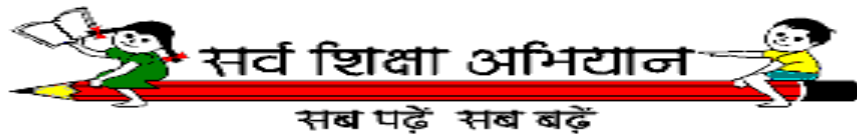


**SECOND HALF YEARLY**  
**MONITORING REPORT OF**  
**REGIONAL INSTITUTE OF EDUCATION,**  
**BHOPAL ON SSA FOR**  
**CHATISHGARH STATE**  
**FOR THE PERIOD**  
**1<sup>ST</sup> October 2006 TO 31<sup>ST</sup> March 2007**

**DISTRICTS COVERED**

**Koriya**  
**Sarguja**  
**Jaspur**  
**Korba**



**SECOND HALF – YEARLY REPORT**  
**OF**  
**MONITORING AND SUPERVISION**  
**OF SSA FOR CHATTISGARH**  
**DISTRICT – KORIYA**  
**2006-2007**

**Monitoring Team : Dr. Sharad Kumar**

**REGIONAL INSTITUTE OF EDUCATION**  
**(National Council of Educational Research and Training)**  
**BHOPAL-462013**

## **A. Opening of Schools**

The sanctioned numbers of new or upgraded primary and upper primary schools for the year 2006-07 have been started in the district. Land for construction has been identified. Guidelines for the purchase of teaching learning equipments have been issued by the State Project Office. New teachers are being recruited or promoted.

*It is recommended that.*

- a) Vacant positions of teachers in Varg-I and 2 should be filled up at the earliest so that the teaching does not suffer.*
- b) Subject Specific teachers should be appointed at the Upper Primary level.*

## **B. Civil Works**

Generally the schools do not have proper drinking water facilities and most of the schools do not have proper toilets for boys and girls. Most of the schools have ramps but there is no riling for the children with special needs. The SPO Raipur has issued community manual for civil work. There is shortage of rooms in many schools. The construction work is supervised by the village sarpanch who is a non-technical person.

*It is recommended that*

- a) Measures should be initiated to construct toilets (both for boys and girls separately) in all the primary and upper primary schools and safe drinking water should be ensured in all the schools.*
- b) Ramps with riling should be constructed in all the primary and upper primary schools. The design of the ramps should be given by the technical staff of State Project Officer, Raipur.*
- c) Vacant posts of Engineers in the District Project Office should be filled up at the earliest.*
- d) Additional classrooms should be constructed at the earliest and repairing work should be undertaken immediately.*

### **C. Textbooks**

Free textbooks have been distributed to all the enrolled SC,ST and Girls at the elementary level. The books reached in time and were distributed on the opening of the schools.

*It is recommended that*

- a) Rationalization in distribution of textbooks is to be carried out by BRCCs and CRCCs with the help of supportive teachers to ensure timely supply of textbooks to all the students.*
- b) Distribution of old textbooks should be discouraged.*
- c) The educational functionaries at the district, block and cluster level should mutually solve surplus and deficiency of textbooks.*

#### **D. School Grants**

The school grants have been released to almost all the schools. But in few cases the entries have not been made in the passbooks. In some cases the grants were not fully utilized. Guidelines were issued but most of the schools were not clear about the purpose of the grant.

*It is recommended that*

- a) Janbhagidari and Vikas Samiti should be oriented from time to time for the purpose and method of utilization of grants.*
- b) The District Project Coordinator, BRCCs and CRCCs should keep a track on proper utilization of grant*
- c) Proper maintenance of records in cashbooks, purchase registers, etc should be ensured and checked by senior officials.*

#### **E. Teacher Training**

The teacher training is a very important component in the Sarva Shiksha Abhiyan. The training of primary teachers is organized at the primary level and training of upper primary teachers is organized at DIETs. The training inputs are centrally decided by the SCERT.

*It is recommended that*

- a) Adequate grants should be released for equipping the DIETs which organizes training programmes for teachers at the upper primary level.*
- b) Most of the teachers were satisfied with the training programmes.*
- c) Training needs should be assessed and identified before the commencement of the training programmes.*

- d) Most of the teachers do not stay at the training centre though residential facilities are available.*
- e) As far as possible the training programmes should be organized during the vacations and all the training programmes should be completed in the month of January.*
- f) DIETS should be strengthened by posting educational functionaries of different subjects as per need of elementary education.*
- g) Training programmes should have sessions relating to
  - i. Use of Teaching Learning Equipments.*
  - ii. Use of Teaching Learning Materials.*
  - iii. Filling of various types of formats.**
- h) Experts from Central Schools, Navodaya Vidyalaya, Degree Colleges should be invited to give subject specific lectures.*

**F. Teaching-Learning Materials (TLM) grant.**

TLM grant of Rs. 500/- was sanctioned and released to all primary and upper primary teachers. The TLM is prepared by teachers at Block and DIET level. Most of the schools displayed the Teaching Learning Materials prepared by them in classrooms. Many teachers did not know how to use TLM in classroom teaching and they were kept in the almirah.

*It is recommended that*

- a) *Exhibition of TLM should be organized in DIETs, BRCs and CRC periodically.*
- b) *Teachers should be trained to use TLM in classroom teaching.*
- c) *Prizes should be given to the best TLM prepared by the teachers.*
- d) *Class-wise list of TLM should be prepared and circulated among the teachers.*

#### **G. EGS & AIE**

All the Education Guarantee Scheme (EGS) centres have been upgraded as primary schools in the district and hence there are no EGS centres. There are about 742 out of the school children in the entire district and most of them are in the Block Khadgavan.

*It is recommended that*

- a) *Various schemes enunciated by the State Government need to be implemented to bring the out of school children in the mainstream.*
- b) *JVS, NGOs and other organizations should associated in bringing these children in the mainstream of education.*

#### **H. Children with Special Needs**

The children with special needs have been identified in all the five blocks of the district. Teachers and resource persons have been trained in inclusive education Ramps have been constructed in all the schools but there is no riling.

*It is recommended that*

- a) *Riling should be constructed with ramps for support of the children with special needs.*
- b) *Measures should be initiated to distribute aids and appliances to all the children with special needs in the district.*

## **I. National Programme for Education of Girls at Elementary level (NPEGEL)**

Saheli Shalas has been established in almost all the clusters in the district. Each saheli shala has a few sewing machines. One supportive teacher in incharge of the shala.

*It is recommended that*

- a) *More number of sewing machines should be purchased in Saheli Shalas.*
- b) *Measures should be taken to bring out of the school girls and drop out girls back to the school fold.*
- c) *Saheli Shalas should concentrate on those crafts which are in demand according to local needs.*
- d) *Training programmes should be organized for those teachers who are incharge of Saheli Shalas. They should be trained in fulfilling the objectives of NPEGEL.*

## **J. Kasturba Gandhi Balika Vidyalaya (KGBV)**

These residential schools have been set-up with boarding facilities at the upper primary level for the girls belongings to SC, ST, OBC and minority community. There are four KGBVs in the district. During the year 154 girls were studying in 6<sup>th</sup> class, 159 girls in 7<sup>th</sup> class and 37 girls in 8<sup>th</sup> class in all the four KGBVs. Of the total number of girls students, 67 belonged to ST category, 204 belonged to the SC category, 73 belonged to OBC category and 4 girl students belonged to the minority community.

*It is recommended that*

- a) Special training programmes for the teachers of KGBVs should be held.*
- b) Subject-wise teachers should be posted in these vidyalayas.*
- c) Adequate teaching-learning equipments should be provided.*
- d) Boundary wall should be constructed in all the four KGBVs for security reasons.*
- e) Drinking water facility should be provided in all the four KGBVs.*
- f) Since these KGBVs is located in the rural areas they should be provided with generators so that they do not have problems due to power cuts.*
- g) Proper facilities for library should be developed.*
- h) Edusat facility should be given to all the KGBVs.*

## **K. District Information System for Education (DISE)**

EMIS in set-up and adequate number of computers are available in DPO. The data capture formats are filled-up in the districts and the information is passed on to SPO in the form of CD. Many teachers, CRCCs are not fully aware about the data capture formats.

*It is recommended that*

- a) BRCCs and CRCCs are to be trained extensively in filling up of the data capture formats.*
- b) They are to be oriented in analyzing the data made available.*

#### **L. Research and Evaluation.**

SCERT, Raipur and SPO Raipur have organized training programmes pertaining to action researches. Some teachers have benefited but the situation is not satisfactory with regard to the researches undertaken. Most of the teachers are not aware about the action or classroom researches.

*It is recommended that*

- a) BRCCs and CRCCs should be trained in conducting classroom researches so that in turn they can help the teachers in conducting such researches.*
- b) The staff members of DIETs should be made the nodal agency to organize training programmes on how to conduct classroom researches. They should develop Research Proposals which are beneficial for the qualitative improvement of elementary education*

- c) The evaluation mechanism should form a major component in the teacher training programmes.*
- d) The teachers should be asked to share their research experiences in the meetings held at cluster and block levels.*

#### **M. Functioning of VEC**

Almost all the schools have Jan Bhagidari and Vikas Samiti (JVS). In some schools they are active and in others they do not take much interest. The state authorities have brought out a manual regarding community participation and jan bhagidari vikas samiti.

*It is recommended that*

- a) These committees should be motivated to actively participate in the school improvement activities.*
- b) The members of JVS should co-operate in bringing out of the school children into the mainstream education.*
- c) One community officer at DPO level should be appointed to monitor the activities of VECs/SMCs/JVS.*

#### **N. Staffing of State and District Level.**

There are many posts which are vacant at DPO, Koriya. The shortage of proper staff is hampering the functioning of the DPO. There is also a shortage of staff at DIET. It has effected the academic monitoring in the district.

*It is recommended that*

- a) All vacant posts at State Project Office and District Project Office should be filled up at the earliest.*

- b) The duties and responsibilities of BRCCs, CRCCs, supportive teachers, CACs and other educational functionaries should be clearly spelt out and distributed so that there is no ambiguity in their role, functions, duties and responsibilities.*

**O. Mid-day Meal Scheme.**

In almost all the primary schools wood is used as a fuel to cook meals and hot cooked food is served everyday according to menu. In most of the schools menu is displayed. It was observed that the children were satisfied with the quantity and quality of food. Fruits and eggs were not served. They were also not given micro-nutrients and de-worming medicines. All children took meals in the schools only.

*It is recommended that*

- a) Kitchen sheds should be in a separate building away from the school.*
- b) Care and cleanliness should be there, where the foodgrains are stored.*

**General Observations and Suggestions.**

- a) There is a need to develop small playgrounds with the schools.
- b) Cleaning of the school premises should be accorded a high priority. The JVS may be asked to take the help of the community in this regard.
- c) Play materials may be purchased from the school grants for the children of primary classes.
- d) There is a need to rationalize the number of schools in each cluster. With the number of upper primary schools increasing the workload of CRCCs has also increased. All these issues are to be taken into consideration.
- e) CRCCs should be trained in maintaining Cash Book, Ledger and Stock Register. This task may be assigned to the accountants posted at the Block level. CRCCs when trained will in turn train the teachers of their respective clusters and schools.
- f) Firewood and coal is used for cooking mid-day meals in the schools creating lot of air pollution. Necessary measure may be initiated to encourage the use of cooking gas.
- g) Plan should be developed to train BRCCs and CRCCs in the use of computers. Besides teachers who are interested in learning computer operations should be encouraged.

**List of Schools/Institutions visited by MI**  
**in the District of Koriya**

1. Govt. Girls Primary School, Koriya Collery, Baikunthpur.
2. Govt. Primary School, Khurasia, Baikunthpur.
3. Govt. Primary School, Amarpur, Baikunthpur.
4. Govt. Primary School, Mansukh, Baikunthpur.
5. Govt. Primary School, Potedand, Baikunthpur.
6. Govt. Middle School, Mansukh, Baikunthpur.
7. Govt. Middle School, Salka, Baikunthpur.
8. Govt. Primary School, Salka, Baikunthpur.
9. Govt. Primary School, Bhandi, Baikunthpur.
10. Govt. Middle School, Bhandi, Baikunthpur.
11. Govt. Primary School, Mahora, Baikunthpur.
12. Govt. Girls Primary School, Chhindiya, Baikunthpur.
13. Govt. Boys Primary School, Chhindiya, Baikunthpur.
14. Govt. Primary School Rampur Thakurpara, Baikunthpur.
15. Govt. Middle School Rampur Thakurpara, Baikunthpur.
16. Govt. Primary School, Karhipara, Baikunthpur.
17. Govt. Primary School, Imlipara, Baikunthpur.
18. Govt. Primary School, Mahuapara, Baikunthpur.
19. Govt. Primary School, Azadnagar Puta, Baikunthpur.
20. Govt. Middle School, Puta, Baikunthpur.
21. Govt. Girls Primary School, Patna, Baikunthpur.
22. Kasturba Gandhi Balika Vidyalaya, Block Sonahat.
23. Govt. Middle School, Kachaud, Manendragarh.
24. Block Resource Centre, Block Bharatpur.
25. Kasturba Gandhi Balika Vidyalaya, Block Bharatpur.
26. Govt. Primary School, Bharatpur.

27. Govt. Primary School, Larkoda, Bharatpur.
28. Govt. Middle School, Larkoda, Bharatpur.
29. Govt. Primary School, Bundeli, Mamendragarh.
30. Govt. Middle School, Bundeli, Manendragarh.
31. Kasturba Gandhi Balika Vidyalaya, Block Manendragarh.
32. Govt. Middle School, Banji, Manendragarh.
33. Govt. Primary School, Banji, Manendragarh.
34. Govt. Middle School, Bseam, Manendragarh.
35. Govt. Primary School, Bseam, Manendragarh.
36. Govt. Primary School, Chainpur, Manendragarh.
37. Govt. Middle School, Chainpur, Manendragarh.
38. Block Resource Centre, Manendragarh.
39. Govt. Primary School, Manendragarh.
40. Govt. Girls Higher Secondary School, Manendragarh.
41. Govt. Girls Primary School, Manendragarh.
42. Govt. Primary School, Ward No. 9, Manendragarh.
43. Cluster Resource Centre, Lalpur, Manendragarh.
44. Cluster Resource Centre, Railway Ward, Manendragarh.
45. Govt. Primary School, Chharcha, Baikunthpur.
46. Govt. Middle School Chharcha, Baikunthpur.
47. Govt. Middle School, Naugai, Sonahat.
48. Cluster Resource Centre, Naugai, Sonahat.
49. Model Cluster School, Saheli Shala, Naugai, Sonahat.
50. Govt. Boys Primary School, Katgori, Sonahat.
51. Govt. Girls Primary School, Katgori, Sonahat.
52. Cluster Resource Centre, Katgori, Sonahat.
53. Govt. Primary School, Kerajharia, Sonahat.

54. Govt. Middle School, Ghugra, Sonahat.
55. Head Start Centre, Ghugra, Sonahat.
56. Cluster Resource Centre, Ghugra, Sonahat.
57. Model Cluster School, Saheli Shala, Ghugra, Sonahat.
58. Govt. Boys Primary School, (Ashram School) Ghugra Sonahat.
59. Govt. Boys Primary School, Ghugra, Sonahat.
60. Govt. Girls Primary School, Ghugra, Sonahat.
61. Govt. Primary School, Kailashpur, Sonahat.
62. Govt. Middle School, Kailashpur, Sonahat.
63. Govt. Boys Primary School, Sonahat.
64. Govt. Girls Primary School, Sonahat.
65. Govt. Primary School, Bhuliharipara, Sonahat.
66. Govt. Middle School Salgawankala, Sonahat.
67. Govt. Primary School, Salgawankala, Sonahat.
68. Govt. Primary School, Khodaripara, Sonahat.
69. Govt. Primary School, Vikrampur, Sonahat.
70. Govt. Middle School, Bodar, Sonahat.
71. Govt. Primary School, Khalpara, Bodar Sonahat.
72. Govt. Middle School School, Nagpur, Manendragarh.
73. Cluster Resource Centre Nagpur, Manendragarh.
74. Govt. Boys Primary School, Nagpur, Manendragarh.
75. Govt. Girls Primary School, Nagpur, Manendragarh.
76. Govt. Primary School, Sarbhoka, Manendragarh.
77. Govt. Middle School, Sarbhoka, Manendragarh.
78. Govt. Middle School, Haldibadi, Khadgawan.
79. Govt. Boys Primary School Haldibadi, Khadgawan.
80. Govt. Girls. Primary School Haldibadi, Khadgawan.

81. Cluster Resource Centre, Haldibadi, Khadgawan.
82. Govt. Girls Middle School Haldibadi, Khadgawan.
83. Govt. Girls Primary School, Bara Bazar, Chirmiri, Khadgawan.
84. Govt. Primary School, Godripara, Chirmiri, Khadgawan.
85. Govt. Middle School Godripara Chirmiri, Khadgawan.
86. Cluster Resource Centre, Godripara Chirmiri,
87. Govt. Primary School, Badkapara, Dubchola, Khadgawan.
88. Govt. Middle School, Dubchola, Khadgawan.
89. Govt. Primary School, Dubchola, Khadgawan.
90. Govt. Middle School Akhradand, Khadgawan.
91. Govt. Primary School Akhradand, Khadgawan.
92. Govt. Primary School, Aandhiwar, Khadgawan.
93. Govt. Middle School, Pondidih, Khadgawan.
94. Govt. Primary School, Pondidih, Khadgawan.
95. Govt. New Primary School, Sarpatiyahpara, Pondidih, Khadgawan
96. Govt. Primary School, Tiwaripura, Khadgawan.
97. Govt. Primary School, Bardar, Khadgawan.
98. Govt. Middle School, Bardar, Khadgawan.
99. Cluster Resource Centre, Bardar, Khadgawan.
100. Govt. Primary School Shivpur, Khadgawan.
101. Govt. Middle School, Shivpur, Khadgawan.
102. Govt. Primary School Kharahipara Khadgawan.

## ***MONITORING REPORT***

**ON  
IMPLEMENTATION OF SSA**

**In**

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

*Dr. Ramakar Raizada  
Monitoring Team*

*Monitoring Institution:*

**Regional Institute of Education (NCERT)  
Shyamla Hills, Bhopal-462013**

## **Executive Summary**

As per requirement of the MHRD (Govt. of India), the Monitoring Institute, Regional Institute of Education, Bhopal deputed a team of four faculty members for monitoring the activities conducted under SSA in the state of Chhatisgarh. One faculty member, Dr. Ramakar Raizada (team) visited the district Jaspur in the state during December 13 - 20, 2006, February 5 – 13, 2007 and April 2 – 7, 2007 to monitor the implementation of SSA in the district.

The team visited the SPO office on 13<sup>th</sup> December, 20<sup>th</sup> December, February 5<sup>th</sup> & 13<sup>th</sup>, and April 2 and 7, 2007, and held intensive discussions with the officials at SPO Raipur and DPC Jaspur and intensively visited the DEO, DIET, DPC, BEOs, BRCs, CRCs, VECs, JBVS (SMSs) and Schools on the rest of days of the duration and had detailed discussions with officials, coordinators, teachers, members of the society and children. The team offers the following observations and suggestions:

### **Observations:**

1. Most of the schools in the district need proper playgrounds and seating benches. Blackboards, Drinking Water facilities, toilets and tatpattis were found in all the schools.
2. New constructions of civil work were found to have satisfactory quality and the constructions were also in time.
3. Attendance of the children in the schools was found to be satisfactory.
4. Textbooks were distributed in time and as per availability.

5. Separate account was maintained for the grants received for SSA.
6. Adequate guidelines for use of grants, etc. were issued.
7. Saheli shala allows widows and divorced women also for learning of crafts it will improve community involvement in the schools.
8. The services of supportive teachers and cluster coordinators are not utilized properly, they should work for quality improvement and work schedules are to be monitored adequately.
9. At the time of first visit there was strike of Shiksha Karmis, even then all schools were found functional. Alternative arrangements of teachers either training teachers or attachments were done.
10. Out of the school grant Rs. 2,000/-, in any of the school library books were not purchased.
11. Fire extinguisher and medical kits were purchased out of the maintenance grant.

**Suggestions:**

1. Continuous and comprehensive evaluation has to be introduced in the schools.
2. Contract for cleaning and safety (watchman) of the school premises is to be given to some worker through village sarpanch.
3. One peon is necessary at CRC level
4. Firewood is used for cooking Mid-day meals in the schools, which creates lot of smoke, etc. Necessary steps to encourage the use of cooking gas are to be taken.

5. High or Higher Secondary School teachers should be arranged by DIET for training at block level and there should not be training at cluster level
6. Play material may also be made available in the schools with school grants.
7. Good training of the teachers for improving English of the children is necessary.
8. Some Uniform should be prescribed in the schools for children and the uniform may be provided free from SSA funds.
9. Libraries should be developed in the schools where children may read story, general knowledge, and cartoon books of their choice.
10. The building for DPC office should be constructed.
11. There is need to train the teachers in maintaining cashbook and stock registers. In all trainings there has to be a session for demonstration of nicely maintained accounts in the region.

## CONTENTS

1. Background	1
2. Schools, BRCs and CRCs selected for Visits	2
3. Information on selected areas:	6
a. Opening of Schools: Primary and Upper Primary	6
b. Civil Works	8
c. Textbooks	9
d. School grants	10
e. Teachers and Teachers' Training	11
f. Teaching Learning Material Grants	13
g. EGS & AIE/NRBC/RBC	13
h. Children with Special Needs	14
i. National Program for Education of Girls at Elementary Level	15
j. Kasturba Gandhi Balika Vidyalaya	15
k. District Information System for Education	16
l. Research and Evaluation	17
m. Functioning of VEC	17
n. Staffing at State and District Level	18
o. Mid-day Meal Scheme	18

**Background:**

Jaspur was formed as a district of Madhya Pradesh in 1998 which came to the tribal dominated state Chhatisgarh, in 2000. Total area of the district is 6088 Sq. Km. at 480 meters height from the mean sea level. Sarguja in Northwest, Raigarh in Southwest and Jharghand in east surround it. Population density in the state is 154 and in the district Jaspur, it is 122 persons per sq. km., sex ration in the state is 989 and in the district it is 998 female per thousand males and growth rate of the state is 18.06% while of the district it is 8.59 % per year only. There are eight blocks in the district (Bagicha, Duldula, Farsabahar, Jaspur, Kansabel, Kunkuri, Manora, and Pathalgaon) out of them only two blocks (Jaspur and Pathalgaon) have urban population and others are rural only. In four blocks (Duldula, Farsabahar, Kansabel and Manora) female population is more than males. About six percent and sixty-four percent population of the district is Schedule Caste (SC) and Schedule Tribes (ST), respectively. The percentage of ST population is highest (79.71%) in Manora Block and lowest (50.90%) in Duldula Block (Table – 1). There are eight Block Resource Centers (BRCs), one each in all the blocks. Details of Child Population, Number of Cluster Resource Centers (CRCs), Villages, Panchayats, habitations, and total Primary and Upper Primary Schools and number of new schools sanctioned block-wise are given in Table 2 and 3. As per 2001 census the male, female and total literacy is 76.55, 54.14 and 65.31, respectively.

**Table – 1****Population Data**

S. No.	Name of Block	Category-wise Population					Sex-wise Population			Population Percentage				Sex Ratio
		SC	ST	OBC	General	Total	Male	Female	Total	SC	ST	OBC	General	
1.	Bagicha	5370	103407	27142	7307	143226	71717	71509	143226	3.75	72.20	18.95	5.10	997.10
2.	Duldula	1557	22955	15437	5148	45097	22399	22698	45097	3.45	50.90	34.23	11.42	1013.34
3.	Farsabaha	2613	58502	25233	8698	95046	47411	47635	95046	2.75	61.55	26.55	9.15	1004.72
4.	Jasgur	5435	48551	20504	6835	81325	41822	39503	81325	6.68	59.70	25.21	8.40	944.55
5.	Kansabel	7230	49434	15863	1256	73783	36765	37018	73783	9.80	67.00	21.50	1.70	1006.88
6.	Kunkuri	7645	45515	27959	4270	85389	42772	42614	85389	8.95	53.30	32.74	5.00	996.31
7.	Manora	1199	42732	7660	2016	53607	26650	26957	53607	2.24	79.71	14.29	3.76	1011.51
8.	Pathalgaon	13599	107400	32388	11458	164845	41822	39503	164845	8.25	65.15	19.65	6.95	944.551
	<b>Total</b>	<b>44648</b>	<b>478496</b>	<b>172186</b>	<b>46988</b>	<b>742318</b>	<b>371620</b>	<b>370698</b>	<b>742318</b>	<b>6.01</b>	<b>64.46</b>	<b>23.20</b>	<b>6.33</b>	<b>997.52</b>

Source: Census, 2001

**Table –2**  
**Rural Child Population 6-11 age group**

S. No.	Name of Block	Child Population									No. of Clusters	Pry. Schools
		All Communities			Scheduled Caste			Scheduled Tribe				
		M	F	Total	M	F	Total	M	F	Total		
1.	Bagicha	10712	9759	20471	509	461	970	7339	6692	14031	18	351
2.	Duldula	3083	2972	6055	205	181	386	1617	1538	3155	10	116
3.	Farsabaha	6044	5578	11622	183	174	357	3665	3313	6978	10	246
4.	Jasgur	4465	4445	8910	219	230	449	2761	2731	5492	10	185
		798*	665*	1463*	112*	93*	205*	333*	326*	659*		
5.	Kansabel	4295	4156	8451	437	401	838	2731	2603	5334	10	135
6.	Kunkuri	6050	5520	11570	469	440	909	2929	2654	5583	10	180
7.	Manora	4167	3955	8122	135	130	265	3255	3100	6355	10	208
8.	Pathalgaon	9913	9502	19415	998	945	1943	6697	6349	13046	10	108
		747*	716*	1463*	96*	103*	199*	245*	285*	530*		
	<b>Total</b>	<b>50274</b>	<b>47268</b>	<b>97542</b>	<b>3363</b>	<b>3158</b>	<b>6521</b>	<b>31572</b>	<b>29591</b>	<b>61163</b>	88	1738

\* Urban Population

**Table –3**  
**Child Population 11-14 age group**

S. No.	Name of Block	Child Population									BRC	Upper Primary Schools
		All Communities			Scheduled Caste			Scheduled Tribe				
		M	F	Total	M	F	Total	M	F	Total		
1.	Bagicha	5482	4120	9602	276	184	460	3210	2432	5642	01	68
2.	Duldula	1754	1629	3383	100	88	188	902	858	1760	01	31
3.	Farsabaha	3106	2994	6100	118	85	203	1873	1861	3734	01	57
4.	Jasgur	2168	2090	4258	115	94	209	1462	1407	2869	01	44
		458*	431*	889*	64*	56*	120*	207*	201*	408*		
5.	Kansabel	2136	1925	4061	224	189	413	1338	1248	2586	01	39
6.	Kunkuri	3206	2910	6118	250	219	469	1579	1486	3065	01	58
7.	Manora	1881	1760	3641	53	55	108	1507	1436	2943	01	51
8.	Pathalgaon	4750	4229	8979	461	395	856	3363	2906	6259	-	70
		349*	328*	677*	41*	41*	82*	124*	114*	238*		
	<b>Total</b>	<b>26290</b>	<b>22416</b>	<b>47706</b>	<b>1702</b>	<b>1406</b>	<b>3108</b>	<b>15555</b>	<b>13949</b>	<b>29504</b>		<b>579</b>

\* Urban Population; #including HM; @including SK III

**Schools selected for Visit:**

Total (119) schools spread over all the eight blocks and remote areas of the district (Table – 4) were visited during school hours (10.30 a.m. to 4.30 p.m) and

intensive discussions were made with children, teachers, head masters, village sarpanch, members of JBVS and other members of the society. In all the schools about one hour's time was devoted for observations at a place. BRCs, CRCs, KGBV, Saheli Shala, Gyan Jyoti, Dormitories, etc were also visited (Table: 5 - 10) to have in-depth idea about implementation of SSA activities in the district. The schools were in neat and clean environment; airy classrooms with proper lighting, flooring, roofing and windows were found, in majority of the Schools (barring a few schools which were in old buildings or buildings provided by the JBVS). Seating arrangement was on the tatpatti in most of the schools at primary level and at upper primary in some schools the benches were also made available. In few schools there was also shortage of desks. There were playgrounds in most of the schools but there was lack of play material for the children in the schools. Last period 4.00 – 4.30 p.m. was devoted for games. In about 60 percent of the schools proper display of Teaching Learning Materials (TLM) on walls, corners, etc was found and in about 10 percent schools the TLM material was available but kept in almirah and was taken out by the teachers on need for safety purposes. Health camps were conducted regularly by the Primary Health Centers of the villages, as a routine matter in schools and in most of the schools the camps were conducted in the current financial year. Attendance of children in the schools was about 87 to 54 % in the schools visited, girls, STs and Physically Challenged children were found to be more regular and happy in the school than others. Some children were absent from the schools due to the cold, festivals, personal work etc. JBVS were found to be cooperative in improving enrolment, attendance and checking dropouts. Jansampark Abhiyan, writing slogans, pravesh utsavs and meetings are organized to improve attendance and check dropouts in schools. Some children of Ghumantu tribe were found continuously absent from the schools and for them dormitory schools were started in the district and still need to be started in Kunkuri block at

appropriate places. Similarly, Gyanjyoti Vidyalayas are needed to be started for the Korba tribe at distant places of the District. Records of meetings of Parent Teacher Associations, Jan Bhagidari & Vikas Samitis were found to be properly maintained in the schools but there is need of more interactions with emphasis on issues of the children's academic achievements. Plantation was also done by some of the school children in the school and community.

Continuous and comprehensive evaluation was not found in practice in primary as well as upper primary schools and promotion to the children was given on the basis of performance in Annual Examination only. However, terminal and half yearly examinations were conducted and proper records were maintained, but records were not found to be made for the unit test properly in most of the schools. Progress reports for the progress of the children are also given at the end of the year only. Continuous Evaluation Record Registers ( ) were seen in some schools but it was not maintained properly. It is suggested to have continuous progress chart of the children for qualitative improvement in the academic standards and it should be communicated to the parents in time. There is a great need to go for quality education as the achievement level of the children in about 35% of the schools was found to be very poor. The pass percentage in a school was only 46 % on the other hand in other schools it was 100%. The pass percentage in schools of urban areas was generally average (about 55) compared to the some rural area schools where pass percentage was good. In the same situations, in about 25% schools the achievement level was very encouraging. Actual retention of children in same class was found to be less than 5 % and some retention was due to the children of tribe ghumantu for whom separate dormitories are started and still needed in the district.

In the schools visited the teachers found be present in the school or on valid leave. They have good rapport with the children and village society. In schools, there were no underage children but up-to 3% students were found to be overage due to their failure in the same class. Normally, dropout cases are found to be solved with the help of Sarpanch and members of JBVS but few cases of dropout girls were noticed in the last six month where the parents were not found to be interested due of their age and other social reasons. But there was no case where the children join private school. No. of working days in the last academic year were 223 –227.

**Suggestions:**

1. Shortage of desks should be resolved.
2. Play materials as per level and need and liking of the children should be made available, especially at primary level to improve attendance.
3. JBVS and PTA meetings should be a regular feature in the schools (once in a month or so) with discussions on academic issues of the progress of children.
4. Continuous and comprehensive evaluation should be adopted in the schools and the progress should be communicated to the parents through progress cards.

**Table – 4: List of Schools visited**

S. No.	Block and no. of schools visited	Name Cluster	Name of School	
			Primary School	Middle School
1.	Bagicha (7)	Bijdhara Mahadevdand	Pandaripani Dakdaua	Pasia

		Ghoghar	Ghoghar Saraipani	Kurring Ghoghar
2.	Duldula (9)	Duldula Duldula  Patratoli	Duldula Sokodia Thuthiamba Patratoli Girhaldih	Duldula Thuthiamba  Patratoli Kandora
3.	Farsabahar (7)	Farsabahar  Tumla Sahaspur	Farsabahar Patratoli Baro Pandariyani	Girls M S, Farsabahar  Baro Pandariyani
4.	Jaspur (27)	Jaspurnagar   Gamharia  Ichkela   Neemgaon   Patratoli	Jaspur Kanya Shala Jaspur Jurgum Dumurtoli Baghima Tikaitganj Paiku Gamharia Bade Gamharia Pandariyani Boki Balachhapar Neemgaon Pidhi Ratabhati Chotakarona Turilodam Umraopara - turilodan	Jaspur Kanya Shala Jaspur   Baghima  Paiku Gamharia  Boki Balachhapar  Neemgaon   Chotakarona
5.	Kansabel (21)	Tandargaon Chetawa  Dokra  Semarkachar Nariardah   Pogaro   Chetwa	Tandargaon Chetawa  Dokra Patratoli Gariabandh Nariardah Khundatoli Kogabahari Pogaro Chidora Bartoli Majhipara Narayan Bahali	Tandargaon Chetawa Rawattola Dokra Shabadmunda  Nariardah   Pogaro Chidora
6.	Kunkuri (11)	Kunkuri  Kunkuri Kandora Kandora Kerahdih	Saliatoli Dugdugia Sukwasubara Kandora Girhaldih Kerahdih	Dugdugia Sukwasubara   Kerahdih

		Pindora	Vartoli Lodhma	
7.	Manora (24)	Manora Sogada Sonkyari Shaila Baherna  Bhimshila  Asta	Sogada Sonkyari Chirotole Kanchi Baherna Nadar Uparbadar Bhimshila Khanga Bartolikhonga Bhimshila Basti Beldih Asta Tigra Litim Chikpat	Tempu Sogada Sonkyari Shaila Baherna  Bhimshila  Asta Tigra
8.	Pathalgaon (13)	Pathalgaon Tildegao Mundapara  Bagbahar  Ludeg Chiknipani Kotawa	Injco Pakargaon Kumhidol Bagbahar Jharwara Madiadraha Chikanipani	Pathalgaon Injco Mundapara  Bagbahar  Chikanipani Kotawa
	119		75	44

**Table – 5**  
**List of BRCs and CRCs Visited**

S.No.	Name of BRC	Name of CRC
1.	Kansabel	Tandargaon
2.	Farsabahar	Patratoli
3.	Kunkuri	Kunkuri
4.	Duldula	Duldula
5.	Manora	Sogada, Shaila, Sonkyari
6.	Jaspuernagar	Mahadeodand
7.	Pathalgaon	Chikanipani Kotava

**Table – 6**  
**List of Dormitories Visited**

S.No.	Name of Block	Place of Dormitory		
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1.	Pathalgaon	Mundapara	Foundation pits started
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**Table – 7**

List of Touch Screen Computer Centres visited

S.No.	Name of Block	Place of the Centre		
1.	Pathalgaon	Pathalgaon Govt. High School, Chetwa		

**Table – 8**

List of Saheli Shala visited

S.No.	Name of Block	Name of Cluster	Place of Shala	
1.	Kansabel	Tandargaon	Tandargaon	
2.			Chetawa	
3.	Farsabahar	Farsabahar	Farsabahar	
4.			Patratoli	
5.	Duldula	Duldula	Duldula	
6.	Manora	Sogra	Sogra	
7.		Shaila	Shaila	
8.	Bagicha	Mahadeodand	Mahadeodand	
9.	Pathalgaon	Chiknipani	Chikanipani	
10.		Bagbahar	Bagbahar	
11.		Kotawa	Kotawa	

**Table – 9**

List of Gyan Jyoti Vidyalayas Visited

S.No.	Name of Block	Name of Cluster	Place	
1.	Kunkuri		Dugdugia	
2.	Manora	Shaila	Ambatoli	
3.		Baherna	Charchpara	
4.			Lotakona	
5.	Pathalgaon	Kotawa	Sukawasupara	

1. More younger children also come in the vidyalaya to sit/ play.
2. Children like dal and sabaji with rice and do not eat khir or khidi.
3. Good spacious buildings in the cost of 2 lakhs.

**Table – 10**

List of Head Start Centres visited

1.		Gamaria	Gamaria	
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2.	Manora	Manora	Manora	
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Information of the district on the different desired activities is as under:

**(A)Opening of New Schools (Both Primary and Upper Primary Schools):**

(1) Number of Schools sanctioned and opened: In the year 2006-07 total 127 (66 + 56 + 05) new primary schools and 48 upper primary were sanctioned and started (Table 11). In the age group 6 – 11, total 2532 children (1198 boys and 1334 girls) were estimated out of the school, out of them 583 children (279 boys and 304 girls) were un-enrolled ( ) and 1949 children (919 boys and 1030 girls) were drop-outs, for them in the year 2006-07 total 127 new primary school were started, 71 (66 new opened + 05 EGS Centers upgraded) for 25 or more children and 56 for 10 Gyanjyoti or more children in a habitation. Being a tribal dominated district four dormitories were also sanctions and started. Forty-eight upper primary schools were also sanctioned and started in the district for total 1715 children (854 boys and 861 girls) in the age group 11 – 14, which were estimated out of the school, out of them 288 children (141 boys and 147 girls) were un-enrolled ( ) and 1427 children (713 boys and 714 girls) were drop-outs.

**Table No. 11**  
No. of New Schools opened

S. No.	Name of Block	Primary Schools		Middle Schools	Education Guarantee Centers upgraded to
		On 25 child.	On 10		



1.	School Building:	2004-05	40	32	-	1	-	1	6	146	12	49	40	20	12	13	WS in all
	Pry. Schools	2004-05	51	45	-	-	-	-	6	90	6	34	15	20	9	6	-do-
2.	Upp. Pry. Sch.																
	Additional room:	2004-05	180	170	1	-	2	2	5	324	13	93	92	30	22	39	-do-
	Pry. Schools.	2004-05	20	18	-	-	-	-	1	46	3	7	20	4	4	5	-do-
3.	Upp. Pry. Sch.	--	-	-	-	-	-	-	-	-	-	-	-	-	-	-	no sanction
4.	BRC Buildings	2004-05	45	41	-	1	-	2	1	-	-	-	-	-	-	-	
5.	CRC Buildings																
	Toilets:	2004-05	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Pry. Schools	2004-05	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6.	Upp. Pry.	2004-05	-	-	-	-	-	-	-	2	-	-	-	1	-	1	
7.	Sch.	2003-04	5	3	-	-	-	-	-	-	-	-	-	-	-	-	04-05: 131/298 (2)
8.	Saheli Shala	2004-05 (1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9.	Drinking Water	--	-	-	-	-	-	-	-	4	1	1	-	1	1	-	Others work st.
	KGBV																
	Dormitory Blg.																

1- Sanctioned, 2- Completed, 3- Foundation, 4- Super Structure, 5- Lintel, 6- Roofing,, 7- Finishing W/s – work started.

(5 and 6) Sanction of Teachers and teachers in position for the new Schools: New primary schools have sanctioned two teachers and upper primary schools have been sanctioned three teachers under SSA. In new schools the teachers are working against sanctioned posts.

(7 and 8) Sanction of one time grant – Rs. 10,000 for Primary Schools and Rs. 50,000, for Upper Primary Schools: One time grant of Rs 10,000 for Primary Schools and Rs. 50,000 for Upper Primary Schools was issued vide circular no. 522A/SSA/Finance/2006-07 Dated 10.10.2006. Guidelines for use of grant were also issued.

**Suggestions:**

More KGBV are required in the district to promote girls education and every KGBV should be 100 seated.

For vertical and fruitful mobility of girls' education in tribal district, like Jaspur, the KGBVs should be upgraded to class XII, so that the rural ST girls may choose vocational / professional area of their choice.

Funds should also be sanctioned for construction of the building of DPC office and developing boundary wall in KGBVs.

In primary schools there are three rooms and five classes so there is need of at least three teachers. In upper primary level also there should be at least 4 teachers of different backgrounds (Science, Languages, Social Sciences, Mathematics).

**(B)Civil Works:**

- (1) Targets for construction of school buildings, additional classrooms, drinking water and toilets: Drinking water and toilet facilities in schools for the district are not sanctioned in the current financial year and the sanction and progress of work for construction of school buildings and additional classrooms etc. is given in Table No.12.
- (2) Sample check and verification of the civil work in the district: The progress of the constructions and its quality in the district was found satisfactory. The constructions of Jan Bhagidari Samits were better than gram panchayat. The construction of KGBV although inaugurated in Oct. 05 had several cracks, which were repaired.

- (3 and 7) Supervision of Civil Works: The Sarpanch of the village undertakes civil work for construction of School buildings and in few cases they also made the investment of funds. For supervision there is one Assistant Engineers in position at district level. At block level the Sub- Engineers of District Panchayat & Rural Engineering Services are given the responsibility.
- (4) Community Manual for Civil Works: Guidelines for utilization of maintenance and repairs grant of School Building are prepared and were available with JBVS in the schools.
- (5) Construction of Ramps: Normally, Ramps are constructed in the school building.
- (6) Separate Account of funds and materials for construction: Separate account for the funds is maintained in the State Bank of India, Central Bank of India, Raigarh Regional Rural banks. But stock registers for materials for construction at JBVS/ Gram Panchayat are to be maintained. The accounts, cashbook, etc. maintained in the schools were found to be duly verified by the Chartered Accountants at the end of the last financial year, even then in few cases the account books were not maintained properly.
- (8) Number of times of Supervision of technical person on sites of construction: The sarpanch supervises the routine construction work regularly and the Assistant Engineer and Junior Engineers supervise periodically as per need of the construction stage i.e. foundation, lintel or roof.

- (9 and 11) Convergence with Swajaldhara and Total Sanitation Campaign: Construction of lavatories in schools is done in convergence with total sanitation campaign and Public Health & Engineering Dept. looks after the drinking water facilities.
- (10) Construction of Drinking water facilities in Schools: Normally, hand pumps are used for drinking water facilities in schools. They are in good working condition, constructed / installed and maintained by the Public Health & Engineering (PHE) Dept (barring a few where is shortage of ground water or water source is shared by 2-3 institutions, like Baron, cluster Tumla Block Farsabahar).
- (12) Quality of Construction: On visits to the construction sites and built-up new schools the quality of construction was found to be adequate. The technical members of rural engineering dept. regularly supervise and in opinion of the team the material was also used of good quality.
- (13) Civil works In-charge at SPO level: There is Civil Engineering staff at SPO and DPO level for supervision of civil work. They visit the construction sites as per need of the stage and there is no third party evaluation of civil work. Construction work in rural areas is undertaken by the Rural Engineering Services Department.

### **Suggestions:**

The schools should have its' own identity, look and decent facilities like drinking water, kitchen shed, and separate urinals for boys & girls to attract children. There is need of boundary wall for the school to have separate

identity and also for safety point of view. The problems become more serious where the school is within the city, habitation or on road.

District Project office has no building of its' own, hence there should be building with proper facilities.

Vacant post of Assistant Engineer in the District Project Officer's office should be filled-up quickly.

There should be a post of Sub-Engineer at the Block level to supervise the constructions in the block as this work goes on low priority when performed by the Sub-Engineers of other department.

There is need for construction of Ramp in the middle school Dugdugia of Kunkuri block, primary school of Jharwara (Pathalgaon) and there is only ramp in Garaiband prathamik shala. All the schools need support near the ramp. Hence, in new constructions ramp, stairs and support all the three should be planned.

Repair is needed in some schools in which water drops in rainy season.

### **(C)Textbooks:**

At primary level in class II and I, there was a comprehensive workbook (abhyas pustika), in class 3, 4 and 5 the books were bunched and afterwards at upper primary level there were subject-wise books. Books were centrally ordered to textbook depot and distributed to districts, block, cluster and schools as per need but in few cases there was shortage and in other cases there were few cases of surplus also.

- (1) Distribution of free textbooks: All SC, ST and girls get free textbooks from SSA funds and others from the funds of the state government. Total 1,75,959 students of all categories got free textbooks in the district. For distribution of

free textbooks a fund of Rs. 273.219 Lakhs was sanctioned for the year 2006-07 and it is utilized at the state level. Free textbooks were distributed within one month of the opening of the schools but still there was shortage of textbooks in few subjects in some classes and to some students.

(2) Receipt and Distribution of free textbooks: Normally, the textbooks were received for distribution in the second week of June (before opening of the schools), but all textbooks could not be supplied at a time and there was delay in distribution of books in some schools on few subjects. The free distribution of textbooks was found to be done on priority to complete for SSA target groups. The distribution of books was found to be immediate after receipt and proper records were maintained. In few cases old edition of textbooks were distributed.

(3) Delay in distribution of Textbooks: Some textbooks were distributed within one month of opening of schools. In some schools teachers had also arranged old continuing textbooks from pass-outs.

(4) Distribution of free textbooks for all subjects, for all classes and to all eligible children: All eligible children under SSA (Girls, SC and ST) got the available books in the schools visited. There is shortage of books in few subjects in some classes.

### **Suggestions:**

The Supportive Teachers, CACs, CRCs and BRC should have proper track for timely and fair distribution of Textbooks.

Old edition textbooks should not be distributed, as far as possible.

Surplus Books are to be collected back and kept at one place in the district / block, for use in next session or to be return to reduce unaccounted financial blocks/ burdens.

**(D)School Grants:**

- (1) Release of School Grants at SPO level: The school grants Rs. 49.82 Lakhs were released from the SPO office in the month of May vide his letter no. 3063 dated 08.05.06 for 2491 schools. Guidelines for Teacher Grants and School Grants are issued by the SPO.
- (2) Release of School grants at DPO level: The school grants were released at DPO level in the accounts of “Janbhagidari Samities” after collection of proper account numbers from the schools.

**Table: 13**  
Release of Grants (in lakhs)

S.No	School	School Grant				Teacher Grant				Maintenance Grant			
		Target		Achievement		Target		Achievement		Target		Achievement	
		No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.
1.	Primary School	1687	33.74	1637	32.74	3293	16.46	3097	15.49	1477	73.85	1122	56.08
2.	Upper Pry. Sch	427	8.54	427	8.54	1425	7.125	600	3.00	327	16.35	275	13.76

The sanctions orders of School Grant Rs. 2000, Teacher Grants Rs. 500 per teacher and Repair and Maintenance Grant Rs. 4,000 for 2 room schools, Rs. 5,000 for 3 room schools and Rs. 7,500 for more than three room schools was issued by the District Project Coordinator in the month of October vide order no. 522A/SSA/Fin/06-07 dated 10.10.06, but in few cases the amount was not drawn even in the month of February which could have rectified later. Detailed Guidelines for utilization of grants were also issued.

- (3) Centralized purchases from school grants at DPO level: Centralized purchases at DPO level were not made form the school grants.

- (4) Actual date of receiving the school grants by the schools: The work related to transfer of the grants has completed, some of the schools have utilized grants but a few were found to be indifferent in this regard.
- (5) Utilization details of the last years school grants: The grant was utilized on the items, like, Charts, Drawing Sheets, Thermocol Sheets, Colour Boxes, Fevicol, Paint, Pocket Boards, Photographs of National Heroes, God and Goddess, Coloured chalks, Dry Cells, Correction Fluid, Pen, Sketch Pens, Globe, Dictionary, Atlas, General Knowledge Books, etc. In some schools the quantity of purchases of TLM material was very less and the whole amount was not spent in some cases it was spent on the items, like Registers, Carbon Papers, Blank Papers, Stamp pads, Identity Cards, Flower Pots, Duster, etc.

**Suggestions:**

BRC, CRC and Supportive Teachers should have a track that the grants are properly withdrawn in time and utilized for the specific purposes and the records are properly kept.

There was a need of training for proper purchase, storing and utilization of TE and TLM material.

**(E)Teacher and Teacher Training:**

- (1) Number of additional teachers sanctioned and in position: In Primary schools the sanctioned posts of teachers were filled and were in position. Any post of additional teacher for upper primary schools was not sanctioned in the financial year.

(2) Mode of recruitment of teachers and the authority, which recruits the teachers: Appointments of the *Shikshakarmis* (teachers) is made under the *Shikshakarmi Bharti Adhiniam* of the state on behalf of Panchayat and Rural Development Department. In rural areas the teachers are recruited by the Zila Panchayat / Janpad panchayat and in urban areas by the Urban Corporations perform this job. Shikshakarmis varg 2 are recruited at District level and varg 3 at Block level. After advertisement in local newspapers candidates are short-listed and merit list is prepared for calling in the ratio of 1:3 for interview. Earlier there were five marks for interview but in new practices these are also eliminated and selection is only based on merit. Selected candidates are given position through counseling.

(3) Nature of appointment of teacher: The appointment of teachers (Shikshakarmies) was found to be regular.

(4) Whether decentralized appointment and the level of satisfaction: The appointment procedure was found to be centralized at district and block level with counseling for posting at different places as per choice of the teachers. The community members were found to be satisfied with the services of the teachers in the schools visited.

(5) Number of teachers sanctioned in position and present on the day of visit: There was difference in the no. of teachers sanctioned and in position due to the ongoing process of selection, but all the teachers in position were either found to be present or valid leave applications (only few cases) were found on the dates of visits in the school. There were also found some cases of attachments with cluster or in other schools. At the time of state-wide strike of

Shikshakarmis the schools were not found closed but arrangements were made through attachments etc.

(6) Rapport between teachers and children in the schools: A satisfactory status of rapport among teachers, co-coordinators and village panchayat was found in the schools visited.

(7, 8 & 9) Target no. of teachers be given training and actual no. given (2006-07):  
60-day's Training – In district, 688 teachers have to undergo D. Ed. Training through correspondence as a part of this training.

30-day training: There is no provision of such training.

20-day's Training – It is bifurcated at DIET, BRC and Cluster levels. Its progress is shown in Table 14.

**Table –14**  
**In-service Teachers Training: Targets and Achievements**

S.No.	Level of Teachers	Targets	Achievements	At DIET	At BRC	At CRC Level
1.	Primary Trs.	3053	3053	5-days, in Aug. Sept. and Oct.		10 days, upto Dec. 06
2.	Upper Primary	600	600			
	Total	3653	3653			

The duration of training was reduced to 15 days and the training was found to be given in two phases, first phase of five days at DIET/Block level and then ten days those master trainers at cluster level will give training on third and fourth Saturdays by rotation, so the school also may remain open. Common Training calendar was found to be prepared, main areas of training were yoga, child psychology, inclusive education, activity based teaching, environmental education, map reading, value education, mathematics and English teaching.

Need-based Modules for training were developed in the name of “Prayas” at the state level by SCERT, the master trainers use the same and a copy was given to the trainees. SCERT has also provided the transparencies for conducting /use in the training programs. SCERT, Raipur had trained master trainer in June 2006. 688 teachers were found to be un-trained who have to go for D.Ed. DIET has trained 602 teachers in 5-day schedule in seven cycles. District Resource Group contained 7 Resource Persons – 3 from DIET and 4 from Blocks. General items of discussion in the training programs were, like irregularity in attendance, indifferent attitude of parents for girls’ education, seeking community support, dedication of teachers towards teaching, etc. Participants were distributed in different groups as per their subject area, had discussions, developed and presented teaching aids (with the TLM grant Rs. 500/-) in the group. The target of training 600 teachers in district was achieved in DIET by 7<sup>th</sup> Oct., 06. Blockwise details of UPS Teachers trained are given in table 15

**Table 15**  
Block-wise Training in DIET, Jaspur

S.No.	Name of Block	Teachers		Total	Trs. Trained as DRG	Total Teachers Trained
		Hindi, Sans., & Soc. Sc. Gp.	Eng. Maths & Sc. Group			
1.	Bagicha	52	60	112	-	112
2.	Duldula	19	22	41	01	42
3.	Farsabahar	39	35	74	01	75
4.	Jaspur	44	43	87	02	89
5.	Kansavel	19	18	37	-	37
6.	Kunkuri	30	38	68	-	68
7.	Manora	36	38	74	-	74
8.	Pathalgaon	50	55	105	-	105
	<b>Total</b>	<b>289</b>	<b>309</b>	<b>598</b>	<b>04</b>	<b>602</b>

Apart from the above the DIET Jaspur had also organized 4-day CAC Training for 88 participants, 4-day Training on Adult Education for 28 participants and 1-day training on Competency Based evaluation at primary level and trained 5 participants.

(10) Satisfaction level of training and need-based areas for training: Mostly the teachers were found satisfied with the training but in few cases the teachers expressed inabilities of the Master Trainers. The modules in the book for titled as “Prayas” were given to the teachers but they were not found using them. Some teachers also expressed the need of training in teaching of Sanskrit, English, Science and mathematics and computer operations. For yoga they were found to be satisfied. Newly appointed graduate teachers need training of methodology.

(11) Academic support of BRC / CRC to the teachers: BRC/CRC organize training programmes for teachers. They undertake administrative work like, school grants, teacher grants, supervision of building constructions and repairs, etc. innovative steps, like exhibition of models made the children, strategy for special treatment to the weak children, etc. About half of their visits were for administrative work and then less importance is given to model lessons and random assessment of children. District Institute for Education and Training (DIET), Jaspur also use to interact with teachers for training, action research, etc. The list of programs and Action Research conducted in the year 2005-06 was given in DIET. The DIET has not taken any research study etc. in the current year. On the day of visit one training program for teachers was taking place at CRC, Gamaria.

**Suggestions:**

As far as possible the training should be conducted in summer vacations.

Supportive Teachers, CRC and BRC should have a constant eye on assessment of training needs and follow-up of the training provided at different levels.

High or Higher Secondary School teachers should be arranged by DIET for training at block level and there should not be training at cluster level, as it becomes just like a meeting of the teachers and the purpose of training dilutes

The participants in the trainings should develop some material for use in classrooms otherwise they remain indifferent during training and the efforts and resource go waste.

The teachers should reach to the level of children while teaching they have to use activity methods and seek participation of children, avoiding the lectures.

(F) **Teaching Learning Material (TLM) grant:**

(1) Teachers eligible to receive TLM grant: Total 4718 teachers in the district are eligible to receive TLM grants, the release of grant was done with other grants in the account of JBVS as given in Table 13.

(2 and 3) Date of release of TLM grant and the no. of teachers covered: Release of TLM grants was done vide No. 522A/ SSA/Fin/06-07 dated 10.10.06 and the number of teachers covered in table 13. The teaching-learning materials purchased and made/ prepared were found to be displayed in the classrooms. In few cases they were not used and the teachers were given guidelines accordingly. Good examples of use of the TLM in teaching were also noticed. Guidelines for utilization of TLM Grants and School Grants are issued also issued. One Dictionary was purchased for Rs. 250/-.

**Suggestions:**

All eligible teachers should get grant of TLM at a time.

Class-wise exhaustive list of TLM may be developed which has to be followed in the whole state.

**(G) Education Guarantee Scheme (EGS)/Alternative Innovative Education (AIE)/NRBC/ RBC:**

- (1) There were 70 AIE centers in the year 2005-06, where 1700 out of school children were studying. In Shala Pravesh Utsav all out of school children were enrolled in Gyan Jyoti Kendra and as such the scheme is not applicable in the district, at present in the financial year 2006-07.
- (2) The target number of out of school children was found to be 4265 out of which 3947 were enrolled in regular schools and only 318 children remained out of school.
- (3) Not applicable
- (4) --do--
- (5) --do--
- (6) --do--
- (7) --do--
- (8) --do--
- (9) District Programme Co-coordinator is designated by SPO for EGS/AIE in the district.
- (10) Yes, the monitoring format is available with DPO and information was sent at the time of meeting conducted by SPO

- (11) 56 AIS centers and 5 EGS centers upgraded in PS in the financial year 2006-07. Up gradation sanction/ instruction were given by the SPO.
- (12) Yes, necessary funds were released and instructions were issued by the SPO.
- (13) Yes, five EGS centers were up-graded in the district.
- (14) Yes, actual up-gradation has taken place
- (15) Yes, the land for construction of up-graded primary school (from EGS) has been identified.
- (16) Yes, funds for construction have been released by DPC.
- (17) Yes, construction has started in ..... upgraded primary schools (from EGS)
- (18) Adequate no. of Teachers were sanctioned for up-graded primary schools (from EGS), were put in position and were present.
- (19) Total 1710 out of school children were enrolled in the regular schools.
- (20) There is no EGS / AIE center in the district in the year
- (21) to (25) Not applicable

**(H) Children with special needs:**

- (1) No. of Children with special need identified and enrolled during the current year: Total 1104 out of 1268 children have been enrolled in the district and on visit it came to discussions that mostly CWSN are enrolled barring a few girls who are overage and parents do not want to send them due to social reasons and others who are totally disabled.
- (2 a & b) No. of children provided with aids & appliances and difficulties in getting & utilizing them: After the health camp for measuring disability the aids and appliances will be provided as per need. The work in this regard is in progress.

- (3) List of Resource Teachers and NGOs associated with: Nil
- (4 a & b) Information about the IED coordinator and monitoring format: Nil
- (5) No. of Schools provided with ramps: All the schools (barring a few) in the district have been provided ramps. Now in all new school buildings there will be provision of Ramp.
- (6 and 7) No. of children provided home based support and parents given counseling: Nil,
- (8) No. of children stated to be enrolled and actually present in the school: On the days of visit more than 85% of the children with special needs were found to be present and feeling happy by being in the school system.

**Suggestions:**

Material should be provided to the CWSN at the time of admissions in the school.

**(I) National Program of Education for Girls at Elementary Level**

- (1) In the district, six blocks (except Jaspur and Kunkuri) and their 68 clusters were targeted for starting SaheliShalas and they are operational in all the six blocks and sixty clusters.
- (2) The constructions of Saheli Shala buildings of last years are complete and the two sanctions for the current financial year are under construction one at lintel stage and other at finishing.
- (3) Under the scheme of NPEGEL in every Saheli Shala vocational training for skill development of rangoli, cloths, pickle, soap, papad, agarbatti, mats, gift packs, etc preparation and tailoring was given in summer vacations. Mahila Sammelan for the village women is organized on every Saturday. The schedule

of additional efforts to mobilize community and women groups in favour of girls' education is as under:

**Table 16**  
Additional efforts for Girls' Education

S. No.	Activity	Venue	Month of Org.	Remark
1.	Health Check-up and Parent Teacher Meeting	At Shala Premises	October/Nov. 06	
2.	Games and Sports	At Cluster, Block and District Level	December, 06	
3.	Remedial teaching of difficult subjects, like Eng. Mathematics & Science.	At Saheli Shala Premises	January and February, 2007	

(4) Yes, the funds for the program were released in time, as under:

**Table 17**  
Release of Funds for NPEGEL

S.No.	Name of the Item	Amount sent at	Number	Rate (Rs.)	Amount (Rs.)
1.	Promotion of Girls' Edu.	Sahelishala	68	1,000	68,000
2.		-do-	02	1,000	2,000
3.	One time grant Additional Amount	Gram Panchayat	02	1,000	2,000

(5 a and b) Yes, there is one Gender Coordinator in position in district and she monitors the progress in girls' education through monthly inspections of the Saheli shalas and KGBV

(6) There are 150 ECCE Centers are operational in the district.

(7) Yes, Monitoring formats and frequency of furnishing information is prescribed by the SPO.

**(J) Kasturba Gandhi Balika Vidyalaya (KGBV):**

(1) The scheme is applicable in the district and one KGBV is functional on 5 acres of land at Madhevdand in Bagicha block of the district since 2004-05.

(2) In district land has been identified for opening of 5 KGBVs in current financial year, as under:

**Table 18**

Proposal for opening of New KGBVs

S.No.	District	Block	Proposed place for KGBV
1.	Jaspur	Manora Duldula Farsabahar Kansabel Pathalgaon	Surjula Kastura Ganjhiadih Narialdand Tamta

- (3) Yes, the detailed guidelines for running KGBV were published at SPO level, copies were available at district project office and KGBV in Mahadevdand.
- (4) The 50 seated KGBV is only at one place Mahadevdand in Bagicha block, which is operational 2004-05 and it's building was inaugurated on 30.10.05.
- (5) In KGBV the following posts were sanctioned:
- Superintendent (Shikshakarmi varg – 1) – one
  - Shikshakarmi varg 2 - three
  - Shikshakarmi varg 3 - three
  - Accountant - one
  - Peon - one
  - Cook - one

Being holiday the superintendent, accountant, watchman and cook were present. One post of Peon was reported to be vacant.

(6) The KGBV is 50 seated and 44/49 students were present on the day of visit.

(7) In KGBV 50 sets of cots, student tables, chairs, coirs, blankets, dari and pillows, 100 bed sheets and 5 tatpatties were available for use of the children. Adequate games facilities, such as carom, Badminton, Footwall, chess, Ring ball, skipping ropes were provided. There were 3 computer sets in working condition for students. Facilities of two hindi news papers, Gas Connection and pump for tap water was also available.

**Suggestions:**

At the time of admission tests, 64 candidates were found eligible and only 19 could be accommodated, so all the five proposed KGBVs should start to promote girls education.

Being tribal state, KGBVs should be made 100 seater (or more) with vertical mobility and it should be upto class 12, so that the girls may get opportunities as per their choice.

The facilities of Library, Reading Room, Aqua Guard, Fire Fighting System, Television, English newspapers and storage boxes (for coir, bed sheets, etc) should also be made available in the Vidyalaya.

Games and Cultural activities should be organized by introducing the house system..

**(K) District Information System for Education:**

- (1) Setting of EMIS in the district with necessary facilities: District information system for education is established at the district level with requisite number of computers with printers (4) and under SSA one post of programmer and three posts of Data Entry Operators are sanctioned. But three data entry operators were found in position and the process of filling the vacant post was in progress. At block level also there was one computer set and photocopying facilities.
- (2) Time schedule for the current year: The work of filling of the School Database formats for the year 2006-07 was done after receiving data capture formats from the SPO office. There was a proposal of one day training at district level for BRCC and 2 CRCCs from each block. In this training special instruction for random checking of 5% formats will be given. All filled-up formats will be collected at district level and will be made available to the state project office.
- (3) Supply of Data Capture Formats: The data capture formats are expected from the SPO, and will be distributed in the schools in September and will be filled by 30<sup>th</sup> September 2006.
- (4) Training for filling up the data capture format:
  - a. At District Level – on 15<sup>th</sup> Sept. 2006 – BRC Coordinators (9) with 2 CRC (18)
  - b. At Block Level – up-to 20<sup>th</sup> Sept. 2006 – All CRCs
  - c. At Cluster Level – from 25<sup>th</sup> Sept. 2006 – Teachers.But the teachers were found not satisfied with the training.
- (5) Verification of Collected data: Before distribution of formats the instructions for verification of collected data are given in training programs and 5% random verification is undertaken by the BRCs at the block level. This year also specific instruction are issued in the training programs. There was found to be no provision of third party data verification of data.
- (6) Timely passing on the collected and compiled data: The data capture formats were collected at district level between October 15 –30 and were be passed on to the SPO after completion in the month of November.

(7) MIS in-charge at the state level and his role: Knowledgeable and working.

**(L) Research and Evaluation:**

(1) Sanction of Researches in the current financial year: No research proposal was received, but last year good action researches were conducted through DIET, Jaspur.

(2) No. of research studies sanctioned and completed in previous year: Nil

(3) Mechanism for sanction of Research Proposals and Projects: Research proposals are sanctioned through coordination with DIET, SPO and SCERT.

**Suggestions:**

There should be some mechanism for sanction of researches through DIET / SCERT at district level.

Researches should be also find place in funding.

**(M) Functioning of VECs (Jan Bhagidari evam Vikas Samiti – JBVS)**

(1) Total number of JBVS constituted in the District:

S.No.	Block	Total no. of JBVS 2006
1.	Bagicha	326
2.	Duldula	157
3.	Farsabahar	307
4.	Jaspur	254
5.	Kansavel	190
6.	Kunkuri	238
7.	Manora	259
8.	Pathalgaon	372
	<b>Total</b>	<b>2163</b>

(2) Guidelines on Delegation of powers: Guidelines on delegation were issued.

(3) Representation of women in the JBVS: Adequate representation of women / SC/ ST was found in constitution of JBVS during field visits and meetings minutes.

(4) Meetings of JBVS and participation of women, SC/ST members: Meeting of the JBVS were to be conducted after interval of 15 days to one month but normally they are conducted at the time of independence or republic days or when sanction of funds is needed. Baring a few cases the attendance of members

was not encouraging. But there was proper participation of the women, and SC/ST members in the meetings.

- (5) Orientation of the members of JBVS: There is a proposal to orient 6 members from each JBVS at district level after receipt of materials from the SPO. Orientation is necessary for seeking cooperation and understanding of duties & responsibilities. The Self-help group is also oriented on maintenance of records, menu, quality and quantity of meals and for arrangements of mid-day meals in the schools.
- (6) Contribution of JBVS in improvement of enrolment, attendance and environment of the schools: A positive contribution of the JBVS was noticed in the schools visited for improvement in attendance, enrolment and school environment. They conduct home surveys, write slogans, organize meetings, etc for improvement of enrolment and attendance. In some cases the JBVS also arranged teachers in the school.
- (7) Maintenance of Records by JBVS: Schoolteacher was found to be secretary of the JBVS and proper records of funds was found in cashbooks and up dating of stock registers was suggested wherever necessary.
- (8) Programme in-charge for community mobilization at SPO level: Working and Knowledgeable

**Suggestions:**

The meetings should be conducted periodically.

There should be more discussions on quality education in the schools in the meetings.

**(N) Staffing and State and District Level**

- (1) Staffing at SPO level: The staff and SPO level was found to be knowledgeable and oriented towards SSA activities.
- (2) Number of Meetings of General Body and EC held during previous year: As per need.
- (3) Staffing at DPO level: The staff and DPO level was also found to be knowledgeable and oriented towards SSA activities. The posts of APC (Research, Evaluation and Training) and APC (Monitoring, Supervision & IED)

are vacant which hampers the work of quality education in the district. Similarly, the post of Assistant Engineer should also be filled up.

- (4) No. of BRCs and CRCs sanctioned and their staffing position: There is need of BRC at Pathalgaon to effectively coordinate the educational activities in the block.
- (5) Rules and regulations for filling up posts of SSA: The posts of SSA are filled up as per the well-framed rules by the state or at district level.

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

In Chhatisgarh, under the Midday Meal Scheme cooked food is provided to the children of Primary schools. The primary school children in the district are served variety of hot cooked food in mid-day meal during lunch hours about 1.30 p.m. on working days. Menu was provided at the school level but it was not common in all schools of the district visited. There were also little adjustments and variations as per availability of the material or need. Green vegetable and fruits are served and children were found satisfied with the quality and quantity of the meals. All children were found taking mid-day meals and nobody brought Tiffin on the day of visit. Women of the self-help group or Gram Panchayat were cooking mid-day meal in the schools on wages of Rs. 15/ per working day. In certain cases they also requested for increase of the amount. Hundred grams of rice and Rs. 2/- per day per student was provided to the Mahils Swasahayata samooh /Gram Panchayat as per attendence of the children. In most of the cases the Pucca kitchen was found but stores were found only in few schools and materials were stored in the houses of the cooks. Hand-pumps were available for safe drinking water in the schools visited. Adequate utensils were found for cooking in most of the schools and in some schools the plates were also purchased by JBVS for children.

The cooking gas was not supplied and the firewood was used for cooking. There is need to pay attention in this regard to make the environment smoke free cooking gas should be provided and its use in cooking should be ensured. Kitchens were separate, safe, and clean and children were found to be disciplined. Children used to wash their hands before meals, pray God, take meals in an orderly manner and wash hands and mouth before and after meals. Any discrimination on the basis of caste, gender, or disability was not found among children. Community participation was also found in the scheme through self-help group and BEO, DEO and BRCs. etc. were regularly monitoring the programme of Mid-day Meals. But some children leave the school after taking meals, like PS Gamahria.

Menu for Mid-day Meals

Day	Kunkuri Block				Kunkuri Block				Duldula Block				Duldula Block		One item changes /four menu for 4 weeks
	Iodhama				Bartoli				Patratoli				II menu		
Mon	Dal	Bhat	Sabaji	Achar	Dal	Bhat	Papad	Achar	Dal	Bhat	Sabaji	Achar	Dal	Bhat	
Tue	Khichdi	--	Sabaji	Sweet	Dal	Bhat	Sabaji	Khbir	Dal	Bhat	Sabaji	Fruit	Dal	Bhat	
Wed	Dal	Bhat	Sabaji	Papad	Dal	Bhat	Achar	Egg	Dal	Bhat	Sabaji	Papar	Dal	Bhat	
Thu	Khichdi	--	Papad	Achar	Dal	Bhat	Sabaji	Papad	Dal	Bhat	Sabaji	Achar	Dal	Bhat	
Fri	Dal	Bhat	Sabaji	Khbir	Dal	Bhat	Sabaji	Sweet	Dal	Bhat	Sabaji	Sweet	Dal	Bhat	
Sat	Khichdi		Sabaji	Achar	Dal	Bhat	Sabaji	Achar	Dal	Bhat	Egg		Dal	Bhat	
	*Egg on II and IV Wed.														

In Bagicha Block Bhat, Dal, Sabaji, Achar and Papad was found to be common and there was seasonal fruit on Monday and Saturday, Khbir on Tuesday and Thursday, Egg on Wednesday and Friday. In some cases Dal was also specified as Moong, Aarahar, Urad and Masur on different days.

**Suggestions:**

There should be common menu of mid-day meals for all schools in the district.

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SARVA SHIKSHA ABHIYAN

**Monitoring Report  
Of  
Korba District of Chhattisgarh**

Period of Monitoring: October 2006 to March 2007

Monitoring Institute: Regional Institute of Education  
Shyamla Hills,  
Bhopal – 462013.

Member of Monitoring Team: Dr. Praveen Kulshreshtha

Field Visits:

1. 14.12.06 to 20.12.07 (7D)
2. 05.02.07 to 13.02.07 (9D)
3. 30.03.07 to 07.04.07 (9D)

**(DR. PRAVEEN KULSHRESHTHA)**

## **EUCATIONAL FACT SHEET OF KORBA DISTRICT.**

Korba is having 5 educational blocks and **89** clusters. Korba is predominantly dominated by tribal population and majority of schools are managed by Tribal Welfare department under Ministry of Tribal development, Govt. of Chhattisgarh. There are approximately 1458 Prathmik Shala and 378 Poorv Madhyamik Shalas (Middle Schools) in the district which are covered under Sarva Shiksha Abhiyan.

Dr. Praveen Kulshreshtha, member of minotoring team had visited the district Korba and tried to monitor all components of Sarva Shiksha Abhiyan as far as possible and the findings are reported as under.

### **1. Opening of Schools.**

During the financial year 2006-07, total 137 schools has been sanctioned, out of which 136 has been opened. Out of these 136 schools, 57 are primary schools and 79 are upper primary schools (middle schools).

The land for construction of schools has been identified. The funds has been sanctioned to concerned agencies for construction of schools. The agencies involved in construction are JVS, Gram Panchayats and Rural Engineering Service [RES].

Status report about 86 newly sanctioned schools about stage of construction is available with DPC Korba and according to that work at 7 sites has not been started.

The number of teachers sanctioned in primary schools is 58 and in middle schools is 237. Out of these 158 teachers has been appointed in middle schools.

Guidelines for items to be provided for new schools has been issued.

## **2. Civil Works**

During 2006-07 following civil work has been sanctioned.

Prathmik Shala 143 and middle school building are 63, out of these 206 shalas, the construction work has been started in 142 Prathmik and 63 middle schools and on 28/2/2007 (Status reference date) 8 Prathmik and 3 middle shala has been completed and work is in progress in 134 Prathmik and 60 middle schools.

In one prathmik shala work is not started. During 2006-07, 39 Saheli Shala has also been sanctioned.

The civil work progress report as on 28/2/07 of district Korba is summarized below:-

Sl.	Component	Sanctioned	Status as on 28/2/07			
		2002-03 to 2006-07	Work Started	Completed	Improving	Work not Started
1	PS Building	367	366	186	180	1
2	Middle School Building	118	118	51	67	0
3	Additional Room (PS)	210	210	192	18	0
4	Additional Room (MS)	165	165	161	4	0
5	BRC Building	0	0	0	0	0
6	CRC Building	89	89	76	13	0
7	Toilet (PS)	300	300	300	0	0
8	Toilet (MS)	200	200	200	0	0
9	Drinking Water	144	144	109	35	0
	Total	1593	1592	1275	317	1

(Source : State Project Office, Raipur)

Guidelines for construction of PS and middle schools are available with District Project Office and these has been handed over to the construction agencies alongwith the financial cum administrative sanction in August/September 2006 for the work of 2006-07. No agreement deed has been signed between construction agency and the mission (RGSM, DPC Office). The construction work of the district is being supervised by the two assistant engineers, who are appointed at the DPC Office on deputation basis. At the block level, sub-engineers of the Janpad panchayat offices are supervising the construction work. The construction of the Kasturba Gandhi Balika Vidyalaya has been undertaken by the P.W.D. of Chhattisgarh.

The drinking water facility in most of schools is through the mode of hand pump. At most of the places the hand pumps were in functional stage and availability of drinking water is satisfactory. The “taste of water” was not good in approximately 30% places visited by monitoring team, but anyhow it is available.

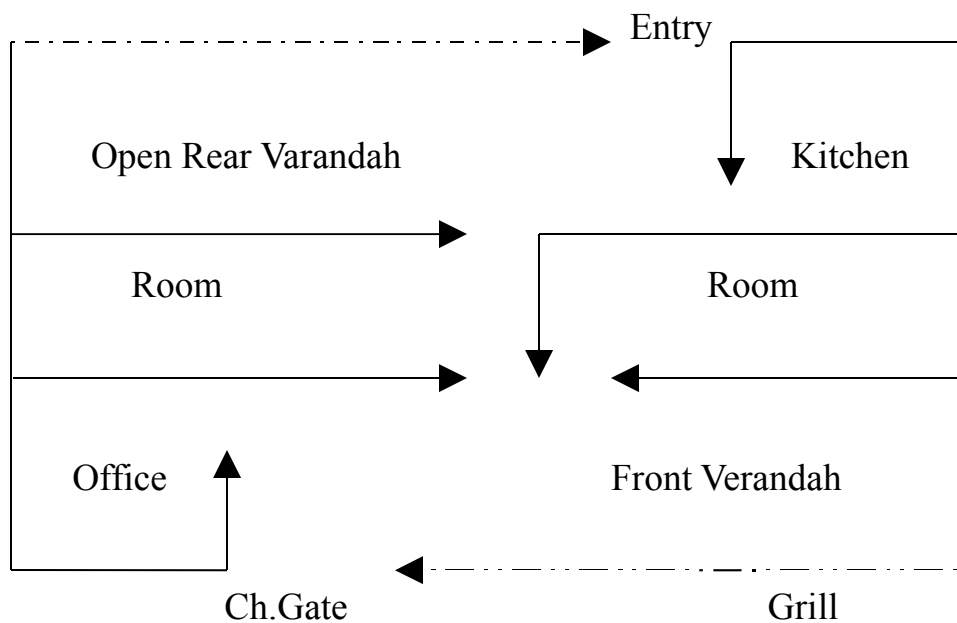
Toilets has been constructed in most of the schools alongwith urinals.

### **MAJOR DRAWBACK IN CIVIL WORKS IN DISTRICT KORBA:**

Monitoring team observed the following drawbacks in various civil works in the Korba district which had been constructed or under construction under Sarva Shiksha Abhiyan. The drawbacks are followed by possible suggestions to improve upon.

#### 1. **Map of Primary School building:**

The map of primary school building is common throughout the district. The dimensions of the verandah, room, kitchen are the same for all schools buildings. The PS building typical map is as follows.



MAP OF TYPICAL P.S.

The room size is suitable to accommodate maximum 25-30 students, including the verandah (Front) the maximum 110-120 students can be accommodated. Classes I & II and III & IV are to be clubbed to accommodate in the given space. As per model qualitative achievement of Sarva Shiksha Abhiyan each class should be provided separate room and other logistic and teacher. The present map is not universally suitable to whole of state/district due to following reasons.

Problem 1. The map has no scope of the extension of classrooms or covered verandah to provide the logistics according to qualitative achievement.

Suggestion;

The map should have scope of two additional rooms at least, which can be joined in existing building with least expenditure.

2. The new school building is not able to accommodate the existing strength of the students who are studying in old buildings for example there is shortage of space in new building even according to existing strength of the students i.e. in the many primary school of block korba during the session 2006-07 the existing strength of students was above 200 as average.

Suggestion;

The dimension of room and prathmik shala bhawan may be allowed to be suitable to accommodate the students at least 1.25 times of the existing strength of any school. This may help to solve the problem of space in school at least for 10 years.

3. Kitchen has been provided in rear verandah and this has common wall with the classroom. In some kitchen e.g. in P.S. Kurdeeh, block Korba there is no ventilation in kitchen.

Suggestion;

After Kumbkonam incident, it is advised to keep/construct the kitchen away from the main building. The map may be modified and kitchen may be constructed in 'L' shape at the one end of rear verandah so verandah remain in between 'kitchen' and classroom. It will help to improve the amount of natural light and ventilation condition of the class rooms.

The rear verandah and 'existing kitchen' can be used for educational/eco/nature club activities in the school, besides serving the mid day mea. The room may be used as activity room. The adequate ventilation may be provided.

## **2. Construction process:**

Two major problems has been identified during monitoring in construction process.

Time period of removal of centering after Roof construction (Dhalai)

Inadequate watering on wall and roof of the buildings.

**Problem:** It was found that centering of the roof has been removed in most of the building just after a period ranging from 10 to 15 days after the date of roof (dhalai) construction. In very rare cases, it was kept for the 20 days and above (less than 10%

cases). The Adequate watering of the wall and roof of the building was not found in above 80% of construction work.

Suggestion: Dr. P.Kulshreshtha, discussed the matter with the engineers posted at o/o DPC Korba and asked them to ensure the centering for proper recommended period. According to civil engineering norms, a period ranging from 3 to 4 weeks is essential for proper roof making without removal/disturbing of centering. These serious lapse in the process and just to save some amount by construction agency as the rent and labour it may cause loss of crores of rupees to the government in near future alongwith possible loss of human lives. **Anyhow, the opinion of a civil engineering department may be taken before concluding the impact of the “lapse in the process”.**

### **3. Quality Construction:**

The quality of construction is poor and substandard in majority of cases. Building have cracks at the junction of roof and wall and big wall cracks. Door and windows are not properly fitted and equipped with stopper etc. For instance in middle school building, Budhiapali ( ) block, Kartala, Dist. Korba, which has been completed in March 2007 and its “Lokarpan” was done on 31<sup>st</sup> March 2007 following construction faults has been observed.

- (a) Cracks between roof lintel and wall almost in all rooms and verandah.
- (b) Big wall cracks
- (c) Toilets are incomplete
- (d) Filling of the windows is not proper and adequate
- (e) Black boards are not properly built
- (f) One door is rusted and broken and old

**Good point: Ramp is very good and have proper elevation angle.**

### **TOILETS AND URINALS:**

Toilets has been constructed in majority of school. The pit walls are not fully covered in some cases, 1/4<sup>th</sup> of height is exposed. The top and door of toilets are mostly of tin sheet. The tin sheet is very thin and gange seems to be inadequate.

**Problem:** The complete toilets are under 'Lock' in most of schools. In some schools, the sheets are full of 'Ret'/gunny bag. These are not accessible/under use in 90%schools.

**Suggestion:** Incharge teachers of school should be instructed to open these toilets for use and these should be accessible to students/teachers during school hours. A circular may be issued and a session in teachers training programmes may be devoted to this component with "health and environmental education"

**URINALS:** urinals are constructed in most of schools.

**Problem:** In majority of schools (approximately 80%) the pit for urinals are not covered. These has been left open. Moreover the connecting outlet pipes are broken. In (20% urinals) no outlet is given in urinals and no pipes are laid down and no pit exists e.g. in P.S. Dehanpara block Korba of district Korba.

**Suggestion:** Agencies involved in construction must be served notice to complete the work adequately and properly. Collector/district project officer, RGSM should take this component seriously.

### **Irregularities in civil work in Korba District at District level.**

Following irregularities/malfunctioning at district level in Korba has been observed by Dr. P.Kulshreshtha, member of monitoring team:

1. Additional rooms has been sanctioned in those Prathmik Shala, where no PS building exists and land title is not clear.

This is gross irregularity, the school building do not exist and on additional room has been sanctioned. The case has been observed at P.S. additional room at Manasnagar, Block Korba, Dist. Korba. Moreover the construction had been started on the land belonging to CSEB without taking care of clear title in favour of Nagar Nigam Korba. The construction work has been stayed at lintel stage since last 3 years. Similarly P.S. Dehanpara, block

Korba has been constructed by sanctioning the one additional rooms in consecutive three years.

The construction is poor, one room lanter has been laid, one room lanter is incomplete even upto 5<sup>th</sup> April 2007, work not progressed since 12/2/07 i.e. date of first observation.

2. Additional rooms and P.S. building has been sanctioned in the schools, where existing building is in good and satisfactory condition.

For instance, the P.S.Bhalusatka ( ), the existing Prathmik shala is in good and satisfactory condition and in 2004-05, one additional room has been sanctioned at Sl. No. 519, and further in 2005-06, one additional room was sanctioned at Sl. No. 200 in the list. Out of these two rooms, room sanctioned in 2004-05 has been completed and other room is upto window level on 31/3/07. inspite of good space with two additional rooms, the new P.S. building during 2006-07 has been sanctioned for Bhalusatka. As per status report available with DPC office Korba at Sl. No. 16 it has been reported that work is under progress and plinth has been digged as on 28/2/07. On 2<sup>nd</sup> April '07, the monitoring team could not get any evidence of starting of work claimed in status report.

3. Status report available in office of DPC Korba do not match with the factual ground/field status.

In certain cases it has been observed that status reported in the O/O DPC Korba on a particular date does not match with the factual ground/field



Free text books has been distributed to the students enrolled from class-I to class-VIII. As per record of O/O DPC Korba. 37,697 students of class I; 30,964 students of class 2; 24,939 students of class 3; 29,400 students of class 4; 22,611 students of class 5 had been benefitted by the programme of free text book distribution. At upper primary/middle level, 23,810 student of class VI, 18,178 students of class VII and 17,825 students of class VIII had received the free text books.

MI team observed that in majority of schools text books has been distributed in month of July – September 2006. In Katghora block there was shortage of 250 sets of class 8 books. The BRCC was instructed to remove the shortcoming. In few school some shortage was reported e.g. in Satrenga, Ajarbahar.

MI is satisfied that most of work of book distribution was over upto July, August. Only in exceptional cases books were distributed in November 2006 e.g. P.S. Hardimoha block Korba.

#### **4. SCHOOL GRANTS:**

School grant for 2006-07 has been released in month of November (15/11/06) and it has reached in school accounts in January end or February 2007. The cheque collection time taken by banks is too much.

The grant of 2005-06 has been utilized by the schools in general.

#### **5. TEACHERS AND TEACHER TRAINING:**

Approximately 3,265 teachers are posted in the district Korba in the schools covered in Sarva Shiksha Abhiyan. State project Directorate, Raipur fixed the target to trained the 3,975 teachers during 2006-07, but due to certain reasons postings could not be made hence out of 3,265 actually posted teachers, only 2,357 teachers has been trained during 2006-07 at Block level in five day cycle. Monitoring team could not visit any teacher training programme during the visit as the teacher training was over in the district in September.

The motivation level of trained teachers was not found up to the satisfactory level. There is lack of interest in implementing the new pedagogy.

**Problem Identified:**

At middle school level it is commonly found that due to promotion policy the teachers has been promoted and posted and as a result of this in the school all three teachers belong to the social studies and language group/stream. In such cases they are neither having updated content in Science and Mathematics nor they are properly trained to deal such type of teaching situation. The performance is not satisfactory.

**Solution:**

Monitoring team after the monitoring is fully satisfied that the specific teacher training should be designed and imparted in such situation in the subject of Mathematics and Science.

**6. Teaching Learning Material Grants:**

The grant of teaching learning material has been released to a total 3265 teachers of Primary and Middle schools of Korba district in Nov. 2006 (15/11/06) for the year 2006-07. The amount has been reflected in the passbook of schools in month of Jan./Feb. 07. Schools intimated that grant of 2005-06 has been utilized. The grant has been used effectively in majority of cases. In some schools e.g. P.S. Sitamadhi, Korba teachers are not aware with specific purpose and they are using the grant in purchase of Almirah/Box/Table etc. Monitoring team feels that specific instructions regarding utilization of TLM grant and norms and objectives of pooling it to purchase big model/teaching learning material should be specifically developed and circulated.

**Problem:**

The attitude of majority of teachers is to purchase the readymade teaching aids instead of making/developing the teaching aid in the school and developing the skills in the associate teachers and students of middle school.

Solution:

This problem can be sorted out in teacher training programme by holding some competitive exhibitions. DIET should also take care of this fact in designing their teacher training programme.

No record of TLE grant was available in Poorv Madhyamik School, Kotmer, Kartala block and Jamera, block Katghora.

**7. Children with Special Needs:**

The progress of the district in this component is not satisfactory. 1280 children has been identified as CWSN and 995 children are enrolled in the schools system. A letter to CMO, Dist. Korba was sent in July 2006 to organize the camps for medical examination at block level but upto Feb. 07 no camp had been organized in Korba district (as informed by Mr. Kaushik, District Project Coordinator, Korba)

In absence of medical examination camp the distribution of equipments etc. could not be done during 2006-07.

Monitoring team found that ramp in old school buildings are not available. In new buildings the ramp are present and properly shaped except few school e.g. middle school (PMS) Banjari, where the ramp is with high degree of angle of elevation (70°)

This component is not progressing well in Korba district.

**8. Education Guarantee Scheme and AIE/RBC**

In Korba district one RBC is working at Devpahri in Lemaru cluster of Korba block. 52 students are enrolled in this centre. RBC is working satisfactorily.

Approximately 30 Gyan Jyoti Vidyalaya are functioning in Katghora Block and Pondi Uproda block of Korba district. Monitoring team visited Gyan Jyoti building at Deepka basti block Katghora and one at Manjhapara (Nagoi bachera) Jurali cluster, block Pondi uproda.

The major shortcoming in both building was lack of toilets and drinking water facility. These facilities are essential to the children and staff.

**9. National programme of education for girls at elementary level (NPEGEL)**

In Korba district, 89 Saheli Shalas (Model Cluster Centre) has been initiated in the 5 blocks. Almost each cluster in provided with a Saheli Shala. The team visited the newly constructed buildings of Saheli Shala which has been completed recently. Team also visited the Saheli Shala in various time frame work.

Team found that material, resources and other items are available with almost all Saheli Shalas. The attendance register and all other record was also complete on paper. However, team member could not found any Saheli

Shala in action and fully functional state except one i.e. in Andhri Kachchar Cluster, Korba block. Monitoring team feels that effective and efficient contribution of Saheli Shala towards educational development of girl child is not received by the system yet. These must be utilized with full potential.

The o/o District Project Coordinator Korba had organized the one day awareness camp at Korba on 14.9.2006 on NPEGEL and KGBV. This was a good step in this direction.

**Suggestion:**

The effective utilization of resources of Saheli Shala can be done in month of April – May i.e. after the examination time is over in March and school reopens.

Monitoring team realized the reality that teachers are busy with preparation of result or valuation work of 5<sup>th</sup> & 8<sup>th</sup> Class so they are not able to give full attention to children. Moreover, the text book of new classes are not available to students, hence the majority of students show disinterest in learning the old books/material. Monitoring team feel that this is high time to use Saheli Shala and even we suggest to open the certain crafts/vocations of Saheli Shala to the boys also alongwith girls. This help in minimizing the gender gaps.

**10. Kasturba Gandhi Balika Vidyalaya (KGBVs)**

Three KGBVs are functional in district Korba respectively at Sendri Pali in Kartala block; Pondi uproda in Pondi uproda block and at

Mungadeeh deep in Pali block. All three are 100 seater balika vidyalayas. All three KGBVs are functioning in their own building. The construction has been done by the state P.W.D.

All the KGBV superintendents have the manual of detailed guidelines for running the KGBV.

The team visited all the 3 KGBV in the district and the observations on the civil works/building are as follows:-

**KGBV Sendri Pali, Block Kartala, Dist. Korba.**

Building has been handed over in June 06 and KGBV started in this building w.e.f. July 2006. There are many wall cracks and no plaster on roof of the rooms and verandah etc. The water tank was found without cover. Building was incomplete on 18/12/06. The post of superintendent and Accountant was vacant on 18/12/06. Students intake capacity of KGBV is 100, 84 were enrolled in the session and 34 were found present on the day of visit. The teaching staff is from language and social studies and this is effecting the teaching of Science and Mathematics. Text book has been distributed in July 2006. Academic achievement of some students was observed and it was estimated poor in Science & Mathematics. The KGBV follow the Booklet in routine administration. The purchase procedure to be

streamlined in the KGBV. The KGBV have sufficient logistics, except the teaching learning material for science teaching.

### **10.2 KGBV, Pondi Uproda, Block, Pondiuproda, Dist. Korba.**

The building is newly constructed and handed over in April 2006. Building is completed and both floors have been complete. The Building is having cracks on wall. Blackboard borders, stand to keep chalk duster etc. is not provided. Some toilets at ground floor not functional at the time of visit. The required level of cleanliness was not maintained. The KGBV is with intake capacity of 100, enrolled 99 students and 71 were present on the day of visit (17.12.06) and again 46 girls were found present out of 50 on 4<sup>th</sup> April 07. The logistics is good and satisfactory. The manual is available with the superintendent. The record maintenance and purchase procedure is to be streamlined through instructions at district level.

The teaching learning material for science teaching and other subjects is not adequately purchased. The games/sports item were found in the stock.

### **10.3 K.G.B.V., Mungadeeh, Block Pali, Dist. Korba.**

The building construction is completed and well equipped with fixtures such as fan etc. Other required logistic are also available with

KGBV and satisfactory. The intake capacity is 100; 97 students are admitted during 2006-07 session and 94 were found present on 7/2/2007. Posts are filled. The charge of superintendent has not been handed over to regular incumbant even after one and half month of joining. They were instructed to complete latest by 10<sup>th</sup> April 07 on 6/4/07.

The electricity wiring is not safe at the main gate, these must be fixed through proper fitting. Toilets need cleanliness. Teaching learning material related to science and maths is not available i.e. not purchased. The academic achievement of students primafciely can be categorized near 45-50%. Lot of improvement is required.

## **11. Ashrams**

There are four ashrams in Korba district respectively at Satrenga, block Korba; Lamna, block Pondiuproda; Nunera, block Pali and at Kathrimal block Kartala. The money has been sanctioned for building. Presently all four are functioning in alternate venues. After observation it was felt by monitoring team that a manual containing the clear rules, instructions and procedure should be developed immediately on the pattern of KGBV. In beginning there is deviation from the policy in admission regarding the local students or candidates from the localities located within 1-2 kms. from the Ashram. Logistics is not satisfactory particularly the beddings. Books has been distributed. The scheme is good and in the interact of students. The superintendents needs rigorous training to maintain

discipline and record and to run ashram. Many students were found out of Ashram at Lamna and kathrimal without proper record keeping.

At Satrenga block Korba, selection of site is to be finalized in Lamna, block Pondi uproda, the construction is started and plinth level has been reached. In Munere block pali, the plinth work was to be started and at Kathrimal, block Kartala the layout of plinth was under progress.

## **12. District Information System for Education**

EMIS is not set up at Korba district and data capture format not supplied to the schools. No training has been imparted to the teachers for DCF. No BRC/CRC coordinators have been oriented for verifying the 5% of data collected. Data collected and completed at district level has been passed to the state well in time.

## **13. Research and Evaluation**

Some work of short duration research studies on “Adivasi boli” is going on.

No research studies has been sanctioned during 2005-06 Sh. R.K.Dewangan (APC Training) in research/evaluation incharge. There is no contract format for commissioning a research.

#### **14. Functioning of Village Education Committee**

The school management committee constituted according to guidelines on delegation of powers and representation of women in Korba district are detailed below;

<b>Block</b>	<b>No. of Committees</b>
Korba	389
Kartala	307
Katghora	301
Pali	443
Pondi	527
Total	1967

The orientation programme of VEC members has not been organized upto February 2007.

#### **15. Staffing at District Level.**

Out of 18 sanctioned posts in o/o District Project Coordinator only 6 persons are in position and additionally 8 persons are in position and additionally 8 persons are working on attachment basis or

at collector rate. On 1 post of programmer and 3 post of Data entry operator no person is working.

It is strange that at block level, all the 15 sanctioned posts of supportive teachers are vacant.

## **16. Mid-day Meal Scheme**

Under this scheme hot cooked meal is served. The majority of schools follow the standard menu chart circulated by the state Government. Green vegetables and fruits are the part of the meal. In some schools (few) in lieu of fruit the egg is given. Almost cent per cent student take mid day meal in the school. Children's behaviour before and after meal is proper and they wash the hands and take food in line/group in coherence and off course with discipline. The quality of food was found sufficient for the students and no complaint has been received. No discrimination has been observed on any basis.

Cook belongs to self help group and in majority of cases is women of SC/ST/OBC Category. They are paid regularly on monthly basis.

Most of school was firewood as fuel. Some schools have the gas in semi urban area but they also use the fuel wood.

Kitchen Shed observations are summarized below;

1. No kitchen shed had been constructed by Katghora Nagar Panchayat in the schools under its jurisdiction though located in Katghora and Pondi uproda block.
2. The kitchen shed constructed by Korba Nagar Nigam are very bad example. The basic design chosen by them is just one small platform is with four pillars and roof linked over it. The shed is not sufficiently having wall/bricks work to stop the rain and fast speed wind. These are covered only upto height of 4-5 feet. One side left open without any grill, door etc. The kitchen shed constructed by Korba Nagar Nigam is not fit to prepare the poor in all weather. Monitoring team feels that they had wasted lot of money.
3. In some schools, kitchen shed is constructed by Panchayat but it has not handed over to the school for the purpose for which it is built for instance in Primary School at Kothari cluster Kothari, block Kartala dist. Korba.

## Monitoring of Sarva Shiksha Abhiyan in Korba District of Chhattisgarh State.

### **List of places visited**

State Project Directorate, Rajiv Gandhi Shiksha Mission, Pensionwada, Raipur

District Project Office, RGSM, Korba

District Institute of Education and Training, Andhri Cacchhar, Korba

Block resource centres (Annexure – II)

Cluster resource centres (Annexure – III)

Kasturba Gandhi Balika Vidyalayas (Annexure – IV)

Ashrams (Annexure – V)

RBC of Devpehri, Cluster Lemru, Block Korba Dist. Korba

Saheli Shalas under NEPGEL (Annexure – VI)

Prathmik Pathshalas and Poorv Madhamik Shalas/Middle Schools of different  
block/clusters of Korba district (Annexure – VII)

Annexure – II

**LIST OF BLOCK RESOURCE CENTRES**

BRCC, Andhri Kachchar, Korba Block, Korba

BRCC, Kartala Block, Kartala

BRCC, Katghora Block, Katghora

BRCC, Pali Block, Pali

BRCC, Pondi Uproda Block, Pondi Uproda

**LIST OF CLUSTER RESOURCE CENTRES OF DISTRICT KORBA**

CRC, Andhri Kachchar, Korba

CRC, Lemru, Korba

CRC, Satrenga, Korba

CRC, Parsabhata, Korba

CRC, Sarangbundia, Kartala

CRC, Kartala, Kartala

CRC, Barpali, Kartala

CRC, Lathrimal, Kartala

CRC, Tanakhar, Pondi Uproda

CRC, Gursian, Pondi Uproda

CRC, Binjhara, Pondi Uproda

CRC, Jurali, Pondi Uproda

CRC, Jawali, Katghora

CRC, Chhuri, Katghora

CRC, Gopalpur, Katghora

CRC, Faraswani, Kartala

CRC, Karainara, Katala

CRC, Laffa, Pali

CRC, Chetma, Pali

CRC, Kothari, Kartala

Annexure – IV

**List of Kasturba Gandhi Balika Vidyalayas**

KGBV, Sendri Pali, Kartala Block

KGBV, Pondi Uproda, Pondi Uproda Block

KGBV, Mungadeeh, Pali Block

**List of Ashrams**

Satrenga, Ajarbuhar, Korba

Lamna, Pondi Uroda

Kathrimaal, Kartala

Nunera, Pali

**List of Saheli Shalas**

Andhri Kachchar, Korba

Satrenga, Korba

Bhansma, Korba

Urga, Korba

Ranjane, Katghora

Lemru, Korba

Barpali, Kartala

Jawali, Katghora

Kothari, Kartala

Chetma, Pali

Kathrimal, Kartala

Rajgomar, Korba

Tanaghar, Pondi Uproda

Gursian, Pondi Uproda

Binghara, Pondi Uproda

Jurali, Pondi Uproda

Chhuri, Katghora

Kothari, Kartala

Faraswani, Kartala

Annexure – VII

**List of Prathmik Shalas (P.S.) and Proov Madhyamik Shalas (P.M.S.)**

**Prathmik Shalas**

1. Andhri Kachchar, Korba
2. Satrenga, Korba
3. Bhainsma, Korba (Boys)
4. Kurdeeh, Korba
5. Bagdora, Pali
6. Laff, Pali
7. Lemara, Korba
8. Kantadwari, Korba
9. Barpali, Kartala (Girls)
10. Sarangbundia, Kartala
11. Semipali, Kartala
12. Barpali, Kartala (Boys)
13. Dongrapara, Kartala

14. Jenjara, Katghora
15. Kansnia, Pondi Uproda
16. Sitamadhi, Korba
17. Kothar, Kartala
18. Sanjaynagar, Farswani
19. Karainarah
20. Chetma
21. Naptikhar
22. Tiwarta, Pali
23. Ramsagarpara, Ranjana, Katghora
24. Deeppabasti, Katghora
25. Pump House, Korba
26. Zemra, Pali
27. Bhainsma (Girls) Kartala
28. Hardimooha, Korba
29. Chchuri (Girls)
30. Chchuri (Boys)
31. Kurai, Satranger, Korba
32. Tendughat, Kemru, Korba
33. Jogipali, Kartala
34. Kohdia, Korba
35. Pandhimar, Korba
36. Parsabhata, Korba
37. Bhalusatka
38. Rajgamar
39. Sarihanarpara
40. Kathrapara

41. Roomgarha, Korba
42. Tulsinagar, Korba
43. Rathakhar, Korba
44. Belakachchar, Korba
45. Old basti, Korba
46. Jurali, Pondi
47. Jawali, Katghora
48. Salihapard, Katghora
49. Devlapat
50. FARaswani, Kartala
51. Chetma (Boys)
52. Chetma (Girls)
53. Kothari
54. Gopalpur
55. Navadeeh
56. Devpehri, Korba

#### Gyan Jyoti

1. Deepka Basti
2. Maujhapara (Nagoi bachchoi)

#### List of Poorv Madhyamik Shala:

1. Andhri Kachchar
2. Satrenger, Korba
3. Bhainsma, Korba
4. Katmer, Kartala
5. Barpali, Kartala

6. Kathrimaal, Kartala
7. Jenjara, Katghora
8. Kasni, Pondi Uproda
9. Kothari, Kartala
- 10.Devpehri, Korba
- 11.Laffa, Pali
- 12.Lemru, Korba
- 13.Sarangbundia, Kartala
- 14.Chchuri, Katghora
- 15.Urga, Korba
- 16.Zemra, Pali
- 17.Nuvera, Pali
- 18.Pump House, Korba
- 19.Binhra, Pondi Uproda
- 20.Chotia, Pondi Uproda
- 21.Parsabhata, Korba
- 22.Roomgarah, Korba
- 23.Belgivinalah, Korba
- 24.Ompur (Rajgamar) Korba
- 25.Tawalkhar, Pondi
- 26.Parla, Pondi
- 27.Konkona, Pondi
- 28.Lamna, Pondi
- 29.Banjari, Pondi
- 30.Mungadeeh, Pali.
- 31.Budhia Pali, Kartala
- 32.Karahinara, Kartala

**SECOND HALF – YEARLY REPORT**  
**OF**  
**MONITORING AND SUPERVISION**  
**OF SSA FOR CHATTISGARH**  
**DISTRICT – SARGUJA**  
**2006-2007**

**Monitoring Team : Dr. U.Lakshminarayana**

**REGIONAL INSTITUTE OF EDUCATION**  
**(National Council of Educational Research and Training)**  
**BHOPAL-462013**

**Monitoring and Supervision in Sarguja District**  
**of Chhattisgarh – A Report**

There are 19 blocks in Sarguja district and MI has visited all these blocks in two phases. In the first phase 9 blocks have been monitored during 20-25 November 2006. Remaining 10 blocks are covered in the second phase of monitoring from 22<sup>nd</sup> February 2007 to 1<sup>st</sup> March 2007. In the first phase 64 schools are visited and in the second 126 schools. Total schools visited in Sarguja district are 190 covering all the 19 blocks. Block-wise break-up of schools visited is provided in following table.

**Table – 1 Block-wise break-up of schools visited.**

<b>Phase – I</b>			<b>Phase – II</b>		
Sl.	Block	No. of Schools	Sl.	Block	No. of Schools
1	Ambikapur	6	1	Suthapur	15
2	Lakhanpur	6	2	Ramanuja Ganj	11
3	Udaipur	6	3	Balrampur	10
4	Kusmi	10	4	Odgi	11
5	Sankarghad	12	5	Bhayyathan	9
6	Rajpur	1	6	Surajpur	12

7	Lundra	6	7	Wadrifnagar	15
8	Batholi	9	8	Pratappur	14
9	Mainpat	8	9	Ramanuja Nagar	10
			10	Prem Nagar	19
	Total	64		Total	126

Grand Total 64+126 = 190

## A. OPENING OF SCHOOLS

Many primary schools were upgraded to middle schools. It is observed that in some places this upgradation is not judicious and not as per the need. But due to some para-academic prrsure and compulsions. This large scle increase of middle schools causing other problems such as low rate of admissions, inadequacy of teachers, infrastructure lapses etc.

⇒ In this district, schools have been opened as per the targets. Almost all the sanctioned schools are functional

⇒ Land for construction of school building has been procured properly. However, it is observed that some school have tangled with land dispute and as a result the building construction of one school is in dispute. This school is being run in old building at the time of MI visit. On the whole in majority of schools there are no land related problems except in few schools.

⇒ Funds are released to VECs for construction of building through HM. Some teachers expressed their problems in dealing with the

funds and requested the MI to keep them away from such financial management.

⇒ On inspection of construction of school building, it is found that some buildings are at foundation stage and many school buildings are at lintel and roofing stage

⇒ There is shortage of teachers in many schools. Recruitment of teachers is getting delayed. As such many sanctioned posts were vacant. Consequent to promotion of teachers many posts fall vacant. The efforts of cluster level personnel is appreciable in placing atleast one teacher in each school. This management helping to run the schools where there was not even a single teacher. During MI visit it is also observed that many schools are functioning with a single teacher.

⇒ The target for academic year (2007-2008) is to open 174 primary schools and 76 middle schools. In this year (2006-2007) in this district 355 primary schools and 74 middle schools were opened. As has already been reported that the many primary schools were upgraded to middle schools as such number of newly opened middle schools is more in this district. However, in this district stipulated targets of opening new schools have been satisfactorily achieved.

⇒ Almost all the schools in the district received grant for teaching and learning equipment. It is reported by DPO that the schools are barred to spend it because SPO is planning to centralize the purchases. It is also reported that, short listing the firms to supply the equipment is under process.

**It is recommended that**

- ❖ *There is need to evolve a specific criteria in upgrading primary schools to middle schools. Increasing the number of middle schools without ascertaining the availability of that age group children in the locality would cause problems of enrolment.*
- ❖ *The idea of preparing a list of suppliers for TLE is good but it should be circulated to all schools as early as possible.*
- ❖ *Placement of teachers should be judicious. The imbalance in teacher placements should be immediately shorted out. A strategy should be evolved at DPO level to distribute teachers with a view to place at least one teacher in each school. Besides this the vacant posts of teachers should be filled at an early date – at least before next academic session commences.*

**B. CIVIL WORKS**

- ⇒ In this district construction of school building and additional classrooms was in the process of completion as per the target excepting few schools where there are some land disputes.
- ⇒ Drinking water tanks are not available in almost all the schools that MI visited and even in new school buildings this facility is not included. It is observed that in some newly constructed schools toilets are included.
- ⇒ There are no proposals for rain water harvesting. This is conspicuously ignored.
- ⇒ BRC and CRC buildings have been completed as per the plan and the targets are accomplished.
- ⇒ MI visited the construction sites to examine the status of constructions. In this district the supervision and monitoring of sub-engineers and asst. engineers is satisfactory. Construction works are being carried out as per the schedule.
- ⇒ VECs have been trained by technical persons for execution of civil works. The community manual for civil works is not made available to VECs.

⇒ In almost all schools ramps are not constructed. However, effort is on to construct ramps. In some schools ramps are constructed but not as per the stipulation.

⇒ Convergence of Swajaladhara and total sanitation campaign has not been taken up in respect of drinking water facilities. In all schools bore pumps are in use. Similarly, there are no efforts in converging total sanitation campaign in respect of toilet facilities.

⇒ There are no almirahas in newly constructed school buildings.

⇒ In some schools that are under construction, the buildings are being constructed as a learning aid, this is labeled as BALA (Building As Learning Aid). This idea is good.

⇒ On the whole the building construction works are satisfactory.

**It is recommended that**

- ❖ *Efforts should be initiated to within Swajaladhara and total sanitation campaign in respect of drinking water and toilet facilitation in schools.*
- ❖ *There are no almirahas provided in already constructed buildings. It is suggested to provide this facility in future constructions.*
- ❖ *The design of building as learning aid (BALA) may be extended to other districts in the state.*

### **C. TEXT BOOKS**

⇒ Text books distribution in the district is satisfactory. All eligible students received textbooks for all subjects.

### **D. SCHOOL GRANTS**

⇒ School grants have been released to all schools.

⇒ DPO has no plans to centralize the purchases for schools out of school grants.

⇒ There is some confusion in utilizing the school grants. Teachers and VECs are not clear about the purpose of school grants.

### ***It is recommended that***

❖ *There is a need to orient VECs in utilizing the school grants.*

### **E. TEACHERS AND TEACHER TRAINING.**

⇒ In some schools that MI visited, it is observed that teacher are absent and left the school to its fate. It is also found that some schools were closed at 3.25 p.m.

⇒ Most of the teachers are yet to be trained in the district. It is due to the reason that many schools are single teacher schools. The training inputs are centrally decided. BRCs & CRCs are transacting these centrally decided inputs. There are no local specific inputs either at BRC or CRC level.

⇒ There is a communication gap between zila panchayat and DEO with regard to promotion and appointment of teacher. As service registers are with zilla panchayat, neither DEO nor BEO know about teacher placements.

⇒ Vacant posts of teachers could not be filled due to some administrative reasons. As a result there is an alarming shortage of teachers.

⇒ In some clusters, due to large number of schools and difficult terrain, CRCs are not able to visit schools frequently to provide academic support to teachers.

**It is recommended that**

- ❖ ***Our concern should, now, be shifted from infrastructure to quality improvement. Unless CRCs are fully equipped with necessary skills of providing academic support to teachers, quality improvement can not be achieved. The existing structure of clusters in the district is not judicious, as the number of schools under each cluster is varying to a large extent. Further, consequent to opening of number of new schools, CRCs facing it difficult to provide academic support.***

*Hence, there is a need to restructure the clusters and blocks in the district. It is also necessary to train CRCs on latest developments in instructional processes.*

- ❖ Instead of mechanically transacting centrally decided training modules, at DPO level and at BRC level fresh need assessment should be carried out. Besides the training inputs already stipulated, special attention should be paid to the issues that have been emerged out through need assessment.*
- ❖ Information pertaining to teacher placements need to be intimated to DPO so that district office can monitor the performance of teachers and provide academic support.*

#### **F. TEACHING LEARNING MATERIAL (TLM) GRANTS.**

⇒ During MIs visit a special TLM work is in vogue. DIET faculty are providing academic support to teachers and students in preparing TLM. In many schools that MI visited this programme is successfully organized. Teacher and students are actively engaged in TLM preparation along with DIET faculty. Of course, there are certain hurdles in this programme due to siksha karmi harthal.

⇒ TLM grant is released to all teacher as per the eligibility. It is observed that TLM grant is not properly utilized in some schools.

⇒ Teachers are preparing a routine TLM. They are not properly using the TLM. There is no novelty in preparation of TLM. In spite of special trainings and academic support of DIET faculty, most of the teachers are resorting to a mechanical way of preparing the TLM. In most of the schools TLM is not displayed properly. In order to provide learning environment in the classroom, Sh. Devendra Dubey, a primary teacher, evolved a model of wall paintings. They are good and in this district many schools replicating this model.

***It is recommended that***

- ❖ *The innovative model classroom initiated by Sh. Devendra Dubey be extended to all schools in the district.*
- ❖ *Cluster level and block level sharing meetings should be organized to exchange such creative and innovative TLM.*

**G. EGS & AIE:**

There are no EGS in the district as all have upgraded to primary schools.

**H. CHILDREN WITH SPECIAL NEEDS (CWSN)**

⇒ There is no APC for inclusive education.

⇒ There are no resource teachers identified for this purpose.

⇒ Most of the schools have no ramps. In newly constructed buildings ramps are included.

⇒ In this district no activity is initiated to provide home based support

***It is recommended that***

***❖ APC for inclusive education should be posted immediately to look after children with special works.***

**I. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL):**

⇒ Cluster schools are not properly put to use. Incharges of these cluster schools are not aware of the purpose and roles of such schools. They are not aware of national programme for education of girls at elementary level (NPEGEL).

⇒ DPO has not conducted any training to incharges of cluster schools. Some cluster schools are built in isolation. There is no attached middle school. In some cluster schools that MI visited,

waste material and garbage is dumped. The buildings constructed for this purpose are closed and not put to use.

⇒ In all the cluster schools, training of girls being conducted during summer vacation. Educational functionaries are not aware of the kinds of trainings to be provided to girls in these schools.

**It is recommended that**

- ❖ *Teachers who are incharge of cluster schools should be trained properly at district level. Clear guidelines should be provided to them about NPEGEL*
- ❖ *Vocational training of girls should not be confined to only summer vacations. This should be a regular feature.*
- ❖ *There is a need to mobilize community and women groups in this regard.*

**J. KASTURBA GANDHI BALIKA VIDYALAYA (KGBV):**

⇒ There are four KGBVs in this district. It is informed in District Office that twelve more have been sanctioned for next year.

⇒ Staff are not adequate in KGBV Rajpur. There are only four teachers in this school and among them only one teacher with Mathematics background. In KGBV, Premnagar, staff are adequate but all teachers are with arts background. There is no teacher with Science and Mathematics background.

⇒ Periodic testing is not carried out in both KGBV that MI visited.

**It is recommended that**

- ❖ *Student should be divided into different houses and each house to be attached to one teacher. This will help in improving their academic performance.*
- ❖ *Each KGBV should at least have one teacher each with mathematics and science background.*
- ❖ *Continuous and comprehensive evaluation should be implemented in these schools. This would help in knowing the progress of children.*

**K. DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE)**

⇒ Data capture formats are available to teachers, CRCCs and BRCCs. They are not facing any difficulties in filling these formats.

⇒ They are filling the formats and sending it to higher authorities. BRCs and CRCs are not cross checking the data.

**It is recommended that**

- ❖ *BRCs and CRCs should be oriented in the procedures of sample selection (5%) of data capture formats for cross checking.*

## **L. RESEARCH AND EVALUATION**

⇒ There are no research studies undertaken in this district. Majority of teachers are not aware of the research component and do not have any idea about classroom research.

### **It is recommended that**

- ❖ *In order to strengthen the research component, it is necessary to train district educational functionaries in helping primary teachers to conduct classroom research*
- ❖ *Teachers should be oriented in informal evaluation practices and recording procedures.*

## **M. FUNCTIONING OF VEC:**

⇒ Urban and rural variations are evident in respect of functioning of VECs. In rural areas VECs are active when compared to urban areas. Though the functioning of VECs in rural areas is relatively better than urban areas, till they need to function effectively to improve the quality of schools.

⇒ All VECs are consolidated with adequate representation of women. VEC meetings are conducted regularly in rural areas. In urban areas meetings are not regular and attendance of members is poor.

**It is recommended that**

***❖ Community participation is an important factor that improves functioning of schools. There should be one APC at DPO to monitor and guide the VECs in their functioning.***

**N. STAFFING AT DISTRICT LEVEL.**

⇒ Staff in DPO are far below the requirement. This is huge district with 19 blocks and the staff to perform SSA activities is inadequate.

⇒ There are only two APCs at DPO, among them one is a gender officer and the other is looking after planning and budgeting.

⇒ APCs are not posted for quality/pedagogy/training; civil works; research and evaluation; inclusive education; and community mobilization.

⇒ There are two assistant engineers posted at DPO. In the absence of APC in civil works, these two assistant engineers are looking after the monitoring and supervision of civil works.

⇒ Staffing position at BRCs and CRCs is not satisfactory. With existing staff it is difficult to supervise and provide academic support to teachers.

**It is recommended that**

- ❖ *There is an urgent need to reconstitute BRCs and CRCs as number of new schools are opened in this district. Schools allotted to clusters are not equally distributed.*
- ❖ *Academic excellence and cadre hierarchy should be the criteria for placing CASs and BACs. Academic excellence of BACs and CACs would help in improving quality of schooling.*
- ❖ *DPO should immediately be quipped adequately with required APCs. There is an urgent need to place APCs for community mobilization; inclusive education, research and evaluation; and training.*

**O. MID-DAY MEAL SCHEME.**

⇒ Implementation of mid-day meal scheme in this district is satisfactory. Food is supplied to children according to the menu but fruits and eggs are not included in the menu.

⇒ In the latest design of primary school, kitchen room is also included. Schools with such a design are good as there is

provision for storing the material and the kitchen is properly ventilated.

⇒ Most of the schools does not have pucca kitchen rooms. A temporary shed is constructed for this purpose in those schools where there is no pucca kitchen. In some schools temporary shed is also not available. In these schools food is being prepared inside the school building or under tree or in nearby house.

⇒ Micronutrients and deworming medicines are not provided to children in all schools. There are many women cooks. There are cooks who belong to SC, ST and OBC.

**It is recommended that**

***❖ The design of school building inclusive of kitchen room and store room may be replicated in the other schools of the state.***

**P. OTHER OBSERVATIONS AND IMPRESSIONS:**

☞ In Pratappur BRC building is occupied by civil court.

☞ In following areas the performance of the district is satisfactory

- Opening Schools
- Civil Works
- Textbooks
- School Grants

- TLM Grants
- ☞ The areas that are inadequate and need improvement are listed below;
- Staffing of DPO
  - Research and Evaluation
  - Functioning of VECs
  - District Information System
  - NPEGEL
  - Children with Special Needs (CWSN)
- ☞ Procedural delay in getting approvals to programmes should be minimized.
- ☞ There should be better coordination between SSA and Tribal Department.
- ☞ Teacher absenteeism is evident in some blocks. SSA functionaries do not have administrative control to check teacher absenteeism.
- ☞ Many schools are in shortage of teachers. There is an imbalance in placements of teachers. This is causing problems in functioning of schools. In schools situated at road point, teachers are placed over and above the requirements.
- ☞ In many schools that MI visited TLM is not properly displayed and as a result classroom environment is not congenial for learning.
- ☞ Student learning is not satisfactory. Necessary academic interventions need to be carried out to improve quality of learning among children. Lack of adequate teachers with mathematics and science background is a major hurdle in improving learning in mathematics and science.

## **LIST OF SCHOOLS VISITED.**

### **Ist VISIT**

#### **1. Ambikapur Block**

1. Govt. Primary School, Ghasiward, Khedarpur

2. Govt. Middle School, Khedarpur
3. Govt. Primary School, Parradan
4. Govt. Primary School, Lakshmipur
5. Govt. Primary School, Mendrakala
6. Govt. Middle School, Mendrakala

## **2. Lakhanpur Block**

7. Govt. Middle School for Boys, Lahapatra
8. Govt. Middle School for Girls, Lahapatra
9. Govt. Primary School for Boys, Lahapatra
10. Govt. Primary School for Girls, Lahapatra
11. Govt. Primary School, Amgasi
12. Govt. Middle School, Amgasi

## **3. Udaipur Block**

13. Govt. Primary School, Sanibarrah
14. Govt. Middle School, Saribarrah
15. Govt. Primary School for Boys, Lakshmanghad
16. Govt. Primary School for Girls, Lakshmanghad
17. Govt. Middle School, Lakshmanghad
18. Bala Sharamik School, Udaipur

## **4. Kusmi Block**

19. Govt. Primary School, Karkali

20. Govt. Middle School, Karkali
21. Govt. Primary School, Darripara
22. Govt. Middle School, Darripara
23. Govt. Middle School for Girls, Kusmi
24. Kanyanshram, Kusmi
25. Govt. Primary School for Girls, Kusmi
26. Navin Pradamik Shala, Bajarpara
27. Navin Madhyamik Shala, Bajarpara
28. Bala Shramik Ashram, Bajarpara

**5. Shankarghad Block**

29. Govt. Middle School for Girls, Rehra
30. Govt. Middle School for Boys, Rehra
31. Govt. Primary School, Rehra
32. Govt. Middle School for Boys, Durgapur
33. Govt. Middle School for Girls, Durgapur
34. Govt. Primary School for Boys, Durgapur
35. Govt. Primary School for Girls, Durgapur
36. Govt. Primary School, Shankarghar
37. Govt. Primary School for Boys, Kamari
38. Govt. Middle School for Girls, Kamari
39. Govt. Middle School for Boys, Kamari
40. Govt. Primary School for Girls, Kamari

**6. Raipur Block**

41. Kasturba Gandhi Balika Vidyalaya (KGBV) Rajpur

**7. Lundra Block**

42. Govt. Primary School, Sumerpur
43. Govt. Middle School, Sumerpur
44. Govt. Primary School, Raghunathpur
45. Govt. Middle School, Raghunathpur
46. Govt. Middle School, Lamgaon
47. Govt. Primary School, Lamgaon

**8. Bhatholi Block**

48. Govt. Primary School, Bhegapura
49. Govt. Middle School, Bhegapura
50. Govt. Primary School, Bhelkota
51. Govt. Middle School, Bhelkota
52. Govt. Primary School for Boys, Bhetholi
53. Govt. Primary School for Girls, Bhatholi
54. Govt. Primary School for Boys, Sedam
55. Govt. Primary School for Girls, Sedam
56. Govt. Middle School, Sedam

**9. Mainpat Block**

57. Govt. Primary School for Boys, Vandana
58. Govt. Middle School for Girls, Vandana
59. Govt. Primary School for Girls, Vandana
60. Bala Shramik Ashram, Mainpat

61. Govt. Primary School, Bhijilahawa
62. Kasturba Gandhi Balika Vidyalaya (KGBV), Narmadapur
63. Govt. Primary School, Kamleshwarpur
64. Govt. Middle School, Kamleshwarpur

## **IInd VISIT**

### **10. Seetapur Block**

65. Rajiv Gandhi Adivasi Balika Ashram, Seetapur
66. Govt. Primary School, Radhapur Basti
67. Govt. Middle School, Radhapur
68. Govt. Primary School, Radhapur
69. Govt. Primary School, Darripara
70. Govt. Primary School, Katnayipura
71. Govt. Middle School, Katnayipura
72. Govt. Primary School, Bhulsi Tikara
73. Govt. Primary School for Boys, Devagad
74. Govt. Primary School for Girls, Devagad
75. Govt. Middle School, Devagad
76. Govt. Primary School, Mazapara
77. Govt. Primary School, Kabatbahavi

78. Govt. Middle School, Kabatbahavi
79. Govt. Middle School, Radhapur Basti

**11. Ramanuja Ganj Block**

80. Govt. Primary School for Girls, Ramanuja Ganj
81. Govt. Middle School for Girls, Ramanuja Ganj
82. Govt. Primary School for Boys, Ramanuja Ganj
83. Govt. Primary School, Lurgi
84. Ashram Sahal for Boys, Lurgi
85. Govt. Primary School, Kanakpur
86. Govt. Middle School, Kanakpur
87. Govt. Primary School, Vijayanagar
88. Govt. Primary School, Bheech Basti Bhala
89. Govt. Primary School, Bhala
90. Govt. Middle School, Bhala

**12. Blarampur Block**

91. Govt. Primary School, Lutti
92. Govt. Middle School, Bishram Nagar
93. Govt. Primary School, Dhana Duhar
94. Govt. Middle School, Gangaon
95. Govt. Primary School, Gangaon
96. Govt. Middle School, Gangaon
97. Govt. Middle School, Tatapani
98. Govt. Primary School, TAtapani
99. Govt. Primary School, Tangari Mahari

100. Govt. Middle School, Tangar Mahari

**13. Odgi Block**

101. Govt. Primary School, Girijapur

102. Govt. Middle School, Girijapur

103. Govt. Primary School, Kalamajan

104. Govt. Middle School, Kalamajan

105. Govt. Middle School for Girls, Odgi

106. Govt. Primary School for Girls, Odgi

107. Govt. Primary School for Boys, Odgi

108. Govt. Middle School, Inderpur

109. Govt. Primary School, Inderpur

110. Govt. Primary School, Dhur

111. Govt. Middle School, Dhur

**14. Bhayyathan Block**

112. Govt. Primary School, Baidyanathpur

113. Govt. Middle School, Baidyanathpur

114. Govt. Middle School, Dharripara

115. Govt. Primary School, Dharripara

116. Govt. Middle School, Jamdi

117. Govt. Middle School, Jamdi

118. Govt. Primary School, Lakhanpur

119. Govt. Middle School, Lakhanpur

120. Govt. Primary School, Karkothi

### **15. Surajpur Block**

121. Govt. Primary School, Onchadih
122. Govt. Middle School, Onchadih
123. Govt. Primary School, Navara
124. Govt. Middle School, Navara
125. Govt. Middle School, Dhumaria
126. Govt. Primary School, Dhumaria
127. Govt. Middle School, Parri
128. Govt. Primary School, Parri
129. Govt. Primary School, North Surajpur
130. Govt. Middle School, North Surajpur
131. Govt. Primary School, Sundarganj
132. Govt. Middle School, Sunderganj

### **16. Wadref Nagar Block**

133. Govt. Middle School, Mahuvanipara
134. Govt. Middle School, Mahuvanipara
135. Govt. Primary School, Sindhuvaripari, Vasanthpur
136. Govt. Middle School for Girls, Vasantapur
137. Govt. Primary School, Vasantpur
138. Govt. Primary School, Ruppur
139. Govt. Middle School, Ruppur
140. Govt. Primary School, Mithalapur
141. Govt. Primary School, Pasupathipur

142. Govt. Middle School for Girls, Pasupathipur
143. Bala Shrami Ashram Shala, Wadref Nagar
144. Govt. Primary School, Wadrefnagar
145. Tribal Welfare Kanya Ashram Shala, Wadrefnagar
146. Tribal Balika Shala, Wadrefnagar
147. Govt. Middle School for Girls, Wadrefnagar

**17. Pratappur Block**

148. Govt. Primary School, Dhondha
149. Govt. Primary School, Rewadi
150. Govt. Primary School, Dandkarva
151. Govt. Middle School, Dandkarva
152. Govt. Middle School, Chandora
153. Govt. Primary School, Domhath
154. Govt. Middle School, Domnath
155. Govt. Primary School, Mayapur I
156. Govt. Primary School, Amandhon
157. Govt. Primary School for Boys, Pratapur
158. Govt. Primary School for Girls, Pratapur
159. Naveen Pradmik Shala, Shantinagar, Pratappur
160. Govt. Primary School, Ganeshpur
161. Govt. Middle School, Ganeshpur

**18. Ramanuja Nagar Block**

162. Govt. Primary School, Angustpur

163. Govt. Middle School, Angustpur
164. Govt. Middle School, Devnagar
165. Govt. Primary School for Girls, Devnagar
166. Govt. Middle School, Pondi
167. Govt. Primary School, Pondi
168. Sishu Siksha Kendra, Pondi
169. Govt. Primary School, Govindpur
170. Govt. Middle School, Govindpur
171. Govt. Middle School, Ramathirth

**19. Prem Nagar Block**

172. Govt. Primary School, Kanchanpur
173. Govt. Primary School, Fulkona
174. Govt. Middle School, Fulkona
175. Govt. Primary School Brahmapur
176. Govt. Middle School, Brahmapur
177. Govt. Primary School, Kodvaidad
178. Anganvadi, Kodvaidad
179. Kasturba Gandhi Balika Vidyalaya (KGBV), Prem Nagar
180. Govt. Primary School, Karmitikra
181. Govt. Middle School, Karmitikra
182. Govt. Primary School, Abhaypur
183. Govt. Middle School, Abhyapur
184. Govt. Primary School, Mendra
185. Govt. Middle School, Mendra
186. Govt. Primary School, Kataroli
187. Govt. Middle School, Kataroli
188. Sishu Siksha Kendra, Kataroli

189. Govt. Primary School, Tara

190. Govt. Middle School, Tara.