

STATE AND SCHOOL EDUCATION PROFILE

“Education is the most powerful weapon which you can use to change the world” – Nelson Mandela

1.1 HISTORY OF UT OF PUDUCHERRY

The history of UT of Puducherry can emphatically be bundled between two points. That is to say, the region started as a diminutive fishing village, and now it is looked at as a magnificent port city located in the South India. The French people set their eyes in Puducherry during 1674 and left alone a portion of them when their unmolested decree ended up during the year 1954. The Portuguese have been here, so have the Dutch, the Danes and the English. Truth has to be told that nothing much has changed since the departure of the French. The history has become punctuated. Today, the union territory of Puducherry stands tall as Quintessence of French Culture. Owing to its rich historical background, the atmosphere of UT of Puducherry still bears a delicate touch of French.

A casual visit to the exquisitely beautiful UT of Puducherry is nothing but a travel with a vivacious present fetting its fascinating past times. The colonial past of UT of Puducherry is hard to miss even by the casual walker on the promenade beach. There stands the statue of Francois Dupleix. Not too far away is one of Joan of Arc. It's a trip down France as one crosses symmetrically aligned streets in UT of Puducherry.

The air is filled with nostalgia and the present is living up to a heritage that speaks so much. UT of Puducherry is the French version of the actual name Puducherry which literally means new town in the local language of Tamil.

The recognized story of UT of Puducherry goes back to the origin of our geological era. Besides, the union territory had a prosperous nautical account. Diggings at Arikamedu (an archaeological land site in Kakkayanthope, Ariyankuppam Commune, Puducherry), located just 7 km from Puducherry in the south, indicate that Romans visited the place to trade during the 1st Century AD. The business deal of Romans includes colored fabrics, clay ware and semi-precious gemstones. The conclusions are nowadays exhibited in the Puducherry Government museum.

BRIEF TIMELINE OF UT OF PUDUCHERRY HISTORY

Pre-colonial History

325 – 900: Pallava Dynasty

900 – 1279: Chola Dynasty

1279 – 1370: Pandya Dynasty

1370 – 1614 : Vijayanagar Empire

1614 – 1638: Sultanate of Bijapur

1.2 GEOGRAPHICAL FEATURES

1.2.1 LOCATION OF DISTRICT

The city of Pondicherry is located in the Union Territory of Puducherry (formerly known as Pondicherry), which contains four unconnected districts: Yanam, Mahe, Pondicherry and Karaikal. Pondicherry and Karaikal are enclaves of Tamil Nadu, whereas Mahe and Yanam are enclaves of Kerala and Andhra Pradesh respectively. The city of Pondicherry has an area of 19.46 square kilometres (190 sq mi) and stands at an elevation of 3 m (10 ft) above sea level intersected by the deltaic channels of River Gingee and the Pennaiyar interspersed with lagoons, lakes and tanks. River Gingee crosses the region diagonally from north-west to south-east. Pennaiyar forms the southern border. To the east of Pondicherry district is Bay of Bengal and to the west and the north is Villupuram district of Tamilnadu. There are several rivers in the district, two in Mahe, seven in Karaikal and one in Yanam, all of which drain into the sea, but none of them originate within the territory.

- **Mahe** covers an area of 9 sq km with a total population of 33447 as per 1991 census. It is located on the south of River Mahe where it falls into the Arabian Sea and on the northern part of Kozhikode district in Kerala. Coconut, paddy, black pepper is the main produce of Mahe. The district houses sixty one Small Scale Industries and only two large scale industries.
- **Pondicherry** covers an area of 293 sq kms and is surrounded on the east by the Bay of Bengal and on the south by South Arcot district. As per 1991 census, the total population is 6,08,338. With a fair economic condition, this Union Territory gains revenue from sugar factories, cotton yarns and textile mills.
- **Karaikal** is located 16 km. North of Nagapattinam and from Tarangambadi (Tranquibar) 9 km south. On the east of Karaikal lies Bay of Bengal. It encompasses an area of 160 sq. km and has a population of 1,45,703 as per 1991 census.

Situated by the side of Cauvery Delta, Karaikal possesses a fertile stretch of cultivable land. The key crops grown by the district are paddy, pulses, cotton, ground nut and banana. With 677 Small Scale Industries, and six large scale industries, the district generates income for the people through fisheries, shipping mills and gas power plants.

- **Yanam** district occupies an area of 20 square kilometers (7.7 sq mi). It is located south of Kakinada port on the north bank of Godavari river slightly inland at 16.73 N latitude and 82.21 E longitude. It is surrounded by East Godavari district of Andhra Pradesh. According to the 2011 census **Yanam district** has a **population** of 55,616, roughly equal to the island of Greenland. As an agriculture-friendly region, Yanam grows mainly coconut, paddy and groundnut. Eighty small Scale industries and three large scale industries are operational in this area.

1.2.2 STRUCTURE

Pondicherry city is the territorial capital of the Union Territory. The four regions are treated as four separate Revenue Districts. The Union Territory has a Legislative Assembly with 30 members. There are 5 Municipalities and 11 Commune Panchayats (consisting of 437 habitations) in the territory. The Lieutenant Governor is the Chief Administrator of the Union Territory.

1.2.3 LAND

The total land area of the Union Territory is just 480 sq. km. Pondicherry and Karaikal regions are bigger having an area of 290 sq. km and 161 sq. km respectively. Third comes Yanam with an area of 20 sq. km and Mahe is the smallest with 9 sq. km area.

1.3 WEATHER OF UT OF PUDUCHERRY

The Union Territory of Puducherry located in the southern part of India was a colony of France. Since it is situated very close to the sea, the climate is warm and humid. Pondicherry climate is warm throughout the year. Throughout the year, the Union Territory of Puducherry enjoys pleasant climate. During the summer season the temperatures may rise to a high of 38 degrees. The temperature is not as extreme as the desert climate.

Pondicherry has a tropical, wet and dry climate, comparable to coastal Tamil Nadu. Summers last from April to early June, with temperatures around 36°C, which can often hit 41°C. They are followed by southwest monsoons (June to September), marked by high humidity and occasional thundershowers. The northeast monsoon arrives in October and lasts till November, bringing down the temperature considerably. The yearly average rainfall is around 1,240 mm (49 in). Winters (December to March) are

pleasant, with temperatures varying from 18 °C to 30 °C. The percentage of humidity is very high in Pondicherry, which is very common in coastal areas. The high level of humidity makes the summer season uncomfortable.

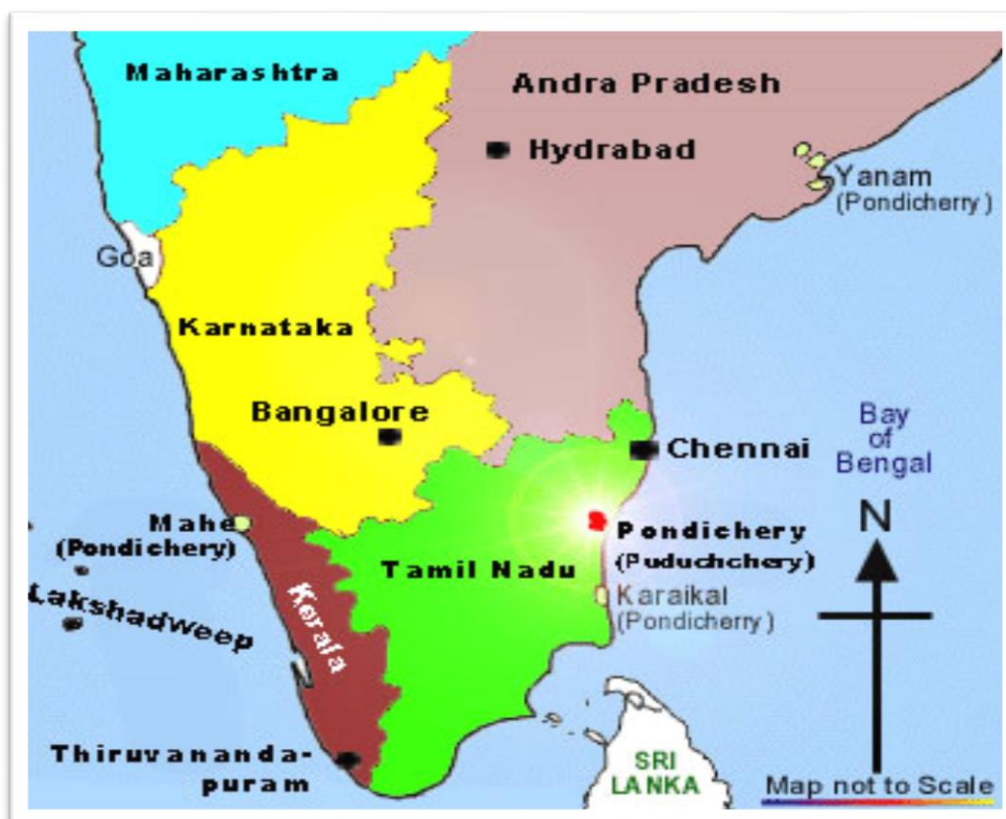
1.4 ADMINISTRATIVE DIVISIONS

Table 1.4.A. District-Wise ED Blocks, Educational Districts, Revenue Villages and Village Panchayats

| S. No. | District | E.D. Blocks | Educational Districts | Municipalities | Revenue Villages | Firkas | No. of Habitations |
|-----------|-------------|-------------|-----------------------|----------------|------------------|-----------|--------------------|
| 1 | Pondicherry | 3 | 3 | 2 | 81 | 11 | 254 |
| 2 | Karaikal | 1 | 1 | 1 | 37 | 5 | 125 |
| 3 | Mahe | 1 | 1 | 1 | 5 | 1 | 28 |
| 4 | Yanam | 1 | 1 | 1 | 6 | 1 | 30 |
| UT | | 6 | 6 | 5 | 129 | 18 | 437 |

Source: Revenue Department.

1.5 MAP OF UT OF PUDUCHERRY



1.6 SIGNIFICANT ECONOMIC CONTRIBUTORS OF UT OF PUDUCHERRY

- Agriculture
- Dairy farms
- Fishery
- Industry
- Power
- Irrigation

In spite of its cosmopolitan outlook and prospering urbanization outlook and prospering urbanization trends, the union territory of Puducherry is largely dependent on its potential agribusiness ambit. As a matter of fact, more of fact, more than 40% of Puducherry's population directly or indirectly relies on voluminous agriculture and agribusiness.

1.7 Pondicherry Agriculture

Agriculture is one of the main occupation of the people of the Union territory of Pondicherry. Paddy, form a major crop of Pondicherry agriculture. Some of the other crops grown are condiments, chillies, spices, pulses, coconuts, groundnut and arcanuts. During 200-01, rice was cultivated on 27,972 hectares of land.

Modernization in agriculture sector with the introduction of new and uniform crops in the fields has adversely affected the diversity of local varieties of crops. This has led to very severe undesirable ecological effects. Several varieties of paddy such as Vaigunda, Seeraga samba and Kuthiraival samba are on the verge of extinction due to these unhealthy practices. If these varieties are conserved, it will help in the positive growth of Pondicherry agriculture in many ways.

About 45 % of the total population of Pondicherry is engaged in agriculture and other related pursuits. The irrigation facility of the Union Territory is very developed as 90 % of the cultivated area is irrigated. Pondicherry is mainly irrigated through tanks and tube wells. There are 84 tanks in the region which helps to irrigate 6,765 hectares of land with a capacity of holding 46.4 mcm of water.

Pondicherry agriculture is facing certain setbacks due to the regular use of chemical fertilizers resulting in the depletion of soil nutrient and also

inhibiting the natural growth of micro-organisms. The Department of Agriculture has been taking certain initiatives to solve these problems.

The crops grown in the Karaikal district are pulses, coconuts, cotton, chilies, vegetables, sun flower and ground nuts etc. The district of Mahe is covered by typical red lateriate soil. Yanam district grows ragi, paddy, fenugreek, jowar, pulses, coconut, coriander, etc.

1.8 POPULATION OF PONDICHERY IN 2023

At the 2011 India registration, Pondicherry had a population of 675,000. Talking about population, in order to check out the population of Pondicherry in 2023, we need to have a look at the population of the past years. They are:

- 1) 2012 - 688,000
- 2) 2013 - 701,000
- 3) 2014 - 710,000
- 4) 2015 - 721,000
- 5) 2016 - 736,000
- 6) 2017 - 745,000
- 7) 2018 - 755,200

Taking a look at the population of Pondicherry from the year 2012-18, it has been noticed that there has been an increase of 48,000 in the past 7 years. Therefore, it has been seen that every year the population increases by 9600. Hence, the population of Pondicherry in 2019 is forecasted to be $745,600 + 9600 = 764,800$. So, the population of Pondicherry in the year 2019 as per estimated data = 764,800.

1.8.1 POPULATION DENSITY AND GROWTH OF PONDICHERY

The population density is 9166 persons per square kilometre. The city has a steady population growth rate and with the increasing number of people relocating here is also a reason for its growing numbers in terms of population. Many people from Odisha have relocated or migrate here for various reasons. The population growth rate has been healthy over the years and it is expected that the pace of the population growth is set to continue in the coming years.

1.9 DEMOGRAPHY OF PONDICHERY

Males represent half of the population and females half. The city has an average literacy rate of 76%, higher than the national average of 59.5%. Male literacy is about 82%, and female literacy is around 71%. In the city, around 11% of the population is below 6 years. The larger part of locals communicates in Tamil or Malayalam. There is a French community in Pondicherry and

various French establishments, for example, a consulate, the French Institute and L'Alliance Française. There is additionally a sizable group of Indians from different parts of India, including from West Bengal and Odisha.

1.10 LITERACY

1.10.1 LITERACY RATES

Any one above age 7 who can read and write in any language with an ability to understand was considered a literate. In censuses before 1991, children below the age 5 were treated as illiterates. The literacy rate taking the entire population into account is termed as "crude literacy rate" and taking the population from age 7 and above into account is termed as "effective literacy rate".

The Union Territory of Puducherry occupies the seventh place in Literacy Rate % next to Kerala, Lakshadweep, Mizoram, Tripura, Goa and Daman & Diu. As per the 2011 Census, the literacy rate for the whole UT is 85.85% with 91.26% of males and 80.67% of females being literates. Among the districts of the UT of Puducherry, Mahe has the highest literacy rate with 97.87%.

Average literacy rate of UT of Puducherry in 2011 is 85.85 compared to 81.24 of 2001. If things are looked out at gender wise, male and female literacy were 91.26 and 80.67 respectively. As per 2001 census, the male and female literacy was 88.62 and 73.90 in Puducherry UT.

Table 1.10.1.A Literacy Rate – Year-wise

| Year | Literacy Rate | | |
|-------------|----------------------|---------------|--------------|
| | Male | Female | Total |
| 1961 | 58.85 | 28.69 | 43.65 |
| 1971 | 66.50 | 40.14 | 53.38 |
| 1981 | 77.09 | 53.03 | 65.14 |
| 1991 | 83.68 | 65.63 | 74.74 |
| 2001 | 88.62 | 73.90 | 81.24 |
| 2011 | 91.26 | 80.67 | 85.85 |

Source: Census 2011

Table 1.10.1.B Distribution of Population, Density, Sex Ratio and Decadal Growth Rate as per 2011 Census

| S. No. | District | Total Population | | | Sex ratio (females per 1000 males) | Density (Per sq.km) | Decadal growth rate |
|--------|-------------|------------------|-----------------|-----------------|------------------------------------|---------------------|---------------------|
| | | Persons | Males | Females | | | |
| 1 | Pondicherry | 9,50,289 | 4,68,258 | 4,82,031 | 1,029 | 3232 | 29.23 |
| 2 | Karaikal | 2,00,222 | 97,809 | 1,02,413 | 1,047 | 1275 | 17.23 |
| 3 | Mahe | 41,816 | 19,143 | 22,673 | 1,184 | 4646 | 13.54 |
| 4 | Yanam | 55,626 | 27,301 | 28,325 | 1,038 | 1854 | 77.19 |
| | UT | 12,47,953 | 6,12,511 | 6,35,442 | 1,037 | 2547 | 28.08 |

Source: Census 2011

1.10.2 DATA ON LITERACY RATES IN UT OF PUDUCHERRY

In 2011 India Census, Puducherry UT had a population of 12,47,953. Males constitute 49.08% of the population and females 50.91%. Pondicherry has a literacy rate of 85.85%, higher than the national average of 59.5%. The male literacy is 91.26%, and female literacy is 80.67%.

1.10.3 FEMALE LITERACY RATE IN UT OF PUDUCHERRY

The following table reveals that the female literacy rate of Puducherry UT stands at 80.67% in the 2011 Census as against 73.90% in the 2001 Census. The UT of Puducherry stands 7th rank in female literacy among all States/UTs. Thus, the UT is far ahead than the national average of 65.46% in female literacy in 2011 Census. Among the districts, Mahe with 97.25% ranks first in female literacy followed by Karaikal 82.02%, Pondicherry 79.86% and Yanam 76.35%.

Table 1.10.3.A Data on Literacy Rates – District-wise

| S. No. | District | ALL | | |
|--------|-------------|--------------|--------------|--------------|
| | | Male | Female | Total |
| 1 | Pondicherry | 91.23 | 79.86 | 85.44 |
| 2 | Karaikal | 92.37 | 82.02 | 87.05 |
| 3 | Mahe | 98.63 | 97.25 | 97.87 |
| 4 | Yanam | 82.75 | 76.35 | 79.47 |
| | UT | 91.26 | 80.67 | 85.85 |

Source: Census 2011

1.11 Current Structure & Administration of Education in Puducherry

We have **12** years of schooling at three levels. The Elementary Level comprises of eight years - Five years of Primary and three years of Upper Primary Stages. This is followed by two years of Secondary Level and finally two years of Higher Secondary Level. In the educational hierarchy, Secondary Education takes a pivotal place as it begins to expose students to the differentiated roles of science, the humanities and social sciences.

In India, classes IX and X constitute the secondary stage and the classes XI and XII constitute the higher secondary stage. The normal age group of the children in secondary classes is 14-16, whereas it is 16-18 for higher secondary classes.

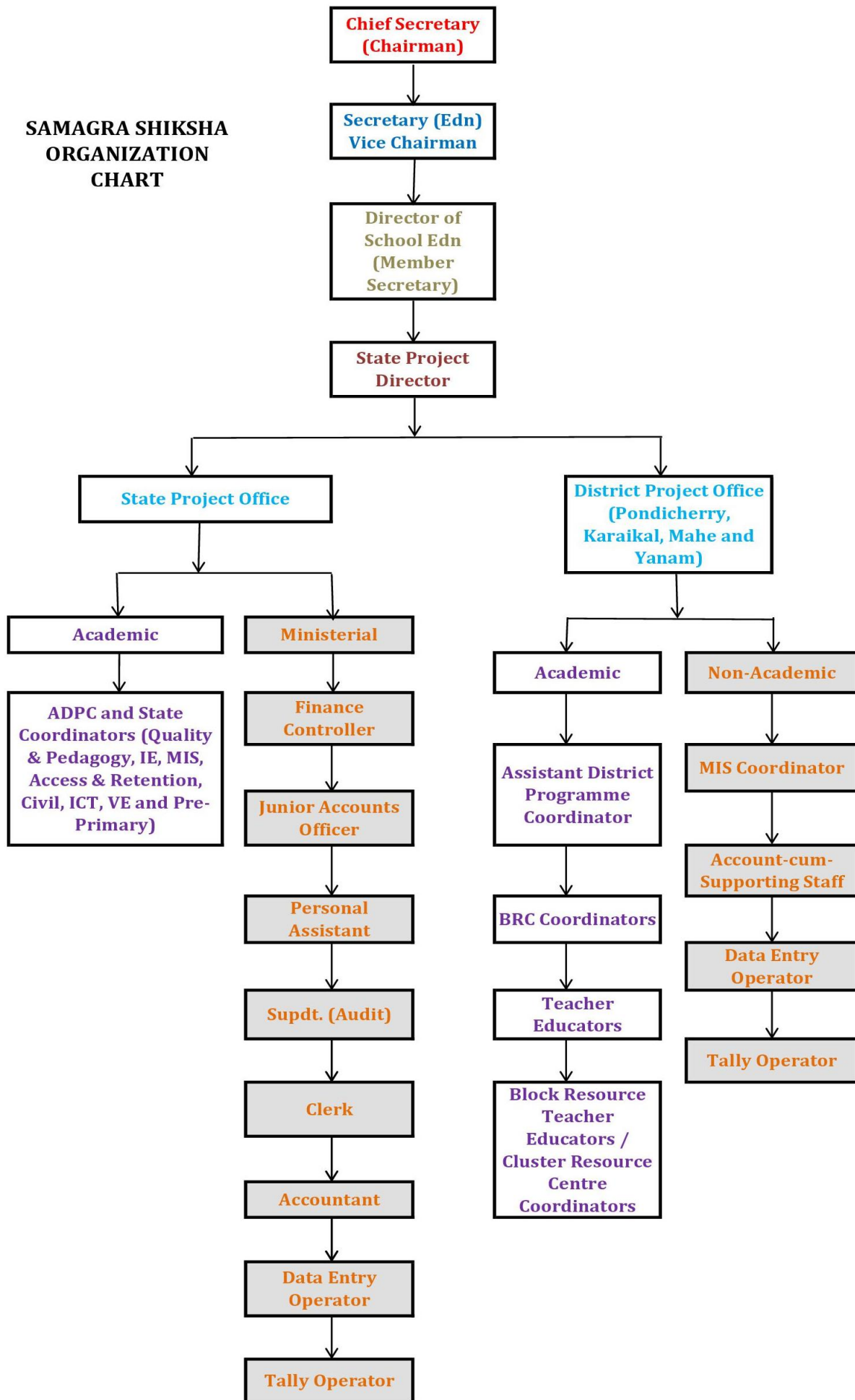
On completion of Higher Secondary Level students are eligible to pursue their higher studies in the General Academic Streams and in the Technical and Professional courses.

1.11.1 Schooling stages

| Level | Stage | Classes | No. of Years |
|------------------|-------------------------|----------------|---------------------|
| Primary | Primary | 1 to 5 | 5 |
| Middle | Upper Primary | 6 to 8 | 3 |
| Elementary | Primary + Upper Primary | 1 to 8 | 8 |
| Secondary | High School | 9 to 10 | 2 |
| Higher Secondary | Higher Secondary | 11 to 12 | 2 |

Source: Directorate of School Education

**SAMAGRA SHIKSHA
ORGANIZATION
CHART**



1.11.3 ROLE AND FUNCTIONS OF EACH OFFICIAL IN THE STRUCTURE

The inspection and supervision of schools are carried out by the Joint Director of Secondary Education for Higher Secondary Schools in the UT. The Chief Educational Officer is taking care of High Schools in the rural areas of Pondicherry region. All the Girls High Schools in rural area and all the High Schools of urban areas are under the control of Deputy Director of Women Education. In Karaikal and Mahe all the High Schools are under the control of the Chief Educational Officers of the respective regions. All the High Schools of Yanam are under the control of Delegate to Director of School Education, Yanam.

At the National level the vision, aims/goals and objectives of RMSA and the approach and strategy to achieve the goal of universalisation secondary and higher secondary education were developed and the individual States may develop State specific vision, aims/goals and objectives or comply with National level one. The National level vision, aims/goals and objectives of RMSA and the approach and strategy are given in the chapter II. Similarly, the vision, aims/goals and objectives of RMSA at the State level for UT of Puducherry and its approach and strategy to achieve the goal of universalisation of secondary education is elaborated in the chapter III.

1.12 EXISTING INSTITUTIONAL ARRANGEMENTS

The Department of Education directly controlled by the Hon'ble Minister for Education. UT of Puducherry has a Department of School Education and a Department of Higher Education, under the same Education Minister. Policy Notes presented by each department in the Legislative Assembly every year provide the most comprehensive account of Government's vision, policies and schemes under implementation, issues and strategies, financial budgets and plan outlays.

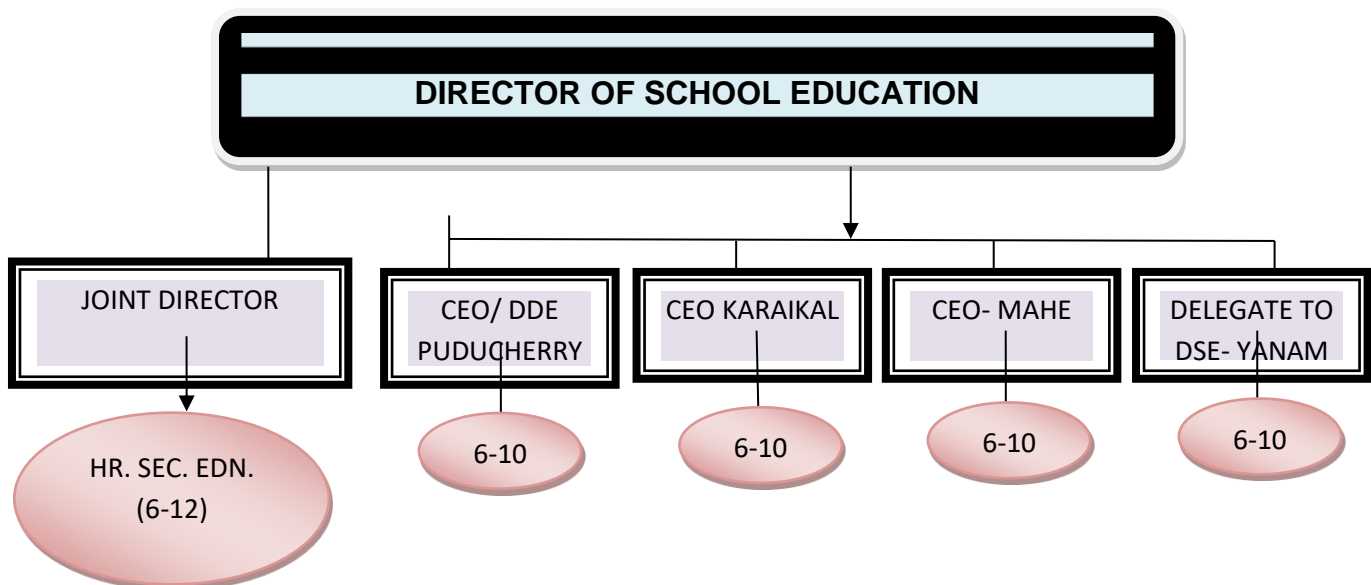
The Secretary, School Education Department assists the School Education Minister in all functions related to school education in the State including planning, budgeting and administration.

The functions assigned to the School Education Department include overall control of the education department, policy formulation, and finalization of the annual budget relating to school education, administrative sanctions for various projects and programmes, and guidance to other departments in education and training aspects.

Directorate of School Education covers High and Higher Secondary schools, and looks after all administrative matters along with the office of Joint Director, Chief Educational Officer and Deputy Director of Education (Women Education). The Deputy Director of Elementary Education and the State Project Director of Samagra Shiksha deal with Elementary Education. The state and the district level inspecting officers (JD, CEO, DD (WE)) inspect schools periodically and ensure quality in the teaching learning processes in secondary schools.

The following flow-chart attempts to show the way the Directorates are structured in the bureaucracy, such that Government mechanisms for implementation and administrative control are available at State, District, Block and School levels. For the sake of clarity, the design of SSA is also presented separately later.

Administrative Control at State, District, Block & School Levels (Upper Primary, Secondary & Higher Secondary)



1.13 MANAGEMENT INFORMATION SYSTEM (MIS)

In order to collect the annual school information and to meet the data processing needs of Samagra Shiksha, MIS have been established in the State Project Office of UT of Puducherry. The MIS wings have been fully equipped with requisite Computer Hardware & Software along with professional / trained manpower.

Unified District Information System for Education (U-DISE) Plus is used in all the districts and State level.

The MIS staff are trained from time to time at National and State level to take up MIS activities.

School information is being collected every year in the month of September through UDISE Plus, which is online Data Capture Format up to 12th class from all the schools in the State and the reports are being generated and data is submitted to GOI every year during the month of December/January.

U-DISE Plus data thus collected is being used in the preparation of Annual Work Plan & Budget of Samagra Shiksha and for other future planning of Education Department besides other departments.

The following schools are given a U-DISE code and are covered under the schemes such as ICT, Integrated Education of the Disabled at Secondary Stage (IEDSS) and vocationalization of Higher Secondary Education.

1.14 DATABASE FOR PLAN FORMULATION

A database consisting details of student enrolment, school access, teacher provision, infrastructure facilities and assessment of the quality of education are mandatory to launch the scheme in the focused direction and providing qualitative secondary school access to the children of secondary school age group.

1.15 COLLECTION OF PRIMARY AND SECONDARY DATA

The data for the Annual Work Plan and Budget is gathered from the following sources;

1. UDISE Plus for Management Information System pertaining to various information and indicators of School Education.
2. Cohort Study for the purpose of accumulating data to calculate flow rates.
3. School Mapping Exercise for identifying habitation without school and natural barriers if any.
4. Achievement Test: To know the learning attainment level of children and to devise methods for remedial teaching and interventions to ensure quality education
5. Statistics cell of Department of School Education
6. RGI (2011) Population Projections of India, Registrar General of India, New Delhi for census 2011 and population of India.

1.15.1 UDISEPLUS

All Educational Planning should be based on trustworthy and tangible data and information. Since School Education does not have any authentic data with annual updates; a mechanism has been developed by NIEPA in order to develop a sound and dependable planning framework for School education.

Right from the beginning planning in the state is founded on a decentralized mode. School information on academic and administrative perspective is collected through the UDISE Plus, from which student enrolment, teaching and non-teaching staff position, school location, availability of land, school infrastructure and student achievement level could be captured.

To minimize the labour and increase the consistency of data an unified form of data capturing has been a probing area for years. With this focus, UT of Puducherry, as a piloting attempt, integrated the DISE and SEMIS variables and evolved a unified system of data capturing (UDISE) with the guidance and support of NIEPA. Now the UDISE Plus of Puducherry U.T. is being done

online. Based on the reports generated from the UDISE, interventions such as strengthening of schools, undertaking major and minor repair works and imparting training to teachers to ensure quality education can be measured and executed.

UDISE additionally provides data on Special Focus Group (SFG) so as to formulate mechanism to assess special programmes for the SFG – Girls, SC/ST children, and minority children, children with Learning disabilities and Differently abled children.

School mapping aims at equalization of educational opportunities to promote faster progress of the nation which focuses on improving physical access condition related to schools and households. NIEPA has designed the school mapping exercise format which reflects the GER, population, distance matrix and natural barrier if any.

School mapping exercises show the geographical location of the schools besides giving the details of habitations that are already served with secondary schools and those that are yet to be served. As SSA has achieved hundred percent GAR at both primary and upper primary levels, RMSA is keen on marching towards hundred percent accesses at secondary level, for which school mapping exercise plays a vital role.

1.16 SCHOOL DEVELOPMENT PLAN

School Development Plan is prepared by all the schools and submitted to the district educational office. It provides the clear picture of school specific needs. The preparatory phase starts with the SMDC meeting which ensures the community participation in the school development plan.

Child mobilization and student enrolment are achieved through the co-operative efforts of the public and the school administration. School improvement plan includes institutional planning, periodical achievement tests, class room observation schedule and undertaking house hold survey.

School improvement refers to a systematic approach that improves the quality of schools. Field level functionaries pay frequent visits to the schools

and orient the SMDC members towards the preparation of school improvement plan. Academic monitoring, proper utilizations of funds, teacher empowerment, public awareness with the modern techniques are the major areas of concern.

1.17 CAPACITY BUILDING PROGRAMMES FOR SCHOOL DEVELOPMENT PLAN (SDP)

The school development program supports the initiatives of government and others in achieving the goal of Samagra Shiksha. Its aims are:

1. To enhance the quality of child's skill based education
2. To achieve the enrolment, attendance and completion rate
3. To achieve equality of access to school for both girls and boys
4. To achieve better prospects for children completing school
5. To provide professional training to the heads of schools in management of schools, educational planning, computer training and academic supervision.
6. To promote the active participation of children and communities in school governance
7. To hold the individual school management accountable for children's enrolment, attendance, learning and successful completion
8. The School Improvement Program aims to support schools in addressing the following key areas:
 - ensuring competent and motivated teachers
 - promoting active learning methods supported by appropriate teaching and learning aids
 - ensuring a safe, sound and effective learning environment
 - establishing a relevant curriculum
 - ensuring that children are properly prepared for school (which includes ensuring good health and nutrition, access to Early Childhood Care and Development [ECCD] and the support of parents)
 - advocating for supportive supervision (from the government) and an acceptable ensuring empowered and supportive school leaders
 - advocating the Government for adequate budget allocation

The national curriculum frame work (NCF) proposes a constructive orientation towards knowledge and teaching. The Active Learning Methodology [Plus] is an innovative method of teaching based on the principles of NCF-2005. Hence it becomes obligatory for all the teachers to equip themselves with the modern methodology. Teachers are the most important component of quality schooling. Therefore it is necessary to continuously upgrade the quality of teachers through in service job training and variety of other teaching- learning mechanisms. To empower teachers with content enrichment, the high school teachers were given a training to handle the hard spots in their respective subjects.

This is an important approach whereby schools identify all their basic needs and work to secure the human and financial resources from a range of sources to meet those needs. The school improvement program offers this approach and therefore increases the probability of all key stakeholders achieving the objectives they have set among them.

1.18 EXISTING GAPS IN DATA AND INFORMATION FOR PLAN FORMULATION

Thanks to having databases such as U-DISE, Cohort, School Mapping, and School Level Plans the UT in a position to get to know the enrolment of children, their Retention, Completion and Repetition Rate at Secondary Level. The Infrastructure Facilities available and required in the schools and the habitations without secondary school access and their necessity to be strengthened are explored. These data facilitate us to formulate need based plans and impart interventions accordingly.

Despite the fact that these data help us widely, there are still insufficiency and gaps in data and resourceful information in the process of bringing out Perspective as well as Annual plans.

DEMANDS FOR SCHOOL EDUCATION

Number of primary and upper primary level Institutions, enrolment and teachers by management in the state and district (preferably a table presenting these information by districts may also be provided in the annexure - Data source: U-DISE and State/UT Statistical Handbook).

No. of Govt. Schools by the availability of levels of schooling

| District | Pr Only | Pr+ UPr | Pr+ UPr + Sec+ HSC | UPr Only | UPr+ Sec +HSC | Pr+ UPr +Sec | UPr+ Sec | Sec+ HSC | HSC Only | Total |
|-----------|------------|-----------|--------------------|----------|---------------|--------------|-----------|----------|----------|------------|
| Pondy | 150 | 32 | 2 | 0 | 37 | 21 | 21 | 4 | 3 | 270 |
| Karaikal | 60 | 13 | 0 | 0 | 9 | 11 | 6 | 2 | 0 | 101 |
| Mahe | 8 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | 0 | 17 |
| Yanam | 15 | 0 | 0 | 0 | 0 | 2 | 6 | | 1 | 24 |
| UT | 233 | 46 | 2 | 1 | 48 | 36 | 34 | 8 | 4 | 412 |

Note: Pr-Primary, Upr-Upper Primary, Sec-Secondary, HSC-Higher Secondary

No. of Schools (All Management)

| Region | MGMT | Prim only | Prim-UP | Prim-UP-Sec-HSS | UP only | UP-Sec-HSS | Prim-UP-Sec | UP-Sec | Sec-HSS | HSS only | Total |
|----------|--------------|------------|-----------|-----------------|----------|------------|-------------|-----------|----------|----------|------------|
| Pondy | Govt. | 150 | 32 | 2 | 0 | 37 | 21 | 21 | 4 | 3 | 270 |
| | Aided | 1 | 1 | 8 | 0 | 0 | 15 | 0 | 0 | 0 | 25 |
| | Pvt. | 19 | 13 | 99 | 0 | 0 | 59 | 0 | 0 | 0 | 190 |
| | SW | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | KV | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | JNV | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Total | 170 | 46 | 112 | 0 | 38 | 95 | 21 | 4 | 3 | 489 |
| Karaikal | Govt. | 60 | 13 | 0 | 0 | 9 | 11 | 6 | 2 | 0 | 101 |
| | Aided | 1 | 0 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 7 |
| | Pvt. | 12 | 4 | 19 | 0 | 0 | 23 | 0 | 0 | 0 | 58 |
| | SW | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | KV | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | JNV | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Total | 73 | 18 | 24 | 0 | 10 | 36 | 6 | 2 | 0 | 169 |

Source: UDISEPlus 2022-23 (all tables above)

| Region | MGMT | Prim only | Prim-UP | Prim-UP-Sec-HSS | UP only | UP-Sec-HSS | Prim-UP-Sec | UP-Sec | Sec-HSS | HSS only | Total |
|--------|--------------|------------|-----------|-----------------|----------|------------|-------------|-----------|----------|----------|------------|
| MAHE | Govt. | 8 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | 0 | 17 |
| | Pvt. | 2 | 3 | 2 | 0 | 0 | 7 | 0 | 0 | 0 | 14 |
| | KV | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | JNV | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Total | 10 | 4 | 3 | 1 | 3 | 9 | 1 | 2 | 0 | 33 |
| YANAM | Govt. | 15 | 0 | 0 | 0 | 0 | 2 | 6 | 0 | 1 | 24 |
| | Aided | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| | Pvt. | 1 | 1 | 0 | 0 | 0 | 8 | 0 | 0 | 2 | 12 |
| | JNV | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Total | 16 | 1 | 0 | 0 | 1 | 11 | 6 | 0 | 3 | 38 |
| UT | Govt. | 233 | 46 | 2 | 1 | 48 | 36 | 34 | 8 | 4 | 412 |
| | Aided | 2 | 1 | 12 | 0 | 0 | 18 | 0 | 0 | 0 | 33 |
| | Pvt. | 34 | 21 | 120 | 0 | 0 | 97 | 0 | 0 | 2 | 274 |
| | SW | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | KV | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| | JNV | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| | Total | 269 | 69 | 139 | 1 | 52 | 151 | 34 | 8 | 6 | 729 |

Note: 1.MGT-Management, 2. G-Govt., SW-Social Welfare, PA-Pvt. Aided, PU-Pvt. Unaided, C-Central

Region and Management wise Enrolment (Pre-Primary to XII)

| Region | Govt. | Aided | Pvt. Unaided | SW | KV | JNV | Total |
|-----------|--------------|--------------|---------------|-----------|-------------|-------------|---------------|
| Pondy | 58886 | 16471 | 110903 | 22 | 3792 | 535 | 190609 |
| Karaikal | 17576 | 6200 | 16255 | 7 | 470 | 478 | 40986 |
| Mahe | 4726 | | 5988 | | 500 | 419 | 11633 |
| Yanam | 3510 | 645 | 3722 | | | 374 | 8251 |
| UT | 84698 | 23316 | 136868 | 29 | 4762 | 1806 | 251479 |

Govt. Schools Enrolment (Pre-Primary to VIII)

| District | PP_B | PP_G | PP_T | Prim_B | Prim_G | Prim_T | Upr_B | Upr_G | Upr_T |
|-----------|-------------|-------------|-------------|--------------|--------------|--------------|-------------|-------------|--------------|
| Pondy | 2836 | 2856 | 5692 | 9570 | 9749 | 19319 | 6862 | 7057 | 13919 |
| Karaikal | 1001 | 967 | 1968 | 3118 | 2922 | 6040 | 1976 | 1913 | 3889 |
| Mahe | 251 | 218 | 469 | 682 | 646 | 1328 | 540 | 529 | 1069 |
| Yanam | 259 | 241 | 500 | 665 | 740 | 1405 | 436 | 447 | 883 |
| UT | 4347 | 4282 | 8629 | 14035 | 14057 | 28092 | 9814 | 9946 | 19760 |

Source: UDISEPlus 2022-23 (all tables above)

Govt. Schools Enrolment (IX to XII)

| District | Sec_B | Sec_G | Sec_T | HSS_B | HSS_G | HSS_T |
|-----------|-------------|-------------|--------------|-------------|-------------|--------------|
| Pondy | 4685 | 5121 | 9806 | 4300 | 5850 | 10150 |
| Karaikal | 1418 | 1296 | 2714 | 1338 | 1627 | 2965 |
| Mahe | 443 | 356 | 799 | 578 | 483 | 1061 |
| Yanam | 268 | 272 | 540 | 84 | 98 | 182 |
| UT | 6814 | 7045 | 13859 | 6300 | 8058 | 14358 |

No. of Teachers in All Schools (Region & Management wise)

| Region | Govt. | Pvt. Aided | Pvt. Unaided | Social Welfare | Central | Total |
|-----------|-------------|------------|--------------|----------------|------------|--------------|
| Pondy | 3073 | 665 | 5493 | 10 | 86 | 9327 |
| Karaikal | 949 | 201 | 1056 | 2 | 47 | 2255 |
| Mahe | 223 | 0 | 354 | 0 | 49 | 626 |
| Yanam | 300 | 25 | 213 | 0 | 22 | 560 |
| UT | 4545 | 891 | 7116 | 12 | 204 | 12768 |

No. of Teachers in Govt. Schools (Class taught wise)

| Region | Prim Only | Up Prim Only | Prim With Up Prim | Sec Only | HSC Only | Up Prim With Sec | Sec With HSC | PP only | PP with Prim | Total |
|--------------|-------------|--------------|-------------------|------------|------------|------------------|--------------|------------|--------------|-------------|
| Pondy | 1078 | 214 | 8 | 191 | 444 | 855 | 53 | 194 | 36 | 3073 |
| Karaikal | 405 | 85 | 7 | 63 | 98 | 198 | 17 | 61 | 15 | 949 |
| Mahe | 52 | 25 | 1 | 27 | 44 | 51 | 6 | 16 | 1 | 223 |
| Yanam | 116 | 23 | 1 | 31 | 18 | 86 | | 22 | 3 | 300 |
| TOTAL | 1651 | 347 | 17 | 312 | 604 | 1190 | 76 | 293 | 55 | 4545 |

Source: UDISEPlus 2022-23 (all tables above)

- Provide a brief account of the progress towards UEE at the state and district level in terms of key performance indicators of major components of UEE such as access, teacher deployment, participation, retention, international efficiency, equity, graduation rates, quality (if any evaluation studies conducted), capacity building, institutional reforms for maintaining 6database, strengthening resource organizations and management machineries at the state and district levels, planning, monitoring, evaluation, capacity building, etc.

Universalization of Elementary Education in UT of Puducherry

Access

This UT has a convenient position in the access aspect. Almost all the inhabitants at Puducherry have no demand for new schools for elementary cycle. Because the least one school having primary sections within 1 km and a school with upper primary section within 3 km. The habitation – school mapping has been done and the fact is verified.

Teacher Deployment

In the UT of Puducherry the cadre, Trained Graduate Teacher (TGT), is the one which pertains for taking classes for both Upper Primary and Secondary. Depending upon the sections available the TGTs will handle classes for either upper primary or secondary or both

The PTR scenario in both upper primary and secondary shows a very comfortable scenario of less than 30 students. From this it is obvious that the TGTs are in excess and no additional teachers are required.

Pupil Teacher Ratio (PTR) - All Management

| District | Mgmt | Prim | Upr | Elem | Sec | HSS | Total |
|--------------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| PONDICHERRY | Govt. | 17 | 13 | 15 | 9 | 20 | 18 |
| PONDICHERRY | Aided | 17 | 14 | 20 | 16 | 18 | 24 |
| PONDICHERRY | Pvt. Unaided | 16 | 13 | 18 | 10 | 13 | 19 |
| PONDICHERRY | SW | 3 | 1 | 2 | 1 | 0 | 2 |
| PONDICHERRY | KV | 118 | 50 | 91 | 13 | 14 | 56 |
| PONDICHERRY | JNV | 0 | 22 | 22 | 17 | 20 | 27 |
| PONDICHERRY | Tot | 17 | 14 | 18 | 10 | 16 | 19 |
| KARAIKAL | Govt. | 14 | 13 | 14 | 10 | 26 | 18 |
| KARAIKAL | Aided | 26 | 27 | 30 | 16 | 21 | 30 |
| KARAIKAL | Pvt. Unaided | 12 | 8 | 13 | 7 | 10 | 14 |
| KARAIKAL | SW | 1 | 5 | 4 | 0 | 0 | 4 |
| KARAIKAL | KV | 41 | 33 | 42 | 5 | 8 | 24 |
| KARAIKAL | JNV | 0 | 24 | 24 | 8 | 8 | 18 |
| KARAIKAL | Tot | 14 | 12 | 15 | 9 | 17 | 17 |
| MAHE | Govt. | 25 | 14 | 18 | 10 | 21 | 21 |
| MAHE | Pvt. Unaided | 17 | 9 | 15 | 5 | 16 | 16 |
| MAHE | KV | 34 | 31 | 36 | 7 | 2 | 24 |
| MAHE | JNV | 0 | 25 | 25 | 7 | 11 | 15 |
| MAHE | Tot | 20 | 11 | 17 | 7 | 17 | 18 |
| YANAM | Govt. | 12 | 8 | 10 | 5 | 10 | 11 |
| YANAM | Aided | 21 | 17 | 23 | 11 | 0 | 25 |
| YANAM | Pvt. Unaided | 13 | 10 | 13 | 7 | 26 | 16 |
| YANAM | JNV | 0 | 18 | 18 | 11 | 9 | 17 |
| YANAM | Tot | 13 | 10 | 12 | 6 | 18 | 14 |
| UT | Govt. | 16 | 13 | 15 | 9 | 21 | 18 |
| UT | Aided | 19 | 17 | 22 | 16 | 19 | 25 |
| UT | Pvt. Unaided | 16 | 12 | 17 | 9 | 13 | 18 |
| UT | SW | 2 | 2 | 2 | 1 | 0 | 2 |
| UT | KV | 82 | 45 | 71 | 10 | 10 | 44 |
| UT | JNV | 0 | 22 | 22 | 10 | 12 | 19 |
| UT | Tot | 16 | 13 | 17 | 10 | 16 | 18 |

Source: UDISEPlus 2022-23

Student Classroom Ratio (SCR) - All Management

| District | Mgmt | Prim | Upr | Elem | Sec | HSS | Total |
|--------------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| PONDICHERRY | Govt. | 20 | 29 | 23 | 29 | 32 | 25 |
| PONDICHERRY | Aided | 27 | 36 | 30 | 32 | 26 | 30 |
| PONDICHERRY | Pvt. Unaided | 26 | 27 | 26 | 29 | 23 | 26 |
| PONDICHERRY | SW | 2 | 2 | 2 | 3 | 0 | 2 |
| PONDICHERRY | KV | 66 | 62 | 64 | 38 | 35 | 55 |
| PONDICHERRY | JNV | 0 | 28 | 28 | 76 | 32 | 36 |
| PONDICHERRY | Tot | 24 | 29 | 26 | 29 | 26 | 26 |
| KARAIKAL | Govt. | 18 | 28 | 21 | 33 | 36 | 25 |
| KARAIKAL | Aided | 36 | 43 | 39 | 43 | 36 | 39 |
| KARAIKAL | Pvt. Unaided | 19 | 19 | 19 | 21 | 15 | 19 |
| KARAIKAL | SW | 2 | 5 | 7 | 0 | 0 | 7 |
| KARAIKAL | KV | 41 | 132 | 67 | 15 | 30 | 39 |
| KARAIKAL | JNV | 0 | 37 | 37 | 39 | 26 | 34 |
| KARAIKAL | Tot | 20 | 26 | 22 | 28 | 26 | 23 |
| MAHE | Govt. | 23 | 21 | 22 | 26 | 35 | 25 |
| MAHE | Pvt. Unaided | 29 | 17 | 24 | 15 | 39 | 23 |
| MAHE | KV | 59 | 52 | 56 | 31 | 7 | 42 |
| MAHE | JNV | 0 | 29 | 29 | 31 | 30 | 30 |
| MAHE | Tot | 27 | 20 | 24 | 21 | 35 | 25 |
| YANAM | Govt. | 16 | 26 | 19 | 17 | 11 | 18 |
| YANAM | Aided | 29 | 37 | 32 | 32 | 0 | 32 |
| YANAM | Pvt. Unaided | 19 | 24 | 21 | 23 | 27 | 22 |
| YANAM | JNV | 0 | 23 | 23 | 63 | 33 | 31 |
| YANAM | Tot | 18 | 26 | 20 | 22 | 22 | 21 |
| UT | Govt. | 19 | 28 | 22 | 29 | 32 | 25 |
| UT | Aided | 29 | 38 | 32 | 34 | 28 | 32 |
| UT | Pvt. Unaided | 24 | 25 | 25 | 27 | 23 | 25 |
| UT | SW | 2 | 2 | 2 | 3 | 0 | 2 |
| UT | KV | 61 | 67 | 63 | 32 | 30 | 51 |
| UT | JNV | 0 | 29 | 29 | 46 | 30 | 33 |
| UT | Tot | 23 | 28 | 25 | 28 | 26 | 26 |

Source: UDISEPlus 2022-23

Participation, Retention and Equity

Gross Enrolment Ratio (GER), Adjusted Net Enrolment Ratio (ANER) and Net Enrolment Ratio (NER)

1. Primary Level

| REGION | GER | | | NER | | | ANER | | |
|-----------|---------------|---------------|---------------|---------------|--------------|--------------|---------------|--------------|---------------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| PONDY | 115.03 | 102.86 | 108.85 | 105.30 | 94.87 | 100.01 | 110.14 | 99.08 | 104.53 |
| KARAIKAL | 114.80 | 103.86 | 109.22 | 106.31 | 96.61 | 101.36 | 111.75 | 100.56 | 106.04 |
| MAHE | 159.05 | 135.58 | 146.86 | 131.00 | 110.33 | 120.26 | 156.66 | 133.65 | 144.71 |
| YANAM | 71.28 | 68.82 | 70.01 | 64.88 | 64.85 | 64.86 | 70.25 | 67.68 | 68.93 |
| UT | 114.39 | 102.51 | 108.34 | 104.34 | 94.18 | 99.17 | 110.10 | 99.02 | 104.46 |

2. Upper Primary Level

| REGION | GER | | | NER | | | ANER | | |
|-----------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|---------------|---------------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| PONDY | 109.24 | 106.96 | 108.12 | 92.39 | 92.24 | 92.31 | 101.81 | 101.80 | 101.81 |
| KARAIKAL | 105.69 | 102.07 | 103.91 | 90.03 | 85.50 | 87.80 | 99.71 | 96.64 | 98.20 |
| MAHE | 133.04 | 129.14 | 131.10 | 99.51 | 97.31 | 98.42 | 129.01 | 126.05 | 127.54 |
| YANAM | 75.90 | 78.03 | 76.92 | 64.23 | 65.66 | 64.91 | 74.40 | 74.10 | 74.25 |
| UT | 107.96 | 105.68 | 106.84 | 90.96 | 90.13 | 90.55 | 101.16 | 100.60 | 100.89 |

3. Secondary Level

| REGION | GER | | | NER | | | ANER | | |
|-----------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|---------------|---------------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| PONDY | 117.68 | 111.30 | 114.52 | 89.34 | 87.41 | 88.38 | 106.54 | 103.79 | 105.18 |
| KARAIKAL | 118.01 | 106.18 | 112.14 | 92.22 | 81.34 | 86.82 | 108.34 | 97.54 | 102.98 |
| MAHE | 134.13 | 120.53 | 127.44 | 83.49 | 68.05 | 75.90 | 129.33 | 116.23 | 122.88 |
| YANAM | 84.38 | 80.89 | 82.70 | 63.39 | 61.06 | 62.27 | 80.02 | 76.20 | 78.18 |
| UT | 116.69 | 109.38 | 113.07 | 88.37 | 84.58 | 86.50 | 106.32 | 101.92 | 104.15 |

Source: UDISEPlus 2021-22 (All tables above)

4. Hr. Sec. Level

| REGION | GER | | | NER | | | ANER | | |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| PONDY | 92.63 | 100.87 | 96.66 | 67.85 | 77.08 | 72.36 | 85.60 | 95.01 | 90.20 |
| KARAIKAL | 77.73 | 88.62 | 83.15 | 51.89 | 56.54 | 54.20 | 73.24 | 84.23 | 78.71 |
| MAHE | 129.78 | 128.72 | 129.27 | 62.81 | 64.19 | 63.47 | 129.78 | 128.72 | 129.27 |
| YANAM | 50.42 | 51.98 | 51.20 | 31.70 | 34.34 | 33.02 | 40.08 | 41.60 | 40.84 |
| UT | 89.12 | 96.94 | 92.96 | 63.11 | 70.82 | 66.89 | 82.56 | 91.27 | 86.83 |

5. All Level

| REGION | GER | | | NER | | | ANER | | |
|-----------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|--------------|---------------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| PONDY | 109.95 | 104.99 | 107.48 | 92.48 | 89.87 | 91.18 | 102.95 | 99.87 | 101.41 |
| KARAIKAL | 106.28 | 101.09 | 103.68 | 89.87 | 84.18 | 87.02 | 101.08 | 96.17 | 98.62 |
| MAHE | 143.49 | 130.63 | 137.03 | 103.98 | 93.69 | 98.81 | 140.68 | 128.33 | 134.48 |
| YANAM | 70.50 | 69.45 | 69.97 | 58.09 | 58.56 | 58.32 | 67.02 | 65.36 | 66.19 |
| UT | 108.57 | 103.49 | 106.04 | 90.74 | 87.50 | 89.13 | 102.18 | 98.56 | 100.38 |

Source: UDISEPlus 2021-22 (All tables above)

The GER and NER clearly show the status of coverage of elementary education of the school age population. The cross of the value over 100% shows the enrolment of neighbouring state students as UT of Puducherry has its territories mingled with its neighbouring states viz. Tamil Nadu (Pondy and Karaikal regions), Kerala (Mahe region), Andhra Pradesh (Yanam region).

The Retention and Drop Out rates in the elementary level also clearly show the status of universalisation of elementary education in the UT of Puducherry.

As the UT has implemented Right to Education Act, the dropout rate, which is about 2% in 2011-12, has now gone down to 0.37% for secondary in the year 2014-15. The state follows no detention policy up to 8th standard even before the advent of RTE.

But, it is also obvious that the estimation of drop-outs and never enrolled will be accurate only if it is done as a door to door campaign. Any other estimation such as Cohort method will provide an approximate figure but not an exact one, as the RTE ensures admission for a student upto upper primary without any previous study record.

Retention Rate (All management)

| District | Primary | | | Upr. Primary | | |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| | B | G | T | B | G | T |
| Pondy | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Karaikal | 99.42 | 99.82 | 99.61 | 98.99 | 99.66 | 99.32 |
| Mahe | 99.77 | 99.46 | 99.62 | 99.93 | 99.85 | 99.89 |
| Yanam | 98.68 | 98.96 | 98.82 | 99.90 | 98.95 | 99.44 |
| UT | 99.85 | 99.90 | 99.88 | 99.83 | 99.91 | 99.87 |

| District | Secondary | | | Hr. Secondary | | | Total | | |
|-----------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|
| | B | G | T | B | G | T | B | G | T |
| Pondy | 100.0 | 100.0 | 100.0 | 99.99 | 99.98 | 99.98 | 100.0 | 100.0 | 100.0 |
| Karaikal | 94.68 | 96.43 | 95.54 | 95.25 | 97.28 | 96.32 | 97.93 | 98.80 | 98.36 |
| Mahe | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.87 | 99.71 | 99.80 |
| Yanam | 98.99 | 97.18 | 98.10 | 97.95 | 97.64 | 97.79 | 98.96 | 98.45 | 98.70 |
| UT | 99.13 | 99.34 | 99.23 | 99.24 | 99.49 | 99.37 | 99.63 | 99.74 | 99.68 |

Drop-Out Rate (All management)

| District | Primary | | | Upr. Primary | | |
|-----------|-------------|-------------|-------------|--------------|-------------|-------------|
| | B | G | T | B | G | T |
| Pondy | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Karaikal | 0.58 | 0.18 | 0.39 | 1.01 | 0.34 | 0.68 |
| Mahe | 0.23 | 0.54 | 0.38 | 0.07 | 0.15 | 0.11 |
| Yanam | 1.32 | 1.04 | 1.18 | 0.10 | 1.05 | 0.56 |
| UT | 0.15 | 0.10 | 0.12 | 0.17 | 0.09 | 0.13 |

| District | Secondary | | | Hr. Secondary | | | Total | | |
|-----------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|
| | B | G | T | B | G | T | B | G | T |
| Pondy | 0.00 | 0.00 | 0.00 | 0.01 | 0.02 | 0.02 | 0.00 | 0.00 | 0.00 |
| Karaikal | 5.32 | 3.57 | 4.46 | 4.75 | 2.72 | 3.68 | 2.07 | 1.20 | 1.64 |
| Mahe | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.13 | 0.29 | 0.20 |
| Yanam | 1.01 | 2.82 | 1.90 | 2.05 | 2.36 | 2.21 | 1.04 | 1.55 | 1.30 |
| UT | 0.87 | 0.66 | 0.77 | 0.76 | 0.51 | 0.63 | 0.37 | 0.26 | 0.32 |

Source: UDISEPlus 2021-22 (All tables above)

Gender Parity Index (GPI)

| REGION | PRIM | UPR. PRIM. | SEC. | HR. SEC. | TOTAL |
|-----------|-------------|-------------|-------------|-------------|-------------|
| Pondy | 0.89 | 0.98 | 0.95 | 1.09 | 0.95 |
| Karaikal | 0.90 | 0.97 | 0.90 | 1.14 | 0.95 |
| Mahe | 0.85 | 0.97 | 0.90 | 0.99 | 0.91 |
| Yanam | 0.97 | 1.03 | 0.96 | 1.03 | 0.99 |
| UT | 0.90 | 0.98 | 0.94 | 1.09 | 0.95 |

Gender Gap

| REGION | PRIM | UPR. PRIM. | SEC. | HR. SEC. | TOTAL |
|-----------|-------------|-------------|-------------|--------------|-------------|
| PONDY | 4.04 | 2.95 | 3.63 | -2.05 | 2.72 |
| KARAIKAL | 2.91 | 3.38 | 6.07 | -5.95 | 2.33 |
| MAHE | 4.06 | 2.23 | 6.96 | 4.93 | 4.16 |
| YANAM | -1.18 | 2.86 | 5.81 | -1.38 | 1.12 |
| UT | 3.67 | 2.98 | 4.22 | -2.30 | 2.67 |

Source: UDISEPlus 2021-22 (All tables above)

There is no gender inequity in the UT of Puducherry. The gender Gap is less than 4.0 up to elementary levels.

QUALITY:

“A quality education grants us the ability to fight the war on ignorance and poverty”.

Though the UT stands top in the infrastructure aspect of quality, its place in the achievement front is not pleasing. The state has taken measures to improve quality. The inspecting officers inspect the class-room activity and performance of the students and teachers and estimate, advice and initiate steps to improve quality.

ABL is instituted in the Primary level as a measure to ensure the cognitive learning. CAL is instituted to deliver the concepts with life up to upper primary. In-service training is given to the teachers so as to keep them

tuned and updated professionally. Science Exhibitions were conducted at school level wherein the scientific temper in the students develops. The collaborative effort with 'Azim Premji foundation' in the realms of training, class room activity and monitoring is also expected to yield fruitful results in the quality front.

A MoU with British Council is about to be signed to train head of the institutions on leadership qualities. This will be very effective in improving quality.

Database, Planning and Monitoring:

The Management Information System (MIS) is operating for SSA & RMSA. It comprises:

1. One MIS Coordinator at State Level
2. Two Data Entry Operators at State Level
3. One Data Entry Operator at District Level

There is no separate database for the UT. The U-DISE software is adopted and used for SSA and RMSA. The U-DISE DCF is printed through software and circulated to the schools. The data collected through the DCF is entered in the software at BRC level. Reports are generated through the built in reports and as well as through exporting tables to MS Access. The data is being utilized by Midday Meals Scheme also.

The MIS Coordinator is basically a teacher working in the responsibility on sparing of service. The data entry operators are qualified software personals with the qualification of MCA.

Transition Rates

Also give a brief account of the trends in the transition rate from primary to upper primary education and upper primary to secondary education, with the basic objective of assessing the need for expansion of secondary education as a response to accommodate the additional demand generated by SSA.

As in the case of GER and NER the Transition rates of Primary to Upper Primary and Upper Primary to Secondary shows a promising trend. The value exceeds 100% because of the migrant enrolment as the boundaries with the neighbouring states are very much scattered.

With scenario of dwindling enrolment in Pondicherry there is no demand for new schools or up gradation needed for secondary stage.

Transition Rates (All management)

| REGION | PRIM TO UPR. PRIM | | | UPR. PRIM TO SEC. | | | SEC TO HR. SEC. | | |
|-----------|-------------------|--------------|--------------|-------------------|--------------|--------------|-----------------|--------------|---------------|
| | BOY | GIRL | TOTAL | BOY | GIRL | TOTAL | BOY | GIRL | TOTAL |
| Pondy | 97.13 | 98.42 | 97.74 | 97.40 | 98.24 | 97.80 | 85.81 | 94.13 | 89.89 |
| Karaikal | 97.84 | 96.69 | 97.29 | 96.61 | 99.15 | 97.80 | 72.53 | 91.13 | 81.78 |
| Mahe | 85.58 | 93.75 | 89.50 | 97.60 | 95.29 | 96.46 | 114.74 | 100.28 | 107.72 |
| Yanam | 91.57 | 95.37 | 93.50 | 93.77 | 93.99 | 93.87 | 66.15 | 75.66 | 71.02 |
| UT | 96.50 | 97.80 | 97.12 | 97.16 | 98.12 | 97.62 | 84.14 | 93.23 | 88.61 |

Source: UDISEPlus 2021-22 (All tables above)

Projection of School Age Population (14-17 Age Groups)

The population data is not accurate as the census of India has not yet published the **single age** population data of 2011 census. The growth trend from 1991 to 2001 is greater than the growth trend between 2001 and 2011. Especially in the case of single age population, namely, school age population, the population is not in an increasing trend from 2001 to 2011, due to birth rate.

All projection techniques followed normally will not represent the correct demographic scenario of the UT. Because the growth rate for single age population is not available.

Population Decadal Variation

| S. No. | District | Percentage Decadal Variation | | | |
|-----------|-------------|------------------------------|--------------|--------------|--------------|
| | | 1971-81 | 1981-91 | 1991-01 | 2001-11 |
| 1 | Pondicherry | 30.62 | 36.88 | 20.88 | 28.73 |
| 2 | Karaikal | 19.96 | 21.41 | 17.22 | 17.29 |
| 3 | Mahe | 22.82 | 17.72 | 10.11 | 13.86 |
| 4 | Yanam | 40.28 | 74.51 | 54.67 | 77.15 |
| UT | | 28.15 | 33.64 | 20.62 | 27.72 |

Source: Census of India

Differences in Population Decadal Variation

| S. No. | District | 1981-91 and 1991-2001 | 1981-91 and 2001-11 |
|-----------|-------------|-----------------------|---------------------|
| 1 | Pondicherry | -16.00 | -8.15 |
| 2 | Karaikal | -4.19 | -4.12 |
| 3 | Mahe | -7.61 | -3.86 |
| 4 | Yanam | -19.84 | 2.64 |
| UT | | -13.02 | -5.92 |

Source: Census of India

The decadal growth rate from 1981-91 is 33.64 for UT. But, the decadal variation from 1991-2001 is 20.62 which is 13.02 % less. The decadal Variation of 2001-11 with respect to 1981 to 1991 is about 5.92% less. This clearly shows a down trend in the population growth for 20 years. Consequently the school age population will also have a down trend.

Current Status of Secondary Education

Access

In UT of Puducherry, we have easy access to Secondary schools. As the UT has comparatively less area and mostly urbanised the availability of secondary school within 5 km distance from any habitation is not an issue. But access to Secondary schools is an issue for muslim minority girl children. In UT of Puducherry the access to Secondary school is not a big issue in respect of distance barrier. As the UT is comparatively of less area and mostly urbanised the availability of secondary school within 5 km distance from any habitation is not an issue. Distance is not a barrier in terms of access. But there are certain other barriers like area where Muslim minority girl children are studying. A school was upgraded through RMSA, where the Muslim minority children will leave schooling for the reason they have to go out of their habitation to have Secondary level schooling, though the distance is within 5 km.

Participation

As the UT has implemented RTE, all Govt. and Private Aided Schools are now managed by School Management Development Committee. A separate bank account has been opened and all financial dealings are done through core banking. Trainings and awareness programmes have been conducted to make the office bearers and stake holders aware of their roles and responsibilities.

Curriculum Reforms and Examination Reforms:

In the UT, Pondicherry and Karaikal regions follow the Tamil Nadu curriculum. The Secondary and Higher Secondary certificates are issued by Tamil Nadu. The question papers framing and evaluation and publication of results are done by Tamil Nadu. Same in the case of Mahe, where Kerala curriculum is followed and in Yanam, Andhra curriculum is followed. So, the curriculum reforms and examination reforms are done by the respective states.

The no. of schools under various parameters is given below:

Management Wise No. of Schools (All Schools)

| Region | Govt. | Aided | Unaided | Soc. Wel | KV | JNV | Total |
|-----------|------------|-----------|------------|----------|----------|----------|------------|
| Pondy | 270 | 25 | 190 | 1 | 2 | 1 | 489 |
| Karaikal | 101 | 7 | 58 | 1 | 1 | 1 | 169 |
| Mahe | 17 | 0 | 14 | 0 | 1 | 1 | 33 |
| Yanam | 24 | 1 | 12 | 0 | 0 | 1 | 38 |
| UT | 412 | 33 | 274 | 2 | 4 | 4 | 729 |

Area Wise No. of Schools (All Schools)

| REGIONS | RURAL | URBAN | TOTAL |
|-----------|------------|------------|------------|
| PONDY | 277 | 212 | 489 |
| KARAIKAL | 112 | 57 | 169 |
| MAHE | | 33 | 33 |
| YANAM | | 38 | 38 |
| UT | 389 | 340 | 729 |

No. of Schools by Type (All Schools)

| REGION | BOYS | GIRLS | CO-ED | TOTAL |
|-----------|-----------|-----------|------------|------------|
| PONDY | 19 | 23 | 447 | 489 |
| KARAIKAL | 5 | 7 | 157 | 169 |
| MAHE | | | 33 | 33 |
| YANAM | 1 | 1 | 36 | 38 |
| UT | 25 | 31 | 673 | 729 |

Source: UDISEPlus 2022-23 (all tables above)

No. of schools by maximum level Available (All schools)

| REGIONS | PRIMARY | MIDDLE | HIGH | HSC | TOTAL |
|----------------|----------------|---------------|-------------|------------|--------------|
| PONDY | 170 | 46 | 116 | 157 | 489 |
| KARAIKAL | 73 | 18 | 42 | 36 | 169 |
| MAHE | 10 | 5 | 10 | 8 | 33 |
| YANAM | 16 | 1 | 17 | 4 | 38 |
| UT | 269 | 70 | 185 | 205 | 729 |

The mapping exercise of Physical Access was done manually. GIS mapping was done this year, with the assistance of NIC, UT of Puducherry. The unserved areas if any are yet to be determined after completing the GIS mapping. The GPI and Gender Gap are almost 1:1; hence it is not a serious issue in general.

No. of Govt. Schools Having Infrastructural Facilities

| District | No. of Schools | HM Room | Water | Boys Toilet | Girls Toilet | Play Ground | Boundary Wall | Handrails | Electricit | Library | Ramps |
|-----------------|-----------------------|----------------|--------------|--------------------|---------------------|--------------------|----------------------|------------------|-------------------|----------------|--------------|
| Pondy | 270 | 196 | 270 | 252 | 252 | 192 | 255 | 196 | 270 | 270 | 244 |
| Karaikal | 101 | 65 | 101 | 96 | 96 | 82 | 97 | 80 | 101 | 101 | 93 |
| Mahe | 17 | 16 | 17 | 17 | 17 | 9 | 17 | 13 | 17 | 17 | 15 |
| Yanam | 24 | 20 | 24 | 23 | 23 | 17 | 23 | 18 | 24 | 24 | 24 |
| UT | 412 | 297 | 412 | 388 | 388 | 300 | 392 | 307 | 412 | 412 | 376 |

Source: UDISEPlus 2022-23 (All Tables above)

Deployment and Management of Teachers and Staff

The cadre pertaining to Upper Primary and Secondary is Trained Graduate Teacher (TGT). It is a common cadre in composite schools. Teachers' posts are sanctioned at school level. All the TGTs are having B.Ed., Qualification. The basic eligibility criterion for recruitment or promotion to the cadre TGT is a degree in Academic and Professional courses.

The Secondary Schools shall have 1 UDC or Assistant, 1 peon or attender, 1 Sanitary Helper, 1 Sanitary Assistant and 1 Watchman. The Higher Secondary Schools shall have 1 Superintendent, 1 UDC or Assistant, 1 LDC or Cashier, 1 Store Keeper, 4 Lab Attendees, 1 peon, 1 Sanitary Helper – 1 Sanitary Assistant (this may be more according to the Enrolment), 1 Watchman.

Issues

With respect to Access, Participation, Retention, Equity, Internal Efficiency the UT has no major issues. But regarding the quality improvement, Capacity Building, EMIS, Monitoring, Evaluation the UT has to address certain issues.

EMIS

EMIS is to be strengthened by posting software personnel and developing a separate web portal to collect school base information without any time lag.

Monitoring

By strengthening the EMIS and BRC and CRC, and by training the Head Teachers and Inspecting Officers, the monitoring component will be tuned up.

CONCLUSION

The RMSA offers a strategic opportunity in Secondary Education to improve access, equity, quality, accountability and ability to measure learning outcomes through standardization of curriculum and examinations across States. It is high time for all to render utmost help and support to the officials

of State Education Department to visualize the goals and objectives of RMSA which aims to bring about Universalization of Secondary Education in the country. The State team has consolidated the respective needs of the districts and has evolved the State Annual Plan. While proposing the budgetary requirements, the status of girl children, SC, ST, Transition Rate, Dropout Rate, Completion Rate, status of existing old buildings, integrated laboratories, requirement of Language Lab and quality interventions have been taken into consideration.

To conclude, reforming secondary education in India from an elite system to an inclusive one is a huge challenge. Needless to mention, the context of schooling is changing; so does the framework for bringing about sustainable educational change.

With the advent of RMSA, UT of Puducherry is determined to march ahead on the path of quality secondary school education with missionary zeal and unrelenting effort. Although success in SSA will substantially facilitate the process, yet it will take few years of committed efforts, in a mission mode approach. Universal Secondary Education should be targeted to be achieved by 2020 and the success in accomplishing this goal will be determined by the synergy among various stakeholders for planning, implementation and execution, political will and support.