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Minutes of the meeting of the Project Approval Board held on 6th October, 2010 to consider the supplementary AWP&B 2010-11 for RTE-SSA for the State of Chandigarh

1. The 151st meeting of the Project Approval Board for considering the supplementary Annual Work Plan and Budget (AWP&B) 2010-11 for RTE-SSA for the UT of Chandigarh was held on 6th October, 2010 under the Chairpersonship of Smt. Anshu Vaish, Secretary (SE&L).
2. A list of participants who attended the meeting is attached at **Annexure-I**.
3. Secretary, SE&L welcomed the participants, and invited the State representatives to present their proposals. Shri P.K. Sharma, SPD, SSA, UT, Chandigarh made a comprehensive presentation on the programme status. A copy of his presentation is attached at **Annexure-II**, and the main highlights are summarised below:

Education indicators:

- The level of enrolment in elementary education has shown an increase of 37% in the past six years. Enrolment in Government schools has increased by 40% during the same period.
- A total of 2,803 teachers are working at elementary level (1,379 teachers at primary and 1,424 teachers at upper primary level).
- Pupil Teacher Ratio (PTR) in government schools at primary level is 43:1; at upper primary level it is 24:1. Over for the elementary stage of education the PTR is 33:1.

Civil Works

- 20 new school buildings were sanctioned, which includes 6 new school buildings sanctioned during 2010-11. 9 school buildings have been completed and 11 are in progress.
- Construction of 220 new additional classrooms (ACRs) in existing school buildings were sanctioned, of which 66 ACRs have been completed and 154 are in progress.
- Construction of all 12 toilet blocks has been completed.
- Out of 20 CRC Activity Rooms, 12 have been completed and 8 are in progress

Teachers

- 775 teachers and 10 Headmasters have been appointed to bring the PTR to 40:1 in Govt. Schools till 2009-10. Further, 112 new posts of teachers have been sanctioned in

2010-11. Recruitment against 196 vacant posts is in progress and will be completed by October 2010.

Quality related

- Free text books have been provided to all students studying upto class 8th of all Govt. Schools.
- 350 teachers were imparted *in-service* training at primary level against a target of 400 teachers.
- 150 TGT teachers were imparted *induction* training against a target of 200 teachers.
- Source Books in Hindi for Class V and EVS for Classes III, IV and V have been prepared in August 2010 and are under printing.
- Student activity sheets in Mathematics for Classes III, IV and V, English for Class III and Hindi for Classes III and IV have been prepared and distributed to the students in all Govt. Schools in UT Chandigarh.
- Preparation of Guidelines and Manual for Social science LAB is in process.
- Reading corners and reading programs for primary classes have already been initiated during the months of April 2010.
- 360 teachers teaching at elementary level have been provided 15 days training in June 2010 under Computer Aided Learning for use of technology in teaching learning processes.
- Setting up of Multimedia Rooms in 18 Govt. Schools is in progress. Supply order has been placed at DGS&D rate contract for procurement of LCD projectors.
- Educational CDs upto elementary level have been procured from NCERT & IGNOU and have been supplied to Govt. Schools.

Children with special needs

- Five Special Resource Centers have been set up for providing speech therapy, physiotherapy and learning enhancement therapies in GMSSS-8, GSSS-15, GSSS-38 (W), GSSS-45 & GMHS-28-C.
- 1,003 students have been examined in various medical camps and it has become a regular process.
- 174 CWSN have been provided escort allowance @Rs. 200/- p.m. and 177 CWSN have been provided transport allowance @ Rs. 500/-p.m.
- 82 CWSN for HBE and 74 for school readiness centers have been identified.
- 68 CWSN have been covered under remedial teaching camp and 21 under pre-vocational camp organized during June 2010.

- 40 teachers have been given 90 days training of Foundation Course and balance 37 teachers will be given training in Dec. 2010.
- Learning corners have been created in 48 Govt. schools covering 200 CWSN.
- Meetings with parents/ teachers are being conducted regularly on quarterly basis.

Out of school children

- At present 199 AIE centers are running to prepare the 7,126 out of school children for the educational levels appropriate to their age.
- 11,954 out of school children have been mainstreamed in regular schools till 2009-10.
- Rallies were taken out, nukkad natak and jingles were prepared to generate awareness among the masses to enroll more and more out of school children in the formal schools.
- In order to strengthen monitoring and supervision of AIE centres, U.T., Chandigarh has launched Partnership Initiative Programme. 98 NGOs came forward for monitoring and supervising AIE centres.
- All community teachers were provided *refresher* training in June 2010.
- Residential Education Centres have been started to cater the educational needs of 92 single parents, orphan children and those living in difficult circumstances.
- Free notebooks, text books, stationery, worksheets, mid-day meal, story books, sports equipments, hygiene kits and other TLM is provided to all children enrolled in AIE centres.
- Two sets of uniforms, jersey, shoes & socks are being provided to all the children of AIE centres.
- All children of AIE centres have been brought under the umbrella of School Health Programme.

Expenditure

- The state has incurred Rs. 1,814.43 lakh against the approved target of 3,751.27 lakh which works out to 48%.

4. The Appraisal Team made a presentation on supplementary AWP&B of the State of Chandigarh. Copy of the same is given at **Annexure-III**. The Appraisal Team also briefed the PAB on the progress made till 31st August, 2010 against the AWP&B sanctioned by PAB for 2010-11 besides the action taken report submitted by the State/UT on preparedness of RTE. Gist of the observation made by Appraisal Team is given below:

- (a) Progress made against sanctions for AWP&B 2010-11 on key components as on 31st August, 2010 is furnished below:

| Sr. No. | Activity Head | Budget approved for 2010-11 | Progressive Total upto 31.08.2010 |
|----------|---|-----------------------------|-----------------------------------|
| 1.1 | Teacher Salary(Primary) | 387.50 | 83.49 |
| 1.2 | Teacher Salary(Upper Primary) | 1362.81 | 396.90 |
| 1.3 | Headmasters Salary | 54.00 | 22.98 |
| | TOTAL SALARY | 1804.31 | 503.37 |
| 2 | Management Cost & MIS | 150.00 | 56.87 |
| 3 | Learning Enhancement Programme | 68.99 | 0.00 |
| 4.1 | Free Text Books (Primary) | 65.67 | 3.21 |
| 4.2 | Free Text Books (Upper Primary) | 64.05 | 0.00 |
| | TOTAL FREE TEXT BOOK | 129.72 | 3.21 |
| 5.1 | Residential Bridge Course | 5.25 | 2.94 |
| 5.2 | Non Residential Bridge Course | 15.00 | 6.61 |
| 5.3 | AIE Center for new children | 162.27 | 103.31 |
| 5.4 | Half way home | 3.00 | 1.82 |
| 5.5 | Madrassas | 21.00 | 3.36 |
| | Total Intervention for out of school | 206.52 | 118.04 |
| 6.1 | TLE-Primary | 1.40 | 0.00 |
| 6.2 | TLE-Upper Primary | 3.50 | 0.00 |
| | Teaching Learning Equipment | 4.90 | 0.00 |
| 7.1 | Teachers Grant (P) | 7.26 | 2.76 |
| 7.2 | Teachers Grant (U/P) | 7.19 | 2.85 |
| | Teachers Grant Total | 14.45 | 5.61 |
| 8.1 | ECCE Grant | 14.92 | 0.00 |
| 8.2 | Girls Education | 14.80 | 0.00 |
| 8.3 | SC/ST | 10.05 | |
| 8.4 | Urban Deprived Children | 7.50 | 5.57 |
| 8.5 | Computer education | 50.00 | 3.56 |
| | INNOVATIVE ACTIVITY TOTAL | 97.27 | 9.13 |
| | URC | | |
| 9.1 | URC contingency | 1.00 | 0.00 |
| 9.2 | URC meeting TA | 0.60 | 0.00 |
| 9.3 | URC Salary | 4.33 | 0.00 |
| 9.4 | TLM Grant | 0.20 | 0.00 |
| 9.5 | Furniture grant | 2.00 | 0.00 |
| | URC TOTAL | 8.13 | 0.00 |
| 10.1 | CRC contingency | 1.90 | 0.00 |
| 10.2 | CRC meeting TA | 2.28 | 0.00 |
| 10.3 | CRC Salary | 56.45 | 15.53 |
| 10.4 | TLM Grant | 0.57 | 0.00 |
| | CRC TOTAL | 61.20 | 15.53 |
| | CIVIL WORKS | | |
| 11.1 | Setting up of URC | 16.00 | 0.00 |
| 11.2 | Composite Schools (new) | 1054.84 | 1054.84 |
| 11.3 | Making toilets for disabled friendly | 3.00 | |
| | CIVIL WORKS TOTAL | 1073.84 | 1054.84 |

| Sr. No. | Activity Head | Budget approved for 2010-11 | Progressive Total upto 31.08.2010 |
|---------|-------------------------------------|-----------------------------|-----------------------------------|
| 12 | Teachers Training | | 0.00 |
| 12.1 | In service for 10 days | 10.00 | 7.67 |
| 12.2 | New recruit | 6.00 | 0.00 |
| 12.3 | CRC/URC/SRG Heads | 0.70 | 0.03 |
| 12.4 | Monthly Cluster level Academic meet | 5.00 | 4.23 |
| | Teachers Training Total | 21.70 | 11.93 |
| 13.1 | School Grant (P) | 5.50 | 5.25 |
| 13.2 | School Grant (UP) | 6.58 | 6.37 |
| | School Grant Total | 12.08 | 11.62 |
| 14 | IED Total | 93.48 | 24.28 |
| 15 | Research & evaluation | 1.59 | 0.00 |
| 16 | Community Mobilization | 1.60 | 0.00 |
| 17 | Community Training | 1.49 | 0.00 |
| | Grand Total | 3751.27 | 1814.43 |

(b) Action Taken Report (ATR) on preparedness for RTE

The Action Taken Report (ATR) on the preparedness is enclosed at **Annexure-IV**
Observation of the Appraisal Team on the ATR are presented below:

- (i) The UT has not furnished physical progress vis-à-vis financial progress.
- (ii) **State Rules:** UT has not formulated and notified the State Rules under RTE Act.
- (iii) **Academic Authority:** UT has not notified and prescribed academic authority under section 29 for laying down the curriculum and evaluation process.
- (iv) **Protection of Child's Educational Rights:** As per section 31 of the Act, the UT has not constituted SCPCR.
- (v) **Rights Based Policies:**
 - (i) **Eight year Elementary Education cycle:** UT is following Eight Year elementary cycle.
 - (ii) **No detention:** UT follows no detention policy at elementary level.
 - (iii) **No Board Examinations till completion of Elementary Education:** As per article 30(I) of the RTE and in keeping with its policy of continuous and qualitative assessment the Education Department, U.T. Chandigarh has decided to do away with the public examination held for classes V and VIII from the year (2009-10).
 - (iv) **No corporal punishment, expulsion:** As per article 17(I) of the RTE, corporal punishment has been totally banned in all the schools of the city and instructions are issued from time to time for strict compliance of these

instructions in letter and spirit. If at all any isolated case is reported then disciplinary action is initiated against the teacher and the school.

(v) **Guidelines on private tuition, screening procedure and capitation fees:**

The UT has issued directions banning private tuitions by teachers, screening procedure for admission or capitation fee for admission. As per article 28 of RTE, Principals have been directed to ensure that no teacher of their school takes Private Tuitions.

(vi) **Guidelines on minimum number of working days/ instructional hours in an academic year**

| | | |
|--|---|----------|
| Minimum number of working days / instructional hours in an academic year | 1. for first class to fifth class | 235 days |
| | 2. for sixth to eighth class | 235 days |
| | 3. (c) for first class to fifth class hours in an academic year | 1175 hrs |
| | 4. (or sixth class to eighth class hours in an academic year | 1175hrs |

5. Comments/observations made by the UT on the Appraisal Report are given below:

- The UT is working on a system to mainstream OoSC from AIE centres to regular schools.
- Low expenditure on free text books was due to the fact that the funds will be paid to expenditure for procuring text books for next year is to be paid to NCERT, which will be done very shortly.
- UT will revert back to the Ministry with full documentation required for its additional civil works.
- UT will work on rationalising the PTR for each school.

6. The following issues were discussed during the course of the presentation:

- UT should mainstream the children in AIE centres and provide age appropriate learning to these children.
- TLE, text books expenditure is minimal. PAB advised that the UT should release funds for TLE, text books, as well as teacher grant as early as possible in future, preferably in the beginning of the academic session.
- UT expenditure on innovative activities especially on CAL computer education is very low. UT should pay attention to accelerate expenditure on these activities. UT informed that it has identified 18 schools for running smart classes. PAB suggested that the UT expedites the processes.

- PAB expressed concern on the prevalent systems of Model and Non-Model schools for English and Vernacular medium schools respectively. The English medium ‘Model’ schools also provide for subject teachers from class I onwards, while the vernacular medium ‘Non-Model’ schools provide for multi-subject teaching. The term ‘Non-Model’ appears to suggest that vernacular medium with the multi-subject teaching is a deviation. PAB suggested that the UT should review its policy of subject-based teaching in ‘Model’ schools, since at the primary stages children do not view knowledge as subject-based compartments, but have a more holistic, inter-subject approach to learning. PAB was also of the opinion that every primary school teacher should be able to teach all subjects to classes 1 – 5.
 - PAB 2010-11 had sought a clarification on the discrepancies on the issue of the difference between the data on out-of-school children from the Census projections and the household survey. In the 5-9 age group the difference is of 50,306 children, and in the 10-12 age group, the difference is of 30,909 children (the total difference is 81,215 children). It appears that the household survey was conducted by teachers, and may not have been comprehensive, covering all children in all households. There is a possibility that children from slums as well as migrant families were left out of the household survey. PAB had directed the UT to conduct a verification survey with help of an NGO to check whether the data collected was complete and authentic. SPD, SSA agreed that UT will conduct a study to ascertain the gaps. PAB again reiterated its point to ascertain the gaps.
7. The AWP&B presented by the State was comprehensively appraised by the TSG. TSG representatives made the following key comments:
- (i) **Preparedness of RTE:** UT has not formulated and notified the State Rules under RTE Act. UT could not furnish the draft of the State Rules also. UT has not notified the prescribed academic authority under section 29. UT should revisit the issues and fulfil all formalities. The ATR submitted by the UT is incomplete.
 - (ii) The UT has not submitted the physical progress corresponding to the financial progress against the approved budget of 2010-11 up to 31st August 2010. However, the State has reportedly incurred 48% expenditure against the budget approved in 2010-11.
 - (iii) **PTR:** The PTR for primary schools is adverse, compared to the PTR for upper primary schools. PTR in Government non-Model schools is adverse as compared to Model Schools, and the whole approach to ‘Model’ and ‘Non-Model’ schools needs review. It is important for the State to rationalize deployment of teachers. Chandigarh has a unique population distribution. The Central sectors has schools with low enrolment. Many schools in these sectors are single section

schools. As such bare minimum numbers of teachers have been deployed in these schools whereas in the outer areas, the schools are overcrowded.

- (iv) **Model and Non Model Schools:** The UT will need to review its policy of model and non-model schools. The difference between these two is the medium of instruction and subject teachers. The PTR in non model schools is also much higher than model schools. This is an important equity issue as the UT must provide the equal enabling conditions in all schools. PAB also desired that the nomenclature of non-model schools gives a negative reflection and hence needs to be changed.
- (v) **Urban Resource Centre:** PAB 2010-11 had observed that URC has not been made functional in the last year because of manpower constraints. It was recommended that UT to get 3-4 subject experts from amongst its CRCs and operationalise the URC. UT was advised to formulate a policy to strengthen existing CRC and URC to become effective units of on-site academic support to schools and teachers to enhance education. UT should look into this issue on priority basis.
- (vi) **Research studies:** PAB 2010-11 had observed that UT has not conducted any research study evaluating the impact of SSA interventions in the last two years. The reasons cited include not having enough manpower. The UT will need to prioritize this, involve the pedagogy coordinators and the URC for the same to complete the studies proposed. The expenditure on this intervention has been very low during the last three years. Therefore the proposal for REMS at the rate of Rs 200 per school has not been recommended. UT should initiate the process of formation of SCPCR through the D/O Women & Child Development, or REPA, if it has to take action itself, on priority basis, and funding under the revised parameters of REMS will be considered after this action has been completed.
- (vii) **Continuous and comprehensive evaluation:** PAB 2010-11 had observed that UT will need to review its current assessment systems. With rolling out of CCE, the current pattern of six exams (3 unit tests+2 terminal examinations+ 1 final exam) will need to be changed and formative forms of evaluation be introduced in a phased manner.

- (viii) **Rationalization and deployment of teachers:** PAB 2010-11 had observed that UT will need to have a strong policy on rationalization and deployment of teachers. High PTR in schools will need to be addressed through deployment and rationalization. This will be especially true for the non-model schools where there is high PTR. There were 223 vacancies in Sarva Shiksha Abhiyan as reported in PAB 2010-11. The supplementary plans show that there are 195 vacancies under SSA.
- (ix) **Children in unrecognized schools:** The supplementary plan shows that there are about 17,000 children going to unrecognized and unaided low-cost private schools. With the implementation of the RTE, UT will need to formulate Rules specifying the procedure for giving recognition to the private schools. In this context the UT is advised to study the procedure given in the Model RTE Rules circulated by the Central Government to incorporate appropriate procedures in their Rules.
- (x) **Access and Equity:** (i) *Schools:* As per neighbourhood norms for primary and upper primary schools, UT has not notified the rules for opening schools; (ii) *Uniforms:* UT is providing uniforms to 27,607 boys and 25,081 girls (breakup not provided) by education department to children of the so-called 'non-model' schools. The UT has not proposed provision of uniforms, but the UT should address the issue of inequities and analyze the requirement of uniforms in all schools.
- (xi) **Civil Works:** Out of 285 cumulative works sanctioned under SSA for the UT of Chandigarh, up to 30.06.2010, 100 works have been completed and 179 works are at different stages of construction. 6 works are yet to be taken up. The completion percentage is 33.68%. Out of the total allocation of Rs. 3,146.24 lakhs, an expenditure of Rs. 1,190.16 lakhs has been incurred till June, 2009. The percentage of expenditure is 37.83%. Out of 19 works approved for 2010-11, up to 30.06.2010, all works have been taken up for implementation and are in progress. A sum of Rs.1,073.84 lakhs was approved and a sum of Rs. 1,054.84 lakhs have been shown as released up to June 2010 (98.23%). On the issue relating to the cost of ACR, PAB vetted the TSG recommendation of Rs. 3.5 lakh for an ACR. The state officials mentioned that all the approved works have been taken up for implementation and funds have been released to PWD. UT PWD is implementing the SSA civil works on deposit work basis.

- (xii) **BRC/CRC strengthening:** At present for 19 CRCs there are 19 CRC resource persons. For 2 URCs there are 11 persons. Accordingly the appraisal team recommends one RP. UT is advised to formulate a policy to strengthen the existing CRCs and URCs to become effective units of on-site academic support to schools and teachers to enhance education in Chandigarh.
- (xiii) **Curriculum review:** The learning material followed in Chandigarh is in consonance with the mandate of National Policy on Education, National Curriculum Frame work 2005 and Right to Education Act. *In-service* teacher training is also geared to focus on Active learning pedagogy for enabling every child to acquire the desired learning levels in a joyful manner. Efforts to bring a change in the role of the teacher from provider of knowledge to facilitator and that of the child from recipient of knowledge to constructor of knowledge by developing his/her own understanding are in progress. However the desired change is yet to take place due to stereo-typed mindset. UT class rooms have remained conventional more or less; assessments system is still focused on outcomes and not on the processes of learning. The child is yet labelled by the marks he/she obtains. Schools are still shy of making community as partner. Community participation is not to the desired level.
- (xiv) **Syllabus, Textbooks and curriculum:** In 2011-2012 text books will be revised and modifications/ alterations, wherever necessary, will be undertaken for incorporating local specific content. In 2012-13 teaching learning material/ support material will be developed and got printed.
- (xv) **Learning Assessment:** In U.T Chandigarh, students' performance is assessed through tests, unit tests, terminal & annual examinations. As per article 30(1) of the RTE Act and in keeping with its policy of continuous and qualitative assessment the Education Department U.T., Chandigarh has abolished common examination at the end of class V & VIII from 2010. School heads have been made aware about the provisions of the Right to Education Act (RTE) for making assessment continuous and comprehensive.
- (xvi) **Accountability of Teachers:** - For tracking teachers' performance the following mechanism will be adopted.

- Sharing of performance indicators for teachers and heads with schools and school management committee and PTA.
- Rolling out of performance indicators for teachers after training of academic support and monitoring staff.
- Assessment of the teacher by self, head of the school and district office through the quantified Annual Confidential Report.
- Through effective implementation of quality monitoring tools and by increasing frequency of class room observations.
- Recognition of teachers showing good performance by linking career promotion to performance.

(xvii) **Capacity building of teachers to absorb the spirit of NCF-2005 and RTE Act:**

- ***In-service training*** of teachers during 2010-11 shall focus on active class room processes, CCE, organization of classrooms for including all children and respecting diversities, bringing attitudinal and behavioural changes in teachers as per RTE covering 600 teachers of primary and 400 teachers of upper primary level under *in-service* training of 20 days duration. 10 days training will be conducted at state level followed by monthly review meets at cluster level to share relative effectiveness of schools and suggestions for improvement. The 10 days training will be staggered in two phases of 5 days each.
- **Training of Heads of schools:** Focus area for this training will be financial management, effective management, school development plan, RTE etc. 5 days training for capacity building of SPO staff, CRCs, URCs and other staff. Capacity building of trainer

7. Observation made by PAB/Commitment given by the State are furnished below:

- UT should take action on the preparedness of the State to implement the provisions of the RTE Act.
- The UT will need to review its policy of ‘model’ and ‘non-model’ schools to address inequity in the system. The difference between these two is the medium of instruction and subject teachers.
- UT will formulate a policy to strengthen existing CRCs and URCs to become effective units of on-site academic support to schools and teachers to enhance education. UT has to look into this issue at priority basis
- UT will need to have a strong policy on rational redeployment of teachers. High PTR in schools will need to be addressed through deployment and rationalization. This will be especially true for the ‘non-model’ schools where there is high PTR. UT will need to have a strong policy on rationalization and deployment of teachers.
- UT would fill all the vacancies of the teachers sanctioned.
- UT should formulate policy for giving recognition to private schools and the make Rules to specify the procedure for recognition of such schools.
- UT would complete all the sanctioned civil works at priority basis. .

8. Approvals

Based on the detailed appraisal and discussion, supplementary PAB approved the following intervention-wise outlay for SSA:

| ACTIVITY | PHYSICAL | FINANCIAL |
|---|----------|--------------|
| BRC/CRC | | |
| Salary of Resource Persons | | |
| 6 Resource Persons at BRC for subject specific training | 1 | 0.528 |
| 2 Resource Persons for resource support for all children with special needs | | |
| CWSN Person | 4 | 1.74 |
| 1 MIS Person | 2 | 0.87 |
| 1 Data Entry Operator | 2 | 0.57 |
| 1 Accountant-cum-support staff for every 50 schools | 2 | 0.87 |
| Sub Total: | | 4.05 |
| CIVIL WORKS | | |
| New primary schools | - | - |
| Upgraded UPS | - | - |
| Additional Class Room in lieu of UPS | - | - |

| | | |
|-----------------------|----|---------------|
| Additional Class Room | 70 | 245.00 |
| Sub Total: | | 245.00 |
| Total Approved | | 249.59 |

9. The PAB approved the supplementary AWP&B for 2010-11 of Chandigarh as under:

(Rs. in lakh)

| <i>Approved Outlay</i> | <i>Additional Outlay Recommended</i> | <i>Total Outlay 2010-11</i> | <i>GOI Share</i> | <i>Due State Share</i> | <i>Actual Provision of State Share</i> | <i>Shortfall in provision</i> |
|----------------------------|--|-------------------------------------|----------------------|--------------------------------|--|-----------------------------------|
| 3751.27 | 249.58 | 4000.85 | 2600.55 | 1400.29 | 1392.41 | 7.88 |

10. The consolidated UT summary & intervention-wise outlays approved under the supplementary plan for 2010-11 are given at **Annexure-V** and **Annexure-VI** respectively.

The meeting ended with a word of thanks to the Chair.