

Assessment of School/ICDS Facilities and present condition in ICDS/Government Primary Schools in Mayurbhanj District of Odisha:

A Facility Audit Report
February, 2016



Commissioned by:

Welthungerhilfe

Assessment of School/ICDS facilities and present condition in ICDS/Government primary schools in Mayurbhanj District of Odisha:

A Facility Audit

February, 2016



For a world without hunger

Study Commissioned by
Welthungerhilfe, India
A-3, Soami Nagar, New Delhi-110017, India

Acknowledgement

Welthungerhilfe would like to extend sincere gratitude to Kartabya for undertaking the facility audit titled "**Assessment of School/ICDS Facilities and present Condition in ICDS/Government Primary Schools in Mayurbhanj District of Odisha**" and furnishing the report. The study was conducted for an in-depth understanding of the present situation in tribal areas vis-à-vis the Right to Education Act and constitutional provisions. The study also tries to capture the perceptions of the tribal communities towards education. For conducting this study we have received help and cooperation from a number of individuals and institutions.

Sincere thanks to the partner organization Sikhsasandhan, Odisha for field coordination and support during data collection. This report would definitely contribute to the advocacy initiative in the state to ensure fundamental right to education.

Welthungerhilfe is thankful to the Research Team for their candid approach and warm communication for completing the field work on time as per the planned Schedule.

Welthungerhilfe is also thankful to Mr. Prafulla Kumar Behera, Executive coordinator of KARTABYA for field work management and overall coordination of the study work.

The report would be helpful to meet the purpose and create institutional memory.

Sasmita Jena,
Welthungerhilfe, India

Table of Content

<i>Acknowledgement</i>	2
<i>Table of Content</i>	3
<i>List of Tables</i>	4
<i>List of Figures</i>	4
<i>LIST OF ABBREVIATIONS</i>	5
<i>EXECUTIVE SUMMARY</i>	6
Chapter-I: Introduction	11
1.1. Education Scenario in India.....	11
1.2. Status of Pre-Primary Education	13
1.3. Education scenario in Odisha.....	14
1.4. Status of Pre-Primary Education.....	16
Chapter –II: Study Background.....	18
2.1 Background of the Study	18
2.2 Objectives of the Study.....	18
2.3 Scope of the Study	19
2.4 Methodology of the Study.....	19
2.5 Sampling	20
2.6 Data Analysis.....	22
2.7 Limitations of the Study.....	22
Chapter-III: Profile of the Study Area	23
3.1 Demographic Profile of the District & Block	23
3.2 Education Scenario of the District & Block	23
3.3 Pre-primary Education Scenario of the District & Block	26
Chapter-IV: Study Findings.....	27
4.1 Distance of the School	27
4.2 Facilities available in the Schools.....	27
4.3 The Teaching Personnel.....	28
4.4 Monitoring of School Activities.....	29
4.5 Community participation in School Governance	30
4.6 Classroom transaction	30
4.7 System of Assessment of children	31
4.8 Status of School Enrolment	31
4.9 Child Protection Issues.....	32
4.10 PRI’s Role	32
4.11 Inter-departmental Coordination	33
4.12 Functioning of AWC	34
4.13 Facilities available in AWCs.....	34
4.14 Learning Performance	35
4.15 Nua Arunima-Work book.....	35
4.16 Community Participation	36
4.17 The Community Based Institutions.....	36
4.18 The Aganwadi Worker	37
Chapter –V: Conclusion & Suggestions	40
A. Education:	40
B. Pre-School Education:	43
REFERENCES	45
ANNEXURES.....	i

List of Tables

Table1.1: Literacy Rate of All Social Groups, SC and ST Population (1961-2011).....	11
Table1.2: Dropout Rates (Classes I to X)	11
Table-1.3: States having ST literacy rates less than country's average for STs	14
Table1.4: School by Management & Category	15
Table-1.5: Status of Civil Infrastructure in Govt. Elementary Schools (2014-15).....	15
Table-2.1: Sample school & AWCs.....	20
Table 2.2: Sample Size.....	22
Table 3.1: School by Category & Management in Mayurbhanj District-2014-15.....	23
Table 3.2: Civil Infrastructure of Elementary Schools in Mayurbhanj district.....	25
Table 4.1: Type of Teachers in sample Schools	29

List of Figures

Fig. 3.1: No. of single class room Elementary School under Department of Education.....	24
Fig. 4.1: Facilities in Schools (Yes %)	27
Fig. 4.2: Response of SMC members.....	29
Fig. 4.3: Facilities available at AWC.....	35
Fig. 4.4: Qualification of AWWs.....	38
Fig. 4.5: Suggestions to improve AWC.....	39

LIST OF ABBREVIATIONS

AWC	:	Anganwadi Center
AWW	:	Anganwadi Worker
AWH	:	Anganwadi Helper
ADSWOs	:	Additional District Social Welfare Officers
ANC	:	Ante Natal Care
BED	:	Bachelor of Education
BEO	:	Block Education Officer
BRCC	:	Block Resource Centre Coordinator
CRCC	:	Cluster Resource Centre Coordinator
CCE	:	Comprehensive & Continuous Evaluation
CDPOs	:	Community Development Project Officers
CSO	:	Civil Society Organisation
CT	:	Certified Teachers
DPEP	:	District Primary Education Programme
DSWOs	:	District Social Welfare Officers
ECCE	:	Early Childhood Care & Education
FGD	:	Focus Group Discussion
IDI	:	In Depth Interviews
WHH	:	Welthilfeshunger
ICDS	:	Integrated Child Development Service
IEC	:	Information Education Communication
GoI	:	Government of India
MLE	:	Multi Lingual Education
OBC	:	Other Backward Caste
PTR	:	Pupil Teacher Ratio
POCSO	:	Protection of Children against Sexual Offences
PNC	:	Post Natal Care
RTE	:	Right to Education
RCFCE	:	Right of Children to Free & Compulsory Education
PRI	:	Panchayati Raj Institution
SSA	:	Sarva Sikshya Abhiyan
S &ME	:	School & Mass Education
SCPCR	:	State Commission for Protection of Child Rights
SSWOs	:	Social Security Welfare Officers
SEOs	:	Social Extension Officers
ST	:	Scheduled Tribe
SC	:	Scheduled Caste
SMC	:	School Management Committee
SSD Dept.	:	ST & SC Development Department
MWCD	:	Ministry of Women and Child Development
TLM	:	Teaching Learning Material
THR	:	Take Home Ration
U-DISE	:	Unified District Information System for Education
ULB	:	Urban Local Bodies
UT	:	Union Territory
W&CD	:	Women & Child Development
HSC	:	High School Certificate
CSO	:	Civil Society Organisation
VHND	:	Village Health & Nutrition Day
THR	:	Take Home Ration
MDM	:	Mid Day Meal
SNP	:	Supplementary Nutrition Programme
TSP	:	Tribal Sub Plan

EXECUTIVE SUMMARY

Education plays an important role in the overall development of individuals. Literacy rate which is considered to be the key education indicator has steadily been increased in India from 28.30 percent in 1961 to 72.99% in 2011. But within the social groups, the literacy rate of Scheduled Tribe (ST) stands the lowest 58.96% in 2011. Further the gap in literacy levels, both for tribal men and women has not declined significantly. The dropout rate of ST is also high– 35.6% in Classes I to V, 55% in Classes I to VIII. Thus amidst the overall progress of education in the country, there are still challenges to bridge the education gap within different social groups.

In India, education has become a matter of right for every child (6-14 years age) after passing of the historic Right of children to Free & Compulsory Education Act 2009. The law provided a justiceable legal framework to entitle all children between 6-14 years age-a free and compulsory elementary education. With this, Odisha also went ahead in promulgating the Orissa RtE Rule, 2010 to include all (6-14 years age children) into the fold of education. The State has attained significant progress in education by achieving the literacy level of 72.9% as per 2011 Census, but again the disparity among the social category is an area of concern. The literacy rate of ST is 52.24% in the State, which is lowest as compared to other social groups.

The Twelfth Five Year Plan (2012-2017) has redefined ICDS with additional and trained human resources to strengthen Early Childhood Care and Education (ECCE). It has envisaged joyful early learning approaches for children 3–6 years of age including school readiness interventions for children of 5 year plus age. Odisha Government has also taken steps in this regard to strengthen ICDS and the pre-school education services to ensure smooth transition from pre-school to schooling process. However, the situation of pre-school education is not up to the mark for enabling a smooth schooling process.

Background of the study

Given this scenario, Welthungerhilfe and Sikshasandhan implemented one education project titled ‘Initiative to improve Pre and Primary Education System based on tribal perspectives in Kaptipada block of Mayurbhanj District’ of Odisha from 2013-15. The project set the goal to secure and improve the education of tribal children in government schools and to bring out policy changes in favour of children of tribal communities through model building and advocacy. The study on school and ICDS facilities and present condition in Government Pre and Primary Schools was conducted for an in-depth understanding of the present situation in tribal areas vis-à-vis the RTE Act and constitutional provisions. The study also tries to capture the perceptions of the tribal communities towards education. The study covered 35 Primary and Upper Primary schools and 30 ICDS centres in 6 GPs of Kaptipada Block of Mayurbhanj district.

A both primary and secondary source of information was used for the purpose of the study. While primary data was collected from the field, secondary literatures were also reviewed to understand the policy steps undertaken for ensuring quality education for both elementary

and pre-school children. Focus Group Discussions were organized with parents, SMC members and PRI members to elicit their views on existing infrastructure facilities at pre and primary school level. In-depth interviews were conducted with teachers, SMC members, Students, Parents, CRCC & District Tribal Coordinator at district level to understand and capture their view points.

Study Findings

The study has come out with following key findings on different aspects of both schooling and Pre-schooling system in the study area:

School

As per the findings, 91% of the schools in the study area are located within one km radius which is conducive for the students to attend school without much hindrance. Whereas 9% upper primary and elementary schools are within three kilometers as per the RTE Act. The infrastructure facilities of the schools were analyzed and some critical gaps were identified. Teaching & learning materials are available in tribal language as stated by 69% of the respondents. Play ground facilities which is critical for physical and cognitive development of children and add to create child friendly environment, are lacking in most of the schools. The boundary wall and gate at entry point is not available in most of the schools. Though there are toilet facilities available for both boys & girls, there is no provision of running water in the schools. Enrolment & attendance of children is displayed in almost all schools and the student toll free number is also displayed, but no one attend the grievance call from the toll free number.

In the study area, very few teachers (18%) are on regular postings. Rests are either Sikshya Sahayaks or Gana teachers. The quality of teachings in these schools without having regular teachers is under serious doubt. The MLE (Multi lingual Education) Sikshya Sahayak constitutes only 8.5% of the teachers in the study area.

The monitoring of school activities are carried out by the Head Master, BRCC, CRCC, BEO, SMC and the community. The process of community monitoring is also found in the intervention area of Sikshasandhan. It is also found that the SMC members are aware on their roles and responsibilities in the study area.

More than half of the teachers understand tribal language and 38% of them use TLM in tribal language during class room transaction. However, most of the teachers expressed that they face difficulties in class room transaction due to language problem. In the study area, it is found that the schools follow the system of Continuous and Comprehensive Assessment but it is clear from interactions with key informants that the system is followed in schools only for name sake. The ST students constitute 88% of total students in class I-VIII in the study area. The dropout rate of girl students is particularly high in the study area.

The Panchayati Raj Institutions/ULBs are notified as local authorities at all levels as per the provisions contained in Right of Children to Free & Compulsory Education (RCFCE) Act. 2009. The PRIs at different levels are entrusted with responsibilities related to schools.

Therefore, the capacity building of PRI members is important to strengthen their roles and responsibilities.

District Level Committee has been constituted for monitoring of Sarva Shiksha Abhiyan (SSA) programme. But the strengthening of block level committee is more important for better coordination between Departments to improve the quality of education.

Pre-primary Education

As per the study, about 73% of the sample centres run in AWC and 20% of them run in community buildings and 7% of the AWCs centre runs in primary schools. It is found that almost 11% children in the age bracket of 3-6 years is not enrolled at AWC, due to lack of awareness among parents, location of AWC, irregular service, poor quality education and Odia medium of instruction.

The infrastructure is also not adequate in the AWCs in the study area. For instance, toilet facilities are available only in 43% centers. Though playing material is available in all the centers, playing space is available only in 57% centers. Tube well is available in majority of the AWCs, 3% of the centers still use water from the well. About 17% AWCs find kitchen space inadequate and 3% of AWCs have no separate space for cooking. Majority of the parents view that their children are able to describe the day-to-day activities of the AWC, could read simple words, count numbers, distinguish colour and objects. But in non-intervention area, learning level of children is comparatively poor as viewed by the parents.

The Nua Arunima workbook is followed in majority of the AWC. In the intervention area of Sikshasandhan, the primer is translated into 'HO' language and so the children easily understand the class room transaction.

The parents are involved in the management of the AWC in the study area. The involvement of Jaanch Committees and the Mothers' Committee is also quite good. But their role is not as elaborate as per the guidelines issued by the W& C D Dept.

It is found that majority of AWCs are intermediate, 37% are matriculate and 10% each are M.E. standard and graduate. In the context of ever growing role, it is challenging on the part of AWCs who are less educated to handle the responsibilities.

Recommendations

Based on findings of the present study at both elementary and Pre-primary education, the following few suggestions are forwarded to improve the system particularly in tribal districts of the State.

Education:

- The process of recruitment of MLE teachers needs to be expedited by SSA. The documentation and dissemination of the experiences of language teachers of Sikshasandhan (under Welthungerhilfe project) will be useful for SSA to scale up the practices.

- The basic minimum water facilities need to be provided in all the schools to keep the toilets use worthy.
- Construction of boundary walls of the schools should be given a priority by the school administration and the SMC to avoid any such incidents affecting the safety and security of the students.
- Infrastructure audit should be done and based on that repairing of rooms and buildings should be done on priority by the school authority for providing children and teachers' adequate rooms for teaching & learning activities.
- Priority should be given by the SMCs in coordination with school authorities to repair the defunct tube wells for providing safe drinking water to children.
- The Student toll free number is a right step by the school administration; therefore it is important for the school authorities to make the toll free number active and functional. The SMC should communicate in simple and creative ways through wall paintings on RTE Act and the role of different stakeholders.
- The professional qualification of the teachers and in-service trainings of the teachers is very important to improve class room transaction and the quality of teachings. The school authorities need to put emphasis on this.
- The teachers' understanding of RTE Act is very much essential and particularly in tribal dominated areas to implement the act in its letter and spirit. SSA at district level should take steps to orient all the teachers on RTE Act in phased manner.
- For TSP areas, since gap in education level is high, recruitment for all sanctioned Sikshya Sahayak posts should be filled by SSA on a priority basis.
- Coverage of all schools with MLE teachers should be taken on a priority basis in tribal dominated blocks.
- The Code of Conduct and the reporting & response structure of child abuse should be displayed in visible place of the schools for public interest. The teachers should be oriented on salient features of the Protection of Children against Sexual Offences (POCSO) Act, 2012 as part of their teachers' training curriculum.
- The necessity of creating space for children to play should be considered while constructing additional buildings in school campus.
- The block level coordination between the S & ME and the ST & SC Development Department officials needs to be strengthened in tribal concentration blocks.
- The understanding of the PRI representatives about their roles and responsibilities is important for their involvement in school management.
- Parents' mobilization on the importance of girl child education is needed to inform them on different schemes/programme of the govt.

Pre-primary Education

- Parents should be aware on the importance of pre-school education for smooth transition of children to schools and their retention. The CSOs could play a significant role in this regard.
- Critical infrastructure like toilet facilities, play space, drinking water source, cooking space etc. have direct implication on creating child friendly environment in the centres and on health and hygiene of children. The RTE forum at State level should discuss and deliberate on these issues to ensure continuation of study of the children.
- The knowledge products developed by Sikshasandhan should be shared in RTE forum and SSA for learning and adapting in other tribal districts by the SSA, CSOs and network members.
- The qualification of the AWW is very important to deliver their ever growing responsibilities. The dept. should take adequate steps while recruiting AWWs.
- The CSOs can play a vital role to inform and build the capacities of Jaanch Committees to ensure strict following of syllabus and the plan of action developed for Early Childhood Education (ECE) component in ICDS.
- All the Jaanch Committee/Mother's Committee members should thoroughly be oriented on their roles and responsibilities by the dept. and the CSOs involved in those sorts of activities.
- The posting of AWW should feasibly be done to position more number of ST AWWs in tribal concentration areas.

Chapter-I: Introduction

1.1. Education Scenario in India

Education plays a significant role in the overall development of individuals, increasing the level of awareness, better comprehension of their social, political and cultural environment and also facilitating the improvement of their socio-economic conditions. Literacy rate which is considered as one of the key indicators of education has steadily been increased in India from 28.30 percent in 1961 to 72.99% in 2011. But in case of comparison between social groups, the literacy rate of ST stands the lowest 58.96 percent in 2011. Further the gap in literacy levels, both for tribal men and women has not declined significantly. Male - female gap in literacy rate decreased from 24.41 percentage points in 2001 to 19.18 percentage points in 2011 for STs and for the total population, it declined from 21.59 percentage points in 001 to 16.25 percentage points in 2011. (Table 1.1)

Table1.1: Literacy Rate of All Social Groups, SC and ST Population (1961-2011)

Year	All Social Groups			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1961	40.4	15.35	28.3	16.96	3.29	10.27	13.83	3.61	8.53
1971	45.96	21.97	34.45	22.36	6.44	14.67	17.63	4.85	11.3
1981	56.38	29.76	43.57	31.12	10.93	21.38	24.52	8.04	16.35
1991	64.13	39.29	52.21	49.91	23.76	37.41	40.65	18.19	29.6
2001	75.26	53.67	64.84	66.64	41.9	54.69	59.17	34.76	47.1
2011	80.89	64.64	72.99	75.17	56.46	66.07	68.53	49.35	58.96

Source: Statistical Profile of Scheduled Tribes in India-2013

This beside, the dropout rate of ST is also high-35.6% in Classes I to V and 55% in Classes I to VIII in 2010-11 which is significantly higher than the all India figures. Thus out of every 100 ST students who entered class-I, while almost 67 completed class V and only dropout rate of ST is also high- 41.9 completed class VIII. The reasons are many and varied- starting from parental attitude

Table1.2: Dropout Rates (Classes I to X)

Class	ST	ALL	Gap
Class I-V	35.6	27.0	8.6
Class I-VIII	55.0	40.6	14.4
Class I-X	70.9	49.3	21.6

Source: Statistical Profile of Scheduled Tribes in India-2013

1.1.1 Education: A matter of Right in India

Since April 2010, education has become a matter of right for every child between 6-14 years age in India to get free and compulsory education under the Right to Education Act. The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. The Act entails many other facilities and provisions with a view to provide quality education to the children. The following sections of RTE Act have elaborated upon the education facilities to provide access to quality elementary education to children.

Section 9 of the Act assigns duty to the local authority to provide free and compulsory elementary education to every child in a neighborhood school. It is the responsibility of local authority to ensure that children of weaker sections and disadvantaged groups are not discriminated against and prevented from completing elementary education. It ensures that school building, teaching staff, learning equipment and good quality elementary education conforming to the norms and standards is provided.

Section 21 provides for the constitution of School Management Committee consisting of the elected representatives of the local authority, parents to monitor working of the school, to prepare school development plan, to monitor the utilization of grants etc.

Section 22 provides for preparation of School Development Plan by the School Management Committee focusing on all aspects of schools, protection of children's rights, infrastructure, teacher availability, class room transaction, child assessments and inclusiveness etc.

Section 23 provides for qualifications and terms and conditions of service of school teachers.

Section 24 elaborately discuss about the duties of teachers which includes that the teachers attend school regularly, transact the syllabus in timely manner, assess the learning ability of each child and to hold regular meetings with the parents.

Section 25 seeks to maintain teacher-pupil ratio by the appropriate government and local authority.

Section 26 provides that vacancies in schools should not exceed 10% of the teacher strength for that school. The State shall take steps to fill up existing teacher vacancies as also rationalize deployment of teachers in schools to remove urban-rural imbalances.

Section 27 prohibits deployment of teachers for non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State legislatures or Parliament.

Section 29 provides for curriculum and evaluation procedure to ensure all round development of the child, to build up child's knowledge, potentiality and talent and to ensure learning through activities, discovery and exploration in a child friendly and child centered manner. The medium of instruction shall as far as practicable be in

child's mother tongue. The Comprehensive and Continuous Evaluation process should be followed to understand child's knowledge and the ability to apply it.

Section 31 provides for institutional mechanisms for protection of rights of the child by National/State Commission for protection of child rights through monitoring of issues such as provision of neighborhood school, class room and infrastructure facilities, PTR, school hours, admission process, entitlements of children (text books, uniforms, library, sports equipments, play materials, mid-day meal etc.), class room transaction,

Section 32 provides for a redressal mechanism for the protection of child rights.

However, there are many challenges particularly in the tribal dominated pockets in terms of inadequate school/ICDS infrastructure to materialize the above mentioned provisions under the RtE.

1.2. Status of Pre-Primary Education

Pre-school component of ICDS is universally recognized as a crucial input for sound foundation for development of a child. It also contributes to the universalisation of primary education. The Twelfth Five Year Plan (2012-2017) in its pursuit of strengthening Early Childhood Care and Education (ECCE) redefined ICDS with additional and trained human resources, introduction of a developmentally appropriate curriculum framework with joyful learning methodologies. It envisioned joyful early learning approaches for children 3–6 years of age including school readiness interventions for children of 5 year plus age, either in AWCs or in schools (depending upon the State context). It emphasized the co-location of AWCs with schools where locally decided to enable resource sharing, mentoring of AWWs and better school readiness and transition. It also speaks of the formulation of A National Policy on ECCE accompanied by a comprehensive Plan of Action to address four main policy challenges that is Access, Inclusion, Quality and Institutional Capacity for ECCE.

While the major responsibility for ECCE services from pre-natal to 6 years rests with the Ministry of Women & Child Development, other ministries like Ministry of Health & Family Welfare, Ministry of Human Resource Development, Ministry of Social Justice & Empowerment are also involved in the programme of ECCE due to its integrated nature. The Government of India (GoI) has identified the universalisation of ICDS as its primary strategy to achieve the goal of ECCE under Education for All. Factoring the importance of ECCE programme, the Government of India included the components in its externally funded District Primary Education Programme (DPEP) in early 90's and ensured the necessary convergence with ICDS. Thus, the focus was on school based ECCE programme, training of ICDS service providers on ECCE, adjusting the timings of ICDS with Primary schools, provision of play materials for children etc. But despite the positive results of DPEP, the succeeding flagship programme of GoI i.e., Sarva Sikshya Abhiyan (SSA) lacked the earlier vigor to strengthen pre-schooling components perceivably due to the enactment of Right to Education (RtE) Act, 2009, which covers within its ambit the children from 6-14 yrs.

Despite the recognition of the importance of ECCE by the Government of India, the challenges of implementing the schemes still remain unaddressed. There are still substantial

numbers of children not enrolled in preschools. Even in elementary education, while there is a significant rise in enrolments, the dropout rate continues to be a matter of concern with drop outs being highest in the first two grades of elementary schooling. Learning assessments also shows that literacy skills are poor in early primary grades. This point to the urgency of helping children, particularly from first generation families to develop adequate school readiness through a good quality ECCE programme to enable them to make a smooth transition

1.3. Education scenario in Odisha

In the sphere of education, Odisha has attained significant progress over the years in achieving the literacy level of 72.9% as per 2011 Census, which is at par with national average of 73%. Though the State has done reasonably well in literacy front from 2001 to 2011, the disparity among the social category is an area of concern. As per 2011 Census, tribal population of the State is 95,90,756 constituting 22.8% of the total population of the State and 9.19% of the total tribal population of the country. The State has 62 different tribal communities spread over 30 districts and 314 blocks. However, the rate of literacy among them is 52.24% which shows a big gap of 20.66 percent point against the overall State literacy rate. The State is also one of the ten states having literacy rates less than country's average (58.96%) for ST population as per Census 2011. (Table 1.3)

Table-1.3: States having ST literacy rates less than country's average for STs

Sl. No.	State/UT	Literacy Rate
	India	58.96
1	Andhra Pradesh	49.2
2	Madhya Pradesh	50.6
3	Jammu & Kashmir	50.6
4	Bihar	51.1
5	Orissa	52.2
6	Rajasthan	52.8
7	Tamil Nadu	54.3
8	Uttar Pradesh	55.7
9	Jharkhand	57.1
10	West Bengal	57.9

Source: Statistical Profile of Scheduled Tribes in India-2013

There are several reasons for this dismal performance of education amongst the STs in the State. Though different schemes and programmes have been taken up by the School & Mass Education and ST & SC Development Departments to reduce gender gaps, increase enrolments, to reduce drop outs and to ensure retention particularly in tribal dominated districts of the State, the issues remain unaddressed for universalizing elementary education in the State.

Table 1.4 below presents the number of schools by management in the State as a whole. There are total 36,550 primary schools and 22,490 Upper Primary schools in the State

Table1.4: School by Management & Category

Category/ Mgmt	Dept. of Education	ST & SC Dev. Dept.	Local Body	Aided	Pvt. Unaided	Others	Central Govt.	Un- recognized	Total
Primary	34389	453	0	298	641	18	3	748	36550
Upper Primary	17773	840	0	1559	1476	34	13	802	22497
Secondary	4743	327	1	2892	1233	17	90	188	9491
Total	56905	1620	1	4749	3350	69	106	1738	68538

Source: Status of Elementary & Secondary Education in Odisha-2014-15

The State government has been in the process of building infrastructure to meet the norms and standard of RTE Act. But the infrastructure available at schools is far below the norms and standard and particularly in tribal areas. It will take time for the State govt. to provide the basic minimum infrastructure to all the schools irrespective of its location. Table 1.5 below gives the detail account of inadequacies in school infrastructure in the State.

Table-1.5: Status of Civil Infrastructure in Govt. Elementary Schools (2014-15)

Govt. School	No toilet		No drinkin g water	No electricity			No play ground	No buildi ng	No bounda ry wall	No kitchen shed	No ramp
	Boys	Girls		Pry	UP	Total					
53455	9439	6267	1207	31210	12098	43308	42409	373	18300	18950	15538

Source: Statistical Profile of Scheduled Tribes in India-2013

Besides the inadequacies in physical infrastructure, majority of schools in the tribal pockets are single teacher schools, which makes the entire schooling system in effective. There are 3,512 single teacher schools at primary and 167 schools at upper primary level in the State under S&ME Department. Although Mother-tongue-based MLE (Multi-Lingual Education) has been introduced by S&ME Department to make the class room transaction more effective, it is yet to cover all schools in tribal dominated areas. This beside the community involvement in the schooling process is lackadaisical in tribal areas due to ignorance and poor access to information. All these factors combined together have played a significant part in the poor performance of education particularly in tribal areas of the State

1.2.1 Promulgation of Orissa RTE Rules: an attempt towards Education Rights

Subsequent to RTE, Govt. of Odisha has gone further to promulgate the Orissa Right of Children to Free and Compulsory Education Rules, 2010 with a notification. The State Rule has elaborated upon different provisions of the Act in the context of the State. Some of the important provisions of the rule with regard to education facilities and provision are summarized below:

Section 3 provides for the composition and functions of the School Management Committee, wherein parents/guardians would constitute 75% of the members and the rest would be elected members of the local authority, teachers and

educationists/children. The committee has the responsibility of monitoring teachers are not burdened with academic duties, of ensuring the enrolment and continued attendance of all children, monitoring of norms and standards prescribed in schedule to the Act., monitoring of the Mid-Day meal in the school etc.

Section 4 provides for the preparation of School Development Plan every three years containing estimates of class wise enrolment for each year, requirement of the number of additional teachers as per the norms specified in the schedule, physical requirement of additional infrastructure and equipments in conformity with the norms and standards specified in the schedule.

Section 5 speaks of the special training of children in addition to the special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

Section 7 (2) provides for school mapping to identify children in remote areas, children with disabilities, children belonging to disadvantaged groups, children belonging to weaker sections, migrated children every year.

Section 15 provides for minimum qualification for appointment of teachers in elementary schools.

Section 20 provides for maintaining pupil-teacher ratio by redeploying teachers of schools having strength in excess of the sanctioned strength.

Section 21 provides for curriculum and completion of elementary education by formulating relevant and age appropriate syllabus, text book and other relevant materials, developing in-service teacher training design and putting in place the continuous and comprehensive evaluation system.

Section 23 speaks of the performance of functions by State Commission for Protection of Child Rights (SCPCR). The govt. shall provide resource support to the SCPCR in performance of its functions under the Act.

Section 24 provides for the setting up of a child help line to register complaint regarding violation of rights under the Act.

Section 25 provides for the constitution and functions of the State Advisory Council to review the norms and standards specified in the schedule, compliance of teacher qualification and training etc.

1.4. Status of Pre-Primary Education

The Odisha Government has taken up steps to strengthen ICDS and the pre-school education component. The Pre-school education is conducted for three hours a day in the morning at the Anganwadi centre, where the children in the age group of 3-6 years of age are provided with joyful and stimulating environment by the Anganwadi worker. The curriculum is also designed using games, songs, stories, indoor and outdoor activities, workbook etc. The curriculum is based on the themes of Me, my family and community, immediate environment, nature & weather, health & safety. The themes are focused month wise and spread over 12 months. The parents meetings are stipulated to be conducted on 1st of January, May & September. The Pre-school education is implemented as per the guidelines of Nua Arunima. In 2014, Odisha Government launched Nua Arunima- a workbook on Early

Childhood Education (ECE) in ten tribal languages has been introduced in 2014. Besides, the government has also taken up some innovative steps like decentralization of SNP through community engagement, distribution of uniform to increase enrolment and distribution of egg to preschool children.

The government has also put emphasis on the monitoring and supervision of the Pre-school education for due coverage of the contents, retaining the interest level of children and ensuring the satisfaction of the community. Thus the role of Jaanch Committee, Self Help Groups, Mother Committee, ¹Gaon Kalyan Samiti (GKS) and PRI has been defined to ensure quality pre-school education.

There are 70,900 operational AWCs as against 71,306 sanctioned AWCs in the State. Out of the operational AWCs, 9069 kuchha and 61,831 are pucca buildings. Total 44782 AWC are running in its own govt. building, 7331 in rented houses, 18683 in community centres and 104 in open spaces. In those centers only 66775 have drinking water facilities and 14777 have functional toilets². An amount of 1,793.01 lakhs was provided during 2013-14 & `1,793.00 lakhs has been proposed for 2014-15 for the overall development of the AWC in the State.

¹ Gaon Kalyan Samiti (Village Health & Sanitation Committee)

Chapter –II: Study Background

2.1 Background of the Study

Welthungerhilfe supported for the implementation of one education project titled “Initiative to improve Pre and Primary Education System based on tribal perspectives in Kaptipada block of Mayurbhanj District’ of Odisha from 2013-15 to Sikshasandhan-a state level Education Resource. The overall goal of the project was to secure and improve the education of rural children from tribal communities in government schools and to bring out policy changes in favour of children of tribal communities through model building and advocacy. The specific purpose of the project was to develop strategies, tools and approaches for bringing tribal children to school and influence classroom curriculum, pedagogy and school management in the context of Right to Education Act 2009.

Welthungerhilfe conducted the present study ‘ Assessment of School and ICDS facilities and present condition in Government Pre and Primary Schools’ for an in-depth understanding of the present situation in tribal areas vis-à-vis the RTE Act and Constitutional provisions. The study also tried to capture the perceptions of the tribal communities towards education. The study attempts to understand the views of tribal parents, opinion leaders, language teachers, teachers and administrators of education institutions as well as other community members towards the availability of educational opportunities vis-à-vis their expectations from the education system. The facility study is expected to assist the planners at the district and State level to take informed decisions for ensuring quality education in tribal dominated districts of the State. The education networks and the RtE forum of the State will also be benefitted by using the findings of the study to do advocacy at State and district level to improve the infrastructure facilities of schools in compliance with the norms and standards of RTE Act

2.2 Objectives of the Study

- To carry out a survey in the government primary school to assess infrastructure and facilities available in the tribal areas of Kaptipada block of Mayurbhanj district and identify gaps, if any;
- To carry out a survey in the ICDS centre to assess infrastructure and facilities available in the tribal areas of Kaptipada block of Mayurbhanj district for imparting pre-school education and identify gaps, if any;
- To assess the trend of community participation in education programme, school management and the fund receipt and utilization;
- To assess the status of teachers including their background, qualifications, training, availability, reliability and difficulties including MLE schools and MLE teachers;
- To assess the status of curriculum in operation and the teaching learning materials being used with special reference to the use of tribal language in teaching-learning

materials as well as in the classroom transaction and the replicability aspect of it in the State ;

- To assess the status of monitoring and evaluation of primary education including administrative structures, continuous and comprehensive assessment and examination system;
- To assess the trend of school enrolment and school dropout with special reference to factors affecting enrolment and drop-out of tribal girls;
- To assess the status of inter-departmental coordination for providing services and facilities to tribal children for completing primary education.

2.3 Scope of the Study

The study was conducted in the project area of Sikshasandhan and few non- intervention villages for comparison. The study was carried out in a participatory way, to elicit information from a range of stakeholders such as children, parents, community members, teachers, SMC members, key informants, PRI representatives and government officials.

2.4 Methodology of the Study

a) Review of Literature:

Apart from primary data collection from the field, a number of secondary literatures were reviewed to understand the policy steps being undertaken by the government for ensuring quality education and for primary and pre-school children. Reviews of key documents, project related reports of Sikshasandhan (Evaluation Report, Project Proposal and Base line Survey Report) were reviewed for an in-depth understanding of the interventions carried out in the area and its impact on schooling and pre-schooling systems.

b) DISE Data Analysis:

Analysis of the UDISE data concerning primary Schools functioning in Mayurbhanj and Odisha as a whole on different indicators of availability of educational facilities vis-à-vis the RTE norms was done with a view to understand the existing gaps.

c) Survey

Survey questionnaires were developed to gather information at School and ICDS level. The questionnaires were administered in 35 elementary schools and 30 ICDS centres located in the intervention area of Sikshasandhan (supported by Welthungerhilfe and other donors) and the non-intervention area.

d) Focus Group Discussion

Focus Group Discussions were organized with parents, SMC members and PRI members to elicit their views on existing infrastructure facilities at pre and primary school level, gaps and the expectations of the community from the govt. to improve the status of education in tribal areas. Lead questions were developed to organize FGDs in the sample location. Total 7 FGDs with SMC & PRI members, 6 FGDs with Jaanch Committee and Mothers' Committee members were organized during the assessment.

e) In-Depth Interviews

In-depth interviews were conducted with teachers (14), SMC members (13), Students (26) and Parents (13), CRCC (1) & District Tribal Coordinator at district level to understand and capture their view points on education facilities, infrastructure and functioning of school system in tribal dominated areas. Interview schedules were developed to conduct IDIs with the key informants.

2.5 Sampling

The study covered 35 Primary, Upper and elementary schools and 30 ICDS centers in 6 GPs of Kaptipada Block of Mayurbhanj district. A two way process was followed while doing the survey: i) 50% of schools & ICDS were taken from the project area of Sikshasandhan and 10% of Schools & ICDS centres were taken from the non-intervention area while assessing the facilities, and ii) a sample based cluster representation approach was adopted while selecting the samples and holding the stakeholder interaction for collecting their views. Table 2.1 gives the detail of sample schools and AWCs in the study area.

Table 2.1: The sample Schools & AWCs

Sl.	Name of the GP	Name of the sample school	Name of the sample AWC
1	Kalamgadia	New Primary School , Ambadhi	Panduadhai AWC
		Prafulachandrapur New P.School	Praphula chandra pur AWC
		Sarisua Pronect .U.P.School	Sripadamanjaripur AWC
		Balichua Primary School	Kathachua AWC
		Kalamagadia U.G.M.E School	Dugdha Anganwadi
		Project Upper Primary School	Ambadahi AWC
		New Primary School , Dhanuasahi	Kalamagadia AWC
			Sarisua AWC
			Balichua AWC
	Gokulachandrapur AWC		
2	Majhigadia	Majhigadia U.G.H.S	Chatrmba AWC
		Chatramba Primary School	Mahulapankha AWC
		Chhachunia New Primary School	Sitaram Sahi AWC
		Dangarsahi Primary School	Majhgadia AWC
		Balidahi Primary School	Mainsiduba mini AWC
		Kathachua Primary School	Raidiha AWC
		Dugdha Primary School	
3	Natto	Bandhasahi New Primary School	Notto AWC
		Bagadafa Primary School	Nanesahi AWC
		Dekhachturi New Primary School	Kumudabahali AWC
		Kunudabahali nein Primary School	Hapapur AWC
		Noto Primary School (Hapahburu)	

Sl.	Name of the GP	Name of the sample school	Name of the sample AWC
		Haladia sahi Primary school	
4	Ramchandrapur	Dolipada U.G.H School	Adarapada AWC
		Rama Chandra Primary School	Ramachandrapur AWC
		Adharpada New Primary School	Dolipada AWC
		Tologadia Primary School	Tologadia AWC
5	Saradia	Hatasahi New Primary School	
		Dipasahi New Primary School	
		Serengsahi New Primary School	
		Saradhia Project U.P school	
6	Ranipokhari	Lambuasahi Primary School	Sardusahi AWC
		Dillisore Primary School	Dilisore AWC
		Kusunpur Project U. P School	Patrasai AWC
		Ranpokhari Primary school	
7	Badakaladi (for Control)		Dundoria AWC
			Sundhal AWC
			Ambapichhula AWC
8	Bhandar (for Control)	Bhandra U.G.M.E School	
		Jhuriasahi NBW Primary School	
		Hadagutha Primary School	
	8 GPs	35 Schools	30 AWCs

While collecting the views of different stakeholders, the institutions (35 schools and 30 ICDS centres) were distributed into five different clusters for arriving at a smaller but proper representative sample. Detailed interviews with the selected stakeholders were conducted from each cluster. Thus the institutions were clustered on the basis of following five criteria:

- Cluster-I** : Institutions that are close to the block administration with high student strength
(Primary and Pre-school) strength;
- Cluster-II** : Institutions those are close to the block administration with low students (Primary and Pre- school) strength;
- Cluster-III:** Institutions that are far from the block administration with high students (Primary and Pre-school) strength;
- Cluster-IV** : Institutions that are far the block administration with low students (Primary and Pre-school) strength;
- Cluster-V** : Institutions that are close to the district headquarter

The Table 2.2 below gives the detail account of the spread of sample in the intervention area of Sikshyasandhan with the support from Welthungerhilfe, with the support from other donors and in the non-intervention area.

Table 2.2: Sample Size

Sl	Category	No of GPs	Total No of Primary Schools	Total No of AWCs	Sample Primary School Selected (50% of the total schools)	Sample AWCs Selected (50% of the total AWC)	Total Sample
1	WHH Intervention	2	28	31	14	16	30
2	Sikshasandhan	4	36	22	18	11	29
	Total	6	64	53	32	27	59
3	Control (10% of the total sample)				3	3	6
	G. total				35	30	65

2.6 Data Analysis

The data collected through different schedules pertaining to schools, ICDS centres were scrutinized, coded and computerized for further analysis. The data was stored and thus retrieved for further analysis and comparison at a later date. The main basis of analysis was the facilities and provisions available at schools with reference on RTE Act, the facilities and provision available in ICDS centres. The school and ICDS level data and relevant secondary information were collected, scrutinized and tabulated. The qualitative information collected through discussions at individual and the group levels with various stakeholders were properly organized and used to complement and enrich the data obtained through primary survey.

2.7 Limitations of the Study

1. The interaction with the block and district education officials was made possible to the extent of availability of different officials and their time.
2. Available data and documents from OPEPA, School & Mass Education and Women & Child Development Departments, Government of Odisha were analyzed and collated for the purpose of the study.

2.8 Presentation of the Report

The study report is divided into five chapters. The first chapter discusses the status of education and pre-primary education in the State and in India. In the second chapter details of the study back ground including objectives, methodology and sampling of the study has been deliberated upon. The chapter three gives a brief account of the profile of the study area. The subsequent chapter four deals with the findings of the study in the area of elementary and pre-primary education. In chapter five, recommendations of the study have been placed for necessary actions to improve the quality of elementary and Pre- primary education in tribal dominated districts of Odisha.

Chapter-III: Profile of the Study Area

3.1 Demographic Profile of the District & Block

Mayurbhanj district is one of the centrally located districts in Odisha. It lies between 85°40' to 87° 16' East longitude and between 21° 16' to 22° 34' North latitude. It is bounded by the Jharkhand State in north, Balasore district in south, West Bengal State in the east and Keonjhar district in the west. The district has an area of 10418 sq.kms and 25.20 lakhs of population as per 2011 census. The district accounts for 7% of the State's territory and shares 6% of the State's population. The district consists of 26 blocks with total number of 3950 villages. Mayurbhanj is one of the tribal dominated districts of Orissa, which has been declared as the fully scheduled district of the State. As per 2011 census, ST constitutes 58.70% and the SCs 7.30% of the total population of the district. The study area of Kaptipada block has 63.58% tribal population of the district.

3.2 Education Scenario of the District & Block

Literacy rate of Mayurbhanj district is 63.20% as against the State average of 72.90%. The male literacy is higher with 73.76 percent than the female literacy of 52.71 percent. The literacy rate of ST is 58.72% which is below the district average rate. There are 2905 primary schools and 1468 Upper Primary schools in the district. Table 3.1 below gives the detail of schools by category and management run in the district.

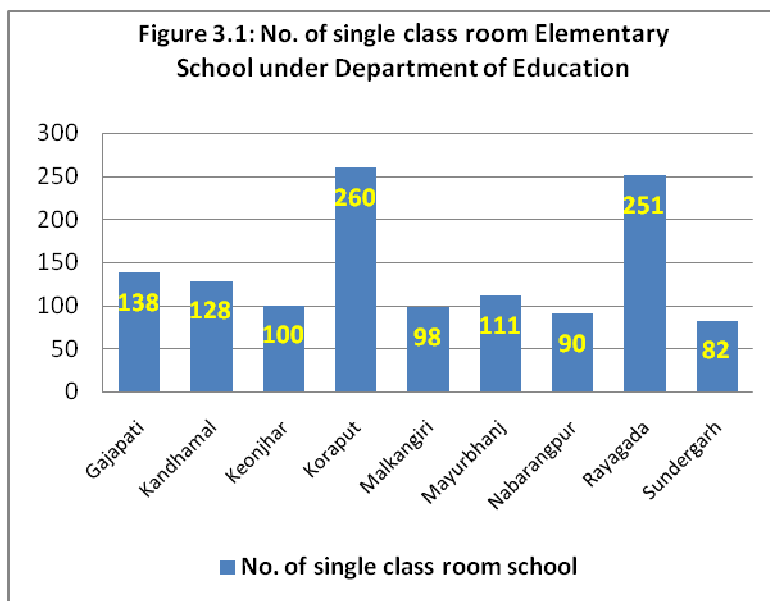
Table 3.1: School by Category & Management in Mayurbhanj District-2014-15

Category/ Mgmt	Dept. of Education	ST & SC Dev. Dept.	Local Body	Aided	Pvt. Unaided	Others	Central Govt.	Unrecognised	Total
Primary	2798	3	0	3	57	1	1	42	2905
Upper Primary	1182	104	0	55	98	0	1	28	1468
Total	3980	107	0	58	155	1	2	70	4373

Source: Status of Elementary & Secondary Education in Odisha-2014-15

As discussed in the introductory chapter, the issues of education in tribal areas are manifold. The case is similar in case of the study area which has sizeable tribal population. The physical location of the village and natural barriers like rivers, nalas, forest and hillocks create a hindrance for the children to attend school in a neighboring village. The poor economic condition of the parents hinders the continuation of the study. Under the pressure of compulsion to earn, children are engaged in agriculture, collection of forest produces, wage labour and some other pursuits to supplement their family income. These factors also lead to absenteeism in schools and as a result it becomes difficult for the absentee children to catch the syllabus and consequently drop out from schools. To add to this, lack of guidance at home factors the poor level of learning of the children in these areas. The prevalence of early marriage is another issue that causes dropout at elementary level.

The attitude of tribal parents who are basically illiterate also contributes towards low enrolment rate and high drop outs in the district in particular and other tribal dominated districts in general. They don't understand the long term values of education and instead prefer to engage their children in remunerative employment which supplements family income. Teacher related problem in tribal village has its own tale to tell. The villagers



have no relationship with the teachers and the teachers finding no accommodation facility in the village, stay in district head quarter which makes them irregular particularly during rainy season and thus hampers the normal routine of the school. Besides, lack of adequate number of teachers in tribal areas make the classes of low output and therefore ineffective. In many single teacher schools, the teacher manages with much difficulty both teaching and other office related works single handedly. ²There are 3,512 single teacher schools at primary and 167 schools at upper primary level in the State under S&ME Department, Of those, 54.38% single teacher schools (both Primary & Upper Primary) are in 9 districts (including Mayurbhanj) with high tribal population. The department has taken initiative in this regard to appoint Sikshya Sahayaks to overcome the problem of shortage of teachers. ³In the year 2014-15, the number of Sikshya Sahayak post sanctioned under SSA is 92,337 including 2000 number of posts for schools under the SSD department. Out of that 73,736 Sikshya Sahayaks are in position. The net vacancy of Sikshya Sahayaks under SSA is still 16,601 of which 34.35% vacancy lies alone in 9 tribal dominated districts.

Language used in schools is also an issue. The tribal child used to his/her own language at home and neighborhood find language difficult in schools. As a result, they lose interest in studies and dropout from the school. In this context, presence of ST teachers assumes significance for their acquaintance with the language and culture of the tribal children. To address the problem, mother tongue based MLE (Multi-Lingual Education) teachers has been introduced by S&ME Department in 1,485 schools in 17 districts. The MLE programme is an attempt to bridge the gap between home and school language faced by the tribal children. Total 21 tribal languages are included under MLE intervention and curriculums for these languages are prepared. Theme based curriculum has been designed and the environment, culture, society and the universe of tribal children is reflected in the curriculum. Bi-lingual number chart and picture chart are also developed under the programme. Total 3500 Sikhya

²Source: UDISE 2014-15

³Source: OPEPA

Sahayaks have been engaged for MLE programme from different tribal communities in those districts. But only in 9 high tribal concentration districts, there are 13,891 primary schools which need recruitment of more number of teachers/Sikshya Sahayakas from tribal communities under MLE programme.

Tribe specific learning arrangements which make full use of tribal culture and tribal traditions is also lacking in majority of the schools. In the absence of which, the tribal children are culturally alienated through mainstream government curriculum and the medium of instruction which results in low enrolment and high drop-out rates as the local community cannot connect with the present education system.

In Sub-Plan areas (Tribal concentration areas) where there is a literacy gap as compared to the State average, development of school infrastructure is critical for providing not only access but also ensuring retention of children. However, inadequacies in basic amenities exist in different form and degree in schools situated in tribal dominated districts including the study area. In the absence of sufficient number of toilets, boundary wall, safe drinking water facilities in the schools, safety and security is an area of concern. The numbers of toilets are inadequate to the number of students or inmates in schools and residential hostels. Even though toilets are there only few of them are functional. The inadequate number of class room is also a concern in schools located in different tribal districts of the State. There are 2,620 single class room elementary schools under S&ME Department⁴. Figure 3.1 shows the status of single class room schools in 9 districts including Mayurbhanj having high concentration of tribal population. The single class room elementary schools in these districts constitute 48% of the total single class room school existing in the State. Thus the single class room school has been hindering the process of class room transaction. Table 3.2 below gives the picture of the gap in civil infrastructure of elementary schools in the district. It shows that 14% of schools don't have toilets, 86% schools have no electricity, 71% schools have no play grounds and 23% schools are having no kitchen sheds.

Table 3.2: Civil Infrastructure of Elementary Schools in Mayurbhanj district

Govt. School	No toilet		No drinking water	No electricity	No play ground	No building	No kitchen shed	No ramp
	Boys	Girls						
4087	280	311	4	3528	2926	18	933	793

Source: Status of Elementary & Secondary Education in Odisha-2014-15

Given the scenario, the District Administration and SSA, Mayurbhanj has launched '**Mu Bi Padhibi**' (I will also Read)-a mass enrolment drive on 1st April, 2013 in order to address the issues of drop out and retention of children in the age group of 6-14 and also to implement the RTE in real spirit in convergence with line departments like as SC/ST Development, W&CD, Labour and Panchyatiraj. The objectives of the drive have been to bring all children (6-14 years) into the fold of government run schools and provide quality education to them,

⁴Source: OPEPA

rescuing child labour, involving community and to bring education on the forefront of public discourse.

3.3 Pre-primary Education Scenario of the District & Block

In the district of Mayurbhanj, there are 4585 operational AWCs as against 4637 sanctioned centers. Out of the operational AWCs, 509 kuchha and 4076 are pucca buildings. Total 3513 are running in own govt. buildings, 689 in rented houses and 383 in community centres. In those enters, only 4585 have drinking water facilities and 1022 have functional toilets⁶. The scenario of pre-primary education is no better than the schools. The importance of pre-school education is not realized by the parents, who are largely tribals in the study area. The AWC are mainly perceived by the parents as distribution centers.

Chapter-IV: Study Findings

I. Elementary Education:

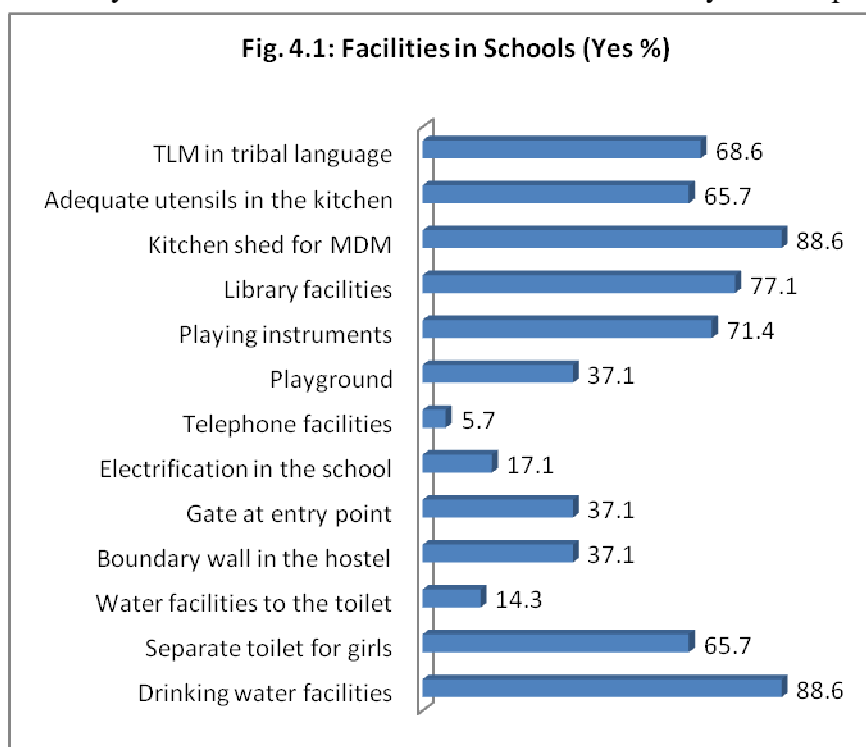
4.1 Distance of the School

It is found by the study that 91% of schools are situated within one 1 km radius, whereas 9% of Upper Primary and Elementary schools which are situated more than 1 km but within 3 km radius from the villages. Thus the location of the school is as per the norms prescribed by RTE Act Section-6 of the Orissa Right of Children to Free and Compulsory Education Rule, 2010. The section under part-IV of the rule deals with areas or limits of neighborhood. In respect of children in classes I-V, a school shall be established within a walking distance of 1 km of the neighborhood and in respect of children in classes VI-VIII, the school shall be established within a walking distance of 3 km.

4.2 Facilities available in the Schools

Out of the surveyed schools (I- VIII std.), 69% respondents agreed that teaching learning materials are available in tribal language, where as in rest of the schools TLM is available in Odia language. Library facilities are available in schools of the study area as per 77% of the respondents.

It is a positive sign that library facilities are available but the use of library by the children is equally important for providing access to study materials at schools. The RtE Act Section 31 (iv) provides for library with books, news papers and magazine. Play ground facilities which is critical for physical and cognitive development of children and add to create child friendly



environment in schools, is lacking as per 63% of the respondents in the study area. The boundary wall and gate at entry point is not available in 63% of schools. As per the study findings, the water facilities for toilet are not available in majority of the schools, though there is separate toilet for girls. Students have to carry water to the toilet in 70% of the

schools either from the supply tank water or from the tube wells. In the absence of water facilities, it is difficult to maintain these toilets. Thus it doesn't inculcate personal safe and sanitary practices among children. However, drinking water facilities seem to be available in majority of the schools in the study area. Fig. 4.1 presents the views of the respondents in schools.

In the study area 69% of the sample schools are found to be in good and usable condition, whereas 29% school buildings are in damaged conditions and requires immediate repairing. Also the rooms were locked and not used for any purpose in 3% of the schools.

The study informs that there are tube wells in 88.6% of schools. In rest of the schools, there are either provision of bore well or pipe water. But it is important to note here that tube wells and other sources are in usable condition in 86% of the schools whereas, in 14% schools these are not in usable conditions. It is obvious from the analysis that in the absence of any functional sources in the school premises, children drink water from outside, which is detrimental to their health.

Out of the surveyed schools, only 34% schools have separate space for Mid-Day meals and rest 66% schools use veranda and class room for MDM distribution for the children in the absence of adequate space. Availability of space for MDM is important in the sense that children are able to have their MDM without much hassle.

It is evident from the findings of the study that enrolment vis-à-vis attendance of children is displayed in 80% of the schools and the student toll free number is also displayed in the schools (68%). But upon interaction with the SMC members, the fact is established that no one attends the call received from the student help line number. The time and weekly menu of Mid-Day meal is displayed in about 89% of total schools covered under the study (**Annex-1, Table-7**). But it is also important to note here that the Orissa RtE Rule, 2010 provides under section 3 (6)(a) that the SMC shall communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act and the duties of the State govt., local authority, school, parent and guardian. It was observed during the field visit that in the intervention area of Sikshasandhan, the salient features of RTE act is displayed in prominent places of the school. Sikshasandhan has also taken initiative with the support of Welthungerhilfe to translate the salient features of the Act into tribal language and to circulate in the schools and community for their understanding.

4.3 The Teaching Personnel

The study finding reveals that out of 164 teachers in the schools of the study area, only 18% are regular. Rests are either ⁵Sikshya Sahayaks or Gana teachers (**Table 4.1**). The quality of teachings in these schools without having regular teachers is bound to suffer. The reason is that the Sikshya Sahayaks and the Gana teachers are neither sufficiently qualified nor they are provided with adequate trainings by the department. As a result the para teachers face difficulties in the class room transaction and to address the learning needs of the children.

⁵ Ad-hoc teachers appointed by the govt.

Besides, only 41% of the teachers are graduate and rest are either intermediate/+2 or matriculate. Total 48% of teachers have received CT training and 18% have completed BED training. But it is surprising to find that 25% of the teachers in the study area have received no professional trainings. It is also an important finding that in 66% of the schools, there is no availability of any subject teacher. Therefore, it is not only the types of teacher but also their educational qualification and the professional trainings they have received have direct implications on the quality of teachings in the schools. However, the Orissa RtE Rule mentions that the govt. shall provide adequate teacher education facilities to ensure that all teachers in schools owned or managed by Central or State govt. or local authority, who do not possess the minimum qualifications to acquire such qualifications within a period of five years from the commencement of the Act.

Table 4.1: Type of Teachers in sample Schools

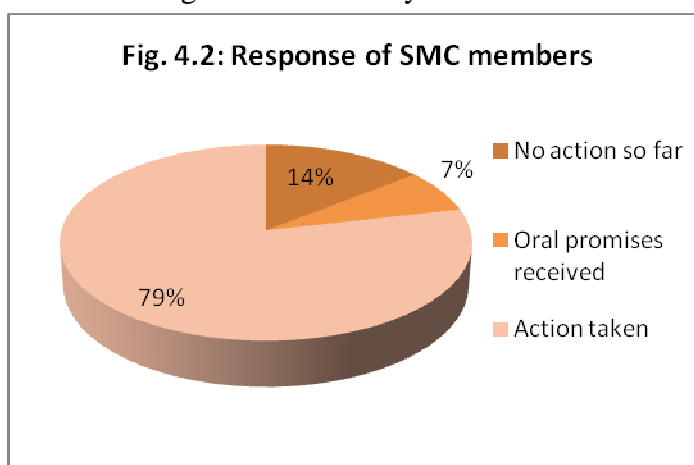
Type of Teachers	Male		Female		Total	
	N	%	N	%	N	%
Regular teacher	22	19.6	8	15.4	30	18.3
Sikhya Sahayak	46	41.1	15	28.8	61	37.2
Gana Teacher	15	13.4	16	30.8	31	18.9
MLE Sikhya Sahayak	11	9.8	3	5.8	14	8.5
Other (MLE teachers of Sikshyasandhan)	18	16.1	10	19.2	28	17.1
Total	112	100.0	52	100.0	164	100.0

As informed by the study that the MLE Sikhya Sahayaks constitute on 8.5% of the teachers in the study area. In addition, Sikshasandhan has supported with 28 MLE teachers in school of its intervention area to smooth the classroom transaction and to make the tribal children understand the classroom transaction.

It is found that 83% of teachers responded positively that they have been oriented on RtE Act whereas 17% teachers responded that they have not received any orientation on the Act. It is clear from the analysis that still there are teachers who are not oriented on the salient features of the Act in the study area. Thus, teachers’ understanding of the act is very much essential to implement the act in its letter and spirit.

4.4 Monitoring of School Activities

The monitoring of the school activities are being done by the Head Master, SMCs, BEO, BRCC & CRCC and the community members. It is encouraging to find that in 71.4% of the sample schools in the study area, the SMC actively monitor the activities of the schools, whereas 67% of schools are



monitored by the Head master, 66% schools by the BRCC & CRCC and 26% schools by the BEOs.

It was also interesting to note that the community monitoring of schooling activities was reported in 9% of the studied schools falling under the intervention area of Sikshasandhan. The community monitoring of schooling system has been possible due to the understanding of community on RtE Act and provisions. Sikshasandhan has taken initiatives to increase the participation of community in schooling system.

4.5 Community participation in School Governance

The Orissa RtE Rules, 2010 provides for the constitution of School Management Committee in every school other than an unaided school with 12-16 members. The SMCs are formed in all sample schools and as per the sample respondents (SMC members) in the study area, the SMC sits regularly on a monthly basis as per 92% of the respondents, but 79% of the respondents were from the intervention area of Sikshasandhan.



Focus Group Discussions with Jaanch Committee Members

This means that the SMC sits for regular monthly meetings in the intervention area. Total 79% of the respondents (75% of the respondents are from intervention area) opined that they recommended for developmental activities last year and the actions are being taken by the school authorities (Fig.4.2). The SMC members are more or less aware about their roles and responsibilities in the study area. The SMC members are involved in preparation of School Development Plan, child tracking survey, monitoring of school activities, monitoring of ⁶Mid-Day meal, raising awareness about school enrolment, repair & maintenance of school buildings, and utilization of school grants more in the intervention area of Sikshasandhan. About 64% of the respondents are of the opinion that the SMC has utilized the school grants in repair, maintenance and construction of infrastructure at schools.

4.6 Classroom transaction

More than half of the teachers understand tribal language and 38% of them use TLM in tribal language during class room transaction. However, 76% teachers expressed that they face difficulties in class room transaction due to language problem, because majority of the children are tribals. The respondent teachers also expressed that they face difficulties due to inadequate class rooms, shortage of manpower and lack of science instruments to demonstrate and make the tribal children understand.

⁶ The Midday Meal Scheme is a school meal programme of the Government of India designed to improve the nutritional status of school-age children nationwide. The programme supplies free lunches on working days for children in primary and upper primary classes in government, government aided schools.



Classroom transaction by the study team member

It is opined by 61.5% students on the other hand that the teachers use Odia language while teaching in the class rooms. So it is difficult for the students who are largely tribals and 85% of them speak their dialect at home, to understand the Odia medium of instruction in class rooms. As a result 39% of the students those who can afford depend on home tutor to improve their learning. Therefore, 50% of the students feel that the teachers should be well conversant with local

language; more than 80% students feel that the TLM should be in local language for easy understanding and about 58% student feel the necessity of translation of the text book in local language.

To eradicate these language problems Sikshasandhan has appointed some MLE teachers in their intervention schools where tribal student's enrolment is more than 80 percent. This initiative is well recognized by the community as well as students.

4.7 System of Assessment of children

In the study area, 89% of respondent teachers told that they follow the system of Continuous and Comprehensive Assessment of the students in the school. They use the method of summative and formative tests through half year and yearly examinations. The methods of vocal question answer test, evaluation and group discussion and revision test is being adopted by the teachers in the school. Whereas in the key informant interviews, only 46% teachers agreed that they follow the CCA for assessment of children. So with this mixed response it is clear that the CCA is followed in schools only for name sake and to comply the act. But the spirit of the system is not understood by many of the teachers.

4.8 Status of School Enrolment

In the sample schools of the study area, there are 4419 (boys-2270 & Girls-2149) students from class I-VIII. The ST students constitute 88% of the total students of the school. The ST boys comprise 87% of the total boys and the ST girls constitute 89% of the total girls in 35 sample schools of the study area. Thus there is majority of ST students enrolled in the schools of the study area.

It is informed by the study that out 35 schools in the study area, 23 schools have more than 90% tribal students enrolled. Out of these schools only 9 schools where Govt. has appointed MLE teachers (**Annex-1, Tab-3**). Rest of the schools general teachers are transacting with students and facing language problem which is a bigger problem in tribal area. However, it is also observed that in project intervention schools Sikshasandhan has appointed number of

MLE teacher to eradicate the language problem and make the classroom transaction easier and it is well recognized by the community.



Classroom transaction by MLE teacher

The dropout rate of students is very high at upper primary and elementary level. The dropout rate of girl students is comparatively high in the study area. Majority of teachers interacted (62%) opines that due to the engagement of girls in household chores, they remain absent regularly and it leads to their drop-out from schools. The other reasons cited by the teachers are engagement of girls in economic activities to supplement family income, ignorance of the parents, looking

after siblings when parents are out for wage work, superstition and early marriage of girl child. However, only 15% teachers attribute early marriage for drop out of girls from schools (**Annex-1, Table-9**). It indicates that the system of early marriage of girls in the area has gradually been declining due to increased awareness among parents.

The SMC members in the focus group discussions, suggested different ways of increasing enrolment, retention and to minimize drop out in schools of the study area. Majority of the members suggested raising the awareness level of parents followed by hostel facilities for students, development of friendly behavior in teachers, organizing extra-curricular activities in schools etc to address the above mentioned issues.

4.9 Child Protection Issues

As per the findings of the study, there are cases of discrimination by the peers and other in the study area. Though the students have not reported any cases of discrimination or any other cases of abuse by teachers, it is good have a protection mechanism at school level to avoid any untoward incidents. In this direction, the ST & SC Development Department has issued guidelines on safety & security applicable to all its employees-teaching and non-teaching staff and students. A detail Code of Conduct for teachers and students has been laid out by the department. The guideline developed by ST & SC Development Department may be reviewed and adapted by schools run by S & ME Department to their context in TSP blocks. The Code of Conduct and the reporting & response structure of child abuse should be displayed in visible place of the schools for public interest. Teachers of schools should be oriented on salient features of the Protection of Children against Sexual Offences (POCSO) Act, 2012.

4.10 PRI's Role

The Panchayati Raj Institutions/ULBs are notified as local authorities at all levels and in pursuance of the provisions contained in Right of Children to Free & Compulsory Education

(RCFCE) Act. 2009, the PRIs at different levels are entrusted with responsibilities related to schools. With notification, the S&ME Department has entrusted upon the local authorities Zilla Parishad (Rural Areas) and Urban Local Bodies (Urban Area) to supervise the implementation of schemes in the schools or adopt measures for the development of primary & upper primary education within the district



Discussion with PRI Members

or urban areas. The Panchayat Samiti whereas are entrusted the responsibilities to supervise and monitor primary and upper primary education in the block. Gram Panchayat is responsible for providing assistance to the Samitis for establishment and maintenance of schools for upper primary and primary education and also to supervise the school on different aspects at GP and village level. The S & ME Department has done a detailed activity mapping for the PRIs/ULBs at different levels as per the RTE Act. The PRIs/ULBs at district, block and village level are supposed to perform their roles under the few broad areas to ensure availability of neighbourhood schools, prevention of discrimination against weaker sections and disadvantaged children and ensuring their completion of elementary education, to monitor admission, attendance and completion of elementary education, to monitor the infrastructure including school buildings, teaching staff and learning materials. Ensuring the admission of children of migrant families and to monitor the functioning of schools within its jurisdiction.

4.11 Inter-departmental Coordination

District Level Committee has been constituted as per the advice of Ministry of Human Resource Development, Department of School Education & Literacy, Government of India for monitoring of Sarva Shiksha Abhiyan (SSA) programme, Mid Day Meal (MDM) scheme and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programme. Members of Parliament, Members of State Legislature and members of Zila Parishad, District Collector-Member-Secy, District Education Officer, Officers in-charge of Drinking Water Mission/ Total Sanitation Programme, DSWO, District Panchayat Officer, District Labour Officer, DWO, two NGOs working elementary education etc. are the members of District level Committee. The committee reviews the target and achievements of education programme in the district. The committee also reviews the convergence between departments to improve school infrastructure and other education related activities. The block level committee also needs to be strengthened in the same manner as exists at district level for better coordination and convergence of schemes and programmes to strengthen education systems. At present the Block Education Officers organize meetings on education. The monthly meetings need to be strengthened at block level for better coordination between S&ME and ST & SC Development Departments to improve the quality of education in blocks with high concentration of tribal population.

II. Pre-Primary Education:

4.12 Functioning of AWC

As per the study, AWCs run in different places in the study area. About 73% of the sample centres run in AWC, 20% of them run in community buildings and 7% of the AWC centre runs in primary schools. In the study area, 80% of the AWCs are pucca buildings, whereas 13% are kuchha houses (**Annex-1, Table-13**). But the Ministry of Rural Development, Government of India has approved the construction of Anganwadi Centres as an eligible and authorized activity under MGNREGS. Thus it enables the department to take up the construction of Anganwadi centres in all the villages where there is no pucca Anganwadi centres. The 0-6 months children constitute 10%, 6 month-3 years 43% and 3-6 years 47% in the sample AWCs. All the children in the age group of 0-3 years has been registered at the AWC, however it is found that almost 11% children in the age bracket of 3-6 years is not enrolled at AWC, 89% of eligible pre-primary school children are registered in the AWC.



Interaction with Anganwadi Worker

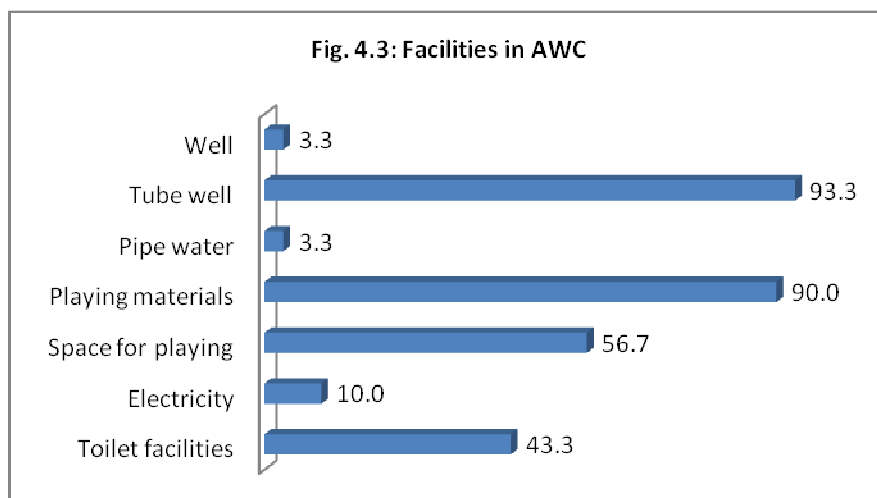
The reason cited for eligible children not enrolled are lack of awareness among parents, AWC is located distantly, irregular service, poor quality education, Odia medium of instruction etc. But more than half of the respondents (58%) attributed lack of parent's awareness as the main reason for less enrolment of eligible pre-primary education children. In the AWC, activities such as storytelling, action songs, drawing/paintings, number counting's, games etc. are carried

out as part of the pre-school activities in the AWC. It is encouraging to find that in 80% of the AWC, tribal language is used while teaching in pre-primary schools, however still one fifth AWWs are using mainstream Odia as language of instruction for Pre-school education.

4.13 Facilities available in AWCs

As per the study findings, toilet facilities are available in 43%, playing space is available in 57% and playing material is available in almost all the AWCs. Tube well is available in 93% of the AWCs in the sample centers. However, in 3% of the AWCs, the source of water is still well (**Fig. 4.3**). But as per State Policy, all AWCs functioning in their own/school or rented premises should have water within 250 meters of horizontal distance. In 63% of the AWCs, water is stored in covered vessel. But in rest 30% of the AWC, water is stored in open vessel. Seventy percent AWCs have adequate Cooking space

whereas 17% AWWs find kitchen space inadequate and 3% of AWCs have no separate space for cooking.



4.14 Learning Performance

The parents viewed differently on the learning performance of children in the AWC of the study area. For instance, 92% parents view that their children are able to describe the day-to-day activities of the AWC, 83% views that the children could read simple words, counts numbers & distinguish colours and objects; whereas 67% are of the opinion that children could write words (**Annex-1, Tab-10**). So far as the learning in the AWC of the study area is concerned, the children have done reasonably well. But again the parents of the non-intervention area of Sikshasandhan have comparatively a poor view on the learning level of their children. It is evident therefore that mobilization of the parents, strengthening of ⁷Mothers' Committee and the Jaanch Committees in the intervention area has contributed towards improving the learning standards of the children. Besides, Sikshasandhan has developed the TLM in tribal context and in their language to make the communication process easier in Early Child Education

4.15 Nua Arunima-Work book

The ⁸Nua Arunima workbook is followed in majority of the AWC as per 87% of the respondents. Whereas the workbook is not followed in view of 13% of the respondents. The primer is developed in some of the tribal languages in the State. In the intervention area of Sikshasandhan, the workbook has been transcribed in tribal languages like Ho and Santhali along with cultural flavour so that children could understand and relate to their day to day life. But in the non-intervention area, the primer is in Odia language followed by the AWWs.

⁷ Integrated Child Development Services (ICDS) in India is the world's largest integrated early childhood programme and Odisha has around 71,000 sanctioned centres which provide the services throughout the State. The Anganwadi Centers (AWCs) are part of the ICDS. At the village level-Jaanch Committee and Mothers Committee are involved in implementation and monitoring of the various activities of ICDS.

⁸ NuaArunima, a pre-school learning and training kit developed by the Women and Child Development Department for the Anganwadi Worker (AWW)

It has been observed that the children easily understand the transaction in their dialect and it helps them for a smooth transition from their own language to mainstream Odia language. It is found by the study that almost 80% of AWWs in the study area are trained on Nua Arunima, however 47% AWWs opined that they would like to have such training again. This training is helpful for interacting with the tribal students. It is



Learning Material prepared by Sikshasandhan

also seen that Sikshasandhan is preparing different learning materials for pre-school students to make the classroom transaction easier for students as well as Workers.

4.16 Community Participation

It is heartening to note that in 30 AWCs, 80% of the respondents said that the parents are involved in the management of the AWC. The involvement of Jaanch Committees and the Mothers' Committee is also very encouraging as per 90% of the respondents. But it is found that the involvement of parents in AWC management is comparatively more in the



Discussion with Community and Mothers Committee members

intervention area of Sikshasandhan than that of the non-intervention area. It is presumably due to community mobilization and capacity building initiatives of Sikshasandhan in the intervention area.

It is observed from interaction with the parents that 50% of them viewed that they send their children to AWC due to the motivation of the AWW and only 33%

viewed that parents send children on their own with the realization of the importance of sending children to AWC.

viewed that parents send children on their own with the realization of the

4.17 The Community Based Institutions

As per the study findings, Mothers' Committee members in 33% of the AWCs monitor the activities of the AWW. But their role is very limited with regard to ensure quality and quantity of cooked food, raising community awareness for Pre-school education, maintain cleanliness and sanitation of AWC, monitor the doorstep service of AWC, distribution of THR, to monitor the health related activities of the AWW.

As per the revised guideline issued by the W&CD Dept., Govt. of Odisha (vide letter No. 619S/SWCD, 16.03.2011) the Roles and responsibilities of the Mothers' Committee are to ensure quality service delivery in all the feeding programmes at the village level. Thus as per the guidelines major focus of the Mothers' Committee has been defined. Their role widely ranges from nutrition tracking among children under 2 years, pre-school activity monitoring with a focus on vulnerable children like disabled, children of migrants, quality assurance of all feeding programme, presence at the time of receipt and distribution of THR, making home visits to motivate the parents/guardians of 0-6 years children to send them regularly, to make at least two visits per fortnight to counsel the mother/guardian on clean drinking water and preparation of ⁹chhatua. In addition to these, the Mothers' Committee also needs to ensure the timely opening of AWC, personal hygiene of the children, observation of ¹⁰Mamata Diwas, identification of malnourished children and referral to ¹¹Pustikar Diwas etc.

In 93% of the studied AWC, the Jaanch Committees do check the quality and quantity of the cooked food and in 63% they also monitor the distribution of THR (**Annex-1, Tab-12**). But their role has not been significant so far as maintaining cleanliness and personal hygiene of children, monitoring the health status of children, monitoring the parents counselling activities of AWW etc are concerned.

4.18 The Anganwadi Worker

The education qualification of the ¹²AWWs in the study area is given in the Fig 4.4. It is found that majority of the AWWs (43%) have passed intermediate level, 37% are matriculate and 10% each are M.E. standard and graduate. As per the notification of the W&CD Dept., Govt. of Odisha, the Anganwadi Workers must have passed at least the High School Certificate (HSC) or equivalent examination from Board of Secondary Education, Orissa or equivalent Board/Council.



Learning Material prepared by Sikshasandhan by local product

In present system, the AWW are required to maintain more than thirty registers and is responsible for immunization, observation of Village Health and Nutrition Day, procurement of nutrition materials from the block headquarters, bank work, BPL survey etc. Considering the volume of work and the ever growing expectations, starting from providing services, day-to-day record maintenance, class room transactions to

maintaining relationship with parents, it is very difficult on the part of AWWs who

⁹ A ready to eat mix

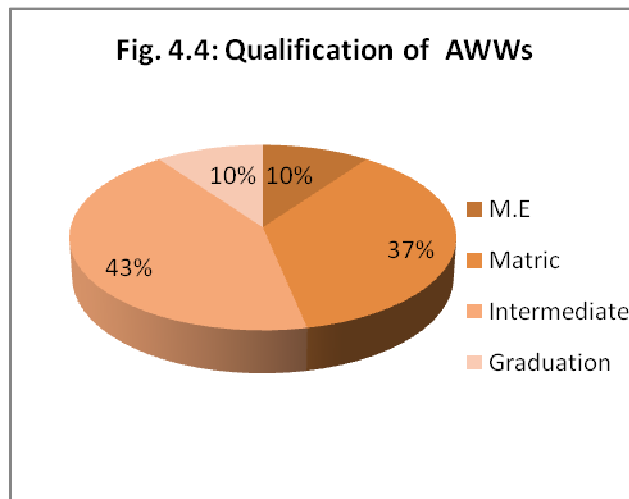
¹⁰ Mamata Diwas (Village Health & Nutrition Day) organised once in a month at AWC to target adolescent girls, pregnant & lactating mothers and under 5 children.

¹¹ Pustikar Diwas (Nutrition Day) observed on 15th of every month to check malnourished children at PHC & CHC level.

¹² Anganwadi Worker (AWW): ICDS worker

are less educated (10 % M.E. standard in the study area) to handle the responsibilities.

It is found that about 67% of the AWWs are from ST community in the study area. Rest 33% belongs to OBC and General Category. In a tribal dominated area, the appointment of AWW from ST community proves to be more effective for maintaining close relationship with the parents and communicating with children in the class



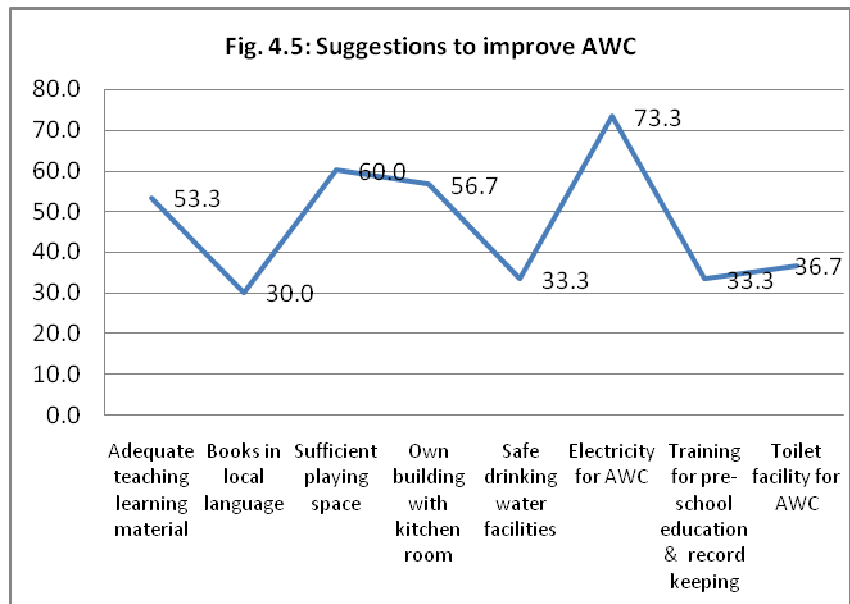
rooms. The revised guidelines for selection of AWW mentions that in all Tribal Sub Plan (TSP) areas only ST candidates will be selected as Anganwadi Workers. In case no ST candidate is available in the AWC area then it may be made open to SC candidates also.

In the study area 47% of the AWW resides in the village and 23% workers stay in the vicinity of the centers. But 30% of the AWW stay in other villages (**Annex-1, Tab-14**). In this case it is difficult for them to manage the day-to-day activities of the AWC and maintain the required relationship with the parents and the community members. The home visit by the AWW, who stays outside the village, is also not regular and effective.

As per the findings of the study, all the AWW have received trainings in the sample AWC. But 63% of the respondent AWW rated the training as satisfactory. 47% of the AWW expressed their desire for more trainings on the aspect of pre-school education and 43% viewed that there should be joint trainings with the ANM.

It is found that the AWWs in the study area are largely engaged in activities such as village survey & preparation of data base in every 3 months, preparation and distribution of food for children, Pre-school education to children, assist in immunization, ANC/PNC check up, distribution of supplementary nutrition, organizing meetings on different aspects of health & nutrition and organizing health check-ups. A letter was issued by the Ministry of Human Resource Development (Dept. of Women & Child Development), Govt. of India to the secretaries of State/UTs dealing with ICDS scheme on the roles and responsibilities of AWW and AWH in the year 2004. Their role has been clearly defined to ensure that AWWs are not drawn into every programme and focused on their core activities. It was also mentioned that the additional role of the AWWs should be determined primarily by what is critical for achieving the objectives of ICDS in terms of reductions in infant and child mortality, prevention of malnutrition, promoting child development, pre-school education etc.

In the study area the respondent AWWs have put forward suggestion for the improvement of the AWC. The suggestions are presented in Fig.4.5. Thus in order of priority, 73% of the AWW have suggested for electricity in the centres, 60% have suggested for playing space in the AWC, 57% of the AWWs have suggested for own building of the AWC with kitchen space, 53% have expressed their views in favour of adequate teaching and learning materials whereas 37% suggested for toilet facilities in the AWC.



While the views of parents in the study are to improve the status of AWC is different. For example

92% of the parents suggested for supply of more quantity of food in the AWC, 58% of them are in the views of organizing more number of health meetings, provision of drinking water in all the AWC and availability of books/TLM in mother tongue and 50% of the parents suggested for regular meetings of the AWW with the parents. The greatest concern of 9 out of every 10 parents is increase in quantity of food provided at AWCs and only 58% of the parents demanded availability of books/TLM. It indicates that they still conceive AWCs merely a place to provide SNP and they are not much aware about Pre-school education facility at AWCs and other components of ICDS.

Chapter –V: Conclusion & Suggestions

Though Odisha has done fairly well in education from 2001 to 2011 census, still there is disparity between the social classes and gender in the attainment of literacy. The performance of education indicators is not even in different parts of the State. The indicators are healthy in case of few districts, whereas the districts with high concentration of tribals are lagging behind. In this context, the effective implementation of the RTE Act is the call of the hour to bridge the literacy gap between social classes and districts. Concerted efforts of all- community including children, teachers, community based institutions, PRIs, CSOs, school administration and the education bureaucracy of the State is required for the effective implementation of the act.

Similarly, the status of Pre-primary education and the critical infrastructure required for the proper functioning of the ICDS centers are not up to the mark. The system of down ward accountability and governance involved in the pre-schooling component of ICDS is rather in poor state. The role of government, CSO, PRI, community based institutions is vital to strengthen the Pre-school component of ICDS. The coordination between different stakeholders would help in fulfilling the rights of children to access quality Pre-school Education services. The Pre-school education service, which has thus far been sidelined, requires adequate attention through raised public demands. For this to happen, knowledge of community on their entitlements and ICDS is a necessity. The coordination between W&CD, School & Mass Education, Health & Family Welfare and ST & SC Development departments and convergence of programme is critical to provide integrated services to the child.

However, based on findings of the present study on facilities & provision available both at elementary and Pre-primary education level, the following few suggestions are forwarded to improve the system and provision particularly in tribal districts to increase the access of children to quality education services in the State:-

A. Education:

1. The requirement of multilingual teachers is a priority in all primary schools run by both S&ME and ST & SC Development Departments in tribal dominated areas. The process of recruitment needs to be expedited by SSA to cover all schools located in blocks with ST concentration. The documentation and dissemination of the experiences of language teachers of Sikshasandhan (under Welthungerhilfe project) in its intervention area shall inform the SSA to devise strategy for the smooth transition of tribal children to mainstream odia and to retain their interest in education.
2. The basic minimum water facilities need to be provided in all the schools to keep the toilets use worthy. These steps by the administration, shall improve the health & sanitary practices among children.

3. The boundary wall in schools is very much critical to ensure the safety and security of children. Therefore, construction of boundary walls of schools should be given a priority by the school administration and the SMC must take steps in this regard.
4. It is pertinent on the part of the school authorities to do an infrastructure audit of schools to assess the basic requirements. Based on the urgent requirements of space/rooms, the repairing of rooms and building should be done on a priority for those schools without having the minimum facilities. These steps will enable the teachers and students with adequate rooms/space to carry out teaching & learning activities.
5. In schools where the tube wells are not in usable conditions, priority should be given to repair the tube wells for providing safe drinking water to children. In the absence of which children's chances of getting prone to water borne diseases are high. The role of SMC is important in this regard to mobilize school authorities to address the issues by making the tube wells functional.
6. The Student Toll Free number is a right step by the school administration to ensure participation of children in the schooling system. The Student toll free numbers should be activated. The SMC should communicate in simple and creative ways preferably through wall paintings, the rights of the child as enunciated in the RTE Act and the duties of the State govt., local authority, school, parent and guardian.
7. The professional qualification of the teachers and in-service trainings of the teacher is very important to improve class room transaction and the quality of teachings thereof. Especially the quality of teachings and teachers' capacity to address the need of the tribal children, those who are first generation learners are very critical to bind the children to the class rooms. The school authority should take steps for providing in-service trainings to the teachers to update their knowledge.
8. Teachers' understanding of RTE Act is very much essential and particularly in tribal dominated areas. The knowledge and understanding of the teachers and SMC members on salient features of the Act would ensure establishing a participatory and accountable schooling system. The SSA at district level should take steps to orient all the teachers on RTE Act in phased manner.
9. The critical issues such as inadequate class rooms, shortage of manpower and lack of science instruments which are vital for a two-way communication process (between the teacher & student) in the class room should be taken care by the authorities on a priority basis. In the absence of which the quality of teachings in school would suffer.

10. For TSP (Tribal sub-plan) areas, since gap in education level is high, recruitment for all sanctioned posts should be done by SSA to rationalize the teachers posting on a priority basis.
11. The guideline developed by ST & SC Development Department on safety & security may be reviewed and adapted by schools run by S & ME Department in TSP blocks. The Code of Conduct and the reporting & response structure of child abuse should be displayed in visible place of the schools for public interest. All teachers should be oriented on salient features of the Protection of Children against Sexual Offences (POCSO) Act, 2012 as part of their teachers' training curriculum.
12. Playground in schools forms an important aspect of child friendly school environment. So the necessity of creating space for children to play should be considered while constructing additional buildings in school campus or while constructing new school buildings. The SMC need to discuss these issues in case of any plan for addition class room or school buildings.
13. The block level coordination between the S & ME, ST & SC Development Department officials needs to be strengthened at block level with high concentration of tribal population. Thus attention is required to strengthen the coordination of these key departments to ensure enrolment and retention of children in schools, proper upkeep of the hostels and to improve the quality of education.
14. The role of PRIs at district, block and Gram Panchayat level is well defined for elementary education in the State. Understanding of the PRI representatives about their roles and responsibilities is important for their involvement in school management. The suggestions of the PRIs should be taken into consideration by both S&ME and ST & SC Development Departments for necessary improvement of schooling systems, within the parameters of the scheme guidelines and framework of implementation. As the representatives of the PRIs have a fixed tenure, the orientation should take place for every newly elected representative in phased manner at all levels by the departments concerned.
15. The dropout rate of girl students is comparatively high in the study area. In this context, it is important to mobilize the parents on the importance of girl child education and to inform them on different schemes/programme of the govt. to incentivize girl child education in tribal areas.

B. Pre-School Education:

16. It is important to inform the parents about their entitlements in ICDS centers and the importance of pre- school education for smooth transition of children to schools and their retention. The CSOs could play a significant role in this regard to mobilize parents for enrolment of children in ICDS centers for accessing all the services and entitlements. The Mother's Committee needs to be strengthened to motivate the parents to send their children to ICDS centres.
17. The critical infrastructure like toilet facilities, play space, drinking water source, cooking space etc. have direct implication on creating child friendly environment in the centres and on health and hygiene of children. The RTE forum at State level should discuss and deliberate on these issues, otherwise the issues of inadequate infrastructure in ICDS centres would go unnoticed in the absence of any forum or network specifically working towards the cause of Early Child Care & Education.
18. Introduction of TLM in tribal language have a visible impact on the performance of children in Pre-schools. The similar approach adopted by Sikshasandhan could be scaled up to other areas for improving the learning performance of pre-school children. The knowledge products developed by Sikshasandhan should be shared in RTE forum and with SSA for learning and contextualizing in other tribal districts.
19. Qualification of the AWW is very important to handle the ever growing responsibilities. It is very difficult on the part of AWWs who are less educated to handle such responsibilities efficiently.
20. Though Nua Arunima-the pre-school learning and training kit is being followed in majority of the AWC in the study area and most of the AWWs are trained on the primer, the periodic follow up trainings and hand holding support is very much essential to update the teaching skills of the AWW on the primer. The AWWs needs refresher training from time to time to adhere to the methodologies prescribed for ECE. It is also critical to monitor how many hours per day the primer is being followed and in a month how many days the ECE activities are being carried out by the AWWs. The CSOs can play a vital role in this regard to inform and build the capacities of Jaanch Committees to ensure strict following up the syllabus and to prepare plan of action for Early Childhood Education (ECE) component in ICDS. It is also equally important to develop the primer in major tribal languages for the Pre-primary children to follow the primer.
21. It is found that the Mothers' Committee are largely engaged into the activities such as ensuring the quality and quantity of cooked food, raising community awareness for Pre- school education, maintaining cleanliness and sanitation of the center, monitoring the doorstep service, distribution of THR, monitoring of health related activities etc in the study area. But as per the guideline issued by the W&CD Dept., Govt. of Odisha, the role of Mothers' Committee is varied which also includes

nutrition tracking among children under 2 years, pre-school activity monitoring with a focus on vulnerable children like disabled, children of migrants, quality assurance of all feeding programme, presence at the time of receipt and distribution of THR, making home visits to motivate the parents/guardians of 0-6 years children to send them regularly, to make at least two visits per fortnight to counsel the mother/guardian on clean drinking water, preparation of chhatua. In addition to these, the Mothers' Committee also needs to ensure the timely opening of AWC, personal hygiene of the children, observation of Mamata Diwas, identification of malnourished children and referral to Pustikar Diwas etc. Considering the responsibilities bestowed upon the Mothers' Committee, it is important to orient these committees thoroughly by the dept./CSOs from time to time. Their understanding of the responsibilities is key towards ensuring quality services in the AWC.

22. The role of Jaanch Committees have also not found be very significant in the study area. Though they are largely engaged in checking the quality and quantity of the cooked food and monitoring the distribution of THR. But their role has been defined by the guide lines issued by the W& CD Dept., Govt. of Odisha to visit each AWC in the village on a random basis at least once a week and check the quality and quantity of food being served. Be present at the time of receipt of THR and its distribution to the beneficiaries. Visit at least one household per week to ensure that THR was received and is being consumed as per the required norm to check the quality of food. The AWC are required to maintain a register to record the remarks of the Jaanch committee on the day of their visit. The Jaanch Committee should not indulge so much in fault finding of individual functionaries as in ensuring that feeding programmes are run properly. In case some local issues come to the notice of the Jaanch Committee, they should resolve those issues at that place itself and record in the register. In case it cannot be resolved by them, it should be brought to the notice of the President of the Jaanch Committee. As last resort, it should be immediately reported to the Sarpanch/chair person with a copy to the sector supervisor and CDPO. Thus, all the Jaanch Committee members should thoroughly be oriented on their roles and responsibilities by the dept. and the CSOs involved in those sort of activities.
23. In a tribal dominated area, the appointment of AWW from ST community proves to be more effective for maintaining close relationship with the parents and communicating with children in the class rooms. The posting of AWW should feasibly be done to position more number of ST AWWs in tribal concentration areas. It is also recommended that the AWWs should stay in the village itself to perform their role as frontline service providers and maintain the required relationship with the parents and the community members.
24. Creation of basic minimum infrastructure, regular meetings and close rapport of the AWWs with the parents is vital for improving the quality of pre-school services. The capacity of the Anganwadi workers need to be strengthened by the department on the aspect of pre-school education from time to time to equip them adequate.

References

1. Right to Education Hand Book: Odisha RTE Forum: Compiled by Anil Pradhan
2. Status of Elementary & Secondary Education in Odisha-2014-15
3. Statistical Profile of Scheduled Tribes in India-2013
4. Out Come Budget-2014-15 of Women & Child Development Department, Govt. of Odisha
5. Compendium of Guidelines for ICDS & Nutrition, Women & Child Development Department, Govt. of Odisha
6. Strengthening of Elementary Education: Contours & Continuum: Experience from Interventions of Sikshasandhan in Kaptipada block of Mayurbhanj, Odisha
7. Evaluation Report for Welthungerhilfe: Sikshasandhan
8. Project Related Documents of Sikshasandhan
9. Early Child hood Care & Education in India: National University of Educational Planning & Administration, New Delhi

Study Team

Mr. Sasank Padhi, Team Leader

P. Benumadhava Subudhi, Field Supervisor

Shri. Ranjan Kumar Mallik, Researcher

Shri Dutikrushna Nayak, Researcher

Shri. Ramesh Chandra Kar, Researcher

Shri. Ranjan Kumar Sahoo, Researcher

Shri. Santosh Meher, Researcher

Shri. Sudhansu Sekhar Samal, Researcher

Shri. Jitendra Majhi, Researcher

Ms. Sasmita Malla, Data Processing

Mrs. Sarita Tripathy, Data Processing

Field work Management & overall Coordination

Mr. Prafulla Kumar Behera,
Executive Coordinator, KARTABYA, Bhubaneswar

ANNEXURES

Annex-1: Tables**Table-1: Gender and caste wise enrollment of students**

	SC		ST		OBC		GEN		Grand Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class-1	2	3	158	170	11	6	0	0	171	179
Class-2	25	4	350	310	28	24	4	2	407	340
Class-3	34	13	368	387	44	52	4	0	450	452
Class-4	6	2	440	385	33	42	1	1	480	430
Class-5	7	0	390	368	37	39	0	4	434	411
Class-6	3	3	169	207	24	24	0	0	196	234
Class-7	0	2	77	60	21	18	1	0	99	80
Class-8	0	0	23	19	10	4	0	0	33	23
Total	77	27	1975	1906	208	209	10	7	2270	2149

Tab-2:Type of teachers in the sample school

Type	Male		Female		Total	
	N	%	N	%	N	%
Regular teacher	22	19.6	8	15.4	30	18.3
Sikhya Sahayak	46	41.1	15	28.8	61	37.2
Gana Teacher	15	13.4	16	30.8	31	18.9
MLE Sikhya Sahayak	11	9.8	3	5.8	14	8.5
Other (MLE_Sikshya Sandhan)	18	16.1	10	19.2	28	17.1
Total	112	100.0	52	100.0	164	100.0

Table-3 Schools having more than 90% tribal student's enrolment & position of MLE teacher

Sl	Name of the School	Total enrolment	No of ST Students	% of ST Students	MLE teacher appointed by Govt.
1	New Primary School , Ambadhi	77	77	100.0	No
2	Hadagutha P.S	77	71	92.2	No
3	Dolipada U.G.H School	260	252	96.9	Yes
4	Rama Chandra Primary School	120	120	100.0	Yes
5	Adharpada N.P.S	153	142	92.8	No
6	Tologadia Primary School	193	189	97.9	Yes
7	Lambuasahi	144	144	100.0	No
8	Dillisore P.S	165	160	97.0	Yes
9	Kunudabahalinein Primary School	74	71	95.9	Yes
10	Noto Primary School(Hapahburu)	56	51	91.1	No
11	Haladia sahi	157	154	98.1	Yes
12	Bhandra U.G.M.E School	103	96	93.2	Yes
13	Dipasahi New Primary School	45	45	100.0	No
14	Serengsahi New Primary School	113	111	98.2	No
15	Saradhia P.U.P	125	125	100.0	No

16	Prafulachandrapur NPS	84	81	96.4	No
17	Balichua Pry. School	142	142	100.0	Yes
18	Chatramba P.S	80	75	93.8	No
19	Kathachua Primery School	92	91	98.9	No
20	Dugdha Primary School	139	128	92.1	No
21	Chhachunia N.P.S	77	77	100.0	No
22	Balidahi	143	143	100.0	No
23	Govt. U.G high School	415	379	91.33	Yes

Tab-4: Educational Qualification of the teacher

Edu	WHH		Sikshasandhan		Control		Grand Total	
	N	%	N	%	N	%	N	%
Matric	21	27.6	16	20.3	0	0.0	37	22.6
Intermediate	20	26.3	34	43.0	3	33.3	57	34.8
Graduation	32	42.1	29	36.7	6	66.7	67	40.9
Other	3	3.9	0	0.0	0	0.0	3	1.8
	76	100.0	79	100.0	9	100.0	164	100.0

Tab-5: Teachers completed Professional Training

Training	WHH		Sikshasandhan		Control		Grand Total	
	N	%	N	%	N	%	N	%
CT	33	43.4	42	53.2	4	44.4	79	48.2
B.Ed	15	19.7	12	15.2	3	33.3	30	18.3
Other	6	7.9	5	6.3	2	22.2	13	7.9
No training	22	28.9	20	25.3	0	0.0	42	25.6
Total	76	100.0	79	100.0	9	100.0	164	100.0

Tab-6: Facilities available in the school (Respondents saying "Yes")

Facilities	WHH (N=14)		Sikshasandhan (N=18)		Control (N=3)		Grand Total (N=35)	
	N	%	N	%	N	%	N	%
Drinking water facilities	13	92.9	15	83.3	3	100.0	31	88.6
Separate toilet for girls	10	71.4	10	55.6	3	100.0	23	65.7
Water facilities to the toilet	2	14.3	2	11.1	1	33.3	5	14.3
Boundary wall in the hostel	6	42.9	6	33.3	1	33.3	13	37.1
Gate at entry point	6	42.9	6	33.3	1	33.3	13	37.1
Electrification in the school	3	21.4	2	11.1	1	33.3	6	17.1
Telephone facilities	1	7.1	1	5.6	0	0.0	2	5.7
Playground	7	50.0	5	27.8	1	33.3	13	37.1
Playing instruments	7	50.0	15	83.3	3	100.0	25	71.4
Library facilities	9	64.3	15	83.3	3	100.0	27	77.1
Kitchen shed for MDM	14	100.0	14	77.8	3	100.0	31	88.6
adequate utensils in the kitchen	9	64.3	12	66.7	2	66.7	23	65.7

TLM in tribal language	8	57.1	15	83.3	1	33.3	24	68.6
Separate room for HM	3	21.4	8	44.4	3	100.0	14	40.0

Tab-7: Items displayed in the school

Items	WHH (N=14)		Sikshya Sandhan (N=18)		Control (N=3)		Grand Total (N=35)	
	N	%	N	%	N	%	N	%
Daily attendance vis-a-vis enrollment	12	85.7	13	72.2	3	100.0	28	80.0
Toll free helpline Number	9	64.3	12	66.7	3	100.0	24	68.6
Rules and Regulations of school	10	71.4	13	72.2	2	66.7	25	71.4
Timing and menu of Mid day meal	13	92.9	15	83.3	3	100.0	31	88.6
Learning activities (TLMs)	11	78.6	15	83.3	3	100.0	29	82.9

Tab-8: Assessment of performance of the student

Subject	WHH (N=5)		Sikshya Sandhan (N=5)		Control (N=3)		Grand Total (N=13)	
	N	%	N	%	N	%	N	%
Through CCA	3	60.0	2	40.0	1	33.3	6	46.2
Yearly /Half yearly summative test	1	20.0	1	20.0	0	0.0	2	15.4
Formative test	1	20.0	2	40.0	0	0.0	3	23.1
Question/Answer in classroom transaction	4	80.0	2	40.0	1	33.3	7	53.8
Home task	1	20.0	1	20.0	2	66.7	4	30.8

Tab-9: Factors affecting enrollment and drop out of tribal girls

Subject	WHH (N=5)		Sikshasandhan (N=5)		Control (N=3)		Grand Total (N=13)	
	N	%	N	%	N	%	N	%
Lack of awareness of parents	2	40.0	2	40.0	2	66.7	6	46.2
Engagement in home home work	4	80.0	2	40.0	2	66.7	8	61.5
Helping parents in work place	2	40.0	1	20.0	0	0.0	3	23.1
Engage in economical activities	2	40.0	4	80.0	1	33.3	7	53.8
Looking after sibling	1	20.0	1	20.0	3	100.0	5	38.5
Superstition and ignorance	0	0.0	2	40.0	2	66.7	4	30.8
Early marriage of girl child	1	20.0	0	0.0	1	33.3	2	15.4

Tab-10: Parents views on their children's learning performance

Learning activities	WHH (N=4)		Sikshasandhan (N=5)		Control (N=3)		Grand Total (N=12)	
	N	%	N	%	N	%	N	%
Read simple words	4	100.0	3	60.0	3	100.0	10	83.3
Count numbers	4	100.0	4	80.0	2	66.7	10	83.3
Write words	3	75.0	4	80.0	1	33.3	8	66.7
Distinguish colours/objects	4	100.0	4	80.0	2	66.7	10	83.3
Describe Anganwadi activities at home	4	100.0	5	100.0	2	66.7	11	91.7

Tab-11: Language AWW use while providing PSE

Type	WHH (N=10)		Sikshasandhan (N=10)		Control (N=6)		Grand Total (N=26)	
	N	%	N	%	N	%	N	%
Mother tongue	13	81.3	8	80.0	3	75.0	24	80.0
Mainstream Odia	3	18.8	2	20.0	1	25.0	6	20.0
Total	16	100.0	10	100.0	4	100.0	30	100.0

Tab-12 :Activities conducted by Jaanch committee

Activities	WHH (N=16)		Sikshasandhan (N=10)		Control (N=4)		Grand Total (N=30)	
	N	%	N	%	N	%	N	%
Check quality and quantity of cooked food	15	93.8	9	90.0	4	100.0	28	93.3
Monitor the distribution of THR	13	81.3	3	30.0	3	75.0	19	63.3
Check the quality & quantity of the purchased food items	11	68.8	4	40.0	3	75.0	18	60.0
Monitoring cleanliness, sanitation of AWC	1	6.3	0	0.0	1	25.0	2	6.7
Monitor the health activities of the AWW	1	6.3	0	0.0	1	25.0	2	6.7
Monitor the fund utilization of AWC	2	12.5	1	10.0	1	25.0	4	13.3

Tab-13: Status of AWC building

House	WHH		Sikshasandhan		Control		Grand Total	
	N	%	N	%	N	%	N	%
Pucca	12	75.0	8	80.0	4	100.0	24	80.0
Semi pucca	1	6.3	1	10.0	0	0.0	2	6.7
Kutcha	3	18.8	1	10.0	0	0.0	4	13.3
Open space	0	0.0	0	0.0	0	0.0	0	0.0
Grand Total	16	100.0	10	100.0	4	100.0	30	100.0

Tab-14: Residence of AWW

Type	WHH (N=10)		Sikshasandhan (N=10)		Control (N=6)		Grand Total (N=26)	
	N	%	N	%	N	%	N	%
In close vicinity of AWC	4	25.0	3	30.0	0	0.0	7	23.3
Within the AWC village	7	43.8	4	40.0	3	75.0	14	46.7
Other village	5	31.3	3	30.0	1	25.0	9	30.0
Total	16	100.0	10	100.0	4	100.0	30	100.0

Annexure-2: Questionnaires

Assessing School/ICDS Facilities and present Condition in ICDS/ Government Primary Schools in Odisha, under the Welthungerhilfe Supported project in Kaptipada block of Mayurbhanj District, Orissa

PRIMARY SCHOOL INFORMATION SCHEDULE

Section-1: General Identification

1.1	Name of the School	
1.2	Sample School Type (WHH/ SS/Control)	
1.3	Name of the Village	
1.4	Name of the GP	
1.5	Name of the Block	
1.6	Name of the Respondent	
1.7	Designation	
1.8	Contact number	

Section-2: Profile of the school

2.1	Type of school <i>(Primary school -1, Upper Primary -2, Both Primary & UP -3)</i>										
2.2.	What is the number of classes in the school?										
2.3.	Type of School run by the department <i>(SCST Development Department-1, S & ME department-2, Others specify-3)</i>										
2.4	Years of establishment (No of years)										
2.5	Distance of school from the nearest habitation/ village <i>(Inside a village -1, within one Km -2, More than one Km -3)</i>										
2.6	Number of students enrolled in the school										
	Class	ST		SC		OBC		GEN		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Class-I										
	Class-II										
	Class-III										
	Class-IV										
	Class-V										
	Class-VI										
	Class-VII										
Class-VIII											

Section-3: Infrastructure & Facilities in School

Sl	Infrastructure & Facilities	Code	Condition
3.1	Ownership of the School building <i>(Own building-1, rented building-2, others-3)</i>		
3.2	Housing structure of the School <i>(Pucca House-1, Semi Pucca-2, , any others specify-3)</i>		
3.3	Number of class rooms in the school		
3.4	Is there a separate room for Head master (Yes-1, No-2)		
3.5.a	Drinking water facilities(Yes-1, No-2)		
b	Type of Drinking Water facility <i>(Pipe water-1, Tube well-2, Bore well-3 , any others specify-4)</i>		
c	Condition of the Drinking Water facility <i>(Usable-1, Unusable-2)</i>		
3.6.a	No of toilets		
b	Separate toilet for girls(Yes-1, No-2)		
c	Water facility to the toilets(Yes-1, No-2)		

d	Type of Water facilities to the Toilets (Pipe water available inside the toilet-1, water available in a tank inside the toilet-2, Girls have to carry water to the toilet-3, others specify-4)		
3.7 a	Well Protected Boundary wall (Yes-1, No-2)		
b	Grill/Gate at entry point (Yes-1, No-2)		
3.8	Availability of Electricity (Yes-1, No-2)		
3.9	Telephone facilities (Land line-1, Mobile-2, No Phone-3)		
3.10	Is there a playground for students? (Yes-1, No-2)		
3.11	Are playing instruments available in the school? (Yes-1, No-2)		
3.12	Is there library facility in the school? (Yes-1, No-2)		
3.13.a	Is there a kitchen shed for mid day meal? (Yes-1, No-2)		
b	Are there adequate utensils for Kitchen? (Yes-1, No-2)		
c	Where do the students take launch? (available dining space -1, School Veranda-2, In the class room-3, In the Kitchen room-4, Any other specify-4,)		
3.14	Is Teaching Learning Materials (TLM) available with special reference to study of tribal language? (Yes-1, No-2)		
3.15	Is there display of following items in school wall?		
a.	Daily attendance vis-a-vis enrollment (Yes-1, No-2)		
b.	Toll free helpline Number (Yes-1, No-2)		
c.	Rules and Regulations of school (Yes-1, No-2)		
d.	Timing and menu of Mid day meal (Yes-1, No-2)		
e.	Learning activities (Yes-1, No-2)		

Code for condition: In Good and Usable condition -1, Damaged but can be repaired-2, damaged& not repairable-3, usable but locked/ not permitted-4

Section-4: Human Resources for School

Sl	Human Resource	Code	
		Male	Female
4.1	What is the Total number of teachers in the school		
	a. Sanctioned		
	b. In Position		
4.2	Type of teachers in the school		
	a. Regular teacher		
	b. Sikhya Sahayak		
	c. Gana Teacher		
	d. MLE Sikhya Sahayak		
	e. Any Other		
4.3	Have any teachers been trained to work with CWSN? (Yes-1, No-2)		
4.4	Is there any subject teacher for Science? (Yes-1, No-2)		
4.5	Educational Qualification of the teachers in the school		
	Teachers	Edu. Qualification (Matric-1, +2-2, Graduate -3, any other specify-4)	Training (CT-1, B.Ed-2, any other specify-3)
	Teacher_1		
	Teacher_2		
	Teacher_3		
4.6	Has any training/orientation been conducted for teachers on RTE regulations?		
4.7	Is there a Cook for MDM programme? (Yes-1, No-2)		

Section-5: Monitoring & Evaluation

5.1	Who are monitoring the school activities? (HM-1, SMC-2, BEO-3, CRCC/BRCC-4, Community-5, Any other specify-6)	
5.2	How many exams do you hold for the students in a year?	
5.3	Do you ensure Continuous & Comprehensive Assessment (CCA) system? (Yes-1, No-2)	
5.4	If yes, how?	

Signature of Field Investigator

Interview Schedule for Teacher

Section-1: Identification

1.1	Name of the School	
1.2	Sample School Type (WHH / SS /Control)	
1.3	Name of the Village	
1.4	Name of the GP	
1.5	Name of the Block	
1.6	Name of the Teacher	
1.7	Designation	
1.8	Contact number	

Section-2: Profile of the Teacher

2.1	Age (in years)	
2.2.	Sex (Male-1, Female-2)	
2.3.	Caste (SC-1, ST-2, OB-3, GEN-4)	
a	If Code-2 in Q. 2.2, name of the tribe?	
2.4	Qualification (<i>Matric-1, +2-2, Graduate -3, any other specify-4</i>)	
	Professional Training (CT-1, B.Ed-2, any other specify-3)	
2.5	No years teaching experience	
2.6	Teaching experience in present school	
2.7.a	Have you oriented any special training during your service period? (Yes-1, No-2)	
b.	If yes, what are the trainings?	
	Name of the training	Contents of the training
c.	Durations of the training?	
d	Are the trainings useful to you? (Yes-1, No-2)	
e	Who were the Resource persons?	
2.8	In which class do you teach? (<i>Class-1, Class-2, Class-3, Class-4, Class-5, Class-6, Class-7</i>)	
2.9	Subjects do you teach (<i>Math-1, Science-2, SST-3, Language-4, All-5, any other-6</i>)	
2.10	Are Teaching Learning materials (TLM) available with special reference to study of tribal language? (Yes-1, No-2)	
2.11.a	Do you know local/tribal language? (Yes-1, No-2)	
b.	If yes, whether you use tribal language while teaching? Yes-1, No-2)	
2.12	Do you use TLM in your classroom transaction (Yes-1, No-2)	
2.13	Are you following curriculum with special reference to tribal language? (Yes-1, No-2)	
2.14	Do you face any difficulties during your class room transaction? (Yes-1, No-2)	
2.16	Type of difficulties do you face during class room transactions?	
2.17	How do you assess the performance of the student?	
2.18	In your view what are the factors affecting enrollment and drop-out of tribal girl child?	
2.19	Give your overall suggestions	
	Own Capacity building	
	Improvement in classroom transaction	
	Increasing enrollment	
	Overall situations of the school	

Signature of Field Investigator

Interview Schedule for Student

Section-1: Identification

1.1	Name of the School	
1.2	Sample School Type(WHH / SS /Control)	
1.3	Name of the Village	
1.4	Name of the GP	
1.5	Name of the Block	
1.6	Name of the Student	
1.7	Class	
1.8	Age	
1.9	Sex (Male-1, Female-2)	
1.10	Caste (SC-1, ST-2, OB-3, GEN-4)	

Section-2: Availability & Use of Infrastructure facilities

2.1	Drinking water facilities(Yes-1, No-2)	
2.2	Type of Drinking Water facility (Pipe water-1, Tube well-2, Bore well-3, any others specify-4)	
2.3.	No of toilets in the school	
2.4	Number of toilets functional	
2.5	Do you use toilets in the school? (Yes-1, No-2)	
2.6	Separate toilet for girls (Yes-1, No-2)	
2.7	Water facility to the toilets (Yes-1, No-2)	
2.8	Boundary wall of the school (Yes-1, No-2)	
2.9	Is there playground for you in the school? (Yes-1, No-2)	
2.10	Are the play materials available for you? (Yes-1, No-2)	
2.11	Library Facility available in the school? (Yes-1, No-2)	
2.12	Do you take mid day meal regularly (Yes-1, No-2)	
2.13	Have you supplied Uniforms? (Yes-1, No-2)	
2.14	If yes, no. of pairs	
2.15	Do the teachers show you TLM in the class? (Yes-1, No-2)	
2.16	Has any of your a friend or relatives dropped out from the school?	
	If yes, What are the reasons? (Not interested in education-1, Parents not allowed-2, Doing housework-3, Teachers threatened-4, Not provided uniform-5, Poor MDM-6, Difficulties in understanding the mainstream Odiya as the means of teaching -7, Any other -8)	
2.17	What do you want to improve in the school? (infrastructure)	

Section-3: Teaching Learning Process

3.1	How did you feel in the first week at school? (Did not understand the language of teaching -1, Did not talk much with classmates-2, Had lots of fear in mind-3, Felt okay -4, Any other specify-5)	
3.2	Which language does the teacher teach you in? (Mainstream Odia-1, Local language-2)	
3.3.	Behavior of teacher (Friendly-1, Threatening-2)	
3.4	Difficulties in learning process (Language problem-1, Discrimination in class-2, Curriculum difficulties-3, No learning materials-4, any other specify-5)	
3.5.a	Have you been discriminated in school? Yes-1. No-2)	
b.	If yes, by whom? (By teacher-1, Peers-2, any other-3)	
3.6	What language do you speak at home? (Odia-1, Local language-2)	
3.7	Who teaches you at home? (Father-1, Mother-2, Home Tutor-3, Other family members-4, Nobody-5)	
3.8	Facilities for learning at home for your learning?	(Yes-1, No-2)
	Separate learning space	
	Electricity/ Lighting	

		Learning materials	
		Parents facilitation	
3.9	Are you feeling safe in your school? (Yes-1, No-2)		
a.	If no, What are the reasons?		
3.10	Give your suggestions for improvement of classroom teaching?		

Checklist for SMC/PRI Members

Section-1: Identification

1.1	Name of the School	
1.2	Sample School Type(WHH/ SS/Control)	
1.3	Name of the Village	
1.4	Name of the GP	
1.5	Name of the Block	
1.6	Name of the Respondent	
1.7	Designation	
1.8	Sex	
1.9	Age	

Section-2: Functioning of SMC

2.1	Is the School Management Committee functioning effectively for overall development of the school? (Yes-1, No-2)		
2.2.	How many members are there in this committee?		
2.3	Percentage of women member in the committee:		
2.4	Are you a member of this committee? (Yes-1, No-2)		
2.5	Who is the head of the SMC? (Parent-1, PRI Member-2, Both position-3, Any other, specify-5)		
2.6.a	How frequently does the committee organize meetings? (Monthly-1, Quarterly-2, Half yearly-3, No specific time-4)		
b.	Who convenes the SMC meeting?		
c.	When was the last meeting held?		
d.	No of SMC meeting held in a year?		
2.7	Has the SMC recommended any developmental activities of school in the last one year? (Yes-1, No-2)		
2.8	What action has been taken on the recommendations? (No action so far-1, Oral promises received-2, Action taken-3)		
2.9	Are the minutes of the meeting recorded? (Yes-1, No-2)		
2.10	Are you aware of your role and responsibilities for functioning of school? (Yes-1, No-2)		
2.11	Has the SMC been involved in framing the School Development Plan? (Yes-1, No-2)		
2.12	Has the SMC been involved in the following activities?		(Yes-1, No-2)
	a	Child tracking survey	
	b	Monitoring school activities	
	c	Monitoring MDM Programme	
	d	Create awareness for increase enrollment	
	e	Repair & maintenance work	
	f	Fund Utilization	
	g	Any other specify;	
2.13	What was the size of fund received by SMC in the last year?		

a.	How the SMC utilized the fund?	
b.	How much balance left with them?	
2.14	Do the villagers participate in the management of school? (Specifically MDM programme) (Yes-1, No-2)	
2.15	If yes, How?	
2.16	In your view what are the factors affecting enrollment and drop-out of tribal girl child?	
2.17	Give your overall suggestions for increasing enrollment, retention and minimize drop outs?	

Signature of Field Investigator

Checklist for Officials

(Tribal Coordinator & CRCC)

Section-1: Identification

1.1	Name of the District	
1.2	Name of the Block	
1.3	Name of the Official	
1.4	Designation	
1.5	Contact number	

Section-2:

2.1	Have you read the Right of Children to Free and Compulsory Education Act, 2009 (RTE)? (Yes-1, No-2)	
2.2.	Have you had any special orientation/training on the Act by the Govt.? (Yes-1, No-2)	
2.3	If Yes, who provided the training?	
2.4	Has the Child Tracking survey for the year 2014-15 been conducted? (Yes-1, No-2)	
2.5	If Yes, who conducted this survey? (1- Head teacher/teacher, 2-Local authority, 3-BRC/CRC, 4-Other (specify)	
2.6	Have local authorities been designated under the various provisions of RTE Act? (Yes-1, No-2)	
2.7	Have you done any planning for “Special Training” for age-appropriate education? (Yes-1, No-2)	
2.8	Have any additional Measures been taken for Children with Special Needs (CWSN) since the implementation of the RTE Act? (Yes-1, No-2)	
2.9	Has any orientation/training been conducted for teachers on RTE Act?	
2.10	Have SMCs been formed in all school? (Yes-1, No-2)	
2.11	When were they formed? (1-Pre December 2010, 2-Post December 2010)	
2.12	Has any orientation/training of SMCs been conducted? (Yes-1, No-2)	
2.13	If Yes, how many members participated in that orientation/training of SMCs? (1-All, 2-Some(specify)	
2.14	Do you monitor the school activities? (Yes-1, No-2)	
2.15	During your monitoring visit what do you check?	
	(Yes-1, No-2)	
	a	Check the register
	b	Monitoring school activities
	c	Monitoring MDM Programme
	d	Assess the performance of the students
	e	Check Repair & maintenance work

		f	Monitor the Fund Utilization	
		g	Any other specify;	
2.16	Do you know the teachers are using children's mother tongue in classroom transaction? (Yes-1, No-2)			
a.	If yes, in how many schools?			
b.	Are the TLMs available in children's mother tongue? (Yes-1, No-2)			
c.	Has any efforts been made to develop TLM in mother tongue? (Yes-1, No-2)			
2.17	In your view what are the factors affecting enrollment and drop-out of tribal girl child?			
2.18	Give your overall suggestions for increasing enrollment, retention and minimize drop outs?			

Signature of Field Investigator

Signature of the Respondent

Guidelines for Focus Group Discussion

Key Questions for Discussion

1. Brief description of the School?
(Establishment, Location, School type, Management, Classes, Strength of student/ staff, gender of the staff,)
2. What are the infrastructural facilities available in the school?
(Basis facilities available, water, toilet, doors and windows of the room, lighting system in the premises, boundary wall, locking system, conditions or the facilities etc)
3. What role does the SMC play for management of school?
(Guidelines of SMC, role played by members, Child tracking survey, monitoring school activities, gaps in facilities available, maintenance, supervision, fund utilization etc)
4. Do you identify any gaps in management level for management of school? How can it be addressed?
(Guidelines of the school, performance of the students, gaps in facilities available, maintenance, supervision, scope for students and maintaining safety measures etc)
5. Do the SMC assess the status of curriculum in operation and use of teaching learning materials with special reference to study of tribal language?
(Organization of meetings, assessment of students performance, provide and maintenance & use of TLM, use locally available songs, stories, festival in tribal context while teaching etc.)
6. What do you know about special provision & Right of the people as per PESA Act?
(Constitutional provisions, Knowledge about Education, Health and Forest Right Act etc)
7. Who are monitoring the school activities and what activities they have done during the monitoring visit?
(Govt. officials, SMC members, HM, other staff members assigned, activities done during monitoring, gap identified and redressal)
8. What are the factors affecting enrollment and drop-out of tribal girl child?
(Lack of awareness of parents, illiteracy of parents, Poverty, non availability of facilities, due to difficulties in understanding mainstream odia, No proper teaching process, Attendance during local festival etc)
9. Your observation about teacher:
(Sincerity, punctuality, reliability, teaching commitment, following curriculum etc)
10. What are the funds provided to SMC? How do you utilize these funds?
(Amount of funds, head of the fund, work activities, process of utilization etc)
11. Give your overall suggestions for increasing enrollment, retention and minimize drop outs?

Information Schedule for AWC

Respondent: Anganwadi Worker

Section-1: Identification

1.1	Name of the AWC	
1.2	Sample AWC Type(WHH / SS /Control)	
1.3	Name of the Village	
1.4	Name of the GP	
1.5	Name of the Block	
1.6	Name of the Respondent	
1.7	Designation	
1.8	Contact number	

Section-2: Profile of AWC

2.1	Name of the village where AWC located: -	
2.2	Population covered by AWC	
2.3	How long the AWC opens every day? Opening Time: _____ AM: Closing Time: _____ AM/PM	
2.4	Housing of AWC (Code: Own-1, AWW house -2, in AWH house -3, in Primary school-4, in Community Building -5, Any other (specify)-6)	
2.5	Does the AWC have separate cooking place? (Code: Yes, adequate-1, yes, somewhat adequate-2, inadequate-3, No-4)	
2.6	Status of AWC Building Code: Pucca-1, Semi pucca-2, Kutchha -3, Open space -4	
2.7	Whether AWC has electricity? Yes -1, No -2	
2.8	Does AWC have toilet facility? Yes -1, No -2	
2.9	What is the source of drinking water for AWC? Code: Piped water -1, Tubewell-2, Well -3, Any other specify -4	
2.10	How is the drinking water stored at AWC? (In covered vessel -1, in open vessel -2, cement tank -3, other (specify) -4)	
2.11	Is there as space for playing of children? (Yes-1, No-2)	
2.12	Are there playing instruments available in the AWC? (Yes-1, No-2)	

2.13	Demographic profile of Anganwadi beneficiary (As on survey date)		
	Population Group	Total Population	No. of Beneficiaries Regd.
	0-6 Months children		
	6 months – 3 years		
	3-6 years children		
2.14	Is there any supporting partner associated with this AWC for effective Implementation of ICDS programme? (Yes-1, No-2)		
2.15	If yes, name the supporting partner:		
2.16	Since when the supporting partner has been associated? (in months)		

Section-3: Functioning of AWC

3.1	What are the various services provided by the AWC? (Provided by Govt.-1, Provided by Pvt. Partner / NGO-2, Both -3, Not Provided-4)				
Sl.	Services	Code	Sl.	Services	Code
i	Pre-school Activity		v	NHE	
ii.	Immunization		vi.	Referral	
iii.	Health Check Up		vii	Others (specify)	
iv	Supplementary Nutrition				

A. PRE-SCHOOL ACTIVITIES:

A.1	Total no of eligible children for PSE in your AWC area:				
A.2	No. of children taking pre-school education in this center				
A.3	Timing of Pre-school From _____ to _____				
A.4	Specify the type of Pre-School Activities conducted at your AWC? (Yes-1, No-2)				
Sl.	Activities	Code	Sl.	Activities	Code
i.	Free Conversation		v.	Counting Nos	
ii.	Story telling		vi.	Games	
iii.	Action Songs		vii.	Others (specify)	
iv.	Drawing / Paintings		viii.	Others (specify)	
A.5	Do you feed children daily at AWC? Yes -1 , No-2				
A.6	If yes, no of times do you feed in a day?				
A.7	Do you prepare food at AWC? Code-Yes-1, No-2				
A.8	Do you receive fuel charges for cooking? Code-Yes-1, No-2				
A.9	If yes, Amount Received in a month (in Rs.)				
A.10	If no, How do you manage? Use ICDS resources-1, Use personal resources-2, Community Provides-3, Others-4				
A.11	Impact of feeding at AWC (Increase attendance -1, Knowledge develop -2, Develop schooling habit -3, Any other (specify) -4)				
A.12	Are there New Arunima Primer followed in the Pre-primary classes? Yes-1, No-2				
a.	Has the New Arunima been developed in tribal language? Yes-1, No-2				

A.13	Have you supplied with following materials for the pre-school activity at your center?			
Sl.	Materials	Availability Yes-1, No-2	If yes, Source*	Adequacy Adequate-1, Inadequate-2
i.	Pre-School Kit			
ii.	Utensils for cooking			
iii.	Utensils for feeding			
iv.	Sanitaries			
v.	Uniforms			
vi.	Medicine Kits			
vii.	Weighing Scale			
viii.	Posters, Charts etc			
ix.	Almira, Box, Self etc			
x.	Others (specify)			

*Codes for Source: Govt.-1, Pvt. Partner / NGO-2, Both -3, Community-4, any other (specify) – 5

A.14	Are all eligible children enrolled in AWC for Pre School Education? (Yes-1, No- 2)				
A.15	If No, What are the reasons? Lack of awareness among the parents-1, AWC is far away-2, Irregular service-3, Poor quality of education-4, Lack of teaching in mother tounge-5, Others (specify)-6				
A.16	What language do you use while providing pre-school education? (Mother Tongue-1, Mainstream Odia-2)				
A.17	Have you been provided instruction from Govt. for mother tongue based education? (Yes-1, No- 2)				

B. SUPPLEMENTARY NUTRITION:

B.1	Do you provide nutritious supplements to the beneficiaries?(Yes-1, No-2)				
B.2	How many days do you provide supplementary nutrition in a month?				
B.3	Type of foods do you provide to the beneficiaries (Cooked Food-1, Ready to eat food-2, Both-3, THR-4, Any other-5)				
B.4	Is the cooking place neat & clean? (Yes-1, No-2)				
B.5	Are the food provided as per the schedule? (Yes-1, No-2)				
B.6	Is the Jaanch Committee checking the quantity and quality of food? (Yes-1, No-2)				

C. IMMUNIZATION & HEALTH CHECK UP

C.1	Do you organize immunization programme? (Yes -1, No -2)			
C.2	Do you organize 100 percent immunization in your Anganwadi area? (Yes -1, No -2)			
C.3	If no, What are the reasons? Parents do not cooperate-1, Vaccine unavailable-2, Health staff do not come-3, Superstitious belief-4, Any other (specify)-5 (Multiple Answer possible)			
C.4	What are the problems do you face in organizing immunization programme in your AWC area? Unwillingness of medical staff-1, Lack of awareness & cooperation of community -2, Immunization day not known to the community-3, Follow traditional method-4, No problem-5, Any other-6			
C.5	Do you conduct health check up of children, women & adolescents regularly? Yes, only Children -1, Yes, only Women-2, Both-3, None-4			
C.6	If yes, by whom? (multiple Answer) MO-1, LHV -2, ANM-3, others (specify)-4			
C.7	Do you arrange the growth monitoring of children by measuring height and weight in AWC? (Yes-1, No-2)			

D. COMMUNITY PARTICIPATION

D.1	Are the parents involved in the management / development of the AWC? (Yes -1, No -2)	
D.2	Is the mothers committee actively involved in the management of AWC? (Yes -1, No -2)	
D.3	If yes, what activities do they conduct as part of their involvement?	
D.4	Is the Jaanch committee actively monitoring the management of AWC? (Yes -1, No -2)	
D.5	If yes, what activities do they conduct as part of their involvement?	

Section-4: Profile of AWW

4.1	Age (in completed years)	
4.2	Marital status : (Unmarried-1, married-2, widow-3, separated/Divorce - 4)	
4.3	Educational attainment : (Primary -2, M. E-3, Matric-4, Intermediate -5, Graduation-6, Post graduation/above - 7)	
4.4	Religion :(Hindu-1, Muslim-2, Christian-3, others-4)	
4.5	Caste (SC-1, ST-2, OBC-3, others-4)	
4.6	Residence : (in close vicinity of AWC-1, within the AWC village -2, other village-3 nearby town -4)	
4.7	How long have you been working in this position? (in years)	
4.8.a	Have you received any training (Yes-1, No-2)	
b.	Who provided training? (Govt.-1, NGO-2, Both-3)	
c.	If yes, duration of the training (days) Govt. _____, NGO _____	
d.	In your opinion what was the quality of the training you received? (Excellent-1, Satisfactory-2, Good-3, Average-4, Poor-5)	
e	Have you received any training on New Arunima-primer? (Yes-1, No-2)	
f	If yes-how many times	
g	On which sector you want to be trained? Joint training with ANM-1, Pre-school education-2, Growth monitoring-3, Refresher course -4, Other (specify) -5	

Section-5: Activities of AWW

5.1	What activities do you perform as an Anganwadi Worker?	
5.2	Do you interact with the children in their mother tongue? (Yes-1, No-2)	
5.3	Do you organize pre-school education regularly? (Yes-1, No-2)	

5.4	Do you have daily lesson plan? (Yes-1, No-2)	
5.5	Do the activities organized as per the lesson plan? (Yes-1, No-2)	
5.6	How do children come to the AWC? (With AWW-1, With AWH-2, With their parents-3, any other-4)	
5.7	How do you mobilize children to come AWC? (Self /AWH-1, Mothers of children -2, Panchayat members -3, household Members of the children -4, Staff of Pvt. Partner / NGO - 5, Any other (specify)-5)	
5.8	Do you provide SNP? (Yes-1, No-2)	
5.9	Do you provide cooked food to the children? (Yes-1, No-2)	
5.10	Who prepare food for children? (AWW-1, AWH-2, SHG member-3, any other-4)	
5.11	Are you satisfied with the quality of the food? (Yes-1, No-2)	
5.12	Have you received any extra incentives apart from Govt. honorarium? (Yes-1, No- 2)	
a.	If yes, amount received as incentives in a year (in Rs)	
5.13	Do you feel supplementary nutrition programme increase the attendance of the children in the AWC? (Yes-1, No-2)	
5.14	Do you maintain records? (Yes-1, No-2)	
5.15	If yes, number of records do you maintain?	
5.16	In case of absence of AWW, what substitute arrangement you do? Closed AWC-1, Managed by AWH-2, Managed by community members-3, Managed by SHG members-4, Others (specify) -5	
5.17	Are you satisfied on the activities of Anganwadi Helper? (Yes-1, No-2)	
5.18	Give your overall suggestion for better maintenance of AWC?	

Signature of Field Investigator

Interview Schedule for Parents

Section-1: Identification

1.1	Name of the Respondent	
1.2	Name of the AWC	
1.3	Sample AWC Type (WHH / SS /Control)	
1.4	Name of the Village	
1.5	Name of the GP	
1.6	Name of the Block	
1.7	Name of the District	

Section-2: Benefits of AWC

2.1	Name of the Parent:	
2.2	Name of the Child:	
2.3	Age of the child : (in months)	
2.4	Sex of the Child: Male-1, Female -2	
2.5	Does your Anganwadi centre open regularly? (Yes-1, No-2)	
2.6	What are the services provided by your AWC?	
	Services	(Yes-1, No-2, Don't Know-3)
		Satisfaction Level Satisfied-1, Somewhat satisfied-2, not satisfied-3, cannot say -4
i	Supplementary Nutrition for children	
ii	Supplementary Nutrition for Mother	
iii	Pre-school education	
iv	Immunization	
v	Health Awareness for women	
vi	Health check up of children	
vii	Growth monitoring of Children	

viii	Treatment for Minor ailments		
ix	Referral Service		
x	Others (specify)		
2.7	Has AWW ever visited your house to provide any service during last 30 days? (Yes-1, No-2)		

2.8	Is your child currently going to AWC for PSE? Yes -1, No-2, Sometime -3	
2.9	For how many days in the last one month the child attend PSE?	
2.10	Why do you send your child to AWC? For food-1, Education-2, Both -3, nobody to look after at home -4, Schooling habit -5 Others (specify)-6	
2.11	Who motivated you to send your child to AWC? Self-1, Family members-2, AWW-3, AWH-4, ANM-5, Others (specify)-6	
2.12	At what age the child was registered for schooling at AWC? (in months)	
2.13	Is your child able to :	
	Read simple words (Yes -1, No-2)	
	Count Numbers (Yes -1, No-2)	
	write alphabets/words (Yes -1, No-2)	
	distinguish colors / objects (Yes -1, No-2)	
	describe AWC activities at home (Yes -1, No-2)	
2.14	Is uniform supplied in AWC? (Yes -1, No-2, Don't Know-3)	
(a)	If yes, Who supplies uniform to the AWC? Govt-1, Pvt partner/ NGO-2, Community-3, Don't know-4, Any other (specify)-5	
(b)	If Code-2 in Q.2.14 (a) , name of the private partner / NGO:	
2.15	What type of food are you receiving from the AWC? Cooked food-1, Take home ration-2, Do not receive food-3	
2.16	Is your child getting weighed regularly at AWC? Yes, in every month-1, Yes, once in three month-2, Yes, rarely-3, Not at all-4	
2.17	Does the child have a growth chart at AWC? Yes -1, No-2, Don't know-3	
2.18	What is the current weight of the child? (in Kg. & gram)	
2.19	Do your child immunized at AWC? (Yes -1, No-2)	
2.20	Are you kept informed about immunization day and other activities? Yes, by AWW/AWH-1, Yes, by ANM-2, Yes, by neighbourers-3, , Not informed-4 Others(specify)-5	
2.21	Are the Anganwadi activities beneficial to your family? Yes -1, No -2 , Somewhat -3, Can't say -4	
2.22	Are you satisfied with the behavior / attitude of AWW / AWH? Satisfied -1, somewhat satisfied -2, not satisfied - 3, Cannot say -4	
2.23	What steps do you suggest to improve the services at AWC?	

Signature of Investigator

Guidelines for Focus Group Discussion
(Jaanch committee & Mothers Committee Members)
Key Questions for Discussion

12. Brief description of the AWC?
(Establishment, Location, Management, Type of Beneficiaries, AWW, AWH,)
13. What are the infrastructural facilities available For the AWC?
(Basis facilities available, water, toilet, doors and windows of the room, lighting system in the premises, boundary wall, locking system, conditions or the facilities etc)
14. What role does the Jaanch Committee play for management of AWC?
(Guidelines of JC, role played by members, monitoring AWC activities, gaps in facilities available, maintenance, supervision, fund utilization etc)
15. What role does the Mothers Committee play for management of AWC?
(Guidelines of MC, role played by members, monitoring AWC activities, gaps the process, maintenance, supervision etc)
16. Do you identify any gaps in management level for management of AWC? How can it be addressed?
(Gaps in facilities available, maintenance, supervision, scope for beneficiaries and maintaining safety measures etc)
17. Do these Committees assess the status of curriculum in operation, teaching process and other activities of AWC?
(Organization of meetings, Beneficiaries enrolment, PSE, use of TLM, use locally available songs, stories, festival in tribal context while teaching etc.)
18. What do you know about special provision & Right of the people as per PESA Act?
(Constitutional provisions, Knowledge about Education, Health and Forest Right Act etc)
19. Who are monitoring the AWC activities and what activities they have done during the monitoring visit?
(Govt. officials, Committee members, PRI Members, activities done during monitoring, gap identified and redressal)
20. What are the factors affecting enrollment of beneficiaries in AWC?
(Lack of awareness of parents, illiteracy of parents, Poverty, non availability of facilities, due to difficulties in understanding mainstream odia, No proper teaching process, etc)
21. Your observation about AWW:
(Sincerity, punctuality, reliability, teaching commitment, following curriculum etc)
22. What are the funds provided to AWC? How does it utilize?
(Amount of funds, head of the fund, work activities, process of utilization etc)
23. Give your overall suggestions