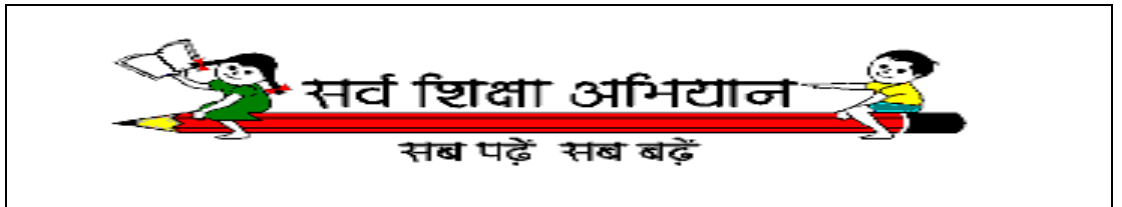


SECOND HALF YEARLY
MONITORING REPORT OF
SNDT COLLEGE OF EDUCATION
ON SSA FOR
MAHARASTRA STATE
FOR THE PERIOD
1ST October 2006 TO 31ST March 2007

DISTRICTS COVERED

Brihan Mumbai
Solapur
Sangli



**SSA Monitoring Project Report
For the State of Maharashtra**

**Brihan Mumbai
Solapur
Sangli**

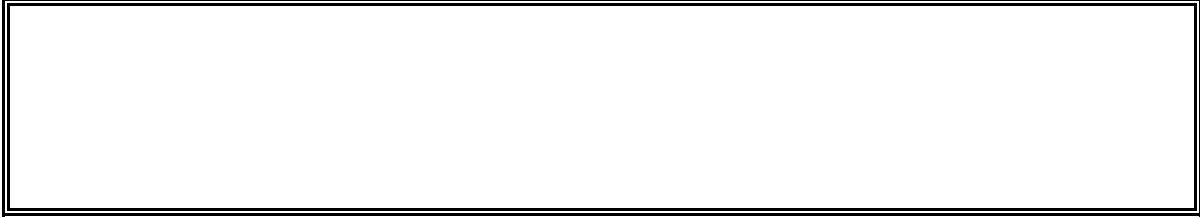
By

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April 2007



SSA Report: Brihan Mumbai

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The other goal of SSA is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;

- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- Community Ownership - The program calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Program will have a community based monitoring system. The Educational Management Information

System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

Brihan Mumbai from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Objectives of the present study

- To assess the progress of implementation of approved plans at district level (**Brihan Mumbai**)
- Sample check progress in achievement of some key outcome indicators.
- Verify process and procedures undertaken for implementation of SSA

The report of the study has been divided into two parts.

1. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.
2. Data collected from schools, that is, teachers, principal, school records, VECs ,about the midday meals, enrollment, attendance, available facilities to mention a few.

Part 1. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.

The first part of the data included the information collected from the D.P.O. with respect to number of schools, number of teachers, number of VECs, information regarding Kasturaba Gandhi Balika Vidyalaya (KGBVs) and so on which has been given in the following tables.

1.a Information related to opening of new schools

Table 1 New schools

Item description	
No. of new schools sanctioned in the current financial year	N.A.
No. of schools actually opened in the district	N.A.
Is the land for schools has been identified	N.A.
Has the construction of school building started	N.A.
The stage of construction	N.A.
Have teachers been put in position in new schools	N.A.
Whether one time learning and teaching grant has been received by VEC	N.A.
Whether any guidelines have been provided for using these grants	N.A.

- **No new schools were sanctioned in the district in the current financial year so this question was not applicable and hence not answered.**

2.b Information regarding civil works

Table 2 Civil works

Item description	Target	complete	Not completed
No. of school buildings/ classrooms			
Number of additional classrooms	405	0	405
Drinking water facilities			
Toilets			
BRCs	–	–	–
CRCs			
Electrification			
Compound wall			
Whether VEC / SMC has been		No	

trained for execution of civil works			
Whether community manual for civil works has been prepared and is available with VECs		No	
Is ramp constructed	Yes		
Are VECs keeping separate account for funds	Yes		
For materials	Yes		
Who is designated for technical supervision of civil works	-		
Any convergence with swajaldhara and TSC for drinking water facilities	No		
Construction of drinking water facility by specialized agency	No		
Any convergence with TSC for toilet facilities	No		
Quality of construction	Not answered		
Was there any third party evaluation of civil works	Not answered		

2.C Information related to free textbooks

Table 3 Textbooks

Total no. of children to whom free text books were given (1006-07)	405446
Out of the above	
SC girls	56268
ST girls	8345
SSA funds	1,87,36,012.00
When were the textbooks received	May-June 06
When were the textbooks distributed	June 06
Any instructions received from SPO office	Yes
Any delay in distributing the books	No
Whether textbooks distributed to all eligible students, for all subjects	Yes Yes

for all classes	Yes
-----------------	-----

- The free textbooks were distributed in time to all eligible students, for all subjects.(copy of the circular is attached)

2.D Information related to the school grant

Table 4 School Grants

Item description	
• No. of primary schools with approved grants	506
• No. of upper primary schools with approved grants	904
• Are funds released to districts	Yes
• Whether schools received grants in two months	Yes
• Guidelines for utilizing the grant	Not answered

<ul style="list-style-type: none"> • Whether DPO has released funds to school VEC/ SMC account 	Yes
<ul style="list-style-type: none"> • No. of schools with released grant 	Not answered
<ul style="list-style-type: none"> • Has DPO released guidelines for utilization of grants 	Not answered
<ul style="list-style-type: none"> • Was the purchase for schools centralized 	Not answered
<ul style="list-style-type: none"> • Amount utilized 	Not answered
<ul style="list-style-type: none"> • The actual date of receiving school grants 	Not answered
<ul style="list-style-type: none"> • The actual date of utilization 	Not answered
<ul style="list-style-type: none"> • Was there any delay in receiving grants 	Yes
<ul style="list-style-type: none"> • Percentage of utilization of grants for last year 	Not answered
<ul style="list-style-type: none"> • Items for which grants utilized 	Not answered

- Many questions were not answered regarding utilization of school grant.

2E Information related to teachers and teachers' training

Table 5 Teachers and teachers' training

<ul style="list-style-type: none"> • No. of additional teachers sanctioned under SSA 	N.A.
<ul style="list-style-type: none"> • No. of teachers in position <ul style="list-style-type: none"> ▪ In primary schools ▪ In upper primary schools ▪ Mode of recruitment 	1577 10879 By selection
<ul style="list-style-type: none"> • Level of recruitment 	Education officer
<ul style="list-style-type: none"> • Procedure followed in recruitment of teachers 	By advertisement

• Nature of appointment of teachers	Regular
• Is VEC / Panchayat empowered for teacher recruitment	No
• The target no. of teachers to be given in-service training	16217
• No. of teachers who received in-service training	Not answered
• Is there a training calendar	Not answered
• Venue of training	Not answered
• Is there a regular feedback	Not answered
• Targeted no. of newly recruited teachers to be given training	Not answered
• Actual no. of teachers received training	Not answered
• Target no. of teachers to receive 60 days refresher training	Not answered
• Satisfaction level of teachers with the training	Not answered

Contd. On the next page

• Academic support given by BRC/CRC to teachers	Not answered
a)	
• To what extent role discharged	
• Is there a training calendar	
• Follow up programs	
b)	
• Expected no. of school visits made by BRC/CRC	Not answered
• Is the no. fulfilled	
• What do BRC/CRC do during the visit	Not answered
▪ Pedagogic improvement	
▪ Administrative matters	

<ul style="list-style-type: none"> ▪ Model lesson plans ▪ Help teachers in difficulties ▪ Random tests for children ▪ Any innovative steps <p>c)</p> <ul style="list-style-type: none"> • Does DIET interact with BRC • What is DIET's role <ul style="list-style-type: none"> ▪ Academic supervision ▪ Guidance ▪ Action research ▪ Monitoring of BRC/CRC <p>d)</p> <ul style="list-style-type: none"> • Does BRC/CRC give academic support to EGS/AIE If so, how and in what manner 	<p>Not answered</p> <p>Yes</p> <p>Not answered</p>
<ul style="list-style-type: none"> • Does the S.P.O. have quality coordinator 	<p>Not answered</p>

2.f Information regarding Teaching-Learning material (T.L.M.) grants

Table 6 T.L.M. grants

<ul style="list-style-type: none"> • Total no. of teachers eligible to receive TLM grants • Total grant released • No. of teachers who received TLM • Date of release of grant 	15576 15576 27th November 2006
<ul style="list-style-type: none"> • Is TLM displayed in the classroom • Nature of TLM • Are teachers trained on TLM • No. of training days 	Yes Teaching aids Not answered Yes

(Copy of the circular is attached)

2.g Information related to EGS and AIE / NRBC / RBC

Table 7 EGS and AIE / NRBC / RBC

<ul style="list-style-type: none"> • No. of EGS • No .of AIE • No. of NRBC • No. of RBC 	979
<ul style="list-style-type: none"> • Target no. of children to be covered in the above centers • No. of children enrolled in the centers • No. of children actually attending 	33010 19643 17025

Table 8 Information about E.V.

• No. of EVs working	922
• No. of EVs trained	Not answered
• Duration and kind of training for EVs	Not answered
• Training by whom	UCRC
• Modules used	Not answered
• Are modules appropriate	Not answered
• E.V.s feedback	Not answered
Educational qualification of EVs	
• Monthly honorarium	1000
• Paid in Cash / Bank	Bank
• Date on Which last months honorarium received	August 2006
• Is there a designated EGS/ AIE coordinator	Yes
• Is the coordinator oriented	Yes
Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Quarterly
• Are EGS /AIE centers upgraded	Yes
• Are funds released for upgradation	Not answered
• Has DPO issued instructions in this respect	Yes
The no. of children mainstreamed from EGS / AIE centers	Boys 1945 Girls 2231 Total 4176

Contd. On the next page.

Material available in EGS/AIE centres	
• Durries	Yes
• Blackboards	Yes
• Books	Yes

• TLM	Yes
Is mid-day meal provided in EGS/AIE centers	No
No.of children enrolled in EGS/AIE centers	19643
No. of children actually present	17025
No. of boys	8948
No. of girls	10694
Total	19643
Achievement level of children	Good
Whether EGS is using textbooks and any other material	Yes

2.h.Information regarding Children with Special Needs(CWSN) identified and enrolled in current financial year

Sr. No.	Name of the Block	No. of identified CWSN	No. of enrolled CWSN
1.	A	514	334
2.	B	580	500
3.	C	738	550
4.	D	1312	850
5.	E	2117	1510
6.	F/S	1959	1642
7.	F/N	1465	1090
8.	G/S	1334	334
9.	G/N	2896	2596
10.	H/E	1449	1449
11.	H/W	2335	1676
12.	K/E	2098	1498
13.	K/W	1979	1314
14.	P/S	1411	1240
15.	P/N	2073	2073
16.	R/C	1644	1000
17.	R/S	1228	716
18.	R/N	1550	1155
19.	L	2097	811
20.	M/E	1656	962
21.	M/W	1908	771
22.	N	2307	1732
23.	S	2277	1823
24.	T	1877	1300
Total		40804	28926

- The number of CWSN enrolled is much less than the identified CWSN.

Blockwise no. of resource teachers identified in the districts

Sr. No.	Name of the Block	No. of identified CWSN
1.	A	1
2.	B	1
3.	C	1
4.	D	1

5.	E	1
6.	F/S	1
7.	F/N	1
8.	G/S	1
9.	G/N	1
10.	H/E	1
11.	H/W	1
12.	K/E	1
13.	K/W	1
14.	P/S	1
15.	P/N	1
16.	R/C	1
17.	R/S	1
18.	R/N	1
19.	L	1
20.	M/E	1
21.	M/W	1
22.	N	1
23.	S	1
24.	T	24

- The NGOs associated with CWSN- Not available
- The number of CWSN who have been provided with aids and appliances was not answered as Medical check up camps are in progress and then the aids will be provided by March 2008.

Table12 IED coordinator

Whether the district has an IED coordinator	Yes
Whether the district IED coordinator has been oriented	No
Whether the district IED coordinator attended capacity building program at the state level.	No
Whether the state has prescribed any monitoring format	No
Whether there is an IE coordinator of	No

SPO	
How many training and workshop he has attended	Not answered
How many schools have been provided with ramp	Not answered
How many children were provided home based support	Not answered
How many parents have been given counseling	Not answered
The no. of CWSN children stated to be enrolled	Not answered

2.i NPEGEL

table 13

NPEGEL

Sr. No.	Name of the Block	No. of schools included
1.	A	8
2.	B	3
3.	C	4
4.	D	3
5.	E	5
6.	F/S	4
7.	F/N	6
8.	G/S	2
9.	G/N	4

10.	H/E	6
11.	H/W	4
12.	K/E	5
13.	K/W	5
14.	P/S	7
15.	P/N	7
16.	R/C	7
17.	R/S	6
18.	R/N	4
19.	L	3
20.	M/E	3
21.	M/W	5
22.	N 1	2
23.	N 2	6
24.	S	8
25.	T	4
Total		121

- Targeted no. of additional classrooms, drinking water, toilets : Not answered.
- Information regarding model clusters

Table 14 Information regarding model clusters

No. of Model clusters	25
Gender sensitized TLM	Yes
Vocational training	Yes
Bridge courses	No
Gender sensitization to teachers	Yes
Mobilization of community	Yes

- The district gender coordinator is in position.
- A monitoring system to check progress in girls education intervention has been developed.

Table 15 **ECCE centers**

The no. of ECCE centers operational under innovation head funds	98
Whether the state has prescribed any monitoring format for this activity	Yes
The frequency with which the information is furnished to SPO	Quarterly

1. j Kasturba Gandhi Balika Vidyalaya (KGBV): Not applicable

1.k District Information System for Education.

Table 16 **DISE**

Whether EMIS are set up in the each block of the district	Yes
Whether requisite computer operators have been put in the positions	Yes

- **Information regarding Computers**

Table 17 **No. of computers and operators in position**

Name of the block	Requisite no. of computers	No. of actual computers	Req. operatos	Actual operators
	6	5	6	6

Table 18 DISE

Whether data capture format have been supplied to all schools	Yes
Training has been imparted to teachers for filling the data in the format Duration of the training	Yes 1 day
CRC/BRC coordinators have been given task of verifying 5% data.	Yes
Have they been trained for this	Yes
How are they discharging this responsibility	Good
The data collected and compiled by the DPO was passed on to the state well in time.	Not yet
<ul style="list-style-type: none"> • Is there an MIS in charge at the state level • Is he fully conversant with the needs of SSA in MIS • How many workshops he has attended 	Yes Yes Not answered

1.1 Research and Evaluation

Table 19 Research and Evaluation

Name of the block	No. of research studies to be undertaken	No. of research studies sanctioned
Zone 1	16	11
Zone 2	10	08
Zone3	17	12
Zone 4	19	17
Zone 5	21	17
Zone 6	13	13
District level	02	02

The no. of studies sanctioned and completed in the previous year – Not answered

- There is a research/evaluation in charge at DPO level.
- There is no state level committee for sanction of research proposals.
- There is a prescribed contract format for commissioning of project reports.

2.m The information regarding VECs / SMCs.

Table 20 The information regarding VECs / SMCs.

Name of the block	No. of CRCs	No. of SMCs
UCRC 1	29	-
UCRC 2	42	-
UCRC 3	46	-
UCRC 4	45	-
UCRC 5	33	-
UCRC 6	32	--
Total	227	-

Whether a copy of guidelines on delegation of power has been given to VECs and it is available with VECs.(copy	Yes
---	------------

of guidelines was not attached)	
Women have adequate representation in VECs. (The actual no. of women associated with VECs was not answered).	Yes
The frequency of the VEC committees meetings	not answered
The total no. of VEC members and the registered attendance	not answered
<ul style="list-style-type: none"> ▪ Percentage of VEC members oriented ▪ When was this orientation held ▪ By whom 	not answered not answered not answered
VEC's perception of training	Not given
VEC's contribution in improving school environment	Not given
Whether VEC is maintaining proper record of funds	not answered
Is there any program officer for community mobilization	not answered

2.n Information related to staffing at district level (DPO)

Table 21 Staffing at district level

Category	Sanctioned posts	No. on position
Assistant program officer	1	1
Quality coordinator	-	-
Pedagogy	-	-
Training	-	-
Gender and girls education coordinator	1	1
Civil works	1	-
Inclusive education	3	-
Interventions	1	1
Accounts/ financial management	1	1
Research and evaluation	-	-
MIS planning	-	-
Community mobilization	-	-

Table 22 Category wise sanctioned staff at block and cluster level

Category	Sanctioned posts	No. on position
BRC coordinator	6+30	6+30
CRC coordinator	221	221
J.E.	1	-
Programmer	1	-
Clerk	1	1

- **Two meetings were held of general Body and EC level during last year:**
- **The program coordinators are oriented and knowledgeable about their tasks.**
- **SPO has clearly laid down rules and regulations for filling up of SSA posts.**

**Part 2. Data collected from schools (teachers, principal, school records, VECs)
the midday meals, enrollment, attendance.**

Hundred schools (about 5%) were selected randomly and surveyed from all tahsils of Brihan Mumbai. Out of these 100 schools 23 schools were private schools, and around 20 schools did not answer to most of the questions .The effective data thus received from around fifty schools. The survey was conducted with the help of an elaborated, comprehensive questionnaire as well as some on the spot observations keeping in view the objectives of the study. The analysis of the data is as follows

Table 23 Classification of schools

Management	No. of schools	Educational level	No. of schools
Z.P.	-	Primary	25
MNP	45	Upper primary	22
Private aided	23	Primary & upper primary	21

2.1. Evaluation of the mid-day meal scheme

The evaluation mid-day meal scheme has been further classified as

- I. Quality of food provided
- II. Quantity of the food provided
- III. Facilities available / provided for cooking/ serving the food
- IV. Participation of community in the scheme

2.I Quality of food provided

Almost all the BMC schools surveyed have been providing mid-day meals to their students, except private unaided schools. The following table provides quantitative analysis about the quality of the food which is followed by the qualitative description.

Table 24 Quality of food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether same food is served everyday	23	41
Whether green vegetables are added	20	36
Whether children are happy with food	43	14
Whether quality of food is good	44	12

- Schools are mostly providing cooked rice to children though the mention of serving variety of food is seen in the questionnaire.

II Quantity of food provided

Table 25 Quantity of food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether quantity of food is enough	47	09
Do children carry Tiffin from home	50% students	50% students

- Some of the students carry food from home

III Facilities available / provided for cooking/ serving the food

This part of the survey dealt with the availability of physical facilities for cooking like room, utensils, the appointment of the person, the remuneration and so on.

Most of the schools (almost 50%) have appointed the cook or the helper for cooking purpose, but in some schools where the cook is not appointed, the teachers are involved in cooking mid-day meals. In 70% of schools the remuneration of the cook ranges from rs.1.50 to 2.00 per student, or give salary in the range of rs 600 to 1500 per month irrespective of number of students. Many schools have not answered this question.

It was also noted that the self help groups or the Mahila Bachat Gat has been involved in cooking the mid-day meals in 50% schools. In some schools the contractor provides the food. In 20% of the schools the cook is an underprivileged person.

In most of the schools (approximately 80%) the mid-day meal program is inspected regularly, either by teachers and /or supervisor , principal. In some schools it is BMC, or the contractor or the Institutional head that inspects the program. The periodicity of the program varies from weekly, fortnightly, monthly to in some cases even six monthly inspections. The following table gives the details.

Table 26 Facilities available for cooking the food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether cook / helper appointed by the department	21	22
Involvement of NGO	-	
Involvement of self help groups	28	
Involvements of contractor	35	
Involvement of other agency ,e.g. youth club	-	
Is the cook/helper a underprivileged person	11	
Whether a pucca kitchen is available	23	
Whether potable water is available	35	08
Whether utensils used for cooking are adequate	26	10
Whether utensils have been procured from SSA funds	08	
Fuel used for cooking is gas based	25	
Fuel used for cooking is firewood	-	
Whether the program is inspected regularly	41	10

Table 27 Questions related to health, hygiene and discipline in schools

Item description	Very good	Good	Fair	Poor
Safety	25	27	6	1
Hygiene	18	30	7	2
Cleanliness	22	31	6	0
Discipline among students	18	32	2	0
Whether children are encouraged to wash hands	55	-	5	-

2.2 Evaluation of Operation Blackboard program

The data collected for evaluating Operation Blackboard program is further classified as

- I. Information related to the physical facilities available/ provided, for example school building, light, ventilation, electricity, etc.
- II. Information related to the enrollment and attendance of students of different categories.
- III. Information related to the scholastic achievement of students and role of the school and teachers.

The information has been tabulated below in table 28.

Table 28 Information related to the physical facilities available/ provided

Item description			
Ownership of the school building	Owned by 39 schools	Rented by 29 schools	Rent-free for 7 schools
Condition of school building	Good in 82 schools		Poor in 1 schools
Proper light in the classrooms	Good in 83		Poor in 2
Proper ventilation	Good in 82		Poor in 4
Proper flooring	Good in 82		Poor in 2
Electricity in classrooms	Available in 86 schools		Not available in 1 school
Blackboard in classrooms	Good condition in 84		Poor condition in 2
Availability of T.L.M.	Available in 81 schools		Not available in 5
Seating arrangement	Benches in 81 schools	cloth stripes in 1	1 school without strips and benches
Schools with a play ground	58 schools have	26 schools do not have	
Schools with adequate play material in use	70 schools use	16 schools do not use	
Schools providing health camp facility	56 schools have	29 schools do not have	

2.3 Information related to enrollment of students (in percentages)

- In most of the schools (almost 70%) the percentage of students from general and OBC category is around 85 to 90%. The remaining categories of students constitute 5-10%
- Some of the schools have students only from general category (around 5%) while 1-2% schools have only SC/ST students.
- The percentage of VJ/NT students is seemed to be significantly less.
- The percentage of girls and boys is mostly equal in general category but the percentage of girls from SC/ST/ OBC categories is lesser as compared to that of boys.

2.4 Information related to attendance of students

- The attendance of students from all the categories is generally 80 to 90%.
- Almost 60% schools show 75% attendance.
- Around 10% schools had 100% attendance on the day of the visit.
- There is no difference in the percentage of attendance of boys and girls.
- The attendance lowers down during rainy season.
- Generally parent meetings are held to create an awareness about the importance of schooling and attendance, in some cases principal or teachers visit homes and talk to parents.

2.5 Information related to the scholastic achievement and attendance of students and role of the school and teachers is presented in the following

Table 29 . Attendance

Item description		
Does the school face problem of low attendance	95% schools do not face this problem	5% schools face this problem
Whether grading system has been introduced for students	100% schools have introduced grading system	
The achievement level of students	Good in 54 schools	Average in 32 schools
The rapport of children with teachers	Good in 84 schools	Poor in 1 school
Drop out children	40%schools reported drop outs (1-2 students)	
Retained children	60% schools reported retained students mostly in the range of 2-10 students	

- **Almost all the schools are conducting examinations, tests, competitions for assessing students.**
- **The main reason for drop out is poverty, parent’s meet, special programs are arranged to deal with the problem.**

2.6 information regarding the grants, teacher training, role of BRCs , CRCs.

Table 30

Item description	yes	no
Are free textbooks distributed in time in the school	52 schools	28 schools
Whether DPO released funds in time	43 schools	24 schools
Has 100% grant for the last year been utilized	90% schools	10% schools have utilized 50-70%

- **Majority of the schools received and could distribute free textbooks to students in time.75% schools received school grants in July, as against 25% schools with delayed grants. 90% of the schools have utilized almost 100% grants, while 10% schools have utilized upto 50-70% of grants.**

The questionnaire consisted of questions with respect to teacher training, teacher recruitment , role of BRC, CRC,

The schools could not express properly to many questions , with specific quantitative data, so qualitative description has been provided below.

- **VEC / Panchayat are not empowered to make recruitment of teachers in most of the schools.**
- **The number of teachers in position was in line with the number of teachers sanctioned in 90% of the schools. In 5% of the schools the teacher absenteeism was more. Names of the habitual absentees were not available.**
- **The target number of teachers to receive 60 days refresher training and the target no. of newly recruited teachers to receive pre-service training was not answered by most of the schools.**

- BRCs and CRCs have given academic support to teachers to some extent, and those teachers who have received the support are satisfied with the interaction. Sufficient information is not available regarding the follow up programs, the degree of effectiveness.
- The main areas of support from BRCs and CRCs have been related to
 - Pedagogic improvement (the nature of support was not made clear)
 - Help teachers in difficulties
 - Random testing of children,

III Concluding Remarks

- The sample survey of Brihan Mumbai SSA monitoring affirms fulfillment of the SSA objectives to some extent with respect to some of the aspects like provision of infrastructure, provision of mid-day meals, free textbooks, provision of education facilities for children having special needs, mainstreaming of students.
- In- service and pre-service teacher training, provision of TLM, are aiding to the quality of teaching.
- Teachers' response to the quality of the training imparted was not available, so nothing can be said concretely.
- The average achievement level of students is fair. There is a scope for enhancing quality.
- Most of the schools have utilized 100% funds.
- Many schools and the DPO did not cooperate with the field investigators and were reluctant to share or give the details of some of the data.
- Many questions were not answered in the data collected by the field investigators from schools even after visiting several times and that by the coordinator from the DPO/SPO, so the total picture of SSA in Brihan Mumbai remains fairly unclear.

Dr. Hemlata Parasnis
(Ex principal)

Prin. Dr. Leena Deshpande
Director

Consultant

**SSA Monitoring Project Report
For the State of Maharashtra
Solapur District**

**By
Post graduate Department of Education
S.N.D.T. College of Education (IASE)
Pune.**

**Dr.Hemlata Parasnis
Consultant**

**Principal Dr.Leena Deshpande
Director**

May 2007

SSA Report: Solapur District

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by

86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The other goal of SSA is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states

will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- Community Ownership - The program calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Program will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

Solapur district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Total 175 schools from different tahsils of Solapur district were surveyed by the field researchers with the help of elaborated questionnaires. The data is mainly classified into two parts, the first part dealing with the information collected from DPO, while the second part dealing with the information about actual implementation of SSA strategies at the school level. This data was collected from teachers, principal, VEC members, etc.

The DPO of Solapur district cooperated well and has furnished almost complete data with respect to the progress of civil work in the district, , CWSN (Children with special needs), Staffing at the district level, district information system but the data is incomplete with respect to teacher training, school grants, TLM (teaching learning material), to mention a few.

The data collected from schools reflects the accomplishment of some of the SSA strategic programs like mid-day meals, provision of infrastructure, text books, attendance and enrollment of students to the satisfactory level , but there is an enormous need for improvement in the quality and the transparency while practicing SSA programs.

Solapur district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

- Literacy rate – 71.2%
- Male literacy rate – 82.0%
- Female literacy rate – 59.8%

Solapur has following tahsils **Akalkot, Barshi, Karmala, S . Solapur, Madha, Malshiras, Mangalwedha, Mohol, Pandharpur, Sangola and N. Solapur.**

Objectives of the present study

- To assess the progress of implementation of approved plans at district level (**Solapur** district).
- Sample check progress in achievement of some key outcome indicators.
- Verify process and procedures undertaken for implementation of SSA

The report of the study has been divided into two parts.

3. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.
4. Data collected from schools, that is, teachers, principal, school records, VECs ,about the midday meals, enrollment, attendance, available facilities to mention a few.

Part 1. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.

The first part of the data included the information collected from the D.P.O. with respect to number of schools, number of teachers, number of VECs, information regarding Kasturaba Gandhi Balika Vidyalaya (KGBVs) and so on which has been given in the following tables.

1.a Information related to opening of new schools

Table 1	New schools
Item description	
No. of new schools sanctioned in the current financial year	51
No. of schools actually opened in the district	51
Is the land for schools has been identified	Yes
Has the construction of school building started	Yes
The stage of construction	Roofing
Have teachers been put in position in new schools	-
No. of teachers sanctioned in new schools in the current financial year	-
Whether one time learning and teaching grant has been received by VEC	Yes
Whether any guidelines have been provided for using these grants	Yes

- Fifty one new schools were sanctioned and opened in the district in the current financial year.

1.b Information regarding civil works

Item description	Target	complete
No. of school buildings	53	53
classrooms	351	351
Drinking water facilities	--	--
Toilets	--	--
BRCs / CRCs	--	--
Electrification	--	--
Compound wall	--	--

Contd. On the next page

Table 2 contd.

Civil Work

Whether VEC / SMC has been trained for execution of civil works	Yes
Whether community manual for civil works has been prepared and is available with VECs	Yes
Is ramp constructed	Yes
Are VECs keeping separate account <ul style="list-style-type: none"> • for funds • For materials 	Yes Yes
Who is designated for technical supervision of civil works <ul style="list-style-type: none"> • Block • District 	Jr. Engineer Ex. Engineer
Any convergence with swajaldhara and TSC for drinking water facilities	Yes
Any convergence with TSC for toilet facilities	Yes
Quality of construction	Good
Was there any third party evaluation of	Yes

civil works	
-------------	--

- **The targeted and completed no. of drinking water facilities and toilets was not given but at the same time the convergence with swajaldhara and TSC have been mentioned in the questionnaire.**

1.C Information related to free textbooks

Table 3 Textbooks

Total no. of children to whom free text books were given (1006-07)	449969
Out of the above	20035
SC girls	Not answered
ST girls	Not answered
SSA funds	75%
State government funds	25%
When were the textbooks received	Not Answered
When were the textbooks distributed	Not Answered
Any instructions received from SPO office	Yes
Any delay in distributing the books	No
Whether textbooks distributed to	
• all eligible students,	Yes
• for all subjects	Yes
• for all classes *	Yes

- **The free textbooks were distributed in time to all eligible students.**

1.D Information related to the grant

Table 4 School Grants	
Item description	
• No. of primary schools with approved grants	2659
• No. of upper primary schools with approved grants	1366
• Are funds released to districts	Yes
• Whether schools received grants in two months	Yes
• Guidelines for utilizing the grant	Yes
• Whether DPO has released funds to school VEC/ SMC account	Yes
• No. of schools with released grant	4025
• Has DPO released guidelines for utilization of grants	Yes
• Was the purchase for schools centralized	Yes
• Amount utilized	Not answered
• The actual date of receiving school grants	Not answered
• The actual date of utilization	Not answered
• Was there any delay in receiving grants	Not answered
• Percentage of utilization of grants for last year	Not answered
• Items for which grants utilized	Not answered

1E Information related to teachers and teachers' training

Table 5 Teachers and teachers' training

• No. of additional teachers sanctioned under SSA	–
• No. of teachers in position	–
▪ In primary schools	–
▪ In upper primary schools	–
• Level of recruitment	–
• Procedure followed in recruitment of teachers	–
• Nature of appointment of teachers	Contract basis
• Is VEC / Panchayat empowered for teacher recruitment	Yes
• Has the procedure been laid down	Yes
• Is community satisfied with the arrangement	Yes
• The no. of teachers sanctioned	Not answered
• The no. of teachers in position	Not answered
• The target no. of teachers to be given in-service training	Not answered
• No. of teachers who received in-service training	Not answered Yes
• Is there a training calendar	District, cluster
• Venue of training	Not answered
• Trainers	Yes
• Targeted no. of newly recruited teachers to be given training	962
• Actual no. of teachers received training	387

- **Venue of training** **District**
- **Duration** **Not answered**
- **Trainers** **BRC, subject experts**
- **Monitoring system** **B.EO,EO,DIET**

Contd. From the table 5

- **Target no. of teachers to receive 60 days refresher training** **Not answered**
- **Actual no. of teachers received training** **Not answered**
- **Venue of training** **Not answered**
- **Satisfaction level of teachers with the training** **Not answered**
- **Academic support given by BRC/CRC to teachers**
 - a)
 - **To what extent role discharged** **Not answered**
 - **Is there a training calendar** **Not answered**
 - **Follow up programs** **Not answered**
 - b)
 - **Expected no. of school visits made by BRC/CRC** **Not answered**
 - **Is the no. fulfilled** **Not answered**
 - **What do BRC/CRC do during the visit** **Not answered**
 - c)
 - **Does DIET interact with BRC** **Not answered**
 - **What is DIET's role** **Not answered**
 - d)
 - **Does BRC/CRC give academic support to EGS/AIE** **Not answered**
- **Many questions were not answered with respect to teachers' training.**

- There is a gap between targeted no. of newly recruited teachers to be given training and actual no. of teachers received training, but the reasons for this gap were not mentioned.

1.f Information regarding Teaching-Learning material (T.L.M.) grants

The questionnaire was not filled up and returned back.

1.g Information related to EGS and AIE / NRBC / RBC

Table 6 EGS and AIE / NRBC / RBC

• No. of EGS	396
• No. of AIE	220
• No. of NRBC	20
• Actual no. of children covered	10,297
• No. of children enrolled in the centers	8834
• No. of children actually attending	not answered
• No. of EVs working	633
• No. of EVs trained	351
• Duration and kind of training for EVs	not answered
• Training by whom	DIET
• Modules used	not answered
• Are modules appropriate	Yes
• E.V.s feedback	not answered
• Are E.Vs. given academic support by BRC/CRC regularly	Yes
• Frequency of academic support	not answered
• Any instructions issued by DPO	Yes

Educational qualification of EVs	H.Sc.
• Monthly honorarium	not answered
• Paid in cash / bank	Bank
• Any delay in payment	No
• Date on which last month's honorarium received	not answered

Contd. From table 6

<ul style="list-style-type: none"> • Is there a designated EGS/ AIE coordinator 	Yes
<ul style="list-style-type: none"> • Is he oriented 	Yes
<ul style="list-style-type: none"> • Has he received capacity building training 	Yes
Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Quarterly
Are EGS /AIE centers upgraded	not answered
Are funds released for upgradation	No
Has SPO issued instructions in this respect	No
The no. of children mainstreamed from EGS / AIE centers(in government and private schools)	not answered
Material available in EGS/AIE centers	
<ul style="list-style-type: none"> • Durries 	Yes
<ul style="list-style-type: none"> • Blackboards 	Yes
<ul style="list-style-type: none"> • Books 	Yes
<ul style="list-style-type: none"> • TLM 	Yes
Is mid-day meal provided in EGS/AIE centers	Yes
No.of children enrolled in EGS/AIE centers	10297
No. of children actually present	8834
No. of boys	not answered
No. of girls	not answered
Achievement level of children	Good
Rapport of EV with children	Good

- Approximately only 50% EVs have been trained .
- Some of the questions with respect to no. of girls and boys in EGS/AIE centers,no. of mainstreamed children, funds for upgradation and monthly honorarium of EVs remained unanswered.

1.h.Information regarding Children with Special Needs(CWSN)

Table 7 CWSN

Name of the block	No. of identified CWSN	No. of CWSN enrolled
-------------------	------------------------	----------------------

Akalkot	907	907
Barshi	973	973
Karmala	933	933
S . Solapur	1109	1109
Madha	1578	1578
Malshiras	1531	1531
Mangalwedha	568	568
Mohol	1642	1642
Pandharpur	1852	1852
Sangola	1265	1265
N. Solapur	555	555
Total	12913	12913

Blockwise no. of resource teachers identified in the districts

Table 8 Resource teachers

Name of the block	No. of resource teachers
Akalkot	03
Barshi	04
Karmala	03
S . Solapur	04
Madha	04
Malshiras	04
Mangalwedha	02
Mohol	03
Pandharpur	02
Sangola	03
South Solapur	04
N. Solapur	02
Total	34

Table 9 CWSN

Name of the block	No. of identified CWSN	No. of CWSN Provided aids and appliances
	Not answered	
Akalkot		129
Barshi		45
Karmala		62
S . solapur		104
Madha		144
Malshiras		108
Mangalwedha		79
Mohol		92

Pandharpur		124
Sangola		92
N. Solapur		53
Total		1032

- **No. of identified CWSN was not answered in the column of provision of aids and appliances, but was answered in the previous column of identification and enrollment of CWSN. If that no. of CWSN is taken valid, then there is a wide gap between the identified CWSN and the no. of children provided with aids and appliances.**
- **There was no difficulty in getting and utilizing the aids and appliances.**
- **The NGOs associated with CWSN- Not answered**

Table10 IED coordinator

Whether the district has an IED coordinator	Yes
Whether the district IED coordinator has been oriented	Yes
Whether the district IED coordinator attended capacity building program at the state level.	Yes
Whether the state has prescribed any monitoring format	Yes
The frequency of furnishing information to SPO/DPO	Not answered
Whether there is an IE coordinator of SPO	Not answered
How many training and workshop he has attended	Not answered
How many schools have been provided with ramp	Not answered
How many children were provided home based support	Not answered
How many parents have been given counseling	Not answered
The no. of CWSN children stated to be enrolled	Not answered

1.i NPEGEL is not applicable and not sanctioned for the Solapur district.

1. j Kasturba Gandhi Balika Vidyalaya (KGBV): Not applicable and not sanctioned for the Solapur district.

1.k District Information System for Education.

Table 11

Whether EMIS are set up in the each block of the district	Yes
Whether requisite computer operators have been put in the positions	Yes

Information regarding Computers

Table 12 No. of computers and operators in position

Name of the block	Requisite no. of computers	No. of actual computers	Requisite operators	Actual operators
Akalkot	1	1	1	1
Barshi	1	1	1	1
Karmala	1	1	1	---
S . Solapur	1	1	1	1
Madha	1	1	1	1
Malshiras	1	1	1	-----
Mangalwedha	1	1	1	----
Mohol	1	1	1	-----
Pandharpur	1	1	1	1
Sangola	1	1	1	1
N. Solapur	1	1	1	1
TOTAL	11	11	11	7

- The no. of actual computers matches the no. of requisite computers but the no. of actual operators is less than the requisite number.

Whether data capture format have been supplied to all schools	No
Training has been imparted to teachers for filling the data in the format	Yes
<ul style="list-style-type: none"> • Duration of the training • Venue • When 	1 day Cluster November 06
CRC/BRC coordinators have been given task of verifying 5% data.	Yes
Have they been trained for this	Yes
How are they discharging this responsibility	Good

The data collected and compiled by the DPO was passed on to the state well in time.	No
Independent/third party evaluation of data	Yes
Is there an MIS in charge at state level	Not answered

1.1 Research and Evaluation

Table 13 Researches undertaken in the current financial year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Akalkot	03	03
Barshi	01	01
Karmala	01	01
S . Solapur	04	04
Madha	----	----
Malshiras	01	01
Mangalwedha	02	02
Mohol	03	03
Pandharpur	01	01
Sangola	02	02
N. Solapur	01	01
Total	20	20

Table 14 Researches undertaken in the previous year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Akalkot	01	01
Barshi	01	01
Karmala	01	01
S . Solapur	01	01
Madha	01	01
Malshiras	01	01
Mangalwedha	01	01
Mohol	01	01

Table 14 contd. Researches undertaken in the previous year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Pandharpur	01	01
Sangola	01	01
N. Solapur	01	01
Total	11	11

- The no. of researches undertaken is equal to the no. of sanctioned researches in the previous as well as current year.
- There is a research/evaluation in charge at DPO level. The person plays vital role in formation of district resource group, meetings and

proceedings, preparing reports, releasing grants for research and evaluation.

- There is no prescribed contract format for commissioning of research projects.

1.m

Table15 The information regarding VECs/SMCs.

Name of the block	No. of VECs
Akalkot	122
Barshi	142
Karmala	105
S . Solapur	83
Madha	113
Malshiras	110
Mangalwedha	79
Mohol	101
Pandharpur	95
Sangola	76
N. Solapur	36
Total	1062

Whether a copy of guidelines on delegation of power has been given to VECs and it is available with VECs)	Yes
Women have adequate representation in VECs.	Yes
The frequency of the VEC committees meetings	Not answered
The total no. of VEC members and the registered attendance	Not answered
<ul style="list-style-type: none"> ▪ Percentage of VEC members oriented ▪ When was this orientation held ▪ By whom 	<p>100%</p> <p>March-December</p> <p>2006</p>
VEC's perception of training	B.E.O.
VEC's contribution in improving school environment	Not given
Whether VEC is maintaining proper record of funds	Not answered
	Yes

Is there any program officer for community mobilization **No**

1.n Information related to staffing at district level (DPO)

Table 16 Staffing at district level

Category	Sanctioned posts	No. on position
Assistant program officer	2	2
Quality coordinator	01	01
Pedagogy	01	01
Training	01	01
Gender and girls education coordinator	01	01
Civil works	02	02
Inclusive education	03	03
Interventions	-	-
Accounts/financial management	03	03
Research and evaluation	01	01
MIS planning	03	03
Community mobilization	01	01

- **The no. of sanctioned staff matches the no. of staff in position.**

Table 17 Category wise sanctioned staff at block and cluster level

Category	Sanctioned posts	No. on position
BRC coordinator	12	12
CRC coordinator	220	220
J.E.	13	13
Programmer	1	1
Clerk	12	12

- **The no. of meetings held of general Body were 4 and EC level were 15 during last year:**

Part 2. Data collected from schools (teachers, principal, school records, VECs) the midday meals, enrollment, attendance.

175 schools (about 5%) were selected randomly and surveyed from all tahsils of Solapur District. The survey was conducted with the help of an elaborated, comprehensive questionnaire as well as some on the spot observations keeping in view the objectives of the study. The analysis of the data is as follows

Table 18 **Classification of schools**

Management	No. of schools	Educational level	No. of schools
Z.P.	166	Primary	106
MNP	6	Upper primary	19
Private aided	1	Primary & upper primary	46

2.1. Evaluation of the mid-day meal scheme

The evaluation mid-day meal scheme has been further classified as

- V. Quality of food provided
- VI. Quantity of the food provided
- VII. Facilities available / provided for cooking/ serving the food
- VIII. Participation of community in the scheme

2.I Quality of food provided

Almost all the schools surveyed have been providing mid-day meals to their students, except few private unaided schools. The following table provides quantitative analysis about the quality of the food which is followed by the qualitative description.

Item description	Table19 Quality of food	
	No. of schools with 'yes'	No. of schools with 'no' response

Whether same food is served everyday	71	101
Whether green vegetables are added	171	04
Whether children are happy with food	174	0
Whether quality of food is good	173	01

II Quantity of food provided

Table 20 Quantity of food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether quantity of food is enough	171	01
Do children carry Tiffin from home	–	–

III Facilities available / provided for cooking/ serving the food

This part of the survey dealt with the availability of physical facilities for cooking like room, utensils, the appointment of the person, the remuneration and so on.

Most of the schools (almost 70%)have appointed the cook or the helper for cooking purpose, but in some schools where the cook is not appointed, the teachers are involved in cooking mid-day meals. It was also noted that the self help groups or the Mahila Bachat Gat has been involved in cooking the mid-day meals.

In most of the schools (approximately 80%) the mid-day meal program is inspected regularly, either by teachers and/or principal. In some schools it is the VEC, or Extension officer or the Institutional head that inspects the program. The periodicity of the program varies from weekly, fortnightly, monthly to in some cases even six monthly inspections. The following table gives the details.

Table 21 Facilities available for cooking the food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response

Whether cook / helper appointed by the department	127	41
Involvement of NGO	30	
Involvement of self help groups	93	
Involvements of contractor	46	
Involvement of other agency ,e.g. youth club	13	
Is the cook/helper a underprivileged person	109	42
Whether a pucca kitchen is available	75	92
Whether potable water is available	160	11
Whether utensils used for cooking are adequate	150	16
Whether utensils have been procured from SSA funds	53	
Fuel used for cooking is gas based	17	
Fuel used for cooking is firewood	148	
Whether the program is inspected regularly	158	10

Table 22 Questions related to health, hygiene and discipline in schools

Item description	Very good	Good	Fair	Poor
Safety	75	84	7	5
Hygiene	49	104	12	3
Cleanliness	64	90	13	2
Discipline among students	59	80	18	5

	Yes	No
• Whether children are encouraged to wash hands	170	3
• Take and eat food in orderly manner	173	1
• Conserve water while washing dishes/ hands	157	16

2.2 Evaluation of Operation Blackboard program

The data collected for evaluating Operation Blackboard program is further classified as

- IV. Information related to the physical facilities available/ provided, for example school building, light, ventilation, electricity, etc.

- V. Information related to the enrollment and attendance of students of different categories.

- VI. Information related to the scholastic achievement of students and role of the school and teachers.

The information has been tabulated below in table 23.

Table 23 Information related to the physical facilities available/ provided

Item description			
Ownership of the school building	Owned by 145 schools	Rented by 7 schools	Rent-free for 8 schools
Condition of school building	Good in 149 schools		Poor in 22 schools
Proper light in the classrooms	Good in 159		Poor in 13
Proper ventilation	Good in 166		Poor in 6
Proper flooring	Good in 153		Poor in 12
Electricity in classrooms	Available in 140 schools	Not available in 30 schools	
Blackboard in classrooms	Good condition in 171		Poor condition in 3
Availability of T.L.M.	Available in 156 schools	Not available in 6 schools	
Seating arrangement	Benches in 10% schools	Benches and/ or cloth stripes in 60% schools	30% schools without strips and benches
Schools with a play ground	153 schools have	21 schools do not have	
Schools with adequate play material in use	140 schools have it and use	32 schools do not have and use	
Schools providing health camp facility	153 schools have	20 schools do not have	

2.3 Information related to enrollment of students (in percentages)

- In most of the schools (almost 70%) the percentage of students from general and OBC category is around 85 to 90%. The remaining categories of students constitute 5-10%
- Some of the schools have students only from general category (around 5%) while 1-2% schools have only SC/ST students.
- The percentage of VJ/NT students is seemed to be significantly less.
- The percentage of girls and boys is mostly equal in general category but the percentage of girls from SC/ST/ OBC categories is lesser as compared to that of boys.

2.4 Information related to attendance of students

- The attendance of students from all the categories is generally 80 to 90%.
- Almost 50% schools show 75% attendance.
- Around 10% schools had 100% attendance on the day of the visit.
- Few schools had less than 50% attendance on the day of the visit.
- There is no difference in the percentage of attendance of boys and girls.
- Generally parent meetings and home visits are held to create an awareness about the importance of schooling and attendance, in some cases principal or teachers visit homes and talk to parents. One school has mentioned about the attendance allowance to students.
- There is no much difference in the attendance among boys and girls, but in the higher classes attendance percentage of girls is little less as compared to boys.

2.5 Information related to the scholastic achievement and attendance of students and role of the school and teachers is presented in the following

Table 24 .

Item description	95% schools do not face this problem	5% schools face this problem
Does the school face problem of low attendance	95% schools do not face this problem	5% schools face this problem
Whether grading system has been introduced for students	100% schools have been introduced grading system	
The achievement level of students	Good in 125 schools	Average in 38 schools and poor in 8 schools
The rapport of children with teachers	Good in 167 schools	Poor in 5 schools
Drop out children	38 schools have reported drop outs (2-10 students), 3-4 schools reporting more than 10 drop outs.	
Retained children	50% schools did not answer about the no. of retained students	50% schools reported retained students in the range of 2-10

- Almost all the schools are conducting examinations, tests, competitions for assessing students.

2.6 information regarding the grants, teacher training, role of BRCs ,CRCs.

Table 25 Textbooks and School grant

Item description	Yes	No
Are free textbooks distributed in time in the school	118	50
Whether DPO released funds in time	144	16
Has 100% grant for the last year been utilized	80% schools	20%

Majority of the schools received and could distribute free textbooks to students in time. 75% schools received school grants in August, September and October , as against 10% schools with delayed grants. 80% of the schools have utilized almost 100% grants, while 20% schools have utilized upto 50-75% of grants.

The questionnaire consisted of questions with respect to teacher training, teacher recruitment , role of BRC, CRC,

The schools could not express properly to many questions , with specific quantitative data, so qualitative description has been provided below.

- VEC / Panchayat are not empowered to make recruitment of teachers in most of the schools. Only one school was found to be the exception.
- The number of teachers in position was in line with the number of teachers sanctioned with very rare exceptions.
- BRCs and CRCs have given academic support to teachers to some extent, and those teachers who have received the support are satisfied with the interaction. Sufficient information is not available regarding the follow up programs, the degree of effectiveness.
- The main areas of support from BRCs and CRCs have been related to
 - Pedagogic improvement (the nature of support was not made clear)

- Help teachers in difficulties
- Random testing of children,

III Concluding Remarks

- **The sample survey of Solapur district SSA monitoring affirms fulfillment of the SSA objectives with respect to some of the aspects like provision of infrastructure, provision of mid-day meals, free textbooks.**
- **On the basis of the information collected in the survey, it can be said that SSA monitoring strategies, like decentralization, participation and monitoring of the process and the procedures at the community level are followed to a large extent. The VECs/ Panchayats are actively involved in the process of monitoring.**
- **Teachers are happy with the quality of the training imparted, but the schools would like to have some more inputs with respect to teaching of science, mathematics and English.**
- **The average achievement level of students is fair. There is a scope for enhancing quality.**
- **BRCs / CRCs are helping the schools in various aspects.**
- **There is a wide gap between the no. of identified CWSN and the no. of CWSN provided with the aids and appliances.**
- **The DPO as well as schools did not answer properly about the teacher training / school grant.**

Dr. Hemlata Parasnis
(Ex principal)
Consultant

Prin. Dr. Leena Deshpande
Director

**SSA Monitoring Project Report
For the State of Maharashtra
Solapur District**

**By
Post graduate Department of Education
S.N.D.T. College of Education (IASE)
Pune.**

**Dr.Hemlata Parasnis
Consultant**

**Principal Dr.Leena Deshpande
Director**

May 2007

SSA Report: Solapur District

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by

86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The other goal of SSA is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states

will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- Community Ownership - The program calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Program will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

Solapur district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Total 175 schools from different tahsils of Solapur district were surveyed by the field researchers with the help of elaborated questionnaires. The data is mainly classified into two parts, the first part dealing with the information collected from DPO, while the second part dealing with the information about actual implementation of SSA strategies at the school level. This data was collected from teachers, principal, VEC members, etc.

The DPO of Solapur district cooperated well and has furnished almost complete data with respect to the progress of civil work in the district, , CWSN (Children with special needs), Staffing at the district level, district information system but the data is incomplete with respect to teacher training, school grants, TLM (teaching learning material), to mention a few.

The data collected from schools reflects the accomplishment of some of the SSA strategic programs like mid-day meals, provision of infrastructure, text books, attendance and enrollment of students to the satisfactory level , but there is an enormous need for improvement in the quality and the transparency while practicing SSA programs.

Solapur district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

- Literacy rate – 71.2%
- Male literacy rate – 82.0%
- Female literacy rate – 59.8%

Solapur has following tahsils **Akalkot, Barshi, Karmala, S . Solapur, Madha, Malshiras, Mangalwedha, Mohol, Pandharpur, Sangola and N. Solapur.**

Objectives of the present study

- To assess the progress of implementation of approved plans at district level (**Solapur** district).
- Sample check progress in achievement of some key outcome indicators.
- Verify process and procedures undertaken for implementation of SSA

The report of the study has been divided into two parts.

5. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.
6. Data collected from schools, that is, teachers, principal, school records, VECs ,about the midday meals, enrollment, attendance, available facilities to mention a few.

Part 1. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.

The first part of the data included the information collected from the D.P.O. with respect to number of schools, number of teachers, number of VECs, information regarding Kasturaba Gandhi Balika Vidyalaya (KGBVs) and so on which has been given in the following tables.

1.a Information related to opening of new schools

Table 1 New schools

Item description	
No. of new schools sanctioned in the current financial year	51
No. of schools actually opened in the district	51
Is the land for schools has been identified	Yes
Has the construction of school building started	Yes
The stage of construction	Roofing
Have teachers been put in position in new schools	-
No. of teachers sanctioned in new schools in the current financial year	-
Whether one time learning and teaching grant has been received by VEC	Yes
Whether any guidelines have been provided for using these grants	Yes

- Fifty one new schools were sanctioned and opened in the district in the current financial year.

1.b Information regarding civil works

Item description	Target	complete
No. of school buildings	53	53
classrooms	351	351
Drinking water facilities	--	--
Toilets	--	--
BRCs / CRCs	--	--
Electrification	--	--
Compound wall	--	--

Contd. On the next page

Table 2 contd.

Civil Work

Whether VEC / SMC has been trained for execution of civil works	Yes
Whether community manual for civil works has been prepared and is available with VECs	Yes
Is ramp constructed	Yes
Are VECs keeping separate account <ul style="list-style-type: none"> • for funds • For materials 	Yes Yes
Who is designated for technical supervision of civil works <ul style="list-style-type: none"> • Block • District 	Jr. Engineer Ex. Engineer
Any convergence with swajaldhara and TSC for drinking water facilities	Yes
Any convergence with TSC for toilet facilities	Yes
Quality of construction	Good
Was there any third party evaluation of	Yes

civil works	
-------------	--

- **The targeted and completed no. of drinking water facilities and toilets was not given but at the same time the convergence with swajaldhara and TSC have been mentioned in the questionnaire.**

1.C Information related to free textbooks

Table 3 Textbooks

Total no. of children to whom free text books were given (1006-07)	449969
Out of the above	20035
SC girls	Not answered
ST girls	Not answered
SSA funds	75%
State government funds	25%
When were the textbooks received	Not Answered
When were the textbooks distributed	Not Answered
Any instructions received from SPO office	Yes
Any delay in distributing the books	No
Whether textbooks distributed to	
• all eligible students,	Yes
• for all subjects	Yes
• for all classes *	Yes

- **The free textbooks were distributed in time to all eligible students.**

1.D Information related to the grant

Table 4 School Grants	
Item description	
• No. of primary schools with approved grants	2659
• No. of upper primary schools with approved grants	1366
• Are funds released to districts	Yes
• Whether schools received grants in two months	Yes
• Guidelines for utilizing the grant	Yes
• Whether DPO has released funds to school VEC/ SMC account	Yes
• No. of schools with released grant	4025
• Has DPO released guidelines for utilization of grants	Yes
• Was the purchase for schools centralized	Yes
• Amount utilized	Not answered
• The actual date of receiving school grants	Not answered
• The actual date of utilization	Not answered
• Was there any delay in receiving grants	Not answered
• Percentage of utilization of grants for last year	Not answered
• Items for which grants utilized	Not answered

1E Information related to teachers and teachers' training

Table 5 Teachers and teachers' training

• No. of additional teachers sanctioned under SSA	–
• No. of teachers in position	–
▪ In primary schools	–
▪ In upper primary schools	–
• Level of recruitment	–
• Procedure followed in recruitment of teachers	–
• Nature of appointment of teachers	Contract basis
• Is VEC / Panchayat empowered for teacher recruitment	Yes
• Has the procedure been laid down	Yes
• Is community satisfied with the arrangement	Yes
• The no. of teachers sanctioned	Not answered
• The no. of teachers in position	Not answered
• The target no. of teachers to be given in-service training	Not answered
• No. of teachers who received in-service training	Not answered Yes
• Is there a training calendar	District, cluster
• Venue of training	Not answered
• Trainers	Yes
• Targeted no. of newly recruited teachers to be given training	962
• Actual no. of teachers received training	387

- **Venue of training** **District**
- **Duration** **Not answered**
- **Trainers** **BRC, subject experts**
- **Monitoring system** **B.EO,EO,DIET**

Contd. From the table 5

- **Target no. of teachers to receive 60 days refresher training** **Not answered**
- **Actual no. of teachers received training** **Not answered**
- **Venue of training** **Not answered**
- **Satisfaction level of teachers with the training** **Not answered**
- **Academic support given by BRC/CRC to teachers**
 - a)
 - **To what extent role discharged** **Not answered**
 - **Is there a training calendar** **Not answered**
 - **Follow up programs** **Not answered**
 - b)
 - **Expected no. of school visits made by BRC/CRC** **Not answered**
 - **Is the no. fulfilled** **Not answered**
 - **What do BRC/CRC do during the visit** **Not answered**
 - c)
 - **Does DIET interact with BRC** **Not answered**
 - **What is DIET's role** **Not answered**
 - d)
 - **Does BRC/CRC give academic support to EGS/AIE** **Not answered**
- **Many questions were not answered with respect to teachers' training.**

- There is a gap between targeted no. of newly recruited teachers to be given training and actual no. of teachers received training, but the reasons for this gap were not mentioned.

1.f Information regarding Teaching-Learning material (T.L.M.) grants

The questionnaire was not filled up and returned back.

1.g Information related to EGS and AIE / NRBC / RBC

Table 6 EGS and AIE / NRBC / RBC

• No. of EGS	396
• No .of AIE	220
• No. of NRBC	20
• Actual no. of children covered	10,297
• No. of children enrolled in the centers	8834
• No. of children actually attending	not answered
• No. of EVs working	633
• No. of EVs trained	351
• Duration and kind of training for EVs	not answered
• Training by whom	DIET
• Modules used	not answered
• Are modules appropriate	Yes
• E.V.s feedback	not answered
• Are E.Vs. given academic support by BRC/CRC regularly	Yes
• Frequency of academic support	not answered
• Any instructions issued by DPO	Yes

Educational qualification of EVs	H.Sc.
• Monthly honorarium	not answered
• Paid in cash / bank	Bank
• Any delay in payment	No
• Date on which last month's honorarium received	not answered

Contd. From table 6

<ul style="list-style-type: none"> • Is there a designated EGS/ AIE coordinator 	Yes
<ul style="list-style-type: none"> • Is he oriented 	Yes
<ul style="list-style-type: none"> • Has he received capacity building training 	Yes
Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Quarterly
Are EGS /AIE centers upgraded	not answered
Are funds released for upgradation	No
Has SPO issued instructions in this respect	No
The no. of children mainstreamed from EGS / AIE centers(in government and private schools)	not answered
Material available in EGS/AIE centers	
<ul style="list-style-type: none"> • Durries 	Yes
<ul style="list-style-type: none"> • Blackboards 	Yes
<ul style="list-style-type: none"> • Books 	Yes
<ul style="list-style-type: none"> • TLM 	Yes
Is mid-day meal provided in EGS/AIE centers	Yes
No.of children enrolled in EGS/AIE centers	10297
No. of children actually present	8834
No. of boys	not answered
No. of girls	not answered
Achievement level of children	Good
Rapport of EV with children	Good

- Approximately only 50% EVs have been trained .
- Some of the questions with respect to no. of girls and boys in EGS/AIE centers,no. of mainstreamed children, funds for upgradation and monthly honorarium of EVs remained unanswered.

1.h.Information regarding Children with Special Needs(CWSN)

Table 7 CWSN

Name of the block	No. of identified CWSN	No. of CWSN enrolled
-------------------	------------------------	----------------------

Akalkot	907	907
Barshi	973	973
Karmala	933	933
S . Solapur	1109	1109
Madha	1578	1578
Malshiras	1531	1531
Mangalwedha	568	568
Mohol	1642	1642
Pandharpur	1852	1852
Sangola	1265	1265
N. Solapur	555	555
Total	12913	12913

Blockwise no. of resource teachers identified in the districts

Table 8 Resource teachers

Name of the block	No. of resource teachers
Akalkot	03
Barshi	04
Karmala	03
S . Solapur	04
Madha	04
Malshiras	04
Mangalwedha	02
Mohol	03
Pandharpur	02
Sangola	03
South Solapur	04
N. Solapur	02
Total	34

Table 9 CWSN

Name of the block	No. of identified CWSN	No. of CWSN Provided aids and appliances
	Not answered	
Akalkot		129
Barshi		45
Karmala		62
S . solapur		104
Madha		144
Malshiras		108
Mangalwedha		79
Mohol		92

Pandharpur		124
Sangola		92
N. Solapur		53
Total		1032

- **No. of identified CWSN was not answered in the column of provision of aids and appliances, but was answered in the previous column of identification and enrollment of CWSN. If that no. of CWSN is taken valid, then there is a wide gap between the identified CWSN and the no. of children provided with aids and appliances.**
- **There was no difficulty in getting and utilizing the aids and appliances.**
- **The NGOs associated with CWSN- Not answered**

Table10 IED coordinator

Whether the district has an IED coordinator	Yes
Whether the district IED coordinator has been oriented	Yes
Whether the district IED coordinator attended capacity building program at the state level.	Yes
Whether the state has prescribed any monitoring format	Yes
The frequency of furnishing information to SPO/DPO	Not answered
Whether there is an IE coordinator of SPO	Not answered
How many training and workshop he has attended	Not answered
How many schools have been provided with ramp	Not answered
How many children were provided home based support	Not answered
How many parents have been given counseling	Not answered
The no. of CWSN children stated to be enrolled	Not answered

1.i NPEGEL is not applicable and not sanctioned for the Solapur district.

1. j Kasturba Gandhi Balika Vidyalaya (KGBV): Not applicable and not sanctioned for the Solapur district.

1.k District Information System for Education.

Table 11

Whether EMIS are set up in the each block of the district	Yes
Whether requisite computer operators have been put in the positions	Yes

Information regarding Computers

Table 12 No. of computers and operators in position

Name of the block	Requisite no. of computers	No. of actual computers	Requisite operators	Actual operators
Akalkot	1	1	1	1
Barshi	1	1	1	1
Karmala	1	1	1	---
S . Solapur	1	1	1	1
Madha	1	1	1	1
Malshiras	1	1	1	-----
Mangalwedha	1	1	1	----
Mohol	1	1	1	-----
Pandharpur	1	1	1	1
Sangola	1	1	1	1
N. Solapur	1	1	1	1
TOTAL	11	11	11	7

- The no. of actual computers matches the no. of requisite computers but the no. of actual operators is less than the requisite number.

Whether data capture format have been supplied to all schools	No
Training has been imparted to teachers for filling the data in the format	Yes
<ul style="list-style-type: none"> • Duration of the training • Venue • When 	1 day Cluster November 06
CRC/BRC coordinators have been given task of verifying 5% data.	Yes
Have they been trained for this	Yes
How are they discharging this responsibility	Good

The data collected and compiled by the DPO was passed on to the state well in time.	No
Independent/third party evaluation of data	Yes
Is there an MIS in charge at state level	Not answered

1.1 Research and Evaluation

Table 13 Researches undertaken in the current financial year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Akalkot	03	03
Barshi	01	01
Karmala	01	01
S . Solapur	04	04
Madha	----	----
Malshiras	01	01
Mangalwedha	02	02
Mohol	03	03
Pandharpur	01	01
Sangola	02	02
N. Solapur	01	01
Total	20	20

Table 14 Researches undertaken in the previous year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Akalkot	01	01
Barshi	01	01
Karmala	01	01
S . Solapur	01	01
Madha	01	01
Malshiras	01	01
Mangalwedha	01	01
Mohol	01	01

Table 14 contd. Researches undertaken in the previous year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Pandharpur	01	01
Sangola	01	01
N. Solapur	01	01
Total	11	11

- The no. of researches undertaken is equal to the no. of sanctioned researches in the previous as well as current year.
- There is a research/evaluation in charge at DPO level. The person plays vital role in formation of district resource group, meetings and

proceedings, preparing reports, releasing grants for research and evaluation.

- There is no prescribed contract format for commissioning of research projects.

1.m

Table15 The information regarding VECs/SMCs.

Name of the block	No. of VECs
Akalkot	122
Barshi	142
Karmala	105
S . Solapur	83
Madha	113
Malshiras	110
Mangalwedha	79
Mohol	101
Pandharpur	95
Sangola	76
N. Solapur	36
Total	1062

Whether a copy of guidelines on delegation of power has been given to VECs and it is available with VECs)	Yes
Women have adequate representation in VECs.	Yes
The frequency of the VEC committees meetings	Not answered
The total no. of VEC members and the registered attendance	Not answered
<ul style="list-style-type: none"> ▪ Percentage of VEC members oriented ▪ When was this orientation held ▪ By whom 	<p>100%</p> <p>March-December</p> <p>2006</p>
VEC's perception of training	B.E.O.
VEC's contribution in improving school environment	Not given
Whether VEC is maintaining proper record of funds	Not answered
	Yes

Is there any program officer for community mobilization **No**

1.n Information related to staffing at district level (DPO)

Table 16 Staffing at district level

Category	Sanctioned posts	No. on position
Assistant program officer	2	2
Quality coordinator	01	01
Pedagogy	01	01
Training	01	01
Gender and girls education coordinator	01	01
Civil works	02	02
Inclusive education	03	03
Interventions	-	-
Accounts/financial management	03	03
Research and evaluation	01	01
MIS planning	03	03
Community mobilization	01	01

- **The no. of sanctioned staff matches the no. of staff in position.**

Table 17 Category wise sanctioned staff at block and cluster level

Category	Sanctioned posts	No. on position
BRC coordinator	12	12
CRC coordinator	220	220
J.E.	13	13
Programmer	1	1
Clerk	12	12

- **The no. of meetings held of general Body were 4 and EC level were 15 during last year:**

Part 2. Data collected from schools (teachers, principal, school records, VECs) the midday meals, enrollment, attendance.

Whether same food is served everyday	71	101
Whether green vegetables are added	171	04
Whether children are happy with food	174	0
Whether quality of food is good	173	01

II Quantity of food provided

Table 20 Quantity of food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether quantity of food is enough	171	01
Do children carry Tiffin from home	–	–

III Facilities available / provided for cooking/ serving the food

This part of the survey dealt with the availability of physical facilities for cooking like room, utensils, the appointment of the person, the remuneration and so on.

Most of the schools (almost 70%)have appointed the cook or the helper for cooking purpose, but in some schools where the cook is not appointed, the teachers are involved in cooking mid-day meals. It was also noted that the self help groups or the Mahila Bachat Gat has been involved in cooking the mid-day meals.

In most of the schools (approximately 80%) the mid-day meal program is inspected regularly, either by teachers and/or principal. In some schools it is the VEC, or Extension officer or the Institutional head that inspects the program. The periodicity of the program varies from weekly, fortnightly, monthly to in some cases even six monthly inspections. The following table gives the details.

Table 21 Facilities available for cooking the food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response

Whether cook / helper appointed by the department	127	41
Involvement of NGO	30	
Involvement of self help groups	93	
Involvements of contractor	46	
Involvement of other agency ,e.g. youth club	13	
Is the cook/helper a underprivileged person	109	42
Whether a pucca kitchen is available	75	92
Whether potable water is available	160	11
Whether utensils used for cooking are adequate	150	16
Whether utensils have been procured from SSA funds	53	
Fuel used for cooking is gas based	17	
Fuel used for cooking is firewood	148	
Whether the program is inspected regularly	158	10

Table 22 Questions related to health, hygiene and discipline in schools

Item description	Very good	Good	Fair	Poor
Safety	75	84	7	5
Hygiene	49	104	12	3
Cleanliness	64	90	13	2
Discipline among students	59	80	18	5

	Yes	No
• Whether children are encouraged to wash hands	170	3
• Take and eat food in orderly manner	173	1
• Conserve water while washing dishes/hands	157	16

2.2 Evaluation of Operation Blackboard program

The data collected for evaluating Operation Blackboard program is further classified as

VII. Information related to the physical facilities available/ provided, for example school building, light, ventilation, electricity, etc.

VIII. Information related to the enrollment and attendance of students of different categories.

IX. Information related to the scholastic achievement of students and role of the school and teachers.

The information has been tabulated below in table 23.

Table 23 Information related to the physical facilities available/ provided

Item description			
Ownership of the school building	Owned by 145 schools	Rented by 7 schools	Rent-free for 8 schools
Condition of school building	Good in 149 schools		Poor in 22 schools
Proper light in the classrooms	Good in 159		Poor in 13
Proper ventilation	Good in 166		Poor in 6
Proper flooring	Good in 153		Poor in 12
Electricity in classrooms	Available in 140 schools	Not available in 30 schools	
Blackboard in classrooms	Good condition in 171		Poor condition in 3
Availability of T.L.M.	Available in 156 schools	Not available in 6 schools	
Seating arrangement	Benches in 10% schools	Benches and/ or cloth stripes in 60% schools	30% schools without strips and benches
Schools with a play ground	153 schools have	21 schools do not have	
Schools with adequate play material in use	140 schools have it and use	32 schools do not have and use	
Schools providing health camp facility	153 schools have	20 schools do not have	

2.3 Information related to enrollment of students (in percentages)

- In most of the schools (almost 70%) the percentage of students from general and OBC category is around 85 to 90%. The remaining categories of students constitute 5-10%
- Some of the schools have students only from general category (around 5%) while 1-2% schools have only SC/ST students.
- The percentage of VJ/NT students is seemed to be significantly less.
- The percentage of girls and boys is mostly equal in general category but the percentage of girls from SC/ST/ OBC categories is lesser as compared to that of boys.

2.4 Information related to attendance of students

- The attendance of students from all the categories is generally 80 to 90%.
- Almost 50% schools show 75% attendance.
- Around 10% schools had 100% attendance on the day of the visit.
- Few schools had less than 50% attendance on the day of the visit.
- There is no difference in the percentage of attendance of boys and girls.
- Generally parent meetings and home visits are held to create an awareness about the importance of schooling and attendance, in some cases principal or teachers visit homes and talk to parents. One school has mentioned about the attendance allowance to students.
- There is no much difference in the attendance among boys and girls, but in the higher classes attendance percentage of girls is little less as compared to boys.

2.5 Information related to the scholastic achievement and attendance of students and role of the school and teachers is presented in the following

Table 24 .

Item description	95% schools do not face this problem	5% schools face this problem
Does the school face problem of low attendance	95% schools do not face this problem	5% schools face this problem
Whether grading system has been introduced for students	100% schools have been introduced grading system	
The achievement level of students	Good in 125 schools	Average in 38 schools and poor in 8 schools
The rapport of children with teachers	Good in 167 schools	Poor in 5 schools
Drop out children	38 schools have reported drop outs (2-10 students), 3-4 schools reporting more than 10 drop outs.	
Retained children	50% schools did not answer about the no. of retained students	50% schools reported retained students in the range of 2-10

- Almost all the schools are conducting examinations, tests, competitions for assessing students.

2.6 information regarding the grants, teacher training, role of BRCs ,CRCs.

Table 25 Textbooks and School grant

Item description	Yes	No
Are free textbooks distributed in time in the school	118	50
Whether DPO released funds in time	144	16
Has 100% grant for the last year been utilized	80% schools	20%

Majority of the schools received and could distribute free textbooks to students in time.75% schools received school grants in August, Sepember and October , as against 10% schools with delayed grants. 80% of the schools have utilized almost 100% grants, while 20% schools have utilized upto 50-75% of grants.

The questionnaire consisted of questions with respect to teacher training, teacher recruitment , role of BRC, CRC,

The schools could not express properly to many questions , with specific quantitative data, so qualitative description has been provided below.

- VEC / Panchayat are not empowered to make recruitment of teachers in most of the schools. Only one school was found to be the exception.
- The number of teachers in position was in line with the number of teachers sanctioned with very rare exceptions.
- BRCs and CRCs have given academic support to teachers to some extent, and those teachers who have received the support are satisfied with the interaction. Sufficient information is not available regarding the follow up programs, the degree of effectiveness.
- The main areas of support from BRCs and CRCs have been related to
 - Pedagogic improvement (the nature of support was not made clear)

- Help teachers in difficulties
- Random testing of children,

III Concluding Remarks

- **The sample survey of Solapur district SSA monitoring affirms fulfillment of the SSA objectives with respect to some of the aspects like provision of infrastructure, provision of mid-day meals, free textbooks.**
- **On the basis of the information collected in the survey, it can be said that SSA monitoring strategies, like decentralization, participation and monitoring of the process and the procedures at the community level are followed to a large extent. The VECs/ Panchayats are actively involved in the process of monitoring.**
- **Teachers are happy with the quality of the training imparted, but the schools would like to have some more inputs with respect to teaching of science, mathematics and English.**
- **The average achievement level of students is fair. There is a scope for enhancing quality.**
- **BRCs / CRCs are helping the schools in various aspects.**
- **There is a wide gap between the no. of identified CWSN and the no. of CWSN provided with the aids and appliances.**
- **The DPO as well as schools did not answer properly about the teacher training / school grant.**

Dr. Hemlata Parasnis
(Ex principal)
Consultant

Prin. Dr. Leena Deshpande
Director

**SSA Monitoring Project Report
For the State of Maharashtra
Sangli District**

**By
Post graduate Department of Education
S.N.D.T. College of Education (IASE)
Pune.**

**Dr.Hemlata Parasnis
Consultant**

**Principal Dr.Leena Deshpande
Director**

June 2007

Executive Summery

Sangli district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Total 120 schools from different tahsils of Sangli district were surveyed by the field researchers with the help of elaborated questionnaires. The data is mainly classified into two parts, the first part dealing with the information collected from DPO, while the second part dealing with the information about actual implementation of SSA strategies at the school level. This data was collected from teachers, principal, VEC members, etc.

The DPO of Sangli district cooperated well and has furnished almost complete data with respect to the progress of civil work in the district, , CWSN (Children with special needs), Staffing at the district level, district information system but the data is incomplete with respect to teacher training, school grants, TLM (teaching learning material), to mention a few.

The data collected from schools reflects the accomplishment of some of the SSA strategic programs like mid-day meals, provision of infrastructure, text books, attendance and enrollment of students to the satisfactory level , but there is an enormous need for improvement in the quality and the transparency while practicing SSA programs.

SSA Report: Sangli District

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The other goal of SSA is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

- Universal retention by 2010

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- Community Ownership - The program calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Program will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

Sangli district from Maharashtra was surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Literacy	: 62.41 %
Male	: 74.88 %
Female	: 49.94 %

The 10 tehsils of Sangli are Shirala, Walwa Miraj, Tasgaon, Palus, Khanapur, Kadegaon, Kavathe Mahankal, Jath and Atapadi.

Objectives of the present study

- To assess the progress of implementation of approved plans at district level (**Sangli** district).
- Sample check progress in achievement of some key outcome indicators.
- Verify process and procedures undertaken for implementation of SSA

The report of the study has been divided into two parts.

7. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.
8. Data collected from schools, that is, teachers, principal, school records, VECs ,about the midday meals, enrollment, attendance, available facilities to mention a few.

Part 1. Data collected from DPO about the delegation of the responsibilities, financial monitoring, etc.

The first part of the data included the information collected from the D.P.O. with respect to number of schools, number of teachers, number of VECs, information regarding Kasturaba Gandhi Balika Vidyalaya (KGBVs) and so on which has been given in the following tables.

1.a Information related to opening of new schools

Table 1

New schools

Item description	
No. of new schools sanctioned in the current financial year	15
No. of schools actually opened in the district	15
Is the land for schools has been identified	Yes
Has the construction of school building started	Yes
The stage of construction	Foundation
Have teachers been put in position in new schools	N.A.
No. of teachers sanctioned in new schools in the current financial year	N.A.
Whether one time learning and teaching grant has been received by VEC	Yes
Whether any guidelines have been provided for using these grants	Yes

- **Fifteen new schools were sanctioned and opened in the district in the current financial year.**

2.b Information regarding civil works

Table 2 Civil works

Item description	Target	complete	Not complete
No. of school buildings/ classrooms	32	04	28
Drinking water facilities	30	30	—
Toilets			
BRCs	09	09	—
CRCs	79	57	22
Electrification	425	425	—
Compound wall	30	30	—
Whether VEC / SMC has been trained for execution of civil works	Yes		
Whether community manual for civil works has been prepared and is available with VECs	No		
Is ramp constructed	Yes		
Are VECs keeping separate account for funds	Yes		
For materials	Not answered		
Who is designated for technical supervision of civil works	Ex. Engineer Jr. Engineer	District Block	
Any convergence with swajaldhara and TSC for drinking water facilities	No		
Construction of drinking water facility	VEC / SMC		
Any convergence with TSC for toilet facilities	No		
Quality of construction	Good		
Was there any third party evaluation of civil works	No		

- There is a large gap between the no. of school buildings/ classrooms targeted and the no. of rooms actually constructed.
- There is no convergence either with swajaldhara or TSC.

2.C Information related to free textbooks

Table 3 Textbooks

Total no. of children to whom free text books were given (1006-07)	224052	
Out of the above		
SC girls	20035	
ST girls	741	
SSA funds	173.31 Lakhs	
When were the textbooks received	Not answered	
When were the textbooks distributed		
Any instructions received from SPO office	Yes	
Any delay in distributing the books	No	
Whether textbooks distributed to all eligible students,	Yes	
for all subjects	Yes	
for all classes *	Yes	

- **The free textbooks were distributed in time to all eligible students.**

2.D Information related to the grant

Table 4 School Grants

Item description		
•	No. of primary schools with approved grants	1463
•	No. of upper primary schools with approved grants	552
•	Are funds released to districts	Yes
•	Whether schools received grants in two months	Yes
•	Guidelines for utilizing the grant	Yes
•	Whether DPO has released funds to school VEC/ SMC account	Yes
•	No. of schools with released grant	2015
•	Has DPO released guidelines for utilization of grants	Yes
•	Was the purchase for schools centralized	No
•	Amount utilized	–
•	The actual date of receiving school grants	14/09/06
•	The actual date of utilization	–
•	Was there any delay in receiving grants	–
•	Percentage of utilization of grants for last year	100%
•	Items for which grants utilized	Educational equipments

2E Information related to teachers and teachers' training

Table 5 Teachers and teachers' training

<ul style="list-style-type: none"> • No. of additional teachers sanctioned under SSA • No. of teachers in position <ul style="list-style-type: none"> ▪ In primary schools ▪ In upper primary schools ▪ Mode of recruitment 	<p>–</p> <p>–</p> <p>–</p> <p>–</p>
<ul style="list-style-type: none"> • Level of recruitment • Procedure followed in recruitment of teachers 	<p>DPO</p> <p>–</p>
<ul style="list-style-type: none"> • Nature of appointment of teachers 	<p>Regular</p>
<ul style="list-style-type: none"> • Is VEC / Panchayat empowered for teacher recruitment 	<p>No</p>
<ul style="list-style-type: none"> • The no. of teachers sanctioned • The no. of teachers in position 	<p>7068</p> <p>6614</p>
<ul style="list-style-type: none"> • The target no. of teachers to be given in-service training • No. of teachers who received in-service training • Is there a training calendar • Venue of training • Trainers • Content/modules • Is there a regular feedback 	<p>10670</p> <p>10134</p> <p>Yes</p> <p>Not answered</p> <p>Not answered</p> <p>Not answered</p> <p>Yes</p>
<ul style="list-style-type: none"> • Targeted no. of newly recruited teachers to be given training • Actual no. of teachers received training • Venue of training • Duration 	<p>75</p> <p>Not answered</p> <p>B.Ed. college and DIET</p> <p>30 days</p>

Contd. On the next page

Table 5 Teachers and teachers' training (Contd.)

• Target no. of teachers to receive 60 days refresher training	10670
• Actual no. of teachers received training	10134
• Venue of training	Taluka place
• Satisfaction level of teachers with the training	Very good
• Academic support given by BRC/CRC to teachers	
a)	
• To what extent role discharged	Not answered
• Is there a training calendar	Not answered
• Follow up programs	Not answered
b)	
• Expected no. of school visits made by BRC/CRC	Not answered
• Is the no. fulfilled	
• What do BRC/CRC do during the visit	
▪ Pedagogic improvement	Yes
▪ Administrative matters	Yes
▪ Model lesson plans	Yes
▪ Help teachers in difficulties	Yes
▪ Random tests for children	Yes
▪ Any innovative steps	Yes
c)	
• Does DIET interact with BRC	Yes
• What is DIET's role	
▪ Academic supervision	Yes
▪ Guidance	Yes
▪ Action research	Yes
▪ Monitoring of BRC/CRC	Yes

<p style="text-align: center;">d)</p> <ul style="list-style-type: none">• Does BRC/CRC give academic support to EGS/AIE	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Teacher training</p>
---	--

- The no. of teachers in position are less than the no. of teachers sanctioned.
- There is some gap between the target no. of teachers to be given in-service training and the no. of teachers who received in-service training
- The no. of teachers mentioned for in-service and refresher training is the same.

2.f Information regarding Teaching-Learning material (T.L.M.) grants

The questionnaire was not filled up and returned back.

2.g Information related to EGS and AIE / NRBC / RBC

Table 6 EGS and AIE / NRBC / RBC

• No. of EGS	120
• No .of AIE	89
• No. of NRBC	05
• No. of RBC	06
• Target no. of children to be covered in the above centers	4267
• No. of children enrolled in the centers	4267
• No. of children actually attending	4267

Table 7

Information about E.V.

• No. of EVs working	226
• No. of EVs trained	226
• Duration and kind of training for EVs	10 days
• Training by whom	DIET
• Modules used	As per the syllabus
• Are modules appropriate	–
• E.V.s feedback	Yes
• Are E.Vs. given academic support by BRC/CRC regularly	Yes
• Frequency of academic support	Not answered
• Any instructions issued by DPO	Yes
Educational qualification of EVs	H.Sc. and trained
• Monthly honorarium	As per AIE center
• Paid in cash / bank	Bank
• Any delay in payment	No
• Date on which last month's honorarium received	Dec.06
Is there a designated EGS/ AIE coordinator	No
Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Monthly
Are EGS /AIE centers upgraded	No
Are funds released for upgradation	No
Has DPO issued instructions in this respect	No
The no. of children mainstreamed from EGS / AIE centers(in government and private schools)	Boys-30 Girls-15

Contd. On the next page

Table 7**Information about E.V.**

Material available in EGS/AIE centers	
• Durries	No
• Blackboards	Yes
• Books	Yes
• TLM	Yes
Is mid-day meal provided in EGS/AIE centers	Yes
No.of children enrolled in EGS/AIE centers	4267
No. of children actually present	4267
No. of boys	2354
No. of girls	1913
Achievement level of children	Good
Rapport of EV with children	Good

2.h.Information regarding Children with Special Needs(CWSN)**Table 8****CWSN**

Name of the block	No. of identified CWSN	No. of CWSN enrolled
Shirala	3526	3526
Walwa	4834	4834
Miraj	10635	10635
Tasgaon	4141	4141
Palus	3207	3207
Khanapur, Kadegaon	4420	4420
Kavathe Mahankal	3278	3278
Jath	6320	6320
Atapadi	1962	1962
TOTAL	42323	42323

- The no. of enrolled CWSN matches the no. of CWSN enrolled (There appears some erasing with a whitener and rewriting of figures)
- Blockwise no. of resource teachers identified in the districts

Table 9**Resource teachers**

Name of the block	No. of resource teachers	Mobile teachers
Shirala	20	1
Walwa	20	2
Miraj	20	3
Tasgaon	20	2
Palus	20	2
Khanapur	20	2
Kadegaon	10	1
Kavathe Mahankal	20	2
Jath	20	3
Atapadi	20	4
TOTAL	190	22

Table 11**CWSN**

Name of the block	No. of identified CWSN	No. of CWSN Provided aids and appliances
Shirala	251	251
Walwa	518	518
Miraj	126	126
Tasgaon	140	140
Palus	134	134
Khanapur	79	79
Kadegaon	103	103
Kvathe Mahankal	90	90
Jath	289	289
Atapadi	86	86
TOTAL	1816	1816

- There was no difficulty in getting and utilizing the aids and appliances.
- The NGOs associated with CWSN- Not answered

Table12**IED coordinator**

Whether the district has an IED coordinator	Yes
Whether the district IED coordinator has been oriented	Yes
Whether the district IED coordinator attended capacity building program at the state level.	Yes
Whether the state has prescribed any monitoring format	Yes
The frequency of furnishing information to SPO/DPO	Monthly
Whether there is an IE coordinator of SPO	Yes
How many training and workshop he has attended	Two
How many schools have been provided with ramp	2015
How many children were provided home based support	No
How many parents have been given counseling	12323
The no. of CWSN children stated to be enrolled	42323

2.i NPEGEL is not applicable

2. j Kasturba Gandhi Balika Vidyalaya (KGBV): Not applicable

2.k District Information System for Education.

Table 14

Whether EMIS are set up in the each block of the district	Yes
Whether requisite computer operators have been put in the positions	Yes

Information regarding Computers

Table 15 No. of computers and operators in position

Name of the block	Requisite no. of computers	No. of actual computers	Req. operatos	Actual operators
Shirala	1	1	1	1
Walwa	1	0	1	1
Miraj	1	1	1	1
Tasgaon	1	1	1	1
Palus	1	1	1	1
Khanapur	1	1	1	1
Kadegaon	1	1	1	1
K. Mahankal	1	1	1	1
Jath	1	1	1	1
Atapadi	1	1	1	1
TOTAL	10	09	10	10

Whether data capture format have been supplied to all schools	Yes
Training has been imparted to teachers for filling the data in the format	Yes
<ul style="list-style-type: none"> • Duration of the training • Venue • When 	1 day Z.P. October 06
CRC/BRC coordinators have been given task of verifying 5% data.	Yes
Have they been trained for this	Yes
How are they discharging this responsibility	Fair
The data collected and compiled by the DPO was passed on to the	No

state well in time.	
Independent/third party evaluation of data	No
Is there an MIS in charge at state level	Yes
How many training workshops he has attended in GOI/ NIEPA	one

2.1 Research and Evaluation

Table 16 Researches undertaken in the current financial year

Name of the block	No. of research studies sanctioned	No. of research studies completed
Shirala	-	-
Walwa	11	11
Miraj	-	-
Tasgaon	-	-
Palus	-	-
Khanapur	06	06
Kadegaon	04	04
K. Mahankal	08	08
Jath	01	01
Atapadi	-	-
TOTAL	30	30

- One research study was sanctioned and completed in the previous year at the district level.
- The no. of researches undertaken matches the no. of researches sanctioned in the current financial year.
- There is a research/evaluation in charge at DPO level. The person plays vital role in formation of district resource group, meetings and proceedings, preparing reports, releasing grants for research and evaluation.
- There is no prescribed contract format for commissioning of research projects.

2.m Functioning of VEC

Table18 The information regarding VECs/SMCs.

Name of the block	No. of VECs
Shirala	88
Walwa	106
Miraj	63
Tasgaon	82
Palus	34
Khanapur	65
Kadegaon	55
K. Mahankal	60
Jath	115
Atapadi	56
Total	724

Whether a copy of guidelines on delegation of power has been given to VECs and it is available with VECs. (copy of guidelines was not attached)

Women have adequate representation in VECs.

The frequency of the VEC committees meetings

The total no. of VEC members and the

registered attendance

- Percentage of VEC members oriented
- When was this orientation held
- By whom

VEC's perception of training

VEC's contribution in improving school environment

Whether VEC is maintaining proper record of funds

Is there any program officer for community

mobilization

Yes

Yes

Monthly.

Given in the

following table

Not answered

March-December

2006

B.E.O.

Not given

enrollment,

monitor the

quality and

quantity of

midday meals

Yes

No

Name of the block	No. of VECs	No. of women
-------------------	-------------	--------------

	members	associated
Shirala	616	264
Walwa	742	318
Miraj	441	189
Tasgaon	574	246
Palus	238	102
Khanapur	455	195
Kadegaon	385	165
K. Mahankal	420	180
Jath	805	345
Atapadi	392	168
Total	5068	2172

2.n Information related to staffing at district level (DPO)

Table 19 Staffing at district level

Category	Sanctioned posts	No. on position
Assistant program officer	2	2
Quality coordinator	-	-
Pedagogy	-	-
Training	-	-
Gender and girls education coordinator	1	1
Inclusive education	2	2
Interventions	-	-
Accounts/financial management	13	12
Research and evaluation	1	1
MIS planning	1	1
Community mobilization	-	-

Table 20 Category wise sanctioned staff at block and cluster level

Category	Sanctioned posts	No. on position
BRC coordinator	10	10
CRC coordinator	2	2
J.E.		11
Programmer	1	1
Clerk	1	

- **The no. of meetings of general Body and EC level during last year: 12**
- **All sanctioned staff has been positioned at the block and the cluster level of the district except a clerk.**

Part 2. Data collected from schools (teachers, principal, school records, VECs) the midday meals, enrollment, attendance.

120 schools (about 5%) were selected randomly and surveyed from all tahsils of Sangli District. The survey was conducted with the help of an elaborated, comprehensive questionnaire as well as some on the spot observations keeping in view the objectives of the study. The analysis of the data is as follows

Table 21 Classification of schools

Management	No. of schools	Educational level	No. of schools
Z.P.	90	Primary	60
MNP	28	Upper primary	10
Private aided	02	Primary & upper primary	50

1.1. Evaluation of the mid-day meal scheme

The evaluation mid-day meal scheme has been further classified as

- XIII. Quality of food provided
- XIV. Quantity of the food provided
- XV. Facilities available / provided for cooking/ serving the food
- XVI. Participation of community in the scheme

2.I Quality of food provided

Almost all the schools surveyed have been providing mid-day meals to their students. The following table provides quantitative analysis about the quality of the food which is followed by the qualitative description.

Table22 Quality of food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether same food is served everyday	64	55
Whether green vegetables are added	98	22
Whether children are happy with food	99	7
Whether quality of food is good	104	16

II Quantity of food provided

Table 23

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether quantity of food is enough	112	08
Do children carry Tiffin from home	_	_

III Facilities available / provided for cooking/ serving the food

This part of the survey dealt with the availability of physical facilities for cooking like room, utensils, the appointment of the person, the remuneration and so on.

Most of the schools (almost 70%) have appointed the cook or the helper for cooking purpose, but in some schools where the cook is not appointed, the teachers are involved in cooking mid-day meals. It was also noted that the self help groups or the Mahila Bachat Gat has been involved in cooking the mid-day meals.

In most of the schools (approximately 80%) the mid-day meal program is inspected regularly, either by teachers and/or principal. In some schools it is the VEC, or Extension officer or the Institutional head that inspects the program. The periodicity of the program varies from weekly, fortnightly, monthly to in some cases even six monthly inspections. The following table gives the details.

Table 24 Facilities available for cooking the food

Item description	No. of schools with 'yes' response	No. of schools with 'no' response
Whether cook / helper appointed by the department	85	31
Involvement of NGO	19	
Involvement of self help groups		
Involvements of contractor		
Involvement of other agency ,e.g. youth club	32	
Is the cook/helper a underprivileged person		
Whether a pucca kitchen is available	67	53
Whether potable water is available		
Whether utensils used for cooking are adequate	80	25
Whether utensils have been procured from SSA funds		
Fuel used for cooking is gas based	25	
Fuel used for cooking is firewood / kerosene	70	
Whether the program is inspected regularly	68	18

Table 25 Questions related to health, hygiene and discipline in schools

Item description	Very good	Good	Fair	Poor
Safety	44	42	2	–
Hygiene	40	42	2	–
Cleanliness	41	41	2	–
Discipline among students	36	45	–	–
Whether children are encouraged to wash hands	90	–	–	–

2.2 Evaluation of Operation Blackboard program

The data collected for evaluating Operation Blackboard program is further classified as

- X. Information related to the physical facilities available/ provided, for example school building, light, ventilation, electricity, etc.
- XI. Information related to the enrollment and attendance of students of different categories.
- XII. Information related to the scholastic achievement of students and role of the school and teachers.

The information has been tabulated below in table 26.

Table 26 Information related to the physical facilities available/ provided

Item description			
Ownership of the school building	Owned by 58 schools	Rented by 12 schools	Rent-free for 3 schools
Condition of school building	Good in 82 schools		Poor in 2 schools
Proper light in the classrooms	Good in 87 schools		Poor in 1 school
Proper ventilation	Good in 88 schools		Poor in 1 school
Proper flooring	Good in 85 schools		Poor in 3 schools
Electricity in classrooms	Available in 82 schools		Not available in 6 schools
Blackboard in classrooms	Good condition in 88 schools		Poor condition in 2 schools
Availability of T.L.M. Seating arrangement	87 Benches in 30% schools	cloth stripes in 65% schools (and Benches)	4-5% schools without strips and benches
Schools with a play ground	43 schools have	46 schools do not have	
Schools with adequate play material in use	67 schools use	21 schools do not use	
Schools providing health camp facility	62 schools have	26 schools do not have	

2.3 Information related to enrollment of students (in percentages)

- In most of the schools (almost 70%) the percentage of students from general ,SC and OBC category is around 90 to 95%. The remaining categories of students constitute 5%
- The no. of enrolled ST students is significantly less.
- .The percentage of girls and boys is mostly equal in all categories in all the classes. Sometimes the no. of girls are seen to be exceeding the no. of boys.
- In spite of the provision of various facilities some schools have significantly low enrollment.

2.4 Information related to attendance of students

- The attendance of students from all the categories is generally 80 to 90%.
- Almost 60% schools show around 75% attendance.
- Around 10% schools had 100% attendance on the day of the visit.
- There is no difference in the percentage of attendance of boys and girls.
- Generally parent meetings are held to create an awareness about the importance of schooling and attendance, in some cases principal or teachers visit homes and talk to parents.
- There is no much difference in the attendance among boys and girls.

2.5 Information related to the scholastic achievement and attendance of students and role of the school and teachers is presented in the following

Table 27

Item description	95% schools do not face this problem of low attendance	5% schools face this problem occasionally
Whether grading system has been introduced for students	100% schools have introduced grading system	
The achievement level of students	Good in 70 schools	Average in 17 schools
The rapport of children with teachers	Good in 86 schools	
Drop out children	Very few schools reported drop outs (1-2 students)	
Retained children	40% schools reported retained students mostly in the range of 2-10 students	60% schools did not answer the question about retained students

- **Almost all the schools are conducting examinations, tests, competitions for assessing students.**

2.6 information regarding the grants, teacher training, role of BRCs , CRCs.

Table 28

Item description	yes	no
Are free textbooks distributed in time in the school	68	19
Whether DPO released funds in time	56	14
Has 100% grant for the last year been utilized	75%	25%

Majority of the schools received and could distribute free textbooks to students in time. 75% schools received school grants in July, as against 25% schools with delayed grants. 75% of the schools have utilized almost 100% grants, while 25% schools have utilized upto 50-60% of grants.

The questionnaire consisted of questions with respect to teacher training, teacher recruitment , role of BRC, CRC,

The schools could not answer properly to some questions, with specific quantitative data, so qualitative description has been provided below.

- VEC / Panchayat are not empowered to make recruitment of teachers in most of the schools.
- The number of teachers in position was in line with the number of teachers sanctioned with very rare exceptions.
- BRCs and CRCs have given academic support to teachers to some extent, and those teachers who have received the support are satisfied with the interaction. Sufficient information is not available regarding the follow up programs, the degree of effectiveness.
- The main areas of support from BRCs and CRCs have been related to
 - Pedagogic improvement (the nature of support was not made clear)

- Help teachers in difficulties
- Random testing of children,

III Concluding Remarks

- **The sample survey of Sangli district SSA monitoring affirms fulfillment of the SSA objectives with respect to some of the aspects like provision of infrastructure, provision of mid-day meals, free textbooks, provision of education facilities for children having special needs, mainstreaming of students.**
- **On the basis of the information collected in the survey, it can be said that SSA monitoring strategies, like decentralization, participation and monitoring of the process and the procedures at the community level are followed to a large extent. The VECs/ Panchayats are actively involved in the process of monitoring. The no. of women representatives in VECs is quite satisfactory. Though most of the VECs have reported monthly or bimonthly meeting in the questionnaire, the actual date of the last meeting does not go with with this information.**
- **There is a large gap between the no. of school buildings/ classrooms targeted and the no. of rooms actually constructed.**
- **Some schools have reported teachers to be given in-service and refresher training, but adequate information with this respect was not available from the DPO.**
- **The average achievement level of students is fair. There is a scope for enhancing quality.**
- **The no. of researches undertaken matches the no. of researches sanctioned in the current financial year.**
- **No discrepancy was observed in the data collected by the field investigators from schools and that by the coordinator from the DPO/SPO.**

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