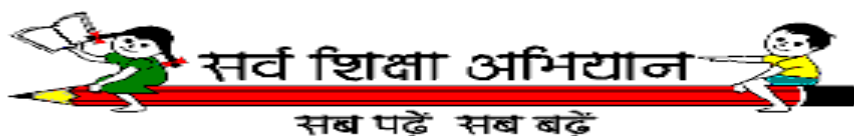


**MONITORING REPORT OF  
National Institute of Administrative  
Research (NIAR), Mussorie  
ON SSA FOR  
UTTARANCHAL STATE  
FOR THE PERIOD  
1<sup>ST</sup> APRIL 2006 TO 30<sup>TH</sup> SEPTEMBER 2006**

**DISTRICTS COVERED**

Haridwar  
Uttarkashi  
Pauri



### **Executive Summary**

Monitoring and Supervision is an integral part of any programme and should be treated as a means to improve the quality and performance of the programme in a holistic manner. It must be transparent and dynamic. It is also true that quality performance is inter linked with proper Monitoring and Supervision. National Institute of Administrative Research, LBSNAA, Mussoorie has been assisting Ministry of Human Resource Development, Govt. of India and functioning as the monitoring institution for the Sarva Shiksha Abhiyan in the state of Uttranchal over the last few years.

As per M.H.R.D. guidelines, the monitoring activity is to be carried out in four phases. Three districts of Haridwar, Uttarkashi, and Pauri were selected to carry out the monitoring activities in the first phase. A total of 92 schools/education guarantee scheme centers (59 primary schools, 15 upper primary schools, 18 Education Guarantee Scheme Centers) spreading across 10 development blocks in the above mentioned three districts were covered for the monitoring activities. In this report, our first hand experience of the situation in these areas has been documented. The same has been further analyzed in the context of the status of S.S.A report prepared by NIAR last year, the report of the plan appraisal team from the Technical Support group, and the secondary data obtained from SSA Uttranchal.

#### **1. Findings of the last year monitoring in the state**

During the visits for the academic session of 2005-06, the following points were observed and had emerged during the process of monitoring activities

*Text Books*---It was noticed that generally there was delay in distribution of textbooks. It was also found in Kirtinagar block of Tehri that books were not reached to those NPRCs, which were located in relatively remote areas.

*Mid-Day Meal*--It was noticed during the monitoring visits that mid day meal was regularly cooked and distributed to the students properly. However, the additional nutritional support was not provided regularly to the student in proper manner. It was observed that community organizations like VEC, SMC generally showed reluctance in participation in the mid day meal scheme

*Civil Works*--It came forth during interaction that the new sanctioned schools had not become functional and sanctioned civil works for the year 2005-06 had not even started because of the dissolution of the gram panchayats and dissolution of VEC.

*Functioning of VECs*--It was also suggested by NIAR that since the problem of dissolution of gram panchayats is likely to surface at regular interval of 5 year, therefore some mechanism needs to be evolved to take care of the financial and administrative issues of schools.

It was observed that Village Education Committees were meeting regularly, although the participation of some members was not satisfactory and they participate only to fill the quorum. The participation of SC members and women was found adequate as per the norms. Some VECs had purchased furniture for seating arrangements of the students.

*Enrolment*--It was mentioned by the community that apart from physically disabled children all the children of 6-14 years age group were enrolled in the school. It was also noticed that parents tend to enroll their sons in private schools and daughters in government primary school if their economic status is transcending from lower to middle class. A teacher of private school had indicated that most of the students studying in the private schools were from relatively well of section of society and the proportion of girls among the students was less than 40 percent.

*Teachers*--Teachers had mentioned that although the PTR was satisfactory, but keeping in view the number of subjects to be taught, the number of teachers needs to be increased.

Teacher attendance was found satisfactory in the schools visited for monitoring activities. The rapport of the teachers with the students was also good.

## **2. The PAB approvals and the current position of SSA in the state**

According to the minutes of the meeting of Project Approval Board held on 8.3.2006 to consider AWP&B for 2006-07 of the State of Uttaranchal for SSA and NPEGELThe project Approval Board emphasized on the following issues for implementation by the State Government : -

1. The state should look at various data source and improve the data quality.
2. The policy for up gradation of EGS centers is to be reviewed.
3. Remedial teaching for the identified children in a time bound manner.
4. The state will submit their observations on the IMRB studies separately so that the mater could be taken up with IMRB.
5. The method of preparation of District Plan and their integration with the State Plan needs to be streamlined.
6. The State must put in systems for accountability of BRC & CRC Coordinators and personnel.

Following interventions have been approved for the year 2006-07 by the PAB with total outlay of Rs. 244.33 crore for fresh proposals and 36 lakhs as spillover totaling to Rs. 244.69 crore.

223 primary schools including up gradation of 84 EGS Centers and 253 upper primary schools were sanctioned. The State has confirmed that with these approvals they are in a position to cover all eligible habitations as per the norms of the State Government.

223 new buildings for new primary schools and 253 buildings for new upper primary schools were sanctioned with the financial outlay of Rs. 8.43 crore and Rs. 15.18 crore respectively.

Reconstruction of 358 primary school buildings and 92 upper primary buildings was sanctioned. The financial outlay was Rs.13.53 crore and Rs. 5.52 crore respectively.

1125 additional classrooms for primary schools and 516 additional classrooms were sanctioned with the financial outlay of Rs.15.96 crore and Rs. 6.96 crore respectively.

Various interventions have been drawn to enroll the 32062 children who were still out of school. The cost of these interventions was Rs 18.91 crore.

58500 children enrolled in government elementary education institutions were approved for providing remedial teaching at a cost of 4 Rs.38 Crore

446 teachers were approved to be appointed in the 223 new primary schools, and 759 teachers were approved to be appointed in 253 new primary schools.

For the 3326 Teachers recruited in the previous years, an expenditure of Rs. 46.32 crore was approved towards their salary.

20 days in-service training was approved for 24419 primary teachers and 18186 upper primary teachers. The training module will include the 10 days in service training on hard spots and the rest of the 10 days training will focus on sensitization, evaluation and school environment. 15 days training for 3757 Shiksha Mitras was approved.

Teaching learning equipments were sanctioned for all the newly sanctioned primary and upper primary schools and also for 71 upper primary schools that were not covered under the Operation Black Board scheme. Total funding of Rs.1.84 crore was approved for this objective.

### **3. Secondary information regarding the status of SSA in the state**

The state has claimed that they have opened all the sanctioned primary and upper primary schools for the current year. The secondary data provided by the state also indicates that all the sanctioned teachers to be appointed in the newly opened schools have been appointed.

The secondary information regarding utilization of budget has shown that 45 percent of the total sanctioned budget has been utilized during the first half of the current financial year. As far as different heads of expenditure are concerned, in civil works 60 percent of the approved budget is utilized and about *26 percent of the total physical targets have been achieved* during the same period. 78 percent of the approved budget is utilized for teaching learning equipment but *only 6 percent of the physical targets have been achieved*. 96 percent of the budget has been utilized for school grants and maintenance grants but *only 31 percent of the physical targets have been achieved* in each category. In the case of in service training of teachers 93 percent of the approved budget is utilized but *only 21 percent of the physical targets have been achieved*. It is therefore presumed that expenditure has been shown as booked under various heads though the work on the projects on ground may not have been started.

The scenario is not encouraging on the front of civil works like construction of school building, additional classroom, drinking water, toilets, BRC/CRC, and boundary walls, etc. Out of the 253 school buildings targeted for construction in the current financial year *not even a single building has been completed yet*. Only *11 additional classrooms have been constructed out of the targeted 516*. Construction is yet to taken place for 69 BRC/CRC building out of the targeted 126, the work is under progress for the remaining 57 buildings. *Only 35 boundary walls have been constructed* out of the sanctioned 790.

Free text books have been distributed to all the girl students, and to the boys belonging to SC and ST community from the SSA funds. The remaining boys have been provided free text books from the state government funds. Although state has not indicated any delay in distribution of free text books, *it was found during the field visits*

*that free text books have not reached in any of the sampled school with in the stipulated time.*

School grants have been disbursed to all the eligible schools sanctioned by the PAB as per the information provided.

As per the available data provided by the state project office, out of the targeted 24419 primary school teachers to receive in service training, only 3396 have received the in service training, where as out of the targeted 18186 upper primary teachers 1330 have received the in service training. That accounts for only *14 percent of the targeted primary teachers for in-service training and 7 percent of the upper primary teachers have received the in-service training. District Champawat has performed very well in this regard as 100 percent of the targeted teachers have received the in service training.*

Teaching learning material grants have been released for all the eligible 26713 teachers posted in primary schools and 17604 teachers posted in upper primary schools. It was also mentioned by teachers posted in sampled schools that they had received teaching learning material grants well in time.

A total of 1590 Education Guarantee scheme centers and 187 AIE centers are functioning in the state. 64 percent of the targeted children have been enrolled in these centers during the time span of 2002-06. Champawat district has performed the best in this regard, in the district 96 percent of the targeted children have been enrolled in the EGS/ AIE centers during the period of 2002-06. In district Haridwar and Rudraprayag 93 percent of the targeted children have been enrolled in various EGS/ AIE centers. District Almora is the worst performer in the state in this regard where only 4 percent of the total targeted children have been enrolled.

92 percent of the children with special needs have been enrolled during the current academic year. District Pithoragarh and Rudraprayag has done remarkably well in enrolling the children with special needs with almost 99 percent of the identified children are being enrolled in the government elementary education institutions. District Chamoli has not done very well in this regard as only 81 percent of the targeted children have been enrolled.

82 percent of these enrolled children have been provided with various aids and appliances. 3 districts namely Pauri, Chamoli, and Rudraprayag are still without any resource teacher. 25 NGOs each are associated with the CWSN in each district. District Haridwar has shown the best results with 90% of the enrolled children being provided aids and appliances followed by Pithoragarh at 87.7% and Udham Singh Nagar at 87.2%. On the other hand District Almora has the poorest record with only 57% of the children being provided aids and appliances.

13 Kasturaba Gandhi Balika Vidyalayas are functioning in the state. The construction has not been completed for a single KGBV. 2 KGBVs are functioning in district Almora, whereas KGBV is yet to be sanctioned for district Rudraprayag.

The EMIS have been set up in all thirteen districts of the state. The requisite number of computer and other facilities are also in place. It was also mentioned by the teachers during monitoring visits that they have received the formats for filling information regarding DISE.

The available information shows that no research and evaluation activities have been assigned to the districts and DIETs are performing their own researches.

7283 Village Education Committees and 14145 School Management Committees are functioning in the state. 14566 and 70725 women are member of these committees respectively. *23 percent members of VEC and 36 percent members of SMC have been given orientation trainings through CRC.*

95 Block Resource Centers and 1007 Cluster Resource Centers have been sanctioned for the state as a whole and total number of staff sanctioned for the district office is 156 in the state.

#### **4. Field observations**

The overall quality of construction was found to be good in general. Area of construction of civil works is a difficult one in the hill districts, since land is scarce

Free text books were given to all the children enrolled in government schools. However, it was observed that generally there was a delay in distribution of text books to the students. In all the sampled schools, free text books have not reached to the students with in one month of the commencement of the academic session. In primary school Deria khal books of English and Hindi were not given to the students of class IV till the month of September. **It was also noticed that some teachers .have not distributed the new text books as yet since the students tend to tear up the books quite often.They have there fore distributed the old text books among the students now.**

School grant of Rs. 2000 each was released to all the sampled schools. The school grant in most of the schools had been utilized for whitewash and minor repair while this grant is for the replacement of non functional school equipment. Some schools have purchased mats etc. as the means for seating arrangements for the students.

All the teachers in the sampled schools have received the in-service training. The training module was focused on hard spots in language and mathematics. 70 percent of the teachers have indicated that the training was very effective. 60 percent have suggested that the duration for some topics of mathematics may be increased. Teachers in Bhatwari block of Uttarkashi have mentioned that the seating arrangements during the in-service training need to be improved.

All the teachers in the sampled schools have received their teaching learning material grants. However, it was noticed in some of the schools of Dugadda block of

Pauri that no teaching learning material was displayed in the classes. The situation is more or less the same for Haridwar district as well. However teaching learning material was displayed in all the sampled schools in Uttarkashi district. Some teachers have mentioned that they purchase pencils, erasers, note books, etc. for the students since some of the students enrolled in government schools belong to very poor families.

Education Guarantee Scheme centers were found functioning quite well. The mid day meal was given to all the students enrolled in these centers, except the centers visited in district Haridwar where mid day meal was not given to the students in the month of May as per the verbal directions by the authorities. The education volunteers teaching in these centers are receiving Rs. 1000 as honorarium from the SSA. Some madarasas which were provided the status of EGS centers in district Haridwar are serving a very crucial role in educating the muslim girls students. Since the muslim parents are very reluctant towards educating their girl child in government schools. The students enrolled in these centers are studying the government text books. The EVs were regular in their attendance and their rapport among the students and community was good.

*The Kasturba Gandhi Balika Vidyalaya in all the three districts was functioning on arrangement basis since the building for any of the KGBV had not been constructed. Although the land was reported identified for the construction of KGBV building but the construction was yet to start at the time of visits. Facilities like bedding, food, daily consumable amenities, etc. were found available for the enrolled girl students in the KGBV as per the norms. However the students had mentioned that the quality of rooms in which they were staying was not all that good.*

The formats for capturing data for DISE were available to all the sampled schools in district Haridwar and Uttarkashi during the previous academic year. The BRC coordinators have stated that they have received the filled formats by October and the information provided by the State Project Office shows that they have received the compiled data from District Project Offices by November that is the stipulated time. 75 percent of the teachers have mentioned that they had received training for filling up the data during the previous academic session. Data capturing formats were available to 90

percent of the schools in district Pauri by the month of September during the current academic session and teachers have also mentioned that they have received the training for filling up the data from the CRC coordinators.

The village education committees were found functioning in the hill districts of Pauri and Uttarkashi. *In primary school Ganeshpur of Bhatwari block of Uttarkashi district was severely damaged by the earthquake, the building was completely destroyed by the earthquake, the VEC has helped in the construction of the tin shed building in which the school was functioning by the time of visit.* VEC has also helped in the construction of the new building for the school for which construction was under progress. The VECs were meeting regularly and also imparting help in various issues related to the schooling in their area such as Shram dan in the civil works, providing seating arrangements for the students, etc. However the functioning of VECs was not found satisfactory in about 50 percent of the schools visited in Haridwar district. In some schools such Upper primary school Manglaure not even a single meeting of VEC was held for the last one year.

*Mid day meal scheme has been implemented in the state. It was noticed that mid day meal was not served to the students in Haridwar district in the month of May When inquired the BRC coordinators have mentioned that verbal directions were given from the district project office for not distributing mid day meal in the month of May.* In Pauri and Uttarkashi district the menu for mid day meal was not followed. The students were regularly served Dal-bhat or Khichdi as mid day meal. Students were served fruits at alternative days as the nutritional support; the teachers have indicated in this regard that it was not feasible for them to distribute fruits daily with the allotted one rupee per student. The means of storage of food grains and storing potable water were also not up to the mark.

The comprehensive and continuous evaluation system has not been followed in the Pauri district, although instructions have been issued in this regard from the State Project Office. The BRC coordinators had mentioned that they have not received the formats for the CCE.

Remedial teaching is another area of concern as it was observed during the interaction with teachers that they have not identified the particular areas for remedial teaching to the students. The education volunteer, whose services were hired for remedial teaching were found teaching class I and II instead of taking tutorial classes of students of class III, IV, and V.

## **5. Summary**

**Text books** – The problem regarding free text books was highlighted by us in our report last year. However, it is worth mentioning that the problem of delayed distribution of free text books to the students is still prevailing. Although the state has claimed that there was no delay in distribution of text books but generally a delay in distribution of free text books was found in the sampled schools. As per the information available under headwise utilization of budget for the first half of current financial year only 53.50 percent of the sanctioned amount for free text books has been utilized and only 33.37 percent physical targets (pertaining to distribution of free text books) have been achieved.

**Civil works** - It was found in the last year monitoring that the new sanctioned schools had not become functional and sanctioned civil works had not started by the time of visits. The PAB has sanctioned 223 primary schools and 253 upper primary schools for the current year. The information as provided by the state is not very encouraging in this regard as the construction for none of the targeted 253 schools buildings have been completed, the situation is similar for almost all the sanctioned civil works. The state had committed to construct 6 BRCs (spill over work of 2005-06) within a time period of six months, however, the same is yet to be completed.

**Mid Day Meal** – Mid day meal was found regularly distributed to the students during the last year monitoring. Mid day meal had been distributed to the students in the district of Pauri and Uttarkashi. However, in Haridwar district mid day meal was not served to the students during the month of May.

**Functioning of VEC** – The meetings of VECs were held on regular basis, it was observed during the during the field visits. The information provided by the state project office has shown that the participation of SC members and women is adequate as per the norms. The participation of SC members and women was found as per the norms in the field visits also.

**Enrollment** – It came forth during the last year monitoring that all the children were enrolled in the schools in the sampled village, except some children with special needs. The PAB has drawn special interventions for enrolling 32062 children who are still out of the schools as per the state estimates. 91 percent of the children with special needs have been enrolled during the current academic year.

**Teacher** – Teachers had indicated towards the lack of teachers according to the number of subjects to be taught. The PAB has not approved any additional teachers. However, 446 teachers for 223 new primary schools and 759 teachers for 253 new upper primary schools were sanctioned to be appointed. The information provided by the state project office shown that all the newly sanctioned teachers had been recruited and posted in the schools. During the field visits the teachers were found in position.

### **Introduction: Background of SSA in Uttaranchal**

**T**he National Institute of Administrative Research, Lal Bahadur Shastri National Academy of Administration, has been entrusted the task of monitoring the implementation of SSA in Uttaranchal. The proper mission of evaluation is not to eliminate the fallibility of authority or to bolster its credibility. Rather its mission is to facilitate a democratic, pluralistic process by enlightening all the participants.

As per the assigned task approximately 5 percent of the schools under Government elementary education institutions (Primary/ Upper Primary/ AIE/ EGS) are to be covered under field visits. Roughly 25 percent of the task is to be carried out every six months. In order to carry out the field visits for the first six months (April 2006 – September 2006) three districts namely Haridwar, Pauri, Uttarkashi have been selected for primary data collection.

#### **Status of SSA in the state**

According to the minutes of the meeting of Project Approval Board held on 8.3.2006 to consider AWP&B for 2006-07 of the State of Uttaranchal for SSA and NPEGEL there are 23155 total habitations in the state and out of the total habitations 22,246 habitations have primary school facility. Of the remaining 909 habitations without primary schools, 223 are eligible for primary schools as per the norms of the State Govt. for which provisions have been made in the year 2006-07. The remaining habitations are covered either by Education Guarantee Scheme Centers or AIE interventions. There is one upper primary school for every 2.64 primary school and thus the ration of upper primary schools to primary schools is 1:2.64. In the state 99.75 percent of the total SC children are enrolled in the schools followed by 99.56 percent of the ST children . The girl's enrolment is 99.61 percent . The total enrolment of children is 99.7 percent. The drop out rate has reduced from 15 percent to less than 2 percent. The achievement level

of students has increased by 16 percent from the base line of 2002. The Parent Teacher Ratio has come down from 1:43 to 1:30. The transition rate from Primary School to Upper Primary School is 98.2 percent. The State has developed GIS system for schools and habitations for better programme management. The monitoring structures have been equipped with Information Technology facilities till Block Resource Center level.

## **Proposals**

For the year 2006-07 the State proposed opening of 223 primary schools (including up gradation of 84 EGS centers), and 253 upper primary schools. The state has also proposed for construction of 1641 additional classrooms, IED interventions for 12049 children and remedial teaching for 58500 children. As per the State's assessment there are 32062 out of school children (5612 never enrolled and 26450 drop outs.) The State proposed to cover all the children who are out of school by different interventions during 2006-07. The State also proposed for recruitment of 2874 new teachers and training for 47736 teachers. The outlay sought was 291.89 crore Rs.. The State Government budget allocation for 2006-07 is 62.50 crore Rs..

## **Approvals**

The PAB approved the following interventions for Uttaranchal 2006-07: -

### **(i) New school**

223 primary schools were sanctioned which included up gradation of 84 EGS Centers. 253 upper primary schools were sanctioned. The State has confirmed that with these approvals they have covered all eligible habitations as per the norms of the State Government. No additional schools would be required in the coming years as per the existing norms.

### **(ii) Civil Works**

The details of approved civil works in the PAB meeting for the state of Uttaranchal are given in the table 1.1. A perusal of table 1.1 clearly reveals that 223 buildings for new primary schools are sanctioned for construction in the year of 2006-07. The financial

outlay for this head is 8.43 crore Rs. For new upper primary schools 253 buildings are sanctioned to be constructed in the current financial year and the financial outlay is 15.18 crore Rs. for the construction of these new upper primary schools buildings. As far as reconstruction of primary school buildings is concerned 358 school buildings are approved for reconstruction with the financial assistance of 13.53 crore Rs. is sanctioned for this purpose. 92 upper primary school buildings are proposed and approved for reconstruction and the financial outlay is 5.52 crore Rs. for the reconstruction of these buildings. It is thus clear that total 476 buildings for primary and upper primary schools are to be constructed in the current financial year.

**Table – 2.1**  
**Details of approved civil works in the AWP&B**

<b>Activity</b>	<b>Spillover</b>	<b>Fresh</b>	<b>Total</b>	<b>Financial Outlay (Rs. In Crores)</b>
New schools (Primary)	Nil	223	223	8.43
New schools (Upper Primary)	Nil	253	253	15.18
Reconstruction (Primary)	Nil	358	358	13.53
Reconstruction (Upper Primary)	Nil	92	92	5.52
Additional Classrooms (Primary)	Nil	1125	1125	15.18
Additional Classrooms (Upper Primary)	Nil	516	516	6.96
Construction of boundary walls	Nil	2973	2973	11.89
Construction of Separation wall	Nil	790	790	3.95
Construction of BRC	6	Nil	6	0.36
CRC	Nil	120	120	2.40
Electrification	Nil	623	623	1.24
Child friendly (for new schools)	Nil	476	476	0.95
			<b>Total</b>	<b>85.61 Crores</b>

Source – minutes of the PAB meeting held on 08.03.2006

As far as additional classrooms are concerned 1125 classrooms are approved to be constructed in the primary schools and 15.18 crore Rs. are sanctioned in this respect. In the upper primary schools the amount for constructing additional classrooms is 6.96 crore and a total of 516 classrooms are to be constructed. 2973 boundary walls and 790 separation walls are approved to be constructed in the primary and upper primary schools in the state with the budget of 11.89 crore Rs. and 3.95 crore Rs. respectively.

The spill over in the approved civil works for the current year is only in the construction of Block Resource Center as there is no fresh approval and the budget is 0.36 crore Rs. for their construction. As far as construction of Cluster Resource centers is concerned 120 buildings for CRC are approved for construction during the current financial year. 623 school buildings are targeted to be electrified with the financial assistance of 1.24 crore Rs.

With these sanctions the State has reached the saturation point in respect of new schools, additional classrooms, re-construction of schools, Block Resource Centers and Cluster Resource Centers. There would be no further requirement of civil works on account of this.

**(iii) Out of school children**

As the state has figure out that total 32062 children are still out of school in the state and therefore to cover these 32062 out of school children and to continue existing interventions in respect of habitations not eligible for PS as per norms of the state, some special strategies have been adopted, the details of these strategies are given in the table 1.2. A perusal of table suggests that the state has targeted 931 children who have never been enrolled in the existing schooling system for mainstreaming. The Education Guarantee scheme center (primary) will cater the educational needs of 1996 children who have never been enrolled in the schooling system and 37465 children who are studying in various EGS centers. Hence the EGS centers (primary) are supposed to take care of educational needs of almost forty thousand children in the state.

**Table – 2.2**  
**Details of strategies adopted for out of school children**

<b>Strategies</b>	<b>Never Enrolled Children</b>	<b>Drop Out</b>	<b>Continuing Children</b>	<b>Total</b>
Mainstreaming	931	0	0	931
EGS (PS)	1996	0	37465	39461
EGS (UPS)	0	0	6499	6499
AIE (PS)	0	0	8326	8326
AIE (UPS)	0	0	1034	1034
NRBC	835	13637	0	14472
RBC	278	12813	0	13091
Back to School Camps/ Madarsa	1572	0	3915	5487
<b>Total</b>	<b>5612</b>	<b>26450</b>	<b>57239</b>	<b>89301</b>

Source – minutes of the PAB meeting held on 08.03.2006

As the figures given in table 1.2 reveals that it is not possible that enrolled or drop out children could be covered under the EGS upper primary, however, they will continue with 6499 children who will continue their education with these centers. Under the alternative and innovative education scheme 9360 children are targeted to be covered. In nutshell the state has suggested various measures to enroll the drop out children and to those children who will continue their education in the centers functioning under Education Guarantee Scheme and AIE. The cost of these interventions is 18.91 crore Rs.

**(iv) Remedial Teaching**

58500 children enrolled in government elementary education institutions were approved for providing remedial teaching at a cost of 4.38 Crore Rs.

**(v) New Teachers**

For the 223 new primary schools that are sanctioned to be open in the state 2 teachers per school are approved to be appointed and ,therefore, 446 primary teachers were approved to be appointed in the newly open primary schools. For the 253 upper primary schools which are sanctioned to be opened in the current financial year 3 teachers per schools were approved to be recruited and hence 759 upper primary teachers were approved to be appointed in the newly open upper primary schools. In all,

sanctions were accorded for 1205 teachers at a cost of 17.57 crore Rs. No additional teachers were sanctioned as the Pupil Teacher Ratio is satisfactory.

For the 3326 Teachers recruited in the previous years, an expenditure of 46.32 crore Rs. was approved towards their salary.

**(vi) Teacher Training**

The total number of teachers to be trained (including Shiksha Mitras) is 46362 at a cost of 6.36 crore Rs. in the state as a whole.

**I. Primary teachers**

A total of 24419 primary teachers will be given 20 days training in service during 2006-07. The training module will include the 10 days in service training on hard spots and the rest of the 10 days training will focus on sensitization, evaluation and school environment.

**II. Upper Primary teachers**

A total of 18186 upper primary teachers will be given 20 days training as above during 2006-07. The training module will include the 10 days in service training on hard spots and the rest of the 10 days training will focus on sensitization, evaluation and school environment.

**III. Shiksha Mitras**

15 days training for 3757 Shiksha Mitras was approved.

**(vii) Teaching Learning Equipments**

Teaching – learning equipment was sanctioned for all the sanctioned new schools in the state that is 223 new primary schools and 253 new upper primary schools. Teaching – learning equipment was also sanctioned for 71 upper primary schools that were not covered under the operation black board scheme. Total funding of 1.84 crore Rs. was approved for this objective.

**(viii) School Grants**

School improvement grants were sanctioned to 11927 primary schools and 4403 upper primary schools at a cost of 3.26 crore Rs.

**(ix) Maintenance Grants**

Maintenance grants were sanctioned to 10426 primary schools and 3463 upper primary schools at a cost of 6.94 crore Rs.

**(x) TLM**

TLM grant was sanctioned to 26713 primary teachers and 18204 upper primary teachers at a cost of 2.24 crore Rs.

**(xi) Free Text- Book**

Free text-books were approved for 5,91,464 students of primary school and 2,95,181 students studying in upper primary school at a cost of 13.30 crore Rs.

**(xii) IED**

Under IED the State proposes to hold district level workshops, capacity building and bridge courses, assessment camps in each staff, educational tours, and district resource group meetings, 3 days training for one teacher from each primary and upper primary school and intensive training for 2 teachers from each CD Block and aids and appliances for children. The total number of children to be covered is 12049 at a cost of 1.44 crore Rs.

**(xiii) Innovative Activities**

(a) **CAL** : In all 249 upper primary schools have been covered under CAL and the State's proposals to cover another 150 upper primary schools in the current year is approved at a cost of 1.95 crore Rs.

(b) **ECCE** : No new ECCE Centre was approved. Sanction was accorded for continuing 2572 existing ECCE Centres at a cost of 1.81 crore Rs.

(c) **Girl's education** : District-wise activities which included sewing, painting, food preservation, bal malas, book binding , preparation of soft toys, self

defense, mountaineering, Para gliding, was approved for an amount of 1.42 crore Rs.

(d) **SC/ST** : Activities like holding summer camps; vocational activities special session for remedial teaching and profiling of each SC/ST minority child was approved at a cost of 1.10 crore Rs.

**(xiv) VEC :**

Training of 59570 VEC members at a cost of 0.35 crore Rs. was approved.

**(xv) REM :**

Printing of DIES format, house-hold survey, analysis and dissemination, capacity building and Research on impact of teacher training, research on impact of school grading system and action research were approved at a cost of 1.48 crore Rs.

**(xvi) NPEGEL**

NPEGEL activities were approved for 398 clusters in 42 blocks at a cost of 3.50 crore RS.

**(xvii) SIEMAT**

The state has acquired the land for SIEMAT and the construction has been started. The process for selection of faculty is also in progress. An amount of 0.50 crore Rs. was sanctioned during 2005-06 and the remaining amount of 2.50 crore Rs. is sanctioned for 2006-07. **Thus, the total admissible amount of 3 crores Rs. has been made available.**

**(xviii) KGBV**

The number of KGBV Centres sanctioned in the State is 13 and all of them are functioning.

**(xix) Special Focus Districts**

There are 2 special focus districts, viz., Bageshwar (SC district) and Hardwar (minority district). The total outlay for the district of Bageshwar is 8.98 crores Rs. and for Hardwar is 5.21 crores Rs. The details of the approved interventions annexed.

## **PAB Observation**

The project Approval Board emphasized on the following issues for implementation by the State Government : -

- (i) In view of the data discrepancies in the out of school and drop out children the State should re-look at various data sources and improve the data quality.
- (ii) Out of the existing 1562 EGS centers only 84 are being upgraded during 06-07. Therefore, a review of the policy of up gradation of the EGS by the State may be undertaken.
- (iii) Children eligible for remedial teaching identified through School Gradation tool should be given remedial teaching in a time bound schedule.
- (iv) The state will submit their observations on the IMRB studies separately so that the matter could be taken up with IMRB.
- (v) The method of preparation of District Plan and their integration with the State Plan needs to be streamlined.
- (vi) The State must put in systems for accountability of BRC & CRC Coordinators and personnel.

## **Commitments**

The State Government gave the following commitments to improve the implementation of SSA at the time of the PAB meeting : -

- (i) All out of school children will be covered during the year 2006-07. Special focus will be on girls retention and enrolment.
- (ii) Greater focus will be given to drop out children. The data on the drop out children will be rechecked and the State will conduct preparatory camps, bridge camps and remedial camps to ensure that there should remain no dropouts during the year 2006-07.
- (iii) As per the IMRB study the State has 1,16,680 out of school children while the assessment of the State is only 32,062. A detailed household survey

should be conducted by the State for a more informed picture. Independent agencies will conduct this survey in urban areas and districts. The data will be cross checked with community members. Two sample surveys by independent agencies will also be conducted during 2006-07.

- (iv) There will be no single teacher schools. The State will review the position regarding 584 single teacher primary schools and 38 single teacher upper primary schools as reported and will take action to rectify the situation.
- (v) The State will take comprehensive steps to check teacher absenteeism and define outcomes of teacher training.
- (vi) Construction of 6 BRCs (spill over work of 05-06) will be completed in 6 months time.
- (vii) Quarterly pupil evaluation outcomes to be measured and reported in NCERT monitoring tools by July – 2006.
- (viii) Comprehensive Continued Evaluation (CCE) will be implemented statewide during the year 2006-07. Intimation on this universal implementation will be sent to DEEL early. In addition State will set up a system of independent testing of student outcomes at periodic intervals.
- (ix) The student outcomes as reported in DISE (exam results of class V & VIII levels) will be improved by 10% in 2006-07.

### **Budgetary approvals /allocation and Expenditure Pattern**

A perusal of table 1.3 revealed that around 45 percent of the total sanctioned budget is utilized during the first half of the current financial year. As far as different heads of expenditure are concerned in civil works 60 percent of the approved budget is utilized and about 26 percent of the total physical targets have been achieved during the same period. A perusal of table suggests that although 78 percent of the approved budget is utilized for teaching learning equipment but only 6 percent of the physical targets have been achieved. The similar is the case with school grants and maintenance grants where almost 96 percent of the budget is shown as utilized for each category but only 31 percent of the physical targets have been achieved in each category. In the case of in service training of teachers 93 percent of the approved budget is utilized but only 21 percent of

the physical targets have been achieved. The scenario is similar in almost all the heads shown in the table, and it is therefore presumed that expenditure has been shown as booked under various heads though the work on the projects on ground may not have been started.

**Table: 2.3**  
**Head-wise Utilization of Budget 2006-07 (up to 30 September, 2006)**  
**(Rs. in Thousands)**

Sl. No.	Major Head	Approved by GOI		Utilized Budget	Percentage utilization	Achieved physical Target	Percentage target achieved
		Total AWP&B 2006-07					
		Fin.	Phy.				
1	Civil Works	856153.00	7555	512146.90	59.82	1987	26.30
2	Teaching Learning Equipment	18430.00	547	14320.00	77.70	31	5.67
3	School Grant	32660.00	16330	31584.00	96.71	4910	30.07
4	Maintenance Grant	69445.00	13889	67120.00	96.65	4389	31.60
5	Teachers' Grant	22458.00	44917	17268.00	76.89	13594	30.26
6	EGS	41143.35	45960	12879.97	31.31	9976	21.71
7	AIE	189222.60	100910	19452.39	10.28	1186	1.18
8	Free Text Books	132996.75	886645	71150.11	53.50	295834	33.37
9.	IED	14458.80	12049	3264.75	22.58	1470	12.20
10.	Innovative Activities	62846.80	52	17681.62	28.13	352	67.69
11.	Salary of teachers sanctioned in past years	463264.00	3326	191869.85	41.42	1973	59.32
12	Salary Grant (teachers sanctioned in the present year)	175758.00	1205	18397.00	10.47	78	6.47
13.	Teachers' training	63591.85	88967	59206.65	93.10	19252	21.64
14.	Strengthening of VEC	3574.20	59570	2788.24	78.01	6823	11.45
14	BRC Administrative	22537.50	413	11638.72	51.64	202	48.91
15	CRC Administrative	97841.80	3616	40054.83	40.94	1543	42.67
16	Research/Monitoring /Evaluation /MIS	14853.90	16314	4209.03	28.34	2251	13.80
17	Management Cost	68610.18	741	15628.27	22.78	17	2.29
18	District Grand Total	2349846.22	-	1110660.32	47.27	-	-
19	SPO Total	72121.70	-	9650.00	13.38	-	-
20	SIEMAT	25000.00	-	-	-	-	-
21	NPEGEL	35082.80	-	9132.00	26.03	-	-
	Grand Total Including SPO	2482050.72	-	1129442.32	45.50	-	-

*Source: figures provided by State Project Office, Uttaranchal Sabhi Ke Liye Shiksha Parishad, Dehradun.*

Looking at the expenditure figures of different heads, given in table 1 it is evident that around 97 percent of the sanctioned budget for school and maintenance grant has been utilized during the period of 1 April to 30 September 2006. However it is also clear that large part of sanctioned budget of EGS, AIE , research and evaluation remained

unutilized. The SPO needs to examine this issue more intensively. It is important to mention that given the geographic and demographic structure of the State of Uttaranchal, the remote areas, has spars and scattered habitations, rarely having population base enough to open regular elementary schools. In these habitations, EGS and AIE may prove to be the best solution for the means of elementary education.

The distribution of textbooks is another area of concern as almost half of the sanctioned budget remained to be utilized. During field visits the teachers have mentioned that if textbooks are distributed in time, it will help in improving achievement level of students. The other area of concern is placement of teachers as only 10 percent of the sanctioned budget is utilized. Many schools in the state are single teacher schools. This has direct implication to quality. Therefore, this issue of lesser utilization of teachers' salary grant needs to be looked closely. Expenditure on innovative activities has also been much less than the sanctioned amount as only 28 percent of the budget is utilized, this area is also important to accomplish the objective of universal enrollment and improvement in quality.

The major areas of concern therefore are teachers training, teaching learning equipments, recruitment of new teachers, Research- monitoring – and evaluation, distribution of free text books, and the strengthening of village education committees. The authorities' needs to look in these matters seriously as these are the core issues as far as SSA, enrolment, and quality of education in the schools is concerned.

However, the situation is satisfactory as far as BRC, CRC, and VEC related heads are concerned, 78 percent of the approved budget for strengthening the VEC, 52 percent of the approved budget of BRC administrative and 41 percent of the CRC administrative is utilized.

If a comparison of the current year's expenditure pattern is drawn with the previous year's performance it is quite clear that the same trend is being followed in the expenditure of EGS and AIE heads as during the financial year of 2005-06 more than 50 percent of the sanctioned budget remained unutilized, and same is the story in the

financial year of 2006-07 as well, as only 31 percent of the sanctioned budget of EGS and 10 percent of AIE has been utilized. In the research and monitoring head in comparison to the 75 percent expenditure during the last year the situation is rather grim with the utilization of only 28 percent of the approved budget during the first six months of the current financial year. As far as the appointment of teachers is concerned the scenario is not encouraging if compare to what has been done in the last year. During the previous financial year 76 percent of the approved budget for the salary grant of newly posted teachers was utilized and this year only 10 percent of the approved budget for the salary grant of newly posted teachers is utilized. In the other heads of expenditure such as civil works, Teaching learning equipment, school grants, etc. more and less same trend is followed in the expenditure pattern.

### **Previous monitoring activities in the state**

National Institute of Administrative Research, Mussorie have monitored the SSA activities during the previous academic session as well. Three districts namely Haridwar, Dehradun, and Tehri Garhwal have been visited for monitoring activities. A total of 7 government elementary schools and one private school was visited in Tehri and Dehradun districts and an interaction session with various stakeholders for discussing various issues related to elementary education was organized in the District Institute for Education and Training, Roorkee, in Haridwar district. Following observations were made from the monitoring activities.

#### **1. Distribution of free text books :**

Timely distribution of textbooks is a pre-requisite to ensure quality education. It was noticed that generally there was delay in distribution of textbooks. For example, the NPRC Coordinators at BRC Kirtinagar have indicated that the text books for upper primary classes reached to the NPRC headquarters by mid August, 2005, whereas as per the academic calander the textbooks ought to be distributed by the first half of July, 2005. It was also observed that out of the 8 NPRCs, only 5 NPRCs have received the textbooks for further distribution and text books were yet to reached the remaining 3 NPRCs where access was relatively on the tuff side.

## **2. Mid-day Meal:**

It was noticed during the monitoring visits that mid day meal was regularly cooked and distributed to the students properly. However, the additional nutritional support being provided like distribution of biscuits and sattu was not provided to the student in proper manner. It was observed the community organizations like VEC, SMC generally shown reluctance in participation in the mid day meal scheme and it was indicated as a matter of serious concern.

## **3. Functioning of VEC :**

It was observed that all schools have Village Education Committee and they were meeting regularly. However, it was noticed that members were not very particular about attending the meetings of the VEC, some members just participate to fill the quorum. It was also noticed that some VEC were very innovative and had purchased furniture as the means of seating arrangements for the students. The participation of SC members and women was found adequate as per the norms.

## **4. Functioning of new sanctioned schools:**

It was mentioned by the participants during the interaction that the new sanctioned schools could not become functional till date, because of legal and procedural issues in release and utilization of grants. As per prevalent provision, funds to schools are given through Village Education Committee. The bank account of VEC is operated jointly by the chairperson of VEC, who also happen to be the chair person of the gram panchayat, and head teacher of the school. Since gram panchayats had completed their tenure and stand dissolved.

## **5. Commencement and completion of sanctioned civil works:**

It was came in to focus during interaction session that the civil work sanctioned for the year 2005-06 could not be undertaken till date, because of dissolution of VEC hence the funds given to schools were unutilized.

#### **6. Enrollment of children and gender issues :**

It was observed during the interaction with the community that apart from physically disabled children all the children of 6-14 years age group were enrolled in the school. It was also noticed that parents generally enroll their son in private school and daughter in government primary school. The monitoring team had interacted with a teacher of private school and found that most of the students in the private schools are from well of section of society and the proportion of girls among the students was less than 40 percent.

#### **7. Quality of Education :**

Teachers have mentioned that the PTR in the particular area was satisfactory, but keeping in view the number of subjects to be taught, the number of teachers needs to be increased. They suggested that appointment of para teachers might solve the problem if the required number of permanent teachers could not be appointed.

#### **8. Teacher attendance :**

Teacher attendance was found satisfactory in the schools visited for monitoring activities. The rapport of the teachers among the students was also found good.

#### **9. Other issues :**

It was noticed that some primary school Supana, bring student magazine “Chunmun” in regular manner. This practice ought to be followed in all schools to inculcate creativity among students.

### **Status of SSA in Uttaranchal: Field Evidences from Three Districts**

The Sarva Shiksha Abhiyan has been launched by the government to augment the status of education in the country. As per the monitoring activities carried out by NIAR in the state of Uttaranchal, the status of SSA under various heads is as follows based on field observations in three districts namely Haridwar, Pauri, and Uttarkashi.

### **3.1 Civil Works**

#### **District Haridwar**

Appropriate infrastructure facility is very important in the context of universalization of elementary education; it is also a very crucial factor in the quest of quality education. During the field visits for monitoring activities it is observed that in general the quality of construction is satisfactory, the construction of additional room is completed in the primary school at Akbarpur Dhandeki of Narsan block. The new school building has been constructed for primary school dhandhera III, and the school is also functional, required number of teachers are posted in the school. The construction of boundary wall and additional room is completed in primary school Jainpur Jhanjhedi, and classes are to be started in the new room. It is important to mention that community has shown keen interest in the construction of additional room and boundary wall and the community have also provided bench and desk as the seating arrangements for the student of class IV and V.

The figures are given in the annexure 2.1 of this report suggests that during the field visits for monitoring activities it is being mentioned by 90 percent of the VEC/SMC members in the sampled schools that they have received training for the execution of the civil works at the NPRC/BRC/DIET. The status of availability of community manual is very good as it is mentioned by them that community manual is available with the VEC,

however, in most of the cases this manual is kept by the headmaster who is also happen to be the secretary of the VEC.

The scenario of construction of ramp is dismal in about 75 percent of the sampled school visited for the monitoring purposes, as it is felt that the ramp is not constructed at the place where it should have been constructed in the primary school of Mohammadpur Jatt the ramp is constructed at the last room of the school, whereas there is around 2 feet wide drainage lane on the main entrance and if rationality prevails the ramp should be constructed there. It is, therefore, an area of concern to the authorities and thus suggested that the place of construction of the ramp needs to be more rational.

The state has formed a structure to monitor the civil work construction. There is a provision to appoint a junior engineer on contract basis for every block, but no appointment in this regard has been made in the district till date. The Junior Engineer of Rural Engineering Services is designated for the supervision of the civil works at the block level. However, it is the responsibility of the *thekedaar* who is the in charge of construction and VEC members to inform the Junior Engineer about the progress status of construction and asked the Junior Engineer to visit the construction site for supervision. Usually the junior engineer visits a construction site for 2-3 times i.e. at foundation stage, lintel, etc. However, it is important to mention that given the shortage of time the frequency of visits made by the junior engineer to the construction site are less than what is required. In 65 percent of the sampled school VEC is keeping the separate account of funds and materials for the construction purposes. It was told by the teachers and VEC/SMC member .In about 75 percent of the sampled schools the Junior Engineer visits the construction site for 3-4 times at foundation stage, and lintel stage. There is no convergence with Swajaldhara and Total Sanitation Campaign reported in the sampled schools for monitoring purposes for drinking water facilities.

There is no convergence with Swajaldhara and Total Sanitation Campaign for the drinking water and toilet facilities.

In general the quality of construction is satisfactory at the fist glance. However, the construction of ramp and railing needs to be scrutinized, as in about 50 percent of the

sampled schools, it is felt during monitoring visit the ramp and railing could have been better placed in the school premises.

### **District – Uttarkashi**

The area of civil work is the problematic one in the hill area because of the peculiar condition of the mountain topography. In urban area land for construction is difficult to procure, because of lesser availability of land and high cost of construction. In mountain districts building material is transported from the plain areas, which increases the construction cost substantially. The approved unit cost, in the opinion of majority of stakeholders is less than the actual cost of construction. It leads to conclude that the civil works which are of lesser cost like construction of boundary wall, toilets etc progress has been better than those work which require more investment and purchase/procurement of land such as construction of new school building, additional room etc. In some of the remote areas the cost of material increases up to 3-4 times and results in overall increase in the construction cost.

The construction of Nyaya Panchayat Resource Center in Dunda is constructed in the premises of primary school Dunda and 75 percent of the work is completed. The construction of additional class room in primary school Jari Dhumka that is located within the premises of the Block Resource Center Dunda has not taken place yet because of unavailability of the land to construct the additional class room. The construction of boundary wall has been completed in upper primary school Badethi. The construction of new school building for primary school Ganeshpur in Bhatwari block is going on and about 70 percent of the construction work has been completed, the school is severely affected zone by the earthquake.

In about 78 percent of the sampled schools the members of VEC have mentioned that they have received the training for proper execution of civil works. However, they have also indicated that the subject matter for the training could have been better placed and the description of various issues also needs to be more elaborated. In all the sampled schools it is mentioned by the VEC members and by the head teacher that community manual is available with the VEC. It is worth mentioning here that the gram pradhan held

the community manual with him in 50 percent of the sampled schools, and in rest of the cases the community manual is being kept by the head teacher of the school. In almost 75 percent of the sampled school for the monitoring visits are checked and for found VEC is keeping a separate account and record for the construction related funds.

Given the typical topography of the region and the location of the school ramp is not being constructed in all the sampled schools. In the school where the ramps have been constructed they are better placed and seems to justify the purpose of construction.

There are six development blocks in the district and only three Junior Engineers have been appointed on contract basis for the supervision of the execution of the civil works at the block level. Since the district is sparsely populated, schools are also located in remote areas it is therefore not feasible for the Junior Engineer to regularly supervise all the construction sites. As is the case with the construction of primary school building in Harsil it takes almost 5 days for the junior engineer to visit the construction site that too is for one time. The construction of additional room and of Cluster Resource Center is delayed because the junior engineer has to verify the status and the junior engineer has the shortage of time. It is evident from this instance that the number of junior engineer needs to be increased to execute proper checking of the construction sites. It is told by the teachers and VEC members that in about 50 percent of the sampled schools the JE visits the construction site for 3-4 times.

There is no convergence with Swajaldhara and Total Sanitation Campaign for the drinking water and toilet facilities.

The approved amount for unit cost needs to be reassessed since it is not feasible to draw same unit cost for hill district where land for construction is scarce and the cost of material is much higher than to plain districts due to transportation constrains keeping in view the constraints the overall quality of construction is good although the space for improvement is still there. The construction needs to be completed in the time bound manner.

## **District – Pauri**

District pauri is administratively the largest district of the state of Uttaranchal. It is divided in fourteen development blocks and sparsely populated. The location of district Pauri is almost similar to that of district Uttarkashi and likewise the problems of land procurement and of excessive transportation cost. The primary data regarding construction of civil works is given in annexure 2.1.

The construction of new school building for upper primary school Sati chaud in Dugadda block has been completed and the required number of teachers are posted. Although all the required facilities like furniture, office amenities are still not available to the school but the school is functioning and students are enrolled in all the three classes. The repair of boundary wall in upper primary school jaletha is to be done immediately. The school is located on the top of the hill and the boundary wall was constructed only a year before but for some reasons it could not stand for long and since it is located on the top, it has created a danger for the students as well as for the teachers. The repair of the minor works is not at all satisfactory as in 60 percent schools teachers have mentioned that they are not able to display the Teaching Learning Material in the schools only because of the poor maintenance of the school building as the rain water enters from the roof of the school rooms and destroy the teaching learning material.

In 76 percent of the sampled schools visited for monitoring purposes the members of VEC have mentioned that they have received the training for better execution of the civil works from persons from education department at various institutional places such as Cluster Resource Center/ Block Resource Center/ DIET. Community manual is available with the VEC of all the sampled schools and is being kept either by the head teacher or by the chairperson of the VEC. In about 80 percent of the schools visited for monitoring activities it is noticed that VEC is keeping separate account for the execution of civil work construction fund.

It is noticed during the course of field visits for the monitoring purposes that the construction of ramp has not taken place in all the sampled schools in the district. With

the topographical location of the school ramp is not constructed in all the sampled schools in the hilly part of district.

The Junior Engineer of the Rural Engineering Services has responsible for the supervision of the civil works at the block level. It is very important to mention that there is no junior engineer has been appointed in Sarva Shiksha Abhiyan in the district to monitor and supervise the construction of civil works. The district coordinator for coordinating the construction of civil work is appointed only few months back in the district. The member of the Village Education Committee have to call the junior engineer to visit the construction site at different levels of construction, and it is mentioned by some of the members of different VEC that the junior engineer very often just completing the formality of inspection. Since the junior engineer is not a part of the Sarva Shiksha Abhiyan they also do not show any keenness in monitoring the civil works. However as told by the VEC member and teachers of the school in 45 percent of the sampled schools the frequency of visit of the JE is not sufficient as the JE usually visits the construction site once or twice.

In primary school jadla of Jaiharikhal block the additional classroom is sanctioned for construction but the construction has not stated yet the problem is that the existing school building is on the sliding land and is in depleted condition, and the land is still sliding, thus the construction of additional class room at the sliding land is under question as mentioned by the CRC coordinator, teachers and the community. Another reason for delaying in construction is that community is not showing willingness in providing some other part of land, since the land is scarce. There is another instance important to mention that in primary school chametha of Jaihari khal block the additional class room has been constructed but the area of concern is that only 11 students are enrolled in the school, and the school has already have the normal building in the form of two classrooms, one office, kitchen shed, etc. then the reasons for sanctioning and construction of additional room for this particular school is questionable and the room could have been sanctioned to some other school where the enrollment is on the higher side.

There is no convergence with Total Sanitation Campaign and Swajaldhara as far as the provision of toilet and drinking water facilities are concerned.

### **3.2 Text Books**

Text books are key to the achievement level of children and pre requisite to ensure quality education. And therefore the timely distribution of text books to the students plays pivotal role in the quest of quality education. However the situation is not very good as far as timely distribution of text books is concerned in the state as a whole. Since most of the part of state lies in rugged mountain terrain with tiny habitations and sparsely located villages the issue of timely distribution of text books is of utmost importance.

#### **District – Haridwar**

The primary data collected from the field is given in annexure 2.2 in this report. It is mentioned by the teachers and students during the field work for monitoring purposes in 90 percent of the sampled schools that the students did not get all text books within one month from the commencement of the academic year. In the primary school Akbarpur Dhandeki it is noticed that students did not get all the text books for this academic year, in the same school students have mentioned that they have not received all the text books during the previous academic session of 2005-06. In primary school Jainpur Jhanjhedi the students have not received the text books for all subjects and it is being mentioned by them that it is the usual practice that they could only receive all the text books by the end of the month of September. The same is the story with all the 100 percent schools selected for the monitoring activities. No specific reasons for delay in distribution of text books are told by the teachers and BRC/CRC coordinators. However it is important to mention that the text books are distributed to all the students studying in government elementary education institutions.

In 15 percent of the sampled schools it is noticed that students are using old text books when inquired the students have mentioned that the same books are given to them by the teachers. The teachers mentioned in this regard that the students usually torn or

loose the text books, and as a solution to the problem they initially give them the old text books containing same material and used by the previous students to the new students enrolled in the school or in that particular class. It is also important to mention here that as told by the students teachers have instruct the students to not write down their name on the book. The usage of text books by the students is the ultimate objective of the whole exercise and it is noticed that students are using text books in all the sampled schools visited for monitoring purposes.

### **District – Pauri**

The status of distribution of free textbooks is not very much different in district Pauri, teachers and students in sampled primary and upper primary schools have mentioned that some books are distributed in the month of May that is within one month of the commencement of the academic session, and rest of the books have provided to the schools in the second half of July. The primary data in this regard is given in annexure 2.2 A. In primary school Sukhro Devi teachers have indicated that the students did not get all the text books with in the stipulated time and it is important to mention that the primary school Sukhro Devi is located with in the Block Resource Center premises. However in the upper primary school Sati chaud head teacher has mentioned that the students did get all the text books by the end of the month of July. In primary school Kumbhi Chaud the students of class IV have stated that they got some text books in May and remaining books in the month of August.

In Jaiharikhal block the teachers have mentioned that the students did not get the text books of Hindi and English language for class IV by the end of month of September 2006. It is observed during field visits that the textbooks for Urdu language have not been distributed to the students till September 2006. During the visit in primary school Jaletha it is noticed that text books which are to be distributed in primary schools are stored. When the C R C coordinator was asked about the books he replies that the teachers have shown laziness in picking the books from the distribution center that is in the primary school Jaletha. In primary school Deria khal teachers have indicated that only 14 students are enrolled in the school and the students of class IV did not get the text books of Hindi and English by the end of the month of September. In sampled schools in Thailisain

block teachers have indicated that the students have not provided with all the text books. They have also added that it is the usual practice in the district.

In 25 percent of the school it is found that the students are using old text books and the teachers have mentioned that they use the old text books of the students, pass out in the previous academic year and give them to the new students in the class. However it is worth mentioning that all the students enrolled in government elementary schools have got the text books.

### **District – Uttarkashi**

The timely distribution of text books for all children enrolled in govt. elementary education institutions is an area of concern in the district. Since the district is sparsely located and schools are located in remote areas the distribution of text books becomes a critical issue. Less number of teachers posted in remotely located schools further aggravate the problem as at least one teacher has to receive the text books from the distribution center in most of the cases the centrally located school in that particular Cluster of the Cluster Resource center. As the figures given in annexure 2.2 B in the report reveals that In all the sampled schools it is mentioned by the teachers and students that the students did not get all the text books within one month of the commencement of the academic year.

In primary school Kotdhar of Bhatwari block teachers have mentioned that the students could get all the text books only by the month of September during the previous academic year. However the students did not get all the text books in the current session. In the primary school tiloth that is located within one kilometer from the city of Uttarkashi it is noticed that text books were not available to all the students within one month of the commencement of the academic session. In the primary school Maneri that is located within the premises of Block Resource Center Bhatwari all the text books were not available to the students within the stipulated time that is with in one month from the commencement of the academic session. It is noticed during the field visit in upper primary school Kotdhar that all the text books were available to the students. The primary school Badethi and upper primary school Badethi are located within a distance of 20

meter in between and the Block Resource Center is only 6 kilometers away from the schools, it is found that although the students of the upper primary school got all the text books but all the text books were not available to the students of the primary school.

It is observed during the field visits that students are using the text books provided to them and teachers are teaching from the text books in the class.

### **3.3 School Grants**

#### **District Haridwar**

It is noticed during the field visits for monitoring activities that the school grant of Rs. 2000 is being received by all the sampled schools in the district. In Roorkee block out of the total sampled schools 65 percent have used this grant of Rs. 2000 for whitewash the school building in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In rest of the 10 percent schools the grant was not utilized till the monitoring visit made. In Luksar block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Narsan block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building. 15 percent schools had been purchased the floorings as the means of seating arrangements for the students by the school administration. In 20 percent of the sampled schools purchase of different stationary items was also made from school grant. In 10 percent schools the grant was not utilized. In the Bhagwanpur block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Bahadarabad block out of the total sampled schools 70 percent schools had used the school grant of Rs. 2000 for whitewash the school building, in 15 percent schools the purchase of floorings as the means of seating arrangements for the students was made by the school administration. In 10 percent of the

sampled schools purchase of different stationary items was also made from school grant. In rest of the 5 percent schools the grant was not utilized.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **District Pauri**

During the course of field visits for the monitoring purposes it is observed that the school grant of Rs. 2000 is available to all the schools selected to fulfill the requirements of the monitoring activities. In Dugadda block out of the total sampled schools 90 percent have used this grant of Rs. 2000 for whitewash and minor repair of the school building, in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In 10 percent schools the grant was not utilized till the monitoring visit was made. In Jaiharikhal block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Thailisain block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building, in 30 percent schools Mats have been purchased as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In the Dwarikhal block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Pauri block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school

administration. In 30 percent of the sampled schools purchase of different stationary items was also made from school grant.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **District Uttarkashi**

During the course of field visits for the monitoring purposes it is noticed that the school grant of Rs. 2000 is available to all the sampled schools in the district. In Bhatwari block out of the total sampled schools 90 percent have used this grant of Rs. 2000 for whitewash and minor repair of the school building, in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In 10 percent schools the grant was not utilized till the monitoring visit was made. In Dunda block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Naugaon block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 10 percent schools the grant was not utilized. In the Purola block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Mori block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled

schools purchase of different stationary items was also made from school grant. In rest of the 10 percent schools the grant was not utilized.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **3.4 Teacher and Teacher training**

Improving teacher's performance is the most important issue for primary education. Teachers are the principle instructional instrument in the primary schools. In service training of the teachers are crucial in this context.

#### **District Haridwar**

During the field visit it is mentioned by 70 percent of the teachers in Narsan block that the quality of training was good in general, they have also added that the duration for the in service training needs to be increased since the modules for the training are lengthy and some of the modules requires detailed description. When asked about the tuff modules 60 percent of the teachers from the sampled schools have indicated that the module for Mathematics and English are to be taken separately, it is important to mention that most of these teachers are older teachers. 40 percent of the teachers also indicated towards the timing of the training they have indicated that the timing should be flexible since it is very hot in Haridwar district during May and July, the months when the training is usually given. It is being mentioned by teachers in about 75 percent of the sampled schools that BRC and ABRC co-coordinators are most of the times remain involved in non academic activities such as arrangements of seating, breakfast, lunch etc. and there academic participation in training is very low in most of the cases. Teachers of all the sampled schools have mentioned that there was no provision employed for getting feedback during or after the training.

In luksar block 70 percent of the teachers during the field visit have mentioned that training module were very good in design and content, however 60 percent of the teachers have mentioned that the duration for some modules needed to be increased. In addition to it 40 percent of the teachers have mentioned that there must be intense

training in English and Mathematics. These teachers have also indicated that if the BRC or ABRC coordinator is not the master trainer than the participation of BRC and ABRC coordinator in most of the times remains only for the logistic arrangements. They too have mentioned that no procedure was used for getting feedback from the participants during or after the training.

In total almost 70 percent of the teachers have indicated that the in service training was very effective and the duration of the training should be increased for certain topics like topics of Mathematics, English. 50 percent of the teachers from the sampled schools have also indicated that a procedure should be employed to getting feedback of the participants regarding training.

All the BRC and CRC personnel have indicated that they are burdened with too much of extra work and although they often visits the schools but hardly there visit is related to pedagogical issues and most of the times they found themselves involving in administrative issues such as checking of mid day meal, construction matters etc.

### **District Pauri**

In district Pauri almost 70 percent of the teachers have indicated that the in service training was very useful and they were greatly benefited by the training. However they express that the duration of the training can be increased. Since there are certain issues requires more detailed explanation from the trainer and the trainer has to cover them quickly in order to complete the training within the stipulated time frame. Around 60 percent of the teachers have mentioned that it would be better if the training would be given at the Cluster Resource Center since they have to travel a lot to reach Block Resource Center where the training is scheduled to be held and the traveling allowance is also not sufficient to meet out the actual expenditure incurred by them.

In Dugadda block during the field visit 60 percent of the teachers have mentioned that training module were very good in design and content. 70 percent of the teachers have mentioned that some modules needed to be introduced separately. In addition to it 40 percent of the teachers have mentioned that there must be intense training in English

and Mathematics. These teachers have also indicated that the BRC or ABRC coordinator's role is most often that of an administrator in the training, if the coordinator is not the master trainer. They have indicated that no procedure was used for getting feedback from the participants during or after the training. In Jaiharikhal and Thalissain teachers in sampled schools have mentioned while commenting on the training that the training was very effective and the trainers had imparted the training in a very interesting manner so that they understood the topics easily. The teachers have also indicated that there was ample scope for improvement in the seating arrangements facilities during the training.

### **District Uttarkashi**

To carry out the monitoring activities some Block Resource Centers were also visited where the training was going on. In Bhatwari block the teachers have mentioned that the duration of training can be increased as the process of training has covered lots of module. They have also indicated that since it is a hill area and the temperature remains on the lower side therefore the introduction of bench and chair as the means for seating arrangements is must and if it is not possible then the quality of existing seating arrangements should be improved. They have added that it is very tuff to sit on floorings especially for women participants. 70 percent of the teachers during the field visit have mentioned that training module were very good in design and content, however some of the teachers have mentioned that the duration for some modules needs to be increased. In addition to it some of the teachers have mentioned that there must be intense training in English and Mathematics.

The CRC/ABRC/BRC coordinators are regularly visiting the schools in the district It is observed that the CRC/ABRC coordinators are also imparting remedial teaching, and helping the teachers in different academic issues. However one thing that all the BRC/ABRC/CRC coordinators have indicated that they are burdened with so much of administrative work that they found very little time for academic work which is in their words their primary job.

### **3.5 Teaching Learning Material (TLM) grants**

#### **District Haridwar**

The situation is rather dismal in the context of usage of Teaching Learning Material in the district of Haridwar. The primary data collected from the field is given in annexure 2.3 reveals that in about 50 percent of the schools visited for monitoring activities no Teaching Learning Material was displayed in the school. In the Narsan block teachers in nearly 65 percent schools have mentioned that since it is the beginning of the new academic session the teaching learning material they had prepared in the previous academic session is being worn out and they had not received the teaching learning material grant for the current academic session and therefore yet to prepare teaching learning material for the current session. They have mentioned that models and charts were prepared by them as teaching learning material during the previous academic session, they have also point out that poor upkeep of the building and lesser availability of amenities is an obstacle in proper keeping of the teaching learning material. In rest of the 35 percent sampled schools in Narsan block teaching learning material was displayed. But the pertinent question is how the teachers are associated the teaching learning material with the teaching pattern to the students. In primary school Jainpur Jhanjhedi the teaching learning material was displayed to the student. The teaching learning material was mainly consisted models and charts. In primary school Landhaura III the teachers have mentioned that they have not prepared the teaching learning material because of lesser availability of time and one of them also added that she has just joined the school. The head teacher has mentioned that this is a newly open school and therefore they are busy with other activities which consumes most of their time.

In the Khanpur block in 45 percent of the sampled schools it is noticed that the teaching learning material was displayed in the classrooms, the teachers have prepared mainly models and charts as the means for teaching learning material, they have also point out that poor upkeep of the building is an obstacle in properly keeping the teaching learning material. Teachers in 60 percent schools have also indicated that the students enrolled in their schools belongs to the marginalized and deprived strata of the

community and most of the students did not even have necessary objects like pencil, rubber, notebooks etc. therefore the teachers spent some amount of the teaching learning material grants to purchase some stationary for the benefit of the students.

In the luksar block teaching learning material was found displayed in around 50 percent of the sampled schools. The teachers have indicated that they were still to receive the teaching learning material grants for the current academic session and therefore they had not prepared the teaching learning material for the current academic session. They had mentioned that usually charts and models consisting relevant information for the students are prepared as teaching learning material. They have also added that instruments like gintara etc. had also been purchased from the market as teaching learning material.

In almost all the sampled schools teachers have mentioned that they usually receive the teaching learning material grant latest by the month of june or mid july. However teachers, posted in schools located in interior villages have indicated some problems in withdrawing the money from their bank accounts in quick time.

### **District Pauri**

The figures given in annexure 2.3 A in this report suggests that the usage and display aspect of teaching learning material is not much different in district Pauri. During field visits in Dugadda block in no school teaching learning material was found displayed in the classrooms. In primary school Sukhro Devi that is located within the premises of the Block Resource Center when teachers were asked about the teaching learning material they have mentioned that the building of the school is in depleted condition and therefore whatever teaching learning material they prepare vanish by the rain water. They have also mentioned that they usually prepare the teaching learning material only after the rainy season is over. They also added that during the last academic session they have prepared teaching learning material in the form of chart paper, models, and from the remaining money they have purchased pencils, workbooks, for the students. It is important to mention that by the time of visit all of the teachers have received the T L M grant but none of them have prepared any teaching learning material by that time. In

upper primary school Sati chaud that is a newly open school no teaching learning material was found displayed the head teacher has stated that they have recently joined in the school and therefore would take some time to prepare teaching learning material. In primary school Kumbhi chaud some charts and paintings on the wall were made by the teachers as the means of teaching learning material. Teachers have mentioned that they prepare different kinds of charts pertaining relevant information like numbers, Hindi alphabet, English alphabet, fruits name, animals name, description of geographical information etc. for students. In the primary school kalal ghati two teachers are posted and both of them have indicated that they have joined in this school only for a few months back and therefore the teaching material is not ready to display.

In Jaihari khal block the status of display of teaching learning material was better in comparison to Dugadda block. In primary school Jaletha the teaching learning material was displayed in the office of the head teacher. The head teacher have responded that since student may destroy the teaching learning material they keep that in the office and take it in to the class when ever required. Teachers in that particular school have prepared different kinds of charts for the students containing information on different aspects of children requirements. The chart displaying numbers, parts of body, districts of Uttaranchal, etc. were made by the teachers. In primary school Chametha no teaching learning material was found displayed in the school. There are only 11 students enrolled in the primary school chametha and two teachers are posted. Instead of this they have not prepared any teaching learning material but purchase some charts like parts of body etc. In primary school Deriya khal 14 students are enrolled and two teachers are posted to take care of their educational needs but no teaching learning material was found for the usage of students in the school.

In almost all of the sampled school teachers have mentioned that given the geographical status of the district they used to prepare teaching learning material after the rainy season is over. However the important aspect is this that in 55 percent of the sampled schools teachers have mentioned that they use some part of the teaching learning material grant to provide the stationary to the students. It clearly indicates towards the poor economic base of students enrolled in the government elementary educational

institutions. Another fact worth mentioning regarding teaching learning material was that it was noticed in some schools that instead of preparing teaching learning material themselves teachers purchased readymade charts and models from the market. This issue needs to be looked in close quarters and should be an area of concern to the authorities.

The teaching learning material grant is available to the teachers by the month of May-June. All the teachers in sampled school have mentioned that they did receive the grant of 500 Rs. in the month of May-June. However the teachers posted in remote areas have clearly mention their problem as the bank is located at quite a distance from their schools and it takes lot of time for them to withdraw the money from their bank accounts, they have also added that the grant may well be provided to them in cash.

### **District Uttarkashi**

The performance of district Uttarkashi is good as far as usage and displaying of teaching learning material in the classrooms is concerned the figures are giving in annexure 2.3 B at the end of this report clearly suggests that in almost 95 percent of the government elementary schools teaching learning material was available with the school and is being used by the teachers and students.

In the Dunda block in all the sampled schools it is noticed that the teaching learning material is displayed in the class, the teachers have mainly prepared models and charts as teaching learning material to meet out the educational requirements of the students. In primary school Badethi of Dunda block teaching learning material was displayed in the classrooms however it was in the form of conventional chart and not presenting any new idea. Teachers have also mentioned in all the sampled schools that they purchased some stationary of the teaching learning material grant to distribute in the students.

The primary school Ganeshpur of Bhatwari block is functioning in a temporary building made by the tin sheds the school was severely hit by the earthquake and the construction of new building of the school is under progress. There was a lot of teaching learning material was displayed in the class room as well as in the office of the head

teacher. Three teachers are posted in the school and all of them mentioned that they are receiving the TLM grant for some time now and the cumulative teaching learning material increases as the years pass by. The teaching learning material displayed in the school consists of various charts, charts with food grains, globe, hand made models describing sanitation rules, etc. In 35 percent of the sampled school in Bhatwari block teachers have mentioned that they also purchase some stationary like pencil, eraser, and note book to distribute to the students since the majority of the students enrolled in government elementary schools belong to the economically deprived families.

In around 50 percent of the sampled school teachers have mentioned that the grant for teaching learning material needs to be increased as the syllabus has covering very wide range of information and also now the syllabus becomes multi dimensional with the introduction of continuous and comprehensive evaluation system. Therefore the existing grant of Rs. 500 for teaching learning material should be increased to Rs. 1000.

### **3.6 EGS & AIE/NRBC/RBC**

Provided the geographical location of Uttaranchal state with sparse and remote located habitations, and with a lot of these habitations do not fulfill the approved norm to open a formal school the EGS centers are catering the educational needs of children of these habitations and are doing well in this regard.

#### **District Haridwar**

The EV's in district Haridwar were reported receiving Rs. 2500 as honorarium, of which Rs. 1000 are paid by SSA funds and remaining 1500 RS. are paid by the state government, however it is important to mention that the payment of Rs. 1500 from the state government is not given regularly. The honorarium is paid in cash through Village Education Committee. The Anudeshak received their honorarium from the chairperson of the VEC in about 65 percent cases, in remaining 35 percent cases it is received from the head teacher of the primary school. In general there is no significant delay in the payment of honorarium.

The madrasas which are catering to the educational needs of the muslim children and of girls in particular are provided the status of EGS/AS centers and it is a significant step considering the fact of mainstreaming those children whose parents are very reluctant in sending their wards for education in government institutions.

In the Haridwar district during field visits it is noticed that around 80 percent of the Education Volunteers working in EGS/AS centers, are graduates, and 20 percent Education Volunteers are postgraduates. EGS Hajrat Bilal that is situated in Landhaura town of Narsan block is functioning in the premises of a mosque. There is one anudeshak to meet out the educational requirements of 65 students enrolled in the center. Mid day meal is being regularly distributed to the students in the Education Guarantee Center, and students are using government text books along with the muslim religious books. The education volunteer was reported regular with his attendance in the center.

In some parts of Haridwar district some Muslims are very conservative in their approach towards girl's education and they do not send their children specially girls to formal schools. The EGS center M.J.Islahul Banat is located in Manglore town and catering the educational needs of girl's students. 206 girls are enrolled in this center and the center is functioning in a private building. Two teachers (education Volunteers) are working in this center and the entry of males is strictly prohibited. Students are being taught government text books and also muslim religious books and literature. The teachers have mentioned that the parents of these students do not want to send their children to schools where male teacher may teach them. This center is playing a very important role in educating girl student who may otherwise very well remain uneducated or less educated.

90 percent of the Education Volunteers are regular in their attendance, however there are some instance have been found in the EGS centers that the Education Volunteer are irregular in their attendance. Mid day meal is being supplied to all the children in the centers visited for monitoring. The overall achievement level of children studying in EGS/AIE is good. In Hindi language and Mathematics the achievement level of students is fine although a lot is yet to be achieved in this regard. The government text books are

being taught in the EGS centers. There is a district coordinator for EGS/AIE in all the three district visited.

As far as timely distribution of text books is concerned the situation is almost same like government primary schools in EGS. There was generally delay in distribution of text books in the Education Guarantee Scheme centers. It is noticed in all the Education Guarantee scheme center visited for monitoring purposes that student did not get all the text books. In EGS center Bhikampur of Laksar block education volunteer have mentioned that the students have not received the text books till July.

All the education volunteers in the sampled education guarantee centers were found eligible for teaching learning material grant and all of them are provided the teaching learning material grant in the current academic session. Those who had received the teaching learning material grant in the previous academic session have mentioned that they have used the teaching learning material grant for making charts describing different children relevant items, models pertaining information regarding solar system etc. However all the education volunteer have indicated that since the center is functioning in a private building, and in most of the cases the space is provided by the religious institutions like mosque, therefore they found it hard to display the teaching learning material as they usually take classes in open. Hence they use the grant for providing work books, pencils, rubber to the students. All of the education volunteers of the sampled schools were of the view that the non or lesser availability of the infrastructural facilities is a huge constraint in the quest for the quality education.

### **District Pauri**

In the hill district of Pauri the EGS/AS are functioning in remote areas and mostly catering the educational needs of children belongs to these remote areas where the population is not enough to open a government primary school as per the existing norms. It is found in the sampled centers for monitoring activities that Education Volunteers are regular in their attendance, their belonging to the local community is an important aspect of their regularity in attendance. The Education Volunteers are receiving their honorarium from either the head teacher or by the chairperson of the VEC, and there is

no significant delay in receiving the honorarium. The mid day meal scheme is going on well in the sampled centers, cooked meal is distributed to the students on regular basis. In the education guarantee scheme center in Tolun in Thailisain block the students are using government text books and the education volunteer is assigning them the work. It is worth mentioning that students do not get all the text books by the end of mid August. The mid day meal was being served to all the students and the quality of the food was also good. However the center was functioning in a private building and there is not enough space to accommodate all the students. The community has mentioned that the education volunteer is very laborious and serving their children very well. The community had also indicated towards the fact that the honorarium of the education volunteer needs to be increased. The education volunteer has made a point that either he or the gram pradhan has to travel a lot to withdraw the money from the bank account. In the Banlekh center the students have indicated that they have not provided all the text books. The mid day meal was given to all the students and the quality of the food provided was satisfactory.

All the education volunteer in the sampled centers have been provided the teaching learning material grant. They have used the teaching learning material grant for making charts describing different children relevant items. However the education volunteer in Tolun has indicated that since the center is functioning in a private building that too is not in good condition, in such situation it would not be ideal to use teaching learning material grant for preparing charts etc. and therefore he used the grant for providing work books, pencils, rubber to the students. 90 percent of the education volunteers of the sampled schools are of the view that the non availability of the infrastructural facilities is a huge constraint in the quest for the quality education.

The achievement level of students is good in 95 percent of the sampled centers, it was also noticed in the sampled centers that the Education Volunteer regularly assigning work to the students. The frequency of checking the assigned work is also very good. Here it is also important to mention that in EGS centers lesser number of students are enrolled in comparison to most of the government primary schools and this very fact is important in this context as the teachers in government primary schools have often speak

out about burden of the work load. Another important fact that is worth mentioning is that the education volunteer has no other work to perform then teaching wherein all the teachers of government primary schools have complaints about the non academic work such as census, voter listing etc. they have to perform in addition to their chief objective that is teaching. There is a district coordinator appointed in the district to coordinate different activities regarding education guarantee scheme centers.

The rapport of the Education Volunteers is generally very good among the students, and also among the parents and community. Apart from the devotion and academic input provided by the Education Volunteers their belonging to the local community and region also plays an important part in this regard.

### **District Uttarkashi**

District Uttarkashi is the true representative of the geographic location of the state of Uttaranchal. Uttarkashi district have the fourth highest number of EGS centers in the state and only behind Dehradun, Udham Singh Nagar, and Tehri.

In the education guarantee center Matli it is noticed that the students did not get all the text books. The center is functioning in private building that was hired on rent by the education volunteer on the motor head just 5 kilometers away from the city of Uttarkashi. The students of class III, IV, and V were also studying in the center, when inquired the education volunteer had mentioned that parents of these students send their wards for study purposes to the center since the government primary school is located at some distance from the village. The education volunteer has prepared charts and models form the teaching learning material grant.

In all the sampled education guarantee scheme centers visited for monitoring activities the achievement level of students was found good. The students had mentioned that the teacher regularly assign home work to them. They also added that the teacher regularly checks the assigned task. When work books of some of the students were checked randomly it was noticed that the education volunteer regularly checked the assigned work and also make the students aware about the mistakes made by them.

All the Education Volunteers teaching in the sampled EGS centers were found regular in their attendance, apart from some instance when the education volunteer fell ill or remain out of station in general it is found in the EGS centers that the Education Volunteer are regular in their attendance. There is a district coordinator for coordinating the activities of EGS/AIE in the district. Mid day meal was being supplied to all the children in the centers visited for monitoring. The overall achievement level of children studying in EGS/AIE was good. In Hindi language and Mathematics the achievement level of students was fine although the space for improvement was still there. The government text books are being taught in the EGS centers.

It is noticed during the interaction with community and students that the education volunteer had maintained very good rapport. The local belongings of the education volunteer might be the main reason for the higher level of satisfaction for community and students. Since the education volunteer was one among them and lived in the same habitation so that they could approach the education volunteer at any time.

The teaching learning material grant had been provided to all the education volunteers, interacted for monitoring activities. The usage of teaching learning material grant was almost same in the district as well.

### **3.7 Children with Special Needs (CWSN)**

The figure as provided by the state project office revealing the status of children with special needs, 21578 children, who are in CWSN category, have been enrolled in the government elementary educational institutions during the current financial year, out of which 17762 have been provided with various aids and appliances. 13 resource teachers have been posted in different districts in Uttaranchal, however no resource teacher for children with special needs is posted in three districts namely Pauri, Chamoli, and Rudraprayag. 25 Non Government Organization in each district are associated with CWSN.

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

The secondary data provided by the State Project Office shows that the largest number of targeted clusters is in district Tehri with 67 clusters, and the lowest in district Nainital with 16 clusters. 40 model clusters have been made during the current financial year in three districts namely 13 clusters in Haridwar, 13 clusters in Tehri, and 14 clusters in Udham Singh Nagar. 2945 ECCE centers are operational under innovation head funds and 166 ECCE centers are operational under NPEGEL funds. As far as monitoring the progress in girls education is concerned CRC coordinator at the cluster level, BRC coordinator at the block level, and District coordinator at district level, and DIET mentors at the DIET level are responsible for the regular monitoring.

NPEGEL is being operational in Uttaranchal from 1 October 2003. In district Haridwar NPEGEL is functioning in four blocks. In district Uttarkashi Mahila Samakhya is operational in Mori and Purola blocks and having four clusters in each block. Mahila Samakhya is under implementation in district Pauri also as it is operational in Thailisain block and having six clusters there.

### **3.9 Kasturaba Gandhi Balika Vidyalaya**

13 Kasturaba Gandhi Balika Vidyalaya are operational in the state. In district Almora 2 KGBV are functional and 1 KGBV is functional in all other district except of Rudraprayag where neither KGBV is functional nor it is sanctioned. The land has been identified for construction of the building of all the 13 functional KGBV.

#### **District Haridwar**

The only Kasturaba Gandhi Balika Vidyalaya that is functional in district Haridwar is functioning in the old hostel of Government Inter College, Roorkee. Although the school is functioning in Roorkee but it is administered by the Block Resource Centre Narsan as it is to be constructed in Narsan block. The land has been identified for the construction of the K. G. B. V. it is to be constructed in Harjoli village of Narsan Block, however the construction for the KGBV building was not started. The K G B V are

established to mainstream the girl students who have left their schooling for any reasons. But it is to mention that 4 students have left the Kasturaba Gandhi Balika Vidyalaya since its initiation this year as their parents were not very keen to educate the girl child of their families. As far as availability of facilities to students enrolled in the KGBV are concerned four students are sharing one room in the KGBV hostel. The status of other facilities such as furniture, bedding, daily amenities, and meal are available to all the students in the Kasturaba Gandhi Balika Vidyalaya. A television is also made available to the students of K G B V by the Block Resource Center, Narsan. Any permanent teacher was yet to be posted in the K G B V for fulfilling the educational requirements of the students. Two teachers from primary school Jainpur Jhanjhedi of Narsan Block are imparting the education to the students on arrangement basis. The number of teachers needs to be increased.

The question of Opportunity cost of schooling for girl students thus become even more pertinent as their parents are not interested in educating girl child even when they have not a single penny to spend on the education of their children. The girl student enrolled in the Kasturaba Gandhi Balika Vidyalaya are provided all the required facilities from tooth paste to dress, and from books to food and despite of this parents are withdrawing their children from the school then it must be an issue for consideration.

### **District Pauri**

The Kasturaba Gandhi Balika Vidyalaya in district Pauri was operating in the old building of Government Inter College in Thailisain. It was to be constructed in Thailisain block, however the construction of the KGBV building had not taken place by the time the visit was made. All the prescribed facilities were available to the students in the KGBV. However some students had pointed out during the interaction that the quality of food that is served to them can be improved. The same was the response regarding some other facilities as the students had mentioned that the residential facilities can be improved since the available rooms were not all that good. The teachers had also figured out some points that they require some time to develop the rapport with the students as these were the girls who had some break in their studies.

## **District Uttarkashi**

The KGBV in district Uttarkashi was functioning in the old building of Government Inter College in Naugaon. Land had been identified for the construction of the building of KGBV, however the construction had not started by the month of May. The junior engineer had mentioned that although the land had been identified but it would take some time before the construction work actually take place since the location of land is such that it require some specific engineering interventions. All the facilities according to the norms were available to the students enrolled in the school. The mess in the school was working and providing the food for all the students. The status of availability of different facilities was good, bedding, and daily consumable amenities were available for all the students.

### **3.10 District Information System for Education (DISE)**

#### **District Haridwar**

The primary data regarding the district information system for education is given in annexure 2.4. In District Haridwar it was told by the teachers in the sampled schools that data capture formats were made available to them by the month of September during the last academic session of 2005-06. In about 75 percent of the sampled schools teachers had mentioned that they had been given the training for filling up the data capture format. It was worth mentioning that when CRC, BRC coordinators are inquired about the checking of data only 35 percent of them have indicated that they verify about 5 percent of the data collected. In the primary school Jainpur Jhanjhedi teachers had indicated that they had not received the data capture format this year, however they added that during the last academic session the format was available to them by the end of the month of September. In primary school Roshnabad the head teacher had indicated that the data capture format were available to them only by the month of September. She had also mentioned that she had received a training regarding filling the data in the format.

In the Khanpur block in the sampled schools it is mentioned by the teachers that the data capturing format was not available to them this year, but in the previous academic session the formats were made available to them by the month of August. The

teachers of sampled schools in Narsan block mentioned that the data capture format during previous academic year was available to their respective schools by the month of August. In primary school Akbarpur the head teacher has mentioned that training regarding data capture format was given to the teachers at the Block Resource Center.

### **District Pauri**

In district Pauri the data capturing formats were not available to about 50 percent of the sampled schools by the month of September. The figures pertaining information in this regard are given in annexure 2.4 A. When the CRC, BRC coordinators were asked about the checking procedure of collected data, only 15 percent of them have mentioned that they checked 5 percent or more data collected from schools. It is important to mention that the Block Resource Coordinator and Cluster Resource Coordinator are supposed to check at least the 5 percent of the data collected.

In Dugadda block all the teachers in the sampled schools have mentioned that in the last academic session, they have received the data capturing formats by the month of September. 90 percent of the teachers have indicated that they have received the training for the proper execution of furnishing of the data. In jaihari khal block of the district 80 percent of the teachers from the sampled schools have mentioned that they have received the training for filling the data in to the formats. They have also added that the formats were only available to them by the month of August during the previous academic session of 2005-06.

### **District Uttarkashi**

The data collected from the field is given in annexure 2.4 B. In district Uttarkashi in the sampled schools for the monitoring activities teachers have mentioned that the formats for capturing data could not reach them before September. 75 percent of the teachers from the sampled schools have mentioned that they have received training for filling the formats, the training was organized at the Block Resource Center. However the frequency of data checking by the CRC, BRC coordinators is good in the district and particularly in Bhatwari block. In Bhatwari block the BRC and CRC coordinators have checked around 4-5 percent of the captured data.

### **3.11 Research and Evaluation**

The information regarding research and evaluation as provided by the State Project Office suggests that no research and evaluation project is assigned to the districts, and DIETs are performing their own researches in their respective districts. In district Haridwar no such research or evaluation activities is reported by the authorities. The same is the scenario in Pauri and Uttarkashi districts where no research or evaluation activity was found in progress. However the authorities have mentioned that they have prepared some plans to formulate some of the activities relating to research activities.

### **3.12 Functioning of the VEC**

There is a total of 7283 Village Education Committee, and 14145 School Management Committees are functioning in the state of Uttaranchal. The number of female members accounts for 14566 and 70725 in VEC and SMC respectively. However it was found during the field visits that the situation as far as community participation in primary schooling is concerned is much better in the hill districts of Pauri and Uttarkashi than in Haridwar.

#### **District Haridwar**

The field information regarding the functioning of the village education committee is given in annexure 2.5. In about 65 percent of the sampled schools visited for monitoring activities the meetings of the Village Education Committee were holding monthly. In Haridwar district in 25 percent of the sampled schools the meeting of Village Education Committee had taken place only once or twice in the academic year, in about 10 percent of the schools meeting of VEC have not taken place even once in the year and mere formality has being followed for the sake of community participation. It was being mentioned by the VEC members in around 90 percent of the sampled schools that the guidelines on delegation of powers to VEC/SMC were available to them, and it was available with the VEC. Whereas in remaining 10 percent of the sampled schools visited the VEC member had told that they have not received any guidelines on delegation of powers to Village Education Committee. The members of all the VEC visited during the

course of monitoring had mentioned that 2-3 members from each VEC have been given training/ orientation by the BRC personnel or by DIET personnel. The members have also indicated that the orientation programme was very nicely designed and very well coordinated, still there is ground for improvement on more than one issues. Issues like gender sensitization, community participation for quality education can be further elaborated. In about 85 percent of the sampled schools VEC was maintaining proper record of funds received for different aspects of schooling by them.

In Upper primary school Mangloure that is located within the premises of the Block Resource Center Narsan no meeting of Village education committee has been held during the last one year. The representation of women was adequate as per norms in the schools visited for the monitoring activities. Around 25 percent of the VEC visited for monitoring activities has been involving in some very appreciable activities in the improvement of school in their area. In 25 percent of the sampled schools in Narsan block VEC have provided the bench-desk as seating arrangements for the students. In primary schools in Luksar block of VEC have imparted a very crucial role in the enrollment of the children and are also regularly visit the school for ensuring the regular attendance of teachers and students and proper functioning of the school. In addition to it VEC had also helping in construction of additional rooms, and in other civil works in the form of Shrama Dan in the district.

### **District Pauri**

The meeting of VEC was holding regularly in about 85 percent of the Government elementary education institutions visited for the monitoring purposes. VEC have also provided their support in the form of Shram Daan, and in keeping proper record of the civil works in the school. However there were instances where village education committee was not showing interest in school related matter as in the case of primary school Jadla in Jaiharikhal block the VEC had continually arguing to construct the additional classroom at a place not suitable for construction, since the primary school is located on a sliding land the VEC can help in sort out the problem and to shift the school but there was no concrete effort in this regard on the part of community. The data

regarding functioning of the village education committee in district Pauri is given in annexure 2.5 A.

In primary school Jadiyana the village education committee had shown keen interest in school related matters as told by the gram pradhan a teacher of that school used to remain absent from the school so frequently, the village education committee had informed the authorities to look in to the matter and this way the problem had been resolved. The members from about 75 percent of the VEC of the sampled schools have been oriented through various institutions i.e. BRC, CRC, and DIET. The contribution of VEC is very crucial in a district like Pauri which is under transition keeping in view the process of heavy migration. In 15 percent of the sampled schools VEC had provided help on different issues like civil works, providing seating arrangements for students etc.

In 25 percent of the sampled schools the members of VEC had indicated during interaction that the authority to check the attendance of the teachers in the school, quality related issues, and to release the salary of the teacher must be deployed to the village education committee.

### **District Uttarkashi**

The figures provided in annexure 2.5 B at the end of this report reveals the ground situation of functioning of village education committee in the district. The meeting of VEC was holding on regular basis in 80 percent of the sampled schools visited for monitoring activities. The members from about 90 percent of the VEC of sampled schools had mentioned that they have been given orientation course by the BRC, and DIET. In 25 percent of the sampled schools VEC have provided help on different issues like civil works, providing seating arrangements for students etc.

The primary school Ganeshpur of Bhatwari block was severely damaged by the earthquake and the construction for the new building for the school was under progress. VEC had provided seating arrangements to the students of the school and also rendered great help during the construction of the temporary tin shed in which the school was

functioning now days. The village education committee was also helping in reconstruction of the building of the school.

In the dunda block the chairperson of the village education committee for primary school Jari Dhumka has mentioned that the VEC had provided land for construction of the additional class room in the school, since there was not much space is available in the school premises to construct the additional class room.

### **3.13 Staffing at State and District level**

The details regarding staffing at district level as provided by the State Project Office reveals that the total number of staff sanctioned for district offices is 156, ranging between 11 to 13 staff members in different districts. 95 Block Resource Center are sanctioned for the state as a whole. District Pauri is the largest district and thus comprising 15 block resource center, Rudraprayag and Bageshwar are the smaller districts having 3 Block Resource Center each. 1007 Cluster Resource Centers are sanctioned spreading all over the thirteen districts.

### **3.14 Mid-Day Meal Scheme**

As far as the provision and functioning of mid- day meal scheme is concerned mid-day meal scheme is implemented in all the Govt. primary schools, and in Education Guarantee Scheme centers. However in the Haridwar district mid day meal was not distributed to the students in the month of May for some unknown reasons.

In district Pauri same food was being served to the student everyday and green vegetables are not added to the meal, as in most of the cases rice- pulses, or khichdi is being serving to the students. Condition in this regard was more and less similar in district Uttarkashi.

The provision of Bhojan Mata has been employed for preparing the mid-day meal in primary schools. The teachers supervise the preparation and distribution of mid day meal. However the maintenance of kitchen needs to be improved. Likewise utensils for storing drinking water needs to be purchased.

In district Uttarkashi LPG cylinder were used to cook the mid day meal in some of the schools visited. It was reported by the teachers in the sampled schools that state government had provided these LPG cylinder. However in district Pauri firewood was used as fuel to cook mid day meal for the students.

It was observed in 70 percent of the schools visited in district Haridwar that the Bhojan Mata belongs to SC category. But in the hill district of Uttarkashi and Pauri in about 60 percent of the schools visited the Bhojan Mata did not belong to the SC category.

The children in most of the schools take and eat the mid day meal in orderly manner. The participation rate of community/ VEC/ Panchayats in the mid day meal scheme was noticed very low and it would take concrete efforts to mobilize these institutions in this programme. In no school any member from Village Education Committee/ School Management Committee was found participating and helping in the distribution or the management of mid day meal programme in the school.

### **3.15 Quality issues**

Quality is the core issue at this stage of the programme of SSA in Uttaranchal. In 70 percent of the sampled schools imparting elementary education to the students the attendance of the students and teachers was satisfactory with an average of around 90 percent attendance. School bags and workbooks of the students were checked during the field visits, it lead to some startling facts, in 25 percent of the schools visited the teachers were not giving home work to the students and also not checking the class work, the situation was much worse in 50 percent of the sampled schools in Jaiharikhal block of district Pauri, where teachers had very casually checked the workbooks of the students without considering the mistakes made by the students. The same was the case in other parts of the district as the teachers were not concerned about giving home work to the students, and wherever the students were assigning the home work, the teacher hardly bother to check it and identify the mistakes done by the students.

It is imperative to mention that the Continuous and Comprehensive Evaluation system has not come into existence in all the three districts visited for monitoring activities, although the circular from the State Project Office, Dehradun had been issued in this regard.

### **3.16 District - Haridwar**

During the field visits for monitoring activities in district Haridwar it was noticed in the sampled schools that mid day meal scheme was not functioning smoothly as it ought to be. The weekly menu was not being followed in the sampled schools. The rice being supplied was not of the recommended quality. The problem of procuring and storing the means of mid day meal i.e. vegetables, rice, pulses etc. was prevailing in most of the sampled schools the problem was more acute in some schools such as in primary school Rawli mahmood, Abidpur, (Bahadarabad block), Jainpur Jhanjhedi, PS No. 8 (Narsan block). Since the condition and maintenance of kitchen was not up to the mark. These issues need to be addressed. It is worth mentioning that in the schools having high enrollment, the number of workers provide support to cook mid day meal is inadequate.

Text books are the most important element of any academic activities and timely distribution is a key issue in this regard. However the teachers and students in the sampled schools have mentioned that all books did not reach to the schools within one month of the commencement of the academic session. The problem is persisting in the upper primary section too. It has been noticed during the course of visits that in the last academic session i.e. 2005-06 all textbooks were not being distributed to all the students in all the schools.

The EGS were functioning well and the Education Volunteers were noticed regular in their attendance. However the space was inadequate for functioning EGS center such as M.J.Islahul Banat of Narsan block with enrollment of 224 girl students. Some madarasas are provided with the status of EGS/AS in the district

the above mentioned center is of that category. The text books provided by the SSA are being taught in these institutions along with the Muslim religious books.

In the context of civil works in the schools the quality of construction was generally good. However the scenario regarding construction of ramp was not up to the mark in the district either the ramp in the school was not at all constructed or if it was constructed the place of construction was not appropriate.

It has been noticed that the frequency of the VEC meetings were far too low from what was desired. In Upper primary school manglaure which is located within the premises of Block Resource Centre, Narsan, no meeting of VEC was held since 05/08/05 to May 2006. However it was encouraging to note that some of the VECs have even providing the seating arrangements for the students as in the primary school Jainpur Jhanjhedi the VEC have provided the seating arrangements for the students of class 4 and 5.

It has also been noticed that NPRC co-coordinator and BRC and ABRC co-coordinator have not regularly visit the schools for academic purposes, it was conveyed by all the coordinators that they had been burdened with so much of official work that they hardly got any time for academic activities.

The continuous and comprehensive evaluation system has not adopted in the schools by the month of July. Although orders have been issued by the State Project Office in this regard, when inquired BRC coordinators have indicated that they have not received any formats for the continuous and comprehensive evaluation system.

### **3.17 District - Pauri**

In the sampled schools it was observed that the cooked mid day meal was being served to the students of government primary schools and Education Guarantee Scheme Centers. However the problem of storing water and food grains

i.e. rice, pulses, and vegetables was more severe in this hill district. Although the weekly menu was fixed but it was mentioned by the students in the sampled schools that they have been regularly served with Dal-Bhat as mid day meal and occasionally with khichadi or other items. As far as the provision of fruits is concerned the teachers themselves had pointed out that it was highly unlikely to bring fruits to the student's everyday with the allotted one rupee per student per day, and they therefore bring fruits for the students on alternative days.

Some of the text books were not available to the students even by the end of the month of September in the sampled schools for monitoring activities. The teachers and students in the sampled schools had mentioned that they received some of the books within one month of the commencement of the academic session. It was noticed that a large number of text books were stored in primary school Jaletha in Jaiharikhal block but the books of Hindi and English language were not available to the students in nearby proximity such as primary school Chametha, and Primary school Deriya khal of Jaiharikhal block.

The students in upper primary schools were provided with the aid of computer education, and the students had shown progress in this regard. The continuous and comprehensive evaluation system was still to be implemented in the district. The teachers do not bother checking the workbooks of the students in the school in about 80 percent of the sampled schools.

The usage of Teaching Learning Material grant was not satisfactory by all means in the district. However the problem of building was a major constraint in this regard as the teachers have indicated that during rainy season the wall of the school consumes a lot of water and as a result of it the models, charts that are prepared by the teachers as teaching learning material vanished.

It was observed and also mentioned by teachers that CRC, BRC and ABRC coordinator did not regularly visit the schools. However when inquired the CRC, BRC, and ABRC coordinators had pointed out that the district is located in tropical region and is sparsely populated and located it was very tough on the part of coordinators to pay adequate attention to all the schools with their meager resources.

### **3.18 District – Uttarkashi**

It was noticed during the field visits for monitoring activities that cooked Mid Day Meal programme was being followed properly in the district. The means of fuel for cooking Mid Day Meal was much better in the district Uttarkashi as the government of Uttaranchal have provided L P G cylinder in some of the sampled primary schools. The storage and upkeep of food grains was still an area of concern in the district.

It has been noticed that in 25 percent of the sampled upper primary schools of Bhatwari block teachers did not stay at the school for the whole time and it is told by the students and some of the community members that some of the teachers usually leave the school after the interval in the upper primary school Kotdhar.

The community participation was very heartening and meetings of VEC were regularly taking place even twice in a month in most of the schools visited. However the capacity of community organization needed to be built in the sphere of micro planning and monitoring quality. The VEC also imparted help in the schools which were severely affected by the earthquake, in the form of shrama daan and provided the means of seating arrangements to the students.

The usage of Teaching Learning Material grants were very good in the district in the sampled schools visited for the monitoring purposes. In the sampled schools of Bhatwari block good charts pertaining information as per the students requirements as the means of T L M to the students.

CRC, BRC, and ABRC coordinators were regularly visiting the schools for academic activities also and they somehow manage to impart tutorial classes to the teachers in the sampled schools.

As far as in service training of teachers was concerned a batch of Government primary teachers was requested to provide their response on various aspects of training. During the interaction the teachers had opined that the training could be more specific on certain issues and further the duration of training could be increased. Some teachers had also mentioned that in the hill district such as of Uttarkashi where temperature normally remains on the lower side the seating arrangements for the teachers should be better and if possible chair and tables should be used as the seating means for the teachers.

# **School Infrastructure and Human Resources : Secondary Information**

### **4.1 Opening of schools**

The data regarding opening of schools as provided by the State Project Office, Uttaranchal shows that 11916 primary schools and 2994 upper primary schools are in functioning by the year 2005-06. A total of 223 primary schools and 253 upper primary schools were sanctioned and supposed to be functional in the year 2006-07 itself. A perusal of the figures shown in table 4.1 suggests that hundred percent targets have been achieved during the current financial year as far as opening of new primary and upper primary schools is concerned. The highest number of new schools sanctioned and opened are in district Tehri (40 primary and 40 upper primary schools). Pithoragarh district is second as far as number of new schools opened is concerned (20 primary and 37 upper primary schools). District Udham Singh Nagar falls third in this list with 53 new elementary schools out of which 32 are primary and 21 are upper primary schools. Chamoli and Nainital are fourth and fifth regarding the opening of new schools with 45 schools (24 primary and 21 upper primary) and 41 schools (10 primary and 3 upper primary) followed by Almora where 39 new elementary education institutions have been opened of which 17 primary schools and 22 upper primary schools. Haridwar and Champawat come after Almora as far as opening of new schools is concerned.

The district of Uttarkashi was to be provided with 32 new schools in the form of 16 primary and 16 upper primary schools and the data indicates that all the 32 schools are functional. 30 new schools, 12 primary and 18 upper primary were sanctioned to be opened for district Haridwar and as the table suggests all the 30 schools are functioning. A total of 30 schools comprising 20 primary and 10 upper primary have been opened in district Champawat as sanctioned. In Bageshwar district 12 primary and 14 upper primary schools have been opened. Pauri, Rudraprayag, and Dehradun district lies at the bottom of the list where new schools have been opened. 18 new schools have been

opened in district Dehradun, and 13 and 12 schools have been opened in district Rudraprayag and Pauri respectively.

**Table – 4.1**  
**Opening of schools and posting of teachers in new schools**

1 Sl. NO	2 Distt	3 No of schools in Current financial year				4 No of teachers for new schools in Current financial year			
		PS		UPS		PS		UPS	
		San.	Open	San.	Open	San.	Appointed	San.	Appointed
1	Almora	17	17	22	22	34	34	66	66
2	Bageshwar	12	12	14	14	24	24	42	42
3	Chamoli	24	24	21	21	48	48	63	63
4	Champawat	20	20	10	10	40	40	30	30
5	Dehradun	8	8	10	10	16	16	30	30
6	Haridwar	12	12	18	18	24	24	54	54
7	Nainital	10	10	31	31	20	20	93	93
8	Pauri	6	6	6	6	12	12	18	18
9	Pithoragarh	20	20	37	37	40	40	111	111
10	Rudraprayag	6	6	7	7	12	12	21	21
11	Tehri	40	40	40	40	80	80	120	120
12	U.S. Nagar	32	32	21	21	64	64	63	63
13	Uttarkashi	16	16	16	16	32	32	48	48
	<b>State Total</b>	<b>223</b>	<b>223</b>	<b>253</b>	<b>253</b>	<b>446</b>	<b>446</b>	<b>759</b>	<b>759</b>

(Source- State Project Office, SSA, Uttaranchal )

As far as number of teachers sanctioned and appointed in the newly open schools is concerned, the figures shown in table 4.1 clearly suggests that 2 teacher per primary school and 3 teachers per upper primary schools were sanctioned and as the data reveals all of the sanctioned teachers are in place in the newly opened schools.

As is the case with number of newly opened schools highest number of teachers appointed in the newly opened schools is in district Tehri with 80 teachers for primary and 120 teachers for upper primary schools. In district Pithauragarh 151 teachers were sanctioned to be posted in newly open schools of which 40 were for newly open primary schools and 111 were for newly open upper primary schools and the figures shown in table 3.1 reveals that all of the sanctioned teachers are posted in the newly open schools.

It has also been noticed in the sampled schools (during the field visits made in three districts namely Haridwar, Pauri, and Uttarkashi) that newly open schools are functioning and teachers are posted in these schools. Classes are being held regularly in the newly opened schools.

## 4.2 Construction of Civil works in elementary schools

The data regarding civil works in government elementary schools as provided by the State Project Office, Uttaranchal is given in table 4.2. A perusal of table 4.2 reveals that the scenario is rather grim on the front of civil works like construction of school building, additional classroom, drinking water, toilets, BRC/CRC, and boundarywalls, etc. Out of the 253 school buildings targeted for construction in the current financial year not even a single building has been completed yet. The secondary data regarding civil works provided by the State Project Office is given in table 4.2 reveals that the progress is very dismal.

**Table – 4.2**  
**Information regarding civil works in elementary schools**

1	2	3			4			5			6		
S. N	Distt.	School building			Additional classroom			BRC/ CRC			Boundarywalls		
		3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c
		Tgt	Pro	Com	Tgt	Pro	Com	Tgt	Pro	Com	Tgt	Pro	Com
1	Almora	22	22	-	54	54	-	10	01	-	83	83	-
2	Bageshwar	14	14	-	20	20	-	-	-	-	20	20	-
3	Champawat	10	06	-	30	24	-	07	06	-	50	40	-
4	Pithoragarh	37	37	-	40	32	-	01	01	-	98	87	01
5	U.S. Nagar	21	20	-	60	51	-	11	07	-	33	30	-
6	Nainital	31	30	-	52	52	-	12	11	-	100	90	10
7	Chamoli	21	05	-	40	-	-	40	05	-	59	10	-
8	Rudraprayag	07	02	-	35	30	-	12	11	-	50	50	-
9	Pauri	06	01	-	30	25	-	05	01	-	100	78	02
10	Uttarkashi	16	15	-	45	43	-	01	01	-	42	40	02
11	Tehri	40	28	-	20	16	-	01	01	-	37	-	-
12	Dehradun	10	04	-	40	28	06	23	11	-	100	72	12
13	Haridwar	18	13	-	50	30	05	03	01	-	18	10	08
	<b>State Total</b>	<b>253</b>	<b>197</b>	<b>-</b>	<b>516</b>	<b>405</b>	<b>11</b>	<b>126</b>	<b>57</b>	<b>-</b>	<b>790</b>	<b>610</b>	<b>35</b>

(Source- State Project Office, SSA, Uttaranchal)

The construction work is in progress for 197 school buildings in the state. The highest number of school building to be constructed is in district Tehri as 40 school building are to be constructed in the district, but it is important to mention that the work has not yet started for 12 school buildings and work is in progress for 28 school

buildings. In district Pithoragarh 37 school buildings were to be constructed and the work is under progress for all the 37 school buildings. In district Nainital the target was to construct 31 school building and work for 30 school building is under progress. In Almora district 22 schools building were to be completed and currently the work is under progress for all the 22 school buildings. In district Udham Singh Nagar out of the targeted 21 school buildings, the work for 20 school buildings is currently in progress.

In Haridwar district the work is under progress for 13 schools building out of the targeted 18 school buildings. 14 school buildings were sanctioned to be constructed in district Bageshwar and work is going on for all the targeted school buildings. In Uttarkashi district work is under progress for 15 school buildings out of the 16 school building which were to be constructed.

The status of construction of school building is not encouraging in district Chamoli, Pauri, Rudraprayag, and Dehradun. In district Chamoli where 21 school building are to be constructed, construction work has not even started for 16 school buildings. In district Pauri where construction of 6 school building is the target the work is under progress for only 1 school building. Almost same is the status in Rudraprayag where the target is to construct 7 school building but construction work has not started even for 5 school buildings.

The figures given in table 4.2 suggests that the state has targeted for construction of 516 additional classrooms, but the issue requires more attention of the concerned authorities as only 11 additional classrooms have been constructed, that accounts for only 2 percent of the target. However the construction work is under progress for 405 school buildings. In Haridwar district the target is to construct 50 additional classrooms, 5 additional classroom have been constructed, and work is under progress for 30 additional classrooms and it is evident from this instance that for 15 additional classrooms work has not yet started. The same is the case of district Dehradun where 40 additional classrooms were to be constructed and only 6 have been constructed, however the construction is under progress for 28 additional classrooms.

The situation is worst in district Chamoli where 40 additional rooms were to be constructed and construction has not started for even a single room. In Almora, Nainital, Bageshwar and Uttarkashi districts construction has been going on for almost all the targeted additional class rooms. In rest of the districts construction is going on for more than 70 percent of the targeted number of the additional classrooms. However, it is important to mention that for about 20 percent of the targeted number the construction is yet to be initiated.

As far as the construction of Block Resource Center and Cluster Resource Center is concerned the scenario is not so different from the construction of school buildings and additional classrooms. The target was to construct 126 BRC/CRC building and not a single construction has been completed. However, the construction is under progress for 57 BRC/CRC. The highest number of BRC/CRC to be constructed is in district Chamoli with 40 constructions of BRC/CRC buildings. However, construction has taken place for only 5 buildings and the construction for remaining 35 BRC/CRC buildings is yet to be started. In Uttarkashi, Pithoragarh, and Tehri districts only 1 building is to be constructed in each of the district and the construction is going on in all the three districts. Bageshwar is the only district where no building is sanctioned.

In district Almora 10 BRC/CRC buildings are to be constructed out of which the work is under progress for only one building and construction has not started for the remaining 9 buildings. The construction is under progress for almost 90 percent of the sanctioned buildings for Block Resource Center/ Cluster Resource Center in the district Champawat, Rudraprayag, and Nainital. In district Udham Singh Nagar construction has taken place for only 7 buildings out of the sanctioned 11 buildings. 3 buildings for Block Resource Center/ Cluster Resource Center have been sanctioned in district Haridwar, however none of the sanctioned building has been completed in fact work is not even started for 2 buildings. The same is the story with the state capital Dehradun where work is under progress for eleven buildings for BRC/CRC out of the sanctioned 23 buildings.

The target was set for constructing 790 boundary walls to the school buildings in the state, however only 35 boundary walls have been completed and construction is going

on for another 610 boundary walls. In district Pauri, Dehradun, and Nainital the target is for construction of 100 boundary walls. In Nainital district construction is under progress for 90 sites and the construction has been completed for 10 boundary walls. In Dehradun construction of 12 boundary walls have been completed and work is under progress for 72 boundary walls and it is clear that the construction work is to be started for 16 boundary walls. The situation in District Pauri is rather worse where only 2 boundary walls have been constructed and work is going on for 78 sites, however the work is yet to be taken place for 20 construction sites. Haridwar district is performing well on the front of the construction of boundary walls the target was set for construction of 18 boundary walls out of which the construction has been completed for 8 sites and work is under progress for remaining 10 sites. Contrary to this the situation is extremely worse in district Tehri where construction work for boundary walls has not at all taken place.

No data has been available with the State Project Office as far as construction of toilets and drinking water facilities is concerned. Junior Engineer is the designated officer for supervision of construction works at block level, Sub district level, and at district level. There is no convergence with Swajaldhara and Total Sanitation Campaign for providing drinking water facilities and for construction of toilets.

### **4.3 Information regarding text books**

The information regarding distribution of text books in primary schools is given in table 4.3. A perusal of the table reveals that free text books are distributed to all the students of Scheduled castes, and Scheduled tribes. All the girls in the state are given free text books.

434527 girls in total are given free text books in the state. However, the data about the scheduled caste and scheduled tribe girls is not available. As far as number of Scheduled caste boys who are given free text books are concerned 125633 boy students belonging to SC category are given free text books. 15370 Scheduled Tribe boys who are studying in government primary schools are also given free text books. Although the state has claimed that there was no delay in distribution of text books the field evidences suggest that there is hardly any school where text books have reached with in time.

**Table – 4.3**

**Information regarding text books in primary schools**

1 Sl. No.	2 Distt	3 Total no of children to whom free text books are distributed										4 Category of children receiving free text books
		3A			3B			3C			3 D	
		SC			ST			Total (3a+3b)			Girls	
		B	G	T	B	G	T	B	G	T		
1	Champawat	3880	-	3880	118	-	118	3998	-	3998	17720	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Dehradun	11993	-	11993	7004	-	7004	18997	-	18997	38966	
3	Rudraprayag	4389	-	4389	0	-	0	4389	-	4389	15013	
4	Chamoli	5648	-	5648	335	-	335	5983	-	5983	22148	
5	Nainital	12437	-	12437	264	-	264	12701	-	12701	36799	
6	Pithoragarh	8683	-	8683	700	-	700	9383	-	9383	26916	
7	Uttarkashi	6852	-	6852	104	-	104	6956	-	6956	25153	
8	Tehri	8731	-	8731	1	-	1	8732	-	8732	41647	
9	Haridwar	19215	-	19215	244	-	244	19459	-	19459	57917	
10	Bageshwar	5366	-	5366	104	-	104	5470	-	5470	17888	
11	Pauri	8426	-	8426	139	-	139	8565	-	8565	34688	
12	Udhamsingh Nagar	18598	-	18598	6303	-	6303	24901	-	24901	57894	
13	Almora	11415	-	11415	54	-	54	11469	-	11469	41778	
	<b>State Total</b>	<b>125633</b>	<b>-</b>	<b>125633</b>	<b>15370</b>	<b>-</b>	<b>15370</b>	<b>141003</b>	<b>-</b>	<b>141003</b>	<b>434527</b>	

(Source- State Project Office, SSA, Uttaranchal)

(Note – All girls students, and boys of SC and ST communities are being provided free text books from SSA funds. However all the general boys are being provided free text books from state govt )

The figures of students to whom free text books have been distributed in the upper primary schools are given in table 4.3 A. Like wise primary schools free text books are given to all the girls in the state and to all the boy students belonging to SC and ST category. In total 205836 girls from the upper primary schools have been given free text books. The social structure wise data for girls students is not available. 51987 boy students from primary schools and 6772 boy students from upper primary schools are given free text books.

**Table – 4.3 A**  
**Information regarding text books in upper primary schools**

1	2	3									4	
		Total no of children to whom free text books are distributed										
		3A			3B			3C				3 D
		SC			ST			Total (3a+3b)				Girls
B	G	T	B	G	T	B	G	T				
1	Champawat	1150	-	1150	0	-	0	1150	-	1150	5700	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Dehradun	4183	-	4183	2725	-	2725	6908	-	6908	19510	
3	Rudraprayag	1700	-	1700	19	-	19	1719	-	1719	9816	
4	Chamoli	2698	-	2698	240	-	240	2938	-	2938	11969	
5	Nainital	6649	-	6649	185	-	185	6834	-	6834	22658	
6	Pithoragarh	4949	-	4949	491	-	491	5440	-	5440	15547	
7	Uttarkashi	2159	-	2159	103	-	103	2262	-	2262	9523	
8	Tehri	3524	-	3524	9	-	9	3533	-	3533	19618	
9	Haridwar	5756	-	5756	27	-	27	5783	-	5783	15226	
10	Bageshwar	2742	-	2742	34	-	34	2776	-	2776	8544	
11	Pauri	4552	-	4552	66	-	66	4618	-	4618	21592	
12	Udhamsingh Nagar	5898	-	5898	2858	-	2858	8756	-	8756	20964	
13	Almora	6027	-	6027	15	-	15	6042	-	6042	25169	
	<b>State Total</b>	<b>51987</b>	<b>-</b>	<b>51987</b>	<b>6772</b>	<b>-</b>	<b>6772</b>	<b>58759</b>	<b>-</b>	<b>58759</b>	<b>205836</b>	

(Source- State Project Office, SSA, Uttaranchal)

(Note – All girls students, and boys of SC and ST communities are being provided free text books from SSA funds. However all the general boys are being provided free text books from state govt )

#### 4.4 Status of school grants

The data regarding school grants is provided in table 4.4. The data reveals that school grants have been released to all the primary and upper primary schools to whom grants have been approved during the current financial year. A total of 11927 primary and 4403 upper primary schools have been approved to assist with school grant and the grants have been released to all the approved schools.

**Table – 4.4**  
**Information regarding school grants**

S.No.	Distt.	Total no. of schools to whom school grants are approved for the current financial year		Whether funds released to the district	
		PS	UPS	PS	UPS
1	Dehradun	890	425	890	425
2	Haridwar	639	181	639	181
3	Chamoli	965	334	965	334
4	Rudraprayag	528	209	528	209
5	Tehri	1363	509	1363	509
6	Uttarkashi	702	254	702	254
7	Pauri	1673	634	1673	634
8	Almora	1412	454	1412	454
9	Pithoragarh	1097	350	1097	350
10	Champawat	465	165	465	165
11	Bageshwar	572	154	572	154
12	U.S. Nagar	718	323	718	323
13	Nainital	903	411	903	411
	<b>State Total</b>	<b>11927</b>	<b>4403</b>	<b>11927</b>	<b>4403</b>

(Source- State Project Office, SSA, Uttaranchal)

The highest number of schools approved for school grant is in pauri district with 1673 primary schools and 634 upper primary schools. Tehri district is second in this regard with 1872 schools consisting of 1363 primary and 509 upper primary schools approved for school grants and the grants have been disbursed to all of these schools. In district Almora 1866 schools are approved for school grants out of which 1412 primary schools and 454 are upper primary schools. 903 primary schools and 411 upper primary schools have been approved for school grant and the data suggests that grants have been released to all the approved schools.

It is important to mention in this regard that state has perform very well as far as the distribution of school grants to all the primary and upper primary schools is concerned.

## **4.5 Teacher and teacher training**

The figures given in table 4.5 disclose the position regarding teachers and their in service training in the state. The figure reveals that 446 teachers were sanctioned under SSA to be appointed in primary schools and 759 teachers were sanctioned to be appointed in upper primary schools. The data provided by State Project Office suggests that all the sanctioned teachers under SSA have been appointed in the primary and upper primary schools.

However the scenario is not encouraging as far as in service training of the teachers is concerned. According to the data provided by the State project office only 14 percent of the targeted teachers of the primary schools and 7 percent of the teachers from upper primary schools have been given the in service training. Champawat is the only district where 100 percent targeted teachers of primary school and upper primary schools have received the in service training. A perusal of table 4.5 reveals that 77 percent of the targeted teachers of primary schools, and only 6 percent targeted teachers of upper primary schools in Chamoli district have received the in service training. The situation is almost similar in Rudraprayag district where 55 percent teachers from primary section and 25 percent of the targeted teachers from the upper primary section have received the in service training. In Bageshwar district only 3 percent of the teachers from primary schools and 14 percent of the targeted teachers from the upper primary section have received the in service training. In the capital Dehradun only 6 percent teachers from the primary section have been given the in service training. Data is not available regarding the trained teachers of the upper primary section for Almora, Dehradun, Nainital, Pithoragarh, Haridwar districts. For the districts of Udham Singh Nagar, Tehri, and Pauri the state project office has not provided any data regarding the number of trained teachers.

**Table – 4.5**

**Details of teachers and teachers training**

1	2	3		4		5		6	
		No. of additional teachers sanctioned under SSA		No. of teachers positioned in		Target no. of teachers to be given in service training		Actual no. of teachers given such training	
S.I.	Distt.	P S	U P S	P S	U P S	P S	U P S	P S	U P S
1	Rudrprayag	12	21	12	21	971	789	535 (55)	202 (25)
2	U.S. Nagar	64	63	64	63	2407	1305	-	-
3	Almora	34	66	34	66	2884	1549	35 (01)	-
4	Chamoli	48	63	48	63	1691	1166	1299 (77)	75 (06)
5	Dehradun	16	30	16	30	2000	2179	120 (06)	-
6	Nainital	20	93	20	93	1521	1938	45 (03)	-
7	Pauri	12	18	12	18	3383	2732	-	-
8	Pithoragarh	40	111	40	111	1764	1255	92 (05)	-
9	Bageshwar	24	42	24	42	1047	749	30 (03)	104 (14)
10	Champawat	40	30	40	30	991	724	991 (100)	724 (100)
11	Haridwar	24	54	24	54	1813	1009	249 (14)	-
12	Tehri	80	120	80	120	2572	1782	-	-
13	Uttarkashi	32	48	32	48	1375	1009	-	225 (22)
	<b>State Total</b>	<b>446</b>	<b>759</b>	<b>446</b>	<b>759</b>	<b>24419</b>	<b>18186</b>	<b>3396 (14)</b>	<b>1330 (07)</b>

(Source- State Project Office, SSA, Uttaranchal)

Note – figures shown in parentheses are in percentage.

The training module was concentrating on hard spots in language, mathematics, and EVS, to be taken up for the first day of the training. Rest of the 10 days were devoted to SSA's programmes such as gender sensitization, COHORT, CCE, NCERT's monitoring tool, School grading, etc. The modules were prepared by the DIET and the monitoring has been done by DIET's mentors. However, no system has been employed for getting feedback from teachers.

Assistant district education officer is the appointing authority for the teachers in primary and upper primary schools at the district level. Teachers appointed in the primary schools are given the initial pay scale of 4500-7000 and teachers appointed in the upper primary section are given the initial pay scale of 5500-9000. All the teachers appointed under SSA are permanent as far as the nature of work is concerned. The calendar for

in-service training of teachers is prepared by the authorities and trainings have taken place accordingly. All the in-service trainings are given at different Block Resource Centers. All the training modules in all the districts were prepared by the District Institute of Education and Training, and DIET mentors have to monitor the proceedings of the training in their respective blocks. However no system was implied for getting feedback from the teachers during the in service training in any district. None of the newly recruited teachers were targeted to give orientation training.

#### **4.6 Teaching Learning Material (TLM) Grants**

A perusal of the figures shown in table 4.6 put forth the picture regarding TLM grants. According to the data provided by the State Project Office a total of 26713 teachers in primary schools and 17604 teachers in upper primary schools were eligible to receive TLM grants, and as per the records all the eligible teachers have been provided with TLM grants and the grants have been released to all the districts in this regard.

The highest number of teachers eligible for teaching learning material grant is in district Pauri accounts for 6115 teachers. Out of these 3383 teachers are from the primary section of schools and remaining 2732 teachers are posted in upper primary schools. In district Tehri 4737 teachers (2955 teachers from primary schools and 1782 teachers from upper primary schools) were found eligible for receiving teaching learning material grants and as the figures in the table 4.6 suggests the grants have been released to all the eligible teachers. 4138 teachers in Nainital district were found eligible for receiving teaching learning material grants and the available data reveals that grants have been released for all the eligible teachers in the district.

4197 teachers are found eligible for receiving teaching learning material grants in Dehradun district with 2000 teachers from the primary section and 2197 teachers from upper primary schools. In Udham Singh Nagar 3712 teachers were eligible for receiving teaching learning material grant and the grants have been released for further distribution among the teachers. The least number of teachers eligible for receiving teaching learning material grants is in district Bageshwar where 1332 teachers are eligible for teaching learning material grant from the primary schools and 149 teachers from the upper primary schools.

**Table – 4.6**  
**Information regarding TLM grants**

1 Sl. No.	2 Distt	3 Total no of teachers eligible to receive TLM grants		4 Details of grants released to the districts		5 Status of instructions issued in respect of utilization of TLM grants			
						PS		UPS	
		PS	UPS	PS	UPS	Yes	No	Yes	No
1	Chamoli	2012	1166	2012	1166	Yes	-	Yes	-
2	Nainital	2200	1938	2200	1938	Yes	-	Yes	-
3	Almora	2884	1549	2884	1549	Yes	-	Yes	-
4	Pauri	3383	2732	3383	2732	Yes	-	Yes	-
5	U.S. Nagar	2407	1305	2407	1305	Yes	-	Yes	-
6	Rudraprayag	1078	789	1078	789	Yes	-	Yes	-
7	Dehradun	2000	2197	2000	2197	Yes	-	Yes	-
8	Bageshwar	1332	149	1332	149	Yes	-	Yes	-
9	Pithoragarh	2204	1255	2204	1255	Yes	-	Yes	-
10	Tehri	2955	1782	2955	1782	Yes	-	Yes	-
11	Champawat	991	724	991	724	Yes	-	Yes	-
12	Uttarkashi	1454	1009	1454	1009	Yes	-	Yes	-
13	Haridwar	1813	1009	1813	1009	Yes	-	Yes	-
	<b>State Total</b>	<b>26713</b>	<b>17604</b>	<b>26713</b>	<b>17604</b>		-		-

(Source- State Project Office, SSA, Uttaranchal)

However, it is important to mention that although State Project Office have issued instructions with respect to the usage of the teaching learning material grant but it was observed during the field visits that teachers are possessing very casual approach towards the proper utilization of teaching learning material grants.

#### **4.7 Status of EGS & AIE**

The figures relating to education guarantee scheme center, alternative and innovative education & NRBC/ RBC are given in table 4.7. The data clearly suggests that total 1590 education guarantee scheme centers were sanctioned during 2002-06 and as the data suggests all the sanctioned education guarantee scheme centers are functioning. Highest number of education guarantee scheme centers is sanctioned and functional in district Dehradun, with 271 centers opened in the district during the period of 2002-06. District Udham Singh Nagar is second in the state as far as the number of education guarantee scheme center is concerned a total of 246 centers are functioning in the district.

**Table – 4.7**  
**Status of EGS & AIE/ NRBC/ RBC**

1 Sl. No.	2 Distt	3 No of centres sanctioned and started								4 Target no of children	5 No. of children actually enrolled in EGS/AIE (2002-06)	6 No of EGS/AIE centres to be upgraded in CFY
		EGS (2002-06)		AIE(2002-06)		NRBC		RBC				
		San.	Start	San	Start	No. of Children San	No. of ChildrenStart	No. of ChildrenSan	No. of ChildrenStart			
1	Almora	43	43	0	0	2760	466	2120	120	5096	216 (04)	-
2	Bageshwar	57	57	0	0	339	0	262	0	1770	1169 (66)	6
3	Champawat	80	80	15	15	-	-	106	0	2371	2265 (96)	15
4	Nainital	160	160	9	9	796	0	1311	745	8807	6700 (76)	4
5	Pithoragarh	149	149	17	17	1800	0	1431	0	5699	2468 (43)	12
6	USNagar	246	246	41	41	5066		4428		20384	10890 (53)	8
7	Chamoli	49	49	0	0	1041	0	1091	0	2850	718 (25)	4
8	Rudraprayag	31	31	0	0	-	-	56	0	819	763 (93)	2
9	Pauri	41	41	0	0	-	-	135	0	711	576 (81)	-
10	Tehri	204	204	13	13	457	0	487	0	5936	4992 (84)	16
11	Uttarkashi	181	181	14	14	133	0	312	0	4064	3619 (89)	8
12	Haridwar	78	78	51	51	268	372	169	617	6197	5760 (93)	6
13	Dehradun	271	271	27	27	1772	0	1183	0	10572	7617 (72)	-
	<b>State Total</b>	<b>1590</b>	<b>1590</b>	<b>187</b>	<b>187</b>	<b>14432</b>	<b>838</b>	<b>13091</b>	<b>1482</b>	<b>75276</b>	<b>47753 (64)</b>	<b>81</b>

(Source- State Project Office, SSA, Uttaranchal)

**Note - Figures shown in parentheses are in percentage**

In 7 districts namely Haridwar, Pauri, Rudraprayag, Chamoli, Champawat, Bageshwar, and Almora less than 100 education guarantee scheme centers have been sanctioned during the time span of 2002-06 and are functional.

187 centers under alternative and innovative education were sanctioned and started during the period of 2002-06. However, no center is sanctioned for district Almora, Bageshwar, Chamoli, Rudraprayag, and Pauri under this head. 51 centers have been started in Haridwar and 41 centers started in Udham Singh Nagar district. 27 centers in district Dehradun, 14 centers in district Uttarkashi, 13 centers in Tehri, 17 centers in Pithoragarh, 15 centers in Champawat and 9 centers have been started in district Nainital during the period of 2002-06 under the alternative and innovative education scheme.

The status of enrollment in the education guarantee scheme centers is also given in the table 4.7. The figure reveals that 64 percent of the targeted children are enrolled in the education guarantee scheme/ AIE centers during the period of 2002-06. Champawat

district has performed best in this regard, in the district 96 percent of the targeted children have been enrolled in the EGS/ AIE centers during the period of 2002-06. In district Haridwar and Rudraprayag 93 percent of the targeted children have been enrolled in various EGS/ AIE centers. 89 percent children are enrolled in district Uttarkashi and 84 percent of the targeted children in district Tehri are enrolled in EGS/ AIE centers during the time span of 2002-06. In Pauri district 81 percent of the targeted children to be covered under the education guarantee scheme were enrolled in different education guarantee scheme centers. Bageshwar and Nainital districts have also done some satisfactory work in this regard as 66 and 76 percent of the targeted children have been enrolled in the EGS centers during 2002-06. In Udham Singh Nagar district only 53 percent of the targeted children in the education guarantee scheme centers in the period of 2002-06. The situation is not so good in district Chamoli and Pithauragarh as far as number of children enrolled in the education guarantee scheme centers during the five years of 2002-06, 25 and 43 percent of the children are enrolled in these two districts respectively. District Almora is the worst performer in the state in this regard where only 4 percent of the total targeted children have been covered by the education guarantee scheme centers during the period 2002-06.

81 education guarantee scheme centers are targeted to be upgraded in to primary schools during the current financial year. 16 education guarantee scheme center in district Tehri are targeted to be upgraded in to primary schools during the current financial year. 15 education guarantee scheme centers are proposed to be upgraded in to primary school in Champawat district during the current financial year. However no Education guarantee scheme center is targeted to be upgraded in to primary schools in Almora, Dehradun, and Pauri districts.

#### **4.8 Children with special Needs (CWSN)**

The figures pertaining information regarding children with special needs as provided by the state project office are available in table 4.8. As is apparent from the data ninety two percent of the children identified were found enrolled during the current financial year. Conversely, the number of children provided with aids and appliances during the current financial year is not as encouraging, the data in majority of the districts

reflects that still a substantial number of children are not being provided aids and appliances and are being deprived of the facilities that are intended for them. Another distressing factor is the non co-operation of the ALIMCO, who is neither responding nor supplying the equipment on time. Out of the thirteen districts only 3 districts have 2 resource teachers each, while seven districts have only one resource teacher, while 3 districts are still without any resource teachers. A total of 25 NGOs each are associated with the CWSN in each district. It is also pertinent to mention that as per the data no children has been provided home based support or counseling during the current financial year. District Pithoragarh and Rudraprayag has done remarkably well in enrolling the children with special needs with almost 99 percent of the identified children are being enrolled in the government elementary education institutions. District Chamoli has not done very well in this regard as only 81 percent of the targeted children have been enrolled.

District Haridwar has shown the best results with 90% of the enrolled children being provided aids and appliances followed by Pithoragarh at 87.7% and Udham Singh Nagar at 87.2%. On the other hand District Almora has the poorest record with only 57% of the children being provided aids and appliances, remaining districts are somewhere in between.

**Table –4.8**  
**Information regarding Children with special Needs (CWSN)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>8</b>
<b>Sl. No</b>	<b>Distt</b>	<b>No of CWSN children identified</b>	<b>No of children enrolled during the current financial year</b>	<b>No. of children provided with aids and appliances during CFY</b>	<b>No of resource teachers</b>	<b>List of NGO's associated with CWSN</b>
1	Uttarkashi	2463	2323 (94.32)	1930 (83.08)	01	25
2	Tehri	2094	1819 (86.87)	1542 (84.77)	02	25
3	Haridwar	3772	3444 (91.30)	3102 (90.07)	02	25
4	Champawat	810	724 (89.38)	590 (81.49)	01	25
5	Bageshwar	763	713 (93.45)	504 (70.69)	01	25
6	Pithoragarh	1732	1717 (99.13)	1506 (87.71)	01	25
7	Dehradun	2481	2248 (90.61)	1806 (80.34)	02	25
8	Pauri	1558	1473 (94.54)	1102 (74.81)	-	25
9	Chamoli	1590	1289 (81.07)	997 (77.35)	-	25
10	Rudraprayag	1383	1366 (98.77)	1097 (80.31)	-	25
11	Nainital	1393	1341 (96.27)	998 (74.42)	01	25
12	Almora	1042	973 (93.38)	558 (57.35)	01	25
13	U.S.Nagar	2511	2328 (92.71)	2030 (87.20)	01	25
	<b>State Total</b>	<b>23592</b>	<b>21758 (92.23)</b>	<b>17762 (81.63)</b>	<b>13</b>	<b>325</b>

(Source- State Project Office, SSA, Uttarakhand)

The detailed guidelines have been issued by the State Project office for the resource teachers and Non government organizations involving with children with special needs. However, the data is not available as far as number of children provided home based support during Current Financial Year, and number of parents given counseling during the Current Financial Year by the state project office.

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

The detailed figures regarding the functioning of the Kasturba Gandhi Balika Vidyalaya in the state are given in table 4.9. The data clearly reveals that one Kasturba Gandhi Balika Vidyalaya is functional in every district except Almora and Rudraprayag districts. Almora is the only district where two KGBV are functioning while there is no KGBV functional in district Rudraprayag.

**Table – 4.9**  
**Information regarding Kasturba Gandhi Balika Vidyalaya (KGBV)**

1 Sl. No.	2 Distt	3 No of KGBV in current financial year		4 No of KGBV for which land has been identified	5 No of KGBV for which construction has been completed
		San.	Operationa l		
1	Pauri	Nil	1	1	-
2	Almora	Nil	2	2	-
3	Rudraprayag	Nil	-	-	-
4	Bageshwar	Nil	1	1	-
5	Haridwar	Nil	1	1	-
6	Champawat	Nil	1	1	-
7	Chamoli	Nil	1	1	-
8	Nainital	Nil	1	1	-
9	Dehradun	Nil	1	1	-
10	Uttarkashi	Nil	1	1	-
11	Tehri	Nil	1	1	-
12	U.S. Nagar	Nil	1	1	-
13	Pithoragarh	Nil	1	1	-
	<b>State Total</b>		<b>13</b>	<b>13</b>	

(Source- State Project Office, SSA, Uttarakhand)

The table reveals that no KGBV has been sanctioned during the current financial year, however the KGBV which were sanctioned previously have been made functional

during the current financial year. One Kasturaba Gandhi Balika Vidyalaya has been made functional in all the districts, and Almora is the only district where two KGBV are functional, while no KGBV is sanctioned or functional in district Rudraprayag.

However, it is important to mention that all the Kasturaba Gandhi Balika Vidyalayas are functioning on arrangement basis, since no KGBV in the state have its own building. A perusal of table 3.10 reveals that although the land for construction has been identified for all the Kasturaba Gandhi Balika Vidyalayas in the state but construction has not yet completed for any of the KGBV building. It is worth mentioning that during the monitoring visits it was noticed that construction for Kasturaba Gandhi Balika Vidyalaya was not even started in Uttarkashi and Haridwar districts.

#### 4.10 District Information System for Education (DISE)

The figures showed in table 4.10 reveals the status of district information system for education in the state. The information suggests that EMIS has been set up in every district in the state.

**Table – 4.10**  
**Information regarding DISE**

1 Sl. No.	2 Distt	3 EMIS set up		4 Requisite no of computer and operators have been put		5 Time schedule for DISE/EMIS for the current year drawn by state	6 Whether the data collected and compiled by the DPO was passed on to the state well in time by November		7 Is there any EMIS in charge in SPO	8 How many training/worksh op has he attended in GOI/NIEPA
		Yes	No	Yes	No		Yes	No		
1	Almora	✓		✓		6 <sup>th</sup> Sept. 06 to 15 <sup>th</sup> Nov. 06	✓		Yes	02 Workshop have been attended by SPO
2	Bageshwar	✓		✓			✓		Yes	
3	Chamoli	✓		✓			✓		Yes	
4	Champawat	✓		✓			✓		Yes	
5	Dehradun	✓		✓			✓		Yes	
6	Haridwar	✓		✓			✓		Yes	
7	Nanital	✓		✓			✓		Yes	
8	Pauri	✓		✓			✓		Yes	
9	Pithoragarh	✓		✓			✓		Yes	
10	Rudraprayag	✓		✓			✓		Yes	
11	Tehri	✓		✓			✓		Yes	
12	US Nagar	✓		✓			✓		Yes	
13	Uttarkashi	✓		✓			✓		Yes	

**(Source- State Project Office, SSA, Uttaranchal)**

The data provided in the table indicates that the required number of computers and operators have been set up in all the districts of the state. 6<sup>th</sup> September to 15<sup>th</sup> November 2006 is the time schedule for the current year has been decided for completing the data for DISE/EMIS. The information from the state project office suggests that the collected data from all the district project offices was passed to the state project office after compilation by the month of November. A senior professional level officer is in charge for EMIS at the state project office, and workshops organized by the Government of India and NIEPA are attended by the state project office personnel.

#### **4.11 Research and Evaluation**

The available information regarding research and evaluation from the state project office clearly suggest that no research and evaluation project is assigned to the districts and DIETs are performing their own researches in their respective districts.

#### **4.12 Functioning of Village education Committee**

The information regarding community ownership of elementary education in the form of functioning of village education committee is given in table 4.11 as has been provided by the state project office. The figures suggest that a total of 7283 village education committees are functioning in the state and 14566 women are members of the village education committees in the state as a whole. It clearly unveils the fact that there are two female members in each village education committee in the state.

As far as the number of school management committees in the state is concerned there are 14145 school management committees functioning in the state and 70725 females are members of these committees that means that 5 members of a school management committee are female. It clearly suggests that as far as participation of female members in village education committee and in school management committee is concerned the scenario is satisfactory. The field experience also supports this fact that the representation of female members in the village education committees and school management committee is as per record. However, the participation of female members

in planning and decision making in these committees is still an area to look after as has been observed that mere formality is being completed in these committees in the name of female participation and effectively female members are not playing any significant role in decision making in the village level committees that are involved in management of elementary schooling in the state.

As per the information received by the state project office at least some members of each village education committee and school management committee have been given orientation training. The data given in table 4.11 indicates that almost 23 percent of the total village education committee members have received orientation training in the state. District Almora, Bageshwar and Hardwar are lacking behind the state average with 13.32, 16.67, and 20 percent members receive orientation training respectively, while the data is not available for district Pithoragarh. In all the rest of the districts 25 percent of the total members have been given orientation trainings.

**Table – 4.11**  
**Information regarding functioning of VEC**

1 Sl. No.	2 Distt.	3 Total no of		4 No of women in		5 Orientation of VEC members		6 If yes, in 6, the percentage of the members		7 Who conduct these trainings
		VEC	SMC	VEC	SMC	Yes	No	VEC	SMC	
1	Almora	1080	1546	2160	7730	✓	-	13.32	24.32	CRC
2	Bageshwar	353	655	706	3275	✓	-	16.67	24.10	CRC
3	Champawat	283	570	566	2850	✓	-	25.00	16.67	CRC
4	Chamoli	584	1113	1168	5565	✓	-	25.00	25.00	CRC
5	Dehradun	383	1088	766	5440	✓	-	25.00	50.00	CRC
6	Hardwar	302	733	604	3665	✓	-	20.00	10.00	CRC
7	Nainital	516	1240	1032	6200	✓	-	25.00	50.00	CRC
8	Pauri	1156	2065	2312	10325	✓	-	25.00	50.00	CRC
9	Pithoragarh	644	1069	1288	5345	✓	-	-	32.75	CRC
10	Rudraprayag	318	640	636	3200	✓	-	24.24	50.00	CRC
11	Tehri	901	1561	1802	7805	✓	-	25.00	32.32	CRC
12	U.S. Nagar	336	986	672	4930	✓	-	25.00	50.00	CRC
13	Uttarkashi	427	879	854	4395	✓	-	25.00	50.23	CRC
	<b>State Total</b>	<b>7283</b>	<b>14145</b>	<b>14566</b>	<b>70725</b>		-	<b>22.85</b>	<b>35.80</b>	

(Source- State Project Office, SSA, Uttaranchal)

The number of members given such trainings is much higher in school management committee with 36 percent members receiving orientation training. Hardwar district is the worst performer as far as the training of members of these committees is

concerned as only 10 percent of the total school management committee members have received orientation training. Dehradun, Pauri, Rudraprayag, Nainital, Uttarkashi, Udham Singh Nagar are the six districts in the state where 50 percent of the total members of school management committees have received orientation trainings. Rest of the districts are below the state average in this regard.

As per the available information, all these orientation trainings have been imparted at the cluster resource center level. A senior professional is appointed at the state level as the programme in charge for community participation in elementary education.

#### 4.13 Staffing at State and district level

The details of staff under Sarva Shiksha Abhiyan are given in table 4.12. The figures suggest that the total number of staff sanctioned in the district office is 156 in the state as a whole. 11 staff members were sanctioned for the district office in Bageshwar, Champawat, and Rudraprayag districts. 13 staff members were sanctioned for district project office in the relatively bigger districts of Dehradun, Haridwar, and Udham Singh Nagar. In rest of the districts in the state 12 staff members for the district project office are sanctioned for each district.

**Table – 4.12**  
**Information regarding staffing at state and district level**

1	2	3	4	5	6	7
Sl. No.	Distt.	No of meetings of the general body and EC held during the previous financial year	Total no of staff sanctioned in the district office	No of BRC sanctioned	No of CRC sanctioned	Whether SPO have clearly laid down rules/regulation for filling up posts of SSA
1	Almora	02	12	11	115	Yes
2	Bageshwar	02	11	3	41	Yes
3	Champawat	02	11	4	44	Yes
4	Chamoli	02	12	9	106	Yes
5	Dehradun	02	13	6	89	Yes
6	Hardwar	02	13	6	54	Yes
7	Nainital	02	12	8	76	Yes
8	Pauri	02	12	15	145	Yes
9	Pithoragarh	02	12	8	100	Yes
10	Rudraprayag	02	11	3	48	Yes
11	Tehri	02	12	9	98	Yes
12	U.S. Nagar	02	13	7	44	Yes
13	Uttarkashi	02	12	6	47	Yes
	<b>State Total</b>	<b>26</b>	<b>156</b>	<b>95</b>	<b>1007</b>	

(Source- State Project Office, SSA, Uttaranchal)

A total of 95 Block Resource Centers are sanctioned in the state. The highest number of block resource centers is in district Pauri where 15 BRCs are sanctioned. Second in this regard is the district of Almora with 11 block resource centers. 9 block resource centers are sanctioned in Chamoli and Tehri districts. In district Nainital and Pithauragarh 8 Block Resource Centers are sanctioned in both of the districts.

### **Reflections from the analysis: The actual ground situation**

The ultimate objective of any educational programme for school children and of all the efforts in terms of both men and material is indeed providing quality education to all the children irrespective of gender and caste considerations so that the achievement level of all the children moves steadily towards excellence. Evaluation is certainly not limited only to failing and passing. It is actually inherent in the process of teaching and learning. Looked at epistemologically, evaluation comes before knowledge because it is pre-supposed in the construction of knowledge. There can be no knowledge without a prior necessary evaluation. The designation of some processes, ideas, sensations, and perceptions as knowledge is dependent upon and consequent to evaluation. Teaching learning, therefore, is essentially an evaluative process in this sense.

#### **Civil works**

According to the PAB approvals the state has to open 223 primary and 253 upper primary schools in the state in the financial year of 2006-07, as per the data provided by the state project office all the approved schools have been opened and all of them are functional. However as per the approved construction sanctions construction is not yet completed for a single school building in the current financial year. The same is the case with the status of additional classrooms in upper primary schools out of the total approved 516 additional classrooms, the construction is completed for only 11 additional classrooms. The data regarding the status of additional classrooms in primary school is not available.

Out of the total approved block resource center and cluster resource center buildings the construction is yet to be started for 69 buildings and the work is going on for 57 buildings. Total 790 boundary walls were approved to be constructed in the state. Out of which the construction is completed only for 35 boundary walls and work is under

progress for another 610 boundary walls, it suggests that the work is yet to take place for the remaining 145 boundary walls.

Field observations suggest that the non availability of sufficient number of professionals for construction of civil work like junior engineer is the major constraint in this regard. In all the three districts visited for monitoring activities the required number of junior engineers are not appointed. As per norms of SSA one junior engineer per block is to be appointed on contractual basis but in no district it is found on ground. Since the junior engineer is supposed to visit every construction site at least for four times to verify the status of the construction site, it is not feasible with one or two junior engineer to supervise all the going on construction work that is currently under progress. Especially in the hill districts having small and sparsely located habitations there are schools to which only traveling time is around 4-5 days. The junior engineer and Block Resource Coordinator in Bhatwari block have mentioned that they have visited the primary school in Harsil where the construction work is under progress and it takes 5 days for them to just visit the construction site for only once.

### **Text Books**

It was noticed in all the sampled schools for monitoring that the students of these schools did not get their free text books with in one month of the commencement of the academic session. Although the state has claimed that there is no delay in distribution of text books in the schools but on ground the situation is not the same. The teachers and students have mentioned that they did receive all the text books only by the month of September in the previous academic session. It was also noticed in some schools that teachers give the old text books of those students who have recently passed in to the next class, to the new students in that particular class. The students were specifically directed for not to write down their name on the text books. The issue of timely distribution of text books has been put forth by NIAR in the previous monitoring reports also as the timely distribution of the text books is the key for the achievement levels of the students. The BRC and CRC coordinators have indicated that there are administrative reasons for the delay of distribution of text books. They have also pointed out that in the hill district it is very tuff to distribute all the text books to each and every school with in the time bound

manner, since a CRC coordinator have to travel a lot to reach the remotely located schools and teachers at time do not come with in time to receive the text books from the place of distribution of text books that is CRC in most of the cases.

## **School Grants**

The PAB has approved the school grants for 11927 primary schools, and 4403 upper primary schools. As per the data provided by the state project office the school grants have been released for all the approved schools. In the field it is mentioned by all the head teachers of their respective schools that they have received the school grants.

## **Teachers and teachers training**

Teacher's role has always been a subject of intense debate and public scrutiny. Teachers as a group of professional as well as individually, assume pivotal importance to ensure quality education. The social responsibility of teachers, especially in the context of elementary education, in which government schools are taking care of the educational needs of poor section of society, has increased phenomenally. This is also because parents of majority of children studying in government schools are not educated enough and are hard pressed of livelihood concerns. Hence, they are hardly capable to guide their children. Moreover, the role of teachers in shaping the social values and attitudes is of crucial importance, especially in the context of creating social environment to ensure gender and social equity in educational entitlement.

The PAB has approved 446 teachers to be appointed in the newly opened 223 primary schools for 2 teachers per school, and 759 teachers to be recruited for 253 newly opened upper primary schools for 3 teachers per school. The data provided by the state suggests that all the teachers have been positioned in the newly opened school. However the situation is not very good as far as the in service training of the teachers is concerned. As per the approved task the state has to provide in service training to 24419 teachers from the primary schools and to 18186 teachers from the upper primary schools. However as per the data made available by the state project office only 14 percent of the targeted teachers to whom the in service training should be given are given such training. The scenario is further worse in upper primary schools where only 7 percent of the

targeted teachers have been given the in service training according to the data provided by the State Project Office.

### **Teaching learning material**

The teaching learning material grants were sanctioned for 26713 teachers in the primary schools and the data provided by the SPO suggests that the grants have been released to all the 26713 eligible teachers. However in case of teachers from the upper primary schools teaching learning material grants were sanctioned for 18204 teachers and according to the data the TLM grants have been released for 17604 teachers presently teaching in upper primary schools. During field visits teachers have also mentioned that they have received the teaching learning material grants. However the proper usage of the teaching learning material grant is an area of concern.

The usage of teaching learning grants by the teachers needs to be looked by the close quarters. During field visits it was noticed in the Dugadda block of District Pauri that teaching learning material was not displayed in any of the sampled schools. The visit was made in the month of September and the teachers have mentioned that it is the rainy season and they have the usual practice of preparing teaching learning material after the rainy season is over. It is important to mention here that all of the teachers in the sampled schools have received teaching learning material grants by the month of June. Some teachers have also mentioned that the students of their schools are very poor and their parents are not able to provide basic stationary such as pencil, copies, eraser, etc. and therefore they use some part of the teaching learning material grants for purchasing stationary to meet out some of the requirements of the students.

### **Kasturaba Gandhi Balika Vidyalaya**

The KGBVs are functional in all the three districts visited for monitoring activities. However the building for none of the KGBV is constructed yet and they functioning on the arrangement basis in the hostels/ old buildings of government inter colleges. The permanent teachers are still to be posted in all the KGBV and presently the teachers from different schools are catering the educational needs of the enrolled students in their respective KGBVs.

## **Village Education Committee**

The village education committee is the very important stake holder in SSA and plays very crucial role in the functioning of the school. As per the data provided by the state there is adequate participation of women as per the norms in the village education committee. However it is felt in the field visits that the participation of women in most of the village education committees is only up to filling the corum. It was also noticed especially in Haridwar district that the meetings of VEC were not holding on regular basis.

## **Mid Day Meal**

Mid day meal is another area to be look in to more seriously as it was noticed in Haridwar district that mid day meal is not given to the students. It was also observed that in Parui district same food is being served to the students regularly and the menu was hardly followed. The hygiene factor was also to be take care of, but given the resources and environment it is very tuff ask for the school official to maintain it.

### **Observations and recommendations**

#### **Some Specific Observation / Suggestion on the basis of field visits regarding Quality of Elementary Education**

1. It was observed during the field visits in district Pithauragarh by Shri K J R Burman, Sr. Consultant, NIAR that the Primary School Takana of Vin block in Pithauragarh is provided with all infrastructure including six classrooms which is a rarity in the state, five trained teachers, has the ECCE center within its premises, kitchen shed, and also the Cluster Resource Center is also located in the same premises.
  - a. The school is situated in the heart of the city on the main road and next to the D. C. office.
  - b. Despite availability of all the facilities the average marks of students of class V were 56.5 percent.
  - c. The CRC coordinator and the math teacher was not aware about the average performance of the students.
  - d. The teachers are fully satisfied that they are giving sufficient services.

The following suggestions are made with regard to the above mentioned scenario.

- The lack of sharing about average percentage of performance of students in teachers training ( Pre service training / in-service training ).
- Lack of internal supervision and evaluation regarding quality aspects.
- The quality issues should be discussed at not only district level but at the state level as well, as the average performance of students is a crucial factor for assessing the effectiveness of teaching.

2. In village Pabau of Pabau block in District Pauri, parents have mentioned that their children have joined Master Mind Public School since the Government primary school of village did not offer quality education.
  - The above mentioned observation reveals that the community is gradually lacking the confidence in the Govt. primary school, since they realize that the Govt. primary school is not offering quality education to their wards.
  
3. The primary school Chametha of Jaiharikhal block of district Pauri, is located at about 20 meters from the main road, and having two teachers for catering the educational needs of only eleven students, inspite of this the student of class IV was not able to write down their name in English. One student in the school was able to recited the poem “Twinkle twinkle little star”, which his mother (who is a Government employee) has taught him.
  - In this regard teacher evaluation must be applied strictly.
  
4. In village Jaletha of Jaiharikhal block of District Pauri the teacher has detained students in class I and II, since the children had not learnt the basic. Class V students of the school have performed very well with only three students obtaining less than 60 percent.
  
5. The appointment of junior engineers is the area of major concern as the quality of civil work is affected because of deficiency of junior engineers. As it is felt in all the three districts visited for the monitoring activities that lack of junior engineers is the main reason for non completion of civil works. It is not feasible with only one or two junior engineer to cover all the construction sites.
  
6. In Jaiharikhal block of district Pauri, some VEC have mentioned that teacher absenteeism is rampant, hence they had locked the school during school hours and passed on the key to the Sub Divisional Magistrate a few times.
  
7. Besides, enriching the knowledge and improving teaching skill, ***there is urgent need to increase the number of teachers in the schools of the district.*** In such as situation when teachers are less than required, multi-grade teaching is the only

way out. About *three fourth* (74 percent) *teachers in the district resort multi-grade teaching*. The other adverse impact of lesser number of teachers than required is one teacher teaching many subjects. Almost every teacher in the district teaches more than one subject. In such a situation it is almost impossible to give personal attention to the educational needs of individual student. These shortcomings reflect themselves in many ways. For example mothers of more than two third students and fathers of more than one third students of the government primary schools are illiterate. The educational level of rest of the parents is also low. Not only this majority of the parents are engaged in low earning jobs and their exposure to outside world is very poor. Thus in absence of concrete measures to increase number of teachers in the schools, there are apprehensions that issue of quality education may get reduced to the level of rhetoric

8. It is important to note that the basic aim of Block Resource Centres (BRC) and DIET is to provide academic assistance to teachers. The view of officials of these centres may be different, in extending cooperation to teachers. However, large number of teachers suggesting that cooperation these officials is not always assured, urges to look closely on the working of these centres to device suitable remedial measures.
9. Sound school infrastructure creates better environment for academic transactions and helps the development of mental faculties, skill, and right attitude towards life and civic sense in children. During the course monitoring, the issue of quality of school infrastructure was raised by every stakeholder of primary education ranging from student to the opinion leader of community. Many parents, teachers and opinion leader were of the view that besides, many other things, quality of infrastructure tempt well-off parents to enroll their children in private (English medium) schools.

**Annexure - 1**

**District wise and category wise Details of schools visited for monitoring**

<b>Name of district</b>	<b>No. of blocks</b>	<b>Primary school</b>	<b>Upper primary school</b>	<b>E G S</b>	<b>Total schools/ centers</b>
<b>Haridwar</b>	06	28	07	11	46
<b>Pauri</b>	04	20	05	04	29
<b>Uttarkashi</b>	02	11	03	03	17
<b>Total</b>	12	59	15	18	92

**Annexure – 1.1**  
**List of schools visited for monitoring activities**  
**District Haridwar**

<b>Narsan</b>	<b>Laksar</b>	<b>Bhagwanpur</b>
1. PS Jainpur Jhanjhedi	15. PS Kankardheda (Rasulpur)	30. PS Bhagwanpur- II
2. PS Akabarpur	16. PS Mahatoli	31. PS Khelpur
3. PS Dhandera III	17. PS Luxar Gram	32. PS Bahedki
4. UPS Mundlana	18. PS Ethal	33. PS Budhwashheed
5. UPS Manglore	19. UPS Mahtoli	34. PS Kheldi
6. EGS MJIB	20. EGS Madarsa Khdantra	35. PS Shahpur
7. EGS H. Bilal	21. EGS Kutavpur	36. EGS Hajra Tongiya
	22. EGS Peer Basti Mongpur	37. EGS Haripur Tongiya
<b>Roorkee</b>	<b>Khanpur</b>	<b>Bahadarabad</b>
8. PS Saliyar	23. PS Mandabela	38. PS Roshnabad
9. PS Badirajpuratana	24. PS Chandrapuri	39. PS Bhovapur
10. PS Harjoli	25. PS Mirjapur	40. PS Manubas Grant
11. PS Rampur	26. PS Giddavali	41. PS Bhagtanpur / Avidapur
12. UPS Madhopur	27. PS Balavali	42. PS Fherupur - II
13. UPS Daulatpur	28. PS Prhladpur	43. UPS Manubas Grant
14. EGS Mahigiran	29. EGS Ravidas Basti Tugalpur	44. UPS bhagtanpur/ Abidpur
		45. EGS Chandighat
		46. EGS Shyampur Kangdi

*Note - Name of blocks are mentioned in grey shades*

**Annexure -1.2**  
**List of schools visited for monitoring activities**

**District Pauri**

<b>Dugadda</b>	<b>Jaiharikhal</b>
1. PS Sukhoo Devi	16. PS Jaletha
2. PS Kumbhichand	17. PS Chametha
3. PS No. 7	18. PS Jadiyahana
4. PS No. 5	19. PS Deria khal
5. PS Satichand	20. PS Jadla
6. PS Motadhak	21. PS Khundoli
7. PS Kalalghati	22. UPS Jaletha
8. UPS Kotdwar	23. UPS Barswar
9. UPS Padampur	
10. UPS Satichand	
<b>Dwarikhal</b>	<b>Thailisain</b>

11. P.S. Hilogi	24. P.S. Sunargaon
12. P.S. Cholyunsain	25. P.S. Kainur
13. P.S. Garhkot	26. P.S. Bagwadi
14. EGS Tolyunbadyun	27. P.S. Maroda
15. EGS Chatindabadyun	28. EGS Balsem
	29. EGS Patal

*Note - Name of blocks are mentioned in grey shades*

**Annexure – 1.3**  
**List of schools visited for monitoring activities**

**District Uttarkashi**

<b>Bhatwari</b>	<b>Dunda</b>
1. PS Ganeshpur	11. PS Dunda
2. PS Maneri	12. PS Badethi
3. PS Kotdwar	13. PS Jari dhumka
4. PS Kausein	14. PS Chakon
5. PS Tiloth	15. UPS badethi
6. PS Gandhi Vidya Mandir	16. EGS Matli
7. PS Birla Gali	17. EGS Silkyava
8. UPS Kotdwar	
9. UPS Gandhi Vidya Mandir	
10. E.G.S. Kandola	

*Note - Name of blocks are mentioned in grey shades*

**Annexure – 2.1**  
**Information regarding civil works in schools**

**Distt. – Haridwar**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Community manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for construction	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Narsan (N= 5)	-	5	4	1	5	-	5	-	3	2	5	-
2	Roorkee (N= 6)	-	6	6	-	6	-	6	-	5	1	6	-
3	Khanpur (N= 6)	-	6	4	2	6	-	6	-	3	3	6	-
4	Bhagwanpur (N= 6)	-	6	6	-	6	-	6	-	5	1	6	-
5	Bahadarabad (N= 7)	-	7	7	-	7	-	7	-	5	2	7	-
6	Laksar (N= 5)	-	5	5	-	5	-	5	-	4	1	5	-
	Total (N= 35)	-	35	32	03	35	-	35	-	25	10	35	-

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.1 A**  
**Information regarding civil works in schools**

**Distt. – Pauri**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Communit y manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for construction	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Dugadda (N= 10)	-	10	08	02	10	-	10	-	-	10	10	-
2	Jaiharikhal (N= 8)	-	08	06	02	08	-	08	-	-	08	08	-
3	Dwarikhal (N= 3)	-	03	03		03	-	03	-	-	03	03	-
4	Thalisain (N= 4)	-	04	03	01	04	-	04	-	-	04	04	-
	Total (N= 25)	-	25	20	05	25	-	25	-	-	25	25	-

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.2  
Information regarding Text Books in schools**

**Distt. – Haridwar**

1	2	3		4	5	6	7	
Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Narsan (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	5	-
2	Roorkee (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
3	Khanpur (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
4	Bhagwanpur (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
5	Bahadarabad (N= 7)	7	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	7	-
6	Laksar (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	5	-
	Total (N= 35)	35	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	35	-

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of free text books was delayed.

**Annexure – 2.2 A  
Information regarding Text Books in schools**

**Distt. – Pauri**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay in distribution of text books	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Dugadda (N= 10)	10	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	10	-
2	Jaiharikhal (N= 8)	8	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	7	1
3	Dwarikhal (N= 3)	3	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	3	-
4	Thalisain (N= 4)	4	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	4	-
	Total (N= 25)	25	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	24	1

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of books was delayed.

**Annexure – 2.2 B  
Information regarding Text Books in schools**

**Distt. – Uttarkashi**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
		1	Bhatwari (N= 9)				9	-
2	Dunda (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May	Administrative reasons *	4	1
	Total (N= 14)	14	-	1 <sup>st</sup> April, 2006	April, May	Administrative reasons *	11	3

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of books was delayed.

**Annexure – 2.3**  
**Information regarding Teaching Learning Material grants**

**Distt. – Haridwar**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No							
1	Narsan (N= 5)	5	-	Cards, charts, models etc.	1	4	5 *	-	-	5
2	Roorkee (N= 6)	6	-	Cards, charts, models etc.	3	3	6 *	-	2	4
3	Khanpur (N= 6)	6	-	Cards, charts, models etc.	2	4	6 *	-	1	5
4	Bhagwanpur (N= 6)	6	-	Cards, charts, models etc.	5	1	6 *	-	3	3
5	Bahadarabad (N= 7)	7	-	Cards, charts, models etc.	4	3	7 *	-	2	5
6	Laksar (N= 5)	5	-	Cards, charts, models etc.	3	2	5 *	-	1	4
	Total (N= 35)	35	-		18	17	35 *	-	9	26

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.3 A  
Information regarding Teaching Learning Material grants**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No							
1	Dugadda (N= 10)	10	-	Charts only	01	09	10 *	-	-	10
2	Jaiharikhal (N= 8)	8	-	Charts only.	03	05	8 *	-	-	8
3	Dwarikhal (N= 3)	3	-	Charts, models, etc.	01	02	3 *	-	-	3
4	Thalisain (N= 4)	4	-	Charts, cards.	02	02	4 *	-	-	4
	Total (N= 25)	25	-		07	18	25 *	-	-	25

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.3 A  
Information regarding Teaching Learning Material grants**

**Distt. – Uttarkashi**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No		Yes	No	Yes	No	Yes	No
1	Bhatwari (N= 9)	9	-	Charts, card boards, clay models. Models, etc.	9	0	9	0	8	1
2	Dunda (N= 5)	5	-	Cards, charts, models etc.	4	1	5 *	-	3	2
	Total (N= 14)	14	-		13	1	14 *	-	11	3

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.4  
Information regarding DISE**

**Distt. – Haridwar**

1	2	3	4	5	6
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Narsan (N= 5)	5	-	4	1	One day	CRC	✓	-
2	Roorkee (N= 6)	6	-	4	2	One day	CRC	-	✓
3	Khanpur (N= 6)	6	-	3	3	One day	CRC	-	✓
4	Bhagwanpur (N= 6)	6	-	5	1	One day	CRC	✓	-
5	Bahadarabad (N= 7)	7	-	6	1	One day	CRC	-	✓
6	Laksar (N= 5)	5	-	5	-	One day	CRC	-	✓
	Total (N= 35)	35	-	27	8				

**Note - N for each block include only primary and upper primary schools.**

Note – The availability of data capturing formats is mentioned for the previous academic session of 2005-06.

\* The figures are shown for each block.

**Annexure – 2.4 A  
Information regarding DISE**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected*	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Dugadda (N= 10)	6	4	10	-	One day	BRC and CRC	✓	-
2	Jaiharikhal (N= 8)	4	4	6	2	One day	CRC	-	✓
3	Dwarikhal (N= 3)	1	2	2	1	One day	CRC	-	✓
4	Thalisain (N= 4)	1	3	4	-	One day	CRC	-	✓
	Total (N= 25)	12	13	22	3				

**Note - N for each block include only primary and upper primary schools.**

\* The figures are shown for each block.

**Annexure – 2.4 B  
Information regarding DISE**

**Distt. – Uttarkashi**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Bhatwari (N = 9)	9	-	7	2	One day	BRC and CRC	✓	-
2	Dunda (N = 5)	5	-	4	1	One day	BRC and CRC	✓	-
	Total (N = 14)	14	-	11	3				

**Note - N for each block include only primary and upper primary schools.**

Note – the availability of data capturing formats is mentioned for the last academic session.

\* The figures are shown for each block.

**Annexure – 2.5  
Information regarding functioning of the VEC**

**Distt. – Haridwar**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Narsan (N= 5)	5	-	5	-	5	-	4	1	3	2
2	Roorkee (N= 6)	5	1	5	1	6	-	5	1	4	2
3	Khanpur (N= 6)	5	1	5	1	6	-	4	2	4	2
4	Bhagwanpur (N= 6)	6	-	6	-	6	-	6	-	3	3
5	Bahadarabad (N= 7)	7	-	7	-	7	-	7	-	4	3
6	Laksar (N= 5)	4	1	4	1	5	-	4	1	2	3
	Total (N= 35)	32	3	32	3	35	-	30	5	20	15

**Note - N for each block includes only primary and upper primary schools.**

**Annexure – 2.5 A  
Information regarding functioning of the VEC**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Dugadda (N= 10)	10	-	10	-	8	2	8	2	7	3
2	Jaiharikhal (N= 8)	7	1	7	1	6	2	6	2	5	3
3	Dwarikhal (N= 3)	3	-	3	-	2	1	2	1	2	1
4	Thalisain (N= 4)	3	1	3	1	3	1	3	1	2	2
	Total (N= 25)	23	2	23	2	19	6	19	6	16	09

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.5 B  
Information regarding functioning of the VEC**

**Distt. – Uttarkashi**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Bhatwari (N = 9)	9	-	9	-	8	1	7	2	6	3
2	Dunda (N = 5)	5	-	5	-	5	-	5	-	4	1
	Total (N = 14)	14	-	14	-	13	1	12	2	10	4

**Note - N for each block includes only primary and upper primary schools.**

## **Chapter 2**

### **Introduction: Background of SSA in Uttarakhand**

**T**he National Institute of Administrative Research, Lal Bahadur Shastri National Academy of Administration, has been entrusted the task of monitoring the implementation of SSA in Uttaranchal. The proper mission of evaluation is not to eliminate the fallibility of authority or to bolster its credibility. Rather its mission is to facilitate a democratic, pluralistic process by enlightening all the participants.

As per the assigned task approximately 5 percent of the schools under Government elementary education institutions (Primary/ Upper Primary/ AIE/ EGS) are to be covered under field visits. Roughly 25 percent of the task is to be carried out every six months. In order to carry out the field visits for the first six months (April 2006 – September 2006) three districts namely Haridwar, Pauri, Uttarkashi have been selected for primary data collection.

### **Status of SSA in the state**

According to the minutes of the meeting of Project Approval Board held on 8.3.2006 to consider AWP&B for 2006-07 of the State of Uttaranchal for SSA and NPEGEL there are 23155 total habitations in the state and out of the total habitations 22,246 habitations have primary school facility. Of the remaining 909 habitations without primary schools, 223 are eligible for primary schools as per the norms of the State Govt. for which provisions have been made in the year 2006-07. The remaining habitations are covered either by Education Guarantee Scheme Centers or AIE interventions. There is one upper primary school for every 2.64 primary school and thus the ration of upper primary schools to primary schools is 1:2.64. In the state 99.75 percent of the total SC children are enrolled in the schools followed by 99.56 percent of the ST children . The girl's enrolment is 99.61 percent . The total enrolment of children is 99.7 percent. The drop out rate has reduced from 15 percent to less than 2 percent. The achievement level of students has increased by 16 percent from the base line of 2002. The Parent Teacher Ration has come down from 1:43 to 1:30. The transition rate from Primary School to Upper Primary School is 98.2 percent. The State has developed GIS system for schools and habitations for better programme management. The monitoring structures have been equipped with Information Technology facilities till Block Resource Center level.

## **Proposals**

For the year 2006-07 the State proposed opening of 223 primary schools (including up gradation of 84 EGS centers), and 253 upper primary schools. The state has also proposed for construction of 1641 additional classrooms, IED interventions for 12049 children and remedial teaching for 58500 children. As per the State's assessment there are 32062 out of school children (5612 never enrolled and 26450 drop outs.) The State proposed to cover all the children who are out of school by different interventions during 2006-07. The State also proposed for recruitment of 2874 new teachers and training for 47736 teachers. The outlay sought was 291.89 crore Rs.. The State Government budget allocation for 2006-07 is 62.50 crore Rs..

## **Approvals**

The PAB approved the following interventions for Uttaranchal 2006-07: -

### **(i) New school**

223 primary schools were sanctioned which included up gradation of 84 EGS Centers. 253 upper primary schools were sanctioned. The State has confirmed that with these approvals they have covered all eligible habitations as per the norms of the State Government. No additional schools would be required in the coming years as per the existing norms.

### **(ii) Civil Works**

The details of approved civil works in the PAB meeting for the state of Uttaranchal are given in the table 1.1. A perusal of table 1.1 clearly reveals that 223 buildings for new primary schools are sanctioned for construction in the year of 2006-07. The financial outlay for this head is 8.43 crore Rs. For new upper primary schools 253 buildings are sanctioned to be constructed in the current financial year and the financial outlay is 15.18 crore Rs. for the construction of these new upper primary schools buildings. As far as reconstruction of primary school buildings is concerned 358 school buildings are approved for reconstruction with the financial assistance of 13.53 crore Rs. is sanctioned

for this purpose. 92 upper primary school buildings are proposed and approved for reconstruction and the financial outlay is 5.52 crore Rs. for the reconstruction of these buildings. It is thus clear that total 476 buildings for primary and upper primary schools are to be constructed in the current financial year.

**Table – 2.1**  
**Details of approved civil works in the AWP&B**

<b>Activity</b>	<b>Spillover</b>	<b>Fresh</b>	<b>Total</b>	<b>Financial Outlay (Rs. In Crores)</b>
New schools (Primary)	Nil	223	223	8.43
New schools (Upper Primary)	Nil	253	253	15.18
Reconstruction (Primary)	Nil	358	358	13.53
Reconstruction (Upper Primary)	Nil	92	92	5.52
Additional Classrooms (Primary)	Nil	1125	1125	15.18
Additional Classrooms (Upper Primary)	Nil	516	516	6.96
Construction of boundary walls	Nil	2973	2973	11.89
Construction of Separation wall	Nil	790	790	3.95
Construction of BRC	6	Nil	6	0.36
CRC	Nil	120	120	2.40
Electrification	Nil	623	623	1.24
Child friendly (for new schools)	Nil	476	476	0.95
			<b>Total</b>	<b>85.61 Crores</b>

Source – minutes of the PAB meeting held on 08.03.2006

As far as additional classrooms are concerned 1125 classrooms are approved to be constructed in the primary schools and 15.18 crore Rs. are sanctioned in this respect. In the upper primary schools the amount for constructing additional classrooms is 6.96 crore and a total of 516 classrooms are to be constructed. 2973 boundary walls and 790 separation walls are approved to be constructed in the primary and upper primary schools in the state with the budget of 11.89 crore Rs. and 3.95 crore Rs. respectively.

The spill over in the approved civil works for the current year is only in the construction of Block Resource Center as there is no fresh approval and the budget is 0.36 crore Rs. for their construction. As far as construction of Cluster Resource centers is concerned 120 buildings for CRC are approved for construction during the current financial year. 623 school buildings are targeted to be electrified with the financial assistance of 1.24 crore Rs.

With these sanctions the State has reached the saturation point in respect of new schools, additional classrooms, re-construction of schools, Block Resource Centers and Cluster Resource Centers. There would be no further requirement of civil works on account of this.

**(iii) Out of school children**

As the state has figure out that total 32062 children are still out of school in the state and therefore to cover these 32062 out of school children and to continue existing interventions in respect of habitations not eligible for PS as per norms of the state, some special strategies have been adopted, the details of these strategies are given in the table 1.2. A perusal of table suggests that the state has targeted 931 children who have never been enrolled in the existing schooling system for mainstreaming. The Education Guarantee scheme center (primary) will cater the educational needs of 1996 children who have never been enrolled in the schooling system and 37465 children who are studying in various EGS centers. Hence the EGS centers (primary) are supposed to take care of educational needs of almost forty thousand children in the state.

**Table – 2.2  
Details of strategies adopted for out of school children**

<b>Strategies</b>	<b>Never Enrolled Children</b>	<b>Drop Out</b>	<b>Continuing Children</b>	<b>Total</b>
Mainstreaming	931	0	0	931
EGS (PS)	1996	0	37465	39461

EGS (UPS)	0	0	6499	6499
AIE (PS)	0	0	8326	8326
AIE (UPS)	0	0	1034	1034
NRBC	835	13637	0	14472
RBC	278	12813	0	13091
Back to School Camps/ Madarsa	1572	0	3915	5487
<b>Total</b>	<b>5612</b>	<b>26450</b>	<b>57239</b>	<b>89301</b>

Source – minutes of the PAB meeting held on 08.03.2006

As the figures given in table 1.2 reveals that it is not possible that enrolled or drop out children could be covered under the EGS upper primary, however, they will continue with 6499 children who will continue their education with these centers. Under the alternative and innovative education scheme 9360 children are targeted to be covered. In nutshell the state has suggested various measures to enroll the drop out children and to those children who will continue their education in the centers functioning under Education Guarantee Scheme and AIE. The cost of these interventions is 18.91 crore Rs.

**(iv) Remedial Teaching**

58500 children enrolled in government elementary education institutions were approved for providing remedial teaching at a cost of 4.38 Crore Rs.

**(v) New Teachers**

For the 223 new primary schools that are sanctioned to be open in the state 2 teachers per school are approved to be appointed and ,therefore, 446 primary teachers were approved to be appointed in the newly open primary schools. For the 253 upper primary schools which are sanctioned to be opened in the current financial year 3 teachers per schools were approved to be recruited and hence 759 upper primary teachers were approved to be appointed in the newly open upper primary schools. In all, sanctions were accorded for 1205 teachers at a cost of 17.57 crore Rs. No additional teachers were sanctioned as the Pupil Teacher Ratio is satisfactory.

For the 3326 Teachers recruited in the previous years, an expenditure of 46.32 crore Rs. was approved towards their salary.

**(vi) Teacher Training**

The total number of teachers to be trained (including Shiksha Mitras) is 46362 at a cost of 6.36 crore Rs. in the state as a whole.

**I. Primary teachers**

A total of 24419 primary teachers will be given 20 days training in service during 2006-07. The training module will include the 10 days in service training on hard spots and the rest of the 10 days training will focus on sensitization, evaluation and school environment.

**II. Upper Primary teachers**

A total of 18186 upper primary teachers will be given 20 days training as above during 2006-07. The training module will include the 10 days in service training on hard spots and the rest of the 10 days training will focus on sensitization, evaluation and school environment.

**III. Shiksha Mitras**

15 days training for 3757 Shiksha Mitras was approved.

**(viii) Teaching Learning Equipments**

Teaching – learning equipment was sanctioned for all the sanctioned new schools in the state that is 223 new primary schools and 253 new upper primary schools. Teaching – learning equipment was also sanctioned for 71 upper primary schools that were not covered under the operation black board scheme. Total funding of 1.84 crore Rs. was approved for this objective.

**(viii) School Grants**

School improvement grants were sanctioned to 11927 primary schools and 4403 upper primary schools at a cost of 3.26 crore Rs.

**(ix) Maintenance Grants**

Maintenance grants were sanctioned to 10426 primary schools and 3463 upper primary schools at a cost of 6.94 crore Rs.

**(x) TLM**

TLM grant was sanctioned to 26713 primary teachers and 18204 upper primary teachers at a cost of 2.24 crore Rs.

**(xi) Free Text- Book**

Free text-books were approved for 5,91,464 students of primary school and 2,95,181 students studying in upper primary school at a cost of 13.30 crore Rs.

**(xii) IED**

Under IED the State proposes to hold district level workshops, capacity building and bridge courses, assessment camps in each staff, educational tours, and district resource group meetings, 3 days training for one teacher from each primary and upper primary school and intensive training for 2 teachers from each CD Block and aids and appliances for children. The total number of children to be covered is 12049 at a cost of 1.44 crore Rs.

**(xiii) Innovative Activities**

(a) **CAL** : In all 249 upper primary schools have been covered under CAL and the State's proposals to cover another 150 upper primary schools in the current year is approved at a cost of 1.95 crore Rs.

(b) **ECCE** : No new ECCE Centre was approved. Sanction was accorded for continuing 2572 existing ECCE Centres at a cost of 1.81 crore Rs.

(c) **Girl's education** : District-wise activities which included sewing, painting, food preservation, bal malas, book binding , preparation of soft toys, self defense, mountaineering, Para gliding, was approved for an amount of 1.42 crore Rs.

(d) **SC/ST** : Activities like holding summer camps; vocational activities special session for remedial teaching and profiling of each SC/ST minority child was approved at a cost of 1.10 crore Rs.

**(xiv) VEC :**

Training of 59570 VEC members at a cost of 0.35 crore Rs. was approved.

**(xv) REM :**

Printing of DIES format, house-hold survey, analysis and dissemination, capacity building and Research on impact of teacher training, research on impact of school grading system and action research were approved at a cost of 1.48 crore Rs.

**(xvi) NPEGEL**

NPEGEL activities were approved for 398 clusters in 42 blocks at a cost of 3.50 crore RS.

**(xvii) SIEMAT**

The state has acquired the land for SIEMAT and the construction has been started. The process for selection of faculty is also in progress. An amount of 0.50 crore Rs. was sanctioned during 2005-06 and the remaining amount of 2.50 crore Rs. is sanctioned for 2006-07. **Thus, the total admissible amount of 3 crores Rs. has been made available.**

**(xviii) KGBV**

The number of KGBV Centres sanctioned in the State is 13 and all of them are functioning.

**(xix) Special Focus Districts**

There are 2 special focus districts, viz., Bageshwar (SC district) and Hardwar (minority district). The total outlay for the district of Bageshwar is 8.98 crores Rs. and for Hardwar is 5.21 crores Rs. The details of the approved interventions annexed.

## **PAB Observation**

The project Approval Board emphasized on the following issues for implementation by the State Government : -

- (vii) In view of the data discrepancies in the out of school and drop out children the State should re-look at various data sources and improve the data quality.
- (viii) Out of the existing 1562 EGS centers only 84 are being upgraded during 06-07. Therefore, a review of the policy of up gradation of the EGS by the State may be undertaken.
- (ix) Children eligible for remedial teaching identified through School Gradation tool should be given remedial teaching in a time bound schedule.
- (x) The state will submit their observations on the IMRB studies separately so that the matter could be taken up with IMRB.
- (xi) The method of preparation of District Plan and their integration with the State Plan needs to be streamlined.
- (xii) The State must put in systems for accountability of BRC & CRC Coordinators and personnel.

### **Commitments**

The State Government gave the following commitments to improve the implementation of SSA at the time of the PAB meeting : -

- (x) All out of school children will be covered during the year 2006-07. Special focus will be on girls retention and enrolment.
- (xi) Greater focus will be given to drop out children. The data on the drop out children will be rechecked and the State will conduct preparatory camps, bridge camps and remedial camps to ensure that there should remain no dropouts during the year 2006-07.
- (xii) As per the IMRB study the State has 1,16,680 out of school children while the assessment of the State is only 32,062. A detailed household survey should be conducted by the State for a more informed picture. Independent agencies will conduct this survey in urban areas and districts. The data will be cross checked with community members. Two sample surveys by independent agencies will also be conducted during 2006-07.

- (xiii) There will be no single teacher schools. The State will review the position regarding 584 single teacher primary schools and 38 single teacher upper primary schools as reported and will take action to rectify the situation.
- (xiv) The State will take comprehensive steps to check teacher absenteeism and define outcomes of teacher training.
- (xv) Construction of 6 BRCs (spill over work of 05-06) will be completed in 6 months time.
- (xvi) Quarterly pupil evaluation outcomes to be measured and reported in NCERT monitoring tools by July – 2006.
- (xvii) Comprehensive Continued Evaluation (CCE) will be implemented statewide during the year 2006-07. Intimation on this universal implementation will be sent to DEEL early. In addition State will set up a system of independent testing of student outcomes at periodic intervals.
- (xviii) The student outcomes as reported in DISE (exam results of class V & VIII levels) will be improved by 10% in 2006-07.

### **Budgetary approvals /allocation and Expenditure Pattern**

A perusal of table 1.3 revealed that around 45 percent of the total sanctioned budget is utilized during the first half of the current financial year. As far as different heads of expenditure are concerned in civil works 60 percent of the approved budget is utilized and about 26 percent of the total physical targets have been achieved during the same period. A perusal of table suggests that although 78 percent of the approved budget is utilized for teaching learning equipment but only 6 percent of the physical targets have been achieved. The similar is the case with school grants and maintenance grants where almost 96 percent of the budget is shown as utilized for each category but only 31 percent of the physical targets have been achieved in each category. In the case of in service training of teachers 93 percent of the approved budget is utilized but only 21 percent of the physical targets have been achieved. The scenario is similar in almost all the heads shown in the table, and it is therefore presumed that expenditure has been shown as booked under various heads though the work on the projects on ground may not have been started.

**Table: 2.3**  
**Head-wise Utilization of Budget 2006-07 (up to 30 September, 2006)**  
**(Rs. in Thousands)**

Sl. No.	Major Head	Approved by GOI		Utilized Budget	Percentage utilization	Achieved physical Target	Percentage target achieved
		Total AWP&B 2006-07					
		Fin.	Phy.				
1	Civil Works	856153.00	7555	512146.90	59.82	1987	26.30
2	Teaching Learning Equipment	18430.00	547	14320.00	77.70	31	5.67
3	School Grant	32660.00	16330	31584.00	96.71	4910	30.07
4	Maintenance Grant	69445.00	13889	67120.00	96.65	4389	31.60
5	Teachers' Grant	22458.00	44917	17268.00	76.89	13594	30.26
6	EGS	41143.35	45960	12879.97	31.31	9976	21.71
7	AIE	189222.60	100910	19452.39	10.28	1186	1.18
8	Free Text Books	132996.75	886645	71150.11	53.50	295834	33.37
9.	IED	14458.80	12049	3264.75	22.58	1470	12.20
10.	Innovative Activities	62846.80	52	17681.62	28.13	352	67.69
11.	Salary of teachers sanctioned in past years	463264.00	3326	191869.85	41.42	1973	59.32
12	Salary Grant (teachers sanctioned in the present year)	175758.00	1205	18397.00	10.47	78	6.47
13.	Teachers' training	63591.85	88967	59206.65	93.10	19252	21.64
14.	Strengthening of VEC	3574.20	59570	2788.24	78.01	6823	11.45
14	BRC Administrative	22537.50	413	11638.72	51.64	202	48.91
15	CRC Administrative	97841.80	3616	40054.83	40.94	1543	42.67
16	Research/Monitoring /Evaluation /MIS	14853.90	16314	4209.03	28.34	2251	13.80
17	Management Cost	68610.18	741	15628.27	22.78	17	2.29
18	District Grand Total	2349846.22	-	1110660.32	47.27	-	-
19	SPO Total	72121.70	-	9650.00	13.38	-	-
20	SIEMAT	25000.00	-	-	-	-	-
21	NPEGEL	35082.80	-	9132.00	26.03	-	-
	Grand Total Including SPO	2482050.72	-	1129442.32	45.50	-	-

*Source: figures provided by State Project Office, Uttaranchal Sabhi Ke Liye Shiksha Parishad, Dehradun.*

Looking at the expenditure figures of different heads, given in table 1 it is evident that around 97 percent of the sanctioned budget for school and maintenance grant has been utilized during the period of 1 April to 30 September 2006. However it is also clear that large part of sanctioned budget of EGS, AIE , research and evaluation remained unutilized. The SPO needs to examine this issue more intensively. It is important to mention that given the geographic and demographic structure of the State of Uttaranchal, the remote areas, has spars and scattered habitations, rarely having population base

enough to open regular elementary schools. In these habitations, EGS and AIE may prove to be the best solution for the means of elementary education.

The distribution of textbooks is another area of concern as almost half of the sanctioned budget remained to be utilized. During field visits the teachers have mentioned that if textbooks are distributed in time, it will help in improving achievement level of students. The other area of concern is placement of teachers as only 10 percent of the sanctioned budget is utilized. Many schools in the state are single teacher schools. This has direct implication to quality. Therefore, this issue of lesser utilization of teachers' salary grant needs to be looked closely. Expenditure on innovative activities has also been much less than the sanctioned amount as only 28 percent of the budget is utilized, this area is also important to accomplish the objective of universal enrollment and improvement in quality.

The major areas of concern therefore are teachers training, teaching learning equipments, recruitment of new teachers, Research- monitoring – and evaluation, distribution of free text books, and the strengthening of village education committees. The authorities' needs to look in these matters seriously as these are the core issues as far as SSA, enrolment, and quality of education in the schools is concerned.

However, the situation is satisfactory as far as BRC, CRC, and VEC related heads are concerned, 78 percent of the approved budget for strengthening the VEC, 52 percent of the approved budget of BRC administrative and 41 percent of the CRC administrative is utilized.

If a comparison of the current year's expenditure pattern is drawn with the previous year's performance it is quite clear that the same trend is being followed in the expenditure of EGS and AIE heads as during the financial year of 2005-06 more than 50 percent of the sanctioned budget remained unutilized, and same is the story in the financial year of 2006-07 as well, as only 31 percent of the sanctioned budget of EGS and 10 percent of AIE has been utilized. In the research and monitoring head in comparison to the 75 percent expenditure during the last year the situation is rather grim with the

utilization of only 28 percent of the approved budget during the first six months of the current financial year. As far as the appointment of teachers is concerned the scenario is not encouraging if compare to what has been done in the last year. During the previous financial year 76 percent of the approved budget for the salary grant of newly posted teachers was utilized and this year only 10 percent of the approved budget for the salary grant of newly posted teachers is utilized. In the other heads of expenditure such as civil works, Teaching learning equipment, school grants, etc. more and less same trend is followed in the expenditure pattern.

### **Previous monitoring activities in the state**

National Institute of Administrative Research, Mussorie have monitored the SSA activities during the previous academic session as well. Three districts namely Haridwar, Dehradun, and Tehri Garhwal have been visited for monitoring activities. A total of 7 government elementary schools and one private school was visited in Tehri and Dehradun districts and an interaction session with various stakeholders for discussing various issues related to elementary education was organized in the District Institute for Education and Training, Roorkee, in Haridwar district. Following observations were made from the monitoring activities.

#### **5. Distribution of free text books :**

Timely distribution of textbooks is a pre-requisite to ensure quality education. It was noticed that generally there was delay in distribution of textbooks. For example, the NPRC Coordinators at BRC Kirtinagar have indicated that the text books for upper primary classes reached to the NPRC headquarters by mid August, 2005, whereas as per the academic calander the textbooks ought to be distributed by the first half of July, 2005. It was also observed that out of the 8 NPRCs, only 5 NPRCs have received the textbooks for further distribution and text books were yet to reached the remaining 3 NPRCs where access was relatively on the tuff side.

#### **6. Mid-day Meal:**

It was noticed during the monitoring visits that mid day meal was regularly cooked and distributed to the students properly. However, the additional nutritional support being provided like distribution of biscuits and sattu was not provided to the student in proper manner. It was observed the community organizations like VEC, SMC generally shown reluctance in participation in the mid day meal scheme and it was indicated as a matter of serious concern.

#### **7. Functioning of VEC :**

It was observed that all schools have Village Education Committee and they were meeting regularly. However, it was noticed that members were not very particular about attending the meetings of the VEC, some members just participate to fill the quorum. It was also noticed that some VEC were very innovative and had purchased furniture as the means of seating arrangements for the students. The participation of SC members and women was found adequate as per the norms.

#### **8. Functioning of new sanctioned schools:**

It was mentioned by the participants during the interaction that the new sanctioned schools could not become functional till date, because of legal and procedural issues in release and utilization of grants. As per prevalent provision, funds to schools are given through Village Education Committee. The bank account of VEC is operated jointly by the chairperson of VEC, who also happen to be the chair person of the gram panchayat, and head teacher of the school. Since gram panchayats had completed their tenure and stand dissolved.

#### **10. Commencement and completion of sanctioned civil works:**

It was came in to focus during interaction session that the civil work sanctioned for the year 2005-06 could not be undertaken till date, because of dissolution of VEC hence the funds given to schools were unutilized.

#### **11. Enrollment of children and gender issues :**

It was observed during the interaction with the community that apart from physically disabled children all the children of 6-14 years age group were enrolled in the school. It was also noticed that parents generally enroll their son in private school and daughter in government primary school. The monitoring team had interacted with a teacher of private school and found that most of the students in the private schools are from well of section of society and the proportion of girls among the students was less than 40 percent.

#### **12. Quality of Education :**

Teachers have mentioned that the PTR in the particular area was satisfactory, but keeping in view the number of subjects to be taught, the number of teachers needs to be increased. They suggested that appointment of para teachers might solve the problem if the required number of permanent teachers could not be appointed.

#### **13. Teacher attendance :**

Teacher attendance was found satisfactory in the schools visited for monitoring activities. The rapport of the teachers among the students was also found good.

#### **14. Other issues :**

It was noticed that some primary school Supana, bring student magazine “Chunmun” in regular manner. This practice ought to be followed in all schools to inculcate creativity among students.

## **Status of SSA in Uttarakhand: Field Evidences from Three Districts**

The Sarva Shiksha Abhiyan has been launched by the government to augment the status of education in the country. As per the monitoring activities carried out by NIAR in the state of Uttarakhand, the status of SSA under various heads is as follows based on field observations in three districts namely Haridwar, Pauri, and Uttarkashi.

### **3.1 Civil Works**

#### **District Haridwar**

Appropriate infrastructure facility is very important in the context of universalization of elementary education; it is also a very crucial factor in the quest of quality education. During the field visits for monitoring activities it is observed that in general the quality of construction is satisfactory, the construction of additional room is completed in the primary school at Akbarpur Dhandeki of Narsan block. The new school building has been constructed for primary school dhandhera III, and the school is also functional, required number of teachers are posted in the school. The construction of boundary wall and additional room is completed in primary school Jainpur Jhanjhedi, and classes are to be started in the new room. It is important to mention that community has shown keen interest in the construction of additional room and boundary wall and the community have also provided bench and desk as the seating arrangements for the student of class IV and V.

The figures are given in the annexure 2.1 of this report suggests that during the field visits for monitoring activities it is being mentioned by 90 percent of the VEC/SMC members in the sampled schools that they have received training for the execution of the civil works at the NPRC/BRC/DIET. The status of availability of community manual is very good as it is mentioned by them that community manual is available with the VEC, however, in most of the cases this manual is kept by the headmaster who is also happen to be the secretary of the VEC.

The scenario of construction of ramp is dismal in about 75 percent of the sampled school visited for the monitoring purposes, as it is felt that the ramp is not constructed at the place where it should have been constructed in the primary school of Mohammadpur Jatt the ramp is constructed at the last room of the school, whereas there is around 2 feet wide drainage lane on the main entrance and if rationality prevails the ramp should be constructed there. It is, therefore, an area of concern to the authorities and thus suggested that the place of construction of the ramp needs to be more rational.

The state has formed a structure to monitor the civil work construction. There is a provision to appoint a junior engineer on contract basis for every block, but no appointment in this regard has been made in the district till date. The Junior Engineer of Rural Engineering Services is designated for the supervision of the civil works at the block level. However, it is the responsibility of the *thekedaar* who is in charge of construction and VEC members to inform the Junior Engineer about the progress status of construction and asked the Junior Engineer to visit the construction site for supervision. Usually the junior engineer visits a construction site for 2-3 times i.e. at foundation stage, lintel, etc. However, it is important to mention that given the shortage of time the frequency of visits made by the junior engineer to the construction site are less than what is required. In 65 percent of the sampled school VEC is keeping the separate account of funds and materials for the construction purposes. It was told by the teachers and VEC/SMC member .In about 75 percent of the sampled schools the Junior Engineer visits the construction site for 3-4 times at foundation stage, and lintel stage. There is no convergence with Swajaldhara and Total Sanitation Campaign reported in the sampled schools for monitoring purposes for drinking water facilities.

There is no convergence with Swajaldhara and Total Sanitation Campaign for the drinking water and toilet facilities.

In general the quality of construction is satisfactory at the first glance. However, the construction of ramp and railing needs to be scrutinized, as in about 50 percent of the sampled schools, it is felt during monitoring visit the ramp and railing could have been better placed in the school premises.

## **District – Uttarkashi**

The area of civil work is the problematic one in the hill area because of the peculiar condition of the mountain topography. In urban area land for construction is difficult to procure, because of lesser availability of land and high cost of construction. In mountain districts building material is transported from the plain areas, which increases the construction cost substantially. The approved unit cost, in the opinion of majority of stakeholders is less than the actual cost of construction. It leads to conclude that the civil works which are of lesser cost like construction of boundary wall, toilets etc progress has been better than those work which require more investment and purchase/procurement of land such as construction of new school building, additional room etc. In some of the remote areas the cost of material increases up to 3-4 times and results in overall increase in the construction cost.

The construction of Nyaya Panchayat Resource Center in Dunda is constructed in the premises of primary school Dunda and 75 percent of the work is completed. The construction of additional class room in primary school Jari Dhumka that is located within the premises of the Block Resource Center Dunda has not taken place yet because of unavailability of the land to construct the additional class room. The construction of boundary wall has been completed in upper primary school Badethi. The construction of new school building for primary school Ganeshpur in Bhatwari block is going on and about 70 percent of the construction work has been completed, the school is severely affected zone by the earthquake.

In about 78 percent of the sampled schools the members of VEC have mentioned that they have received the training for proper execution of civil works. However, they have also indicated that the subject matter for the training could have been better placed and the description of various issues also needs to be more elaborated. In all the sampled schools it is mentioned by the VEC members and by the head teacher that community manual is available with the VEC. It is worth mentioning here that the gram pradhan held the community manual with him in 50 percent of the sampled schools, and in rest of the cases the community manual is being kept by the head teacher of the school. In almost 75

percent of the sampled school for the monitoring visits are checked and for found VEC is keeping a separate account and record for the construction related funds.

Given the typical topography of the region and the location of the school ramp is not being constructed in all the sampled schools. In the school where the ramps have been constructed they are better placed and seems to justify the purpose of construction.

There are six development blocks in the district and only three Junior Engineers have been appointed on contract basis for the supervision of the execution of the civil works at the block level. Since the district is sparsely populated, schools are also located in remote areas it is therefore not feasible for the Junior Engineer to regularly supervise all the construction sites. As is the case with the construction of primary school building in Harsil it takes almost 5 days for the junior engineer to visit the construction site that too is for one time. The construction of additional room and of Cluster Resource Center is delayed because the junior engineer has to verify the status and the junior engineer has the shortage of time. It is evident from this instance that the number of junior engineer needs to be increased to execute proper checking of the construction sites. It is told by the teachers and VEC members that in about 50 percent of the sampled schools the JE visits the construction site for 3-4 times.

There is no convergence with Swajaldhara and Total Sanitation Campaign for the drinking water and toilet facilities.

The approved amount for unit cost needs to be reassessed since it is not feasible to draw same unit cost for hill district where land for construction is scarce and the cost of material is much higher than to plain districts due to transportation constrains keeping in view the constraints the overall quality of construction is good although the space for improvement is still there. The construction needs to be completed in the time bound manner.

## **District – Pauri**

District Pauri is administratively the largest district of the state of Uttarakhand. It is divided into fourteen development blocks and sparsely populated. The location of district Pauri is almost similar to that of district Uttarkashi and likewise the problems of land procurement and of excessive transportation cost. The primary data regarding construction of civil works is given in annexure 2.1.

The construction of new school building for upper primary school Sati Chaud in Dugadda block has been completed and the required number of teachers are posted. Although all the required facilities like furniture, office amenities are still not available to the school but the school is functioning and students are enrolled in all the three classes. The repair of boundary wall in upper primary school Jaletha is to be done immediately. The school is located on the top of the hill and the boundary wall was constructed only a year before but for some reasons it could not stand for long and since it is located on the top, it has created a danger for the students as well as for the teachers. The repair of the minor works is not at all satisfactory as in 60 percent schools teachers have mentioned that they are not able to display the Teaching Learning Material in the schools only because of the poor maintenance of the school building as the rain water enters from the roof of the school rooms and destroys the teaching learning material.

In 76 percent of the sampled schools visited for monitoring purposes the members of VEC have mentioned that they have received the training for better execution of the civil works from persons from education department at various institutional places such as Cluster Resource Center/ Block Resource Center/ DIET. Community manual is available with the VEC of all the sampled schools and is being kept either by the head teacher or by the chairperson of the VEC. In about 80 percent of the schools visited for monitoring activities it is noticed that VEC is keeping separate account for the execution of civil work construction fund.

It is noticed during the course of field visits for the monitoring purposes that the construction of ramp has not taken place in all the sampled schools in the district. With the topographical location of the school ramp is not constructed in all the sampled schools in the hilly part of district.

The Junior Engineer of the Rural Engineering Services has responsible for the supervision of the civil works at the block level. It is very important to mention that there is no junior engineer has been appointed in Sarva Shiksha Abhiyan in the district to monitor and supervise the construction of civil works. The district coordinator for coordinating the construction of civil work is appointed only few months back in the district. The member of the Village Education Committee have to call the junior engineer to visit the construction site at different levels of construction, and it is mentioned by some of the members of different VEC that the junior engineer very often just completing the formality of inspection. Since the junior engineer is not a part of the Sarva Shiksha Abhiyan they also do not show any keenness in monitoring the civil works. However as told by the VEC member and teachers of the school in 45 percent of the sampled schools the frequency of visit of the JE is not sufficient as the JE usually visits the construction site once or twice.

In primary school jadla of Jaiharikhal block the additional classroom is sanctioned for construction but the construction has not started yet the problem is that the existing school building is on the sliding land and is in depleted condition, and the land is still sliding, thus the construction of additional class room at the sliding land is under question as mentioned by the CRC coordinator, teachers and the community. Another reason for delaying in construction is that community is not showing willingness in providing some other part of land, since the land is scarce. There is another instance important to mention that in primary school chametha of Jaihari khal block the additional class room has been constructed but the area of concern is that only 11 students are enrolled in the school, and the school has already have the normal building in the form of two classrooms, one office, kitchen shed, etc. then the reasons for sanctioning and construction of additional room for this particular school is questionable and the room could have been sanctioned to some other school where the enrollment is on the higher side.

There is no convergence with Total Sanitation Campaign and Swajaldhara as far as the provision of toilet and drinking water facilities are concerned.

## **3.2 Text Books**

Text books are key to the achievement level of children and pre requisite to ensure quality education. And therefore the timely distribution of text books to the students plays pivotal role in the quest of quality education. However the situation is not very good as far as timely distribution of text books is concerned in the state as a whole. Since most of the part of state lies in rugged mountain terrain with tiny habitations and sparsely located villages the issue of timely distribution of text books is of utmost importance.

### **District – Haridwar**

The primary data collected from the field is given in annexure 2.2 in this report. It is mentioned by the teachers and students during the field work for monitoring purposes in 90 percent of the sampled schools that the students did not get all text books within one month from the commencement of the academic year. In the primary school Akbarpur Dhandeki it is noticed that students did not get all the text books for this academic year, in the same school students have mentioned that they have not received all the text books during the previous academic session of 2005-06. In primary school Jainpur Jhanjhedi the students have not received the text books for all subjects and it is being mentioned by them that it is the usual practice that they could only receive all the text books by the end of the month of September. The same is the story with all the 100 percent schools selected for the monitoring activities. No specific reasons for delay in distribution of text books are told by the teachers and BRC/CRC coordinators. However it is important to mention that the text books are distributed to all the students studying in government elementary education institutions.

In 15 percent of the sampled schools it is noticed that students are using old text books when inquired the students have mentioned that the same books are given to them by the teachers. The teachers mentioned in this regard that the students usually torn or loose the text books, and as a solution to the problem they initially give them the old text books containing same material and used by the previous students to the new students enrolled in the school or in that particular class. It is also important to mention here that

as told by the students teachers have instruct the students to not write down their name on the book. The usage of text books by the students is the ultimate objective of the whole exercise and it is noticed that students are using text books in all the sampled schools visited for monitoring purposes.

### **District – Pauri**

The status of distribution of free textbooks is not very much different in district Pauri, teachers and students in sampled primary and upper primary schools have mentioned that some books are distributed in the month of May that is within one month of the commencement of the academic session, and rest of the books have provided to the schools in the second half of July. The primary data in this regard is given in annexure 2.2 A. In primary school Sukhro Devi teachers have indicated that the students did not get all the text books with in the stipulated time and it is important to mention that the primary school Sukhro Devi is located with in the Block Resource Center premises. However in the upper primary school Sati chaud head teacher has mentioned that the students did get all the text books by the end of the month of July. In primary school Kumbhi Chaud the students of class IV have stated that they got some text books in May and remaining books in the month of August.

In Jaiharikhal block the teachers have mentioned that the students did not get the text books of Hindi and English language for class IV by the end of month of September 2006. It is observed during field visits that the textbooks for Urdu language have not been distributed to the students till September 2006. During the visit in primary school Jaletha it is noticed that text books which are to be distributed in primary schools are stored. When the C R C coordinator was asked about the books he replies that the teachers have shown laziness in picking the books from the distribution center that is in the primary school Jaletha. In primary school Deria khal teachers have indicated that only 14 students are enrolled in the school and the students of class IV did not get the text books of Hindi and English by the end of the month of September. In sampled schools in Thailisain block teachers have indicated that the students have not provided with all the text books. They have also added that it is the usual practice in the district.

In 25 percent of the school it is found that the students are using old text books and the teachers have mentioned that they use the old text books of the students, pass out in the previous academic year and give them to the new students in the class. However it is worth mentioning that all the students enrolled in government elementary schools have got the text books.

### **District – Uttarkashi**

The timely distribution of text books for all children enrolled in govt. elementary education institutions is an area of concern in the district. Since the district is sparsely located and schools are located in remote areas the distribution of text books becomes a critical issue. Less number of teachers posted in remotely located schools further aggravate the problem as at least one teacher has to receive the text books from the distribution center in most of the cases the centrally located school in that particular Cluster of the Cluster Resource center. As the figures given in annexure 2.2 B in the report reveals that In all the sampled schools it is mentioned by the teachers and students that the students did not get all the text books within one month of the commencement of the academic year.

In primary school Kotdhar of Bhatwari block teachers have mentioned that the students could get all the text books only by the month of September during the previous academic year. However the students did not get all the text books in the current session. In the primary school tiloth that is located within one kilometer from the city of Uttarkashi it is noticed that text books were not available to all the students within one month of the commencement of the academic session. In the primary school Maneri that is located within the premises of Block Resource Center Bhatwari all the text books were not available to the students within the stipulated time that is with in one month from the commencement of the academic session. It is noticed during the field visit in upper primary school Kotdhar that all the text books were available to the students. The primary school Badethi and upper primary school Badethi are located within a distance of 20 meter in between and the Block Resource Center is only 6 kilometers away from the schools, it is found that although the students of the upper primary school got all the text books but all the text books were not available to the students of the primary school.

It is observed during the field visits that students are using the text books provided to them and teachers are teaching from the text books in the class.

### **3.3 School Grants**

#### **District Haridwar**

It is noticed during the field visits for monitoring activities that the school grant of Rs. 2000 is being received by all the sampled schools in the district. In Roorkee block out of the total sampled schools 65 percent have used this grant of Rs. 2000 for whitewash the school building in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In rest of the 10 percent schools the grant was not utilized till the monitoring visit made. In Luksar block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Narsan block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building. 15 percent schools had been purchased the floorings as the means of seating arrangements for the students by the school administration. In 20 percent of the sampled schools purchase of different stationary items was also made from school grant. In 10 percent schools the grant was not utilized. In the Bhagwanpur block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Bahadarabad block out of the total sampled schools 70 percent schools had used the school grant of Rs. 2000 for whitewash the school building, in 15 percent schools the purchase of floorings as the means of seating arrangements for the students was made by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 5 percent schools the grant was not utilized.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **District Pauri**

During the course of field visits for the monitoring purposes it is observed that the school grant of Rs. 2000 is available to all the schools selected to fulfill the requirements of the monitoring activities. In Dugadda block out of the total sampled schools 90 percent have used this grant of Rs. 2000 for whitewash and minor repair of the school building, in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In 10 percent schools the grant was not utilized till the monitoring visit was made. In Jaiharikhal block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Thailisain block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building, in 30 percent schools Mats have been purchased as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In the Dwarikhal block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Pauri block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 30 percent of the sampled schools purchase of different stationary items was also made from school grant.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **District Uttarkashi**

During the course of field visits for the monitoring purposes it is noticed that the school grant of Rs. 2000 is available to all the sampled schools in the district. In Bhatwari block out of the total sampled schools 90 percent have used this grant of Rs. 2000 for whitewash and minor repair of the school building, in 25 percent schools the school administration have purchase floorings as the means of seating arrangements for the students. In 10 percent schools the grant was not utilized till the monitoring visit was made. In Dunda block around 70 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 30 percent schools floorings, pencil and other stationary is purchased by the school management to meet out students requirements in their respective schools.

In the Naugaon block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 10 percent schools the grant was not utilized. In the Purola block around 90 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Mori block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 10 percent schools the grant was not utilized.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. In general the school grant was available to the concerned sampled school latest by the month of the September.

### **3.4 Teacher and Teacher training**

Improving teacher's performance is the most important issue for primary education. Teachers are the principle instructional instrument in the primary schools. In service training of the teachers are crucial in this context.

#### **District Haridwar**

During the field visit it is mentioned by 70 percent of the teachers in Narsan block that the quality of training was good in general, they have also added that the duration for the in service training needs to be increased since the modules for the training are lengthy and some of the modules requires detailed description. When asked about the tuff modules 60 percent of the teachers from the sampled schools have indicated that the module for Mathematics and English are to be taken separately, it is important to mention that most of these teachers are older teachers. 40 percent of the teachers also indicated towards the timing of the training they have indicated that the timing should be flexible since it is very hot in Haridwar district during May and July, the months when the training is usually given. It is being mentioned by teachers in about 75 percent of the sampled schools that BRC and ABRC co-coordinators are most of the times remain involved in non academic activities such as arrangements of seating, breakfast, lunch etc. and there academic participation in training is very low in most of the cases. Teachers of all the sampled schools have mentioned that there was no provision employed for getting feedback during or after the training.

In luksar block 70 percent of the teachers during the field visit have mentioned that training module were very good in design and content, however 60 percent of the teachers have mentioned that the duration for some modules needed to be increased. In addition to it 40 percent of the teachers have mentioned that there must be intense training in English and Mathematics. These teachers have also indicated that if the BRC or ABRC coordinator is not the master trainer than the participation of BRC and ABRC

coordinator in most of the times remains only for the logistic arrangements. They too have mentioned that no procedure was used for getting feedback from the participants during or after the training.

In total almost 70 percent of the teachers have indicated that the in service training was very effective and the duration of the training should be increased for certain topics like topics of Mathematics, English. 50 percent of the teachers from the sampled schools have also indicated that a procedure should be employed to getting feedback of the participants regarding training.

All the BRC and CRC personnel have indicated that they are burdened with too much of extra work and although they often visits the schools but hardly there visit is related to pedagogical issues and most of the times they found themselves involving in administrative issues such as checking of mid day meal, construction matters etc.

### **District Pauri**

In district Pauri almost 70 percent of the teachers have indicated that the in service training was very useful and they were greatly benefited by the training. However they express that the duration of the training can be increased. Since there are certain issues requires more detailed explanation from the trainer and the trainer has to cover them quickly in order to complete the training within the stipulated time frame. Around 60 percent of the teachers have mentioned that it would be better if the training would be given at the Cluster Resource Center since they have to travel a lot to reach Block Resource Center where the training is scheduled to be held and the traveling allowance is also not sufficient to meet out the actual expenditure incurred by them.

In Dugadda block during the field visit 60 percent of the teachers have mentioned that training module were very good in design and content. 70 percent of the teachers have mentioned that some modules needed to be introduced separately. In addition to it 40 percent of the teachers have mentioned that there must be intense training in English and Mathematics. These teachers have also indicated that the BRC or ABRC coordinator's role is most often that of an administrator in the training, if the coordinator

is not the master trainer. They have indicated that no procedure was used for getting feedback from the participants during or after the training. In Jaiharikhal and Thalissain teachers in sampled schools have mentioned while commenting on the training that the training was very effective and the trainers had imparted the training in a very interesting manner so that they understood the topics easily. The teachers have also indicated that there was ample scope for improvement in the seating arrangements facilities during the training.

### **District Uttarkashi**

To carry out the monitoring activities some Block Resource Centers were also visited where the training was going on. In Bhatwari block the teachers have mentioned that the duration of training can be increased as the process of training has covered lots of module. They have also indicated that since it is a hill area and the temperature remains on the lower side therefore the introduction of bench and chair as the means for seating arrangements is must and if it is not possible then the quality of existing seating arrangements should be improved. They have added that it is very tuff to sit on floorings especially for women participants. 70 percent of the teachers during the field visit have mentioned that training module were very good in design and content, however some of the teachers have mentioned that the duration for some modules needs to be increased. In addition to it some of the teachers have mentioned that there must be intense training in English and Mathematics.

The CRC/ABRC/BRC coordinators are regularly visiting the schools in the district It is observed that the CRC/ABRC coordinators are also imparting remedial teaching, and helping the teachers in different academic issues. However one thing that all the BRC/ABRC/CRC coordinators have indicated that they are burdened with so much of administrative work that they found very little time for academic work which is in their words their primary job.

### **3.5 Teaching Learning Material (TLM) grants**

#### **District Haridwar**

The situation is rather dismal in the context of usage of Teaching Learning Material in the district of Haridwar. The primary data collected from the field is given in annexure 2.3 reveals that in about 50 percent of the schools visited for monitoring activities no Teaching Learning Material was displayed in the school. In the Narsan block teachers in nearly 65 percent schools have mentioned that since it is the beginning of the new academic session the teaching learning material they had prepared in the previous academic session is being worn out and they had not received the teaching learning material grant for the current academic session and therefore yet to prepare teaching learning material for the current session. They have mentioned that models and charts were prepared by them as teaching learning material during the previous academic session, they have also point out that poor upkeep of the building and lesser availability of amenities is an obstacle in proper keeping of the teaching learning material. In rest of the 35 percent sampled schools in Narsan block teaching learning material was displayed. But the pertinent question is how the teachers are associated the teaching learning material with the teaching pattern to the students. In primary school Jainpur Jhanjhedi the teaching learning material was displayed to the student. The teaching learning material was mainly consisted models and charts. In primary school Landhaura III the teachers have mentioned that they have not prepared the teaching learning material because of lesser availability of time and one of them also added that she has just joined the school. The head teacher has mentioned that this is a newly open school and therefore they are busy with other activities which consumes most of their time.

In the Khanpur block in 45 percent of the sampled schools it is noticed that the teaching learning material was displayed in the classrooms, the teachers have prepared mainly models and charts as the means for teaching learning material, they have also point out that poor upkeep of the building is an obstacle in properly keeping the teaching learning material. Teachers in 60 percent schools have also indicated that the students enrolled in their schools belongs to the marginalized and deprived strata of the community and most of the students did not even have necessary objects like pencil, rubber, notebooks etc. therefore the teachers spent some amount of the teaching learning material grants to purchase some stationary for the benefit of the students.

In the luksar block teaching learning material was found displayed in around 50 percent of the sampled schools. The teachers have indicated that they were still to receive the teaching learning material grants for the current academic session and therefore they had not prepared the teaching learning material for the current academic session. They had mentioned that usually charts and models consisting relevant information for the students are prepared as teaching learning material. They have also added that instruments like gintara etc. had also been purchased from the market as teaching learning material.

In almost all the sampled schools teachers have mentioned that they usually receive the teaching learning material grant latest by the month of June or mid July. However teachers, posted in schools located in interior villages have indicated some problems in withdrawing the money from their bank accounts in quick time.

### **District Pauri**

The figures given in annexure 2.3 A in this report suggests that the usage and display aspect of teaching learning material is not much different in district Pauri. During field visits in Dugadda block in no school teaching learning material was found displayed in the classrooms. In primary school Sukhro Devi that is located within the premises of the Block Resource Center when teachers were asked about the teaching learning material they have mentioned that the building of the school is in depleted condition and therefore whatever teaching learning material they prepare vanish by the rain water. They have also mentioned that they usually prepare the teaching learning material only after the rainy season is over. They also added that during the last academic session they have prepared teaching learning material in the form of chart paper, models, and from the remaining money they have purchased pencils, workbooks, for the students. It is important to mention that by the time of visit all of the teachers have received the T L M grant but none of them have prepared any teaching learning material by that time. In upper primary school Sati chaud that is a newly open school no teaching learning material was found displayed the head teacher has stated that they have recently joined in the school and therefore would take some time to prepare teaching learning material. In

primary school Kumbhi chaud some charts and paintings on the wall were made by the teachers as the means of teaching learning material. Teachers have mentioned that they prepare different kinds of charts pertaining relevant information like numbers, Hindi alphabet, English alphabet, fruits name, animals name, description of geographical information etc. for students. In the primary school kalal ghati two teachers are posted and both of them have indicated that they have joined in this school only for a few months back and therefore the teaching material is not ready to display.

In Jaihari khal block the status of display of teaching learning material was better in comparison to Dugadda block. In primary school Jaletha the teaching learning material was displayed in the office of the head teacher. The head teacher have responded that since student may destroy the teaching learning material they keep that in the office and take it in to the class when ever required. Teachers in that particular school have prepared different kinds of charts for the students containing information on different aspects of children requirements. The chart displaying numbers, parts of body, districts of Uttaranchal, etc. were made by the teachers. In primary school Chametha no teaching learning material was found displayed in the school. There are only 11 students enrolled in the primary school chametha and two teachers are posted. Instead of this they have not prepared any teaching learning material but purchase some charts like parts of body etc. In primary school Deriya khal 14 students are enrolled and two teachers are posted to take care of their educational needs but no teaching learning material was found for the usage of students in the school.

In almost all of the sampled school teachers have mentioned that given the geographical status of the district they used to prepare teaching learning material after the rainy season is over. However the important aspect is this that in 55 percent of the sampled schools teachers have mentioned that they use some part of the teaching learning material grant to provide the stationary to the students. It clearly indicates towards the poor economic base of students enrolled in the government elementary educational institutions. Another fact worth mentioning regarding teaching learning material was that it was noticed in some schools that instead of preparing teaching learning material

themselves teachers purchased readymade charts and models from the market. This issue needs to be looked in close quarters and should be an area of concern to the authorities.

The teaching learning material grant is available to the teachers by the month of May-June. All the teachers in sampled school have mentioned that they did receive the grant of 500 Rs. in the month of May-June. However the teachers posted in remote areas have clearly mention their problem as the bank is located at quite a distance from their schools and it takes lot of time for them to withdraw the money from their bank accounts, they have also added that the grant may well be provided to them in cash.

### **District Uttarkashi**

The performance of district Uttarkashi is good as far as usage and displaying of teaching learning material in the classrooms is concerned the figures are giving in annexure 2.3 B at the end of this report clearly suggests that in almost 95 percent of the government elementary schools teaching learning material was available with the school and is being used by the teachers and students.

In the Dunda block in all the sampled schools it is noticed that the teaching learning material is displayed in the class, the teachers have mainly prepared models and charts as teaching learning material to meet out the educational requirements of the students. In primary school Badethi of Dunda block teaching learning material was displayed in the classrooms however it was in the form of conventional chart and not presenting any new idea. Teachers have also mentioned in all the sampled schools that they purchased some stationary of the teaching learning material grant to distribute in the students.

The primary school Ganeshpur of Bhatwari block is functioning in a temporary building made by the tin sheds the school was severely hit by the earthquake and the construction of new building of the school is under progress. There was a lot of teaching learning material was displayed in the class room as well as in the office of the head teacher. Three teachers are posted in the school and all of them mentioned that they are receiving the TLM grant for some time now and the cumulative teaching learning

material increases as the years pass by. The teaching learning material displayed in the school consists of various charts, charts with food grains, globe, hand made models describing sanitation rules, etc. In 35 percent of the sampled school in Bhatwari block teachers have mentioned that they also purchase some stationary like pencil, eraser, and note book to distribute to the students since the majority of the students enrolled in government elementary schools belong to the economically deprived families.

In around 50 percent of the sampled school teachers have mentioned that the grant for teaching learning material needs to be increased as the syllabus has covering very wide range of information and also now the syllabus becomes multi dimensional with the introduction of continuous and comprehensive evaluation system. Therefore the existing grant of Rs. 500 for teaching learning material should be increased to Rs. 1000.

### **3.6 EGS & AIE/NRBC/RBC**

Provided the geographical location of Uttaranchal state with sparse and remote located habitations, and with a lot of these habitations do not fulfill the approved norm to open a formal school the EGS centers are catering the educational needs of children of these habitations and are doing well in this regard.

#### **District Haridwar**

The EV's in district Haridwar were reported receiving Rs. 2500 as honorarium, of which Rs. 1000 are paid by SSA funds and remaining 1500 RS. are paid by the state government, however it is important to mention that the payment of Rs. 1500 from the state government is not given regularly. The honorarium is paid in cash through Village Education Committee. The Anudeshak received their honorarium from the chairperson of the VEC in about 65 percent cases, in remaining 35 percent cases it is received from the head teacher of the primary school. In general there is no significant delay in the payment of honorarium.

The madrasas which are catering to the educational needs of the muslim children and of girls in particular are provided the status of EGS/AS centers and it is a significant

step considering the fact of mainstreaming those children whose parents are very reluctant in sending their wards for education in government institutions.

In the Haridwar district during field visits it is noticed that around 80 percent of the Education Volunteers working in EGS/AS centers, are graduates, and 20 percent Education Volunteers are postgraduates. EGS Hajrat Bilal that is situated in Landhaura town of Narsan block is functioning in the premises of a mosque. There is one anudeshak to meet out the educational requirements of 65 students enrolled in the center. Mid day meal is being regularly distributed to the students in the Education Guarantee Center, and students are using government text books along with the muslim religious books. The education volunteer was reported regular with his attendance in the center.

In some parts of Haridwar district some Muslims are very conservative in their approach towards girl's education and they do not send their children specially girls to formal schools. The EGS center M.J.Islahul Banat is located in Manglore town and catering the educational needs of girl's students. 206 girls are enrolled in this center and the center is functioning in a private building. Two teachers (education Volunteers) are working in this center and the entry of males is strictly prohibited. Students are being taught government text books and also muslim religious books and literature. The teachers have mentioned that the parents of these students do not want to send their children to schools where male teacher may teach them. This center is playing a very important role in educating girl student who may otherwise very well remain uneducated or less educated.

90 percent of the Education Volunteers are regular in their attendance, however there are some instance have been found in the EGS centers that the Education Volunteer are irregular in their attendance. Mid day meal is being supplied to all the children in the centers visited for monitoring. The overall achievement level of children studying in EGS/AIE is good. In Hindi language and Mathematics the achievement level of students is fine although a lot is yet to be achieved in this regard. The government text books are being taught in the EGS centers. There is a district coordinator for EGS/AIE in all the three district visited.

As far as timely distribution of text books is concerned the situation is almost same like government primary schools in EGS. There was generally delay in distribution of text books in the Education Guarantee Scheme centers. It is noticed in all the Education Guarantee scheme center visited for monitoring purposes that student did not get all the text books. In EGS center Bhikampur of Laksar block education volunteer have mentioned that the students have not received the text books till July.

All the education volunteers in the sampled education guarantee centers were found eligible for teaching learning material grant and all of them are provided the teaching learning material grant in the current academic session. Those who had received the teaching learning material grant in the previous academic session have mentioned that they have used the teaching learning material grant for making charts describing different children relevant items, models pertaining information regarding solar system etc. However all the education volunteer have indicated that since the center is functioning in a private building, and in most of the cases the space is provided by the religious institutions like mosque, therefore they found it hard to display the teaching learning material as they usually take classes in open. Hence they use the grant for providing work books, pencils, rubber to the students. All of the education volunteers of the sampled schools were of the view that the non or lesser availability of the infrastructural facilities is a huge constraint in the quest for the quality education.

### **District Pauri**

In the hill district of Pauri the EGS/AS are functioning in remote areas and mostly catering the educational needs of children belongs to these remote areas where the population is not enough to open a government primary school as per the existing norms. It is found in the sampled centers for monitoring activities that Education Volunteers are regular in their attendance, their belonging to the local community is an important aspect of their regularity in attendance. The Education Volunteers are receiving their honorarium from either the head teacher or by the chairperson of the VEC, and there is no significant delay in receiving the honorarium. The mid day meal scheme is going on well in the sampled centers, cooked meal is distributed to the students on regular basis. In the education guarantee scheme center in tolun in Thailisain block the students are using

government text books and the education volunteer is assigning them the work. It is worth mentioning that students do not get all the text books by the end of mid August. The mid day meal was being served to all the students and the quality of the food was also good. However the center was functioning in a private building and there is not enough space to accommodate all the students. The community has mentioned that the education volunteer is very laborious and serving their children very well. The community had also indicated towards the fact that the honorarium of the education volunteer needs to be increased. The education volunteer has made a point that either he or the gram pradhan has to travel a lot to withdraw the money from the bank account. In the Banlekh center the students have indicated that they have not provided all the text books. The mid day meal was given to all the students and the quality of the food provided was satisfactory.

All the education volunteer in the sampled centers have been provided the teaching learning material grant. They have use the teaching learning material grant for making charts describing different children relevant items. However the education volunteer in tolun has indicated that since the center is functioning in a private building that too is not in good condition, in such situation it would not be ideal to use teaching learning material grant for preparing charts etc. and therefore he use the grant for providing work books, pencils, rubber to the students. 90 percent of the education volunteers of the sampled schools are of the view that the non availability of the infrastructural facilities is a huge constraint in the quest for the quality education.

The achievement level of students is good in 95 percent of the sampled centers, it was also noticed in the sampled centers that the Education Volunteer regularly assigning work to the students. The frequency of checking the assigned work is also very good. Here it is also important to mention that in EGS centers lesser number of students are enrolled in comparison to most of the government primary schools and this very fact is important in this context as the teachers in government primary schools have often speak out about burden of the work load. Another important fact that is worth mentioning is that the education volunteer has no other work to perform then teaching wherein all the teachers of government primary schools have complaints about the non academic work

such as census, voter listing etc. they have to perform in addition to their chief objective that is teaching. There is a district coordinator appointed in the district to coordinate different activities regarding education guarantee scheme centers.

The rapport of the Education Volunteers is generally very good among the students, and also among the parents and community. Apart from the devotion and academic input provided by the Education Volunteers their belonging to the local community and region also plays an important part in this regard.

### **District Uttarkashi**

District Uttarkashi is the true representative of the geographic location of the state of Uttaranchal. Uttarkashi district have the fourth highest number of EGS centers in the state and only behind Dehradun, Udham Singh Nagar, and Tehri.

In the education guarantee center Matli it is noticed that the students did not get all the text books. The center is functioning in private building that was hired on rent by the education volunteer on the motor head just 5 kilometers away from the city of Uttarkashi. The students of class III, IV, and V were also studying in the center, when inquired the education volunteer had mentioned that parents of these students send their wards for study purposes to the center since the government primary school is located at some distance from the village. The education volunteer has prepared charts and models form the teaching learning material grant.

In all the sampled education guarantee scheme centers visited for monitoring activities the achievement level of students was found good. The students had mentioned that the teacher regularly assign home work to them. They also added that the teacher regularly checks the assigned task. When work books of some of the students were checked randomly it was noticed that the education volunteer regularly checked the assigned work and also make the students aware about the mistakes made by them.

All the Education Volunteers teaching in the sampled EGS centers were found regular in their attendance, apart from some instance when the education volunteer fell ill

or remain out of station in general it is found in the EGS centers that the Education Volunteer are regular in their attendance. There is a district coordinator for coordinating the activities of EGS/AIE in the district. Mid day meal was being supplied to all the children in the centers visited for monitoring. The overall achievement level of children studying in EGS/AIE was good. In Hindi language and Mathematics the achievement level of students was fine although the space for improvement was still there. The government text books are being taught in the EGS centers.

It is noticed during the interaction with community and students that the education volunteer had maintained very good rapport. The local belongings of the education volunteer might be the main reason for the higher level of satisfaction for community and students. Since the education volunteer was one among them and lived in the same habitation so that they could approach the education volunteer at any time.

The teaching learning material grant had been provided to all the education volunteers, interacted for monitoring activities. The usage of teaching learning material grant was almost same in the district as well.

### **3.7 Children with Special Needs (CWSN)**

The figure as provided by the state project office revealing the status of children with special needs, 21578 children, who are in CWSN category, have been enrolled in the government elementary educational institutions during the current financial year, out of which 17762 have been provided with various aids and appliances. 13 resource teachers have been posted in different districts in Uttaranchal, however no resource teacher for children with special needs is posted in three districts namely Pauri, Chamoli, and Rudraprayag. 25 Non Government Organization in each district are associated with CWSN.

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

The secondary data provided by the State Project Office shows that the largest number of targeted clusters is in district Tehri with 67 clusters, and the lowest in district

Nainital with 16 clusters. 40 model clusters have been made during the current financial year in three districts namely 13 clusters in Haridwar, 13 clusters in Tehri, and 14 clusters in Udham Singh Nagar. 2945 ECCE centers are operational under innovation head funds and 166 ECCE centers are operational under NPEGEL funds. As far as monitoring the progress in girls education is concerned CRC coordinator at the cluster level, BRC coordinator at the block level, and District coordinator at district level, and DIET mentors at the DIET level are responsible for the regular monitoring.

NPEGEL is being operational in Uttaranchal from 1 October 2003. In district Haridwar NPEGEL is functioning in four blocks. In district Uttarkashi Mahila Samakhya is operational in Mori and Purola blocks and having four clusters in each block. Mahila Samakhya is under implementation in district Pauri also as it is operational in Thailisain block and having six clusters there.

### **3.9 Kasturaba Gandhi Balika Vidyalaya**

13 Kasturaba Gandhi Balika Vidyalaya are operational in the state. In district Almora 2 KGBV are functional and 1 KGBV is functional in all other district except of Rudraprayag where neither KGBV is functional nor it is sanctioned. The land has been identified for construction of the building of all the 13 functional KGBV.

#### **District Haridwar**

The only Kasturaba Gandhi Balika Vidyalaya that is functional in district Haridwar is functioning in the old hostel of Government Inter College, Roorkee. Although the school is functioning in Roorkee but it is administered by the Block Resource Centre Narsan as it is to be constructed in Narsan block. The land has been identified for the construction of the K. G. B. V. it is to be constructed in Harjoli village of Narsan Block, however the construction for the KGBV building was not started. The K G B V are established to mainstream the girl students who have left their schooling for any reasons. But it is to mention that 4 students have left the Kasturaba Gandhi Balika Vidyalaya since its initiation this year as their parents were not very keen to educate the girl child of their families. As far as availability of facilities to students enrolled in the KGBV are

concerned four students are sharing one room in the KGBV hostel. The status of other facilities such as furniture, bedding, daily amenities, and meal are available to all the students in the Kasturaba Gandhi Balika Vidyalaya. A television is also made available to the students of K G B V by the Block Resource Center, Narsan. Any permanent teacher was yet to be posted in the K G B V for fulfilling the educational requirements of the students. Two teachers from primary school Jainpur Jhanjhedi of Narsan Block are imparting the education to the students on arrangement basis. The number of teachers needs to be increased.

The question of Opportunity cost of schooling for girl students thus become even more pertinent as their parents are not interested in educating girl child even when they have not a single penny to spend on the education of their children. The girl student enrolled in the Kasturaba Gandhi Balika Vidyalaya are provided all the required facilities from tooth paste to dress, and from books to food and despite of this parents are withdrawing their children from the school then it must be an issue for consideration.

### **District Pauri**

The Kasturaba Gandhi Balika Vidyalaya in district Pauri was operating in the old building of Government Inter College in Thailisain. It was to be constructed in Thailisain block, however the construction of the KGBV building had not taken place by the time the visit was made. All the prescribed facilities were available to the students in the KGBV. However some students had pointed out during the interaction that the quality of food that is served to them can be improved. The same was the response regarding some other facilities as the students had mentioned that the residential facilities can be improved since the available rooms were not all that good. The teachers had also figured out some points that they require some time to develop the rapport with the students as these were the girls who had some break in their studies.

### **District Uttarkashi**

The KGBV in district Uttarkashi was functioning in the old building of Government Inter College in Naugaon. Land had been identified for the construction of

the building of KGBV, however the construction had not started by the month of May. The junior engineer had mentioned that although the land had been identified but it would take some time before the construction work actually take place since the location of land is such that it require some specific engineering interventions. All the facilities according to the norms were available to the students enrolled in the school. The mess in the school was working and providing the food for all the students. The status of availability of different facilities was good, bedding, and daily consumable amenities were available for all the students.

### **3.10 District Information System for Education (DISE)**

#### **District Haridwar**

The primary data regarding the district information system for education is given in annexure 2.4. In District Haridwar it was told by the teachers in the sampled schools that data capture formats were made available to them by the month of September during the last academic session of 2005-06. In about 75 percent of the sampled schools teachers had mentioned that they had been given the training for filling up the data capture format. It was worth mentioning that when CRC, BRC coordinators are inquired about the checking of data only 35 percent of them have indicated that they verify about 5 percent of the data collected. In the primary school Jainpur Jhanjhedi teachers had indicated that they had not received the data capture format this year, however they added that during the last academic session the format was available to them by the end of the month of September. In primary school Roshnabad the head teacher had indicated that the data capture format were available to them only by the month of September. She had also mentioned that she had received a training regarding filling the data in the format.

In the Khanpur block in the sampled schools it is mentioned by the teachers that the data capturing format was not available to them this year, but in the previous academic session the formats were made available to them by the month of August. The teachers of sampled schools in Narsan block mentioned that the data capture format during previous academic year was available to their respective schools by the month of

August. In primary school Akbarpur the head teacher has mentioned that training regarding data capture format was given to the teachers at the Block Resource Center.

### **District Pauri**

In district Pauri the data capturing formats were not available to about 50 percent of the sampled schools by the month of September. The figures pertaining information in this regard are given in annexure 2.4 A. When the CRC, BRC coordinators were asked about the checking procedure of collected data, only 15 percent of them have mentioned that they checked 5 percent or more data collected from schools. It is important to mention that the Block Resource Coordinator and Cluster Resource Coordinator are supposed to check at least the 5 percent of the data collected.

In Dugadda block all the teachers in the sampled schools have mentioned that in the last academic session, they have received the data capturing formats by the month of September. 90 percent of the teachers have indicated that they have received the training for the proper execution of furnishing of the data. In jaihari khal block of the district 80 percent of the teachers from the sampled schools have mentioned that they have received the training for filling the data in to the formats. They have also added that the formats were only available to them by the month of August during the previous academic session of 2005-06.

### **District Uttarkashi**

The data collected from the field is given in annexure 2.4 B. In district Uttarkashi in the sampled schools for the monitoring activities teachers have mentioned that the formats for capturing data could not reach them before September. 75 percent of the teachers from the sampled schools have mentioned that they have received training for filling the formats, the training was organized at the Block Resource Center. However the frequency of data checking by the CRC, BRC coordinators is good in the district and particularly in Bhatwari block. In Bhatwari block the BRC and CRC coordinators have checked around 4-5 percent of the captured data.

## **3.11 Research and Evaluation**

The information regarding research and evaluation as provided by the State Project Office suggests that no research and evaluation project is assigned to the districts, and DIETs are performing their own researches in their respective districts. In district Haridwar no such research or evaluation activities is reported by the authorities. The same is the scenario in Pauri and Uttarkashi districts where no research or evaluation activity was found in progress. However the authorities have mentioned that they have prepared some plans to formulate some of the activities relating to research activities.

### **3.12 Functioning of the VEC**

There is a total of 7283 Village Education Committee, and 14145 School Management Committees are functioning in the state of Uttaranchal. The number of female members accounts for 14566 and 70725 in VEC and SMC respectively. However it was found during the field visits that the situation as far as community participation in primary schooling is concerned is much better in the hill districts of Pauri and Uttarkashi than in Haridwar.

#### **District Haridwar**

The field information regarding the functioning of the village education committee is given in annexure 2.5. In about 65 percent of the sampled schools visited for monitoring activities the meetings of the Village Education Committee were holding monthly. In Haridwar district in 25 percent of the sampled schools the meeting of Village Education Committee had taken place only once or twice in the academic year, in about 10 percent of the schools meeting of VEC have not taken place even once in the year and mere formality has being followed for the sake of community participation. It was being mentioned by the VEC members in around 90 percent of the sampled schools that the guidelines on delegation of powers to VEC/SMC were available to them, and it was available with the VEC. Whereas in remaining 10 percent of the sampled schools visited the VEC member had told that they have not received any guidelines on delegation of powers to Village Education Committee. The members of all the VEC visited during the course of monitoring had mentioned that 2-3 members from each VEC have been given training/ orientation by the BRC personnel or by DIET personnel. The members have

also indicated that the orientation programme was very nicely designed and very well coordinated, still there is ground for improvement on more than one issues. Issues like gender sensitization, community participation for quality education can be further elaborated. In about 85 percent of the sampled schools VEC was maintaining proper record of funds received for different aspects of schooling by them.

In Upper primary school Mangloure that is located within the premises of the Block Resource Center Narsan no meeting of Village education committee has been held during the last one year. The representation of women was adequate as per norms in the schools visited for the monitoring activities. Around 25 percent of the VEC visited for monitoring activities has been involving in some very appreciable activities in the improvement of school in their area. In 25 percent of the sampled schools in Narsan block VEC have provided the bench-desk as seating arrangements for the students. In primary schools in Luksar block of VEC have imparted a very crucial role in the enrollment of the children and are also regularly visit the school for ensuring the regular attendance of teachers and students and proper functioning of the school. In addition to it VEC had also helping in construction of additional rooms, and in other civil works in the form of Shrama Dan in the district.

### **District Pauri**

The meeting of VEC was holding regularly in about 85 percent of the Government elementary education institutions visited for the monitoring purposes. VEC have also provided their support in the form of Shram Daan, and in keeping proper record of the civil works in the school. However there were instances where village education committee was not showing interest in school related matter as in the case of primary school Jadla in Jaiharikhal block the VEC had continually arguing to construct the additional classroom at a place not suitable for construction, since the primary school is located on a sliding land the VEC can help in sort out the problem and to shift the school but there was no concrete effort in this regard on the part of community. The data regarding functioning of the village education committee in district Pauri is given in annexure 2.5 A.

In primary school Jadiyana the village education committee had shown keen interest in school related matters as told by the gram pradhan a teacher of that school used to remain absent from the school so frequently, the village education committee had informed the authorities to look in to the matter and this way the problem had been resolved. The members from about 75 percent of the VEC of the sampled schools have been oriented through various institutions i.e. BRC, CRC, and DIET. The contribution of VEC is very crucial in a district like Pauri which is under transition keeping in view the process of heavy migration. In 15 percent of the sampled schools VEC had provided help on different issues like civil works, providing seating arrangements for students etc.

In 25 percent of the sampled schools the members of VEC had indicated during interaction that the authority to check the attendance of the teachers in the school, quality related issues, and to release the salary of the teacher must be deployed to the village education committee.

### **District Uttarkashi**

The figures provided in annexure 2.5 B at the end of this report reveals the ground situation of functioning of village education committee in the district. The meeting of VEC was holding on regular basis in 80 percent of the sampled schools visited for monitoring activities. The members from about 90 percent of the VEC of sampled schools had mentioned that they have been given orientation course by the BRC, and DIET. In 25 percent of the sampled schools VEC have provided help on different issues like civil works, providing seating arrangements for students etc.

The primary school Ganeshpur of Bhatwari block was severely damaged by the earthquake and the construction for the new building for the school was under progress. VEC had provided seating arrangements to the students of the school and also rendered great help during the construction of the temporary tin shed in which the school was functioning now days. The village education committee was also helping in reconstruction of the building of the school.

In the dunda block the chairperson of the village education committee for primary school Jari Dhumka has mentioned that the VEC had provided land for construction of the additional class room in the school, since there was not much space is available in the school premises to construct the additional class room.

### **3.13 Staffing at State and District level**

The details regarding staffing at district level as provided by the State Project Office reveals that the total number of staff sanctioned for district offices is 156, ranging between 11 to 13 staff members in different districts. 95 Block Resource Center are sanctioned for the state as a whole. District Pauri is the largest district and thus comprising 15 block resource center, Rudraprayag and Bageshwar are the smaller districts having 3 Block Resource Center each. 1007 Cluster Resource Centers are sanctioned spreading all over the thirteen districts.

### **3.14 Mid-Day Meal Scheme**

As far as the provision and functioning of mid- day meal scheme is concerned mid-day meal scheme is implemented in all the Govt. primary schools, and in Education Guarantee Scheme centers. However in the Haridwar district mid day meal was not distributed to the students in the month of May for some unknown reasons.

In district Pauri same food was being served to the student everyday and green vegetables are not added to the meal, as in most of the cases rice- pulses, or khichdi is being serving to the students. Condition in this regard was more and less similar in district Uttarkashi.

The provision of Bhojan Mata has been employed for preparing the mid-day meal in primary schools. The teachers supervise the preparation and distribution of mid day meal. However the maintenance of kitchen needs to be improved. Likewise utensils for storing drinking water needs to be purchased.

In district Uttarkashi LPG cylinder were used to cook the mid day meal in some of the schools visited. It was reported by the teachers in the sampled schools that state

government had provided these LPG cylinder. However in district Pauri firewood was used as fuel to cook mid day meal for the students.

It was observed in 70 percent of the schools visited in district Haridwar that the Bhojan Mata belongs to SC category. But in the hill district of Uttarkashi and Pauri in about 60 percent of the schools visited the Bhojan Mata did not belong to the SC category.

The children in most of the schools take and eat the mid day meal in orderly manner. The participation rate of community/ VEC/ Panchayats in the mid day meal scheme was noticed very low and it would take concrete efforts to mobilize these institutions in this programme. In no school any member from Village Education Committee/ School Management Committee was found participating and helping in the distribution or the management of mid day meal programme in the school.

### **3.15 Quality issues**

Quality is the core issue at this stage of the programme of SSA in Uttaranchal. In 70 percent of the sampled schools imparting elementary education to the students the attendance of the students and teachers was satisfactory with an average of around 90 percent attendance. School bags and workbooks of the students were checked during the field visits, it lead to some startling facts, in 25 percent of the schools visited the teachers were not giving home work to the students and also not checking the class work, the situation was much worse in 50 percent of the sampled schools in Jaiharikhal block of district Pauri, where teachers had very casually checked the workbooks of the students without considering the mistakes made by the students. The same was the case in other parts of the district as the teachers were not concerned about giving home work to the students, and wherever the students were assigning the home work, the teacher hardly bother to check it and identify the mistakes done by the students.

It is imperative to mention that the Continuous and Comprehensive Evaluation system has not come into existence in all the three districts visited for monitoring

activities, although the circular from the State Project Office, Dehradun had been issued in this regard.

### **3.16 District - Haridwar**

During the field visits for monitoring activities in district Haridwar it was noticed in the sampled schools that mid day meal scheme was not functioning smoothly as it ought to be. The weekly menu was not being followed in the sampled schools. The rice being supplied was not of the recommended quality. The problem of procuring and storing the means of mid day meal i.e. vegetables, rice, pulses etc. was prevailing in most of the sampled schools the problem was more acute in some schools such as in primary school Rawli mahmood, Abidpur, (Bahadarabad block), Jainpur Jhanjhedi, PS No. 8 (Narsan block). Since the condition and maintenance of kitchen was not up to the mark. These issues need to be addressed. It is worth mentioning that in the schools having high enrollment, the number of workers provide support to cook mid day meal is inadequate.

Text books are the most important element of any academic activities and timely distribution is a key issue in this regard. However the teachers and students in the sampled schools have mentioned that all books did not reach to the schools within one month of the commencement of the academic session. The problem is persisting in the upper primary section too. It has been noticed during the course of visits that in the last academic session i.e. 2005-06 all textbooks were not being distributed to all the students in all the schools.

The EGS were functioning well and the Education Volunteers were noticed regular in their attendance. However the space was inadequate for functioning EGS center such as M.J.Islahul Banat of Narsan block with enrollment of 224 girl students. Some madarasas are provided with the status of EGS/AS in the district the above mentioned center is of that category. The text books provided by the SSA are being taught in these institutions along with the Muslim religious books.

In the context of civil works in the schools the quality of construction was generally good. However the scenario regarding construction of ramp was not up to the mark in the district either the ramp in the school was not at all constructed or if it was constructed the place of construction was not appropriate.

It has been noticed that the frequency of the VEC meetings were far too low from what was desired. In Upper primary school manglaure which is located within the premises of Block Resource Centre, Narsan, no meeting of VEC was held since 05/08/05 to May 2006. However it was encouraging to note that some of the VECs have even providing the seating arrangements for the students as in the primary school Jainpur Jhanjhedi the VEC have provided the seating arrangements for the students of class 4 and 5.

It has also been noticed that NPRC co-coordinator and BRC and ABRC co-coordinator have not regularly visit the schools for academic purposes, it was conveyed by all the coordinators that they had been burdened with so much of official work that they hardly got any time for academic activities.

The continuous and comprehensive evaluation system has not adopted in the schools by the month of July. Although orders have been issued by the State Project Office in this regard, when inquired BRC coordinators have indicated that they have not received any formats for the continuous and comprehensive evaluation system.

### **3.17 District - Pauri**

In the sampled schools it was observed that the cooked mid day meal was being served to the students of government primary schools and Education Guarantee Scheme Centers. However the problem of storing water and food grains i.e. rice, pulses, and vegetables was more severe in this hill district. Although the weekly menu was fixed but it was mentioned by the students in the sampled

schools that they have been regularly served with Dal-Bhat as mid day meal and occasionally with khichadi or other items. As far as the provision of fruits is concerned the teachers themselves had pointed out that it was highly unlikely to bring fruits to the student's everyday with the allotted one rupee per student per day, and they therefore bring fruits for the students on alternative days.

Some of the text books were not available to the students even by the end of the month of September in the sampled schools for monitoring activities. The teachers and students in the sampled schools had mentioned that they received some of the books within one month of the commencement of the academic session. It was noticed that a large number of text books were stored in primary school Jaletha in Jaiharikhal block but the books of Hindi and English language were not available to the students in nearby proximity such as primary school Chametha, and Primary school Deriya khal of Jaiharikhal block.

The students in upper primary schools were provided with the aid of computer education, and the students had shown progress in this regard. The continuous and comprehensive evaluation system was still to be implemented in the district. The teachers do not bother checking the workbooks of the students in the school in about 80 percent of the sampled schools.

The usage of Teaching Learning Material grant was not satisfactory by all means in the district. However the problem of building was a major constraint in this regard as the teachers have indicated that during rainy season the wall of the school consumes a lot of water and as a result of it the models, charts that are prepared by the teachers as teaching learning material vanished.

It was observed and also mentioned by teachers that CRC, BRC and ABRC coordinator did not regularly visit the schools. However when inquired the CRC, BRC, and ABRC coordinators had pointed out that the district is located in

tropical region and is sparsely populated and located it was very tough on the part of coordinators to pay adequate attention to all the schools with their meager resources.

### **3.18 District – Uttarkashi**

It was noticed during the field visits for monitoring activities that cooked Mid Day Meal programme was being followed properly in the district. The means of fuel for cooking Mid Day Meal was much better in the district Uttarkashi as the government of Uttaranchal have provided L P G cylinder in some of the sampled primary schools. The storage and upkeep of food grains was still an area of concern in the district.

It has been noticed that in 25 percent of the sampled upper primary schools of Bhatwari block teachers did not stay at the school for the whole time and it is told by the students and some of the community members that some of the teachers usually leave the school after the interval in the upper primary school Kotdhar.

The community participation was very heartening and meetings of VEC were regularly taking place even twice in a month in most of the schools visited. However the capacity of community organization needed to be built in the sphere of micro planning and monitoring quality. The VEC also imparted help in the schools which were severely affected by the earthquake, in the form of shrama daan and provided the means of seating arrangements to the students.

The usage of Teaching Learning Material grants were very good in the district in the sampled schools visited for the monitoring purposes. In the sampled schools of Bhatwari block good charts pertaining information as per the students requirements as the means of T L M to the students.

CRC, BRC, and ABRC coordinators were regularly visiting the schools for academic activities also and they somehow manage to impart tutorial classes to the teachers in the sampled schools.

As far as in service training of teachers was concerned a batch of Government primary teachers was requested to provide their response on various aspects of training. During the interaction the teachers had opined that the training could be more specific on certain issues and further the duration of training could be increased. Some teachers had also mentioned that in the hill district such as of Uttarkashi where temperature normally remains on the lower side the seating arrangements for the teachers should be better and if possible chair and tables should be used as the seating means for the teachers.

## **Chapter 4**

### **School Infrastructure and Human Resources : Secondary Information**

## 4.1 Opening of schools

The data regarding opening of schools as provided by the State Project Office, Uttaranchal shows that 11916 primary schools and 2994 upper primary schools are in functioning by the year 2005-06. A total of 223 primary schools and 253 upper primary schools were sanctioned and supposed to be functional in the year 2006-07 itself. A perusal of the figures shown in table 4.1 suggests that hundred percent targets have been achieved during the current financial year as far as opening of new primary and upper primary schools is concerned. The highest number of new schools sanctioned and opened are in district Tehri (40 primary and 40 upper primary schools). Pithoragarh district is second as far as number of new schools opened is concerned (20 primary and 37 upper primary schools). District Udham Singh Nagar falls third in this list with 53 new elementary schools out of which 32 are primary and 21 are upper primary schools. Chamoli and Nainital are fourth and fifth regarding the opening of new schools with 45 schools (24 primary and 21 upper primary) and 41 schools (10 primary and 3 upper primary) followed by Almora where 39 new elementary education institutions have been opened of which 17 primary schools and 22 upper primary schools. Haridwar and Champawat come after Almora as far as opening of new schools is concerned.

The district of Uttarkashi was to be provided with 32 new schools in the form of 16 primary and 16 upper primary schools and the data indicates that all the 32 schools are functional. 30 new schools, 12 primary and 18 upper primary were sanctioned to be opened for district Haridwar and as the table suggests all the 30 schools are functioning. A total of 30 schools comprising 20 primary and 10 upper primary have been opened in district Champawat as sanctioned. In Bageshwar district 12 primary and 14 upper primary schools have been opened. Pauri, Rudraprayag, and Dehradun district lies at the bottom of the list where new schools have been opened. 18 new schools have been opened in district Dehradun, and 13 and 12 schools have been opened in district Rudraprayag and Pauri respectively.

**Table – 4.1**  
**Opening of schools and posting of teachers in new schools**

1	2	3	4
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Sl. NO	Distt	No of schools in Current financial year				No of teachers for new schools in Current financial year			
		PS		UPS		PS		UPS	
		San.	Open	San.	Open	San.	Appointed	San.	Appointed
1	Almora	17	17	22	22	34	34	66	66
2	Bageshwar	12	12	14	14	24	24	42	42
3	Chamoli	24	24	21	21	48	48	63	63
4	Champawat	20	20	10	10	40	40	30	30
5	Dehradun	8	8	10	10	16	16	30	30
6	Haridwar	12	12	18	18	24	24	54	54
7	Nainital	10	10	31	31	20	20	93	93
8	Pauri	6	6	6	6	12	12	18	18
9	Pithoragarh	20	20	37	37	40	40	111	111
10	Rudraprayag	6	6	7	7	12	12	21	21
11	Tehri	40	40	40	40	80	80	120	120
12	U.S. Nagar	32	32	21	21	64	64	63	63
13	Uttarkashi	16	16	16	16	32	32	48	48
	<b>State Total</b>	<b>223</b>	<b>223</b>	<b>253</b>	<b>253</b>	<b>446</b>	<b>446</b>	<b>759</b>	<b>759</b>

(Source- State Project Office, SSA, Uttarakhand)

As far as number of teachers sanctioned and appointed in the newly open schools is concerned, the figures shown in table 4.1 clearly suggests that 2 teacher per primary school and 3 teachers per upper primary schools were sanctioned and as the data reveals all of the sanctioned teachers are in place in the newly opened schools.

As is the case with number of newly opened schools highest number of teachers appointed in the newly opened schools is in district Tehri with 80 teachers for primary and 120 teachers for upper primary schools. In district Pithauragarh 151 teachers were sanctioned to be posted in newly open schools of which 40 were for newly open primary schools and 111 were for newly open upper primary schools and the figures shown in table 3.1 reveals that all of the sanctioned teachers are posted in the newly open schools.

It has also been noticed in the sampled schools (during the field visits made in three districts namely Haridwar, Pauri, and Uttarkashi) that newly open schools are functioning and teachers are posted in these schools. Classes are being held regularly in the newly opened schools.

## 4.2 Construction of Civil works in elementary schools

The data regarding civil works in government elementary schools as provided by the State Project Office, Uttaranchal is given in table 4.2. A perusal of table 4.2 reveals that the scenario is rather grim on the front of civil works like construction of school building, additional classroom, drinking water, toilets, BRC/CRC, and boundarywalls, etc. Out of the 253 school buildings targeted for construction in the current financial year not even a single building has been completed yet. The secondary data regarding civil works provided by the State Project Office is given in table 4.2 reveals that the progress is very dismal.

**Table – 4.2**  
**Information regarding civil works in elementary schools**

1	2	3			4			5			6		
S. N	Distt.	School building			Additional classroom			BRC/ CRC			Boundarywalls		
		3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c
		Tgt	Pro	Com	Tgt	Pro	Com	Tgt	Pro	Com	Tgt	Pro	Com
1	Almora	22	22	-	54	54	-	10	01	-	83	83	-
2	Bageshwar	14	14	-	20	20	-	-	-	-	20	20	-
3	Champawat	10	06	-	30	24	-	07	06	-	50	40	-
4	Pithoragarh	37	37	-	40	32	-	01	01	-	98	87	01
5	U.S. Nagar	21	20	-	60	51	-	11	07	-	33	30	-
6	Nainital	31	30	-	52	52	-	12	11	-	100	90	10
7	Chamoli	21	05	-	40	-	-	40	05	-	59	10	-
8	Rudraprayag	07	02	-	35	30	-	12	11	-	50	50	-
9	Pauri	06	01	-	30	25	-	05	01	-	100	78	02
10	Uttarkashi	16	15	-	45	43	-	01	01	-	42	40	02
11	Tehri	40	28	-	20	16	-	01	01	-	37	-	-
12	Dehradun	10	04	-	40	28	06	23	11	-	100	72	12
13	Haridwar	18	13	-	50	30	05	03	01	-	18	10	08
	<b>State Total</b>	<b>253</b>	<b>197</b>	<b>-</b>	<b>516</b>	<b>405</b>	<b>11</b>	<b>126</b>	<b>57</b>	<b>-</b>	<b>790</b>	<b>610</b>	<b>35</b>

(Source- State Project Office, SSA, Uttaranchal)

The construction work is in progress for 197 school buildings in the state. The highest number of school building to be constructed is in district Tehri as 40 school building are to be constructed in the district, but it is important to mention that the work has not yet started for 12 school buildings and work is in progress for 28 school buildings. In district Pithoragarh 37 school buildings were to be constructed and the work is under progress for all the 37 school buildings. In district Nainital the target was to construct 31 school building and work for 30 school building is under progress. In

Almora district 22 schools building were to be completed and currently the work is under progress for all the 22 school buildings. In district Udham Singh Nagar out of the targeted 21 school buildings, the work for 20 school buildings is currently in progress.

In Haridwar district the work is under progress for 13 schools building out of the targeted 18 school buildings. 14 school buildings were sanctioned to be constructed in district Bageshwar and work is going on for all the targeted school buildings. In Uttarkashi district work is under progress for 15 school buildings out of the 16 school building which were to be constructed.

The status of construction of school building is not encouraging in district Chamoli, Pauri, Rudraprayag, and Dehradun. In district Chamoli where 21 school building are to be constructed, construction work has not even started for 16 school buildings. In district Pauri where construction of 6 school building is the target the work is under progress for only 1 school building. Almost same is the status in Rudraprayag where the target is to construct 7 school building but construction work has not started even for 5 school buildings.

The figures given in table 4.2 suggests that the state has targeted for construction of 516 additional classrooms, but the issue requires more attention of the concerned authorities as only 11 additional classrooms have been constructed, that accounts for only 2 percent of the target. However the construction work is under progress for 405 school buildings. In Haridwar district the target is to construct 50 additional classrooms, 5 additional classroom have been constructed, and work is under progress for 30 additional classrooms and it is evident from this instance that for 15 additional classrooms work has not yet started. The same is the case of district Dehradun where 40 additional classrooms were to be constructed and only 6 have been constructed, however the construction is under progress for 28 additional classrooms.

The situation is worst in district Chamoli where 40 additional rooms were to be constructed and construction has not started for even a single room. In Almora, Nainital, Bageshwar and Uttarkashi districts construction has been going on for almost all the targeted additional class rooms. In rest of the districts construction is going on for more

than 70 percent of the targeted number of the additional classrooms. However, it is important to mention that for about 20 percent of the targeted number the construction is yet to be initiated.

As far as the construction of Block Resource Center and Cluster Resource Center is concerned the scenario is not so different from the construction of school buildings and additional classrooms. The target was to construct 126 BRC/CRC building and not a single construction has been completed. However, the construction is under progress for 57 BRC/CRC. The highest number of BRC/CRC to be constructed is in district Chamoli with 40 constructions of BRC/CRC buildings. However, construction has taken place for only 5 buildings and the construction for remaining 35 BRC/CRC buildings is yet to be started. In Uttarkashi, Pithoragarh, and Tehri districts only 1 building is to be constructed in each of the district and the construction is going on in all the three districts. Bageshwar is the only district where no building is sanctioned.

In district Almora 10 BRC/CRC buildings are to be constructed out of which the work is under progress for only one building and construction has not started for the remaining 9 buildings. The construction is under progress for almost 90 percent of the sanctioned buildings for Block Resource Center/ Cluster Resource Center in the district Champawat, Rudraprayag, and Nainital. In district Udham Singh Nagar construction has taken place for only 7 buildings out of the sanctioned 11 buildings. 3 buildings for Block Resource Center/ Cluster Resource Center have been sanctioned in district Haridwar, however none of the sanctioned building has been completed in fact work is not even started for 2 buildings. The same is the story with the state capital Dehradun where work is under progress for eleven buildings for BRC/CRC out of the sanctioned 23 buildings.

The target was set for constructing 790 boundary walls to the school buildings in the state, however only 35 boundary walls have been completed and construction is going on for another 610 boundary walls. In district Pauri, Dehradun, and Nainital the target is for construction of 100 boundary walls. In Nainital district construction is under progress for 90 sites and the construction has been completed for 10 boundary walls. In Dehradun construction of 12 boundary walls have been completed and work is under progress for

72 boundary walls and it is clear that the construction work is to be started for 16 boundary walls. The situation in District Pauri is rather worse where only 2 boundary walls have been constructed and work is going on for 78 sites, however the work is yet to be taken place for 20 construction sites. Haridwar district is performing well on the front of the construction of boundary walls the target was set for construction of 18 boundary walls out of which the construction has been completed for 8 sites and work is under progress for remaining 10 sites. Contrary to this the situation is extremely worse in district Tehri where construction work for boundary walls has not at all taken place.

No data has been available with the State Project Office as far as construction of toilets and drinking water facilities is concerned. Junior Engineer is the designated officer for supervision of construction works at block level, Sub district level, and at district level. There is no convergence with Swajaldhara and Total Sanitation Campaign for providing drinking water facilities and for construction of toilets.

### **4.3 Information regarding text books**

The information regarding distribution of text books in primary schools is given in table 4.3. A perusal of the table reveals that free text books are distributed to all the students of Scheduled castes, and Scheduled tribes. All the girls in the state are given free text books.

434527 girls in total are given free text books in the state. However, the data about the scheduled caste and scheduled tribe girls is not available. As far as number of Scheduled caste boys who are given free text books are concerned 125633 boy students belonging to SC category are given free text books. 15370 Scheduled Tribe boys who are studying in government primary schools are also given free text books. Although the state has claimed that there was no delay in distribution of text books the field evidences suggest that there is hardly any school where text books have reached with in time.

**Table – 4.3**

**Information regarding text books in primary schools**

1 Sl. No.	2 Distt	3 Total no of children to whom free text books are distributed										4 Category of children receiving free text books
		3A			3B			3C			3 D	
		SC			ST			Total (3a+3b)			Girls	
		B	G	T	B	G	T	B	G	T		
1	Champawat	3880	-	3880	118	-	118	3998	-	3998	17720	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Dehradun	11993	-	11993	7004	-	7004	18997	-	18997	38966	
3	Rudraprayag	4389	-	4389	0	-	0	4389	-	4389	15013	
4	Chamoli	5648	-	5648	335	-	335	5983	-	5983	22148	
5	Nainital	12437	-	12437	264	-	264	12701	-	12701	36799	
6	Pithoragarh	8683	-	8683	700	-	700	9383	-	9383	26916	
7	Uttarkashi	6852	-	6852	104	-	104	6956	-	6956	25153	
8	Tehri	8731	-	8731	1	-	1	8732	-	8732	41647	
9	Haridwar	19215	-	19215	244	-	244	19459	-	19459	57917	
10	Bageshwar	5366	-	5366	104	-	104	5470	-	5470	17888	
11	Pauri	8426	-	8426	139	-	139	8565	-	8565	34688	
12	Udhamsingh Nagar	18598	-	18598	6303	-	6303	24901	-	24901	57894	
13	Almora	11415	-	11415	54	-	54	11469	-	11469	41778	
	<b>State Total</b>	<b>125633</b>	<b>-</b>	<b>125633</b>	<b>15370</b>	<b>-</b>	<b>15370</b>	<b>141003</b>	<b>-</b>	<b>141003</b>	<b>434527</b>	

(Source- State Project Office, SSA, Uttaranchal)

(Note – All girls students, and boys of SC and ST communities are being provided free text books from SSA funds. However all the general boys are being provided free text books from state govt )

The figures of students to whom free text books have been distributed in the upper primary schools are given in table 4.3 A. Like wise primary schools free text books are given to all the girls in the state and to all the boy students belonging to SC and ST category. In total 205836 girls from the upper primary schools have been given free text books. The social structure wise data for girls students is not available. 51987 boy students from primary schools and 6772 boy students from upper primary schools are given free text books.

**Table – 4.3 A**  
**Information regarding text books in upper primary schools**

1 Sl. No.	2 Distt	3 Total no of cchildren to whom free text books are distributed									4 Category of children receiving free text books	
		3A			3B			3C				3 D
		SC			ST			Total (3a+3b)				Girls
		B	G	T	B	G	T	B	G	T		
1	Champawat	1150	-	1150	0	-	0	1150	-	1150	5700	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Dehradun	4183	-	4183	2725	-	2725	6908	-	6908	19510	
3	Rudraprayag	1700	-	1700	19	-	19	1719	-	1719	9816	
4	Chamoli	2698	-	2698	240	-	240	2938	-	2938	11969	
5	Nainital	6649	-	6649	185	-	185	6834	-	6834	22658	
6	Pithoragarh	4949	-	4949	491	-	491	5440	-	5440	15547	
7	Uttarkashi	2159	-	2159	103	-	103	2262	-	2262	9523	
8	Tehri	3524	-	3524	9	-	9	3533	-	3533	19618	
9	Haridwar	5756	-	5756	27	-	27	5783	-	5783	15226	
10	Bageshwar	2742	-	2742	34	-	34	2776	-	2776	8544	
11	Pauri	4552	-	4552	66	-	66	4618	-	4618	21592	
12	Udhamsingh Nagar	5898	-	5898	2858	-	2858	8756	-	8756	20964	
13	Almora	6027	-	6027	15	-	15	6042	-	6042	25169	
	<b>State Total</b>	<b>51987</b>	<b>-</b>	<b>51987</b>	<b>6772</b>	<b>-</b>	<b>6772</b>	<b>58759</b>	<b>-</b>	<b>58759</b>	<b>205836</b>	

(Source- State Project Office, SSA, Uttaranchal)

(Note – All girls students, and boys of SC and ST communities are being provided free text books from SSA funds. However all the general boys are being provided free text books from state govt )

#### 4.4 Status of school grants

The data regarding school grants is provided in table 4.4. The data reveals that school grants have been released to all the primary and upper primary schools to whom grants have been approved during the current financial year. A total of 11927 primary and 4403 upper primary schools have been approved to assist with school grant and the grants have been released to all the approved schools.

**Table – 4.4**  
**Information regarding school grants**

S.No.	Distt.	Total no. of schools to whom school grants are approved for the current financial year		Whether funds released to the district	
		PS	UPS	PS	UPS
1	Dehradun	890	425	890	425
2	Haridwar	639	181	639	181
3	Chamoli	965	334	965	334
4	Rudraprayag	528	209	528	209
5	Tehri	1363	509	1363	509
6	Uttarkashi	702	254	702	254
7	Pauri	1673	634	1673	634
8	Almora	1412	454	1412	454
9	Pithoragarh	1097	350	1097	350
10	Champawat	465	165	465	165
11	Bageshwar	572	154	572	154
12	U.S. Nagar	718	323	718	323
13	Nainital	903	411	903	411
	<b>State Total</b>	<b>11927</b>	<b>4403</b>	<b>11927</b>	<b>4403</b>

(Source- State Project Office, SSA, Uttaranchal)

The highest number of schools approved for school grant is in pauri district with 1673 primary schools and 634 upper primary schools. Tehri district is second in this regard with 1872 schools consisting of 1363 primary and 509 upper primary schools approved for school grants and the grants have been disbursed to all of these schools. In district Almora 1866 schools are approved for school grants out of which 1412 primary schools and 454 are upper primary schools. 903 primary schools and 411 upper primary schools have been approved for school grant and the data suggests that grants have been released to all the approved schools.

It is important to mention in this regard that state has perform very well as far as the distribution of school grants to all the primary and upper primary schools is concerned.

## **4.5 Teacher and teacher training**

The figures given in table 4.5 disclose the position regarding teachers and their in service training in the state. The figure reveals that 446 teachers were sanctioned under SSA to be appointed in primary schools and 759 teachers were sanctioned to be appointed in upper primary schools. The data provided by State Project Office suggests that all the sanctioned teachers under SSA have been appointed in the primary and upper primary schools.

However the scenario is not encouraging as far as in service training of the teachers is concerned. According to the data provided by the State project office only 14 percent of the targeted teachers of the primary schools and 7 percent of the teachers from upper primary schools have been given the in service training. Champawat is the only district where 100 percent targeted teachers of primary school and upper primary schools have received the in service training. A perusal of table 4.5 reveals that 77 percent of the targeted teachers of primary schools, and only 6 percent targeted teachers of upper primary schools in Chamoli district have received the in service training. The situation is almost similar in Rudraprayag district where 55 percent teachers from primary section and 25 percent of the targeted teachers from the upper primary section have received the in service training. In Bageshwar district only 3 percent of the teachers from primary schools and 14 percent of the targeted teachers from the upper primary section have received the in service training. In the capital Dehradun only 6 percent teachers from the primary section have been given the in service training. Data is not available regarding the trained teachers of the upper primary section for Almora, Dehradun, Nainital, Pithoragarh, Haridwar districts. For the districts of Udham Singh Nagar, Tehri, and Pauri the state project office has not provided any data regarding the number of trained teachers.

**Table – 4.5**

**Details of teachers and teachers training**

1	2	3		4		5		6	
		No. of additional teachers sanctioned under SSA		No. of teachers positioned in		Target no. of teachers to be given in service training		Actual no. of teachers given such training	
S.I.	Distt.	P S	U P S	P S	U P S	P S	U P S	P S	U P S
1	Rudrprayag	12	21	12	21	971	789	535 (55)	202 (25)
2	U.S. Nagar	64	63	64	63	2407	1305	-	-
3	Almora	34	66	34	66	2884	1549	35 (01)	-
4	Chamoli	48	63	48	63	1691	1166	1299 (77)	75 (06)
5	Dehradun	16	30	16	30	2000	2179	120 (06)	-
6	Nainital	20	93	20	93	1521	1938	45 (03)	-
7	Pauri	12	18	12	18	3383	2732	-	-
8	Pithoragarh	40	111	40	111	1764	1255	92 (05)	-
9	Bageshwar	24	42	24	42	1047	749	30 (03)	104 (14)
10	Champawat	40	30	40	30	991	724	991 (100)	724 (100)
11	Haridwar	24	54	24	54	1813	1009	249 (14)	-
12	Tehri	80	120	80	120	2572	1782	-	-
13	Uttarkashi	32	48	32	48	1375	1009	-	225 (22)
	<b>State Total</b>	<b>446</b>	<b>759</b>	<b>446</b>	<b>759</b>	<b>24419</b>	<b>18186</b>	<b>3396 (14)</b>	<b>1330 (07)</b>

(Source- State Project Office, SSA, Uttaranchal)

Note – figures shown in parentheses are in percentage.

The training module was concentrating on hard spots in language, mathematics, and EVS, to be taken up for the first day of the training. Rest of the 10 days were devoted to SSA's programmes such as gender sensitization, COHORT, CCE, NCERT's monitoring tool, School grading, etc. The modules were prepared by the DIET and the monitoring has been done by DIET's mentors. However, no system has been employed for getting feedback from teachers.

Assistant district education officer is the appointing authority for the teachers in primary and upper primary schools at the district level. Teachers appointed in the primary schools are given the initial pay scale of 4500-7000 and teachers appointed in the upper primary section are given the initial pay scale of 5500-9000. All the teachers appointed under SSA are permanent as far as the nature of work is concerned. The calendar for

in-service training of teachers is prepared by the authorities and trainings have taken place accordingly. All the in-service trainings are given at different Block Resource Centers. All the training modules in all the districts were prepared by the District Institute of Education and Training, and DIET mentors have to monitor the proceedings of the training in their respective blocks. However no system was implied for getting feedback from the teachers during the in service training in any district. None of the newly recruited teachers were targeted to give orientation training.

#### **4.6 Teaching Learning Material (TLM) Grants**

A perusal of the figures shown in table 4.6 put forth the picture regarding TLM grants. According to the data provided by the State Project Office a total of 26713 teachers in primary schools and 17604 teachers in upper primary schools were eligible to receive TLM grants, and as per the records all the eligible teachers have been provided with TLM grants and the grants have been released to all the districts in this regard.

The highest number of teachers eligible for teaching learning material grant is in district Pauri accounts for 6115 teachers. Out of these 3383 teachers are from the primary section of schools and remaining 2732 teachers are posted in upper primary schools. In district Tehri 4737 teachers (2955 teachers from primary schools and 1782 teachers from upper primary schools) were found eligible for receiving teaching learning material grants and as the figures in the table 4.6 suggests the grants have been released to all the eligible teachers. 4138 teachers in Nainital district were found eligible for receiving teaching learning material grants and the available data reveals that grants have been released for all the eligible teachers in the district.

4197 teachers are found eligible for receiving teaching learning material grants in Dehradun district with 2000 teachers from the primary section and 2197 teachers from upper primary schools. In Udham Singh Nagar 3712 teachers were eligible for receiving teaching learning material grant and the grants have been released for further distribution among the teachers. The least number of teachers eligible for receiving teaching learning material grants is in district Bageshwar where 1332 teachers are eligible for teaching learning material grant from the primary schools and 149 teachers from the upper primary schools.

**Table – 4.6**  
**Information regarding TLM grants**

1 Sl. No.	2 Distt	3 Total no of teachers eligible to receive TLM grants		4 Details of grants released to the districts		5 Status of instructions issued in respect of utilization of TLM grants			
						PS		UPS	
		PS	UPS	PS	UPS	Yes	No	Yes	No
1	Chamoli	2012	1166	2012	1166	Yes	-	Yes	-
2	Nainital	2200	1938	2200	1938	Yes	-	Yes	-
3	Almora	2884	1549	2884	1549	Yes	-	Yes	-
4	Pauri	3383	2732	3383	2732	Yes	-	Yes	-
5	U.S. Nagar	2407	1305	2407	1305	Yes	-	Yes	-
6	Rudraprayag	1078	789	1078	789	Yes	-	Yes	-
7	Dehradun	2000	2197	2000	2197	Yes	-	Yes	-
8	Bageshwar	1332	149	1332	149	Yes	-	Yes	-
9	Pithoragarh	2204	1255	2204	1255	Yes	-	Yes	-
10	Tehri	2955	1782	2955	1782	Yes	-	Yes	-
11	Champawat	991	724	991	724	Yes	-	Yes	-
12	Uttarkashi	1454	1009	1454	1009	Yes	-	Yes	-
13	Haridwar	1813	1009	1813	1009	Yes	-	Yes	-
	<b>State Total</b>	<b>26713</b>	<b>17604</b>	<b>26713</b>	<b>17604</b>		-		-

(Source- State Project Office, SSA, Uttaranchal)

However, it is important to mention that although State Project Office have issued instructions with respect to the usage of the teaching learning material grant but it was observed during the field visits that teachers are possessing very casual approach towards the proper utilization of teaching learning material grants.

#### **4.7 Status of EGS & AIE**

The figures relating to education guarantee scheme center, alternative and innovative education & NRBC/ RBC are given in table 4.7. The data clearly suggests that total 1590 education guarantee scheme centers were sanctioned during 2002-06 and as the data suggests all the sanctioned education guarantee scheme centers are functioning. Highest number of education guarantee scheme centers is sanctioned and functional in district Dehradun, with 271 centers opened in the district during the period of 2002-06. District Udham Singh Nagar is second in the state as far as the number of education guarantee scheme center is concerned a total of 246 centers are functioning in the district.

**Table – 4.7**  
**Status of EGS & AIE/ NRBC/ RBC**

1 Sl. No.	2 Distt	3 No of centres sanctioned and started								4 Target no of children	5 No. of children actually enrolled in EGS/AIE (2002-06)	6 No of EGS/AIE centres to be upgraded in CFY
		EGS (2002-06)		AIE(2002-06)		NRBC		RBC				
		San.	Start	San	Start	No. of Children San	No. of ChildrenStart	No. of ChildrenSan	No. of ChildrenStart			
1	Almora	43	43	0	0	2760	466	2120	120	5096	216 (04)	-
2	Bageshwar	57	57	0	0	339	0	262	0	1770	1169 (66)	6
3	Champawat	80	80	15	15	-	-	106	0	2371	2265 (96)	15
4	Nainital	160	160	9	9	796	0	1311	745	8807	6700 (76)	4
5	Pithoragarh	149	149	17	17	1800	0	1431	0	5699	2468 (43)	12
6	USNagar	246	246	41	41	5066		4428		20384	10890 (53)	8
7	Chamoli	49	49	0	0	1041	0	1091	0	2850	718 (25)	4
8	Rudraprayag	31	31	0	0	-	-	56	0	819	763 (93)	2
9	Pauri	41	41	0	0	-	-	135	0	711	576 (81)	-
10	Tehri	204	204	13	13	457	0	487	0	5936	4992 (84)	16
11	Uttarkashi	181	181	14	14	133	0	312	0	4064	3619 (89)	8
12	Haridwar	78	78	51	51	268	372	169	617	6197	5760 (93)	6
13	Dehradun	271	271	27	27	1772	0	1183	0	10572	7617 (72)	-
	<b>State Total</b>	<b>1590</b>	<b>1590</b>	<b>187</b>	<b>187</b>	<b>14432</b>	<b>838</b>	<b>13091</b>	<b>1482</b>	<b>75276</b>	<b>47753 (64)</b>	<b>81</b>

(Source- State Project Office, SSA, Uttaranchal)

**Note - Figures shown in parentheses are in percentage**

In 7 districts namely Haridwar, Pauri, Rudraprayag, Chamoli, Champawat, Bageshwar, and Almora less than 100 education guarantee scheme centers have been sanctioned during the time span of 2002-06 and are functional.

187 centers under alternative and innovative education were sanctioned and started during the period of 2002-06. However, no center is sanctioned for district Almora, Bageshwar, Chamoli, Rudraprayag, and Pauri under this head. 51 centers have been started in Haridwar and 41 centers started in Udham Singh Nagar district. 27 centers in district Dehradun, 14 centers in district Uttarkashi, 13 centers in Tehri, 17 centers in Pithoragarh, 15 centers in Champawat and 9 centers have been started in district Nainital during the period of 2002-06 under the alternative and innovative education scheme.

The status of enrollment in the education guarantee scheme centers is also given in the table 4.7. The figure reveals that 64 percent of the targeted children are enrolled in the education guarantee scheme/ AIE centers during the period of 2002-06. Champawat

district has performed best in this regard, in the district 96 percent of the targeted children have been enrolled in the EGS/ AIE centers during the period of 2002-06. In district Haridwar and Rudraprayag 93 percent of the targeted children have been enrolled in various EGS/ AIE centers. 89 percent children are enrolled in district Uttarkashi and 84 percent of the targeted children in district Tehri are enrolled in EGS/ AIE centers during the time span of 2002-06. In Pauri district 81 percent of the targeted children to be covered under the education guarantee scheme were enrolled in different education guarantee scheme centers. Bageshwar and Nainital districts have also done some satisfactory work in this regard as 66 and 76 percent of the targeted children have been enrolled in the EGS centers during 2002-06. In Udham Singh Nagar district only 53 percent of the targeted children in the education guarantee scheme centers in the period of 2002-06. The situation is not so good in district Chamoli and Pithauragarh as far as number of children enrolled in the education guarantee scheme centers during the five years of 2002-06, 25 and 43 percent of the children are enrolled in these two districts respectively. District Almora is the worst performer in the state in this regard where only 4 percent of the total targeted children have been covered by the education guarantee scheme centers during the period 2002-06.

81 education guarantee scheme centers are targeted to be upgraded in to primary schools during the current financial year. 16 education guarantee scheme center in district Tehri are targeted to be upgraded in to primary schools during the current financial year. 15 education guarantee scheme centers are proposed to be upgraded in to primary school in Champawat district during the current financial year. However no Education guarantee scheme center is targeted to be upgraded in to primary schools in Almora, Dehradun, and Pauri districts.

#### **4.8 Children with special Needs (CWSN)**

The figures pertaining information regarding children with special needs as provided by the state project office are available in table 4.8. As is apparent from the data ninety two percent of the children identified were found enrolled during the current financial year. Conversely, the number of children provided with aids and appliances during the current financial year is not as encouraging, the data in majority of the districts

reflects that still a substantial number of children are not being provided aids and appliances and are being deprived of the facilities that are intended for them. Another distressing factor is the non co-operation of the ALIMCO, who is neither responding nor supplying the equipment on time. Out of the thirteen districts only 3 districts have 2 resource teachers each, while seven districts have only one resource teacher, while 3 districts are still without any resource teachers. A total of 25 NGOs each are associated with the CWSN in each district. It is also pertinent to mention that as per the data no children has been provided home based support or counseling during the current financial year. District Pithoragarh and Rudraprayag has done remarkably well in enrolling the children with special needs with almost 99 percent of the identified children are being enrolled in the government elementary education institutions. District Chamoli has not done very well in this regard as only 81 percent of the targeted children have been enrolled.

District Haridwar has shown the best results with 90% of the enrolled children being provided aids and appliances followed by Pithoragarh at 87.7% and Udham Singh Nagar at 87.2%. On the other hand District Almora has the poorest record with only 57% of the children being provided aids and appliances, remaining districts are somewhere in between.

**Table –4.8**  
**Information regarding Children with special Needs (CWSN)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>8</b>
<b>Sl. No</b>	<b>Distt</b>	<b>No of CWSN children identified</b>	<b>No of children enrolled during the current financial year</b>	<b>No. of children provided with aids and appliances during CFY</b>	<b>No of resource teachers</b>	<b>List of NGO's associated with CWSN</b>
1	Uttarkashi	2463	2323 (94.32)	1930 (83.08)	01	25
2	Tehri	2094	1819 (86.87)	1542 (84.77)	02	25
3	Haridwar	3772	3444 (91.30)	3102 (90.07)	02	25
4	Champawat	810	724 (89.38)	590 (81.49)	01	25
5	Bageshwar	763	713 (93.45)	504 (70.69)	01	25
6	Pithoragarh	1732	1717 (99.13)	1506 (87.71)	01	25
7	Dehradun	2481	2248 (90.61)	1806 (80.34)	02	25
8	Pauri	1558	1473 (94.54)	1102 (74.81)	-	25
9	Chamoli	1590	1289 (81.07)	997 (77.35)	-	25
10	Rudraprayag	1383	1366 (98.77)	1097 (80.31)	-	25
11	Nainital	1393	1341 (96.27)	998 (74.42)	01	25
12	Almora	1042	973 (93.38)	558 (57.35)	01	25
13	U.S.Nagar	2511	2328 (92.71)	2030 (87.20)	01	25
	<b>State Total</b>	<b>23592</b>	<b>21758 (92.23)</b>	<b>17762 (81.63)</b>	<b>13</b>	<b>325</b>

(Source- State Project Office, SSA, Uttarakhand)

The detailed guidelines have been issued by the State Project office for the resource teachers and Non government organizations involving with children with special needs. However, the data is not available as far as number of children provided home based support during Current Financial Year, and number of parents given counseling during the Current Financial Year by the state project office.

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

The detailed figures regarding the functioning of the Kasturba Gandhi Balika Vidyalaya in the state are given in table 4.9. The data clearly reveals that one Kasturba Gandhi Balika Vidyalaya is functional in every district except Almora and Rudraprayag districts. Almora is the only district where two KGBV are functioning while there is no KGBV functional in district Rudraprayag.

**Table – 4.9**  
**Information regarding Kasturba Gandhi Balika Vidyalaya (KGBV)**

1 Sl. No.	2 Distt	3 No of KGBV in current financial year		4 No of KGBV for which land has been identified	5 No of KGBV for which construction has been completed
		San.	Operationa l		
1	Pauri	Nil	1	1	-
2	Almora	Nil	2	2	-
3	Rudraprayag	Nil	-	-	-
4	Bageshwar	Nil	1	1	-
5	Haridwar	Nil	1	1	-
6	Champawat	Nil	1	1	-
7	Chamoli	Nil	1	1	-
8	Nanintal	Nil	1	1	-
9	Dehradun	Nil	1	1	-
10	Uttarkashi	Nil	1	1	-
11	Tehri	Nil	1	1	-
12	U.S. Nagar	Nil	1	1	-
13	Pithoragarh	Nil	1	1	-
	<b>State Total</b>		<b>13</b>	<b>13</b>	

(Source- State Project Office, SSA, Uttarakhand)

The table reveals that no KGBV has been sanctioned during the current financial year, however the KGBV which were sanctioned previously have been made functional

during the current financial year. One Kasturaba Gandhi Balika Vidyalaya has been made functional in all the districts, and Almora is the only district where two KGBV are functional, while no KGBV is sanctioned or functional in district Rudraprayag.

However, it is important to mention that all the Kasturaba Gandhi Balika Vidyalayas are functioning on arrangement basis, since no KGBV in the state have its own building. A perusal of table 3.10 reveals that although the land for construction has been identified for all the Kasturaba Gandhi Balika Vidyalayas in the state but construction has not yet completed for any of the KGBV building. It is worth mentioning that during the monitoring visits it was noticed that construction for Kasturaba Gandhi Balika Vidyalaya was not even started in Uttarkashi and Haridwar districts.

#### 4.10 District Information System for Education (DISE)

The figures showed in table 4.10 reveals the status of district information system for education in the state. The information suggests that EMIS has been set up in every district in the state.

**Table – 4.10**  
**Information regarding DISE**

1 Sl. No.	2 Distt	3 EMIS set up		4 Requisite no of computer and operators have been put		5 Time schedule for DISE/EMIS for the current year drawn by state	6 Whether the data collected and compiled by the DPO was passed on to the state well in time by November		7 Is there any EMIS in charge in SPO	8 How many training/worksh op has he attended in GOI/NIEPA
		Yes	No	Yes	No		Yes	No		
1	Almora	✓		✓		6 <sup>th</sup> Sept. 06 to 15 <sup>th</sup> Nov. 06	✓		Yes	02 Workshop have been attended by SPO
2	Bageshwar	✓		✓			✓		Yes	
3	Chamoli	✓		✓			✓		Yes	
4	Champawat	✓		✓			✓		Yes	
5	Dehradun	✓		✓			✓		Yes	
6	Haridwar	✓		✓			✓		Yes	
7	Nanital	✓		✓			✓		Yes	
8	Pauri	✓		✓			✓		Yes	
9	Pithoragarh	✓		✓			✓		Yes	
10	Rudraprayag	✓		✓			✓		Yes	
11	Tehri	✓		✓			✓		Yes	
12	US Nagar	✓		✓			✓		Yes	
13	Uttarkashi	✓		✓			✓		Yes	

**(Source- State Project Office, SSA, Uttarakhand)**

The data provided in the table indicates that the required number of computers and operators have been set up in all the districts of the state. 6<sup>th</sup> September to 15<sup>th</sup> November 2006 is the time schedule for the current year has been decided for completing the data for DISE/EMIS. The information from the state project office suggests that the collected data from all the district project offices was passed to the state project office after compilation by the month of November. A senior professional level officer is in charge for EMIS at the state project office, and workshops organized by the Government of India and NIEPA are attended by the state project office personnel.

#### **4.11 Research and Evaluation**

The available information regarding research and evaluation from the state project office clearly suggest that no research and evaluation project is assigned to the districts and DIETs are performing their own researches in their respective districts.

#### **4.12 Functioning of Village education Committee**

The information regarding community ownership of elementary education in the form of functioning of village education committee is given in table 4.11 as has been provided by the state project office. The figures suggest that a total of 7283 village education committees are functioning in the state and 14566 women are members of the village education committees in the state as a whole. It clearly unveils the fact that there are two female members in each village education committee in the state.

As far as the number of school management committees in the state is concerned there are 14145 school management committees functioning in the state and 70725 females are members of these committees that means that 5 members of a school management committee are female. It clearly suggests that as far as participation of female members in village education committee and in school management committee is concerned the scenario is satisfactory. The field experience also supports this fact that the representation of female members in the village education committees and school management committee is as per record. However, the participation of female members

in planning and decision making in these committees is still an area to look after as has been observed that mere formality is being completed in these committees in the name of female participation and effectively female members are not playing any significant role in decision making in the village level committees that are involved in management of elementary schooling in the state.

As per the information received by the state project office at least some members of each village education committee and school management committee have been given orientation training. The data given in table 4.11 indicates that almost 23 percent of the total village education committee members have received orientation training in the state. District Almora, Bageshwar and Hardwar are lacking behind the state average with 13.32, 16.67, and 20 percent members receive orientation training respectively, while the data is not available for district Pithoragarh. In all the rest of the districts 25 percent of the total members have been given orientation trainings.

**Table – 4.11  
Information regarding functioning of VEC**

1 Sl. No.	2 Distt.	3 Total no of		4 No of women in		5 Orientation of VEC members		6 If yes, in 6, the percentage of the members		7 Who conduct these trainings
		VEC	SMC	VEC	SMC	Yes	No	VEC	SMC	
1	Almora	1080	1546	2160	7730	✓	-	13.32	24.32	CRC
2	Bageshwar	353	655	706	3275	✓	-	16.67	24.10	CRC
3	Champawat	283	570	566	2850	✓	-	25.00	16.67	CRC
4	Chamoli	584	1113	1168	5565	✓	-	25.00	25.00	CRC
5	Dehradun	383	1088	766	5440	✓	-	25.00	50.00	CRC
6	Hardwar	302	733	604	3665	✓	-	20.00	10.00	CRC
7	Nainital	516	1240	1032	6200	✓	-	25.00	50.00	CRC
8	Pauri	1156	2065	2312	10325	✓	-	25.00	50.00	CRC
9	Pithoragarh	644	1069	1288	5345	✓	-	-	32.75	CRC
10	Rudraprayag	318	640	636	3200	✓	-	24.24	50.00	CRC
11	Tehri	901	1561	1802	7805	✓	-	25.00	32.32	CRC
12	U.S. Nagar	336	986	672	4930	✓	-	25.00	50.00	CRC
13	Uttarkashi	427	879	854	4395	✓	-	25.00	50.23	CRC
	<b>State Total</b>	<b>7283</b>	<b>14145</b>	<b>14566</b>	<b>70725</b>		-	<b>22.85</b>	<b>35.80</b>	

(Source- State Project Office, SSA, Uttaranchal)

The number of members given such trainings is much higher in school management committee with 36 percent members receiving orientation training. Hardwar district is the worst performer as far as the training of members of these committees is

concerned as only 10 percent of the total school management committee members have received orientation training. Dehradun, Pauri, Rudraprayag, Nainital, Uttarkashi, Udham Singh Nagar are the six districts in the state where 50 percent of the total members of school management committees have received orientation trainings. Rest of the districts are below the state average in this regard.

As per the available information, all these orientation trainings have been imparted at the cluster resource center level. A senior professional is appointed at the state level as the programme in charge for community participation in elementary education.

#### 4.13 Staffing at State and district level

The details of staff under Sarva Shiksha Abhiyan are given in table 4.12. The figures suggest that the total number of staff sanctioned in the district office is 156 in the state as a whole. 11 staff members were sanctioned for the district office in Bageshwar, Champawat, and Rudraprayag districts. 13 staff members were sanctioned for district project office in the relatively bigger districts of Dehradun, Haridwar, and Udham Singh Nagar. In rest of the districts in the state 12 staff members for the district project office are sanctioned for each district.

**Table – 4.12**  
**Information regarding staffing at state and district level**

1	2	3	4	5	6	7
Sl. No.	Distt.	No of meetings of the general body and EC held during the previous financial year	Total no of staff sanctioned in the district office	No of BRC sanctioned	No of CRC sanctioned	Whether SPO have clearly laid down rules/regulation for filling up posts of SSA
1	Almora	02	12	11	115	Yes
2	Bageshwar	02	11	3	41	Yes
3	Champawat	02	11	4	44	Yes
4	Chamoli	02	12	9	106	Yes
5	Dehradun	02	13	6	89	Yes
6	Hardwar	02	13	6	54	Yes
7	Nainital	02	12	8	76	Yes
8	Pauri	02	12	15	145	Yes
9	Pithoragarh	02	12	8	100	Yes
10	Rudraprayag	02	11	3	48	Yes
11	Tehri	02	12	9	98	Yes
12	U.S. Nagar	02	13	7	44	Yes
13	Uttarkashi	02	12	6	47	Yes
	<b>State Total</b>	<b>26</b>	<b>156</b>	<b>95</b>	<b>1007</b>	

(Source- State Project Office, SSA, Uttaranchal)

A total of 95 Block Resource Centers are sanctioned in the state. The highest number of block resource centers is in district Pauri where 15 BRCs are sanctioned. Second in this regard is the district of Almora with 11 block resource centers. 9 block resource centers are sanctioned in Chamoli and Tehri districts. In district Nainital and Pithauragarh 8 Block Resource Centers are sanctioned in both of the districts.

### **Reflections from the analysis: The actual ground situation**

The ultimate objective of any educational programme for school children and of all the efforts in terms of both men and material is indeed providing quality education to all the children irrespective of gender and caste considerations so that the achievement level of all the children moves steadily towards excellence. Evaluation is certainly not limited only to failing and passing. It is actually inherent in the process of teaching and learning. Looked at epistemologically, evaluation comes before knowledge because it is pre-supposed in the construction of knowledge. There can be no knowledge without a prior necessary evaluation. The designation of some processes, ideas, sensations, and perceptions as knowledge is dependent upon and consequent to evaluation. Teaching learning, therefore, is essentially an evaluative process in this sense.

#### **Civil works**

According to the PAB approvals the state has to open 223 primary and 253 upper primary schools in the state in the financial year of 2006-07, as per the data provided by the state project office all the approved schools have been opened and all of them are functional. However as per the approved construction sanctions construction is not yet completed for a single school building in the current financial year. The same is the case with the status of additional classrooms in upper primary schools out of the total approved 516 additional classrooms, the construction is completed for only 11 additional classrooms. The data regarding the status of additional classrooms in primary school is not available.

Out of the total approved block resource center and cluster resource center buildings the construction is yet to be started for 69 buildings and the work is going on for 57 buildings. Total 790 boundary walls were approved to be constructed in the state. Out of which the construction is completed only for 35 boundary walls and work is under

progress for another 610 boundary walls, it suggests that the work is yet to take place for the remaining 145 boundary walls.

Field observations suggest that the non availability of sufficient number of professionals for construction of civil work like junior engineer is the major constraint in this regard. In all the three districts visited for monitoring activities the required number of junior engineers are not appointed. As per norms of SSA one junior engineer per block is to be appointed on contractual basis but in no district it is found on ground. Since the junior engineer is supposed to visit every construction site at least for four times to verify the status of the construction site, it is not feasible with one or two junior engineer to supervise all the going on construction work that is currently under progress. Especially in the hill districts having small and sparsely located habitations there are schools to which only traveling time is around 4-5 days. The junior engineer and Block Resource Coordinator in Bhatwari block have mentioned that they have visited the primary school in Harsil where the construction work is under progress and it takes 5 days for them to just visit the construction site for only once.

### **Text Books**

It was noticed in all the sampled schools for monitoring that the students of these schools did not get their free text books with in one month of the commencement of the academic session. Although the state has claimed that there is no delay in distribution of text books in the schools but on ground the situation is not the same. The teachers and students have mentioned that they did receive all the text books only by the month of September in the previous academic session. It was also noticed in some schools that teachers give the old text books of those students who have recently passed in to the next class, to the new students in that particular class. The students were specifically directed for not to write down their name on the text books. The issue of timely distribution of text books has been put forth by NIAR in the previous monitoring reports also as the timely distribution of the text books is the key for the achievement levels of the students. The BRC and CRC coordinators have indicated that there are administrative reasons for the delay of distribution of text books. They have also pointed out that in the hill district it is very tuff to distribute all the text books to each and every school with in the time bound

manner, since a CRC coordinator have to travel a lot to reach the remotely located schools and teachers at time do not come with in time to receive the text books from the place of distribution of text books that is CRC in most of the cases.

## **School Grants**

The PAB has approved the school grants for 11927 primary schools, and 4403 upper primary schools. As per the data provided by the state project office the school grants have been released for all the approved schools. In the field it is mentioned by all the head teachers of their respective schools that they have received the school grants.

## **Teachers and teachers training**

Teacher's role has always been a subject of intense debate and public scrutiny. Teachers as a group of professional as well as individually, assume pivotal importance to ensure quality education. The social responsibility of teachers, especially in the context of elementary education, in which government schools are taking care of the educational needs of poor section of society, has increased phenomenally. This is also because parents of majority of children studying in government schools are not educated enough and are hard pressed of livelihood concerns. Hence, they are hardly capable to guide their children. Moreover, the role of teachers in shaping the social values and attitudes is of crucial importance, especially in the context of creating social environment to ensure gender and social equity in educational entitlement.

The PAB has approved 446 teachers to be appointed in the newly opened 223 primary schools for 2 teachers per school, and 759 teachers to be recruited for 253 newly opened upper primary schools for 3 teachers per school. The data provided by the state suggests that all the teachers have been positioned in the newly opened school. However the situation is not very good as far as the in service training of the teachers is concerned. As per the approved task the state has to provide in service training to 24419 teachers from the primary schools and to 18186 teachers from the upper primary schools. However as per the data made available by the state project office only 14 percent of the targeted teachers to whom the in service training should be given are given such training. The scenario is further worse in upper primary schools where only 7 percent of the

targeted teachers have been given the in service training according to the data provided by the State Project Office.

### **Teaching learning material**

The teaching learning material grants were sanctioned for 26713 teachers in the primary schools and the data provided by the SPO suggests that the grants have been released to all the 26713 eligible teachers. However in case of teachers from the upper primary schools teaching learning material grants were sanctioned for 18204 teachers and according to the data the TLM grants have been released for 17604 teachers presently teaching in upper primary schools. During field visits teachers have also mentioned that they have received the teaching learning material grants. However the proper usage of the teaching learning material grant is an area of concern.

The usage of teaching learning grants by the teachers needs to be looked by the close quarters. During field visits it was noticed in the Dugadda block of District Pauri that teaching learning material was not displayed in any of the sampled schools. The visit was made in the month of September and the teachers have mentioned that it is the rainy season and they have the usual practice of preparing teaching learning material after the rainy season is over. It is important to mention here that all of the teachers in the sampled schools have received teaching learning material grants by the month of June. Some teachers have also mentioned that the students of their schools are very poor and their parents are not able to provide basic stationary such as pencil, copies, eraser, etc. and therefore they use some part of the teaching learning material grants for purchasing stationary to meet out some of the requirements of the students.

### **Kasturaba Gandhi Balika Vidyalaya**

The KGBVs are functional in all the three districts visited for monitoring activities. However the building for none of the KGBV is constructed yet and they functioning on the arrangement basis in the hostels/ old buildings of government inter colleges. The permanent teachers are still to be posted in all the KGBV and presently the teachers from different schools are catering the educational needs of the enrolled students in their respective KGBVs.

## **Village Education Committee**

The village education committee is the very important stake holder in SSA and plays very crucial role in the functioning of the school. As per the data provided by the state there is adequate participation of women as per the norms in the village education committee. However it is felt in the field visits that the participation of women in most of the village education committees is only up to filling the corum. It was also noticed especially in Haridwar district that the meetings of VEC were not holding on regular basis.

## **Mid Day Meal**

Mid day meal is another area to be look in to more seriously as it was noticed in Haridwar district that mid day meal is not given to the students. It was also observed that in Parui district same food is being served to the students regularly and the menu was hardly followed. The hygiene factor was also to be take care of, but given the resources and environment it is very tuff ask for the school official to maintain it.

### **Observations and recommendations**

#### **Some Specific Observation / Suggestion on the basis of field visits regarding Quality of Elementary Education**

1. It was observed during the field visits in district Pithauragarh by Shri K J R Burman, Sr. Consultant, NIAR that the Primary School Takana of Vin block in Pithauragarh is provided with all infrastructure including six classrooms which is a rarity in the state, five trained teachers, has the ECCE center within its premises, kitchen shed, and also the Cluster Resource Center is also located in the same premises.
  - e. The school is situated in the heart of the city on the main road and next to the D. C. office.
  - f. Despite availability of all the facilities the average marks of students of class V were 56.5 percent.
  - g. The CRC coordinator and the math teacher was not aware about the average performance of the students.
  - h. The teachers are fully satisfied that they are giving sufficient services.

The following suggestions are made with regard to the above mentioned scenario.

- The lack of sharing about average percentage of performance of students in teachers training ( Pre service training / in-service training ).
- Lack of internal supervision and evaluation regarding quality aspects.
- The quality issues should be discussed at not only district level but at the state level as well, as the average performance of students is a crucial factor for assessing the effectiveness of teaching.

2. In village Pabau of Pabau block in District Pauri, parents have mentioned that their children have joined Master Mind Public School since the Government primary school of village did not offer quality education.
  - The above mentioned observation reveals that the community is gradually lacking the confidence in the Govt. primary school, since they realize that the Govt. primary school is not offering quality education to their wards.
  
3. The primary school Chametha of Jaiharikhal block of district Pauri, is located at about 20 meters from the main road, and having two teachers for catering the educational needs of only eleven students, inspite of this the student of class IV was not able to write down their name in English. One student in the school was able to recited the poem “Twinkle twinkle little star”, which his mother (who is a Government employee) has taught him.
  - In this regard teacher evaluation must be applied strictly.
  
4. In village Jaletha of Jaiharikhal block of District Pauri the teacher has detained students in class I and II, since the children had not learnt the basic. Class V students of the school have performed very well with only three students obtaining less than 60 percent.
  
5. The appointment of junior engineers is the area of major concern as the quality of civil work is affected because of deficiency of junior engineers. As it is felt in all the three districts visited for the monitoring activities that lack of junior engineers is the main reason for non completion of civil works. It is not feasible with only one or two junior engineer to cover all the construction sites.
  
6. In Jaiharikhal block of district Pauri, some VEC have mentioned that teacher absenteeism is rampant, hence they had locked the school during school hours and passed on the key to the Sub Divisional Magistrate a few times.
  
7. Besides, enriching the knowledge and improving teaching skill, ***there is urgent need to increase the number of teachers in the schools of the district.*** In such as situation when teachers are less than required, multi-grade teaching is the only

way out. About *three fourth* (74 percent) *teachers in the district resort multi-grade teaching*. The other adverse impact of lesser number of teachers than required is one teacher teaching many subjects. Almost every teacher in the district teaches more than one subject. In such a situation it is almost impossible to give personal attention to the educational needs of individual student. These shortcomings reflect themselves in many ways. For example mothers of more than two third students and fathers of more than one third students of the government primary schools are illiterate. The educational level of rest of the parents is also low. Not only this majority of the parents are engaged in low earning jobs and their exposure to outside world is very poor. Thus in absence of concrete measures to increase number of teachers in the schools, there are apprehensions that issue of quality education may get reduced to the level of rhetoric

8. It is important to note that the basic aim of Block Resource Centres (BRC) and DIET is to provide academic assistance to teachers. The view of officials of these centres may be different, in extending cooperation to teachers. However, large number of teachers suggesting that cooperation these officials is not always assured, urges to look closely on the working of these centres to device suitable remedial measures.
9. Sound school infrastructure creates better environment for academic transactions and helps the development of mental faculties, skill, and right attitude towards life and civic sense in children. During the course monitoring, the issue of quality of school infrastructure was raised by every stakeholder of primary education ranging from student to the opinion leader of community. Many parents, teachers and opinion leader were of the view that besides, many other things, quality of infrastructure tempt well-off parents to enroll their children in private (English medium) schools.

**Annexure - 1**

**District wise and category wise Details of schools visited for monitoring**

<b>Name of district</b>	<b>No. of blocks</b>	<b>Primary school</b>	<b>Upper primary school</b>	<b>E G S</b>	<b>Total schools/ centers</b>
<b>Haridwar</b>	06	28	07	11	46
<b>Pauri</b>	04	20	05	04	29
<b>Uttarkashi</b>	02	11	03	03	17
<b>Total</b>	12	59	15	18	92

**Annexure – 1.1**  
**List of schools visited for monitoring activities**  
**District Haridwar**

<b>Narsan</b>	<b>Laksar</b>	<b>Bhagwanpur</b>
1. PS Jainpur Jhanjhedi	15. PS Kankardheda (Rasulpur)	30. PS Bhagwanpur- II
2. PS Akabarpur	16. PS Mahatoli	31. PS Khelpur
3. PS Dhandera III	17. PS Luxar Gram	32. PS Bahedki
4. UPS Mundlana	18. PS Ethal	33. PS Budhwashheed
5. UPS Manglore	19. UPS Mahtoli	34. PS Kheldi
6. EGS MJIB	20. EGS Madarsa Khdantra	35. PS Shahpur
7. EGS H. Bilal	21. EGS Kutavpur	36. EGS Hajra Tongiya
	22. EGS Peer Basti Mongpur	37. EGS Haripur Tongiya
<b>Roorkee</b>	<b>Khanpur</b>	<b>Bahadarabad</b>
8. PS Saliyar	23. PS Mandabela	38. PS Roshnabad
9. PS Badirajpuratana	24. PS Chandrapuri	39. PS Bhovapur
10. PS Harjoli	25. PS Mirjapur	40. PS Manubas Grant
11. PS Rampur	26. PS Giddavali	41. PS Bhagtanpur / Avidapur
12. UPS Madhopur	27. PS Balavali	42. PS Fherupur - II
13. UPS Daulatpur	28. PS Prhladpur	43. UPS Manubas Grant
14. EGS Mahigiran	29. EGS Ravidas Basti Tugalpur	44. UPS bhagtanpur/ Abidpur
		45. EGS Chandighat
		46. EGS Shyampur Kangdi

*Note - Name of blocks are mentioned in grey shades*

**Annexure -1.2**  
**List of schools visited for monitoring activities**

**District Pauri**

<b>Dugadda</b>	<b>Jaiharikhal</b>
1. PS Sukhoo Devi	16. PS Jaletha
2. PS Kumbhichand	17. PS Chametha
3. PS No. 7	18. PS Jadiyahana
4. PS No. 5	19. PS Deria khal
5. PS Satichand	20. PS Jadla
6. PS Motadhak	21. PS Khundoli
7. PS Kalalghati	22. UPS Jaletha
8. UPS Kotdwar	23. UPS Barswar
9. UPS Padampur	
10. UPS Satichand	
<b>Dwarikhal</b>	<b>Thailisain</b>

11. P.S. Hilogi	24. P.S. Sunargaon
12. P.S. Cholyunsain	25. P.S. Kainur
13. P.S. Garhkot	26. P.S. Bagwadi
14. EGS Tolyunbadyun	27. P.S. Maroda
15. EGS Chatindabadyun	28. EGS Balsem
	29. EGS Patal

*Note - Name of blocks are mentioned in grey shades*

**Annexure – 1.3**  
**List of schools visited for monitoring activities**

**District Uttarkashi**

<b>Bhatwari</b>	<b>Dunda</b>
1. PS Ganeshpur	11. PS Dunda
2. PS Maneri	12. PS Badethi
3. PS Kotdwar	13. PS Jari dhumka
4. PS Kausein	14. PS Chakon
5. PS Tiloth	15. UPS badethi
6. PS Gandhi Vidya Mandir	16. EGS Matli
7. PS Birla Gali	17. EGS Silkyava
8. UPS Kotdwar	
9. UPS Gandhi Vidya Mandir	
10. E.G.S. Kandola	

*Note - Name of blocks are mentioned in grey shades*

**Annexure – 2.1**  
**Information regarding civil works in schools**

**Distt. – Haridwar**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Community manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for construction	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Narsan (N= 5)	-	5	4	1	5	-	5	-	3	2	5	-
2	Roorkee (N= 6)	-	6	6	-	6	-	6	-	5	1	6	-
3	Khanpur (N= 6)	-	6	4	2	6	-	6	-	3	3	6	-
4	Bhagwanpur (N= 6)	-	6	6	-	6	-	6	-	5	1	6	-
5	Bahadarabad (N= 7)	-	7	7	-	7	-	7	-	5	2	7	-
6	Laksar (N= 5)	-	5	5	-	5	-	5	-	4	1	5	-
	Total (N= 35)	-	35	32	03	35	-	35	-	25	10	35	-

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.1 A**  
**Information regarding civil works in schools**

**Distt. – Pauri**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Communit y manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for construction	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Dugadda (N= 10)	-	10	08	02	10	-	10	-	-	10	10	-
2	Jaiharikhal (N= 8)	-	08	06	02	08	-	08	-	-	08	08	-
3	Dwarikhal (N= 3)	-	03	03		03	-	03	-	-	03	03	-
4	Thalisain (N= 4)	-	04	03	01	04	-	04	-	-	04	04	-
	Total (N= 25)	-	25	20	05	25	-	25	-	-	25	25	-

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.2  
Information regarding Text Books in schools**

**Distt. – Haridwar**

1	2	3		4	5	6	7	
Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Narsan (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	5	-
2	Roorkee (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
3	Khanpur (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
4	Bhagwanpur (N= 6)	6	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	6	-
5	Bahadarabad (N= 7)	7	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	7	-
6	Laksar (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	5	-
	Total (N= 35)	35	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	35	-

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of free text books was delayed.

**Annexure – 2.2 A  
Information regarding Text Books in schools**

**Distt. – Pauri**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay in distribution of text books	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Dugadda (N= 10)	10	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	10	-
2	Jaiharikhal (N= 8)	8	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	7	1
3	Dwarikhal (N= 3)	3	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	3	-
4	Thalisain (N= 4)	4	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	4	-
	Total (N= 25)	25	-	1 <sup>st</sup> April, 2006	April, May, july	Administrative reasons *	24	1

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of books was delayed.

**Annexure – 2.2 B  
Information regarding Text Books in schools**

**Distt. – Uttarkashi**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Is there any delay in distribution of textbooks		Date of opening of school	Date of distribution of text books	Reasons for delay	Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
		1	Bhatwari (N= 9)				9	-
2	Dunda (N= 5)	5	-	1 <sup>st</sup> April, 2006	April, May	Administrative reasons *	4	1
	Total (N= 14)	14	-	1 <sup>st</sup> April, 2006	April, May	Administrative reasons *	11	3

**Note - N for each block include only primary and upper primary schools.**

\* – Teachers have mentioned that the books were not reached at the NPRC center within time, and therefore the distribution of books was delayed.

**Annexure – 2.3**  
**Information regarding Teaching Learning Material grants**

**Distt. – Haridwar**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No							
1	Narsan (N= 5)	5	-	Cards, charts, models etc.	1	4	5 *	-	-	5
2	Roorkee (N= 6)	6	-	Cards, charts, models etc.	3	3	6 *	-	2	4
3	Khanpur (N= 6)	6	-	Cards, charts, models etc.	2	4	6 *	-	1	5
4	Bhagwanpur (N= 6)	6	-	Cards, charts, models etc.	5	1	6 *	-	3	3
5	Bahadarabad (N= 7)	7	-	Cards, charts, models etc.	4	3	7 *	-	2	5
6	Laksar (N= 5)	5	-	Cards, charts, models etc.	3	2	5 *	-	1	4
	Total (N= 35)	35	-		18	17	35 *	-	9	26

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.3 A**  
**Information regarding Teaching Learning Material grants**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No							
1	Dugadda (N= 10)	10	-	Charts only	01	09	10 *	-	-	10
2	Jaiharikhal (N= 8)	8	-	Charts only.	03	05	8 *	-	-	8
3	Dwarikhal (N= 3)	3	-	Charts, models, etc.	01	02	3 *	-	-	3
4	Thalisain (N= 4)	4	-	Charts, cards.	02	02	4 *	-	-	4
	Total (N= 25)	25	-		07	18	25 *	-	-	25

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.3 A  
Information regarding Teaching Learning Material grants**

**Distt. – Uttarkashi**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Status of receiving of TLM grant		Details of utilisation	TLM material is being displayed in classroom		Status of training received by the teachers from selected schools on TLM development and its use		Usage of TLM material by children (well)	
		Yes	No		Yes	No	Yes	No	Yes	No
1	Bhatwari (N= 9)	9	-	Charts, card boards, clay models. Models, etc.	9	0	9	0	8	1
2	Dunda (N= 5)	5	-	Cards, charts, models etc.	4	1	5 *	-	3	2
	Total (N= 14)	14	-		13	1	14 *	-	11	3

**Note - N for each block include only primary and upper primary schools.**

\* – A general module regarding the development and usage of teaching learning material was included in the 10 day in-service training.

**Annexure – 2.4  
Information regarding DISE**

**Distt. – Haridwar**

1	2	3	4	5	6
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Narsan (N= 5)	5	-	4	1	One day	CRC	✓	-
2	Roorkee (N= 6)	6	-	4	2	One day	CRC	-	✓
3	Khanpur (N= 6)	6	-	3	3	One day	CRC	-	✓
4	Bhagwanpur (N= 6)	6	-	5	1	One day	CRC	✓	-
5	Bahadarabad (N= 7)	7	-	6	1	One day	CRC	-	✓
6	Laksar (N= 5)	5	-	5	-	One day	CRC	-	✓
	Total (N= 35)	35	-	27	8				

**Note - N for each block include only primary and upper primary schools.**

Note – The availability of data capturing formats is mentioned for the previous academic session of 2005-06.

\* The figures are shown for each block.

**Annexure – 2.4 A  
Information regarding DISE**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected*	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Dugadda (N= 10)	6	4	10	-	One day	BRC and CRC	✓	-
2	Jaiharikhal (N= 8)	4	4	6	2	One day	CRC	-	✓
3	Dwarikhal (N= 3)	1	2	2	1	One day	CRC	-	✓
4	Thalisain (N= 4)	1	3	4	-	One day	CRC	-	✓
	Total (N= 25)	12	13	22	3				

**Note - N for each block include only primary and upper primary schools.**

\* The figures are shown for each block.

**Annexure – 2.4 B  
Information regarding DISE**

**Distt. – Uttarkashi**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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Sl. No.	Name of block	Whether data capture format is available		Whether any training has been imparted for filling up data		Duration and venue of the training		Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Bhatwari (N = 9)	9	-	7	2	One day	BRC and CRC	✓	-
2	Dunda (N = 5)	5	-	4	1	One day	BRC and CRC	✓	-
	Total (N = 14)	14	-	11	3				

**Note - N for each block include only primary and upper primary schools.**

Note – the availability of data capturing formats is mentioned for the last academic session.

\* The figures are shown for each block.

**Annexure – 2.5  
Information regarding functioning of the VEC**

**Distt. – Haridwar**

1	2	3	4	5	6	7
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Narsan (N= 5)	5	-	5	-	5	-	4	1	3	2
2	Roorkee (N= 6)	5	1	5	1	6	-	5	1	4	2
3	Khanpur (N= 6)	5	1	5	1	6	-	4	2	4	2
4	Bhagwanpur (N= 6)	6	-	6	-	6	-	6	-	3	3
5	Bahadarabad (N= 7)	7	-	7	-	7	-	7	-	4	3
6	Laksar (N= 5)	4	1	4	1	5	-	4	1	2	3
	Total (N= 35)	32	3	32	3	35	-	30	5	20	15

**Note - N for each block includes only primary and upper primary schools.**

**Annexure – 2.5 A  
Information regarding functioning of the VEC**

**Distt. – Pauri**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Dugadda (N= 10)	10	-	10	-	8	2	8	2	7	3
2	Jaiharikhal (N= 8)	7	1	7	1	6	2	6	2	5	3
3	Dwarikhal (N= 3)	3	-	3	-	2	1	2	1	2	1
4	Thalisain (N= 4)	3	1	3	1	3	1	3	1	2	2
	Total (N= 25)	23	2	23	2	19	6	19	6	16	09

**Note - N for each block include only primary and upper primary schools.**

**Annexure – 2.5 B  
Information regarding functioning of the VEC**

**Distt. – Uttarkashi**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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Sl. No.	Name of block	Status of guidelines on delegation of power to VEC/SMC		Guidelines given on adequate representation to women in VEC/SMC		Status of orientation of members of VEC		Status of VEC maintaining proper record of funds received by them		Status of participation of women and SC/ST members in the meeting regularly	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Bhatwari (N = 9)	9	-	9	-	8	1	7	2	6	3
2	Dunda (N = 5)	5	-	5	-	5	-	5	-	4	1
	Total (N = 14)	14	-	14	-	13	1	12	2	10	4

**Note - N for each block includes only primary and upper primary schools.**