2nd HALF YEARLY MONITORING REPORT

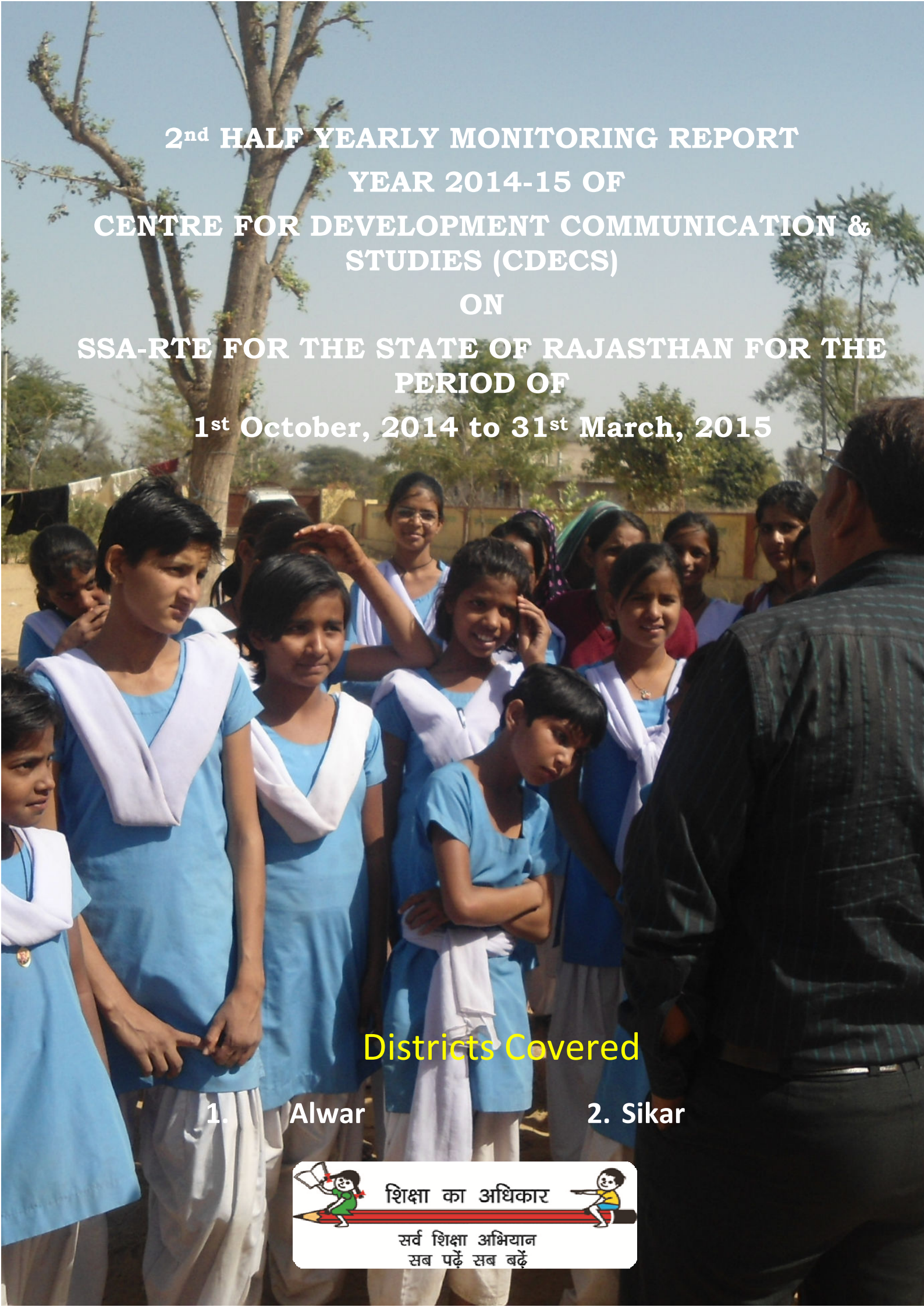
YEAR 2014-15 OF

CENTRE FOR DEVELOPMENT COMMUNICATION & STUDIES (CDECS)

ON

SSA-RTE FOR THE STATE OF RAJASTHAN FOR THE PERIOD OF

1st October, 2014 to 31st March, 2015



Districts Covered

1. Alwar
2. Sikar

शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

FOREWORD

The Monitoring Institute Centre for Development Communication & Studies (CDECS) has been given responsibility of monitoring of 09 districts of Rajasthan State feels privileged to be one of the Monitoring Institutions across the country for monitoring of SSA and RTE activities in the allotted districts of the State.

As per RTE Act, 2009, '*Every child of the age of 6 to 14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.*' Rajasthan is a State implementing Sarva Shiksha Abhiyan in the ambit of RTE, a National Flagship educational programme which has specific targets to achieve within a specific timeframe. During the last more than 12 years, various kinds of activities have been conducted under this programme throughout the country and every year the progress and problems relating to implementation of this programme have been analyzed and reviewed at National level, allocated with some grants and manpower to conduct the programme related activities with more vigour and enthusiasm. But what have been achieved out of those elaborate, exhaustive programme activities? It is required to examine the progress of this programme. The Government of India, (its Ministry of Human Resource Development) has, therefore, intended to gather data on progress of the programme through a detailed monitoring of some sample districts during the period from 1.10.2014 to 31.03.2015 (2nd Half Yearly Monitoring during period 2014-2015). The monitoring Team of our organization has been set up under the leadership of Dr. Upendra K. Singh who has prepared this report after collating the relevant data obtained through their monitoring visits to sample schools of 02 Districts (Alwar & Sikar) of Rajasthan State.

We have made an effort to support the programme of SSA as it has been expected from us as a Monitoring Institution. Looking to the roles of various stakeholders, I am highly impressed that Dr. Singh and his team could prepare the report within the time assigned by the Government of India. I hope the findings of the report would be helpful to the Government of India and the SSA, Government of Rajasthan to understand the grassroots level achievements and present system of operation of the programme and accordingly, take measures to improve the overall functioning of the programme to achieve the significant targets of SSA and RTE within the specified time period.

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15 May, 2015

ACKNOWLEDGEMENT

The 2nd Monitoring report for the second year of the MOU i.e. 2014-15 has been prepared for the State of Rajasthan revealing the progress of the RTE Act & Sarva Shiksha Abhiyan (SSA) in Rajasthan from 1.10.2014 to 31.03.2015. The facts giving details of implementation of the SSA-RTE have been examined and analyzed, especially pertaining to the progress made by the District Project Officers and the empirical data have been obtained from the sample respondents like teachers, community leaders, students, etc.

This report could be completed because of the kind cooperation of the following persons to whom we acknowledge our gratefulness:

1. Ms. Vrinda Swaroop, IAS, Secretary, Department of School Education & Literacy, MHRD, Government of India &, IAS, Ms. Reena Rai, Additional Secretary, Department of school Education & Literacy, MHRD, Government of India.

2. Mr. Kunji Lal Meena, IAS, Secretary, GOR, Department of Elementary Education & Sanskrit Education, Government of Rajasthan.

3. Mr. B.L. Jatawat, IAS, Commissioner & State Project Director, Rajasthan, Dr. Priya Balram, Additional Commissioner SSA and all officials of State office including Ms. Indu Prabha, DD (Monitoring).

4. CEO, Zilla Parishads, District Education Officers, APDCs & whole SSA team of Alwar & Sikar districts and other functionaries of SSA associated at district & block level.

We also express our thanks to all our sample respondents, teachers, children and SMC members, who have extended their cooperation to us during the process of field level monitoring.

We express our deep sense of gratitude to Shri Virender Singh, Dy. Secretary, Shri A.K. Tiwary sb, Under Secretary, MHRD, for time to time guidance in undertaking the monitoring activities in Rajasthan State.

We are thankful to Mr. P.P.Ghosh, Project Manager, TSG-EdCIL, Mr. K. Girijashankar, Senior Consultant (Monitoring), SSA, Technical Support Group (TSG), EDCIL, New Delhi who have continuously inspired us at every stage of this study. They also provided guidance to the entire team to write the report as per the half yearly monitoring format. We are, therefore, extremely grateful to them. We have deep sense of acknowledgment of thanks for Accounts team for timely financial releases.

Our thanks are also due to the whole team of CDECS for their patience and hard work which really helped in bringing out this report on time.

We hope that the findings of this report will be useful to various people concerned with funding, planning, implementation and research on the RTE Act, SSA, and KGBV.

Dr. Upendra K. Singh,
Nodal Officer,
CENTRE FOR DEVELOPMENT
COMMUNICATION AND STUDIES (CDECS)

15 May, 2015
Jaipur

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2nd Half Yearly Monitoring Report for the period 2014-15 of (CENTRE FOR DEVELOPMENT COMMUNICATION AND STUDIES (CDECS)) on SSA-RTE for the State of Rajasthan for the period of 1st October, 2014 to 31st March, 2015

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	CENTRE FOR DEVELOPMENT COMMUNICATION AND STUDIES (CDECS)
2.	Period of the report	1st October, 2014 to 31st March, 2015
3.	No. of Districts allocated	02
4.	District names (write the district names which the MI has monitored)	Alwar & Sikar
5.	Month of visit to the Districts	
	District 1 –Alwar	28 January, 2015 to 13 February, 2015
	District 2 –Sikar	30 January, 2015 to 27 February, 2015
6.	MI selected the schools as per the criteria : Yes/No *(Ref: As per the ToR 2013-15 point 4 (iii)* under scale of work)	
	(i) Higher gender gap in enrolment	Yes
	(ii) Higher population of SC/ST students,	Yes
	(iii) Low retention rate and higher dropout rate	Yes
	(iv) The School has a minimum of three CWSN	Yes
	(v) The habitation where the school is located at has sizeable number of OoSC	Yes
	(vi) The habitations where the school is located at witnesses in-bound and out-bound seasonal migration,	Yes
	(vii) The ward/unit of planning where the school is located at is known to have sizeable number of urban deprived children	Yes
	(viii) The school is located in a forest or far flung area	Yes
	(ix) The habitation where the school is located at witnesses recurrent floods or some other natural calamity	No
	(x) Pupil-Teacher-Ratio (PTR) at school level	Yes
7.	Types of Schools visited as per the ToR 2013-15: Yes/No *(Ref: As per the ToR 2013-15 point 4(iv) under scale of work)*	
	(i) 8 schools from urban areas visited Yes/No if yes, write the number	District -1 (Alwar) -Yes (08) District -2 (Sikar) -Yes (08)
	(ii) 6 schools from Special Training Centres (3 residential and 3 non-residential) visited : Yes/No if yes, write the number	District -1 (Alwar) -No (0) District -2 (Sikar) -Yes (02)
	(iii) 2 schools from civil works sanctioned Yes/No if yes, write the number	District -1 (Alwar) -No (07) District -2 (Sikar) -Yes (03)
	(iv) 2 schools from NPEGEL blocks Yes/No if yes, write the number	NA

	(v) 3 schools from CWSN (priority to those having other than Orthopaedic Impairment (OI children) Yes/ No if yes, write the number	District -1 (Alwar) -Yes (04) District -2 (Sikar) -Yes (02)
	(vi) 3 schools from Computer Aided Learning (CAL) and KGBV scheme Yes/No if yes, write the number	District -1 (Alwar) -Yes (05) District -2 (Sikar) -Yes (03)
	(vii) 3 schools from KGBV scheme Yes/No if yes, write the number	District -1 (Alwar) -Yes (03) District -2 (Sikar) -Yes (02)
8.	The selection of schools (for all the districts to be monitored) shall be done on the basis of the latest school report card generated through DISE, HHS data and consultation with the district SSA functionaries: Yes/No *Ref: TOR 2013-15 point 4(v) under scale of work* *(The procedure and criteria adopted, for the selection of schools shall form an essential part of the MIs report.)*	Yes Before taking up the field level study we had discussions with State Officials namely SPD, Deputy Director, Coordinators at State of SSA. The State team helped us by intimating the district about the monitoring and visit date. They also instructed the district for necessary support as per the GOI letter and requirement. The selection of sample schools was done as per the TOR of Ministry of HRD. In total, 40 Schools of various categories have been selected. The purposive sampling technique and stratified random sampling technique have been used. Thus, through random sampling technique the sample schools have been selected. The district and Block officials were also involved.
9.	Total number of elementary schools in each district allocated. Information is to be obtained from SPO/DPO	
	District 1: (Alwar)	
	District 2: (Sikar)	

S.No.	District	Type of School		
		PS	UPS	Sec. /sr.sec
1	Alwar	1205	1155	703
2	Sikar	800	804	573
Total		2005	1959	1276

10.	Number of elementary schools (primary and upper primary) covered/ monitored	
	District 1: (Alwar)	40
	District 2: (Sikar)	40

11.	Number of elementary schools visited by Nodal Officer of the Monitoring Institute	
	District 1: (Alwar)	13
	District 1: (Sikar)	11
13.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office : YES / NO	Yes
14.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO (*Ref: TOR 2013-15 point 5(iii & iv)* under Reports)	Yes
15.	Items to be attached with the report	
	a) List of Schools with DISE code visited by MI and list of schools visited by the Nodal Officer.- Annexure I	Yes
	b) Any other relevant documents (only circulars/Amendments/Notices) – Annexure II	Yes

Consolidated Report for the district of Alwar & Sikar in Rajasthan (State) for the period – 1st October, 2014 TO 31st March, 2015

1. Access

I. Physical Access

District 1 :(Alwar)	*Out of 37 PS & UPS schools (excluding KGBVs) visited by MI, in 18 sample schools (49%) children were coming to school from one habitation only, in 11 sample schools (30%) children were coming to school from two to three habitations, in 05 sample schools (13%) children were coming to school from four to five habitations and in 03 sample schools (8%) children were coming to school from more than five habitations. Regarding distance of habitation from the sample schools out of 82 habitations from where children came to the sample schools, 27 habitations (33%) had a distance of 0km from the sample schools, 15 habitations (18%) had a distance of less than 1 km from the sample schools. 34 (42%) habitations had a distance of 1-2kms from the sample schools, whereas 06 habitations (7%) had a distance of more than 2kms from the sample schools. Out of 37 sample schools visited by MI, in 07 sample schools (19%) children came from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-2km), whereas in 30 sample schools (81%) children came from habitations at a distance what is prescribed for a neighbourhood school. Out of 37 schools (including 15 PS and 22 Upper Primary Schools, excluding 03 KGBVs) visited by MI, 02 schools (5%) reported that route to school was not safe; whereas, 35 schools (95%) reported that route to school was safe. In total, 15 Primary schools in the district were monitored by MI. Out of total Primary schools, in 01 sample school (6.6%) the distance of Upper Primary schools from primary schools was less than 1 km, in 10 sample schools (66.6%) the distance of Upper Primary schools from primary schools was between 1-2 kms and in 04 sample schools (26.6%) the distance of Upper Primary schools from primary schools was more than 2kms.*

District 2 :(Sikar)	*Out of 37 PS & UPS schools (excluding KGBVs & STC) visited by MI, in 21 sample schools (57%) children were coming to school from one habitation only, in 14 sample schools (38%) children were coming to school from two to three habitations, in 01 sample school (2.7%) children were coming to school from four to five habitations and in 01 sample school (2.7%) children were coming to school from more than five habitations. Regarding distance of habitation from the sample schools out of 66 habitations from where children came to the sample schools, 16 habitations (24%) had a distance of 0km from the sample schools, 19 habitations (29%) had a distance of less than 1 km from the sample schools. 21 (32%) habitations had a distance of 1-2kms from the sample schools, whereas 10 habitations (15%) had a distance of more than 2kms from the sample schools. Out of 37 sample schools visited by MI, in 07 sample schools(19%) children came from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-2km), whereas in 30 sample schools (81%) children from habitations at a distance what is prescribed for a neighbourhood school. Out of 37 schools (including 20 PS and 17 Upper Primary Schools, excluding 02 KGBVs & 01 STC) visited by MI, 02 sample schools (5%) reported that route to school was not safe; whereas, 35 sample schools (95%) reported that route to school was safe. In total, 20 Primary schools in the district were monitored by MI. Out of total Primary schools, in 01 sample school (5%) the distance of Upper Primary schools from primary schools was 0 km, in 02 sample schools (10%) the distance of Upper Primary schools from primary schools was less than 1 km, in 10 sample schools (50%) the distance of Upper Primary schools from primary schools was between 1-2 kms and in 07 sample schools (35%) the distance of Upper Primary schools from primary schools was more than 2kms.*

II Quality of Access

District 1 :(Alwar)	*The total classrooms reported in 37 sample schools (including 15 PS and 22 Upper Primary Schools) visited by MI were 167. Thus, on an average, number of classrooms reported in each school was 4.5. Regarding quality of classrooms in sample schools, 56 classrooms (33%) were good, 108 classrooms (65%) were average and 03 classrooms (2%) were poor. Further, student-classroom ratio was reported 0 in 01 sample school (3%) as the sample school is building less, less than 20 students in 19 sample schools (51%), between 21-40 students in 12 schools (32%) and in 05sample schools (14%) it was between 41-60 students. Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 31 sample schools (84%), whereas in 05 sample schools (13%) it was inadequate. 01 sample school (3%) was building less. Similarly, availability of sitting space per child was reported adequate in 33 sample schools (89%), whereas in 03 sample schools (8%) availability of sitting space per child was reported inadequate. 01 sample school (3%) was building less. Out of total 37 sample schools, furniture and dari patties were available in 08 sample schools (21.6%), only dari patties were available in 28 schools (75.6%) and in 01 sample school (2.7%) neither daripatti nor furniture was available for children. Proper light and ventilation in classrooms facilitates better teaching and learning. Similarly, lighting was reported proper in 36 sample schools (97%). Similarly, ventilation was reported proper in 36 sample schools (97%). 01 sample school was buildingless. Availability of blackboard in all classrooms was reported in 36 sample schools (97%), whereas 01 sample school(3%) was building less school visited by MI. Regarding, whether all children of the classrooms benefit from blackboards was reported in the 33 sample schools (92%), whereas in 03sample schools (8%) the same was not reported. Ramp was constructed in 27 sample schools (73%), whereas in 08 schools (22%) ramp was not constructed as per the norms and standard. In 02 sample schools (5%) school building was situated at "0" plinth. In case of ramps with handrails, they were found in 21 sample schools (78%) out of 27 schools where ramps were constructed, whereas in 06 schools (22%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in 25 sample schools (93%), whereas in 02 sample schools (7%) they were not in use. Out of 37 sample schools visited by MI, in 36 sample schools (97%) toilets were available, whereas in 01 sample school (3%) toilet was not available. Regarding availability of separate toilets for boys and girls, out of 36 sample schools where availability of toilet was reported, the same was reported in 33 schools (92%), whereas in 03 sample schools (8%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 26 sample schools (72%) the same was reported adequate for children enrolled in schools, whereas in 10sample schools (28%) available toilets were reported inadequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 31 sample schools (86%) where toilets were available, whereas in 05 sample schools (14%) children were not allowed to use toilet. Drinking water facilities were available in 33 sample schools (89%) visited by MI, whereas in 04 sample schools (11%) drinking water facility was not available. Regarding source of drinking water out of 33 sample schools, in 17 sample schools (51.5%) it was hand pump, in 09 sample schools (27.3%) it was bore-well, in 07 sample schools (21.2%) it was tap water. Regarding source of drinking water functional, out of 33 sample schools where drinking water facility was*

	available, the same was reported in 25 sample schools (76%), whereas in 08 sample schools (24%) the same was not available. Out of 33 sample schools where drinking water facility was available, children were using drinking water in 25 sample schools (76%).Proper storage & maintenance of drinking water was reported in 21 schools (64%), whereas in 12 sample schools (36%) proper maintenance and storage of drinking water was not reported. Playground was available in 13 sample schools (35%), whereas in 24 sample schools (65%) playground was not available. Out of 13 sample schools where playground was available, it was properly maintained in 08 schools (61.5%), whereas in 05 sample schools (38.5%) it was not properly maintained. Organizing regular sports activity was reported in 08 schools (22%), whereas in 29 schools (78%) the same was not reported. Availability of play materials in adequate quantity was reported in 15 schools (40.5%), whereas in 22 schools (59.5%) availability of play materials in adequate quantity was not reported. In 26 sample schools (70%) visited by MI library facility was available, whereas in 11 sample schools (30%) library facility was not available. Regarding use of library by children, out of 26 sample schools where library facility was available, in 25 sample schools (96%) use of library by children was reported, whereas in 01 sample school (4%) the same was not reported.
District 2 :(Sikar)	*The total classrooms reported in 37 sample schools (including 20 PS and 17 Upper Primary Schools) visited by MI were 144. Thus, on an average, number of classrooms reported in each school was 3.8. Regarding quality of classrooms in sample schools, 23 classrooms (16%) were good, 89 classrooms (62%) were average and 32 classrooms (22%) were poor. Further, student-classroom ratio was reported less than 20 students in 24 sample schools (65%), between 21-40 students in 11 sample schools (30%), in 01sample school (2.7%) it was between 41-60 students and in 01sample school (2.7%) it was more than 60 students. Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 23 sample schools (62%), whereas in 14 sample schools (38%) it was inadequate. Similarly, availability of sitting space per child was reported adequate in 26 sample schools (70%), whereas in 11 sample schools (30%) availability of sitting space per child was reported inadequate. Out of total 37 sample schools, furniture and dari patties were available in 08 sample schools (21.6%), only dari patties were available in 28 schools (75.6%) and in 01 sample school (2.7%) neither daripatti nor furniture was available for children. Proper light and ventilation in classrooms facilitates better teaching and learning. Similarly, lighting was reported proper in in all the 37 sample schools (100%). Similarly, ventilation was reported proper in all the 37 sample schools (100%). Availability of blackboard in all classrooms was reported in all the 37 sample schools (100%). Regarding, whether all children of the classrooms benefit from blackboards was reported in 35 sample schools (95%), whereas in 02 sample schools (5%) the same was not reported. In 36 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom, whereas in 01 school (3%) blackboard was not centrally placed. Blackboards were well painted in 25 sample schools (68%), whereas in 12 sample schools (32%) blackboards were not well painted. Similarly, blackboard without glare was reported in 32 sample schools (86.5%), whereas in 05 sample schools (13.5%) blackboard was with glare. Written matter visible to all children was reported in 33 sample*

	schools (89%), whereas in 04 sample schools (11%) the same was not reported. Ramp was constructed in 28 sample schools (76%), whereas in 09 schools (24%) ramp was not constructed as per the norms and standard. In case of ramps with handrails, they were found in 27 sample schools (96%) out of 28 schools where ramps were constructed, whereas in 01 sample school (4%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in all the 28 sample schools (100%) where it was constructed. Out of 37 sample schools visited by MI, in 35 sample schools (95%) toilets were available, whereas in 02 sample schools (5%) toilet was not available. Regarding availability of separate toilets for boys and girls, out of 35 sample schools where availability of toilet was reported, the same was reported in 31 sample schools (89%), whereas in 04 sample schools (11%) separate toilets for boys and girls were not available. Drinking water facilities were available in 32 sample schools (86.5%) visited by MI, whereas in 05 sample schools (13.5%) drinking water facility was not available. Regarding source of drinking water out of 35 sample schools, in 04 sample schools (12%) it was hand pump, in 05 sample schools (16%) it was bore-well, in 21 sample schools (66%) it was tap water, whereas in 02 sample schools (6%) it was "other" source of drinking water. Regarding source of drinking water functional, out of 32 sample schools where drinking water facility was available, the same was reported in 27 sample schools (84%), whereas in 05 sample schools (16%) the same was not available. Out of 32 sample schools where drinking water facility was available, children were using drinking water in 29 sample schools (91%), whereas in 03 sample schools (9%) children were not using drinking water. Playground was available in 15 sample schools (40.5%), whereas in 22 sample schools (59.5%) playground was not available. Out of 15 sample schools where playground was available, it was properly maintained in 12 schools (80%), whereas in 03 sample schools (20%) it was not properly maintained. Organizing regular sports activity was reported in 05 schools (13.5%), whereas in 32 schools (86.5%) the same was not reported. Availability of play materials in adequate quantity was reported in 08 sample schools (22%), whereas in 29 schools (78%) availability of play materials in adequate quantity was not reported. In 28 sample schools (76%) visited by MI library facility was available, whereas in 09 sample schools (24%) library facility was not available. Regarding use of library by children, out of 28 sample schools where library facility was available, in 23 sample schools (62%) use of library by children was reported, whereas in 05 sample schools (18%) the same was not reported. Similarly, regarding arrangement of library facility in school, the same was reported in classroom in 05 sample schools (18%), in headmaster's room in 15 sample schools (53.6%), in a separate room in 08 sample schools (28.6%). As far as availability of books in schools as per children need is concerned, the same was reported in 23 sample schools (82%), whereas in 05 sample schools (18%) the same was not reported.

III Social Access

District 1 :(Alwar)	*The share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered*

	to have been reported in 33 sample schools (89%), whereas in 04 sample schools (11%) the same was not reported. Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was reported in 03 sample schools (8%) visited by MI, whereas in 34 sample schools (92%) the same was not reported. The reason being children were enrolled in other schools, too, which was not reflected in the school. The social, cultural, linguistic barriers at the level of teachers, peers, family and community members was not reported in any of 37 sample schools (100%) visited by MI. Overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers was not observed in any of 37 sample schools (100%) visited by MI.
District 2 :(Sikar)	*The share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to have been reported in 21 sample schools (57%), whereas in 16 sample schools (43%) the same was not reported. Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was reported in 09 sample schools (24%) visited by MI, whereas in 28 sample schools (76%) the same was not reported. The social, cultural, linguistic barriers at the level of teachers, peers, family and community members was not reported in any of 37 sample schools (100%) visited by MI. Overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers was not observed in any of 37 sample schools (100%) visited by MI.*

2. Special Training (for Out of School Children)

District 1 :(Alwar)	*In the district, there were 06 STCs sanctioned to SMC, UPS Balana which has given the responsibility of running the STCs for OoSC to a charitable institution of Alwar Public School named Aadharshila, an educational initiative by the Good Earth Foundation. As per the data given by the DPO Alwar, there were 174 OoSc children reported in Umrein Block for which 06 EVs and 06 STCs have been sanctioned by the district office. Although the school is getting grant from SSA on account of OoSC centres but in reality the concept has not been imbibed in the district. The reason, the children of 06 villages enrolled at UPS Balana as dropout children have school in their own village where they may get enrolled and purse their education by giving them proper support and care.*
District 2 :(Sikar)	*Out of 02 STCs reported to MI by the district Project Office, one was operational at GPS Harijan (Sikar) from 5.11.14 to 31.03.15. The other one was operational at private house under Shri Hardayal UPS, Bajaj circle from 1.01.15 to 31.03.15. It was done through survey during the session and the SMC has applied for STC as per the direction of District Project office and BRC. Child Tracking system (CTS) was updated yearly. It was identified through school level survey and number of identified children in the CTS list given by the State from the composite list*

	developed and in use since the beginning. The children who were enrolled and taught under STC left the area with their family in majority. No migration/ transfer certificate was issued to them by the school. The education in the STCs was imparted through Education volunteers. As per interaction with EVs five day training was organized at district level for EVs. Mostly, the children were not present in the school where they got enrolled. It was reported that they had migrated with their parents to their home town. The SMC reported that the funds for STC were delayed.

3. Quality

I. Enabling Condition

District 1 :(Alwar)	*The total number of sanctioned posts in 37 sample schools visited by MI was 194. Against the sanctioned posts the total number of working teachers was 187 (118 males and 69 females). With regard to the teacher vacancies, in total sample schools, 07 posts of teachers were vacant. Out of 22 sample upper primary schools visited by MI, in 19 schools (86%) it was less than 35 students per teacher, and in 03 sample schools (14%) it was more than 35 students per teacher. Out of 15 sample primary schools visited by MI, in 13 sample schools (87%) it was less than 30 students per teacher, in 02 sample schools (13%) it was more than 30 students per teacher. In terms of availability of teachers for teaching Science, in 12 sample schools (55%) Science teacher was available, whereas in 10 sample schools (45%) Science teacher was not available. In terms of availability of teachers for teaching Mathematics, in 10 sample schools (45%) Mathematics teacher was available, whereas in 12 sample schools (55%) Mathematics teacher was not avail able. In terms of availability of teachers for teaching Language, in 16 sample schools (73%) Language teacher was available, whereas in 06 sample schools (27%) Language teacher was not available. In all the 37 (100%) sample schools comprising PS and UPS, all the teachers were trained. In 35 sample schools (95%) visited by MI text books were received before the commencement of the academic session, whereas in 02 sample schools (5%) the same was not reported. Further, all children received textbooks of all the subjects was reported in 34 sample schools (92%), whereas in 03 sample schools (8%) all children did not receive textbooks of all the subjects. All 37 sample schools received School Facility grant. Out of 37 sample schools, 30 sample schools (81%) received SFG within two months of commencement of session, whereas in 07 sample schools (19%) the same was not reported. Regarding MRG, 27 sample schools (73%) received MRG (Maintenance & Repair Grant), whereas 10 sample schools (27%) did not receive MRG. Out of 27 sample schools which received MRG, only 01 sample school (4%) received MRG within two months of commencement of session, whereas in 26 sample schools (96%) the same was not reported.*
District 2 :(Sikar)	*The total number of sanctioned posts in 37 sample schools visited by MI was 160. Against the sanctioned posts the total number of working teachers was 153 (90 males and 63 females). With regard to the teacher vacancies, in total sample schools, 07 posts of teachers were vacant. Out of 17 sample upper primary schools visited by MI, in 16 schools (94%) it was less than 35 students per teacher, and in 01 sample school (6%) it was more than 35 students per*

	teacher. Out of 20 sample primary schools visited by MI, in 18 sample schools (90%) it was less than 30 students per teacher, in 02 sample schools (10%) it was more than 30 students per teacher. In terms of availability of teachers for teaching Science, in 07 sample schools (41%) Science teacher was available, whereas in 10 sample schools (59%) Science teacher was not available. In terms of availability of teachers for teaching Mathematics, in 05 sample schools (29%) Mathematics teacher was available, whereas in 12 sample schools (71%) Mathematics teacher was not avail able. In terms of availability of teachers for teaching Language, in 10 sample schools (59%) Language teacher was available, whereas in 07 sample schools (41%) Language teacher was not available. In all the 37 (100%) sample schools comprising PS and UPS, all the teachers were trained. In 36 sample schools (97%) visited by MI text books were received before the commencement of the session, whereas in 01 sample school (3%) the same was not reported. Further, all children received textbooks of all the subjects was reported in 33 sample schools (89%), whereas in 04 sample schools (11%) all children did not receive textbooks of all the subjects. 35 sample schools (95%) received School Facility grant, whereas 02 sample schools (5%) did not receive School Facility grant. Out of 35 sample schools, 26 sample schools (74%) received SFG within two months of commencement of session, whereas in 09 sample schools (26%) the same was not reported. Regarding MRG, 21 sample schools (57%) received MRG, whereas 16 sample schools (43%) did not receive MRG. Out of 21 sample schools which receiveds MRG, 15 sample schools (71%) received MRG within two months of commencement of session, whereas in 06 sample schools (29%) the same was not reported.

II. Teaching learning Process

District 1 :(Alwar)	*Out of the 37 sample schools, in 32 sample schools (86.5%), teachers opined that students were important in teaching learning process, whereas in 05 sample schools (13.5%), teachers opined that teachers were important in teaching learning process. Similarly, in 29 sample schools (78%) teachers opined that student was always given opportunity to speak. Similarly, in 36 sample schools (97%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 35 schools (95%). In 36 sample schools (97%) teachers opined that during teaching learning process learner was important. In 33 sample schools (89%) during teaching learning process teachers dictate notes to the students. Active participation of children during teaching learning process in classroom was reported in all the 37 sample schools (100%). Onsite academic support to teachers was reported in 17 sample schools (46%), whereas in 20 sample schools (54%) teachers did not receive onsite academic support. The support was given by DPO & BRCF office. In 31 sample schools (84%) various classes sit together, whereas in 06 sample schools (16%) children of the same class only sit together. In all the 37 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class. In all the 37 schools (100%) teachers decide the management of classroom.*
District 2 :(Sikar)	*Out of the 37 sample schools, in 23 sample schools (62%), teachers opined that students were important in teaching learning process, whereas in 13*

	sample schools (35%), teachers opined that teachers were important in teaching learning process and in 01 sample school(3%) teachers opined that TLMs were important in teaching learning process. Similarly, in 34 sample schools (92%) teachers opined that student was always given opportunity to speak. Similarly, in 34 sample schools (92%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 34 schools (92%). In 36 sample schools (97%) teachers opined that during teaching learning process learner was important. In 30 sample schools (81%) during teaching learning process teachers dictate notes to the students. Active participation of children during teaching learning process in classroom was reported in 30 sample schools (81%). Onsite academic support to teachers was reported in 15 schools (40.5%), whereas in 22 sample schools (59.5%) teachers did not receive onsite academic support. The support was given by DPO & BRCF office. Onsite academic support to teachers was reported in 15 schools (40.5%), whereas in 22 sample schools (59.5%) teachers did not receive onsite academic support. The support was given by DPO & BRCF office. In all the 37 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class. In all the 37 schools (100%) teachers decide the management of classroom.

4. Computer Aided learning

District 1 :(Alwar)	*Computers and other aided materials were kept in a classroom in 01 CALP school (20%) visited by MI, whereas in 02 CALP schools (40%) computers and other aided materials were kept in the separate room. In 02 sample schools (40%) computers and other aided materials were kept in HM room. So far as availability of computers and accessories is concerned, in the 01 CALP school (20%) monitored by MI all accessories supplied to schools under CAL were found available, whereas in 04 CALP schools (80%) some accessories supplied to schools under CALP were found available. Further, functional status of some computers and other aided materials was reported in 03 sample schools (60%) and in 02 sample schools (40%) none of the computers and other aided materials were reported functional. The teachers received training under CALP was reported in 03 sample schools (60%), whereas in 02 sample schools (40%) the same was not reported. Teachers' knowledge about computer operation and use of CD was reported proper in 04 sample schools (80%), whereas in 01 sample school (20%) the same was not reported. Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 05 sample schools (100%) visited by MI under CALP. The understanding for use of computer skills imparted in the training may not be adequate in order to develop the skills as well as interest to use those computer skills in integrating computer education/ teaching with course curriculum and explaining the different topics/ subjects.*
District 2 : (Sikar)	*Computers and other aided materials were kept in a classroom in 01 CALP school (33.3%) visited by MI, whereas in 01 CALP school (33.3%) computers and other aided materials were kept in the separate room. In 01 sample school (33.3%) computers and other aided materials were kept in HM room. As far as*

	availability of computers and accessories is concerned, in all the 03 CALP schools (100%) some accessories supplied to schools under CALP were found available. Further, functional status of some computers and other aided materials was reported in 02 schools (67%) and in 01 sample school (33%) none of the computers and other aided materials were reported functional. The teachers received training under CALP was reported in all the 03 sample schools (100%). Teachers' knowledge about computer operation and use of CD was reported proper in all the 03 sample schools (100%). Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 03 sample schools (100%) visited by MI under CALP. It is possible that the understanding for use of computer skills imparted in the training may not be adequate in order to develop the skills as well as interest to use those computer skills in integrating computer education/ teaching with course curriculum and explaining the different topics/ subjects.

5. Girls Education

KGBV

District 1 :(Alwar)	*All the 03KGBVs visited by MI had their own building and were Model I. Quality of facilities available at KGBVs needs improvement, especially classroom, bed, drinking water and playground facility etc. Attendance of girls at KGBV on the day of visit was 280 which was less than the enrolment (302). Condense course is functional for out of school girls. KGBVs received fund timely. The maintenance aspect is poor in the KGBV building. Under vocational training girls were also provided training on tailoring, and beauty culture.*
District 2 : (Sikar)	*Both the KGBVs visited by MI had their own building and were Model I. Quality of facilities available at KGBVs needs improvement, especially classroom, bed, campus, drinking water and playground facility etc. Attendance of girls at KGBV on the day of visit was 77 which was less than the enrolment (93). Condense course is functional for out of school girls. KGBVs received fund timely. The maintenance aspect is poor in the KGBV building. Co-curricular activities viz. sports, excursion tour, participation in mela and vocational training were also organized for overall development of girls at KGBV. Under vocational training girls were also provided training on tailoring, and beauty culture. Enrolment is less than the capacity. Both the KGBVs were the minority KGBVs but the enrolments of minority were not as per norms.*

6. Inclusive Education

i. In Classroom

District 1 ::(Alwar)	*Out of 04 CWSN sample schools identified by the district, the seating arrangement for CWSN was reported inclusive in all the 04 sample CWSN schools. Participation of CWSN children in classroom activities was participatory in all the 04 sample CWSN schools. The behavior of school children (Peer) towards CWSN was reported friendly in all the 04 sample CWSN schools (100%) visited by MI. Teachers behave equally with all children in 03 sample CWSN schools (75%) visited by MI, whereas in 01 sample school (25%) teachers pay special attention towards CWSN. Availability of special TLM for CWSN was reported in 02 sample schools (50%) whereas in 02 sample schools (50%) availability of special TLM for CWSN was not reported.*
District 2 :(Sikar)	*Out of 02 CWSN sample schools identified by the district, the seating arrangement for CWSN was reported inclusive in both the sample CWSN schools. Participation of CWSN children in classroom activities was participatory in both the sample CWSN schools. The behavior of school children (Peer) towards CWSN was reported friendly in both the sample CWSN schools (100%) visited by MI. Teachers behave equally with all children in both the sample CWSN schools (100%) visited by MI. Availability of special TLM for CWSN was not reported in both the sample schools (100%) where CWSN were reported.*

ii. From the Teachers

District 1 : (Alwar)	*Teachers received CWSN training in 03 sample schools (75%), whereas in 01 sample school (25%) teachers did not receive CWSN training. Out of 03 sample schools where teachers received training on CWSN, 02 sample schools (67%) reported that the training was adequate to handle classrooms with CWSN, whereas in 01 sample school (33%) the same was not reported. Individualized Educational Plan (IEP) was not prepared for CWSN in any of 04 sample schools. Parents of CWSN were counseled at 03 CWSN schools (75%), whereas in 01sample school (25%) the same was not reported. The frequency of parents' counseling was either monthly or quarterly.*
District 2 :(Sikar)	*Teacher received CWSN training in 01 sample school (50%), whereas in 01 sample school (50%) teacher did not receive CWSN training. Out of 01 sample school where teachers received training on CWSN, reported that the training was inadequate to handle classrooms with CWSN. Individualized Educational Plan (IEP) was not prepared for CWSN in both the sample CWSN schools (100%). Parents of CWSN were not counseled in both the sample CWSN schools (100%).*

iii. From the Parents

District 1: :(Alwar)	*Out of 04 CWSN schools, in 03 sample schools (75%) medical camp was organized, whereas in 01 sample school (25%) medical camp was not*

	organized for CWSN. CWSN in need of assistive device was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN. Distribution of assistive device to CWSN was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN. Similarly, issue of disability certificate to children was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN. Out of 03 sample schools where assistive device was distributed to CWSN, in 02 sample schools (67%) assistive device was in working condition, whereas in 01 sample school (33%) the same was not reported.
District 2 : (Sikar)	*Out of 02 CWSN schools, in both the sample schools (100%) medical camp was organized. CWSN in need of assistive device was reported in both the sample schools (100%) where medical camp was organized for CWSN. Distribution of assistive device to CWSN was reported in both the sample schools (100%) where medical camp was organized for CWSN. Similarly, issue of disability certificate to children was reported in 01 sample school (50%) where medical camp was organized for CWSN, whereas in 01 sample school (50%) the same was not reported. Out of 02 sample schools where assistive device was distributed to CWSN, in 01 sample school (50%) assistive device was in working condition, whereas in 01 sample school (50%) the same was not reported.*

7. Civil Works

District 1: :(Alwar)	*Out of 07 sample schools visited by MI for civil work, in 01 sample school (14%) school building was constructed, whereas in 06 sample schools (86%) ACR was constructed. Adequate training of SMC on civil construction work for implementing civil works was reported in 03 sample schools (43%), whereas in 04 sample schools (57%) the same was not reported. Availability of copy of community manual, design drawings with the SMC or within the school premises was reported in 06 sample schools (86%), whereas in 01 sample school (14%) availability of the same was not reported. The engineer gives the site specific drawing to the SMC. Separate Accounts were not maintained in any of 07 sample schools (100%) on daily basis. Similarly, details were not available on the board in the school premises for the purpose in both the sample schools (100%). In all the 07 sample schools (100%) technical person used to visit civil construction work site. The frequency of visit by the technical person was after every 15-20 days. The technical person gave instructions during the visit.*
District 2 : (Sikar)	*Out of 03 sample schools visited by MI for civil work, in 02 sample schools (67%) school building was constructed, whereas in 01 sample school (33%) ACR was constructed. Adequate training of SMC on civil construction work for implementing civil works was reported in 01 sample school (33%), whereas in 02 sample schools (67%) the same was not reported. Availability of copy of community manual with the SMC or within the school premises was reported in 01 sample school (33%),*

	whereas in 02 sample schools (67%) availability of the same was not reported. Similarly, availability of copy of design drawings with the SMC or within the school premises was reported in 02 sample schools (67%), whereas in 01 sample school (33%) availability of same was not reported. The engineer gives the site specific drawing rough to the SMC. Separate Accounts were not maintained in any of 03 sample schools (100%) on daily basis. Similarly, details were not available on the board in the school premises for the purpose in any of 03 sample schools (100%). In all the 03 sample schools (100%) technical person used to visit civil construction work site. The frequency of visit by the technical person was after every 15-20 days. The technical person gave instructions during the visit.

8. Community Awareness

District 1: :(Alwar)	*Out of 37 sample schools visited by MI, in 34 sample schools (92%) SMC has been formed as per the RTE Act, 2009, whereas in 03 sample schools (8%) SMC was not constituted. In these sample schools SMDC was involved in day to day activities as these 03 are secondary/ senior secondary schools. Out of 34 sample schools where SMDC was constituted, in 29 sample schools (85%) SMC members were familiar with their roles and responsibilities as notified by the State Government, whereas in 05 sample schools (15%) SMC members were not familiar with their roles and responsibilities. In 23 sample schools (68%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 11 sample schools (32%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMCs members were reported in 30 sample schools (88%), whereas in 04 sample schools (12%) the same was not reported. As far as frequency of SMC meeting is concerned, in 11 sample schools (32%) it was organized occasionally, in 20 sample schools (59%) the same was organized monthly and in 03 sample schools (9%) SMC meeting was organized quarterly. Contribution made by community for school development was reported in 13 sample schools (38%), whereas in 21 sample schools (62%) the same was not reported.*
District 2 : (Sikar)	*Out of 37 sample schools visited by MI, in all the 37 sample schools (100%) SMC has been formed as per the RTE Act, 2009. Out of 37 sample schools where SMC was constituted, in 21 sample schools (57%) SMC members were familiar with their roles and responsibilities as notified by the State Government, whereas in 16 sample schools (43%) SMC members were not familiar with their roles and responsibilities. In 18 sample schools (49%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 19 sample schools (51%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMCs members were reported in 34 sample schools (92%), whereas in 03 sample schools (8%) the same was not reported. As far as frequency of SMC meeting is concerned, in 07 sample schools (19%) it was organized occasionally, in*

	24 sample schools (65%) the same was organized monthly, in 05 sample schools (13%) SMC meeting was organized quarterly and in 01 sample school (3%) the same was organized annually. Contribution made by community for school development was reported in 07 sample schools (19%), whereas in 30 sample schools (81%) the same was not reported.

9. MIS

District 1: :(Alwar)	*Availability of data under DISE for the year 2014-15 was reported in all the 37 sample schools (100%) when MI visited the sample schools. However, only 30 sample schools (81%) had a copy of the filled- in Data Capture Format (DCF), whereas 07 sample schools (19%) did not report the copy of the filled- in Data Capture Format (DCF). In 36 sample schools (97%) training on filling-up of DCF was provided to the teachers/head teachers (2014-2015DISE), whereas in 01 sample school (3%) training on filling-up of DCF was not provided to the teachers/head teachers. Jan-Vacchan (community reading as a measure of social audit) of DISE data was not reported in any of the 37 sample schools. Out of 37 sample schools where DCF were reported available, in 30 sample schools (81%) information given in DCF/ School report card matches with the actual position in the school, whereas in 07 sample schools (19%) information given in DCF/ School report card does not match with the actual position in the school. In 33 sample schools (89%) records were being maintained and updated regularly, whereas in 04 sample schools (11%) they were not maintained regularly.*
District 2 : (Sikar)	*Availability of data under U-DISE for the year 2014-15 was reported in all the 37 sample schools (100%) when MI visited the sample schools. However, only 22 sample schools (59.5%) had a copy of the filled- in Data Capture Format (DCF), whereas in 15 sample schools (40.5%) availability of copy of the filled- in Data Capture Format (DCF) was not reported. In all the 37 sample schools (100%) training on filling-up of DCF was provided to the teachers/head teachers (2014-2015 DISE). Jan-Vacchan (community reading as a measure of social audit) of DISE data was not reported in any of the 37 sample schools. Out of 22 sample schools where DCF were reported available, in 21 sample schools (57%) information given in DCF/ School report card matches with the actual position in the school, whereas in 01 sample school (3%) information given in DCF/ School report card does not match with the actual position in the school. In 15 sample schools (40%) availability of DCF was not reported. n 28 sample schools (76%) records were being maintained and updated regularly, whereas in 09 sample schools (24%) they were not maintained regularly.*

10. Financial Management

District 1: :(Alwar)	*In 35 sample schools (95%) Cash Book was available, whereas updation of Cash Book was reported in 32 sample schools (91%). Bank pass Book was available in all the 37 sample schools (100%), whereas updation of Bank pass Book was reported in 36 sample schools (97%). Similarly, Stock Registers were available in 36 sample schools (97%). Updation of Stock registers was reported in 35 sample schools (97%). Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer in all the 37 sample schools (100%). During current financial year (2014-15) grants namely, School grants, Minor repair grants and grant for community mobilization were received by the sample schools. Only a few sample schools received grant for civil construction. Systems for the withdrawal of fund from the SMC account were cash in 20 sample schools (54%), through cheque in 03 sample schools (8%) and through cheque and cash both in 14 sample schools (38%). Similarly, the proposals for expenditure and expenditure statements were shared with community in 29 sample schools (78%), whereas in 08 (22%) schools the same was not reported. In 10 sample schools (27%) SMCs are covered by audit, whereas in 27 sample schools (73%) SMCs are not covered by audit. In all the10 sample schools (100%) audit observations have been shared with the community.*
District 2 : (Sikar)	*In 33 sample schools (89%) Cash Book was available, whereas updation of Cash Book was reported in 26 sample schools (79%). Bank pass Book was available in 36 sample schools (97%), whereas updation of Bank pass Book was reported in 34 sample schools (94%). Similarly, Stock Registers were available in all the 37 sample schools (100%). Updation of Stock registers was reported in all the 37 sample schools (100%). Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer in all the 37 sample schools (100%). Systems for the withdrawal of fund from the SMC account were through cash in 08 sample schools (22%), through cheque in 13 sample schools (35%) and through cheque and cash both in 16 sample schools (43%). Similarly, the proposals for expenditure and expenditure statements were shared with community in 19 sample schools (51%), whereas in 18 (49%) schools the same was not reported. Out of 19 sample schools where proposals for expenditure and expenditure statements were shared with community, in 11 sample schools (58%) instances of community expressing objection/reservation about any transaction was reported, whereas in 08 sample schools(42%) the same was not reported. SMC covered by audit was not reported in any of 37 sample schools (100%). In 15 sample schools (40.5%) community was mobilizing resources for the school, whereas in 22 sample schools (59.5%) the same was not reported.*

3. (a) District (Alwar) Monitoring / Summary of the school reports covered in the period 1st October, 2014 to 31st March, 2015.

The Analytical Report on the following aspects of the programme implementation based on the empirical evidence relating to the indicators given below:

1. Access

I. Physical Access

i. Name & category of the School visited and distance of the school from each of the habitations it is catering to.

In order to ensure reach of every child to school, physical distance of a school from habitation is one of the important considerations under RTE Act, 2009. The most significant provision in the RTE Act is the one that addresses this basic right of access to free elementary education for all children: '*Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.*' In the State as a whole, initial enrolment rate in the first grade is generally high. Also, RTE Act 2009 & Sarva Shiksha Abhiyan emphasizes on improving the access. Thus, universalization of elementary education definitely requires schooling facilities within reasonable reach of all children. If schools are not located in or near the habitations where children reside, children are unlikely to complete schooling, even if they are formally enrolled in schools. Therefore, access is an important indicator to facilitate the reach of school going-age-children into school. The RTE Act also provides children's access to elementary schools within the defined area or limits of neighbourhood. In Rajasthan, Primary School must be situated within 1 km of habitation, whereas Upper Primary School must be situated within 2 kms of habitation. The details of the catchment areas (villages/ habitations) of the schools are given in the table below:

Out of 37 PS & UPS schools (excluding KGBVs) visited by MI, in 18 sample schools (49%) children were coming to school from one habitation only, in 11 sample schools (30%) children were coming to school from two to three habitations, in 05 sample schools (13%) children were coming to school from four to five habitations and in 03 sample schools (8%) children were coming to school from more than five habitations.

Regarding distance of habitation from the sample schools out of 82 habitations from where children came to the sample schools, 27 habitations (33%) had a distance of 0km from the sample schools, 15 habitations (18%) had a distance of less than 1 km from the sample schools. 34 (42%) habitations had a distance of 1-2kms from the sample schools, whereas 06 habitations (7%) had a distance of more than 2kms from the sample schools.

Table 1 : Catchment areas of sample Schools and their distance

S.No.	Name of School	Habitation	Distance (km)
1.	Govt. PS Sahab Johara	Khar Basti	1 km
		Bhagwanpura	1 km
		Shikari Bas	1 km
2.	Govt. PS Manu Marg	Raja ka bas Karauli kund	0.5 km
		Naya Bas	0.5 km
3.	Govt. UPS Allahpur	Allahpur	0 km
4.	Govt. PS Kishanpur	Kishanpur Dhoba	4 kms
5.	Govt. PS Paitpur	Pipalgarh	2 kms
		Mali Dhani	2.5 kms
		Panjab Dhani	2 kms
		Delhi Dhani	2 kms
		Paitpur	0 km
6.	Govt. UPS Devkheda	Khudhanpuri	2 kms
		Bhimnagar	1 km
		Samola	1 km
		Janta Colony	1 km

			Devkheda	0 km
	7.	Govt. Girls UPS Jhakra	Jhakra	0 km
	8.	Govt. UPS Dharmpuri Pinan	Dharmpuri	0.5 km
			Ujad ka bas	1 km
			Ratan ka bas	1.5 kms
	9.	Govt. Sec. School Kaneti	Kaneti	0 km
			Jhakra	2 kms
			Bahdoli	1 km
			Nangal sohan	2 kms
	10.	Govt. UPS Andhwari	Andhwari	0 km
	11.	Govt. PS Khirni Khora	Khirni Khora	0 km
	12.	Govt. Sec. School Babeli	Babeli	0 km
	13.	Govt. PS Bhadhodiya Bas/ Dera	Hathoj	1 km
			Bhadhodiya bas	0 km
	14.	Govt. UPS Jhankara	Jhankara	0 km
	15.	Govt. UPS Alamdika	Alamdika	0 km
	16.	Govt. PS Sita Ki Dhani	Sita ki dhani	0 km
	17.	Govt. UPS Aanand Nagar Khairthal	Khirkachi	3 kms
			Aanand Nagar	0 km
	18.	Govt. Naveen PS Khairthal	Khairthal	0 km
	19.	Alam Chand Bhagwanti devi Govt. UPS No. 5	Mehtab singh ka Nohra	0 km
			Swarg Road	0.5 km
			Khadana Mohalla	2 kms
			80 quarter	0.5 km
			Family Line	1 km
	20.	Govt. UPS Kasba Khairthal	Ward No. 4	700 meter
			Ward No. 3	0.5 km
			Ward No. 5	100 meter
			Ward No. 6	400 meter
			Ward No. 7	600 meter
			Ward No. 8	800 meter
	21.	Govt. PS Ward No. 1 Khairthal	Ward No. 25	1 km
			Khirwari Ka Johad	1.5 kms
			Khirwari Ke paas	500 meter
	22.	Govt. PS Thekda (Khairthal)	Thekda	0 km
	23.	Govt. PS Bhediwas	Bhediwas	0 km
	24.	Govt. Adarsh UPS Bad Theguwas	Israwali	1 km
			Bhiwala	2 kms
			Badiyali	2 kms
			Nopawali	1 km
			Bansur Baipaas	1 km
	25.	Govt. UPS Buriyawas	Buriyawas (Bansoor)	0 km
	26.	Govt. PS Dhani Biswa (Bhagu ka bas)	Biswa Dhani	1 km
	27.	Govt. PS Bajana Johad Rayali	Rayali	0 km
	28.	Govt. UPS Mandha	Mandha	0 km
			Kalyan Nagar	0.5 km
			Mauthuka	2.5 kms
	29.	Govt. UPS Bori Kothi	Manna wali ki dhani	2 kms
			Harsora	1.5 kms
			Khojala	2 kms
			Bodi Kothi	0 km
			Adava ki dhani	0.5 km
			Pahlad singh ki dhani	0 km
	30.	Govt. Sec. School Duhar Chaugan	Duhar Mala	4 kms
			Lalwadi	2 kms
			Lala ki dhani	1 km
	31.	Govt. Girls UPS Gadhbasai	Gadhbasai	0 km
	32.	Govt. PS Bhagatpura	Meeno ki dhani	1.5 kms
			Bhagatpura	0 km
	33.	Govt. UPS Dhigariya	Meena ki dhani (Saleta)	0.5 km

		Meena ki dhani (Dhigariya)	1 km
		Jogiyo ki dhani (Saleta)	1.5 kms
34.	Govt. UPS Govadi	Lal singh ka bas	2.5 km
		Govadi	0 km
35.	Govt. UPS Girls Hisala	Hisala	0 km
36.	Govt. PS Dungari Jagannath	Dungari Jagannath	0 km
37.	Govt. UPS No. 3 Rajgarh	Rajgarh	0 km

ii. If the children from habitations at a distance greater than what is prescribed for a neighbourhood school are enrolled in the school, reasons thereof.

Out of 37 sample schools visited by MI, in 07 sample schools (19%) children came from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-2km), whereas in 30 sample schools (81%) children came from habitations at a distance what is prescribed for a neighbourhood school. The reason for enrolment of children from habitations at a distance greater than what is prescribed for a neighbourhood school are as follows:

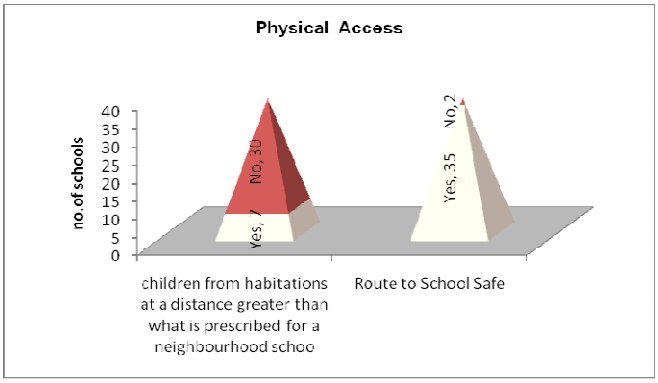
- Habitations are located in dhani's and there was no school situated in the nearby area.
- Quality of teaching in distant school is good with required number of teachers.

Table 2: Children from habitations at a greater distance

	Number	Percentage (%)
Yes	07	19
No	30	81

iii. Presence of any natural or man-made barrier which, in the opinion of teachers, students or SMC members poses any problems to children in reaching the school.

Out of 37 schools (including 15 PS and 22 Upper Primary Schools, excluding 03 KGBVs) visited by MI, 02 schools (5%) reported that route to school was not safe; whereas, 35 schools (95%) reported that route to school was safe. Thus, in majority of schools route to the school was safe and children did not face any difficulty in reaching schools. The difficulty faced by 02 sample schools children are summarized here under:



- Children used to cross busy road to reach schools.
- Alwar Delhi highway is very close to schools and children used to cross highway to reach schools

Table 3: Route to the School safe

	Number	Percentage (%)
Yes	35	95
No	02	5

iv. **Name and distance of the upper Primary school from the habitation, the school is located at.**

In total, 15 Primary schools in the district were monitored by MI. Out of total Primary schools, in 01 sample school (6.6%) the distance of Upper Primary schools from primary schools was less than 1 km, in 10 sample schools (66.6%) the distance of Upper Primary schools from primary schools was between 1-2 kms and in 04 sample schools (26.6%) the distance of Upper Primary schools from primary schools was more than 2kms.

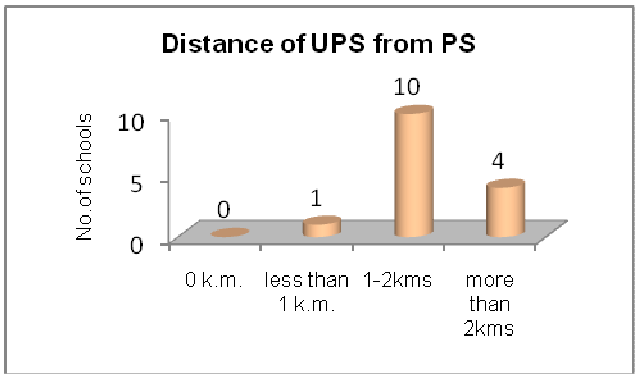


Table 4: Distance of UPS to PS

Distance	Number	Percentage (%)
Less than 1km	01	6.6
1-2 km	10	66.6
More than 2kms	04	26.6

The first and foremost requirement for imparting education to children is that schools should be physically accessible to children. Thus, physical access of children to sample schools visited by MI can be summarized as follows:

- In 95 percent of sample schools route to the school is safe and children do not face any difficulty in reaching schools.
- Primary schools are situated in majority of habitations and children do not have to cover very long distance for reaching primary schools.
- In case of Upper Primary School, in 26.6 percent sample primary schools children have to cover some distance i.e. more than 2kms.

II. Quality of Access

i. Number of classrooms in the school and Student-Classroom Ratio

As per RTE Act, 2009, there have been following provisions for ensuring quality access,

- All children have to be enrolled in full-time recognized private/ government/ government-aided schools and be taught by full-time teachers, who need to be qualified by 2015.
- Part-time classes/schools/bridge courses run by NGOs or government, often taught by part-time and unqualified teachers, cannot be considered as legal alternatives to studying in full-time recognised private, government, government aided and specified schools.
- Every school has to be equipped with a basic set of school facilities such as an all-weather building, drinking water, toilets, etc. by 2013.
- Classes 1-5 to have 200 working days and 800 instructional hours, and Classes 6- 8 to have 220 working days and 1000 instructional hours.

In the light of above, SSA aims to universalize access to elementary education in accordance with the vision of RTE Act. Quality of School building and availability of basic facilities therein is an important determiner of School access. The built environment of the school has to be inviting, attractive and comfortable to the child, so that the child

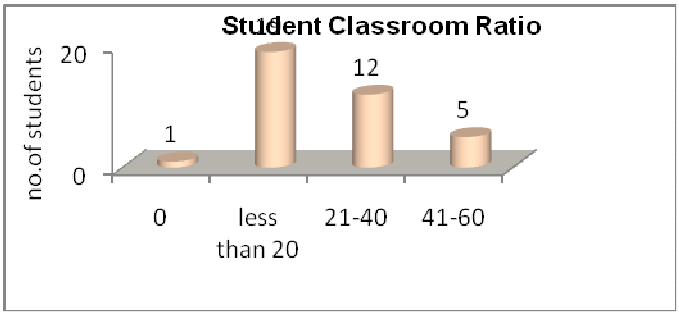
is motivated to enroll in and attend school regularly.

The Schedule to RTE Act lays down the norms and standard for a school building. A school building has to be all weather building comprising:

- At least one class-room for every teacher and an office-cum-store-cum-Head teacher's room.
- Barrier-free access. (to all children)
- Separate toilets for boys and girls.
- Safe and adequate drinking water facility to all children.
- A kitchen where mid-day-meal is cooked in school
- Playground
- Library
- Arrangements for securing the school buildings by boundary wall or fencing.

Number of classrooms in the school and Student-Classroom-Ratio (SCR)

With regards to classroom transaction in a school, the classrooms in the school affect the quality of education. It facilitates the proper classroom transactions in which the children and teacher feel comfortable and proper teaching learning situations/ conditions can be created suitable to the better learning. The appearance of the classroom facilitates better classroom transaction and attracts interest of the children for education. Regarding number of classrooms available in the sample schools, 01 sample school (3%) was building less, children used to sit in open, in 03 sample schools (8%) only one classroom was available, in 09 sample schools (24%) only two classrooms were available, in 09 sample schools (24%) 3 to 5 classrooms were available and in 15 sample schools (41%) 6 to 8 classrooms were available. The total classrooms reported in 37 sample schools (including 15 PS and 22 Upper Primary Schools) visited by MI were 167. Thus, on an average, number of classrooms reported in each school was 4.5. Regarding quality of classrooms in sample schools, 56 classrooms (33%) were good, 108 classrooms (65%) were average and 03 classrooms (2%) were poor. Further, student-classroom ratio was reported 0 in 01 sample school (3%) as the sample school is buildingless, less than 20 students in 19 sample schools (51%), between 21-40 students in 12 schools (32%) and in 05sample schools (14%) it was between 41-60 students. Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 31 sample schools (84%), whereas in 05 sample schools (13%) it was inadequate. 01 sample school (3%) was building less. Similarly, availability of sitting space per child was reported adequate in 33 sample schools (89%), whereas in 03 sample schools (8%) availability of sitting space per child was reported inadequate. 01 sample school (3%) was building less.



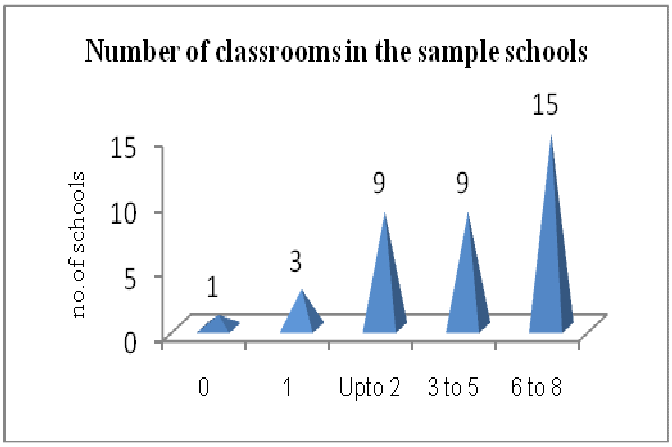


Table 5: Number of Classrooms in the sample Schools

No. of Classrooms	Number	Percentage (%)
0	1	3
1	3	8
Up to 2	09	24
3-5	09	24
6-8	15	41

Table 5 A: School with no classroom

Sl.no.	Name of School	Block
1	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrain

Table 6: Adequacy of available classrooms in school

	Number	Percentage (%)
Adequate	31	84
Inadequate	05	13
Not Applicable	01	3

Table 7: Adequacy of Sitting space per child

	Number	Percentage (%)
Adequate	33	89
Inadequate	03	8
Not Applicable	01	3

Table 8: Student-Classroom Ratio

S.No.	Name of School	Total enrollment	Total classrooms	Student classroom ratio
1.	Govt. PS Sahab Johara	102	2	1:51
2.	Govt. PS Manu Marg	14	2	1:7
3.	Govt. UPS Allahpur	337	8	1:42
4.	Govt. PS Kishanpur	26	2	1:13
5.	Govt. PS Paitpur	30	1	1:30
6.	Govt. UPS Devkheda	216	7	1:31
7.	Govt. Girls UPS Jhakra	64	5	1:13
8.	Govt. UPS Dharmpuri Pinan	152	5	1:30
9.	Govt. Sec. School Kaneti	154	1	1:154
10.	Govt. UPS Andhwari	72	4	1:18
11.	Govt. PS Khirni Khora	41	1	1:41
12.	Govt. Sec. School Babeli	191	8	1:24
13.	Govt. PS Bhadhodiya Bas/ Dera	49	2	1:25
14.	Govt. UPS Jhankara	70	6	1:12
15.	Govt. UPS Alamdika	136	8	1:17
16.	Govt. PS Sita Ki Dhani	25	2	1:13
17.	Govt. UPS Aanand Nagar Khairthal	204	6	1:34
18.	Govt. Naveen PS Khairthal	96	2	1:48
19.	Alam Chand Bhagwanti devi Govt. UPS No. 5	134	0	0
20.	Govt. UPS Kasba Khairthal	111	8	1:14
21.	Govt. PS Ward No. 1 Khairthal	39	2	1:20
22.	Govt. PS Thekda (Khairthal)	27	1	1:27
23.	Govt. PS Bhediwas	52	3	1:17
24.	Govt. Adarsh UPS Bad Theguwas	213	8	1:27
25.	Govt. UPS Buriyawas	51	8	1:6
26.	Govt. PS Dhani Biswa (Bhagu ka bas)	28	2	1:14
27.	Govt. PS Bajana Johad Rayali	30	2	1:15
28.	Govt. UPS Mandha	104	6	1:17
29.	Govt. UPS Bori Kothi	188	8	1:24
30.	Govt. Sec. School Duhar Chaugan	197	6	1:33

31.	Govt. Girls UPS Gadhbasai	121	6	1:20
32.	Govt. PS Bhagatpura	56	3	1:19
33.	Govt. UPS Dhigariya	129	5	1:26
34.	Govt. UPS Govadi	212	8	1:27
35.	Govt. UPS Girls Hisala	227	5	1:45
36.	Govt. PS Dungari Jagannath	48	4	1:12
37.	Govt. UPS No. 3 Rajgarh	72	7	1:10

Furniture for the children

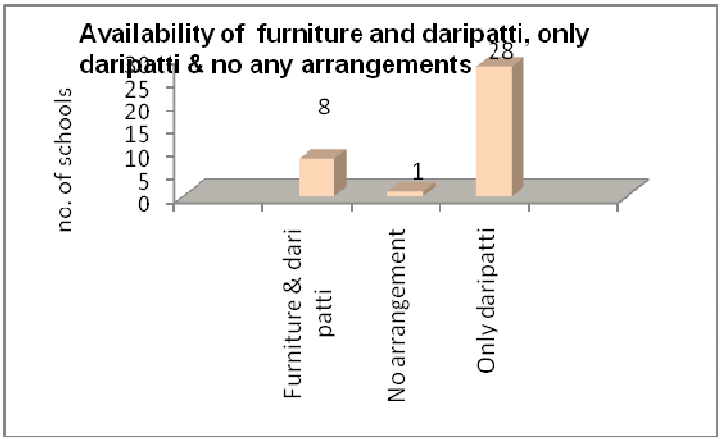
Furniture for children in classroom is an important facility in teaching learning & classroom transactions. Classroom with furniture gives the look that the children are lifted from ground mentally, physically & in comfort, too.

Availability of furniture in classrooms motivates children for better learning and concentration towards studies. Out of total 37 sample schools, furniture and dari patties were available in 08 sample schools (21.6%), only dari patties were available in 28 schools (75.6%) and in 01 sample school (2.7%) neither daripatti nor furniture was available for children.

Table 9: Availability of furniture & dari patti/ only dari patti for children

	Number	Percentage (%)
Furniture & dari patti	08	21.6
Only dari patti	28	75.6
No arrangement	01	2.7

Regarding quality of available furniture and dari patties, out of 08



sample schools where furniture and dari patties for children were available, in 02 schools (25%) the quality was good, in 06 schools (75%) the quality was average.

Table 10: Quality of available furniture & dari patti

	Number	Percentage (%)
Good	02	25
Average	06	75

Regarding quality of available dari/ dari patties, out of 28 sample schools where dari / dari patties for children were available, in 07 sample schools (25%) the quality was good, in 19 sample schools (68%) the quality was average and in 02 samples schools (7%) quality was poor.

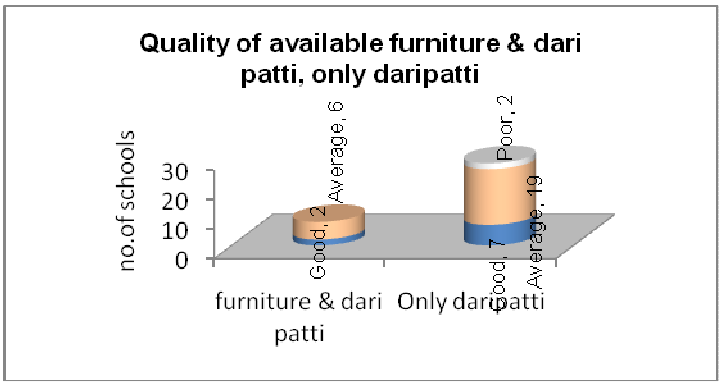


Table 11: Quality of available dari/ dari patties

	Number	Percentage (%)
Good	07	25
Average	19	68
Poor	02	7

ii. Is there proper lighting arrangements in the classrooms and these are properly ventilated?

The environment in the school and classroom defines the learning environment. Proper light and ventilation in classrooms facilitates better teaching and learning. Similarly, lighting was reported proper in 36 sample schools (97%). Similarly, ventilation was reported proper in 36 sample schools (97%). 01 sample school was buildingless.

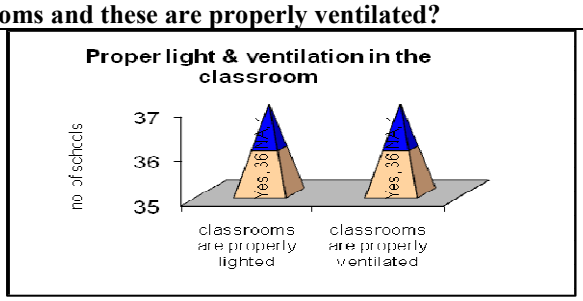


Table 12: Proper Lighting in Classrooms

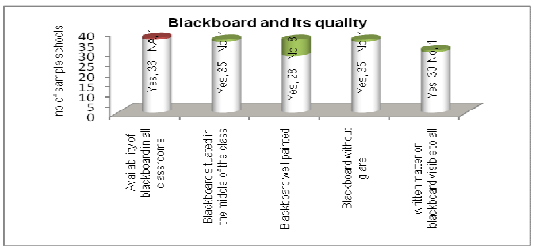
	Number	Percentage (%)
Yes	36	97
Not Applicable	01	3

Table 13: Proper Ventilation in Classrooms

	Number	Percentage (%)
Yes	36	97
Not Applicable	01	3

iii. How are the blackboards located in the classrooms?

Blackboards are instrumental in facilitating classroom teaching, especially in the elementary schools. It is one of the most important teaching aids for imparting education to children during classroom teaching. Availability, location and quality of blackboards in class rooms affect the quality of education imparted to children during classroom learning. Availability of blackboard in all classrooms was reported in 36 sample schools (97%), whereas 01 sample school(3%) was buildingless school visited by MI. Regarding, whether all children of the classrooms benefit from blackboards was reported in the 33 sample schools (92%), whereas in 03sample schools (8%) the same was not reported.



In 35 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom, whereas in 01 school (3%) blackboard was not centrally placed. Blackboards were well painted in 28 sample schools (78%), whereas in 08 schools (22%) blackboards were not well painted. Similarly, blackboard without glare was reported in 35 sample schools (97%), whereas in 01 sample school (3%) blackboard was with glare. Written matter visible to all children was reported in 30 schools (83%), whereas in 06 sample schools (17%) the same was not reported.

Table 14: Availability of Blackboards in all classrooms

	Number	Percentage (%)
Yes	36	97
No	01	3

Table 15: Blackboard situated at the centre of the classroom

	Number	Percentage (%)
Yes	35	97
No	01	3

Table 16 (a): Blackboard painted properly

	Number	Percentage (%)
Yes	28	78
No	08	22

Table 16 (b): Blackboard without glare

	Number	Percentage (%)
Yes	35	97
No	01	3

Table 17: Written matter on blackboard/ chalkboard visible to all children

	Number	Percentage (%)
Yes	30	83
No	06	17

Table 18: Status of blackboard in the sample school

S. No.	Name of School	Availability of blackboard in all classroom	Location/ centrally placed	Well painted	Without glare	Written mater visible to all
1.	Govt. PS Sahab Johara	Yes	Centrally placed	Yes	Yes	Yes
2.	Govt. PS Manu Marg	Yes	Centrally placed	Yes	Yes	Yes
3.	Govt. UPS Allahpur	Yes	Centrally placed	Yes	Yes	Yes
4.	Govt. PS Kishanpur	Yes	Centrally placed	Yes	Yes	Yes
5.	Govt. PS Paitpur	Yes	Centrally placed	Yes	Yes	Yes
6.	Govt. UPS Devkheda	Yes	Centrally placed	Yes	Yes	Yes
7.	Govt. Girls UPS Jhakra	Yes	Centrally placed	No	Yes	Yes
8.	Govt. UPS Dharmpuri Pinan	Yes	Centrally placed	Yes	Yes	Yes
9.	Govt. Sec. School Kaneti	Yes	Centrally placed	Yes	Yes	Yes

10.	Govt. UPS Andhwari	Yes	Centrally placed	No	Yes	No
11.	Govt. PS Khirni Khora	Yes	Centrally placed	Yes	Yes	Yes
12.	Govt. Sec. School Babeli	Yes	Centrally placed	Yes	Yes	Yes
13.	Govt. PS Bhadhodiya Bas/ Dera	Yes	Centrally placed	Yes	Yes	Yes
14.	Govt. UPS Jhankara	Yes	Centrally placed	No	Yes	Yes
15.	Govt. UPS Alamdika	Yes	Centrally placed	Yes	Yes	Yes
16.	Govt. PS Sita Ki Dhani	Yes	Not Centrally placed	Yes	Yes	Yes
17.	Govt. UPS Aanand Nagar Khairthal	Yes	Centrally placed	No	Yes	No
18.	Govt. Naveen PS Khairthal	Yes	Centrally placed	No	Yes	No
19.	Alam Chand Bhagwanti devi Govt. UPS No. 5	No	-	-	-	-
20.	Govt. UPS Kasba Khairthal	Yes	Centrally placed	Yes	Yes	Yes
21.	Govt. PS Ward No. 1 Khairthal	Yes	Centrally placed	Yes	Yes	Yes
22.	Govt. PS Thekda (Khairthal)	Yes	Centrally placed	Yes	Yes	Yes
23.	Govt. PS Bhediwas	Yes	Centrally placed	Yes	Yes	Yes
24.	Govt. Adarsh UPS Bad Theguwas	Yes	Centrally placed	Yes	Yes	Yes
25.	Govt. UPS Buriyawas	Yes	Centrally placed	Yes	Yes	Yes
26.	Govt. PS Dhani Biswa (Bhagu ka bas)	Yes	Centrally placed	No	Yes	No
27.	Govt. PS Bajana Johad Rayali	Yes	Centrally placed	Yes	Yes	Yes
28.	Govt. UPS Mandha	Yes	Centrally placed	Yes	Yes	Yes
29.	Govt. UPS Bori Kothi	Yes	Centrally placed	Yes	Yes	Yes
30.	Govt. Sec. School Duhar Chaugan	Yes	Centrally placed	No	Yes	No
31.	Govt. Girls UPS Gadhbasai	Yes	Centrally placed	No	Yes	No
32.	Govt. PS Bhagatpura	Yes	Centrally placed	Yes	Yes	Yes
33.	Govt. UPS Dhigariya	Yes	Centrally placed	Yes	Yes	Yes
34.	Govt. UPS Govadi	Yes	Centrally placed	Yes	Yes	Yes
35.	Govt. UPS Girls Hisala	Yes	Centrally placed	Yes	Yes	Yes
36.	Govt. PS Dungari Jagannath	Yes	Centrally placed	Yes	Yes	Yes
37.	Govt. UPS No. 3 Rajgarh	Yes	Centrally placed	Yes	No	Yes

Does the school have ramp with handrails? If yes, please comment on its quality.

Ramp was constructed in 27 sample schools (73%), whereas in 08 schools (22%) ramp was not constructed as per the norms and standard. In 02 sample schools (5%) school building was situated at "0" plinth. In case of ramps with handrails, they were found in 21 sample schools (78%) out of 27 schools where ramps were constructed, whereas in 06 schools (22%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in 25 sample schools (93%), whereas in 02 sample schools (7%) they were not in use.

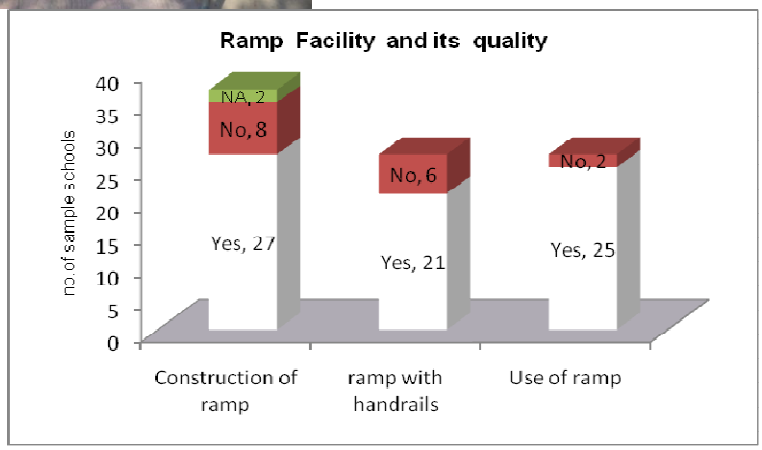


Table 19: Construction of Ramps in Schools

	Number	Percentage (%)
Yes	27	73
No	08	22
Not Applicable	02	5

Table 20: Ramps with handrails

	Number	Percentage (%)
Yes	21	78
No	06	22

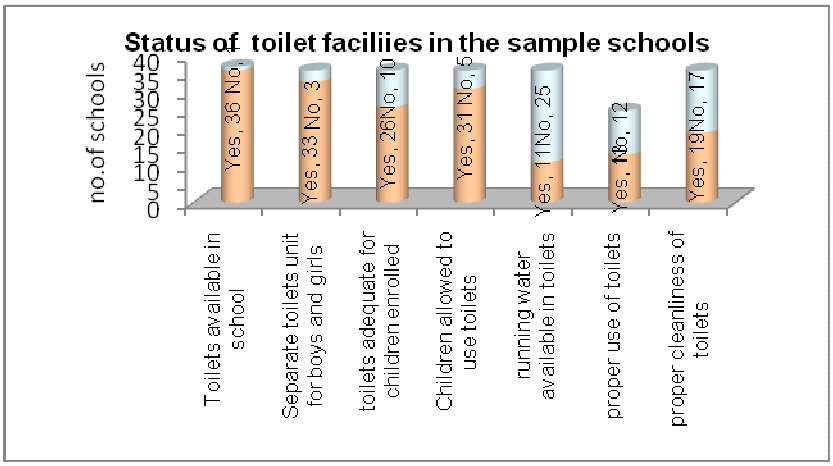
Table 21: Use of Ramps

	Number	Percentage (%)
Yes	25	93
No	02	7

Table 21 A: Non-availability of ramp in the sample schools

Sl.no.	Name of School	Block
1.	Govt. PS Kishanpur	Umrein
2	Govt. Girls UPS Jhakra	Reni
3	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrein
4	Govt. UPS Kasba Khairthal	Kisangarh bas
5	Govt. Adarsh UPS Bad Theguwas	Bansoor
6	Govt. PS Dhani Biswa (Bhagu ka bas)	Bansoor
7	Govt. UPS Dhigariya	Thanagazi
8	Govt. UPS No. 3 Rajgarh	Rajgarh

v.	**Does the school have separate toilet units for boys and girls and are these adequate for the children enrolled in the school? Whether the school has toilets for the needs of physically challenged children?**



RTE Act emphasizes on provision of toilets and that, too, of separate for boys and girls with facility of running water in every school. Amongst the facilities, toilet holds important position. Availability of toilet facilities in school is vital in order to attract, retain and provide quality education to children, especially in case of girls. Out of 37 sample schools visited by MI, in 36 sample schools (97%) toilets were available, whereas in 01 sample school (3%) toilet was not available. Regarding availability of separate toilets for boys and girls, out of 36 sample schools where availability of toilet was reported, the same was reported in 33 schools (92%), whereas in 03 sample schools (8%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 26 sample schools (72%) the same was reported adequate for children enrolled in schools, whereas in 10sample schools (28%) available toilets were reported inadequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 31 sample schools (86%) where toilets were available, whereas in 05 sample schools (14%) children were not allowed to use toilet.

Regarding availability of separate toilet for physically challenged, it was reported only in 03 sample schools, (8%) whereas in 33 sample schools (92%) availability of the same was not reported.

Table 22: Availability of toilets in schools

	Number	Percentage (%)
Yes	36	97
No	01	3

Table 22 A : Non-availability of toilets in schools

S.No.	Name of School	Block
1.	Govt. PS Thekda (Khairthal)	Kisangarh Bas

Table 23: Availability of separate toilets for boys and girls

	Number	Percentage (%)
Yes	33	92
No	03	8

Table 24: Toilets adequate for Children enrolled in Schools

	Number	Percentage (%)
Yes	26	72
No	10	28

Table 25: Children allowed to use toilets in Schools

	Number	Percentage (%)
Yes	31	86
No	05	14

vi. Do the toilet units have running water supply? If not, are they used and maintained properly?

Out of 36 sample schools where toilet facility was available, running water supply in toilets was available in 11 sample schools (31%), whereas in 25 sample schools (69%) running water supply in toilets was not available. Out of 25 sample schools where running water supply was not available in toilets, proper use of toilets was reported in 13 sample schools (52%), whereas in 12 sample schools (48%) proper use of toilets was not reported. Similarly, proper cleaning and maintenance of toilets was reported in 19 (53%) schools, whereas in 17 sample schools (47%) they were not cleaned properly.

Table 26: Availability of running water supply in toilets

	Number	Percentage (%)
Yes	11	31
No	25	69

Table 26 A: Non-availability of running water in the sample schools

S.No.	Name of School	Block
1.	Govt. PS Sahab Johara	Umrein
2	Govt. UPS Allahpur	Umrein
3	Govt. PS Kishanpur	Umrein
4	Govt. Girls UPS Jhakra	Reni
5	Govt. UPS Dharmpuri Pinan	Reni
6	Govt. UPS Andhwari	Reni
7	Govt. PS Khirni Khora	Reni
8	Govt. Sec. School Babeli	Reni
9	Govt. PS Bhadhodiya Bas/ Dera	Reni
10	Govt. UPS Jhankara	Reni
11	Govt. UPS Alamdika	Kisangarh Bas
12	Govt. PS Sita Ki Dhani	Kisangarh Bas
13	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrein
14	Govt. UPS Kasba Khairthal	Kisangarh Bas
15	Govt. PS Ward No. 1 Khairthal	Kisangarh Bas
16	Govt. UPS Buriyawas	Bansoor
17	Govt. PS Dhani Biswa (Bhagu ka bas)	Bansoor
18	Govt. PS Bajana Johad Rayali	Bansoor
19	Govt. Sec. School Duhar Chaugan	Thanagazi
20	Govt. Girls UPS Gadhbasai	Thanagazi
21	Govt. PS Bhagatpura	Thanagazi
22	Govt. UPS Dhigariya	Thanagazi
23	Govt. UPS Girls Hisala	Thanagazi
24	Govt. PS Dungari Jagannath	Thanagazi
25	Govt. UPS No. 3 Rajgarh	Rajgarh

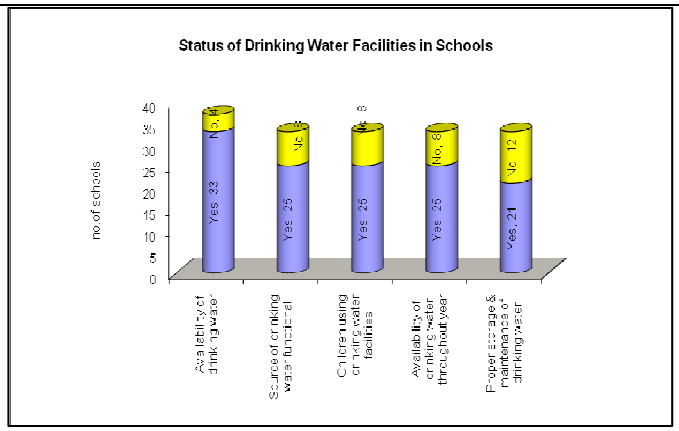
Table 27: If "No" then proper use of toilets in schools

	Number	Percentage (%)
Yes	13	52
No	12	48

Table 28: Proper cleaning and maintenance of toilets

	Number	Percentage (%)
Yes	19	53
No	17	47

vii. Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents ?



Drinking water facilities were available in 33 sample schools (89%) visited by MI, whereas in 04 sample schools (11%) drinking water facility was not available. Regarding source of drinking water out of 33 sample schools, in 17 sample schools (51.5%) it was hand pump, in 09 sample schools (27.3%) it was bore-well, in 07 sample schools (21.2%) it was tap water. Regarding source of drinking water functional, out of 33 sample schools where drinking water facility was available, the same was reported in 25 sample schools (76%), whereas in 08 sample schools (24%) the same was not available. Out of 33 sample schools where drinking water facility was available, children were using drinking water in 25 sample schools (76%).Proper storage & maintenance of drinking water was reported in 21 schools (64%), whereas in 12 sample schools (36%) proper maintenance and storage of drinking water was not reported. Proper cleanliness of drinking water was reported in 02 schools (6%), whereas in 31 sample schools (94%) proper cleanliness of drinking water was not reported.

Table 29: Availability of drinking water facility in schools

	Number	Percentage (%)
Yes	33	89
No	04	11

Table 29A: Non-availability of drinking water

S.No.	Name of School	Block
1.	Govt. UPS Allahpur	Umrein
2	Govt. Girls UPS Jhakra	Reni
3	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrein
4	Govt. PS Thekda (Khairthal)	Kisamgarh Bas

Table 30: Source of Water functional

	Number	Percentage (%)
Yes	25	76
No	08	24

Table 31: Availability of water throughout year

	Number	Percentage (%)
Yes	25	76
No	08	24

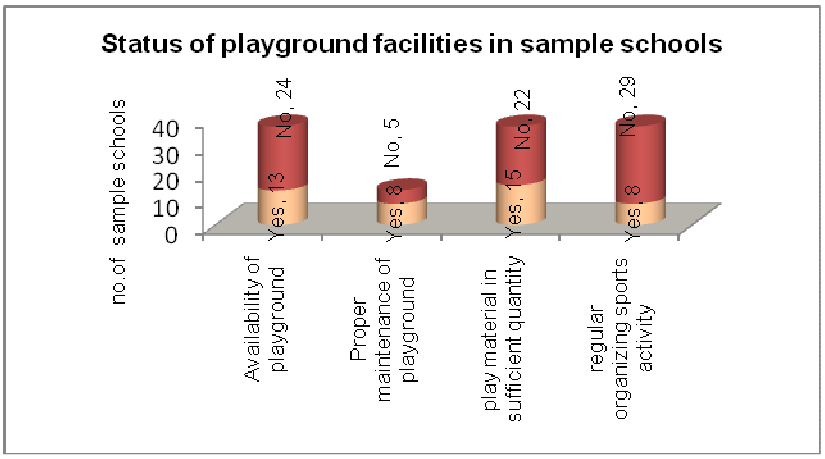
Table 32: Use of Drinking water supply by children

	Number	Percentage (%)
Yes	25	76
No	08	24

Table 33: Proper Cleanliness of drinking water supply

	Number	Percentage (%)
Yes	02	6
No	23	94

viii. Do the schools have a play ground?



Under RTE school with playground is a crucial component for scholastic and co-scholastic development of children. Playground facilities are essential for children's physical and mental development. It makes children active and enhances their learning level. Playground was available in 13 sample schools (35%), whereas in 24 sample schools (65%) playground was not available. Out of 13 sample schools where playground was available, it was properly maintained in 08 schools (61.5%), whereas in 05 sample schools (38.5%) it was not properly maintained. Organizing regular sports activity was reported in 08 schools (22%), whereas in 29 schools (78%) the same was not reported. Availability of play materials in adequate quantity was reported in 15 schools (40.5%), whereas in 22 schools (59.5%) availability of play materials in adequate quantity was not reported.

Table 34: Availability of playground in schools

	Number	Percentage (%)
Yes	13	35
No	24	65

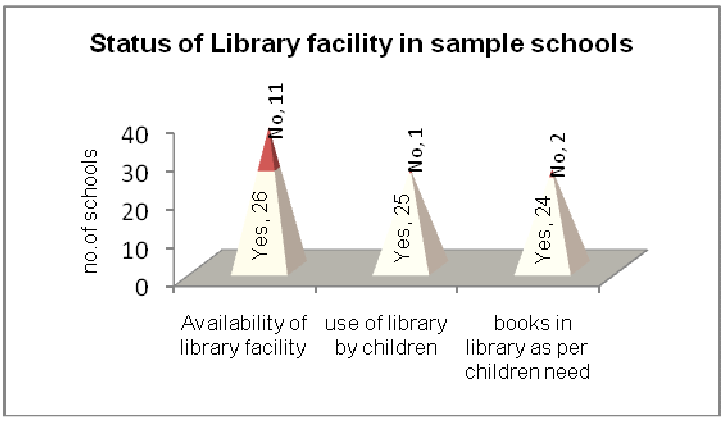
Table 35: Non-availability of Playground in the sample schools

S.No.	Name of School	Block
1.	Govt. PS Sahab Johara	Umrein
2	Govt. UPS Allahpur	Umrein
3	Govt. PS Kishanpur	Umrein
4	Govt. UPS Devkheda	Umrein
5	Govt. UPS Dharmpuri Pinan	Reni
6	Govt. Sec. School Kaneti	Reni
7	Govt. UPS Andhwari	Reni
8	Govt. PS Khirni Khora	Reni
9	Govt. Sec. School Babeli	Reni
10	Govt. UPS Jhankara	Reni
11	Govt. UPS Alamdika	Kisangarh Bas
12	Govt. Naveen PS Khairthal	Kisangarh Bas
13	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrein
14	Govt. UPS Kasba Khairthal	Kisangarh Bas
15	Govt. PS Ward No. 1 Khairthal	Kisangarh Bas
16	Govt. PS Thekda (Khairthal)	Kisangarh Bas
17	Govt. PS Bhediwas	Bansoor
18	Govt. UPS Buriyawas	Bansoor
19	Govt. UPS Mandha	Bansoor
20	Govt. UPS Bori Kothi	Bansoor
21	Govt. Girls UPS Gadhbasai	Thanagazi
22	Govt. PS Bhagatpura	Thanagazi
23	Govt. UPS Dhigariya	Thanagazi
24	Govt. UPS No. 3 Rajgarh	Rajgarh

Table 35A: Proper maintenance of playground in schools

	Number	Percentage (%)
Yes	08	61.5
No	05	38.5

ix. Do the schools have a library? If yes, whether the books meet the requirement of the children.



In 26 sample schools (70%) visited by MI library facility was available, whereas in 11 sample schools (30%) library facility was not available. Regarding use of library by children, out of 26 sample schools where library facility was available, in 25 sample schools (96%) use of library by children was reported, whereas in 01 sample school (4%) the same was not reported. Similarly, regarding arrangement of library facility in school, the same was reported in classroom in 05 sample schools (19.2%), in headmaster's room in 17 sample schools (65.3%), in a separate room in 04 schools (15.4%). As far as availability of books in schools as per children need is concerned, the same was reported in 24 sample schools (92%), whereas in 02 sample schools (8%) the same was not reported.

Table 36: Non-availability of Library in the sample Schools

S.No.	Name of School	Block
1.	Govt. PS Sahab Johara	Umrein
2	Govt. PS Manu Marg	Umrein
3	Govt. UPS Allahpur	Umrein

4	Govt. PS Kishanpur	Umrein
5	Govt. PS Paitpur	Umrein
6	Govt. Sec. School Kaneti	Reni
7	Govt. Sec. School Babeli	Reni
8	Alam Chand Bhagwanti devi Govt. UPS No. 5	Umrein
9	Govt. PS Ward No. 1 Khairthal	Kisangarh Bas
10	Govt. PS Thekda (Khairthal)	Kisangarh Bas
11	Govt. PS Dungari Jagannath	Thanagazi

Thus, qualities of facilities available at school level can be summarized as follows:

- In 89% of sample schools visited by MI number of classrooms available in relation to number of students in the school was adequate. Regarding quality of classrooms in sample schools, 56 classrooms (33%) were good, 108 classrooms (65%) were average and 03 classrooms (2%) were poor. Hence, more than half (67%) of the classrooms in the sample schools were either of average or of poor quality.

- Out of total 37 sample schools, furniture for all the children in the school was not available in any of the sample schools. Furniture and dari patties were available in 08 sample schools (21.6%) and only dari patti was available in 28 sample schools (75.6%). In 01 sample school (2.7%) neither furniture nor daripatti was available.

- Light and ventilation in classrooms were proper in 97 percent sample schools.

- Out of 37 sample schools visited by MI, in 36 sample schools (97%) toilets were available, whereas in 01 sample school (3%) toilet was not available. Regarding availability of separate toilets for boys and girls, the same was reported in 33 schools (92%), whereas in 03 schools (8%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 26 schools (72%) the same was reported adequate for children enrolled in schools, whereas in 10 schools (28%) available toilets were reported inadequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 31 sample schools (86%). Running water supply in toilets was available only in 11 schools (31%), whereas in 25 schools (69%) running water supply in toilets was not available. Out of 25 schools where running water supply was not available in toilets, proper use of toilets was reported in 13 sample schools (52%). Similarly, proper cleaning and maintenance of toilets was reported in 19 (53%) schools, whereas in 17 schools (47%) they were not cleaned properly.

- Availability of blackboard in all classrooms was reported in 36 sample schools (97%) visited by MI. On the response, whether all children can see blackboards easily, it was reported in 33 sample schools (92%). In 35 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom. Blackboards were well painted in 28 sample schools (78%). Similarly, blackboard without glare was reported in 35 sample schools (95%). Written matter visible to all children was reported in 30 sample schools (83%).

- Ramp was constructed in 27 sample schools (73%), whereas in 08 sample schools (22%) ramp was not constructed. In 02 sample schools (5%) school building was situated at zero plinths. In case of ramps with handrails, they were found in 21 sample schools (78%) out of 27 schools where ramps were constructed, whereas in 06 schools (22%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in 25 schools (96%), whereas in 02 schools (4%) they were not in use.

- Playground was available in 13 sample schools (35%), whereas in 24 sample schools (65%) playground was not available. Out of 13 sample schools where playground was available, it was properly maintained in 08 schools (61.5%), whereas in 05 schools (38.5%) it was not properly maintained. Availability of play materials in adequate quantity was reported in 15 sample schools (50%).

III. Social Access

i.	**If the share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to.**
	The share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to have been reported in 33 sample schools (89%), whereas in 04 sample schools (11%) the same was not reported.
ii.	**Is there any major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children.**
	Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was reported in 03 sample schools (8%) visited by MI, whereas in 34 sample schools (92%) the same was not reported. The reason being children were enrolled in other schools too which was not reflected in the school.
iii.	**Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.**
	The social, cultural, linguistic barriers at the level of teachers, peers, family and community members was not reported in any of 37 sample schools (100%) visited by MI. .
iv.	**If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed.**
	Overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers was not observed in any of 37 sample schools (100%) visited by MI.

2. Intervention for out of school children

i.	**No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)**
	In the district, there were 06 STCs sanctioned to SMC, UPS Balana which has given the responsibility of running the STCs for OoSC to a charitable institution of Alwar Public School named Aadharshila, an educational initiative by the Good Earth Foundation. As per the data given by the DPO Alwar, there were 174 OoSc children reported in Umrein Block for which 06 EVs and 06 STCs have been sanctioned by the district office. But in the list of Children enrolled given by the Aadharshila school it was of 183 children belonging to villages Kesharpur, Dadar, Burja, Mahua, Burja ka baas & Saurahi. As per Adharshila administration they were running this school for dropouts and poor since 2008. The children given in the list belong to 06 villages which have already schools but these identified children were enrolled in UPS school Balana. From the villages Balana enrolment of the out of school children was not reported. At Adharshila school there were total 320 children enrolled who were enrolled from class I to class VIII. The school is running as regular school for poor children who also get support from other funding organizations. It has also been reported that the school teaches the subjects on regular basis since day one as the condense course has not been available at the centre. Although the school is getting grant from SSA on account of OoSC centres but in reality the concept has not been imbibed in the district. The reason, the children of 06 villages enrolled at UPS Balana as dropout children have school in their own villages where they may get enrolled and pursue their education by giving them proper support and care. No doubt the Adharshila is doing good job but they have their own purpose and vision which is certainly different from STCs.

	The list is annexed.
ii.	**When was the VER / WER last updated and how frequently is it reviewed and updated?**
	No
iii.	**No. of children who dropped out from the school. Please comment on the system for identifying a child as a dropout.**
	NA
iv.	**Efforts made, if any, to bring them back to school.**
	It was taken up as per the budgetary provisions in the district which, in turn was allotted to Blocks.
v.	**Whether school submitted report on drop outs on monthly, quarterly or half-yearly or annual basis to the higher authorities?**
	On annual basis.
vi.	**Did any child leave school because of seasonal migration of the family? If yes, number of children having left school?**
	NA
vii.	**Were children of seasonal migrant families held back in the school through seasonal hostels or some other intervention?**
	NA
viii.	**If no such arrangement was made, whether migration/ transfer certificate issued to them by the school.**
	No migration/ transfer certificate was issued to them by the school.
ix.	**Had any special training intervention been started for the OoSC? If yes, please give details covering following points: -**
	NA
	• **Nature of special training (residential or non-residential)**
	Non residential
	• **Imparted through regular teachers or Education Volunteers**
	NA
	• **No. of children enrolled and found present on the day of visit**

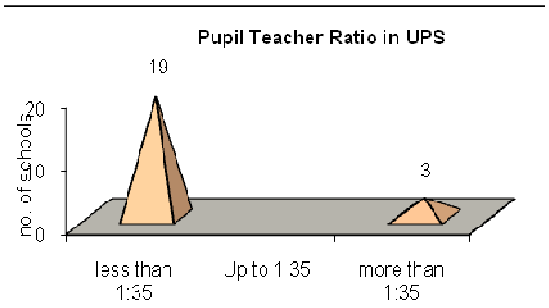
	It was difficult to identity as the classes were going on as per regular school.
	• **Duration of training received by the EVs.**
	No
	• **TLMs provided to the children.**
	Not applicable
	• **Learning achievement level of the children and if possible, the efforts made to mainstream them within the given time frame.**
	Children were reading normal school books as per their class/ grades.
	• **Whether the fund for honorarium and other expenses were received in time.**
	Delayed

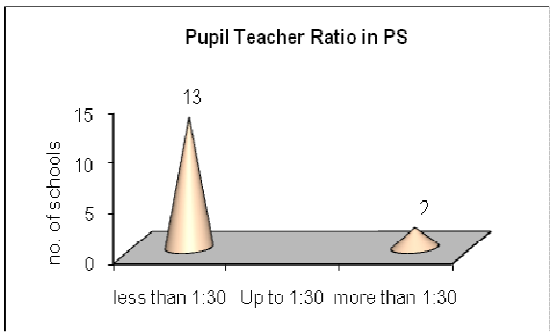
3. Quality

I. Enabling conditions

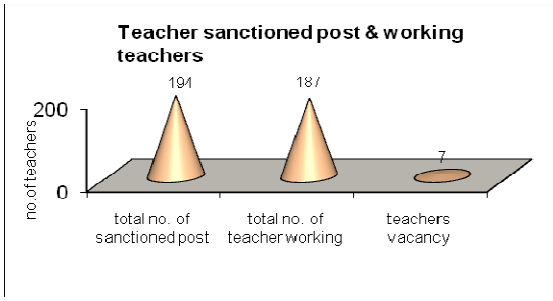
i. Number of teachers (Male & Female), PTR and teachers' vacancies at school level. Please provide the list of schools having adverse PTR.

The Right to Quality Elementary Education means that children are taught in properly equipped full-time schools by properly qualified teachers. It also involves receiving an all-round education which includes the acquisition of grade-appropriate basic cognitive skills. It is recognized that teacher and teacher- related factors seriously affect students' participation in schools at various levels.





Teachers who have inadequate qualifications and training and perhaps do not display a sympathetic and sensitive attitude towards students' needs and differences are likely to impact on students' experiences in class, making them vulnerable to drop out and/ or low achievement.



It is recognized that teacher and teacher- related factors seriously affect students' participation in schools at various levels. Teachers who have inadequate qualifications and training and perhaps do not display a sympathetic and sensitive attitude towards students' needs and differences are likely to impact on students' experiences in class, making them vulnerable to drop out and/ or low achievement. Moreover, teachers are better able to relate to students with whom they share a common first language and cultural understandings, and to be able to effectively facilitate communication in class and to incorporate students' experiences into classroom practice. It is also argued that teacher's lack of knowledge of

students' languages, cultures and communities inhibit the close relationship with students. In a culturally diverse society such as India, it may not always be possible to have a teacher with a similar background to his or her students, so it is important that the teachers be sensitized, educated and trained to acknowledge and be respectful of the various diversities among students. Issues related to teachers and their training also cannot be considered in isolation from the curriculum they teach in schools.

The total number of sanctioned posts in 37 sample schools visited by MI was 194. Against the sanctioned posts the total number of working teachers was 187 (118 males and 69 females). With regard to the teacher vacancies, in total sample schools, 07 posts of teachers were vacant.

Table 37: Number of sanctioned posts, working teachers and vacancies

	Males	Females	Total
Number of sanctioned posts			194
Number of teachers working	118	69	187
Teacher vacancies	-	-	07

b. Pupil -Teacher Ratio (PTR) in UPS

Out of 22 sample upper primary schools visited by MI, in 19 schools (86%) it was less than 35 students per teacher, and in 03 sample schools (14%) it was more than 35 students per teacher. Thus, in majority of upper primary schools visited by MI, number of students per teacher was less than 35 students.

Pupil-Teacher Ratio in Primary schools

Out of 15 sample primary schools visited by MI, in 13 sample schools (87%) it was less than 30 students per teacher, in 02 sample schools (13%) it was more than 30 students per teacher.

Table 38: Student-Teacher Ratio

S. No.	Name of School	Teachers working		Teachers vacancies	Student teacher ratio
		Male	Female		
1.	Govt. PS Sahab Johara	1	2	0	1:34
2.	Govt. PS Manu Marg	0	3	0	1:5
3.	Govt. UPS Allahpur	2	9	2	1:31
4.	Govt. PS Kishanpur	2	0	0	1:13
5.	Govt. PS Paitpur	1	2	0	1:10
6.	Govt. UPS Devkheda	3	4	0	1:31
7.	Govt. Girls UPS Jhakra	3	2	0	1:13
8.	Govt. UPS Dharmpuri Pinan	5	0	0	1:30
9.	Govt. Sec. School Kaneti	9	0	0	1:17
10.	Govt. UPS Andhwari	8	1	0	1:8
11.	Govt. PS Khirni Khora	2	0	0	1:21
12.	Govt. Sec. School Babeli	7	3	0	1:19
13.	Govt. PS Bhadhodiya Bas/ Dera	2	0	0	1:25
14.	Govt. UPS Jhankara	6	2	0	1:9
15.	Govt. UPS Alamdika	3	1	3	1:34
16.	Govt. PS Sita Ki Dhani	1	1	0	1:13
17.	Govt. UPS Aanand Nagar Khairthal	3	4	0	1:29
18.	Govt. Naveen PS Khairthal	0	3	1	1:32
19.	Alam Chand Bhagwanti devi Govt. UPS No. 5	3	5	0	1:17
20.	Govt. UPS Kasba Khairthal	4	3	0	1:16
21.	Govt. PS Ward No. 1 Khairthal	0	1	0	1:20
22.	Govt. PS Thekda (Khairthal)	0	1	1	1:27
23.	Govt. PS Bhediwas	2	0	0	1:26
24.	Govt. Adarsh UPS Bad Theguwas	6	3	0	1:24
25.	Govt. UPS Buriyawas	7	0	0	1:7
26.	Govt. PS Dhani Biswa (Bhagu ka bas)	0	2	0	1:14
27.	Govt. PS Bajana Johad Rayali	2	0	0	1:15
28.	Govt. UPS Mandha	6	0	0	1:17
29.	Govt. UPS Bori Kothi	7	0	0	1:27

30.	Govt. Sec. School Duhar Chaugan	3	2	0	1:39
31.	Govt. Girls UPS Gadhbasai	2	4	0	1:20
32.	Govt. PS Bhagatpura	1	1	0	1:28
33.	Govt. UPS Dhigariya	6	1	0	1:18
34.	Govt. UPS Govadi	5	0	0	1:42
35.	Govt. UPS Girls Hisala	1	5	0	1:38
36.	Govt. PS Dungari Jagannath	4	0	0	1:12
37.	Govt. UPS No. 3 Rajgarh	1	4	0	1:14

ii. Are teachers available for each class and for teaching Science, Mathematics and languages? (In case of upper primary school). Please provide the list of schools, where vacancy of subject-wise teacher exists.

In terms of availability of teachers for teaching Science, in 12 sample schools (55%) Science teacher was available, whereas in 10 sample schools (45%) Science teacher was not available.

Table 39: Availability of Teachers for teaching Science in UPS

	Number	Percentage (%)
Yes	12	55
No	10	45

In terms of availability of teachers for teaching Mathematics, in 10 sample schools (45%) Mathematics teacher was available, whereas in 12 sample schools (55%) Mathematics teacher was not avail able.

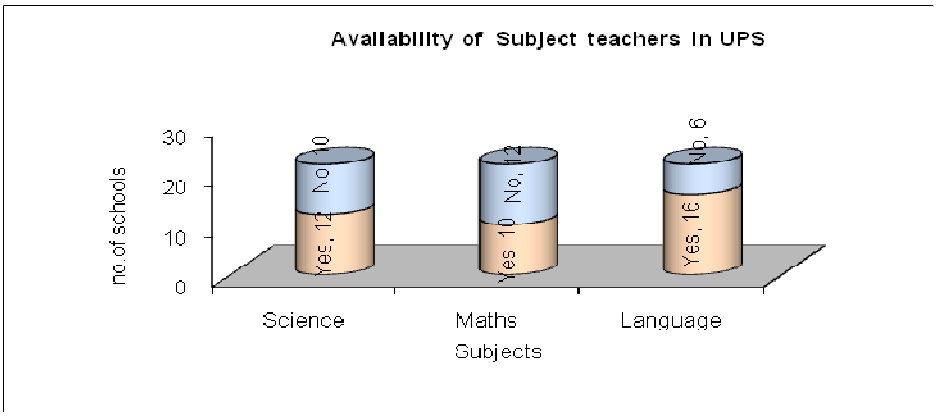


Table 40: Availability of Teachers for teaching Mathematics in UPS

	Number	Percentage (%)
Yes	10	45
No	12	55

In terms of availability of teachers for teaching Language, in 16 sample schools (73%) Language teacher was available, whereas in 06 sample schools (27%) Language teacher was not available.

Table 41: Availability of Teachers for teaching Language in UPS

	Number	Percentage (%)
Yes	16	73
No	06	27

Table 42: Availability of Science, Mathematics and Language teachers in UPS School

S.No.	Name of School	Science	Mathematics	Language
1.	Govt. UPS Allahpur	Yes	Yes	Yes
2.	Govt. UPS Devkheda	No	No	No
3.	Govt. Girls UPS Jhakra	Yes	No	Yes
4.	Govt. UPS Dharmpuri Pinan	Yes	Yes	Yes
5.	Govt. Sec. School Kaneti	Yes	Yes	Yes
6.	Govt. UPS Andhwari	Yes	No	Yes
7.	Govt. Sec. School Babeli	Yes	Yes	Yes
8.	Govt. UPS Jhankara	Yes	Yes	Yes
9.	Govt. UPS Alamdika	No	No	No
10.	Govt. UPS Aanand Nagar Khairthal	Yes	No	Yes
11.	Alam Chand Bhagwanti devi Govt. UPS No. 5	No	Yes	Yes
12.	Govt. UPS Kasba Khairthal	No	Yes	Yes
13.	Govt. Adarsh UPS Bad Theguwas	Yes	No	No
14.	Govt. UPS Buriyawas	No	No	Yes
15.	Govt. UPS Mandha	No	No	Yes
16.	Govt. UPS Bori Kothi	No	No	Yes
17.	Govt. Sec. School Duhar Chaugan	No	No	No
18.	Govt. Girls UPS Gadhbasai	No	Yes	Yes
19.	Govt. UPS Dhigariya	No	No	Yes
20.	Govt. UPS Govadi	Yes	No	Yes
21.	Govt. UPS Girls Hisala	Yes	Yes	No
22.	Govt. UPS No. 3 Rajgarh	Yes	Yes	No

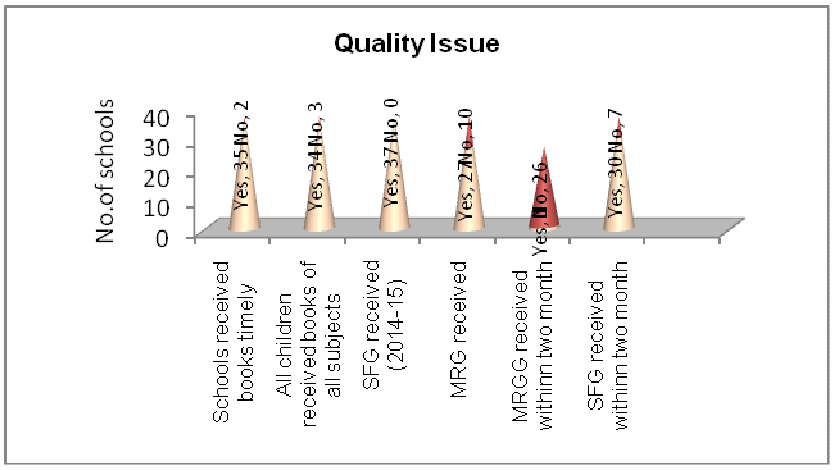
iii. No. of untrained teachers, school-wise list may be provided.

In all the 37 (100%) sample schools comprising PS and UPS, all the teachers were trained.

iv. Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).

Non-residential subject based training for a teacher was organized at the BRC level.

v. Whether text books were received in time i.e., before the commencement of academic session for all the subjects and all mediums of instruction.



In 35 sample schools (95%) visited by MI text books were received before the commencement of the academic session, whereas in 02 sample schools (5%) the same was not reported.

Table 43: School received books before the commencement of the academic session.

	Number	Percentage (%)
Yes	35	95
No	2	5

Table 43 A: Non-availability of books before the commencement of the academic session.

S.No.	Name of School	Block
1	Govt. PS Manu Marg	Umrein
2	Govt. UPS Devkheda	Umrein

(ii) Have all the children got text books of all subjects

Further, all children received textbooks of all the subjects was reported in 34 sample schools (92%), whereas in 03 sample schools (8%) all children did not receive textbooks of all the subjects.

Table 44: All Children got textbooks of all subjects

	Number	Percentage (%)
Yes	34	92
No	03	8

Table 44 A: Non-availability of text books of all subjects to all children in the sample schools

S.No.	Name of School	Block
1	Govt. PS Kishanpur	Umrein
2	Govt. Naveen PS Khairthal	Kisangarh Bas
3	Govt. PS Ward No. 1 Khairthal	Kisangarh Bas

vi. Whether all grants viz. school grant, maintenance grant and TLM grant were received in time.

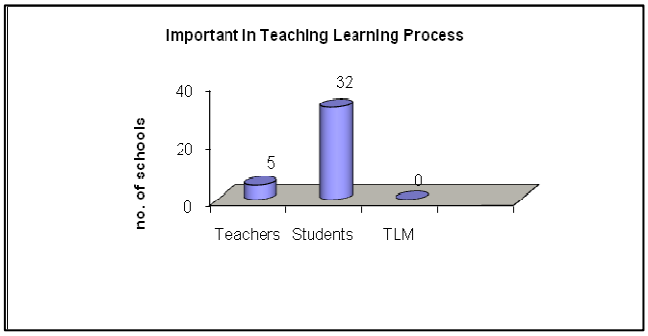
All 37 sample schools received School Facility grant. Out of 37 sample schools, 30 sample schools (81%) received SFG within two months of commencement of session, whereas in 07 sample schools (19%) the same was not reported. Regarding MRG, 27 sample schools (73%) received MRG (Maintenance & Repair Grant), whereas 10 sample schools (27%) did not receive MRG. Out of 27 sample schools which received MRG, only 01 sample school (4%) received MRG within two months of commencement of session, whereas in 26 sample schools (96%) the same was not reported.

II. Teaching Learning Process

i. Teachers' understanding of the constructivist approach to teaching learning process.

Only availability of schools does not ensure children's participation and children education. More than schools' availability, motivated teachers play an instrumental role in ensuring that children attend school regularly and take an active part in learning process. In the sample schools, very few teachers have understanding and are practicing the approach as desired in classroom teaching.

Out of the 37 sample schools, in 32 sample schools (86.5%), teachers opined that students were important in teaching learning process, whereas in 05 sample schools (13.5%), teachers opined that teachers were important in teaching learning process. Similarly, in 29 sample schools (78%) teachers opined that student was always given opportunity to speak. Similarly, in 36 sample schools (97%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 35 schools (95%). In 36 sample schools (97%) teachers opined that during teaching learning process learner was important. In 33 sample schools (89%) during teaching learning process teachers dictate notes to the students.



ii. Involvement of children in teaching learning process.

Active participation of children during teaching learning process in classroom was reported in all the 37 sample schools (100%).

iii. Whether the method of Comprehensive and Continuous Evaluation (CCE) was being followed in the school.

In 32 sample schools (86%) out of the 37 (PS+UPS) schools visited by MI Continuous and Comprehensive Evaluation (CCE) method was being followed. In the remaining 05 sample schools (14%) the marking/ number method was being used.

iv. Whether onsite academic supports was being provided to teachers through BRCs/CRCs.

Onsite academic support to teachers was reported in 17 sample schools (46%), whereas in 20 sample schools (54%) teachers did not receive onsite academic support. The support was given by DPO & BRCF office.

Table 45: Onsite academic support to teachers

	Number	Percentage (%)
Yes	17	46
No	20	54

v. **Give your comments on the classroom management with reference to:–**

- **Whether children are made to sit in small groups.**

In 26 sample schools (70%) children were made to sit in small groups, whereas in 11 sample schools (30%) children did not sit in small groups.

Table 46: Children sit in small groups

	Number	Percentage (%)
Yes	26	70
No	11	30

- **Whether groups are formed of children from the same class or with children from different classes.**

In 31 sample schools (84%) various classes sit together, whereas in 06 sample schools (16%) children of the same class only sit together.

Table 47: Various

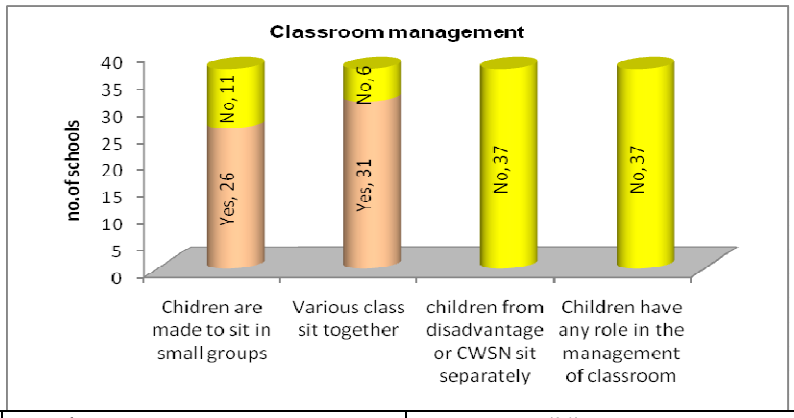
Classes sit together

	Number	Percentage (%)
Yes	31	84
No	06	16

- **Whether children from disadvantaged groups and children with disabilities sit separately and on the back benches.**

In all the 37 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class.

Table 48: Children from disadvantaged groups and children with disabilities sit separately



	Number	Percentage (%)
Yes	0	0
No	37	100

- **Whether children have any role in the management of classrooms.**

In all the 37 schools (100%) teachers decide the management of classroom.

Table 49: Children's role in the management of Classroom

	Number	Percentage (%)
Yes	0	0
No	37	100

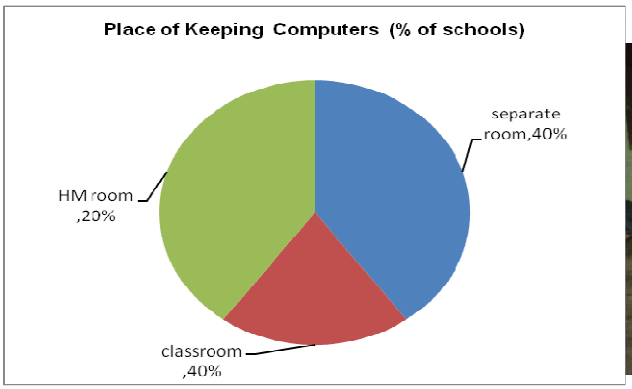
Teaching learning process observed by MI in the sample schools can be summarized as follows:

- In 46 percent of the sample schools teachers received onsite academic support.
- Active participation of children in teaching learning process in 100 percent of sample schools.
- Various classes' children sit together in 84 percent of the sample schools visited by MI.
- In 100 percent sample schools children from disadvantaged groups and children with disabilities sit with other children in school.
- In 100 percent sample schools teachers decide the management of classrooms.

4. **Computer Aided Learning (CAL)**

i. The status of upkeep and maintenance of the Computers & other accessories provided under CAL.

The computer education was initiated in Upper Primary Schools for students of classes VI, VII & VIII. Digital/ multimedia teaching learning materials were developed for Science, Mathematics and English Subjects for Classes VI, VII & VIII. The main purpose behind starting computer education for students of upper primary classes was to make teaching interesting and joyful (especially lessons of Science, Math



and English). Teachers of CALP schools

get three day training on e-content.

Computers and other aided materials were kept in a classroom in 01 CALP school (20%) visited by MI, whereas in 02 CALP schools (40%) computers and other aided materials were kept in the separate room. In 02 sample schools (40%) computers and other aided materials were kept in HM room.

Table 50: Place of Keeping Computers and other aided materials

	Number	Percentage (%)
Classroom	01	20
Separate room	02	40
HM room	02	40

As far as availability of computers and accessories is concerned, in 01 CALP school (20%) monitored by MI all accessories supplied to schools under CAL were found available, whereas in 04 CALP schools (80%) some accessories supplied to schools under CALP were found available. Regarding status of room where computer and other accessories were kept, in 04 sample schools (80%) there was no leakage /seepage in the room, whereas in 01 sample school (20%) leakage /seepage in the room was reported.

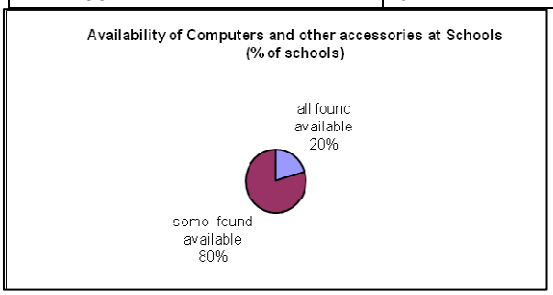


Table 51: Availability of Computers and other accessories in schools

	Number	Percentage (%)
All	01	20
Some	04	80

Further, functional status of some computers and other aided materials was reported in 03 sample schools (60%) and in 02 sample schools (40%) none of the computers and other aided materials were reported functional.

Table 52: Functional status of computers and other accessories in schools

	Number	Percentage (%)
Some	03	60
None	02	40

ii. **Whether activity based digital content/ teaching learning materials are used as supplementary materials to the course materials OR are integrated with the teaching learning process as part of the classroom transaction.**

Availability of list of digital/multimedia teaching learning material was not reported in any of 05 sample schools (100%) visited by MI. Regarding teachers' knowledge of digital/multimedia teaching learning material was reported in 03 sample schools (60%), whereas in 02 sample schools (40%) the same was not

reported. Similarly, the use of activity based digital content TLMs as a part of classroom teaching was reported in 02 sample schools (40%), whereas the same not reported in any of 03 sample schools (60%).

Table 53: Use of activity based digital content TLMs

	Number	Percentage (%)
Yes	02	40
No	03	60

iii. Whether the subject teachers who have been provided with training on use of CAL resources are comfortable on use of CAL resources & equipments.

The teachers received training under CALP was reported in 03 sample schools (60%), whereas in 02 sample schools (40%) the same was not reported. Teachers' knowledge about computer operation and use of CD was reported proper in 04 sample schools (80%), whereas in 01 sample school (20%) the same was not reported. Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 05 sample schools (100%) visited by MI under CALP. The understanding for use of computer skills imparted in the training may not be adequate in order to develop the skills as well as interest to use those computer skills in integrating computer education/ teaching with course curriculum and explaining the different topics/ subjects.

Table 54: Teachers received training under CALP

	Number	Percentage (%)
Yes	03	60
No	02	40

Table 55: Teachers' knowledge about computer operation and use of CD

	Number	Percentage (%)
Yes	04	80
No	01	20

Table 56: Use of Computer digital technique skills in developing TLM

	Number	Percentage (%)
Yes	0	0
No	05	100

iv. Whether the activities are regularly monitored & support is provided by the state?

The activities under CALP in the sample upper primary schools were not regularly monitored by the district/State. Also, the district does not have any mechanism for Operation & Maintenance for the computers beyond the guarantee period.

The computers under guarantee period were also not taken care of properly after the supply from the vendor. It is an area which needs special attention of State office in order to really unfold the CAL programme in the district.

Thus, Computer Aided Learning Programme (CALP) can be summarized as follows:

- In 80 percent of sample CALP schools visited by MI, some computers and other accessories supplied to school under CALP were physically available.
- Teachers were trained under CALP in 60 percent of CALP sample schools.
- Also, none of the computers and their other accessories was reported functional in 40 percent of sample schools.
- Use of activity based digital content TLMs as supplementary materials to the course materials was not reported in 02 sample CALP schools (40%).

5. Girls' Education, National Programme for education of Girls at Elementary Level (NPEGEL) & Kasturba Gandhi Balika Vidyayalas (KGBV)

5.1 Kasturba Gandhi Balika Vidyayalas (KGBVs)

i. Quality and adequacy of facilities available.

Table 57: Quality and adequacy of available facilities (KGBV 1-Akbarpur)

S. No.	Status of facilities	Facilities							
		Drinking water	Toilet	Classroom	Blackboard	Playground	Campus	Kitchen	Bed
1	Availability	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Adequacy	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Functional	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

KGBV 2- Pinan

S. No.	Status of facilities	Facilities							
		Drinking water	Toilet	Classroom	Blackboard	Playground	Campus	Kitchen	Bed
1	Availability	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
2	Adequacy	Yes	Yes	Yes	Yes		Yes	Yes	Yes
3	Functional	Yes	Yes	Yes	Yes		Yes	Yes	Yes

KGBV 3-Girudi

S. No.	Status of facilities	Facilities							
		Drinking water	Toilet	Classroom	Blackboard	Playground	Campus	Kitchen	Bed
1	Availability	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
2	Adequacy	Yes	Yes	Yes	Yes	-	No	Yes	No
3	Functional	Yes	Yes	Yes	Yes	-	-	Yes	Yes

ii. Describe the detailed observations for the KGBV visited.

The detailed observations for the KGBVs (03) visited by MI were as follows:

- All the 03KGBVs visited by MI had their own building and were Model I.
- Quality of facilities available at KGBVs needs improvement, especially classroom, bed, drinking water and playground facility etc.
- Attendance of girls at KGBVs on the day of visit was 280 which was less than the enrolment (302).
- Condense course is functional for out of school girls.
- KGBVs received fund timely.
- The maintenance aspect is poor in the KGBV building.
- Under vocational training girls were also provided training on tailoring, and beauty culture.

6. Inclusive Education

a. In the classroom

i. Sitting arrangement for the CWSN.

Out of 04 CWSN sample schools identified by the district, the seating arrangement for CWSN was reported inclusive in all the 04 sample CWSN schools.

Table 58: Sitting arrangements for CWSN in classroom

	Number	Percentage (%)
Inclusive	04	100
Separate	0	0

ii. Participation level of the CWSN in classroom processes and efforts made to optimize it.

Participation of CWSN children in classroom activities was participatory in all the 04 sample CWSN schools.

Table 59: Participation level of CWSN in classroom processes

	Number	Percentage (%)
Participatory	04	100
Passive	0	0

iii. Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.

The behavior of school children (Peer) towards CWSN was reported friendly in all the 04 sample CWSN schools (100%) visited by MI.

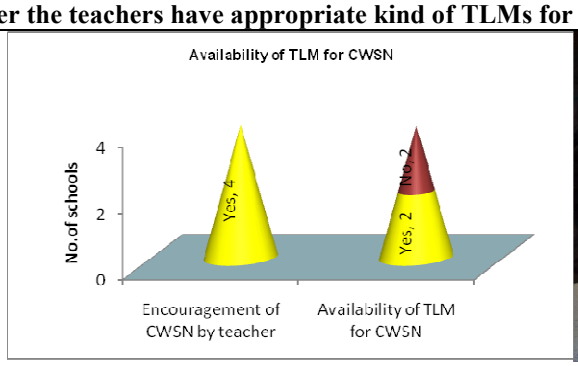
iv. Type of peer support observed.

During teaching learning process, co-curricular activities and in interval peer support to CWSN was reported friendly. Peer extend their support, cooperation and help to CWSN during all these activities, namely taking them to class, serving MDM, giving front row for sitting, etc.

v. Teacher's behaviour towards CWSN.

Teachers behave equally with all children in 03 sample CWSN schools (75%) visited by MI, whereas in 01 sample school (25%) teachers pay special attention towards CWSN.

vi. Whether the teachers have appropriate kind of TLMs for CWSNs?



Availability of special TLM for CWSN was reported in 02 sample schools (50%) whereas in 02 sample schools (50%) availability of special TLM for CWSN was not reported.

Table 60: Availability of TLM with CWSN

	Number	Percentage (%)
Yes	02	50
No	02	50

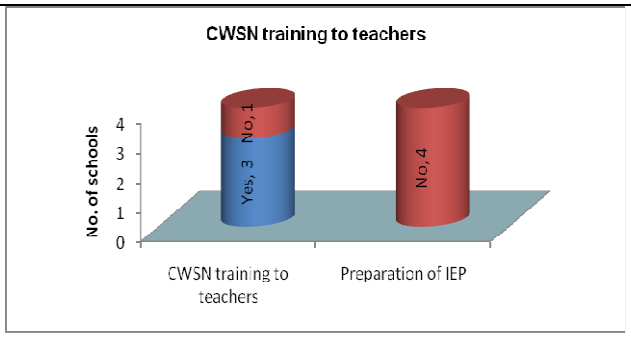
vii. Is the evaluation process tailored to their needs?

	Evaluation process tailored to their needs was reported in 01 sample CWSN school.

b. From the Teachers

i. Training received and confidence level of the teacher to handle classrooms with CWSN.

Teachers received CWSN training in 03 sample schools (75%), whereas in 01 sample school (25%) teachers did not receive CWSN training. Out of 03 sample schools where teachers received training on CWSN, 02 sample schools (67%) reported that the training was adequate to handle classrooms with CWSN, whereas in 01 sample school (33%) the same was not reported.



ii. **Whether the Individualized Educational Plan (IEPs) has been prepared for CWSN?**

Individualized Educational Plan (IEP) was not prepared for CWSN in any of 04 sample schools.

Table 61: Preparation of IEP by the school for CWSN

	Number	Percentage (%)
Yes	0	0
No	04	100

iii. On-site academic support by the Resource Teachers – frequency of visits, time spent by the resource teachers in the school and nature of support provided.

Resource Teacher was available only at block level and not at the school level. The Resource Teachers visit CWSN School and provide support to teachers and CWSN children. In total, there were provisions of 3 RTs in every Block namely, VI, HI & MR. The frequency of visits of Resource Teacher to school was monthly. In the district 37 RTs were posted against the post of 42 RTs in 14 Blocks of the district.

In addition, there were resource centres operating in the Blocks managed by Resource teachers. But in reality more efforts and action are required in order to take up the real plan as per the expectation. The operation and maintenance of resource rooms require proper care and timely support.

iv. Nature and frequency of interaction with the parents of the CWSN.

Parents of CWSN were counseled at 03 CWSN schools (75%), whereas in 01sample school (25%) the same was not reported. The frequency of parents' counseling was either monthly or quarterly.

Table 62: Status of Parents' Counseling

	Number	Percentage (%)
Yes	03	75
No	01	25

v. What is the additional support or facilities required?

- There should be proper mechanism for repair and maintenance of the equipments kept at the resource centres in the Block. In absence of proper and timely repair of equipments they were lying unused, specially the audio equipments.

- The escort facilities should be given to all the identified children eligible for support. In the present context it has been given to the number of children based on the availability of funds. Hence, the CWSN children who were given support last year were not being supported in the current year.

- The regular monitoring meeting at district level may be monthly/ bi-monthly and it may be organized to really see where the whole plan for CWSN is moving.

- Efforts should be made to work for CWSN children with empathy and sensitiveness rather than working only on the procurement mode i.e. involved more on the activities for which budget was sanctioned. The issue is to provide support and relief to CWSN and support as per their need.

- There is need to appoint at least 2-3 RTs at each resource centre. Thus, in total, 5-6 RTs may be appointed in each Block in order to support CWSN children in schools and at their home.

c. From the Parents

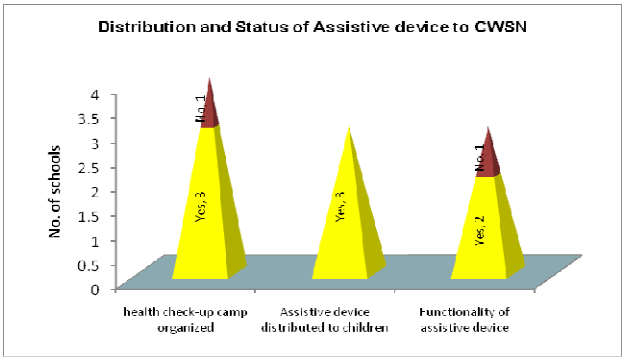
i. Nature of disability of the child and counselling received by them to tackle that.

Table 63 : Nature of disability

S. No.	Type of Disability	Boys	Girls	Total
1.	Blind	2	0	2
2.	Low vision	2	1	3
3.	Stammering	1	0	1
4.	Deaf and dump	2	0	2
5.	Physically handicapped	2	1	3
6.	Mentally retarded	5	0	5
7.	Cerebral Palsy	1	0	1
8.	Others	3	3	6
	Total	18	5	23

ii. Whether the child had attended any medical assessment camp, was diagnosed to be in need of some assistive device, supplied the assistive device and issued a disability certificate.

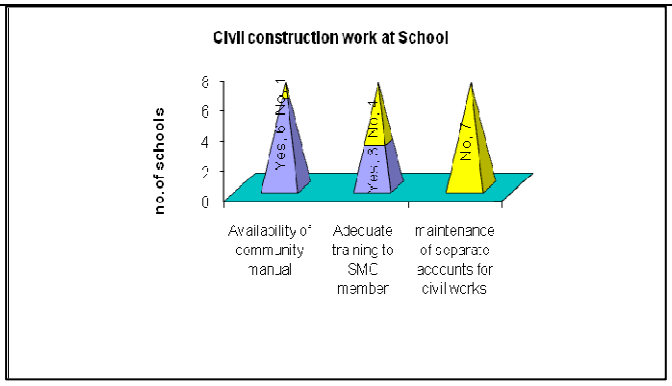
Out of 04 CWSN schools, in 03 sample schools (75%) medical camp was organized, whereas in 01 sample school (25%) medical camp was not organized for CWSN. CWSN in need of assistive device was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN. Distribution of assistive device to CWSN was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN. Similarly, issue of disability certificate to children was reported in all the 03 sample schools (100%) where medical camp was organized for CWSN.



iii. Whether the assistive device is in a working condition or in need of repair/replacement.

	Out of 03 sample schools where assistive devices were distributed to CWSN, in 02 sample schools (67%) assistive devices were in working condition, whereas in 01 sample school (33%) the same was not reported
iv.	**In case of a child under Home Based Education (HBE), the frequency of visits by the Resource Teacher and care giver and time spent with the child.**
	Home based education (HBE) was not taken up in the schools.

7. Civil Works

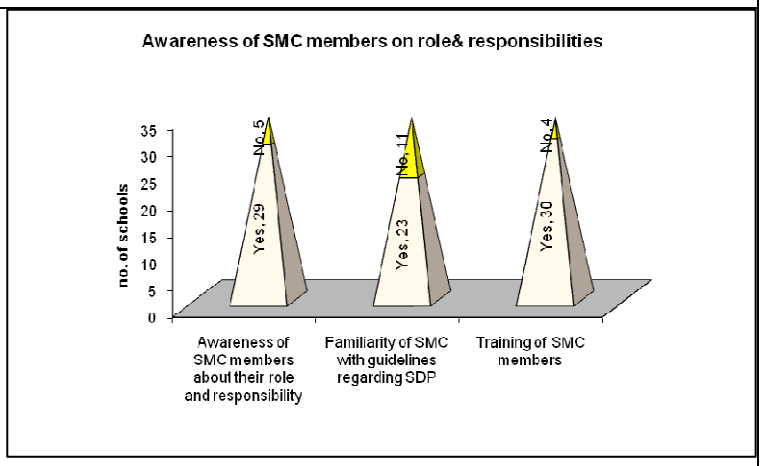
i.	**Whether SMC members have been provided training for implementing civil works (minimum 2 to 3 times training during the construction period).**
	
	Out of 07 sample schools visited by MI for civil works, in 01 sample school (14%) school building was constructed, whereas in 06 sample schools (86%) ACR was constructed. Adequate training of SMC on civil construction work for implementing civil works was reported in 03 sample schools (43%), whereas in 04 sample schools (57%) the same was not reported.
ii.	**Whether the community manual, design drawings are available with the SMC or within the school premises.**
	Availability of copy of community manual, design drawings with the SMC or within the school premises was reported in 06 sample schools (86%), whereas in 01 sample school (14%) availability of the same was not reported. The engineer gives the site specific drawing to the SMC.
iii.	**Whether the separate accounts for civil works are being maintained on daily basis and details available on transparency board installed in the school premises for the purpose.**
	Separate Accounts were not maintained in any of 07 sample schools (100%) on daily basis. Similarly, details were not available on the board in the school premises for the purpose in both the sample schools (100%).

iv.	**Number of times, the technical persons visited the construction site and whether there is any authentication done or instructions given (visits should be at the time of construction foundation level, plinth level, and lintel level, roof level, flooring and finishing level).**
	In all the 07 sample schools (100%) technical person used to visit civil construction work site. The frequency of visit by the technical person was after every 15-20 days. The technical person gave instructions during the visit.
v.	**Whether daily cement account is being maintained and is authenticated by Technical persons.**
	Daily cement account is not being maintained in both the sample schools.
vi.	**Whether the MOU is being signed between the SSA authorities and SMC before release of funds.**
	Regarding signing of MOU between SSA and SMC, the same was not reported in any of the 07 sample schools where civil works were initiated.
vii.	**Any good practices in civil works which can be replicated in other places/in other States.**
	None

8. Community Mobilization

i.	**Whether SMCs have been constituted in schools, as mandated by the RTE Act, 2009?**
	Out of 37 sample schools visited by MI, in 34 sample schools (92%) SMC has been formed as per the RTE Act, 2009, whereas in 03 sample schools (8%) SMC was not constituted. In these sample schools SMDC was involved in day to day activities as these 03 are secondary/ senior secondary schools.
ii.	**Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.**

Out of 34 sample schools where SMC was constituted, in 29 sample schools (85%) SMC members were familiar with their roles and responsibilities as notified by the State Government, whereas in 05 sample schools (15%) SMC members were not familiar with their roles and responsibilities.



While interacting with SMC members other than school headmaster and teachers, it has been realized that SMC is only a committee at school level formed under RTE act, and it has more role in expenditure of the budget given to the schools under SSA.

Largely, the proposal and expenditure were discussed in the SMC meetings and secondly the improvement plan of the school was discussed namely, increase in enrolment, achievement, reduction in dropout, enrolment of girls and increase in the participation of community. It has been observed while reviewing the registers of SMC that it is a ritual which has been observed in the schools. The real participation of SMC members other than school functionaries is very limited. It was due to two reasons, firstly the school administration was not very confident of utilizing the participation of community/ parents may be due to various reasons – namely, community will look into school records, expenditures, teachers' role to play etc.; and secondly due to non interest/ disinterest of community/ parents as they were not getting required support and cooperation from teachers. Also, the school HMs and teachers felt

that the major responsibility of any financial irregularities will be of the Government functionaries only.

Table 64: Awareness of SMC members of roles and responsibilities

	Number	Percentage (%)
Yes	29	85
No	05	15

iii. Familiarity of the SMC members with the Data Capture Format, school report card and VER / WER.

S. No	Activities	Poor	Fair	Good	Very Good
A	Details about SSA & MDM	05 (15%)	29 (85%)	-	-
B	Funds (civil works, additional classrooms, school grants, maintenance grants etc.)	03 (9%)	31 (91%)	-	-
C	Roles and responsibilities	05 (15%)	29 (85%)	-	-
D	School Development Plan	15 (44%)	19 (56%)	-	-
E	Student enrollment and attendance	07 (21%)	26 (76%)	01 (3%)	-
F	Right to education act	08 (23.5%)	26 (76.5%)	-	-
G	School facilities (classrooms, toilets and drinking water etc.)	08 (23.5%)	25 (73.5%)	01 (3%)	-
H	DISE captures format	24 (71%)	09 (26%)	01 (3%)	-
I	School Report Card	30 (88%)	04 (12%)	-	-
J	VER / WER	28 (82%)	06 (18%)	-	-

iv. Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.

In 23 sample schools (68%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 11 sample schools (32%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMCs members were reported in 30 sample schools (88%), whereas in 04 sample schools (12%) the same was not reported.

v. Frequency of SMC meetings held and issues discussed.

As far as frequency of SMC meeting is concerned, in 11 sample schools (32%) it was organized occasionally, in 20 sample schools (59%) the same was organized monthly and in 03 sample schools (9%) SMC meeting was organized quarterly.

Issues discussed during SMC meetings were as follows:

- Discussion on teaching learning process.
- Mid Day Meal and its quality
- Enrolment and Retention.
- School environment.
- Utilization of School Facility grants (SFG).

	• Mainstreaming of drop-out students. • School Cleanliness • Discussion on absentee students • Safe Drinking water. • Children's health check-up • Construction of school building • Seeking public cooperation • Girl-child education\ • Providing quality education to children • Children's attendance • Hygiene education • School maintenance • Discussion on school development
vi.	**Role of SMCs members in monitoring teachers' and students' attendance and importance given to their feedback.**
	i. Student attendance In 33 sample schools (97%) SMC members monitor student attendance. **iv. Teacher absenteeism** In 07 sample schools (21%) SMC members monitor teachers' absenteeism. Suggestions and feedback of SMC were included in 31 sample schools (91%), whereas in 03 sample schools(9%) the same was not followed
vii.	**Contribution made by the community for the upliftment of school or educational scenario of the habitation.**
	Contribution made by community for school development was reported in 13 sample schools (38%), whereas in 21 sample schools (62%) the same was not reported. a) Cooperation, participation and support in various activities organized in schools namely sports, cultural programmes, Independence Day etc. b) Monitoring of mid day meal. c) Provided temporary building for school d) Enrolment of children in school.

9. MIS

i.	**Whether the school supplied data under DISE? If yes, does the school have a copy of the filled-in Data Capture Format (DCF)?**
	Availability of data under DISE for the year 2014-15 was reported in all the 37 sample schools (100%) when MI visited the sample schools. However, only 30 sample schools (81%) had a copy of the filled- in Data Capture Format (DCF), whereas 07 sample schools (19%) did not report the copy of the filled- in Data Capture Format (DCF).

Table 65 : Schools supplied data under DISE for the year 2014-15

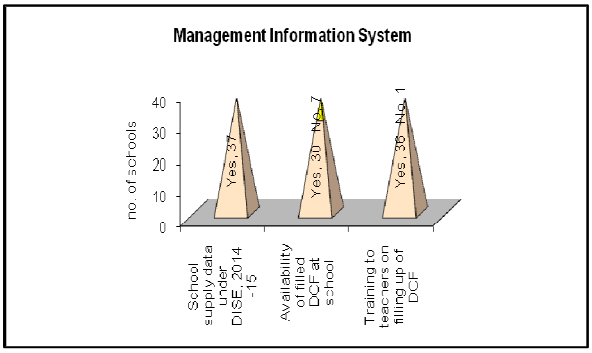
	Number	Percentage (%)
Yes	37	100
No	0	0

Table 66: Availability of filled-in DCF at school

	Number	Percentage (%)
Yes	30	81
No	07	19

ii. Whether any training on filling up of DCF was provided to the teacher/head teacher?

In 36 sample schools (97%) training on filling-up of DCF was provided to the teachers/head teachers



(2014-2015DISE), whereas in 01 sample school (3%) training on filling-up of DCF was not provided to the teachers/head teachers.

Table 67: Training to teachers on filling of DCF

	Number	Percentage (%)
Yes	36	97
No	01	3

iii. Whether the CRC coordinator/headmaster conducted the Jan- Vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan?

Jan-Vacchan (community reading as a measure of social audit) of DISE data was not reported in any of the 37 sample schools.

iv. Whether the school received the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?

Printed copy of school report card was not reported available in any of 37 sample schools (100%).

v. Whether the DCF/School report card is available with the school? Does it match with the actual position in the school?

Out of 37 sample schools where DCF were reported available, in 30 sample schools (81%) information given in DCF/ School report card matches with the actual position in the school, whereas in 07 sample schools (19%) information given in DCF/ School report card does not match with the actual position in the school.

vi. Whether the schools records are being maintained and updated regularly?

In 33 sample schools (89%) records were being maintained and updated regularly, whereas in 04 sample schools (11%) they were not maintained regularly.

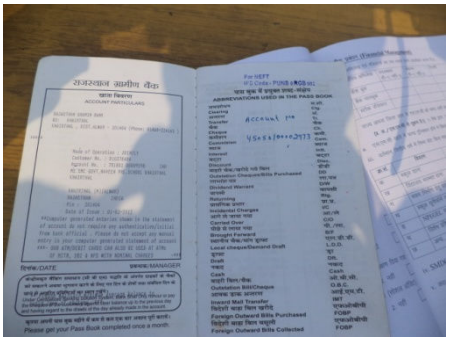
Management Information system (MIS) in sample schools visited by MI can be summarized as follows:

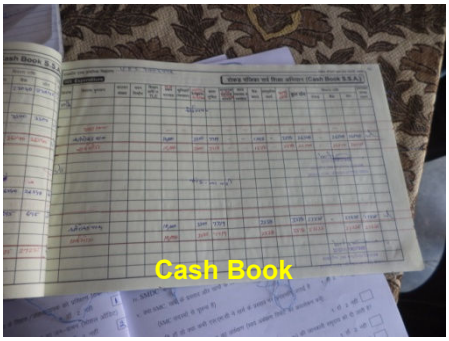
- Availability of data under DISE for the year 2014-15 was reported in all the 37 sample schools (100%) visited by MI.
- In 36 sample schools (97%) training on filling-up of DCF was provided to the teachers/head teachers.

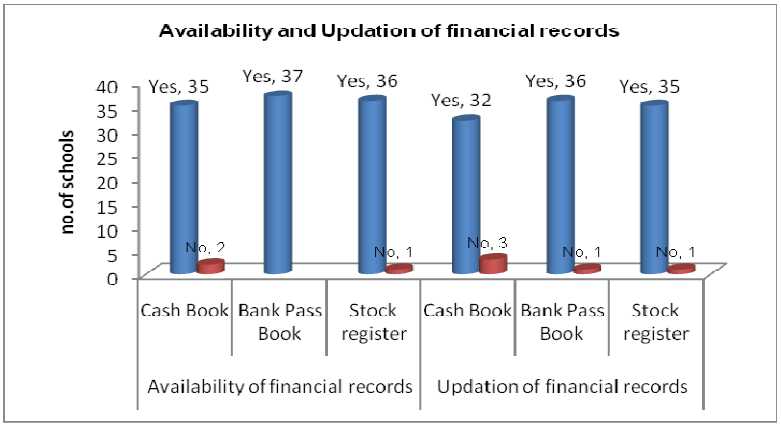
10. Financial Management

i. Whether the financial records and registers are maintained as per SSA financial manual?

In 35 sample schools (95%) Cash Book was available, whereas updation of Cash Book was reported in 32 sample schools (91%). Bank pass Book was available in all the 37 sample schools (100%), whereas updation of Bank pass Book was reported in 36 sample schools (97%). Similarly, Stock Registers were available in 36 sample schools (97%). Updation of Stock registers was reported in 35 sample schools (97%).







ii. **Mode of transfer of fund to the SMC from the state or district levels. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC.**

Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer in all the 37 sample schools (100%).

iii. **Type of funds/grants received and the month of receipt.**

During current financial year (2014-15) grants namely, School grants, Minor repair grants and grant for community mobilization were received by the sample schools. Only a few sample schools

	received grant for civil construction.
iv.	**System for the withdrawal of fund from the SMC account.**
	Systems for the withdrawal of fund from the SMC account were cash in 20 sample schools (54%), through cheque in 03 sample schools (8%) and through cheque and cash both in 14 sample schools (38%).
v.	**If the proposals for expenditure and expenditure statements are being shared with the community members. If yes, is there any instance of community expressing objection/reservation about any transaction?**
	Similarly, the proposals for expenditure and expenditure statements were shared with community in 29 sample schools (78%), whereas in 08 (22%) schools the same was not reported.
vi.	**Whether the SMC is covered by audit. If yes, has the audit observations been shared with the community.**
	In 10 sample schools (27%) SMCs are covered by audit, whereas in 27 sample schools (73%) SMCs are not covered by audit. In all the10 sample schools (100%) audit observations have been shared with the community.
vii.	**Any instance of community mobilizing resources for the school.** No
	In 16 sample schools (43%) community was mobilizing resources for the school, whereas in 21 sample schools (57%) the same was not reported.
	Thus, financial management in the sample schools visited by MI can be summarized as follows: ▪ In 35 sample schools (95%) Cash Book was available, whereas updation of Cash Book was reported in 32 sample schools (91%). Bank pass Book was available in all the 37 sample schools (100%), whereas updation of Bank pass Book was reported in 36 sample schools (97%). Similarly, Stock Registers were available in 36 sample schools (97%). Updation of Stock registers was reported in 35 sample schools (97%). ▪ Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer.

11. Any other (items which are not included in the ToR and MI wants to give observation based on the school visit) MI can write 2-3 pages under this heading only.

Alwar district is one of the good performing districts in terms of socio-economic indicators. It is also a privileged district as most of its portion falls under the NCR (National Capital Region) zone endowed with lot many industries and commercial activities.

The District Project Office under the leadership of DEEO and ADPC is putting lot many efforts to create the quality schools as per framework of RTE, Act 2009. Physical facilities like drinking water, additional classroom, toilets have been better in the sample schools visited by MI. It has also considered the limitation of availability of land with the school in the district, especially in urban areas. The availability of facilities in schools by SSA has certainly created positive environment for learning in schools. Also, the maintenance, to a great extent, is better in case of drinking water, toilets, blackboards, classrooms, etc. It shows that the education inputs and processes are better placed in the schools. One can also acknowledge the awareness and consciousness amongst the parents.

Girls Education: The activities under Girls' education were the 10 KGBVs operational in the district. In total, there were 920 girls enrolled at the KGBVs against the target of 1000 girls. In terms of making these KGBVs more functional in a better way it needs to undertake the improvement of basic facilities at the KGBVs namely water, adequate beddings and cleanliness.

Facilities and their Qualities: Physical facilities like drinking water, additional classroom, HMR, toilets have improved considerably in the sample schools visited by MI. SSA has certainly provided various facilities in schools. Thus, availability of facilities in schools provided under SSA has certainly created positive environment of learning in schools. However, maintenance of these facilities needs special attention, especially drinking water, toilets, blackboard, classrooms, etc.

CALP: The component related to CALP needs to be made effective. Poor operation & maintenance by the agencies who are involved in the programme are not show that they are not doing well in the district. As told by the district, the agencies are not very effective and do not have proper planning to ensure proper functioning of computers at schools of the district.

Out-of-School Children (OoSC): The district has enumerated out-of- school children as per CTS survey (Child Tracking Survey). After updation, the district has a figure of 174 OoSC for the year 2014-15.

Also, the district is working on PPP model by involving local public schools for running the STCs, namely Alwar Public school through local SMC. But the concept of PPP really needs to be supported for better outcome.

Still, the district has to make organized efforts on realistic planning and implementation strategy. Also, these initiated centres need facilitative support from the district and block SSA office rather than doing the inspection and finding weaknesses in their initiatives and the prorgamme.

It needs to plan the whole interventions in the light of guidelines of special training centers under RTE Act, 2009. It has been observed that at APS no condensed course books have been given. Also, the children from 5-6 villages, which have Government PS and UPS, have their enrolment in UPS Balana for STC.

CWSN: The district has made good efforts to operationalize the plan for CWSN children, and the programme in-charge along with district officials has made good efforts to enumerate CWSN children and enroll them with the programme. There were teams of 37 RTs both regular and on contract in the Blocks but the field level intervention requires systematic management and contextual actions.

Also, the district has identified 5735 children as per their survey. But enrolment in schools was done of 714 CWSN children. After discussions with the team of CWSN in the district it needs to focus on updating the list of CWSN children by enumerating all the children across the district. The district should develop a strategy for the same in order to make the survey exhaustive rather than enumerating those who were enumerated as a chance. Also, district should make efforts to provide the immediate necessary support to the CWSN by having linkage with other institutions and also guiding the parents rather than focusing only on SSA activities related to CWSN. It will add to the achievements in the geometrical terms and also CWSN could have more options and choices in terms of support.

In the district RTs are doing well but they need to be regularly monitored as what they are doing and how rather than working in isolation. It requires regular support from the district/ Block in order to address the issue of CWSN rather than taking up the activities of AWP.

The district has initiated Resource Centre for CWSN equipped with various equipments and apparatus. But it still requires strong maintenance mechanism, regular opening and largely providing therapeutic support to the needy CWSN.

Quality issues vis-à-vis enrolment: In the visited schools, enrollment was comparatively low. Classroom environment was satisfactory. The quality of blackboard needs improvement. It can be said only average. Furniture for children was found only in a few schools. Children sit on dari patti. The condition of dari patti was not good in some schools. The environment of schools and classrooms was not very attractive. Due to shortage of teachers combined classes were organized in majority of schools. Toilets were not cleaned and maintained properly. Play grounds are not available in majority of schools, thus outdoor activities are organized rarely in schools. Children enrolled in schools migrate with their parents for livelihood, especially SC and ST students. It is again an issue to continue their education/ schooling and ensuring the quality. The quality of trainings organized in the district need improvement in terms of proper organizing and should really fulfill the requirements of teachers rather than meeting the numbers.

Regarding imparting quality education by teachers, the teachers in the schools, especially in primary schools reported their preoccupation in other official work viz. MDM, Census, election duty and other surveys etc. The classroom transaction was very limited and in the primary classes it was found that they were kept in the classes but real engagement in the study was at lower level / adhoc. Also, some schools visited by MI had either single or two teachers. Most of time teaching work in these schools gets affected due to involvement of teachers in other work viz. MDM and other official works etc.

Formation and working of SMC: SMC was constituted in 34 Schools. In secondary and senior secondary schools the SDMC has been used which was formed under RMSA. The functions and working of SMC was just a formality. The awareness level of SMC members regarding school activities, MDM, financial details and expenses etc. was very low. SMC members were not aware about SMC meetings and minutes. The trainings of SMC members were reported formality which needs to be taken up in more planned way with proper preparation so that the real purpose of SMC members training can be met.

MIS: Data Capture format was found available in all schools. In some schools DCF was filled properly and in some schools DCF was filled with some correction. However, School report was not available. The use of data of U-DISE was reported limited at Block and district level.

The district has young and motivated team of officials and functionaries at the district level namely, ADPC, APCs, PA, AEN, JEN etc. who have deep concern for the programme. The real challenge is to translate the motivation and dedication into real action to have timely and qualitative delivery which really impacts upon the education quality. The role of ADPC is to be really proactive to spearhead the whole SSA intervention in the district blended with earlier year's interventions and activities. The district has strong team at the district level but needs timely support and facilitation by the district team leader. Also, the monitoring from State Project Office would definitely add to quality interventions etc.

ANNEXURE

List of Schools - District Alwar										
				Sample Schools						
S. No.	School Name	DISE Code	Category of school	urban areas	Special training centres	Civil works sanctioned	NPEGEL Schools	Minimum of 3 CWSN	CALP	KGBV
1	Govt. PS Sahab Johara	8060816317	PS	1						
2	Govt. PS Manu Marg	8060818401	PS	1						
3	KGBV Akbarpur	8060801311	UPS							1
4	Govt. UPS Allahpur	8060800901	UPS							
5	Govt. PS Kishanpur	8060803101	PS	1						
6	Govt. PS Paitpur	8060802901	PS							
7	Govt. UPS Devkheda	8060817921	UPS			1			1	
8	Govt. Girls UPS Jhakra	8061208602	UPS			1				
9	Govt. UPS Dharmpuri Pinan	8061205404	UPS			1			1	
10	Govt. Sec. School Kaneti	8061208501	UPS							
11	Govt. UPS Andhwari	8061209201	UPS					1		
12	Govt. PS Khirni Khora	8061209601	PS							
13	Govt. Sec. School Babeli	8061204301	UPS							
14	Govt. PS Bhadhodiya Bas/ Dera	8061202602	PS					1		
15	Govt. UPS Jhankara	8061208601	UPS							
16	KGBV Pinan	8061205415	UPS							1
17	Govt. UPS Alamdika	8060404901	UPS						1	
18	Govt. PS Sita Ki Dhani	8060404603	PS							
19	Govt. UPS Aanand Nagar Khairthal	8060414206	UPS						1	
20	Govt. Naveen PS Khairthal	8060414210	PS	1						
21	Alam Chand Bhagwanti devi Govt. UPS No. 5	8060820413	UPS			1		1		
22	Govt. UPS Kasba Khairthal	8060414209	UPS	1						
23	Govt. PS Ward No. 1 Khairthal	8060414257	PS	1						
24	Govt. PS Thekda (Khairthal)	8060414260	PS	1						
25	Govt. PS Bhediwas	8060900201	PS							
26	Govt. Adarsh UPS Bad Theguwas	8060907401	UPS					1		
27	KGBV Girudi	8060908611	UPS							1
28	Govt. UPS Buriyawas	8060902901	UPS						1	
29	Govt. PS Dhani Biswa (Bhagu ka bas)	8060901002	PS							
30	Govt. PS Bajana Johad Rayali	8060901103	PS							
31	Govt. UPS Mandha	8060904701	UPS			1				
32	Govt. UPS Bori Kothi	8060901305	UPS			1				
33	Govt. Sec. School Duhar Chaugan	8061005001	UPS							
34	Govt. Girls UPS Gadhbasai	8061006303	UPS							
35	Govt. PS Bhagatpura	8061003601	PS							
36	Govt. UPS Dhigariya	8061004101	UPS							
37	Govt. UPS Govadi	8061006401	UPS			1				
38	Govt. UPS Girls Hisala	8061003706	UPS							
39	Govt. PS Dungari Jagannath	8061007710	PS							
40	Govt. UPS No. 3 Rajgarh	8061114816	UPS	1						
				8	**0**	**7**	**0**	**4**	**5**	**3**

3. (a) District (Sikar) Monitoring / Summary of the school reports covered in the period 1st October, 2014 to 31st March, 2015.

The Analytical Report on the following aspects of the programme implementation based on the empirical evidence relating to the indicators given below:

4. Access

IV. Physical Access

i. Name & category of the School visited and distance of the school from each of the habitations it is catering to.

As far as Government run schools are concerned, the physical distance for a child is one of the important considerations under RTE act, 2009. The reason being the child has to cover the distance by travel on feet. The most significant provision in the RTE Act is the one that addresses this basic right of access to free elementary education for all children: *'Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.'* In the State as a whole, initial enrolment rate in the first grade is generally high which reduces with increase of class/ grade. Also, RTE Act 2009 & Sarva Shiksha Abhiyan emphasize on improving the access. Thus, universalization of elementary education definitely requires schooling facilities within reasonable reach of all children. If schools are not located in or near the habitations where children reside, children are unlikely to complete schooling, even if they are formally enrolled in schools. Therefore, access is an important indicator to facilitate the reach of school going-age-children into school. The RTE Act also provides children's access to elementary schools within the defined area or limits of neighbourhood. In Rajasthan, Primary School must be situated within 1 km of habitation, whereas Upper Primary School must be situated within 2 kms of habitation. The details of the catchment areas (villages/ habitations) of the schools are given in the table below:

Out of 37 PS & UPS schools (excluding KGBVs & STC) visited by MI, in 21 sample schools (57%) children were coming to school from one habitation only, in 14 sample schools (38%) children were coming to school from two to three habitations, in 01 sample school (2.7%) children were coming to school from four to five habitations and in 01 sample school (2.7%) children were coming to school from more than five habitations.

Regarding distance of habitation from the sample schools out of 66 habitations from where children came to the sample schools, 16 habitations (24%) had a distance of 0km from the sample schools, 19 habitations (29%) had a distance of less than 1 km from the sample schools. 21 (32%) habitations had a distance of 1-2kms from the sample schools, whereas 10 habitations (15%) had a distance of more than 2kms from the sample schools.

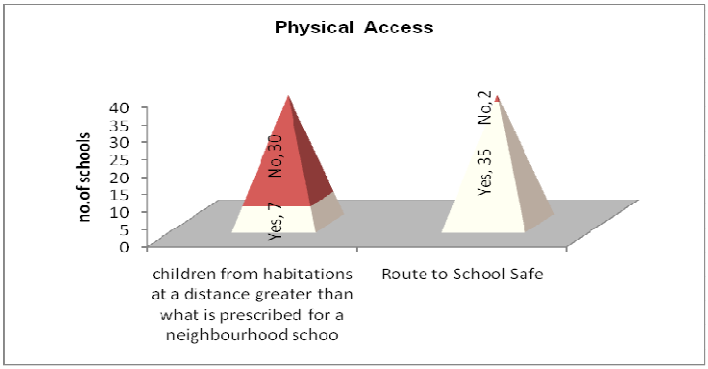
Table 1 : Catchment areas of sample Schools and their distance

S.No.	Name of School	Habitation	Distance (km)
1.	Govt. PS Lothwali	Rajput dhani	600 meter
2.	Govt. PS Kesarwali Johdi (Harijan Basti)	Harijan Basti	500 meter
		Devnanda ki dhani	700 meter
3.	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	Naiyo ki dhani	1 km
		Rajputo ki dhani	0.5 km
		Siyako ki dhani	0.5 km
		Kulhariyo ki dhani	0.5 km
		Khejarwala	0 km
4.	Govt. PS Dhara Shyam Singh Gungara	Birkho ki dhani	1.5 km
		Naiyo ki dhani	1 km
		Shinghasan road	1 km
5.	Govt. UPS Dadali Chainpura	Kumawato ki dhani	0.5 km
		Gujaro ki dhani	1 km
		Dadali	1 km
6.	Govt. PS Nala Ka Balaji	Meeno ki dhani	0.5 km
		Bavari ki dhani	0.5 km

7.	Govt. PS Kumbha ki dhani (Kalu ka bas)	Guman ka bas	1 km
8.	Govt. UPS Gumana Ka bas	Gumano ka bas	2 kms
9.	Govt. UPS No. 2 Neem ka thana	Chala ki dhani	3 kms
10.	Govt. PS No. 5 Neem ka thana	Neem ka thana	0.5 km
11.	Govt. UPS No. 4 Neem ka thana	Neem ka thana	0 km
12.	Govt. PS Trilokpura (Narsinghpuri)	Trilokpura	1 km
		Jharad	1 km
13.	Govt. UPS Huldan	Hulda ka bas	200 meter
		Dhani Nandudi	2 kms
		Dhani Navoda	500 meter
		Dhani Patihala	2 km s
		Dhani Jhakda	8 kms
		Sati mod	2 kms
14.	Govt. PS Malhar Johada	Aadi ki dhani	1 km
		Pipe factory	0.5 km
15.	Govt. UPS Dhani Budhsingh	Kakad ki dhani	2.5 kms
		Dhani Koliya mandavara	2.5 kms
16.	Govt. PS Sesham No. 2	Bamani Stand	0.5 km
17.	Govt. PS Khotiya	Khotiya	0 km
18.	Govt. PS Hadasar	Hadasar	0.5 km
19.	Govt. Navatiya Girls UPS Fatehpur	Fatehpur	0 km
20.	Govt. PS No. 9 Fatehpur	Ward No. 28	1 km
21.	Govt. UPS No. 13 Fatehpur	Ward No. 2	0 km
22.	Govt. Mannidevi UPS Fatehpur	Aksha Majid ke paas	2 kms
		Nayko ka Mohalla	1.5 kms
		Behruji ka mandir	1 km
23.	Govt PS Harijan	Fatehpur	0 km
24.	Govt. UPS Seelki bara	Seelki bara	0 km
25.	Govt. PS Dharampura	Dharampura	0 km
26.	Govt. UPS Chhajanda	Dhani Banarasi	3 kms
		Bus stand Chhajanda	1.5 kms
		Chhajanda	0 km `
27.	Govt. PS No. 8 Khandela	Khandela	0 km
28.	Sri Mamraj UPS Khandela	Khandela	0 km
29.	Govt. UPS Mehro ki dhani	Mehro ki dhani	0.5 km
30.	Govt. UPS Khichado ki dhani	Shivamjanpura	2.5 kms
31.	Gov.t PS Karrion ki dhani	Karrion ki dhani	0 km
32.	Govt. UPS Khatiwas	Choptan	2.5 kms
		Khatiwas	0 km
33.	Govt. PS Bijarniyo ki dhani (Uttari)	Bijarniyo ki dhani I	1 km
		Bijarniyo ki dhani II	0.5 km
		Jachas	2 kms
34.	Govt. PS Khatiyo ki dhani	Khatiyo ki dhani	0 km
35.	Govt. PS Ahiro ki dhani	Ahiro ki dhani	0.5 km
		Palsaniyo ki dhani	0.5 km
36.	Govt. UPS No. 2 Losal	Losal	0 km
		Choti Losal	4 kms
37.	Govt. PS Ahata Area Losal	Losar Ward No. 17	0 km
		Ward No. 24	4 kms
		Ward No. 19	2.5 kms

ii. **If the children from habitations at a distance greater than what is prescribed for a neighbourhood school are enrolled in the school, reasons thereof.**

Out of 37 sample schools visited by MI, in 07 sample schools(19%) children came from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-2km), whereas 30 sample schools (81%) children came from habitations at a distance what is prescribed for a neighbourhood school. The reason for enrolment of children from habitations at a distance greater than what is prescribed for a neighbourhood school are as follows:



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- Habitations are located in dhani and there is no school situated in the nearby area.
- Quality of teaching in distant school is good.

Table 2: Children from habitations at a greater distance

	Number	Percentage (%)
Yes	07	19
No	30	81

iii. **Presence of any natural or man-made barrier which, in the opinion of teachers, students or SMC members poses any problems to children in reaching the school.**

Out of 37 schools (including 20 PS and 17 Upper Primary Schools, excluding 02 KGBVs & 01 STC) visited by MI, 02 sample schools (5%) reported that route to school was not safe; whereas, 35 sample schools (95%) reported that route to school was safe. Thus, in majority of schools route to the school was safe and children did not face any difficulty in reaching schools. The difficulty faced by 02 sample schools children are summarized here under:

- Children used to cross National Highway/ Four Lanes to reach school.
- Children used to cross railway tracks.

Table 3: Route to the School safe

	Number	Percentage (%)
Yes	35	95
No	02	5

iv. **Name and distance of the upper Primary school from the habitation, the school is located at.**

In total, 20 Primary schools in the district were monitored by MI. Out of total Primary schools, in 01 sample school (5%) the distance of Upper Primary schools from primary schools was 0 km, in 02 sample schools (10%) the distance of Upper Primary schools from primary schools was less than 1 km, in 10 sample schools (50%) the distance of Upper Primary schools from primary schools was between 1-2 kms and in 07 sample schools (35%) the distance of Upper Primary schools from primary schools was more than 2kms.

Table 4: Distance of UPS to PS

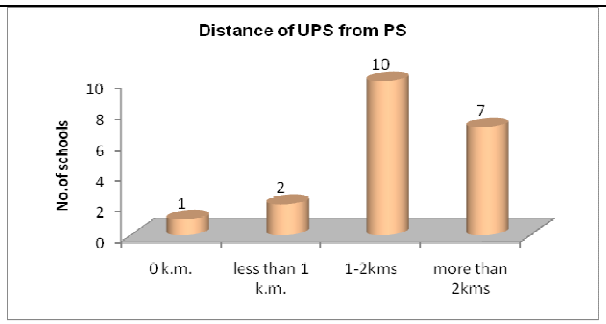
Distance	Number	Percentage (%)
0km	01	5
Less than 1km	02	10
1-2 km	10	50
More than 2kms	07	35

The first and foremost requirement for imparting education to children is that schools should be physically accessible to children. Thus, physical access of children to sample schools visited by MI can be summarized as follows:

- In 95 percent of sample schools route to the school is safe and children do not face any difficulty in

reaching schools.

- Primary schools are situated in majority of habitations and children do not have to cover very long distance for reaching primary schools. However, in 19 percent sample schools children came from habitations at a distance greater than what is prescribed for a neighbourhood school.



- In case of Upper Primary School, in 35 percent sample primary schools children have to cover some distance i.e. more than 2kms.

V. Quality of Access

i. Number of classrooms in the school and Student-Classroom Ratio

As per RTE Act, 2009, there have been following provisions for ensuring quality access,

- All children have to be enrolled in full-time recognized private/ government/ government-aided schools and be taught by full-time teachers, who need to be qualified by 2015.
- Part-time classes/schools/bridge courses run by NGOs or government, often taught by part-time and unqualified teachers, cannot be considered as legal alternatives to studying in full-time recognised private, government, government aided and specified schools.
- Every school has to be equipped with a basic set of school facilities such as an all-weather building, drinking water, toilets, etc. by 2013.
- Classes 1-5 to have 200 working days and 800 instructional hours, and Classes 6- 8 to have 220 working days and 1000 instructional hours.

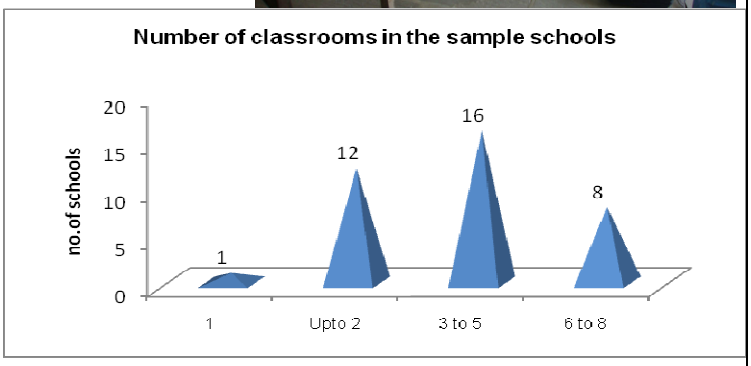
In the light of above, SSA aims to universalize access to elementary education in accordance with the vision of RTE Act. Quality of School building and availability of basic facilities therein is an important determiner of School access. The built environment of the school has to be inviting, attractive and comfortable to the child, so that the child is motivated to enroll in and attend school regularly.

The Schedule to RTE Act lays down the norms and standard for a school building. A school building has to be all weather building comprising:

- Separate toilets for boys and girls.
- Safe and adequate drinking water facility to all children.
- A kitchen where mid-day-meal is cooked in school
- Playground
- Library
- Arrangements for securing the school buildings by boundary wall or fencing.
- At least one class-room for every teacher and an office-cum-store-cum-Head teacher's room.
- Barrier-free access. (to all children)

Number of classrooms in the school and Student-Classroom-Ratio (SCR)

As far as classroom transaction is concerned in a school, the classrooms in the school affect the quality of education. It facilitates the proper classroom transactions in which the children and teacher feel comfortable and proper teaching learning situations/ conditions can be created suitable to the better learning. The appearance of the classroom facilitates better classroom transaction and attracts interest of the children for education. Regarding number of classrooms available in the sample schools, in 01 sample school (3%) only one classroom was available, in 12 sample schools (32%) only two classrooms were available, in 16 sample schools (43%) 3 to 5 classrooms were available and in 08 sample schools (22%) 6 to 8 classrooms were available. The total classrooms reported in 37 sample schools (including 20 PS and 17 Upper Primary Schools) visited by MI were 144. Thus, on an average, number of classrooms reported in each school was 3.8. Regarding quality of classrooms in sample schools, 23 classrooms (16%) were good, 89 classrooms (62%) were average and 32 classrooms (22%) were poor. Further, student-classroom ratio was reported less than 20 students in 24 sample schools (65%), between 21-40 students in 11 sample schools (30%), in 01 sample school (2.7%) it was between 41-60 students and in 01sample school (2.7%) it was more than 60 students. Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 23 sample schools (62%), whereas in 14 sample schools (38%) it was inadequate. Similarly, availability of sitting space per child was reported adequate in 26 sample schools (70%), whereas in 11 sample schools (30%) availability of sitting space per child was reported inadequate.



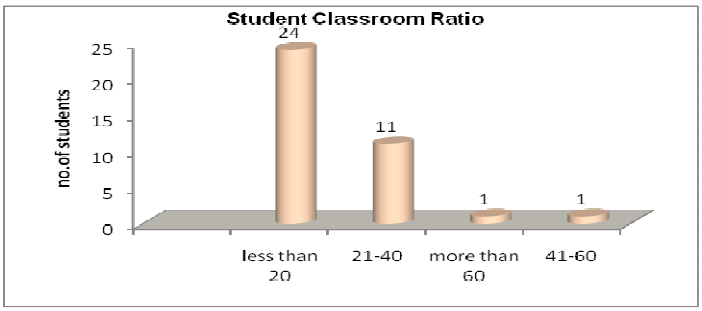


Table 5: Number of Classrooms in the sample Schools

No. of Classrooms	Number	Percentage (%)
1	1	3
Up to 2	12	32
3-5	16	43
6-8	08	22

Table 6: Adequacy of available classrooms in school

	Number	Percentage (%)
Adequate	23	62
Inadequate	14	38

Table 7: Adequacy of Sitting Space per child

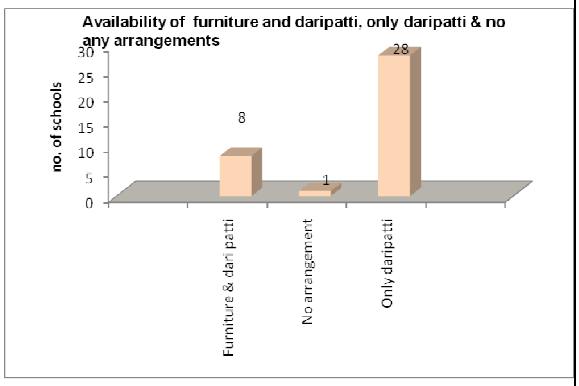
	Number	Percentage (%)
Adequate	26	70
Inadequate	11	30

Table 8: Student-Classroom Ratio

S.No.	Name of School	Total enrollment	Total classrooms	Student classroom ratio
1.	Govt. PS Lothwali	33	1	1:33
2.	Govt. PS Kesarwali Johdi (Harijan Basti)	35	2	1:18
3.	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	59	6	1:10
4.	Govt. PS Dhara Shyam Singh Gungara	31	1	1:31
5.	Govt. UPS Dadali Chainpura	70	8	1:9
6.	Govt. PS Nala Ka Balaji	29	2	1:15
7.	Govt. PS Kumbha ki dhani (Kalu ka bas)	20	2	1:10
8.	Govt. UPS Gumana Ka bas	23	6	1:4
9.	Govt. UPS No. 2 Neem ka thana	66	8	1:8
10.	Govt. PS No. 5 Neem ka thana	38	5	1:8
11.	Govt. UPS No. 4 Neem ka thana	51	5	1:10
12.	Govt. PS Trilokpura (Narsinghpuri)	25	2	1:13
13.	Govt. UPS Huldan	104	4	1:26
14.	Govt. PS Malhar Johada	48	2	1:24
15.	Govt. UPS Dhani Budhsingh	32	3	1:11
16.	Govt. PS Sesham No. 2	16	4	1:4
17.	Govt. PS Khotiya	95	4	1:24
18.	Govt. PS Hadasar	36	2	1:18
19.	Govt. Navatiya Girls UPS Fatehpur	115	5	1:23
20.	Govt. PS No. 9 Fatehpur	92	2	1:46
21.	Govt. UPS No. 13 Fatehpur	195	6	1:33
22.	Govt. Mannidevi UPS Fatehpur	189	5	1:38
23.	Govt. PS Harijan	184	3	1:61
24.	Govt. UPS Seelki bara	48	4	1:12
25.	Govt. PS Dharampura	34	2	1:17
26.	Govt. UPS Chhajanda	114	4	1:29
27.	Govt. PS No. 8 Khandela	73	5	1:15
28.	Sri Mamraj UPS Khandela	53	5	1:11
29.	Govt. UPS Mehro ki dhani	163	7	1:23
30.	Govt. UPS Khichado ki dhani	100	6	1:17
31.	Gov.t PS Karrion ki dhani	30	2	1:15
32.	Govt. UPS Khatiwas	67	6	1:11
33.	Govt. PS Bijarniyo ki dhani (Uttari)	29	2	1:15
34.	Govt. PS Khatiyo ki dhani	6	2	1:3
35.	Govt. PS Ahiro ki dhani	20	2	1:10
36.	Govt. UPS No. 2 Losal	170	5	1:34
37.	Govt. PS Ahata Area Losal	72	4	1:18

Furniture for the children

Furniture for children in classroom is an important aid facilitating teaching learning & better classroom transaction. Classroom with furniture gives the look that the children are lifted from ground mentally, physically & in comfort, too. Availability of furniture in classrooms motivates children for better learning and concentration towards studies. Out of total 37 sample schools, furniture and dari patties were available in 08 sample schools (21.6%), only dari patties were available in 28 schools (75.6%) and in 01 sample school (2.7%) neither daripatti nor furniture was available for children.



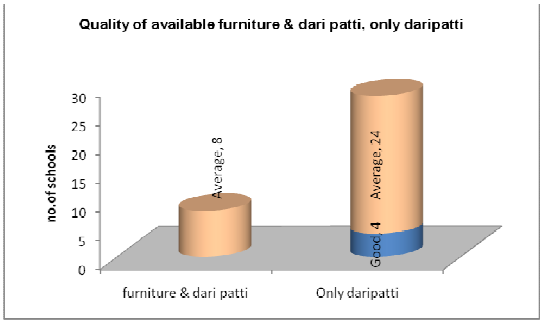


Table 9: Availability of furniture & dari patti/ only dari patti for children

	Number	Percentage (%)
Furniture & dari patti	08	21.6
Only dari patti	28	75.6
No arrangement	01	2.7

Regarding quality of available furniture and dari patties, out of 08 sample schools where furniture and dari patties for children were available, in all the 08 sample schools (100%) the quality was average.

Table 10: Quality of available furniture & dari patti

	Number	Percentage (%)
Good	0	0
Average	08	100

Regarding quality of available dari patties, out of 28 sample schools where dari patties for children were available, in 04 sample schools (14%) the quality was good, whereas in 24 sample schools (86%) the quality was average.

Table 11: Quality of available daripatties/ dari

	Number	Percentage (%)
Good	04	14
Average	24	86

ii. Is there proper lighting arrangements in the classrooms and these are properly ventilated?

The environment in the school and classroom defined the learning environment. Proper light and ventilation in classrooms facilitates better teaching and learning. Similarly, lighting was reported proper in all the 37 sample schools (100%). Similarly, ventilation was reported proper in all the 37 sample schools (100%).

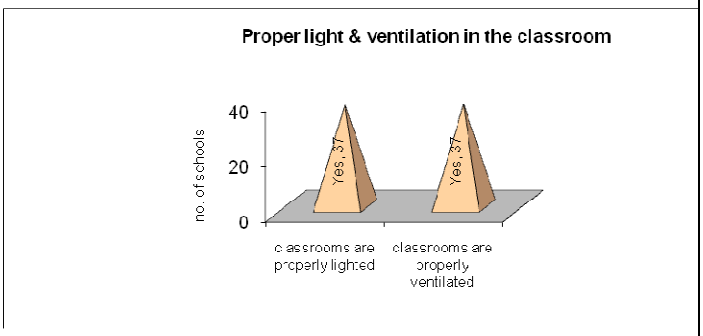


Table 12: Proper Lighting in Classrooms

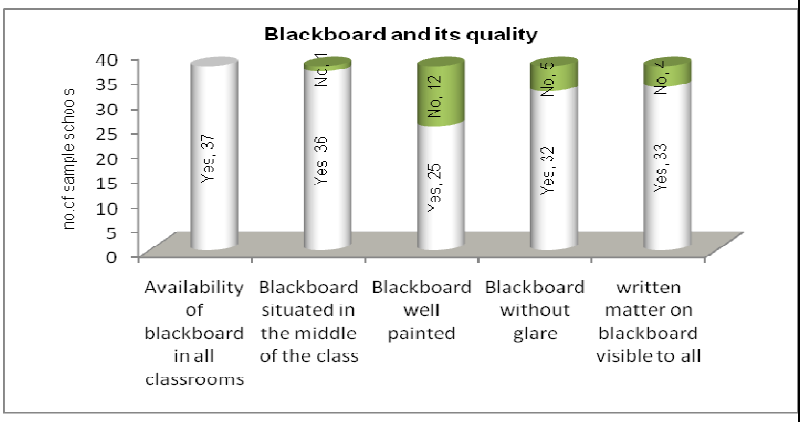
	Number	Percentage (%)
Yes	37	100
No	0	0

Table 13: Proper Ventilation in Classrooms

	Number	Percentage (%)
Yes	37	100
Not Applicable	0	0

iii. How are the blackboards located in the classrooms?

Blackboards are instrumental in classroom teaching specially in the elementary schools. It is one of the most important teaching aids for imparting education to children during classroom teaching. Availability, location and quality of blackboards in class rooms affect the quality of education imparted to children during classroom learning. Availability of blackboard in all classrooms was reported in all the 37 sample schools (100%). Regarding, whether all children of the classrooms benefit from blackboards was reported in 35 sample schools (95%), whereas in 02 sample schools (5%) the same was not reported.



In 36 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom, whereas in 01 school (3%) blackboard was not centrally placed. Blackboards were well painted in 25 sample schools (68%), whereas in 12 sample schools (32%) blackboards were not well painted. Similarly, blackboard without glare was reported in 32 sample schools (86.5%), whereas in 05 sample schools (13.5%) blackboard was with glare. Written matter visible to all children was reported in 33 sample schools (89%), whereas in 04 sample schools (11%) the same was not reported.

However, the size of blackboard is small may 4fts. X 4 fts. & 4fts. X 3 fts. It is difficult to teach mathematics for class 4 & above because hardly one question gets properly solved.

Table 14: Availability of Blackboards in all classrooms

	Number	Percentage (%)
Yes	37	100
No	0	0

Table 15: Blackboard situated at the centre of the classroom

	Number	Percentage (%)
Yes	36	97
No	01	3

Table 16 (a): Blackboard painted properly

	Number	Percentage (%)
Yes	25	68
No	12	32

Table 16 (b): Blackboard without glare

	Number	Percentage (%)
Yes	32	86.5
No	05	13.5

Table 17: Written matter on blackboard/ chalkboard visible to all children

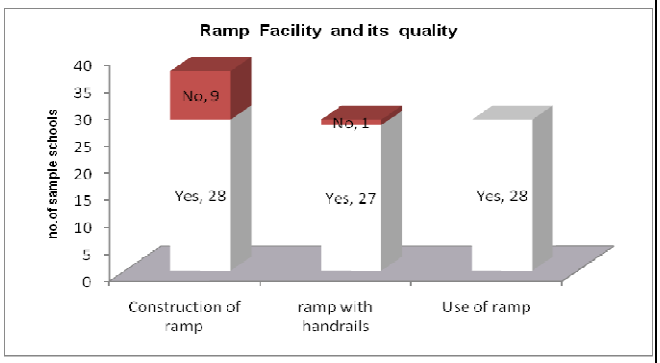
	Number	Percentage (%)
Yes	33	89
No	04	11

Table 18: Status of blackboard in the sample schools

S. No.	Name of School	Availability of blackboard in all classroom	Location/ centrally placed	Well painted	Without glare	Written mater visible to all
1.	Govt. PS Lothwali	Yes	Yes	No	No	Yes
2.	Govt. PS Kesarwali Johdi (Harijan Basti)	Yes	Yes	Yes	Yes	Yes
3.	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	Yes	Yes	Yes	Yes	Yes
4.	Govt. PS Dhara Shyam Singh Gungara	Yes	Yes	Yes	Yes	Yes
5.	Govt. UPS Dadali Chainpura	Yes	Yes	Yes	Yes	Yes
6.	Govt. PS Nala Ka Balaji	Yes	Yes	No	Yes	Yes
7.	Govt. PS Kumbha ki dhani (Kalu ka bas)	Yes	Yes	Yes	Yes	Yes
8.	Govt. UPS Gumana Ka bas	Yes	Yes	No	Yes	Yes
9.	Govt. UPS No. 2 Neem ka thana	Yes	Yes	Yes	Yes	Yes
10.	Govt. PS No. 5 Neem ka thana	Yes	Yes	No	No	Yes
11.	Govt. UPS No. 4 Neem ka thana	Yes	Yes	No	No	Yes
12.	Govt. PS Trilokpura (Narsinghpuri)	Yes	Yes	Yes	Yes	Yes
13.	Govt. UPS Huldan	Yes	Yes	Yes	Yes	Yes
14.	Govt. PS Malhar Johada	Yes	Yes	Yes	Yes	Yes
15.	Govt. UPS Dhani Budhsingh	Yes	Yes	Yes	Yes	Yes
16.	Govt. PS Sesham No. 2	Yes	Yes	No	Yes	Yes
17.	Govt. PS Khotiya	Yes	Yes	Yes	Yes	Yes
18.	Govt. PS Hadasar	Yes	Yes	No	Yes	No

19.	Govt. Navatiya Girls UPS Fatehpur	Yes	Yes	No	Yes	No
20.	Govt. PS No. 9 Fatehpur	Yes	No	No	Yes	No
21.	Govt. UPS No. 13 Fatehpur	Yes	Yes	Yes	Yes	Yes
22.	Govt. Mannidevi UPS Fatehpur	Yes	Yes	Yes	Yes	Yes
23.	Govt. PS Harijan	Yes	Yes	Yes	No	Yes
24.	Govt. UPS Seelki bara	Yes	Yes	Yes	Yes	Yes
25.	Govt. PS Dharampura	Yes	Yes	Yes	Yes	Yes
26.	Govt. UPS Chhajanda	Yes	Yes	Yes	Yes	Yes
27.	Govt. PS No. 8 Khandela	Yes	Yes	No	Yes	Yes
28.	Sri Mamraj UPS Khandela	Yes	Yes	No	Yes	No
29.	Govt. UPS Mehro ki dhani	Yes	Yes	Yes	Yes	Yes
30.	Govt. UPS Khichado ki dhani	Yes	Yes	Yes	Yes	Yes
31.	Gov.t PS Karrion ki dhani	Yes	Yes	Yes	Yes	Yes
32.	Govt. UPS Khatiwas	Yes	Yes	No	Yes	Yes
33.	Govt. PS Bijarniyo ki dhani (Uttari)	Yes	Yes	Yes	Yes	Yes
34.	Govt. PS Khatiyo ki dhani	Yes	Yes	Yes	Yes	Yes
35.	Govt. PS Ahiro ki dhani	Yes	Yes	Yes	Yes	Yes
36.	Govt. UPS No. 2 Losal	Yes	Yes	Yes	No	Yes
37.	Govt. PS Ahata Area Losal	Yes	Yes	Yes	Yes	Yes

iv. Does the school have ramp with handrails? If yes, please comment on its quality.



Ramp was constructed in 28 sample schools (76%), whereas in 09 schools (24%) ramp was not constructed as per the norms and standard. In case of ramps with handrails, they were found in 27 sample schools (96%) out of 28 schools where ramps were constructed, whereas in 01 sample school (4%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in all the 28 sample schools (100%) where it was constructed.

Table 19: Construction of Ramps in Schools

	Number	Percentage (%)
Yes	28	76
No	09	24

Table 20: Ramps with handrails

	Number	Percentage (%)
Yes	27	96

No	01	4

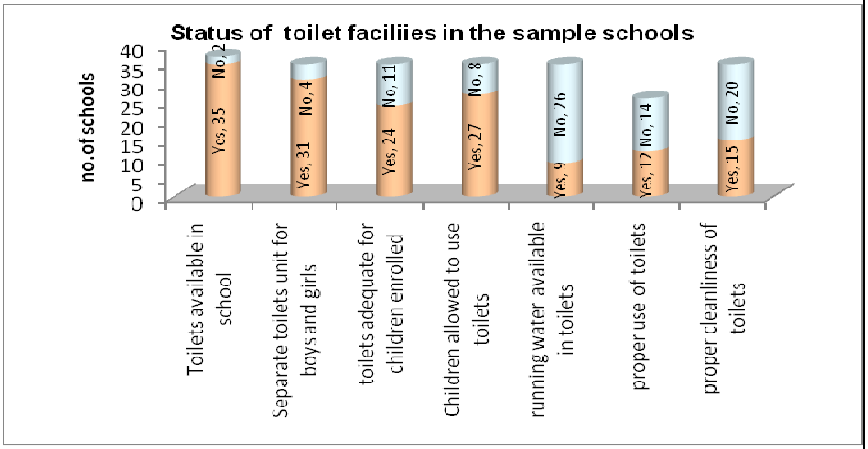
Table 21: Use of Ramps

	Number	Percentage (%)
Yes	28	100
No	0	0

Table 21 A: Non-availability of ramp in the sample schools

S.No.	Name of School	Block
1.	Govt. PS Lothwali, Johadi	Piprali
2.	Govt PS Dhara Shyam Singh Gungara	Piprali
3.	Govt. Nevtiya Girls UPS Fatehpur	Fatehpur
4	Govt. PS No. 9 Fatehpur	Fatehpur
5	Sri Mamraj UPS Khandela	Khandela
6	Govt. UPS Mehro ki dhani	Khandela
7	Govt.PS Uttari	Dataramgarh
8	Govt. PS Ahiro ki dhani	Dataramgarh
9	Govt. PS Ahata	Dataramgarh

v. Does the school have separate toilet units for boys and girls and are these adequate for the children enrolled in the school? Whether the school has toilets for the needs of physically challenged children?



RTE Act emphasizes on provision of toilets and that, too, of separate for boys and girls with facility of running water in every school. Amongst the facilities, toilet holds important position. Availability of toilet facilities in school is vital in order to attract, retain and provide quality education to children, especially in case of girls. Out of 37 sample schools visited by MI, in 35 sample schools (95%) toilets were available, whereas in 02 sample schools (5%) toilet was not available. Regarding availability of separate toilets for boys and girls, out of 35 sample schools where availability of toilet was reported, the same was reported in 31 sample schools (89%), whereas in 04 sample schools (11%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 24 sample schools (69%) the same was reported adequate for children enrolled in schools, whereas in 11 sample schools (31%) available toilets were reported inadequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 27 sample schools (77%) where toilets were available, whereas in 08 sample schools (23%) children were not allowed to use toilet.

Regarding availability of separate toilet for physically challenged, it was reported only in 02 sample schools, (6%) whereas in 33 sample schools (94%) availability of the same was not reported.

Table 22: Availability of toilets in schools

	Number	Percentage (%)
Yes	35	95
No	02	5

Table 23: Availability of separate toilets for boys and girls

	Number	Percentage (%)
Yes	31	89
No	04	11

Table 24: Toilets adequate for Children enrolled in Schools

	Number	Percentage (%)
Yes	24	69
No	11	31

Table 25: Children allowed to use toilets in Schools

	Number	Percentage (%)
Yes	27	77
No	08	23

Table 25A: Non-availability of toilet in the sample Schools

S.No.	Name of School	Block
1.	Govt. PS Lothwali, Johadi	Piprali
2.	Govt PS Dhara Shyam Singh Gungara	Piprali

vi.	**Do the toilet units have running water supply? If not, are they used and maintained properly?**

Out of 35 sample schools where toilet facility was available, running water supply in toilets was available in 09 sample schools (26%), whereas in 26 sample schools (74%) running water supply in toilets was not available. Out of 26 sample schools where running water supply was not available in toilets, proper use of toilets was reported in 12 sample schools (46%), whereas in 14 sample schools (54%) proper use of toilets was not reported. Similarly, proper cleaning and maintenance of toilets was reported in 15 (43%) sample schools, whereas in 20 sample schools (57%) they were not cleaned properly.

Table 26: Availability of running water supply in toilets

	Number	Percentage (%)
Yes	09	26
No	26	74

Table 26 A: Non-availability of running water in the sample schools

S.No.	Name of School	Block
1	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	Piprali
2	Govt. PS Nala Ka Balaji	Piprali
3	Govt. PS No. 5 Neem ka thana	Neem ka thana
4	Govt. UPS No. 4 Neem ka thana	Neem ka thana
5	Govt. PS Trilokpura (Narsinghpuri)	Neem ka thana
6	Govt. UPS Huldan	Neem ka thana
7	Govt. PS Malhar Johada	Neem ka thana
8	Govt. UPS Dhani Budhsingh	Neem ka thana
9	Govt. PS Sesham No. 2	Dataramgarh
10	Govt. PS Khotiya	Fatehpur
11	Govt. PS Hadasar	Fatehpur
12	Govt. UPS No. 13 Fatehpur	Fatehpur
13	Govt. Mannidevi UPS Fatehpur	Fatehpur
14	Govt. PS Harijan	Piprali
15	Govt. UPS Seelki bara	Khandela
16	Govt. PS Dharampura	Khandela
17	Govt. UPS Chhajanda	Khandela
18	Govt. PS No. 8 Khandela	Khandela
19	Sri Mamraj UPS Khandela	Khandela
20	Govt. UPS Mehro ki dhani	Khandela
21	Govt. UPS Khichado ki dhani	Dataramgarh
22	Govt PS Karrion ki dhani	Dataramgarh
23	Govt. UPS Khatiwas	Dataramgarh
24	Govt. PS Uttari	Dataramgarh
25	Govt. PS Khatiyo ki dhani	Dataramgarh
26	Govt. PS Ahiro ki dhani	Dataramgarh

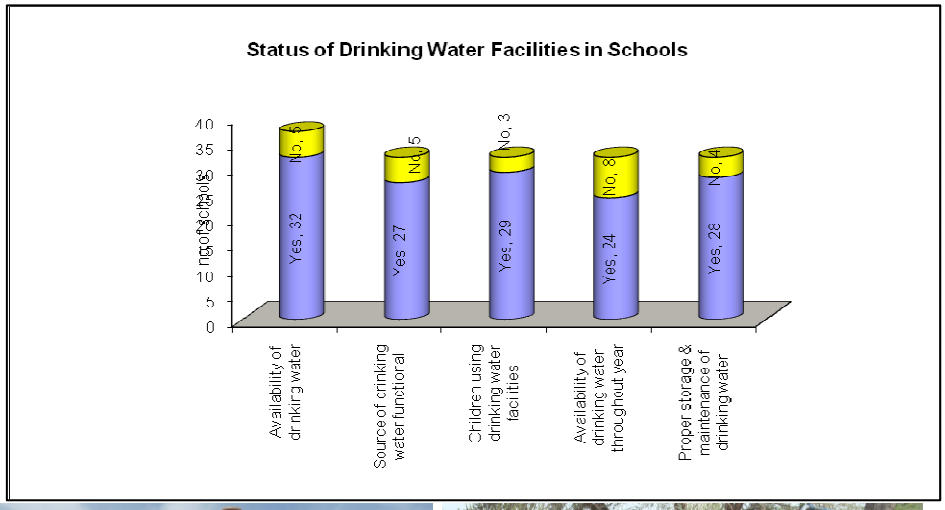
Table 27: If "No" then proper use of toilets in schools

	Number	Percentage (%)
Yes	12	46
No	14	54

Table 28: Proper cleaning and maintenance of toilets

	Number	Percentage (%)
Yes	15	43
No	20	57

vii. Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents ?



Drinking water facilities were available in 32 sample schools (86.5%) visited by MI, whereas in 05 sample schools (13.5%) drinking water facility was not available. Regarding source of drinking water out of 35 sample schools, in 04 sample schools (12%) it was hand pump, in 05 sample schools (16%) it was bore-well, in 21 sample schools (66%) it was tap water, whereas in 02 sample schools (6%) it was "other" source of drinking water. In these schools although tap is available, yet it was not used for drinking purpose due to low pressure, destruction of tap etc. Hence, arrangement for drinking water was through tanker. Regarding source of drinking water functional, out of 32 sample schools where drinking water facility was available, the same was reported in 27 sample schools (84%), whereas in 05 sample schools (16%) the same was not available. Out of 32 sample schools where drinking water facility was available, children were using drinking water in 29 sample schools (91%), whereas in 03 sample schools (9%) children were not using drinking water. Proper storage & maintenance of drinking water was reported in 28 schools (87.5%), whereas in 04 sample schools (12.5%) proper maintenance and storage of drinking water was not reported. Proper cleanliness of drinking water was reported in 01sample school (3%), whereas in 31 sample schools (97%) proper cleanliness of drinking water was not reported.

Table 29: Availability of drinking water facility in schools

	Number	Percentage (%)
Yes	32	86.5
No	05	13.5

Table 30: Source of Water functional

	Number	Percentage (%)
Yes	27	84
No	05	16

Table 31: Availability of water throughout year

	Number	Percentage (%)
Yes	24	75
No	08	25

Table 32: Use of Drinking water supply by children

	Number	Percentage (%)
Yes	29	91
No	03	9

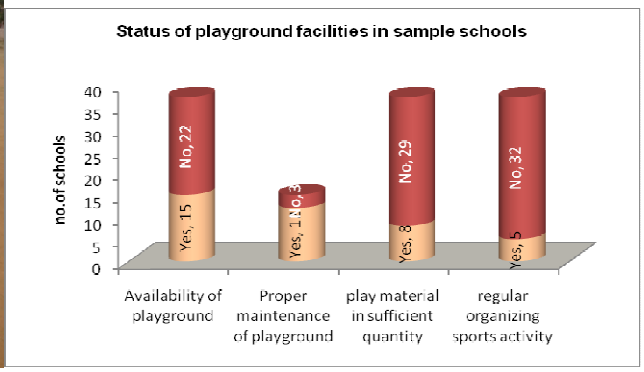
Table: Non-availability of drinking water

S.No..	Name of School Block	Block
1	Govt. PS Lothwali	Piprali
2	Govt. PS Dhara Shyam Singh Gungara	Piprali
3	Govt. PS No. 5 Neem ka thana	Neem ka thana
4	Govt. UPS No. 4 Neem ka thana	Neem ka thana
5	Govt. PS Malhar Johada	Neem ka thana

Table 33: Proper Cleanliness of drinking water supply

	Number	Percentage (%)
Yes	01	3
No	31	97

viii. Do the schools have a playground?



Under RTE school with playground is a crucial component for scholastic and co-scholastic development of children. Playground facilities are essential for children's physical and mental development. It makes children active and enhances their learning level. Playground was available in 15 sample schools (40.5%), whereas in 22 sample schools (59.5%) playground was not available. Out of 15 sample schools where playground was available, it was properly maintained in 12 schools (80%), whereas in 03 sample schools (20%) it was not properly maintained. Organizing regular sports activity was reported in 05 schools (13.5%), whereas in 32 schools (86.5%) the same was not reported. Availability of play materials in adequate quantity was reported in 08 sample schools (22%), whereas in 29 schools (78%) availability of play materials in adequate quantity was not reported.

Table 34: Availability of playground in schools

	Number	Percentage (%)
Yes	15	40.5
No	22	59.5

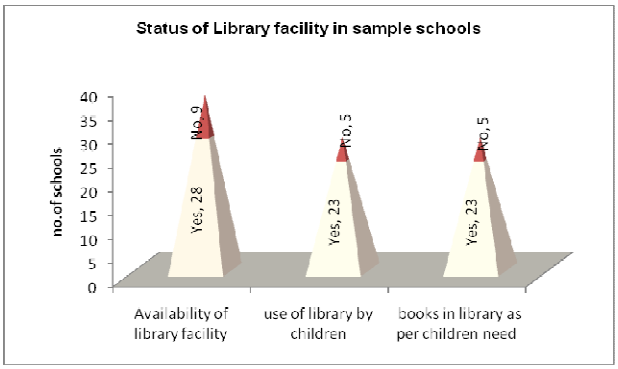
Table 34A: Non-availability of Playground in the sample schools

S.No.	Name of School	Block
1	Govt. PS Kesarwali Johdi (Harijan Basti)	Piprali
2	Govt. PS Dhara Shyam Singh Gungara	Piprali
3	Govt. UPS No. 2 Neem ka thana	Neem ka thana
4	Govt. PS No. 5 Neem ka thana	Neem ka thana
5	Govt. UPS No. 4 Neem ka thana	Neem ka thana
6	Govt. PS Trilokpura (Narsinghpuri)	Neem ka thana
7	Govt. PS Sesham No. 2	Dataramgarh
8	Govt. PS Khotiya	Fatehpur
9	Govt. Navatiya Girls UPS Fatehpur	Fatehpur
10	Govt. PS No. 9 Fatehpur	Fatehpur
11	Govt. UPS No. 13 Fatehpur	Fatehpur
12	Govt. Mannidevi UPS Fatehpur	Fatehpur
13	Govt. PS Harijan	Piprali
14	Govt. UPS Seelki bara	Khandela
15	Govt. PS Dharampura	Khandela
16	Govt. UPS Chhajanda	Khandela
17	Govt. PS No. 8 Khandela	Khandela
18	Govt. PS Bijarniyo ki dhani (Uttari)	Dataramgarh
19	Govt. PS Khatiyo ki dhani	Dataramgarh
20	Govt. PS Ahiro ki dhani	Dataramgarh
21	Govt. UPS No. 2 Losal	Dataramgarh
22	Govt. PS Ahata Area Losal	Dataramgarh

Table 35: Proper maintenance of playground in schools

	Number	Percentage (%)
Yes	12	80
No	03	20

ix. Do the schools have a library? If yes, whether the books meet the requirement of the children.



In 28 sample schools (76%) visited by MI library facility was available, whereas in 09 sample schools (24%) library facility was not available. Regarding use of library by children, out of 28 sample schools where library facility was available, in 23 sample schools (62%) use of library by children was reported, whereas in 05 sample schools (18%) the same was not reported. Similarly, regarding arrangement of library facility in school, the same was reported in classroom in 05 sample schools (18%), in headmaster's room in 15 sample schools

(53.6%), in a separate room in 08 sample schools (28.6%). As far as availability of books in schools as per children need is concerned, the same was reported in 23 sample schools (82%), whereas in 05 sample schools (18%) the same was not reported.

Table 35A: Non-availability of Library in the sample Schools

S.No.	Name of School	Block
1	Govt. PS Lothwali	Piprali
2	Govt. PS Kesarwali Johdi (Harijan Basti)	Piprali
3	Govt. PS Dhara Shyam Singh Gungara	Piprali
4	Govt. PS Kumbha ki dhani (Kalu ka bas)	Piprali
5	Govt. PS Trilokpura (Narsinghpuri)	Neem ka thana
6	Govt. PS Hadasar	Fatehpur
7	Govt. PS Karrion ki dhani	Dataramgarh
8	Govt. PS Khatiyo ki dhani	Dataramgarh
9	Govt. PS Ahiro ki dhani	Dataramgarh

Thus, qualities of facilities available at school level can be summarized as follows:

- In 62% of sample schools visited by MI number of classrooms available in relation to number of students in the school was adequate. Regarding quality of classrooms in sample schools, 23 classrooms (16%) were good, 89 classrooms (62%) were average and 32 classrooms (22%) were poor. Hence, 84% of the available classrooms in the sample schools were either of average or of poor quality

- Out of total 37 sample schools, furniture for all the children in the school was not available in any of the sample schools. Furniture and dari patties were available in 08 sample schools (21.6%), only dari patti was available in 28 sample schools (75.6%) and in 01 sample school(2.7%) neither furniture nor dari patti was available.

- Light and ventilation in classrooms were proper in 100 percent sample schools.

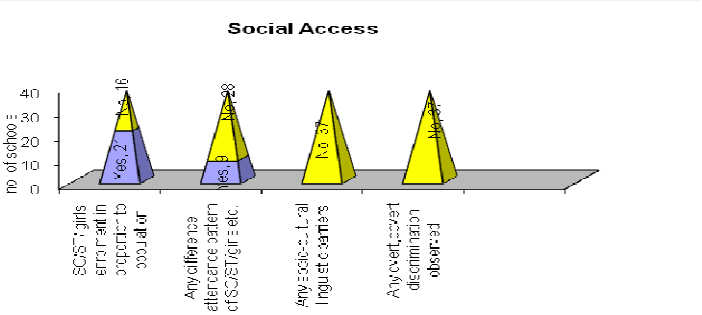
- Out of 37 sample schools visited by MI, in 35 sample schools (95%) toilets were available, whereas in 02 sample schools (5%) toilet was not available. Regarding availability of separate toilets for boys and girls, the same was reported in 31 schools (89%), whereas in 04 sample schools (11%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 24 schools (69%) the same was reported adequate for children enrolled in schools, whereas in 11 schools (31%) available toilets were reported inadequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 27 sample schools (77%). Running water supply in toilets was available only in 09 sample schools (26%), whereas in 26 sample schools (74%) running water supply in toilets was not available. Out of 26 schools where running water supply was not available in toilets, proper use of toilets was reported in 12 sample schools (46%). Similarly, proper cleaning and maintenance of toilets was reported in 15 (43%) schools, whereas in 20 sample schools (57%) they were not cleaned properly.

- Availability of blackboard in all classrooms was reported in all the 37 sample schools (100%) visited by MI. On the response, whether all children can see blackboards easily, it was reported in 35 sample schools (95%). In 36 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom. Blackboards were well painted in 25 sample schools (68%). Similarly, blackboard without glare was reported in 32 sample schools (86.5%). Written matter visible to all children was reported in the 33 sample schools (89%),

- Ramp was constructed in 28 sample schools (76%), whereas in 09 sample schools (24%) ramp was not constructed. In case of ramps with handrails, they were found in 27 sample schools (96%) out of 28 schools where ramps were constructed, whereas in 01 school (4%) ramps were without handrails. Regarding use of ramps where they were constructed, it was reported in all the 28 sample schools (100%) where it was constructed.

- Playground was available in 15 sample schools (40.5%), whereas in 22 sample schools (59.5%) playground was not available. Out of 15 sample schools where playground was available, it was properly maintained in 12 sample schools (80%), whereas in 03 schools (20%) it was not properly maintained. Availability of play materials in adequate quantity was reported in 08 sample schools (22%).

VI. Social Access

i.	**If the share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to.**
	The share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to have been reported in 21 sample schools (57%), whereas in 16 sample schools (43%) the same was not reported. 
ii.	**Is there any major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children.**
	Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was reported in 09 sample schools (24%) visited by MI, whereas in 28 sample schools (76%) the same was not reported. The reason being children were enrolled in other school too which were not reflected in the school.
iii.	**Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.**
	The social, cultural, linguistic barriers at the level of teachers, peers, family and community members was not reported in any of 37 sample schools (100%) visited by MI.
iv.	**If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed.**
	Overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers was not observed in any of 37 sample schools (100%) visited by MI.

5. Intervention for out of school children

i.	**No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)**
	Out of 02 STCs reported to MI by the district Project Office, one was operational at GPS Harijan (Sikar) from 5.11.14 to 31.03.15. The other one was operational at private house under Shri Hardayal UPS, Bajaj circle from 1.01.15 to 31.03.15. The enrolment status of children at these 02 STCs were as follows:

Table 36: Enrolment Status of Children at STCs

S. No.	Detail	No. of children		
		Boys	Girls	Total
1	GPS, Harijan Sikar	15	17	32
2	Shri Hardayal UPS Bajaj circle	10	29	39

ii.	**When was the VER / WER last updated and how frequently is it reviewed and updated?**

	It was done through survey during the session and the SMC has applied for STC as per the direction of District Project office and BRC. Child Tracking system (CTS) was updated yearly.
iii.	**No. of children who dropped out from the school. Please comment on the system for identifying a child as a dropout.**
	It was identified through school level survey and number of identified children in the CTS list given by the State from the composite list developed and in use since beginning.
iv.	**Efforts made, if any, to bring them back to school.**
	It was taken up as per the budgetary provisions in the district which in turn allotted to Blocks.
v.	**Whether school submitted report on drop outs on monthly, quarterly or half-yearly or annual basis to the higher authorities?**
	On annual basis.
vi.	**Did any child leave school because of seasonal migration of the family? If yes, number of children having left school?**
	Yes, because the children who were enrolled and taught under STC left the area with their family in majority.
vii.	**Were children of seasonal migrant families held back in the school through seasonal hostels or some other intervention?**
	Not taken up.
viii.	**If no such arrangement was made, whether migration/ transfer certificate issued to them by the school.**
	No migration/ transfer certificate issued to them by the school.
ix.	**Had any special training intervention been started for the OoSC? If yes, please give details covering following points: -**
	It was started for 3 and 6 months as per the sanctioned budget but not as per the children identified under survey.
	• **Nature of special training (residential or non-residential)**
	Non residential
	• **Imparted through regular teachers or Education Volunteers**
	The education in the STCs was imparted through Education volunteers.
	• **No. of children enrolled and found present on the day of visit**

Number of children enrolled and present at STCs are stated here under:

Table: 36 A : Enrolment and Attendance at STCs

S. No.	Detail	No. of children enrolled			No. of children present			
		Boys	Girls	Total	Boys	Girls	Total	Absent
1	GPS, Harijan Sikar	15	17	32	11	11	22	10
2	Shri Hardayal UPS Bajaj circle	10	29	39	6	16	22	17

- **Duration of training received by the EVs.**

As per interaction with EVs five day training was organized at district level for EVs

- **TLMs provided to the children.**

Not applicable

- **Learning achievement level of the children and if possible, the efforts made to mainstream them within the given time frame.**

Mostly the children were not present in the school where they got enrolled. It was reported that they had migrated with their parents to their home town.

- **Whether the fund for honorarium and other expenses were received in time.**

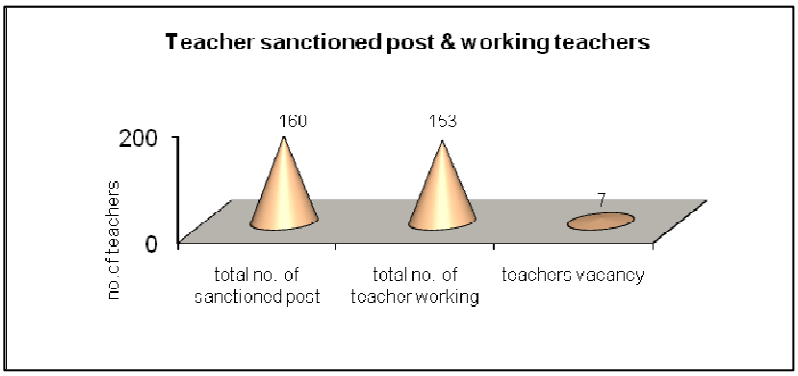
The SMC reported that the funds for STC were delayed.

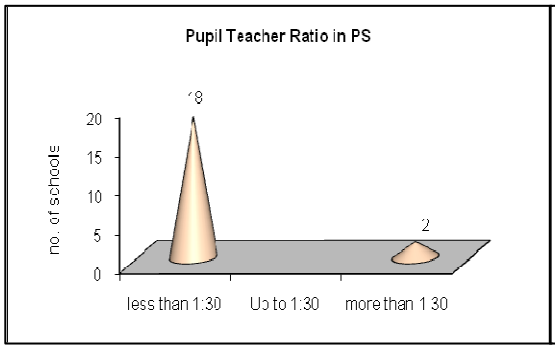
6. Quality

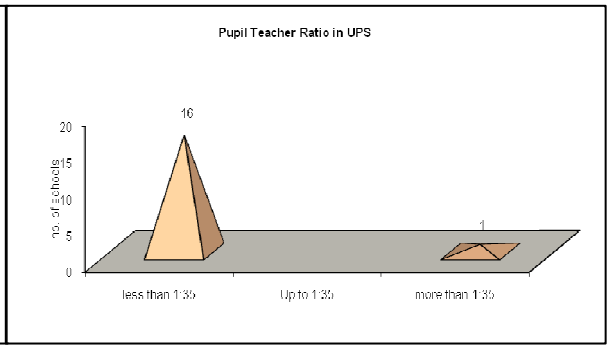
I. Enabling conditions

i.	**Number of teachers (Male & Female), PTR and teachers' vacancies at school level. Please provide the list of schools having adverse PTR.**

The Right to Quality Elementary Education means that children are taught in properly equipped full-time schools by properly qualified teachers. It also involves receiving an all-round education which includes the acquisition of grade-appropriate basic cognitive skills. It is recognized that teacher and teacher- related factors seriously affect students' participation in schools at various levels. Teachers who have inadequate qualifications and training and perhaps do not display a sympathetic and sensitive attitude towards students' needs and differences are likely to impact on students' experiences in class, making them vulnerable







to drop out and/ or low achievement.

It is recognized that teacher and teacher- related factors seriously affect students' participation in schools at various levels and in classrooms. Teachers who have inadequate qualifications and training and perhaps do not display a sympathetic and sensitive attitude towards students' needs and differences are likely to impact on students' experiences in class, making them vulnerable to drop out and/ or low achievement. Moreover, teachers are better able to relate to students with whom they share a common first language and cultural understandings, and to be able to effectively facilitate communication in class and to incorporate students' experiences into classroom practice. It is also argued that teacher's lack of knowledge of students' languages, cultures and communities inhibit the close relationship with students. In a culturally diverse society such as India, it may not always be possible to have a teacher with a similar background to his or her students, so it is important that the teachers be sensitized, educated and trained to acknowledge and be respectful of the various diversities among students. Issues related to teachers and their training also cannot be considered in isolation from the curriculum they teach in schools.

The total number of sanctioned posts in 37 sample schools visited by MI was 160. Against the sanctioned posts the total number of working teachers was 153 (90 males and 63 females). With regard to the teacher vacancies, in total sample schools, 07 posts of teachers were vacant.

Table 37: Number of sanctioned posts, working teachers and vacancies

	Males	Females	Total
Number of sanctioned posts			160
Number of teachers working	90	63	153
Teacher vacancies	-	-	07

b. Pupil -Teacher Ratio (PTR) in UPS

Out of 17 sample upper primary schools visited by MI, in 16 schools (94%) it was less than 35 students per teacher, and in 01 sample school (6%) it was more than 35 students per teacher. Thus, in majority of upper primary schools visited by MI, number of students per teacher was less than 35 students.

Pupil-Teacher Ratio in Primary schools

Out of 20 sample primary schools visited by MI, in 18 sample schools (90%) it was less than 30 students per

teacher, in 02 sample schools (10%) it was more than 30 students per teacher.

Table 38: Student-Teacher Ratio

S. No.	Name of School	Teachers working		Teachers vacancies	Student teacher ratio
		Male	Female		
1.	Govt. PS Lothwali	2	0	0	17
2.	Govt. PS Kesarwali Johdi (Harijan Basti)	0	2	0	18
3.	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	5	1	0	10
4.	Govt. PS Dhara Shyam Singh Gungara	1	1	0	16
5.	Govt. UPS Dadali Chainpura	3	3	0	12
6.	Govt. PS Nala Ka Balaji	2	2	0	7
7.	Govt. PS Kumbha ki dhani (Kalu ka bas)	0	2	0	10
8.	Govt. UPS Gumana Ka bas	4	2	0	4
9.	Govt. UPS No. 2 Neem ka thana	8	1	0	7
10.	Govt. PS No. 5 Neem ka thana	2	1	0	13
11.	Govt. UPS No. 4 Neem ka thana	2	1	3	17
12.	Govt. PS Trilokpura (Narsinghpuri)	2	0	0	13
13.	Govt. UPS Huldan	4	1	01	21
14.	Govt. PS Malhar Johada	1	1	0	24
15.	Govt. UPS Dhani Budhsingh	4	1	0	6
16.	Govt. PS Sesham No. 2	2	1	0	5
17.	Govt. PS Khotiya	2	2	0	24
18.	Govt. PS Hadasar	0	2	0	18
19.	Govt. Navatiya Girls UPS Fatehpur	0	5	0	23
20.	Govt. PS No. 9 Fatehpur	3	0	0	31
21.	Govt. UPS No. 13 Fatehpur	1	4	1	39
22.	Govt. Mannidevi UPS Fatehpur	4	3	0	27
23.	Govt. PS Harijan	1	4	0	37
24.	Govt. UPS Seelki bara	3	4	0	7
25.	Govt. PS Dharampura	0	2	0	17
26.	Govt. UPS Chhajanda	4	1	2	23
27.	Govt. PS No. 8 Khandela	2	2	0	18
28.	Sri Mamraj UPS Khandela	5	0	0	11
29.	Govt. UPS Mehro ki dhani	4	3	0	23
30.	Govt. UPS Khichado ki dhani	5	0	0	20
31.	Gov.t PS Karrion ki dhani	1	1	0	15
32.	Govt. UPS Khatiwas	4	2	0	11
33.	Govt. PS Bijarniyo ki dhani (Uttari)	1	1	0	15
34.	Govt. PS Khatiyo ki dhani	1	1	0	3
35.	Govt. PS Ahiro ki dhani	1	1	0	10
36.	Govt. UPS No. 2 Losal	5	2	0	24
37.	Govt. PS Ahata Area Losal	1	3	0	18

ii. **Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school). Please provide the list of schools, where vacancy of subject-wise teacher exists.**

In terms of availability of teachers for teaching Science, in 07 sample schools (41%) Science teacher was available, whereas in 10 sample schools (59%) Science teacher was not available.

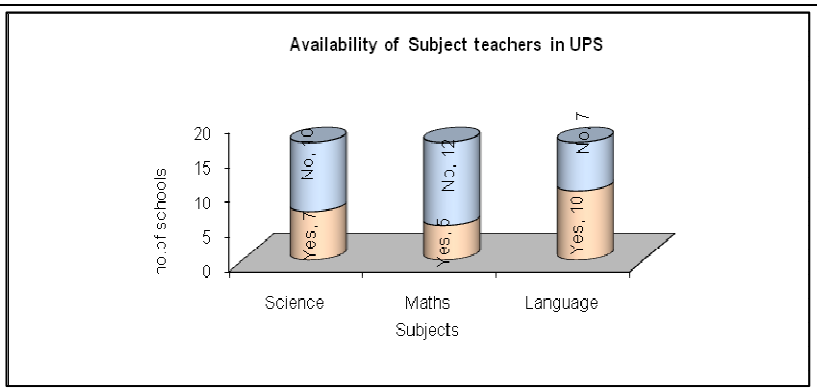


Table 39: Availability of Teachers for teaching Science in UPS

	Number	Percentage (%)
Yes	07	41
No	10	59

In terms of availability of teachers for teaching Mathematics, in 05 sample schools (29%) Mathematics teacher was available, whereas in 12 sample schools (71%) Mathematics teacher was not available.

Table 40: Availability of Teachers for teaching Mathematics in UPS

	Number	Percentage (%)
Yes	05	29
No	12	71

In terms of availability of teachers for teaching Language, in 10 sample schools (59%) Language teacher was available, whereas in 07 sample schools (41%) Language teacher was not available.

Table 41: Availability of Teachers for teaching Language in UPS

	Number	Percentage (%)
Yes	10	59
No	07	41

Table 42: Availability of Science, Mathematics and Language teachers in UPS School

S.No.	Name of School	Science	Mathematics	Language
1.	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	No	No	Yes
2.	Govt. UPS Dadali Chainpura	No	No	No
3.	Govt. UPS Gumana Ka bas	Yes	Yes	Yes
4.	Govt. UPS No. 2 Neem ka thana	Yes	Yes	No
5.	Govt. UPS No. 4 Neem ka thana	No	No	No
6.	Govt. UPS Huldan	No	No	Yes
7.	Govt. Navatiya Girls UPS Fatehpur	No	No	No
8.	Govt. UPS No. 13 Fatehpur	Yes	No	Yes
9.	Govt. Mannidevi UPS Fatehpur	Yes	Yes	Yes
10.	Govt. UPS Seelki bara	No	No	Yes
11.	Govt. UPS Chhajanda	No	No	Yes
12.	Sri Mamraj UPS Khandela	No	No	No
13.	Govt. UPS Mehro ki dhani	No	No	No
14.	Govt. UPS Khichado ki dhani	Yes	Yes	Yes
15.	Govt. UPS Khatiwas	No	No	No
16.	Govt. UPS No. 2 Losal	Yes	No	Yes

iii. **No. of untrained teachers, school-wise list may be provided.**

	In all the 37 (100%) sample schools comprising PS and UPS, all the teachers were trained.
iv.	**Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).**
	Non-residential subject based training for a teacher was organized at the BRC level.
v.	**Whether text books were received in time i.e., before the commencement of academic session for all the subjects and all mediums of instruction.**

In 36 sample schools (97%) visited by MI text books were received before the commencement of the academic session, whereas in sample school (3%) the same was not reported.

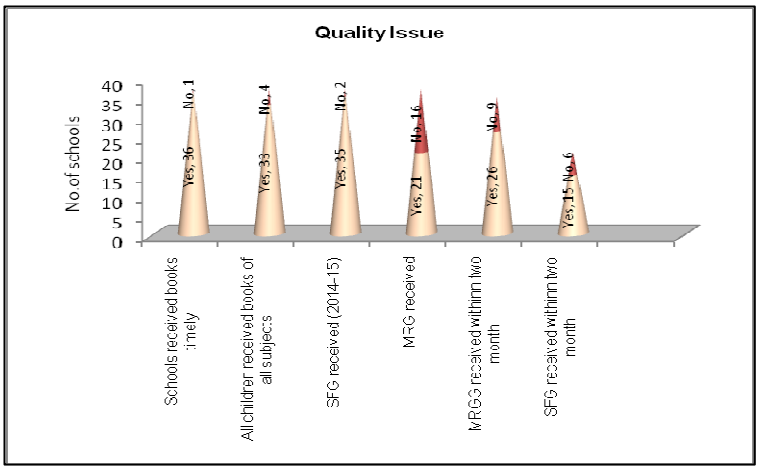


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Table 43: School received books before the commencement of the academic session.

	Number	Percentage (%)
Yes	36	97
No	01	3

Table 43A: Non-availability of text books before the commencement of the academic session

Sl.no.	Name of School	Block
1	Govt. PS Lothwali	Piprali

(ii) Have all the children got text books of all subjects

Further, all children received textbooks of all the subjects was reported in 33 sample schools (89%), whereas in 04 sample schools (11%) all children did not receive textbooks of all the subjects.

Table 44: All Children got textbooks of all subjects

	Number	Percentage (%)
Yes	33	89
No	04	11

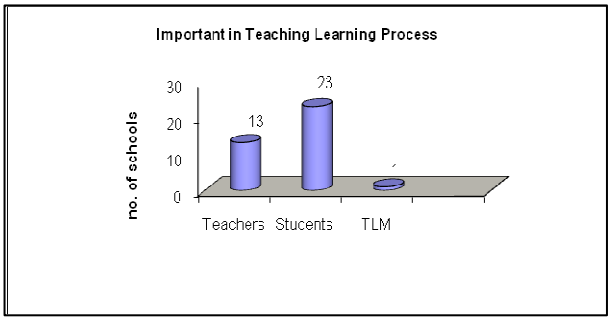
Table 44 A: Non-availability of text books of all subjects to Children in the sample schools

Sl.no.	Name of School	Block
1	Govt. PS Lothwali	Piprali
2	Govt. PS Kesarwali Johdi (Harijan Basti)	Piprali
3	Govt. PS Dhara Shyam Singh Gungara	Piprali
4	Govt. UPS Khichado ki dhani	Khandela

vi.	**Whether all grants viz. school grant, maintenance grant and TLM grant were received in time.**
	35 sample schools (95%) received School Facility grant, whereas 02 sample schools (5%) did not receive School Facility grant. Out of 35 sample schools, 26 sample schools (74%) received SFG within two month of commencement of session, whereas in 09 sample schools (26%) the same was not reported. Regarding MRG, 21 sample schools (57%) received MRG, whereas 16 sample schools (43%) did not receive MRG. Out of 21 sample schools which receive MRG, 15 sample schools (71%) received MRG within two months of commencement of session, whereas in 06 sample schools (29%) the same was not reported.

II. Teaching Learning Process

i. Teachers' understanding of the constructivist approach to teaching learning process.



Only availability of schools does not ensure children's participation and children education. More than schools' availability, motivated teachers play instrumental role in ensuring that children attend school regularly and take an active part in learning process. In the sample schools, very few teachers have understanding and are practicing the approach as desired in classroom teaching.

Out of the 37 sample schools, in 23 sample schools (62%), teachers opined that students were important in teaching learning process, whereas in 13 sample schools (35%), teachers opined that teachers were important in teaching learning process and in 01 sample school(3%) teachers opined that TLMs were important in teaching learning process. Similarly, in 34 sample schools (92%) teachers opined that student was always given opportunity to speak. Similarly, in 34 sample schools (92%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 34 schools (92%). In 36 sample schools (97%) teachers opined that during teaching learning process learner was important. In 30 sample schools (81%) during teaching learning process teachers dictate notes to the students.

ii. Involvement of children in teaching learning process.

Active participation of children during teaching learning process in classroom was reported in 30 sample schools (81%).

iii. Whether the method of Comprehensive and Continuous Evaluation (CCE) was being followed in the school.

In all the 37 sample schools (100%) visited by MI Continuous and Comprehensive Evaluation (CCE)/ Reading campaign methods were followed. In both gradings were given to children.

iv. Whether onsite academic supports was being provided to teachers through BRCs/CRCs.

Onsite academic support to teachers was reported in 15 schools (40.5%), whereas in 22 sample schools (59.5%) teachers did not receive onsite academic support. The support was given by DPO & BRCF office.

Table 45: Onsite academic support to teachers

	Number	Percentage (%)
Yes	15	40.5
No	22	59.5

v. **Give your comments on the classroom management with reference to:–**

- **Whether children are made to sit in small groups.**

In 22 sample schools (59.5%) children were made to sit in small groups, whereas in 15 sample schools (40.5%) children did not sit in small groups.

Table 46: Children sit in small groups

	Number	Percentage (%)
Yes	22	59.5
No	15	40.5

- **Whether groups are formed of children from the same class or with children from different classes.**

In 28 sample schools (76%) various classes sit together, whereas in 09 sample schools (24%) children of the same class only sit together.

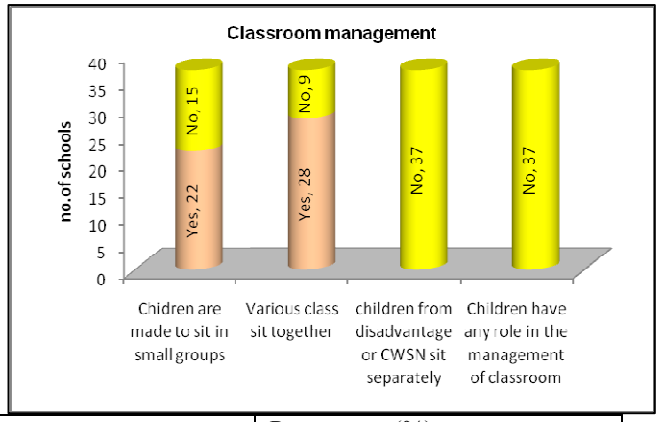


Table 47: Various Classes sit together

	Number	Percentage (%)
Yes	28	76
No	09	24

- **Whether children from disadvantaged groups and children with disabilities sit separately and on the back benches.**

In all the 37 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class.

Table 48: Children from disadvantaged groups and children with disabilities sit separately

	Number	Percentage (%)
Yes	0	0
No	37	100

- **Whether children have any role in the management of classrooms.**

In all the 37 schools (100%) teachers decide the management of classroom.

Table 49: Children's role in the management of Classroom

	Number	Percentage (%)
Yes	0	0
No	37	100

Teaching learning process observed by MI in the sample schools can be summarized as follows:

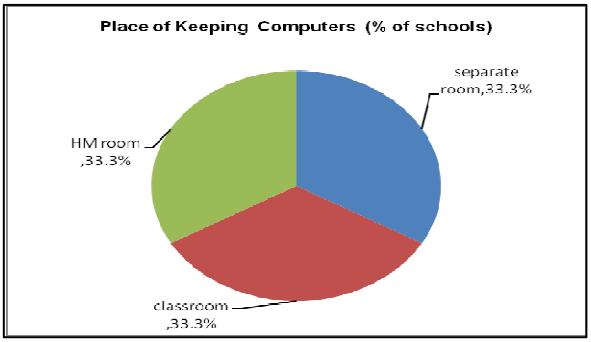
- In 40.5 percent of the sample schools teachers received onsite academic support.
- Active participation of children in teaching learning process in 81 percent of sample schools.
- Various classes' children sit together in 76 percent of the sample schools visited by MI.
- In 100 percent sample schools children from disadvantaged groups and children with disabilities sit with other children in school.
- In 100 percent sample schools teachers decide the management of classrooms.

5. **Computer Aided Learning (CAL)**

i. **The status of upkeep and maintenance of the Computers & other accessories provided under CAL.**

The computer education was initiated in Upper Primary Schools for students of classes VI, VII & VIII. Digital/ multimedia teaching learning materials were developed for Science, Mathematics and English Subjects for Classes VI, VII & VIII. The main purpose behind starting computer education for students of upper primary classes was to make teaching interesting and joyful (especially lessons of Science, Math and English). Teachers of CALP schools get three day training on e-content.

Computers and other aided materials were kept in a classroom in 01 CALP school (33.3%) visited by MI, whereas in 01 CALP school (33.3%) computers and other aided materials were kept in the separate room. In 01 sample school (33.3%) computers and other aided materials were kept in HM room.



As far as availability of computers and accessories is concerned, in all the 03 CALP schools (100%) some accessories supplied to schools under CALP were found available.

Table 50: Place of Keeping Computers and other aided materials

	Number	Percentage (%)

Classroom	01	33.3
Separate room	01	33.3
HM room	01	33.3

Regarding status of room where computer and other accessories were kept, in 02 sample schools (67%) there was no leakage /seepage in the room, whereas in 01 sample school (33%) leakage /seepage in the room was reported.

Table 51: Availability of Computers and other accessories in schools

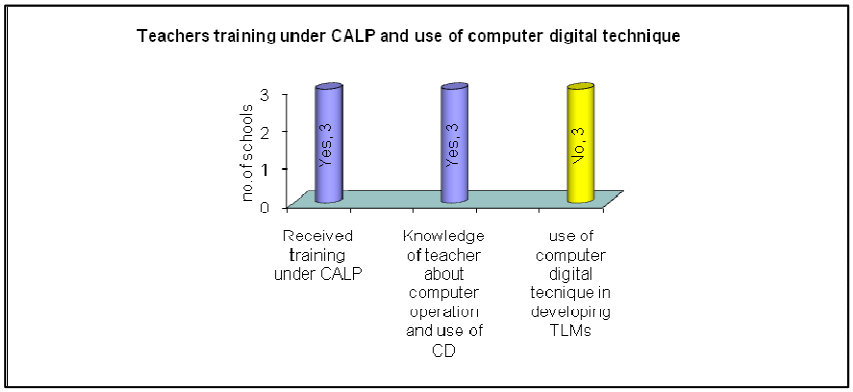
	Number	Percentage (%)
All	0	0
Some	03	100

Further, functional status of some computers and other aided materials was reported in 02 schools (67%) and in 01 sample school (33%) none of the computers and other aided materials were reported functional.

Table 52: Functional status of computers and other accessories in schools

	Number	Percentage (%)
Some	02	67
None	01	33

ii. **Whether activity based digital content/ teaching learning materials are used as supplementary materials to the course materials OR are integrated with the teaching learning process as part of the classroom transaction.**



Availability of list of digital/multimedia teaching learning material was reported in 01 sample school (33%), whereas in 02 sample schools (67%) the same was not reported. Regarding teachers' knowledge of digital/multimedia teaching learning material was reported in 02 sample schools (67%), whereas in 01 sample school (33%) the same was not reported. Similarly, the use of activity based digital content TLMs as a part of classroom teaching was reported in 02 sample schools (67%), whereas in 01 sample school (33%) the same was not reported. .

Table 53: Use of activity based digital content TLMs

	Number	Percentage (%)
Yes	02	67
No	01	33

iii. Whether the subject teachers who have been provided with training on use of CAL resources are comfortable on use of CAL resources & equipments.

The teachers received training under CALP was reported in all the 03 sample schools (100%). Teachers' knowledge about computer operation and use of CD was reported proper in all the 03 sample schools (100%). Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 03 sample schools (100%) visited by MI under CALP. It is possible that the understanding for use of computer skills imparted in the training may not be adequate in order to develop the skills as well as interest to use those computer skills in integrating computer education/ teaching with course curriculum and explaining the different topics/ subjects.

Table 54: Teachers received training under CALP

	Number	Percentage (%)
Yes	03	100
No	0	0

Table 55: Teachers' knowledge about computer operation and use of CD

	Number	Percentage (%)
Yes	03	100
No	0	0

Table 56: Use of Computer digital technique skills in developing TLM

	Number	Percentage (%)
Yes	0	0
No	03	100

iv. Whether the activities are regularly monitored & support is provided by the state?

Various activities under CALP in the sample upper primary schools were not regularly monitored by the district/State. Also, the district does not have any mechanism for Operation & Maintenance for the computers beyond the guarantee period.

The computers under guarantee period were also not taken care of properly after the supply from the vendor. It is an area which needs special attention of State office in order to really unfold the CAL programme in the district.

Thus, Computer Aided Learning Programme (CALP) can be summarized as follows:

- In 100 percent sample CALP schools visited by MI, some computers and other accessories supplied to school under CALP were physically available.
- Teachers were trained under CALP in 100 percent CALP sample schools.
- Also, none of the computers and their other accessories were reported functional in 33 percent of sample schools.
- Use of activity based digital content TLMs as supplementary materials to the course materials was not reported in 01 sample CALP schools (33%).

12. Girls' Education, National Programme for education of Girls at Elementary Level (NPEGEL) & Kasturba Gandhi Balika Vidyayalas (KGBV)

5.1 Kasturba Gandhi Balika Vidyayalas (KGBVs)

i. Quality and adequacy of facilities available.

Table 57: Quality and adequacy of available facilities

(KGBV 1- Piprali, Sikar)

S. No.	Status of facilities	Facilities							
		Drinking water	Toilet	Classroom	Blackboard	Playground	Campus	Kitchen	Bed
1	Availability	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Adequacy	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Functional	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

KGBV 2- Tajsar

S. No.	Status of facilities	Facilities							
		Drinking water	Toilet	Classroom	Blackboard	Playground	Campus	Kitchen	Bed
1	Availability	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Adequacy	Yes	Yes	Yes	Yes	Yes	No	Yes	No
3	Functional	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes

ii.	**Describe the detailed observations for the KGBV visited.**
	The detailed observations for the KGBVs (02) visited by MI were as follows: • Both the KGBVs visited by MI had their own building and were Model I. • Quality of facilities available at KGBVs needs improvement, especially classroom, bed, campus, drinking water and playground facility, etc. • Attendance of girls at KGBVs on the day of visit was 77 which was less than the enrolment (93). • Condense course is functional for out of school girls. • KGBVs received fund timely. • The maintenance aspect is poor in the KGBV buildings. • Co-curricular activities viz. sports, excursion tour, participation in mela and vocational training were also organized for overall development of girls at KGBVs. • Under vocational training girls were also provided training on tailoring, and beauty culture. • Enrolment is less than the capacity. • Both the KGBVs were the minority KGBVs but the enrolments of minority were not as per norms.

13. Inclusive Education

a. In the classroom

i. Sitting arrangement for the CWSN.

Out of 02 CWSN sample schools identified by the district, the seating arrangement for CWSN was reported inclusive in both the sample CWSN schools.

Table 58: Sitting arrangements for CWSN in classroom

	Number	Percentage (%)
Inclusive	02	100
Separate	0	0

ii. Participation level of the CWSN in classroom processes and efforts made to optimize it.

Participation of CWSN children in classroom activities was participatory in both the sample CWSN schools.

Table 59: Participation level of CWSN in classroom processes

	Number	Percentage (%)
Participatory	02	100
Passive	0	0

iii.	**Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.**
	The behavior of school children (Peer) towards CWSN was reported friendly in both the sample CWSN schools (100%) visited by MI.
iv.	**Type of peer support observed.**
	During teaching learning process, co-curricular activities and in interval peer support to CWSN was reported friendly. Peer extend their support, cooperation and help to CWSN during all these activities, namely taking them to class, serving MDM, giving front row for sitting, etc.
v.	**Teacher's behaviour towards CWSN.**
	Teachers behave equally with all children in both the sample CWSN schools (100%) visited by MI.
vi.	**Whether the teachers have appropriate kind of TLMs for CWSNs?**

Availability of special TLM for CWSN was not reported in both the sample schools (100%) where CWSN were reported.

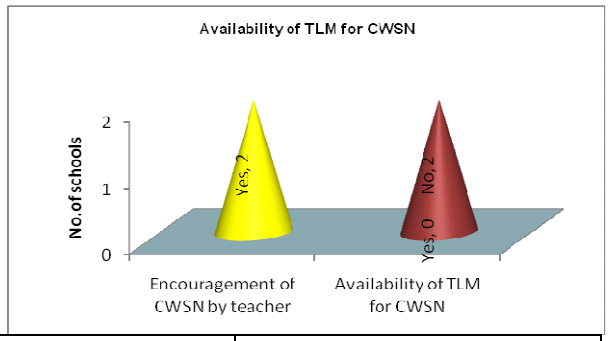


Table 60: Availability of TLM with CWSN

	Number	Percentage (%)
Yes	0	0
No	02	100

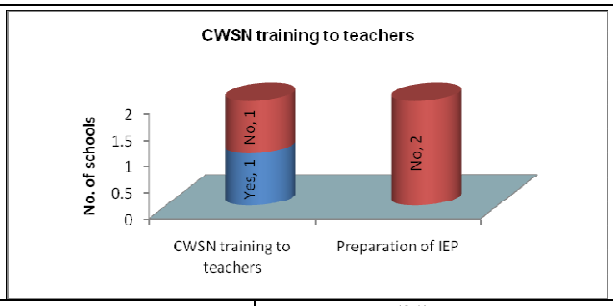
vii.	**Is the evaluation process tailored to their needs?**
	Evaluation process tailored to their needs was not reported in both the sample CWSN schools (100%).

b. From the Teachers

i.	**Training received and confidence level of the teacher to handle classrooms with CWSN.**
	Teachers received CWSN training in 01 sample school (50%), whereas in 01 sample school (50%) teachers did not receive CWSN training. Out of 01 sample school where teachers received training on CWSN, reported that the training was inadequate to handle classrooms with CWSN.
ii.	**Whether the Individualized Educational Plan (IEPs) has been prepared for CWSN?**

Individualized Educational Plan (IEP) was not prepared for CWSN in both the sample CWSN schools (100%).

Table 61: Preparation of IEP by the school for CWSN



	Number	Percentage (%)
Yes	0	0
No	02	100

iii. On-site academic support by the Resource Teachers – frequency of visits, time spent by the resource teachers in the school and nature of support provided.

Resource Teacher was available only at block level and not at the school level. The Resource Teachers visit CWSN School and provide support to teachers and CWSN children. In total, there were provisions of 3 RTs in every Block namely, VI, HI & MR. The frequency of visits of Resource Teacher to school was monthly. Care Givers appointed in the district for CWSN were withdrawn in this financial year due to not getting fund from the State as it was not sanctioned by the PAB.

In addition, there were resource centres operating in the Blocks managed by Resource teachers. But in reality more efforts and action are required in order to take up the real plan as per the expectation. The operation and maintenance of resource rooms require proper care and timely support.

The RTs in the Blocks were not working as per the mandate and vision of the IED programme. The key thrust was on organizing the events and activities as per the sanctioned budget rather than providing support to CWSN children as per their need.

iv. Nature and frequency of interaction with the parents of the CWSN.

Parents of CWSN were not counseled in both the sample CWSN schools (100%).

Table 62: Status of Parents' Counseling

	Number	Percentage (%)
Yes	0	0
No	02	100

v. What is the additional support or facilities required?

- The number of RTs in each Block should be more in number. May be 5-6 RTs may be posted in order to cater the need as per the requirements.
- There should be proper mechanism for repair and maintenance of the equipments kept at the resource centres in the Block. In absence of proper and timely repair of equipments they were lying unused, specially the audio equipments.
- The escort facilities should be given to all the identified children eligible for support. In the present context it has been given to the number of children based on the availability of funds. Hence, the CWSN children who were given support last year were not being supported in the current year.
- The regular monitoring meeting at district level may be monthly/ bi-monthly and it may be organized to really see where the whole plan for CWSN is moving.
- The efforts should be made to work for CWSN children with empathy and sensitiveness rather than working only on the procurement mode i.e. involved more on the activities for which budget was sanctioned. The issue is to provide support and relief to CWSN and support as per their need.

	• The IED initiatives should be taken up as per the requirement rather than working on the budgetary provisions. There may be many supports to the CWSN children which do not require any monetary expenditure but would require proper planning and support.

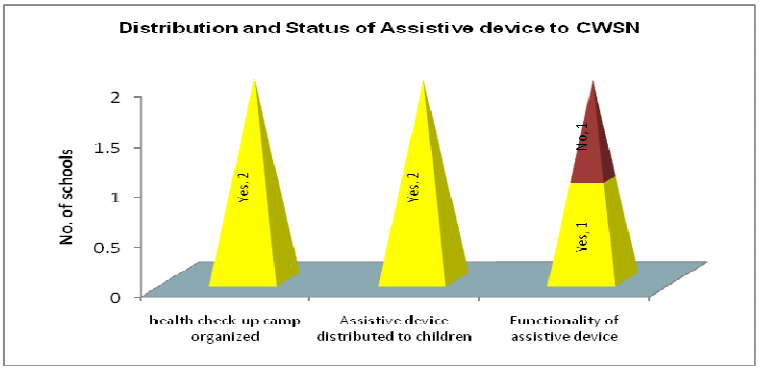
c. From the Parents

i.	**Nature of disability of the child and counselling received by them to tackle that.**

Table 63 : Nature of disability

Sr. No.	Type of Disability	Boys	Girls	Total
1	Deaf and dump	2	1	3
2	Mentally retarded	2	1	3
	Total	4	2	6

ii.	**Whether the child had attended any medical assessment camp, was diagnosed to be in need of some assistive device, supplied the assistive device and issued a disability certificate.**

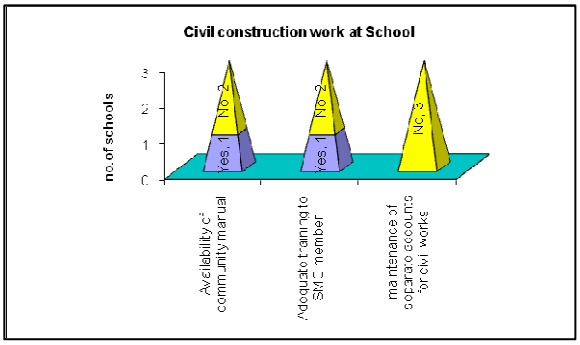


Out of 02 CWSN schools, in both the sample schools (100%) medical camp was organized. CWSN in need of assistive devices was reported in both the sample schools (100%) where medical camp was organized for CWSN. Distribution of assistive devices to CWSN was reported in both the sample schools (100%) where medical camp was organized for CWSN. Similarly, issue of disability certificate to children was reported in 01 sample school (50%) where medical camp was organized for CWSN, whereas in 01 sample school (50%) the same was not reported.

iii.	**Whether the assistive device is in a working condition or in need of repair/replacement.**
	Out of 02 sample schools where assistive device were distributed to CWSN, in 01 sample school (50%) assistive devices were in working condition, whereas in 01 sample school (50%) the same was not reported.
iv.	**In case of a child under Home Based Education (HBE), the frequency of visits by the Resource Teacher and care giver and time spent with the child.**
	Home based education (HBE) was not taken up in the schools due to absence of care givers.

14. Civil Works

i.	**Whether SMC members have been provided training for implementing civil works (minimum 2 to 3 times training during the construction period).**



Out of 03 sample schools visited by MI for civil works, in 02 sample schools (67%) school building was constructed, whereas in 01 sample school (33%) ACR was constructed.

Adequate training of SMC on civil construction work for implementing civil works was reported in 01 sample school (33%), whereas in 02 sample schools (67%) the same was not reported.

ii.	**Whether the community manual, design drawings are available with the SMC or within the school premises.**
	Availability of copy of community manual with the SMC or within the school premises was reported in 01 sample school (33%), whereas in 02 sample schools (67%) availability of the same was not reported. Similarly, availability of copy of design drawings with the SMC or within the school premises was reported in 02 sample schools (67%), whereas in 01 sample school (33%) availability of same was not reported. The engineer gives the site specific drawing rough to the SMC.
iii.	**Whether the separate accounts for civil works are being maintained on daily basis and details available on transparency board installed in the school premises for the purpose.**
	Separate Accounts were not maintained in any of 03 sample schools (100%) on daily basis. Similarly, details were not available on the board in the school premises for the purpose in any of 03 sample schools (100%).
iv.	**Number of times, the technical persons visited the construction site and whether there is any authentication done or instructions given (visits should be at the time of construction foundation level, plinth level, and lintel level, roof level, flooring and finishing level).**
	In all the 03 sample schools (100%) technical person used to visit civil construction work site. The frequency of visit by the technical person was after every 15-20 days. The technical person gave instructions during the visit.
v.	**Whether daily cement account is being maintained and is authenticated by Technical persons.**
	Daily cement account is not being maintained in both the sample schools.
vi.	**Whether the MOU is being signed between the SSA authorities and SMC before release of funds.**
	Regarding signing of MOU between SSA and SMC, the same was not reported in any of the 03 sample schools (100%) where civil works were initiated.
vii.	**Any good practices in civil works which can be replicated in other places/in other States.**
	None

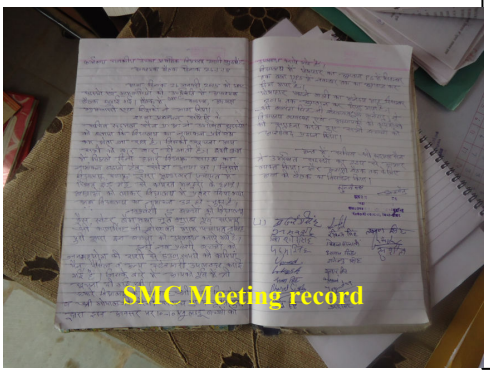
15. Community Mobilization

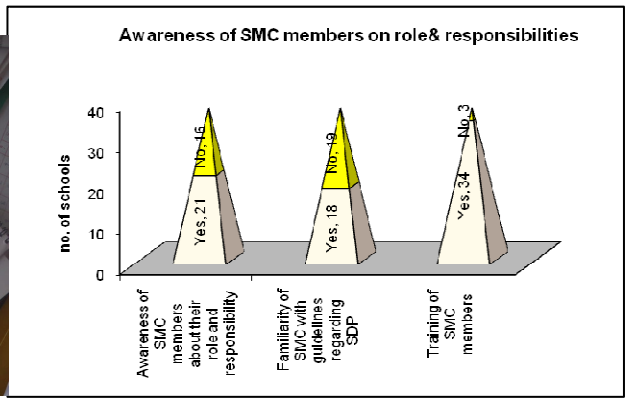
i. Whether SMCs have been constituted in schools, as mandated by the RTE Act, 2009?

Out of 37 sample schools visited by MI, in all the 37 sample schools (100%) SMC has been formed as per the RTE Act, 2009.

ii. Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.

Out of 37 sample schools where SMC was constituted, in 21 sample schools (57%) SMC members were familiar with their





roles and responsibilities as notified by the State Government, whereas in 16 sample schools (43%) SMC members were not familiar with their roles and responsibilities.

While interacting with SMC members other than school headmaster and teachers, it has been realized that SMC is only a committee at school level formed under RTE act, and it has more role in expenditure of the budget given to the schools under SSA. Largely, the proposal and expenditure were discussed in the SMC meetings and secondly, the improvement plan of the school was discussed namely, increase in enrolment, achievement, reduction in dropout, enrolment of girls and increase in the participation of community. It has been observed while reviewing the registers of SMC that it is a ritual which has been observed in the schools. The real participation of SMC members other than school functionaries is very limited. It was due to two reasons, firstly the school administration was not very confident of utilizing the participation of community/ parents may be due to various reasons – namely community will look into school records, expenditures, teachers' role to play etc.; and secondly, due to non interest/ disinterest of community/ parents as they were not getting required support and cooperation from teachers. Also, the school HMs and teachers felt that the major responsibility of any financial irregularities will be of the Government functionaries only.

Table 64: Awareness of SMC members of roles and responsibilities

	Number	Percentage (%)
Yes	21	57
No	16	43

iii. Familiarity of the SMC members with the Data Capture Format, school report card and VER / WER.

S. No	Activities	Poor	Fair	Good	Very Good
A	Details about SSA & MDM	09 (24.3%)	26 (70.3%)	02 (5.4%)	-
B	Funds (civil works, additional classrooms, school grants, maintenance grants etc.)	11 (30%)	24 (65%)	02 (5%)	-
C	Roles and responsibilities	17 (46%)	19 (51%)	01 (3%)	-
D	School Development Plan	20 (54%)	17 (46%)	-	-

E	Student enrollment and attendance	14 (38%)	21 (57%)	02 (5%)	-
F	Right to education act	18 (49%)	17 (46%)	02 (5%)	-
G	School facilities (classrooms, toilets and drinking water etc.)	19 (51%)	17 (46%)	01 (3%)	-
H	DISE captures format	23 (62%)	13 (35%)	01 (3%)	-
I	School Report Card	35 (95%)	02 (5%)	-	-
J	VER / WER	34 (92%)	02 (5%)	01 (3%)	-

iv. Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.

In 18 sample schools (49%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 19 sample schools (51%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMCs members was reported in 34 sample schools (92%), whereas in 03 sample schools (8%) the same was not reported.

v. Frequency of SMC's meetings held and issues discussed.

As far as frequency of SMC meeting is concerned, in 07 sample schools (19%) it was organized occasionally, in 24 sample schools (65%) the same was organized monthly, in 05 sample schools (13%) SMC meeting was organized quarterly and in 01 sample school (3%) the same was organized annually.

Issues discussed during SMC's meetings were as follows:

- Enrolment of children as per village population.
- Retention of children Utilization of School grants (SFG).
- Children's academic level
- Contact at family level
- School building white wash
- MDM as per menu
- Discussion on teaching learning process.
- Mid Day Meal and its quality
- Enrolment and Retention.
- School Cleanliness
- Safe Drinking water.
- Civil construction
- Contact with families whose children were irregular in the schools.

vi. Role of SMCs members in monitoring teachers' and students' attendance and importance given to their feedback.

i. Student attendance

In all the 37 sample schools (100%) SMC members monitor student attendance.

ii. Teacher absenteeism

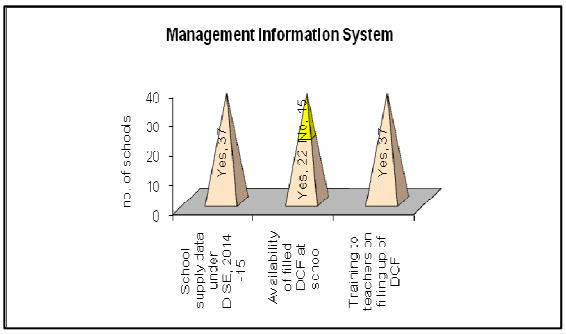
In 01 sample school (3%) SMC members monitor teachers' absenteeism.

Suggestions and feedback of SMC were included in 28 sample schools (76%), whereas in 09 sample

	schools (24%) the same was not followed.
vii.	**Contribution made by the community for the upliftment of school or educational scenario of the habitation.**
	Contribution made by community for school development was reported in 07 sample schools (19%), whereas in 30 sample schools (81%) the same was not reported. The contribution was made in the following areas: a. Support for school development –contribution done on Independence Day and Republic day. b. Enrolment of children in school. c. Prize distribution during national festivals.

16. MIS

i.	**Whether the school supplied data under U-DISE? If yes, does the school have a copy of the filled-in Data Capture Format (DCF)?**
	Availability of data under U-DISE for the year 2014-15 was reported in all the 37 sample schools (100%) when MI visited the sample schools. However, only 22 sample schools (59.5%) had a copy of the filled- in Data Capture Format (DCF), whereas in 15 sample schools (40.5%) availability of copy of the filled- in Data Capture Format (DCF) was not reported.



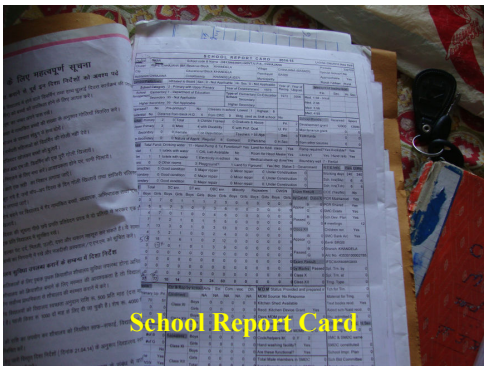


Table 65 : Schools supplied data under DISE for year 2014-15

	Number	Percentage (%)
Yes	37	100
No	0	0

Table 66: Availability of filled-in DCF at school

	Number	Percentage (%)
Yes	22	59.5
No	15	40.5

ii.	**Whether any training on filling up of DCF was provided to the teacher/head teacher?**
	In all the 37 sample schools (100%) training on filling-up of DCF was provided to the teachers/head teachers (2014-2015 DISE).

Table 67: Training to teachers on filling of DCF

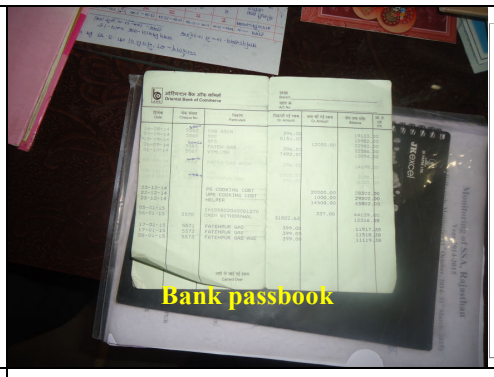
	Number	Percentage (%)
Yes	37	100
No	0	0

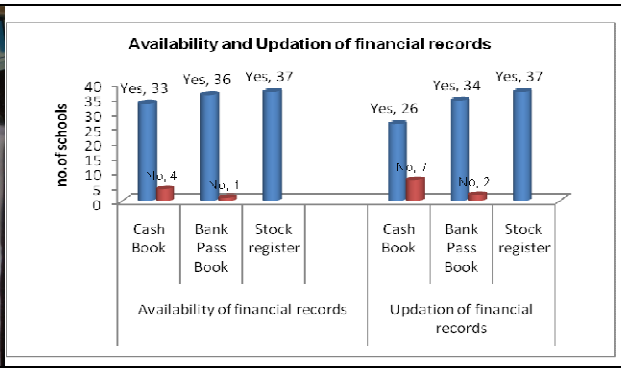
iii.	**Whether the CRC coordinator/headmaster conducted the Jan- Vaachan (as a measure of social audit)**

	of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan?
	Jan-Vacchan (community reading as a measure of social audit) of DISE data was not reported in any of the 37 sample schools.
iv.	**Whether the school received the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?**
	03 sample schools (8%) received the printed copy of the School Report Cards, whereas 34 sample schools (92%) did not receive the printed copy of the School Report Cards. However, printed copy of the School Report Cards was kept in file in all the 03 sample schools (100%).
v.	**Whether the DCF/School report card is available with the school? Does it match with the actual position in the school?**
	Out of 22 sample schools where DCF were reported available, in 21 sample schools (57%) information given in DCF/ School report card matches with the actual position in the school, whereas in 01 sample school (3%) information given in DCF/ School report card does not match with the actual position in the school. In 15 sample schools (40%) availability of DCF was not reported.
vi.	**Whether the schools records are being maintained and updated regularly?**
	In 28 sample schools (76%) records were being maintained and updated regularly, whereas in 09 sample schools (24%) they were not maintained regularly. Management Information system (MIS) in sample schools visited by MI can be summarized as follows: ▪ Availability of data under DISE for the year 2014-15 was reported in all the 37 sample schools (100%) visited by MI. ▪ In all the 37 sample schools (100%) training on filling-up of DCF was provided to the teachers/head teachers.

17. Financial Management

i.	**Whether the financial records and registers are maintained as per SSA financial manual?**
	In 33 sample schools (89%) Cash Book was available, whereas updation of Cash Book was reported in 26 sample schools (79%). Bank pass Book was available in 36 sample schools (97%), whereas updation of Bank pass Book was reported in 34 sample schools (94%). Similarly, Stock Registers were available in all the 37 sample schools (100%). Updation of Stock registers was reported in all the 37 sample schools (100%).





ii.	**Mode of transfer of fund to the SMC from the state or district levels. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC.**
	Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer in all the 37 sample schools (100%).
iii.	**Type of funds/grants received and the month of receipt.**
	During current financial year (2014-15) grants namely, School facility grants, minor repair grants and grant for community mobilization were received by the sample schools. Few sample schools received grant for civil construction.
iv.	**System for the withdrawal of fund from the SMC account.**
	Systems for the withdrawal of fund from the SMC account were cash in 08 sample schools (22%), through cheque in 13 sample schools (35%) and through cheque and cash both in 16 sample schools (43%).
v.	**If the proposals for expenditure and expenditure statements are being shared with the community members. If yes, is there any instance of community expressing objection/reservation about any transaction?**
	Similarly, the proposals for expenditure and expenditure statements were shared with community in 19 sample schools (51%), whereas in 18 (49%) schools the same was not reported. Out of 19 sample schools where proposals for expenditure and expenditure statements were shared with community, in 11 sample schools (58%) instances of community expressing objection/reservation about any transaction was reported, whereas in 08 sample schools(42%) the same was not reported.
vi.	**Whether the SMC is covered by audit. If yes, has the audit observations been shared with the community.**
	SMC covered by audit was not reported in any of 37 sample schools (100%).
vii.	**Any instance of community mobilizing resources for the school.**
	In 15 sample schools (40.5%) community mobilized resources for the school, whereas in 22 sample schools (59.5%) the same was not reported.
	Thus, financial management in the sample schools visited by MI can be summarized as follows: - In 33 sample schools (89%) Cash Book was available, whereas updation of Cash Book was reported in 26 sample schools (79%). Bank pass Book was available in 36 sample schools (97%), whereas updation of Bank pass Book was reported in 34 sample schools (94%). Similarly, Stock Registers were available in all the 37 sample schools (100%). Updation of Stock registers was reported in all the 37 sample schools (100%). - Mode of transfer of fund to the SMC/ VEC from the state or District levels was through e-transfer.

18. Any other (items which are not included in the ToR and MI wants to give observation based on the school visit) MI can write 2-3 pages under this heading only.

Sikar is one of the districts which fall in the Shekhawati region where the education is highly recognized by the parents, community and philanthropic organizations. One can say, yes, the district has traditions of education, specially the primary and higher educations too. But the district is experiencing reduction of enrolment in the government run schools even after increasing support from SSA.

Facilities and their Qualities: Physical facilities like drinking water, additional classroom, HMR ,toilets have improved considerably in the sample schools visited by MI. SSA has certainly provided various facilities in schools. However, maintenance of these facilities needs special attention, especially drinking water, toilets, blackboard, classrooms, etc.

CALP: The main problem related to proper functioning of CALP was proper keeping and maintenance of computers and other accessories. Teachers were not trained in handling minor problems in computers. Despite written complaint by HM to agency which supplied computers and to SSA, Sikar about non-functional status of computers and other accessories in schools, no action had been taken by them. Thus, CALP education under SSA requires proper follow-up, support by the district and the agency which had supplied computers. Also, training of teachers under CALP should be more comprehensive and it must also include proper handling and maintenance of computers. The CAL needs active support from State/ District to make the computer education functional.

Special Training Centers for Out of School Children: SSA Sikar is running non residential bridge course for out of school children under Special training. Out of School Children were enrolled in these non residential STCs. But the attendance of children in these centers was very low. Education Volunteers were not properly trained in these centers. Also, special TLM for out of school children is not available. Honorarium to EVs and other financial support to these STCs (Non-residential) are not regular. Neither teaching learning process in these centers is regular nor has any evaluation method been adopted for assessment of out of school children. The educational level of children in these centers was not according to their age and class in all the cases. Thus, Special training Centers (NRBCs) require proper planning, support and monitoring from SSA, Sikar. It really needs to find the importance and relevance, if it is planned for out of school children which is definitely a difficult dream to put into reality.

CWSN: Appliances and assistive devices were available at Block resource centers but majority of it were non-functional. Thus, these assistive devices remained unused by CWSN. Also, resource teachers were not fully capable of handling these assistive devices. Support to CWSN schools by Resource teachers and Care givers is not regular and proper

Teachers' Training: It needs to improve the provisions in terms of per trainee cost in order to organize quality training. Interaction with teachers shows that the training is more a formality in the district. The payment to trainees is not proper and as per the actual expenditure by them. Also, the training during summer vacation is not properly organized due to extreme hot in the district. In addition to facilities for training, the resource person is an issue in the district in order to make the training effective and purposeful.

Quality Education: Regarding imparting quality education to children, majority of teachers did not take interest in it due to preoccupation in other official work viz. MDM, trainings, sending daank (letters/ information) other surveys etc. Majority of time teachers use to pass their time instead of imparting education to students. Also, some schools visited by MIs had either single or two teachers' inspite of posting of 3-5 or more teachers. Majority of time teaching work in these schools gets affected due to involvement of teachers in other work viz. MDM and other official work etc.

Teaching learning process: Despite providing various physical facilities in schools children's educational level in Mathematics, English and Science is below average. Teachers did not receive any onsite academic support by higher authority. Teachers need support followed by motivation to carry on their task so that they can understand their responsibility towards children and take up qualitative education in the schools.

Formation and working of SMC: SMC was constituted in every school but its formation and working was just a formality. SMC meetings in the sample schools visited by MI were not regular. The awareness level of SMC members regarding school activities, MDM, RTE Act-2009, SSA, financial details and expenses etc. was very low. SMC members were not aware of SMC meetings and minutes. SMC meetings were organized by HM just as a formality and during meetings SMC members were made aware about various developments in the schools. SMC members were not taken in confidence regarding proper expenses of various grants viz. SFG, MRG, civil construction etc.

Awareness of Teachers on RTE Act-2009- Majority of teachers in the sample schools are not aware of various aspects of RTE Act-2009. Majority of teachers are only aware that all children of 6-14 years of age must be given free and compulsory education. Thus, special training on RTE Act-2009 should be imparted to teachers by District/ State.

As monitoring is an important aspects, especially in social development programmes where the match between the investment and the outcome is really tough. In the district and also at the Block level the monitoring part is in limited manner. The monthly monitoring meetings were not regular and in fact, not documented which really helps to understand the mechanism of monitoring at district and Block level. The district functionaries reported that meetings were held as and when needed but largely they were not formal. Therefore, the district needs to develop a regular mechanism right from district level to Block level and lastly up to school in order to see the real impact on children, community, school teachers and school levels. The monthly monitoring meetings were not regular and in fact, not documented which really helps to understand the mechanism of monitoring at district and Block level. Therefore, the district needs to develop a regular mechanism.

The experience of MI on DISE reflects that the system needs to be improved qualitatively in terms of training, sample checking by the district and block level officials and functionaries. The whole system of planning should be the reflection of DISE in real sense rather than putting the individual component data by the programme in-charges at the district level.

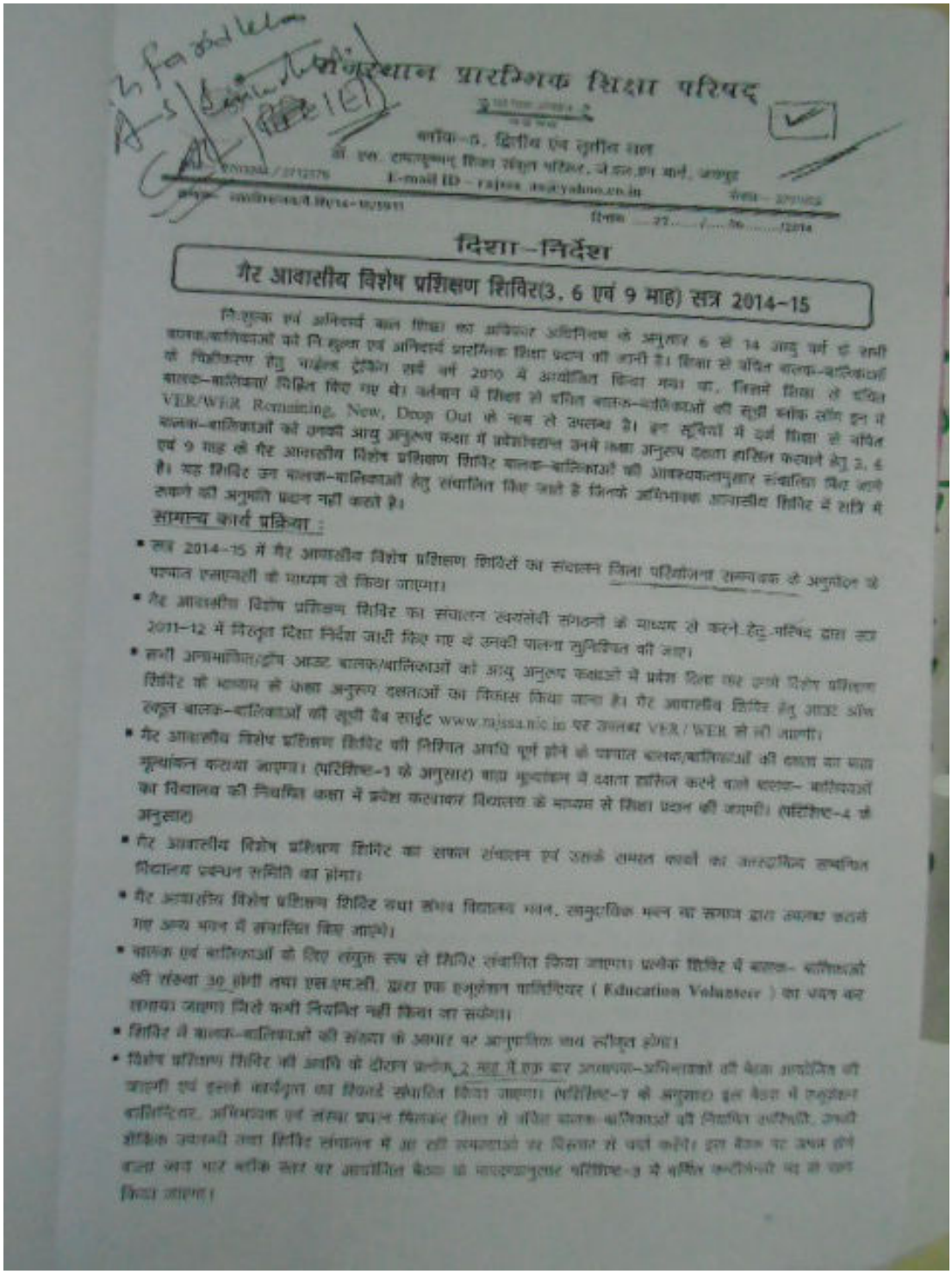
The district has a highly motivated team of officials and functionaries at the district level namely, ADPC, APCs, PA, AEN, JEN etc. who have deep concern for the programme. The real challenge is to translate the motivation and dedication into real action to have timely and qualitatively delivery which really impacts upon the education quality. It needs to look beyond the AWP completion that to what extent the problem for which the plan has been taken up could be able to address the problem. Then only the use of the community driven project/ programme like SSA could be helpful and useful and could be able to take up the whole plan in the frame of RTE Act 2009.

ANNEXURE

List of Schools - District Sikar										
				Sample Schools						
S. No.	School Name	DISE Code	Category of school	urban areas	Special training centres	Civil works sanctioned	NPEGEL Schools	Minimum of 3 CWSN	CALP	KGBV
1	Govt. PS Lothwali	8130503527	PS			1				
2	Govt. PS Kesarwali Johdi (Harijan Basti)	8130503808	PS							
3	Shahid Hari singh Govt. UPS Khejarwala Ramnagar	8130504003	UPS	1						
4	Govt. PS Dhara Shyam Singh Gungara	8130503809	PS			1				
5	Govt. UPS Dadali Chainpura	8130553301	UPS							
6	Govt. PS Nala Ka Balaji	8130501008	PS							
7	Govt. PS Kumbha ki dhani (Kalu ka bas)	8130500802	PS							
8	Govt. UPS Gumana Ka bas	8130500801	UPS							
9	KGBV Piprali Sikar	8130501308	UPS							1
10	Govt. UPS No. 2 Neem ka thana	8130716303	UPS						1	
11	Govt. PS No. 5 Neem ka thana	8130715731	PS	1						
12	Govt. UPS No. 4 Neem ka thana	8130715701	UPS						1	
13	Govt. PS Trilokpura (Narsinghpuri)	8130700404	PS							
14	Govt. UPS Huldan	8130700502	UPS							
15	Govt. PS Malhar Johada	8130777105	PS							
16	Govt. UPS Dhani Budhsingh	8130700503	UPS							
17	Govt. PS Sesham No. 2	8130401501	PS							
18	Govt. PS Khotiya	8130101003	PS							
19	Govt. PS Hadasar	8130101401	PS							
20	Govt. Navatiya Girls UPS Fatehpur	8130117001	UPS	1						
21	Govt. PS No. 9 Fatehpur	8130115801	PS	1						
22	KGBV Tajsar	8130104406	UPS							1
23	Govt. UPS No. 13 Fatehpur	8130118505	UPS	1						
24	Govt. Mannidevi UPS Fatehpur	8130118602	UPS						1	
25	Govt. Shri Hardayal UPS Bajaj Circle		UPS		1					
26	Govt. PS Harijan	8130510701	PS		1					
27	Govt. UPS Seelki bara	8130603301	UPS							
28	Govt. PS Dharampura	8130603801	PS							
29	Govt. UPS Chhajanda	8130602901	UPS			1				
30	Govt. PS No. 8 Khandela	8130600508	PS							
31	Sri Mamraj UPS Khandela	8130613601	UPS	1						
32	Govt. UPS Mehro ki dhani	8130604701	UPS							
33	Govt. UPS Khichado ki dhani	8130402102	UPS					1		
34	Gov.t PS Karrion ki dhani	8130401804	PS							
35	Govt. UPS Khatiwas	8130402201	UPS					1		
36	Govt. PS Bijarniyo ki dhani (Uttari)	8130401606	PS							
37	Govt. PS Khatiyo ki dhani	8130401301	PS							
38	Govt. PS Ahiro ki dhani	8013040160	PS							
39	Govt. UPS No. 2 Losal	8130418701	UPS	1						
40	Govt. PS Ahata Area Losal	8130417801	PS	1						
	Total			**8**	**2**	**3**	**0**	**2**	**3**	**2**

3(c) Any other relevant documents

Please enclose the documents duly giving the title as Annexure II i.e. whenever only circulars/Amendments/Notices planning to provide in the report.



राजस्थान प्राथमिक शिक्षा परिषद

कार्यालय-5, द्वितीय एवं तृतीय तल
डॉ. एस. राधाकृष्णन् शिक्षा संकुल परिसर, जे.डी.ए. मार्ग, जयपुर
E-mail ID - rajsa.sea@yahoo.co.in

दिनांक 27/6/2014

दिशा-निर्देश

गैर आवासीय विशेष प्रशिक्षण शिविर(3, 6 एवं 9 माह) सत्र 2014-15

निःशुल्क एवं अनिवार्य बाल शिक्षा का अधिकार अधिनियम के अनुसार 6 से 14 आयु वर्ग के सभी बालक/बालिकाओं को निःशुल्क एवं अनिवार्य प्राथमिक शिक्षा प्रदान की जानी है। शिक्षा से वंचित बालक-बालिकाओं के चिह्नीकरण हेतु गाईडलाईन ट्रेकिंग सर्वे वर्ष 2010 में आयोजित किया गया था, जिसमें शिक्षा से वंचित बालक-बालिकाएं चिह्नित किए गए थे। वर्तमान में शिक्षा से वंचित बालक-बालिकाओं की सूची ब्लॉक स्तर पर VER/WER Remaining, New, Drop Out के रूप में उपलब्ध है। इन सूचियों में दर्ज शिक्षा से वंचित बालक-बालिकाओं को उनकी आयु अनुरूप कक्षा में प्रवेशोपरान्त उनमें कक्षा अनुरूप दक्षता हासिल करवाने हेतु 3, 6 एवं 9 माह के गैर आवासीय विशेष प्रशिक्षण शिविर बालक-बालिकाओं की आवश्यकतानुसार संचालित किए जाने है। यह शिविर उन बालक-बालिकाओं हेतु संचालित किए जाते है जिनके अभिभावक आवासीय शिविर में रात्रि में रखने की अनुमति प्रदान नहीं करते है।

सामान्य कार्य प्रक्रिया :

- सत्र 2014-15 में गैर आवासीय विशेष प्रशिक्षण शिविरों का संचालन जिला परियोजना समन्वयक के अनुमोदन के पश्चात एसएसवी के माध्यम से किया जाएगा।
- गैर आवासीय विशेष प्रशिक्षण शिविर का संचालन स्वयंसेवी संगठनों के माध्यम से करने हेतु परिषद द्वारा सत्र 2011-12 में विस्तृत दिशा निर्देश जारी किए गए थे उनकी पालना सुनिश्चित की जाए।
- सभी अशिक्षित/ड्रॉप आउट बालक/बालिकाओं को आयु अनुरूप कक्षाओं में प्रवेश दिला कर उनके विशेष प्रशिक्षण शिविर के माध्यम से कक्षा अनुरूप दक्षताओं का विकास किया जाना है। गैर आवासीय शिविर हेतु आउट ऑफ स्कूल बालक-बालिकाओं की सूची वेब साईट www.rajssa.nic.in पर उपलब्ध VER / WER से ली जाएगी।
- गैर आवासीय विशेष प्रशिक्षण शिविर की निश्चित अवधि पूर्ण होने के पश्चात बालक/बालिकाओं की दक्षता का मापन मूल्यांकन कराया जाएगा। (परिशिष्ट-1 के अनुसार) मापन मूल्यांकन में दक्षता हासिल करने वाले बालक- बालिकाओं का विद्यालय की नियमित कक्षा में प्रवेश करवाकर विद्यालय के माध्यम से शिक्षा प्रदान की जाएगी। (परिशिष्ट-4 के अनुसार)
- गैर आवासीय विशेष प्रशिक्षण शिविर का सफल संचालन एवं उसके समस्त कार्यों का उत्तरदायित्व सम्बन्धित विद्यालय प्रबन्धन समिति का होगा।
- गैर आवासीय विशेष प्रशिक्षण शिविर तथा अन्य विद्यालय भवन, सामुदायिक भवन या समाज द्वारा उपलब्ध कराये गए अन्य भवन में संचालित किए जाएंगे।
- बालक एवं बालिकाओं के लिए संयुक्त रूप से शिविर संचालित किया जाएगा। प्रत्येक शिविर में बालक- बालिकाओं की संख्या 30 होगी तथा एस.एम.सी. द्वारा एक इजुकेशन वालिंटियर (Education Volunteer) का चयन कर लगाया जाएगा जिसे कभी नियमित नहीं किया जा सकेगा।
- शिविर में बालक-बालिकाओं की संख्या के आधार पर आनुपातिक स्टाफ स्वीकृत होगा।
- विशेष प्रशिक्षण शिविर की अवधि के दौरान प्रत्येक 2 माह में एक बार अभिभावक-अभिभावकों की बैठक आयोजित की जाएगी एवं इसकी कार्यवाही का विवरण संधारित किया जाएगा। (परिशिष्ट-7 के अनुसार) इस बैठक में इजुकेशन वालिंटियर, अभिभावक एवं संस्था प्रधान चिह्नांकन किया से वंचित बालक-बालिकाओं की नियमित उपस्थिति, उनकी शैक्षिक उपलब्धि तथा शिविर संचालन में आ रही समस्याओं पर विस्तार से चर्चा करेंगे। इस बैठक पर अन्य होने वाला व्यय भार स्थानीय स्तर पर आयोजित बैठक के मानदण्डानुसार परिशिष्ट-3 में वर्णित कन्टीजेन्सी मद से वहन किया जाएगा।

Guidelines of STC

Annexure II

3(c) Any other relevant documents

Please enclose the documents duly giving the title as Annexure II i.e. whenever only circulars/Amendments/Notices planning to provide in the report.

राजस्थान प्रारम्भिक शिक्षा परिषद्

मुख्य कार्यकारी अधिकारी,
जिला परिषद,
समस्त जिले।

fo|ky; izcU/ku lfefr izf'k{k.k

lkeqnkf;d xfr'khyrk dk;Z Ø e ds vUrxZr o"kZ 2014&15 esa uksMy Lrj ij vk;ksftr fd;s tkus okys nks fnolh; xSj vkoklh; izf'k{k.k ds fy, fn'kk&funsZ'k ,oa ctV izko/kkuA

पृष्ठभूमि :-

निःशुल्क एवं अनिवार्य बाल शिक्षा का अधिकार अधिनियम-2009 की धारा-21 के प्रावधानानुसार राज्य के समस्त राजकीय प्राथमिक एवं उच्च प्राथमिक विद्यालयों में विद्यालय प्रबन्धन समिति के गठन का प्रावधान किया गया है। विद्यालय प्रबन्धन समिति की साधारण सभा में सम्बन्धित विद्यालय में अध्ययनरत प्रत्येक विद्यार्थी बालक के माता पिता/अभिभावक, प्रत्येक अध्यापक, कार्य क्षेत्र में निवास करने वाले प्रत्येक जनप्रतिनिधि सदस्य है। समिति के कार्य को सुचारू रूप से चलाने के लिए साधारण सभा के सदस्यों में से 15 सदस्यीय कार्यकारिणी समिति का गठन किया गया है। विद्यालय प्रबन्धन समिति की कार्यकारिणी समिति को दायित्वों की जानकारी देने, विद्यालय के प्रति अपनत्व की भावना विकसित करने, बालकों को गुणवत्ता पूर्ण शिक्षा उपलब्ध कराने, आरटीई एक्ट के प्रावधानों की जानकारी देने, विद्यालय स्तर पर शिकायत निवारण तंत्र के बारे में जानकारी देने, जेण्डर से सम्बन्धित विषयों पर संवेदनशील करने, विद्यालय स्तर पर योजना निर्माण करने, सर्व शिक्षा अभियान की विभिन्न गतिविधियों की जानकारी देने एवं विद्यालय विकास में जनसहभागिता की सहभागिता प्राप्त करने हेतु कार्यकारिणी समिति के ऐसे सदस्य जिन्होंने वर्ष 2013-14 तथा इससे पूर्व में प्रशिक्षण प्राप्त नहीं किया है को प्राथमिकता देते हुए तीन एसएमसी की कार्यकारिणी समिति के सदस्यों तथा एक जनप्रतिनिधि को शामिल करते हुए प्रत्येक एसएमसी में से चार सदस्यों को ब्लॉक स्तर पर दो दिवसीय गैर आवासीय प्रशिक्षण का प्रावधान किया गया है।

1.वर्ष 2014-15 में विद्यालय प्रबन्धन समिति के प्रशिक्षण हेतु निम्नानुसार लक्ष्य निर्धारित किये है :

(लक्ष्य राशि रु.)

क्र. सं.	गतिविधि	यूनिट कॉस्ट (प्रति व्यक्ति प्रति दिवस)	लक्ष्य 2014-15	
			भौतिक	वित्तीय
1	ब्लॉक स्तर पर दो दिवसीय गैर आवासीय प्रशिक्षण सहभागी × दिन × दर प्रतिदिन 2807.24 × 2 × 100 = 561.448 (लाख रुपये)	0.00100	2807.24	561.448

नोट :- ब्लॉक स्तर पर दो दिवसीय गैर आवासीय प्रशिक्षण के लिए आवंटित बजट में से प्रति व्यक्ति दो दिवस का यूनिट कॉस्ट 200/- रुपये में से 100/- रुपये प्रति व्यक्ति यूनिट कॉस्ट दो दिवस का ब्लॉक स्तर पर एसएमसी सदस्यों के प्रशिक्षण में व्यय करेंगे। शेष राशि में से ब्लॉक स्तर पर संदर्भ व्यक्तियों के लिए आयोजित किये जाने वाले प्रशिक्षण का मानदेयानुसार व्यय किया जाए।

Guidelines Given by State Project Office to Districts

LIST OF ABBREVIATIONS

AIE	-	Alternative and Innovative Education
AEN	-	Assistant Engineer
ACRs	-	Additional Classrooms
ADPC	-	Assistant District Project Coordinator
APC	-	Assistant Project Coordinator
BRC	-	Block Resource Centre
BRCF	-	Block Resource Centre Facilitator
CRC	-	Cluster Resource Centre
CWSN	-	Children with Special Need
CDECS	-	Centre for Development Communication & Studies
DIET	-	District Institute of Education and Training
DPO	-	District Project Office
EGS	-	Education Guarantee Scheme
ECCE	-	Early Childhood Care and Education
GOR	-	Government of Rajasthan
JEN	-	Junior Engineer
KGBV	-	Kasturba Gandhi Balika Vidyalaya
MDMS	-	Mid Day Meal Scheme
MI	-	Monitoring Institute
NGOs	-	Non Government Organizations
NPEGEL		National Programme For Education of Girls at Elementary Level
OBCs	-	Other Backward Castes
PHED	-	Public Health Engineering Department
PRIs	-	Panchayat Raj Institutions
RTE	-	Right To Education
SCs	-	Scheduled Castes
SPO	-	State Project Office
SDMC	-	School Development & Management Committee
SMC	-	School Management Committee
SSA	-	Sarva Shiksha Abhiyan
STs	-	Scheduled Tribes
STCs	-	Special Training Centres
SFG	-	School Facility Grant
SCERT	-	State Council For Educational Research and Training
TLM	-	Teaching Learning Material

Letter from State stating Comments & Suggestions on the draft report

राजस्थान प्रारम्भिक शिक्षा परिषद्

द्वितीय एवं तृतीय तल, ब्लॉक–5,
डॉ० राधाकृष्णन शिक्षा संकुल परिसर, जवाहरलाल नेहरू मार्ग, जयपुर – 17
E-Mail : rajssamonitoring@yahoo.com फोन नं. 0141–2705490, फैक्स नं. 0141–2701822

क्रमांक : राप्राशिप / जय / मॉनीटरिंग / 2015–16 / 20952 दिनांक : 30/6/15

नोडल आफीसर,
सेन्टर फोर डवलपमेन्ट कम्यूनिकेशन एण्ड स्टडीज (सीडेक्स),
133 प्रथम तल, नानू मार्ग, देवी नगर,
न्यू सांगानेर, जयपुर।

विषय वर्ष 2014–15 द्वितीय अर्द्धवार्षिकी ड्रॉफ्ट रिपोर्ट (जिला सीकर एवं अलवर)
01 अक्टूबर, 2014 से 31 मार्च, 2015

महोदय,

संदर्भित ड्रॉफ्ट रिपार्ट के क्रम में किसी कार्यक्रम से संबंधित टिप्पणी प्राप्त नहीं है, अतः रिपोर्ट को फाइनल किया जा सकता है।

अतिरिक्त आयुक्त

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