)					
b.	TLE Grant (UP)					
c	UPS Not covered under OBB					
7.	BRCs					
8.	CRCs					
9.	Remedial Teaching					
10.	LEP					
11.	REMS					

(IV) SIEMAT

Appraisal team must provide the status of SIEMAT in the State indicating the following:

- Funds sanctioned so far
- Construction of building (under construction or construction completed)
- Sanctioned posts and working position indicating the number of faculty
- Detailed activities undertaken by SIEMAT during 2009-10 and proposed activities for 2010-11

(V) IED

- Strategies for coverage of disabled children (activities should be detailed and not merely costing oriented)
- Progress in IE (both physical and financial) to be given against each activity approved in 2009-10. District wise progress in IE (disability- wise number of CWSN identified, disability- wise enrolled in schools against the target in 2009-10, disability- wise CWSN enrolled in EGS/ AIE against the target in 2009-10, disability- wise CWSN covered through home-based education against the target in 2009-10, number of CWSN provided aids and appliances in 2009-10, number of teachers deputed for 90 day training in 2009-10, number of resource teachers appointed in 2009-10 and number of schools made barrier free in 2009-10, number of visually impaired children provided Braille books against the target in 2009-10) to be given.
- District- wise progress to be given as against the targets approved in 2009-10
- District- wise expenditure in IE
- Teams to see if activities proposed this year along with strategies are in tune with the agreements arrived at in the Bengaluru workshop on IE. District- wise activities to include: -
 - i. Coverage plan of CWSN for the year 2010-11.
 - ii. Mechanism for identification of CWSN and harmonization of information collected through different data sources.
 - iii. Target of teachers proposed to be trained on IE (3-5 days training, 90 days training)
 - iv. Target of resource teachers to be appointed.
 - v. Capacity building of resource teachers for providing academic support.
 - vi. Strategy to fill up the technical manpower availability gap if resource teachers are not available.
 - vii. Mechanism for distribution of disability certificate.
 - viii. Mechanism for effective on site academic support to the CWSN.1
 - ix. Provide data on the number of CWSN requiring aids and appliances, transport and escort allowance.
 - x. Target for Braille books for the year 2010-11.
 - xi. Target coverage of at least 75% or more schools for barrier-free access (within civil works outlays).
 - xii. Name of the NGOs involved in IE, district- wise.
 - xiii. Specific mention of the activities being undertaken by NGOs.
 - xiv. Plan for adopted curriculum and testing systems for CWSN, remedial teaching and bridge courses for CWSN where required, so as to ensure mainstreaming and improved learning levels.
 - xv. Strengthening of resource centres at block level and upgradation of selected resource centres as study centres for 90 day foundation course offered by RCI.

A calendar of activities providing time schedules that would be followed for the proposed activities is absolutely essential for each district.

(VI) Innovative Activities

Progress for 2009-10 against approvals should be given. Strategies/Interventions for (i) Early Childhood Care and Education, (ii) Girl's Education, (iii) SC/ST, (iv) Minority and (v) Urban Deprived Children should be given. Appraisers must check that proposed activities for 2010-11 are well targeted and sufficiently detailed including costing.

(vi) Computer Aided Learning (CAL):

1. Total no. of Government Upper Primary Schools:
2. Total no. of Teachers in Government Upper Primary Schools:
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

SNo.	Financial Year	Implementation Model (by SSA/ PPP, if in PPP model please mention the Private Partners name)	Approved Outlay	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained	
I	II	III	IV	V	VI	VII	VIII	IX
1.								
2.								
3.								
n.								
Total Achievement by now								

Note: Mention the particular year wise figures in Column VI, VII, VIII, not cumulative figures.

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

SNo.	Title	Medium (Language)	Target Class

5. Which visionary initiatives supported by pedagogic measures have been taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure it's proper delivery.
6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

SNo.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure			
	<ul style="list-style-type: none"> • Technology Infrastructure • Non Technology Infrastructure 			
2.	Capacity Building of Teachers under CAL			
3.	Content/ Teaching Learning Material			
4.	Recurring Activities			
	<ul style="list-style-type: none"> • Infrastructure Maintenance • Refresher Training • Additional Support 			
Total				

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered :
- No. of targeted beneficiaries :
 - ⇒ Students :
 - ⇒ Teachers :

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

SNo.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure			
	• Technology Infrastructure • Non Technology Infrastructure			
2.	Capacity Building of Teachers under CAL (Mention the strategies to be adopted for Capacity Building)			
3.	Content/ Teaching Learning Materials Development (Mention the strategies to be adopted for Capacity Building of Teachers)			
4.	Any other activities			
5.	Recurring Activities • Infrastructure Maintenance • Refresher Training • Additional Support			
			Total	

8. Time Frame

Activity	Apr' 10	May ' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov ' 10	Dec' 10	Jan' 11	Feb' 11	Mar ' 11

(VII) Girls Education

Besides the progress made so far, any other relevant information on **National Programme for Education of Girls at Elementary Level (NPEGEL)** and **Kasturba Gandhi Balika Vidyalaya (KGBV)** should also be given.

a. NPEGEL

Basic Information:

1. No. of Blocks :
2. No. of Covered Clusters :
3. No. of MCS :
4. No. of Girls covered in MCS :

5. No. of Urban Slums :
 6. No. of Clusters in Urban Slums :

The State should specify age appropriate strategies/interventions both for in school and out of school girls in the block (Focus of interventions should be on enrolment retention of girls and improvement in the quality of learning). Detailed block specific action plan for the target group with defined and measurable outcomes be spelt out.

Note:

- a. Funds per block would be the sum total of the sub-components admissible under the NPEGEL scheme per cluster or as per the revised guidelines as proposed/under consideration for EC meeting.
 b. The amount of Rs. 2 lakh granted for an additional room to a model cluster school be deleted from the scheme, as SSA already provides for such infrastructure. Instead the fund should be used for other approved activities:

Progress Overview 2009-10:

(Rs. in lakh)

SNo.	Activities	No. of MCS	Unit Cost	No. of girls covered	Financial Achievement
1					
2					
3					
Total					

Financial Progress up to 2009-10:

(Rs. in lakh)

Year	Outlay approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
03-04					
04-05					
05-06					
06-07					
07-08					
08-09					
09-10					

Activity Proposed for 2010-11

(Rs. in lakh)

SNo.	Activities	No. of MCS	Unit Cost	Financial Proposal	Total girls covered	Total Beneficiaries - covered for the State
	Total					

b. KGBV

The State should clearly specify number of KGBVs sanctioned, operational and the expected number of girls to be enrolled and actual enrolment. Reasons for non-operationalisation of KGBVs, if any, and targeted date for the operationalisation of remaining KGBVs should be reflected. The progress of construction and expected date of completion of KGBVs to be indicated. Fund requirement separately for recurring and non-recurring grants should be projected. The details of number of full time and par time teachers including Urdu teachers, employed in the KGBV (Model I & II) along with teacher training methodology should be furnished. Information on number of girls mainstreamed after completing class VIII should also be given.

Status of KGBV

Model	KGBV Sanctioned	KGBV Operational	Running in rented building / alternative arrangement	KGBV running in own building	Enrollment of girls						Total Girls Enrolled
					SC	ST	OBC	BPL	Minority		
									Muslims	Others	
Model I											
Model II											
Model III											
Total											

Civil Works of KGBV

SNo.	Model wise target till Date (Units) Cumulative			Total	Model wise Completed (Units) Cumulative			Total	Model wise In progress (Units) Cumulative			Total	Work not Start			Total	Remarks
	I	II	III		I	II	III		I	II	III		I	II	III		

Financial Status of KGBV

(Rs. in lakh)

Year	Out lay approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
2004-05					
2005-06					
2006-07					
2007-08					
2008-09					
2009-10					

(VIII) Strategies for Community Mobilization:

Activities should be detailed and not merely costing oriented. Progress in community training during 2009-10 should be included. States/UTs must provide following information to the appraisers:-

- i. Training Modules developed and used in community trainings:

SNo.	Title of the Module	Purpose	Contents abstracts
------	---------------------	---------	--------------------

1.			
2.			

- ii. Convergence of PRI institution with VEC/PTA/SDMC for better supervision and implementation of SSA programme (Also mention the convergence at the block and district level)
- iii. Significant steps taken/ programmes conducted to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities
- iv. Significant steps taken by the States/UTs with the involvement of community members for the following aspects:
 - a. Improvement of Quality education
 - b. Improving Teacher attendance
 - c. Improving Student attendance
 - d. Reduction in dropouts
 - e. In designing monitoring mechanism of VEC/PTA/MTA for management of the schools
 - f. Improvement of Girls education
 - g. Improving participation of SC/ST/Minorities in SSA activities.
 - h. Strategies to improve community participation in the urban areas
- v. Any other Activities undertaken by State/UT under community mobilization
- vi. Detailed proposals and programme schedule of community mobilization activities with specified time frame for 2010-11

(IX) Involvement of NGO

- How many times did the GIAC meet during 2009-10
- What is the total number of NGOs approved for various strategies during 2009-10. How many sanctioned by State GIAC, how many actually working, give numbers by areas (IED, girls education, EGS/AIE, capacity building etc.)

Table: Status of NGO Involvement

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs likely to be involved during 2010-11
1. IED		
2. AIE/AS interventions		
3. Pedagogy		
4. Girls Education		
5. Community Mobilization		
6.-----		
Total		

(X) Project Management

The appraisal team should comment on the following:

- Staffing status and the implementation capacity from State level upto district level

Table: Staff Position

	Staff sanctioned	Staff filled
SPO		
DPO		
BRC + CRC		

- The adequacy of sanctioned post including accounts staff
- Whether the State has recruited personnel from NGOs/Universities/Experts
- Capacity building and induction programme for staff.
- State's status for the integration and involvement of SSA with mainstream educational structure and also on the steps taken/required for further improvements.
- *Activity-wise detailed breakup of management cost at State and district level proposed during 2010-11.*

7. Special Focus Districts (SFDs)

Appraisal team should fill in detailed information on Special Focus District, identified for the purpose of AWP&B for 2010-11 in the given format.

SNo.	Name/ Category of SFD	Issues/Gaps Identified	Strategies Taken
1			
2			

8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

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