

## APPRAISAL REPORT 2009-10

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

### (I) Progress Overview for 2008-09

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2008-09)		Achievements (till 31-03-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
<b>1</b>	<b>New Schools</b>							
1.1	Upgraded EGS /New Primary School							
1.2	Upper Primary Schools							
<b>2</b>	<b>Teachers</b>							
2.1	Primary School							
2.2	Upper Primary School							
2.3	Additional Teachers							
	<b>Total</b>							
<b>3</b>	<b>Teacher Grant</b>							
<b>4</b>	<b>Grants for BRC</b>							
<b>5</b>	<b>Grants for CRC</b>							
<b>6</b>	<b>Teachers' Training</b>							
6.1	In-Service Training							
6.2	Induction Training – New teachers							
6.3	Refresher Course- Untrained Teachers							
6.4	BRC & CRC Coordinators & Resource Persons							
	<b>Total</b>							
<b>7</b>	<b>Intervention for Out of School Children (No. of Children covered)</b>							
<b>8</b>	<b>Remedial Teaching</b>							
<b>9</b>	<b>Free Text Books</b>							
<b>10</b>	<b>IED</b>							
<b>11</b>	<b>Civil Works</b>							
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							
11.13	Electrification							
11.14	Residential Hostel							



**For 2008-09:**

**(Rs. in lakh)**

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

**(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		

**(IV) Proposals & Recommendations for 2009-10:**

**(Rs. in lakh)**

SNo.	Interventions	Proposal for fresh allocation		Recommendation against proposals		Remark/ Conditionalities
		Phy.	Fin.	Phy.	Fin.	
<b>1</b>	<b>New Schools</b>					
1.1	Upgradation of EGS to PS					
1.2	PS					
1.3	UPS					
<b>2</b>	<b>Teacher's Salary</b>					
A	<b>New Teachers</b>					
1	PS					
2	UPS					
3	Additional					
B	<b>Recurring Teachers</b>					
1	PS					

SNo.	Interventions	Proposal for fresh allocation		Recommendation against proposals		Remark/ Conditionalities
		Phy.	Fin.	Phy.	Fin.	
2	UPS					
3	Additional Teachers					
<b>3</b>	<b>Teachers' Grant</b>					
<b>4</b>	<b>BRC Grant</b>					
<b>5</b>	<b>CRC Grant</b>					
<b>6</b>	<b>Teachers' Training</b>					
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					
	<i>Sub Total</i>					
<b>7</b>	<b>Interventions for Out of School Children (No of children covered)</b>					
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>					
<b>8</b>	<b>Remedial Teaching</b>					
<b>9</b>	<b>Free Text Books</b>					
<b>10</b>	<b>IED</b>					
<b>11</b>	<b>Civil Works</b>					
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>					
<b>12</b>	<b>TLE</b>					
12.1	Primary Schools					
12.2	Upper Primary Schools					
	<i>Sub Total</i>					
<b>13</b>	<b>Maintenance Grant</b>					
<b>14</b>	<b>School Grant</b>					
<b>15</b>	<b>REMS</b>					

SNo.	Interventions	Proposal for fresh allocation		Recommendation against proposals		Remark/ Conditionalities
		Phy.	Fin.	Phy.	Fin.	
<b>16</b>	<b>Management &amp; LEP</b>					
16.1	Management & MIS					
16.2	Learning Enhancement Programme					
	<b>Sub Total</b>					
<b>17</b>	<b>Innovations</b>					
17.1	ECCE					
17.2	Girls Education					
17.3	SC/ST					
17.4	Computer Aided Learning					
17.5	Minority					
17.6	Urban Deprived children					
	<b>Sub Total</b>					
<b>18</b>	<b>Community Training</b>					
	<b>Total of SSA (Districts)</b>					
<b>19</b>	<b>State Component</b>					
19.1	Management Cost					
19.2	REMS					
19.3	SIEMAT					
	<b>State Total of SSA</b>					
<b>20</b>	<b>NPEGEL</b>					
<b>21</b>	<b>KGBV</b>					
	<b>Grand Total (SSA+NPEGEL+KGBV)</b>					

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

(VI) Total Recommended Budget:

(Rs. in lakh)

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

(VII) Information on Quality Interventions:

(Rs in Lakh)

SNo.	Category	Financial Recommendation for 2009-10
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	
	<b>Total:</b>	
	<b>% of total outlay</b>	

### (III) Issues

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

**(IV) Comments on States commitments and implementation:** Team to ascertain the action taken on the State's commitments made during PAB 2008-09.

SNo.	Commitment	Achievement	Comments

**2. 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. *State component plan is there or not (if not ask for it).*
5. *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.*
6. *Are plans and budgets merely a collection of norm based cost head? (in such cases the documents have to be totally revised).*
7. *To highlight if two or more districts have uniform plans.*
8. *Differentiation across different geographical areas/units.*
9. *Comments on State's capacity and preparedness to implement the plan in a time bound manner*
10. *Comments on planning for urban areas*

### 3. Education Indicators:

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

1. Over all comment on the quality, adequacy and reliability of data. Comparison of data of EMIS/DISE, Household survey and Census data. Suggestions, if any.
2. 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.
3. 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.
4. 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.
5. Comments on the attendance rate the completion rate and achievement levels and retention. If not available, it should be mentioned.
6. Whether areas and groups requiring special attention based on the indicators have been identified.
7. Information or number of new schools/EGS/AIE Centres proposed in Muslim concentrated areas. Also give progress of those sanctioned last year.
8. District wise current and projected dropout rates leading to atleast 5% reduction from previous year. Check progress of last year also.

### 4. Components 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:

**Table: Information on Schools**

Category	Govt.	Aided	Private	Total
Primary				
Up. Primary				

**Table: 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>								

**Table: 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
<i>Total</i>							

**A. Primary**

- Status of opening of new primary schools sanctioned till 2008-09 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.

**Table: Status of EGS**

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2009-10
<i>Total</i>		



**Table: 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 2008-09 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**

- Performance during 2008-09

**Table: Status of Out of School Children**

Age in years	2008-09			2009-10					
				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.
- Date on no. of migratory children & strategies proposed for coverage.

**Table: Progress & Mainstreaming**

District	Children enrolled in AI/bridge courses during 2008-09	Children mainstreamed till 2008-09	Children proposed to be enrolled in AI/bridge courses in 2009-10	Children proposed to be mainstreamed in 2009-10
<b>Total</b>				

- Team to comment on the mainstreaming strategies of the State.
- What are the steps taken to ensure continuance of mainstreamed children in schools?

**Table: 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

## (II) School Infrastructure (Civil works and Teachers)

### A. Civil Works

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

**Table: Cumulative Progress till 2008-09**

SNo.	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
1.	BRC					
2.	CRC					
3.	Primary School					
4.	Upper Primary School					
5.	ACR					
6.	Toilet					
7.	Drinking Water facility					
8.						
<b>Total</b>						

**Table: Physical and financial progress during 2008-09**

SNo.	Activity	Target for 2008-09	Completed	In progress	Approved Outlay for 2008-09, including spill over (in lakh)	Expenditure till 31 <sup>st</sup> March 2009 (in lakh)
1.	BRC					
2.	CRC					
3.	Primary School					
4.	Upper Primary School					
5.	ACR					
6.	Toilet					
7.	Drinking Water facility					
8.						
<b>Total</b>						

**Table: Details of Physical and financial spill over for 2008-09 (as on-----)**

SNo.	Activity	Physical		Total	Financial (In lakh)
		Work in Progress	Work not Started		
1.	BRC				
2.	CRC				
3.	Primary School				
4.	Upper primary school				
5.	Additional Classroom				
6.	Toilets				
7.	Drinking Water				
8.					
9.					
<b>Total</b>					

- Requirement/ Gap in the infrastructure facility:

**Table: Assessment of Gap & Proposals**

Total requirement	Status as on 1-04-2009	Proposed in 2009-10	Gap
New Primary School			
New Upper Primary School			
ACR			
Toilet			
Drinking Water			
Major Repairs			

Note: The States have been advised to fill this gap in 2007-08 itself

- Appraisal team to look for convergence with other schemes for civil work especially 12<sup>th</sup> Finance Commission onwards.
- *Whether process of prioritization of selection of location for various infrastructural facilities has been clearly indicated. (This must be obtained from the State in writing.)*
- Requirements for drinking water and sanitation facilities in schools to be met from SSA and other schemes like TSC programme and Drinking Water Mission. [its State/district-wise targets are available with Civil Works Unit TSG and DS (KRM)]
- Team to look into the fact that all the requirement of buildings, classrooms, drinking water, sanitation, teachers to be completed by 2009-10
- Comments on the proposal with regards to feasibility and progress made in 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.

**Table: Proposal for Major Repairs**

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

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

- a. Major repairs would form part of the district AWP&B. Consequently, it would be within the prescribed ceiling on civil works.
- b. Each district can propose upto a maximum of 5% of the existing schools to be covered under major repairs in a particular year.
- c. Schools constructed within the past 10 years will not be considered for major repairs fund. Also the cost of repairs to be undertaken should not be more than 60% of the cost of a new construction.
- d. It will be mandatory for each district to provide the list of schools to be repaired. Photo of school to be repaired be included in AWP&B.
- e. States would first have to put in place a decentralized system of technical and financial assessment and approvals for the major repair tasks.
- f. The States would need to develop a repairs manual.

Indicate the proportionate allocation for 2009-10.

### C. Furniture:

**Table: Proposal for Furniture**

Name of the District	Proposal		Financial
	Physical		
	No. of Upper Primary Schools	No. of Students	
District 1			

District 2			
District 3			
----			
<b>Total</b>			

**D. Teachers:**

**Table: Information on Teachers (as on 31<sup>st</sup> December 2008)**

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

- Status on teacher vacancies and the State policy on filling these vacancies.
- State policy and steps taken towards teacher rationalization
- Performance in reference to appointment of teachers

**Table: Recruitment of Teachers**

	Sanctioned in PAB till 07-08		Recruited by March 08		Honorarium		Selected by
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community
Primary							
Up. Primary							

- Number of single teacher schools (based on EMIS- data to be provided by MIS). Strategies of the districts/ State for achieving the goal of no school with single teacher in 2009-10.
- Number of schools in respect of PTR

**Table: Information on PTR**

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	

- Strategies of the State to reduce the PTR.
- Highlight States/districts with higher PTR.
- Requirement of teachers based on the enrollment of the current year (separately for PS and UPS)

Total requirement of Additional teachers ( as per PTR of 40:1)	Number proposed in 2009-10	Gap

### (III) Quality Related Issues

#### A. Curriculum- Appraisal team to comment on the following:

- Development of curriculum by which agency
- Year of last renewal of the curriculum
- Whether BRC/CRC are aware of the curriculum
- What are State's plans for further renewal of the curriculum

#### B. Teacher training

Appraisal teams to elaborate on number of teachers, duration of training both for 2006-07 & 2007-08 in case of in-service, induction training and training of untrained teachers. Teams need to look for involvement of SCERT, DIETs and the state resource in teacher training. The appraisal team should also provide:

- Detailed break up of all the training programmes undertaken in the state with focus on content/ themes of each training programme, teachers trained, venue for training, information about the trainers and follow up strategies.
- Information about training of Head Teachers and training of RTs of BRC/CRC separately in similar way.

*Appraisal teams examining NE states and states with large number of para teachers should carefully scrutinize coverage and provisions for future coverage.*

**Table: Progress of In-service Teacher Training (during 2008-09)**

Stage	Duration of training	Undertaken during vacation/s or, in working days	Total number of In-service teachers	Target- No. of teachers (during 08 -09)	Teachers trained (Up to March end, 2009)	Percentage of Achievement
Primary						
Upper Primary						

**Table: Progress of Induction Teacher Training (during 2008-09)**

Stage	Duration of training (detailed break up)	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement
Primary				
Upper Primary				

**Table: Progress of Training of Untrained Teachers (during 2008-09)**

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

(Information on duration of training, name of the course should also be provided)

**Table: Overall progress of teacher training during 2008-09**

S.No	Type of training	Target for training		Achievement		% of achievement		Target for 2009-10	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	In-service								
2.	Induction								
3.	Untrained								

### C. BRC /CRC

**Table: Information regarding BRCs/CRCs**

SNo.	Resource Center	Sanctioned	Functional	BRPs sanctioned	BRPs in position
1.	BRC				
2.	CRC				
3.	URC				

- Capacity building of BRC/CRC coordinators, days and contents of the training
- Mention 3 key activities undertaken during 2008-09 by BRCs/CRCs

**Table: Training of BRCs/ CRCs**

Number of days training given to BRC/CRC in 2008-09 (in addition to training as master trainers for teacher training)	Number of days training proposed for 2009-10 (in addition to training as master trainers for teacher training)

- How effective is the linkage between training and follow-up.
- Are master trainers involved in school visits and follow-up.
- Comment on curriculum renewal and text book development
- Linkages with DIETs
- TLM

*Under sustainability plan for DPEP*, the recurring liability including the expenditure on BRCs and CRCs is to be borne by the states. The appraisal team to report on status of expenditure on BRCs and CRCs in districts where DPEP was operational.

**Table: BRC/CRC sanctioned under DPEP**

No. of eligible BRPs	No. sanctioned under DPEP	No. being funded under SSA

### D. Textbooks-

Appraisal teams to enquire about:

- Development of textbooks by which agency
- Year of publication
- Year of renewal any plan for further renewal
- Languages in which textbooks are published

- Cost of textbook

Note: This information must be obtained class-wise.

**Table: Target, Achievement & Proposal**

	Target for 2008-09		Achievement during 2008-09		Proposal for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial
PS						
UPS						

**Table: Distribution of Textbooks**

Stage	Academic session begins from	Date of distribution in 2008-09	Proposed date for distribution in 2009-10
PS			
UPS			

- Status of availability and distribution of free textbooks in 2008-09. Steps to ensure distribution of textbooks within one month of start of academic session.
- Status of supply of Braille books be specified.

#### **E. Pupil Assessment Systems in States**

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

The appraisal team should write a para on the state's own approach to **Quality Monitoring** at State, District, Block, Cluster and School level. It should also indicate the preparation of the state regarding **operationalisation of quality monitoring tools** highlighting translation of revised formats, training at different levels, data collection & data consolidation and the date for submitting SLF to NCERT.

#### **F. The team should indicate state's interventions undertaken for enhancing School/Teacher Performance** in the following areas

- Innovative activities for enhancing children's learning achievement
- Innovative strategies for pupil assessment and learning enhancement

#### **(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 2008-09 and proposed activities for 2009-10



#### **(V) IED**

- Strategies for coverage of disabled children (activities should be detailed and not merely costing oriented)
- Progress in IED in the year 2007-08 (both physical and financial), including different activities undertaken. **District wise progress in IE (number of CWSN identified, enrolled, covered, number of CWSN provided aids and appliances, number of teachers deputed for 90 day training, number of resource teachers appointed and number of schools made barrier free.**
- Specific mention of the activities being undertaken by NGOs, if any are being involved
- Number of CWSN enrolled in schools (EGS centers and number of CWSN being provided home based education, if possible)
- Activities proposed this year along with strategies, with break up
- Problems and issues, if any.
- Number of teachers proposed to be trained on IE (3-5 days training & 75/90 days training)
- Provide data on the number of CWSN provided and requiring aids and appliances and transport and escort allowance.
- Target coverage of at least 50% or more schools for barrier-free access (within civil works outlays)
- 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.
- **District wise coverage of CWSN and proposed activities.**

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

#### **(VI) Innovative Activities**

Strategies/Interventions for Early Childhood Care and Education, Girl's Education, children belonging to SC/ST, Minority Community, Urban Deprived Children and Computer Aided Learning for Upper Primary Level should be given. Appraisers must check that proposed activities are well targeted and sufficiently detailed including costing. Progress for 2008-09 against approvals should also be given.

#### **(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

Table: Progress Overview 2008-09 and Proposal 2009-10

SNo.	Activity Description	Approved during 2008-09		Achievement during 2008-09		Proposal for 2009-10	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
<b>Basic Information</b>							
1	No. of Districts						
2	No. of Blocks						
3	No. of Covered Clusters						
4	No. of MCS						
5	No. of Girls covered in MCS						
6	No. of Urban Slums						
7	No. of Clusters in Urban Slums						
<b>Non Recurring Grant</b>							
1.	<b>Civil Works</b>						
a.	Construction of Addl. Classroom including Toilets, Drinking Water and Electrification						
b.	Construction of Toilets						
c.	Drinking Water						
d.	Electrification						
2.	<b>TLE</b>						
	One time grant of TLE, Library, Sports, Vocational Training Etc.						
3.	<b>ECCE</b>						
<b>Sub Total</b>							
<b>Recurring Grant</b>							
1.	Maintenance of schools, part time instructor to MCS and provision of life skills, bicycles, vocational training, and transportation charges etc.						
2.	Award to best School/teacher						
3.	Student evaluation, Remedial teaching, bridge courses and Alternative schools						
4.	Learning through Open Schools						
5.	Teacher Training						
6.	ECCE						
<b>Sub Total</b>							
1.	Additional Incentives						
2.	Community Mobilization						
3.	Management Cost (6% of the outlay)						
<b>Total</b>							

**b. KGBV**

**Table: 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											
<b>Total</b>											

**Table: 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		

**(VIII) Research, Evaluation, Monitoring and Supervision:** Appraisal team must check and provide details of the major activities in research, evaluation, monitoring and supervision undertaken during 2008-09 and proposed during 2009-10 both at State and district level. Activities should be detailed and not merely costing oriented. The detailed break up of Rs. 1500 should be provided.

**(IX) Strategies for community mobilization:** Activities should be detailed and not merely costing oriented. Training of community members during 2008-09, other than the 4-6 members allowed under SSA head of community leaders training, should be included. Also the steps taken to mobilize special focus groups particularly SC/ST, minority and other backward/marginalized communities also be highlighted, with proposals for 2009-10. Linkage with PRI's be clearly brought out by Appraisers.

**(X) Involvement of NGO**

- How many times did the GIAC meet during 2008-09
- What is the total number of NGOs approved for various strategies during 2008-09. 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 2008-09	No. of NGOs likely to be involved during 2009-10
1. IED		

2. AIE/AS interventions		
3. Pedagogy		
4. Girls Education		
5. Community Mobilization		
6.-----		
<b>Total</b>		

### (XI) 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**

	<b>Staff sanctioned</b>	<b>Staff filled</b>
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 2009-10.

### 5. Special Focus Districts and Minorities

**A. Special Focus Districts:** Appraisal team should fill in detailed information on special focus districts, identified for the purpose of AWP&B for 2009-10, SFD- A, B & C in the given format. (It is mandatory for the appraisal teams to fill in this format)

The district plans of districts, where out of school children are more than 50,000, have all to be scrutinized in detail and proper funding/planning done for elementary education in these districts. District AWP&Bs' of the special focus districts- categories A, B & C must be examined to the extent of 25% by the State Appraisal Teams. Appraisal Note to reflect this.

#### **B. Minority Areas:**

- Number of schools opened in minorities areas (2008-09), numbers proposed during 2009-10. Any urdu medium schools proposed?
- Examine district plans of Minority concentration districts in country and check their proposals to address access, teaching of urdu, retention rates, girls education parameters, and transition to upper primary.
- Check EGS/AIE & KGBV sanctioned in this districts last year and their progress, children enrolled, upgradation proposed.
- **Check how many and in what nature Madarsas/ Maktabas are being assisted under SSA in Muslim concentrated areas/States/districts.**

**6. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2009-10**

**7. Others**

The overall AWP&B size should depend upon the approved AWP&B for 2008-09, the expenditure during 2008-09 and State's capacity and preparedness for implementing the plan.

For North Eastern States an attempt should be made to try and include additional activities which may not have been proposed by the State but are necessary for achievement of UEE.

DPEP Plans need to be juxtaposed with SSA plans to look for overlap/overbudgeting. This exercise should be done for each major component, district wise. In State where DPEP is continuing, at least 2 DPEP districts should be picked up for detailed analysis to see the DPEP + SSA provisions. This should be done even if DPEP is stated to end in 2008. As a general guiding principle, in DPEP districts, SSA should support only upper-primary level interventions.

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