PERCEPTIONS OF STAKE HOLDERS ABOUT THE STATUS OF IMPLEMENTATION OF SELECTED INTERVENTIONS UNDER SSA IN MIZORAM

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THESIS

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CERTIFICATE

This is to certify that K. Sarah, Ph.D. Scholar, Department of Education, Mizoram University, Reg.No. MZU/Ph.D./404 of 08.06.2011, has written her thesis titled, 'Perceptions of stake holders about the status of implementation of selected interventions under SSA in Mizoram' under my guidance and supervision. In preparing the thesis Ms. K. Sarah has complied all the requirements as laid down in the Ph.D. Regulations of the University. The thesis is the original work of the scholar and has not been submitted for any degree to any other University.

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DECLARATION

I, K. Sarah, hereby declare that the subject matter of the thesis entitled "Perceptions of Stake holders about the status of implementation of selected interventions under SSA in Mizoram" is a record of work done by me, that the content of this thesis did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anyone else, and that the theses has not been submitted by me for any research degree in any other university or institute.

This is being submitted to the Mizoram University, Tanhril, Aizawl, for the award of Doctor of philosophy in Education.

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Finally, may this thesis be useful for readers and students and for future research about similar topic or any other relevant field. Also my heartfelt wish that the findings of this study will help in future planning of the SSA programme.

(K. SARAH)

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CHAPTER -1

INTRODUCTION

Education is considered to be an essential ingredient for human development that leads to development of stronger societies. Because of this, many actions have already been taken at the global, regional and national level to provide educational opportunities to all children irrespective of their socio-economic background as envisaged by EFA goals. The term education has been universally accepted as one of the primary necessities essential for the growth and development of both individual and nations. Therefore, education is an important factor in the states determination for the contemporary society. For this, elementary education is the grass root of all the stages of education.

1.1.0 Universalization of Elementary Education

As a developing nation after independence India made a constitutional commitment of providing free and compulsory education for all up to the age of fourteen, because it was realized that basic education for all is the essential condition for efficient and equitable development to take place. Although the target could not be attained within the declared time period, the National Policy on Education, 1986, reaffirmed the constitutional commitment. Consciousness and demand for primary education grew stronger throughout the world. In 1992, India joined the World Conference on Education at Jomtien (Thailand) and signed a declaration along with more than one hundred and fifty other countries to launch the programme of Education for all (EFA). In 2000, another Global conference on Education was held at Dakar (Senegal), to look back to the

promise made at Jomtien. Definitely there arose the need to take stock of the progress made so far in the programme of EFA as well as making projections for the future.

The National Policy of Education1986, as revised in1992, had indicated three thrust areas in elementary education:

(i)   Universal access enrolment.

(ii)   Universal retention of children up to 14 years of age; and

(iii)   A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

1.1.1   Background of Sarva Shiksha Abhiyan

Ever since independence of India, the Government of India has committed to promote elementary education throughout the country. Although India is widely diversified in terms of language spoken by the people, average household income, adherence to traditional beliefs on gender disparity, accessibility to habitations, parental cooperation and encouragement to children towards formal education, household affordability to educate children, etc, both between and within areas, the Government has consistently endeavoured to universalize elementary education in the 6-14 years age group.

Based upon the findings of various researches and the suggestions given in the reports of different committees concerned with promotion of elementary education, it has launched several schemes and programmes to facilitate and speed up the progress of elementary education in specific regions. Some of these have been the Bihar Education project, the Education Guarantee scheme, Janshala, Operation blackboard and District

Primary Education Programme. All these schemes and programmes have been implemented on experimental basis to gauze the efficacy of various strategies adopted for promoting elementary education under different contexts. Time and again, the Government of India has evaluated all these programmes and schemes by engaging reputed research institutes of our country and has generated a plethora of knowledge relating to the pros and cons of the various strategies utilized under these schemes and programmes.

Based upon this acquired knowledge bank, it has developed a new strategy, namely Sarva Shiksha Abhiyan (SSA) which was launched in 2001 to universalize elementary education throughout the country covering all categories of 6-14 years children within a specified time period.

The objectives were addressed during the Tenth Plan period mainly through the Sarva Shiksha Abhiyan (SSA) which is the flagship programme of Government of India being implemented in partnership with States and UTs. The Mid Day Meal and Teacher Education Schemes have also contributed towards progress in the above objectives. The objectives are expressed nationally though it is expected that various Districts and States are likely to achieve universalization in their own respective contexts and in their own time frame. The main objectives of SSA were-

a) All children in school, Education Guarantee Scheme centres, alternate school and 'back to school' camp by 2003.

b) All children complete five years of primary schooling by 2007.

c) All children complete eight years of elementary schooling by 2010.

d) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education stage by 2010.

e)   Focus on elementary education of satisfactory quality with emphasis on education for life.

f) Universal retention by 2010 onwards.

Within this framework, it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment. The aims of SSA were-

1)   To provide useful and relevant quality education for all children in the 6-14 age groups by 2010.

2) To bridge social, regional and gender gaps in the society with the active participation of the community in the management of schools.

The 86th Constitutional Amendment Act 2002 made education a Fundamental Right for children in the Age group of 6-14 years by providing that "*the States shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine*".

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a Mission mode.

a)   A programme with a clear time frame for universal elementary education.

b)   A response to the demand for quality basic education all over the country.

c)   An opportunity for promoting social justice through basic education.

d) An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

e) An expression of political will for universal elementary education across the country.

f) A partnership between the Central, State and the local government.

g) An opportunity for States to develop their own vision of elementary education.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows 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 continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Ministry of Women and Child Development

The Mission Promotes:

a) Empowering of children to be active participants in a knowledge society.

b) A result oriented approach with accountability towards performance and output at all levels.

c) A people centred mode of implementation of educational interventions with involvement of all stakeholders, especially teachers, parents, community and Panchayati Raj Institutions and voluntary organizations.

d) An equity based approach that focuses on the needs of educationally backward areas and disadvantaged social groups including children with special needs.

e) A holistic effort to ensure convergence of investments and initiatives for improving the efficiency of the elementary education system.

f) Institutional reforms and capacity building to ensure a sustained effort for UEE.

The very nature of a Mission is to complete a task in a time bound manner. SSA has succeeded in helping the states in largely achieving the task of basic provision of infrastructure and in creating systems and processes for improved educational attainments. As SSA adopts quality and equity as two main thrust areas, the process improvements brought about as apart of SSA need to be main streamed into the Education Departments of the states so that the lessons gained in SSA are sustained. Better integration of State level SSA with the Directorates of elementary/school education should be achieved on a priority basis. Different models will need to be tried in different States and UTs based on existing structures. At the district level parallel structures should be completely disallowed and SSA should aim at strengthening of the mainstream department structures.

1.1.2 Operational Strategy of SSA

The scheme of Sarva Shiksha Abhiyan was evolved from the recommendations of the State Education Ministers conference held in October 1998 that is during the Ninth five year plan (1997-2002) for the achievement of universalization of elementary education in a time bound manner as mandated by the 86th amendment of the constitution of India, making free and compulsory education to the children of 6-14 ages. This scheme is executed by the Government of India with the full cooperation of the State Government in 11 lakhs villages for the benefit of 20.5 crore children in 2011 as a fundamental right. As a result, it covers the entire country with a special focus on educational needs of girls, scheduled castes and scheduled tribes and other children in difficult circumstances. For this purpose, the scheme seeks to open new schools in those habitations which do not have schooling facilities and strengthen school infrastructure through provision of additional classrooms, toilets, drinking water, and school improvement grants. It strengthens the capacity of teachers by extensive training. It provides grants for developing teaching learning materials and strengthening the academic support structure at block and district level. The financial assistance for the programmes of SSA is on 85:15 sharing arrangement during IXth plan, 75:25 in Xth plan and 50:50 thereafter the central and state governments. However, the distribution of scholarships and uniform should be funded under the state plan, which will not be funded under SSA programme.

1.2.0 Perception

The term Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful. This

input of meaning information results in decisions and actions. It may also be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. It is the interpretation of sensory data.

Perception is defined by both physiological and psychological characteristics of human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes, it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment.

Perception is a subjective process, therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorbs, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

Perception is very important in understanding the human behaviour; because every person perceives the world and approaches the life problems differently whatever we see or feel is not necessarily the same as it really is. It is because what we hear is not what is really said. When we buy something, not because it is the best, but because we take it to be the best. Thus, it is because of perception, we can find out why one individual finds a job satisfying while another one may not be satisfied with it.

1.2.1   Role of Stake holders

In societies, where the social demand for education is assumed to be universal, for certain groups the real demand reflected by their ability and willingness to pay may

in fact be low or non-existent. Parents as well as community member's expectations and reactions concerning educational facilities are thus important in identifying constraint to providing equitable access to schooling of equivalent quality for children of all castes, creeds and cultural or social backgrounds. It provides important insights into this aspects, indicating whether the demand for education is, in fact, low or limited by the prevailing circumstances, values or attitudes of local communities. According to Freeman E (1984)[1], 'any group or individual who can affect or is affected by the achievement of the organizations objectives'. Parents who are well informed of policies and resource allocations in the education sector and involved in decisions regarding their children's schooling exert considerable influence and contribute solutions. Also involved communities are able to articulate local school needs, hold officials accountable, and mobilise local resources to fill gaps when the government response is not adequate.

Teachers and school management committee members obviously occupy the most crucial position in the strategy to achieve universalization of elementary education. The School Management Committee (SMC) members has to pay adequate attention to quality issues including teacher training, availability of child entitlements, teaching learning materials in schools, pupil assessment in consonance with the principles of continuous and comprehensive evaluation, and preparation of pupil cumulative records. The role of teacher is often formal and on-going, carried out by the way of occupation or profession at a school or other place of formal education. Their occupation renders definite and essential services to society; therefore teaching is certainly a noble profession. Through their intelligence, patience and wisdom, they attempt to not only bone the learners intellect and aptitude but also create a well-rounded personality.

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[1]Freeman, R.E (1984). *Strategic management: A stake holder approach.*
Boston, MA: Pitman. Latest edition. Pg-46

Henderson's work also notes that "unlike traditional parent involvement, parent and community organizing [often] holds schools accountable for results," a focus that often leads to "positive changes in policy, practice and resources" (Henderson & Mapp, 2002)[2]

Hence, the perceptions of parents, teachers and School management committee members about the implementation of interventions regarding the awareness and effectiveness of the programme would, in addition, throw light on whether parents, teachers and School management committee members have any insight for future action in improving quality education at the elementary level.

1.2.2   Collaboration of School and Community

Education is a lifelong social process and it can become active only in the community. Educational process is not possible without its base, the community. This is because a school has an important place in the educational process, desired and promoted by the community. It reveals that there is a close relationship between school and community. In fact, school and community are dependent on each other for their existence and development. That is, the school and the community influence each other. It is the school which reflects the ideal life of the community whereas the community serves as a laboratory for the children to test the knowledge and skills learnt in the school. In this way, a good community is formed from good schools and good schools

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[2]Henderson, A. & Mapp, K. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement.* Austin, TX: Southwest Educational Development Corporation (SEDL).
Retrieved from http://www.sedl.org/connections/resources/evidence.pdf

are formed from good communities. It has to develop a close link with the community in which it is located by relating its programme to community service. Today, school is not only a miniature society, but it is also a mirror of the society which reflects the programme of the community.

1.3.0   Education in Mizoram

The state of Mizoram is one of the seven north eastern states of India bordered by Myanmar to the east and south, Bangladesh to the west, and by the states of Manipur, Assam and Tripura to the north. The Mizo's are one of the tribes who emigrated in the great wave from a place generally believed to be North West China and spread over Assam and towards the sea. The Lushai hill district of Assam state was transformed into union territory on 21 January 1972 and the name of this region was changed into Mizoram. In 1987, Mizoram was conferred statehood on 23 February to become the 23rd states of the Indian Union.

Formal education in Mizoram began with the arrival of Christian missionaries in 1894. Before the Christian missionaries arrived, there was no organized educational institution in the area. Education was imparted informally through parents, elders, etc. through verbal instruction. There was no alphabet and no literature what so ever in the Mizo language. The Missionaries reduced the Mizo language to writing by adopting the simple Roman script with a phonetic form of spelling. So the first alphabet was composed in 1895. The provision of a script to the language laid the foundation of education of the Mizos. The first mission primary school was started by two missionaries Savidge and Lorrain in the year 1894 but was closed down before long. The school was

later reopened by D.E. Jones, another missionary in the year 1898. From then on schools gradually increased and in 1907 the number of primary schools in Mizoram increased to 22 with 781 students. By 1932, the number of schools rose to 130 and the students also increased to 3972 with 3200 male and 772 female students. By 1936, there were five Middle Schools, 221 primary schools and the number of pupils on the roll also increased to 9606 in which 7313 were males and 2293 were females.

Till 1944, all the schools in Mizoram were maintained by the missionaries with some grants from the Government. The first Government Middle School was established in 1944 by taking over the oldest existing missionary schools under the control of the government. The first government primary school was established in 1947 when the government of Assam took over one of the oldest existing missionary primary schools. By the time India attained independence in 1947; there were 258 Primary Schools and 22 Middle Schools in Mizoram.

There was a radical change in the educational system in Mizoram after India achieved Independence. Mizoram (then Lushai Hills District) was formed as an Autonomous District Council on 25th April 1952, and all the educational institutions were taken over by the Government. Certain power was vested in the council and this automatically changed the system of education. The council constituted a Board to look after the Primary and Middle School Leaving Certificate examinations. In the year 1961, the Government of Assam handed over the supervision and general administration of elementary education to the council.

It is after becoming Union Territory in 1972 that Mizoram has seen rapid and tremendous expansion qualitatively and quantitatively in the field of education. The District Council Act was revoked and all elementary schools run by the Mizo District

Council were taken back by the Government with effect from 29th April 1972. As a result, the structure of the educational set up was completely overhauled and reorganized through the newly formed Directorate of Education, which began to function from 1st July, 1972. Since then, elementary education was under the administration and management of the Government of Mizoram. During this time, there were 425 primary schools with 60375 pupils, and 184 Middle Schools with 19604 students.

After Mizoram acquired union territory in 1972, Mizoram was divided into three districts namely, Aizawl, Lunglei and Chhimtuipui (later known as Saiha). In 1987, Mizoram was conferred statehood on 23 February to become the 23rd states of the union. Five new districts were later established in 1998 which result in increases in the number of schools, enrolment of students and number of teachers in elementary schools in Mizoram.

1.3.1   Progress/development of elementary education in Mizoram under the Sarva Shiksha Abhiyan

Another important landmark in history of Mizoram with reference to the growth of education can be attributed to the introduction of Sarva Shiksha Abhiyan in the year 2001 which ensure all children in the age group of 6-14 to attend school and complete eight years of schooling by 2010. It is an effort to universalize elementary education by community ownership of the school system. The Sarva Shiksha Abhiyan programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. It also takes note of the fact that provision of elementary education is largely made by the government and government aided schools.

In Mizoram, the Sarva Shiksha Abhiyan includes the active participation and involvement of the community in its mission as far as possible. Apart from having a strong Village Education Committee (VEC) which looks after the education in their own respective locality following the SSA central norm, also SSA mission in Mizoram tied a strong bond with the Ngo's and Church organizations in the state. There are various interventions under SSA; they are:-

1)   Community mobilization.

2)   Civil works.

3)   Special training for age appropriate admission of out of school children.

4)   Teacher training.

5)   School grants.

6)   Maintenance grants for schools.

7)   Teacher grants.

8)   Supply of free textbooks and uniforms.

9)   Education of SC/ST children.

10)   Early childhood care and education (ECCE).

11)   Opening new primary/upper primary schools.

12)   Kasturba Gandhi Balika Vidyalaya (KGBV) scheme of girls' education in educationally backward blocks.

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

14)   Innovation fund for Computer aided learning (CAL).

15)   Academic support through BRC/URC/CRC.

16)   Research, Evaluation, Monitoring and Supervision (REMS).

17)   Management Information System (MIS).

18) Inclusive Education (IE).

19) Teaching Learning Equipment (TLE) for new primary/upper primary schools.

20) Transport/Escort facility.

21) Additional teachers.

22) Learning enhancement programme.

23) Libraries.

24) SIEMAT.

25) Innovation fund for equity.

26) Training of SMC, VEC and PRI members.

27) New schools.

28) Additional classrooms.

29) Block resource centres.

30) Cluster resource centres.

31) Residential schools.

32) Toilets and drinking water.

33) Furniture.

34) Repairs to school buildings.

35) School and social mapping.

36) Conversion of EGC centre's into schools.

37) Management cost.

As such, SSA mission with its interventions serves a great purpose in the process of various development of the State in the field of education. Useful and relevant education signifies a quest for an education system that is not alienating and that draws

on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. 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 universalization of elementary education.

While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

1.3.2   Useful and relevant education and education for life

One of the goals of Sarva Shiksha Abhiyan is to promote education and for life. The debate on learning skills and life skills is an old one in India. There is a lot to learn from the '*Basic education*' advocated by Mahatma Gandhi and the *'Nayee taleem'* advocated by Dr. Zakir Hussain. The whole issue of relevance of education has been raised in the context of education for life. A lot of experts feel that education is not just the process of imparting literacy and numeracy. It is actually a process of socialization that helps children cope with the natural and the social environment. They have therefore, emphasised the need to develop a school system that builds on the solidarities

in societies and tries to learn from the natural environment. The pursuit of useful and relevant education would imply a much greater focus on integrating physical and mental development.

The Sarva Shiksha Abhiyan would encourage States to focus on total development of children. Encouragement to sports, cultural activities, and project work involving interaction with social and natural surroundings, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Such a focus will entail looking upon a school as a social institution that is the hub of community activities. Encouragement to work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context.

The shift in focus should result in a greater involvement of a number of extension workers in schools. Agriculture extension workers, Health workers, Aanganwadi workers, Extension workers in artisans based programmes, and learning from traditional wisdom by interaction with the respected senior citizens in an area etc should form an integral part of the strategies of education for life. Children should be encouraged to think and observe independently and the classroom should be a form of interaction.

1.4.0 Rationale of the study

School is a social institution that provides pupils with knowledge. Teachers are catalyst to their knowledge, acquisition and appreciation. Teachers who are committed to their job built an excellent and effective school. Both teachers and School management

committee members play an important role in determining academic success among students. The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement. Therefore, Parents, Teachers and School Management Committee (SMC) members should ordinarily be interested about the status of implementation of selected interventions under SSA.

Several studies regarding the perceptions of Parents, Teachers and School management committee members on the improvement of school education have been conducted in other parts of the world and in other states of the country. However, no study has ever been conducted in the area of perceptions of parents, teachers and School management committee members about the status of implementation of selected interventions under SSA in Mizoram. Therefore, a study to find out the perceptions of Parents, Teachers and School management committee members about the status of implementation of selected interventions under SSA would provide us with an understanding of how parents, teachers and School management committee members reflect on the improvement programme launched by the SSA. Moreover, studying the perceptions of Parents, Teachers and School management committee members about the status of implementation of selected interventions would enable us to find out whether Parents, Teachers and School management committee members in general have positive or negative perceptions on the programme implemented by the SSA. The present study will also enable us to find out the perceptions of Parents, Teachers and School management committee members about the implementation of interventions regarding the awareness and effectiveness of the programme and also to know the problems faced in implementing the selected interventions. This would, in addition, throw light on whether Parents, Teachers and School management committee members have any insight

for future action in improving quality education at the elementary level. Therefore, a study is required to be taken to assess the perceptions of Parents, Teachers and School management committee members about the status of implementation of various interventions under SSA in Mizoram.

1.5.0   Statement of the problem

With the hope of revealing Parents, Teachers and members of School management committee (SMCs) perceptions towards implementation of selected interventions under SSA in Mizoram, the investigator took up the following study-

"**PERCEPTIONS OF STAKE HOLDERS ABOUT THE STATUS OF IMPLEMENTATION OF SELECTED INTERVENTIONS UNDER SSA IN MIZORAM".**

1.6.0   Objectives of the study

1. To find out the types of interventions implemented by the SSA in Mizoram.

2. To find out the extent of implementation of selected interventions under SSA in Mizoram.

3. To assess the perceptions of school teachers, members of School Management Committee (SMCs) and parents of elementary school children about the status of implementation of selected interventions under SSA in Mizoram.

4. To compare the perceptions of parents of elementary school children about the status of implementation of selected interventions under SSA with respect to their locale.

5. To compare the perceptions of elementary school teachers about the status of implementation of selected interventions under SSA with respect to their locale.

6. To compare the perceptions of members of School Management Committee of elementary school about the status of implementation of selected interventions under SSA with respect to their locale.

7. To make suggestions for successful implementation of the selected interventions based on research findings.

1.7.0 Hypotheses

1. The extent of implementation of selected interventions under SSA in Mizoram varies significantly.

2. Parents' perceptions on selected interventions under SSA differ significantly with respect to their locale.

3. Teachers' perceptions on selected interventions under SSA differ significantly with respect to their locale.

4. The perceptions of members of School management Committee (SMC) on selected interventions under SSA differ significantly with respect to their locale.

1.8.0 Delimitation of the study

There were altogether 37 interventions under SSA and all were not initiated in all the Districts of Mizoram. The present study is delimited to only those selected eight interventions such as community participation, supply of free textbooks, provision for children with special needs, supply of free uniform, civil works, teacher training, grants/financial management, and academic support through BRC/CRC. These eight

interventions were implemented in all the Government and Semi-Government elementary schools of Mizoram.

The present study is also delimited to parents, teachers and school management committee members, since elementary school children were too young and immature to understand the status of implementation of different interventions under SSA in Mizoram. Therefore, the perceptions of elementary school children were not taken as this might lead to findings that may be unreliable and invalid. Furthermore, out of the eight districts in Mizoram, the present study is also delimited to the four districts which are Aizawl, Lunglei, Saiha and Champhai. These four districts were selected randomly and they were expected to represent the entire districts of Mizoram.

1.9.0   Operational Definitions of the terms used in the title

Perceptions-Perceptions means the act, power, process or product of perceiving or the knowledge acquired through the senses (Webster student dictionary). In the present study, perceptions refer to awareness, observation, understanding and assessment of teachers, members of SMC and parents of the elementary school children relating to the implementation of selected interventions under SSA.

Intervention-Intervention means interfere with the acts of others (Webster student dictionary). Here, in the present context, it refers to contribution, involvement and participation of selected SSA activities in Mizoram.

Status-Status means state, condition or relation (Webster student dictionary). In the present context, it refers to the present position or standing of SSA mission in Mizoram.

Implementation-Implementation means to put a plan or system into operation (Cambridge advanced learner dictionary). The present study refers to the execution, realization and achievement of selected interventions under SSA mission in Mizoram.

SSA: Sarva Shiksha Abhiyan is a government flagship programme to universalize elementary education in the age group of 6-14 years of age.

CHAPTER 11
REVIEW OF RELATED LITERATURE

The review of related studies and literature is an essential aspect in the development of the problem of research and in the derivation of an effective approach to its solution. The success of a research worker's effort will depend on a large measure, on the extent to which he or she capitalizes on the advances both empirical and theoretical, made by previous researchers. The review of literature involves locating, reading and evaluating report of research as well as reports of casual observation and opinion that are related to the individuals planned research project. Exploring, examining and reviewing already established relationships between variables in the chosen area will add depth and meaning to the study. The review of related literature can also give the student a great deal of insight into the methods, measures, subjects, and approaches used by other research workers and can thus lead to significant improvement of his or her design. In the present chapter, review of literature has been divided into two categories:

A.   Studies conducted in India, and

B.   Studies conducted abroad.

2.1.0   STUDIES CONDUCTED IN INDIA

Sharma (1976)[3] studied increase in enrolment in primary schools: efforts and results. Among other things, aimed at identifying the effects of various incentive schemes on enrolment, the study took six sessions from1970-71 to1975-76 and covered the primary and upper primary schools of Udaipur and Kota districts. It was found that

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[3]Sharma, V.S. (1976). Increase in Enrolment in Primary Schools: Efforts and Results. *Fourth survey of research in education (1938-88)*.1991. Pp-1280-1281

the incentives proved to be useful in boosting enrolment and out of them, the most effective in descending order were free meals, textbooks and stationery, free exemption, free uniform and scholarships.

Sharma (1977)[4] carried out a study of the development of primary education in Delhi from 1913 to 1968.The main objective of the study was to find facts related to the development of primary education in Delhi and to critically analyse various trends of development in respects of schools and scholars, teachers, their training and status, educational finance, wastage and stagnation, compulsory primary education, junior basic education, education for the backward classes and the role of local bodies. Data were collected from various primary and secondary sources. The findings reveals that pre-independence period was a period of slow progress in respect of provision for schools in comparison to post independence period. In respects of scholars also an average growth rate increased from 16.9% in pre-independence period to 29.11% in post independence period. Compulsory primary education in the selected areas of Delhi was introduced by extending the Punjab Primary 86 Education Act of Delhi in 1925. During post independence years there was rapid expansion of Compulsory Primary Education due to introduction of basic education scheme in Delhi. As regards to reduction of wastage at primary stage a downward trend was observed during post-independence period and stagnation stood at 11.7% in 1968. Although there was a prolonged delay in the introduction of Junior Basic education by the local bodies in Delhi but after independence government of India took initiative for its introduction by establishing

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[4]Sharma, S.P. (1977). A study of the development of primary education in Delhi from 1913 to 1968. Kurukshetra University.
Second survey of research in education (1972-78). Pp-61-62

ninety seven basic schools in the rural areas of Delhi. Mainly due to the proclamation of the fundamental right the number of scholars belonging to depressed classes at primary stage increased. Percentage of trained teachers also considerably improved in the post-independence period. Quality of teachers with respect to general education also increased significantly. During the period of study teachers in Delhi enjoyed double old age benefits. After 1958, the local self government emerged as a single source of financing the primary education. The interactions of socio-cultural, economic and political processes have provided a dynamic force to the progress of primary education in the later years in Delhi.

Mandal (1980)[5] conducted study on universal free and compulsory primary education in Bihar (1950-74) -a study of problems and measures. The main aim was to locate the stresses and strains encounter in course of implementation of the scheme of compulsory primary education. The study revealed primary school intended for children of 6-11 i.e. schools with class 1-5 were made available to 96 percent of them. Three-fourth of the school going population in the age group 11-14 found in middle school within walking distance from their habitat, provision of schooling facilities for classes 1-8 within a walking distance of every child was the target to be attained within a period of 5-10 years, fifty seven percent of the total number of children in the age group 6-14 were enrolled by 1978.

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[5]Mandal, G.L. (1980). Universal free and compulsory primary education in Bihar (1950-74): A study of problems and measures.
Fourth survey of research in education (1983-88) 2. p-1276

Krishnamurthy (1985)[6] in his study of position of enrolment of children in the age group 6-13 years and problems involved in their enrolment, found that measures taken for enrolment of children includes visiting the houses of non-enrolled children, serving MDM, support of uniforms and textbooks and cash grants to ST students.

Bhargava (1990)[7] conducted a study on the growth of educational facilities and enrolment at the elementary stage in India. The study aims to investigate and discuss the growth and development of education at the primary and middle stages in India and attempts to examine the problem of education of girls and of scheduled castes and scheduled tribes. The objectives of the study was to study the growth of educational facilities for the primary and middle stages and to study the growth of enrolment of girls, scheduled castes and scheduled tribes at the primary and middle stages of education. The major findings of the study were that there had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometre and in 1986 it increases to 80.34% and educational facilities for girls and ST and SC improved during the period 1978 to 1986.

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[6]Krishnamurthy, R.A. (1985). A *Study of the position of enrolment of children in the age group 6-13 years and problems involved in their enrolment.*
Fourth survey of research in education (1983-88) 1. p-1274

[7]Bhargava, S.M. (1990).Growth of educational facilities and enrolment at the elementary stage in India.*Fifth survey of Education research* (1988-1992). New Delhi: NCERT.
Shodhganga.inflibnet.ac.in

Sipra (1992)[8] carried out a study on development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. The study aimed to trace the development of the primary education in Sundargarh district in the post-independence period, to find the types of facilities available, to identify and describe the role played by local leaders in the development of the primary education in their localities and to identify & describe the problems faced by primary schools in the district. She selected a representative sample of 203 schools representing all types of management from 17 blocks & four municipal areas. Questionnaire and interview schedule were used for data collection. She found that there was a phenomenal increase in enrolments, number of schools and teachers at the primary school stage in Orissa in general, and in Sundargarh district in particular between 1951-52 and 1988-89. The facilities available in primary schools were inadequate in respect to playground, buildings, games materials, hostel facilities, teaching aids & incentives. Leaders from areas where the 'good' schools were located showed an active involvement in matters connected with their local primary schools.

Gyan (1995)[9] conducted a study on status of primary education in Assam with the objectives to study the infrastructural facilities, community participation & the impact of literacy campaign on the enrolment in primary schools. The sample of the

[8]Sipra, N. (1992).*Study on development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership.*NEHU. shodhganga.inflibnet.ac.in/bitstream/10603/32366/8/08_chapter%203.pdf

[9]Gyan, V.S. (1995). *Status of primary education in Assam with the objectives to study the infrastructural facilities, community participation & the impact of literacy campaign on the enrolment in primary schools.*
Retrieved from
shodhganga.inflibnet.ac.in/bitstream/10603/32366/8/08_chapter%203.pdf

study was 66 primary schools of seven districts. The outcome revealed shortage of infrastructural facilities with housed in thatched structures and Assam type buildings, inadequate blackboard and desk-benches. Besides there was low in girls enrolment, high number of single teachers school, negligence of community members in construction & maintenance of school after provincialized by the government.

Lal (1997)[10] studied community participation through Village Education Committee (VEC) in primary education in selected blocks of Sitamari district in Bihar. The study found that VECs in this district were constituted through general meetings of the village with active participation of the school headmaster and village leaders. There was no proper representation of women, scheduled castes and scheduled tribes and minorities. The participation of district BEP officials and Block Education officer (BEO) was very poor in the process of formation of VECs. The members were mostly middle aged upper caste, educated, agriculturists. The awareness level about their role and functions, however, was below average. Monthly VEC meetings were held regularly on a fixed date in the school campus. There was no coordination between VEC and Mahila Samooh in the village. There was a general lack of interest among members and there was lack of coordination between community, school and government functionaries. Appropriate block level structures (Cluster Resource Centre) were in the process of being created so as to collaborate in the activities at the intermediate level between the

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[10]Lal, M. (1997).*Community participation through Village Education Committee (VEC) in primary education in selected blocks of Sitamari district in Bihar.* New Delhi: NUEPA
Retrieved fromShodhganga.inflibnet.ac.in/bitstream/10603/8013/8/08_chapter%202.pdf.

village and the district. On the whole, majority of the VECs were not doing well in this state.

Kumar et al. (1999)[11] studied the community participation in primary education and school effectiveness in the city of Baroda. The study found that the schools under Baroda Municipal Corporation (BMC) do not form Parents-Teachers Associations whereas other schools had formed PTAs. The members of the PTAs usually participated in the celebrations of national days, sports days and result declaration day. In some cases the PTAs even sponsored few activities of the school like school magazines, sports etc. This study also underlined that there is a positive relationship between the community participation and the school effectiveness which means that greater the community participation greater is the school effectiveness. In the sampled schools a significant number of voluntary organizations (176 out of the total 504) participated in the school governance activities in the city of Baroda.

Sujatha and Rao (2000)[12] conducted a study on community participation in Education in tribal areas: Study of Maabadies (community schools) in Vishakhapatnam district of Andhra Pradesh. They found that the VECs in this area had been clearly involved in planning and implementation of educational intervention and conduct at least one meeting in a month. Interestingly more than 80 per cent heads of the household, even

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[11]Kumar, S., Patel., Ramesh, C., Mehta.,& Anjali, K. (1999). Community participation in primary education and school effectiveness in the city of Baroda. *The primary Teacher* 24 (4). Pp-32-41.

[12]Sujatha, K., & Rao, M.S. (2000). *Community Participation in Education in Tribal Areas: Study of Maabadies (community schools) in Vishakhapatnam District of Andhra Pradesh.* Unpublished dissertation. New Delhi: NIEPA.

those who were not VEC members, attended the VEC meetings. There were cases where the VEC collected money from the community and paid salary to the teachers from the community funds. In about three- fourth (70 per cent) of the villages, new school buildings were also constructed by the community either by providing manpower or material or money. Mothers' Committees were also constituted in some villages to help the VEC in the management and preparation of Mid-Day Meal Scheme. The study establishes that, on the whole, the VEC in this area functioned satisfactorily.

Ramachandran (2001)[13] studied on community participation in primary education: Innovations in Rajasthan. The study evaluated two innovative education programmes in Rajasthan – Shiksha Karmi Project and Lok Jumbish. The Shiksha Karmi Project started in 1987 with the objective of identifying villages/hamlets where primary schools were not existent or not functioning, where significant proportions of children were out of school or where schools were plagued with teacher absenteeism. Lok Jumbish was launched in 1992 to develop, demonstrate, catalyse and transform the mainstream education system with the objective of ensuring that every child has access to basic education. Community mobilisation is the most precious asset of Lok Jumbish, but finding people with the right attitude and aptitude was not easy. The study also depicted the plight of scheduled caste children who attend school. The Shikha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC) Tilonia concept, provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of

society, including girls. Important features of the SKP are monitored Village Education Committees (VEC) to bring in mid-course correction, problem solving, adopting a process oriented approach, and involvement of NGOs. The study recommended community participation in the specific context of people who have little or no access to basic education. An atmosphere has to be created for creating a supportive environment for girls' participation.

Reddy (2001)[14] studied primary education in Manipur: A study of two districts. The study was carried out in two districts of Manipur as a part of the evaluation of Operation Blackboard Scheme. Most of the primary schools surveyed (200 in the two districts) were located at a distance of above 3 kms from the block head quarters. About 77% and 89% schools have their own building in Churachandpur and Imphal districts respectively. In Churachandpur district only 13% and in Imphal only 48% of the schools are well connected by pucca roads. Public transport and roads were far from satisfactory in most of the villages. Sizeable numbers of teachers are qualified below or up to high school level. Nearly three fourths of the teachers in Churachandpur and more than half of them in Imphal did not have any teaching training certificates. No uniform timings were maintained in the functioning of primary schools in Churachandpur district. The average number of blackboards per school varied between three and four and nearly a third of the blackboards in Churachandpur were rollup black boards. Drinking water facilities were not available in 80% of the schools in Imphal and 52% schools in Churachandpur. School buildings and space were not adequate. Cleanliness of schools and children, adequacy of buildings and suitability of seating arrangements were found to be better in

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[14]Reddy, P.R. (2001).Primary education in Manipur: a study of two districts. *Social welfare* 48 (1), August. Pp-28-34.

Churachandpur compared to Imphal. School Betterment Committee was in existence in most of the schools. Increased enrolment of students was noticed in sample schools. Motivation of teachers, involvement of communities and monitoring by Education Officials was recommended. Construction of additional rooms, posting of additional teachers and provision of physical amenities were also recommended to improve the learning environment.

Mathew (2001)[15] conducted a study on community participation in the development of primary education in Kerala. The study found that the vicious circle of poverty compelled the poor parents not to participate in a satisfactory way in the school activities. The role of Panchayat Raj institutions with regard to monitoring has been significantly apprehended by the teaching community. The role of PRIs, in initiating quality improvement drives and cultural networking in the village, has remained far from satisfactory and there was a significant vacuum with regard to an integrated institutional mechanism at the Panchayat level, which takes care of both the infrastructural as well as qualitative needs of the school. The different committees functioned as rather independent entities, with little or no give and take. On the other hand there were no clear policies on primary education in the state, which swing the panchayats into action. The teaching community in Kerala obviously needs proper monitoring even as a few teachers had demonstrated excellent examples of meritorious work in this state.

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[15]Mathew, P.M. (2001).Community participation in the development of primary education in Kerala.
Shodhganga.inflibnet.ac.in/bitstream/10603/8013/8/08_chapter%202.pdf.

Shanmugaganesan and Thomas (2002)[16] studied community involvement in primary education. The study is an attempt to find out the parent's attitude towards child centred education as well as to study the influence of the parent's attitude on the academic achievement of their wards in primary education. The following are the six areas for investigation. They are- teachers and teaching practices, innovative curriculum having comparability with the formal curriculum, stress free and open evaluation system, cost-effective teaching-learning materials, community support or community school relationship and vision-universalization of primary education. The study found that there is positive relationship between parent's attitude and achievement of their wards. Parents have high involvement in their wards education, all parents irrespective of their community have same attitude towards their wards education and the academic achievement of the student is influenced by the involvement of their parents.

Acharya and Behera (2004)[17] conducted a study on functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report). Bhubaneswar, Nabakrushna Choudhary Centre for Development Studies. Data was collected from 2 sample districts of which one was a DPEP (District Primary Education Programme) district Mayurbhanj and the other was a non-DPEP district Nayagarh. Progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory. Some anomalies were found in the distribution of text books at block and school level because defective data was provided by OPEPA to TBPM (Text Book Production and Marketing) Authority.

[16]Shanmugaganesan, V., & Thomas, K. (2002). Community involvement in primary education. *Journal of educational research and extension* 39 (1). January-march 2002.

[17]Acharya, P.K.,& Behera, M. (2004).Functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report). Bhubaneswar: Nabakrushna chaudhary center for development studies. P-39.
Retrieved 23 June 2017 from http://nipeed.nic.in/reports/raed.pdf

OPEPA had covered several activities by November 2003, i.e. identification survey, medical assessment, distribution of aids, formation of DRCs (District Report Cards) and BRCs (Block Report Cards), etc., but there was poor progress in selection of IED (Integrated Education for Disabled Children) teachers and training of anganwadi workers. OPEPA had not undertaken any activity related to girls and SC/ST education, but it had conducted a series of activities on distance education. It was also found that some funds had been granted to the DPCs (District Project Co-ordinators), but they had neither been oriented nor given guidelines regarding the use of funds.

Kumar (2005)[18] studied community participation in primary schools of Municipal Corporation of Delhi. The study found out that the parents' interaction with the teachers in sampled schools was not adequate due to lack of time with them. Teachers in these schools were of the view that the parents render help in organizing the school functions but they help teachers in monitoring attendance of the students only occasionally. There is Parents-Teachers Associations (PTA) in the schools but they don't work satisfactorily. The PTA meetings are conducted in a routine manner rather than focusing on the problems of the schools and the students. With regard to the views of the head teachers, the study underlines that the parents take initiatives in getting admissions of their children but many of the parents don't find enough time to get feedback about performance of their children on a regular basis. About one-third of the head teachers expressed that the parents come to them with complaints about the teachers mainly

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[18]Kumar. (2005). *community participation in primary schools of Municipal Corporation of Delhi.*
Shodhganga.inflibnet.ac.in/bitstream/10603/8013/8/08_ chapter %202.pdf

relating to not taking classes regularly, not checking or giving homework. Parents don't provide any guidance services to the children relating to information on job and fulfilment of children' needs. So far as the opinion of the parents is concerned, more than half of them expressed that they contact the head teachers and teachers to know about the education of their children. Kumar has emphasized in his study about the importance of community participation in academic aspects like increasing attendance, reducing school dropout and improving school results. Participation of the parents is also important in financial aspects like generating funds, sponsoring awards, prizes and functions of the school. Community can help the school in construction of buildings, boundary wall, toilets and other civil works.

Vaijayanti (2005)[19] examined various aspects of involving the community in elementary education with particular reference to the role of School Development and Monitoring Committee (SDMCs) in Karnataka. The major scope of the study was to know the a) general facilities available in the village to ensure universalization of Elementary Education; b) Level of awareness of the members about the various aspects of the SDMC and their socio-economic status and their degree of participation in school; c) to know the availability of information about SDMCs and d) Procedure and process adopted for their formation; and the perception of government functionaries on the functioning of SDMCs. The study was carried out across 469 schools and over 4,500 stakeholders in eight districts of Karnataka were interviewed. The major

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[19]Vaijayanti. (2005). *various aspects of involving the community in elementary education with particular reference to the role of School Development and Monitoring Committee (SDMCs) in Karnataka.*
Shodhganga.inflibnet.ac.in/bitstream/10603/8013/8/08_ chapter %202.pdf

recommendations of the Study are as follows: 1.SDMCs should be continued and their autonomy protected by insulating them against political interference -both in their formation and day-to-day functioning. 2. There is ambiguity and confusion in the prevailing Government circular on the formation of SDMCs. Modifications suggested while retaining the content and spirit of the first executive order. 3. Involve SDMC members with reasonable qualifications (SSLC and above) in curriculum construction, teacher training and other academic issues; a register be maintained to record the visits and the suggestions made by members. 4. Encourage all schools to maintain a list of alumni to collect contributions from them for the corpus fund. The list is to be prepared in consultation with SDMC members. 5.Create a platform to share 'Best Practices' among the SDMCs at cluster level and arrange exposure visits for the members to schools where SDMCs are functioning effectively. 6. Arrange periodic meetings by SDMC presidents in a block / cluster to share their experience. And Sabha / Gram Panchayat meetings should discuss school issues.

Vijayakumar (2005)[20] conducted a study on in-service teacher training programmes under SSA in Kerala. The study was conducted by involving primary school teachers including heads, teacher trainers, parents, and experts. 788 teachers from Kollam, Thrissur and Palakkad districts were surveyed as part of the study. Nine thrust areas viz., planning, management, subject, evaluation, computer, CE components, co-scholastic, action research; learning materials were placed before teachers for self evaluation to state their views on the quality of training they received. The study reported that in general the quality of training given maintain only average standard. The study

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[20]Vijayakumar. (2005). *In-service teacher training programmes under SSA in Kerala.* Shodhganga.inflibnet.ac.in/bitstream/10603/36901/7/07_chapter %202.pdf.

also reported that in-service training on computer, action research; co-scholastic and continuous evaluation need much improvement. A training need analysis from teachers' perspective was also done in the study which found that more in-service training programmes are to be conducted on preparation of study materials, art work experience, co-scholastic areas, participatory training, continuous evaluation and integration. The aggregate analysis also revealed an unhealthy trend that teachers make some changes in the training received while they face class room situations. These changes are self imposed, and adopted after discussing with colleagues and parents.

National Evaluation of Civil Works under SSA (2006-2007)[21] The National Evaluation of civil works was carried out by Ed.CIL (India) Ltd. on behalf of Ministry of Human Resources Development, Govt. of India by engaging an independent agency. This study was conducted in selected eleven (11) states representing all the regions throughout the length and breadth of the country. The purpose of the study was to assess an overall performance of the states in terms of quality of works completed and in progress, problems faced by implementing bodies, responses of village/ ward committees as regards to financial and technical support provided to them, implementation of child friendly elements and cost effective measures, provisions for children with special needs, addressing environment friendly aspects etc. and hence to ascertain strengths, weaknesses of the concerned states along with suggestions/ recommendations for improvement. It was observed and found that generally in all states VECs plan to provide

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[21]Ed.CIL (India) Ltd. (2007). *National Evaluation of Civil Works under SSA (2006-2007)* Progress overview of Research. Sarva Shiksha Abhiyan. Research, Evaluation and studies unit, technical support group for SSA. New Delhi.
Retrieved from C:\Users\SSA\Desktop\SSA material 2011\1. Research Brief 11.doc

additional facility for school premises in consultation with State Project Director. Some training has been imparted to the VECs on the various aspects of construction, record keeping etc. New buildings have been placed in the compound of the old school building in most of the schools. VECs took interest in the SSA works and were actively involved with the development activities. All the material related to the building construction was being procured from the local market at the lowest available price with the combined efforts of the VEC and the head teachers of the school. Building construction work was being carried out as per the specifications prescribed in the building estimates. Construction activities in schools were implemented through the Village Education Committees; purchase record/vouchers or stock registered maintained at site by the head teacher. Site in–charge had powers to stop or amend the poor construction, if undertaken at site by the VECs. Electricity connections were there in the school building in all urban schools and some rural school in all States. VECs were involved in the yearly maintenance of the buildings in the school complex. In all states, building maintenance funds were not adequate for annual maintenance of the school complex. No special provisions were made to ensure the safety and security of the girl students. Teachers made students aware of the need to keep their school and surrounding clean and made efforts to develop a sense of belonging to the school amongst students.

Awasthi and Patel (2008)[22] studied perception of community members regarding SSA and its implementation. The study found that

- With regard to the constitution of different communities, it was found that all the sample schools constitute all the communities.

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[22]Awasthi, K., & Patel, R.C. (2008). Perception of community members regarding SSA and its implementation. *Journal of Indian education* 34 (3). November 2008. Pp- 41-62.

- In 76.86% schools, the committees were constituted as per norms in the SSA framework.

- In 19.64% school, members were co-opted in different committees.

- In 83.28% schools, the member had received community leadership training.

- In 66.5% schools, all the members were literate.

- In 19.58% schools, no official records were found.

- In 42% schools, the members met only to discuss the condition of different festivals like Pradesh Utsav, 26th January, 15th August and if orders were received from GCPE, Gandhinagar.

- In 38% schools, the members met only to discuss the utilisation of grants.

- In 20% schools, the members met with a constructive agenda of increasing enrolment, improving retention rates and increasing the achievement levels.

- With regard to the grants; the members of the different committees and the non-members shared a similar view that the grants have helped improve the dilapidated conditions of the primary schools.

- As far as the TLM grants are concerned, a mixed response has come from the members as well as non-members. There were very few who enjoyed teaching through TLMs and did not mind maintaining their records, largely teachers said that they are burdened with the maintenance of records, there is no new idea for preparation of TLM, children cannot help in making these TLMs and so the concept of involving children should be done away with. Children largely were unaware of what was displayed in

the classrooms in the form of TLMs but wherever the TLMs were used effectively children enjoyed studying.

- The study revealed the inappropriate use of the grants especially the sanitation facility, drinking water facility and the computer facility which in most schools were out of order.

- The structure of SSA as perceived by the members has helped minimise the corruption in the receipt of grants and the decentralised structure with division of labour has ensured quick and effective functioning. Here the non-members were not much aware of the decentralised structure though they knew that different meetings were held at school of different purpose.

- The community participation has made them feel comfortable and has given them an opportunity to express their opinions in matters regarding the primary education of village. SSA has helped in bringing awareness in parents with respect to the education of their wards and the functions of the school.

- With regard to the teacher training, output of teachers training was largely found to be dependent on the way of organisation of these trainings and the attitude of individual teachers.

- The failure of the teacher training could be largely attributed to the unequal distribution of the trainings throughout the year, unavailability of experts or the required expertise of the experts and lack of quality training materials.

- With regard to the achievement of the students, there was an increase rend in the number of the students passing out in the upper most clas sample

districts. Out of fifty six sample schools, in the year 2002-03;in twenty one (37.5%) schools, the number of pass outs were same as the number appeared. While in 2003-04, this number increased to twenty eight (50.0%) and in 2004-05 to thirty two (57.1%) schools.

Rao (2009)[23] studied lack of community participation in the Sarva Shiksha Abhiyan: A case study. In his study evaluated the working of the school education management committee (SEMC) in a tribal area of East Godavari district of Andhra Pradesh. The study found that community participation in improving education is negligible and that members of the school education management committees have limited awareness of the Sarva Shiksha Abhiyan (SSA). The study indicated that more than 67% of all categories of the respondents were aware of SSA. An overwhelming majority (87.2%) of the school teachers were aware of SSA, whereas in the case of PRI members it was 61% and among parents of the school-going children, the percentage was 52%. The SEMC members (17%) suggested that creating awareness among the tribal parents would enable them to participate in school related activities. The other suggestions were to introduce mid-day meal programme on a daily basis in the schools, making drinking water available in the premises, use of TLM materials by teachers, provision of better infrastructure in schools and so on. All these suggestions reveal that the tribal community members were participating in some way or the other in school-related activities. These community level structures i.e. SEMCs play a key role in micro-planning, especially in the development of a village education plan and school improvement plans.

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[23]Rao, V.S. (2009). Lack of community participation in the Sarva Shiksha Abhiyan: A case study. *Economic and political weekly* 44 (8). 2009.

Hnamte lalbiakdiki (2010)[24] studied the effectiveness of teachers training under SSA in Lawngtlai district. It was found that majority of the teachers attended training of one kind or another during the period under study; this was not satisfactory as in-service trainings are meant to cover all the teachers. There are some senior teachers who are not willing to attend any kind of training and would make all sorts of excuses for not attending any training. Again, the finding that large majority of the sample teachers who underwent training were satisfied and the points put forward by the teachers is also found to be very relevant.

Hnamte Lalbiakdiki et.al (2010)[25] studied effectiveness of 20 days in-service teachers training under SSA mission in Serchhip district. The study was taken up in 2 blocks of Serchhip District from which a representative number of 17 schools were selected as samples. For the purpose of collecting necessary information, a total number of 69 teachers were selected as samples from the selected schools. The study found that although majority of the teachers attended training of one kind or another, it was not satisfactory as in-service training are meant to cover all the teachers but there are still some teachers who are unwilling to attend any kind of training and would make lame excuses for not attending training. Another possible factor could also be that the schools as well as individual teachers do not keep proper record of the training attended.

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[24]Hnamte, lalbiakdiki. (2010). *Effectiveness of teachers training under SSA in Lawngtlai district.* Aizawl Mizoram: Study forum Chandmary, Unpublished research.

[25]Hnamte, Lalbiakdiki., lalhmachhuana., & Lalkrosengi. (2010). *Effectiveness of 20 days in-service teachers training under SSA mission in Serchhip district.* (A research report). Aizawl Mizoram: Study forum Chandmary. Unpublished research.

Malappuram (2010)[26] conducted a study on the efficacy of the programmes launched by SSA Kerala under the minority education. Objectives of the study were- i) To know the present status of the various programmes that are implemented on minority Education in Kerala. ii) To find out the impact of the programmes launched by SSA Kerala. iii) To find out the problems faced the implementation of the programme. iv) To suggest the remedial measures for the improvement of minority education in Kerala. The study was conducted in three districts of Kerala, namely Kasaragod, Kozhikode and Malappuram. Many programmes were launched by SSA with regard to the enhancement of Minority Educational practices in these three districts. So the study has been undertaken to reveal the existing status of the implemented programmes in these three districts and it in turn reveals the efficacy and the problems in the implementation too. Major Findings of the study were the distributed dictionaries were utilized by the school for general classroom works. The dictionaries were used for various activities like, preparing unique classroom activities. None of the students obtained the dictionary personally. Most of the children (98 %) were utilized it as and when required. 63% of them know how to use it by themselves. 34 percent opined that they still need the help of teachers in using it.

Moneyamma and Nair (2010)[27] conducted a study on effectiveness of BRCs in providing academic support to the elementary schools of Kerala. The objectives of the

[26]Malappuram, D. (2010). *Efficacy of the programmes launched by SSA Kerala under the minority education*.
Shodhganga.inflibnet.ac.in/bitstream/10603/84910/10/10_chapter%202.pdf
[27]Moneyamma, V.G., & Nair, C.P.S. (2010). Effectiveness of BRCs in providing academic support to the elementary schools.
Shodhganga.inflibnet.ac.in/bitstream/10603/84910/10/10_chapter%202.pdf

study were: i) To assess the extent to which the academic activities undertaken by BRCs are in accordance with their roles in the current educational scenario. ii) To assess the quality of teacher empowerment programmes provided by BRC trainers. Findings of the study revealed that after attending the vacation training and empowerment programmes, the teachers were familiarized with the steps of knowledge construction. The training programmes are helpful to empower the teachers in teaching-learning strategies. Due to the shortage of computers and lack of computer awareness, teachers are facing difficulties to handle IT classes. Nearly half of the target group (43%) got help from BRCs to conduct research activities in order to improve academic achievement of children. The OSS activities functioning under BRCs are helpful for strengthening the academic matters in general.

Sakshi and Meenakshi (2010)[28] conducted a study on assessment of 'Sarva Shiksha Abhiyan' in Sarvodaya schools in Delhi studied the effectiveness of SSA and focuses on assessing the awareness and satisfaction level of different stake holders regarding selected programme components. The study revealed that despite some loopholes that were found in the programme, some areas that need to be looked into to improve the efficacy of the programme is providing NGOs who are partners in the programme with better funding and timely dispersal of the funds for their smooth functioning.

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[28]Jain, Sakshi., & Mital, Meenakshi. (2010). Assessment of 'Sarva Shiksha Abhiyan' in Sarvodaya schools in Delhi. *Indian educational review* 49 (2), 2011. New Delhi: NCERT.

Hnamte Lalbiakdiki (2011)[29] studied the effectiveness of different grants released to elementary schools in Aizawl district. The study found that the onetime grant received by the schools had been used effectively by majority of the sample schools and was found to be quite effective as a whole. The funds received for maintenance of the schools had been used widely in maintaining those schools which have older buildings and need major renovation and the school grant had been used for purchase of different items as per the specific needs of the schools like sports goods, carpentry tools, utensils for MDM etc. Again, Teachers grant had been used mainly for preparation of subject based teaching aids as well as wooden mathematical instruments by the teacher themselves.

Hnamte Lalbiakdiki (2012)[30] studied Concurrent study of BRCs and CRCs in Academic supervision. The study was conducted on four districts of Mizoram from which 2 BRCS were selected as sample to represent the district. The study found that the number of visits made and the activities done by the BRCC/CRCC was insufficient to really bring about academic improvement. After interaction with the teachers and analysis of their responses, the activities done by them also did not seem to be relevant with academic improvement.

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[29]Hnamte, Lalbiakdiki. (2011). *The effectiveness of different grants released to elementary schools in Aizawl district.* Chandmary Aizawl: Study forum. Unpublished research.

[30]Hnamte, Lalbiakdiki. (2012).*Concurrent study of BRCs and CRCs in Academic supervision*.Aizawl Mizoram: Study forum Chandmary. Unpublished research.

Sarma (2012)[31] studied perceptions of teachers towards school matters at Primary level. The study was conducted in the State of Andhra Pradesh where SSA is providing financial and physical support to schools and it was found that the perception of the teachers towards school matters was average and parental involvement was also average. This implication indicates that the school matters that is, administrative functions, instructional functions, school inspections, utilization of resources, usage of time, students learning aspects, teacher satisfaction, parental involvement and academic achievement assume highest importance at primary level to make the school effective.

Vadhera (2012)[32] on monitoring report on SSA for the state of Mizoram. The study was conducted in two districts of Mizoram that is Lawngtlai and Saiha on effectiveness of SSA interventions and it was found that the onsite academic support provided by the Resource teachers in the district monitored was found to be satisfactory only in a few cases and training of SMC members was not conducted yet in some of the blocks, due to this, many of the SMC members were still not familiar with their roles and responsibilities. Also, a visit to the sample schools and interaction with the teachers revealed that medical camp had not been held in majority of the schools for quite some time now and identified CWSN on the basis of their own report and experience of the teachers is found to be unsatisfactory. In service training has not been attended by a good

[31]Sarma, M.S.R. (2012).Perceptions of teachers towards school matters at primary level.*BRICS journal of educational research* 2(1). Jan-March. 2012. ISSN 2231-5829. Retrieved from www.bricsjer.com

[32]Vadhera, R.P. (2012). *Monitoring report on SSA for the State of Mizoram. 3rd half yearly monitoring report on SSA for the state of Mizoram (lawngtlai and Saiha)* October 2011 to march 2012. Aizawl: Department of education, Mizoram University. Unpublished research

number of teachers, and those who claimed to have attended did so for 1 day to one week only not for the prescribed 20 days. The available toilet units whether common or separate was found to be inadequate in majority of the sample schools, the teachers and the SMC/VEC members were not aware of the importance of construction of Ramp in their school as they were not faced with the problem then and there, maintenance of the constructed ramp was also found to be a neglected area. Again, the quality of the blackboards in many of the schools in Lawngtlai and Saiha districts was found to be poor and not useable. But all sample primary schools from both districts have the required classrooms.

Gairola (2013)[33] conducted a study on management of training and skill development activities of Sarva Shiksha Abhiyan (SSA) for elementary school teachers of Raipur and Doiwala blocks of Dehradun district (Uttarankhand). The following key emerged as regard the management of the trainings:

1) None of the respondents have rated the trainers to be 'excellent' or 'poor'. 63% of primary teachers and 77% of upper primary rated trainers as of good quality.

2) As per the 63%PS teachers, 77%UPS teachers, 75% CRCs, 80% of DIET and BRC personnel, the motivation level of MTs was good, whereas a few teachers felt it was low.

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[33]Gairola, K. (2013). Management of training and skill development activities of Sarva Shiksha Abhiyan (SSA) for elementary school teachers of Raipur and Doiwala blocks of Dehradun district (Uttarakhand). *The primary teacher xxxviii (1 and 2) January and April 2013*.
Retrieved from http://www.ncert.nic.in/publication/journals/pdf_files/primary teachers/PTJan-Apr2013pdf.

3)   The methods of training adopted by the master trainer as reported by teachers and implementers were listed as under. The DIET personnel said that the methods such as simulation, group work, lecture, etc., were adopted for imparting trainings. DPO personnel said that the training was activity based.

Patil (2013)[34] studied intervention of Sarva Shiksha Abhiyan in changing academic performance of primary school students. The study is a descriptive longitudinal study where a survey was undertaken to collect the essential data of academic performance of students, along with number of schools, basic facilities available in schools, number of residential schools, number of non-residential schools, number of teachers, and teacher-student ratio. The study found that there is a significant increase (decrease) in achievement of students when increase (decrease) in the number of teachers, number of residential schools and teacher-student ratio during 2007-08. Number of classrooms, basic facilities in schools, number non-residential schools, and total number of schools will not influence on the achievement of students. There is a significant increase (decrease) in achievement of students when increase (decrease) in the number of classrooms, number of teachers, total number of schools and teacher-student ratio during 2008-09. Basic facilities in schools, number of residential schools, non-residential schools will not influence on the achievement of students to the schools. There is a significant increase (decrease) in achievement of students when increase (decrease) in the teacher-student ratio during 2009-10. Number of classrooms in the

[34]Patil, J. M. (2013). Intervention of Sarva Shiksha Abhiyan in changing academic performance of primary school students. *International Journal of Education and Psychological Research (IJEPR)*2(3). Pp: 123-132, August 2013.ISSN: 2279-0179.

schools, number of teachers, basic facilities in schools, number of residential schools, number of non-residential schools, total number of schools, will not influence on the achievement of students to the schools. There is a significant increase (decrease) in achievement of students when increase (decrease) in the number of residential schools, teacher-student ratio during 2010-11. Number of non-residential schools, number of classrooms, number of teachers, basic facilities in schools, non-residential schools, total number of schools, will not influence on the achievement of students to the school.

Rout (2014)[35] studied functioning of school management committee in rural elementary school. The study consisted of Balikhand primary school situated at Purusottampur Grampanchayat, Simulia Block, Balasore District is considered as the case for the study. All the SMC members, the headmaster and the students of the school were taken into consideration for collection of relevant data. The major findings of the study were all the children between the age group of six to fourteen have been enrolled in the elementary school. Community members and teachers were regularly monitoring the absenteeism of students. Most of all the SMC members try to know the causes of students' absent. All the SMC members asked the children about their difficulties in learning. The headmaster invites community members to the school to deliver speech or sharing of experiences. All the SMC members agreed upon that the school has been preparing students for participation in various competitions and exhibitions. All the SMC members and students were not satisfied with the infrastructure of the school. The SMC members have reported that the school had no separate sanitation facilities for boys and

[35]Rout, S.K, (2014).Functioning of school management committee in rural elementary school. *Issues and ideas in education 2* (2). September 2014.Pp. 247–254. Retrieved from www.chitkara.edu.in/publications.

girls. But the school had proper water supply facilities. All the SMC members have taken measures to extend the existing infrastructure of the school. Most of the SMC members expressed that lack of adequate number of teachers was the main hindrance for quality elementary education in the school. The fund provided by Government was properly utilized for the development of the school but that was not sufficient to meet the demand of the school. All the SMC members expressed that they have tried to discuss the problems with the government.

Agarwal (2015)[36] studied effects of school uniform on student's achievement, behaviour, and attendance in government school of Odisha: A case study of Sundergarh District. The study found that after implementation the average percentage of attendance, behaviour is very high in comparisons with before implementation of school uniform. Whereas the average percentage of test score is more than before implementation of school uniform but there is an average or very little increase in test score Wearing uniforms in public school result in positive effects on all factors taken into consideration like behaviour, test score and attendance. Like a sheep in a herd is unidentifiable due to same looks shared by the whole herd. Similarly uniform imparts and promotes equality among various sections of society or people.

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[36]Agarwal, D. (2015). *Effects of school uniform on student's achievement, behaviour, and attendance in government school of Odisha: A case study of Sundergarh District.* Retrieved fromethesis.nitrkl.ac.in/6743/1/Effects_Agarwal_2015.pdf

Sujatha (2016)[37] studied assessment of available facilities for primary and upper primary education in predominantly tribal areas in nine states. The data was collected using different tools developed at NUEPA for collecting information from school heads, teachers, students and parents as well as state and district-level administrators. The study covers schooling facility for primary and upper primary education in rural habitations of tribal areas and it may be noticed that most facilities are better in upper primary schools than primary schools. There is no single teacher upper primary school. The percentage of schools having separate room for head teachers was highest (about 80%) in Rajasthan. In no state this percentage was below 36 percent. More than 95 percent schools had drinking water facility. The percentage of schools having boys toilets was still low (below 50%) in Andhra Pradesh, Odisha, Chhattisgarh and Gujarat. The percentage of schools having separate toilets for girls was between 77 percent and 99 percent in all the states except Andhra Pradesh and Odisha where the percentage of schools having girls' toilets was 57 percent and 55 percent respectively. The percentage of schools having computer facility was quite high (89.3%) in Gujarat and Maharashtra (72.5%) but quite low in Chhattisgarh, Jharkhand and Odisha between 15 percent and 20%). The percentage of schools having the provision of Computer Assisted Learning (CAL) was highest (47.6%) in Gujarat while only between 7 percent and 24 percent schools had CAL in the other 8 states. Except Assam and Madhya Pradesh, in all the states 72

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[37]Sujatha, K. (2016). *Assessment of available facilities for primary and upper primary education in predominantly tribal areas in nine states.* NUEPA Research Reports Publications Series.
Retrieved from National_Report_of_Tribal_Areas_of_Nine_States_June10,_2016.pdf. National University of Educational Planning and Administration New Delhi. NRRPS/002/2016.

percent to 89 percent schools had library. In Assam only 46 percent schools and in MP only 63.4 percent schools have library. Most of the government schools had received textbooks for students. Most of them spoke about poorly built, dilapidated school buildings and said that the schools lacked basic amenities like playground, furniture in classrooms, clean toilets and library. It was further pointed out that absence of boundary wall attracted stray animals into the school building and also made it susceptible to misuse by people from outside. Most of the parents were aware of several incentives and provisions for the education of tribal children viz. free textbooks, uniforms and the mid-day meal. With regards to the RTE Act, almost all the parents from the nine sample states informed that they were not aware of the Act. Asked what their perception was on the benefits of education, majority of parents from all the nine states observed that there were immense economic, social and psychological benefits of education and even went on to list the same. Parents were asked about functioning of SMCs as most of them were members of SMC. It was found that majority of the parents in nearly all the villages were not even aware of the meetings of SMC let alone participate in them. Many parents indicated that they did not have time to attend these meetings with some even opining that these meetings did not serve any useful purpose.

Lalrinliana (2016)[38] studied training of elementary school teachers in Mizoram in the context of Sarva Shiksha Abhiyan: An evaluative study. The study found that teacher training under SSA comprises mainly of refresher in-service training to all teachers every year for duration of 20 days, induction training is given to the new

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[38]Lalrinliana, H. (2016). *Training of elementary school teachers in Mizoram in the context of Sarva Shiksha Abhiyan: An evaluative study.* Aizawl. (Unpublished thesis)*.* Pp- 133-135.

entrants in the teaching profession for duration of 30 days in the first year and training for untrained teachers is another programme for teachers who had not undergone any training course to acquire professional qualifications. Regarding teaching learning materials, cent per cent of the BRCs had maps, charts and pictures, 90.9 percent had LCD projector, 81.8 per cent had more than one computer and a TV; 54.5 percent white board and 45.5 per cent green board. All the BRCs had furniture such as chairs, tables and shelves as required which were in good condition, provision of safe drinking water was available in all the BRCs and all the toilets were in good condition. Outdoor space and boundary wall were available in 72.7 per cent of the BRCs. While teaching learning equipment and materials available in CRCs comprised mainly of maps and charts in the case of 81.3 per cent, white board and green board in 56.2 and 43.8 per cent respectively. No CRCs subscribed magazine or journal or daily newspaper. Thus, the available academic facilities in CRCs were very few and inadequate for running teacher training programmes.

2.2.0 STUDIES CONDUCTED ABROAD:

Haq (1996)[39] examines the status of community participation and the factors which may contribute to the more active participation of community in primary education in Bangladesh. Data for the study were collected through personal interviews and focused group discussions with parents, teachers, local opinion leaders and government officers involved in school management. The study selected a sample of 180

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[39]Haq, M.N. (1996).Status of community involvement in primary education in Bangladesh.
Retrieved 23 October 2017 from
https://www.aare.edu.au/data/publications/1996/haqm96152.pdf

parents, 36 community leaders, 36 school level implementers (Head Teachers, SMC/PTA members and Taluka Education Officers) from six districts of Bangladesh . The main sampling unit selected was the school. The 18 primary schools were selected on the basis of their geographic and residential (urban/rural) location. The study indicated that the nationalisation process of primary schools did detach the community from a sense of ownership of their local school. Most schools rely very little on their local managing bodies (SMCs and PTAs) which play a symbolic rather a powerful and active voice for their school. Parents and guardians identified that they were the key people to keep contact and make the link between the school and community. It appeared from the discussion of the focus groups of SMC and PTA members that the community has a feeling of moral obligation to the school and that people were willing to donate things to the school as well as look after school property while teachers are away. Parents reported that they were willing to take care of school, if asked, to enhance its upkeep and appearance. Study concluded that the local people at all levels are still interested in schools and are ready to contribute in the form of management and supervision provided government is willing to acknowledge their contribution. It was recommended that wider level community participation could be enhanced by a wide range of socio-cultural activities and sports.

Abbasi (2004)[40] conducted a research on elementary school facilities in India and Iran. The major objective of the study was to investigate elementary facilities in two developing countries-India and Iran. Elementary schools were selected through Simple Random Sampling from elementary schools of Mysore city (India) and Arak City (Iran).

[40]Abbasi, P. (2004). Elementary school facilities in India and Iran. *Pakistan journal of psychological research* 19 (1 & 2). P-3749

Tools of the study were "checklist on school facilities developed by the investigator. Major findings of the study revealed that Indian schools do not have adequate classrooms and are overcrowded. In Iran the number of schools with new buildings was more than in India. The number of government schools in Iran was more than in India. The number of staff room and principal's room is more in India than in Iran. More than one third of Indian schools have no sufficient number of teachers.

Schulte and Stephen (2004)[41] studied perceptions of parents and teachers in building school partnership. This study compares the perceptions of elementary and secondary parents and teachers as they apply to building school partnership programs. The study found that elementary school teachers and parents and secondary school parents agreed that conducting a formal conference with every parent at least once a year was the most practised activity in their schools. Secondary school teachers believe that the most practise activity in their schools was the opening of its buildings for use by the community after school hours. The perceptions of the responding groups showed that their schools are occasionally practicing the mix activities involved in school partnerships.

Nath (2007)[42] in his study on people's participation in school governance in Nepal found that each studied village had a School management Committee (SMC). But

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[41]Schulte, Stephen, J., Ed.D. (2004). Perceptions of parents and teachers in building school partnership. *Dissertation Abstracts International* 65 (7) January. Pp- 373.

[42]Nath, P.M. (2007). People's participation in school governance: Realities of educational decentralization in Nepal.
Retrieved from https://link.springer.com>content>pdf

in many cases people, particularly women and low caste, did not know its existence. People are not much informed about who runs or manages the school or they think that teachers run or mange the school. Even those who have heard about the SMC, many did not know their expected roles. Most people think that their expected role is to provide labour contribution to school or just sending their children to school. People did not know about the financial situation of the school nor were they aware whether they have a right about enquiring about the financial situation. They think that they did not have such right. The study underlines that people's knowledge of and participation in school management helps in understanding their response to the state initiatives of decentralization regarding school governance. People's knowledge is very important and leads to success in management of school. In Nepal schools were effectively governed by the community until 1971, when they were nationalized and placed under the central state. Later the Nepali state started to translate the hegemonic international targets and elements from the world models into the national and then the local programmes-Decentralization and local involvement. The Nepali state has repeatedly claimed that decentralization has led to people's participation in the governance of the school at the local level. However, the state policy is to seek decentralization and participation according to the state's agenda and not in accordance with people's agenda. Analyzing people's knowledge about and participation in decentralization and school governance and making a critical assessment of state policies in this regard, it is found that the state policies and practices do not promote participation of local people in the governance of the school in their locality. At the district level it is shown that the district planning process is very much committed to transforming the national programmes or fulfilling the national targets and least concerned with the context at the district or at the local level. Hence the process has remained a centralized practice. The study concludes that

centrally managed structures and hierarchical social structures and practices are some of the factors that prohibit people's participation and keep them away from village social processes. Due to these reasons the village schools were unable to make a place for themselves in village social space.

Crites and Cynthia (2008)[43] studied parent and community involvement: A case study. Study results indicate that to increase parent and community involvement schools need supportive administrators, who are willing to involve parents and community members in the decision making process and who are willing to welcome parents and community members into the school.

Kong and Peggy (2008)[44] studied rural parent's involvement in their children's schooling. The study employs a combination of quantitative and qualitative methods to investigate the nature of parental involvement in primary schooling in rural China. The study found that parents in rural china desired educational success for their children and a few rural parents engaged in visible forms of parental involvement in their children's school such as attending parent-teacher meetings. They also purchased schooling materials for their children so that their children could enjoy a more positive schooling environment and better schooling conditions.

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[43]Crites, Cynthia, V., Ed.D. (2008).Parent and community involvement: A case study. *Dissertation Abstracts International* 69 (4), October. Pp- 178.

[44]Kong, Peggy, A., Ed.D. (2008).Rural parent's involvement in their children's schooling. *Dissertation Abstracts International* 69 (6), December. Pp- 134.

McGhee and Cynthia (2008)[45] made a descriptive study of teacher and parental attitudes towards parent involvement at an elementary school in Delaware. The purpose of this applied research descriptive survey study was to identify and analyse the attitudes and beliefs of teachers and parents regarding the types of involvement. The survey instrument used provided information on current parental involvement in school activities. The researcher explored the attitudes and beliefs of 26 teachers and 78 parents and compared the results. The research also examined weather differences exist in parents and teacher's participation practices regarding parent involvement activities. As the results indicate, teachers and parents value the importance of parent involvement in education. There were similarities between teachers and parents regarding what they reported as important. However there was a statistical significant difference to responses in the areas of communication, student learning and collaborating with the community, the researcher makes recommendations and provides direction to the elementary school regarding the development and implementation of a family school partnership program.

Tapia and Richard (2008)[46] examined the effectiveness of teacher training on the improvement of California standardized test scores at Eva B. Elementary school. The purpose of the study was to determine the effectiveness of a teacher intervention and its application to the school wide program and the effect of teacher training as measured by the California standardized test (CST) of 466 teacher training, identified as the fourth

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[45]McGhee, & Cynthia. (2008). A *descriptive study of teacher and parental attitudes towards parent involvement at an elementary school in Delaware.* Shodhganga.inflibnet.ac.in/bitstream/10603/12717/11/11_chapter%202.pdf

[46]Tapia, Richard A., Ed.D. (2008).Effectiveness of teacher training on the improvement of California standardized test scores at Eva B. elementary school. *Dissertation Abstracts International* 69 (6) December. Pp- 122.

essential program component in the SAIT (school assistance and intervention team) process on student achievement. The results determined that the staff and administration at Eva B. Elementary school understood the result for continued training, application, collaboration and practices shared at the training assist systematically in the improvement of student's achievement.

David et.al (2009)[47] studied the impact of distributing school uniforms on children's education in Kenya. The dataset use is a composite of five different datasets with information about pupil attendance, students who won the sponsorship lottery, students who were present in school on the date of enrolment, students who received uniforms and a pupil questionnaire was administered. The paper highlights the impact of reducing a major cost of schooling: In Kenya, the cost of a uniform is the highest monetary outlay for primary school with the abolition of general school fees. The study found that distributing uniforms results in a 44% reduction in student absenteeism. For children who did not already own a uniform, distributing a uniform reduces absenteeism by 62%. In the first study to further observe the impact on test scores, we find significant positive impacts of the intervention on student performance. While not as cost-effective as some other interventions, this need may be more general across the region.

Takyi et.al (2010)[48] studied the level of stake holders' participation in the district education strategic planning towards quality basic education: The case of Salaga town

[47]David, E., Michael, K., & Mũthoni, N.G. (2009).*The impact of distributing school uniforms on children's education in Kenya.*
Retrieved from https://yeungus.com

[48]Harriet, T., Anin, E.K., & Asuo, Y.(2010). The level of stake holders' participation in the district education strategic planning towards quality basic education: The case of

council of Ghana. The study is a qualitative method with case study strategy, dwelling mainly on primary data. Though this study is a social survey type, it was also cross-sectional as it considered study participants at one time. The target population of the study comprised of CBOs, SMCs/PTAs, CRLs, teachers, pupils, Assembly persons, and Circuit supervisors within Salaga town council and the staff of East Gonja district assembly. These constitute the major stake holders of education within the district. Five (5) representatives from each stake holder group, including the leaders were purposively selected for the study. The selection was based on the experience and knowledge level of participants to be able to provide relevant information. The assessment was based on: the knowledge level of stake holders in respect of DESP, the level of involvement of stake holders in the DESP, training on DESP and the level of information sharing/level of communication with the stake holders. The study found that the level of stake holders knowledge about of district education strategic plan development process towards quality basic education appeared low. Furthermore, most of the stake holders complained that the DEO never involved them in their meetings, nor did it provide them with the outcome of decisions taken except when they needed support. These statements give a gloomy picture about low level of involvement of the various stake holders in the District Education Strategic Plan Development process or lack of it. The Ghana Education Service on providing training on DESP to enable it share information on the policy with staff and other stake holders in order to play their roles effectively. Most of the respondents attributed this to lack of resource availability. Also the responses in the level of communication and information sharing appeared low. The DEO failed to follow

the directive on the DESP by the Ministry of Education in terms of sharing information on the policy with stake holders.

Ogletree and Katherine (2010)[49] studied the perspectives of teachers and parents regarding parent involvement in an elementary school. The results indicated that there were neither descriptive nor inferential differences between the two groups of teachers with regard to active parent involvement being important to student success and no difference regarding the specific ways of involving parents at school. The two groups of parent's responses resulted in no statistically difference with regard to how effective the school communicates with parents.

Joshua (2011)[50] studied the effects of a school uniform policy on an urban school district. The study found that there is no consensus on the overall effect of a school uniform policy in an urban school district. However, trends can be observed in various categories of study. Literature pertaining to school uniforms and academic achievement suggested no correlation between the two. School uniforms and behaviour suggested a negative correlation between uniform policies and student problem behaviours in elementary and middle school students, but a positive correlation in high school students. Many students in the studies believed their uniform policies were ineffective at controlling problem behaviour. Cooperation between the school district and community

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[49]Ogletree, & Katherine, T. (2010).The perspectives of teachers and parents regarding parent involvement in an elementary school. *Dissertation abstracts international* 71 (7). January, Pp- 160.

[50]Joshua, B. R. (2011). The effects of a school uniform policy on an urban school district. Retrieved from
https://www.nmu.edu/sites/DrupalEducation/files/userfiles/.../Reed_Joshua_MP.pdf

stakeholders was shown to improve implementation of a school uniform policy. It is difficult to draw a conclusion regarding costs, as literature pertaining to it is limited. Since no correlation has been shown between student academic achievement and uniform policies, a uniform policy should not be implemented solely for the purpose of improving academic achievement.

Benedict and Francis (2012)[51] studied the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong municipal basic Schools. The study consists of six sections which has 26 items covering i) issues on monitoring and supervision of head teachers and pupils, ii) ensuring maintenance and safety of school infrastructure, iii) assisting in career guidance, iv) ensuring improved examination results, v) pupil and teacher discipline, vi) assisting teachers to improve teaching and learning and, vii) resolving school community conflict to improve teacher community relations. The study found that the monitoring and supervision of head teachers and teacher's and pupil's attendance by SMC members was ineffective. Even though SMCs are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations since SMCs are relatively on task on the issue of serving as a vehicle for promoting community participation in the provision of quality education. SMCs in the Municipal has been doing very little to support teachers, regularly with specific teaching learning materials and text book, supporting schools in organizing in service training for

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[51]Benedict, O.O., & Francis, K.S. (2012).The role of school management committees (SMCs) in improving quality teaching and learning in Ashanti Mampong municipal basic Schools. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3(5). Pp- 611-615.2012. ISSN: 2141-6990.
Retrieved from jeteraps.scholarlinkresearch.org

teachers and motivating hardworking and brilliant students with cash (scholarships) and books in improving teaching and learning in class.

Nkobi and Philip (2013)[52] studied parents' participation in public primary schools in Botswana: Perceptions and experiences of head-teachers. The study found that schools apply the democratic methods to elect PTAs. The capacity of parents to serve and participate in committee programs is lacking. According to the school heads experiences, the involvement of parents in PTA activities is lacking because they fail to respond to PTA invitation, do not contribute ideas that help to improve school results, and do not volunteer their services to help the school. The urban − rural − remote differences appear to be a factor. PTAs do exist in name but not in function. However and despite the location factor, younger and newly promoted head-teachers appear more optimistic about the level of involvement and contribution by both PTA committee members and parents more than the elderly and more experienced.

Onias and Esther (2013)[53] studied the involvement of parents in the education of their children in Zimbabwe's rural primary schools: The case of Matabeleland north province. The study adopted a qualitative method, where a case study research design was used. The study population consisted of teachers and school heads who were working in Matabeleland North Province in term one of 2013. Data were collected from

[52]Nkobi, O. P., & Philip, B. (2013). Parents' participation in public primary schools in Botswana: Perceptions and experiences of head-teachers. *International education studies* 6 (5). 2013. ISSN 1913-9020. E-ISSN 1913-9039. Canadian centre of Science and Education.

[53]Onias, M., & Esther, M. (2013).The involvement of parents in the education of their children in Zimbabwe's rural primary schools: The case of Matabeleland north province. *IOSR journal of research & method in education (IOSR-JRME)* 1 (3). Mar. –Apr. 2013. Pp- 37-43. e-ISSN: 2320–7388, p-ISSN: 2320–737X
Retrieved fromwww.iosrjournals.org

15 primary school teachers, who were purposively sampled from three primary schools (five teachers per school). The five teachers from each school formed a focus group. The study found that participants understood the meaning of parental involvement; they were aware of the benefits accruing from such an involvement; in their respective schools they were making attempts to involve parents; a number of barriers limited the effective involvement of parents. The study concluded that while teachers were aware of the benefits of parental involvement, levels of parental involvement were low.

Domiana (2015)[54] studied factors influencing school management committee members' effectiveness in staff motivation in public primary schools in Mavindini division, Kenya. The study found that majority of the SMC members lacked adequate experience in public schools administration and management. The research findings also indicate that majority of the SMC members motivate their teachers through organized trips and through recognition. Prize giving days were also organized once per year to reward the best performing teachers though majority of the teachers were not satisfied with the kind of motivation offered to them by the SMC members. Individual factors with very high influence of school management committee members' effectiveness in teacher's motivation in public primary schools in Mavindini division were found to be inadequate level of education, lack of adequate training and lack of working experience in public primary schools management and administration. And it was established that majority of the SMC members possessed inadequate levels of education. Most them were standard eight graduates with only KCPE certificate. Majority of the SMC members did

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[54]Domiana, N.M. (2015). *Factors influencing school management committee members' effectiveness in staff motivation in public primary schools in Mavindini division, Kenya.* Unpublished research project report. University of Nairobi. Retrieved from Review 2/Domiana Nduku Mbuva.pdf

not attend any form of training on public primary schools management and administration. It was established that majority of the SMC members were peasant, farmers and local business people. This was due to the fact most of them were parents to the schools in which they were SMC members and therefore they ought to have come from the locality.

Sandra (2015)[55] studied perceptions of parental involvement among rural parents, teachers, and administrators. The research findings indicate that the data from parents' quantitative and qualitative surveys indicated that parents considered their role important. Overall, responses from parent surveys suggested that they have a good perception of their child's current school. From the qualitative data, teachers suggested that attending more events at the school will build and strengthen the partnership with the community and in the meantime improve teacher effectiveness and overall perception. Also, teachers suggested creating and implementing parent classes that teach parents how to teach different subject areas. When parents feel as though they were a part of the educational process, the perception of the school community will be positive. From the qualitative data, administrators agreed that getting families involved was a successful practice. During different types of meetings, parent's involvement impacted their perception. Administrators also indicated that it was a vital part of an administrator's job to assure that the relationship in the learning community was strong, which promoted a positive perception.

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[55]Sandra, E.Ch. (2015). Perceptions of parental involvement among rural parents, teachers, and administrators. *Walden dissertations and doctoral studies*. Retrieved from http://scholaworks.waldenu.edu.

Conclusions:

An exhaustive examination of various books, research papers and educational reviews from the internet as well as from different libraries have resulted in the accumulation of a certain amount of literature in connection with the topic being researched.

The above reviews reveal that a number of research have been conducted on studied related to stake holders participation in school management in other states of India as well as all over the globe. However, no studies have been found by the investigator, who has undertaken studies in the state of Mizoram.

The present research is undertaken while keeping the above consideration in view. In order to study stake holder's participation, the investigator has constructed questionnaire to study the perceptions of stake holder on issues relating to SSA interventions and its implementation. It is envisaged that the study will throw light on the importance of stake holder's perceptions in school management. It is hoped that the present investigation will help policy makers and school administrator to increase extent to which they involve teachers, parents and school management committee members to improve the quality of their participation and boost their morale in their performance of duty.

CHAPTER 111

METHODOLOGY

A research methodology is a systematic plan for conducting research. The present chapter deals with the methodology adopted in the present study. The design of the present study is systematically presented as follows:

3.1.0 RESEARCH DESIGN

This study is primarily descriptive in nature; Descriptive research is used to describe characteristics of a population or phenomena being studied. The present study engages in survey and fact finding enquiry relating to the perception of stake holders with respect to status of implementation of selected interventions under SSA in Mizoram. Descriptive research determines and reports the way things are. It has no control over what is, and it can only measure what already exists. Blends of both qualitative and quantitative analysis have been employed in the present investigation.

3.2.0 POPULATION AND SAMPLE

The population in the present study consist of all the Parents, Teachers and School management committee members of all elementary schools in Mizoram where SSA interventions are implemented. There are altogether eight districts in Mizoram. The following table 3.1 shows the district wise number of elementary schools and teachers in Mizoram.

Table 3.1

District wise number of elementary schools and teachers in Mizoram

District	No of Schools		No of Teachers			
			Male	Female	Male	Female
	Central Govt	State Govt	Central Govt		State Govt	
Aizawl	4	510	15	15	1442	1469
Champhai	3	266	17	7	703	572
Kolasib	1	166	8	3	462	403
Lawngtlai	1	127	6	2	444	163
Lunglei	4	419	16	6	1153	774
Mamit	1	228	5	1	589	371
Saiha	-	193	-	-	698	377
Serchhip	1	135	5	2	360	245
Total	15	2044	72	36	5851	4374

Source: Government of Mizoram, Department of School Education, Annual Publication 2014-15

The above table 3.1 shows that altogether there are 15 central government and 2044 state government elementary schools in Mizoram. The table also shows that there are 72 male teachers and 36 female teachers in the central government elementary schools, at the same time, there are 5851 male teachers and 4374 female teachers in the state government schools. Out of the eight districts of Mizoram, only four districts were selected for the purpose of data collection.

The following Table 3.2 shows the number of elementary schools and elementary teachers in the selected four districts of Mizoram.

Table 3.2

Number of elementary schools and elementary teachers in the selected districts (Excluding private unaided schools)

District	No. of Schools	No. of Teachers	
		Male	Female
Aizawl	514	1457	1484
Lunglei	423	1169	780
Saiha	193	698	377
Champhai	269	720	579
Total	1399	4044	3220

Source: Government of Mizoram, Department of School Education, Annual Publication 2014-15

As depicted in the above table no 3.2, the total number of elementary schools in the four selected districts are 1399. Out of these elementary schools, there are altogether 4044 male teachers and 3220 female teachers. According to the department of school education annual publication 2014-15, there are 7264 teachers in the four selected districts of Mizoram excluding private unaided teachers, since the study consisted of only government and government aided schools where SSA interventions are implemented. Out of these 7264 teachers, 4044 are male teachers and 3220 are female teachers. For the present study, 400 teachers are selected for the present sample taking not less than 50 respondents each both from urban and rural areas from the four selected districts.

For the present study, the sample selected consisted of 400 teachers, 120 parents and 120 school management committee members of elementary schools from the four districts of Mizoram where SSA interventions are implemented. School management committee members were chosen from the selected school management committee and parents were selected from the feeding areas of the selected schools. The rationale for selecting parents and school management committee members is that their perceptions are important to identify the extent of implementation of interventions regarding the awareness and effectiveness of the programme as well as the problems faced by the selected interventions. The samples were selected following Multi-stage sampling design.

Thus, the total sample of the study comprises of 400 teachers, 120 parents and 120 school management committee members (SMCs) of elementary schools. The subsequent table 3.3 shows the details of sample selected for the present study.

Table 3.3

Details of sample selected for the present study

District	No of Teachers		No of SMC members		No of Parents	
	Urban	Rural	Urban	Rural	Urban	Rural
Aizawl	50	50	15	15	15	15
Saiha	50	50	15	15	15	15
Champhai	50	50	15	15	15	15
Lunglei	50	50	15	15	15	15
Total	200	200	60	60	60	60

As indicated in Table 3.3, the sample consisted of 400 teachers out of which 200 are from urban areas and 200 from rural areas. The sample also included 120 SMC members out of which 60 are from urban areas and 60 from rural areas. The sample also consisted of 120 parents selected from the feeding areas of the selected schools out of which 60 hail from urban areas and 60 hails from rural areas.

3.3.0 TOOLS USED FOR DATA COLLECTION

The following tool is constructed by the investigator for the present study:

1. Questionnaire for teachers, school management committee members (SMCs) and parents to study their perceptions about the status of implementation of selected interventions under SSA in Mizoram.

3.3.1 Questionnaire for Teachers, School Management Committee members and parents:

In order to study the perceptions of teachers, school management committee members and parents about the status of implementation of selected interventions under SSA in Mizoram, the researcher prepared one questionnaire. Altogether the questionnaire consists of 73 items. These 73 item questionnaires were given to the

teachers and school management committee members. But parents were asked to answer only 37 items because parents were expected to know only the common interventions that effect their children's education and not all the interventions implemented by SSA in the schools.

Every question in the questionnaire has three and two response options based upon the questions. The respondents were required to tick the suitable response which they consider accurate according to their perceptions. In order to quantify the questionnaire, the three response option was given a score value of 3, 2 and 1 and in two response option, a score value of 2 and 1 are given respectively on every items of the questionnaire. The most positive perception responses were given a score of 3, and the least positive perception responses were given a score of 1.

Content validity is established by giving the questionnaires to five experts in the field of education to obtain their specialized advice on the contents of questionnaires. All experts agreed that the content of the questionnaire has adequate content validity. The particulars of experts who were given questionnaires for content validity were:

1) Prof. R.P. Vadhera- Department of Education.

2) Prof. Lalhmasaii Chuaungo- Department of Education.

3) Prof. Lalbiakdiki Hmante- Department of Education

4) Mrs. Zothanmawii – Joint Director, SCERT.

5) Mr. Lalhmachhuana- State Project Director, Mizoram SSA Mission.

For the establishment of Reliability of the questionnaire, the investigator employed 'Split-Half Method'. The questionnaire was divided into two halves on the basis of odd

and even number. The co-efficient of correlation was computed by using the product moment correlation. The coefficient of reliability of the questionnaire after applying the Spearman brown formula came out to be .889, which is considered to be quite adequate for the questionnaire.

The sample of the entire questionnaires for parents, school management committee members and parents is attached in Appendix 1.

3.4.0   COLLECTION AND TABULATION OF DATA

The data for teachers and school management committee members were collected by the investigator by personally visiting the schools and handed over the questionnaire to the teachers. Questionnaire for SMCs were collected some by giving them in the schools (teachers and principals who were SMC members) and some by visiting their home. With respect to collection of data from the parents, the investigator sometimes visited the home of the children and collected data from the parents, sometimes the investigator requested the teachers to give the questionnaire to their students so that they can give it to their parents to respond. The responded questionnaires are brought back by the students and are collected by the investigator the next day. The purpose of the study as well as instructions for ticking the responses of the choices was clearly written in the questionnaire, and as far as possible it was explained to the respondents. The data collected from the teachers, school management committee members and parents were then scrutinized and scored according to the scoring procedures. Each respondent was assigned a serial number after categorizing them with respect to their locale. The scores obtained by each respondent were then entered in the tabulation sheet and these were statistically treated and analyzed.

3.5.0 MODE OF ANALYSIS

Keeping in view the objectives of the study and nature of data, the investigator employed the following statistical techniques for analyzing the data.

3.5.1. Descriptive statistical technique

Measures of Central tendency and percentages were employed to find out the nature of score distribution and for finding out the percentage of respondents for each category of responses in each question.

3.5.2 Test for significance for Mean difference

The difference between the mean scores of the respondents based upon the variable such as locale was tested for significance by applying the 't'- test.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data. As stated in the chapter 1, the objective of the present study includes finding out the types of interventions implemented and the extent of implementation of selected interventions by SSA in Mizoram. The study also aims to find out the perceptions of Teachers, School Management Committee (SMC) members and Parents of elementary school children about the status of implementation of selected interventions under SSA in Mizoram and to compare their perceptions with respect to their locale. Finally, it aims to make suggestions for successful implementation of the selected interventions based on the research findings.

The data for the present study were collected from secondary sources such as office records, Annual Report of State project office, District project office, SSA Mission, Directorate of School Education Mizoram as well as primary sources. Primary data was collected from the randomly selected samples (i.e. teachers, school management committee and parents of elementary school children) from the four districts of Mizoram by administering the three Questionnaires to find out the perceptions about the status of implementation of selected intervention under SSA. This way the primary data obtained from the respondents were scored, classified, tabulated and analyzed. The analysis of the data was carried out with the help of appropriate statistical techniques, and the findings were interpreted keeping in mind the objectives of the study. The findings of the present study are presented in the present chapter in accordance with the objectives stated in chapter I as follows:

1. ***Objective No. 1:*** To find out the types of interventions implemented by the SSA in Mizoram.

2. ***Objective No. 2:*** To find out the extent of implementation of selected interventions under SSA in Mizoram.

3. ***Objective No. 3:*** To find out the perceptions of elementary school teachers, members of school management committee (SMCs) and parents of elementary school children about the status of implementation of selected interventions under SSA in Mizoram.

4. ***Objective No.4:*** To compare the perceptions of elementary school teachers about the status of implementation of different interventions under SSA with respect to their locale.

5. ***Objective No.5:*** To compare the perceptions of members of school management committee (SMCs) of elementary school about the status of implementation of different interventions under SSA with respect to their locale.

6. ***Objective No.6:*** To compare the perceptions of parents of elementary school children about the status of implementation of different interventions under SSA with respect to their locale.

7. ***Objective No.7:*** To make suggestions for successful implementation of the selected interventions based on research findings.

4.1.0 ***Objective No. 1:*** **To find out the types of interventions implemented by the SSA in Mizoram.**

There are 37 interventions taken up by SSA in Mizoram as per central norms. Details are mentioned below:

1)   *School and Social mapping:*

The RTE act provides children access to elementary schools within the "defined area or limits of neighbourhood". School access demands not merely physical access to a neighbourhood school within a notified distance, but also social access by way of addressing all exclusionary practices in the school, especially those based on caste, class, gender and special needs. This will require mapping of neighbourhoods/habitations and linking them to specific schools, the mapping exercise should factor in the availability of seats for children from disadvantaged groups and weaker sections not only in government and local body schools, but also in aided, unaided and special category schools.

2)   *Opening New Primary schools:*

A neighbourhood school is a school located within the defined limits or area of neighbourhood, which has been notified by the State government under the State RTE rules.

All new primary schools will be provided teachers, infrastructure and Teaching learning equipment (TLE) facilities as mandated under the RTE Act, 2009.

3)   *Opening upper primary schools/sections:*

The revised SSA norms provide that new upper primary schools/sections will be opened in the campuses of existing primary schools. Upper primary schools shall be provided through up- gradation of existing primary schools so that the school becomes an integrated elementary school from classes 1-8.

4)   Conversion of EGS centres into schools:

All existing EGS centres which have been functioning under SSA for two years shall be converted to regular schools, or closed down when children are mainstreamed into neighbourhood schools.

5)   Residential Schools:

Children in sparsely populated or hilly and densely forested areas, urban deprived children, homeless and street children in difficult circumstances and without adult protection, in those areas residential schools should be constructed.

6)   Special training for age appropriate admission of out-of-school children:

Special training facility for out of school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class. Special training shall be provided by a teacher working in the school or a specially engaged teacher.

7)   Transport/Escort facility:

This provision will be available at the national level for support in exceptional circumstances as per proposal presented by the State and appraisal of District specific proposals from the State, justifying the need for transportation/escort facility.

8)   Additional Teachers:

Additional teachers will be provided as per the RTE norms to all Government and local body schools; however SSA assistance will not be available for filling up State sector vacancies that have arisen on account of attrition and retirement vacancies.

9)   Uniform:

The purpose of school uniforms is to inspire a sense of belonging to the school, not to in still a sense of regimented, homogenized order. Thus, decisions on design and style of uniforms should be local, rather than centralized. Uniforms constitute an expense for poor families who are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education.

10)   Curriculum & Textbooks:

Textbook production reform, encompassing the layout design, text and cover paper size and specifications, ink, printing, binding, etc have significant implications for quality. These aspects have so far been left to the State textbooks boards or SCERTs. SSA may provide support for ensuring reform in the textbook production process.

11)   Learning enhancement programme:

SSA will provide support under learning enhancement programme (LEP) for States to initiate and institute curricular reform, including development of syllabi, textbooks and supplementary reading material in keeping with the child centric assumptions in NPE-1986/92, NCF 2005 and section 29 of the RTE act based on NCF-2005.

12)   Training for teachers:

a)   In-service training for teachers will include training for conducting special training for out of school children. Also to enable them to see pedagogical practices from the child's perspective and continuously upgrade their knowledge and teaching skills.

b)   For Head teachers, to in still new skills and broadened perspective to ensure school functioning from the point of view of children's rights which need to be protected every day.

c)   For resource persons, to understand child centric pedagogy and active classroom processes.

d)   For education administrators, to move away from an inspectorial approach to that of a mentor.

13)   Academic support through BRC/URC/CRC:

BRC/URC/CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures, SSA will strengthen faculty and infrastructure support to BRC/URC/CRCs.

14)   Teaching learning equipment (TLE) for new primary & upper primary schools:

TLE will be as per local specific context and requirement/need to be determined by the teachers or school management committees and parents should be involved in the selection and procurement of TLE. States may disseminate an indicative list of basic school requirements, with scope for local contextualization after approval of State SSA executive committee.

15)   Teacher grants:

Teacher grant will be provided to all teachers on annual basis to facilitate child centred, joyful classroom processes by using self develop, low cost, locally available teaching learning material.

16) *School grants:*

School grant will be provided to all Government & Government aided schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring cost, such as consumables, play material, games, sports equipment, etc.

17) *Research, Evaluation, Supervision & Monitoring:*

➡ Instituting regular monitoring systems under SSA.

➡ Instituting a comprehensive child tracking system.

➡ Conducting social mapping.

➡ Developing school monitoring system.

➡ Assessment and appraisal teams and their field activities.

➡ Each State/UT will set up a research approval committee for processing and approving all research and evaluation projects/studies. Appropriate mechanisms should also be set up for District level.

18) *Innovation fund for CAL:*

Innovation fund for Computer aided education (CAL) to maximise coverage in upper primary schools with special emphasis on Science and Mathematics. Hardware, software, training, maintenance and resource support, if required, may be included in this component.

19) *Libraries:*

Provision will be available only for existing Government schools and procurement of furniture and library will be done in a decentralized manner by the VEC/ SMC or equivalent school body for rural/urban areas.

20) *State institute of educational management and training (SIEMAT):*

SIEMAT will play a key role in providing capacity building and support for revamping and strengthening education planning and management structures and systems, necessitated by RTE act. SIEMAT will also develop training modules and conduct training for education administrators.

21) *National programme for education of girls at elementary level (NPEGEL):*

It is for 'hardest to reach' girls, especially those in school, in educationally backward blocks (EBB). Focus of interventions should be on retention of girls and improvement in the quality learning and must target in and out of school girls within the block.

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

KGBV provides for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. KGBVs are set up in educationally backward blocks where the female rural literacy is below the national average (i.e. below 46.13% as per census 2001) and gender gap in literacy is above the national average of 21.67%.

23) *Innovation fund for Equity:*

This will include interventions for girl's education, early childhood care and education for supporting girls education that are not covered under other components of SSA e.g. NPEGEL and KGBV programmes, children of ST/SC/Muslim families, urban deprived children, migrant children for enhancing their retention and learning levels to facilitate completion of elementary education.

24)   *Provision for children with special needs:*

This provision includes conducting assessment camps and an identification camp in all the districts. It also includes training of teachers in the techniques of identifying children with disabilities.

25)   *Community participation/mobilization:*

The objective of this intervention is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objective of universal elementary education (UEE). Involvement of NGO's and activities, involvement of church bodies and activities, community awareness campaign, awareness through print media, community participation and ownership.

26)   *Training of SMC, VEC, PRI members:*

Preparation of school development plan, on-going support of the PRI (local authority), States should design training modules comprising a mix residential and non-residential training for all participants. Voluntary and civil society organizations should be involved in conducting community training.

27)   *New schools:*

Development of school infrastructure is a comprehensive exercise for developing the school building along with its indoor and outdoor spaces. It must incorporate child friendly elements, barrier free access, must have transparency and social accountability, drinking water and separate toilet for girls and boys and also kitchen shed for mid day meal.

28)   *Additional classrooms:*

To improve the student classroom ratio, provide rooms to students and teachers according to enrolment, and to provide better facilities for head teachers and also to provide space for office and store.

29)   *Block resource centres:*

To facilitate residential training for teachers.

30)   *Cluster resource centres:*

To facilitate monthly teacher meetings, CRC may be used as an additional classroom in school on days when CRC meetings are not held.

31)   *Residential schools:*

To cover sparsely populated or hilly and densely forested areas with difficult geographical terrains and also to cover urban deprived children, homeless and street children in difficult circumstances without adult protection.

32)   *Toilets and drinking water:*

Separate toilet for boys and girls, incinerators in girl's toilet and drinking water facilities from schemes of the ministry of Rural development.

33)   *Furniture:*

Furniture may be provided to existing Government upper primary schools which do not already have furniture and maintain its record in a stock register with due verification as per procedures laid down by the State/UT Government concerned.

34)   ***Civil works:***

Under this, civil works are carried out by constructing BRC's, CRC's, New P/S & UPS buildings, reconstruction of dilapidated, additional classrooms, common toilets, toilets separately for girls, drinking water facilities, boundary walls, electrifications, ramps, residential hostels, monitoring, electrification and child friendly elements (football, skipping rope, jersey, etc).

35)   ***Repairs of school building:***

States would first have to put in place a decentralized system of technical and financial assessment and approval for the major repair tasks. Onsite technical supervision by professionally qualified engineering personnel is to be ensured during the execution of repairs and accounts are to be maintained.

36)   ***Maintenance grants for schools:***

Maintenance grants is to provide annual maintenance and repair of existing school buildings and other facilities to keep up the infrastructure in good condition, and must involve elements of community contribution.

37)   ***Management cost:***

The RTE act has created a circumstance in which the existing two-dimensional system must be reviewed and while causing no detriment to the on-going SSA project, within the shortest possible time, a system should include expenditure on office expenses, hiring of various experts at various levels after assessment of existing manpower.

4.2.0 *Objective No. 2:* **To find out the extent of implementation of selected interventions by SSA in Mizoram.**

Out of the different interventions implemented by SSA in Mizoram, eight interventions were selected for the present study. These were:

1. **Community Participation/Mobilization-**

    The objective of this intervention is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objective of universal elementary education (UEE). Involvement of NGO's and activities, involvement of church bodies and activities, community awareness campaign, awareness through print media and community participation and ownership.

2. **Civil Works-**

    Under this, civil works are carried out by constructing BRC's, CRC's, New P/S & UPS buildings, reconstruction of dilapidated, additional classrooms, common toilets, toilets separately for girls, drinking water facilities, boundary walls, electrifications, ramps, residential hostels, monitoring and child friendly elements(Football, skipping rope, jersey, etc).

3. **Supply of free Textbooks**-

    The provision of free text book is vital for ensuring enrolment and retention of children belonging to SC/ST children and girls students of general category.

4. **Provision for children with Special needs/Inclusive education-**

This provision includes conducting assessment camps and an identification camp in all the districts. It also includes training of teachers in the techniques of identifying children with disabilities.

5. **Teacher training-**

This includes induction training for new recruits as well as training for the un-trained in-service teachers.

6. **Grants/Financial management-**

- Teacher grants (This grant will be provided to all teachers on annual basis to facilitate child centred, joyful classroom processes by using self develop, low cost, locally available teaching learning material).

- School grants (This grant will be provided to all Govt & Govt aided schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring cost, such as consumables, play material, games, sports equipment etc).

- Maintenance grants (To provide annual maintenance & repair of existing school building & other facilities to keep up the infrastructure in good condition).

7. **Supply of free Uniform-**

The purpose of school uniforms is to inspire a sense of belonging to the school, not to in still a sense of regimented, homogenized order. Uniforms constitute an expense for poor families who are often not able to afford, and thus

becomes a barrier for many children to pursue and complete elementary education.

8. **Academic support through BRC/CRC-**

They are the most critical units for providing training and onsite support to schools and teachers. Given the significance of these structures, SSA will strengthen faculty and infrastructure support to BRCs.

In order to find out the extent of implementation of these selected interventions, the investigator made use of the secondary data like annual report and audited statement of accounts, State project office, Mizoram SSA Mission.

The following shows the extent of implementation of the selected interventions by SSA Mizoram. The implemented status for each financial year from 2002-2003 till the ends of the financial year 2015-2016 are presented as follows:

A. **Extent of implementation of interventions by Mizoram SSA during 2002-2003.**

Achievements made during the year 2002-03 in selected interventions are briefly presented as under:

During this year, only four interventions had taken in effect.

1. *Community Participation/Mobilization:*

a) Village Education Committee (VEC) was established as per Mizoram SSA Regulation 2002.

b) Annual work plan and budget is formulated.

c) Village elementary education plan (VEEP) was formulated.

d) Much activity was given to access, enrolment, and size of target group from the VEC side.

e) There is no other activities/participation from the community since SSA Mizoram started functioning from this year onwards.

2.   Civil Works:

a) During this year, priority has been given to construction of BRC and CLRC. The following table no. 4.1 shows the physical achievement under civil works during the year 2002-2003.

Table No 4.1
District wise physical achievement during 2002-2003

Sl no	District	BRC	CLRC	Building less school	New P/S	New UPS	Drinking water	Toilet facilities	Additional Classroom
1	Aizawl	2	3	1			2	2	
2	Champhai	1	1		1				
3	Kolasib		1		4		66	47	
4	Lawngtlai	1			6	8	25	30	
5	Lunglei	1	2		12	4			
6	Mamit							43	
7	Saiha				2	2	44	2	
8	Serchhip				6		41	81	2
	Total	5	7	1	31	14	178	205	2

Source- Compilation of District Report 2002-2003

The above table - 1 shows that altogether 5 Block Resource Centre and 7 Cluster Resource Centre has been constructed. Apart from this, 1 school building has been constructed where previously there was no school building, 31 Primary schools and 14 upper Primary schools were also newly constructed. The above table also shows that 178 drinking water has been provided to the schools and 205 toilet facilities have also been constructed. Also 2 additional classrooms were also constructed during this year.

3.   ***Supply of free Textbooks:***

a) During this year, 142027 (Class 1 to 7) school going children were provided free textbooks.

4.   ***Grants/Financial Management (School grants, Maintenance grants and Teacher grants):***

a) Rs 2000/- school grants per school were given to all government managed school.

b) Rs 5000/- building maintenance grants were provided to all government managed schools.

c) Rs 500/- per teacher grants were given to 8397 government school teachers.

B.   Extent of implementation of interventions by Mizoram SSA during 2003-2004.

Achievements made during the year 2003-04 in selected interventions are briefly presented as under:

1)   ***Community Participation/Mobilization:***

a) All habitations have established a VEC as per the Mizoram SSA, regulation 2002.

b) Village education register was maintained and updated for the target age group children 6-14 years.

c) During this year, as per the survey report, 199944 children were enrolled in school.

d) Various committees were formed. District education committee, circle education committee, teacher association like Middle school teacher association (MSTA),

Mizoram primary teacher association (MPTA) and parent teacher association (PTA) were also represented in education committees.

e) A good number of awareness programmes were organized at District, Block and cluster levels.

f) The VEC met regularly at least once in three (3) months and made decisions on issues relating to education in their village.

2. *Civil Works:*

a) Under SSA, major thrust has been given to infrastructural development in the form of construction of Block resource centres, Cluster resource centres, construction of building to building less schools, drinking water and toilet facilities. The following table no. 4.2 shows the physical achievement under civil works during the year 2003-2004:

Table No 4.2
District wise physical achievement during 2003-2004

Sl no	District	BRC	CLRC	Building less school	New P/S	New UPS	Drinking water	Toilet facilities	Additional Classroom
1	Aizawl	2	8	5			4	7	5
2	Champhai	2	1		10	9			
3	Kolasib	1	2		6	6			
4	Lawngtlai	1	1		35	14			
5	Lunglei	1	1		12	11	36	38	
6	Mamit	2	2		5	1	19	18	5
7	Saiha	2	3		1	1			
8	Serchhip	1	1		3	2			
	Total	12	19	5	72	44	59	63	10

Source- Compilation of District Report 2003-2004

The above table no 4.2 shows that 12 Block Resource Centres and 19 Cluster Resource Centres have been constructed during this year, 5 school buildings have also been constructed where previously there was no school building. 72 Primary schools and 44 upper Primary schools have also been constructed during the aforesaid year. In addition, 59 schools have been provided with safe drinking water and 63 toilet facilities

have been made. Besides, 10 additional classrooms have also been constructed during the year 2003-2004.

3.   *Inclusive Education/IED:*

a)   This intervention has been well taken care of by the SCERT through IED, there were 3150 disabled children belonging to various categories being integrated in the normal schools. Effort is being made to converge inclusive education of SSA with that of centrally sponsored scheme.

4.   *Supply of free Textbooks:*

a)   157994 school going children (class 1 to 7) were provided with free textbooks in all the 8 districts of Mizoram.

5.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a)   Rs 2000/- school grants were provided to 1740 schools in all government managed schools.

b)   Rs 500/- teacher grants were given to 9497 school teachers.

c)   Rs 5000/- maintenance grants were given to 1740 schools in all government managed school.

C. **Extent of implementation of interventions by Mizoram SSA during 2004-2005.**

Achievements made during the year 2004-05 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

a) From the report of the District project coordinator of the 8 districts, a good number of awareness programmes were organized at the district, block and cluster levels.

b) Hoardings, display boards, leaflets, pamphlets, information brochures, SSA calendars were published and distributed to various stakeholders and community leaders.

c) Print and electronic media were utilised for creating awareness amongst the community.

d) VEC meeting was held in different districts.

e) VEC training on field visit was organized at Lungleng.

f) State level 6 days training on planning process and formulation of Annual work plan and approval board (AWP&B) was organized.

g) VEC training was organized by NIAR & Mizoram SSA Rajya mission.

2. *Civil Works:*

a) The following table no. 4.3 shows the physical achievement under civil works during the year 2004-2005:

Table No. 4.3
District wise physical achievement during 2004-2005

Sl no	District	BRC	CLRC	Building less school	New P/S	New UPS	Toilet facilities	Additional Classroom
1	Aizawl	2	18	31			566	80
2	Champhai	2	7	23			208	19
3	Kolasib	1	3	13			26	18
4	Lawngtlai	2	11	28		20	200	41
5	Lunglei	2	3	22			220	18
6	Mamit	2	5	22			133	4
7	Saiha	2	6	13			122	21
8	Serchhip	2	1	6			219	32
	Total	15	54	158		20	1694	233

Source- Compilation of District Report 2004-2005

The above Table no. 4.3 shows that during the reporting year, 15 Block Resource Centre and 54 Cluster Resource Centres were constructed. Besides this, 158 school buildings were constructed where there were no school buildings previously. No Primary schools were newly constructed this year, but 20 upper primary schools were newly constructed. 1694 toilet facilities were provided to the schools, besides 233 additional classrooms were constructed during this year.

b) The following table no. 4.4 also shows the physical achievement under civil works during the year 2004-2005:

Table No. 4.4
District wise physical achievement during 2004-2005

Sl no	District	Drinking water	Boundary wall	Separation wall	Electrification
1	Aizawl	220	101		
2	Champhai	159	85	20	10
3	Kolasib	50	40		
4	Lawngtlai	133	61		
5	Lunglei	214	22	30	
6	Mamit	132	25		
7	Saiha	156			
8	Serchhip	132	8		
	Total	1196	342	50	10

Source- Compilation of District Report 2004-2005

The above table no 4.4 shows that 1196 schools were provided safe drinking water, 342 boundary walls were constructed in the schools, 50 separation walls were made in the schools and 10 schools were given electrifications during this year.

3.   *Supply of free Textbooks:*

179071 school going children (classes 1 to 7) were proposed to be provided free textbooks. The expenditure may be met from the state share and the intervention could not be taken up at the beginning of the school session. Besides, only 51069 children belongs to poorest of the poor, therefore, children below poverty line identified by resource persons of all the districts were provided free textbooks.

2.   *Inclusive Education/IED:*

a)   2842 identified disabled children were provided with uniform grants and special tutorial classes during this year.

3.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a)   Rs 2000/- school grants were provided to 1952 government managed schools.

b)   Rs 500/- teacher grants were provided to 1843 government school teachers.

c)   Rs 5000/- maintenance grants were given to 9302 government managed schools.

4.   *Teacher Training:*

Sarva Shiksha Abhiyan (SSA) Framework 2001(revised in 2008 and 2011) made a provision for 20 days training (10 day block training at BRC and a follow-on training in the form of 10 monthly meetings at CRC) under In-service Education for Teacher (INSET) for all primary and upper primary teachers every year for improvement of the quality of elementary education. Therefore,

a)   In-service training (20 days) was given to 8012 teachers.

b)   New recruits (30 days) training was given to 60 teachers.

c)   Untrained teachers (60 days) were given to 1359 teachers.

D.   Extent of implementation of interventions by Mizoram SSA during 2005-2006

Achievement made during the year 2005-06 in selected interventions is briefly presented as under:

1.   Community Participation/Mobilization:

a)   Community participated in constructing Sihmui primary school building.

b)   Consultation meetings with the NGOs in the State had been organized and considered to be the main reason for the success of SSA programme in the State.

c)   As per last information received from the District Project coordinators of the eight districts, a good number of Awareness programmes were organized at District, Block and Cluster levels.

2.   Civil Works:

a) The following table no. 4.5 shows the physical achievement under civil works
during the year 2005-2006:

Table no. 4.5
District wise physical achievement during 2005-2006

Sl no	District	CRC	New P/S	Dilapidated building	New UPS	Boundary wall	Toilet facilities	Additional Classroom	Drinking water
1	Aizawl	5	8	30	20	0	91	10	20
2	Champhai	2	1	9	0	4	41	0	135
3	Kolasib	3	8	7	4	0	45	5	30
4	Lawngtlai	6	16	1	0	0	40	0	30
5	Lunglei	0	19	1	10	0	40	10	40
6	Mamit	4	9	0	10	4	0	10	21
7	Saiha	4	0	5	1	0	15	0	25
8	Serchhip		1	3	2	0	50	5	50
	Total	24	62	56	47	8	322	40	351

Source- Compilation of District Report 2005-2006

The above table no 4.5 shows that 24 Block resource centre and 62 Cluster resource centre were constructed during 2005-2006. Besides this, 56 dilapidated buildings were reconstructed and 47 upper primary schools were newly constructed. Apart from this 8 boundary walls were constructed in the schools. In addition, 322 toilet facilities and 351 safe drinking water were also provided to the schools. Moreover, 40 additional classrooms were also constructed during this year.

3.   Supply of Free Textbooks:

a) A total of 179973 school going children (Classes 1 to 7) were provided textbooks.

4.   Inclusive Education/ IED:

a) 3996 identified disabled children were provided free uniform grants and special tutorial classes.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a) Rs 2000/- school grants were given to 1983 government managed schools.

b) Rs 500/- teacher grants were given to 9954 school teachers.

c) Rs 5000/- maintenance grants were given to 1808 government managed schools.

6. **Teacher Training:**

a) In-service training (20 days) was given to 6164 teachers.

b) New recruit (30 days) training was given to 171 teachers.

c) Untrained teachers (60 days) training was given to 1288 teachers.

E. Extent of implementation of interventions by Mizoram SSA during 2006-2007

Achievements made during the year 2006-07 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

a) SSA Mizoram and Young Mizo Association (YMA) signed MOU on 27th Feb, 2007.

b) Both the parties make necessary arrangement for awareness campaign.

c) Likewise, SSA Mizoram and Mizo Hmeichhe Insuihkhawm pawl (MHIP) also signed MOU in this year. All children are fed well through mid day meal scheme and cleanliness is maintained.

d) Public information campaign was organized by the press information bureau (PIB) Aizawl in 4 districts Aizawl, Lawngtlai, Saiha and champhai.

e) Live phone in programme and discussion programme are being successfully attended by the SSA officers in doordarshan Aizawl station.

2. *Civil Works:*

a) The following table no. 4.6 shows the physical achievement under civil works during the year 2006-2007:

Table no 4.6
District wise physical achievement during 2006-2007

Sl no	District	BRC	CLRC	Building less school	New P/S	New UPS	Ramps	Additional Classroom
1	Aizawl	0	14	0	20	0	435	20
2	Champhai	0	2	0	15	17	0	0
3	Kolasib	0	0	0	0	2	25	4
4	Lawngtlai	0	0	14	8	18	125	0
5	Lunglei	1	5	0	17	2	35	10
6	Mamit	0	0	0	23	15	0	10
7	Saiha	0	0	0	20	9	20	1
8	Serchhip	0	14	0	2	0	110	2
	Total	1	35	14	105	63	750	47

Source- Compilation of District Report 2006-2007

The above table no 4.6 shows that 1 block resource centre and 35 cluster resource centre were constructed during this reporting year. Besides, 14 new buildings were constructed where previously there was no school building. Moreover 105 lower primary schools and 63 upper primary schools were also newly constructed. 750 ramps and 47 additional classrooms were also constructed in the schools.

b) The following table no. 4.7 also shows the physical achievement under civil works during the year 2006-2007:

Table no 4.7
District wise physical achievement during 2006-2007

Sl no	District	Dilapidated UPS	Dilapidated PS	Electrification
1	Aizawl	38	33	30
2	Champhai	2	1	24
3	Kolasib	16	11	30
4	Lawngtlai	24	21	60
5	Lunglei	30	20	0
6	Mamit	15	9	25
7	Saiha	6	4	5
8	Serchhip	7	5	63
	Total	138	104	237

Source- Compilation of District Report 2006-2007

The above table no. 4.7 shows that 138 dilapidated upper primary and 104 dilapidated primary schools were reconstructed during this year. Besides, 237 schools were also provided with electric connection.

3.   *Supply of free Textbooks:*

a) 197376 school going children (Classes 1 to 8) were provided free textbooks. From this year onwards, elementary education covers up to class 8.

4.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a) Rs 2000/- school grants were given to 2272 government schools.

b) Rs 500/- teacher grants were given to 11217 government school teachers.

c) Rs 5000/- maintenance grants were given to 1931 government schools.

5.   *Teacher Training:*

a) In-service training (20 days) was given to 10079 teachers.

b) New recruits (30 days) training were given to 360 teachers.

c) There are no untrained teachers (60 days) training conducted in this year.

F.   **Extent of implementation of interventions by Mizoram SSA during 2007-2008**

Achievements made during the year 2007-08 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

a) SSA missions Mizoram and the Presbyterian Church synod and Baptist church of Mizoram signed MOU on the 28th September 2007. These two churches are the pioneer in Mizoram education; they had made remarkable mile stone and contributed a lot in the field of education.

b) The SSA mission Mizoram actively participated in the public information campaign (Bharat Nirman Campaign) organized by the press Information Bureau (PIB) Aizawl. The Public information campaign was already done in all the 8 districts.

c) There were a good number of awareness programmes organized at District, Block and Cluster levels.

d) Awareness through Audio and visual media is actively and effectively been carried on.

2. *Civil Works:*

a) The following table no. 4.8 shows the physical achievement under civil works during the year 2007-2008:

Table no 4.8
Physical achievement during 2007-2008

Sl No	Name of Components	Physical units
1	CRC	119
2	Primary school (new)	55
3	Upper primary (new)	67
4	Additional classroom	176
5	Separate girls toilet	619
6	Boundary wall	96
7	Separation wall	184
8	Electrification	241
9	Child friendly element	320
10	Ramps	367
	Total	2244

Source- Compilation of District Report 2007-2008

The above table no. 4.8 shows that 119 cluster resource centre, 55 new primary schools, 77 new upper primary schools, and 176 additional classrooms were constructed during this year. Besides this, 619 separate girl's toilet, 96 boundary walls, 184 separation walls were also constructed. Moreover, electrification was done in 241 schools. Apart from this, child friendly elements were provided to 320 schools and ramps to provide barrier free buildings and easy access for the disabled children were constructed in 367 schools during this year.

3.   *Supply of Free Textbooks:*

a)   192894 school going children (classes 1 to 8) were provided free textbooks.

4.   *Inclusive Education/IED:*

a) 5193 identified disabled children were provided with free uniform grants and special tutorial classes.

5.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a)   Rs 2000/- School grants were given to 2305 government managed school.

b)   Rs 500/- Teacher grants were given to 12478 government school teachers.

c)   Rs 5000/- maintenance grants were given to 2170 government managed school.

6.   *Teacher Training:*

a)   In-service training (20 days) was given to 10305 teachers.

b)   New recruit (30 days) training were given to 287 teachers.

c)   Untrained teachers (60 days) training were given to 945 teachers in this year.

G.   Extent of implementation of interventions by Mizoram SSA during 2008-2009.

Achievements made during the year 2008-09 in selected interventions are briefly presented as under:

1.   Community Participation/Mobilization:

a)   8884 Village Education Committee (VEC) members were given training for 2 days in all the districts of Mizoram.

b)   According to the MOU between SSA, Church bodies and MHIP, all parties make all possible efforts for providing free textbooks, Mid-day meal etc for all students aged between 6-14 years who got themselves enrolled in the Mission schools which are recognized by School Education Department.

c)   MHIP also conducts Awareness Campaign for quality education for Women at village, block, sub-headquarters and state level.

2.   Civil Works:

a)   The following table no. 4.9 shows the physical achievement under civil works during the year 2008-2009:

Table no 4.9

Physical achievement during 2008-2009

Sl no	Name of Components	Physical units
1	BRC	4
2	Primary school (new)	13
3	Toilet (PS & UPS)	203
4	Additional classroom for Cl- 5	66
5	Additional classroom for Cl- 6	67
6	Additional classroom for Cl- 7	63
7	Electrification	1440
8	Child friendly element	1120
9	Separate girls toilet	768
10	Boundary wall	470
11	Separation wall	346
12	Residential hostel	8
	Total	4568

Source- Compilation of District Report 2008-2009

The above table no 4.9 shows that 4 Block resource centre, 13 new primary schools, 203 toilets for primary schools and upper primary schools, 196 additional classrooms for classes 5, 6 and 7 were constructed during this year. Electrification was done in 1440 schools. Besides, 1120 Child friendly elements such as Duck-rides, Bench and desks, play items like Football, Jersey, Skipping rope, and Rubber ring were provided to selected Government managed schools. Moreover, 768 separate schools, 470 boundary walls, 346 separation wall and 8 residential hostels for children below poverty were also constructed this year.

3.   *Supply of Free Textbooks:*

a)   186776 school going children (Classes 1 to 8) were provided free textbooks.

4.   *Inclusive Education/IED:*

a) 5430 identified disabled children were provided free uniform grants, special tutorial classes with the help of VEC, Education volunteers of EGS and AIEs.

5.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a)   Rs 2000/- School grants were given to 2535 government managed school.

b)   Rs 500/- Teacher grants were given to 12679 government school teachers.

c)   Rs 5000/- maintenance grants were given to 2465 government managed school.

6.   *Teacher Training:*

a)   In-service training (20 days) was given to 11383 teachers.

b)   New recruit/Induction (30 days) training was given to 222 teachers.

c)   Untrained teachers (60 days) training were given to 1296 teachers in this year.

H.   **Extent of implementation of interventions by Mizoram SSA during 2009-2010.**

Achievements made during the year 2009-10 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

a) 7874 community members training for 2 days were given in all the districts for the newly elected VEC members about SSA norms, duties, importance, UEE background, framework of SSA, RMSA guidelines, etc.

b) MOU was signed between Mizoram school education department (mid day meal) SSA mission Mizoram and the Salvation Army, India eastern territory Aizawl for free textbooks, mid day meal.

2. *Civil Works:*

a) The following table no. 4.10 shows the physical achievement under civil works during the year 2009-2010:

Table no 4.10
Physical achievement during 2009-2010

Sl No	Name of Components	Physical units
1	Primary school (new)	4
2	Building less school (PS)	8
3	Building less school (UPS)	5
4	Additional classroom for Cl - 6	66
5	Additional classroom for Cl - 7	67
6	Additional classroom for Cl - 8	338
7	Electrification	312
8	Separate girls toilet	869
9	Boundary wall	631
11	Separation wall	513
12	Residential hostel	1
Total		2814

Source- Compilation of District Report 2009-2010

The above table no. 4.10 shows that 4 new primary schools, 8 primary schools where previously there was no school buildings, 5 upper primary schools where previously there was no school buildings, and 21 additional classrooms for classes 6, 7

and 8 were constructed during the reporting year. Besides this, electrification was done in 312 schools, 869 separate toilets for girls was constructed, boundary walls was constructed in 631 schools, 513 separation wall was constructed, and 1 (one) residential hostel was also constructed during this year.

b) It is felt that to ensure eight year elementary cycle 5+3 as per national norms, the existing Class V needs to be integrated into primary level.

3. *Supply of free Textbooks:*

a) 199186 school going children (classes 1 to 8) were provided free textbooks.

4. *Inclusive Education/IED:*

a) 6390 identified CWSN were given free uniform grant and special tutorial classes.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a) Rs 2000/- School grants were given to 2374 government managed schools.

b) Rs 500/- Teacher grants were given to 13575 government school teachers.

c) Rs 5000/- maintenance grants were given to 2150 government managed schools.

6. *Teacher Training:*

a) In-service training (20 days) was given to 12409 teachers.

b) New recruit/Induction (30 days) training was given to 471 teachers.

c) Untrained teachers (60 days) training were given to 850 teachers during this year.

d) 360 BRG/CRC members (10 days each for BRC & CRC) were given training at cluster and block level.

I. Extent of implementation of interventions by Mizoram SSA during 2010-2011

Achievements made during the year 2010-11 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

a) School Management Committee (SMC) was formed and 18450 VEC/SMC/Local authority members were given 3 days residential training on the functions of SMC, role of community leaders and local authority, SSA norms etc in all the districts of Mizoram.

b) 3 days non-residential training for SMC was conducted for 14766 SMC members.

c) Mizo Hmeichhia Insuihkhawm Pawl (MHIP) conducts campaign for quality education for women at village, block, sub-headquarters and state level.

2. *Civil Works:*

a) The following table no. 4.11 shows the physical achievement under civil works during the year 2010-2011:

Table no. 4.11
District wise physical achievement during 2010-2011

Sl No	Name of Components	Physical units
1	Additional classroom (PS & UPS)	1
2	Major repair (PS)	6
3	Major repair (UPS)	2

4	Library facilities (PS)	1421
5	Library facilities (UPS)	974
6	Additional classroom for Cl- 7	66
7	Additional classroom for Cl- 8	287
8	Electrification	9
9	Separate girls toilet	846
11	Boundary wall	290
12	Residential hostel	2
13	Additional classroom (RTE)	349
14	Augmentation of training facility in BRC	26
Total		4279

Source- Compilation of District Report 2010-2011

The above table no 4.11 shows that 1 additional classroom was constructed in an integrated Primary & Upper Primary School; major repair was done in 6 primary schools and 2 upper primary schools. Library facilities were approved from this year and all the works had been completed and provided to 1421 primary schools and 974 upper primary schools. 66 additional classrooms for class 7 and 287 additional classrooms for class 8 were also constructed. Electrification was done in 9 schools. 846 separate toilets for girls, 290 boundary walls, 2 residential hostels were also constructed. Since Right to education (RTE) came to being from this year 349 additional classrooms had been constructed for effective implementation of RTE. Training facilities in 26 Block Resource Centre was also augmented.

3.   Supply of free Textbooks:

a)   199186 school going children (classes 1 to 8) were provided free textbooks. Same as with the previous report.

4. *Inclusive Education/IED:*

a) 6769 identified CWSN were given free uniform allowances, transport allowances, boots and stationery, escort and reader allowances and special tutorial classes.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a) Rs 2000/- School grants were given to 2461 government managed schools.

b) Rs 500/- Teacher grants were given to 13251 government school teachers.

c) Rs 5000/- maintenance grants were given to 2395 government managed schools.

6. *Teacher Training:*

a) In-service training (20 days) was given to 11584 teachers.

b) New recruit/Induction (30 days) training was given to 535 teachers.

c) Untrained teachers (60 days) training were given to 573 teachers during this year.

d) 417 BRG/CRC members (10 days each for BRC & CRC) were given training at cluster and block level.

J. **Extent of implementation of interventions by Mizoram SSA during 2011-2012.**

Achievements made during the year 2011-12 in selected interventions are briefly presented as under:

1.   *Community Participation/Mobilization:*

a)   3 days residential training at block level for 19472 SMC and Local authority members was conducted.

b)   3 days non residential training at cluster level for 14808 SMC members was conducted.

c)   A nationwide campaign Shiksha ka hag Abhiyan was held in November.

2.   *Civil Works:*

a)   The following table no.4. 12 show the physical achievement under civil works during the year 2010-2011:

Table No 4.12

Physical Achievement during 2010-2011

Sl no	Activities	Physical units
1	New school building (PS)	21
2	New school building (UPS)	63
3	Additional Classroom	33
	Total	117

Source- Compilation of District Report 2011-2012

The above Table no. 4.12 shows that 21 new primary school building, 63 new upper primary school building, and 33 additional classrooms were constructed during this year.

3.   *Supply of free Textbooks:*

a)   166619 school going children (classes 1 to 8) were provided free textbooks.

4. *Inclusive Education/IED:*

   a)   7383 Identified CWSN were given free uniform grant and special tutorial classes.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

   a)   Rs 2000/- School grants were given to 2461 government managed school.

   b)   Rs 500/- Teacher grants were given to 13251 government school teachers.

   c)   Rs 5000/- maintenance grants were given to 2395 government managed school.

6. *Teacher Training:*

   a)   In-service training (20 days) was given to 13604 teachers.

   b)   New recruit/Induction (30 days) training was given to 1045 teachers.

   c)   Untrained teachers (60 days) training were given to 1172 teachers during this year.

   d)   465 BRG/CRC members (10 days each for BRC & CRC) were given training at cluster and block level.

K.   Extent of implementation of interventions by Mizoram SSA during 2012-2013.

Achievements made during the year 2012-13 in selected interventions are briefly presented as under:

1. *Community Participation/Mobilization:*

   a) 3 days residential training at block level for 8414 SMC members was conducted.

   b) 3 days residential training was conducted at cluster level to 8414 SMC members on training manual for SMC/RTE and SSA norms.

   c) 3 days residential training for local authority was given to 5362 members at block level.

2. *Civil Works:*

   a) The following table no. 4.13 shows the physical achievement under civil works during the year 2011-2012:

Table No 4.13
Physical Achievement during 2011-2012

Sl. no	Activities	Physical unit
1	Additional Classroom (Urban)	28
2	Dilapidated building PS	125
3	Dilapidated building UPS	37
4	Toilet/Urinals (Urban areas)	33
5	Urinals (Boys)	65
6	Toilet sheets (Boys)	6
7	Urinals (Girls)	204
8	Toilet sheets (Girls)	13
9	CWSN friendly toilets	803
10	Drinking water facility (Urban areas only)	4
11	Boundary wall	4000
12	Office-cum-Head teachers room PS	1
13	Office-cum-Head teachers room UPS	3
14	Ramps with handrails	936
	Total	6258

Source- Compilation of District Report 2012-2013

The above table no 4.13 shows that 28 additional classroom was constructed in urban areas, 125 dilapidated primary school building, 37 dilapidated upper primary buildings were reconstructed, 33 toilet/urinals in urban areas, 65 urinals for boys, 6 toilet sheets for boys, 204 urinals for girls, 13 toilet sheets for girls, 803 CWSN friendly toilets

were also constructed. Besides, 4 drinking water facilities were provided to schools in urban areas. 4000 boundary walls were also constructed. During this year, 1 Head teacher's room cum office was constructed for Primary and 3 for upper primary schools in Mizoram. 936 ramps with handrails were also erected.

3.   *Supply of free Textbooks:*

    a)   166318 school going children (classes 1 to 8) were provided free textbooks.

4.   *Inclusive Education/IED:*

    a)   7602 Identified CWSN were given free uniform grant, special tutorial classes and necessary aids and appliances.

5.   *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

    a)   Rs 2000/- School grants were given to a number of government managed schools.

    b)   Rs 500/- Teacher grants were given to a number of government school teachers.

    c)   Rs 5000/- building maintenance grants were given to government managed schools having 3 classrooms and Rs 10,000 to Government managed schools having more than 3 classrooms.

6.   *Teacher Training:*

a)   In-service training (20 days) was given to 6345 teachers.

b)   There is no new recruit/Induction (30 days) training conducted this year.

c)   Untrained teachers (60 days) training was conducted.

d)   BRG/CRC members training (10 days each for BRC & CRC) were conducted this year.

L.   Extent of implementation of interventions by Mizoram SSA during 2013-2014.

Achievements made during the year 2013-14 in selected interventions may are briefly presented as under:

1.   Community Participation/Mobilization:

a)   3 days non-residential training at cluster level for SMC members was conducted.

b)   CCE talk show was organized by community Serchhip research group, sponsored by SSA mission, Serchhip district.

2.   Civil Works:

a)   Due to non-receipt of fund from the Government of India as well as Government of Mizoram, all the civil works approved during 2013-14 are compelled to be kept in spill over. During this financial year, construction of new school building for primary school and other construction, designs and

estimate of each of the school was prepared. The spilled over items from the previous year were achieved.

3. *Supply of free Textbooks:*

a) 171075 school going children (classes 1 to 8) were provided free textbooks.

4. *Inclusive Education/IED:*

a) 7650 Identified CWSN was given free uniform grant, special tutorial classes and, necessary aids and appliances.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a) A sum of Rs 2000/- and Rs 7000/- School grants were given to a number of government managed primary schools and upper primary schools respectively.

b) Rs 500/- Teacher grants were given to a number of government school teachers.

c) Rs 5000/- and Rs 10,000 building maintenance grants were given to government managed schools having 3 classrooms and schools having more than 3 classrooms respectively.

6. *Teacher Training:*

a) In-service training (20 days) was given to 10699 teachers.

b) There is no new recruit/Induction (30 days) training conducted this year.

c)   Untrained teachers (60 days) training were given to 800 teachers during this year.

d)   379 BRG/CRC members (10 days each for BRC & CRC) were given training at cluster and block level.

7.   *Supply of free Uniform:*

a) Free uniform was introduced since the implementation of Right to Education (RTE) act during 2010-11. But due to non release amount for this intervention. It could take up only from this year and a total 163393 students were provided free uniform @400/- per child. This grant was meant for those belonging to SC/ST students enrolled in Government schools.

8.   *Academic support through BRC/CRC:*

a) The following table no 4.14 depicts the academic support provided through block resource centre and cluster resource centre during the year 2013-14:

Table no. 4.14

Academic support provided through block and cluster resource centre during 2013-2014

Academic Support through Block Resource Centre/URC	Achievement
Faculty and Staff	**Physical achievement**
(a) 6 RPs at BRC for subject specific training, in position	156
(b) 2 RPs for CWSN in position	52
(c) 1 MIS Coordinator in position	26
(d) 1 Data Entry Operator in position	26
(e) 1 Accountant-cum-support staff	66
Contingency Grant	26
Sub Total	352
Academic Support through Cluster Resource Centre's	
Cluster Coordinator, full time and in position	171
Contingency Grant	171
Sub Total	342

Source- Compilation of District Report 2013-2014

From this year onwards, academic support through BRC and CRC like coordinator, staff and contingency grant were taken up effectively.

The above table no 4.14 shows the achievement with respect to the academic support provided through block resource centre and cluster resource centre. 6 resource persons for subject specific training were in position in 156 Block Resource Centre (BRC), 2 resource persons for CWSN were in position in 52 BRC, 1 Management Information Service coordinator and 1 data entry operator were in position in 26 BRC, 1 accountant cum support staff were in position in 66 BRC and contingency grant were given to 26 BRC. Full time cluster coordinator was also in position in 171 Cluster Resource Centre (CRC) and contingency grants was given to 171 CRC.

M. Extent of implementation of interventions by Mizoram SSA during 2014-2015.

Achievement made during the year 2014-15 in selected interventions is briefly presented as under:

1.   Community Participation/Mobilization:

a)   During the year 2014-15, the project approval board (PAB) has approved 3 day Non-residential training at the cluster level and the state has conducting the said training.

b)   The SSA mission Mizoram actively participated in the public information campaign (Bharat Nirman Campaign) organized by the press Information Bureau (PIB) Aizawl. The Public information campaign was organised in all the 8 districts.

c) Mizoram SSA mission achievements and programme is being continuously announced by the All India Radio (AIR) Station.

d) AIR Live phone in programme is successfully attended by the SSA officers. Initiative is taken to make more Radio programme.

2. Civil Works:

a) The following table no. 4.15 shows the physical achievement under civil works during the year 2014-2015:

Table No 4.15
Physical achievement during 2014-2015

Sl No	Name of Components	Physical units
1	New Primary school	3
2	Additional classroom (Urban)	9
3	CWSN friendly toilet	408
4	Drinking water facility (urban areas only)	3
5	Residential hostel	2
6	Boys toilet (swatch vidyalaya addl PAB)	658
7	Separate girls toilet (swatch vidyalaya addl PAB)	4
8	Ramps with Handrails	134
	Total	1221

Source: Compilation of District Report 2014-2015

The above table no 4.15 shows that 3 new primary schools, 9 additional classrooms in urban area, 408 CWSN friendly toilets were constructed during this year. 3 Drinking water facilities were also provided in urban areas. Besides, 2 residential hostel, 658 boys toilet (swatch vidyalaya), 4 separate girls toilet (swatch vidyalaya), and 134 ramps with handrails were constructed during this reporting year.

3. *Supply of free Textbooks:*

   a) During 2014-15, 134510 school going children including CWSN at elementary levels were provided free textbooks, braille and large print textbooks.

4. *Inclusive Education/IED:*

   a) 7610 identified CWSN were given free uniform grant and special tutorial classes, necessary aids and appliances. Disability assessment camp has been conducted in all the 26 Blocks in convergence with Social Welfare Department, NIOH, SCERT and Health and family welfare Department. IE District Quarterly Meeting was organized at State level.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

   a) Due to late receipt of fund, the annual school grants and maintenance grants were not provided during the year.

6. *Teacher Training:*

   The following are the status of in-service teachers and resource persons training conducted during this year:

   a) In-service teacher training (20 days) at the BRC level were given to 5910 teachers as shown in the following table no. 4.16:

Table no. 4.16
In-service teacher training at BRC level

	Physical	Percentage of Achievement
Classes 1-2	1590	58%
Classes 3, 4 & 5	1599	52%
Classes 6, 7 & 8	2729	45%
Total	5918	

Source: Compilation of District Report 2014-2015

b) In-service teacher training at CRC Level (follow up) were given to 6280 teachers as shown in the following table no 4.17:

Table no 4.17
In-service teacher training at CRC level

	Physical	Percentage of Achievement
Classes 1-2	1645	60%
Classes 3, 4 & 5	1906	62%
Classes 6, 7 & 8	2729	45%
Total	6280	

Source: Compilation of District Report 2014-2015

c) Training of Resource Persons/Coordinators were given training to 1137 BRCCs/CRCCs/RPs members during this year as shown in the following table no 4.18:

Table no 4.18
Training of resource persons/Coordinators

	Physical	Percentage of Achievement
RPs training for Classes 1-2	379	100%
RPs training for Classes 3, 4 & 5	379	100%
RPs training for Classes 6, 7 & 8	379	100%
Total	1137	

Source: Compilation of District Report 2014-2015

d) No Induction training (30 Days) for teachers was conducted during this year.

7. *Supply of free Uniform:*

a) A total of 120906 SC/ST students and all girls enrolled in government schools were provided free uniform @400/- per child. This grant is meant to students belonging to SC/ST who are enrolled in Government schools.

8. *Academic support through BRC/CRC:*

a) The following table no 4.19 shows the academic support provided through block and cluster resource centre during 2014-2015:

Table No. 4.19

Academic support provided through block and cluster resource centre

Academic Support through Block Resource Centre/URC	Achievement
Faculty and Staff	**Physical**
(a) 6 RPs at BRC for subject specific training, in position	156
(b) 2 RPs for CWSN in position	52
(c) 1 MIS Coordinator in position	26
(d) 1 Data Entry Operator in position	26
(e) 1 Accountant-cum-support staff	66
Contingency Grant	26
Sub Total	352
Academic Support through Cluster Resource Centre's	
Cluster Coordinator, full time and in position	171
Contingency Grant	171
Sub Total	342

Source- Compilation of District Report 2014-2015

The above table no. 4.19 shows that 6 resource person for subject specific were in position in 156 BRC, 2 resource person for CWSN were in position in 52 BRC, 1 management Information service coordinator each were in position in 26 BRC, Data entry Operator were in position in 26 BRC 1 accountant cum support staff were in position in 66 BRC, contingency fund were given to 26 BRC. The table also shows that

full time cluster coordinator was in position in 171 CRC, and contingency grant were given to 171 CRC.

N.   Extent of implementation of interventions by Mizoram SSA during 2015-2016.

Achievements made during the year 2015-16 in selected interventions are briefly presented as under:

1.   Community Participation/Mobilization:

a)   During the year 2015-16, the Project Approval Board (PAB) has approved 3-Day Non-Residential Training at Cluster level.

b)   SSA Mission Mizoram continuously gives out Articles and RTE messages about the achievement, meaning, programmes etc, in daily newspapers and magazines in the state.

c)   SSA calendars were published and distributed to various stakeholders and community leaders Awareness through Audio & Visual Media is actively and effectively being carried on.

2.   Civil Works:

a)   The following table no. 4.20 shows the physical achievement under civil works during the year 2015-2016:

Table No 4.20

Physical achievement during 2015-2016

Sl No	Name of Components	Physical units
1	Dilapidated Buildings (New Primary school)	21
2	Dilapidated Buildings UPS	1
3	Drinking water facility (urban areas only)	3
4	Boys toilet (swatch vidyalaya addl PAB)	658
5	Separate girls toilet (swatch vidyalaya addl PAB)	4
	Total	687

Source- Compilation of District Report 2015-2016

The above table no 4.20 shows that 21 dilapidated primary schools were reconstructed, 1 dilapidated upper primary school was reconstructed, 3 drinking water facility were provided in schools in urban areas, 658 boys toilet (swatch vidyalaya) and 4 separate girls toilet (swatch vidyalaya) were constructed during this year.

3. *Supply of free Textbooks:*

a) During 2015-16, 119094 school going children including CWSN at elementary levels were provided free textbooks, Braille and large print textbooks. Due to high cost of textbooks, full set for class – III to VIII cannot be covered with the provision. However, State Government provided additional fund to cover full set for class – III to V.

4. *Inclusive Education/IED:*

a) 7000 identified CWSN were given free uniform grants and special tutorial classes, necessary aids and appliances. Disability assessment camp has been conducted in all the 26 Blocks in convergence with Social Welfare Department, NIOH, SCERT and Health and family welfare Department. IE District quarterly meeting was organized at State level. Identification check list prepared in the local language by IEDC, SCERT is needed for identification. The check list includes all the areas of disabilities with 10-20 check points. These are filled up and the suspects are sent for medical assessment.

5. *Grants/Financial Management (School grants, Teacher grants and Maintenance grants):*

a)   Due to late receipt of funds, grants for various activities like school grants, teacher grants and maintenance grants was not distributed during 2015-16.

6. *Teacher Training:*

The status of teacher training during 2015-2016 is shown in the following table no 4.21:

Table no 4.21
Status of teacher training

Intervention	Achievement (Up to March. 2015)	Percentage of Achievement
Teacher Training		
a. In-service Teacher Training		
BRC Level		
Classes I & II	1880	100%
Classes III, IV & V	2823	100%
Classes VI, VII & VIII	6861	100%
Total	11564	100%
CRC Level (follow-up)		
Classes I & II	1880	100%
Classes III, IV & V	2823	100%
Classes VI, VII & VIII	6861	100%
Total	11564	100%
b. Training of Resource Persons i.e. BRCCs/CRCCs/ RPs		
RPs Training for Classes I & II	80	100%
RPs Training for Classes III, IV & V	80	100%
RPs Training for Classes VI, VII & VIII	100	100%
Training of BRCCs/CRCCs/Any other RPs		
Total	260	100%

Source- Compilation of District Report 2015-2016

The above table no 4.21 shows that 11564 teachers were given in-service training at the BRC level, 11564 teachers were given follow up training at the CRC level and 260 resource persons i.e. BRC Coordinators, CRC Coordinators, and other resource persons were given training during this reporting year.

d)   *Supply of free Uniform:*

a) A total of 107925 SC/ST students and all girls enrolled in government schools were provided free uniform @400/- per child. This grant is meant for SC/ST students enrolled in Government schools.

e)   *Academic support through BRC/CRC:*

a) The following table no 4.22 depicts the academic support through BRC and CRC during the year 2015-16:

Table No 4.22

Academic support provided through BRC and CRC

Academic Support through Block Resource Centre/URC	Achievement
Faculty and Staff	**Physical**
(a) 6 RPs at BRC for subject specific training, in position	156
(b) 2 RPs for CWSN in position	52
(c) 1 MIS Coordinator in position	26
(d) 1 Data Entry Operator in position	26
(e) 1 Accountant-cum-support staff	66
Contingency Grant	26
Sub Total	352
Academic Support through Cluster Resource Centre's	
Cluster Coordinator, full time and in position	171
Contingency Grant	171
Meeting TA	171
Sub Total	513

Source- Compilation of District Report 2015-2016

The above table no. 4.22 shows that 6 resource person for subject specific were in position in 156 BRC, 2 resource person for CWSN were in position in 52 BRC, 1 management Information service coordinator each were in position in 26 BRC, Data entry operator were in position in 26 BRC, accountant cum support staff were in position in 66 BRC, contingency fund were given to 26 BRC. The table also shows that full time

cluster coordinator was in position in 171 CRC, contingency grants were given to 171 CRC, and meeting DA was given to 171 CRC.

4.3.0 *Objective No. 3:* **To find out the perceptions of elementary school teachers ,members of school management committee (SMCs) and parents of elementary school children about the status of implementation of selected interventions under SSA in Mizoram.**

The perceptions of the stake holders i.e. elementary school teachers, members of school management committee (SMCs) and parents of elementary school children about the status of implementation of selected interventions by SSA were obtained by administering the three questionnaires to the selected samples.

The data collected through the questionnaires were tabulated and arranged according to the different interventions. They are then analysed and interpreted by finding out the percentage of the respondent's reaction for each questions. The analyses are presented in accordance with the selected interventions as follows:

A. **COMMUNITY PARTICIPATION**

4.3.1 **Perceptions of Teachers, SMC members and Parents (stake holders) with respect to community participation.**

The perceptions of the respondents with respect to community participation were analysed as follows:

1) **Perceptions on impressiveness of boards/hoardings put up by SSA**: With respect to the question on whether the respondents found the display board/hoardings put up by SSA impressive enough to create awareness of

universal education in their locality, the following table no. 4.23 shows the result of the respondent's perceptions.

Table - 4.23

Perceptions on Display boards/hoardings

Respondents	Impressive	Not Impressive	No play board
Teachers (400)	122 (30.5%)	106 (26.5%)	172 (43%)
SMC (120)	32 (26.66%)	33 (27.5%)	55 (45.83%)
Parents (120)	30 (25%)	32 (26.66%)	58 (48.33%)
Total (640)	28.75%	26.71%	44.53%

The above table 4.23 shows that out of 400 teachers, 30.5% of them perceived that the boards/ hoardings put up by SSA was impressive enough to create awareness of universal education in their locality, 26.5% perceived it was not impressive and 43% responded that there was no board or hoardings displayed in their locality.

The table also shows that out of 120 SMC members, 26.66% perceived that display boards/hoardings put by SSA was impressive enough to create awareness of universal education in their locality, 27.5% perceived it was not impressive and 45.83% declared that there was no play boards/hoardings displayed in their locality.

The above table also indicates that out of 120 parents, 25% perceived that the display boards/hoardings put up by SSA was impressive enough to create awareness of universal education in their locality, while 26.66% perceived it to be not impressive and 48.33% said that there was no display boards/hoardings displayed in their locality.

From the above table, it can be concluded that out of 640 respondents, a large percentage (44.53%) of the respondents perceived that there was no display boards/hoardings in their locality. 28.75% said that the display boards/hoardings in their locality was impressive and 26.71% observed it to be not impressive at all.

2) **Perceptions on significance of print media (newspapers, magazines, leaflets, pamphlets, brochures etc):** With respect to the question on how significant the print media is in creating awareness about SSA norms among the community in their locality, the following table no. 4.24 shows the result of the respondent's perceptions.

Table - 4.24

Perceptions on significance of print media

Respondents	Significant	Not significant	No print media
Teachers (400)	188 (47%)	48 (12%)	164 (41%)
SMC (120)	53 (44.16%)	18 (15%)	49 (40.83%)
Parents (120)	69 (57.5%)	13 (10.83%)	38 (31.66%)
Total (640)	48.43%	12.34%	39.21%

The above table 4.24 shows that out of 400 teachers, 47% perceived that the print media was significant in creating awareness about SSA norms among the community in their locality, 12% perceived it to be not significant and 41% stated that no print media were found in their locality.

The above table also shows that out of 120 SMC members, 44.16% remarked that the print media is significant in creating awareness about SSA norms, 15% perceived it to be not significant and 40.83% responded that there were no print media to create awareness about SSA norms in their locality.

The above table also shows that out of 120 parents, 57.5% perceived that the print media was significant in creating awareness about SSA norms in their locality, 10.83% sensed it to be not significant and 31.66% responded that there was no print media in creating awareness about SSA norms in their locality.

To conclude, from the above table it can be seen that out of 640 respondents, a large percentage i.e. (48.43%) of the respondents perceived that the print media was significant in creating awareness about SSA norms in their locality. 12.34% believed the

print media was not significant while 39.21% declared that there was no print media in their locality.

3) **Perceptions on validity of announcement on AIR:** With respect to the question on whether the respondents feel that the announcement on AIR (All India Radio) about the achievement of SSA are valid and true, the following table no. 4.25 shows the result of the respondent's perceptions.

Table-4.25

Perceptions on validity of announcement on AIR about SSA

Respondents	True	Untrue	Not aware of any announcement
Teachers (400)	245 (61.25%)	30 (7.5%)	125 (31.25%)
SMC (120)	68 (56.66%)	7 (5.83%)	45 (37.5%)
Parents(120)	68 (56.66%)	15 (12.5%)	37 (30.83%)
Total (640)	59.53%	8.12%	32.34%

The above table 4.25 shows that out of 400 teachers, 61.25% perceived that the announcement on AIR about the achievement of SSA were valid and true, 7.5% sensed it to be untrue and 31.25% responded that they were not aware of any announcement on AIR.

The above table also shows that out of 120 SMC members, 56.66% perceived that the announcement on AIR about the achievement of SSA was valid and true, 5.83% professed it to be untrue and 37.5% responded that they are not aware of any announcement on AIR about the achievement of SSA.

The above table also shows that out of 120 parents, 56.66% responded that the announcement on AIR about the achievement of SSA is valid and true, 12.5% asserted it to be untrue and 30.83% responded that there they are not aware of any announcement on AIR about the achievement of SSA.

From the above table, it can be concluded that out of 640 respondents, majority i.e. (59.53%) of the respondents perceived the announcement on AIR about the achievement of SSA to be true and valid while 8.12% reported that it was untrue. Meanwhile 32.34% said that they were not aware of any announcement.

4) **Perceptions on contribution of community meetings organized by SSA:** With respect to the question on whether community meetings organized by SSA in their locality contributes in making the society aware of RTE act and rules, the following table no. 4.26 shows the result of the respondent's perceptions.

Table-4.26

Perceptions on contribution of community meetings organized by SSA

Respondents	Contributes much	Contributes little	No meetings organized
Teachers (400)	112 (28%)	147 (36.75%)	141 (35.25%)
SMC (120)	24 (20%)	62 (51.66%)	34 (28.33%)
Parents(120)	39 (32.5%)	33 (27.5%)	48 (40%)
Total (640)	27.34%	37.81%	34.84%

From the above table 4.26, it can be seen that out of 400 teachers, 28% perceived that the community meetings organized by SSA in the locality contributes much in making the society aware of RTE act and rules, 36.75% observed it to be contributing little and 35.25% responded that there was no community meetings organized in their locality.

The above table also shows that out of 120 SMC members, 20% perceived that the community meetings organized by SSA contributes much in making the society aware of RTE act and rules, 51.66% observed it contributes little and 28.33% responded that there was no community meeting organized in their locality.

The above table also shows that out of 120 parents, 32.5% perceived that the community meetings organized by SSA in their locality contributes much in making the society aware of RTE act and rules, 27.5% noticed it contributes little and 40% responded that there was no community meetings organized in their locality.

From the above table, it can be concluded that out of 640 respondents, many of them (37.81%) perceived that these meetings organized by SSA does not contribute much in making the society aware of RTE act and rules while 27.34% asserted that it contributes much. Meanwhile, 34.84% claimed that no meeting was organized.

5) **Perceptions on adequacy of community awareness programmes organized in a locality:** With respect to the question on whether the community awareness programmes organized in their locality are adequate, the following table no. 4.27 shows the result of the respondent's perceptions.

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Table-4.27

Perceptions on adequacy of community awareness programs organized

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Respondents	Adequate	Average	Not organized
Teachers (400)	76 (19%)	189 (47.25%)	135 (33.75%)
SMC (120)	20 (16.66%)	61 (50.83%)	39 (32.5%)
Parents(120)	22 (18.33%)	38 (31.66%)	60 (50%)
Total (640)	18.43%	45%	36.56%

From the above table, it can be seen that out of 400 teachers, 19% perceived that community awareness programs organized in their locality was adequate, 47.25% sensed it to be average and 33.75% responded that the community awareness programs was not organized in their locality.

The above table also shows that out of 120 SMC members, 16.66% perceived that the community awareness programs organized was adequate, 50.83% felt it to be

average and 32.5% responded that the community awareness programs was not organized in their locality.

The above table also shows that out of 120 parents, 18.33% perceived that community awareness programs organized in their locality was adequate, 31.66% realized it to be average and 50% responded that the community awareness programs was not organized in their locality.

From the above table, it can be concluded that out of 640 respondents, a large percentage i.e. (45%) of the respondents perceived that the community awareness programs organized in their locality was more or less average, 18.43% believed it to be adequate but 36.56% responded that the community awareness programs was not organized in their locality.

6)   **Perceptions on extent of NGO's involvement in educational system:** With respect to the question on how far is the extent of NGO's (MHIP, MUP, YMA, Churches etc) involvement in the educational system of their locality, the following table no. 4.28 shows the result of the respondent's perceptions.

Table-4.28

Perceptions on the extent of NGO's involvement on educational system

Respondents	To a large extent	Small extent	No involvement
Teachers (400)	85 (21.25%)	241 (60.25%)	74 (18.5%)
SMC (120)	20 (16.66%)	66 (55%)	34 (28.33%)
Parents (120)	40 (33.33%)	69 (57.5%)	11 (9.16%)
Total (640)	22.65%	58.75%	18.59%

The above table 4.28 shows that out of 400 teachers, 21.25% perceived that the NGO's (MHIP, MUP, YMA, Churches etc) were involved in the educational system of their locality to a large extent, 60.25% observed it to be of a small extent and 18.5%

responded that the NGO's (MHIP, MUP, YMA, Churches etc) were not involved in the educational system of their locality.

The above table also shows that out of 120 SMC members, 16.66% recognized that the NGO's (MHIP, MUP, YMA, Churches etc) were involved in the educational system of their locality to a large extent, 55% perceived it to be of a small extent and 28.33% responded that the NGO's (MHIP, MUP, YMA, Churches etc) were not involved in the educational system of their locality.

The above table also shows that out of 120 parents, 33.33% perceived that the NGO's (MHIP, MUP, YMA, Churches etc) were involved in the educational system of their locality to a large extent, 57.5% sensed it to be of a small extent and 9.16% responded that the NGO's (MHIP, MUP, YMA, Churches etc) were not involved in the educational system of their locality.

From the above table, it can be concluded that out of 640 respondents, majority i.e. (58.75%) of the respondents perceived that the NGO's (MHIP, MUP, YMA, Churches etc) involvement in the educational system of their locality is rather trivial while 22.65% reported that the NGO's were involved in the educational system of their locality to a large extent. Meanwhile, 18.59% maintained that the NGO's were not involved in the educational system of their locality.

7) **Perceptions on benefits of NGO's contribution in the development of schools:** With respect to the question on whether the contribution of NGO's (MHIP, MUP, YMA, and Churches etc) is beneficial in the development/progress of schools in their locality, the following table no. 4.29 shows the result of the respondent's perceptions.

Table-4.29

Perceptions on the contribution of NGO's in the development of schools

Respondents	Very Beneficial	Not beneficial	No contribution
Teachers (400)	202 (50.5%)	147 (36.75%)	51 (12.75%)
SMC (120)	60 (50%)	38 (31.66%)	22 (18.33%)
Parents (120)	74 (61.66%)	37 (30.83%)	9 (7.5%)
Total (640)	52.5%	34.68%	12.81%

The above table 4.29 shows that out of 400 teachers, 50.5% perceived that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development/progress of schools in their locality. 36.75% sensed it was not beneficial and 12.75% responded that there was no contribution made by the NGO's in the development of schools in their locality.

The above table also shows that out of 120 SMC members, 50% perceived that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development/progress of schools in their locality. 31.66% feels that it was not beneficial and 18.33% responded that there were no contribution from the NGO's in their locality.

The above table also indicates that out of 120 parents, 61.66% remarked that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development/progress of schools in their locality. 30.83% perceived it to be not beneficial and 7.5% responded that there were no contribution from the NGO's in the development/progress of schools in their locality.

From the above table, it can be concluded that out of 640 respondents, majority (52.5%) of the respondents perceived that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development/progress of schools in their locality, 34.68% reported that it was more or less beneficial, while 12.81% observed that there were no contribution from the NGO's in their locality.

8) **Perceptions on the composition of VEC and SMC members:** With respect to the question on whether the composition of VEC and SMC members is good enough for the development of schools in their locality, the following table no. 4.30 shows the result of the respondent's perceptions.

Table-4.30

Perceptions on satisfactory composition of VEC/SMC members

Respondents	Yes	No
Teachers (400)	310 (77.5%)	90 (22.5%)
SMC (120)	95 (79.16%)	25 (20.83%)
Parents (120)	91 (75.83%)	29 (24.16%)
Total (640)	77.5%	22.5%

The above table 4.30 shows that out of 400 teachers, 77.5% felt that the composition of VEC/SMC members was good enough for the development of schools in the locality, 22.5% found it was not good enough for the development of schools in the locality.

The above table also shows that out of 120 SMC members, 79.16% perceived that the composition of VEC/SMC members were satisfactory enough while 20.83% sensed that it was not good enough for the development of schools in the locality.

The above table also shows that out of 120 parents, 75.83% realized that the composition of VEC/SMC members were good enough for the development of schools in the locality, while 24.16% felt it was not good enough for the development of schools in the locality.

From the above table, it can be concluded that out of 640 respondents, the bulk (77.5%) of the respondents found that the composition of VEC/SMC members were good enough for the development of schools in Mizoram. while only 22.5% felt that it was not good enough for the development of schools in the locality.

9) **Perceptions on satisfactory contribution made by VEC and SMC:** With respect to the question on whether the contribution of made by VEC and SMC is satisfactory for the development of the education system in their locality, the following table no. 4.31 shows the result of the respondent's perceptions.

Table-4.31

Perceptions on the contribution of VEC/SMC

Respondents	Satisfactory	Average	No contribution made
Teachers (400)	112 (28%)	241 (60.25%)	47 (11.75%)
SMC (120)	32 (26.66%)	76 (63.33%)	12 (10%)
Parents (120)	34 (28.33%)	67 (55.83%)	19 (15.83%)
Total (640)	27.81%	60%	12.18%

The above table 4.31 shows that out of 400 teachers, 28% perceived that that the contribution of VEC/SMC was satisfactory for development of the education system in the locality, 60.25% observed it to be average and 11.75% responded that there was no contribution of VEC/SMC for development of the education system in the locality.

The above table also shows that out of 120 SMC members, 26.66% observe that the contribution of VEC/SMC was satisfactory for development of the education system in the locality, 63.33% considered it to be average and 10% responded that there was no contribution of VEC/SMC for development of the education system in the locality.

The above table also shows that out of 120 parents, 28.33% established that the contribution of VEC/SMC was satisfactory for development of the education system in the locality. 55.83% perceived it to be average and 15.83% responded that there was no contribution for development of the education system in the locality.

From the above table, it can be concluded that out of 640 respondents, majority i.e. (60%) of the respondent's perception was found to be average.27.81% felt that it was satisfactory and 12.18% said that there was no contribution for development of the education system in the locality.

B. __SUPPLY OF FREE TEXTBOOKS__

4.3.2 **Perceptions of teachers, SMC members and parents (stake holders) with respect to supply of free textbook.**

The perceptions of the respondents with respect to supply of free textbooks were analysed as follows:

1) **Perceptions on whether free text book should be supplied to all children attending schools**: With respect to the question on whether SSA should supply free textbooks to all children attending schools irrespective of types of school management, the following table no. 4.32 shows the result of the respondent's perceptions.

Table - 4.32

Perceptions on supply of free text book to all

children attending schools

Respondents	Yes	No
Teachers (400)	346 (86.5%)	54 (13.5%)
SMC (120)	109 (90.83%)	11 (9.16%)
Parents (120)	115 (95.83%)	5 (4.16%)
Total (640)	89.06%	10.93%

The above table 4.32 shows that out of 400 teachers, 86.5% felt that free textbooks should be supplied to all children irrespective of type of school management. 13.5% responded that free textbooks should not be supplied to all children irrespective of type of school management.

The above table also shows that out of 120 SMC members, 90.83% observed that free textbooks should be supplied to all children irrespective of type of school management.9.16% sensed that free textbooks should not be supplied to all children irrespective of type of school management.

The above table also shows that out of 120 parents, 95.83% felt that free textbooks should be supplied to all children irrespective of type of school management,

4.16% responded that free textbooks should not be supplied to all children irrespective of type of school management.

From the above table, it can be concluded that out of 640 respondents, majority i.e. (89.06%) of the respondents perceived that free textbooks should be supplied to all children irrespective of type of school management, while only 10.93% believed that free textbooks should not be supplied to all children irrespective of type of school management.

2) **Perceptions on quality of textbooks supplied by SSA**: With respect to the question on what the respondents feel about the quality of textbooks supplied by SSA, the following table no. 4.33 shows the result of the respondent's perceptions.

Table - 4.33

Perceptions on Quality of textbooks

Respondents	Good	Average	Poor
Teachers (400)	246 (61.5%)	133 (33.25%)	21 (5.25%)
SMC (120)	59 (49.16%)	58 (48.33%)	3 (2.5%)
Parents (120)	64 (53.33%)	55 (45.83%)	1 (0.83%)
Total (640)	57.65%	38.43%	3.90%

The above table 4.33 shows that out of 400 teachers, 61.5% perceived that the quality of textbooks supplied by SSA was good, 33.25% felt it to be average and 5.25% responded that the quality of textbooks supplied by SSA was poor.

The above table also shows that out of 120 SMC members, 49.16% sensed that the quality of textbooks supplied by SSA was good, 48.33% found it to be average and 2.5% responded that the quality of textbooks supplied by SSA was poor.

The above table also shows that out of 120 parents, 53.33% observed that the quality of textbooks supplied by SSA was good, 45.83% found it to be average and 0.83% found that the textbooks quality was poor.

From the above table, it can be concluded that out of 640 respondents, majority (57.6%) of the respondents found that the quality of textbooks supplied by SSA was good. 38.43% found it to be average and 3.90% found it to be poor.

3) **Perceptions on the mode of delivery of textbook:** With respect to the question on whether the respondents are satisfied with the mode of delivery of textbooks, the following table no. 4.34 shows the result of the respondent's perceptions.

Table-4.34

Perceptions on mode of delivery of textbooks

Respondents	Satisfied	Average	Not satisfied
Teachers (400)	174 (43.5%)	122 (30.5%)	104 (26%)
SMC (120)	38 (31.66%)	54 (45%)	28 (23.33%)
Parents (120)	47 (39.16%)	52 (43.33%)	21 (17.5%)
Total (640)	40.46%	35.62%	23.90%

The above table 4.34 shows that out of 400 teachers, 43.5% felt that the mode of delivery of textbooks was satisfactory, 30.5% found it to be average and 26% responded that the mode of delivery of textbooks was not satisfactory.

The above table also shows that out of 120 SMC members, 31.66% observed that the mode of delivery of textbooks was satisfactory, 45% found it to be average and 23.33% responded that the mode of delivery of textbooks was not satisfactory.

The above table also shows that out of 120 parents, 39.16% sensed that the mode of delivery of textbooks was satisfactory, 43.33% found it to be average and 17.5% responded that the mode of delivery of textbooks was not satisfactory.

From the above table, it can be concluded that out of 640 respondents, greater percentage (40.46%) of the respondents were satisfied with the mode of delivery of textbooks, while 35.62% found it to be average and 23.90% seemed to be not satisfied with the mode of delivery of textbooks.

4) **Perceptions on whether supply of free textbook increases enrolment in schools:** With respect to the question on whether supply of free textbook increases enrolment in schools, the following table no. 4.35 shows the result of the respondent's perceptions.

Table-4.35

Perceptions on free textbooks and increased enrolment in schools

Respondent	Yes	No
Teachers (400)	282 (70.5%)	118 (29.5%)
SMC (120)	85 (70.83%)	35 (29.16%)
Parents (120)	68 (56.66%)	52 (43.33%)
Total (640)	67.96%	32.03%

From the above table 4.35 it can be seen that out of 400 teachers, 70.5% perceived that the supply of free textbooks increases enrolment in schools, while 29.5% believed that the supply of free textbooks does not increase enrolment in schools.

The above table also shows that out of 120 SMC members, 70.83% felt that the supply of free textbooks increase enrolment in schools, while 29.16% felt that the supply of free textbooks do not increases enrolment in schools.

The above table also shows that out of 120 parents, 56.66% observed that the supply of free textbooks increases enrolment in schools, while 43.33% observed that the supply of free textbooks do not increase enrolment in schools.

From the above table, it can be concluded that out of 640 respondents, majority (67.96%) of the respondents perceived that the supply of free textbooks increases enrolment in schools. while 32.03% perceived that it does not increase enrolment in schools.

5) **Perceptions on whether supply of free textbooks helped children in improving attendance:** With respect to the question on whether supply of free

textbooks helped children in improving attendance, the following table no. 4.36 shows the result of the respondent's perceptions.

Table-4.36

Perceptions on free textbooks and improved attendance

Respondents	Yes	No
Teachers (400)	372 (93%)	28 (7%)
SMC (120)	109 (90.83%)	11 (9.16%)
Parents (120)	116 (96.66%)	4 (3.33%)
Total (640)	93.28%	6.71%

The above table 4.36 shows that out of 400 teachers, 93% perceived that supply of free textbooks helped children in improving attendance, while 7% believed that supply of free textbooks does not help children in improving their attendance.

The above table also shows that out of 120 SMC members, 90.83% observed that the supply of free textbooks helped children in improving attendance, while only 9.16% felt that supply of free textbooks does not help children in improving their attendance.

The above table also shows that out of 120 parents, 96.66% identified that supply of free textbooks helped children in improving attendance, while only 3.33% remarked that it does not help children in improving their attendance.

From the above table, it can be concluded that out of 640 respondents, majority of the respondents (93.28%) perceived that the supply of free textbooks helped children in improving attendance, and only 6.71% do not agree with it.

6) **Perceptions on whether supply of free textbooks motivate children in learning:** With reference to the question on whether supply of free textbooks motivates children in learning, the following table no. 4.37 shows the result of the respondent's perceptions.

Table-4.37

Perceptions on free textbooks and students motivation in learning

Respondents	Yes	No
Teachers (400)	338 (84.5%)	62 (15.5%)
SMC (120)	100 (83.33%)	20 (16.66%)
Parents (120)	114 (95%)	6 (5%)
Total (640)	86.25%	13.75%

From the above table 4.37 it can be seen that out of 400 teachers, 84.5% perceived that supply of free textbooks motivate students in learning, while 15.5% responded that it does not motivate students in learning.

The above table also shows that out of 120 SMC members, 83.33% observed that supply of free textbooks motivate students in learning, while 16.66% do not believe that it motivates students in their learning.

The above table also shows that out of 120 parents, 95% saw that supply of free textbooks motivates students in learning, while only 5% felt that supply of free textbooks does not motivate students in their learning.

From the above table it can be concluded that out of 640 respondents, majority (86.25%) of the respondents perceived that supply of free textbooks motivate students in learning, while 13.75% do not agree with it.

7) **Perceptions on whether supply of free textbooks helps children in improving their educational achievements:** With reference to the question on whether supply of free textbooks helps children in improving their educational achievements, the following table no. 4.38 shows the result of the respondent's perceptions.

Table-4.38

Perceptions on free textbooks and educational achievement

Respondent	Yes	No
Teachers (400)	333 (83.25%)	67 (16.75%)
SMC (120)	108 (90%)	12 (10%)
Parents (120)	112 (93.33%)	8 (6.66%)
Total (640)	86.40%	13.59%

The above table 4.38 shows that out of 400 teachers, 83.25% perceived supply of free textbooks helped children in improving their educational achievement, whilst16.75% thought supply of free textbooks do not help children in improving their educational achievement.

The above table also shows that out of 120 SMC members, 90% thought supply of free text books helped children in improving their educational achievement, while 10% believed supply of free text books do not help children in improving their educational achievement.

The above table also shows that out of 120 parents, 93.33% perceived supply of free text books helped children in improving their educational achievement, while only 6.66% believed supply of free text books does not help children in improving their educational achievement.

From the above table, it can be concluded that out of 640 respondents, majority (86.40%) of the respondents perceived that supply of free textbooks helped children in improving their educational achievement. while a mere 13.59% reported that it does not help children in improving their educational achievement.

C.   PROVISION FOR CHILDREN WITH SPECIAL NEEDS

4.3.3   Perceptions of teachers, SMC members and parents (stake holders) with respect to provision for children with special needs.

The perceptions of the respondents with respect to provision for children with special needs were analysed as follows:

1)   Perceptions on the satisfaction of assessment camp conducted for CWSN: With respect to the question on the satisfaction of assessment camp conducted for CWSN in their locality, the following table no. 4.39 shows the result of the respondent's perceptions.

Table-4.39

Perceptions on assessment camp conducted for CWSN

Respondents	Satisfactory	Not Satisfactory	Not conducted
Teachers (400)	84 (21%)	93 (23.25%)	223 (55.75%)
SMC (120)	28 (23.33%)	28 (23.33%)	64 (53.33%)
Parents (120)	22 (18.33%)	30 (25%)	68 (56.66%)
Total(640)	20.93%	23.59%	55.46%

The above table 4.39 shows that out of 400 teachers, 21% perceived that the assessment camp conducted for CWSN in their locality was satisfactory, 23.25% found it to be not satisfactory and 55.75% observed that there was no assessment camp conducted for CWSN in their locality.

The above table also shows that out of 120 SMC members, 23.33% felt that the assessment camp conducted for CWSN in their locality were satisfactory, 23.33% found it to be not satisfactory and 53.33% responded that there was no assessment camp conducted for CWSN in their locality.

The above table also highlighted that out of 120 parents, 18.33% believed that the assessment camp conducted for CWSN in their locality was satisfactory, 25% found it to be not satisfactory and 56.66% responded that there was no assessment camp conducted for CWSN in their locality.

From the above table, it can be concluded that out of 640 respondents, majority (55.46%) of the respondents identified that the assessment camp for CWSN was not

conducted in their locality. While 23.59% perceived that the assessment camp conducted for CWSN in their locality was not satisfactory, 20.93% found that the assessment camp was satisfactory.

2)   Perceptions on the impact of CWSN awareness campaigns in their locality:
With respect to the question on what extent awareness campaigns on CWSN have impact in their locality, the following table no. 4.40 shows the result of the respondent's perceptions.

Table-4.40

Perceptions on impact of awareness campaigns on CWSN

Respondents	To a great extent	To a small extent	No awareness campaign
Teachers (400)	31 (7.75%)	147 (36.75%)	222 (55.5%)
SMC (120)	6 (5%)	40 (33.33%)	74 (61.66%)
Parents (120)	15 (12.5%)	19 (15.83%)	86 (71.66%)
Total (640)	8.12%	32.18%	59.68%

The above table 4.40 shows that out of 400 teachers, 7.75% perceived that awareness campaigns on CWSN had an impact in their locality to a great extent, 36.75% observed that it had an impact in their locality to a small extent while 55.5% said that there was no awareness campaigns on CWSN in their locality.

The above table also shows that out of 120 SMC members, 5% observed that awareness campaigns on CWSN had an impact in their locality to a great extent, 33.33% perceived that it had an impact in their locality to a small extent while 61.66% responded that there was no awareness campaign conducted for CWSN in their locality.

The above table also shows that out of 120 parents, 12.5% said that awareness campaign on CWSN impacted their locality to a great extent, 15.83% perceived it had an impact to a small extent while 71.66% responded that there was no awareness campaign conducted for CWSN in their locality.

From the above table, it can be concluded that out of 640 respondents, majority (59.68%) of the respondents observed that no awareness campaign on CWSN were organized in their locality. Meanwhile, 32.18% said the awareness campaign on CWSN impacted their locality to a small extent while 8.12% responded that it impacted their locality to a great extent.

3)   Perceptions on the quality of ramps (barrier free facility) constructed for CWSN in the schools: With respect to the question on the quality of ramps (barrier free facility) constructed for CWSN in the schools, the following table no. 4.41 shows the result of the respondent's perceptions.

Table-4.41

Perceptions on quality of ramps constructed

Respondents	Good	Average	No ramps / broken down
Teachers (400)	98 (24.5%)	113 (28.25%)	189 (47.25%)
SMC (120)	30 (25%)	34 (28.33%)	56 (46.66%)
Parents (120)	12 (10%)	31 (25.83%)	77 (64.16%)
Total (640)	21.87%	27.81%	50.31%

The above table 4.41 shows that out of 400 teachers, 24.5% perceived that the quality of ramps constructed for the CWSN were good enough, 28.25% found it to be of average quality and 47.25% responded that it was either broken down or no ramps were constructed in the schools.

The above table also shows that out of 120 SMC members, 25% saw that the quality of ramps constructed for CWSN was good enough, 28.33% found it to be of average quality and 46.66% responded that it was either destroyed or there were no ramps constructed for CWSN.

The above table also shows that out of 120 parents, 10% believed that the quality of ramps constructed for CWSN were good enough, 25.83% found it to be of average

quality and 64.16% responded that it was either damaged or there were no ramps constructed for the CWSN in the schools.

From the above table, it can be concluded that out of 640 respondents, majority (50.31%) of the respondents observed that either the ramps constructed were damaged or there were no ramps constructed for CWSN in the schools. Meanwhile, 27.87% remarked that the ramps constructed were of average quality and only 21.81% perceived that the ramps were good enough.

4)   Perceptions on the quality of friendly toilet (barrier free facility) constructed for CWSN in the schools: With respect to the question on the quality of friendly toilet (barrier free facility) constructed for CWSN in the schools, the following table no. 4.42 shows the result of the respondent's perceptions.

Table-4.42

Perceptions on quality of CWSN friendly toilet constructed

Respondent	Good	Average	Poor/No facility
Teachers (400)	27 (6.75%)	80 (20%)	293 (73.25%)
SMC (120)	3 (2.5%)	19 (15.83%)	98 (81.66%)
Parents (120)	5 (4.16%)	20 (16.66%)	95 (79.16%)
Total (640)	5.46%	18.59%	75.93%

The above table 4.42 shows that out of 400 teachers, 6.75% believed that the quality of CWSN friendly toilet constructed in their school was good enough, 20% found it to be average and 73.25% responded that the quality of CWSN friendly toilet constructed in their school was either of poor quality or no CWSN friendly toilet was constructed in the schools.

The above table also shows that out of 120 SMC members, 2.5% perceived that the quality of CWSN friendly toilet constructed in their school was good enough, 15.83% found it to be average and 81.66% responded that the quality of CWSN friendly

toilet constructed in their school was poor or no CWSN friendly toilet was constructed in the schools.

The above table also shows that out of 120 parents, 4.16% felt that the quality of CWSN friendly toilet constructed in their school was good enough, 16.66% found it to be average and 79.16% responded that the CWSN friendly toilet constructed in their school was either of poor quality or no CWSN friendly toilet was constructed in the schools.

From the above table, it can be concluded that out of 640 respondents, majority (75.93%) of the respondents found that there was either no CWSN friendly toilet constructed in the school or that the constructed CWSN friendly toilet was perceived to be of poor quality. At the same time, 5.46% perceived that the quality of CWSN friendly toilet constructed in their school was good enough, and 18.59% found it to be average.

4)   **Perceptions on sufficiency of Aids and Appliances available for CWSN:** With respect to the question on whether Aids and Appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN are sufficient, the following table no. 4.43 shows the result of the respondent's perceptions.

Table-4.43

Perceptions on sufficiency of the aids and appliances

Respondents	Sufficient	Not Sufficient	Not aware of any aids & appliances
Teachers (400)	90 (22.5%)	169 (42.25%)	141 (35.25%)
SMC (120)	14 (11.66%)	50 (41.66%)	56 (46.66%)
Parents (120)	31 (25.83%)	47 (39.16%)	42 (35%)
Total (640)	21.09%	41.56%	37.34%

The above table 4.43 shows that out of 400 teachers, 22.5% perceived that the aids and appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN

was sufficient, 42.25% found it to be not sufficient and 35.25% responded that they were not aware of any aids and appliances available for CWSN.

The above table also shows that out of 120 SMC members, 11.66% felt that the aids and appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN was sufficient, 41.66% said that it was not sufficient and 46.66% responded that they were not aware of any aids and appliances.

The above table also shows that out of 120 parents, 25.83% observed that the aids and appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN was sufficient, 39.16% perceived it was not sufficient and 35% responded that they were not aware of any aids and appliances available for CWSN.

From the above table, it can be concluded that out of 640 respondents, many respondents (41.56%) perceived that the aids and appliances available for CWSN was not sufficient, while 21.09% perceived it to be sufficient. Meanwhile, 37.34% responded that they were not aware of any aids and appliances available for CWSN.

6) **Perceptions on sufficiency of special facility available for CWSN:** With respect to the question on whether special facility (travel concession, scholarship etc.) available for CWSN is sufficient, the following table no. 4.44 shows the result of the respondent's perceptions.

Table-4.44

Perceptions on sufficiency of the special facility

Respondents	Sufficient	Not Sufficient	Not aware of any special facility
Teachers (400)	82 (20.5%)	190 (47.5%)	128 (32%)
SMC (120)	21 (17.5%)	59 (49.16%)	40 (33.33%)
Parents (120)	26 (21.66%)	65 (54.16%)	29 (24.16%)
Total (640)	20.15%	49.06%	30.78%

The above table 4.44 shows that out of 400 teachers, 20.5% observed that the special facility (travel concession, scholarship etc) available for CWSN was sufficient, 47.5% found it was not sufficient while 32% responded that they were not aware of any special facility available for CWSN.

The above table also shows that out of 120 SMC members, 17.5% perceived that the special facility (travel concession, scholarship etc) available for CWSN was sufficient, 49.16% found it to be not sufficient and 33.33% responded that they were not aware of any special facility available for CWSN.

The above table also shows that out of 120 parents, 21.66% felt that the special facility (travel concession, scholarship etc) available for CWSN was sufficient, 54.16% found it to be not sufficient and 24.16% responded that they were not aware of special facility for CWSN.

From the above table, it can be concluded that out of 640 respondents, a large percentage (49.06%) of the respondents perceived that the special facility available for CWSN was not sufficient, while 21.05% perceived it to be sufficient. Meanwhile, 30.78% responded that they were not aware of special facility available for CWSN.

7)   **Perceptions on adequacy of support services available for CWSN:** With respect to the question on whether the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN are adequate, the following table no. 4.45 shows the result of the respondent's perceptions.

Table-4.45
Perceptions on adequacy of the support services for CWSN

Respondents	Adequate	Not Adequate	Not aware of any support services
Teachers (400)	73 (18.25%)	123 (30.75%)	204 (51%)
SMC (120)	20 (16.66%)	35 (29.16%)	65 (54.16%)
Parents (120)	26 (21.66%)	33 (27.5%)	61 (50.83%)
Total (640)	18.59%	29.84%	51.56%

The above table 4.45 shows that out of 400 teachers, 18.25% observed that the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN was adequate, 30.75% found it to be not adequate and 51% responded that they were not aware of any support services.

The above also shows that out of 120 SMC members, 16.66% perceived that the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN was adequate, 29.16% found it to be not adequate and 54.16% responded that they were not aware of any support services.

The above also shows that out of 120 parents, 21.66% felt that the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN was adequate, 27.5% found it to be not adequate and 50.83% responded that they were not aware of any support services.

From the above table, it can be concluded that out of 640 respondents, majority (51.56%) of the respondents reacted that they were not aware of any support services available for CWSN. Meanwhile 29.84% observed the support services was not adequate and only 18.59% considered it to be adequate.

8) **Perceptions on satisfaction of work done by Inclusive Education resource teacher:** With respect to the question on whether the work done by the Inclusive Education resource teacher is satisfactory, the following table no. 4.46 shows the result of the respondent's perceptions.

Table-4.46

Perceptions on work done by the Inclusive Education resource teacher

Respondents	Satisfactory	Not satisfactory	No inclusive education teacher
Teachers (400)	49 (12.25%)	183 (45.75%)	168 (42%)
SMC (120)	7 (5.83%)	70 (58.33%)	43 (35.83%)
Parents (120)	14 (11.66%)	45 (37.5%)	61 (50.83%)
Total (640)	10.93%	46.56%	42.5%

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The above table 4.46 shows that out of 400 teachers, 12.25% believed that the work done by the inclusive education resource teachers was satisfactory, 45.75% observed it to be not satisfactory and 42% responded that there were no inclusive education teacher.

The above table also shows that out of 120 SMC members, 5.83% thought that the work done by the inclusive education resource teachers was satisfactory, 58.33% found it to be not satisfactory and 35.83% responded that there were no inclusive education teacher.

The above table also shows that out of 120 parents, 11.66% saw that the work done by the inclusive education resource teachers was satisfactory, 37.5% found it to be not satisfactory and 50.83% responded that there were no inclusive education teacher.

From the above table, it can be concluded that out of 640 respondents, many of the respondents (46.56%) perceived that the work done by inclusive education resource teachers was not satisfactory, while only 10.93% found that the work done by inclusive education resource teachers was satisfactory. Meanwhile, 42.5% respondents declared that there was no inclusive education teacher.

9)   **Perceptions on measures taken by VEC/SMC/parents for CWSN:** With respect to the question on whether the measures taken by VEC/SMC/parents for CWSN are as expected, the following table no. 4.47 shows the result of the respondent's perceptions.

Table-4.47
Perceptions on measures taken by VEC/SMC/Parents for CWSN

Respondents	More than expected	As expected	Less than expected /No measure
Teachers (400)	6 (1.5%)	173 (43.25%)	221 (55.25%)
SMC (120)	0 (0)	66 (55%)	54 (45%)
Parent (120)	2 (1.66%)	50 (41.66%)	68 (56.66%)
Total (640)	1.25%	45.15%	53.59%

From the above table 4.47 shows that out of 400 teachers, 1.5% saw that the measures taken by VEC/SMC/parents for CWSN was more than expected, 43.25% found it to be as expected while 55.25% responded that either no measures were taken or whatever measures were taken, it was less than expected.

The above table also shows that out of 120 SMC members, no one perceived that the measures taken by VEC/SMC/parents for CWSN was more than expected, 55% asserted that it was as expected and 45% responded that no measures were taken or whatever measures were taken, it was less than expected.

The above table also shows that out of 120 parents, only 1.66% observed that the measures taken for CWSN from the VEC/SMC/parents was more than expected, 41.66% found it to be as expected and 56.66% responded that either no measures were taken or whatever measures were taken, it was less than expected.

From the above table, it can be concluded that out of 640 respondents, majority (53.59%) of the respondents found that there was either no measures taken by VEC/SMC/Parents for the CWSN or that the measures taken by them was less than expected. While 1.25% observed that the measures taken for CWSN from the VEC/SMC/parents was more than expected, 45.15% found it to be as expected.

10)   Perceptions on special treatment given to CWSN compared to normal children: With respect to the question on what extent are CWSN given special attention/treatment compared to normal children in the school, the following table no. 4.48 shows the result of the respondent's perceptions.

Table-4.48

Perceptions on special attention/treatment given to CWSN

Respondents	To a large extent	To a small extent	To no extent
Teachers (400)	50 (12.5%)	224 (56%)	126 (31.5%)
SMC (120)	3 (2.5%)	94 (78.33%)	23 (19.16%)
Parents (120)	22 (18.33%)	69 (57.5%)	29 (24.16%)
Total (640)	11.71%	60.46%	27.81%

The above table 4.48 shows that out of 400 teachers, 12.5% perceived that compared to normal children, the amount of special treatment given to CWSN in the school was quite huge, 56% observe it to be slight and 31.5% responded that no special attention/treatment was given to CWSN as compared to normal children in the school.

The above table also shows that out of 120 SMC members, 2.5% perceived that compared to normal children, the amount of special treatment given to CWSN in the school was somewhat great, 78.33% observed it to be of a trivial extent and 19.16% responded that there was no special attention/treatment given to CWSN as compared to normal children in the school.

The above table also shows that out of 120 parents, 18.33% felt that as compared to normal children, the amount of special treatment given to CWSN in the school was large 57.5% perceived it to be a small and 24.16% responded that there was no special attention/treatment given to CWSN as compared to normal children in the school.

From the above table, it can be concluded that out of 640 respondents, majority (60.46%) of the respondents perceived that CWSN were hardly given special attention/treatment as compared to normal children in the school. Meanwhile, 11.71% maintained that as compared to normal children, the amount of special treatment given to CWSN in the school was large but 27.81% observed that there was no special attention/treatment given to CWSN as compared to normal children in the school.

11) **Perceptions on teachers visiting CWSN in their home:** With respect to the question on the frequency of teachers visiting CWSN in their home, the following table no. 4.49 shows the result of the respondent's perceptions.

Table-4.49

Perceptions on Teachers visiting CWSN in their home

Respondents	Everyday	Occasionally	Never
Teachers (400)	5 (1.25%)	256 (64%)	139 (34.75%)
SMC (120)	0	92 (76.66%)	28 (23.33%)
Parents (120)	0	55 (45.83%)	65 (54.16%)
Total (640)	0.78%	62.96%	36.25%

The above table 4.49 shows that out of 400 teachers, 1.25% said that teachers visit CWSN in their home every day, 64% declared that the visit was only occasional, and 34.75% responded that teachers never visit CWSN in their home.

The above table also shows that out of 120 SMC members, no one stated that teacher's visit CWSN in their home every day, 76.66% stated that the visit was occasional, while 23.33% responded that teachers never visit CWSN in their home.

The above table also shows that out of 120 parents, nobody claimed that teachers visit CWSN in their home every day, 45.83% claimed that the visit was merely occasional and 54.16% responded that teachers never visit CWSN in their home.

From the above table it can be concluded that out of 640 respondents, majority (62.96%) of the respondents perceived that teachers visit CWSN in their home only occasionally, while 36.25% observed that teachers never visit CWSN in their home, 0.78% said that teachers visit CWSN in their home every day.

12) **Perceptions on impact of home visit on CWSN's academic achievement:** With respect to the question on the impact of home visit on CWSN's academic

achievement, the following table no. 4.50 shows the result of the respondent's perceptions.

Table-4.50

Perceptions on impact of home visit on CWSN's academic achievement

Respondents	Large extent	Small extent	No extent
Teachers (400)	80 (20%)	224 (56%)	96 (24%)
SMC (120)	7 (5.83%)	93 (77.5%)	20 (16.66%)
Parents (120)	32 (26.66%)	55 (45.83%)	33 (27.5%)
Total (640)	18.59%	58.12%	23.28%

The above table 4.50 shows that out of 400 teachers, 20% perceived that the impact of home visit on children with special need's academic achievement was rather large 56% observed it to be rather trivial, and 24% responded that there was no impact of home visit on CWSN's academic achievement.

The above table also shows that out of 120 SMC members, 5.83% felt that the impact of home visit on CWSN's academic achievement was large enough 77.5% believed the impact was insignificant, and 16.66% responded that there was no impact on children with special needs academic achievement.

The above table also shows that out of 120 parents, 26.66% perceived that the impact of home visit on children with special need's academic achievement was very significant, 45.83% observed it to be inconsequential, and 27.5% responded that home visit had no impact on children with special needs academic achievement.

From the above table it can be concluded that out of 640 respondents, majority (58.12%) of the respondents perceived that home visit had a very negligible impact on CWSN's academic achievement, 18.59% observed that it had an impact to a large extend, and 23.28% believed that there was no impact of home visit on CWSN's academic achievement.

13) **Perceptions on medical check-up organized for CWSN in the schools:** With respect to the question on whether medical check-up is satisfactorily organized for CWSN in the school, the following table no. 4.51 shows the result of the respondent's perceptions.

Table-4.51

Perceptions on medical check up organized for CWSN in the schools

Respondents	Satisfactorily organized	Not Satisfactorily organized	Not organized
Teachers (400)	57 (14.25%)	228 (57%)	115 (28.75%)
SMC (120)	4 (3.33%)	84 (70%)	32 (26.66%)
Parents (120)	31 (25.83%)	64 (53.33%)	25 (20.83%)
Total (640)	14.37%	58.75%	26.87%

The above table 4.51 shows that out of 400 teachers, 14.25% observed that medical check-up was satisfactorily organized for CWSN in the schools, 57% perceived that it was not satisfactorily organized and 28.75% responded that there was no medical check-up organized for CWSN in school.

The above table also shows that out of 120 SMC members, 3.33% felt that medical check-up was satisfactorily organized for CWSN in school, 70% believed that it was not satisfactorily organized and 26.66% responded that there was no medical check-up organized for CWSN in school.

The above table also shows that out of 120 parents, 25.83% perceived that medical check-up was satisfactorily organized for CWSN in school, 53.33% thought it was not satisfactorily organized and 20.83% responded that there was no medical check-up organized for CWSN in the schools.

From the above table it can be concluded that out of 640 respondents, majority (58.75%) of the respondents perceived that medical check-up was not satisfactorily organized in schools, while only 14.37% observed that it was satisfactorily organized and 26.87% remarked that medical check-up was not organized at all.

14) **Perceptions on benefit of medical check-up:** With respect to the question on whether CWSN are benefited from medical check-up, the following table no. 4.52 shows the result of the respondent's perceptions.

Table-4.52

Perceptions on medical check up for CWSN

Respondents	Much benefited	Benefited	Not benefited
Teachers (400)	29 (7.25%)	264 (66%)	107 (26.75%)
SMC (120)	2 (1.66%)	90 (75%)	28 (23.33%)
Parents (120)	23 (19.16%)	68 (56.66%)	29 (24.16%)
Total (640)	8.43%	65.93%	25.62%

The above table 4.52 shows that out of 400 teachers, 7.25% observed that CWSN were much benefitted from the medical check-up, 66% perceived that they were normally benefited and 26.75% responded that CWSN were not benefited from the medical check-up.

The above table also shows that out of 120 SMC members, 1.66% said that CWSN were much benefitted from the medical check-up, 75% perceived that they were ordinarily benefited and 23.33% responded that CWSN were not benefited from the medical check-up.

The above table also shows that out of 120 parents, 19.16% felt that CWSN were much benefitted from the medical check-up, 56.66% found perceived that they were normally benefited and 24.16% responded that CWSN were not benefited from the medical check-up.

From the above table it can be concluded that out of 640 respondents, majority (65.93%) of the respondents perceived that CWSN were normally benefited from the medical check-up. Only 8.43% perceived that they were much benefited from the medical check-up, and 25.62% reported that they were not benefit.

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D.   SUPPLY OF FREE UNIFORM

4.3.4   Perceptions of teachers, SMC members and parents (stake holders) with respect supply of free uniform.

The perceptions of the respondents with respect to supply of free uniform were analysed as follows:

1)   Perceptions on uniform grants to children belonging to SC/ST/BPL: With respect to the question on whether all girls and children belonging to SC/ST/BPL receive uniform grants in the schools, the following table no. 4.53 shows the result of the respondent's perceptions.

Table-4.53

Perceptions on uniform grants to children belonging to SC/ST/BPL

Respondents	Yes	No
Teachers (400)	386 (96.5%)	14 (3.5%)
SMC (120)	117 (97.5%)	3 (2.5%)
Parents (120)	105 (87.5%)	15 (12.5%)
Total (640)	95%	5%

The above table 4.53 shows that out of 400 teachers, 96.5% perceived that all girls and children belonging to SC/ST/BPL receive uniform grants in their school, while only 3.5% observed that they do not receive uniform grants in their school.

The above table also shows that out of 120 SMC members, 97.5% said that all girls and children belonging to SC/ST/BPL receive uniform grants in their school, while only 2.5% says they do not receive uniform grants in their school.

The above table also shows that out of 120 parents, 87.5% stated that all girls and children belonging to SC/ST/BPL receive uniform grants in their school; while a mere 12.5% testified that they do not receive uniform grants in their school.

From the above table it can be concluded that out of 640 respondents, majority (95%) of the respondents perceived that all girls and children received uniform grants in

their school, while a mere 5% responded that all girls and children do not receive uniform grants in their school.

2)   **Perceptions on sufficiency of uniform grants:** With respect to the question on whether uniform grants of Rs 400/- per child are sufficient for purchase of school uniform for their students, the following table no. 4.54 shows the result of the respondent's perceptions.

Table-4.54

Perceptions on uniform grants for purchase of school uniform

Respondents	More than sufficient	Sufficient	Not sufficient
Teachers (400)	8 (2%)	24 (6%)	368 (92%)
SMC (120)	0	8 (6.66%)	112 (93.33%)
Parents (120)	5 (4.16%)	6 (5%)	108 (90%)
Total (640)	2.03%	5.93%	91.87%

The above table 4.54 shows that out of 400 teachers, 2% expressed that uniform grant of Rs 400/- was more than sufficient for purchase of school uniform, 6% thought it to be sufficient while 92% responded that uniform grant of Rs 400/- was not sufficient for purchase of school uniform.

The above table also shows that out of 120 SMC members, nobody assumed that uniform grant of Rs 400/- is more than sufficient for purchase of school uniform, 6.66% believed it to be sufficient while 93.33% responded that uniform grant of Rs 400/- was not sufficient for purchase of school uniform.

The above table also shows that out of 120 parents, 4.16% held that uniform grant of Rs 400/- was more than sufficient for purchase of school uniform, 5% believed it to be sufficient while 90% perceived that uniform grant of Rs 400/- was not sufficient for purchase of school uniform.

From the above table it can be concluded that out of 640 respondents, majority (91.87%) of the respondents perceived that the uniform grant of Rs 400 is not sufficient. 2.03% thought it was more than sufficient and 5.93% said that it was just sufficient.

3) **Perceptions on mode of distributing free uniform grants:** With respect to the question on whether the respondents were happy with the mode of distributing the free uniform grants, the following table no. 4.55 shows the result of the respondent's perceptions.

Table-4.55

Perceptions on mode of distribution of free uniform grants

Respondent	Yes	No
Teachers (400)	191 (47.75%)	209 (52.25%)
SMC (120)	64 (53.33%)	56 (46.66%)
Parents (120)	85 (70.83%)	35 (29.16%)
Total (640)	53.12%	46.87%

The above table 4.55 shows that out of 400 teachers, 47.75% were satisfied with the mode of distribution of free uniform grants, while 52.25% were not happy with the mode of distribution of free uniform grants.

The above table also shows that out of 120 SMC members, 53.33% were satisfied with the mode of distribution of free uniform grants, while 46.66% were unsatisfied with it.

The above table also shows that out of 120 parents, 70.83% were pleased with the mode of distribution of free uniform grants, while 29.16% were not happy with the mode of distribution of free uniform grants.

From the above table it can be concluded that out of 640 respondents, majority (53.12%) of the respondents perceived that the mode of distribution of free uniform

grants are satisfactory while 46.87% declared that they were not happy with the mode of distribution of free uniform grants.

4) **Perceptions on enrolment as a result of free uniform:** With respect to the question on whether supply of free uniform improves student's enrolment, the following table no. 4.56 shows the result of the respondent's perceptions.

Table-4.56

Perceptions on student's enrolment as a result of free uniform

Respondents	Yes	No
Teachers (400)	312 (78%)	88 (22%)
SMC (120)	92 (76.66%)	28 (23.33%)
Parents (120)	78 (65%)	42 (35%)
Total (640)	75.31%	24.68%

The above table 4.56 shows that out of 400 teachers, 78% perceived that supply of free uniform improved student's enrolment, while 22% observed that supply of free uniform does not improve student enrolment.

The above table also shows that out of 120 SMC members, 76.66% felt that supply of free uniform improves student's enrolment, while 23.33% observed that it does not improve student's enrolment.

The above table also shows that out of 120 parents, 65% stated that supply of free uniform improved student's enrolment, while 35% thought it does not improve it.

From the above table it can be concluded that majority of the respondents (75.31%) perceived that supply of free uniform improved students enrolment while 24.68% said that it does not improve student's enrolment.

5) **Perceptions on student's attendance as a result of free uniform:** With respect to the question on whether supply of free uniform improves student's attendance, the following table no. 4.57 shows the result of the respondent's perceptions.

Table-4.57

Perceptions on improvement of student's attendance

as a result of free uniform

Respondents	Yes	No
Teachers (400)	328 (82%)	72 (18%)
SMC (120)	94 (78.33%)	26 (21.66%)
Parents (120)	90 (75%)	30 (25%)
Total (640)	80%	20%

The above table 4.57 shows that out of 400 teachers, 82% believed that supply of free uniform improved student's attendance, while 18% thought that supply of free uniform do not improve student's attendance.

The above table also shows that out of 120 SMC members, 78.33% perceived that the attendance of students improved since free uniform is supplied to them, while 21.66% observed that it does not improve student's attendance.

The above table also shows that out of 120 parents, 75% thought that supply of free uniform improved student's attendance, while 25% felt that it does not improve student's attendance.

From the above table, it can be concluded that out of 640 respondents, majority (80%) of the respondents perceived that student's attendance improved since free uniform is supplied to them, while only 20% observed that it does not improve it.

6) **Perceptions on children's feeling of belongingness as a result of wearing school uniform:** With respect to the question on whether children developed a feeling of

belongingness when wearing school uniform, the following table no. 4.58 shows the result of the respondent's perceptions.

Table-4.58

Perceptions on feeling of belongingness as

a result of wearing school uniform

Respondents	Yes	No
Teachers (400)	387 (89.25%)	13 (3.25%)
SMC (120)	117 (97.5%)	3 (2.5%)
Parents (120)	120 (100%)	0
Total (640)	97.5%	2.5%

The above table 4.58 shows that out of 400 teachers, 89.25% believed that children developed a feeling of belongingness when wearing school uniform, while 3.25% said it does not develop any feeling of belongingness.

The above table also shows that out of 120 SMC members, 97.5% perceived that children developed a feeling of belongingness when wearing school uniform, while only 2.5% observed that this feeling is not developed because of wearing school uniform.

The above table also shows that out of 120 parents, all of them claimed that children developed a feeling of belongingness when wearing school uniform.

From the above table it can be concluded that out of 640 respondents, majority (97.5%) of the respondents perceived that children developed a feeling of belongingness when wearing school uniform, while only 2.5% observed that this feeling was not developed.

7) **Perceptions on whether free uniform is a blessing for parents:** With respect to the question on whether supply of free uniform is a blessing for parents, the following table no. 4.59 shows the result of the respondent's perceptions.

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Table-4.59

Perceptions on free uniform - a blessing for parents

Respondents	Yes	No
Teachers (400)	395 (98.75%)	5 (1.25%)
SMC (120)	120 (100%)	0
Parents (120)	120 (100%)	0
Total (640)	99.21%	0.78%

The above table 4.59 shows that out of 400 teachers, 98.75% thought that supply of free uniform was a blessing for parents, while only 1.25% believed it was not.

The above table also shows that out of 120 SMC members, all respondents perceived that supply of free uniform was a blessing for parents.

The above table also shows that out of 120 parents, all of them observed that supply of free uniform was a blessing for parents.

From the above table it can be concluded that out of 640 respondents, majority (99.21%) of the respondents perceived that supply of free uniform was a blessing for parents.

E.   CIVIL WORKS

4.3.5   Perceptions of teachers and SMC members with respect to civil works.

The perceptions of the respondents with respect to civil works were analysed as follows:

1)   Perceptions on types of toilets the schools have: With respect to the question on the type of toilets the schools have, the following table no 4.60 shows the result of the respondent's perceptions.

Table-4.60

Perceptions on type of toilets

Respondents	Common toilets for boys & girls	Separate toilet for girls	No toilets
Teachers (400)	179 (44.75%)	210 (52.5%)	11 (2.75%)
SMC (120)	40 (33.33%)	73 (60.83%)	7 (5.83%)
Total (520)	42.11	54.42	3.46%

The above table 4.60 shows that out of 400 teachers, 44.75% responded that they had common toilets for boys and girls, 52.5% responded they had separate toilet for girls and 2.75% reported that they had no toilets in school.

The above table also shows that out of 120 SMC members, 33.33% perceived that there were common toilets for boys and girls, 60.83% responded there were separate toilet for girls and 5.83% reported that there were no toilets in school.

From the above table it can be concluded that out of 520 respondents, majority (54.42%) of the respondents declared that there were separate toilets for girls, 42.11 declared that they had common toilet for boys and girls and 3.46% responded that there were no toilets in school.

2) Perceptions on the condition of toilets in schools in terms of quality of construction: With respect to the question on the condition of toilets in terms of quality of construction, the following table no 4.61 shows the results of the respondent's perceptions.

Table-4.61

Perceptions on quality of construction of toilets

Respondents	Good	Average	Poor
Teachers (400)	88 (22%)	269 (67.25%)	43 (10.75%)
SMC (120)	32 (26.66%)	72 (60%)	16 (13.33%)
Total (520)	23.07%	65.57%	11.34%

The above table 4.61 shows that out of 400 teachers, 22% observed that the condition of toilets in their school in terms of quality of construction was good, 67.25% found it to be average and 10.75% responded that the quality of construction was poor.

The above table also shows that out of 120 SMC members, 26.66% perceive that the condition of toilets in their school in terms of quality of construction was good, 60% found it to be average and 13.33% responded that the quality of construction was poor.

From the above table it can be concluded that out of 520 respondents, majority (65.57) of the respondents found that the condition of toilets in school was average, 23.07% found it to be good and 11.34% considered it to be poor.

3) **Perceptions on the quality of ramps constructed in school:** With respect to the question on the quality of ramps constructed in the school, the following table no 4.62 shows the results of the respondents' perceptions.

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Table-4.62

Perceptions on quality of ramps

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Respondents	Good quality	Poor quality	No ramps
Teachers (400)	157 (39.25%)	46 (11.5%)	197 (49.25%)
SMC (120)	46 (38.33%)	14 (11.66%)	60 (50%)
Total (520)	39.03%	11.53%	49.42%

The above table 4.62 shows that out of 400 teachers, 39.25% observed that the quality of ramps constructed in the schools were of good quality, 11.5% found it to be of poor quality and 49.25% responded that no ramps were constructed in the schools.

The above table also shows that out of 120 SMC members, 38.33% found that the quality of ramps constructed in the schools was of good quality, 11.66% found it to be of poor quality and 50% responded that no ramps were constructed in school.

From the above table it can be concluded that out of 520 respondents, a large percentage (49.42%) of the respondents found no ramps in school, while 11.53% found it

to be of poor quality and 39.03% responded the quality of ramps constructed in schools were in good condition.

4)   Perceptions on sufficiency of sports equipment (skipping rope, football etc) supplied by SSA: With respect to the question on whether the sports equipment (skipping rope, football etc) supplied by SSA is sufficient for the school or not, the following table 4.63 shows the result of the respondent's perceptions.

Table-4.63

Perceptions on sufficiency of sports equipment

Respondents	Sufficient	Insufficient	No sports equipment supplied
Teachers (400)	71 (17.75%)	266 (66.5%)	63 (15.75%)
SMC (120)	19 (15.83%)	81 (67.5%)	20 (16.66%)
Total (520)	17.30%	66.73%	15.96%

The above table 4.63 shows that out of 400 teachers, 17.75% perceived that the sports equipment (skipping rope, football etc) supplied by SSA was sufficient for the school, 66.5% found it to be not sufficient and 15.75% responded that no sports equipment was supplied in the school.

The above table also shows that out of 120 SMC members, 15.83% observed that the sports equipment (skipping rope, football etc) supplied by SSA was sufficient for the school, 67.5% found it to be not sufficient and 16.66% responded that no sports equipment was supplied in the school.

From the above table it can be concluded that out of 520 respondents, majority (66.73%) of the respondents perceived that the sports equipment supplied by SSA was insufficient for the school, 17.30% found it to be sufficient and 15.96% respondents found no sports equipment in the school

5) **Perceptions on the quality of school building constructed under SSA:** With respect to the quality of school building constructed under SSA, the following table no 4.64 shows the result of the respondent's perceptions.

Table-4.64

Perceptions on quality of school building

Respondents	Good quality	Poor quality	No building constructed
Teachers (400)	115 (28.75%)	129 (32.25%)	156 (39%)
SMC (120)	27 (22.5%)	48 (40%)	45 (37.5%)
Total (520)	27.30%	34.03%	38.65%

The above table 4.64 shows that out of 400 teachers, 28.75% observed that the school building constructed under SSA was of good quality, 32.25% found it to be of poor quality and 39% responded that there was no school building constructed under SSA.

The above table also shows that out of 120 SMC members, 22.5% perceived that the school building constructed under SSA was of good quality, 40% found it to be of poor quality and 37.5% responded that there was no school building constructed under SSA.

From the above table it can be concluded that out of 520 respondents, a large percentage (38.65%) of the respondents found that no school building was constructed, while 27.30% found the building constructed was of good quality and 34.03% responded that the school building constructed was of poor quality.

6) **Perceptions on the condition of water connection/reservoir supplied by SSA:** With respect to the question on the condition of water connection/reservoir supplied by SSA in the school with respect to providing safe drinking water to students, the following table no 4.65 shows the result of the respondents perceptions.

Table-4.65

Perceptions on condition of water connection/reservoir

Respondents	Good condition	Poor condition	No water reservoir constructed/supplied
Teachers (400)	235 (58.75%)	63 (15.75%)	102 (25.5%)
SMC (120)	70 (58.33%)	21 (17.5%)	29 (24.16%)
Total (520)	58.65%	16.15%	25.19%

The above table 4.65 shows that out of 400 teachers, 58.75% perceived that water connection/reservoir supplied by SSA in their school with respect to providing safe drinking water to students are of good condition, 15.75% found it to be of poor condition and 25.5% responded that there was no water connection/reservoir in their school.

The above table also shows that out of 120 SMC members, 58.33% observe that water connection/reservoir supplied by SSA in their school in providing safe drinking water to students was of good condition, 17.5% found it to be of poor condition and 24.16% responded that there was no water connection/reservoir in their school.

From the above table it can be concluded that out of 520 respondents, majority (58.65%) of the respondents perceived that water connection/reservoir supplied by SSA in their school in providing safe drinking water to students was in good condition, while 16.15% found it to be of poor condition and 25.19% responded that there was no water connection/reservoir supplied by SSA in their school.

7) **Perceptions on the quality of boundary wall constructed under SSA:** With respect to the question on the quality of boundary wall constructed under SSA, the following table no 4.66 shows the result of the respondent's perceptions.

Table-4.66

Perceptions on quality of boundary wall

Respondents	Good quality	Poor quality	No boundary wall constructed
Teachers (400)	119 (29.75%)	108 (27%)	173 (43.25%)
SMC (120)	40 (33.33%)	40 (33.33%)	40 (33.33%)
Total(520)	30.57%	28.46%	40.96%

The above table 4.66 shows that out of 400 teachers, 29.75% perceived that the boundary wall constructed by SSA in their school was of good quality, 27% found it to be of poor quality and 43.25% responded that there was no boundary wall constructed by SSA in their school.

The above table also shows that out of 120 SMC members, 33.33% reported that the boundary wall constructed by SSA in their school was of good quality, 33.33% perceived it to be of poor quality and 33.33% responded that there was no boundary wall constructed by SSA in their school.

From the above table it can be concluded that out of 520 respondents, a large percentage (40.96%) of the respondents found that no boundary wall was constructed in their school while 28.46% found the boundary wall to be of poor quality and 30.57% responded that the boundary wall constructed was of good quality.

8)   Perceptions on the condition of electrification done by SSA: With respect to the question on whether the condition of electrification done by SSA in the school was good or not, the following table no 4.67 shows the result of the respondent's perceptions.

Table-4.67

Perceptions on condition of electrification

Respondents	Good condition	Poor condition	No electrification done
Teachers (400)	164 (41%)	118 (29.5%)	119 (29.75%)
SMC (120)	52 (43.33%)	39 (32.5%)	29 (24.16%)
Total(520)	41.53%	30.19%	28.46%

The above table 4.67 shows that out of 400 teachers, 41% responded that electrification done by SSA in their school was in good condition, 29.5% found it to be of poor condition and 29.75% found that no electrification was done by SSA in their school.

The above table also shows that out of 120 SMC members, 43.33% observed that electrification done by SSA in their school was in good condition, 32.5% found it to be of poor condition and 24.16% found that no electrification was done by SSA in their school.

From the above table it can be concluded that out of 520 respondents, a large percentage (41.53%) of the respondents found that electrification done by SSA in their school was in good condition, while 30.19% found it to be of poor condition and 28.46% responded that no electrification was done in their school.

9)   **Perceptions on the condition of separation wall constructed by SSA:** With respect to the question on the condition of separation wall constructed under SSA in the school the following table no 4.68 shows the result of the respondent's perceptions.

Table-4.68

Perceptions on condition of separation wall

Respondents	Good condition	Poor condition	No separation wall constructed
Teachers (400)	131 (32.75%)	135 (33.75%)	134 (33.5%)
SMC (120)	41 (34.16%)	41(34.16%)	38 (31.66%)
Total (520)	33.07%	33.84%	33.07%

The above table 4.68 shows that out of 400 teachers, 32.75% considered that separation wall constructed by SSA in their school was in good condition, 33.75% found it to be of poor condition and 33.5% responded that there was no separation wall constructed by SSA in their school.

The above table also shows that out of 120 SMC members, 34.16% observes that separation wall constructed by SSA in their school was in good condition, 34.16% found it to be of poor condition and 31.66% responded that there was no separation wall constructed by SSA in their school.

From the above table it can be concluded that out of 520 respondents, a large number (33.07%) of the respondents found no separation wall constructed in their school, while 33.84% observed that separation wall was in poor condition and 33.07% responded that separation wall constructed was in good condition.

10)   Perceptions on satisfactory condition of furniture (Tables, chairs, blackboards etc) provided by SSA: With respect to the question on whether the furniture provided by SSA was satisfactory or not, the following table no 4.69 shows the result of the respondent's perceptions.

Table-4.69
Perceptions on condition of furniture provided by SSA

Respondents	Satisfied	Not satisfied	Not provided
Teachers (400)	138 (34.5%)	236 (59%)	26 (6.5%)
SMC (120)	43 (35.83%)	69 (57.5%)	8 (6.66%)
Total (520)	34.80%	58.65%	6.53%

The above table 4.69 shows that out of 400 teachers, 34.5% responded that they were satisfied with the furniture (tables, chairs, blackboards etc) provided by SSA in their school, 59% responded that they were not satisfied and 6.5% responded that furniture was not provided by SSA in their school.

The above table also shows that out of 120 SMC members, 35.83% responded that they were satisfied with the furniture (tables, chairs, blackboards etc) provided by SSA in their school, 57.5% responded that they were not satisfied and 6.66% responded that furniture was not provided by SSA.

From the above table it can be concluded that out of 520 respondents, majority (58.65%) of the respondents were not satisfied with the furniture provided by SSA. While 34.80% responded that they were satisfied, 6.53% responded that furniture was not provided in their school.

11) Perceptions on the quality of residential hostel constructed by SSA: With respect to the question on the quality of residential hostel building constructed by SSA in their locality/area, the following table no 4.70 shows the result of the respondent's perceptions.

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Table-4.70

Perceptions on quality of residential hostel

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Respondents	Good quality	Poor quality	No hostel constructed
Teachers (400)	43 (10.75%)	16 (4%)	341 (85.25%)
SMC (120)	12 (10%)	12 (10%)	97 (80.83%)
Total (520)	10.57%	5.38%	84.23%

The above table 4.70 shows that out of 400 teachers, 10.75% thought that the residential hostel building constructed by SSA in their locality/area was of good quality, 4% found it to be of poor quality and 85.25% responded that there was no hostel constructed in their locality/area.

The above table also shows that out of 120 SMC members, 10% believed that the residential hostel building constructed by SSA in their locality/area was of good quality, 10% found it to be of poor quality and 80.83% responded that there was no hostel constructed in their locality/area.

From the above table it can be concluded that out of 520 respondents, majority (84.23%) of the respondents found that no residential hostel was constructed in their locality. While 10.57% responded that the quality of the residential hostel constructed

by SSA was of good quality, 5.38% responded that the residential hostel constructed was of poor quality.

F.   TEACHER TRAINING

4.3.6   Perceptions of teachers and SMC members with respect to teacher training.

The perceptions of the respondents with respect to teacher training were analysed as follows:

1)   Perceptions on effectiveness of SSA teacher training programme: With respect to the question on the effectiveness of SSA teacher training programme given to teachers, the following table no 4.71 shows the result of the respondent's perceptions.

Table-4.71

Perceptions on effectiveness of teacher training program

Respondents	Very effective	Effective	Not Effective
Teachers (400)	106 (26.5%)	275 (68.75%)	19 (4.75%)
SMC (120)	21 (17.5%)	91 (75.83%)	8 (6.66%)
Total (520)	24.42%	70.38%	5.19%

The above table 4.71 shows that out of 400 teachers, 26.5% perceived that the SSA teacher training program given to teachers was very effective, 68.75% found it to be effective and 4.75% responded that the teacher training program was not effective.

The above table also shows that out of 120 SMC members, 17.5% responded that the SSA teacher training program given to teachers was very effective, 75.83% found it to be effective and 6.66% responded that the teacher training program was not effective.

From the above table it can be concluded that out of 520 respondents, majority (70.38%) of the respondents considered that the SSA teacher program given to teachers was effective. While 24.42% responded that it was very effective, 5.19% found it to be not effective at all.

2) **Perceptions on suitability of the venue of training:** With respect to the question on whether the venue of training was suitable enough, the following table no 4.72 shows the result of the respondent's perceptions.

Table-4.72
Perceptions on suitability of the venue of training

Respondents	Very suitable	Suitable	Not suitable
Teachers (400)	49 (12.25%)	313 (78.25%)	38 (9.5%)
SMC (120)	8 (6.66%)	105 (87.5%)	7 (5.83%)
Total (520)	10.96%	80.38%	8.65%

The above table 4.72 shows that out of 400 teachers, 12.25% perceived that the venue of training was very suitable, 78.25% perceived it to be suitable and 9.5% responded that the venue of training was not suitable.

The above table also shows that out of 120 SMC members, 6.66% reflected that the venue of training was very suitable, 87.5% found it to be suitable and 5.83% responded that the venue of training was not suitable.

From the above table it can be concluded that out of 520 respondents, majority (80.38%) of the respondents perceived the venue of training was suitable. 8.65% found it was not suitable and 10.96% responded as very suitable.

3) **Perceptions on the appropriate of the course content of training**: With respect to the question on whether the course content is appropriate for the training, the following table no 4.73 shows the result of the respondent's perceptions.

Table-4.73
Perceptions on appropriateness of the course content

Respondents	Very appropriate	Appropriate	Not appropriate
Teachers (400)	34 (8.5%)	326 (81.5%)	40 (10%)
SMC (120)	4 (3.33%)	104 (86.66%)	12 (10%)
Total (520)	7.30%	82.69%	10%

The above table 4.73 shows that out of 400 teachers, 8.5% observed that the course content of training was very appropriate, 81.5% found it to be appropriate and 10% responded that the course content was not appropriate.

The above table also shows that out of 120 SMC members, 3.33% responded that the course content of training was very appropriate, 86.66% found it to be appropriate and 10% responded that the course content was not appropriate.

From the above table it can be concluded that out of 520 respondents, majority (82.69%) of the respondents found that the course content was appropriate for training, while 10% believed it was not appropriate and 7.30% found it to be very appropriate.

5)   **Perceptions on sufficiency of time allocated for training:** With respect to the question on sufficiency of the time allocated for training, the following table no 4.74 shows the result of the respondent's perceptions.

Table-4.74
Perceptions on sufficiency of the time allocated for training

Respondents	Very sufficient	Sufficient	Not sufficient
Teachers (400)	56 (14%)	319 (79.75%)	25 (6.25%)
SMC (120)	12 (10%)	98 (81.66%)	10 (8.33%)
Total (520)	13.07%	80.19%	6.73%

The above table 4.74 shows that out of 400 teachers, 14% considered the time allocated for training was very sufficient, 79.75% found it to be sufficient and 6.25% responded that the time allocated was not sufficient.

The above table also shows that out of 120 SMC members, 10% believed that the time allocated for training were very sufficient, 81.66% found it to be sufficient and 8.33% responded that the time allocated was not sufficient.

From the above table it can be concluded that out of 520 respondents, majority (80.19%) of the respondents found that the time allocated for training was sufficient

while 6.73% responded it was not sufficient and 13.07% perceived it to be very sufficient.

5) **Perceptions on the competency of the resource teacher in transacting:** With respect to the question on whether the respondents perceive the resource teachers as competent in transacting, the following table no 4.75 shows the result of the respondent's perceptions.

Table-4.75
Perceptions on competent enough of the resource teachers

Respondents	Very competent	Competent	Not competent
Teachers (400)	92 (23%)	288 (72%)	20 (5%)
SMC (120)	31 (25.83%)	84 (70%)	5 (4.16%)
Total (520)	23.65%	71.53%	4.80%

The above table 4.75 shows that out of 400 teachers, 23% considered that the resource teachers are very competent enough in transacting, 72% observed them to be competent and 5% responded that the resource teachers are not competent enough.

The above table also shows that out of 120 SMC members, 25.83% perceived that the resource teachers are very competent enough in transacting, 70% found them to be competent and 4.16% responded that the resource teachers were not competent enough.

From the above table it can be concluded that out of 520 respondents, majority (71.53%) of the respondents thought that the resource teachers were competent enough in transacting while 4.80% observed them as not competent enough and 23.65% believed they were very competent.

6) **Perceptions on the respondent's improvement in teaching due to training:**
With respect to the question on whether the respondents have improved due to their
training, the following table no 4.76 shows the result of their perceptions.

Table-4.76
Perceptions on improvement in teaching

Respondents	Very much improved	Improved	Not improved
Teachers (400)	77 (19.25%)	315 (78.75%)	8 (2%)
SMC(120)	34 (28.33%)	96 (80%)	7 (5.83%)
Total (520)	21.34%	79.03%	2.88%

The above table 4.76 shows that out of 400 teachers, 19.25% responded that they
were very much improved in teaching due to their training, 78.75% responded that they
had improved and 2% responded that they had not improved.

The above table also shows that out of 120 SMC members, 28.33% responded
that they were very much improved in teaching due to their training, 80% replied that
they had improved and 5.83% responded that they had not improved.

From the above table it can be concluded that out of 520 respondents, majority
(79.03%) of the respondents stated that they had improved in teaching due to training
while 2.88% responded that they had not improved and 21.34% declared that they had
very much improved.

7) **Perceptions on the satisfaction of respondents with the TA/DA given for**
attending the teacher training: With respect to the question on whether the respondents
were satisfied with the TA/DA given for attending the teacher training the following table
no 4.77 shows the result of their perceptions.

Table-4.77
Perceptions on satisfaction with the TA/DA

Respondents	Very satisfied	Satisfied	Not satisfied
Teachers (400)	13 (3.25%)	149 (37.25%)	238 (59.5%)
SMC (120)	1 (0.83%)	46 (38.33%)	73 (60.83%)
Total (520)	2.69%	37.5%	59.80%

The above table 4.77 shows that out of 400 teachers, 3.25% responded that they were very satisfied with the TA/DA given for attending the teacher training, 37.25% said they were satisfied and 59.5% responded that they were not satisfied with the TA/DA.

The above table also shows that out of 120 SMC members, 0.83% responded that they were very satisfied with the TA/DA given for attending the teacher training, 38.33% were found to be satisfied and 60.83% responded that they were not satisfied with the TA/DA.

From the above table it can be concluded that out of 520 respondents, majority (59.80%) of the respondents were not satisfied with the TA/DA given for attending the teacher training, while 37.5% stated that they were satisfied and only 2.69% were found to be very satisfied

8) **Perceptions on how benefited the respondents were when CRCC/BRCC take classes in the teacher training program**: With respect to the question on whether the respondents were benefited when CRCC/BRCC take classes in the teacher training program, the following table no 4.78 shows the result of their perceptions.

Table-4.78

Perceptions on benefit with CRCC/BRCC class taking

Respondents	Benefitted	Not benefitted	No class taken
Teachers (400)	306 (76.5%)	51 (12.75%)	43 (10.75%)
SMC (120)	86 (71.66%)	19 (15.83%)	15 (12.5%)
Total(520)	75.38%	13.46%	11.15%

The above table 4.78 shows that out of 400 teachers, 76.5% responded that they were benefitted when CRCC/BRCC took classes in the teacher training program, 12.75% stated that they were not benefitted and 10.75% responded that there were no classes taken in the teacher training program.

The above table also shows that out of 120 SMC members, 71.66% responded that they were benefitted when CRCC/BRCC took classes in the teacher training program, 15.83% said they were not benefitted and 12.5% responded that there were no classes taken in the teaching training program.

From the above table it can be concluded that out of 520 respondents, majority (75.38%) of the respondents claimed that they were benefitted when CRCC/BRCC took classes in the teacher training program, while 13.46% responded that they were not benefitted and 11.15% said that there were no classes taken.

9)   **Perceptions on whether RTE act should be made compulsory:** With respect to the question on whether RTE act should be made compulsory content in teacher training programme, the following table no 4.79 shows the result of their perceptions.

Table-4.79
Perceptions on RTE act to be made a compulsory content in teacher training

Respondents	Yes	No
Teachers (400)	365 (91.25%)	35 (8.75%)
SMC (120)	108 (90%)	12 (10%)
Total (520)	90.96%	9.03%

The above table 4.79 shows that out of 400 teachers, 91.25% contended that RTE act should be made a compulsory content in teacher training program, while 8.75% insisted that RTE act should not be made a compulsory content in teacher training program.

The above table also shows that out of 120 SMC members, 90% responded that RTE act should be made a compulsory content in teacher training program, while 10% maintained that RTE act should not be made a compulsory content in teacher training program.

From the above table it can be concluded that out of 520 respondents, majority (90.96%) of the respondents agreed that RTE act should be made a compulsory content in teacher training program, while only 9.03% do not agree with it.

G. GRANTS/FINANCIAL MANAGEMENT

4.3.7 Perceptions of teachers and SMC members with respect to Grants/Financial Management.

The perceptions of the respondents with respect to grants/financial management were analysed as follows:

Teacher grants:

1) Perceptions on satisfaction with the mode of distribution of teacher grants: With respect to the question on the satisfaction of respondents with the mode of distribution of teacher grants in their school, the following table no 4.80 shows the result of their perceptions.

Table-4.80
Perceptions on satisfaction with the mode of distribution
of teacher grants

Respondents	Satisfied	Average	Not satisfied
Teachers (400)	84 (21%)	171 (42.75%)	145 (36.25%)
SMC (120)	23 (19.16%)	56 (46.66%)	41 (34.16%)
Total (520)	20.57%	43.65%	35.76%

The above table 4.80 shows that out of 400 teachers, 21% responded that they were satisfied with the mode of distribution of teacher grants in school, 42.75% have no particular opinion and 36.25% declared that they were not satisfied with the mode of distribution of teacher grants in school.

The above table also shows that out of 120 SMC members, 19.16% responded that they are satisfied with the mode of distribution of teacher grants in school, 46.66% have no particular opinion and 34.16% said that they were not satisfied with the mode of distribution of teacher grants in school.

From the above table it can be concluded that out of 520 respondents, a large percentage (43.65%) of the respondents do not have any particular opinion with the mode of distribution of teacher grants, while 20.57% were satisfied and 35.76% were not satisfied.

2)   **Perceptions on whether teacher grants are properly utilized for teaching aids:** With respect to the question on whether the respondents think the teacher grants are properly utilized for teaching aids, the following table no 4.81 shows the result of their perceptions.

Table-4.81

Perceptions on utilization of teacher grants

Respondents	Properly utilized	Moderately utilized	Not utilized for teaching aids
Teachers (400)	256 (64%)	129 (32.25%)	15 (3.75%)
SMC (120)	80 (66.66%)	37 (30.83%)	3 (2.5%)
Total (520)	64.61%	31.92%	3.46%

The above table 4.81 shows that out of 400 teachers, 64% responded that teacher grants are properly utilized for teaching aids, 32.25% perceived it to be moderately utilized and 3.75% responded that teacher grants are not utilized for teaching aids.

The above table also shows that out of 120 SMC members, 66.66% responded that teacher grants are properly utilized for teaching aids, 30.83% said it was moderately utilized and 2.5% responded that teacher grants are not utilized for teaching aids.

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From the above table it can be concluded that out of 520 respondents, majority (64.61%) of the respondents found that teacher grants are properly utilized for teaching aids. 31.92% perceived it to be moderately utilized and 3.46% observed that teacher grants are not utilized for teaching aids.

3)   Perceptions on the extent teacher grants improve performance of teaching:
With respect to the question on how far the respondents think teacher grants improve their performance of teaching, the following table no 4.82 shows the result of their perceptions.

Table-4.82

Perceptions on extent teacher grants improve performance of teaching

Respondents	Great extent	Small extent	Not at all
Teachers (400)	205 (51.25%)	184 (46%)	11 (2.75%)
SMC (120)	53 (44.16%)	62 (51.66%)	5 (4.16%)
Total (520)	49.61%	47.30%	3.07%

The above table 4.82 shows that out of 400 teachers, 51.25% perceived that teacher grants improve performance of teaching to a great extent, 46% believed that performance improved to a small extent and 2.75% observed that teacher grants does not improve performance of teaching at all.

The above table also shows that out of 120 SMC members, 44.16% perceived that teacher grants improve performance of teaching to a great extent, 51.66% believed that performance improved to a small extent and 4.16% observed that teacher grants do not improve performance of teaching at all.

From the above table it can be concluded that out of 520 respondents, a large percentage (49.61%) of the respondents considered that teacher grants improve performance of teaching to a great extent while 47.30% believed it improved to a small

extent and 3.07% maintained that teachers grant do not improve performance of teaching at all.

School grants:

4) **Perceptions on sufficiency of school grants received for the school**: With respect to the question on whether the respondents think the grants received by the school were sufficient, the following table no 4.83 shows the result of their perceptions.

Table-4.83
Perceptions on sufficiency of school grants received

Respondents	Sufficient	Average	Insufficient
Teachers (400)	31 (7.75%)	152 (38%)	217 (54.25%)
SMC (120)	9 (7.5%)	40 (33.33%)	71 (59.16%)
Total (520)	7.69%	36.92%	55.38%

The above table 4.83 shows that out of 400 teachers, 7.75% perceived that the school grants received are sufficient for their school, 38% believed it to be average and 54.25% considered that the school grants are insufficient for their school.

The above table also shows that out of 120 SMC members, 7.5% perceived that the school grants received are sufficient for their school, 33.33% thought it to be average and 59.16% believed that the school grants are insufficient for their school.

From the above table it can be concluded that out of 520 respondents, majority (55.38%) of the respondents considered that school grants received are insufficient for their school, while 7.69% believed that it was sufficient and 36.92% thought the school grants to be average.

5) **Perceptions on utilization of school grants for purchasing different materials and equipment**: With respect to the question on whether school grants are utilized for

purchasing different materials and equipments, the following table no 4.84 shows the result of their perceptions.

Table-4.84

Perceptions on utilization of school grants

Respondents	To a large extent	Small extent	To no extent
Teachers (400)	250 (62.5%)	143 (35.75%)	7 (1.75%)
SMC (120)	68 (56.66%)	46 (38.33%)	5 (4.16%)
Total (520)	61.15%	36.34%	2.30%

The above table 4.84 shows that out of 400 teachers, 62.5% perceived that school grants are utilized for purchasing different materials and equipment to a large extend, 35.75% observed that it was utilized to a small extent and 1.75% responded that school grants are not utilized for purchasing different materials and equipment.

The above table also shows that out of 120 SMC members, 56.66% maintained that school grants are utilized for purchasing different materials and equipment to a large extent, 38.33% found it was utilized to a small extent and 4.16% responded that school grants are not utilized for purchasing different materials and equipment.

From the above table it can be concluded that out of 520 respondents, majority (61.15%) of the respondents perceived that schools grants are utilized for purchasing different materials and equipment to a large extent while 36.34% said that it was utilized to a small extent and only 2.30% responded that it was not utilized at all.

Maintenance grants:

6) **Perceptions on sufficiency of maintenance grants received for the school:** With respect to the question on whether the maintenance grant received by the school was sufficient or not, the following table no 4.85 shows the result of their perceptions.

Table-4.85

Perceptions on sufficiency of maintenance grants

Respondents	Sufficient	No particular opinion	Insufficient
Teachers (400)	21 (5.25%)	123 (30.75%)	256 (64%)
SMC (120)	5 (4.16%)	51 (42.5%)	64 (53.33%)
Total (520)	5%	33.46%	61.53%

The above table 4.85 shows that out of 400 teachers, 5.25% believed that maintenance grants received for their school are sufficient, 30.75% had no particular opinion and 64% said that maintenance grants are insufficient for their school.

The above table also shows that out of 120 SMC members, 4.16% responded that maintenance grants received for their school are sufficient, 42.5% had no opinion and 53.33% opined that maintenance grants are insufficient for their school.

From the above table it can be concluded that out of 520 respondents, majority (61.53%) of the respondents perceived that maintenance grants received for their school are insufficient while 33.46% had no particular opinion and 5% found it to be sufficient.

7) **Perceptions on whether maintenance grants helps in maintaining school infrastructure:** With respect to the question on whether the respondents think Maintenance grants helps in maintaining school infrastructure, the following table no 4.86 shows the result of their perceptions.

Table-4.86

Perceptions on how far maintenance grants helps in maintaining school infrastructure

Respondents	Large extent	Small extent	No extent
Teachers (400)	223 (55.75%)	168 (42%)	9 (2.25%)
SMC (120)	67 (55.83%)	53 (44.16%)	0
Total (520)	55.76%	42.5%	1.73%

The above table 4.86 shows that out of 400 teachers, 55.75% perceived that maintenance grants helps in maintaining school infrastructure to a large extent, 42% observed that it helped only to a small extent and 2.25% responded that maintenance grants does not help in maintaining the school infrastructure.

The above table also shows that out of 120 SMC members, 55.83% believed that maintenance grants helps in maintaining school infrastructure to a large extent, 44.16% said it helped only to a small extent and no one (0%) said maintenance grants does not help in maintaining the school infrastructure

From the above table it can be concluded that out of 520 respondents, majority (55.76%) of the respondents perceived that maintenance grants helps in maintaining school infrastructure to a large extent, 42.5% responded that it helped maintain the school infrastructure to a small extent and only 1.73% assumed that the grant do not help in maintaining the school infrastructure at all.

8) **Perceptions on training program organized by the SSA for the utilization of Teacher/School/Maintenance grants:** With respect to the question on whether there are any training programme organized by SSA for the utilization of Teacher/School/Maintenance grants, the following table no 4.87 shows the result of their perceptions.

Table-4.87

Perceptions on training program organized for the

utilization of Teacher/School/Maintenance grants

Respondent	Yes	No
Teachers (400)	324 (81%)	76 (19%)
SMC (120)	102 (85%)	18 (15%)
Total (520)	81.92%	18.07%

The above table 4.87 shows that out of 400 teachers, 81% observed that Teacher/School/Maintenance grants was utilized by SSA for organizing training programme, while 19% stated that it was not utilized for training programmes.

The above table also shows that out of 120 SMC members, 85% claimed that training program was organized by the SSA for the utilization of Teacher/School/Maintenance grants, while 15% declared that no training program was organized for the utilization of Teacher/School/Maintenance grants.

From the above table it can be concluded that out of 520 respondents, majority (81.92%) of the respondents stated that Teacher/School/ Maintenance grants was utilized by SSA for organizing training programme but 18.07% declared that it was not organized.

9) **Perceptions on transparency in utilization of teacher/School/Maintenance grants:** With respect to the question on whether there is any transparency in utilization of teacher/School/Maintenance grants, the following table no 4.88 shows the result of their perceptions.

Table-4.88
Perceptions on transparency in utilization of teacher/School/
Maintenance grants

Respondents	Yes	No
Teachers (400)	368 (92%)	32 (8%)
SMC (120)	107 (89.16%)	13 (10.83%)
Total (520)	91.34%	8.65%

The above table 4.88 shows that out of 400 teachers, 92% professed that there was transparency in utilization of teacher/school/maintenance grants, while 8% responded that there was no transparency in the utilization of teacher/school/maintenance grants.

The above table also shows that out of 120 SMC members, 89.16% asserted that there was transparency in the utilization of teacher/school/maintenance grants, while 10.83% responded that there was no transparency in the utilization of teacher/school/maintenance grants.

From the above table it can be concluded that out of 520 respondents, majority (91.34%) of the respondents declared that there was transparency in the utilization of grants while 8.65% responded that there was no transparency at all.

H.   ACADEMIC SUPPORT THROUGH BRC/CRC

4.3.8   Perceptions of teachers and SMC members with respect to Academic support through BRC/CRC.

The perceptions of the respondents with respect to Academic support through BRC/CRC were analysed as follows:

1)   Perceptions on the awareness of BRCC/CRCC on their roles and responsibilities: With respect to the question on whether BRCC/CRCC were aware of their roles and responsibilities, the following table no 4.89 shows the result of their perceptions.

Table-4.89

Perceptions on awareness of BRCC/CRCC on their roles and responsibilities

Respondents	Yes	No
Teachers (400)	311 (77.75%)	89 (22.25%)
SMC (120)	97 (80.83%)	23 (19.16%)
Total (520)	78.46%	21.53%

The above table 4.89 shows that out of 400 teachers, 77.75% observed that the BRCC/CRCC were aware of their roles and responsibilities, while 22.25% stated that the BRCC/CRCC were not aware of their roles and responsibilities.

The above table also shows that out of 120 SMC members, 80.83% asserted that the BRCC/CRCC was aware of their roles and responsibilities, but 19.16% maintained that the BRCC/CRCC was not aware of it.

From the above table it can be concluded that out of 520 respondents, majority (78.46%) of the respondents perceived that BRCC/CRCC were aware of their roles and responsibilities, at the same time, 21.53% found that they were not aware of their roles and responsibilities.

2)   Perceptions on whether the teacher training program organized in the BRC was effective for teaching-learning in school: With respect to the question on how far the teacher training program organized in the BRC was effective for teaching learning in school, the following table no 4.90 shows the result of their perceptions.

Table-4.90
Perceptions on effectiveness of teacher training program organized in the BRC

Respondents	Very effective	Effective	Not effective
Teachers (400)	48 (12%)	312 (78%)	40 (10%)
SMC (120)	14 (11.66%)	96 (80%)	10 (8.33%)
Total (520)	11.92%	78.46%	9.61%

The above table 4.90 shows that out of 400 teachers, 12% perceived that the teacher training program organized in the BRC are very effective for teaching-learning in their school, 78% found it to be effective and 10% responded that teacher training program organized in the BRC are not effective.

The above table also shows that out of 120 SMC members, 11.66% maintained that the teacher training program organized in the BRC are very effective for teaching-learning in their school, 80% found it to be effective and 8.33% responded that teacher training program organized in the BRC are not effective.

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From the above table it can be concluded that out of 520 respondents, majority (78.46%) observed that the teacher training program organized in the BRC was effective for teaching-learning in their school, 11.92% declared it to be very effective and 9.61% said that it was not effective.

3)   Perceptions on the effectiveness of academic support given by the BRCC/CRCC for improvement of teaching in school: With respect to the question on whether the academic support given by the BRCC/CRCC was effective for improvement of teaching in their schools, the following table no 4.91 shows the result of their perceptions.

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Table-4.91
Perceptions on effectiveness of academic support given by the BRCC/CRCC

Respondents	Effective	Not effective	No support given
Teachers (400)	306 (76.5%)	41 (10.25%)	53 (13.25%)
SMC (120)	84 (70%)	23 (19.16%)	13 (10.83%)
Total(520)	75%	12.30%	12.69%

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The above table 4.91 shows that out of 400 teachers, 76.5% of believed that the academic support given by the BRCC/CRCC for improvement of teaching in their school was effective, 10.25% said it was not effective and 13.25% responded that there was no support given by the BRCC/CRCC.

The above table also shows that out of 120 SMC members, 70% said that the academic support given by the BRCC/CRCC for improvement of teaching in their school were effective, 19.16% found it to be not effective and 10.83% responded that there was no support given by the BRCC/CRCC.

From the above table it can be concluded that out of 520 respondents, majority (75%) of the respondents maintained that the academic support given by the BRCC/CRCC for improvement of teaching in their school was effective, while 12.30%

found it be not effective and same 12.69% also responded that there was no support given.

4) **Perceptions on the extent of instruction given by BRCC/CRCC for the maintenance of infrastructure in the school:** With respect to the question on the extent of instruction given by BRCC/CRCC for the maintenance of infrastructure in the school, the following table no 4.92 shows the result of their perceptions.

Table-4.92

Perceptions on extent of instruction by BRCC/CRCC for maintenance of infrastructure in school

Respondents	Great extent	Little extent	No instruction given
Teachers (400)	70 (17.5%)	258 (64.5%)	72 (18%)
SMC (120)	19 (15.83%)	84 (70%)	17 (14.16%)
Total (520)	17.11%	65.76%	17.11%

The above table 4.92 shows that out of 400 teachers, 17.5% perceived that the instruction given by BRCC/CRCC for the maintenance of infrastructure in their school was to a great extent, 64.5% found it to be of little extent and 18% responded that there was no instruction given by the BRCC/CRCC for the maintenance of infrastructure in their school.

The above table also shows that out of 120 SMC members, 15.83% declared that the instruction given by BRCC/CRCC for the maintenance of infrastructure in their school was to a great extent, 70% found it to be of little extent and 14.16% responded that there was no instruction given by the BRCC/CRCC for the maintenance of infrastructure in their school.

From the above table it can be concluded that out of 520 respondents, majority (65.76%) of the respondents asserted that the BRCC/CRCC gave instruction for the maintenance of infrastructure in their school to a small extent, while 17.11% stated that

no instruction was given and another 17.11% perceived that the instruction given by the BRCC/CRCC was to be of a great extent.

5)   Perceptions on the reliability of collection of DISE & DCF by BRCC/CRCC:

With respect to the question on the reliability of collection of DISE and DCF by BRCC/CRCC in their school, the following table no 4.93 shows the result of their perceptions.

Table-4.93

Perceptions on collection of DISE & DCF by BRCC/CRCC

Respondents	Yes	No
Teachers (400)	338 (84.5%)	62 (15.5%)
SMC (120)	107 (89.16%)	13 (10.83%)
Total (520)	85.57%	14.42%

The above table 4.93 shows that out of 400 teachers, 84.5% believed that the collection of DISE & DCF by BRCC/CRCC in their school was reliable enough, while 15.5% said that it was not reliable enough.

The above table also shows that out of 120 SMC members, 89.16% of claimed that the collection of DISE & DCF by BRCC/CRCC in their school is reliable enough, but 10.83% declared that it were not reliable enough.

From the above table it can be concluded that out of 520 respondents, majority (85.57%) of the respondents perceived that the collection of DISE & DCF by BRCC/CRCC in their school was reliable enough, while 14.42% maintained that it was not reliable enough.

6)   Perceptions of the relationship between the school staff & the BRCC/CRCC:

With respect to the question on how the respondents perceive the relationship between

the school staff and the BRCC/CRCC, the following table no 4.94 shows the result of their perceptions.

Table-4.94
Perceptions on relationship between school staff & the BRCC/CRCC

Respondent	Very good relation	Average relation	Poor relation
Teachers (400)	142 (35.5%)	251 (62.75%)	7 (1.75%)
SMC (120)	40 (33.33%)	72 (60%)	2 (1.66%)
Total (520)	35%	62.11%	1.73%

The above table 4.94 shows that out of 400 teachers, 35.5% perceived that there was a very good relation between their school staff and the BRCC/CRCC, 62.75% found the relationship to be average and 1.75% responded that the relationship between their school staff and the BRCC/CRCC was poor.

The above table also shows that out of 120 SMC members, 33.33% perceived that there was a very good relationship between their school staff and the BRCC/CRCC, 60% said the relationship was average and 1.66% responded that the relationship between their school staff and the BRCC/CRCC was poor.

From the above table it can be concluded that out of 520 respondents, majority (62.11%) of the respondents perceived that there was an average relation between the school staff and the BRCC/CRCC while 35% maintained that the relationship was very good and only 1.73% observed poor relation.

7) **Perceptions on effectiveness of visits & meetings with the DPC/ BRCC/CRCC for the improvement of schools:** With respect to the question on whether the visits and meetings with the DPC/BRCC/CRCC for the improvement of schools in their locality are effective or not, the following table no 4.95 shows the result of their perceptions.

Table-4.95

Perceptions on effectiveness of visits & meetings with the

DPC/ BRCC/CRCC

Respondents	Yes	No
Teachers (400)	343 (85.75%)	57 (14.25%)
SMC (120)	104 (86.66%)	16 (13.33%)
Total (520)	85.96%	14.03%

The above table 4.95 shows that out of 400 teachers, 85.75% declared that the visits and meetings with the DPC/BRCC/CRCC for the improvement of schools in their locality was effective while 14.25% profess that it was not effective at all.

The above table also shows that out of 120 SMC members, 86.66% responded that the visits and meetings with the DPC/BRCC/CRCC for the improvement of the schools in their locality was effective meanwhile 13.33% observed no improvement in the schools of their locality.

From the above table it can be concluded that out of 520 respondents, majority (85.96%) of the respondents perceived that the visits and meetings with the DPC/BRCC/CRCC for the improvement of schools in their locality was effective, while 14.03% respondents do not agree with it.

4.4.0 *Objective No.4:* **To compare the perceptions of elementary school teachers about the status of implementation of different interventions under SSA with respect to their locale.**

The questionnaire to study the perceptions of Teachers about the status of implementation of different interventions under SSA was administered to the selected teacher sample. In order to quantify the questionnaire systematically, teachers' responses were assigned a score value of 3, 2 and 1 from the most positive response to

the most negative response on every item of the questionnaire. Hereafter, it was scored and tabulated for analysis and interpretation. Teachers questionnaire consist of 8 (eight) interventions. In each intervention, there are a number of questions which the respondents had to answer by ticking their choice among the options provided. Teacher's perceptions on each intervention are compared on the basis of locale using 't' test as follows:

A.   Comparison of teacher's perceptions about the status of implementation on different interventions under SSA on the basis of their locale:

The differences in the perceptions of teachers about the status of implementation on different interventions under SSA were compared on the basis of their locale. For this, the mean and standard deviation of the scores of rural and urban teachers were calculated. The mean differences of the two groups were tested by applying 't' test and the details are presented in the following tables:

4.4.1 Difference in the perceptions between rural and urban teachers on community participation.

Hypothesis No. 1 states that there is no significant difference in the perceptions of rural and urban teachers on community participation.

Table 4.96 below shows the comparison between rural and urban teachers in their perceptions about community participation.

Table 4.96

Comparison of Teachers perceptions on community participation with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	18.27	3.813	.070	.371	.189	NS
Rural	200	18.34	3.597				

A glimpse at the table vide 4.96 reveals that the 't' value for the significant difference between the urban and rural teachers is .189 whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level and 2.59 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural teachers perceptions on community participation. Therefore, the null hypothesis no 1 which assumes that there is no significant difference in the perceptions of rural and urban teachers on community participation.

4.4.2 Difference in the perceptions between rural and urban teachers on supply of free textbooks.

Hypothesis No. 2 states that there is no significant difference in the perceptions of rural and urban teachers on supply of free textbooks.

The following table no 4.97 shows the comparison between rural and urban teachers in their perceptions about supply of free textbooks.

Table 4.97

Comparison of Teacher perceptions on supply of free textbooks with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	200	13.50	1.785	.745	.182	4.090	.01*
Rural	200	14.24	1.857				

Significant at 0.01 level

From the above table 4.97, it clearly shows that the 't' value for the significant difference between the urban and rural teachers is 4.090. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural teachers perceptions on supply of free textbooks.

Therefore, hypothesis no 2 which assumes that there is no significant difference in the perceptions of rural and urban teachers on supply of free textbooks is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of rural teachers as their mean is higher than the urban teachers. Thus it can be concluded that rural teachers possess a higher perceptions than urban teachers. This means that the rural teachers are more in favour of supply of free textbooks than the urban teachers.

4.4.3 Difference in the perceptions between rural and urban teachers on provision for children with special needs.

Hypothesis No. 3 states that there is no significant difference in the perceptions of rural and urban teachers on provision for children with special needs.

The following table no 4.98 shows the comparison between rural and urban teachers in their perceptions on provision for children with special needs.

Table 4.98

Comparison of Teacher perceptions on provision for children with special needs with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	200	24.60	5.256				
Rural	200	23.38	4.966	1.215	.511	2.376	.05*

Significant at 0.05 level

From the above table 4.98, it clearly shows that the 't' value for the significant difference between the urban and rural teachers is 2.376. Since the calculated 't' value is greater than the criterion 't' value at .05 level, it can be concluded that there is a significant difference between urban and rural teachers in their perceptions on provision for children with special needs. Therefore, hypothesis no 3 which assumes that there is

no significant difference in the perceptions of rural and urban teachers on provision for children with special needs is rejected since there exist a significant difference at 0.05 level of confidence. A comparison of their mean score shows that this difference is in favour of urban teachers. Thus it can be concluded that urban teachers possess a higher perceptions on provision for children with special needs than rural teachers. Perhaps urban teachers are more satisfied with the provision acquired by special needs children than the rural teachers.

4.4.4 Difference in the perceptions between rural and urban teachers on supply of free uniform.

Hypothesis No. 4 states that there is no significant difference in the perceptions of rural and urban teachers on supply of free uniform.

The following table no 4.99 shows the comparison between rural and urban teachers in their perceptions on supply of free uniform.

Table 4.99

Comparison of Teacher perceptions on supply of free uniform with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	12.02	.913	.140	.105	1.327	NS
Rural	200	12.16	1.180				

A glimpse at the table vide 4.99 reveals that the 't' value for the significant difference between the urban and rural teachers is 1.327 whereas the required t' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level and 2.59 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural teachers perceptions on supply of free uniform. Therefore, the null hypothesis no 4 which

assumes that there is no significant difference in the perceptions of rural and urban teachers on supply of free uniform.

4.4.5 Difference in the perceptions between rural and urban teachers on civil works.

Hypothesis No. 5 states that there is no significant difference in the perceptions of rural and urban teachers on civil works.

The following table no 4.100 shows the comparison between rural and urban teachers in their perceptions on civil works.

Table 4.100

Comparison of Teacher perceptions on civil works with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	23.03	3.930	1.725	.374	4.613	.01*
Rural	200	21.30	3.538				

Significant at 0.01 level

The above table 4.100 indicates that the 't' value for the significant difference between the urban and rural teachers is 4.613. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural teachers with respect their perceptions on civil works. Therefore, hypothesis no 5 which assumes that there is no significant difference in the perceptions of rural and urban teachers on civil works is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of urban teachers. Thus it can be concluded that urban teachers possessed a higher perceptions on civil works than rural teachers. This means that the urban teachers are more satisfied with the civil works done by SSA than the rural teachers.

4.4.6 Difference in the perceptions between rural and urban teachers on teacher training.

Hypothesis No. 6 states that there is no significant difference in the perceptions of rural and urban teachers on teacher training.

The following table no 4.101 shows the comparison between rural and urban teachers in their perceptions on teacher training.

Table 4.101

Comparison of Teacher perceptions on teacher training with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	18.50	2.472	.310	.249	1.247	NS
Rural	200	18.82	2.500				

The result of the table vide 4.101 shows that the 't' value for the significant difference between the urban and rural teachers is 1.247 whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level and 2.59 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural teachers perceptions on teacher training. Therefore, the null hypothesis no 6 which assumes that there is no significant difference in the perceptions of rural and urban teachers on teacher training.

4.4.7 Difference in the perceptions between rural and urban teachers on Grants/Financial management.

Hypothesis No. 7 states that there is no significant difference in the perceptions of rural and urban teachers on Grants/Financial management.

The following table no 4.102 shows the comparison between rural and urban teachers in their perceptions on Grants/Financial management.

Table 4.102

Comparison of Teacher perceptions on Grants/Financial management with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	18.44	2.563				
Rural	200	19.06	2.649	.610	.261	2.340	.05*

Significant at 0.05 level

The result of the above table no 4.102 reveals that the 't' value for the significant difference between the urban and rural teachers is 2.340. Since the calculated 't' value is greater than the criterion 't' value at .05 level, it can be concluded that there is a significant difference between the urban and rural teachers on their perceptions on Grants/Financial management. Therefore, hypothesis no 7 which assumes that there is no significant difference in the perceptions of rural and urban teachers on Grants/Financial management is rejected since there exist a significant difference at 0.05 level of confidence. A comparison of their mean score shows that this difference is in favour of rural teachers. Thus it can be concluded that rural teachers have a higher perceptions on grants/financial management than urban teachers. This could mean that the rural teachers are more contented and satisfied with the use and management of grants by the SSA than the urban teachers.

4.4.8 Difference in the perceptions between rural and urban teachers on Academic support through BRC/CRC.

Hypothesis No. 8 states that there is no significant difference in the perceptions of rural and urban teachers on academic support through BRC/CRC.

The following table no 4.103 shows the comparison between rural and urban teachers in their perceptions on academic support through BRCC/CRCC.

Table 4.103

Comparison of Teacher perceptions on Academic support through BRC/CRC with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	200	14.27	2.124	.380	.214	1.772	NS
Rural	200	14.65	2.166				

The result of the table vide 4.103 shows that the 't' value for the significant difference between the urban and rural teachers is 1.772 whereas the required 't' value with df = 398 to declare the difference as significant is 1.97 at 0.05 level and 2.59 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural teachers perceptions on academic support through BRC/CRC. Therefore, hypothesis no 8 which assumes that there is no significant difference in the perceptions of rural and urban teachers on academic support through BRC/CRC is accepted.

4.5.0 *Objective No.5:* **To compare the perceptions of members of School Management Committee (SMCs) about the status of implementation of different interventions under SSA with respect to their locale.**

The questionnaire to study the perceptions of SMC about the status of implementation of different interventions under SSA was administered to the selected member of SMC. In order to quantify the questionnaire systematically, their responses were assigned a score value of 3, 2 and 1 from the most positive response to the most negative response on every item of the questionnaire. Hereafter, it was scored and tabulated for analysis and interpretation. This questionnaire consist of 8 (eight) interventions. In each intervention, there are a number of questions which the respondents had to answer by ticking their choice among the options provided. Teacher's

perceptions on each intervention are compared on the basis of locale using 't' test as follows:

B. **Comparison of Members of school management committee (SMCs) perceptions about the status of implementation on different interventions under SSA on the basis of their locale:**

The differences in the perception of members of SMC about the status of implementation on different interventions under SSA were compared on the basis of their locale. For this, the mean and standard deviation of the scores of rural and urban SMC were calculated. The mean differences of the two groups were tested by applying 't' test and the details are presented in the following tables:

4.5.1 **Difference in the perceptions between rural and urban SMC members on community participation.**

Hypothesis No. 9 states that there is no significant difference in the perceptions of rural and urban SMC members on community participation.

The following Table no 4.104 shows the comparison between rural and urban SMC members in their perceptions about community participation.

Table 4.104

Comparison of SMC member's perceptions on community participation with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	18.45	3.367				
Rural	60	17.35	3.931	1.100	.668	1.646	NS

A glimpse at the table vide 4.104 reveals that the 't' value for the significant difference between the members of urban and rural SMC is 1.646 whereas the required 't' value with df = 118 to declare the difference as significant is 1.98 at 0.05 level and

2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the members of urban and rural SMC perceptions on community participation. Therefore, the null hypothesis no. 9 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on community participation is accepted.

4.5.2 Difference in the perceptions between rural and urban SMC members on supply of free text books.

Hypothesis No. 10 states that there is no significant difference in the perceptions of rural and urban SMC members on supply of free text books.

The following Table no 4.105 shows the comparison between rural and urban SMC members in their perceptions on supply of free text books.

Table 4.105
Comparison of SMC member's perceptions on supply of free textbooks with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	13.38	1.860	.767	.309	2.482	.05*
Rural	60	14.15	1.505				

Significant at 0.05 level

The above table 4.105 clearly shows that the 't' value for the significant difference between the urban and rural members of SMC is 2.482. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural SMC members perceptions on supply of free text books. Therefore, the hypothesis no 10 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on supply of free text books is rejected since there exist a significant difference at 0.05 level of confidence. A comparison of their mean score shows that this difference is in favour of rural members

of SMC's. Thus it can be concluded that rural SMC members have higher perceptions than urban SMC members. This seem to signify that the members of school management committee (SMCs) from rural areas are more satisfied with the mode of supply of free text books than the urban members of SMC's.

4.5.3 Difference in the perceptions between rural and urban SMC members on provision for children with special needs.

Hypothesis No. 11 states that there is no significant difference in the perceptions of rural and urban SMC members on provision for children with special needs.

The following Table no 4.106 shows the comparison between rural and urban SMC members in their perceptions on provision for children with special needs.

Table 4.106
Comparison of SMC member's perceptions on provision for children with special needs with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	24.13	5.044				
Rural	60	22.90	3.896	1.233	.823	1.499	NS

The result of the above table no 4.106 shows that the 't' value for the significant difference between the members of urban and rural SMC is 1.499 whereas the required 't' value with df = 118 to declare the difference as significant is 1.98 at 0.05 level and 2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural SMC members perceptions on provision for children with special needs. Therefore, the null hypothesis no. 11 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on provision for children with special needs.

4.5.4 Difference in the perceptions between rural and urban SMC members on supply of free uniform

Hypothesis No. 12 states that there is no significant difference in the perceptions of rural and urban SMC members on supply of free uniform.

The following Table no 4.107 shows the comparison between rural and urban SMC members in their perceptions on supply of free uniform.

Table 4.107
Comparison of SMC member's Perceptions on supply of free uniform with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	60	12.00	1.074				
Rural	60	12.22	.993	.217	.189	1.148	NS

The result of the above table no 4.107 shows that the 't' value for the significant difference between the urban and rural SMC is 1.148 whereas the required 't' value with df = 118 to declare the difference as significant is 1.98 at 0.05 level and 2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural SMC members perceptions on supply of free uniform. Therefore, the null hypothesis no. 12 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on supply of free uniform.

4.5.5 Difference in the perceptions between rural and urban SMC members on civil works.

Hypothesis No. 13 states that there is no significant difference in the perceptions of rural and urban SMC members on civil works.

The following Table no 4.108 shows the comparison between rural and urban SMC members in their perceptions on civil works.

Table 4.108

Comparison of Perceptions of members of SMC on civil works with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	23.58	4.018	3.067	.679	4.514	.01*
Rural	60	20.52	3.397				

Significant at 0.01 level

From the above table 4.108 clearly shows that the 't' value for the significant difference between the urban and rural members of SMC is 4.514. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural SMC's perceptions on civil works Therefore, the hypothesis no 13 which assumes that there is a significant difference in the perceptions of rural and urban SMC members on civil works is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of urban members of SMC. Thus it can be concluded that urban SMC members have higher perceptions on civil works as compared to rural SMC members. This means that urban members of SMC are more satisfied with the civil works done by SSA than the rural members of SMC.

4.5.6 Difference in the perceptions between rural and urban SMC members on teacher training.

Hypothesis No. 14 states that there is no significant difference in the perceptions of rural and urban SMC members on teacher training.

The following Table no 4.109 shows the comparison between rural and urban SMC members in their perceptions on teacher training.

Table 4.109

Comparison of Perceptions of members of SMC on teacher training with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	17.70	2.353	.983	.385	2.557	.05*
Rural	60	18.68	1.827				

Significant at 0.05 level

The above table 4.109 clearly shows that the 't' value for the significance difference between the urban and rural members of SMC is 2.557. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural SMC members perceptions on teacher training. Therefore, the hypothesis no. 14 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on teacher training is rejected since there exist a significant difference at 0.05 level of confidence. A comparison of their mean score shows that this difference is in favour of rural members of SMC. Thus it can be concluded that rural SMC members have higher perceptions on teacher training than urban members of SMC. This means that rural SMC members are more satisfied than the urban SMC members with the training conducted for teachers by SSA.

4.5.7 Difference in the perceptions between rural and urban SMC members on Grants/Financial management.

Hypothesis No. 15 states that there is no significant difference in the perceptions of rural and urban SMC members on Grants/Financial management.

The following Table no 4.110 shows the comparison between rural and urban SMC members in their perceptions on Grants/Financial management.

Table 4.110
Comparison of Perceptions of members of SMC on Grants/Financial management with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	18.45	2.150				
Rural	60	18.97	2.497	.517	.425	1.214	NS

The result of the above table no 4.110 shows that the 't' value for the significant difference between the members of urban and rural SMC is 1.214 whereas the required 't' value with df = 118 to declare the difference as significant is 1.98 at 0.05 level and

2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural SMC members perceptions on Grants/financial management. Therefore, the null hypothesis no. 15 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on Grants/Financial management.

4.5.8 Difference in the perceptions between rural and urban SMC members on academic support through BRC/CRC.

Hypothesis No. 16 states that there is no significant difference in the perceptions of rural and urban SMC members on academic support through BRC/CRC.

The following Table no 4.111 shows the comparison between rural and urban SMC members in their perceptions on academic support through BRC/CRC.

Table 4.111
Comparison of Perceptions of members of SMC on academic support through BRC/CRC with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	14.35	2.073				
Rural	60	14.72	1.833	.367	.357	1.026	NS

The result of the above table no 4.111 indicates that the 't' value for the significant difference between the urban and rural SMC members is 1.026 whereas the required 't' value with df =118 to declare the difference as significance is 1.98 at 0.05 level and 2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significance difference between the urban and rural SMC members perceptions on academic support through BRC/CRC. Therefore, the null hypothesis no. 16 which assumes that there is no significant difference in the perceptions of rural and urban SMC members on academic support through BRC/CRC.

4.6.0 *Objective No 6:* **To compare the perceptions of parents about the status of implementation of different interventions under SSA with respect to their locale.**

The questionnaire to study the perceptions of parents about the status of implementation of different interventions under SSA was administered to the selected parents. In order to quantify the questionnaire systematically, their responses were assigned a score value of 3, 2 and 1 from the most positive response to the most negative response on every item of the questionnaire. Hereafter, it was scored and tabulated for analysis and interpretation. This questionnaire consist of 4 (four) interventions. In each intervention, there are a number of questions which the respondents had to answer by ticking their choice among the options provided. Parent's perceptions on each intervention are compared on the basis of locale using 't' test as follows:

C. **Comparison of Parent's perceptions about the status of implementation on different interventions under SSA on the basis of their locale:**

The differences in the perceptions Parents about the status of implementation on different interventions under SSA were compared on the basis of their locale. For this, the mean and standard deviation of the scores of rural and urban parents were calculated. The mean differences of the two groups were tested by applying 't' test and the details are presented in the following tables:

4.6.1 **Difference in the perception between rural and urban parents on community participation.**

Hypothesis No. 17 states that there is no significant difference in the perceptions of rural and urban parents on community participation.

The following Table no 4.112 shows the comparison between rural and urban parents in their perceptions about community participation.

Table 4.112

Comparison of Parents perceptions on community participation with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	60	19.47	4.152				
Rural	60	17.38	2.906	2.083	.654	3.184	.01*

Significant at 0.01 level

From the above table 4.112, it indicates that the 't' value for the significant difference between the urban and rural parents is 3.184. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural parent's perceptions on community participation. Therefore, the hypothesis no 17 which assumes that there is no significant difference in the perceptions of rural and urban parents on community participation is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of urban parents. Thus it can be concluded that urban parents have higher perceptions on community development as compared to the rural parents.

4.6.2 Difference in the perceptions between rural and urban parents on supply of free textbooks.

Hypothesis No. 18 states that there is no significant difference in the perceptions of rural and urban parents on supply of free textbooks.

The following Table no 4.113 shows the comparison between rural and urban parents in their perceptions on supply of free textbooks.

Table 4.113

Comparison of Parents perceptions on supply of free textbooks with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	60	14.47	1.359				
Rural	60	13.65	1.482	.817	.260	3.146	.01*

Significant at 0.01 level

A glimpse of the result vide table no- 4.113 indicates that the't' value for the significant difference between the urban and rural parents is 3.146. Since the calculated't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural parent's perceptions on supply of free text books. Therefore, the hypothesis no18 which assumes that there is no significant difference in the perceptions of rural and urban parents on supply of free text books is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of urban parents. Thus it can be concluded that urban parents have higher perceptions on supply of free textbooks than rural parents.

4.6.3 Difference in the perceptions between rural and urban parents on provision for children with special needs.

Hypothesis No. 19 states that there is no significant difference in the perceptions of rural and urban parents on provision for children with special needs.

The following Table no 4.114 shows the comparison between rural and urban parents in their perceptions on provision for children with special needs.

Table 4.114

Comparison of Parents perceptions on provision for children with special needs with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	26.55	6.690				
Rural	60	20.95	4.139	5.600	1.016	5.514	.01*

Significant at 0.01 level

A glance at the result of table no- 4.114 reveals that the 't' value for the significant difference between the urban and rural parents is 5.514. Since the calculated 't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between urban and rural parent's perceptions on children with special needs. Therefore, the hypothesis no 19 which assumes that there is no significant difference in the perceptions of rural and urban parents on provision for children with special needs is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favour of urban parents. Thus it can be concluded that urban parents have higher perceptions on provision for children with special needs than rural parents.

4.6.4 Difference in the perceptions between rural and urban parents on supply of free uniform.

Hypothesis No. 20 states that there is no significant difference in the perceptions of rural and urban parents on supply of free uniform.

The following Table no 4.115 shows the comparison between rural and urban parents in their perceptions on supply of free uniform.

Table 4.115
Comparison of Parents perceptions on supply of free uniform with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	12.25	1.480				
Rural	60	11.97	1.221	.283	.248	1.144	NS

A glimpse of the above table no- 4.115 indicates that the 't' value for the significant difference between the urban and rural parents is 1.144 whereas the required 't' value with df = 118 to declare the difference as significance is 1.98 at 0.05 level and 2.63 at 0.01 level. Since the calculated 't' value is lower than both the criterion

't' value, it can be concluded that there is no significance difference between the urban and rural parent's perceptions on supply of free uniform. Therefore, the null hypothesis no 20 which assumes that there is no significant difference in the perceptions of rural and urban parents on supply of free uniform is accepted.

4.7.0 *Objective No 7:* **To make suggestions for successful implementation of the selected interventions based on research findings.**

The following are the suggestions for successful implementations of the selected interventions based on research findings:

Community Participation/Mobilization:

1. Since majority of the stake holders did not perceive any display board/hoardings in their locality, it is suggested that more display board and hoardings should be put up in the locality so that stake holders would be aware of the activities of SSA programmes.

2. It was also found that community meetings were not organized in many places and even if it was organized, it does not contribute much in making them aware of RTE acts and rules, therefore, it is suggested that more meetings be organized to make the stake holders be aware of the RTE acts and rules.

3. It was also found that large number stake holders perceive that community awareness programme was not organized in many localities; therefore organization of more awareness programme is suggested.

4. The findings also shows that the extent of NGO's (MHIP,MUP, YMA, Churches etc) involvement on educational system was rather trivial, therefore it is suggested that these NGO's should be more involved in the educational system in their locality.

Supply of free Textbooks:

1. It was found that 23.90% of the respondents were not satisfied on the mode of delivery of textbooks. Therefore, it is suggested that SSA should be more diligent while delivering the textbooks to the schools.

Provision for children with special needs:

1. It was found that majority of stake holders perceived that assessment camp for CWSN were not conducted in their locality, and that even if it was organized it was not satisfactory therefore it is suggested that a satisfactory assessment camp be provided in their localities.

2. There were no awareness campaigns on CWSN as perceived by majority of the stake holders. Even when awareness campaigns were organized, many perceived it had only a little impact in their locality. Therefore awareness campaigns are suggested to be organised in their localities.

3. Majority of stake holders perceived that no ramps were constructed in the schools; even if it was constructed it was broken down. Therefore, ramps may be constructed in every school and it should also be properly maintained.

4. Majority of stake holders perceived that no CWSN friendly toilets were constructed in the schools, and that the quality of the toilets if all constructed were rather poor. So, it is suggested that good quality of CWSN friendly toilets be constructed in each and every schools.

5. Quite a high percentage of stake holders perceive that the aids and appliances as well as special facilities (travel concession, scholarship etc.) available for CWSN were not sufficient. Therefore, sufficient amount of aids and appliances and special facilities is suggested to be supplied to them.

6. Majority of the stake holders were not aware of the support services (physical access, resource room, reading material, remedial teaching etc.) provided to CWSN. Even those that were provided were not adequate. Therefore these support services which were distributed to CWSN should be adequate and should be made aware to the stake holders.

7. The work done by the education resource teacher was perceived to be unsatisfactory by a large number of stake holders. So, it is suggested that qualified inclusive education teachers should be provided to these schools.

8. Majority of the stake holders perceived that no measures were taken by VEC/SMC/Parents for CWSN and that even if some measures were taken it was less than expected. Therefore, it was suggested that VEC/SMC and parents should be more involved with CWSN in the schools that have CWSN.

9. The extent of special attention/treatment that was given to CWSN was perceived to be small by majority of stake holders. Therefore, more attention and treatment should be given to CWSN based on their degree of disabilities.

10. Majority perceived teachers only occasionally visit CWSN in their home and that if they do visit them, it had a small impact on the special children's academic achievement. Therefore, it is suggested that if possible teachers should visit the CWSN more frequently as this is what many parents actually expects.

11. Medical check up for CWSN in the school was perceived by majority of stake holders as not organized satisfactorily. Therefore, if medical check-ups are organized, it is suggested that it should be effectively organized and the community should be well informed about it.

Supply of free Uniform:

1. Majority of stake holders perceived that uniform grants of Rs. 400/- for purchase of school uniform were not sufficient. Therefore, it is suggested that the amount of uniform grants be raised as far as possible.

2. The mode of distribution of free uniform grants was perceived to be unsatisfactory by a large number of stake holders. Therefore, it is suggested that these grants be supplied to the schools in such a way that the stake holders are satisfied.

Civil Works:

1. Majority of stake holders perceived that condition of toilets in schools in terms of quality of construction was not up to their expectation. Therefore, it is suggested that quality of toilets construction should be given importance.

2. With respect to quality of ramps constructed in school, a large number of Stake holders perceived that no ramps were constructed in schools. Hence, based on the finding, it is suggested that ramps should be constructed in all the schools.

3. Majority of stake holders perceived that the furniture (tables, chairs, blackboards etc) provided by SSA was not satisfactory. Therefore, it is suggested that more attention should be given to the quality of furniture provided in schools.

Teacher Training:

1. Majority of stake holders perceived that teachers were not satisfied with the amount of TA/DA given for attending the teacher training. Therefore, it is suggested that the amount of TA/DA should be raised so as to motivate the teachers to attend the trainings.

School grants:

1. Majority of stake holders perceived that the school grants received for the school was insufficient and therefore it is suggested that the amount of school grants should be raised based on the requirements of the schools.

Maintenance grants:

1. Majority of stake holders perceived that maintenance grant received by the school was insufficient. Hence, it is suggested that maintenance grant should also be raised.

Academic support through BRC/CRC:

1. It was perceived that BRCC/CRCC did not give much instruction for the maintenance of infrastructure in the school. Therefore, it is suggested that proper training should be organized for BRCC/CRCC and they should be made aware of their duties so that more instruction should be given by them for maintaining infrastructure in the schools.

CHAPTER - V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter deals with major findings, discussions, recommendations and suggestions for further research studies.

5.1.0 FINDINGS WITH RESPECT TO TYPES OF INTERVENTIONS IMPLEMENTED BY SSA IN MIZORAM.

The following are the findings with respect to the types of interventions implemented by SSA in Mizoram.

5.1.1 Types of interventions implemented by SSA in Mizoram.

There are 37 interventions taken up by SSA in Mizoram as per central norms. They are as follows:

i. *School and Social mapping:* States and Union territories need to arrive at a clear picture of current availability of schools within a defined area or limits of neighbourhoods. This will require mapping of neighbourhoods/habitations and linking them to specific schools. The mapping exercise should factor in the availability of seats for children from disadvantage groups, weaker sections in government schools, local body, aided, un-aided and special category schools.

ii. *Opening New Primary schools:* All new primary schools will be provided teachers, infrastructure and Teaching learning equipment (TLE) facilities as mandated under the RTE Act, 2009.

iii. *Opening upper primary schools/sections:* The revised SSA norms provide that new upper primary schools/sections will be opened in the campuses of existing

primary schools. Upper primary schools shall be provided through up- gradation of existing primary schools so that the school becomes an integrated elementary school from classes 1-8.

iv. *Conversion of EGS centres into schools:* All existing EGS centres which have been functioning under SSA for two years shall be converted to regular schools, or closed down when children are mainstreamed into neighbourhood schools.

v. *Residential schools:* Children in sparsely populated or hilly and densely forested areas, urban deprived children, homeless and street children in difficult circumstances and without adult protection, where opening a new primary or upper primary school may not be viable, in those areas residential schools should be constructed.

vi. *Special training for age appropriate admission of out-of-school children:* Special training facility for out of school children shall be based on especially designed, age appropriate learning material and admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class.

vii. *Transport/Escort facility:* This provision will be available at the national level for support in exceptional circumstances as per proposal presented by the State and appraisal of District specific proposals from the State, justifying the need for transportation/escort facility.

viii. *Additional Teachers:* Additional teachers will be provided as per the RTE norms to all Government and local body schools; however SSA assistance will not be available for filling up State sector vacancies that have arisen on account of attrition and retirement vacancies.

ix. *Uniform:* The purpose of school uniforms is to inspire a sense of belonging to the school, not to in still a sense of regimented, homogenized order. Thus, decisions

on design and style of uniforms should be local, rather than centralized. Uniforms constitute an expense of poor families who are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education.

x. *Curriculum & Textbooks:* Textbook production reform, encompassing the layout design, text and cover paper size and specifications, ink, printing, binding, etc have significant implications for quality. These aspects have so far been left to the State textbooks boards or SCERTs. SSA may provide support for ensuring reform in the textbook production process.

xi. *Learning enhancement programme:* SSA will provide support under learning enhancement programme (LEP) for States to initiate and institute curricular reform, including development of syllabi, textbooks and supplementary reading material in keeping with the child centric assumptions in NPE-1986/92, NCF 2005 and section 29 of the RTE act based on NCF-2005.

xii. *Training for teachers:* In-service training for teachers will include training for conducting special training for out of school children. Also to enable them to see pedagogical practices from the child's perspective and continuously upgrade their knowledge and teaching skills.

xiii. *Academic support through BRC/URC/CRC:* BRC/URC/CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA will strengthen faculty and infrastructure support to BRC/URC/CRCs.

xiv. *Teaching learning equipment (TLE) for new primary & upper primary schools:* TLE will be as per local specific context and requirement/need to be determined

by the teachers or school management committees and parents should be involved in the selection and procurement of TLE.

xv. *Teacher grants:* Teacher grant will be provided to all teachers on annual basis to facilitate child centred, joyful classroom processes by using self develop, low cost, locally available teaching learning material.

xvi. *School grants:* School grant will be provided to all Government & Government aided schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring cost, such as consumables, play material, games, sports equipment, etc.

xvii. *Research, Evaluation, Supervision & Monitoring:* Each state/UT will set up a research approval committee for processing and approving all research and evaluation projects/studies. Appropriate mechanisms should also be set up for District level.

xviii. *Innovation fund for CAL:* Innovation fund for Computer aided education (CAL) to maximise coverage in upper primary schools with special emphasis on Science and Mathematics. Hardware, software, training, maintenance and resource support, if required, may be included in this component.

xix. *Libraries:* Provision will be available only for existing Government schools and procurement of furniture and library will be done in a decentralized manner by the VEC/ SMC or equivalent school body for rural/urban areas.

xx. *State institute of educational management and training (SIEMAT):* SIEMAT will play a key role in providing capacity building and support for revamping and strengthening education planning and management structures and systems, necessitated by RTE act. SIEMAT will also develop training modules and conduct training for education administrators.

xxi. *National programme for education of girls at elementary level (NPEGEL):* Focus of this intervention should be on retention of girls and improvement in the quality learning and must target in and out of schools girls within the block.

xxii. *Kasturba Gandhi Balika Vidyalaya (KGBV):* KGBV provides for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities.

xxiii. *Innovation fund for Equity:* This will include interventions for girl's education, early childhood care and education for supporting girls education that are not covered under other components of SSA e.g. NPEGEL and KGBV programmes, children of ST/SC/Muslim families, urban deprived children, migrant children for enhancing their retention and learning levels to facilitate completion of elementary education.

xxiv. *Provision for children with special needs:* This provision includes conducting assessment camps and an identification camp in all the districts. It also includes training of teachers in the techniques of identifying children with disabilities.

xxv. *Community mobilization:* The objective of this intervention is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objective of universal elementary education (UEE).

xxvi. *Training of SMC, VEC, PRI members:* Preparation of school development plan, on-going support of the PRI (local authority), States should design training modules comprising a mix residential and non-residential training for all participants. Voluntary and civil society organizations should be involved in conducting community training.

xxvii.   *New schools:* New schools must incorporate child friendly elements, barrier free access, must have transparency and social accountability, drinking water and separate toilet for girls and boys and also kitchen shed for mid day meal.

xxviii.   *Additional classrooms:* To improve the student classroom ratio, provide rooms to students and teachers according to enrolment, and to provide better facilities for head teachers and also to provide space for office and store.

xxix.   *Block resource centres:* To facilitate residential training for teachers.

xxx.   *Cluster resource centres:* To facilitate monthly teacher meetings, CRC may be used as an additional classroom in school on days when CRC meetings are not held.

xxxi.   *Residential schools:* To cover sparsely populated or hilly and densely forested areas with difficult geographical terrains and also to cover urban deprived children, homeless and street children in difficult circumstances without adult protection.

xxxii.   *Toilets and drinking water:* Separate toilet for boys and girls, incinerators in girl's toilet and drinking water facilities from schemes of the ministry of Rural development.

xxxiii.   *Furniture:* Furniture may be provided to existing Government upper primary schools which do not already have furniture and maintain its record in a stock register with due verification as per procedures laid down by the State/UT Government concerned.

xxxiv.   *Civil works:* civil works are carried out by constructing BRC's, CRC's, New P/S & UPS buildings, reconstruction of dilapidated, additional classrooms, common toilets, toilets separately for girls, drinking water facilities, boundary walls,

electrifications, ramps, residential hostels. Monitoring, Electrification and Child friendly elements (Football, skipping rope, jersey, etc).

xxxv. **Repairs of school building:** States would first have to put in place a decentralized system of technical and financial assessment and approval for the major repair tasks. Onsite technical supervision by professionally qualified engineering personnel is to be ensured during the execution of repairs and accounts to be maintained.

xxxvi. **Maintenance grants for schools:** Maintenance Grants is to provide annual maintenance and repair of existing school building and other facilities to keep up the infrastructure in good condition, and must involve elements of community contribution.

xxxvii. **Management cost:** The RTE act has created a circumstance in which the existing two-dimensional system must be reviewed and while causing no detriment to the on-going SSA project, within the shortest possible time, a system should include expenditure on office expenses, hiring of various experts at various levels after assessment of existing manpower.

Discussions: The above 37 interventions were implemented by SSA in Mizoram. However, since another objective of the present study is concerned with finding out the extent of implementation of only the eight selected interventions, the following relates to the extent of implementation of these eight interventions by SSA, Mizoram.

5.2.0 FINDINGS WITH RESPECT TO THE EXTENT OF IMPLEMENTATION OF SELECTED INTERVENTIONS UNDER SSA IN MIZORAM.

The following are the findings with respect to the extent of implementation of selected interventions under SSA in Mizoram.

5.2.1 Extent of implementation of selected interventions under SSA in Mizoram.

a) During 2002-2003, out of the eight selected interventions, only four interventions were implemented by SSA in Mizoram. They are-community participation, civil works, supply of free textbooks and grants/financial management (teacher grants, school grants and maintenance grants).

b) During 2003-2004, two more interventions were implemented. Therefore a total of six interventions were taken up effectively They are- community participation, civil works, supply of free textbooks, grants/financial management (teacher grants, maintenance grants and school grants), teacher training and inclusive education/IED.

c) From 2004-2013, the six interventions namely community participation, civil works, and supply of free textbooks, grants/financial management (teacher grants, maintenance grants and school grants), teacher training and inclusive education/IED continued to be taken up efficiently in all the government managed schools in Mizoram.

d) During 2013-14, two more interventions were implemented namely supply of free uniform and academic support of BRC/CRC. Therefore a total of eight interventions were implemented effectively in all the Government managed schools in Mizoram.

e)   From 2014-2016 the eight implemented interventions under SSA like community participation, civil works, and supply of free textbooks, grants/financial management (teacher grants, maintenance grants and school grants), teacher training and inclusive education/IED, supply of free uniform and academic support of BRC/CRC continued to be taken up effectively in all the Government managed schools in Mizoram.

Discussion: Sarva Shiksha Abhiyan which is an effort to universalize elementary education by community ownership of the school system was introduced in the year 2001. During 2002-2003, among the 8 interventions selected for the present study, 4 interventions namely i) Community participation, ii) Civil works, iii) Supply of free textbooks and iv) Grants/financial management (Teacher grants, school grants and maintenance grants) were implemented in Mizoram. During 2003-2004, two more interventions were implemented namely i) Teacher training, and ii) Inclusive education/IED. These interventions were implemented in a phased manner in the whole of Mizoram. Then during 2013-14, two more interventions were implemented namely supply of free uniform and academic support of BRC/CRC. This way all the eight selected interventions were implemented in the whole of Mizoram. The implementation of these interventions seems to be quite successful, therefore the investigator wanted to study the perceptions of stake holders namely, the teachers, members of school management community and the parents on these selected interventions. Therefore the following relates to the perceptions of stake holders about the status of implementation of the selected interventions.

5.3.0   FINDINGS WITH RESPECT TO PERCEPTIONS OF STAKE HOLDERS ABOUT THE STATUS OF IMPLEMENTATION OF SELECTED INTERVENTIONS UNDER SSA IN MIZORAM.

The following are the findings with respect to perceptions of stake holders about the status of implementation of selected interventions under SSA in Mizoram.

5.3.1   Perceptions of elementary school Teachers, members of School Management Committee (SMCs) and Parents of elementary school children about the status of implementation of Community Participation under SSA in Mizoram.

a)   A large percentage (44.53%) of the respondents perceived that there were no display boards/hoardings in their locality.

b)   A large percentage i.e. (48.43%) of the respondents perceived that the print media was significant in creating awareness about SSA norms in their locality.

c)   Majority i.e. (59.53%) of the respondents perceived that the announcement on AIR about the achievement of SSA to be true and valid.

d)   Many of the respondents i.e. (37.81%) perceived that the meetings organized by SSA did not contribute much in making the society aware of RTE act and rules.

e)   A large percentage i.e. (45%) of respondents perceived that the community awareness programs organized in their locality was more or less average.

f)   Majority i.e. (58.75%) of the respondents perceived that the NGO's (MHIP, MUP, YMA, Churches etc) involvement in the educational system of their locality is rather trivial.

g)   Majority (52.5%) of the respondents perceived that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development/progress of schools in their locality.

h)   The bulk (77.5%) of the respondents found that the composition of VEC/SMC members were good enough for the development of schools in Mizoram.

i)   Majority i.e. (60%) of the respondents perceived that the contribution made by VEC and SMC was average.

Discussion: Perceptions of stake holders on community participation is quiet average. Although many of them did not perceive display board/hoardings in their locality, print media seems to create awareness about SSA norms. Many of them believe that the meetings organized by SSA were rather futile to make them aware of RTI act and rules. Although NGO's involvement is rather trivial, but their contribution seems to be beneficial for the development of their schools. Many also perceived that the composition of VEC and SMC was good enough for school development.

5.3.2   Perceptions of elementary school Teachers, members of School Management Committee (SMCs) and Parents of elementary school children about the status of implementation of Supply of free Textbooks under SSA in Mizoram.

a)   Majority i.e. (89.06%) of the respondents perceived that free textbooks should be supplied to all children irrespective of type of school management.

b)   Majority (57.6%) of the respondents found that the quality of textbooks supplied by SSA was good.

c)   A great percentage (40.46%) of the respondents was satisfied with the mode of delivery of textbooks.

d)   Majority (67.96%) of the respondents perceived that the supply of free textbooks increases enrolment in schools.

e)   Majority of the respondents (93.28%) perceived that the supply of free textbooks helped children in improving attendance.

f)   Majority (86.25%) of the respondents perceived that supply of free textbooks motivate students in learning.

g)   Majority (86.40%) of the respondents perceived that supply of free textbooks helped children in improving their educational achievement.

Discussion: Perceptions of stake holders on supply of free textbooks seems to be quite satisfactory. Majority of them were satisfied with the quality of textbooks supplied and the mode of delivery. They believed that it increases enrolment, motivate them in learning, helped them improve attendance and thereby improve their educational achievements. This may be the reason why majority of stake holders wanted free textbooks be supplied to all children irrespective of type of school managements.

5.3.3   Perceptions of elementary school Teachers, members of School Management Committee (SMCs) and Parents of elementary school children about the status of implementation of Provision for children with special needs under SSA in Mizoram.

a)   Majority (55.46%) of the respondents declared that the assessment camp for CWSN was not conducted in their locality.

b)   Majority (59.68%) of the respondents observed that no awareness campaign on CWSN was organized in their locality.

c)   Majority (50.31%) of the respondents observed that either the ramps constructed were damaged or there were no ramps constructed for CWSN in the schools.

d)   Majority (75.93%) of the respondents found that there was either no CWSN friendly toilet constructed in the school or that the constructed CWSN friendly toilet was perceived to be of poor quality.

e)   Many respondents (41.56%) perceived that the aids and appliances available for CWSN were not sufficient.

f)   A large percentage (49.06%) of the respondents perceived that the special facility available for CWSN was not sufficient.

g)   Majority (51.56%) of the respondents reacted that they were not aware of any support services available for CWSN.

h)   Many of the respondents (46.56%) perceived that the work done by inclusive education resource teachers was not satisfactory.

i)   Majority (53.59%) of the respondents found that there were either no measures taken by VEC/SMC/Parents for the CWSN or that the measures taken by them were less than expected.

j)   Majority (60.46%) of the respondents perceived that CWSN were hardly given special attention/treatment as compared to normal children in the school.

k)   Majority (62.96%) of the respondents perceived that teachers visit CWSN in their home only occasionally.

l)   Majority (58.12%) of the respondents perceived that home visit had a very negligible impact on CWSN's academic achievement.

m)   Majority (58.75%) of the respondents perceived that medical check-up was not satisfactorily organized in schools.

n)   Majority (65.93%) of the respondents perceived that CWSN were normally benefited from the medical check-up.

Discussion: The perceptions of stake holders about the status of implementation of provision for children with special needs seem to be quiet disappointing. Majority of stake holders stated that neither assessment camp nor awareness campaign for CWSN were conducted or organized in their locality. In schools, either no ramps/CWSN friendly toilet was constructed or the constructed ramps/CWSN friendly toilet was perceived to be of poor quality. Many stake holders perceived that aids and appliances, special facility and support services available for CWSN were not sufficient. The work done by inclusive education resource teachers were perceived to be unsatisfactory. Majority of stake holders observed that either no measures were taken by VEC/SMC/Parents for CWSN or that the measures even if taken by them was less than expected and that CWSN were hardly given special attention/treatment as compared to normal children in the school. Majority of stake holders felt that teachers visit CWSN in their home only occasionally and that these home visits had a very negligible impact on CWSN's academic achievement. Majority also perceived that medical check-up was not satisfactorily organized in schools but CWSN were normally benefited from these medical check-up.

5.3.4 Perceptions of elementary school Teachers, members of School Management Committee (SMCs) and Parents of elementary school children about the status of implementation in Supply of free Uniform under SSA in Mizoram.

a) Majority (95%) of the respondents perceived that all girls and children belonging to SC/ST/BPL received uniform grants in their school.

b) Majority (91.87%) of the respondents perceived that the uniform grant of Rs 400 is not sufficient.

c) Majority (53.12%) of the respondents perceived that the mode of distribution of free uniform grants is satisfactory.

d) Majority of respondents (75.31%) perceived that supply of free uniform improved student's enrolment.

e) Majority (80%) of the respondents perceived that student's attendance improved since free uniform is supplied to them.

f) Majority (97.5%) of the respondents perceived that children developed a feeling of belongingness when wearing school uniform.

g) Majority (99.21%) of the respondents perceived that supply of free uniform was a blessing for parents.

Discussion: The perceptions of stake holders on the implementation status of supply of free uniform by SSA were rather pleasing. Majority of stake holders stated that all girls and children belonging to SC/ST/BPL received free uniform and the mode of distribution of these free uniforms was satisfactory. Majority of stake holders felt that supply of free uniform improved students' enrolment and attendance. They also believed that children developed a feeling of belongingness when they wear these uniforms in schools. Even

though uniform grant of Rs 400 was not considered sufficient, majority of stake holders perceived free uniform to be blessings for parents.

5.3.5 Perceptions of members of School Management Committee (SMCs) and elementary school Teachers about the status of implementation of Civil Works under SSA in Mizoram.

a) Majority (54.42%) of the respondents declared that there were separate toilets for girls.

b) Majority (65.57) of the respondents found that the condition of toilets in school was average.

c) A large number (49.42%) of the respondents found no ramps in school.

d) Majority (66.73%) of the respondents perceived that the sports equipment supplied by SSA was insufficient for the school.

e) Many of the respondents (38.65%) stated that no school building was constructed.

f) Majority (58.65%) of the respondents perceived that water connection/reservoir supplied by SSA in their school for providing safe drinking water to students was in good condition.

g) Many of the respondents (40.96%) declared that no boundary wall was constructed in their school.

h) A good percentage (41.53%) of the respondents found that electrification done by SSA in their school was in good condition.

i) A good number (33.07%) of the respondents found no separation wall constructed in their school.

j)   Majority (58.65%) of the respondents were not satisfied with the furniture provided by SSA.

k)   Majority (84.23%) of the respondents found that no residential hostel was constructed in their locality.

Discussion: Stake holder's perceptions on the implementation status of civil works under SSA are not much favourable. Although majority of stake holders acknowledged that there were separate toilets for girls and that water reservoir and electrification done in the schools were in good condition, they perceived that sports equipment and furniture supplied by SSA was insufficient and no residential hostel was constructed in their locality. Many stake holders also said that no ramps, no school buildings, no boundary wall and no separation wall were constructed in their schools.

5.3.6   Perceptions of members of School Management Committee (SMCs) and elementary school Teachers about the status of implementation of Teacher Training under SSA in Mizoram.

a)   Majority (70.38%) of the respondents considered that the SSA teacher training program given to teachers was effective.

b)   Majority (80.38%) of the respondents perceived the venue of training was suitable.

c)   Majority (82.69%) of the respondents found that the course content was appropriate for training.

d)   Majority (80.19%) of the respondents found that the time allocated for training was sufficient.

e)   Majority (71.53%) of the respondents thought that the resource teachers were competent enough in transacting.

f) Majority (79.03%) of the respondents stated that they had improved in teaching due to training.

g) Majority (59.80%) of the respondents were not satisfied with the TA/DA given for attending the teacher training.

h) Majority (75.38%) of the respondents claimed that they were benefitted when CRCC/BRCC took classes in the teacher training program.

i) Majority (90.96%) of the respondents agreed that RTE act should be made a compulsory content in teacher training program.

Discussion: The perceptions of stake holders with respect to implementation of teacher training under SSA was very much satisfactory because majority of them perceived that teacher training program given to teachers was effective, venue of training was suitable, course content was appropriate, time allocated for training was sufficient, resource teachers were competent enough in transacting, were benefitted when CRCC/BRCC took classes and proclaimed that they had improved in teaching due to training. They even agreed that RTE act should be made a compulsory content in teacher training program. They were not satisfied only with the TA/DA given for attending the teacher training.

5.3.7 Perceptions of members of School Management Committee (SMCs) and elementary school Teachers about the status of implementation of Grants/Financial management (teacher grants, school grants and maintenance grants) under SSA in Mizoram.

a) A large percentage (43.65%) of the respondents did not have any particular opinion with the mode of distribution of teacher grants.

b)   Majority (64.61%) of the respondents found that teacher grants are properly utilized for teaching aids.

c)   A large percentage (49.61%) of the respondents considered that teacher grants improve performance of teaching to a great extent.

d)   Majority (55.38%) of the respondents considered that school grants received are insufficient for their school.

e)   Majority (61.15%) of the respondents perceived that school grants are to a large extent utilized for purchasing different materials and equipment.

f)   Majority (61.53%) of the respondents perceived that maintenance grants received for their school was insufficient.

g)   Majority (55.76%) of the respondents perceived that maintenance grants helps in maintaining school infrastructure to a large extent.

h)   Majority (81.92%) of the respondents stated that Teacher/School/ Maintenance grants were utilized by SSA for organizing training programme.

i)   Majority (91.3%) of the respondents declared that there was transparency in the utilization of grants.

Discussion: Stake holder's perceptions on implementation of grants/financial management (teacher grants, school grants and maintenance grants) are more or less satisfactory. Majority of them found that teacher grants were properly utilized for teaching aids, that teacher grants greatly improved performance of teaching that school grants were to a large extent utilized for purchasing different materials and equipment and that maintenance grants greatly helps in maintaining school infrastructure. They also perceived that Teacher/School/Maintenance grants were utilized by SSA for organizing training programmes and that there was transparency in the utilization of grants. But

Majority of them considered that the amount of school grants and maintenance grants received for their school was greatly insufficient.

5.3.8 Perceptions of members of School Management Committee (SMCs) and elementary school Teachers about the status of implementation of Academic support through BRC/CRC under SSA in Mizoram.

a)   Majority (78.46%) of the respondents perceived that BRCC/CRCC were aware of their roles and responsibilities.

b)   Majority (78.46%) observed that the teacher training program organized in the BRC was effective for teaching-learning in their school.

c)   Majority (75%) of the respondents maintained that the academic support given by the BRCC/CRCC for improvement of teaching in their school was effective.

d)   Majority (65.76%) of the respondents asserted that the BRCC/CRCC gave instruction for the maintenance of infrastructure in their school only to a small extend.

e)   Majority (85.57%) of the respondents perceived that the collection of DISE & DCF by BRCC/CRCC in their school was reliable enough.

f)   Majority (62.11%) of the respondents perceived that the relation between the school staff and the BRCC/CRCC was not so bad nor was it so good.

g)   Majority (85.96%) of the respondents perceived that the visits and meetings with the DPC/BRCC/CRCC for the improvement of schools in their locality were effective.

Discussion: Stake holder's perceptions regarding the implementation of academic support through BRC/CRC also seems to be quite satisfactory. Majority of them

perceived that BRCC/CRCC were aware of their roles and responsibilities, that the teacher training program organized in the BRC was effective for teaching-learning in their schools and that the academic support given by the BRCC/CRCC for improvement of teaching in their school was effective. Stake holders also said that the collection of DISE & DCF by BRCC/CRCC in their school was reliable enough and that the visits and meetings with the DPC/BRCC/CRCC for the improvement of schools in their locality were effective. However, majority of stake holders asserted that the BRCC/CRCC hardly gave instruction for the maintenance of infrastructure in their school and they also perceived that the relation between the school staff and the BRCC/CRCC was quite normal.

5.4.0 FINDINGS WITH RESPECT TO COMPARISION OF PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS ABOUT THE STATUS OF IMPLEMENTATION OF DIFFERENT INTERVENTIONS UNDER SSA WITH REFERENCE TO THEIR LOCALE.

The following are the comparison of perceptions of elementary school teachers about the status of implementation of different interventions under SSA with reference to their locale.

5.4.1 Differences in the perceptions of elementary school Teachers about the status of implementation of different interventions under SSA with respect to their locale

a)   There is no significant difference in the perceptions of rural and urban teachers on community participation.

b)   Rural teachers possess more favourable perceptions in the supply of free textbooks than the urban teachers.

c)   Urban teachers possess more favourable perceptions on provision for children with special needs than rural teachers.

d)   There is no significant difference in the perceptions of rural and urban teachers on supply of free uniform.

e)   Urban teachers have more favourable perceptions on civil works than rural teachers.

f)   There is no significant difference in the perceptions of rural and urban teachers on teacher training.

g)   Rural teachers exhibit more favourable perceptions on grants/financial management than urban teachers.

h)   There is no significant difference in the perceptions of rural and urban teachers on academic support through BRC/CRC.

Discussion: Teachers perceptions about the status of implementation of different interventions under SSA were compared with reference to their locale. Rural teachers are found to be more satisfied with the way grants are being utilized by SSA perhaps because they are not as particular as the urban teachers on how grants should be utilized. Besides, rural teachers are also found to be more satisfied than urban teachers in SSA supply of free textbooks. One possible reason could be because their expectations are lower than the urban teachers.

While urban teachers are found to be more satisfied than the rural teachers with the way civil works are being carried out by SSA. One possible reason could be because in urban areas it is easier to get materials for construction and perhaps construction

works are better completed than the rural areas. Besides urban teachers are found to have a more favourable perceptions than the rural teachers on provision for children with special needs than the rural teachers perhaps because special needs children have better teachers and are provided better facilities due to ease in communication.

5.5.0 FINDINGS WITH RESPECT TO COMPARISION OF PERCEPTIONS OF SCHOOL MANAGEMENT COMMITTEE MEMBERS ABOUT THE STATUS OF IMPLEMENTATION OF DIFFERENT INTERVENTIONS UNDER SSA WITH REFERENCE TO THEIR LOCALE.

The following are the comparison of perceptions of school management committee members about the status of implementation of different interventions under SSA with reference to their locale.

5.5.1 Differences in the perceptions of members of School Management Committee (SMCs) about the status of implementation of different interventions under SSA with reference to their locale.

a) There is no significant difference in the perceptions of rural and urban SMC members on community participation.

b) The members of school management committee (SMCs) from rural areas have more positive perceptions with the supply of free text books than the urban members of SMCs.

c) There is no significant difference in the perceptions of rural and urban SMC members on provision for children with special needs.

d)   There is no significant difference in the perceptions of rural and urban SMC members on supply of free uniform.

e)   Urban SMC members have more favourable perceptions on civil works as compared to rural members of SMC.

f)   Rural SMC members have more positive perceptions on teacher training than the urban SMC members.

g)   There is no significant difference in the perceptions of rural and urban SMC members on Grants/Financial management.

h)   There is no significant difference in the perceptions of rural and urban SMC members on academic support through BRC/CRC.

Discussion: Perceptions of School Management Committee members about the status of implementation of different interventions under SSA was also compared with reference to their locale. Rural members of SMCs have been found to have more positive perceptions on teacher training than the urban members of SMCs. The possible reason for this could be attributed to the fact that in rural areas most teachers hardly have opportunities for training because of inaccessibility of trainers to remote rural areas. Therefore when trainings were organized for them by SSA, they must have greatly improved their teaching and this was perceived by the rural SMC members. Also rural SMC members were found to be more satisfied than the urban SMC members with respect to supply of free textbooks. The possible reason could be because rural students were generally poorer than the urban students, so when free textbooks were supplied by SSA, they were more happy and satisfied and this was perceived by the rural SMC members.

It was also found that urban SMC members were more satisfied with civil works than rural SMC members perhaps because in urban areas construction works could be done with less amount of cost, therefore maybe the construction works are better done as compared to rural areas.

5.6.0   FINDINGS WITH RESPECT TO COMPARISION OF PERCEPTIONS OF PARENTS ABOUT THE STATUS OF IMPLEMENTATION OF DIFFERENT INTERVENTIONS UNDER SSA WITH REFERENCE TO THEIR LOCALE.

The following are the comparison of perceptions of parents about the status of implementation of different interventions under SSA with reference to their locale.

5.6.1   Differences in the perceptions of Parents about the status of implementation of different interventions under SSA with reference to their locale.

a)   Urban parents possess more favourable perceptions on community participation as compared to the rural parents.

b)   Urban parents have more positive perceptions on supply of free textbooks than the rural parents.

c)   Urban parents have more favourable perceptions on provision for children with special needs than rural parents.

d)   There is no significant difference in the perceptions of rural and urban parents on supply of free uniform.

Discussion: Parents perceptions about the status of implementation of different interventions under SSA were also compared with reference to their locale. Urban

parents are found to possess more favourable perceptions on community participation compared to rural parents. The reason could be because print media, radios and hoardings are displayed more in urban areas than rural areas for creating awareness to the community about SSA activities and perhaps NGO's are more involved in the educational activities in urban areas. Besides, urban parents are found to be more satisfied than rural parents in supply of textbooks by SSA perhaps because urban parents are more interested in the education of their children and when free textbooks are supplied to their children, they are more pleased than the rural parents. It was also found that urban parents have more favourable perceptions than rural parents with respect to provision for children with special needs. Since most special schools are located in urban areas, perhaps urban parents are more aware of the problems faced by special needs children compared to rural parents. Therefore when provisions are provided by SSA to these special needs children, urban parents possibly perceived it more positively.

5.7.0 SUGGESTIONS FOR SUCCESSFUL IMPLEMENTATION OF THE SELECTED INTERVENTIONS BASED ON RESEARCH FINDINGS.

Community Participation/Mobilization:

1. It is suggested that more display board and hoardings should be put up in the locality so that stake holders would be aware of the activities of SSA programmes.

2. It is suggested that more meetings be organized to make the stake holders be aware of the RTE acts and rules.

3. Organization of more awareness programme is suggested.

4. It is suggested that NGO's should be more involved in the educational system in their locality.

Supply of free Textbooks:

1   It is suggested that SSA should be more diligent while delivering the textbooks to the schools.

Provision for children with special needs:

1.   It is suggested that a satisfactory assessment camp be provided in different localities.

2.   Awareness campaigns are suggested to be organised in different localities.

3.   Ramps may be constructed   in every school and it should also be properly maintained.

4.   It is suggested that good quality of CWSN friendly toilets be constructed in each and every schools.

5.   Sufficient amount of aids and appliances and special facilities is suggested to be supplied to CWSN.

6.   Support services which were distributed to CWSN should be adequate and should be made aware to the stakeholders.

7.   It is suggested that qualified inclusive education teachers should be provided to schools where CWSN were admitted.

8.   It is suggested that VEC/SMC and parents should be more involved with CWSN in the schools that have CWSN.

9.   More attention and treatment should be given to CWSN based on their degree of disabilities.

10.   It is suggested that if possible teachers should visit the CWSN more frequently as this is what many parents actually expects.

11. If medical check-ups are organized, it is suggested that it should be effectively organized and the community should be well informed about it.

Supply of free Uniform:

1. It is suggested that the amount of uniform grants be raised as far as possible.

2. It is suggested that these grants be supplied to the schools in such a way that the stake holders are satisfied.

Civil Works:

1. It is suggested that while constructing toilets, the quality of construction should be given due importance.

2. It is suggested that ramps should be constructed in all the schools.

3. It is suggested that due attention should be given to the quality of furniture provided in schools.

Teacher Training:

1. It is suggested that the amount of TA/DA for teachers should be raised so as to motivate the teachers to attend teacher trainings.

School grants:

1. It is suggested that the amount of school grants should be raised based on the requirements of the schools.

Maintenance grants:

1. It is suggested that maintenance grants should be raised.

Academic support through BRC/CRC:

1.   It is suggested that proper training should be organized for BRCC/CRCC and they should be made aware of their duties so that   more instruction should be given by them for maintaining infrastructure in the schools.

5.8.0   RECOMMENDATIONS:

1. It is recommended that SSA should continue to implement its different interventions with renewed spirit as many schools have began to deteriorate with respect to civil works and supply of other equipments.

2. It is also recommended that District Project Coordinator should be aware of their duties and responsibilities in conducting more training for BRCC/CRCC as well as SSA teachers.

3. It is also recommended that the present BRC/CRC be modified and made more functional so that as many as community awareness programs be organized in every districts so that the objectives of universalization of elementary education and quality of education be achieved.

5.9.0   SUGGESTIONS FOR FURTHER RESEARCH:

1. A comparative study of SSA interventions in the different districts of Mizoram.

2. Teacher training: An analytical study in the North Eastern India.

3. An analytical study of Kasturba Gandhi Balika Vidyalaya (KGBV) scheme of girls education in educationally backward blocks of Mizoram.

4. Perception of stake holders with respect to Early Childhood Care and Education (ECCE) in India.

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APPENDIX 1

Questionnaire for Teachers and School Management Committee members

Please put a ☑ mark on whichever applies to you

A. **Community Participation**

1) Do you find the display boards/hoardings put up by SSA impressive enough to create awareness of universal education in your locality?

Impressive	☐
Not impressive	☐
No play board/hoarding displayed	☐

2) How significant do you think the print media (newspapers, magazines, leaflets, pamphlets, brochures etc) are in creating awareness about SSA norms among the community in your locality?

Significant	☐
Not significant	☐
No print media	☐

3) Do you think the announcement on AIR (All India Radio) about the achievement of SSA valid and true?

True	☐
Untrue	☐
Not aware of any announcement	☐

4) Do you think the community meetings organized by SSA in your locality contributes in making the society aware of RTE act and rules?

Contributes much	☐
Contributes little	☐
No meetings organized	☐

5) Do you find community awareness programs organized in your locality adequate?

Adequate	☐
Average	☐
Not organized	☐

6) To what extent do you find that the NGO's (MHIP, MUP, YMA, Churches etc) are involved in the educational system in your locality?

        To a large extent   ☐
        Small extent   ☐
        No involvement   ☐

7) Do you think the contribution of NGO's (MHIP, MUP, YMA, and Churches etc) beneficial in the development/progress of schools in your locality?

        Very beneficial   ☐
        Not beneficial   ☐
        No contribution   ☐

8) Do you think the composition of VEC and SMC members good enough for the development of schools in your locality?

        Yes   No

        ☐   ☐

9) Are you satisfied with the contribution made by VEC and SMC for development of the education system in your locality?

        Satisfactory   ☐
        Average   ☐
        No contribution made   ☐

B. **Supply of free Textbooks**

1) Do you think free textbooks should be supplied to all children attending schools irrespective of types of school management?

        Yes   No

        ☐   ☐

2) What do you think about the quality of textbooks supplied by SSA?

        Good   ☐
        Average   ☐
        Poor   ☐

3) Are you satisfied with the mode of delivery of textbooks?

        Satisfied   ☐
        Average   ☐

Not satisfied   ☐

4) Do you think supply of free textbooks increase enrolment in schools?

         Yes   No

         ☐   ☐

5) Do you think supply of free textbooks helped children in improving attendance?

         Yes   No

         ☐   ☐

6) Do you think supply of textbooks motivate students in learning?

         Yes   No

         ☐   ☐

7) Do you think supply of textbooks helps children in improving their educational achievements?

         Yes   No

         ☐   ☐

C. **Provision for children with special needs**

1) Do you find the assessment camp conducted for CWSN in your locality satisfactory?

         Satisfactory   ☐
         Not satisfactory   ☐
         Not conducted   ☐

2) To what extent does awareness campaigns on CWSN have impact in your locality?

         To a great extent   ☐
         To a small extent   ☐
         No awareness campaign   ☐

3) Tick √ the quality of Ramps (barrier free facility) constructed for the CWSN in your school

	Good	Average	No ramps/Broken down
Ramps	☐	☐	☐

4) Tick √ the quality of friendly toilet (barrier free facility) constructed for CWSN in the schools

	Good	Average	Poor/No facility
CWSN friendly toilet	☐	☐	☐

5) Do you think the Aids and Appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any aids and appliances	☐

6) Do you think the special facility (travel concession, scholarship etc) available for the CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any special facility	☐

7) Do you think the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN adequate?

Adequate	☐
Not adequate	☐
Not aware of any support services	☐

8) Are you satisfied with the work done by the Inclusive Education resource teacher?

Satisfactory	☐
Not satisfactory	☐
No Inclusive Education teacher	☐

9) Are measures taken for Children with Special Needs from the VEC/SMC/parents as expected by you?

More than expected	☐
As expected	☐
Less than expected or no measures taken	☐

10) To what extent are CWSN given special attention/treatment compared to normal children in your school?

       To a large extent   ☐
       To a small extent   ☐
       To no extent   ☐

11) How often do teachers visit CWSN children in their home?

       Every day   ☐
       Occasionally   ☐
       Never   ☐

12) Does home visit has any impact on the CSWN's academic achievement?

       Large extent   ☐
       Small extent   ☐
       No extent   ☐

13) How satisfactory are medical checkup organized for CWSN in your school?

       Satisfactorily organized   ☐
       Not satisfactorily organized   ☐
       Not Organized   ☐

14) Do you think CWSN are benefited from this medical check-up?

       Much benefited   ☐
       Benefited   ☐
       Not benefited   ☐

D. **Supply of free Uniform**

1) Do all girls and children belonging to SC/ST/BPL receive uniform grants in your school?

       Yes   No

       ☐   ☐

2) Do you think the uniform grants of Rs 400/- per child are sufficient for purchase of school uniform for your students?

       More than Sufficient   ☐
       Sufficient   ☐
       Not sufficient   ☐

3)   Are you happy with the mode of distributing the free uniform grants?

        Yes   No

        ☐   ☐

4)   Do you think supply of free uniform improves student's enrolment?

        Yes   No

        ☐   ☐

5)   Do you think that attendance of students improved since free uniform supplied to them?

        Yes   No

        ☐   ☐

6)   Do you think that children developed a feeling of belongingness when wearing this school uniform?

        Yes   No

        ☐   ☐

7)   Do you think that supply of free uniform a blessing for parents?

        Yes   No

        ☐   ☐

E. **Civil Works**

1)   What type of toilets does your school have?

Common toilets for boys and girls	☐
Separate toilet for girls	☐
No toilet	☐

2)   What is the condition of toilets in your school in terms of quality of construction?

Good	☐
Average	☐
Poor	☐

3)   What is the quality of ramp constructed in your school?

           Good quality   ☐
           Poor quality   ☐
           No ramps   ☐

4)   Do you think that the sports equipments (skipping rope, football. etc) supplied by the SSA sufficient for your school?

           Sufficient)   ☐
           Insufficient   ☐
           No sports equipments supplied   ☐

5)   What is the quality of your school building constructed under SSA?

           Good quality   ☐
           Poor quality   ☐
           No building constructed   ☐

6)   What is the condition of water connection/reservoir constructed/supplied by SSA in your school with respect to providing safe drinking water to students?

           Good condition   ☐
           Poor condition   ☐
           No water reservoir constructed/supplied   ☐

7)   What is the quality of boundary wall constructed by SSA in your school?

           Good quality   ☐
           Poor quality   ☐
           No boundary wall constructed   ☐

8)   What is the condition of electrification done by SSA in your school?

           Good condition   ☐
           Poor condition   ☐
           No electrification done   ☐

9)   What is the condition of separation wall constructed by SSA in your school?

           Good condition   ☐
           Poor condition   ☐
           No separation wall constructed   ☐

10) Do you find the furniture (tables, chairs, blackboards, etc) provided by SSA to your school satisfactory?

Satisfied	☐
Not satisfied	☐
Not provided	☐

11) What is the quality of residential hostel building constructed by SSA in your locality/area?

Good quality	☐
Poor quality	☐
No hostel constructed	☐

F. **Teacher Training**

1) Do you think the SSA teacher-training program given to teachers effective?

Very effective	☐
Effective	☐
Not effective	☐

2) Do you think the venue of training suitable enough?

Very suitable	☐
Suitable	☐
Not suitable	☐

3) Do you find the course content of training appropriate?

Very appropriate	☐
Appropriate	☐
Not appropriate	☐

4) Do you consider the time allocated for training sufficient?

Very sufficient	☐
Sufficient	☐
Not sufficient	☐

5) Do you think the resource teachers competent enough in transacting?

Very competent	☐
Competent	☐
Not competent	☐

6) Do you think you have improved in teaching due to your training?

       Very much improved   ☐

       Improved   ☐

       Not improved   ☐

7) Are you satisfied with the TA/DA given for attending the teacher training?

       Very Satisfied   ☐

       Satisfied   ☐

       Not satisfied   ☐

8) Are you benefitted when CRCC/ BRCC take classes in the teacher-training program?

       Benefitted   ☐

       Not benefitted   ☐

       No class taken   ☐

9) Do you think RTE act should be made a compulsory content in teacher training program?

       Yes   No

       ☐   ☐

G. **Grants/Financial Management**
1. **Teacher grants**

1) Are you satisfied with the mode of distribution of teacher grants in your school?

       Satisfied   ☐

       Average   ☐

       Not satisfied   ☐

2) Do you think teacher grants are properly utilized for teaching aids?

       Properly utilized   ☐

       Moderately utilized   ☐

       Not utilized for teaching aids   ☐

3) How far do you think teacher grants improve performance of teaching?

       Great extent   ☐

       Small extent   ☐

       Not at all   ☐

2. **School grants**

4)　　Do you think the school grants received sufficient for your school?

　　　　　Sufficient　　　　　　　　　　　　　　　　　□
　　　　　Average　　　　　　　　　　　　　　　　　□
　　　　　Insufficient　　　　　　　　　　　　　　　□

5)　　Do you think school grants are utilized for purchasing different materials and equipments?

　　　　　To a Large extent　　　　　　　　　　　　□
　　　　　Small extent　　　　　　　　　　　　　　□
　　　　　To no extent　　　　　　　　　　　　　　□

3. **Maintenance grants**

6)　　Do you think the maintenance grants received sufficient for your school?

　　　　　Sufficient　　　　　　　　　　　　　　　　　□
　　　　　No particular opinion　　　　　　　　　　□
　　　　　Insufficient　　　　　　　　　　　　　　　□

7)　　Do you think maintenance grants helps in maintaining school infrastructure?

　　　　　Large extent　　　　　　　　　　　　　　□
　　　　　Small extent　　　　　　　　　　　　　　□
　　　　　No extent　　　　　　　　　　　　　　　□

8)　　Is there any training program organized by the SSA for the utilization of Teacher/ School/ Maintenance grants?

　　　　　Yes　　　　　　　　　No

　　　　　□　　　　　　　　　　□

9)　　Do you think there is transparency in utilization of Teacher/ School/ Maintenance grants?

　　　　　Yes　　　　　　　　　No

　　　　　□　　　　　　　　　　□

H. **Academic support through BRC/CRC**

1) Do you think that the BRCC/CRCC aware of their roles and responsibilities?

Yes   No

☐   ☐

2) How far do you think the teacher- training program organized in the BRC effective for Teaching-learning in your school?

Very effective   ☐
Effective   ☐
Not effective   ☐

3) Is the academic support given by the BRCC/CRCC for improvement of teaching in your school effective?

Effective   ☐
Not effective   ☐
No support given   ☐

4) To what extent do you think the BRCC/CRCC give instruction for the maintenance of infrastructure in your school?

Great extent   ☐
Little extent   ☐
No instruction given   ☐

5) Do you think the collection of DISE and DCF by BRCC/CRCC in your school reliable enough?

Yes   No

☐   ☐

6) How do you perceive the relationship between your school staff and the BRCC/CRCC?

Very good relation   ☐
Average relation   ☐
Poor relation   ☐

7) Do you think the visits and meetings with the DPC/BRCC/CRCC are effective for the improvement of schools in your locality?

Yes   No

☐   ☐

Questionnaire for School Management Committee Members (SMCs)

Please put a ☑ mark on whichever applies to you

A. **Community Participation**

1) Do you find the display boards/hoardings put upby SSA impressive enough to create awareness of universal education in your locality?

Impressive	☐
Not impressive	☐
No play board/hoarding displayed	☐

2) How significant do you think the print media (newspapers, magazines, leaflets, pamphlets, brochures etc) are in creating awareness about SSA norms among the community in your locality?

Significant	☐
Not significant	☐
No print media	☐

3) Do you think the announcement on AIR (All India Radio) about the achievement of SSA Valid and true?

True	☐
Untrue	☐
Not aware of any announcement	☐

4) Do you think the community meetings organized by SSA in your locality contributes in making the society aware of RTE act and rules?

Contributes much	☐
Contributes little	☐
No meetings organized	☐

5) Do you find community awareness programs organized in your locality adequate?

Adequate	☐
Average	☐
Not organized	☐

6) To what extent do you find that the NGO's (MHIP, MUP, YMA, Churches etc) are involved in the educational system in your locality?

To a large extent	☐
Small extent	☐

No involvement   ☐

7)   Do you think the contribution of NGO's (MHIP, MUP, YMA, and Churches etc) beneficial in the development/progress of schools in your locality?

       Very beneficial   ☐
       Not beneficial   ☐
       No contribution   ☐

8)   Do you think the composition of VEC and SMC members good enough for the development of schools in your locality?

       Yes   No

       ☐   ☐

9)   Are you satisfied with the contribution made by VEC and SMC for development of the education system in your locality?

       Satisfactory   ☐
       Average   ☐
       No contribution made   ☐

B. **Supply of free Textbooks**

1)   Do you think free textbooks should be supplied to all children attending schools irrespective of types of school management?

       Yes   No

       ☐   ☐

2)   What do you think about the quality of textbooks supplied by SSA?

       Good   ☐
       Average   ☐
       Poor   ☐

3)   Are you satisfied with the mode of delivery of textbooks?

       Satisfied   ☐
       Average   ☐
       Not satisfied   ☐

4)   Do you think supply of free textbooks increase enrolment in schools?

        Yes   No

        ☐   ☐

5)   Do you think supply of free textbooks helped children in improving
        attendance?

        Yes   No

        ☐   ☐

6)   Do you think supply of textbooks motivate students in learning?

        Yes   No

        ☐   ☐

7)   Do you think supply of textbooks helps children in improving their
        educational achievement?

        Yes   No

        ☐   ☐

C. **Provision for children with special needs**

1)   Do you find the assessment camp conducted for CWSN in your locality
        satisfactory?

                Satisfactory   ☐
                Not satisfactory   ☐
                Not conducted   ☐

2)   To what extent does awareness campaigns on CWSN have impact in your
        locality?

                To a great extent   ☐
                To a small extent   ☐
                No awareness campaign   ☐

3)   Tick √ the quality of Ramps (barrier free facility) constructed for the
        CWSN in your school

                        Good   Average   No ramps/Broken down

Ramps	☐	☐	☐

6) Tick √ the quality of friendly toilet (barrier free facility) constructed for CWSN in the schools

	Good	Average	Poor/No facility
CWSN friendly toilet	☐	☐	☐

5) Do you think the Aids and Appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any aids and appliances	☐

6) Do you think the special facility (travel concession, scholarship etc) available for the CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any special facility	☐

7) Do you think the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN adequate?

Adequate	☐
Not adequate	☐
Not aware of such support services	☐

8) Are you satisfied with the work done by the Inclusive Education resource teacher?

Satisfactory	☐
Not satisfactory	☐
No Inclusive Education teacher	☐

9) Are measures taken for Children with Special Needs from the VEC/SMC/parents as expected by you?

More than expected	☐
As expected	☐
Less than expected or no measures taken	☐

10) To what extent are CWSN given special attention/treatment compared to normal children in your school?

To a large extent	☐
To a small extent	☐
To no extent	☐

11) How often do teachers visit CWSN children in their home?

Every day	☐
Occasionally	☐
Never	☐

12) Does home visit has any impact on the CSWN's academic achievement?

Large extent	☐
Small extent	☐
No extent	☐

13) How satisfactory are medical check-up organized for CWSN in your school?

Satisfactorily organized	☐
Not satisfactorily organized	☐
Not Organized	☐

14) Do you think CWSN are benefited from this medical check-up?

Much benefited	☐
Benefited	☐
Not benefited	☐

D. **Supply of free Uniform**

1) Do all girls and children belonging to SC/ST/BPL receive uniform grants in your school?

Yes	No
☐	☐

2) Do you think the uniform grant of Rs 400/- per child sufficient for purchase of school uniform for your students?

More than Sufficient	☐
Sufficient	☐

Not sufficient   ☐

3) Are you happy with the mode of distributing the free uniform?

     Yes   No

     ☐   ☐

4) Do you think supply of free uniform improves student's enrolment?

     Yes   No

     ☐   ☐

5) Do you think that attendance of students improved since free uniform supplied to them?

     Yes   No

     ☐   ☐

6) Do you think that children developed a feeling of belongingness when wearing this school uniform?

     Yes   No

     ☐   ☐

7) Do you think that supply of free uniform a blessing for parents?

     Yes   No

     ☐   ☐

E. **Civil Works**

1) What type of toilets does your school have?

     Common toilets for boys and girls   ☐
     Separate toilet for girls   ☐
     No toilet   ☐

2)   What is the condition of toilets in your school in terms of quality of construction?

          Good   ☐
          Average   ☐
          Poor   ☐

3)   What is the quality of ramp constructed in your school?

          Good quality   ☐
          Poor quality   ☐
          No ramps   ☐

4)   Do you think that the sports equipments (skipping rope, football, etc) supplied by the SSA sufficient for your school?

          Sufficient   ☐
          Insufficient   ☐
          No sports equipments supplied ☐

5)   What is the quality of your school building constructed under SSA?

          Good quality   ☐
          Poor quality   ☐
          No building constructed   ☐

6)   What is the condition of water connection/reservoir constructed/supplied by SSA in your school with respect to providing safe drinking water to students?

          Good condition   ☐
          Poor condition   ☐
          No water reservoir constructed/supplied ☐

7)   What is the quality of boundary wall constructed by SSA in your school?

          Good quality   ☐
          Poor quality   ☐
          No boundary wall constructed   ☐

8)   What is the condition of electrification done by SSA in your school?

          Good condition   ☐
          Poor condition   ☐
          No electrification done   ☐

9) What is the condition of separation wall constructed by SSA in your school?

Good condition ☐
Poor condition ☐
No separation wall constructed ☐

10) Do you find the furniture (tables, chairs, blackboards, etc) provided by SSA to your school satisfactory?

Satisfied ☐
Not satisfied ☐
Not provided ☐

11) What is the quality of residential hostel building constructed by SSA in your locality/area?

Good quality ☐
Poor quality ☐
No hostel constructed ☐

F. Teacher Training

1) Do teachers think the SSA teacher-training program given to teachers effective?

Very effective ☐
Effective ☐
Not effective ☐

2) Do teachers think the venue of training suitable enough?

Very suitable ☐
Suitable ☐
Not suitable ☐

3) Do teachers find the course content of training appropriate?

Very appropriate ☐
Appropriate ☐
Not appropriate ☐

4) Do teachers consider the time allocated for training sufficient?

Very sufficient	☐
Sufficient	☐
Not sufficient	☐

5) Do teachers think the resource teachers competent enough in transacting?

Very competent	☐
Competent	☐
Not competent	☐

6) Do teachers think they have improved in teaching due to their training?

Very much improved	☐
Improved	☐
Not improved	☐

7) Are teachers satisfied with the TA/DA given for attending the teacher training?

Very Satisfied	☐
Satisfied	☐
Not satisfied	☐

8) Are teachers benefitted when CRCC/ BRCC take classes in the teacher-training program?

Benefitted	☐
Not benefitted	☐
No class taken	☐

9) Do teachers think RTE act should be made a compulsory content in teacher training program?

Yes	No
☐	☐

G. **Grants/Financial Management**

1. **Teacher grants**

1) Are you satisfied with the mode of distribution of teacher grants in your school?

Satisfied	☐

| | Average | ☐ |
| | Not satisfied | ☐ |

2) Do you think teacher grants are properly utilized for teaching aids?

	Properly utilized	☐
	Moderately utilized	☐
	Not utilized for teaching aids	☐

3) How far do you think teacher grants improve performance of teaching?

	Great extent	☐
	Small extent	☐
	Not at all	☐

2. **School grants**

4) Do you think the school grants received sufficient for your school?

	Sufficient	☐
	Average	☐
	Insufficient	☐

5) Do you think school grants are utilized for purchasing different materials and equipments?

	To a Large extent	☐
	Small extent	☐
	To no extent	☐

3. **Maintenance grants**

6) Do you think the maintenance grants received sufficient for your school?

	Sufficient	☐
	No particular opinion	☐
	Insufficient	☐

7) Do you think maintenance grants helps in maintaining school infrastructure?

| | Large extent | ☐ |
| | Small extent | ☐ |

No extent ☐

8)   Is there any training program organized by the SSA for the utilization of teacher/school/maintenance grants?

Yes   No

☐   ☐

9)   Do you think there is transparency in utilization of teacher/school/maintenance grants?

Yes   No

☐   ☐

H. <u>Academic support through BRC/CRC</u>

1)   Do you think that the BRCC/CRCC aware of their roles and responsibilities?

Yes   No

☐   ☐

2)   How far do you think the teacher-training programs organized in the BRC effective for Teaching-learning in your school?

Very effective   ☐
Effective   ☐
Not effective   ☐

3)   Is the academic support given by the BRCC/CRCC for improvement of teaching in your school effective?

Effective   ☐
Not effective   ☐
No support given   ☐

4)   To what extent do you think the BRCC/CRCC give instruction for the maintenance of infrastructure in your school?

Great extent   ☐
Little extent   ☐

No instruction given   ☐

5)   Do you think the collection of DISE and DCF by BRCC/CRCC in your
        school reliable enough?

                Yes   No

                ☐   ☐

6)   How do you perceive the relationship between your school staff and the
        BRCC/CRCC?

                Very good relation   ☐
                Average relation   ☐
                Poor relation   ☐

7)   Do you think the visits and meetings with the DPC/BRCC/CRCC
        effective for the improvement of schools in your locality?

                Yes   No

                ☐   ☐

Questionnaire for Parents

Please put a ☑ mark on whichever applies to you

A. <u>**Community Participation**</u>

1)   Do you find the display boards/hoardings put up by SSA impressive enough to create awareness of universal education in your locality?

               Impressive   ☐

               Not impressive   ☐

               No play board/hoarding displayed   ☐

2)   How significant do you think the print media (newspapers, magazines, leaflets, pamphlets, brochures etc) are in creating awareness about SSA norms among the community in your locality?

               Significant   ☐

               Not significant   ☐

               No print media   ☐

3)   Do you think the announcement on AIR (All India Radio) about the achievement of SSA Valid and true?

               True   ☐

               Untrue   ☐

               Not aware of any announcement   ☐

4)   Do you think the community meetings organized by SSA in your locality contributes in making the society aware of RTE act and rules?

               Contributes much   ☐

               Contributes little   ☐

               No meetings organized   ☐

5)   Do you find community awareness programs organized in your locality adequate?

               Adequate   ☐

               Average   ☐

               Not organized   ☐

6)   To what extent do you find that the NGO's (MHIP, MUP, YMA, Churches etc) are involved in the educational system in your locality?

	To a large extent	☐
	Small extent	☐
	No involvement	☐

7) Do you think the contribution of NGO's (MHIP, MUP, YMA, and Churches etc) beneficial in the development/progress of schools in your locality?

	Very beneficial	☐
	Not beneficial	☐
	No contribution	☐

8) Do you think the composition of VEC and SMC members good enough for the development of schools in your locality?

Yes	No
☐	☐

9) Are you satisfied with the contribution made by VEC and SMC for development of the education system in your locality?

	Satisfactory	☐
	Average	☐
	No contribution made	☐

B. **Supply of free Textbooks**

1) Do you think free textbooks should be supplied to all children attending schools irrespective of types of school management?

Yes	No
☐	☐

2) What do you think about the quality of textbooks supplied by SSA?

	Good	☐
	Average	☐
	Poor	☐

3) Are you satisfied with the mode of delivery of textbooks?

| | Satisfied | ☐ |

Average ☐

Not satisfied ☐

4) Do you think supply of free textbooks increase enrolment in schools?

Yes No

☐ ☐

5) Do you think supply of free textbooks helped children in improving attendance?

Yes No

☐ ☐

6) Do you think supply of textbooks motivate students in learning?

Yes No

☐ ☐

7) Do you think supply of textbooks helps children in improving their educational achievement?

Yes No

☐ ☐

C. **Provision for children with special needs**

1) Do you find the assessment camp conducted for CWSN in your locality satisfactory?

Satisfactory ☐
Not satisfactory ☐
Not conducted ☐

2) To what extent does awareness campaigns on CWSN have impact in your locality?

To a great extent ☐
To a small extent ☐
No awareness campaign ☐

3)   Tick √ the quality of Ramps (barrier free facility) constructed for the CWSN in your school

	Good	Average	No ramps/Broken down
Ramps	☐	☐	☐

4)   Tick √ the quality of friendly toilet (barrier free facility) constructed for CWSN in the schools

	Good	Average	Poor/No facility
CWSN friendly toilet	☐	☐	☐

5)   Do you think the Aids and Appliances (wheelchairs, clutches, magnifying glasses etc) available for CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any aids and appliances	☐

6)   Do you think the special facility (travel concession, scholarship etc) available for the CWSN sufficient?

Sufficient	☐
Not sufficient	☐
Not aware of any special facility	☐

7)   Do you think the support services (like physical access, resource rooms, reading material, remedial teaching etc) available for CWSN adequate?

Adequate	☐
Not adequate	☐
Not aware of such support services	☐

8)   Are you satisfied with the work done by the Inclusive Education resource teacher?

Satisfactory	☐
Not satisfactory	☐
No Inclusive Education teacher	☐

9)   Are measures taken for Children with Special Needs from the VEC/SMC/parents as expected by you?

More than expected	☐
As expected	☐
Less than expected or no measures taken	☐

10)   To what extent are CWSN given special attention/treatment compared to normal children in your child's school?

To a large extent	☐
To a small extent	☐
To no extent	☐

11)   How often do teachers visit CWSN children in their home?

Every day	☐
Occasionally	☐
Never	☐

12)   Does home visit has any impact on the CSWN's academic achievement?

Large extent	☐
Small extent	☐
No extent	☐

13)   How satisfactory are medical check-up organized for CWSN in your school?

Satisfactorily organized	☐
Not satisfactorily organized	☐
Not Organized	☐

14)   Do you think CWSN are benefited from this medical check-up?

Much benefited	☐
Benefited	☐
Not benefited	☐

D. **Supply of free Uniform**

1)   Do all girls and children belonging to SC/ST/BPL receive uniform grant in your child's school?

Yes	No
☐	☐

2)   Do you think the uniform grant of Rs 400/- per child is sufficient for purchase of school uniform for your children?

          More than Sufficient   ☐

          Sufficient   ☐

          Not sufficient   ☐

3)   Are you happy with the mode of distributing the free uniform grant?

          Yes   No

          ☐   ☐

4)   Do you think supply of free uniform improves student's enrolment?

          Yes   No

          ☐   ☐

5)   Do you think that attendance of students improved since free uniform is supplied to them?

          Yes   No

          ☐   ☐

6)   Do you think that children developed a feeling of belongingness when wearing this school uniform?

          Yes   No

          ☐   ☐

7)   Do you think that supply of free uniform is a blessing for parents?

          Yes   No

          ☐   ☐

PARTICULARS OF THE CANDIDATE

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Degree : Ph.D

Department : Education

Title of Thesis : Perceptions of Stake holders about the status of implementation of selected interventions under SSA in Mizoram

Date of Payment of Admission : 28.7.2010

Commencement of Thesis : 08.06.2011

Approval of Research Proposal

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Due Date of Submission : 08.06.2016

Extension (if any) : 07.06.2018

(K. SARAH)

Candidate