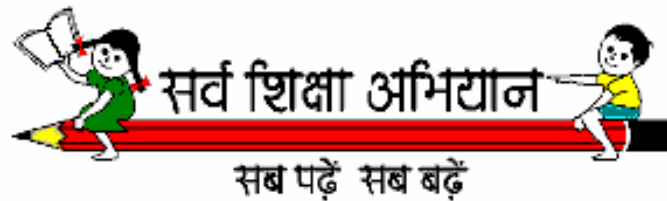


**HALF YEARLY
MONITORING REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON SSA FOR
UNION TERRITORY OF LAKSHADWEEP
FOR THE PERIOD
1st October 2006 to 31st March 2007**

DISTRICTS COVERED

Lakshadweep



A REPORT OF MONITORING SARVA SHIKSHA ABHIYAN IN LAKSHADWEEP DURING 01-10-07 TO 31-03-08

1. Introduction

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

The approach adopted in monitoring SSA in Lakshadweep was as follows: The team along with a Project Officer visited the schools. The school was not informed of the visit before. The available school records were studied in all schools. The actual number of students present in the class on the day of our visit to the school was verified with the figures given in the enrolment records in the schools. The students' educational achievement and their aptitude for

learning were tested in a sample of classes by conducting oral tests. The facilities available in the schools were inspected. The manner of functioning of School Lunch Program in the islands was studied.

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

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

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

The sex ratio of population in Lakshadweep has slightly improved from 943 in the previous census to 947 in the 2001 census. Hence it is necessary to find out

whether the changing sex ratio is reflected in the student enrolment in the primary and pre-primary classes.

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

2. Organization/ implementation of SSA at UT level

Planning:

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

2.1 Staffing at UT and islands Levels

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

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

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

There is no clerical staff at the Block Programme Office. The BPOs ask for a clerical staff at their office.

There is also a need for a planning and development officer at the UT level.

2.2 Institutional cooperation

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

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

2.3 District Information System for Education (DISE)

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

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

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

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

2.4 Research and Evaluation

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

3. Schools (Primary and Upper Primary)

3.1 New schools

No new school was instituted during the present academic year.

3.2 School Environment

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

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

Government supply of pipe water is available in all schools.

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

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

Medical camps

The UT finds it very difficult to arrange for health camps in the islands. Health workers and health care facilities are very much limited in the islands. Doctors are to be brought from the main land. It is extremely costly. To bring specialized doctors in different areas from the main land is almost impossible given the budget available for conducting medical camps for the IED children at the BRC level.

The schools do not have adequate play materials for the children.

3.3 Textbooks

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

3.4 Teaching Learning Material (TLM) grants

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

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

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

3.5 School library

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

3.6 School Laboratory facilities

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

3.7 Learning Assessment

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

4. Enrolment and Out of School Children

The schools functioned for 218 days during last academic year

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

The daily attendance of the students is very high. The students' attendance on the day of visit differs from the actual enrolment by about 5 per cent.

The schools do have the problem of under aged and over aged children (around 15 per cent) in all classes.

The number of children who had dropped out of the school during the previous six months is negligible. It is about 3 per cent.

There is no retention of children in the same class from the previous academic year.

4.2 Teacher-pupil ratio

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

4.3 Parent-teacher Association

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

5. Teachers

Appointment and Availability of Teachers

No fresh appoints have been done during this academic year.

There were no teacher absenteeism. Those teachers who were absent had applied for leave.

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

6. Grants

The grants are distributed in the month July, 2007.

6.1 School Grants

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

6.2 Teacher Grants

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

6.3 Maintenance grants

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

7. Capacity building

In-service Training for school teachers

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

The SSA UT office follows a training calendar. The SSA UT office gives modules for training to the Block Programme Offices. These modules are based on Kerala pattern.

BRCs should be given more facilities. Trainers are not adequate. Their number should be increased.

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

The Project Officers monitor the training programmes at the BRCs to check for quality of these trainings. Further at the end of training programmes, teachers' feedbacks are collected.

There was no new recruitment in this academic year.

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

Teachers wish to develop their languages skills particularly in English, Arabic and Hindi.

BRC/CRC coordinators give academic support to the teachers during their visit to schools and training programmes.

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

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

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

7.2 Training for Cluster/ Block level functionaries/ resource persons

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

Topics covered:

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

7.3 Training for District level functionaries/ resource persons

Topics covered:

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

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

7.4 Action research by teachers

Teachers are **unaware** of this programme.

Medical camps

Due to paucity of funds, camps are not organized.

7.5 Follow up at BRC/CRC levels:

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

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

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

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

8. Civil Works

Civil works are executed by the PWD.

In the school buildings a ramp is being constructed.

The drinking water problem is already solved in all schools.

Drinking water facilities are also available at the schools. But in some schools the water is salty. What they are badly wanting is toilet facilities separately for the students (boys and girls separately) and for the staff. This needs to be given priority and be met urgently.

9. Implementation of other Schemes

Medical camps

Enrichment programmes

These programmes are conducted.

Guidance and counseling programmes

These programmes are conducted.

Study tours for girls

Study tours are conducted.

9.2 Preprimary Education

ECCE

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

The enrolment of children in Kavaratti school is given below:

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

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

9.4 Children With Special Needs (CWSN)

i) Bridge Courses

They are conducted.

School Lunch Program:

Considering the difficulties involved in procuring groceries, fresh vegetables and other requirements, it should be appreciated that the universal school lunch program is in full swing in all schools. The students are very happy with the quality and quantity of the food.

The children are happy with the meals. About 80 per cent of the children take meals at school and others go home for lunch.

The cook and the helper are the underprivileged persons as envisaged in the guidelines. In fact, for the kind of remuneration available, only the underprivileged persons will come for the work.

Pucca kitchen shed is not available. Only temporary shed is available for cooking.

Food grains and other food items stored at safe place in a room.

Potable water is available for cooking and drinking purpose.

Adequate number of utensils is available for cooking food.

It is the state government that funds the school lunch programme.

Firewood alone is used in cooking.

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

(a) Safety: Good

(b) Hygiene: Good

(c) Cleanliness: Good

(d) Discipline among students: Very Good

Students wash their hands after the consumption of MDM.

They take and eat meal in an orderly manner.

They conserve water while washing dishes.

There is no discrimination of caste/ gender / disability is observed.

Daily supervision of MDM programme is done by the Directorate of education.

The stock availability was verified. There is no variation. The accounts maintained in proper manner. A school teacher is given the responsibility of maintaining accounts.

12. Concluding Remarks

The UT has just started to implement SSA. Hence it should be encouraged to run the SSA programme.