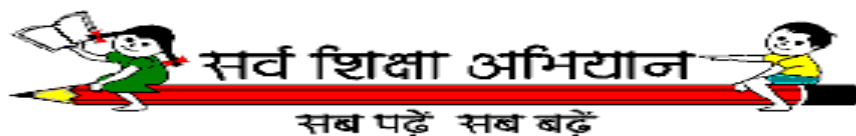


**MONITORING REPORT OF
REGIONAL INSTITUTE OF EDUCATION, BHOPAL
ON SSA FOR
CHATISHGARH
STATE
FOR THE PERIOD
1ST APRIL 2006 TO 30TH SEPTEMBER 2006**

DISTRICTS COVERED

**Kawardha
Durg
Rajnandgaon
Bilaspur**



Educational fact Sheet of Distt Bilaspur

Bilaspur is divided into 10 Educational blocks and 152 clusters. Approximately 2521 Govt. Prathmik Shala, 1044 Govt. Middle Schools, 77 Govt. High School, 83 Govt. Higher Secondary Schools and Govt. aided 24 Prathmik and 14 middle Schools and 24 Prathmik and 2 middle Level Madarsas are covered under Sarva Shiksha Abhiyan.

During the visits Dr. P. Kulshreshtha tried to monitor all components of Sarva Shiksha Abhiyan and these are reported as under.

1. Opening of Schools:

During financial year 2006-07, total 182 new schools has been sanctioned and opened, Out of 182, upgraded middle schools are 11 and new primary schools are 171.

Land has been identified. Amount has been released to the Janbhagidari Vikas Samiti/ Agency for construction of building.

Construction will be started soon. It has not been started at the place visited (e. g. (Upgraded M. S., Belgahana).

Guidelines for items to be provided for new schools have been issued.

2. Civil Works:

During 2006-07, following civil works has been sanctioned

1. School building –741
2. Additional rooms – 1703
3. Toilets/ urinals – 400
4. CRC Buildings – 96

Status Reports:

1. Agreement with Janbhagidari Samitis has been executed by the DPC for construction.
2. After agreement the money will be released to these agencies.
3. Work has not been started till date.
4. Guidelines for construction with design are available with DPO.
5. The supervision of civil works by a qualified Technical person will be a drawback. Enough qualified person should be managed by DPO or Janbhagidari Samitis.
6. The quality of construction completed during previous years seems to be substandard prima facie.

Suggestion: the P.W.D of state should create a “Educational Construction wing” and they should be entrusted the task of whole construction/ civil work.

Drinking water facility is based on Hand Pumps and seems satisfactory.

Suggestion: water quality to be monitored at least after every three months by the deptt. of public health and should ascertain that it is fit for human consumption.

Good example: at Lingiadeeh Govt. Middle School the Swajaldhara Scheme has been implemented as an example.

Toilets: In some schools these are under construction while effectively used in other Schools.

3. **Text books:** Free text books has been distributed to the total enrolled 2,97,316 students covered under Sarva Shiksha Abhiyan. Out of these 61,169 are SC and 49,955 are ST students and girls of all categories are 1,86,192.

The books have been distributed in the District in July- August 2006 as per distribution programme. Some drawback has been observed in distribution system.

- a. In Pathariya block books has not been distributed satisfactorily. There are schools where some books was not distributed even up to date 25th September. The CRCC, Mohabhata was keeping the books in the office. He was advised to distribute books immediately.
- b. In class VI few books of some subjects e.g. Sanskrit, Social Studies has not been distributed in majority schools, due to shortage of books even up to September end.
- c. Work book of class 4 and 5th has not been received by some schools.
- d. In some schools the books printed during previous years have been taken back from the old students and distributed to the current students instead of books printed in 2006. The practice has been followed by many primary schools e.g. in Kachchar of Bilha book. Head maters were warned not to practice this event in future.

Suggestions:

- a. BRCC should take stock position from CRCC after distribution of every lot of text books and should be empowered to rationalize by transferring extra books to the clusters, where they are short.
 - b. Pathya pustak nigam Depot and BRCC should work in coherence regarding distribution of books.
 - c. The practice to distribute old books to students should be discouraged by issuing a circular to all concerned Headmasters alongwith appropriate warning note.
4. **School Grants:** School grant for 2006-07 has been released in month of August 2006. The grant has been entered in pass book of bank account of majority of schools. In some cases

the pass book were not update and bank was far and particularly in Gramin coop. Banks the transaction take more time. -

In general the grant of 2005-06 has been utilized by the schools with approval of Janbhagidari Samitis.

5. **Teachers and Teacher training:** Approximately 6,934 teachers are posted in Prathmik Shalas and 3,607 teachers are posted in middle schools run by Govt. of Chhattisgarh. Expected number of shikshakarmi in varg-3 and varg-2, who are to be appointed in 2006-07 is 693 and 433 respectively in Bilaspur district.

For teacher training, SPO fixed the target to train the approximately 7,346 teachers of Primary level and 1,600 teachers of middle schools in Bilaspur district. Upto 30.09.2006, approximately 2,968 teachers has been trained. For Interactive Radio instructions approximately 5,076 teachers has been trained in the district.

Dr. P. Kulshreshtha visited the training programme of teachers which were conducted at Block level at Bilha, Takhtpur, Mungeli and suggested certain steps to improve the programme after getting feedback. The programme were of five days duration and quite satisfactory and may lead to qualitative improvement in instructions.

In DIET Pendra, training programmes were discussed with DIET Principal and faculty, which was mainly based on development of teaching learning material.

Drawback Observed: The DIET is not well equipped with computers and it not using these in training programmes.

Suggestion: An excellent computer center for teacher training at least with fleet of 80 computers of appropriate configuration should be set up at DIET – immediately.

6. **Teaching learning material grants:** The amount of grant for approximately 6,934 Primary and 3,607 middle schools teachers has been released in month of August 2006.

In some schools the money was reflected in Pass Book entries, while in some schools it was under process of transaction. The grant of TLM received by schools in Oct.2005 for year 2005-06 has been utilized by schools in general. Some schools (e.g. Kanya High School, Belgahana) has not used the grant upto 31.03.2006 (but not even upto 13.09.06)

A.P.C. (finance) Shri Pandey was requested to issue the appropriate instructions in the regard to schools “How they can use the last year grant?”

School teachers has shown more interest in purchase of readymade teaching learning material, instead of preparing it by themselves. DIET faculty was also briefed that during training they must encourage the practice of preparation of teaching learning material.

7. **Children with special needs:** In Bilaspur district approximately 4,210 children has been identified as CWSN, out of which 3,071 children are enrolled in the schools while 1,139 were identified as out of school. Upto sept.06 approximately 1,444 children were medically examined.

To some of these CWSN, following equipments has been distributed, Vision aid-95, Hearing aid-161, Baisakhi-162; Wheel chair-9, Tricycle-71, calipers-53. Thus total 551 CWSN has been benefitted.

The appointment of ten mobile resource advisors in the district one per block is under process. NGOs not involved in the process.

100 teachers has been trained in district in ratio of ten per block for inclusive education.

3 Master trainers has been trained in Brail lipi in June 2006. In August 40 teachers has been trained in Brail lipi.

RCI in collaboration of Bhoj University is providing training to 40 teachers of the district.

Ramp has been constructed in 153 schools. Circular for other schools has been sent.

Workshop on inclusive education for parents and community was organised by district at cluster level at 152 places and approximately 15000 persons participated in series of these workshops.

8. **AIE** ---- not implemented in State
9. **National Programme of Education for girls at elementary level (NPEGEL)**

In Bilaspur, 152 Saheli Shalas (Model cluster Centre) has been established. Almost each cluster has one saheli shala. Construction is almost complete team visited saheli shala at kenwachi, Mohabhata and Belgahana and found building construction satisfactory. Through these saheli shala approximately 10,442 girls has been benefited upto April 2006. Consequent upon the physical inspection of items/stock of these shalas, MI feels that the No. of Sewing machines at these shalas should be increased and effectively used. Each shala should focus on those crafts, which are in demand according to locality and local specific needs them (2 or 3) and excel in instead of overloading the number of crafts/work with training of low quality. Orientation programme on “Lingbhed Rahit Shiksha” has been organized in August 2006 to orient 152 teachers.

In each block is N.P.E.G.E.L work has been entrusted to one supportive teaches in the district.

ECCE centers scheme has not been implemented.

10 Kasturba Gandhi Balika Vidyalayas (KGBV): In district Bilaspur, 8 KGBVs has been established in eight blocks these are at Bartauri (Bilha), Chapora (Kota), Sardha (Lormi) Sargaon (Pathariya), Pachpedi (Masturi), Jareli (Takhatpur), Marwahi (Marwahi), Kodgar (Pendra). Approximately 650 Balikas have been benefited in all KGBVs.

The building construction is done by the P.W.D.

Staff posting is almost satisfactory. Books has been distributed properly in time. Kitchen logistics and utensils are quite satisfactory. No. of available bed is half of the required one and not satisfactory. Girls are happy with rest of the arrangements except sharing of beds.

Drawbcks

- A. MI Team visited five KGBVs in the district the comments on **civil work** are as under:
1. **Marwahi KGBV:** Building is complete, in good condition. The mistake of not constructing the septic tanks has been ratified and corrected by the P.W.D., electric fitting etc. good.
 2. **Sargaon KGBV:** Building on ground floor is complete. G.F. rooftop is full of long cracks. Construction is of poor quality. Presently KGBV is in rented building.
 3. **Chapora KGBV:** Building is good however one crack in roof was found. Ramp is unfit even for a normal healthy person and having angle of elevation of approximately 50-60° from the ground.
 4. **Jareli Takhatpur KGBV:** Building is full of wall cracks in inner walls. Only ground floor is complete.

5. **Sardha KGBV (Lormi):** Site is not selected properly. It is in low lying area and ground floor has been constructed. The building floor and walls have many cracks and construction seems to be of poor quality. Electricity wiring is not safe and proper (near main gate).
The KGBV was planning to shift in new building in Sept. end.
6. **Pachpedi KGBV (Masturi):** Building is having few wall cracks other part is satisfactory. Drinking water facility is not adequate and at proper locations. Electricity supply is also not proper. It is temporary line and very risky. Only ground floor is complete.
- B. The teaching learning material particularly for science and maths teaching has not been procured by KGBVs. They had been instructed to procure it immediately.
- C. Required numbers of beds should be purchased immediately in new buildings.
11. **District Information system for Education:** EMIS is set up, 4 computers (PCs) and one laptop are available. There are 3 computer operators at DPO.
MIS updated upto 2005-06. The formats has been sent to schools in January 2006. For 2006-07 format has not been received from SPO upto 25.09.2006.
For DCF training has been provided to Ten BRCC and 152 CRCCs in February 2006. They organized training of teachers in March 2006 for one day.
Data compiled at District level has been passed to state for year 2005-06 in July end in form of CD.
12. **Research and Evaluation:** In 2005-06 DIET, Pendra has been allotted Rs.2,00,000/- To conduct 50 research studies, consequent upon the instructions of SPO, Raipur.
R & E incharge at DPO is Shri S.K. Ambasht. Evaluation is done through the DIET and SCERT under intimation to DPC.
There is no contract format for commissioning a research.
13. **Functioning of Janbhagidari Samitis:** There are approximately 2,521 Janbhagidari Samiti for Primary Schools and 1,044 for middle schools. There was target of orientation of 17,182 members of Janbhagidari Samiti during 2006-07, but upto September 2006 only 14,865 members has been oriented.
MI feels that the members of Janbhagidari samiti are showing interest in financed matters and its expenditure only. Predominantly only sarpanch and chairperson are well

verse with the functioning of these samitis and they had not intimated properly to other members.

In some areas even one/two meetings could not be held upto September 2006 due to absence of either chairperson or lack of quorum.

14. Staffing at District level: There are 19 Posts sanctioned at D.P.O., Bilaspur and out of these only two posts are vacant on 25.09.2006

15. Mid-Day meal scheme: Daily hot cooked meal is served. The menu has been standardized by state project office and is followed in each school. Green vegetable and fruits are the part of meal. Children are happy with quality and quantity. In some schools iron/vitamins tablets has been provided by Health center to those children who are deficient. Almost 100% children take MD meals in school.

Cook is almost appointed by Nagar Palika/self help groups. In most cases they are women of SC/OBC category.

Kitchen Shed:

Almost kitchen sheds are under construction in schools with tin shade. Majority of schools uses firewood for cooking.

Bad example of Kitchen shed: MI visited Govt. urdu prathamik shala, khaparganj, Bilaspur and inspected the kitchen shed prepared by the Nagar Palika, Bilaspur. MI fully satisfied that **this is the bad example of kitchen-shed construction**. The kitchen has the way through across the classroom and there is no proper ventilation. Thus they had spoiled one good classroom. The quality of tin used in the shade is very poor.

Suggestion: This faculty kitchen shed should be immediately dismantled. This may lead to some unfortunate event anytime.

Storage of food grains is satisfactory. Utensils are available with all schools. Most of schools used firewood as fuel, only 15-20% are using gas. Children eat meal properly and wash hands before and aftermeal. No discrimination has been observed.

(Dr. P. Kulshreshtha)

Monitoring of Sarva Shiksha Abhiyan

In Distt. Bilaspur of Chhattishgarh State

Places Visited:

1. State project Directorate, Raipur.
2. District project office, Bilaspur.
3. Block Resource Centers (List in Annexure – I)
4. Cluster Resource Centers (List in Annexure – II)
5. District Institute of Education and Training, Pendra Road.
6. Kasturba Gandhi Balika Vidyalaya (List in Annexure – III)
7. Madarasa Irfania, Khaparganj, Bilaspur
8. Head start center (Computer Education) (List in Annexure – IV)
9. Saheli Shalas under National Programme (List in Annexure – V)
10. Touch screen center, Govt. Maharani Laxmi Bai Higher Secondary Schools.
11. Village Education Committees/ Jan bhagidari Samitis. (List in Annexure – VI)
12. Prathmik Path Salas and Middle Schools of Different blocks/ cluster of Bilaspur District. (List in Annexure – VII)

Annexure – I

List of block Resource centers visited by Dr. P. Kulshreshtha, RIE, Bhopal during monitoring of Sarv Shiksha Abhiyan in Distt. Bilaspur in month of August – September. 2006.

1. BRC : Takhtpur
2. BRC : Kota
3. BRC : Bilha
4. BRC : Marwahi
5. BRC : Gorella
6. BRC : Mungeli
7. BRC : Lormi
8. BRC : Masturi

Annexure – II

List of cluster resource center visited by Dr. P. Kulshreshtha, RIE, Bhopal during monitoring of Sarv Shiksha Abhiyan in Distt. Bilaspur in month of August – September 2006.

- | | | | | |
|--------|---|--------------------|---------|-----------|
| 1. CRC | : | Katha Koni | Block | Takhtpur. |
| 2. CRC | : | Tilaknagar | Block | Bilha. |
| 3. CRC | : | Kirari (Darrighat) | Block | Masturi |
| 4. CRC | : | Chandli Block | Lormi | |
| 5. CRC | : | Belgahana | Block | Kota. |
| 6. CRC | : | Kanyakota | Block | Kota. |
| 7. CRC | : | Kanteli Block | Mungeli | |

Annexure – III

List of Kasturba Gandhi Balika Vidyalayas visited by Dr. P. Kulshreshtha in Bilaspur District during August-September 2006

- | | | | | |
|----|------|-----------------------------|-------|-----------|
| 1. | KBGV | Sargaon | Block | Pathariya |
| | (1) | Existing | | |
| | (2) | Newly Constructed building. | | |
| 2. | KBGV | Chapora | Block | Kota |
| 3. | KBGV | Lormi | Block | Lormi |
| | (1) | Existing | | |
| | (2) | Newly Constructed building. | | |
| 4. | KBGV | Jareli | Block | Takhatpur |
| 5. | KBGV | Marwahi | Block | Marwahi |
| 6. | KBGV | Pachpedi | Block | Masturi |

Annexure – IV

List of Head start Center visited by Dr. P. Kulshreshtha, RIE, Bhopal during monitoring of Sarv Shiksha Abhiyan in Distt. Bilaspur in month of August- September 2006.

- | | | | | | |
|----|-------------------|----------------|-------------------|-------|-----------|
| 1. | Head Start Center | <u>Gorella</u> | _____ | Block | Gorella. |
| 2. | Head Start Center | Chandli | Cluster Chandli | Block | Lormi. |
| 3. | Head Start Center | Mohabhata | Cluster Mohabhata | Block | Patharia. |
| 4. | Head Start Center | Belgahana | Cluster Belgahana | Block | Kota. |

Annexure – V

List of Saheli Shalas (Under N.E.P.G.E.L) visited by Dr. P. Kulshreshtha, RIE, Bhopal, during the monitoring of Sarv Shiksha Abhiyan in Distt. Bilaspur in month of August- September 2006.

1. Saheli Salas Kenwachi : Block :
Gorella.
2. Saheli Salas Belgahana : Block :
Kota.
3. Saheli Salas Mohabhata : Block : Patharia.

Annexure – VI

List of Jan bhagidari Samiti of schools of Bilaspur District. Members or Chairperson of these samitis were contracted for discussion by Dr. P. Kulshreshtha during the monitoring of Sarv Shiksha Abiyan in the month of August – September 2006.

1. G.P.S. Darrighat, Block-Masturi
2. G.K.M.S. Darrighat, Block-Masturi
3. G.P.S. Lavur, Block-Masturi
4. G.M.S. Karra, Block-Masturi
5. G.P.S. Ankdeah, Block-Masturi
6. G.P.S. Gobripat, Block-Kota

Annexure – VII

List of Schools visited by Dr. P. Kulshrashtha, RIE, Bhopal during the monitoring of Sarv Shiksha Abhiyan in Distt. Bilaspur in the month of August – September 2006.

1. P.B.S Kirna, Block: Patharia.
2. P.K.S Kirna, Block: Patharia.
3. P.S. Mohabhata Block: Patharia.
4. Govt. Janpad Prathamik shala, Surda, Block: Mungeli.
5. Govt. Middle School, Surda, Block, Mungeli.
6. Prathamik Shala, Mungeli (Tilak ward) Block: Mungeli.
7. Govt. Prathamik Shala, Andrews ward Mungeli Block: Mungeli.
8. Govt. Kanya Middle School, Kota, Block: Kota.
9. Govt. Prathamik Shala, Kota, Block: Kota.
10. Kanya Middle School, Belgahana, Block: Kota.
11. Prathamik Shala, Ghasipur, Block : Kota.
12. Upgraded Kanya Middle School, Belgahana, Block : Kota.
13. Prathamik Shala Gobripat, Block : Kota.
14. Govt, Kanya High School, Belghana, Block : Kota.
15. Prathamik Shala, Binori, Block takhatpur.
16. Prahamik Kanya Shala, Pendari, Block : Takhatpur.
17. Middle School, Takhatpur, Block : Takhatpur.
18. Prathamik Shala, Kachchar, Block : Bilha.
19. Upgraded Middle School, Kachchar, Block : Bilha.
20. Govtt. Urdu Prathamik Shala, Khaparganj, Bilaspur Block : Bilha.
21. Govt. Middle School, Lingiadih, Block : Bilha.
22. Govt. Prathamik Shala, Kenwachi, Block : Gorella.
23. Govt. prathamik Shala, Darrighat, Block : Masturi.
24. Govt. Middle School, Darrighat, Block : Masturi.

FIRST HALF-YEARLY REPORT

OF

MONITORING AND SUPERVISION

OF SSA FOR CHHATTISGARH

DISTRICT – KAWARDHA (KABIRDHAM)

2006-07

Monitoring Team: **Dr. Sharad Kumar**

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
Shyamla Hills, Bhopal-462013

(1) Opening of Schools

- (a) It was reported that 20 primary schools have been opened in those habitations which have more than 25 children.
- (b) 90 upper primary schools have started functioning in the district which were sanctioned.
- (c) The process of recruitment of teachers is in progress. Many primary school teachers have been promoted to upper primary level i.e. from level 1 to level 2. Hence many positions in primary schools have become vacant.
- (d) In many schools TLE grant has not being utilized fully. Some primary schools which have been upgraded to upper primary schools in the district have not yet received teachers grant for this session.

It is recommended that

- (a) The recruitment of teachers may be initiated of the earliest so that the teaching does not suffer***
- (b) Since most of the freshly recruited teachers decline to join schools located in the backward areas, hence recruitment of teachers should be made cluster-wise.***
- (c) Proper guidelines regarding procurement of Teaching learning equipments should be issued to all the DPCs***

2. Civil Works

- a. Most of the schools do not have drinking water facilities and toilets. This has affected the attendance of girls in the schools.
- b. The construction of KGBV buildings are under progress.

It is recommended that

- a. Measures should be initiated to construct toilets (both for boys and girls separately) in all the schools of the district. Similarly drinking water facilities should be provided in the schools of the district.***
- b. Measures should be initiated to get the buildings of KGBV got completed at the earliest.***
- c. Ramps should be constructed in all the schools.***

3. Textbooks

- a. There has been erratic distribution of textbooks in the entire district. Many schools have not yet received textbooks of certain classes. There were reports that shortage of textbooks still persists in many schools.

It is recommended that

- a. *Proper distribution system of school textbooks should be evolved so that the students receive these textbooks in time and the teaching learning process is not hampered.*

4. Teachers and Teacher's Training

- a. The training of primary teachers is organized at the Block level.
- b. The training of upper primary teachers is held at DIETs. Subject specific training was being conducted at DIET Kawardha.

It is recommended that

- a. *It should be ensured that the teachers deputed for training should reach the venue in time.*
- b. *Training Needs Assessment should be done before starting the training programme.*
- c. *Block Resource Centres and DIETs should be fully equipped with resources before the commencement of training programmes.*

5. Kasturba Gandhi Ballika Vidyalaya

There are four blocks in the district and each block has a KGBV which are functional in rented buildings. Their enrolment is 116. The MI visited all the four KGBV and observed their entire functioning.

It is recommended that

- a. *KGBV buildings are in the construction stage. They need to be expedited.*
- b. *Subject-wise teachers should be appointed to teach Science and Maths subjects.*
- c. *TLE, TLM, Teacher Grant should be provided to these schools.*

6. Mid-Day Meal

The children were being provided with hot cooked food and there is variety. The students were happy with the food served to them. All the students who came to school took their meals and no one carried their tiffins at home. The food is generally cooked in the school premises adjoining the building. In some schools separate kitchen was been constructed. The general environment was satisfactory and the students were asked to wash hands before taking meals.

On 28th September 2006 the Monitoring Team met Shalina Raina Chief Executive Officer, Zila Panchayat and apprised her about the activities of Sarva Shiksha Abhiyan in the district. Later the Monitoring Team met Shri Sonmoni Borah, I.A.S., Collector and District Magistrate of District Kabirdham (Kawardha) and discussed in detail the problems and the present situation of Schools and their functioning with reference to Sarva Shiksha Abhiyan.

On 29th September 2006 the Monitoring Team met Shri A.K. Agarwal, State Project Director, Rajiv Gandhi Shiksha Mission, Raipur and the entire staff of the State Project Office and discussed in length the problems and the existing situation in the district. Each and every aspect of the monitoring issues were discussed. The members of the monitoring team asked the entire staff of SPO to take corrective measures in the district to bring about qualitative improvement in elementary education.

List of Schools visited by MI in the District of Kabirdham (Kawardha)

1. Govt. Model Girls Higher Secondary Schools (Upper Primary Classes) Kawardha.
2. Govt. Boys Middle School No. 1 Kawardha
3. Govt. Boys Middle School No. 2 Kawardha
4. New Girls Middle School Kawardha
5. Kasturba Gandhi Ballika Vidyalaya Kawardha
6. DIET, Kawardha
7. Main Primary School, Kawardha
8. Govt. New Girls Primary School, Kawardha
9. Govt. Khalsa Primary School, Kawardha
10. Govt. Middle School, Shakti Ward, Kawardha
11. Govt. Primary School, Shakti Ward, Kawardha
12. Govt. Middle School, Samnapur, Kawardha
13. Govt. Primary School, Samnapur, Kawardha
14. Govt. New Middle School, Kailash Nagar, Kawardha
15. Govt. Middle School, Bhagutola, Kawardha
16. Govt. Middle School, Bachedi, Sahaspurlohara
17. Govt. Primary School, Oriyakalan, Sahaspurlohara
18. Cluster Resource Centre, Oriyakalan, Sahaspurlohara
19. Govt. Middle School, Oriyakhurd, Sahaspurlohara
20. Kasturba Gandhi Ballika Vidyalaya, Sahaspurlohara
21. Govt. Middle School, Makarda, Kawarda
22. Govt. Higher Secondary School (Upper Primary Classes) Birkona, Kawardha
23. Govt. Primary School, Dharampura, Kawardha
24. Govt. Middle School, Dharampura, Kawardha
25. Govt. Boys Primary School, Dashrangpur, Kawardha
26. Govt. Girls Primary School, Dashrangpur, Kawardha
27. Govt. Middle School, Dashrangpur, Kawardha
28. Cluster Resource Centre, Dashrangpur, Kawardha
29. Govt. Primary School, Bhaluchuva, Bodla
30. Govt. Middle School, Bhaluchuva, Bodla
31. Govt. Primary School, Bandhatola, Bodla

32. Govt. Middle School, Bandhatola, Bodla
33. Govt. Primary School, Bairakh, Bodla
34. Govt. Middle School, Bairakh, Bodla
35. Govt. Middle School, Ranidhara, Bodla
36. Govt. Primary School, Chorbhatti, Bodla
37. Govt. Middle School, Chorbhatti, Bodla
38. Kasturba Gandhi Balika Vidyalaya, Bodla
39. Block Resource Centre, Bodla
40. Govt. Primary School Jaitatola, Bodla
41. Govt. Middle School, Jaitatola, Bodla
42. Govt. Primary School, Kharbana Khurd, Bodla
43. Govt. Primary School, Ghongha, Bodla
44. Govt. Middle School, Mudiya para, Bodla
45. Kasturba Gandhi Balika Vidyalaya, Dullapur Bazar, Pandariya
46. Govt. Primary School, Dullapur, Pandariya
47. Govt. Middle School, Dullapur, Pandariya
48. Govt. Primary School, Amaldiha, Pandariya
49. Govt. Raghuraj Girls Primary School, Pandariya
50. Govt. Raghuraj Girls Middle School, Pandariya
51. Govt. Middle School, Mahamaya, Pandariya
52. Govt. Primary School, Mahamaya, Pandariya
53. Janpad Boys Primary School, Kunda, Pandariya
54. Govt. Girls Primary School, Kunda, Pandariya
55. District Project Office, Kawardha, Kabirdham

Dr. Sharad Kumar

**MONITORING REPORT
ON
IMPLEMENTATION OF
SARVA SHIKSHA ABHIYAN**

IN

**RAJNANDGAON
(Chhattisgarh)
(1st April to 30th September 2006)**

**by
Dr. Ramakar Raizada
Member**

Monitoring Team

Monitoring Institution:

**Regional Institute of Education (NCERT)
Shyamla Hills, Bhopal-462013**

Executive Summary

As per requirement of the MHRD (Govt. of India), the Monitoring Institute, Regional Institute of Education, Bhopal deputed a team of four faculty members for monitoring the activities conducted under SSA in the state of Chhatisgarh. One faculty member (team) visited the district Rajnandgaon in the state during August 29 - September 2, 2006 and September 18 – 23, 2006 to monitor the implementation of SSA in the district.

The team visited the SPO office on 29th August, 2nd September, 18th and 23rd September and held discussions with the officials at SPO Raipur and DPC Rajnandgaon and intensively visited the DEO, DIET, DPC, BEOs, BRCs, CRCs, VECs, JBVS (SMSs) and Schools on the rest of days of the duration and had detailed discussions with officials, coordinators, teachers, members of the society and children. The team offers the following observations and suggestions:

Observations:

1. Most of the schools in the district need proper playgrounds and seating benches. Blackboards, Drinking Water facilities, toilets and tatpattis were found in all the schools.
2. New constructions of civil work were found to have satisfactory quality but the constructions were delayed.
3. Attendance of the children in the schools was found to be satisfactory.
4. Textbooks were distributed in time and as per availability.
5. Separate account was maintained for the grants received for SSA.
6. Adequate guidelines for use of grants, etc. were issued.

Suggestions:

1. Continuous and comprehensive evaluation with grading system has to be introduced in the schools.
2. One stage and hall needs to be constructed for morning assembly/ prayer/ drama etc in the schools.
3. Contract of cleaning the school premises is to be given to some worker through village sarpanch.
4. One peon is necessary at CRC level
5. Firewood is used for cooking Mid-day meals in the schools, while the cooking gas was also made available for this purpose. Necessary steps to encourage the use of cooking gas are to be taken.
6. Orientation training is necessary for the untrained graduates, graduates and post-graduate shikshakarmies.
7. Play material may also be made available in the schools with school grants.
8. Good training of the teachers for improving English of the children is necessary.
9. Some Uniform should be prescribed in the schools for children and the uniform may be provided free by SSA funds.
10. Libraries should be developed in the schools where children may read story, general knowledge, and cartoon books of their choice.

CONTENTS

1. Background	1
2. SSA Budgets for the District Rajnandgaon	1
3. Schools, BRCs and CRCs selected for Visits	3
4. Information on selected areas:	5
a. Opening of Schools: Primary and Upper Primary	5
b. Civil Works	5
c. Textbooks	6
d. School grants	7
e. Teachers and Teachers' Training	7
f. Teaching Learning Material Grants	8
g. EGS & AIE/NRBC/RBC	8
h. Children with Special Needs	9
i. National Program for Education of Girls at Elementary Level	9
j. Kasturba Gandhi Balika Vidyalaya	9
k. District Information System for Education	9
l. Research and Evaluation	10
m. Functioning of VEC	10
n. Staffing at State and District Level	11
o. Mid-day Meal Scheme	11
5. Observations and Suggestions	12

Annexures:

1. Yearwise upgraded primary schools under SSA	I
2. Yearwise upgraded Upper Primary Schools under SSA	VII
3. New Primary Schools (2006-07): Teachers and Building Construction	XIII
4. Upper Primary Schools Upgradation (06-07) Tr. And Building Const.	XXII
5. Guidelines for utilization of maintenance & Repair Grant of School Blg.	XXXII
6. Total Sanatary Compagion in Rajnandgaon	XXXVI
7. Free distribution of Textbooks	XXXVII
8. Annual Work Plan Budget 2006-07	XXXX
9. A view of montly visits, plan for inservice trainings of BRCs	L
10. A view of trainings at CRC level	LIV
11. Research and Support of DIET	LVI
12. Guidellines for utilization of teacher grants and school grants	LX
13. Details of Disabled children	LXVI
14. Guidelines for JBVS	LXIX
15. Set-up of Posts at DPO	LXXXIII
16. Set-up of Posts at BRCs	LXXXIV
17. Set-up of Posts at CRCs	LXXXV

Background:

Rajnandgaon is a district of the tribals' dominated state Chhatisgarh. There are nine blocks in Rajnandgaon (Chowki, Chuikhadan, Churia, Dongargaon, Dongargarh, Khairagarh, Manpur, Mohla and Rajnandgaon), out of them three blocks (Churia, Manpur and Mohla) have only rural population. In all the blocks (except Rajnandgaon) female population is more than males. About ten percent and twenty-seven percent population of the district is Schedule Caste (SC) and Schedule Tribes (ST), respectively. The percentage of ST population is highest (73.85%) in Mohla Block and lowest (6.67%) in Rajnandgaon Block (Table – 1). There are nine Block Resource Centers (BRCs), one each in all the blocks. Number of Cluster Resource Centers (CRCs), Villages, Panchayats, habitations, and total Primary and Upper Primary Schools and number of new schools sanctioned block-wise are given in Table 2.

Table – 1
Population Data

S. No.	Name of Block	Population all communities						Total Population all communities			Population				Sex Ratio
		Urban			Rural			Male	Female	Total	SC		ST		
		Male	Female	Total	Male	Female	Total				Total	%	Total	%	
1.	Chowki	4200	4313	8513	41709	44661	86370	45909	48974	94883	9391	9.90	46783	49.31	1071
2.	Chuikhadan	9076	9173	18249	59881	61280	121161	68957	70453	139410	12136	8.71	26367	18.91	1022
3.	Churia	0	0	0	69869	75216	145085	69869	75216	145085	11465	7.90	61126	42.13	1077
4.	Dongargaon	5881	5636	11517	48626	50548	99174	54507	56184	110691	9693	8.76	17941	16.21	1040
5.	Dongargarh	17460	16981	34441	68536	71159	139695	85996	88140	174136	20034	11.50	43824	25.17	1038
6.	Khairagarh	7691	7466	15157	69556	71612	141168	77247	79078	156325	18312	11.71	14301	9.15	1030
7.	Manpur	0	0	0	38500	38677	77177	38500	38677	77177	3741	4.85	55238	71.57	1005
8.	Mohla	0	0	0	37260	38823	76083	37260	38823	76083	4283	5.63	56187	73.85	1042
9.	Rajnandgaon	72949	70821	143770	86448	83611	170059	159397	154432	313829	38869	12.39	20921	6.67	992
	Total	117257	114390	231647	520385	535587	1055972	637642	649977	1287619	127924	9.93	342688	26.61	1022

Source: Census, 2001

Table – 2
Education Data for SSA

S. No.	Block Resource Centre (BRC)	No. of Cluster Resource Centers (CRCs)	No. of Villages	No. of Panchayats	No. of Habitations	No. of Primary Schools up-to 2005-06	No. of Upper Primary Schools Upto 2005-06
1.	Chowki	12	170	58	195	175	55
2.	Chuikhadan	13	233	83	263	226	67
3.	Churia	17	239	100	246	240	80
4.	Dongargaon	11	108	63	129	121	57
5.	Dongargarh	16	178	93	235	219	93
6.	Khairagarh	16	222	100	245	225	75
7.	Manpur	10	170	52	237	217	48
8.	Mohla	12	171	51	205	196	46
9.	Rajnandgaon	22	164	96	209	232	113
	Total	129	1655	696	1964	1851	634

SSA Budgets in the Financial Year 2006 – 07:

Ministry of Human Resource Development (Government of India) has sanctioned Special Budgets for implementation of SSA activities in the state of Chhatisgarh. Extracts of the SSA Budget sanctioned for the district Rajnandgaon based on the circular no. RGSM/SSA/Fin. 1-1/2006-07/3063 dated 8.05.06 for the district Rajnandgaon are give in Table – 3.

Table 3: SSA Budgets 2006 – 07 for Rajnandgaon (in Rs. Lakhs)

spill over 1. 2. 3. (06-07) 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16 17. 18. 19.	Civil Work	Primray Schools	36.005		
		Uppre Primary Schools	0.100		
		Additional Classrooms (PS)	0.010		
		Additional Classrooms (UPS)	7.000	43.115	
		T-L Equipments	New Primary Schools	0.120	0.120
		Teachers' Training	Untrained teachers (60 days)	28.800	<u>28.800</u>
		Interventions for o/ School children	Maktab Madarasas (275)	2.324	<u>72.035</u>
			AIE (PS) – 55	0.465	2.789
		Free Textbooks	Primary Schools (122600)	183.900	
			Upper Primary Schools (59546)	89.319	273.219
		Block Resource Centers	Salary of RP – 1 (42)	30.240	
			Contingency Grants (9)	1.125	
			Meeting TA (9)	0.540	
			TLM Grants	0.450	32.355
		Cluster Resource Centers	Contingency Grant (129)	1.290	
			Meeting TA (129)	3.096	
			TLM Grants	1.290	5.676
		Civil Works	Primary School (40 Children) – 24	104.400	
			Upper Primary School (95)	491.150	
		Buildingless PS (129)	561.150		
		Building Less UPS (97)	501.490		
		Additional Classroom (PS) -65	97.500		
		Additional Classroom (UPS) – 56	84.000	1839.690	
	Computer Education	Touch Screen Machine Self Learning Centre & Multi-media teaching Material (20)	13.197	13.197	
	Ashram Shalas	Ashram Shalas (4)	36.000	36.000	
	Intervention for Disabled (IED)	Health Check-up Camps & A.C	1.745		
		Medical Assistance	2.250		
		Equipments (1454)	3.635		
		RCI Teachers' Training (40)	0.640		
		Training on Brail (40)	0.280		
		Barrier Free access (120)	1.440		
		TLM Resource Room (3)	3.000		
		Mobile Resource Advisor (5)	2.400		
		Other Contingencies (Tour/WS, seminars, trevelling charges etc)	0.625	16.015	
		Primary School Maintenance (1647)	84.850		
	Maintenance Grant	Upper Primary Sch. Mai. (628)	25.480	110.300	
	Research and Evaluation	R.E. Monitoring Supervision	17.840	17.840	
	School Grant	Primary Sch. Grant	37.100		
		Upper Primary Sch.Grants	12.720	49.820	
	Teacher Grant	Primary Teacher Grant	21.470		
		Upper Pry. Tr. Trant	11.150	32.620	
	Teachers' Salary	New PS-New Trs. Salary SK-III (48)	13.333		
		New UPS-New Trs.Salary SK-II (285)	94.999		
		New Addl. Teachers Pri. SK-III (156)	25.888		
		Recur. Sal. Exis. Pry. Trs. SK-III (504)	252.000		
		R. Sal. Exis. Upp.Pry.Trs. SK-II (290)	174.000		
		R. Sal. Exis.Upp.Pry.Trs. SK-III (131)	65.500		
		R. Sal. Addl.Trs.UPS. SK – II (25)	15.000		
		R. Sal. Addl.Trs.UPS. SK –III (50)	25.000	531.500	
	Teaching Learning Equipments	TLE – New Primary Sch.	2.400		
		TLE – New Upp. Primary	47.500		
		UPS not covered Under UBB	1.000	50.900	
	Teacher Training	Inservice – 20 days (5838)	81.732		
		Untrained – 60 days (197)	8.274	90.006	
	Community Mobilization	Rural @ 4 pers/vill.& 2 per /sch.(11600)	6.960	6.960	

Schools selected for Visits:

Total (65) schools spread over all the nine blocks and remote areas of the district (Table – 4) were visited during school hours (10.30 a.m. to 4.30 p.m) and intensive discussions were made with children, teachers, head masters, village sarpanch, members of JBVS and other members of the society. In all the schools about one hour's time was devoted for observations. Five BRCs and five CRCs were also visited (Table – 5) after or before school hours to have in-depth idea about implementation of SSA. The schools were in neat and clean environment; airy classrooms with proper lighting, flooring, roof and windows were found, in majority of the Schools (baring a few schools which were in buildings provided by the JBVS). Seating arrangement was on the *tatpatti* and in some schools the benches were also made available by the JBVS or Tribal Welfare Department but in few schools JBVS had provided '*patta*' for sitting of the children or using as desk for writing and sitting on *tatpatti*. There were playgrounds in most of the schools but there was lack of play material for the children in the schools. In about 60 percent of the schools there was proper display of Teaching Learning Materials (TLM) on walls, corners, etc and in about 10 percent schools the TLM material was available but kept in almirah and was taken out by the teachers on need for safety purposes. Due to rainy season and safety purposes some teachers had a wish to preserve the material carefully. Health camps were conducted regularly by the Primary Health Centers of the villages, as a routine matter in schools and in most of the schools the camps were conducted in the current financial year. Attendance of children in the schools was about 87 to 80% in the schools visited, girls, STs and Physically Challenged children were found to be more regular and happy in the school than others. Some children were absent from the schools due to the rainy season, festivals, etc. JBVS were found to be cooperative in improving enrolment, attendance and checking dropouts. Jansampark Abhiyan, writing slogans, pravesh utsavs and Meetings are organized to improve attendance and check dropouts in schools. Some children of Ghumantu tribe were found continuously absent from the schools and for them dormitory schools were planned in the state as per need of the children. Records of meetings of Parent Teacher Associations, Jan Bhagidari & Vikas Samitis were found to be properly maintained in the schools. Plantation was also done by some of the school children in the school and community.

Continuous and comprehensive evaluation was not found in practice in primary as well as upper primary schools. Promotion to the children was given on the basis of performance in Annual Examination only. However, terminal and half yearly examinations were conducted and proper records were maintained, but records were not found to be made for the unit test. Continuous Evaluation Record Registers (**lrr ewY;kadu iath**) was seen in some schools (recently provided) but it was not maintained. It is suggested to have continuous progress chart of the children for qualitative improvement in the academic standards. There is a great need to go for quality education as the achievement level of the children in about 25% of the schools was found to be very poor. The pass percentage in a school was only 5% on the other hand in other schools it was 100%. The pass percentage in schools of urban areas was generally average (about) compared to the some rural area schools where pass percentage was good. In the same situations, in about 25% schools the achievement level was very encouraging. Actual retention of children in same class was found to be less than 5 % and some retention was due to the children of tribe ghumantu for whom separate dormitories are to be started in the district but their name found to be continuing since long.

In the schools visited the teachers found to have good rapport with the children and village society. In schools, there were no underage children but up-to 3% students were found to be overage due to their failure in the same class. Normally, dropout cases are found to be solved with the help of Sarpanch and members of JBVS but few cases of dropout girls were noticed in the last six month where the parents were not found to be interested due of their age and other social reasons. But there was no case where the children join private school. No. of working days in the last academic year were 223 –227.

Table – 4: List of Schools visited

S. No.	Block & no. of schools visited	Name Cluster	Name of School	
			Primary School	Middle School
1.	Chowki (7)	Chowki Chowki Chowki Chowki Bandabazar Bandabazar	Hathi Kanhar Sirrabhata (55) Sirmunda (57) Mogra (65) Gundardehi (45) Bandabazar (46)	-- -- -- Mogra (65)
2.	Chuikhadan (12)	Dhodha Gandai Chuikhadan Chuikhadan	Gokana Chaknar Bhorampur Mahratola Gandai Bagur	Gokana Chaknar Bhorampur Birutola Gandai Bagur
3.	Churia (11)	Chichola Chichola Talinbadha Talinbadha Talinbadha	Maharajpur Rampur Sadak Chirchari Ghortalab Talinbadha Baghnadi --	Maharajpur Rampur Sadak Chirchari -- Talinbadha -- Ghupsal (Kumarda)
4.	Dogargaon (5)	Dogargaon Dogargaon	Konari (22) Aari (22)	Aari (22) Kotra Sarar (15) Kohka (20)
5.	Dongargarh (6)		Shikaribhada (30) Makkatola (32) Bhejaratola (38)	Pinkapar (40) Dhandogari (48) Sendri (50)
6.	Khairagarh (6)	Amripara Baldevpur	Amripara -- Kattha Navagaon (31)	-- Baldevpur Salhe Bharri (28) Pendrikalan (33) Markampur (22)
7.	Manpur (5)	Panabaras Manpur Manpur Bharritola	-- Panchalphadaki (96) Sherpar (115) Kahdabri (118)	Khwafadki (90) Girls M S Manpur
8.	Mohla (3)		Limautola (85) Harkutumb (90)	Motipur (100)
9.	Rajnandgaon (10)	Bhendikalan Bhendikalan Bhendikalan PS No. 2 PS No. 4 PS No. 4 Sadarbazar	Bhendikalan (9) Gadhula (5) Bauri (7)	-- -- -- Dhiri (19) Ira (15) Indavani (17) Stationpara (Local) Chirwali (Local) Rajnandgaon (Local) Sadarbazar (Local)
	65		33	32

Note: Figures in bracket show distance from the district headquarter

Table – 5
List of BRCs and CRCs Visited

S.No.	Name of BRC	Name of CRC
1.	Dongargaon	Arjuni
2.	Churia	Chichola, Bahmnicha Charbhata
3.	Manpur	Bharritola
4.	Mohla	Mohla
5.	Chuikhadan	Bhendikalan

Information of the district on the different desired activities is as under:

(A) Opening of New Schools (Both Primary and Upper Primary Schools):

- (1) Number of Schools sanctioned and opened: The schemes of SSA were implemented in the state w.e.f. 2003 – 04 and block-wise sanction of new Primary and Upper Primary Schools in Rajnandgaon in different years is given in Annexure 1 and 2.
- (2) Identification of Land for construction of school building: For construction of all new Primary and Upper Primary Schools, land had been identified by the VECs, but in few cases the disputed land was given for school and for this, change of site was suggested by the team and it was done by the district functionaries.
- (3) Sanction of Funds to VECs/ SMCs for construction of School: The Office of the Collector Rajnandgaon has issued sanction orders for releases of funds vide order no.172 SSA/Nirman Karya/ 2006 Dated 26.07.06. The funds are directly to be transferred in the accounts of the Janbhagidari Vikas Simiti. The office of DPC is in the process of collection of bank account numbers of the school JBVS for transfer of funds.
- (4) Stage of construction: Construction could not start in almost all newly opened schools of this financial year barring one or two where due to persuasions the work is at the column stage. Few reasons noted for delay are - rainy season, delay in sanctions, distances for carrying materials etc.
- (5 and 6) Sanction of Teachers and teachers in position for the new Schools: The number of teachers sanctioned for new Primary Schools (Annexure 3) and Upper Primary Schools (Annexure 4) are attached.
- (7 and 8) Sanction of one time grant – Rs. 10,000 for Primary Schools and Rs. 50,000, for Upper Primary Schools: Sanction and guidelines were not issued and will be issued in near future and funds will be directly transferred in the account of JBVS.

(B) Civil Works:

- (1) Targets for construction of school buildings, additional classrooms, drinking water and toilets: Targets for construction of school building and additional rooms in Primary and Middle Schools are given in Annexure 3 and 4. Drinking water and toilet facilities in schools for the district are not sanctioned in the current financial year and the work for construction of school buildings and additional classrooms is not started, due to heavy rains.
- (2) Sample check and verification of the civil work in the district: Question does not arise in light of (1) but the construction at sites for previous years had a good quality.
- (3 and 7) Supervision of Civil Works: The Village Sarpanch undertakes civil work for construction of School buildings and in few cases they also made the investment of funds also. For supervision there are two Assistant Engineers in position at district level. At block level the Junior Engineers of District Panchayat & Rural Development are given the responsibility.
- (4) Community Manual for Civil Works: Guidelines for utilization of maintenance and repairs grant of School Building are prepared & were available with JBVS in the schools. (Annex. 5)

- (5) Construction of Ramps: Normally, Ramps are constructed in the school building.
- (6) Separate Account of funds and materials for construction: Separate account for the funds is maintained in the rural banks, Dena Bank, District Cooperative Bank or scheduled banks with the Sarpanch and school teacher, but stock registers for materials for construction at VEC/ SMC are to be maintained. The accounts, cashbook, etc. duly verified at the end of the last financial year by CA were found in the schools visited.
- (8) Number of times of Supervision of technical person on sites of construction: The sarpanch supervises the routine construction work regularly and the Assistant Engineer and Junior Engineers of Rural Engineering Services supervise periodically as per need of the construction stage.
- (9 and 11) Convergence with Swajaldhara and Total Sanitation Campaign: Construction of lavatories in schools is done in convergence with total sanitation campaign (Annexure 6) and Public Health & Engineering Dept. looks after the drinking water facilities in the schools.
- (10) Construction of Drinking water facilities in Schools: Normally, hand pumps are used for drinking water facilities in schools. They are in good working condition, constructed / installed and maintained by the Public Health & Engineering (PHE) Dept.
- (12) Quality of Construction: On visits to the construction sites and built-up new schools although delayed but the quality of construction was found to be adequate. The technical members of DPO were also satisfied with the opinion of the team.
- (13) Civil works In-charge at SPO level: There is adequate Civil Engineering staff at SPO and DPO level for supervision of civil work. They visit the construction sites as per need of the stage and there is no third party evaluation of civil work. Construction work in rural areas is undertaken by the Rural Engineering Services.

(C) Textbooks:

At primary level in class II and I, there was a comprehensive workbook (*abhyas pustika*), in class 3, 4 and 5 the books were bunched and afterwards there were subject-wise separate books. Books were centrally ordered to textbook depot and distributed to districts, block, cluster and schools as per need but in few cases there was shortage and surplus also.

- (1) Distribution of free textbooks: All SC, ST and girls get free textbooks from SSA funds and others from the funds of the state government. Total 1,75,959 students of all categories got free textbooks in the district. For distribution of free textbooks a fund of Rs. 273.219 Lakhs was sanctioned for the year 2006-07 and the fund is utilized at the state level (Annexure 7). Free textbooks were distributed within one month of the opening of the schools but still there was shortage of textbooks in few subjects in some classes and to some students.
- (2) Receipt and Distribution of free textbooks: Normally, the textbooks were received for distribution in the second week of June (before opening of the schools), but all textbooks could not be supplied at a time and still there is shortage of books in some schools on few subjects. As a whole the free distribution of textbooks was found to be complete for SSA target groups. The shortage was more in urban schools compared to their rural counterparts. The distribution of books was found to be immediate after receipt and proper records were maintained.
- (3) Delay in distribution of Textbooks: Some textbooks were distributed within one month of opening of the schools. In some schools the teacher had also arranged old continuing textbooks from the pass-outs.
- (4) Distribution of free textbooks for all subjects, for all classes and to all eligible children: All eligible children under SSA (Girls, SC and ST) got the available books in the schools visited. There is shortage of books in few subjects in some classes.

(D) School Grants

- (1) Release of School Grants at SPO level: The school grants Rs. 49.82 Lakhs were released from the SPO office in the month of May vide his letter no. 3063 dated 08.05.06 for 2491 schools. (Annex 8).
- (2) Release of School grants at DPO level: The school grants were to be released at DPO level in the accounts of “Janbhagidari Samities” after collection of proper account numbers from the schools. However the sanctions order was issued by the collector vide office letter no. 172 SSA/Nirman Karya/2006 Dated 26.07.06 with guidelines.
- (3) Centralized purchases from school grants at DPO level: Centralized purchases at DPO level were not made from the school grants.
- (4) Actual date of receiving the school grants by the schools: The work related to transfer of the grants was in process.
- (5) Utilization details of the last years school grants: Last years grant was utilized on the items, like, Charts, Drawing Sheets, Thermocol Sheets, Colour Boxes, Fevicol, Paint, Pocket Boards, Photographs of National Heroes, God and Goddess, Coloured chalks, Dry Cells, Correction Fluid, Pen, Sketch Pens, Globe, Dictionary, Atlas, General Knowledge Book, In some schools the quantity of purchases of TLM material was very less and the whole amount was not spent in in some cases it was spent on the items, like Registers, Carbon Papers, Blank Papers, Stamp pads, Identity Cards, Flower Pots, Duster, There was a need or training for proper purchase, storing and utilization of TLM material.

(E) Teacher and Teacher Training

- (1) Number of additional teachers sanctioned and in position: In Primary schools 156 posts of additional teachers were sanctioned in the financial year, out of them 22 are in position and the process of filling the remaining positions is in progress. Any post of additional teacher for upper primary is not sanctioned in the financial year.
- (2) Mode of recruitment of teachers and the authority, which recruits the teachers: Appointments of the *Shikshakarmis* (teachers) is made under the *Shikshakarmi Bharti Adhiniam* of the state on behalf of Panchayat and Rural Development Department. In rural areas the teachers are recruited by the Zila Panchayat / Janpad panchayat and in urban areas by the Urban Corporations perform this job. *Shikshakarmis* varg 2 are recruited at District level and varg 3 at Block level. After advertisement in local newspapers candidates are shortlisted and merit list is prepared for calling in the ratio of 1:3 for interview. Earlier there were five marks for interview but in new practices these are also eliminated and selection is only based on merit.
- (3) Nature of appointment of teacher: The appointment of teachers (*Shikshakarmies*) was found to be regular.
- (4) Whether decentralized appointment and the level of satisfaction: The appointment procedure was found to be centralized at district and block level with counseling for posting at different places as per choice of the teachers and the community members were found to be satisfied with the services of the teachers in the schools visited.
- (5) The Number of teachers sanctioned in position and present on the day of visit: There was difference in the no. of teachers sanctioned and in position due to the ongoing process of selection, but all the teachers in position were either found to be present or valid leave applications (only few cases) were found on the dates of visit of the school. There were also found some cases of attachments with cluster or in other schools.
- (6) Rapport between teachers and children in the schools: A satisfactory status of rapport among teachers, co-coordinators and village panchayat was found in the schools visited.
- (7, 8 & 9) Target no. of teachers be given training and actual no. given (2006-07): 20-day's Training – Target no. 5838 and actual no. covered is 2769 and for others it will complete in September, 2006. The duration of training was reduced to 15 days and the training was found to be given in two phases, first phase of five days at Block level (Schedule for training – Annexure 9)

and then ten days training will be given by those master trainers at cluster level on third and fourth Saturdays by rotation, so the school also may remain open.

60-day's Training – Target no. 197 – guidelines are expected in near future from the SPO office and then the training will be conducted. .

30-day training: There is no provision of such training and 83 teachers in the district are untrained.

Training calendar was found to be prepared block-wise, main areas of training were yoga, child psychology, inclusive education, activity based teaching, environmental education, map reading, value education, mathematics and english teaching. Need-based Modules for training were developed in the name of “Prayas” at the state level by SCERT, the master trainers use the same and a copy was given to the trainees. SCERT has also provided the transparencies for conducting /use in the training programs. Clusters at block level have started computer training under the program head start and their plan is given in Annexure 10.

- (10) Satisfaction level of training and need-based areas for training: Mostly the teachers were found satisfied with the training but in few cases the teachers expressed inability of the Master Trainers. The modules in the book for titled as “Prayas” were given to the teachers but they were not found using them. Some teachers also expressed the need of training in teaching of Sanskrit, English, Science and mathematics and computer operations. For yoga they were found to be satisfied. Newly appointed graduate teachers need training of methodology.
- (11) Academic support of BRC / CRC to the teachers: BRC/CRC organize training programmes for teachers. They undertake administrative work like, school grants, teacher grants, supervision of building constructions and repairs, etc. innovative steps, like exhibition of models made by the children, strategy for special treatment to the weak children, etc. They undertake visits in the block and cluster (Annexure 9). More than half of their visits were on administrative work and less importance is given to model lessons and random assessment of children. District Institute for Education and Training (DIET), Khairagarh also use to interact with teachers for training, action research, etc. On the day of visit one training program for teachers was taking place and also at the BRC. The list of programs and research conducted in the year 2005-06 are given in Annexure 11. The DIET has not taken any research study etc. in the current year.

(F) Teaching Learning Material (TLM) grant:

- (1) Teachers eligible to receive TLM grant: Total 6524 teachers in the district are eligible to receive TLM grants, the release of grant will be with other grants in the account of JBVS.
- (2 and 3) Date of release of TLM grant and the no. of teachers covered: Release of TLM grants is in process and will be completing in the month of September. The teaching-learning materials purchased and made/ prepared with the last year's grants were found to be displayed in the classrooms. In few cases they were not used and the teachers were given guidelines accordingly. Good examples of use of the TLM in teaching were also noticed. Guidelines for utilization of TLM Grants and School Grants are issued. (Annexure 12)

(G) Education Guarantee Scheme (EGS)/Alternative Innovative Education (AIE)/NRBC/ RBC

As such the scheme is not applicable in the district, at present (since, all EGS centers were upgraded as Primary Schools) but after September 06 for the out of school children the EGS / AIE centers will be started.

(H) Children With Special Needs (CWSN):

- (1) No. of Children with special need identified and enrolled during the current year: Total 1682 children have enrolled in the district and on visit it came to discussions that mostly CWSN are enrolled (Annexure – 13).

- (2 a & b) No. of children provided with aids & appliances and difficulties in getting & utilizing them:
After the health camp for measuring disability the aids and appliances will be provided as per need. The work in this regard is in progress.
- (3) List of Resource Teachers and NGOs associated with: Nil
- (4 a & b) Information about the IED coordinator and monitoring format: Nil
- (5) No. of Schools provided with ramps: Total 599 schools in the district have been provided ramps. Now in all new school buildings there will be provision of Ramp.
- (6 and 7) No. of children provided home based support and parents given counseling: Nil, but it is proposed in the current year.
- (8) No. of children stated to be enrolled and actually present in the school: On the days of visit more than 85% of the children with special needs were found to be present and feeling happy by being in the school system. They were found to be more regular than the others.

(I) National Program of Education for Girls at Elementary Level

The program was not applicable for the district in current financial year.

(J) Kasturba Gandhi Balika Vidyalaya:

The scheme was not applicable in the district in the current financial year.

(K) District Information System for Education:

- (1) Setting of EMIS in the district with necessary facilities: District information system for education is established in the district and the requisite number of computers (4) with printers and under SSA one post of programmer and three posts of Data Entry Operators are sanctioned. But one Programmer and two data entry operator were found in position and the process of filling the vacant post of data entry operator was in progress.
- (2) Time schedule for the current year: The work of filling of the School Database formats for the year 2006-07 is to be done nearly 30th September, 2006 after receiving data capture formats from the SPO office. There is a proposal of one day training at district level for BRCC and 2 CRCCs from each block. In this training special instructions for random checking of 5% are normally given and this year will be given. All filled-up formats will be collected at district level during Oct. 15 – 30, 2006 and in the month of November the data will be made available to the state project office.
- (3) Supply of Data Capture Formats: The data capture formats are expected from the SPO, and will be distributed in the schools in September and will be filled by 30th September 2006.
- (4) Training for filling up the data capture format:
- a. At District Level – on 15th Sept. 2006 – BRC Coordinators (9) with 2 CRC (18)
 - b. At Block Level – up-to 20th Sept. 2006 – All CRCs
 - c. At Cluster Level – from 25th Sept. 2006 – Teachers.
- (5) Verification of Collected data: Before distribution of formats the instructions for verification of collected data are given in training programs and 5% random verification is undertaken by the BRCs at the block level. This year also specific instruction will be issued in the training programs. There was found to be no provision of third party data verification of data.
- (6) Timely passing on the collected and compiled data: The data capture formats will be collected at district level between October 15 –30 and will be passed on to the SPO after completion in the month of November.
- (7) MIS in-charge at the state level and his role: At the state level there is MIS in-charge to collect and initiate the work related to statistics.

(L) Research and Evaluation:

- (1) Sanction of Researches in the current financial year: As per discussions in DPO a research proposal on effectiveness of mid-day meal system is received through DIET, Khairagarh. It will be forwarded to SPO, Raipur after scrutiny and recommendations.
- (2) No. of research studies sanctioned and completed in previous year: The DIET has completed research proposals as given in the Annexure 11.
- (3) Mechanism for sanction of Research Proposals and Projects: Research proposals are sanctioned through coordination with DIET, SPO and SCERT.

(M) Functioning of VECs (Jan Bhagidari evam Vikas Samiti – JBVS)

(1) Total number of JBVS constituted in the District:

S.No.	Block	No. of JBVS 2005	No. of JBVS added in 2006	Total no. of JBVS 2006
1.	Chowki	233	10	243
2.	Chuikhadan	293	16	309
3.	Churia	318	17	335
4.	Dongargaon	175	4	179
5.	Dongargarh	310	7	317
6.	Khairagarh	298	15	313
7.	Manpur	262	16	278
8.	Mohla	242	21	263
9.	Ranjandgaon	343	13	356
	Total	2474	119	2593

- (2) Guidelines on Delegation of powers: Guidelines on delegation of were issued. (Annexure – 14)
- (3) Representation of women in the JBVS: Adequate representation of women / SC/ ST was found in constitution of JBVS during field visits and verification of minutes of the meetings.
- (4) Meetings of JBVS and participation of women, SC/ST members: Meeting of the JBVS were conducted after interval of 15 days to one month (in few cases the time was more also), the attendance of members was encouraging and there was proper participation of the women, and SC/ST members in the meetings and proper records of JBVS and PTA meetings are maintained.
- (5) Orientation of the members of JBVS: There is a proposal to orient 6 members from each JBVS at district level after receipt of training materials from the SPO. Orientation is necessary for seeking cooperation and understanding of duties & responsibilities. The Self-help group is also to be oriented on maintenance of records, menu, quality and quantity of meals and for arrangements of mid-day meals in the schools.
- (6) Contribution of JBVS in improvement of enrolment, attendance and environment of the schools: A positive contribution of the JBVS was noticed in the schools visited for improvement in attendance, enrolment and school environment. They conduct home surveys, write slogans, organize meetings, etc for improvement of enrolment and attendance. In some cases the JBVS also arranged teachers in the school.
- (7) Maintenance of Records by JBVS: Schoolteacher was found to be secretary of the JBVS and proper records of funds was found in cashbooks and up dating of stock registers was suggested wherever necessary.
- (8) Programme in-charge for community mobilization at SPO level: There is sanction of post of program in-charge for community mobilization at SPO level.

(N) Staffing at State and District Level

- (1) Staffing at SPO level: The staff and SPO level was found to be knowledgeable and oriented towards SSA activities.
- (2) Number of Meetings of General Body and EC held during previous year: The meetings of General Body and Executive Committee are held and recorded properly.
- (3) Staffing at DPO level: The staff at DPO level was also found to be knowledgeable and oriented towards SSA activities. Category-wise list of the staff positions is given in Annexure 15.

- (4) No. of BRCs and CRCs sanctioned and their staffing position: Information is given in Annexure 16 and 17.
- (5) Rules and regulations for filling up posts of SSA: The posts of SSA are filled through open advertisement, interview and selection based on merit at SPO, DPO and Block level.

(O) Mid-Day Meal Scheme

In Chhatisgarh, under the Midday Meal Scheme cooked food is provided to the children of Primary schools. The primary school children in the district are served variety of hot cooked food in mid-day meal during lunch hours about 1.30 p.m. on working days, as per the following Menu:

S.No.	Day	Meal Scheme
1.	Monday	Rice, Dal, Vegetable, Salad
2.	Tuesday	Sweet Rice/ Papad/ Ankurit Dal
3.	Wednesday	Pulao Achar, Seasonal fruit
4.	Thursday	Rice, Mix Dal Fri, sweet
5.	Friday	Rice Veg (Rice+ Dal +Vegetables)
6.	Saturday	Special diet: Kheer Puri / Bhajia/ Mangori / Bada/ Local Dish (Khurmi, Gulgula, Indrasa)

There were little adjustments and variations as per availability of the material or need. Green vegetable and fruits are served and children were found satisfied with the quality and quantity of the meals. All children were found taking mid-day meals and nobody brought Tiffin on the day of visit. Women for the self-help group were cooking mid-day meal in the schools on wages of Rs. 15/ per working day (in some cases it was raised to 17/- by JBVS). In certain cases they also requested for increase of the amount. Hundred gram of rice and Rs. 2/- per day per student was provided to the Mahils Swasahayata samooch as per attendance of the children. In most of the cases the Pucca kitchen was found but stores were found only in few schools and materials were stored in the houses of the cooks. Hand-pumps were available for safe drinking water in the schools visited. Adequate utensils were found for cooking in most of the schools and in some schools the plates were also purchased by JBVS for children.

In all the schools the cooking gas was supplied but it was not found under use on certain reasons, like, non-availability of refill, costly, dangerous, etc. and the firewood was used for cooking. There is need to pay attention in this regard to make the environment smoke free and to make the investment on gas apparatus fruitful. Kitchens were separate, safe, and clean and children were found disciplined. Children used to wash their hands before meals, pray God, take meals in an orderly manner and wash hands and mouth before and after meals. Any discrimination on the basis of caste, gender, or disability was not found among children. Community participation was also found in the scheme through self-help group and BEO, DEO and BRCs. Etc. were regularly monitoring the programme of Mid-day Meals.

Observations and Suggestions

Rajnandgaon is a rural bound district of Chhatisgarh state. There are nine blocks or Block Resource Centres in the district and 129 Cluster Resource centers are attached to them (ranging from 10 to 22 per block). Similarly, there are primary and upper primary schools attached to the cluster resource centers. If we look at the number of schools attached to the cluster or number of clusters attached to a block, then the number looks to be high and becomes out of the span of effective supervision for quality education. The problem becomes worse as the distances are also high. Most of the time of the BRCCs and CRCCs is used up in covering distances and administrative work and less attention could be paid for qualitative improvement of elementary education. In view of this the number should be manageable i.e. 8 to 10 clusters per block and the same number of schools per cluster.

In several schools the children or the teacher were seen cleaning the schools. It looks odd and on the other hand time consuming also. Therefore, there is need of some safaiwala on contract basis (just like the mid-day meal cook) to take up this work. Similar, arrangements may also be in the cluster resource centers. The civil work is generally delayed by years as the RES Engineers give second priority to this work. If, there are junior engineers attached at cluster level, then they can undertake supervision of the civil works in time. Nearly, all the schools were provided the gas connections, which are lying un-used. Necessary steps are to be initiated to ensure proper use of the gas for cooking mid-day meals.

In few schools the standards of achievement of students were poor and need individual attention of the teachers. For this purpose continuous and comprehensive evaluation with proper records of individual progress of the students are to be maintained. Rationalization of teacher positions is also needed in few cases where there is only one teacher to look after about two hundred students. Untrained teachers should be provided training. Libraries and Play materials are also necessary in the schools.

FIRST HALF-YEARLY REPORT
OF
MONITORING OF SARVA SHIKSHA ABHIYAN
FOR CHHATTISGARH

DISTRICT – DURG

2006-07

Monitoring Team: **Dr. U. Lakshminarayana**

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Monitoring and Supervision in Durg district of Chhattisgarh – A Report

There are 12 blocks in Durg district. MI has visited all these blocks in two phases. In the first phase six blocks have been covered from 29.08.06 to 01.09.06 and in the second phase remaining six blocks were visited during 25-29 September 2006. The observations of MI on all the activities of SSA are furnished here – under.

1. Opening of Schools:

- Proposed to open schools where ever there is a possibility of intake between 25-40 schools age children. The targets for the year have been accomplished.
- Fresh Survey is being undertaken and basing on this the targets for next academic session would be finalized.
- All the EGS have been converted into full limit of Primary school and many Primary schools have been upgraded to middle schools.
- TLE grant has been received by most of the schools. Teacher posts one sanctioned but in grant schools due to provisions, there are less number.
- In most of the urban blocks, many are composite schools. These schools constitute Primary, Middle, Secondary and Senior Secondary stages. These schools are running on shift system, under the leadership of principal of Senior Secondary.
- Three night schools have been started in Durg town catering to different kinds of unreachable children.

Suggestions:

- While fresh survey is carried out, a detailed information about the status of 6-14 year age children need to be collected meticulously. Information pertaining to drop outs also need to be collected. As per the data obtained from these surveys estimations for opening the schools be prepared and submitted to S.P.D.
- There are some administrative problems in composite schools. In order to avoid such administrative problems each unit need to be given autonomy to manage the SSA activities.
- Progress of learning among children enrolled in night schools has to be recorded periodically and when ever their learning is up to the mark, they may be shifted to formal schools.
- Proper guidelines to be circulated to all schools for purchase of TLE
- Immediate placement of teachers in schools where ever there is only one teacher.

2. Civil Work:

- The targets for construction of school building have been almost achieved. Among these schools MI visited, few school buildings have been completed and some one at lental stage of construction. Most of the schools are now functioning in the new buildings.
- In most of the schools, VECs are not aware of the community manual for civil works.
- Some school buildings have a different design.
- Separate account is being maintained by VECs.
- There is no conveyance of Swajaldhara and total sanitation campaign in respect of drinking water facilities provided in the schools that MI visited. In almost all schools hand pumps are in use and in

some schools these pumps are outside the compound of schools. In only one school drinking water tank was constructed by VEC.

- In most of the schools visited, toilet facilities are not adequate.
- There are some schools which require school building /additional room.
- In almost all schools there is no ramp.
- BRC & CRC buildings are constructed but there is no compound wall and due to this the rainwater is being stagnated around the newly constructed building.

Suggestions:

- Assessment of school building requirement should be carried out systematically. MI observed that there are some schools though they require building/ Additional room, no sanction is accorded. There should be a clear criteria to assess the building requirements.
- Some schools though there is no requirement for building, their existing building is in a pathetic condition. In such schools repairing work need to be undertaken immediately.
- Ramps are conspicuously absent in all the buildings and hence necessary action be initiated for construction of ramps.
- Toilet and drinking water tanks should be provided to all schools. VECs may be motivated to raise funds for this purpose.
- Community manual for civil works has to be made available with VECs.

Text books:

- All the schools in the district received textbooks for all the classes and all the subjects within a month of re-opening the schools. The textbooks were distributed to all the students. However, in one or two schools that MI visited there is shortage of some textbooks. Textbook distribution in the district is good.
- There would have been a delay in distribution of textbooks due to some transportation lapses, but DPO has very well managed the situation and could distribute the textbooks in time to students with some negligible disturbance.

Suggestions:

- During MI visit, random check of textbooks has been carried out and found that children spoiled the books. It is suggested that students may be advised to put covers to their textbooks and cultivate the habit of using them with minimum damage.
- Necessary action has to be urgently initiated to supply textbooks to those students who have not yet received. Of course this number is negligible but DPO should take necessary steps to see that no single child is left.

Schools Grants:

- Schools grants have been released to all the schools.
- There is no centralized purchases for schools out of the school grant.

- Most of the schools are not clear about the purpose of school grant.

Suggestions:

- Clear guidelines are required to mitigate the confusion in utilization of school grant. It is better to orient VECs in such matters of the purpose and the procedures of utilization of school grants.

Teachers and Teaches Training:

- In the place of those primary teachers who have been promoted to middle schools, teaches to be immediately placed. Additional posts have been sanctioned and recruitment is on regular basis.
- VECs are not empowered to recruit teachers but in some schools VECs motivated local graduates to work voluntarily in school. The performance of these volunteers is satisfactory in respect of their availability in school and managing the classes.
- All newly recruited teachers are trained at block and cluster level. Teachers at middle school are being trained by DIET.
- The training inputs are centrally decided for orientation as well as refresher training.
- There is no specific monitoring and supervision mechanism to obtain the feedback of teachers on the training programmes. Almost all the block level training programmes are as per the stipulations. Very few blocks have been attempting to include additional inputs depending on the needs of teachers.
- Teachers, on the whole expressed that they are satisfied with the training programmes. Some teachers expressed that some additional inputs are required for teaching of mathematics and wanted to know about latest instructional strategies.
- Academic supervision at CRC level is not adequate. As schools to be visited in a cluster are many, CRCCs are unable to concentrate on providing academic interventions to teachers. Some CRCCs are also not fully equipped with necessary knowledge and skills of pedagogy.
- All BRCs have prepared detailed schedule of teacher training programmes. All the BRCCs opined that they are getting adequate academic support from DIET.
- Training programme on brailly being conducted at DPO is innovative and such programmes help for integrated education.

Suggestions:

- Instead of conducting training programmes on the topics already stipulated, BRCs should also attempt to assess the local specific needs of teachers and they are to be included in the training programmes.
- Proper follow-up activities have to be carried out in evaluating the efficacy of training programmes. According to the feedback obtained BRCs should try to change their training modalities.
- There is a need for equipping CRCCs for academic supervision. The success of schooling depends on the efficacy of CRCCs. Hence a special training programme need to be planned for CRCCs.
- CRCs need to be reconstituted so that each CRC may not exceed 10 schools. This helps CRCCs to visit schools and provide necessary academic support to teachers.
- It is found that where ever there is a good team work in BRCs, quality of carrying out SSA activities is satisfactory. Hence, DPO should take necessary steps in enhancing team spirit among BRC faculty.

Teaching Learning Material (TLM) grants:

- TLM grants have been released to schools as per the eligible list of primary teachers. The TLM grant for middle school teachers is being released through DIET at the time of training.
- Most of the schools displayed the TLM prepared by teachers in classroom. In some schools TLM has not been displayed properly.
- Teachers are using TLM in their instruction appropriately. Some TLM that could not be displayed are stored properly. There are some teachers who have prepared TLM out of wastes. It is really fascinating to see, in a school, huge TLM prepared out of waste bottles, broken chairs, spoiled tubes etc.

Suggestions:

- Organize sharing workshop at cluster level. Teachers would get an opportunity to know how some creative and innovative TLM have been prepared by some teachers.
- Where ever there are such TLM prepared out of wastes, DPO should attempt to spread such practices in other schools also.

EGS & AIE:

- It is reported by DPC that all the EGS have been upgraded as primary schools and as such there are no EGS centers.

Children with special needs (CWSN)

- It is reported that in one school, a girl has multiple disability and is out of school.
- In one school, VEC has donated a wheel chair to a physically handicapped child.
- There are six teachers acting as master trainers in a training programme on brailly. NGOs have not been associated with education of children with special needs.
- As reported elsewhere in this report, there are no ramps in schools that MI visited.

National Programme for Education of Girls at elementary level (NPEGEL).

- MI visited three-model cluster schools located at Godadih, Parpodi and Saja. All these three schools belong to Saja Block.
- In all the three schools, buildings have been constructed and the building is properly constructed. Drinking water and toilets are not constructed separated for NPEGEL building.
- Teachers have been trained in different vocations and in preparation of TLM. Children are provided opportunities to develop skills in cooking, stitching, wall poster making, flower wage making etc.
- The teachers, who are specially trained for NPEGEL purpose, have been posted in other schools. This is creating a problem, as the existing teachers are not trained in various components of NPEGEL. DPO reported that they are proposing to conduct training for existing teachers also.
- MI could not get any evidence in respect of providing gender sensitized TLM. There are no efforts in developing gender sensitivity among teachers. Similarly, no efforts are made to mobilise community and women's groups in favour of girl education.

- There is no specific monitoring system to check progress in girls education interventions.

Suggestions:

- Instead of providing training to the existing teachers, it is better not to transfer teachers who have already been trained.
- Evolve a monitoring scheme to check progress of girl education.
- Efforts should be made to mobilise community and women groups.

Kastuba Gandhi Balika Vidyalaya (KGBV)

- MI visited two KGBVs located at Navagad and Saja
- Both the schools are situated in rented and other buildings. Navagad is situated in a tribal welfare hostel and KGBV of Saja is functioning in a rented building. KGBV at Navagad is adequate in terms of space as it is located in tribal welfare hostel. But KGBV in Saja is not adequate.
- New building for KGBV have been constructed but there are some administrative problems in completing first floor. Without completion of first floor, schools can not be shifted to own buildings.
- There is shortage of staff in both the schools. All the sanctioned posts have not been filled.
- The student enrolment in Navagad and Saja is 94 and 53 respectively.

Suggestions:

- All the sanctioned posts need to be filled up immediately.
- Better to have two tier/three tier cots. This would help in managing the space properly.
- Teachers of KGBV might be allowed to visit NVS to understand the functioning of residential type of schools.
- Students may be divided into small groups and each group be attached to a teacher for effective academic monitoring.
- In these schools, as they are located in rural areas, there is a severe power cut. It is suggested to provide a generator/inventor to each school so that study time of children is not hampered.

District Information System for Education (DISE)

- Data capture formats have been supplied, but teachers are unaware of how to use these formats. During MI visit, when asked about the formats teachers expressed their ignorance. CRCCs and BRCCs are also not fully aware about the data capture formats. Of course some CRCCs and BRCCs attended a teleconferencing of SCERT, Raipur and those who attended this are little aware of the procedure of filling up the formats.
- Except the teleconferencing on data capture formats, there is no other training conducted to equip teachers, CRCCs and BRCCs in using data capture formats.
- BRCCs and CRCCs are not aware of the fact that they should verify 5% data collected.

Suggestions:

- BRCCs and CRCCs are to be trained in filling up the data captures formats.
- They have to be arranged the task of cross checking 5% of data collected. BRCCs and CRCCs are to be oriented in the procedures of sample selections of data capture formats for cross checking.

12. Research and Evaluation:

- With regard to researches undertaken, the situation is very discouraging.
- SCERT, Raipur has conducted training programmes in conducting action researches and it is reported by BRCCs that some teachers have been benefited through such training programmes.
- Majority of teachers are not aware of the research component and do not have any idea about classroom research.

Suggestions:

- BRCCs and CRCCs should be properly trained to help teachers in conducting classroom researches.
- Block level sharing meetings need to be organized to exchange the teachers research experiences encourage teachers to replicate such classroom researches that have positive results in similar classroom contexts.
- Teachers need to be oriented in recording and reporting procedures. They should be equipped in informal evaluation practices.

Functioning of the VEC

- Almost every school in the district has a VEC. There is a locale variation in functioning of VECs, In rural areas VECs are very active but in urban areas the functioning of VECs is not satisfactory.
- In every rural school that MI visited, VEC members are present and took keen interest in sharing their experiences. In some schools VEC members complained that the teachers are not staying in schooling during instructional time.
- It is evident that wherever VECs are active, enrolment is 100% and the student attendance is regular.
- Every VEC is constituted in such a way that there is at least one women member. VEC meetings are regular especially in rural areas and it is told that all members including women members discuss different issues related to school development.
- There are no specific training programmes conducted for VECs.
- Contribution of rural VECs is remarkable. In some schools some land is being donated by community members and the income from this agricultural land is being spent for school development.
- MI had an opportunity to attend a cluster level VEC conference in Batar cluster. They called this as VEC mela. All the VECs have participated with proposals for improving their school. Most of their proposals are pertaining to school building.

- During the visit of MI, two VEC meetings were organized. In one village entire community attended the meeting and they are very enthusiastic.

Suggestions:

- It is necessary to strengthen the urban VECs and motivation is required to perform their functions.
1. In VEC mela all proposals are pertaining school building. Though they have a SSA school building, they wanted that compound wall and toilets to be constructed. It is necessary to impress VECs that such additional facilities can be carried out through community participation and contribution.
- There is a need for one community officer in DPO who would monitor the functioning of VECs and help in community mobilization.

14. Staffing at District Level:

- DPO has no full contingent staff to perform the activities of SSA. There are no specific programme coordinators (APCs) for Gender and Girls Education; Inclusive Education; Research and Evaluation; and Community Mobilisation.
- Present structure of BRCs and CRCs need to be restructured in such a way that each CRC should not have more than eight to ten schools and BRC not have more than four to five clusters. This is required because the number of schools have been increased during last five years.

Mid-day Meal Scheme:

- In most of the schools wood is used as fuel to cook meal and food is being served every day according to the menu i.e., Rice, Dal, Sabji, Pappad and Achar. In almost all the schools fruits and egg are not included in the menu.
- Children are not provided with micro-nutrients and de-worming medicines.
- There are 113 self help groups that are organizing mid-day meal scheme in this district.
- There are many women cooks and cooks belonging to SC, ST and OBC.
- Most of the schools have pacca kitchen shed but some sheds are highly suffocating. In some schools where there is no separate shed, food is being prepared either in school building or under the tree.

Suggestions:

- As majority of schools are using wood as fuel, the gas connections provided to them may be withdrawn.

Some Special Features:

- In one school there is a shop without a salesman called 'honesty shop'. This is in vogue since 1999 and students are conditioned to this. This is an opportunity to nurture the value – Honesty.
- In same school, there is a student saving bank. Students are asked to put their excess pocket money and when ever the saving on any one student account exceeds Rs 100/-, VEC us providing some amount to

the student as a token of encouragement. This activity helps in developing saving tendency among children.

- One Bala mela was organized in a cluster and all students belonging to the cluster participated in it. This is an educative experience to children.

List of Schools visited

1. Govt. Primary School, Kepparwarh
2. Govt. Primary School, Devri 'B', Devri
3. Govt. Middle School for girls, Jharmala
4. Govt. Primary School, Umradah
5. Govt. Middle School, Umradah
6. Govt. Primary School, Kosmi
7. Govt. Primary School, Bhulan Dadri
8. Govt. Primary School, Kolia Mar, Gurur
9. Govt. Primary School, Tarri
10. Govt. Primary School, Kaneri
11. Govt. Middle School, Kaneri
12. Govt. Primary School, Jhuratola
13. Govt. Primary School for Boys, Kandeh
14. Govt. Primary School, Bholayipara
15. Govt. Middle School, Dhorritema
16. Govt. Primary School for Boys, Dhorritema
17. Govt. Primary School, Adheghar
18. Govt. Primary School for Girls, Kandeh
19. Govt. Primary School for Girls, Dhorritema
20. Govt. Middle School, Adheghar
21. Govt. Primary School, Bemithera
22. Govt. Middle School, Bemithera
23. Govt. Primary School, Beter
24. Govt. Primary School, Kudhuva
25. Govt. Middle School, Kudhuva

26. Kasturba Balika Vidyalaya, Navagad
27. Govt. Middle School, Bhilai
28. Govt. Middle School, Housing Board Industrial Area, Bhilai
29. Govt. Middle School, Sitapura, Jamul
30. Govt. Middle School, Jamul
31. Govt. Middle School, Kurud
32. Govt. Primary School, Kurud
33. Govt. Primary School, Gunvari, Bhilai
34. Govt. Middle School, Gunvari
35. Govt. Primary School, khambharia
36. Govt. Primary School for Girls, Medesara
37. Govt. Primary School for Boys, Medesara
38. Govt. Middle School, Medesara
39. Govt. Primary School for Boys, Kodia
40. Govt. Primary School for Girls, Kodia
41. Govt. Middle School, Kodia
42. Govt. Primary School, Parshada
43. Govt. Primary School for Girls, Dhamda
44. Govt. Primary School, Devri (Dhamda Block)
45. Govt. Middle School, Devri (Dhamda Block)
46. Govt. Middle School, Nandvai
47. Govt. Primary School, Nandvai
48. Govt. Primary School, Bhijapur
49. Govt. Primary School for Girls, Gadadih
50. Govt. Primary School for Boys, Gadadih
51. Govt. Model Cluster School, Gadadih
52. Govt. Primary School for Girls, Parpodi
53. Govt. Model Cluster School, Parpodi
54. Govt. Model Cluster School, Saja
55. Kasturba Gandhi Balika Vidyalaya, Saja
56. Govt. Primary School, Rampur
57. Govt. Middle School, Rampur
58. Govt. Primary School, Kushmi
59. Govt. Primary School, Kharra
60. Govt. Middle School, Kharra
61. Govt. Primary School, Piproldih

62. Govt. Middle School for Girls, Devri (Berla Block)
63. Govt. Middle School for Boys, Devri (Berla Block)
64. Govt. Primary School, Devri (Berla Block)
65. Govt. Primary School, Bhuchidih
66. Govt. Primary School, Amora
67. Govt. Primary School, Bhijahbhad
68. Govt. Middle School, Bhijahbhad
69. Govt. Primary School, Bhoirdih
70. Govt. Middle School, Bhoirdih
71. Govt. Middle School for Girls, Nahanda
72. Govt. Middle School for Boys, Nahanda
73. Govt. Primary School for Girls, Nahanda
74. Govt. Primary School for Boys, Nahanda
75. Govt. Primary School, Piparkhar
76. Govt. Middle School, Piparkhar
77. Govt. Primary School, Parasadih (J)
78. Govt. Middle School, Parsadih (J)
79. Govt. Middle School, Shahagoan
80. Govt. Primary School, Shahagoan
81. Govt. Primary School, Kusumkasa
82. Govt. Middle School, Kusumkasa
83. Govt. Primary School, Adjala
84. Govt. Middle School, Adjala
85. Govt. Primary School, Bijlinagar, Bhilai
86. Govt. Middle School, Bijlinagar, Bhilai
87. Govt. Primary School, Somanni
88. Govt. Middle School, Somanni
89. Govt. Primary School, Aurri
90. Govt. Middle School, Aurri
91. Govt. Middle School, Guguvva
92. Govt. Primary School, Guguvva

(Dr. U. Lakshminarayana)