

A Study of Impact of Special Training Programme in Gujarat



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*Gandhinagar
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*Principal Investigator &
Research Associates.*

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ACRONYMS AND ABBREVIATIONS

Sr. No.	Name	Full Name
1	FI	Field Investigator
2	BRC	Block Resource Centre Coordinator
3	CRC	Cluster Resource Centre Coordinator
4	STP	Special Training Programme
5	STC/STCS	Special Training Centre
6	T-1	Tool-1 (Information Schedule for Bal Mitra)
7	T-2	Tool-2 (Questionnaire for Bal Mitra)
8	T-3	Tool-3 (Interview Schedule for Bal Mitra)
9	T-4	Tool-4 (General Knowledge Assessment for Bal Mitra)
10	T-5	Tool-5 (Emotional Quotient Assessment Test for Bal Mitra)
11	T-6	Tool-6 (Classroom Observation Sheet for Bal Mitra)
12	T-7	Tool-7 (Document Assessment Sheet for Bal Mitra)
13	T-8/1	Tool-8/1 (Question Paper-Std. 1/2)
14	T-8/2	Tool-8/2 (Question Paper-Std. 3/4)
15	T-8/3	Tool-8/3 (Question Paper-Std. 5/6)
16	T-9	Tool-9 (Opionnaire for the STP Concerned Persons)
17	EVs	Educational Volunteers
18	SSA	Sarva Shiksha Abhiyan
19	O _o SC	Out of School Children
20	TLM	Teaching Learning Materials
21	MDM	Mead Day Meal
22	VEC	Village Educational Committee
23	ASST.	Assistant
24	Rs.	Rupees
25	Hrs.	Hours
26	Q ₁	First Quartile
27	Q ₃	Third Quartile
28	STD.	Standard
29	NO.	Numbers
30	%	Percentage

31	EQ	Emotional Quotient
32	GK	General Knowledge
33	PTC	Primary Teachers Certificate
34	B.ED.	Bachelor of Education
35	H.S.C.	Higher secondary Certificate
36	DEPT.	Department
37	S.C	Schedule Cast
38	S. T.	Schedule Tribe
39	O.B.C	Other Backward Cast
40	GEN	General
41	DPEP	District Primary Education Programme
42	UEE	Universalization of Elementary Education
43	BaLA	Building as Learning Aids
44	ABL	Activities Base Learning
45	IED	Integrated Education Development
46	RTE	Right to Education
47	DIET	District Institute of Education and Training
48	NGO	Non Government Organization
49	GCERT	Gujarat Council of Education and Research Training
50	AS	Alternative Schooling
51	RP	Resource Person
52	OICAS	Office In charge Alternative Schooling
53	HM	Head Master
54	TT	Teachers Trainers
55	SRG	State Resource Group

Executive Summary

Introduction:

Sarva Shiksha Abhiyan is a National Mission for the proliferation of Elementary Education in India. Under Sarva Shiksha Abhiyan (SSA), all the 26 districts and 4 Municipal Corporations in Gujarat are being covered. Suitable changes have been made in the Memorandum of Association of the society to enable it to carry out implementation of projects in the education sector in Gujarat.

Its goals of SSA in the year 2011 were to:

- Open new schools in areas which do not have them and to expand existing school infrastructures and maintenance.
- Address inadequate teacher numbers, and provide training a development for existing teachers
- Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education.

Sarva Siksha Abhiyan is given the grant of thousands crores of rupees by the Govt. of India for the purpose of spread, research and development in the field of Primary Education. The SSA Mission has developed some unique educational models at the primary education level like Building As Learning Aid (BALA), Pragna (a unique model on the concept of Activity Based Learning –ABL), Integrated Education Development (IED) for Special Children and also Special Training Programme (STP) – an Alternative Schooling Programme for the Dropped Out and Out of School Children (OoSC).

Special Training Programme is under the provision of RTE Act-2009 to provide age appropriate special training with the help of special training material approved by state education authorities and teaching by regular school teacher or trained Bal Mitras in the school premises or as per the convenience of children.

It is equally important to regularly assess the progress and impact of all these programmes for avoiding any distraction and bringing out desirable out comes from these programmes. For this purpose Sarva Siksha Abhiyan conducts independent need based impact assessment research projects for each of their programmes every year.

The present study is a Need Based Study of SSA which was conducted to do survey from 450 Special Training Centres of the 8 selected districts by SSA out of all the 26 districts of Gujarat. In these selected 450 STCs the present research is an endeavour to study of the impact of Special Training Programme in terms of the coverage of the children, attendance and achievement of children, availability and utility of infrastructural facility, the competency of Bal Mitras, learning pattern, classroom interaction, study material and TLM provided by using Survey method with the help of the tools like questionnaire, interview, observation, achievement tests and opinionnaire as main research tools.

Thus, the present research ‘A Study of Impact of Special Training Programme in Gujarat’ is an honest attempt of SSA to bring out the actual impact of the Special Training Programme for Alternative Schooling in Gujarat to realize the progress and also the flaw backs of the STP.

Objectives of the Research:

The present research was a need based study on the basis of the needs provided by Special Training Department Head Mr. Hitendra Joshi to conduct a research in the selected 8 districts. The objectives of the Present Study were:

- To study availability and utility of infrastructure in accordance to place and sitting arrangement in STP.
- To study the availability and utility of TLM.
- To study the level of classroom interaction and learning pattern.
- To study the documentation work of Bal Mitras.
- To study the availability and utility of STP material.
- To study the capacity of Bal Mitras.
- To crosscheck the number of children covered in special training centres in the selected districts.
- To crosscheck the data which were available at block and district level regarding 'Out of School Children' and Drop Out Children.
- To crosscheck the mainstreamed children from Special Training Centre.
- To study the achievement and regularity of the attendance of the children in the Special Training Centres and its reasons.

Research Questions:

- Were the infrastructural facilities available in appropriate proportion at STC? Which are they?
- Were the available infrastructural facilities being used in a proper manner?
- Were the necessary TLM for STC available in appropriate proportion? Which are the TLM available at STC? How is their quality?
- Were the available TLM used in proper manner?
- How was the level of classroom interaction and learning pattern of the children?
- Which were the documents maintained by the EVs?
- Which type of material was provided by the STP to the STC?
- Was the material being provided by the STP used properly? How?
- How was the capability of the EVs in terms of their E.Q, knowledge and documentation?
- How much staff was available at STC and what was the quality of the staff available?
- Was the information available at block and district level regarding 'Out of School Children' and 'Drop Out Children' correct?
- Is the information (data) available at STC regarding the mainstreamed children correct?
- Did the children leave their study even after joining STC? If yes, Why?

Methodology:

a) Coverage:

- **The Universe of Study:** All the STCs operating in Gujarat state under SSA and the EVs, children and other concerned persons are the Universe of Population for this study.
- **Sampling:**
- **Form of the Sample:** The present study was conducted to assess the impact of the 10 to 20 month's Non Residential Special Training Programme in Gujarat. Under this particular programme there are 3378 Special Training Centers operating in the 25 districts of Gujarat. The present study, being a Need Based Study of SSA, was conducted to do survey from the 8 selected districts by SSA out of all the 25 districts of Gujarat. From these selected 8 districts, in 6 districts(Gandhinagar, Bhavnagar, Banaskantha, Kutch, Junagadh and Panchmahal) 2 talukas were randomly selected and in Dang district which has only one taluka (Ahwa) so only one taluka was selected there and at Ahmedabad Corp. being a very wide area (909 STC – 26.91% of total STCs) having more than 25% of all the centers four wards were selected from it. From the list of all the operating Special Training Centres at all the talukas selected the 450 Special Training Centres (as suggested by the STP Dept. of SSA) were selected randomly in proportion with the total number of Special Training Centres operating at the taluka as a sample of the study.

In this way the sample of the study included the 450 selected by the procedure mentioned above and the Bal Mitras, Asst. Bal Mitras, Lady Escorts, the children working there and the other concerned persons like (CRC, BRC, Principles, Teachers and members of SMC).

- **Units of Observation:** Children of STCs, Bal Mitras, BRC/CRC, members of SMC, Teachers of regular school and other concerned persons.

b) Data Collection:

- **Source of Data:** Documents of STCs maintained by Bal Mitras, observation of classroom interaction, interviews and discussion with Bal Mitras, BRC/CRC, members of SMC, Teachers of regular school and other concerned persons, data of information schedule, tests prepared for Bal Mitras and Children, questionnaire and opinionnaire.
- **Types of Data:** Qualitative and quantitative.
- **Tools:** In the present study a survey of the 450 selected STCs was conducted. To collect the data in this research 9 tools were prepared from which 6 tools were to be filled up with the help of Bal Mitras, one with the help of children studying and one was to be filled up with the help of concerned persons. The information regarding these tools is as given below:
 1. **Information Schedule:** Information regarding infrastructural facilities of STC, enrolled children, available TLM and STP material and available documents at the STCs.
 2. **Questionnaire:** Specific questions were asked in this tool on availability and utility of TLM, Infrastructural facility, STP material, extra coaching facility, Classroom Interaction, Learning pattern of the children, documentation, grocery and quality of food, drop out children from the STP, mainstreamed children.

3. Interview Schedule: Interview Schedule for Bal Mitras was to be used by Field Investigators which provided a guide line regarding which kind of questions were to be asked in the interview with the Bal Mitras so that a kind of standardization can be maintained in the data collected from the 450 STCs of the sample.

There were 21 questions included in this tool for interviewing the Bal Mitras.

4. General Knowledge Assessment Test: This assessment test was prepared to assess the general knowledge of the Bal Mitras in which there were 30 questions included related to the general knowledge of nine different fields/subjects.

5. E.Q. Assessment Test: This tool was designed to assess the E.Q of the Bal Mitras. This was a five point rating scale in which there were 15 affirmative and 15 negative sentences included, thus there were 30 sentences in this E.Q. Assessment Test.

6. Classroom Observation Sheet: Classroom Observation Sheet was a three point rating scale which was prepared to assess the classroom interaction of Bal Mitras in which there were 24 items included.

7. Documentation Assessment Sheet: Document Assessment Sheet was a check list in which there was a five point rating scale to assess the quality of the documents maintained was attached.

8. Achievement Test for Children: Three multiple choice questions tests were prepared considering the course of first term in which subjects like Gujarati, Environmental Science and Maths and English for three groups – Star, Moon and Sun.

9. Opinionnaire: This Opinionnaire was prepared to know the opinions of the concerned persons with the STP about the STP.

The table regarding the Tool is given in Appendix - A, all the tools in their original form are given in Appendix - B and the translated tools are given in the Appendix C

- **Techniques:** The research invigilators visited all the STCs of the sample and collected the data by using the tools.

c) **Data Analysis:**

Nature of Data: Qualitative and Quantitative

- Qualitative analysis of the qualitative data was done.
- Data collected by the Field Investigators was analyzed by using the statistical methods of percentage, average, Q_1 and Q_3 .
- Score of Achievement test for children and tests for EVs were analyzed by using parametric methods of analysis.

Findings:

Availability and Utility of Infrastructural Facility:

- From the functional 397 STCs of the sample Duster was available at 84.38% STCs, Chalk was available at 84.63% STCs, Black Board and Drinking Water was available at 80.35% STCs, was available at 80.60% STCs which are the primary needs to run an educational institute. While the least available infrastructural facilities were cup board at 38.29% STCs and table at 46.35% STCs. In other infrastructural facilities, Chair was available at 59.70% STCs, Carpet /

Mat was available at 50.88% STCs, Light was available at 67.76% STCs, Fan was available at 61.46% STCs, Stationary was available at 59.95% STCs and Toilet was available at 60.71% STCs.

- At 83.55 STCs the Bal Mitras were satisfied with the infrastructural facilities available.
- 79.20% Bal Mitras said that the facilities provided by SSA were used properly while 90.76% of the concerned persons to STP opined that the financial assistance and facilities provided by SSA were used properly.
- On the functional 397 STCs of the sample, the Bal Mitras were present on all the STCs while on 13.60% STCs Asst. Bal Mitras and on 14.11% STCs Lady Escorts were found to be present. But 81.51% of concerned persons opined that Asst. Bal Mitra was not allotted to the STC easily despite of the number of children being more than 10.
- Among the Bal Mitras and Asst. Bal Mitras the number of female was found to be more than male.
- From the functional 397 STCs of the sample, 47.86% STCs were operating at the home of the Bal Mitra or at rented home, 39.04% STCs at a room allotted in a school and 13.10% STCs at Open Environment in which the number of STCs operating at rented home or Bal Mitra's home was found to be the most. The average amount paid to an STC for paying rent was Rs. 816.50.
- 93.70% of the total STCs were found to be operating for 4 hrs. or more than 4 hrs.
- Children of 38.29% STCs were getting the benefit of Mid Day Meal who were also satisfied with its quality and menu. The number of STCs receiving the benefit of MDM (152) corresponded with the number of STCs operating at school (155) and from which we can conclude that only those STCs which were operating at normal school were also getting the benefit of MDM facility.

Availability and Utility of TLM

- With the financial assistance provided by STP for purchasing the TLM, Notebook was found to be the purchased at most of the STCs (79.60%) and Uniform was found to be purchased at the least of the STCs (24.18%).
- According to 78.40% Bal Mitras and 81.51% of the concerned persons to STP the TLM was made available in time to the children.
- According to 82.62% Bal Mitras and 87.40% of the concerned persons to STP the utility of the TLM was satisfactory for educational purpose.
- According to the Bal Mitras in 95.80% cases the BRC or CRC and in 89.08% cases the principal or teachers of a school remained present at the time of purchase of TLM for the STC.

Classroom Interaction and Learning Pattern at the STCs

- From all the Bal Mitras 49% Bal Mitras' classroom interaction was found to be average while the proportion of the Bal Mitras having good classroom interaction was 24% and Bal Mitras having bad classroom interaction was of 27%.

- The children studying at STCs found to be learning the most by listening style then by visual style and least by activity based learning style.

Documentation Work of Bal Mitras:

- While assessing the availability of the documents at the STCs it became clear that the Attendance Register for Children was available at 97.48% STCs, the Attendance Register for Staff was available at 71.28% STCs, the Daily Notebook was available at 88.16% STCs, the TLM Register was available at 75.06% STCs, the Visit Book was available at 78.84% STCs which indicated good maintenance of documents at most of the STCs by the Bal Mitras.
- Besides considering in terms of the quality the level of the documents maintained at STCs, Staff Attendance Register and Children's Attendance Register were the best maintained documents at the STCs. While the documents having lowest quality were Income Expense Register and Inward Outward Register which indicates the awareness of Bal Mitras for Attendance and lesser awareness and lower competency in clerical and accounts related works.
- By collecting opinions of STP concerned persons regarding the documentation work of the Bal Mitras, we could know that 94.96% of the concerned persons opined that the Bal Mitras are regularly updated the documents at STCs. Besides 96.64% of the concerned persons opined that the documents maintained at the STCs were checked regularly and these documents were qualitative.

Availability and Utility of STP Material:

- On the basis of this we can say that availability of the Modules of Std. 1 to 6 was highest (at 84.37% STCs) and the least availability was of Early Reader (at 30.76% STCs).
- On 78.40% STCs the STP material was found to be reaching in time.
- In terms of the utility 82.62% of the Bal Mitras said that its utility was satisfactory for educational purpose.
- According to 90.76% of the concerned persons the STP the material provided by SSA was used properly.
- By the classroom observation we could find that:
 - The Bal Mitras were teaching the children interestingly with the help of Lesson Card.
 - The Bal Mitras made the children involve in various activities with the help of Activity Cards.
 - The Bal Mitras register the progress of the children in the progress cards.

Competency of Bal Mitra:

- In terms of General Knowledge the 48.87% Bal Mitras possess medium level of General Knowledge and by analyzing the overall score in the General Knowledge Assessment Test in all the 9 subjects we could find that the Bal Mitras possessed the best General Knowledge in Sports and the least in Science subject.
- From the perspective of Emotional Quotient of the Bal Mitras, Bal Mitras having Medium Level of E.Q was 50.13% while the Bal Mitras having Lower and Higher E.Q was subsequently 26.70% and 23.17%.

- From the perspective of the Educational Qualification, the proportion of Bal Mitras having educational qualification till HSC was highest and the Bal Mitras having educational qualification till Post Graduation was the least.
- With context to the training of the Bal Mitras, the proportion of Bal Mitras having taken training like of PTC or B.Ed. was 18.14% which was much lower than the untrained Bal Mitras which was 81.86%.
- In all the levels of educational qualification and training the proportion of the Bal Sakhis (Female) was much more than the Bal Mitras (Male).
- The training given by SSA to operate an STC was received by almost all (99.49%) the Bal Mitras.

Children Covered Under Special Training Programme:

- Considering the number of children registered at state level the STP Dept. as 100%, it was found that the registered children at the time of visit was 91.99% of total children which indicates that information regarding the registered children was not updated time by time at state level but still the difference between the proportion of this two numbers was negligible.
- Considering the number the number of children registered at state level the STP Dept. as 100%, it was found that the present children at the time of visit was 74.28% of total children according to which we can say that all the children registered at the STC were not found to be present. One fourth (25.72%) of the total children were found to be absent in comparison with the information of the children registered at state level STP Dept.

Information About OoSC and Drop Out Children:

- The proportion of OoSC children was found to be less than the Drop Out Children registered at the functional STCs while the proportion of the same was more as per the documents given by STP Dept.
- The information collected from the functional STCs was found to be insufficient to crosscheck with the information given from STP Dept. of SSA.

Information Regarding Mainstreamed Children from STCs:

- The most number of students mainstreamed was in Std. 1 (24.64%) and the least number of the students mainstreamed was in Std. 8 (2.28%) in the training conducted in the year 2010-11 in which the proportion was found to be decreasing subsequently in the higher standards.
- On 92.38% STCs regularly tracking the children after mainstreaming them in the schools is done.
- From the total number of STCs which conducted training last year and mainstreamed children at 93.81% STCs the children were still found to be studying in school in which the total number of children studying are 1554 (93.39%) and from the remaining STCs there were 110 (6.61%) children who have dropped out.
- From the reasons of drop out of children the most effecting reason is found to be the transfer of location of the parents.

- The concerned persons to the STP informed that the children mainstreamed through STCs had good adaptability but they were found to be weak in terms of the academic performance in comparison with the children of normal school.
- In the mainstreamed children from the STC, the proportion of the children of OBC category was found to be the highest and of SC category the least.
- In the mainstreamed children from the STC, the proportion of girls was found to be more than boys.
- In the mainstreamed children from the STC, the most number of children were mainstreamed in Std. – 1 (22.38%) and the least in Std. – 7 (3.76%). This proportion was observed to be decreasing subsequently in higher standards.
- In the mainstreamed children from the STC last year, the most number of children were found to be still studying in Std. – 2 (25.54%) and the least in Std. – 8 (0.2%) in the current year.
- In the mainstreamed children from the STC last year, we could find that of 36.44% children had good academic progress, 43.96% children had academic average progress while 19.60% children had poor academic progress.

Achievement of the Children at STCs:

- From the perspective of academic achievement, from the children of the three groups the children of Star Group had highest achievement while the children of Sun Group had lowest academic achievement. Although the difference among them was negligible.
- The percentage average of the academic achievement of the three groups was found to be above 70% which indicated that the academic achievement of the children at the STCs was satisfactory.
- In the Moon Group the academic achievement of the children of Std. 4 was higher than those of Std. 3.
- The academic achievement of the children of Std. 6 and 7 was found to be higher than those of Std. 5 of Sun Group.
- The quality of the children prepared through STP was appropriate for mainstreaming them in a normal school.
- By different activities of the STP the children's fear regarding the school could be removed and they could be motivated to enter in normal schools.

Attendance of the Children at the STCs:

- The average attendance of the two days of visit (80.74%) was found to be more than average attendance of the previous day of the visit (76.11%), the average attendance of the previous week (73.80%) and last month (68.43%).
- According the opinions of 92.61% of the Bal Mitra the children remained regularly present at the STCs.
- Among the reasons for the irregularity of the children at STCs the most affecting reason was the poor economical condition of the parents.

Recommendations:

- While crosschecking the information of the registered children at STCs we found that the information was not updated at the State Level STP office. The information at the State Level STP Dept. should be updated time by time.
- The facility of MDM should be provided to all the children at all the STCs.
- The STCs operating at an Open Environment space should also be provided similar primary infrastructural facilities as the other STCs operating form school room or rented home.
- Such training programme should be organized by which the E.Q. level of Bal Mitra's can improve.
- Such training programme should be organized by which the Bal Mitra's G.K. can improve and in particular the G.K of Science Subject should be improved.
- Such efforts should be taken by which the Bal Mitras can be competent to impart more education through Activity Based Learning.
- The impact of the STP can be improved if the proportion of Bal Mitras having educational qualification of PTC is increased.
- The G.R numbers of the children at STCs should be compulsorily registered.
- The fundamental STP material like Lesson Cards and Activity Cards should be available at each STC.

CHAPTER – 1 Introduction

1.1 Introduction*:

India has tried hard to achieve the international and national goals of primary education for all since independence; the dream has not yet been realized. **Sarva Shiksha Abhiyan (The Education for All Movement)**, is an Indian Government programme aimed at the universalization of Elementary Education “in a time bound manner”, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6–14 (estimated to be 205 million in number in 2001) a fundamental right. The programme was pioneered by Atal Bihari Bajapeyee.

Its goals of 2011 were to:

- Open new schools in areas which do not have them and to expand existing school infrastructures and maintenance.
- Address inadequate teacher numbers, and provide training and development for existing teachers
- Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education.

The MLL (Minimum Level of Learning, UEE (Universalization of Elementary Education) and DPEP-SSA (District Primary Education Program - Sarva Shiksha Abhiyan) were the recent efforts in this direction. But quality improvement in primary education is still far from reaching its desired goal.

Sarva Shiksha Abhiyan is a National Mission for the proliferation of Elementary Education in India. Under Sarva Shiksha Abhiyan (SSA), all the 26 districts and 4 Municipal Corporations in Gujarat are being covered. Suitable changes have been made in the Memorandum of Association of the society to enable it to carry out implementation of projects in the education sector in Gujarat.

1.2 Objectives of Sarva Shiksha Abhiyan*:

- By 2005, all children of age group 6 to 14 are to be enrolled in school, Alternative Schooling center or in back to school camp
- By 2007, all children of age group 6 to 14 are to complete five years of primary education
- By 2010, all children of age group 6 to 14 are to complete eight years of elementary

* The information regarding SSA and its objectives are from the official website of SSA.

education

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social gaps at primary stage by 2007 and at elementary education level by 2010
- By 2010, Universal Retention

1.3 A Brief Introduction of Special Training Programme (STP)*:

Sarva Siksha Abhiyan is given the grant of thousands crores of rupees by the Govt. of India for the purpose of spread, research and development in the field of Primary Education. The SSA Mission has developed some unique educational models at the primary education level like Building as Learning Aid (BaLA), Pragna (a unique model on the concept of Activity Based Learning –ABL), Integrated Education Development (IED) for Special Children and also Special Training Programme (STP) – an Alternative Schooling Programme for the Dropped Out and Out of School Children (OoSC).

Special Training Programme is under the provision of RTE Act-2009 to provide age appropriate special training with the help of special training material approved by state education authorities and teaching by regular school teacher or trained Bal Mitras in the school premises or as per the convenience of children.

1.4 Introduction of Non Residential Special Training Programme 10-20 months (NRSTP)*:

Non Residential Special Training Programme of 10-20 months duration is for the OoSC belonging from 9 to 14 years age who are never enrolled and/or dropout in the urban as well as rural areas including the tribal districts areas.

1.5 Objectives of Non Residential Special Training Programme:

- To provide extra coaching to the Children of 9-14 age group never enrolled & dropout children
- (Enroll) Mainstream the children in to regular school before (STC) coaching
- Provide education of life skill
- Create interest, positive attitude toward the education and increase the level of education
- Increase the competency level of student to cope up with the same age group children.

* The information regarding SSA and its objectives are from the official website of SSA.

1.6 Information Regarding the Training of Bal Mitra:

- Work shop of three days had been organized in order to Orient the Bal Mitra (EVs) trainer, after the selection. Training Module (I &II) for STP-10-20 months based on the concept of Content ,methodology, Pear group learning, TLM making, communication skill, Life skill, Child psychology, Use of Module and Work book, Provision for STP was prepared as per the directions of RTE Act(2009).
- Master trainers (Resource person AS, Monitoring Resource person AS, Block resource coordinators, Block resource coordinators, (H.M, Teachers, Bal Mitras) had been trained (oriented) for 3 days at state level for Special training three months and also trained for 6 days at state level by expert form GCERT, DIET, Teachers training unit, AS unit, NGOs.
- For the Special training 10-20 months Bal Mitras (EVs) had been trained (oriented) for 30 days before starting class. Including subjects pear group learning, content, methodology, documentation, Life Skill activity & prevocational training. Monthly one day's teleconference had been organized with the demonstration of class in order to clear the concept of Special training centers. During question time questions are asked by the EVs, CRC & BRC.

Table 1. 1: Time table of EVs for 30 days training*

No	Subject	Duration	Purpose
1	Child Psychology	6.00 Hrs.	To understand the child view & know the stages of Child development
2	Teaching Learning Method	6.00 Hrs.	For effective & interactive classroom work
3	Content	6.00 Hrs.	To get clear idea about the language, Math, English & Environment by playing and to know the fundamental principles of learning in different subjects
4	Classroom Management	6.00 Hrs.	For live interaction, motivating Children, and creating Positive itude toward the work.
5	How to use TLM?	6.00 Hrs.	In order to make class room process more effective & Joyful with audio visual experience
6	Documentati on work	6.00 Hrs.	In order to be punctual in work
7	Communicati on Skill	6.00 Hrs.	To increase the level of confidence, and strengthen social relationship.
8	Demonstratio n of lesson	6.00 Hrs.	Active participation and total involvement

*The Information regarding STP was provided by STP Dept. Gandhinagar.

1.7 Information of Monitoring & Evaluation of STCs*:

The STCs are regularly monitored by a committee in order to help, guide and crosscheck the operation of the STCs. The monitoring committee includes members from different level like BRC, CRC, Head Master of the Schools, members of VEC & SMC etc. The information regarding the monitoring and evaluation schedule is as given below:

Table 1.2: Monitoring and Evaluation Schedule

No.	Level	Officers	Duration
1	VEC/WEC	H.M.	12 times in a month
2	Cluster	CRC-Coordinator	18times in a month
3	Block	URC/BRC-Coordinator, Block RP.AS	10 times in a month
4	District	OIC-AS, Gender, T.T, IED	8 times in a month
5	State	OIC-AS, Gender, T.T, IED, Asst.-OIC AS	4 times in a month
6	Whole	State Field Supervisor	25 days in month

1.8 Summary of the Activity of Special Training Programme During 2010-11 *

- Implementation of Programme as per the RTE Act- 2009, in the year of 2010-11
- AS per the Guideline and the provision of RTE Act -2009 we have done planning for the year of 2010-11, Districts have prepared special plane for the coverage of OSC as per the age group and competency instruction to enrollee children in to regular school had been given to every District project coordinators.
- State level committee is prepared for Preparing the Programme, duration, Place, timing, curriculum, teaching learning material, evaluation system, monitoring, hand holding system& provision of MDM.
- Special training material was developed by the State Resource Group (SRG)Lecturer of DIET,Lecturer of GCERT, CRC, retired teachers, expert from the NGOs, EVs, Resource person, Person from other department & University. Material was developed for 1st to 6th standard. (Modules, Workbooks, Activity cards, Pre Test papers, Progress card).

In the present study we will assess the impact/evaluation of the Non Residential Special Training Program of 10-20 months as a whole.

*** The information regarding SSA and its objectives are from the official website of SSA.**

1.9 Background of the Present Research:

It is equally important to regularly assess the progress and impact of all these programmes for avoiding any distraction and bringing out desirable outcomes from these programmes. For this purpose Sarva Siksha Abhiyan conducts independent need based impact assessment research projects for each of their programmes every year.

The present study is a Need Based Study of SSA which was conducted to do survey from 450 Special Training Centres of the 8 selected districts by SSA out of all the 25 districts of Gujarat. In these selected 450 STCs the present research is an endeavour to study of the impact of Special Training Programme in terms of the coverage of the children, attendance and achievement of children, availability and utility of infrastructural facility, the competency of Bal Mitras, learning pattern, classroom interaction, study material and TLM provided by using Survey method with the help of the tools like questionnaire, interview, observation, achievement tests and opinionnaire as main research tools.

Thus, the present research 'A Study of Impact of Special Training Programme in Gujarat' is an honest attempt of SSA to bring out the actual impact of the Special Training Programme for Alternative Schooling in Gujarat to realize the progress and also the flaw backs of the STP.

Chapter – 2 Methodology and Procedure

2.1 Introduction:

In the first chapter of the present research a brief introduction of Sarva Siksha Abhiyan, its objectives and functions and the trainings being given by it besides a brief introduction of Special Training Programme which was the subject of the present research, its objectives and works, summary of training of the people working in this programme and abstracts of the related literature are given. This chapter mainly deals with the methodological procedure followed in the present study.

2.2 Title: The Impact of Special Training Programme in Gujarat

2.3 Statement of the Problem:

A study of the impact of Special Training Programme in terms of the coverage of the children, attendance and achievement of children, availability and utility of infrastructural facility, the competency of Bal Mitras, learning pattern, classroom interaction, study material and TLM provided by using Survey method with the help of the tools like questionnaire, interview, observation, achievement tests and opinionnaire as main research tools.

2.4 Objectives of the Research Project:

The present research was a need based study on the basis of the needs provided by Special Training Department Head Mr. Hitendra Joshi to conduct a research in the selected 8 districts. The objectives of the Present Study were:

- To study availability and utility of infrastructure in accordance to place and sitting arrangement in STP.
- To study the availability and utility of TLM.
- To study the level of classroom interaction and learning pattern.
- To study the documentation work of Bal Mitras.
- To study the availability and utility of STP material.
- To study the capacity of Bal Mitras.
- To crosscheck the number of children covered in special training centres in the selected districts.
- To crosscheck the data which were available at block and district level regarding 'Out of School Children' and Drop Out Children.

- To crosscheck the mainstreamed children from Special Training Centre.
- To study the achievement and regularity of the attendance of the children in the Special Training Centres and its reasons.

2.5 Research Questions:

- Were the infrastructural facilities available in appropriate proportion at STC? Which are they?
- Were the available infrastructural facilities being used in a proper manner?
- Were the necessary TLM for STC available in appropriate proportion? Which are the TLM available at STC? How is their quality?
- Were the available TLM used in proper manner?
- How was the level of classroom interaction and learning pattern of the children?
- Which were the documents maintained by the EVs?
- Which type of material was provided by the STP to the STC?
- Was the material being provided by the STP used properly? How?
- How was the capability of the EVs in terms of their E.Q, knowledge and documentation?
- How much staff was available at STC and what was the quality of the staff available?
- Was the information available at block and district level regarding ‘Out of School Children’ and ‘Drop Out Children’ correct?
- Is the information (data) available at STC regarding the mainstreamed children correct?
- Did the children leave their study even after joining STC? If yes, Why?

2.6 Delimitation of the Present Study

The present study was delimited to the 10 – 20 months’ Non Residential Special Training Programme only (NRSTP – 10 to 20 months).

2.7 Definition of Key Words:

- 1) Special Training Programme (STP): Special Training Programme is the schooling facility provided by SSA under the provision of RTE (2009) for the extension of primary education to the children who have been the ‘left outs’ / ‘drop outs’ of the present educational system or who have never been to school (9 to 14 years).
- 2) Special Training Centres (STCs): Special Training Centres means the alternative schooling arrangement made under Special Training Programme.

- 3) Drop-out children: The children who left the primary schooling in between due to some reason.
- 4) Left-out children: The children who never enrolled in the schooling process at all.
- 5) EVs (Bal Mitras): The teaching and non teaching resource persons appointed under Special Training Programme by SSA.
- 6) Field Investigators: Field Investigators in this study means the 103 persons appointed to visit and collect data from the 450 STCs across the 16 Talukas of 8 Districts, who were trained for data collection of the study.
- 7) Concerned Persons to STP: By Concerned Persons to STP, the reference is to the members of monitoring committee like BRC / CRC, State Field Supervisor, Head Master of the school, teachers of the school, members of School Management Committee.
- 8) OoSC: Out of School Children, i.e. those children who have never gone to school at all.

2.8 Methodology:

a) Coverage:

- **The Universe of Study:** All the STCs operating in Gujarat state under SSA and the EVs, children and other concerned persons are the Universe of Population for this study.
- **Sampling:**
- **Form of the Sample:** The present study was conducted to assess the impact of the 10 to 20 month's Non Residential Special Training Programme in Gujarat. Under this particular programme there are 3378 Special Training Centers operating in the 25 districts of Gujarat. The present study, being a Need Based Study of SSA, was conducted to do survey from the 8 selected districts by SSA out of all the 25 districts of Gujarat. From these selected 8 districts, in 6 districts(Gandhinagar, Bhavnagar, Banaskantha, Kutch, Junagadh and Panchmahal) 2 talukas were randomly selected and in Dang district which has only one taluka (Ahwa) so only one taluka was selected there and at Ahmedabad Corp. being a very wide area (909 STC – 26.91% of total STCs) having more than 25% of all the centers four wards were selected from it. From the list of all the operating Special Training Centres at all the talukas selected the 450 Special Training Centres (as suggested by the STP Dept. of SSA) were selected randomly in proportion with the total number of Special Training Centres operating at the taluka as a sample of the study. In this way the total number of STCs in the selected talukas and the number of selected STCs is given in the table given below:

Table 2.1: The Sample of the Research

SR. NO	DISTRICT	NUMBER OF STP	SELECTED TALUKAS	TOTAL CENTRES	SELECTED CENTRES IN SAMPLE
1	GANDHINAGAR	49	GANDHINAGAR	21	13
			MANSA	22	14
2	AHMEDABAD (CORPO)	909	ISANPUR (WARD)	81	51
			ODHAV (WARD)	16	10
			JUNA VADAJ (WARD)	24	15
			KUBERNAGAR (WARD)	60	37
3	BHAVNAGAR	74	BHAVNAGAR	29	18
			TALAJA	19	12
4	BANASKANTHA	359	PALANPUR	53	33
			DANTA	38	24
5	KATCHH	149	RAPAR	20	12
			MANDVI	20	12
6	DANG	119	AHWA	119	74
7	JUNAGADH	213	JUNAGADH	38	24
			KODINAR	80	50
8	PANCHMAHAL	142	GODHARA	60	37
			SAHERA	22	14
TOTAL		2014		722	450

In this way the sample of the study included the 450 selected by the procedure mentioned above and the Bal Mitras, Asst. Bal Mitras, Lady Escorts, the children working there and the other concerned persons like (CRC, BRC, Principles, Teachers and members of SMC).

- **Units of Observation:** Children of STCs, Bal Mitras, BRC/CRC, members of SMC, Teachers of regular school and other concerned persons.
- b) **Data Collection:**
- **Source of Data:** Documents of STCs maintained by Bal Mitras, observation of classroom interaction, interviews and discussion with Bal Mitras, BRC/CRC, members of SMC,

Teachers of regular school and other concerned persons, data of information schedule, tests prepared for Bal Mitras and Children, questionnaire and opinionnaire.

- **Types of Data:** Qualitative and quantitative.
- **Tools:** In the present study a survey of the 450 selected STCs was conducted. To collect the data in this research 9 tools were prepared from which 6 tools were to be filled up with the help of Bal Mitras, one with the help of children studying and one was to be filled up with the help of concerned persons. The information regarding these tools is as given below:
 1. **Information Schedule:** Information regarding infrastructural facilities of STC, enrolled children, available TLM and STP material, available documents at the STCs. (Tool was to be filled up by EVs).

There were 15 items included in this tool.
 2. **Questionnaire:** Specific questions were asked in this tool on availability and utility of TLM, Infrastructural facility, STP material, extra coaching facility, Classroom Interaction, Learning pattern of the children, documentation, grocery and quality of food, drop out children from the STP, mainstreamed children. (Tool was to be filled up by Bal Mitras).

There were 23 questions included in this tool.
 3. **Interview Schedule:** Interview Schedule for Bal Mitras was to be used by Field Investigators which provided a guide line regarding which kind of questions were to be asked in the interview with the Bal Mitras so that a kind of standardization can be maintained in the data collected from the 450 STCs of the sample.

There were 21 questions included in this tool for interviewing the Bal Mitras.
 4. **General Knowledge Assessment Test:** This assessment test was prepared to assess the general knowledge of the Bal Mitras in which there were 30 questions included related to the general knowledge of nine different fields/subjects. This test had all the MCQ type questions and an answer sheet was prepared separately.
 5. **E.Q. Assessment Test:** This tool was designed to assess the E.Q of the Bal Mitras. This was a five point rating scale in which there were 15 affirmative and 15 negative sentences included, thus there were 30 sentences in this E.Q. Assessment Test.
 6. **Classroom Observation Sheet:** Classroom Observation Sheet was a three point rating scale which was prepared to assess the classroom interaction of Bal Mitras in which there were 24 items included.

7. **Documentation Assessment Sheet:** Document Assessment Sheet was a check list in which there was a five point rating scale to assess the quality of the documents maintained was attached. There were 12 documents enlisted in this check list.
8. **Achievement Test for Children:** Three multiple choice questions tests were prepared considering the course of first term in which subjects like Gujarati, Environmental Science and Maths and English for three groups – Star, Moon and Sun. Among these three tests there was a question bank of 39 questions for taking an oral test of the children of Star Group and a separate answer sheet with it; for Moon Group there was a written test of 39 questions and for Sum Group there was a written test of 37 questions.
9. **Opinionnaire:** This Opinionnaire was prepared to know the opinions of the concerned persons with the STP about the STP in which the concerned persons were to answer the 40 sentences by selecting ‘Agree’ or ‘Disagree’ option. In this tool there were 23 common sentences for all the concerned persons and 9 sentences for BRC & CRC and 8 sentences for the principals or teachers of the schools.

The table regarding the Tool is given in Appendix - A, all the tools in their original form are given in Appendix - B and the translated tools are given in the Appendix C.

- **Techniques:** The research invigilators visited all the STCs of the sample and collected the data by using the tools.
- c) **Training of Human Resource:** As the first step of the data collection one day training workshop of the Taluka Coordinators and Field Investigators was organized at Faculty of Education, Kadi Sarva Vishwavidyalaya in which the Chief Investigator and the Associate Investigators trained the Taluka Coordinators and Field Investigators in detail considering the parts and parcels of the whole data collection process. The time table of the training workshop is given in the Appendix - D, and the list of the Taluka Coordinators and Field Investigators is attached in Appendix - E.

In the third stage of the training, the STCs selected in Sample were visited for two days by the Field Investigators during which required data was collected by using the tool number 1 to 8. The Taluka Coordinators and the Research Associates monitored their work during this period. Apart from this the Taluka Coordinators collected the opinions of the concerned persons by using tool number – 9. After the data collection all the filled up documents were collected and its data entry was made using Excel Sheet of MS Office.

d) Data Analysis:

Nature of Data: Qualitative and Quantitative

- Qualitative analysis of the qualitative data was done.
- Data collected by the Field Investigators was analyzed by using the statistical methods of percentage, average, Q_1 and Q_3 .
- Score of Achievement test for children and tests for EVs were analyzed by using parametric methods of analysis.

CHAPTER – 3 Data Analysis and Interpretation

3.1 Introduction

In the first chapter of the present research a brief introduction of Sarva Siksha Abhiyan, its objectives and functions and the trainings being given by it, besides a brief introduction of Special Training Programme which was the subject of the present research, its objectives and works, summary of training of the people working in this programme and abstracts of the related literature were given. The methodological part was discussed at length in Chapter – 2. This chapter deals with data analysis, interpretations, results and recommendations of the present study.

The 450 Special Training Centres shown in the Table No.- 2.1 were visited for two days by the field investigators in which on the first day visit 64 Special Training Centres were found to be closed and on the second day visit 75 Special Training Centres were found to be closed. And on both the days visits total 53 Special Training Centres were found closed and in this way 397 Special Training Centres were found functional. In all the analysis and interpretation from now onwards only the functional 397 Special Training Centres are considered as the sample.

In the present study 10 objectives and 13 research questions were framed to assess the impact of Special Training Programme run under SSA. To assess these objectives the Field Investigators and Taluka Coordinators visited the 450 Special Training Centres of the 8 districts suggested by STP Dept. and the necessary data was collected by them using tool number 1 to 9. The Bal Mitras of all the 450 STCs were informed telephonically prior to two days' visit by Field Investigator. The information regarding the functioning and the closed STCs of the sample is as given in the table below:

Table 3.1: Information of Non-functional and Functional STCs

	On Day – 1 Visit		On Day – 2 Visit		On Either Day Visit	
	Number	Percentage	Number	Percentage	Number	Percentage
Functional STCs	386	85.78%	375	83.33%	397	88.22%
Non-functional STCs	64	14.22%	75	16.67%	53	11.78
Total STCs	450	100	450	100	450	100

From the above table we can see that on the visit of Day – 1 386 STCs (85.78%) were found to be functional while 64 STCs (14.22%) were found to be non-functional. On the visit of Day – 2

375 STCs (83.33%) were found to be functional while 75 STCs (16.67%) were found to be non functional. Thus, total of **397 STCs** (88.22%) were found to be functional on either first or second day visit and **53 STCs** were found to be non functional on both the days.

Reasons Given for the Non-functional STCs:

Asking about the non-functional STCs on either the day the following reasons were found by qualitatively analyzing the answers given by either the Bal Mitras or the concerned persons to STP:

- Dissatisfaction from the salary
- Irregularity in payment of salary
- The Bal Mitra had resigned
- The Bal Mitra had got married and moved to different location
- The Bal Mitra had gone out of station for his professional work
- The Bal Mitra had gone out for studies
- The Alternative Schooling of the children had got completed
- The Bal Mitra had gone out for giving service in election
- Because the children were not coming
- Due to social reasons
- The Bal Mitra was on a leave

By studying the above mentioned reasons we can see that most of the STCs were **non-functional** due to the Bal Mitras' dissatisfaction with the salary paid to them and the other reasons mentioned above are subsequently the most affecting.

In all the analysis and interpretation from now onwards only the functional 397 Special Training Centres are considered as the sample. All the qualitative and quantitative analysis from now onwards is done as per the responses received in front of each item number of the research tool.

3.2 Analysis and Interpretation on the Basis of Objectives

3.2.1 The Availability and Utility of Infrastructure

To assess the first objective of the present study, which was regarding the availability and utility of the infrastructural facilities, the information was received with the help of the item number – 4, 5, 6, 12 and 14 of T – 1, item number 8, 9, 10, 12, 15 and 17 of T – 2 and item number 1, 2, 3,

4, 5, 6, 9, 11, 13, 16, 17, 18, 19 and 21 of T – 3 and item number 4, 6, 10, 17 and 21 of part A and item number 8 of part B of tool number – 9.

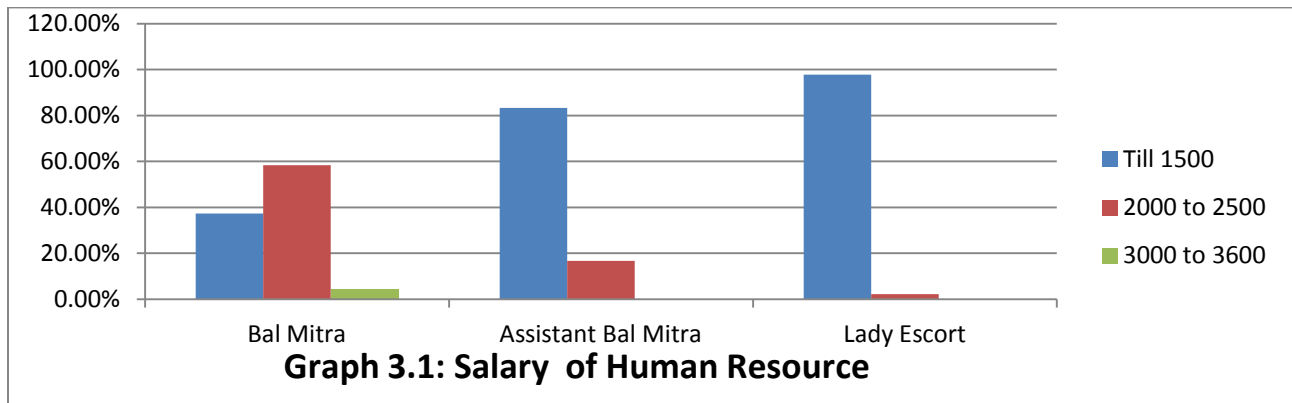
The information received with the help of the above mentioned tools was analyzed qualitatively and quantitatively below.

(A) Human Resources: The information of the Human Resource available on the functional 397 STCs of the sample is as given below:

Table 3.2: Human Resource:

Designation	Male	Female	Total	Till 1500	2000 to 2500	3000 to 3600	Total Expense
Bal Mitra	136 (34.26%)	261 (65.74%)	397 (100%)	37.30%	58.38%	4.32%	Rs. 8,01,500
Assistant Bal Mitra	12 (22.22%)	42 (77.78%)	54 (13.60%)	83.33%	16.67%	-	Rs. 78, 000
Lady Escort	-	56 (100%)	56 (14.11%)	97.78%	2.22%	-	Rs. 46,300

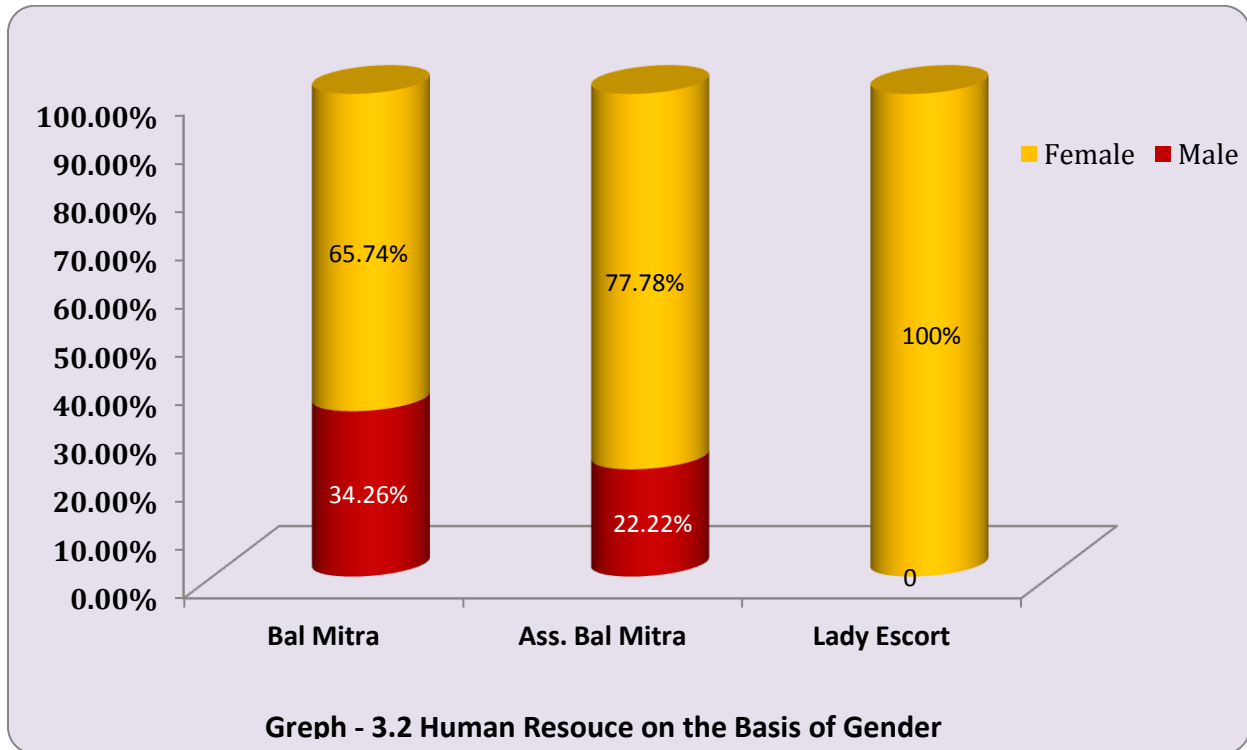
The Graphical presentation of Table No. – 3.2 is made in Graph – 3.1:



From the information of Table No. 3.1 and the graph given above, we can understand that on basis of the information received from the functional 397 STCs of Sample that the number of Bal Mitras (male) was 136 (34.26%), Bal Sakhi (female) was 261 (65.74%) which means that the total number of Bal Mitras was 397(100%). The information regarding remuneration paid to them was like this: the Bal Mitras receiving remuneration till Rs. 1500 were 37.30%, the Bal

Mitras receiving remuneration from Rs. 2000 to Rs. 2500 are 58.38% and the Bal Mitras receiving remuneration from Rs. 3000 to Rs. 3600 were 4.32%. Thus the total monthly expense for the remuneration of Bal Mitras was found to be Rs. 8, 01, 500.

The Graphical presentation of Table No. – 3.2 is made in Graph – 3.2:



From the information of Table No. 3.2 and the graph given above, we can understand that on basis of the information received from the functional 397 STCs of Sample that the number of Assistant Bal Mitras (male) was 12 (22.22%), Assistant Bal Sakhi (female) was 42 (77.78%) means the total number of Assistant Bal Mitras was 54(13.60%). The information regarding remuneration paid to them was like this: the Assistant Bal Mitras receiving remuneration till Rs. 1500 are 83.33% and the Assistant Bal Mitras receiving remuneration from Rs. 2000 to Rs. 2500 were 16.67%. Thus, the total monthly expense for the remuneration of Assistant Bal Mitras was found to be Rs. 78, 000.

From the table above we can understand that on basis of the information received from the functional 397 STCs of sample that the number of Lady Escorts was 56 (14.11%) and the Lady Escorts receiving remuneration till Rs. 1500 were 97.78% and the Lady Escorts receiving remuneration from Rs. 2000 to Rs. 2500 were 2.22%. Thus the total monthly expense for the remuneration of Lady Escorts was found to be Rs. 46, 300.

Thus on the whole we can say that the proportion of Bal Sakhi (female) was more than the Bal Mitras (male). On the 13.60% of the total STCs Asst. Bal Mitras and on 14.11% of the total STCs the facility of Lady Escort was available.

Opinions of Bal Mitras

With the help of the information collected by tool number – 3 -

- At 97.63% STCs the principal, teachers and the other staff was helpful in operating the STC.
- At 92.03 STCs the members of VEC and SMC was helpful in operating the STC.
- At 98.95% STCs the BRC and CRC found to be giving necessary support in running the STC.
- At 89.18% STCs the villagers were found to be useful in operating the STC.
- At 89.07% STCs special training assistance or expertise assistance from SSA was received.

Opinions of Concerned Persons to STP:

With the help of the information collected by tool number – 9, 68.07% BRC / CRC opined that even though the number of children were more than 10 the Asst. Bal Mitra was not easily allotted.

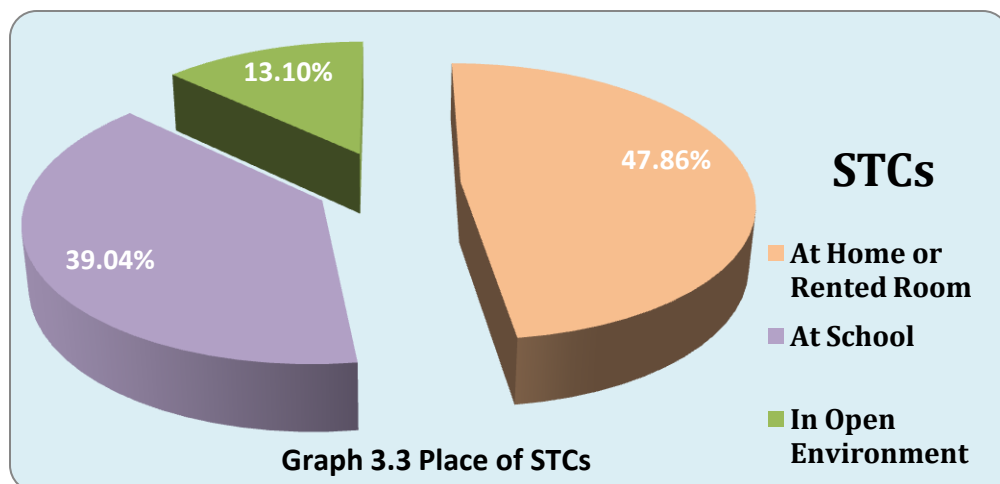
(B) Infrastructure Facilities: The information of the Infrastructural Facilities available on the functional 397 STCs of the sample is as given below.

The Special Training Programme is an Alternative Schooling Programme and so it is operating either at a room in school or at a rented home or at a ventilated, clean space in open environment. So in our tool we collected information regarding where and how the STC was being run and its information is as given below:

Table 3.3: Information about the Place of STCs:

Place	No. of STCs	Percentages	Amount paid for Rent
At home or rented room	190	47.86%	Average: Rs. 816.50
At school	155	39.04%	-
In open environment	52	13.10%	-
Total	397	100%	-

The Graphical presentation of Table No. – 3.3 is made in Graph – 3.3:



From the table above we can say that out of all the 397 STCs, 190 (47.86%) STCs were functioning at the homes or rented homes/rooms, 155 STCs (39.04%) were functioning at the School and 52 STCs (13.10%) were functioning in the Open Environment. In the 190 STCs functioning at home or rented home/room average monthly rent spent was Rs. 816.50.

Thus from the information above we can say that most of the STCs were functioning either at the homes of Bal Mitras or rented home and schools in which also the number of STCs operating from the homes of Bal Mitras or rented home was found to be more.

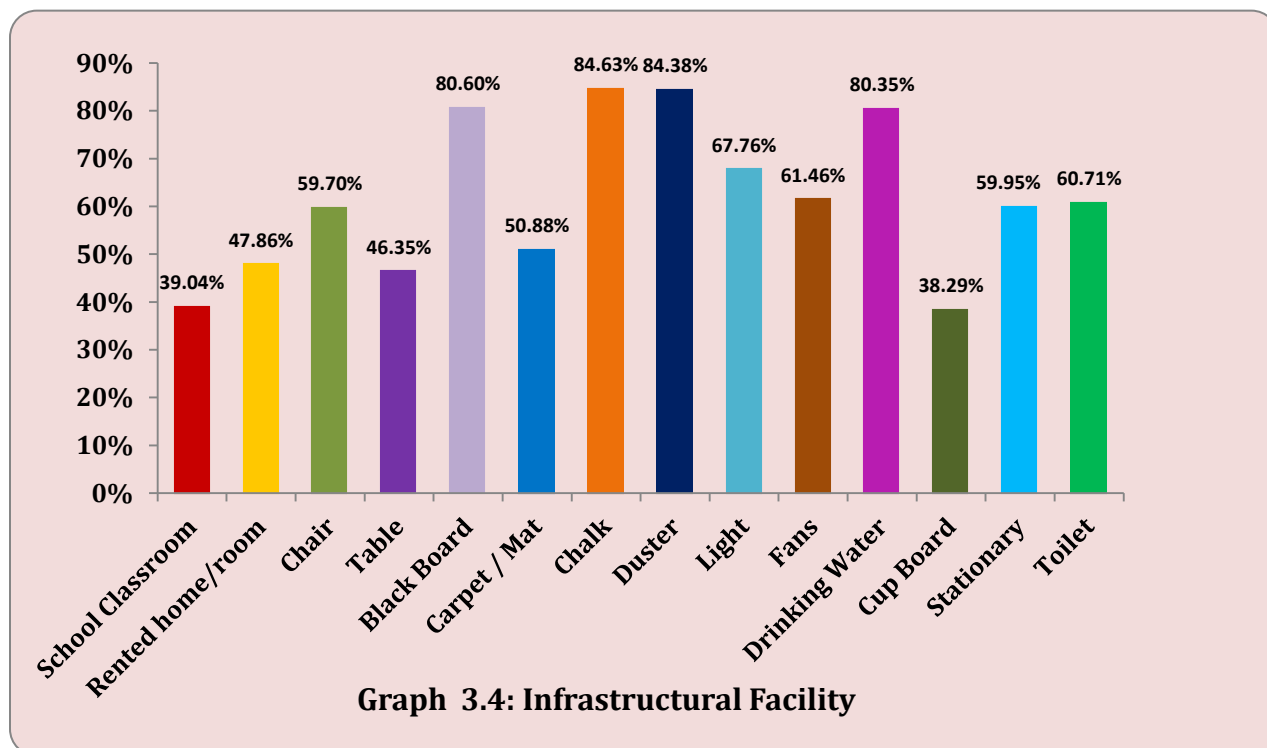
The information received from the 397 functional STCs regarding the available infrastructural facilities is as given below:

Table 3.4: Infrastructural Facilities:

Detail	Percentage
School Classroom	39.04%
Rented home/room	47.86%
Chair	59.70%
Table	46.35%
Black Board	80.60%
Carpet / Mat	50.88%
Chalk	84.63%
Duster	84.38%
Light	67.76%
Fans	61.46%

Drinking Water	80.35%
Cup Board	38.29%
Stationary	59.95%
Toilet	60.71%

The Graphical presentation of Table No. – 3.4 is made in Graph – 3.4:



From the table given above we can understand that the infrastructure facilities available at most of the STCs were Duster (84.38%), Chalk (84.63%), Black Board (80.60%) and Drinking Water was available at 80.35% STCs, which are the primary needs to run an educational institute. While the least available infrastructural facilities were Cup Board (38.29%) and Table (46.35%). In other infrastructural facilities, Chair was available at 59.70% STCs, Carpet / Mat was available at 50.88% STCs, STCs, Light was available at 67.76% STCs, Fans was available at 61.46% STCs, Stationary was available at 59.95% STCs and Toilet was available at 60.71% STCs.

Contingency Paid to STCs:

According to the information collected by item number 14 of tool number 1 regarding the contingency paid to STCs, the functioning 397 STC received Rs. 595 on average for the

maintenance of the STCs. 79.20% of the functioning STCs said that this amount was sufficient but 20.80% said it to be insufficient.

Opinions of Bal Mitras

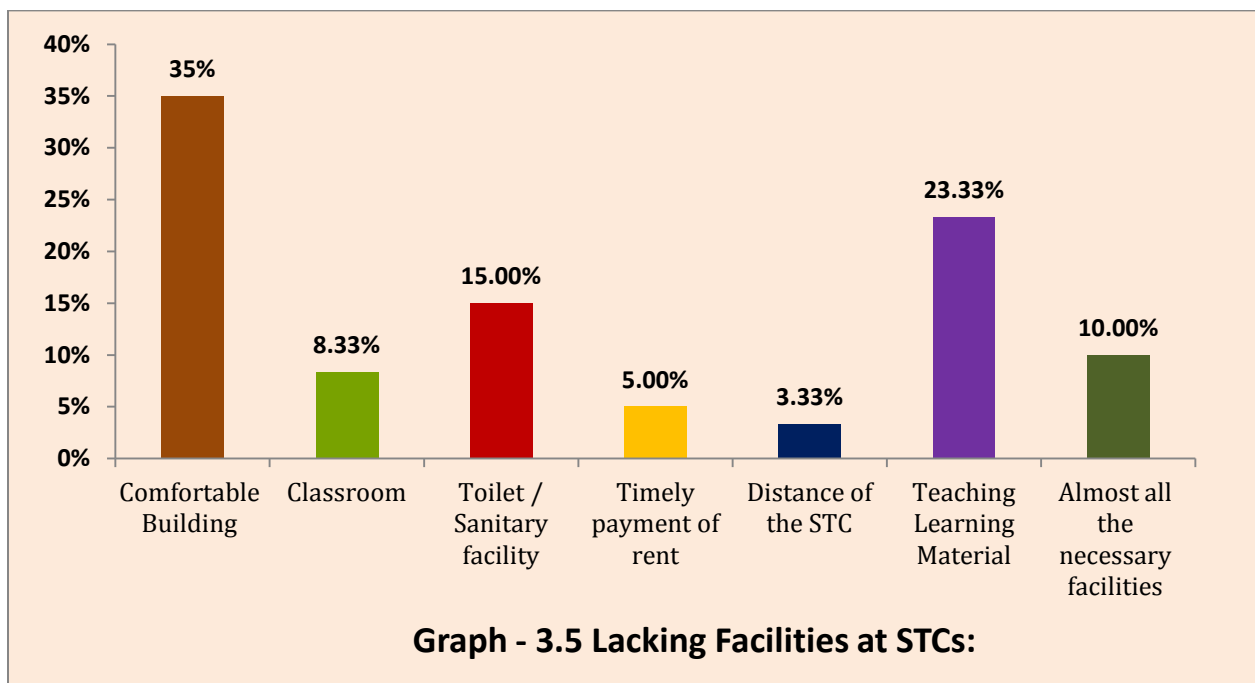
With the help of the information collected by tool number – 3 -

- At 89.18% STCs the place to run an STC was appropriate.
- At 83.55 STCs the Bal Mitras said that the infrastructural facilities were available sufficiently.
- Those STCs which opined that the infrastructural facilities were insufficient specified the following as the lacking facilities:

Table 3.5: Lacking Facilities at STCs:

Sr. No.	Lacking Facility	Percentage
1	Comfortable Building	35%
2	Classroom	8.33%
3	Toilet / Sanitary facility	15%
4	Timely payment of rent	5%
5	Distance of the STC	3.33%
6	Teaching Learning Material	23.33%
7	Almost all the necessary facilities	10%

The Graphical presentation of Table No. – 3.5 is made in Graph – 3.5:



From the above table we can see that the most lacking facility was of comfortable building at the STCs and the least lacking facility was of distance of the STC from home according to the opinions of Bal Mitras.

Opinions of Concerned Persons to STP:

The information collected according to the opinions of the STP concerned persons regarding the infrastructural facilities in tool number – 9 is as given below:

- According to 81.51% of the concerned persons the infrastructural facilities were sufficient at the STCs.
- According to 74.79% of the concerned persons the financial assistance provided to the STCs was sufficient.

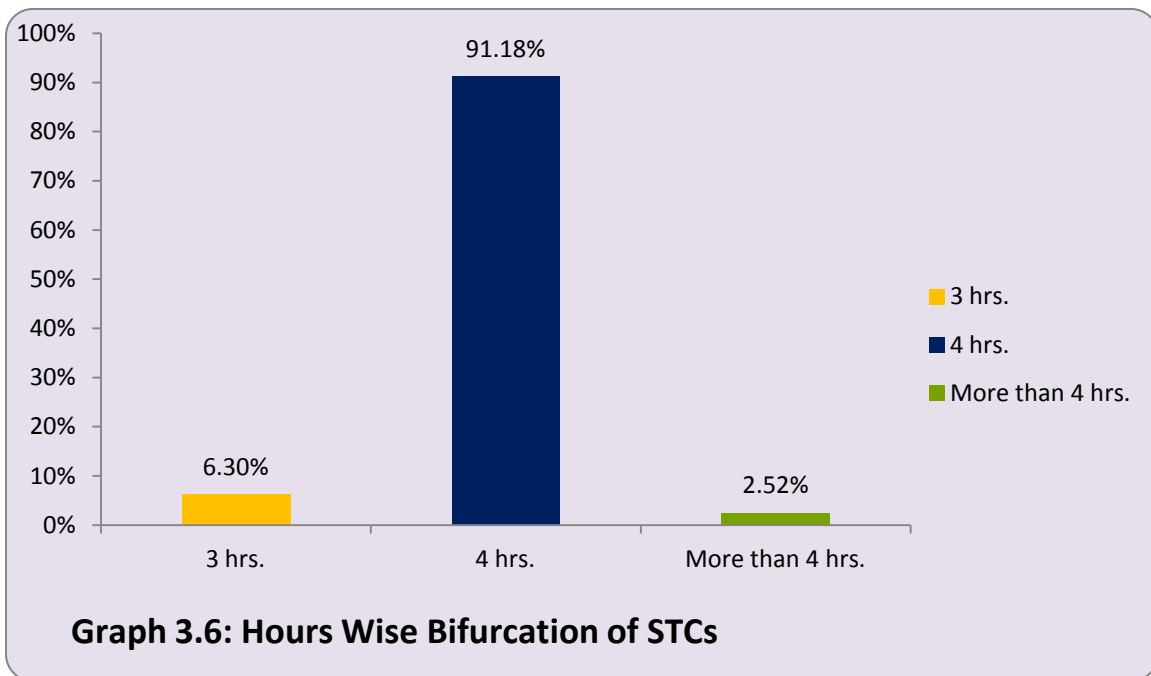
Information regarding the duration for which the STCs were being run was collected by using tool number – 2. The information collected is as mentioned in the table below:

Table 3.6: Hours wise Bifurcation of the STCs

Hours	STCs	Percentage
3 hrs.	25	6.30%
4 hrs.	362	91.18%
More than 4 hrs.	10*	2.52%
Total	397	100%

- Appended in the Appendix – F

The Graphical presentation of Table No. – 3.6 is made in Graph – 3.6:



Out of the Functional 397 STCs, 362 (91.18%) STCs were running for 4 hrs, 25 (6.30%) STCs were running for 3 hrs. and 10 (2.52%) STCs were running for more than 4 hrs. The STCs which were operating for more than 4 hrs. were due to the reasons like-

- Children were called earlier to come to cover up the time spent for MDM.
- The Bal Mitra had additional responsibility to operate the school classes as well so they make the children sit till then.
- They give long lunch break in between.
- The STC being in the normal school only.
- They conduct some additional special activity.

Opinions of Concerned Persons to STP:

The information collected according to the opinions of the STP concerned persons regarding the time of the STC in tool number – 9 showed that according to 84.03% of the concerned persons the STCs operate for 4 hrs. or more than 4 hrs.

(C) Information Regarding Mid Day Meal Facility

The information received from the 397 functional STCs regarding the availability and quality of MDM is as given below:

Out of all the functional 397 STCs of the sample on 152 STCs (38.29%) the facility of Mid Day Meal was provided who were satisfied by the quality, regularity and the menu of food provided in Mid Day Meal.

Opinions of Concerned Persons:

The information collected according to the opinions of the STP concerned persons regarding the Mid Day Meal in tool number – 9 is as given below:

- According to the 67.23% of the concerned persons the children at STCs received MDM regularly.
- According to the 63.87% of the concerned persons the children at STCs received the facility of MDM easily.

To know about the infrastructural facilities in general there were several general questions asked to the Bal Mitras. The information received to each of such pertinent questions is as given below:

Table 3.7: Bal Mitras Opinions Regarding Infrastructural Facilities at STCs

Sentence / Question	Percentage of Number of Positive Responses
Is there any other kind of facility provided by SSA?	41.52%
Is the monitoring of STCs done regularly?	95.42%
Are the facilities provided by SSA used properly?	79.20%
Do you face any problem in operating the STC?	28.23%
Do the SSA monitoring persons be helpful in operating the STC?	94.46%
Which kind of support is provided by SSA?	Educational – 93.91%
	Financial –34.90%
	Management –41.27%
Is there any other Source/ Agency useful in operating STC?	36.34% (UNICEF, Panchayat, Angan Vadi, Local Institutes/ Agencies/ Persons and Schools)

In reply to a question ‘Is there any other kind of facility provided by SSA?’ 41.52% Bal Mitras gave positive response.

In reply to a question ‘Is the monitoring of STCs done regularly?’ 95.42% Bal Mitras gave positive response.

In reply to a question ‘Are the facilities provided by SSA used properly?’ 79.20% Bal Mitras gave positive response.

In reply to a question ‘Do you face any problem in operating the STC?’ 28.23% Bal Mitras gave positive response in which the problems faced are like of improper room/house facility for STCs (20.75%), irregularity in payment of rent (18.87%), irregularity of the children due to child labour (13.21%), migration of children(26.42%), irregularity in receiving TLM (20.75%).

In reply to a question ‘Do the SSA monitoring persons be helpful in operating the STC?’ 94.46% Bal Mitras gave positive response in which 81.45% Bal Mitras said that BRC and CRC be helpful, 12.10% Bal Mitras said that District Level officer be helpful, 6.45% Bal Mitras said that they receive help from Block Level.

In reply to a question ‘Which kind of support is provided by SSA?’ 93.91% Bal Mitras said about Academic/ Educational Assistance, 34.90% Bal Mitras said about Financial Assistance, 14.27% Bal Mitras said about management related Assistance.

In reply to a question ‘Is there any other Source/ Agency useful in operating SSA?’ 36.34% Bal Mitras gave positive response in which the respondents said to have received assistance from UNICEF, Pnachyat, Angan Vadi and Local Agencies/Insitutes/Persons, Schools’ principals and teachers.

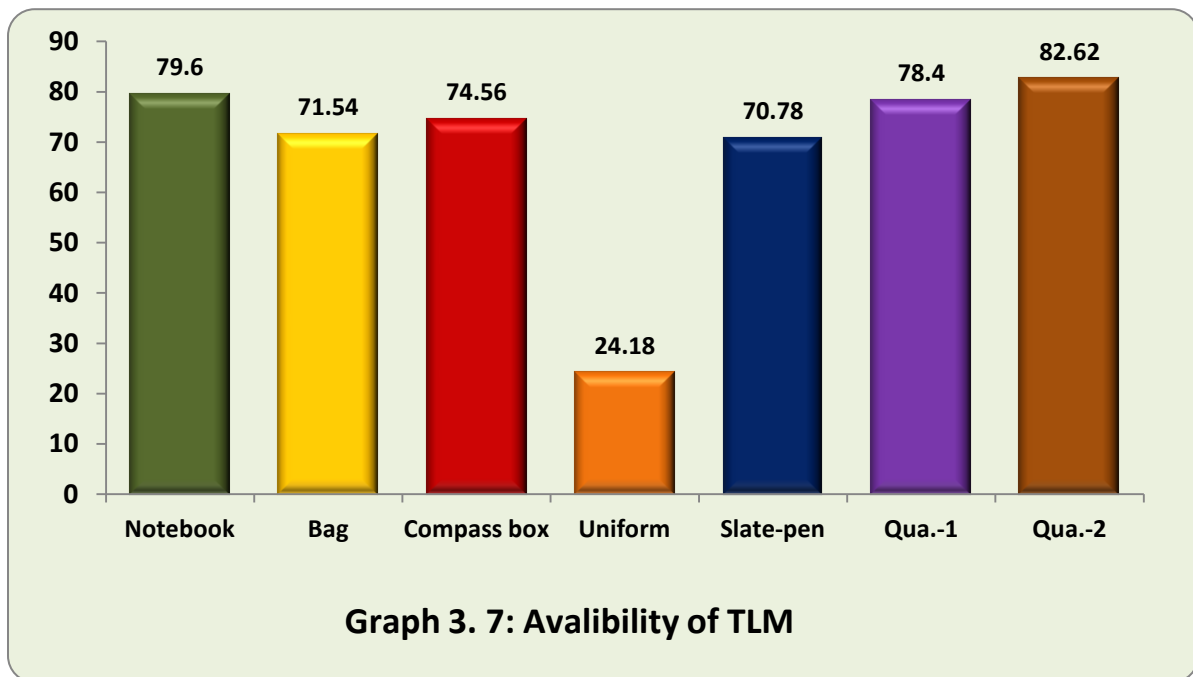
3.2.2 Availability and Utility of TLM

In the present study the information regarding the availability and utility of the TLM objective 2 was formed. The information in this context was collected by using the item number 14, 18 and 20 of tool number – 2 and its description is as given below:

Table 3.8: Availability and Utility of the TLM

Name of TLM	Percentage
1. Note Book	79.60%
2.Bag	71.54%
3.Compass box	74.56%
4.Uniform	24.18%
5.Slate - Pen	70.78%
Question	Percentage
1. Are these facilities made regularly available by SSA?	78.40%
2. Is the utility of these facilities satisfactory in fulfilling its educational purpose?	82.62%

The Graphical presentation of Table No. – 3.8 is made in Graph – 3.7:



It can be said from observing Table No. – that the facilities of Note book on 79.60% centres, of Compass box on 74.56% centres, of Bags on 71.54% centres, and of Slate - Pen on 70.78% and of Uniform on 24.18% centres were available. In these facilities the facility of Notebook was found to be the most available and the facility of Uniform was found to be the least available one.

In reply to the question that ‘Are these facilities made regularly available by SSA?’ 285 centres means 78.40% centres replied that these facilities were made available timely by SSA.

In reply to the question that ‘Is the utility of these facilities satisfactory in fulfilling its educational purpose?’ 312 centres means 82.62% centres replied that the utility of these facilities were satisfactory in fulfilling its educational purpose.

According to the information collected by item number 15 of tool number 1 regarding the financial assistance, the functioning 397 STC received Rs. 1937 on average to purchase TLM.

Opinions of Concerned Persons to STP:

Apart from this the information received by the opinions given by the concern persons to the STP in tool number 9 regarding availability and utility of TLM are as given below:

- According to the 81.51% of the concerned persons the children received the TLM in time.

- According to the 87.40% of the concerned persons the utility of the TLM was found to be satisfactory for educational purpose.
- In 95.80% cases the BRC or CRC and in 89.08% cases the principal or teachers of a school remain present at the time of purchase of TLM for the STC.

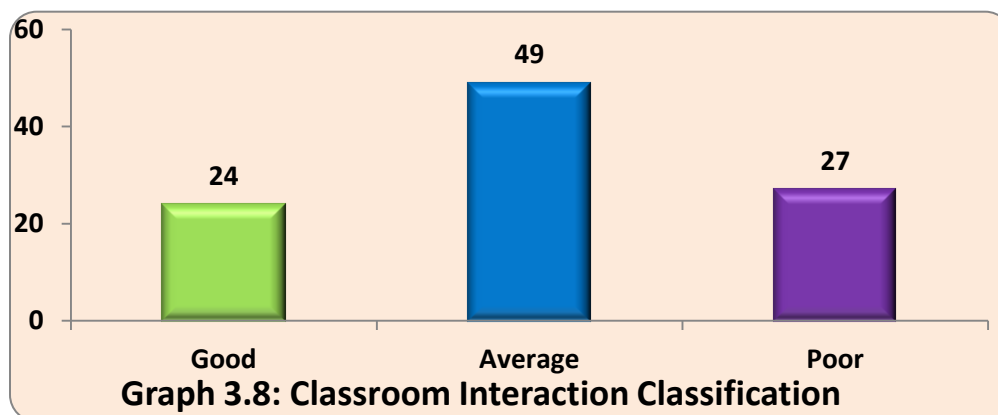
3.2.3 The Classroom Interaction and Learning Pattern at the STCs:

In the present study the Classroom Interaction and Learning Pattern at the STCs objective 3 was formed. In the present study the information regarding the learning style of the children at 397 functional STCs was collected from tool number – 6. This tool was a three point rating scale to observe the classroom interaction of the STCs in which the components of the classroom interaction were included in item number 1 to 24. In this tool there were three options – ‘Good’, ‘Average’ and ‘Poor’ – were given for each factor of observation. The total score of classroom interaction was found by giving 3 marks for each ‘Good’ observation, 2 marks for each ‘Average’ observation and 1 mark for each ‘Poor’ observation and so the scores of effectiveness in classroom interaction in this tool were expected to be achieved from 24 = (24 x 1) to 72 = (24 x 3). The information received by this tool and the interpretation on the basis of it is as given below:

Table 3.9: Classroom Interaction Classification

Minimum Score: 37		Q₁ = 52	
Maximum Score: 72		Q₃ = 64	
Average Score: 58			
Class	Level of Classroom Interaction	No. of Centres	Percentage
65 – 72	Good	95	24%
53 – 64	Average	196	49%
37 – 52	Poor	106	27%
Total		397	100%

The Graphical presentation of Table No. – 3.9 is made in Graph – 3.8:



From the table given above we can see that the score achieved by the Bal Mitras was between 37 to 72 and the average achieved score of which was 58 which indicated effective classroom interaction. By dividing the achieved score of the classroom interaction on the basis of the $Q_1 = 52$ and $Q_3 = 64$ into three parts we can see that the Bal Mitras having the good level of Classroom Interaction were 24%, average level of Classroom Interaction is 49% and those having poor Classroom Interaction were 27%. Thus, the Bal Mitras having average Classroom Interaction were almost half of the total Bal Mitras.

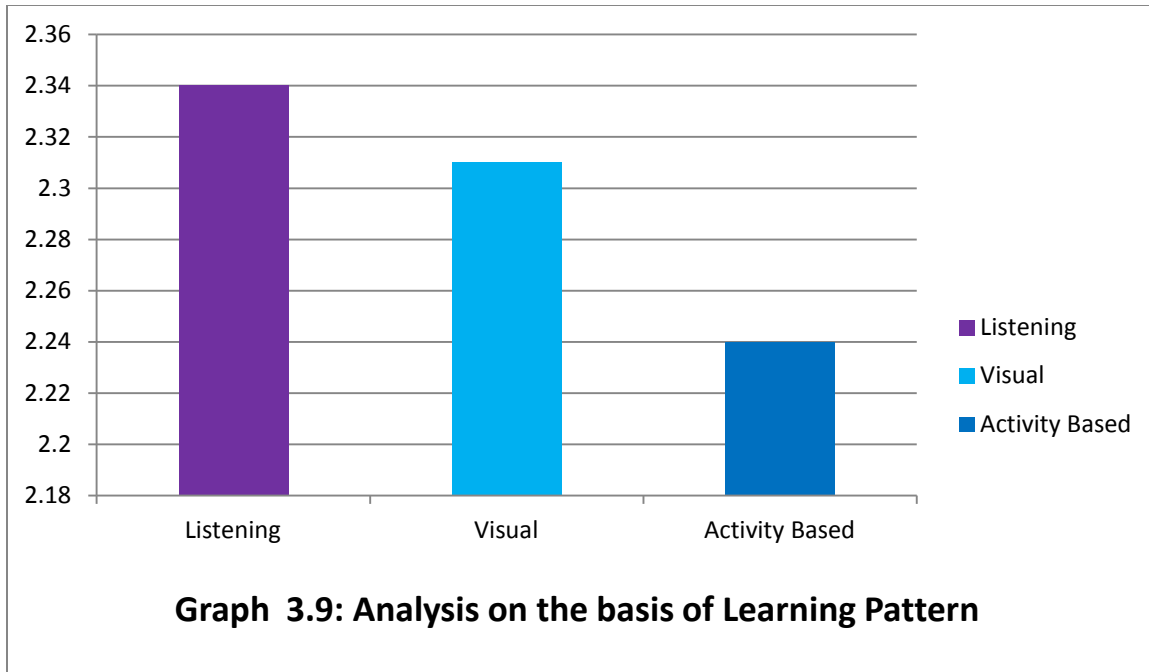
Learning Pattern:

The item numbers 22, 23 and 24 of T – 6 were to know the learning pattern in which item number – 22 was regarding learning by listening style of learning, item number 23 was regarding learning by visual learning style and item number 24 was regarding activity based learning style. After finding weighted average for every response received in front of each item, it was decided that which learning style was more effective. The information regarding this is given in table below:

Table 3.10: Analysis on the basis of Learning Pattern

Learning Style	Item Number	Good (x 3)	Average (x 2)	Bad (x 1)	Total Score	Total Centres	Weighted Average	Rank
Listening	22	151(453)	228(456)	18 (18)	927	397	2.34	1
		38.04%	57.43%					
Visual	23	159(477)	203(406)	35(35)	918	397	2.31	2
		40.05%	51.13%	8.82%				
Activity Based	24	140(420)	211(422)	46(46)	888	397	2.24	3
		35.26%	53.15%	11.59%				

The Graphical presentation of Table No. – 3.10 is made in Graph – 3.9:



From the information given in the table above we can say that the from all the learning styles of the children, the children learn the most by the listening style then by the visual style of learning and then by the activity based learning style.

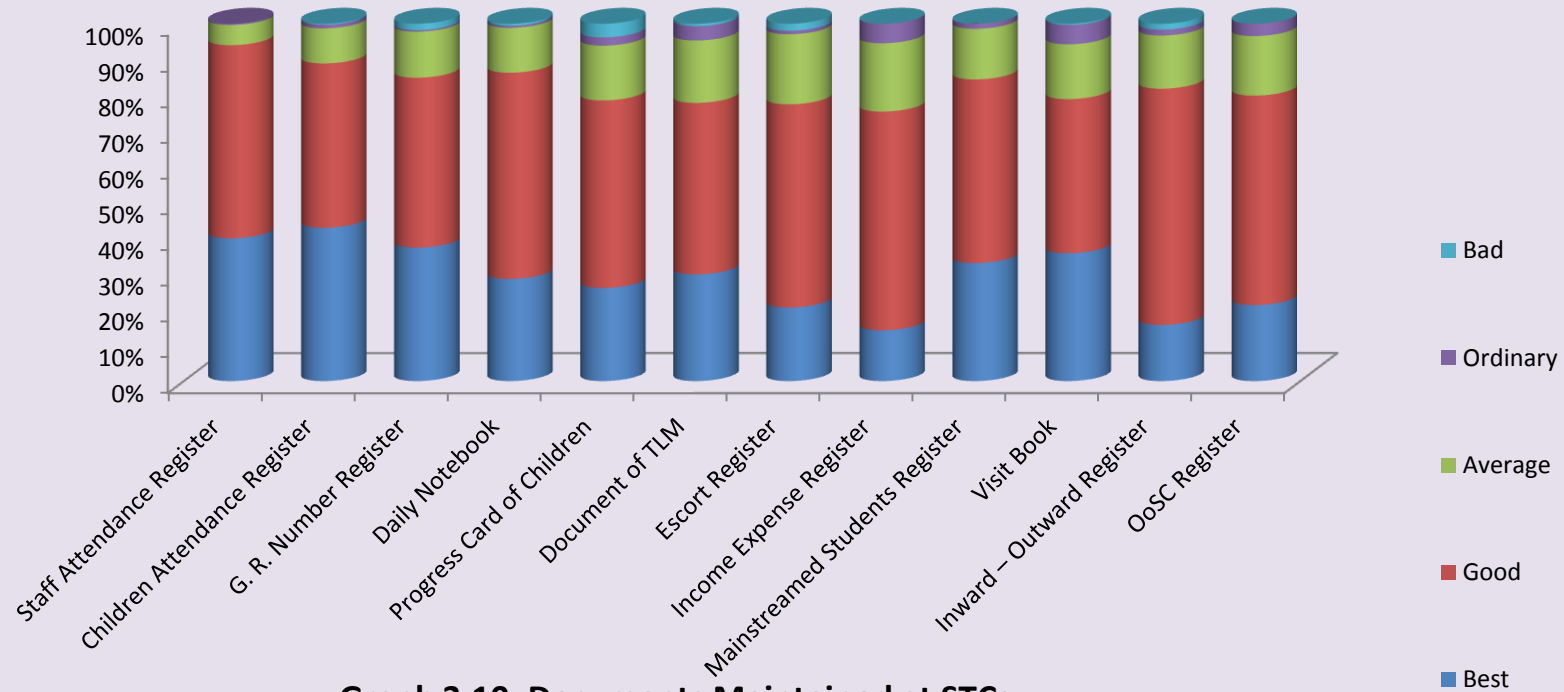
3.2.4 The Documentation Work of Bal Mitra.

To study about the documentation work of Bal Mitra, objective – 4 was framed. In the present study, the Field Investigators during their two days visit collected the information regarding the availability and quality of the documents maintained at the STCs by using tool number – 7 the item number 19 of T – 2. T – 7 (Document Assessment Sheet) was a check list in which there was a five point rating scale to assess the quality of the documents maintained was attached. On the basis of the information collected by it, percentage of the documents maintained at the STCs was calculated and quality score of each of them was decided. On the basis of the quality score achieved by each tool their ranking was also done. The information regarding the documents maintained by the Bal Mitras and their quality is described in the Table No. – 3.10.

Table 3.11: Documents Maintained at STCs

Name of Document	Percentage of the Documents Maintained at STCs	Percentage break up of in terms of Quality					Weighted Average	Rank on the basis of Weighted Average
		Best	Good	Average	Bad	Worst		
Staff Attendance Register	71.28	39.93	54.06	5.65	0.35	0.00	4.334	1
Children Attendance Register	97.48	42.89	45.99	9.82	1.03	0.26	4.302	2
G. R. Number Register	58.68	37.33	47.56	12.89	0.44	1.78	4.182	3
Daily Notebook	88.16	28.57	57.71	12.57	0.57	0.57	4.131	5
Progress Card of Children	66.74	26.05	52.49	15.33	2.30	3.83	3.946	9
Document of TLM	75.06	29.87	47.99	17.45	4.03	0.67	4.023	7
Escort Register	25.69	20.59	56.86	19.61	0.98	1.96	3.931	10
Income Expense Register	46.10	14.21	61.20	19.13	5.46	0.00	3.842	12
Mainstreamed Students Register	53.40	33.02	51.42	14.15	1.42	0.00	4.160	4
Visit Book	78.84	35.78	43.13	15.34	5.43	0.32	4.086	6
Inward – Outward Register	30.48	15.70	66.12	14.88	1.65	1.65	3.926	11
OoSC Register	43.83	21.26	58.62	16.67	3.45	0.00	3.977	8

The Graphical presentation of Table No. – 3.11 is made in Graph – 3.10:



Graph 3.10: Documents Maintained at STCs

From the above table we can see that at most of the STCs means at 97.48% the Children’s Attendance Register was maintained. Apart from this Staff Attendance Register was maintained at 71.28% STCs, G. R. Number Register was maintained at 58.68% STCs, Daily Notebook was maintained at 88.16% STCs, Progress Card was maintained at 65.74% STCs, TLM Register was maintained at 75.06% STCs, Lady Escort Register was maintained at 25.69% STCs, Income - Expanse Register was maintained at 46.10% STCs, Mainstreamed Children Register was maintained at 53.40% STCs, Visit Book was maintained at 78.84% STCs, Inward - Outward Register was maintained at 30.48% STCs and OoSC Register was maintained at 43.83% STCs.

Besides considering in terms of the quality the level of the documents maintained at STCs, the best document maintained at the STCs was Staff Attendance Register and the documents coming subsequently at second and third rank were Children’s Attendance Register and G.R. Number Register. While the document having lowest quality was Income Expense Register. Besides the second last and third last register in terms of quality were Inward Outward Register and Escort Register.

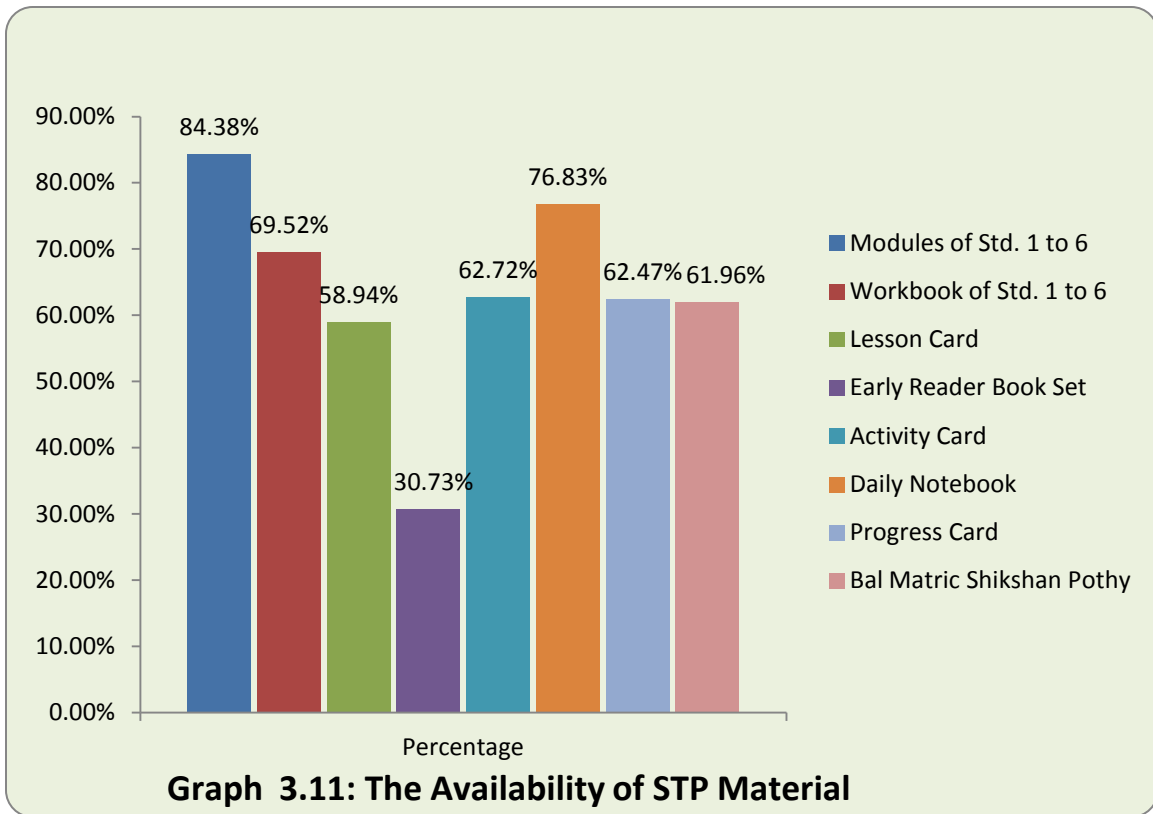
3.2.5 The Availability and Utility of STP Material

To study the availability and utility of the STP material objective – 2 was framed. In the item number 16 and 20 of T – 2 the information regarding the availability and utility of the STP material provided by STP was collected. The information regarding this given below:

Table 3.12: Documents Maintained at STCs

STP Material	Percentage
Modules of Std. 1 to 6	84.38%
Workbook of Std. 1 to 6	69.52%
Lesson Card	58.94%
Early Reader Book Set	30.73%
Activity Card	62.72%
Daily Notebook	76.83%
Progress Card	62.47%
<i>Bal Matric Shikshan Pothy</i>	61.96%
Sentence	Percentage
Is the STP material provided by SSA available in time?	78.40%
Is the utility of the teaching material provided by SSA satisfactory?	82.62%

The Graphical presentation of Table No. – 3.12 is made in Graph – 3.11:



From the table given above it can be understood that in the teaching material provided by SSA to the STCs there were 84.38% STCs receive the Modules of Std. 1 to 6, 69.53% STCs received the Workbook of Std. 1 to 6, 58.94% STCs received the Lesson Card, 30.73% STCs received the Early Reader set, 62.72% STCs received Activity Card, 76.83% STCs received the Daily Notebook, 62.47% STCs received the Progress Card, 61.96% STCs received the *Bal Matric Shikshan Pothy* in which availability of the Modules of Std. 1 to 6 was highest and the least availability was of Early Reader.

78.40% Bal Mitras said that the STC received the STP material in time. While when Bal Mitras were asked about the utility of the teaching material, 82.62% Bal Mitras said that its utility was satisfactory.

Opinions of Concerned Persons to STP:

Apart from this by collecting the opinions of the STP concerned persons regarding the STP material provided by SSA with the help of an opinionnaire, 90.76% STP concerned persons said that the STP material provided by SSA was used properly.

3.2.6 Competency of the Bal Mitras:

To assess the capacity of the Bal Mitras objective – 6 was framed in the present research. To assess the capacity of the Bal Mitras information was collected by using tool number 4, 5, 7 and item number 4 and 5 of tool number – 1 and the opinions of the concerned persons to the STP were collected by using tool number – 9.

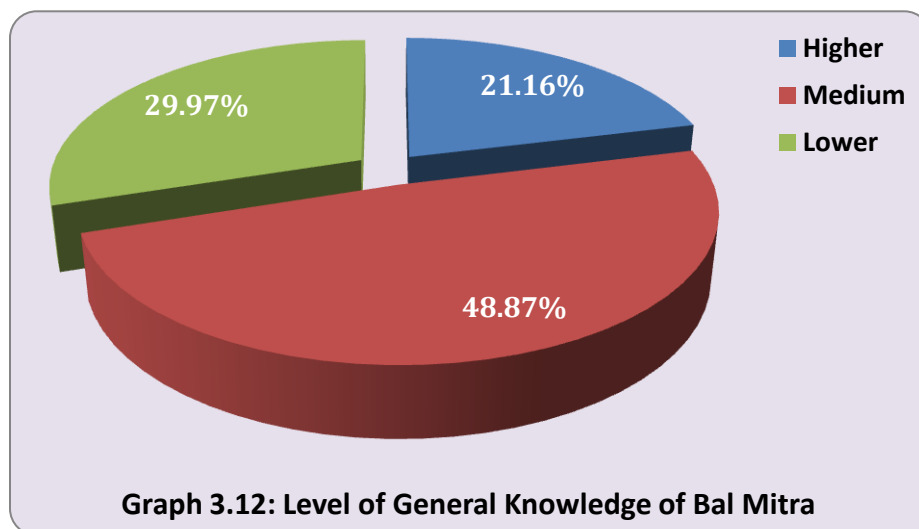
The analysis of the General Knowledge, Emotional Quotient and Educational Qualification of Bal Mitras on the basis of the information collected from these tools is as given below.

(A) General Knowledge of Bal Mitra: Tool number 4 was used to collect information regarding the General Knowledge of the Bal Mitras. Tool number 4 was a General Knowledge Assessment Test for the Bal Mitras in which there were 30 MCQ type questions included on 9 general knowledge related subjects. For correct answer 1 mark was given and 0 mark was given for a wrong reply. Distribution, analysis and interpretation of the information collected on the basis of the correct responses of the Bal Mitras is as given below:

Table 3.13: Bifurcation on the Basis of the Level of General Knowledge

Min. Score = 0		Q₁ = 12	
Max Score = 26		Q₃ = 20	
Average Score = 15.61			
Level of General Knowledge	Class	No. of Bal Mitras	Percentage
Higher	21 – 26	84	21.16%
Medium	13 – 20	194	48.87%
Lower	0 – 12	119	29.97%
		397	100%

The Graphical presentation of Table No. – 3.13 is made in Graph – 3.12:



From the above table we can see that the achieved score of the Bal Mitras in General Knowledge Assessment Test was from 0 to 26. To bifurcate the Bal Mitras into three categories on the basis of the achieved scores in General Knowledge Assessment Test Q_1 and Q_3 were calculated whose values were found to be 12 and 20. On the basis of these values the whole group of Bal Mitras was bifurcated into three groups – Higher, lower and medium – from which the Bal Mitras having Higher Level of General Knowledge was 21.16%, the Bal Mitras having Medium Level of General Knowledge was 48.87% and the Bal Mitras having Lower Level of General Knowledge is 29.97%. Thus, the Bal Mitras having Medium Level of General knowledge was the most and the Bal Mitras having Higher Level of General knowledge was the least.

By analyzing the data collected from the 9 subjects of General Knowledge Assessment Test and its information bifurcated in three groups we could find the following information.

Table 3.14: Subject Wise Bifurcation of Scores in G. K. Assessment Test:

Subject	Item No.	Level of General Knowledge											
		Higher Level			Medium Level			Lower Level			Overall Analysis		
		Avg.	%	Rank	Avg.	%	Rank	Avg.	%	Rank	Avg.	%	Rank
Language & Literature	3	2.34	76.78	5	1.94	64.78	3	1.25	41.74	1	1.82	60.71	3
History	3	1.84	60.71	8	1.58	52.58	7	1.05	35.01	4	1.48	49.20	7
Geography	3	2.31	76.19	6	1.75	58.25	4	1.03	34.45	5	1.65	55.16	4
Social Science	4	2.59	63.99	7	1.60	39.95	8	1.02	25.42	6	1.64	40.93	8
Science	4	2.29	56.55	9	1.22	30.41	9	0.92	22.90	8	1.36	33.88	9
Maths	3	2.47	81.35	4	1.61	53.61	6	0.71	23.81	7	1.52	50.71	6
Politics	3	2.76	90.87	2	2.04	67.87	2	1.17	38.94	2	1.93	64.32	2
Sports	3	2.87	94.44	1	2.43	80.93	1	1.08	36.13	3	2.12	70.61	1
Current Affaires	4	3.41	84.23	3	2.29	57.35	5	0.86	21.43	9	2.10	52.39	5
Overall Score	30	22.88	75.36		16.45	54.83		9.09	30.31		15.61	52.03	

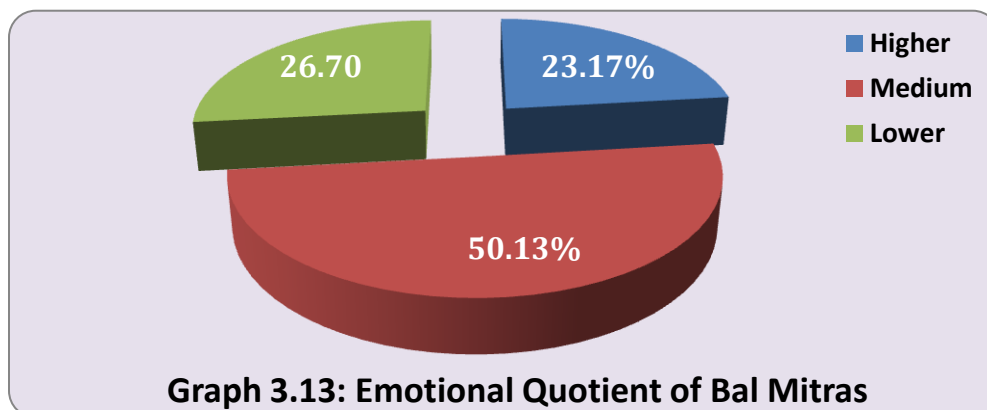
From the table above we can see that by doing analysis on the basis of different subjects of the General Knowledge Assessment Test, the General Knowledge of the Bal Mitras in Higher Level was the found to be the best in Sport and in Science the least, in the Medium Level also it was found to be the best in Sport and in Science the least while in the Lower Level the best in Literature and Language and in Current Affaires the least. Looking at this analysis in an overall context also the General Knowledge of the Bal Mitras was found to be the best in Sports and the least in Science subject.

(B) Emotional Quotient of Bal Mitras: Tool number – 5 was used to know about the Emotional Quotient of the Bal Mitras. It was a five point Rating Scale assessing the Emotional Quotient of the Bal Mitras in which there were 15 positive and 15 negative, thus total 30 sentences concerning the E.Q of the Bal Mitras. After converting the achieved scores by each Bal Mitra into the standardized scores, Q_1 and Q_3 value of those standardized scores was found in order to bifurcate the Bal Mitras into three different groups on the basis of their E.Q level. The Q_1 and Q_3 value was found to be 43.86 and 56.90 subsequently. On the basis of this value all the Bal Mitras were bifurcated into three groups – Higher Level, Medium Level and Lower Level. The number of Bal Mitras in each group of Emotional Quotient was as given below table:

Table 3. 15: Bifurcation on the Basis of three Levels of Emotional Quotient

Min. Score: 6.02		Q_1: 43.86	
Max. Score: 73.86		Q_3: 56.90	
Average Score: 50.00			
Level of E.Q	Class	Number of Bal Mitras	Percentage
Higher	56.91 – 73.86	92	23.17
Medium	43.87 – 56.90	199	50.13
Lower	6.02 – 43.86	106	26.70
Total		397	100

The Graphical presentation of Table No. – 3.15 is made in Graph – 3.13:



From the table given above we can understand that the Bal Mitras having Higher Level of E.Q was 23.17%, Bal Mitras having Medium Level of E.Q was 50.13% and Bal Mitras having Lower Level of E.Q was 26.70%. Thus considering all the Bal Mitras of the sample we could say that the proportion of the Bal Mitras having Medium Level of E.Q was the most and the Bal Mitras having Higher Level of E.Q was the least in the selected sample. Considering all the scores achieved by the Bal Mitras we can see that the lowest score achieved is 6.02 while the highest score achieved was 73.86 and the average score achieved is 50.00.

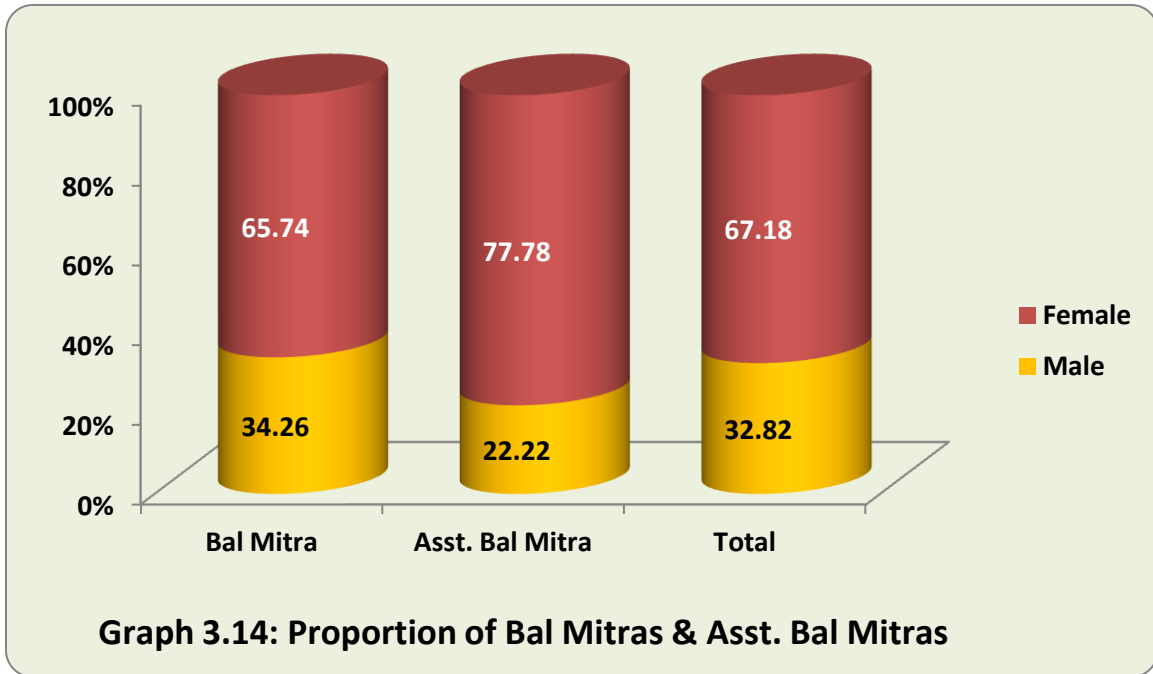
(C) Documentation of Bal Mitras: To know about the documentation work of Bal Mitras tool number – 7 was used to collect the necessary information. The analysis and interpretation of tool number – 7 was done in detail earlier in paragraph number- 3.2.4

(D) Number of Bal Mitras and their Educational Qualification: The information regarding the number and educational qualification of Bal Mitras was collected by using item number 4 and 5 of tool number – 1. The information collected from this tool for the functional 397 STCs of the sample was as given below in Table No. 3.16:

Table 3.16: Number and Proportion of Bal Mitras and Asst. Bal Mitras

		Male	Female	Total
Bal Mitra	Number	136	261	397
	Percentage	34.26%	65.74%	100%
Asst. Bal Mitra	Number	12	42	54
	Percentage	22.22%	77.78%	13.60%
Total	Number	148	303	451
	Percentage	32.82%	67.18%	100%

The Graphical presentation of Table No. – 3.16 is made in Graph – 3.14:

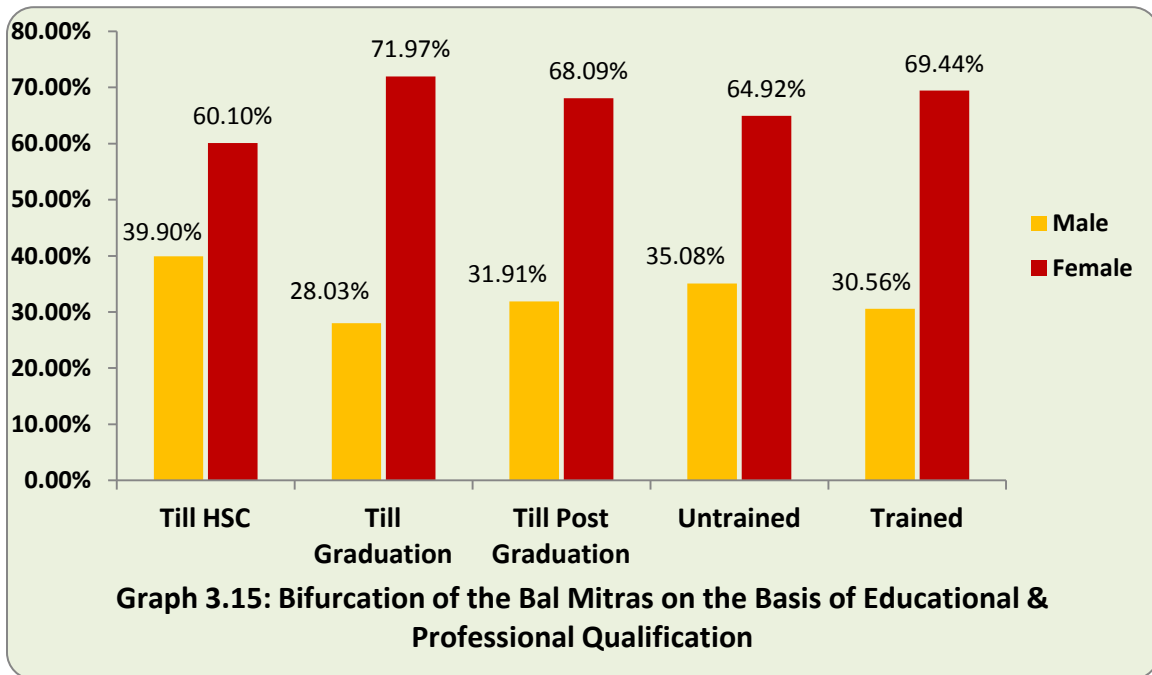


From the information given in the table above we can understand that Bal Mitras were present on all the functional 397 STCs of the sample from which there were 136 (34.26%) male and 261 (65.74%) female (Bal Sakhi) Bal Mitras. From all the functional STCs, only at 54 STCs (13.60%) Asst. Bal Mitra was found to be available from which there were 12 (22.22%) Bal Mitras (Male) and 42 (77.78%) Bal Sakhis (Female). Thus, on all the functional 397 STCs the total staff present was of 451 persons from which there were 148 male (32.82%) and 303 (67.18%) female. Thus in terms of gender the proportion of female staff was found to be almost double than the male staff at STCs.

Table 3.17: Bifurcation of the Bal Mitras on the Basis of their Educational Qualification and Professional Qualification

Educational Qualification	Male	Percentage	Female	Percentage	Overall	Percentage
	Number		Number		Number	
Till HSC	77	39.90	116	60.10	193	48.61
Till Graduation	44	28.03	113	71.97	157	39.55
Till Post Graduation	15	31.91	32	68.09	47	11.84
Total	136	34.26	261	65.74	397	100
Professional Qualification						
Untrained	114	35.08	211	64.92	325	81.86
Trained (PTC or B.Ed.)	22	30.56	50	69.44	72	18.14
Total	136	34.26	261	65.74	397	100

The Graphical presentation of Table No. – 3.17 is made in Graph – 3.15:



From the above table we can see that on the basis of the educational qualification the proportion of the Bal Mitras having the educational qualification of HSC was the most (48.61%), the Bal Mitras having the educational qualification of graduation was 39.55% while the Bal Mitras having the educational qualification of post - graduation was the least (11.84%). In terms of gender also the proportion of the Bal Mitras with context to their educational qualification was the highest with HSC qualification and lowest with the qualification of post graduation.

The proportion of the Bal Sakhis (Female) having HSC qualification was 60.10% (116) which was much more than the Bal Mitras (Male) 39.90% (77) having the same qualification. In the same manner the proportion of the Bal Sakhis (Female) having Graduation was 71.97% (113) which was much more than the Bal Mitras (Male) 28.03% (44) having the same qualification and the proportion of the Bal Sakhis (Female) having Post Graduation was 68.09% (32) which was much more than the Bal Mitras (Male) 31.91% (15) having the same qualification. Looking at this whole analysis from an overall perspective also the proportion of the Bal Sakhis (Female) was 65.74% (261) which was much higher than the proportion of Bal Mitras (Male) which was 34.26% (136).

Considering the training aspect of the Bal Mitras, the proportion of the Bal Mitras having the Professional training like of PTC or B.Ed. was 18.14% while those who hadn't taken any kind of Professional training was 81.86%. In this group with context to gender also the untrained Bal

Mitras were more than the trained Bal Mitras. In the untrained Bal Mitras the proportion of the Bal Sakhi (Female) was 64.92% (211) which was much more than the proportion of the Bal Mitras (Male) which was found to be 35.08% (114). In the same manner, in the trained Bal Mitras the proportion of the Bal Sakhi (Female) was 69.44% (50) which was much more than the proportion of the Bal Mitras (Male) which was found to be 30.56% (22). Thus, from an overall point of view the proportion of the Bal Sakhis (Female) was found to be more than the Bal Mitras (Male).

All these Bal Mitras when asked whether they have taken any kind of training from SSA, almost all of them means 99.49% said to have received the training.

Opinions of Concerned Persons to STP:

Apart from this the conclusions driven from the opinions given by the concerned persons to the STP in the opinionnaire were as given below:

- 93.28% of the Concerned Persons to STP said that the Bal Mitras remained regularly present at the STCs.
- 93.28% of the Concerned Persons to STP said that the work of Bal Mitras was satisfactory.
- 87.40% of the Concerned Persons to STP said that regular monitoring and evaluation of the STCs was done.
- 91.60% of the Concerned Persons to STP said that the Bal Mitras did their work regularly at the STCs.
- 97.50% of the Concerned Persons to STP said that the Bal Mitras were provided guidance and training regularly.
- 68.07% of the Concerned Persons to STP said that despite of the number of children being more than 10 at the STC, Asst. Bal Mitra was not easily allotted.
- 96.64% of the Concerned Persons to STP said that the documents maintained by the Bal Mitras were regularly checked.
- 96.64% of the Concerned Persons to STP said that the documents maintained by the Bal Mitras were qualitative.
- 91.60% of the Concerned Persons to STP said that the Bal Mitras were regular in updating the documents maintained.

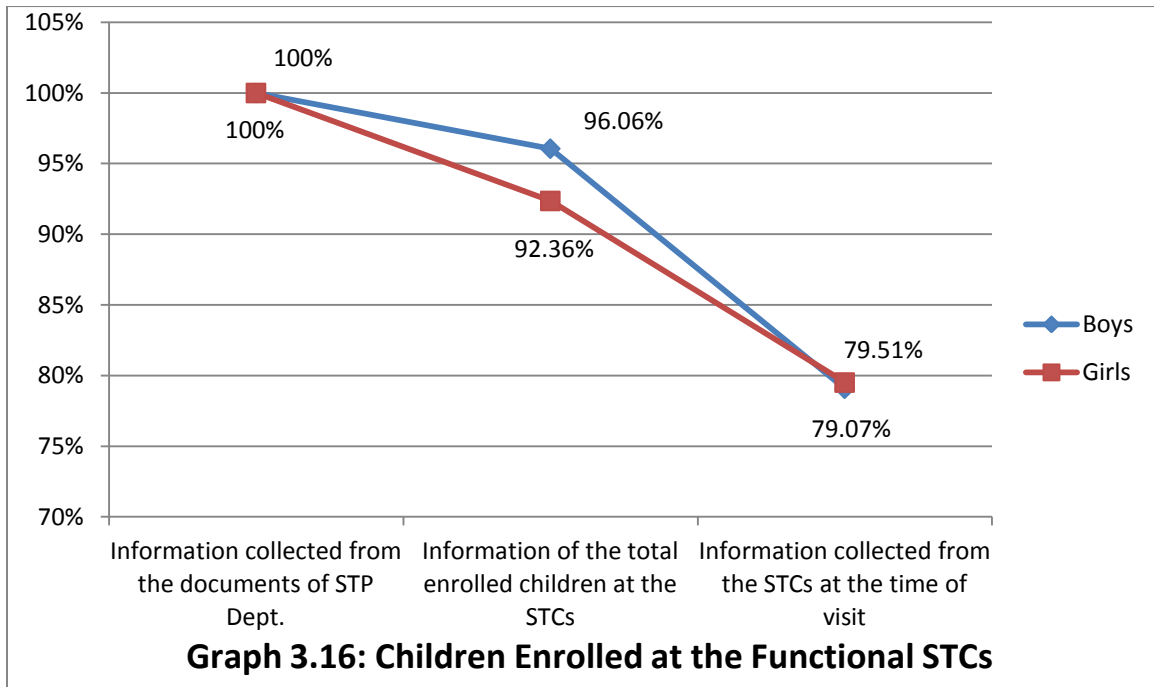
3.2.7 Children Covered Under Special Training Programme:

To crosscheck information regarding children covered under STP in the selected districts of the sample objective – 7 was framed in the present research. To assess the fulfillment of this objective the data was collected by using item number 7, 8, 9 and 10 of T – 1 and the information provided from the state level STP Dept. The information on the basis of it is as described below:

Table 3.18: Children Enrolled at the Functional STCs

Information collected from the documents of STP Dept.		Information of the total enrolled children at the STCs		Information collected from the STCs at the time of visit	
Boys	Total – 2219	Boys	Total – 2111	Boys	Total – 1667
	Average – 5.59 (100%)		Average – 5.37 (96.06%)		Average – 4.42 (79.07%)
Girls	Total – 2440	Girls	Total – 2237	Girls	Total – 1832
	Average – 6.15 (100%)		Average – 5.68 (92.36%)		Average – 4.89 (79.51%)
Total	Total – 4659	Total	Total – 4324	Total	Total – 3499
	Average – 11.74 (100%)		Average – 10.80 (91.99%)		Average – 8.72 (74.28%)

The Graphical presentation of Table No. – 3.18 is made in Graph – 3.16:



From the information given in the table and graph above we can say that considering the total children present at the functional 397 STCs of the sample as 100%, according to the information provided by the documents of STP Dept., the total number of boys was 2219 with the average number of boys at a STC is 5.59, the total number of girls was 2440 with the average number of girls at an STC was 6.15 thus the total number children was 4659 with the average number of total children at an STC is 11.74.

While according to the information of the total registered children at the STCs collected at the time of visit, the total number of boys was 2111 with the average number of boys at a STC was 5.37, the total number of girls was 2237 with the average number of girls at an STC was 5.68 thus the total number of children was 4324 with the average number of total children at an STC was 10.80. Comparing these numbers with the information collected from the STP Dept., it was found to be 96.06% for boys, 92.36% for girls and 91.99% for total children.

While according to the information collected on the two days of visit to the 397 functional STCs, the total number of boys was 1667 with the average number of boys at a STC was 4.42, the total number of girls was 1832 with the average number of girls at an STC was 4.89 while the total number of children was 3499 with the average number of total children at an STC was 8.72. Comparing these numbers with the information collected from the STP Dept., it was found to be 79.07% for boys, 79.51% for girls and 74.28% for total children.

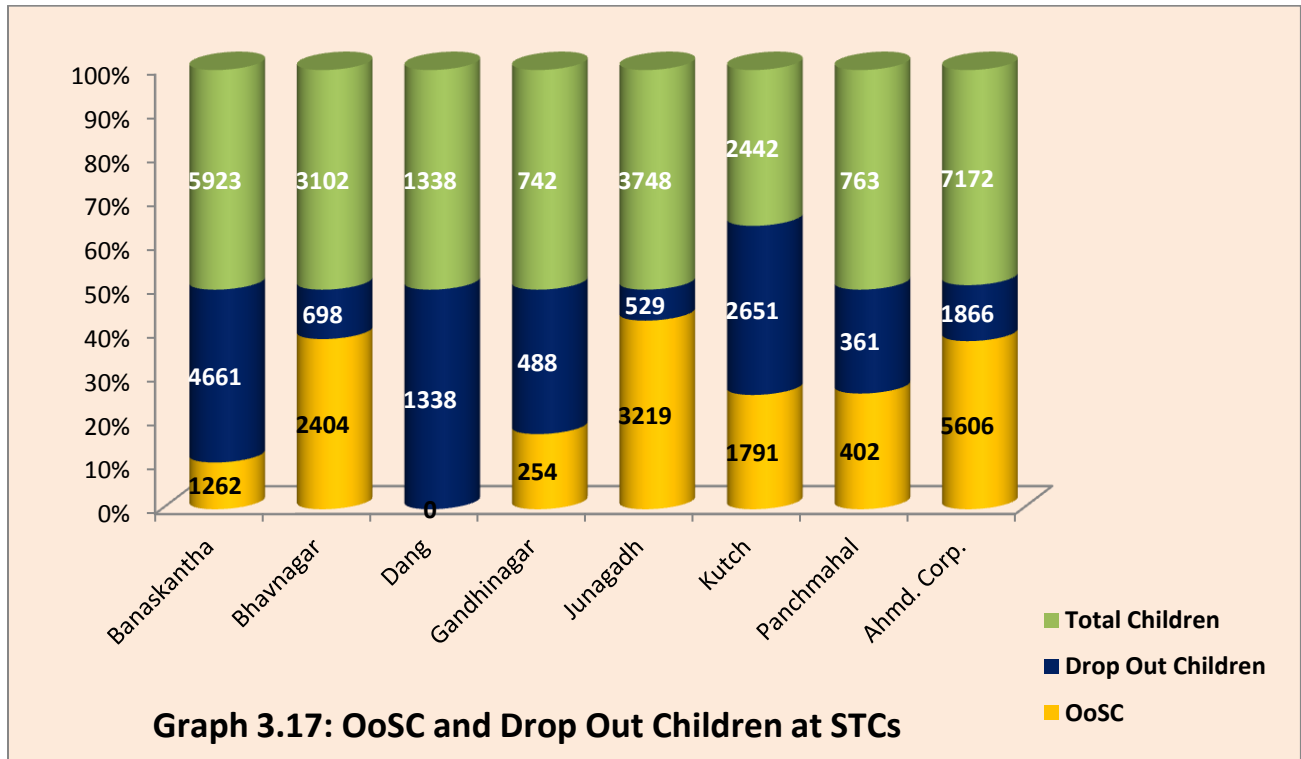
3.2.8 Information about the ‘Out of School Children’ (OoSC) and Drop Out Children.

To crosscheck the information regarding the OoSC and Drop Out Children, objective – 8 was framed. To fulfill this objective, analysis and interpretation of the crosschecking of the data regarding the Drop Out Children and Out of School Children given by STP Dept. of SSA is presented here.

Table 3.19: Information of Drop Out Children and OoSC Received from STP Dept.

District	OoSC			Drop Out Children			Total Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Banaskantha	636	626	1262	1766	2895	4661	2402	3521	5923
Bhavnagar	1671	733	2404	277	421	698	1948	1154	3102
Dang	0	0	0	755	583	1338	755	583	1338
Gandhinagar	127	127	254	217	271	488	344	398	742
Junagadh	1646	1573	3219	276	253	529	1922	1826	3748
Kutch	819	972	1791	1131	1520	2651	1950	2492	2442
Panchmahal	205	197	402	212	149	361	417	346	763
Ahmd. Corp.	2833	2473	5606	885	981	1866	3718	3454	7172
Total	7937 (54.22%)	6701 (45.38%)	14638 (53.76%)	5519 (43.83%)	7073 (56.17%)	12592 (46.24%)	13456 (49.42%)	13774 (50.58%)	27230 (100%)

The Graphical presentation of Table No. – 3.19 is made in Graph – 3.17:



From the above table we can see that the total number children (OoSC & Drop Out) were found to be highest in Ahmadabad and lowest in Gandhinagar. In the number of OoSC also it was found to be highest in Ahmadabad in which the proportion of boys was more than girls and

lowest in Gandhinagar (the data of Dang District was not available). In terms of the number of Drop Out Children, it was found to be highest in Banaskantha in which the proportion of girls was more than boys and lowest in Panchmahal in which the proportion of boys was more than girls.

With intention to crosscheck the above mentioned information, field investigators tried to collect the same information from each of the functional STCs in item number 13 of tool number – 1 but the data could not be collected completely. The information on the basis of the data that could be collected from some of the functional STCs is as given below:

Table 3.20: Information of the Number of OoSC and Drop Out Children Collected at the Time of Visit to the STCs:

Type of Children	Information Collected from No. of STCs	No. of Children	Out of Total No. of Children
OoSC	207	1378 (68.80%)	2003(100%)
Drop Out Children	189	1247 (71.83%)	1736(100%)

The information regarding OoSC was collected from 207 STCs of 397 and thus with the help of this information we could know that the percentage of OoSC which was 68.80% while as per the information provided by STP Dept. the proportion of such children was 53.76%.

The information regarding Drop Out was collected from 189 STCs of 397 and thus with the help of this information we could know that the percentage of Drop Out Children which was 71.83% while as per the information provided by STP Dept. the proportion of such children was 46.24%. In the present research only the selected STCs from the eight selected districts were taken in consideration and from those selected STCs also the data in this respect was not collected from all or most of the STCs so it was not appropriate to crosscheck the little information collected with the information given from STP Dept. of SSA.

3.2.9 The Information Regarding the Mainstreamed Children from STCs.

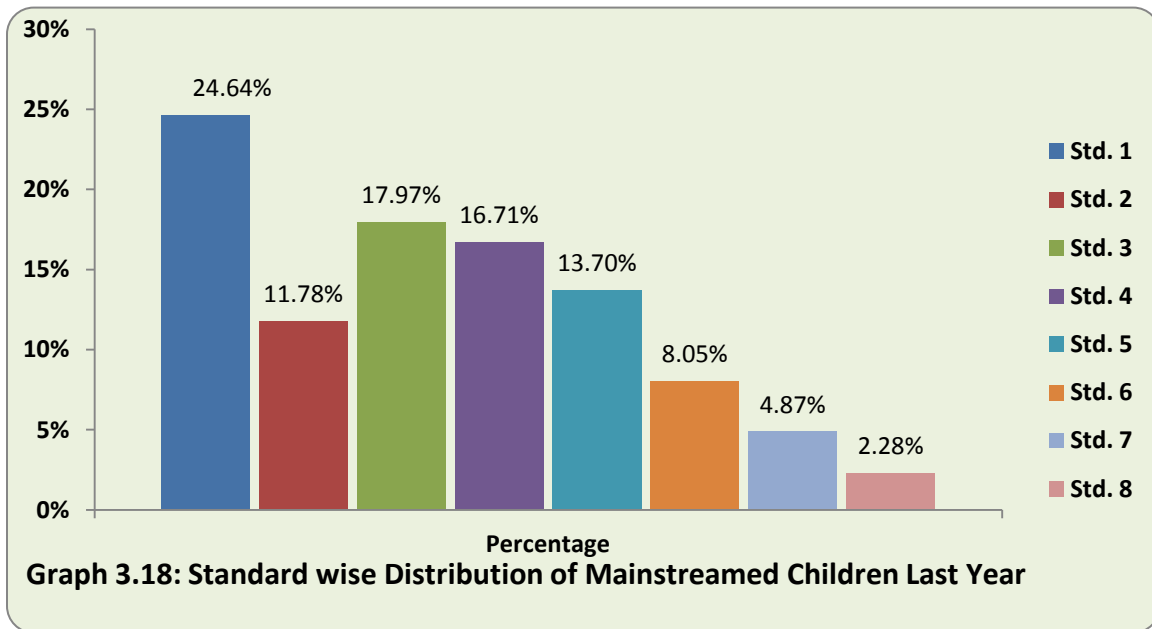
To crosscheck the information regarding the mainstreamed children from the STCs, objective – 9 was framed in the present research. With the intention to crosscheck the above mentioned information, data was collected by using item number 6 and 7 of T – 2 and the information based on this data is as described below.

In the last year 2010-11 the total number of STCs which organized training of 10-20 months was 210 (52.90%) out of all the 397 functional STCs. On the basis of this information, the number of mainstreamed children standards wise was as given below:

Table 3.21: Standard wise List of Mainstreamed Children Last Year

Standard	No. of Children	Percentage
Std. 1	410	24.64%
Std. 2	196	11.78%
Std. 3	299	17.97%
Std. 4	278	16.71%
Std. 5	228	13.70%
Std. 6	134	8.05%
Std. 7	81	4.87%
Std. 8	38	2.28%
Total	1664	100%

The Graphical presentation of Table No. – 3.21 is made in Graph – 3.18:



From the table and graph given above it becomes clear that the most number of students were mainstreamed in Std. 1 (24.64%) and the least number of the students were mainstreamed in Std. 8 (2.28%) in the training conducted in the year 2010-11 in which the proportion was found to be decreasing subsequently in the higher standards.

Table 3.22: Information Regarding Mainstreaming and Tracking

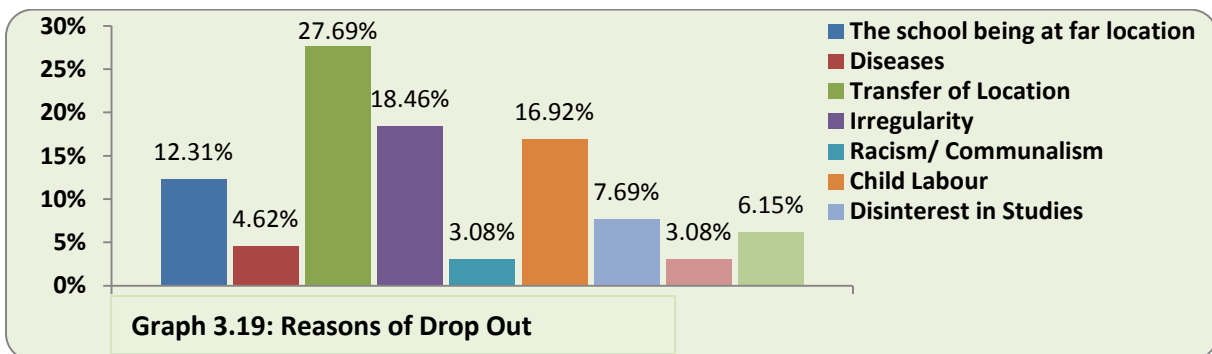
Total STC running 10-20 Months Training	No. of STCs doing Regular Tracking
210 out of 397 STCs (52.90%)	194 out of 210 STCs (92.38%)
Sentence / Question	No. of Responses
Are the mainstreamed children still studying in School?	197 out of 210 STCs (93.81%)
No. of children studying in the current year.	1554 out of 1664 (93.39%)
No. of children which dropped out from the STCs giving negative response.	110 out of 1664 (6.61%)

We can see in the table above that from all 397 STCs, 210 STCs organized the 10-20 months training. From these 210 STCs, there were 194 STCs, means 92.38% STCs which were regularly tracking the children after mainstreaming them in the schools. In response to a question ‘Are the mainstreamed children still studying in School?’ 197 STCs (Bal Mitras) gave positive reply which was 93.81% positive reply out of all the 210 STCs in which the number of children studying were 1554 (93.39%). From the remaining STCs giving negative response there were 110 (6.61%) children who have dropped out. From the STCs mentioned above the given reasons of Drop Out were as mentioned in the table given below:

Table 3.23: Reasons of Drop Out

Sr. No.	Reasons	Percentage
1	The school being at far location	12.31%
2	Diseases	4.62%
3	Transfer of Location	27.69%
4	Irregularity	18.46%
5	Racism/ Communalism	3.08%
6	Child Labour Due to Poor Economic Condition of Parents	16.92%
7	Disinterest in Studies	7.69%
8	Due to House Hold Work	3.08%
9	Lack of Awareness of Parents	6.15%

The Graphical presentation of Table No. – 3.23 is made in Graph – 3.19:



In this way the factors responsible for the Drop Out of the children of STCs were the School location being far, diseases to the children, transfer of location, irregularity, racism/ Communalism, Child Labour due to poor economic condition of parents, disinterest in studies, helping in house hold work and lack of parents' awareness. In all these reasons transfer of location was the most frequent reason for Drop Out of children from STCs. The least effecting reason for Drop Out of children from STCs was Racism/ Communalism and helping in house hold work.

Opinions of Concerned Persons:

Apart from this in tool number 9 the opinion of concerned persons to STP regarding the mainstreamed children from STC were collected which are as given below:

- According to 73.63% of the concerned persons there were irregularities observed in the tracking of the mainstreamed children.
- According to 94.12% of the concerned persons there was enough care taken to ensure that the mainstreamed children do not get dropped out.
- According to 79.83% of the concerned persons the adaptability of the children from STCs was good.
- According to 61.35% of the concerned persons the quality of the children prepared through STP was found to be weaker than the children prepared through normal schools.

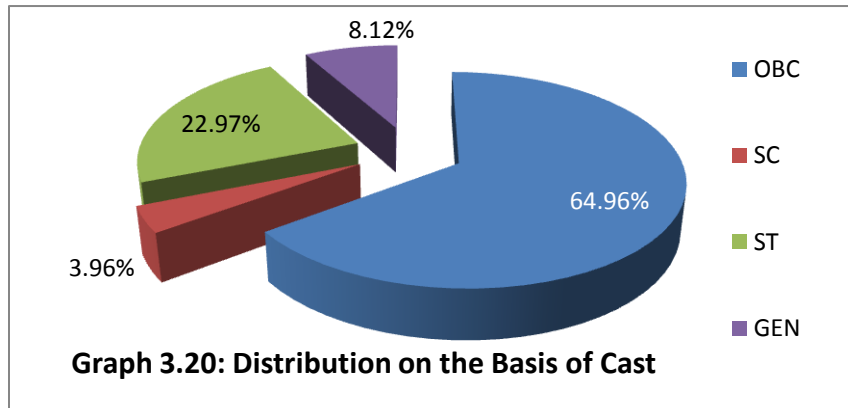
3.2.9.1 The Information Collected from Schools regarding the Mainstreamed Children:

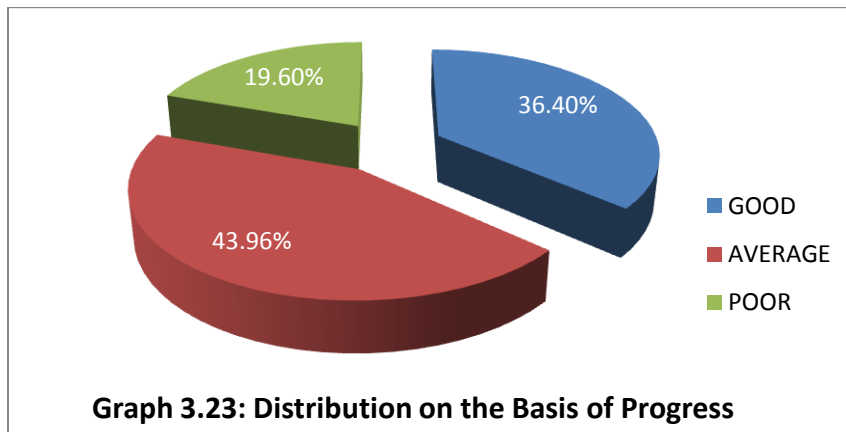
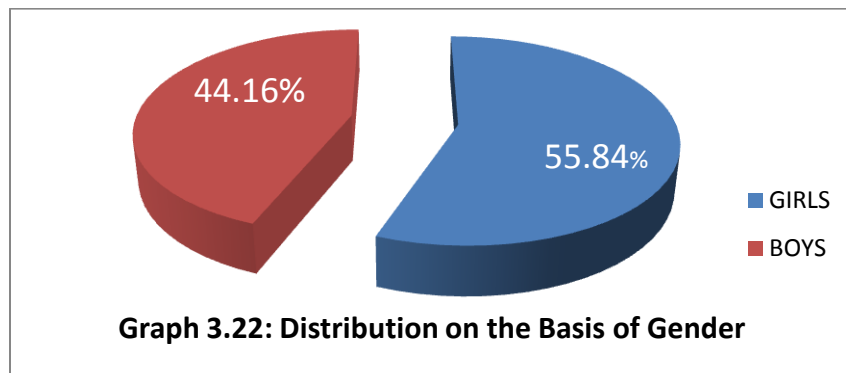
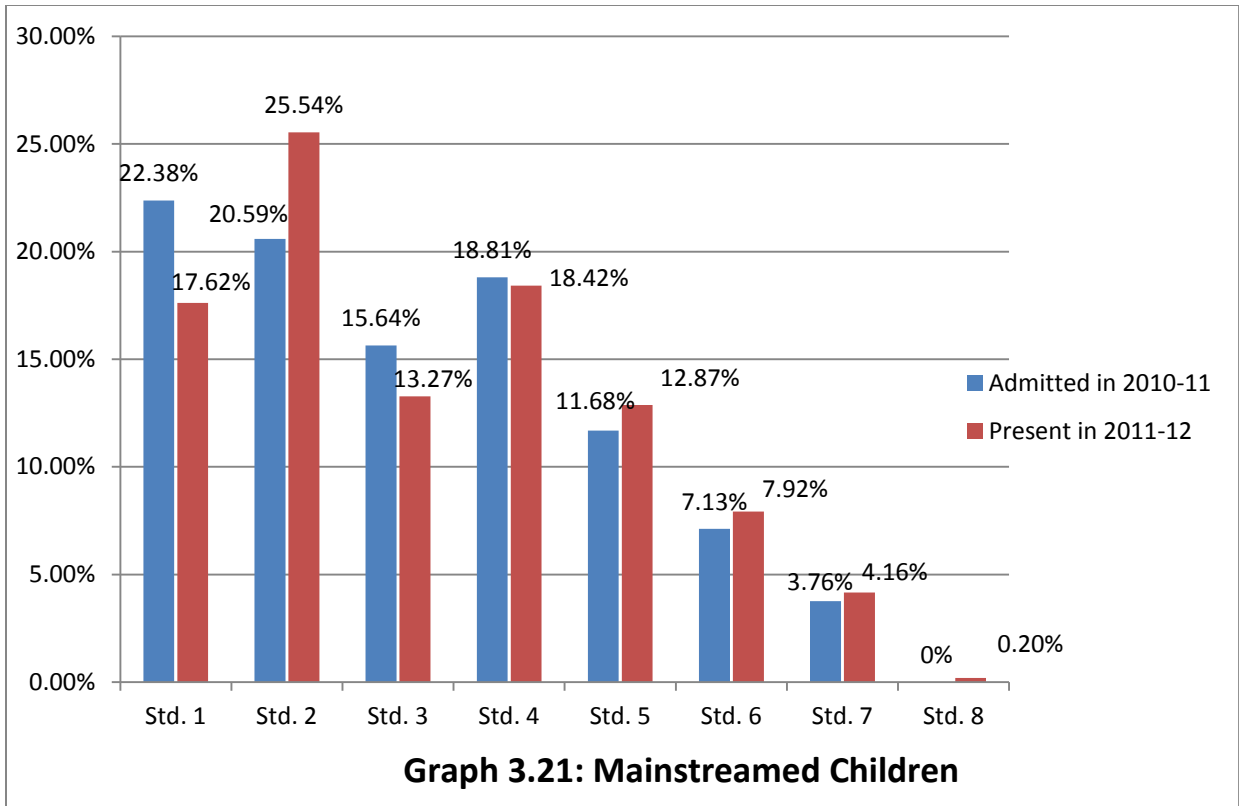
To crosscheck the information collected regarding the mainstreamed children from STCs, information was collected by meeting the principals and teachers of such 90 schools where STCs were operating at schools randomly selected from all the 155 functional STCs operating at school. In these 90 schools the children from various STCs had been mainstreamed and so it should be taken into consideration that the information of mainstreamed children may be of children mainstreamed from some other STCs also.

Table 3.24: Information Collected from Schools regarding the Mainstreamed Children

List of Mainstreamed Children by STP																	
CAST			GENDER			ADMITTED IN 2010-11			PRESENT IN 2011-12			PROGRESS					
Category	No	%	Gender	No	%	Std	No	%	Std	No	%	Grade	No	%			
OBC	328	64.95	BOYS	223	44.16	1	113	22.38	1	89	17.62	Good	184	36.44			
						2	104	20.59	2	129	25.54						
SC	20	3.96				GIRLS	282	55.84	3	79	15.64	3	67	13.27	Average	222	43.96
									4	95	18.81	4	93	18.42			
ST	116	22.97	GIRLS	282	55.84	5	59	11.68	5	65	12.87	Poor	99	19.60			
						6	36	7.13	6	40	7.92						
GEN	41	8.12	GIRLS	282	55.84	7	19	3.76	7	21	4.16	Poor	99	19.60			
									8	1	0.20						
TOTAL	505	100		505	100		505	100		505	100		505	100			

The Graphical presentation of Table No. – 3.24 is made in Graphs given below:





From the above table and the graphs we can see that the total number of children from the STCs was 505.

- In terms of the cast/ category 64.95% children of OBC, 3.96% children of SC, 22.97% children of ST and 8.12% children of Open category were mainstreamed in which the proportion of the children of OBC category was found to be the highest and of SC category the least.
- On the basis of gender 55.84% girls and 44.16% boys were registered at the STCs.
- On the basis of the Std. in which these children had been mainstreamed we can see that 22.38% children in Std.-1, 20.59% children in Std.-2, 15.65% children in Std.-3, 18.81% children in Std.- 4, 11.61% children in Std.- 5, 7.13% children in Std.-6 and 3.76% children in Std.-7 were mainstreamed in which the most number of children were mainstreamed in Std. – 1 and the least in Std. – 7. This proportion was found to be decreasing subsequently in higher standards.
- While assessing the present condition of the mainstreamed in the normal schools mentioned above, we could find that 17.62% children in Std.-1, 25.54% children in Std.-2, 13.28% children in Std.-3, 18.41% children in Std.- 4, 12.87% children in Std.- 5, 7.92% children in Std.-6, 4.16% children in Std.-7 and 0.2% children in Std. -8 were found to be still studying in schools in which the most number of children were found to be studying in Std. – 2 and the least in Std. – 8.
- Considering the academic progress of these children, we could find that of 36.44% children had good academic progress, 43.96% children had academic average progress while 19.60% children had poor academic progress. Thus the proportion of the children having average academic progress was found to be highest and the children having poor academic progress was found to be the least.

3.2.10.1 The Achievement of the Children in the STCs:

In the present research objective - 10 was framed to study the academic achievement of the children at STCs. To assess the academic achievement of the children as per their group three achievement tests – T – 8 /1, T – 8 /2, and T – 8 /3 were constructed which were used subsequently for Star (Std. 1 & 2), Moon (Std. 3 & 4) and Sun (Std. 5 & 6). While visiting all the STCs the Field Investigator had to assess the achievement of 2 children from each of these

groups from every STC by using these achievement tests from which the Star Group was to be assessed orally and the remaining two groups Moon and Sun were to be assessed by a written test. The analysis and interpretation of the information collected by them was as per given below:

Star Group:

From the functional 397 STCs of the entire sample maximum 2 students of Star group from each STCs were selected and thus from the total of 1179 children of Star group from the 397 functional centers 576 students' were randomly selected to collect data by using T – 8 – 1. In the Star Group the children of Std. – 1 & 2 were orally asked 10 questions from the question bank of 39 questions of different subjects like Gujarati, Environment Science and Mathematics by the Field Investigator. After the evaluation of the children the achieved scores of each child was recorded in a separate answer sheet. The information collected from the evaluation of these children is given in the table below:

Table 3.25: Achievement of Star Group:

Group	No. of Students	Average Achievement	Percentage of the Achievement
Star	576	7.35	73.50%

From the above table we can see that the average achieved score of all the 576 students was found to be 7.35 from 10 questions' oral test which in terms of the percentage was found to be of 73.50%.

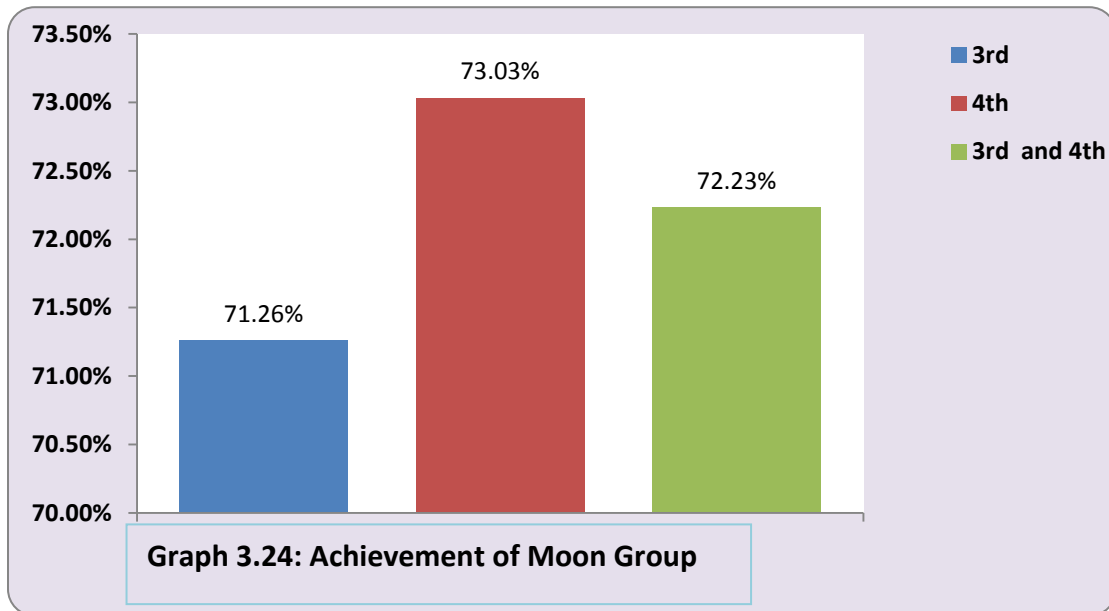
Moon Group:

From the functional 397 STCs of the sample, from the total of 1613 children of Moon Group 631 students were randomly selected to collect data by using T – 8 /2. In the Moon group the children of Std. – 3 & 4 were included who were given an objective type written test of 39 questions of different subjects like Gujarati, Environment Science, Hindi and Mathematics by the Field Investigator. The information collected after the evaluation and scoring of these question papers is as given in the table below:

Table 3.26: Achievement of Moon Group:

Group	Standard	No. Students	Average Achievement	Percentage of the Achievement
Moon	3 rd	287	27.79	71.26%
	4 th	344	28.48	73.03%
	3 rd and 4 th	631	28.17	72.23%

The Graphical presentation of Table No. – 3.26 is made in Graph – 3.24:



From the table given above we can see that the average achieved score in the written test of 39 questions of all the 631 students was found to be 28.17 which in terms of the percentage was found to be of 72.23%.

From the 631 children of Moon group if we consider the 287 students of Std. – 3, their average achieved score was 27.79 which in terms of the percentage was found to be 71.26%.

In the same way from the 631 children of Moon group if we consider the 344 students of Std. – 4, their average achieved score was 28.48 and considering this average achieved score in terms of percentage it was found to be 73.03%.

Thus considering both the average achieved scores of Std. 3 and 4 comparatively we can understand that the academic achievement of Std. 4 is higher than Std. 3 children.

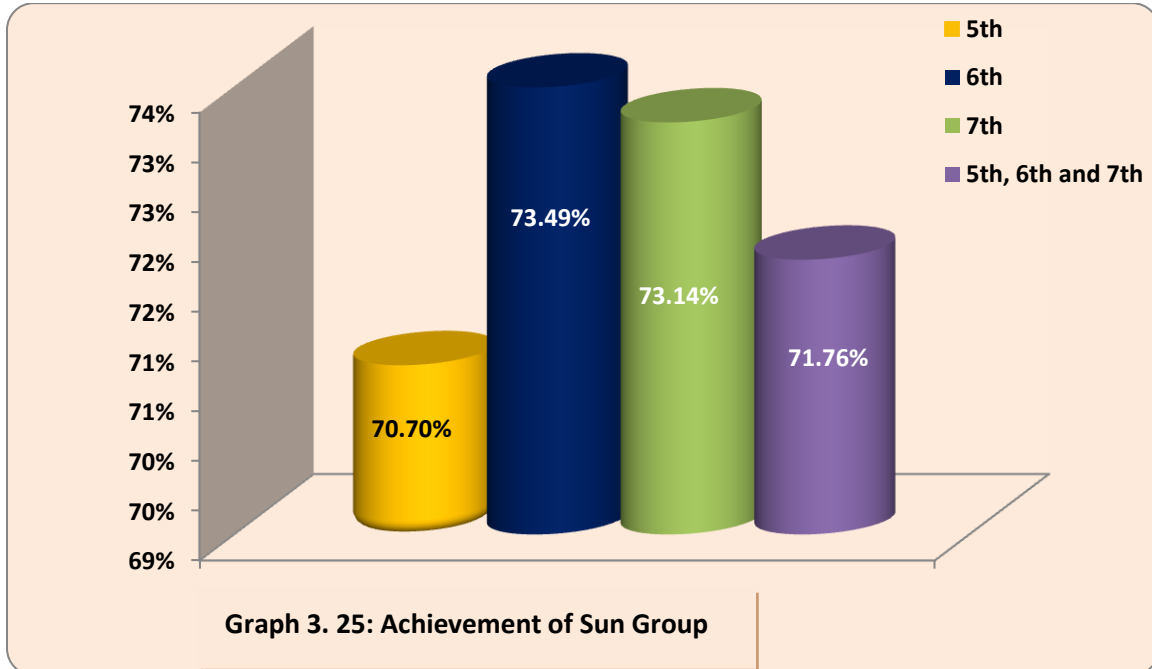
Sun Group:

From the functional 397 STCs of the entire sample and from the total of 1284 children of Sun group from the 397 functional centers 493 students were randomly selected to collect data by using T – 8/ 3. In the Sun group the children of Std. – 5th, 6th & 7th were included who were given a test of 37 questions of different subjects like Gujarati, English, Environment Science, Hindi and Mathematics by the Field Investigator.

Table 3.27: Achievement of Sun Group

Group	Standard	No. Students	Average Achievement	Percentage of the Achievement
Sun	5 th	301	26.16	70.70%
	6 th	160	27.19	73.49%
	7 th	32	27.06	73.14%
	5 th , 6 th and 7 th	493	26.55	71.76%

The Graphical presentation of Table No. – 3.27 is made in Graph – 3.25:



From the above table we can see that the average achieved score in the 37 questions written test of all the 493 students was found to be of 26.55 which in terms of the percentage was 71.76%.

From the 493 children of Sun Group if we consider the 301 students of Std. – 5, their average achieved score was 26.16 which in terms of the percentage was 70.70%.

In the same way from the 493 children of Sun Group if we consider the 160 students of Std. – 6, their average achieved score was found to be of 27.19 which in terms of the percentage was 73.49%.

In the same way from the 493 children of Sun Group, if we consider the 32 students of Std. – 7, their average achieved score was 27.06 which in terms of the percentage was 73.14%.

Thus considering the average achieved scores of Std. 5th, 6th and 7th comparatively; we can understand that the academic achievement of Std. 5th was lower than Std. 6th and 7th children.

While the academic achievement of Std. 6th and 7th was almost equal.

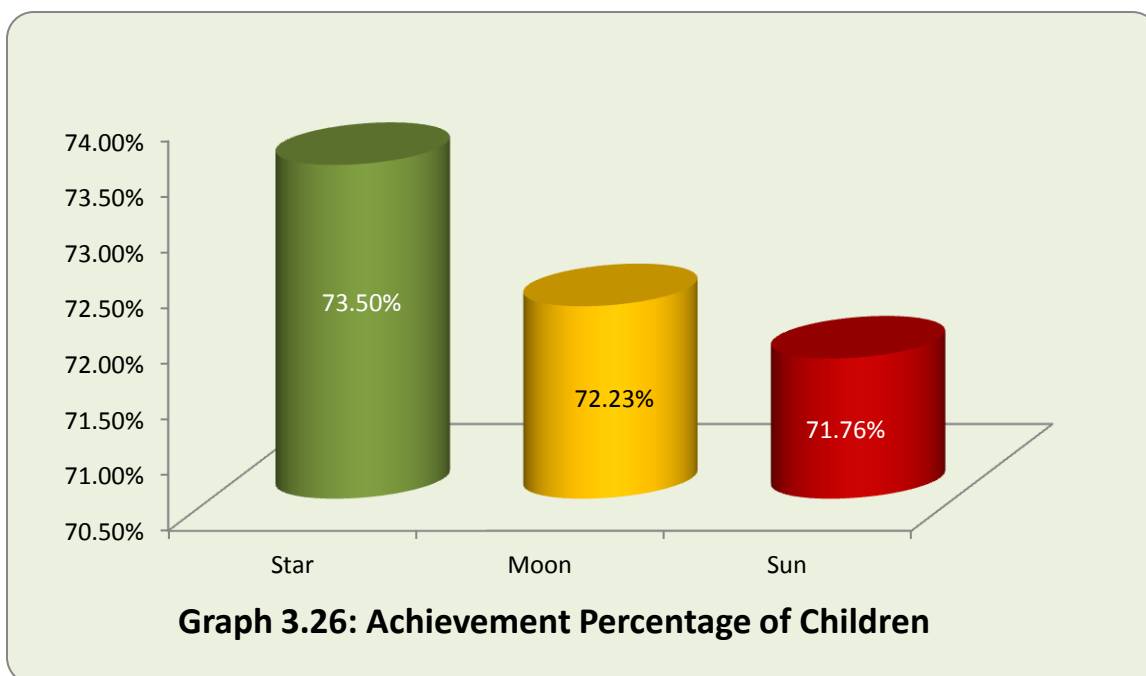
Comparative Analysis of the Three Groups:

To make a comparative analysis of the three groups the whole information regarding academic achievement of the children of all the three groups is described in the table given below:

Table 3.28: Collective Table of Three Groups

Group	Standard	No. Students	Average Achievement	Percentage of the Achievement
Star	1 st and 2 nd	576	7.35/10	73.50%
Moon	3 rd and 4 th	631	28.17/37	72.23%
Sun	5 th , 6 th and 7 th	493	26.55/37	71.76%

The Graphical presentation of Table No. – 3.28 is made in Graph – 3.26:



From the table given above we can see that the academic achievement of the children of the Star Group is 73.50% which was higher than the academic achievement of the children of Moon and Sun Groups which was subsequently 72.23% and 71.76%.

Opinions of Concerned Persons:

Apart from this the information collected regarding the quality of the academic achievement of the children from the opinions of the concerned persons to the STP in tool number 9 was as given below:

- According to 86.56% of the concerned persons the quality of the children prepared through the STP was appropriate to mainstream them in the normal school.

- According to 91.60% of the concerned persons, by the activities of the STP the children's fear regarding school could be eliminated.

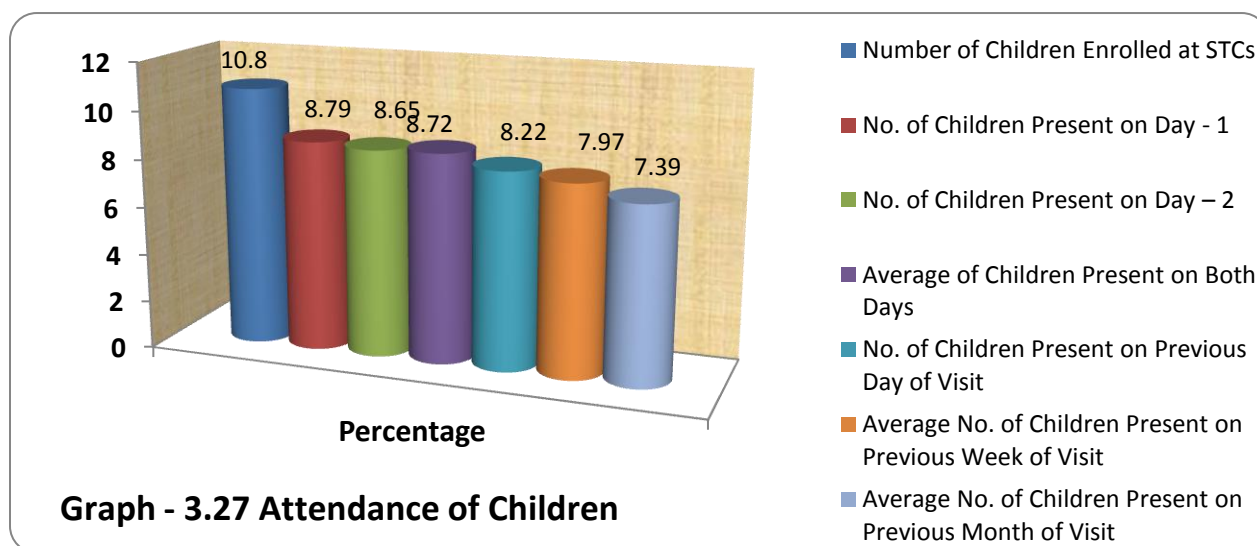
3.2.10.2 Attendance and Regularity of Children at STCs:

In the present research objective - 10 was framed to study the attendance and regularity of the children at STCs. To know the attendance of the children at STCs and its regularity the data was collected by the item no. 8 to 11 of tool number – 1 by field investigators during their two days visit to the functional 397 STCs. This information is as given below:

Table 3.29: Information about the Attendance of the Children at STCs

Information of Attendance	Total Number of Children	Average	%
Number of Children Enrolled at STCs	4324	10.80	100%
No. of Children Present on Day – 1	3524	8.79	81.39%
No. of Children Present on Day – 2	3473	8.65	80.09%
Average of Children Present on Both Days	3499	8.72	80.74%
No. of Children Present on Previous Day of Visit	3298	8.22	76.11%
Average No. of Children Present on Previous Week of Visit	3196	7.97	73.80%
Average No. of Children Present on Previous Month of Visit	2963	7.39	68.43%

The Graphical presentation of Table No. – 3.29 is made in Graph – 3.27:



From the information of the above table we can say that considering the total number of children registered at the functional STCs as 100%, the attendance of the children on the first day of visit was found to be 81.39%, the attendance of the children on the second day of visit was found to

be 80.74%. Besides the attendance according to the information of attendance register on the previous day of the visit was found to be 76.11%, on the previous week of the visit was found to be 73.80% and on the previous month of the visit was found to be 68.43%.

The average attendance of the two days of visit and the day before the visit was found to be more than the average attendance of the last week and last month and one of the possible reasons of this could be the telephonic conversation before the day of visit to know the address and availability of the children between the Bal Mitras and the Field Investigators.

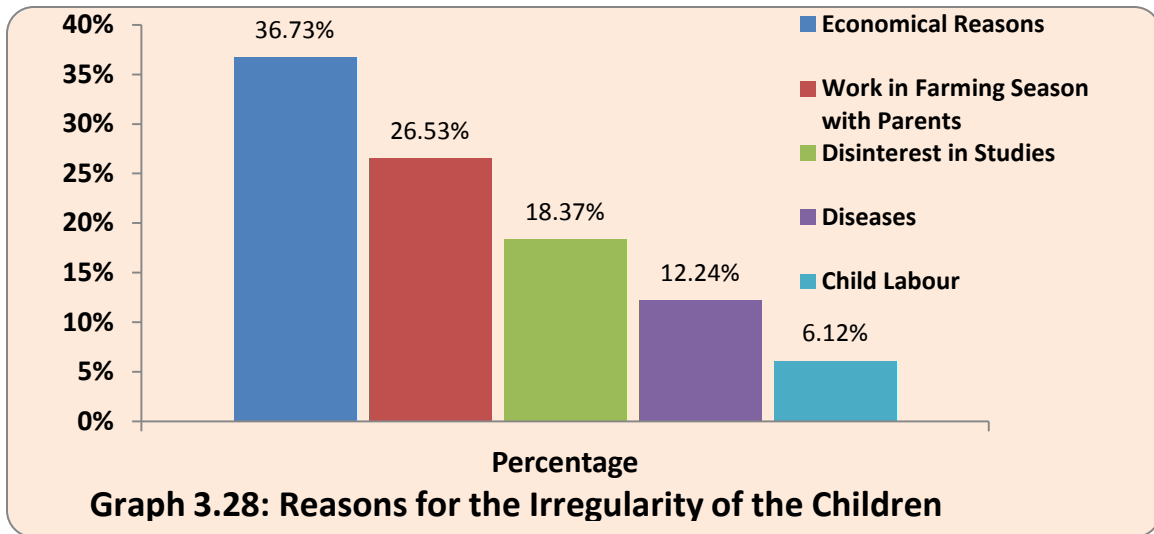
But still the attendance on the previous day, previous week and previous month was observed to be decreasing subsequently in comparison with the attendance on two days of visit which indicates at the irregularity in attendance of the children at STCs.

With the help of a question asked about the regularity of the children at the STCs in item number 23 of tool number – 2 and item number 15 of tool number 3, at 92.61% of the functional STCs the Bal Mitra replied that the children remain regularly present at the STCs. On the remaining STCs the reasons for the irregularity of the children at the STCs were found to be as given below:

Table 3.30: Reasons for the Irregularity of the Children:

Sr. No.	Reasons	Percentage
1	Economical Reasons	36.73%
2	Work in Farming Season with Parents	26.53%
3	Disinterest in Studies	18.37%
4	Diseases	12.24%
5	Child Labour	6.12

The Graphical presentation of Table No. – 3.30 is made in Graph – 3.28:



The feedback received from the Bal Mitras suggests that the irregularity of the children in STCs was mainly due to the poor economic condition of the parents of the child. Apart from this the other reasons for the irregularity were child labour, diseases, disinterest in studies, and the work in farming season with their parents.

3.3 Findings of the Present Research:

3.3.1 Availability and Utility of Infrastructural Facility:

- From the functional 397 STCs of the sample Duster was available at 84.38% STCs, Chalk was available at 84.63% STCs, Black Board and Drinking Water was available at 80.35% STCs, was available at 80.60% STCs which are the primary needs to run an educational institute. While the least available infrastructural facilities were cup board at 38.29% STCs and table at 46.35% STCs. In other infrastructural facilities, Chair was available at 59.70% STCs, Carpet / Mat was available at 50.88% STCs, Light was available at 67.76% STCs, Fan was available at 61.46% STCs, Stationary was available at 59.95% STCs and Toilet was available at 60.71% STCs.
- At 83.55 STCs the Bal Mitras were satisfied with the infrastructural facilities available.
- 79.20% Bal Mitras said that the facilities provided by SSA were used properly while 90.76% of the concerned persons to STP opined that the financial assistance and facilities provided by SSA were used properly.
- On the functional 397 STCs of the sample, the Bal Mitras were present on all the STCs while on 13.60% STCs Asst. Bal Mitras and on 14.11% STCs Lady Escorts were found to be

present. But 81.51% of concerned persons opined that Asst. Bal Mitra was not allotted to the STC easily despite of the number of children being more than 10.

- Among the Bal Mitras and Asst. Bal Mitras the number of female was found to be more than male.
- From the functional 397 STCs of the sample, 47.86% STCs were operating at the home of the Bal Mitra or at rented home, 39.04% STCs at a room allotted in a school and 13.10% STCs at Open Environment in which the number of STCs operating at rented home or Bal Mitra's home was found to be the most. The average amount paid to an STC for paying rent was Rs. 816.50.
- 93.70% of the total STCs were found to be operating for 4 hrs. or more than 4 hrs.
- Children of 38.29% STCs were getting the benefit of Mid Day Meal who were also satisfied with its quality and menu. The number of STCs receiving the benefit of MDM (152) corresponded with the number of STCs operating at school (155) and from which we can conclude that only those STCs which were operating at normal school were also getting the benefit of MDM facility.

3.3.2 Availability and Utility of TLM

- With the financial assistance provided by STP for purchasing the TLM, Notebook was found to be the purchased at most of the STCs (79.60%) and Uniform was found to be purchased at the least of the STCs (24.18%).
- According to 78.40% Bal Mitras and 81.51% of the concerned persons to STP the TLM was made available in time to the children.
- According to 82.62% Bal Mitras and 87.40% of the concerned persons to STP the utility of the TLM was satisfactory for educational purpose.
- According to the Bal Mitras in 95.80% cases the BRC or CRC and in 89.08% cases the principal or teachers of a school remained present at the time of purchase of TLM for the STC.

3.3.3 Classroom Interaction and Learning Pattern at the STCs

- From all the Bal Mitras 49% Bal Mitras' classroom interaction was found to be average while the proportion of the Bal Mitras having good classroom interaction was 24% and Bal Mitras having bad classroom interaction was of 27%.

- The children studying at STCs found to be learning the most by listening style then by visual style and least by activity based learning style.

3.3.4 Documentation Work of Bal Mitras:

- While assessing the availability of the documents at the STCs it became clear that the Attendance Register for Children was available at 97.48% STCs, the Attendance Register for Staff was available at 71.28% STCs, the Daily Notebook was available at 88.16% STCs, the TLM Register was available at 75.06% STCs, the Visit Book was available at 78.84% STCs which indicated good maintenance of documents at most of the STCs by the Bal Mitras.
- Besides considering in terms of the quality the level of the documents maintained at STCs, Staff Attendance Register and Children's Attendance Register were the best maintained documents at the STCs. While the documents having lowest quality were Income Expense Register and Inward Outward Register which indicates the awareness of Bal Mitras for Attendance and lesser awareness and lower competency in clerical and accounts related works.
- By collecting opinions of STP concerned persons regarding the documentation work of the Bal Mitras, we could know that 94.96% of the concerned persons opined that the Bal Mitras are regularly updated the documents at STCs. Besides 96.64% of the concerned persons opined that the documents maintained at the STCs were checked regularly and these documents were qualitative.

3.3.5 Availability and Utility of STP Material:

- On the basis of this we can say that availability of the Modules of Std. 1 to 6 was highest (at 84.37% STCs) and the least availability was of Early Reader (at 30.76% STCs).
- On 78.40% STCs the STP material was found to be reaching in time.
- In terms of the utility 82.62% of the Bal Mitras said that its utility was satisfactory for educational purpose.
- According to 90.76% of the concerned persons the STP the material provided by SSA was used properly.
- By the classroom observation we could find that:
 - The Bal Mitras were teaching the children interestingly with the help of Lesson Card.
 - The Bal Mitras made the children involve in various activities with the help of Activity Cards.

- The Bal Mitras register the progress of the children in the progress cards.

3.3.6 Competency of Bal Mitra:

- In terms of General Knowledge the 48.87% Bal Mitras possess medium level of General Knowledge and by analyzing the overall score in the General Knowledge Assessment Test in all the 9 subjects we could find that the Bal Mitras possessed the best General Knowledge in Sports and the least in Science subject.
- From the perspective of Emotional Quotient of the Bal Mitras, Bal Mitras having Medium Level of E.Q was 50.13% while the Bal Mitras having Lower and Higher E.Q was subsequently 26.70% and 23.17%.
- From the perspective of the Educational Qualification, the proportion of Bal Mitras having educational qualification till HSC was highest and the Bal Mitras having educational qualification till Post Graduation was the least.
- With context to the training of the Bal Mitras, the proportion of Bal Mitras having taken training like of PTC or B.Ed. was 18.14% which was much lower than the untrained Bal Mitras which was 81.86%.
- In all the levels of educational qualification and training the proportion of the Bal Sakhis (Female) was much more than the Bal Mitras (Male).
- The training given by SSA to operate an STC was received by almost all (99.49%) the Bal Mitras.

3.3.7 Children Covered Under Special Training Programme:

- Considering the number of children registered at state level the STP Dept. as 100%, it was found that the registered children at the time of visit was 91.99% of total children which indicates that information regarding the registered children was not updated time by time at state level but still the difference between the proportion of this two numbers was negligible.
- Considering the number the number of children registered at state level the STP Dept. as 100%, it was found that the present children at the time of visit was 74.28% of total children according to which we can say that all the children registered at the STC were not found to be present. One fourth (25.72%) of the total children were found to be absent in comparison with the information of the children registered at state level STP Dept.

3.3.8 Information About OoSC and Drop Out Children:

- The proportion of OoSC children was found to be less than the Drop Out Children registered at the functional STCs while the proportion of the same was more as per the documents given by STP Dept.
- The information collected from the functional STCs was found to be insufficient to crosscheck with the information given from STP Dept. of SSA.

3.3.9 Information Regarding Mainstreamed Children from STCs:

- The most number of students mainstreamed was in Std. 1 (24.64%) and the least number of the students mainstreamed was in Std. 8 (2.28%) in the training conducted in the year 2010-11 in which the proportion was found to be decreasing subsequently in the higher standards.
- On 92.38% STCs regularly tracking the children after mainstreaming them in the schools is done.
- From the total number of STCs which conducted training last year and mainstreamed children at 93.81% STCs the children were still found to be studying in school in which the total number of children studying are 1554 (93.39%) and from the remaining STCs there were 110 (6.61%) children who have dropped out.
- From the reasons of drop out of children the most effecting reason is found to be the transfer of location of the parents.
- The concerned persons to the STP informed that the children mainstreamed through STCs had good adaptability but they were found to be weak in terms of the academic performance in comparison with the children of normal school.
- In the mainstreamed children from the STC, the proportion of the children of OBC category was found to be the highest and of SC category the least.
- In the mainstreamed children from the STC, the proportion of girls was found to be more than boys.
- In the mainstreamed children from the STC, the most number of children were mainstreamed in Std. – 1 (22.38%) and the least in Std. – 7 (3.76%). This proportion was observed to be decreasing subsequently in higher standards.
- In the mainstreamed children from the STC last year, the most number of children were found to be still studying in Std. – 2 (25.54%) and the least in Std. – 8 (0.2%) in the current year.

- In the mainstreamed children from the STC last year, we could find that of 36.44% children had good academic progress, 43.96% children had academic average progress while 19.60% children had poor academic progress.

3.3.10 Achievement of the Children at STCs:

- From the perspective of academic achievement, from the children of the three groups the children of Star Group had highest achievement while the children of Sun Group had lowest academic achievement. Although the difference among them was negligible.
- The percentage average of the academic achievement of the three groups was found to be above 70% which indicated that the academic achievement of the children at the STCs was satisfactory.
- In the Moon Group the academic achievement of the children of Std. 4 was higher than those of Std. 3.
- The academic achievement of the children of Std. 6 and 7 was found to be higher than those of Std. 5 of Sun Group.
- The quality of the children prepared through STP was appropriate for mainstreaming them in a normal school.
- By different activities of the STP the children's fear regarding the school could be removed and they could be motivated to enter in normal schools.

3.3.11 Attendance of the Children at the STCs:

- The average attendance of the two days of visit (80.74%) was found to be more than average attendance of the previous day of the visit (76.11%), the average attendance of the previous week (73.80%) and last month (68.43%).
- According the opinions of 92.61% of the Bal Mitra the children remained regularly present at the STCs.
- Among the reasons for the irregularity of the children at STCs the most affecting reason was the poor economical condition of the parents.

3.4 Recommendations:

- While crosschecking the information of the registered children at STCs we found that the information was not updated at the State Level STP office. The information at the State Level STP Dept. should be updated time by time.
- The facility of MDM should be provided to all the children at all the STCs.

- The STCs operating at an Open Environment space should also be provided similar primary infrastructural facilities as the other STCs operating form school room or rented home.
- Such training programme should be organized by which the E.Q. level of Bal Mitra's can improve.
- Such training programme should be organized by which the Bal Mitra's G.K. can improve and in particular the G.K of Science Subject should be improved.
- Such efforts should be taken by which the Bal Mitras can be competent to impart more education through Activity Based Learning.
- The impact of the STP can be improved if the proportion of Bal Mitras having educational qualification of PTC is increased.
- The G.R numbers of the children at STCs should be compulsorily registered.
- The fundamental STP material like Lesson Cards and Activity Cards should be available at each STC.

3.5 Concluding Remarks:

The present research is a need based study of the STP Dept. of SSA. In this research the 8 selected districts' 450 STCs running 10 to 20 month's training were surveyed in which 397 STCs were found to be operating and the remaining STCs were found closed at the time of their visit. The dissatisfaction for the salary being paid was found to be the main reason for the closed STCs. The infrastructural facilities were found to be sufficient at most of the STCs. But on the STCs being run at an open space, these kind of facilities were found lacking. Apart from this the proportion of the Asst. Bal Mitras was also found necessary to increased. The availability of the TLM and STP material was also found to be sufficient but there is a lot of scope for improvement in this respect. The Bal Mitras' classroom interaction, documentation work and their overall performance in handling the STCs was found to be satisfactory while their General Knowledge and Emotional Quotient were found to be of average / medium level. But on the basis of the feedback of the Field Investigators who visited each STC and collected data, the some of the Bal Mitras were not as much adept in understanding the information of the research tools and also in filling up the information required. The children prepared by STCs were found to be satisfactory for mainstreaming them in normal school and their adaptability in normal school was also found to be good. Although there was irregularity noticed in their attendance at

the STCs. **Thus the Special Training Programme run under SSA as an alternative schooling programme was found to be working effectively in Gujarat.**

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Appendices

- Appendix-A Objectives wise Analysis of Tools
- Appendix-B The Tools in their Original Form
- Appendix-C Translated Tools in English
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APPENDIX-A
Objective wise Analysis of Tools

The Impact of Special Training Programme in Gujarat

ક્રમ	ઉપકરણ	કોના માટે?	સમાવિષ્ટ વિગતો	પ્રકાર	કયા હેતુઓના અનુસંધાનમાં?	કોના દ્વારા?	ગણતરી	કેટલી વિગતો?	નીચેની વિગતોની જાણકારી મળશે.
૧	માહિતી પત્રક	બાળ મિત્રો માટે	સામાન્ય માહિતી STC નું સ્થળ STC સ્ટાફની વિગત બાળકોની સંખ્યા, હાજરી મળતી રકમ	માહિતી પત્રક	હેતુ- ૧, ૭, ૮, ૧૦	Investigator	ટકાવારી	૧૫	સ્થળ, સંખ્યા, વ્યક્તિઓ, હાજરી અને વેતન અંગેની માહિતી
૨	પ્રશ્નાવલી	બાળ મિત્રો માટે	તાલીમની વિગત ટ્રોપ આઉટ બાળકોની વિગત મુખ્ય પ્રવાહમાં દાખલ થયેલ બાળકોની વિગત માળખાકીય સુવિધાઓ પ્રવૃત્તિઓ, દસ્તાવેજો ઉપલબ્ધ STP મટેરીયલ	પ્રશ્નાવલી	હેતુ- ૧, ૨, ૪, ૫, ૮	Investigator	ટકાવારી	૨૩	STP સેન્ટરની કાર્યવાહી માળખાકીય સુવિધાઓ અને સહાય બાળકોની નિયમિતતા દસ્તાવેજો મોનીટરીંગ અંગેની જાણકારી
૩	મુલાકાત પત્રક	બાળ મિત્રો માટે	ઉપલબ્ધ સુવિધાઓની પર્યાપ્તતા અંગે અન્ય મળતી મદદ અંગે ગ્રામજનોના સહયોગ અંગે SSA તરફથી મળતા માર્ગદર્શન- તાલીમ અંગે મુશ્કેલીઓ અંગે	મુલાકાત પત્રક	હેતુ- ૧, ૨, ૫	Investigator	ટકાવારી	૨૧	માળખાકીય સુવિધાઓ ની પ્રાપ્યતા અને યોગ્યતા અંગે અન્ય વ્યક્તિઓનો સહકાર SSA અને STP ની કાર્યવાહી અંગે
૪	સામાન્ય જ્ઞાન કસોટી	બાળ મિત્રો માટે	સાહિત્ય, ઇતિહાસ, ભૂગોળ, નાગરિક-બંધારણ, વિજ્ઞાન, ગણિત, રાજ્યશાસ્ત્ર, રમત ગમત, સાંપ્રત પ્રવાહ	કસોટી	હેતુ-૬	Investigator	શતાંશસ્થ સરાસરી	૩૦	બાળમિત્રોનું સામાન્ય જ્ઞાન સ્તર

૫	સાંવેગિક બુદ્ધિ માપદંડ	બાળ મિત્રો માટે	સાંવેગિક બુદ્ધિને સ્પર્શતી	માપદંડ	હેતુ-૬	Investigator	શતાંશસ્થ સરાસરી	૩૦	બાળમિત્રોની સાંવેગિક બુદ્ધિનું સ્તર
૬	વર્ગ નિરીક્ષણ પત્રક	વર્ગ વ્યવહાર જોવા માટે	બાળમિત્રોના વર્ગ સંચાલન અંગે વર્ગમાં થતી પ્રવૃત્તિઓ અંગે બાળકો તથા બાળમિત્રોની સામેલગીરી અંગે બાળકોની અધ્યયન શૈલી અંગે વર્ગ ખંડ વાતાવરણ અંગે	માપદંડ	હેતુ-૩	Investigator	શતાંશસ્થ સરાસરી	૨૪	વર્ગ વ્યવહારની અસરકારકતા બાળમિત્રોની સક્રિયતા બાળકોની સક્રિયતા બાળકોની અધ્યયન શૈલી
૭	દસ્તાવેજ ચકાસણી પત્રક	દસ્તાવેજોના મૂલ્યાકન માટે	બાળમિત્રો દ્વારા જાળવવામાં આવતા દસ્તાવેજો અંગે અને તેની ગુણવત્તા અંગે	માપદંડ	હેતુ- ૪, ૬, ૮	Investigator	ટકાવારી સરાસરી	૧૨	દસ્તાવેજોની સંખ્યા અને ગુણવત્તા
૮	સિધ્ધિ કસોટી (ત્રણ)	બાળકો માટે	ત્રણે જુથ માટે ઓક્ટોબર-૨૦૧૧ સુધીની ક્ષમતાઓને ધ્યાનમાં રાખી બધા જ વિષયોની ભેગી ૫૦ ગુણની કસોટી સ્ટાર જુથ માટે મૌખિક તથા મુન અને સન જુથ માટે લેખિત	કસોટી	હેતુ-૧૦	Investigator	શતાંશસ્થ સરાસરી	ધોરણ: પ્ર ^મ નો ૧, ૨ : ૧૦ ૩, ૪ : ૩૯ ૫, ૬ : ૩૭	બાળકોની ક્ષમતા સિધ્ધિનું સ્તર
૯	અભિપ્રાયવલી	સંલગ્ન વ્યક્તિઓ માટે	STP ની સફળતા અંગે STC ની ગુણવત્તા અંગે તૈયાર થતાં બાળકોની ગુણવત્તા અંગે STP દ્વારા થતી પ્રવૃત્તિઓ અંગે અન્ય સહયોગ અંગે, મોનીટરીંગ અંગે	અભિપ્રાયવલી	હેતુ- ૧, ૨, ૯	CoOrdinator	કાયવર્ગ	૪૪ (વિ.-૧: ૨૩, વિ.-૨: ૯, વિ.-૩: ૮)	સંલગ્ન વ્યક્તિઓના STP કેન્દ્ર અંગેના તથા તેની કામગીરી અંગેના અભિપ્રાયો

Appendix - A
Objective wise Analysis of Tools

The Impact of Special Training Programme in Gujarat

Sr. No.	Tool	For Whome?	Detail Included	Type	Concerned Objectives	By whome?	Calculation	No. of Items
1	Infoormation Schedule	For Bal Mitra	General Information STC Address STC Staff Detail Number of Children, Attensance Financial Assistance	Infoormation Schedule	Objective&- 1, 7, 8, 10	Investigator	Percentage	15
2	Questionnaire	For Bal Mitra	Information regarding Training Information of Drop Out Children Mainstreamed Children Infrastructural Facilities Activities, Documents Available STP material	Questionnaire	Objective&- 1, 2, 4, 5, 9	Investigator	Percentage	23
3	Interview Schedule	For Bal Mitra	Regarding Availability of Infrastructural Facility About Assistance Provided, villagers, SSA About the guidance, assistance provided by SSA	Interview Schedule	Objective- 1, 2, 5	Investigator	Percentage	21
4	General Knowledge Assessment Test	For Bal Mitra	History, Literature, Geography, Social Science, Science, Maths, Politics, Sports, Current Affairs,	Test	Objective&-6	Investigator	Average, Percentage, Quartile	30

5	Emotional Quotient Assessment Test	For Bal Mitra	Concerning the E.Q	Assessment Test	Objective&-6	Investigator	Average, Percentage, Quartile	30
6	Classroom Observation Sheet	To observe Classroom Interaction	Regarding the Class Management of Bal Mitra , Activities,[Involvement of Val Mitra and Children, [Learning Style of Children, Classroom Atmosphere	Assessment Test	Objective-3	Investigator	Percentage	24
7	Documentation Assessment Sheet	To evaluate Documents	Regarding the documents maintained by the Bal Mitra	Assessment Test	Objective&-4, 6, 8	Investigator	Average	12
8	Achievement Tests	For Children	Oral Test for Star Group and written test for Moon and Sun Groups	Test	Objective&-10	Investigator	Average, Percentage	Std.: Que 1, 2 : 10 3, 4 : 39 5, 6 : 37
9	Opinionnaire	For Concerned Persons	Statements regarding the overall all performance of the STP	Opinionnaire	Objective-1, 2, 9	CoOrdinator	Chi - Square, Percentage	44

Appendix - B

T - 1

કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

માહિતી પત્રક (બાળમિત્ર માટે)



1. STC નું સરનામું : _____
જિલ્લો : _____ તાલુકો : _____
2. STC નું તાલુકા મથકનું કેન્દ્ર : _____
3. STC નું જિલ્લા મથકનું કેન્દ્ર : _____
4. STCનું સંચાલન કર્તા બાળમિત્રનું નામ : _____
ઉંમર : _____ જાતિ : _____ શૈક્ષણિક લાયકાત : _____
રહેઠાણ : _____ મોબાઇલ/ફોન નંબર : _____ માસિક પગાર : _____
5. સહાયક બાળમિત્રની વિગત (જો હોય તો)
નામ : _____ ઉંમર : _____ જાતિ : _____
રહેઠાણ : _____ મોબાઇલ/ફોન નંબર : _____ માસિક પગાર : _____
6. લેડી એસ્કોટસ ની વિગત (જો હોય તો)
નામ : _____ ઉંમર : _____
રહેઠાણ : _____ સંપર્કસૂત્ર : _____
તેમના દ્વારા લાવવા- લઈ જવાતા બાળકોની સંખ્યા : _____
તેમને ચૂકવાતું માસિક મેહનતાણું : _____
7. STCમાં નોંધાયેલ બાળકોની સંખ્યા :કુમારો : _____ કન્યાઓ : _____ કુલ : _____
8. STCમાં હાજર બાળકોની સંખ્યા (દિવસ - ૧) :કુમારો : _____ કન્યાઓ : _____ કુલ : _____
STCમાં હાજર બાળકોની સંખ્યા (દિવસ - ૨):કુમારો : _____ કન્યાઓ : _____ કુલ : _____
STCમાં હાજર બાળકોની સરાસરી સંખ્યા: કુમારો: _____ કન્યાઓ : _____ કુલ : _____
મુલાકાતના આગળના દિવસની સરાસરી સંખ્યા: કુમારો : _____ કન્યાઓ : _____ કુલ : _____

9. છેલ્લા અઠવાડિયાની સરાસરી સંખ્યા: કુમારો : _____ કન્યાઓ : _____ કુલ : _____

10. છેલ્લા મહિનાની સરાસરી સંખ્યા: કુમારો : _____ કન્યાઓ : _____ કુલ : _____

11. STC માં ધોરણ અનુસારના ગૃપ પ્રમાણે સંખ્યા :

ગૃપ	ધોરણ	સંખ્યા
સ્ટાર	૧ અને ૨	
મુન	૩ અને ૪	
સન	૫ અને ૬	
કુલ સંખ્યા		

12. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામનો સમય : _____

● શરૂ કર્યા તારીખ : _____ અઠવાડિયાના કાર્યદિવસ: _____

● દરરોજનો સમય : _____ થી _____

● રોજનો ન્યૂનતમ સમય : _____ કલાક

13. STC ના બાળકોમાં ડ્રોપઆઉટ(શાળામાંથી ઉઠી ગયેલા) બાળકોની સંખ્યા : _____

કદી શાળાએ ન ગયેલ બાળકોની સંખ્યા : _____ કુલ સંખ્યા : _____

14. STC ને કન્ટીજન્સી પેટે મળતી રકમ : _____

15. STC ને ટીચીંગ મટીરીયલ માટે મળતી રકમ : _____

STP માંથી શાળાના મુખ્ય પ્રવાહમાં દાખલ થયેલ બાળકોની વિગત:

STP સેન્ટરનું નામ: _____

સરનામું: _____

તાલુકો: _____ જિલ્લો: _____

બાળમિત્રનું નામ: _____

ફોન નંબર: _____

ક્રમ	બાળકનું નામ	દાખલ થયેલ શાળાનું નામ અને સરનામું	કુમાર / કન્યા	જી.આર . નંબર	દાખલ થયાની તારીખ	કયા ધોરણ માં દાખલ કર્યા?	હાલ કયા ધોરણમાં છે?	એકંદરે નિયમિતતા અંગેનો અભિપ્રાય		
								સારી	માધ્યમ	નબળી

ફીલ્ડ ઇન્વેસ્ટિગેટર:
 સહી:.....
 નામ:.....
 તારીખ:.....

બાલમિત્ર:
 સહી:.....
 નામ:.....
 તારીખ:.....

STP કેન્દ્ર પર નોંધાયેલ બાળકોની વિગત

(અ) STP કેન્દ્ર પર હાજર બાળકોની યાદી

સુચના: તપાસકર્તાએ બાળકોને પૂછીને તેમના નામ તથા અન્ય વિગતો નીચેની યાદીમાં ભરવી તથા યાદી મુજબના બાળકની બાકીની વિગતો(જે વિગતનો ઉત્તર બાળક ન આપી શકે તે વિગત) સેન્ટર પરના હાજરીપત્રક માંથી જોઈને નીચે નોંધવી.

ક્રમ	વિદ્યાર્થીનું નામ	હાજરી પત્રક માં નામ છે?	શાળામાં નોંધાયેલ જી.આર. નંબર	ઉંમર	કુમાર/ કન્યા	જૂથ (સ્ટાર, મુન, સન)	જ્ઞાતિ(SC/ ST/ OBC/ GN)	હાજરી		કેટલા દિવસથી કેન્દ્રમાં આવે છે?
								પ્રથમ દિવસ	દ્વિતીય દિવસ	

(બ) STP કેન્દ્ર પર ગેરહાજર બાળકોની યાદી

સુચના: તપાસકર્તાએ STP કેન્દ્ર પર મુલાકાતના બંને દિવસે ન આવેલ હોય અને જેમનું નામ હાજરી પત્રકમાં નોંધેલ હોય તેવા બાળકોની વિગતો સેન્ટર પરના હાજરીપત્રક માંથી જોઈને તથા બાળમિત્રને પૂછીને નીચે નોંધવી.

ક્રમ	વિદ્યાર્થીનું નામ	શાળામાં નોંધાયેલ જી.આર. નંબર	ઉંમર	કુમાર/ કન્યા	જૂથ (સ્ટાર, મુન, સન)	જ્ઞાતિ(S C/ ST/ OBC/ GN)	સેન્ટર માં દાખલ થયા તારીખ	કેટલા દિવસ થી ગેર હાજર છે?	ગેર હાજરી માટેનું કારણ



T - 2

કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

પ્રશ્નાવલી (બાળમિત્ર માટે)

- (૧) તમે સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ માટેની જરૂરી તાલીમ મેળવેલ છે? (હા/ના)
- જો હા તો કેટલા સમય માટેની? (૬ દિવસની / ૩૦- દિવસની) :
- (૨) STC પર હાલ કયા પ્રકારની તાલીમ આપી રહ્યા છો? :
- (૯ થી ૧૪ વયજૂથ માટેની ૧૦ મહિનાની / ૧૨ થી ૧૪ વયજૂથ માટેની ૨૦ મહિનાની)
- (૩) તમે આ અગાઉ ૩ માસની ૬ થી ૮ વયજૂથ માટેની તાલીમનું આયોજન કર્યું છે? (હા/ના)
- જો હા તો કેટલા બાળકો તેમાં જોડાયા હતા :
- (૪) નોંધાયેલા આ બાળકો શાળાના મુખ્ય પ્રવાહ (Mainstream) માં દાખલ કરવામાં આવ્યા હતા? (હા/ના):
- જો હા તો તેમનું નિયમિત ટ્રેકિંગ કરવામાં આવે છે?:
- ટ્રેકિંગ કરવા માટે મહિનામાં કેટલી વખત જાઓ છો?
- છેલ્લે ક્યારે મુલાકાત લીધી હતી?
- (૫) આ બાળકોમાંથી કોઈ બાળક શાળા છોડી ગયેલ માલૂમ પડે છે?: (હા/ના)
- જો હા તો તેમની સંખ્યા કેટલી છે?:
- (૬) ગત વર્ષ ૨૦૧૦-૧૧ માં તમે ૧૦-૨૦ મહિના માટેની તાલીમનું આયોજન કર્યું હતું? (હા/ના)
- જો હા તો તે દ્વારા શાળાના મુખ્ય પ્રવાહમાં દાખલ થયેલ બાળકોની સંખ્યા કેટલી હતી?
- ધો-૧: _____ , ધો-૨: _____ , ધો-૩: _____ , ધો-૪: _____ , ધો:-૫: _____ ,
- ધો-૬: _____ , ધો-૭: _____ , ધો-૮: _____ ,
- તેમનું નિયમિત ટ્રેકિંગ કરવામાં આવે છે?: (હા/ના)
- ટ્રેકિંગ કરવા માટે મહિનામાં કેટલી વખત જાઓ છો?
- છેલ્લે ક્યારે મુલાકાત લીધી હતી?

(૭) આ બધા જ બાળકો ચાલુ વર્ષે શાળામાં અભ્યાસ કરી રહ્યા છે?(હા/ના):

જો ના તો કેટલા બાળકો શાળા છોડી ગયા છે? :

તેમના ડ્રોપઆઉટ માટેના કારણો જણાવો: _____

(૮) હાલ ચાલતો સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ કયા સ્થળે ચલાવો છો? :

(શાળાના રૂમમાં / મકાન ભાડે રાખીને / સ્વચ્છ અને હવા ઉજાસ વાળી જગ્યાએ)

(૯) જો STP ભાડાના મકાનમાં ચલાવતા હોયતો કેટલું માસિક ભાડું ચૂકવો છો? :

(૧૦) STC ના બાળકો ને મધ્યાહન ભોજન નો લાભ મળે છે? : (હા/ ના)

જો હા તો મળતું ભોજન ગુણવત્તાયુક્ત હોય છે?(હા / ના)

મધ્યાહન ભોજન નિયમિત મળે છે?:(હા/ ના)

મધ્યાહન ભોજન નક્કી કરેલા મેનુ પ્રમાણે મળે છે?:(હા/ ના)

(૧૧) તમારા તાલીમ વર્ગના બાળકો ના નામ શાળાના જી.આર. ઉપર ચડાવેલ છે.?(હા / ના)

જો હા તો તેની યાદી સાથે જોડો. :

જો ના તો તેનું કારણ જણાવો.: _____

(૧૨) તમારા સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ પર હાલ નીચેનામાંથી કઈ કઈ માળખાકીય સુવિધાઓ ઉપલબ્ધ છે?

(જે સુવિધાઓ ઉપલબ્ધ હોય તેની સામે ✓ કરો)

શાળાનો વર્ગ ()	ચોક ()	સ્ટેશનરી ()	અન્ય સુવિધાઓ ઉપલબ્ધ હોય તો જણાવો.
મકાનનું ભાડું()	ડસ્ટર()	મધ્યાહન ભોજન()	
ખુરશી ()	લાઈટ()	શૌચાલય સુવિધા()	
ટેબલ()	પંખો()	સહાયક બાળમિત્ર()	
બ્લેક બોર્ડ()	પાણી પીવાની વ્યવસ્થા()	લેડી એસ્કોટસ()	
પાથરણા ()	કબાટ()	શૈક્ષણિક સાધનો()	

(૧૩) સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામમાં કઈ કઈ પ્રવૃત્તિઓ હાથ ધરવામાં આવે છે?(✓ કરો)

એક્સપોઝર વિઝીટ()	વોકેશનલ ટ્રેનિંગ ()	સ્કીલોરમા()	
મેટ્રીક મેળો()	રફ મી જાન્યુઆરી કે ૧૫મી ઓગષ્ટની ઉજવણી ()	અન્ય સુવિધાઓ ઉપલબ્ધ હોય તો જણાવો.	
રમતોત્સવ()	વાલી મિટીંગ()		
પતંગોત્સવ()	લાઈફ સ્કીલ ટ્રેનિંગ()		

(૧૪) STC ને મળતી રકમમાંથી તમે કઈ કઈ શૈક્ષણિક સામગ્રી ખરીદો છો? (✓ કરો)

(નોંધ: બાળમિત્રે દર્શાવેલ વિગતોનું તેમના ખરીદ બિલ રેકોર્ડ સાથે કોસચેક કરવું)

- નોટબુક ()
- ગણવેશ ()
- દફતર ()
- સ્લેટપેન ()
- કંપાસબોક્ષ ()
- અન્ય:

(૧૫) માળખાકીય સુવિધા માટે SSA તરફથી સહાય મળે છે?(હા /ના):

જો હા તો કયા પ્રકારની મદદ મળે છે?

(૧૬) STC ને કયું કયું STP મટીરીયલ મળી રહે છે?(✓ કરો)

- ધોરણ ૧ થી ૬ ના મોડ્યુલ()
- એકટીવિટી કાર્ડ (૮૫૦)()
- ધોરણ ૧ થી ૬ની સ્વાધ્યાયપોથી(વર્કબુક)()
- દૈનિક નોંધપોથી ()
- લેશનકાર્ડ()
- વિદ્યાર્થી પ્રોગ્રેસ રિપોર્ટ કાર્ડ (૧૧)()
- Early Reader (૧૮ બુક્સનો સેટ)
- બાળ મેટ્રિક શિક્ષણપોથી ()
- અન્ય:

(૧૭) SSA દ્વારા બીજી કોઈ સુવિધાઓ મળે છે?:(હા / ના)

જો હા તો કયા પ્રકારની સુવિધાઓ મળે છે?

(૧૮) SSA દ્વારા મળતી અધ્યાપન સામગ્રી સમયસર મળી રહે છે?:(હા / ના)

(૧૯) STC પર તમે કયાકયા દસ્તાવેજો જાળવો છો?(✓ કરો)

- સ્ટાફ હાજરી પત્રક()
- બાળકોનું હાજરી પત્રક()
- જનરલ રજીસ્ટર()
- દૈનિક નોંધપોથી ()
- વિદ્યાર્થી પ્રોગ્રેસ રીપોર્ટ કાર્ડ()
- વિઝીટ બુક ()
- TLM લિસ્ટ ()
- એસ્કોટસ રજીસ્ટર()
- આવક -જાવકના હિસાબો ()
- શાળાના મુખ્ય પ્રવાહમાં દાખલ થતાં બાળકોની નોંધ()
- ઈનવર્ડ-આઉટવર્ડ રજીસ્ટર ()
- અન્ય:

(૨૦) SSA દ્વારા મળતી અધ્યાપન સામગ્રીની ઉપયોગીતા શિક્ષણ કાર્ય કરવા માટે સંતોષકારક હોય છે?

(હા / ના)

(૨૧) STC નું મોનીટરીંગ નિયમિત રીતે કરવામાં આવે છે? : (હા / ના)

જો હા તો મોનીટરીંગ કમિટિના કયા કયા સભ્યો કેટલા સમયે મુલાકાત લે છે?

સભ્ય

સમયગાળો

(૧) _____

(૨) _____

(નોંધ:બાળમિત્રે અહીં દર્શાવેલ માહિતીનું STP સેન્ટરની વિઝીટબુક નું અવલોકન કરીને ક્રોસચેકિંગ કરવું.)

(૨૨) STC પર નોંધણી થયા ઉપરાંત બાળકો હાજર રહે છે?: (હા / ના)

જો હા. તો તેવા બાળકોની સંખ્યા :

આ બાળકોની નોંધણી ન થવા પાછળના જવાબદાર કારણો કયા છે?: _____

(૨૩) સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામમાં નોંધાવેલ બાળકો નિયમિત હાજર રહે છે?: (હા / ના) :

જો ના તો કયા કારણો જવાબદાર છે?: _____

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩



ફેકલ્ટી ઓફ એજ્યુકેશન મુલાકાત પત્રક (બાળમિત્ર માટે)

૧. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ ચલાવવા માટે નું સ્થળ જરૂરી સુવિધાઓ યુક્ત છે?
જો ના તો કઈ કઈ સુવિધાઓ નો અભાવ છે?
૨. માળખાકિય સુવિધાઓ પૂરતા પ્રમાણ માં મળી રહે છે?
જો ના તો કઈ કઈ સુવિધાઓ ખૂટે છે?
પ્રાપ્ય માળખાકીય સુવિધાઓનો યોગ્ય રીતે ઉપયોગ થાય છે?
૩. STC ને મળતી નાણાંકીય સહાય પૂરતી છે?
૪. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ ચલાવવામાં કોઈ મુશ્કેલીઓ નડે છે?
જો હા હોય તો કઈ કઈ?
૫. શાળાના આચાર્ય શિક્ષક અને અન્ય સ્ટાફ મદદરૂપ થાય છે?
૬. VEC અને SMCના સભ્યો મદદરૂપ થાય છે?
૭. તમારા દ્વારા નિયમીત વાલી સંપર્ક કરવામાં આવે છે?
૮. તમને મળતી તાલીમ સંતોષકારક હોય છે?
૯. BRC/CRC તરફથી જરૂરી માર્ગદર્શન મળે છે?
૧૦. તમે જે સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ ચલાવો છો તેનાથી તમને સંતોષ છે?
૧૧. તમારા કાર્યક્રમમાં ગ્રામજનોનો સહયોગ મળે છે?
૧૨. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ દ્વારા ગ્રામજનો માં શૈક્ષણિક બાબતો અંગે જાગૃતિ આવી છે?
૧૩. SSA દ્વારા વિશેષ તાલીમ સહાય કે તજજ્ઞીય મદદ મળે છે?
૧૪. શાળાના મુખ્ય પ્રવાહમાં દાખલ થયેલ બાળકોનું નિયમીત ટ્રેકિંગ કરો છો?
૧૫. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામમાં નોંધાયેલ બાળકો નિયમીત હાજર રહે છે?
જો ના તો કયા કારણો જવાબદાર છે?

૧૬. પ્રોગ્રામના સંચાલન માટે SSA દ્વારા કઈ કક્ષાએથી માર્ગદર્શન મળે છે?
૧૭. કયા પ્રકારનું માર્ગદર્શન મળે છે? (શૈક્ષણિક, આર્થિક, વ્યવસ્થાપન અંગે)
૧૮. પ્રોગ્રામના સંચાલન માટે SSA દ્વારા બીજી કોઈ અન્ય સુવિધાઓ મળી રહે છે?
૧૯. સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ ચલાવવા અન્ય કોઈ સ્ત્રોતો મદદરૂપ થાય છે?
જો હા તો કયા કયા?
કેવી રીતે?
૨૦. બાળકોના વિકાસ માટે તમે કોઈ ખાસ વિશિષ્ટ કાર્યક્રમ અપનાવો છો?
જો હા તો કયો?
૨૧. STP સેન્ટરનું સંચાલન કરવામાં આપને કોઈ મુશ્કેલીઓ નડે છે?
જો હા તો કઈ કઈ?

ફીલ્ડ ઇન્વેસ્ટિગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....



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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

સામાન્ય જ્ઞાન કસોટી(બાલમિત્ર માટે)

સૂચના

1. આ કોઈ પરીક્ષા નથી, તેમાં પાસ કે નાપાસ એવી કોઈ પરિસ્થિતિ નથી. તેથી તેના ઉત્તરો લખવામાં કોઈ ગભરાટ અનુભવશો નહીં.
2. પ્રત્યેક કલમ(પ્રશ્ન) ની નીચે ચાર વિકલ્પો આપ્યા છે, તે પૈકી માત્ર એક જ વિકલ્પ ખરો છે.
3. તમારે ખરો વિકલ્પ શોધી ઉત્તરપત્રમાં જે તે પ્રશ્નક્રમ સામે આપેલા ખાનામાં (✓) નું ચિહ્ન કરવાનું છે.

ઉ.દા : હોકીના જાદુગર તરીકે કોણ ઓળખાય છે?

અ. મિલ્ખાસિંહ

ક. સુરજીત સિંહ

બ. ધ્યાનચંદ

ડ. વાસુદેવ ભાસ્કરન

અહીં (બ) ખરો વિકલ્પ છે, તેથી ઉત્તરપત્રમાં [બ] વિકલ્પના ખાનામાં (✓) ચિહ્ન કરવાનું થાય.

ઉત્તરપત્ર : ->

[અ]

[બ]

[ક]

[ડ]

4. પ્રતિચાર આપ્યા પછી જો તમને લાગે કે પસંદ કરેલ વિકલ્પ અયોગ્ય છે, તો મૂળ (✓) ચિહ્ન પર ચોકડી કરી ખરો વિકલ્પ દર્શાવતા ખાનામાં (✓) ચિહ્ન કરો.
5. એક જ પ્રશ્નમાં એક કરતાં વધુ વિકલ્પ સામે (✓) ચિહ્ન કરવાનું નથી.
6. પ્રશ્ન પુસ્તિકામાં કોઈ નિશાની કે ગણતરી કરવાની નથી, તેનું બરાબર ધ્યાન રાખશો.
7. એકપણ પ્રશ્ન છોડી દેવાનો નથી.
8. પ્રશ્નપત્રની સમય મર્યાદા 30 મિનિટની રહેશે.
9. તમારા પ્રતિચારો ખાનગી રાખવામાં આવશે અને તેનો ઉપયોગ માત્ર સંશોધન માટે જ કરવામાં આવશે.
10. તમને કહેવામાં ન આવે ત્યાં સુધી પેજ ફેરવશો નહીં.

સામાન્ય જ્ઞાન કસોટી

ભાષાસાહિત્ય

1. “ટાઇટેનીક” શબ્દનો અર્થ જણાવો.
A રાક્ષસી
B ચળકતું
C મહાન
D એકઘાતું
2. ગાંધીજીએ કોને રાષ્ટ્રીય શાયર કહ્યા છે?
A કાકા કાલેલકર
B ઝવેરચંદ મેઘાણી
C પન્નાલાલ
D એક પણ નહીં
3. આમા ગરીબ કોણ?
A રાય
B તવંગર
C દિન
D દીન

ઇતિહાસ

4. મહાભારતના યુધ્ધ દરમિયાન શ્રી કૃષ્ણે અર્જુનને આપેલો ઉપદેશ કયા ગ્રંથમાં છે?
A ભાગવતમાં
B ભગવદ્ ગીતામાં
C કૃષ્ણપુરાણ
D વિષ્ણુપુરાણ
5. ગિરનારની તળેટીમાં મૂખ્યત્વે કયા રાજવીએ શિલાલેખો કોતરાવેલા છે?
A ચન્દ્ર ગુપ્તમોર્ય
B સમ્રાટ અશોક
C ચદ્રગુપ્ત વિક્રમાદિત્ય
D સમુદ્રગુપ્ત
6. ભારતનાં બુલબુલ કોનું નામ હતું?
A ઇન્દિરા ગાંધી
B સરોજિની નાયડું
C એની બેસન્ટ
D મેઘા પાટકર

ભૂગોળ

7. દુનિયામાં કોફીનું સૌથી વધુ ઉત્પાદન ક્યાં થાય છે?
A બ્રાઝીલ
B તૂર્કી
C ક્યુબા
D ભારત
8. ભાવનગર ક્યા ડુંગ માટે જાણીતું છે?
A ચીકુ
B જામડુંગ

C કેળા

D દાડમ

9. વિશ્વની સૌથી લાંબી નદી કઈ છે?

A સીન

C એમેઝોન

B નાઇલ

D હવાંગહો

નાગરિક અને બંધારણ

10. બંધારણનો આત્મા કોને કહેવામાં આવે છે?

A આમુખ

C અનુચ્છેદ

B પરિશિષ્ટ

D કલમો

11. આપણી રાષ્ટ્રીય મુદ્રામાં રહેલ આખલો શાનું સુચન કરે છે?

A તાકાત

C ગતિનું

B કઠીન પરિશ્રમ

D એક પણ નહિ

12. ભારતીય રાજ્ય બંધારણ કયા વર્ષ અને કયા મહિનાની કઈ તારીખે અસ્તીત્વમાં આવ્યું?

A 26 મી જાન્યુઆરી 1950

C 26 મી જાન્યુઆરી 1958

B 15 મી ઓગષ્ટ 1947

D 26 મી જાન્યુઆરી 1952

13. ભારતમાં રાષ્ટ્રપતિ પદ માટે ઉમેદવારીની ઉંમર ઓછામાં ઓછી કેટલી હોવી જરૂરી છે?

A 35 વર્ષ

C 25 વર્ષ

B 27 વર્ષ

D 30 વર્ષ

વિજ્ઞાન

14. પ્રકાશની તરંગલંબાઈ માપવા માટેનું સાધન ?

A લેક્ટોમીટર

C સ્પેક્ટ્રોમીટર

B બેરોમીટર

D હાઇડ્રોમીટર

15. કોઈપણ તત્વનો નાનામાં નાનો અતિ સુક્ષ્મ કણ તત્વના તમામ ગુણ ધરાવે છે?

A રજકણ

C ન્યુક્લીયર

B પરમાણુ

D ઘટક

16. મેઘધનુષ્યના રંગનું સૌથી વધારે વિચલન કયા રંગમાં થાય છે?

A રાતો

C લીલો

B જાંબલી

D પીળો

17. કોનું માપન ડેસીબલમાં કરવામાં આવે છે?

- | | |
|--------|-----------|
| A હવા | C પ્રદુષણ |
| B અવાજ | D ગરમી |

ગણિત

18. એક ઘનમીટર બરાબર કેટલા લીટર?

- | | |
|------|-----------|
| A દસ | C એક |
| B સો | D એક હજાર |

19. રૂપિયા 3000 નું 10% લેખે 6 માસનું સાદું વ્યાજ કેટલું થાય?

- | | |
|-------|-------|
| A 48 | C 144 |
| B 150 | D 60 |

20. પ્લેટોનો જન્મ ઇ.સ પૂર્વે 429માં થયો હતો અને અવસાન ઇ.સ પૂર્વે 348 માં થયું હતું તો પ્લેટોનો જીવનકાળ કેટલા વર્ષનો ગણાય?

- | | |
|-----------|-----------|
| A 81 વર્ષ | C 79 વર્ષ |
| B 80 વર્ષ | D 82 વર્ષ |

રાજ્યશાસ્ત્ર

21. બંધારણના ઘડવૈયા કોણ હતા?

- | | |
|-----------------|-----------------------|
| A ડૉ. આંબેડકર | C ડૉ. રાજેન્દ્રપ્રસાદ |
| B ડૉ. રાધાકૃષ્ણ | D ડૉ. કનૈયાલાલ મુનશી |

22. સ્વતંત્ર ભારતના પ્રથમ ગૃહમંત્રી કોણ હતા?

- | | |
|------------------|-------------------|
| A સરદાર વલ્લભભાઈ | C સુભાષચંદ્ર બોઝ |
| B જવાહરલાલ નહેરુ | D સરદાર બલદેવસિંગ |

23. આપણા દેશનું ઝંડાગીત કયું છે?

- | | |
|----------------|---------------------|
| A રંગ દે બસંતી | C સારે જહાં સે અચ્છ |
| B વન્દે માતરમ | D વિજય વિશ્વતિરંગા |

રમત- ગમત

24. ક્રિકેટ રમતનો આરંભ કયા દેશમાં થયો હતો?
- A ઓસ્ટ્રેલિયા
B ઇંગ્લેંડ
C ન્યૂઝીલેંડ
D વેસ્ટઇન્ડિઝ
25. ભારતની રાષ્ટ્રીય રમત કઈ છે?
- A ફૂટબોલ
B હોકી
C ક્રિકેટ
D કબડ્ડી
26. ગુજરાતમાં લોકનૃત્ય નો કયો પ્રકાર પ્રચલિત છે?
- A કથક
B કદંબ
C ભાંગડા
D ગરબા

સાંપ્રત પ્રવાહ

27. શ્રેષ્ઠ લોકપ્રિય ફિલ્મનો નેશનલ એવોર્ડસની કઈ ફિલ્મને મળ્યો છે?
- A પા
B અબોહોમન
C શ્રી ઇડિયટ્સ
D વેલકમ
28. કોમનવેલ્થ ગેમમાં ચન્દ્રક જીતનાર વિદ્યાર્થીઓને મફત શિક્ષણ આપવામાં આવશે એવી ઘોષણા કોણે કરી હતી?
- A કપિલ સિબ્બલ
B પ્રતિભા પાટીલ
C મનમોહનસિંહ
D એકપણ નહિ
29. ધોરણ-10 માં હવે કેટલા વિષયોની પરીક્ષા બોર્ડ લેશે?
- A 10
B 8
C 7
D 5
30. ભારતમાં રૂપિયા આગળ હવે કયું પ્રતીક મૂકવામાં આવે છે?
- A રૂ!
B /-
C ₹
D એકપણ નહિ

ઉત્તરપત્ર (સામાન્ય જ્ઞાન કસોટી)

બાલમિત્રનું નામ :

STC નું સરનામું :

તાલુકો : જિલ્લો :

જાતિ : (પુરુષ/ સ્ત્રી)

શૈક્ષણિક લાયકાત :

નોંધ : તમારા ઉત્તરો સૂચના પ્રમાણે (✓) ચિહ્ન કરી દર્શાવો.

ક્રમ	વિકલ્પો			
	અ	બ	ક	ડ
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

ક્રમ	વિકલ્પો			
	અ	બ	ક	ડ
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ક્રમ	વિકલ્પો			
	અ	બ	ક	ડ
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....



T - 5

કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

સાંવેગિક બુદ્ધિ માપદંડ (બાલમિત્ર માટે)

સામાન્ય માહિતી

બાલમિત્રનું નામ :

STC નું સરનામું :

તાલુકો : જિલ્લો :

જાતિ : (પુરુષ/ સ્ત્રી)

શૈક્ષણિક લાયકાત :

સુચનાઓ

1. આ માપદંડ તમારી કે તમારા કાર્યની કસોટી કે પરીક્ષા નથી.
2. તમારા જવાબો માત્ર સંશોધન કાર્ય માટે ઉપયોગમાં લેવાના છે.
3. તમારા જવાબો ખાનગી રાખવામાં આવશે.
4. બધાં જ વિધાનો માટે ઉત્તરો આપશો. કોઇપણ વિધાન છોડશો નહિ.
5. આ માપદંડમાં વિધાનો દ્વારા પરિસ્થિતિઓ વર્ણવવામાં આવી છે. આ પરિસ્થિતિમાં તમે શું વિચારો છો તે નહીં, પણ તમે જે લાગણી અનુભવો છો તે માટે સંપૂર્ણ સંમત, સંમત, તટસ્થ, અસંમત અને સંપૂર્ણ અસંમત પૈકી તમે જે વિચારતા હો તે ખાનામાં ખરા (✓) ની નિશાની કરવાની છે. ઉતાવળમાં તમારાથી ખોટી જગ્યાએ ખરા (✓) ની નિશાની થઇ ગઇ હોય તો તેના પર ફૂંડાળુ (0) કરી ફરીથી તમને યોગ્ય લાગે તે અક્ષર પર ખરા (✓) ની નિશાની કરવી.

નીચેનું ઉદાહરણ સમજો લો.

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧	ભૂખ ન લાગી હોવા છતાં ભાવતુ ભોજન જોઇને હું જમવા બેસી જાઉં છું					

આ વિધાનમાં ઉત્તર આપનાર વિધાન સાથે સંમત થાય છે તેથી સંમતના ખાનામાં ખરા (✓) ની નિશાની કરી છે. તમારે આ રીતે ઉત્તરો આપવાના છે.

6. તમને કાર્ય પૂરું કરવા પૂરતો સમય આપવામાં આવશે. કાર્ય પૂર્ણ થાય ત્યારે હાથ ઉંચો કરશો.

સાંવેગિક બુદ્ધિ માપદંડ

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧	સખત મહેનતને અંતે પરિણામ સારું મળે તો મને ખૂબ આનંદ થાય છે.					
૨	મારાથી કોઈ વસ્તુ ખોવાઈ જાય ત્યારે મને મારી જાત પર ગુસ્સો આવે છે.					
૩	હું મારા કોઈપણ કામમાં ચોકસાઈ રાખું છું.					
૪	મુશ્કેલીના સમયમાં કામ પૂર્ણ ન થતા મને દુઃખ થાય છે.					
૫	સખત મહેનત કરીને હું મારા ક્ષેત્રમાં સફળ થવા સતત પ્રયત્ન કરું છું.					
૬	મને મોટા-મોટા સ્વાપ્નો જોવાનું ગમે છે. પણ તે સાકાર કરવા પૂરતી કોશિશ કરવાનું ટાળું છું.					
૭	અંધ વ્યક્તિને રસ્તો ઓળંગવામાં હું મદદ કરું છું.					
૮	કોઈ મને સલાહ આપે તો તે મને ગમતું નથી.					
૯	કચરો કચરાપેટીમાં નાખવો જોઈએ તેવું હું બધાને જણાવું છું, પણ પોતે કચરો કચરાપેટીમાં નાખતો નથી.					
૧૦	બિમાર હોવાં છતાં વિદ્યાર્થીઓનો વિચાર					

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
	કરી સ્ફૂલે જવાનું પસંદ કરું છું					
૧૧	સવારે મોડા ઉઠાશે તેવી ચિંતા કર્યા વગર રાત્રે મોડે સુધી ટી.વી કાર્યક્રમો જોઉં છું.					
૧૨	કોઇપણ સહઅભ્યાસ પ્રવૃત્તિમાં નેતૃત્વ કરવાનું મને ખુબ ગમે છે.					
૧૩	કોઇનું સારું કામ જોઇને મને તે વ્યક્તિની ઈર્ષા આવે છે.					
૧૪	મારાથી કોઇ ભૂલ થાય તો હું તરત જ તે કબૂલી લઉં છું.					
૧૫	વધારે શારીરિક શ્રમ પડે તેવું કામ કરવાનું હું ટાળું છું.					
૧૬	નવરાશની પળોમાં મને નવું નવું જાણવાનું તેમજ નવું નવું શોધવાનું ગમે છે.					
૧૭	મારા કરતાં ઓછું જાણતો હોય અને મને પોતાનો નેતા માને તેવા વ્યક્તિઓને જ મિત્ર બનાવું છું.					
૧૮	ડૂબી જવાશે તેવા ભયથી ક્યારેય નદી કે તળાવમાં નહાવા પડતો નથી.					
૧૯	મારી ખોવાયેલ વસ્તુ કોઇ મને પાછી આપે તો હું તેનો આભાર માનું છું.					
૨૦	મને વધારે ગુસ્સો આવે ત્યારે હું ધુજવા લાગું છું.					
૨૧	કોઇ કાર્ય કરતાં હું ઘણી વ્યક્તિઓની સલાહ લઉં છું પણ જે સાચું લાગે તેનો જ હું અમલ કરું છું.					

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૨૨	મારા મિત્રોને મુશ્કેલીમાં મદદ ના કરી શકું ત્યારે મને દુઃખ થાય છે.					
૨૩	લોહી નીકળતા માણસને જોઉં તો મને ચક્કર આવવા લાગે છે.					
૨૪	મારાથી ભૂખ સહન થતી નથી.					
૨૫	હું કોઈપણ સમસ્યામાં ફસાઈ જાઉં તો તેમાંથી બહાર નીકળવાનો રસ્તો પણ જાતે જ શોધી લઉં છું.					
૨૬	ગમે તેવી ઘટના બને તો પણ હું મારા ક્રોધ પર કાબુ ધરાવું છું.					
૨૭	મારાથી કોઈ ગુનો થઈ જાય તો તેમાંથી છટકવા જૂઠું બોલું છું.					
૨૮	હું મારા લાભ ખાતર અન્યને છેતરું છું.					
૨૯	નાની- નાની બાબતોમાં હું અન્ય વ્યક્તિ સાથે ઝઘડી પડું છું.					
૩૦	કોઈપણ કાર્ય નવી નવી રીતે કરવા નવી-નવી રીતો શોધવી મને ખૂબ ગમે છે.					

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....



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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

વર્ગ નિરીક્ષણ પત્રક

STC નું સરનામું :

બાળમિત્રનું નામ :

બાળમિત્રની શૈક્ષણિક લાયકાત :

તારીખ :

નિરીક્ષણ માટેના ઘટકો	ઉત્તમ	મધ્યમ	નબળું
1. બાળમિત્રની અભિવ્યક્તિ			
2. બાળમિત્ર અને બાળકો વચ્ચેની તાદાત્મ્યતા.			
3. બાળકોનાં પ્રશ્નોને અપાતો સંતોષ.			
4. કા.પા. નોંધ લેખનની સરળતા, સુઘડતા.			
5. બાળકો દ્વારા કા.પા. કાર્યનું વાંચન.			
6. બાળકોનું લેખનકાર્ય			
7. બાળમિત્રોની સક્રિયતા			
8. બાળકોની સક્રિયતા			
9. રમત-ગમત અને વિષયવસ્તુ વચ્ચેનો અનુબંધ			
10. વર્ગખંડનું પ્રેરક વાતાવરણ			
11. બાળમિત્રોનો વાણીવ્યવહાર			
12. બાળમિત્રોનો વર્ગવ્યવહાર			
13. બાળમિત્રો દ્વારા બાળકોનું મૂલ્યાંકન			
14. પ્રવૃત્તિમાં પ્રાદેશિકતાનો ઉપયોગ			
15. બાળમિત્ર દ્વારા વિવિધ ઉદાહરણોનો ઉપયોગ			
16. શૈક્ષણિક સાહિત્ય અને સાધન સામગ્રીનો ઉપયોગ અને પસંદગી			
17. બાળમિત્રનું વર્ગસંચાલન			
18. બાળમિત્રનું વિષય પ્રભુત્વ			
19. બાળમિત્ર દ્વારા શિક્ષણમાં થતો અભિનય			

નિરીક્ષણ માટેના ઘટકો	ઉત્તમ	મધ્યમ	નબળું
20. બાળકોની ભૂલો સૂધારવા માટેનાં બાળમિત્રનાં પ્રયત્નો			
21. વર્ગમાં જોવા મળતું આનંદ ઉલ્લાસનું પ્રમાણ			
22. શ્રાવ્ય શૈલી દ્વારા થતું અધ્યયન (કથન, વાર્તા, ચર્ચા, પ્રશ્નોત્તરી વગેરે દ્વારા)			
23. દૃશ્ય શૈલી દ્વારા થતું અધ્યયન (ચિત્રવાર્તા, મોડેલ, ચાર્ટ, કાર્ડ વગેરે દ્વારા)			
24. સ્પૃશ્ય શૈલી દ્વારા થતું અધ્યયન (પ્રવૃત્તિઓ દ્વારા)			

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

દસ્તાવેજ ચકાસણી પત્રક



બાળમિત્રનું નામ:

STC સ્થળ :

તારીખ :

ફિલ્ડ ઇન્વેસ્ટીગેટરનું નામ:.....

સહી:.....

સૂચના : નીચે દર્શાવેલ દસ્તાવેજોની યાદીમાંથી સ્પેશિયલ ટ્રેનિંગ પ્રોગ્રામ સ્થળ પર બાળમિત્ર દ્વારા જે જે દસ્તાવેજો જાળવવામાં આવેલ હોય તેની સામે બોક્ષમાં (✓)નું ચિન્હ કરો. તથા તે દસ્તાવેજો તપાસી તેની ગુણવત્તા અંગે સામે દર્શાવેલ પંચબિંદુ માપદંડમાં યોગ્ય જણાય તે બોક્ષમાં (✓) કરો.

ક્રમ	દસ્તાવેજ	જાળવવામાં આવેલ છે.	ગુણવત્તા				
			ઉત્તમ	સારી	મધ્યમ	સામાન્ય	નબળી
૧	હાજરી પત્રક(સ્ટાફ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૨	હાજરી પત્રક(બાળકો)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૩	શાળામાં નોંધાયેલ GR.નંબરની વિગતનું પત્રક	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૪	દૈનિક નોંધપોથી	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૫	વિદ્યાર્થી પ્રોગ્રેસ રિપોર્ટ કાર્ડ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૬	TLM વિગત	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૭	એસ્કોટસ રજીસ્ટર	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૮	આવક-જાવકના હિસાબો	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૯	શાળાના મુખ્ય પ્રવાહ માં દાખલ થતાં બાળકોની નોંધ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૧૦	વિઝીટ બુક	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૧૧	ઇનવર્ડ-આઉટવર્ડ રજીસ્ટર	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
૧૨.	'Out of School' બાળકો અંગેનું માહિતી પત્રક	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩



ફેકલ્ટી ઓફ એજ્યુકેશન

પ્રશ્નપત્ર ધોરણ : ૧/૨

સામાન્ય સૂચનાઓ:

૧. ધોરણ ૧ / ૨ ના બાળકો માટે આ પ્રશ્નપત્ર ની મદદ થી મૌખિક પરીક્ષા લેવાની છે.
૨. દરેક સેન્ટર ઉપર આ જૂથના ઓછામાં ઓછા બે બાળકોનું મૂલ્યાંકન કરવું જરૂરી છે.
૩. બાળકોનું મૂલ્યાંકન કરી તેનું ગુણાંકન તેમના નામ સાથે અલગ ઉત્તરપત્રકમાં નોંધવું છે.
૪. જે તે બાળકના પ્રોગ્રેસકાર્ડ અનુસાર બાળકોએ સિદ્ધ કરેલી ક્ષમતાઓની સંખ્યા પણ ઉત્તરપત્રકમાં નોંધવાની છે.
૫. નીચે દર્શાવેલ ત્રણ વિષયોના ૩૬ પ્રશ્નો માંથી ગમે તે ૧૦ પ્રશ્નો પૂછીને બાળકોનું મૌખિક મૂલ્યાંકન કરવાનું છે.
૬. નીચેના ઉત્તરપત્રકમાં બાળકે આપેલ સાચા ઉત્તર માટે (✓) નું ચિહ્ન કરવું.

ઉત્તરપત્રક

ધોરણ - ૧ /૨ની પ્રશ્નબેંક માંથી માટે કોઈ પણ ૧૦ પ્રશ્નોના ઉત્તરો માટેનું ગુણાંકન પત્રક

ક્રમ	બાળકનું નામ:	પ્રશ્ન ક્રમ										સાચા ઉત્તરો ની સંખ્યા	પ્રોગ્રેસકાર્ડ મુજબ બાળકે સિદ્ધ કરેલ ક્ષમતાઓની સંખ્યા	બાળમિત્રે ચલાવેલ ક્ષમતાઓની કુલ સંખ્યા	
		૧	૨	૩	૪	૫	૬	૭	૮	૯	૧૦				

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

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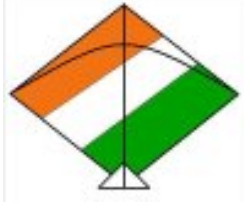
પ્રશ્નબેંક ધોરણ : ૧/૨ = ગુજરાતી

પ્રશ્ન : ‘અ’ વિભાગમાં દર્શાવેલ ચિત્ર બાજકને બતાવી ‘બ’ વિભાગના મૂળાક્ષરો માંથી તેના નામનો સાચો મૂળાક્ષર શોધવાનું કહો.

(અ)

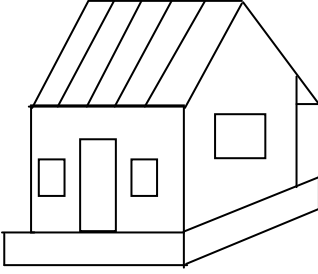
(બ)

(૧)



મ

(૨)



ક

(૩)



પ

(૪)



ધ

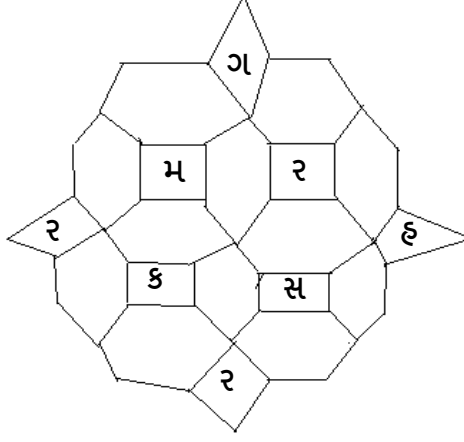
(૫)



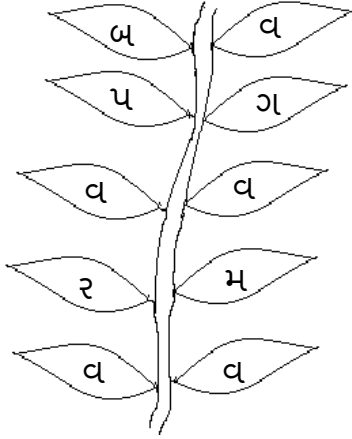
ગ

પ્રશ્ન : નીચેના ચિત્ર બતાવી મૂળાક્ષર ઓળખવા કહો.

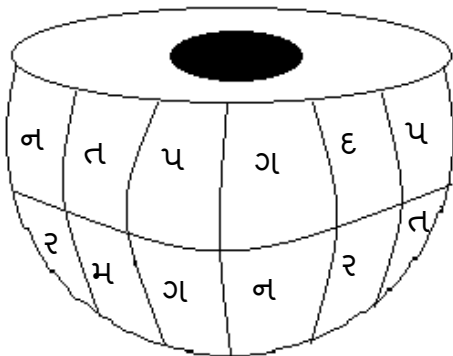
(૧) નીચેના ચિત્રમાંથી 'ર' મૂળાક્ષર ઓળખી બતાવો



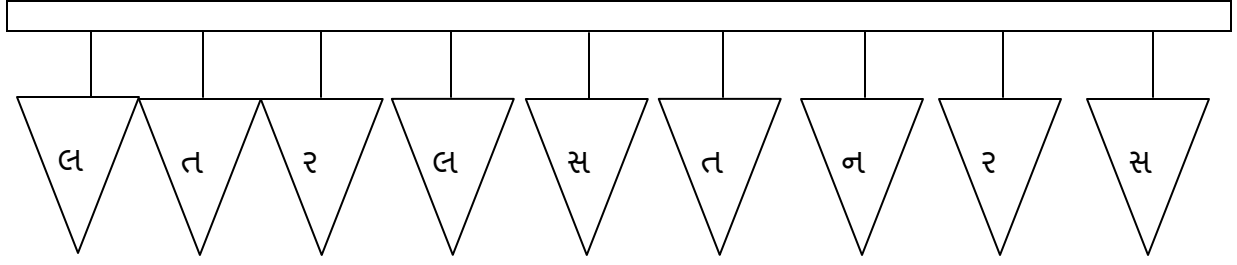
(૨) નીચેના ચિત્રમાંથી 'વ' મૂળાક્ષર ઓળખી બતાવો



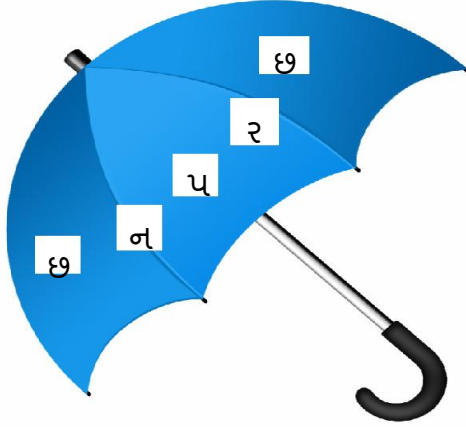
(૩) નીચેના ચિત્રમાંથી 'ન' મૂળાક્ષર ઓળખી બતાવો



(૪) નીચેના ચિત્રમાંથી 'ત' મૂળાક્ષર ઓળખી બતાવો

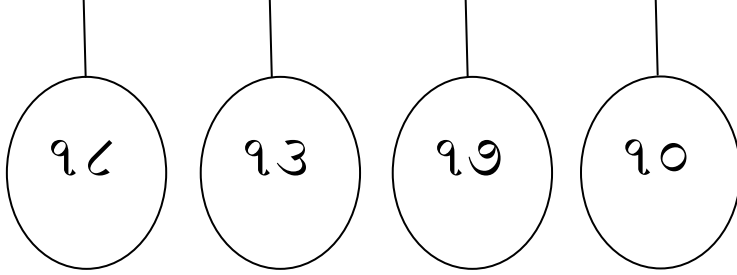


(૫) નીચેના ચિત્રમાંથી 'છ' મૂળાક્ષર ઓળખી બતાવો

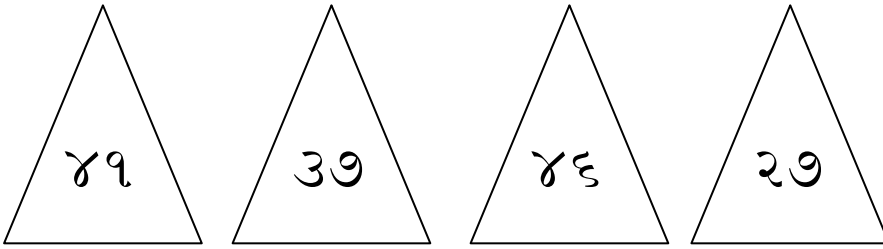


ગણિત ધોરણ- ૧ / ૨

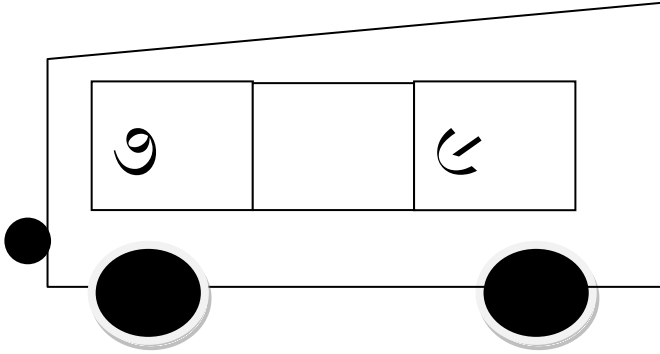
(૧) સૌથી મોટી સંખ્યા ઓળખવા કહો.



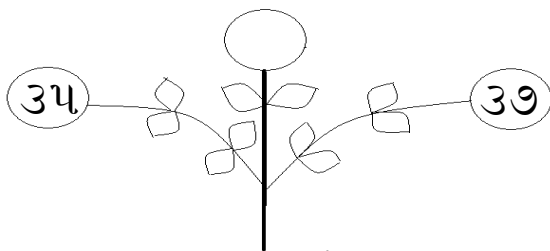
(૨) સૌથી મોટી સંખ્યા ઓળખવા કહો.



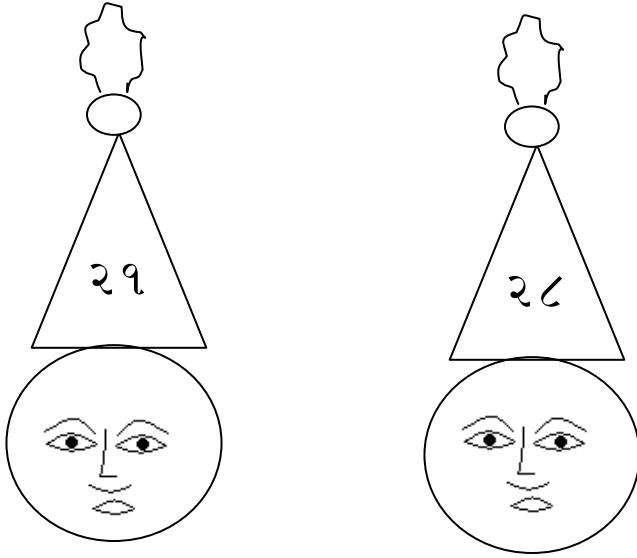
(૩) વચ્ચેની સંખ્યા દર્શાવવા કહો.



(૪) વચ્ચેની સંખ્યા દર્શાવવા કહો.



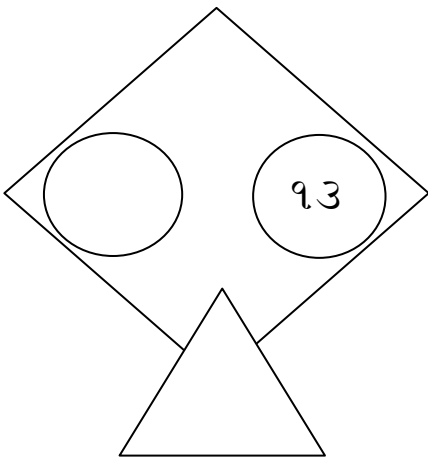
(૫) નાની સંખ્યા દર્શાવવા કહો.



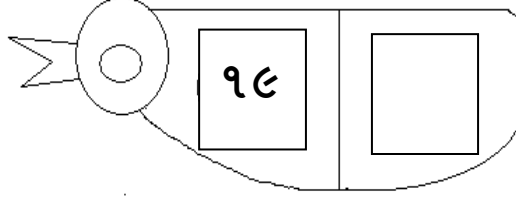
(૬) નાની સંખ્યા દર્શાવવા કહો.



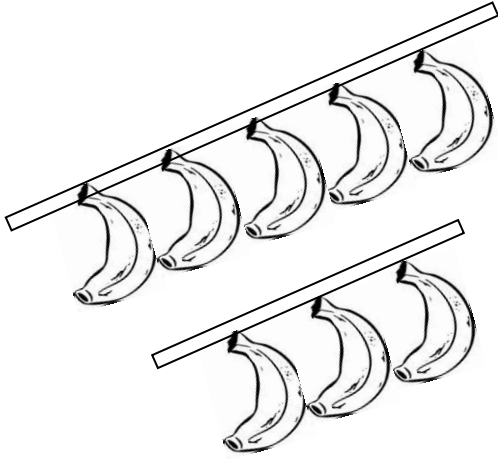
(૭) આગળની સંખ્યા દર્શાવવા કહો.



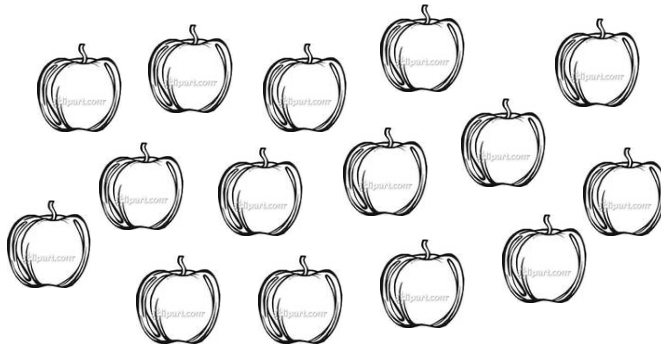
(૮) પાછળની સંખ્યા દર્શાવવા કહો.



(૯) વધારે વસ્તુ દર્શાવવા કહો.



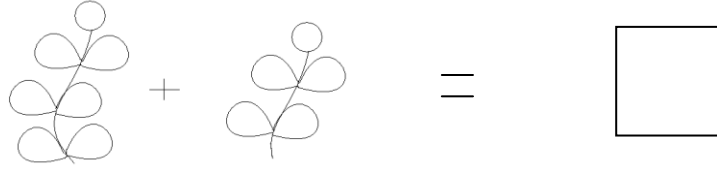
(૧૦) ગણો અને સંખ્યા કહો.



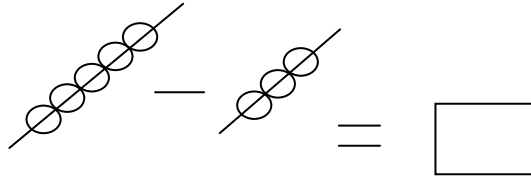
(૧૧) ગણો અને સંખ્યા કહો.



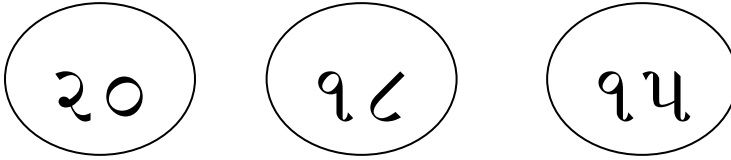
(૧૨) સરવાળો કરી સંખ્યા કહો.


$$6 + 3 = \square$$

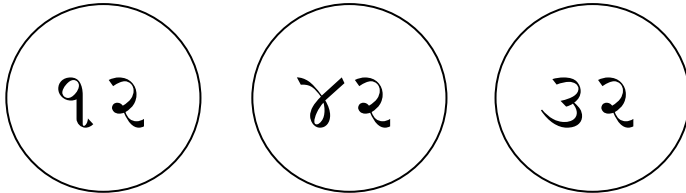
(૧૩) બાદબાકી કરી સંખ્યા કહો.


$$7 - 4 = \square$$

(૧૪) વીસ સંખ્યા ઓળખી બતાવો.

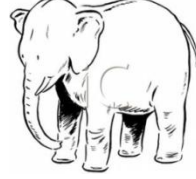


(૧૫) બેતાળીસ સંખ્યા ઓળખી બતાવો.



પર્યાવરણ ધોરણ- ૧ / ૨

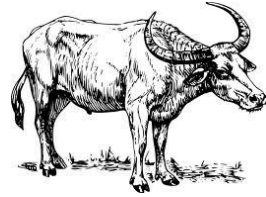
પ્રશ્ન-૧ નીચેનામાંથી વાઘનું ચિત્ર ઓળખવા કહો.



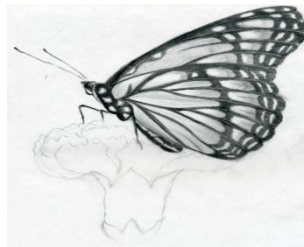
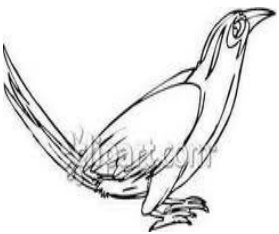
પ્રશ્ન-૨ નીચેનામાંથી મોરનું ચિત્ર ઓળખવા કહો.



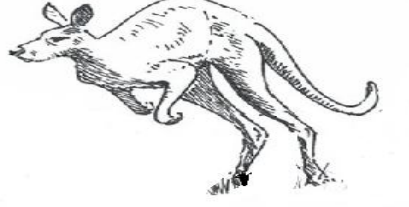
પ્રશ્ન-૩ નીચેનામાંથી પક્ષી ઓળખવા કહો.



પ્રશ્ન-૪ નીચેનામાંથી પ્રાણી ઓળખવા કહો.



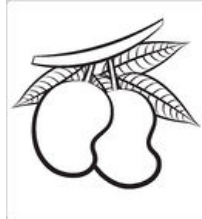
પ્રશ્ન-૫ નીચેનામાંથી દૂધ આપતું પ્રણી ઓળખવા કહો.



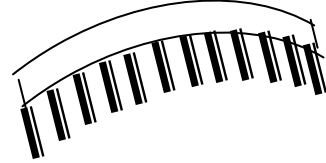
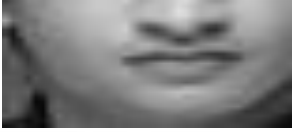
પ્રશ્ન-૬ નીચેનામાંથી શાકભાજી નું ચિત્ર ઓળખવા કહો.



પ્રશ્ન-૭ નીચેનામાંથી ફળનું ચિત્ર ઓળખવા કહો.



પ્રશ્ન-૮ નીચે (અ) વિભાગમાં શરીરનાં અંગોના ચિત્રો આપેલાં છે, તેમાંથી કોઈ એક અંગ બતાવી તેના દ્વારા ઉપયોગ કરાતી વસ્તુ (બ) વિભાગ માંથી શોધવા કહો.



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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩



ફેકલ્ટી ઓફ એજ્યુકેશન

પ્રશ્નપત્ર ધોરણ : ૩ / ૪

સામાન્ય માહિતી:

બાળકનું નામ:

જાતી:

ઉંમર:

જૂથ:

ધોરણ:

STP સેન્ટર:

પ્રોગ્રેસકાર્ડ અનુસાર બાળકે સિદ્ધ કરેલ ક્ષમતાઓની સંખ્યા:.....

બાલમિત્રે ચલાવેલ કુલ ક્ષમતાઓની સંખ્યા:.....

પ્રશ્ન : ૧ યોગ્ય વિકલ્પ પસંદ કરી ખાલી જગ્યા પૂરો

(૧૦ ગુણ)

(૧) દીવાલ પર સરકીને ચાલતું પ્રાણી..... છે.

(અજગર, અળસિયું, ગરોળી)

(૨) $9 \times 3 = \dots\dots\dots$ (૩૫, ૨૧, ૧૦)

(૩) મેં પત્ર લિખ (રહા હું, લિખતે હેં, રહે હેં)

(૪) કુંભારને ત્યાં..... હતાં.

(બકરાં, ઘેટાં, ગઘેડાં)

(૫) ટપાલ પહોંચાડવાનું કાર્ય કરે છે.

(પટાવાળો, કારકુન, ટપાલી)

(૬) ૫૨૮ માં દશકના સ્થાને છે.

(૨, ૮, ૫)

(૭) ચૂહે કો મિલા (પત્થર, કપડેકા ટુકડા, કાગજ)

(૮) વડુ ને જોઇને નાસી ગયું. (સિંહ, માલિક, વાઘ)

(૯) $300 + 200 = \dots\dots\dots$ (૫૦૦, ૫૦, ૫)

(૧૦) આપણું રાજ્ય.....છે.

(દિલ્હી, ગુજરાત, ગાંધીનગર)

પ્રશ્ન : ૨ મને ઓળખો

(૩ ગુણ)

- (૧) હું માટીમાંથી વાસણ બનાવું છું.
- (૨) હું રકની તરત પહેલાની સંખ્યા છું.
- (૩) હું જંગલનો રાજા છું.

પ્રશ્ન : ૩ નીચેના વિધાનો ખરાં છે કે ખોટાં તે જણાવો.

(૯ ગુણ)

- (૧) રસોઇ કરતી વખતે નાયલોનનાં કપડાં પહેરવાં જોઇએ []
- (૨) જગત કો ઇશ્વરને બનાયા હૈ. []
- (૩) ૫૦૦-૩૦૦= ૨૦૦ થાય. []
- (૪) હરણ માંસાહારી પ્રાણી છે. []
- (૫) ૧ રૂપિયાના ૫ સિક્કા ભેગા કરતાં ૫ રૂપિયા થાય. []
- (૬) ઉનાળામાં સુતરાઉ કપડાં પહેરવા જોઇએ. []
- (૭) આપણે પૈસા દવાખાનાંમાં રાખીએ છીએ. []
- (૮) ઓગણસાઇઠ ને અંકમાં ૬૯ લખાય. []
- (૯) મેઘધનુષ્ય ચોમાસામાં દેખાય છે. []

પ્રશ્ન : ૪ નીચેના પ્રશ્નોના એકશબ્દમાં જવાબ આપો.

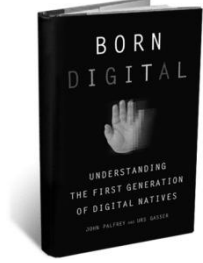
(૯ ગુણ)

- (૧) ગાય શું આપે છે?
- (૨) છ ભેંસના પગ કેટલાં?
- (૩) દેવી સરસ્વતીકા વાહન કયા હૈં?
- (૪) મોરને માથે શું હોય છે?
- (૫) ઉન કયું પ્રાણી આપે છે?
- (૬) ૧૦, ૧૮, અને ૧૫ ને ચડતાક્રમમાં ગોઠવો.
- (૭) શિયાળ શાની શોધમાં હતું?
- (૮) આપણાં રાષ્ટ્રપિતા કોણ છે?
- (૯) મીઠાની ગૂણ કોની પીઠ પર લાદી હતી?

પ્રશ્ન : પ નીચેના ચિત્ર ઓળખી બાજુમાં દર્શાવેલ ખાલીજગ્યામાં પ્રશ્નની ભાષા પ્રમાણે તે ચિત્રનું નામ લખો. (૯ ગુણ)

ચિત્ર

નામ



યહ ચિત્ર કિસકા હૈં?

.....



આ ચિત્ર શેનું છે?

.....



ClipartOf.com/71579

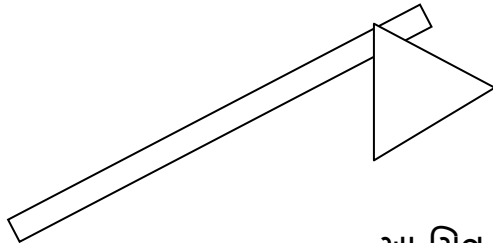
યહ ચિત્ર કિસકા હૈં?

.....



આ ચિત્ર શેનું છે?

.....



આ ચિત્ર શેનું છે?

.....



આ ચિત્ર શેનું છે?



આ ચિત્ર શેનું છે?



યહ ચિત્ર કિસકા હૈં?

ફીલ્ડ ઇન્વેસ્ટિગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩



ફેકલ્ટી ઓફ એજ્યુકેશન

પ્રશ્નપત્ર ધોરણ : ૫ / ૬

સામાન્ય માહિતી:

બાળકનું નામ:.....

જાતી: ઉંમર:..... જૂથ:.....

ધોરણ:.....

STP સેન્ટર:.....

પ્રોગ્રેસકાર્ડ અનુસાર બાળકે સિદ્ધ કરેલ ક્ષમતાઓની સંખ્યા:.....

બાલમિત્રે ચલાવેલ કુલ ક્ષમતાઓની સંખ્યા:.....

પ્રશ્ન : ૧ યોગ્ય વિકલ્પ પસંદ કરી ખાલી જગ્યા પૂરો. (૭ ગુણ)

(૧)ના ટહુકા સાંભળી ઢેલ ડોલે છે. (મોરલા, કોચલ, પોપટ)

(૨) વીછીને.....પગ હોય છે. (છ, આઠ, ચાર)

(૩) આપણે દર્શન કરવા.....માં જઈએ છીએ. (મંદિર, પુસ્તકાલય, શાળા)

(૪) કાલે બાદલ (આતે હૈં, આતી હૈં, જાતા હૈં)

(૫) ભક્ત સુદામા સાથે.....ને મિત્રતા મળી હતી. (રામ, નરસિંહ, કૃષ્ણ)

(૬) જાહેર મિલકત.....છે. (ગ્રામપંચાયત, માલિકીનું ઘર, ફેક્ટરી)

(૭) ૩ નો સ્પેલિંગ લખો: (Three, threa, thri)

પ્રશ્ન : ૨ નીચેના પ્રશ્નોના એક જ શબ્દમાં જવાબ આપો. (૭ ગુણ)

(૧) બાદબાકી કરો.

૮ ૪ ૫

- ૬ ૨ ૩

(૨) બરફનું પ્રવાહી સ્વરૂપ કયું? ()

- (૩) લવ – કુશના પિતાનું નામ શું હતું? ()
- (૪) હમારા રાષ્ટ્રીય ફૂલ કૌન સા હૈ? ()
- (૫) ગોપીઓના માખણ કોણ ચોરી ખાય છે? ()
- (૬) ૬ બિલીપત્રના પાન કેટલા? ()
- (૭) 'Cow' શબ્દનો ગુજરાતી અર્થ લખો. ()

પ્રશ્ન : ૩ મને ઓળખી બતાવો.

(૮ ગુણ)

- (૧) હું દુનિયામાં મહાત્મા તરીકે જાણીતો છું. ()
- (૨) હું ૫૧૨ ની તરત પછીની સંખ્યા છું. ()
- (૩) હાથનો સ્પર્શ થતાં મારાં પાંદડાં બિડાઇ જાય છે. ()
- (૪) મેં રામને બોર ખવડાવ્યા. ()
- (૫) મੈં ફલોકા રજા હૂં. ()
- (૬) હું રામની પત્ની છું. ()
- (૭) હું ગાજવીજ સાથે ચોમાસામાં વરસું છું. ()
- (૮) મને અંગ્રેજીમાં “Manago” કહે છે ? ()

પ્રશ્ન : ૪ નીચેના વિધાનો ખરાં છે કે ખોટાં તે જણાવો.

(૭ ગુણ)

- (૧) હંસે મોરભાઈ પાસેથી લાંબા પગ લીધા. []
- (૨) વર્તુળ પરિકરથી દોરી શકાય છે. []
- (૩) મૂળો એ મૂળ છે. []
- (૪) સરપંચ ગામનો વડો છે. []
- (૫) ઉત્તરાયણમેં લોગ પતંગ ચગાતે હૈ. []
- (૬) ૧૦ x ૦ = ૧૦. []
- (૭) કેળાંનું અંગ્રેજી Banana થાય. []

પ્રશ્ન : ૫ નીચેના પ્રત્યેક પ્રશ્નની નીચે ચાર વિકલ્પો આપેલાં છે. યોગ્ય વિકલ્પ પસંદ કરી ખાનામાં માત્ર ક્રમાંક લખો.

(૮ ગુણ)

(૧) વીજળીબેન કયાં ગયાં છે.? ()

(અ) મોસાળમાં

(ક) ઘરતી પર

(બ) સમુદ્રમાં

(ડ) પિયરમાં

- (૨) પારદર્શક પદાર્થ છે. ()
 (અ) લાકડું (ક) હવા
 (બ) લોખંડ (ડ) પથ્થર
- (૩) ધ્રુવ તપ કરવાં ક્યાં ગયો? ()
 (અ) ઉંડી ગુફામાં (ક) ગાઢ જંગલમાં
 (બ) હિમાલયમાં (ડ) આકાશમાં
- (૪) હમારે રાસ્ટ્ર ધ્વજ મેં કિતને રંગ હોતે હેં.
 (અ) એક (બ) ચાર
 (ક) દો (ડ) ત્રીન
- (૫) ગોપીઓ જશોદાને કોની ફરિયાદ કરે છે? ()
 (અ) નરસિંહની (ક) કૃષ્ણની
 (બ) રામની (ડ) વ્રજની
- (૬) મતદાનનો અધિકાર કેટલા વર્ષની ઉંમરે મળે છે? ()
 (અ) ૧૦ વર્ષ (બ) ૧૨ વર્ષ
 (ક) ૧૪ વર્ષ (ડ) ૧૮ વર્ષ
- (૭) “→” સંકેતને ઓળખો? ()
 (અ) બિંદુ (ક) કિરણ
 (બ) રેખા (ડ) રેખાખંડ



- (૮) આ શેનું ચિત્ર છે? ()
 (અ) Thumb (બ) Legs (ક) Tongue (ડ) Finger

ફીલ્ડ ઇન્વેસ્ટીગેટર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....

બાલમિત્ર:

સહી:.....

નામ:.....

તારીખ:.....

સ્થળ:.....



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કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

અભિપ્રાયાવલી (સંલગ્ન વ્યક્તિઓ માટે)

ઇન્વેસ્ટીગેટરનું નામ :

સંલગ્ન વ્યક્તિનું નામ :

સંલગ્ન વ્યક્તિનું પદ :

સંલગ્ન વ્યક્તિનું સરનામું :

તાલુકો : જિલ્લો :

જાતિ : (પુરુષ/ સ્ત્રી).....

શૈક્ષણિક લાયકાત :

તારીખ :

આ અભિપ્રાયાવલી STP સાથે સંલગ્ન વ્યક્તિઓના અભિપ્રાયો જાણવા માટે છે. દરેક સંલગ્ન વ્યક્તિએ નીચેની સૂચનાઓ અનુસાર પ્રતિચારો આપવાના છે.

સુચનાઓ:

૧. સૌપ્રથમ ઉપર માંગેલી માહિતી પૂરેપૂરી ભરો.
૨. પ્રથમ વિભાગ બધાજ સંલગ્ન વ્યક્તિઓ માટે, બીજો વિભાગ CRC/BRC અને સ્ટેટ ફીલ્ડ સુપરવાઈઝર જેવા મોનીટરીંગ કમીટીના સભ્યો માટે તથા ત્રીજો વિભાગ શાળાના શિક્ષકો તથા આચાર્યો માટે છે. તેથી જે તે વ્યક્તિઓએ તે વિભાગ ભરવાના રહેશે.
૩. પ્રત્યેક વિધાન માં બે વિકલ્પો આપેલા છે – સહમત અને અસહમત
૪. પ્રત્યેક વિધાન વાંચી, આપને યોગ્ય લાગે તે વિધાનના ખાનામાં ' ✓ ' ની નિશાની કરવી.
૫. પ્રત્યેક વિધાનની સામે માત્ર એકજ ' ✓ ' ની નિશાની કરવી.
૬. બધાજ વિધાનો સામે આપનો પ્રતિચાર મળે તે અત્યંત આવશ્યક છે.
૭. તમે અહીં જે કાંઈ માહિતી આપશો તે સંપૂર્ણ રીતે ખાનગી રહેશે અને તેનો ઉપયોગ ફક્ત સંશોધન માટે જ કરવામાં આવશે.
૮. BRC/CRC એ આ માહિતી સાથે તાલુકા અને જિલ્લા કક્ષાએ નોંધાયેલ STP સેન્ટરો, તેમાં નોંધાયેલ તાલીમ લઈ રહેલા બાળકો અંગેની માહિતી તથા 'Out of School' બાળકો અંગેની માહિતી જોડવી
૯. શાળાના મુખ્ય શિક્ષક કે આચાર્યે આ માહિતી સાથે શાળાના મુખ્ય પ્રવાહમાં STP સેન્ટર દ્વારા દાખલ થયેલ બાળકોની માહિતી જોડવી

વિભાગ - ૧ - સામાન્ય વિધાનો (બધા માટે)		
વિધાનો	સહમત	અસહમત
1. STCની કામગીરી નિયમિત રીતે ચાલે છે.		
2. STC દ્વારા તૈયાર બાળકોની ગુણવત્તા શાળાનાં સામાન્યપ્રવાહ માટે યોગ્ય હોય છે.		
3. STC પર બાળમિત્રોની હાજરી નિયમિત હોય છે.		
4. STC પરના બાળકોને મધ્યાયન ભોજન નિયમિત રીતે મળે છે.		
5. STC પર બાળમિત્રોને મદદરૂપ બનો છે.		
6. STC પર પૂરતા પ્રમાણમાં માળખાકીય સુવિધાઓ છે.		
7. બાળમિત્રોની કામગીરી સંતોષપ્રદ છે.		
8. STCને શૈક્ષણિક સામગ્રી સમયસર મળી રહે છે.		
9. STCને મળી રહેતી સામગ્રીની ઉપયોગીતા શિક્ષણકાર્ય કરાવવા માટે સંતોષપ્રદ છે.		
10. STC ને ફાળવવામાં આવતી નાણાકીય સહાય પૂરતી છે.		
11. STCની કામગીરીનું નિયમિત મૂલ્યાંકન થાય છે.		
12. STP દ્વારા ફાળવવામાં આવતી સહાય અને મટીરીયલનો યોગ્ય ઉપયોગ થાય છે.		
13. શિક્ષણનું સ્તર ઉંચું લાવવામાં STCની ઉપયોગીતા જણાય છે.		
14. STC પર બાળમિત્રો નિયમિત રીતે કામગીરી કરે છે.		
15. STC ને નબળો લોકસહયોગ મળે છે.		
16. બાળકોને 'સ્કૂલ - રેડીનેશ' માટે તૈયાર કરવામાં શિક્ષકો અને આચાર્ય સહભાગી બને છે.		
17. STP દ્વારા પૂરી પાડવામાં આવતી સહાય અને સામગ્રી અપૂરતી હોય છે.		
18. STC માં ચાલતી વિવિધ પ્રવૃત્તિઓ દ્વારા બાળકોનો શાળા વિશેનો ડર દૂર કરી શકાય છે.		
19. બાળકોને શાળાતરફ અભિમુખ કરવા માટે ફાળવેલો સમય (૧૦ થી ૨૦ મહિના) અપૂરતો છે.		
20. STP બાળકોની શૈક્ષણિક ક્ષમતા કેળવવામાં સફળ રહ્યો છે.		
21. મધ્યાયન ભોજન યોજનાનો લાભ STPનાં બાળકોને સરળતાથી મળી રહે છે.		
22. STP નાં તમામ વર્ગો ચાર કે તેથી વધુ કલાકો માટે શિક્ષણકાર્ય કરે છે.		
23. STP અંતર્ગત માસ વાર કરવાની પ્રવૃત્તિઓ, જેવી કે વાલી મીટીંગ, વોકેશનલ ટ્રેનીંગ, રમતોત્સવ, મેટ્રીક મેળો, વગેરે નિયમિત હાથ ધરાય છે.		

વિભાગ - ૨ - BRC / CRC/ STATE FIELD SUPERVISER માટેનાં વિધાનો		
વિધાનો	સહમત	અસહમત
1. બાળકો માટેની શૈક્ષણિક સામગ્રીની ખરીદી વખતે હાજર રહો છો.		
2. બાળમિત્રો દ્વારા જાળવવામાં આવતા દસ્તાવેજો નિયમિત ચેક કરવામાં આવે છે.		
3. આ દસ્તાવેજો ગુણવત્તા-યુક્ત હોય છે.		
4. બાળમિત્રોને નિયમિત તાલીમ અને માર્ગદર્શન પૂરું પાડવામાં આવે છે.		
5. બાળમિત્ર દ્વારા જાળવવામાં આવતા દસ્તાવેજો નિયમિત અપડેટ થતાં રહે છે.		
6. સામાન્ય પ્રવાહમાં દાખલ થતાં બાળકોનાં ટ્રેકીંગમાં અનિયમિતતા જોવા મળે છે.		
7. શાળાનાં સામાન્ય પ્રવાહમાં પ્રવેશ મેળવતાં બાળકો ફરીથી ડ્રોપઆઉટ ન થાય તેનું સતત ધ્યાન રાખવામાં આવે છે.		
8. STP વર્ગમાં બાળકોની સંખ્યા 10 થી વધારે હોવા છતાં સહાયક બાળમિત્ર સરળતાથી જાળવવામાં આવતા નથી.		
9. STC નાં બધાજ બાળકોને શાળાનાં G.R. પર નોંધવામાં આવે છે.		
વિભાગ - ૩ - આચાર્યો અને શિક્ષકો માટેનાં વિધાનો		
વિધાનો	સહમત	અસહમત
1. બાળકો માટેની શૈક્ષણિક સામગ્રીની ખરીદી વખતે હાજર રહો છો.		
2. બાળમિત્રોને નિયમિત તાલીમ અને માર્ગદર્શન પૂરું પાડવામાં આવે છે.		
3. STC માંથી આવેલા બાળકોની અનુકૂળન ક્ષમતા સારી હોય છે.		
4. STP દ્વારા તૈયાર થતાં બાળકોની ગુણવત્તા શાળાનાં સામાન્ય પ્રવાહનાં બાળકો કરતાં નબળી હોય છે.		
5. બાળમિત્ર દ્વારા જાળવવામાં આવતા દસ્તાવેજો નિયમિત અપડેટ થતાં રહે છે.		
6. સામાન્ય પ્રવાહમાં દાખલ થતાં બાળકોનાં ટ્રેકીંગમાં અનિયમિતતા જોવા મળે છે.		
7. શાળાનાં સામાન્ય પ્રવાહમાં પ્રવેશ મેળવતાં બાળકો ફરીથી ડ્રોપઆઉટ ન થાય તેનું સતત ધ્યાન રાખવામાં આવે છે.		
8. STC નાં બધાજ બાળકોને શાળાનાં G.R. પર નોંધવામાં આવે છે.		

ફીલ્ડ ઇન્વેસ્ટીગેટર:

અભિપ્રાય આપનારનો હોદ્દો:.....

સહી:.....

સહી:.....

નામ:.....

નામ:.....

તારીખ:.....

તારીખ:.....

સ્થળ:.....

સ્થળ:.....

શાળાના મુખ્ય પ્રવાહમાં STP સેન્ટર દ્વારા દાખલ થયેલ બાળકોની માહિતી દર્શાવતું પત્રક
(શાળાના આચાર્ય / મુખ્ય શિક્ષકે ભરવું)

ક્રમ	બાળકનું નામ	બાળક કયાં સેન્ટર માંથી આવે છે?	જાતી (ST/SC/OBC/GN)	કુમાર/કન્યા	જી.આર. નંબર	દાખલ થયાની તારીખ	કયા ધોરણમાં દાખલ કર્યા?	હાલ કયા ધોરણમાં છે?	પ્રગતિ કેવી છે?			નિયમિતતા			
									નબળી	મધ્યમ	સારી	નબળી	મધ્યમ	સારી	



T - 1
Kadi Sarva Vishwavidyalaya
Faculty of Education
Information Schedule (For Bal Mitra)

1. Address of STC : _____
District : _____ Block : _____
2. Block Level Centre of STC : _____
3. District Level Centre of STC : _____
4. Name of Bal Mitra Running STC : _____
Age : _____ Gender : _____ Education Qualification : _____
Native : _____ Mobile/Phone No. : _____ Monthly Salary : _____
5. Information of Asst. Bal Mitra (Only if there is one)
Name : _____ Age : _____ Gender : _____
Native: _____ Mobile/Phone No.: _____ Monthly Salary: _____
6. Information of Asst. Lady Escort (Only if there is one)
Name : _____ Age : _____
Native : _____ Contact Details : _____
No. of Children Escorted by Lady Escort : _____
Monthly Salary paid to Lady Escort: _____
7. No. of Children Registered at STC : Boys : _____ Girls : _____ Total : _____
8. No. of Children Present at STC: (Day – 1) Boys : _____ Girls : _____ Total : _____
No. of Children Present at STC: (Day – 2) Boys : _____ Girls : _____ Total : _____
Average No. of Children Present at STC: Boys : _____ Girls : _____ Total : _____
Average No. of Children Present a Day Before the Visit: Boys : _____ Girls : _____
Total : _____

9. Average of Last Week's Attendance: Boys : _____ Girls : _____ Total : _____

10. Average of Last Month's Attendance: Boys : _____ Girls : _____ Total : _____

11. Group Wise No. of Children at STC:

Group	Standard	No. of Children
Satr	1 and 2	
Moon	3 and 4	
Sun	5 and 6	
Total No.		

12. Time of Special Training Programme: _____

● Starting Date : _____ Working Days Weekly: _____

● Routine Time : ____ To ____

● No. of Minimum hours Daily : _____ Hours

13. No. of Drop Out Children(Who left the school in between) : _____

No. of Out of School Children : _____ Total : _____

14. Amount Received by STC for Contingency: _____

15. Amount Received by STC for Teaching Learning Material: _____

Information Regarding the Mainstreamed Children from STC

Name of STC: _____

Address: _____

Block: _____ District: _____

Name of Bal Mitra: _____

Phone No.: _____

Sr. No	Name of Children	Name and Address of the School where Children Are Admitted	Boys / Girls	G. R. No.	Date of Admission	Std. of Admission	In which Std. is the child presently Studying	Common Opinion Regarding Regularity of the Child		
								Good	Average	Bad

Field Investigator's Name:.....

Bal Mitra's Name:.....

Sign:.....

Sign:.....

Date:.....

Date:.....

Place:.....

Place:.....

Information of the Children Registered at STC

(A) List of the Present Students at STC

Instruction: The Field Investigator should fill in the information of the children by inquiring them and should use the information of attendance register only for those questions that the children can not answer.

Sr. No.	Name of Children	Is the child's name registered in Attendance Register?	G. R. No. Registered at School	Age	Boy/ Girl	Group (Star, Moon, Sun)	Cast (SC/ ST/ OBC/ GN)	Attendance		For how many days is the child coming to STC?
								Day - 1	Day - 2	

(B) List of the Absent Students at STC

Instruction: The Field Investigator should fill in the information of the children who are absent for both the days but whose name is registered in the Attendance Register by using Attendance Registered.

Sr. No.	Name of Children	G. R. No. Registered at School	Age	Boy/ Girl	Group (Star, Moon, Sun)	Cast (SC/ST/OBC/GN)	Date of Admission at the STC	Has been Absent for how many days?	Reason of Absenteeism?



T - 2
Kadi Sarva Vishwavidyalaya
Faculty of Education
Questionnaire (For Bal Mitra)

(1) Have you take necessary training for Special Training Programme? {Yes / No}

If yes, for how much time? (6 Days / 30 Days)

(2) Which type of training are you providing at STC now?:

(of 10 months for the 9 to 14 year age group / of 20 months for 12 to 14 years age group)

(3) Have you organized the training for 6 to 10 year age group for 3 months?

(yes/ no)

If yes, how many children were enrolled?:

(4) Were these registered children mainstreamed in the school? (yes/no):

If yes, is their tracking done regularly?: (yes/no)

For how many times do you go for tracking these children?

When did you visit last time?

(5) Is there any child who has left the school after being mainstreamed?: (yes/no)

If yes, what is their number?:

(6) Did you organize the training for 10 to 20 months last year in 2010-11?

(Yes/No)

If yes, what is the number of children mainstreamed by it?

Std. 1: _____, Std. 2: _____, Std. 3: _____, Std. 4: _____, Std. 5: _____,

Std. 6: _____, Std. 7: _____, Std. 8: _____

If yes, is their tracking done regularly?: (yes/no)

For how many times do you go for tracking these children?

When did you visit last time?

(7) Are all these children studying in schools this year? (yes/no):

If no, how many children left the school?

Give reasons for their drop out?: _____

(8) At which place are you running the present Special Training Programme?

(in a school room > / rented home / at a clean open space)

(9) If the STC is running at a rented home, how much rent are you :

(10) Are the children getting benefit of Mid Day Meal?: (yes/no)

If yes, is the food provided good in quality? (yes/no)

Do you get Mid Day Meal regularly? : (yes/no)

Do you get Mid Day Meal as per the menu decided? : (yes/no)

(11) Are the names of the children at your STC registered in the G.R at School (yes/no)

If yes, attach its list:

If no, give reason for it: _____

(12) Which infrastructure facilities are available at your STC from the list given below?

(Tick mark ; the facilities available at the STC)

School Room ()	Chalk ()	Stationary ()	If other, please mention
Rent for the room()	Duster ()	MDM ()	
Chair ()	Light ()	Toilet ()	
Table ()	Fan ()	Asst. Bal Mitra ()	
Black Board()	Drinking Water ()	Lady Escorts ()	
Carpet ()	Cupboard ()	TLM ()	

(13) Which activities are conducted in STC? { ; Tick mark }

Exposure Visit ()	Vocational Training ()	Skillorama ()
Metric Mela ()	Celebration of 26 January or 15 th Aug. ()	If other, please mention
Sports week ()	Parents Meeting ()	

Kite flying festival ()	Life Skill Training ()	
--------------------------	-------------------------	--

(14) Which TLM do you purchase from the amount given to STC? {; Tick Mark}
 (Note: Crosscheck the TLM mentioned by the Bal Mitra with the Purchase Record Book of the STC)

- Notebook ()
- Bag ()
- Compass Box ()
- Uniform ()
- Slate Pen ()
- Other:

(15) Do you get any support for infrastructure facility from SSA? (yes/no):
 If yes, which kind of help?

(16) Which STP material do you get? (Tick mark)

- Modules of Std. 1 to Std. 6 ()
- Work Book of Std. 1 to Std. 6 ()
- Lesson Card ()
- Early Reader (a set of 11 books) ()
- Activity Card (950) ()
- Daily Note Book ()
- Children's Progress Report Card (11) ()
- Bal Metric Shikshan Pothy ()
- Others:

(17) Do you get any other facility from SSA?: (yes/no)
 If yes, which kind of?

(18) Do you get the TLM from SSA regularly: (yes/no)

(19) Which of the following documents do you maintain at STC? (; Tick Mark)

- Staff Attendance Register ()
- Children's Attendance Register ()
- General Register ()
- Daily Notebook ()
- Children's Progress Card ()
- Visit Book ()
- TLM List ()
- Escort Register ()
- Income Expanse Register [()
- Register of Mainstreamed Children()
- Inward-Outward Register ()
- Others:

(20) Is the utility of the TLM provided by SSA satisfactory for teaching learning?

(Yes/No)

(21) Is the monitoring of STC done regularly? (Yes/No)

If yes, which members of the monitoring committee visit at what duration?

	Monitoring Committee Member	Duration
{1}	_____	_____
{2}	_____	_____

(Note: The information provided here by the Bal Mitra should be crosschecked from the Visit Book)

(22) Do the children not registered at STC also remain Present at STC? (Yes/No)

If yes, what is the number of such Children? :

What are the reasons behind not registration of such children? _____

(23) Do the children registered at STC remain Present at STC regularly? (Yes/No)

If no, what are the reasons? _____

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T - 3
Kadi Sarva Vishwavidyalaya,
Faculty of Education
Interview Schedule (For Bal Mitra)

1. Is the place allotted for STC equipped with necessary facility to run the STC?
If no, which are the lacking facilities?
2. Do you have sufficient infrastructural facilities?
If no, which are the lacking facilities?
Are the available infrastructural facilities used properly?
3. Is the financial assistance provided to STC sufficient?
4. Do you find any problem in running STC?
If yes, which are they?
5. Do the principal, teachers or other staff of school be helpful in running STC?
6. Do the members of VEC and SMC be helpful?
7. Do you contact the parents regularly?
8. Is the training provided to you satisfactory?
9. Do you get required guidance from BRC/CRC?
10. Are you satisfied with the STC run by you?
11. Do you get support from the village for running STC?
12. Has the awareness regarding education related issues been generated by the activities of STC?
13. Is there any special assistance or expert's assistance given by SSA?
14. Do you do tracking of the mainstreamed students regularly?
15. Do the children remain present regularly?
If no, give reasons?
16. From which level do you get support from SSA?
17. Which type of support do you get? (Academic, Financial, or Management related)
18. Do you get any other kind of support from SSA?
19. Is there any other source being helpful in running STC?
If yes which are they? And how?

20. Do you organize any special activity for children's development?

If yes, which is it?

21. Do you find any difficulty in running STC?

If yes, which is it?

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T - 4
Kadi Sarva Vishwavidyalaya,
Faculty of Education
General Knowledge Assessment Test (For Bal Mitra)

Instruction

1. This is not a test so there is nothing like pass or fail in this test. So do not feel nervous in answering these questions.
2. There are four options given below each question from which only one is correct.
3. You will tick mark (✓) the correct option in the answer sheet given to you.

For Ex.: Who is known as the Magician of Hockey?

- A. Milkhasinh
B. Dhyanchand
C. Surjit Sinh
D. Vasudev Bhaskaran

Here in this example the correct option is (B), so you will tick mark (✓) option (B) in the answer sheet given to you.

Answer Sheet : -> [A] [B] [C] [D]

4. After answering if you feel that your answer is wrong, then you can make a cross on the wrong answer and tick mark (✓) the correct option.
5. You are not supposed to tick mark (✓) in front of more than one option.
6. You should not make any kind of mark or calculation in the question paper.
7. Don't leave any question unanswered.
8. The time for the test is of 30 minutes.
9. Your responses will be kept secret and will be used for research only.
10. Do not open the test until you are said to do so.

General Knowledge Assessment Test

Literature / Language

1. Give the meaning of the word "Titanic".
A Giant
B Glittering
C Great
D A Metal
2. Whom did Gandhiji give pseudonym of National Poet?
A Kaka Kalelkar
B Zaverchand Meghani
C Pannalal
D None of these
3. Which word given below means "Poor"?
A रथ
B तद्वार
C दिन
D दीन

History

4. In which scripture is the preaching Upadesh given by Lord Krishna to Arjuna in the war of Mahabahrata?
A In Bhagavat
B Bhagvad Geeta
C Krushana Puran
D Vishnupuran
5. Which king has inscribed the scriptures in the mountains of Girnar?
A Chandragupta Morya
B King Ashoka
C Chandragupta Vikramaditya
D Samudragupta
6. Who is called the 'Bulbul (Sweet Bird) of India'?
A Indira Gandhi
B Sarijini Nayadu
C Anney Besent
D Medha Patkar

Geography

7. Where in the world is Coffee produced highest?
A Brazil
B Turkey
C Cuba
D India
8. For which fruit is Bhavnagar known?
A Chico
B Guava
C Banana
D Pomegranate

9. Which is the longest river in the world?

- | | |
|--------|-------------|
| A Cean | C Amezon |
| B Nyle | D Havangoho |

Social Science

10. What is called the soul of our Constitution?

- | | |
|------------|-------------|
| A Prologue | C Paragraph |
| B Annexure | D Sections |

11. What does the Bull in our National Symbol suggest?

- | | |
|-------------|-----------------|
| A Strength | C Motion |
| B Hard Work | D None of these |

12. On which date the Constitution of India came in existence?

- | | |
|-------------------|-------------------|
| A 26 January 1950 | C 26 January 1958 |
| B 15 August 1947 | D 26 January 1952 |

13. For the post of President in India what is the minimum age required?

- | | |
|-----------|-----------|
| A 35 Year | C 25 Year |
| B 27 Year | D 30 Year |

Science

14. Which is the tool to measure the length of Light ray?

- | | |
|--------------|----------------|
| A Lactometer | C Spectrometer |
| B Barometer | D Hydrometer |

15. Which is the smallest element of the substance which has all the qualities of the substance?

- | | |
|------------|-----------|
| A Particle | C Nuclear |
| B Molecule | D Factor |

16. In which colour from the colours of a Rainbow deviation occurs the most?

- | | |
|----------|----------|
| A Red | C Green |
| B Violet | D Yellow |

17. What is measured in Decibels?

- | | |
|-------|---------|
| A Air | B Noise |
|-------|---------|

C Pollution

D Heat

Maths

18. One M^3 equals to how many Litters?

A Ten

B Hundred

C One

D One Thousand

19. What is the simple interest of Rs. 3000 at 10% interest for 6 months?

A 48

B 150

C 144

D 60

20. Plato was born in B.C. 429 died in B.C. 348 so for how much years he lived?

A 81 years

B 80 years

C 79 years

D 82 years

Politics

21. Who made our Constitution?

A Dr. Ambedkar

B Dr. Radhakrushnan

C Dr. Rajendraprasad

D Dr. Kanaiyalal Munshi

22. Who was the first Home Minister of independent India?

A Sardar Vallabhabhai Patel

B Javaharlal Neharu

C Subhashchandra Bosh

D Sardar Baldevsingh

23. Which is the Flag-Song of our country?

A Rang De Basanti

B Vande Mataram

C Sare Jahan Se Achhchha

D Vijayi Vishwa Tiranga

Sports

24. In which country the game of Cricket started?

A Austreliya

B Englund

C Newzealand

D West Indies

25. Which is India's National Sports?

A Football

B Hockey

C Cricket

D Kabbaddi

26. Which kind of Folk Dance is popular in Gujarat?

A Katthak

C Bhangada

B Kadamb

D Garaba

Current Affairs

27. Which film won best popular film award this year?

A Paa

C Three Idiots

B Abohoman

D Welcome

28. Who announced that the children winning a medal in Common Wealth Games will get free education?

A Kapil Sibbal

C Manmohansinh

B Pratibha Patil

D None of these

29. Of how many subjects exam will the Board take this year in Std. 10?

A 10

C 7

B 8

D 5

30. Which symbol is used for Indian Rupee now?

A ₹!

C ₹

B /-

D None of these

T - 4

Kadi Sarva Vishwavidyalaya, Faculty of Education

Answer Sheet (General Knowledge Assessment Test)



Name of Bal Mitra:

Address of STC :

District : Block:

Gender : (Male/ Female)

Educational Qualification:

Instruction: Tick mark (✓) your answers here.

Sr. No.	Options			
	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Sr. No.	Options			
	A	B	C	D
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Sr. No.	Options			
	A	B	C	D
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T - 5
Kadi Sarva Vishwavidyalaya
Faculty of Education

Emotional Quotient Assessment Test (For Bal Mitra)

General Information:

Name of Bal Mitra :

Address of STC:

Block : District :

Gender : (Male/ Female)

Educational Qualification:

Instructions:

1. This Assessment Test is not a test of you or you work.
2. Your answers are to be used for the research work only.
3. Your answers will be kept secret.
4. Give response to all the sentences; do not leave any sentence unanswered.
5. Several situations are described in sentences in this test. In these situations you are supposed to response for what you believe not for what you think in five following options Fully Agree, Agree, Neutral, Disagree and Fully Disagree. You will tick mark (✓) in whichever option you select. If you select a wrong option, make a round (O) on the wrong option selected and then select the correct option by tick marking (✓) the correct option.

Understand the following example for further clarity.

Sr. No.	Sentence	Fully Agree	Agree	Neutral	Disagree	Fully Disagree
1	Even if I am not hungry I take the food if it is my favourite dish.					

In this example you are supposed to tick mark the option which you believe to have been following. You are supposed to answer all the sentences in the same manner.

6. You will be given sufficient time to answer all the sentences, once you finish the test, please raise your hand.

Emotional Quotient Assessment Test

Sr. No.	Sentence	Fully Agree	Agree	Neutral	Disagree	Fully Disagree
1	I become very happy if I get good results after a lot of effort.					
2	I be angry on myself if lost anything by myself.					
3	I keep accuracy in any of my work.					
4	I feel sad if I am not successful in completing any work in difficult time.					
5	I try to be successful in my field by hard work.					
6	I like to dream big but I avoid making efforts to make them true.					
7	I help blind people to cross road.					
8	I don't like others advising me.					
9	I tell everybody that one should through wastage in a dustbin but myself don't follow it.					
10	Even if I am ill, I prefer to go to school for the sake of my students.					
11	I watch T.V. for late time without worrying that I will get up late tomorrow.					
12	I like to be a leader in any co-curricular activity.					
13	I feel jealous watching anyone else's good work.					
14	I accept quickly if I make any mistake.					

Sr. No.	Sentence	Fully Agree	Agree	Neutral	Disagree	Fully Disagree
15	I avoid doing such work which is physically labourious.					
16	In my free time I like to know new things, search for new things.					
17	I make friendship with only those who knows less than me or who considers me as a leader.					
18	I newer fell in the river to swim fearing that I may get drown.					
19	I thank those who return me my lost things					
20	I start shivering when I be very angry.					
21	I take advise of many persons before doing any work.					
22	I feel sad when I can't help my friends when they needed.					
23	I become very nervous when I see anyone bleeding.					
24	I can not bear hunger.					
25	If I get stuck in any situation I find the way out of it myself.					
27	If I commit any crime, I lie to escape of it.					
28	I cheat others for my benefit.					
29	I fight with others for very small (trivial) things.					
30	I like to find new ways of doing something.					

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T - 6
Kadi Sarva Vishwavidyalaya
Faculty of Education

Classroom Observation Sheet (For Bal Mitra)

General Information:

Name of Bal Mitra :

Educational Qualification:

Address of STC:

Date :

Factors under Observation	Good	Average	Bad
1. Expression of Bal Mitra			
2. Relationship between Bal Mitra and Children			
3. Satisfaction given to the questions of the Children.			
4. Neatness and clarity of B.B. work.			
5. Reading of B.B. Work by the Children.			
6. Writing of the Children			
7. Active Participation of Bal Mitra			
8. Active Participation of Children			
9. Co-relation between Activity and Subject Matter			
10. Inspirational Atmosphere in the Classroom			
11. Speech of Bal Mitra			
12. Classroom Behaviour of Bal Mitra			
13. Children's Evaluation by the Bal Mitra			
14. Use of Locality in the Activities			
15. Use of various examples by the Bal Mitra			
16. Selection and Use of the Educational Literature and Tools			
17. Class Control of Bal Mitra			
18. Command over the Subject of Bal Mitra			
19. Use if Acting by Bal Mitra during Teaching			

Factors under Observation	Good	Average	Bad
20. Bal Mitra's Efforts in Correcting the Children's Mistakes			
21. Happy and joyous atmosphere observed in the classroom			
22. Learning by Listening Style (By Lecturing, Story Telling, Discussion, Question Answer etc)			
23. Visual Style of Learning (By Picture Stories, Charts, Cards etc)			
24. Activity Based Learning (By Activities)			

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T - 7

Kadi Sarva Vishwavidyalaya, Faculty of Education

Documents Assessment Sheet (For Bal Mitra)

Name of Bal Mitra:

Address of STC: Date:

Name of Field Investigator:: Sign:.....

Instruction: Tick mark (✓) in front of the documents maintained by the Bal Mitra at STC. And after assess the quality of those documents tick mark (✓) in the five point rating scale.

Sr. No	Document	Is it maintained?	Quality				
			Best	Good	Average	Ordinary	Low
1	Children's Attendance Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Staff Attendance Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	G. R. Number Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Daily Notebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Progress Card of Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Document of TLM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Escort Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Income Expense Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Mainstreamed Students Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Visit Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Inward – Outward Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	OoSC Register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



T – 8 - 1
Kadi Sarva Vishwavidyalaya
Faculty of Education
Question Paper – Std. 1/2
General Instructions:

1. With this question paper an oral test of the children of Std. 1 / 2 is to be taken.
2. From each centre minimum two children's test is to be taken.
3. After the evaluation the children's score is to be written along with the children's name in the answer sheet.
4. In the answer sheet you will also write the achievement of the child according to their progress card.
5. An oral test is to be taken by asking any 10 questions from the 39 questions given in this test paper.
6. Tick mark (✓) for the correct answers given by a child in the answer sheet given below.

Answer Sheet

Scoring Sheet for the 10 questions to be asked from the question paper														
Sr. No.	Children's Name:	No. of Questions										No. of correct responses	No. of abilities achieved as per the progress card of the children	No. of the abilities taught by the Bal Mitra
		1	2	3	4	5	6	7	8	9	10			

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....

T – 8 / 1

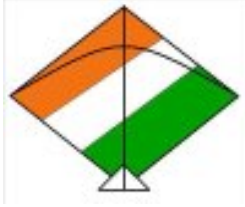
Question Bank – Std.: 1/2 – Gujarati

Question: Show the pictures in (A) part and tell the children to identify the alphabet beginning from it from part (B).

(A)

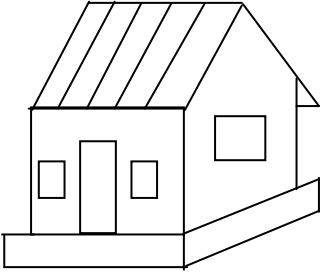
(B)

(1)



ક

(2)



ઠ

(3)



પ

(4)



ઘ

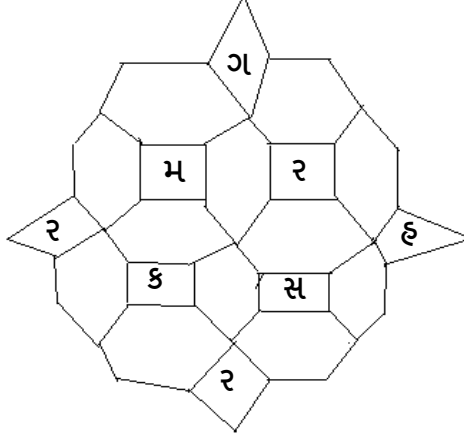
(5)



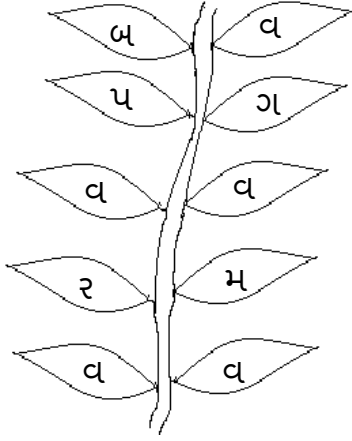
ઙ

Question: Show the pictures and tell the children to identify the alphabet beginning from it.

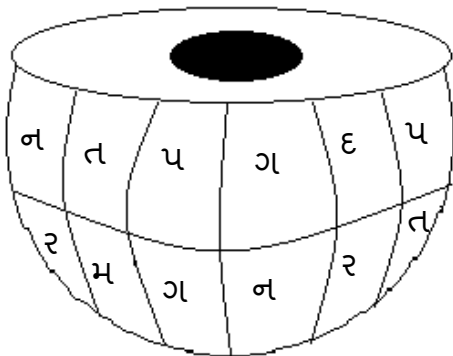
(1) નીચેના ચિત્રમાંથી 'ર' મૂળાક્ષર ઓળખી બતાવો



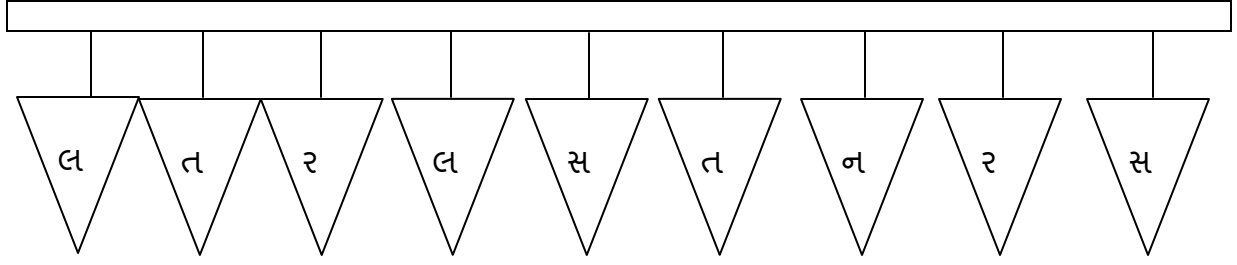
(2) નીચેના ચિત્રમાંથી 'વ' મૂળાક્ષર ઓળખી બતાવો



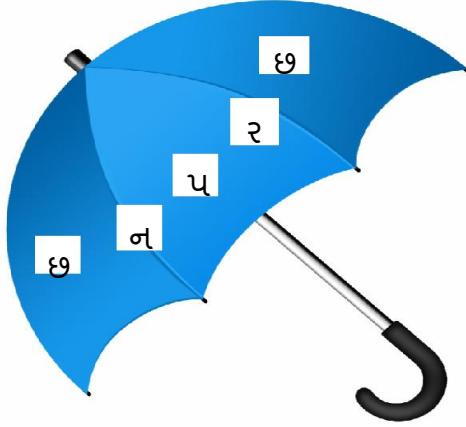
(3) નીચેના ચિત્રમાંથી 'ન' મૂળાક્ષર ઓળખી બતાવો



(4) નીચેના ચિત્રમાંથી 'ત' મૂળાક્ષર ઓળખી બતાવો

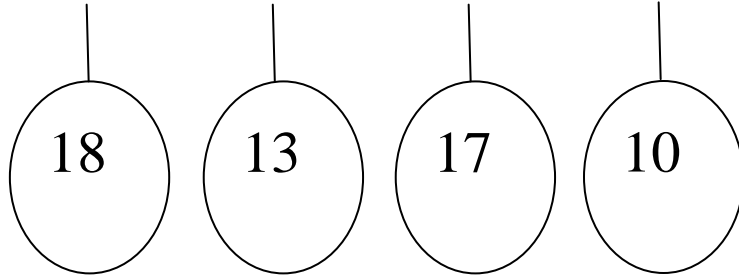


(5) નીચેના ચિત્રમાંથી 'છ' મૂળાક્ષર ઓળખી બતાવો

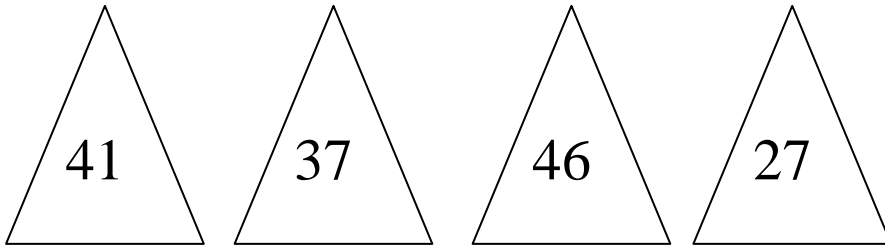


Maths Std. - 1 / 2

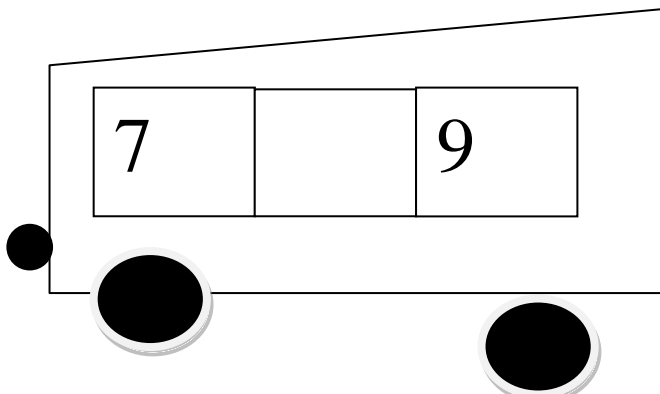
(1) Tell the children to identify the highest number.



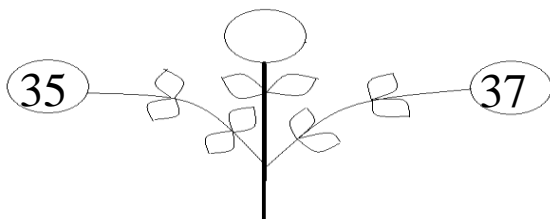
(2) Tell the children to identify the highest number.



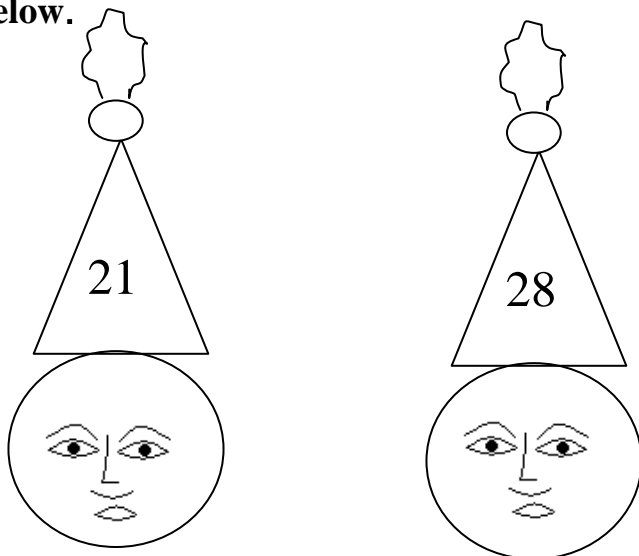
(3) Tell the child to identify the number in between the two numbers given below.



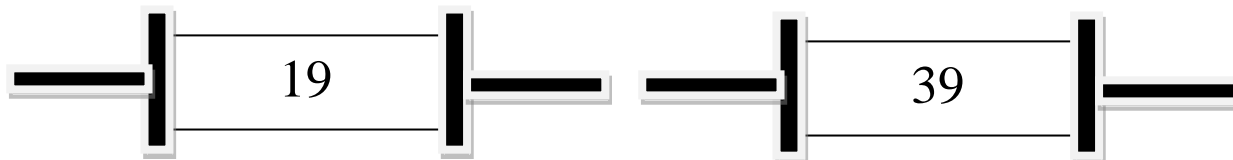
(4) Tell the child to identify the number in between the two numbers given below.



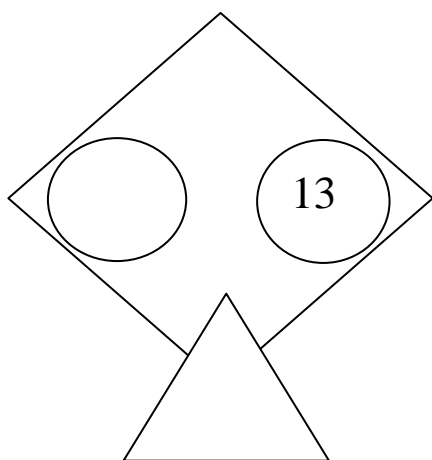
(5) Tell the child to identify the smaller number from the two numbers given below.



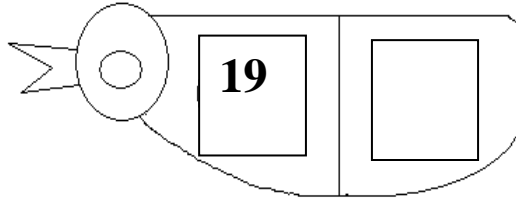
(6) Tell the child to identify the smaller number from the two numbers given below.



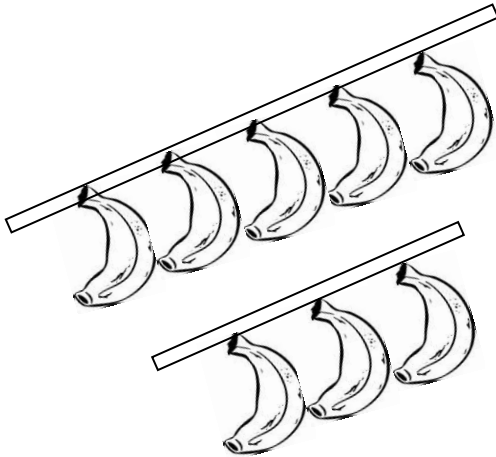
(7) Tell the child to identify the earlier number to number given below.



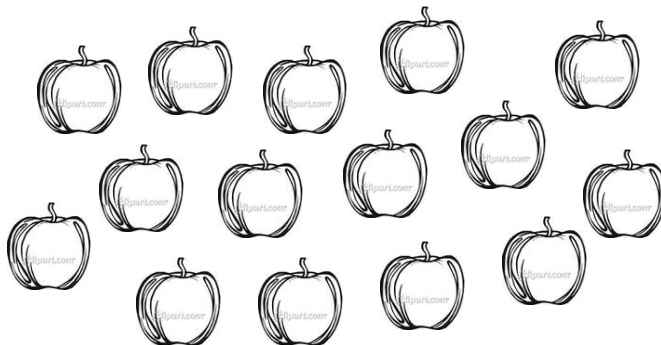
(8) Tell the child to identify the number after number given below.



(9) Tell the child to identify the bigger number from the two given below.



(10) Tell the children to count and tell the number.



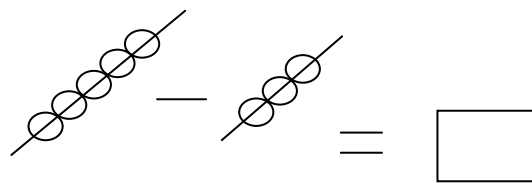
(11) Tell the children to count and tell the number.



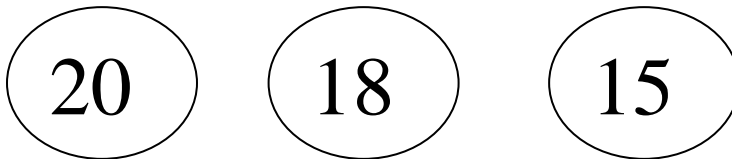
(12) Tell the children to add the numbers and tell.



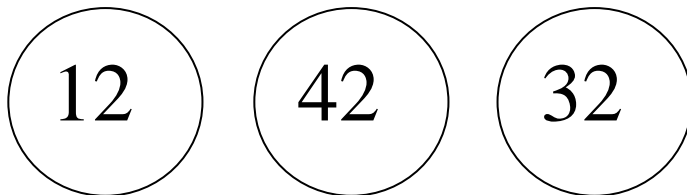
(13) Tell the children to subtract the numbers and tell.



(14) Tell the children to identify number twenty from given numbers below.

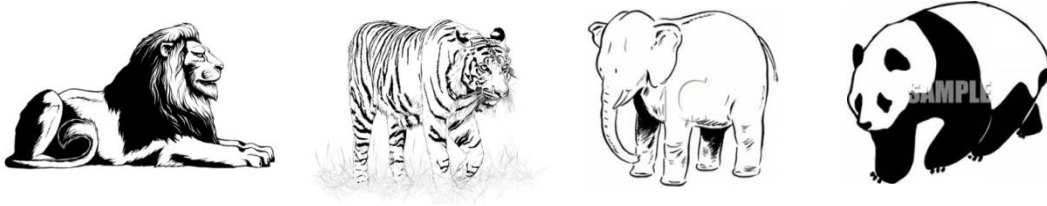


(15) Tell the children to identify number forty two from given numbers below.

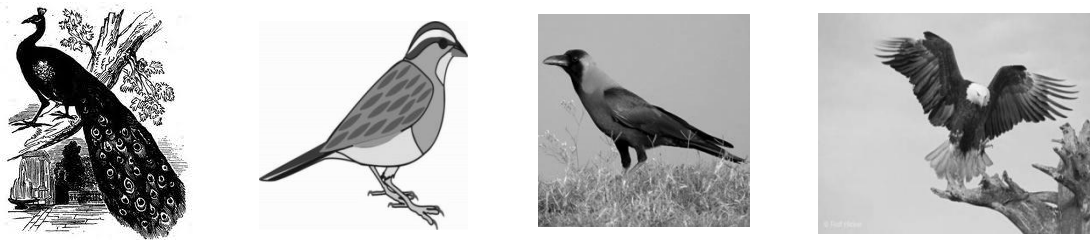


Environment Science Std. - 1 / 2

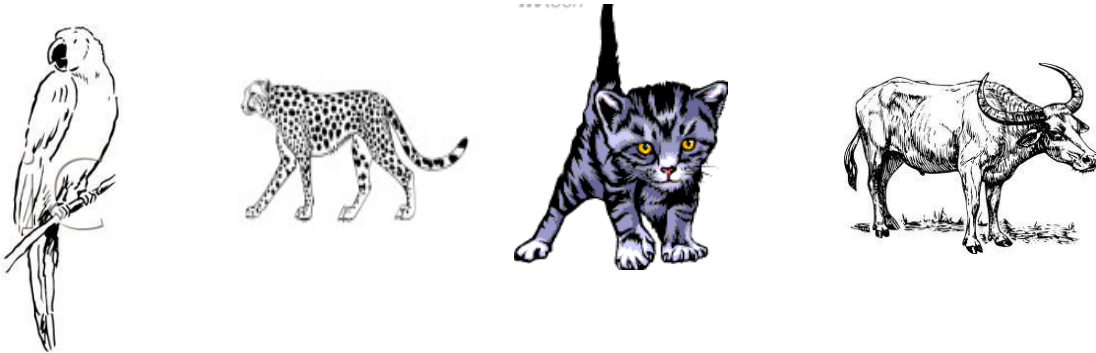
Q-1 Identify the picture of tiger from the pictures given below.



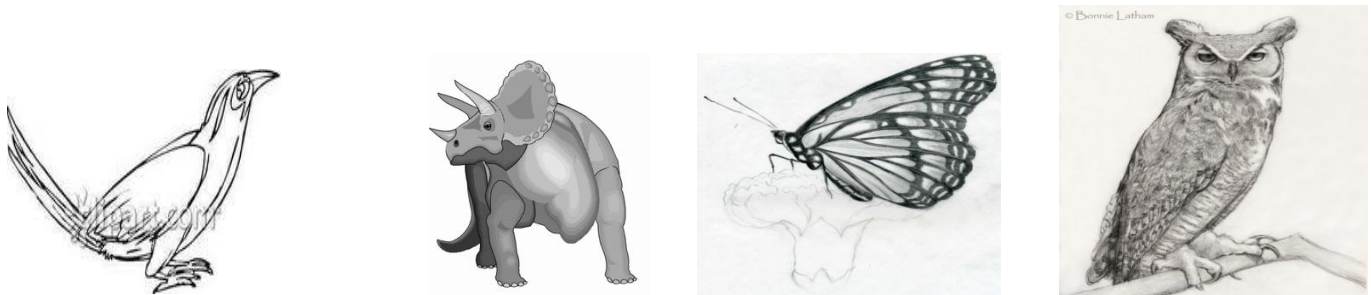
Q-2 Identify the picture of peacock from the pictures given below.



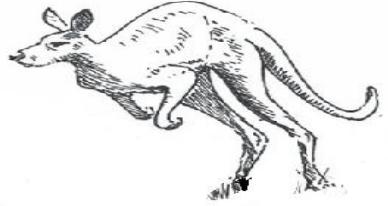
Q-3 Identify the picture of a bird from the pictures given below.



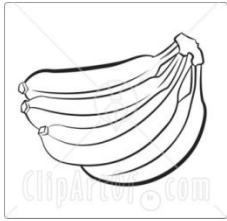
Q-4 Identify the picture of an animal from the pictures given below.



Q-5 Identify the picture of an animal giving milk from the pictures given below.



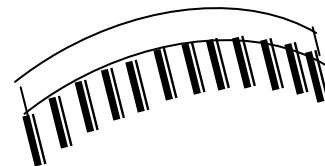
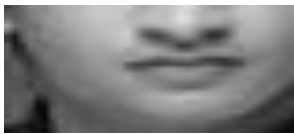
Q-6 Identify the picture of a vegetable from the pictures given below.



Q-6 Identify the picture of a fruit from the pictures given below.



Q-8 – In part (A) the pictures of body parts are given, tell the children to identify the thing to be used by them from part (B).





T – 8 / 2
Kadi Sarva Vishwavidyalaya
Faculty of Education
Question Paper – Std. 3/4
General Information:

Name of the child:

Gender: Age: Group:

Standard:

STP Centre:

Number of Abilities Achieved by the Child as per the Progress Card:.....

Number of Abilities Taught by the Bal Mitra:.....

Q-1 Fill in the blanks by selecting the correct option (10 Marks)

(1) The insect which can walk by sliding on the wall is(Python, Earthworm, Wizard)

(2) $7 \times 3 = \dots\dots\dots$ (35,21,10)

(3) मैं पत्र लिख (रहा हूँ, लिखते हैं, रहे हैं)

(4).....were at the house of a Porter.

(Goats, Sheep, Donkeys)

(5) delivers the posts at our home.

(Peon, Clerk, Postman)

(6) In 528 is at the ten's place. (2, 8, 5)

(7) चूहे को मिला (पत्थर, कपड़ेका टुकड़ा, कागज)

(8) ran away watching the wolf. (Lion, its owner, Tiger)

(9) $300 + 200 = \dots\dots\dots$ (500, 50, 5)

(10) Our state is (Delhi, Gujarat, Gandhinagar)

Q - 2 Identify me. (3 Marks)

(1) I make vessels from mud.

(2) I am the number exactly earlier to 26.

(3) I am the king of Jungle.

Q - 3 Write true or false for the sentences given below.

(9 Marks)

- (1) One should wear clothes of Nylon while cooking []
- (2) जगत को इश्वरने बनाया है. []
- (3) $500-300= 200$. []
- (4) A Deer is a non-vegetarian animal. []
- (5) By collecting 5 coins of 1 rupee the sum would be of 5 rupees. []
- (6) We should wear cotton clothes in summer. []
- (7) We keep our money in a hospital. []
- (8) Fifty Nine can be written in number as 69. []
- (9) A rainbow is seen in monsoon season. []

Q – 4 - Answer the following questions in one word.

(9 Marks)

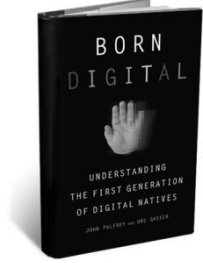
- (1) What does a cow give?
- (2) What is the total number of legs of six buffaloes?
- (3) देवी सरस्वतीका वाहन क्या हैं?
- (4) What is on the head of a Peacock?
- (5) Which animal gives cotton?
- (6) Arrange in the ascending order - 10, 18, and 15.
- (7) What was the fox searching?
- (8) Who is the Father of our Nation?
- (9) On whose back the bag of salt was laid?

Q – 5: Write the names of the pictures in the language in which the question is asked.

(9 Marks)

Picture

Name



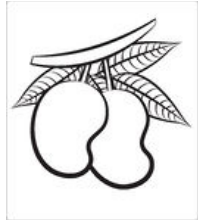
यह चित्र किसका हैं?

.....



આ ચિત્ર શેનું છે?

.....



ClipartOf.com/71579

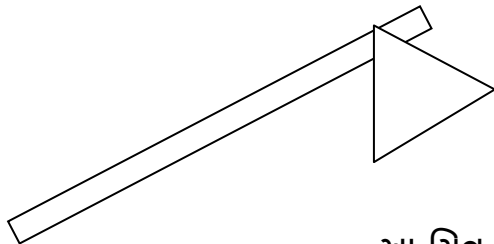
यह चित्र किसका हैं?

.....



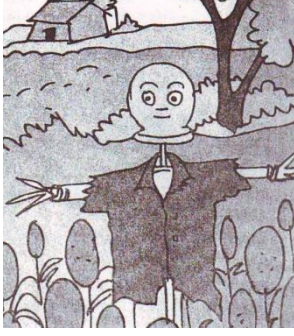
આ ચિત્ર શેનું છે?

.....



આ ચિત્ર શેનું છે?

.....



આ ચિત્ર શેનું છે?

.....



આ ચિત્ર શેનું છે?

.....



યહ ચિત્ર કિસકા હૈં?

.....

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....



T – 8 /3
Kadi Sarva Vishwavidyalaya
Faculty of Education
Question Paper – Std. 5/6
General Information:

Name of the child:

Gender: Age: Group:

Standard:

STP Centre:

Number of Abilities Achieved by the Child as per the Progress Card:.....

Number of Abilities Taught by the Bal Mitra:.....

Q-1 Fill in the blanks by selecting the correct option (7 Marks)

- (1) listening whose noise a Peahen dances. (Peacock, Koyal, Parrot)
- (2) A Scorpio has legs. (six, eight, four)
- (3) At we go to pray the God. (Temple, Library, School)
- (4) काले बादल (आते हैं, आती हैं, जाता हैं)
- (5) Bhakt Sudama had friendship with..... (Ram, Narsigh, Krishna)
- (6) is a Public Property. (Gram Panchayat, Owned House, Factory)
- (7) Write the spelling of 3: (Three, threa, thri)

Q: 2 Answer the following questions in one word. (7 Marks)

- (1) Subtract the amount.

$$\begin{array}{r} 845 \\ - 623 \\ \hline \end{array}$$

- (2) What is the liquid form of Ice? ()

- (3) What is the name of Lav – Kush’s father? ()
- (4) हमारा राष्ट्रीय फूल कौन सा है? ()
- (5) Who steals the butter of Gopies? ()
- (6) What is the total number of leaves of 6 Billi Leaves? ()
- (7) What is the Gujarati of the word ‘Cow’. ()

Q: 3 Identify me.

(8 Marks)

- (1) I am known a ‘Mahatma’. ()
- (2) I am the amount immediately after 512. ()
- (3) My leaves shut down as someone touches me. ()
- (4) I gave berries to Ram. ()
- (5) मैं फलोका रजा हूँ. ()
- (6) I am Ram’s wife. ()
- (7) I fall down heavily in the monsoon season. ()
- (8) I ma called “Manago” in english? ()

Q: 4 Write true or false for the sentences given below.

(7 Mark)

- (1) The Hans took away long legs from the Peacock. []
- (2) A circle can be drawn with the help of a Compass. []
- (3) A Radish is a root. []
- (4) Sarpanch is the head of a village. []
- (5) उत्तरायणमें लोग पतंग चगाते है. []
- (6) $10 \times 0 = 10$. []
- (7) કેળાંજી અંગ્રેજી Banana થાય. []

Q: 5 - In every question below there are four options given. Select the correct option and write it in the bracket.

(8 Marks)

- (1) Where did Vijaliben go? ()
- (A) To her maternal uncle’s home (C) on the earth
- (B) In the ocean (D) To her parent’s home
- (2) Which is the transparent substance. ()

(A) Wood

(C) Air

(B) Iron

(D) Stone

(3) Where did Dhruv go to do Tapa? ()

(A) In a deep Cave

(C) In a thick Junnle

(B) In Himalaya

(S) In the Sky

(4) हमारे रास्त्र ध्वज में कितने रंग होते हैं.

(अ) एक

(ब) चार

(क) दो

(ड) तीन

(5) Whose complain are the Gopis making to Jashoda? ()

(A) Narsinh's

(C) Krishna's

(B) Ram's

(D) Vraj's

(6) At what age do you get voting right? ()

(A) 10 Years

(C) 14 Years

(B) 12 Years

(D) 18 Years

(7) " → " Identify this symbol? ()

(A) Point

(C) Ray

(B) Line

(D) Line Segment



(8) of what is this picture? ()

(A) Thumb

(B) Legs

(C) Tongue

(D) Finger

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....

T - 9

Kadi Sarva Vishwavidyalaya,
Faculty of Education



Opionnaire (For the STP Concerned Persons)

Name of investigator :

Name of Concerned Person:

Designation of Concerned Person:

Address of Concerned Person:

Block: District:

Gender: (Male/ Female) Educational Qualification:.....

Date :

This Opionnaire is to know the opinions of the concerned persons to the STP regarding STP. Each of the concerned persons should response as per the instruction given below.

Instruction:

1. Fill in the information asked bellow completely.
2. The first part is for all the concerned persons, the second part is for the members of monitoring committee like BRC/CRC and the third part is for the principals and teachers of the school. In this way the concerned persons should fill in the information.
3. In all the sentences there are two options given – agree and disagree
4. After reading each sentence tick mark ‘√’ beside the selected option.
5. Tick mark only once in front of each sentence.
6. It is very important that you give response to each sentence.
7. Whatever information collected here will be kept secret and will be used for the purpose of research only.
8. BRC/CRC should attach the list of STCs operating in this region, the list of registered children in these STCs and the information regarding Out of School Children along with this form.
9. The principals and teachers of the school should attach the list of mainstreamed children along with this form.

Part – 1 - Common Sentences – (for all)		
Sentences	Agree	Disagree
1. The activity of STC runs regularly.		
2. The quality of the children prepared by STCs is appropriate for mainstreaming them in a common school.		
3. The presence of Bal Mitra is regular on STCs.		
4. The children at STCs get Mid Day Meal regularly.		
5. You are helpful to the Bal Mitra at STCs.		
6. The infrastructural facilities are sufficient at STCs.		
7. The work of Bal Mitra is satisfactory.		
8. STCs receive TLM regularly.		
9. The utility of the educational material provided to STC is appropriate for teaching learning.		
10. The financial assistance provided to STC is sufficient.		
11. The activity of STC is monitored regularly.		
12. The assistance and material provided by STP is used properly.		
13. STCs are helpful in improving the level of education.		
14. The Bal Mitra work regularly at STCs.		
15. STC receive poor response from people.		
16. Teachers and principals be helpful in preparing children for School-readiness.		
17. The assistance and material provided to STC is not sufficient.		
18. The fear of children regarding school can be removed by the activities of STCs.		
19. The time allotted for making children 'School Ready'(10 to 20 months) is insufficient.		
20. STP has been successful in developing children's educational ability.		

21.Children get the benefit of MDM easily.		
22.The centres of STP operate for four or more than four hours.		
23.The activities to be conducted every month like parents meeting, vocational training, sports festival, Metric Mela etc. are conducted regularly.		
Part – 2 – Sentences for BRC / CRC/ State Field Supervisor		
Sentences	Agree	Disagree
1. You remain present at the time of purchase of TLM of STC.		
2. The documents maintained by the Bal Mitras are checked regularly.		
3. These documents are well maintained.		
4. Bal Mitras are provided guidance and training regularly.		
5. The documents maintained by the Bal Mitra are updated time to time.		
6. There are irregularities seen in the tracking of mainstreamed children.		
7. Constant attention is paid so that the children mainstreamed do not drop the school.		
8. Despite of the number of children being more than 10 Asst. Bal Mitra is not appointed.		
9. All the children of STC are registered in G.R of a school.		
Part – 3 Sentences for Principals and Teachers		
Sentences	Agree	Disagree
1. You remain present at the time of purchase of TLM of STC.		
2. The Bal Mitras are provided good training.		
3. The adaptability of the children from STCs is good.		
4. The quality of the children prepared by STCs is lower than the children of normal school.		
5. The documents maintained by the Bal Mitra are updated time to time.		

6. There are irregularities seen in the tracking of mainstreamed children.		
7. Constant attention is paid so that the children mainstreamed do not drop the school.		
8. All the children of STC are registered in G.R of a school.		

Field Investigator:

Sign:.....

Name:.....

Date:.....

Place:.....

Bal Mitra:

Sign:.....

Name:.....

Date:.....

Place:.....

**Information Regarding the Mainstreamed Children from STC
(To be filled up by School Principals or Teachers)**

Sr. No	Name of Children	Mainstreamed from which STC?	Cast (ST/SC/OBC / GN)	Boys / Girls	G. R. No.	Date of Admission	Std. of Admission	In which Std. is the child presently Studying	Common Opinion Regarding Progress of the Child			Common Opinion Regarding Regularity of the Child				
									Poor	Average	Good	Poor	Average	Good		

APPENDIX – D

Kadi Sarva Vishwavidyalaya Faculty of Education

SSA Project: Study of Impact of Special Training Programme In Gujarat

Training Workshop Schedule for Field Investigator

Date:- 11/12/2011

8.00 am to 9.00 am	❖ Reporting ,Registration & breakfast
9.00 am to 10.00am	❖ Information regarding Projects Dr. Veenaben Patel
10.15am to 11.45am	❖ Understanding about tools -1,2,3 Dr. Harikrishna Patel
11.45am to 12.00am	❖ Break
12.00am to 1.00 pm	❖ Understanding about tools -4 , 5 & 8 ₁ ,8 ₂ ,8 ₃ Mr. Devang Mehta
1.00pm to 2.00 pm	❖ Lunch Break
2.00pm to 3.00pm	❖ Understanding about tools -6,7,9 ❖ Dr. Dipak Pandya
3.00pm to 4.00pm	❖ District allocation & Finalization of Center
4.00 pm to 4.30 pm	❖ Distribution of stationary
4.30 pm to 5.00 pm	❖ TA and certificate distribution

APPENDIX-E
LIST OF TALUKA CO ORDINATORS & FILED INVESTIGOR
S.S.A Project -1

No.	Name	POST	TALUKA	DISTIRICT	EDUCATIONAL QUALIFICATION
1	PATEL ANJANA H.	CO-ORDINATOR	ISANPUR, VADAJ, ODHAV	AHMEDABAD	B.Pharm.
2	ADVANI VINITA	CO-ORDINATOR	KUBERNAGAR	AHMEDABAD	M.SC.,M.ED.,PH.D.
3	GAJJAR PRITESH Y	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	M.COM,B.ED.
4	BHAMMAR GANESH L	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,B.ED.
5	SHUKLA POOJABEN S	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,M.ED.
6	GHATALA SANJAY	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MBA
7	GAUTAM SHUDHA	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	BA,B.ED.
8	CHANDRAVANSHI BINITA M	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	B.COM.,B.ED.
9	MORA CHETNA M	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	BA
10	RAVAL BHAVIKABEN V	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,B.ED.
11	MAKAVANA DIPAK	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,B.ED.
12	PATEL ASHISH K	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,B.ED.
13	PARMAR SHRADHA R.	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	BA,B.ED.
14	PARMAR MITESHA D.	FIELD INVESTIGATOR	ISANPUR	AHMEDABAD	MA,B.ED.
15	PATEL RITA K	FIELD INVESTIGATOR	JUNA VADAJ	AHMEDABAD	M.COM.,B.ED.
16	PATEL RAMAN M	FIELD INVESTIGATOR	JUNA VADAJ	AHMEDABAD	B.SC.
17	PATEL ARUNA J	FIELD INVESTIGATOR	JUNA VADAJ	AHMEDABAD	BA.
18	PATEL KALPESH S.	FIELD INVESTIGATOR	JUNA VADAJ	AHMEDABAD	CTIWD
19	JORANI RANI	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	M.COM,B.ED.
20	NAGRANI PUSHPA	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	B.COM,B.ED.
21	YADAV SAROJ	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	BA,B.ED.
22	ROMADEVI	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	BA,B.ED.
23	VASHVANI JYOTI P	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	B.SC,B.ED
24	AHUJA SUNITA	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	BA,B.ED.
25	SHAHDPURI ANITA	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	BA,B.ED.
26	LALVANI MANSHI	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	B.COM,B.ED.
27	JYOTI SINGH	FIELD INVESTIGATOR	KUBERNAGAR	AHMEDABAD	MA.,B.ED.
28	PATEL VISHNU R.	FIELD INVESTIGATOR	ODHAV	AHMEDABAD	BA,B.ED.
29	PATEL JAYSHREE G.	FIELD INVESTIGATOR	ODHAV	AHMEDABAD	BA,B.ED.
30	ARDESHRA ARVINDKUMAR	FIELD INVESTIGATOR	ODHAV	AHMEDABAD	B.A,B.ED.
31	BAROT DHARMENDRABHAI N.	FIELD INVESTIGATOR	ODHAV	AHMEDABAD	BA,D.PED.
32	PRAJAPATI JOYITARAM D.	CO-ORDINATOR	DHANTA	BANASKANTHA	BA
33	PRAJAPATI ANKIT	CO-ORDINATOR	PALANPUR	BANASKANTHA	PGDCA,M.ED.
34	V.D. PRAJAPATI	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	BA
35	J. D. PRAJAPATI	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	B.SC,M.ED.
36	SHWAMI RATNAPURI S	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	PTC
37	OZA USHABEN J	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	BA
38	B.H. PRAJAPATI	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	B.ED

39	KANUBHAI R RAVAL	FIELD INVESTIGATOR	DHANTA	BANASKANTHA	PTC
40	PRAJAPATI NEHABEN	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	HSC
41	JOSHI DHAVAL V	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	PTC
42	PATEL VINODKUMAR A	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	BA
43	PRAJAPATI NARENDRA V	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	BA,B.ED.
44	PRAJAPATI SONAL B	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	B.ED
45	VANKAR PARESH M	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	BA
46	CHOUDHARY MANJULABEN	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	BA
47	PARMAR MAHESH D	FIELD INVESTIGATOR	PALANPUR	BANASKANTHA	HSC
48	DHADGDHARIYA NIKHIL H	CO-ORDINATOR	BHAVNAGAR	BHAVNAGAR	BA,B.PED
49	DAVE NARESH V	CO-ORDINATOR	THALAJA	BHAVNAGAR	MA.,M.ED.
50	SHOLANKI PRASHANT C	FIELD INVESTIGATOR	BHAVNAGAR	BHAVNAGAR	MA,B.ED.
51	SHOLANKI ALPESH C	FIELD INVESTIGATOR	BHAVNAGAR	BHAVNAGAR	MA,B.ED.
52	DODIYA PARESH P	FIELD INVESTIGATOR	BHAVNAGAR	BHAVNAGAR	MA,B.ED.
53	PATELIYA CHITHTHAR T	FIELD INVESTIGATOR	BHAVNAGAR	BHAVNAGAR	MA,B.ED.
54	DAVE MANISHABEN	FIELD INVESTIGATOR	TALAJA	BHAVNAGAR	BA
55	DHADHALIYA MANISH G	FIELD INVESTIGATOR	TALAJA	BHAVNAGAR	PTC,BA
56	PANDYA CHANDRAKANT J.	FIELD INVESTIGATOR	THALAJA	BHAVNAGAR	B.SC.,PTC
57	THORAT SHIVDAS Y.	CO-ORDINATOR	AHAVA	DANG	MA.,B.ED.
58	CHAUDHARI RAJUBHAI M.	CO-ORDINATOR	AHAVA	DANG	BA.
59	VAGMARE JAGRUTIBEN	FIELD INVESTIGATOR	AHAVA	DANG	PTC
60	VAGMARE PRATIBHABEN	FIELD INVESTIGATOR	AHAVA	DANG	PTC
61	JAYRAMBHAI L	FIELD INVESTIGATOR	AHAVA	DANG	BA.
62	BAGUL MAYANK B	FIELD INVESTIGATOR	AHAVA	DANG	PTC
63	BAGUL ASHISH R	FIELD INVESTIGATOR	AHAVA	DANG	PTC
64	BAGUL PANKAJ C	FIELD INVESTIGATOR	AHAVA	DANG	BA.
65	BAGUL JAYOTISHBHAI S	FIELD INVESTIGATOR	AHAVA	DANG	BA.
66	BAGARIYA ASHISHBHAI L	FIELD INVESTIGATOR	AHAVA	DANG	BA.
67	VINESH SHIVA	FIELD INVESTIGATOR	AHAVA	DANG	BA.
68	CHAUDHARI PANKAJ	FIELD INVESTIGATOR	AHAVA	DANG	BA.
69	DADHABI YOGITA S	FIELD INVESTIGATOR	AHAVA	DANG	B.ED
70	GAVIT JAYRAMBHAI A	FIELD INVESTIGATOR	AHAVA	DANG	MA.,B.ED.
71	BAGUL JIGNESH R	FIELD INVESTIGATOR	AHAVA	DANG	BA.
72	PATEL ISHAVER M	FIELD INVESTIGATOR	AHAVA	DANG	MA.,B.ED.
73	THORAD BHARTI SHIVDAS	FIELD INVESTIGATOR	AHAVA	DANG	B.ED
74	KOKANI CHETAN B	FIELD INVESTIGATOR	AHAVA	DANG	B.ED
75	PAWAR LATABEN K	FIELD INVESTIGATOR	AHAVA	DANG	MA.,M.ED.
76	BHOI PUNAMBEN D	FIELD INVESTIGATOR	AHAVA	DANG	MA.,B.ED.
77	DR. JIGNASH H JOSHI	CO-ORDINATOR	GANDHINAGAR	GANDHINAGAR	MA.,M.ED.,PH.D.
78	NAYI NARENDRAKUMAR G.	CO-ORDINATOR	MANSA	GANDHINAGAR	MA,M.ED.
79	PATEL HIRAL I.	FIELD INVESTIGATOR	GANDHINAGAR	GANDHINAGAR	MA,M.ED.
80	THAKOR HEENABEN P	FIELD INVESTIGATOR	GANDHINAGAR	GANDHINAGAR	MA,M.ED.
81	PRAJAPATI MANISH A	FIELD INVESTIGATOR	GANDHINAGAR	GANDHINAGAR	BA,M.ED.
82	PATEL VIJAY R.	FIELD INVESTIGATOR	MANSA	GANDHINAGAR	BA,B.ED.

83	PATEL SACHIN V.	FIELD INVESTIGATOR	MANSA	GANDHINAGAR	BA,B.ED.
84	PATEL ZALAK A.	FIELD INVESTIGATOR	MANSA	GANDHINAGAR	BA,B.ED.
85	JALPA ZAVERBHAI K	CO-ORDINATOR	JUNAGADH	JUNAGADH	M.ED.,M.PHIL.
86	VADHER DIPSINH G.	CO-ORDINATOR	KHODINAR	JUNAGADH	MA,B.ED.
87	CHANDERA ASHOK B	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	M.COM.,M.ED
88	KHOTADIYA SONAL R	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	BA.,M.ED.
89	BHOSAMIYA DARSHNA C	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	M.COM.M.ED.,LLB
90	ZALA MAYUDHVSINGH N	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	MPED
91	JADEJA ABHIJITSINGH D	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	MA.,M.ED.
92	DANGAR KETAN G.	FIELD INVESTIGATOR	JUNAGADH	JUNAGADH	MA,B.ED
93	VADHER GIRISH K	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	BA
94	SOSHA JITUBHAI B	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	MA,B.ED,PGDCA
95	VAGHELA ARVINDBHAI N	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	HSC
96	VADHER RAMBHAI M	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	BA
97	VADHER RAMSINGH H	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	HSC
98	VADHER SHAILESHBHAI M	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	HSC
99	KATIYA RAMESHBHAI B	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	PTC
100	VADHER LAXMANBHIA	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	BA
101	VADHER ARSHIBHAI A	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	BA
102	VADHER NARESHBHAI M	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	MA,B.ED
103	RATHOD RAJESH M	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	MA,B.ED
104	RATHOD MERUBHAI	FIELD INVESTIGATOR	KHODINAR	JUNAGADH	MA,B.ED
105	SOLANKI DILEN K.	CO-ORDINATOR	MANDVI	KATCHH	MA.,B.ED.
106	DESAI MAHESH B.	CO-ORDINATOR	RAPAR	KATCHH	MA.,M.ED.
107	KHURIYA SACHIN S.	FIELD INVESTIGATOR	MANDVI	KATCHH	MA.,B.ED.
108	BUDDHA BHATTI SHITAL C.	FIELD INVESTIGATOR	MANDVI	KATCHH	HSC,SAP
109	HALAI MANSUKH V.	FIELD INVESTIGATOR	MANDVI	KATCHH	MA.,B.ED.
110	PATEL JAYSHREE R.	FIELD INVESTIGATOR	RAPAR	KATCHH	M.A.,B.ED.
111	DESAI HARGOVAN M.	FIELD INVESTIGATOR	RAPAR	KATCHH	M.A.,B.ED.
112	DESAI JAGDISH	FIELD INVESTIGATOR	RAPAR	KATCHH	PTC
113	PATEL KETAN B.	CO-ORDINATOR	GODHARA	PANCHMAL	PTC,BA.
114	PATEL VAISHLIBEN K	CO-ORDINATOR	SAHERA	PANCHMAL	PTC
115	PATEL DIVYA G	FIELD INVESTIGATOR	GODHARA	PANCHMAL	PTC
116	DEVDA RAKESH K	FIELD INVESTIGATOR	GODHARA	PANCHMAL	PTC
117	BARIYA HITESH	FIELD INVESTIGATOR	GODHARA	PANCHMAL	PTC
118	PATEL ASHA R	FIELD INVESTIGATOR	SAHERA	PANCHMAL	PTC
119	PATEL JAGRUTIBEN	FIELD INVESTIGATOR	SAHERA	PANCHMAL	PTC

APPENDIX-F

List of the STC Operating more than 4 hours						
Sr.No	Place	Area	Balmitra	Mobile	Time	Hours
1	Sector-13	Gandhinagar	Jalpaben	9998483560	11 to 5	6
2	Sector-13	Gandhinagar	Ankitaben	9359801862	11 to 5	6
3	Vijaynagar	Gandhinagar	Neesha	8140054651	11 to 4	5
4	Shahvadi	A.M.C.	Kantaben	9725097537	12:30 to 5:30	5
5	Narol	A.M.C.	Hemlataben	9725747038	12 to 5:30	5:30
6	Khodiyarnagar	Ahmedabad	Alkaben	9904259060	8 to 1	5
7	Malshram	Junagath	Kalpaben	9904621630	9 to 2	5
8	Malshram	Junagath	Jayaben	9723976146	9 to 2	5
9	Ajijpark	Vatva	Asmitaben	9429304382	11 to 4	5
10	Jaitankhatri	Bhuj	Manishaben		8 to 12:30	4:30

APPENDIX-G

સ્થળ મુલાકાત પત્રક

ક્રમ	મુલાકાત તારીખ	મુલાકાત વાર	સમય	સ્થળ STP સેન્ટર	બાળમિત્ર		STP સેન્ટરની સ્થિતિ		STP સેન્ટર બંધ હોય તો	
					નામ	સહી	ચાલુ	બંધ	જાણવા મળેલ કારણ	કોના દ્વારા આ કારણ જાણવા મળ્યું ? (BRC/આચાર્ય/ શિક્ષક)

ડિલ ઈન્વેસ્ટીગેટરનું નામ:

તાલુકો:-

જિલ્લો:-

ડિલ ઈન્વેસ્ટીગેટરની સહી:-

તારીખ:-



FACULTY OF EDUCATION

KADI SARVA VISHWAVIDYALAYA
Sarva Vidhyalaya Campus, Sector-23, Gandhinagar

નિમણૂક પત્ર

શ્રી _____

વિષય: **SSA** દ્વારા મળેલ પ્રોજેક્ટ કાર્યમાં કામગીરી અંગે નિમણૂક આપવા બાબત.

જય ભારત સાથે જણાવવાનું કે અમારી યુનિવર્સિટીના શિક્ષણવિભાગને સર્વ શિક્ષા અભિયાન, ગાંધીનગર દ્વારા Study of Impact of Special Training Programme in Gujarat વિષય ઉપર પ્રોજેક્ટ મળેલ છે. જે અંતર્ગત થતી ડેટાકલેક્શનની કામગીરી માટે અમો આપશ્રીની તા. _____ થી તા. _____ સુધીની એટલે કે દિન _____ માટે કો-ઓર્ડીનેટર / ડિલ્ડ ઈન્વેસીગેટર તરીકે નિમણૂક કરીએ છીએ.

આ સાથે આપને સ્વીકૃતિ પત્ર પણ આપવામાં આવે છે. જેમાં સહી કરી પરત કરશોજી આપને ઉપરોક્ત કામગીરીના બદલામાં પ્રોજેક્ટના નિયમો અનુસાર મળતું મહેનતાણું આપવામાં આવશે.

તા.

સ્થળ:

સહી



FACULTY OF EDUCATION

KADI SARVA VISHWAVIDYALAYA

Sarva Vidhyalaya Campus, Sector-23, Gandhinagar

સંમતિ પત્ર

પ્રતિ,
પ્રોજેક્ટ ડાયેક્ટરશ્રી,
શિક્ષણ વિભાગ,
કડી સર્વવિશ્વ વિદ્યાલય,
ગાંધીનગર.

વિષય: પ્રોજેક્ટ કામગીરીની નિમણૂક અંગે સ્વીકૃતિ આપવા બાબત.

મા.સાહેબશ્રી,

જય ભારત સાથે જણાવવાનું કે આપના દ્વારા મને સર્વ શિક્ષા અભિયાનના પ્રોજેક્ટની કામગીરી માટેનો નિમણૂક પત્ર આજ રોજ મળેલ છે. આ કામગીરી માં જોડાવાની હું સંમતિ આપુ છું. હું આ કામગીરી નિષ્ઠાપૂર્વક બજાવીશ તેની ખાત્રી આપુ છું. મારી શૈક્ષણિક તથા અન્ય લાયકાત નીચે મુજબ છે.

નામ:

સરનામું:

હોદ્દો:

કાર્યસ્થળ:

શૈક્ષણિક લાયકાત:

અનુભવ:

ફોન નંબર: (R):

(O):

(M):

Email Id:

તારીખ:

સહી

સ્થળ:



FACULTY OF EDUCATION
KADI SARVA VISHWAVIDYALAYA
 Sarva Vidhyalaya Campus, Sector-23, Gandhinagar

પ્રમાણપત્ર

પ્રતિ,

આથી પ્રમાણપત્ર આપવામાં આવે છે કે શ્રી _____

એ **SSA** દ્વારા અમારી સંસ્થાને મળેલ Study of Impact of Special Training Programme in Gujarat

વિષય પરના પ્રોજેક્ટમાં કો-ઓર્ડીનેટર / ફિલ્ડ ઈન્વેસ્ટીગેટર તરીકે તા.: _____ થી તા. _____

સુધી દિન _____ માટેની સંતોષકારક કામગીરી કરેલ છે.

આપના સહકાર બદલ સંસ્થા આપની આભારી છે.

સ્થળ :

તારીખ:

સહી









APPENDIX - L
List of STCs of Sample

	1			2	3	4
No.	Adderes of STC	Distric	Taluka	Name	Name of field investigator	Visit Duration
1	Deralpar	Kachchh	Rapar	Manjibhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
2	Kharodivanth	Kachchh	Rapar	Dineshbhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
3	Davri	Kachchh	Rapar	Umedbhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
4	Anandpar	Kachchh	Rapar	Pravinbhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
5	Bhohaba	Kachchh	Rapar	Dilipbhai	Jayshriben Patel	2-1-2012 to 11-1-2012
6	Vadechavanth	Kachchh	Rapar	Babubhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
7	Kolivanth	Kachchh	Rapar	Harjibhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
8	Navapra Gedi	Kachchh	Rapar	Hasmukhbhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
9	Limadivanth	Kachchh	Rapar	Punabhai	Jayshriben Patel	2-1-2012 to 11-1-2012
10	Shiravanth	Kachchh	Rapar	Dharamsibhai	Jayshriben Patel	2-1-2012 to 11-1-2012
11	Nagalpar	Kachchh	Rapar	Mohanbhai	Jayshriben Patel	2-1-2012 to 11-1-2012
12	Gavdipar	Kachchh	Rapar	Ranabhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
13	Amabedkarvas	Kachchh	Rapar	Kishorbhai	Hargovinbhai Desai	2-1-2012 to 11-1-2012
14	Othav	Ahmedabad	Othav	Ushakumari	V.A.Patel	12-12-2011 to 21-12-2011
15	Nagpura	Kachchh	Rapar	Nareshbhai	Jayshriben Patel	2-1-2012 to 11-1-2012
16	Shaktinagar	Kachchh	Rapar	Madarsinh	Hargovinbhai Desai	2-1-2012 to 11-1-2012
17	Ambikanagar	Ahmedabad	Othav	Sobhaben	A.M. Ardesana	9-1-2012 to 19-1-2012
18	Othav	Ahmedabad	Othav	Dharmishthaben	Jayshriben Patel	2-1-2012 to 11-1-2012
19	Ambikanagar	Ahmedabad	Othav	kailasben	A.M. Ardesana	9-1-2012 to 19-1-2012
20	Othav	Ahmedabad	Othav	Ashaben	V.A.Patel	12-12-2011 to 21-12-2011
21	Ambikanagar	Ahmedabad	Othav	Bhanuben	A.M. Ardesana	9-1-2012 to 19-1-2012
22	Junavadaj	Ahmedabad	Junavadaj	Gargiben	Patel Rita K.	9-1-2012 to 19-1-2012
23	Junavadaj	Ahmedabad	Junavadaj	Harshaben	Patel Rita K.	9-1-2012 to 19-1-2012
24	Othav	Ahmedabad	Othav	Ashaben	V.A.Patel	12-12-2011 to 21-12-2011
25	H.P.S. Maheshwar	Ahmedabad	Othav	Vaishaliben	Jayshriben Patel	2-1-2012 to 11-1-2012
26	Othav	Ahmedabad	Othav	Rekhaben	Jayshriben Patel	2-1-2012 to 11-1-2012

27	Keshavnagar	Ahmedabad	Junavadaj	Kirtidaben	Aruna J. Patel	9-1-2012 to 17-1-2012
28	Chandrabhaga	Ahmedabad	Junavadaj	Renukaben	Patel Rita K.	9-1-2012 to 19-1-2012
29	Chandrabhaga	Ahmedabad	Junavadaj	Jagrutiben	Patel Rita K.	9-1-2012 to 19-1-2012
30	H.P.S. Maheshwar	Ahmedabad	Odhav	Rama More	Jayshriben Patel	2-1-2012 to 11-1-2012
31	Ramapir Takra	Ahmedabad	Junavadaj	Ranjanben	Kalpesh S. Patel	9-1-2012 to 18-1-2012
32	Ramapir Takra	Ahmedabad	Usmanpura	Maltiben	Kalpesh S. Patel	9-1-2012 to 18-1-2012
33	Junavadaj	Ahmedabad	Junavadaj	Diptiben	Patel Ramanlal M.	9-1-2012 to 19-1-2012
34	Ramapir Takra	Ahmedabad	Junavadaj	Sonalben	Aruna J. Patel	9-1-2012 to 17-1-2012
35	Usmanpura	Ahmedabad	Junavadaj	Nimisha	Patel Ramanlal M.	9-1-2012 to 19-1-2012
36	Chandrabhaga	Ahmedabad	Junavadaj	Meenaben	Patel Ramanlal M.	9-1-2012 to 19-1-2012
37	Keshavnagar	Ahmedabad	Junavadaj	Dipaben	Kalpesh S. Patel	9-1-2012 to 18-1-2012
38	Ramapir Takra	Ahmedabad	Junavadaj	Avnishaben	Aruna J. Patel	9-1-2012 to 17-1-2012
39	Junavadaj	Ahmedabad	Junavadaj	Tarulatta	Patel Ramanlal M.	9-1-2012 to 19-1-2012
40	Vatva	Ahmedabad	Ishanpur	Ilaben	Chandravanshi Binita M.	20-12-2011 to 28-12-2011
41	Nanavada	Junagath	Kodinar	Anilbhai	Vadhel Naresh M.	19-12-2011 to 31-12-2011
42	Vatva	Ahmedabad	Ishanpur	Nasimbanu	Chandravanshi Binita M.	20-12-2011 to 28-12-2011
43	Veladi	Junagath	Kodinar	Rahulkumar	Vadhel Naresh M.	19-12-2011 to 31-12-2011
44	Gaytrinagar	Ahmedabad	Ishanpur	Seemaben	Shukla Pooja S.	19-12-2011 to 27-12-2011
45	Piplaj	Ahmedabad	Ishanpur	Hansaben	Shukla Pooja S.	19-12-2011 to 27-12-2011
46	Gunda-Ambaji	Banaskantha	Danta	Pabubhai	B.H.Prajapati	16-12-2011 to 28-12-2011
47	Vatva	Ahmedabad	Ishanpur	Heenamataben	Sanjay Ghatala	20-12-2011 to 31-12-2011
48	Saktinagar	Ahmedabad	Ishanpur	Kiranben	Shukla Pooja S.	19-12-2011 to 27-12-2011
49	Senbalpani	Banaskantha	Danta	Rajeshbhai	B.H.Prajapati	16-12-2011 to 28-12-2011
50	Isanpur	Ahmedabad	Ishanpur	Kherubeesha	Sanjay Ghatala	20-12-2011 to 31-12-2011
51	Ambaji-2	Banaskantha	Danta	kailasben	B.H.Prajapati	16-12-2011 to 28-12-2011
52	Vatva	Ahmedabad	Ishanpur	Chanpaben	Shukla Pooja S.	19-12-2011 to 27-12-2011
53	Navavas Koth	Banaskantha	Danta	Hansabhai	Kanubhai I. Raval	15-12-2011 to 27-12-2011
54	Panchha	Banaskantha	Danta	Keshabhai	Ushaben J. Oza	14-12-2011 to 23-12-2011
55	Bilivas Ambaji	Banaskantha	Danta	Bhojabhai	V.D. Prajapati	14-12-2011 to 24-12-2011
56	Piplavali	Banaskantha	Danta	Arajanbhai	Ushaben J. Oza	14-12-2011 to 23-12-2011
57	Thalvada	Banaskantha	Danta	Rameshbhai	J.D. prajapati	14-12-2011 to 24-12-2011
58	Ambalimal	Banaskantha	Danta	Naniyabhai	B.H.Prajapati	16-12-2011 to 28-12-2012

59	Palanpur	Banaskantha	Palanpur	Anjanaben	Parmar Maheshbhai	13-12-2011 to 22-12-2011
60	Palanpur	Banaskantha	Palanpur	Ranjanben	Parmar Maheshbhai	13-12-2011 to 22-12-2011
61	Palanpur	Banaskantha	Palanpur	Manjataben	Parmar Maheshbhai	13-12-2011 to 22-12-2011
62	Chhantabamodra	Banaskantha	Danta	Harishbhai	V.D. Prajapati	14-12-2011 to 24-12-2011
63	Palanpur	Banaskantha	Palanpur	Joshnaben	Parmar Maheshbhai	13-12-2011 to 22-12-2011
64	Tajpura	Banaskantha	Palanpur	Dashrathji	Prajapati Narendra	14-12-2011 to 22-12-2011
65	Madana	Banaskantha	Palanpur	Papalben	Pareshbhai Vankar	12-12-2011 to 27-12-2011
66	Vadhna	Banaskantha	Palanpur	Chandrikaben	Pareshbhai Vankar	12-12-2011 to 27-12-2011
67	Zanzarda Road	Junagath	Junagath	Namartaben	Kotadia Sonal	21-12-2011 to 30-12-2011
68	Chandisar	Banaskantha	Palanpur	Heenaben	Pareshbhai Vankar	12-12-2011 to 27-12-2011
69	Dalvada	Banaskantha	Palanpur	Jayshreeben	Joshi Dhaval	20-12-2011 to 28-12-2011
70	Zanzarda Road	Junagath	Junagath	Aratiben	Kotadia Sonal	21-12-2011 to 30-12-2011
71	Haripura	Banaskantha	Palanpur	Mayuriben	Prajapati Sonal	19-12-2011 to 30-12-2011
72	Chokshi School	Banaskantha	Palanpur	Geetaben	Prajapati Sonal	19-12-2011 to 30-12-2011
73	Bhagal	Banaskantha	Palanpur	Hansaben	Chaudhari Manjulaben	16-12-2011 to 30-12-2011
74	Sukhnathchok	Junagath	Junagath	Chetanaben	Bosmiya Joshna	24-12-2011 to 20-12-2011
75	Sardarpara	Junagath	Junagath	Shobhana	Bosmiya Joshna	24-12-2011 to 20-12-2011
76	Bilnathpara	Junagath	Junagath	Parulben	Jadeja Ajitsinh	20-12-2011 to 31-12-2011
77	Bilnathpara	Junagath	Junagath	kailasben	Jadeja Ajitsinh	20-12-2011 to 31-12-2011
78	Hudko Police L.	Junagath	Junagath	Sheetalben	Chandera Ashok	21-12-2011 to 31-12-2011
79	Malshram	Junagath	Junagath	Geetaben	Rathod Merubhai	19-12-2011 to 27-12-2011
80	Indiranagar	Junagath	Junagath	Ramaben	Chandera Ashok	21-12-2011 to 31-12-2011
81	Court Kanya Shala	Junagath	Junagath	Ushaben	Dangar Ketan	20-12-2011 to 30-12-2011
82	Muldraraka	Junagath	Kodinar	Dipak	Vadhel Girish	20-12-2011 to 28-12-2011
83	Muldraraka	Junagath	Kodinar	Mohsin	Vadhel Girish	20-12-2011 to 28-12-2011
84	Muldraraka	Junagath	Kodinar	Sahil	Vadhel Girish	20-12-2011 to 28-12-2011
85	Muldraraka	Junagath	Kodinar	Yasifkhan	Vadhel Girish	20-12-2011 to 28-12-2011
86	Mathvad	Junagath	Kodinar	Kanakbhai	Rathod Rajesh	19-12-2011 to 29-12-2011
87	Mathvad	Junagath	Kodinar	Jayantibhai	Rathod Rajesh	19-12-2011 to 29-12-2011
88	Motifafni	Junagath	Kodinar	Geetaben	Katira Ramesh	20-12-2011 to 30-12-2011
89	Kodinar	Junagath	Kodinar	Sonaben	Vadhel Laxman	20-12-2011 to 28-12-2011
90	Kamalpir	Junagath	Kodinar	Geetaben	Vadhel Laxman	20-12-2011 to 28-12-2011

91	Motifafni	Junagath	Kodinar	Naynaben	Katira Ramesh	20-12-2011 to 30-12-2011
92	Viratnagar	Junagath	Kodinar	Muljibhai	Vadhel Arshi	20-12-2011 to 28-12-2011
93	Motifafni	Junagath	Kodinar	Nanubhai	Katira Ramesh	20-12-2011 to 28-12-2011
94	Dakshinamurti	Junagath	Kodinar	Neetaben	Vadhel Arshi	20-12-2011 to 28-12-2011
95	Viththalpur	Junagath	Kodinar	Revaben	Katira Ramesh	20-12-2011 to 30-12-2011
96	Nanchod	Dang	Aahva	Raghubhai	Kankni Chetan	19-12-2011 to 23-12-2011
97	Mahardar	Dang	Aahva	Yogeshbhai	Vaghmare Pratibha	19-12-2011 to 23-12-2011
98	Khanuna	Dang	Aahva	Shukkarbhai	Gavit Jayrambhai	19-12-2011 to 23-12-2011
99	Jithla	Junagath	Kodinar	Babubhai	Vadhel Shaileshbhai	20-12-2011 to 28-12-2011
100	Murbi	Dang	Aahva	Dakshaben	Vaghmare Pratibha	19-12-2011 to 23-12-2011
101	Helipada	Dang	Aahva	Manglaben	Pavar Lata	19-12-2011 to 23-12-2011
102	Thongiaaba	Dang	Aahva	Kalpeshbhai	Bagul Pankaj	17-12-2011 to 19-12-2011
103	Nilshakya	Dang	Aahva	Kiranben	Vaghmare Pratibha	19-12-2011 to 23-12-2011
104	Malegam	Dang	Aahva	Sumitraben	Dalavi Yogita	24-12-2011 to 31-12-2011
105	Stanbandh	Dang	Aahva	Shaileshbhai	Vaghmare Pratibha	19-12-2011 to 23-12-2011
106	Don	Dang	Aahva	Babubhai	Pavar Lata	19-12-2011 to 23-12-2011
107	Chichli	Dang	Aahva	Vinodbhai	Bagul Jyotish	19-12-2011 to 23-12-2011
108	Madalbari	Dang	Aahva	Somnath	Pavar Lata	19-12-2011 to 23-12-2011
109	Kadmal	Dang	Aahva	Devrambhai	Vinesh Shiva	19-12-2011 to 22-12-2011
110	Aahva	Dang	Aahva	Hetalben	Vaghmare Jagruti	19-12-2011 to 23-12-2011
111	Geermal	Dang	Aahva	Kirtikaben	Vaghmare Jagruti	19-12-2011 to 23-12-2011
112	Burathdi	Dang	Aahva	Harshdaben	Bagul Ashish	12-12-2011 to 17-12-2011
113	Chichli	Dang	Aahva	Sunitiben	Bagul Jyotish	19-12-2011 to 23-12-2011
114	Gadvahir	Dang	Aahva	Arjunbhai	Vinesh Shiva	19-12-2011 to 22-12-2011
115	Don	Dang	Aahva	Vishwsbhai	Vaghmare Jagruti	19-12-2011 to 23-12-2011
116	Bilmal	Dang	Aahva	Vasantiben	Gavit Jayrambhai	19-12-2011 to 23-12-2011
117	Machali	Dang	Aahva	Meeraben	Bhoye Punam	15-12-2011 to 22-12-2011
118	Bijurpada	Dang	Aahva	Shaileshbhai	Gavit Jayrambhai	19-12-2011 to 23-12-2011
119	Gudvahal	Dang	Aahva	Ramilaben	Bhagre Ashish	20-12-2011 to 24-12-2011
120	Bardpani	Dang	Aahva	Krishnaben	Bhagre Ashish	20-12-2011 to 24-12-2011
121	Mokhamal	Dang	Aahva	Jaysangbhai	Chavadhari Pankaj	12-12-2011 to 19-12-2011
122	Chichli	Dang	Aahva	Jagjivanbhai	Bagul Jyotish	19-12-2011 to 23-12-2011

123	Kadmal	Dang	Aahva	Nileshbhai	Bagul Jyotish	19-12-2011 to 23-12-2011
124	Gondalvihir	Dang	Aahva	Kishanbhai	Chavadhari Pankaj	12-12-2011 to 19-12-2011
125	Mokhamal	Dang	Aahva	Manubhai	Bagul Ashish	12-12-2011 to 17-12-2011
126	Kubernagar	Ahmedabad	Kubernagar	Ujjavla	Jyoti Shinha	12-12-2011 to 20-12-2011
127	Kunbhani chali	Ahmedabad	Kubernagar	Snehlattaben	Jyoti Shinha	12-12-2011 to 20-12-2011
128	Meghaninagar	Ahmedabad	Kubernagar	Rubiben	Jyoti Shinha	12-12-2011 to 20-12-2011
129	Cheharnagar	Ahmedabad	Kubernagar	Dharmpal	Jyoti Shinha	12-12-2011 to 20-12-2011
130	Kumbhaji	Ahmedabad	Kubernagar	Meenaben	Rama Devi	12-12-2011 to 20-12-2011
131	Thana	Dang	Aahva	Aminkumar	Bagul Pankaj	17-12-2011 to 19-12-2011
132	Aahva	Dang	Aahva	Anishaben	Bagul Ashish	12-12-2011 to 17-12-2011
133	Kumbhaji	Ahmedabad	Kubernagar	Pooja	Rama Devi	12-12-2011 to 20-12-2011
134	Saijpur	Ahmedabad	Kubernagar	Sureshbhai	Rama Devi	12-12-2011 to 20-12-2011
135	Kunbharni chali	Ahmedabad	Kubernagar	Pushpa	Rama Devi	12-12-2011 to 20-12-2011
136	Kumbhaji	Ahmedabad	Kubernagar	Annu	Manshi Lalvani	19-12-2011 to 29-12-2011
137	Ahmedabad City	Ahmedabad	Kubernagar	Kamalben	Manshi Lalvani	19-12-2011 to 29-12-2011
138	Ahmedabad	Ahmedabad	Kubernagar	Ashokbhai	Manshi Lalvani	19-12-2011 to 29-12-2011
139	Kumbhaji	Ahmedabad	Kubernagar	Rajniben	Ahuja Sunita	19-12-2011 to 27-12-2011
140	Gathavi	Dang	Aahva	Ganeshbhai	Bagul Ashish	12-12-2011 to 17-12-2011
141	Chikhla	Dang	Aahva	Piyushbhai	Bhoye Punam	15-12-2011 to 22-12-2011
142	sindhi school	Ahmedabad	Kubernagar	Savitriben	Manshi Lalvani	19-12-2011 to 29-12-2011
143	bhargav road	Ahmedabad	Kubernagar	Anitaben	Nagrani Pushpa	12-12-2011 to 20-12-2011
144	bhargav road	Ahmedabad	Kubernagar	Khyatiben	Nagrani Pushpa	12-12-2011 to 20-12-2011
145	amarajini gali	Ahmedabad	Kubernagar	Urmilaben	Nagrani Pushpa	12-12-2011 to 20-12-2011
146	Naherunagar	Ahmedabad	Kubernagar	Kinjalben	Nagrani Pushpa	12-12-2011 to 20-12-2011
147	bhargav road	Ahmedabad	Kubernagar	Preeti	Jorani Rani	12-12-2011 to 20-12-2011
148	jitendra colony	Ahmedabad	Kubernagar	Parvatiben	Jyoti Vashavani	19-12-2011 to 22-12-2011
149	umar Shala Kodin	Junagath	Kodinar	Jaluben	Sosa Jitu	20-12-2011 to 28-12-2011
150	Rajubhai Chali	Ahmedabad	Kubernagar	Taravatiben	Jorani Rani	12-12-2011 to 20-12-2011
151	Rajubhai Chali	Ahmedabad	Kubernagar	Varshaben	Jorani Rani	12-12-2011 to 20-12-2011
152	umar Shala Kodin	Junagath	Kodinar	Poojaben	Sosa Jitu	20-12-2011 to 28-12-2011
153	Rajubhai Chali	Ahmedabad	Kubernagar	Neelamben	Jorani Rani	12-12-2011 to 20-12-2011
154	Rajubhai Chali	Ahmedabad	Kubernagar	Rakeshbhai	Saroj Yadav	12-12-2011 to 20-12-2011

155	Rajubhai Chali	Ahmedabad	Kubernagar	Neetaben	Saroj Yadav	12-12-2011 to 20-12-2011
156	Rajubhai Chali	Ahmedabad	Kubernagar	Chandan	Saroj Yadav	12-12-2011 to 20-12-2011
157	Rajubhai Chali	Ahmedabad	Kubernagar	Mantu	Saroj Yadav	12-12-2011 to 20-12-2011
158	Kaj	Junagath	Kodinar	Hareshbhai	Vadhel Ramshinh	20-12-2011 to 28-12-2011
159	Kaj	Junagath	Kodinar	Ramuben	Vadhel Ramshinh	20-12-2011 to 28-12-2011
160	umar Shala Kodin	Junagath	Kodinar	Pritiben	Sosa Jitu	20-12-2011 to 28-12-2011
161	sarkari hospital	Junagath	Kodinar	Bharatbhai	Vadhel Ramshinh	20-12-2011 to 28-12-2011
162	Kaj	Junagath	Kodinar	Manjulaben	Vadhel Ramshinh	20-12-2011 to 28-12-2011
163	Kodinar	Junagath	Kodinar	Umeshbhai	Vadhel Ramshinh	20-12-2011 to 28-12-2011
164	Muldvarka	Junagath	Kodinar	Lalitaben	Vadhel Ramshinh	20-12-2011 to 28-12-2011
165	pashu davakhanu	Junagath	Kodinar	Dilipbhai	Vadhel Ramshinh	20-12-2011 to 28-12-2011
166	umar Shala Kodin	Junagath	Kodinar	Urmilaben	Sosa Jitu	20-12-2011 to 28-12-2011
167	Aalidar	Junagath	Kodinar	Nehalben	Vaghela Arvind	20-12-2011 to 30-12-2011
168	Aalidar	Junagath	Kodinar	Aranaj	Vaghela Arvind	20-12-2011 to 30-12-2011
169	Aalidar	Junagath	Kodinar	Viralbhai	Vaghela Arvind	20-12-2011 to 30-12-2011
170	Aalidar	Junagath	Kodinar	Sanjaybhai	Vaghela Arvind	20-12-2011 to 30-12-2011
171	ikandar bhai hom	Bhavnagar	Bhavnagar	Tanviben	Dodiya Paresh	21-12-2011 to 31-12-2011
172	dasama mandir	Bhavnagar	Bhavnagar	Ramilaben	Solanki Alpesh	21-12-2011 to 31-12-2011
173	momai mata	Bhavnagar	Bhavnagar	Lilavatiben	Dodiya Paresh	21-12-2011 to 31-12-2011
174	tulsidas soc.	Bhavnagar	Bhavnagar	Jankiben	Solanki Alpesh	21-12-2011 to 31-12-2011
175	shivnagar	Bhavnagar	Bhavnagar	Kishorbhai	Dodiya Paresh	21-12-2011 to 31-12-2011
176	kumbhar vala	Bhavnagar	Bhavnagar	Bhavikaben	Solanki Alpesh	21-12-2011 to 31-12-2011
177	Kamlej	Bhavnagar	Bhavnagar	Ilaben	Solanki Alpesh	21-12-2011 to 31-12-2011
178	shivnarayan soc	Bhavnagar	Bhavnagar	Dipikaben	Dodiya Paresh	21-12-2011 to 31-12-2011
179	Shampara	Bhavnagar	Bhavnagar	Nileshbhai	Solanki Alpesh	21-12-2011 to 31-12-2011
180	Malnaka school	Bhavnagar	Bhavnagar	Sanjaybhai	Dodiya Paresh	21-12-2011 to 31-12-2011
181	Desai nagar	Bhavnagar	Bhavnagar	Rupalben	Solanki Prashant	20-12-2011 to 29-12-2011
182	Laxmannagar	Bhavnagar	Bhavnagar	sanjanaben	Pateliya Chithar	21-12-2011 to 29-12-2011
183	fulsar	Bhavnagar	Bhavnagar	Ranchhodbhai	Pateliya Chithar	21-12-2011 to 29-12-2011
184	gopainagar	Bhavnagar	Bhavnagar	Kalpaben	Solanki Prashant	20-12-2011 to 29-12-2011
185	kanya school	Bhavnagar	Bhavnagar	Mayaben	Pateliya Chithar	21-12-2011 to 29-12-2011
186	Bhudhel	Bhavnagar	Bhavnagar	Pratapbhai	Solanki Prashant	20-12-2011 to 29-12-2011

187	Hausingboard	Bhavnagar	Bhavnagar	Ashwivan	Pateliya Chithar	21-12-2011 to 29-12-2011
188	akavada	Bhavnagar	Bhavnagar	Prakashbhai	Solanki Prashant	20-12-2011 to 29-12-2011
189	ganganagar	Ahmedabad	Ishanpur	Pinkiben	Parmar Shradhha	17-12-2011 to 21-12-2011
190	Piplaj	Ahmedabad	Ishanpur	Harshben	Parmar Shradhha	17-12-2011 to 21-12-2011
191	gujshcool no 4	Ahmedabad	Ishanpur	Vimalaben	Gajjar Pritesh	14-12-2011 to 21-12-2011
192	Narol	Ahmedabad	Ishanpur	Meriben	Gajjar Pritesh	14-12-2011 to 21-12-2011
193	bibitalav	Ahmedabad	Ishanpur	Taherabanu	Gajjar Pritesh	14-12-2011 to 21-12-2011
194	Vatva	Ahmedabad	Ishanpur	Meettal	Bhavar Ganesh	14-12-2011 to 20-12-2011
195	Goldan Sinema	Ahmedabad	Ishanpur	Farhana	Bhavar Ganesh	14-12-2011 to 20-12-2011
196	Vatva	Ahmedabad	Ishanpur	Sushmaben	Mitesha parmar	16-12-2011 to 22-12-2011
197	p.f. school	Ahmedabad	Ishanpur	Rekhaben	Mitesha parmar	16-12-2011 to 22-12-2011
198	Ishanpur	Ahmedabad	Ishanpur	Ankitbhai	Mitesha parmar	16-12-2011 to 22-12-2011
199	Sector-13	Gandhinagar	Gandhinagar	Krishnaben	Hiral Patel	14-12-2011 to 24-12-2011
200	Sector-13	Gandhinagar	Gandhinagar	Chandrikaben	Hiral Patel	14-12-2011 to 24-12-2011
201	Sector-13	Gandhinagar	Gandhinagar	Jalpaben	Hiral Patel	14-12-2011 to 24-12-2011
202	Sector-13	Gandhinagar	Gandhinagar	Ankitaben	Hiral Patel	14-12-2011 to 24-12-2011
203	Sector-28	Gandhinagar	Gandhinagar	Ushaben	Hiral Patel	14-12-2011 to 24-12-2011
204	Lekavada	Gandhinagar	Gandhinagar	Amrataben	Manisha Prajapati	19-12-2011 to 29-12-2011
205	Adalaj	Gandhinagar	Gandhinagar	Krutiben	Manisha Prajapati	19-12-2011 to 29-12-2011
206	Adalaj	Gandhinagar	Gandhinagar	Pritiben	Manisha Prajapati	19-12-2011 to 29-12-2011
207	Lekavada	Gandhinagar	Gandhinagar	Joliben	Hina Thakor	19-12-2011 to 29-12-2011
208	Adalaj	Gandhinagar	Gandhinagar	Nilamben	Hina Thakor	19-12-2011 to 29-12-2011
209	Adalaj	Gandhinagar	Gandhinagar	Ruchikaben	Hina Thakor	19-12-2011 to 29-12-2011
210	Mansa	Gandhinagar	Mansa	Suryaben	Patel Zalak	15-12-2011 to 24-12-2011
211	Mansa	Gandhinagar	Mansa	Hansaben	Patel Zalak	15-12-2011 to 24-12-2011
212	Mansa	Gandhinagar	Mansa	Viralbhai	Patel Zalak	15-12-2011 to 24-12-2011
213	Mansa	Gandhinagar	Mansa	Sangitaben	Patel Zalak	15-12-2011 to 24-12-2011
214	Kumarshall-1	Gandhinagar	Mansa	Rajeshwriben	Patel Sachin	15-12-2011 to 27-12-2011
215	Manekpur	Gandhinagar	Mansa	Reenaben	Patel Sachin	15-12-2011 to 27-12-2011
216	Pundra	Gandhinagar	Mansa	Binakaben	Patel Sachin	15-12-2011 to 27-12-2011
217	Chadasna	Gandhinagar	Mansa	Amarabhai	Patel Sachin	15-12-2011 to 27-12-2011
218	Charadna	Gandhinagar	Mansa	Priyankaben	Patel Sachin	15-12-2011 to 27-12-2011

219	Mansa	Gandhinagar	Mansa	Sarojba	Patel Vijay	15-12-2011 to 27-12-2011
220	Lakroda	Gandhinagar	Mansa	Balvantji	Patel Vijay	15-12-2011 to 27-12-2011
221	Vijaynagar	Gandhinagar	Mansa	Neesha	Patel Vijay	15-12-2011 to 27-12-2011
222	Mandali	Gandhinagar	Mansa	Aashishkumar	Patel Vijay	15-12-2011 to 27-12-2011
223	Gaytrinagar	Gandhinagar	Mansa	Hetalben	Patel Vijay	15-12-2011 to 27-12-2011
224	Talaja	Bhavnagar	Talaja	Aruben	Manisha Dave	20-12-2011 to 29-12-2011
225	Juni Chhapri	Bhavnagar	Talaja	Pooneben	Manisha Dave	20-12-2011 to 29-12-2011
226	Dihor	Bhavnagar	Talaja	Sangitaben	Manisha Dave	20-12-2011 to 29-12-2011
227	Kunthada	Bhavnagar	Talaja	Geetaben	Manisha Dave	20-12-2011 to 29-12-2011
228	Pingal	Bhavnagar	Talaja	Sahenaj	Pandya Chandrakant	20-12-2011 to 19-12-2011
229	Palitana Road	Bhavnagar	Talaja	Pritiben	Pandya Chandrakant	20-12-2011 to 19-12-2011
230	Nesvad	Bhavnagar	Talaja	Mamtaben	Pandya Chandrakant	20-12-2011 to 19-12-2011
231	Takhatgath	Bhavnagar	Talaja	Jayshreeben	Pandya Chandrakant	20-12-2011 to 19-12-2011
232	Velavadar	Bhavnagar	Talaja	Sangitaben	Ghanghalia Manish	20-12-2011 to 29-12-2011
233	Habukvad	Bhavnagar	Talaja	Payalben	Ghanghalia Manish	20-12-2011 to 29-12-2011
234	Borda	Bhavnagar	Talaja	Dakshaben	Ghanghalia Manish	20-12-2011 to 29-12-2011
235	Tarsara	Bhavnagar	Talaja	Hansaben	Ghanghalia Manish	20-12-2011 to 29-12-2011
236	bibitalav	Ahmedabad	Ishanpur	Kanishaben	Makvana Dipak	26-12-2011 to 4-1-2012
237	Shahvadi	Ahmedabad	Ishanpur	Kantaben	Makvana Dipak	26-12-2011 to 4-1-2012
238	Narol	Ahmedabad	Ishanpur	Hemlataben	Makvana Dipak	26-12-2011 to 4-1-2012
239	Jasodanagar	Ahmedabad	Ishanpur	Hansaben	Makvana Dipak	26-12-2011 to 4-1-2012
240	Vatva	Ahmedabad	Ishanpur	Nasrin	Ashish Patel	26-12-2011 to 3-1-2012
241	Vatva	Ahmedabad	Ishanpur	Sahenaj	Ashish Patel	26-12-2011 to 3-1-2012
242	Jasodanagar	Ahmedabad	Ishanpur	Aleshreeben	Ashish Patel	26-12-2011 to 3-1-2012
243	Godhra	Pnchmahal	Godhra	Gaurishkumar	Devda Rakesh	4-1-2012 to 7-1-2012
244	Juni Dhari	Pnchmahal	Godhra	Satishkumar	Sanjay Thakor	4-1-2012 to 7-1-2012
245	Khojalvas	Pnchmahal	Shahera	Ushaben	Patel vaishali	2-1-2012 to 11-1-2012
246	Juna Mahelana	Pnchmahal	Shahera	kailasben	Patel vaishali	2-1-2012 to 11-1-2012
247	Sajivav	Pnchmahal	Shahera	Shankuntla	Patel vaishali	2-1-2012 to 11-1-2012
248	Nakudi	Pnchmahal	Shahera	Savitaben	Patel Ashaben	28-12-2011 to 29-12-2011
249	Ratanpur	Pnchmahal	Godhra	kailasben	Patel Ketan	14-12-2011 to 22-12-2011
250	Bodidrakhurd	Pnchmahal	Godhra	Rangeetbhai	Patel Ashaben	28-12-2011 to 29-12-2011

251	Bodidrakhurd	Pnchmahal	Shahera	Dilipbhai	Patel Jagruti	26-12-2011 to 27-12-2011
252	Marvadvivas	Pnchmahal	Godhra	Jyotsanaben	Patel Ketan	14-12-2011 to 22-12-2011
253	Bakhar	Pnchmahal	Godhra	Mukeshbhai	Patel Divya	30-12-2011 to 5-1-2012
254	Policeline	Pnchmahal	Godhra	Meenaben	Patel Ketan	14-12-2011 to 22-12-2011
255	Chhakadavas	Pnchmahal	Godhra	Manubhai	Patel Ketan	14-12-2011 to 22-12-2011
256	Bakhar	Pnchmahal	Godhra	Ashwinkumar	Patel Divya	30-12-2011 to 5-1-2012
257	Kasudi	Pnchmahal	Godhra	Madhuben	Patel Divya	30-12-2011 to 5-1-2012
258	Chhakadavas	Pnchmahal	Godhra	Aaysha	Devda Rakesh	4-1-2012 to 7-1-2012
259	Nashirpura	Pnchmahal	Godhra	Bhurabhai	Baria Hitesh	24-12-2011 to 28-12-2011
260	Marvadvivas	Pnchmahal	Godhra	Jasodaben	Devda Rakesh	4-1-2012 to 7-1-2012
261	Govindi	Pnchmahal	Godhra	Natvarsinh	Baria Hitesh	24-12-2011 to 28-12-2011
262	Baharpura	Pnchmahal	Godhra	Neeshaben	Devda Rakesh	4-1-2012 to 7-1-2012
263	Bhuravav	Pnchmahal	Godhra	Chiragbhai	Devda Rakesh	4-1-2012 to 7-1-2012
264	Juna Mahelana	Pnchmahal	Shahera	Parulben	Patel vaishali	2-1-2012 to 11-1-2012
265	Ladupura	Pnchmahal	Godhra	Pankajkumar	Patel Ketan	14-12-2011 to 22-12-2011
266	Govindi	Pnchmahal	Godhra	Nirmalaben	Baria Hitesh	24-12-2011 to 28-12-2011
267	Motatorla	Pnchmahal	Godhra	Umeshbhai	Patel Ketan	14-12-2011 to 22-12-2011
268	Matariya	Pnchmahal	Godhra	Manjulaben	Patel Jagruti	26-12-2011 to 27-12-2011
269	Movada	Pnchmahal	Shahera	Dahyabhai	Patel Jagruti	26-12-2011 to 27-12-2011
270	Rachhiya	Pnchmahal	Godhra	Dineshbhai	Patel Ketan	14-12-2011 to 22-12-2011
271	Saibaba Society	Ahmedabad	Ishanpur	Farhana	Raval Bhavika	19-12-2011 to 27-12-2011
272	Aradhnepark	Ahmedabad	Ishanpur	Suman	Raval Bhavika	19-12-2011 to 27-12-2011
273	Khodiyarnagar	Ahmedabad	Ishanpur	Alkaben	Raval Bhavika	19-12-2011 to 27-12-2011
274	Gujarati Shala	Ahmedabad	Ishanpur	Meetaben	Raval Bhavika	19-12-2011 to 27-12-2011
275	Gujarati Shala-4	Ahmedabad	Ishanpur	Sunitaben	Sudha Gautam	20-12-2011 to 28-12-2011
276	Saktinagar	Ahmedabad	Ishanpur	Jagrutiben	Raval Bhavika	19-12-2011 to 27-12-2011
277	Narolgam	Ahmedabad	Ishanpur	Hareshbhai	Chandravanshi Binita M.	20-12-2011 to 28-12-2011
278	Vatva	Ahmedabad	Ishanpur	Priyankaben	Sudha Gautam	20-12-2011 to 28-12-2011
279	Shivmandir	Ahmedabad	Ishanpur	Nootanben	Jora Chetna	16-12-2011 to 26-12-2011
280	Nigamnath	Ahmedabad	Ishanpur	Hemaben	Sudha Gautam	20-12-2011 to 28-12-2011
281	Savitnagar	Ahmedabad	Ishanpur	Ranjanben	Jora Chetna	16-12-2011 to 26-12-2011
282	Nigamnath	Ahmedabad	Ishanpur	Ashaben	Sudha Gautam	20-12-2011 to 28-12-2011

283	Ganesh Park	Ahmedabad	Ishanpur	Anitaben	Jora Chetna	16-12-2011 to 26-12-2011
284	Amloi	Banaskantha	Danta	Bhurabhai	Ushaben J. Oza	14-12-2011 to 23-12-2011
285	Unodara	Banaskantha	Danta	Bharatkumar	Kanubhai I. Raval	15-12-2011 to 27-12-2011
286	Miranvas	Banaskantha	Danta	Vijaykumar	Kanubhai I. Raval	15-12-2011 to 27-12-2011
287	Bamnoj	Banaskantha	Danta	Babubhai	Ushaben J. Oza	14-12-2011 to 23-12-2011
288	Jvara School	Banaskantha	Danta	Manubhai	Kanubhai I. Raval	15-12-2011 to 27-12-2011
289	Kukdi	Banaskantha	Danta	Bharatkumar	J.D. prajapati	14-12-2011 to 24-12-2011
290	Jamaru school	Banaskantha	Danta	Jagabhai	Swami Ratanpuri	13-12-2011 to 22-12-2011
291	Ubara	Banaskantha	Danta	kailasben	J.D. prajapati	14-12-2011 to 24-12-2011
292	Jodhasar	Banaskantha	Danta	Sureshbhai	Swami Ratanpuri	13-12-2011 to 22-12-2011
293	Mahuda	Banaskantha	Danta	Nanaji	J.D. prajapati	14-12-2011 to 24-12-2011
294	Jodhasar	Banaskantha	Danta	Chandubhai	Swami Ratanpuri	13-12-2011 to 22-12-2011
295	Jodhasar	Banaskantha	Danta	Popatbhai	Swami Ratanpuri	13-12-2011 to 22-12-2011
296	Dhamaniya	Banaskantha	Danta	Babubhai	V.D. Prajapati	14-12-2011 to 24-12-2011
297	Prakashnagar	Banaskantha	Palanpur	Bharatiben	Narendra Prajapati	14-12-2011 to 22-12-2011
298	Dantanivas	Banaskantha	Palanpur	Abdul	Narendra Prajapati	14-12-2011 to 22-12-2011
299	Sukhbag road	Banaskantha	Palanpur	Khansayba	Narendra Prajapati	14-12-2011 to 22-12-2011
300	Bhilvas	Banaskantha	Palanpur	Subhadraaben	Neha prajapati	14-12-2011 to 27-12-2011
301	Chadotar	Banaskantha	Palanpur	Kamlaben	Pareshbhai Vankar	12-12-2011 to 27-12-2011
302	Ganeshpura	Banaskantha	Palanpur	Naynaben	Neha prajapati	14-12-2011 to 27-12-2011
303	Gobari Road	Banaskantha	Palanpur	Jyotiben	Neha prajapati	14-12-2011 to 27-12-2011
304	Zaveri School	Banaskantha	Palanpur	Dineshbhai	Joshi Dhaval	20-12-2011 to 28-12-2011
305	Dalvada	Banaskantha	Palanpur	Manjulaben	Joshi Dhaval	20-12-2011 to 28-12-2011
306	Dalvada	Banaskantha	Palanpur	Nishthaben	Joshi Dhaval	20-12-2011 to 28-12-2011
307	Gokulnagar	Banaskantha	Palanpur	Ukshitkumar	Prajapati Sonal	19-12-2011 to 30-12-2011
308	Gola	Banaskantha	Palanpur	Tarunaben	Chaudhari Manjulaben	16-12-2011 to 30-12-2011
309	Karjoda	Banaskantha	Palanpur	Lalitaben	Chaudhari Manjulaben	16-12-2011 to 30-12-2011
310	Haripura	Banaskantha	Palanpur	Bhavanaben	Prajapati Sonal	19-12-2011 to 30-12-2011
311	Pinpal	Banaskantha	Palanpur	Sangitaben	Chaudhari Manjulaben	16-12-2011 to 30-12-2011
312	Chtrasani	Banaskantha	Palanpur	kailasben	V.A.Patel	12-12-2011 to 21-12-2011
313	Chtrasani	Banaskantha	Palanpur	Rekhaben	V.A.Patel	12-12-2011 to 21-12-2011
314	Valmikipura	Banaskantha	Palanpur	Hansaben	V.A.Patel	12-12-2011 to 21-12-2011

315	Karjoda	Banaskantha	Palanpur	Lalitaben	V.A.Patel	12-12-2011 to 21-12-2011
316	Mimarda	Junagath	Junagath	Kaushal	Kotadia Sonal	21-12-2011 to 30-12-2011
317	Mimarda	Junagath	Junagath	Sanjaybhai	Kotadia Sonal	21-12-2011 to 30-12-2011
318	Aaradhana Schoo	Junagath	Junagath	Naynaben	Jadeja Ajitsinh	20-12-2011 to 31-12-2011
319	Suknath Chok	Junagath	Junagath	Jayshreeben	Bosmiya Joshna	24-12-2011 to 20-12-2011
320	Bilnathpara	Junagath	Junagath	Darshanaben	Jadeja Ajitsinh	20-12-2011 to 31-12-2011
321	Dubadi	Junagath	Junagath	Swatiben	Bosmiya Joshna	24-12-2011 to 20-12-2011
322	Dolatpara	Junagath	Junagath	Meettal	Dangar Ketan	20-12-2011 to 30-12-2011
323	Ramchok	Junagath	Junagath	Neeshaben	Chandera Ashok	21-12-2011 to 31-12-2011
324	Velan	Junagath	Kodinar	Parvatiben	Rathod Merubhai	19-12-2011 to 27-12-2011
325	Ramdevnagar	Junagath	Junagath	Krushaben	Dangar Ketan	20-12-2011 to 30-12-2011
326	Dolatpara	Junagath	Junagath	Meettal	Dangar Ketan	20-12-2011 to 30-12-2011
327	Indiranagar	Junagath	Junagath	Dharmishthaben	Chandera Ashok	21-12-2011 to 31-12-2011
328	Malshram	Junagath	Kodinar	Kalpnaben	Rathod Merubhai	19-12-2011 to 27-12-2011
329	Bharatmil	Junagath	Junagath	Hemakshiben	Zala Mayur	20-12-2011 to 31-12-2011
330	Chunaravas	Junagath	Junagath	Keyuriben	Zala Mayur	20-12-2011 to 31-12-2011
331	Jamalvadi	Junagath	Junagath	Ushaben	Zala Mayur	20-12-2011 to 31-12-2011
332	Girls School-4	Junagath	Junagath	Jagrutiben	Zala Mayur	20-12-2011 to 31-12-2011
333	Malshram	Junagath	Kodinar	Jayaben	Rathod Merubhai	19-12-2011 to 27-12-2011
334	Mathvad	Junagath	Kodinar	Sanjaybhai	Rathod Rajesh	19-12-2011 to 29-12-2011
335	Makvad	Junagath	Kodinar	Vatsalbhai	Rathod Rajesh	19-12-2011 to 29-12-2011
336	Jivrajmaheta	Junagath	Kodinar	Farukbhai	Vadhel Laxman	20-12-2011 to 28-12-2011
337	Primary School	Junagath	Kodinar	Truptiben	Vadhel Shaileshbhai	20-12-2011 to 28-12-2011
338	Amardip Society	Junagath	Kodinar	Muktaben	Vadhel Laxman	20-12-2011 to 28-12-2011
339	Viratnagar	Junagath	Kodinar	Bhanjibhai	Vadhel Arshi	20-12-2011 to 28-12-2011
340	Viratnagar	Junagath	Kodinar	Keshuben	Vadhel Arshi	20-12-2011 to 28-12-2011
341	Mitiyaj	Junagath	Kodinar	Soniyaben	Vadhel Shaileshbhai	20-12-2011 to 28-12-2011
342	Gathavi	Dang	Aahva	Jayeshbhai	Chavadhari Pankaj	12-12-2011 to 19-12-2011
343	Aamsharapada	Dang	Aahva	Manilalbhai	Gavit Jayrambhai	19-12-2011 to 23-12-2011
344	Nimpada	Dang	Aahva	Mansyabhai	Kakni Chetan	19-12-2011 to 23-12-2011
345	Paimary School	Dang	Aahva	Sarlaben	Dalavi Yogita	24-12-2011 to 31-12-2011
346	Mahardar	Dang	Aahva	Urmilaben	Bagul Jignesh	26-12-2011 to 29-12-2011

347	Paimary School	Dang	Aahva	Ushaben	Dalavi Yogita	24-12-2011 to 31-12-2011
348	Don	Dang	Aahva	Sanjaybhai	Pavar Lata	19-12-2011 to 23-12-2011
349	Gandvahir	Dang	Aahva	Sanjaybhai	Vinesh Shiva	19-12-2011 to 22-12-2011
350	Dhavidod	Dang	Aahva	Anilbhai	Bagul Pankaj	17-12-2011 to 19-12-2011
351	Chikhla	Dang	Aahva	Kishanbhai	Bhoye Punam	15-12-2011 to 22-12-2011
352	Nadagkhadi	Dang	Aahva	Arunaben	Bagul mayank	12-12-2011 to 17-12-2011
353	Linga	Dang	Aahva	Bhaskarbhai	Gavit Jayrambhai	19-12-2011 to 23-12-2011
354	Murambi	Dang	Aahva	Vasantbhai	Vinesh Shiva	19-12-2011 to 22-12-2011
355	Aahva	Dang	Aahva	Sobhanaben	Gavit Jayrambhai	19-12-2011 to 23-12-2011
356	Vajatamba	Dang	Aahva	Bebiben	Bhagre Ashish	20-12-2011 to 24-12-2011
357	Bilmal	Dang	Aahva	Hiralal	Bhagre Ashish	20-12-2011 to 24-12-2011
358	Bhalkhet	Dang	Aahva	Urmilaben	Mahendra Kokani	20-12-2011 to 30-12-2011
359	Jakhana	Dang	Aahva	Rekhaben	Thorat Shivdas	20-12-2011 to 30-12-2011
360	Subir	Dang	Aahva	Vanitaben	Bagul mayank	12-12-2011 to 17-12-2011
361	Vanki	Dang	Aahva	Haridasbhai	Thorat Shivdas	20-12-2011 to 30-12-2011
362	Jamdar	Dang	Aahva	Anpatbhai	Thorat Shivdas	20-12-2011 to 30-12-2011
363	Burathdi	Dang	Aahva	Sanjaybhai	Bagul mayank	12-12-2011 to 17-12-2011
364	Chichdhara	Dang	Aahva	Chandarbhai	Kokni Chetan	19-12-2011 to 23-12-2011
365	Thorpada	Dang	Aahva	Ramubhai	Kokni Chetan	19-12-2011 to 23-12-2011
366	Kasadbari	Dang	Aahva	Hansaben	Bagul Pankaj	17-12-2011 to 19-12-2011
367	Manmodi	Dang	Aahva	Vimalaben	Thorat Shivdas	20-12-2012 to 30-12-2011
368	Bhavandagad	Dang	Aahva	Ankitaben	Chaudhari Pankaj	12-12-2011 to 19-12-2011
369	Gurudiya	Dang	Aahva	Satishkumar	Gavit Jayrambhai	19-12-2011 to 23-12-2011
370	Umarya	Dang	Aahva	Kalaben	Bagul Jignesh	26-12-2011 to 29-12-2011
371	Chichdhara	Dang	Aahva	Ramdas	Bagul Jignesh	26-12-2011 to 29-12-2011
372	Iskhandi	Dang	Aahva	Ishwarbhai	Bagul mayank	12-12-2011 to 17-12-2011
373	Dhuda	Dang	Aahva	Manjulaben	Patel Ishwar	12-12-2011 to 19-12-2011
374	Gudiya	Dang	Aahva	Padmaben	Dalavi Yogita	24-12-2011 to 31-12-2011
375	Kumbharni chali	Ahmedabad	Kubernagar	Pramodkumar	Ahuja Sunita	19-12-2011 to 27-12-2011
376	Navalaxmipura	Banaskantha	Palanpur	Gomtiben	Prajapati Neha	14-12-2011 to 27-12-2011
377	Kumbharni chali	Ahmedabad	Kubernagar	Shankarprasad	Ahuja Sunita	19-12-2011 to 27-12-2011
378	Kumbharni chali	Ahmedabad	Kubernagar	Chandrarekha	Ahuja Sunita	19-12-2011 to 27-12-2011

379	Kumbharni chali	Ahmedabad	Kubernagar	Satyavati	Ahuja Sunita	19-12-2011 to 27-12-2011
380	Hnumannagar	Ahmedabad	Kubernagar	Santoshi	Ahuja Sunita	19-12-2011 to 27-12-2011
381	Rajastankoloni	Ahmedabad	Kubernagar	Jejshnh	Anita	23-12-2011 to 31-12-2011
382	Rajastankoloni	Ahmedabad	Kubernagar	Rekhaben	Anita	23-12-2011 to 31-12-2011
383	Kumbharni chali	Ahmedabad	Kubernagar	Neema	Jyoti Vashavani	12-12-2011 to 22-12-2011
384	Kumbharni chali	Ahmedabad	Kubernagar	Narendrashnh	Jyoti Vashavani	12-12-2011 to 22-12-2011
385	Kumbharni chali	Ahmedabad	Kubernagar	Rajni	Jyoti Vashavani	12-12-2011 to 22-12-2011
386	Kumbharni chali	Ahmedabad	Kubernagar	Seema	Jyoti Vashavani	12-12-2011 to 22-12-2011
387	Ajijpark	Ahmedabad	Ishanpur	Asmitaben	Chandravanshi Binita M.	20-12-2011 to 28-12-2011
388	Machkoda	Banaskantha	Danta	Chhaganbhai	J.D. prajapati	14-12-2011 to 24-12-2011
389	Ganeshpura	Banaskantha	Palanpur	Payalben	Prajapati Neha	14-12-2011 to 27-12-2011
390	Jaitankhatri	Kachchh	Mandvi	Manishaben	Budhha Bhatti Shital	3-1-2012 to 11-1-2012
391	Jaitankhatri	Kachchh	Mandvi	Jagrutiben	Budhha Bhatti Shital	3-1-2012 to 11-1-2012
392	Kothari School	Kachchh	Mandvi	Sulochnaben	Furia Sachin	9-1-2012 to 16-1-2012
393	Kothari School	Kachchh	Mandvi	Veenaben	Furia Sachin	9-1-2012 to 16-1-2012
394	Durgapur	Kachchh	Mandvi	Neetaben	Halai mansukh	28-12-2011 to 10-1-2012
395	Durgapur	Kachchh	Mandvi	Hetalben	Halai mansukh	28-12-2011 to 10-1-2012
396	Durgapur	Kachchh	Mandvi	Tinaben	Halai mansukh	28-12-2011 to 10-1-2012
397	Laganvadi	Kachchh	Mandvi	Jinalben	Halai mansukh	28-12-2011 to 10-1-2012