

Study on

# Implementation of Right to Education Act-2009 in Gujarat

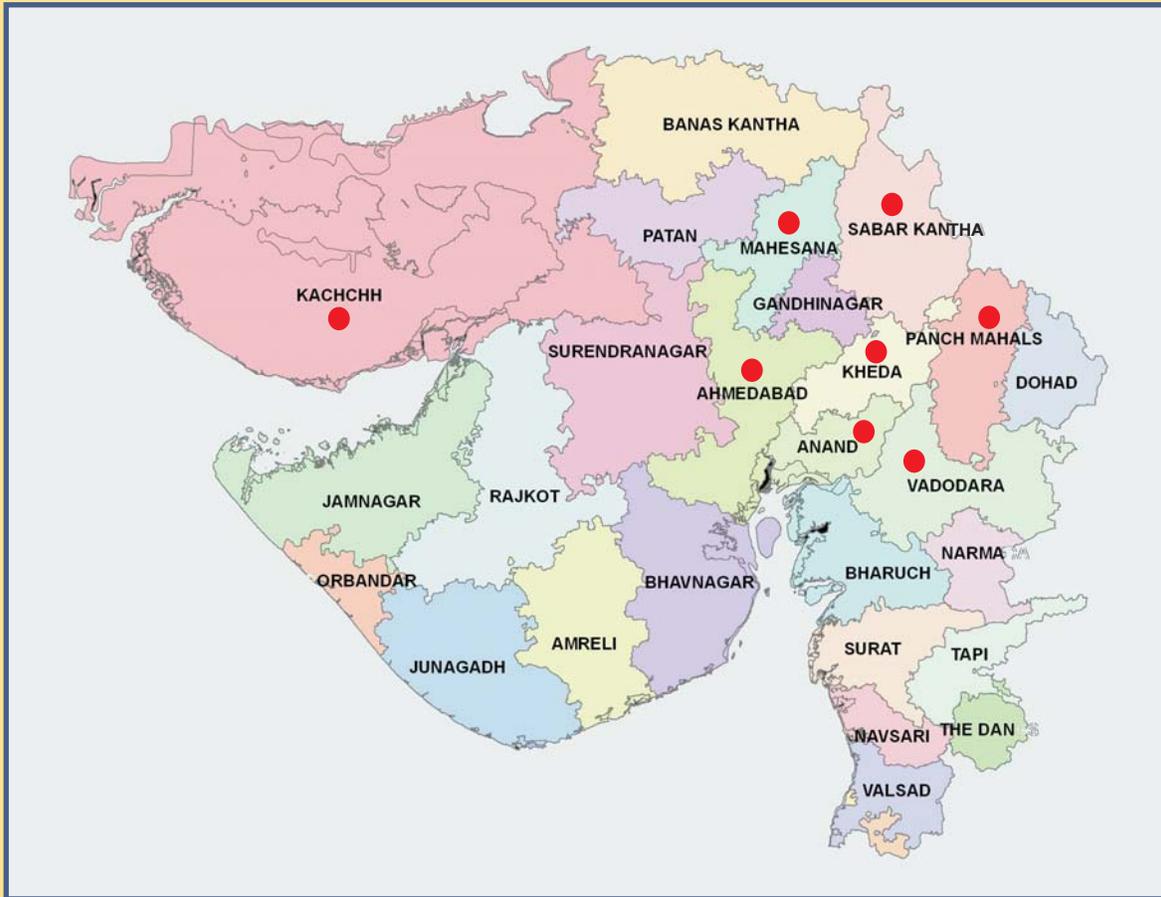
Status of 506 Government Primary Schools in 8 Districts of Gujarat

*"Right to Education"  
Are you serious?*



Presented by : Janvikas

## Map of Gujarat with highlighted districts



Supported by



ActionAid, India

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## Context of JANVIKAS' work on Primary Education from 1987-2012

The Vibrant Gujarat summit claims of resounding success in various fronts apart, Gujarat lags behind states like Orissa, Bihar and Rajasthan (*which fall in the category of BIMARU meaning Sick states*) in providing education to children in rural areas. This is the result of a shift in focus of the state government from over all human development to GDP growth rate since last one and half decade.

When these facts were highlighted and discussed widely at national level, since 2009, government of Gujarat has been undertaking 'Gunotsav' - a unique exercise to evaluate and grade quality of primary schools funded and run by the government. Based on their performance in the three basic areas of reading, writing and arithmetic skills in Gujarati, English and Mathematics, the schools are graded in the descending order. Conducted for the first time in India, this reveals a very dismal picture about the state of primary education. Most schools, both rural and urban, are placed on the lower end of the scale.



The Annual Status Education Report (ASER) 2011 published by Pratham one of the leading NGOs working on education, has found that despite the loud claim of drastic improvement in educational standards and Gujarat government's drive to improve the quality of primary school education, as high as 36.6 per cent of children of standards III to V cannot read standard I text. Worse, a whopping 56.6 per cent of children of the same standards cannot perform simple sums of subtraction.

With the opening up of so many private schools, the focus has shifted away from the government schools and their standards have fallen. Interestingly in higher education, the government institutions are way ahead of the private institutions in terms of their quality and student preference. The IITs, IIMs, NITs, JNU, NLUs and others are shining beacons of quality in their respective spheres. Even in Gujarat, LD Engineering College, BJ Medical College and NHL Medical College to name a few, are the first centers of choice for the bright and meritorious.

If this is the general scenario of the quality of primary education, one can imagine the educational status of the children belonging to marginalized communities' i.e. Dalit, Adivasi and Minorities. In case of these communities not only quality but the dignified access to education is also of great concern. This is because when it comes to the marginalized communities; it doesn't remain an exclusive issue related to education (i.e. schools, teachers, quality, regularity of teachers etc.) but it turns into complex socio-eco-political issues of gender, caste, religion based institutionalized discriminatory practices to be addressed along with access and quality of education.

Discriminatory practices in schools with the children belonging to Dalit and other marginalized communities are a well known fact. It is also one of the key reasons of children dropping out from their schooling. And this has been ignored by governments and officials responsible since centuries.

Janvikas through its direct work and capacity building role has engaged on the issue of primary education for the marginalized communities since its inception. Post 2002 Gujarat violence, Janvikas initiated direct work on issue of primary education in Gujarat to focus on promoting secular values and increasing access for the marginalized communities. Following are some of the highlights of Janvikas's efforts on education pre and post 2002.

### Pre-2002

- Janvikas was a resource centre – West Region for more than a decade for the National Education Group supported by IGSSS. As a resource centre, Janvikas played an active role in assessing and evaluating grant proposals coming to National Education Group (NEG) and providing ongoing support to the approved projects.
- Janvikas was one of the key stake holders in the setting up of NEG Fire from NEG.
- Janvikas was also actively involved in strategizing and developing the state level Women and Literacy programme of Mahila Samakhya Programme of the Government.
- Janvikas supported KMVS (Kutch Mahila Vikas Sangathan) in developing and implementing Girl Child Education Centres in Kutch.
- Janvikas supported and strengthened number of organizations working on education through its Human and Institutional Development (HID) support role.



### Post-2002

- Post 2002 Gujarat violence, Janvikas has set up Udaan – An Education Resource Centre, which set up the Meghdhanush programme in the worst affected district of Panchmahals. The Meghdhanush Programme ran about 50 education centres for about 7 years which directly benefited 5000 children.
- Udaan set up a Primary School in Internally Displaced Persons (IDP) colony of Kalol town of Panchmahal district which caters to about 300 children every year.
- Udaan initiated and is running video shala programme, which prepares video kits to enhance learning levels of children and to educate children on values of diversity, democracy and equality. Through this programme Udaan reaches out to 10000 people (children and parents in community) every year.
- Udaan has set up centres that run Jivan Talim Programme in Kutch district of Gujarat and two districts in Rajasthan. As part of Jivan Talim programme, it encourages the Makatibs (a school where children boys and girls are taught to read Urdu and are also taught about the religion) to provide elementary and primary education to Muslim children who had no access to education.



- Udaan has developed various tools to run and monitor learning levels of children and tools for imparting effective teaching. Udaan has also developed training manuals for teachers' training. Altogether Udaan has trained about 300 teachers (Govt. and its own programmes)
- Udaan has also started working on local level monitoring and advocacy on implementation of RTE Act.
- Apart from running its own programmes, Udaan also supported several community based organizations working on primary education with marginalized communities.
- Janvikas has set up 8 Education Support Centres in IDP colonies which benefits about 300 children living in IDP colonies.
- Janvikas facilitated a process of setting up Jan Adhikar Manch (with the membership of Aman Samuday, Parwaaj, Niswan & Sahyog) as a collective forum for advocacy on the rights of people. This forum is focusing on RTE implementation, (along with PM's New 15 point programme), monitoring and advocacy.
- Janvikas also supports 1200 children belonging to scavenging community; studying at 27 Education Support Centers run by different partner Community Based Organizations (CBOs) across India.

Janvikas through its Udaan program worked on various aspects of primary education such as developing value based pedagogy and content, increasing access to education among the children of marginalized communities, using technology to improve learning levels of children, running full fledge school and teacher training modules and advocacy on the right to education for the marginalized. From its experiences and the changing contexts of the primary education in the state, Janvikas shifted its strategies and approaches to work on the issue.

Janvikas's efforts of last ten years' work on primary education with the marginalized communities in remote districts of Panchmahal and Kutch brought some positive impact both at community level and at the level of children. The community has started respecting the need for mainstream education for their children and also started participating in various processes related to the education of their children. Children's learning levels have improved drastically and they have started enjoying going to schools. This in turn impacted the schools locally; and the schools have started engaging with Janvikas positively. The value orientation in all processes at all levels revealed positive outcomes as communities have started getting out of their exclusive spaces and are taking initiatives to send their children to mainstream schools. They have also started interacting and participating in various processes with teachers in government schools who do not belong to their backgrounds.

With Right to Education Act 2009, now getting implemented, Janvikas has now shifted its focus towards holding the state accountable in ensuring access and quality of primary education. As part of this, for the past one and half years. As a forum, Jan Adhikar Manch has been able to reach out to more than 506 government primary schools in Gujarat. Janvikas also thought of conducting a baseline study of all these schools so that the status of the 506 government primary schools is visibilized and Jan Adhikar Manch can advocate effectively to ensure government primary schools become fully functional and also provides quality education to the children of marginalized communities.

## Acknowledgements

The 83<sup>rd</sup> Amendment in the Constitution of India has declared primary education as a fundamental right under Article 21 (1) which was passed in 2010. Every State has been asked to formulate rules and regulations to implement the Act within the time frame of three years w.e.f. June 2010. The study "Status of Implementation of Right to Education-2009 in Gujarat". " was conducted in eight districts viz Ahmedabad, Anand, Kheda, Kutch, Mehsana, Sabarkantha, Panchmahal and Vadodara in Gujarat from October 2012 to December 2012. To conduct a survey of this magnitude, spanning 506 schools in Gujarat would not have been possible without the cooperation and assistance of committed and sincere individuals and organizations. Without their hard work, this report would never have come to be.

Janvikas is thankful to Ms. Noorjahan Ansari, Ms. Nasim Sheikh & Niswan team, Ms. Shital Shukla of Sahyog Trust, and Ms. Khairunnisha, Samina Malek & Parwaaj team, for collecting data from Vatwa, Danilimda and Juhapura area of Ahmedabad city. Janvikas would also like to thank its staff members - Mr. Abdul Wahab, Ms. Bismillahben, Ms. Faridaben, Mr. Janisar Sheikh, Ms. Kherunnisaben, Mr. Natwarbhai, Ms. Nazmaben, Ms. Rehanaben, Ms. Rashidaben and Mr. Sameer for collecting data of various schools and persistence in meeting the Head Teachers and School Management committee representatives in different districts of Gujarat. Janvikas would like to thank Sumitraben, Irfanbhai, Rehanaben, Pramod Bariya, Gulab Nayak, Salim Juna Shama & Udaan team, for collecting data and video footage of schools from Kutch and Panchmahal district. Janvikas would like to thank Mr. Meerkhan Makrani in collecting data of Sabarkantha district. Janvikas would like to thank Mr. Zoher Doctor and his team of Vikas Trust in survey and collecting video-footage of schools without which issues of school would not have been addressed.

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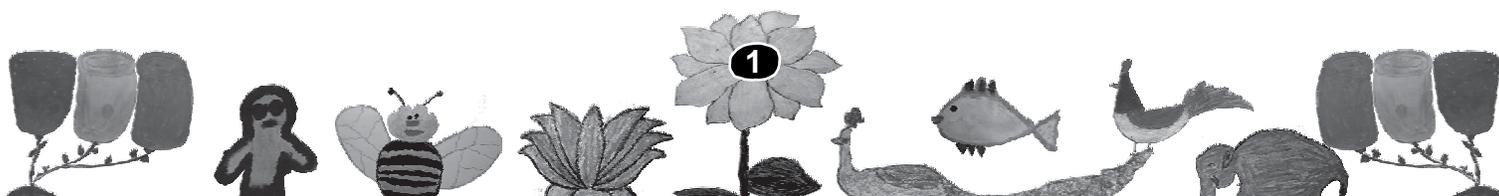
## Chapter-1: Introduction

*“Education is the transformation of life” –Will Durant*

Education is globally recognized as a fundamental human right that enables people to develop their skills, capacities and confidence to secure other rights. The Right to Education (RTE) is an important stepping stone to improve the social and economic status of the people. The RTE derives its legal basis from Article 26(1) of the Universal Declaration of Human Rights (UDHR,) which states that everyone has the right to education. Elementary education shall be free and compulsory. The International Covenant on Economic, Social, and Cultural Rights (ICESCR), adopted by the United Nations in 1966, also recognizes everyone's right to education.

### Genesis of the Right to Education Act 2009

Period	Key Milestones	Phase
1910 -1947	<p><b>1910</b> : Resolution moved by Gopal Krishna Gokhale in the Imperial Legislative Council seeking free and compulsory primary education.</p> <p><b>1937</b> : Mahatma Gandhi makes a plea for universalisation of education.</p> <p><b>1944</b> : Sargent Plan to achieve universal elementary education by 1984</p>	Acceptance of importance of elementary education
1947 - 1986	<p><b>1947</b>: Constituent Assembly explores avenues to achieve universal elementary education.</p> <p><b>1950</b>: Directive Principle of State Policy under Article (45), directs the States to ensure provision of Free and Compulsory Education (FCE) to all children till the age of 14 years within a period of 10 years.</p> <p><b>1968</b>: Due to insignificant achievement, National Policy on Education urges serious efforts towards provision of FCE.</p> <p><b>1986</b>: National Policy on Education resolves to provide FCE to all children till the age of 14 years by 1995.</p>	Significant Planning but insignificant achievements

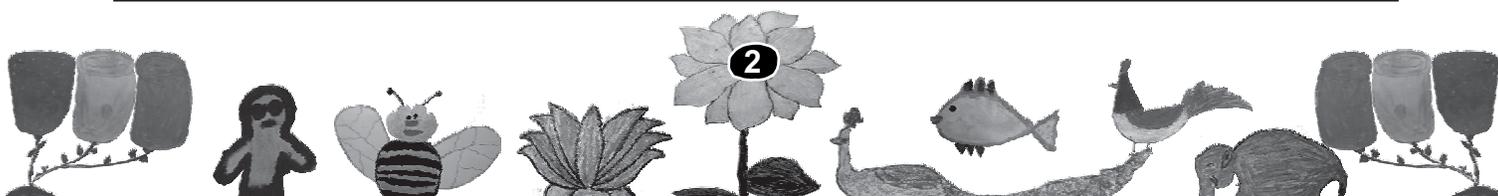


Period	Key Milestones	Phase
1986 - 2009	<p><b>1992:</b> India becomes signatory to the UN Convention on Rights of the Child which requires States to recognize the rights of the child to education.</p> <p><b>1993:</b> Supreme Court in the case” J.P.Unnikrishnan and others v/s the State of Andhra Pradesh and others asks the States to honour the command of the Article 45 of the Constitution.</p> <p><b>2002:</b> Public pressure generated after Unnikrishnan case spurs successive Governments to make education a fundamental right. The 86<sup>th</sup> Amendment 2002 makes elementary education a fundamental right.</p> <p><b>2003-2004:</b> The Free and Compulsory Education for Children Bill.</p> <p><b>2005:</b> The Right to Education Bill.</p> <p><b>2006:</b> Central Legislation discarded. States to advise to make their own Bills based on the Model Right to Education Bill 2006.</p> <p><b>2008-2009:</b> The Central Legislation gets revised. President gave her assent on 26 August 2009. The Right of children to free and compulsory Education Act-2009 comes into force from 1<sup>st</sup> April 2010. This Act is referred as to RTE-2009.</p>	Public pressure and political will results in passing the RTE Act.

### Main Features of the RTE Act 2009

The following are the main features of the RTE Act 2009 .

1. Free and compulsory education to all children of India in the 6 to 14 age group;
2. No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
3. If a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; provided that where a child is directly admitted in a class appropriate to his or her age., then, he or she shall, in order to be at par with others, have a right to receive special training.
4. Proof of age for admission: For the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in



accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof.

5. A child who completes elementary education shall be awarded a certificate;
6. Norms fixed for student-teacher ratio; 2 teachers for 60 students; > 150 students -5 teachers and 1 Head master.
7. Provides for 25 percent reservation for economically disadvantaged communities in admission to Class I in all private schools;
8. Mandates improvement in quality of education;
9. School teachers will need adequate professional degree within five years or else will lose job;
10. School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;
11. Financial burden will be shared between the State and Central government.
12. Formation of School Management Committee to plan the educational activities of the schools and monitor the educational affairs of the schools.
13. The Act will apply to all of India except Jammu and Kashmir;

Rules and Regulations formulated by the Government of Gujarat-

Given below are the Rules formulated by the Government of Gujarat and the notification issued on 18<sup>th</sup> February 2012:

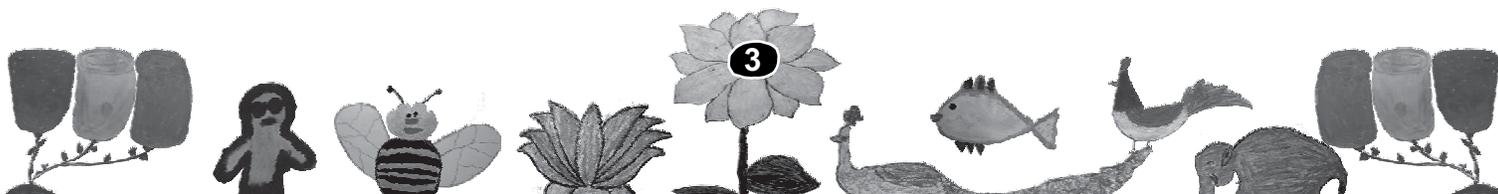
It extends to the whole State of Gujarat.

### **I. Admission**

1.1 No child will be admitted to school, provided he/she has completed 5 years of age. Documents for proof of age: Wherever a birth certificate under the Births, Deaths and Marriages Certification Act, 1886 Act is not available, any one of the following documents shall be deemed to be proof of the age of the child for the purposes of admission in schools-

- a) Hospital / Auxiliary Nurse and Midwife (ANM) register/record
- b) Aganwadi record
- c) Declaration through an affidavit of the age of the child by the parent or guardian

1.2 Extended period for admission: (i) Extended period of admission shall be six months from the date of commencement of the academic year of a school. (ii) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training as determined by the head of the school.

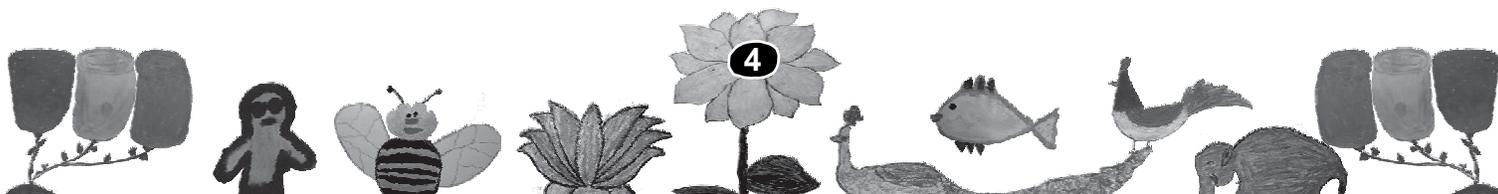


## **II. Special Training:**

- 2.1 The School Management Committee / local authority shall identify children requiring special training and organize such training in the following manner:
  - a) The special training shall be based on specially designed, age appropriate learning material, approved by the academic authority specified in section 29(1).
  - b) It shall be provided by teachers working in schools, or by teachers specially appointed for its purpose.
- 2.2 The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress.
- 2.3 The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

## **III. Opening of new Elementary Schools or take over a private school**

- 3.1 A district primary education committee constituted under subsection (1) of section 3 of Bombay Education Act, 1947, Gujarat Panchayat Act 1993 and the Municipal School Board constituted under sub-section (2) of section 3 of the Bombay Primary Education Act, 1947, with the previous sanction of the Director or an officer authorized by him in this behalf, shall, wherever necessary, open a new elementary school or take over a private school or incur additional expenditure on Elementary School maintained by it.
- 3.2 The areas or limits of neighbourhood within which a school has to be established by the state Government shall be as under –
  - a) In respect of children in classes' I-V, a school shall be established within walking distance of one kilometer of the neighbourhood.
  - b) In respect of children in classes VI-VIII, a school shall be established within a walking distance of three kilometers of the neighbourhood.
  - c) In areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school, the State Government/Local Authority shall locate the school in such a manner as to avoid such danger, by reducing the limits specified under sub-rule (2)
  - d) In areas with high population density, the State Government/local authority may consider establishment of more than one neighbourhood school, having regard to the number of children in admissible age groups in such areas.



#### **IV. Schools to provide free and compulsory education**

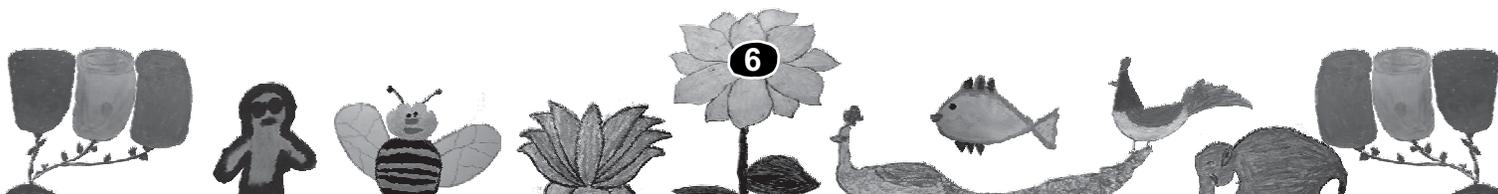
- 4.1 All students in a school established, owned or controlled by the State Government or local authority shall provide free and compulsory elementary education.
- 4.2 Such proportion of children admitted therein as its annual recurring aid or grant so received bears to annual recurring expenses, subject to minimum 25% in an aided school receiving aid or grants to meet whole or part of its expenses from the State Government or the local authority.
- 4.3 For the purpose of determining and for establishing neighbourhood school, the State Government or, as the case may be, the local authority shall undertake school mapping, and identify all children, including children in remote areas, children with disabilities, children belong to disadvantaged groups, children belonging to weaker sections and children referred to section 4, within a period of one year from the appointed date, and every year thereafter.
- 4.4 The State Government or, as the case may be, the local authority shall ensure that no child is subjected to caste class, religious or gender abuse in the school.
- 4.5 The Local Authority shall ensure that a child belonging to a weaker section and a child belonging to a disadvantaged group is not segregated or discriminated against in the class, during the mid day meals, in the play grounds, in the use of common drinking water and toilet facilities, and in the cleaning of toilets or classrooms.
- 4.6 The children from weaker sections and disadvantaged groups shall be children of those families who belong to Scheduled Castes, Scheduled Tribes and the Other Backward Classes (OBCs) for which the recognition of such special status by the state government by means of a certificate of an Appropriate Authority shall be sufficient. Children belonging to economically weaker sections shall be those whose families are listed in BPL lists at that particular time.
- 4.7 Special Training for the special category children shall be undertaken by the school management to integrate them with other children. Teachers and the school management should be sensitized for the proper integration of these children through professionally conducted trainings.
- 4.8 Under no circumstances should the special category children be discriminated against regarding their access to infrastructure, co-curricular activities or in the behavior of teachers, management and /or students.

#### **V. Formation and Duties of School Management Committee**

- 5.1 School Management Committee: Every school other than an unaided school shall constitute a School Management Committee (herein called “the Committee”) within the period of six months from the appointed date, and the Committee shall be required to be constituted every two years.
- 5.2 The Committee shall consist of twelve members, of which 50% shall be women 75% of the member of the Committee shall be from amongst parents or guardians of children.



- 5.3 The School shall give proportionate representation in the said committee to the parents or guardians of children belonging to disadvantaged to weaker sections. The remaining twenty five percent members of the Committee shall be from amongst the following persons namely,
- a) One third members shall be from amongst the elected members of the local authority, as may be nominated by the local authority or in case of grant in aid schools, from the management or the Trust;
  - b) One third members shall be from amongst teachers of the school, to be decided by the teachers of such school;
  - c) Remaining one third from among local educationists /children in the school, as may be decided by the parents or guardians in the Committee.
  - d) Local Mason (To be nominated by the chairperson of the Committee)
  - e) To manage its affairs, the committee shall elect the Chairperson and the Vice Chairperson from amongst the parent members.
- 5.4 The Committee shall meet at least once a quarter and the minutes and decisions of the meetings shall be properly recorded and made available to the public.
- 5.5 The Committee shall, in addition to the function specified in clauses (a) to (d) of sub-section (2) of section 21 of the Act, perform the following functions, for which it may constitute working groups from amongst its members:
- 5.5.1 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; as also the duties of the State Government, local authority, school, parent and guardian.
  - 5.5.2 Monitor that the teachers are not burdened with non academic duties other than specified in Section 27.
  - 5.5.3 Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;
  - 5.5.4 Bring to the notice of the local authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and due provisions of free entitlements as specified sub-section (2 of Section 3 of the Act)
  - 5.5.5 Monitor the identification and enrolment of, and facilities for learning by disabled children, and ensue their participation in, and completion of elementary education.
  - 5.5.6 Prepare an annual account of receipts and expenditure of the School.
  - 5.5.7 Preparation of School Development Plan: The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under the Act.



## Chapter-2 : About the Study

*“Education is not preparation for life;  
education is life itself.” -John Dewey*

There were an estimated eight million 6-14 years old in India out of school in 2009. The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get quality elementary education, and that the State, with the help of families and communities, fulfils this obligation. The RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a “disadvantage owing to social, cultural economical, geographical, linguistic, gender or such other factors”.

Education is a fundamental right enshrined under the Article 21 of the Constitution. The Right to Education Act is a landmark Act as it tends to bring the neighbourhood school concept and infrastructure development in ratio with children and teachers. Moreover, the constitution of School Management Committee (SMC) is a significant feature in the Act. The role of the School Management Committee is to plan, implement, and monitor school development plans. The School Management Committee is selected from amongst the parents of the student of the school.

A study on various parameters of Right to Education-2009 was undertaken in September 2012 by Janvikas and partner organizations in 506 Government Municipal schools of eight districts of Gujarat (Ahmedabad, Anand, Kheda, Kutch, Mehsana, Panchmahal, Sabarkantha, Vadodara).

The parameters selected were:

1. Pupil to Teacher Ratio (PTR)
2. Pupil to Room Ratio (PRR)
3. Sitting arrangements/quantity/cooking facilities for Mid Day Meals
4. Drinking water facilities
5. Sanitation facilities
6. Computer facilities
7. Library facilities
8. Facilities for differently abled
9. Separate toilets for girls and boys
10. Existence of School Management Committee
11. Members selected/elected by parents
12. Decisions taken by SMC

Methodology:

- |   |                      |   |                    |
|---|----------------------|---|--------------------|
| ✓ | Questionnaire method | ✓ | Observation method |
| ✓ | Interview method     | ✓ | Secondary data     |



### Selection of Schools:

The schools were selected on the basis of their location in the operational area of Janvikas and its partner organizations such as Niswan, Parwaaz, Vikas, Sahyog and some individuals, interested in the field of education also conducted the survey. There were 23 investigators involved in the survey of 506 schools. Out of the 506 schools surveyed 168 schools had Standard I-V and 338 schools had Standard I-VIII.

The segregation of schools as per the district is given below:

**Table : 2.1 - Segregation of schools as per the district**

Name of the District	Number of schools
Ahmedabad	108
Anand	35
Kheda	15
Kutch	50
Mehsana	30
Panchmahal	146
Sabarkantha	90
Vadodara	32
<b>Total</b>	<b>506</b>

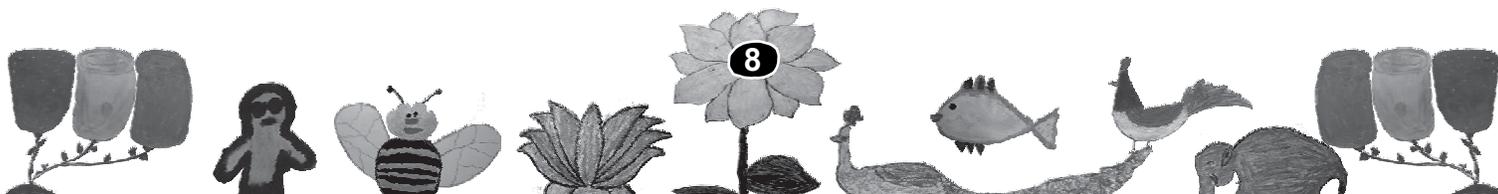
### Designing of questionnaire & pre-testing:

User-friendly questionnaire was developed by Janvikas and partner organizations incorporating parameters of Right to Education Act-2009. The focus of the questionnaire was on collection of quantitative data regarding physical infrastructure, Pupil Teacher Ratio and Pupil Room Ratio; status of School Management committee (constitution/ awareness of roles and responsibilities). The investigators were given inputs on "Right to Education Act-2009, and its Rules and Regulations. They were also given inputs on objectives of study and on filling up the forms. Twenty Five schools were pre-tested in the initial stages and then the questionnaire was redesigned. The final questionnaire is given in Annexure-1.

A simple tabular form of data collation was adopted to assess the status of each parameter which was assessed in total percentages.

Qualitative data of a representative sample of 35 schools from 506 schools was selected at random from eight districts for various parameters listed above. Interviews were carried out with Principal of schools, President/Members of the School Management Committee and parents of the students. Photographs were taken of infrastructure facilities of schools explaining discrepancy in each parameter.

**Secondary Data:** The Right to Education Act-2009 and the Rules and Regulations formulated by the Government of Gujarat (Education Department) were also referred to in framing the questionnaire. In addition, the Population Census 2011 of Gujarat and the Annual Status of Education Report facilitated by Pratham was also referred.



## Chapter-3 : Status of Pupil Teacher Ratio(PTR)

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”*  
*– Martin Luther King, Jr.*

It is a well-known fact that a good teacher plays a pivotal role in developing the talent of children. It is necessary that an enabling environment be provided to teachers through appropriate training and appropriate physical infrastructure facilities that are in proportion to the number of children. The RTE Act clearly lays down norms and standards for the physical infrastructure and human resources required to implement the Act.

The norms and standards as per the RTE Act are:

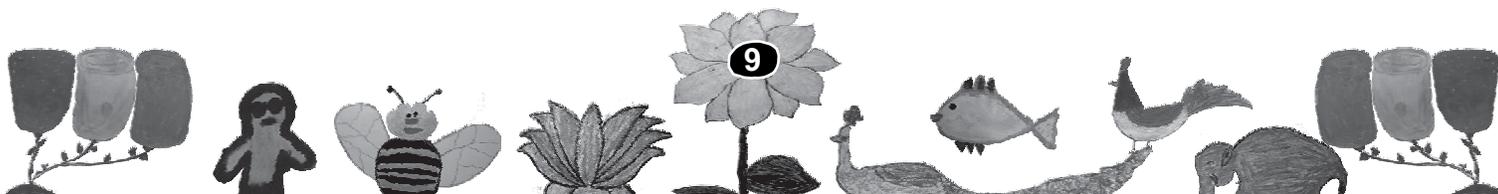
Admitted children	Number of Teachers
0-60	2
1-90	3
91-120	4
121-200	5
More than 150	5 plus one head teacher
More than 200	PTR (excluding head teacher) not to exceed 40.

In addition the schools having class VI-VIII need to have subject matter specialists for Maths, Science, Social Studies and Languages.

A survey of district level Pupil Teacher Ratio for standard I-V (PTR) reveals the following:

**Table : 3.1 - Status of PTR for Std. I-V**

Name of the District	Standard	No. of schools surveyed	No. of schools in which PTR is not maintained
Ahmedabad	I-V	44	19 (43%)
Anand	I-V	08	03 (37%)
Kheda	I-V	03	03 (100%)
Kutch	I-V	12	11 (92%)
Mehsana	I-V	07	04 (57%)
Panchmahal	I-V	63	51 (81%)
Sabarkantha	I-V	22	18 (82%)
Vadodara	I-V	09	08 (89%)
<b>Total</b>		<b>168</b>	<b>117 (70%)</b>



The above table indicates that while in terms of number of schools Panchmahal (51), Ahmedabad (19) and Sabarkantha (18) have the largest number of schools, wherein the PTR is not maintained as per the RTE Act, in terms of percentage it is Kheda (100%), Kutch (92%) and Vadodara (89%). Schools that did not maintain the PTR in Std. I to V had less than 3 teachers. This has a direct impact on the children's basic literacy skills of counting and language viz. reading and writing. Therefore the children are also de-motivated and the chances of drop-out are high. Thus, the Education Department has to take proactive measures in filling the pupil-teacher gap.

*One of the teachers of Class I in Gomtipur Urdu Shala in Ahmedabad district having classes from I-V Standard remarks "I have to handle 80 children in the class-room. It is equivalent to two classes. I have to give quality feedback also. Sometimes if my colleague is on leave, I have to handle 150 children, which is impossible. I cannot teach, my entire energy goes in controlling kids. I go home tired, with headache, with no motivation to come back again to teach".*

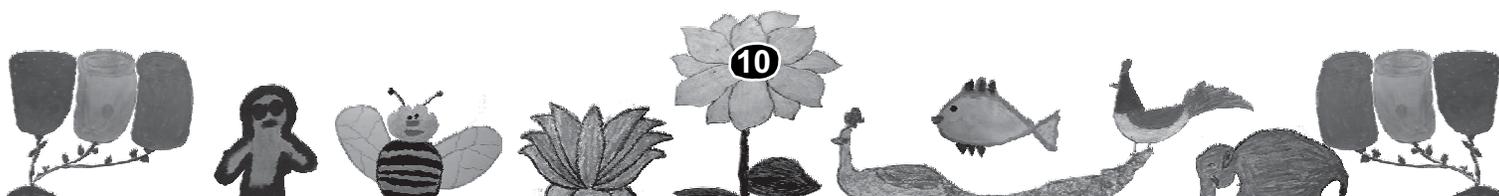
A survey of district level Pupil Teacher Ratio (for standard I-VIII) of eight districts reveals the following:

**Table: 3.2 - Status of PTR for Std. I - VIII**

Name of the District	Std. (I-VIII) inclusive of (I-VI); (I-VII); (I-VIII)	Number of schools surveyed	Schools having deficit teachers
Ahmedabad	Std. (I-VIII) inclusive of (I-VI); (I-VII); (I-VIII); (VI - VIII)	64	35 (55%)
Anand		27	08 (30%)
Kheda		12	03 (25%)
Kutch		38	19 (50%)
Mehsana		23	09 (39%)
Panchmahal		83	27 (33%)
Sabarkantha		68	13 (19%)
Vadodara		23	03 (13%)
<b>Total</b>		<b>338</b>	<b>117 (35%)</b>

The above table indicates that Ahmedabad district tops the chart with 55%; this has also been reported by the media as given in Annexure-2, followed by Kutch 50% and Mehsana 39%. However in terms of numbers, Panchmahals has higher number (27) of schools having deficit number of teachers than Kutch (19) and Mehsana (9). Overall about 35% of the schools did not have adequate number of subject teachers. This indicates a grave picture, where the schools are not equipped to handle the children or give them qualitative inputs. This has affected the education of children.

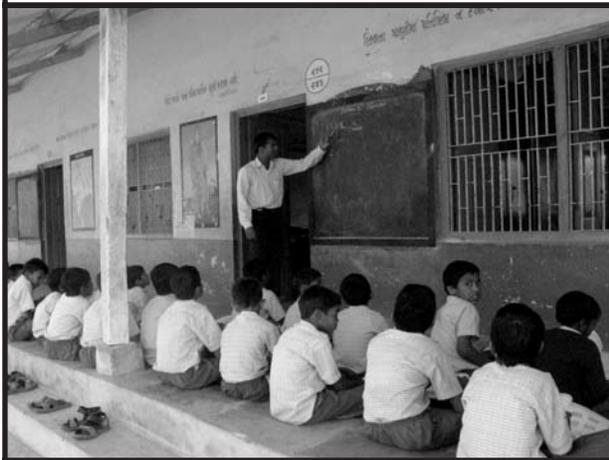
The absence of subject teachers results in lack of understanding of Mathematics, Science and Social Science. Parents realize the importance of education in the present day context and feel that it is the tool for liberation and empowerment. However, Government Municipal Schools offer a grim picture forcing the parents to shift their children to private educational institutions paying hefty tuition fees.



In Sandesar Kumar Pratmik Shala, Anand district, there are 278 boys studying in I-VIII Std. with five teachers and eight rooms. On observation of this school, it was found that, there were children of two classes sitting in the lobby. One of the teachers was dividing his time between the two Standards. So in one period he was teaching two different standards. This was because there was deficit of teachers in the school. This would impact the literacy skills of the children as it is not feasible for a single teacher to pay attention to each and every child.

*One of the Principals on condition of anonymity disclosed that “Our school got permission to start VIII Std. However, due to non-availability of subject teachers, children started leaving my school. I could not protest as I could not hamper their future education”*

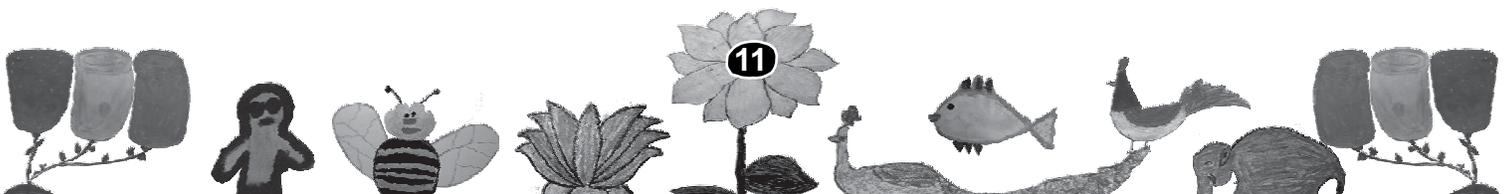
### A teacher handling two standards



**1 teacher teaching 2 classes**  
Sandesar Kumar school, Anand



**1 teacher running the whole school**  
Sri. Kudharnivand Pri. School-2, Kutch



## Chapter-4: Status of Pupil Room Ratio (PRR)

*“Education is the key to unlock the golden door of freedom” - George Washington Carver*

According to the Right to Education Act-2009, there have to be sufficient rooms for children in the school to study. According to rules and regulations-Chapter-IV, (Responsibilities of Schools and Teachers) issued by the Gujarat Government Gazette, Education Department -.

Every room used or proposed to be used as class-rooms shall have a carpet area equivalent to 8 sq. ft. for every student of the class plus 60 sq. feet additional area for teaching”.

Subject to conditions prescribed in clause (c), the carpet area of class-rooms should not be less than 300 sq. ft. provided that if one or more class-rooms have carpet area less than three hundred sq. ft., the student-teacher ratio of the school shall not exceed the ratio formulated on the following formulae:

Student-teacher ratio = (Area of smallest class-room in sq. ft. - sixty)/eight.

The study revealed two types of findings.

Pupil Room Ratio (PRR) for Std. I – V

**Table: 4.1 - Status of Pupil Room Ratio (PRR) for Std. I – V**

Name of the District	Standard	No. of schools surveyed	No. of schools in which PRR is not maintained
Ahmedabad	I-V	44	25 (57%)
Anand	I-V	08	06 (75%)
Kheda	I-V	03	03 (100%)
Kutch	I-V	12	12 (100%)
Mehsana	I-V	07	04 (57%)
Panchmahal	I-V	63	58 (92%)
Sabarkantha	I-V	22	20 (91%)
Vadodara	I-V	09	06 (67%)
<b>Total</b>		<b>168</b>	<b>134 (80%)</b>



The above table depicts that overall there is 80% deficit in the pupil room ratio in schools having Std. I –V. This is a very high percentage for any State let alone Gujarat which otherwise has very good infrastructure. Kheda district (100%) and Kutch (100%) top the chart, followed by Panchmahal (92%). All the districts face inadequacy in number of class-rooms, teachers handle two standards in one class-room.

The Pupil Room Ratio (PRR) for schools having Std. I – VIII in different districts is given in the following table:

**Table : 4.2 - Status of Pupil Room Ratio (PRR) for Std. I – VIII**

Name of the District	Std. (I-VIII) inclusive of (I-VI); (I-VII); (I-VIII)	Number of schools surveyed	No. of schools in which PRR is not maintained
Ahmedabad	Std. (I-VIII) inclusive of (I-VI); (I-VII); (I-VIII); (VI - VIII)	64	17 (27%)
Anand		27	23 (85%)
Kheda		12	07 (58%)
Kutch		38	24 (63%)
Mehsana		23	08 (35%)
Panchmahal		83	41 (49%)
Sabarkantha		68	59 (87%)
Vadodara		23	04 (17%)
<b>Total</b>		<b>338</b>	<b>183 (54%)</b>

As seen from above the overall deficit ratio in schools having Std. I –VIII is 54%. Sabarkantha with 87% and 59 schools was at the first spot followed by Anand with 85% and 23 schools and Kutch district with 63% with 24 schools.

Each Standard should have a separate class-room and a class-room should be of 300 sq. ft. During observation method, it was found that many schools were having two standards combined in one class because of lack of students. The teachers find it difficult to cope up with teaching two standards at a given point of time as they have to take two subjects of two different standards in the same class. It is difficult for a teacher to pay attention to all especially to children who are shy and quiet.



In Golibar village, Halol Taluka, Panchmahal district, there are 22 children in Std. I-V. There are two class-rooms and one teacher. According to RTE norms, 22 children and one teacher is a perfect condition. However as one probed further it was found that they belong to five different standards! As to the management of five standards the teacher said she teaches different Standards on alternate days. (Std. I and II on Monday and Tuesday and Std. III, IV and V from Wednesday to Saturday). However, this type of arrangement also effects the education of child.

The Mehsana Prathmik Kumar school-1, Mehsana district had two different buildings for boys and girls. However, the school building for boys got damaged and is now in a dilapidated condition, unfit for use and therefore abandoned. The school authorities decided to merge the Kumar Shala and Kanya Shala in one building but in two shifts. The total strength of the Kumar school is 895 boys which operates during afternoon. This school has 20 rooms, out of which one is a computer room and one is the Head Teacher's room. The school has deficit number of rooms and therefore two classes of boy's shift functions in abandoned rooms.

The Khifayat Nagar Prathmik Shala in Himmatnagar town of Sabarkantha district has 130 children for Std. I-V and has only two class-rooms.

Thus, as seen from above, there is need for creating more infrastructure for schools having less number of class-rooms as compared to the number of children as prescribed in the RTE 2009.



**Children sitting outside (only 2 rooms)**  
Kaiyaj Prathmik Shala, Kheda



**Children sitting in a dilapidated room**  
Mehsana Prathmik Shala, Mehsana



**Children studying in school which are in dangerous condition**  
Mehsana Prathmik Shala, Mehsana



## Chapter-5 : Status of Mid-Day Meals in Schools

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today” -Malcolm X*

The Supreme Court, in an unprecedented interim order on 28<sup>th</sup> November 2001 directed all the State Governments and the Union of India to effectively enforce eight differently centrally sponsored food schemes to the poor. These included Antyodaya Anna Yojna, Integrated Child Development Programme Services, the National Mid-Day Meals Programme (NMMP), the Annapurna scheme and several employment programs providing food for work. Of the eight schemes, the most significant was the Mid-Day Meal Scheme and the direction of the Court to all State Government to provide hot cooked meals in all government schools.

The Supreme Court directed the State Governments to:

“Implement the Mid Day Meal Scheme by providing every child in every Government and Government assisted primary schools with a prepared mid-day meal with a minimum content of 300 calories and 8-12 grams of protein each day of school for a minimum of 200 days. These Government schools and Government assisted schools should provide hot cooked food to the children.

The study looked at three parameters namely:

- i. Whether a separate shed was provided by the school for cooking mid day meal.
- ii. Whether children received mid day meals in adequate proportion
- iii. The seating arrangement of children during mid-day meals.

**Table : 5.1**

### Separate Shed for cooking MDM

District	No. of Schools Surveyed	Shed for MDM available	Shed for MDM not available	Information not available
Ahmedabad	108	24 (22%)	82 (76%)	2 (2%)
Anand	35	26 (78%)	9 (22%)	0 (0%)
Kheda	15	12 (80%)	3 (20%)	0 (0%)
Kutch	50	43 (86%)	6 (12%)	1 (2%)
Mehsana	30	24 (80%)	6 (20%)	0 (0%)
Panchmahal	146	138 (95%)	7 (4%)	1 (1%)
Sabarkantha	90	84 (93%)	5 (6%)	1 (1%)
Vadodara	32	27 (84%)	4 (13%)	1 (3%)
<b>Total</b>	<b>506</b>	<b>378 (75%)</b>	<b>122 (24%)</b>	<b>6 (1%)</b>



Out of the 506 schools surveyed in eight districts of Gujarat for the parametre of shed for cooking Mid Day Meals, it was found out 122 or 24% of the schools did not have space or shed for cooking. About 76% of the schools in Ahmedabad do not have cooking space or shed for cooking because the mid-day meals are supplied by Akshaya patra and Stree Shakti organizations and therefore there was not much need for such a shed. However, districts that fared poorly were Anand district (22%), followed by Kheda (20%) and Mehsana (20%).

It was observed that in most of the districts that the cooking shed was in dilapidated condition and many of the kitchens did not have a roof.

A random survey of schools revealed that there were many loop holes in implementation of mid day meal schemes :

In Mehsana Prathmik Shala, the food grains of mid-day meal are stored and food is prepared in abandoned rooms. The school authorities registered complaints to District Education Officer about lack of space and demolition of dilapidated building. However, this issue was not addressed because the building is on disputed land. The cost of indecisiveness is that the children are having mid-day meal in a damaged building waiting for the roof to fall on them. How hygienic is it for the school children to have mid-day meals where the grains are stored in leaking rooms?



**Food grains of mid-day meal are stored in dilapidated building, Mehsana Primary School, Mehsana**



**Food is cooked without shed Baba bajisa Primary. School 4, Anand**



**MDM shed in bad condition Kaiyaj Primary School 14, Kheda**



**MDM shed not in use Sri Dedhiya Primary School, Kutch**



**Table : 5.2****Adequate quantum of MDM as per RTE**

District	No. of Schools Surveyed	Adequate qty of MM received	In-adequate qty of MM received	Information not available
Ahmedabad	108	99 (92%)	4 (4%)	5 (4%)
Anand	35	33 (94%)	2 (6%)	0 (0%)
Kheda	15	15 (100%)	0 (0%)	0 (0%)
Kutch	50	46 (92%)	3 (6%)	1 (2%)
Mehsana	30	29 (97%)	1 (3%)	0 (0%)
Panchmahal	146	135 (92%)	9 (6%)	2 (1%)
Sabarkantha	90	89 (99%)	0 (0%)	1 (1%)
Vadodara	32	32 (100%)	0 (0%)	0 (0%)
<b>Total</b>	<b>506</b>	<b>478 (94%)</b>	<b>19 (4%)</b>	<b>9 (2%)</b>

Out of 506 schools, 94% of the schools received adequate quantity mid-day meals. It was difficult to exactly measure the quota of mid-day meal served to the children. However, it was observed, that in Panchmahal district, there was discrepancies in serving mid-day meals, followed by Kutch district. In Khavda region of Kutch it was observed that the teachers were quite irregular and therefore the mid-day meals were not prepared regularly.

**Table: - 5.3****Sitting arrangement for mid day meal schemes**

District	No. of Schools Surveyed	Sitting Arrangement for MDM		Information not available
		YES	NO	
Ahmedabad	108	99 (92%)	7 (6%)	2 (2%)
Anand	35	22 (63%)	11 (31%)	2 (6%)
Kheda	15	14 (93%)	1 (7%)	0 (0%)
Kutch	50	43 (86%)	5 (10%)	2 (4%)
Mehsana	30	10 (33%)	20 (67%)	0 (0%)
Panchmahal	146	136 (93%)	10 (7%)	0 (0%)
Sabarkantha	90	75 (83%)	14 (16%)	1 (1%)
Vadodara	32	13 (41%)	15 (47%)	4 (13%)
<b>Total</b>	<b>506</b>	<b>412 (82%)</b>	<b>83 (16%)</b>	<b>11 (2%)</b>



Out of the 506 schools surveyed, it was revealed that 82% of the schools had seating arrangements for mid day meals. However, random observation of 35 schools in eight districts revealed the following:

According to the Act, mid day meals should be served in a clean hygienic environment. However, it was observed in Mehsana district, Kanya Pratmik Shala-1 that there is no separate space for children to eat and therefore the children sit in the lobby of the abandoned school building and have Mid day meals.

In Panchmahal district, in one of the schools, a case of discrimination was reported by one of the parents in serving mid day meals. Some parents belonging to marginalised community said that their children did not receive cooked food and when their child protested about discrimination the teachers used derogatory words against the child.



## Chapter-6 : Status of Drinking Water and Access to Sanitation

*“Change is the end result of all true learning.”*  
– Leo Buscaglia

### I. Drinking Water

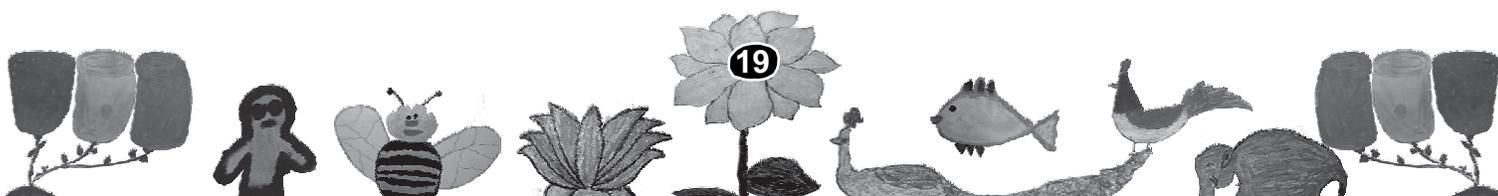
According to the Right to Education Act-2009, every child should be provided with potable drinking water. Schools should have filters and water tanks that should be cleaned frequently. The taps should also be cleaned and checked frequently.

**Table: 6.1**

#### Status of Drinking Water facilities

District	No. of Schools Surveyed	Schools having Drinking water facilities	Schools not having Drinking water facilities	Information not available
Ahmedabad	108	94 (88%)	8 (7%)	6 (5%)
Anand	35	28 (80%)	4 (11%)	3 (9%)
Kheda	15	15 (100%)	0 (0%)	0 (0%)
Kutch	50	35 (70%)	15 (30%)	0 (0%)
Mehsana	30	29 (97%)	1 (3%)	0 (0%)
Panchmahal	146	141 (96%)	4 (3%)	1 (1%)
Sabarkantha	90	85 (94%)	5 (6%)	0 (0%)
Vadodara	32	20 (63%)	9 (28%)	3 (9%)
<b>Total</b>	<b>506</b>	<b>447 (88%)</b>	<b>46 (9%)</b>	<b>13 (3%)</b>

The quantitative data shows that most schools have clean drinking water for children. There are few schools that do have purifying systems but many don't. Around 88% of the schools have access to drinking water facilities, however Kutch fared poorly with non-availability of water (30%) and 15 schools followed by Vadodara (28%) and 9 schools and Anand (11%) and 4 schools. In Ahmedabad too there were 8 schools that did not have clean drinking water.



The three major issues related to the provision of drinking water are – the source of the water, quality of water and storage of water. However:

- In majority of the cases the water is put directly into the storage tank, without any purification.
- The tanks in a lot of schools are old cement tanks.
- There is no system in place of getting the tanks cleaned.
- The structure of most tanks is such that it is not possible to get them cleaned.
- Tanks have fungus growing on the inside of the walls.
- There are several cases where the lids of the tanks are rusted and at times the tanks do not have a lid.
- The area around the water tank is dirty as there is no proper outlet for the excess water to drain away properly. Many times children wash their plates near the same water tank due to lack of facility to wash their dishes after MDM. This makes the surroundings dirty.
- Kutch district has the tanks to store water but as there is water shortage in the villages, drinking water in schools is a far cry.
- Kheda district shows 100% drinking water facility but purification and storage of the water is a matter of concern.



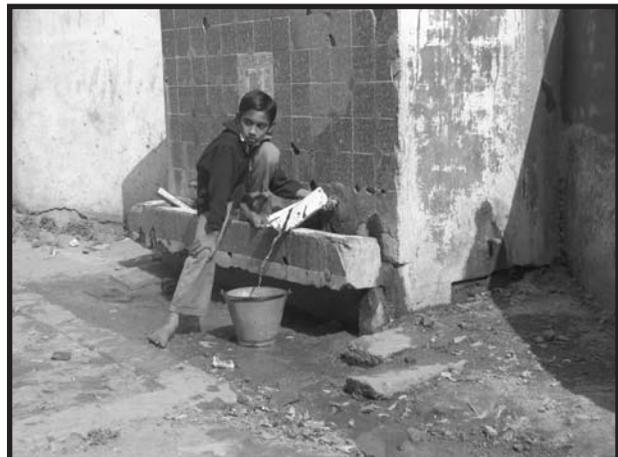
**A water tank which does not have taps and is outside the school building**  
*Kifiyatnagar Primary School 9, Sabarkantha*



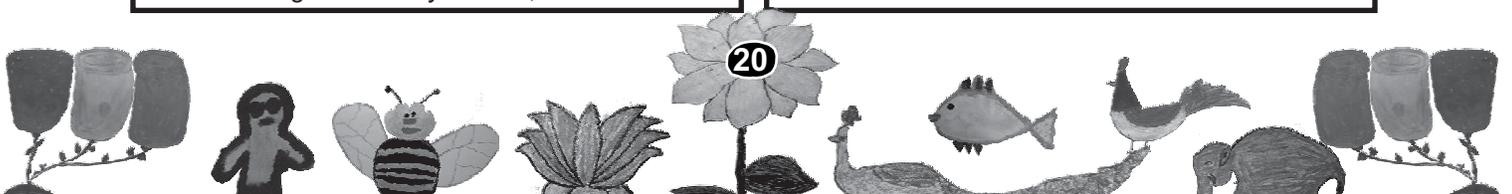
**The tank has fungus growing inside and outside it**  
*Balol Primary School, Kheda*



**Girls fetching water from hand pump due to lack of water facilities in their school**  
*Sangma Primary School, Baroda*



**Boy fetching water through different method in a bucket because of faulty construction**  
*Samiala Primary School, Baroda*



Khifiyat nagar Prathmik Shala in Himmatnagar town of Sabarkantha operates in one shift and has Std. I-Vth. The school does not have drinking water facilities. The school has a damaged cement water tank and therefore the water tank is not in use. The water tank is outside the school which makes it difficult for children to use it. Therefore, the children bring water bottles from home.

Navi Bhat, Prathmik Shala is in Halol block, Panchmahal District and has 163 children in Std. I-VIII. This school lacks water facilities within the school compound. The children walk 100 meters near the district highway to fetch water from the hand pump. On inquiring with the President, School Management Committee, he said that the school has a bore 700 meters away from the school building.



**School bore is 700 mtr. away from the school**  
*Nani Bhat Primary School 10*



**School is 10 ft. below the road level**  
*Madhvas Primary School 7*

## II. Sanitation

According to Right to Education Act- Government schools should have sanitation facilities like urinals and western closets. These facilities should be appropriate to the number of children and separate for girls and boys. The sanitation facilities should also be clean and hygienic. There should be provision for toilets for physically challenged.



The survey of 506 schools in eight districts reveals the following:

**Table: 6.2 - Status of separate toilet facilities**

District	No. of Schools Surveyed	Schools having separate toilets	Schools not having separate toilets	No information available
Ahmedabad	108	102 (95%)	5 (5%)	1 (1%)
Anand	35	32 (91%)	3 (9%)	0 (0%)
Kheda	15	14 (93%)	1 (7%)	0 (0%)
Kutch	50	50 (100%)	0 (0%)	0 (0%)
Mehsana	30	28 (93%)	2 (7%)	0 (0%)
Panchmahal	146	137 (94%)	7 (5%)	2 (1%)
Sabarkantha	90	88 (98%)	2 (2%)	0 (0%)
Vadodara	32	30 (94%)	2 (6%)	0 (0%)
<b>Total</b>	<b>506</b>	<b>481 (95%)</b>	<b>22 (4%)</b>	<b>3 (1%)</b>

The data shows a very positive picture of the sanitation facility made available in the Government Municipal schools. However, on random visit to Government Municipal schools, it was observed that the usability of toilets is big question mark, this has also been reported by the media as given in Annexure-3. The major concerns regarding the use of toilets are:

1. The toilet blocks are not a part of the main school building. This makes it difficult for children to use them during monsoon.
2. In a majority of the cases the urinals are open from the top and have only half partitions. There are no doors and no roof in large number urinals of the schools. This is not safe and would deter older children, especially girls from using such toilets.
3. A large number of toilets were found locked as well. So the toilets were not useable.
4. The structure of the urinal is inappropriate as there is no hole in the ground; it had a flat surface, no flushing system and no provision of water, hence it is unhygienic and difficult to keep clean.
5. There is no provision of toilets for differently abled children.



6. Kutch district has 100% separate toilets in the 50 schools surveyed. In the schools of Khavda, there is no water in the school or in the village. The toilets once used have never been cleaned or used again, as a result a large number of schools have kept their toilets locked.



**This toilet having no door deters young girls from using it**

*Sangma Primary School, Baroda*



**Girls feel insecure using toilets having half walls such as this**

*Mehsana Primary School, Mehsana*



**The toilets for girls & boys constructed side by side does not serve much purpose**

*Chandola Urdu 1, Ahmedabad*



**Urinal having flat surface with no water facility is a breeding ground for diseases**

*Nani Khadol Primary School 1, Kheda*



**A toilet which is locked and away from the school does not serve the purpose**

*Sri Dedhiya Primary School, Kutch*



**Urinals built away from the school building and with no roof are unsafe and can't be used in the monsoons**

*Madhvas Primary School, Panchmahal*



In Ahmedabad district, Danilimda ward, Gujarati / Urdu Prathmik shala Number-1 operates in two shifts with two medium viz. Gujarati and Urdu. The school has approximately 1500 children. There is a theatre in front of the school. On visit of the school, it was observed that the theatre usually screens Adult films. The school has a gate and near the entrance of the gate is the urinal which was used by girls. This is not safe for the girls. When probed further, the teachers said that the other urinal block was locked, two years back, a boy had tried to assault a girl but because she screamed, he ran off. Thereafter, the school made a resolution that the urinal would be only for girls and teachers, while the boys go out to answer the call of nature. The question to be asked is why can't our children have safe, adequate and hygienic space in the school? Can't the schools built enough toilets for children?

Similarly in Halol and Kalol blocks of Panchmahal district, it was found that most of the urinals in schools had flat surface. This physical space makes children uncomfortable and inconvenient. Therefore children used to go home to relieve themselves.

In Anand district, Nagar Prathmik Shala -2, there are 215 students, having 6 teachers and 6 rooms. This school is situated near a residential colony called Sagar society. This school does not have sanitation facilities. So the children go outside to relieve themselves. This becomes a bone of contention between the school authorities and the residential colony.

### **Direction of Supreme Court of India to improve basic infrastructure facilities in Government Schools**

*A petition was filed by Environment and Consumer protection foundation against Delhi Administration & others in the Year 2004 under Article 32 of the Constitution seeking directions to implement basic infrastructure like toilet facility, drinking water, class rooms, appointment of teachers and all other facilities so that children can study in a clean and healthy environment. "The Chief Secretaries of various States were directed to ensure that separate permanent toilets for boys and girls are constructed in all the schools in their respective States on or before 31st March, 2012 and in case it was not possible to construct permanent toilets, then at least temporary toilet facilities were directed to be made available on or before 28<sup>th</sup> February, 2012 and it was directed that an affidavit to that effect shall be filed by the Chief Secretaries on or before 28<sup>th</sup> February, 2012. According to the Office Report dated 3<sup>rd</sup> day of March, 2012, the state of Gujarat has not filed the affidavit regarding the status of sanitation in the primary schools of Gujarat.*

*[Reference to – Supreme Court of India, Civil Original jurisdiction, Writ Petition (civil) No. 631 of 2004.]*



## Chapter-7 : Other Indicators

*“Education is the most powerful weapon which you can use to change the world.” -Nelson Mandela*

The State made computer education compulsory for Std. VI to VIII. The following table indicates the availability of computers in each district.

### Computer Facilities

**Table : 7.1 - Status of computer facilities**

District	Schools with Standard VI to VIII	Schools having computers	Schools not having computers	Information not available
Ahmedabad	64	51 (80%)	10 (16%)	3 (4%)
Anand	27	24 (89%)	3 (11%)	0 (0%)
Kheda	12	11 (92%)	1 (8%)	0 (0%)
Kutch	38	34 (90%)	3 (8%)	1 (2%)
Mehsana	23	21 (91%)	2 (9%)	0 (0%)
Panchmahal	83	78 (94%)	3 (4%)	2 (2%)
Sabarkantha	68	63 (93%)	3 (4%)	2 (3%)
Vadodara	23	21 (91%)	2 (9%)	0 (0%)
<b>Total</b>	<b>338</b>	<b>303 (90%)</b>	<b>27 (8%)</b>	<b>8 (2%)</b>

There are computers in most of the Government Municipal Schools. However, it was found out that:

- Some of the schools do not have teachers to teach computers and therefore the schools have to rely on a computer teacher who comes from neighbourhood schools.
- In some of the schools, the number of computers is not in proportionate to number of children.



## Library Facilities

The RTE has also laid down norms that all Government Municipal schools shall have libraries. Each library shall be stocked with magazines, newspapers and books on all subjects available.

The following table gives the status of libraries in various districts.

**Table: 7.2 - Status of library facilities**

District	No. of Schools Surveyed	Schools having a library	Schools not having a library	Information not available
Ahmedabad	108	78 (72%)	28 (26%)	2 (2%)
Anand	35	28 (80%)	7 (20%)	0 (0%)
Kheda	15	12 (80%)	3 (20%)	0 (0%)
Kutch	50	46 (92%)	4 (8%)	0 (0%)
Mehsana	30	10 (33%)	19 (63%)	1 (4%)
Panchmahal	146	69 (47%)	75 (52%)	2 (1%)
Sabarkantha	90	75 (83%)	15 (17%)	0 (0%)
Vadodara	32	22 (69%)	10 (31%)	0 (0%)
<b>Total</b>	<b>506</b>	<b>340 (67%)</b>	<b>161 (32%)</b>	<b>5 (1%)</b>

Out of the 506 schools surveyed, 67% of the schools had library facilities. However, Mehsana district tops the chart with 63% having no library facilities followed by Panchmahal district 52%. It was found from the survey that Kutch district tops the chart with 92% schools having library books.

A library is a place where a child should be motivated for reading, should be encouraged to use the space for broadening his/her horizon, increasing general knowledge and in developing an in-depth understanding of various subjects. However, it was found that the quality of libraries needed to be improved a lot. The use of library was also not facilitated by the teachers. There was no practice of reading newspapers or books in the class-room; nor was there any library assignment given to the students by the teacher so as to increase his/her knowledge.



## Play ground

The RTE Act-2009 mandates that every school is supposed to have a play ground. The play ground is meant for physical development of children and in tapping their athletic abilities. It is a space for learning outside the class-room. The playground also creates a conducive environment for children for organizing other activities such as a science fair, cultural fair, nature appreciation etc.

The study of 506 schools reveals the following:

**Table: 7.3 - Status of playgrounds**

District	No. of Schools	Schools that have playground	Schools not having playground
Ahmedabad	108	95 (88%)	13 (12%)
Anand	35	18 (51%)	17 (49%)
Kheda	15	10 (67%)	05 (33%)
Kutch	50	37 (74%)	13 (26%)
Mehsana	30	24 (80%)	06 (20%)
Panchmahal	146	113 (77%)	35 (23%)
Sabarkantha	90	80 (89%)	10 (11%)
Vadodara	32	21 (66%)	11 (34%)
<b>Total</b>	<b>506</b>	<b>398 (79%)</b>	<b>108 (21%)</b>

Almost 50% of the schools in Anand district do not have a playground. Similarly 34% schools in Vadodara and 33% in Kheda do not have playgrounds. This indicates that the children of these schools would not have had a chance to play during the free time and also carry out some of the activities indicated above. Some schools that have playgrounds that can't be used in monsoons as they fill up with water; this becomes a health hazard as it becomes a breeding ground for diseases.

## Compound Wall

The RTE ACT-2009 has given strictures that Government primary schools should have compound wall around their schools. This compound wall is to give safety and security to the students and teachers of the schools and the property of the schools. The compound wall also ascertains the boundary of the school.



The study of 506 schools reveals the following:

**Table: 7.4 - Status of compound walls**

District	No. of Schools	Schools having compound wall	Schools not having compound wall
Ahmedabad	108	99 (92%)	09 (8%)
Anand	35	22 (63%)	13 (37%)
Kheda	15	12 (80%)	03 (20%)
Kutch	50	37 (74%)	13 (26%)
Mehsana	30	29 (97%)	01 (3%)
Panchmahal	146	133 (91%)	13 (9%)
Sabarkantha	90	80 (96%)	04 (4%)
Vadodara	32	26 (81%)	06 (19%)
<b>Total</b>	<b>506</b>	<b>444 (88%)</b>	<b>62 (12%)</b>

Out of the 506 schools surveyed 88% of the schools had compound walls, while 12% of the schools did not have compound walls. Anand district topped the chart with 37% followed by Kutch 26%. In some of the schools, the compound walls were so low that people from outside used to jump from outside and use the school premise for sleeping. Therefore, such school would be unsafe for students.

In Himmatnagar, Ambawadi Prathmik Shala, Sabarkantha, the school was near a railway track. The school had Std. I-VIII. On visit of the school during recess time, children were sitting on the railway track. The Principal said that they had complained about this issue to District Education Officer. However, the matter lies in the Railway Department to demarcate the land between school and railway division.



*Ambavadi Bit Centre Primary School, Himmatnagar*



## Head Teacher's Office

The RTE Act -2009 has laid norms that schools should provide the Head teacher with a separate room. This is because the Head teacher is supposed to do administrative work.

**Table : 7.5 - Separate office for the Head Teacher**

District	No. of schools	Schools having separate Head Teacher office	Schools not having separate Head Teacher office	Information not available
Ahmedabad	108	89 (82%)	17 (16%)	2 (2%)
Anand	35	25 (71%)	10 (29%)	0 (0%)
Kheda	15	10 (67%)	05 (33%)	0 (0%)
Kutch	50	27 (54%)	22 (44%)	1 (2%)
Mehsana	30	12 (40%)	18 (60%)	0 (0%)
Panchmahal	146	64 (44%)	81 (55%)	1 (1%)
Sabarkantha	90	20 (22%)	69 (77%)	1 (1%)
Vadodara	32	11 (34%)	20 (63%)	1 (3%)
<b>Total</b>	<b>506</b>	<b>258 (51%)</b>	<b>242 (48%)</b>	<b>6 (1%)</b>

Out of 506 schools surveyed, 51% of the schools had a separate office for the Head Teacher while 48 % of the schools did not have a separate office and information was not available from 1% of the schools. Sabarkantha tops the chart with 77% schools not having a separate office for the Head teacher followed by Vadodara with 63% schools.

Most of the Head teacher used to sit in one of the classes. He / She used to do administrative work as well as teach in the classes. The Head teacher should also be given adequate facilities for carrying out academic and administrative work.



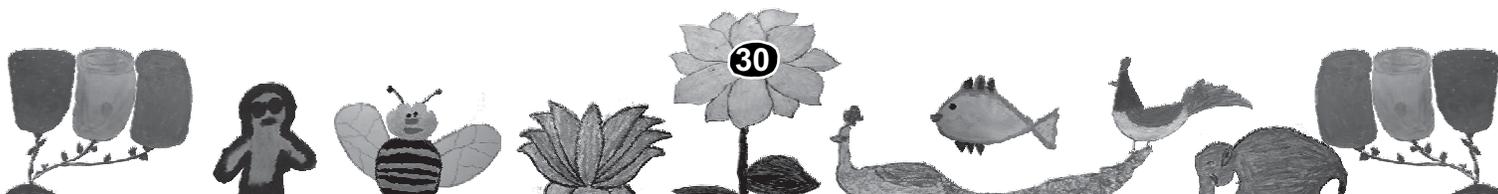
## Chapter-8 : Status of School Management Committee

*“Education is simply the soul of a society as it passes from one generation to another” -Gilbert K. Chesterton*

As per the RTE 2009, every school other than an unaided school shall constitute a School Management Committee within a period of six months from the appointed date, and the Committee shall be required to be reconstituted every two years. The Committee shall consist of twelve members, of which 50% shall be women. The School shall give proportionate representation in the said Committee to the parents or guardians belonging to disadvantaged group and weaker sections. The School Management Committee will be responsible for disseminating the rights of child in a creative and simple manner to the population. It is also responsible for preparing the School Development Plan for meeting physical and human capital needs of the school. It is also responsible for maintenance of the norms and standards as prescribed in the Schedule.

The study of 506 schools in the State revealed that:

1. The School Management Committees were constituted in all schools. The process of constitution was selection rather than election from the parents of the students.
2. The ratio of men-women was maintained in the School Management Committees.
3. The inclusion of different social categories was also maintained in the School Management Committees.
4. Except for Anand, Kheda and in some schools of Ahmedabad, the rest of the schools did not exhibit names of School Management Committee members on the display board outside the school.
5. The participation of women members in the meeting of SMC was negligible.
6. In most of the schools, the SMC members were not aware of their roles and responsibilities. The President of the SMC was mostly involved with signing of the cheque. Awareness of the SMC members was restricted to monitoring of Mid-Day Meal and monitoring of teacher's regularity. In some schools, SMCs were also involved in calling children to school.
7. Except for one school, the SMCs were not aware that they play a pivotal role in the administration of the school.
8. There was no sharing of information between SMC and parents.
9. There have been no specific capacity building programs for SMC.



## Chapter-9 : Conclusions and Recommendations

*“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” - Kofi Annan*

Education leads to individual freedom and empowerment and makes an individual self-reliant. It is seen as the foundation of society, enabling economic wealth, social prosperity and political stability. Elementary education forms the foundation for all levels of learning and development. It empowers and equips individuals with analytical capabilities, instills confidence and fortifies them with determination to achieve goal-setting competencies. It therefore plays a pivotal role in improving the socio-economic condition. For any country to grow, it is imperative that it has in place a strong elementary school driven education system.

India has made substantial progress in achieving its elementary goals over the last few decades. The evolution of India's education system has been driven by increased focus on basic elementary education. One of the key achievements of India's education system since Independence has been the consistent rise in the country's literacy rate, which has risen from 18% in 1951 to 74 % in 2011. Significant efforts have been made to universalize elementary education since Independence. The number of elementary schools and teachers grew significantly. Implementation of elementary education schemes such as Sarva Siksha Abhiyaan (2001) and the Mid-Day Meal Scheme can be given credit for rapid expansion of the elementary education system. The Sarva Siksha Abhiyan led to the formation of 200,000 new schools and additional enrolment of over 21 million children. A significant growth has also been witnessed in upper primary schools, which have grown roughly 20 times from 1950-51 to 2005-06.

Since the inception of the Sarva Shiksha Abhiyan, the percentage out of school children came down from 18.4% in 2000-01 to 4.3% in 2009. The continual expansion of the elementary education system has also resulted in reduction in the number of out-of school children in the age group of 6-14 years.



Given the gender bias in our country, female literacy has always been way behind to that of male literacy. But this gap has also been reduced over the years. According to the Census 2011 the literacy rate amongst men was 82.14% as compared to 65.46% amongst women i.e. a gender gap of 16.68% which is a reduction of 4.91% from 2001. The enrollment of girls in schools as compared to 100 boys has also steadily gone up in Class I-V from 72 in 1991 to 91 in 2007-2008, from 62 to 84 in Class VI-VIII and from 52 to 77 in Class IX-X.

However there is lot to be done to achieve in terms of achieving qualitative education.

The findings of the study on the implementation of the Right to Education Act in Gujarat for each variable shows:

### **1. Pupil Teacher Ratio**

The schools in class I-V not adhering to the People Teacher Ratio as prescribed by the RTE Act 2009 ranges from 37% in Anand to 100% in Kheda while in schools having Class I-VIII it ranges from 13% in Vadodara to 55% in Ahmedabad. This indicates an acute shortage of teachers in Government schools. As observed in some schools, a single teacher handles as high as 80 students in a class. The absence of subject teachers results in lack of understanding of mathematics, science and social science. This forces the parents to shift their children to private educational institutions paying hefty tuition fees which they cannot afford. On the other hand there are graduates and post-graduates in rural areas who are not employed and can be motivated and trained to fill in this gap.

### **2. Pupil Room Ratio**

The schools in class I-V not adhering to the Pupil Room Ratio as prescribed by the RTE Act 2009 ranges from 57% in Ahmedabad to 100% in Kutch and Kheda while in schools having Class I-VIII it ranges from 17% in Vadodara to 87% in Sabarkantha. As observed in the study, all the districts face inadequacy in number of class-rooms especially in Std. I-V wherein the teachers handle two standards in one class-room. This deters the students from attending school and at the same time makes it difficult for the teachers to give quality inputs.

The Annual Status of Education Report (ASER) -2012 for Gujarat – Rural, - a study facilitated by Pratham indicates that from the 70 schools having Std. I-IV/V surveyed 60 schools were such wherein Std. II children were observed sitting with one or more other classes. The



number of schools where Std. IV children were observed sitting with one or more other classes was 55. In the 622 schools surveyed having Std. I-VII/VIII, there were 251 schools wherein Std. II children were observed sitting with one or more class. The corresponding number for Std. IV were 249.

While the State is at the forefront of infrastructure and industrial development, development of infrastructure for schools also needs to be given a priority. This will go a long way in creating a comfortable environment for both students and teachers.

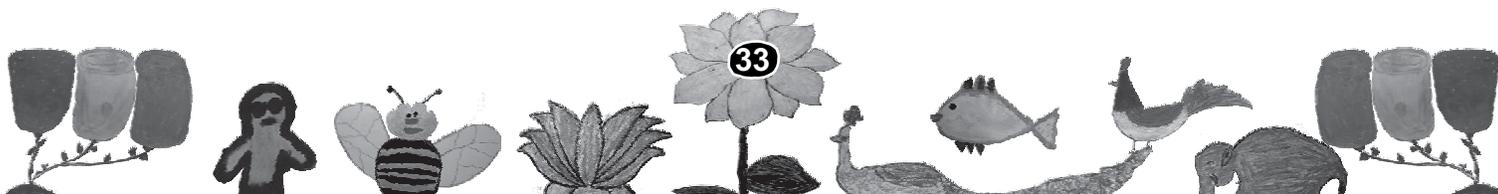
### **3. Separate sheds for Mid Day Meal and seating arrangements for the same**

It was found that 4% (Panchmahal) to 22% (Anand) of the schools did not have separate sheds for the mid-day meal scheme. Inadequate seating arrangements were found in 6% (Ahmedabad) to 67% (Mehsana) schools. The ASER study shows that out of the 692 schools 78 schools did not have sheds. As seen from both the studies, compared to the Pupil Room Ratio the physical infrastructure for mid-day meals seems to be much better in a majority of schools.

### **4 Access to clean drinking water and sanitation**

The issue of provision of drinking water was addressed in 88% of the 506 schools surveyed. However in Kutch about 30% of the schools did not have adequate facilities for drinking water. In a majority of the cases quality of water was the major issue. Drinking water was stored in tanks without any purification. There was no system in place of getting the tanks cleaned regularly. The area around the water tank was dirty as there was no proper outlet for the excess water to drain away properly. Many times children washed their plates at the same water tank due to lack of facility to wash their dishes after MDM. The ASER study shows that of the 692 schools, 122 schools did not have usable drinking water facilities.

Similarly while 96% of the 506 schools surveyed had toilets, as far as the usage goes the ratio is far lower due to ill-equipped toilets and their designs. The ASER study also shows that while only 1.3% schools do not have toilets, as far as usability goes this percentage is as high as 30%. While only 5.5% of schools did not have separate toilets for girls, 29% toilets were such that could not be used. There is no provision of toilets for differently abled children. Kutch district has 100% separate toilets in the 50 schools surveyed. In the schools of Khavda, there



is no water in the school or in the village. The toilets once used have never been cleaned or used again, as a result a large number of schools have kept their toilets locked.

## 5. Availability and use of computers in schools

Ninety percent of the 338 schools having Std. I-VIII had computers. Some of the schools did not have teachers to teach computers and therefore the schools had to rely on a computer teacher who came from neighborhood schools. In some of the schools, the number of computers was not in proportionate to number of children as a result all children could not get time to practice on the same.

## 6. Library in schools

The ASER study shows that out of the 692 schools studied, 14.4% did not have libraries. While it was observed there were 44.3% schools where there was a library but no books were being used by children during the time of visit. This has a direct bearing on the reading and comprehension abilities of the child. The study shows that 7.7% children in Std. III could not even read letters while 21.7% could read letters but not more. In comparison the study conducted by Janvikas shows a much higher of 32% schools not having library facilities.

## Recommendations

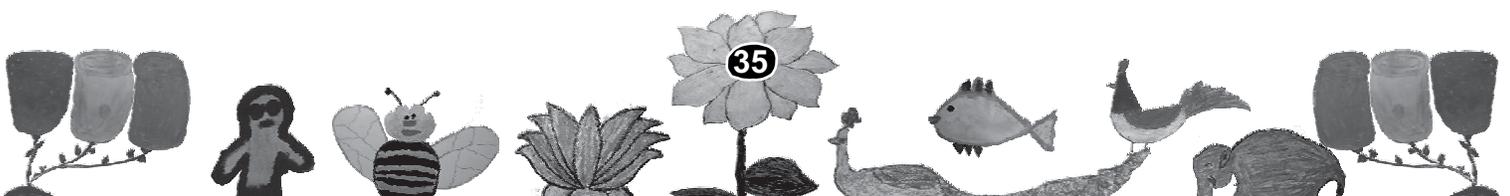
While conducting the survey, Janvikas experienced how the RTE Act-2009 is implemented, and found gaps in its implementation. Janvikas did not have any large consultation of stakeholders to arrive at recommendations which we plan to have it later. But following are some of the recommendations we thought can be made.

The Right to Education Act-2009 came into force in the year 2010. The Central Government gave three years to implement the Act in all the States. Based on the findings of the study, the following issues need to be addressed by the State Education Department:

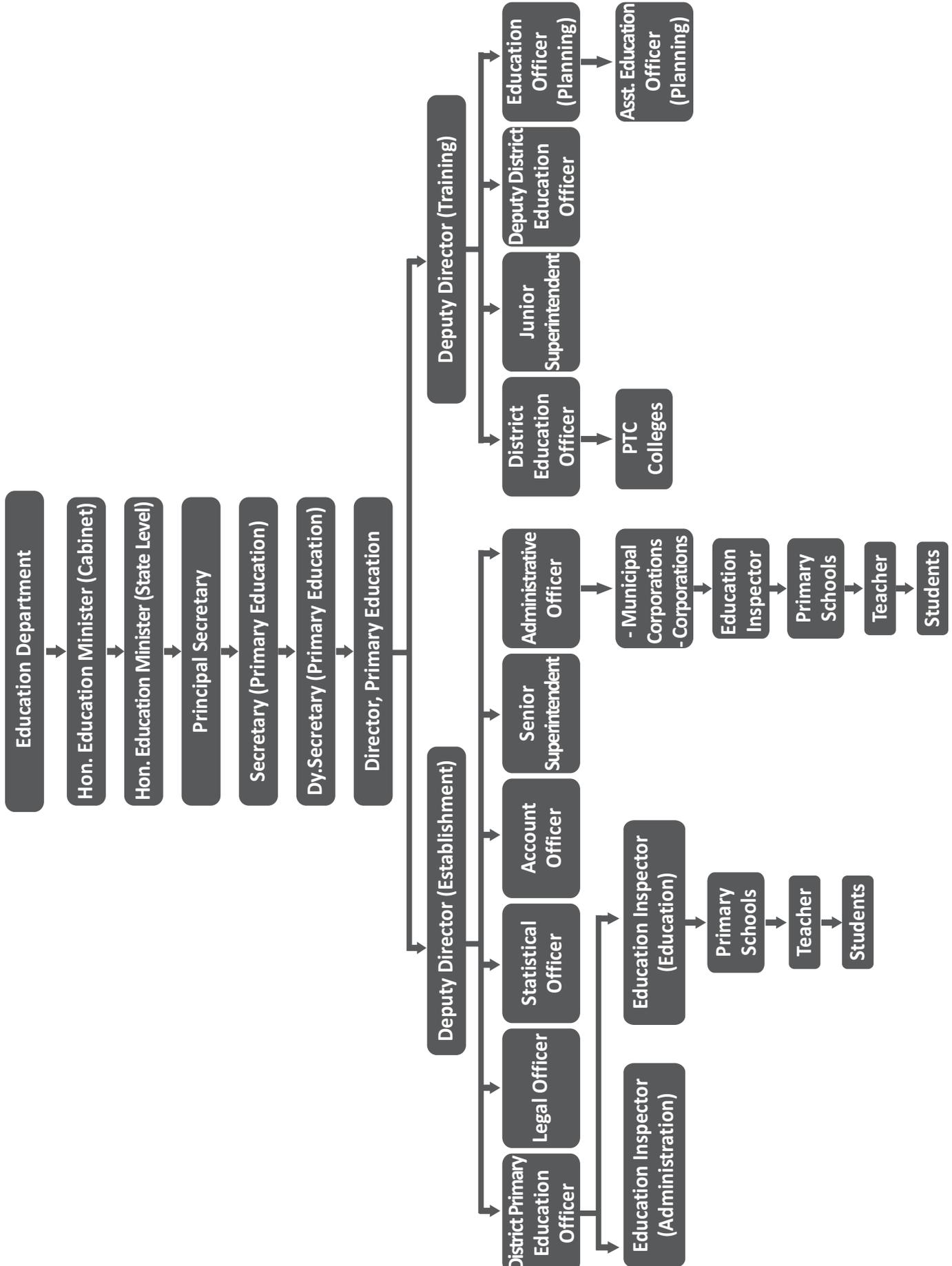
- Professional teachers have to be recruited to fill in the gap of PTR at the primary level. Subject teachers needs to be recruited at the earliest to improve the quality of education.
- Separate rooms for each Standard need to be constructed irrespective of number of students. This needs to be done soon so that the teachers can give focused attention to each class.



- Toilets for girls and boys should be separate. These should be proportionate to the number of students. The toilet structure should ensure safety and hygiene.
- Ramps in every school should be compulsory.
- Clean drinking water facilities should be made accessible to the children. Provision for cleaning the tanks should be made mandatory and at regular intervals.
- Capacity Building of School Management Committees should be done by district authorities at regular intervals.
- There should be Monitoring Committee comprising of External and Internal Evaluators to check the implementation of RTE ACT-2009 in each district. The Committee can comprise of State Government officials/retired Judges / educationists and NGOs.
- Residential facilities for teachers have to be made available especially for those teachers who come on posting from other districts.
- Travelling or transportation facilities like school busses for children must be made for those who usually walk to school through forests/cross highways risking their lives even though the distance between the school and their habitation would be within the ambit of 1-3 km.
- The present system does not have an examination system and therefore the teachers feel that the children do not have fear of failing in the examination. They do not know how to motivate the child to learn and assess their capacities. Thus the pedagogy of teaching should be changed to activity based where it is fun based and children are made to think critically. This would mean training teachers on new methods and techniques that encourage the child to think creatively.



# Flow Chart of Education Department



## Annexure-1 School Information Survey Form

### શાળા માહિતી પત્રક

(૧) શાળાનું નામ:  શાળાનો સમય:

શાળાનો કોડ:

(૨) વિસ્તાર/ગામનું નામ:

(૩) તાલુકો:  જિલ્લો:

(૪) શાળાનું માધ્યમ:  ગુજરાતી  હિન્દી  અંગ્રેજી  ઉર્દુ

(૫) શાળા પાળી પદ્ધતિ દ્વારા ચલાવવામાં આવે છે?  હા  ના

(૫) કુલ પરિવારોની સંખ્યા:  કુલ લોકોની સંખ્યા:

(૬) ધો\_\_થી\_\_માં ભણતા બાળકોની માહિતી:

૭.૧ ધો\_\_થી\_\_માં ભણતા બાળકોની સંખ્યા:  છોકરા  છોકરીઓ

૭.૨ ધો\_\_થી\_\_માં કુલ શિક્ષકોની સંખ્યા:  પુરુષ  સ્ત્રી

૭.૩ ધો\_\_થી\_\_માં કુલ ઓરડાની સંખ્યા:

૭.૪ ધો\_\_થી\_\_માં શાળા છોડી જતાં રહેલ બાળકોની સંખ્યા: છોકરા  છોકરીઓ

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(૮) જે બાળકોની ૬ થી ૧૪ વર્ષની ઉંમર થઈ ગયેલ હોય તેવા બાળકો શાળામાં આવ્યા જ ન હોય તેવા બાળકોની સંખ્યા:

(૯) બાળ મજૂરીએ જતાં બાળકોની સંખ્યા:

(૧૦) ધો ૬ થી ૮માં ભણતા બાળકોની માહિતી:

૧૦.૧ ધો ૬ થી ૮માં ભણતા બાળકોની સંખ્યા  છોકરા  છોકરીઓ

૧૦.૨ ધો ૬ થી ૮માં કુલ શિક્ષકોની સંખ્યા  પુરુષ  સ્ત્રી

૧૦.૩ વિષય મુજબના શિક્ષકો: ગણિત:  વિજ્ઞાન:  સમાજવિદ્યા:

૧૦.૪ ધો ૬ થી ૮માં કુલ ઓરડાની સંખ્યા:

૧૦.૫ શાળા દ્વારા STP નો વર્ષ શરૂ કરવામાં આવેલ હોય તો તેની સંખ્યા:

૧૦.૬ ધો ૬ થી ૮માં શાળા છોડી જતાં રહેલ બાળકોની સંખ્યા: છોકરા  છોકરીઓ

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(૧૧) માનવબળ સુવિધાઓ :

૧૧.૧ શાળામાં જોડણી અને જોડણીને માટે જોડણીની વ્યવસ્થા છે ?  હા  ના

૧૧.૨ જો હા તો કયા કારણોથી વ્યવસ્થા છે ?  હા  ના

૧૧.૩ શાળામાં રમવા અને રમવા માટેની વ્યવસ્થા છે ?  હા  ના

૧૧.૪ શાળામાં રમવા અને રમવા માટેની વ્યવસ્થા છે ?  હા  ના

જો હા તો કયા કયા તેથી કાઢી લાવવા :

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૧૧.૫ શાળામાં પુસ્તકાલય છે ?  હા  ના

૧૧.૬ શાળામાં કરતે કંપાઉન્ડ દીવાલ છે ?  હા  ના

૧૧.૭ સ્વચ્છ પીવાના પાણીની વ્યવસ્થા છે ?  હા  ના

જો હા તો શાળામાં કયા પ્રકારની વ્યવસ્થા છે ?

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૧૧.૮ શાળામાં બાળકો માટે કોમ્પ્યુટરો છે ?  હા  ના

૧૧.૯ મધ્યાહન ભોજન બનાવવાનો શેડ છે ?  હા  ના

૧૧.૧૦ મધ્યાહન ભોજન પૂરતા પ્રમાણમાં મળે છે ? (સકારના નિયમ મુજબ)  હા  ના

૧૧.૧૧ મધ્યાહન ભોજન માટે જમવા બેસવાની વ્યવસ્થા છે ?  હા  ના

૧૧.૧૨ આયર્થના ઓફીસનો ઓરડો છે ?  હા  ના

૧૧.૧૩ શાળાનું બાંધકામ કયા પ્રકારનું છે ?  કાચું  પાકું

૧૧.૧૪ અપંગ બાળકો માટે કેવી વ્યવસ્થા છે તે જણાવો :

૧૧.૧૫ શાળાનું મકાન ભાડા પર છે કે માલિકીનું છે ?  ભાડા  માલિકી

૧૨. SMC વિશે :

૧૨.૧ શાળા સંચાલન કમીટી (SMC) ની રચના કરેલ છે કે કેમ ?  હા  ના

જો હા તો સભ્યોનાં નામ/હોદ્દા/સંપર્ક નંબર સાથેની માહિતી બેઠવી

ક્રમ	સભ્યોના નામ	જ્ઞાતિ	હોદ્દો	સંપર્ક નંબર
૧				
૨				
૩				
૪				
૫				
૬				
૭				

૩) શિક્ષકોનાં વર્તન (વર્ગ ખંડની અંદર-બહાર) વિશે

૪) શિક્ષકોની નિયમિતતા વિશે

૫) વર્ગ ખંડોની હાલત વિશે

૬) અસ્પૃશ્યતા/ભેદભાવ વિશે

૭) કોઈ ખાસ સારી બાબત હોય તો

૮) શાળાની આસપાસની ગંદકી, સ્વચ્છતા બાબત

૯) અન્ય

ક્રમ	સભ્યોના નામ	શક્તિ	હોદ્દો	સંપર્ક નંબર
૮				
૯				
૧૦				
૧૧				
૧૨				
૧૩				

૧૨.૨ શાળા સંચાલન કમીટી (SMC)ની મીટીંગ દર મહિને થાય છે ?  હા  ના

જો હા તો પાછલી મીટીંગમાં ગયેલ ચર્ચાઓ અને નિષ્ણોની વિગતો લખવી.

૧. \_\_\_\_\_

૨. \_\_\_\_\_

૩. \_\_\_\_\_

૪. \_\_\_\_\_

૫. \_\_\_\_\_

નીચેની નાખતો વિશે તમારા નિરીક્ષણો

૧) શિક્ષણ અધિકાર અધિનિયમ ૨૦૦૮ વિશે લોકોમાં જાણકારી

૨) SMCની રચના તેના સભ્યો તેમજ તેના કાર્યો વિશેની લોકોમાં જાણકારી

School Information Survey Form

(1) School Name:  School Timing:   
 School Code:

(2) Area / Village Name:

(3) District:  Taluka:

(4) School Medium:  Gujarati  Hindi  English  Urdu  No

(5) Does the school run in shift system:  Yes  No  
 Total no. of Families:  Total Population:

(6) Total Number of students in Standard \_\_ to \_\_:

(7.1) Number of students in Standard \_\_ to \_\_: Boys  Girls

(7.2) Number of Teachers in Standard \_\_ to \_\_: Male  Female

(7.3) Total Number of rooms in Standard \_\_ to \_\_:

(7.4) Number of school drop students in Standard \_\_ to \_\_: Boys  Girls

Reasons

1.

2.

3.

4.

(8) Number of Children between 6 to 14 years, never admitted to school:

(9) Number of children involved in child labor:

(10) Information about students in Standard 6 to 8:

(10.1) Number of students in Standard 6 to 8: Boys  Girls

(10.2) Number of Teachers in Standard 6 to 8: Male  Female

(10.3) Subject Teacher: Math:  Science:  Social Science:

(10.4) Total Number of rooms in Standard 6 to 8:

(10.5) Number of students enrolled in the STP class:

(10.6) Number of school drop students in Standard 6 to 8: Boys  Girls

Reasons:

1.

2.

3.

4.

5.

(11) Infrastructural information:

(11.1) Does the school have Separate toilet facilities for boys and girls?  Yes  No

(11.2) If yes, then, are there cleaning facilities?  Yes  No

(11.3) Does the school have a Play-ground ?  Yes  No

(11.4) Does the school have play/sports equipment ?  Yes  No

List the play/sports equipment

1.

2.

3.

4.

5.

(11.5) Does the school have a library?  Yes  No

(11.6) Does the school have a compound wall?  Yes  No

(11.7) Does the school have clean drinking water facilities?  Yes  No

If yes then list the facilities available:

1.

2.

3.

4.

5.

(11.8) Does the school have computers for the children?  Yes  No

(11.9) Does the school have a shed to cook Mid-Day-Meal?  Yes  No

(11.10) Does the school provide adequate proportion of food?  Yes  No

(11.11) Does the school have seating arrangement for Mid-Day-Meal?  Yes  No

(11.12) Does the school have a separate office for the head master?  Yes  No

(11.13) What is the state of the school structure?  Kuccha  Pucca

(11.14) Does the school have facilities for differently abled?

(11.15) Is the school building rented or owned?  Rented  own

(12) SMC  
 (12.1) Has a School Management Committee (SMC) been formed?  Yes  No

If yes then list the members – Name/ Position/ Contact number

S.No.	Name	Cast	Designation	Contact Number
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

(12.2) Does the School Management Committee (SMC) meet every month?  Yes  No

If yes, then list the issues discussed and the decisions made?

- 
- 
- 
- 
- 

Surveyors Observations:

1) Awareness among people about Right To Education Act 2009

2) Awareness among people about the formation of the SMC, its role and responsibility

3) Teachers behavior (inside and outside the class)

4) Teacher regularity

5) State of the class-room

6) Discrimination

7) Positive aspects

8) Surroundings of the school

9) Others

## Annexure-2 News paper cuttings(Pupil Teacher Ratio)

6.3.2012, Gujarat Today

### સરકાર કહે છે ખાલી જગ્યા જેમ બને તેમ જલ્દી ભરાશે અમદાવાદ શહેર-જિલ્લામાં ૧૫૫ પ્રાથમિક ઉર્દૂ શિક્ષકોની ઘટ

(સંવાદદાતા દ્વારા)

ગાંધીનગર, તા. ૪

અમદાવાદ શહેર અને જિલ્લામાં કુલ ૧૫૫ પ્રાથમિક શાળાઓમાં ઉર્દૂ શિક્ષકોની ખાલી જગ્યા કેટલાય સમયથી ભરાતી નથી. આ અંગે જમાલપુરના ધારાસભ્ય સાબિર ખેડાવાલાએ વિધાનસભામાં પૂછેલા પ્રશ્નમાં શિક્ષણમંત્રીએ એવો જવાબ આપ્યો હતો કે, અમદાવાદ શહેરમાં પ્રાથમિક શાળાઓના ૧૫૨ ઉર્દૂ શિક્ષકોની જગ્યા ખાલી છે જ્યારે અમદાવાદ જિલ્લામાં ૩ જગ્યા ખાલી છે. આ જગ્યા ક્યારે ભરવામાં આવશે તે અંગે સરકારે ચોક્કસ સમયગાળો દર્શાવ્યો નથી પરંતુ એટલું જ કહ્યું છે કે, જેમ બને તેમ જલ્દીથી આ જગ્યાઓ ભરવામાં આવશે. આ ઉપરાંત ધંધુકાના ધારાસભ્ય રણછોડ મેરના સવાલના જવાબમાં શિક્ષણમંત્રીએ જણાવ્યું કે, અમદાવાદ જિલ્લામાં પ્રાથમિક શાળાઓમાં ૫૬૯ ઓરડાઓની ઘટ છે.

6.3.2013, Divya Bhaskar

### શિક્ષકોની ખાલી જગ્યા તો બાળકોને કોણે ભરાવ્યા?

ખેડબ્રહ્મા વિસ્તારની પ્રાથમિક શાળાઓમાં ગણિત અને અંગ્રેજીના શિક્ષકોની ૨૨૬ જગ્યાઓ ખાલી છે ત્યારે બાળકોને ગણિત, વિજ્ઞાન અને અંગ્રેજીના વિષયો કોણે ભરાવ્યા? એવો સવાલ કરતા કોંગ્રેસના બાવકુભાઈ ઉંઘાડે પ્રશ્ન ઉઠાવ્યો, શિક્ષણ પ્રધાને ટૂંકમાં પતાવ્યું કે 'તાલીમ પામેલા શિક્ષકોએ'. વિપક્ષના સભ્યોએ પૂછ્યું કે શિક્ષકો જ નથી તો આ શિક્ષકો ક્યાંથી આવ્યા.. જે કે અધ્યક્ષે બીજા પ્રશ્નની મંજૂરી આપીને શિક્ષણપ્રધાનને બચાવી લીધા...

7.2.2013, Sandesh

### રખિયાલની મ્યુનિ. શાળામાં સુવિધા અભાવના મુદ્દે PIL

૭/૨/૨૦૧૩ રવિવાર -  
અમદાવાદ : રખિયાલમાં આવેલી મ્યુનિ. શાળામાં પ્રાથમિક સુવિધાઓના અભાવના મુદ્દે ગુજરાત હાઈકોર્ટમાં થયેલી જાહેરહિતની રિટમાં ચીફ જસ્ટિસ ભાસ્કર ભટ્ટાચાર્ય અને જસ્ટિસ જે.બી. પારડીવાલાની ખંડપીઠે રાજ્ય સરકાર અને અમદાવાદ મ્યુનિ. કોર્પોરેશન સહિતના

સત્તાવાળાઓને શોકોઝ નોટિસ જારી કરી છે. રિટમાં મુદ્દા ઉપસ્થિત કરાયા છે કે સુરેન્દ્રનગરમાં માત્ર એક મ્યુનિ.શાળા છે. જે માત્ર ધો.૭ સુધીની જ છે. તેમાં પ્રાથમિક સુવિધાનો અભાવ છે. આ વિસ્તારમાં પાંચ હજાર જેટલાં બાળકો છે. તેમના માટે નવી શાળાનું નિર્માણ કરવું જોઈએ.

## Annexure-3 E-Paper (Sanitation)

THE TIMES OF INDIA

The Times of India  
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### Stinking reality: 30% schools have no toilets for girls

TNN | Jan 19, 2013, 02.20 AM IST

READ MORE [Primary Schools|ASER](#)

AHMEDABAD: The state government may thump its chest over high girl enrollment rates in primary schools, but when it comes to providing them basic facilities, it cuts a sorry figure. In 30 per cent schools, the toilets for girls are lying locked or unusable. In fact, the number of locked girls' toilets has increased from 8 per cent last year to 11 per cent this year. There are 5.5 per cent schools without toilet facilities for girls.

In 14.4 per cent schools, there were no libraries, while in 44.3 per cent schools children did not utilize their libraries. When it comes to providing a playing ground for children, Annual Survey of Education Report (ASER) has found that the number of playgrounds in government schools came down from 83 per cent last year to 79 per cent this year. "We are constructing boundary walls for schools and also constructing new toilet blocks. The survey does not take into account the entire government schools of the state and cannot be considered the sole quality indicator," said director for primary education Manoj Agarwal.

Another startling fact ASER has revealed is that in the absence of quality teachers in rural areas, even children going to newly opened private schools were opting for tuitions. The survey has revealed that 42 per cent of children in private schools opted for paid tuitions, while only 9 per cent primary students in government schools opted for paid tuitions.

"Many parents in the rural areas are not educated and find it equally tough to teach children. Even if parents send their children to private schools in rural Gujarat, it's a kind of outsourcing of responsibilities by them. So a high percentage of primary students opting for tuitions is understandable," said Bhaskar Patel, president of the Ahmedabad Self-finance School Management Association.

## About Janvikas

Started as a training and support organization in 1987, Janvikas has today grown into a leading “Organizational Development Institute”, forming a strong coalition of value based organizations in the social development field. Today Janvikas is recognized as a National Resource and Support Organization known primarily for setting up, supporting, incubating and nurturing strategic development interventions in response to emerging socio-economic-political realities. The major focus of Janvikas is on women's empowerment, gender awareness, ecology and environment, social justice, addressing issues of education and livelihood for children and youth belonging to weaker socio-economic strata, capacity building and support to grass root organizations etc. Over the last 25 years, Janvikas has grown into a web of 12 decentralized autonomous institutions which were started as project initiatives of Janvikas.

The overall goal of Janvikas is “to contribute to building/strengthening a just, democratic and secular society and to bring about concrete and sustainable change in the lives of the poor, marginalized and disadvantaged communities”.

Primarily Janvikas sees its role in promoting concrete and sustainable change in the lives of the poor by:

- Supporting voluntary efforts at the grassroots level.
- Setting up and spinning off issue-based youth/ community led institutions to service/work with the marginalized.
- Enhancing capacities of different levels of personnel in development organizations.
- Motivating and training youth and women to commit themselves to nation building.

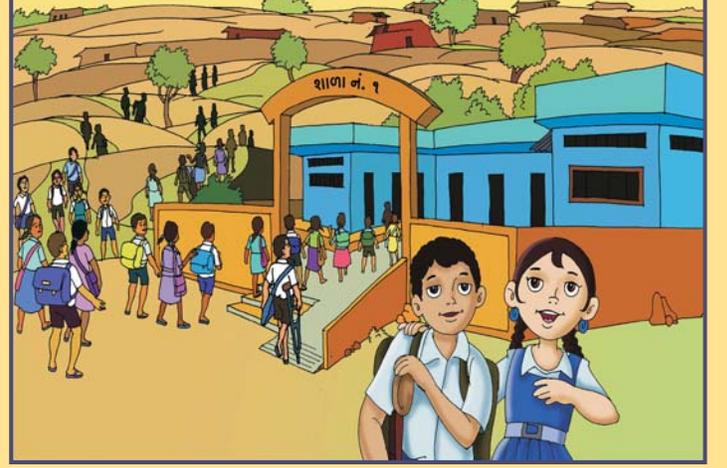
At present Janvikas with its current Programs/ Units viz. Youth Resource Centers, Udaan, Paryavaran Mitra and HIDRC (Human and Industrial Development Resource Center) is directly involved in addressing the following issues:

- Caste based discrimination with specific focus on manual scavenging by supporting 13 partners across 5 states.
- Communal violence and justice for the violence affected people of Gujarat and Orissa.
- Issues of discrimination, exclusion and dominance of majority culture in primary education system in Gujarat and providing ideological and capacity building support to national educational institutions.
- Human Rights violations by industries by ensuring proper implementation of environmental and other laws through judicial and legislative advocacy.
- Issues of internal governance and quality of human resources of civil society organizations by strengthening their governance and capacity building of staff.

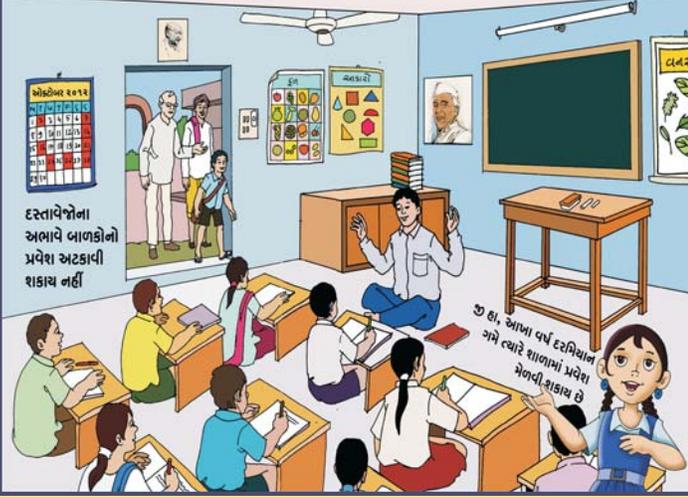
## મારી શાળા, મારા ઘરની સાવ નજીક!



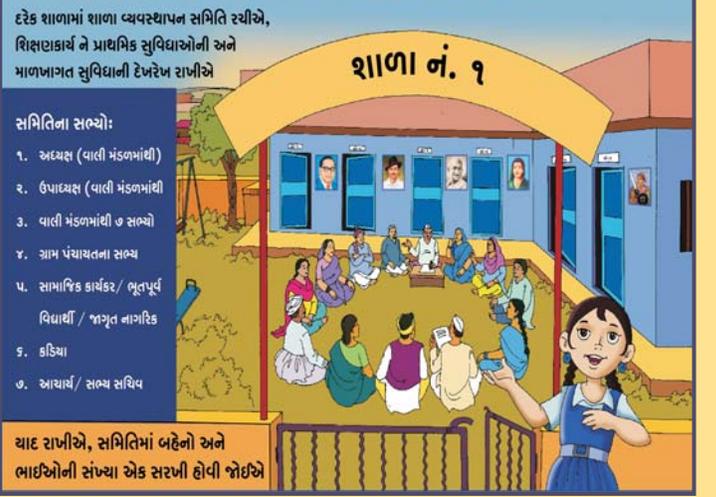
## સૌ હોંશથી જઈએ શાળાએ, કોઈ બાળક રહે નહીં બાકી!



## મારી શાળામાં સૌને મળે પ્રવેશ, આખા વર્ષમાં ગમે ત્યારે!



## મારી શાળાની કાળજી લે છે એક ખાસ સમિતિ!



## મારી શાળામાં છે સૌથી સારી સુવિધા



## મારી શાળામાં છે સૌથી સારી વ્યવસ્થા



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યોગ્ય શિક્ષણ, સૌનો અધિકાર!

મફત અને દરજિયાત શિક્ષણનો અધિકાર અધિનિયમ-૨૦૦૯

JANVIKAS

Illustration by: Devkant  
Concept & Design: aalekhan.com