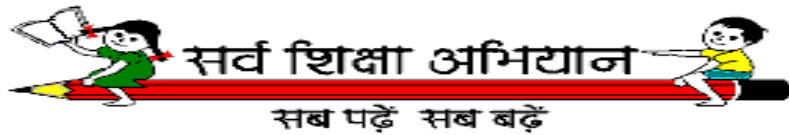


**MONITORING REPORT OF  
University of Lucknow  
ON SSA FOR  
UTTAR PRADESH STATE  
FOR THE PERIOD  
1<sup>ST</sup> APRIL 2006 TO 30<sup>TH</sup> SEPTEMBER 2006**

**DISTRICT COVERED**

Badaun  
Bareilly  
Shahjahanpur



# Monitoring and Evaluation Report Of Sarva Shiksha Abiyan (SSA) District – Badaun



Submitted to  
Ministry of Human Resource Development  
New Delhi

By

Prof. U.C. Vashistha

Department of Education  
University of Lucknow  
Lucknow

## CONTENTS

Sl. No.	Title	Page No.
	LIST OF TABLES :	iii-iv
<b>CHAPTER-I</b>	<b>INTRODUCTION</b>	<b>1-3</b>
1.1	About Sarva Shiksha Abhiyan-(SSA)	1
1.2	Objectives of Present Study	1
1.3	Scope of Work	1
1.4	Study Sample and Design	1-3
<b>CHAPTER-II</b>	<b>EDUCATIONAL PROFILE OF DISTRICT-BADAUN, UTTAR PRADESH</b>	<b>4-15</b>
2.1	Introduction	4
2.2	Status of Schools	4-5
2.3	Status of Teaching Staff	5-6
2.4	Recruitment of teachers	6
2.5	Teacher's in Service Training	7
2.6	Teacher's Orientation Training	7-8
2.7	Teaching Learning Material (TLM) Grant	8
2.8	Distribution of Text Books	9
2.9	Children and their Enrolment in Schools	9
2.10	Civil Works	9-10
2.11	School Grants	10-11
2.12	Education Guarantee Scheme (EGS)/AIE Centres	11
2.13	Students Enrolment in the EGS/AIE Centres	11-12
2.14	Training and Qualification of Education Volunteers (EVs)	12
2.15	Children Mainstreamed from EGS/AIE Centres	13
2.16	BRC/NPRC	13
2.17	Children With Special Needs (CWSN)	13-14
2.18	National Programme for Education of Girls at Elementary Level (NPEGEL)	14-15
2.19	Kasturba Gandhi Balika Vidyalaya (KGBV)	15
2.20	Details about DISE/EMIS	15
2.21	Village Education Committees (VECs)	15
2.22	Staffing at District Level SSA Office	
<b>CHAPTER-III</b>	<b>INFRASTRUCTURAL FACILITIES IN SCHOOLS</b>	<b>16-22</b>
3.1	Establishment and Construction of Primary Schools	16
3.2	Availability and Utilization of Classrooms	16-17
3.3	Availability of Infrastructure in schools	18-19
3.4	Availability of Drinking Water	19
3.5	Toilet Facility	20
3.6	School Environment	21
3.7	<b>Condition of School Building</b>	<b>21</b>
3.8	Reasons for Bad Condition	22

<b>CHAPTER-IV</b>	<b>TEACHER, TRAINING AND ENROLMENT</b>	<b>23-33</b>
4.1	In Position Teachers and Attendance	23-24
4.2	Teachers training	24-26
4.3	Enrolment and Attendance	26-27
4.4	Efforts to Improve Students Attendance	27-28
4.5	Achievement Level of Students	28-29
4.6	Students Behaviour with their Teacher	29
4.7	Students Enrolment with Less or More Age and Drop-out	29-30
4.8	Children With Special Needs (WSN)	30-32
4.9	Free Text Book Distribution	33
<b>CHPATER-V</b>	<b>MID-DAY MEAL PROGRAMME</b>	<b>34-39</b>
5.1	Details of Mid-Day Meal in Schools	34-35
5.2	Infrastructure of MDM Programme	36
5.3	Cleanliness and Inspection of MDM	37
5.4	Supply of Micro Nutrients	38
5.5	Parents and VEC Participation in MDM	39
<b>CHAPTER-VI</b>	<b>VECs, GRANTS AND T.L.M.</b>	<b>40-46</b>
6.1	<b>VEC Numbers</b>	40
6.2	VEC Meetings	41
6.3	VEC Training	42
6.4	Role of VEC for Improving the School Conditions	42-43
6.5	Grants for Primary Schools	43-44
6.6	Availability of Construction Records with VEC	44-45
6.7	Teaching Learning Materials (TLM)	45-46
<b>CHAPTER-VII</b>	<b>CIVIL WORK</b>	<b>47-49</b>
7.1	Construction of School Buildings	47
7.2	Construction of Hand-pump and Toilets	48
7.3	Technical Supervision of Construction Work	48-49
<b>CHAPTER-VIII</b>	<b>OTHER PROGRAMMES AND BRC/NPRC INPUT</b>	<b>50-53</b>
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	50
8.2	National Programme for Education of Girls at Elementary Level (NPEGEL)	50
8.3	Education Guarantee Scheme (EGS), AIE	50-51
8.4	Students Attendance	51
8.5	Academic Input of BRC/NPRC Coordinators	52
8.6	District Information System for Education	53
8.7	Investigators View about the Schools	53
<b>CHAPTER-IX</b>	<b>EXECUTIVE SUMMARY</b>	<b>54-58</b>

## LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Sample Schools	2
1.2	Distance of Sample Schools from BRC/NPRC	3
2.1	Literacy Rate of Badaun and U.P.	5
2.2	Details About Opening of Schools	6
2.3	Details about Teachers	7
2.4	Mode of Teachers Recruitment	7
2.5	Details About In Service Training of PS & UPS Teachers	8
2.6	Teachers Orientation Training	8
2.7	Details About T.L.M. Grant	9
2.8	Details About Text Books Distribution	9
2.9	Details of Children and their Enrolment in Schools	10
2.10	Status of Civil Work Sanctioned for the Financial year-2006-07	11
2.11	Details About School Grants	12
2.12	Details About EGS/AIE Centres	12
2.13	Details About Children's Enrolment in the EGS/AIE Centres	13
2.14	Educational Qualification of Education Voluntaries	13
2.15	Children Mainstreamed from EGS./AIE Centre	14
2.16	Details About BRC/NPRC	14
2.17	Children with Special Needs (CWSN)	15
2.18	National Programme for Education of Girls at Elementary Level	15
2.19	Teaching and Other Staff in KGBV	16
2.20	Details About District Level Officials	16
3.1	Year of Establishment and Construction	17
3.2	Availability and Utilization of Classrooms	18
3.3	Availability of Infrastructure in Schools	19
3.4	Drinking Water Facility	20
3.5	Toilet Facility	21
3.6	Reason for non-use of Toilets	21
3.7	Environment at the Schools	22
3.8	Condition of School Building	22
3.9	Reasons for Bad Condition	23
4.1	Teachers and their Attendance in Primary Schools	24
4.2	Teachers and their Attendance in Upper Primary Schools	25
4.3	Teachers Training	26
4.4	Enrolment and Presence of Student	27
4.5	Reasons of Absenteeism Among Students	28
4.6	Efforts for Improving Students Attendance	29
4.7	Achievement Level in Students Test	29
4.8	Bahaviour of Students	30
4.9(a)	Student Enrolled with less or more age group	30
4.9(b)	Dropout and Related Information	31
4.10(a)	Children with Special Needs (CWSN)	32
4.10(b)	Provisions for Children with Special Needs (CSWN)	32
4.11	Free Text Book Distribution	33

5.1(a)	Details About Mid-Day Meal in Schools	34
5.1(b)	Mid-Day Meal On The Day Of Team Visit	35
5.2	Status of Cooks Under MDM	35
5.3	Infrastructures for MDM	36
5.4	Awareness and Food Inspection	37
5.5	Food Supplements	37
5.6	Participation of Parents/VEC in MDM	38
6.1	Gender-wise VEC Members	39
6.2	Social Categories-wise VEC Members	39
6.3	Details About VEC Meeting	40
6.4	Sex and Case-wise VEC Members Attending the Meeting	40
6.5	Details About VEC Training	41
6.6	Role of VEC for Improving the Conditions of Schools	42
6.7	Head-wise Grants for Primary Schools 2006-07	42
6.8	Head-wise Grants for Upper Primary Schools 2006-07	43
6.9	Availability of Construction Related Records with VEC	44
6.10	Details About Teaching Learning Materials	45
6.11	Use of TLM by Teachers	45
7.1	Construction of School Buildings	46
7.2	Construction of Extra Rooms	46
7.3	Under Construction and Proposed Hand-pumps and Toilets	47
7.4	Status of Technical Supervisor	47
7.5	Inspection and Views About Construction Works	48
8.1	Teachers and Other Staff	49
8.2	Social Category of Students	50
8.3	Details of Sample NPEGEL Centres	50
8.4	Madarsa and EGS/AIE Centres	51
8.5	Details of Academic input provided by Coordinator	52
8.6	Views of Investigators Regarding Schools	53

# CHAPTER I

## INTRODUCTION

### **1.1 About Sarva Shiksha Abhiyan (SSA)**

The aim of Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about, and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

### **1.2 Objectives of Present Study**

The present study is regarding Monitoring and Evaluation of Sarva Shiksha Abhiyan of **District Badaun** of Uttar Pradesh. The objectives of the study include:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for implementation of SSA.

### **1.3 Scope of Work**

The programme to be covered includes:

- (i) Sarva Shiksha Abhiyan
- (ii) Mid-Day Meal Scheme
- (iii) Kasturba Gandhi Balika Vidyalaya
- (iv) Nation Programme for Education of Girls at Elementary Level.

#### 1.4 Study Sample and Design

There are 1999 primary and 521 upper primary schools and 48 EGS/AIE centers, 170 model school clusters. There is no Kasturba Gandhi Balika Vidyalay in the district. A sample size of approx. 5% of the schools has been selected as follows.

Table 1.1: No. of Schools in our sample

Sl. No.	Block Name	Primary Schools	Upper Primary Schools	NPEGEL	AIE/EGS	Total
1.	Ujhani	4	1	1		6
2.	Salar pur	4	1	1		6
3.	Jagat	4	1			5
4.	Dataganj	4	1	1		6
5.	Usanwa	4	1	1		6
6.	Mianoo	4	1	1		6
7.	Sumrair	4	1	1		6
8.	Vazirganj	4	1	1		6
9.	Bisouli	4	1	1		6
10.	Kadar chowk	4	1			5
11.	Eslam Nagar	4	1	1		6
12.	Sahswan	4	1	1	7	13
13.	Junavai	4	1	1		6
14.	Ambiya pur	4	1	1		6
15.	Gunnoor	4	1	1		6
16.	Badaun City	8	1			9
17.	Aasafpur	4	1	1		6
18.	Rajpura	4	1	1		6
19.	Dehganva	4	1			5
20.	Sahaswan	1	1			2
21.	Ujhaani	1	1			2
22.	Bilsi	1	1			2
23.	Kakrala	1	1			2
	Total	84	23	15	7	129

The sample for survey in primary and upper primary schools is drawn on the basis of stratified proportionate random sampling method. The sample primary and upper primary schools are taken from each of the 23 blocks of the district. The study sample consists of 84 primary and 23 upper primary sample schools of the district.

The information relating to primary schools and centres of alternate learning is collected in pre-structured schedules and subsequently the information is tabulated for analytical interpretation.

Apart from the above, 15 NPEGEL centers out of 170 running at upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA programme in the district have also been collected from SP Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.2 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.2: **Distance of Sample Schools from B.R.C./N.P.R.C/W.R.C**

Sl. No.	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	16 (19.06)	9 (39.13)	25 (23.36)
	b. 3 to 5 KM	21 (25.00)	5 (21.74)	26 (24.30)
	c. 5 to 8 KM	17 (20.23)	4 (17.39)	21 (19.63)
	d. Above 8 KM	30 (35.71)	5 (21.74)	35 (32.71)
	Total	84 (100.00)	23 (100.00)	107 (100.00)
2.	NPRC			
	a. Within 3 KM	49 (58.33)	17 (64.71)	66 (61.68)
	b. 3 to 5 KM	26 (30.95)	6 (23.53)	32 (29.91)
	c. 5 to 8 KM	09 (10.72)	0 (0.0)	09 (8.41)
	d. Above 8 KM	0 (0.0)	0 (0.0)	0 (0.0)
	Total	84 (100.00)	23 (100.00)	107 (100.00)

## CHAPTER II

### EDUCATIONAL PROFILE OF DISTRICT -BADAUN, UTTAR PRADESH

#### 2.1 Introduction

**Budaun**, also spelled **Badaun**, is a city in the north-central Uttar Pradesh, a state of northern India. The city is the headquarters of Budaun district. Budaun is an ancient city in India. This is holy land of Sufi's & Saint's. It is situated near holy river Ganga at Latitude 28 Degree 02 Minute 30 Second East & Longitude 79 Degree 01 Minute 20 Second north on Globe.

It is evident from Table 2.1 that there has been an increment in the literacy rate of the district from 24.64 per cent to 38.83 per cent over the years 1991 and 2001. Though this has been a marked increase in literacy rate of the district but it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (49.85 percent) is far higher as compared to the female literacy rate (25.53 percent) in the district during the year 2001.

In the ensuing part of this chapter all the interpretations are based on information provided by the office of the BSA, Badaun.

Table 2.1: **Literacy Rate\* of Badaun and U.P.**

Sl. No.	Item	Uttar Pradesh		Badaun	
		1991	2001	1991	2001
1	2	3	4	5	6
1	People	40.71	57.36	24.64	38.83
2	Male	54.82	70.23	33.96	49.85
3	Female	24.37	42.98	12.82	25.53

Source: Census of India, 2001.

\* Literacy rate is the percentage of literates to population aged 7 years and above.

#### 2.2 Status of Schools

As per information made available from the office of the BSA, Badaun, there were 1999 primary and 521 upper primary schools available as on 31.03.06. Total number of 86 (21 PS and 65 UPS) were sanctioned to be opened in the district during the current financial year 2006-07. All the sanctioned primary and upper primary schools were opened during this

period. Current status of PS & UPS in the district including newly opened schools indicates that there are 2020 primary schools and 586 upper primary schools.

Table 2.2: **Details about Opening of Schools**

Sl.No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	1999	521	2520
2	No. of Schools Sanctioned in current financial year-2006-07	21	65	86
3	No. of Schools Opened in current financial year-2006-07	21	65	86
4	Current Status of School	2020	586	2606

Source: SSA Programme, BSA, District- Badaun, U.P.

#### **Findings and Suggestions**

Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

### **2.3 Status of Teaching Staff**

The details about the teaching staff as presented in the Table 2.3 indicate that there are 9285 total sanctioned teachers for primary schools and 1687 sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teachers are found to be 5222 and 1492 teachers respectively. This indicated a difference of 4063 teachers in PS and 195 teachers in UPS, which are still required to be appointed. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicated that in case of primary schools, more than 19 percent are sanctioned in the category of headmasters, 39.80 per cent are sanctioned as assistant teachers and remaining 41.16 per cent as shiksha mitra. But the number of actual appointment indicated that only NIL per cent are appointed as headmaster, 26.80 per cent as assistant teacher and 73.20 per cent shiksha mitra of the total appointment against sanctioned number.

In case of upper primary schools 36.81 per cent of total sanctioned appointments are for headmasters and remaining 63.19 per cent for the assistant teachers. The actual appointments against sanctioned teachers indicated that 37.27 per cent of the total available teachers are headmasters and 62.73 per cent remaining teachers are assistant teachers.

Table 2.3: **Details about Teachers**

Sl. No	Details	Primary Schools					Upper Primary Schools				
		Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.
1	2	3	4	5	6	7	8	9	10	11	12
1	Headmaster	1747	21	1768 (19.04)	- (0.0)	1768	556	65	621 (36.81)	556 (37.27)	65
2	Assistant teachers	3674	21	3695 (39.80)	1400 (26.80)	2295	936	130	1066 (63.19)	936 (62.73)	130
3	Shiksha mitra	3721	101	3822 (41.16)	3822 (73.20)	-	-	-	-	-	-
4	<b>Total</b>	<b>9142</b>	<b>143</b>	<b>9285 (100)</b>	<b>5222 (100)</b>	<b>4063</b>	<b>1492</b>	<b>195</b>	<b>1687 (100)</b>	<b>1492</b>	<b>195</b>

Source: SSA Programme, BSA, District- Badaun, U.P.

**Findings and Suggestions**

- 56 per cent of the sanctioned teachers are appointed at the primary school level.
- More than 88 per cent of the sanctioned teachers are appointed at the upper primary level.

**2.4 Recruitment of Teachers**

The information relating to mode of recruitment of teachers in primary and upper primary schools in district Badaun during 2006-07 as presented in Table 2.4 indicated 101 appointments in primary schools and NIL appointments at upper primary school level. Out of total 101 appointed teachers at the primary school level, 101 shiksha mitra are appointed at the VEC level.

It is also relevant to indicate here that these appointments in primary and upper primary schools are less than the sanctioned numbers of appointments at the PS and UPS levels, as indicated in Table 2.3. The sanctioned number of appointments is 143 in primary schools and 195 in upper primary schools.

Table 2.4: **Mode of Teachers Recruitment**

Sl.No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	-	-	-	-	-	-	-	-
3	Shiksha Mitra	101	-	-	101	-	-	-	-
4	<b>Total</b>	<b>101</b>	-	-	<b>101</b>	-	-	-	-

Source: SSA programme, BSA, District- Badaun, U.P.

## 2.5 Teachers' In Service Training

In order to maintain teaching standard, the target of teachers training has been fixed for the teachers training of the primary and upper primary schools of the district. As per data presented in Table 2.5, a total of 6895 primary school teachers were targeted to be trained. Out of these 4193 (60.81 per cent) were provided training up to 31.03.06. Around 40 per cent teachers of primary schools are still to be provided training. In case of upper primary schools target is to provide training to 1666 teachers. As against this target, only 751 (45.08 per cent) teachers have been trained till 31.03.06. More than 55 percent teachers are yet to be imparted in service training.

Table 2.5: **Details about In Service Training of PS & UPS Teachers**

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.03.06	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.03.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	2012	1999	13	520	520	-
2	Assistant Teachers	1370	195	1175	1146	231	915
3	Shiksha Mitra	3513	1999	1514	-	-	-
4	Total	6895	4193	2702	1666	751	915

Source: SSA programme, BSA, District- Badaun, U.P.

## 2.6 Teachers' Orientation Training:

A target of orientation training for 417 primary school teachers belonging to the category of shiksha mitra has been fixed for the year 2006-07. The orientation-training programme, of 30 days has been provided to 416 shiksha mitras till 31.03.06. As per information provided in Table 2.6 there is 01 teachers left to be given orientation training.

Table 2.6: **Teachers' Orientation Training**

Sl.No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	417	416	01

4	Total	417	416	01
---	-------	-----	-----	----

Source: SSA Programme, BSA, District- Badaun, U.P.

As per details available from the office of BSA, Badaun, there is no information about the target of the orientation training of upper primary school teachers. In case of refresher training also there is no information about training target for PS & UPS teachers of the district.

## **2.7 Teaching Learning Material (TLM) Grant**

As per information given in Table 2.7, 6484 and 1428 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2006-07. A total sum of Rs.32,42,000.00 was sent by BSA as grant to VECs account for primary schools teachers. Along with this Rs.7,14,000.00 was also sent by the BSA to VECs account for upper primary school teachers. The date of receipt of TLM grant was 29.08.06, same for primary and upper primary school teachers.

Table 2.7: **Details about TLM Grant**

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	6484	1428
2	Total grant sent by BSA to VECs accounts	32,42,000.00	7,14,000.00
3	Date of release of TLM Grant	29.08.06	29.08.06
4	No. of teachers covered	6484	1428

Source: SSA Programme, BSA, District- Badaun, U.P.

## **2.8 Distribution of Text Books**

The Information regarding text-books distribution (Table 2.8) indicated that books were distributed among the 243073 children of primary schools of the district in the month of July 2006 from SSA funds. Out of Total recipient students, 193874 were girls (79.76 percent) and 49199 (20.24 percent) boys belonging to SC category. Apart from this, free text books have also been distributed among 183938 students of primary schools from state government funds.

In case of upper primary schools text books were distributed among 39683 students. Of these 11480 (28.93 percent) were boys belonging to SC category and 28203 (71.07 percent) were girl students. Apart from this, free text books have also been distributed among 36455 students of Upper primary schools from state government funds.

Table 2.8: **Details About Text Books Distribution**

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of children to whom free text books have been distributed	427011	49199	193874	76138	11480	28203
2	No. of children received free text books from SSA programme	243073	49199	193874	39683	11480	28203
3	No. of children received free text books from State Govt. Funds	183938	0	0	36455	0	0
4	Actual date of text books distributed to the district level and to schools	July-2006	-	-	-	-	-

Source: SSA Programme, BSA, District- Badaun, U.P.

## 2.9 Children and their Enrolment in Schools

The results of the house hold survey conducted during September 2006 in the district of Badaun, for assessing the number of children falling in two categories. In the first category total 4266 were recorded in the age group of 6-11 years. Out of these 2126 were boys and remaining 2140 girls. The number of students in the age group of 11-14 years was recorded 6950. There were 3032 boys and 3918 girls in total number of children in this age group.

Table 2.9: **Details of Children and their Enrolment in Schools**

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 2006
6-11 Years	Boys	2126	404
	Girls	2140	262
	Total	4266	666
11-14 Years	Boys	3032	-
	Girls	3918	-
	Total	6950	-

Source: SSA Programme, BSA, District- Badaun, U.P.

## 2.10 Civil Works

The sanction of new buildings and their progress in construction for primary and upper primary schools is presented in Table 2.10. The available information indicates that construction of 21 new primary schools and 65 upper primary schools have been sanctioned for the financial year 2006-07 in the district. The work is reported to be in progress in both types of schools buildings. Apart from this, the sanction of additional 1700 rooms in existing primary schools of the district is reported for the financial year 2006-07. However, the work could be started only for 1466 primary schools. The reason for not initiating construction of 234 rooms in some primary schools of the district is attributed to non-availability of space in school premises.

In case of existing upper primary schools 200 additional rooms are sanctioned for construction during the financial year 2006-07. The construction work of additional 165 rooms in these schools is reported to be in progress. The technical supervision of the existing civil works of primary and upper primary schools is being undertaken by the Junior Engineer of rural engineering services (RES) of the concerning development block.

Table 2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	21	-	19	2	
2	New Upper Primary Schools	65	-	57	8	
3	Additional Rooms for Primary Schools	1700	-	1466	234	Lack of place
4	Additional Rooms for Upper Primary Schools	200	-	165	35	
5	RWH for Primary schools	1208	1208	-	-	
6	RWH for Upper Primary schools	437	437	-	-	

Source: SSA Programme, BSA, District- Badaun, U.P.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district indicated convergence of 485 drinking water facilities with swajaldhara and 86 toilet facilities with the total sanitation campaign.

## 2.11 School Grants

The details as presented in Table 2.11 indicate that the grant of 2611 primary and upper primary schools is approved for the year 2006-07. Out of total schools for those grants are approved for this year, 2010 are primary and 601 upper primary schools. The funds have also been released for all the schools. The funds have been transferred to the VEC accounts on 17th June, 2006. The total released amount turns out to be Rs. 52.0 lakhs. Out of this, Rs. 40.0 taken are released for primary schools and Rs 12.0 lakhs for the upper primary schools of the district Badaun. The details regarding the utilization of funds by VECs up to 31.10.2006 are Not Available at BSA's office. There has been no centralized purchase for schools from this grant by the BSA.

Table 2.11: **Details about School Grants**

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	2010	601	2611
2	No. of schools to whom funds have been released	2010	601	2611
3	Date of release the grant to VEC accounts	17.06.06	17.06.06	
4	Released amount (Rs. In lakhs)	40.00	12	52.0
5	Amount utilized by VECs upto 30.10.06 (Rs. In lakhs)	N.A	N.A	N.A
6	Has the BSA made centralized purchased for school out of grant?	NO	NO	NO
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Badaun, U.P.

## 2.12 Education Guarantee Scheme (EGS)/AIE Centres

There has been a sanction of 113 EGS/AIE centers as on 31.3.06 in Badaun district. Out of these 58 EGS/AIE centers were found in position. Besides this, there are 113 more EGS/AIE centers sanctioned during the financial year 2006-07. Table 2.12 contains this information and further indicates that only 58 centres are found in position as against 113, which are sanctioned during this year. There has also been a provision of upgrading EGS in to new primary schools during this financial year. So far 4 teachers have been sanctioned for these upgraded primary schools.

Table 2.12: **Details about EGS/AIE Centres**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	113	58(51.32)
2	No. of EGS/AIE centers in the financial year 2006-07	113	58 (51.32)
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	2	2
4	No. of teachers sanctioned for new upgraded primary schools	4	4

Source: SSA Programme, BSA, District- Badaun, U.P.

### **2.13 Students Enrollment in the EGS/AIE Centres**

The information regarding enrolment status in EGS/AIE centers of Badaun district as presented in Table 2.13 indicated 2137 enrolled children in these centres as on 30.09.2006. Out of the total enrolled children 355 (16.61 per cent) belonged to the scheduled caste, 1408 (65.89 per cent) to the OBC, 62 (02.90 percent) to minority and 146 (06.83 per cent) to the other category of population.

Table 2.13: **Details about Children's Enrollment in the EGS/AIE Centres**

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	<b>355 (16.61)</b>	-
2	ST	-	-	-
3	OBC	-	<b>1408 (65.89)</b>	-
4	Minority	-	<b>62 (02.90)</b>	-
5	Others	-	<b>146 (06.83)</b>	-
6	Total	-	<b>2137 (100.00)</b>	-

Source: SSA Programme, BSA, District- Badaun, U.P.

### **2.14 Training and Qualification of Education Volunteers (EVs)**

**There are no EVs reported to be working in the district of Badaun.**

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The funds have been released for the upgradation of these centers in the current financial year i.e. 2006-07. The amount of Rs. 7.6 lakhs have also been transferred to VEC account for the same. The land for the construction of the upgraded primary schools for EGS has also been identified. Four teachers have also been sanctioned for these. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

## 2.15 Children Mainstreamed From EGS/AIE Centres:

There are 859 children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All such children belonged to the government schools of the district (Table 2.15). Free books for all subjects have been distributed to the children of EGS/AIE centers. Text books are being used in all the centers.

Table 2.15: **Children Mainstreamed From EGS/AIE Centres**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07	859	-
2	Details of the last academic year 2005-06	-	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	859	-

Source: SSA Programme, BSA, District- Badaun, U.P.

## 2.16 BRC/NPRC

The details of BRC and NPRCs in Badaun are presented in Table 2.16. There are 18 BRCs and 164 NPRCs recorded on 31.03.06 during the financial year 2006-07. Along with this, there are 18 BRC coordinators and 36 assistant coordinators. In case of NPRCs each center is having coordinator.

Table 2.16: **Details about BRC/NPRC**

Sl.No.	Details	Sanctioned	Opened/In Position
1	No. of BRC centers as on 31.03.06	-	18
2	No. of NPRC centers as on 31.03.06	-	164
3	No. of BRC centers in the financial year 2006-07	-	18
4	No. of NPRC centers in the financial year 2006-07	-	164
5	Details of staff in BRC: a. Coordinators	-	18
	b. Asst. Coordinator	-	36
	c. Others	-	-
6	Details of staff in NPRC: Coordinators	-	164

Source: SSA Programme, BSA, District- Badaun, U.P.

## 2.17 Children With Special Needs (CWSN)

There are 6271 CWSN children identified in the district during the financial year 2006-07. There are only 531 students (8.47 per cent) out of the total CWSN children who have been provided with aids and appliances during the financial year 2006-07. There are no resource teachers that have being identified yet. Apart from these, there is one district coordinator for

IED; he has been oriented for the same and has attended capacity building programme at the state level. There are total 1645 such schools in the district where ramps have been provided. Out of these, 1208 are available in primary schools and 437 in upper primary schools. None of the parents of CWSN children of these schools have been given counseling during current financial year 2006-07.

Table 2.17: **Children With Special Needs (CWSN)**

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	-	-	6271
2	No. of children who have been provided with aids and appliances in financial year 2006-07	-	-	531 (8.47)
3	No. of resource teachers identified	-	-	-

Source: SSA Programme, BSA, District- Badaun, U.P.

### 2.18 **National Programme for Education of Girls at Elementary Level (NPEGEL)**

As per details available in this respect as presented in Table 2.18, there is a target of 170 model schools clusters for the year 2006-07. All the schools clusters, popularly known as **Mena Munch** are functional in the district as on 30.09.2006. All the clusters are provided with the drinking water and toilet facilities.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progress in girls' education interventions has also been implemented.

Table 2.18: **National Programme for Education of Girls at Elementary Level**

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2006	Difference
1	Number of model schools clusters	170	170	0
2	No. of additional class rooms to be aided.	59	59	0
3	No of model clusters with drinking water	170	170	0
4	No of model clusters with toilet facility	170	170	0
5	No of model clusters with electrification	12	12	0
6	Quantum of funds to be released	1,85,529	1,85,529	0
7	No. of ECCE centers operational under Innovation Head funds	220	217	3
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Badaun, U.P.

### 2.19 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The number of KGBV in the district is nil for the year 2006-047.

## **2.20 Details About District Information System for Education (DISE)/ Educational Monitoring and Information System (EMIS)**

The district has EMIS with required computers and computer operators in position. The data capture formats have been supplied to all the schools, and the data collected and compiled by the BSA has been sent to the SPO. BRC coordinators have been given assignment for verifying 5 percent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was imparted from 4/10/06 to 5/10/06, at BRC centers.

## **2.21 Village Education Committees (VECs)**

There are 1069 village/school level management committees in the district where only 76% of the members of VEC are oriented with required training.

## **2.22 Staffing at District Level SSA Office**

The district has full-fledged staffing for running SSA programme. The position of BSA, AAO, DC-5, accountant, steno, computer operators and MIS Incharge are sanctioned and duly appointed in the district of Badaun.

Table-20: **Details about District Level Officials**

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	BSA	1	1
2	AAO	1	1
3	DC	6	4
4	Accountant	1	1
5	Asst. Accountant	1	1
5	Steno/ clerk	2	2
6	Computer Operator	1	1
7	MIS Incharge	1	1

Source: SSA Programme, BSA, District- Badaun, U.P.

## CHAPTER III

### INFRASTRUCTURAL FACILITIES IN SCHOOLS

#### 3.1 Establishment and Construction of Primary Schools

Out of total sample schools, about 82 per cent have been established before ten years. More than 88 per cent primary schools and about 53 per cent upper primary schools were established ten years back or even before. On an average, rest of the 12 per cent sample schools was established within 10 years. As against this more than 47 per cent schools were constructed within last 10 year. In case of lower primary and upper primary more than 55 per cent and 63 per cent school have been constructed during last 10 years. On an average 7 percent of primary schools and 4 percent of upper primary schools are running on rented premises.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less 2 year (2006-07 to 2004-05)	2 (2.38)	7 (8.33)	4 (17.39)	5 (21.74)	6 (5.61)	12 (11.22)
2.	2 Years to 5 years (2003-04 to 2001-02)	3 (3.57)	15 (17.86)	2 (8.70)	5 (21.74)	5 (4.67)	20 (18.69)
3.	5 years to 10 year (2000-01 to 1996-97)	5 (5.95)	11 (13.95)	3 (13.04)	4 (17.39)	8 (7.48)	15 (14.02)
4.	10 year + (Before 1995-06)	74 (88.10)	45 (53.57)	14 (60.87)	8 (34.78)	88 (82.24)	53 (49.53)
5.	On rented premises		6 (7.14)		1 (4.35)		7 (6.54)
5.	No. of Total Schools	84 (100.00)	84 (100.00)	23 (100.00)	23 (100.00)	107 (100.00)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

#### Findings and Suggestions

Most of the primary schools (88 per cent) were established long back in the district but the construction of more than 45 per cent was done within last ten years. Thus, most of the constructions were for completing backlogs. More emphasis is required on the establishment of new schools and subsequently their construction.

### 3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization for classroom teaching is presented in Table 3.2 shows more than 8 rooms available only in 3 primary schools out of 84 sample schools in the district of Badaun. But only one sample primary school of the district uses more than 8 rooms. The availability of 4 rooms is found in maximum number (21) of sample primary schools constituting 25.00 per cent. But at the same time use of 4 rooms for classrooms is recorded in 31 schools constituting 36.90 per cent of the sample primary schools. The availability of 1 room is found in 5 primary schools(5.95%) , 2 rooms in primary schools is seen only in case of 3 schools, constituting 3.57 per cent of the sample. But use of two rooms for class teaching is found in 9 schools covering 10.71 per cent. The availability of five, six, seven and eight rooms in a single primary school ranged from 22.62 per cent to 1.19 per cent schools and the use of these for classrooms is recorded from 16.66 percent to 1.19% as is evident from Table 3.2.

In case of upper primary schools, a minimum of 5 rooms are recorded to be existing in the 23 sample schools. The maximum 7 rooms are also found in 2 schools. But the number of rooms for classroom teaching ranged from 1 to 5. A maximum of 60.87 per cent sample schools have 3 rooms for teaching. Rest of the 8.70 per cent, 17.39 per cent, 8.70 per cent and 4.35 percent schools has 1, 4, 5 and more than 8 rooms, respectively for class room teaching.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	5 (5.95)	7 (08.33)	02 (8.70)	02 (8.70)
02	3 (3.57)	9 (10.71)	-	-
03	15 (17.86)	19 (22.62)	1 (4.35)	14 (60.87)
04	21 (25.00)	31 (36.90)	6 (26.09)	04 (17.39)
05	19 (22.62)	14 (16.66)	8 (34.78)	02 (8.70)
06	15 (17.86)	3 (03.57)	3 (13.04)	-
07	2 (02.38)	1 (01.19)	2 (8.70)	-
08	1 (01.19)	-	-	-
More than 8	3 (3.57)	-	1 (4.35)	1 (4.35)
No. of Total	84	84	23	23

Schools	(100.00)	(100.00)	(100.00)	(100.00)
---------	----------	----------	----------	----------

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

The maximum of more than 25 per cent of the sample primary school have average 4 rooms and 35 per cent upper primary schools have on an average 5 rooms. But more than 36 per cent primary schools use two rooms and 60 per cent upper primary schools 3 rooms for classroom teaching. In view of this, more existing rooms in schools should be used for teaching.

### **3.3 Availability of Infrastructure in Schools**

In case of sample primary schools only 42 per cent have school boundaries. But the availability of playground is recorded in almost 64 per cent schools. Sports items are also found in 69 per cent primary schools. The availability of mats, furniture is 76 percent and blackboard in classrooms is found to be almost 95 per cent. Despite the availability of sports items, their use is found only in 62 per cent schools. More than 75 per cent primary schools have verandah in the school building. Majority of the schools (65 per cent) have one verandah and rest of the 9 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (56 per cent) and the playground is available in 95 per cent schools. The availability of sports items is found in 73.91 per cent schools. In the schools having with sports items their use is confined to 69 per cent. The availability of mats and furniture is low (73.91 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in all of the 100 per cent schools. More than 78 per cent upper primary schools have verandah and about 65 per cent schools have single verandah. Only 13.04 per cent upper primary schools are having more than one verandah.

Table 3.3: **Availability of Infrastructure in Schools**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	54 (64.29)	30 (35.71)	22 (95.65)	1 (4.35)	76 (71.03)	31 (29.97)
Boundaries	36 (42.86)	48 (57.14)	13 (56.52)	10 (43.48)	49 (45.94)	58 (54.06)
Availability of Sport Items	58 (69.05)	26 (30.95)	17 (73.91)	6 (26.09)	75 (70.93)	32 (29.07)
Proper availability of Mats/Furniture	64 (76.19)	20 (23.81)	17 (73.91)	6 (26.09)	81 (75.70)	26 (24.30)
Black Board in Class Rooms	80 (95.24)	4 (4.76)	23 (100.00)	-	103 (96.26)	4 (3.74)
Use of Sport Items	52 (61.90)	32 (38.10)	16 (69.57)	7 (30.43)	68 (63.55)	39 (26.45)
Schools without Verandah	21 (25.00)		05 (21.74)		26 (24.30)	
Schools with one Verandah	55 (65.48)		15 (65.22)		70 (65.42)	
Schools with More than one Verandah	8 (9.52)		3 (13.04)		11 (10.28)	

Source: Field survey, SSA programme, District Badaun, U.P.

#### **Findings and Suggestions**

- Only about 71 per cent schools have play ground.
- 70 per cent schools have sports items.
- Less than 46 per cent schools are with boundary walls.
- Only about in 63 per cent schools the available sports items are used for students.
- More than 75 per cent schools have mats and furniture.
- About 96 per cent schools have classroom blackboards.
- More than 21 per cent upper primary schools are without Verandah.
- Only 11 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

### **3.4 Availability of Drinking Water**

More than 91 per cent primary schools in the sample have drinking water facility. The same is found to be of the higher order in upper primary schools also in the sample area. Out of existing drinking water facilities about 92 per cent are arranged through swajaldhara and other sources. Thus, only 8 per cent facilities are created through SSA funds.

Table 3.4: **Drinking Water Facility**

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility available	77 (91.66)	7 (8.33)		21 (91.30)	02 (8.70)		98 (84.04)	09 (15.96)	
Scheme	Swajaldhara	SSA	(various Others Nidhi)	Swajaldhara	SSA	Others	Swajaldhara	SSA	(various Others Nidhi)
Drinking Water	3 (3.57)	7 (8.33)	67 (79.76)	01 (4.35)	00 (0.0)	20 (85.65)	04 (4.08)	07 (7.14)	87 (88.78)

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

The availability of drinking water facility is around 91 per cent schools. The convergence of drinking water facility with Swajaldhara has been about 4 per cent. More than 7 per cent funding of drinking water facility is done through SSA. The drinking water facility should be made available in all primary schools.

### **3.5 Toilet Facility**

The toilet facilities are available to 85 per cent boys and about 84 per cent girls at the primary school level. At the upper primary level it is available for 82.61 per cent boys and 86.96 per cent girls. The available toilet facility is provided through SSA for 14 per cent sample schools at upper primary level and for 25 per cent schools at the primary level. Around 4 per cent facilities are made available through Total Sanitation Programme at primary and upper primary school level.

Table 3.5: **Toilet Facility**

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
	72 (85.71)	12 (14.29)	71 (84.52)	13 (15.48)	19 (82.61)	4 (17.39)	20 (86.96)	3 (13.04)
Scheme	TSS		SSA	Others	TSS		SSA	Others
Toilet	04 (4.76)		21 (25.00)	48 (57.14)	1 (4.76)		3 (14.29)	17 (80.95)

Source: Field survey, SSA programme, District Badaun, U.P.

**Findings and Suggestions:**

- Toilet facilities are available only for 85 per cent boys and 84 per cent girls at primary level.
- At upper primary level only 82 per cent boys and 86 per cent girls are having toilet facilities.
- For providing the facility the TSP convergence should be utilized, as it is very low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. More than 28 per cent existing toilet facilities are not in use at primary and upper primary schools owing to these reasons. These are on account of improper maintenance of toilet facilities.

Table 3.6: **Reason For non-use of toilets**

	Primary	Upper Primary	Total
Toilets always Locked	5 (29.41)	5 (55.55)	10 (38.46)
Shock pit Filled	3 (17.65)	3 (33.33)	6 (23.08)
Door and Seats has Cracked	9 (52.94)	1 (11.11)	10(38.46)
Others	0 (0.0)	-	0 (0.0)
Total	17 (100.00)	9 (100.00)	26 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P

**Findings and Suggestions**

In more than 28 per cent of primary and upper primary schools, toilet facilities are existing but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.

### **3.6 School Environment**

About 88 per cent primary schools have good atmosphere and about in 95 per cent schools students are satisfied with proper ventilation in the classrooms. Proper space for students sitting is also reported by 92 to 86 per cent schools at the primary and upper primary levels. But the health facilities are reported to be provided for last six months only in 67 per cent sample schools.

Table 3.7: **Environment at the schools**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	74 (88.10)	10 (11.90)	19 (82.60)	4 (17.40)	93 (86.91)	14 (13.07)
Proper ventilation in Classrooms	80 (95.24)	04 (4.76)	20 (86.96)	3 (13.04)	100 (93.46)	7 (6.54)
Proper Space in Classroom for sitting to student	78 (92.86)	06 (7.14)	20 (86.96)	3 (13.04)	98 (91.59)	09 (8.41)
Schools provided health facilities last 6 month	57 (67.86)	27 (32.14)	15 (65.21)	08 (34.79)	72 (67.29)	35 (22.71)

Source: Field survey, SSA programme, District Badaun, U.P

**Findings and Suggestions**

Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

### **3.7 Condition of School Building**

Survey results indicate about 15 per cent school building in bad condition. In case of upper primary schools more than 13 per cent buildings are in bad shape. In the primary schools 15 per cent buildings are in bad shape.

Table 3.8: **Condition of School Building**

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	43 (51.19)	28 (33.33)	13 (15.48)	84 (100.00)
Upper Primary Schools	14 (60.87)	06 (26.87)	03 (13.04)	23 (100.00)
Total	57 (53.27)	34 (31.78)	16 (14.95)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

**Findings and Suggestions**

More than 13 per cent upper primary school building is in bad shape, mainly in Badaun city. About 15 per cent lower primary school buildings are also like this. In view of this special provision of repairs should be made to consider the students safety.

### **3.8 Reasons for Bad Condition**

On an average in 47 per cent cases quality of construction is not found good as cracks are developed in roofs. In more than 30 per cent cases plaster is also not good. In more than 8 per cent schools even doors and windows are not available and flooring is bad in 13 percent schools.

Table 3.9: **Reasons for bad Condition**

Type of Schools	Cracked Roof	Cracked plasters	Non-Availability of Doors/Windows	Others	Total
Primary School	08 (55.56)	06 (22.22)	01 (11.11)	02 (11.11)	17 (100.00)
Upper Primary Schools	03 (50.00)	01 (16.67)	01 (16.67)	01 (16.67)	06 (100.00)
Total	11 (47.83)	07 (30.43)	02 (8.70)	03 (13.04)	23 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

**Findings and Suggestions**

In most of the cases (47.83 per cent) there are cracks in roof. This may cause accidents. The repair work should be taken up as soon as possible.

## CHAPTER IV

### TEACHER TRAINING AND ENROLMENT

#### 4.1 In Position Teachers and Attendance

The survey and its results have shown gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Badaun. The average number of teachers **sanctioned** turns out to be around 5 in each primary school. The average number of sanctioned assistant teachers and Shiksha Mitra is 2 in each category. But the average number of teachers holding position presently turns out to be lower than this i.e around 3 per school.

Average number of teachers found present on the day of visit is around one teacher in each category. The main reason for absenteeism has been the teachers' involvement in training is 73 percent cases. The next important reason is reported to be on leave i.e 21 percent cases. About 4 per cent out of the absent teachers were reported to be busy in other school related works. Around 7 per cent of the absent teachers are found to be the habitual absentees.

Table 4.1: **Teachers and Their Attendance in Primary School**

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of sanctioned teachers	83(21.17)	170(43.37)	139(35.46)	392(100)
2	Average No. of teachers sanctioned per school	.98	2.02	1.65	4.65
3	No. of teachers working in the schools	79(27.05) (100.00)	78(26.71) (100.00)	135(46.23) (100.00)	292(100) (100.00)
4	Average No. of teachers working per school	0.94	0.93	1.60	3.47
5	No. of teachers found present on the day of visit	76(31.66) (96.20)	54(22.50) (69.23)	110(45.83) (81.48)	240(100) (82.19)
6	Average No. of teachers found present on the day of visit per school	0.90	0.64	1.31	2.85
7	Reason of absenteeism				
	a. Training	1(2.63) (33.33)	17(44.74) (70.83)	20(52.63) (80.00)	38(100) (73.08)
	b. Sickness	-	1(100.00) (27.27)	-	1(100) (1.92)
	c. For salary	-	-	-	-
	d. School related extra work	-	1(50.00) (4.17)	1(50.00) (4.00)	2(100) (3.85)
	e. On leave	2(18.18) (66.66)	5(45.45) (20.83)	4(36.36) (16.00)	11(100) (21.15)
	f. Others	-	-	-	-
	g. Total	3(5.77) (100.00)	24((46.15) (100.00)	25(48.08) (100.00)	52(100) (100.00)

8	Habitual Absentee	1(1.92)	1((1.92)	2(3.85)	4(7.69)
---	-------------------	---------	----------	---------	---------

Source: Field survey, SSA programme, District Badaun, U.P.

In upper primary school around 69 percent out of the sanctioned teachers are reported in position. Thus, the average number of teachers working per school is around 2 as against average sanctioned number of about 3 teachers (excluding headmaster). Only 79 percent other working teachers were found present on the day of visit. The main reason of absenteeism is reported to be on leave is about 40 percent absent teachers in upper primary schools of Badaun. Absence on account of training is observed only is 10 percent cases and 20 percent were found to be on leave due to school related work and 20 percent on other grounds .

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	22(23.15)	73(76.85)	95(100)
2	Average No. of teachers sanctioned per school	0.95	3.17	4.12
3	No. of teachers working in the schools	20(33.33) (100.00)	44(66.66) (100.00)	66(100) (100.00)
4	Average No. of teachers working per school	0.87	1.91	2.78
5	No. of teachers found present on the day of visit	19(37.83) (95.00)	35(64.82) (79.54)	54(100) (83.83)
6	Average No. of teachers found present on the day of visit per school	0.83	1.56	2.39
7	Reason of absenteeism			
	a. Training	1	1(100) (11.11)	1(100) (10.00)
	b. Sickness	-	-	-
	c. For salary	-	-	-
	d. School related extra work	-	2(100) (22.22)	2(100) (20.00)
	e. On leave	-	4(100) (44.44)	4(100) (40.00)
	f. Others	-	2(100) (22.22)	2(100) (20.00)
	g. Total	1(10.00) (100.00)	9(90.00) (100.00)	10(100.00) (100.00)
8	Habitual Absentee		1(10.00)	1(10.00)

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools. Teachers attendance is also not found upto the mark. About 60 per cent teacher's absence was unreasonable. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

## **4.2 Teachers Training**

About 68 percent of the sample primary school teachers have received training in Badaun. Maximum (62.81 percent) teachers received training on model clusters. Another 36 percent have been imparted teaching training; computer training was given to only 1 per cent teachers.

About 54 percent of the sample upper primary school teachers have received training in Badaun. Maximum (60 percent) teachers received training on model clusters. Another 19 percent have been imparted teaching training; computer training was given to only 11 per cent teachers.

In case of upper primary schools more than 53 percent of the teachers who attended training programmes got training in BRC. This is followed by DIET and NPRC where 34.62 percent and 7.69 percent teachers have received training. In case of primary schools BRC has been the venue where 81.40 percent teachers have received training followed by DIET and NPRC where 13.57 percent and 5.03 percent teachers have received training..

Most of the trainers were found to be from BRC Coordinators followed by DIET faculty and NPRC coordinators for primary as well as upper primary school teachers. The majority teachers attending different training programmes were satisfied with the training inputs.

An analysis of training duration indicates that around 74.50 percent trainees received training of 1 to 3 days duration, 5.57 percent have 4 to 6 days training and 19.92 percent received training of 7 to 15 days duration. Thus, the training duration is also found to be short in most of the cases.

**Table-4.3: Teachers Training**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Types of Training			
	a. Teaching Learning	72 (36.18)	10 (19.23)	82 (32.67)
	b. Library	0 (0.0)	0 (0.0)	-
	c. Computer	2 (1.00)	11 (21.15)	13 (5.18)
	d. Other including cluster	125 (62.81)	31 (59.62)	156 (62.15)
	e. Total	199 (100.00)	52 (100.00)	251 (100.00)
2	Training Venue			
	a. DIET	27 (13.57)	18 (34.62)	45 (17.85)
	b. BRC	162 (81.40)	28 (53.85)	190 (75.40)
	c. NPRC	10 (5.03)	4 (7.69)	14 (5.58)
	d. Other	0 (0.0)	2 (3.85)	2 (0.79)
	e. Total	199 (100.00)	52 (100.00)	251 (100.00)
3	Trainers			
	a. DIET faculty	27 (13.57)	18 (34.62)	45 (17.85)
	b. BRC Coordinator	162 (81.40)	28 (53.85)	190 (75.40)
	c. NPRC Coordinator	10 (5.03)	4 (7.69)	14 (5.58)
	d. Other	0 (0.0)	2 (3.85)	2 (0.79)
	e. Total	199 (100.00)	52 (100.00)	251 (100.00)
4	Satisfied with training inputs	198 (79.41)	52 (100.00)	250 (99.60)
5	Not satisfied with training inputs	1(20.59)	0 (0.0)	1 (0.40)

6	Duration of training	155(82.88)	32(17.11)	187(100.00)
	a. 1 to 3 days	(67.65)	(61.54)	(74.50)
	b. 4 to 6 days	4(28.57)	10(71.43)	14(100.00)
		(16.18)	(19.23)	(5.57)
	c. 7 to 15 days	40(80.00)	10(20.00)	50(100.00)
		(16.17)	(19.23)	(19.92)
	Total teachers trained	199(79.28)	52(20.72)	251(100.00)
		(100.00)	(100.00)	(100.00)

Source: Field survey, SSA programme, District Badaun, U.P

### **Findings and Suggestions**

- Only about 54 percent working teachers in lower primary schools have received training.
- About 53 percent of upper primary school teachers have received training.
- More than 74 percent trainees received training of 1 to 3 days duration.
- Training module lacks training of core subjects like Maths, English .
- Training duration should be longer.
- Very low percentages of working teachers are getting training on teaching subjects.

### **4.3 Enrolment and attendance**

Number of enrolled students on register is recorded to be around 95 percent of the reported enrolment at primary and upper primary level as on Sept 30, 2006. However, the same is relatively higher in case of girl students. The student's attendance as per register records varied from 62 per cent in primary schools to about 80 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be only 61 percent and 75 percent respectively.

Table 4.4: **Enrollment and Presence of Student**

Sl. No.	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according the register	No. of student present in the date of Visit	attendanceNo. of schools with low

1.	Primary School					
	a. No. of boys	11688 (51.65)	11503(100.00) (51.57)	7010(59.15) (50.42)	6923(53.79) (50.35)	26*
	b. Average no. of boys per schools	139.14	136.9	83.45	82.41	
	c. No. of Girls	10940 (48.35)	10801(100.00) (49.43)	6893(64.55) (49.58)	6826(58.82) (49.65)	
	d. Average no. of girls per schools	130.24	128.58	82.06	81.26	
	e. No. of total Students	22628 (100.00)	22304 (100.00)	13903 (100.00)	13749 (100.00)	
f. Average no. of students per school	269.38	265.52	165.51	163.68		
	Upper Primary School					2*
	a. No. of boys	2299 (58.57)	2290(100.00) (58.63)	1874(81.83) (59.91)	1780(77.72) (60.14)	
	b. Average no. of boys per schools	99.95	99.57	80.60	77.39	
	c. No. of Girls	1626 (41.43)	1616(100.00) (41.37)	1254(77.60) (40.09)	1180(73.02) (39.86)	
	d. Average no. of girls per schools	70.70	70.26	54.52	51.03	
	e. No. of total Students	3925 (100.00)	3906(100.00) (100.00)	3128(80.08) (100.00)	2960(75.78) (100.00)	
f. Average no. of students per school	170.65	169.82	136.00	99.82		

Source: Field survey, SSA programme, District Badaun, U.P

- Less than 50 per cent.

### **Findings and Suggestion**

- There has been a difference between reported students and enrolled students.
- There has been a difference between present students as per the register and head count on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

In more than 45 percent schools students were reported to be absent for purposing agriculture activities. Absence of students for this reason was larger (67 percent) in upper primary school as compared to the primary schools (40 percent). Other major reason was cold weather, bad MDM (45 percent for primary schools and 26 percent for upper primary schools. Reasons like performing the marketing activities or visiting farms and other family engagements also caused student's absence from the school.

Table 4.5: **Reasons of Absenteeism among students**

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	20 (39.21)	10 (66.67)	30 (45.45)
2.	Local Fairs/Markets	4 (7.84)	1 (6.67)	5 (7.58)
3.	Discrimination in Facilities	4 (7.84)	-	4 (6.06)
4.	Others cold weather, MDM	23(45.18)	4 (26.67)	27 (40.90)
5.	Total	51 (100.00)	15 (100.00)	66 (100.00)

Source :Field Survey, SSA Programme, District Badaun, UP

### **Finding and Suggestions**

About 45 percent students were found absent due to their involvement in agriculture activities. This should be discussed in length in PTAs frequently.

#### **4.4. Efforts to Improve Students Attendance**

Efforts to improve the students' attendance were made by schools VECs and Parents teacher association (PTA). In order to improve the attendance 58 sample schools have interaction with the parents given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The efforts of PTA in this regard were made in only 35 percent of the total sample schools.

**Table 4.6: Efforts for Improving Students' Attendance**

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	a. Interactions with parents	23(58.97)	5 (41.66)	28 (54.90)
	b. Through Information Notice	12 (30.77)	5 (41.67)	17 (33.33)
	c. Other	04 (10.26)	2 (16.67)	06 (11.76)
	d. Total	39 (100.00)	12 (100.00)	51 (100.00)
2.	Efforts made by V.E.C.			
	a. Awareness in Community	7 (50.00)	1 (20.00)	8 (42.11)
	b. Meeting of VEC	6 (42.86)	4 (80.00)	10 (52.63)
	c. Others	1 (7.14)	-	1 (5.26)
	d. Total	14 (100.00)	5 (100.00)	19 (100.00)
3.	Efforts made by P.T.A.			
	a. Interaction with parents	13 (36.11)	4 (57.14)	17 (39.53)
	b. Regularly Meeting of P.T.A.	21 (58.33)	3 (42.86)	24 (55.81)
	c. Distribution of Facilities	1 (2.78)	-	1 (2.33)
	d. Others	1 (2.78)	-	1 (2.33)
	e. Total	36 (100.00)	7 (100.00)	43 (100.00)

Source: Field Survey, SSA Programme, District Badaun, UP

### **Findings and Suggestions**

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect. There should be more concerted efforts in each primary school to improve student's attendance. There should be a more efficient and regular monitoring system to check students attendance. VEC should be motivated to work on improvement of attendance.

#### **4.5. Achievement Level of Students**

Students test was conducted as per norms in each and every sample school of Badaun. The implementation of grading system is also made in each case. The grading was done in four categories i.e. A, B, C and D. In the test, which was taken in course of field visit in sample schools, the performance of about 64 percent students is found to be poor under "D" category. Only about 11 percent student's performance was under the second category i.e., "B", none of the student's achievement in category "A".

Table 4.7: **Achievement Level in Students Test**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student According norms in school	84 (100.00)	23 (100.00)	107 (100.00)
2.	Implementation of grading system in school	84 (100.00)	23 (100.00)	107 (100.00)
3.	Achievement level of student 'A'	-	-	-
	'B'	6 (7.14)	5 (21.74)	11 (10.28)
	'C'	24 (28.57)	4 (17.39)	28 (26.17)
	'D'	54 (64.29)	14 (60.87)	68 (63.55)
	Total	84 (100.00)	23 (100.00)	107 (100.00)

Source: Field Survey, SSA Programme, District Badaun, UP

### **Findings and Suggestions**

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 68 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

#### **4.6. Students Behavior with their Teacher**

Almost in 98 percent primary schools and upper primary schools students' behavior with their teacher is found to be good and satisfactory. In case of about 2.60 percent students of primary school their behavior with teachers was reported to be bad.

Table 4.8: **Behaviour of Students**

Sl. No.	Behaviour Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	32 (38.10)	10 (43.48)	42 (39.25)
2.	Satisfactory	50 (59.52)	12 (52.17)	62 (57.94)
3.	Bad	2 (2.38)	1 (4.35)	3 (2.80)
4.	Total	84(100.00)	23(100.00)	107(100.00)

Source : Field Survey, SSA Programme, District Badaun, UP

#### **4.7. Students enrolment with Less of more Age and drop out**

Enrollment of students in primary school is not found as per age norms in case of about 8 percent of the total enrolled students in lower primary schools and about 4 percent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (a) : **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	34	102	45	47
2.	No. of Schools with less or more age student	4	20	3	5
3.	Average no. of enrolled student with more or less age per school	8.5	5.1	15.0	9.4

Source : Field Survey, SSA Programme, District Badaun, UP

### **Findings and Suggestions**

Three to four percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belong to the bigger age group. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.

There are 47 primary and 8 upper primary schools in sample having students drop outs. This indicates more than 55 percent primary schools and about 35 percent upper primary schools having dropout students in sample. There are 2.13 percent drop out students in primary and 0.5 percent in upper primary school as per survey results. There are 17 other primary schools where drop out students of 47 schools are studying. In case of upper primary, students of 8 schools are studying in 3 other schools.

On an average 7 to 3 students per school are studying in the same classes in primary and upper primary schools.

Table 4.9(b) : **Dropout and related information**

Sl. No.	Particulars	Primary School	Upper primary School
1.	No. of dropout student	297 (2.13)	22 (0.5)
2.	No. of Schools having student dropout	47	8
3.	Student dropout per schools	6.32	2.75
4.	No. of other schools where dropout student are studying	17	3
5.	No. of student studying in same class	140	26
6.	No. of schools where students studying in same class	20	8
7.	Average no. of student studying in same class per schools	7.00	3.25

Source : Field Survey, SSA Programme, District Badaun, UP

#### 4.8. **Children with Special Needs(CWSN)**

About 43 percent of school going age group CWSN children of the villages is enrolled in the schools. Most of the disabled children (62 percent) are boys and remaining 38 percent are girls. Majority of the disabled children are suffering from leg problems. Percentage of enrollment is around 44 percent for boys and 48 percent in girls .

Table 4.10(a): **Children with special needs (CWSN)**

Sl.No.	Particulars	Primary	UPS	Total
<b>1</b>	<b>No. of Disabled Children in Village related to school</b>			
A	Boys	199 (62.58)	54 (65.85)	253 (63.25)
B	Girls	119 (37.42)	28 (34.15)	147 (36.75)
C	Total	318 (100.00)	82 (100.00)	400 (100.00)
<b>2</b>	<b>No. of Enrolled disabled children</b>			
A	Boys	87 (62.59)	26 (56.52)	113 (61.08)
B	Girls	52 (37.41)	20 (43.48)	72 (38.92)
C	Total	139 (100.00)	46 (100.00)	185 (100.00)
<b>3</b>	Percentage of CWSN Boys enrolled	43.72	48.15	44.66
<b>4</b>	Percentage of CWSN Girls enrolled	43.70	71.43	48.97
<b>5</b>	<b>Types of disability in students</b>			
A	Legs	88 (63.30)	37 (57.14)	38 (42.69)
B	Hand	4 (2.88)	3 (14.29)	8 (8.99)
C	Legs and Hand Both	4 (2.88)	1 (9.52)	8 (8.99)
D	Deaf	6 (4.32)	3 (4.32)	
E	Eye	15 (10.79)	1 (4.32)	
F	Mental	14 (16.09)	1 (4.32)	
G	Others	8 (5.76)	-	35 (39.33)
H	Total Disabled Students	139 (100.00)	46 (100.00)	89 (100.00)

Source: Field Survey, SSA Programme, District Badaun, U.P.

Only 12.97 percent of the enrolled handicapped children were provided with the required appliances and aids. Average number of parents counseling made per school about CWSN cases is also very low. There are only 42 percent schools having ramps.

Table 4.10(b): **Provisions for Children with special needs (CWSN)**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student	-	-	-
	a. No. of student with artificial Limbs			
	b. Crutches	1 (5.88)	-	1 (4.16)
	c. Tricycles	7 (41.17)	6 (85.71)	13 (54.17)
	d. Wheel Chair	5 (29.41)	-	5 (20.83)
	e. Stick for Blind	-	-	-
	f. Calipers	4 (23.52)	1 (14.29)	5 (20.83)
	g. Hearing Aids	-	-	-
	h. Other	-	-	-
	Total	17 (100.00)	7 (100.00)	24 (100.00)
2.	<b>Percentage of students provided with Aides</b>	<b>12.23</b>	<b>15.21</b>	<b>12.97</b>
3.	No. of Schools with Ramps	32	13	45 (42.06)
4.	No. of Schools without Ramps	52	10	62 (58.94)
5.	No. of Parents counseled about CWSN Care	158	73	231
6.	No. of schools in which parents counseled about CWSN Care	42	18	60
7.	Average no. of Parents counseled per schools	3.71	4.05	3.85

Source: Field Survey, SSA Programme, District Badaun, U.P.

### **Findings and suggestions**

Enrollment of existing CWSN is low (43 percent) in the district. The availability of appliances as and aids is only among 12.97 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools. Moreover, number of the parents counseling meetings per schools for this has also been found insufficient. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

#### **4.9 Free Text Book Distribution**

The free text book distribution is found in all the sample primary and upper primary schools. But one to two per cent students have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There are around 2 per cent schools where a book distribution was delayed; in rest of the schools it has been timely. The delay in book distribution has been on account of late admissions in case of primary school and late teacher posting in Upper primary school.

Table 4.11: **Free text book Distribution**

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	a. Boys	11323 (51.58)	2316 (59.34)	13639 (52.75)
	b. Girls	10629 (48.42)	1587 (40.66)	12216 (47.25)
	c. Total	21952 (100.00)	3903 (100.00)	25855 (100.00)
2.	No. of Schools in which book distribution delayed	1 (1.19)	1 (4.34)	2 (1.87)
3.	No. of Schools in which book distribution have been done timely	83 (98.81)	22 (95.66)	105 (98.13)
4.	Total no of schools in which book distributed	84 (100.00)	23 (100.00)	107 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	-	-	-
	b. Less availability of books	-	-	-
	c. Others ( Late Admissions )	1 (100.00)	1 (100.00)	2 (100.00)
	Total	1 (100.00)	1 (100.00)	2 (100.00)

Source: Field Survey, SSA Programme, District Badaun, U.P.

### **Findings and suggestions**

Around 2 per cent schools did not distribute books in time. Main reason was on account of late admissions in case of primary school and late teacher posting in Upper primary school.. Proper coordination between SPO, DPO and school is required

## CHAPTER V

# MID-DAY MEAL PROGRAMME

### 5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in case of 81 schools of total 84 sample primary schools. In three schools the facility is not operative despite availability of funds, infrastructure and utensils, due to the internal dispute between Gram Pradhan and VEC members. The display of menu on walls is found in 100 per cent schools but the supply of food according to the menu is found only in 57 per cent schools. The availability of green vegetable in food is found only in about 40 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in 88 per cent schools for not providing food according to the menu. Remaining 11 per cent have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 184. But the average number of students on the day of visit is found to be only 165. There are total 78 students (about 1 student per school) who bring lunch from their home.

Table-5.1 (A): **Details about Mid Day Meal in Schools**

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	84 (100.00)
2	No. of Schools in which menu have not written on wall	-
3	No. of Schools in which food supplied to the students according to menu	57 (67.86)
4	No. of Schools in which food have not supplied to the students according to menu	27 (32.14)
5	No. of schools in which green vegetables available in food	34 (40.48)
6	No. of schools in which green vegetables have not available in food	50 (59.52)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	30 (88.24)
	b. Lack of utensils	-
	c. Others	4 (11.76)
8	No. of students bring lunch from home	78
9	Per school Average No. of students bring lunch from home	0.93
10	No. of beneficiaries before one day from visit	14209*
11	Average No. of beneficiaries before one day from visit per school	184.53
12	No. of students taken food on the day of visit	
	a. According to register	14070
	b. Average According to register	173.70**
	c. Head counts	13245
	d. Average Head counts	165.74*

Source: Field survey, SSA programme, District Badaun, U.P.

\*Average drawn from 77 schools, because MDM was not given in seven(7) Primary Schools

\*\*Average drawn from 81 schools, because MDM was not given in three (3 ) Primary Schools

The availability of food according to menu is found only in 61 per cent schools on the day of the visit. There are more than 70 per cent of the student found satisfied with the quality of food getting under MDM scheme. At the same time 88 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quantity in 35 per cent cases, 25 per cent found poor quality, 25 per cent attributed it to irregular MDM and 15 percent to meals not as per menu mostly complaining that roti are not supplied only rice was given. In almost all the schools the students bring utensils from home for taking the food. Female cooks are found in about 52 per cent schools followed by male cook 18.51 percent then comes 11 percent from pradhan's home where the food is cooked by family members (This food is always low in quantity and quality). The food quality supplied by contractor is the worst and it is irregular and no time schedule is followed.

Table-5.1 (B): **Mid day meal on the day of team visit**

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	60 (61.33)
2	No. of schools in which food have not been given according to menu	24 (38.67)
3	No. of schools in which students are happy with the quality of food	61 (70.67)
4	No. of schools in which students are not happy with the quality of food	23 (29.33)
5	No of schools in which students are happy with the quantity of food	58 (88.00)
6	No of schools in which students are not happy with the quantity of food	26 (12.00)
7	Reasons for the students are not happy with the Mid Day Meal	
	a. Food have not been cooked according to menu	9 (15.00)
	b. Lack of quality	15 (25.00)
	c. Lack of Quantity	21 (35.00)
	d. Others ( meal not made daily , or brought daily)	15 (25.00)
8	No of Schools in which students bring the utensils from the home	82 (97.62)
9	No. of male cooks in the schools	15 (18.51)
10	No. of female cooks in the schools	42 (51.85)
11.	Food supplied by NGO	7(8.64)
12.	Food supplied by Contractor	5(6.17)
13.	Food cooked by SHG	3(3.70)
14.	Food supplied from Pradhan's Home	9(11.11)

Source: Field survey, SSA programme, District Badaun, U.P.

Considering the social categories more than 59 per cent cooks are belonging to OBC groups, 14 per cent SC and remaining 26 per cent to the other classes. Regular payment to cooks is found in about 55 per cent schools. The average amount of monthly payment to cooks turns out to be Rs.620.

Table 5.2: **Status of Cooks under MDM**

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks	
	a. Schedule Caste	2 (1.04)
	b. OBC	42 (73.68)
	c. Others	13 (22.81)
2	No of School in which cooks have been paid regularly	35 (61.40)
3	No. of schools in which cooks have not been paid regularly	22(39.60)
4	Average amount for cooks have been paid per month	620

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

The availability of food under MDM programme has not been the problem in the sample schools but the availability as per menu has been a problem in 39 per cent schools. The payment of cooks has not been timely in more than 39 per cent schools. Proper monitoring by BRC/NPRC staff should ensure proper compliance or else report the matter to higher authorities

## **5.2 Infrastructure of MDM Programme**

There are about 29 per cent sample schools without the kitchen facility. In remaining schools, in more than 56 per cent schools the food is cooked in open ground, in rest of the schools the cooking is done outside the school. The storage of food items is found at Pradhan's residence in 73 per cent schools and within the school in 4 per cent schools. The food items are also stored at PDA shops in 8.33 per cent schools.

All of (100.00 per cent) schools have proper register for MDM. There are more than 90 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 96 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in only 40 per cent schools. But fuelwood is used in about 60 per cent schools.

Table 5.3: **Infrastructure for MDM**

Sl. No.	Particulars	Numbers
1	No of school with kitchen	25(29.76)
2	No of school without kitchen	59 (71.24)
3	Venue for cooking in which schools kitchen have not been constructed	
	a. Open ground	30 (53.57)
	b. Cooked form outside	24 (42.88)
	c. others	2(3.57)
4	No. of schools with availability of safe drinking water	73 (88.31)
5	No. of schools without availability of safe drinking water	11 (11.69)
6	Place for food item storage	
	a. In school	4 (4.76)
	b. At Pradhan's residence	61 (72.62)
	c. At PDA shop	7 (8.33)
	d. others	12 (14.29)
7	No. of schools with proper register for MDM	84 (100.00)
8	No. of schools without proper register for MDM	-
9	No of schools with required utensils in kitchen	77 (91.66)
10	No of schools without required utensils in kitchen	7(8.33)
11	Source of Funds used in utensils purchasing	
	a. SSA	79 (96.34)
	b. Community Fund	1 (1.22)
	c. Others	2 (2.44)
12	Fuel used in cooking *	
	a. LPG	24 (40.00)
	b. Kerosene Oil	-
	c. Fuel Wood	36 (60.00)
	d. Other	-

Source: Field survey, SSA programme, District Badaun, U.P.

\* Fuel for food cooked from outside in 24 schools like Contractor, NGO, Pradhan's home could not be taken into account.

### 5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. But the regular inspection of MDM programme is found only in 64 per cent schools. The most of the inspections are made by NPRC.

Table 5.4: **Awareness and food inspection**

Sl. No.	Particulars	Numbers/Schools
1.	Students made aware about:	
	a. Students must wash their hands before and after taken food	78 (92.85)
	b. Take & eat food in organized way	72 (85.71)
	c. Keep the water for utensil cleaning	66 (78.57)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	65 (77.38)
2.	No of schools in which MDM inspected regularly	54 (64.29)
3.	Inspection authority	
	a. Community/Parents	1(1.85)
	b. VECs	6 (11.11)
	c. School teachers	22 (40.74)
	d. Others i.e NPRC, BRC, ABSA etc.	25 (46.30)
4.	Duration/Frequency of Inspection	
	a. Daily	27 (50.00)
	b. Often	10 (18.52)
	c. Sometime	17 (31.48)

Source: Field survey, SSA programme, District Badaun, U.P.

### 5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in the 46 per cent schools. In all the cases where this is found available, 61.54 percent is provided by the ANM, and 38.46 percent is provided by SSA cadre. The schools where micro-nutrition supplements are made available, these were provided once in a month in 77 per cent cases. In rest of the 23 per cent schools it was provided twice in a month.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1.	No. of Schools in which micro nutrition supplement provided to the student	39 (46.43)
2.	No. of Schools in which micro nutrition supplement have not been provided to the student	45 (53.57)
3.	Micro-nutrition supplement provided by:	
	a. ANM	24 (61.54)
	b. Others	15 (38.46)
4.	Duration/Frequency of Micro-nutrition supplement as provided	
	a. Once in a month	30 (76.92)
	b. Twice in a month	09 (23.07)

Source: Field survey, SSA programme, District Badaun, U.P.

## 5.5 Parents and VEC Participation in MDM

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in more than 54 per cent school with respect to daily supervision. But in terms of cooperation it is reported to be satisfactory only in about 27 per cent schools. In more than 67 per cent school it is found to be bad. So is the case in 35.71 per cent schools in terms of daily supervision.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1.	Very Good	6 (7.14)	-
2.	Good	24 (28.57)	7 (08.33)
3.	Satisfactory	24 (28.57)	20 (23.81)
4.	Bad	30 (35.71)	57 (67.85)
	Total Schools	84 (100.00)	84 (100.00)

### Findings and Suggestions

- More than 71 per cent schools are still without kitchen.
- Even schools where kitchen is there, food is cooked outside in majority of the schools.
- Place of food items storage is Pradhan's house in more than 70% cases
- More than 8 per cent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- Only about 64 per cent schools are inspected regularly for MDM.
- Only 46 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

## CHAPTER VI

### VECs, GRANTS AND T.L.M.

#### 6.1 VEC Members

There are 563 VEC members in 107 sample schools of district Badaun. Thus, each sample school has 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. More than 32 per cent of the VEC members are females.

Table 6.1: **Gender wise VEC members**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	148 (33.33)	36 (30.25)	184 (32.68)
2.	Male	296 (66.67)	83 (69.74)	379 (67.32)
	Total	444 (100.00)	119 (100.00)	563 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

The caste-wise composition shows 25 per cent SC, 48 per cent OBC and around 28 per cent general category members in VECs of the district.

Table 6.2 : **Social categories wise VEC Members**

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	110 (24.77)	29 (24.36)	139 (24.69)
2.	OBC	206 (46.39)	63 (52.94)	269 (47.78)
3.	General	128 (28.82)	27 (22.68)	155 (27.53)
	Total	444 (100.00)	119 (100.00)	563 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

Average number of VEC members is found to be low due to under representation of parents. The female and caste-wise composition of VEC is as per norms. The parent's representation in VECs should be emphasized.

## **6.2 VEC Meetings**

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held only in 73 per cent schools. The frequency of meetings was also recorded to be low. Two to three meetings on an average were held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., are presented in Table 6.3.

**Table 6.3 Details about VEC meeting**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	a. Yes	74 (72.73)	22 (76.47)	96 (73.40)
	b. No.	10 (27.27)	1 (23.53)	11 (26.60)
	Total number of meeting only in last 6 months	232	64	296
2.	Average No. of Meeting only in last 6 months	2.76	2.78	2.76
3.	Agenda of Meeting (Multiple Response)			
	a. Maintenance of School building	74 (100.00)	22(100.00)	96(100.00)
	b. Regularly Implement of MDM according to norms	20 (23.80)	-	20(23.80)
	c. Scholarship for students	74(100.00)	22(100.00)	96(100.00)
	d. Enrollment & attendance of student	65(87.83)	17(77.27)	82(85.41)
	e. Facilities for student	66(89.18)	18(81.82)	84(87.50)
	No. of Total Schools	84	23	107

Source: Field survey, SSA programme, District Badaun, U.P.

The meetings were attended by more than 88 per cent VEC members. The representation of female and SC members in meetings was recorded to be more than 34 per cent and 30 per cent respectively.

**Table 6.4 : Sex and Caste wise VEC members attending the meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	128(32.65)	34(30.36)	162 (32.14)
2.	Male	264 (67.34)	78 (69.74)	342 (67.86)
	Caste distribution among male			
	a. SC	52 (19.70)	12(15.38)	64 (18.71)
	b. Other	212 (80.30)	66 (84.62)	278 (81.28)
	Total Member (Male + Female)	392 (100.00)	112 (100.00)	504 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

VEC meetings were attended by more than 89 per cent members with adequate female and SC member's representation.

## **6.3 VEC Training**

The training for VEC members was organized only in 78 per cent primary and 82 per cent upper primary schools. More than 75 per cent of VEC members have been trained. The VEC members of schools where training was imparted indicated their opinion about the quality of training. In 10 per cent schools, members regarded training as best. According to 35 per cent to 62 per cent school members training has been good. It was rated as satisfactory by 29 per cent to 52 per cent school members. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: **Details about VEC training**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	No. of Schools organized training of VEC members	67 (77.92)	17 (82.35)
2.	No. of trained members Average no per schools	340 4.04	91 3.95
3.	Reaction of trained members in school regarding training		
	a. Best	6(8.96)	2(11.76)
	b. Good	42(62.68)	6(35.29)
	c. Satisfactory	19(28.35)	9(52.94)
	d. Bad	-	-
	Total Schools organized training	67(100.00)	17(100.00)

Note : All VEC members are trained by BRC/NPRC

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

About 80 per cent of the schools have organised training for VEC members. About 75 per cent of the VEC members have been trained. The training should be organized in each school and should be imparted to each VEC member.

## 6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in around 4-5 per cent and schools, the role of VEC members has been best for improving the school conditions relating to atmosphere, enrolment, teachers presence and students attendance. More than 35 per cent of the teachers in sample schools found their role as good. Among 50 per cent schools, VEC role was regarded as satisfactory. But in more than 7 per cent schools their role was found to be bad.

Table 6.6: **Role of VEC for improving the conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of teacher	Presence of Student	Total
1.	Primary School					
	a. Best	07(8.33)	04(4.76)	08(9.52)	01(1.19)	20(5.95)
	b. Good	25(29.76)	34(40.48)	44(52.38)	16(19.05)	119(35.41)
	c. Satisfied	44(52.38)	41(48.81)	31(36.90)	60(71.43)	176(52.38)
	d. Bad	8(9.52)	05(5.95)	1(1.19)	7(8.33)	21(6.25)
	Total	84(100.00)	84(100.00)	84(100.00)	84(100.00)	336(100.00)
2.	Upper P. School					
	a. Best	01(4.34)	01(4.34)	01(4.34)	1(4.34)	4(4.34)
	b. Good	10(43.48)	9(39.13)	8(34.78)	8(34.78)	35(38.04)
	c. Satisfied	11(47.83)	11(47.83)	12(52.17)	12(52.17)	46(50.00)
	d. Bad	1(4.34)	2(8.70)	2(8.70)	2(8.70)	7(7.61)
	Total	23(100.00)	23(100.00)	23(100.00)	23(100.00)	92(100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

### **Findings and Suggestions**

VECs' role in improving overall school conditions were found to be the best by only 4-5 per cent teachers. Their satisfactory role was reported by 50 per cent teachers. More than 7 per cent teachers regarded their role as bad in this respect. The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.

## 6.5 Grants for Primary Schools

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated 58 per cent to 100 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to para-teachers are utilized only to the level of 87.13 per cent. This is found to be deliberate and amounts to delayed payment of honorarium despite timely receipt of the grant.

Table 6.7: **Head wise Grants for primary schools. 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid	349000 (100.00)	345250 (98.92)

	Average per school	4155	4110
2.	School development Average per School	206336 (100.00) 2456	202638 (98.20) 2412
3.	Honorarium for Para teacher Average per School	1686336 (100.00) 20075	1469313 (87.13) 17492
4.	Construction of Building Average per School	420000 (100.00) 5000	245000 (58.33) 2917
5.	Construction of Rooms Average per School	6035500 (100.00) 71851	5102800 (84.50) 60748
6.	Construction of Toilet Average per School	-	-

Table 6.7 (contd....)

Sl. No.	Head of Aid	Received (Rs)	Expenditure (Rs)
7.	Construction of Boundary Average per School	40000 (100.00) 476	40000(100.00) 476
8.	TLM Average per School	140000 (100.00) 1667	125700 (89.78) 1496
9.	Ramps Construction Average per School	156875 (100.00) 1868	119950 (76.46) 1428
10.	NPEGEL Average per School	4425 (100.00) 53	0 (0.0) 0
11.	Harmonium for Acharya Average per School	19700 (100.00) 234	19770 (100.00) 234
12.	Others Average per School	893660 (100.00) 10639	859410 (96.16) 10231

Source: Field survey, SSA programme, District Badaun, U.P.

In case of upper primary schools also utilization of received grants has been 64 per cent to 100 per cent.

Table 6.8 : **Head wise Grants for upper primary schools, 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	88000 (100.00) 3826	87000 (98.86) 3782
2.	School development Average per School	45700 (100.00) 1987	45700 (100.00) 1987
3.	Honorarium for Para teacher Average per School	-	-
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	560000 (100.00) 24347	363000(64.82) 15782
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	-	-
8.	TLM Average per School	29000 (100.00) 1261	28000 (89.13) 1217
9.	Ramps Construction Average per School	52275 (100.00) 2273	52275 (100.00) 2273
10.	NPEGEL Average per School	-	-

11.	Harmonium for Acharya Average per School	-	-
12.	Others Average per School	100680(100.00) 4337	100500(99.82) 4370

Source: Field survey, SSA programme, District Badaun, U.P.

**Findings and Recommendations**

- There is delayed payment of honorarium to para-teachers in many cases.
- Money has been withdrawn from account in some cases but construction work has not been started.
- For different types of constructions, unutilized grants are found.
- Thorough monitoring of construction work and fund utilization is needed to achieve expected results.

## **6.6 Availability of Construction Records with VEC**

The survey results indicated only 57.14 per cent primary and 52.17 per cent upper primary schools village committees having construction work manual. Only about 65 per cent and 73 per cent VECs have proper up keeping of funds records at primary and upper primary levels. More than 62 per cent VECs have no school construction related account.

Table 6.9 : **Availability of Construction related records with VEC**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	Construction work manual with village education committee	48 (57.14)	12 (52.17)
2.	Construction related manual not with VEC's	36 (42.86)	11 (48.83)
3.	No. of VEC with proper up keep of Fund's records	55 (65.47)	17 (73.91)
4.	No. of VEC without proper up keep of funds records	29 (34.52)	6 (26.08)
5.	No. of VEC having accounts of school related construction work/items	32 (38.96)	8 (34.78)
6.	No. of VECs not having accounts	52 (61.90)	15 (65.21)
	No. of total schools	84 (100.00)	23 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

**Findings and Suggestions**

Most of the VEC's did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.

## **6.7 Teaching Learning Materials (TLM)**

There are about 97 per cent primary schools and about 92 per cent upper primary schools received TLM amount in the district. Training of teachers regarding use of TLM was

imparted in 85 per cent primary schools and 65 percent upper primary schools. The display of TLM was found in 86 per cent of the sample schools. The use of TLM by the students was also found in 79 per cent schools having the display of TLM.

Table 6.10: **Details about teaching learning material**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	No. of teachers/SM received TLM amount Average	275 3.27	58 2.52	333 3.11
2.	No. of schools where Training of teachers regarding use of TLM	72 (85.71)	15 (65.22)	87 (81.30)
3.	Display of TLM in class rooms	75 (89.28)	18 (78.26)	93 (86.92)
4.	Use of TLM by student	66 (78.57)	19 (82.60)	85 (79.44)
	No. of Total school	84 (100.00)	23 (100.00)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

The use of TLM by teachers for teaching to students has not been observed in more than 15 per cent of the total sample schools. In about 53 per cent schools, TLM was often used by the teachers. But in 30 per cent school teachers always used the same to teach students in primary schools.

Table 6.11: **Use of TLM by teachers**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Always	25 (29.76)	8 (34.78)	33 (30.84)
2.	Often	47 (55.95)	10 (43.48)	57 (53.27)
3.	Never	12 (14.28)	5 (21.74)	17 (15.89)
	Total	84 (100.00)	23 (100.00)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

## CHAPTER VII

### CIVIL WORK

#### 7.1 Construction of School Buildings

Only 1 primary school has received money for the construction of school and in that too the work has not started.

Table 7.1: Construction of School buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of schools building under construction	1 (1.19)	-	1 (0.93)
2.	Progress of construction	Not started	-	-
	a. Foundation level	-	-	-
	b. Up from doors level	-	-	-
	c. Completing roof	-	-	-
	d. Final Finishing	-	-	-
	Total no. of schools	84 (100.00)	23 (100.00)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

In more than 53 per cent sample primary schools the construction of extra room is found in progress during the course of survey. 17 percent of the upper primary schools in the sample are found to have construction work relating to extra rooms. The construction of extra rooms is in final stages is seen in more than 33 per cent primary schools and 50 percent in upper primary schools.

Table 7.2: Construction of Extra rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No of School under extra room construction	45 (53.57)	4(17.39)
2.	No of school one room constructed + kitchen	43 (51.19)	4(17.39)
3.	No of school two room constructed	2 (2.38)	-
4.	Progress of Extra rooms construction		
	a. Foundation level	6 (13.33)	1(25.00)
	b. Up from doors level	13 (28.89)	
	c. Completing roof	11(24.44)	1(25.00)
	d. Others (completed)	15(33.33)	2(50.00)
5.	In charge of construction work	(no. 45)	(no. 4)
	a. Head Master	40 (88.88)	2 (50.00)
	b. Teacher	5(11.12)	2(50.00)

Source: Field survey, SSA programme, District Badaun, U.P.

## 7.2 Construction of Hand Pump and Toilets

In 6.5 per cent sample schools the installation work of hand pump is seen to be in progress. About 42 per cent of installations are recorded to be under SSA scheme and the rest are being installed through other schemes. There are 2 more proposed hand pumps to be installed in the schools of the sample area. There are no toilets under construction in schools but are proposed in 5 schools.

Table 7.3: **Under Construction and proposed Hand pumps and Toilets**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No of school under installation of Hand pumps for drinking water	6 (7.14)	1 (4.34)	7 (6.54)
2.	Scheme of Hand pumps Installation			
	a. Swajaldhara	-	-	-
	b. SSA	2 (33.33)	1 (100.00)	3 (42.85)
	c. Others	4 (66.67)	-	4 (57.14)
3.	No. of schools with proposed hand pumps	2 (2.38)	-	2 (1.89)
4.	No. of schools with under construction of toilets	-	-	-
5.	Schemes for toilets			
	a. TSS	-	-	-
	b. SSA	-	-	-
	c. Others	-	-	-
6.	Proposed no. of toilets in schools	5 (5.95)	-	5 (4.67)

## 7.3 Technical Supervision of Construction Work

There are 15 JEs found engaged in the supervision of different kinds of construction work in the sample schools. Out of total supervisors 93 per cent were working at the block level, and 6.67 per cent at the district level.

Table 7.4: **Status of technical supervisor**

Sl. No.	Particulars	Primary and Upper Primary Schools
1.	No. of J.Es Supervising the civil work	15 (100.00)
2.	JEs supervising at different level	
	a. Block level	14 (93.33)
	b. Tahsil level	-
	c. District level	1 (6.67)
	Total	15 (100.00)

There were around 100 per cent of the total school sites of construction work where on the spot inspection were made. In more than 54 per cent sites only one time inspection was

made. The inspections were made at all stages of the construction. The investigators have found more than 95 per cent of the construction as satisfactory in primary schools and 75 percent. But 6 per cent have reported unsatisfactory construction work. In such cases they have found low quality of building material, slow work.

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	45 (100.00)	4 (100.00)	49 (100.00)
2.	No of times inspections was done before survey	80	10	90
	a. One time	45 (56.25)	4 (40.00)	49 (54.44)
	b. Two time	25 (31.25)	4 (40.00)	29 (32.22)
	c. Three and more time	10 (12.50)	2 (20.00)	12 (13.33)
3.	Level of Inspection	80	10	90
	a. At the Foundation level	45 (56.25)	4 (40.00)	49 (54.44)
	b. Up to doors level	20 (25.00)	2 (20.00)	22 (24.44)
	c. Linter level	10 (12.50)	2 (20.00)	12 (13.33)
	d. Other	5 (6.25)	2 (20.00)	7 (7.77)
4.	Views of investigators regarding construction work	45	4	49
	a. Good	18 (40.00)	1 (25.00)	19 (38.78)
	b. Satisfactory	25 (55.55)	2 (50.00)	27 (55.10)
	c. Unsatisfactory	2 (4.44)	1 (25.00)	3 (6.12)
5.	Comments of investigator in condition of unsatisfactory construction work	2	1	3
	a. Low quality of building material	1 (50.00)	-	1 (33.33)
	b. Slow construction work	1 (50.00)	1 (100.00)	2 (66.67)
	c. Lack of appropriate use of material	-	-	-

### **Findings and Suggestions**

The satisfactory work in all categories of the construction has been reported in 93 per cent cases. But in remaining 7 per cent schools the progress has been slow, low quality of material use is reported. In view of this, the supervision of civil work construction is suggested to be made more frequently and properly.

## CHAPTER VIII

### OTHER PROGRAMMES AND BRC/NPRC INPUT

#### 8.1 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 170 NPEGEL of the district. As per survey conducted in 15 NPEGEL centres of the district, a grant of the Rs.1548500 was received for 8 NPEGEL during the financial year 2006-07. Four of the 15 NPEGEL has electricity supply. Six centers of the sample are having Centre for Children Education (CCE). Out of total 06 have received grant for TLM, Library, Games and Training. There are total 587 girls found enrolled in these NPEGEL. The free books have been supplied in 12 NPEGEL centres. All the 15 NPEGEL centers are located in the buildings of the Upper Primary Schools.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/ Percentage
1.	No. of Model cluster school Surveyed	15 (100.00)
2.	No. of Model cluster schools received amount in financial year (2006-07)	8 (53.33)
3.	Total Amount received Amount Average per school	1548500/- 193562.50/-
4.	No. of model cluster school where civil work completed	5
4.	No of model cluster school under civil work	3
	a. Extra Room	3 (100.00)
	b. Drinking Water	1(33.33)
	c. Toilet	2 (66.67)
5.	No of school with electrified	4(26.66)
6.	No. of school with CCE	6
7.	No of School teacher trained with Gender sensitization	4
8.	No. of school receiving amount for TLM, Library, Game, skill training	6 (40.00)
9.	Total no. of Girls enrolled Average per school	587 39.13
10.	No of schools provided free text book to enrolled girls	12(80.00)

#### 8.2 Education Guarantee Scheme (EGS), AIE

There are 48 EGS, 10 AIE in the district of Badaun. The sample EGS/AIE is located in Sahaswan block of the district.. EGS and AIE were established during 2004 and 2005. None of the acharyas was found to be trained. Their payment was reported to be irregular. The payment of Rs.1000/- per month was made in each centre.

Table 8.4: **EGS/AIE Centres**

Sl.No.	Particulars	EGS	AIE	Total
1.	Total Number	48	10	58
2.	No. of sample Centres	3	4	7
3.	a) Permanent place	3	1	4
	b) Temporary place	-	3	3
4.	Establishment year			
	2001	-	-	-
	2004	-	-	-
	2005	3	4	7
5.	No. of Acharya Trained	1	1	2
6.	Payment to Acharya Amount (Rs.1000/m)	3	1	4
7.	Regular payment	0	0	0
8.	Irregular payment	3	1	4

Source: Field survey, SSA programme, District Badaun, U.P.

### 8.3 **Students Attendance:**

Student attendance in the alternative schooling centres was found to be very low. Most of the Centers were found to be closed on the day of the visit.

#### **Findings and Suggestions**

- ◆ The payment of EGS/AIE teachers has been very irregular.
- ◆ The student attendance in the alternative schooling centres is very low.
- ◆ Most of EGS/AIE Centres are not functioning properly.
- ◆ The Centres are deprived of TLM, MDM and other programmes.
- ◆ Proper records are not mentioned.
- ◆ VEC members are required to be oriented for the development of alternative schooling.

### 8.4 **Academic Input of BRC/NPRC Coordinators:**

The visit of BRC coordinators for academic input is recorded in total 66 percent of the primary schools. The average number of visits are found to be 04 in one month. NPRC coordinators visits have been in more than 92 per cent schools. An average number of 09 visits per primary schools by NPRC coordinators were recorded.

Table 8.5: **Details of Academic input provided by coordinator**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Visits of BRC coordinator for Academic input	65 (77.38)	15 (65.21)	80 (74.77)
	No. of Times (Average) per month	3.67	2.78	3.48
2.	Visits of NPRC coordinator for Academic input	60 (71.43)	15 (65.21)	75 (70.09)
	No. of Times (Average) per month	6	5	6.6
	Total Schools	84 (100.00)	23 (100.00)	107 (100.00)

Source: Field survey, SSA programme, District Badaun, U.P.

### 8.5 **District Information System for Education (DISE):**

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

### 8.6 **Investigators View about the Schools:**

As per investigators view 30 per cent primary schools were having good or very good security system, 39 percent good or very good hygiene, 37 percent good or very good cleanliness and discipline. Around 50 percent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. Security was found to be bad in 15 per cent primary schools.

The condition of upper primary schools better than primary schools in every aspect.

Table 8.6: **Views of Investigators Regarding Schools**

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	2(2.38)	25(29.76)	42(50.00)	15(17.86)	84(100.0)
	b. Hygiene	7(8.33)	32(38.09)	39(46.43)	6(7.14)	84(100.0)
	c. Cleanliness	3(3.57)	34(40.47)	46(54.76)	1(1.19)	84(100.0)
	d. Discipline in Students	8(9.52)	29(34.52)	40(47.62)	7(8.33)	84(100.0)
2.	Upper Primary Schools					
	a. Security	1(4.34)	9(39.13)	12 (52.17)	1(4.34)	23(100.00)
	b. Hygiene	2(8.68)	14(60.87)	7(30.43)	0(0.0)	23(100.00)
	c. Cleanliness	3(13.04)	14(60.87)	6(26.08)	0(0.0)	23(100.00)
	d. Discipline in Students	3(13.04)	10(43.48)	8(34.78)	2(8.68)	23(100.00)

**Findings and Suggestions**

- ◆ BRC Coordinators visits were found in 74 per cent schools for providing academic input.
- ◆ NPRC coordinators visits were made in 70 per cent schools.
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
- ◆ Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

## CHAPTER IX

### Executive Summary

#### 1. General Facilities

1. Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.
2. 56 per cent of the sanctioned teachers are appointed at the primary school level.
3. More than 88 per cent of the sanctioned teachers are appointed at the upper primary level.
4. Most of the primary schools (88 per cent) were established long back in the district but the construction of more than 45 per cent was done within last ten years
5. The maximum of more than 25 per cent of the sample primary schools have average 4 rooms and 35 per cent upper primary schools have on an average 5 rooms. But more than 36 per cent primary schools use two rooms and 60 per cent upper primary schools 3 rooms for classroom teaching.

#### 2. Infrastructure Facilities

1. Only about 71 per cent schools have playground.
2. 70 per cent schools have sports items.
3. Less than 46 per cent schools are with boundary walls.
4. Only about in 63 per cent schools the available sports items are used for students.
5. More than 75 per cent schools have mats and furniture.
6. About 96 per cent schools have classroom blackboards.
7. More than 21 per cent upper primary schools are without Verandah.
8. Only 11per cent schools have more than one Verandah.

#### 3. Drinking water Facilities

1. The availability of drinking water facility is around 91 percent schools.
2. The convergence of drinking water facility with Swajaldhara has been about 4 per cent.
3. More than 7 per cent funding of drinking water facility is done through SSA.

#### 4. Toilet Facilities

1. Toilet facilities are available only for 85 per cent boys and 84 per cent girls at primary level.
2. At upper primary level only for 82 per cent boys and 86 per cent girls are having toilet facilities.
3. For providing the facility the TSP convergence should be utilized, as it is very low.

4. In more than 28 per cent of primary and upper primary schools, toilet facilities are present but are not used owing to lack of proper up-keeping and the habit of teachers keeping them locked.
5. This calls for maintenance of toilets and training programmes for making students habitual for using these. Also teachers should be instructed to keep open the toilets and not use them for their exclusive use.

## **5. Condition of the school building**

1. More than 13 per cent upper primary school building is in bad shape, mainly in Badaun city. About 15 per cent lower primary school buildings are also like this.
2. In most of the bad building there are (47.83 per cent) cases with cracks in the roof. This may cause accidents.
3. Overall school environment is found to be good but provision of health facilities in school is not attended properly.

## **6. Teachers**

1. There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools.
2. Teacher's attendance is also not found up to the mark.
3. About 60 per cent teacher's absence was unreasonable.
4. Only about 54 percent teachers in lower primary schools have received training.
5. About 53 percent of upper primary school teachers have received training.
6. More than 74 percent trainees received training of 1 to 3 days duration.
7. Training module lacks training of core subjects like Maths, English.

## **7. Students**

1. There has been a difference between reported students and enrolled students.
2. There has been a difference between present students as per the register and head count on the day of the visit.
3. About 45 percent students were found absent due to their involvement in agriculture activities.
4. Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect.

5. The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 68 percent students in an exclusive test has been poor.
6. Three to four percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools.
7. Majority of such students belong to the bigger age group.
8. Around 2 per cent schools did not distribute books in time. Main reason was on account of late admissions in case of primary school and late teacher posting in Upper primary school.

## **8. CWSN**

1. Enrollment of existing CWSN is low (43 percent) in the district.
2. The availability of appliances as and aids is only among 12.97 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools.
3. Number of the parents counseling meetings per schools for this has also been found insufficient.

## **9. MDM**

1. The availability of food under MDM programme has not been the problem in the sample schools but the availability as per menu has been a problem in 39 per cent schools.
2. The payment of cooks has not been timely in more than 39 per cent schools.
3. More than 71 per cent schools are still without kitchen.
4. Even schools where kitchen is there, food is cooked outside in majority of the schools.
5. Place of food items storage is Pradhan's house in more than 70% cases
6. More than 8 per cent schools do not have required utensils.
7. Despite awareness of cleanliness, it is not followed by the students during MDM.
8. Only about 64 per cent schools are inspected regularly for MDM.
9. Only 46 per cent schools are provided with micro-nutrition supplement.
10. Participation of parents and VEC in MDM is not satisfactory in most of the schools.

## **10. VEC**

1. Average number of VEC members is found to be low due to under representation of parents. The female and caste-wise composition of VEC is as per norms.
2. VEC meetings were attended by more than 89 per cent members with adequate female and SC member's representation.
3. About 80 per cent of the schools have organized training for VEC members.
4. About 75 per cent of the VEC members have been trained.
5. VECs' role in improving overall school conditions were found to be the best by only 4-5 per cent teachers.
6. Their satisfactory role was reported by 50 per cent teachers.
7. More than 7 per cent teachers regarded their role as bad in this respect.

## **11. Grants**

1. There is delayed payment of honorarium to para-teachers in many cases.
2. Money has been withdrawn from account in some cases but construction work has not been started.
3. For different types of constructions, unutilized grants are found.
4. Most of the VEC's did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.
5. The satisfactory work in all categories of the construction has been reported in 93 per cent cases.
6. In remaining 7 per cent schools the progress has been slow, low quality of material use is reported.

## **12. Other programmes and BRC/NPRC inputs.**

1. The payment of EGS/AIE teachers has been very irregular.
2. The student attendance in the alternative schooling centres is very low.
3. Most of EGS/AIE Centres are not functioning properly.
4. The NPEGEL Centres are deprived of TLM, MDM and other programmes.
5. Proper records are not mentioned.

6. BRC Coordinators visits were found in 74 per cent schools for providing academic input.
7. NPRC coordinators visits were made in 70 per cent schools.
8. The filled in data capture formats have been sent to the district office.
9. General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
10. Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

### **13. General feedback of Teachers.**

- 1. They should be removed from the involvement of Construction work.**
- 2. Scholarships given to students should be based on at least 75% attendance and should be distributed at the end of session to ensure proper attendance.**
- 3. Utensils for eating should either be provided at school or kept aside as the children make lots of noise with them and the time is wasted.**
- 4. Some alternate methods for MDM should be found out as the main stress comes on eating and students try to leave after consuming MDM.**

# Monitoring and Evaluation Report Of Sarva Shiksha Abiyan (SSA)

## District – Bareilly



Submitted to  
**Ministry of Human Resource Development**  
New Delhi

By

**Prof. U.C. Vashistha**

**Department of Education**  
**University of Lucknow**  
Lucknow

## CONTENTS

Sl. No.	Title	Page No.
	LIST OF TABLES :	iii-iv
<b>CHAPTER-I</b>	<b>INTRODUCTION</b>	<b>1-3</b>
1.1	About Sarva Shiksha Abhiyan-(SSA)	1
1.2	Objectives of Present Study	1
1.3	Scope of Work	1
1.4	Study Sample and Design	1-3
<b>CHAPTER-II</b>	<b>EDUCATIONAL PROFILE OF DISTRICT-BAREILLY, UTTAR PRADESH</b>	<b>4-15</b>
2.1	Introduction	4
2.2	Status of Schools	4-5
2.3	Status of Teaching Staff	5-6
2.4	Recruitment of teachers	6
2.5	Teacher's in Service Training	7
2.6	Teacher's Orientation Training	7-8
2.7	Teaching Learning Material (TLM) Grant	8
2.8	Distribution of Text Books	9
2.9	Children and their Enrolment in Schools	9
2.10	Civil Works	9-10
2.11	School Grants	10-11
2.12	Education Guarantee Scheme (EGS)/AIE Centres	11
2.13	Students Enrolment in the EGS/AIE Centres	11-12
2.14	Training and Qualification of Education Volunteers (EVs)	12
2.15	Children Mainstreamed from EGS/AIE Centres	13
2.16	BRC/NPRC	13
2.17	Children With Special Needs (CWSN)	13-14
2.18	National Programme for Education of Girls at Elementary Level (NPEGEL)	14-15
2.19	Kasturba Gandhi Balika Vidyalaya (KGBV)	15
2.20	Details about DISE/EMIS	15
2.21	Village Education Committees (VECs)	15
2.22	Staffing at District Level SSA Office	15
<b>CHAPTER-III</b>	<b>INFRASTRUCTURAL FACILITIES IN SCHOOLS</b>	<b>16-22</b>
3.1	Establishment and Construction of Primary Schools	16
3.2	Availability and Utilization of Classrooms	16-17
3.3	Availability of Infrastructure in schools	18-19
3.4	Availability of Drinking Water	19
3.5	Toilet Facility	20
3.6	School Environment	21
3.7	<b>Condition of School Building</b>	<b>21</b>
3.8	Reasons for Bad Condition	22

<b>CHAPTER-IV</b>	<b>TEACHER, TRAINING AND ENROLMENT</b>	<b>23-33</b>
4.1	In Position Teachers and Attendance	23-24
4.2	Teachers training	24-26
4.3	Enrolment and Attendance	26-27
4.4	Efforts to Improve Students Attendance	27-28
4.5	Achievement Level of Students	28-29
4.6	Students Behaviour with their Teacher	29
4.7	Students Enrolment with Less or More Age and Drop-out	29-30
4.8	Children With Special Needs (WSN)	30-32
4.9	Free Text Book Distribution	33
<b>CHPATER-V</b>	<b>MID-DAY MEAL PROGRAMME</b>	<b>34-39</b>
5.1	Details of Mid-Day Meal in Schools	34-35
5.2	Infrastructure of MDM Programme	36
5.3	Cleanliness and Inspection of MDM	37
5.4	Supply of Micro Nutrients	38
5.5	Parents and VEC Participation in MDM	39
<b>CHAPTER-VI</b>	<b>VECs, GRANTS AND T.L.M.</b>	<b>40-46</b>
6.1	<b>VEC Numbers</b>	40
6.2	VEC Meetings	41
6.3	VEC Training	42
6.4	Role of VEC for Improving the School Conditions	42-43
6.5	Grants for Primary Schools	43-44
6.6	Availability of Construction Records with VEC	44-45
6.7	Teaching Learning Materials (TLM)	45-46
<b>CHAPTER-VII</b>	<b>CIVIL WORK</b>	<b>47-49</b>
7.1	Construction of School Buildings	47
7.2	Construction of Hand-pump and Toilets	48
7.3	Technical Supervision of Construction Work	48-49
<b>CHAPTER-VIII</b>	<b>OTHER PROGRAMMES AND BRC/NPRC INPUT</b>	<b>50-53</b>
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	50
8.2	National Programme for Education of Girls at Elementary Level (NPEGEL)	50
8.3	Education Guarantee Scheme (EGS), AIE	50-51
8.4	Students Attendance	51
8.5	Academic Input of BRC/NPRC Coordinators	52
8.6	District Information System for Education	53
8.7	Investigators View about the Schools	53
<b>CHAPTER-IX</b>	<b>EXECUTIVE SUMMARY</b>	<b>54-58</b>

## LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Sample Schools	2
1.2	Distance of Sample Schools from BRC/NPRC	3
2.1	Literacy Rate of Bareilly and U.P.	5
2.2	Details About Opening of Schools	6
2.3	Details about Teachers	7
2.4	Mode of Teachers Recruitment	7
2.5	Details About In Service Training of PS & UPS Teachers	8
2.6	Teachers Orientation Training	8
2.7	Details About T.L.M. Grant	9
2.8	Details About Text Books Distribution	9
2.9	Details of Children and their Enrolment in Schools	10
2.10	Status of Civil Work Sanctioned for the Financial year-2006-07	11
2.11	Details About School Grants	12
2.12	Details About EGS/AIE Centres	12
2.13	Details About Children's Enrolment in the EGS/AIE Centres	13
2.14	Educational Qualification of Education Voluntaries	13
2.15	Children Mainstreamed from EGS./AIE Centre	14
2.16	Details About BRC/NPRC	14
2.17	Children with Special Needs (CWSN)	15
2.18	National Programme for Education of Girls at Elementary Level	15
2.19	Teaching and Other Staff in KGBV	16
2.20	Details About District Level Officials	16
3.1	Year of Establishment and Construction	17
3.2	Availability and Utilization of Classrooms	18
3.3	Availability of Infrastructure in Schools	19
3.4	Drinking Water Facility	20
3.5	Toilet Facility	21
3.6	Reason for non-use of Toilets	21
3.7	Environment at the Schools	22
3.8	Condition of School Building	22
3.9	Reasons for Bad Condition	23
4.1	Teachers and their Attendance in Primary Schools	24
4.2	Teachers and their Attendance in Upper Primary Schools	25
4.3	Teachers Training	26
4.4	Enrolment and Presence of Student	27
4.5	Reasons of Absenteeism Among Students	28
4.6	Efforts for Improving Students Attendance	29
4.7	Achievement Level in Students Test	29
4.8	Bahaviour of Students	30
4.9(a)	Student Enrolled with less or more age group	30
4.9(b)	Dropout and Related Information	31
4.10(a)	Children with Special Needs (CWSN)	32
4.10(b)	Provisions for Children with Special Needs (CSWN)	32
4.11	Free Text Book Distribution	33

5.1(a)	Details About Mid-Day Meal in Schools	34
5.1(b)	Mid-Day Meal On The Day Of Team Visit	35
5.2	Status of Cooks Under MDM	35
5.3	Infrastructures for MDM	36
5.4	Awareness and Food Inspection	37
5.5	Food Supplements	37
5.6	Participation of Parents/VEC in MDM	38
6.1	Gender-wise VEC Members	39
6.2	Social Categories-wise VEC Members	39
6.3	Details About VEC Meeting	40
6.4	Sex and Case-wise VEC Members Attending the Meeting	40
6.5	Details About VEC Training	41
6.6	Role of VEC for Improving the Conditions of Schools	42
6.7	Head-wise Grants for Primary Schools 2006-07	42
6.8	Head-wise Grants for Upper Primary Schools 2006-07	43
6.9	Availability of Construction Related Records with VEC	44
6.10	Details About Teaching Learning Materials	45
6.11	Use of TLM by Teachers	45
7.1	Construction of School Buildings	46
7.2	Construction of Extra Rooms	46
7.3	Under Construction and Proposed Hand-pumps and Toilets	47
7.4	Status of Technical Supervisor	47
7.5	Inspection and Views About Construction Works	48
8.1	Teachers and Other Staff	49
8.2	Social Category of Students	50
8.3	Details of Sample NPEGEL Centres	51
8.3	Details of Academic input provided by Coordinator	52
8.4	Views of Investigators Regarding Schools	53



# **CHAPTER I**

## **INTRODUCTION**

### **1.1 About Sarva Shiksha Abhiyan (SSA)**

The aim of Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about, and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

### **1.2 Objectives of Present Study**

The present study is regarding Monitoring and Evaluation of Sarva Shiksha Abhiyan of District **Bareilly** of Uttar Pradesh. The objectives of the study include:

- (iv) Assess the progress of implementation of approved plans at district level and state level.
- (v) To check progress in achievement of some key outcome indicators through sampling.
- (vi) Verify process and procedures undertaken for implementation of SSA.

### **1.3 Scope of Work**

The programme to be covered includes:

- (v) Sarva Shiksha Abhiyan
- (vi) Mid-Day Meal Scheme
- (vii) Kasturba Gandhi Balika Vidyalaya
- (viii) Nation Programme for Education of Girls at Elementary Level.

#### 1.4 Study Sample and Design

As per DISE data there are 1742 primary and 351 upper primary schools and 294 EGS/AIE centers, 144 model school clusters. There is 1 Kasturba Gandhi Balika Vidyalay in the district. A sample size of approx. 5% of the schools has been selected as follows.

Table 1.1: No. of Schools in our sample

Sl. No.	Block Name	Primary Schools	Upper Primary Schools	NPEGEL	KGBV	Total
1.	Ramnagar	6	2	1		9
2.	Mirganj	6	1	1		8
3.	Bhuta	4	1	1		6
4.	Nawabganj	4	1	1	1	7
5.	Richha	4	1	1		6
6.	Bhadpura	4	1	1		6
7.	Fatehganj	4	1	1		6
8.	Kyara	4	1	1		6
9.	Shergarh	5	1	1		7
10.	Majhgawan	5	1			6
11.	Bhojipura	8	1			9
12.	Alwan city	1	1			2
13.	Baheri Town	1	1			2
14.	Baheri	4	1	1		6
15.	Faridpur	4	1	1		6
16.	Faridpur Town	1	1			2
17.	Alampur	5	1	1		7
18.	Vithari chainpur	5	1	2		9
19.	Bareilly Town	2	3			5
		78	22	14	1	115

The sample for survey in primary and upper primary schools is drawn on the basis of stratified proportionate random sampling method. The sample primary and upper primary schools are taken from each of the 19 blocks of the district. The study sample consists of 78 primary and 22 upper primary sample schools of the district.

The information relating to primary schools and centres of alternate learning is collected in pre-structured schedules and subsequently the information is tabulated for analytical interpretation.

Apart from the above, 14 NPEGEL centers out of 144 running at upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA programme in the district have also been collected from SP Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.2 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.2: **Distance of Sample Schools from B.R.C./N.P.R.C/W.R.C**

Sl. No.	Distance	Primary School	Upper Primary School	Total
1	BRC			
	e. Within 3 KM	14 (17.95)	5 (21.74)	19 (19.00)
	f. 3 to 5 KM	14 (17.95)	4 (17.39)	18 (18.00)
	g. 5 to 8 KM	19 (24.36)	2 (8.70)	21 (21.00)
	h. Above 8 KM	31 (39.74)	11 (50.00)	42 (42.00)
	Total	78 (100.00)	22 (100.00)	100 (100.00)
2.	NPRC			
	e. Within 3 KM	43 (55.13)	14 (63.64)	57 (57.00)
	f. 3 to 5 KM	16 (20.51)	3 (13.64)	19 (19.00)
	g. 5 to 8 KM	13 (16.67)	4 (18.18)	17 (17.00)
	h. Above 8 KM	6 (7.69)	01 (4.55)	7 (7.00)
	Total	78 (100.00)	22 (100.00)	100 (100.00)

## CHAPTER II

### EDUCATIONAL PROFILE OF DISTRICT -BAREILLY, UTTAR PRADESH

#### 2.1 Introduction

Situated between the latitudes of 28 degree 10 minutes & 28 degree 54 minutes and longitudes of 78degree 58 minutes & 79 degree 47 minutes, Bareilly, onetime kingdom of the Rohila Emperors, has always made its presence felt since ancient time.

It has not only a glorious past but a thrilling present and promising future also. Based on the bank of river the Ramganga, this city was the mainstay of the freedom struggle. During the great revolt of 1857, when rest of the country was surmounted by Britishers, Bareilly remained free from the clutches of English forces for almost one year under the leadership of Khan Bahadur Khan. Since then people of Bareilly actively participated in every movement.

After Independence many economic as well as cultural activities started taking shape in 1961, Camphor & Allied Products Ltd. Company established its manufacturing unit in Bareilly. Now it is one of the largest Camphor making units of the world.

IFFCO has also its urea making plant and marketing office here in Aonla Tehsil. Apart from these two large scale industries Bareilly is also a leading manufacturer of handicrafts items mainly based on bamboos & woods. There are some other items viz. Cane furniture, Zari Zardozi, Surma, Patang Manjha on which Bareilly boost.

Bareilly has also been the centre of cultural & educational activities in the province. From Pt. Radhey Shyam Kathawachak to Wasim Bareilvi this city has galaxy of literary. The Rohilkhand University, hub of educational activities of tarai region, attracts thousands of students.

It is evident from Table 2.1 that there has been an increment in the literacy rate of the district from 32.88 per cent to 47.99 per cent over the years 1991 and 2001. Though this has been a marked increase in literacy rate of the district but it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (59.12 percent) is far higher as compared to the female literacy rate (35.13 percent) in the district during the year 2001.

In the ensuing part of this chapter all the interpretations are based on information provided by the office of the BSA, Bareilly.

Table 2.1: **Literacy Rate\* of Bareilly and U.P.**

Sl. No.	Item	Uttar Pradesh		Bareilly	
		1991	2001	1991	2001
1	2	3	4	5	6
1	People	40.71	57.36	32.88	47.99
2	Male	54.82	70.23	43.44	59.12
3	Female	24.37	42.98	19.93	35.13

Source: Census of India, 2001.

\* Literacy rate is the percentage of literates to population aged 7 years and above.

## 2.2 **Status of Schools**

As per information made available from the office of the BSA Bareilly, the information about number of primary and upper primary schools as on 31.03.06 is not available. Total number of 105 (60 PS and 45 UPS) were sanctioned to be opened in the district during the current financial year 2006-07. As per information available none of the primary and upper primary school has been opened till 16 th Nov 2006.

Table 2.2: **Details about Opening of Schools**

Sl.No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	N.A	N.A	N.A
2	No. of Schools Sanctioned in current financial year-2006-07	60	45	105
3	No. of Schools Opened in current financial year-2006-07	-	-	-
4	Current Status of School	N.A	N.A	N.A

Source: SSA Programme, BSA, District- Bareilly, U.P.

### **Findings and Suggestions**

Sanctioned primary and upper primary schools for the year 2006-07 have not been opened

## 2.3 **Status of Teaching Staff**

The details about the teaching staff as presented in the Table 2.3 indicate that there are 8453 total sanctioned teachers for primary schools for the financial year 2006-07. The figure of actual appointments against the corresponding sanctioned number of primary school teachers is not available at BSA office. The information of Upper primary schools regarding total number of teachers sanctioned till 31.03.2006 is N.A. The number of sanctioned teachers in primary schools in the district indicate that , more than 19 percent are sanctioned in the category of headmasters, 37.89 per cent are sanctioned as assistant teachers and remaining 42.52 per cent as shiksha mitra.

Table 2.3: **Details about Teachers**

Sl. No	Details	Primary Schools					Upper Primary Schools				
		Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.
1	2	3	4	5	6	7	8	9	10	11	12
1	Headmaster	1596	60	1656 (19.59)	N.A	-	N.A	N.A	N.A	N.A	-
2	Assistant teachers	3203	-	3203 (37.89)	N.A	-	N.A	N.A	N.A	N.A	-
3	Shiksha mitra	3461	133	3594 (42.52)	N.A	-	N.A	-	N.A	N.A	-
4	<b>Total</b>	<b>8260</b>	<b>193</b>	<b>8453 (100)</b>	N.A	-	N.A	-	N.A	N.A	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

#### **Findings and Suggestions**

- Details about Appointments at primary school level were not available at BSA office.
- Details about Teachers sanctioned / Appointments made at upper primary level were also not available at BSA office.
- Setup and working at BSA office needs to be strengthened a lot.

## **2.4 Recruitment of Teachers**

The information relating to mode of recruitment of teachers in primary and upper primary schools in district Bareilly during 2006-07 as presented in Table 2.4 indicated 3570 appointments in primary schools and NIL appointments at upper primary school level. Out of total 3570 appointed teachers at the primary school level, 133 shiksha mitra are appointed at the VEC level.

It is also relevant to indicate here that these appointments in primary and upper primary schools are less than the sanctioned numbers of appointments at the PS levels, as indicated in Table 2.3. The sanctioned number of appointments is 8453 in primary schools.

Table 2.4: **Mode of Teachers Recruitment**

Sl.No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	1330	-	-	-	-	-	-	-
2	Assistant Teacher	2107	-	-	-	-	-	-	-
3	Shiksha Mitra	133	-	-	133	-	-	-	-
4	<b>Total</b>	<b>3570</b>	-	-	<b>133</b>	-	-	-	-

Source: SSA programme, BSA, District- Bareilly, U.P.

## 2.5 Teachers' In Service Training

In order to maintain teaching standard, the target of teachers training has been fixed for the teachers training of the primary and upper primary schools of the district. As per data presented in Table 2.5, a total of 10828 primary school teachers were targeted to be trained. Out of these 10828 (100.00 per cent) were provided training up to 31.09.06. In case of upper primary schools target is to provide training to 1694 teachers. Out of these 1694 (100.00 percent) teachers have been trained till 31.09.06.

Table 2.5: **Details about In Service Training of PS & UPS Teachers**

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.09.06	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.09.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	1816	1816	-	431	431	-
2	Assistant Teachers	5551	5551	-	1263	1263	-
3	Shiksha Mitra	3461	3461	-	-	-	-
4	Total	10828	10828	-	1694	1694	-

Source: SSA programme, BSA, District- Bareilly, U.P.

## 2.6 Teachers' Orientation Training:

A target of orientation training for 133 primary school teachers belonging to the category of shiksha mitra has been fixed for the year 2006-07. The orientation-training programme, of 30 days has been provided to all of 133 shiksha mitras till 31.09.06

Table 2.6: **Teachers' Orientation Training**

Sl.No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	133	133	-
4	Total	133	133	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

As per details available from the office of BSA, Bareilly, there is no information about the target of the orientation training of upper primary school teachers. In case of refresher training also there is no information about training target for PS & UPS teachers of the district.

## **2.7 Teaching Learning Material (TLM) Grant**

As per information given in Table 2.7, 7478 and 1431 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2006-07. A total sum of Rs.26,62,000.00 was sent by BSA as grant to VECs account for primary schools teachers. Along with this Rs.5,92,000.00 was also sent by the BSA to VECs account for upper primary school teachers. The TLM grant was released in AUG 06 for both primary and upper primary school teachers.

Table 2.7: **Details about TLM Grant**

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	7478	1431
2	Total grant sent by BSA to VECs accounts	26,62,000.00	5,92,000.00
3	Date of release of TLM Grant	Aug 06	Aug 06
4	No. of teachers covered	5324	1184

Source: SSA Programme, BSA, District- Bareilly, U.P.

## **2.8 Distribution of Text Books**

The Information regarding text-books distribution (Table 2.8) indicated that books were distributed among the 249625 children of primary schools of the district in the month of July 2006 from SSA funds. Out of Total recipient students, 211237 were girls (84.62 percent) and 38388 (15.38 percent) boys belonging to SC category. Apart from this, free text books have also been distributed among 181864 students of primary schools from state government funds.

In case of upper primary schools text books were distributed among 43619 students. Of these 11021 (25.27 percent) were boys belonging to SC category and 32598 (74.73 percent) were girl students. Apart from this, free text books have also been distributed among 30672 students of Upper primary schools from state government funds.

Table 2.8: **Details About Text Books Distribution**

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of children to whom free text books have been distributed	249625	38388	211237	43619	11021	32598
2	No. of children received free text books from SSA programme	249625	38388	211237	43619	11021	32598
3	No. of children received free text books from State Govt. Funds	181864	0	0	30672	0	0
4	Actual date of text books distributed to the district level and to schools	July-2006	-	-	July-2006	-	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.9 Children and their Enrolment in Schools

The details of the survey for both the age groups 6-11 and 11-14 were not available at BSA office.

Table 2.9: **Details of Children and their Enrolment in Schools**

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 2006
6-11 Years	Boys	N.A	N.A
	Girls	N.A	N.A
	Total	N.A	N.A
11-14 Years	Boys	N.A	N.A
	Girls	N.A	N.A
	Total	N.A	N.A

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.10 Civil Works

The sanction of new buildings and their progress in construction for primary and upper primary schools is presented in Table 2.10. The available information indicates that construction of 60 new primary schools and 45 upper primary schools have been sanctioned for the financial year 2006-07 in the district. The work is reported to be in progress in both types of schools buildings. Apart from this, the sanction of additional 1675 rooms in existing primary schools of the district is reported for the financial year 2006-07. However, the work

could be started only for 875 primary schools. The reason for not initiating construction of 360 rooms in some primary schools of the district is attributed to non-availability of space in school premises.

In case of existing upper primary schools 50 additional rooms are sanctioned for construction during the financial year 2006-07. The construction work of additional 40 rooms in these schools is reported to be in progress. The technical supervision of the existing civil works of primary and upper primary schools is being undertaken by the Junior Engineer of rural engineering services (RES) of the concerning development block.

Table 2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	60	-	60	-	
2	New Upper Primary Schools	45	-	45	-	
3	Additional Rooms for Primary Schools	1675	-	875	360	Lack of space
4	Additional Rooms for Upper Primary Schools	50	-	40	10	
5	RWH for Primary schools	60	-	-	-	
6	RWH for Upper Primary schools	-	-	-	-	
7	Drinking water for Primary schools	60	-	60	-	
8	Drinking water for Upper Primary schools	45	-	-	-	
9	Toilets for Primary schools	-	-	-	-	
10	Toilets for Upper Primary schools	-	-	-	-	

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.11 School Grants

The details as presented in Table 2.11 indicate that the grant of 2462 primary and upper primary schools is approved for the year 2006-07. Out of total schools for those grants are approved for this year, 1947 are primary and 515 upper primary schools. The funds have been released to only 2376 schools out of which 1893 are primary and 483 upper primary. The funds have been transferred to the VEC accounts in August 2006. The total released amount turns out to be Rs. 48.0 lakhs. Out of this, Rs. 38.0 taken is released for primary schools and Rs 10.0 lakhs for the upper primary schools of the district Bareilly. The details regarding the utilization of funds by VECs up to 31.10.2006 are Not Available at BSA's office. There has been no centralized purchase for schools from this grant by the BSA.

Table 2.11: **Details about School Grants**

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	1947	515	2462
2	No. of schools to whom funds have been released	1893	483	2376
3	Date of release the grant to VEC accounts	Aug 06	Aug 06	
4	Released amount (Rs. In lakhs)	38.00	10.00	48.0
5	Amount utilized by VECs upto 30.10.06 (Rs. In lakhs)	N.A	N.A	N.A
6	Has the BSA made centralized purchased for school out of grant?	NO	NO	NO
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.12 **Education Guarantee Scheme (EGS)/AIE Centres**

There has been a sanction of 185 EGS/AIE centers as on 31.3.06 in Bareilly district. Out of these 161 EGS/AIE centers were found in position. Besides this, there are 182 more EGS/AIE centers sanctioned during the financial year 2006-07. Table 2.12 contains this information and further indicates that only 133 centres are found in position against the sanctioned during this year. There is no provision of upgrading EGS in to new primary schools during this financial year.

Table 2.12: **Details about EGS/AIE Centres**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	185	161
2	No. of EGS/AIE centers in the financial year 2006-07	182	133
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	-	-
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.13 **Students Enrollment in the EGS/AIE Centres**

The information regarding enrolment status in EGS/AIE centers of Bareilly district as presented in Table 2.13 indicated 3908 enrolled children in these centres as on 30.09.2006. Out of the total enrolled children 562 (14.38 per cent) belonged to the scheduled caste, 2442 (62.49 per cent) to the OBC, 13 (0.33 percent) to minority and 891(22.80 per cent) to the other category of population.

Table 2.13: **Details about Children's Enrollment in the EGS/AIE Centres**

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	<b>562 (14.38)</b>	-
2	ST	-	-	-
3	OBC	-	<b>2442 (62.49)</b>	-
4	Minority	-	<b>13 (0.33)</b>	-
5	Others	-	<b>891 (22.80)</b>	-
6	Total	<b>4550</b>	<b>3908(100.00)</b>	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## **2.14 Training and Qualification of Education Volunteers (EVs)**

There are 144 EVs reported to be working in the district of Barielly and all of them are trained. All the EVs have received Inductional Refresher Training, which is imparted for one and half months every year. They have been given training by DIET. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. All the trainees have been given academic support by BRC/NPRC. All of the 144 EV's have High School as their Academic qualification. (Table 2.14).

Table 2.14: **Educational Qualification of Education Volunteers**

Sl. No.	Educational Qualification	Numbers
1	High School	<b>144(100.00)</b>
2	Intermediate	-
3	Graduates and above	-
4	Total	<b>144(100.00)</b>

Source: SSA Programme, BSA, District- Unnao, U.P.

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The funds have not been released for the upgradation of these centers in the current financial year i.e. 2006-07 as the land for construction has not been identified as yet. No teacher has been sanctioned for the above. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

## 2.15 Children Mainstreamed From EGS/AIE Centres:

There are 1825 children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All such children belonged to the government schools of the district (Table 2.15). Free books for all subjects have been distributed to the children of EGS/AIE centers. Text books are being used in all the centers.

Table 2.15: **Children Mainstreamed From EGS/AIE Centres**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.206 in the current financial year 2006-07	1825	-
2	Details of the last academic year 2005-06	3811	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	3811	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.16 BRC/NPRC

The details of BRC and NPRCs in Bareilly are presented in Table 2.16. There are 18 BRCs and 164 NPRCs recorded on 31.03.06 during the financial year 2006-07. Along with this, there are 18 BRC coordinators and 36 assistant coordinators. In case of NPRCs each center is having coordinator.

Table 2.16: **Details about BRC/NPRC**

Sl.No.	Details	Sanctioned	Opened/In Position
1	No. of BRC centers as on 31.03.06	15	15
2	No. of NPRC centers as on 31.03.06	144	144
3	No. of BRC centers in the financial year 2006-07	-	-
4	No. of NPRC centers in the financial year 2006-07	-	-
5	Details of staff in BRC: a. Coordinators	15	15
	b. Asst. Coordinator	15	15
	c. Others	1	1
6	Details of staff in NPRC: Coordinators	144	144

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.17 Children With Special Needs (CWSN)

There are 6443 CWSN children identified in the district during the financial year 2006-07. There are only 351 students (5.44 per cent) out of the total CWSN children who have been provided with aids and appliances during the financial year 2006-07. There are 3 resource teachers that have being identified as yet. Apart from these, there is one district coordinator for

IED; (Km. Shilpi Srivastava), but she has not been oriented for the same and has not attended any capacity building programme at the state level. There are total 793 primary and upper primary schools in the district where ramps have been provided. None of the parents of CWSN children of these schools have been given counseling during current financial year 2006-07.

Table 2.17: **Children With Special Needs (CWSN)**

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	-	-	6443
2	No. of children who have been provided with aids and appliances in financial year 2006-07	-	-	351 (5.44)
3	No. of resource teachers identified	-	-	3

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.18 **National Programme for Education of Girls at Elementary Level (NPEGEL)**

As per details available in this respect as presented in Table 2.18, there is a target of 144 model schools clusters for the year 2006-07. All the schools clusters, popularly known as **Mena Munch** are functional in the district as on 30.09.2006. All the clusters are provided with the drinking water and toilet facilities.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progress in girls' education interventions has also been implemented.

Table 2.18: **National Programme for Education of Girls at Elementary Level**

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2006	Difference
1	Number of model schools clusters	144	144	0
2	No. of additional class rooms to be aided.	68	68	0
3	No of model clusters with drinking water	144	144	0
4	No of model clusters with toilet facility	144	144	0
5	No of model clusters with electrification	7	7	0
6	Quantum of funds to be released	N.A	N.A	-
7	No. of ECCE centers operational under Innovation Head funds	230	230	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Bareilly, U.P.

## 2.19 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The sanctioned numbers of KGBV in the district is 1 for the year 2006-07 and it has been made functional by 30.09.06 in the district. There is a sanction of one warden cum teacher, which is in position. Along with these 2 full time teachers, 2 part time teachers and

one support staff (a coordinator/assistant, peon, chaukidar and cook) are in position as per sanction (Table 2.19). There are 95 students admitted in the KGBV in the district.

Table 2.19: **Teaching and Other Staff in KGBV**

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum teachers	1	1
2	Full time teachers	2	2
3	Part time teachers	2	2
4	Support staff (accountant/assistant, peon, chowkidar and cook)	1	1

Source: SSA Programme, BSA, District- Bareilly, U.P.

## **2.20 Details About District Information System for Education (DISE)/ Educational Monitoring and Information System (EMIS)**

The district has EMIS with required computers and computer operators in position. The data capture formats have been supplied to all the schools, and the data collected and compiled by the BSA has been sent to the SPO.

## **2.21 Village Education Committees (VECs)**

There are 1008 village/school level management committees in the district where 100% of the members of VEC are oriented with required training.

## **2.22 Staffing at District Level SSA Office**

The district has full-fledged staffing for running SSA programme. The position of BSA, AAO, DC, accountant, steno, computer operators and MIS Incharge are sanctioned and duly appointed in the district of Bareilly.

Table-20: **Details about District Level Officials**

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	5
4	Accountant	1	1
5	Asst. Accountant	1	1
5	Steno/ clerk	1	1
6	Computer Operator	1	1

Source: SSA Programme, BSA, District- Bareilly, U.P.

## CHAPTER III

### INFRASTRUCTURAL FACILITIES IN SCHOOLS

#### 3.1 Establishment and Construction of Primary Schools

Out of total sample schools, about 92 per cent have been established before ten years. More than 94 per cent primary schools and about 86 per cent upper primary schools were established ten years back or even before. On an average, rest of the 8 per cent sample schools was established within 10 years. As against this more than 25 per cent schools were constructed within last 10 year. In case of lower primary and upper primary more than 19 per cent and 40 per cent school have been constructed during last 10 years.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less 2 year (2006-07 to 2004-05)	0 (0.00)	2 (2.56)	1 (4.55)	3 (13.64)	1 (1.00)	5 (5.00)
2.	2 Years to 5 years (2003-04 to 2001-02)	0 (0.00)	2 (2.56)	1 (4.55)	3 (13.64)	1 (1.00)	5 (5.00)
3.	5 years to 10 year (2000-01 to 1996-97)	5 (6.41)	11 (14.10)	1 (4.55)	4 (18.18)	6 (6.00)	15 (15.00)
4.	10 year + (Before 1995-06)	73 (93.59)	63 (80.77)	19 (86.36)	12 (54.55)	92 (92.00)	75 (75.00)
5.	No. of Total Schools	78 (100.00)	78 (100.00)	22 (100.00)	22 (100.00)	100 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

#### Findings and Suggestions

Most of the primary schools (94 per cent) were established long back in the district but the construction of only 14 per cent was done within last ten years. More emphasis is required on the establishment of new schools and subsequently their construction.

#### 3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization for classroom teaching is presented in Table 3.2 shows more than a maximum of 8 rooms is available only in 5 primary schools out

of 78 sample schools in the district of Bareilly. But the maximum use is of 6 rooms that too only in three sample primary school of the district. The availability of 5 rooms is found in maximum number (23) of sample primary schools constituting 29.49 per cent. But at the same time use of 5 rooms for classrooms is recorded in 21 schools constituting 26.92 per cent of the sample primary schools. The availability of 1 room is found in 0 primary schools (0.0%), 2 rooms in primary schools are seen only in case of 3 schools, constituting 3.85 per cent of the sample. But use of two rooms for class teaching is found in 17 schools covering 21.79 per cent.

In case of upper primary schools, a minimum of 2 rooms are recorded to be existing in the 22 sample schools. The maximum more than 8 rooms are also found in 2 schools. But the number of rooms for classroom teaching ranged from 2 to 6. A maximum of 68.18 per cent sample schools have 3 rooms for teaching. Rest of the 4.55 per cent, 9.10 per cent, 9.10 per cent, 9.10 percent schools has 2, 4, 5, and 6, respectively for class room teaching.

Table 3.2: **Availability and utilization of Classrooms**

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
02	3 (3.85)	17 (21.79)	1 (4.55)	1 (4.55)
03	17 (21.79)	18 (23.08)	1 (4.55)	15 (68.18)
04	17 (21.79)	17 (21.79)	2 (9.10)	02 (9.10)
05	23 (29.49)	21 (26.92)	7 (31.82)	02 (9.10)
06	13 (16.67)	3 (3.85)	5 (22.73)	02 (9.10)
07	0 (0.00)	0 (0.00)	3 (13.64)	0 (0.00)
08	5 (6.41)	0 (0.00)	1 (4.55)	0 (0.00)
More than 8	0 (0.00)	0 (0.00)	2 (4.55)	0 (0.00)
No. of Total Schools	78 (100.00)	78 (100.00)	22 (100.00)	22 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

The maximum of more than 29 per cent of the sample primary school have average 5 rooms and 32 per cent upper primary schools have on an average 5 rooms. But more than 22 per cent primary schools use two rooms and 68 per cent upper primary schools 3 rooms for

classroom teaching. In view of this, more existing rooms in schools should be used for teaching.

### 3.3 Availability of Infrastructure in Schools

In case of sample primary schools only 34 per cent have school boundaries. But the availability of playground is recorded in almost 65 per cent schools. Sports items are also found in 60 per cent primary schools. The availability of mats, furniture is 76 percent and blackboard in classrooms is found to be almost 95 per cent. Despite the availability of sports items, their use is found only in 46 per cent schools. More than 80 per cent primary schools have verandah in the school building. Majority of the schools (71 per cent) have one verandah and rest of the 9 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (50 per cent) and the playground is available in 77 per cent schools. The availability of sports items is found in 54 per cent schools. In the schools having with sports items their use is confined to 45 per cent. The availability of mats and furniture is (90.91 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in all of the 100 per cent schools. More than 60 per cent upper primary schools have verandah and about 59 per cent schools have single verandah. Only 9.09 per cent upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	51 (65.38)	27 (34.62)	17 (77.27)	5 (22.73)	68 (68.00)	32 (32.00)
Boundaries	27 (34.62)	51 (65.38)	11 (50.00)	11 (50.00)	38 (38.00)	62 (62.00)
Availability of Sport Items	47 (60.26)	31 (39.74)	12 (54.55)	10 (45.45)	59 (59.00)	41 (41.00)
Proper availability of Mats/Furniture	60 (76.92)	18 (23.07)	20 (90.91)	4 (9.09)	80 (80.00)	20 (20.00)
Black Board in Class Rooms	74 (94.87)	4 (5.13)	22 (100.00)	-	96 (96.00)	4 (4.00)
Use of Sport Items	36 (46.15)	42 (53.84)	10 (45.45)	12 (54.55)	46 (46.00)	54 (54.00)
Schools without Verandah	15 (19.23)		07 (31.82)		22 (22.00)	
Schools with one Verandah	56 (71.79)		13 (59.09)		69 (69.00)	

Schools with More than one Verandah	7 (8.97)	2 (9.09)	9 (9.00)
-------------------------------------	-------------	-------------	-------------

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

- Only about 65 per cent schools have play ground.
- 59 per cent schools have sports items.
- Less than 38 per cent schools are with boundary walls.
- Only about in 46 per cent schools the available sports items are used for students.
- More than 80 per cent schools have mats and furniture.
- About 96 per cent schools have classroom blackboards.
- More than 31 per cent upper primary schools are without Verandah.
- Only 9 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

### **3.4 Availability of Drinking Water**

More than 93 per cent primary schools in the sample have drinking water facility. The same is found to be of the higher order in upper primary schools also in the sample area. Out of existing drinking water facilities about 94 per cent are arranged through swajaldhara and other sources. Thus, only 6 per cent facilities are created through SSA funds.

Table 3.4: **Drinking Water Facility**

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility available	73 (93.59)	5 (6.41)		20 (90.91)	02 (9.09)		94 (94.00)	06 (6.00)	
Scheme	Swajaldhara	SSA	(various Others Nidhi)	Swajaldhara	SSA	Others	Swajaldhara	SSA	(various Others Nidhi)
Drinking Water	8 (10.26)	5 (6.41)	60 (76.92)	01 (4.55)	1 (4.55)	18 (81.82)	09 (9.00)	06 (6.00)	78 (78.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

The availability of drinking water facility is around 94 percent schools. The convergence of drinking water facility with Swajaldhara has been about 9 per cent. More than 6 per cent funding of drinking water facility is done through SSA. The drinking water facility should be made available in all primary schools.

### 3.5 Toilet Facility

The toilet facilities are available to 85 per cent boys and about 84 per cent girls at the primary school level. At the upper primary level it is available for 82.61 per cent boys and 86.96 per cent girls. The available toilet facility is provided through SSA for 14 per cent sample schools at upper primary level and for 25 per cent schools at the primary level. Around 4 per cent facilities are made available through Total Sanitation Programme at primary and upper primary school level.

Table 3.5: **Toilet Facility**

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
	59 (75.64)	19 (24.36)	60 (76.92)	18 (23.08)	14 (63.64)	8 (36.36)	15 (68.18)	7 (31.82)
Scheme	TSS		SSA	Others	TSS		SSA	Others
Toilet	11 (14.10)		09 (11.54)	40 (51.28)	1 (4.55)		5 (22.73)	9 (40.91)

Source: Field survey, SSA programme, District Bareilly, U.P.

#### **Findings and Suggestions:**

- Toilet facilities are available only for 75 per cent boys and 77 per cent girls at primary level.
- At upper primary level only 63 per cent boys and 68 per cent girls are having toilet facilities.
- For providing the facility the TSS convergence should be utilized, as it is very low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. More than 26 per cent existing toilet facilities are not in use at primary and upper primary schools owing to these reasons. These are on account of improper maintenance of toilet facilities.

Table 3.6: **Reason For non-use of toilets**

	Primary	Upper Primary	Total
Toilets always Locked	5 (31.25)	0(0.0)	5 (27.77)
Shock pit Filled	4 (25.00)	1 (50.00)	5 (27.77)
Door and Seats has Cracked	7 (52.94)	1 (50.00)	8(44.44)
Others	0 (0.0)	-	0 (0.0)
Total	16 (100.00)	2 (100.00)	18 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

#### **Findings and Suggestions**

In more than 26 per cent of primary and upper primary schools, toilet facilities are existing but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.

### 3.6 School Environment

About 88 per cent primary schools have good atmosphere and about in 95 per cent schools students are satisfied with proper ventilation in the classrooms. Proper space for students sitting is also reported by 92 to 86 per cent schools at the primary and upper primary levels. But the health facilities are reported to be provided for last six months only in 67 per cent sample schools.

Table 3.7: **Environment at the schools**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	65 (83.33)	13 (16.67)	17 (77.27)	5 (22.72)	82 (82.00)	18 (18.00)
Proper ventilation in Classrooms	70 (89.74)	8 (10.26)	16 (72.73)	6 (17.27)	86 (86.00)	14 (14.00)
Proper Space in Classroom for sitting to student	65 (83.33)	13 (16.67)	17 (77.27)	5 (22.72)	82 (82.00)	18 (18.00)
Schools provided health facilities last 6 month	17 (21.79)	61 (78.20)	3 (13.64)	19 (86.36)	20 (20.00)	80 (80.00)

Source: Field survey, SSA programme, District Bareilly, U.P

#### **Findings and Suggestions**

Overall school environment is found to be good but provision of health facilities in school is very poor and not attended properly. This should be taken up more frequently at the earliest.

### 3.7 Condition of School Building

Survey results indicate about 15 per cent school building in bad condition. In case of upper primary schools more than 13 per cent buildings are in bad shape. In the primary schools 15 per cent buildings are in bad shape.

Table 3.8: **Condition of School Building**

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	37 (47.44)	28 (35.90)	13 (16.67)	78 (100.00)
Upper Primary Schools	6 (27.27)	10 (45.45)	6 (27.27)	22 (100.00)
Total	42 (42.00)	38 (38.00)	19 (19.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

#### **Findings and Suggestions**

More than 27 per cent upper primary school building is in bad shape, mainly in Bareilly city. About 16 per cent lower primary school buildings are also like this. In view of is special provision of repairs should be made to consider the students safety.

### 3.8 Reasons for Bad Condition

On an average in 46 per cent cases quality of construction is not found good as cracks are developed in roofs. In more than 46 per cent cases plaster is also not good. In more than 7 per cent schools even doors and windows are not available and flooring is bad in 16 percent upper primary schools.

Table 3.9: **Reasons for bad Condition**

Type of Schools	Cracked Roof	Cracked plasters	Non-Availability of Doors/Windows	Others	Total
Primary School	06 (46.15)	06 (46.15)	01 (7.69)	0 (0.00)	13 (100.00)
Upper Primary Schools	03 (50.00)	01 (16.67)	01 (16.67)	01 (16.67)	06 (100.00)
Total	9 (47.37)	07 (36.84)	02 (10.52)	1 (5.26)	19 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

#### **Findings and Suggestions**

In most of the cases (46.15 per cent) each there are cracks in roof and plasters. This may cause accidents. The repair work should be taken up as soon as possible.

## CHAPTER IV

### TEACHER TRAINING AND ENROLMENT

#### 4.1 In Position Teachers and Attendance

The survey and its results have shown gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Bareilly. The average number of teachers **sanctioned** turns out to be around 6.39 in each primary school. But the average number of teachers holding position presently turns out to be lower than this i.e around 4.56 per school.

Average number of teachers found present on the day of visit is around 3.89 per school. The main reason for absenteeism has been leave in 51 percent cases. The next important reason is reported to be busy in training i.e 17.64 percent cases. About 15 per cent out of the absent teachers were reported to be busy in school related extra work. Around 13 per cent of the absent teachers are found to be sick.

Table 4.1: **Teachers and Their Attendance in Primary School**

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of sanctioned teachers	77(16.85)	247(54.05)	133(29.10)	457(100)
2	Average No. of teachers sanctioned per school	.99	3.17	1.70	6.39
3	No. of teachers working in the schools	73(20.56) (100.00)	156(43.94) (100.00)	126(35.49) (100.00)	355(100) (100.00)
4	Average No. of teachers working per school	0.94	2.0	1.62	4.56
5	No. of teachers found present on the day of visit	63(20.72) (86.30)	119(39.14) (76.28)	122(40.13) (96.83)	304(100) (85.63)
6	Average No. of teachers found present on the day of visit per school	0.81	1.52	1.56	3.89
7	Reason of absenteeism				
	a. Training	1(10.00)	7(18.92)	1(25.00)	9(17.64)
	b. Sickness	1(10.00)	5(13.51)	1(25.00)	7(13.73)
	c. For salary	1(10.00)	-	-	1(1.96)
	d. School related extra work	2(20.00)	5(13.51)	1(25.00)	8(15.69)
	e. On leave	5(50.00)	20(54.05)	1(25.00)	26(50.98)
	f. Others	-	-	-	-
	g. Total	10(100.00)	37(100.00)	4(100.00)	51(100.00)
8	Habitual Absentee	-	-	-	-

Source: Field survey, SSA programme, District Bareilly, U.P.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	21(20.39)	82(79.61)	103(100)
2	Average No. of teachers sanctioned per school	0.95	3.72	4.67
3	No. of teachers working in the schools	18(21.95) (100.00)	64(78.05) (100.00)	82(100) (100.00)
4	Average No. of teachers working per school	0.81	2.91	3.72
5	No. of teachers found present on the day of visit	15(23.07) (83.33)	50(76.92) (78.13)	65(100) (79.27)
6	Average No. of teachers found present on the day of visit per school	0.68	2.27	2.95
7	Reason of absenteeism			
	a. Training	1(33.33)	1(7.14)	1(5.88)
	b. Sickness	-	1(7.14)	1(5.88)
	c. For salary	1(33.33)	-	1(5.88)
	d. School related extra work	1(33.33)	2(14.28)	3(17.65)
	e. On leave	-	8(57.14)	8(47.06)
	f. Others	-	2(14.28)	2(11.76)
g. Total	3(100.00)	14(100.00)	17(100.00)	
8	Habitual Absentee		-	-

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools. Teachers attendance is also not found upto the mark. About 60 per cent teacher's absence was unreasonable. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

## **4.2 Teachers Training**

About 28.73 percent of the sample primary school teachers have received training in Bareilly. Maximum (99.02 percent) of these teachers received training on teaching learning. Other training was given to only 1 per cent teachers.

About 18.29 percent of the sample upper primary school teachers have received training in Bareilly. Maximum (53.3 percent) teachers received training on teaching learning. Another 40 percent have been imparted computer training; other training was given to only 1 per cent teachers.

In case of upper primary schools more than 93 percent of the teachers who attended training programmes got training in DIET. This is followed by BRC where 6.67 percent teachers have received training. In case of primary schools BRC has been the venue where 76.48 percent teachers have received training followed by DIET and NPRC where 20.59 percent and 2.94 percent teachers have received training..

Most of the trainers were found to be from BRC Coordinators followed by DIET faculty and NPRC coordinators for primary schools. As for upper primary school teachers, trainers were found to be from DIET Coordinators followed by BRC faculty. Almost all teachers attending different training programmes were satisfied with the training inputs.

An analysis of training duration indicates that around 56.41 percent trainees received training of 1 to 3 days duration, 24.79 percent have 4 to 6 days training and 18.80 percent received training of 7 to 15 days duration. Thus, the training duration is also found to be short in most of the cases.

Table-4.3: **Teachers Training**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Types of Training			
	a. Teaching Learning	101 (99.02)	8 (53.33)	109 (93.16)
	b. Library	0 (0.0)	0 (0.0)	-
	c. Computer	0 (0.0)	6 (40.00)	6 (5.13)
	d. Other including cluster	1 (0.98)	1 (6.67)	2 (1.71)
	e. Total	102 (100.00)	15 (100.00)	117 (100.00)
2	Training Venue			
	a. DIET	21 (20.59)	14 (93.33)	35 (29.91)
	b. BRC	78 (76.48)	1 (6.67)	79 (67.52)
	c. NPRC	3 (2.94)	0 (0.0)	3 (2.56)
	d. Other	0 (0.0)	0 (0.0)	0(0.00)
	e. Total	102 (100.00)	15(100.00)	117(100.00)
3	Trainers			
	a. DIET faculty	21 (20.59)	14 (93.33)	35 (29.91)
	b. BRC Coordinator	78 (76.48)	1 (6.67)	79 (67.52)
	c. NPRC Coordinator	3 (2.94)	0 (0.0)	3 (2.56)
	d. Other	0 (0.0)	0 (0.0)	0(0.00)
	e. Total	102 (100.00)	15(100.00)	117(100.00)
4	Satisfied with training inputs	102 (100.00)	15(100.00)	117 (100.00)
5	Not satisfied with training inputs	-	-	-
6	Duration of training	65(98.48)	1(1.51)	66(100.00)
	a. 1 to 3 days	(63.73)	(6.67)	(56.41)
	b. 4 to 6 days	18(62.07)	11(37.93)	29(100.00)
		(17.65)	(73.33)	(24.79)
	c. 7 to 15 days	19(86.36)	3(13.64)	22(100.00)
		(18.63)	(20.00)	(18.80)
	Total teachers trained	102(87.18)	15(12.82)	117(100.00)
		(100.00)	(100.00)	(100.00)

Source: Field survey, SSA programme, District Bareilly, U.P

### **Findings and Suggestions**

- Only about 28 percent working teachers in lower primary schools have received training.

- About 18 percent of upper primary school teachers have received training.
- More than 56 percent trainees received training of 1 to 3 days duration.
- Training module lacks training of core subjects like Maths, English .
- Training duration should be longer and more teachers should be covered at the earliest.
- Very low percentages of working teachers are getting training on teaching subjects.

### 4.3 Enrolment and attendance

Number of enrolled students on register is recorded to be around 95 percent of the reported enrolment at primary and upper primary level as on Sept 30, 2006. However, the same is relatively higher in case of girl students. The student's attendance as per register records varied from 60 per cent in primary schools to about 55 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be only 57 percent and 54 percent respectively.

Table 4.4: **Enrollment and Presence of Student**

Sl. No.	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according to the register	No. of student present in the date of Visit	No. of schools with low attendance
1.	Primary School					
	g. No. of boys	13264 (49.04)	12796(100.00) (48.69)	7525(58.81) (48.05)	7259(56.66) (47.88)	22*
	h. Average no. of boys per schools	170.05	164.05	96.47	92.94	
	i. No. of Girls	13803 (50.96)	13486(100.00) (51.31)	8135(64.55) (51.95)	7893(58.82) (52.12)	
	j. Average no. of girls per schools	176.96	172.90	104.29	101.19	
	k. No. of total Students	27067 (100.00)	26282 (100.00)	15660 (100.00)	15143 (100.00)	
	l. Average no. of students per school	347.01	336.95	200.77	194.14	
	Upper Primary School					
	g. No. of boys	2335 (54.20)	2269(100.00) (54.01)	1190(52.44) (50.13)	1174(51.74) (50.13)	7*
	h. Average no. of boys per schools	106.14	103.14	54.09	53.36	
	i. No. of Girls	1973 (45.80)	1932(100.00) (45.99)	1184(61.28) (49.87)	1168(60.45) (49.87)	
	j. Average no. of girls per schools	89.68	87.81	53.81	53.09	
	k. No. of total Students	4308 (100.00)	4201(100.00) (100.00)	2374(56.51) (100.00)	2342(55.75) (100.00)	
	l. Average no. of students per school	195.81	190.95	107.90	106.45	

Source: Field survey, SSA programme, District Bareilly, U.P

- Less than 50 per cent.

### **Findings and Suggestion**

- There has been a difference between reported students and enrolled students.
- There has been a difference between present students as per the register and head count on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- The attendance in 22 primary and 7 upper primary schools was below 50%.

In more than 40 percent schools students were reported to be absent for purposing agriculture activities. Absence of students for this reason was larger (67 percent) in upper primary school as compared to the primary schools (34 percent). Other major reason was cold weather, bad MDM (42 percent for primary schools and 26 percent for upper primary schools. Reasons like performing the marketing activities or visiting farms and other family engagements also caused student's absence from the school.

Table 4.5: **Reasons of Absenteeism among students**

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	20 (33.90)	10 (66.67)	30 (40.54)
2.	Local Fairs/Markets	10 (16.95)	1 (6.67)	11 (14.86)
3.	Discrimination in Facilities	4 (6.78)	-	4 (5.40)
4.	Others cold weather, MDM	25(42.37)	4 (26.67)	29 (39.19)
5.	Total	59 (100.00)	15 (100.00)	74 (100.00)

Source :Field Survey, SSA Programme, District Bareilly, UP

### **Finding and Suggestions**

About 40 percent students were found absent due to their involvement in agriculture activities. This should be discussed in length in PTAs frequently.

## **4.9. Efforts to Improve Students Attendance**

Efforts to improve the students' attendance were made by schools VECs and Parents teacher association (PTA). In order to improve the attendance 58 sample schools have interaction with the parents given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The efforts of PTA in this regard were made in only 35 percent of the total sample schools.

Table 4.6: **Efforts for Improving Students' Attendance**

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	e. Interactions with parents	10(38.46)	5 (41.66)	15 (39.47)
	f. Through Information Notice	12 (46.15)	5 (41.67)	17 (44.74)
	g. Other	04 (15.38)	2 (16.67)	06 (15.79)
	h. Total	26 (100.00)	12 (100.00)	38 (100.00)
2.	Efforts made by V.E.C.			
	e. Awareness in Community	7 (50.00)	1 (20.00)	8 (42.11)
	f. Meeting of VEC	6 (42.86)	4 (80.00)	10 (52.63)
	g. Others	1 (7.14)	-	1 (5.26)
	h. Total	14 (100.00)	5 (100.00)	19 (100.00)
3.	Efforts made by P.T.A.			
	f. Interaction with parents	13 (36.11)	4 (57.14)	17 (39.53)
	g. Regularly Meeting of P.T.A.	21 (58.33)	3 (42.86)	24 (55.81)
	h. Distribution of Facilities	1 (2.78)	-	1 (2.33)
	i. Others	1 (2.78)	-	1 (2.33)
	j. Total	36 (100.00)	7 (100.00)	43 (100.00)

Source: Field Survey, SSA Programme, District Bareilly, UP

### **Findings and Suggestions**

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect. There should be more concerted efforts in each primary school to improve student's attendance. There should be a more efficient and regular monitoring system to check students attendance. VEC should be motivated to work on improvement of attendance.

#### **4.10. Achievement Level of Students**

Students test was conducted as per norms in each and every sample school of Bareilly. The implementation of grading system is also made in each case. The grading was done in four categories i.e. A, B, C and D. In the test, which was taken in course of field visit in sample schools, the performance of about 68 percent students is found to be poor under "D" category. Only about 6 percent student's performance was under the second category i.e., "B", none of the student's achievement in category "A".

Table 4.7: **Achievement Level in Students Test**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student According norms in school	78 (100.00)	22 (100.00)	100 (100.00)
2.	Implementation of grading system in school	78 (100.00)	22 (100.00)	100 (100.00)
3.	Achievement level of student 'A'	-	-	-
	'B'	2 (2.56)	4 (18.18)	6 (6.00)
	'C'	22 (28.20)	4 (18.18)	26 (26.00)
	'D'	54 (69.23)	14 (63.64)	68 (68.00)
	Total	78 (100.00)	22 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Bareilly, UP

### **Findings and Suggestions**

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 68 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

#### **4.11. Students Behavior with their Teacher**

Almost in 96 percent primary schools and upper primary schools students' behavior with their teacher is found to be good and satisfactory. In case of about 4 percent students of primary school and upper primary schools their behavior with teachers was reported to be bad.

Table 4.8: **Behaviour of Students**

Sl. No.	Behaviour Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	25 (32.05)	9 (40.90)	34 (34.00)
2.	Satisfactory	50 (64.10)	12 (54.54)	62 (62.00)
3.	Bad	3 (3.84)	1 (4.54)	4 (4.00)
4	Total	78(100.00)	22(100.00)	100(100.00)

Source : Field Survey, SSA Programme, District Bareilly, UP

#### **4.12. Students enrolment with Less of more Age and drop out**

Enrollment of students in primary school is not found as per age norms in case of about 3 percent of the total enrolled students in lower primary schools and about 4 percent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (a) : **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	71	266	94	99
2.	No. of Schools with less or more age student	4	14	3	5
3.	Average no. of enrolled student with more or less age per school	.91	3.41	4.27	4.5

Source : Field Survey, SSA Programme, District Bareilly, UP

### **Findings and Suggestions**

Three to four percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belong to the bigger age group. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.

There are 33 primary and 9 upper primary schools in sample having students drop outs. This indicates more than 42 percent primary schools and about 41 percent upper primary schools having dropout students in sample. There are 17 other primary schools where drop out students of 33 schools are studying. In case of upper primary, students of 9 schools are studying in 3 other schools.

Table 4.9(b) : **Dropout and related information**

Sl. No.	Particulars	Primary School	Upper primary School
1.	No. of dropout student	679	77
2.	No. of Schools having student dropout	33	9
3.	Student dropout per schools	8.70	3.5
4.	No. of other schools where dropout student are studying	17	3
5.	No. of student studying in same class	201	11
6.	No. of schools where students studying in same class	22	4
7.	Average no. of student studying in same class per schools	2.57	0.5

Source : Field Survey, SSA Programme, District Bareilly, UP

#### 4.13. **Children with Special Needs(CWSN)**

Most of the disabled children (64 percent) are boys and remaining 36 percent are girls. Majority of the disabled children are suffering from leg problems. Percentage of enrollment is around 71 percent for boys and 68 percent in girls.

Table 4.10(a): **Children with special needs (CWSN)**

Sl.No.	Particulars	Primary	UPS	Total
<b>1</b>	<b>No. of Disabled Children in Village related to school</b>			
A	Boys	146 (64.35)	28 (70.00)	174 (64.93)
B	Girls	82 (35.96)	12 (30.00)	94 (35.07)
C	Total	228 (100.00)	40 (100.00)	268 (100.00)
<b>2</b>	<b>No. of Enrolled disabled children</b>			
A	Boys	99	25	124
B	Girls	54	10	64
C	Total	153	35	188
<b>3</b>	Percentage of CWSN Boys enrolled	67.80	89.28	71.26
<b>4</b>	Percentage of CWSN Girls enrolled	65.85	83.33	68.09
<b>5</b>	<b>Types of disability in students</b>			
A	Legs	97 (63.40)	28 (80)	105 (55.85)
B	Hand	4 (2.61)	2 (5.71)	6 (3.19)
C	Legs and Hand Both	-	-	-
D	Deaf	18 (11.76)	1 (2.85)	19(10.11)
E	Eye	6 (3.92)	1 (2.85)	7(3.72)
F	Mental	28 (18.30)	3 (8.57)	31(16.49)
G	Others	-	-	-
H	Total Disabled Students	153 (100.00)	35 (100.00)	188 (100.00)

Source: Field Survey, SSA Programme, District Bareilly, U.P.

Only 17.02 percent of the enrolled handicapped children were provided with the required appliances and aids. Average number of parents counseling made per school about CWSN cases is also very low. There are only 30 percent schools having ramps.

Table 4.10(b): **Provisions for Children with special needs (CWSN)**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student	-	-	-
	i. No. of student with artificial Limbs			
	j. Crutches	5	1	6
	k. Tricycles	10	6	16
	l. Wheel Chair	2	2	4
	m. Stick for Blind	-		-
	n. Calipers	2	-	2
	o. Hearing Aids	2	-	-
	p. Other	2	-	-
	Total	23	9	32
2.	<b>Percentage of students provided with Aides</b>	<b>15.03</b>	<b>25.71</b>	<b>17.02</b>
3.	No. of Schools with Ramps	29	1	30 (30.00)
4.	No. of Schools without Ramps	49	21	70 (70.00)
5.	No. of Parents counseled about CWSN Care	176	22	231
6.	No. of schools in which parents counseled about CWSN Care	29	6	60
7.	Average no. of Parents counseled per schools	2.25	1.00	3.25

Source: Field Survey, SSA Programme, District Bareilly, U.P.

### **Findings and suggestions**

Enrollment of existing CWSN is low (68 percent) in the district. The availability of appliances as and aids is only among 17.02 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools. Moreover, number of the parents counseling meetings per schools for this has also been found insufficient. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

#### **4.9 Free Text Book Distribution**

The free text book distribution is found in all the sample primary and upper primary schools. But one to two per cent students have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There are around 2.5 per cent schools where a book distribution was delayed; in rest of the schools it has been timely. The delay in book distribution has been on account of late admissions and all subject books not reaching in time in case of primary school.

Table 4.11: **Free text book Distribution**

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	d. Boys	12971	2299	15270 (49.62)
	e. Girls	13591	1915	15506 (50.38)
	f. Total	26562	4214	30776(100.00)
2.	No. of Schools in which book distribution delayed	2 (2.56)	0 (0.0)	2 (2.00)
3.	No. of Schools in which book distribution have been done timely	76 (97.44)	22 (95.66)	98 (98.00)
4.	Total no of schools in which book distributed	78 (100.00)	22 (100.00)	100 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	-	-	-
	b. Less availability of books	1 (50.00)	-	1 (50.00)
	c. Others ( Late Admissions )	1 (50.00)	-	1 (50.00)
	Total	2 (100.00)	-	2 (100.00)

Source: Field Survey, SSA Programme, District Bareilly, U.P.

### **Findings and suggestions**

Around 2.5 per cent schools did not distribute books in time. Main reason was on account of late admissions and all subject books not reaching in time in case of primary school. Proper coordination between SPO, DPO and school is required

## CHAPTER V

# MID-DAY MEAL PROGRAMME

### 5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in case of 75 schools of total 78 sample primary schools. In three schools the facility is not operative despite availability of funds, infrastructure and utensils, due to the internal dispute between Gram Pradhan and VEC members. The display of menu on walls is found in 80 per cent schools but the supply of food according to the menu is found only in 78 per cent schools. The availability of green vegetable in food is found only in about 44 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in 64 per cent schools for not providing food according to the menu. Remaining 35 per cent have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 233. But the average number of students on the day of visit is found to be only 201. There are total 80 students (about 1 student per school) who bring lunch from their home.

Table-5.1 (A): **Details about Mid Day Meal in Schools**

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	63 (80.76)
2	No. of Schools in which menu have not written on wall	15(19.24)
3	No. of Schools in which food supplied to the students according to menu	61(78.20)
4	No. of Schools in which food have not supplied to the students according to menu	17 (21.80)
5	No. of schools in which green vegetables available in food	35 (44.87)
6	No. of schools in which green vegetables have not available in food	43 (55.13)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	11 (64.70)
	b. Lack of utensils	-
	c. Others	6 (35.30)
8	No. of students bring lunch from home	80
9	Per school Average No. of students bring lunch from home	1.02
10	No. of beneficiaries before one day from visit	17081*
11	Average No. of beneficiaries before one day from visit per school	233.99
12	No. of students taken food on the day of visit	
	a. According to register	15878
	b. Average According to register	211.71**
	c. Head counts	15096
	d. Average Head counts	201.28**

Source: Field survey, SSA programme, District Bareilly, U.P.

\*Average drawn from 73 schools, because MDM was not given in seven(5) Primary Schools

\*\*Average drawn from 75 schools, because MDM was not given in three (3 ) Primary Schools

The availability of food according to menu is found only in 61 per cent schools on the day of the visit. There are more than 74 per cent of the student found satisfied with the quality of food getting under MDM scheme. At the same time only 65 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quantity in 35 per cent cases, 25 per cent found poor quality, 25 per cent attributed it to irregular MDM and 15 percent to meals not as per menu mostly complaining that roti are not supplied only rice was given. In almost all the schools the students bring utensils from home for taking the food. Female cooks are found in about 43 per cent schools followed by male cook 26.92 percent then comes 11 percent from pradhan's home where the food is cooked by family members (This food is always low in quantity and quality). The food quality supplied by contractor and NGO are the worst and it is irregular and no time schedule is followed.

Table-5.1 (B): **Mid day meal on the day of team visit**

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	61 (78.20)
2	No. of schools in which food have not been given according to menu	17 (21.79)
3	No. of schools in which students are happy with the quality of food	58 (74.35)
4	No. of schools in which students are not happy with the quality of food	20 (25.65)
5	No of schools in which students are happy with the quantity of food	51 (65.38)
6	No of schools in which students are not happy with the quantity of food	17 (34.62)
7	Reasons for the students are not happy with the Mid Day Meal	
	e. Food have not been cooked according to menu	9
	f. Lack of quality	10
	g. Lack of Quantity	17
	h. Others ( meal not made daily , or brought daily)	15
8	No of Schools in which students bring the utensils from the home	71 (91.03)
9	No. of male cooks in the schools	21(26.92)
10	No. of female cooks in the schools	34 (43.59)
11.	Food supplied by NGO	6(7.69)
12.	Food supplied by Contractor	8(10.25)
13.	Food cooked by SHG	-
14.	Food supplied from Pradhan's Home	9(11.54)

Source: Field survey, SSA programme, District Bareilly, U.P.

Considering the social categories more than 87 per cent cooks are belonging to OBC groups, 7 per cent SC and remaining 5 per cent to the other classes. Regular payment to cooks is found in about 72 per cent schools. The average amount of monthly payment to cooks turns out to be Rs.650.

Table 5.2: **Status of Cooks under MDM**

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks	
	d. Schedule Caste	4 (7.27)
	e. OBC	48 (87.27)
	f. Others	3 (5.45)
2	No of School in which cooks have been paid regularly	40 (72.72)
3	No. of schools in which cooks have not been paid regularly	15(27.27)
4	Average amount for cooks have been paid per month	650

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

The availability of food under MDM programme has not been the problem in the sample schools but the availability as per menu has been a problem in 21 per cent schools. The payment of cooks has not been timely in more than 27 per cent schools. Proper monitoring by BRC/NPRC staff should ensure proper compliance or else report the matter to higher authorities.

## **5.2 Infrastructure of MDM Programme**

There are about 39 per cent sample schools without the kitchen facility. In remaining schools, in more than 51 per cent schools the food is cooked in open ground, in rest of the schools the cooking is done outside the school. The storage of food items is found at Pradhan's residence in 72 per cent schools and within the school in 4.76 per cent schools. The food items are also stored at PDA shops in 8.33 per cent schools.

Only 91 per cent schools have proper register for MDM. There is only 82 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 89 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in only 45.45 per cent schools. But fuelwood is used in about 50 per cent schools.

Table 5.3: **Infrastructure for MDM**

Sl. No.	Particulars	Numbers
1	No of school with kitchen	47(60.25)
2	No of school without kitchen	31 (39.75)
3	Venue for cooking in which schools kitchen have not been constructed	
	d. Open ground	16 (51.61)
	e. Cooked form outside	15 (48.39)
	f. others	-
4	No. of schools with availability of safe drinking water	66 (84.62)
5	No. of schools without availability of safe drinking water	12 (15.38)
6	Place for food item storage	
	e. In school	8 (4.76)
	f. At Pradhan's residence	51 (72.62)
	g. At PDA shop	6 (8.33)
	h. others	13 (14.29)
7	No. of schools with proper register for MDM	71 (91.03)
8	No. of schools without proper register for MDM	7(8.97)
9	No of schools with required utensils in kitchen	64 (82.05)
10	No of schools without required utensils in kitchen	14(17.95)
11	Source of Funds used in utensils purchasing	
	d. SSA	57 (89.06)
	e. Community Fund	2 (3.12)
	f. Others	5(7.81)
12	Fuel used in cooking *	
	e. LPG	25(45.45)
	f. Kerosene Oil	2(3.64)
	g. Fuel Wood	28 (50.91)
	h. Other	-

Source: Field survey, SSA programme, District Bareilly, U.P.

\* Fuel for food cooked from outside in 23 schools like Contractor, NGO, Pradhan's home could not be taken into account.

### 5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in 65 percent of the sample schools. But the regular inspection of MDM programme is found only in 64 per cent schools. The most of the inspections are made by school teachers.

Table 5.4: **Awareness and food inspection**

Sl. No.	Particulars	Numbers/Schools
1.	Students made aware about: e. Students must wash their hands before and after taken food f. Take & eat food in organized way g. Keep the water for utensil cleaning h. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	53 (67.95) 50 (64.10) 50 (64.10) 40 (50.18)
2.	No of schools in which MDM inspected regularly	50 (64.10)
3.	Inspection authority e. Community/Parents f. VECs g. School teachers h. Others i.e NPRC, BRC, ABSA etc.	1(2.00) 6 (12.00) 23 (46.00) 20 (40.00)
4.	Duration/Frequency of Inspection d. Daily e. Often f. Sometime	23 (46.00) 20(40.00) 7 (14.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

### 5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in the 15.00 per cent schools. In all the cases where this is found available, 66.67 percent is provided by the ANM, and 33.33 percent is provided by SSA cadre. The schools where micro-nutrition supplements are made available, these were provided once in a month in 66 per cent cases. In rest of the 33 per cent schools it was provided twice in a month.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1.	No. of Schools in which micro nutrition supplement provided to the student	15 (15.00)
2.	No. of Schools in which micro nutrition supplement have not been provided to the student	85 (85.00)
3.	Micro-nutrition supplement provided by: c. ANM d. Others	10 (66.67) 5 (33.33)
4.	Duration/Frequency of Micro-nutrition supplement as provided c. Once in a month d. Twice in a month	10 (66.67) 5 (33.33)

Source: Field survey, SSA programme, District Bareilly, U.P.

## 5.5 Parents and VEC Participation in MDM

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in more than 54 per cent school with respect to daily supervision. But in terms of cooperation it is reported to be satisfactory only in about 27 per cent schools. In more than 67 per cent school it is found to be bad. So is the case in 35.71 per cent schools in terms of daily supervision.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/ VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1.	Very Good	1 (1.28)	-
2.	Good	10 (12.82)	5 (06.41)
3.	Satisfactory	27 (34.62)	10 (12.82)
4.	Bad	40 (51.28)	63 (80.77)
	Total Schools	78 (100.00)	78 (100.00)

### Findings and Suggestions

- More than 39 per cent schools are still without kitchen.
- Even schools where kitchen is there, food is cooked outside in majority of the schools.
- Place of food items storage is Pradhan's house in more than 70% cases
- More than 17 per cent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- Only about 64 per cent schools are inspected regularly for MDM.
- Only 15 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

## CHAPTER VI

### VECs, GRANTS AND T.L.M.

#### 6.1 VEC Members

There are 507 VEC members in 100 sample schools of district Bareilly. Thus, each sample school has around 5 VEC members. Most of the schools do not have parent's representation in VEC. More than 35 per cent of the VEC members are females.

Table 6.1: **Gender wise VEC members**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	138 (34.76)	44 (40.00)	182 (35.90)
2.	Male	259 (65.24)	66 (60.00)	325 (64.10)
	Total	397 (100.00)	110 (100.00)	507 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

The caste-wise composition shows 18 per cent SC, 61 per cent OBC and around 20 per cent general category members in VECs of the district.

Table 6.2 : **Social categories wise VEC Members**

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	72 (18.14)	23 (23.00)	95 (18.73)
2.	OBC	246 (61.96)	63 (63.00)	309 (60.94)
3.	General	79 (19.90)	24 (24.00)	103 (20.32)
	Total	397 (100.00)	110 (100.00)	507 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

**Findings and Suggestions**

Average number of VEC members is found to be low due to under representation of parents. The female and caste-wise composition of VEC is as per norms. The parent's representation in VECs should be emphasized.

## **6.2 VEC Meetings**

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held only in 73 per cent schools. The frequency of meetings was also recorded to be low. Two to three meetings on an average were held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., are presented in Table 6.3.

**Table 6.3 Details about VEC meeting**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	c. Yes	68 (87.18)	18 (81.81)	86 (86.00)
	d. No.	10 (12.82)	4 (18.19)	14 (14.00)
	Total number of meeting only in last 6 months	169	50	219
2.	Average No. of Meeting only in last 6 months	2.16	2.27	2.19
3.	Agenda of Meeting (Multiple Response)			
	f. Maintenance of School building	68	18	86
	g. Regularly Implement of MDM according to norms	20	-	20
	h. Scholarship for students	68	18	86
	i. Enrollment & attendance of student	65	17	82
	j. Facilities for student	66	18	84
	No. of Total Schools	68	18	86

Source: Field survey, SSA programme, District Bareilly, U.P.

The meetings were attended by more than 88 per cent VEC members. The representation of female and SC members in meetings was recorded to be more than 36 per cent and 30 per cent respectively.

**Table 6.4 : Sex and Caste wise VEC members attending the meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	112(35.11)	34(40.48)	146 (36.22)
2.	Male	207 (64.89)	50 (59.52)	257 (63.88)
	Caste distribution among male			
	c. SC	34 (16.43)	9(18.00)	43 (16.73)
	d. Other	173 (83.57)	41 (82.00)	214 (83.27)
	Total Member (Male + Female)	319 (100.00)	84 (100.00)	403 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

**Findings and Suggestions**

VEC meetings were attended by more than 88 per cent members with adequate female and SC member's representation.

### 6.3 VEC Training

The training for VEC members was organized only in 88 per cent primary and 63 per cent upper primary schools. More than 80 per cent of VEC members have been trained. The VEC members of schools where training was imparted indicated their opinion about the quality of training. In 1 per cent schools, members regarded training as best. According to 30 per cent to 35 per cent school members training has been good. It was rated as satisfactory by 64 per cent to 66 percent school members. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: **Details about VEC training**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	No. of Schools organized training of VEC members	69 (88.46)	14 (63.64)
2.	No. of trained members Average no per schools	318 4.07	67 3.04
3.	Reaction of trained members in school regarding training		
	e. Best	1(1.45)	-
	f. Good	22(31.88)	5(35.71)
	g. Satisfactory	46(66.67)	9(64.29)
	h. Bad	-	-
	Total Schools organized training	69(100.00)	14(100.00)

Note : All VEC members are trained by BRC/NPRC

Source: Field survey, SSA programme, District Bareilly, U.P.

**Findings and Suggestions**

About 88 per cent of the schools have organised training for VEC members. About 80 per cent of the VEC members have been trained. The training should be organized in each school and should be imparted to each VEC member.

### 6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in around 4-5 per cent and schools, the role of VEC members has been best for improving the school conditions relating to atmosphere,

enrolment, teachers presence and students attendance. More than 30 per cent of the teachers in sample schools found their role as good. Among 50 per cent schools, VEC role was regarded as satisfactory. But in around 5 to 7 per cent schools their role was found to be bad.

Table 6.6: **Role of VEC for improving the conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of teacher	Presence of Student	Total
1.	Primary School					
	a. Best	06	04	05	01	16(5.13)
	b. Good	23	28	40	12	103(33.01)
	c. Satisfied	44	41	31	60	176(56.41)
	d. Bad	5	05	2	5	17(5.44)
	Total	78	78	78	78	312(100.00)
2.	Upper P. School					
	a. Best	01	01	01	1	4(4.55)
	b. Good	10	9	8	8	35(39.77)
	c. Satisfied	10	10	11	11	42(47.73)
	d. Bad	1	2	2	2	7(7.95)
	Total	22	22	22	22	88(100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

### **Findings and Suggestions**

VECs' role in improving overall school conditions were found to be the best by only 4-5 per cent teachers. Their satisfactory role was reported by 50 per cent teachers. More than 4 to 5 per cent teachers regarded their role as bad in this respect. The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.

## **6.5 Grants for Primary Schools**

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated 50 per cent to 100 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to para-teachers are utilized only to the level of 93 per cent. This is found to be deliberate and amounts to delayed payment of honorarium despite timely receipt of the grant.

Table 6.7: **Head wise Grants for primary schools. 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	308225 (100.00) 3951	267358 (86.74) 3427
2.	School development Average per School	213790 (100.00) 2740	178290 (83.39) 2285
3.	Honorarium for Para teacher Average per School	1287161 (100.00) 16502	1202701 (93.44) 17492

4.	Construction of Building Average per School	385000 (100.00) 4935	215000 (55.84) 2756
5.	Construction of Rooms Average per School	6545000 (100.00) 83910	3718000 (56.80) 47666
6.	Construction of Toilet Average per School	-	-

Table 6.7 (contd....)

Sl. No.	Head of Aid	Received (Rs)	Expenditure (Rs)
7.	Construction of Boundary Average per School	-	-
8.	TLM Average per School	160500 (100.00) 2057	110700 (68.97) 1419
9.	Ramps Construction Average per School	222620 (100.00) 2854	170270 (76.48) 2182
10.	NPEGEL Average per School	-	0 (0.0) 0
11.	Harmonium for Acharya Average per School	19100 (100.00) 244	4000 (20.94) 51
12.	Others Average per School	872548 (100.00) 11186	690726 (79.16) 8855.46

Source: Field survey, SSA programme, District Bareilly, U.P.

In case of upper primary schools also utilization of received grants has been 50 per cent to 100 per cent.

Table 6.8 : **Head wise Grants for upper primary schools, 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	129891 (100.00) 5904	79390 (61.11) 3608
2.	School development Average per School	45500 (100.00) 2068	22500 (49.45) 1022
3.	Honorarium for Para teacher Average per School	-	-
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	140000 (100.00) 6363	0(0.0) 0
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	40000(100.00) 1818	0(0.0) 0
8.	TLM Average per School	28000 (100.00) 1272	20700 (73.92) 940
9.	Ramps Construction Average per School	19500 (100.00) 886	13000 (66.66) 590
10.	NPEGEL Average per School	800000(100) 36363	698000(87.25) 31727
11.	Harmonium for Acharya Average per School	-	-
12.	Others Average per School	23820(100.00) 1082	23820(100.00) 1082

Source: Field survey, SSA programme, District Bareilly, U.P.

**Findings and Recommendations**

- There is delayed payment of honorarium to para-teachers in many cases.
- Money has been withdrawn from account in some cases but construction work has not been started.
- For different types of constructions, unutilized grants are found.
- Thorough monitoring of construction work and fund utilization is needed to achieve expected results.

## **6.6 Availability of Construction Records with VEC**

The survey results indicated only 41 per cent primary and 27 per cent upper primary schools village committees having construction work manual. Only about 60 per cent and 50 per cent VECs have proper up keeping of funds records at primary and upper primary levels. More than 63 per cent VECs have no school construction related account.

Table 6.9 : **Availability of Construction related records with VEC**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	Construction work manual with village education committee	32 (41.02)	6 (27.27)
2.	Construction related manual not with VEC's	46 (58.98)	16 (72.73)
3.	No. of VEC with proper up keep of Fund's records	47 (60.26)	11 (50.00)
4.	No. of VEC without proper up keep of funds records	31 (39.74)	11 (50.00)
5.	No. of VEC having accounts of school related construction work/items	27 (34.61)	8 (36.36)
6.	No. of VECs not having accounts	51 (63.39)	15 (68.18)
	No. of total schools	78 (100.00)	22 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

**Findings and Suggestions**

Most of the VEC's did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.

## **6.7 Teaching Learning Materials (TLM)**

There are about 71 per cent primary schools and about 57 per cent upper primary schools received TLM amount in the district. Training of teachers regarding use of TLM was

imparted in 55 per cent primary schools and 50 percent upper primary schools. The display of TLM was found in 54 per cent of the sample schools. The use of TLM by the students was also found in 54 per cent schools having the display of TLM.

Table 6.10: **Details about teaching learning material**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	No. of teachers/SM received TLM amount Average	253 3.24	47 2.14	300 3.00
2.	No. of schools where Training of teachers regarding use of TLM	43 (55.11)	11 (50.00)	54 (54.00)
3.	Display of TLM in class rooms	45 (57.69)	11 (50.00)	56 (56.00)
4.	Use of TLM by student	44 (56.41)	10 (45.45)	54 (54.00)
	No. of Total school	78 (100.00)	22 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

The use of TLM by teachers for teaching to students has not been observed in more than 19 per cent of the total sample schools. In about 37 per cent schools, TLM was often used by the teachers. But in 44 per cent school teachers never used the TLM to teach students in primary and upper primary schools.

Table 6.11: **Use of TLM by teachers**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Always	15 (19.23)	4 (18.18)	19 (19.00)
2.	Often	30 (38.46)	7 (31.82)	37 (37.00)
3.	Never	33 (42.31)	11 (50.00)	44 (44.00)
	Total	78 (100.00)	22 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

## CHAPTER VII

### CIVIL WORK

#### 7.1 Construction of School Buildings

Only 1 primary school has received money for the construction of school and in that the work has been completed.

Table 7.1: Construction of School buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of schools building under construction	1 (1.28)	-	1 (1.00)
2.	Progress of construction	Completed	-	-
	e. Foundation level	-	-	-
	f. Up from doors level	-	-	-
	g. Completing roof	-	-	-
	h. Final Finishing	-	-	-
	Total no. of schools	78 (100.00)	22 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

In more than 34 per cent sample primary schools the construction of extra room is found in progress during the course of survey. None of the upper primary schools in the sample are found to have construction work relating to extra rooms. The construction of extra rooms in final stages is seen in more than 30 per cent primary schools.

Table 7.2: Construction of Extra rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No of School under extra room construction	27 (34.61)	-
2.	No of school one room constructed + kitchen	11	-
3.	No of school two room constructed	16	-
4.	Progress of Extra rooms construction		
	e. Foundation level	9 (33.33)	-
	f. Up from doors level	7 (25.93)	-
	g. Completing roof	2(7.41)	-
	h. Others (completed)	8(29.63)	-
5.	In charge of construction work	(no. 27)	-
	c. Head Master	25 (92.59)	-
	d. Teacher	2(7.41)	-

Source: Field survey, SSA programme, District Bareilly, U.P.

## 7.2 Construction of Hand Pump and Toilets

In 5 per cent sample schools the installation work of hand pump is seen to be in progress. About 50 per cent of installations are recorded to be under SSA scheme and the rest are being installed through other schemes. There are 2 more proposed hand pumps to be installed in the schools of the sample area. There are no toilets under construction in schools but are proposed in 7 schools.

Table 7.3: Under Construction and proposed Hand pumps and Toilets

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No of school under installation of Hand pumps for drinking water	4 (5.13)	1 (4.54)	5 (5.00)
2.	Scheme of Hand pumps Installation			
	d. Swajaldhara	-	-	-
	e. SSA	2 (50.00)	1 (100.00)	3 (3.00)
	f. Others	2 (50.00)	-	2 (2.00)
3.	No. of schools with proposed hand pumps	2 (2.56)	-	2 (2.00)
4.	No. of schools with under construction of toilets	-	-	-
5.	Schemes for toilets			
	d. TSS	-	-	-
	e. SSA	-	-	-
	f. Others	-	-	-
6.	Proposed no. of toilets in schools	5	2	7 (7.00)

## 7.3 Technical Supervision of Construction Work

There are 10 JEs found engaged in the supervision of different kinds of construction work in the sample schools. Out of total supervisors 90 per cent were working at the block level, and 10 per cent at the district level.

Table 7.4: Status of technical supervisor

Sl. No.	Particulars	Primary and Upper Primary Schools
1.	No. of J.Es Supervising the civil work	10 (100.00)
2.	JEs supervising at different level	
	d. Block level	9 (90.00)
	e. Tahsil level	-
	f. District level	1 (10.00)
	Total	10 (100.00)

There were around 100 per cent of the total school sites of construction work where on the spot inspection was made. In more than 58 per cent sites only one time inspection was

made. The inspections were made at all stages of the construction. The investigators have found more than 92 per cent of the construction as satisfactory in primary schools. But 8 per cent have reported unsatisfactory construction work. In such cases they have found low quality of building material, slow work.

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	28 (100.00)	- -	28 (100.00)
2.	No of times inspections was done before survey	48	-	30
	d. One time	28 (58.33)	-	28
	e. Two time	10 (20.83)	-	10
	f. Three and more time	10 (20.83)	-	10
3.	Level of Inspection	48		48
	e. At the Foundation level	27		27
	f. Up to doors level	10		10
	g. Linter level	10		10
	h. Other	1		1
4.	Views of investigators regarding construction work	27		27
	d. Good	15		15
	e. Satisfactory	10		11
	f. Unsatisfactory	2		1
5.	Comments of investigator in condition of unsatisfactory construction work	2		2
	d. Low quality of building material	1 (50.00)		1 (50.00)
	e. Slow construction work	1 (50.00)		1 (50.00)
	f. Lack of appropriate use of material	-		-

### **Findings and Suggestions**

The satisfactory work in all categories of the construction has been reported in 92 per cent cases. But in remaining 8 per cent schools the progress has been slow, low quality of material use is reported. In view of this, the supervision of civil work construction is suggested to be made more frequently and properly.

## CHAPTER VIII

### OTHER PROGRAMMES AND BRC/NPRC INPUT

#### 8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

One KGBV were sanctioned in the district of Bareilly, and has been made functional since May 2005 in a rented building. Rs 28 lakhs has been received by the KGBV. The construction has not started till date.

##### 8.1.1 Teachers and Other Staff

The details presented in the Table-8.1 indicate that Warden cum teacher, three full time teachers, three part time teachers, one accountant, one peon, one cook and one chaukidar and one supervisor have been sanctioned for Kasturba Gandhi Balika Vidyalaya. All appointments against the corresponding sanctioned number of posts found in position respectively.

Table-8.1: Teachers and other staff

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	a. Full Time	3
		b. Part Time	3
3	Accountant	1	1
4	Assistant	-	-
5	Peon	1	1
6	Chaukidar	-	-
7	Cook	1	1
8	Others (Supervisor)	-	1

Source Field Survey, SSA programme, District Bareilly, U.P.

##### 8.1.2 Social Category of Students:

As per data presented in the Table-8.2, 100 girls have been enrolled in the KGBV, out of these, 33 (33 per cent) students belongs to SC category, 50 (50 per cent) belongs to OBC, 11 (11 per cent) belong to minorities and 6 (6 percent) students belong to other/general category.

Table-8.2: Social Category of Students

Sl. No.	Social Category	Number of Students
1	Schedule caste	33 (33.00)
2	Schedule tribe	-
3	OBC	50 (50.00)
4	Minorities	11 (11.00)
5	Other (below the poverty line)	6 (6.00)
6	Total	100 (100)

Source Field Survey, SSA programme, District Bareilly, U.P.

### 8.1.3 Infrastructure

The KGBV in the district is functioning in a rented building. The existing furniture is required to be changed as it is not sufficient to meet the class room and hostel requirements. The security system for teachers and girls living in hostel is also not available in the school.

### 8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 144 NPEGEL of the district. As per survey conducted in 14 NPEGEL centres of the district, a grant of the Rs.2061000 was received for 10 NPEGEL during the financial year 2006-07. Four of the 14 NPEGEL has electricity supply. Nine centers of the sample are having Centre for Children Education (CCE). Out of total 4 have received grant for TLM, Library, Games and Training. There are total 700 girls found enrolled in these NPEGEL. The free books have been supplied in 8 NPEGEL centres. All the 14 NPEGEL centers are located in the buildings of the Upper Primary Schools.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/ Percentage
1.	No. of Model cluster school Surveyed	14 (100.00)
2.	No. of Model cluster schools received amount in financial year (2006-07)	10(71.42)
3.	Total Amount received Amount Average per school	2061000/- 147214/-
4.	No. of model cluster school where civil work completed	10
4.	No of model cluster school under civil work d. Extra Room e. Drinking Water f. Toilet	4 2 (100.00) 1(33.33) 1(66.67)
5.	No of school with electrified	2(14.29)
6.	No. of school with CCE	9
7.	No of School teacher trained with Gender sensitization	3
8.	No. of school receiving amount for TLM, Library, Game, skill training	4 (28.57)
9.	Total no. of Girls enrolled Average per school	700 50
10.	No of schools provided free text book to enrolled girls	8(57.14)

### 8.7 **Academic Input of BRC/NPRC Coordinators:**

The visit of BRC coordinators for academic input is recorded in total 60 percent of the primary schools. The average number of visits is found to be 2 in one month. NPRC coordinators visits have been in more than 75 per cent schools. An average number of 3 visits per primary schools by NPRC coordinators were recorded.

Table 8.4: **Details of Academic input provided by coordinator**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Visits of BRC coordinator for Academic input	50	10	60
	No. of Times (Average) per month	(64.10) 2	(45.45) 2	(60.00) 2
2.	Visits of NPRC coordinator for Academic input	60	15	75
	No. of Times (Average) per month	(76.92) 3	(68.18) 3	(75.00) 3
	Total Schools	78 (100.00)	22 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Bareilly, U.P.

### 8.8 **District Information System for Education (DISE):**

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

### 8.9 **Investigators View about the Schools:**

As per investigators view 35 per cent primary schools were having good or very good security system, 49 percent good or very good hygiene, 38 percent good or very good cleanliness and discipline. Around 50 percent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. Security was found to be bad in 20 per cent primary schools.

The condition of upper primary schools was better than primary schools in every aspect.

Table 8.5: **Views of Investigators Regarding Schools**

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	2(2.56)	25(32.05)	35(44.87)	16(20.51)	78(100.0)
	b. Hygiene	7(8.97)	32(41.03)	33(42.31)	6(7.69)	78(100.0)
	c. Cleanliness	3(3.85)	28(35.90)	46(58.97)	1(1.28)	78(100.0)
	d. Discipline in Students	8(10.26)	23(29.48)	40(51.28)	7(8.89)	78(100.0)
2.	Upper Primary Schools					
	a. Security	1(4.54)	8(36.36)	12 (54.54)	1(4.54)	22(100.00)
	b. Hygiene	2(9.09)	13(59.09)	7(31.81)	0(0.0)	22(100.00)
	c. Cleanliness	3(13.64)	13(59.09)	6(27.27)	0(0.0)	22(100.00)
	d. Discipline in Students	3(13.64)	9(40.91)	8(36.36)	2(9.09)	22(100.00)

### **Findings and Suggestions**

- ◆ BRC Coordinators visits were found in 60 per cent schools for providing academic input.
- ◆ NPRC coordinators visits were made in 75 per cent schools.
- ◆ The construction for the building of KGBV should start at the earliest.
- ◆ Civil works of model clusters should be completed at the earliest.
- ◆ Grants for TLM, kits, library are available to only 28% sample clusters.
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
- ◆ Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

## CHAPTER IX

### Executive Summary

#### 1. General Facilities

1. Sanctioned primary and upper primary schools for the year 2006-07 have not been opened.
2. Details about Appointments at primary school level were not available at BSA office.
3. Details about Teachers sanctioned / Appointments made at upper primary level were also not available at BSA office.
4. Most of the primary schools (94 per cent) were established long back in the district but the construction of only 14 per cent was done within last ten years.
5. The maximum of more than 29 per cent of the sample primary school have average 5 rooms and 32 per cent upper primary schools have on an average 5 rooms. But more than 22 per cent primary schools use two rooms and 68 per cent upper primary schools 3 rooms for classroom teaching.

#### 2. Infrastructure Facilities

1. Only about 65 per cent schools have play ground.
2. 59 per cent schools have sports items.
3. Less than 38 per cent schools are with boundary walls.
4. Only about in 46 per cent schools the available sports items are used for students.
5. More than 80 per cent schools have mats and furniture.
6. About 96 per cent schools have classroom blackboards.
7. More than 31 per cent upper primary schools are without Verandah.
8. Only 9 per cent schools have more than one Verandah.
9. Construction of school boundaries should be taken up on priority basis as per norms.
10. Playground should be available in all schools.

### **3. Drinking water Facilities**

1. The availability of drinking water facility is around 94 percent schools.
2. The convergence of drinking water facility with Swajaldhara has been about 9 per cent.
3. More than 6 per cent funding of drinking water facility is done through SSA.

### **3. Toilet Facilities**

1. Toilet facilities are available only for 75 per cent boys and 77 per cent girls at primary level.
2. At upper primary level only 63 per cent boys and 68 per cent girls are having toilet facilities.
3. For providing the facility the TSS convergence should be utilized, as it is very low at present.
4. In more than 26 per cent of primary and upper primary schools, toilet facilities are existing but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.

### **5. School Environment and condition of school buildings**

1. Overall school environment is found to be good but provision of health facilities in school is very poor and not attended properly.
2. More than 27 per cent upper primary school building is in bad shape.
3. About 16 per cent lower primary school buildings are also in bad shape.
4. In most of the cases (46.15 per cent) each there are cracks in roof and plasters. This may cause accidents. The repair work should be taken up as soon as possible.

### **6. Teachers**

1. There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools.
2. Teachers attendance is also not found upto the mark. About 60 per cent teacher's absence was unreasonable.
3. Only about 28 percent working teachers in lower primary schools have received training.
4. About 18 percent of upper primary school teachers have received training.
5. More than 56 percent trainees received training of 1 to 3 days duration.

6. Training module lacks training of core subjects like Maths, English.
7. Training duration should be longer and more teachers should be covered at the earliest.
8. Very low percentages of working teachers are getting training on teaching subjects.

## **7. Students**

1. There has been a difference between reported students and enrolled students.
2. There has been a difference between present students as per the register and head count on the day of the visit.
3. Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
4. The attendance in 22 primary and 7 upper primary schools was below 50%.
5. About 40 percent students were found absent due to their involvement in agriculture activities.
6. Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect. There should be more concerted efforts in each primary school to improve student's attendance. There should be a more efficient and regular monitoring system to check students attendance.
7. The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 68 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.
8. Three to four percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belong to the bigger age group.

## **9. CWSN**

1. Enrollment of existing CWSN is low (68 percent) in the district.
2. The availability of appliances as and aids is only among 17.02 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools.
3. Number of the parents counseling meetings per schools for this has also been found insufficient. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

## 9. Text Books

1. Around 2.5 per cent schools did not distribute books in time.
2. Main reason was on account of late admissions and all subject books not reaching in time in case of primary school.
3. Proper coordination between SPO, DPO and school is required

## 10. MDM

1. In around 20% of the schools MDM menu was not painted on wall.
2. The availability of food under MDM programme has not been the problem in the sample schools but the availability as per menu has been a problem in 21 per cent schools.
3. The payment of cooks has not been timely in more than 27 per cent schools.
4. More than 39 per cent schools are still without kitchen.
5. Even schools where kitchen is there, food is cooked outside in majority of the schools.
6. Place of food items storage is Pradhan's house in more than 70% cases
7. More than 17 per cent schools do not have required utensils.
8. Despite awareness of cleanliness, it is not followed by the students during MDM.
9. Only about 64 per cent schools are inspected regularly for MDM.
10. Only 15 per cent schools are provided with micro-nutrition supplement.
11. Participation of parents and VEC in MDM is not satisfactory in most of the schools

## 11. VEC

1. Average number of VEC members is found to be low due to under representation of parents.
2. The female and caste-wise composition of VEC is as per norms.
3. The parent's representation in VECs should be emphasized.
4. VEC meetings were attended by more than 88 per cent members with adequate female and SC member's representation.
5. About 88 per cent of the schools have organised training for VEC members.
6. About 80 per cent of the VEC members have been trained.
7. VECs' role in improving overall school conditions were found to be the best by only 4-5 per cent teachers.
8. Their satisfactory role was reported by 50 per cent teachers.
9. More than 4 to 5 per cent teachers regarded their role as bad in this respect.

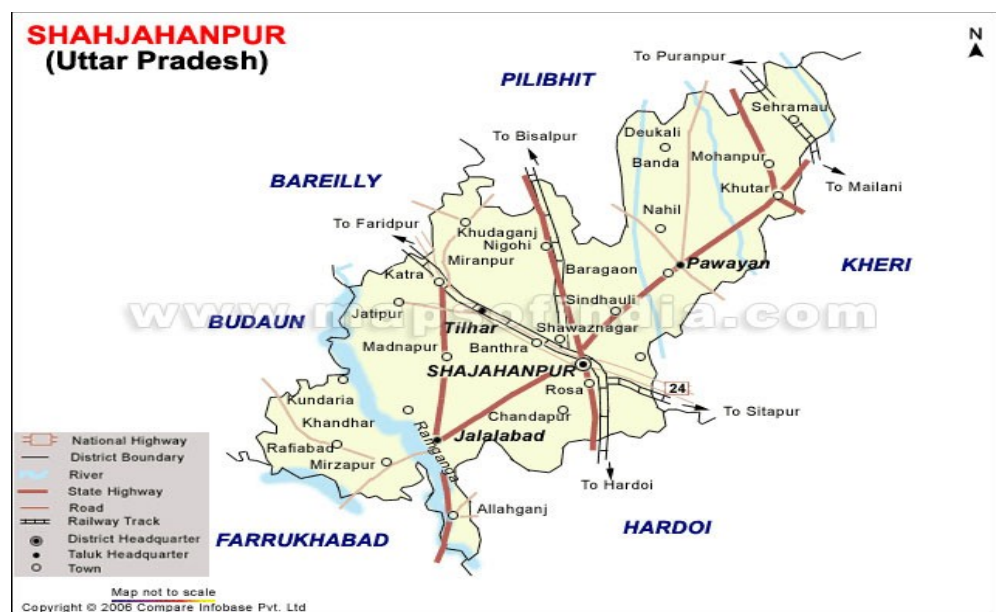
**12. Grants and civil works**

1. There is delayed payment of honorarium to para-teachers in many cases.
2. Money has been withdrawn from account in some cases but construction work has not been started.
3. For different types of constructions, unutilized grants are found.
4. Thorough monitoring of construction work and fund utilization is needed to achieve expected results.
5. Most of the VEC's did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.
6. The satisfactory work in all categories of the construction has been reported in 92 per cent cases. In remaining 8 per cent schools the progress has been slow, low quality of material use is reported.

**13. BRC/NPRC Inputs and investigators feedback**

1. BRC Coordinators visits were found in 60 per cent schools for providing academic input.
2. NPRC coordinators visits were made in 75 per cent schools.
3. The construction for the building of KGBV should start at the earliest.
4. Civil works of model clusters should be completed at the earliest.
5. Grants for TLM, kits, library are available to only 28% sample clusters.
6. The filled in data capture formats have been sent to the district office.
7. General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
8. Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

**Monitoring and Evaluation Report  
Of  
Sarva Shiksha Abiyan (SSA)  
District – Shahjahanpur**



**Submitted to  
Ministry of Human Resource Development  
New Delhi**

**By**

**Prof. U.C. Vashistha**

**Department of Education  
University of Lucknow  
Lucknow**

# CONTENTS

Sl. No.	Title	Page No.
	LIST OF TABLES :	iii-iv
<b>CHAPTER-I</b>	<b>INTRODUCTION</b>	<b>1-3</b>
1.1	About Sarva Shiksha Abhiyan-(SSA)	1
1.2	Objectives of Present Study	1
1.3	Scope of Work	1
1.4	Study Sample and Design	1-3
<b>CHAPTER-II</b>	<b>EDUCATIONAL PROFILE OF DISTRICT-SHAHJAHANPUR, UTTAR PRADESH</b>	<b>4-15</b>
2.1	Introduction	4
2.2	Status of Schools	4-5
2.3	Status of Teaching Staff	5-6
2.4	Recruitment of teachers	6
2.5	Teacher's in Service Training	7
2.6	Teacher's Orientation Training	7-8
2.7	Teaching Learning Material (TLM) Grant	8
2.8	Distribution of Text Books	9
2.9	Children and their Enrolment in Schools	9
2.10	Civil Works	9-10
2.11	School Grants	10-11
2.12	Education Guarantee Scheme (EGS)/AIE Centres	11
2.13	Students Enrolment in the EGS/AIE Centres	11-12
2.14	Training and Qualification of Education Volunteers (EVs)	12
2.15	Children Mainstreamed from EGS/AIE Centres	13
2.16	BRC/NPRC	13
2.17	Children With Special Needs (CWSN)	13-14
2.18	National Programme for Education of Girls at Elementary Level (NPEGEL)	14-15
2.19	Kasturba Gandhi Balika Vidyalaya (KGBV)	15
2.20	Details about DISE/EMIS	15
2.21	Village Education Committees (VECs)	15
2.22	Staffing at District Level SSA Office	15
<b>CHAPTER-III</b>	<b>INFRASTRUCTURAL FACILITIES IN SCHOOLS</b>	<b>16-22</b>
3.1	Establishment and Construction of Primary Schools	16
3.2	Availability and Utilization of Classrooms	16-17
3.3	Availability of Infrastructure in schools	18-19
3.4	Availability of Drinking Water	19
3.5	Toilet Facility	20
3.6	School Environment	21
3.7	<b>Condition of School Building</b>	21
3.8	Reasons for Bad Condition	22
<b>CHAPTER-IV</b>	<b>TEACHER, TRAINING AND ENROLMENT</b>	<b>23-33</b>
4.1	In Position Teachers and Attendance	23-24

4.2	Teachers training	24-26
4.3	Enrolment and Attendance	26-27
4.4	Efforts to Improve Students Attendance	27-28
4.5	Achievement Level of Students	28-29
4.6	Students Behaviour with their Teacher	29
4.7	Students Enrolment with Less or More Age and Drop-out	29-30
4.8	Children With Special Needs (WSN)	30-32
4.9	Free Text Book Distribution	33
<b>CHPATER-V</b>	<b>MID-DAY MEAL PROGRAMME</b>	<b>34-39</b>
5.1	Details of Mid-Day Meal in Schools	34-35
5.2	Infrastructure of MDM Programme	36
5.3	Cleanliness and Inspection of MDM	37
5.4	Supply of Micro Nutrients	38
5.5	Parents and VEC Participation in MDM	39
<b>CHAPTER-VI</b>	<b>VECs, GRANTS AND T.L.M.</b>	<b>40-46</b>
6.1	<b>VEC Numbers</b>	40
6.2	VEC Meetings	41
6.3	VEC Training	42
6.4	Role of VEC for Improving the School Conditions	42-43
6.5	Grants for Primary Schools	43-44
6.6	Availability of Construction Records with VEC	44-45
6.7	Teaching Learning Materials (TLM)	45-46
<b>CHAPTER-VII</b>	<b>CIVIL WORK</b>	<b>47-49</b>
7.1	Construction of School Buildings	47
7.2	Construction of Hand-pump and Toilets	48
7.3	Technical Supervision of Construction Work	48-49
<b>CHAPTER-VIII</b>	<b>OTHER PROGRAMMES AND BRC/NPRC INPUT</b>	<b>50-53</b>
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	50
8.2	National Programme for Education of Girls at Elementary Level (NPEGEL)	50
8.3	Education Guarantee Scheme (EGS), AIE	50-51
8.4	Students Attendance	51
8.5	Academic Input of BRC/NPRC Coordinators	52
8.6	District Information System for Education	53
8.7	Investigators View about the Schools	53-54
<b>CHAPTER-IX</b>	<b>EXECUTIVE SUMMARY</b>	<b>55-60</b>

## LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Sample Schools	2
1.2	Distance of Sample Schools from BRC/NPRC	3
2.1	Literacy Rate of Shahjahanpur and U.P.	5
2.2	Details About Opening of Schools	6
2.3	Details about Teachers	7
2.4	Mode of Teachers Recruitment	7
2.5	Details About In Service Training of PS & UPS Teachers	8
2.6	Teachers Orientation Training	8
2.7	Details About T.L.M. Grant	9
2.8	Details About Text Books Distribution	9
2.9	Details of Children and their Enrolment in Schools	10
2.10	Status of Civil Work Sanctioned for the Financial year-2006-07	11
2.11	Details About School Grants	12
2.12	Details About EGS/AIE Centres	12
2.13	Details About Children's Enrolment in the EGS/AIE Centres	13
2.14	Educational Qualification of Education Voluntaries	13
2.15	Children Mainstreamed from EGS./AIE Centre	14
2.16	Details About BRC/NPRC	14
2.17	Children with Special Needs (CWSN)	15
2.18	National Programme for Education of Girls at Elementary Level	15
2.19	Teaching and Other Staff in KGBV	16
2.20	Details About District Level Officials	16
3.1	Year of Establishment and Construction	17
3.2	Availability and Utilization of Classrooms	18
3.3	Availability of Infrastructure in Schools	19
3.4	Drinking Water Facility	20
3.5	Toilet Facility	21
3.6	Reason for non-use of Toilets	21
3.7	Environment at the Schools	22
3.8	Condition of School Building	22
3.9	Reasons for Bad Condition	23
4.1	Teachers and their Attendance in Primary Schools	24
4.2	Teachers and their Attendance in Upper Primary Schools	25
4.3	Teachers Training	26
4.4	Enrolment and Presence of Student	27
4.5	Reasons of Absenteeism Among Students	28
4.6	Efforts for Improving Students Attendance	29
4.7	Achievement Level in Students Test	29
4.8	Bahaviour of Students	30
4.9(a)	Student Enrolled with less or more age group	30
4.9(b)	Dropout and Related Information	31
4.10(a)	Children with Special Needs (CWSN)	32
4.10(b)	Provisions for Children with Special Needs (CSWN)	32
4.11	Free Text Book Distribution	33

5.1(a)	Details About Mid-Day Meal in Schools	34
5.1(b)	Mid-Day Meal On The Day Of Team Visit	35
5.2	Status of Cooks Under MDM	35
5.3	Infrastructures for MDM	36
5.4	Awareness and Food Inspection	37
5.5	Food Supplements	37
5.6	Participation of Parents/VEC in MDM	38
6.1	Gender-wise VEC Members	39
6.2	Social Categories-wise VEC Members	39
6.3	Details About VEC Meeting	40
6.4	Sex and Case-wise VEC Members Attending the Meeting	40
6.5	Details About VEC Training	41
6.6	Role of VEC for Improving the Conditions of Schools	42
6.7	Head-wise Grants for Primary Schools 2006-07	42
6.8	Head-wise Grants for Upper Primary Schools 2006-07	43
6.9	Availability of Construction Related Records with VEC	44
6.10	Details About Teaching Learning Materials	45
6.11	Use of TLM by Teachers	45
7.1	Construction of School Buildings	46
7.2	Construction of Extra Rooms	46
7.3	Under Construction and Proposed Hand-pumps and Toilets	47
7.4	Status of Technical Supervisor	47
7.5	Inspection and Views About Construction Works	48
8.1	Teachers and Other Staff	49
8.2	Social Category of Students	50
8.3	Details of Sample NPEGEL Centres	50
8.4	Madarsa and EGS/AIE Centres	51
8.5	Details of Academic input provided by Coordinator	53
8.6	Views of Investigators Regarding Schools	54



# CHAPTER I

## INTRODUCTION

### **1.1 About Sarva Shiksha Abhiyan (SSA)**

The aim of Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about, and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

### **1.2 Objectives of Present Study**

The present study is regarding Monitoring and Evaluation of Sarva Shiksha Abhiyan of District **Shahjahanpur** of Uttar Pradesh. The objectives of the study include:

- (vii) Assess the progress of implementation of approved plans at district level and state level.
- (viii) To check progress in achievement of some key outcome indicators through sampling.
- (ix) Verify process and procedures undertaken for implementation of SSA.

### **1.3 Scope of Work**

The programme to be covered includes:

- (ix) Sarva Shiksha Abhiyan
- (x) Mid-Day Meal Scheme
- (xi) Kasturba Gandhi Balika Vidyalaya
- (xii) Nation Programme for Education of Girls at Elementary Level.

#### 1.4 Study Sample and Design

As per DISE data there are 2086 primary and 286 upper primary schools and 221 EGS/AIE centers, 122 model school clusters. There is 1 Kasturba Gandhi Balika Vidyalay in the district. A sample size of approx. 5% of the schools has been selected as follows.

Table 1.1: No. of Schools in our sample

Sl. No.	Block Name	Primary Schools	Upper Primary Schools	NPEGEL	KGBV	Total
1.	Dadraul	5	1	1	1	8
2.	Jaitipur	4	1			5
3.	Jalalabad	5	1	1		7
4.	Nigohi	5	1			6
5.	Sidhauli	6	1	1		8
6.	Banda	4	1			5
7.	Khutar	5	1	1		7
8.	Tilhar	5	1	1		7
9.	Katra Khudaganj	7	1			8
10.	Kalan	4	1			5
11.	Kanth	5	1			6
12.	Mirjapur	6	1			7
13.	Bhawalkhera	5	1			6
14.	Puwaya	5	1	1		7
15.	T.A Shahajanpur	5	1	1		7
16.	T.A Tilhar	2	1			3
17.	Madanpur	5	1			6
	TOTAL	83	17	7	1	108

The sample for survey in primary and upper primary schools is drawn on the basis of stratified proportionate random sampling method. The sample primary and upper primary schools are taken from each of the 17 blocks of the district. The study sample consists of 83 primary and 17 upper primary sample schools of the district.

The information relating to primary schools and centres of alternate learning is collected in pre-structured schedules and subsequently the information is tabulated for analytical interpretation.

Apart from the above, 7 NPEGEL centers out of 122 running at upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA programme in the district have also been collected from SP Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.2 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.2: **Distance of Sample Schools from B.R.C./N.P.R.C/W.R.C**

Sl. No.	Distance	Primary School	Upper Primary School	Total
1	BRC			
	i. Within 3 KM	26 (31.33)	9 (52.94)	35 (35.00)
	j. 3 to 5 KM	10 (12.05)	3 (17.65)	13 (13.00)
	k. 5 to 8 KM	20 (24.10)	2 (11.76)	22 (22.00)
	l. Above 8 KM	27 (32.53)	3 (17.65)	30 (30.00)
	Total	83 (100.00)	17 (100.00)	100 (100.00)
2.	NPRC			
	i. Within 3 KM	44 (53.01)	13 (76.47)	57 (57.00)
	j. 3 to 5 KM	15 (18.07)	1 (5.88)	16 (16.00)
	k. 5 to 8 KM	17 (20.48)	0 (0.0)	17 (17.00)
	l. Above 8 KM	7 (8.43)	03 (17.65)	10 (10.00)
	Total	83 (100.00)	17 (100.00)	100 (100.00)

## CHAPTER II

### EDUCATIONAL PROFILE OF DISTRICT -SHAHJAHANPUR, UTTAR PRADESH

#### 2.1 Introduction

District Shahjahanpur is situated in South East of Rohilkhand Division. It was established in 1813. Before its creation it was a part of district Bareilly. Geographically, it is situated at 27.35 N Latitude and 79.37 E longitudes. Adjoining districts of the Shahjahanpur are Lakhimpur Khiri, Hardoi, Farrukhabad, Bareilly, and Budaun & Pilibhit. Geographical area of it is 4575 Sq. Meter. This is an Agriculture based District of Uttar Pradesh. Ramganga, Garrah & Gomti are the main rivers of district. Kathana, Jhukma & Mensiare are the attached rivers of Gomti. Garrah is the main river. Khannaut, Suketa and Kai are the attached rivers of Garrah. Flood - mostly affects Jalalabad Tehsil. Major crops of the district are Wheat, Gram, Millet & Potato.

#### **Famous Personalities**

Asfaq Ullah, Ramprasad Bismil, Thakur Roshan Singh & Shri Ramchandra (Babuji - Founder of Ramchandra Mission)

#### **Parks and Historical Spots**

- \* Shahid Udhyan Park
- \* Mumuksh Ashram
- \* Asfaq Ullah's Old House & Mazar
- \* Ramprasad Bismil's Old House
- \* Thakur Roshan Singh's Old House

It is evident from Table 2.1 that there has been an increment in the literacy rate of the district from 32.07 per cent to 48.79 per cent over the years 1991 and 2001. Though this has been a marked increase in literacy rate of the district but it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (60.53 percent) is far higher as compared to the female literacy rate (34.68 percent) in the district during the year 2001.

In the ensuing part of this chapter all the interpretations are based on information provided by the office of the BSA, Shahjahanpur.

Table 2.1: **Literacy Rate\* of Shahjahanpur and U.P.**

Sl. No.	Item	Uttar Pradesh		Shahjahanpur	
		1991	2001	1991	2001
1	2	3	4	5	6
1	People	40.71	57.36	32.07	48.79
2	Male	54.82	70.23	42.68	60.53
3	Female	24.37	42.98	18.59	34.68

Source: Census of India, 2001.

\* Literacy rate is the percentage of literates to population aged 7 years and above.

## 2.2 Status of Schools

As per information made available from the office of the BSA Shahjahanpur, the information about number of primary and upper primary schools as on 31.03.06 is not available. Total number of 128 (50 PS and 70 UPS) were sanctioned to be opened in the district during the current financial year 2006-07. As per information available all of the primary and upper primary school has been opened till 9 th Dec. 2006.

Table 2.2: **Details about Opening of Schools**

Sl.No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	N.A	N.A	N.A
2	No. of Schools Sanctioned in current financial year-2006-07	58	70	128
3	No. of Schools Opened in current financial year-2006-07	58	70	128
4	Current Status of School	N.A	N.A	N.A

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

### **Findings and Suggestions**

Sanctioned primary and upper primary schools for the year 2006-07 have been opened

## 2.3 Status of Teaching Staff

The details about the teaching staff as presented in the Table 2.3 indicate that there are 174 total sanctioned teachers for primary schools for the financial year 2006-07. The figure of actual appointments against the corresponding sanctioned number of primary school teachers is only 32 shiksha mitra 's. The information of Upper primary schools regarding total number of teachers sanctioned till 31.03.2006 is 210 against which no appointments were made. The number of sanctioned teachers in primary schools in the district indicate that , more than 21 percent are sanctioned in the category of headmasters, 20.42 per cent are sanctioned as assistant teachers and remaining 58.35 per cent as shiksha mitra.

The number of sanctioned teachers in upper primary schools in the district indicate that , more than 22 percent are sanctioned in the category of headmasters, and remaining 77.38 per cent as Assistant teachers.

Table 2.3: **Details about Teachers**

Sl. No	Details	Primary Schools					Upper Primary Schools				
		As on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.	As on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanc.	Diff.
1	2	3	4	5	6	7	8	9	10	11	12
1	Headmaster	1353	58	1411 (21.24)	-	58	237	70	297 (22.61)	-	-
2	Assistant teachers	1297	58	1355 (20.40)	-	58	876	140	1016 (77.38)	-	-
3	Shiksha mitra	3818	58	3876 (58.35)	32	26	-	-	-	-	-
4	<b>Total</b>	<b>6468</b>	<b>174</b>	<b>6642 (100)</b>	<b>32</b>	<b>142</b>	<b>1113</b>	<b>210</b>	<b>1313 (100)</b>	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

### **Findings and Suggestions**

Only 32 Appointments of shiksha mitra at primary school level were made.  
No Appointments were made at upper primary level.  
Process of Appointments should start at the earliest.

## **2.4 Recruitment of Teachers**

The information relating to mode of recruitment of teachers in primary and upper primary schools in district Shahjahanpur during 2006-07 is not available at the BSA office.

### **2.4: Mode of Teachers Recruitment**

Sl.No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	-	-	-	-	-	-	-	-
3	Shiksha Mitra	-	-	-	-	-	-	-	-
4	<b>Total</b>	-	-	-	-	-	-	-	-

Source: SSA programme, BSA, District- Shahjahanpur, U.P.

## 2.5 Teachers' In Service Training

In order to maintain teaching standard, the target of teachers training has been fixed for the teachers training of the primary and upper primary schools of the district. As per data presented in Table 2.5, a total of 5074 primary school teachers were targeted to be trained. Out of these 471 (9.28 per cent) were provided training up to 31.09.06. In case of upper primary schools target is to provide training to 202 teachers. Out of these 37 (18.31 percent) teachers have been trained till 31.09.06.

Table 2.5: **Details about In Service Training of PS & UPS Teachers**

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.09.06	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.09.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster +	3605	233	3372	202	37	165
2	Assistant Teachers			-			-
3	Shiksha Mitra	1469	238	1231	-	-	-
4	Total	5074	471	4603	202	37	165

Source: SSA programme, BSA, District- Shahjahanpur, U.P.

## 2.6 Teachers' Orientation Training:

A target of orientation training for 229 primary school teachers belonging to the category of shiksha mitra has been fixed for the year 2006-07. The orientation-training programme, of 30 days has been provided to all of 1229 shiksha mitras till 31.09.06

Table 2.6: **Teachers' Orientation Training**

Sl.No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.09.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	229	229	-
4	Total	229	229	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

As per details available from the office of BSA, Shahjahanpur, there is no information about the target of the orientation training of upper primary school teachers. In

case of refresher training also there is no information about training target for PS & UPS teachers of the district.

## **2.7 Teaching Learning Material (TLM) Grant**

As per information given in Table 2.7, 6640 and 1252 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2006-07. A total sum of Rs.25,67,000.00 was sent by BSA as grant to VECs account for primary schools teachers. Along with this Rs.4,72,000.00 was also sent by the BSA to VECs account for upper primary school teachers. The TLM grant was released in JUL 06 for both primary and upper primary school teachers.

Table 2.7: **Details about TLM Grant**

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	6640	1252
2	Total grant sent by BSA to VECs accounts	25,67,000.00	4,72,000.00
3	Date of release of TLM Grant	Jul 06	Jul 06
4	No. of teachers covered	5134	944

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## **2.8 Distribution of Text Books**

The Information regarding text-books distribution (Table 2.8) indicated that books were distributed among the 207102 children of primary schools of the district in the month of July 2006 from SSA funds. Out of Total recipient students, 167639 were girls (80.95 percent) and 39463 (19.05 percent) boys belonging to SC category. Apart from this, free text books have also been distributed among 140946 students of primary schools from state government funds.

In case of upper primary schools text books were distributed among 16478 students. Of these 9700 (58.86 percent) were boys belonging to SC category and 6778 (41.13 percent) were girl students. Apart from this, free text books have also been distributed among 27001 students of Upper primary schools from state government funds.

Table 2.8: **Details About Text Books Distribution**

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of children to whom free text books have been distributed	207102	39463	167639	16478	9700	6778
2	No. of children received free text books from SSA programme	207102	39463	167639	16478	9700	6778
3	No. of children received free text books from State Govt. Funds	140946	0	0	27001	0	0
4	Actual date of text books distributed to the district level and to schools	July-2006	-	-	July-2006	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.9 **Children and their Enrolment in Schools**

The results of the house hold survey conducted during September 2006 in the district of Shahjahnpur, for assessing the number of children falling in two categories. In the first category total 261227 were recorded in the age group of 6-11 years. Out of these 140558 were boys and remaining 120669 girls. The number of students in the age group of 11-14 years was recorded 141663. There were 79005 boys and 62658 girls in total number of children in this age group.

Table 2.9: **Details of Children and their Enrolment in Schools**

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 2006
6-11 Years	Boys	140558	137483
	Girls	120669	117741
	Total	261227	255224
11-14 Years	Boys	79005	75289
	Girls	62658	58498
	Total	141663	133787

Source: SSA Programme, BSA, District- Shajahanpur, U.P.

## 2.10 Civil Works

The sanction of new buildings and their progress in construction for primary and upper primary schools is presented in Table 2.10. The available information indicates that construction of 58 new primary schools and 70 upper primary schools have been sanctioned for the financial year 2006-07 in the district. The work is reported to be in progress in both types of schools buildings. Apart from this, the sanction of additional 1465 rooms in existing primary schools of the district is reported for the financial year 2006-07. The work has been started in all 1465 primary schools.

In case of existing upper primary schools 61 additional rooms are sanctioned for construction during the financial year 2006-07. The construction work of additional 61 rooms in these schools is reported to be in progress. The technical supervision of the existing civil works of primary and upper primary schools is being undertaken by the Junior Engineer of rural engineering services (RES) of the concerning development block.

Table 2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	58	-	58	-	
2	New Upper Primary Schools	70	-	70	-	
3	Additional Rooms for Primary Schools	1465	-	1465	-	
4	Additional Rooms for Upper Primary Schools	61	-	61	-	
5	RWH for Primary schools	-	-	-	-	
6	RWH for Upper Primary schools	-	-	-	-	
7	Drinking water for Primary schools	-	-	-	-	
8	Drinking water for Upper Primary schools	-	-	-	-	
9	Toilets for Primary schools	-	-	-	-	
10	Toilets for Upper Primary schools	-	-	-	-	

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.11 School Grants

The details as presented in Table 2.11 indicate that the grant of 2462 primary and upper primary schools is approved for the year 2006-07. Out of total schools for those grants are approved for this year, 1947 are primary and 515 upper primary schools. The funds have been released to only 2376 schools out of which 1893 are primary and 483 upper primary. The funds have been transferred to the VEC accounts in August 2006. The total released amount turns out to be Rs. 48.0 lakhs. Out of this, Rs. 38.0 taken is released for primary schools and Rs 10.0 lakhs for the upper primary schools of the district Shahjahanpur. The details regarding the utilization of funds by VECs up to 31.10.2006 are Not Available at BSA's office. There has been no centralized purchase for schools from this grant by the BSA.

Table 2.11: **Details about School Grants**

Sl. No.	Details		PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07		2016	554	2570
2	No. of schools to whom funds have been released		1971	403	2374
3	Date of release the grant to VEC accounts		Jun 06	Jun 06	
4	Released amount (Rs. In lakhs)		39.42	8.06	47.48
5	Amount utilized by VECs upto 30.10.06 (Rs. In lakhs)		39.42	8.06	47.48
6	Has the BSA made centralized purchased for school out of grant?		NO	NO	NO
7	If yes		-	-	-
	a.	For What purpose	-	-	-
	b.	Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.12 Education Guarantee Scheme (EGS)/AIE Centres

There has been a sanction of 211 EGS/AIE centers as on 31.3.06 in Shahjahanpur district. Out of these 168 EGS/AIE centers were found in position. Besides this, there are 221 more EGS/AIE centers sanctioned during the financial year 2006-07. Table 2.12 contains this information and further indicates that only 149 centres are found in position against the sanctioned during this year. There are 19 centers which have been upgraded to new primary schools during this financial year.

Table 2.12: **Details about EGS/AIE Centres**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	201/10	158/10
2	No. of EGS/AIE centers in the financial year 2006-07	201/20	139/10
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	-	19
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

### **2.13 Students Enrollment in the EGS/AIE Centres**

The information regarding enrolment status in EGS/AIE centers of Shahjahanpur district as presented in Table 2.13 indicated 2118 enrolled children in these centres as on 30.09.2006. Out of the total enrolled children 312 (14.73 per cent) belonged to the scheduled caste, 1523 (71.90 per cent) to the OBC, 22 (1.03 percent) to minority and 261(12.32 per cent) to the other category of population.

Table 2.13: **Details about Children's Enrollment in the EGS/AIE Centres**

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	<b>312 (14.73)</b>	-
2	ST	-	-	-
3	OBC	-	<b>1523 (71.90)</b>	-
4	Minority	-	<b>22 (1.03)</b>	-
5	Others	-	<b>261 (12.32)</b>	-
6	Total	-	<b>2118(100.00)</b>	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

### **2.14 Training and Qualification of Education Volunteers (EVs)**

**There are no EVs reported to be working in the district of Shahajahnpur.**

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The funds have not been released for the upgradation of these centers in the current financial year i.e. 2006-07 as the land for construction has not been identified as yet. No teacher has been sanctioned for the above. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

## 2.15 Children Mainstreamed From EGS/AIE Centres:

There are 2044 children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All such children belonged to the government schools of the district (Table 2.15). Free books for all subjects have been distributed to the children of EGS/AIE centers. Text books are being used in all the centers.

Table 2.15: **Children Mainstreamed From EGS/AIE Centres**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.206 in the current financial year 2006-07	2044	-
2	Details of the last academic year 2005-06	N.A	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.16 BRC/NPRC

The details of BRC and NPRCs in Shahjahanpur are presented in Table 2.16. There are 14 BRCs and 122 NPRCs recorded on 31.03.06 during the financial year 2006-07. Along with this, there are 15 BRC coordinators and 14 assistant coordinators. In case of NPRCs each center is having coordinator.

Table 2.16: **Details about BRC/NPRC**

Sl.No.	Details	Sanctioned	Opened/In Position
1	No. of BRC centers as on 31.03.06	15	14
2	No. of NPRC centers as on 31.03.06	122	122
3	No. of BRC centers in the financial year 2006-07	-	-
4	No. of NPRC centers in the financial year 2006-07	-	-
5	Details of staff in BRC: a. Coordinators	15	14
	b. Asst. Coordinator	15	15
	c. Others	1	1
6	Details of staff in NPRC: Coordinators	122	122

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.17 Children With Special Needs (CWSN)

There are 4852 CWSN children identified in the district during the financial year 2006-07. There are only 357 students (7.35 per cent) out of the total CWSN children who have been provided with aids and appliances during the financial year 2006-07. There are 3 resource teachers that have being identified as yet. Apart from these, there is one district coordinator for IED; (Mr. Sohan Shukla), but he has not been oriented for the same and has not attended any

capacity building programme at the state level. There are total 1031 primary and 226 upper primary schools in the district where ramps have been provided. None of the parents of CWSN children of these schools have been given counseling during current financial year 2006-07.

Table 2.17: **Children With Special Needs (CWSN)**

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	-	-	4852
2	No. of children who have been provided with aids and appliances in financial year 2006-07	-	-	357 (7.35)
3	No. of resource teachers identified	-	-	3

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.18 **National Programme for Education of Girls at Elementary Level (NPEGEL)**

As per details available in this respect as presented in Table 2.18, there is a target of 122 model schools clusters for the year 2006-07. All the schools clusters, popularly known as **Mena Munch** are functional in the district as on 30.09.2006. All the clusters are provided with the drinking water and toilet facilities.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progress in girls' education interventions has also been implemented.

Table 2.18: **National Programme for Education of Girls at Elementary Level**

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2006	Difference
1	Number of model schools clusters	122	122	0
2	No. of additional class rooms to be aided.	-	-	0
3	No of model clusters with drinking water	122	122	0
4	No of model clusters with toilet facility	122	122	0
5	No of model clusters with electrification	0	0	122
6	Quantum of funds to be released	N.A	N.A	-
7	No. of ECCE centers operational under Innovation Head funds	203	185	18
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## 2.19 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The sanctioned numbers of KGBV in the district is 1 for the year 2006-07 but it has not been made functional by 30.09.06 in the district. There is a sanction of one warden cum teacher, which is in position. Along with these 4 full time teachers, 2 part time teachers and one support staff (a coordinator/assistant, peon, chaukidar and cook) are in position as per sanction (Table 2.19). There are no students admitted in the KGBV in the district.

Table 2.19: **Teaching and Other Staff in KGBV**

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum teachers	1	1
2	Full time teachers	4	4
3	Part time teachers	2	2
4	Support staff (accountant/assistant, peon, chowkidar and cook)	1	1

Source: SSA Programme, BSA, District- Barielly, U.P.

## **2.20 Details About District Information System for Education (DISE)/ Educational Monitoring and Information System (EMIS)**

The district has EMIS with required computers and computer operators in position. The data capture formats have been supplied to all the schools, and the data collected and compiled by the BSA has **not been sent** to the SPO till date. CRC/BRC coordinators have been asked to verify 5% data. The training to them was given on 9.09.2006.

## **2.21 Village Education Committees (VECs)**

There are 924 village/school level management committees in the district where 100% of the members of VEC are oriented with required training.

## **2.22 Staffing at District Level SSA Office**

The district has full-fledged staffing for running SSA programme. The position of BSA, AAO, DC, accountant, steno, computer operators and MIS Incharge are sanctioned and duly appointed in the district of Shahjahanpur.

Table-20: **Details about District Level Officials**

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	BSA	1	1
2	AAO	1	1
3	DC	6	4
4	Accountant	1	1
5	Asst. Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Steno	1	1
8	Peon	3	3
9	Driver	1	1

Source: SSA Programme, BSA, District- Shahjahanpur, U.P.

## CHAPTER III

### INFRASTRUCTURAL FACILITIES IN SCHOOLS

#### 3.1 Establishment and Construction of Primary Schools

Out of total sample schools, about 85 per cent have been established before ten years. More than 89 per cent primary schools and about 65 per cent upper primary schools were established ten years back or even before. On an average, rest of the 15 per cent sample schools was established within 10 years. As against this more than 49 per cent schools were constructed within last 10 year. In case of lower primary and upper primary more than 44 per cent and 70 per cent school have been constructed during last 10 years.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less 2 year (2006-07 to 2004-05)	1 (1.20)	10 (12.05)	2 (11.76)	4 (23.53)	3 (3.00)	14 (14.00)
2.	2 Years to 5 years (2003-04 to 2001-02)	2 (2.40)	10 (12.05)	1 (5.88)	3 (17.65)	3 (3.00)	13 (13.00)
3.	5 years to 10 year (2000-01 to 1996-97)	6 (7.23)	17 (20.48)	3 (17.65)	5 (29.41)	9 (9.00)	22 (22.00)
4.	10 year + (Before 1995-06)	74 (89.16)	46 (55.42)	11 (64.71)	5 (29.41)	85 (85.00)	51 (51.00)
5.	No. of Total Schools	83 (100.00)	83 (100.00)	17 (100.00)	17 (100.00)	100 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### Findings and Suggestions

Most of the primary schools (89 per cent) were established long back in the district but the construction of only 55 per cent was done within last ten years. More emphasis is required on the establishment of new schools and subsequently their construction.

#### 3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization for classroom teaching is presented in Table 3.2 shows more than a maximum of 7 rooms is available only in 5 primary schools out of 83 sample schools in the district of Shahjahanpur. But the maximum use is of 6 rooms that

too only in 2 sample primary school of the district. The availability of 3 rooms is found in maximum number (27) of sample primary schools constituting 32.53 per cent. But at the same time use of 5 rooms for classrooms is recorded in 8 schools constituting 9.62 per cent of the sample primary schools. The availability of 1 room is found in 1 primary schools (1.20%), 2 rooms in primary schools are seen only in case of 6 schools, constituting 7.23 per cent of the sample. But use of two rooms for class teaching is found in 35 schools covering 42.17 per cent.

In case of upper primary schools, a minimum of 3 rooms are recorded to be existing in the 17 sample schools. The maximum more than 8 rooms are also found in 1 school. But the number of rooms for classroom teaching ranged from 2 to 6. A maximum of 88.24 per cent sample schools have 3 rooms for teaching. Rest of the 5.88 per cent, 11.76 per cent, 11.76 per cent, 11.76 percent schools has 2, 4, 5, and 6, respectively for class room teaching.

Table 3.2: **Availability and utilization of Classrooms**

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	1 (1.20)	1 (1.20)	0 (0.00)	0 (0.00)
02	6 (7.23)	35 (42.17)	0 (0.00)	1 (5.88)
03	27 (32.53)	18 (21.69)	1 (5.88)	15 (88.24)
04	26 (31.33)	17 (20.48)	2 (11.76)	02 (11.76)
05	12 (14.46)	8 (9.64)	8 (47.06)	02 (11.76)
06	6 (7.23)	2 (2.40)	2 (11.76)	02 (11.76)
07	5 (6.02)	0 (0.00)	3 (17.65)	0 (0.00)
08	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
More than 8	0 (0.00)	0 (0.00)	1 (5.88)	0 (0.00)
No. of Total Schools	83 (100.00)	83 (100.00)	17 (100.00)	17 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### **Findings and Suggestions**

The maximum of more than 32 per cent of the sample primary school have average 3 rooms and 47 per cent upper primary schools have on an average 5 rooms. But more than 42 per cent primary schools use two rooms and 88 per cent upper primary schools 3 rooms for classroom teaching. In view of this, more existing rooms in schools should be used for teaching.

### 3.3 Availability of Infrastructure in Schools

In case of sample primary schools only 28.92 per cent have school boundaries. But the availability of playground is recorded in almost 61 per cent schools. Sports items are also found in 69.88 per cent primary schools. The availability of mats, furniture is 84.34 percent and blackboard in classrooms is found to be almost 96.70 per cent. Despite the availability of sports items, their use is found only in 54 per cent schools. More than 97 per cent primary schools have verandah in the school building. Majority of the schools (87 per cent) have one verandah and rest of the 9.64 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (47 per cent) and the playground is available in 88 per cent schools. The availability of sports items is found in 88 per cent schools. In the schools having with sports items their use is confined to 64 per cent. The availability of mats and furniture is (100.00 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in all of the 100 per cent schools. More than 75 per cent upper primary schools have verandah and about 64 per cent schools have single verandah. Only 11.76 per cent upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	51 (61.45)	32 (38.45)	15 (88.24)	2 (11.76)	66 (66.00)	34 (34.00)
Boundaries	24 (28.92)	59 (71.09)	8 (47.06)	9 (52.94)	32 (32.00)	68 (68.00)
Availability of Sport Items	58 (69.88)	25 (30.12)	15 (88.24)	2 (11.76)	73 (73.00)	27 (27.00)
Proper availability of Mats/Furniture	70 (84.34)	13 (15.66)	17 (100.00)	- -	87 (87.00)	13 (13.00)
Black Board in Class Rooms	81 (97.60)	2 (2.40)	17 (100.00)	- -	98 (98.00)	2 (2.00)
Use of Sport Items	45 (54.22)	38 (45.78)	11 (64.71)	6 (35.29)	56 (56.00)	44 (44.00)
Schools without Verandah	2 (2.41)		4 (23.53)		6 (6.00)	
Schools with one Verandah	73 (87.95)		11 (64.71)		84 (84.00)	
Schools with More than one Verandah	8 (9.64)		2 (11.76)		10 (10.00)	

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### Findings and Suggestions

- Only about 66 per cent schools have play ground.
- 73 per cent schools have sports items.
- Less than 32 per cent schools are with boundary walls.
- Only about in 56 per cent schools the available sports items are used for students.
- More than 87 per cent schools have mats and furniture.
- About 98 per cent schools have classroom blackboards.
- More than 6 per cent upper primary schools are without Verandah.
- Only 10 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

### 3.4 Availability of Drinking Water

More than 95 per cent primary schools in the sample have drinking water facility. The same is found to be of the higher order in upper primary schools also in the sample area. Out of existing drinking water facilities about 71 per cent are arranged through swajaldhara and other sources. Thus, only 24 per cent facilities are created through SSA funds.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility available	78 (93.97)	5 (6.03)		17 (100.0)	- -		95 (95.00)	05 (5.00)	
Scheme	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	7 (8.43)	20 (24.96)	51 (65.38)	2 (11.76)	4 (23.52)	11 (64.71)	09 (9.00)	24 (24.00)	62 (62.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### Findings and Suggestions

The availability of drinking water facility is around 95 percent schools. The convergence of drinking water facility with Swajaldhara has been about 9 per cent. More than 24 per cent funding of drinking water facility is done through SSA. The drinking water facility should be made available in all primary schools.

### 3.5 Toilet Facility

The toilet facilities are available to 83 per cent boys and about 86 per cent girls at the primary school level. At the upper primary level it is available for 94.12 per cent boys and 88.24 per cent girls. The available toilet facility is provided through SSA for 37.50 per cent sample schools at upper primary level and for 25 per cent schools at the primary level. Around 5 to 6 per cent facilities are made available through Total Sanitation Programme at primary and upper primary school level.

Table 3.5: **Toilet Facility**

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
	69 (83.13)	14 (16.87)	72 (86.75)	11 (13.25)	16 (94.12)	1 (5.88)	15 (88.24)	2 (11.76)
Scheme	TSS		SSA	Others	TSS		SSA	Others
Toilet	4 (5.55)	18 (25.00)	50 (69.44)		1 (6.25)	6 (37.50)	9 (56.25)	

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### **Findings and Suggestions:**

- Toilet facilities are available only for 83 per cent boys and 86 per cent girls at primary level.
- At upper primary level 94.12 per cent boys and 88 per cent girls are having toilet facilities.
- For providing the facility the TSS convergence should be utilized, as it is very low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. More than 26.38 per cent existing toilet facilities are not in use at primary schools and around 7 percent in upper primary schools owing to these reasons. These are on account of improper maintenance, door and seats cracked and broken toilets.

Table 3.6: **Reason For non-use of toilets**

	Primary	Upper Primary	Total
Toilets always Locked	2(31.25)	0(0.0)	2 (10.00)
Shock pit Filled	10 (25.00)	1 (100.00)	11(55.00)
Door and Seats has Cracked	3 (52.94)	-	3(15.00)
Others (Broken)	4 (0.0)	-	4 (20.00)
Total	19 (100.00)	1(100.00)	20 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### **Findings and Suggestions**

In more than 20 per cent of primary and upper primary schools, toilet facilities are existing but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.

### 3.6 School Environment

About 72 per cent primary schools have good atmosphere and about in 80 per cent schools students are satisfied with proper ventilation in the classrooms. Proper space for students sitting is also reported by 84 to 76 per cent schools at the primary and upper primary levels. But the health facilities are reported to be provided for last six months only in 27 per cent sample schools.

Table 3.7: **Environment at the schools**

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	60 (72.23)	23 (27.77)	12 (70.59)	5 (29.41)	72 (72.00)	28 (28.00)
Proper ventilation in Classrooms	70 (84.34)	13 (15.66)	10 (58.82)	7 (41.12)	80 (80.00)	20 (20.00)
Proper Space in Class room for sitting to student	70 (84.34)	13 (15.66)	13 (76.47)	4 (23.53)	83 (83.00)	17 (17.00)
Schools provided health facilities last 6 month	23 (27.71)	60 (82.29)	4 (23.53)	13 (76.47)	27 (27.00)	73 (73.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P

#### **Findings and Suggestions**

Overall school environment is found to be good but provision of health facilities in school is very poor and not attended properly. This should be taken up more frequently at the earliest.

### 3.7 Condition of School Building

Survey results indicate about 23 per cent school building in bad condition. In case of upper primary schools more than 17 per cent buildings are in bad shape. In the primary schools 24 per cent buildings are in bad shape.

Table 3.8: **Condition of School Building**

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	35 (42.17)	28 (33.73)	20 (24.10)	83 (100.00)
Upper Primary Schools	4 (23.53)	10 (58.82)	3 (17.64)	17 (100.00)
Total	39 (39.00)	38 (38.00)	23(23.00)	100 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### **Findings and Suggestions**

More than 17 per cent upper primary school building is in bad shape. About 24 per cent lower primary school buildings are also like this. In view of is special provision of repairs should be made to consider the students safety.

### 3.8 Reasons for Bad Condition

On an average in 46 per cent cases quality of construction is not found good as cracks are developed in roofs. In more than 46 per cent cases plaster is also not good. In more than 7 per cent schools even doors and windows are not available and flooring is bad in 16 percent upper primary schools.

Table 3.9: **Reasons for bad Condition**

Type of Schools	Cracked Roof	Cracked plasters	Non-Availability of Doors/Windows	Others	Total
Primary School	6 (30.00)	10 (50.00)	4 (20.00)	-	20 (100.00)
Upper Primary Schools	01 (33.33)	02 (66.67)	-	-	3 (100.00)
Total	7 (30.43)	12 (52.17)	4 (17.39)	-	23 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### **Findings and Suggestions**

In most of the cases (80 per cent) each there are cracks in roof and plasters. This may cause accidents. The repair work should be taken up as soon as possible.

## CHAPTER IV

### TEACHER TRAINING AND ENROLMENT

#### 4.1 In Position Teachers and Attendance

The survey and its results have shown gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Shahjahanpur. The average number of teachers **sanctioned** turns out to be around 4.37 in each primary school. But the average number of teachers holding position presently turns out to be lower than this i.e around 3.32 per school.

Average number of teachers found present on the day of visit is around 3.07 per school. The main reason for absenteeism has been leave in 42 percent cases. The next important reason is reported to be busy in training i.e 33.33 percent cases. About 9.52 per cent out of the absent teachers were reported to be busy in school related extra work. Around 14 per cent of the absent teachers are found to be sick.

Table 4.1: **Teachers and Their Attendance in Primary School**

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of sanctioned teachers	80(22.04)	142(39.12)	141(38.84)	363(100)
2	Average No. of teachers sanctioned per school	.96	1.71	1.70	4.37
3	No. of teachers working in the schools	74(20.56) (100.00)	63(43.94) (100.00)	139(35.49) (100.00)	355(100) (100.00)
4	Average No. of teachers working per school	.89	.76	1.67	3.32
5	No. of teachers found present on the day of visit	71(20.72) (86.30)	54(39.14) (76.28)	130(40.13) (96.83)	304(100) (85.63)
6	Average No. of teachers found present on the day of visit per school	0.85	.65	1.57	3.07
7	Reason of absenteeism				
	a. Training	-	4(44.44)	3(33.33)	7(33.33)
	b. Sickness	1(33.33)	1(11.11)	1(11.11)	3(14.29)
	c. For salary	-	-	-	-
	d. School related extra work	1(33.33)	1(11.11)	-	2(9.52)
	e. On leave	1(33.33)	3(33.33)	5(55.55)	9(42.86)
	f. Others	-	-	-	-
	g. Total	3(100.00)	9(100.00)	9(100.00)	21(100.00)
8	Habitual Absentee	-	-	-	-

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	15(20.39)	61(79.61)	76(100)
2	Average No. of teachers sanctioned per school	0.88	3.59	4.47
3	No. of teachers working in the schools	14(21.95) (100.00)	38(78.05) (100.00)	52(100) (100.00)
4	Average No. of teachers working per school	0.82	2.23	3.05
5	No. of teachers found present on the day of visit	14(23.07) (83.33)	27(76.92) (78.13)	41(100) (79.27)
6	Average No. of teachers found present on the day of visit per school	.82	1.56	2.38
7	Reason of absenteeism			
	a. Training	-	-	-
	b. Sickness	-	1(9.09)	1(9.09)
	c. For salary	-	-	-
	d. School related extra work	-	1(9.09)	1(9.09)
	e. On leave	-	9(81.81)	9(81.81)
	f. Others	-	-	-
g. Total	-	11(100.00)	11(100.00)	
8	Habitual Absentee		-	-

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### **Findings and Suggestions**

There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools. Teachers attendance is also not found upto the mark. About 42 per cent teacher's absence in primary schools and 81 percent in upper primary schools were unreasonable. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary and upper primary schools.

## **4.2 Teachers Training**

About 35.77 percent of the sample primary school teachers have received training in Shahjahanpur. Maximum (81.88 percent) of these teachers received training on teaching learning. Other trainings were given to only 17 per cent teachers.

About 28.84 percent of the sample upper primary school teachers have received training in Shahjahanpur. Maximum (86.66 percent) teachers received training on teaching learning. Another 6 percent have been imparted computer training; other training was given to other 6 per cent teachers.

In case of upper primary schools more than 60 percent of the teachers who attended training programmes got training in BRC. This is followed by DIET where 33.33 percent teachers have received training. In case of primary schools BRC has been the venue where 84.25 percent teachers have received training followed by DIET and NPRC where 11.81 percent and 3.94 percent teachers have received training..

Most of the trainers were found to be from BRC Coordinators followed by DIET faculty and NPRC coordinators for primary and upper primary schools. Almost all teachers attending different training programmes were satisfied with the training inputs.

An analysis of training duration indicates that around 72.54 percent trainees received training of 1 to 3 days duration, 10.56 percent have 4 to 6 days training and 16.90 percent received training of 7 to 15 days duration. Thus, the training duration is also found to be short in most of the cases.

Table-4.3: **Teachers Training**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Types of Training			
	a. Teaching Learning	104 (81.88)	13 (86.66)	117 (93.16)
	b. Library	0 (0.0)	0 (0.0)	-
	c. Computer	4 (3.14)	1(6.66)	5 (5.13)
	d. Other including cluster	19 (14.96)	1 (6.67)	21(1.71)
	e. Total	127(100.00)	15 (100.00)	142 (100.00)
2	Training Venue			
	a. DIET	15 (11.81)	5 (33.33)	20 (14.08)
	b. BRC	107 (84.25)	9 (60.00)	116 (81.69)
	c. NPRC	5 (3.94)	1 (6.67)	6 (4.23)
	d. Other	0 (0.0)	0 (0.0)	0(0.00)
	e. Total	127 (100.00)	15(100.00)	142(100.00)
3	Trainers			
	a. DIET faculty	15 (11.81)	5 (33.33)	20 (14.08)
	b. BRC Coordinator	107 (84.25)	9 (60.00)	116 (81.69)
	c. NPRC Coordinator	5 (3.94)	1 (6.67)	6 (4.23)
	d. Other	0 (0.0)	0 (0.0)	0(0.00)
	e. Total	127 (100.00)	15(100.00)	142(100.00)
4	Satisfied with training inputs	127 (100.00)	15(100.00)	142 (100.00)
5	Not satisfied with training inputs	-	-	-
6	Duration of training			
	a. 1 to 3 days	94(91.26) (74.02)	9(8.74) (60.00)	103(100.00) (72.54)
	b. 4 to 6 days	10(66.66) (7.87)	5(33.34) (33.33)	15(100.00) (10.56)
	c. 7 to 15 days	23(95.83) (18.11)	1(4.17) (6.67)	24(100.00) (16.90)
	Total teachers trained	127(87.18) (100.00)	15(12.82) (100.00)	142(100.00) (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P

### Findings and Suggestions

- Only about 35 percent working teachers in lower primary schools have received training.
- About 28 percent of upper primary school teachers have received training.
- More than 72 percent trainees received training of 1 to 3 days duration.
- Training module lacks training of core subjects like Maths, English .
- Training duration should be longer and more teachers should be covered at the earliest.
- Very low percentages of working teachers are getting training on teaching subjects.

### 4.3 Enrolment and attendance

Number of enrolled students on register is recorded to be around 98 to 96 percent of the reported enrolment at primary and upper primary level as on Sept 30, 2006. However, the same is relatively higher in case of girl students. The student's attendance as per register records varied from 64 per cent in primary schools to about 57 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this.

Table 4.4: Enrollment and Presence of Student

Sl. No.	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	of present student according the register	of student present in the date of Visit	attendanceNo. of schools with low
1.	Primary School					
	m. No. of boys	10947 (51.06)	10786(100.00) (51.00)	6982(64.73) (50.84)	6587(61.07) (50.48)	12*
	n. Average no. of boys per schools	131.89	129.95	84.12	79.36	
	o. No. of Girls	10492 (48.94)	10361(100.00) (49.00)	6750(65.15) (48.16)	6461(62.36) (49.52)	
	p. Average no. of girls per schools	126.40	124.83	81.32	77.84	
	q. No. of total Students	21439 (100.00)	21147 (100.00)	13732 (100.00)	13048 (100.00)	
	r. Average no. of students per school	258.30	254.78	165.44	157.20	

Upper Primary School					
m. No. of boys	2274 (65.64)	2190(100.00) (65.47)	1267(57.85) (50.13)	1259(57.49) (50.13)	6*
n. Average no. of boys per schools	133.76	128.82	74.53	74.05	
o. No. of Girls	1190 (34.36)	1155(100.00) (34.53)	676(58.53) (49.87)	638(55.24) (49.87)	
p. Average no. of girls per schools	70.00	67.94	39.76	37.53	
q. No. of total Students	3464 (100.00)	3345(100.00) (100.00)	1943(58.09) (100.00)	1897(56.71) (100.00)	
r. Average no. of students per school	203.76	196.76	114.29	111.58	

Source: Field survey, SSA programme, District Shahjahanpur, U.P

- Less than 50 per cent.

### **Findings and Suggestion**

- There has been a difference between reported students and enrolled students.
- There has been a difference between present students as per the register and head count on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

In more than 45 percent schools students were reported to be absent for purposing agriculture activities. Absence of students for this reason was larger (46 percent) in primary school as compared to the upper primary schools (40 percent). Other major reason was cold weather, lack of teachers etc, (38 percent for primary schools and 53 percent for upper primary schools. Reasons like performing the marketing activities or visiting farms and other family engagements also caused student's absence from the school.

Table 4.5: **Reasons of Absenteeism among students**

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	30 (46.15)	6 (40.00)	36 (45.00)
2.	Local Fairs/Markets	10 (15.38)	1 (6.67)	11 (13.75)
3.	Discrimination in Facilities	-	-	-
4.	Others cold weather , lack of teachers etc.	25(38.46)	8 (53.33)	33 (41.25)
5.	Total	65 (100.00)	15 (100.00)	80(100.00)

Source :Field Survey, SSA Programme, District Shahjahanpur, UP

### **Finding and Suggestions**

About 40 percent students were found absent due to their involvement in agriculture activities. This should be discussed in length in PTAs frequently. Lack of teachers and cold season are another reasons for low attendance at schools. Teachers sanctioned should be posted and rules for taking leaves should be made strict.

#### **4.14. Efforts to Improve Students Attendance**

Efforts to improve the students' attendance were made by schools VECs and Parents teacher association (PTA). In order to improve the attendance 58 sample schools have interaction with the parents given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The efforts of PTA in this regard were made in only 35 percent of the total sample schools.

Table 4.6: **Efforts for Improving Students' Attendance**

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	i. Interactions with parents	15(62.50)	7 (50.00)	22 (57.89)
	j. Through Information Notice	5 (20.83)	5 (35.71)	10 (26.32)
	k. Other	04 (6.67)	2 (14.29)	06 (15.79)
	l. Total	24 (100.00)	14 (100.00)	38 (100.00)
2.	Efforts made by V.E.C.			
	i. Awareness in Community	7 (25.00)	1 (20.00)	8 (24.24)
	j. Meeting of VEC	20 (71.43)	4 (80.00)	24 (72.73)
	k. Others	1 (3.57)	-	1 (3.03)
	l. Total	28 (100.00)	5 (100.00)	33 (100.00)
3.	Efforts made by P.T.A.			
	k. Interaction with parents	13 (61.90)	4 (57.14)	17 (60.71)
	l. Regularly Meeting of P.T.A.	6 (28.57)	3 (42.86)	9 (32.14)
	m. Distribution of Facilities	1 (4.76)	-	1 (3.57)
	n. Others	1 (4.76)	-	1 (3.57)
	o. Total	21 (100.00)	7 (100.00)	28 (100.00)

Source: Field Survey, SSA Programme, District Shahjahanpur, UP

### **Findings and Suggestions**

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect. There should be more concerted efforts in each primary school to improve student's attendance. There should be a more efficient and regular monitoring system to check students attendance. VEC should be motivated to work on improvement of attendance.

#### **4.15. Achievement Level of Students**

Students test was conducted as per norms in each and every sample school of Shahjahanpur. The implementation of grading system is also made in each case. The grading was done in four categories i.e. A, B, C and D. In the test, which was taken in course of field visit in sample schools, the performance of about 40 percent students is found to be poor under "D" category. Only about 14 percent student's performance was under the second category i.e., "B", none of the student's achievement in category "A".

Table 4.7: **Achievement Level in Students Test**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student According norms in school	83 (100.00)	17 (100.00)	100 (100.00)
2.	Implementation of grading system in school	83 (100.00)	17 (100.00)	100 (100.00)
3.	Achievement level of student 'A'	-	-	-
	'B'	10 (12.05)	4 (23.53)	14 (14.00)
	'C'	42 (50.60)	4 (23.53)	46 (46.00)
	'D'	31 (37.45)	9 (52.94)	40 (40.00)
	Total	83 (100.00)	17 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Shahjahanpur, UP

### **Findings and Suggestions**

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 40 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

#### **4.16. Students Behavior with their Teacher**

Almost in 94 percent primary schools and upper primary schools students' behavior with their teacher is found to be good and satisfactory. In case of about 6 percent students of primary school and upper primary schools their behavior with teachers was reported to be bad.

Table 4.8: **Behaviour of Students**

Sl. No.	Behaviour Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	23 (27.71)	5(29.41)	28 (28.00)
2.	Satisfactory	55 (66.27)	11 (64.71)	66 (66.00)
3.	Bad	5 (6.02)	1 (5.88)	6 (6.00)
4	Total	83(100.00)	17(100.00)	100(100.00)

Source : Field Survey, SSA Programme, District Shahjahanpur, UP

#### **4.17. Students enrolment with Less of more Age and drop out**

Enrollment of students in primary school is not found as per age norms in case of less than 1 percent of the total enrolled students in lower primary schools and upper primary schools. The proportion of the students having less than prescribed age was higher than the students enrolled with more age than prescribed age in primary schools but it was opposite in upper primary schools.

Table 4.9 (a) : **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	95	74	16	25
2.	No. of Schools with less or more age student	6	8	2	2
3.	Average no. of enrolled student with more or less age per school	1.14	0.89	0.94	1.47

Source : Field Survey, SSA Programme, District Shahjahanpur, UP

### **Findings and Suggestions**

One percent of the total enrolled students are not found to be enrolled as per prescribed age norms in primary and upper primary schools. The respective VECs may take up required action to streamline the student's enrollment at the suitable age.

There are 23 primary and 7 upper primary schools in sample having students drop outs. This indicates more than 27 percent primary schools and about 41 percent upper primary schools having dropout students in sample. There are 10 other primary schools where drop out students of 23 schools are studying. In case of upper primary, students of 7 schools are studying in 2 other schools.

Table 4.9(b) : **Dropout and related information**

Sl. No.	Particulars	Primary School	Upper primary School
1.	No. of dropout student	286	124
2.	No. of Schools having student dropout	23	7
3.	Student dropout per schools	3.45	7.29
4.	No. of other schools where dropout student are studying	10	2
5.	No. of student studying in same class	179	37
6.	No. of schools where students studying in same class	22	9
7.	Average no. of student studying in same class per schools	2.15	2.18

Source : Field Survey, SSA Programme, District Shahjahanpur, UP

#### 4.18. **Children with Special Needs(CWSN)**

Most of the disabled children (66 percent) are boys and remaining 34 percent are girls. Majority of the disabled children are suffering from leg problems. Percentage of enrollment is around 57 percent for boys and 70 percent in girls.

Table 4.10(a): **Children with special needs (CWSN)**

Sl.No.	Particulars	Primary	UPS	Total
<b>1</b>	<b>No. of Disabled Children in Village related to school</b>			
A	Boys	138 (65.09)	31 (72.09)	169 (66.27)
B	Girls	74 (34.96)	12 (27.91)	86 (33.73)
C	Total	212 (100.00)	43 (100.00)	255 (100.00)
<b>2</b>	<b>No. of Enrolled disabled children</b>			
A	Boys	75	22	97
B	Girls	54	7	61
C	Total	129	29	158
<b>3</b>	Percentage of CWSN Boys enrolled	54.34	70.96	57.40
<b>4</b>	Percentage of CWSN Girls enrolled	72.97	58.33	70.93
<b>5</b>	<b>Types of disability in students</b>			
A	Legs	88 (68.22)	26 (89.66)	114 (72.15)
B	Hand	5 (3.88)	1(3.45)	6 (3.80)
C	Legs and Hand Both	2 (1.55)	-	2 (1.27)
D	Deaf	17 (13.18)	-	17(10.76)
E	Eye	10 (7.75)	1 (3.45)	11(6.96)
F	Mental	7(5.43)	1 (3.45)	8(5.06)
G	Others	-	-	-
H	Total Disabled Students	129 (100.00)	29 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Shahjahanpur, U.P.

Only 7.59 percent of the enrolled handicapped children were provided with the required appliances and aids. Average member of parents counseling made per school about CWSN cases is also very low. There are only 27 percent schools having ramps.

Table 4.10(b): **Provisions for Children with special needs (CSWN)**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student	-	-	-
	q. No. of student with artificial Limbs			
	r. Crutches	1	-	1
	s. Tricycles	4	-	4
	t. Wheel Chair	1	1	2
	u. Stick for Blind	-	-	-
	v. Calipers	4	-	4
	w. Hearing Aids	-	-	-
	x. Other	1	-	1
	Total	11	1	12
2.	<b>Percentage of students provided with Aides</b>	<b>8.53</b>	<b>3.45</b>	<b>7.59</b>
3.	No. of Schools with Ramps	23	4	27 (27.00)
4.	No. of Schools without Ramps	50	13	73 (73.00)
5.	No. of Parents counseled about CWSN Care	170	25	195
6.	No. of schools in which parents counseled about CWSN Care	29	7	36
7.	Average no. of Parents counseled per schools	2.05	3.57	1.95

Source: Field Survey, SSA Programme, District Shahjahanpur, U.P.

### **Findings and suggestions**

Enrollment of existing CWSN is low (61 percent) in the district. The availability of appliances as and aids is only among 7.59 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools. Moreover, number of the parents counseling meetings per schools for this has also been found insufficient. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

### **4.9 Free Text Book Distribution**

The free text book distribution is found in all the sample primary and upper primary schools. But one to two per cent students have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There are around 1.2 per cent schools where a book distribution was delayed; in rest of the schools it has been timely. The delay in book distribution has been on account all subject books not reaching in time in case of primary school.

Table 4.11: **Free text book Distribution**

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	g. Boys	10844	2234	13078 (53.16)
	h. Girls	10333	1190	11523 (46.84)
	i. Total	21177	3424	24601(100.00)
2.	No. of Schools in which book distribution delayed	1 (1.20)	0 (0.0)	1 (1.00)
3.	No. of Schools in which book distribution have been done timely	82 (98.80)	17 (100.00)	99 (99.00)
4.	Total no of schools in which book distributed	83 (100.00)	17 (100.00)	100 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	-	-	-
	b. Less availability of books	1 (50.00)	-	1 (100.00)
	c. Others ( Late Admissions )		-	-
	Total	1 (100.00)	-	1 (100.00)

Source: Field Survey, SSA Programme, District Shahjahanpur, U.P.

### **Findings and suggestions**

Around 1.2 per cent schools did not distribute books in time. Main reason was all subject books not reaching in time in case of primary school. Proper coordination between SPO, DPO and school is required

## CHAPTER V

### MID-DAY MEAL PROGRAMME

#### 5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in case of 78 schools of total 83 sample primary schools. In three schools the facility is not operative despite availability of funds, infrastructure and utensils, due to the internal dispute between Gram Pradhan and VEC members. The display of menu on walls is found in 80 per cent schools but the supply of food according to the menu is found only in 73.41 per cent schools. The availability of green vegetable in food is found only in about 44 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in 81 per cent schools for not providing food according to the menu. Remaining 18 per cent have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 183. But the average number of students on the day of visit is found to be only 147. There are total 427 students (about 5 student per school) who bring lunch from their home.

Table-5.1 (A): Details about Mid Day Meal in Schools

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	67(80.72)
2	No. of Schools in which menu have not written on wall	16(19.28)
3	No. of Schools in which food supplied to the students according to menu	61(73.49)
4	No. of Schools in which food have not supplied to the students according to menu	22(26.51)
5	No. of schools in which green vegetables available in food	36 (43.37)
6	No. of schools in which green vegetables are not available in food	47(56.63)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	18 (81.81)
	b. Lack of utensils	-
	c. Others	4 (18.18)
8	No. of students bring lunch from home	427
9	Per school Average No. of students bring lunch from home	5.14
10	No. of beneficiaries before one day from visit	13409
11	Average No. of beneficiaries before one day from visit per school	183.68*
12	No. of students taken food on the day of visit	
	a. According to register	12590
	b. Average According to register	161.41**
	c. Head counts	11529
	d. Average Head counts	147.80**

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

\*Average drawn from 73 schools, because MDM was not given in ten(10) Primary Schools

\*\*Average drawn from 78 schools, because MDM was not given in three (5 ) Primary Schools

The availability of food according to menu is found only in 73 per cent schools on the day of the visit. There are more than 78 per cent of the student found satisfied with the quality of food getting under MDM scheme. At the same time 81 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quantity in 26 per cent cases, 31 per cent found poor quality, 26 per cent attributed it to irregular MDM and 15 percent to meals not as per menu mostly complaining that roti are not supplied only rice was given. In almost all the schools the students bring utensils from home for taking the food. Female cooks are found in about 71 per cent schools followed by male cook 28 percent then comes 6 percent from pradhan's home where the food is cooked by family members (This food is always low in quantity and quality). The food quality supplied by NGO is the worst and it is irregular and no time schedule is followed.

Table-5.1 (B): **Mid day meal on the day of team visit**

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	61 (73.49)
2	No. of schools in which food have not been given according to menu	22 (26.51)
3	No. of schools in which students are happy with the quality of food	65 (78.31)
4	No. of schools in which students are not happy with the quality of food	18 (21.69)
5	No of schools in which students are happy with the quantity of food	68 (81.92)
6	No of schools in which students are not happy with the quantity of food	15(18.08)
7	Reasons for the students are not happy with the Mid Day Meal	
	i. Food have not been cooked according to menu	9
	j. Lack of quality	18
	k. Lack of Quantity	15
	l. Others ( meal not made daily , or brought daily)	15
8	No of Schools in which students bring the utensils from the home	79 (95.18)
9	No. of male cooks in the schools	19(28.36)
10	No. of female cooks in the schools	48 (71.64)
11.	Food supplied by NGO	6(7.23)
12.	Food supplied by Contractor	-
13.	Food cooked by SHG	-
14.	Food supplied from Pradhan's Home	5(6.02)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

Considering the social categories more than 85 per cent cooks are belonging to OBC groups, 4 per cent SC and remaining 10 per cent to the other classes. Regular payment to cooks is found in about 56 per cent schools. The average amount of monthly payment to cooks turns out to be Rs.600.

Table 5.2: **Status of Cooks under MDM**

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks	
	g. Schedule Caste	3(4.47)
	h. OBC	57 (85.07)
	i. Others	7 (10.45)
2	No of School in which cooks have been paid regularly	38 (56.71)
3	No. of schools in which cooks have not been paid regularly	29(43.29)
4	Average amount for cooks have been paid per month	600

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### **Findings and Suggestions**

The availability of food under MDM programme has been a problem; around 12 percent schools had not supplied MDM before the day of the visit. 3 -4 schools are habitual in not giving MDM without any reason. The availability as per menu has also been a problem in 26 per cent schools. The payment of cooks has not been timely in more than 43.29 per cent schools. Proper monitoring by BRC/NPRC staff should ensure proper compliance or else report the matter to higher authorities.

## **5.2 Infrastructure of MDM Programme**

There are about 39 per cent sample schools without the kitchen facility. In remaining schools, in more than 51 per cent schools the food is cooked in open ground, in rest of the schools the cooking is done outside the school. The storage of food items is found at Pradhan's residence in 72 per cent schools and within the school in 4.76 per cent schools. The food items are also stored at PDA shops in 8.33 per cent schools.

Only 91 per cent schools have proper register for MDM. There is only 82 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 89 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in only 45.45 per cent schools. But fuelwood is used in about 50 per cent schools.

Table 5.3: **Infrastructure for MDM**

Sl. No.	Particulars	Numbers
1	No of school with kitchen	37(44.57)
2	No of school without kitchen	46 (55.42)
3	Venue for cooking in which schools kitchen have not been constructed	
	g. Open ground	32 (69.56)
	h. Cooked form outside	11 (23.91)
	i. others	-
4	No. of schools with availability of safe drinking water	79 (95.18)
5	No. of schools without availability of safe drinking water	4 (4.82)
6	Place for food item storage	
	i. In school	17 (20.48)
	j. At Pradhan's residence	54 (65.06)
	k. At PDA shop	5 (6.02)
	l. others	6 (7.23)
7	No. of schools with proper register for MDM	75 (90.36)
8	No. of schools without proper register for MDM	8(9.64)
9	No of schools with required utensils in kitchen	70 (84.34)
10	No of schools without required utensils in kitchen	13(15.66)
11	Source of Funds used in utensils purchasing	
	g. SSA	70 (92.11)
	h. Community Fund	1 (1.31)
	i. Others	5(6.58)
12	Fuel used in cooking *	
	i. LPG	37(51.38)
	j. Kerosene Oil	-
	k. Fuel Wood	35 (48.62)
	l. Other	-

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

\* Fuel for food cooked from outside in 11 schools like NGO, Pradhan's home could not be taken into account.

### 5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in 81 percent of the sample schools. But the regular inspection of MDM programme is found only in 64 per cent schools. The most of the inspections are made by school teachers.

Table 5.4: **Awareness and food inspection**

Sl. No.	Particulars	Numbers/Schools
1.	Students made aware about:	
	i. Students must wash their hands before and after taken food	68 (67.95)
	j. Take & eat food in organized way	65 (64.10)
	k. Keep the water for utensil cleaning	50 (64.10)
	l. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	40 (50.18)
2.	No of schools in which MDM inspected regularly	56 (64.10)
3.	Inspection authority	
	i. Community/Parents	2(2.00)
	j. VECs	16 (12.00)
	k. School teachers	23 (46.00)
	l. Others i.e NPRC, BRC, ABSA etc.	15 (40.00)
4.	Duration/Frequency of Inspection	
	g. Daily	25 (46.00)
	h. Often	25(40.00)
	i. Sometime	6 (14.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### 5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in the 19 per cent schools. In all the cases where this is found available, 78.94 percent is provided by the ANM, and 21.06 percent is provided by SSA cadre. The schools where micro-nutrition supplements are made available, these were provided once in a month in 78.94 per cent cases. In rest of the 21 per cent schools it was provided twice in a month.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1.	No. of Schools in which micro nutrition supplement provided to the student	19 (19.00)
2.	No. of Schools in which micro nutrition supplement have not been provided to the student	81 (81.00)
3.	Micro-nutrition supplement provided by:	
	e. ANM	15 (78.94)
	f. Others	4 (21.06)
4.	Duration/Frequency of Micro-nutrition supplement as provided	
	e. Once in a month	15 (78.94)
	f. Twice in a month	4 (21.06)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

## 5.5 Parents and VEC Participation in MDM

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in more than 50 per cent school with respect to daily supervision. But in terms of cooperation it is reported to be satisfactory only in about 19 per cent schools. In more than 80 per cent school it is found to be bad. So is the case in 48.19 per cent schools in terms of daily supervision.

Table 5.6: **Participation of Parents/VECs in MDM**

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1.	Very Good	1 (1.20)	-
2.	Good	10 (12.05)	5 (06.41)
3.	Satisfactory	32 (38.55)	5 (12.82)
4.	Bad	40 (48.19)	73 (80.77)
	Total Schools	83 (100.00)	83 (100.00)

### **Findings and Suggestions**

- More than 55 per cent schools are still without kitchen.
- Even schools where kitchen is there, food is cooked outside in majority of the schools.
- Place of food items storage is Pradhan's house in more than 65% cases
- More than 15 per cent schools do not have required utensils.
- Despite awareness of cleanliness, it is not followed by the students during MDM.
- Only about 64 per cent schools are inspected regularly for MDM.
- Only 19 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

## CHAPTER VI

### VECs, GRANTS AND T.L.M.

#### 6.1 VEC Members

There are 490 VEC members in 100 sample schools of district Shahjahanpur. Thus, each sample school has around 5 VEC members. Most of the schools do not have parent's representation in VEC. More than 35 per cent of the VEC members are females.

Table 6.1: **Gender wise VEC members**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	146 (35.52)	28 (35.44)	174 (35.51)
2.	Male	265 (64.48)	51 (64.56)	316 (64.49)
	Total	411 (100.00)	79 (100.00)	490 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

The caste-wise composition shows 23.87 per cent SC, 40.20 per cent OBC and around 35.92 per cent general + muslim category members in VECs of the district.

Table 6.2 : **Social categories wise VEC Members**

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	98 (23.84)	19 (24.05)	117 (23.87)
2.	OBC	165 (40.15)	32 (40.51)	197 (40.20)
3.	General + Muslim	148 (36.01)	28 (35.44)	176 (35.92)
	Total	411 (100.00)	79 (100.00)	490 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### **Findings and Suggestions**

Average number of VEC members is found to be low due to under representation of parents. The female and caste-wise composition of VEC is as per norms. The parent's representation in VECs should be emphasized.

## 6.2 VEC Meetings

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held only in 81 per cent schools. The frequency of meetings was also recorded to be low. Two to three meetings on an average were held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., are presented in Table 6.3.

Table 6.3 **Details about VEC meeting**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	e. Yes	68 (81.92)	14 (82.35)	82 (82.00)
	f. No.	15 (18.09)	3 (17.65)	18 (18.00)
	Total number of meeting only in last 6 months	317	46	363
2.	Average No. of Meeting only in last 6 months	3.81	2.70	3.63
3.	Agenda of Meeting (Multiple Response)			
	k. Maintenance of School building	68	14	82
	l. Regularly Implement of MDM according to norms	20	-	20
	m. Scholarship for students	68	14	82
	n. Enrollment & attendance of student	65	14	79
	o. Facilities for student	66	14	80
	No. of Total Schools	68	14	82

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

The meetings were attended by more than 79 per cent VEC members. The representation of female and SC members in meetings was recorded to be more than 36 per cent and 17 per cent respectively.

Table 6.4 : **Sex and Caste wise VEC members attending the meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	109(33.03)	20(33.90)	129 (36.22)
2.	Male	221 (66.97)	39 (66.10)	260 (63.88)
	Caste distribution among male			
	e. SC	37 (16.74)	7(17.94)	44 (16.92)
	f. Other	184 (83.26)	32 (82.06)	216 (83.07)
	Total Member (Male + Female)	330 (100.00)	59 (100.00)	389 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### **Findings and Suggestions**

VEC meetings were attended by more than 79 per cent members with adequate female and SC member's representation.

### 6.3 VEC Training

The training for VEC members was organized only in 88 per cent primary and 63 per cent upper primary schools. More than 80 per cent of VEC members have been trained. The VEC members of schools where training was imparted indicated their opinion about the quality of training. In 1 per cent schools, members regarded training as best. According to 30 per cent to 35 per cent school members training has been good. It was rated as satisfactory by 64 per cent to 66 percent school members. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: Details about VEC training

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	No. of Schools organized training of VEC members	67 (80.72)	10 (58.82)
2.	No. of trained members Average no per schools	317 3.82	46 2.70
3.	Reaction of trained members in school regarding training		
	i. Best	1(1.45)	-
	j. Good	22(31.88)	4(35.71)
	k. Satisfactory	44(66.67)	5(64.29)
	l. Bad	-	1(1.45)
	Total Schools organized training	67(100.00)	10(100.00)

Note : All VEC members are trained by BRC/NPRC

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

#### Findings and Suggestions

About 80 per cent of the primary schools and 58.82 percent upper primary schools have organized training for VEC members. About 77 per cent of the VEC members have been trained. The training should be organized in each school and should be imparted to each VEC member.

### 6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in around 9 to 5 per cent schools, the role of VEC members has been best for improving the school conditions relating to atmosphere, enrolment, teachers presence and students attendance. More than 39 per cent of the teachers in sample schools found their role as good. Among 50 per cent schools, VEC role was regarded as satisfactory. But in around 8 to 10 per cent schools their role was found to be bad.

Table 6.6: **Role of VEC for improving the conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of teacher	Presence of Student	Total
1.	Primary School					
	a. Best	3	6	19	2	30(9.03)
	b. Good	46	42	30	12	130(39.16)
	c. Satisfied	24	29	31	60	144(43.37)
	d. Bad	10	05	3	9	27(8.13)
	Total	83	83	83	83	332(100.00)
2.	Upper P. School					
	a. Best	01	01	01	1	4(5.88)
	b. Good	5	4	3	3	15(22.06)
	c. Satisfied	10	10	11	11	42(61.76)
	d. Bad	1	2	2	2	7(10.29)
	Total	17	17	17	17	68(100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### **Findings and Suggestions**

VECs' role in improving overall school conditions were found to be the best by only 5-9 per cent teachers. Their satisfactory role was reported by 50 per cent teachers. More than 8 - 10 per cent teachers regarded their role as bad in this respect. The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.

## **6.5 Grants for Primary Schools**

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated 46 per cent to 100 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to para-teachers are utilized only to the level of 92 per cent. This is found to be deliberate and amounts to delayed payment of honorarium despite timely receipt of the grant.

Table 6.7: **Head wise Grants for primary schools. 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	398900 (100.00) 4806	342480 (85.85) 4126
2.	School development Average per School	217823 (100.00) 2624	195779 (89.87) 2358
3.	Honorarium for Para teacher Average per School	1402788 (100.00) 16901	1296257 (92.40) 15617
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	3962000 (100.00) 47734	1832000 (46.23) 22072
6.	Construction of Toilet Average per School	-	-

Table 6.7 (contd....)

Sl. No.	Head of Aid	Received (Rs)	Expenditure (Rs)
7.	Construction of Boundary Average per School	15000 (100.00) 180	15000 (100.00) 180
8.	TLM Average per School	106500 (100.00) 1283	85400 (80.18) 1028
9.	Ramps Construction Average per School	199700 (100.00) 2406	145625 (72.92) 1754
10.	NPEGEL Average per School	-	-
11.	Harmonium for Acharya Average per School	25219 (100.00) 303	13250(52.54) 159.64
12.	Others Average per School	633069 (100.00) 7627	575769 (90.94) 6936

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

In case of upper primary schools also utilization of received grants has been 36 per cent to 100 per cent.

Table 6.8 : **Head wise Grants for upper primary schools, 2006-07**

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	101500 (100.00) 5970	88000 (86.70) 5176
2.	School development Average per School	52000 (100.00) 3058	42500 (81.73) 2500
3.	Honorarium for Para teacher Average per School	-	-
4.	Construction of Building Average per School	-	-
5.	Construction of Rooms Average per School	665000 (100.00) 39117	245000(36.48) 14411
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	40000(100.00) 2352	0(0.0) 0
8.	TLM Average per School	16000 (100.00) 941	8000 (50.00) 470
9.	Ramps Construction Average per School	13000 (100.00) 764	6500 (50.00) 382
10.	NPEGEL Average per School	200000(100) 11764	200000(100.00) 11764
11.	Harmonium for Acharya Average per School	5625 (100.00) 330	5625 (100.00) 330
12.	Others Average per School	-	-

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

**Findings and Recommendations**

- There is delayed payment of honorarium to para-teachers in many cases.
- Money has been withdrawn from account in some cases but construction work has not been started.
- For different types of constructions, unutilized grants are found.
- Thorough monitoring of construction work and fund utilization is needed to achieve expected results.

## **6.6 Availability of Construction Records with VEC**

The survey results indicated only 36 per cent primary and 47 per cent upper primary schools village committees having construction work manual. Only about 63 per cent and 58 per cent VECs have proper up keeping of funds records at primary and upper primary levels. More than 63 per cent VECs have no school construction related account.

Table 6.9 : **Availability of Construction related records with VEC**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	Construction work manual with village education committee	52 (62.65)	9 (52.94)
2.	Construction related manual not with VEC's	31 (47.35)	8 (57.06)
3.	No. of VEC with proper up keep of Fund's records	53 (63.85)	10 (58.82)
4.	No. of VEC without proper up keep of funds records	30 (26.15)	7 (41.18)
5.	No. of VEC having accounts of school related construction work/items	30 (36.14)	8 (47.06)
6.	No. of VECs not having accounts	53 (63.86)	9 (52.94)
	No. of total schools	83 (100.00)	17 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

**Findings and Suggestions**

Most of the VEC's did not have school construction related records. This is one of the main reason of fund misuse and slow progress of construction work in schools.

## **6.7 Teaching Learning Materials (TLM)**

There are about 65 per cent primary schools and about 62 per cent upper primary schools received TLM amount in the district. Training of teachers regarding use of TLM was

imparted in 68 per cent primary schools and 29.41 percent upper primary schools. The display of TLM was found in 61 per cent of the sample schools. The use of TLM by the students was also found in 58 per cent schools having the display of TLM.

Table 6.10: **Details about teaching learning material**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	No. of teachers/SM received TLM amount Average	189 2.27	21 1.23	210 2.10
2.	No. of schools where Training of teachers regarding use of TLM	57 (68.67)	5 (29.41)	62 (62.00)
3.	Display of TLM in class rooms	50 (60.24)	11 (64.70)	61 (61.00)
4.	Use of TLM by student	48 (57.83)	10 (58.82)	58 (58.00)
	No. of Total school	83 (100.00)	17 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

The use of TLM always by teachers for teaching to students has not been observed in more than 19 per cent of the total sample schools. In about 42 per cent schools, TLM was often used by the teachers. But in 39 per cent school teachers never used the TLM to teach students in primary and upper primary schools.

Table 6.11: **Use of TLM by teachers**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Always	15 (18.07)	4 (23.53)	19 (19.00)
2.	Often	35 (42.17)	7 (41.18)	42 (42.00)
3.	Never	33 (39.76)	6 (35.29)	39 (39.00)
	Total	83 (100.00)	17 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

## CHAPTER VII

### CIVIL WORK

#### 7.1 Construction of School Buildings

Only 1 primary school has received money for the construction of school and in that the work has been completed.

Table 7.1: **Construction of School buildings**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of schools building under construction	1 (1.28)	-	1 (1.00)
2.	Progress of construction	Completed	-	-
	i. Foundation level	-	-	-
	j. Up from doors level	-	-	-
	k. Completing roof	-	-	-
	l. Final Finishing	-	-	-
	Total no. of schools	83 (100.00)	17 (100.00)	100 (100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

In more than 22 per cent sample primary schools and 11 percent upper primary schools the construction of extra room is found in progress during the course of survey. The construction of extra rooms is in final stages is seen in more than 42 per cent primary schools and 100 percent in upper primary schools

Table 7.2: **Construction of Extra rooms**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No of School under extra room construction	19 (22.89)	2(11.76)
2.	No of school one room constructed + kitchen	19	2
3.	No of school two room constructed	-	-
4.	Progress of Extra rooms construction		
	i. Foundation level	8 (42.10)	-
	j. Up from doors level	2 (10.52)	-
	k. Completing roof	1(5.26)	-
	l. Others (completed)	8(42.10)	2(100.00)
5.	In charge of construction work	(no. 19)	(no. 2)
	e. Head Master	18 (94.73)	2(100.00)
	f. Teacher	1(5.27)	-

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

## 7.2 Construction of Hand Pump and Toilets

In 11 per cent sample schools the installation work of hand pump is seen to be in progress. About 40 per cent of installations are recorded to be under SSA scheme and the rest are being installed through other schemes. There are 2 more proposed hand pumps to be installed in the schools of the sample area. There are 2 toilets under construction in schools and are proposed in 2 schools.

Table 7.3: **Under Construction and proposed Hand pumps and Toilets**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No of school under installation of Hand pumps for drinking water	10 (12.05)	1 (5.88)	11 (11.00)
2.	Scheme of Hand pumps Installation			
	g. Swajaldhara	-	-	-
	h. SSA	4(40.00)	1 (100.00)	5(5.00)
	i. Others	6 (60.00)	-	6 (6.00)
3.	No. of schools with proposed hand pumps	2 (2.40)	-	2 (2.00)
4.	No. of schools with under construction of toilets	2 (2.40)	-	2 (2.00)
5.	Schemes for toilets			
	g. TSS	-	-	-
	h. SSA	2 (50.00)	-	-
	i. Others	2 (50.00)	-	-
6.	Proposed no. of toilets in schools	2	-	2 (2.00)

## 7.3 Technical Supervision of Construction Work

There are 8 JEs found engaged in the supervision of different kinds of construction work in the sample schools. Out of total supervisors 87.50 per cent were working at the block level, and 12 per cent at the district level.

Table 7.4: **Status of technical supervisor**

Sl. No.	Particulars	Primary and Upper Primary Schools
1.	No. of J.Es Supervising the civil work	8 (100.00)
2.	JEs supervising at different level	
	g. Block level	7(87.50)
	h. Tahsil level	-
	i. District level	1 (12.50)
	Total	8 (100.00)

There were around 100 per cent of the total school sites of construction work where on the spot inspection was made. In more than 58 per cent sites only one time inspection was

made. The inspections were made at all stages of the construction. The investigators have found more than 78 per cent of the construction as satisfactory in primary schools. But 22 per cent have reported unsatisfactory construction work. In such cases they have found slow work as the main reason. In fact in these cases the money has been withdrawn but work has not started.

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	19 (100.00)	2 (100.00)	28 (100.00)
2.	No of times inspections was done before survey	45	9	54
	g. One time	20 (58.33)	4 (58.33)	24
	h. Two time	15 (20.83)	3 (20.83)	18
	i. Three and more time	10 (20.83)	2 (20.83)	12
3.	Level of Inspection	45	9	54
	i. At the Foundation level	20	3	23
	j. Up to doors level	10	2	12
	k. Linter level	7	2	9
	l. Other	8	2	10
4.	Views of investigators regarding construction work	19	2	21
	g. Good	7	2	9
	h. Satisfactory	8	-	8
	i. Unsatisfactory	4	-	4
5.	Comments of investigator in condition of unsatisfactory construction work	4		2
	g. Low quality of building material	- 4		- 4
	h. Slow construction work	(100.00)		(100.00)
	i. Lack of appropriate use of material	-		-

**Findings and Suggestions**

The satisfactory work in all categories of the construction has been reported in 78 per cent cases. But in remaining 22 per cent schools the progress is nil but the money has been withdrawn. In view of this, the supervision of civil work construction is suggested to be made more frequently and proper maintenance of construction manual should be emphasized. It should be made mandatory to update the Account books of construction activities.

## CHAPTER VIII

### OTHER PROGRAMMES AND BRC/NPRC INPUT

#### 8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

One KGBV were sanctioned in the district of Shahjanpur, and has been made functional since 2006-07 in a rented building. Rs 33.97 lakhs has been received by the KGBV. The construction has not started till date.

##### 8.1.1 Teachers and Other Staff

The details presented in the Table-8.1 indicate that Warden cum teacher, three full time teachers, three part time teachers, one accountant, one peon, one cook and one chaukidar and one supervisor have been sanctioned for Kasturba Gandhi Balika Vidyalaya. All appointments against the corresponding sanctioned number of posts found in position respectively.

Table-8.1: Teachers and other staff

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	c. Full Time	3
		d. Part Time	3
3	Accountant	1	1
4	Assistant	-	-
5	Peon	1	1
6	Chaukidar	-	-
7	Cook	1	1
8	Others	-	-

Source Field Survey, SSA programme, District Shahjahanpur, U.P.

##### 8.1.3 Social Category of Students:

As per data presented in the Table-8.2, 50 girls have been enrolled in the KGBV, out of these, 17 (34 per cent) students belongs to SC category, 20 (40 per cent) belongs to OBC, 10(20 per cent) belong to minorities and 3 (6 percent) students belong to other/general category.

Table-8.2: Social Category of Students

Sl. No.	Social Category	Number of Students
1	Schedule caste	17 (34.00)
2	Schedule tribe	-
3	OBC	20 (40.00)
4	Minorities	10 (20.00)
5	Other (below the poverty line)	3 (6.00)
6	Total	50(100)

Source Field Survey, SSA programme, District Shahjahanpur, U.P.

### 8.1.3 Infrastructure

The KGBV in the district is functioning in a rented building. The existing furniture is required to be changed as it is not sufficient to meet the class room and hostel requirements. The security system for teachers and girls living in hostel is also not available in the school.

## 8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 122 NPEGEL of the district. As per survey conducted in 7 NPEGEL centres of the district, a grant of the Rs.600000 was received for 7 NPEGEL during the financial year 2006-07. One of the 7 NPEGEL has electricity supply. Three centers of the sample are having Centre for Children Education (CCE). Out of total 2 have received grant for TLM, Library, Games and Training. There are total 536 girls found enrolled in these NPEGEL. The free books have been supplied in 2 NPEGEL centres. All the 7 NPEGEL centers are located in the buildings of the Upper Primary Schools.

Table 8.2: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/ Percentage
1.	No. of Model cluster school Surveyed	7 (100.00)
2.	No. of Model cluster schools received amount in financial year (2006-07)	3(42.86)
3.	Total Amount received Amount Average per school	600000/- 85714/-
4.	No. of model cluster school where civil work completed	4
4.	No of model cluster school under civil work	3
	g. Extra Room	2
	h. Drinking Water	1
	i. Toilet	1
5.	No of school with electrified	1(14.29)
6.	No. of school with CCE	9
7.	No of School teacher trained with Gender sensitization	3
8.	No. of school receiving amount for TLM, Library, Game, skill training	2 (28.57)
9.	Total no. of Girls enrolled Average per school	536 76
10.	No of schools provided free text book to enrolled girls	2(28.57)

### 8.10 **Academic Input of BRC/NPRC Coordinators:**

The visit of BRC coordinators for academic input is recorded in total 69 percent of the primary schools. The average number of visits is found to be 1 in one month. NPRC coordinators visits have been in more than 79 per cent schools. An average number of 2 visits per primary schools by NPRC coordinators were recorded.

Table 8.5: **Details of Academic input provided by coordinator**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Visits of BRC coordinator for Academic input	58	9	67
	No. of Times (Average) per month	(69.87)	(52.94)	(67.00)
2.	Visits of NPRC coordinator for Academic input	66	10	76
	No. of Times (Average) per month	(79.51)	(58.82)	(76.00)
	Total Schools	2	2	2
		83	17	100
		(100.00)	(100.00)	(100.00)

Source: Field survey, SSA programme, District Shahjahanpur, U.P.

### 8.11 **District Information System for Education (DISE):**

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

### 8.12 **Investigators View about the Schools:**

As per investigators view 35 per cent primary schools were having good or very good security system, 46 percent good or very good hygiene, 54 percent good or very good cleanliness and discipline. Around 50 percent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. Security was found to be bad in 24 per cent primary schools.

The condition of upper primary schools was better than primary schools in every aspect.

Table 8.6: **Views of Investigators Regarding Schools**

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	5(6.02)	26(31.33)	32(38.55)	20(24.10)	83(100.0)
	b. Hygiene	4(4.82)	35(42.17)	36(43.37)	8(9.64)	83(100.0)
	c. Cleanliness	5(6.02)	40(48.19)	26(31.33)	12(14.45)	83(100.0)
	d. Discipline in Students	3(3.61)	46(55.42)	26(31.33)	8(9.64)	83(100.0)
2.	Upper Primary Schools					
	a. Security	2(11.76)	6(35.29)	8 (47.05)	1(5.88)	17(100.00)
	b. Hygiene	0(0.0)	10(58.82)	7(41.17)	0(0.0)	17(100.00)
	c. Cleanliness	2(11.76)	6(35.29)	9(52.94)	0(0.0)	17(100.00)
	d. Discipline in Students	5(29.41)	6(35.29)	6(35.29)	0(0.0)	17(100.00)

#### **Findings and Suggestions**

- ◆ BRC Coordinators visits were found in 67 per cent schools for providing academic input.
- ◆ NPRC coordinators visits were made in 76 per cent schools.
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
- ◆ Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

## CHAPTER IX

### Executive Summary

#### 1. General Facilities

1. Sanctioned primary and upper primary schools for the year 2006-07 have been opened
2. Only 32 Appointments of shiksha mitra at primary school level were made.
3. No Appointments were made at upper primary level.
4. Most of the primary schools (89 per cent) were established long back in the district but the construction of only 55 per cent was done within last ten years.
5. The maximum of more than 32 per cent of the sample primary school have average 3 rooms and 47 per cent upper primary schools have on an average 5 rooms. But more than 42 per cent primary schools use two rooms and 88 per cent upper primary schools 3 rooms for classroom teaching.

#### 2. Infrastructure Facilities

1. Only about 66 per cent schools have play ground.
2. 73 per cent schools have sports items.
3. Less than 32 per cent schools are with boundary walls.
4. Only about in 56 per cent schools the available sports items are used for students.
5. More than 87 per cent schools have mats and furniture.
6. About 98 per cent schools have classroom blackboards.
7. More than 6 per cent upper primary schools are without Verandah.
8. Only 10 per cent schools have more than one Verandah.

#### 3. Drinking water Facilities

1. The availability of drinking water facility is around 95 percent schools.
2. The convergence of drinking water facility with Swajaldhara has been about 9 per cent.
3. More than 24 per cent funding of drinking water facility is done through SSA.

#### **4. Toilet Facilities**

1. Toilet facilities are available only for 83 per cent boys and 86 per cent girls at primary level.
2. At upper primary level 94.12 per cent boys and 88 per cent girls are having toilet facilities.
3. In more than 20 per cent of primary and upper primary schools, toilet facilities are present, but are not used owing to lack of proper up-keeping. This calls for maintenance of toilets and training programmes for making students habitual for using these.
4. For providing the facility the TSS convergence should be utilized, as it is very low at present.

#### **5. School Environment and condition of school buildings**

1. Overall school environment is found to be good but provision of health facilities in school is very poor and not attended properly.
2. More than 17 per cent upper primary school building and about 24 per cent lower primary school buildings are in bad shape.
3. In most of the cases (80 per cent) each there are cracks in roof and plasters. This may cause accidents. The repair work should be taken up as soon as possible.

#### **6. Teachers**

1. There is a difference between number of sanctioned teachers and in position teacher in primary schools and upper primary schools.
2. Teacher's attendance is also not found up to the mark.
3. About 42 per cent teacher's absence in primary schools and 81 percent in upper primary schools were unreasonable. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary and upper primary schools.
4. Only about 35 percent working teachers in lower primary schools have received training.
5. About 28 percent of upper primary school teachers have received training.
6. More than 72 percent trainees received training of 1 to 3 days duration.
7. Training module lacks training of core subjects like Math's, English.
8. Training duration should be longer and more teachers should be covered at the earliest.
9. Very low percentages of working teachers are getting training on teaching subjects.

## **7. Students**

1. There has been a difference between reported students and enrolled students.
2. There has been a difference between present students as per the register and head count on the day of the visit.
3. Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members
4. Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of VEC was very poor in the respect. There should be more concerted efforts in each primary school to improve student's attendance. There should be a more efficient and regular monitoring system to check students attendance. VEC should be motivated to work on improvement of attendance.
5. The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. But the performance of 40 percent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

## **8. CWSN**

1. Enrollment of existing CWSN is low (61 percent) in the district.
2. The availability of appliances as and aids is only among 7.59 percent enrolled students. Whatever is made available can not be utilized properly in the absence of required ramps in the schools.
3. Number of the parents counseling meetings per schools for this has also been found insufficient.
4. It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

## **9. Text Books**

1. Around 1.2 per cent schools did not distribute books in time.
2. Main reason was all subject books not reaching in time in case of primary school.
3. Proper coordination between SPO, DPO and school is required

## 10. MDM

1. The availability of food under MDM programme has been a problem; around 12 percent schools had not supplied MDM before the day of the visit.
2. Three four schools in the sample are habitual in not giving MDM without any reason.
3. The availability as per menu has also been a problem in 26 per cent schools.
4. The payment of cooks has not been timely in more than 43.29 per cent schools.
5. More than 55 per cent schools are still without kitchen.
6. Even schools where kitchen is there, food is cooked outside in majority of the schools.
7. Place of food items storage is Pradhan's house in more than 65% cases
8. More than 15 per cent schools do not have required utensils.
9. Despite awareness of cleanliness, it is not followed by the students during MDM.
10. Only about 64 per cent schools are inspected regularly for MDM.
11. Only 19 per cent schools are provided with micro-nutrition supplement.
12. Participation of parents and VEC in MDM is not satisfactory in most of the schools.

## 11. VEC

1. Average number of VEC members is found to be low due to under representation of parents.
2. The female and caste-wise composition of VEC is as per norms.
3. The parent's representation in VECs is very low.
4. VEC meetings were attended by more than 79 per cent members with adequate female and SC member's representation.
5. About 80 per cent of the primary schools and 58.82 percent upper primary schools have organized training for VEC members.
6. About 77 per cent of the VEC members have been trained.
7. VECs' role in improving overall school conditions were found to be the best by only 5-9 per cent teachers.
8. Their satisfactory role was reported by 50 per cent teachers.
9. More than 8 - 10 per cent teachers regarded their role as bad in this respect.
10. The role of VECs' should be deemed more important for improving school conditions.

**12. Grants and civil works**

1. There is delayed payment of honorarium to para-teachers in many cases.
2. Money has been withdrawn from account in some cases but construction work has not been started.
3. For different types of constructions, unutilized grants are found.
4. Thorough monitoring of construction work and fund utilization is needed to achieve expected results.
5. Most of the VEC's did not have school construction related records.
6. This is one of the main reason of fund misuse and slow progress of construction work in schools.
7. The satisfactory work in all categories of the construction has been reported in 78 per cent cases.
8. But in remaining 22 per cent schools the progress is nil but the money has been withdrawn.

**13. BRC/NPRC Inputs and investigators feedback**

1. BRC Coordinators visits were found in 67 per cent schools for providing academic input.
2. NPRC coordinators visits were made in 76 per cent schools.
3. The filled in data capture formats have been sent to the district office.
4. General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
5. Boundary walls should be constructed in the primary schools at the earliest, to provide better security of students. This will also improve the efficiency of teachers as they will have more time to concentrate on other aspects of schooling.

**14. General feedback of Teachers.**

- 1. They should be removed from the involvement of Construction work.**
- 2. Scholarships given to students should be based on at least 75% attendance and should be distributed at the end of session to ensure proper attendance.**
- 3. Utensils for eating should either be provided at school or kept aside as the children make lots of noise with them and the time is wasted.**
- 4. Some alternate methods for MDM should be found out as in the present system, the main stress comes on eating and students try to leave after consuming MDM.**