

**PROJECT REPORT
OF
SSS RESEARCH PROJECT ON
LEARNING OUTCOME OF SCHOOL EDUCATION : AN
ESTIMATION OF PRIMARY AND UPPER PRIMARY
SCHOOLS IN RUDRAPRAYAG DISTRICT OF THE HILL
STATE OF UTTARAKHAND**



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I INTRODUCTION

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1.1 RATIONALE BEHIND THE STUDY: It has been conclusively established that education, specially elementary education, is crucial in the process of capability creation, developing responsive citizenry and fostering growth(Dre'z and Sen 1995). Concern to improve the quality of education in schools has started receiving the highest priority in almost all countries throughout the world. In fact it has now been established that access and quality are not sequential elements, and a number of international organizations have visualized the role of quality as being instrumental in improving access (UNESCO 2003, UNESCO 2005).The Five Year Plan Document of India (2012-2017) mentions about the four main priorities of education policies access, equity, quality and governance. Various educational surveys, achievement data over the years indicate that learning achievements of children in various subjects at the primary and upper primary stages such as Languages, Mathematics etc are not up to the expected level in many states of India including Uttarakhand e.g studies by Pratham-the All India State Education Report[ASER] ,National Assessment Survey by NCERT etc. Hence there is a great need to explore the avenue.

Though some studies have been carried out to assess the learning outcome of students in subject specific categories like the ASER study reports for the states in different years, different cycles of NAS by NCERT , studies by SCERT etc, but none of the studies give a unique measurement to quantify the learning outcome of the students. Hence it has been felt that there is a need to have a comprehensive index to measure the outcome of learning.

1.2 THE QUESTION ON WHY PRIMARY AND UPPER PRIMARY STAGES HAVE BEEN CHOSEN FOR EVALUATION?

The Right to Education [RTE] provides a legal base for free and compulsory education within the age group 6-14 years which covers primary and upper primary stages.

In India, the combination of classes/grades for different levels of school education/school stages differs from state to state. The following combinations of classes of the school system constitute pre-primary, primary, upper primary, secondary and higher secondary stages.

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Pre-Primary/Pre-Basic School Stage: Nursery/LKG/UKG/Kindergarten Classes.

Primary School Stage: Comprising Classes I-IV/I-V;

Upper Primary School Stage: Comprising Classes V-VII/VI-VII/VI-VIII;[NCERT].

Hence in this study the coverage of the grades/classes will be Grade I-VIII though private schools will be considered along with government schools for better assessment and comparison of learning outcome.

1.3 THE STUDY AREA :

All the three blocks of Rudraprayag district of the state of Uttarakhand namely Augustmuni, Ukhimath and Jakholi

Justification behind the choice of study area

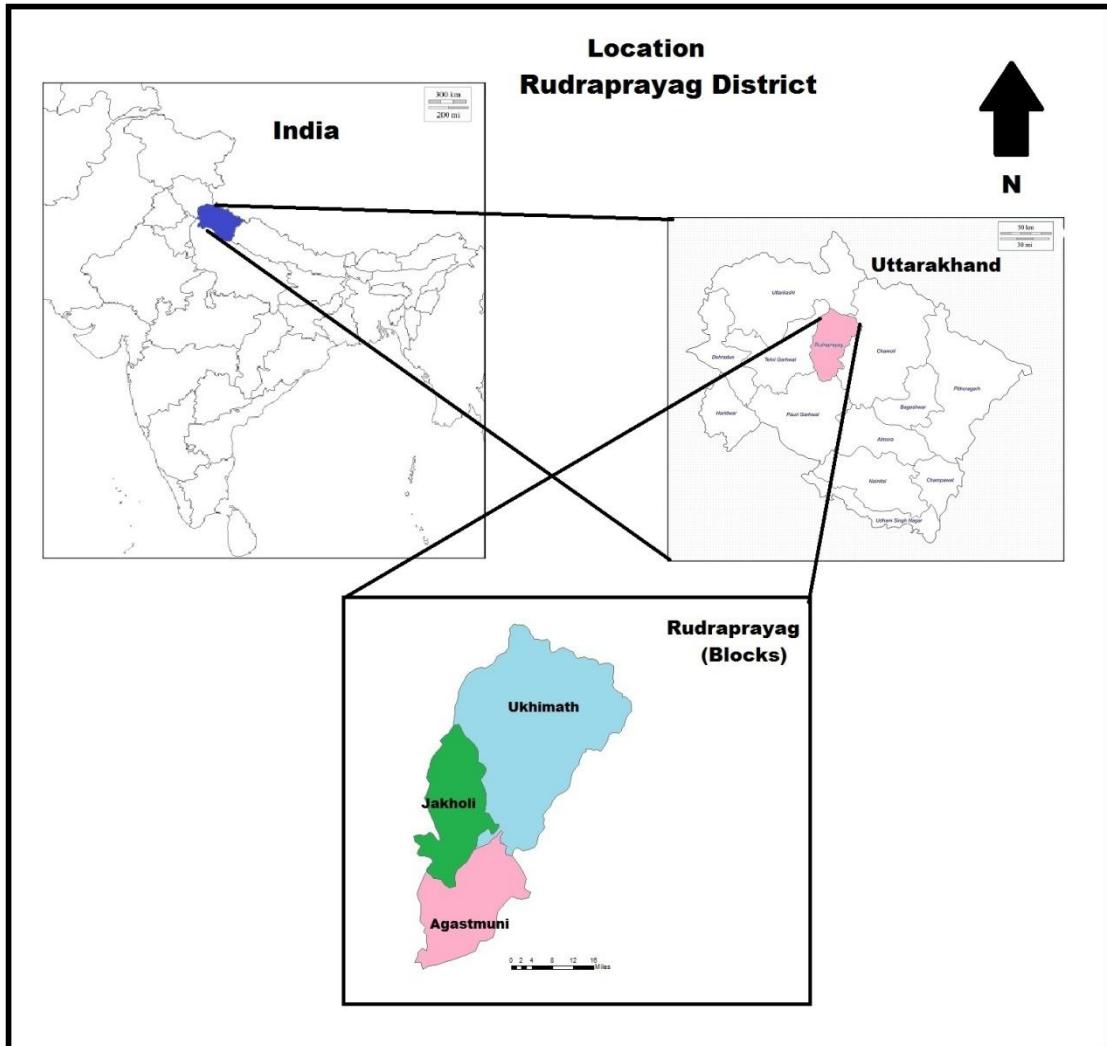
(I)Out of the 13 districts as per Census 2011 , Rudraprayag has the highest male literacy rate and female literacy rate is also above Uttarakhand average. Hence it was felt that learning outcome assessment could be initiated with the district with very high literacy rate.

(II)Sex ratio is the highest in the district and child sex ratio(0-6) is the 3rd highest among the districts. Hence it is expected the study area will have very insignificant gender biasness during sampling.

Therefore it is perceived that the above indicators have some relationship with quality of education and therefore learning outcome and hence Rudraprayag has been chosen as the study area.

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Figure 1.1: Map showing the study area.



1.4 'LEARNING OUTCOME'- WHAT DOES IT MEAN? WHERE IS THE GAP?

Quality Assessment of Education and the literatures have used various jargons to portray quality of education like 'Learning Outcome', 'Achievement', 'Performance Indicators' etc. While it is understood that for the overall cognitive development of a student various state boards and central boards for school education in India follow certain guidelines as per the recommendations of Education Commissions, no composite index to capture various dimensions of school education[in the knowledge domain] is observed.

According to educationist Hilgard, 'learning' is the process by which behaviour is originated or changed through practice or training. And therefore the pertinent question is how much modification is observed in the behaviour of a child as per the objective of curriculum after completion of a grade or class¹? What has the student 'learnt in real terms' or what is the 'learning outcome' is a major question that needs to addressed?

Hence 'Learning Outcome in measurable terms' is proposed through an index for the study. High quality mechanism for assessment is a requisite condition for assessing the understanding of curriculum by a student as one moves to higher grade and also to assess the teaching methodology or rather the outcome of the methodology.

Assessment needs to be very scientifically designed especially if the assessment is to be quantified. Since it is a general perception in education that as a student moves to a higher grade, he/she has completed the understanding of the preceding grade, while assessing the learning outcome of a student of grade VIII, it may be assumed that he/she has learnt the curriculum of V, VI or VII th grade and has then moved to the higher grade. Assessment of learning outcome refers to collecting information on the status and progress of students' learning using a variety of procedures, and evaluation refers to making judgements on the basis of the information collected. Using 'Test tools' is one such procedure.

II. EARLIER STUDIES RELATED TO THIS AREA OF RESEARCH

¹ As per NCERT definition Grade/Class is a stage of instruction usually covered in one academic year. It can further be divided into sections depending on strength, medium of instruction, performance of students etc.

The Kothari Commission (1966) laid down the objectives of education for liberated India in clear terms. “The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals.” For the purpose of achieving the mentioned objectives, a five-fold program was suggested, that included, relation between **education and productivity**, strengthening social and national integration through education programs, development of social, moral and spiritual values, and modernization of society by awakening awareness and building essential skills.

A study conducted by **Burchi (2006)** indicated that food insecurity and illiteracy involve more than 800 million people today. Traditional economic theories developed since the 1960s within the endogenous growth theory promoted the concept of human capital, according to which education is considered as a means to ensure economic growth. But according to **Amartya Sen's** human development paradigm, one can argue that education can play an instrumental role in two different ways: through economic production and through social change.

Dreze (2003), points “educational disparities, which contribute a great deal to the persistence of massive inequalities in Indian society, also largely derives more fundamental inequalities such as those of grade, caste and gender”

2.1 LEARNING OUTCOMES OF SCHOOL CHILDREN

Learning outcomes is a key determinant for meaningful education and can further act as a basis for performing diagnosis and for improvement of teaching processes and therefore student learning achievements. **Tremblay, Lanancette and Roseveare (2012)** points out that in order to overcome the

limitations of current proxies for quality of learning as well as teaching, there is a need to develop the direct measures of learning outcomes. The study suggests that students should be provided with feedback on their performance.

Bahuguna (2011) found that there lays a negative correlation between usage of guide books, correction and explanation of homework, low interest of parents in children's education, low educational level of mothers and students learning outcomes.

Desai and Thorat(2010) suggest that teacher indifference or discrimination, school policies, medium of instruction, and excessive reliance on homework where parents are not educated and cannot provide an adequate support system perpetuate the disadvantage of low levels of skill development.

A large portion of children from the economically poor and socially disadvantaged groups and girls especially in the rural areas are either denied access or are failing to complete even five years of basic education. According to the census 2001 data, it is disturbing to note that though there has been an improvement in the enrolment rates, the dropout rate is still high (Gross Dropout Rate-40.7percent). An additional distressing finding of the study on **Social Context of Elementary Education in Rural India (2004)** conducted by Azim Premji Foundation reveals that even though there has been a considerable increase in the enrolment in primary school, but the rate of grade completion has subsequently fallen. However the reasons lie in the socio-economic conditions of rural India, demarcated by caste, grade and gender inequalities. Another conclusion drawn is that set of socio-demographic factors like, poor health and nutritional status of children, adverse sex ratio, family size, seasonal migration are also determinants in educational disparities of the rural children.

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A report published by **Ministry of Human Resource Development, Government of India (2016)** reveals some findings of the National Learning Achievement Surveys. According to the study children from historically disadvantaged and economically weaker sections of the society, rural-urban differences and students from general, SC, ST and OBC categories exhibit significantly varied learning outcomes. For the decrement in the dropout rate and to improve retention of the students from the socially and economically backward communities, measures need to be taken in this direction. Different states and UTs have taken different measures to enhance and ensure quality learning outcomes via enhancing early grade reading, writing and arithmetic during school. However the poor learning outcomes continue to be a matter of concern.

2.2 REGION SPECIFIC CAUSES IN 'LEARNING ACHIEVEMENT'

The role and dynamics of education in national development and socio-economic transformation makes it essential that the educational programs must keep renewing in order to maintain its relevance to the changing social needs and emerging national development priorities. **Bhattacharya (2014)** examines that equitable accesses to quality education for all groups, bridging the gender and social gap, ensuring improved levels of learning at different stages, effective use of information and communication technologies, are some of the effective tools towards the direction of educational development.

Asadullah and Yalonetzky (2010) in their research paper have concluded that inter-state differences in policies and institutions can lead to differences in inequality of educational opportunity. Certain states in India display a poor record in terms of gender gaps in the labour market, in terms of investment in female schooling. Inter-region differences like access to adequate infrastructure by various social groups, overall spending on education system

and policies, discriminatory factors like caste and religion, often lead to region specific disparities in learning achievement. Education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main stream of the development. Education not only provides knowledge and skills to improve health and livelihood, but it empowers women to take their right place in the society and in the development process. Education gives status and confidence in decision making.

Husain (2010) in his study divulges that the gender disparities with special reference to education are greater in North India for total and rural population and in Eastern India for urban population. In case of India such regional variations are expected given the geographical and demographic heterogeneity. After running dependent regression models, it is identified that factors like economic strength of family, parents education, empowerment and education of mother, age of child, caste affiliations, are all determinants of enrolment and primary school completion rates.

Samanta and Bajpai (2013) points out that primary education lays down the foundation stone for eradication of illiteracy and is a key step towards achieving social development. A study conducted by **Bandyopadhyay and Subrahmanian (2008)** addresses that gender plays a very important role in influencing learning outcomes of students. Therefore special focus has always been given to gender while collection of data and creating gender units and coordinators. These measures along with other are strategies to promote greater visibility catering to the issue of gender inequality.

Ruther, White and Kahn (2016), analyse the gender differences among the children of India, aged between 8-11 years in reading and mathematics using the data from the 2005 India Human Development Survey. They use descriptive statistics and ordered logistic regression techniques, and draw inferences that due to hidden opportunity cost associated with gender there is inequality in educational outcomes. Opportunity of engaging girls in activities related to household work like taking care of siblings and other house chores have economic value. One peculiar finding of their study is that in order to measure access to high-quality resources and its impact on reading skill differences, it was seen that there is a strong positive relation between private school attendance and reading skills.

2.3 LEARNING ‘ASSESSMENT’ OF SCHOOL CHILDREN

Education infrastructure broadly includes teachers, school building, toilets, furniture, non-consumable learning aids like (textbook, visual aids, study equipment) and consumable learning aids (like chalks, paper, pencils, exercise books). **Ward (2014)** revealed that for better education outcomes the teacher must be a highly qualified, experienced competent and knowledgeable. However, barring the territorial variations, the study showed that the private sector is greatly underestimated in the official data, the ground root data reveals that there has been a fair share of Public Private Partnerships with collaborative efforts between private and public sectors, with shared objectives, and specified performance indicators for quality education services.

Belatedly recognizing the importance of primary and upper primary education in the fostering of overall literacy levels, the government has shifted the focus of its funding to primary and middle grades. The World Bank support for education focuses on both primary education and vocational education and

training and explores ways in which it can support and develop India's upper-primary education (**Cheney, Ruzzi and Muralidharan 2005**).

According to Assessment for learning **Formative Assessment report (2008)**, published by Centre for Educational Research and Innovation, the most visible assessments are summative assessments which are used to measure what students have learnt at the end of a unit. However to meet diversified needs of different students, use of formative assessment approaches and techniques have proved to achieve a greater equity of student outcomes. Assessment and evaluation at each levels of the system offers a powerful means to meet goals for high-performance, high-equity of student outcomes and providing student with knowledge and skills for lifelong learning.

Xiao and Tsang (1999) in their research drew inferences that meeting the demand for human capital in a changing and growing economy is a major challenge to education and training systems across the world. In many developing countries, the development of primary and secondary education is a high priority in the overall development of the Formal-schooling system. Pre-employment training institutions, such as Government vocational secondary schools and training centres, tend to be the focus of government training policy. In some developing countries, a mix of education and training programmes is available for skill acquisition. There is a need to better understand the skill market and the range of Education and training modes in developing countries. **Lynes (2014)** shows that the Indian School education system is one of the most complex and largest in the world. The reason that is pointed out for this complexity is that even though the present education system is guided by different objectives and goals but is based around the policies of yesteryears.

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There is poor functioning of the government run school across country; as a result there has been an inclination towards the private-public partnerships in education. This PPP system is prevalent in the higher and secondary level but has not reached the primary level of education in India. There is a need for PPP for the reason that there is a most obvious failure of the public schools, resulting from lack of resources, inadequate infrastructure, study material, enthusiasm towards education etc.. **Kingdon (2007)** documented that aided schools are no more cost-effective than government schools, probably because over time they have become like public schools.

According to **Subrahmanian (1964)** expenditure on education is a productive investment in human resources and its consequences is a form of capital – a produced means of production – which may be called as human capital to distinguish it from physical capital. The Five-year Plans have recognized the importance of education as an instrument of economic progress and the investment in education has been progressively stepped up. But the problem arises because much of the educated manpower remains unemployed in a country like India.

2.4 PHYSICAL FACILITY AND LEARNING OUTCOME

The RTE specifies clear norms for enrolment, access, school infrastructure, teacher appointment, and pupil teacher ratio (PTR). Right to Education norms for school infrastructure are-

1. At least one classroom for every teacher
2. Office cum-store-cum-head teacher's room
3. Separate toilets for girls and boys that are usable
4. Safe and adequate drinking water facility
5. A kitchen where mid-day-meal is cooked in the school
6. Playground
7. Arrangements for securing the school building by boundary wall or fencing

Thus a school having all these facilities has a composite score of 7. A study conducted by **Wadhwa**(ASER 2010), tries to establish a relation between the RTE norms and the indicators relating to the learning outcomes. Using linear probability model, there was no correlation between the variables of the school infrastructure or school Teacher-Pupil ratio. What most affected the learning outcomes, were the student and teachers attendance, presence of a usable library, parents, education and availability of the study materials.

A growing body of research addresses the correlation between the school facility attributes and the academic outcomes. **Schneider(2002)** has taken six classifications that are indoor air quality, ventilation, and thermal comfort; lighting; audibility; building age and quality; school size; and class size. In relation to the class size, the study results show that students in smaller classes showed better results in academic forefront and were much well-behaved. According to the study, twenty-six percent of public school teachers in Chicago and more than thirty percent in Washington DC were reported health related problems resulting from poor school facilities.

If a school is provided with basic infrastructure such as classrooms, water, toilets and boundary walls, library, which is included in the right to education norms, the school is likely to show good academic results. However the research conducted by **Bhattacharjea, Wadhwa and Banerji (2011)** showed opposite results, indicating that no clear relationship is observed between specific infrastructural provisions and students learning. Citing an example, there was no difference between the students in schools with or with a boundary wall, or availability of separate girl's toilet was not an obstacle in the learning ability of the children. Instead they show a clear correlation between 'child friendly' classrooms and students' learning, in a way that the student feels valued and has a positive impact on the basic learning outcomes.

Learning outcomes are directly related to the high attendance rate, availability of mid-day meal and supplementary learning outcomes. However this study has pointed out the role of the headmaster in learning outcomes. **Hammer (2013)** observed that teachers are motivated by both supervision and the teaching supplements. The attendance of the teachers, which is one of the key drivers of student attendance, is highest when the headmaster of the school is present. Another role played by the headmaster in the learning

outcome is that the SSA grants are efficiently used by the headmaster. Legally, both India's central and state governments have the responsibility to provide funds, if the grant expenditure is used for better school infrastructure and availability of study material at school, the learning outcome is more likely to be enhanced.

Timilehin (2002) shows that the emphasis of schools has been on the perceptive domain that is academic performance at the expense of the two other domains that are affective and psychomotor. The study examined the relationship between school facilities and students' achievement in the affective and psychomotor domains of learning. Since school facilities are related to students' achievement in the affective and psychomotor domains, the study suggests that efforts should be made by the government at improving upon the level of physical facilities in schools so as to improve the level of students' performance in these areas of learning.

Regression models have been used by **Mcgowen (2007)** to illustrate the possible relation between student achievement, attendance, discipline, completion rate, teacher turnover rate and the school facilities. School administrators execute many tasks throughout the school year, in quest to improve academic performance headmasters and other educational leaders tend to focus on curriculum and schooling rather than the physical learning environment. Teachers report that physical improvements greatly enhance the teaching environment. Finally, school overcrowding also makes it harder for students to learn; this effect is greater for students from families of low socio economic status. Analyses show that class size reduction leads to higher student achievement.

In a study conducted by **Cuyvers, et al. (2011)**, descriptive statistics reveal higher average scores for students who enjoy good quality school infrastructure compared with students who have poor quality infrastructure. Data analysis with respect to the surveys, interviews and participant observations revealed a unique account of shared experience. Pupils indicated they believed there to be a connection between the condition of the learning environment and their subsequent levels of motivation, conduct and achievement.

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It is evident from the earlier studies that attempt has been made in various dimensions to assess the learning outcome and the probable factors and significant factors affecting it but no such study has been found to quantify the learning outcome of the major subjects together through a single quantitative value. Hence there is a clear gap and hence need to carry out research in this direction.

III. METHODOLOGY

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3.1 MAIN OBJECTIVES OF THE STUDY

- i. To assess the availability of schooling facility of all categories in the study area for primary & upper primary stages within the district based on habitation concentration and distance from habitation.
- ii. To assess the extent to which the education [primary and upper primary] facilities cater to the needs of the region considering primarily some RTE parameters using sampled schools.
- iii. To measure the 'learning outcome' of the sampled children in the sampled schools through a proposed index in 3 different grades [III, V and VIII] for government and private schools.
- iv. To appraise the views of parents, teachers, administration [officials of education Department] regarding the 'learning outcome' of the students at primary and upper primary level in the district and identify some major region specific as well as general parameters affecting the 'learning outcome'.
- v. To understand the variation in learning outcome by school type, by gender, by area, by grade etc

3.2 DATA:

Primary and Secondary

Primary Data from field survey in sampled schools

Secondary Data: DISE, NCERT, ASER

3.3 COVERAGE:

Geographical Area: All 3 blocks of Rudraprayag District namely Ukhimath, Agustyamuni and Jakholi

School Categories and levels: Primary and Upper Primary Schools

School Ownership Type: Private and State Government. (Kendriya Vidyalaya and/or Navodaya Vidyalayas is/are not considered as they are very less in numbers and hence their representation in total number of schools is very negligible].

Grades: Test tools implemented on grades III, V and VIII

Justification: III rd grade is purely a primary grade while V th grade is the transition phase grade from primary to upper primary and VIII th grade is the highest grade in upper primary.

Gender: Both male and female students

3.4 Sampling: For selection of sample schools

Multistage Sampling

At the cluster² level in each block

Sample schools selected based on representation by type of ownership, habitation and distance with due consultation of Deputy Education officers in each block with order from District Education Officer.

For selection of pupils in the school for the administration of test tools and other related schedule

Simple Random sampling in each grade based on the attendance on the day of visit. From each grade one boy and one girl are selected.

If in any case there was unavailability of either one of the gender category, both the samples were taken from the same gender category in a single grade in a school.

In case two students were not available in a grade and only one student was enrolled and was present on the day of visit, that student was considered the sample and the other sample was dropped.

If no students were available in a particular grade, samples were dropped .

- **Unit of Sample for School:** ‘a primary and/or upper primary school’
- **Unit of Sample for pupil:** ‘a school going child or pupil’. Can be termed as student.

² Blocks are subdivided into some educational clusters with one CRC[Cluster Resource Coordinators] in each cluster

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3.5 DATA ANALYSIS: Primarily through the proposed Index called **Learning Outcome Index or LOI** using developed test tools. Other methods are percentages, descriptive statistics, charts, tables etc.

3.6 TEST TOOLS: Test tools developed following the curriculum of a national level curriculum like NCERT in integration with the state government curriculum for the following subjects

Language: i]Hindi ii] English

iii] Mathematics

iv] General Science

3.7 SCHEDULES:

- 1)School Schedule[To assess performance of schools based on some indicators primarily RTE indicators]
- 2)Pupil Schedule[indicators that can specifically capture the effect on their learning outcome] and Test tools[to measure 'learning outcome']
- 3) Teacher Schedule [To understand the factors affecting learning outcome especially the region specific factors]
- Other methods: Focus Group Discussions with parents, Experience Survey with officials in district school education,[To understand the factors affecting learning outcome especially the region specific factors]

3.8 SAMPLING FRAME

Table 3.1: A framework of sample selection of schools

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District	Block	Type	Ownership Type	Sample Size
Rudraprayag District	Augustmuni Block	Only Primary	Govt. School	Based on representation in each category and cluster a total sample of 72 sample schools has been covered and the test tool administered on 252 pupils ³
			Private School	
		Primary + Upper Primary	Govt. School	
			Private School	
	Ukhimath Block	Only Upper Primary	Govt. School	
			Private School	
		Only Primary	Govt. School	
			Private School	
	Jakholi Block	Primary +Upper Primary	Govt. School	
			Private School	
		Only Upper Primary	Govt. School	
			Private School	
		Only Primary	Govt. School	
			Private School	
		Primary +Upper Primary	Govt. School	
			Private School	
		Only Upper Primary	Govt. School	
			Private School	

³ In no. of schools, two sample schools had to be increased based on representation of schools after due consultation with Deputy education officers. Though the number of schools were not reduced, number of sampled pupils decreased due to non availability of student in the desired category. As per the norms of the study a pupil of grade V could not be substituted with a pupil of grade III or vice versa .In many schools especially GPS due to very poor enrolment, the sample size had decreased to some extent. In order to make the study unbiased in the specified time and resources, this was the only possibility left. However 'Primary with Upper Primary schools' have closed in Uttarakhand as per Government Order.

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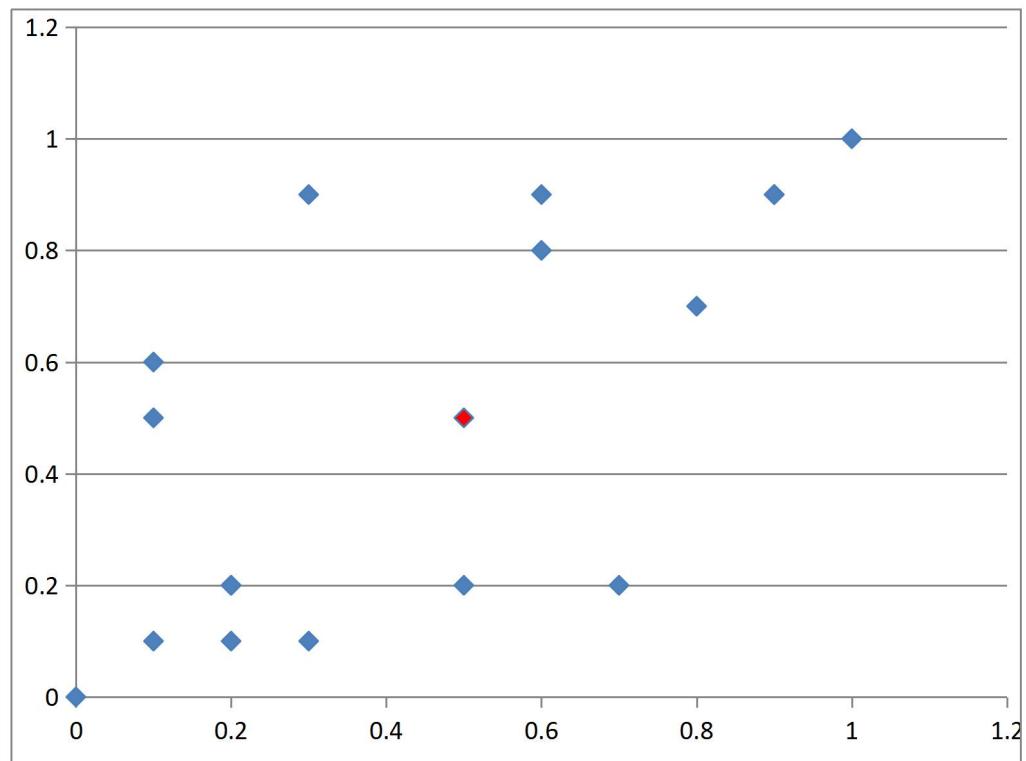
Table 3. 2: A framework of sample selection based on representation in population

Block	Type of School	No. of Schools Sampled
Augustmuni	Govt.	22
	Private	6
Rudraprayag	Govt	16
	Private	7
Ukhimath	Govt	16
	Private	05
	Total	72

Note: No. of sample school is based on representation of type of school as per state government data .In Primary schools two grades may be available from the sample grades i.e.III rd Grade and Vth Grade. In each grade 1 male student and 1 female student will be selected. In case there is no student in a particular grade in a school, the school will not be substituted; the case will be marked as 'NA' and the sample size will reduce .For only upper primary school 1 grade i.e, VIII will be considered.

3.9 :THE PRIMARY MEASUREMENT TOOL FOR ASSESSING LEARNING OUTCOME

Concept behind the Index



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THE INDEX: To achieve anything, the goal needs to be set so that achievement may be understood in real terms. However in order to understand achievement in measurable terms, the goals needs to be in quantitative terms too.

An Educational Index called Learning Outcome Index or LOI [Datta 2015] has been used for a better measurable outcome.

The formula used for calculating the dimension is that used by some well-known indexes like Human Development Index (HDI), Human Poverty Index (HPI) etc. Here some modifications have been made in terms of the indicators[dimensions] .Thus; the dimension index for the i^{th} educational dimension in the j^{th} year for the k^{th} child, Educational Dimension[ED_{ijk}] is computed using the following formula

Where

R_{ijk}= Real value of the dimensionl][here dimension will refer to subjects like English, Hindi, Mathematics, General Science] in the j^{th} year for the k^{th} child

m_{ijk} = Minimum value of the dimension i in the j^{th} year for the 'learning group'[here learning group can mean among the same standard of the educational cluster, among the same standard or grade in the block, among the same standard or grade between private and government schools, among the same standard or grade of students genderwise in the cluster and block] of the k^{th} child [by learning group we do mean a sort of grade which considers learning ability of the child as the main indicator to make such grading]

M_{ijk} =Maximum score possible in the educational dimension.[Maximum may be 100 if the indicators that may affect M_{ijk} are not taken into consideration]. Then Educational Dimension considering regional components ED^R may be given by

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$$ED_{ijk}^R = \frac{(R_{ijk} - m_{ijk})}{(M_{ijk} - m_{ijk})}$$

... (ii)

M_{ijk}= The Maximum desirable value of the dimension *i* in the *j*th year for the for the learning a group of the *k*th child

i=1, 2 ...n

For example

i=Learning of English, Learning of Hindi, Learning of Mathematics, , Learning of General Science

Dimension 1(D_1): Learning of English

Dimension 2(D₂): Learning of Hindi

Dimension 3(D₃): Learning of Mathematics

Dimension 4(D₄): Learning of General Science

Therefore if

$m_{ijk} = 0$ implies that there is 'nil' learning achievement in a dimension in a particular learning group.

$$\text{Then } ED_{ijk} = \frac{R_{ijk}}{M_{ijk}} \dots \dots \dots \text{ (iii)}$$

When actual observed value (R_{ijk}) is equal to the maximum achievable value in the dimension (M_{ijk}) in each dimension, ED_{ijk} will be equal to unity and if $R_{ijk} > M_{ijk}$, ED_{ijk} will be greater than unity which implies that in that particular dimension, the achievement is more than desired, the possibility of which is ruled out in this model as our target is to score 100 % [Since here test tools have been administered with maximum score 50 in each dimension, 100% implies 50/50]. If $R_{ijk} < M_{ijk}$, ED_{ijk} will be less than unity which implies that in the i^{th} dimension the actual value is less than the target.

So if all $ED_{ijk} = 1$, it implies complete attainment in a particular dimension by the k th child in the j th academic year for the i th educational dimension. The M_{ijk} may be the maximum value in the 'learning group' or the maximum [target] set through policies.

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Then, for measuring all the dimensions at a time, a composite index for Educational attainment may be as under

$$LOI = 1 - \frac{\sqrt{\sum (1 - ED_{ijk})^2}}{\sum i} \dots \dots \dots \text{(iv)}$$

In the n- dimensional space the point $O = (0,0,0,\dots,0)$ represents the point indicating the worst situation while the point $I = (1,1,1,\dots,1)$ represents the target achievement in the dimensions. Therefore the index of educational attainment based on displacement from target, LOI is measured by the normalized inverse Euclidian distance of the point ED_{ijk} from the benchmarked point $I = (1,1,1,\dots,1)$. The normalization is done dividing the distance by total number of dimensions so that the value lies between 0 and 1. Subtracting it from 1 gives the inverse which implies that higher the LOI, higher will be the achievement by the child.

3.10 PILOT SURVEY : A pilot survey was carried out at Augustmuni block before the main survey to check the administering difficulties in test tools and schedules. After the pilot survey, some modifications were made in test tools and schedules especially in language of question and a few variables were changed.

3.11. REFERENCE PERIOD : The field survey in all the three blocks was carried out in September to October 2016 with full cooperation of District Education Officer and the Deputy Education Officers and BLOs of Jakholi, Ukhimath and Augustmuni block.

IV. ANALYSIS

4.I. ESTIMATION OF THE LEARNING OUTCOME INDEX

1. Learning Outcome Index[LOI] for the whole District

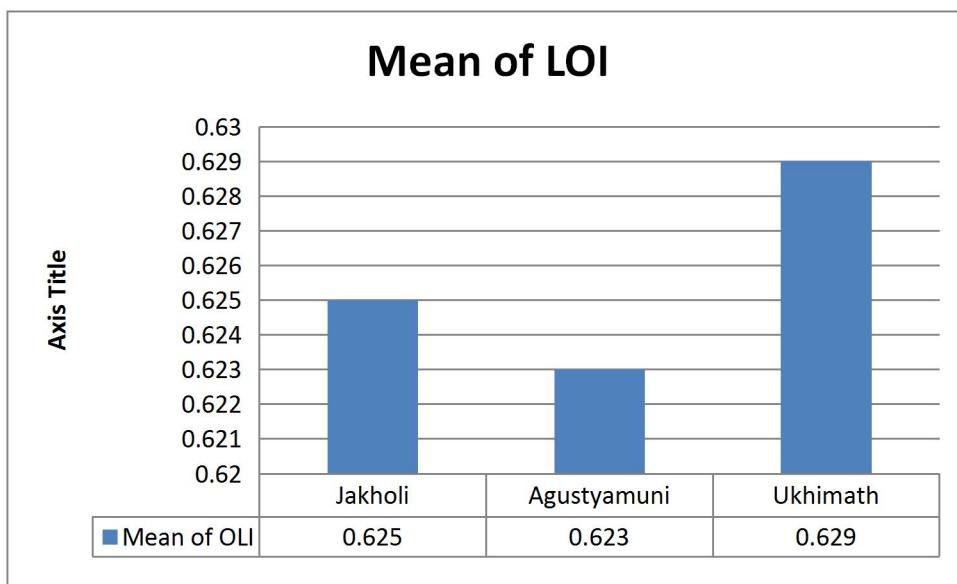
One of the main objectives of the study is to find the LOI of the sampled pupil, of each block Jakholi, Augustmuni and Ukhimath of the Rudraprayag district.

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Keeping the idea of the Index, various criterion have been used for calculation of LOI for better comparison of results of LOI.

CRITERION I: Estimation of LOI in all the blocks of the whole Rudraprayag district by taking the maximum and minimum score on the respective subjects in the entire district. Highest score obtained from the sampled students for the subjects are 49 for English, 47 for Hindi, 48.5 for Mathematics and 45 for General Science and the minimum score for all the four respective subjects are 0.

Figure 4.1:Estimated LOI of the three blocks of Rudraprayag District considering criterion I



As Figure 4.1 evidently suggests, the mean LOI of the students of Ukhimath block have highest index which is 0.629, followed by Jakholi which has a mean LOI of 0.625 and then the lowest mean LOI is of Agustyamuni which is 0.623. Thus it is clear that the sampled students of Ukhimath block shows better performance compared to the other two blocks.

CRITERION II: Considering the maximum score to be 50 and minimum score to be 40 percent of the total in each subject [i.e 20 marks] . An attempt to

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estimate the learning outcome index has been made using this criterion. Here LOI is estimated for three blocks taking 50 and 20 as maximum and minimum score for the four subjects.

Figure 4.2:Mean LOI of the three blocks considering criterion II

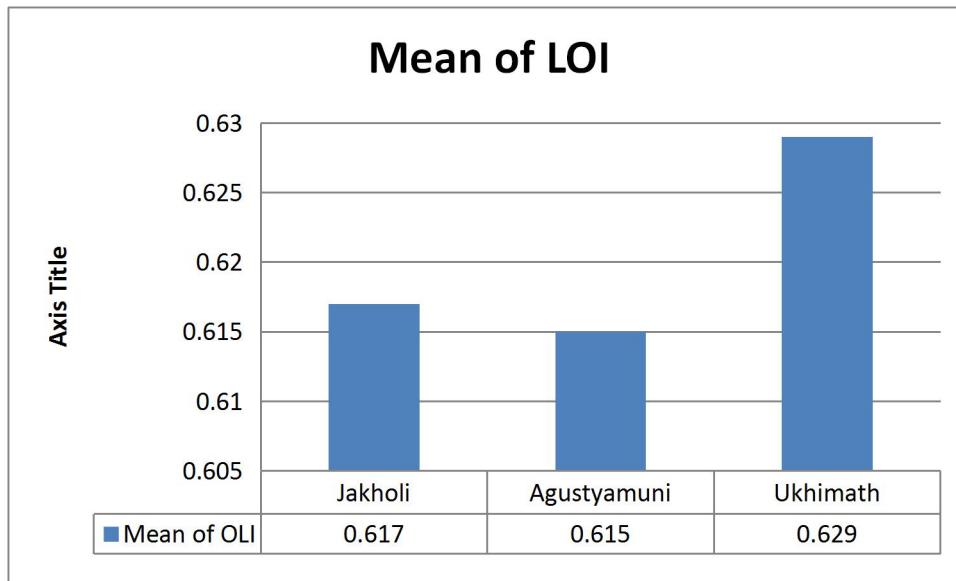
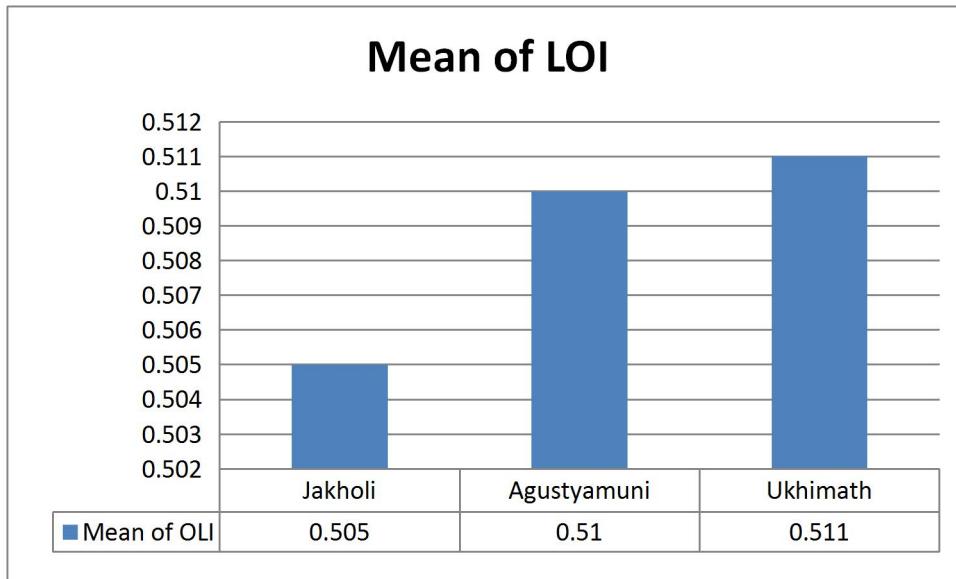


Figure 4.2 portrays the same results as Figure 4.1, however with different variances. The estimation also shows that the mean index of Ukhimath is highest followed by Jakholi and Agustumuni. There is absolutely minor difference in the LOIs of Jakholi and Agustumuni which stands at 0.617 and 6.15 respectively. In other words it can be said that Agustumuni and Jakholi show the same learning outcomes on an average, however the mean LOI of Ukhimath is much higher than the other two blocks. If Figure 4.1 and 4.2 are compared, it is observed that the gap between Jakholi and Agustumuni decreases when the minimum score is 20.

CRITERION III: Estimating the mean learning outcome index of the three blocks, considering the maximum score for the four subjects to be 50 i.e total maximum and minimum score to be 0.

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Figure 4.3: Estimated mean LOI of the three blocks considering criterion III



The results using criterion III show highly varied results as evident from Figure 4.3. The mean learning outcome indexes for the three blocks is much lower than the other mean LOIs using criterion I and criterion II. The mean LOI for Ukhimath which is the highest as compared to the other two blocks is 0.511. As far as Augustmuni block is concerned, there are much differences using the IIIrd criterion. Augustmuni block which was behind Jakholi as per the estimation in criterion I and criterion II, takes the 2nd rank in criterion III as far as LOI is concerned.

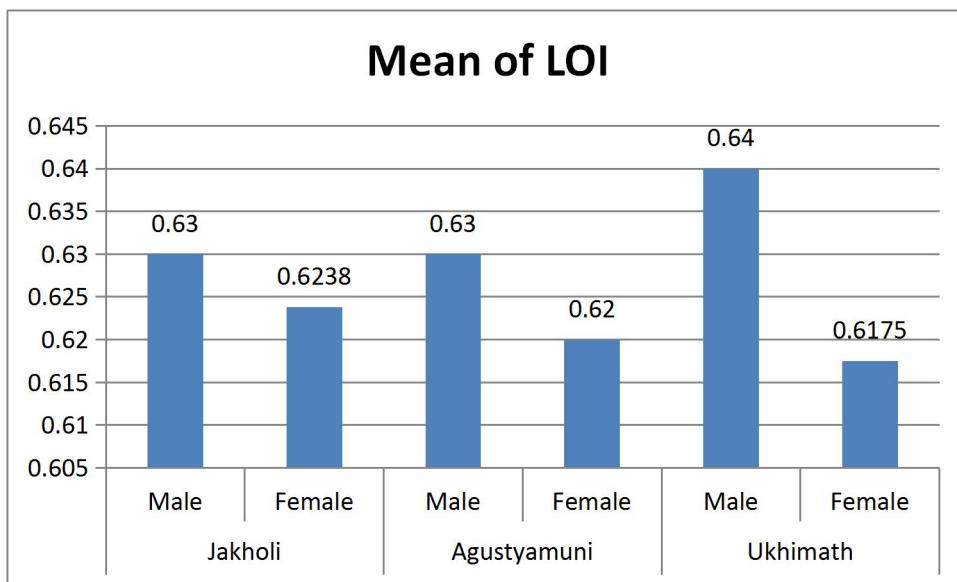
2. Learning Outcome Index for the Male and Female students[Gender Differences in LOI]

CRITERION I : Criterion I is used here i.e estimating mean LOI taking maximum and minimum score for the whole of Rudraprayag . By taking the maximum score which is 49 for English, 47 for Hindi, 48.5 for Mathematics and 45 for general science and minimum score of whole of Rudraprayag that is 0 in all the four subjects, the estimated mean learning outcome index for male

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and female in the three respective blocks of Rudraprayag is presented in Figure 4.4 .

Figure 4.4: Gender wise differences in LOI using criterion I



As Figure 4.4 reveals, the estimated LOI of male students in all the three blocks is relatively higher than that of the female students. The maximum variance between the LOI among male and female students is seen in the Ukhimath block i.e. 0.64 and 0.617 for male and female respectively. The variances decrease in Agustymuni and Jakholi. With male LOI at 0.63 and female LOI at 0.62 in Agustymuni and male LOI at 0.63 and female LOI at 0.6238 at Jakholi the male LOI shows slightly better performance in the index in Agustymuni and Jakholi but a significant difference in Ukhimath block.

CRITERION IV: Estimating the LOI considering maximum score in each subject for both male and female students together and minimum score to be 40 percent of the maximum total score i.e 20 in each subject.

Figure 4.5 Gender wise differences in LOI using criterion IV

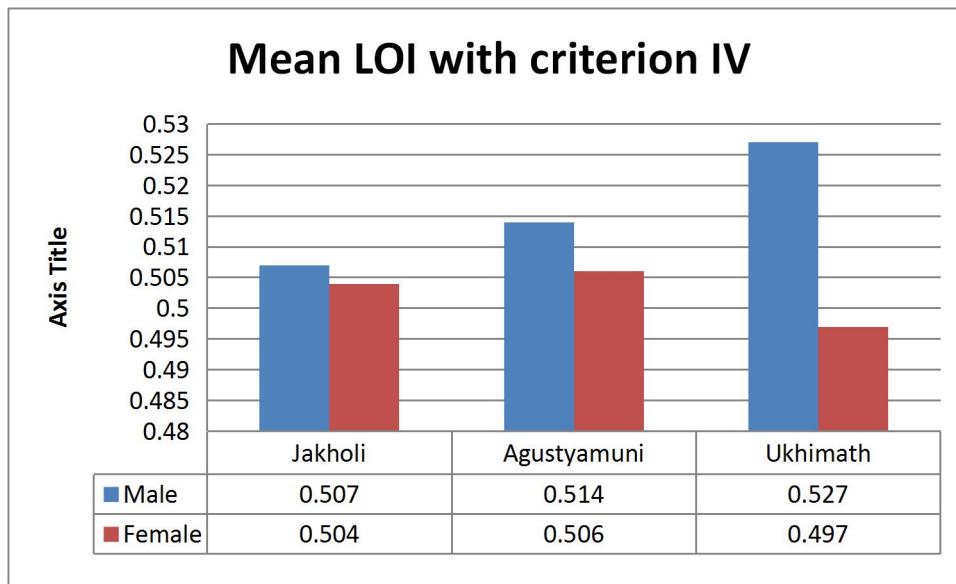
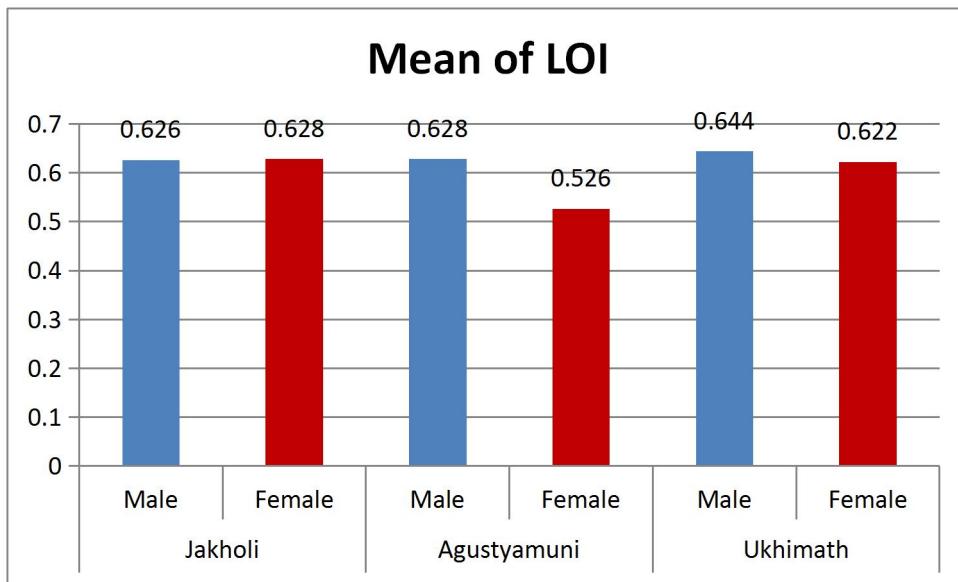


Figure 4.5 shows the mean learning outcome index for male and female students in the three blocks of the Rudraprayag district using criterion IV. This estimation is done by taking maximum score to be 50 and the minimum score to the passing marks that is 40%. Therefore the maximum and minimum marks are taken to be 50 and 20 marks. In this case the male students have scored relatively higher than the female students. The students of the Ukhimath block have maximum gap between the score of male and female students which are 0.527 and 0.497 respectively.

CRITERION V: Estimating the mean Learning Outcome Index for the male and female students in the blocks of Rudraprayag district. Estimating learning outcome for male student is done by considering the maximum score obtained by male students for the subjects English, Hindi, Mathematics and General Science which are 49, 46.5, 48.5 and 45 respectively and minimum score for male students that is 0 for all subjects. Similarly is the case for female students, taking maximum score of female students for the subjects English, Hindi, Mathematics and General Science are 47, 47, 46 and 44 and minimum scores are 0 for all the subjects.

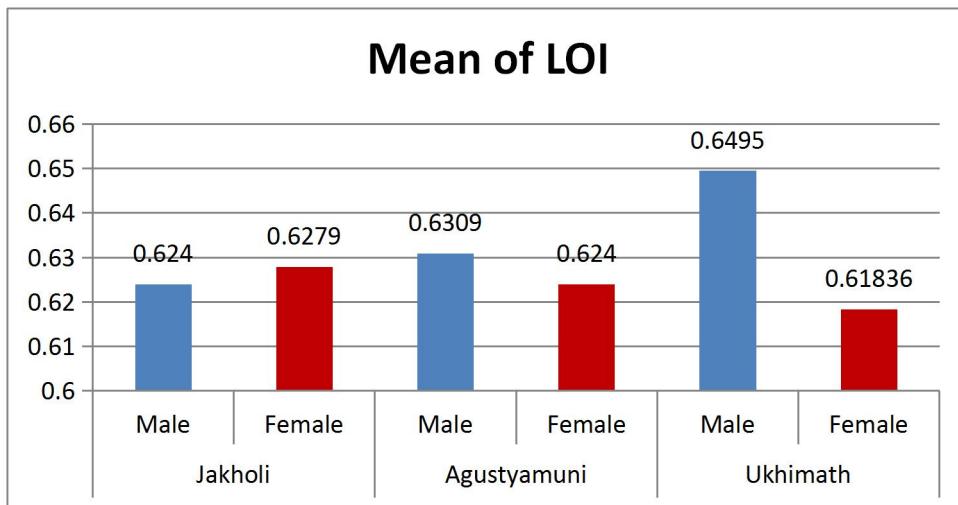
Figure 4.6: Gender wise LOI in the three blocks using Criterion V



From Figure 4.6, it is evident that even though with less variance but the learning outcome index for male students is more than the female students. Maximum variance is seen in the Ukhimath block, however except for female students of Agustymuni block, the rest do not show much differences. The minimum of female student mean LOI is seen in the Agustymuni block i.e. 0.526 and the highest LOI of a male student is in Ukhimath block i.e. 0.644.

CRITERION VI: Estimating mean Learning Outcome Index for male and female students, using cross gender scores . This is done by calculating male mean LOI by considering the female student's maximum score and minimum score for the respective four subjects. Similarly for female student's mean LOI, it is estimated by taking male student's maximum and minimum score.

Figure 4.7: Gender wise LOI in the three blocks using Criterion VI



It is observed from Figure 4.7 that in Jakholi, the results are reverse and the female students have a relatively higher LOI than that of male students i.e. 0.624 and 0.6279 respectively. However the results of Agustyamuni and Ukhimath block remain the same as in other criterion i.e the male students dominate in learning outcome.

3. Learning Outcome Index [LOI] for the students of Private schools and Government Schools

CRITERION I: Estimating LOI taking the maximum and minimum score for the whole of Rudraprayag for private schools and government schools and calculating the index for the three blocks. The maximum score obtained is 49 for English, 47 for Hindi, 48.5 for Mathematics and 45 for General Science and minimum marks of whole of Rudraprayag is 0 in all the four subjects in government and private schools together.

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Figure 4.8: Differences in estimated LOI in Private and Government Schools using criterion I

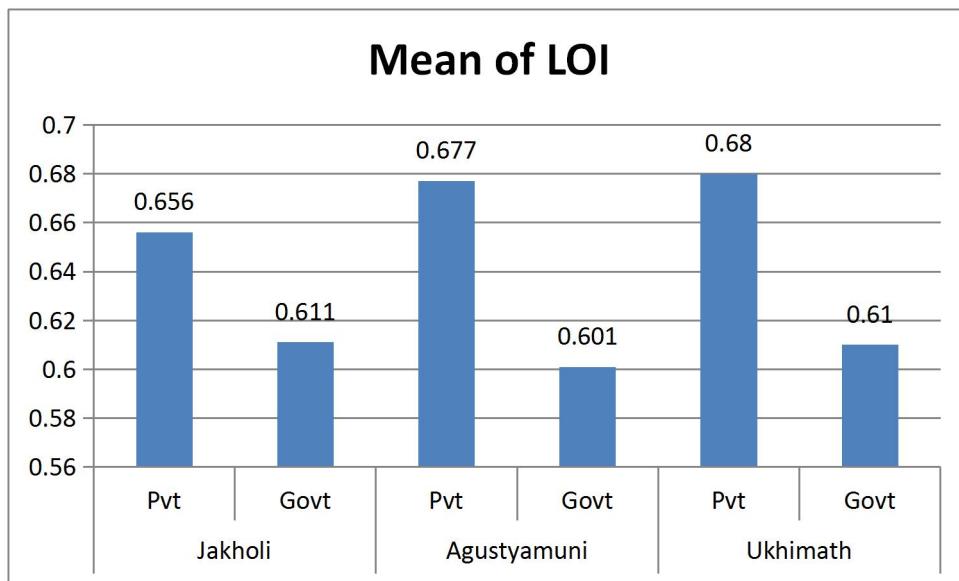


Figure 4.8 shows the estimation of LOIs of private and government schools . By taking the maximum score in the four subjects in the whole of Rudraprayag, it is seen that the learning outcome index of the private schools is more than the LOI of government schools in all the three blocks. The maximum LOI which is 0.68 is of private schools in Ukhimath block, on the contrary the minimum LOI is of government schools in Agustymuni i.e. 0.601.

CRITERION VII: Estimating LOIs of private schools using maximum and minimum score of private schools in the whole district and similarly estimating LOIs of government schools using maximum and minimum score of government schools in the whole district . For private schools, the maximum scores are 47.5 for English, 47 for Hindi, 48 for Mathematics and 44 for General Science and except Hindi which has a minimum score of 3.5,in the rest of the subject's minimum score is 0. Likewise for government schools, the mean LOIs for government schools are estimated by considering the maximum and minimum score of students from government schools from all

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the three blocks. The maximum scores are 49 for English, 46.5 for Hindi, 48.5 for Mathematics and 45 for General Science and minimum score for government schools are zero for all subjects.

Figure 4.9: Differences in estimated LOI in Private and Government Schools using criterion VII

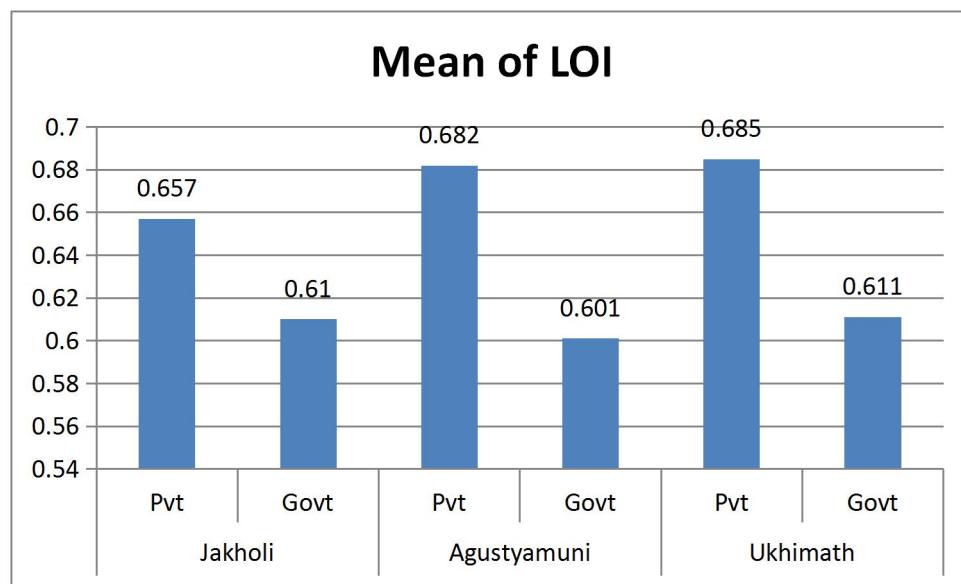


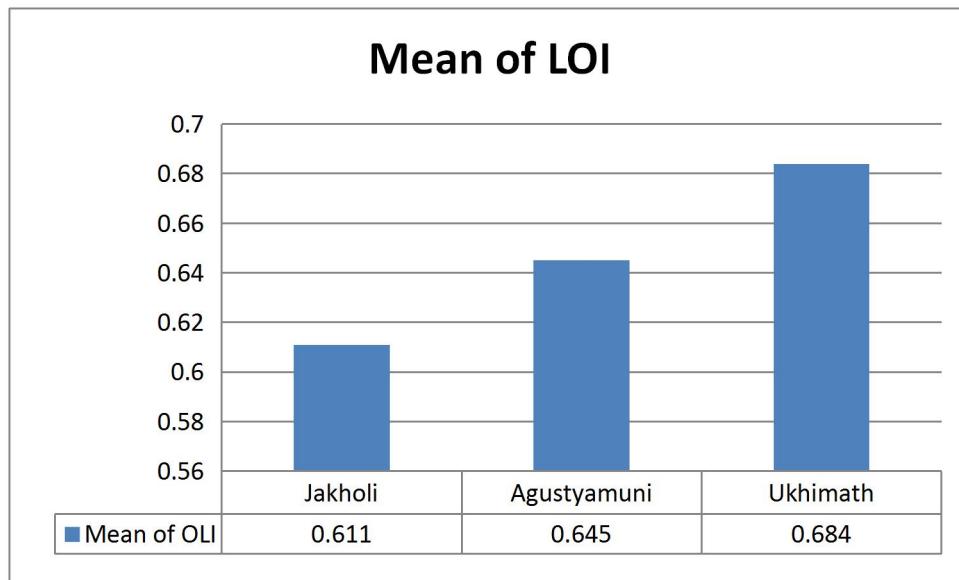
Figure 4.9 shows the similar results as using criterion I, however with different variances. The maximum learning outcome index is of private schools i.e. 0.685 in Ukhimath and minimum is 0.601 of Agustymuni of government schools. However it is observed that the maximum score for English, Mathematics and General Science are higher in the government schools in comparison to the private schools but that has not been reflected in the LOI as it the mean of individual index values .

4. Learning Outcome Index for the 3rd, 5th and 8th standard students

CRITERION I : Estimating LOI for all the three standards considering the maximum score and minimum score to be maximum and minimum for whole Rudraprayag i.e. the scores of three blocks combined. The maximum scores are 49 in English, 47 in Hindi, 48.5 in Mathematics and 45 in General Science while the minimum is 0 for standard VIII.

STANDARD VIIITH

Figure 4.10: Differences in LOI of Standard VIII th students in the three blocks using criterion VIII



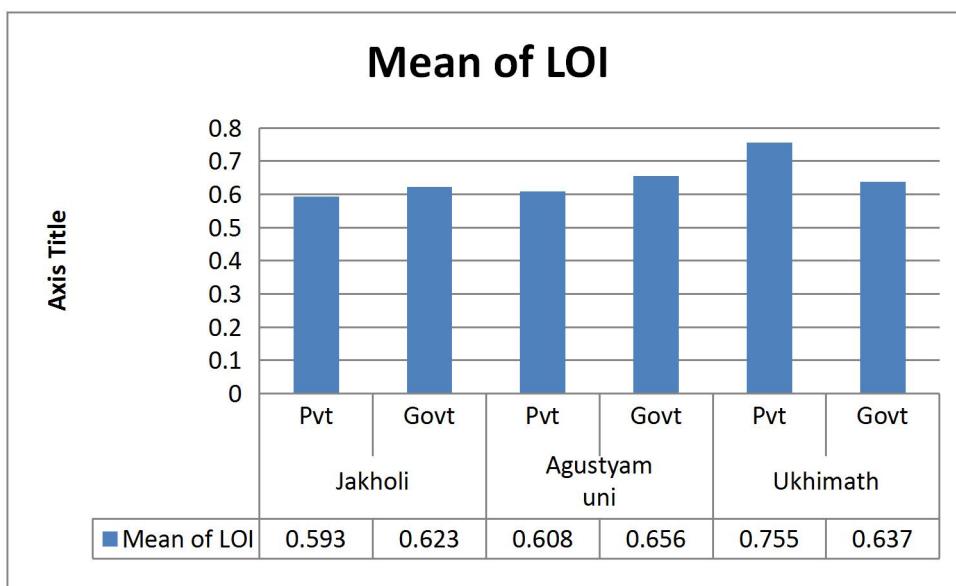
Using Criterion VIII, i.e maximum scores of students of standard VIII in all the three blocks in the respective subjects and the minimum score of standard VIII students in respective subjects, it is observed from figure 4.10 that LOI of Ukhimath block is the highest for standard VIII students followed by Agustmuni and then Jakholi.

CRITERION IX: Estimating the learning outcome index for grade VIII for private schools and government schools. This is done by considering the

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maximum score and minimum score of the whole of Rudraprayag schools combined. In Private Schools the maximum scores are 47.5 in English, 47 in Hindi, 48 in Mathematics and 44 in General Science while the minimum is 0 in all subjects except in Hindi which is 3.5. For Government Schools , the maximum is 49 in English, 46.5 in Hindi, 48.5 in Mathematics and 45 in General Science. The minimum is 0.

Figure 4.11: Estimated LOI in Govt. and Private Schools for Standard VIII using criterion IX



The learning outcome index of the eighth grade is the best in private schools of the Ukhimath block, and as Figure 4.11 shows, this is in the private schools which has a LOI score of 0.755. However the mean LOIs of the other two blocks for 8th grade is more in the government schools than in the private schools though the LOI scores are not very significantly different.

CRITERION X: Estimating the learning outcome index for grade VIII for male students and female students . This is done by considering the maximum score and minimum score of the whole of Rudraprayag schools combined. Among male students, the maximum scores are 47.5 in English, 47 in Hindi, 48

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in Mathematics and 44 in General Science while the minimum is 0 in all subjects except in Hindi which is 3.5. For female students of standard VIII, the maximum is 49 in English, 46.5 in Hindi, 48.5 in Mathematics and 45 in General Science. The minimum is 0.

Figure 4.12: Estimated LOI for male and female students of Standard VIII using criterion X

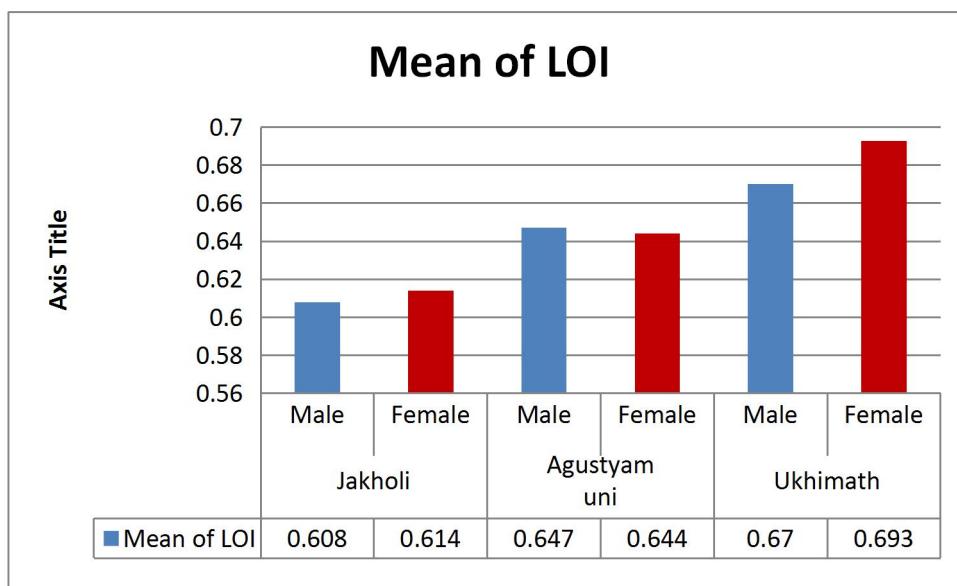


Figure 4.12 shows that except Agustyamuni, the female students of the eighth grade have a relatively higher mean LOI : Jakholi has 0.614 and Ukhimath has 0.693. However, the learning outcome index of the male students in Agustyamuni is marginally more (0.647) than that of female students (0.644)

STANDARD VTH

Figure 4.13: Differences in LOI of Standard Vth students in the three blocks using criterion VIII

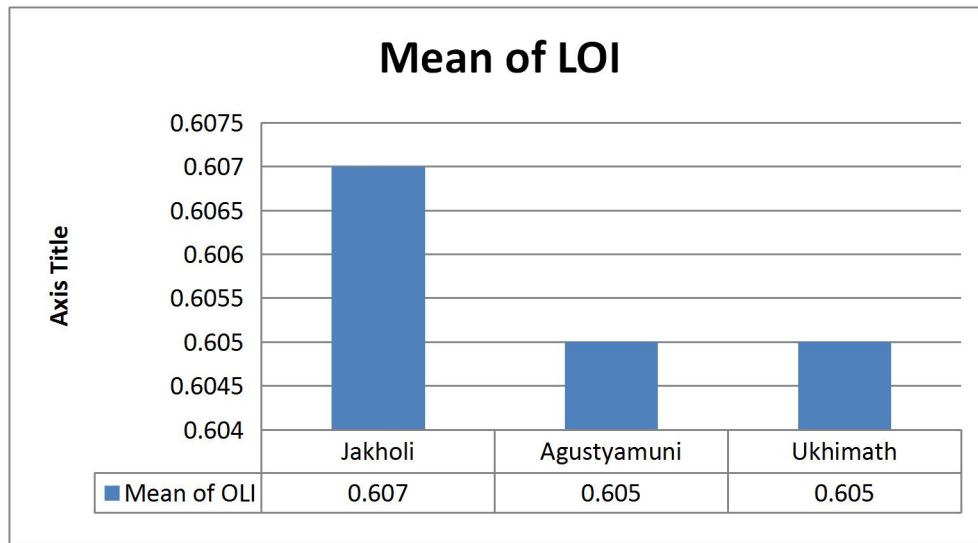
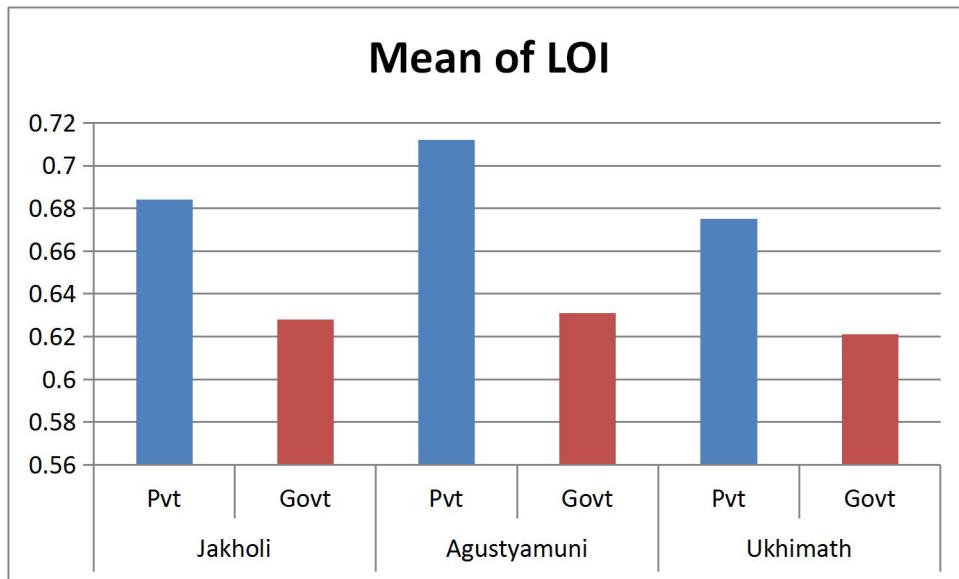


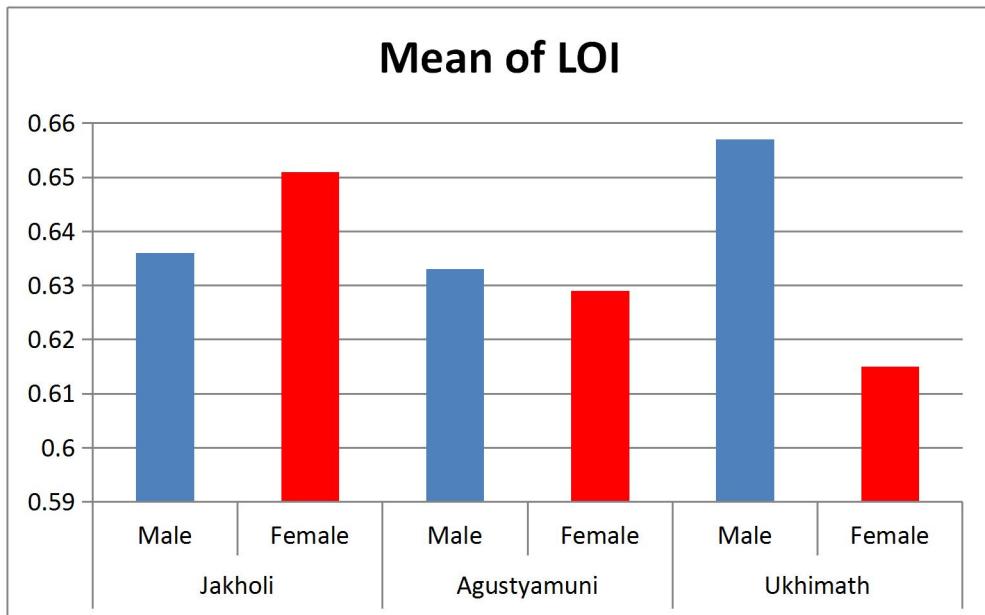
Figure 4.13 shows a different result in this criterion for standard Vth compared to eighth standard. The LOI is calculated by taking the maximum and minimum score in different subjects, in the whole of Rudraprayag. The average LOI of the fifth grade students is more in the Jakholi block which is 0.607. The learning outcome index of the other two blocks, Agustymuni and Ukhimath are exactly the same for fifth grade i.e. 0.605.

Figure 4.14: Estimated LOI in Govt. and Private Schools for Standard V using criterion IX



As evident from Figure 4.14, in case of fifth grade, on an average the mean learning outcome index of the students of private schools are more than that of government schools. For 5th grade students the result of the private schools has outnumbered the mean LOI of government schools in the Agustyamuni block with maximum variance. However, the maximum mean LOI is of private school students in Agustyamuni block and minimum mean LOI is of government schools in Ukhimath block.

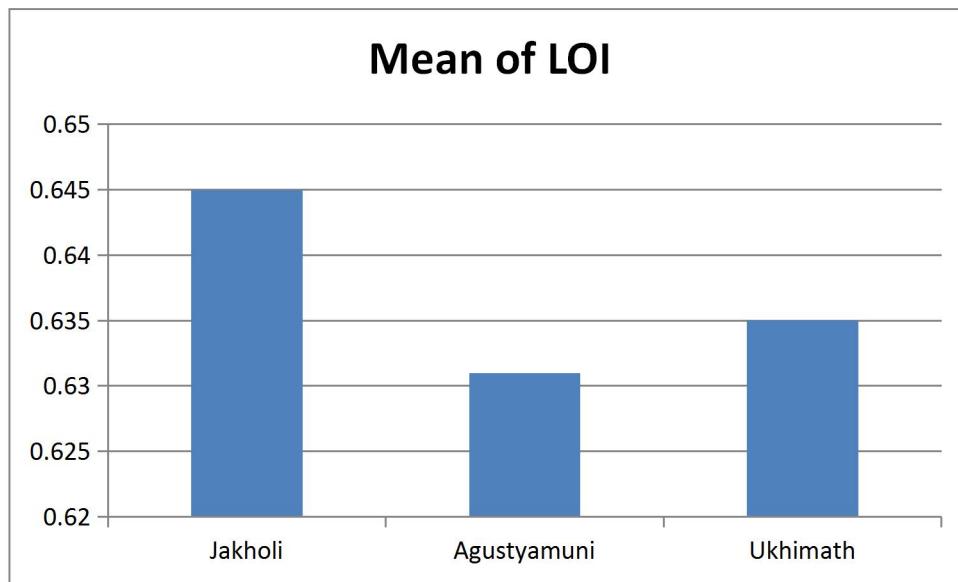
Figure 4.15 Estimated LOI for male and female students of Standard VIII using criterion X



As evident from Figure 4.15, the fifth grade male students have a relatively higher mean LOI than that of females, although there is a marginal difference between the two in the Agustyamuni block (male students-0.633 and female students-0.629), on the contrary the LOI gap is more in Ukhimath block (male students-0.657 and female students-0.615).

STANDARD IIIRD

Figure 4.16 : Differences in LOI of Standard III students in the three blocks using criterion VIII



As the Figure 4.16 suggests, the maximum mean LOI of the third grade students is seen in the Jakholi block (0.645), followed by 0.635 in the Ukhimath block and then the least is observed in the Agustyamuni block which is 0.631.

Figure 4.17 Estimated LOI in Govt. and Private Schools for Standard III using criterion IX

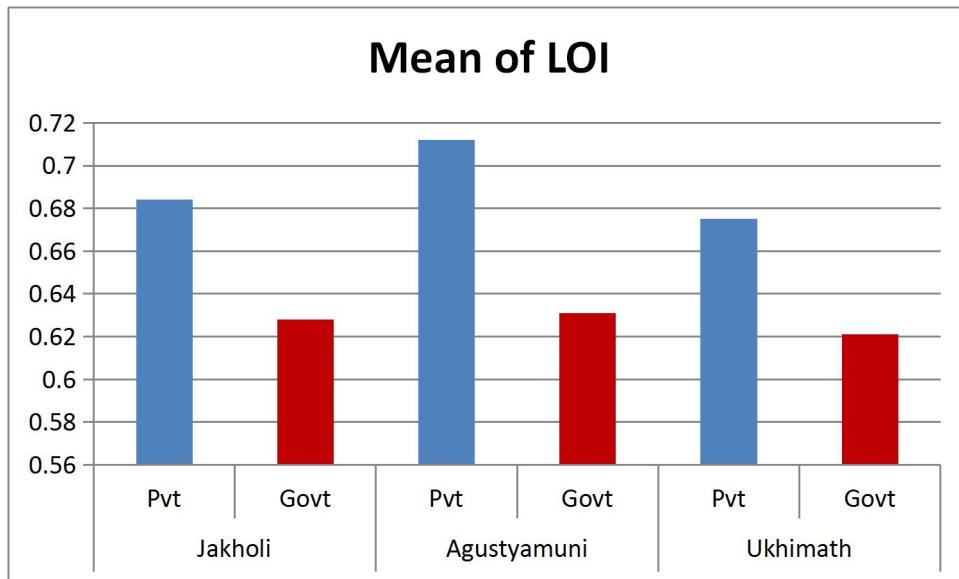
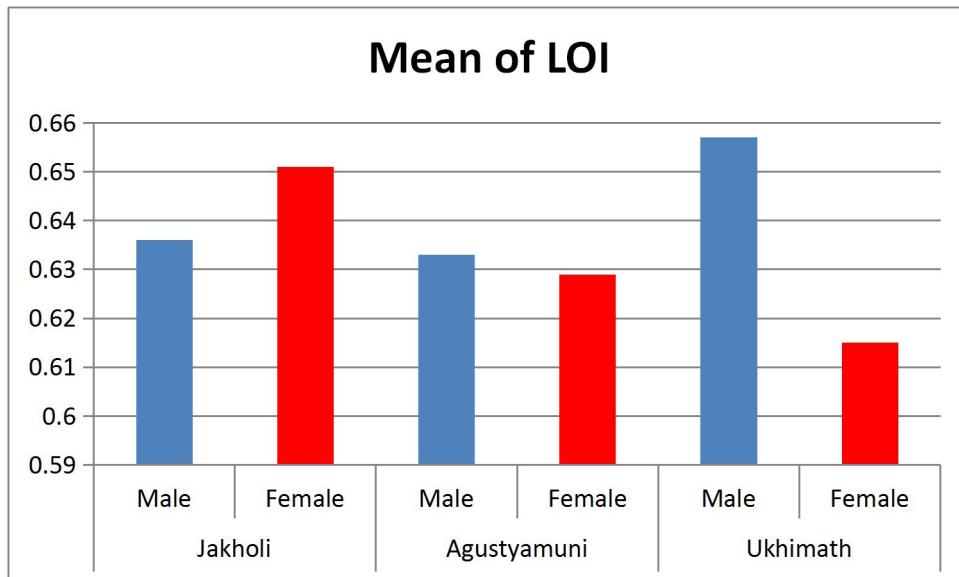


Figure 4.15 shows that there is a similar trend in the mean LOIs of the private schools and government schools. The private school students of third standard show a higher mean learning outcome index. The maximum mean LOI of the third grade students is seen in the private schools of Agustmuni block (0.712) and then the least is observed in the Ukhimath block which is 0.621.

Figure 4.18 Estimated LOI for male and female students of Standard III using criterion X

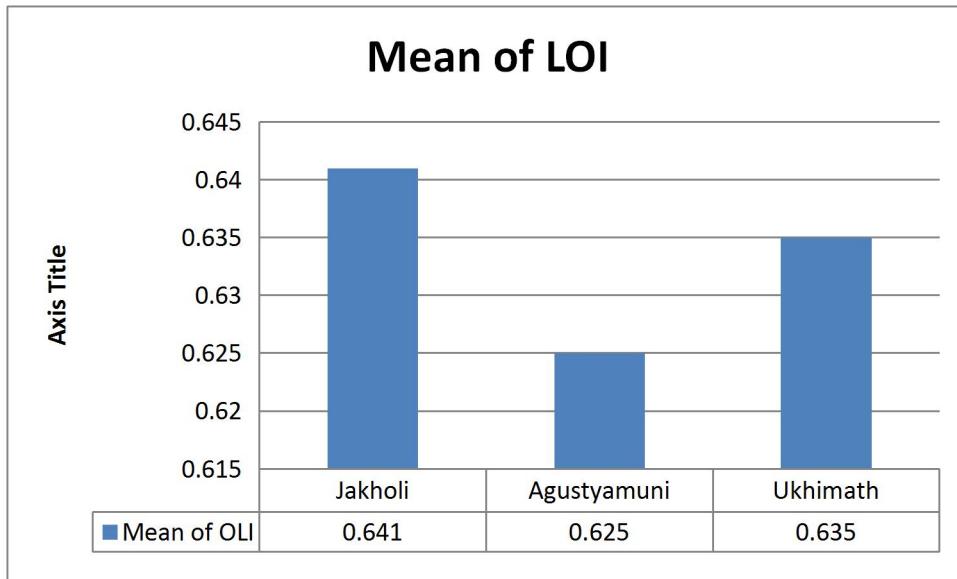


The results in Figure 4.18 show that LOI of male and female third grade students have an undulating pattern. In Jakholi, the mean LOI is 0.651, which is more than the female students' mean LOI which is 0.636. Agustmuni block shows a marginal difference between the male and female student, contrary to which, in Ukhimath block, there is a huge gap between the male and female students, the mean LOI of male students is 0.657 and for the female students it is 0.615, which is also the least LOI in the whole of Rudraprayag.

5. Learning Outcome Index for the three blocks, Jakholi, Augstmuni and Ukhimath

CRITERION XI: Estimating the learning outcome index while taking the maximum and minimum score of each block separately in their respective index. For example the maximum and minimum score of Jakholi are used to estimate the index for Jakholi and similarly for the rest of the blocks.

Figure 4.19:Estimated LOI of the three blocks using criterion XI



Results in Figure 4.19 show a very different outcome of LOI. The highest mean LOI is observed in the Jakholi block with a mean index of 0.641 followed by Ukhimath having the mean of 0.635 and Agustyamuni at 0.625. This result is very different from what was observed in Figure 4.1 using criterion I

SECTION II

WEIGHTED AVERAGE

Weighted average for variables like school type (private/government schools), by gender (male and female students), by area (blocks-Jakholi, Agustyamuni and Ukhimath) and by grade (III, V and VIII) are calculated by giving values in the data set. The weights for the average that are assigned are the number of samples in each of the respective groups.

Figure 4.20: Gradewise weighted mean LOI

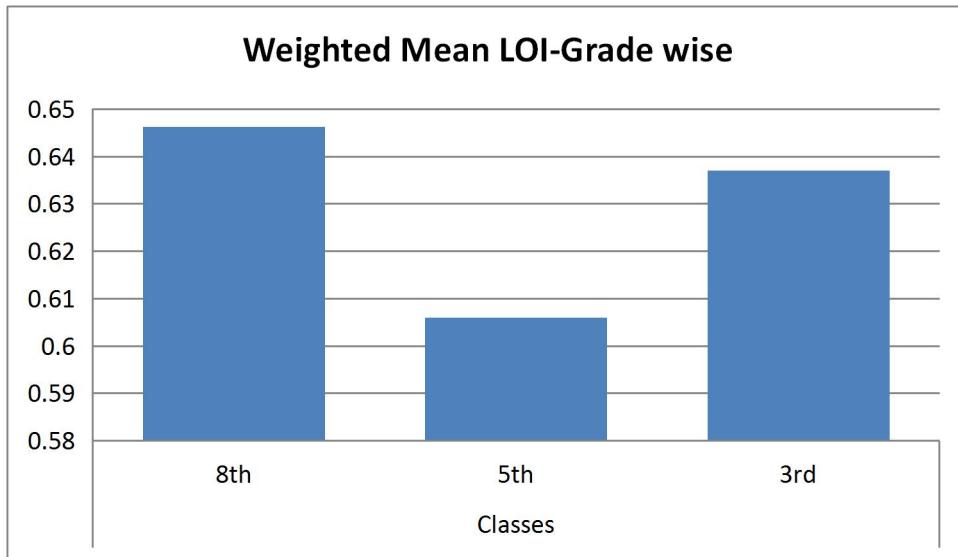


Figure 4.20 represents the estimates of weighted mean learning outcome index for the three respective grades. As the Figure suggests, the maximum learning outcome index is of the 8th grade which is 0.646, followed by the 3rd grade that has mean LOI of 0.637 and then the lowest LOI is of 5th grade which is 0.606. Clearly in Rudraprayag the eighth grade students show the best outcome in learning followed by 3rd grade and 5th grade.

Figure 4.21: Genderwise weighted Mean LOI

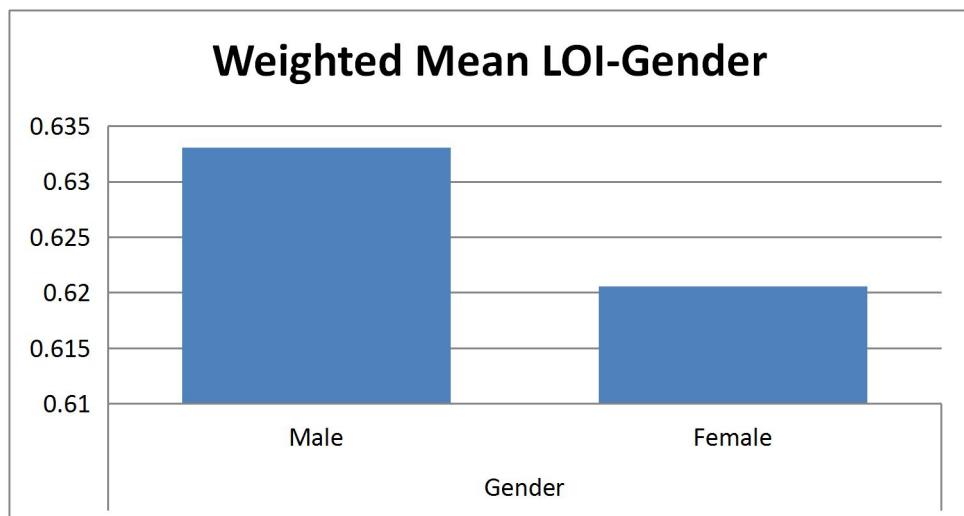


Figure 4.21 gives a clear picture that the male students have a weighted LOI score that is much higher than that of the female students. The weighted

mean learning outcome index for male students in the whole Rudraprayag is 0.633 and the weighted mean LOI for the sampled female students is 0.62.

Figure 4.22 : Weighted LOI by School Type

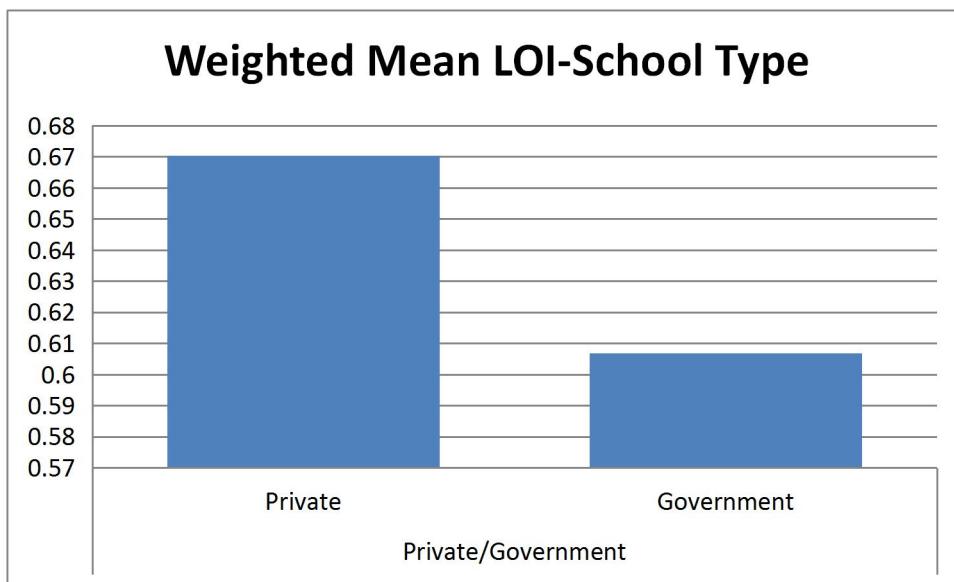


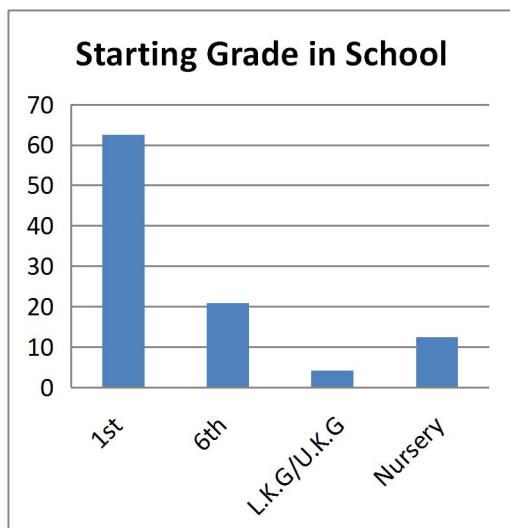
Figure 4.22 represents the weighted average learning outcome index for the students of private schools and government schools. It is evident from the Figure that the private schools show a much higher mean learning outcome index, which is 0.67, than the government schools whose weighted average is 0.606.

II. ESTIMATION OF THE VARIABLES BASED ON SCHEDULE

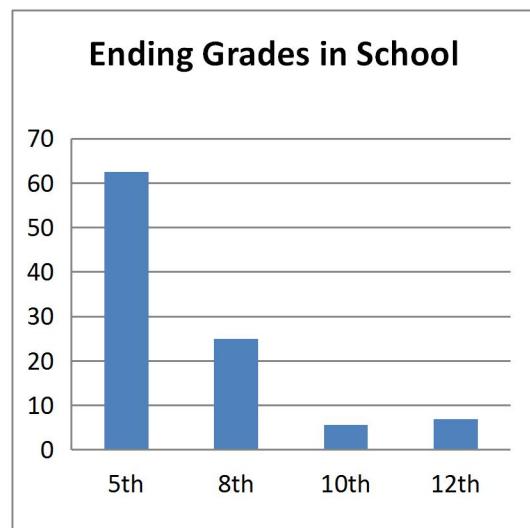
I. ESTIMATION OF THE VARIABLES

4.23: Percentage of sampled schools schools with starting and ending grades

4.23(a)



4.23(b)



During the survey it was observed that in 62.5 percent of the schools including private and government schools, the starting grade was standard I. In 20.83 percent schools they had starting grade at 6th grade, however very few schools (16percent), were starting from nursery and L.K.G/U.K.G. This is evident from Figure 4.23(a)

Figure 4.23 (b) shows the ending grades in schools, most of the sampled schools (62.5percent) in the district are upto 5th grade. The data clearly suggests that the percentage of schools whose ending grade is 12th is only 7percent.

Figure 4.24: Whether Children get Free Midday Meal or Not

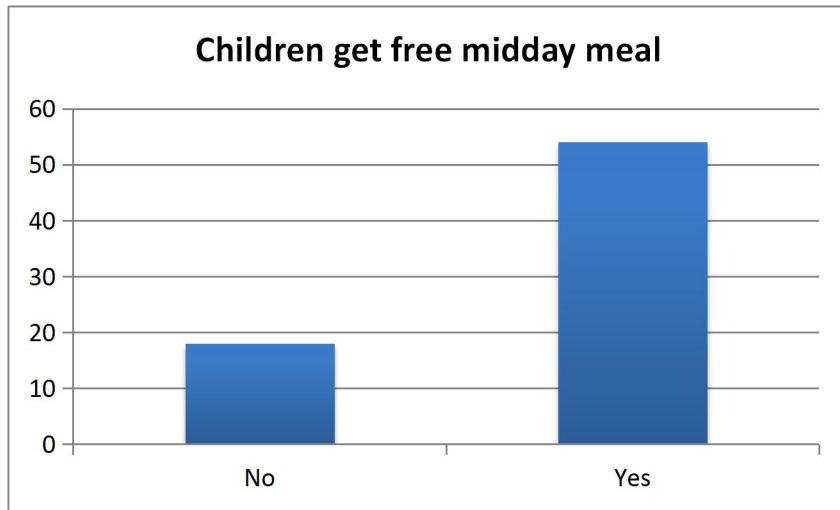
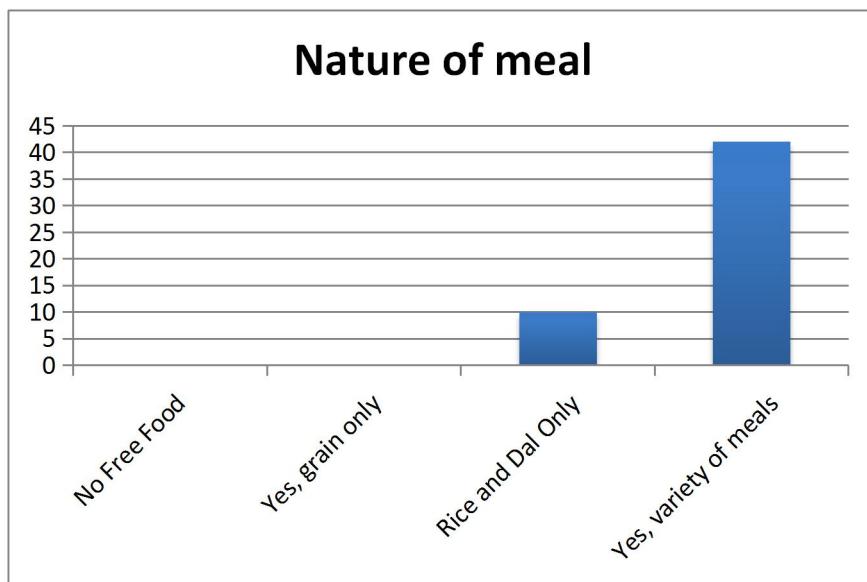


Figure 4.24 shows what percentage of sampled pupil have access to free midday meal . It is observed that about 75 percent of the student samples were receiving free school mid day meals, however the remaining 25 percent do not get free midday meal. Those 25 percent were the private schools where there is no such mandatory provision.

Figure 4.25 : Nature of the meal



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With reference to the free midday meal scheme, the study tried to find the nature of the meal. It was found out that almost 81 percent of the students get variety of meals in their mid-day meal and the rest 19 percent get rice and dal only. However, during the field visit, it was also noticed that the scheme is being properly implemented and being properly maintained in the registers as well. As the field investigators were offered lunch in some schools in remote areas if the visit was during lunch time and they reported that the quality of food was good. Even the sample of food was kept in school till 4 pm so that monitoring by Government officials could be done at any time.

Figure 4.26: Reasons for Leaving School

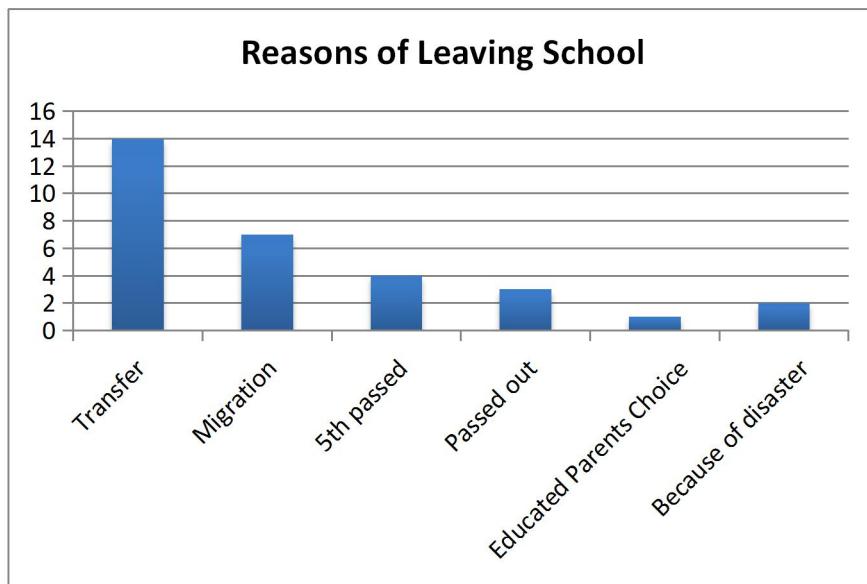


Figure 4. 26 shows the reasons behind the students quitting schools. As it is seen from the figure, the maximum percentage of students ie 45 percent have left school because they were transferred. This transfer refers to the switching of the students to another schools mostly Navodaya[as observed during the field visits]. Second reason is that the families are migrating from their places; to places where they get better resources and opportunities of livelihood and education for children and as a result the students have to leave the schools. 23percent of the total students are leaving schools due to

migration. The other reasons include reasons like; the student has completed his fifth standard or has either completed his/her education. About 6 percent of the students have left schools due to the occurrence of disasters.

Figure 4.27: Unavailability of Subject Teachers

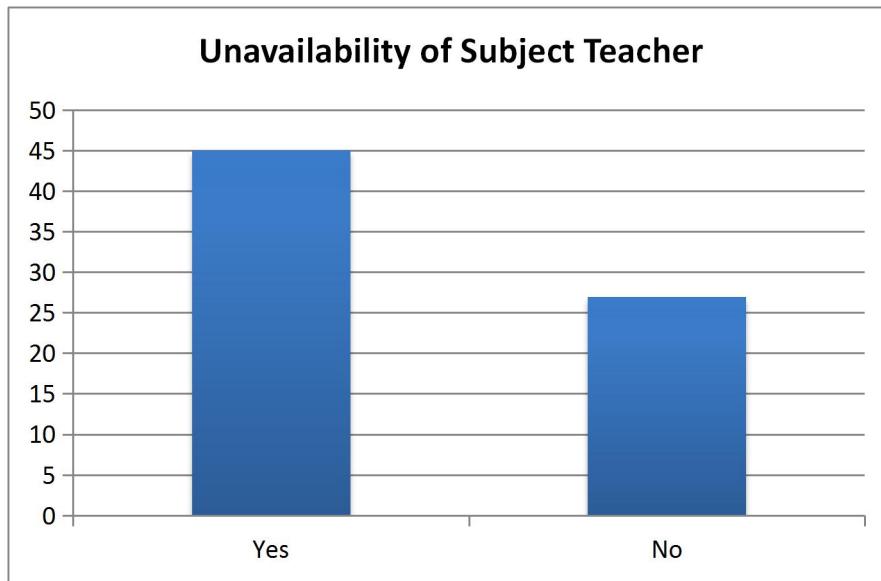
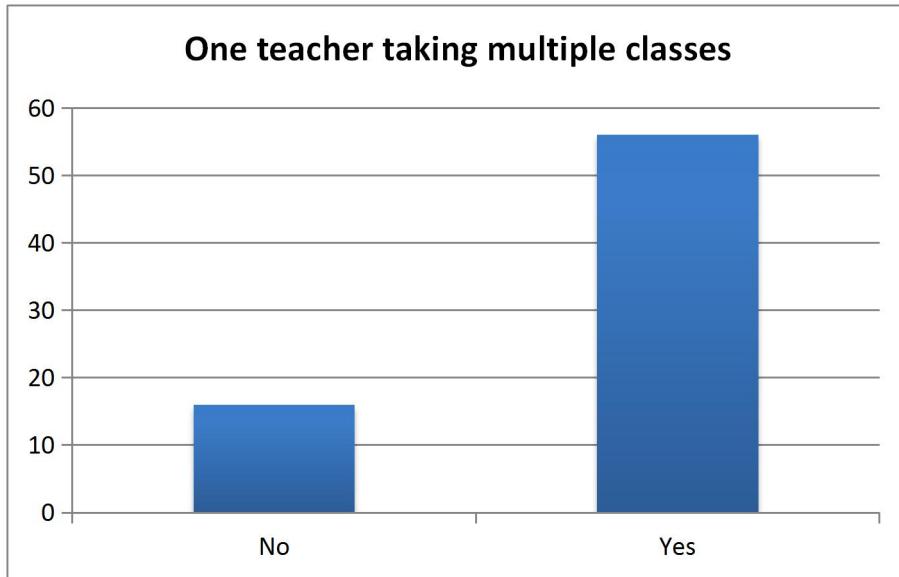


Figure 4.27 shows the unavailability of teachers in the private as well as government schools. Data reveals that there is unavailability of subject teachers upto 63 percent which is quite a significant amount. There is acute shortage of teachers in some schools whereas in other schools the ratio of teachers to students is more than required.

Figure 4.28: Percentage of schools in which a teacher has to teach multiple grades simultaneously



As noticed in Figure 4.27, there is huge unavailability of teachers in the schools. Figure 4.28 is a consequence of Figure 4.27. Figure 4.28 shows the percentage of teachers taking multiple grades simultaneously. The results show that 78 percent of the teachers in the sample schools are teaching multiple grades. This clearly represent the overload on the teachers and perhaps can be considered as one of the major reasons of affecting learning outcome.

Figure 4.29 Parents attending PTM/SMC

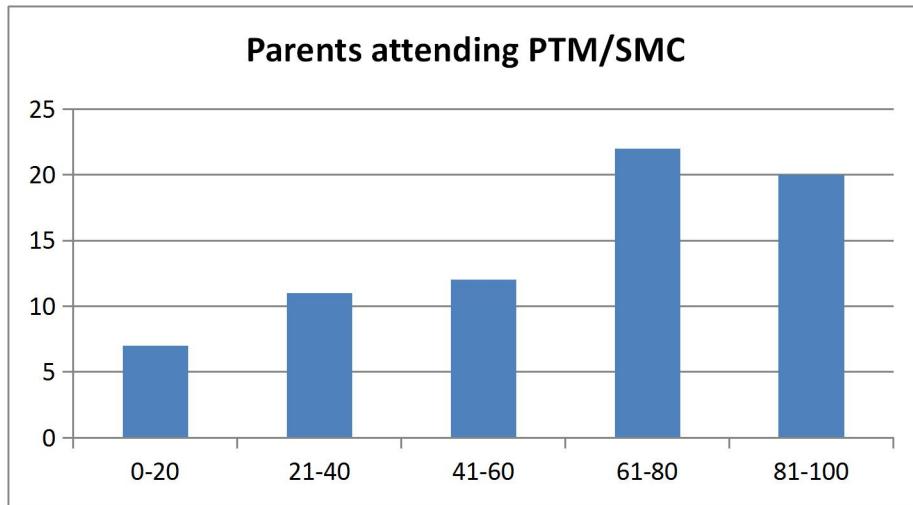


Figure 4.29 shows that about 61-80 percent of the parents are active in attending the PTM (parent teachers meeting), SMC (school management committee) and/or any other such meetings. This shows the participation rate of the parents in the education of their children.

Figure 4.30: Percentage of Students who take tuitions

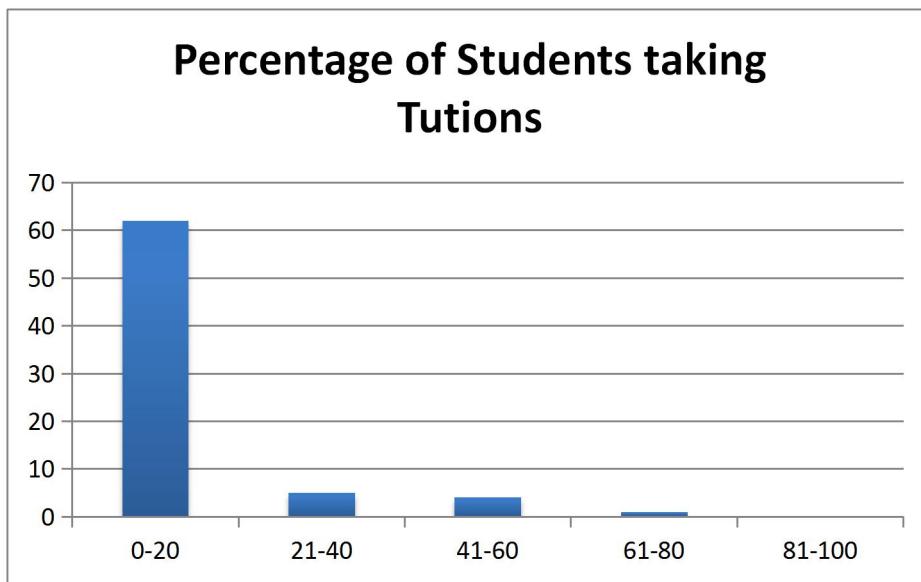


Figure 4.30 explains the percentage of students who take tuitions. As the graph suggests that in 62 percent schools, the students who take tuitions fall

under the 0 to 20 percent category. Very few students take tuitions at home, this is mainly because of two reasons, one due to the economic conditions of the family are not good enough and second, there is lack of skilled manpower who can give tuitions. During the survey it was also observed that the students who were taking tuitions were mostly male students most of the female students are engaged in household chores after school hours.

Figure 4.31 Incentive for parents

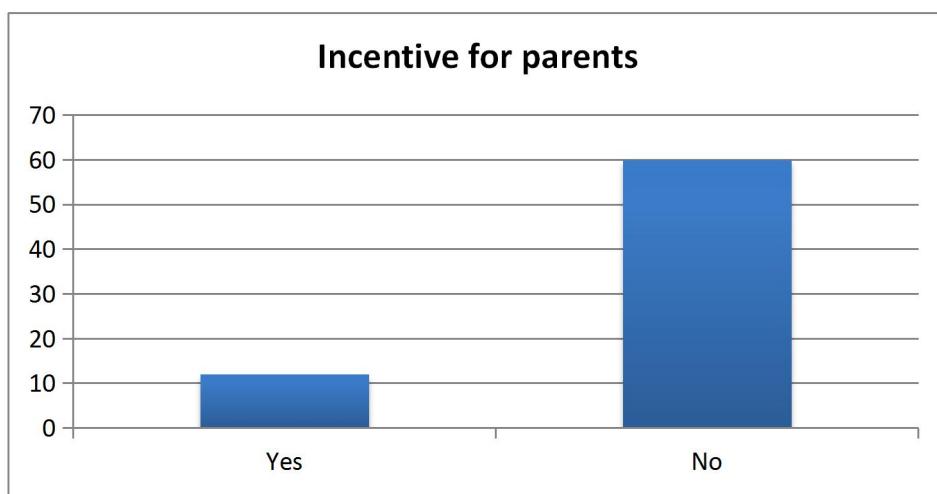


Figure 4.31 shows the frequency of incentive for parents. One of the major shortcomings the field investigators came across was that in some areas parents were reluctant to send their children to school or send them till fifth standard i.e in primary school in the vicinity of the village. Rather than sending the children to UPS in far off places, they preferred to employ them as helping hands in their livelihood. For assessing whether the schools have any incentives for parents, it was noticed that 83 percent of the schools do not provide any sort of incentives for the parents. However, only 17 percent of the schools have incentives for parents. However the incentives mostly adhere to the girl child parents especially from socially disadvantaged sections of the society to help retain them in schools.

Figure 4.32: Incentive for above average students

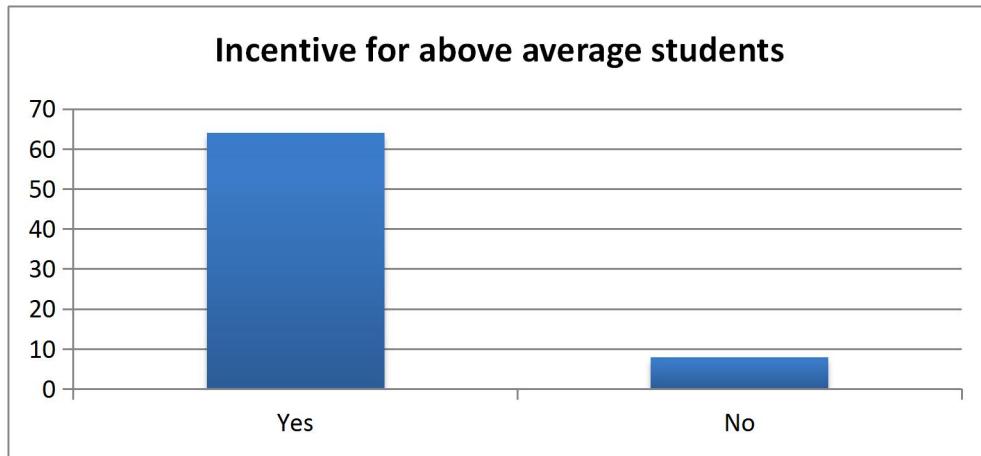


Figure 4.32 shows the frequency of schools that provide incentives for above average students. As the graph shows 89 percent of the schools have a provision to provide incentive to students who are above average. This is a very important step for encouraging and acknowledging the students achievements. This motivates the students and positively affects the learning outcomes and achievements of the students. It was observed that NGOs are also working in this direction for government schools and in private schools they have their own methods of providing incentive for meritorious students.

Figure 4.34 School receive any support from Non-government organisation and/or any other agencies

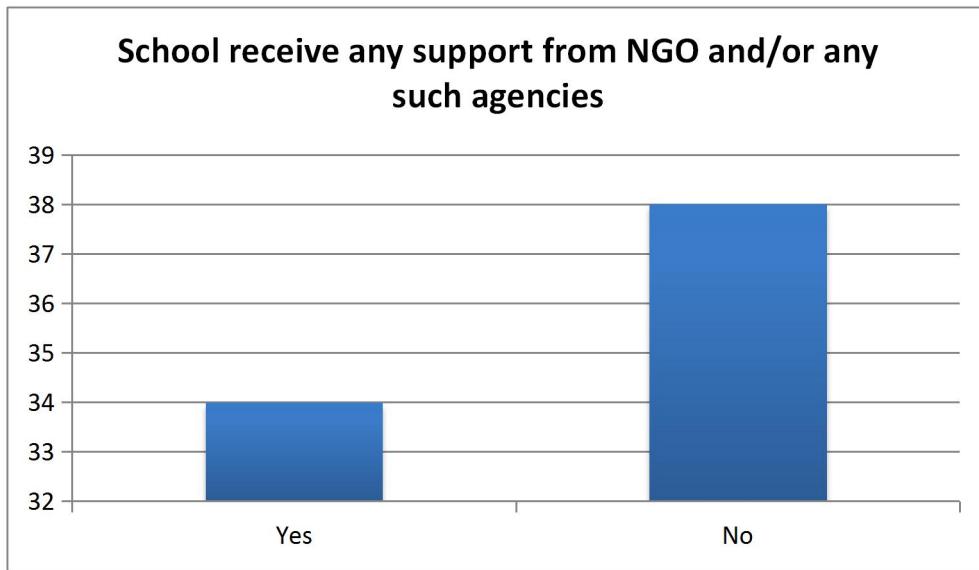


Figure 4.34 portrays that 47 percent of the sampled schools receive support from some NGO (Non-government Organization) and/or any other social organization. However 53percent of the schools are devoid from any external help or support. Apart from the school education departments and related directorates and agencies, Non-Governmental organizations play a significant role in the school education sector. There are quite a few private players such as AzimPremji Foundation, Sampark, Pratham, Goonj, Rotary International, Save The Children, Hans Foundation, Leaf Foundation and Pragya making educational initiatives that are providing room and beyond solutions with an objective to enhance the quality of learning. Sampark Foundation is doing a very good job at Rudraprayag district. The privileged schools, receive external help and support from NGOs and other social organizations in the form of

buildings, books, chairs and tables, filter, projector, laptop, *Sampark* Kit, free medical check-up, sweaters, shoes, mats, almira, and LPG.

Figure 4.35: Availability of Electricity

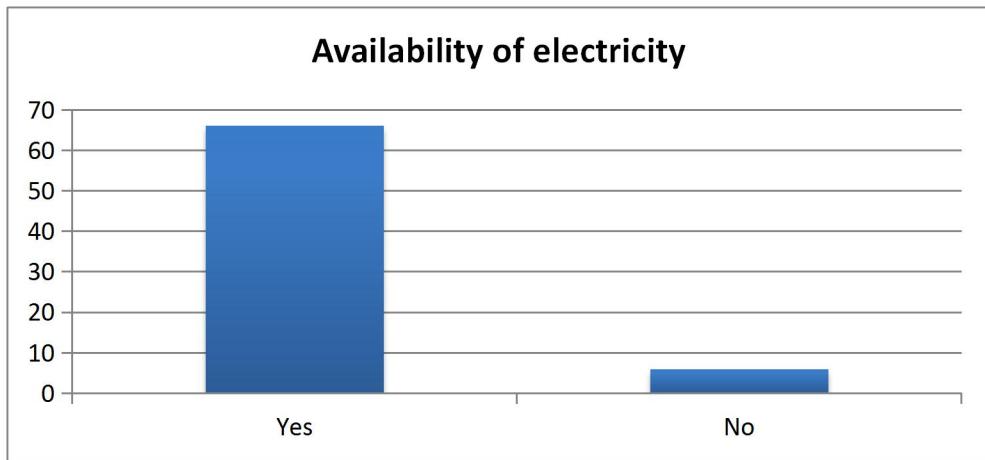


Figure 4.35 shows the availability of electricity in the schools. About 92 percent of schools have access to adequate electricity, but 8 percent schools are still lacking the access to electricity. On an average the availability of electricity in schools is about 5 and half hours per day. Another problem associated with availability of electricity is that of electricity fail. 40 percent of the schools reported that there is failure of electricity every day and 36 percent schools experience power fail once or twice per week. Others had no problem.

Figure 4.36 Main source of water for drinking

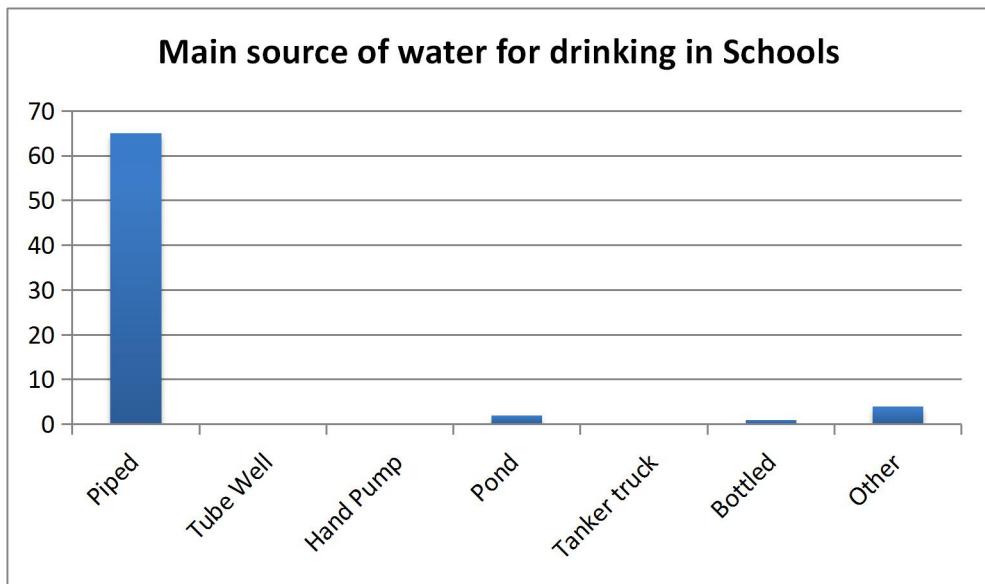
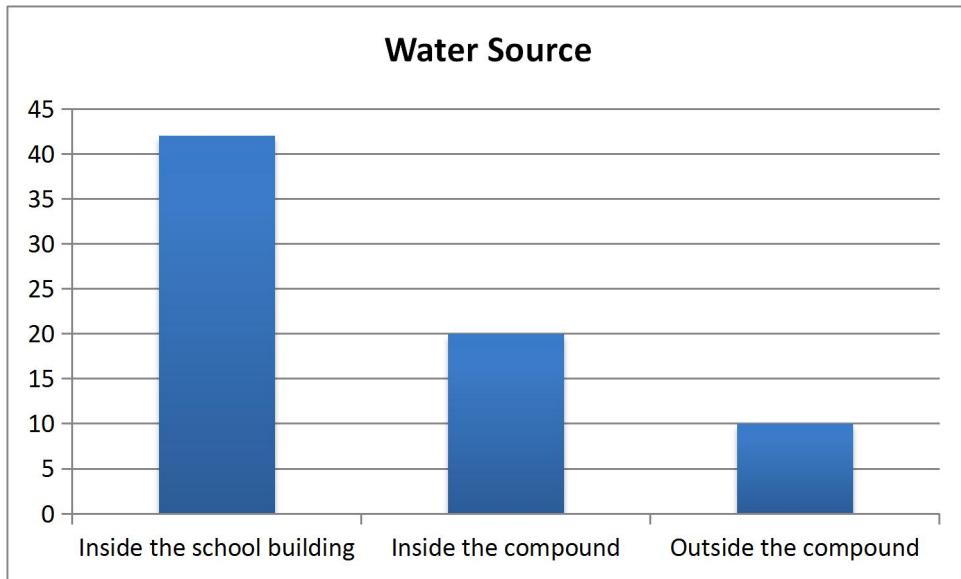


Figure 4.36 shows the sources of drinking water. The different sources were piped, from pond, bottled from streams and others. 90 percent of the schools have piped source of water for drinking purposes. No one uses tube well, hand pump or tanker trucks in the study area for drinking purposes.

Figure 4.37 Place of Water Source



From Figure 4.37 it is evident that in the sampled schools 58 percent of these main sources of drinking water lies inside the school building,, 28percent

inside the compound but not inside the building and 19 percent have their main water source outside the compound.

Figure 4.38: Filtered water in school

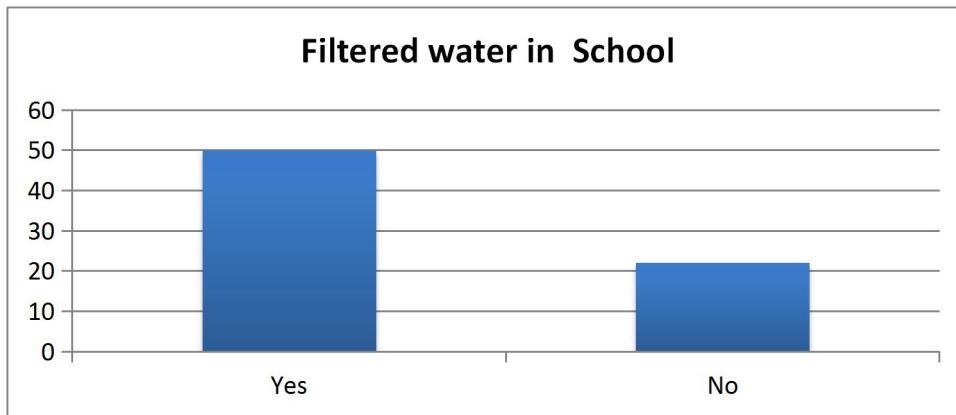
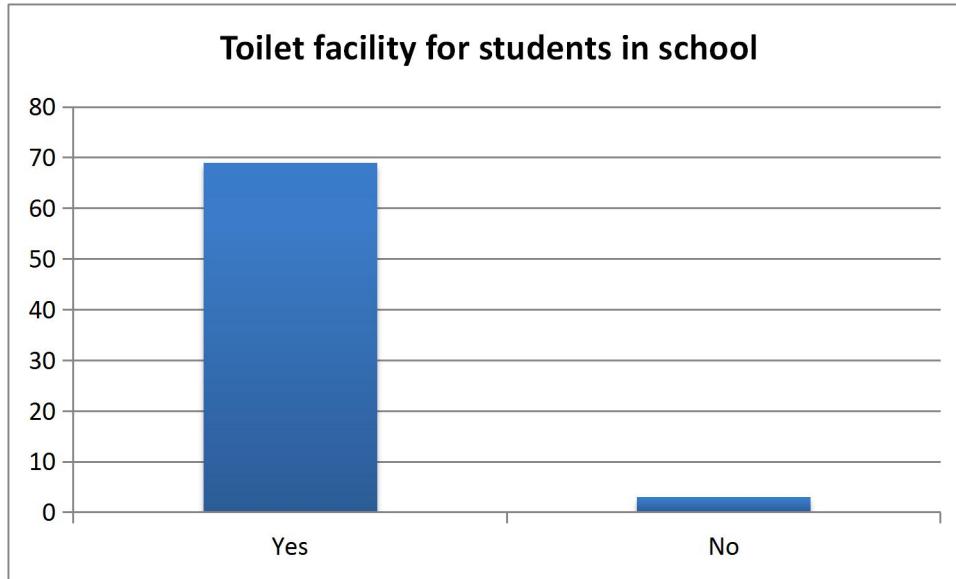


Figure 4.38 shows whether the schools provide filtered water or not. 69 percent of the schools have filters installed in their schools while 31 percent of the schools do not have water filters installed in their schools. Access to drinking water and access to safe drinking water are two major issues circling the well-being of the students in schools. As during rainy season especially the water gets contaminated in the hills.

Figure 4.39: Toilet facility for students in school



From Figure 4.39 it is evident that 96 percent of the schools have toilet facility for students. Toilet facility is one of the major and most important component of school infrastructure. Although there are still 4 percent among the sampled schools whose students do not have access to a toilet in usable condition or have no toilet at all.

Figure 4.40 : Type of toilets for students

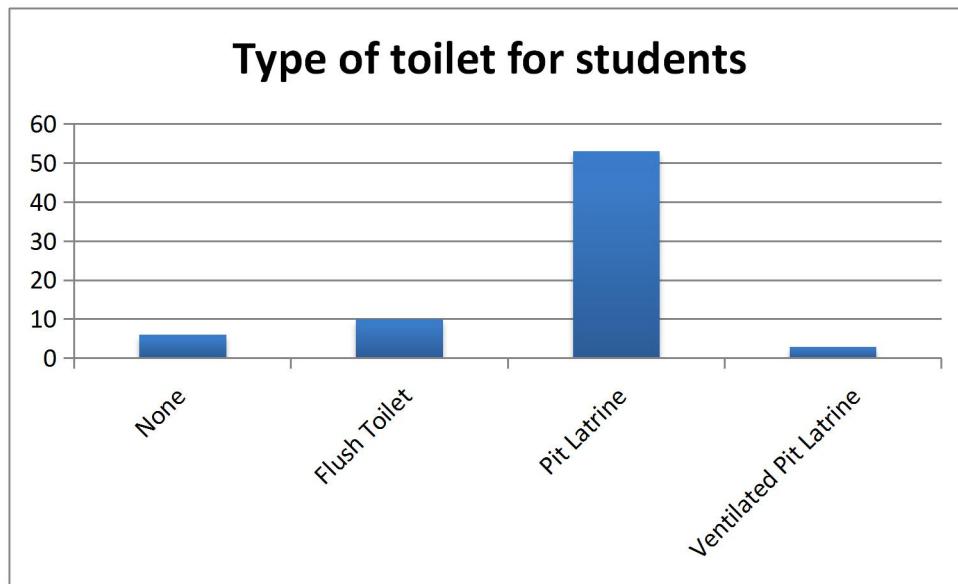
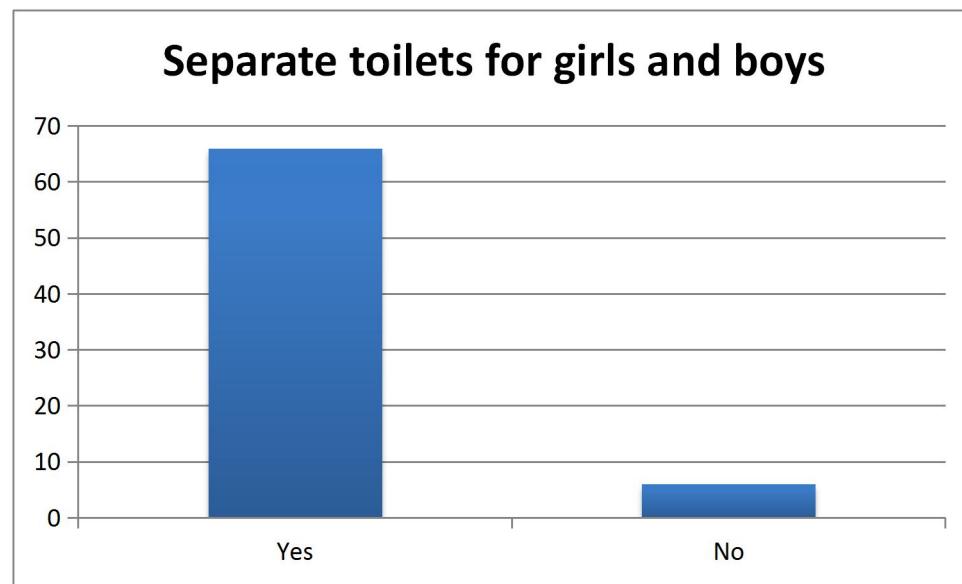


Figure 4.40 shows the type of toilet for students. 74percent of the schools have Pit Latrine which is a type of toilet that collects human faeces in a hole in the ground with manual flushing, followed by 14percent schools that have flush toilets and 4 percent ventilated pit latrine.

Figure 4.41 Separate toilet for girls and boys



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Figure 4.41 shows whether sampled schools provide separate toilet for girls and boys or not. The results show that 92 percent of the schools provide separate toilet facilities for both girls and boys. During the survey on discussion with parents it was noticed that combined toilet for both genders is also a significant reason for the parents to not send their girls to schools. In 8 percent of the sampled schools it was observed that they do not have separate toilet facilities for girls and boys.

From literature it is evident that there is an association of Physical infrastructure of school with learning outcome. The RTE also sets norms for the same. The preceding analysis is based on some such parameters.

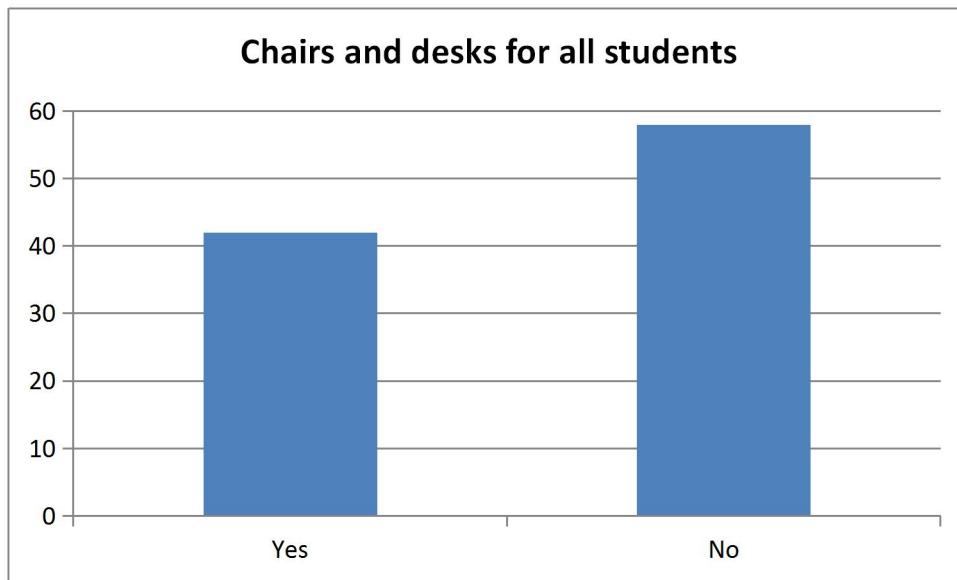
Figure 4.42 Kitchen for cooking meals



The orders regarding midday meals are occasionally issued by the supreme court under which, every child in every public school or government assisted primary schools has to be provided with a prepared mid-day meal with minimum of 300 calories and 8-12 grams of proteins every day for a minimum of 200 days; the central government shall make provisions for construction of

kitchen sheds; and attempts shall be made for better infrastructure, improved facilities (safe drinking water etc.), closer monitoring and inspection and other quality safeguards for providing nutritious food to the children. As the data reveals in Figure 4.42 that 76 percent of the sampled schools have kitchen sheds for cooking meals.

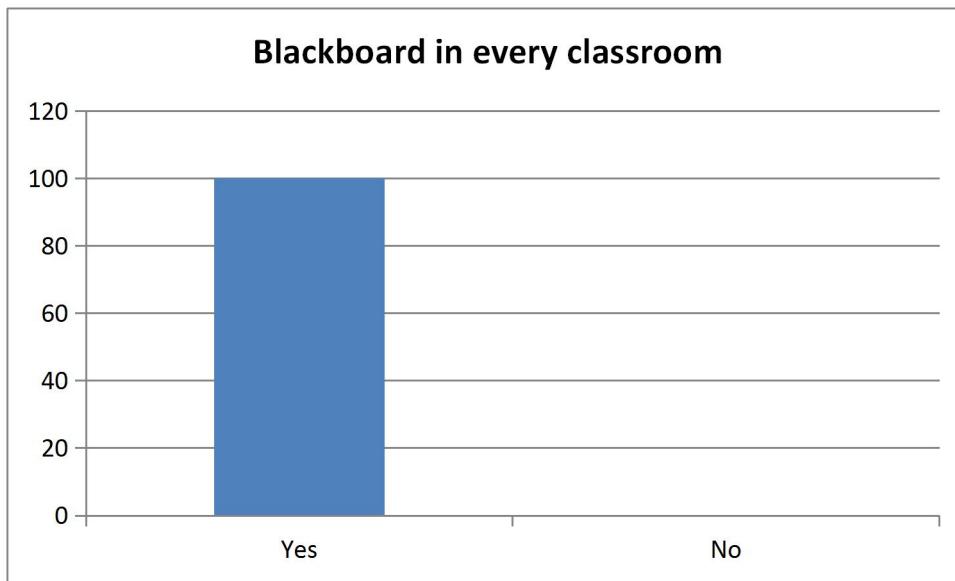
Figure 4.43 Chairs and desks for all students



Some studies (Akomolafe et all 2016, Afework et al 2014 etc) show that physical infrastructure like furniture have an impact on learning outcome. Furniture does play a big part in the environment and the learning experience; it is just as important as equipment, buildings and other learning resources. However in our sample schools, more than 50 percent of the schools did not have adequate number of chairs and desks for all the students as evident from Figure 4.43. Irrespective of the seasons in the hills, students sit on *daris* [*kind of mat*] on the floor. Besides having health issues, it is difficult to maintain a proper decorum in the grade.

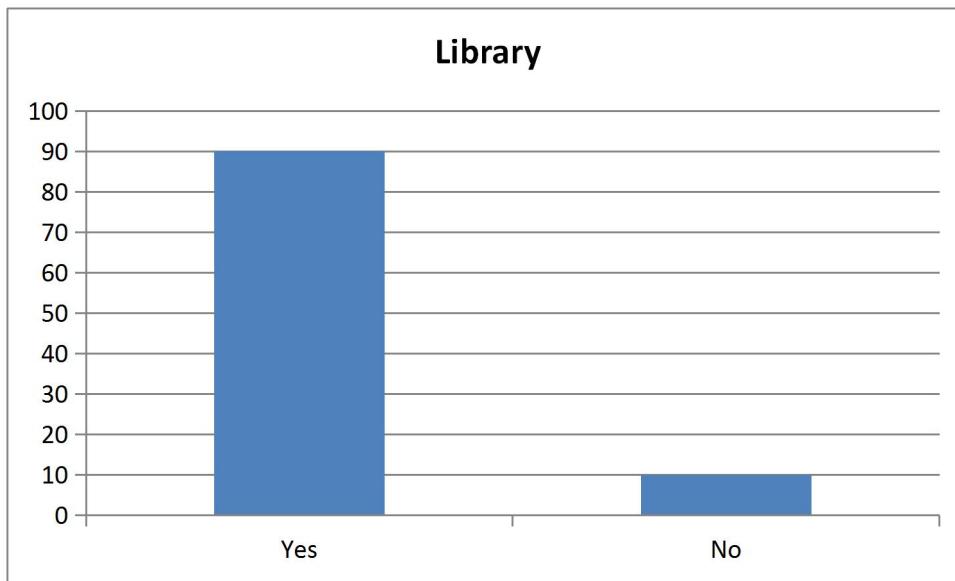
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Figure 4.44 Availability of Blackboard in every classroom



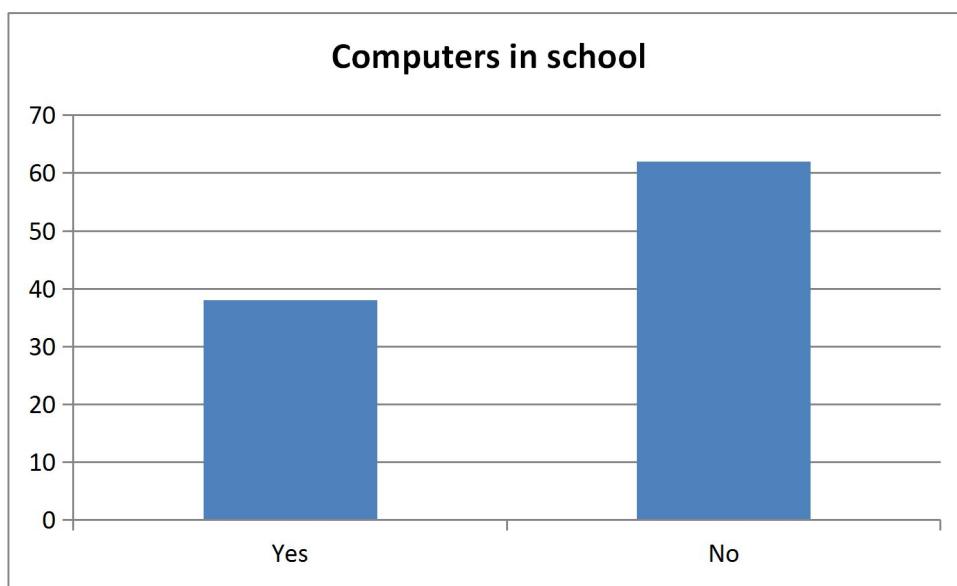
Teaching aids are important to create the learning environment for a student. One of the teaching aids ie blackboards, are a very important components of teaching in traditional mode . As evident from Figure 4.44 that all sampled schools had a blackboard in all their classrooms.

Figure 4.45 Availability of library in school



A school library is an integral part of the educational process and exhibits a positive impact on the academic achievement of the student. During the survey it was observed that except 10 percent schools, the rest 90 percent schools had a library as evident from Figure 4.45. The books in the library are well-stocked and from the survey it was revealed that it was possible because of many education NGOs that provide the schools with the necessary books.

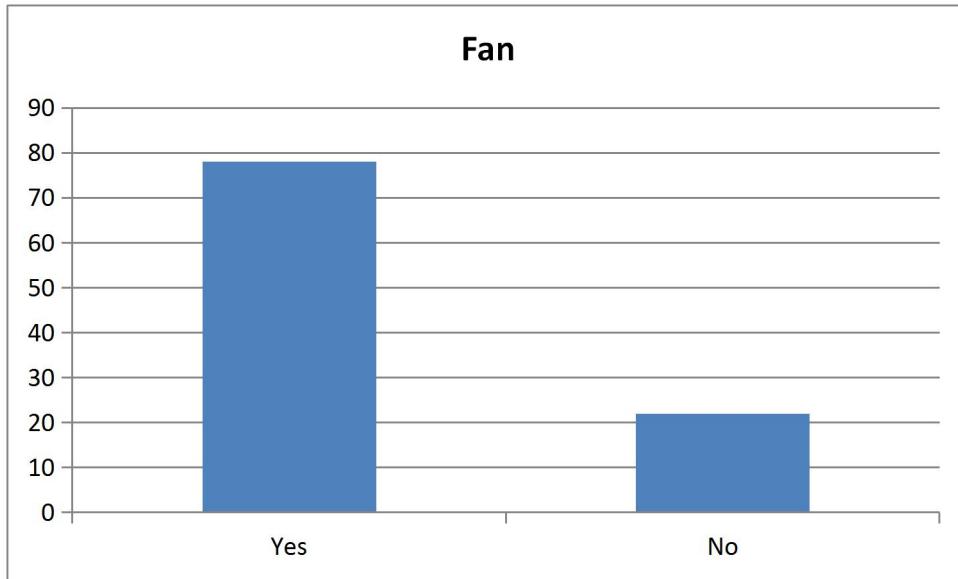
Figure 4.46 IT infrastructures for students



When there is a technology revolution throughout the globe, even the remotest part of the hill district of Rudraprayag cannot be left behind . Students acquaintance with computer and its function have been a major concern for some years in education policy documents . Data from sampled schools , as evident in Figure 4.46. shows that almost 62 percent of the sampled schools do not have computer infrastructure for the students. The rest 38 percent schools have an office computer which are not generally accessible by students but the teachers said that they could use it if they wanted. There were only a very few private schools where there was a separate computer lab or separate computers for the sole purpose of students

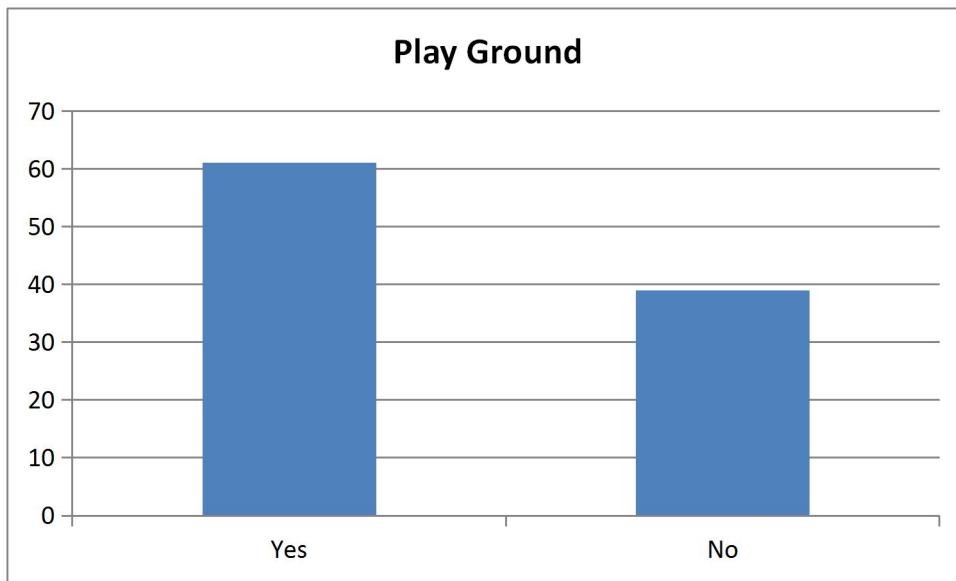
IT education. All other schools had no computer laboratory or separate computers for students.

Figure 4.47: Availability of fan in school



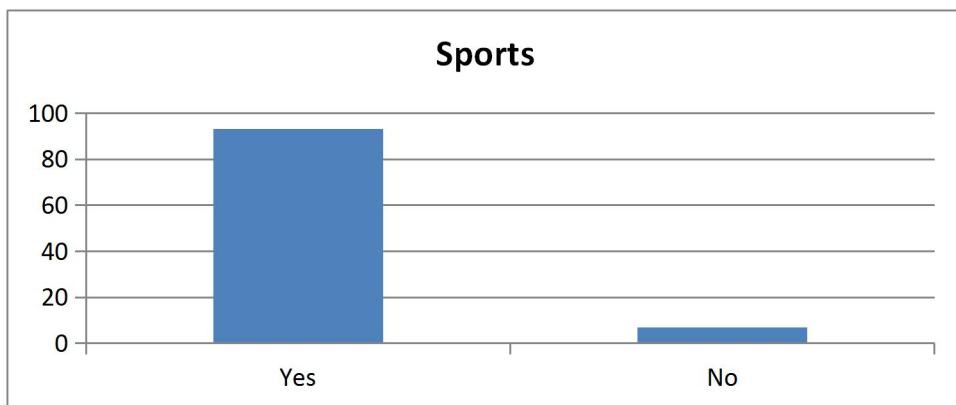
There is acute importance of thermal comfort for the students, because even though the average temperature of Rudraprayag is not high but the day time during summers can be extremely high. Besides stabilizing the temperature, the fans are helpful in keeping away the necessary flies thereby creating hygiene and utmost concentration during teaching hours. Data reveals that that 22 percent of the schools did not have this facility of having a fan, however the rest of the schools i.e. 78 percent had fans in class rooms.

Figure 4.48 Availability of Play Ground in the school



School playground and school playtime are vitally important to children, for their physical, mental, intellectual and social well-being. By providing children with an exciting playground environment, it stimulates their mind and allows for cognitive development. As evident from Figure 4.48, 39 percent of the schools did not have any playground. However the prominent reason for this shortcoming was the terrain where the schools were located .

Figure 4.49 Sports for students



Sports help in building the self-esteem and mental alertness of a student. Therefore it is necessary to make school sports and games necessary for every school. In our sample we found that 93 per cent of the schools conducted sports activities of the student. However as observed earlier, the sports are limited due to unavailability of playgrounds in most schools.

Figure 4.50 Availability of 4th class staff in school



It is very important to have school support staff to ensure students friendly environment and also for teachers assistance. As evident from Figure 4.50, most of the schools accounting for 69 percent did not have fourth grade staff, as a result of which the works are either done by students or by the teachers. This creates disturbances in teaching and ultimately results in low learning and teaching outcomes. Many of the teachers in sampled schools revealed that they sometimes ask the students to broom the rooms or they do it themselves.

A teachers schedule was administered to identify the supply side problems in teaching and identify the factors affecting leaning outcomes of students

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B.) TEACHERS

Figure 4.51: Average hours of teaching by a teacher in a day

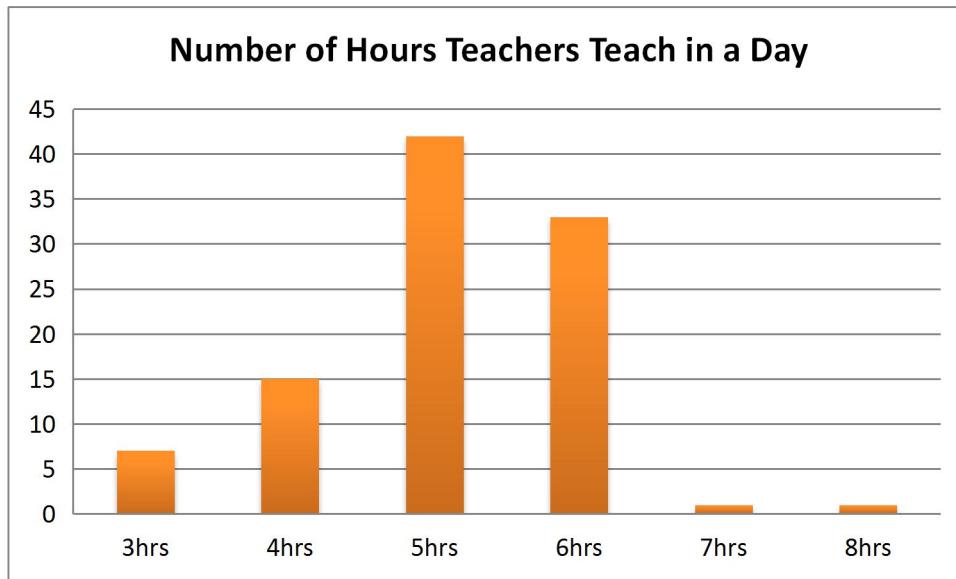


Figure 4.51 displays the total number of hours taught by teachers in one working day. It is seen that the majority of the teachers teach 5 hours a day followed by 6 hours and so on. Very few teachers teach for more than 6 hours. However it was observed that teachers who were teaching for 6 hours or more were engaged in taking more efforts by laying emphasis on teaching weak students as they revealed during the interview.

Figure 4.52: Need of facility by teachers in school

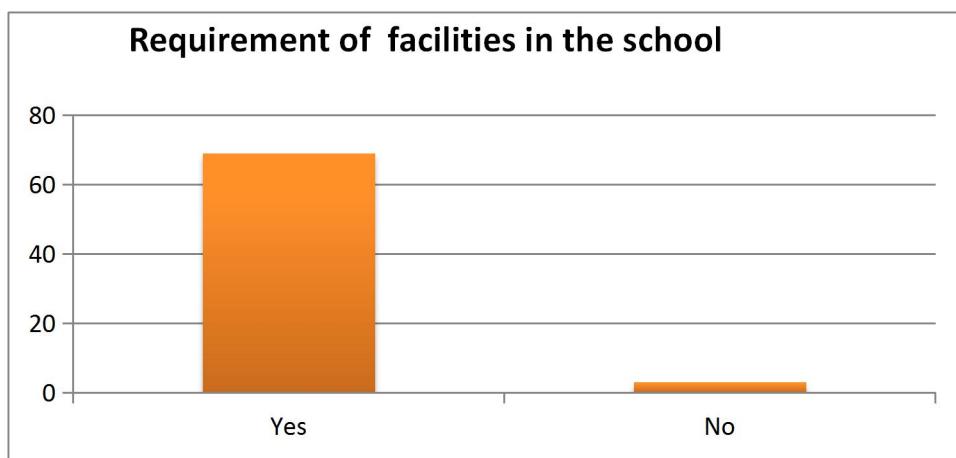


Figure 4.52 shows the response of teachers to whether there is a need or requirement of any other facility in the school. The graph shows that 96 percent of the teachers agree that the school requires other facilities, whereas only 4 percent of the teachers are satisfied with the available facilities. In a subsequent question adhering to the necessary requirements, it was found out that the problems and obstacles in achieving desired educational outcomes being faced by the schools are the availability of required staff, subject-teachers, computer laboratory, sports kit, playground and 4th grade staff. Many teachers also raised the issue of inadequate study material and safe drinking facility.

Figure 4.53 Whether the present infrastructure was effective for the students' education

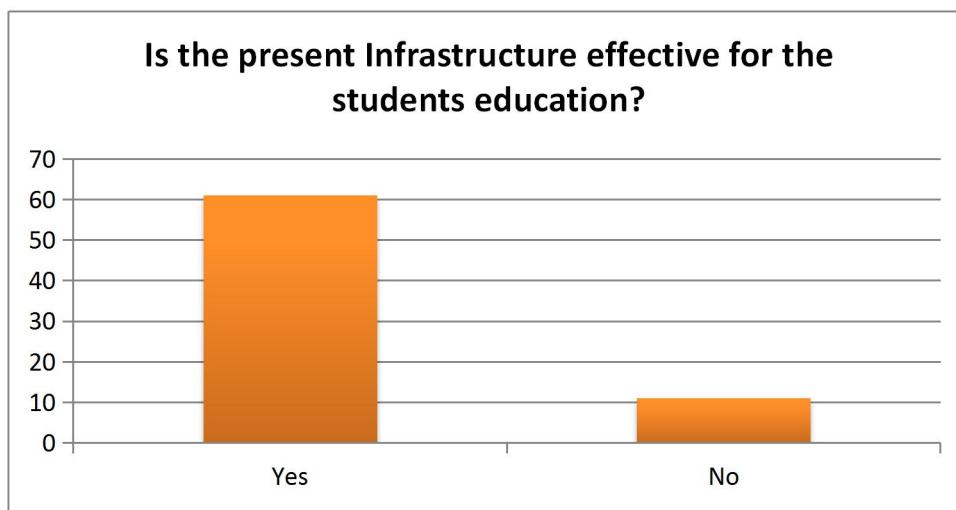
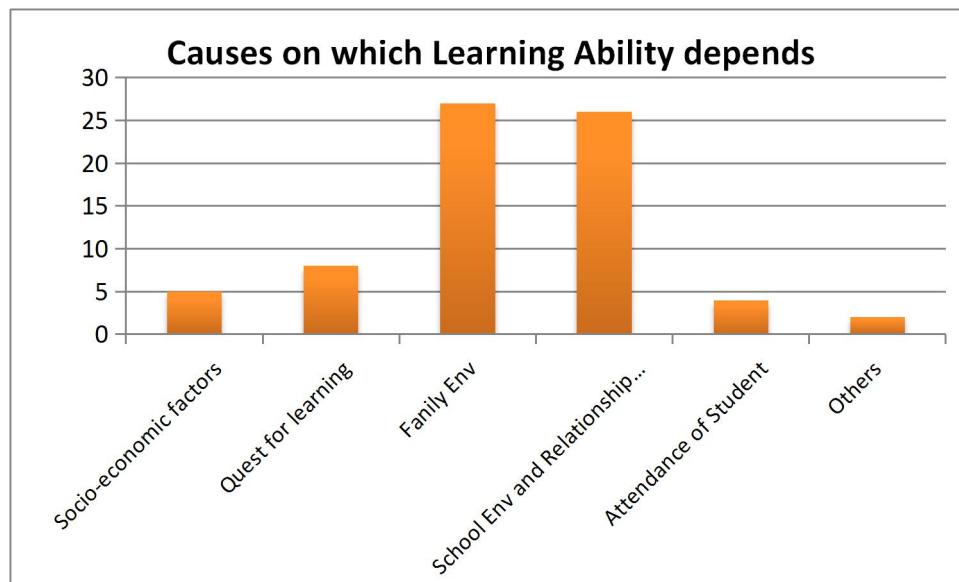


Figure 4.53 shows that 85 percent of the teachers agree that the present school infrastructure is effective for the student education however 15 percent disagree and say there is a need to upgrade the school infrastructure. The school environment holds an important role in the development and enhancing the learning ability of the students. Adequate classrooms, boards,

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furniture, proper drinking water system, toilet amenities and so on, are significant determinants of effective education impartment that the teachers agreed that such basic physical facilities can help in better learning outcomes.

Figure 4.54 Significant causes on which Learning Outcome depends



An attempt was made to identify the significant factors affecting learning ability of students. Data of Figure 4.54 shows the causes and determinants of learning ability of students as revealed by the teachers. The graph shows that 38 percent of the teachers said the main determinant is the family environment. This includes the support and awareness of parents and the socio-economic condition of the family. Another equally measured determinant is the environment of the school and the student-teacher relationship. 36 percent of the sample said that appropriate infrastructure of school, practical knowledge, capability and behaviour of the teachers, specific subject teacher are causes that learning ability of students depends upon. Other causes like the zeal and quest for learning from the students side is very important because until and unless the student is willing to learn the ability

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and achievements cannot be achieved. The irregularity of students and continuous absenteeism also affects the learning ability of students, this they feel are mainly because of the socio-economic factors. Socio-economic factors like lifestyle, standard of living, poverty and social environment of the students although accounts for only 7 percent of the causes but are very important issues in the learning ability. Some teachers also said that events like cultural activities, activities related to their interest and competitions are effective tools for enhancing the students overall learning ability.

Figure 4.56 Main Difficulty in Teaching Students by Teachers

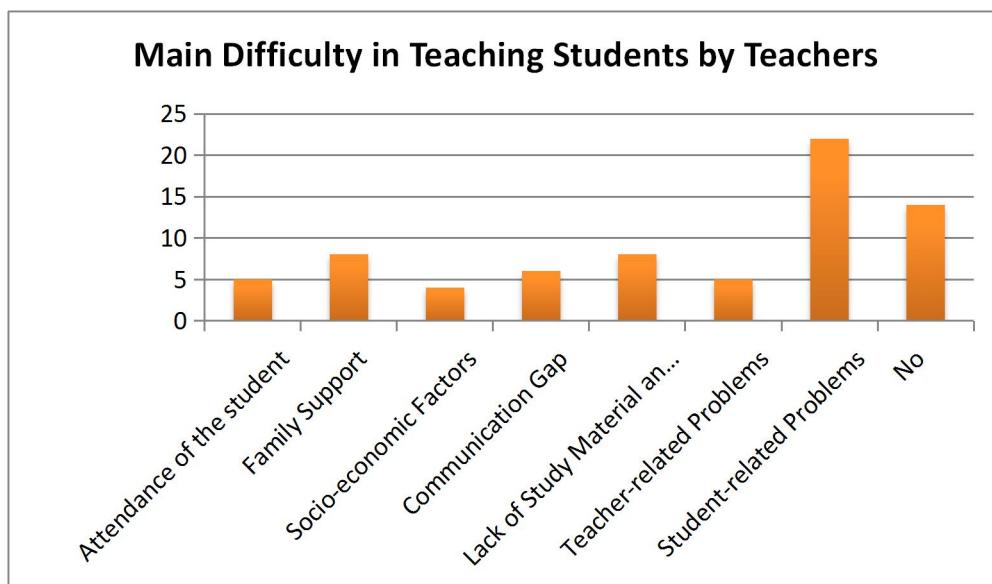


Figure 4.56 shows the difficulties faced by the teachers in the teaching process. Almost 31 percent of the difficulties are related to the students themselves. The teachers said that the students are non-attentive; do not do any given home-work, there is lack of self-motivation and high rate of absenteeism. Further, an issue raised by almost all teachers was that of the students being slow-learners and having low IQ levels. Other difficulties being faced by the teachers include the negative thinking and unawareness of the

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parents and the socio-economic condition of the family. There is acute shortage of the study material and tools, necessary infrastructure which mainly includes bad condition of the classrooms or no classrooms. One of the major issues being faced by the teachers is the lack of teachers, as a result of which multi-grade are taught by the teachers simultaneously which hinders in effective learning. Moreover unavailability of subject specific teachers especially English was found to be a major difficulty. All this not only affect the teachers teaching process but also affects the efficiency of the teachers.

Figure 4.57: Whether the teachers believe that they are able to work with full efficiency in the given circumstances

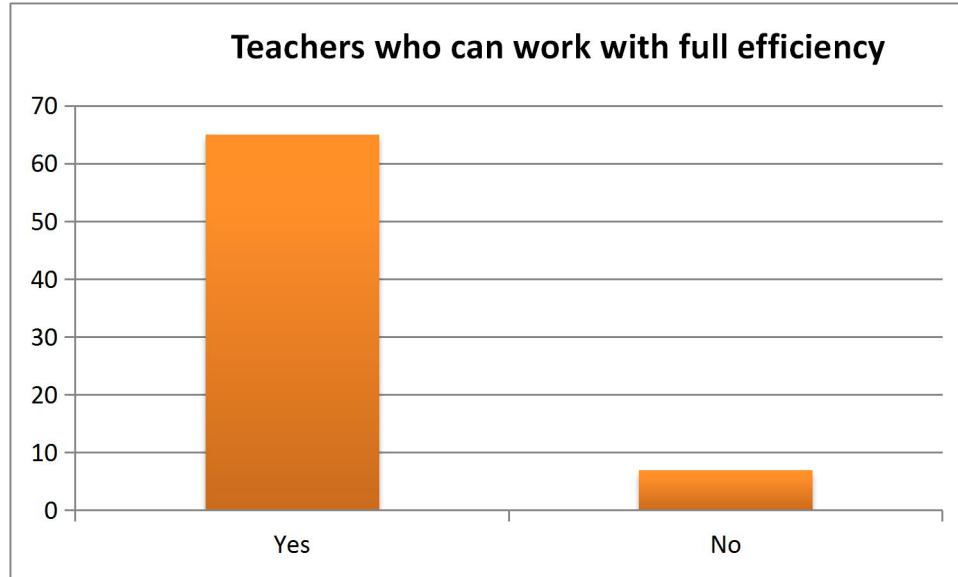


Figure 4.57 shows whether the teachers are able to work with their full efficiency or not under given circumstances. Almost 90 percent of the teachers agreed that they are working with full efficiency whereas 10 percent disagreed and are not being able to work efficiently. The reason for inefficiency mainly found includes the improper school infrastructure , the

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support from the students and their parents and also transfer policy as mentioned by some teachers in government schools.

Figure 4.58 Teachers who can teach any other subject besides their own subject easily

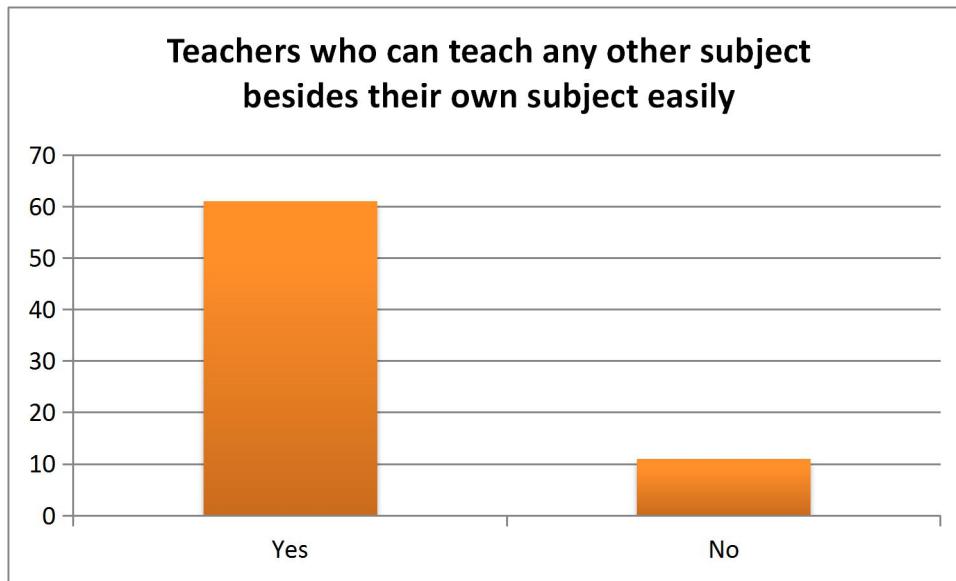


Figure 4.58 shows that 85 percent of the teachers are capable of teaching any other subject besides their own subject easily, however 15 percent teachers cannot teach any other subject easily. Most of the teachers in Government schools especially PS complained of teaching of English.

A pupil schedule was administered to understand the demand side factors affecting learning outcome .The analysis is presented below.

C.) PUPIL

Figure 4.59 Favourite Subject of the Students

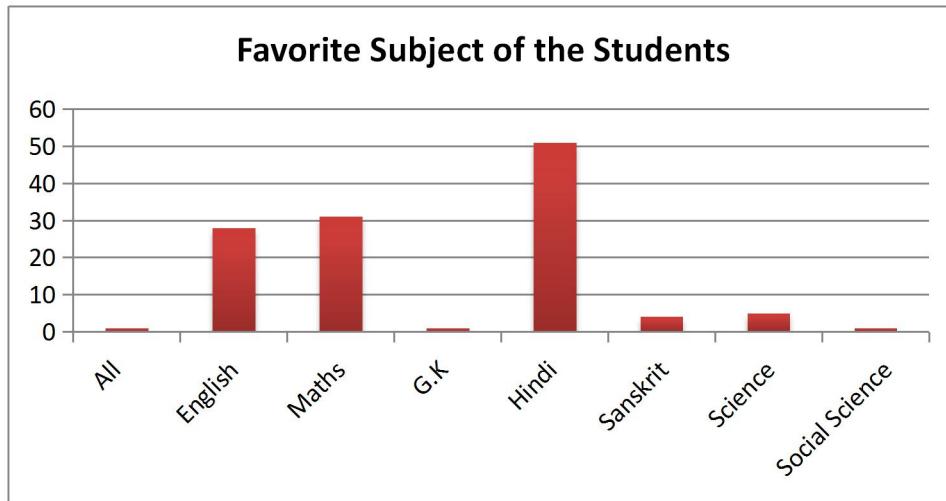


Figure 4.59 includes the percentage and frequency of students' favorite subject. Graph of this variable of pupil schedule shows that 42 percent of the students have Hindi as their favorite subject, followed by mathematics with 25 percent and then English with 23 percent. The reasons the pupils gave for Hindi being their favorite was that the subject was easy to learn and relate easily ,the language Hindi being their mother tongue [many of them said it can be easily correlated with Garhwali] for mathematics the students said that they enjoyed solving questions and for English they found the subject interesting and enjoyed reading a foreign language like English which will help them in future.

Figure 4.60 Occupation of the student's father

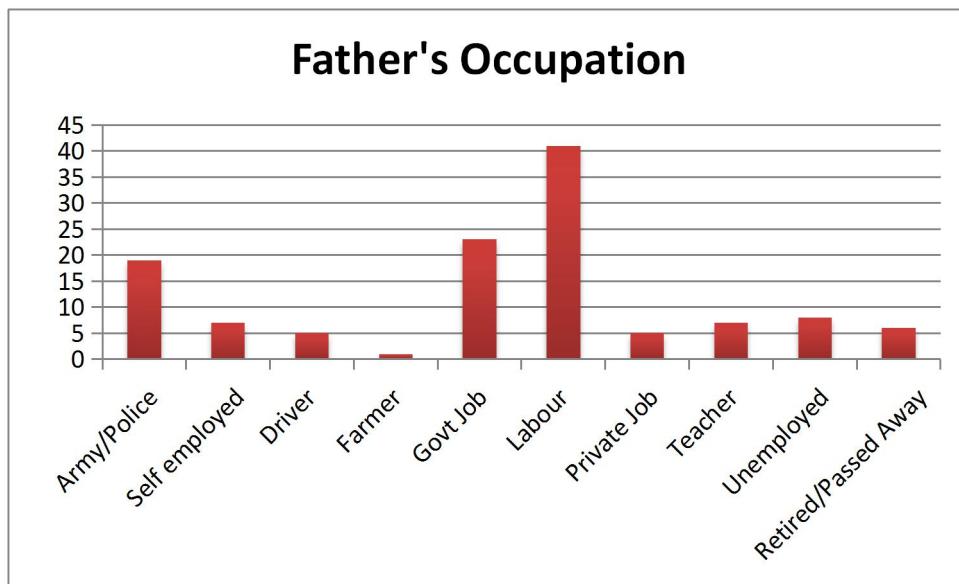


Figure 4.60 shows the occupation of the fathers of the sampled students. This is very important to know the social and economic condition of the family. The results show that maximum student's fathers i.e. 34 percent are employed as labours and masons. 19 percent are employed in government jobs and 16 percent are in army or police force. It is astonishing to find that even though agriculture is said to be the main occupation of the economy, only 1 percent (0.82) of the sample fathers are a farmer. On the other hand 7 percent are unemployed and 6 percent have either passed away or are retired. Others are either employed as drivers, own a shop and are self-employed, teachers or are in some private job.

Figure 4.61 Occupation of the student's mother

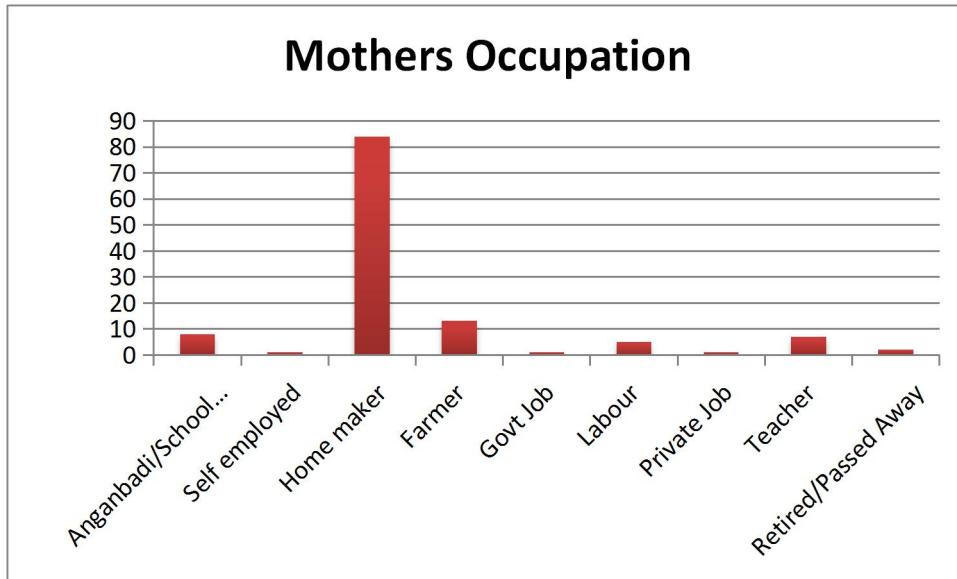


Figure 4.61 shows the occupation of the mothers' of the students. As the graph shows that maximum numbers of mothers accounting for 69 percent are housewives or house makers. This percentage is followed by 11percent women employed in agricultural work. The rest 20percent accounts for mothers employed in government jobs (1 percent), private job (1 percent), teachers (6 percent), anganbadi or assisting in schools as *bhajanmatas*(7percent). The ratio of mothers and fathers (as given in graph 2) is suggestive of two things that either being a farmer is not considered as occupation or the notion that farming is the main occupation is false.

Figure 4.62 Self-study by the students at home

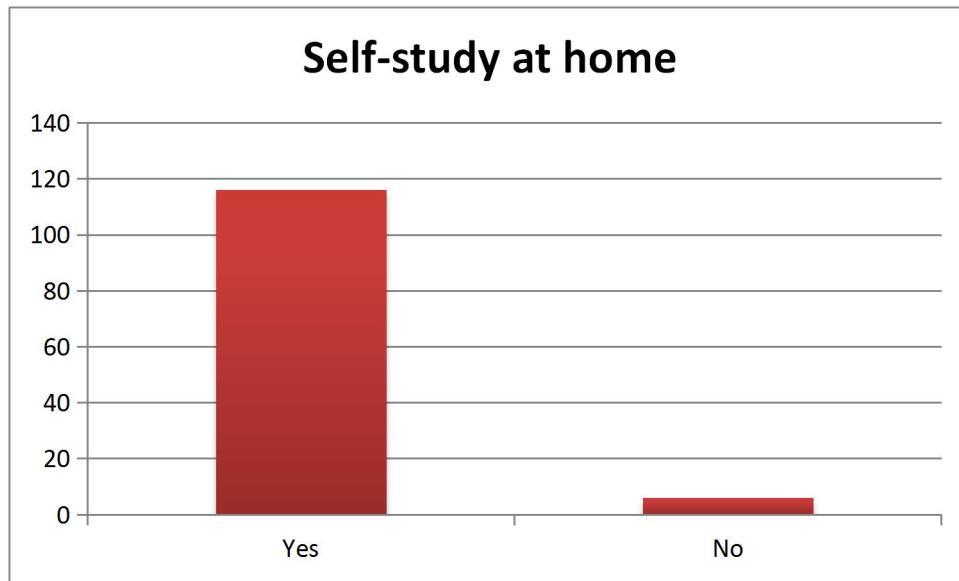
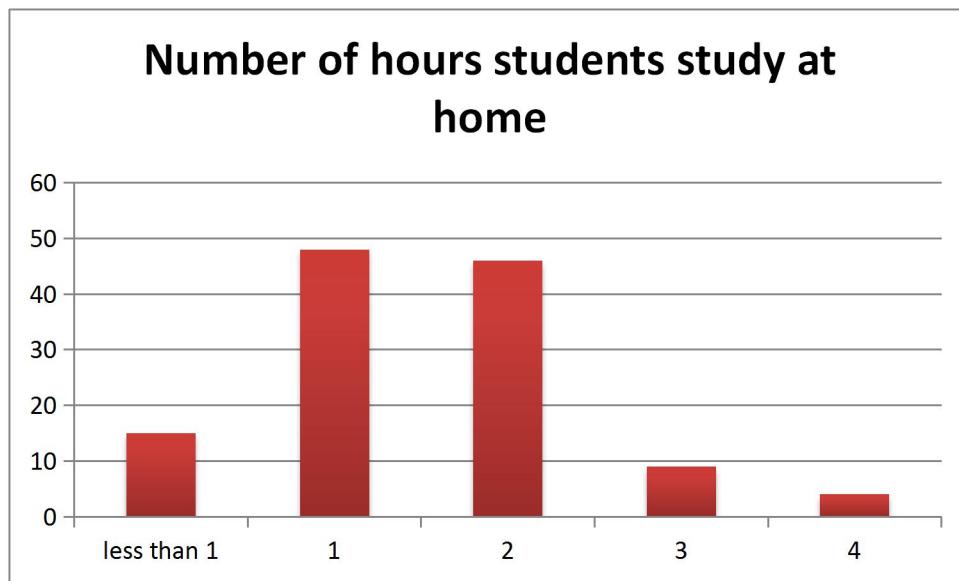


Figure 4.62 shows the percentage of students who study at home. Contradicting to the teachers' response, the results show that 95 percent of the students agreed to the fact that they study at home, whereas 5 percent denied.

Figure 4.63 Number of hours students study at home



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In reference to the question whether the students study at home or not, Figure 4.63 shows the number of hours on an average they study at home per day. The results show that 39 percent and 38percent of the pupils study for one to two hours respectively. Very few students (less than 10percent) study at home for more than two hours.

Figure 4.64 Who teaches the sample student at home

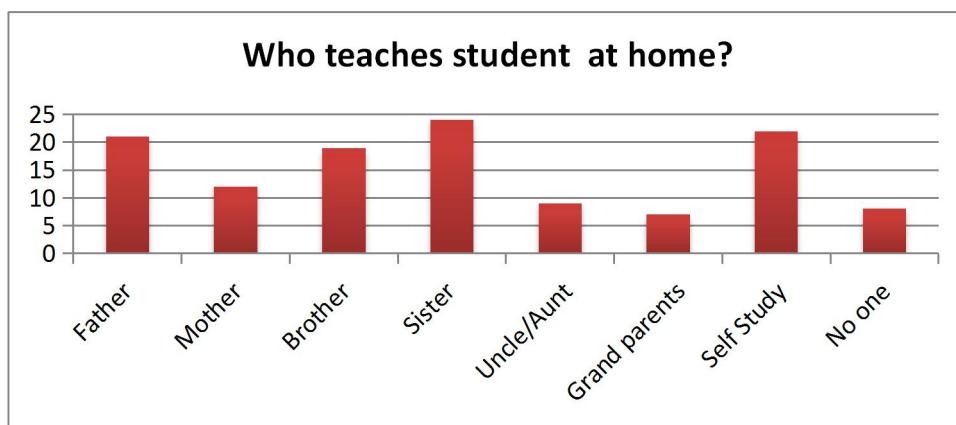


Figure 4.64 shows the percentage and frequency by whom the students are being taught by. As the graph shows that the pupils are usually taught by sisters (20 percent), fathers (17 percent) and brothers (16 percent). The results show that 7percent of the sample pupils have no one to teach them at home and 18 percent of students do self-study.

Figure 4.65 Percentage of sampled students who take tuitions

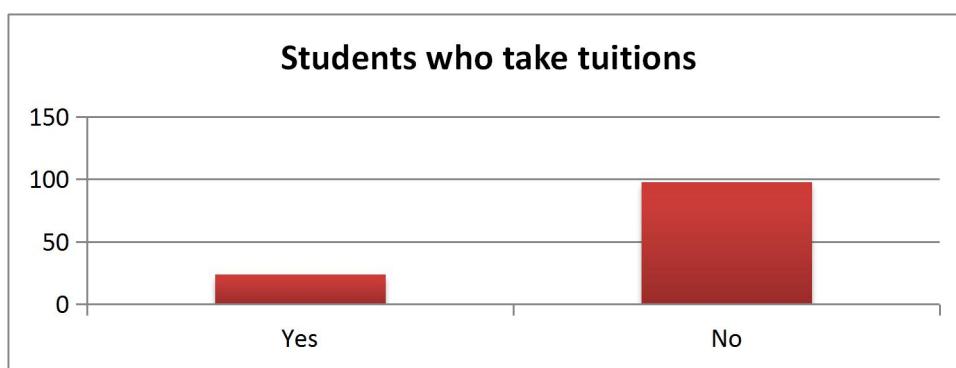


Figure 4.65 shows the percentage of students who take tuitions. The ratio of students that are taking tuitions to those who are not is very less. 20 percent of the students take tuitions whereas 80 percent of the students do not. This may be due to the reasons that the economic conditions of the family are not good enough and also there is lack of manpower who can take tuitions in that area.

Figure 4.66 Difficult Subject according to the students

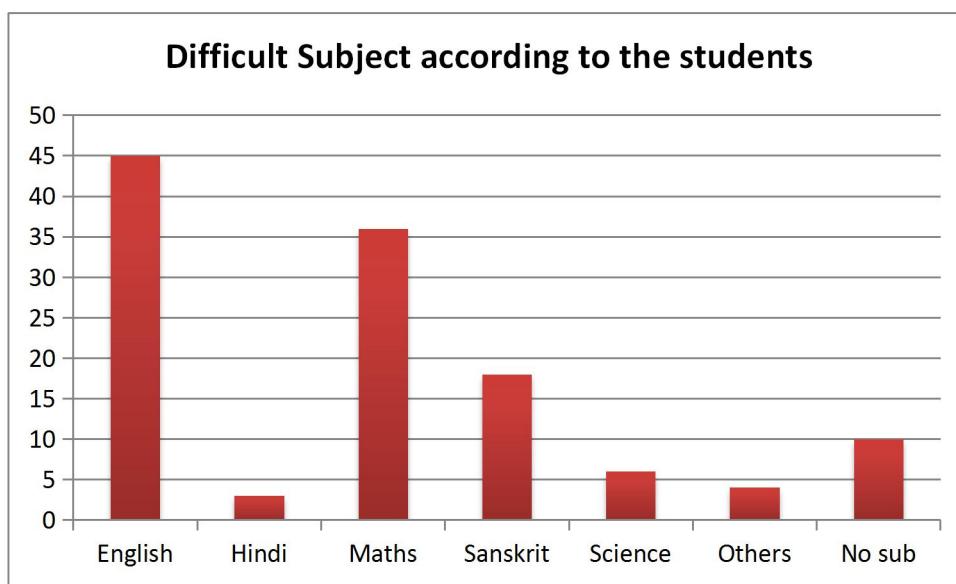


Figure 4.66 shows which subject the students find most difficult to understand. It is seen in the above graph that 37 percent of the students find English most difficult followed by mathematics (30 percent). The reasons given by the students for their respective difficult subject are that they find difficulty in reading English as it is completely new language, so is for Sanskrit, the students are unable to remember or have difficulty in reading the subject. According to the students who find mathematics difficult, they find the subject very complex and are unable to understand the questions.

Figure 4.67 Whether students would agree to come school if there is no Mid day Meal in school

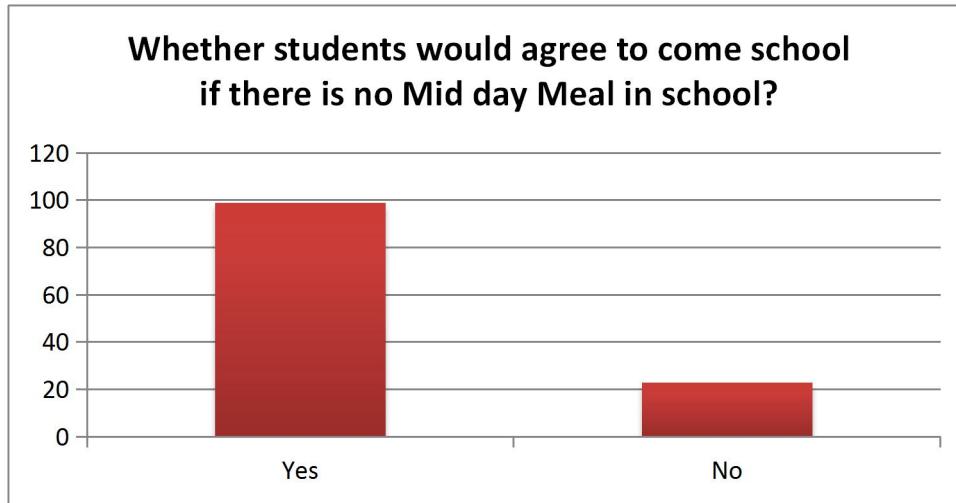


Figure 4.67 shows the response of the students to whether they will attend schools if there was no mid-day meal. This question was applicable for government schools only. As the graph shows that maximum students i.e. 81 percent agreed that they would attend schools irrespective of them being provided with mid-day meal. However 19 percent students disagreed and denied that they would not attend schools if there was no mid-day meal. This is suggestive of the fact that the scheme of mid-day meal along with improving nutritional levels has also been able to enhance the enrolment of children, retention and increased attendance.

Figure 4.68 Favourite thing in school according to the students

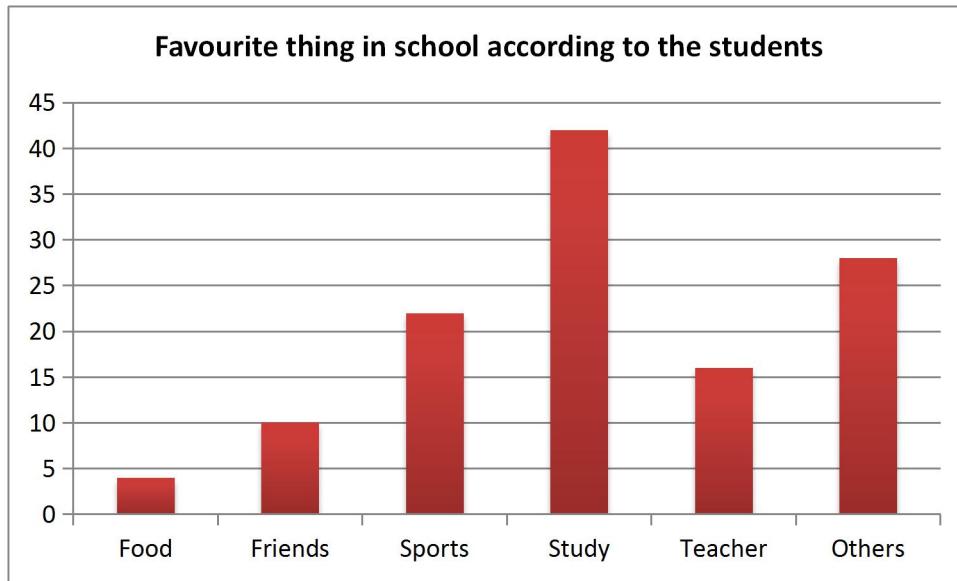


Figure 4.68 shows student's favorite thing in school. The favorite thing in school for maximum students accounting for 34 percent was studying followed by sports with 18 percent and then teachers with 13 percent. Many students have different perspective and have very different favorite things. Many students said that the best parts of school for them are the trees, flowers, music and art and craft. This result is evocative of the fact that students have their own reasons to attend schools which is either for their academic development or for other curricular activities.

Figure 4.69: Types of extra curricular activities by sampled students

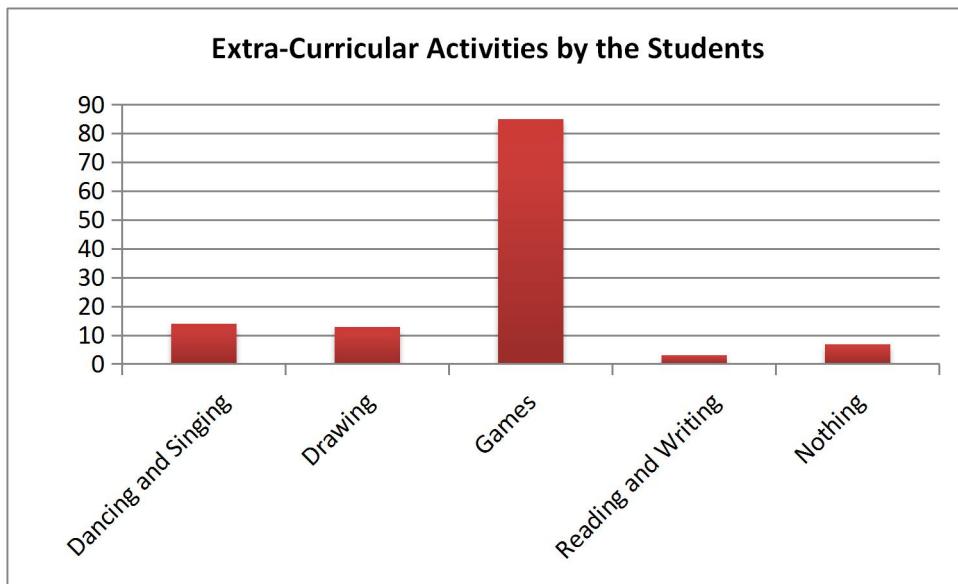
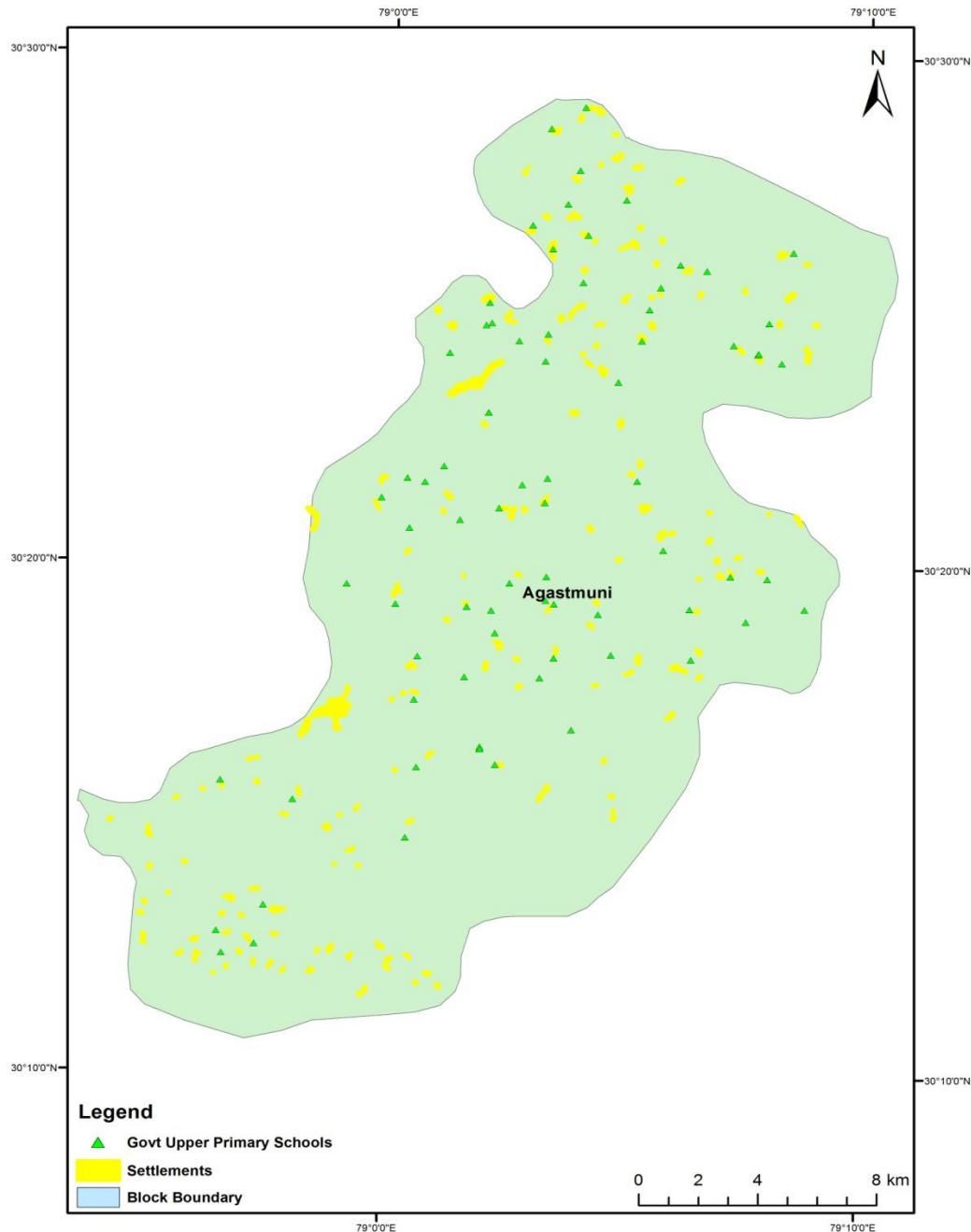


Figure 4.69 shows percentage response of the students to what they like besides studying. As the results show that 70 percent of the students like to play games and enjoy sports. Other extra-curricular activities include dancing and singing and drawing. Very few i.e. 3 percent liked to read and write and 6 percent of the students did not like to do anything.

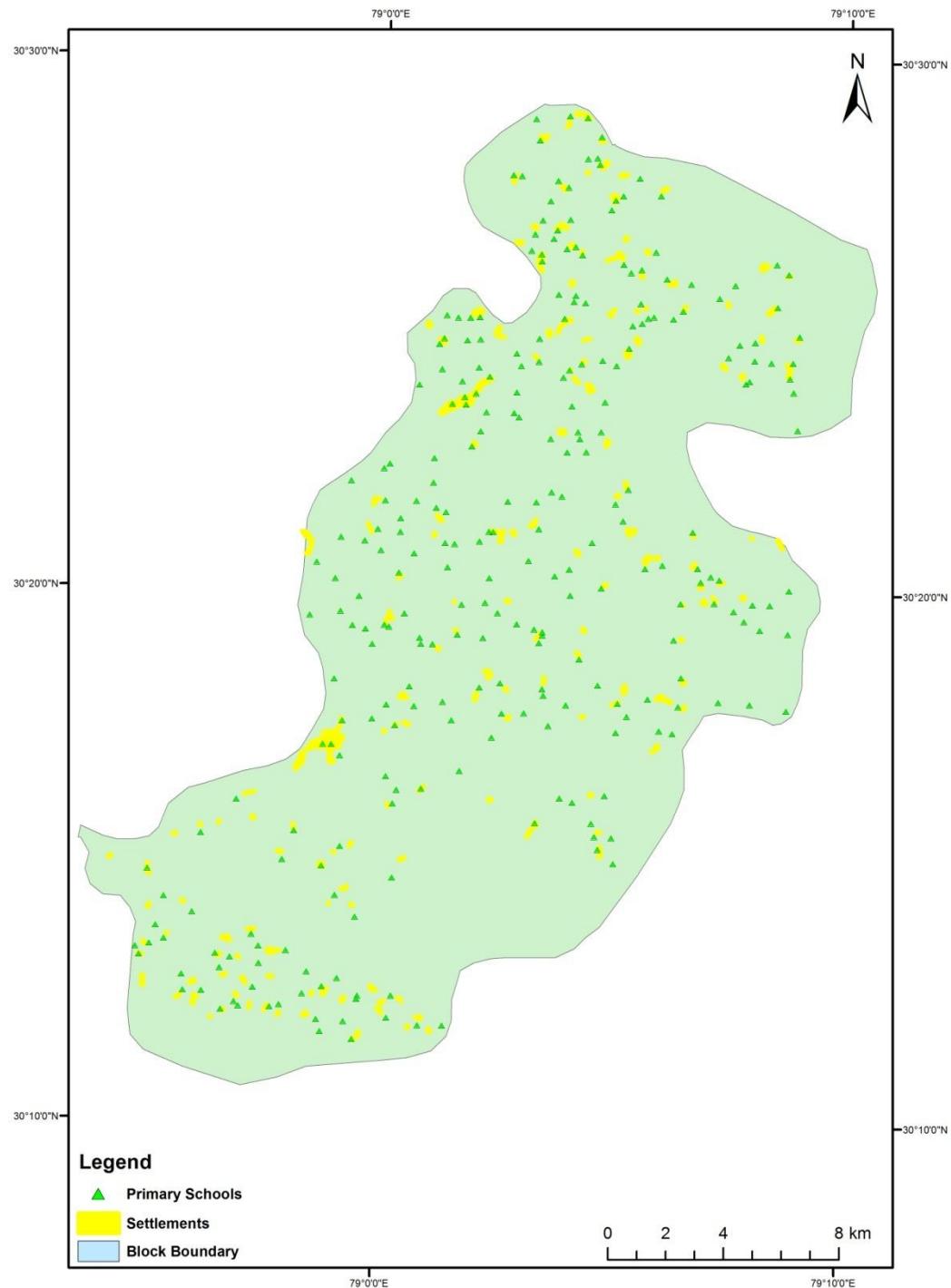
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GIS MAPPING TO SHOW THE LOCATION OF SCHOOLS AS PER SETTLEMENT



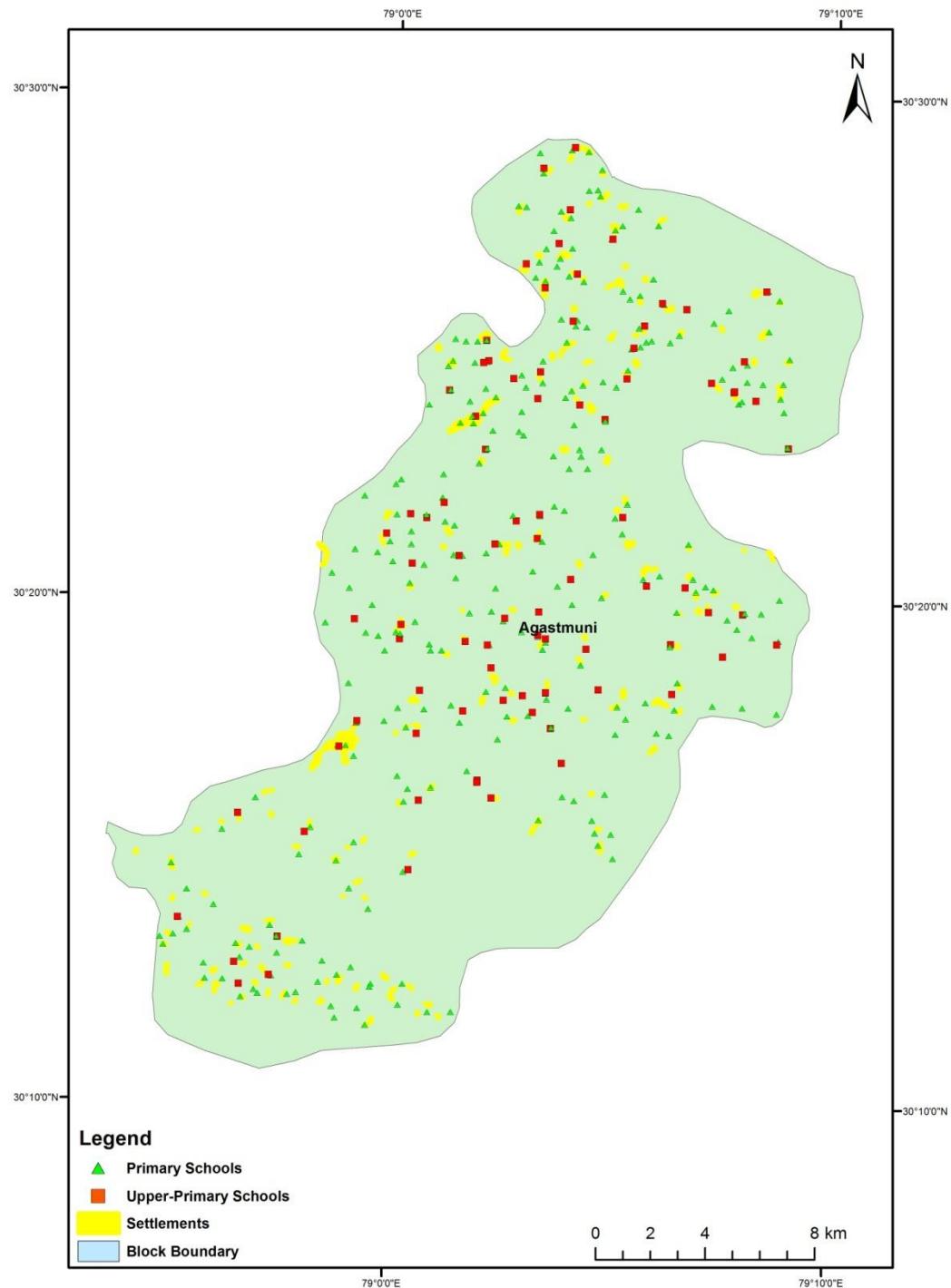
Map 4.1 : Augutmuni Govt. UPS and Settlement

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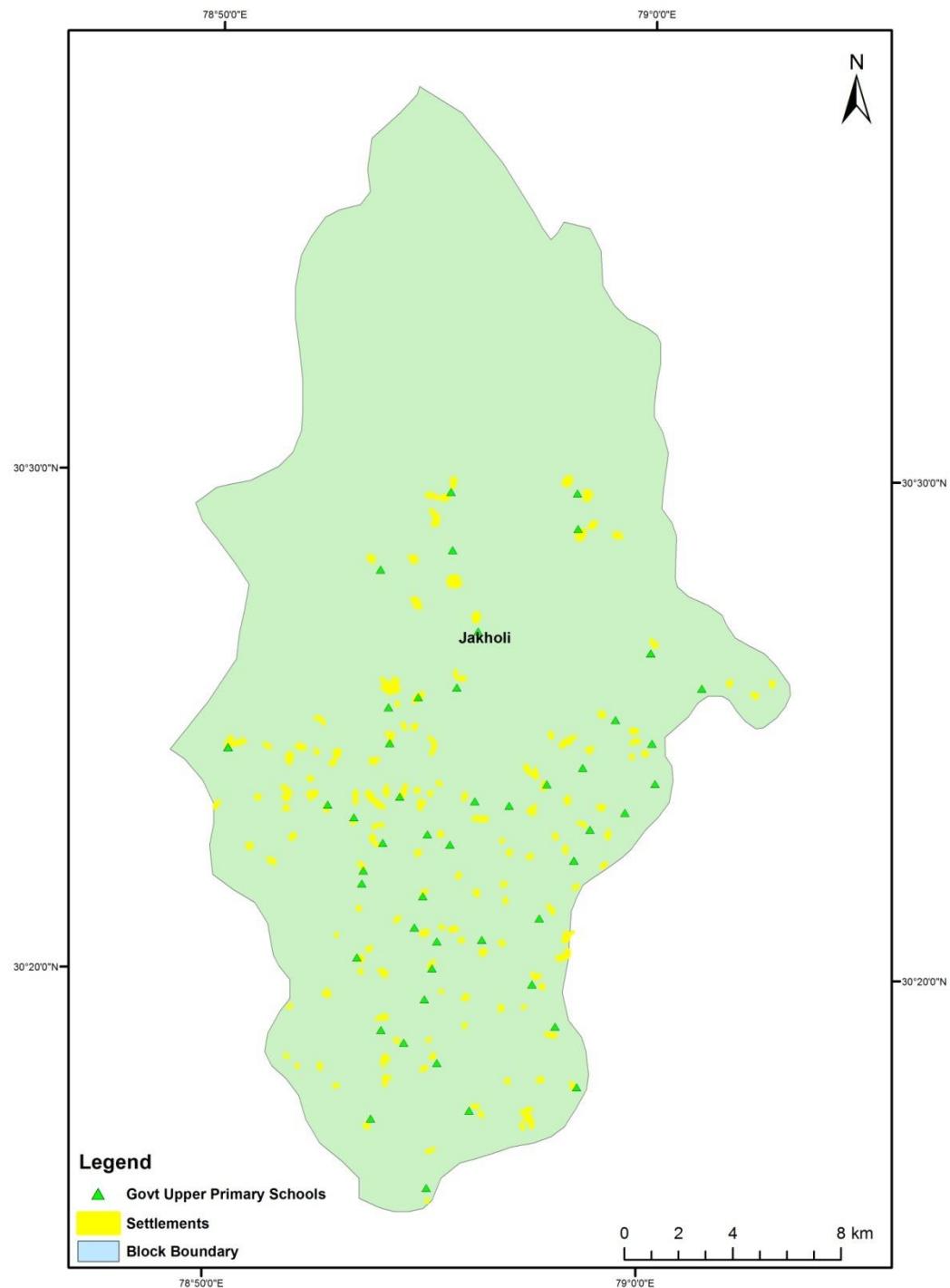
Map 4.2 : Augustmuni Primary Schools and settlement

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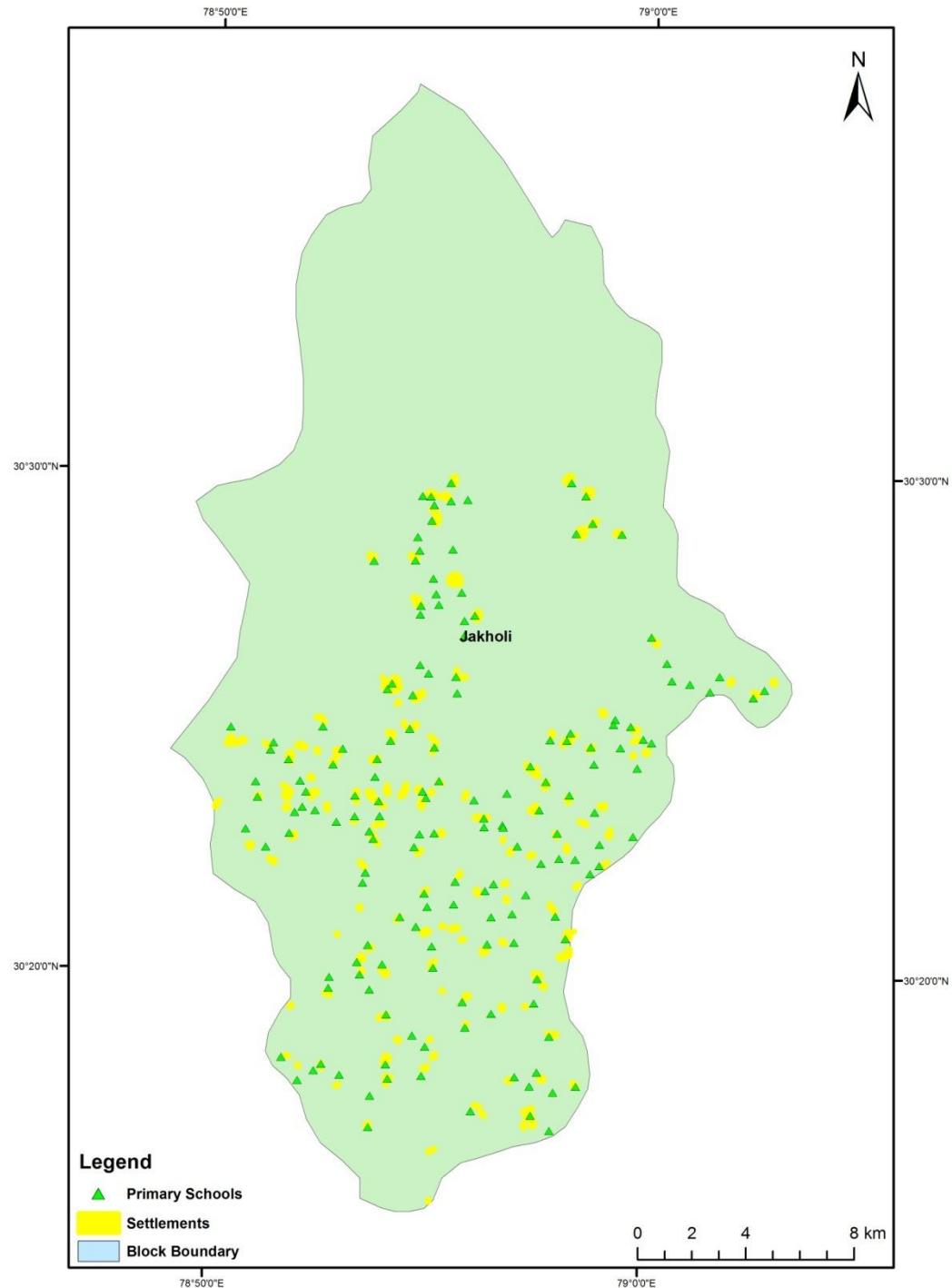
Map 4.3: Augustmuni Primary and Upper Primary Schools and settlement

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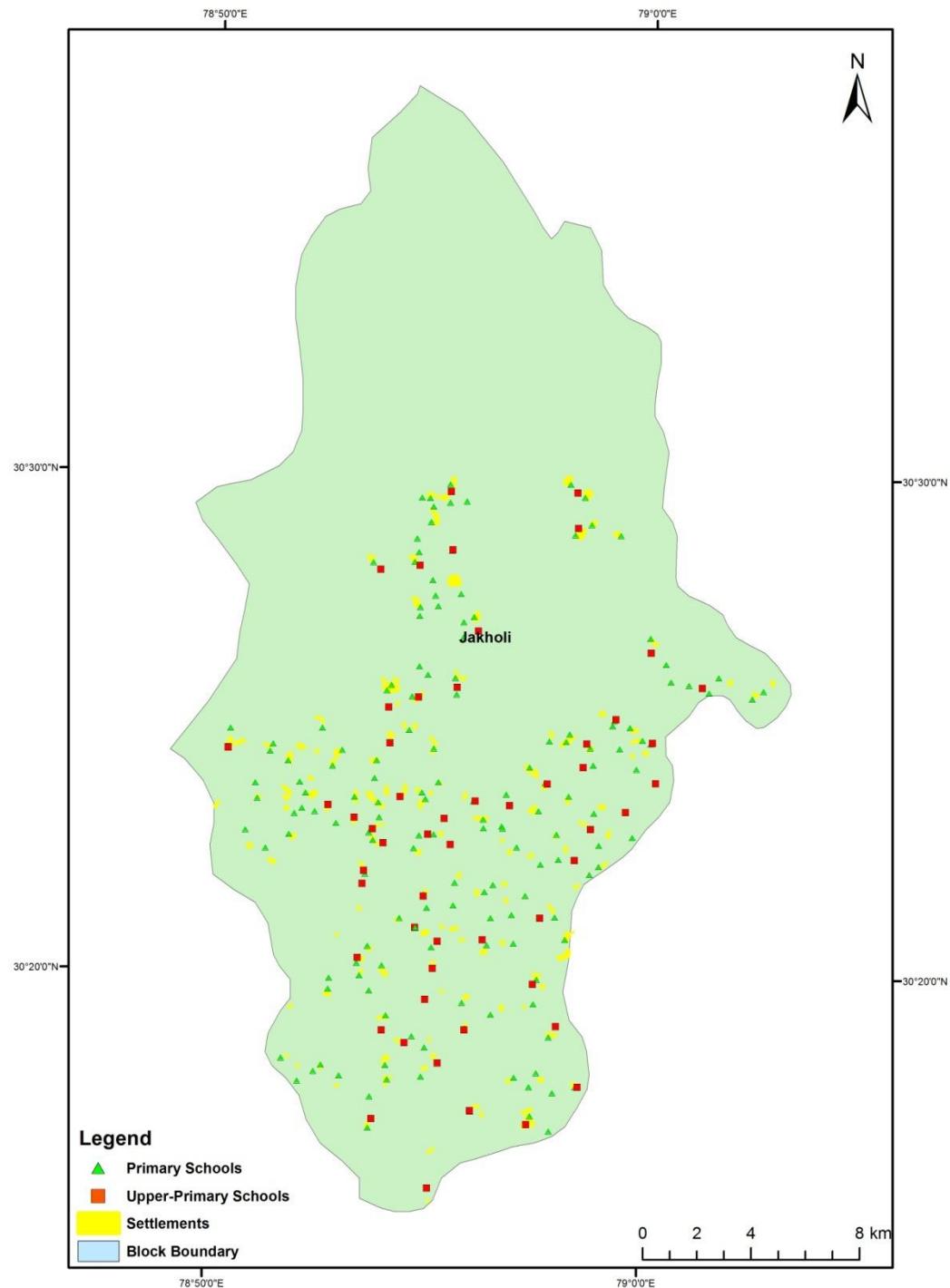
Map 4.4: Jakholi Govt UPS and settlements

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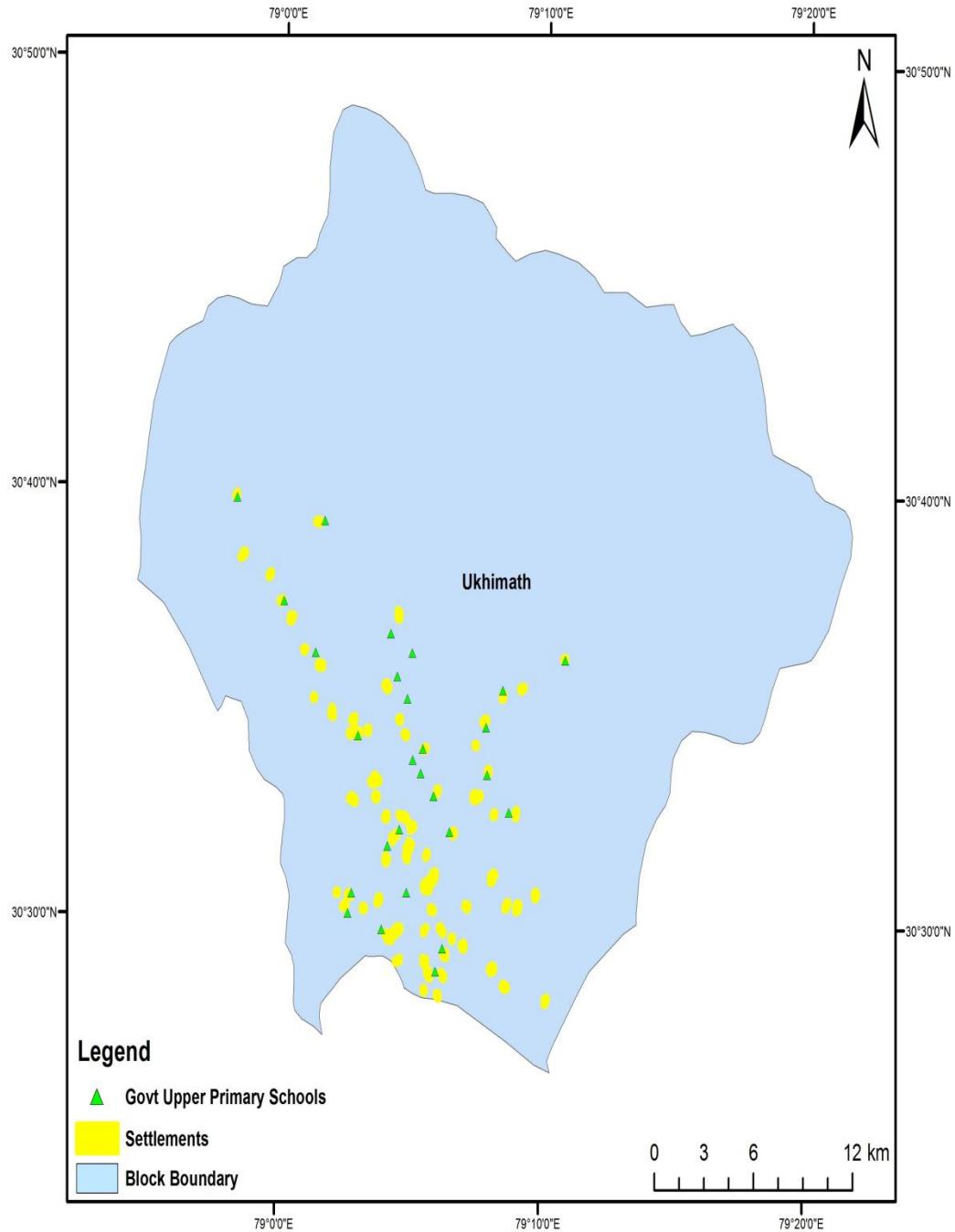
Map 4.5: Jakholi Govt Primary Schools and settlements

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Map 4.6: Jakholi Primary and UPS and settlements

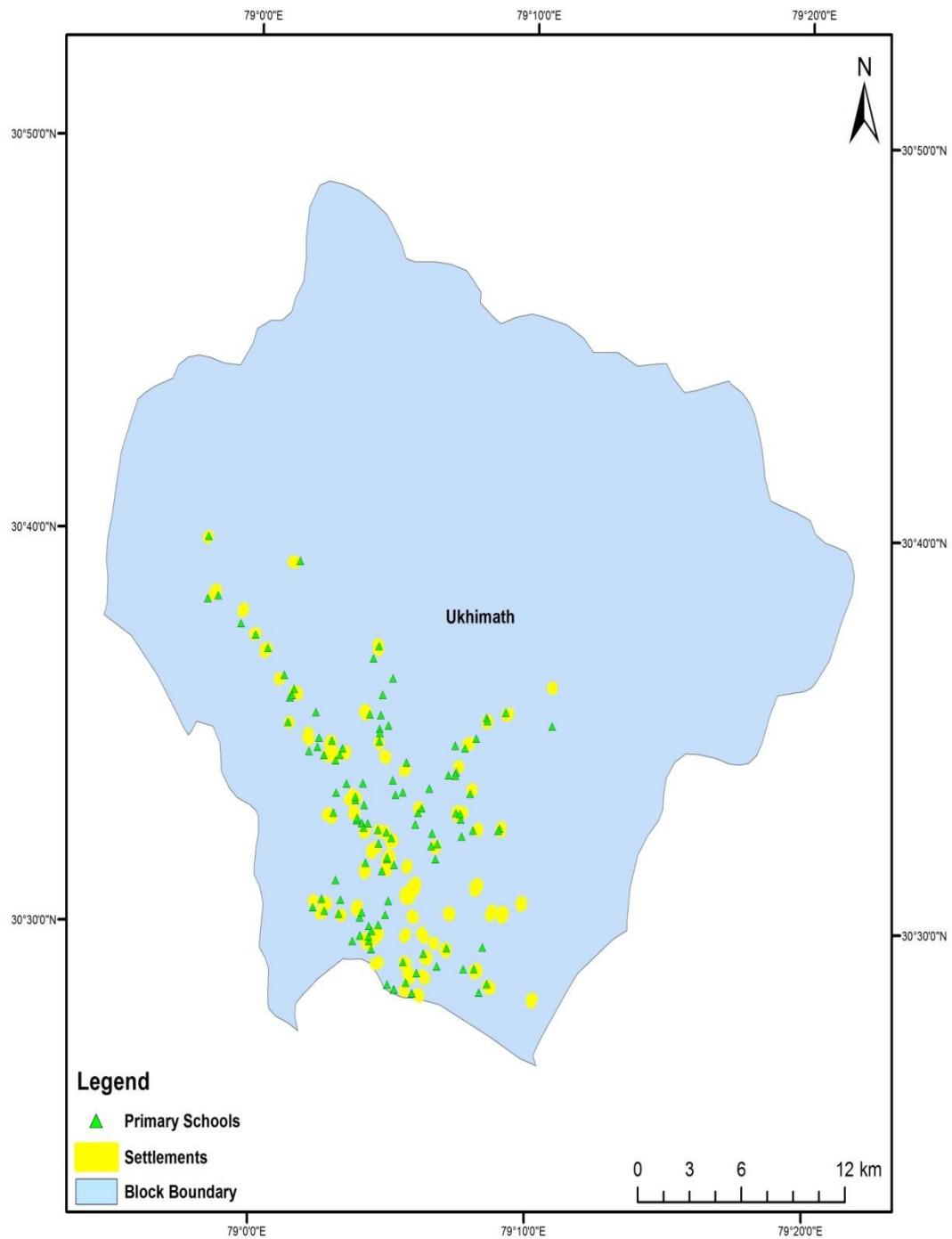
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Map 4.7: Ukhimath Govt UPS and

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settlements



Map 4.8: Ukhimath Primary schools and settlements

V. CONCLUSION AND RECOMMENDATIONS

Education contributes directly to the human resource development and thereby strengthening the social infrastructure. Uttarakhand is one of the states of India whose literacy ratio is fairly well. As per the census data 2011, the literacy rate of 79.63 per cent against the national ratio which was 74.04 per cent. Uttarakhand economy is considered as one of the fastest growing economies and this ratio which is much higher than the national ratio can be the reason behind the rapid growth of the state. As the data suggests (Statistical Diary, Planning Department, Govt. of Uttarakhand 1999-00 and 2014-15), there has been an overall increase in the education infrastructure in Uttarakhand. Maximum increase has been seen in the infrastructure of International Schools, Higher secondary schools and universities.

PART 1 –

Aggregating the feedback from school, teacher and pupil assessment can provide valuable insight into areas in need of improvement. The problems and obstacles in achieving desired educational outcomes being faced by the schools are the availability of required staff, subject-teachers, computer lab, sports kit, playground and 4th grade staff. Many teachers also raised the issue of inadequate study material and safe drinking facility.

Adequate grades, boards, furniture, proper drinking water system, toilet, amenities and so on, are significant determinants of effective education impartment.

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As data shows that 38 percent of the teachers said the main determinant is the family environment. This includes the support and awareness of parents and the socio-economic condition of the family. Another equally measured determinant is the environment of the school and the student-teacher relationship. 36 percent of the respondents said that appropriate infrastructure of school, practical knowledge, capability and behaviour of the teachers, specific subject teacher are causes that learning ability of students depends upon. Other causes like the zeal and quest for learning from the students side is very important because until and unless the student is willing to learn, the ability and achievements cannot be achieved. The irregularity of students and continuous absenteeism also affects the learning ability of students, this maybe mainly because of the socio-economic factors. Socio-economic factors like lifestyle, standard of living, poverty and social environment of the students although accounts for only 7 percent of the causes but are very important issues in the learning capability. Some teachers also said that events like cultural activities, activities related to their interest and competitions are effective tools for enhancing the students overall learning ability.

During the survey many observations were made pertaining to the learning outcome of the students, from students ability, teachers point of view, school infrastrucutre and the parents point of view. There were many underequipped government primary schools in the three blocks. Many schools had poor infrastructure, insufficient furniture, inadequate teachers, no running water and even functional toilets. One of the factors responsible for low female attendance rate is not having separate toilets for girls, because parents are not willing to send their girls to school for the same reason. The girls are either sent to the nearby open spaces or to their homes when they want to use the toilets. This adversely affects the learning outcome of the female

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students and can be one of the possible explanations for low learning outcomes in comparison to the male students and also one of the factors responsible for the relatively low learning outcome for the government schools.

Most of the parents of the sample students are either farmers or masons and lie in the BPL category. The sole purpose of sending children to schools is to provide them with an opportunity to study and ultimately have a safer and good career. Inadequate furniture, inappropriate school facility, unavailability of teachers (63percent in our sample), and other factors are factors that are responsible for low learning outcomes of the students and children are devoid of theirs rights.

The findings of the study have shown that, the prime objective of the Mid-day meal scheme which was to address the issues of food security, lack of nutrition and access to education for the primary and upper primary grades by providing them with free lunch, encouraging students belonging to poor and disadvantaged sections and subressing the rate of absenteesism. To an extent the schemes has been succesful in meeting its objectives, because it was found than quite a few students agreed that they would not come to school if there was no mid-day meal. However the student absenteesim rate is still a menace in the governmnet schools in Rudraprayag.

One of the major problems being faced by the government school system is the supply of teachers. During the survey it was observed that the attendance of teachers is a very important factor especially when the prevalence of the multi-grade classes is so high. Over the time the pupil-teacher ratio has increased but at a relatively diminishing rate. The recent District Information System for Education (DISE) report states that 30 percent of primary and 15 percent of upper primary schools have PTRs higher than 30:1 and 35:1 though the numbers are not specified. Studies have shown a positive relationship

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between the PTR and the learning outcomes of the students and the teaching outcomes as well. Addressing the issue of fewer teachers, there is prevalence of multiple grades. . If a teacher is absent for some reason, the multiple grades (78percent in our sample) she/he is teaching are evidently losers of teaching learning activity for the day, and in cases of only two teachers in a school, the whole school is off if both of them are absent, thereby causing unnecessary loss to the students.

During the survey it was found that in most of the GPS, there is a single teacher or two handling multi tasks - teaching multigrade classes simultaneously, maintaining MDM(Mid Day Meal) records, CCE(Continuous and comprehensive evaluation) records, enumeration of census, family planning programs etc. Teachers have the burden of too much paper work in schools like filling of MDM registers, MDM sms, repeated information eg Students Profile, *Shalla Siddi*⁴, CCE Register etc(according to RTE Act teachers are supposed to stay in schools for extra two hours after classes but due to teachers union pressure this could not be implemented in most parts of the country).Responsibility of other departmental works (which a child's family should do themselves) also lies with the teachers e g. making of Aadhar Card, caste certificate, income certificate, RTE admission certificate, scholarship documents. In many cases the non teaching activities occupy so much of time that the very purpose of teaching –learning activity gets diluted.

Moreover as the larger general behavior and conduct goes, most of the teachers are reluctant to serve in the hills especially if those are in remote rural areas.

⁴ The National Programme on School Standards and Evaluation (NPSSE), known as Shaala Sidhhi is a comprehensive instrument for school evaluation leading to school improvement. Developed by the National University of Educational Planning and Administration (NUEPA), it aims to enable schools to evaluate their performance in a more focused and strategic manner and facilitate them to make professional judgments for improvement. The programme's objective is to establish and refer to an agreed set of standards and to provide clear pathways for each school for self evaluation, by focussing on key performance domains and their core standards for school evaluation.

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Some of the quality indicators like, availability of chairs and desks, blackboard, library, fan, playground, kitchen for cooking meals, sports etc witnessed a poor scenario in the district . While in private schools chairs and benches were available, in many of the GPS the students were sitting in 'daris'/mats and chairs or desks were not available. This is also believed to have an influence on the learning outcomes and achievement of the students as they do not get a proper environment to carry out the learning activity.

Apart from the school education departments and related directorates and agencies, Non-Governmental organizations play a significant role in the school education sector. There are quite a few NGOs such as Azim Premji Foundation, Sampark, Pratham, Save the Children, Hans Foundation, Leaf Foundation and Pragyaa making educational initiatives that are providing support systems and beyond solutions with an objective to enhance the quality of learning. The privileged schools, receive external help and support from NGOs and other social organizations in the form of buildings, books, chairs and tables, filter, projector, laptop, *Sampark* Kit, free medical check-up, sweaters, shoes, mats, almira, and LPG.

During the survey it was observed that out of the three blocks, Jakholi block was relatively more backward in terms of village amenities and resources, however the analysis shows that the Agustyamuni block has exhibited the least learning outcome index results. The score of the students of Ukhimath block however were very well.

The study reveals that in numerous ways the analysis of learning outcome index for male and female, the male students of all the three blocks combined or in other words whole Rudraprayag, the male students have a higher

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learning outcome index. During the survey numerous reasons were observed behind the male students' outweighing the female students. In the hilly regions the work done are mainly labour-intensive and the prime reason that most of the girls in the hilly regions are engaged in the household chores, whether taking care of siblings or works related to agriculture and allied activities, bringing fodder from the forests etc are part of their daily life.

During the study two important revelations came into light. The mean LOI of the students of private schools in different aspects of analysis was much higher than the students of government schools in Rudraprayag. The infrastructure of the private schools was much better than the government schools. Also the availability of teachers, attendance, better hygiene and comparatively better extra-curricular activities was observed in private schools. However it was witnessed that when the scores of the students of private schools and government schools for the respective four subjects were compared, the highest score in three subjects out of four (except Hindi), was of the students of Government schools.

As far as location of schools are concerned, there are sufficient GPS. However UPS are less comparatively as per settlements. And as evident from field investigation, the zeal to enrol children is English Medium Private Schools have directly affected the enrolment in Government Schools.

A careful review of the empirical evidence shows that the students of grade 8th and 3rd showed a comparatively much higher learning outcome index.

Uttarakhand government needs to have a different model of elementary education taking into consideration various regional factors like terrains frequent natural disasters, accessibility issues, education through environment and natural resources , usage of technology and above all very effective monitoring and evaluation mechanism. It is high time that the state stops aping the western models of education and restructures it based on the need, capacity, constraints and ideology of the nation. The basic objective of teaching learning process in some cases are getting diluted and hence learning outcome is severely affected.A Himalayan Model of Elementary education with Global adaptability is in need and hence besides motivating the teachers, there is a huge need to reframe the curriculum with applied learning methodology.

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ANNEXURE I
SCHOOL SAMPLE AND PUPIL SAMPLE LIST

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PUPIL SAMPLE LIST :

I. JAKHOLI

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SAMPLE NO	DISTRICT	BLOCK	CLUSTER	NAME OF SCHOOL
R0J010P0101A	RUDRAPRAYAG	JAKHOLI	MAYALI	O.H.M SCHOOL
R0J010P0101B	RUDRAPRAYAG	JAKHOLI	MAYALI	O.H.M SCHOOL
R0J010P0102A	RUDRAPRAYAG	JAKHOLI	MAYALI	O.H.M SCHOOL
R0J010P0102B	RUDRAPRAYAG	JAKHOLI	MAYALI	O.H.M SCHOOL
R0J010G0201A	RUDRAPRAYAG	JAKHOLI	MAYALI	G.P.S BACHVADH
R0J010G0201B	RUDRAPRAYAG	JAKHOLI	MAYALI	G.P.S BACHVADH
R0J010G0202A	RUDRAPRAYAG	JAKHOLI	MAYALI	G.P.S BACHVADH
R0J010G0202B	RUDRAPRAYAG	JAKHOLI	MAYALI	G.P.S BACHVADH
R0J010G0303A	RUDRAPRAYAG	JAKHOLI	MAYALI	G.U.P.S, MAKHET
R0J010G0303B	RUDRAPRAYAG	JAKHOLI	MAYALI	G.U.P.S, MAKHET
R0J010P0401A	RUDRAPRAYAG	JAKHOLI	MAYALI	S.S.V.M SCHOOL
R0J010P0401B	RUDRAPRAYAG	JAKHOLI	MAYALI	S.S.V.M SCHOOL
R0J010P0402A	RUDRAPRAYAG	JAKHOLI	MAYALI	S.S.V.M SCHOOL
R0J010P0402B	RUDRAPRAYAG	JAKHOLI	MAYALI	S.S.V.M SCHOOL
R0J020G0501A	RUDRAPRAYAG	JAKHOLI	TAILA	G.P.S, TAILA
R0J020G0502A	RUDRAPRAYAG	JAKHOLI	TAILA	G.P.S, TAILA
R0J020P0601A	RUDRAPRAYAG	JAKHOLI	TAILA	SHRI NAGRAJ CHILDRENS ACADEMY, TAILA
R0J020P0601B	RUDRAPRAYAG	JAKHOLI	TAILA	SHRI NAGRAJ CHILDRENS ACADEMY, TAILA
R0J020P0602A	RUDRAPRAYAG	JAKHOLI	TAILA	SHRI NAGRAJ CHILDRENS ACADEMY, TAILA
R0J020P0602B	RUDRAPRAYAG	JAKHOLI	TAILA	SHRI NAGRAJ CHILDRENS ACADEMY, TAILA
R0J030P0701A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030P0701B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030P0702A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030P0702B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030P0703A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030P0703B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	CHRIST MISSION ACADEMY, GAITHANA
R0J030G0801A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, LISWALTA ¹⁰⁶
R0J030G0801B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, LISWALTA

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R0J030G0802A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, LISWALTA
R0J030G0802B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, LISWALTA
R0J030P0903A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	JANTA HIGHER MEDIUM SCHOOL, RANDHAR
R0J030P0903B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	JANTA HIGHER MEDIUM SCHOOL, RANDHAR
R0J030G1001A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, KOT BANGAR
R0J030G1001B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, KOT BANGAR
R0J030G1002A	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, KOT BANGAR
R0J030G1002B	RUDRAPRAYAG	JAKHOLI	KOT BANGAR	G.P.S, KOT BANGAR
R0J040G1101A	RUDRAPRAYAG	JAKHOLI	KANDA	G.P.S, SILGAON
R0J040G1101B	RUDRAPRAYAG	JAKHOLI	KANDA	G.P.S, SILGAON
R0J040G1102A	RUDRAPRAYAG	JAKHOLI	KANDA	G.P.S, SILGAON
R0J040G1102B	RUDRAPRAYAG	JAKHOLI	KANDA	G.P.S, SILGAON
R0J050G1201A	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, BARSIR
R0J050G1201B	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, BARSIR
R0J050G1202A	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, BARSIR
R0J050G1202B	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, BARSIR
R0J050G1301A	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, CHAURA
R0J050G1301B	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, CHAURA
R0J050G1302A	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, CHAURA
R0J050G1302B	RUDRAPRAYAG	JAKHOLI	BARSIR	G.P.S, CHAURA
R0J050P1401A	RUDRAPRAYAG	JAKHOLI	BARSIR	DEVBHOOMI CHILDRENS ACADEMY
R0J050P1401B	RUDRAPRAYAG	JAKHOLI	BARSIR	DEVBHOOMI CHILDRENS ACADEMY
R0J050P1402A	RUDRAPRAYAG	JAKHOLI	BARSIR	DEVBHOOMI CHILDRENS ACADEMY
R0J050P1402B	RUDRAPRAYAG	JAKHOLI	BARSIR	DEVBHOOMI CHILDRENS ACADEMY
R0J060G1501A	RUDRAPRAYAG	JAKHOLI	UTYASU	G.P.S, UTYASU
R0J060G1501B	RUDRAPRAYAG	JAKHOLI	UTYASU	G.P.S, UTYASU
R0J060G1502A	RUDRAPRAYAG	JAKHOLI	UTYASU	G.P.S, UTYASU
R0J060G1502B	RUDRAPRAYAG	JAKHOLI	UTYASU	G.P.S, UTYASU
R0J060G1603A	RUDRAPRAYAG	JAKHOLI	UTYASU	G.U.P.S, KALAPHAR
R0J060G1603B	RUDRAPRAYAG	JAKHOLI	UTYASU	G.U.P.S, KALAPHAR
R0J070G1701A	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, UDIYANA

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R0J070G1701B	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, UDIYANA
R0J070G1702A	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, UDIYANA
R0J070G1702B	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, UDIYANA
R0J070G1801A	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, TUNETA
R0J070G1801B	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, TUNETA
R0J070G1802A	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, TUNETA
R0J070G1802B	RUDRAPRAYAG	JAKHOLI	TUNETA	G.P.S, TUNETA
R0J070G1903A	RUDRAPRAYAG	JAKHOLI	TUNETA	G.U.P.S, TUNETA
R0J070G1903B	RUDRAPRAYAG	JAKHOLI	TUNETA	G.U.P.S, TUNETA
R0J070G2001A	RUDRAPRAYAG	JAKHOLI	GORTI	G.P.S, GORTI
R0J070G2001B	RUDRAPRAYAG	JAKHOLI	GORTI	G.P.S, GORTI
R0J070G2002A	RUDRAPRAYAG	JAKHOLI	GORTI	G.P.S, GORTI
R0J070G2002B	RUDRAPRAYAG	JAKHOLI	GORTI	G.P.S, GORTI
R0J080P2101A	RUDRAPRAYAG	JAKHOLI	GORTI	S.S.M, BUDHNA
R0J080P2101B	RUDRAPRAYAG	JAKHOLI	GORTI	S.S.M, BUDHNA
R0J090G2201A	RUDRAPRAYAG	JAKHOLI	CHAURYA	G.P.S MASOD
R0J090G2201B	RUDRAPRAYAG	JAKHOLI	CHAURYA	G.P.S MASOD
R0J090G2202A	RUDRAPRAYAG	JAKHOLI	CHAURYA	G.P.S MASOD
R0J090G2202B	RUDRAPRAYAG	JAKHOLI	CHAURYA	G.P.S MASOD
R0J100G2301A	RUDRAPRAYAG	JAKHOLI	SAURAKHAL	G.P.S, TIMLI
R0J100G2301B	RUDRAPRAYAG	JAKHOLI	SAURAKHAL	G.P.S, TIMLI
R0J100G2302A	RUDRAPRAYAG	JAKHOLI	SAURAKHAL	G.P.S, TIMLI
R0J100G2302B	RUDRAPRAYAG	JAKHOLI	SAURAKHAL	G.P.S, TIMLI

II. AGUSTYAMUNI

SAMPLE NO	DISTRICT	BLOCK	CLUSTER	NAME OF SCHOOL
R0A010G0101A	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	G.P.S, CHANDRAPURI
R0A010G0102A	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	G.P.S, CHANDRAPURI
R0A010G0102B	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	G.P.S, CHANDRAPURI
R0A010G0203A	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	G.U.P.S, GEEWALA
R0A010G0203B	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	G.U.P.S, GEEWALA
R0A010P0301A	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	S.S.V.M,CHANDRAPURI
R0A010P0301B	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	S.S.V.M,CHANDRAPURI

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R0A010P0302A	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	S.S.V.M,CHANDRAPURI
R0A010P0302B	RUDRAPRAYAG	AGUSTYAMUNI	CHANDRAPURI	S.S.V.M,CHANDRAPURI
R0A020G0401A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S, BANYARI
R0A020G0401B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S, BANYARI
R0A020G0402A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S, BANYARI
R0A020G0402B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S, BANYARI
R0A020G0501A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,RUDRAPRAYAG
R0A020G0501B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,RUDRAPRAYAG
R0A020G0502A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,RUDRAPRAYAG
R0A020G0502B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,RUDRAPRAYAG
R0A020G0601A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,AGUSTYAMUNI
R0A020G0601B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,AGUSTYAMUNI
R0A020G0602A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,AGUSTYAMUNI
R0A020G0602B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	G.P.S,AGUSTYAMUNI
R0A020P0701A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	CHILDRENS ACADEMY INTER COLLEGE
R0A020P0701B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	CHILDRENS ACADEMY INTER COLLEGE
R0A020P0702A	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	CHILDRENS ACADEMY INTER COLLEGE
R0A020P0702B	RUDRAPRAYAG	AGUSTYAMUNI	AGUSTYAMUNI	CHILDRENS ACADEMY INTER COLLEGE
R0A030G0803A	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	G.U.P.S, KYUNJA
R0A030G0803B	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	G.U.P.S, KYUNJA
R0A030P0901A	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	SARASWATI SHISHU NIKETAN,UCHADUN GHI
R0A030P0901B	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	SARASWATI SHISHU NIKETAN,UCHADUN GHI
R0A030P0902A	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	SARASWATI SHISHU NIKETAN,UCHADUN GHI
R0A030P0902B	RUDRAPRAYAG	AGUSTYAMUNI	KYUNJA	SARASWATI SHISHU NIKETAN,UCHADUN GHI
R0A030G1001	RUDRAPRAYA	AGUSTYAMU	KYUNJA	G.P.S, KYUNJA

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A	G	NI		
R0A030G1001 B	RUDRAPRAYA G	AGUSTYAMU NI	KYUNJA	G.P.S, KYUNJA
R0A030G1002 A	RUDRAPRAYA G	AGUSTYAMU NI	KYUNJA	G.P.S, KYUNJA
R0A030G1002 B	RUDRAPRAYA G	AGUSTYAMU NI	KYUNJA	G.P.S, KYUNJA
R0A040G1101 A	RUDRAPRAYA G	AGUSTYAMU NI	RATURA	G.P.S, CHAURIYUN
R0A040G1101 B	RUDRAPRAYA G	AGUSTYAMU NI	RATURA	G.P.S, CHAURIYUN
R0A040G1102 A	RUDRAPRAYA G	AGUSTYAMU NI	RATURA	G.P.S, CHAURIYUN
R0A040G1102 B	RUDRAPRAYA G	AGUSTYAMU NI	RATURA	G.P.S, CHAURIYUN
R0A050P1203 A	RUDRAPRAYA G	AGUSTYAMU NI	NAGRASU	NAV JYOTI PUBLIC HIGH SCHOOL
R0A050P1203 B	RUDRAPRAYA G	AGUSTYAMU NI	NAGRASU	NAV JYOTI PUBLIC HIGH SCHOOL
R0A060P1301 A	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060P1301 B	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060P1302 A	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060P1302 B	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060P1303 A	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060P1303 B	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	PUBLIC JUNIOR HIGH SCHOOL
R0A060G1401 A	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	G.P.S, SHATERKHAL
R0A060G1401 B	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	G.P.S, SHATERKHAL
R0A060G1402 A	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	G.P.S, SHATERKHAL
R0A060G1402 B	RUDRAPRAYA G	AGUSTYAMU NI	SHATERKHAL	G.P.S, SHATERKHAL
R0A070P1501 A	RUDRAPRAYA G	AGUSTYAMU NI	RUDRAPRAY AG	ANOOP NEGI MEMORIAL SENIOR SECOUNDARY SCHOOL
R0A070P1501 B	RUDRAPRAYA G	AGUSTYAMU NI	RUDRAPRAY AG	ANOOP NEGI MEMORIAL SENIOR SECOUNDARY SCHOOL
R0A070P1502 A	RUDRAPRAYA G	AGUSTYAMU NI	RUDRAPRAY AG	ANOOP NEGI MEMORIAL SENIOR SECOUNDARY SCHOOL
R0A070P1502 B	RUDRAPRAYA G	AGUSTYAMU NI	RUDRAPRAY AG	ANOOP NEGI MEMORIAL SENIOR SECOUNDARY SCHOOL
R0A080G1603 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	GOVT JUNIOR HIGH SCHOOL,

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				KOLUBHANU
R0A080G1603 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	GOVT JUNIOR HIGH SCHOOL, KOLUBHANU
R0A080G1701 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, CHOPTA
R0A080G1701 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, CHOPTA
R0A080G1702 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, CHOPTA
R0A080G1702 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, CHOPTA
R0A080G1801 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, KULLUBHANU
R0A080G1801 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, KULLUBHANU
R0A080G1802 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, KULLUBHANU
R0A080G1802 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPTA	G.P.S, KULLUBHANU
R0A090G1901 A	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A090G1901 B	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A090G1902 A	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A090G1902 B	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A090G2003 A	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A090G2003 B	RUDRAPRAYA G	AGUSTYAMU NI	PATHALIDHA R	G.P.S, SILLA
R0A100G2101 A	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	G.P.S, DHAUNDHIK
R0A100G2101 B	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	G.P.S, DHAUNDHIK
R0A100G2102 A	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	G.P.S, DHAUNDHIK
R0A100G2102 B	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	G.P.S, DHAUNDHIK
R0A100P2201 A	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	KARTIKEY ADARSH BAL VIDHYA MANDIR
R0A100P2201 B	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	KARTIKEY ADARSH BAL VIDHYA MANDIR
R0A100P2202 A	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	KARTIKEY ADARSH BAL VIDHYA MANDIR
R0A100P2202 B	RUDRAPRAYA G	AGUSTYAMU NI	GHIMTOLI	KARTIKEY ADARSH BAL VIDHYA MANDIR
R0A110G2303 A	RUDRAPRAYA G	AGUSTYAMU NI	CHOPDA	G.U.P.S, DEVANAGAR
R0A110G2303 B	RUDRAPRAYA G	AGUSTYAMU NI	CHOPDA	G.U.P.S, DEVANAGAR

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R0A110G2401A	RUDRAPRAYAG	AGUSTYAMUNI	CHOPDA	G.P.S, CHOPDA
R0A110G2401B	RUDRAPRAYAG	AGUSTYAMUNI	CHOPDA	G.P.S, CHOPDA
R0A110G2402A	RUDRAPRAYAG	AGUSTYAMUNI	CHOPDA	G.P.S, CHOPDA
R0A110G2402B	RUDRAPRAYAG	AGUSTYAMUNI	CHOPDA	G.P.S, CHOPDA
R0A120G2503A	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.U.P.S, BANJ
R0A120G2503B	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.U.P.S, BANJ
R0A120G2601A	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.P.S, MACHKANDI
R0A120G2601B	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.P.S, MACHKANDI
R0A120G2602A	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.P.S, MACHKANDI
R0A120G2602B	RUDRAPRAYAG	AGUSTYAMUNI	BANJ	G.P.S, MACHKANDI
R0A130G2703A	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.U.P.S INTER COLLEGE, BHIRI
R0A130G2703B	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.U.P.S INTER COLLEGE, BHIRI
R0A130G2801A	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.P.S, BHIRI
R0A130G2801B	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.P.S, BHIRI
R0A130G2802A	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.P.S, BHIRI
R0A130G2802B	RUDRAPRAYAG	AGUSTYAMUNI	BHIRI	G.P.S, BHIRI

III. UKHIMATH

SAMPLE NO	DISTRICT	BLOCK	CLUSTER	NAME OF SCHOOL
R0U010G0101A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, PATHALI
R0U010G0101B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, PATHALI
R0U010G0102A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, PATHALI
R0U010G0102B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, PATHALI
R0U010G0203A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL JUNIOR HIGH SCHOOL PATHALI
R0U010G0203B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL JUNIOR HIGH SCHOOL PATHALI
R0U010G0301A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, GANGANAGAR

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R0U010G0301B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, GANGANAGAR
R0U010G0302A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, GANGANAGAR
R0U010G0302B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, GANGANAGAR
R0U010G0403A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.U.P.S, KAROKHI
R0U010G0403B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.U.P.S, KAROKHI
R0U010G0501A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL PRIMARY SCHOOL,DUNGER
R0U010G0501B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL PRIMARY SCHOOL,DUNGER
R0U010G0502A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL PRIMARY SCHOOL,DUNGER
R0U010G0502B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	GOVT MODEL PRIMARY SCHOOL,DUNGER
R0U010G0601A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, KIMANA
R0U010G0601B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, KIMANA
R0U010G0602A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	G.P.S, KIMANA
R0U010P0703A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	SWAMI PRAMANANDA VIDYA MANDIR
R0U010P0703B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	SWAMI PRAMANANDA VIDYA MANDIR
R0U010G0803A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	S.V.M, UKHIMATH
R0U010G0803B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	S.V.M, UKHIMATH
R0U010P0901A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	EVERGREEN SCHOOL
R0U010P0901B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	EVERGREEN SCHOOL
R0U010P0902A	RUDRAPRAYAG	UKHIMATH	UKHIMATH	EVERGREEN SCHOOL
R0U010P0902B	RUDRAPRAYAG	UKHIMATH	UKHIMATH	EVERGREEN SCHOOL
R0U020G1001A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, NALA
R0U020G1001B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, NALA
R0U020G1002A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, NALA
R0U020G1002B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, NALA
R0U020G1101A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, BHETH SEM
R0U020G1101B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, BHETH SEM
R0U020G1102A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, BHETH SEM
R0U020G1102B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	G.P.S, BHETH SEM
R0U020G1201A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	S.S.V.M SCHOOL

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R0U020G1201B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	S.S.V.M SCHOOL
R0U020G1202A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	S.S.V.M SCHOOL
R0U020G1202B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	S.S.V.M SCHOOL
R0U020G1301A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	GOVT MODEL PRIMARY SCHOOL
R0U020G1301B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	GOVT MODEL PRIMARY SCHOOL
R0U020G1302A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	GOVT MODEL PRIMARY SCHOOL
R0U020G1302B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	GOVT MODEL PRIMARY SCHOOL
R0U020G1401A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	M.L PUBLIC SCHOOL, NALA
R0U020G1401B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	M.L PUBLIC SCHOOL, NALA
R0U020G1402A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	M.L PUBLIC SCHOOL, NALA
R0U020G1402B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	M.L PUBLIC SCHOOL, NALA
R0U020G1501A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	NAVDEEP ADARSH CHILDREN ACADEMY
R0U020G1501B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	NAVDEEP ADARSH CHILDREN ACADEMY
R0U020G1502A	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	NAVDEEP ADARSH CHILDREN ACADEMY
R0U020G1502B	RUDRAPRAYAG	UKHIMATH	GUPTKASHI	NAVDEEP ADARSH CHILDREN ACADEMY
R0U030G1601A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, NYALSU
R0U030G1601B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, NYALSU
R0U030G1602A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, NYALSU
R0U030G1602B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, NYALSU
R0U030G1701A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KHOLI
R0U030G1701B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KHOLI
R0U030G1702A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KHOLI
R0U030G1702B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KHOLI
R0U030G1803A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.U.P.S, KHADIYA
R0U030G1803B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.U.P.S, KHADIYA
R0U030G1901A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KONEGADH
R0U030G1901B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KONEGADH
R0U030G1902A	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KONEGADH
R0U030G1902B	RUDRAPRAYAG	UKHIMATH	SITAPUR	G.P.S, KONEGADH
R0U040G2001A	RUDRAPRAYAG	UKHIMATH	KHADIYA	G.P.S, KHADIYA
R0U040G2001B	RUDRAPRAYAG	UKHIMATH	KHADIYA	G.P.S, KHADIYA

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R0U040G2002A	RUDRAPRAYAG	UKHIMATH	KHADIYA	G.P.S,KHADIYA
R0U040G2002B	RUDRAPRAYAG	UKHIMATH	KHADIYA	G.P.S,KHADIYA
R0U050G2101A	RUDRAPRAYAG	UKHIMATH	LWARA	G.P.S, LWARA
R0U050G2101B	RUDRAPRAYAG	UKHIMATH	LWARA	G.P.S, LWARA
R0U050G2102A	RUDRAPRAYAG	UKHIMATH	LWARA	G.P.S, LWARA
R0U050G2102B	RUDRAPRAYAG	UKHIMATH	LWARA	G.P.S, LWARA

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ANNEXURE II

School Schedule

Village-----

Block -----

Cluster.....

Name of the school -----

Contact number -----

I. Basic Characteristics

1.	What is the starting grade taught in this school?		
2.	What is the ending grade taught in this school?		
3.	How many students are enrolled this year in the school?		
4.	(a) On an average day of the students enrolled, how many of them attend? (b) How many of these are girls?		
5.	What is the main reason for leaving school?		
6.	During this school year, did all students who wanted to enroll in this school, get admission?	No = 0 Yes = 1	
7.	Do children get a free midday meal or free food? If yes,		
	(a) Is this meal; are there a variety of meals or only grain or only daliya?	No free food = 0 Yes, grain only = 1 Daliya only = 2 Yes variety of meals = 3	
	(b) Is there a kitchen to cook meal?	No = 0 Yes = 1	
	(c) In an average week, how often is a cooked meal given to the children?	Not at all = 0 A few days (2-3 days) = 1 Most days (4-6 days) = 2 Every day (except holiday)	

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		= 3	
8.	In which grade does the school start teaching English?		
9.	What are the number of villages near school (within 1 kms)		
10.	How many families are there in total?		

II. Physical standards

1.	School building was built in which year?		
2.	What is the nature of the school building?	Very poor=0 Poor=1 Medium=2 Good=3 Very Good=4	
3.	How many classrooms does the school have?	No = 0 If yes, enter the number of classrooms	
4.	Are there any classrooms that have students from more than one grade?	No =0 If yes, how many	
5.	Does the school have electricity?	No =0 Yes = 1	
	(a) If yes, for how many hours is there electricity during the school hours?		
	(b) How often does the electricity fail?	Everyday = 0 Once or twice per week = 1 Never, less than once a week = 2	
6.	What is the school's main source of water for drinking?	Piped = 0 Tube well = 1 Hand pump = 2 Pond = 3 Tanker truck = 4 Bottled = 5 Other = 6	
	a.)Where is this source located?	Inside the school building = 1	

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		Inside the compound = 2 Outside the compound = 3	
	b.) Do you have a filter in the school?	No = 0 Yes = 1	
7.	Does the school have any toilet facility for the students?	No = 0 Yes = 1	
	(a) If yes, what type of toilet does the school have for students?	None = 0 Flush toilet = 1 Pit latrine = 2 Ventilated improved pit latrine = 3	
	(b) Where is this toilet/latrine located?	Inside the school building = 1 Outside the school building = 2	
	(c) Do girls and boys have separate toilet facility?	No = 0 Yes = 1	
8.	Does the school have -		
	(a) Chairs and desks for all students	No = 0 Yes = 1	
	(b) Blackboard in every classroom	No = 0 Yes = 1	
	(c) Library	No = 0 Yes = 1	
	(d) Number of books in the Library		
	(e) Frequency of books being issued		
	(f) Computer that students use	No = 0 Yes = 1	
	(g) Fan	No = 0 Yes = 1	
	(h) Play Ground	No = 0 Yes = 1	
	(i) Kitchen for cooking meals	No = 0 Yes = 1	
	(j) A cook	No = 0 Yes = 1	
8.	Does the school have any of these curricular activities-		
	(a) Sports	No = 0 Yes = 1	
	(b) Girl scouts/boy guides	No = 0 Yes = 1	

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	(c) Singing/dancing/art	No = 0 Yes = 1	
	(d) Other	No = 0 Yes = 1	

III. Information regarding teachers' presence and working by head

1.	What is the total number of teachers in the school?		
2.	How many teachers stay in the village?		
3.	How many teachers stay outside the village?		
4.	Are there multiple classes being taken by one teacher, if yes, how many?	No = 0 Yes = 1	
5.	What is the extent of unavailability of subject-teachers in the school? If yes mention subjects	No = 0 Yes = 1	

IV. IV-Information regarding other 'learning outcome' affecting indicators

1.	PTM/SMC parents attend in (in percentage)		
2.	Students take tuitions (in percentage)		
3.	Incentive for parents	No = 0 Yes = 1	
4.	Incentive for above average students	No = 0 Yes = 1	
5.	School receive any support from NGO and/or any other	No = 0 Yes = 1	If yes, then How

ANNEXURE III

PUPIL'S SCHEDULE

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SAMPLE NO (सैंपल नं):-

Name of student:- _____

Block:-

Cluster:- _____ **Class:-** _____

Age:- _____ **Sex:-** _____ **Category:-** _____

School:- _____

1. क्या आप स्कूल आना पसन्द करते हैं ?
2. हाँ नहीं
3. आपका प्रिय विषय कौन सा है? क्यों ?
4. क्या आप घर में पढ़ाई करते हो ?
5. आपके घर में कितने सदस्य हैं ? कौन-कौन ?
6. आपके पिताजी क्या करते हैं ?
7. आपकी माताजी क्या करती है ?
8. आपको घर में कौन पढ़ाता है ?
9. क्या आप दृश्यान जाते हो ?
10. क्या आपका परिवार आपको विद्या की सामग्री प्रदान करने में सक्षम है ?

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11. क्या आप पढ़ाई के लिए बाहर जाना चाहेंगे ?

12. हाँ नहीं

13. आपका स्कूल मे पढ़ने का उद्देश्य क्या है ?

14. क) आपके घर से विद्यालय कितनी दूरी पर है ?

ख) आप विद्यालय कैसे आते है ?

15. आपको कौन से विषय कठिन लगता है ?

16. आपको स्कूल की कौन सी चीज सबसे अच्छी लगती है ?

17. अगर स्कूल आपको भोजन नहीं देंगे तो आप स्कूल आना पसंद करोगे ?

18. आप घर में कितने घण्टे पढ़ते हो ?

19. आको पढ़ने के अलावा और क्या करना पसंद है ? (एकस्ट्रा

करीकुलर एकिटविटीज)

20. आपके दैनिक दिनचर्या कैसी है ?

नहाना, दंतमंजन, नाखून काटना

ANNEXURE IV

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TEACHER'S SCHEDULE

SAMPLE NO (सैंपल नं0):-

Name of School:- _____

Block:-

Village:- _____

Cluster:-

Field Investigator:- _____

Date:-

1. आप का स्थायी निवास कहा हैं ?
2. आप मौजूदा समय पे कहा रहे रहें हैं ?
3. इस स्कूल में आप कब से पढ़ा रहे हो ?
4. आपके सेवाकाल की कुल अवधि ?
5. आपकी शैक्षणिक योग्यता ?
6. विद्यालय में अभी एक दिन में कितने घण्टे पढ़ाते हो ?
7. औसतन् आपको कितने बच्चों को पढ़ाना होता है ?
8. क्या आपके विद्यालय में अन्य सुविधाओं की आवश्यकता है? यदि हाँ, क्या ?

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9. आपको बच्चों को पढ़ाने में कौन—कौन सी दिक्कतों का सामना करना पड़ता है ?

10. क्या आप पूरी तरह से अपनी कार्यकुशलता से कार्य कर पाते हैं ?

11. क्या आप आपके विषय के अलावा दूसरे विषय को सुविधापूर्वक पढ़ा सकते हो ?

12. क्या आप अपने विद्यालय में कम्प्यूटर शिक्षा, तकनीकी शिक्षा तथा खेल—कूद जैसी गतिविधियों को बढ़ावा देना चाहते हैं? यदि हाँ, तो कैसे ?

13. क्या स्कूल की मौजूदा संरचना बच्चों की शिक्षा को प्रभावित करती हे?

14. आप बच्चों के व्यक्तित्व विकास के लिए किस प्रकार तथा क्या प्रयास करते हो ?

15. आपके हिसाब से बच्चों की सिखने की क्षमता अधिकांश किन कारणों पर निर्भर है?

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ANNEXURE VII

**Some Select Photographs
from the field**



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साप्ताहिक मध्याह्न गौजन सूची	
क्र.	दिवस
1.	सोमवार
2.	मंगलवार
3.	तुंडवार
4.	बृहस्पतिवार
5.	शुक्रवार
6.	शनिवार
	स्वास्थ्यनकानाम
	चावल+अम्बर दाल
	" + कटी
	" + गोड्डा दाल
	" + मीलदाल
	पुलाव/ रिश्ती
	चावल + चौसा

"प्रधानाध्यापक"



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सम्मान पट्ट			
कक्षा-8, A ग्रेड प्राप्त विद्यार्थी			
क्र.सं.	विद्यार्थी का नाम	सत्र	प्रतिशत
1.	कृ. अश्विका	2011-12	85%
2.	सुमित चन्द्रेला	11	84%
3.	अश्वय संजूलाण	11	82%
4.	कृ. दासिनी	11	80%
5.	सोहित रमेला	2012-13	84%
6.	नितान भट्ट	11	81%
7.	कृ. शिवानी	2013-14	88%
8.	प्राणान्त कुमाऊँचली	11	85%
9.	दिग्बर भट्ट	11	81%
10.	कृ. नैहा	11	81%
11.	आशुष भट्ट	11	80%
12.	कृ. नैहा	2014-15	87%
13.	कृ. सपना चन्द्रेला	11	82%
14.	सुमित गवाई	11	80%
15.	कृ. सुषिला	11	80%
16.	सुमित सिंह	2015-16	92%
17.	कृ. मीनाक्षी	11	87%

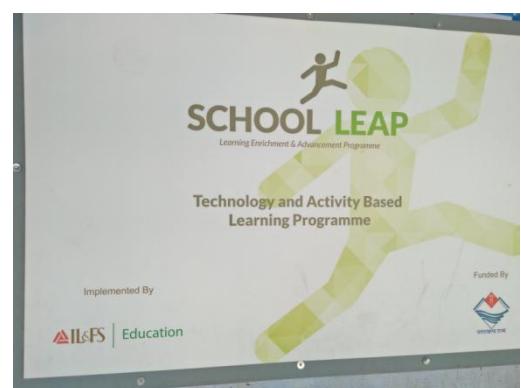
राजनीति प्रामाणिक विवादात्मक राजनीति के लिए			
विवादात्मक राजनीति के लिए विवादात्मक राजनीति के लिए विवादात्मक राजनीति के लिए विवादात्मक राजनीति के लिए			
क्र.सं.	विवादात्मक राजनीति के लिए	विवादात्मक राजनीति के लिए	विवादात्मक राजनीति के लिए
1.	कृ. अश्विका	06 02 07	06 02 07
2.	सुमित चन्द्रेला	06 02 07	06 02 07
3.	अश्वय संजूलाण	06 02 07	06 02 07
4.	कृ. दासिनी	06 02 07	06 02 07
5.	सोहित रमेला	06 02 07	06 02 07
6.	नितान भट्ट	06 02 07	06 02 07
7.	कृ. शिवानी	06 02 07	06 02 07
8.	प्राणान्त कुमाऊँचली	06 02 07	06 02 07
9.	दिग्बर भट्ट	06 02 07	06 02 07
10.	कृ. नैहा	06 02 07	06 02 07
11.	आशुष भट्ट	06 02 07	06 02 07
12.	कृ. नैहा	06 02 07	06 02 07
13.	कृ. सपना चन्द्रेला	06 02 07	06 02 07
14.	सुमित गवाई	06 02 07	06 02 07
15.	कृ. सुषिला	06 02 07	06 02 07
16.	सुमित सिंह	06 02 07	06 02 07
17.	कृ. मीनाक्षी	06 02 07	06 02 07



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