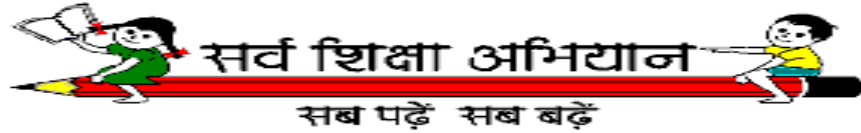


**SECOND HALF YEARLY  
MONITORING REPORT OF  
Rajiv Gandhi University  
ON SSA FOR  
ARUNACHAL PRADESH STATE  
FOR THE PERIOD  
1<sup>ST</sup> October 2006 TO 31<sup>ST</sup> March 2007**

**DISTRICTS COVERED**

**West Kameng  
Tawang  
East Kameng  
East Siang**



**Second Half Yearly  
SSA Monitoring Report**  
( 1<sup>st</sup> October 2006 to 31<sup>st</sup> March 2007)

**SSA IN ARUNACHAL PRADESH**

**Report prepared**

**By**

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**SECOND HALF YEARLY SSA MONITORING REPORT**

### **( 1<sup>st</sup> October 2006 to 31<sup>st</sup> March 2007)**

Monitoring plays a vital role in making of the scheme or programme effective in terms of quantity and quality. A programme plan is pre-requisite for monitoring, since it is the implementation of the plan that is monitored. Monitoring begins with the commencement of plan implementation and continues throughout the duration of the implementation. There are two very important functions of monitoring, i.e., the ascertainment of information as to whether implementation of information is going on as it planned; and decision making. These decisions will relate, inter alia to exploration of ways and means of overcoming any problem that arises in implementation. Monitoring provides insight to improve the process of implementation of the scheme by making some changes or modifications and introducing of new inputs as per the need of the scheme. The government of India proposed and implemented several educational interventions for ensuring the universalisation of Elementary Education (UEE). But, the goal of Elementary Education is elusive till today, hence, the Sarva Shiksha Abhiyan (SSA) is the national programme for universalisation of Elementary education aiming at providing useful and relevant elementary education to all children in the age groups of 6 – 14 years by 2010. SSA is an initiative to universalize quality elementary education in mission mode through district based, decentralized context specific planning and implementation strategy. It is significant to bridge social and gender gaps, with the active participation of the community in all aspects of elementary education and ensuring the quality basic education all over the country. The Sarva Shiksha Abhiyan (SSA) also emphasizes on the various parameters to be addressed in state and district plans to achieve the desired goal. Further, SSA emphasizes a holistic and comprehensive approach and suggests community based monitoring system and also encourages partnership between communities and research institutions for effective monitoring. In view of this discussion, the University (Formerly Arunachal University) has performed the task of Second Half Yearly monitoring report by adopting the following indicators of the scheme.

### **Indicators and Objectives of Monitoring Reports:**

The main objectives and indicators of the present monitoring report are put as under:

1. **Display of Notice Board and SSA Sign Board**
2. **Civil Work**
3. **Status of SLF-I(a),SLF-I(b), SLF-II and SLF-III and attendance of Learners.**
4. **Teaching Learning Materials (TLM)**
5. **Text-Books**
6. **Mid-Day Meal-Meal(MDM)**
7. **Girls Education: KGBV,EGS/AIE.**
8. **Training of Teachers and Appointment**
9. **Village Education Committee (VEC)**
10. **District Information System for Education (DISE)**
11. **Research and Evaluation**

### **Methodology:**

**i)** For the completion of Second Half Yearly SSA Monitoring report (1<sup>st</sup> October 2006 to 31<sup>st</sup> March 2007), the State Project Office was visited three times for obtaining the various information concerning to the opening of schools, Civil works, textbooks, school grants, teachers training, teaching learning materials, EGS & AIE, CWSN, NPEGEL, KGBV, DISE, functioning of VEC, research and evaluation, MDM, etc. In this connection, TOR(Terms of Reference) was followed for getting the required data. The various issues were discussed with SPD and his other staff members. After this, an observation sheet-cum-questionnaire was developed and used for the collection of desired data relating to the various dimensions of SSA scheme by making the personal visits to the schools of selected districts of Arunachal Pradesh.

**ii) Selection of Sample:** There are 15 districts of Arunachal Pradesh which are being covered under the scheme of SSA. In the First Half Yearly Report (April to September 2006), covered four districts of the state. Similarly, the next four districts were selected for the Second Half Yearly Report (1<sup>st</sup> October 2006 to 31<sup>st</sup> March 2007). The Deputy Directors of School Education of these selected districts were contacted as the primary and upper primary schools are directly under the control of these DDSEs.

The matter of SSA monitoring was discussed at length with these Deputy Directors of School Education and schedule of visits was finalized and followed as under:

- i) West Kameng District : 17<sup>th</sup> to 22<sup>nd</sup> November 2006
- ii) Tawang District : 23<sup>rd</sup> to 25<sup>th</sup> November 2006
- iii) East Kameng District : 26<sup>th</sup> to 29<sup>th</sup> November 2006
- iv) East Siang District : 19<sup>th</sup> to 23<sup>rd</sup> January 2007

All these above stated districts of Arunachal Pradesh are having 495 Elementary Schools(Primary + Upper Primary Schools) and out of 495 primary and upper primary schools, a sample of 38 schools was drawn by adopting the random sampling technique. All the selected schools of each district of this report have been put in table-1.

**Table -1: Names of the Districts and No. of Selected Schools for visits.**

Sl.No.	Name of Districts	Total No. of Primary & Upper Primary Schools	Schools Visited
01.	West Kameng District	145	11
02.	Tawang District	73	06
03.	East Kameng District	139	10
04.	East Siang District	138	11
	<b>Total =</b>	<b>495</b>	<b>38</b>

The table -1 shows the total number of schools (495) in four districts and out of these 38 schools were visited by selecting randomly which comes slightly more than 7 % of the total number of schools. Second, the norm of 5% schools of each district has also been kept in mind as indicated in table -1. The table-2 gives the list of visited schools of the four selected districts of Arunachal Pradesh.

**Table-2: Names of Districts and visited Schools:**

Name of Districts	Names of Schools visited
<b>1. West Kameng</b>	i) Govt. Middle School, Tenga
	ii) Govt. High School, Rupa
	iii) Govt. Middle School, Bomdila
	iv) Govt. Primary School, Tyoti Nagar, Dirang
	v) Govt. Middle School, Dirang
	vi) Govt. Primary School, Tseringpam Village
	vii) Govt. Middle School, Rama Camp(Khankhar)
	viii) Govt. Primary School, DIET Complex, Dirang
	ix) Govt. Middle School, Sera, Bomdila
	x) Govt. Middle School, Kakaling, Bomdila
	xi) Govt. Upper Primary School, Pedung Vill. (New Bomdila)

<b>2. Tawang</b>	i) Govt. Middle School, Kitpi Village
	ii) Govt. Kakalig M.E.School, Tawang
	iii) Govt. Primary School, Bomdir
	iv) Govt. Middle Primary School,PWD Colony Tawang
	v) Govt. Middle School, SHYO (Tawang)
	vi) Govt. Middle School, Namet Village
<b>3. East Kameng</b>	i) Govt. Middle School,Tape-II,Seppa
	ii) Govt. Middle School, Sede Village
	iii) Govt. Secondary School,Lumdung Village
	iv) Govt. Primary School, Nepuwacheda Village
	v) Govt. Secondary School, Seppa
	vi) Govt. Middle School, Pacha Village
	vii) Govt. Primary School, Nyari Model Village
	viii) Govt. Middle School, New Seppa
	ix) Govt. Middle School,Sebibo Village
	x) Govt. Middle School, Mebua Village
<b>4. East Siang</b>	i) Govt. Primary School, Tajum Village
	ii) Govt. Middle School, Yagrung Village
	iii) Govt. Town Middle School, Pasighat
	iv) Govt. Middle School, Taki-Ralung Village
	v) KGBV, Yagrung Village
	vi) Govt. Gandhi Middle School, Pasighat
	vii) Govt. Middle School, Napit Village
	viii). Govt. Middle School, Mirmuk VillageGovt
	ix). Govt. Middle School, Forest Colony,Pasighat
	x). Govt. Middle School, Paglek Village
	xi). Govt. Primary School, VTI Complex,Pasighat

**1. Display of Notice Board and SSA Sign Board:**

As transparency is an important aspect of SSA scheme therefore,, each primary and upper primary schools which comes under SSA needs to maintain the notice board indicating grants received and utilized, attendance, VEC meetings, etc. For this the table-3, has been prepared as shown below.

**Table-3: Districts Wise Status of SSA Notice Board and Sign Board:**

Name of District	Notice Board		Sch. Grant	Trs. Grant	Other Grant	Attendance	TLM	Sign board
	Yes	No	a	b	c	d	e	
1.West Kameng	8	3	9	9	3	9	8	2
2.Tawang	4	2	6	6	5	4	4	5
3.East Kameng	1	9	9	9	1	1	6	1
4. East Siang	8	3	11	11	-	4	9	1
<b>Total=</b>	<b>21</b>	<b>17</b>	<b>35</b>	<b>35</b>	<b>9</b>	<b>18</b>	<b>27</b>	<b>9</b>

The table-3 shows that the notice board is being maintained by 21 schools out of 38 schools and 17 schools of these four districts were asked to maintain this notice board for transparency purposes. The Headmasters of those schools and DDSE assured to maintain this transparency. Normally, all the schools have received the grants and utilized for the procurement of desired materials. The record of expenditure is being kept properly. It was found that the purchase of teaching Aids and other items was done in centralized manner.

The pass books of all the schools were verified in view of the amount received and spent. The matter relating to school grants was discussed with headmaster, teachers and VEC members. All were found satisfied. Finally, it was observed that all schools are receiving the grant and using it for the purpose with keeping the proper record of it.

## 2. Civil Work:

As per the approved Annual work plan for Civil works 2006-2007 a sum of Rs. 5316 lakhs was allotted the construction of BRC,CRC, additional school classrooms, toilets, boundary walls, etc. The civil work proposal for 2006-07 of the selected districts is put in table-4.

**Table-4 Civil work proposal of the Selected four districts of Arunachal Pradesh (2006-07)**

District	BRC	CRC	School Building	Add Cl.room	Toilets	Water Facilities	Residential Schools	Electric fication	Boundary Wall
<b>Tawang</b>	1	6	17	15	<b>10</b>	10	<b>5</b>	<b>30</b>	<b>20</b>
<b>W/Kameng</b>	2	5	34	70	<b>100</b>	30	<b>2</b>	<b>10</b>	-
<b>E/ Kameng</b>	3	7	28	30	<b>30</b>	30	-	-	-
<b>E/ Siang</b>	5	15	29	-	<b>7</b>	7	<b>4</b>	-	<b>15</b>

The Monitoring Institute visited these districts and observed the civil works of the selected schools of these districts and all the observations relating to civil works have been put in table -5

**Table-5: Districts Wise Construction work And Filling up of SLF-I(a),SLF-I(b) SLF-II and SLF-III:**

Name of District	Total No. of Schools Visited	Cl. Room Constructed	Toilet Constructed	Any other	BRC/CRC	SLF-Filled up	
						Yes	No
1.West Kameng	11	11	3	Barrack	Constructed	10	1
2.Tawang	6	5	5	Boundary Wall (2)	Constructed	6	-
3.East Kameng	10	5	3	Fencing-1	Constructed	10	-
4. East Siang	11	8	9	-	Constructed	11	-
<b>Total=</b>	<b>38</b>	<b>29</b>	<b>20</b>			<b>37</b>	<b>1</b>

The table5 shows the construction works of classroom, toilet BRC and CRC buildings, and boundary walls. As the 11 schools of West Kameng districts were visited, the construction of classrooms completed in all the 11 schools and in 3 schools toilets were also constructed for boys and girls separately. BRC, CRC buildings have also been constructed and being used for the purpose. In Tawang district the construction work of classroom has been done in 5 schools and boundary wall, were observed in two schools. BRC, CRC building have also been completed in this district by maintaining the quality of construction in every aspect.

The construction work of East Kameng district indicates that out of 10 schools, 5 schools got additional classrooms and 3 schools got toilets. The fencing was also given to one school of East Kameng district. Incase of East Siang district, the sample of 11 schools was taken and it was observed that the additional classrooms were constructed in 8 schools and the new toilets have been constructed in 9 schools. BRC and CRC buildings in this district have been completed. It is worth to be mentioned that almost all the headmasters have shown their satisfaction on the construction works. Second, the involvement of VEC was found in every type of work. They availed the services of an engineer for technical supervision and VEC members also helped supervisory work. The quality of civil work was found satisfactory.

The table-5 also reveals that the status of filling up the SLF-I(a),SLF-I(b),SLF-II and SLF-III in these four districts of Arunachal Pradesh. The table-5 shows that these formats have been filled up and sent to BRC and CRC. The BRC has compiled the data and passed to MIS unit of the state. The MIS unit in-charge has informed that he has received the DISE data form West Kameng, East Kameng and East Siang districts but the DISE data of Tawang district is yet to be received. The training programme for filling up the Data Capturing Formats (DCF) was organized at BRC and CRC levels those trained headmasters and teachers completed the task of filling up the data capturing formats at school level.



The table-6 indicates the total enrolment and the actual attendance of learners from class I – VIII in the selected four districts of Arunachal Pradesh. The table-6 shows that the attendance of the learners in all the 38 schools of Tawang, West Kameng, East Kameng and East Siang was found 96.09%, 79.16%, 82.46% and 87.75% respectively on the dates of visits. Generally, it has been found that the learners are attending the schools regularly but the teachers have remarked that the attendance of learners remains very thin in the afternoon. This problem is possible to be minimized by implementing the mid-day-meal scheme properly. At the time of visits, the learners of different classes were asked some general questions on the content of Mathematics, English, Science and Social Science Subjects. From this it was found that the learners are poor in their understanding of the content and they need special attention in this regard. It is better if the teachers go for Action Research in view of the poor performance of the learners at elementary school stage in these districts of Arunachal Pradesh.

Of course, the learners were found very good in co-scholastic activities such as drawing and painting, games and sports, cultural activities, social service, etc. All these activities are being organized regularly in almost all the schools. But, some of the other co-scholastic activities like music, health check-up, Scouts and Guides, learning corners are yet to be geared up.

**4. Teaching Learning material (TLM):** As per the information of SPO, there is a sum of Rs. 47,91 Lakhs for teachers grant. The eligible teachers were found 425,658,415,988 in Tawang, West Kameng, East Kameng and East Siang respectively. The details of teachers grant of four districts is being put in table-7:

**Table-7: Showing the Teachers and Grant as on 31.12.2006**

District	Target		Achievement	
	Teachers	Financed	Teachers	Financed
Tawang	425	2.13	298	1.49
West Kameng	658	3.30	610	3.05
East Kameng	415	2.08	216	1.08
East Siang	988	4.95	-	-
<b>Total=</b>	<b>2466</b>	<b>12.46</b>	<b>1124</b>	<b>5.62</b>

The above table-7 reveals that the total number of eligible teachers were 2466 and the allotted amount for teachers grant was Rs.12.46 lakhs, out of this 1124 eligible

teachers received this grant a sum of Rs.5.62lakhs up to 31<sup>st</sup> December 2006. The remaining grant lies with the DDSEs unspent but they assured to utilize this grant for covering the rest of teachers within the next two months. Generally it was observed in the visited schools that this grant has been utilized for the procurement of dictionaries, maps, globes, charts, models, geometrical instruments, scales and some scientific instruments. There was a discussion with the teachers and they were happy with this kind of provision but they want to get this amount enhanced.

**5. Text books:** More than 80% learners in the age group of 6-14 years belong to Arunachal Pradesh Scheduled Tribe (APTST) category at the elementary schools stage in the state. As per the policy of the State Government of Arunachal Pradesh, the text books were being provided free of cost to all the APST learners. But, under the scheme of SSA, all the APST and Non-APST learners are getting the text-books free of cost. In this report, there are 38 schools of the selected four districts of Arunachal Pradesh. All these 38 schools were visited and obtained the information from headmasters, teachers, learners and VEC members who reported that all the children have received the text-books with out paying any amount as the cost of text text-books. One of the important observations is that the NCERT text-books are being demanded by the teachers in place of some private publications. The table-8 shows the procurement of textbooks(2006-07).

**Table- 8: Procurement of textbooks in selected four districts (2006-07)**

District	N0.of Children APST & Non-APST	Rs.in lakhs	No.of children received free text-books	Rs. In lakhs
Tawang	5645	8.47	5645	8.63
West Kameng	15331	23.00	15331	12.39
East Kameng	13471	20.21	13471	23.27
East Siang	23989	35.98	23989	38.13

The table-8 , indicates that 100% children received text-books with out paying any cost of the text-books, Second, the text-books were received in all the schools in time and distributed the text-books immediately in the beginning of the academic session.

**6. Mid-Day Meal (MDM):**

Mid Day Meal scheme is being implemented in Arunachal Pradesh. But, it is a little late in implementation because the allotment of food grains from Government of India was received on 31.08.06 vide letter No.f.5.2/2006(DESK MDM).

Second, the District-wise allotment of food grain was taken up by the Civil Supply Department on 2/9/06 Vide letter No.ED-3/MDM/04-05. Since the schools are located in remote areas, therefore, even civil supply department took its own time to lift the food grains and send to schools.

Third, the central assistance in respect of Arunachal Pradesh being 1<sup>st</sup> installment was received on 29/11/06 and it was processed for obtaining concurrence of administrative approval by the Finance Department of the State.

Here, it is worth to be noted that Monitoring Institute (MI) visited 38 schools of four districts of Arunachal Pradesh (West Kameng, Tawang, East Kameng and East Siang) from 17<sup>th</sup> November 2006 to 23<sup>rd</sup> January 2007. During this period out of 38 schools only 9 schools were providing Mid-Day-Meal. But as per the discussion with Government Functionaries it is expected that by the end of March 2007 the provision of Mid Day Meal may be effective in the state as per the Mid Day Meal norm. Now the serious efforts are being made by the State Education Department for implementing the mid Day Meal Scheme in the state and it is hoped that the result of those efforts will be visible in the next half yearly report (1<sup>st</sup> April to 30<sup>th</sup> September 2007).

## 7. Girls Education:

**Table- 9: Girls Population in Arunachal Pradesh.**

	Girls population 6-14 years	SC Girls	% of SC Girls	ST Girls	% of ST Girls 609 years.
Total Population	<b>143978</b>	<b>1762</b>	<b>1.22</b>	<b>111936</b>	<b>77.75</b>
Enrolment	<b>123592</b>	<b>1229</b>	<b>0.47</b>	<b>91713</b>	<b>65.75</b>

The table- 9 shows the girls population in Arunachal Pradesh from 6-14 years of age group in which it has been shown that out of the total girls population in the age group of 6-14 years, 77.75% are schedule Tribe (ST) girls and only 1.22% are Schedule Caste (SC) girls. The enrolment of girls is not very encouraging; therefore, the state Government is taking keen interest in bringing the girls back to education centre. For this

purpose, KGBV have been approved and those are shown in table :10-12 for all four districts.

**Table-10 : Year-wise And District-wise Approved KGBV in the selected four districts of this report.**

District	Block	2004-05	2005-2006
Tawang	Mikto	-	1
West Kameng	Dirang	-	1
East Kameng	Seppa	1	-
East Siang	1.Pagin	2	-
	2.Mebo	3	-
	3.Ruksin	2	-
	4.Pasighat	2	-
<b>Total=</b>		<b>10</b>	<b>2</b>

Further, the table-11 and table-12 show the KGBV opened in 2004-05 and 2005-06 respectively.

**Table-11:KGBV Schools opened in 2004-05.**

District	No.of KGBV opened	No. of Teachers appointed			Total	Girls enrolment
		Headmaster	Full time teachers	Part time teachers		
<b>East Kameng</b>	<b>1</b>	<b>1</b>		<b>3</b>	<b>8</b>	<b>50</b>
<b>East Siang</b>	<b>9</b>	<b>9</b>		<b>27</b>	<b>36</b>	<b>450</b>

**Table- 12: KGBV Schools opened in 2005-06.**

District	No.of KGBV opened	No. of Teachers appointed			Total	Girls enrolment
		Headmaster	Full time teachers	Part time teachers		
<b>Tawang</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>50</b>
<b>West Kameng</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>50</b>

These are the information which were obtained from SPO office and verified from DPO. It shows that the KGBV interventions has been taken with the true spirit of it and it is hoped that the girls out of Schools will be brought back to schools within a short span of time in Arunachal Pradesh. In view of the basic philosophy of KGBV, it is essential that the appointment of headmasters and teachers needs to be made with utmost care so that the honest and dedicated and committed teachers are made available to such education centres.

In addition to KGBV, there are some EGS centres which are functioning in Tawang, West Kameng, East Kameng and East Siang districts, about those EGS centres is put in table- 13, and table-14.

**Table- 13: EGS Centres.**

District	Total children out of school	Sanctioned	Existing EGS	Newly opened	Enrolment
Tawang	2569	118	66	7	930
West Kameng	2196	295	79	25	1377
East Kameng	1209	197	101	27	2025
East Siang	629	72	42	3	111

**Table- 14: AIE Centre and Enrolment.**

District	AIE Centres	Enrolment
Tawang	23	460
West Kameng	21	420
East Kameng	-	-
East Siang	13	260

The data was verified from SPO and DPO. There was no any kind of variation which needs to be highlighted here. All these centres are found effective and useful in enhancing the enrolment of children who are out of school.

## **8. Training of Teachers:**

Teachers play the key role in any system of education. The educational process and its outcomes depend upon the quality of teachers and their training. Therefore, the training of teachers is always put on priority. For this purpose, there is provision of teachers training at state level with the help of SRG (State Resource Group). The SRG is comprise of university faculties, college faculties, officers of school education and Higher and Technical education, DIET faculties and SSA Raja Mission functionaries. At the district level, there is DRG (District Resource Group) which includes DIET faculties, some teachers and SSA functionary working at the district level. Similarly, there is a Block Resource Group (BRG) which works at the block level and CRG works at the circle level for imparting training to primary and upper primary school teachers. The national organization like NCERT, NUEPA, Ed.CIL, Universities are helping in providing the training to all SRG, DRG, BRG and CRG.

There is Department of Education in Rajiv Gandhi University , Rono Hills, Itanagar which runs the B.Ed. programme with intake capacity of 60 trainees every year. For this , the Government of Arunachal Pradesh deutes 20 in-service teachers in each

academic session There is SIE located at Changlang which may be treated as non-functional in nature. But, all the six DIETs are active in implementing of induction training to the newly recruited teachers.

The teachers appointed, and their presence in schools of selected four districts of this report are being shown in table- 15.

Table-15: SSA Teachers Appointed And their presence on the Dates and Days of visits.

District	Appointment Of SSA Teachers	SSA Trs. Present on the date & day of visit	% of present of SSA Teachers	Trained Teachers	Untrained Teachers
Tawang	16	14	87.50	05	11
West Kameng	12	09	75.00	11	01
East Kameng	24	23	95.82	22	02
East Siang	32	31	93.12	29	03
	84	77	91.68	67	17

The table-15 indicates teacher appointed in the selected sample of schools (38 schools of four districts). The total number of appointed teachers in different selected schools of these districts is 84, out of these 84 appointed teachers 77 SSA teachers were found present during the dates and days of visits which comes to about 91.68% . It is a matter of satisfaction that the SSA teachers are regular and teaching sincerely. The newly recruited teachers are being provided induction training organized by BRC/CRC/DIET in the state. The table-15 reveals that out of 84 teachers, there are 67 teachers who were provided training which comes about 80% and only 20% were found untrained. The SSA district Coordinators of Tawang, West Kameng, East Kameng and East Siang assured that those untrained teachers will also be covered within the next three months time.

The recruitment of teachers under SSA scheme is absolutely contractual in nature and the appointment of teachers is being done by following guide lines approved by the executive committee, SSA Rajya Mission, Itanagar.

**9. Village Education Committees:** The SPD of Arunachal Pradesh informed that the Village Education Committees have been formed for all the primary and upper primary schools. All the VECs have been made well aware of their powers and functions at the village level. The VEC members are well aware of the objectives of SSA and SSA intervention as a whole. The composition of VEC is put as under:

**The composition of VEC is put as under :**

- i.) Chairman :Elderly well accepted person of the village community.
- ii.) Member Secretary: Head Master/ In-charge Head master of the schools.
- iii.) Parents :Three number of parents from the village and at least one women.
- iv.) One Member from Village: He/ She who is well qualified or an elite person of the village.
- v.) Ex-Officio Member :ADEO/APO/DDSE or representative.

Similarly the SPO informed that the VECs have some administrative, academic and financial powers which have been stated clearly in the manual booklet prepared and published by SSA Raja Mission Authority, Itanagar, and Arunachal Pradesh. The Monitoring Team (MI) visited 38 schools of the selected four districts, i.e., West Kameng, Tawang, East Kameng and East Saing. The record of each school was seen and found that the VECs have been constituted as per the above stated composition. The record of the schools revealed that the meetings of VEC are being held monthly, quarterly, half yearly and annually. The stock of these meetings indicated that VEC members have been involved in civil works, management of the schools and in the organization of some extra co-curricular activities. The VEC members were found so much involved in the school activities of Tawang district that even the VEC members could not complete construction work of classrooms with in the sanctioned grant because of which they collected some around a sum of Rs.7000/- from their members and completed the civil work. Such type of instances have been recorded in other districts like West Kameng where the ZPM contributed a sum of Rs.10,000/- for the construction of the gate of a primary school of Tenga Valley. It indicates that the Village Education Committees are active and participating in the various school activities which may be taken as an impetus to the qualitative improvement in elementary education.

**10. District Information System for Education (DISE):**

Incase of the DISE, the information was obtained from the office of the SPD. The MIS Unit of the state informed that EMIS has been set up in all the districts of the state by providing two computers with printers, one fax machine, and Xerox machine, one OHP, one LCD Projector and one Laptop (computer). The EMIS at district level was seen in position with all hardware and software at the time of visits of these districts. The

data capture formats were supplied to all the schools for capturing the data. Headmasters and some teachers were provided training for filling up the supplied formats. The district Project Officer of West Kameng, East Kameng and East Siang could pass the collected and compiled data to the state Project Office. The district Co-coordinator of Tawang district was on work and assured to pass it to the state Project Office by January 2007. The MIS Unit is well equipped at the State level. There is a qualified MIS in-charge who possesses MCA degree and fully conversant with the needs of SSA. The MIS in-charge has got the training organized by NUEPA, New Delhi.

**11. Research And Evaluation:** The research and evaluation is an important segment of educational process. It is the research and its findings which make us aware of the serious problems and impediments of the education system in the state. The research findings give the basis to an effective, efficient and economical education planning and management. Therefore, under the scheme of SSA, there is special place for educational research to be conducted at district level for having the qualitative improvement in elementary education. As per the information obtained from SPO, the Pedagogy Unit has been created and it looks after the research activities. At present, it has been observed that there are some of the research studies which have been completed and those are stated as under:

- i. Ensuring Centrality of PRI's in Monitoring and Supervision of SSA Education Programme - Good Governance and Accountability (Study conducted in Papum Pare and East Siang districts).
- ii. Developing Concepts of Value Creation inside Urban Slums of Arunachal Pradesh- Issues and Concerns of UEE in Urban Slums- A Pilot Study in Pasighat Urban Centre.
- iii. A study of Qualitative improvement at Elementary School Stage in Tawang District.
- iv. An Analysis of Academic Achievement of 5<sup>th</sup> and 8<sup>th</sup> grade learners in West Kameng District of Arunachal Pradesh: DIET, Dirang.
- v. The faculty members of DIET, Dirang have taken up six action research studies in West Kameng district concerning to the problems faced by the elementary school stage learners in Mathematics, English, Science, Geography, Hindi and other socio-economic related issues.

### **On going Research :**

1. Strategies to reduce gender gaps- A pilot Study of Kurung Kumey and Papum Pare Districts.
2. Impact of SSA on Quality Dimension- A Case study of Tawang District.

Similarly, the research related matter was discussed with the Principal of DIET, Pasighat which is the district headquarter of East Siang district of Arunachal Pradesh. The DIET faculty of Pasighat is quite active in research activities and these faculty members have also initiated the following research studies:

- A study of Academic Achievement of Primary and Upper Primary learners in relation to some variables.
- Six Action Research studies have also planned to be taken up in East Siang district of Arunachal Pradesh.

A sum of Rs.375000/- has been allotted to each DIET for the completion of these research studies and organizing Capacity Building Training for DIET faculty. It has been observed that these DIETs are active in research and training activities at the district level in Arunachal Pradesh. But, the DIET, located at Seppa which is the district headquarter of East Kameng district needs to be activated to take up some research studies. In addition to this, the Pedagogy Unit at the state level is planning to take some studies in the year 2007-08 and those are put as under:

- 1) To Study the status of enrolment, retention and dropout at Elementary level with special reference to ST Children.
- 2) To Study on effectiveness of BRC and CRCs in providing academic support.
- 3) Study on an effectiveness of monitoring system of Elementary level.
- 4) To Study on usability of in-service teachers training modules.
- 5) A study of effectiveness of school on wheel project.
- 6) A study on impact of whole in the wall project.
- 7) Evaluation of intervention 'Community Participation' and its overall impact on Quality Education.
- 8) Analysis of Academic achievement of learners at Primary and Upper Primary Level.
- 9) Analysis of the problems faced by Head master and Teachers of Primary and Upper Primary school.

10) To study the impact of Teacher Training on classroom transactions.

### **Summary :**

This is the Second Half Yearly Monitoring Report (1<sup>st</sup> October 2006- 31<sup>st</sup> March 2007) covering of four districts of Arunachal Pradesh, i.e. Tawang, West Kameng, East Kameng and East Siang. In view of the visits and recoded observations concerning to the above stated four districts of Arunachal Pradesh, it is summarized that SSA as an important intervention is being put into practice judiciously and religiously for realizing the goal of Universalisation of Elementary Education (UEE).

There are some of the important observations and those are put as under:

1. It has been noticed that the grant was provided to all the schools in those districts in time as it was shown in the bank account of each school. Further, the allotted grant has been utilized for the purpose. For transparency purpose, notice board is being maintained and displayed in 87% schools and other schools have been asked to do so. Out of 38 schools only 9 schools were found with SSA sign board.
2. As the fund has been allotted for civil work which includes BRC, CRC buildings additional classrooms, toilets, boundary walls, etc. Monitoring Institute (MI) did not find any problems in civil work and the civil work has been completed by involving the VEC members.
3. Earlier the Data Capturing Formats (DCF's) were not filled but now the formats have been circulated and all the schools of these four districts passed the data to MIS state Unit.
4. The attendance of learners at Primary and Upper Primary level ranges from 79.16% to 96.06%. It has been observed that the attendance of learners is quite satisfactory and in case Mid-Day-Meal (MDM) is served then it will improve tremendously. It has been reported by the class

teachers that the attendance is a bit thin in the afternoon as the students leave the school for lunch and half of the students do not come back. The solution of this problem is providing of mid day meal.

5. The teaching learning material is being purchased in centralized manner. All the visited schools have received this Teaching Learning Material(TLM) and teachers are using in classroom for making their teaching more effective and interesting.
6. Mid-Day-Meal: The scheme is under process and needs intensive monitoring. It is hoped that better details and status will be available in 3<sup>rd</sup> haft yearly report.
7. Text book are provided free of cost to all the children in the state including the non-tribal students. The text-books were received in time and distributed in time. The teachers have the feeling that NCERT textbooks need to be procured in place of the text books prepared and published by other private publishers.
8. A few number of research studies have been take up in West Kameng and East Kameng districts. But, there is need to gear up research work in the state so that the studies concerning to enrolment, retention, wastage, academic achievement, etc. are possible to be conducted for the qualitative improvement of elementary education. DIETs need to be strengthened by way of providing Capacity Building Training to the faculty members.
9. Training Programmes for teachers are being conducted at DIETs /BRC/CRC levels. These training programmes need to be assessed in terms of their effectiveness. DIETs need to be equipped with trained faculty and more autonomy to take up some research activities and imparting of desired training to teachers.

10. Village Education Committees have been formed and those committees are providing positive feedback and reinforcement to the educational institution which is helpful in quality improvement process at elementary school stage.
11. There is MIS at the state level and DISE at the district level and those units were found functional in nature.
12. Children with Special Needs (CWSN) need to be emphasized. After identification of such children, special education programmes are to be prepared and provided to those children. APST children are found in great disadvantageous position in the remote areas of the state and do need some special assistance.

The implementation of SA scheme in Arunachal Pradesh has bits weaknesses and strengths. But, as a whole it has been observed that SSA scheme is effective and instrumental in bringing qualitative improvement at elementary school stage.

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