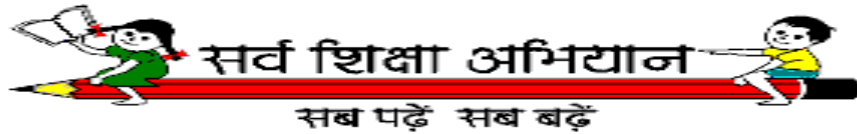


**SECOND HALF YEARLY  
MONITORING REPORT OF  
NATIONAL INSTITUTE ADMINISTRATIVE  
RESEARCH  
ON SSA FOR  
UTTARAKHAND STATE  
FOR THE PERIOD  
1<sup>ST</sup> October 2006 TO 31<sup>ST</sup> March 2007**

**DISTRICTS COVERED**

**Udham Singh Nagar  
Nainital  
Almora.**



# Executive Summary

### 1.1 The Context of Monitoring

*Sarva Shiksha Abhiyan is a holistic and convergent programme* targeting both the primary and upper primary classes in all the districts of the country. *It is an effort to improve the performance of the school system and provide community owned quality elementary education in the mission mode.* SSA also provides an opportunity to the districts to develop their own vision of elementary education and *plan and implement district specific interventions in this regard.*

Adequate, vigilant and continuous monitoring and supervision are the keys of successful implementation of any educational programme. Monitoring in a broader sense in the SSA framework has defined as a continuous assessment of progress, diagnosis of weaknesses and strength and provision for introduction of remedial/corrective measures.

The Ministry of Human Resource Development, Govt. of India, has identified one or more monitoring institutions to monitor the implementation of Sarva Shiksha Abhiyan and provide half yearly report for each state/union territory. The National Institute of Administrative Research, Lal Bahadur Shastri National Academy of Administration, has been entrusted the task of monitoring the implementation of SSA in Uttarakhand.

As per M.H.R.D. guidelines, the monitoring activity is to be carried out in four phases. As assigned approximately 5 per cent of the schools under Government elementary education institutions (Primary/Upper Primary/AIE/EGS) are to be covered under field visits. Roughly 25 per cent of the task is to be carried out every six months.

## **1.2 Objectives of Monitoring**

The report has been prepared based upon the following objectives as specified by the ministry.

1. To assess the progress of implementation of approved plans at district level and state level.
2. To check the progress in achievement of some key out come indicators of SSA programme.
3. To verify process and procedures undertaken for implementation of SSA.

## **1.3 Scope of Monitoring**

The task of Monitoring Institute (MI) given by MHRD, GOI, is to cover 5% of elementary schools/EGS/AIE centers in the districts allotted to them during a period of two years. The first two years are 2006-07 and 2007-08. At least 1% of the schools should be visited within one month of the start of academic year. The MI would cover 25% of the number of districts allotted to them in period of six months.

The report is based upon the coverage of the activities of 4 programmes.

1. Sarva Shiksha Abhiyan programme,
2. National Programme for Education of Girls at Elementary Level (NPEGEL),
3. Mid-day meal scheme,
4. Kasturaba Gandhi Balika Vidyalaya Scheme.

The primary data has been collected regarding opening of schools (both primary and upper primary), civil works, under the following categories, as per the task given by the ministry.

- (a) Opening of Schools (both primary and upper primary)
- (b) Civil Works:
- (c) Textbooks:
- (d) School grants:
- (e) Teachers and Teachers Training:
- (f) Teaching Learning Material (TLM) grants
- (g) EGS & AIE/NRBC/RBC:
- (h) Children with Special Needs (CWSN):
- (i) National Programme for Education of Girls at Elementary Level (NPEGEL):
- (j) Kasturba Gandhi Balika Vidyalaya (KGBV):
- (k) District Information System for Education (DISE):
- (l) Research and Evaluation:
- (m) Functioning of the VEC:
- (n) Staffing at State and District Level:
- (o) Mid-Day Meal Scheme:

#### **1.4 Methodology adopted for Monitoring**

The present report is based upon both primary and secondary data. The primary data has been collected from the schools/EGS centers and secondary data is obtained from the state project office, Dehradun. In order to carry out the field visits as per the guidelines mentioned by MHRD, following methodology is adopted. 13 districts of the state have been divided in four groups to furnish four bye annually reports. While grouping the districts the number of schools to be covered was also considered.

1. First period April 2006 to September 2006, districts – Pauri, Uttarkashi and Haridwar.

2. Second period October 2006 to March 2007, districts – Udham Singh Nagar, Nainital and Almora.
3. Third period April 2006 to September 2006, districts – Champawat, Bageshwar, Pithoragarh and Chamoli.
4. Fourth Period October 2006 to March 2007, districts – Dehradun, Rudraprayag and Tehri.

With in the districts blocks have been selected on the following criteria-

1. 100 percent blocks where the number of blocks is five or less.
2. 75 percent blocks on the basis of higher enrollment, in rests of the districts.

With in the blocks 5% schools have been selected, however, following weightage have been adhered-

1. 10 percent of the newly opened schools
2. 10 percent of the urban schools
3. 20 percent of EGS/IE's.

The balance number of schools has been selected from the remaining schools in the block based on enrollment and local specification.

In order to carry out the field visits for the second phase of six months (October 2006-March 2007), three districts of Kumaon region namely Udham Singh Nagar, Nainital and Almora have been selected for primary data collection. As per the assigned task a total of 204 schools/education guarantee scheme centers (130 primary schools, 42 upper primary schools, 32 Education Guarantee Scheme Centers) spreading across 23 development blocks and 4 urban areas in the above mentioned three districts were

covered for the monitoring activities. Out of these 204 schools/centers, 15 (7 primary schools, 4 upper primary schools and 4 Education Guarantee Centers) are located in the urban areas.

**Table – 1**  
**Details of Schools/Center Visited in Three Districts**

Sl. No.	Block	Primary School	Upper Primary School	EGS	Total
<b>Rural Area</b>					
1.	U.S. Nagar	31	12	13	56
2.	Nainital	40	13	11	64
3.	Almora	52	13	04	69
<b>Total Rural</b>		<b>123</b>	<b>38</b>	<b>28</b>	<b>189</b>
<b>Urban Area</b>					
1.	U.S. Nagar	01	01	-	02
2.	Nainital	06	03	04	13
3.	Almora	-	-	-	-
<b>Total Urban</b>		<b>07</b>	<b>04</b>	<b>04</b>	<b>15</b>
<b>Total District</b>		<b>130</b>	<b>42</b>	<b>32</b>	<b>204</b>

*Source: Field visits for monitoring of SSA activities in Uttarakhand Oct. 2006-Mar. 2007.*

District wise details of number of schools visited are given in table 1. A perusal of table reveals that 58 schools/centers (32 primary schools, 13 upper primary schools and 13 education guarantee scheme centers) in district Udham Singh Nagar, 77 schools/centers (46 primary schools, 16 upper primary schools and 15 education guarantee scheme centers) in district Nainital and 69 schools/centers (52 primary schools, 13 upper primary schools and 04 education guarantee scheme centers) in district Almora were visited for carrying out the monitoring task.

In this report, our first hand experience of the situation in these areas has been documented. The same has been further analyzed in the context of the status of SSA report prepared by NIAR last year, the report of the plan appraisal team from the Technical Support Group and the secondary data obtained from SSA Uttarakhand.

### **1.5 Findings during Field Visits**

### **1.5.1 Opening of Schools**

State has done well by opening up all the new sanctioned schools. Teachers have been posted in those schools. Classes for students enrolled in these schools have been commenced in the open or in the nearby school. However, teaching learning equipment grants were not available to the newly opened sampled schools.

### **1.5.2 Construction of Civil Works**

State has also done well on the front of quality of construction of civil works. However, timely completion of the civil works is still an area of concern. Junior engineers have been appointed in every block in district Udham Singh Nagar to speed up the work process. The overall quality of construction was noticed to be good in general.

### **1.5.3 Free Text Books**

All the students enrolled in the sampled schools get free text books barring some instances. However, delay in distribution is being noticed. In Bhimtal block of Nainital district students of class V did not get free text books of English during the academic session. It is important to mention here that students in all the sampled schools did not get free text books within one month of the commencement of the academic session.

### **1.5.4 School Grants**

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

### **1.5.5 Teachers and Teachers Training**

The in-service training of teachers has not been organized with in time in the sampled three districts. In service training of teachers in district Udham Singh Nagar has not been imparted with in time bound manner. Even it was yet to begin in Gadarpur block of district Udham Singh Nagar by the month of February, 2007. The district authorities have responded in this regard that DIET has been established during the current year, thus in-service training was delayed. The training module was focused on hard spots in language and mathematics. About 50 percent of the teachers interacted have indicated that the same modules on hard spots have been included for some time now and thus the training at time becomes boring.

#### **1.5.6 Teaching Learning Material Grant**

All the teachers in the sampled schools have received their teaching learning material grants. However, it was noticed in 35 percent of the sampled schools that no teaching learning material was displayed in the classes. Teachers have also mentioned that they have accumulate the teaching learning material, since schools have been converted in to pooling booths for the State Assembly Elections, 2007. It is imperative to mention in this regard that proper usage of teaching learning material grant should be a major area of concern for the authorities.

#### **1.5.7 Education Guarantee Scheme**

Education Guarantee Scheme centers were found functioning quite well. The mid day meal was given to all the students enrolled in these centers. The education volunteers teaching in these centers are receiving Rs. 1000 as honorarium from the SSA. The students enrolled in these centers have got free text books and were studying these books. The EVs were regular in their attendance and their rapport among the students and community was good. However, the EGS centers which are functioning under the non-government organizations needs to be monitored closely in broader perspectives.

#### **1.5.8 Kasturaba Gandhi Balika Vidyalaya**

The Kasturaba Gandhi Balika Vidyalaya in all the three districts are functioning on arrangement basis since the building for any of the KGBV had not been constructed. Although the land has reported identified for the construction of KGBV building but the construction has not started yet. The KGBV of Nainital district is situated in Okhalkanda block and presently functioning in two additional classrooms of primary school Khansyu. Classes for the students enrolled are also to be commenced in these two rooms and therefore, students have to rolled their beddings everyday. Cots are not provided to students since, adequate space is not available.

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

The formats for capturing data for DISE were available to all the sampled schools. The BRC coordinators have stated that they have received the filled formats by October and the information provided by the State Project Office shows that they have received the compiled data from District Project Offices by November that is on stipulated period of time. Half day training for filling the format has been imparted to all the teachers in their respective Cluster Resource Centers.

#### **1.5.10 Functioning of the VEC**

The Village Education Committees have been found regularly meeting in around 60 percent of the sampled schools visited for monitoring purposes, although the participation of some members was not satisfactory and they participate only to fill the quorum. The representation of women and scheduled caste members was also noticed as per the norms. The Village Education Committee in the *primary school Haridaspur of Gadarpur block* had appointed a teacher from the village to help the teachers in the school to teach the students. However, some teachers have indicated that the chairperson of the VEC is not cooperating enough in the issues related to construction.

The ward education committee in primary school Motimahahal of Ramnagar block of Nainital district has appointed two education volunteers to help in the teaching learning process. However, parents of the students enrolled in the school support by paying Rs. 5 per children which is to be paid as honorarium to the appointed EVs. Barring certain instances the VECs have not shown so much of interest in issues related to elementary education.

#### **1.5.11 Mid-Day Meal Scheme**

The mid day meal was found distributed to the students in the schools. However, the fruits for the additional nutritional support were not being distributed to the students. When inquired, the Block Resource Coordinators had reported that the District Magistrate had orally instructed them to pay the allotted one rupee for additional nutritional support in cash to all the students in the district. The quality of Mid-day Meal distributed to the students in district Almora and Nainital was noticed good in general.

#### **1.5.12 Remedial Teaching**

The implementation of remedial teaching programme was not found followed as per the circular issued by the State Project Office in this regard. The teachers who have been appointed for a period of two months for the remedial teaching of students of class III, IV and V had actually taught class I and II. The sports for remedial teaching were also not identified by the head teachers. Some teachers like the head teacher of primary school Dineshpur of Gadarpur block of Udham Singh Nagar district had mentioned that they were not instructed in this regard.

#### **1.5.13 Implementation of ECCE**

The continuous and comprehensive evaluation system has been adopted in the state. However, it was noticed during field visits that intensive training should be imparted to the teachers for proper implementation of the CCE. The teachers in sampled

schools were generally noticed confused regarding the co-cognitive activities related part in the evaluation sheet. In the primary school peerumadara that is located with in the block resource center premises of Ramnagar block in Nainital district, the teachers have not filled the evaluation sheet properly. When inquired in this regard the head teacher responded that although she had received the training for filling the report card, but she still feels that intensive training must be imported to them. It is also important to mention in this regard, that is the first session of introducing the new evaluation system and these problems can be corrected in the next session.

## **1.6 Status of SSA in the State : Analysis of State input**

### **1.6.1 Budgetary Status**

The secondary information regarding utilization of budget has shown that 82.70 per cent of the total approved budget has been utilized during the financial year 2006-07, however, details regarding achievement of physical targets are not given. As far as different heads of expenditure are concerned, 100 per cent budget approved for teaching learning material grants and SIEMAT has been utilized. 102.52 per cent of the approved budget has been spent under the head of research/monitoring/evaluation/MIS. For civil works almost 100 per cent of the approved budget is utilized. 99.34 per cent of the approved budget for teachers training has been utilized and 98 percent of the approved budget is utilized for school maintenance grant. Least utilization of budget has been done in Alternative and Innovative Education, as only 25.15 per cent of the approved budget has been shown as utilized during the financial year. Only 41.53 per cent budget has been utilized for the salary grant of the teachers recruited in the current financial year.

### **1.6.2 Opening of Schools**

The secondary data provided by the state project office, Dehradun suggests that all the sanctioned primary and upper primary schools for the current year have been

opened. The state also claimed that all the sanctioned teachers to be appointed in the newly opened schools have been appointed.

### **1.6.3 Civil Works**

Out of the 223 primary school buildings and 253 upper primary school buildings targeted for construction in the current financial year, only 24.21 per cent and 21.34 per cent of the targeted school buildings have been constructed in primary and upper primary schools respectively. Work is under progress for 72.64 per cent school buildings in primary schools and for 75 per cent in the upper primary schools.

Construction works for 44 per cent of the additional classrooms have been completed and under progress for 55 per cent additional classrooms for the primary section. 516 additional classrooms were targeted to be constructed for the upper primary schools, however, construction for 43 per cent of the targeted additional classrooms have been completed during the year. Construction work is going on for 56 per cent classrooms.

36 per cent of the targeted building for Block Resource Center/Cluster Resource Center have been constructed during the year and construction is going on for 60 per cent of the buildings, construction work has not taken place for remaining 4 per cent of the buildings for BRC/CRC. As far as the status of construction of boundary walls is concerned in the state 55 per cent of the targeted boundary walls have been constructed during the year and work is under progress for 44 per cent boundary walls.

### **1.6.4 Distribution of Free Text Books**

Free text books have been distributed to all the girl students and to the boys belonging to SC and ST community from the SSA funds. The remaining boys have been

provided free text books from the state government funds. Although state has not indicated any delay in distribution of free text books, it was found during the field visits that students enrolled in the sampled schools did not get free text books within one month of the commencement of the academic session.

### **1.6.5 School Grant**

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

### **1.6.6 Teacher and Teacher Training**

The figure provided by the State Project Office regarding status of teachers to be appointed under SSA during the current financial year discloses that 446 teachers were sanctioned under SSA to be appointed in primary schools and 759 teachers were sanctioned to be appointed in upper primary schools. All the sanctioned teachers to be appointed in primary and upper primary schools have been appointed and positioned in. *However, the financial details up to the month of February, 2007 reveals that only 202 physical target in primary and 320 physical target have been achieved up to the month of February, 2007.*

As per the available data provided by the state project office, all of the targeted 24419 primary school teachers and 18186 upper primary teachers have received the in-service training.

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

Teaching learning material grants have been released for all the eligible 26713 teachers posted in primary schools and 18204 teachers posted in upper primary schools. However, in 75 per cent sampled schools in Nainital district teachers have received the TLM grants in the month of November and December, which is quite late.

### **1.6.8 Education Guarantee Scheme Center**

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

### **1.6.9 Children with Special Need (CWSN)**

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

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

### **1.6.10 Kasturaba Gandhi Balika Vidyalaya**

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

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

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

#### **1.6.12 Functioning of Village Education Committee**

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

## **Chapter 2**

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

### **Status of SSA in the State**

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

and habitations for better programme management. The monitoring structures have been equipped with Information Technology facilities till Block Resource Center level.

## **PAB Observation**

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

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

## **Status on Commitments made by the State in PAB**

### **Commitment –**

All out of school children will be covered during the year 2006-07. Special focus will be on girls retention and enrolment.

### **Present Status -**

1. Government order issued relaxing the admission norms which had special provisions for admission of girls such as for admission of over aged girls in schools, under aged married girls, girls coming from difficult sections of society such as sex workers etc.
2. State conducted a detailed house hold survey in 2006-07 to identify all the never enrolled and drop out children, including girls.
3. Special focus was given to massive public campaign through “school chalo abhiyaan” in April 2006 and June 2006.
4. Residential schools have played important role in enrolment and retention of girls. Proposal for additional KGBVs was submitted to GoI. A total of 7 KGBVs were approved in 2006-07.
5. Focused remedial and bridge camps were conducted especially for girls.
6. Proposal for funding the programme of universalizing the pre primary education put up to the state government.

### **Field Observation**

1. Although KGBVs have approved, however construction has not been even started for some of the KGBVs like KGBV of Nainital, till date.
2. The figures regarding out of school children in the state suggests that total 22229 children are still out of school. However, 8526 of these children have been shown as out of school for other reasons, since the reasons for staying out of schools are not clear it may prove difficult to made intervention to mainstream these children.

### **Commitment -**

Greater focus will be given to drop out children. The data on the drop out children will be rechecked and the State will conduct preparatory camps, bridge camps and remedial camps to ensure that there should remain no dropouts during the year 2006-07.

## **Present Status –**

1. Detail house hold survey was conducted to identify out of school children due to being dropped out from the schools.
2. Focused remedial camps were conducted for the academically weak children in schools, while bridge camps were conducted for the identified dropped out children.
3. However, due to reorganization process of the entire education department resulting into large scale promotions and displacement of the teachers and project personnel expected number of camps could not be conducted as were targeted in year 2006-07.

## **Field Observation –**

1. Although remedial teaching was implemented for the academically weak students, however, it was noticed during field visits that the process of remedial teaching was not followed properly as per the guidelines issued by the state project office. Areas of weakness for different students were not identified, further the education volunteers have taught class I and II instead of class III, IV and V. In schools where class III, IV and V were taught by the EVs, classes were conducted as routine classes.

## **Commitment -**

As per the IMRB study the State has 1,16,680 out of school children while the assessment of the State is only 32,062. A detailed household survey should be conducted by the State for a more informed picture. Independent agencies will conduct this survey in urban areas and districts. The data will be cross checked with community members. Two sample surveys by independent agencies will also be conducted during 2006-07.

## **Present Status –**

1. Detailed house hold survey conducted in the State in 2006-07 based on which total number of out of school children – both never enrolled and dropout – have been assessed to be 22,229. Focused strategies to enroll the never enrolled and bring back the drop out children to school have been proposed in AWP&B 2007-08 based on the figures assessed.
2. Survey to be conducted by the independent agencies in the urban areas for OOSC has been commissioned. Results are awaited.
3. Innovative steps have been taken to involve community in helping to get the children to schools. Figures of OOSC as assessed by the state have been shared with the community to come forward in getting the children to schools.

## **Commitment -**

There will be no single teacher schools. The State will review the position regarding 584 single teacher primary schools and 38 single teacher upper primary schools as reported and will take action to rectify the situation.

## **Present Status –**

1. School Education Department trained a total of 6500 teachers under Vishisht BTC in year 2006-07. A total of 2000 VBTC trainees will be appointed following the legislative assembly elections.
2. Directions have been issued to place the VBTC trained teachers in single teacher schools and schools from remote areas on priority.
3. Government order was issued in 2005-06 regarding creation and of posts and placement of teachers based on the PTR. The government order was further reinforced in 2006-07 with a mention that the teachers shall not be unnecessarily attached on the basis of false information on PTR. That the posts will be created only after final approval from the Government is sought.

That school wise posts shall be created on the basis of PTR. That the salaries will be disbursed on the basis of school wise posts created and teachers placed against the created and approved posts.

4. However, despite above mentioned measures due to two major processes on in year 2006-07 – (1) the reorganization process of the entire education department resulting into large scale promotions and displacement of the teachers and (2) the legislative assembly elections in the state for which the teachers as a large work force for the election related functions were displaced from schools since June 2006, some schools (574) still remained single teachers schools.

### **Field Observation –**

1. Single Teacher schools were noticed and also reported by the community and BRC personnels.

### **Commitment –**

The State will take comprehensive steps to check teacher absenteeism and define outcomes of teacher training.

### **Present Status –**

1. PRIs and SMCs have been entrusted with a responsibility of checking the teacher absenteeism.
2. For the teachers to stay back in remote areas scheme of building residential blocks in remotely placed schools of border district was launched under the BADP programme. Similar programme was extended in the remote schools of SCP and TSP blocks under the SCP and TSP in 2006-07.

3. To define outcomes of teacher training an independent study on teacher's training, quality of training, its impact, has been awarded to an agency from the research agency panel.

### **Field Observation –**

1. The responsibility of checking teacher absenteeism may have been entrusted to the Panchayati Raj Institutions and School Management Committees, however, no mechanism has been placed to check whether or not these institutions are performing the entrusted job. During field visits it was noticed that meetings of SMCs have not taken place on routine basis in about 70 percent of the sampled schools. The proceeding registers of village education committees suggest that only the matter related to construction and other monetary activities are discussed. The issue of teacher absenteeism was not noticed in any of the proceeding register of meetings of these institutions in the sampled schools.
2. Teacher training was not even started in some of the blocks like Gadarpur of district Udham Singh Nagar by the month of February 2007. Training was under going in the month of March in Tadikhet block of Almora district. Measures should be adopted for timely completion of in-service training to teachers.

### **Commitment –**

Construction of 6 BRCs (spill over work of 05-06) will be completed in 6 months time.

### **Present Status –**

1. Construction of 6 BRCs was ensured by July 2006.

### **Commitment –**

Quarterly pupil evaluation outcomes to be measured and reported in NCERT monitoring tools by July – 2006.

### **Present Status –**

1. NCERT tools have not only been adopted by the state but training on use and entering the data in the tool has also been provided to the district and sub-district level functionaries.
2. The tools have also been translated. Quarterly pupil evaluation outcomes are being measured and reported regularly to both MHRD and NCERT.

### **Commitment –**

Comprehensive Continued Evaluation (CCE) will be implemented statewide during the year 2006-07. Intimation on this universal implementation will be sent to DEEL early. In addition State will set up a system of independent testing of student outcomes at periodic intervals.

### **Present Status –**

1. With a government order (No. 554/XXIV (1)/2006 – 29/2005) dated July 14, 2006 Directorate, DIETs and schools were directed to implement the system of Comprehensive and Continuous Evaluation (CCE) statewide. The CCE to be conducted at school level by the school teachers has been integrated with the school grading and mapping system wherein the results of CCE are compiled on every quarter to assess the overall school performance as well.
2. All the DIETs and teachers were trained on CCE; CCE registers and evaluation forms were provided in all schools.

3. However, since year 2006-07 was the first year of statewide implementation of CCE and as mentioned above due to reorganization of the school education department structure and legislative assembly elections because of which teachers could not be in school for complete academic year, the CCE system may not have been implemented on regular basis in all schools. However, 2007-08 will be an effort to institutionalize the system completely.
4. The SIA also has a research panel established from amongst which the independent agencies are selected for independent evaluation of the learning outcomes. The studies are conducted on sample basis.
5. States are implementing.

### **Field Observation –**

1. Comprehensive and continuous evaluation system was noticed adopted in all the three sampled districts.
2. Intense training needs to be imparted to teachers for the newly adopted evaluation system.

### **Commitment –**

The student outcomes as reported in DISE (exam results of class V & VIII levels) will be improved by 10% in 2006-07.

### **Present Status –**

1. According to independent evaluation commissioned by the SIA in 2005-06 the achievement levels of children improved against the baseline results were as follows:
2. The achievement level of students of class II improved by 14.48 percent in language and 12 percent in Mathematics against the baseline results.

3. The achievement level of students of class IV improved by 10.08 percent in language and 16 percent in Mathematics against the baseline results.
4. The student outcomes improved by 15% as per DISE 2005-06.

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

The figures related to budgetary allocation and expenditure are given in table 2.1, however, information about the achievement of physical target has not been furnished. A perusal of table 2.1 makes it clear that around 82.70 percent of the total sanctioned budget is utilized during the financial year 2006-07. As far as different heads of expenditure are concerned in civil works almost 100 percent of the approved budget is utilized. 100 percent of the approved budget allocated for teaching learning equipment is shown as utilized, however, during it was noticed in field visits that TLE grants were not available to most of the sampled newly primary and upper primary schools. In the case of school grants and maintenance grants almost 98 percent of the budget has been utilized.

**Table: 2.1**  
**Head-wise Utilization of Budget 2006-07 (up to 31<sup>st</sup> March, 2007)**  
**(Rs. in Thousands)**

Sl. No.	Major Head	Approved by GOI		Utilized Budget	Percentage utilization	Achieved physical Target	Percentage target achieved
		Total AWP&B 2006-07					
		Fin.	Phy.				
1	Civil Works	856153.00	7555	855550.81	99.93	N.A.	N.A.
2	Teaching Learning Equipment	18430.00	547	18430.00	100.00	N.A.	N.A.
3	School Grant	32660.00	16330	32310.00	98.93	N.A.	N.A.
4	Maintenance Grant	69445.00	13889	68065.00	98.01	N.A.	N.A.
5	Teachers' Grant	22458.00	44917	20590.10	91.68	N.A.	N.A.
6	EGS	41143.35	45960	32729.98	79.55	N.A.	N.A.
7	AIE	189222.60	100910	47592.82	25.15	N.A.	N.A.
8	Free Text Books	132996.75	886645	98684.94	74.20	N.A.	N.A.
9.	IED	14458.80	12049	12534.25	86.69	N.A.	N.A.
10.	Innovative Activities	62846.80	52	57203.09	91.02	N.A.	N.A.
11.	Salary of teachers sanctioned in past years	463264.00	3326	401644.45	86.70	N.A.	N.A.
12	Salary Grant (teachers sanctioned in the present year)	175758.00	1205	73000.07	41.53	N.A.	N.A.
13.	Teachers' training	63591.85	88967	63173.90	99.34	N.A.	N.A.

14.	Strengthening of VEC	<b>3574.20</b>	<b>59570</b>	3382.44	<b>94.63</b>	N.A.	N.A.
14	BRC Administrative	<b>22537.50</b>	<b>413</b>	19597.57	<b>86.96</b>	N.A.	N.A.
15	CRC Administrative	<b>97841.80</b>	<b>3616</b>	73556.63	<b>75.18</b>	N.A.	N.A.
16	Research/Monitoring /Evaluation /MIS	<b>14853.90</b>	<b>16314</b>	15227.99	<b>102.52</b>	N.A.	N.A.
17	Management Cost	<b>68610.18</b>	<b>741</b>	43876.57	<b>63.95</b>	N.A.	N.A.
18	District Grand Total	<b>2349846.22</b>	-	1937150.00	<b>82.44</b>	N.A.	N.A.
19	SPO Total	<b>72121.70</b>	-	58694.00	<b>81.38</b>	N.A.	N.A.
20	SIEMAT	<b>25000.00</b>	-	25000.00	<b>100.00</b>	N.A.	N.A.
21	NPEGEL	<b>35082.80</b>	-	31804.69	<b>90.66</b>	N.A.	N.A.
	Grand Total Including SPO	<b>2482050.72</b>	-	2052649.29	<b>82.70</b>	N.A.	N.A.

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

However it is also clear that 20 percent of sanctioned budget of Education Guarantee Scheme, almost 75 percent of the sanctioned budget for Alternative and Innovative Education, remained unutilized. 25.80 percent of the approved budget for free text books has remain unutilized, the SPO needs to examine this issue more intensively. It is important to mention that given the geographic and demographic structure of the State of Uttaranchal, the remote areas, has spars and scattered habitations, rarely having population base enough to open regular elementary schools. In these habitations, EGS and AIE may prove to be the best solution for the means of elementary education.

## **Profile of the Sampled Districts**

The state of Uttarakhand is administratively divided in two regions, namely Garhwal and Kumaun. During first phase of monitoring (April – September, 2006) three district from Garhwal region namely Haridwar, Uttarkashi and Pauri were selected for monitoring. For the second phase of monitoring activities three districts from Kumaun region namely Udham Singh Nagar, Nainital and Pauri are selected for primary data collection and field visits.

### **District: Udham Singh Nagar**

District Udham Singh Nagar formed on 29 September 1995 by carving out southern portion of District Nainital consisting of Khatima, Sitarganj, Kichha and Kashipur Tehsils. District is named after the freedom fighter martyr Udham Singh. Spread over an area of 3358.24 square kilometers, in the Tarai of Himalayas, the district is situated between 28.88 to 31.5 N latitude and 77.6 E to 81.2 E longitude. River Sarda flowing at the eastern boundary of district makes international border of India with Nepal. In north and northeast, the district borders with district Nainital and Champawat respectively. Bijnor district of Uttar Pradesh is at the extreme west of Udham Singh Nagar, whereas Moradabad and Rampur, Bareilly and Pilibhit district of Uttar Pradesh are in the southwest, south and southeast respectively.

## **Demographic Structure**

As per the census 2001 total population of the district is 12.34 lakhs accounting for 14.55 percent of the total population of the Uttaranchal state. Udham Singh Nagar is the third most populous district of Uttaranchal. Population of the district increased by 27.79 percent in the decade 1991-2001, quite high than the state average of 19.2 percent. 67.35 percent (8.31 lakhs) and 32.65 percent (4.03 lakhs) people of the district were residing in rural and urban areas respectively. The average density of population in the district is around 404 persons per square kilometers. In rural areas density of population is close to district average (439 persons per square kilometers) but in urban areas it is exorbitantly high (6719 persons per square kilometers).

The scheduled tribe of the district accounts for about 9.45 percent of the total population as per census 1991. Khatima and Sitarganj blocks are the areas of concentration of Tharu population. In these blocks – scheduled tribes – mainly Tharu people account for about 27.15 and 19.75 percent of the total population respectively. Boxa people are largely concentrated in Gadarpur and Bajpur block. The proportion of scheduled tribe, population to total population in these two blocks is little more than 10 percent. In Rudrapur and Kashipur blocks tribal population have nominal presence, as per census 2001, Jaspur block has no tribal population at all.

Another social and economic vulnerable social group is scheduled castes. As per the census data 2001, they constituted 10.75 percent of the total population. The largest concentration of scheduled caste population is in Jaspur and Kashipur blocks, incidentally these two blocks has no or insignificant tribal population.

## **Literacy Profile**

As per census 2001, 65.76 percent population (of 7 years and above age) is literate. The respective figures for male and female literacy are 76.2 percent and 54.16 percent respectively. The rate of literacy in Udham Singh Nagar is lower than the 72.28 percent average rates of literacy in the state of Uttaranchal. The male and female literacy rates in the district are less the state averages of 84.01 and 60.26 percent for respective genders as per census 2001.

According to AWP&B, 2007-08 out of total 1109 habitations 160 are without primary school/EGS. The data regarding out of school children as given in AWP&B, 2007-08 shows that 13076 children in the district are still out of school. The GER and NER in the district is 109.33 and 99.73 respectively in the age group of 6-11 years both are above the state AVERAGE. Repetition rate in this age group is 2.50 that is much below than the state average of 5.36.

GER in the age group of 11-14 years is 110.03 and NER is 99.52 in the district which is above the state average of 102.46 and 98.92. The repetition rate in this age group is 3.20. The transition rate from primary to upper primary is 99.3 in the district.

For educational purposes the district is divided in 7 educational blocks and 7 block resource centers, 44 cluster resource centers are established in the district to smoothen the educational proceedings.

## **District :Nainital**

Nainital is the headquarter of the Kumaun range in Uttaranchal. The district is surrounded by Champawat in the east, Almora in the north, Pauri Garhwal and Bijnor (Uttar Pradesh) in the west and Udham Singh Nagar in the south. In fact, Udham Singh Nagar used to be a part of the Nainital district till its bifurcation in end 1995. Apart from the district headquarter, Bhimtal, Sattal, Naldamyantital, Nukochiyatal, Ramgarh and Gim Corbett Park are other tourist spots and these locations are even of national importance. The district has earned the very high reputation in the field of education and a number of public schools of national fame are located in Nainital city and in its proximity.

The district has a total area of 3422 sq. km. situated in Bhawar, Shiwalik Himalaya and Lesser Himalaya. The district has great geographical and biological diversity. Two thirds of the district is constituted by hilly areas; the rest are Bhawar – the plain area situated in the hills of shiwalik range at an altitude of about 250 meters above Mean Sea Level (MSL). The area i.e. the Bhawar area is formed by rocky soil with deep under ground level of water. However, due to improved means of irrigation and transportation this area has now become the centre of economic activities of the districts.

The hills in the districts are at an altitude varying between some 250 meters and 2500 meters above MSL. The highest mountain peak in the district is at Badhantalli located at an altitude of 2432 meters about MSL. Many high peaks of the district remain snow capped for nearly three months in the year. The hilly and uneven terrain of the district, however, impedes the physical, social and economic connectivity among the people thereby affecting the economic growth in the region.

## **Demographic Structure**

The total population of the district was 7.6 lakh as per 2001 census. This is 31 percent more than the population recorded in 1991 census. The population density in 2001 was 223 persons per sq. kilometers. The sex ration i.e. the number of female

members per thousand male members was 906 as per 2001 census compared to 879 observed in 1991 census. Of the total population in the district, 14 percent were in the age group upto 6 years per 2001 census. Table 4.1 below shows the block wise population as census 2001 compared to the same in 1991.

Of the total population, 20 percent were SC/STs with wide inter block variation. To illustrate, the contraction of SC is minimum in Haldwani (13.5%) compared to Dhari where 34.1 percent of its population were SCs. The ST population in the whole district was very low expecting a few thousand in Ramnagar block.

## **Literacy Profile**

Nainital enjoyed the laurel of having the highest literacy rate in the state of Uttaranchal. Compared to the state's average of 72 percent, the literacy rate in the district was 80 percent. The female literacy rate in rural areas was 68 percent in the district and the male literacy rate in the urban areas was 87 percent. The inter lock variation of the literacy rate however is note worthy. In forest settlements only 50 percent of the population was literate in block Okhalkanda 65 percent of the population were literates. In Haldwani, however, 92 percent of the population was literate. All the figures refer to the estimates made on the basis of census 2001.

According to AWP&B, 2007-08, there are 1896 habitations in the district out of which only 36 are without primary school/EGS. The data regarding out of school children as given in AWP&B, 2007-08 shows that 792 children in the district are out of school.

The GER in the age group of 6-11 is 102.28 and in 11-14 year age group is 99.28. NER in 6-11 age group is 99.63, and in the age group of 11-14 is 99.23. All these figures are above the state average. Repetition rate in the age group of 6-11 is 2.70 that is much below than the state average of 5.36. In the age group of 11-14 years repletion rate is 2.16 and it too is below the state average of 4.40.

For educational purposes the district is divided in 8 educational blocks and 3 urban areas. 8 block resource centers and 100 cluster resource centers are functional in the district to smoothen the educational proceedings.

## **District :Almora**

### **Demographic Structure**

As per the latest census 2001, the total population of Almora district is 630446, having a density 225 persons per kilometer and with a positive sex ratio of 1147 females per 1000 males. This whole population inhabits in more than 2200 villages and 4 urban centers. More than 92 percent of population lives in the villages. The revenue villages are further aggregated into 1057 gram panchayats and 343 circles coming under village development officers, which are aggregated into 95 nyaya panchayats and 11 community development blocks.

Tadikhet block is at the top having a population of more than 67,000 and contrary to it the Bhainsiachana block is having a population less than 23,000 in 2001. The density of population is also varying from 180 persons per square kilometer (Bhainsiachana) to 302 persons (Hawalbag). Although, the aggregate density at district level is 171 persons per square kilometer. The favourable sex ratio is already discussed earlier, which show that except in the urban areas more than 1100 women are founder per 1000 men. The most favourable sex ratio is seen in Dwarahat (1286) and Bhikiyasen (1288). It has been found that in the last hundred years, the sex ratio gradually become more favorable towards the women. In 1901, around 989 females per 1000 males had been recorded and this number is gradually increasing from every census year from 1901 to 2001. Consequently, the most favourable sex ratio has been found 2001 census, which is 1147. Interestingly, among all the thirteen districts of Uttaranchal, Almora district is having the most favourable sex ratio towards women. Apart from other factors, the favourable sex

ratio also reflects various institutional dimensions concerned with migration and non-discriminating attitude of parents towards girl child.

The social composition of population is also important to mention and can be understood by analyzing the proportion of scheduled caste population to the total population. A constant proportion of scheduled caste population is found in both the census of 1991 and 2001 in which around 20 percent of the population has been grouped under scheduled caste category. The highest scheduled caste proportion is found in Takula block (28 percent) and the lowest proportion is found in Sult block (17 percent).

## **Literacy Profile**

The literacy level of any place is one of the basic indicators reflecting the status of human development. In this context, Almora district is showing relatively higher level of literacy both for male and female categories comparing to the other districts having similar topographic features in the country. Almora stands as the fifth district within Uttaranchal having relatively higher level of literacy (total 74.53 percent, male 90.15 percent and female 61.43 percent) after Chamoli (76.23 percent), Pauri Garhwal (77.99 percent), Dehradun (78.96 percent) and Nainital (79.60 percent).

According to AWP&B, 2007-08 out of total 3618 habitations 272 are without primary school/EGS. The data regarding out of school children as given in AWP&B, 2007-08 shows that 645 children in the district are still out of school. The GER and NER in the district is 102.81 and 97.24 respectively in the age group of 6-11 years. The NER in the district is below the state average of 99.20. Repetition rate in this age group is 5.12 that is much below than the state average of 5.36.

GER in the age group of 11-14 years is 102.33 and NER is 94.77 in the district and both are below the state average of 102.46 and 98.92. The repetition rate in this age group is 4.86 and it is above the state average of 4.40. The transition rate from primary to upper primary is 98.45 in the district.

For educational purposes the district is divided in 11 educational blocks and 7 block resource centers, 115 cluster resource centers are established in the district to smoothen the educational proceedings.

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

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

#### **3.1. Opening of New Schools**

Opening of new schools serves as is very important landmark for achieving the goals of Sarva Shiksha Abhiyan towards hundred percent enrollment and retention.

During the field visits it was noticed that in all sampled school construction works were going on. However, it is important to mention that same was not completed in any of the sampled school. Students were found enrolled in all sampled schools, however, classes were held in open or in the building of the nearby school, since the construction of the building for new school was not completed. Although teachers had been posted in all the newly opened school, but one time grant for TLE had not been released for the newly opened sampled schools.

#### **District Udham Singh Nagar**

During the monitoring visits it was found that the construction of building for new primary school *Purabiya Tirath* in *Jaspur* block was not completed. The building was on the stage of flooring and head teacher reported that flooring and other finishing work would take another one-two months. Two teachers were posted in the school for strength

of enrollment of 44 students in the school. The classes were being held in open, head teacher reported that the classes in the new building would be operational in the next academic as that much of time is still required for the completion of the building. However, it is matter of concern that the school is being constructed in the forest area and the danger of wild animals is there, therefore, a boundary wall need to be constructed along with the new building.

The construction of building for primary school *Jaspur Khurd* in *Kashipur* block was at the flooring stage and the head teacher had mentioned that the building would be completed by the month of February. Two teachers were posted in the school and eleven students were enrolled in the school. When the teachers were inquired about teaching the students replied that some times they take the class in the open in school premises, and sometimes they called students at their home.

Construction for the new school building in village Puranpur of Khatima block was on the finishing level. The head teacher reported that all the three installments for construction purposes have been received. The land for the construction had been donated by Mr. Narendra Singh Gill. However, in this context that a government Upper Primary school Banusa and a private school is functioning with in 50 meters from the construction site for the new school 41 students were enrolled in the school and classes were being held in the premises of upper primary school Banusa.

The building of Upper Primary school Anand Khera I in Gadarpur block had been constructed during the session 2005-06, however, it become functional during the current academic session off 2006-07. Three teachers were posted in the school with the enrollment of only 15 students. Boundary wall has not been constructed till date and the school is located in close proximity with pond and the ducks flew in the school premises too often which create hurdles for the teachers and students.

## **District Nainital**

Construction of building for primary school Bengali Colony in Haldwani block was undergoing. The school is being constructed in the slum of Bengali Colony situated nearby y to the Lalkuan Railway Station. Since adequate land was not available for the construction of the new building, the site map for the building has been changed and now the building will be constructed as a double storey building. The construction has been completed for the ground floor. The head teacher had reported that two installments had been received for the construction purposes. Two teachers were placed in the school for looking after the educational needs of the 26 enrolled children in the school. The classes were being held in the open in the small space around the school building. The community had helped significantly in the construction work in the form of Shram Daan and in the enrollment of their wards in the schools.

Construction for the upper primary school girls Padli that is located in Betalghat block was just started. Classes for the students enrolled in this school were being held in the nearby located primary school Chak Bisod. 11 students were enrolled in this school and three teachers were also posted for catering the educational needs of these eleven students. The head teacher responded to the questions regarding slow progress of the construction work of the building that the gram pradhan who is the ex-officio chairperson of the village education committee had not helped in this matter.

The building for upper primary school Choi in the Ramnagar block has almost completed. However, classes were yet to be commenced in the new building. 18 students were enrolled in the school and 4 teachers were appointed in the school. The school was functioning in the CRC office that is located within the premises of the school. However, the TLE grants were not provided to the school by the time of visit.

## **District Almora**

The construction work for primary school Dhurajantara of Sult block was completed only up to the base level. Only the foundation for the new school building was laid down till the visit was made. The first installment of Rs. One Lakh Eighty Nine

thousand was received by the Village Education Committee. One teacher had been posted in the school.

Construction for the primary school building Kot Jaspur of Sult block had completed to the lintel level. The head teacher in charge had mentioned that the work for the new building would be completed with in 40 days time for which installments have been released for the school for construction work.

The building for upper primary school Paan of Chaukhtia blocik had been constructed up to the lintel level. It was found during the visit that arrangements were made for laying down the lintel. The head teacher had mentioned that he had been rendered great help from the community during the process of construction.

Construction of the building for the upper primary school Chabgisa in Dwarahaat block was in full swing and the work was in the final stages. Three teachers were posted in the newly opened school and installments have been received for the construction purposes.

### **3.2. Civil Works**

Appropriate infrastructure facility is very important in the context of universalization of elementary education. It is also very crucial factor in the quest of quality education. Likewise the provision of new schools in the area of civil work has its crucial importance in realization of the goals of Sarva Shiksha Abhiyan.

#### **District: Udham Singh Nagar**

Construction of the new building for *primary school Simla Pistaur* in the *Rudrapur* block had been completed and the school has been shifted in to the new building. The head teacher and community members seem quite pleased with the quality

of the civil work. The construction for additional classroom in the *primary school Rudrapur* of *Rudrapur* block was at the lintel stage.

The construction work for additional class room in upper primary school *Guljarpur* of *Kashipur* block has just started. The work was not even completed up to the lintel level. The construction of additional class room in primary school Judka no. II of *Kashipur* block was under progress and was at the lintel stage. The head teacher of the school reported that she had faced problems of theft of construction material and to solve the problem the VEC had decided to employ a *chaukidaar*.

The construction of boundary wall in primary school *Pakariya* in *Khatima* block was completed. Additional class room in upper primary school *Purabiya Tirath* in *Jaspur* block was under construction and the work was completed up to the lintel.

Junior Engineers have been appointed under *Sarva Shiksha Abhiyan* at all the Block Resource Centers for taking care of the construction work under the programme. The community and teachers were generally found satisfactory with the frequency of the visits made by the junior engineers to the construction site. However, some teachers have reported in *Kashipur* block that the junior engineer had asked them to offer him bribe for signing on the utilization certificate. It was also mentioned by the head teacher of upper primary school *Nakulia* that the construction of the additional classroom was being delayed because of the non clearance from the part of junior engineer. When inquired the BRC coordinator in this regard mentioned that three junior engineers had left the job due to lesser salary and, therefore, the problem occurs at some places.

Usually the junior engineer visits a construction site for 2-3 times i.e. at foundation stage, lintel etc. However, it is important to mention that given the shortage of time the frequency of visits made by the junior engineer to the construction site are less than what is required.

The quality of construction was generally observed satisfactory. Although the VEC members had been oriented for execution of civil works during their orientation programme, but no community manual was available with the VEC for civil works. The head teachers and members from VEC had indicated during interaction that the junior engineer usually visit the construction site for four – five times and in some cases for even more times.

During the field visits for monitoring activities it is being mentioned by 90 percent of the VEC/SMC members in the sampled schools that they have received training for the execution of the civil works at the CRC/School/BRC/DIET level. The status of availability of community manual is very good as it is mentioned by them that community manual is available with the VEC. However, in most of the cases this manual is kept by the head teacher who also happens to be the secretary of the VEC.

The scenario of construction of ramp was very good in almost all of the sampled schools visited for the monitoring purposes, and it was noticed that ramp and railing were constructed in about 95 percent of the sampled schools. It was particularly noticed that the place and quality of construction of ramp was good.

There was no convergence found with Total Sanitation Campaign and Swajaldhara for drinking water and toilet facility in the schools.

### **District: Nainital**

The area of civil work is the problematic one in the hill area because of the peculiar condition of the mountain topography. In urban area land for construction is difficult to procure, because of lesser availability of land and high cost of construction. In mountain districts building material is transported from the plain areas, which increases the construction cost substantially.

New building for primary school Peerumadara has been constructed although it has not been use for school purposes till date. When inquired in this regard the head teacher and the BRC coordinator have mentioned that classes would be to held in the new building only after the inauguration of the building. The primary school peerumadara is located in the premises of the Block Resource Center Ramnagar that is situated in Peerumadara. At the first glance the old building lacks the logic to build new building in the name of primary school peerumadara. Since, the old building is in very good condition and an additional classroom has been recently constructed for this very school, along with the fact that the enrollment is also not on the higher side in this school.

The construction of additional classroom in primary school Vinayak in Bhimtal block was not completed by the time of visit and arrangements were made for lintel. The school is located on steep slope and, therefore, the map was modified slightly to accommodate the complexities occuring during construction. The additional classroom had been constructed in primary school Lalkuan and classes have begun in the new classroom. The construction of boundary wall has not started in primary school Boodhibana of Dhari block. The head teacher in this regard responded that they have received the money for construction in the month of January and, therefore, the work was delayed. The grant for construction of the toilet was received in the month of July 2006 in primary school Pataliya of Kotabag block, however, the work was not even started by the time of visit.

In about 78 percent of the sampled schools the members of VEC had mentioned that they have received the training for proper execution of civil works. In all the sampled schools it was mentioned by the VEC members and by the head teacher that community manual was available with VEC. It is worth mentioning here that the gram pradhan held the community manual with him in 50 percent of the sampled schools and in rest of the cases the community manual was being kept by the head teacher of the school. In almost 75 percent of the sampled school for the monitoring visits it was checked and found that VECs were keeping separate account and record for construction related funds.

Given the typical topography of the region and the location of the school, ramp was not constructed in about 60 percent of the sampled schools. Ramps were constructed at suitable places in rest of the 40 percent schools.

Junior engineers have been appointed on contract basis for the supervision of the execution of the civil works at the block level. Since the district is sparsely populated, schools are also located in remote areas it is, therefore, not feasible for the junior engineer to regularly supervise all the construction sites. It is to be mentioned that the number of junior engineers needs to be increased to execute proper checking of the construction sites. It was told by the teachers and VEC members that in about 50 percent of the sampled schools Junior Engineer visits the construction site for 3-4 times.

There was no convergence with Total Sanitation Campaign and Swajaldhara for drinking water and toilet facility in the schools.

The approved unit cost, in the opinion of majority of stakeholders is less than the actual cost of construction. It leads to conclude that the civil works which are of lesser cost like construction of boundary wall, toilets etc. progress has been better than those work which require more investment and purchase/procurement of land such as construction of new school building, additional room etc. In some of the remote areas the cost of material increases up to 3-4 times and results in overall increase in the construction cost.

## **District – Almora**

Almora is administratively the largest district of the Kumaun region. Topography of the district is almost similar to that of district Nainital and therefore the problems are also more and less same to those of Nainital.

The reconstruction of school building of primary school Ghoorajantara of Sult block has only completed up to the foundation level. However, it is important to mention

here that the first installment of grant for the construction has been received by the Village Education Committee on 19<sup>th</sup> December, 2006, and the head teacher has responded that during the month of December and January the construction work is difficult to initiate due to winter season.

Reconstruction of primary school building Khumad of Sult block has been completed up to the lintel level and only finishing touches are required. Construction of additional classroom in primary school Badikot in Bhikia sain block has been almost complete and only whitewash work has remain undone. The first grant for construction was received on 7<sup>th</sup> November, 2006 and second installment was received on 22<sup>nd</sup> December, 2006.

It was mentioned by the head teachers that community manual for construction of civil works was available with all the Village Education Committees in the sampled schools. Respondents of 21 Village Education Committees have received the training for proper execution of civil works. In rest of the 3 Village Education Committees, respondents have not received the training for proper execution of construction of civil works.

Junior engineers have been appointed on contract basis for the supervision of the execution of the civil works at the block level.

Village Education Committees of all the sampled schools have maintained separate account for the funds and materials of construction of civil works.

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

### **3.3 Text Books**

Text books are key to the achievement level of children and pre requisite to ensure quality education. And, therefore, the timely distribution of text books to the students plays pivotal role in the quest of quality education. However, timely distribution of free text books is still a major area of concern in the state as it is repeatedly found that the student did not get free text books within the stipulated time that is within one month of the commencement of the academic session.

## **District - Udham Singh Nagar**

Timely distribution of free text books is still a major area of concern in the state as it is repeatedly found that the student did not get free text books within the stipulated time that is within one month of the commencement of the academic session. In all the sampled schools for monitoring visits teachers and students have reported that the students got only some of the total free text books within one month of the commencement of the academic session.

The head teacher of primary school Kachhi Khamariya of Rudrapur block had indicated that the students of Class II did not get the text book of Bhasha Kiran and students of class V did not get the text books for Mathematics till the month of December, 2007. He also added that the old text books used by the students of previous session were being used as an alternative arrangement.

The teachers of Girls Upper Primary School Khatima, had mentioned that 15 students out of total 87 students of class VI did not get free text books of Mathematics. They have also added that 8 old text books for Mathematics taken from the students of previous academic session have been used by these 15 students and two students are using one text book. It is important to add in this contest that the school is located within the premises of the Block Resource Center, Khatima and office of the Dy. Block Education Officer is also located in the same premises.

The information and documents of Block Resource Centers have suggested that they have received free text books of Urdu, Pustak Kala and Grah Vigyan by the late September. Therefore, it was not possible to distribute the text books in the schools. Block Resource Center Coordinator Jaspur had mentioned that they did not receive free text books fro all the students enrolled in different schools in the block in the month of April and they receive some of the books such as Bhasha Kiran, English, Mathematics, Science, Hamara Samaj, Sanskrit for primary class and Mathematics and Krishi Vigyan

for class VIII on 19<sup>th</sup> June. Hence, they were not in a position to distribute the text books with in the stipulated period of time.

However, it is important to mention that apart from the above mentioned two instances the students in rest of the sampled schools did get all the free text books although not within one month of the commencement of the academic session.

## **District – Nainital**

Nainital district is sparsely located and schools are located in remote areas and therefore timely distribution of free text books becomes a critical issue. Less number of teachers posted in remotely located schools further aggravates the problem as at least one teacher has to receive the text books from the distribution center. As the figures given in annexure 3.2 A in the report reveals that in all the sampled schools it is mentioned by the teachers and students that the students did not get all the text books within one month of the commencement of the academic year.

The primary data collected from the field is given in annexure 3.2 B in this report. It is mentioned by the teachers and students during the field work for monitoring purposes in all the sampled schools that the students did not get all text books within one month from the commencement of the academic year. However, apart from the schools of Bhimtal block and girls Upper Primary school Gaujajali of Haldwani block in rest of the sampled schools in the district the teachers have mentioned that students get all the free text books.

In the primary school Naukuchiatal of Bhimtal block the head teacher indicated that the students of class V did not get the free text books of English. When inquired about the alternative arrangements she responded that the old text books were used by the students. In the primary school Vinayak of Bhimtal block the teachers have mentioned that the text books of English were not distributed to the students of class V. In this school only 3 students are enrolled in class V in the present academic session, when

asked about the alternative arrangements the teacher mentioned that they had two text books remaining from the academic session of 2005-06, and with the help of those two books they taught the student for whole year. It is also important to add here that the teachers keep those two books with them at the school. The teachers have also mentioned that they have asked the CRC coordinator for the free text books but did not get any help yet.

In primary school Dhungshil students and teachers reported that the students of class V did not get free text books for English. In upper primary school Dhungshil the head teacher mentioned that six students of class VI did not get the free text books of Geography and old text books were used by these students. It was noticed in all the sampled schools in Bhimtal block that students of class V did not get the free text books of English during the academic session 2006-07. However, in this context it is important to mention that the BRC or CRC coordinators had not paid attention to the unavailability of text books of English for the students of class V during their visits to school.

District Almora is administratively the largest district of Kumaon region, spreading across eleven development blocks which are sparsely populated. The location of district Almora is almost similar to that of district Nainital and likewise the problems of land procurement and of excessive transportation cost. The primary data regarding construction of civil works is given in annexure.

The construction of boundary wall in primary school Thala Manral of Sult block has been completed. The construction of boundary wall in primary school Dewoyal of Sult block has not been completed. The head teacher in this regard has mentioned that the Village Education Committee has received the grants for construction on 16<sup>th</sup> January, 2007 and therefore the construction work has not been completed till date.

Reconstruction of the school building of primary school Bangidhar in Salt block was under progress. Two grants for construction work has been received by the Village Education Committee. The construction of additional classroom was under going, one

grant of Rs. Sixty Seven Thousand Five Hundred has been released to the Village Education Committee.

Difference in civil work was not found in any of the twenty four schools visited for monitoring activities in the district. It is noticed during the course of field visits for the monitoring purposes that the construction of ramp has taken place in 15 sampled schools in the district out of the 24 sampled schools visited for monitoring. Given the topographical location of the school ramp is rest of the nine sampled school buildings in the district.

The Junior Engineer of the Rural Engineering Services has responsible for the supervision of the civil works at the block level. The member of the Village Education Committee have to call the junior engineer to visit the construction site at different levels of construction and it is mentioned by some of the members of different VEC that the junior engineer are very often just completing the formality of inspection. However, as told by the VEC member and teachers of the school in 45 percent of the sampled schools the frequency of visit of the JE is not sufficient as the JE usually visits the construction site once or twice.

### **District: Almora**

The status of distribution of free textbooks is not very much different in district of Almora, teachers and students in sampled primary and upper primary schools have mentioned that some books were distributed in the month of May that is within one month of the commencement of the academic session and rest of the books have provided to the students in the second half of July and August. The primary data in this regard is given in annexure 3.2 B.

In primary school Talli pokhari of Sult block teachers have indicated that the students did not get all the text books with in the stipulated time and it is important to mention that the primary school Talli pokhari is located with in close proximity of the

Block Resource Center Sult. In primary school Khumad the students of class IV have stated that they got some text books in May and remaining books in the month of August. However, in the upper primary school Thala Manral head teacher has mentioned that the students did get all the text books by the end of the month of July.

In Bhikia Sain block the teachers have mentioned that the students did get some of the text books of class IV by the end of month of August 2006. It is observed during field visits that the textbooks for Urdu language have not been distributed to the students till September 2006. In primary school Patal Gaon of chaukhutia block teachers have indicated that the students did not get all text books with in some month of the commencement of the academic session. In sampled schools in Thailisain block teachers have indicated that there was delay in the distribution of the free text books to the students. They have also added that it is the usual practice in the district.

### **3.4. School Grants**

Beautification and better upkeep of the school building has been taken as a strategy under the Sarva Shiksha Abhiyan programme so that more children can be attract for enrollment. For this purpose, the policy of providing Rs. 2000/- each school every year had been adopted.

#### **District – Udham Singh Nagar**

During the monitoring visits it was noticed that school grants of Rs. 2000 has been given to all the sampled schools. Most of the schools received this grant, used it for whitewash the school building. In around 80 percent of the schools teachers had mentioned that they use the school grant for whitewash purposes. It was noticed in Upper Primary School Guljarpur in Kashipur block that the school administration had purchased electric fans for the school out of this grant. The school grant in primary school Sut Mill of Jaspur block had been used for purchasing the pictures of great persons of our country and for purchasing mats and stationary for students. The head teacher of primary school

Shakti Farm No. 2 had indicated that the school utilizes the school grants for reconstruction of the blackboards in the class.

In the Khatima block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building. 15 percent schools had been purchased the floorings as the means of seating arrangements for the students by the school administration. In 20 percent of the sampled schools purchase of different stationary items was also made from school grant. In 10 percent schools the grant was not utilized. *There was noticed a mirror in every school to facilitate the students to remain neat and clean. Another thing observed was that the walls of the classrooms were painted black up to 30 inches from the floor and many things like – tenses, rhymes, tables, alphabets were written on them for the joyful learning of the students in all the schools in the Khatima block.*

In the Jaspur block around 80 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 20 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In Bahadarabad block out of the total sampled schools 70 percent schools had used the school grant for Rs. 2000 for whitewash the school building, in 15 percent schools the purchase of floorings as the means of seating arrangements for the students was made by the school administration. In 10 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 5 percent schools the grant was not utilized.

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

## **District – Nainital**

During the course of field visits for the monitoring purposes it was noticed that the schools grant of Rs. 2000 was released for all the eligible schools. This grant was found available to all the sampled schools in the district.

The school grant was received on 17<sup>th</sup> October 2006 by the primary school Dakbangla. However, the school administration had not used the grant. In primary school Vinayak the school grant was received on 9<sup>th</sup> November 2006, but in this school too the grant was not utilized by the time visit was made. The school grant was available to the primary school Dhungshil on 15<sup>th</sup> November, 2006; however, the school administration has not utilized the school grants by the time visit was made.

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

In Kotabag block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. In 30 percent of the sampled schools purchase of different stationary items was also made from school grant.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. It is important to mention that the school grant was not available to the concerned sampled school latest by the month of the September and

in most of the schools the grant was available to the schools only by the month of late October-November.

### **District – Almora**

During the course of field visits for the monitoring purposes it is noticed that the schools grant of Rs. 2000 is available to all the sampled schools in the district. In Sult block out of the total sampled schools only 20 percent schools have used this grant of Rs. 2000 for whitewash and minor repair of the school building, in rest of the 80 percent schools the school administration have not utilized the school grant till the monitoring visit was made. In Bhikiasain block around 30 percent schools have utilized the school grant for whitewash and minor repair works. In the rest 70 percent schools the school grant was not utilized.

In the Dwarahat block out of the total sampled schools 50 percent schools have used the school grant of Rs. 2000 for whitewash the school building in 15 percent schools the purchase of floorings as the means of seating arrangements for the students by the school administration. However, in remaining 50 percent of the sampled schools the grant was not utilized.

In the Lamgara block around 30 percent schools have utilized the school grant for whitewash and minor repair works. In 10 percent schools floorings, pencil and other stationary is purchased by the school management to fulfill student's requirements in their respective schools. In the remaining 60 percent sampled schools the grant was not utilized by the time the visit was made. In Hawalbag block out of the total sampled schools 70 percent schools have used the school grant of Rs. 2000 for whitewash the school building. In 05 percent of the sampled schools purchase of different stationary items was also made from school grant. In rest of the 25 percent schools the grant was not utilized.

The District Project Office has not made any centralized purchases out of the school grant of Rs. 2000 per school. It is important to mention that the school grant was

not available to the concerned sampled school latest by the month of the September and in most of the schools the grant was available to the schools only by the month of late October-November.

### **3.5. Teacher and Teacher Training**

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

#### **District – Udham Singh Nagar**

The status of in-service training is not at all satisfactory. The ten days in-service training on hard spots is yet to be started in the Gadarpur block. Two batches of teachers were still to be complete the in-service training in the Jaspur block. When the Block Resource Center Coordinator inquired have indicated that they received the modules and necessary directions very late from the DIET in this regard and therefore the problem occurs. They have also added that the District Institute for Education and Training has recently set up in the district and it was also a cause for delay in the training.

Those teachers who had received the in-service training mentioned mix expressions about the training. Around 65 percent of the teachers have mentioned that the training was very effective and they learnt new things regarding teaching. The remaining 30 percent of the teachers in the sampled schools have indicated that the module for training on hard spots had been repeated for every year and it therefore become boring and unnecessary for them.

## **District – Nainital**

In district Nainital almost 70 percent of the teachers have indicated that the in-service training was very useful and they were greatly benefited by the training. However, they express that the duration of the training can be increased.

Around 60 percent of the teachers have mentioned that it would be better if the training would be given at the Cluster Resource Center since they have to travel a lot to reach Block Resource Center where the training is scheduled to be held and the traveling allowance is also not sufficient to meet out the actual expenditure incurred by them.

In Nainital district during the field visit 60 percent of the teachers have mentioned that training module were very good in design and content. In addition to it 25 percent of the teachers have mentioned that there must be intense training in English and Mathematics.

These teachers have also indicated that the BRC or ABRC coordinator's role is most often that of an administrator in the training, if the coordinator is not the master trainer.

They have indicated that no procedure was used for getting feedback from the participants during or after the training. In Jaiharikhal and Thalishain teachers in sampled schools have mentioned while commenting on the training that the training was very effective and the trainers had imparted the training in a very interesting manner so that they understood the topics easily.

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

The state of Uttarakhand is sparsely located and the demographic settlement structure of the state is characterized with remote located habitations. There are 25115 habitations in the state in total. 1808 of these habitations do not fulfill the approved norm

to open a formal school and are covered by Education Guarantee Scheme centers. EGS centers are catering the educational needs of children of these habitations and are doing well in this regard.

## **District Udham Singh Nagar**

The Education Volunteers teaching in education guarantee scheme centers in district Udham Singh Nagar are getting Rs. 1000 as honorarium. The honorarium is paid in cash through Village Education Committee and by the Ngo in case of centers working under NGOs. The Education Volunteers working in parishadiya EGS centers received their honorarium from the chairperson/secretary of the VEC. The EVs, working in the centers running under the umbrellas of non government organizations are receiving their honorarium from their respective NGOs. During interaction the education volunteers have mentioned that generally they received the cumulative honorarium for 3-4 months. They also added that the honorarium should be given monthly.

The education guarantee scheme center *Amritpur of Jaspur block* is functioning under the Non Government Organization, *Arpit Sewa Sansthan*. The center is functioning since 1<sup>st</sup> April, 2005 with presently the enrollment of 45 students. *The education volunteer had reported that she did not receive any honorarium during the current academic year. She had also added that during the previous session she was paid only seven thousand rupees.*

During field visits it is noticed that around 70 percent of the Education Volunteers working in EGS/AS centers, are graduates, and 20 percent Education Volunteers are postgraduates. 5 percent of them are pursuing their graduation degree.

EGS center Khadakpur Devipura of Kashipur block is located at about 5 meter distance from the railway line. 29 children are enrolled in this center and 1 education volunteer is catering their educational needs. The education volunteer has indicated during interaction that head teacher of primary school Khadakpur Devipura who is also

the ex officio secretary of Village education committee has himself made purchase from the teaching learning equipment grants for the current academic session. He also added that during previous academic session no purchase has been made form the same grant. The teaching learning material grant was utilized in the form of charts, and purchasing stationary.

As far as timely distribution of text books is concerned the situation in EGS centers is almost same like government primary schools. There was generally delay in distribution of text books in the Education Guarantee Scheme centers. However, it is important to mention that apart from EGS center Ward no. in Gadarpur block free text books were distributed to all the enrolled students in the sampled centers.

Cooked mid day meal has been given to the students enrolled in the sampled education guarantee scheme centers. However, no space for kitchen is available to these centers and it therefore become very tuff on the education volunteers and for bhojan mata to prepare mid day meal. In addition to it no provision has been made for purchase of utensils for these centers, since most of the centers are functioning in small rooms hired by the education volunteers themselves.

90 percent of the Education Volunteers are regular in their attendance. The overall achievement level of children studying in EGS/AIE is good. In Hindi language and Mathematics the achievement level of students is fine although a lot is yet to be achieved in this regard. The government text books are being taught in the EGS centers.

All the education volunteers in the sampled education guarantee centers were found eligible for teaching learning material grant and grants have been released to all of them from the district project office. Those who had received the teaching learning material grant in the previous academic session have mentioned that they have used the teaching learning material grant for making charts describing different children relevant items, models pertaining information regarding solar system etc. However all the education volunteer have indicated that since the center is functioning in a private

building, and in most of the cases in small space, it therefore becomes very difficult to display the teaching learning material as they usually take classes in open. Hence they use the grant for providing work books, pencils, rubber to the students. All of the education volunteers of the sampled schools were of the view that the non or lesser availability of the infrastructural facilities is a huge constraint in the quest for the quality education.

## **District Nainital**

In the hilly parts of district Nainital EGS centers are functioning in remote areas, where the population is not enough to open a government primary school as per the existing state norms. The Education Volunteers, working in the centers functioning directly under the education department are receiving their honorarium from either the head teacher or by the chairperson of the VEC. The EVs, working in the centers running under the umbrellas of non government organizations are receiving their honorarium from their respective NGOs. The EVs have reported that they are receiving Rs. 1000 per month as honorarium. However, during interaction all the EVs have indicated towards the delayed payment of honorarium as they got cumulative honorarium for 3-4 months at every 3-4 months. It is important to add here that some EVs working in the EGS centers running through NGOs have also indicated that honorarium for total duration has not been paid to them.

It is noticed in the sampled centers for monitoring activities that Education Volunteers are regular in their attendance, their belonging to the local community is an important aspect of their regularity in attendance. The students got free text books in all the sampled centers, although not within one month of the commencement of academic session. Students of education guarantee scheme center Indira Colony Ward No. 6 in Ramnagar block are using government text books and the education volunteer is assigning them the work. The education volunteer of EGS Nagina Colony of Haldwani block have mentioned that all the students got free text books for all subjects by the month of July.

The mid day meal scheme is going well in the sampled centers, cooked meal is distributed to the students on regular basis. The mid day meal was served to all the students and the quality of the food was also good. The AIE center Dabka I of Ramnagar block is functioning under the NGO Umed Singh Rawat, Indu Junior High School Samiti, Basai, during the monitoring visit the Education Volunteers have indicated that mid day meal is cooked some where else and the van of NGO supplies the mid day meal to the center.

The EGS center ward 23 Gafur Basti is located in the urban area of Haldwani block and is functional under the NGO Alpasankhyak Parvatiya Kalyan Samiti, 19/116, Kidwai Nagar, Haldwani. Official records suggests that 120 students are enrolled in this center, however on the day of visit only 21 of them are present and it is important to add here that District Coordinator - EGS and CRC Coordinator have visit this center twice and on both occasions the attendance was noticed around 20. Barring the days of visits the attendance register shows the presence of around 100-110 students every day. When the education volunteer Ms. Jeenat was asked about the mid day meal records she replied that the owner of the NGO fills the register, when the register was checked in the presence of the CRC coordinator who accompanied during the monitoring visit some startling fact emerges - the district coordinator - EGS and CRC coordinator have inspected the center in February, 2007 and found only 21 students present on the day. Both of them have certified the attendance and also mentioned it in the visiting register, however, in the mid day meal register 100 students were shown as present and money was withdrawn for the same. The officials from the NGO were not available for comments in this regard.

Under age children are noticed in the centers functioning under NGOs. It is also imperative to mention that the attendance of students was noticed very low on the day of visit. All education volunteers in the sampled centers have been provided the teaching learning material grant. They have use the teaching learning material grant for making charts describing different children relevant items. However, the education volunteer in

EGS center Dabka I have indicated that they have not received the teaching learning material grant.

The achievement level of students is good in 95 percent of the sampled centers, it was also noticed in the sampled centers that the Education Volunteer regularly assigning work to the students. The frequency of checking the assigned work is also very good. Here it is also important to mention that in EGS centers lesser number of students are enrolled in comparison to most of the government primary schools and this very fact is important in this context as the teachers in government primary schools have often speak out about burden of the work load. Another important fact that is worth mentioning is that the education volunteer has no other work to perform then teaching wherein all the teachers of government primary schools have complaints about the non academic work such as census, voter listing etc. they have to perform in addition to their chief objective that is teaching. There is a district coordinator appointed in the district to coordinate different activities regarding education guarantee scheme centers.

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

## **District Almora**

Likewise district Nainital EGS centers are functioning in remote areas of the district. The Education Volunteers, working in the centers are receiving their honorarium from either the head teacher or by the chairperson of the VEC. The EVs have reported that they are receiving Rs. 1000 per month as honorarium. However, during interaction all the EVs have indicated towards the delayed payment of honorarium as they got cumulative honorarium for 3-4 months at every 3-4 months.

Students enrolled in the sampled education guarantee scheme centers got all the free text books. However, the distribution of free text books needs to be streamlined as like primary schools delay was noticed in the distribution of free text books. The education volunteer working in the EGS center Amsyari of Chaukhutia block has indicated that all the students got free text books by the month of July. The students enrolled in the sampled centers were noticed using the Government text books.

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

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

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

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

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

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

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

A fifteen day residential English speaking course for girl students was organized in the block resource center Dhari of Nainital district. The district coordinator Girl Education has mentioned that the course was organized during the winter vacation in the month of December so that the girl students could attend it. 50 girl students have been benefited from the course. Since the students belong to poor families traveling allowances were given to their parents to drop their daughters to the block resource center Dhari. Services of two education volunteers were hired to teach the students during the 15 day course. It is an innovative step which is highly appreciated, and such activities

should be adopted in other districts also. Since, it also offers an opportunity to utilize the facilities provided at the block resource centers.

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

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

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

The provision of Kasturaba Gandhi Balika Vidyalayas is another girl oriented programme focusing on promotion of girl's education by providing residential elementary education. 13 Kasturaba Gandhi Balika Vidyalaya are operational in the state. In district Almora 2 KGBV are functional and 1 KGBV is functional in all other district except of Rudraprayag where neither KGBV is functional nor it is sanctioned. The land has been identified for construction of the building of all the 13 functional KGBV.

#### **District Udham Singh Nagar**

As far as availability of facilities to students enrolled in the KGBV is concerned three bedrooms accommodating 14, 13, and 24 students are available to the vidyalaya. Separate beds and beddings are available to all the enrolled 50 students. A hall is also available, that is being used as dining hall, and library, a colour television is also placed in the hall for the entertainment of the students. 5 bathrooms and 6 toilets all in usable condition are also available in the vidyalaya. The status of other facilities such as furniture, bedding, daily amenities, and meal are available to all the students in the Kasturaba Gandhi Balika Vidyalaya.

The services of a doctor are also hired, ad Dr. Pratiksha Sirari, visits the vidyalaya twice a week, the doctor is being paid Rs. 1500 per month for her services. Two permanent teachers and two Anudeshikas have been appointed in the school for taking care of the education needs of the students. 2 education volunteers have also been placed, one is for computer teaching, and other one is for remedial teaching. In supporting staff 2 bhojanmata, 1 chaukidaar are also placed in the vidyalaya.

## **District Nainital**

The Kasturaba Gandhi Balika Vidyalaya in district Nainital is operating in two additional classrooms of primary school Khansyu of Okhalakanda block. The work was supposed to be finished by 1<sup>st</sup> January, 2007 although, the land has been reportedly identified but construction for the building is yet to be started. The district coordinator in this regard has mentioned that Rural Engineering Service department is the agency for construction and some issues regarding the budget are to be dissolved and the work will start soon.

Since the vidyalaya is functioning in two rooms, the same rooms have been used as both classrooms and bedrooms. Students wrap up their beddings daily in order to attend their classes in the same rooms. As far as other facilities are concerned all the facilities are available to the students as per the existing norms. Mess is functioning

within the school. Only one regular teacher is posted in the KGBV, two education volunteers have also been positioned in to help in teaching processes.

## **District Almora**

Almora is the only district in the state where two KGBVs are functioning. The KGBV in the district are established in Dahula Devi and Lamgara block. The KGBV in Lamgara block is functioning in a building that is being hired on rent. Land had been identified for the construction of the building of KGBV, however the construction had not started. The junior engineer had mentioned that although the land had been identified but it would take some time before the construction work actually take place since the location of land is such that it require some specific engineering interventions. All the facilities according to the norms were available to the students enrolled in the school. The mess in the school was working and providing the food for all the students. The status of availability of different facilities was good, bedding, and daily consumable amenities were available for all the students.

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

#### **District - Udham Singh Nagar**

The primary data regarding the district information system for education is given in annexure 2.4. In District Udham Singh Nagar during field visits it was mentioned by the teachers in the sampled schools that they got data capture formats by the month of September during the current academic session. In all the sampled schools teachers had mentioned that they received the training for filling up the data capture format. It is worth mentioning that when CRC, BRC coordinators are inquired about the checking of data only 25 percent of them have indicated that they verify about 5 percent of the data collected.

In the primary school Umru Khurd of Khatima block teachers had indicated that they received the data capture format well in time this year, however they added that during the last academic session the format was available to them by the end of the month of October. In primary school Chaitifarm of Kashipur block the head teacher had indicated that the data capture format were available to them by the month of September.

In Rudrapur block in the sampled schools it is mentioned by the teachers that the data capturing format was not available to them this year, but in the previous academic session the formats were made available to them by the month of August. The teachers of sampled schools in Sitarganj block mentioned that the data capture format during previous academic year was available to their respective schools by the month of August. In Jaspur block the head teacher has mentioned that training regarding data capture format was given to the teachers at the Block Resource Center.

## **District Nainital**

The primary data collecting from the field regarding the district information system for education is given in annexure 2.4A. During field visits teachers in the sampled schools have indicated about the timely availability of the data capturing formats. The teachers have mentioned that they got data capture formats by the month of September during the current academic session. In all the sampled schools teachers had mentioned that they received the training for filling up the data capture format.

In Haldwani block teachers had indicated that they received the data capture format well in time this year, however they added that during the last academic session the format was available to them by the end of the month of October. Teachers of sampled schools in Okhalkanda block have state during interaction that they have received the data capture format by the month of September.

In Ramnagar block in the sampled schools it is mentioned by the teachers that the data capturing format was not available to them this year, but in the previous academic

session the formats were made available to them by the month of August. The teachers of sampled schools in Betalghat block mentioned that the data capture format during previous academic year was available to their respective schools by the month of August. In Bhimtal block the head teacher has mentioned that training regarding data capture format was given to the teachers at the Block Resource Centre.

## **District Almora**

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

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

To decentralization the process of planning and implementation of the Sarva Shiksha Abhiyan through community involvement has been one of the core issues of this programme. There is 7283 Village Education Committee, and 14145 School Management Committees are functioning in the state of Uttarakhand. The power as well as responsibility to receive and utilize various grants under SSA for school management and development along with detailed guidelines has been given to the village education committees.

## **District - Udham Singh Nagar**

The primary data collected during the field visits regarding the functioning of the village education committee are given in annexure 2.5. The Village Education Committees was noticed regularly meeting in around 60 percent of the sampled schools visited for monitoring purposes. The representation of women and Schedules Castes members was also found as per the norms. The Village Education Committee in the *primary school Haridaspur of Gadarpur block* had appointed a teacher form the village to help the teachers in the school in teaching the students. However, some teachers have indicated that the chairperson of the VEC did not cooperate enough in the issues related to construction.

The primary school Katai Mill of Kashipur block has been situated in the Katai Mill premises and the VEC for the school had helped in electrification of school and arrangement of potable water facility in the school. The VEC had also helped in lying down a shed in the school premises.

It was being mentioned by the VEC members in around 90 percent of the sampled schools that the guidelines on delegation of powers to VEC/SMC were available to them, and it was available with the VEC. Whereas in remaining 10 percent of the sampled schools visited the VEC member had told that they have not received any guidelines on delegation of powers to Village Education Committee.

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

The representation of women was adequate as per norms in the schools visited for the monitoring activities. Around 25 percent of the VEC visited for monitoring activities has been involving in some very appreciable activities in the improvement of schools in their area. In 25 percent of the sampled schools in Khatima block VEC have provided the bench-desk as seating arrangements for the students. In primary schools in Kashipur block of VEC have imparted a very crucial role in the enrollment of the children and are also regularly visit the schools for ensuring the regular attendance of teachers and students and proper functioning of the school. In addition to it VEC had also helping in construction of additional rooms, and in other civil works in the form of Shram Daan in the district.

### **District Nainital**

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

In primary school Kainchi Niglat the village education committee had shown keen interest in school related matters as told by the gram pradhan a teacher of that school used to remain absent from the school so frequently, the village education committee had informed the authorities to look in to the matter and this way the problem had been resolved. The members from about 75 percent of the VEC of the sampled schools have been oriented through various institutions i.e. BRC, CRC, and DIET. In 15

percent of the sampled schools VEC had provided help on different issues like civil works, provided seating arrangements for students etc.

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

### **District Almora**

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

VEC had provided seating arrangements to the students of the school and also rendered great help during the construction of the temporary tin shed in which the school was functioning now days in primary schools Maniygar of Dhaula Devi block. The Village education committee was also helping in reconstruction of the building of the school.

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

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

The details regarding staffing at district level as provided by the State Project Office reveals that the total number of staff sanctioned for district offices is 156, ranging between 11 to 13 staff members in different districts. 95 Block Resource Centre are sanctioned for the state as a whole. District Pauri is the largest district and thus comprising 15 block resource center, Rudraprayag and Bhageshwar are the smaller

Districts having 3 Block Resource Center each. 1007 Cluster Resource Centers are sanctioned spreading all over the thirteen districts.

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

As far as the provision and functioning of mid-day meal scheme is concerned mid-day meal scheme is implemented in all the Govt. primary schools, and in Education Guarantee Scheme centers. Cooked Mid day meal is being served to all the students enrolled in the sampled schools/centers. However in the Udham Singh Nagar district additional nutritional support is not distributed to the students in the sampled schools and cash payment is being given to the students instead of fruits or eggs. The local authorities have mentioned that the district collector have issued oral instruction for giving cash to the students, since, complaints have been made about the corruption in this scheme.

In all the sampled three districts same food are being served to the student everyday and green vegetables are not added to the meal, as in most of the cases rice-pluses, or khichdi is being serving to the students. The teachers in about 50 percent sampled schools in this regard have indicated that they have prepared the menu for mid day meal and they try hard to follow it, however, at times it becomes tuff to follow the same.

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

It was observed in 70 percent of the schools visited in district Udham Singh Nagar that the Bhojan Mata belongs to SC category. But in the hill district of Nainital and Almora in about 60 percent of the schools visited the Bhojan Mata did not belong to the SC category.

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

### **3.15 Quality Issues**

Quality is the core issue at this stage of the programme of SSA in Uttarakhand. The average percentage of student's attendance in about 70 percent of the sampled schools was satisfactory with around 90 percent attendance.

Remedial teaching has been given to the students, got less than 40 percent marks in Hindi and Mathematics. Education volunteer have been appointed for remedial teaching by the village education committees. Although the provision of remedial teaching was for the students of class III, IV, and V, and the EVs were to teach the students of these classes in difficult parts of Hindi and Mathematics in other than school time. However, in most of the sampled schools in district Udham Singh Nagar, the EVs have taught to students of class I, and II.

School bags and workbooks of the students were checked during the field visits and it was noticed that in 15 percent of the sampled schools teachers were not giving home work to the students and also not checking the class work. The same was the case in around 50 percent of the sampled schools in all the sampled three districts as the teachers were not concerned about giving home work to the students, and wherever the

students were assigning the home work, the teacher hardly bother to check it and identify the mistakes done by the students.

The new evaluation system has been implemented in the form of Continuous and Comprehensive Evaluation system. The new evaluation system has been adopted in all the schools in all the districts. Since, this was the first academic session, it was noticed that teachers were not all that comfortable with all the aspects of the newly adopted system.

### **3.16 District - Udham Singh Nagar**

Text books are the most important element of any academic activities and timely distribution of text books is therefore a key issue. However, the teachers and students in the sampled schools have mentioned that only some of the text books have distributed to the students. Students in the sampled schools got rest of the free text books only by the month of July, and in some cases in August. It is also important to add here that barring two instances students in all the sampled schools got all the free text books. The problem of late distribution of free text books is persisting for some time and the upper primary schools section is also suffering from this problem.

The functioning of EGS centers working under Non Government Organizations require intense and close monitoring from the authorities. As some of the education volunteer like the education volunteer of EGS center Amritpur of Jaspur block had reported that she did not receive any honorarium during the current academic year and in the previous session of 2005-06 she was paid only seven thousand rupees. The students enrolled in these centers go the free text books, however, a bit late than the stipulated time. The text books provided by the SSA are being taught in these institutions along with the Muslim religious books.

During the field visits for monitoring activities it was noticed in the sampled schools that cooked mid day meal was served to the students. However, cash payment has

been made to the students for the allotted one rupee for additional nutritional support. The weekly menu was not being followed in the sampled schools. The rice being supplied was not of the recommended quality. The problem of procuring and storing the means of mid day meal i.e. vegetables, rice, pulses etc. was prevailing in most of the sampled schools. Since the condition and maintenance of kitchen was not up to the mark. These issues need to be addressed. It is worth mentioning that in the schools having high enrollment, the number of workers provide support to cook mid day meal is inadequate.

The problem of storing and procuring of the means of mid day meal is more acute in the EGS centers, since; no grant has been released to these centers for purchasing utensils. These centers are also functioning in tiny buildings which are in most of the cases in dilapidated condition and it is therefore difficult task for the education volunteers working in these centers.

In the context of civil works in the schools the quality of construction was generally good. However, the ongoing works needs to be completed with in a time bound manner.

The frequency of meetings of village education committees was noticed fewer than what it ought to be. Some village education committees have appointed community teachers for helping the regular teachers in the teaching process. It was also observed from the proceeding registers of the village education committees that in almost 90 percent meetings the members only discuss about the issues related to construction etc. the representation of women, scheduled caste, and scheduled tribe members was noticed as per the norms.

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

The continuous and comprehensive evaluation system has been implemented in all the schools. Remedial teaching was organized for the students of class III, IV, and V who have got less than 40 percent marks in the Examinations. However, it was noticed that the education volunteers, appointed for remedial teaching have taught the students of class I, and II in about 90 percent of the sampled schools.

### **3.17 District – Nainital**

In the sampled schools it was observed that the cooked mid day meal was being served to the students of Government primary schools and Education Guarantee Scheme Centres. However the problem of storing water and food grains i.e. rice, pulses, and vegetables was more severe in the hilly area of the district. The weekly menu is fixed describing about the different items to be served to the students as the means of mid day meal. It was noticed during visits and also mentioned by the students that different items such as – pulao, choloe-chawal, khichdi, sabji-chawal, are being served to them as mid day meal. As far as the provision of fruits is concerned the teachers themselves had pointed out that it was highly unlikely to bring fruits to the student's everyday with the allotted one rupee per student per day, and they therefore bring fruits for the students on alternative days.

In all the sampled schools of the district apart from the schools of Bhimtal block, and upper primary school Gauja Jail of Haldwani block, students got all the free text books, although not within the stipulated time. The free text books of English were not available to the students of class V in all the sampled schools in the Bhimtal block. It is important to add here that district coordinator – girls education who is also the in-charge for distribution of free text books, BRC coordinator, and the CRC coordinators were not aware about the non availability of the specific text books. The DC who was accompanying during the visit has indicated that he was not informed by the block officials in this regard.

CALP (Computer Aided Learning Programme) has been introduced in all the upper primary schools in the district. Two computers each for every upper primary school have been made available and the students had shown progress in this regard. Training of candle making, sewing, embroidery work etc, has been imparted to the girls students under the innovative education for girls head. In upper primary school Gaujajali head teacher had indicated that the school administration has sold the candles for about seven thousand rupees.

The continuous and comprehensive evaluation system was still to be implemented in the district. The teachers do not bother checking the workbooks of the students in the school in about 80 percent of the sampled schools.

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

### **3.18 District Almora**

It was noticed during the field visits for monitoring activities that cooked Mid Day Meal was served to all the students enrolled in all the primary schools and education guarantee scheme centres. The storage and upkeep of food grains is still an area of concern in the district.

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

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

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

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

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

#### **4.1 Opening of schools**

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

The status of opening and functionality of the new schools shows that district of Uttarkashi was to be provided with 32 new schools in the form of 16 primary and 16 upper primary schools and the data indicated that all the 32 schools are functional. 30 new schools, 12 primary and 18 upper primary were sanctioned to be opened for district Haridwar and as the table suggests all the 30 schools are functioning. A total of 30 schools comprising 20 primary and 10 upper primary have been opened in district Champawat as sanctioned. In Bageshwar district 12 primary and 14 upper primary

schools have been opened. Pauri, Rudraprayag and Dehradun district lies at the bottom of the list where new schools have been opened. 18 new schools have been opened in district Dehradun, and 13 and 12 schools have been opened in district Rudraprayag and Pauri respectively.

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

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

(Source - State Project Office, SSA, Uttarakhand)

The data regarding number of teachers sanctioned and appointed in the newly schools as available in table 4.1 clearly suggests that 2 teachers per primary school and 3 teachers per upper primary schools were sanctioned and as the data reveals all of the sanctioned teachers are in place in the newly opened schools.

The data shows that similar to the case with number of newly opened schools highest number of teachers who were appointed in the newly opened schools is in district Tehri with 80 teachers for primary and 120 teachers for upper primary schools, Followed by Pithoragarh where 40 teachers were appointed at primary level and 111 at upper

primary level. On the contrary the lowest number of teachers appointed is in district Dehradun with 16 at primary level and 30 at upper primary level.

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

## **4.2 Construction of Civil works in elementary schools**

### **4.2.1 School Building**

The secondary figures as provided by the State Project Office, Uttarakhand regarding status of construction of school buildings in government primary and upper primary schools in the state are given in table 4.2. A perusal of table 4.2 does not portray encouraging situation as only 24 percent of the targeted primary school buildings have been constructed during the financial year of 2006-07 and work is under progress for 73 percent of the targeted school buildings for primary schools. The table clearly reveals that construction has not started for remaining 3 percent school buildings in the state.

Almost same is the situation on the front of construction of school buildings for upper primary section. Construction for only 21 percent of the targeted upper primary school buildings have been completed in the state as a whole and work is going on for 75 percent of the targeted upper primary school buildings; construction work has not even started for remaining 4 percent school buildings.

**Table - 4.2.1**

**Status of construction of school building in elementary schools**

<b>Sl. No.</b>	<b>District</b>	<b>Primary School</b>			<b>Upper primary School</b>		
		<b>Target</b>	<b>Progress</b>	<b>Completed</b>	<b>Target</b>	<b>Progress</b>	<b>Completed</b>

1	Almora	17 (100)	15 (88.24)	2 (11.76)	22 (100)	19 (86.36)	3 (13.64)
2	Bageshwar	12 (100)	7 (58.33)	5 (41.67)	14 (100)	13 (92.86)	1 (7.14)
3	Champawat	20 (100)	16 (80.0)	4 (20.0)	10 (100)	10 (100)	-
4	Pithoragarh	20 (100)	16 (80.0)	4 (20.0)	37 (100)	33 (89.19)	4 (10.81)
5	U.S. Nagar	32 (100)	16 (50.0)	16 (50.0)	21 (100)	12 (57.14)	9 (42.86)
6	Nainital	10 (100)	7 (70.0)	3 (30.0)	31 (100)	21 (67.74)	10 (32.26)
7	Chamoli	24 (100)	10 (41.67)	13 (54.17)	21 (100)	8 (38.10)	13 (61.90)
8	Rudraprayag	6 (100)	5 (83.33)	-	7 (100)	7 (100)	-
9	Pauri	6 (100)	6 (100)	-	6 (100)	6 (100)	-
10	Uttarkashi	16 (100)	15 (93.75)	1 (6.25)	16 (100)	16 (100)	-
11	Tehri	40 (100)	36 (90.0)	1 (2.50)	40 (100)	34 (85.0)	-
12	Dehradun	8 (100)	6 (75.00)	1 (12.50)	10 (100)	5 (50.0)	2 (20.0)
13	Haridwar	12 (100)	7 (58.33)	4 (33.33)	18 (100)	6 (33.33)	12 (66.67)
	<b>State Total</b>	<b>223 (100)</b>	<b>162 (72.64)</b>	<b>54 (24.21)</b>	<b>253 (100)</b>	<b>190 (75.09)</b>	<b>54 (21.34)</b>

(Source - State Project Office, SSA, Uttarakhand)

As far as the status of various districts of the state are concerned, district Chamoli has performed the best in the state as 54 percent of the targeted school buildings for primary schools have been constructed, and the work is going on for 42 percent school buildings, however, construction has not even taken place for remaining 4 percent i.e. one primary school building. 62 percent of the targeted school buildings for upper primary schools have been completed and for remaining 38 percent buildings construction is under going.

Second on this front is district Udham Singh Nagar with 50 percent of the targeted primary school buildings have been constructed and work is under going for the remaining 50 percent building for primary section. As far as construction for upper primary school building is concerned 43 percent buildings have been constructed and work is going on for remaining 57 percent schools buildings.

33 percent of the school buildings for primary schools have been constructed and construction is undergoing for 58 percent buildings, however, construction has not started for one school building. District Haridwar has done well in the construction of upper primary school buildings as almost 67 percent buildings have been constructed and work was going on for the remaining 33 percent school buildings. In Bageshwar district 42 percent of the targeted school buildings for primary section have been constructed and

work is under progress for the rest 58 percent school buildings. However, only one building for upper primary schools have been constructed out of the targeted fourteen school buildings and work is under going for the rest thirteen upper primary school buildings.

The status of construction of school building is not encouraging in rest of the district. Only 20 percent of the targeted primary school buildings and 10 percent upper primary school buildings have been constructed in district Pithoragarh. 20 percent of the targeted buildings in district Champawat have been constructed; however, none of the targeted buildings have been constructed for the upper primary schools. Only one school building out of the targeted 16, 40, and 8, primary school buildings have been constructed in district Uttarkashi, Tehri, and Dehradun respectively. Construction for even a single school building for upper primary section has not been completed in district Uttarkashi and Tehri. In district Pauri and Rudraprayag construction for none of the targeted buildings for primary and upper primary schools have been completed.

#### 4.2.2 Additional Classroom

The status of construction of additional classrooms has been shown in table 4.2.2. A perusal of table reveals the scenario regarding construction of additional classrooms in the state. Construction works for only 44 percent of the additional classrooms have been completed and work is under progress for 55 percent of the targeted number of additional classrooms for the primary section. 516 additional classrooms were targeted to be constructed for the upper primary schools, however, construction for only 43 percent of the targeted additional classrooms have been completed during the year. Construction work is going on for 56 percent classrooms.

**Table 4.2.2**

**Status of construction of additional classrooms in elementary schools**

Sl. No.	District	Primary School			Primary School		
		Target	Progress	Completed	Target	Progress	Completed

1	Almora	135 (100)	60 (44.44)	75 (55.56)	54 (100)	19 (35.19)	35 (64.81)
2	Bageshwar	36 (100)	18 (50.0)	18 (50.0)	20 (100)	10 (50.0)	10 (50.0)
3	Champawat	70 (100)	63 (90.0)	7 (10.0)	30 (100)	22 (73.33)	7 (23.33)
4	Pithoragarh	20 (100)	12 (60.0)	8 (40.0)	40 (100)	22 (55.0)	18 (45.0)
5	U.S. Nagar	160 (100)	69(43.13)	91 (56.88)	60 (100)	29 (48.33)	31 (51.67)
6	Nainital	105 (100)	53(50.48)	52 (49.52)	52 (100)	31 (59.62)	21 (40.38)
7	Chamoli	65 (100)	16 (24.62)	49 (75.38)	40 (100)	19 (47.5)	21 (52.5)
8	Rudraprayag	63 (100)	60 (95.24)	2 (3.17)	35 (100)	28 (80.0)	5 (14.29)
9	Pauri	150 (100)	100 (66.67)	50 (33.33)	30 (100)	16 (53.33)	14 (46.67)
10	Uttarkashi	51 (100)	44 (86.27)	7 (13.73)	45 (100)	34 (75.56)	11 (24.44)
11	Tehri	50 (100)	39 (78.0)	7 (14.0)	20 (100)	16 (80.0)	4 (20.0)
12	Dehradun	80 (100)	47 (58.75)	30 (37.5)	40 (100)	25 (62.5)	11 (27.5)
13	Haridwar	140 (100)	44 (31.43)	96 (68.57)	50 (100)	17 (34.0)	33 (66.0)
	<b>State Total</b>	<b>1125 (100)</b>	<b>625 (55.56)</b>	<b>492 (43.73)</b>	<b>516 (100)</b>	<b>288 (55.81)</b>	<b>221 (42.83)</b>

District Chamoli has performed the best in the state as 75 percent of the targeted additional classrooms for primary schools have been constructed, and the work is going on for the remaining 25 percent additional classrooms. Construction for 53 percent of the targeted additional classrooms for upper primary schools has been completed and for remaining 47 percent additional classrooms construction is under going.

In district Haridwar 69 percent of the targeted additional classrooms for primary schools have been constructed and work is under going for the remaining 31 percent classrooms for primary section. As far as construction of additional classrooms for upper primary schools is concerned 66 percent classrooms have been constructed and work is going on for remaining 34 percent additional classrooms. Construction for 55 percent of the targeted additional classrooms had been completed in district Almora has been completed in the primary section, and work is going on for the remaining 45 percent classrooms. In upper schools almost 65 percent of the targeted additional classrooms have been constructed and work is still going on for the remaining 35 percent classrooms.

Construction for 50 percent of the additional classrooms has been completed in both primary and upper primary schools in Bageshwar district. The construction work is under progress for the remaining 50 percent classrooms in both primary and upper primary schools in the district.

Tehri and Champawat districts are the worst performer on the front of construction of additional classrooms. Construction for only 10 percent additional classrooms has been completed in the Champawat district and work is going on for remaining 90 percent additional classrooms for primary schools. 23 percent of the targeted additional classrooms for upper primary schools has been completely constructed and work for remaining 77 percent is under going. In Tehri district construction has been completed for only 14 percent and 20 percent of the targeted schools for primary and upper primary schools respectively. Work is under progress for 78 percent of the targeted additional classrooms in primary schools and work has not even started for remaining 8 percent additional classrooms in primary schools. Construction for 80 percent additional classrooms is going on in upper primary schools.

#### 4.2.3 BRC/CRC and Boundary walls

The figures regarding construction of Block Resource Centers/Cluster Resource Centers and boundary walls are given in table 4.2.3. The table clearly suggests that only 36 percent of the targeted building for Block Resource Center/Cluster Resource Center have been constructed during the year and construction is going on for 60 percent of the buildings, construction work has not taken place for remaining 5 percent of the buildings for BRC/CRC. As far as the status of construction of boundary walls is concerned in the state 55 percent of the targeted boundary walls have been constructed during the year, the construction work is under progress for 44 percent boundary walls.

**Table – 4.2.3**

#### **Status of construction of BRC/CRC and Boundary walls in elementary schools**

Sl. No.	District	Primary School			Primary School		
		Target	Progress	Completed	Target	Progress	Completed
1	Almora	10 (100)	9 (90.0)	1 (10.0)	83 (100)	28(33.73)	55 (67.27)
2	Bageshwar	-	-	-	20 (100)	9 (45.0)	11 (55.0)
3	Champawat	7 (100)	7 (100)	-	50 (100)	23 (46.0)	27 (54.0)
4	Pithoragarh	1 (100)	1 (100)	-	98 (100)	8 (8.17)	90 (91.83)
5	U.S. Nagar	11 (100)	3 (27.27)	8 (72.73)	33 (100)	3 (9.1)	29 (87.88)

6	Nainital	12 (100)	4 (33.33)	8 (66.67)	100 (100)	37 (37.0)	63 (63.0)
7	Chamoli	40 (100)	18 (45.0)	22 (55.0)	59 (100)	21 (35.60)	38 (64.40)
8	Rudraprayag	12 (100)	11 (91.67)	1 (8.33)	50 (100)	29 (58.0)	21 (42.0)
9	Pauri	5 (100)	5 (100)	-	100 (100)	63 (63.0)	37 (37.0)
10	Uttarkashi	1 (100)	-	1 (100)	42 (100)	25 (59.52)	16 (38.1)
11	Tehri	1 (100)	1 (100)	-	37 (100)	33 (89.19)	4 (10.81)
12	Dehradun	23 (100)	15 (65.22)	3 (13.04)	100 (100)	67 (67.0)	30 (30.0)
13	Haridwar	3 (100)	2 (66.67)	1 (33.33)	18 (100)	2 (11.11)	16 (89.89)
	<b>State Total</b>	<b>126 (100)</b>	<b>76 (60.32)</b>	<b>45 (35.71)</b>	<b>790 (100)</b>	<b>348 (44.05)</b>	<b>437 (55.31)</b>

(Source – State Project Office, SSA, Uttarakhand)

In district Almora 10 BRC/CRC buildings were targeted to be constructed out of which the construction work for only 10 percent building (one building) has been completed and construction work is going on for remaining 90 percent buildings.

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

### 4.3 Information Regarding Text Books

The data regarding distribution of free text books is available in table 4.3 and shows that all SC, ST students and all girl students irrespective of caste are getting free text books. Overall 141003 boys belonging to SC and ST community, 125633 SC and 15370 ST boys are getting free text books. While 434527 girls in all have been provided free text books.

However, contrary to the figures provided to NIAR the data regarding number of SC boy students received free text books is shown as 129105 students in the primary section in the AWP&B report and the number of ST boy students to whom free text books have been provided is 15781 students (**table 57, page 75), AWP&B, Report 2007-08.**

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

**Table 4.3**  
**Information regarding Text Books in Primary Schools**

1 Sl. No.	2 Distt	Total no of children to whom free text books are distributed										4 Category of children receiving free text books
		3A			3B			3C			3 D	
		SC			ST			Total (3a+3b)				
		B	G	T	B	G	T	B	G	T	Girls	
1	Bageshwar	4711	-	4711	62	-	62	4773	-	4773	14204	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Champawat	4354	-	4354	136	-	136	4490	-	4490	18598	
3	Pithoragarh	8683	-	8683	700	-	700	9383	-	9383	26925	
4	Haridwar	18636	-	18636	233	-	233	18869	-	18869	57393	
5	Tehri	8726	-	8726	6	-	6	8732	-	8732	39904	
6	Uttarkashi	7408	-	7408	184	-	184	7592	-	7592	21512	
7	Almora	12155	-	12155	59	-	59	12214	-	12214	40687	
8	Nainital	10000	-	10000	480	-	480	10480	-	10480	31749	
9	U.S.Nagar	24083	-	24083	5495	-	5495	29578	-	29578	57601	
10	Dehradun	12718	-	12718	7995	-	7995	20713	-	20713	45501	
11	Pauri	8426	-	8426	139	-	139	8565	-	8565	34698	
12	Rudraprayag	3236	-	3236	0	-	0	3236	-	3236	15754	
13	Chamoli	5969	-	5969	272	-	272	6241	-	6241	22360	
	<b>State Total</b>	<b>129105</b>	<b>-</b>	<b>129105</b>	<b>15761</b>	<b>-</b>	<b>15761</b>	<b>144866</b>	<b>-</b>	<b>144866</b>	<b>426886</b>	

(Source- State Project Office, SSA, Uttaranchal)

Similar to the variation in figures regarding distribution of free text books in primary schools there is also variation in the data provided to NIAR and shown in AWP&B report regarding distribution of free text books to the students in upper primary

schools. The figure as provided to NIAR of SC boy students to whom free text books are distributed suggests that 51987 and 6772 boy students of SC and ST category respectively received the free text books. However, the **table 57 at page 75, of AWP&B, Report 2007-08**

434527 girl students from primary schools and 205836 girl students from upper primary schools have been shown as getting free text books in the data provide to NIAR from the State Project Office. However, in the **Table 57 at page 75, of AWP&B, Report 2007-08** the number of girl students receiving free text books is shown 426886 and 214410 from primary and upper primary schools respectively.

**Table – 4.3 A**  
**Information regarding Text Books in upper Primary Schools**

1 Sl. No.	2 Distt	Total no of cchildren to whom free text books are distributed									4 Category of children receiving free text books	
		3A			3B			3C				3 D Girls
		SC			ST			Total (3a+3b)				
		B	G	T	B	G	T	B	G	T		
1	Bageshwar	3494	-	3494	55	-	55	3549	-	3549	10434	SC, ST boys & all girls for SSA while all general boys for state govt.
2	Champawat	2625	-	2625	46	-	46	2671	-	2671	8290	
3	Pithoragarh	4949	-	4949	491	-	491	5440	-	5440	15557	
4	Haridwar	6916	-	6916	144	-	144	7060	-	7060	17636	
5	Tehri	3487	-	3487	9	-	9	3496	-	3496	19314	
6	Uttarkashi	2197	-	2197	109	-	109	2306	-	2306	9617	
7	Almora	6711	-	6711	19	-	19	6730	-	6730	25414	
8	Nainital	5000	-	5000	180	-	180	5180	-	5180	18320	
9	U.S.Nagar	9749	-	9749	2604	-	2604	12353	-	12353	22783	
10	Dehradun	4232	-	4232	2650	-	2650	6882	-	6882	25811	
11	Pauri	4552	-	4552	66	-	66	4618	-	4618	21592	
12	Rudraprayag	1561	-	1561	4	-	4	1565	-	1565	7730	
13	Chamoli	261	-	261	8876	-	8876	9137	-	9137	11912	
	<b>State Total</b>	<b>55734</b>	-	<b>55734</b>	<b>15253</b>	-	<b>15253</b>	<b>70987</b>	-	<b>70987</b>	<b>214410</b>	

(Source- State Project Office, SSA, Uttaranchal)

#### 4.4 Status of school grants

The data regarding school grants is provided in table 4.4. The data reflects that funds to all the Primary and Upper Primary Schools to whom school grants are approved in the current financial year have been released. This means that hundred percent schools grants have been released.

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

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

(Source- State Project Office, SSA, Uttaranchal)

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

schools have been approved for school grant and the data suggests that grants have been released to all the approved schools.

It is important to mention in this regard that the figures given in table 46 at page 75, of AWP&B, Report 2007-08 reveals that the schools grants have been released to 11609 primary schools, and 4174 upper primary schools in the state and the figure varies from the figures which are provided to NIAR from the state project office.

#### 4.5 Teacher and teacher training

Secondary information regarding teachers and in-service training of teachers is given in table 4.5 A perusal of table 4.5 reveals the status regarding teachers and their in service training in the state. The figure discloses that 446 teachers were sanctioned under SSA to be appointed in primary schools and 759 teachers were sanctioned to be appointed in upper primary schools. All the sanctioned teachers to be appointed in primary and upper primary schools have been appointed and positioned in.

**Table - 4.5**

**Details of teachers and teachers training**

1 S.I.	2 Distt.	3 No. of additional teachers sanctioned under SSA		4 No. of teachers positioned in		5 Target no. of teachers to be given in service training		6 Actual no. of teachers given such training	
		PS	UPS	PS	UPS	PS	UPS	PS	UPS
1	Rudrprayag	12	21	12	21	971	789	971	789
2	U.S. Nagar	64	63	64	63	2407	1305	2407	1305
3	Almora	34	66	34	66	2884	1549	2884	1549
4	Chamoli	48	63	48	63	1691	1166	1691	1166
5	Dehradun	16	30	16	30	2000	2179	2000	2179
6	Nainital	20	93	20	93	1521	1938	1521	1938
7	Pauri	12	18	12	18	3383	2732	3383	2732
8	Pithoragarh	40	111	40	111	1764	1255	1764	1255
9	Bageshwar	24	42	24	42	1047	749	1047	749
10	Champawat	40	30	40	30	991	724	991	724

11	Haridwar	24	54	24	54	1813	1009	1813	1009
12	Tehri	80	120	80	120	2572	1782	2572	1782
13	Uttarkashi	32	48	32	48	1375	1009	1375	1009
	<b>State Total</b>	<b>446</b>	<b>759</b>	<b>446</b>	<b>759</b>	<b>24419</b>	<b>18186</b>	<b>24419</b>	<b>18186</b>

(Source- State Project Office, SSA, Uttaranchal)

Highest number of teachers to be appointed is in district Tehri where 120 teachers are sanctioned to be appointed in the upper primary school and all of them were positioned in, followed by 111 teachers who are to be positioned in and all of them are appointed.

According to the data provided by the State project office all the targeted teachers from primary and upper primary schools have been given the in service training. The figures given in table 4.5 suggest that 100 percent of the targeted teachers have given in service training. However, the field evidences are contrary in this regard as in Gadarpur block of Udham Singh Nagar, training was not at all imparted to the teachers. In tadikhet block of district Almora, training was under going and not all the teachers were covered under training by the end of the month of March, 2007.

It is important to add in this context that the **figures given in table 56 placed at page 75, of AWP&B, Report 2007-08** suggests that the in-service has been given to only 17544 teachers from primary schools and 9014 teachers from upper primary schools, contrary to the figures provided to NIAR.

The training has been imparted in two schedules of 10 days. Training module for first phase of 10 days training was concentrating on hard spots in language, mathematics, and EVS. Rest of the 10 days were devoted to SSA's programmes such as gender sensitization, COHORT, CCE, NCERT's monitoring tool, schools grading, etc. The modules were prepared by the DIET and the monitoring has been done by DIET's mentors. However, no system has been employed for getting feed back from teachers.

Assistant district education officer is the appointing authority for the teachers in primary and upper primary schools at the district level. Teachers appointed in the primary

schools are given the initial pay scale of 4500-7000 and teachers appointed in the upper primary section are given the initial pay scale of 5500-9000. All the teachers appointed under SSA are permanent as far as the nature of work is concerned. The calendar for in-service training of teachers is prepared by the authorities and training have taken place accordingly. All the in-service training are given at different block Resource Centres. All the training modules in all the districts were prepared by the District Institute of Education and Training, and DIET mentors have to monitor the proceedings of the training in their respective blocks. However no system was implied for getting feedback from the teachers during the in service training in any district. None of the newly recruited teachers were targeted to give orientation training.

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

A perusal of the figures shown in table 5.6 put forth the situation regarding distribution of Teaching Learning Material grants to the teachers posted in primary and upper primary schools. As per the data provided by the State Project Office 26713 teachers in primary schools and 17604 teachers in upper primary schools were eligible to receive TLM grants, and as per the records the teaching learning material grants have been released to all the eligible teachers.

**Table – 4.6**

**Information regarding TLM grants**

1 Sl. No.	2 Distt	3 Total no of teachers eligible to receive TLM grants		4 Details of grants released to the districts		5 Status of instructions issued in respect of utilization of TLM grants			
						PS		UPS	
		PS	UPS	PS	UPS	Yes	No	Yes	No
1	Chamoli	2012	1166	2012	1166	Yes	-	Yes	-
2	Nainital	2200	1938	2200	1938	Yes	-	Yes	-
3	Almora	2884	1549	2884	1549	Yes	-	Yes	-
4	Pauri	3383	2732	3383	2732	Yes	-	Yes	-
5	U.S. Nagar	2407	1305	2407	1305	Yes	-	Yes	-
6	Rudraprayag	1078	789	1078	789	Yes	-	Yes	-
7	Dehradun	2000	2197	2000	2197	Yes	-	Yes	-
8	Bageshwar	1332	749	1332	749	Yes	-	Yes	-

9	Pithoragarh	2204	1255	2204	1255	Yes	-	Yes	-
10	Tehri	2955	1782	2955	1782	Yes	-	Yes	-
11	Champawat	991	724	991	724	Yes	-	Yes	-
12	Uttarkashi	1454	1009	1454	1009	Yes	-	Yes	-
13	Haridwar	1813	1009	1813	1009	Yes	-	Yes	-
	<b>State Total</b>	<b>26713</b>	<b>18204</b>	<b>26713</b>	<b>18204</b>		-		-

(Source- State Project Office, SSA, Uttaranchal)

Likewise the differences in the figures of number of teachers who had receive in service training the variation is there in the figures regarding distribution of teaching learning material grants to the teacher in the state. The **figures given in table 46 placed at page 75, of AWP&B, Report 2007-08 indicates that TLM grants have been released to only 23143 of the targeted 26713 teachers in primary schools.** 18204 teachers from the upper primary schools are shown as physical target in the table whereas the figure provided to NIAR is 17604 teachers who were eligible for receiving TLM grants. Only 15079 of these eligible teachers have been provided teaching learning material grant in the state, contrary to the 17604 that is provided to NIAR. The data regarding TLM grants shows that highest number of teachers eligible for teaching learning material grants belong to district Pauri and accounts for 6115 teachers. Out of these 3383 teachers are from the primary section of schools and remaining 2732 teachers are posted in upper primary schools. On the Contrary the least number of teachers eligible for receiving teaching learning material grants is in district Bageshwar where 1332 teachers are eligible for teaching learning material grant from the primary schools and 149 teachers from the upper primary schools.

The district wise analysis reflects that in district Tehri 4737 teachers (2955 teachers from primary schools and 1782 teachers from upper primary schools) were found eligible for receiving teaching learning material grants and as the figures in the table 4.6 suggests the grants have been released to all the eligible teachers. 4138 teachers in Nainital district were found eligible for receiving teaching learning material grants and the available data reveals that grants have been released for all the eligible teachers in the district.

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

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

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

The figures relating to education guarantee scheme centre, alternative and innovative education & NRBC/RBC are given in table 4.7.A perusal of table clearly suggests that a total of 1590 education guarantee scheme centers were sanctioned during the time span of 2002-06 and all the sanctioned education guarantee scheme centers are functioning. The same is the status regarding opening of AIE centers, as all of the sanctioned 187 AIE centers have been started during the period of 2002-06. Only 6 percent of the targeted children which were to be covered under **Non Residential Bridge Course** scheme have been covered in the state. Under **Residential Bridge Course** only 11.32 percent of the targeted children have been covered in the state.

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

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

(Source- State Project Office, SSA, Uttarakhand)

Note - Figures shown in parentheses are in percentage

Highest number of education guarantee scheme centers is sanctioned and functional in district Dehradun, with 271 centers opened in the district during the period of 2002-06. On the contrary the least number of EGS centers have been sanctioned for district Rudraprayag where only 31 Education Guarantee Scheme centers have been started during 2002-2006.

Apart from Dehradun district, in two other districts Udham Singh Nagar and Tehri more than two hundred education guarantee scheme centers are functioning. In 7 districts namely Haridwar, Pauri, Rudraprayag, Chamoli, Champawat, Bageshwar and Almora less than 100 education guarantee scheme centers have been sanctioned during the time span of 2002-06 and are functional.

187 centers under alternative and innovative education were sanctioned and started during the period of 2002-2006. However, no center is sanctioned for district Almora, Bageshwar, Chamoli, Rudraprayag, and Pauri under this head. 51 centers have been started in Haridwar and 41 centers started in Udham Singh Nagar district. 27 centers in district Dehradun, 14 centres in district Uttarkashi, 13 centers in Tehri, 17 centres in Pithoragah, 15 centers in Champawat and 9 centers have been started in district Nainital during the period of 2002-06 under the alternative and innovative education scheme.

140 per cent of the targeted children under non-residential bridge course and 365 per cent targeted children under residential bridge course have been covered in Haridwar district. 16.9 percent of the targeted children under non residential bridge course and 5.66 per cent targeted children under residential bridge course have been covered under non-residential bridge course scheme in the Nainital district.

No children were targeted to be covered under non residential bridge course scheme in district Pauri, Champawat and Rudraprayag. However, in rest of the districts in the district even a single child has not been covered under non-residential bridge course and residential bridge course schemes.

The status of enrollment in the education guarantee scheme centers is also given in the table 4.7. The figure reveals that 64 per cent of the targeted children are enrolled in the education guarantee scheme/AIE centers during the period of 2002-06. Champawat district has performed best in this regard, in the district 96 per cent of the targeted children have been enrolled in the EGS/AIE centers during the period of 2002-06. District Almora is the worst performer in the state in this regard where only 4 per cent of the total targeted children have been covered by the education guarantee scheme centers during the period 2002-06.

In district Haridwar and Rudraprayag 93 per cent of the targeted children have been enrolled in various EGS/AIE centers. 89 per cent children are enrolled in district Uttarkashi and 84 per cent of the targeted children in district Tehri are enrolled in EGS/AIE centers during the time span of 2002-06. In Pauri district 81 per cent of the

targeted children to be covered under the education guarantee scheme centers. Bagehswar and Nainital districts have also done some satisfactory work in this regard as 66 and 76 per cent of the targeted children have been enrolled in the EGS centers during 2002-06. In Udham Singh Nagar district only 53 per cent of the targeted children in the education guarantee scheme centers in the period of 2002-06. The situation is not so good in district Chamoli and Pithoragarh as far as number of children enrolled in the education guarantee scheme centers during the five years of 2002-06, 25 and 43 per cent of the children are enrolled in these two districts respectively.

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

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

The data regarding the children with special needs shows that ninety two per cent of the children identified were enrolled during the current financial year. District Pithoragarh and Rudraprayag has done remarkably well in enrolling the children with special needs with almost 99 per cent of the identified children are being enrolled in the government elementary education institutions. District Chamoli has not done very well in this regard as only 81 per cent of the targeted children have been enrolled.

Conversely, the number of children provided with aids and appliances during the current financial year is not as encouraging, the data in majority of the districts reflects that still a substantial number of children are not being provided aids and appliances and are being deprived of the facilities that are intended for them. District Haridwar has shown the best results with 90% of the enrolled children being provided aids and

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

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

Sl. No.	District	No. CWSN children identified	No. of children enrolled during the current financial year	No. of Children provided with aids and appliances during CFY	No. of resources teachers	List of NGO's associated with CWSN	No. of children provided home based support during current financial year	No. of parents given counseling during the current Financial year
1.	Uttarkashi	2463	2323(94.32)	1930 (83.08)	01	25	105	09
2.	Tehri	2094	1819 (86.87)	1542(84.77)	02	25	17	00
3.	Haridwar	3772	3444(91.30)	3102 (90.07)	02	25	81	00
4.	Champawat	810	724(89.38)	590(81.49)	01	25	26	223
5.	Bageshwar	763	713(93.45)	504(70.69)	01	25	166	4069
6.	Pithoragarh	1732	1717(99.13)	1506 (87.71)	01	25	235	448
7.	Dehradun	2481	2248 (90.61)	1806 (80.34)	02	25	59	00
8.	Pauri	1558	1473(94.54)	1102(74.81)	-	25	30	00
9.	Chamoli	1590	1289 (81.07)	997(77.35)	-	25	41	63
10.	Rudraprayag	1383	1366 (98.77)	1097(80.31)	-	25	51	160
11.	Nainital	1393	1341 (96.27)	998(74.42)	01	25	97	410
12.	Almora	1042	973 (93.38)	558(57.35)	01	25	385	210
13.	U.S. Nagar	2511	2328(92.71)	2030(87.20)	01	25	68	00
	State Total	23592	21758 (92.23)	17762(81.63)	13	25	1361	5592

(Source: State Project Office, SSA, Uttarakhand)

Another distressing factor is the non co-operation of the ALIMCO, who is neither responding nor supplying the equipment on time. Out of the thirteen districts only 3 districts has 2 resource teachers each, while seven districts have only one resource teacher, while 3 districts are still without any resource teachers. A total of 25 NGOs each are associated with the CWSN in each district.

The detailed guidelines have been issued by the State Project Office for the resource teachers and Non government organizations involving with children with special needs.

The home based support has been provided to 1361 children during the year in the state as a whole. The district wise data regarding the number of children being provided home based support shows that District Udham Singh Nagar has the maximum number of children (385) provided home based support followed by District Haridwar and District Dehradun with figures of 235 and 166 respectively while District Pauri and Pithoragarh are the two district having the lowest number of 30 and 41 respectively.

The home based counseling has been provided to 5592 parents during the year in the state as a whole. The figures related to the number of parents given counseling during the current financial year reflects that District Dehradun has the highest number 4069 parents who were given counseling which is substantially higher than the second highest figure 448 belonging to district Haridwar, while three districts namely Bageshwar, Chamoli and Uttarkashi have not given counseling at all.

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

The secondary data provided by the State Project Office shows that the largest number of targeted clusters is in district Tehri with 67 clusters, and the lowest in district Nainital with 16 clusters. 40 model clusters have been made during the current financial year in three districts namely 13 clusters in Haridwar, 13 clusters in Tehri, and 14 clusters in Udham Singh Nagar. 2945 ECCE centers are operational under innovation head funds and 166 ECCE centers are operational under NPEGEL funds in the state.

A perusal of the table clearly reveals that none of the targeted clusters has been made in all the districts apart from district Haridwar, Tehri and Udham Singh Nagar. Thirteen clusters out of the targeted thirty four have been made functional in district Haridwar, thirteen out of targeted sixty seven in Tehri district, and fourteen out of the targeted forth two in Udham Singh Nagar has been made functional during current financial year.

**Table – 4.9  
Status of NPGEL in the state**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Sl. No.	District	No. of targeted clusters	No. of model cluster made during current financial year	No. of ECCE centres operational under innovation head funds and NPEGEL	
				Innovative	NPEGEL
1.	Almora	35	-	100	70
2.	Bageshwar	23	-	285	20
3.	Chamoli	24	-	131	24
4.	Champawat	24	-	187	18
5.	Dehradun	35	-	140	
6.	Haridwar	34	13	466	
7.	Nanital	16	-	190	
8.	Pauri	17	-	183	34
9.	Pithoragarh	26	-	150	
10.	Rudraprayag	15	-	128	
11.	Tehri	67	13	609	
12.	US Nagar	42	14	94	
13.	Uttarkashi	35	-	282	
	State Total	393	30		166

*Source: State Project Office, SSA, Uttarakhand*

As far as monitoring of the progress in girls education is concerned CRC coordinator at the cluster level, BRC coordinator at the block level, District coordinator at district level, and DIET mentors at the DIET level are responsible for the regular monitoring.

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

100 ECCE centers are functional in district Almora under innovative head fund and seventy ECCE centers are functional under National Programme for Education of Girls at Elementary Level programme. 285 ECCE centers under innovative head fund and twenty ECCE centers are functional under National Programme for Education of Girls at Elementary Level programme are functional in district Bageshwar.

In Chamoli district 131 ECCE centers are functional under innovative head and twenty four ECCE centers are functional under National Programme for Education of Girls at Elementary Level programme. One hundred eighty seven ECCE centers are functional in district Champawat under innovative head and eighteen ECCE centers are functional under National Programme for Education of Girls at Elementary Level programme, 183 and 34 ECCE center are functional in district Pauri under innovative head and NPEGEL respectively.

In rest of the district no ECCE centers are functional under National Programme for Education of Girls at Elementary Level Programme.

Gender Sensitization training of all teachers is being done in in-service teacher training, where module related to gender sensitization are incorporated in the teacher training course. Only one time non-recurring grant of Rs.20 thousand for Teaching Learning Equipment grant is given to Model Cluster Schools.

#### **4.10 Kasturaba Gandhi Balika Vidyalaya (KGBV)**

The detailed figures regarding the functioning of the Kasturaba Gandhi Balika Vidyalaya in the state are given in table 4.9. The figures are given in table 4.9 suggests that a total of 12 Kasturba Gandhi Balika Vidyalayas have been sanctioned during the financial year 2006-07 in the state. The data clearly reveals that one Kasturba Gandhi Balika Vidyalaya is functional in every district except district Almora and Rudraprayag. Almora is the only district where two KGBV are functioning while there is no KGBV functional in district Rudraprayag.

**Table – 4.10**  
**Information regarding Kasturba Gandhi Balika Vidyalay (KGBV)**

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

*Source – State Project Office, SSA, Uttarakhand*

The table reveals that 12 KGBV have been sanctioned during the current financial year spreading across 4 districts i.e. four each in Haridwar and Tehri district, three in Uttarkashi district, and one in district Udham Singh Nagar. However, out of the total sanctioned four KGBV only one is functional in Haridwar, one out of sanctioned four in Tehri and one out of the sanctioned three in Uttarkashi is functional. The one KGBV which is sanctioned for district Udham Singh Nagar is functional. The KGBV which were sanctioned previously have been made functional during the current financial year. One Kasturba Gandhi Balika Vidyalaya has been made functional in all the districts, and Almora is the only district where two KGBV are functional, while no KGBV is sanctioned or functional in district Rudraprayag.

However, it is important to mention that all the Kasturba Gandhi Balika Vidyalayas in the state are functioning on arrangement basis, since no KGBV in the state have its own building. A perusal of table 3.10 reveals that although the land for

construction has been identified for all the Kasturba Gandhi Balika Vidyalayas in the state but construction has not yet completed for any of the KGBV building.

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

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

**Table 4.11**  
**Information regarding DISE**

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

Source – State Project Office, SSA, Uttarkhand

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

charge for EMIS at the state project office, and workshops organized by the Government of India and NIEPA are attended by the state project office personnel.

#### 4.12 Research and Evaluation

The available information regarding research and evaluation from the state project office suggests that 6 research and evaluation project were to be undertaken during the current financial year, and all the 6 were sanctioned during the current financial year. 6 studies were sanctioned during the previous calendar year and all of them are under progress.

**Table – 4.12**  
**Information regarding research and evaluation**

1	2	3	4	5	
Sl. No.	District	No. of research to be undertaken during the current financial year	Actual number of research sanctioned during the current financial year	No. of studies sanctioned in the previous calendar year and the number of them completed	
				Sanctioned	Completed
		06	06	06	All under progress

*Source – State Project Office, SSA, Uttarakhand*

#### 4.13 Functioning of Village Education Committee

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

As far as the number of school management committees in the state is concerned there are 14145 school management committees functioning in the state and 70725 females are members of these committees that means that 5 members of a school management committee are female. It clearly suggests that as far as participation of female members in village education committee and in school management committee is concerned the scenario is satisfactory. The field experience also supports this fact that the representation of female members in the village education committees and school management committee is as per record. However, the participation of female members in planning and decision making in these committees is still an area to look after as has been observed that mere formality is being completed in these committees in the name of female participation and effectively female members are not playing any significant role in decision making in the village level committees that are involved in management of elementary schooling in the state.

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

**Table – 4.13**  
**Information regarding functioning of VEC**

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

Source – State Project Office, SSA, Uttarakhand

The number of members given such trainings is much higher in school management committee with 36 per cent members receiving orientation training. Haridwar district is the worst performer as far as the training of members of these committees is concerned as only 10 per cent of the total school management committee members have received orientation training. Dehradun, Pauri, Rudraprayag, Nainital, Uttarkashi, Udham Singh Nagar are the six districts in the state where 50 per cent of the total members of school management committees have received orientation trainings. Rests of the districts are below the state average in this regard.

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

#### 4.14 Staffing at State and District level

The information regarding staffing at state and district level are given in table 4.12. The figures suggest that the total number of staff sanctioned in the district office is 156 in the state as whole. The number of BRCs sanctioned in 95, while 1007 CRC have been sanctioned. 11 staff members were sanctioned for the district office in Bageshwar, Champawat, and Rudraprayag districts. 13 staff members were sanctioned for district project office in the relatively bigger districts of Dehradun, Haridwar and Udham Singh Nagar. In rest of the districts in the state 12 staff members for the district project office are sanctioned for each district.

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

**Table – 4.14**  
**Information regarding staffing at state and district level**

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

Source –State Project Office, SSA, Uttarakhand



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

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

#### **Opening of Schools**

According to the PAB approvals the state has to open 223 primary and 253 upper primary schools in the state in the financial year of 2006-07. The secondary data provided by the state project office suggests that all the approved new primary and upper primary schools have been opened and all of them are functional.

State has done well by opening up all the new sanctioned schools. Teachers have been posted in those schools. Classes for students enrolled in these schools have been commenced in the open or in the nearby school. However, teaching learning equipment grants were not available to the newly opened sampled schools.

The buildings for most of the sampled newly opened schools were also not completely constructed. Timely completion of civil works is a key element under SSA, and it is therefore a crucial area and needs to be monitored closely by the authorities.

## **Civil Works**

The secondary data provided by state project office reveals the following status about the completion of various civil works –

The PAB has approved 223 primary school buildings and 253 upper primary school buildings for construction in the current financial year, only 24.21 per cent and 21.34 per cent of the targeted school buildings have been constructed in primary and upper primary schools respectively. Work is under progress for 72.64 per cent school buildings in primary schools and for 75 per cent in the upper primary schools.

Construction works for 44 per cent of the additional classrooms have been completed and under progress for 55 per cent additional classrooms for the primary section. 516 additional classrooms were targeted to be constructed for the upper primary schools, however, construction for 43 per cent of the targeted additional classrooms have been completed during the year. Construction work is going on for 56 per cent classrooms.

36 per cent of the targeted building for Block Resource Center/Cluster Resource Center has been constructed during the year and construction is going on for 60 per cent of the buildings, construction work has not taken place for remaining 4 per cent of the buildings for BRC/CRC. As far as the status of construction of boundary walls is concerned in the state 55 per cent of the targeted boundary walls have been constructed during the year and work is under progress for 44 per cent boundary walls.

During field visits it was observed that state has also done well on the front of quality of construction of civil works. However, timely completion of the civil works is still an area of concern. Junior engineers have been appointed in every block in district Udham Singh Nagar to speed up the work process. The overall quality of construction was noticed to be good in general. Field observations also suggest that the non availability of sufficient number of professionals for construction of civil work like junior

engineer is the major constraint in timely completion of civil works especially in the hilly areas.

## **Text Books**

The information provided by the state discloses that free text books have been distributed to all the girl students and to all boy students belonging to SC and ST community from the SSA funds. Remaining boy students have been provided free text books from the state government funds. Although state has not indicated any delay in distribution of free text books.

It is observed during field visits that all the students enrolled in the sampled schools get free text books barring some instances. However, delay in distribution is being noticed. In Bhimtal block of Nainital district students of class V did not get free text books of English during the whole academic session. It is important to mention here that students in all the sampled schools did not get all free text books with in one month of the commencement of the academic session.

The issue of timely distribution of text books has been put forth by NIAR in the previous monitoring reports also as the timely distribution of the text books is the key for the achievement levels of the students. The BRC and CRC coordinators have indicated that there are administrative reasons for the delay of distribution of text books. They have also pointed out that in the hill district it is very tuff to distribute all the text books to each and every school with in the time bound manner, since a CRC coordinator have to travel a lot to reach the remotely located schools and teachers at time do not come with in time to receive the text books from the place of distribution of text books that is CRC in most of the cases.

It was also noticed in the field that the academic session was started from 1<sup>st</sup> April in district Udham Singh Nagar and from 1<sup>st</sup> May in Nainital and Almora districts.

## **School Grants**

The PAB has approved the school grants for 11927 primary schools, and 4403 upper primary schools. As per the data provided by the state project office the school grants have been released for all the approved schools.

It was mentioned by the teachers in sampled schools during field visits that their respective schools that they have received the school grants.

## **Teachers and Teachers Training**

The figure provided by the state project office regarding status of teachers to be appointed under SSA during the current financial year discloses that 446 teachers were sanctioned under SSA to be appointed in primary schools and 759 teachers were sanctioned to be appointed in upper primary schools. All the sanctioned teachers to be appointed in primary and upper primary schools have been appointed and positioned in. As per the available data provided by the state project office, all of the targeted 24419 primary school teachers and 18186 upper primary teachers have received the in-service training.

During field visits it was mentioned by some teachers that they have not received the in-service training in the current academic session. In-service training of teachers in Gadarpur block of district Udham Singh Nagar was not even started by the month of February 2007.

## **Teaching Learning Material**

The data provided by the SPO suggests that teaching learning material grants have been released for all the eligible 26713 teachers posted in primary schools and 18204 teachers posted in upper primary schools. However, in 75 percent sampled schools in

Nainital district teachers have mentioned that they receive the TLM grants in the month of November and December, which is quite late.

All the teachers in the sampled schools have received their teaching learning material grants. However, it was noticed in 35 percent of the sampled schools that no teaching learning material was displayed in the classes. Teachers have also mentioned that they have accumulated the teaching learning material, since schools have been converted into polling booths for the State Assembly Elections, 2007. It is imperative to mention in this regard that proper usage of teaching learning material grant should be a major area of concern for the authorities.

### **Education Guarantee Scheme Center**

The centers functioning under Education Guarantee Scheme were found functioning quite well. The mid day meal was given to all the students enrolled in these centers. However, the grant for purchasing utensils for the preparation of mid day meal was not available in the sampled centers in district Udham Singh Nagar. The education volunteers teaching in these centers are receiving Rs. 1000 as honorarium from the SSA. The students enrolled in these centers have got free text books and studying these books. The EVs were regular in their attendance and their rapport among the students and community was good. However, the EGS centers which are functioning under the non-government organizations need to be monitored closely in broader perspectives.

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

## **Kasturaba Gandhi Balika Vidyalaya**

According to secondary figures provided by the state project office, 13 Kasturaba Gandhi Balika Vidyalayas are functioning in the state. Land has been identified for construction of KGBVs, however, construction has not been completed for a single KGBV. 2 KGBVs are functioning in district Almora, whereas KGBV is yet to be sanctioned for district Rudraprayag.

The Kasturaba Gandhi Balika Vidyalaya in all the sampled three districts Udham Singh Nagar, Nainital and Almora are functioning on arrangement basis since the building for any of the KGBV had not been constructed. Although the land has reported identified for the construction of KGBV building but the construction has not started yet. The KGBV of Nainital district is situated in Okhalkanda block and presently functioning in two additional classrooms of primary school Khansyu. Classes for the students enrolled are also to be commenced in these two rooms and therefore, students have to roll their beddings everyday. Cots are not provided to students since, adequate space is not available.

## **Village Education Committee**

The village education committee is the very important stake holder in SSA and plays very crucial role in the functioning of the school. 7283 Village Education Committees and 14145 School Management Committees are functioning in the state. 14566 and 70725 women are member of these committees respectively. 23 percent members of VEC and 36 percent members of SMC have been given orientation trainings through CRC. As per the data provided by the state there is adequate participation of women as per the norms in the village education committee. However, it is felt in the field visits that the participation of women in most of the village education committees is only up to filling the quorum.

The Village Education Committees have been found regularly meeting in around 60 percent of the sampled schools visited for monitoring purposes, although the participation of some members was not satisfactory and they participate only to fill the quorum. The representation of women and scheduled castes members was also noticed as per the norms. However, their active participation in the meetings of VECs is doubtful. Some Village Education Committees have appointed community teachers in their respective schools to smoothen the teaching learning process. Like in the primary school Haridaspur of Gadarpur block had appointed a teacher from the village to help the teachers in the school in teaching the students.

The ward education committee in primary school Motimahal of Ramnagar block of Nainital district has appointed two education volunteers to help in the teaching learning process. However, parents of the students enrolled in the school support by paying Rs. 5 per children which is to be paid as honorarium to the appointed EVs. However, some teachers have indicated that the chairperson of the VEC did not cooperate enough in the issues related to construction.

Barring certain instances the VECs have not shown so much of interest in issues related to elementary education.

## **Mid Day Meal**

During field visits in the sampled schools it was noticed that mid day meal was distributed to the students in the schools. However, the fruits for the additional nutritional support were not being distributed to the students in district Udham Singh Nagar. The Block Resource Coordinators in this connection had reported that the District Magistrate had orally instructed them to pay the allotted one rupee for additional nutritional support in cash to all the students in the district. The quality of Mid day Meal distributed to the students in district Almora and Nainital was noticed good in general.

### **Observations and recommendations**

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

##### **Opening of Schools**

State has claimed that all the sanctioned new primary and upper primary schools have been opened and made functional during the current academic session. However, it was noticed during field visits that construction of building for the newly opened schools were not completed. For some schools like upper primary school girls Padli of Betalghat block of Nainital district was not completed up to the lintel level by end of the month of March, 2007. Teaching Learning Material grant was not available to any of the sampled newly opened school.

##### **Suggestions -**

The State Project Office should send experts of civil work to different construction sites, so that timely completion of construction of school buildings may be ensured. Teaching Learning Material grant should be released to the new schools of which building has been constructed.

##### **Civil Works**

The quality of civil works is noticed well in general. However, the completion rate of civil works is not satisfactory. Delay in release of grants for construction was noticed during field visits. In some schools the grants for construction was available to the school by the month of December, in such cases delay is bound to happen in completion of civil works.

### **Suggestions -**

1. S P O must define some mechanism to ensure that the grants for construction purposes should be distributed to the schools well in time.
2. Relaxation regarding opening of bank account should be given, since, most part of the state is mountain terrain, and branches of nationalized banks are not available at all places.

### **Text Books**

It is encouraging that every student enrolled in the sampled schools has got all the free text books barring some instances. The problem of delay in distribution has repeatedly pointed out by NIAR. However, delay in distribution of text books has been noticed in 100 percent sampled schools. It is also noticed that in some schools free text books for some subjects were not available to the students. Like in Bhimtal block of Nainital district that the BRC and CRC coordinators were not even aware about the fact that books of English have not been distributed to the students of class V. It is important to add here that these coordinators have visited the schools in between but not to look in to the situation. Some teachers have indicated that they have informed the CRC coordinator about the non availability of some books to the students, but for no good.

### **Suggestions –**

1. S P O should instruct the BRC, CRC coordinators, and district officials to check the status of availability of free text books to the students.
2. S P O should issue necessary directions for the coordinators to mention their report about the status of availability of text books, and other related issues in the inspection register of school while visiting the schools.

### **School Grants**

The school grants were released to all the sampled schools in the state. Most of the schools have utilized this grant for whitewash purposes.

### **Suggestions –**

1. The D P O s should ensure the availability of school grants guidelines in every school.
2. The D P O should ensure that school grants should be released to the school with in two months of the commencement of academic session.
3. The CRC, BRC coordinators should be instructed to check the progress of work of this grant.

### **Teachers and Teacher Training**

In-service training has been imparted to most of the teachers in the sampled primary schools, however, in-service training for the academic session of 2006-07 has not been received by all the teachers in some areas like Gadarpur block of Udham Singh Nagar district. it is noticed that the training was given in the month of March in tadikhet block of Almora district.

### **Suggestions –**

1. The S P O should prescribe a strict time frame for conducting various in-service training for the DPOs, and should check time to time about the status of following of the time frame.
2. The D P O should form mechanism to get feed back from the teachers participated in the training programme.
3. The in-service training should be completed with in a time bound manner.

### **Teaching Learning Material Grants**

State has done well as far as distribution of teaching learning material grants is concerned. It is mentioned by all the teachers in the sampled schools that they have received the teaching learning material grants. However, the use of this grant is not found as per the norms in around 65 percent of the sampled schools during field visits.

### **Suggestions –**

1. The D P O should ensure the availability of guidelines on teaching learning material grants at every school.
2. The coordinators should be instructed to check the teaching learning material in the schools during their visits.
3. Display of teaching learning material in the class should be ensured. A shelf has been constructed in Upper primary school girls Bhawali Sanitorium of Betalghat block in Nainital district and is being used to keep the TLM. The same may be constructed in the all schools to display the T L M.

### **Education Gauarantee Scheme Centers**

The EGS centers functioning directly under the education department are functioning satisfactory. However, some EGS centers which are functioning under the supervision of NGOs needs to be monitored closely. All the enrolled students got all free text books in the sampled centers. Cooked Mid day meal was also given to the students in the sampled centers. All the EVs eligible for in-service training of 30 days have received the thirty days in-service training.

### **Suggestions –**

1. Grants should be released to EGS centers, to purchase utensils for preparing mid day meal.
2. S P O should take necessary actions to ensure the availability of Teaching Learning Material grants for the EVs, who have not received the grant.
3. D P O should ensure regular visits of CRC coordinators to the EGS centers.

## **Kasturba Gandhi Balika Vidyalaya**

Kasturba Gandhi Balika Vidyalaya in all the sampled three districts are functioning on arrangement basis. Building has not been constructed for any of the KGBV. Construction is not even started for the KGBV, Khansyu, in Nainital district.

### **Suggestions –**

1. The S P O should ensure timely completion of the building for the KGBVs.
2. The D P O should fill up all the posts of teachers sanctioned for their respective KGBV.

## **Functioning of Village Education Committee**

Village Education Committees have been noticed meeting regularly in almost 60 percent of the sampled schools visited during monitoring visits. Almost 90 percent of the members interacted during visits have indicated that they have received the training at various times from the SSA programme officials. They have also added that the training was very useful in broadening their views regarding education and the programme. The representation of women and SC, ST members is noticed as per norms, however, their active participation in meetings and decision making is an area still to be strengthened. It was also noticed from the proceeding register of VEC that most of the discussion in the meetings was about non academic works.

### **Suggestions –**

1. The D P O should instruct the CRC, BRC coordinators to ensure the participation of prescribed number of total members and women member in the meetings of village education committee.

2. The D P O should instruct the CRC, BRC coordinators and teachers to encourage the community to discuss more about the issues related to elementary education being imparted in the schools.

## **Some other Recommendations**

### **Recruitment of Teachers**

Besides, enriching the knowledge and improving teaching skill, *there is urgent need to increase the number of teachers in the schools of the district*. In such as situation when teachers are less than required, multi-grade teaching is the only way out. About *three fourth* (74 percent) *teachers in the district resort multi-grade teaching*. The other adverse impact of lesser number of teachers than required is one teacher teaching many subjects. Almost every teacher in the district teaches more than one subject. In such a situation it is almost impossible to give personal attention to the educational needs of individual student.

### **Role of BRC, DIET**

It is important to note that the basic aim of Block Resource Centres (BRC) and DIET is to provide academic assistance to teachers. The view of officials of these centres may be different, in extending cooperation to teachers. However, large number of teachers suggesting that cooperation these officials is not always assured, urges to look closely on the working of these centres to device suitable remedial measures.

**Annexure – 1**  
**District – Udham Singh Nagar**  
**Number of schools visited in different blocks**

<b>Sl. No.</b>	<b>Block</b>	<b>Primary Schools</b>	<b>Upper Primary Schools</b>	<b>EGS</b>	<b>Total</b>
<b>Rural Area</b>					
1	Jaspur	04	02	02	08
2	Rudrapur	05	02	01	08
3	Kashipur	05	01	01	07
4	Gadarpur	04	01	04	09
5	Khatima	04	02	02	08
6	Sitarganj	04	02	02	08
7	Bajpur	05	02	01	08
<b>Total Rural</b>		<b>31</b>	<b>12</b>		<b>56</b>
<b>Urban Area</b>					
1	Kashipur	01	01	-	02
<b>Total Urban</b>		<b>01</b>	<b>01</b>	<b>-</b>	<b>02</b>
<b>Total District</b>		<b>32</b>	<b>13</b>	<b>13</b>	<b>58</b>

*Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007*

**Annexure – 1.1**  
**List of schools visited for monitoring activities**  
**District – Udham Singh Nagar**

<b>Jaspur</b>		<b>Sitarganj</b>		<b>Gadarpur</b>	
1.	PS Jaspur	16.	PS Sitarganj II	32.	PS Haridaspur
2.	PS Sut Mill	17.	PS Sitarganj I	33.	PS Anand Khera I
3.	PS Patrampur	18.	PS Lauka Nakulia	34.	PS Dineshpur
4.	PS Purabia Tirath	19.	PS Jhadi	35.	PS Gadarpur I
5.	UPS Girls Jaspur	20.	UPS Nakulia	36.	UPS Anand Khera I
6.	UPS Tirath	21.	UPS Biauri	37.	EGS Ramjivanpur
7.	EGS Amritpur	22.	EGS Chintimajra I	38.	EGS Ward No. 3
8.	EGS Nai Basti Bhatta	23.	EGS Keshavnagar	39.	EGS Gumchaiyya Colony (Primary)
				40.	EGS Gumchaiyya Colony (Upper Primary)
<b>Kashipur</b>		<b>Khatima</b>		<b>Rudrapur</b>	
9.	PS Semalpuri	24.	PS Puranpur	41.	PS Rudrapur
10.	PS Judka No.2	25.	PS Umru Khurd	42.	PS Ramnagar
11.	PS Jaspur Khurd	26.	PS Jhankat	43.	PS Shimla Pistaur
12.	PS Katai Mill	27.	PS Banusa	44.	PS Lalpur
13.	PS Chaiti Farm	28.	UPS Girls Khatima	45.	PS Kachchi Khamariya
14.	UPS Guljarpur	29.	UPS Banusa (Puranpur)	46.	UPS Rudrapur
15.	EGS Khadakpur Devpura	30.	EGS Shiv Colony	47.	UPS Rudrapur (Girls)
		31.	AIE Chandra Watika	48.	EGS Rempera
<b>Bajpur</b>		<b>Kashipur (Urban)</b>			
49.	PS Sultanpur II	57.	PS Sudamalal		
50.	PS Urdu Medium Sultanpur	58.	Ups Sudamala		
51.	PS Sultanpur I				
52.	PS Chakarpur				
53.	PS Kanauri				
54.	UPS Chakarpur				
55.	UPS Hazeera				
56.					

Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007

**Annexure – 2**  
**District – Nainital**  
**Number of schools visited in different blocks**

<b>Sl. No.</b>	<b>Block</b>	<b>Primary Schools</b>	<b>Upper Primary Schools</b>	<b>EGS</b>	<b>Total</b>
<b>Rural Area</b>					
1	Haldwani	06	02	01	09
2	Bhimtal	06	01	01	08
3	Ramgarh	05	01	01	07
4	Ramnagar	05	02	02	09
5	Dhari	05	01	01	07
6	Kotabag	04	01	02	07
7	Betalghat	05	03	01	09
8	Okhalkanda	04	02	02	08
<b>Total Rural</b>					
<b>Urban Area</b>					
1	Haldwani	01	01	03	05
2	Ramnagar	01	01	01	03
3	Nainital	04	01	-	05
<b>Total Urban</b>					
<b>Total District</b>		<b>46</b>	<b>16</b>	<b>15</b>	<b>77</b>

*Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007*

**Annexure – 2.1**  
**List of schools visited for monitoring activities**  
**District – Nainital**

<b>Ramnagar</b>		<b>Haldwani</b>		<b>Betalghat</b>	
1.	PS Peerumadara	18.	PS Dhaulakhera	35.	PS Kainchi Niglat
2.	PS Choi	19.	PS Lalkaun	36.	PS Chak Bisod
3.	PS Himmatpur Datiyal	20.	PS Gaujajali	37.	PS Khairna
4.	PS Sawalde Pashchim	21.	PS Halduchaud Deema	38.	PS Ratighat
5.	PS Haripur Umedpur	22.	PS Bengali Colony	39.	PS Sirodi
6.	UPS Choi	23.	PS Railway Staion, Lalkaun	40.	UPS Girls Kainchi Niglat
7.	UPS Peerumadara	24.	UPS Girls Lalkuan	41.	UPS Girls Padli
8.	EGS Sawalde Pashchim	25.	UPS Girls Gaujajali	42.	UPS Girls Bowali Sanitorium
9.	AIE Dabka I	26.	EGS Nagina Colony, 1.Kuan	43.	EGS Chandrakot
<b>Bhimal</b>		<b>Okhalkanda</b>		<b>Ramgarh</b>	
10.	PS Dakbangla	27.	PS Khansyu	44.	PS Ramgarh Talla
11.	PS Naukuchiatal	28.	PS Chak Daler	45.	PS Nathuwakhan
12.	PS Naul	29.	PS Chak Sedula	46.	PS Harinagar
13.	PS Vinayak	30.	PS Bhumka	47.	PS Odakhan
14.	PS Ghingrani	31.	UPS Khansyu	48.	PS Reetha
15.	PS Dhungshil	32.	UPS Gargari Talli	49.	UPS Girls Sheetla
16.	UPS Dhungshil	33.	EGS Boomga Talla	50.	EGS Dobatia
17.	EGS Devkadhura	34.	EGS Sauni Ukarjar		
			KGBV Khansyu		
<b>Dhari</b>		<b>Haldwani (Urban)</b>		<b>Nainital (Urban)</b>	
51.	PS Boodhibana	1.	PS Jail Road, Haldwani	9.	PS Shantiniketan
52.	PS Dhanachuli Naveen	2.	UPS Jail Road, Haldwani	10.	PS Boys Mallital
53.	PS Ladfoda	3.	EGS Ward 23 Gafoor Basti	11.	PS Girls Royal Hotel
54.	PS Dhari	4.	EGS Ward 18 Banmoolpur	12.	PS Boys Royal Hotel
55.	PS Matiyala	5.	EGS Ward 20 Azad Nagar	13.	UPS Girls Mallital
56.	UPS Kasiyalekh				
57.	EGS Theeng				
<b>Kotabagh</b>		<b>Ramnagar</b>			
58.	PS Mayarampur	6.	PS Motimahal		
59.	PS Kotabag	7.	UPS Girls Motimahal		
60.	PS Patlia	8.	EGS Indira Colony Ward No.6		
61.	PS Bhusabangar				
62.	UPS Kaliajala				
63.	EGS Kusanawad				
64.	EGS Khuianawad				

*Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007*

**Annexure – 3**  
**District – Almora**  
**Number of schools visited in different blocks**

Sl. No.	Block	Primary Schools	Upper Primary Schools	EGS	Total
<b>Rural Area</b>					
1	Sult	9	1	-	10
2	Chaukhutia	7	1	1	09
3	Dwarahat	8	1	1	10
4	Tadikhet	5	1	-	06
5	Lamgara	5	1	-	06
6	Hawalbag	7	4	1	12
7	Dhauladevi	7	2	1	10
8	Bhikiasain	4	2	-	06
<b>Total District</b>				<b>4</b>	

*Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007*

**Annexure – 3.1**  
**List of schools visited for monitoring activities**  
**District – Almora**

<b>Salt</b>		<b>Dwarahaat</b>		<b>Dhaura Devi</b>	
1.	PS Thala Manral	26.	PS Girls Dwarahaat	54.	PS Maniyagar
2.	PS Dewayal	27.	PS Chatinakhan	55.	PS Toli Agera
3.	PS Talli Pokhari	28.	PS Jatholi	56.	PS Panuanaula
4.	PS Dhurajantara	29.	PS Ubhyadi	57.	PS Latholi
5.	PS Khumad	30.	PS Chabbisa	58.	PS Palirangod
6.	PS Shahilein	31.	PS Matela	59.	PS Kasedmanya
7.	PS Jalikhan	32.	PS Chyali	60.	PS Chamethi
8.	PS Kot Jaspur	33.	PS Bhet	61.	UPS Maniyagar
9.	PS Bangidhar	34.	UPS Chabbisa	62.	UPS Chamethi
10.	UPS Thala Manral	35.	UPS Chatinakhan	63.	EGS Pali
<b>Bhikiasain</b>		<b>Tadikhet</b>		<b>Lamgara</b>	
11.	PS Bhikiasain	36.	PS Bhujab	64.	PS Sunadi
12.	PS Sinauda	37.	PS Patli	65.	PS Kutauli
13.	PS Jainal	38.	PS Daurab	66.	PS Jwanedi
14.	PS Badikot	39.	PS Bajeena	67.	PS Jalna
15.	UPS Jainal	40.	PS Jainauli	68.	PS Lamgara
16.	UPS Harnauli	41.	UPS Girls Jainauli	69.	UPS Jwanedi
<b>Chaukhtia</b>		<b>Hawalbag</b>			
17.	PS Patalgaon	42.	PS Gopaldhara		
18.	PS Chinauni	43.	PS Rajpur (Old)		
19.	PS Bhatkot	44.	PS Rajpur (Naveen)		
20.	PS Godi	45.	PS Seikuda		
21.	PS Tedagaon	46.	PS Bakh		
22.	PS Chaukhtia	47.	PS Dugalkhola		
23.	UPS Bhatkot	48.	PS Chaurakalet		
24.	UPS Paan	49.	UPS Lakshmeshwar		
25.	EGS Amsyari	50.	UPS Gopaldhara		
		51.	UPS Dugalkhola		
		52.	UPS Chaurakalet		
		53.	EGS Kwaroli Simalta		

*Source: Field visits for monitoring of SSA activities in Uttarakhand, October 2006 – March 2007*

**Annexure – 4**  
**Information regarding civil works in schools**

**Distt. – Udham Singh Nagar**

1	2	3	4	5	6	7	8
Sl. No.	Name of block	Status of differences in civil work	Status of training of SMC/VEC for execution of civil works	Status of availability of Community manual for civil works	Availability of community manual to VEC/SMC	Status of ramp in the building	Separate account for funds and material for construction
1	Jaspur (N=6)	- 6	1 5	5 1	6 -	5 -	6 -
2	Rudrapur (N=7)	- 7	- 7	7 -	7 -	7 1	7 -
3	Kashipur (N=6)	- 6	1 5	5 1	6 -	5 1	6 -
4	Gadarpur (N=5)	- 5	1 4	4 1	5 -	4 1	5 -
5	Khatima (N=6)	- 6	1 6	6 1	6 -	6 1	6 -
6	Sitarganj (N=6)	- 6	- 6	6 -	6 -	6 -	6 -
7	Bajpur (N=7)	- 7	- 7	7 -	7 -	7 -	7 -
<b>Total Rural (N=43)</b>		- 43	3 40	40 3	43 -	39 4	43 -
1	Kashipur (N=2)	- 2	- 2	2 -	- -	2 -	2 -
<b>Total Urban (N=02)</b>		- 2	- 2	2 -	2 -	2 -	2 -
<b>Total District (N=45)</b>		- 45	3 42	42 3	45 -	41 4	45 -

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

**Annexure – 4.1  
Information regarding civil works in schools**

**Distt. – Nainital**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Communit y manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for constructio n	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Haldwani (N=8 )	8	-	6	2	8	-	8	-	6	2	6	2
2	Bhimtal (N= 7)	7	-	4	3	7	-	7	-	4	3	5	2
3	Ramgargh (N= 6)	6	-	4	2	6	-	6	-	3	3	3	3
4	Ramnagar (N= 7)	7	-	5	2	7	-	7	-	6	1	5	2
5	Dhari (N= 6)	6	-	5	1	6	-	6	-	2	4	5	1
6	Kotabag (N=5)	5	-	3	2	5	-	5	-	3	2	5	-
7	Betalghat (N=8)	8	-	7	1	8	-	8	-	2	6	6	2
8	Okhalkanda (N=6)	6	-	5	1	6	-	6	-	2	4	5	1
<b>Total Rural (N=53)</b>		<b>53</b>	<b>-</b>	<b>39</b>	<b>14</b>	<b>53</b>	<b>-</b>	<b>53</b>	<b>-</b>	<b>28</b>	<b>25</b>	<b>40</b>	<b>13</b>
1	Haldwani (N=2)	2	-	2	-	2	-	2	-	2	-	2	-
2	Ramnagar (N=2)	2	-	2	-	2	-	2	-	2	-	1	1
3	Nainital (N=5)	5	-	4	1	5	-	5	-	5	-	3	2
<b>Total Urban (N=09)</b>		<b>9</b>	<b>-</b>	<b>8</b>	<b>1</b>	<b>9</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>6</b>	<b>3</b>
<b>Total District (N=62)</b>		<b>62</b>	<b>-</b>	<b>47</b>	<b>15</b>	<b>62</b>	<b>-</b>	<b>62</b>	<b>-</b>	<b>37</b>	<b>25</b>	<b>46</b>	<b>16</b>

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

**Annexure –4.2**  
**Information regarding civil works in schools**

**Distt. – Almora**

1 Sl. No.	2 Name of block	3 Status of differences in civil work		4 Status of training of SMC/VEC for execution of civil works		5 Status of availability of Communit y manual for civil works		6 Availability of community manual to VEC/SMC		7 Status of ramp in the building		8 Separate account for funds and material for construction	
		Yes	No	Yes	No	yes	no	yes	No	yes	no	yes	No
1	Sult (N=10 )	-	10	8	2	10	-	10	-	4	6	10	-
2	Chaukhtuia (N= 8)	-	8	6	2	8	-	8	-	5	3	8	-
3	Dwarahat (N= 9)	-	9	6	3	9	-	9	-	6	3	9	-
4	Tadikhet (N= 6)	-	6	4	2	6	-	6	-	4	2	6	-
5	Lamgara (N= 6)	-	6	4	2	6	-	6	-	2	4	6	-
6	Hawalbag (N= 11)	-	11	10	1	11	-	11	-	3	8	11	-
7	Dhauladevi (N= 9)	-	9	7	2	9	-	9	-	3	6	9	-
8	Bhikyasain (N= 6)	-	6	6	-	6	-	6	-	2	4	6	-
<b>Total District (N= 65)</b>		-	65	51	14	65	-	65	-	31	34	65	-

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

**Annexure – 5**  
**Information regarding Text Books in schools**

**Distt. – Udham Singh Nagar**

1 Sl. No.	2 Name of block	3 Is there any delay in distribution of textbooks		4 Date of opening of school	5 Date of distribution of text books	6 Reasons for delay	7 Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Jaspur (N=6)	6	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	6	-
2	Rudrapur (N= 7)	7	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	6	1
3	Kashipur (N= 6)	6	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	6	-
4	Gadarpur (N= 5)	5	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	5	-
5	Khatima (N= 6)	6	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	5	1
6	Sitarganj (N= 6)	6	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	6	-
7	Bajpur (N= 7)	7	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	7	-
<b>Total Rural (N= 43)</b>		<b>43</b>	<b>-</b>				<b>41</b>	<b>2</b>
1	Kashipur (N= 2)	2	-	1 <sup>st</sup> , April, 2006	April, May, July, August	Administrative reasons	2	-
<b>Total Urban (N= 02)</b>		<b>2</b>	<b>-</b>				<b>2</b>	<b>-</b>
<b>Total District (N= 45)</b>		<b>45</b>	<b>-</b>				<b>43</b>	<b>2</b>

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

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

**Information regarding Text Books in schools**

**Distt. – Nainital**

1 Sl. No.	2 Name of block	3 Is there any delay in distribution of textbooks		4 Date of opening of school	5 Date of distribution of text books	6 Reasons for delay in distribution of text books	7 Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Haldwani (N=8)	8	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	7	1
2	Bhimtal (N= 7)	7	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	-	7
3	Ramgargh (N= 6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
4	Ramnagar (N= 7)	7	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	7	-
5	Dhari (N= 6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
6	Kotabag (N=5)	5	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	5	-
7	Betalghat (N=8)	8	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	8	-
8	Okhalkanda (N=6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
<b>Total Rural (N=53)</b>		<b>53</b>	<b>-</b>				<b>45</b>	<b>8</b>
1	Haldwani (N=2)	2	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	2	-
2	Ramnagar (N=2)	2	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	2	-
3	Nainital (N=5)	5	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	5	-
<b>Total Urban (N=09)</b>		<b>9</b>	<b>-</b>				<b>9</b>	<b>-</b>
<b>Total District (N=62)</b>		<b>62</b>	<b>-</b>				<b>54</b>	<b>8</b>

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

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

**Annexure – 5.2**

**Information regarding Text Books in schools**

**Distt. – Almora**

1 Sl. No.	2 Name of block	3 Is there any delay in distribution of textbooks		4 Date of opening of school	5 Date of distribution of text books	6 Reasons for delay in distribution of text books	7 Free textbooks are distributed for all subjects and to all students	
		YES	NO				YES	NO
1	Sult (N=10 )	10	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	10	-
2	Chaukhutia (N= 8)	8	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	8	-
3	Dwarahat (N= 9)	9	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	9	-
4	Tadikhet (N= 6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
5	Lamgara (N= 6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
6	Hawalbag (N= 11)	11	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	11	-
7	Dhauladevi (N= 9)	9	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	9	-
8	Bhikyasain (N= 6)	6	-	1 <sup>st</sup> ,May, 2006	May, July, August	Administrative reasons	6	-
<b>Total District (N= 65)</b>		65	-				65	-

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

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

## Information regarding Teaching Learning Material grants

**Distt. – Udham Singh Nagar**

1 Sl. No.	2 Name of block	3 Status of receiving of TLM grant		4 Details of utilisation	5 TLM material is being displayed in classroom		6 Status of training received by the teachers from selected schools on TLM development and its use		7 Usage of TLM material by children (well)	
		Yes	No		Yes	No	Yes	No	Yes	No
1	Jaspur (N=6)	6	-	Cards, charts, models etc.	3	3	6	-	1	5
2	Rudrapur (N= 7)	7	-	Cards, charts, models etc	4	3	7	-	3	4
3	Kashipur (N= 6)	6	-	Cards, charts, models etc	4	2	6	-	3	3
4	Gadarpur (N= 5)	5	-	Cards, charts, models etc	3	2	5	-	2	3
5	Khatima (N= 6)	6	-	Cards, charts, models etc	3	3	6	-	2	4
6	Sitarganj (N= 6)	6	-	Cards, charts, models etc	3	3	6	-	2	4
7	Bajpur (N= 7)	7	-	Cards, charts, models etc	4	3	7	-	2	5
<b>Total Rural (N= 43)</b>		<b>43</b>	<b>-</b>		<b>24</b>	<b>19</b>	<b>43</b>	<b>-</b>	<b>15</b>	<b>28</b>
1	Kashipur (N= 2)	2	-	Cards, charts, models etc	2	-	2	-	2	-
<b>Total Urban (N= 02)</b>		<b>2</b>	<b>-</b>		<b>26</b>	<b>19</b>	<b>2</b>	<b>-</b>	<b>17</b>	<b>28</b>
<b>Total District (N= 45)</b>		<b>45</b>	<b>-</b>				<b>45</b>	<b>-</b>	<b>17</b>	<b>28</b>

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

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

**Annexure – 6.1**

**Information regarding Teaching Learning Material grants  
Distt. – Nainital**

1 Sl. No.	2 Name of block	3 Status of receiving of TLM grant		4 Details of utilisation	5 TLM material is being displayed in classroom		6 Status of training received by the teachers from selected schools on TLM development and its use		7 Usage of TLM material by children (well)	
		Yes	No		Yes	No	Yes	No	Yes	No
1	Haldwani (N=8)	8	-	Cards, charts, models etc.	6	2	8	-	4	4
2	Bhimtal (N=7)	7	-	Cards, charts, models etc.	5	2	7	-	3	4
3	Ramgargh (N=6)	6	-	Cards, charts, models etc.	3	3	6	-	1	5
4	Ramnagar (N=7)	7	-	Cards, charts, models etc.	4	3	7	-	4	3
5	Dhari (N=6)	6	-	Cards, charts, models etc.	4	2	6	-	3	3
6	Kotabag (N=5)	5	-	Cards, charts, models etc.	2	3	5	-	1	4
7	Betalghat (N=8)	8	-	Cards, charts, models etc.	5	3	8	-	3	5
8	Okhalkanda (N=6)	6	-	Cards, charts, models etc.	2	4	6	-	4	2
<b>Total Rural (N=53)</b>		<b>53</b>	<b>-</b>		<b>31</b>	<b>22</b>	<b>53</b>	<b>-</b>	<b>23</b>	<b>30</b>
1	Haldwani (N=2)	2	-	Cards, charts, models etc.	2	-	2	-	-	2
2	Ramnagar (N=2)	2	-	Cards, charts, models etc.	2	-	2	-	-	2
3	Nainital (N=5)	5	-	Cards, charts, models etc.	5	-	5	-	2	3
<b>Total Urban (N=09)</b>		<b>9</b>	<b>-</b>		<b>9</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>2</b>	<b>7</b>
<b>Total District (N=62)</b>		<b>62</b>	<b>-</b>		<b>40</b>	<b>22</b>	<b>62</b>	<b>-</b>	<b>25</b>	<b>37</b>

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

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

**Annexure – 6.2**  
**Information regarding Teaching Learning Material grants**

**Distt. – Almora**

1 Sl. No.	2 Name of block	3 Status of receiving of TLM grant		4 Details of utilisation	5 TLM material is being displayed in classroom		6 Status of training received by the teachers from selected schools on TLM development and its use		7 Usage of TLM material by children (well)	
		Yes	No		Yes	No	Yes	No	Yes	No
1	Sult (N=10)	10	-	Cards, charts, models etc.	7	3	10	-	7	3
2	Chaukhutia (N= 8)	8	-	Cards, charts, models etc.	6	2	8	-	6	2
3	Dwarahat (N= 9)	9	-	Cards, charts, models etc.	6	3	9	-	6	3
4	Tadikhet (N= 6)	6	-	Cards, charts, models etc.	5	1	6	-	5	1
5	Lamgara (N= 6)	6	-	Cards, charts, models etc.	3	3	6	-	2	4
6	Hawalbag (N= 11)	11	-	Cards, charts, models etc.	7	4	11	-	5	6
7	Dhauladevi (N= 9)	9	-	Cards, charts, models etc.	5	4	9	-	4	5
8	Bhikyasain (N= 6)	6	-	Cards, charts, models etc.	4	2	6	-	4	2
<b>Total District (N= 65)</b>		<b>65</b>	<b>-</b>		<b>43</b>	<b>22</b>	<b>65</b>	<b>-</b>	<b>39</b>	<b>26</b>

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

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

**Annexure – 7**  
**Information regarding DISE**

**Distt. – Udham Singh Nagar**

1 Sl. No.	2 Name of block	3 Whether data capture format is available		4 Whether any training has been imparted for filling up data		5 Duration and venue of the training		6 Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Jasipur (N=6)	6	-	6	-	One day	CRC		✓
2	Rudrapur (N= 7)	7	-	7	-	One day	CRC		✓
3	Kashipur (N= 6)	6	-	6	-	One day	CRC		✓
4	Gadarpur (N= 5)	5	-	5	-	One day	CRC		✓
5	Khatima (N= 6)	6	-	6	-	One day	CRC		✓
6	Sitarganj (N= 6)	6	-	6	-	One day	CRC		✓
7	Bajpur (N= 7)	7	-	7	-	One day	CRC		✓
<b>Total Rural (N= 43)</b>		<b>43</b>	<b>-</b>	<b>43</b>	<b>-</b>				
1	Kashipur (N= 2)	2	-	2	-	One day	CRC		✓
<b>Total Urban (N= 02)</b>		<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>				
<b>Total District (N= 45)</b>		<b>45</b>	<b>-</b>	<b>45</b>	<b>-</b>				

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

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

\* The figures are shown for each block.

**Annexure – 7.1  
Information regarding DISE**

**Distt. – Nainital**

1 Sl. No.	2 Name of block	3 Whether data capture format is available		4 Whether any training has been imparted for filling up data		5 Duration and venue of the training		6 Whether BRC/CRC verifying 5% of the data collected*	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Haldwani (N=8)	8	-	9	-	One day	CRC		✓
2	Bhimtal (N= 7)	7	-	62	-	One day	CRC		✓
3	Ramgargh (N= 6)	6	-	9	-	One day	CRC		✓
4	Ramnagar (N= 7)	7	-	62	-	One day	CRC		✓
5	Dhari (N= 6)	6	-	9	-	One day	CRC		✓
6	Kotabag (N=5)	5	-	62	-	One day	CRC		✓
7	Betalghat (N=8)	8	-	9	-	One day	CRC		✓
8	Okhalkanda (N=6)	6	-	62	-	One day	CRC		✓
<b>Total Rural (N=53)</b>		<b>53</b>	<b>-</b>	<b>9</b>	<b>-</b>				
1	Haldwani (N=2)	2	-	62	-	One day	CRC		✓
2	Ramnagar (N=2)	2	-	9	-	One day	CRC		✓
3	Nainital (N=5)	5	-	62	-	One day	CRC		✓
<b>Total Urban (N=09)</b>		<b>9</b>	<b>-</b>	<b>9</b>	<b>-</b>				
<b>Total District (N=62)</b>		<b>62</b>	<b>-</b>	<b>62</b>	<b>-</b>				

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

\* The figures are shown for each block.

**Annexure – 7.2**

**Information regarding DISE**

**Distt. – Almora**

1 Sl. No.	2 Name of block	3 Whether data capture format is available		4 Whether any training has been imparted for filling up data		5 Duration and venue of the training		6 Whether BRC/CRC verifying 5% of the data collected *	
		Yes	No	Yes	No	Duration	Venue	Yes	No
1	Sult (N=10)	10	-	10	-	One day	CRC		✓
2	Chaukhutia (N= 8)	8	-	8	-	One day	CRC		✓
3	Dwarahat (N= 9)	9	-	9	-	One day	CRC		✓
4	Tadikhet (N= 6)	6	-	6	-	One day	CRC		✓
5	Lamgara (N= 6)	6	-	6	-	One day	CRC		✓
6	Hawalbag (N= 11)	11	-	11	-	One day	CRC		✓
7	Dhauladevi (N= 9)	9	-	9	-	One day	CRC		✓
8	Bhikyasain (N= 6)	6	-	6	-	One day	CRC		✓
<b>Total District (N= 65)</b>		<b>65</b>	<b>-</b>	<b>65</b>	<b>-</b>	<b>One day</b>	<b>CRC</b>		

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

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

\* The figures are shown for each block.