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SARVA SHIKSHA ABHIYAN (SSA)

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ABBREVIATIONS

AE	ADULT EDUCATION
AHPL	ART OF HEALTHY AND PRODUCTIVE LIVING
AIE	ALTERNATIVE AND INNOVATIVE EDUCATION
AS	ALTERNATIVE SCHOOLING
AWP&B	ANNUAL WORK PLAN AND BUDGET
BMC	BLOCK MISSION COORDINATOR
BRC	BLOCK RESOURCE CENTRE
BRP	BLOCK RESOURCE PERSON
CAL	COMPUTER AID LEARNING
CEP	CONTINUING EDUCATION PROGRAMME
CPF	CONTRIBUTORY PROVIDENT FUND
CRC	CLUSTER RESOURCE CENTRE
CRC	CLUSTER RESOURCE COORDINATOR
CWSN	CHILD WITH SPECIAL NEED
DC	DEPUTY COMMISSIONER
DERT	DIRECTORATE OF EDUCATIONAL RESEARCH AND TRAINING
DIET	DISTRICT INSTITUTE OF EDUCATION AND TRAINING
DISE	DISTRICT INFORMATION SYSTEM FOR EDUCATION
DMC	DISTRICT MISSION COORDINATOR
DPEP	DISTRICT PRIMARY EDUCATION PROGRAMME
DRDA	DISTRICT RURAL DEVELOPMENT AGENCY
DWSM	DISTRICT WATER AND SANITATION MISSION
EBB	EDUCATIONALLY BACKWARD BLOCK
ECCE	EARLY CHILDHOOD CARE AND EDUCATION
ECE	EARLY CHILDHOOD EDUCATION
EDI	EDUCATIONAL DEVELOPMENT INDEX
EDUSAT	EDUCATIONAL SATELLITE
EGS	EDUCATION GUARANTEE SCHEME
EMIS	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM
EVS	ENVIRONMENTAL SCIENCE
FCI	FOOD CORPORATION OF INDIA
GER	GROSS ENROLMENT RATIO
GIS	GEOGRAPHIC INFORMATION SYSTEM
GoI	GOVERNMENT OF INDIA
GP	GRAM PANCHAYAT
GP	GENDER PARITY
GPF	GENERAL PROVIDENT FUND
ICDS	INTEGRATED CHILD DEVELOPMENT SERVICES
IED	INTEGRATED DEVELOPMENT FOR THE DISABLED
IGNOU	INDIRA GANDHI NATIONAL OPEN UNIVERSITY
IQ	INTELLIGENCE QUESTIONNAIRE
KGBV	KASTURBA GANDHI BALIKA VIDYALAYA
LP	LOWER PRIMARY
MBOSE	MEGHALAYA BOARD OF SCHOOL EDUCATION
MDM	MID-DAY MEAL

MI	MONITORING INSTITUTE
MIL	MOTHER INDIAN LANGUAGE
MIS	MANAGEMENT INFORMATION SYSTEM
MLA	MEMBER OF LEGISLATIVE ASSEMBLY
MP	MEMBER OF PARLIAMENT
MTA	MOTHER TEACHER ASSOCIATION
NCERT	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NCTE	NATIONAL COUNCIL OF TEACHER EDUCATION
NEHU	NORTH-EASTERN HILL UNIVERSITY
NER	NET ENROLMENT RATIO
NFE	NON FORMAL EDUCATION
NFHS	NATIONAL FAMILY HEALTH SURVEY
NGO	NON-GOVERNMENTAL ORGANIZATION
NIIT	NATIONAL INSTITUTE OF INFORMATION TECHNOLOGY
NPE	NATIONAL POLICY ON EDUCATION
NPEGEL	NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL
OBB	OPERATION BLACK BOARD
OBC	OTHER BACKWARD COMMUNITY
PAB	PROJECT APPROVAL BOARD
PRI	PANCHAYATI RAJ INSTITUTION
PTA	PARENT TEACHER ASSOCIATION
PTR	PUPIL TEACHER RATIO
REMS	RESEARCH, EVALUATION, MONITORING AND SUPERVISION
SC	SCHEDULED CASTE
SCERT	STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SCR	SCHOOL CLASSROOM RATIO
SEC	SCHOOL EDUCATION COMMITTEE
SGH	SELF HELP GROUP
SLM	STUDENT LEARNING MATERIALS
SMC	SCHOOL MANAGEMENT COMMITTEE
SPO	STATE PROJECT OFFICE
SSA	SARVA SHIKSHA ABHIYAN
SSASMAM	SSA STATE MISSION AUTHORITY OF MEGHALAYA
ST	SCHEDULED TRIBE
SUPW	SOCIALLY USEFUL PRODUCTIVE WORK
TLC	TOTAL LITERACY CAMPAIGN
TLE	TEACHING LEARNING EQUIPMENT
TLM	TEACHING LEARNING MATERIAL
UEE	UNIVERSALISATION OF ELEMENTARY EDUCATION
UN	UNITED NATIONS
UP	UPPER PRIMARY
URC	URBAN RESOURCE CENTRE
VEC	VILLAGE EDUCATION COMMITTEE
VER	VILLAGE EDUCATION REGISTER

EXECUTIVE SUMMARY

The evaluation of Sarva Sikshya Abhiyan (SSA), a Flagship Programme of Government of India implemented by Government of Meghalaya makes a critical assessment of the policy, process of implementation, achievements and the impact as they relate to school going children of different socio-economic groups. The interactive evaluation process has participation of all the stakeholders resulting in objective assessment and workable recommendations. The two major aspects of SSA i.e., provision of a wide convergent framework for implementation of Elementary Education schemes and budget provision for strengthening vital areas to achieve universalisation of elementary education are thoroughly examined in relation to scheme implementation, progress made and impacts experienced.

The study covered all the seven districts and selected 351 schools in rural and urban areas and interviewed 3510 students in primary and upper primary schools benefiting from SSA. Random sampling method was used while selecting schools. Also the students were selected on random basis. The heads of schools, teachers of various disciplines, and parents and supervisors were also interviewed to have their perception about the implementation and impact.

The enrolment ratio in gross and net terms has increased, promotion to higher classes on the basis of performance has improved and dropout rate has been reduced to the minimum. Effectiveness in elementary education has been enhanced due to efforts of Block Resource Center/or Mission Coordinator, Cluster Resource Coordinator and teachers for implementation of SSA scheme. Community mobilization has been strengthened. Parents are now more conscious about their child's education. Parents Teachers Association (PTA) has been quite effective in reducing students' dropout rate. Involvement of parents in schools activities such as acting volunteers in kitchen help ensure availability of MDM in schools. Quality education in the school has been possible due to capacity building of teachers and introducing new teaching techniques and strategies. This has positively impacted the Gross Enrolment Ratio. As students continue to perform better their repetition rate in a class or a subject keeps decreasing. All these progressive achievements have been possible due to SSA interventions through BRC/CRC etc. Most of the progress tracked by BRC/CRC/DMC is quantitative in nature. A need for in-depth qualitative analysis at their level is necessary to understand the implications and nuances of change needed in the education sector. Officials dealing with SSA have a strong sense of understanding for coordination. Better awareness on importance of education in communities will help make it easier to enrol more students and lessen the drop-out rates even further.

Inadequate provision of furniture in primary schools especially needed during the winter season and delay in civil work are some of the major issues of implementation coordination. Supply of free textbook in time in some schools is another area where there is inadequate coordination.

For civil works supervision there is a need for at least three engineers in each district as against just one now present. Further training of teachers and teaching help should be carried out to complete training of 100% of such personnel. Substantial increase in resources must be ensured to provide mid-day meal for all the children in school (including the pre-school children in rural areas). Additional resources required may be obtained by approaching NEC located in Shillong.

Overall, SSA has done well in the state achieving major objectives. However, the constraints experienced during its implementation and in current times can be removed to optimize benefits from the investments made in past years.

1. CHAPTER-I

1.1. INTRODUCTION

The 'Sarva Shiksha Abhiyan' (Education for All) or popularly known as SSA, is a flagship programme of the Government of India for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6–14 as a fundamental right.

SSA was launched in the State of Meghalaya in the year 2000-01. The scheme's goal is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. SSA's other main goal is to bridge social, regional and gender gaps, with active participation of the community in the management of schools. Implementation of SSA is in response to the demand for quality basic education all over the country. Thus Sarva Shiksha Abhiyan aims at universalizing elementary education through community ownership of the school system.

The program draws on the basic premise and principle that the process of value based learning should allow children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. The SSA program's focus is to allow children to learn and grow materially and spiritually in their natural environment. All efforts to support pre-school learning in ICDS centers or special pre-school centers in non ICDS areas will be made to supplement the efforts being made by the Ministry of Women and Child Development.

1.1.1. OBJECTIVES OF SARVA SHIKSHA ABHIYAN

1. Enrolment of all children in school, Education Guarantee Centre, Alternative School, 'Back-to-School' camp by 2003; extended to 2005.
2. Complete 5 years of primary education by 2005 and 8 years of schooling by 2010.
3. Focus on elementary education of satisfactory quality with emphasis on education for life.
4. Bridge all gender and social gaps at primary level by 2007 and elementary level by 2010.
5. Retention of all children till Upper primary stage by 2010.
6. Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.



Kiri Singh Memorial School, East Khasi Hills



Garro Union Students Reading in the classroom, Tura Urban, West Garo Hills



Little Angel UP School, Ri Bhoi District



Govt. Primary School Mawlai - two students entering examination hall

1.1.2. FEATURES OF INTERVENTIONS

Sarva Shiksha Abhiyan (SSA) has two aspects: (i) It provides a wide convergent framework for implementation of Elementary Education schemes (ii) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

1.1.2.1. MAJOR INTERVENTIONS

1. Opening of Upper primary schools
2. Provision for opening of new schools or for setting up EGS (Education Guarantee Scheme) centres in unserved habitations
3. Interventions to mainstream out of school children, dropouts etc
4. Focus on Inclusive education and provision of disabled children
5. Setting up Block resource\cluster resource centres
6. Innovative activity for girls' education, early childhood care and education
7. Capacity building for teachers, training, teacher grant, recruitment of teachers
8. Civil works, additional classrooms, maintenance grant, school grant
9. Management cost, research & evaluation, community training etc
10. Providing Free Text Books

1.1.3. FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

The assistance under the programme of Sarva Shiksha Abhiyan will be on an 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan for all States. During the XIth Plan, it will be 65:35 for the first two years i.e. 2007-08 and 2008-09; 60:40 for the third year i.e. 2009-10; 55:45 for the fourth year i.e. 2010-11; and 50:50 thereafter i.e. from 2011-12 onwards between the Central Government and State Governments/Union Territories other than North Eastern States. For the 8 North-Eastern States, the fund sharing pattern between Centre and States shall be 90:10 under the programme during the XIth Plan period and till the end of the programme with the Centre's share resourced from the 10% earmarked funds for the North Eastern Region from the Central Budget for SSA. Commitments regarding sharing of costs would be taken from State governments in writing.

2. CHAPTER-II

2.1. OBJECTIVES AND METHODOLOGY

2.1.1. OBJECTIVES OF THE STUDY

Evaluation of different developmental Schemes/Programmes plays a vital role in providing feedback information to the policy makers and planners on the actual performance and its impact. This also helps in formulation of better development plans in future. The basic objective of this Study, carried out by D.J. Research and Consultancy Pvt. Ltd. is to evaluate the extent to which the Programme has achieved its objective and find out the factors responsible in its progress and suggest remedial measures that need to be employed to overcome the difficulties. The study also aims at providing feedback information to the policy makers and planners in the state on the actual performance and its impact. Findings on progress, success, constraints and remedial measures to overcome the difficulties have been the focus of this evaluation study. This would provide policy makers a realistic insight keeping in view the local demands, needs and constraints in relation to impacts of SSA implementation and the program's intervention.

Specific Objectives of the Study are:

- ▲ Document the extent/amount/type of benefits received by the beneficiaries
- ▲ Evaluate the implementation of schemes/programmes/projects in the States with a view to ascertaining the progress made by them vis à vis target and objectives
- ▲ To review Physical targets and achievements in terms of infrastructure, coverage, number of teachers in relation to students, quality of teaching and the level of knowledge/skills acquired
- ▲ Strategies formulated and implemented
- ▲ Impact of SSA-both tangibles (reduction in school drop-out rate, better and clear understanding of concepts by students etc.) and intangibles
- ▲ Night School/dormitory school
- ▲ "Best Practices" and how to replicate them in other areas
- ▲ Assess service delivery mechanism and timely receipt of the benefit and reasons for delay
- ▲ Assess the level of awareness and clarity about the scheme amongst the stakeholders
- ▲ Assess the existing monitoring and supervision mechanism and its effectiveness at various levels
- ▲ To diagnose the gender sensitiveness in the schemes and its execution

2.2. METHODOLOGY FOR THE STUDY

Stratified random sampling technique was adopted for selection of samples at Block/ULB levels. Evaluation study was carried out in a professional, realistic, diplomatic and ethical manner and supported by specific data to make an unbiased evaluation of programme.

- ▲ Both quantitative and qualitative data were collected, processed and analyzed
- ▲ Both secondary and primary data were used
- ▲ Secondary sources included DPR, official portal of the programme and other published materials from institutional sources

- ▲ Primary data and information were collected by DJRC research and investigating team by adopting standard and approved methods used for evaluation study.
- ▲ Primary data were collected through the five structured schedules/checklist namely State level schedule, District Level Schedule, Block/ULB level Schedule, School Level Schedule, Observation based checklist at school level. *The survey schedules are given in the annexure.*

2.2.1. SAMPLE DETAILS

Table : 1 Sample Abstract

Sample Units	Sample Size Canvassed
District	7
Block	21
ULB	4
School	351(Rural=323 & Urban=28)
Student	3510
Observation based checklist	351
Source : DJRC Primary Survey 2010	

2.2.2. CRITERIA FOR SELECTION OF SAMPLES

2.2.2.1. SELECTION OF DISTRICT

All seven districts of the state were covered.

2.2.2.2. SELECTION OF BLOCK/ULB

From each district 3 Blocks/ULBs were selected by stratified random sampling technique giving preference to remote and less developed blocks. A total of 21 blocks (out of 39 blocks/54%) were covered.

2.2.2.3. SELECTION OF SCHOOL

From each sample block, 5% out of total number of schools covered under SSA programme were selected by stratified random sampling in order to cover both rural and urban areas and all categories of schools under SSA. A total of 323 schools from rural and 28 schools from urban areas were surveyed.

2.2.2.4. SELECTION OF STUDENT

Ten students from each sample school were selected for survey with proper representation from each category - LP, UP, gender, social, physically challenged etc.

2.2.2.5. REFERENCE PERIOD

The reference period of this evaluation study was from 2005-06 to 2009-10.

2.2.3. LIMITATION OF THE STUDY TO DJRC

Stakeholders in the SSA program, including senior level officials, programme coordination department, school principals, school staff, students, teachers, community at large have been cooperative with their best possible effort to provide available information. One small

challenge was to conduct a portion of the study during exams where children were busy studying and teachers were assigned the duty of GIS mapping. Despite this encumbrance, beneficiaries and stakeholders have been very gracious to spare time to understand the need for evaluation and extend their subsequent cooperation.



Teacher imparting instruction at Baldora Reserve Gittim, UPG SSA LP School, Tura Urban, West Garo Hills



Discussion between DJRC team and teachers at Umden UP School, Umsning block, Ri Bhoi district regarding SSA schemes and its impact on teaching process.

3. CHAPTER-III

3.1. ORGANIZATIONAL SETUP

The organisational set-up for the implementation of SSA in Meghalaya is as such. At the state level the programme is implemented by the SSA State Mission Authority of Meghalaya (SSASMAM). At the district level, Deputy Commissioner (DC) is the chairman of the SSA District Unit.

The District Mission Coordinator coordinates the activities relating to SSA within the District. At the Block level, BMC (Block Mission Coordinator) coordinates the

<i>Table : 2 BRC (Block Resource Centre) & URC (Urban Resource Centre) in Meghalaya</i>						
Resource Centre	2008-09		2009-10		2010-11	
	Centres	RPs	Centres	RPs	Centres	RPs
BRC	39	234	40	240	39	243
CRC	437	437	437	437	437	437

Source: AWPB 2010-11, SSA Meghalaya, Page No.31

activities relating to SSA within the Block. The BMC coordinates all activities within the BRC (Block Resource centre). BRC is followed by CRC (Cluster resource centre – at the cluster level), which is headed by the Cluster Resource Coordinator who assists the BMC. At the grassroots level, the village education committee (VEC) and the School Management Committee get involved with implementation of SSA interventions.

3.1.1. STATE LEVEL

In Meghalaya, there is a Mission Authority for Universalisation of Elementary Education, namely SSA State Mission Authority of Meghalaya (SSASMAM). The President of this authority is the Honourable Chief Minister and the Vice-President is Education Minister of the state. The Mission Director works as the secretary of this authority. All the administrative and implementation work of SSA is carried out under the supervision of State Mission Director.

The Mission Director is assisted by the supporting staff of officers & officials of different repute. This office has different cell/Unit like Planning, Pedagogy, IED, ECCE, Civil Works, Community Mobilizer, Financial Management, MIS etc.

3.1.2. DISTRICT LEVEL

At the district level, District Mission Coordinator (DMC) coordinates the activities relating to SSA interventions within the district. The DMC is supported by various officers of different repute like, Planning Coordinator, Programmer, Financial & Accounts Officer, Community Mobilizer and Data Entry Operators.

3.1.3. BLOCK LEVEL

At the Block level, Block Mission Coordinator (BMC) coordinates the activities relating to SSA within the Block. The BMC is supported by various officers of different repute like, Block Resource Person, Cluster Resource Coordinator etc. The Block Resource Centres are the main hub of SSA activities. There are 39 BRCs in the State. The main role of BMC is in monitoring and supervision on matters related to education. Block Resource Person's role is to provide on-site resource support to teachers as well as Cluster Resource Centres.

3.1.4. CLUSTER LEVEL

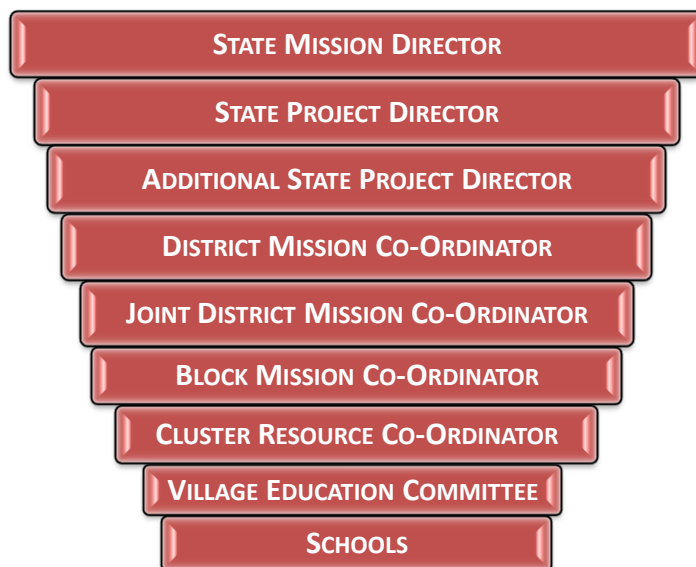
About 10-20 villages make a cluster and are covered by one CRC. There are 437 CRCs in Meghalaya. The role of CRC is to supervise and monitor, provide resource support and be responsible for monthly meetings of teachers.

3.1.5. ORGANIZATIONAL CHART

Organizational Setup of SSA in Meghalaya



3.1.6. DELEGATION, AUTHORITY AND ACCOUNTABILITY OF KEY POSITIONS COORDINATING SSA INTERVENTIONS



3.1.7. BLOCK RESOURCE CENTRE

Some mechanisms to enhance the professional growth of primary/UP teachers have been developed at the sub-district level i.e. blocks and cluster level. The NPE (National Policy on Education, 1986) which was amended in 1992 recommended the setting up of Block Resource Centres (BRCs) at Block level or Urban Resource Centre (URC) at urban schools in a phased manner.

Table : 3 District wise BRC/URC (Urban Resource Center) and CRC with the Coverage of School and Habitation

District	No. of BRC/URC	No. of CRC	No. of Villages/Wards	No. of Habitation
East Khasi Hills	8	86	937	1162
West Khasi Hills	5	82	957	1153
Jaintia Hills	3	68	501	1240
Ri Bhoi	6	32	573	888
East Garo Hills	8	64	887	936
West Garo Hills	5	60	1548	1852
South Garo Hills	4	45	627	864
Meghalaya	39	437	6030	8095

Source: State SSA Project Office, Meghalaya 2010.

BRC and CRC had specific objectives as listed below. Coordination and Monitoring progress to ensure smooth implementation of SSA interventions form the key functions of officials at the BRC and CRC levels.

3.1.7.1. WORKING

In each BRC, one Block Mission Coordinator (BMC) has been appointed to look after the day to day programme and activity of the centre. The role and responsibility of BRC/BMC are:

- ▲ Conduct monthly review meetings and give academic support to the CRCs;
- ▲ Visit at least 10 schools in different CRCs and conduct assessment of student and teachers;
- ▲ Compile reports/data which are received from CRCs and submit to the District Mission Coordinator (DMC). Complete any other work assigned by higher authority to meet the SSA mission

3.1.8. ROLE OF DISTRICT MISSION COORDINATOR

- ▲ Coordinate the activities of BMC and joint DMC
- ▲ Compilation of information from the BMC and supply it to the State Education Authority
- ▲ Preparation of SSA district budget and send it to the State Education Authority
- ▲ Looking after all the components of SSA
- ▲ Monthly review of SSA activities
- ▲ Monitoring and supervision of primary and upper primary schools in the district

3.1.9. ROLE OF BLOCK MISSION COORDINATOR

- Conduct monthly review meetings and gives academic support to the CRCs
- Visit at least 10 to 15 schools in different CRCs and conducts assessment of students and teachers
- Compile information and reports submitted by the CRCs and submits to the DMC
- Looking after all the components of SSA
- Conduct monthly review meeting with CRCs

3.1.10. THE MAIN OBJECTIVES OF BRC

- Identify in-service education needs of teachers working in primary schools and workers of Adult Education (AE) and Non-formal Education (NFE) Centres;
- Organize short-term training programmes for heads of primary schools, primary teachers; and AE and NFE functionaries; provide guidance to the Cluster Resource Centres (CRCs) in carrying out their assigned functions;
- Monitor academic activities of CRCs and primary schools; and
- Provide resource support - human and material and other basic facilities of library, audio-video cassettes etc. needed by CRCs.

3.1.10.1. ROLE OF BLOCK RESOURCE CENTER

BRC is the apex institution of SSA for the successful implementation of SSA at the grassroots level. BRCs are linked to the CRCs & the VECs. The BRC is to be located within the Education Department. BRC should be equipped with the building, furniture & TLM. The manpower of BRC includes Block Resource Persons, and these posts will be filled up by deputing senior & experienced teachers and using locally available Resource Persons. The

resultant vacancies in the school may if absolutely required be filled up on contract basis by teachers under SSA. The member of the BRC should do the following activities:

- ✦ Organize regular meeting to discuss the implementation of SSA in the Block
- ✦ Organize meeting with the CRCs members monthly
- ✦ Organize teachers training in consultation with DERT/DIET
- ✦ Organize regular visit by BRPs to CRCs & School
- ✦ Ensure that all schools within the block are visited
- ✦ Provide guidance & academic support to CRCs & Schools
- ✦ Maintain relevant educational information of all the villages within the Block & updating the same
- ✦ Check enrolment of children in schools
- ✦ Equip the BRC with the TLM/Library Books which are relevant to the professional need of the teacher
- ✦ Collect & Display TLM developed by teachers
- ✦ Check & supervise that all CRCs function effectively and regularly
- ✦ Compiled data showing the enrolment of children from 6-14 years in schools/EGS centres and alternative
- ✦ Compiled information received from the CRCs regarding the enrolment of children in school
- ✦ Identify the problems & needs of the villages/schools and promote an effective plan to the District Level
- ✦ Promote teachers & students activities at the Block/Cluster/Village level
- ✦ Organize exhibition & competition to the teachers & students

3.1.11. CLUSTER RESOURCE CENTRE

Cluster Resource Centre (CRC) is the core centre for schools' grassroots planning in villages and habitation. CRC is the lowest rung of the institutional ladder set up for the professional growth of primary teachers. Besides providing training, it aims at providing on-site academic support to teachers. It also aims at providing on-site academic support to teachers to function effectively at their workplace. The main objective of setting up these centres is to improve the quality of primary schooling. The routine work of CRC is to conduct and organize monthly meeting and orientation training.

3.1.11.1. THE ROLE AND RESPONSIBILITIES OF CLUSTER RESOURCE COORDINATOR

In each Cluster Resource Centre (CRC) one Cluster Resource Coordinator has been employed to look after fostering growth in schools. The role and responsibilities of CRC are as follows:

- ✦ Visit at least two schools everyday
- ✦ Supervision and involvement by the headmaster in the practice classes
- ✦ To ascertain daily practice
- ✦ Ensuring proper use of the Student Learning Materials (SLM)
- ✦ Checking of home assignment
- ✦ Collecting all statistical data and information pertaining to DISE or SSA required data
- ✦ Ensure compilation of habitation mapping and maintenance of VER
- ✦ Conduct monthly meetings for academic support and review of works

- ▲ Linkage with Block Resource Centre
- ▲ Linkage with other Institutions
- ▲ Assessment of training needs of teachers

3.1.11.2. FUNCTION OF CRC

The Cluster Resource Centre plays a major role in providing educational input to all schools in the villages within the Cluster. The CRC is to be located at the place which is easily accessible for all the teachers and the village committee falling within the CRCs to attend meetings and educational activities conducted at the centre. As far as possible the CRC is to function from a building/room attached to the school campus. The CRC would be looked after by the Resource Persons to be appointed at the centre and should be equipped with furniture and other required materials.

- ▲ Visit all the schools within the CRC and monitor the implementation of SSA
- ▲ Ensure that the school in the CRC utilized the School Grant/Teachers Grant/or any type of Grant sanctioned for the purpose
- ▲ Compile the Data from the Village Education Register (VER) showing the enrolment and the Out of School Children of 6-14 years gender wise and submit the report to the BRC for compilation at the Block level
- ▲ Identify the Educational Problems and the needs of the villages within the CRC accordingly
- ▲ Check and supervise that the EGS centres/BTSC/NRBC function smoothly
- ▲ Organize Teachers/Students activities at the centre to promote quality education
- ▲ Collect TLM developed by the teachers and the students
- ▲ Arrange programme for Lesson demonstration on effective teaching at special teacher's meeting
- ▲ Ensure that all VECs perform their role and function effectively
- ▲ Mobilize and conduct awareness campaign for the community and parent in the village

3.1.12. *ROLE OF VILLAGE EDUCATION COMMITTEE (VEC)/SCHOOL MANAGEMENT COMMITTEE (SMC)*

- ▲ Ensure teacher attendance and punctuality
- ▲ Maintain Village Education Register (VER) and ensure every child in the village within their jurisdiction attends school
- ▲ Ensure coverage of CWSN in assessment camps and also ensure that they receive education

3.1.13. *MONITORING AND SUPERVISION*

3.1.13.1. MONITORING

The monitoring system under SSA envisage the constitution of monitoring committees at different level, e.g. state level, district level, block and cluster level monitoring committees. The state level monitoring committee for SSA has not been constituted in Meghalaya. The decision to form a state level monitoring committee for this program is still pending, After discussion with stakeholders it was found that the decision to resolve any district level issues are dealt in the district. If the case may require then it is taken to the office of the State

Project Director where the issues are resolved in the presence of the concerned DMC or representative.

Suggestion: All stakeholders are of the opinion that a State level monitoring committee should be formed in Meghalaya for monitoring smooth progress and implementation of the SSA programme.

3.1.13.2. DISTRICT LEVEL MONITORING COMMITTEE

District level monitoring committees has been constituted in four districts out of seven, in the State. These four districts are: Jaintia Hills, South Garo Hills, East Khasi Hills, West Khasi Hills (Source: District Schedule). In East Garo Hills, there is no monitoring committee, but there is a District Level Core Committee. Ri Bhoi has a committee but only for monitoring Civil work. For West Garo Hills, the Monitoring Committee needs substantial improvement in its working.

Members of District Level Monitoring Committee are: District Collector, Principal of District Institute of Education and Training (DIET), DMC, Joint DMC, District Treasury Officer, Civil Engineer DRDA, District Medical Officer.

The main activities of the committee are: inspection of school functioning on different component of SSA, critical issues, updating the flow of implementation, preparation of logistics, interventions to be undertaken e.g. CWSN, MDM etc.

3.1.13.3. PERIODICITY OF SUPERVISION

The role and responsibilities of teams and frequency of visits are not specific. Meetings were reported to be conducted on monthly and quarterly basis. North Eastern Hill University (NEHU) has also been given the work of Monitoring of implementation of Sarva Shiksha Abhiyan (SSA) in Meghalaya. Monitoring activities at district level needs to be further strengthened.

3.1.13.4. BLOCK MONITORING SYSTEM

CRC coordinator and BRC coordinator frequently visit the clusters and schools to find out the progress and status of different activities being carried out under SSA. They monitor the attendance of teachers, enrolment of students and the progress of work under SSA components.

3.1.13.5. PERIODICITY OF SUPERVISION

The BRC has to visit at least three schools in a week. CRC visits more than five schools in a week. The BMC has to visit 15 schools in a month. Officials are able to achieve the purpose in each visit which is to track progress of SSA interventions. Problems and challenges that are reported during school visits are either resolved at the cluster level, if the matter can be, if not, then the matter is escalated to the BMC level. Time taken to solve the problems financial/physical depends on the nature of the problem. However all problems are addressed. Delay in solving the problems depends on the complexity of the situation and coordination among the officers involved.

The BMC or any other district/state officials do not conduct any formal performance assessment of teachers/students. They simply enquire about the day to day functioning of school and whether classes run without much hassle.

3.1.13.6. MONITORING AT VEC/SMC

Usually the headmaster and people from the community/village form the VEC/SMC. Their role is to ensure that school operations run smoothly. To fulfil this role, the members monitor whenever they have time. If there is a major issue then it is addressed by the members who are available at that time. All the members usually have a meeting right before the Block Level meeting. In this meeting they discuss about issues concerning the school and how it can be resolved at the Block level. For survey of CWSN within the jurisdiction, the members help out and play a key role in identification of CWSN.

3.1.13.7. COORDINATION EFFECTIVENESS

Effectiveness in elementary education has been possible due to efforts of Block Resource Centre/or Mission Coordinator and Cluster Resource Coordinator for implementation of SSA scheme. Community Mobilization has been strengthened. Parents are now more conscious about their child's education. Parent Teacher Association (PTA) has been quite effective in reducing students' dropout rate. Involvements of parents in schools activities such as acting volunteers in kitchen help ensure availability of MDM in schools. School infrastructure is more developed through civil works that brings improvement in school environment. Quality education in the school has been possible due to capacity building of teachers and introducing new teaching techniques and strategies. This has impacted the Gross Enrolment ratio. As students continue to perform better their repetition rate in a class or a subject keeps decreasing. All these progressive achievements have been possible due to SSA interventions through BRC/CRC etc.

Most of the progress tracked by BRC/CRC/DMC is quantitative in nature. A need for in-depth qualitative analysis is necessary to understand the implications and nuances of change needed in the education sector. Coordination does not seem to be an issue with the SSA officials as they have a strong sense of understanding for coordination that will speed up work. However they feel that better awareness on importance of education in communities will help make it easier to enrol more students and lessen the drop-out rates even further. They want communities to be aware of newer facilities being provided in schools so that the community in general becomes educated and more literate. They feel that lack of provision of furniture to primary schools especially needed during the winter season and delay in civil work are some of the major issues in coordination. In some areas, supply of free textbook is another area where there is less coordination, which they feel may deter students from joining in or dropping out of school. Students are poor and cannot afford to purchase books, hence supply of books during the middle of the session may make students lose interest in practicing what they learn in class.

There is only one engineer in the district level and there are no engineers at the block level. This hampers supervision of construction works. This leads to poor scheduling of civil works activities and eventually leads to delay in work completion.

MDM is another area where officials feel that more improvement can be brought about in rural areas. MDM is usually supplied only three to four days a week in rural schools.

Although stakeholders are aware of the situation, a solution to this problem remains evasive. They feel urgent action on the issue needs to be taken.

Coordination in Remote areas: In remote and far-flung areas, construction of building and additional classroom is very costly as the transportation costs increases. Hence the funds allocated to complete the works always seem to be in short-supply. To achieve the goals of inclusive education, coordination among officials and address of such problems needs to be taken care of at the earliest possible.

SSA officials, although concerned about non-SSA issues such as supply of free electricity connection in schools, cannot do much about it. Officials should be encouraged by a State level monitoring committee to throw light on issues that may be hampering educational development so that remedial action for policy level change and management can be done. Since these officials are involved at ground level it would make sense to obtain their feedback.

3.1.14. EFFECTIVENESS OF MONITORING AND SUPERVISION

All components are being evaluated annually. Even if physical verification is not possible frequently, during such times data is procured from the district level (through progress reports and DISE). Financial progress reports are also procured from the districts. Accordingly after careful analysis and assessment of previous year's progress and achievements, the Annual Work Plans and Budget is prepared for the state.

An in-depth analysis of school functioning and performance review of teachers by hiring outside evaluators (peer educational consultants within or outside the state) can be done. Evaluation should not be based on in-house assessments as chances for bias or partiality may arise. In order to truly measure effectiveness in teaching, learning of students or functioning of the school, careful evaluation by outsiders or state level evaluation is a must. This will also help the stakeholders, headmasters, teachers, students to understand what steps need to be taken to match pace in educational development.

4. CHAPTER-IV

4.1. SSA IN MEGHALAYA: A CRITICAL ANALYSIS OF TANGIBLE AND INTANGIBLE IMPACT

4.1.1. TOTAL COVERAGE UNDER SSA

Meghalaya has 12146 schools (covering all seven districts) as of 2009-10. Education Department of Meghalaya has different types of school management. Both Department of Education and SSA management cover most schools. Other categories of management of schools are Ad-hoc, Central Government Schools like K.V.S., Deficit Pattern, Deficit School, Government Aided, Local Body, Non Government, Opening Permit, Others, Private Aided, Private Unaided, Tribal/Social Welfare Department and Un-Recognized schools.

Table : 4 Type of Management of Schools in Meghalaya

Type of Management	No. of Schools
Ad-hoc	208
Central Govt. Schools like K.V.S.	8
Deficit Pattern	511
Deficit School	187
Department of Education	3487
Government Aided	664
Local Body	94
Non Government	317
Opening Permit	51
Others	133
Private Aided	2244
Private Unaided	1083
SSA	3110
Tribal/Social Welfare Department	2
Un-Recognized	47
Total Schools	12146

Source: SSA Meghalaya, 2009-10

4.1.2. CHILD POPULATION

Child population in Meghalaya is 648281 within the 6-14 age group (table 5) with maximum child population in East Khasi Hills followed by West Garo Hills and West Khasi Hills. Although the total child population within the 6-11 age group is most in West Garo Hills, the district comes second to East Khasi Hills in 11-14 age group.

Table : 5 Child Population (6-11 and 11-14 Age Group) (As on 2009-10)

District	6-11 age group			11-14 age group			6-14 age group Total
	Male	Female	Total	Male	Female	Total	
East Khasi Hills	47577	47435	95012	27187	30870	58057	153069
West Khasi Hills	37670	36422	74092	15481	14054	29535	103627
Jaintia Hills	26667	25632	52299	14757	15489	30246	82545
Ri Bhoi	15921	15743	31664	8627	9220	17847	49511
East Garo Hills	29469	28724	58193	6370	6276	12646	70839
West Garo Hills	52353	50826	103179	22537	21710	44247	147426
South Garo Hills	13213	13077	26290	7260	7714	14974	41264
Meghalaya	222870	217859	440729	102219	105333	207552	648281

Source: SSA State Mission Authority of Meghalaya, 2010, State Schedule

4.1.3. LITERACY RATE

Literacy rate is one of the indicators of education. It demonstrates the rate of development in education in the state. This rate has improved steadily during the past decades. In 1970-71, only 26.43% of the state's population was literate. By 2000-01, the literacy rate of the state was 60.60% as compared to India at 64.80%. The Human Development Report of Meghalaya states the literacy rate of Meghalaya in 2000-01 to be 65.88% (Meghalaya Human Development Report 2008, Page No - 83, Table No. 4.2). This shows that although the literacy rate is low, it is hovering around the national average. Literacy rate has been calculated for population aged 7 and above and only those people who can both read and write. A person who can read but cannot write is considered illiterate. The aim of state like any other is to achieve 100% literacy. In order to do this a lot needs to be done through interventions and awareness building. SSA in the state has been a significant factor in strengthening the education and literacy scenario of child population, early education and creating a strong base and foundation for children.

Table : 6 District wise Literacy Rate for the state of Meghalaya

District	1970-71	1980-81	1990-91	2000-01
East Garo Hills	30.14	33.51	48.36	61.78
East Khasi Hills	33.33	43.72	64.57	74.74
Jaintia Hills	19.91	24.50	35.32	52.79
Ri-Bhoi	23.79	28.11	39.92	63.37
South Garo Hills	29.25	26.82	42.88	55.21
West Garo Hills	21.35	25.91	38.64	50.78
West Khasi Hills	27.21	31.96	50.52	65.50
Meghalaya	26.43	30.65	45.74	60.60

Source: SSA State Project Office, Shillong. Page No.16

4.1.4. ENROLMENTS/STUDENT STRENGTH

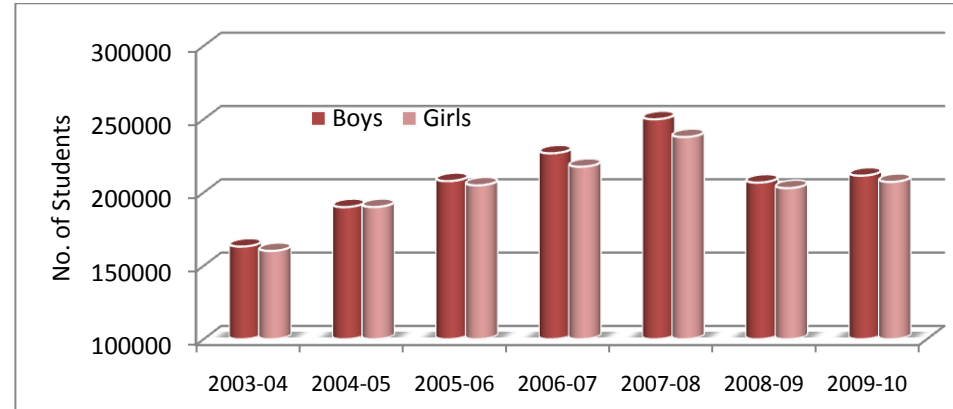
The GER (Gross Enrolment Ratio) gives a rough indication of the level of education from kindergarten to post-graduate levels. GER is the number of students enrolled in a level of education whether or not they belong to the relevant age group for that level - as a percentage of education of the population in the relevant age group for that level.

Net Enrolment Ratio (NER) is the number of students enrolled in a level of education who belong in the relevant age group as a percentage of the population in the age group.

4.1.4.1. PRIMARY ENROLMENT

An increase in child population should impact an increase in enrolment ratio. If we compare the total enrolment of primary level in the year 2008-09 to 2005-06, we see about 30% increase in enrolment. Similarly the primary level GER in 2008-09 has increased to 94.42 from 2006-07 at 90.55. Meghalaya records a huge growth in enrolment of both boys and girls. District wise enrolment of primary level has increased in each district which is a positive sign of coverage in education of the state.

Graph : 1 Year-wise Enrolment in Primary Schools of Meghalaya



Source: Year 2003-04 to 2004-05, AWP&B 2006-07, SSA Meghalaya, Page No. 34, Year 2005-06 to 2009-10, AWPB 2009-10, SSA

Table : 7 District-wise Enrolment in Primary Schools

(Figure in Nos.)

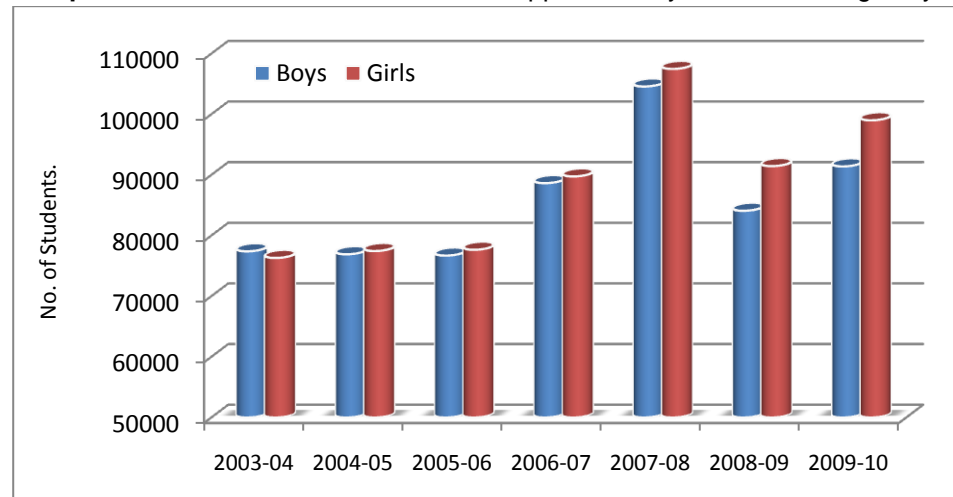
District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	25610	25320	50930	31425	29780	61205	40768	36273	77041	28077	27386	55463	28556	27542	56098
East Khasi Hills	54443	55030	109473	55443	56030	111473	59221	58749	117970	44035	44709	88744	47281	47213	94494
Jaintia Hills	13279	15964	29243	14281	16131	30412	24077	23729	47806	24870	24461	49331	25871	25049	50920
Ri Bhoi	11132	11101	22233	13085	12188	25273	13772	13305	27077	15442	14985	30427	15634	15467	31101
South Garo Hills	13587	11497	25084	16943	12646	29589	12170	11834	24004	11167	10635	21802	13673	12779	26452
West Garo Hills	54674	51904	106578	54563	51912	106475	64761	60020	124781	47171	45841	93012	43937	43505	87442
West Khasi Hills	35131	34150	69281	41094	38959	80053	35264	34013	69277	36088	35055	71143	36610	35747	72357
Meghalaya	207856	204966	412822	226834	217646	444480	250033	237923	487956	206850	203072	409922	211562	207302	418864

Source: Appraisal Report of AWPB 2009-10, SSA Meghalaya, Page No.23

4.1.4.2. UPPER PRIMARY ENROLMENT

For upper primary enrolment the increase is substantial. There is about 23% increase in enrolment in the year 2009-10 as compared to the year 2005-06. The girls' enrolment is higher (28%) than the boys (19%). This proves that SSA and other interventions have focused on girl child enrolment in schools. District wise upper primary level education of both boys and girls has also significantly increased, hence contributing towards a well-rounded literate state and bridging the gender gap. The GER for UP level of girls in the year 2008-09 was 70.88 and for the year 2009-10 it is 83.66. One interesting thing to note here is that whereas the GER for UP level is more or less the same for boys and girls in 2007-08, the difference between boys and girls GER in the year 2009-10 seems to be increasing with girls GER performing much better than before.

Graph : 2 Year-wise Enrolment in Upper Primary Schools of Meghalaya



Source: Year 2003-04 to 2004-05, AWP&B 2006-07, SSA Meghalaya, Page No. 34, Year 2005-06 to 2009-10, AWP&B 2009-10, SSA Meghalaya

Table : 8 District-wise Enrolment in Upper Primary Schools

(Figure in Nos.)

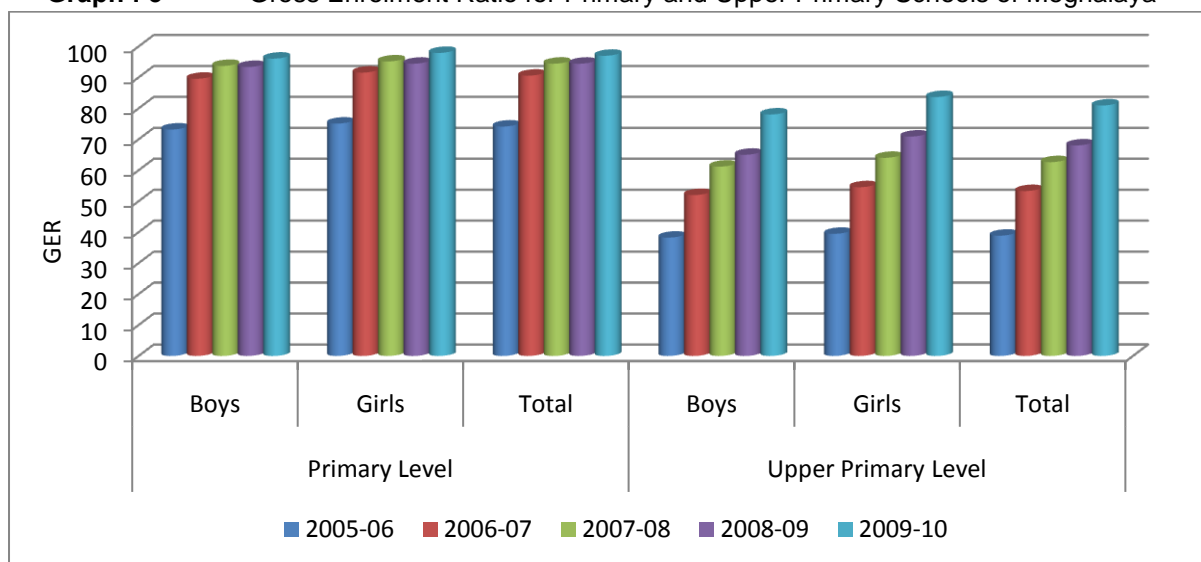
District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	4996	3945	8941	10637	9125	19762	13227	13066	26293	5872	5879	11751	6016	5949	11965
East Khasi Hills	21898	24017	45915	22145	24475	46620	24478	25850	50328	23876	28535	52411	26745	30677	57422
Jaintia Hills	7620	9516	17136	6412	7895	14307	12306	13566	25872	12945	14148	27093	13838	14766	28604
Ri Bhoi	3685	4346	8031	5127	5247	10374	4583	4880	9463	6963	7477	14440	8401	9002	17403
South Garo Hills	4397	3451	7848	9439	9123	18562	7333	7028	14361	4763	4821	9584	4835	4858	9693
West Garo Hills	18844	17501	36345	24186	21717	45903	26258	25655	51913	17845	17079	34924	18856	18855	37711
West Khasi Hills	15253	14878	30131	10689	12163	22852	16391	17431	33822	11816	13506	25322	12705	14895	27600
Meghalaya	76693	77654	154347	88635	89745	178380	104576	107476	212052	84080	91445	175525	91396	99002	190398

Source: Appraisal Report of AWPB 2009-10, SSA Meghalaya, Page No.23

4.1.5. GER AND NER FOR THE STATE OF MEGHALAYA

NER in the year 2009-10 for primary level is 69.43 and for the year 2009-10 for UP level is 50.38. For the year 2008-09 it is 86.14 and 81.41 respectively for primary and UP. A higher NER is always better, as it signifies a lower dropout rate within an education level. NER for primary level is higher than that for UP level which means that the children dropping out of school in UP level is more. As the pressure to support family members whether in domestic chores or in employment for extra income increases the children dropping out of school increases. This should be a word of caution because the total enrolment for each year has increased in the UP level. This means that although total enrolment in UP level increases the NER is low as children drop out of school.

Graph : 3 Gross Enrolment Ratio for Primary and Upper Primary Schools of Meghalaya



Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11. SSA Meghalaya, Page. No.24

Table : 9 Gross Enrolment Ratio for Primary and Upper Primary level in the state of Meghalaya

Year	Primary Level			Upper Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2005-06	73.16	75.07	74.11	38.23	39.46	38.86
2006-07	89.57	91.55	90.55	51.99	54.52	53.28
2007-08	93.70	95.16	94.43	61.17	64.01	62.62
2008-09	93.37	94.42	94.42	65.01	70.88	68.02
2009-10	96.06	97.91	96.98	78.02	83.66	80.91

Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No.-24

Table : 10 Net Enrolment Ratio for Primary and Upper Primary Level

Year	Primary Level			Upper Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2006-07	55.14	55.59	55.36	28.94	29.46	29.22
2007-08	72.75	72.45	72.60	43.21	44.22	43.73
2008-09	68.30	65.78	67.03	46.91	47.33	47.12
2009-10	69.22	69.64	69.43	48.77	51.91	50.38

Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No.24

4.1.5.1. GENDER PARITY RATIO OF STUDENTS

Gender Parity ratio (for boys and girls) is quite high in Meghalaya. The number of girls to boys is more in both Primary and Upper primary levels. This ratio was at 0.99 in 2005-06 but has been steadily increasing to reach at 1.01 in 2009-10.

Table : 11 Gender Parity Index in Enrolment in Meghalaya

Year	Primary School	Upper Primary School	Primary + Upper Primary School
2005-06	0.99	1.01	0.99
2006-07	0.96	1.01	0.97
2007-08	0.95	1.03	0.97
2008-09	0.98	1.09	1.01
2009-10	0.98	1.08	1.01

Source: Appraisal Report of AWPB 2009-10, SSA Meghalaya
 Note: Gender Parity: Number of girls divided number of boys



Student of Class V reading at Karukol Deficit UP School, Baghmara Block, South Garo Hills



Will View Secondary School Students studying in classroom, Tura Urban, West Garo Hills

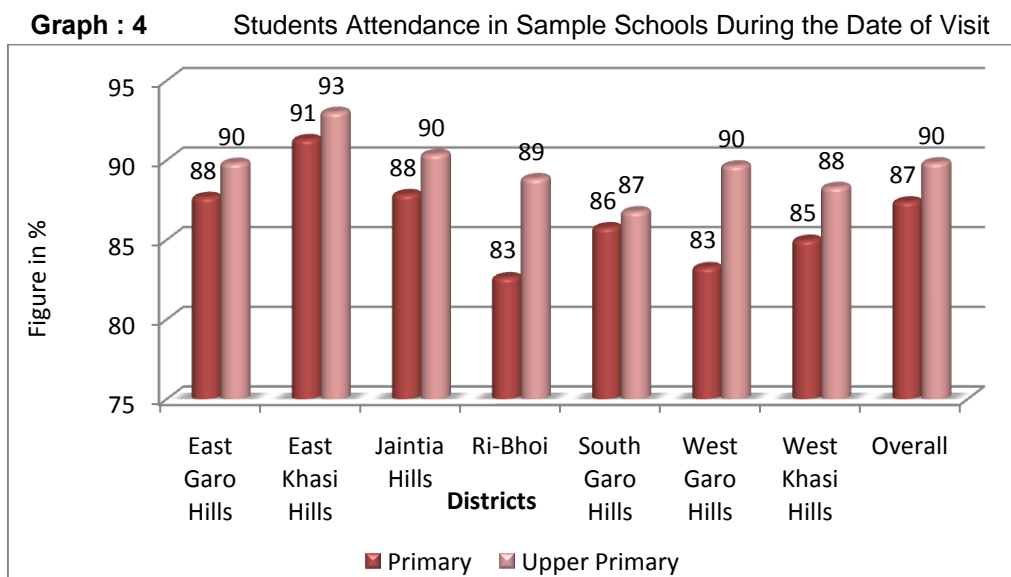
Table : 12 District-wise Gender Parity Index on Enrolment for Primary and Upper Primary Schools

District	2005-06	2006-07	2007-08	2008-09	2009-10
East Garo Hills	0.96	0.92	0.91	0.98	0.97
East Khasi Hills	1.04	1.04	1.01	1.08	1.05
Jaintia Hills	1.22	1.16	1.03	1.02	1.00
Ri Bhoi	1.04	0.96	0.99	1.00	1.02
South Garo Hills	0.83	0.83	0.97	0.97	0.95
West Garo Hills	0.94	0.93	0.94	0.97	0.99
West Khasi Hills	0.97	0.99	1.00	1.01	1.03
Meghalaya	0.99	0.97	0.97	1.01	1.01

Source: Appraisal Report of AWPB 2009-10, SSA Meghalaya
 Note: Gender Parity: Number of girls divided number of boys

4.1.6. SCHOOL ATTENDANCE RATE

From table 13, it is seen that attendance on the day of school visit (without any prior intimation to school officials) is good in almost all districts, with the attendance rate peaking in East Khasi Hills. Since children are willing to go school and remain motivated to remain there, it enhances not only the retention rate but works at improve the literacy levels in the state.



Source: DJRC Primary Survey for SSA Meghalaya, 2010

This type of positive demonstration effect will also rub on those students who are either not interested in joining school or simply cannot join due to several economic constraints.

Table : 13 Student Attendance in Sample Schools During the Date of Visit across Districts

(Figure in %)

District	Primary	Upper Primary
East Garo Hills	87.67	89.81
East Khasi Hills	91.30	93.01
Jaintia Hills	87.85	90.37
Ri-Bhoi	82.63	88.85
South Garo Hills	85.77	86.77
West Garo Hills	83.26	89.65
West Khasi Hills	84.98	88.30
Overall	87.39	89.84

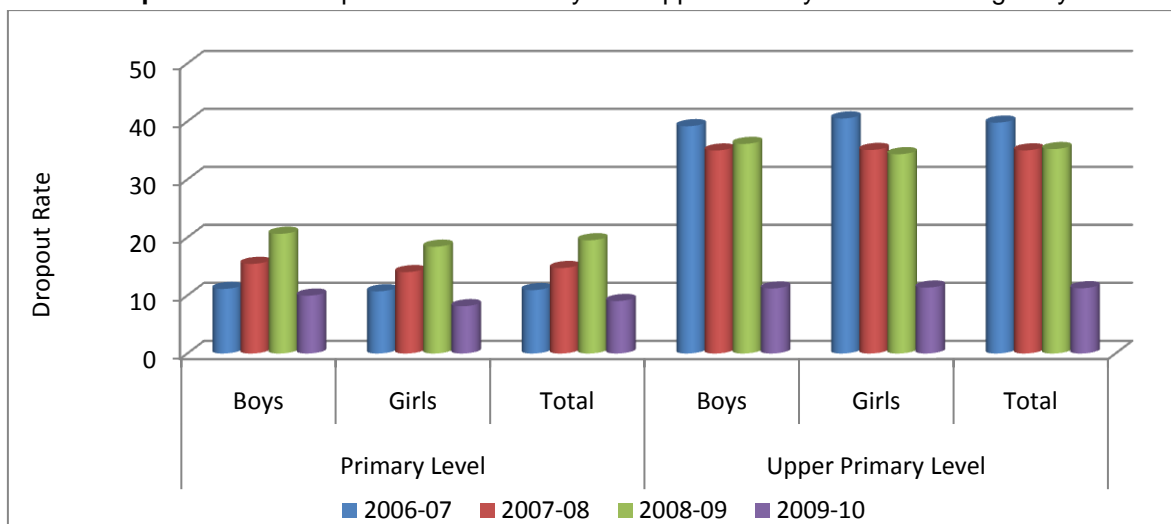
Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.7. DROP OUT

Drop out is one of the major components under education, where most of the schemes are directly related. SSA, Mid-Day-Meals, NPEGEL and KGBV are major schemes which are being implemented in state. Increase in Enrolment and reduction in drop-out is crucial for development in education and forms the major objectives of SSA. As we have seen

enrolment in every year has been increasing, similarly the drop-out rate has been reducing each year in the UP level. High dropout rate is not a good indicator in the education system. The main reasons for children dropping out of school are poverty, lack of timely incentives, lack of interest in students, lack of interest among teachers to teach, migration, lack of access to schools and helping parents in domestic and outside chores.

Graph : 5 Dropout Rate in Primary and Upper Primary Schools of Meghalaya



Source: Report on Appraisal of Annual Work Plans and Budget for 2010-11, Meghalaya, Page No.33

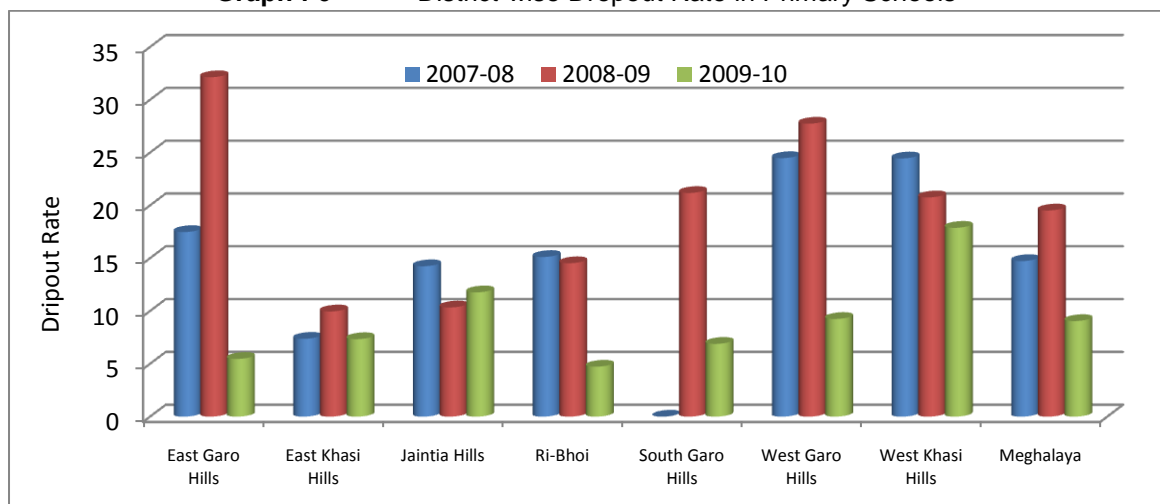
Table : 14 Dropout Rate for Primary and upper Primary Level in the State of Meghalaya

Year	Primary Level			Upper Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2006-07	11.14	10.72	10.93	39.19	40.52	39.81
2007-08	15.45	14.03	14.73	35.00	35.09	35.02
2008-09	20.63	18.41	19.52	36.14	34.36	35.25
2009-10	9.97	8.15	9.05	11.21	11.36	11.25

Source: Report on Appraisal of Annual Work Plans and Budget for 2010-11, SSA Meghalaya, Page No.33

The dropout rates at Primary and UP levels of last four years preceding 2009-10 was increasing (table 14). This rate has reduced drastically in the year 2009-10, as the GER increases and retention rate becomes more stabilized during later years of SSA intervention. Retention rate has gone up from only 24.23 in 2007-08 to 56.56 in the year 2009-10. In the year 2009-10, the dropout rate is lowest for Ri Bhoi district i.e. 4.73%, whereas it was 15.12% in the year 2007-08. Again the dropout rate for East Garo Hills was 17.48% in the year 2007-08, but in the year 2009-10 the rate is only 5.47% for primary level (graph 6).

Graph : 6 District-wise Dropout Rate in Primary Schools



Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No. 33

About 10%-15% of out-of-school children cite reasons for non-availability of schooling facilities in the vicinity for not showing any interest to go to school. As mentioned before a number of students are never enrolled in school as they or their parents are simply “not interested”. A lot of these children work at home or help their parents at work. Many times these children work for more than eight hours in a day. Usually they are not paid for helping out in these chores and tasks. A lot of urban dropouts say that failure to pass examinations results in discontinuing with their education.

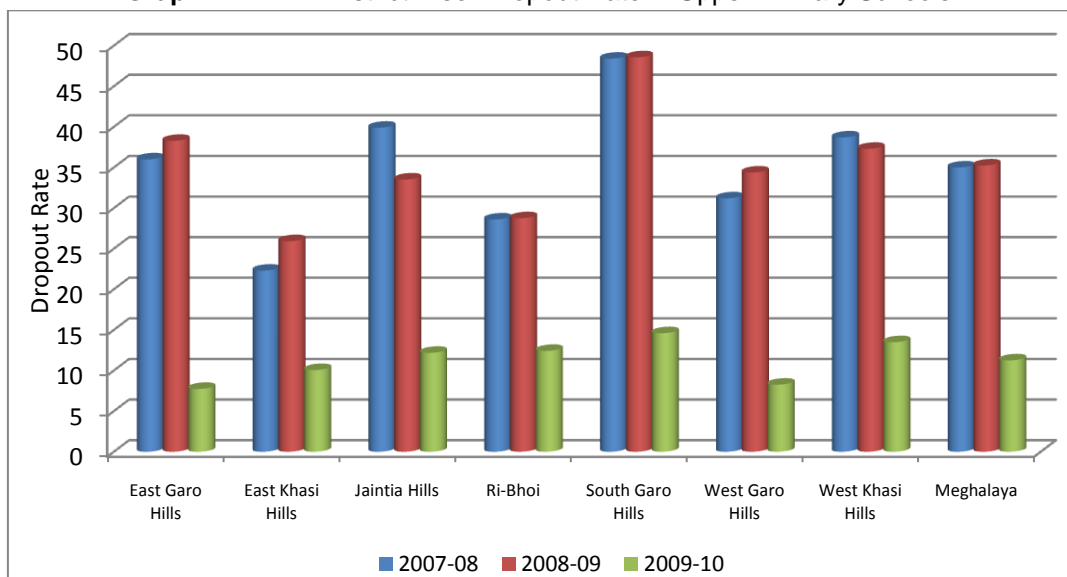
A multipronged approach through SSA/interventions at primary and UP level in the way of MDM, free text books, better trained and motivated teachers, more number of teachers at primary and UP levels, separate teachers for Mathematics and science subjects, better school infrastructure, close monitoring by BRC and CRC, increase in access ratio are some of the major factors for improvements in reduction of dropout rates while increasing the retention rates.

Table : 15 District wise Primary Dropout Rate

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	17.13	17.84	17.48	33.05	31.22	32.14	6.10	4.85	5.47
East Khasi Hills	8.50	6.29	7.37	11.3	8.62	9.96	7.66	7.02	7.34
Jaintia Hills	15.10	13.51	14.24	11.35	9.33	10.34	13.97	9.83	11.77
Ri-Bhoi	16.89	13.31	15.12	16.16	12.9	14.53	5.51	3.94	4.73
South Garo Hills	0.00	0.00	0.00	21.59	20.77	21.18	7.70	6.06	6.89
West Garo Hills	24.53	24.42	24.48	29.00	26.48	27.74	9.62	8.87	9.25
West Khasi Hills	26.02	22.87	24.45	21.95	19.57	20.76	19.25	16.50	17.88
Total	15.45	14.03	14.73	20.63	18.41	19.52	9.97	8.15	9.05

Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No. 33

Graph : 7 District wise Dropout Rate in Upper Primary Schools



Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No. 33

Table : 16 District wise Upper Primary Dropout Rate

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	35.30	36.70	36.00	39.23	37.33	38.28	9.42	6.10	7.74
East Khasi Hills	23.10	21.70	22.30	26.29	25.56	25.93	6.67	12.77	10.06
Jaintia Hills	37.20	41.90	39.90	32.54	34.5	33.52	11.58	12.64	12.18
Ri-Bhoi	29.20	28.00	28.60	28.98	28.55	28.76	11.88	12.89	12.42
South Garo Hills	48.70	48.10	48.40	48.66	48.48	48.57	15.65	13.88	14.60
West Garo Hills	29.60	33.60	31.20	38.19	30.56	34.38	8.50	8.03	8.26
West Khasi Hills	41.90	35.60	38.70	39.07	35.54	37.30	13.82	13.21	13.49
Total	35.00	35.10	35.00	36.14	34.36	35.25	11.21	11.36	11.25

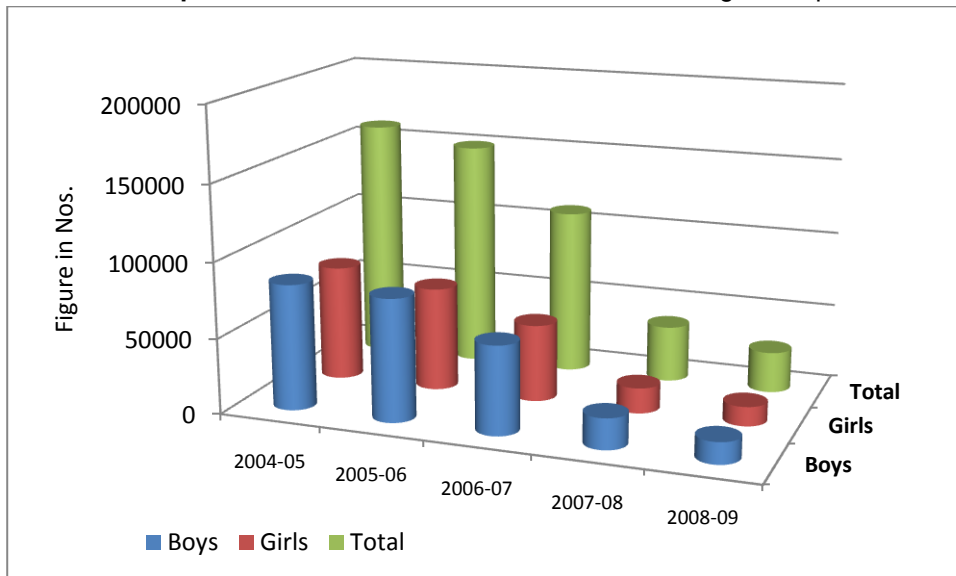
Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No. 33

4.1.8. OUT OF SCHOOL CHILDREN

Out of school children signifies the number of school going children who are not going to school or enrolled in school in any given year. The state of Meghalaya shows steady improvement in reducing the number of out of school children in the last few years from 160049 (2004-05) to 26734 (2009-10) (refer tables 17, 18, & 19). At the same time the number of total enrolment in the corresponding year in the state and well as in each district has been increasing. There is a direct co-relation between out of school children and enrolment of students.

Out of school boys and girls numbers have also been showing a steady drop over the years from 2005-06 to 2008-09 in both age groups (6-11) and (11-14). More focus is being given to girl children through SSA interventions, which has resulted in a drop in out of school girl status in each district from 2005-06 to 2008-09.

Graph : 8 Out of School Children in 6-14 Age Group



Source: Report on Appraisal of AWP&B 2006-07, SSA Meghalaya Page No. 37 & 75, for the year 2004-05 and 2006-07 and Report on Appraisal of AWPB 2008-09, SSA Meghalaya Page No. 22

Table : 17 Out of School Children (6-11)

(Figure in Nos.)

District	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
East Garo Hills	9957	5009	14966	9957	5009	14966	5603	4122	9725	2737	2455	5192	1103	1053	2156
East Khasi Hills	5012	5123	10135	1579	2058	3637	1913	2240	4153	891	574	1465	369	266	635
Jaintia Hills	9864	7765	17629	8131	5869	14000	5020	3265	8285	1504	1041	2545	1297	876	2173
Ri-Bhoi	4722	5146	9868	4086	3770	7856	3982	2993	6975	990	779	1769	534	499	1033
South Garo Hills	1713	2254	3967	1922	2459	4381	4241	3977	8218	2269	1919	4188	2245	2241	4486
West Garo Hills	14749	17292	32041	16831	15874	32705	10069	10071	20140	1916	1622	3538	855	703	1558
West Khasi Hills	3450	4006	7456	5081	4234	9315	1553	1875	3428	1721	1271	2992	1244	1230	2474
Meghalaya	49467	46595	96062	47587	39273	86860	32381	28543	60924	12028	9661	21689	7647	6868	14515

Source: Report on Appraisal of AWPB 2006-07, SSA Meghalaya Page No. 37 & 75, for the year 2004-05 and 2006-07 and Report on Appraisal of AWPB 2008-09, SSA Meghalaya Page No. 22 for 2005-06, 2007-08 & 2009-10

Table : 18 Out of School Children (11-14)

(Figure in Nos.)

District	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
East Garo Hills	10015	9234	19249	10015	9234	19249	3183	2956	6139	1069	1008	2077	436	333	769
East Khasi Hills	3604	3998	7602	3604	3998	7602	4163	4301	8464	1337	849	2186	349	270	619
Jaintia Hills	5744	3594	9338	6564	4138	10702	2987	1200	4187	1684	1275	2959	1364	1033	2397
Ri-Bhoi	2503	2347	4850	3143	2884	6027	3188	2839	6027	549	660	1209	419	380	799
South Garo Hills	748	986	1734	1522	1239	2761	4294	3705	7999	899	833	1732	2413	2208	4621
West Garo Hills	9754	7943	17697	6888	6357	13245	3204	3280	6484	1357	1269	2644	423	488	911
West Khasi Hills	1548	1969	3517	1905	1641	3546	5166	4246	9412	1502	1236	2738	1216	1182	2397
Meghalaya	33916	30071	63987	33641	29491	63132	26185	22527	48712	8397	7130	15545	6620	5894	12513

Source: Report on Appraisal of AWPB 2006-07, SSA Meghalaya Page No. 37 & 75, for the year 2004-05 and 2006-07 and Report on Appraisal of AWPB 2008-09, SSA Meghalaya Page No. 22

Table : 19 No. of Out of school children in the State of Meghalaya

Year	No. of Out of school children
2004-05	160049
2005-06	149992
2006-07	109636
2007-08	37231
2008-09	27028
2009-10	26734

Source: State Schedule, SSA Meghalaya

4.1.9. COMPLETION RATE

This rate indicates the total number of students completing the final year of primary and secondary education, regardless of age expressed as a percentage of the population of the official primary or secondary graduation age.

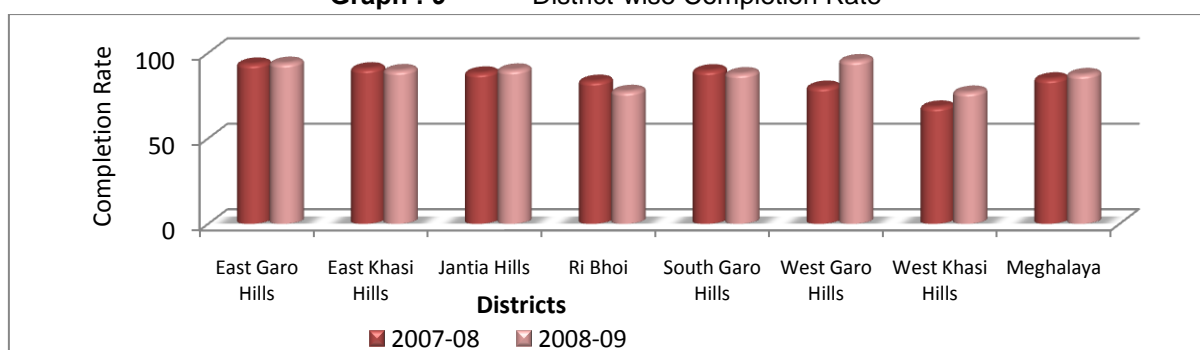
Table : 20 Completion Rate

District	2007-08	2008-09
East Garo Hills	93.51	93.98
East Khasi Hills	90.72	89.68
Jantia Hills	88.28	90.03
Ri Bhoi	83.46	77.51
South Garo Hills	89.58	87.87
West Garo Hills	80.00	95.50
West Khasi Hills	68.37	77.08
Meghalaya	84.85	87.37

Source: Report on Appraisal of AWPB 2008-09, SSA Meghalaya, Page No. 22

As can be seen from the table above (table 20), the completion rate for 2007-08 is 84.85 for the state of Meghalaya and it increases to 87.37 in 2008-09. Although the increase is marginal, it is a positive step towards SSA's objective to enhance the ratio at helping students complete a school year. East Garo Hills had the highest ratio in 2007-08 and West Khasi Hills had the lowest ratio at 68.37. Motivating students and teachers, increase in schools within a vicinity and up-gradation in education facilities, introduction of schemes like mid-day meal etc, students are showing keenness towards completing their school year. This has resulted in West Garo Hills showing a high jump in ratio in 2008-09, from 80.00 to 95.50, at this rate even surpassing previous year's East Garo Hills. On the same success path, West Khasi Hills shows a rapid improvement in the ratio at 77.08.

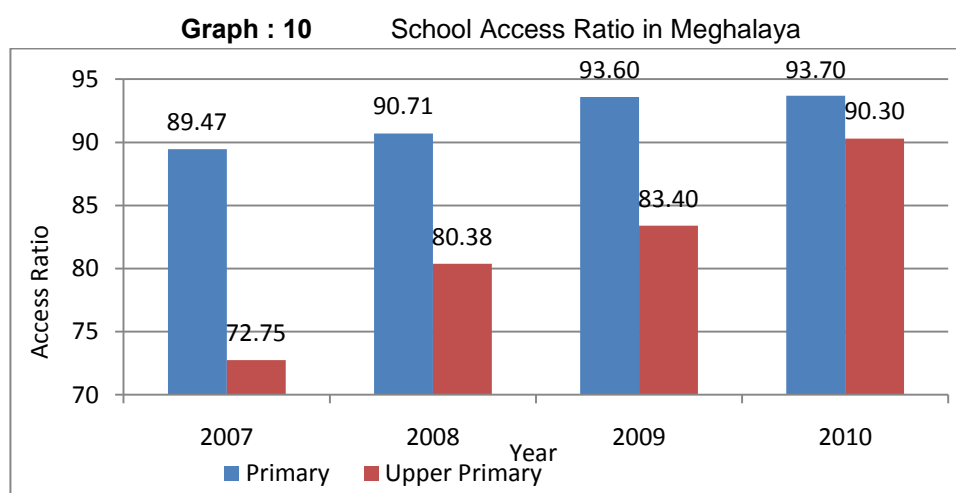
Graph : 9 District-wise Completion Rate



Source: Report on Appraisal of AWPB 2008-09, SSA Meghalaya, Page No. 22

4.1.10. ACCESS RATIO

In order to get students to attend school, one of the key interventions planned within SSA norm, was to increase the number of schools, upgrade EGS centres into primary and the primary schools into Upper Primary schools. SSA norms asked for primary schools to be located within one km reach of the designated habitations and for Upper primary schools within three km reach of habitations. Most students surveyed from sample schools were of the opinion that they are travelling within these distances to attend their respective schools. Access ratio for both primary and upper primary schools in each district is high at above 90 as of year 2010. This figure has grown substantially when compared with 2007 (graph 10). The state currently has 11468 schools demonstrating a 55% increase in the total number since 2004-05. Access ratio for primary and UP schools in each district is presented in the graph and table below (table 21).



Source: Data of 2007 & 2008 have taken from Annual Work Plan & Budget 2008-09 and Data of 2009 & 2010 have taken from Annual Work Plan & Budget 2010-11

Table : 21 Access Ratio

District	Access Ratio (Primary)				Access Ratio (UP)			
	2007	2008	2009	2010	2007	2008	2009	2010
East Garo Hills	92.95	96.58	96.58	96.58	64.96	81.94	85.30	95.00
East Khasi Hills	96.69	93.13	97.24	97.24	79.95	86.19	82.50	89.70
Jaintia Hills	91.37	92.50	97.74	97.74	70.32	70.32	80.10	80.10
Ri-Bhoi	89.75	90.54	90.54	90.54	95.05	95.05	95.00	98.60
South Garo Hills	63.43	92.28	88.54	88.54	57.06	78.17	79.10	88.00
West Garo Hills	91.85	91.85	91.84	91.70	73.22	73.22	77.80	88.70
West Khasi Hills	92.89	78.06	87.07	93.06	68.34	77.80	89.80	95.80
Meghalaya	89.47	90.71	93.60	93.70	72.75	80.38	83.40	90.30

Source 1. Data of 2007 & 2008 have taken from Annual Work Plan & Budget 2008-09, SSA Meghalaya
 Source 2. Data of 2009 & 2010 have taken from Annual Work Plan & Budget 2010-11, SSA Meghalaya

4.1.11. RETENTION AND TRANSITION RATE

Transition rate indicates the proportion of students proceeding on to the next level without dropping out a grade or school. The rate is calculated by taking those students who progress from the final grade of one level to the first grade of the next level, expressed as a percentage of those enrolled in the final grade of the preceding school year. Transition rate between 2007-08 and 2009-10 has been coming down. Between 2007-08 and 2008-09 the transition rate has fallen and within some districts it has fallen significantly such as in East Khasi and South Garo Hills. The rate

has started picking up in the year 2009-10 again (table 22). The huge dip in the rate in 2008-09 could be attributed to students either dropping out of school in these districts and some students were probably unable to cope with new teaching methods and may want to continue within the same grade and not move to upper primary level right away.

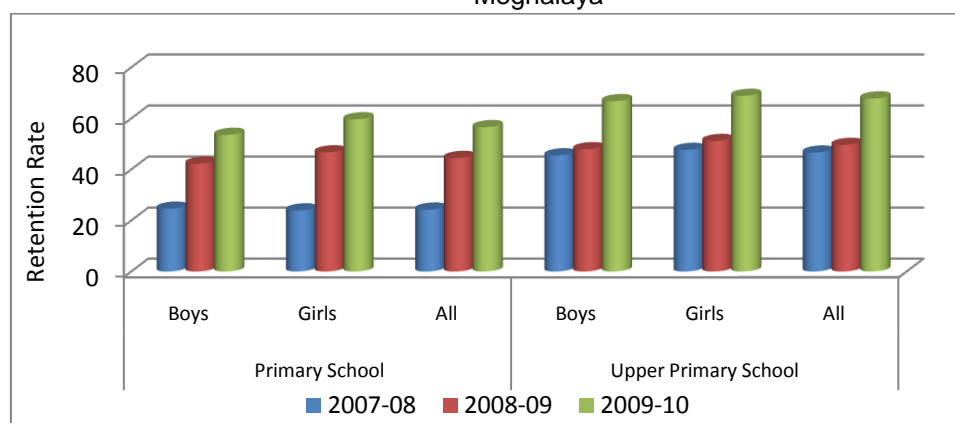
Table : 22 Transition Rate From Primary to Upper Primary Across Districts of Meghalaya

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	78.61	77.06	77.83	71.03	73.69	72.39	86.89	90.05	88.47
East Khasi Hills	90.25	90.58	90.43	86.26	88.73	87.59	85.99	87.50	86.80
Jaintia Hills	88.44	87.17	87.71	82.06	84.74	83.55	83.38	87.12	85.48
Ri-Bhoi	84.31	89.22	86.87	83.59	87.54	85.65	80.78	87.30	84.10
South Garo Hills	77.47	71.21	74.31	75.20	86.43	80.71	89.19	95.45	92.20
West Garo Hills	94.97	90.39	92.64	81.54	84.93	83.21	97.04	96.09	96.55
West Khasi Hills	82.38	88.83	85.69	78.76	83.09	81.07	82.52	86.34	84.10
Meghalaya	89.72	89.70	89.71	80.98	84.66	82.91	87.56	89.77	88.71

Source: Report on Appraisal of Annual Work Plan and Budget for 2010-11, SSA Meghalaya, Page No.36

If we correlate this to the Retention rate below (graph 11, tables 23 and 24), we come to understand that retention rate although low initially in the year 2007-08 for both primary and UP levels, it has been increasing steadily till 2009-10. This is a positive indicator when students are enrolled they continue in the school irrespective of whether they transit on to the next level or not. This correlates directly with the huge decrease in drop-out rate in 2009-10. On the same note we see (from the retention tables and drop-out tables), that with the steady increase in retention rates for both boys and girls, the drop-out rates in each gender has been decreasing. These are positive indicators for education in the state of Meghalaya and mark the achievement of SSA interventions within components.

Graph : 11 Retention Rate in Primary and Upper Primary Schools of Meghalaya



Source-AWP&B 2010-11,SSA Meghalaya, Page No.190 & 191

Table : 23 Retention Rate : Primary Level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	15.29	15.21	15.25	34.21	33.37	33.79	46.59	48.59	47.59
East Khasi Hills	38.24	40.21	39.28	60.56	73.37	66.86	66.38	74.88	70.59
Jaintia Hills	27.41	16.13	21.18	53.46	61.18	57.54	79.87	93.32	87.01
Ri Bhoi	31.51	26.63	28.91	53.36	60.21	56.66	57.06	65.21	61.1
South Garo Hills	4.12	5.12	4.63	47.77	46.17	46.99	50.52	53.79	52.11
West Garo Hills	24.07	24.48	24.28	33.26	34.46	33.85	51.76	54.51	53.11
West Khasi Hills	9.49	8.36	8.89	35.7	41.21	38.42	39.25	46.09	42.63
Meghalaya	24.59	23.91	24.23	42.25	46.68	44.46	53.54	59.63	56.56

Source: AWPB 2010-11, SSA Meghalaya, Page No.190

Table : 24 Retention Rate : Upper Primary Level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East Garo Hills	47.69	48.44	48.07	51.43	52.76	52.1	60.58	69.58	65.06
East Khasi Hills	55.84	60.1	58.09	53.08	53.01	53.04	72.51	70.65	71.5
Jaintia Hills	54.35	54.03	54.18	53.52	59.54	56.98	72.78	72.17	72.43
Ri-Bhoi	45.02	44.35	44.66	50.17	48.32	49.21	66.08	63.91	64.92
South Garo Hills	0.48	1.67	1.06	60.18	56.15	58.15	52.74	57.06	54.87
West Garo Hills	47.46	50.77	49.11	48.65	53.8	51.27	68.34	71.67	69.98
West Khasi Hills	28.06	27.47	27.75	29.91	37.55	33.78	60.91	64.23	62.68
Meghalaya	45.49	47.63	46.60	47.90	51.13	49.59	66.73	68.82	67.82

Source: AWPB 2010-11, SSA Meghalaya, Page No. 191

4.1.12. PUPIL TEACHER RATIO (PTR)

There has been an improvement in PTR in Meghalaya through SSA interventions (refer table 25). As the number of students' enrolments increased, so did the number of teachers. SSA lays down the guidelines for pupil-teacher ratio. Additional teachers have been recruited to meet the demand of the growing number of children in school. As can be seen from the tables below, the pupil teacher ratio in the primary level has been decreasing albeit at a lesser rate than in upper primary. Students are interested in learning more when they have their teacher's attention and this can only happen when any teacher has fewer students in her class. She is able to give more focused and undivided attention and will be able to relate to both personal and educational development of the children. This is also better for the growth of the teacher, to put her/his training and teaching methods into practice, to hold the attention of students and grow individually in her/his teaching career.

Table : 25 Pupil Teacher Ratio in Meghalaya

Year	Educational Standard	
	Primary	Upper Primary
2004-05	1:27	0
2005-06	0	0
2006-07	1:28	0
2007-08	1:28	1:22
2008-09	1:29	1:19
2009-10	1:15	1:10

Source: State Schedule, SSA Meghalaya, Page No.17

For primary level, the ratio was 1:27 in the year 2004-05. But in the year 2009-10 PTR is 1:15 for the same level. The pupil teacher ratio for the state as a whole is good both in primary (1:15) and upper primary level (1:10). However there are many schools in the state where still, the pupil teacher ratio is more than 40. It means the number of students per teacher in a school is more than 40. As can be seen, the number of the schools where PTR is greater than 40 has been decreasing with SSA interventions. This is great news for students, parents of students as well as teachers and the whole school system in general. A student finds a subject or school interesting when he is motivated with the teachers and his/her teaching skills. Students enjoy studying if the teacher finds time to give enough attention to the pupil. In the year 2006-07, the total number of schools (both primary and upper primary) in the state was 796 where the PTR was more than 40. But the number has decreased to 471 in the year 2009-10 (40.83%). The numbers of such schools have decreased near about 40.38% for primary and 44.11% for upper primary in the year 2009-10 as compared to the year 2006-07 (refer table 26).

Table : 26 No. of School having PTR>40 in the State of Meghalaya

District	Total No. of Schools having PTR>40											
	2006-07			2007-08			2008-09			2009-10		
	P	UP	E	P	UP	E	P	UP	E	P	UP	E
East Garo Hills	120	22	142	121	13	134	53	10	63	51	8	59
East Khasi Hills	56	35	91	56	34	90	53	26	79	70	20	90
Jaintia Hills	33	6	39	19	7	26	32	5	37	25	4	29
Ri-Bhoi	36	8	44	46	9	55	50	11	61	68	10	78
South Garo Hills	33	0	33	40	3	43	10	2	12	16	0	16
West Garo Hills	301	19	320	209	24	233	183	16	199	133	9	142
West Khasi Hills	115	12	127	82	14	96	72	11	83	51	6	57
Total	694	102	796	573	104	677	453	81	534	414	57	471

Source: Report on Appraisal of Annual Work Plans and Budget for 2010-11, SSA Meghalaya, Page No.37, NB: P-Primary, UP-Upper Primary, E-Elementary

As of 2009-10 there are only 4% schools that have a PTR greater than 40 both in primary and upper primary level. This has been halved (earlier 8% in the year 2006-07) within a span of three academic years. This demonstrates that SSA interventions are being implemented rapidly and the impact of these interventions' results is being felt by students, teachers and parents throughout the state.

In Jaintia Hills and West Khasi Hills districts, the percentage of PTR more than 40 is best (2%) as compared to other districts. This could be due to less number of school going children in the districts with a good recruitment of teachers. Hence focus on students' education and growth increases in these two districts. The rest of the districts carry a large school going children population and enrolment. Although more and more teachers are being recruited in the rest of districts, the decrease in pupil-teacher ratio is gradual, although it is trying to match pace with state average.

Table : 27 Percentage of School having PTR>40 in the State of Meghalaya

District	% of Schools having PTR>40											
	2006-07			2007-08			2008-09			2009-10		
	P	UP	E	P	UP	E	P	UP	E	P	UP	E
East Garo Hills	9	6	8	6	2	6	5	3	4	4	2	4
East Khasi Hills	5	14	7	5	10	6	3	4	3	4	3	4
Jaintia Hills	8	8	8	3	4	4	3	1	2	2	1	2
Ri-Bhoi	2	2	2	3	2	3	7	4	6	9	4	8
South Garo Hills	5	0	4	6	1	5	2	1	2	3	0	2
West Garo Hills	20	4	16	13	4	10	9	3	8	7	1	6
West Khasi Hills	13	4	11	9	4	8	4	2	4	3	1	2
Total	9	5	8	7	4	6	5	3	4	5	2	4

Source: Report on Appraisal of Annual Work Plans and Budget for 2010-11. SSA Meghalaya, Page No. 37
 NB: P-Primary, UP-Upper Primary, E-Elementary



Students at Baldora Reserve Gittim UPG
 SSA Primary School, Tura Urban, West
 Garo Hills

4.1.13. OPENING UP OF NEW SCHOOLS AND EGS/AIE SCHOOLS

To reduce the rate of out of school children, as per revised norms of SSA several interventions have been planned.

4.1.13.1. OPENING OF NEW SCHOOLS AND UP-GRADATION OF EGS SCHOOLS

1. *Enhance access to school from villages and habitation:* Earlier habitations were at a distance from both primary and upper primary schools, but with opening of new schools and up-gradation of EGS school into primary as well as up-gradation of primary school into upper primary schools, students' accessibility to school and education facilities have increased. Enhancing a community's participation in the school occurs with availability of necessary infrastructure in any vicinity. In almost all districts more than 85 percent of the habitations have Primary schools within one km and more than 90 percent habitations have UP schools within 3 km. As per state annual work plan & budget 2004-05 report of Meghalaya, there were 5851 Primary schools and 1559 Upper Primary schools. Currently the number of primary schools is 8179 and the number of Upper Primary is 3289, putting the total number of schools at 11468. The upper primary schools are more than double in number in comparison to 2004-05 and about 90% of habitations can access these schools within the specified SSA norm.

2. SSA interventions also look at hiring education volunteer (EV), alternative teaching model facilities through AIE (Alternative and Innovative Education), residential AIE intervention such as bridge courses, remedial courses and back-to-school camps. EGS centres has been steadily rising in number over the past four years (from 2006-07) to (2009-10). EGS centres are being constantly upgraded and equipped to handle the demands of students.

Table : 28 EGS and Up Gradation (Figures in Number)

District	2005-06		2006-07		2007-08		2008-09		2009-10	
	No. of EGS Centre	Upgraded new EGS Centre	No. of EGS Centre	Upgraded new EGS Centre	No. of EGS Centre	Upgraded new EGS Centre	No. of EGS Centre	Upgraded new EGS Centre	No. of EGS Centre	Upgraded new EGS Centre
East Garo Hills	280		210	103	179		119	161	89	241
East Khasi Hills	213		110	70	110		40	173	18	195
Jaintia Hills	470		400	70	355		253	217	225	245
Ri-Bhoi	159		119	40	60		10	149	0	159
South Garo Hills	241		201	40	147		82	159	60	211
West Garo Hills	377		270	107	242		162	215	100	277
West Khasi Hills	224		154	70	104		34	190	0	224
Total	1964		1464	500	1197		700	1264	492	1552

Source 1: Annual Working Plan & Budget 2007-08, 2010-11, 2008-09, 2006-07, SSA Meghalaya

Source 2: Report on Appraisal of Annual Work Plans & Budget for 2006-07, SSA Meghalaya

As seen from table 28, number of EGS centres are decreasing at a fast pace, hence matching with the goals of SSA, where EGS centres are to be upgraded to primary schools.

4.1.14. NIGHT SCHOOL/DORMITORY SCHOOL

Presently there are no dormitory schools in any of the districts in Meghalaya. There is one night school in South Garo Hills, Baghmara Block, Bolsal Ading CRC – Baghmara. This Night School started in 1996 and imparts education to more than 70 students.

Most stakeholders are of the opinion that night school is necessary. Many households suffer from poor socio-economic condition. School going children of such households either do not join school or drop-out. Hence introduction of night schools is a necessity to enable students from such backgrounds to pursue their studies further. This will enhance the education scenario and literacy rates positively in the state. Stakeholders are of the opinion that to start with, at least every block should have one night school. Education not only makes these children literate but also enhances their employable skills in the job market.

4.1.15. KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

The concept behind KGBV is to reach out to girls belonging to SC/ST/OBC and other minorities by providing a residential school with quality formal education. KGBV also looks at reaching out to adolescent girls who are unable to travel long distance or reside in remote areas. Currently there are two such schools in West Garo Hills that have helped to mainstream girls in Upper primary formal schools,

In West Garo Hills, under Rongram BRC, a KGBV was established in 2006 at Jengjal. This center is managed by Bakdil NGO in association with St. Antony's Mission of Jengjal. It is working with

60 adolescent ST girls. The KGBV centre at Jengial provides free uniform and free food at Rs.750/per student as maintenance cost. Each student is given a monthly stipend of Rs.50.

In 2009, the student intake at KGBV model school, Dadenggre BRC was 50. Currently the school has increased this number to 100 ST girls and is being managed through SSA.

4.1.16. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)

This programme has been carried out in only one Education Block in the year 2006-07. The programme was also discontinued in the same year as the Gender Parity (GP) Index was higher than the National Index.

4.1.17. EDUCATION OF CHILDREN WITH SPECIAL NEEDS (CWSN)

SSA focuses on increasing access, enrolment and retention of all children as well as improving the quality of education. SSA programme can realize its objectives if all children including CWSN are included under the ambit of elementary education. Experiences of programmes like DPEP have shown that with adequate support services, CWSN can be provided quality education, in regular schools.

CWSN have often been marginalized on account of their disability, lack of awareness on the part of the community about their potential, apprehensions on the part of the teachers to teach such children and a general societal attitude of sympathy towards such children focusing more on what they cannot do rather than on what they can do.

Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for educating CWSN. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education. To step up its' efforts in recruitment of CWSN into regular schools, SSA has looked at taking the help of VEC. VEC or School Management Committee helps in survey and identification of CWSN in the region. These children are then enrolled in school. SSA interventions have made several arrangements to increase the access of CWSN to school and its facilities such as ramps for wheelchair etc.

Table : 29 Children With Special Need (CWSN) in Meghalaya

Year	No. of CWSN Identified	No. of CWSN Enrolled in School	% of CWSN Enrolled
2005-06	8603	4959	57.64
2006-07	9306	3477	37.36
2007-08	8572	5454	63.63
2008-09	8842	7646	86.47
2009-10	9224	7496	81.27

Source: State Schedule, SSA Meghalaya

The emphasis while enrolling CWSN into regular schools is to retain them in the same school, unless it is absolutely necessary for them to be referred to special schools. Teacher training, community awareness, support of NGO's through workshops and seminars, provision of aids and appliances etc are some of the ways to fulfil education department's ambition for "inclusive education". The progress so far has been low in providing adequate facilities starting with aids and appliances.

SERVICE TO CWSN STUDENTS THROUGH MEDICAL CAMP

The District Unit Team at William Nagar, East Garo Hills district has identified 1083 Children with Special Needs in the age group of 6-14 years. Though Assessment Camps were organized and the number of CWSN identified, all CWSN are yet to receive Aids and Appliances. The district has been working towards ensuring such children a place in the mainstream by providing them with aids and appliances. Aids and appliances will increase CWSN's accessibility to education and educational facilities. So far 863 CWSN have been enrolled and as of 2008-09, 126 Aids and Appliances have been distributed. A lot more needs to be done at a rapid pace to enhance education accessibility of CWSN.



Orthopedically Challenged school children examined by expert doctor in William Nagar, East Garo Hills district



Vision Camp organized in District Head quarter, East Garo Hills

4.1.18. PHYSICAL AND FINANCIAL

4.1.18.1. PHYSICAL PROGRESS OVER THE YEARS

Table : 30 Consolidated Progress Report for AWP&B (Annual Work Plan and Budget) (2010-11)

Interventions	Total Approved (up to 2009-10)	Achievement (Completed/Coverage up to 31 March, 2010)	% Achievement
Primary School Opening	2149	2149	100
Upper Primary Opening	1701	1669	98
Teachers' Recruitment	3392	3392	100
Primary School Building	1803	1221	68
Upper Primary School Building	665	465	70
Additional Class Room(ACR)	5112	2582	51
Drinking Water Facility	2971	2971	100
Toilet Facility	850	850	100
KGBV Functional	2	2	100

Table : 30 Consolidated Progress Report for AWP&B (Annual Work Plan and Budget) (2010-11)

Interventions	Total Approved (up to 2009-10)	Achievement (Completed/Coverage up to 31 March, 2010)	% Achievement
KGBV Building Construction	2	1	50
Progress on inclusive education	34211	34211	100
Progress on NPEGEL	7027	7027	100

Source: Report on Appraisal of Annual Work Plans and Budget for 2010-11, SSA Meghalaya

Table : 31 Percentage of PAB Approved Physical Achievement Under SSA Activities in Meghalaya

Activities	2006-07	2007-08	2008-09	2009-10
New Schools Opening	100	100	48	100
New Teachers Salary		117	101	89
Teachers Grant	100	100	98	100
Block Resource Centre (BRC)/UBRC	100	100	100	100
Cluster Resource Centres	88	100	100	100
Teachers Training	69	89	83	49
Interventions for OOSC	99	100	26	64
Remedial Teaching	41	100		68
Free Text Book	100	100	100	100
Interventions for CWSN (IED)	100	100	82	93
Civil Works			56	
Teaching Learning Equipment (TLE)	100	100	100	99
Maintenance Grant	0	0	64	90
School Grant	100	100	79	100
Research and Evaluation	44	100	79	30
Management & Quality			51	
Innovative Activity			36	39
Community Training	100	100	49	75
Total of SSA (Districts)	96	99	88	93
Grand Total	96	99	88	93

Source: Report on Appraisal of Annual Work Plans & Budget for 2006-07, 2007-08, 2008-09, 2009-10, & 2010-11, SSA Meghalaya

4.1.18.2. FINANCIAL PROGRESS OVER THE YEARS

Table : 32 Percentage of Financial Achievement of SSA Activities in Meghalaya

Activities	2005-06	2006-07	2007-08	2008-09	2009-10
New Schools Opening	118				
New Teachers Salary		100	109	100	98
Teachers Grant	97	100	100	98	101
Block Resource Centre (BRC)/UBRC	88	100	96	100	119
Cluster Resource Centres	68	93	96	100	93
Teachers Training	44	34	93	68	28
Interventions for OOSC	57	96	100	44	39

Table : 32 Percentage of Financial Achievement of SSA Activities in Meghalaya

Activities	2005-06	2006-07	2007-08	2008-09	2009-10
Remedial Teaching		41	100		71
Free Text Book	43	100	100	100	0
Interventions for CWSN (IED)		100	100	84	81
Civil Works	20	95	56	51	46
Teaching Learning Equipment (TLE)		100	100	100	72
Maintenance Grant	0	0	0	95	96
School Grant	100	100	100	100	98
Research and Evaluation	78	32	100	82	63
Management & Quality	84	81	92	50	44
Innovative Activity	6	100	47	32	20
Community Training	87	100	100	49	105
Total of SSA (Districts)	59	90	78	66	55
State Component	82	70	21	55	55
KGBV			100	41	54
Grand Total	59	90	77	65	55

Source: Report on Appraisal of Annual Work Plans & Budget for 2006-07, 2007-08, 2008-09, 2009-10, & 2010-11, SSA, Meghalaya

4.1.18.3. RELATIONSHIP BETWEEN PHYSICAL ACHIEVEMENT AND FINANCIAL EXPENDITURE

Physical progress for Additional Classrooms shows 51% achievement (table 30) as it falls under civil works. Such is the case with KVBV construction as well. Two factors; lack of coordination and convergence are inhibiting the progress in these areas for stakeholders to reap true benefits.

4.1.19. TEACHER STRENGTH

To increase the number of teachers in primary and Upper primary schools has been one of the major aims and norms of SSA intervention. This was to be done with the objective of decreasing the pupil-teacher ratio, thus enhancing student attention of teachers to promote more focused teaching. Prior to SSA intervention, schools had a huge shortfall of teachers. The teachers who were teaching at that time were mostly untrained. SSA implementation saw that schools with only one teacher were given the grant to appoint new teachers. At the same time EGS volunteers with requisite training were promoted as teachers.

Table : 33 Number of Teachers in All School Category

Year	Male	Female	No Response	Total
2004-05	12503	12475	385	25363
2005-06	12535	12611	299	25445
2006-07	14468	15315	90	29873
2007-08	16939	17674	39	34652
2008-09	18636	20040	37	38713

Source: State Elementary Education Report Card, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Table : 34 Percentage of Female Teachers in All School Category

Year	Female Teachers (in %)
2004-05	49.19
2005-06	49.56
2006-07	51.27
2007-08	51.00
2008-09	51.77

Source: State Elementary Education Report Card, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

The number of teachers at primary level has grown by approximately 52% to a total of 38713. This growth in teacher strength is seen across both primary and Upper primary levels. It has also helped to train teachers, thereby increasing the trained teachers at primary level up to 82.65% in sharp contrast to only 24% in the year 2003-04. Currently, 78% of teachers are trained at the Upper primary level in contrast to only 1.25% trained teachers at this level in the year 2003-04 (refer section on teacher training 4.1.20.1).

Gender Parity Ratio of teachers: There were 20040 female teachers in Meghalaya in 2008-09. Female teachers constitute almost 51% of the total teacher population bringing a strong gender parity ratio at 1.08.

Table : 35 Gender Parity of Teachers

Year	Gender Parity of Teachers
2004-05	1.00
2005-06	1.01
2006-07	1.06
2007-08	1.04
2008-09	1.08

Source: State Elementary Education Report Card, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09



Dambuk Aga Model Govt. Primary School Village Dambuk Aga -teachers are engaged GIS Mapping Rongara Block, South Garo Hills District

4.1.19.1. SKILL MIX

The teachers that are being trained have been equipped with training, knowledge and skills to deal with both community and student concerns. This type of modern and up-to-date training is helping teachers to handle multiple activities. Innovative activities and non conventional way of teaching have helped to attract students to come to school, improve retention and reduce drop-out rate. At the same time, a SSA's key aim to reach out to girl children and backward and remotely placed communities are being met by training teachers with Life Skills Education. Teachers are also being trained to address issues with student psychology and felt needs of CWSN. Through SSA, teachers are being equipped with knowledge to work as community teachers and participants to enroll students and reduce the drop-out rates. Help in preparation of school information i.e. DISE (District Information System for Education) report is now a duty of the teachers. The state government has been given special emphasis for computer education and training of teachers. The State's response for computer education had launched the operation "e" empowerment to provide computer aided learning to Upper primary schools in all the districts. In the first phase 132 Upper Primary schools are provided with Desktop computer. Training of teachers on computer aided learning has been completed in the state.

4.1.20. TLE/TLM

Teaching Learning Materials (TLM) is an important vehicle that helps in delivering the curriculum to children in the classroom. Teaching learning materials include a wide array of items such as textbooks, work books, teachers' guides, teaching aids, learning aids (concrete material), educational kits, supplementary reading material, usable blackboard, etc which are either directly or indirectly used by the teacher and/or children in the classroom. Out of all the above mentioned materials, it has been observed that the textbook is the main or sometimes the only tool which is available and is being used for teaching learning. Since teaching learning material plays a crucial

role in actual curriculum transaction both at the primary and the upper primary grades, it becomes necessary to assess the type, availability, suitability and usability of existing materials.

This exercise becomes all the more necessary in view of the provision for an annual grant of Rs.500 to every teacher for the purpose of purchasing and developing teaching learning materials under SSA. To ensure proper use of this grant by each and every teacher, certain basic issues are supervised and monitored by concerned CRC or BMC. Under TLM, the BRC had financial achievement of 87% and CRC has an achievement of 83% in the year 2009-10. Under TLE there has been a financial achievement of 72% for New Primary and New Upper primary schools in the 2009-10.

Table : 36 Sample Students Response on Teachers Making Use of Blackboard
(Figure in %)

District	Always	Most of the times
East Garo Hills	59.62	40.38
East Khasi Hills	78.57	21.43
Jaintia Hills	74.11	25.89
Ri-Bhoi	63.54	36.46
South Garo Hills	65.15	34.85
West Garo Hills	60.78	39.22
West Khasi Hills	79.68	20.32
Overall	69.34	30.66

Source: DJRC Primary Survey for SSA Meghalaya, 2010

From all sample schools visited it was found that different teaching Aids are prepared by teachers with the use of TLE/TLM grants. In most schools, SSA arranges for learning materials and equipments to be provided to schools. Posters, maps, globes, microscopes, supplementary reading materials and other valuable equipments are being used by children in all sample schools. Low cost teaching aids are also being encouraged to be used by teachers.

Teaching Learning Equipment (TLE) improves the quality of teaching in schools. TLE is especially useful to teach weak students or students who take time to understand any subject. Intelligence questionnaires (I.Q.) for students are developed through teaching learning equipment. Teaching aids and equipments are being researched to be used in subjects such as mathematics, science (scientific Instrument- microscopes etc), physical and environment study materials, Geography Materials i.e. globe, maps and other equipment pertaining to curriculum support

Table : 37 Percentage of Teachers Using Charts, Posters While Teaching (Views of Students)

District	Always	Most of the times	Rarely
East Garo Hills	9.62	73.08	17.31
East Khasi Hills	8.57	74.08	17.35
Jaintia Hills	9.29	75.54	15.18
Ri-Bhoi	7.29	79.17	13.54
South Garo Hills	6.67	73.64	19.70
West Garo Hills	5.88	76.08	18.04
West Khasi Hills	7.26	80.65	12.10
Overall	7.86	76.27	15.87

Source: DJRC Primary Survey for SSA Meghalaya, 2010

materials. Due to introduction of TLE the students passing out rates has been increased. The non-conventional way of teaching through TLE (refer table below for use of TLE – mostly using it at 82% of the time) helps to broaden a student's outlook and performance. TLM grant under BRC for 2011 is 3.90 lakh and under CRC 13.14 lakh. Provision for TLE grant for year 2011 is 336.30.

Although there is a TLE/TLM grant provisioned through SSA, there seems to be no aid in advancing teaching medium such as computer aided learning, web based learning, videoconferencing especially needed for Upper primary levels. While training teachers from time

to time is important, it becomes necessary for teachers to learn new technologies (Computer aided learning/web based learning etc). This has not yet been witnessed in the state of Meghalaya. From sample survey it is found that around 97% of the sample schools have blackboards and students say that teachers use them almost 70% of the time frequently to teach. Students also say that teachers use charts, diagrams and posters most of the time to demonstrate concepts.



TLM Materials – Globes at Kirisingh Syiem Memorial School, Myllem Block, East Khasi Hills



TLM Materials at Office Paradise English Medium UP School Karukol Adingre Baghmara Block, South Garo Hills

4.1.20.1. TEACHERS' TRAINING

Teachers training level has substantially increased in the year 2009-10 over 2003-04, with 78% teachers trained at UP level and 82% trained at Primary level, in respect to only 1.25% in Upper primary level and 24% in Primary level in year 2003-04. This massive change and up-gradation of teachers has been brought about by setting up BRCs and CRCs. It is at these centers, that teachers, old, new and promoted (from volunteer or EGS), receive in-house or residential training. Several aspects are covered in the training program including gender sensitization, new curriculum, new teaching methodology, technology and computer skills. Under the capacity development of teachers some short term and medium term courses are being introduced for teachers. Besides this, technical training on computer education, language, community awareness, institutional planning and management training for head teachers have also been introduced. These short term courses can range from 20 to 60 days depending on course content.

The CEP professional course under IGNOU is a SSA facilitated medium term course aimed mostly at untrained teachers. The training expense per teacher under this program is Rs.3030. So far 2944 teachers have undergone the CEP training course at IGNOU, out of which 1324 are Primary and 1620 are Upper Primary teachers.

Some of the following steps by the Education department of Meghalaya (through DERT) have been taken to ensure that teachers are updated in training and at the same time on par with the benchmark set for intake of new recruits:

1. From 2004 the minimum qualification for primary school teacher had been prescribed as Class XI1 Passed. The practice of appointing untrained teachers first and deputing them for training at Teacher Training Institutes later on, however, needs to be addressed. The State has also conducted the Special Eligibility Test Examination in 2006 where aspiring teachers who have passed Class XII have to pass this examination to make themselves eligible to teach in Elementary Schools.

2. Teacher Education is a continuous process and its pre-service and in-service components are inseparable. Also the standard of education depends largely upon the efficiency and motivation of teachers. It will be necessary to upgrade the professional competence of teachers through provision of regular and adequate training facilities. Arrangements will have to be made so that teachers are oriented/trained once every three years to update their skills and knowledge of content.
3. Teachers' level of competency, in turn, depends largely on two aspects, pre-service education and the in-service training they have been exposed to before and after joining the teaching profession. At times, teachers have had no pre-service education or are not adequately prepared to face the new challenges in the classrooms. The curriculum reform and development of new sets of textbooks in the states demand proper training of teachers to cope up with the new developments.
4. In view of the above, in-service training becomes a necessity. It is important to find out if a comprehensive training plan has been developed by the district for the training of various categories of teachers - new, already in service, headmasters, para-teachers, etc.
5. The present system of data collection and processing has to be modernized so that up-to-date data are readily available for all planning purposes to be carried out at the District level. The process of evaluation and monitoring also needs reorganization and strengthening.
6. EDUSAT (Educational Satellite) Network Hub cum Studio, partly an ISRO initiative was inaugurated and launched in the DERT on the 30th June, 2008 with the objective of reaching high quality and up to date Educational Programmes to 50 Higher and Secondary Schools and Teacher Training Institutes of the State.
7. The State Education Policy for Meghalaya was approved by the State Cabinet on 19th January, 2009 with one of the vision statements of the document being related to Teacher Education, wherein a two pronged approach to tackle the backlog of Un-trained teachers in the State has been envisioned; to recruit only Trained teachers in the future and to step up the process of the training of Un-trained teachers through the DIETS.

4.1.20.2. TEACHERS' REMUNERATION

SSA provides incentive and honorarium to ECCE Educational Volunteers, EGS volunteers, Para teachers and SSA teachers. Currently ECCE Educational Volunteers are given a monthly honorarium of Rs.1100 per month and EGS volunteers are paid monthly salary of Rs.1500 per month. Since 2001-02 until 2007-08, both primary and Upper primary school teachers were paid a monthly salary of Rs.1500 only. In 2008-09, this figure doubled. However, SSA gave a massive jump in salary increase starting 2009-10, with primary school teachers being paid Rs.6000 per month and Upper primary school teachers being paid Rs.7000 per month. The head teachers are also paid the same amount in new primary and UP schools. Assistant teachers are paid a monthly honorarium of Rs.6000. This increase has motivated teachers to a large extent to continue in the profession in a dedicated manner.

4.1.20.3. LEAVE FOR TEACHERS

Schools work on a five work day policy with Saturday and Sunday being holidays. All national, state and local holidays are also holidays for teachers. In addition to this schedule teachers are entitled to a maximum of 15 days as Casual Leave in a year.

4.1.20.4. INCENTIVE TO TEACHERS

Secondary school teachers get award for best performance. Primary and Upper primary Government school teachers will draw monthly pension after retirement and GPF (at once) with their retirement. Non government school teachers are getting Contributory Provident Fund (CPF) (at one time).

4.1.20.5. INCENTIVE TO STUDENTS

In order to increase the enrolment of students in school, increase the retention rate and reduce the dropout rates, incentives of various nature are being given to students. Free text books, notebooks, stationary, MDM, attendance scholarships to boys and girls and other state scholarships are various incentives that are a mix of material, monetary and awards. This drive enables and to a large extent ensures students to come, stay and perform in school. The whole idea of learning is not just to come to school, but to perform and broaden their outlook while receiving appreciation for their good work.

4.1.20.6. DRESS

Many states in India provide free dress materials or uniforms to girl children. Some states are also providing them to both boys and girls. Many students are unable to afford school uniforms; hence they do not go to school at all. As per DISE, 1976 primary students and 1230 upper primary students availed free uniform in 2009-10. However this is only in private and missionary schools of Meghalaya. Till now, SSA has not made any intervention in providing dress materials to students in the state.

4.1.20.7. BOOKS

Under the SSA scheme, students have been provided free text books and work books in primary and upper primary students. The course curriculum is designed and supplied by MBOSE, Shillong. To improve the quality of education, one of the important components of SSA is to support students with free text books and notebook. For the primary schools, there is a provision to spend Rs.150 per student for supply of free text book. And for Upper primary schools there is a provision to spend Rs.250 per student. The cost of text books will have to work within this budget, which creates a lacuna as all textbooks prescribed by the syllabus cannot be covered under the budget. Most sample students as seen from table 39 say that they do receive free text books. But many of the textbooks within each class cannot be distributed to students for free due to budget constraints. From table 38 it appears that the major subjects are covered for distribution of books.

4.1.20.8. FREE TEXT BOOKS DISTRIBUTED TO STUDENTS

Table : 38 Class wise Free Text Books Provided to Students under SSA

Name of the Class	List of Books Provided under SSA	Books not provided
Class I	Mathematics, English, AHPL, Garo (Literature)	Mother Tongue, SUPW, Creative Expression, Cursive Writing
Class II	Mathematics, English, AHPL, SUPW	Mother Tongue, Creative Expression, Cursive Writing, Season Course Work Book
Class III	Mathematics, English, AHPL, SUPW	Environmental Studies, Creative Expression, Cursive Writing
Class IV	Mathematics, English, Science, Hindi	Environmental Studies, Creative Expression, Cursive Writing
Class V	Mathematics, English, Science, Social Studies	Rapid Reader, Mother Tongue, Health Education, Environmental Education, Computer Science, Creative Expression, SUPW
Class VI	Mathematics, English, Science, Social Studies	Rapid Reader, Health and Physical Education, Environmental Studies, Computer Science, Creative Expression, SUPW, MIL, Grammar Roots III
Class VII	Mathematics, English, Science, Hindi, Social Studies	Health Education, Environmental Studies, Creative Expression, SUPW, Computer Science, MIL, English Grammar

Source: DJRC Primary Survey for SSA Meghalaya, 2010

All sample schools have mentioned (including students and teachers) that textbooks that are distributed are as per syllabus. Most feel, due to the delay in distribution of books, student interest towards learning and understanding concepts lessens (table 40).

Early availability of books allows students to relate to what they learn in class, which they can practice and revise at home. Getting books early on in the session is one of the ways to improve retention rates.

According to students from sample schools visited, most received textbooks in the mid-session of the academic year. In some schools students did not receive any books at all or received them partially. What is encouraging from the sample is even with non-receipt of books during the beginning of the session, about 89% of students' purchase, while the rest borrow or share books with other students. To keep the momentum going, SSA's role in providing books in the beginning of the session is a must, as the drop in the drop-out rate and increase in retention and enrolment are all recent phenomenon. If major norms

Table : 39 Percentage of Sample Students Availing Any Free Text Books in Schools

District	% of Students
East Garo Hills	96.15
East Khasi Hills	97.96
Jaintia Hills	96.43
Ri-Bhoi	93.75
South Garo Hills	96.97
West Garo Hills	95.88
West Khasi Hills	96.77
Overall	96.27

Source: DJRC Primary Survey for SSA Meghalaya, 2010



Kapasipara Deficit School, Gasuapara Block, South Garo Hills - Free text Books

to increase student incentives start failing or diminishing in effort, then the state may see the reversal of indicators in educational development.

During the academic session 2009-10 (as per Report on appraisal of Annual Work Plans and Budgets for 2010-11), there has been 100% achievement in providing free textbooks to 609262 students (primary and UP). From our sample it shows that about 96% students receive free text books in a given year.

Table : 40 Receipt of Free Text Books through Academic Year by Sample Students

(Figure in %)

District	% of Students Receipt in the beginning of session	% of Students Receipt during Mid-session
East Garo Hills	26.15	73.85
East Khasi Hills	27.08	72.92
Jaintia Hills	16.27	83.73
Ri-Bhoi	20.00	80.00
South Garo Hills	18.18	81.82
West Garo Hills	24.89	75.11
West Khasi Hills	19.35	80.65
Overall	21.70	78.30

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 41 Sample Students Manage Themselves While Non Availability of Free Text Books in Schools

(Figure in %)

District	% of Students Borrowing Books	% of Students Purchasing Books	% of Students Sharing Books
East Garo Hills	3.43	92.74	3.83
East Khasi Hills	5.32	90.59	4.09
Jaintia Hills	6.22	91.70	2.07
Ri-Bhoi	5.41	88.85	5.74
South Garo Hills	9.92	82.64	7.44
West Garo Hills	8.13	82.38	9.49
West Khasi Hills	6.45	90.32	3.23
Overall	6.11	89.25	4.64

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.20.9. MID-DAY-MEAL

Accordingly to Government of India guidelines, all government and government-assisted schools should provide free mid-day meals to students (from class 1 to 7) in both urban and rural areas. Those schools that are under the management of private unaided are not provided MDM.

Out of SSA budget for the building, kitchen shed for MDM is constructed for schools where such kitchens are not available. Food grains in the form of rice are being provided by state government. The rest of the items are purchased from the market at market rate.



Students Enjoying MDM In LP School, Umtrew Umsning Block, Ri Bhoi District

In urban areas students get meals 99% of the time on school days, but the problems arise in the rural areas. As schools with pre-primary students (most schools have pre-primary students), come to attend school are provided meals due to social and humane reasons it creates a shortfall in meal quantity and thus primary students get meals 3-4 days maximum per week.

MDM needed for Primary School Students

Grace Foundation UPS, Block Umsning, Ri Bhoi District

Grace Foundation UPS is a Private Aided school, which comes under Umsning block of Ri Bhoi district. It runs classes from I to X. The Headmaster of this school is Mr. Krelus Khyllait who is a new recruit and a gentleman to interact with. The school activities are managed by the secretary of the school management. This school has primary and upper primary levels since its inception. A secondary level was added in 2007. At Grace, MDM is served only to upper primary students. The primary school is not yet recognized hence the students studying in this level are deprived of getting MDM. However on the day of the visit all students were getting MDM. The Headmaster also said that the concern has been voiced to the higher authorities.



MDM is being distributed to students of Grace Foundation Upper Primary School of Ri Bhoi District

Although MDM should be provided in the state on all working days, it is only in urban areas that students get MDM daily i.e. five days per week. In rural areas, students get MDM but on an average for only three to a maximum of four days per week. One of the main reasons for this short supply of MDM to rural area students is that MDM meals are provided to pre-primary students. In urban schools the pre-primary students who attend school are not given any MDM. In rural areas, because of community living and basic social etiquette all students, irrespective of the level are given MDM meals. This impacts the availability of MDM to students on all five days. As rationing occurs and there is a short-supply of food grains for the week, the students usually wind up getting

MDM for only 3 to 4 days per week. From our discussion it is observed that all schools in urban areas provided MDM as per regulations. However this is not possible in rural areas, barring very few schools where MDM is given on all five days per week. Since all students are spending time and sitting together in the same compound, it is seen as a selfish attitude to distribute meals to students in higher grades and simply ignore pre-primary or under-aged kids. From our sample survey we see that students and staff agree with this practice while confirming that MDM plays a huge role in eradicating hunger, removing malnutrition among the girl child, adding nutritional value and supplementing food intake. All these reasons have positively impacted the attendance, enrolment and retention rates in schools. Supplying of regular meals everyday also enhances the learning capacity of children, especially girl child and backward communities where poverty and hunger are common.



MDM Distribution - Primary School Umtrew Umsning Block, Ri Bhoi District

One of the main factors of bringing children, out of school or dropping out was to ensure they did not go hungry if they didn't work on the school day. This was the "opportunity benefit" to come to school. These children aided by simultaneous learning interventions through SSA and other schemes continued to remain in school and looked forward to the lunch break. For poor students, especially in rural areas where getting even one square meal a day is a challenge, MDM provided the boost to up the development indicator and enhance the retention rate and performance ability with more nutritional intake in meal. This problem of not getting meals on all days gets compounded as students don't know which days of the week they will receive meals. They do not carry their lunch boxes or meals from home with the hope that they will get food from school. Hence some who can walk back will go back home to get lunch, and the rest either share food or if they go back home they probably do not come back to finish the school day. A 4 km (a minimum for primary school students) walk in a day may start deterring students to not attend school in the future while staying hungry. Currently this problem is posing as a huge challenge in rural areas of Meghalaya.



Water Tank at Govt. UP School Mawlai Shilong, East Khasi Hills

Kitchen Shed and Cook: There is separate allocation for construction of kitchen shed. In many schools it is observed that cooks are underpaid (under Rs.1000.00 per month), hence they refuse to join. In such cases, villagers or parents volunteer to cook. This also saves the school money.

4.1.20.10. QUALITY

The quality of food items is verified by School Management Committee (SMC) at school level at the time of delivery. At the district level, the quality of wheat and rice is verified by DRDA at the time of lifting the supply from FCI, which is then sent to the community development blocks.

4.1.20.11. QUANTITY

The allotment for the quantity of food grain per meal is effective from April 2010 to March 2011. The cost norm per meal during the year 2009-10 was Rs.2.08 per student at primary level. This norm has been increased by Rs 0.54 for the year 2010-11. However looking at the calorific requirement and rise in increase of food items, this norm should be further increased considering current conditions, administrative costs and requirements. All the condiments/items are purchased from the market except for rice which is a free supply. After discussions in various schools, with headmasters, teachers and kitchen staff, it is found that increasing the norm per meal, per student to Rs. 3.50 would enable the schools to supply a nutritious meal with right calorific content. They also feel that provision for non-vegetarian meals/eggs should be made in the state, for which the norm would again need to change.

Table : 42 Food grain Allotment for MDM in the State of Meghalaya for the year 2010-11: Primary School

Food items	Quantity (in gms)	Cost of Quantity recommended (in Rs.)	Calorific value per item	Protein content (in gms)
Foodgrain (Wheat/Rice)	100	Free Supply	340	8
Pulses	20	1.00	70	5
Vegetables (in leafy)	50	0.50	25	-
Oil and fat	5	0.25	45	-
Salt and condiments	-	0.25	-	-
Fuel	-	0.60	-	-
Any other items	-	0.09	-	-
Total	175	2.69 per meal	480 (total calorific value per meal)	13 gms per meal

Source: District Inspector of Schools, East Khasi Hills

At the Upper primary level, the allotment for food items is effective from April 2010 to March 2011. The cost norm per meal, per student was Rs.2.62 in 2009-10. This cost has been increased by Rs. 1.41 keeping in view the rise in market prices of food items. The prescribed entitlement of each upper primary student meal is Rs.4.03 which supplements about 700 kilocalories.

Table : 43 Food grain Allotment for MDM in the State of Meghalaya for Upper primary schools, 2010-11

Food items	Quantity (in gms)	Cost of Quantity recommended (in Rs.)	Calorific value per item	Protein content (in gms)
Foodgrain (Wheat/Rice)	150	Free Supply	510	12
Pulses	30	1.50	90	8
Vegetables (in leafy)	75	0.75	40	-
Oil and fat	8	0.50	60	-
Salt and condiments	-	0.30	-	-
Fuel	-	0.85	-	-
Any other items	-	0.13	-	-
Total	263	4.03 per meal	700 (total calorific value per meal)	20 per meal

Source: District Inspector of Schools, East Khasi Hills

The physical achievement of MDM was 10074 schools include EGS, Primary and Upper Primary schools. About 472081 students availed MDM between the month of April and December 2009. During the year 2009-10 the provision for construction of Kitchen shed was Rs.60000 and procurement of kitchen equipment was Rs.5000 for each school. During the year 2009 about 2539 kitchen sheds were completed in primary schools and 1762 kitchen sheds in Upper primary schools.

From the sample schools, 96.92% students are getting MDM in the entire state, but majority (above 83%) of sample students said that they got meals only 3-4 days in a week.

Non-vegetarian meals or eggs are served occasionally in some districts like West Garo Hills and West Khasi Hills. However since there is no provision through SSA to serve non-vegetarian meals in MDM, these meals cannot become regular. From the sample survey, more than 90% students interviewed feel that meals served are healthy.

Table : 44 Percentage of Sample Students Getting Mid Day Meal (MDM) in School

District	% of Students Getting MDM
East Garo Hills	94.23
East Khasi Hills	98.98
Jaintia Hills	94.64
Ri-Bhoi	96.88
South Garo Hills	96.97
West Garo Hills	98.43
West Khasi Hills	98.39
Overall	96.92

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 45 Percentage of Sample Students Getting Daily MDM

District	% of Students Getting MDM Daily	% of Students Getting MDM 3 to 4 Days in a Week
East Garo Hills	16.94	83.06
East Khasi Hills	21.86	78.14
Jaintia Hills	14.15	85.85
Ri-Bhoi	13.98	86.02
South Garo Hills	13.44	86.56
West Garo Hills	19.92	80.08
West Khasi Hills	15.25	84.75
Overall	16.61	83.39

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.21. CLASSROOMS

SSA norm of constructing classrooms was a breakthrough to bring more undivided attention to education.

Student Classroom Ratio: is calculated by taking the total number of enrolment in schools divided by total number of classrooms in schools. The state should look at assigning a classroom for each section/subject so that children do not get distracted while teacher is delivering the lecture. The aim of the state should be to not only look at decreasing the student/pupil ratio but at the same time assigning a different classroom for each section/subject which will bring about more focus and interest for learning among students. It has been observed in the sample schools at times, that two subjects are being conducted in the same classroom to different sets of students and sometimes due to shortfall in space/classroom two grades are taught in the same classroom.



Students at Garo Union UP School Tura Urban, West Garo Hills



Students of Persara UP School, Umsning Block, Ri Bhoi

4.1.21.1. SHORTFALL OF CLASS ROOM: NUMBER OF SCHOOLS WITHOUT HAVING SEPARATE CLASS ROOM

Classrooms are pretty small in size and the ambience doesn't forebode well for the teaching environment. Rooms need to be expanded at primary level. Paintings, posters, drawings done by both students and teachers can make the classrooms less boring. Usually one sees only one door and window in a classroom, which becomes a challenge in primary levels where sometimes due to shortfall in classrooms, students from different grades study in one classroom.

Separate class room for each class has been analyzed from the primary analysis (observation sheet). From the sample analysis it is found that, 56.41% schools have separate class rooms for each class for both primary and upper primary schools in the state of Meghalaya, where as 43.59% schools do not have separate class room for each class (refer annexure for list of such schools).

Table : 46 Percentage of Sample Schools Having Separate Room for Each Class

District	% of Sample Schools Having Separate Room for Each Class	% of Sample Schools Not Having Separate Room for Each Class
East Garo Hills	48.08	51.92
East Khasi Hills	69.39	30.61
Jaintia Hills	57.14	42.86
Ri-Bhoi	62.50	37.50
South Garo Hills	69.70	30.30
West Garo Hills	31.37	68.63
West Khasi Hills	61.29	38.71
Overall	56.41	43.59

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.22. AWARENESS OF COMMUNITY ON SSA

Community mobilization on education and its importance is brought about by:

- ▲ Community mobilization through awareness camp
- ▲ Training to village education committee
- ▲ Involvement of women in the committee
- ▲ Training for community leaders

For the general public the following steps are being taken to raise awareness:

- ▲ Celebration of World Literacy Day
- ▲ TV advertisement
- ▲ Radio advertisement
- ▲ News paper advertisement
- ▲ Hoarding on wall

Despite the above initiatives, about 70% parents (from sample) are aware about the SSA schemes, but only 55% parents can tell about the benefits covered under the scheme. In Upper Primary schools, students are aware about the free availability of textbook once they are enrolled. The visibility of SSA logo is missing in many schools. There is hardly any display board about student's enrolment and the type of assistance provided under the SSA scheme. Awareness camp and rally are being organized in BRC/CRC center. World literacy day is celebrated at district head quarter and block head quarter to disseminate the message of universal education for all school children till the age of 14 years. In interior pockets of villages parent's knowledge on SSA scheme seems to be quite less. Through Parents Teachers Association (PTA) and Mother Teacher Association (MTR), knowledge about SSA can be spread even further.

4.1.23. ASSESSMENT OF SSA INTERVENTIONS ON SCHOOL FACILITIES AND STUDENT PERFORMANCE

Analyzing the impact of SSA interventions required several discussions with stakeholders and visits and interaction with beneficiaries throughout the state, in all districts especially in remote and far-flung areas. A lot of the desired outcome of the interventions have been brought about by interesting students, teachers and parents with not only providing more schools, but increasing educational facility in each school. There is very good impact on education as well as on infrastructure after implementation of SSA scheme. From the sample schools, it is found that about 73% schools have *pucca* building where the building is *pucca* but the roof is made out of asbestos (table 51). Both West and East Garo Hills have the maximum number of *pucca* building from sample schools visited. The building wall is built out of the maintenance or repair work grant, or kitchen shed, toilet facilities etc. Officials are adjusting from various funds to make the boundary wall.

Table : 47 Percentage of Sample Schools Having Boundary Wall

District	% of Sample Schools Having Boundary Wall	% of Sample Schools Not Having Boundary Wall
East Garo Hills	23.08	76.92
East Khasi Hills	38.78	61.22
Jaintia Hills	32.14	67.86
Ri-Bhoi	22.92	77.08
South Garo Hills	15.15	84.85
West Garo Hills	23.53	76.47
West Khasi Hills	14.52	85.48
Overall	24.50	75.50

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Among the sample schools visited it was seen that only 24.50% of the schools have boundary wall (table 47). Not having a boundary wall gives rise to the following problems in the school environment:

- ▲ Environment of the school will be disturbed by admission of outsiders and the animals. Outsiders use the open areas as thoroughfare. Cattle may graze the ground. Any refuse would be used by piggery, goatery et al.
- ▲ It is difficult to build a garden or a kitchen garden (ingredients for which could be used for MDM).
- ▲ A garden can be used as a playground or picnic spot or a good spot for a quick lunch break.
- ▲ Children are usually distracted and cannot concentrate properly with outside disturbances.
- ▲ It is possible for some families to encroach upon the open land.
- ▲ A school with no boundary wall is a threat to children's safety.

Around 63% of schools have a common toilet (table 48). It is observed from various stakeholders that students, especially girls do not want to go to school with a common toilet. They prefer to stay at home. Only 56.41% of schools have drinking water facility. East Khasi Hills peaks in performance (at 79%) in providing this facility to students (table 50). They have to get water from home or they use the nearest tubewell or water source.

Table : 48 Percentage of Sample Schools Having Toilet

District	% of Sample Schools Having Toilet	% of Sample Schools Not Having Toilet
East Garo Hills	63.46	36.54
East Khasi Hills	87.76	12.24
Jaintia Hills	55.36	44.64
Ri-Bhoi	91.67	8.33
South Garo Hills	63.64	36.36
West Garo Hills	50.98	49.02
West Khasi Hills	40.32	59.68
Overall	63.53	36.47

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 49 Percentage of Sample Schools Having Toilet for Girls

District	% of Sample Schools Having Toilet for Girls	% of Sample Schools Not Having Toilet for Girls
East Garo Hills	21.15	78.85
East Khasi Hills	48.98	51.02
Jaintia Hills	21.43	78.57
Ri-Bhoi	79.17	20.83
South Garo Hills	21.21	78.79
West Garo Hills	21.57	78.43
West Khasi Hills	17.74	82.26
Overall	32.48	67.52

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 50 Percentage of Sample Schools Having Drinking Water Facility

District	% of Sample Schools Having Drinking Water Facility	% of Sample Schools Not Having Drinking Water Facility
East Garo Hills	51.92	48.08
East Khasi Hills	79.59	20.41
Jaintia Hills	42.86	57.14
Ri-Bhoi	64.58	35.42
South Garo Hills	39.39	60.61

Table : 50 Percentage of Sample Schools Having Drinking Water Facility

District	% of Sample Schools Having Drinking Water Facility	% of Sample Schools Not Having Drinking Water Facility
West Garo Hills	45.10	54.90
West Khasi Hills	66.13	33.87
Overall	56.41	43.59

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 51 Percentage of Sample Schools Having Pucca Building

District	% of Sample Schools Having Pucca Building	% of Sample Schools Not Having Pucca Building
East Garo Hills	86.54	13.46
East Khasi Hills	77.55	22.45
Jaintia Hills	76.79	23.21
Ri-Bhoi	83.33	16.67
South Garo Hills	63.64	36.36
West Garo Hills	88.24	11.76
West Khasi Hills	70.97	29.03
Overall	78.63	21.37

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.23.1. SCHOOLS USING ELECTRICITY

It is found that there are some schools which are using electricity. The electricity bill is paid by the School management committee (SMC). There is no provision for electricity bill to be paid through SSA scheme. Through SSA it is mandatory for all Upper primary schools to have computers in operating condition. Since those schools that have already been provided with computers, they are entitled to get electricity connection. It is important for the state to intervene to see that electricity connection is first provided to UP schools before computers are distributed. Otherwise a computer without electricity connection does nothing for increasing computer knowledge and expertise among children and teachers who would also put their computer skills into practice. For Upper primary schools, electricity is mandatory to be provided through SSA, hence SSA picks up the bill.

Table : 52 Percentage of Sample Schools Having Electricity Connection

District	% of Sample Schools Having Electricity Connection	% of Sample Schools Not Having Electricity Connection (schools have not taken connection)
East Garo Hills	21.15	78.85
East Khasi Hills	63.27	36.73
Jaintia Hills	32.14	67.86
Ri-Bhoi	39.58	60.42
South Garo Hills	30.30	69.70
West Garo Hills	23.53	76.47
West Khasi Hills	20.97	79.03
Overall	32.48	67.52

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.23.2. FURNITURE STATUS FOR PRIMARY AND UPPER PRIMARY STUDENTS

Most classrooms in Upper primary school have furniture. This is mandatory as per SSA norm. Schools in all seven districts (DJRC Primary survey) have furniture in Upper primary schools. However in primary schools, there is no norm for furniture. Yet, many schools were seen to have desks and benches possible from donations. Others use a hardwood flat board on the floor for children to sit and learn.

4.1.23.3. IMPACT ON ACCESSIBILITY TO SCHOOLS BY CHILDREN

With the increase in access ratio, more students and parents are determined to go to school since the schools are more accessible by foot than before. The distance now covered by students is within one km. About 82% of the sample students find themselves travelling less than a kilometre which is certainly within the specified norm. About the rest of the sample student population covering more distance, some belong to remote areas, whereas others prefer to go to a different, distance school because the facilities (including the staff/teachers/method of teaching) in that school are much better. The decision to send a child to a particular school always rests with the parent. Hence it becomes all the more important for SSA interventions to increase awareness about provisions in a school, promote a nearby school either to the parents, habitation or cluster.

Most students (sample areas in the district) cover the distance from home to school by foot (more than 98%). For those who can afford or can use a cycle (due to hilly region) do use a bicycle.

Table : 53 Distance Travelled by Sample Students from Habitations to School
(Figure in %)

District	Less than a kilometre	1-3 kilometres	3-5 kilometre
East Garo Hills	88.85	8.65	2.50
East Khasi Hills	81.84	16.53	1.63
Jaintia Hills	68.21	31.43	0.36
Ri-Bhoi	89.17	8.54	2.29
South Garo Hills	76.36	22.73	0.91
West Garo Hills	70.78	26.47	2.75
West Khasi Hills	97.90	1.94	0.16
Overall	82.42	16.10	1.48

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 54 Mode of Conveyance of Sample Student to School

(Figure in %)

District	On foot	Bicycle
East Garo Hills	98.08	1.92
East Khasi Hills	97.96	2.04
Jaintia Hills	100.00	0
Ri-Bhoi	100.00	0
South Garo Hills	100.00	0
West Garo Hills	97.06	2.94
West Khasi Hills	99.68	0.32
Overall	98.95	1.05

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.23.4. ASSESSMENT OF STUDENT PERFORMANCE

Students were also tested on various levels, oral, reading and comprehension skills when sample schools were visited. The tests varied from simple to difficult in both primary and Upper primary levels (refer tables 57, 58, 59, 60, 61, 62, 63). At the primary level, about 82% of sample students could read in English, 72% of the same students could narrate but only 62% could write completely in the same language. In the local language, 81% can narrate completely, 84% can read and 73% can write completely. At the Upper primary level, 84% can read and 80% can write completely in English. In the local language 91% can read and 82% can write completely. This suggests that although enhancing their reading skills, the comprehension skills and written skills of the same text should also be increased at the primary level. Perhaps teachers can start concentrating on all three aspects to up a student's performance. As demonstrated in the sample tables (tables 57-63), the level of reading and writing among Upper primary students is higher than in primary grades. This suggests that once students acquire knowledge and move on to higher grades, they themselves are working towards increasing their skill level. At the same time, the level of teaching and teacher's performance could be better in higher classes. One interesting finding was with the primary school students; the time taken to complete their tests was longer than the stipulated time. This was not the case in Upper Primary students. This could be interpreted as hesitation to perform in front of outsiders (DJRC team) or lack of skills to deliver on time or solve the test within the stipulated time.

Pass Rates of students have been impacted to a great extent. More than 85% are passing out of grades V and VIII and more than 20% of these students are passing out with above 60% marks.

Table : 55 Performance of Students on Learning Achievement

Year	Class V				Class VIII			
	% of Pass		% of Pass with >60%		% of Pass		% of Pass with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2004-05	88.21	89.58	21.54	21.66	86.54	86.49	20.21	10.21
2005-06	87.70	88.78	24.25	24.55	87.13	86.53	22.90	22.76
2006-07	86.81	87.56	21.26	22.96	85.25	86.21	20.87	21.27
2007-08	87.10	87.58	23.44	25.13	85.32	85.30	22.43	24.80
2008-09	88.22	89.13	25.66	27.09	87.66	87.01	23.31	24.04
2009-10	90.72	91.95	27.00	28.04	89.47	87.60	22.88	24.41

Source: Appraisal Report of Annual Work Plan and Budget, 2009-10, SSA Meghalaya, Page: 41, (for the year 2004-05 to 2007-08), State Elementary Report Card for 2008-09, and District Information System for Education , 2009-10 for the year 2009-10)

Table : 56 District-wise Performance of Students on Learning Achievement

(Year 2009-10)

District	Class V				Class VIII			
	% of Pass		% of Pass with >60%		% of Pass		% of Pass with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
East Garo Hills	95.71	96.09	12.66	11.34	93.11	92.88	9.81	9.50
East Khasi Hills	91.07	92.64	33.94	36.41	88.90	84.29	27.54	30.37
Jaintia Hills	90.95	90.82	27.14	30.29	91.18	91.24	24.04	25.23

Table : 56 District-wise Performance of Students on Learning Achievement
(Year 2009-10)

District	Class V				Class VIII			
	% of Pass		% of Pass with >60%		% of Pass		% of Pass with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Ri-Bhoi	83.87	86.68	34.97	35.47	83.29	85.60	29.19	27.58
South Garo Hills	91.82	94.15	26.71	25.85	85.48	87.73	23.87	25.67
West Garo Hills	89.65	89.54	24.35	23.57	90.26	87.17	17.59	18.90
West Khasi Hills	92.94	95.68	22.56	23.65	92.53	92.31	22.27	21.64
Meghalaya	90.72	91.95	27.00	28.04	89.47	87.60	22.88	24.41

Source: District Information System for Education, 2009-10

Skill Development Training through SUPW

Bilkona Upper Primary school, Gasuapar Block, South Garo Hills

In all Primary schools, Socially Useful Productive Work (SUPW) subject has been introduced. The main objective of this subject is to make students self reliant through basic SUPW training. For girl children KGVV has also introduced knitting, stitching and embroidery works. In South Garo Hills district of Gasupara block at Bilkona village, the Upper Primary school introduced some basic training on SUPW to school children. Besides regular classroom study, students are encouraged to get trained in handicraft and stitching garments etc. Usually this SUPW training class lasts 45 minutes. Most students showing interest in this class usually practice even at home.



Items prepared by students through course of SUPW at Bilkona UP. School in Gasuapara Block.



Artificial flower bouquet and vase made by Lewrynghep UP. school children at Mawnianglah, East Khasi Hills

Students at both primary and upper primary levels seem to be lagging behind in arithmetic skills. Sample students at primary level were given fairly easy problems to solve. At the Upper primary level the tests became more difficult. Considering the tests and possible unpreparedness, students have done well in the Arithmetic test at the primary level. It would be necessary for teachers to prepare students for these tests at short notice so that students can perform better in the future.

Table : 57 Percentage of Achievement in Oral Test Among Primary Sample Students

District	Narrate in English Language		Narrate in Local Language	
	% of Students Narrate Completely	% of Students Narrate Partially	% of Students Narrate Completely	% of Students Narrate Partially
East Garo Hills	73.68	26.32	83.88	16.12
East Khasi Hills	75.83	24.17	85.07	14.93
Jaintia Hills	72.58	27.42	80.48	19.52
Ri-Bhoi	68.35	31.65	81.79	18.21
South Garo Hills	73.53	26.47	77.66	22.34
West Garo Hills	71.67	28.33	79.75	20.25
West Khasi Hills	69.61	30.39	80.64	19.36
Overall	71.91	28.09	81.23	18.77

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 58 Percentage of Achievement in Reading Test Among Primary Sample Students

District	Reading in English Language		Reading in Local Language	
	% of Students Read Completely	% of Students Read Partially	% of Students Read Completely	% of Students Read Partially
East Garo Hills	83.47	16.53	84.78	15.22
East Khasi Hills	85.73	14.27	88.78	11.22
Jaintia Hills	81.64	18.36	83.55	16.45
Ri-Bhoi	78.70	21.30	79.29	20.71
South Garo Hills	77.68	22.32	80.80	19.20
West Garo Hills	85.14	14.86	86.72	13.28
West Khasi Hills	79.71	20.29	83.02	16.98
Overall	81.85	18.15	84.08	15.92

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 59 Percentage of Achievement in Writing Test Among Primary Sample Students

District	Writing in English Language		Writing in Local Language	
	% of Students Write Completely	% of Students Write Partially	% of Students Write Completely	% of Students Write Partially
East Garo Hills	63.76	36.24	75.76	24.24
East Khasi Hills	68.79	31.21	74.79	25.21
Jaintia Hills	60.33	39.67	70.33	29.67
Ri-Bhoi	57.71	42.29	71.71	28.29
South Garo Hills	62.54	37.46	72.54	27.46
West Garo Hills	61.58	38.42	77.58	22.42
West Khasi Hills	59.80	40.20	69.80	30.20
Overall	61.75	38.25	72.88	27.12

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 60 Percentage of Achievement in Reading Test Among Upper Primary Sample Students

District	Reading in English Language		Reading in Local Language	
	% of Students Read Completely	% of Students Read Partially	% of Students Read Completely	% of Students Read Partially
East Garo Hills	89.77	10.23	92.77	7.23
East Khasi Hills	88.14	11.86	95.22	4.78
Jaintia Hills	83.02	16.98	90.65	9.35

Table : 60 Percentage of Achievement in Reading Test Among Upper Primary Sample Students

District	Reading in English Language		Reading in Local Language	
	% of Students Read Completely	% of Students Read Partially	% of Students Read Completely	% of Students Read Partially
Ri-Bhoi	77.64	22.36	85.44	14.56
South Garo Hills	79.13	20.87	88.36	11.64
West Garo Hills	89.33	10.67	94.55	5.45
West Khasi Hills	79.38	20.62	90.15	9.85
Overall	84.10	15.90	91.03	8.97

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 61 Percentage of Achievement in Writing Test Among Upper Primary Sample Students

District	Writing in English Language		Writing in Local Language	
	% of Students Write Completely	% of Students Write Partially	% of Students Write Completely	% of Students Write Partially
East Garo Hills	78.34	21.66	82.54	17.46
East Khasi Hills	82.66	17.34	85.79	14.21
Jaintia Hills	79.42	20.58	81.74	18.26
Ri-Bhoi	78.68	21.32	78.73	21.27
South Garo Hills	77.68	22.32	79.72	20.28
West Garo Hills	80.66	19.34	87.76	12.24
West Khasi Hills	78.64	21.36	80.25	19.75
Overall	79.48	20.52	82.36	17.64

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 62 Percentage of Achievement in Arithmetic Test Among Upper Primary Sample Students

District	% of Students Answer Completely	% of Students Answer Partially
East Garo Hills	58.32	41.68
East Khasi Hills	63.72	36.28
Jaintia Hills	60.44	39.56
Ri-Bhoi	56.64	43.36
South Garo Hills	57.41	42.59
West Garo Hills	63.53	36.47
West Khasi Hills	56.35	43.65
Overall	59.48	40.52

Source: DJRC Primary Survey for SSA Meghalaya, 2010

Table : 63 Percentage of Achievement in Arithmetic Test Among Primary Sample Students

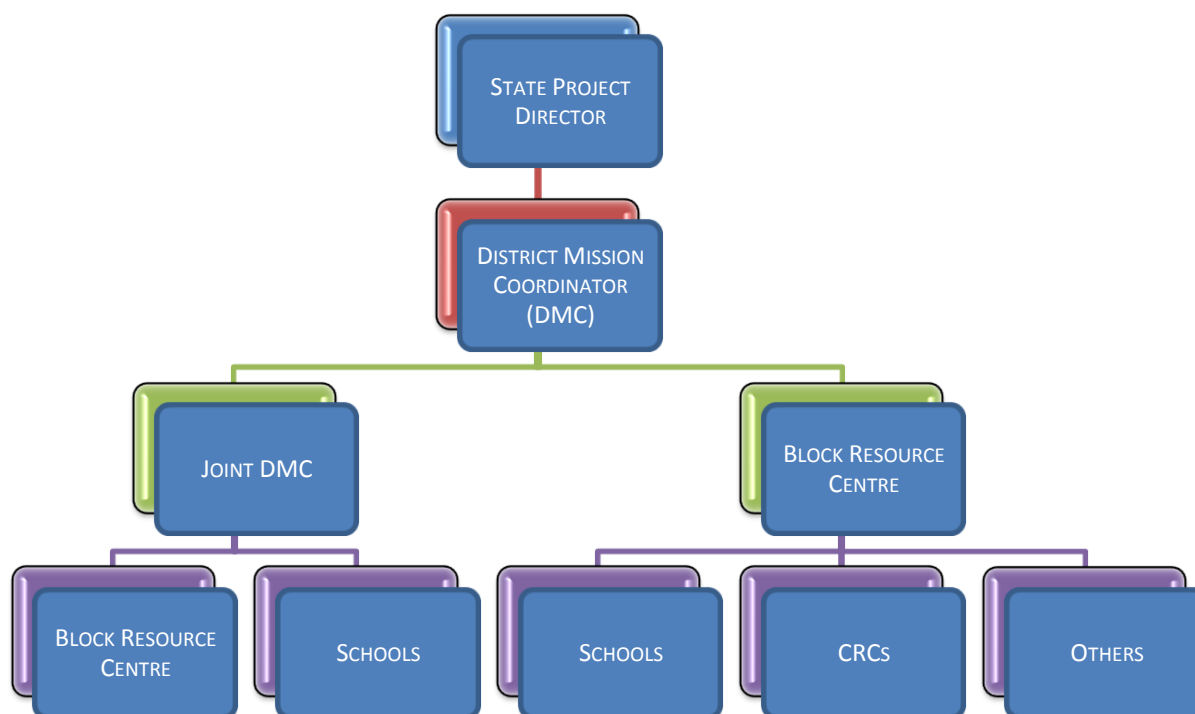
District	% of Students Answer Completely	% of Students Answer Partially
East Garo Hills	61.82	38.18
East Khasi Hills	73.83	26.17
Jaintia Hills	59.35	40.65
Ri-Bhoi	51.89	48.11
South Garo Hills	68.24	31.76
West Garo Hills	74.67	25.33
West Khasi Hills	56.06	43.94
Overall	63.17	36.83

Source: DJRC Primary Survey for SSA Meghalaya, 2010

4.1.24. CHANNELIZATION OF FUNDS UNDER SSA

The SSA is financed by both the Government of India and the Government of Meghalaya in the ratio of 85:15 during the IX Five Year Plan up to 2001-2002 and 75:25 during the X Five Year Plan Period up to 2007. The ratio of sharing pattern has been modified as 75:15:10 (15% will be borne by the DONER Ministry, Government of India on behalf of the State Government with effect from 2005-06). The Ministry was to release the funds in two instalments every year i.e., in April and September subject to certain conditions being fulfilled. One of the essential conditions is that the State Government will maintain its investment on Elementary Education at a level not less than that in the year 1999-2000: further the State Share to the Mission was to be given within a month of release of Central Share. Fund flow under SSA for last few years is depicted in table 64.

Both the Central Government and the State Government release the funds directly to the State Implementation Society (SIS) which in turn releases funds to the District Mission Coordinators (DMC). The DMC releases funds to Joint DMC and BRCs. BRC releases funds to School Managing Committee, CRC and others. The following chart depicts the fund flow system under SSA in Meghalaya:



¹ Source: Report on Monitoring of the Financial Management and Procurement Relating to Sarva Shiksha Abhiyan in Meghalaya, Page 19, Year 2008

Table : 64 Fund Flow under SSA, Meghalaya

							Rs. In Lakh
Year	Openin g Balance	Central assistance	State assistance	Others Receipt	Total assistance	Expenditure	% of Expenditure
2002-2003	92.97	795.27	310.68	74.33	1273.25	623.53	48.97
2003-2004	649.72	1537.14	391.97	37.77	2616.6	1630.42	62.31
2004-2005	986.18	2926	542.14	980.67	5434.99	1680.34	30.92
2005-2006	3759.46	1951.6	723.56	254.42	6689.04	2224.47	33.26
2006-2007	4440.11	4299.94	1027.27	201.44	9968.76	4933.45	49.49
2007-2008	5017.15	9359.63	1182.76	290.72	15850.26	9991.36	63.04
2008-2009	5847.98	9440.36	790.18	638.05	16716.57	12027.79	71.95
2009-2010	4642.25	9383.00	1855.24	939.79	16820.28	12119.41	72.05

Source: State Level Schedule, SSA, Meghalaya, Page No.5

4.1.25. SCHOOLS CONSTRUCTED UNDER SSA

Table : 65 Total Number of Schools Constructed Under SSA till 2009-10

Year	Primary	Upper Primary
2001-02	667	272
2002-03	0	0
2003-04	170	251
2004-05	0	200
2005-06	0	500
2006-07	500	0
2007-08	267	0
2008-09	497	298
2009-10	208	425
Total	2309	1946

Source: Report on appraisal of annual work plan and budget for 2010-11, Page No.47 and 48

After intervention of SSA in Meghalaya, 2309 Primary schools and 1946 Upper Primary schools have been constructed until 2009-10. Year-wise number of schools constructed under SSA is presented in the above table 65.

5. CHAPTER-V

5.1. BEST PRACTICES

KITCHEN SHED GRANT THROUGH SSA

Mother Union Ampati Upper Primary school

Block: Betasingh, District: West Garo Hills

Mother Union Ampati Upper Primary school, established in 1992, has been functioning in the same location. This is a Private-Aided school managed by School Management Committee (CMC). The school has semi-pucca building and accommodates separate classroom for each class. Minimum facilities such as separate toilet for girls and boys, electricity and water tap connection for drinking water can be found here. A total of 65 students were enrolled in the year 2010, out of which 64.62% were girls. The school provides Mid-Day-Meals (MDM) for children.

Earlier meals were prepared in the school *verandah* or inside the classroom. Most of the kitchen items and groceries were kept in the classroom or in the office room. Taking into account the necessity, a kitchen shed grant of Rs.60,000 was provided to the school. The kitchen layout is supported with good ventilation and smoke chimney. Provision of a kitchen space has released space for learning, discussion and interaction, both for students and staff.



Constructed kitchen shed for Mother Union Ampati Upper Primary school of Betasingh block of West Garo Hills District.

SCHOOL LACKS IN INFRASTRUCTURE BUT TEACHERS MAKE EFFECTIVE USE OF TLM GRANT AND BLACKBOARD

Bilkona Upper Primary school

Village: Bilkona, Block- Gasupara, District-South Garo Hills

The school was started in 2009 and is under Private Aided Management. It is located in a rural area; about 10 km from the Block headquarter. The school consists of Grades from 5 to 7 and is co-educational.

The school has no building as such. It has three classrooms used for instructional purpose. All the classrooms are in good condition. It has another room for office work and non-teaching activities. The school does not have a separate room for Headmaster or Teachers.

Trelly K. Marak is the Head Master/Teacher of school and is a Graduate. The school has 4 regular teachers (with one female teacher) against a sanctioned strength of 4 posts. At present there are no non-teaching staffs here. The Pupil-Teacher Ratio (PTR) of the school is 7:1 and the Student-Classroom Ratio (SCR), 9:1. On an average, about 9 students sit in one classroom which is comfortable. The teachers use their TLM grants and blackboards regularly.

Through SSA, the school received a sum of Rs.7000 and Rs.2000 on account of School Development and TLM Grants respectively. It has utilized 100 percent of School Development and TLM Grant.

There is a drinking water facility in the way of tap water. However the school lacks in many facilities and civil works such as no boundary wall, no electricity connection, no playground, an empty book bank, no computers or computer lab etc. However it does have a ramp for access of CWSN. The school is yet to receive the kitchen grant and is hence unable to provide MDM.



Teacher using blackboard for teaching students in Bilkona Upper Primary school, Gasupara Block of South Garo Hills District

TEACHERS TRAINING ON GIS MAPPING IN DAMBUK AGA LPS/UPS

Dambuk Aga LPS/UPS

Village: Dambuk, Block: Rongara, District: South Garo Hills

Managed by the Department of Education, the school was started in 1967. It is situated at a distance of about 11 km from the Block headquarter. The school consists of grades from I to VII. Both boys and girls study here.

In the particular school, Block Mission Coordinator (BMC) Mr. E.D.Sangma was providing training to all Headmasters of Rongara Block during field visit. In the meeting headmasters were being imparted training for GIS Mapping at the grass root level, for preparation of DISE report (that helps in tracking and monitoring SSA progress), which would be consolidated at the block and district level.



Teachers training on GIS Mapping in Dambuk Aga Model Govt Primary School of Dambuk village of Rongara block, South Garo Hills



Mr.E.D.Sangma (BMC) is providing training to the Headmasters on GIS mapping

SSA INFUSES LIFE IN THIS SCHOOL

Pine Brook English School

Village: Umbang, Block: Umsning, Cluster: Khrum Diengiei C R C, District: Ri Bhoi

This school was established in 1987 and is being run through Private Aided Management. It has an attached pre-primary school and runs classes from I to X. Three teachers teach in the pre-primary section. The medium of instruction here is English.

Through SSA, the school enjoys infrastructures like *pucca* school building, boundary wall, toilet facilities each for boys and girls and drinking water facilities etc. The school has 10 computers and a computer aided learning lab. The students are also involved in cleaning the school campus. Sports aids are also available which enables students to relax and refresh during recess. Students also compete in sports competitions like chess, basketball etc at block and district level.



Students are busy playing chess in their leisure period in Pine Brook English School

FURTHER FUNDING REQUIRED THROUGH SSA TO SUPPORT AND ENHANCE SCHOOL FACILITIES

Karukol Deficit U.P. School

Village: Karukol, Block: Baghmara, District: South Garo Hills

This school is located in Baghmara block of South Garo Hills district. It was established in 1952 and runs classes from V to VII. Mr. Bithborin M. Sangma is the Headmaster of this school. This school is situated in good environment with a beautiful greenery field.

There are three classrooms from which, only one is in good condition. Other two need major repairing. At the time of rain students are not able to reach in school because on the way to school, there is a river. At the time of rain, water flows inside the river. There is no other way to reach the school. One separate room is used for staff and headmaster. There is no boundary wall and electricity connection to this school. The source of drinking water is tap water but this has not been working since the last six months. So students collect water from Karukol village. There is a common toilet for boys and girls. It requires a separate toilet for girl students as it is a upper primary school.

Although a lot more funding is required through SSA to revamp the situation, some basic provisions for teaching and learning have been arranged through SSA. There are six regular teachers (two are female), one Para-teacher and two staff members. Only the Headmaster possesses a graduate degree.



Interaction with the students of Karukol Deficit UP. School of Baghmara block, South Garo Hills



School Building of Karukol U.P. School

RAPID PROGRESS AT SHULLAI PROGRESSIVE SCHOOL

Shullai Progressive School Mawlai

Block: Myllem, District: East Khasi Hills District

Shullai Progressive Secondary School is a co-educational institution started only by the enthusiasm of imparting quality education, love for teaching and spreading knowledge by one determined woman, Padmashree Mrs.E.N.Shullai. She was able to give wings to her dream with helping hands from her daughter, son-in-law and grand children. Her impressive education and experience has helped to establish a sound education institution in the vicinity. The school was started on the 1st march 1992 with only a few rooms for Nursery to Class-1 with approximately sixty students and few teachers. The main idea was to increase the student enrolment in the vicinity, generate employment in various capacities in the school and charge a nominal fees for quality education (this nominal fees is still being charged).

One of the significant achievements of this school was to increase enrolment and attendance by attracting students through MDM program. In the initial years parents were reluctant to understand the concept of MDM. They preferred to take the rice home. This would have deterred both children and parents not to come to school at all. However with persistent meeting with the school principal who explained the benefits of MDM parents got the grasp of MDM. All students, primary and upper primary are being provided MDM. A grant for kitchen shed and roof has been given to the school which they have used. With this scheme, the attendance rate has increased to 93% from about 84%.

The school has been progressing rapidly. This stellar performance has been brought about through intensive awareness sessions among parents, community, and children. The youth which earlier used to deal in antisocial activities, fighting etc has realized the importance of being educated with better future prospects. After all the years of initial struggle, the school boasts of a great building, 380 students, 20 teachers, classes through X grade and a much stronger and informed community.



School Building of Shullai Progressive School



Sign Board of Shullai Progressive School

TLE AND TLM IN SCHOOLS

Keri Singh Memorial U.P. School, Mawlai

Block: Myllem, District: East Khasi Hills

Teaching Learning Equipment (TLE) and Teaching Learning Materials (TLM) help teachers to enable students to relate to lectures in class. Children are able to understand learning concepts faster with teaching aids such as charts, posters, visuals, aids etc. TLM and TLE are used by teachers to effectively demonstrate in the classroom thereby improving the learning faculty of students. The photos below are a demonstration of some TLE/TLM use in of the schools in East Khasi Hills District. The students are happy with the way teachers impart instruction.



TLE (Microscope) of Keri Singh Memorial UP School of Myllem block of East Khasi Hills District.



TLM in the Office of Paradise English Medium UPS of Bagmara block of South Garo Hills District.



TLM Materials at Keri Singh Memorial UP School

A HEALTHY ENVIRONMENT CREATES A SOUND AMBIENCE FOR EDUCATION

Revimeshak Kharkongor Memorial School

Block: Umling, District: Ri Bhoi

Meshak Kharkongor Primary school was established in 1975, through Private Aid at Quinine Nongladew. During the British period the place became popular for the production of Quinine medicinal plant, which is being used for Anti-malaria medicine. The school is 12 km away from Umling block headquarter, under Ri Bhoi district.

This school has taken help of the community, regular parent teacher meetings conducted to increase awareness on health and hygiene. Prior to doing this, students used to fall sick frequently which affected the attendance rates and hampered education. Concepts such as hand washing, drinking clean water, health check-ups, taking care of the school building, maintaining clean premises are now being practiced by children, teachers and parents at home. A tap water source and toilet facilities have been arranged in the school. SSA has helped teachers and staff to get more involved in community building. There are 55 students in the school, out of which 35 are girls.



Students of Revimeshak Kharkongor Memorial School cleaning school surrounding



Students of Revimeshak Kharkongor Memorial School enjoying their leisure period

INITIATING NEW SCHOOL THROUGH VOLUNTARY EFFORT

Lumumnan Pres HGR School, Mawbsein

Block: Umsning, District: Ri Bhoi

The local community and village education volunteers initiated to open Lumumnan Pres HGR School in 2005. The school is 45 km away from the Umsning block in Ri Bhoi district. Initially villagers mobilized funds among themselves. With their efforts they made huts with open classrooms and enrolled a few students. Through community contribution, they were able to recruit and pay honorarium of two teachers (in the amount of Rs.1500 and Rs.2000 respectively). The local church also helped in school development activities in the initial years. The school has gradually grown and the enrolment has increased to 61 students in the primary school. This creates an urgency for *pucca* infrastructures. In 2009, SSA approved the project with a grant of Rs. 7 lakh for construction of a new school building, toilets, drinking water supply, and kitchen shed etc. The construction work has since been under progress and is being supervised by the School committee. Everyone, especially parents and teachers are very excited at the prospect of the creating a strong institution with the help of SSA.



Students are sitting in open wooden school building of Lumumnan Pres HGR School



Condition of the School where students are being taught.

6. CHAPTER-VI

6.1. CONSTRAINTS

The major constraints experienced for SSA programme are given below:

- ▲ Inadequate infrastructure (School Building, Additional Class rooms, Staff room/office room, kitchen shed, toilet facility and safe drinking water) in many schools which are yet to be covered through additional civil work.
- ▲ Half the teachers at the Primary and Upper Primary level are untrained. They can be trained through various schemes of IGNOU, DIET or SSA short term course.
- ▲ Presence of single teacher schools found in some of the sample schools. From our sample nine primary schools (2.56%) were found where there was single teacher (refer annexure). Although small proportion of schools has single teachers, this adversely affects study when the teacher goes on leave. It is also extremely difficult for a single teacher to manage students and provide effective teaching. As primary education is a priority, all efforts should be made not to have single teacher schools.
- ▲ Lack of toilets and drinking water in almost half the Primary and Upper Primary Schools has become a serious issue. Some schools have provided Syntax Water Tanks, Aqua Filter but due to non-availability of electricity they remain non-functional.
- ▲ Community mobilization is not adequate in about 20% of villages. More attention should be given to capacitate communities.
- ▲ Supervision of school building construction and release of funds are being delayed due to inadequate supervising engineers and accountants. The teachers are engaged in school building construction and other construction activity thereby reducing time spent for educating students.
- ▲ Mid Day Meals are irregular; average weekly availability of MDM is about 4 days a week. Pre-Primary school children's are provided MDM, hence causing shortfall in food.
- ▲ In about 30% of schools, delivery of textbooks is made in mid-season. This adversely affects students.
- ▲ CRC supervising the school spend maximum time in data collation, administrative work and have very little time for evaluating teachers' performance.

These constraints can be removed through proper planning, resource allocation, adequate training and effective implementation.

7. CHAPTER-VII

7.1. CONCLUSION AND RECOMMENDATIONS

7.1.1. CONCLUSION

Overall, SSA has done well in the state achieving major objectives. The enrolment ratio in gross and net terms has increased, promotion to higher classes on the basis of performance has improved and dropout rate has been reduced to the minimum. Effectiveness in elementary education has been possible due to efforts of Block Resource Centre/or Mission Coordinator and Cluster Resource Coordinator for implementation of SSA scheme. Community Mobilization has been strengthened. Parents are now more conscious about their child's education. Parents Teachers Association (PTA) has been quite effective in reducing students' dropout rate. Involvements of parents in schools activities such as acting volunteers in kitchen help ensure availability of MDM in schools.

Quality education in the school has been possible due to capacity building of teachers and introducing new teaching techniques and strategies. This has positively impacted the Gross Enrolment ratio. As students continue to perform better their repetition rate in a class or a subject keeps decreasing. All these progressive achievements have been possible due to SSA interventions through BRC/CRC etc. Most of the progress tracked by BRC/CRC/DMC is quantitative in nature. A need for in-depth qualitative analysis is necessary to understand the implications and nuances of change needed in the education sector. Officials dealing with SSA have a strong sense of understanding for coordination. Better awareness on importance of education in communities will help make it easier to enrol more students and lessen the drop-out rates even further.

7.1.2. RECOMMENDATIONS

- Inadequate provision of furniture in primary schools especially needed during the winter season and delay in civil work are some of the major issues in coordination. Supply of free textbook in time in some schools is another area where there is inadequate coordination.
- For civil works supervision there is need for at least three engineers in each district as against just one now present.
- Further training of teachers and teaching help should be carried out to complete training of 100% of such personnel.
- Substantial increase in resources must be ensured to provide mid-day meal for all the children in school (including the pre-school children in rural areas).
- Additional resources required may be supplemented by approaching NEC located in Shillong.

- A multipronged approach through SSA/interventions at primary and UP level in the way of MDM, free textbooks, better trained and motivated teachers, more number of teachers at primary and UP levels, separate teachers for Mathematics and science subjects, better school infrastructure, close monitoring by BRC and CRC, increase in access ratio are some of the major factors for improvements in reduction of dropout rates while increasing the retention rates.

For better development effectiveness, there should be better planning and further improved implementation framework in place. Efforts are reportedly being made to improve planning framework for SSA and secondary education through involvement of consultants to supplement GoM (Government of Meghalaya) efforts.

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9. ANNEXURE

9.1. SAMPLE DETAILS

SSA Sample Details			
District	Block/Urban	No. of Schools	No. of Student
East Garo Hills	Resubelpara	23	230
	Samanda	13	130
	Songsak	16	160
	Total	52	520
East Khasi Hills	Shillong Municipal & Cantonment	8	80
	Khadarshnong-Laitkroh	8	80
	Mawsynram	14	140
	Mylliem	19	190
	Total	49	490
Jaintia Hills	Jowai urban	5	50
	Amlarem	10	100
	Khliehriat	20	200
	Thadlaskein	21	210
	Total	56	560
Ri-Bhoi	Jirang	7	70
	Umling	17	170
	Umsning	24	240
	Total	48	480
South Garo Hills	Baghmara	14	140
	Gasuapara	10	100
	Rongara	9	90
	Total	33	330
West Garo Hills	Tura Urban	10	100
	Betasing	17	170
	Gambegre	10	100
	Rongram	14	140
	Total	51	510
West Khasi Hills	Nongstoin Town	5	50
	Mairang	15	150
	Mawkyrwat	23	230
	Nongstoin	19	190
	Total	62	620
Overall		351	3510

Source: DJRC Primary Survey for SSA Meghalaya, 2010

9.2. STRENGTH OF SAMPLE STUDENTS

Strength of Sample Students		
(Figure in %)		
District	Primary	Upper Primary
East Garo Hills	38.27	61.73
East Khasi Hills	43.06	56.94
Jaintia Hills	58.93	41.07
Ri-Bhoi	37.50	62.50
South Garo Hills	45.45	54.55
West Garo Hills	58.82	41.18
West Khasi Hills	68.39	31.61
Overall	51.11	48.89

Source: DJRC Primary Survey for SSA Meghalaya, 2010

9.3. GENDER DISTRIBUTION OF SAMPLE STUDENTS

Gender Distribution of Sample Students		
(Figure in %)		
District	Girl Student	Boys Student
East Garo Hills	48.85	51.15
East Khasi Hills	48.37	51.63
Jaintia Hills	47.68	52.32
Ri-Bhoi	52.08	47.92
South Garo Hills	47.27	52.73
West Garo Hills	51.37	48.63
West Khasi Hills	47.26	52.74
Overall	48.97	51.03

Source: DJRC Primary Survey for SSA Meghalaya, 2010

9.4. SAMPLE SINGLE TEACHER SCHOOLS IN THE STATE OF MEGHALAYA

Sample Single Teacher Schools in the State of Meghalaya				
District	Block	Village	Name of the School	Management of Schools
West Khasi Hills	Mawkyrwat	Shaid Shaid Umoid	Shaid Shaid LP School	Deficit School
Jaintia Hills	Khilehriat	Nongsning	Shynriang EGS	SSA
Jaintia Hills	Khilehriat	Mukhaialong	Umlong LP School	Government Schools
Jaintia Hills	Khilehriat	Mukhaialong	Umrasing EGS	SSA
Jaintia Hills	Thadlaskein	Myrjai	Myrjai Govt. LP School	Government Schools
East Garo Hills	Songsak	Rongap Bazar	Rongap Bazar L.P School	Government Schools
East Garo Hills	Songsak	Bone Chideligre	Bone Chideligre Govt. LP School	Government Aided
West Garo Hills	Rongram	Galwangsowgma	Galwangsowgma Govt. LP school	Government Schools
South Garo Hills	Rongara	Rubber Gittim	Rubber Gittim LP School	Government Schools

9.5. SAMPLE SCHOOLS NOT HAVING SEPARATE ROOM FOR EACH CLASS

Sample Schools Not Having Separate Room for Each Class						
District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
East Khasi Hills	Rural	Khadarshnong-Laitkroh	Umtynngar	Lamjingshai L.P.School	Primary	Private Aided
East Khasi Hills	Rural	Khadarshnong-Laitkroh	Diengkynthong	Diengkynthong LP School	Primary	SSA
East Khasi Hills	Rural	Khadarshnong-Laitkroh	Diengkynthong	Diengkynthong UP School	Upper Primary	SSA
East Khasi Hills	Rural	Khadarshnong-Laitkroh	Umtynngar	Lamjingshai U.P.School	Upper Primary	SSA
East Khasi Hills	Rural	Mylliem	Mawnianglah	Iewrynghep U.P.School	Upper Primary	SSA
East Khasi Hills	Rural	Mylliem	Mawkriah (E)	Sadew MawkriahPres LP school	Primary	Private Aided
East Khasi Hills	Rural	Mylliem	Ritmawniew	Ritmawniew LP & U.P. School	Upper Primary	SSA
East Khasi Hills	Rural	Mylliem	Mawwn	Mawwan LP/UP Schol	Upper Primary	SSA
East Khasi Hills	Rural	Mylliem	Rangsyuin	Romgsyuin L.P.School	Primary	Private Aided
East Khasi Hills	Rural	Mylliem	Ritmawniew	Ritmawniew LP School	Primary	Private Aided
East Khasi Hills	Rural	Mylliem	Madan Mawkhar	Madan Mawkhar UP School	Upper Primary	Private Aided
East Khasi Hills	Rural	Mawsynram	Phlangwanbroi	Kharonikle Memorial Primary School	Primary	Private Aided
East Khasi	Rural	Mawsynram	Nongmadan	Rampna	Primary	SSA

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
Hills				L.P.School		
East Khasi Hills	Rural	Mawsynram	Umkseh-tyrsad	Sengkhasi U.P.School	Upper Primary	SSA
East Khasi Hills	Rural	Mawsynram	Laitmawsiang	Laitmawsiang Day LP.School	Primary	Adhoc
West Khasi Hills	Rural	Mawkyrwat	Mawmmerang	Mawmerang LP School	Primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Pynden Mawthawiang	Dong Mawpiang Bah LP School	Primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Diwan Shadmoit	Shadmoit RC LP School	Primary	Deficit School
West Khasi Hills	Rural	Mawkyrwat	Jakrem	Mawkyrawat Press LP School	Upper Primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Umsaitshriew	Umsaitshriew LP School	primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Pyndenmathawiang	Mawpiangbah LP School	primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Nagunraw	Turnia Shning UP School	Upper Primary	Adhoc
West Khasi Hills	Rural	Mawkyrwat	Mawsynrap	Diang UP School	Upper Primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Mawranglang	Dong Nongtraw LP School	Primary	Private Aided
West Khasi Hills	Rural	Mawkyrwat	Shaid Shaid Umoid	Shaid Shaid LP School	primary	Deficit School
West Khasi Hills	Rural	Mawkyrwat	Mawranglang	Dong Mawrangalang LP School	primary	Private Aided
West Khasi Hills	Rural	Mairang	Langtor	Langtor Govt LP School	primary	Government Schools
West Khasi Hills	Rural	Nongstoin	Porla	Pres LP School	primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Newmawjai	Newmawjai LP School	primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Miangkain	RC LP School Maingkain	Primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Nongbah	Nongbah LP School	primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Pungphreit	Pungphreit Govt LP School	Primary	Government Schools
West Khasi Hills	Rural	Nongstoin	Nohrisang	Nohrisang RC LP School	Primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Porkhadoh	Porkhadoh UP School	Upper Primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Pungsior	Pungsior LP School	primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Rambrai	Brooke Dale Public School	Upper Primary	Private Aided
West Khasi Hills	Rural	Nongstoin	Tiehbah	Teibah Press LP School	Upper Primary	Private Unaided
West Khasi Hills	Urban	Nongstoin Town	Mawkawah	Mawkawah Govt. LP School	primary	Government Schools

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
West Khasi Hills	Urban	Nongstoin Town	Mawkawah	Mawkawah Govt. UP School	Upper Primary	Government Aided
Ri-Bhoi	Rural	Jirang	NA	Barigaon Pres UP.School	Upper Primary	SSA
Ri-Bhoi	Rural	Umling	NA	Umsaw Nongkharai RCLP Schol	Primary	Private Unaided
Ri-Bhoi	Rural	Umling	Umdu	Umdu LP School	primary	Private Aided
Ri-Bhoi	Rural	Umling	Mawjong	Mawjong UP School	Upper Primary	Private Aided
Ri-Bhoi	Rural	Umling	NA	Govt.LPS Lumwangtham	primary	Government Schools
Ri-Bhoi	Rural	Umling	Niangbari	REV. JJM Nochols Roy UP School	Upper Primary	Private Unaided
Ri-Bhoi	Rural	Umling	Niangbari Them	Hynniangbari Govt LP School	primary	Government Schools
Ri-Bhoi	Rural	Umling	Umsohma	Umsohma LP School	primary	Private Aided
Ri-Bhoi	Rural	Umling	Paham Sohbar	Paham Sohbar RCLP School	primary	Private Unaided
Ri-Bhoi	Rural	Umling	NA	St.Joseph's RCLP School	primary	Local Body
Ri-Bhoi	Rural	Umling	Umjong	RCLP School	primary	Private Aided
Ri-Bhoi	Rural	Umsning	NA	Umtrew LPS	primary	Non-Government
Ri-Bhoi	Rural	Umsning	NA	Persara UPS	primary	SSA
Ri-Bhoi	Rural	Umsning	NA	Summer Umbang UPS	Upper Primary	SSA
Ri-Bhoi	Rural	Umsning	NA	Satiraja Rawa LPS	primary	SSA
Ri-Bhoi	Rural	Umsning	NA	Step Up LP and UPS	Upper Primary	SSA
Ri-Bhoi	Rural	Umsning	NA	Umden (umroy) LPS	Primary	Government Schools
Ri-Bhoi	Rural	Umsning	NA	Umden (umroy) UPS	Upper Primary	SSA
Jaintia Hills	Rural	Amlarem	Tarangblang	Tarangblang Govt. L.P School	Primary	Government Schools
Jaintia Hills	Rural	Amlarem	Tarangblang	Amlanai UP School	Upper Primary	Government Schools
Jaintia Hills	Rural	Amlarem	Pdengshakap	Amkoi UP School	Upper Primary	SSA
Jaintia Hills	Rural	Amlarem	Tarangblang	Mukthapur Bengalie Govt. L.P. School	Primary	Government Schools
Jaintia Hills	Rural	Khilehriat	Tubernkmaisknong	Robinson Memorial UP School	Upper Primary	SSA
Jaintia Hills	Rural	Khilehriat	Tubernkmaisknong	Robinson Memorial LP School	Primary	SSA

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
Jaintia Hills	Rural	Khilehriat	Lumshrong	Little Rose LP School	Primary	SSA
Jaintia Hills	Rural	Khilehriat	Cham Cham	Shynriang EGS	Primary	SSA
Jaintia Hills	Rural	Khilehriat	Lumshyrmith	Moowakhu LPS Dkhiah West	Primary	Government Schools
Jaintia Hills	Rural	Khilehriat	Lumshyrmith	Ladrymbai B LPS	Primary	Private Aided
Jaintia Hills	Rural	Khilehriat	Lumshyrmith	Khliehmytriang Govt LP. School	Primary	Government Schools
Jaintia Hills	Rural	Khilehriat	Mukhaialong	Samaro Ups	Upper Primary	SSA
Jaintia Hills	Rural	Khilehriat	Mukhaialong	Umlong LP School	Primary	Government Schools
Jaintia Hills	Rural	Khilehriat	Mukhaialong	Umrasing EGS	Primary	SSA
Jaintia Hills	Rural	Khilehriat	Mutong	RCLP School	Primary	Government Schools
Jaintia Hills	Rural	Khilehriat	Mutong	Mookympad L.P School	Primary	Government Schools
Jaintia Hills	Rural	Thadlaskein	NA	Bamjatap UP School	Primary	Government Schools
Jaintia Hills	Rural	Thadlaskein	NA	Khloopano L.P School	Primary	SSA
Jaintia Hills	Rural	Thadlaskein	NA	khliehmynkrem LP School	Primary	Government Schools
Jaintia Hills	Rural	Thadlaskein	NA	Lumwah Suka LP School	Primary	SSA
Jaintia Hills	Rural	Thadlaskein	NA	Myrjai Govt. LP School	Primary	Government Schools
Jaintia Hills	Rural	Thadlaskein	NA	NangbahPress Govt LP School	Primary	Government Schools
Jaintia Hills	Rural	Thadlaskein	NA	Tiplen LP School	Primary	Non- Government
Jaintia Hills	Urban	Jowai urban	NA	Vallabhai Patel Govt LP School	Primary	Government Schools
East Garo Hills	Rural	Resublepara	Berubari	Berubari Govt L.P School	Primary	Government Schools
East Garo Hills	Rural	Resublepara	Sarongkol	Sarongkol SSA L.P. School	Primary	SSA
East Garo Hills	Rural	Resublepara	Mendipathar	Mendipathar Govt LP School	Primary	Government Schools
East Garo Hills	Rural	Resublepara	Karanchakora	Karanchakora E.G.S LP School	Primary	Others
East Garo Hills	Rural	Resublepara	Lower Manikgang	Lower Manikgang Govt LP School	Primary	Government Schools
East Garo Hills	Rural	Resublepara	Chitukona	Chitukona LP School	Primary	Government Aided
East Garo Hills	Rural	Resublepara	Daram	Daram Union Govt. UP School	Upper Primary	Government Schools
East Garo Hills	Rural	Resublepara	Bongbanchi	Bongbanchi LP School	Primary	Private Aided
East Garo Hills	Rural	Resublepara	Amtuli	Amtuli LP School	Primary	Private Aided

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
East Garo Hills	Rural	Resublepara	Jamanggre	Jamanggre LP School	Primary	Private Aided
East Garo Hills	Rural	Resublepara	Konapara	Konapara LP School	Primary	Private Aided
East Garo Hills	Rural	Resublepara	Resubelpara	Belpara LP School	Primary	Government Aided
East Garo Hills	Rural	Resublepara	Bajengdoba	Bajengdoba Govt LP School	Primary	Government Aided
East Garo Hills	Rural	Resublepara	Resubelpara	Rangramgre LP School	Primary	Private Aided
East Garo Hills	Rural	Samanda	Samanda Chinemgre	Samanda Chimemgre Govt. L.P School	Primary	Government Schools
East Garo Hills	Rural	Samanda	Bolkinggiri	Bolkinggiri Govt LP School	Primary	Government Schools
East Garo Hills	Rural	Samanda	Asha-Bibra	Asha-Bibra LP School	Primary	Private Unaided
East Garo Hills	Rural	Samanda	Bawe	Bawe Duragre LP School	Primary	Government Aided
East Garo Hills	Rural	Samanda	Bawegre	Bawegre Upgraded UP School	Upper Primary	SSA
East Garo Hills	Rural	Songsak	Khera	New Khera UP School	Upper Primary	SSA
East Garo Hills	Rural	Songsak	Rongapleivare	Rongap Songgital L.P. School	Primary	Government Aided
East Garo Hills	Rural	Songsak	Rongap Bazar	Rongap Bazar L.P School	Primary	Government Schools
East Garo Hills	Rural	Songsak	Rongapgre	Rongapgre L.P School	Primary	Government Aided
East Garo Hills	Rural	Songsak	Rongap Bazar	Rongap Bazar U.P School	Primary	Government Aided
East Garo Hills	Rural	Songsak	Barikgre	Barikgre Govt. LP School	Primary	Government Aided
East Garo Hills	Rural	Songsak	Barikgre	Barikgre Adhoc Govt UP school	Upper Primary	Adhoc
East Garo Hills	Rural	Songsak	Tebil Bonegre (A)	Tebil Bonegre (A) LP School	Primary	Government Aided
West Garo Hills	Rural	Betasing	Wakka Kamagre	Wakka Kamagre LP School	Primary	SSA
West Garo Hills	Rural	Betasing	Wakka Kamagre	Wakka Kamagre UP School	Upper Primary	SSA
West Garo Hills	Rural	Betasing	Lutubari	Lutubari LP School	Primary	SSA
West Garo Hills	Rural	Betasing	Lutubari	Lutubari UP School	Upper Primary	SSA
West Garo Hills	Rural	Betasing	Garodoba	Garodoba Adhoc Primary School	Primary	Adhoc
West Garo Hills	Rural	Betasing	Sapthoka	Sapthoka LP School	Primary	Deficit School
West Garo Hills	Rural	Betasing	Ghasuragaon	Lower Ampati UP School	Upper Primary	Private Aided

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
West Garo Hills	Rural	Betasing	Garodoba	Garodoba Town UP School	Upper Primary	Private Aided
West Garo Hills	Rural	Betasing	Sonamatee	Sonamati Govt. LP School	Primary	Government Aided
West Garo Hills	Rural	Betasing	Molmigre	Molmegre SSA LP School	Primary	Private Aided
West Garo Hills	Rural	Betasing	Bainapara	G. Bainapara UP School	Upper Primary	Private Aided
West Garo Hills	Rural	Betasing	Ampati	Mother's Union Ampati LP School	Primary	Private Aided
West Garo Hills	Rural	Betasing	Ampati	Mother's Union Ampati UP School	Upper Primary	Private Aided
West Garo Hills	Rural	Betasing	Khongpara	Betasing Khongpara SSA UPS School	Upper Primary	Private Aided
West Garo Hills	Rural	Betasing	Khongpara	Betasing Govt. LP School	Primary	Government Aided
West Garo Hills	Rural	Betasing	Nirghinigaon	Nirghini Govt LP School	Primary	Government Aided
West Garo Hills	Rural	Rongram	Chibra Agal LP School	Chibra Agal LP School	Primary	Non-Government
West Garo Hills	Rural	Rongram	Allagre	Allagre English SSA LP School	Primary	SSA
West Garo Hills	Rural	Rongram	Allgre	Allgre English SSA UP School	Upper Primary	SSA
West Garo Hills	Rural	Rongram	Gonal Apal	Gonal Apal Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Rongram	Rongram	Rongram Gorkha Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Rongram	Rengsangre	Rengsangre Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Rongram	Galwasanma	Galwa Sangma	Primary	Government Schools
West Garo Hills	Rural	Rongram	Ampaggre	New Ampaggre SSA LP School	Primary	SSA
West Garo Hills	Rural	Rongram	Allagri	Kama Allagre LP School	Upper Primary	Private Aided
West Garo Hills	Rural	Rongram	Allagri	Alla Songgitcham LP School	Primary	SSA
West Garo Hills	Rural	Gambegre	Sangsang	Sangsang Notak LP School	Primary	SSA
West Garo Hills	Rural	Gambegre	Anigre	Anigre Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Gambegre	Asinanggre	Asinanggre Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Gambegre	Noranggre	Noranggre Govt LP School	Primary	Government Schools
West Garo Hills	Rural	Gambegre	Surringre	Surringre Govt. LP School	Primary	Government Schools
West Garo Hills	Rural	Gambegre	Roonkargre	Roonkargre Govt. LP School	Primary	Government Aided
West Garo	Urban	Tura Urban	NA	Garos Union Adhoc	Primary	SSA

Sample Schools Not Having Separate Room for Each Class

District	Rural/ Urban	Block/ ULB	Village	Name of the School	Primary/ Upper Primary School	Management
Hills				LP School		
West Garo Hills	Urban	Tura Urban	NA	Baldora LP School	Primary	SSA
West Garo Hills	Urban	Tura Urban	NA	Baldora Up School	Upper Primary	SSA
South Garo Hills	Rural	Baghmara	Karukal	Karukol Jalaigre govt. LP School	Primary	Government Schools
South Garo Hills	Rural	Baghmara	A.Dengre	A.Dengre Govt.LP School	Primary	Government Schools
South Garo Hills	Rural	Baghmara	Masighat	Mashighata Govt.LP School	Primary	Government Schools
South Garo Hills	Rural	Baghmara	Kongittim	Upper Dilsa LP School	Primary	Government Schools
South Garo Hills	Rural	Baghmara	Ganga Nagar	Ganga Nagar EG School	Primary	SSA
South Garo Hills	Rural	Rongara	Wagekona	Wagekona Govt LP School	Primary	Government Schools
South Garo Hills	Rural	Rongara	Pandachikasin	Panda Chikasi Govt. LP School	Primary	Government Schools
South Garo Hills	Rural	Rongara	Dilsinggre	Wachal Chiring Govt. LP School	Primary	Government Schools
South Garo Hills	Rural	Rongara	Dambuk Aga	Dambuk Aga Model Govt. LP School	Primary	Government Schools
South Garo Hills	Rural	Rongara	Rubber Gittim	Rubber Gittim LP School	Primary	Government Schools

9.6. DATA COLLECTION TOOLS (SCHEDULES)

9.6.1. DISTRICT LEVEL SCHEDULE

DIRECTORATE OF PROGRAMME IMPLEMENTATION AND EVALUATION
EVALUATION STUDY OF SARVA SHIKSHA ABHIYAN

District Level Schedule
(To be canvassed to District Nodal Officer)

1. Identification

- 1.1. Name of District
- 1.2. No. of Block

2. Institutional Arrangement for SSA

- 2.1. Name and contact details of Nodal Department/agency responsible for implementing the scheme.
- 2.2. Who is the district nodal for SSA? Provide name and contact details.
- 2.3. Please indicate the charge type of the officer.

Sole Charge	-1
Additional charge	-2
- 2.4. Since when is the district nodal officer looking after SSA at district level?
- 2.5. Do you prepare "Annual work Plan" containing prioritized activities to be carried out that year and budget? Yes/No
- 2.6. If yes, Please provide copies of last five years (2005-06 to 2009-10) Annual Work Plans and Progress Reports.

- 2.7. Is there any district plan for "Children with special needs"? Yes/No
- 2.8. If yes, what are the major provisions in that plan?
- 2.9. Does an effective information system exist at District level? Yes/No
- 2.10. If No, system of maintenance of data regarding villages and schools

Manual -1
No system -2
No data is maintained -3
- 2.11. Provide details about the record keeping method of the district.
- 2.12. Provide a copy of latest data.

3. Information about the scheme

- 3.1. Year since SSA is under implementation in the district?
- 3.2. Please provide details of the children in the age group of 6-14 years

Year	No. of children 6-14 years
1999-2000	
2000-2001	
2001-2002	
2002-2003	
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
2008-2009	
2009-2010	

- 3.3. Total no. of school in the district (2009-10)

Govt. School
EGS/AIE Centres
Others (Specify)

- 3.4. Give details about No. of schools (2009-10)
 No. of Primary School-
 No. of Middle School-
 No. of High School-
 No. of Senior Sec. School

3.5. EGS/AIE Schools

Year	No. of EGS/AIE Schools functioning in the district	No. of new EGS/AIE schools started in the district during	No. of EGS/AIE schools upgraded to regular school
1999-2000			
2000-2001			
2001-2002			
2002-2003			
2003-2004			
2004-2005			
2005-2006			
2006-2007			
2007-2008			
2008-2009			
2009-2010			

- 3.5.1. Criteria adopted to upgrade EGS/AIE schools

4. Urban Slums

- 4.1. Whether there are slum areas in the district. Yes/No
- 4.2. If yes to 4.1, a) Total No. in the district
 b) Slum population in the district.
- 4.3. What is the policy for implementation of SSA in Urban slums?
 Same as for other area -1
 Different from other -2
 None -3
- 4.4. If code '2' is selected in 4.3 elaborate the policy (provide a latest copy)
- 4.5. How many URCs (Urban Resource Centres) are constructed?
- 4.6. If code '3' is in item 4.3 reasons thereof?

5. NPEGEL (National Programme for Education of Girls at Elementary Level)

- 5.1. Are there any educationally Backward blocks (EBBS) in the district? Yes/No
- 5.2. If yes to 5.1, No. of EBBS
- 5.3. If yes to 5.1 in how many blocks, NPEGEL scheme is implemented?
- 5.4. If number given in 5.2 & 5.3 don't tally reasons thereof.
- 5.5. Name of the blocks in which NPEGEL is implemented?
 Number of Schools built Under NPEGEL (block Wise)

6. Allocation, release and expenditure of funds under SSA (Rs. in lakh)

- 6.1. Flow of funds

Year	Allocation	Release	Expenditure
1999-2000			
2000-2001			
2001-2002			

Year	Allocation	Release	Expenditure
2002-2003			
2003-2004			
2004-2005			
2005-2006			
2006-2007			
2007-2008			
2008-2009			
2009-2010			

6.2. Details of funds (Rs. in lakh)

Sl. No.	Name of the component	2003-04		2007-08		2009-10	
		Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
1	Civil Works						
2	Repair & maintenance						
3	Teacher grant						
4	Free text books						
5	Teacher learning equipment (TLE)						
6	School grant						
7	T.L.M.						
8	Teachers Training						
9	Community Training						
10	Research evaluation and monitoring						
11	Computer education						
12	Innovative activity						
13	Early childhood care & education (ECCE)						
14	Innovative education for the disabled						
15	Block resource centre						
16	Cluster resource						
17	Management cost						

6.3. Disbursement of grants for schools to BRC (Rs. in lakh)

Year	Funds received from state Project Director		Funds transferred to BRC	
	Months	Amount	Months	Amount
2005-2006				
2006-2007				
2007-2008				
2008-2009				
2009-2010				

6.4. Is equal amount distributed to all blocks (Yes/No)

6.5. If No. to 6-4, what is the criterion for disbursement of funds?

7. Indicate progress against key input targets

Sl. No.	Item	Targets up to 2009-10	Achievement up to 2009-10	Reasons for Gap
1	Opening of new primary schools			
2	Up-gradation of primary to upper primary schools			
3	Male teachers appointed			
4	Female teacher appointed			
5	Construction of school building			
6	Construction of additional class rooms			
7	Up-gradation of EGS/AIE schools			
8	Children receiving free text books			
9	Functional Block Resource Centre			
10	Functional cluster Resource Centre			
11	Teacher Training			
12	Drinking water facility			
13	Construction of toilets			
14	Any other (specify)			

8. District Elementary Education Plan

8.1. Who are involved in preparation of district elementary education plan? Give names and designation.

Sl. No.	Name	Designation
1		
2		
3		
4		
5		
6		
7		
8		

8.2. Please furnish a copy of plan prepared.

8.3. How members of BRC are selected? Mention selection procedure?

9. Innovative project

9.1. Any innovations for improving quality of elementary education by the State government in the scheme? Yes/No

9.2. If yes, please specify the innovations made.

9.3. Have any other innovative projects been taken up in the districts for main streaming drop outs and out of school children. Yes/No

9.4. If yes to 9.3 please give details of specific characteristics of the project.

10. Monitoring and Supervision

10.1. Has any District Level team been constituted for effective Monitoring? Yes/No

10.2. If yes to 10.1 details of district level team

Composition of team	Activities under taken by the team	Frequency of activities under taken weekly	
			-1
		Fortnightly	-2
		Monthly	-3
		Quarterly	-4
		Half yearly	-5
		Annually	-6
		None	

10.3. Is there any other institution involved in monitoring/supervision of SSA? Yes/No

10.4. If yes to 10.3 please list

10.5. How do you ensure the quality of elementary education in the district?

11. Role of Non Governmental Organisation.

11.1. Is there any NGO involved in implementation of the scheme along with the State? Yes/No

11.2. If yes to 11.1 please give details of

Sl. No.	Name of the NGO	Role played by the NGO

12. Awareness/Media

12.1. What are the awareness methods adopted by the district to sensitize the people regarding SSA?

12.2. Role played by media in sensitizing people regarding SSA in the district.

13. Opinions of implementing officer regarding SSA.

13.1. Problems/constraints faced in implementation of the scheme in order of their significance.

- 1.
- 2.
- 3.
- 4.
- 5.

13.2. Suggestions regarding SSA

- a) Restructuring this scheme.
- b) Improving social disparity.
- c) Better implementation of the scheme.
- d) Improving gender disparity.
- e) Improving quality of teaching.

14. Is there any success story? Please provide.

15. Please provide the organizational structure from District level to school level.

16. Please provide the staff position details.

Name of the Post	Sanctioned	In position	Vacant	Remarks

17. Night School/Dormitory School Provision

Night School/ Dormitory school Status		
Year	No. of Night School/ Dormitory school	No. of children benefited
2005-06		
2006-07		

2007-08		
2008-09		
2009-10		

Signature of the D.E.E.O.

Signature of surveyor

9.6.2. BLOCK LEVEL SCHEDULE

Directorate of Programme Implementation and Evaluation, Government of Meghalaya
EVALUATION STUDY ON SARVA SHIKSHA ABHIYAN
Block Level Schedule
(To be canvassed to BRC/URC Coordinator)

1. Identification

- a) District b) Block

2. Institutional arrangement for SSA

- 2.1. Name of Nodal Department/agency responsible for implementing the scheme.
2.2. Name & contact details of the BRC coordinator?
2.3. Since when is the responding officer acting as BRC Coordinator?
2.4. Mention whether BRC coordinator has sole charge/additional charge

3. Information about the scheme

- 3.1. Year since SSA is under implementation in the block
3.2. Provide information about children in the age group of 6-14 years.

Year	No. of Children (6-14 years)
2005-06	
2006-07	
2007-08	
2008-09	
2009-10	

3.3. EGS/AIE Schools

Year	No. of EGS/AIE Schools functioning in the block	No. of new EGS/AIE schools started in the block during	No. of EGS/AIE schools have been upgraded to regular school
2005-2006			
2006-2007			
2007-2008			
2008-2009			
2009-2010			

- 3.3.1. Criteria adopted to upgrade EGS/AIE Schools to regular schools?

4. NPEGEL

- 4.1. Rural female literacy of the block:-
- 4.2. Rural Male literacy of the block:-
- 4.3. Gender gap (difference between rural male literacy and female literacy)
- 4.4. Whether the block is categorized as educationally backward block? Yes -1
No -2
- 4.5. If yes to 4.4, whether NPEGEL is implemented in the block? Yes -1
- 4.6. If yes to 4.5 how many Model schools have been constructed under NPEGEL? No -2
More than 3 -1
2/3 -2
- 4.7. What kind of interventions have been introduced One each -3
None -4

In the Model Schools opened under NPEGEL.

- Gender sensitization of teachers -1
- Development of gender sensitive learning materials -2
- Early child care -3
- Provision of escorts -4
- Provision of stationery and work books -5
- Provision of uniforms -6
- Any others -7

4.8. If No. to 4.5 reasons thereof

5. Allocation and Expenditure of funds under SSA

(Rs. In lakh)

Sl. No.	Name of the component	2007-08		2008-09		2009-10	
		Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
1	Civil Works						
2	Repair & maintenance						
3	Teacher grant						
4	Free text books						
5	Teacher learning equipment (TLE)						
6	School grant						
7	T.L.M.						
8	Teacher's Training						
9	Community Training						
10	Research evaluation & monitoring						
11	Computer education						
12	Innovative activity						
13	Early childhood care & education (ECCE)						
14	Innovative education for disabled						
15	Block resource centre						
16	Cluster resource centre						
17	Management cost						

5.1. Disbursement of grants. (Rs. in lakh)

Year	Funds received from District Project Officer		Funds transferred to VEC etc.	
	Months	Amount	Months	Amount
2005-06				
2006-07				
2007-08				
2008-09				
2009-10				

6. Indicate progress against key input targets

Sl. No.	Item	Targets up to 31-03-2010	Achievement up to 31-03-10	Reasons for Gaps
1	Opening of new schools			
2	Male teachers appointed			
3	Female teachers appointed			
4	Construction of school Building			
5	Construction of additional class rooms			
6	Enrolment EGS/AIE centres			
7	Children with free text books			
8	Functional BRC			
9	Functional CRC			
10	Any other (specify)			

7. Total number of children enrolled in the Block

Year as on	Total		CWSN	
	Boys	Girls	Boys	Girls
1-09-2006				
1-09-2007				
1-09-2008				
1-09-2009				
1-09-2010				

8. District Elementary Education Plan.

8.1. Are you involved in preparation of District Elementary Education Plan. Yes -1
No. -2

8.2. If yes, mention the role played by you.

9. BRC/CRC

9.1. Is the performance of BRC satisfactory? Yes -1
No. -2

9.2. If no, please give reasons for the same.

Reasons

1-

2-

3-

9.3. Are CRCs (Cluster Resource Centres) Functioning in the block? Yes -1
No -2

9.4. As performance of CRCs satisfactory Yes -1
No -2

9.5. If no, please give reasons for the same.

Reasons

- 1-
- 2-
- 3-

10. Training of VEC members.

- 10.1. Whether trainings for teachers and community members are organized at block level
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -2 |
- 10.2. Whether training was useful?
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -2 |
- 10.3. If yes, in what ways these were useful?
- | | | |
|--|--|----|
| | In improving quality of teaching | -1 |
| | In increasing awareness | -2 |
| | In implementation Of innovative projects | -3 |
| | Others (Specify) | -4 |

11. Monitoring and supervision

- 11.1. Presence of block level team for effective monitoring.
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -2 |
- 11.2. Is there any other institution involved in monitoring?
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -1 |
- 11.3. If yes to 11.1 give details

Composition of team	<table style="width: 100%; border: none;"> <tr> <td colspan="2" style="text-align: left;"><u>Frequency of Visits</u></td> </tr> <tr> <td style="width: 80%;">Weekly</td> <td style="width: 20%; text-align: right;">-1</td> </tr> <tr> <td>Fortnightly</td> <td style="text-align: right;">-2</td> </tr> <tr> <td>Monthly</td> <td style="text-align: right;">-3</td> </tr> <tr> <td>Half yearly</td> <td style="text-align: right;">-4</td> </tr> <tr> <td>Annually</td> <td style="text-align: right;">-5</td> </tr> </table>	<u>Frequency of Visits</u>		Weekly	-1	Fortnightly	-2	Monthly	-3	Half yearly	-4	Annually	-5
<u>Frequency of Visits</u>													
Weekly	-1												
Fortnightly	-2												
Monthly	-3												
Half yearly	-4												
Annually	-5												

- 11.4. If yes in 11.2, please list

12. Innovative projects

- 12.1. Any innovations for elementary education by the district administration?
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -2 |
- 12.2. If yes, please specify the innovations made.
- 12.3. Have innovative projects in the block been taken up for mainstreaming dropouts and out of school children.
- | | | |
|--|-----|----|
| | Yes | -1 |
| | No | -2 |
- 12.4. If yes to 12.3 provide a list of names of the project with villages in which it is carried out and the specific characteristics of the projects.

13. Meetings with VEC/SMC and other local bodies

13.1.	When meeting with VEC/SMC are held?	Weekly	-1
		Fortnightly	-2
		Monthly	-3

		Quarterly	-4
		Half yearly	-5
		Annually	-6
		Never	-7

13.2. Please mention some important issues raised during these meetings.

- 1.
- 2.
- 3.

13.3. Whether steps have been taken to resolve these issues?

Mostly	-1
Some	-2
Very few	-3
None	-4

14. Position of schools village wise

14.1. Total number of villages in the block.

14.2. Please provide a list of name & type of schools village-wise with management.

14.3. Whether there is any village in the block which does not have any regular school?

Yes	-1
No	-2

14.4. If yes to 14.3, reasons thereof.

14.5. No. of schools having only one teacher

15. NGOs

15.1. Is there any NGO involved in implementation/ Supervision/monitoring of the scheme along with the district?

Yes	-1
No	-2
Don't know	-3

15.2. If yes.

Name & Address of the NGO	Role played

16. Opinions of implementing Officer.

16.1. Problems/constrains faced in implementation of the scheme (not more than five) in order of their significance.

- 1.
- 2.
- 3.
- 4.
- 5.

16.2. Suggestions regarding SSA

- a) Restructuring this scheme.
- b) Better implementation of the scheme.
- c) Improving social disparity.
- d) Improving gender disparity.
- e) Improving quality of teaching.

17. Staff Position

Name of the Post	Sanctioned	In position	Vacant	Remarks

Signature of the BRC/URC Coordinator

Signature of the surveyor

9.6.3. SCHOOL LEVEL SCHEDULE

DIRECTORATE OF PROGRAMME IMPLEMENTATION AND EVALUATION, MEGHALAYA
EVALUATION STUDY OF SARVA SHIKSHA ABHIYAN
School Level Schedule
(To be canvassed to senior most school Teacher)

1. Identification

District	Block	Village	School

1.2 Respondents Particulars (Teacher)

1.2.1 Name and contact number of the teacher	
1.2.2 Educational qualification of teacher	
1.2.3 Total Experience in teaching (No. of years)	
1.2.4 Working in school time (No. of years)	
1.2.5 Whether temporary/permanent	

2. General Information about the school

2.1 School Type	1- Govt. 2- Any Other 3- Specify						
2.2 How old is the school (year)							
2.3 Covered under SSA since	Year			Month			
2.4 Total number of children enrolled in school (as on 31.03.2010)	Total	Boys	Girls	SC	ST	OBC	General
2.5 Total teacher in the school							
2.6 Pupil teacher Ratio (as on 31.03.2010)							
2.7 Category of school	1-Primary 2-Upper Primary 3-Secondary						

3. School Grants

Year	Funds received (in Rs.)	Expenditure (in Rs.)	If shortfall in expenditure reasons thereof
2005-2006			
2006-2007			
2007-2008			
2008-2009			
2009-2010			

4. Enrolment of children (in the age group of 6-14 years) class-I- Class VIII)

Year	Total		SC		ST		OBC		General		Child with special Needs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1-9-2006												
1-9-2007												
1-9-2008												
1-9-2009												
1-9-2010												

5. Completion of Education

5.1 Completion of Primary Education

Year	No. of children (6-11 years) in completion of primary education											
	Total		SC		ST		OBC		General		Child with special Needs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2005-06												
2006-07												
2007-08												
2008-09												
2009-10												

5. No. of dropouts

Year	Number of Enrolled				Drop Outs			
	Total		ST		Total		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2005-06								
2006-07								
2007-08								
2008-09								
2009-10								

6. Teacher and teaching related aspects

6.1 Teacher Vacancy Position (as on 31.03.2010)

Post of regular Teacher	Incumbency position of regular teachers	Teacher appointed under SSA

7. Details of school teachers

Name	Sex	Social Category	Educational Qualification	Professional Qualification	Class taught	Status-Permanent/Temporary

8. Training

8.1	Have you undergone any training in last 5 years?	1-Yes 2-No
8.2	If yes, mention type of training	1-Introduction 2-In-service 3-Others (specify)
8.3	Do you find this training useful?	1-Yes 2-No

9. Teaching Learning Materials

9.1	Whether TLM is being received/ prepared?	1-Yes 2-No
9.2	If yes to 9.1, How often do you use TLM?	1-Often 2-Sometimes 3-Never
9.3	If 2/3 in 9.2, reasons thereof	
9.4	Do you think that use of these materials makes teaching interesting?	1-Yes 2-No 3-Don't Know

10. Involvement of teachers in non-teaching work

10.1	Are teachers in the school involved in any non-teaching work?	1-Yes 2-No
10.2	If yes, please list all the activities in which teachers are involved	
10.3	Are teachers will to do these works?	1-Yes 2-No
10.4	Incentive received for involvement in non-teaching Activities	

11. Salary related aspects

11.1	Are you satisfied with the amount of your salary?	1-Yes 2-No	
11.2	When teachers get their salary/honorarium?	Regular	Appointed under SSA
		1-Monthly 2-Quarterly 3-Half Yearly 4-Annually 5-Any other (specify)	1-Monthly 2-Quarterly 3-Half Yearly 4-Annually 5-Any other (specify)

12. Block Resource Center/Cluster Resource Centre

12.1	Existence of BRC/CRC	BRC	CRC
		1-Yes 2-No 3-Don't Know	1-Yes 2-No 3-Don't Know
12.2	How far is BRC/CRC located from your school?	1-Less than 1KM 2- 1-3KM 3- 3-5KM 4- More than 5KM	1-Less than 1KM 2- 1-3KM 3- 3-5KM 4- More than 5KM
12.3	Does BRC/CRC provides any financial support to school	1-Yes 2-No 3-Don't Know	1-Yes 2-No 3-Don't Know
12.4	Does BRC/CRC provide academic support?	1-Yes 2-No	1-Yes 2-No
12.5	List the role played by BRC/CRC in providing academic support? In order of most important to least important	1- 2- 3-	1- 2- 3-
12.6	Any on-site training provide by BRC/CRC?	1-Yes 2-No	1-Yes 2-No

13. Curriculum Design

13.1	Do you have any curriculum / syllabus for different Classes?	1-Yes 2-No
13.2	If Yes, furnish copy	
13.3	Are teachers ever consulted by concerned authorities in designing the curriculum?	1-Yes 2-No
13.4	Are you satisfied with the curriculum?	1-Yes 2-No
13.5	If no in 13.4, give reasons	

14. Examinations

14.1	How do school evaluate the performance of children?(multi choice)	1-Unit test 2-Annual Examination 3-Class Room 4-Performance 5-Any Other (specify)
14.2	How many times examinations are held every Year?	1-Monthly 2-Quartely 3-Half Yearly 4-Annually 5-Others (specify)

14.3 Performance in different classes in 2008-09 & 2009-10

Class	2008-09			2009-10		
	Total No. of Children	Children Passed	Children Failed	Total No. of Children	Children Passed	Children Failed
I						
II						
III						
IV						
V						
VI						
VII						
VIII						

15. Assessment of education for life skills

15.1 Whether covering the following essential activities/aspects of education for life skills i.e. education on: (multi-choice)

1. Social Environment
2. Natural Environment
3. Health
4. Nutrition
5. Occupation
6. Any Other (specify)

16. Incentive to students

16.1.1	Do students get any scholarship/stipend regularly?	1-Yes 2-No 3-Don't Know		
16.1.2	If yes who are eligible for availing these scholarships/ stipend?	1- All 2- Only girls 3-Only SC/ST 4- Only SC/ST & Girls 5- Any other (specify)		
16.1.3	If yes, mention amount (per year) per student	Student in class	No. of student getting scholarship/	Amount (per year) per student in Rs.

			stipend	
		I		
		II		
		III		
		IV		
		V		
		VI		
		VII		
		VIII		
16.1.4	Month when these scholarships/stipend are given?	1- Beginning of session 2- Mid Session 3-End of the Session 4-Any other (specify)		
16.1.5	Mention last date when scholarships/stipend were given			

16.2 Incentive to children with special needs:

16.2.1	Are there any children with special needs in the school?	1-Yes 2-No
16.2.2	Whether "Individualized Education Plan (IEP)" is being prepared by teachers for each child with special needs.?	1-Yes 2-No
16.2.3	Any incentives provided to children with special needs?	1-Yes 2-No 3-Don't Know
16.2.4	If yes to 16.2.3 please list the incentives provided	
16.2.5	When are these incentives given?	1- Beginning of session 2- Mid Session 3-End of the Session 4-Any other (specify)
16.2.6	Whether any grant is received particularly for CWSN?	1-Yes 2-No
16.2.7	If yes to 16.2.6, whether this amount is sufficient?	1-Yes 2-No 3-Don't Know

17. School Infrastructure

17.1	Is any repair/maintenance work being carried out in the school in last one year	1-Yes 2-No 3-Don't Know
17.2	How many rooms are built under SSA since inception	1- One classroom 2- Two Class room 3- Three Class room 4- More than 3 class room 5 - None
17.3	Is more than one class being taught in the same room?	1-Yes 2-No

18. MDM Programme

18.1	Are children given free noon meal in the school?	1-Yes 2-No
18.2	Do children like having the meal?	1-Yes 2-No
18.3	Are the teachers involved in any of the activity related to this programme?	1-Cooking 2-Distribution 3-Supervision 4-Any other (specify)
18.4	Any wastage of teaching-learning time due to MDM	1-Yes 2-No
18.5	If MDM is stopped will children continue to come in school?	1-Yes 2-No 3-Can't Say
18.9	Is the cooked food provided under MDM hygienic & Nutritious?	1-Yes 2-No 3- Any other (specify)

19. Innovative Project

19.1	Any innovations for primary & secondary education in village by the district administration	1-Yes 2-No
19.2	If yes to 19.1, please specify the innovations done	
19.3	Does school follow any strategy for mainstreaming out of school/dropout children?	1-Yes 2-No 3-Don't Know
19.4	If yes to 19.3, list the activities carried out	
19.5	Any enrolment drive in the village for mainstreaming out of school children or drop-outs?	1-Yes 2-No
19.6	If yes to 19.5, what steps are taken for getting children enrolled in school? Please list any five steps taken	

20. Community Participation

20.1	Does parent-teacher association/mother-teacher association exist in this school?	1-Yes 2-No
20.2	If Yes to 20.1, what is the role played by them?	1- Supervision in teaching 2- Help in teaching 3-Supervision in meal preparation 4-Help in meal preparation 5- Any other (specify)

21. Increasing efficiency and effectiveness

Do you need the following support to become more effective	1-Yes 2- No	If yes please specify your requirement
1- Teacher learning equipments 2- Academic support from the community 3- Effective teacher training 4- Onsite support by CRC/BRC		

5- Availability of textbooks to children		
6- Any other (specify)		

22. Problems/constraints faced in implementation of the scheme.

- 1-
- 2-

23. Suggestions regarding SSA

- a) Restructuring this scheme:
- b) Better implementation of the scheme:
- c) Improving social disparity:
- d) Improving gender disparity

24. Awareness

24.1 Are you arranging any awareness programmes/meetings for awareness of parents about SSA/ any new schemes?

- 1-Yes
- 2-No
- 3-Any other (specify)

24. 2 What percentage of parents do you think are aware about the SSA?

- 1- Below 25%
- 2- (25 - 50)%
- 3- (50 - 75)%
- 4- Above 75%

Signature of the Head/Principal of Institution

Signature of the Surveyor

9.6.4. STUDENT LEVEL SCHEDULE

Directorate of Programme Implementation and Evaluation, Government of Meghalaya
EVALUATION STUDY OF SARVA SHIKSHA ABHIYAN
Student Level Schedule

(To be canvassed for the students of class-II to class-VII)

1. Identification

	District	Block	Village	School
Name				

2. Student Identification

Name of student	Age	Sex	Class III VI	Category SC -1 ST-2 OBC-3 General-4	Suffering from any disability Yes-1 No -2

3. School Infrastructure

3.1. How far is school from your house?

1. Less than a kilometer.
2. 1-3 kms.
3. 3-5 kms.
4. More than five kms.
5. Don't know.

3.2. Is your classroom good in rainy season also?

1. Yes
2. No
3. Don't know

3.3. Is there library in the school?

1. Yes
2. No

3.4. If yes, do you use library for study?

1. Daily
2. Once a week
3. Once a fort night
4. Once a month
5. Very rare
6. Never

3.5. Do you have computer in the school? (Only for UP class students)

1. Yes
2. No

If yes, how often do you use this?

1. Often
2. Very rare
3. Never

3.6. How do you come to school?

1. On foot
2. Bicycle
3. By bus

4. Incentives to students.

4.1. Do you get free text books every year?

1. Yes
2. No

4.2. Do all children in your class get free text books?

1. Only girl
2. Only boys
3. Girl & Boys Both

4.3. When do you get free textbooks?

1. Beginning of the session (Put)
2. Mid- session
3. End of the session

4.4. Do you get new textbook of all the subjects?

1. Yes
2. No

4.5. If no, in 4.1, how do you manage?

1. By purchasing
2. Borrowing
3. Sharing
4. Without books

4.6. (If the selected child is C.W.S.N.)

Do you get any assistance from school?

1. Yes
2. No

4.7. If yes to 4.6, give details.

4.8. Do you get any scholarship/stipend in school?

1. Yes
2. No

4.9. If yes, amount per month and mode of payment.

4.10. Do you get free dress? Yes/No

4.11. If yes to 4.10, 1-Once in a year, 2-Twice in year 3- Any other (specify)

5. Teacher and teaching related aspects

5.1 Do your teachers make use of black board?

- 1-Always
- 2- Most of the times
- 3- Rarely
- 4- Never

5.2 Do your teachers use chart, poster etc. while teaching?

- 1-Always
- 2- Most of the times
- 3- Rarely
- 4- Never

5.3 Do you have separate teachers for each subject?

- 1-Yes

2- No

5.4 Do your teachers come to school daily?

1-Yes

2- No

3- Don't Know

5.5 Do your teachers punish you? Yes/No

1-Often

2- Rarely

3- Never

5.6 If yes in 5.5, what type of punishment is given?

1-Physical punishment

2-Insulting in front of other children

3-Any other (specify)

5.7 Are your teachers engaged in any non-Teaching activity?

1-Yes

2- No

3- Don't Know

5.8 Do you like your teachers?

1-Yes

2- No

3- Don't Know

5.9 If no to 5-8, given reasons.

1-Physical punishment

2-Poor Quality of teaching

3-Very strict for attending school

6. Cooked Mid Day Meal Scheme.

6.1 Do you get free noon-meal in the school?

1-Yes

2- No

6.2 Do you get free noon-meal in the school daily?

1-Yes

2- No

3- Any other (specify)

6.3 Do you like the meal?

1-Yes

2- No

3-Can't Say

6.4 If you stop getting the meal would you still continue to go to school?

1-Yes

2- No

3-Can't Say

7. Learning achievement test for class III students.

7.1 ORAL

7.1.1 Ability to narrate A-Z alphabets

1-Not at all

2-Poorly

3-Partially

4-Completely

7.1.2 Ability to narrate numbers from 1-20 in local language/(English)

1-Not at all

- 2-Poorly
- 3-Partially
- 4-Completely

7.1.2 Ability to narrate alphabets of local language/(English)

- 1-Not at all
- 2-Poorly
- 3-Partially
- 4-Completely

7.2 Reading

Sl. No.	Language	Word/Number					No. of correct words/Numbers
7.2.1	Local Language	--	--	--	--	--	5/4/3/2/1/0
7.2.2	English	CAT	GOOD	NEW	BALL	TIGER	5/4/3/2/1/0
7.2.3	Number	3	4	7	17	8	5/4/3/2/1/0
7.3.1	Local Language	--	--	--	--	--	5/4/3/2/1/0
7.3.2	English	CAT	GOOD	HUMAN	TELEPHONE	FOX	5/4/3/2/1/0
7.3.2	Number	53	4237	17	177	18	5/4/3/2/1/0

7.3.3	Arithmetic	Addition	Subtraction	Identify bigger number in 73	Identify Smaller number in 35 and 71	No. of correct calculations
		35 +17	35 -17			4/3/2/1/0

7.4 Writing

7.4.1	Local Dialect	-----	1-Not at all 2-Poorly 3-Partially 4-Completely
7.4.2	English	Write A-Z alphabets The names of the days of the week.	1-Unable to write 2-Poorly 3-Partially 4-Completely

8. Learning achievement test for class-VI

8.1 Reading

8.1.1	Local Dialect	-----	1-Not at all 2-Poorly 3-Partially 4-Completely
8.1.2	English	This is my school. I love to come here. My teachers are very nice. My mother says that I should attend the school regularly and should follow my teachers.	1-Not at all 2-Poorly 3-Partially 4-Completely

8.2 Writing

8.2.1	Local Dialect	-----			1-Not at all 2-Poorly 3-Partially 4-Completely
8.2.2	English passage	India is a big and beautiful country. It has wide variety of people. Different kinds of festivals are being celebrated here. I am proud to be an Indian.			1-Unable to write 2-Poorly 3-Partially 4-Completely
8.2.3	Arithmetic	20% of 200=	Addition	Subtraction	No. of correct calculations
			$\begin{array}{r} 3545 \\ +1723 \\ +7132 \\ \hline \end{array}$	$\begin{array}{r} 13545 \\ -1723 \\ -7132 \\ \hline \end{array}$	

9. Awareness

9.1 Are your parents aware about SSA programme?

1-Yes

2- No

3-Can't Say

Date:

Signature of the surveyor

9.6.5. OBSERVATION BASED CHECKLIST OF SAMPLE SCHOOL

Directorate of Programme Implementation and Evaluation, Government of Meghalaya
“Evaluation Study of Sarva Shiksha Abhiyan (SSA)”
Observation based check list of the Sample School

Name of the school:			
Village:		Block:	
Dist:		Name of BRC:	
Contact No:		Distance from BRC/URC:	
Classes:		Distance from CRC:	
Primary	Upper Primary	Secondary	Management:
Total Student (all class):			Total Teachers (all class):

Sl. No.	Infrastructural facilities in school	Yes/No		Remarks
		Yes	No	
1	Pucca Building	Yes	No	
2	Boundary wall	Yes	No	
3	Common Toilet	Yes	No	
4	Toilet for Girl	Yes	No	
5	Drinking water facility	Yes	No	
6	Blackboard	Yes	No	
7	Electricity	Yes	No	
8	Computer Centre	Yes	No	
9	TLM (Teaching Learning Material)	Yes	No	
10	Playground	Yes	No	
11	Kitchen room for MDM	Yes	No	
12	Room for dining	Yes	No	
13	Separate room for Headmaster	Yes	No	
14	One class room for each class	Yes	No	
15	Separate office room	Yes	No	

School Name:	Block Name:
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Enrolment Status (Annual Year 2010)			
Sl. No.	Classes	Attendance in the date of visit (mention date):	Total Enrolment of class
1	Pre-primary		
2	Class-I		
3	Class-II		
4	Class-III		
5	Class-IV		
6	Class-V		
7	Class-VI		
8	Class-VII		

Assistance received from SSA			
Sl. No.	Received Grant/Aid from SSA	Amount (In Rs.)	Year
1	School Grant		
2	Teachers Grant		
3	Teaching Learning Materials		
4	Teaching Learning Equipments		
5	School Building		
6	Additional Class Room		
7	Toilets		
8	Drinking Water (tube well/pipe water supply)		
9	Kitchen		
10	Text Book (mention month of receiving)		

Certification level of the Head Master on SSA scheme (in %) :

Mid Day Meals		
1	Classed covered under MDM	
2	Number of students covered under MDM	
3	Whether Pre-Primary students are included in MDM (yes/no)	
4	Whether the provision of rice for MDM is sufficient (yes/no)	



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