Government of Himachal Pradesh

AN EVALUATION STUDY

ON

SARSWATI BAL VIDYA SANKALP YOJNA

IN

HIMACHAL PRADESH

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CHAPTER -1

INTRODUCTION

Planning for development aims at maximum utilization of the resources available of which the human resource is of prime importance. Education is the most important single input in supply of manpower both in terms of quantity and quality. It creates awareness and adaptability towards new changes and the process of modernization. The draft fifth Five Year Plan summarizes the importance as "Education plays a crucial role in economic development and social modernization. As a key factor in production, it supplies the requisite number and quality of persons needed for various tasks and by inculcating among the mass of people appropriate attitudes, skills and personality traits, it creates the proper climate for development. By creating a well-informed and educated citizenry, it ensures the effective working of the basic institutions on which the economic and social well being of the country depends. Education also provides the individual with the major means of personal enrichment and social and economic advancement".

The sentiments, "Every body has right to education. Education shall be free, at least in the elementary and fundamental stages" expressed in the Article 26 of UN Charter on Human Rights, have also been recognized under Article 45 of the Indian Constitution which states that "the State shall endeavor to provide with in a period of ten years from the commencement of this constitution for free and compulsory education for all children untill they complete the age of 14 years".

Elementary education plays a key role in laying the proper foundation of a child's cultural, emotional, intellectual, moral, physical and social development, which in turn helps in "National Development". The National Policy on Education (NPE) 1986 as updated by the Programme of Action (POA) 1992 has also laid emphasis on the Universal Elementary Education. Para 5.5 of the Policy states that new thrust in Elementary Education shall be upon (i) Universal access and enrolment (ii) Universal education of children upto 14 years of age and (iii) substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

Launching of *Sarva Shikhsa Abhiyan* by the Government of India further reflects its commitment towards the Universalization of Elementary Education in the country.

1.1 Education in the state of Himachal Pradesh

Himachal Pradesh is a hilly state with altitude ranging from 350 m to 6975 m above mean sea level. The state has 12 districts with a total geographical area of 55,673 sq km. The state has a population of 60,77,248 persons in 2001 with a density of 109 persons per sq. km and a sex ratio of 970 females per 1000 males. The rural population is 91.30 per cent while the urban population is 8.70 percent. This hilly state, comprising the North- Western Himalayas, is situated in the North-West corner of India. It is surrounded by Jammu and Kashmir in the north, Uttranchal in the south east, Haryana in the south and Punjab in the west. In the east, it forms India's boundary with Tibet. It is located between $30^{o}22'$ and $30^{o}12'$ north latitude and between $15^{o}47'$ and $79^{o}4'$east longitude.

Himachal Pradesh also recognizes education as most important tool to achieve human development. Education has been receiving considerable attention in the planning process of Himachal Pradesh. The average literacy level in the state is 77.1 per cent. The total male literacy is 86.02 while the female literacy level is 68.08. The State Government is giving due emphasis on education through the starting of primary, middle and secondary schools in difficult, isolated and marginal areas. Many literacy programmes like SSA (*Sarva Shiksha Abhiyan*, DPEP, etc. are also in progress.

1.2 Profile of literacy

Himachal Pradesh has been showing remarkable progress in literacy. At the time of independence, it had the lowest literacy level in India, which rose to 77.13 per cent in 2001. In terms of rural literacy rates, its progress has been striking. Himachal ranked 2nd amongst 16 major states according to 1981census and has retained its ranking.

Table 1.1. Progress of literacy in Himachal Pradesh (1961-2001)

Years	Literacy (in %)		
	Male	Female	Total
1961	32.31	9.49	21.26
1971	43.19	20.23	31.96
1981	64.29	37.72	51.18
1991	75.36	52.13	63.86
2001	86.02	68.08	77.13

Source: H.P. Govt.

Himachal Pradesh had achieved a literacy rate of 63.86 per cent in 1991. The rates for male and female literacy were 75.36 per cent and 52.13 per cent respectively. The overall literacy rate further rose to 77.13 per cent in 2001. The literacy rate for male and female population being 86.02 per cent and 68.08 per cent, respectively. (Table 1.1)

The State Government has taken a lead in the field of education by taking policy decisions for providing opportunity of education to all sections of the society. The State Government has planned the expansion of the educational institutions in such a way that the students need not to walk long distances to attend the schools.

1.3 Government initiatives in education

1. In order to realize the objectives of universalization of elementary education, the state has already promulgated the III Compulsory Primary Education Act 1997 which has come into force w.e.f. 1.4.1998.
2. The state has taken a lead in the expansion of primary schools education and has increased the number of primary schools from the meagre 261 in 1948, to 10,633 presently. These primary schools are catering to the educational needs of the children in every nook and corner of this hill state.

3. The education of girls has been made free upto university level including technical education.
4. The education of disabled persons with 40 per cent or more disability has also been made free upto university level w.e.f. 2000-2001.
5. The average school size is around 62 students per school. The Pupil Teacher Ratio (PTR) of 1:22 has also been achieved.
6. The enrollment of girls to total enrollment has reached 49.5 per cent in 1999-2000. The state has achieved gender and social equity in terms of enrollment of students at the primary level. The drop-outs at the primary level have also declined to around 2 to 3 per cent.
7. The government has also launched the scheme of Mid Day Meal upto 5^{th} class to supplement the nutritional levels of the students and also provide incentive to increase the enrollment upto primary level in the schools.
8. The State Government has introduced "Poverty-cum-Merit" scholarship scheme for providing equal opportunity of education in the state. The main incentive schemes launched by the State Government are as under:
    - SC/ST and OBC merit scholarship schemes provide equal opportunity to the students belonging to the economically and socially backward sections of the State.
    - *Ambedkar Medhavi Chatarveriti Yojana* has been launched in the state to encourage the meritorious students of the economically and socially backward sections of the society.
    - *TS Negi Chatarveriti Yojana* has been launched in the state to encourage and assist the meritorious students of the tribal areas.
9. The State Government has introduced the schemes of free text books to the SC/ST and OBC students so that the economic conditions of a family may not be a bottleneck for the education of students of these communities.

The state government of Himachal Pradesh has thus played a significant role in imparting primary education to the children of the State. However, it was seen that there was need for infrastructure development in most of the primary schools so that the basic

facility of 3 rooms to the enrolled students is effectively met. This initiative of constructing rooms will not only help students in effective teaching transactions but will also save them from the vagaries of nature which are very severe due to hill ecological setting. *Saraswati Bal Vidya Sankalp Yojna* was one of such concrete step under which provisions were made for the construction of rooms so that each primary school at least have a minimum of three rooms. This was launched on 15.04.1999. A total of 13,612 rooms were supposed to be constructed in different districts of state.

CHAPTER –2

OBJECTIVES

The present study was conducted to evaluate the impact of *Saraswati Bal Vidya Sankalp Yojana* initiated by the State Government. The State Government of Himachal Pradesh has invested more than Rs. 100 crore for the construction of rooms in government primary schools. The evaluation study is expected to throw light on the following:

i) To what extent the resources have been put to optimum use;

ii) To what extent the primary objective of the programmes to construct three rooms in every primary school has been realized;

iii) Whether the funds were allocated as per laid down criterion or what other method was used in this respect. To what extent the preference was given to schools having no accommodation at all;

iv) To what extent the children of tender age group were saved from the vagaries of nature;

v) To what extent the sanctioned schemes were completed and maintenance of assets was ensured;

vi) To what extent the programme succeeded in providing improved sanitation, cleanliness and better environment condition in primary school institutions;

vii) What is the quality of assets created?

viii) Address of sustainability issues;

ix) People's perceptions for policy formulation and

x) Gaps and challenges.

CHAPTER –3

PROFILE OF *SARASWATI BAL VIDYA SANKALP YOJNA*

The construction of school buildings often forms an important part of a primary education programme. This is a basic requirement for ensuring the universal access and enrollment of children. While meeting the requirements of providing space, it is extremely important that the primary school buildings are sensitive to the pedagogical and local contexts. They should not only provide adequate space for effective teaching learning transactions but also create a child friendly learning environment.

The NPE (Para 5.6) emphasis upon child centered activity based teaching learning process at the elementary level. Such a teaching learning process requires large space for activity based learning transactions and storage of teaching learning materials (TLM), library books, supplementary readers, equipments and other teaching aids. It implies that every grade/class in the school should have sufficient classrooms space and the school should also provide for the storage of equipments, books and other materials. With the active involvement of community in the school activities in the form of Village Education Committees and Mother Teacher Associations there is also need for the provision of space for their meeting and activities. Thus a primary school should have a separate classroom for each grade along with adequate space for storage, meeting/staff, etc.

There has been a rapid progress in the state in terms of expansion of educational institutions for primary education. A large number of primary schools were opened in the last 5 years. The newly notified schools started functioning in the community donated rent free premises. In order to provide adequate learning space in the schools, the state has also strived to build sufficient number of classrooms within its means. A survey of school facilities as on 31.12.1998 (Table 3.1) revealed that 1964 primary schools were without official buildings, 1713 primary schools had only one room while 2436 primary schools had 2 rooms.

Table 3.1. Status of classrooms in primary schools in Himachal Pradesh as on 31.12.1998

(Figure in numbers)

Sr. No.	Name of districts	Total primary schools	Without room	One room	Two room	Three rooms	Four rooms	Five rooms	More than 5 rooms
1.	Solan	744	128	52	170	100	124	55	55
2.	Bilaspur	585	97	65	140	99	72	62	30
3.	Una	503	59	29	89	91	121	94	20
4.	Shimla	1608	287	233	388	317	223	82	78
5.	Hamirpur	495	38	43	68	109	81	88	68
6.	Kullu	652	250	135	99	82	46	27	13
7.	Kinnaur	185	27	33	49	39	17	16	4
8.	Lahaul and Spiti	209	27	19	90	26	40	5	2
9.	Chamba	1070	251	326	337	119	16	12	9
10.	Kangra	1790	195	251	360	283	292	261	48
11.	Sirmour	946	254	240	261	145	16	19	11
12.	Mandi	1697	351	287	385	313	205	126	30
	Total	10484*	1964	1713	2436	1883	1253	847	388

- *Now the total number of primary schools has reached 10,633*

With a view to provide minimum of three classrooms in each primary school, an ambitious school infrastructure development scheme titled "*Sarswati Bal Vidya Sankalp Yojana*" was launched in the state on 15th April, 1999. This scheme was financed by NABARD and aimed at the construction of 13,612 primary school classrooms at the cost

of Rs. 126 crores with the active involvement of communities through Village Education Committees (VECs). With the completion of this scheme, all the primary schools in the state were supposed to have minimum of 3 classrooms.

3.1 Budgetary provisions of scheme

No budgetary provision existed at the time of launching of SBVSY on 15.04.1999.However, a commitment for providing a budget of Rs. 4328.00 lakhs, during the year was made. The total amount released during the year 1999-2000 was Rs. 30.61 crores.

An outlay of Rs. 4410.00 lakhs was provided in the financial year i.e. 2000-2001. Out of this amount, total amount released during the year was 2063.07 lakhs. An outlay of Rs. 5639.60 lakhs was provided in the financial year -2001-2002 under SBVSY.

Saraswati Bal Vidya Sankalap Yojana with NABARD'S Assistance under RIDF-V programme

It was started on 20th January, 2000**.** Under this project 1500 class rooms were to be constructed in 500 primary schools functioning without any building, at the rate 3 rooms per schools, in 8 non DPEP districts, so as to provide a minimum of three rooms in every primary school of the state. The total earmarked outlay for this project was Rs. 1500.00 lakh. Out of which the NABARD loan was Rs. 1350.00 lakhs and the contribution of the State Government was Rs. 150.00 lakh. The date of achieving the target was 31.03.2002

Sarsawati Bal Vidya Sankalap Yojana funded under "RIDF-VI"

It was started on 19th March, 2001. Under this project 1676 class rooms were to be constructed in 984 primary schools without any building or having one/two rooms, in 8 non DPEP districts, so as to provide a minimum of three rooms in every primary school of the state. The total earmarked outlay for this project was Rs 1676.00 lakh. Out of

which the NABARD loan was Rs. 1508.00 lakh and the contribution of the state government was Rs. 168.00 lakh. The date of achieving this target was 31.03.2003.

3.2 Executing agency and nature of construction

The Block Development Office was the executing agency. However, in Lahaul Spiti, Pangi, Chamba and Kullu DPEP was the executing agency. The appropriate technologies were used in the construction of rooms. Local design and material was encouraged. The condition was made that the construction of rooms should be durable. The technical assistance was provided by the Assistant Engineers in BDO headquarters. Village Development Committees/ Village Education committees and Parent Teacher Associations were constituted for local involvement. The *Gram Pardhans* were supposed to play a major role in day to day monitoring and construction of rooms.

CHAPTER -4

METHODOLOGY

This chapter deals with the methodology adopted for the selection of study area, sampling design, data collection and mathematical and statistical tools used for achieving objectives of the study. A beneficiary led evaluated approach was adopted in the evaluation process. In all the activities of the evaluation programme, a multi-disciplinary approach comprising inputs from all stakeholders was followed.

4.1 Sampling design

Multistage random sampling design was used to select the sample (Fig 4.1). The state is divided into four agro-ecological zones and in the first stage one or two districts from each of the zone were selected randomly. In the second stage from each selected district one or two blocks were selected and a list of the beneficiaries was prepared for the selected blocks. In the final stage beneficiaries were selected randomly to form a sample of 400 beneficiaries. The distribution of the sample among different zones is presented in table 4.1

4.2 Data collection

A well structured schedule and questionnaire* was used for the collection of data pertaining to quantitative changes. However, a combination of participatory and conventional techniques of data collection was used. PRA techniques were used to get the community views on specified factors. Focus group discussions, key respondent interviews and village meetings were also organized to analyze gaps in the implementation process, suggesting thereby the emerging sustainability imperatives.

*These schedules were prepared and finalized by the Department of Planning, HP Secretariat, Shimla

Table 4.1. Distribution of sample

Zone	Specification	Selected districts	Number of beneficiaries
I	Sub tropical, sub mountain and low hills	Una, Hamirpur	120
II	Sub temperate, sub humid, mid hills	Kangra, Chamba	120
III	Wet temperate	Kullu, Mandi	80
IV	Dry temperate high hills	Lahaul Spiti, Pangi	80

- *Representative sample from Bharmour is included in Chamba district*

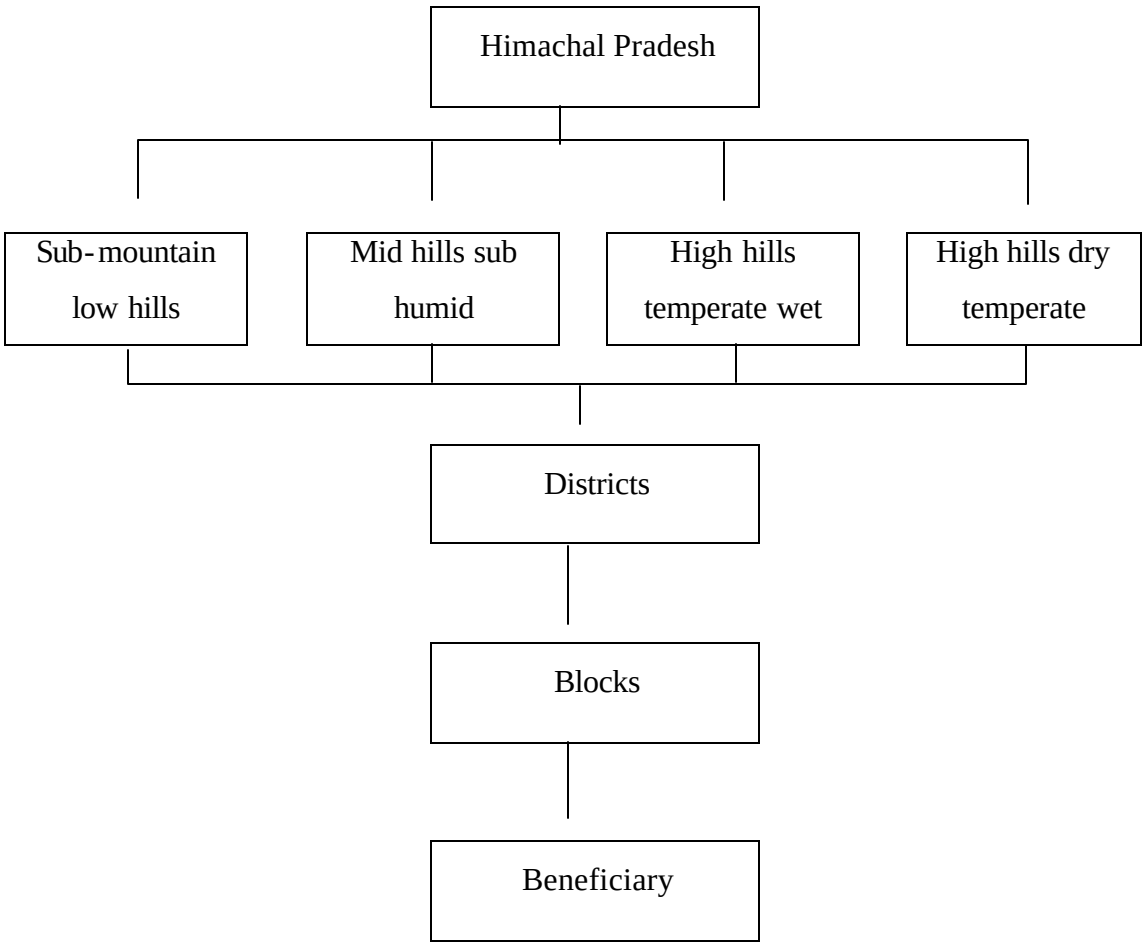


Fig 4.1 Sampling design of the study

4.3 Development of tools for data collection

The study is based upon the information gathered from sampled beneficiaries selected from the different agro-ecological zones of the state. In order to collect the information four different schedules were designed.

Schedule-I : Information from BDO office

This schedule was designed to collect the office level data about the beneficiaries of the *Yojana* (Annexure-I). The primary data for the present study were collected on specially designed and pre-tested schedules. A detailed data about the beneficiary in respect of date of sanction, time gap, amount sanctioned, type and status of asset created, employment to labour, etc. were collected from the block development office.

Schedule-II: Information from school headmaster

This schedule was designed to collect information from school headmaster (Annexure-II). Information about the quality of assets and its need in relation to students' enrollment and requirement of rooms was collected.

Schedule-III: Information from PTA Pradhan

This schedule was used to collect information from PTA *Pradhan* (Annexure III). Schedule III studied the involvement of local people in decision making and their perceptions about the scheme.

Schedule IV: Information from Village Pradhan

This schedule was used to collect information from Village *Pradhan* (Annexure IV). Schedule IV studied the opportunities generated for the local people through additional workdays. It also aimed at the study of the use of local techniques and materials in the construction of rooms.

4.4 Nature of data

To meet the objectives of the present study, both primary as well as secondary data were collected.

4.5 Analytical frame work

Various mathematical and analytical tools and techniques have been used for data analysis and logical interpretation of the results of the study. Tabular analysis have been used extensively to estimate/calculate averages, percentages and ratios. Paired t test was used on some of the parameters to study the changes after the completion of *Saraswati Bal Vidya Sankalp Yojna*.

$$T = \frac{D - 0}{\partial \text{ Diff} \sqrt{n}} \quad \text{with } n-1 \text{ degrees of freedom}$$

Where, D = Mean of difference

∂ Difference = Standard deviation of the differences

N = Number of matched pairs

The null hypothesis H_0 : $\mu_1 = \mu_2$

H_1 : $\mu_1 < \mu_2$ (Project was effective)

CHAPTER- 5

RESULTS AND DISCUSSIONS

The results of the present study are as follows-

5.1 Education status of the state

Table 5.1 shows the education status in the state with special reference to the presence of primary/ junior basic institutions. The numbers of government primary/ junior basic institutions have increased from 7690 during 1991-92 to 10,877 during the year 2001-02. The total numbers of students in primary stage (I-V) in government institutions have also increased from 662.6 thousand during 1991-92 to 718.3 thousand during the year 2001-02. The corresponding numbers of teachers in these primary / junior basic schools have also increased from 18,837 during 1991-92 to 29,179 during 2001-02. Thus it can be seen that there is significant change in the number of primary institutions, number of students enrolled and teachers employed.

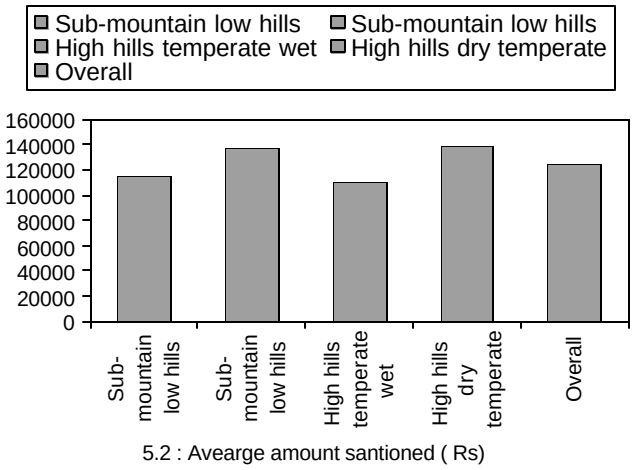
Table 5.1. Primary/junior basic school status in Himachal Pradesh.

Year	Primary/junior basic school		
	Total number of schools	Number of students from I-V (000)	Number of teachers
1991-92	7690	662.6	18837
1992-93	7723	681.0	24222
1993-94	7617	703.8	18335
1994-95	7693	726.0	23258
1995-96	8393	736.4	30688
1996-97	9142	748.2	31288
1997-98	10484	738.4	35548
1998-99	10633	740.3	35848
1999-2000	10633	665.9	35445
2000-2001	10508	694.9	27494
2001-2002.	10877	718.3	29179

Source: Education Department, Himachal Pradesh.

5.2 Average amount sanctioned

Study was conducted to assess the average amount sanctioned for the construction of rooms under SBVSY. In majority of cases (78.00 %) single room was constructed, however in 9.00 per cent cases two rooms were constructed in the sampled schools (Table 5.4). It can be seen from the table 5.2 that on an average Rs. 125,273 were sanctioned for the construction of rooms in sampled schools. A maximum average amount of Rs 1,38,837 was sanctioned in zone IV followed by Rs 1,37,528 in zone II, Rs, 1,14,194 in zone I and Rs 1,09,947 in zone III. From the field study of sample respondents it was found that all the three installments were sanctioned as per the requirement.



5.2 : Avearge amount santioned (Rs)

Table 5.2. Average amount sanctioned for the construction of rooms in the sampled schools.

Zone	Average amount sanctioned (Rs).
Sub-mountain low hills	1,14,194
Mid hills sub-humid	1,37,528
High hills temperate wet	1,09,947
High hills dry temperate	1,38,837
Overall	1,25,273

5.3 Type of rooms constructed

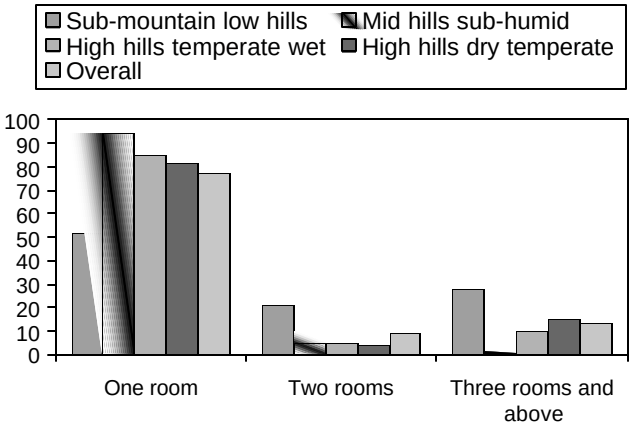
It was observed from the sampled schools that all the constructions made under *Saraswati Bal Vidya Sankalp Yojna* were *pucca*. These *pucca* structures are very important and relevant to the hill climatic conditions where vagaries of nature and monsoon are very severe. Thus it can be concluded that the quality of assets created under this *Yojna* were of relevant and needed standards. (Table 5.3)

Table 5.3. Type of rooms constructed in the sampled schools.

Zone	Type of rooms (in %)		
	Kuccha	Semi pucca	Pucca
Sub-mountain low hills	-	-	100.00
Mid hills sub-humid	-	-	100.00
High hills temperate wet	-	-	100.00
High hills dry temperate	-	-	100.00
Overall	-	-	100.00

5.4 Number of rooms constructed

There was provision of constructing rooms in the primary schools so as to improve the qualitative standard of primary education. It was reported during the survey that before the launch of SBVSY some of the schools were without room for imparting education. The students were facing the vagaries of nature in open air affecting thereby the teaching and health of the students. The state government, therefore, launched the ambitious project of constructing



5.4 : Number of Rooms constructed

pucca rooms in primary schools through the active involvement of local inhabitants. In many schools single room was constructed while in some other places 2-3 rooms were constructed as per the requirement of area and total strength of enrolled pupils.

Table 5.4. Percentage of rooms constructed in the sampled schools

Zone	Per cent share		
	One room	Two rooms	Three rooms and above
Sub-mountain low hills	51.67	20.83	27.50
Mid hills sub-humid	94.16	5.00	0.84
High hills temperate wet	85.00	5.00	10.00
High hills dry temperate	81.25	3.75	15.00
Overall	77.00	9.50	13.50

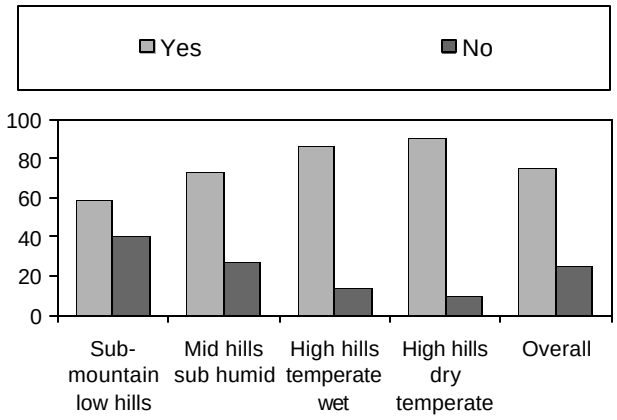
It can be seen from table 5.4 that on overall basis major emphasis has been laid in the construction of single rooms only. In about 77 per cent of the sampled schools, only 1 room was constructed. Two rooms were constructed in 9.5 per cent of the sampled schools on overall basis. Similarly in some of the sampled schools (13.5%) 3 rooms were also constructed.

It can further be seen from table 5.4 that 94.16 per cent of the sampled schools in zone II, 85.00 per cent in zone III, 81.25 per cent in zone IV and minimum of 51.67 per cent in zone I were provided with single room assets. In case of the construction of two rooms, zone I dominated with the presence of 20.83 per cent of the sampled schools followed by zone II and III (5.00%) each and zone IV (3.75%) respectively. In case of three rooms, zone I again dominated with the presence of 27.50 per cent sampled schools followed by zone IV (15.00%), zone III (10.00%) and zone II (0.84%) respectively.

Thus it can be concluded that in all the zones and on overall basis single rooms construction dominated followed by three rooms and two rooms respectively.

5.5 Adequacy of present accommodation

The project SBVSY aimed at the construction of additional rooms in the primary schools for adequate sitting facility to the enrolled students. It further aimed at protecting children from climatic conditions like scorching sunlight in summers, heavy rains during monsoons and severe windy waves during winter months. As a result the scheme was implemented in the field for construction of additional rooms.



5.5:Adequacy of present accommodation

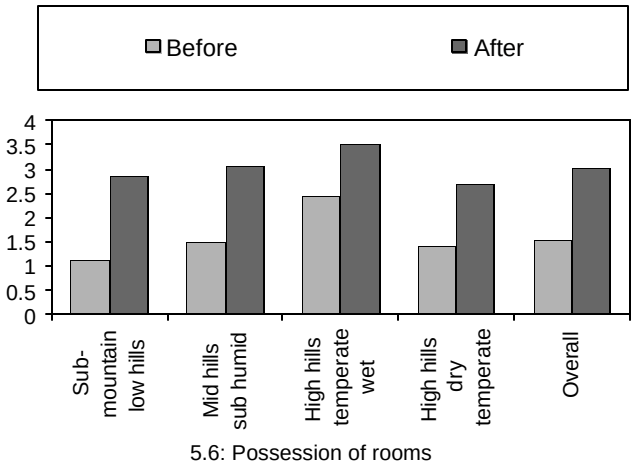
Table 5.5. Adequacy of present accommodation on the sampled schools.

Zone	Adequacy of present accommodation (in %)	
	Yes	No
Sub-mountain low hills	59.17	40.83
Mid hills sub-humid	73.33	26.67
High hills temperate wet	86.25	13.75
High hills dry temperate	90.00	10.00
Overall	75.00	25.00

It can be seen from the table 5.5 that on overall basis 75 per cent of accommodation was adequate as per the views of the sampled respondents. However, 25 per cent of sampled respondents suggested for additional rooms because the present accommodation was not sufficient to meet their requirement. On zonal basis, 90.00 per cent of sampled schools in zone IV were reported to have adequate accommodation. It was followed by zone III (86.25%), zone II (73.33%) ands zone I (59.17%). It can thus be seen that the minimum percentage of adequate present accommodation was found in zone I. In other words, there is need for additional construction of rooms in zone I so as to meet the requirement of enrolled students.

5.6 Possession of rooms

The possession of rooms by sampled schools before and after the completion of SBVSY is shown in table 5.6. It can be seen from the table that on overall basis the average number of rooms possessed by the sampled schools after the execution of project was 3.01 as against 1.54 before the start of project. It can further be seen from table 5.6 that after the completion of the project maximum numbers of rooms on average basis (3.50) were possessed by sampled schools in zone III. This increase to 3.50 was from the average number of 2.43, which was before the start of project. It was statistically significant at 5 per cent level of significance.



5.6: Possession of rooms

In zone II the average numbers of rooms have increased from 1.47 to 3.05 on average basis. The sampled schools in zone II and zone III have successfully managed to have three rooms as was envisaged under the SBVSY.

Table 5.6 . Possession of rooms by the sampled schools

Zone	Average number of rooms	
	Before	After
Sub-mountain low hills	1.10	2.85*
Mid hills sub-humid	1.47	3.05*
High hills temperate wet	2.43	3.50*
High hills dry temperate	1.40	2.68*
Overall	1.54	3.01*

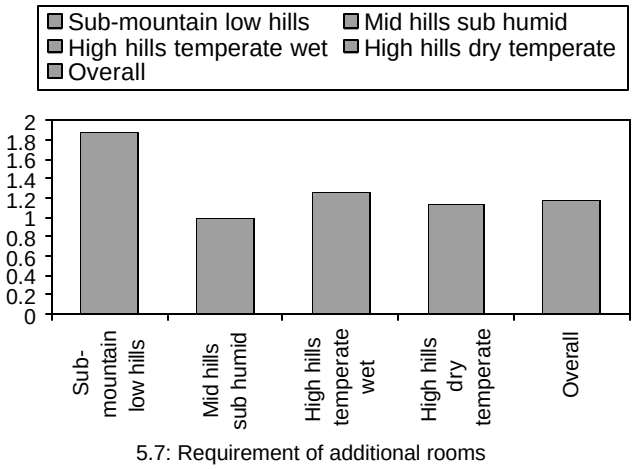
t calculated = 9.35
t tabulated = 3.18

* Statistically significant at 5% level of significance

The zone I exhibited 2.85 average numbers of rooms from 1.10 before the start of the project. Similarly, the average number of rooms has increased from 1.40 to 2.68 on average basis in the sampled schools in zone IV. It can further be seen from table that the sampled schools from zone I and zone IV are very near to the target of three rooms. These results were statistically significant at 5 per cent level of significance.

5.7 Requirement of additional rooms

The project aimed at the construction of additional accommodations, which was found to be adequate on 75 per cent of sampled schools on overall basis. However, 25 per cent of the sampled schools favoured the construction of additional rooms. Therefore, it was found necessary to have the information on the requirement of additional rooms. Study was conducted on the sampled schools that required additional rooms. The results are depicted in table 5.7. This table depicts the average number of rooms additionally required by those sampled schools which have reported inadequacy of the present accommodation. It can be seen from the table that on overall basis the sampled schools with inadequate accommodation required average number of 1.17 rooms. The required number was maximum (1.88) in zone I followed by zone III (1.27), zone IV (1.13) and zone II (1.00) respectively. Thus it can be concluded from the table 5.7 that amongst the 40.83 per cent of sampled schools in zone I with inadequate accommodation, the average requirement was 1.88 rooms.



5.7: Requirement of additional rooms

The minimum requirement of 1.00 rooms in zone II was reported by 26.67 per cent of the sampled schools with inadequate accommodation. Similarly, 1.27 average rooms requirement in zone III was reported by 13.75 per cent of the sampled schools in

zone III. In zone IV 10.00 per cent of the sampled schools required additionally 1.13 rooms on an average basis.

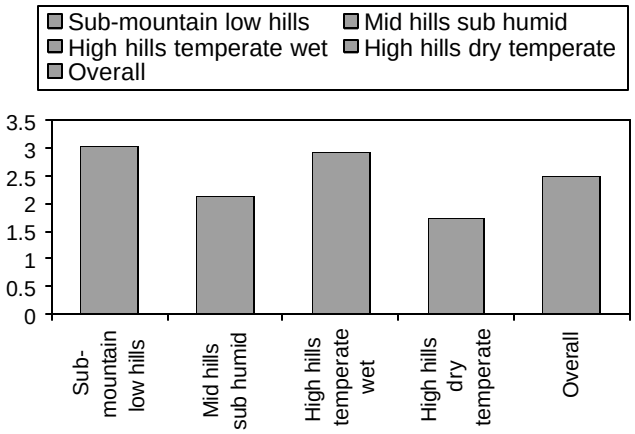
Table 5.7. Requirement of additional rooms on the sampled schools

Zone	Average number of rooms additionally required
Sub-mountain low hills	1.88
Mid hills sub-humid	1.00
High hills temperate wet	1.27
High hills dry temperate	1.13
Overall	1.17

* calculated on the basis of only those respondents that do not have adequate accommodation.

5.8 Coverage of villages

The state government of Himachal Pradesh is striving very hard for bringing 100 per cent literacy levels. During this crusade, efforts are being made to open schools in different locations so that every inhabitant gets the opportunity to enroll his wards in the nearby school. It also aims at the reduction of the drudgery of young school children who often otherwise have to trek long distances for attending the schools.



5.8: Average number of villages covered

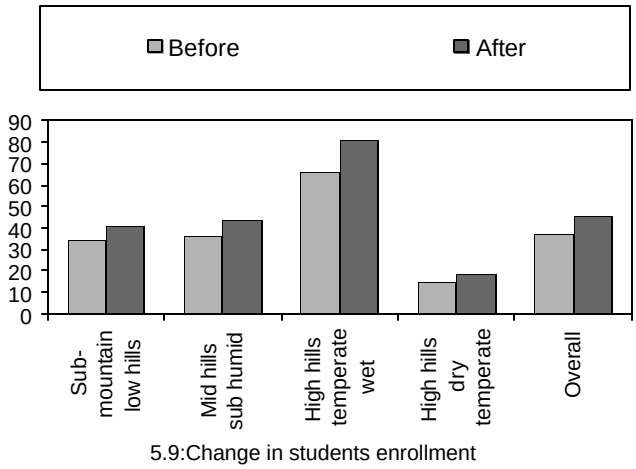
Table 5.8 . Average number of villages covered by the sampled schools.

Zone	Average number of villages covered
Sub-mountain low hills	3.05
Mid hills sub-humid	2.13
High hills temperate wet	2.95
High hills dry temperate	1.75
Overall	2.49

It can be seen from the table 5.8 that on an overall basis 2.49 numbers of villages were covered by one primary school covered under SBVSY. A maximum average number of 3.05 villages were covered in Zone I, followed by 2.95 in zone III, 2.13 in zone II and 1.75 in zone IV. Thus it can be seen that on average basis 2.49 villages were covered which shows increasing facility of schools in villages and isolated areas of state.

5.9 Changes in students' enrollment

The implementation of SBVSY encouraged the school authorities and local inhabitants to enroll increased number of children for qualitative education. The facilities of rooms, toilets, playgrounds, etc. were instrumental in convincing the local inhabitants for admission of their wards. As a result, a net increase in the students' enrollment was observed after the implementation of the project. No doubt, it is also due to the Government policies of creating awareness and initiatives through SSA and other projects for ensuring cent percent enrollment of the school going age



5.9:Change in students enrollment

children. But, at the same time it was found during the field survey that the construction of additional rooms were also having a significant impact in this increased enrollment, which was experienced on the sampled schools. It was, therefore, found pertinent to assess the change in students' enrollment after the construction of rooms. It can be seen from table 5.9 that on overall basis there was 22.21 per cent increase in the average number of students after successful execution of SBVSY. The average number of students on sampled schools increased from 37.28 to 45.56 on overall basis.

Table 5.9 . Change in students' enrollment after the construction of buildings on the sampled schools

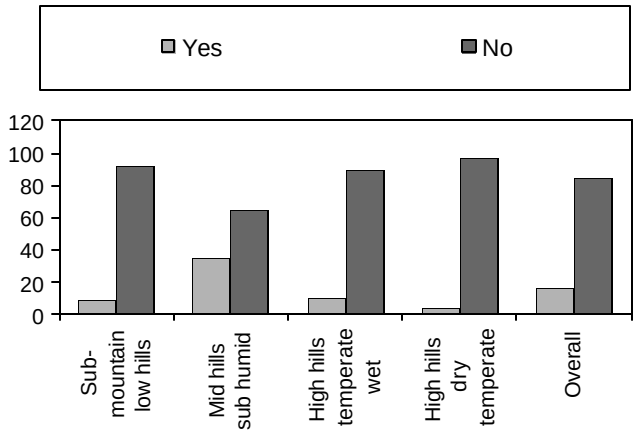
Zone	Average number of students		Percent increase
	Before	After	
Sub-mountain low hills	34.03	41.22	21.53*
Mid hills sub-humid	36.27	43.89	21.01*
High hills temperate wet	66.19	81.42	23.09*
High hills dry temperate	14.75	18.71	26.88*
Overall	37.28	45.56	22.21*

t calculated = 3.56
t tabulated = 3.18
* statistically significant at 5% level of significance

The maximum percent increase (26.88 %) on average basis was observed in zone IV followed by zone III (23.09 %), zone I (21.53%) and zone II (21.01%) respectively. In absolute terms, a maximum average number of students (81.42) were found in Zone III followed by zone II (43.89), zone I (41.22) and 18.71 in zone IV respectively. Thus it can be concluded that the execution of SBVSY has significantly increased the enrollment of students in primary classes.

5.10 Presence of primary schools in nearby areas

Study was conducted to analyze the presence of primary schools both governmental and private in the adjoining area (1 km) of the school covered under *Saraswati Bal Vidya Sankalp Yojna*. In general, 15.75 per cent of sampled schools have the presence of other government/ private schools providing the opportunity to the students for opting a better option in terms of infrastructural facilities. This is going to make impact on the school enrollment. Similarly under overall conditions 84.25 percent of sampled schools do not have the presence of any other primary school (Govt./Private), supporting thereby their claim to be covered under *Saraswati Bal Vidya Sankalp Yojna*. This higher percentage of 84.25 clearly shows that on overall basis, the selection of schools for the construction of additional rooms and infrastructure development was very much appropriate. These schools located in different areas represented the only opportunity centres available to the adjoining villagers for enrolling their wards. On zonation basis, it can be seen from the table 5.10 that zone II i.e. sub temperate sub humid hills representing sampled schools in Kangra and Chamba have maximum presence (35.00%) of additional primary schools (Govt./Private) other than the sampled schools with in a distance of 1 km. This is followed by zone III (10.00%) zone I (8.33%) and zone IV (3.75%) respectively. The zone II represented by Kangra and Chamba have maximum presence of alternative opportunities available to the villagers while zone IV represented by Pangi and Lahaul Spiti have minimum availability of alternative opportunities in the form of private institutions suggesting thereby the need for increased emphasis on the infrastructural development in zone IV.



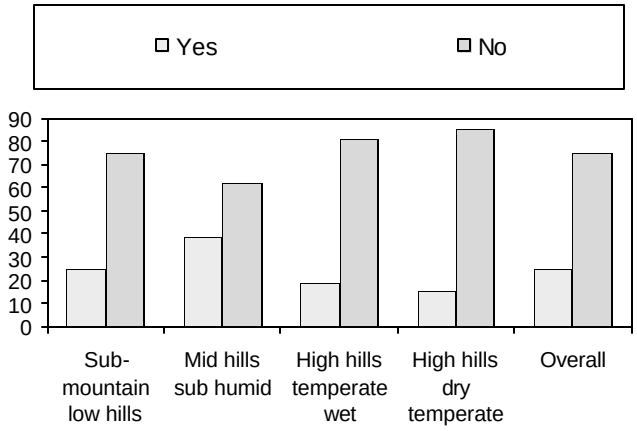
5.10:Presence of other primary school

Table 5.10. Presence of other schools in nearby of the sampled school.

Zone	Availability of other primary schools (in %)	
	Yes	No
Sub-mountain low hills	8.33	91.67
Mid hills sub-humid	35.00	65.00
High hills temperate wet	10.00	90.00
High hills dry temperate	3.75	96.25
Overall	15.75	84.25

5.11 Availability of toilets

Data was also collected for assessing the facility of toilets in sampled schools. It can be seen from the table 5.11 that on overall basis only 25.75 per cent of sampled schools had the facility of toilets for girls and boys together. However 29.76 per cent of girls and 21.75 per cent of boys were availing the facility of toilets on overall basis. Nearly 38.33 per cent of the sampled schools in zone II exhibited facility of toilets to both the boys and girls followed by zone I (25.00 %), zone III (18.75) and zone IV (15.00%) respectively.



5.11: Availability of toilets

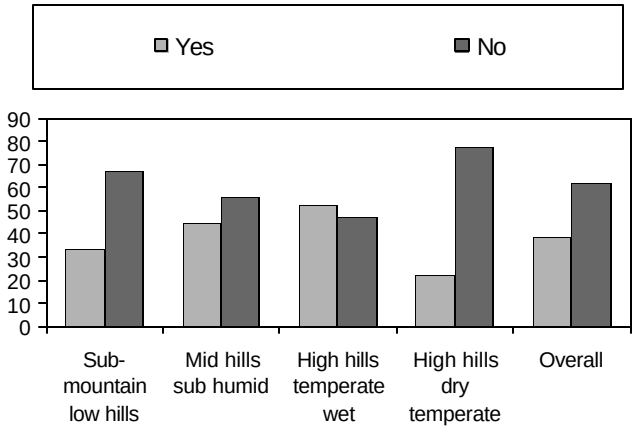
Amongst males and females students, greater facilities were available for females (29.76%) as compared to males (21.75%) on the sampled schools. Zone II again dominated in terms of separate facilities to boys and girls followed by zone I, zone III and zone IV respectively. Thus it can be concluded that majority of sampled schools (74.25%) on overall basis do not possess toilet facilities on overall basis for the boys and girls taken together.

Table 5.11. Facility of toilets on sampled schools

Zone	Availability of toilets (in %)					
	Male		Female		Total	
	Yes	No	Yes	No	Yes	No
Sub-mountain low hills	23.33	76.67	26.67	73.33	25.00	75.00
Mid hills sub-humid	36.67	63.33	40.00	60.00	38.33	61.67
High hills temperate wet	11.25	88.75	26.25	73.75	18.75	81.25
High hills dry temperate	7.50	92.50	22.50	77.50	15.00	85.00
Overall	21.75	78.25	29.76	70.24	25.25	74.75

5.12 Facility of playground

The participation of children in sports and other extra curricular activities such as out door games are some of the essential inputs/facilities for the personality development of school children. The physical exercise/sports not only maintain their health but also helps in building team spirit, competitiveness and tolerance. The facility of playground is therefore very important for the students.



5.12: Facility of playground in the sampled schools

It can be seen from the table 5.12 that on overall basis 61.75 per cent of sampled schools do not have the facility of playgrounds. It means majority of our primary schools need playgrounds for all round development of our future citizens. However, zone III representing Kullu and

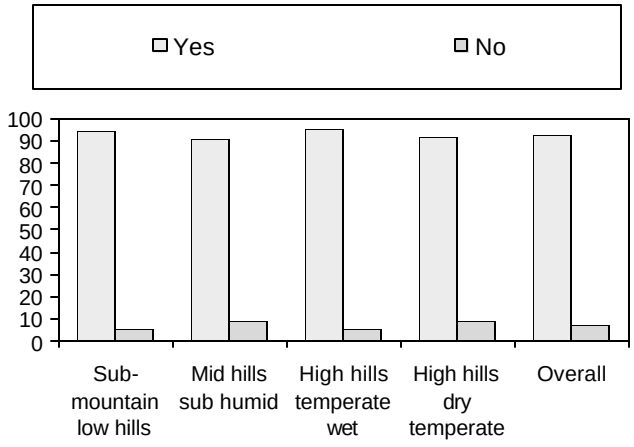
Table 5.12. Facility of playground in sampled schools

Zone	Facility of play ground (in %)	
	Yes	No
Sub-mountain low hills	33.33	66.67
Mid hills sub-humid	44.17	55.83
High hills temperate wet	52.50	47.50
High hills dry temperate	22.50	77.50
Overall	38.25	61.75

Mandi have shown the facility of playgrounds of 52.50 per cent of sampled schools followed by zone II comprising Kangra and Chamba (44.17%), zone I comprising Una and Hamirpur (33.33%) and lastly by zone II (22.50%) (Pangi and Lahaul Spiti). The least presence of playgrounds (22.50%) was exhibited by sampled schools in Pangi and Lahaul Spiti. During field survey, the facility of playground was also suggested as one of the priority by the respondent teachers/headmasters. It is, therefore, suggested to put more emphasis on the development of playground facility in the primary schools as on overall basis only 38.25 per cent of sampled schools have playgrounds.

5.13 Earth quake resistance construction.

The Himalayan belt is geologically one of the most sensitive from geological disturbances (earth quake) point of view. The whole of the state of Himachal Pradesh regularly experience seismic disturbances of different intensities from time to time. It is, therefore, needed that all the structures raised



5.13: earthquake resistence rooms

should have earth quake resistance to prevent any suspected loss of life and wealth. This idea was found to be well incorporated in the implementation of SBVSY.

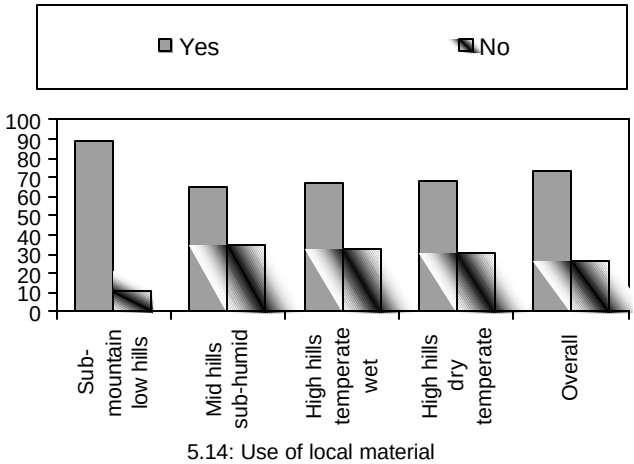
Table 5.13. Earth quake resistance school buildings in the sampled schools

Zone	Earth quake resistance (in %)	
	Yes	No
Sub-mountain low hills	94.16	5.84
Mid hills sub-humid	90.83	9.17
High hills temperate wet	95.00	5.00
High hills dry temperate	91.25	8.75
Overall	92.75	7.25

It can seen from the table 5.13 that on overall basis 92.75 per cent of the rooms constructed under SBVSY have earth quake resistance characteristic. In zone-III, 95 per cent of rooms constructed have earth quake resistance as informed by the sampled respondents followed by 94.16 per cent in zone I, 91.25 per cent in zone IV and 90.83 per cent in zone II. Thus it can be seen that qualitative structures as per the local/regional geological conditions were prepared.

5.14 Use of local material

The cost effectiveness of rooms constructed under SBVSY was also determined through the use of local material in construction. The use of local material not only provided competitiveness in construction but also generated income sources to the locals. It can be seen from the table 5.14 that on an average basis, emphasis was mainly laid on the availability of local material for construction. In 73.50 per cent of samples schools, local material was used on overall basis. In zone-I, local material was



5.14: Use of local material

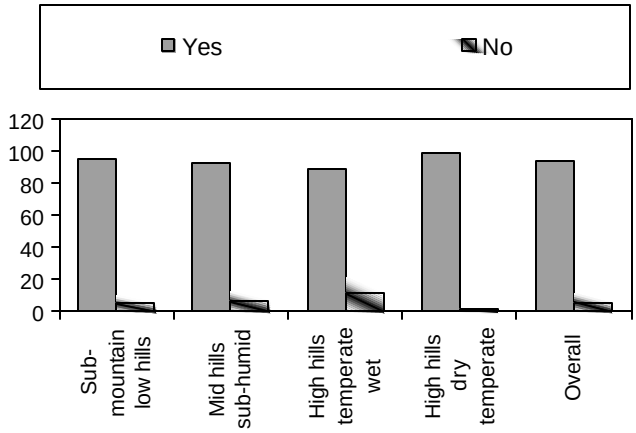
used in 89.16 per cent cases followed by 68.75 per cent in zone IV, 67.50 per cent in zone III and 65.00 per cent in zone II. Thus it can be concluded that project SBVSY successfully used local material for achieving cost effectiveness of the structures raised in the primary schools.

Table 5.14. Use of local material in construction on the sampled schools

Zone	Use of local material (in %)	
	Yes	No
Sub-mountain low hills	89.16	10.84
Mid hills sub-humid	65.00	35.00
High hills temperate wet	67.50	32.50
High hills dry temperate	68.75	31.25
Overall	73.50	26.50

5.15 Involvement of local people in construction

It has been understood increasingly that the involvement of local people is crucial for successful implementation of field projects. People involvement inculcates sense of belongingness ensuring thereby the long run impact/sustainability of the field projects. Many studies conducted on the evaluation of field projects have strongly favoured the greater participation of local people (Raina, 2000[1] and Raina, 2004[2]).



5.15 : Involvement of local people

1. Raina,KK (2000) The Agricultural Impact Study of Watershed Development in Uttranchal , WS Aitkinson ,UK
2. Raina, KK (2004) Sustainable Mountain Agriculture and Rural Livelihoods through Community Based Watershed Development –Lessons from Doon Valley, *Man and Development*, Volume XXVI No 1 pp:

Table 5.15. Consultation with local people in construction of the sampled schools

Zone	Involvement of local people (in %)	
	Yes	No
Sub-mountain low hills	95.00	5.00
Mid hills sub-humid	93.33	6.67
High hills temperate wet	88.75	11.25
High hills dry temperate	98.75	1.25
Overall	94.00	6.00

It can be seen from the table 5.15 that *Saraswati Bal Vidya Sankalap Yojana* was implemented in the field through active cooperation of local people Village Development Committees, Parent Teacher Associations and Village Education Committees were formed for ensuring greater peoples' participation. On overall basis (Table 18) it can be seen that local people were involved in majority of cases (94.00 %) ensuring thereby sustainability of the field work/programmes. In all the zones similar trend was observed. The local people were consulted in 95 per cent cases in zone-I, 93.33 per cent cases in zone-II, 88.75 per cent cases in zone –III and 98.75 per cent cases in zone –IV respectively. Thus it can be concluded that the input of local people was assured in the implementation of *Sarswati Bal Vidya Sankalap Yojana* and it is likely to make impact on the sustainability of the assets created under the project.

5.16 Presence of development committees

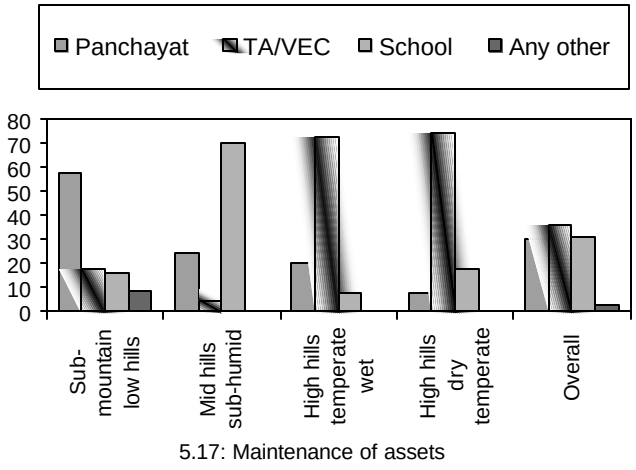
Development committees were also constituted for successful implementation and monitoring of fieldwork aimed at infrastructural development. This was an important component, which ensured sustainability of the assets. The development committees were entrusted the responsibility of regular monitoring of the project based developmental activities and qualitative maintenance. It can be seen from the table 5.16 that development committees were formed in all the sampled schools of the four zones.

Table 5.16. Presence of development committee on the sampled schools

Zone	Presence of development committee (in %)	
	Yes	No
Sub-mountain low hills	100.00	0.00
Mid hills sub-humid	100.00	0.00
High hills temperate wet	100.00	0.00
High hills dry temperate	100.00	0.00
Overall	100.00	0.00

5.17 Maintenance of assets

The provision for the maintenance of assets and sharing of responsibilities for maintenance are important activities for ensuring sustainability of created infrastructure. Table 5.17 shows the information about different agencies shouldering the responsibility for maintenance of assets. During field survey, it was found that mainly *Gram Panchayts*, PTA/VEC and schools were held responsible for maintenance of school assets. These, all the above mentioned, institutions were responded to be the responsible agents by the sampled respondents. In few cases these defined institutions were collaborating with One-Another for the responsibility of maintenance.



5.17: Maintenance of assets

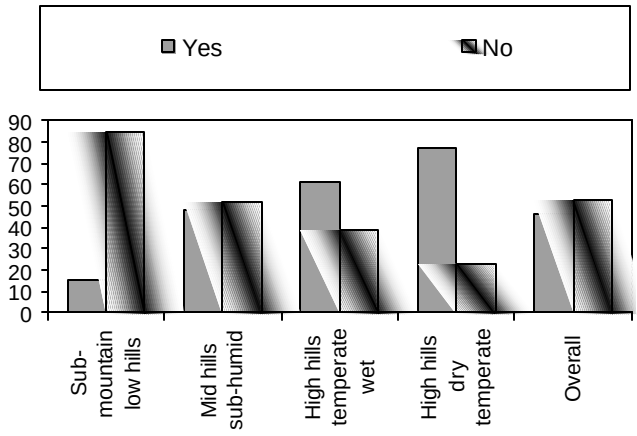
Table 5.17. Maintenance of assets of the sampled schools

Zone	Maintenance of assets by (in %)			
	Panchayat	PTA/VEC	School	Any other
Sub-mountain low hills	58.33	17.50	15.83	8.34
Mid hills sub-humid	25.00	5.00	70.00	0.00
High hills temperate wet	20.00	72.50	7.50	0.00
High hills dry temperate	7.50	75.00	17.50	0.00
Overall	30.50	36.25	30.75	2.50

It can be seen from the table 5.17that on overall basis *Gram Panchayats* were maintaining the assets in 30.50 per cent cases, PTA/VEC 36.25 per cent cases, Schools 30.75 per cent cases and only 2.50 per cent assets of sampled schools were maintained by the other source. In zone-I, *Gram Panchayats* were mainly found to be responsible agents (58.33 %) while in zone-II. School administration itself was mainly held responsible (70.00%). PTA /PEC were major agents of the responsibility for maintaining assets in zone-III (72.50%) and zone-IV (75.00%) respectively. Thus it can be concluded that there was well defined network of agents responsible for the maintenance of assets created under *Saraswati Bal Vidya Sankalp Yojana*. All these agents were effective in delivering their inputs as was suggested by the respondents.

5.18 Provision for the maintenance of assets

The sustainability of the assets/infrastructure developed under SBVSY requires provision for its maintenance after the completion of project. It can be seen from the table 5.18 that on overall basis 46.80 per cent of sampled schools have provision of maintaining the assets. The maintenance amount was found to be mainly contributed



5.18: Provision of maintenance

by SSA (*Sarb Siksha* Abhiyan). An amount of Rs. 5000 per annum was found for maintenance in some of the SSA funded maintenance accounts. It can further be seen that on zonation basis, 77.50 per cent of sampled schools in zone IV had the provision of maintenance followed by zone III (61.25%), zone II (48.33%) and zone I (15.15%) respectively.

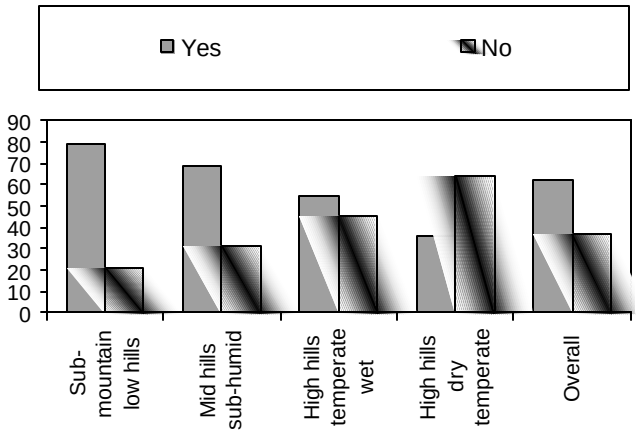
Table 5.18. Maintenance of assets of the sampled schools

Zone	Provision of maintenance (in %)	
	Yes	No
Sub-mountain low hills	15.15	84.85
Mid hills sub-humid	48.33	51.67
High hills temperate wet	61.25	38.75
High hills dry temperate	77.50	22.50
Overall	46.80	53.20

Thus it can be concluded that there is a need for the provision of maintenance of created assets under SBVSY so as to ensure sustainability of the impact of project.

5.19 Timely completion of school rooms

Table 5.19 shows the percentage of constructions completed timely exhibiting thereby the work competitiveness and professionalism of executing agencies. It was observed that in 77.00 per cent cases, on overall basis, a single room was constructed in the sampled schools. Therefore, it was hypothesized that a period of 10 months after the start of work is sufficient for timely completion of the work.



5.19: Timely completion of school rooms

Table 5.19 Timely completion of buildings of the sampled schools

Zone	Timely completion (in %)	
	Yes	No
Sub-mountain low hills	79.16	20.84
Mid hills sub-humid	69.16	30.84
High hills temperate wet	55.00	45.00
High hills dry temperate	36.25	63.75
Overall	62.75	37.25

Therefore, the construction of rooms, which were completed within a period of 10 months after starting date of construction, will qualify for timely completion. Similarly, any room, which took the completion period more than 10 months, will qualify for untimely completion. The results so prepared are presented in table 5.19

It can be seen from the table 5.19 that 62.75 per cent of constructions in the sampled schools were timely completed on overall basis. In zone I, 79.16 per cent of constructions were completed timely in the sampled schools followed by zone II (69.16 %), zone III (55.00 %) and zone IV (36.25 %). The least percentage (36.25 %) of timely completion of constructions in sampled schools was found in zone IV representing Pangi and Lahaul Spiti. The remoteness of villages, water scarcity and isolation during winter months were found to be the reasons behind untimely completion. However, it can be concluded that most of the constructions were completed timely and wherever delay occurred, it was due to some unavoidable circumstances as interpreted by the sampled respondents.

5.20 Effectiveness of construction work

The effectiveness of construction work was studied through the analysis of time gap between date of sanction and start of work and time gap between start and completion of work. The average completion time was also studied to know about the effectiveness of construction work.

Table 5.20 Effectiveness of implementation of *Saraswati Bal Vidya Sankalp Yojna* in sampled schools

Zone	Time gap (months)						Average completion time (days)
	Date of sanction and start of work			Start and completion			
	Upto 1	2-3	>3	0-9	9-12	>12	
Sub-mountain low hills	35.83	49.16	15.01	65.83	13.33	20.84	277
Mid hills sub-humid	51.67	25.00	23.33	38.33	24.17	37.50	378
High hills temperate wet	32.50	30.00	37.50	15.00	17.50	67.50	548
High hills dry temperate	37.50	25.00	37.50	11.25	25.00	63.75	521
Overall	40.25	33.25	26.50	36.50	19.75	43.75	410

It can be seen from the table 5.20 that on overall basis 40.25 per cent of construction was started within one month of sanction. Similarly 33.25 per cent of project was started within a period of 2-3 months after sanction of the rooms. Nearly 26.50 per cent of construction work was started after 3 months of sanction. Thus it can be analyzed that maximum of 40.25 per cent construction of project was started with in a period of 1 month followed by 33.25 per cent between 2-3 months and 26.50 per cent in a period of more than 3 months respectively. On zonation basis, zone II exhibited maximum efficiency where 51.67 per cent of the project was initiated within a month after sanction followed by zone IV (37.50%), zone I (35.83) and zone III (32.50%) respectively.

During analysis of time gap between start of construction work and its completion, it was found that on overall basis 36.50 per cent of the work was completed within 9 months followed by 19.75 per cent within a period of 9-12 months and 43.75 per cent works took more than 12 months for completion. On zonation basis, zone-I exhibited maximum efficiency where 65.83 per cent of work in the sampled schools was completed within 9 months from the start of the work followed by zone II (38.33%), zone III (15.00%) and zone IV (11.25%) respectively.

The average completion time was minimum in zone I (277 days). It was maximum (548 days) in zone III followed by 521 days in zone IV. On overall basis the average completion time was found to be 410 days. Thus it can be concluded that on overall basis maximum number of construction (40.25 %) was started in a period of less than one month from the date of sanction. Similarly maximum percentage (56.25%) of the work was completed within a time period of 12 months from the start of the work. In general, it can be concluded that the construction work under SBVSY was time effective.

5.21 Monitoring of work

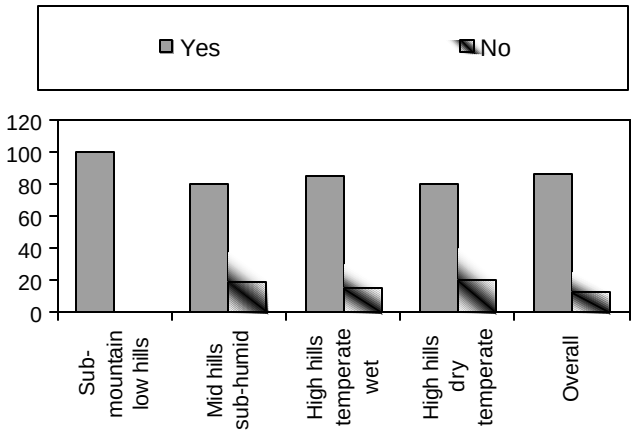
There was provision for continuous monitoring of the construction work under the SBVSY. The monitoring was carried by the Dy. Commissioners/Additional Deputy Commissioners/ADMs/ District Planning Officers, Deputy Directors (Primary education), BDOs, Assistant Engineers (AEs), *Gram Pradhans* and in some cases by the local MLAs. The PTA members/development committee members were also found to monitoring the work. It can be seen from the table 5.21 that in 100 per cent cases monitoring was carried out ensuring thereby the qualitative construction of rooms. On discussion with the villagers /schools/teachers/Gram *Panchayats*/BDO officials /PTA members, etc. it was found that monitoring helped in timely construction of rooms as per the needed designs and requirement. In most of the cases (65%) Assistant Engineers have monitored the construction work.

Table 5.21. Monitoring of work in the sampled schools

Zone	Monitoring of work (in %)	
	Yes	No
Sub-mountain low hills	100.00	0.00
Mid hills sub-humid	100.00	0.00
High hills temperate wet	100.00	0.00
High hills dry temperate	100.00	0.00
Overall	100.00	0.00

5.22 Submission of utilization certificates

Study was conducted to analyse the transparency in the construction work done under the SBVSY. The submission of UC was considered as one of the parameter. It can be seen from the table 5.22 that, on overall basis, majority of the executing agencies (87.25%) have submitted the utilization certificates mearing thereby that there was complete transparency in the fieldwork. In zone I, 100 per cent UCs were submitted followed by 85 per cent in zone III, 80.83 per cent in zone II and 80.00 per cent in zone IV. The executing agencies informed during the discussion that the construction works of some school building were delayed due to certain reasons and as a result completion work took more time which also delayed the submission of UC. However, the remaining works were in the process of completion and submission of UC.



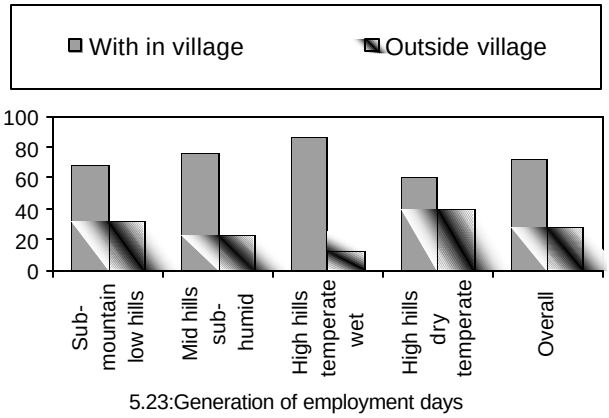
5.22: Submissin of UC

Table 5.22. Submission of utilization certificate by the sampled schools

Zone	Submission of UC (in %)	
	Yes	No
Sub-mountain low hills	100.00	0.00
Mid hills sub-humid	80.83	19.17
High hills temperate wet	85.00	15.00
High hills dry temperate	80.00	20.00
Overall	87.25	12.75

5.23 Generation of employment days

The SBVSY project also generated employment in the villages providing thereby income sources to the local inhabitants. The generation of mandays was from the village itself as well as from outside village. It can be seen from the table 5.23 that on overall basis 387.10 mandays were generated out of which 72.29 per cent were with in the village itself while 27.71 per cent were from the outside village. Thus it can be seen that major emphasis was on the employment generation from the village itself. This is also important from the viewpoint of local participation and sustainability issues as a sense of belongingness is created. Maximum number of average mandays (425.13) were generated in zone I followed by 392.50 in zone IV , 389.75 in zone II and 320.65 in zone III respectively. In all the zones more than 60 per cent generation of mandays was within the village which was maximum 86.96 per cent in zone III, 76.47 per cent in zone II, 68.31 per cent in zone I and minimum in 60.53 per cent in zone IV respectively. Thus it can be concluded that SBVSY successfully generated additional mandays within the village along with the use of local material.



5.23:Generation of employment days

Table 5.23. Generation of employment days through construction of rooms of the sampled schools

Zone	Employment generation(Mandays)		
	Within village	Out side village	Total mandays
Sub-mountain low hills	290.41 (68.31)	134.72 (31.69)	425.13 (100.00)
Mid hills sub-humid	298.04 (76.47)	91.71 (23.53)	389.75 (100.00)
High hills temperate wet	278.84 (86.96)	41.81 (13.04)	320.65 (100.00)
High hills dry temperate	237.58 (60.53)	154.92 (39.47)	392.50 (100.00)
Overall	279.72 (72.29)	107.28 (27.71)	387.10 (100.00)

* Figures in the brackets are percentages to the total

CHAPTER –6

SUGGESTIONS

The survey of sampled schools in different locations of the state has resulted in the following suggestions. These suggestions are based on the information collected on different schedules/questionnaires and participatory interactions made with the school teachers, Village *Pradhans*, PTA members and local villagers.

- It was reported by the sampled schools particularly in zone IV that due to short working period (May to October) the timely completion of the construction work is often delayed. It is therefore required that all the projects are sanctioned before May otherwise the crucial working period is wasted in completing the formalities of sanctioning, collection of raw materials, inputs and other related requirements.
- Some of the sampled schools and villagers have reported that the selection of area/land for the construction of school building was not appropriate as it is prone to land slides. This problem was due to lack of consultation with locals in the selection of construction. It is, therefore, recommended that locals should also be involved in the selection of site.
- There is a need for the development of playground facility in the schools. Only 38.25 per cent of the sampled schools were found to have the facility of playgrounds.
- It was reported that although there was presence of development committee yet it was not meeting regularly and contributing towards the maintenance of schools' assets. It was, therefore, recommended that the Development Committees and Parent Teachers Association should be made aware of their responsibilities for sustained impact of the SBVSY.
- The maintenance of created assets was done by different agencies like *Gram Panchayats*, PTA and school administration. Similarly there was also provision for the maintenance allowance contributed by SSA but it was seen that there was lack of clearity about their respective responsibilities. It is, therefore, suggested that a coordinated effort must be encouraged whereby all agencies contribute together for maintenance of assets, so as to ensure sustained impact.

- During survey it was found that the schools located in the higher reaches are far away from the road network. As a result, the transportation cost of construction material exceeds. This was, therefore, suggested to increase the average amount sanctioned for the construction of rooms in high hills. The transportation of local materials from deep *nallahs* and rivers becomes very costly.
- There is need for the construction of toilets for boys and girls. This facility could not be created under the project effectively as only 25.25 per cent of the sampled schools have maintained this facility on overall basis.
- The present accommodation after completion of SBVSY was found inadequate on 25.00 per cent of the sampled schools on overall basis. Therefore, it is suggested that there must be a provision for the construction of rooms in those primary schools which still do not have adequate accommodation on basis of students' enrollment.
- The provision for maintenance of assets created under SBVSY must be ensured for long run impact. The local villagers should be encouraged for voluntary contributions and *Shram Dan* so that the created assets are maintained.
- It was also suggested by some of respondents that PWD should also be involved in the construction of rooms along with BDO officials due to rich technical expertise and experience available with PWD, This will help in qualitative construction.
- It was reported by sampled schools particularly in zone III and zone IV that there should be provision for benches/desks/sitting material for students, because it is very difficult to sit on floor during severe winters.
- It was also suggested that the Village *Pradhan* and PTA members should be encouraged to participate actively in the day-to-day affairs of schools. At present it was found that the locals do not own responsibility for smooth functioning of the schools.
- There should also be provision for boundary walls and drinking water facility. In many of the schools in hilly areas there is also need for the provision of retaining walls.

Chapter - 7

SUMMARY AND CONCLUSION

Education plays a crucial role in the economic development and social modernization. By creating a well-informed and educated citizenry, it ensures the effective working of basic institutions on which economic and social well being of the country depends. It also provides the individuals with major means of personal enrichment and social and economic advancement. The state of Himachal Pradesh also encourages education as one of the most important tool to achieve human development.

With the aim of providing a minimum of three class rooms in every school of the State and in order to save the children of tender age from the vagaries of nature and adverse climatic conditions, the government of Himachal Pradesh has launched an ambitions scheme titled as *"Saraswati Bal Vidya Sankalap Yojana* on the auspicious occasion of Himachal day i.e. on 15.04.1999. Under this Yojana, a total number of 13612 rooms were to be constructed at the cost of Rs. 126.11 crores in three years. The present study is likely to answer following queries:-

i) To what extent the resources have been put to optimum use?

ii) To what extent the primary objective of the programme to construct three rooms in every primary school has been realized.

iii) Whether the funds were allocated as per laid down criterion or what other method was used in this respect. To what extent the preference was given to schools having no accommodation at all.

iv) To what extent the children of tender age group were saved from the vagaries of nature

v) To what extent the sanctioned schemes were completed and maintenance of assets was ensured.

vi) To what extent the programme succeeded in providing improved sanitation, cleanliness and better environment conditions in primary school institutions.

vii) What is the quality of assets created?

viii) Address of sustainability issues

ix) People perception for policy formulation

x) Gaps and challenges

The sampled schools were selected from different zonations of the state. Only those schools were selected where the construction of rooms was initiated under SBVSY. The districts of Una and Hamirpur were representative districts of sub-tropical, sub-mountain and low hills. Kangra and Chamba were selected as districts representing sub-temperate, sub-humid mid hills. The high altitude areas of Kullu and Mandi were selected to represent wet temperate zone. The dry temperate high hills were represented through samples from Lahaul-Spiti and Pangi. A representative sample of 400 beneficiaries was taken for present evaluation study. The representative sample from Bharmour was covered under Chamba district. Data was collected on four different types of schedules and questionnaires prepared by the Department of Planning.

However, a combination of participatory and conventional techniques of data collection was used. PRA techniques were used to get the community views on specified factors. Focus group discussion, key respondent interviews and village meetings were organized to analyze gaps in the implementation process, suggesting thereby the emerging sustainability imperatives. The findings were as follows:-

- On an average, an amount of Rs 1,25,273 per school was sanctioned on overall basis. Zone II and zone III revealed maximum average amount sanctioned for the SBVSY.
- All the rooms constructed under SBVSY were *Pucca* in nature.
- The major emphasis under the SBVSY was found to be laid on the construction of single room. On overall basis it was found that in 77.00 per cent of sampled schools, only one room was constructed.

- The average number of rooms after completion of SBVSY has increased from 1.54 to 3.01 on overall basis. Zone I and Zone IV were lacking in meeting the targeted number of three rooms on an average.
- On overall basis there was still average requirement of 1.17 number of rooms by sampled schools, which do not have adequate accommodation.
- The primary schools were, on an average, covering 2.49 number of villages. The zone I covered maximum number of villages, which averaged 3.05.
- The students' enrollment has increased by 22.21 per cent on overall basis after the completion of SBVSY. The average number of students in primary schools were maximum (81.42) in zone III.
- On overall basis, there was also presence of other primary school (private/government) in 15.75 per cent of cases.
- The facility of toilets was available in 25.25 per cent of the sampled schools on overall basis. The zone II dominated in terms of the facility of toilets for boys and girls separately amongst all the zones.
- The facility of playground was available in 38.25 per cent of sampled schools on overall basis.
- As per the information provided, 92.75 per cent of sampled schools were earth quake resistant.
- There was use of local construction material in 73.50 per cent sampled schools on overall basis. Zone I dominated in terms of the use of local material (89.16%).
- The local people were reported to have been involved in SBVSY through formation of Development Committee and Parent Teacher Association.
- The maintenance of assets was done by *Gram Panchayats*/PTA/VEC and schools. The provision for the maintenance of assets with the contribution from SSA was also found.
- Nearly 62.75 per cent of the rooms were completed within a period of less than 12 months on overall basis. The zone I achieved maximum percentage (79.11%) of the rooms completed within a period of 12 months. The zone IV achieved the least percentage of 36.25 per cent.

- On overall basis, the 387.10 mandays were generated and out of which 72.29 percent were created within village while the remaining were created outside the village.
- The average completion time of the rooms was found to be 410 days on overall basis. 40.25 per cent of the projects were initiated within a month period after the sanction on overall basis. Similarly, 56.25 per cent of the rooms were completed within a period of 0 to 12 months.
- In all the sampled schools, it was informed that all the construction was monitored either by BDO officials or local *Pradhans.*
- Utilization certificate was submitted in most of the cases.

APPENDIX -1

Schedule-I (Information from block)

1. Name of district _____
2. Name of Block _____
3. Name of Panchayat _____
4. Name of School _____
5. Date of Sanction _____
6. Amount sanctioned _____
7. Name of executing agency _____
8. Assets created under SBVSY:
   i) New Construction (ii) Old room renovated (iii) One room
   iv) Two rooms (v) More (specify)
9. Type of rooms constructed
   (i) Kuccha (ii) Semi Pucca (iii) Pucca
10. Date of starting the work _____
11. Date of released of sanctioned amount
    1st Installment Date _____ Amount _____
    2nd Installment Date _____ Amount _____
    3rd Installment Date _____ Amount _____
12. Date of completion _____
13. Time taken for completion _____
14. Whether completed in specific time period Yes/No
    If no, reasons _____
15. Whether UC/CC sent to the government Yes/No
    If no, reasons _____
16. Assessment done by Sh. _____ Designation _____ For amount _____
17. MB No. _____ Pages _____ Date _____
18. Whether BDO inspected the work : Yes/No

(Signature of J.E).

APPENDIX-II

Schedule-II (Information for headmaster)

1. Name of district _____
2. Name of Block _____
3. Name of Panchayat _____
4. Name of School _____
5. Name of Executing Agency _____
6. No. of villages covered in the school _____
7. No of students in he schools _____
8. Assets created under SBVSY: New const./old rooms renovated :

   i) One room (ii) Two rooms (iii) More (specify)
9. Type of rooms completed : i) One room (ii) Two rooms (iii) More (specify)
10. Number of rooms before SBVSY : i) One room (ii) Two rooms (iii) More
11. Total number of rooms after SBVSY: i) One room (ii) Two rooms (iii) More
12. Number of student before SBVSY _____
13. Number of students after SBVSY _____
14. Is accommodation adequate for the existing strength of students: Yes/No

    If no, number of rooms required _____
15. Is there any other primary school in the village : Yes/No

    If Yes Name _____ (Govt./Pvt.)
16. Is there facility of playground Yes/No
17. Whether development committee was formed for executing of Work: Yes/No
18. Who is maintaining the assets: School/PTA/Gram Panchayat/NGO's/ specify
19. Whether any provision for maintaining the asset has been kept: Yes/No
20. Whether work was monitored by : Dy. Director/A.E./Others (specific)

    In your opinion what are the major gaps and challenges of SBVSY ____

Signature of Head Master

APPENDIX-III

Schedule-III (Information from PTA Pradhan)

1. Do you know about SBVSY _____

2. Is there any village education committee framed : Yes/No

3. Whether development committee was formed for executing the work yes/No

   If yes, (Name and address)

   Patron _____

   Chairman _____

   Members_____

   Member secy._____

4. Whether following were the member of development committee

   iv) i) School teacher ii) Anganwari worker iii) Representative of handicapped children iv)Member from SC/ST/OBC/Minority

   v) Villagers

5. Were the local people consulted before the construction of rooms under SBVSY: Yes/No

6. Was any financial assistance provided by the parents : Yes/No

   If yes, then amount _____

7. Is there facility of Toilets: Girls Boys

   Yes/No Yes/No

8. Is your ward satisfied with the class room sitting arrangement: Yes/No

9. Is the present accommodation sufficient for the existing strength:

   Yes/No

10. In your opinion what are the major gaps and challenges of SBVSY ___ _____ _____

Signature of PTA Pradhan

Name _____

Village _____

APPENDIX-IV

Schedule-IV: (Information from G.P. Pradhan)

1. Do you know about SBVSY: Yes/No
2. Are you aware of the objection of the SBVSY: Yes/No
3. Who sponsored this school for SBVSY:

   i) School Head Master (ii) Pradhan (iii) BDO (iv) DC (v) MLA
4. Whether local material was used for construction: Yes/No

   If yes type of material _____
5. Whether earthquake resistant features are incorporated in construction : Yes/No
6. Who provided technical assistance for construction

   i) BDO II) J.E. from Block iii) Others specific _____
7. Number of workers employed in the scheme :

   i) From within the village _____

   ii) From outside the village _____

   iii) Total laborers _____

7.1 Details of daily workers

Sr. No.	Classification	No	Wage rate	Total number of days
(i)	Meson/Carpenter			
(ii)	Laborers			
(iii)	Others-specify			
(iv)	Total mandays generated			
(v)	Shramdan			

8. What are the major gaps and challenges of SBVSY, in your opinion _____

Signature of Pradhan

(Seal)

Signature of Investigator

Name _____

Designation _____

Appendix-V

Subject : Review of implementation of *Sarswati Bal Vidya Sankalap Yojana* by the Planning Department

The ambitious *Sarsawati Bal Vidya Sankalap Yojana* was launched on 15-04-1999 with the objective of providing a minimum of three rooms in every primary school in the State in a three year period. Initially, it was estimated that we will need 13,612 rooms to achieve the objective including opening of 150 new primary schools in the state from 1999-2000 to 2001-2002. In the course of implementation, re-survey was done and the number of rooms required was estimated at about 12700. The total requirement was estimated at 12,700 at the end of financial year 2001-2002. Despite repeated instructions to the field, the finality in the total demand has not been arrived at. We have just compiled the data received from various districts giving the position as on 30.4.2002. According to this data, the total number of rooms required to achieve the target is 12,238.

Summary situation is as under

1.	Total number of rooms required	12238
2.	Number of rooms sanctioned	12210
3.	Number of rooms completed	7053
4.	Number of room under construction	4235
5.	Number of rooms pending sanctions	28
6.	Number of rooms not started including 5 above	950

It may be seen that there is a huge backlog of construction of rooms. Out of 4235 rooms in progress, something around 1800 rooms are such which have been sanctioned either in the last week of March, 2002 or even thereafter. Therefore, the number of rooms not started may be a gross under-estimate. The district wise position shows that the problem is most acute in the districts of Shimla, Bilaspur, Chamba and Una.

As to the financial aspect of the programme, a total of Rs. 103.38 crore stands released to various districts against which the cumulative expenditure level upto 30.4.2002 is Rs. 69.27 crore. This means that an amount of about Rs. 37 crore is in the pipe line lying unspent at different levels. Going by the pace of completion of rooms on

the one hand and a very large number of rooms having been sanctioned only in the last week of March, 2002, it does not seem possible that the target of completing the programme by the end of June, 2002 would be achieved. In recent reviews in the field with Mandi, Kangra and Hamirpur, it was revealed that the target date might have to be shifted to 31st October, 2002. The drought-like conditions in most parts of the State are becoming a major constraint in early completion.

Physical and financial progress of construction of classrooms on primary schools under SBVSY upto 30.4.2002

Sr. No.	Name of the district	Total amount released to the district (Rs. in Lakh)	Total cumulative Exp. as on 30.4.2002 (Rs. in lakhs)	Total revised target for the district	Number of rooms sanctions	Present status of the rooms		
						Completed in full	In progress	Not yet started
1.	Solan	766.09	364.96	826	826	361	149	319
2.	Bilaspur	809.02	231.12	1558	1558	921	499	138
3.	Una	330.96	215.40	236	350	224	10	15
4.	Shimla	1412.95	1094.62	1463	1463	1003	440	20
5.	Hamirpur	207.29	115.05	187	187	85	3	9
6.	Kullu	1291.58	1051.79	1387	1387	1112	275	-
7.	Kinnaur	210.23	164.71	140	140	115	25	-
8.	Lahaul and Spiti	1767.29	957.21	2236	2236	734	1494	8
9.	Chamba	1162.49	784.69	1468	1468	681	455	332
10.	Kangra	1502.95	1046.17	1525	1525	1013	495	17
11.	Sirmour	756.09	639.87	753	716	573	153	20
12.	Mandi	331.75	260.14	331	324	242	41	41
	Total	10338.43	6926.73	12238	12210	7053	4235	922