

*Evaluation Study of Saraswati Bicycle Supply  
Scheme (Free) in Chhattisgarh*



*A Final Report*

**Submitted to:**

**State Council for Educational Research & Training (SCERT)**

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**Conducted by:**

**Midstream Marketing & Research Pvt. Ltd. (MMR)**

H. No. 64, First Floor, Street (Gali) No. 3, IGNOU Road,

Near IGNOU, Neb Sarai, New Delhi - 110068

Telefax - 011 - 29531085

## **CHAPTER-1**

### **BACKGROUND CUM CONTEXT OF STUDY**

#### **1.1 Summary Insight:**

An attempt has been made in this section to present the executive view of this chapter. This chapter deals the genesis of incentive programme named “Saraswati Bicycle Scheme” followed by comprehensive overview of literatures and objectives of the study. Besides, conceptual framework has also been discussed in this chapter along with the limitations faced during the execution of the study.

#### **1.2 Statement of Problem cum Genesis of Saraswati Bicycle Scheme:**

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of the work. Class IX & X constitute the secondary stage, whereas classes XI & XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 years whereas it is 16-18 years for higher secondary stages. The population of the age group 14 to 18 was 8.55 crore in 2001 as per the census data and it was stabilized at around 9.7 crore in 2011. The Gross Enrolment Ratio for class IX-XII in 2004-05 was 39.1 percent and the figure for class IX & X was 51.65 percent whereas that for classes XI & XII was 27.82 percent.

The secondary education suffers from lack of access, low participation and from equity and quality issues. The All India average of the number of secondary & higher secondary schools per 100 square kilometre area is only 4 and **Chhattisgarh** is much below even this low national average. As per as equity is concerned there is a gap between boys & girls, the GER of boys being 44.26 percent as against 35.05 percent for girls with a difference of 9.2 percentage points as September 2004. The GER for students belonging to SC is 34.55 percent and that belonging to STs is even lower at 26.68 percent, the lowest GER being for ST girls at 21.95 percent.

The participation of girls at all stage of education has been increasing steadily through the years. Since 1950-51 girls participation has increased many folds in primary, middle, secondary/ senior secondary stages from 28.1 percent to 46.7 percent, from 16.1 percent to 44.4 percent, from 13.3 percent to 41.5 percent respectively. However, the girl's participation is still below 50 percent at all stages of schooling. The gain in girl's enrolment tells only one side of the story. When girl's NER is compared with that of boys, one can observe a serious gender gap. Equally, the promotion and dropout rates of girl's students are also the areas of concern.

Incentive schemes have long been used as a means of promoting girl's education in most developing countries where governments are struggling to improve the status of girls' education. Policy makers, planners and donors often believe that incentives can boost up girl's enrolment, retention and learning achievement in schools.

With above given rationale in mind, Chhattisgarh Government has formulated an incentive scheme named **“Saraswati Bicycle Supply Scheme (Free)”** which was launched in 2004-05 with an objective to promote girls enrolment and reduce the dropout of girl child in the age group of 14-18 at secondary and senior secondary level. Especially Government is placing high priority to ensure the cent percent enrolment of girls (BPL, SC & ST) who have passed class VIII and to ensure their retention up to the class XII. Under this scheme, cycles are distributed free of cost to all SC/ST/BPL girls students who have enrolled them in class IX.

### **1.3 Overview of Literature:**

Policy documents, research reports and relevant literature were reviewed in order to explore the rationale behind “Saraswati Bicycle Incentive Scheme”, the envisioned management of implementing authority and nexus between national policy frame-work. In addition, research and policy reports were reviewed to identify their findings and methodological frame-work in order to just a pose the existing research.

Mapping out the history of girls' incentives in India requires us to briefly overview the historical documents that helped/ formulate the education system in the country. The Government of India has made almost all possible provisions to ensure that the students receive uninterrupted knowledge till primary level. Making education a right and ensuring that there is school's for all irrespective of race, caste & gender. All this has been very positive in nature and has garnered a good response. Still, the literacy rate does not climb up the hill if only primary education is received by the students. Indian government/ state government thus are devising various ways to ensure that children study beyond the primary level and continue gaining higher degree. One of these schemes has been aimed to ensure that the girl's students continue their education beyond the level of primary.

The cabinet committee on Economic Affairs, gave its approval for the implementation of the centrally sponsored scheme for "Incentive to girls for secondary education" on June 2008. The scheme was approved to cover all SC/ST girls who pass class VIII and enrol for class IX in State/UT Government with an objective to improve the girl's enrolment, attendance & retention up to class XII.

An innovative incentive scheme such as "**Mukhyamantri Cycle Yojana**" in Bihar was introduced in 2006 to address issues of poor enrolment among girls in high schools and narrow the gender divide. This yojana is purported to have significantly decreased dropout rates, especially among girls and was celebrated as a "qualified success" in the media. The tangible nature and visibility of Bihar's cycle scheme constructed a powerful image of young girls in uniform cycling together to school every day against a village backdrop and suggests deeper, qualitative benefits than quantifiable increases in enrolment and attendance alone. Perhaps the most important and apparent impact of the scheme qualitatively is a conceptual change in students understanding of their attendance requirement. Before the "cycle scheme in the Bihar" going to school only three days a week was perceived as satisfactory attendance and social convention.

To promote the enrolment, retention and decrease in dropout of girl students, Education Department of Karnataka also launched the scheme of free distribution of bicycles to rural girl students in the year 2006-07. During the initiation of this scheme, girls who are enrolled in class VIII and belong to BPL category were eligible to get benefit from this scheme in the state of Karnataka. After receiving a good response of this scheme in terms increase in enrolment, retention and decrease in dropout, Government of Karnataka extended this scheme for the Boys also who are studying in 8<sup>th</sup> standard and belongs from BPL families. This in turn has provided positive impact on the secondary education of the state, across both the genders.

Regarding the incentives, some studies have been carried out to find out their effectiveness on benefit recipient students. It can however, be generalized that the incentive scheme does have a favourable impact on the intended behaviour of its recipients with respect to access, enrolment, retention and promotion of the students. However, various issues and complains have been made with regard to management, implementation and monitoring of programme for its effectiveness in bringing positive impact on the incentive recipients.

Research Centre for Educational Innovation and Development (CERID) has completed four studies since 1998 in this aspect. A study conducted in 1998 entitled “Evaluation and Review of Incentive Scheme to Encourage Participation of Girls and Women in basic Education Phase-I” showed that incentive programme did not prove to be effective. The study also showed that there was misuse in the distribution of incentives (scholarship). The study had suggested restructuring of the scholarship quota distribution as per the number of girl students in schools. The study showed some positive changes after the introduction of the scholarship and educational incentive programmes in terms of increasing girls enrolment, retention and continuation of further education.

A study conducted by Lamsal (2009) in his M.Phil. Thesis stated that most of the scholarship & incentive programmes have been directed to attract the girls, Dalit and disadvantaged children towards education. A great deal of amount has been

invested in them in order to mitigate the barriers and difficulties of their education. According to Lamsal Study's findings, incentive programmes will go a long way to help the girls and children from disadvantaged community come to school, stay there for the desired period of time and take benefit from the existing incentive.

Similarly, the SESP (DOE, 2003) considers the provision of scholarship/ other educational incentives as a means of enhancing the quality of education. Specifically, the programme states that the "availability of secondary schools close to their home is required for parents and female students to feel secure about their attendance". Until this vision comes true, the programme has formulated short-term strategies such as an effective network of hostels and provision of **cycle distribution** for girls to encourage participation in lower secondary education.

UNESCO has formulated various policy frameworks that are aligned with right-based education, Millennium Development Goals (MDGs), fast track initiatives and other frameworks that are instrumental in making education equitable, accessible and relevant to the life of girls and children from disadvantaged communities. In so doing, UNESCO in its role as an advocate of education for girls and children from disadvantaged communities has placed emphasis on overcoming the multiple barriers to the education of the girls and children from disadvantaged communities (Ridley & Bista 2004). As the economic burden created by the cost of schooling has caused poor families to pull their children out of school especially girls, UNESCO has been monitoring how the incentives are helpful in achieving the goal of gender equality and inclusion in education.

Drawing upon the framework of right based education, UNESCO (2001) has raised the issue of inclusion of girls in education as essential to ensure the full enjoyment of their human rights. Looking at three levels- right to, right within and right through- of the right based framework, the starting point "right to" is regarded as the point of departure in the issue of girls in education. How is it possible to implement the "right to" approach to girl's education? How can we

bring the girls of poor families within the framework of education? The solution according to UNESCO (2003) is to employ multiple strategies including incentive schemes.

Quite a few research and review studies related to girl's incentives programmes have reported the effectiveness of such schemes in terms quantitative indicators such as enrolment rates, attendance & promotion rates. A recent review study (WFP 2005) reported an annual 5 percent increase in the girl's enrolment rate since 2001 in incentive based schools. In this sense, the incentive programmes can be justified as supporting factor in increasing girl's enrolment and attendance. The report also quotes local stakeholders expressing positive opinion about the incentive programmes for the girl's education.

Drawing on the notion of incentives as behaviour modifier, UNESCO (2000) has defined incentives as "something used to modify behaviour of individuals or groups of individuals in the interest of achieving a particular goal" in a study on the viability and usefulness of incentives to promote girls participation in education in Pakistan. Based on 546 respondents the study reported that 49 percent of respondents termed the incentives useful. Although other numerical evidences, such as enrolment and retention were not reported, perceptions of students, teachers, parents/community members and field managers were both positive and negatives towards the incentives. Other findings, especially related to the management of incentive programmes, include weaknesses in the government management system, delayed schedules of programmes, an unfair purporting of budgets allocated to programme management and weak co-ordination among various agencies working in the area of girl's incentive schemes.



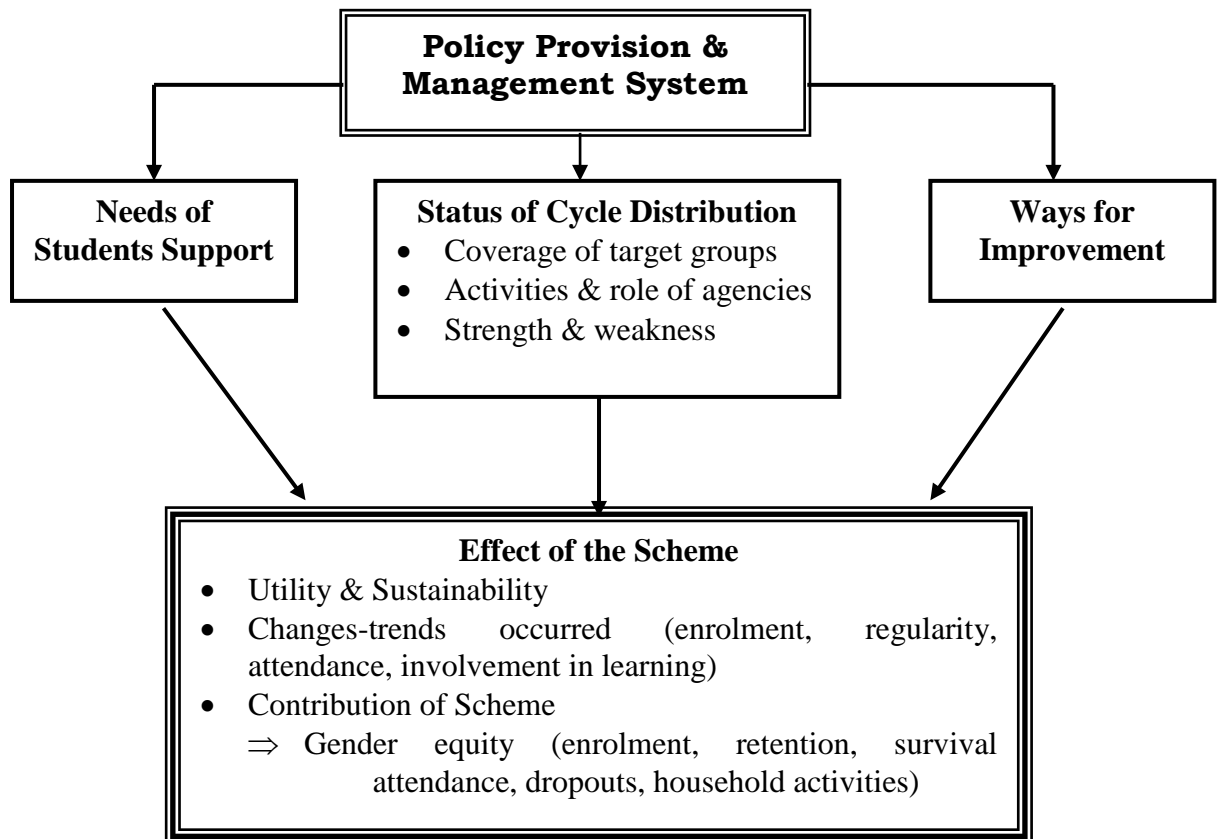
## 1.4 Objectives of the Study:

- To assess the physical & financial performance of this scheme over a reference period of 5 years.
- To assess the extent & magnitude of bicycle distribution among girl students at grass-root level.
- To assess the process involved in the selection and distribution of bicycles to the beneficiaries.
- To assess the impact of the scheme on:
  - Enrolment
  - Attendance
  - Dropout
  - Continuation of education till 12<sup>th</sup> standard
- To assess the perception of beneficiaries and their parents on:
  - Utility & sustainability
  - Choice preferences
  - Faced constraints
  - Advantage and disadvantage of bicycle distribution in physical form.
  - Advantage and disadvantage of cash distribution for bicycle purchasing
  - Suggestions for further improvement
- To identify the case studies/ success stories towards this scheme.
- To provide suggestions for policy level implication.



## 1.5 Conceptual Frame Work of Study:

This study on “Saraswati Bicycle Scheme” and its effectiveness in-terms of enrolment and retention has adopted a conceptual frame work based on the objectives of the study. In order to asses the effectiveness of this scheme various aspects of the study were specified in the conceptual frame work as follows:-



## **1.6 Study Limitation:**

The study was designed to give a socio-cultural understanding of the local level functioning of this scheme in sampled districts. The findings of the study can not be generalized to other districts, scheme situation. However, the study findings can be used as the basis for further inquiry to inform policy makers as well as to improve implementation practices.

## **1.7 Report Organization:**

This report is presented in seven chapters. Chapter one outlines the background cum context of study. Chapter two presents the details of study approach & methodology. Chapter three presents the review of scheme in-terms of process documentation and physical and financial performances. Beneficiaries' characteristics and their perceptions about the scheme have been presented in chapter four. Chapter five describes the status of enrolment, attendance, dropout and continuation of education among girl's students till 12<sup>th</sup> standard followed by presentation of the feedbacks obtained from beneficiaries, community people & stakeholders' of programme implementing agencies on the effectiveness of the scheme in chapter six. Chapter seven presents the study conclusion and emerging issues with the implications for the future.

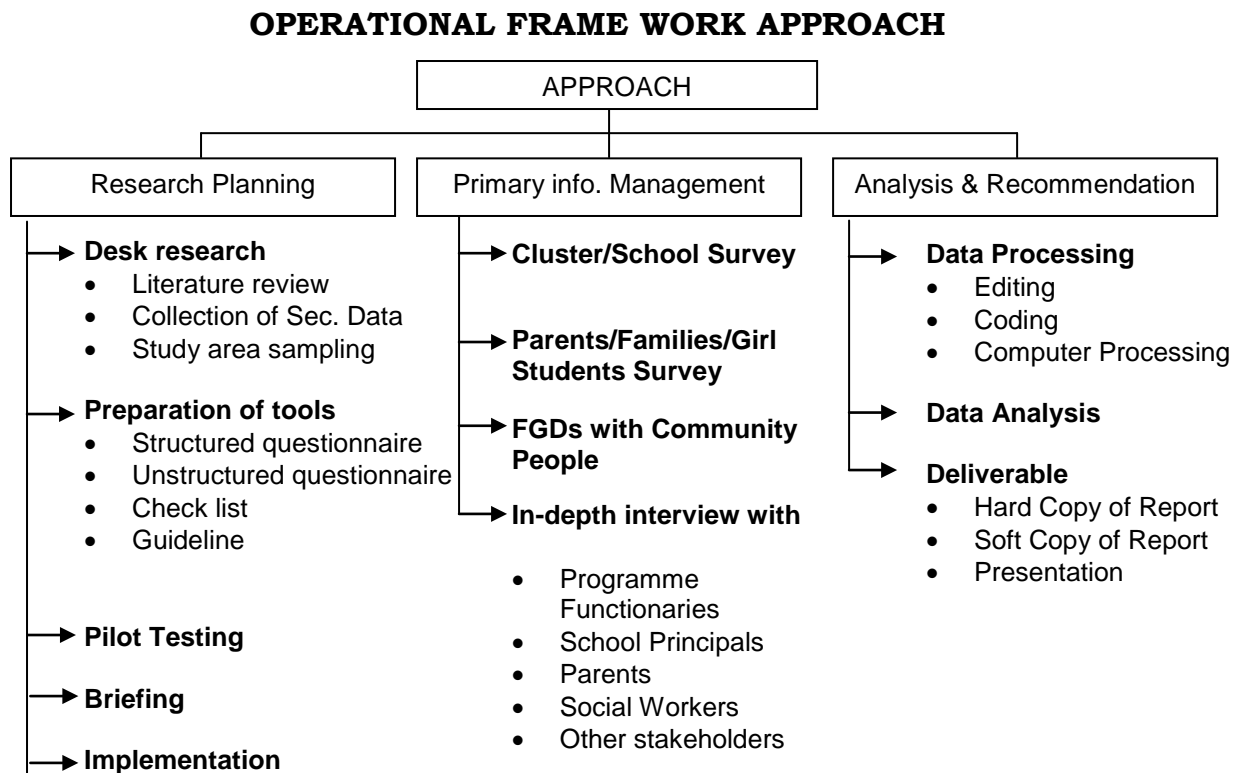
## **CHAPTER-2**

### **STUDY APPROACH, DESIGN & METHODOLOGY**

#### **2.1 Summary Insight:**

This chapter briefly presents the methods and procedure adopted by the study in collecting information from the field, analyzing them and using them as immediately reference to arrive at the findings and conclusions of the study. This study was descriptive in nature and used interviews, case studies and Focus Group Discussions (FGDs) as major instruments of enquiry along with analysis of relevant documents. Thus, this study used methodological procedure that integrated qualitative and quantitative approach in one design. This combination of both approaches was expected to mutually confirm, validate and support the conclusions.

#### **2.2 Operational Approach of Study:**



## **2.3 Quantitative Methodology:**

This methodology was applied in the process of universe identification, preparation of sampling frame, sample places selection, data collection and in the process of data processing and analysis.

### **2.3.1 Universe/ Sampling Frame & Unit of Analysis:**

The universe/ population were all the beneficiaries of secondary schools, from which the study sample was drawn. Besides, parents, principals, social workers & officials at various levels were also the part of study universe. District, block & cluster wise list of secondary schools (both education & welfare department) and girls who have got the free bicycle under this scheme (during last five years 2007-08 to 2011-12) were made the frame for sampling. The unit of analysis was kept at school level.

#### **2.3.1 Selection of Districts:**

As per the study ToR (Term of Reference) it was proposed to select 10 districts from the state. Purposive cum convenient sampling procedure was adopted for the selection of districts. The selection of district relied on the topographic, ethnic and administrative variations. For this, districts have been selected from each administrative division. Finally, districts were sampled in consultation with client.

#### **2.3.3 Selection of Blocks & Clusters:**

As per ToR, it was proposed to select 30 blocks form 10 sampled districts. Thus, 3 blocks were randomly selected from each district. A total of 5 clusters were selected from each block of the sampled districts to meet the required number of 150 clusters as it was mentioned in the ToR.

### 2.3.4 Selection of Schools:

On the basis of the list of schools provided by education & welfare department of each sampled district, a total of 15 schools from each districts were selected randomly. Care was taken to make sure the representation of both welfare and education departments managed schools in the sample. Besides, due care was also taken to ensure the representation of 1 school from each sampled cluster. Thus, a total of 150 schools were taken to conduct the study.

### 2.3.5 Selection of Key Respondents:

As per the sampling method discussed above, key respondents were fixed depending on the available population to be studied. Specifically, these key respondents were girl's student beneficiaries, school principals, parents, district & state officials, social workers and community people.

### 2.3.6 Primary Data Collection:

After pre-testing the tools, the final form of the tools was prepared in the consultation with client. At the very outset, the research team conducted an orientation programme to finalize the process, activities and procedures to be performed in the field. A through orientation and discussion on the tools was made to ensure quality in data collection work. The researchers conferred with the district officials for getting their support to select the schools for sampling purpose. After selecting the school, the researcher headed for the sample school's and developed rapport with school staffs by explaining the objectives of the study. An official letter from the state/district was also produced in the school in order to ease the data collection process. Then, the researchers prepared a plan & schedule for conducting and administrating the tools and instruments with the consent of the school authority the same day.



Experienced and qualified research investigators were recruited for the primary data collection work. Preference was given to recruit local investigators who were acquainted with the socio-geographic background of the project area.

The field investigators were groomed rigorously for interviewing on the structured research tools developed for the study. In addition, they were also trained for recording the true response and effective organization of the evaluation study. The investigators were supervised and monitored closely. The necessary spot & questionnaire checks were also made for ensuring the corrective action.

### **2.3.7 Ensuring Good Quality of Data:**

The quality of data ensures the degree of valid and reliable findings and conclusions. Thus, keeping in mind the importance of the aspect, it was necessary to exercise measures to control sampling and non-sampling errors during the survey. The sampling errors have been controlled by adhering to the procedures for selecting the sample as mentioned in the sampling technique. However, the non-sampling errors were controlled by quality recruitment of investigators and close monitoring of field operation.

### **2.3.8 Data Processing & Analysis:**

Once the data collection process was over, data was re-scrutinized and entered into the computer. The data has been processed and analyzed with the help of SPSS software. Tabulation of data was carried-out for variables identified. The analysis plan was kept simple and easy to comprehend by common readers. The analysis plan has been made in relative as well as absolute form in simple cross tables under different relevant categories/ heads. The numerical analysis wherever necessary was also supplemented with graphical analysis too for effective transmission of factual information. Besides, attempt has also been made to document the promising practices and the impact with the help of content analysis.

## **2.4 Qualitative Methodology:**

This methodology was applied in the process of qualitative data collection as well as in making the content analysis. Following are the details on adopted various qualitative techniques.

### **2.4.1 Literature Review/ Desk Research:**

A detailed review of literature on the subject matter was carried out. Different types of literature review include, programme guidelines, research studies, journals, periodicals, annual report and other relevant methods. This exercise has helped in the process of formulation of study questionnaires.

### **2.4.2 Secondary Data Collection:**

The study has also required collection of secondary data (financial & physical) pertaining to the distribution of bicycles in the sampled districts, blocks and clusters. Besides, all relevant information regarding the educational infrastructure in the sampled districts has also been collected from the concerned officials. This exercise has provided help in terms of understanding the educational profile and other related aspects of the study.

### **2.4.3 In-Depth Interview:**

Attempt has been made to conduct in-depth interview with programme officials at different level i.e. cluster, block and district with the help of semi-structured schedule to gain an in-depth knowledge on the study subject.

### **2.4.4 Focus Group Discussions:**

To gain an in-depth in sight towards the procedure of implementation of the programme as well as to assess the impact of project and the factors contributing to the same, FGDs were held with community members of the sampled areas.

### **2.4.5 Identification of Innovative Practices/ Lessons Learnt:**

An attempt has also been made to identify the case studies which can reflect some innovative practices and learnt lessons, which can be documented for the replication.



## 2.5 Study Tools:

Study tools were prepared keeping in mind the objectives of the study. Suggestion/recommendation of client was also taken on the proposed study tools. Pilot testing of study tools was also conducted before finalization. Broadly following study tools were used for conducting the study:

- Programme Implementing Officials Schedule (District, Block & Cluster)
- School Principal Schedule
- Social Worker Schedule
- Parents/Families Schedule
- Guidelines for Focus Group Discussions
- Format for Identification of Best Practices/ Lessons Learnt
- Check List

## 2.6 Geographical Coverage of Study:

A total of 10 districts, 30 blocks and 150 schools were covered as geographical coverage of this study. Below given table shows the details of sampled districts and blocks. List of sampled schools has been annexed in annexure – 1.

**Table 2.1**  
**Study Geographical Coverage**

<b>Districts</b>	<b>Blocks</b>	<b>Districts</b>	<b>Blocks</b>
Raipur	Gharsewa	Korba	Korba
	Arang		Katghora
	Abhanpur		Kartala
Rajnandgaon	Dongargarh	Sarguja	Ambikapur
	Khairagarh		Lakhanpur
	Rajnandgaon		Lundra
Mahasamund	Mahasamund	Korea	Baikunthpur
	Pithora		Sonhat
	Bagbahra		Khargawa
Bilaspur	Belha	Bastar	Jagdapur
	Takhatpur		Bastar
	Gaurella		Bakaband
Jangjir-Champa	Nawagarh	Kanker	Kanker
	Akaltara		Narharpur
	Pamgarh		Charama

## **CHAPTER-3**

### **PROCESS DOCUMENTATION & PERFORMANCE ANALYSIS OF SARASWATI BICYCLE SUPPLY SCHEME**

#### **3.1 Summary Insight:**

An attempt under this chapter has been made to present the comprehensive overview of the scheme implementation in the state. Besides, performance analysis of this scheme has also been presented in-terms of physical and financial progress.

#### **3.2 Process Documentation:**

Saraswati Bicycle Supply Scheme, is one of the scheme, initiated by Chhattisgarh Government in 2004. It has been aimed to ensure that the girl students continue their education beyond the level of middle. The scheme aims to encourage more and more girls to study at secondary level and facilitate them to lead a good quality of life with the help of the education that they have garnered.

In Chhattisgarh, there are a number of education & welfare department schools. The education department schools are meant for all the students irrespective of caste, community and religion. But the welfare department school are especially meant for the schedule tribe and scheduled caste students residing in tribal concentrated areas.

The Saraswati Bicycle Supply Scheme is being implemented by both education and tribal welfare department. Education department is implementing this scheme in 61 blocks whereas; welfare department has taken up this scheme in 85 blocks of the state. Thus, there are a total of 146 blocks, where Saraswati Bicycle Scheme is being implemented by Chhattisgarh Government.

Government of Chhattisgarh, had evolved a clear guideline under the scheme to ensure the smooth execution of this scheme however, it varies from year to year. An attempt has been made to document the adopted procedure by the government for the distribution Saraswati Bicycle Supply Scheme.

### **3.2.1 Scheme Implementation Procedure:**

#### **3.2.1.1 Coverage of Beneficiaries:**

Both education & tribal welfare departments are the nodal agency at state level to decide the eligibility criteria of beneficiaries to be covered under this scheme. The coverage of beneficiaries by education departments includes all the class IX girls students who belongs to SC, ST and under BPL (OBC & Generals) whereas tribal welfare departments covers SC, ST, BPL and PTG (Primitive Tribal Groups). It was noticed that tribal department covers both boys and girls who belongs to PTG groups under this scheme.

#### **3.2.1.2 Process of Cycle Purchasing & Distribution:**

It was revealed from the in-depth discussion with the functionaries of implementing agencies (State & District) that there is an inclusion of multi-pronged strategy which includes cycle purchasing and proper distribution of cycle. In the beginning of the scheme, there was a provision to provide the cycle to the beneficiaries by organising cycle fair at the block head quarters of every district where beneficiaries, parents and schools principals had played the major role under the overall supervision of District Education Officer.

It was decided that cycle will be purchased by beneficiaries & her parents jointly with the involvement of principal. It was also noticed that few districts had faced some problem in organising the cycle fair because of poor participation of cycle manufacturers and thus they could not distribute the cycle in time to the beneficiaries and thus new circular/guideline was issued to make the purchase committee at district level by involving district collector as the chairman, DEO as

the Secretary and two principals, two BEOs and five parents of eligible beneficiaries as the members. The assigned responsibility to purchase committee was to ensure the timely distribution of cycle to the beneficiaries.

Further, it was also revealed from the discussion that presently CSIDC is the nodal agency to finalize the list of cycle manufacturers at state level. Once the selection of cycle distributors is finalized, govt. asks district to provide block/school wise list of demand and accordingly cycle distributors are instructed to distribute the cycle at block level of each assigned district under the overall supervision of district and block officials.

According to cycle distributing agency, they usually take 10 to 15 days at block head quarters to assemble the cycles by involving 15 to 20 workers. Once the assembling process of cycle happens to be over, it was the responsibility of Block Education Officers and principal to transport the cycle at school level. Generally cycles are distributed to the beneficiaries in the presence of people representatives (Sarpanch/ MLA/ MPs) at school level.

### **3.2.1.3 Types & Brand of Cycles:**

Right from the inception of the scheme since 2004, various types/ brand of cycle were distributed under this scheme. The coverage of brand under the scheme includes Hercules, Anglo, Atlas, Raillies, A-one, Nova, Hero, S.K.byke, Saffari, Kross & Dil. In the



beginning, the height of cycles happens to be 20". It was revealed from the discussion that presently Kross, DIL and Raillies cycles are being distributed in the schools run by education department whereas Atlas cycles are being distributed by Tribal Welfare Department. The specification of cycles includes ladies cycle 22" model, colour black, bell, full stand, seat, half chain cover, lock, carrier, sariguard, basket & reflector. The weight of cycle varies from 21 to 22 KG. The cost of per cycle varies from 2600 to 2700 based on their brand.

#### **3.2.1.4 Assurance of Quality & Verification Mechanism:**

It was revealed from the discussion that implementing agency has placed utmost care regarding the quality aspects of the benefit and its verification. CSIDC is entrusted with the responsibility to finalize the list of cycle agencies as the vendors, based on their rate contract and reputation followed by notification of these agencies to concerned state departments (education & tribal) with a detail specification of cycle in-terms of brand name, height & colour. Further, same information was also routed to the respective districts by instructing cycle agencies to place one sample cycle at the office of DEO at each district. It was also informed that district officials usually calls the ITI professionals to recheck the sampled cycle as per specification provided by the cycle agency, to ensure the quality of benefits. Again assembled cycles at block headquarters tallied/matched with sample cycle to reinsure the quality of end line benefit. Girl's beneficiaries on sample basis were also told to take trial ride of the cycle at block level before final delivery of cycles at the school level.

### **3.3 Physical Performance Analysis:**

Under this section, an attempt has been made to assess the performance of this scheme in terms of physical and financial progress. Physical performance deals with the number of beneficiaries have been benefited in the state and in the sampled districts whereas financial performance analyze the trends of financial allocation under the scheme over the reference period and district wise allocation and expenditure.

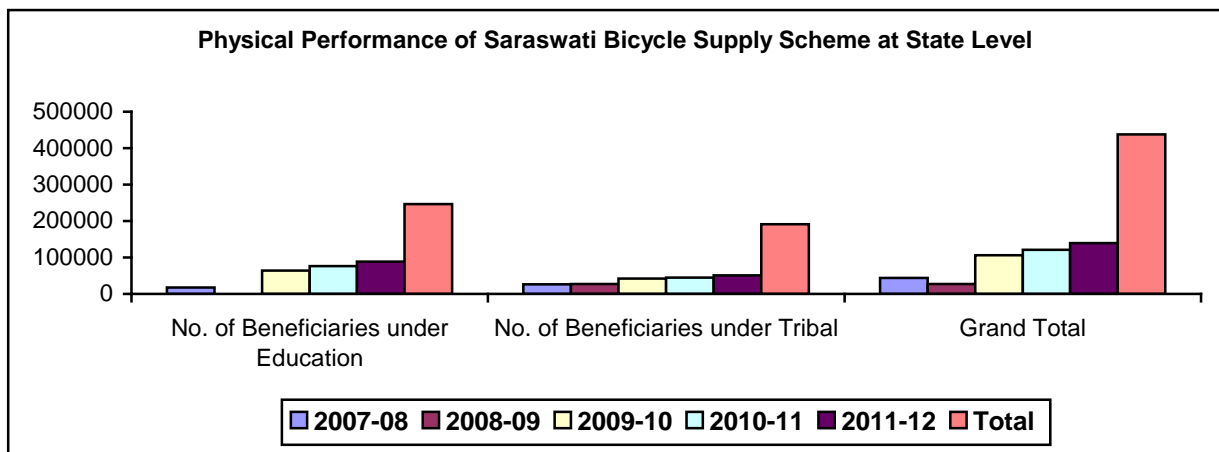
#### **3.3.1 Physical Performance at State Level:**

Table 3.1 given below presents the physical performance of state under the Saraswati Bicycle Scheme over a period of 5 years of study reference period. Physical performance has been assessed in-terms of numbers of beneficiaries (girls) have been benefited over the reference period by education & tribal welfare departments.

**Table 3.1**

**Physical Performance of Saraswati Bicycle Supply Scheme at State Level**

Sl. No.	Reference Period	No. of Beneficiaries under Education Department	No. of Beneficiaries under Tribal Department	Grand Total
1.	2007-08	17410	26210	43620
2.	2008-09	Not Available	26851	26851
3.	2009-10	64446	42111	106557
4.	2010-11	76725	44690	121415
5.	2011-12	88282	51074	139356
<b>Total</b>		<b>246863</b>	<b>190936</b>	<b>437799</b>



Data given in table 3.1 reveals the information for both departments (education & tribal welfare) with regard to physical performance. Data reveals that a total of 437799/- beneficiaries have been benefited under this scheme over the reference period of five year (2007-08 to 2011-12). Break-up of benefited beneficiaries by education department & tribal welfare departments were 246863 and 190936 respectively over the five years of reference period.

**3.3.2 Physical Performance at District Level:**

Under this section, an attempt has been made to present the physical performance of cycle distribution among the beneficiaries of sampled study district. Table 3.2 to 3.11 given below shows the physical performance of both education & tribal welfare implementing agency at district level. DEO and Assistant Commissioner, both are the nodal officer of this scheme at district level.

**Table 3.2**  
**Physical Performance of Raipur**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	6760	<b>NOT APPLICABLE</b>	6760
2.	2008-09	6126		6126
3.	2009-10	8014		8014
4.	2010-11	9507		9507
5.	2011-12	10988		10988

**Table 3.3**  
**Physical Performance of Rajnandgaon**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	2806	1041	3847
2.	2008-09	3517	1532	5049
3.	2009-10	4449	1724	6173
4.	2010-11	5702	1733	7435
5.	2011-12	6542	2971	9513

**Table 3.4**  
**Physical Performance of Mahasamund**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	1745	<b>NOT APPLICABLE</b>	1745
2.	2008-09	3250		3250
3.	2009-10	4616		4616
4.	2010-11	5557		5557
5.	2011-12	6340		6340

**Table 3.5**  
**Physical Performance of Bilaspur**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	3292	787	4079
2.	2008-09	5516	1583	7099
3.	2009-10	8031	2219	10250
4.	2010-11	9488	2250	11738
5.	2011-12	12343	2739	15082



**Table 3.6**  
**Physical Performance of Jangjir-Champa**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	2758	<b>NOT APPLICABLE</b>	2758
2.	2008-09	6677		6677
3.	2009-10	7937		7937
4.	2010-11	8829		8829
5.	2011-12	10512		10512

**Table 3.7**  
**Physical Performance of Korba**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	<b>NOT APPLICABLE</b>	2039	2039
2.	2008-09		2746	2746
3.	2009-10		5252	5252
4.	2010-11		5878	5878
5.	2011-12		6517	6517

**Table 3.8**  
**Physical Performance of Sarguja**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	946	NA	946
2.	2008-09	1001	5788	6789
3.	2009-10	1067	8591	9658
4.	2010-11	1330	9339	10669
5.	2011-12	1773	9350	11123

**Table 3.9**  
**Physical Performance of Korea**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	375	453	828
2.	2008-09	978	1622	2600
3.	2009-10	1120	1580	2700
4.	2010-11	1192	2306	3498
5.	2011-12	1602	2084	3686

**Table 3.10**  
**Physical Performance of Bastar**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	351	4020	4371
2.	2008-09	538	4161	4699
3.	2009-10	711	4133	4844
4.	2010-11	1191	5970	7161
5.	2011-12	1174	3305	4479

**Table 3.11**  
**Physical Performance of Kanker**

<b>Sl. No.</b>	<b>Reference Period</b>	<b>Education</b>	<b>Tribal</b>	<b>Total</b>
1.	2007-08	415	2055	2470
2.	2008-09	945	3065	4010
3.	2009-10	959	3356	4315
4.	2010-11	1029	4244	5273
5.	2011-12	957	4669	5626

### **3.4 Financial Performance Analysis:**

This section deals with the financial progress made under the Saraswati Bicycle Scheme over the reference period of five year. An attempt has been made to assess the magnitude of budget allocation and expenditure by state & district level.

#### **3.4.1 Financial Performance at State Level:**

Below given table 3.12 presents the allocation and expenditure pattern of funds under the Saraswati Cycle Distribution over the study reference period of five years (2007-08 to 2011-12) by education & tribal department. Data presented in below given table reflects a year wise enhancement of funds allocation under the scheme. State education dept. has allocated 810 lakh for this scheme in the financial 2008-09, which was increased by almost two fold (1615.80 lakh) in the financial year 2009-10. A total of 2068 & 2300 lakh funds were allocated under this scheme for the financial years 2010-11 & 2011-12 respectively. Further, data also reflects the expenditure pattern of tribal welfare department under this scheme over the reference period of five year.

**Table 3.12**  
**Financial Performance of Saraswati Bicycle Supply Scheme at State Level**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in lakh)	Expenditure (in lakh)	Allocation (in lakh)	Expenditure (in lakh)
1.	2007-08	NA	NA	NA	677.00
2.	2008-09	810.00	NA	NA	644.00
3.	2009-10	1615.08	1513.14	NA	1047.00
4.	2010-11	2068.00	2067.00	NA	1206.00
5.	2011-12	2300.00	1432.73	NA	1430.00 (approx)
<b>Total</b>		<b>6793.00</b>	<b>5012.00</b>	<b>NA</b>	<b>5004.00</b>

Analysis given in above table indicates that a total of more than Rs. 5012 lakhs have been spent by education department in the state to distribute the cycle under this scheme whereas, Rs. 5004 lakh have been spent by tribal welfare department over the reference period of five years (2007-08 to 2011-12).

#### **3.4.2 Financial Performance at District Level:**

Under this section, an attempt has been made to assess the financial performance of the sampled district in-terms of funds allocation & expenditure pattern of this scheme. Below given tables presents the district wise financial performance analysis:-

**Table 3.13**  
**Financial Performance of Raipur**

Sl. No.	Reference Period	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	NA	NA
2.	2008-09	147.02	147.02
3.	2009-10	203.59	203.59
4.	2010-11	241.52	241.52
5.	2011-12	303.59	303.59
<b>Total</b>		<b>895.72</b>	<b>895.72</b>

Above given table indicates that cent-percent allocated fund of Rs. 895.72 lakh has been utilized in the district during financial years 2008-09 to 2011-12.

**Table 3.14**  
**Financial Performance of Rajnandgaon**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	NA	NA	21.11	21.11
2.	2008-09	84.40	84.40	36.76	36.76
3.	2009-10	111.11	111.11	42.89	42.89
4.	2010-11	145.04	145.04	46.79	46.79
5.	2011-12	167.39	167.39	83.18	83.18
<b>Total</b>		<b>507.94</b>	<b>507.94</b>	<b>230.73</b>	<b>230.73</b>

Above given table 3.14 reflects that Education department has spent Rs. 507.94 lakh under the scheme during 2008-09 to 2011-12 where as tribal department has spent a total of Rs. 230.73 lakh amount under this scheme during 2007-08 to 2011-12 in Rajnandgaon district.

**Table 3.15**  
**Financial Performance of Mahasamund**

Sl. No.	Reference Period	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	Not Applicable	Not Applicable
2.	2008-09	77.76	77.76
3.	2009-10	101.94	101.94
4.	2010-11	149.81	149.81
5.	2011-12	142.92	142.92
<b>Total</b>		<b>472.43</b>	<b>472.43</b>

Cent-percent utilization of funds has been reported in Mahasamund district under the scheme during 2008-09 to 2011-12. Year wise allocation pattern shows an increasing order over the years except a decreasing trend of allocation for the financial year 2011-12.

**Table 3.16**  
**Financial Performance of Bilaspur**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	79.00	79.00	18.89	18.89
2.	2008-09	132.38	132.38	37.99	37.99
3.	2009-10	192.74	192.74	53.26	53.26
4.	2010-11	256.18	256.18	60.75	60.75
5.	2011-12	333.26	333.26	73.95	73.95
<b>Total</b>		<b>993.56</b>	<b>993.56</b>	<b>244.84</b>	<b>244.84</b>

Both the departments in Bilaspur have shown cent-percent utilization of funds under the scheme during 2007-08 to 2011-12. Year wise expenditure pattern shows an increasing order over the years.

**Table 3.17**  
**Financial Performance of Jangjir-Champa**

Sl. No.	Reference Period	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	66.19	66.19
2.	2008-09	160.25	160.25
3.	2009-10	190.49	190.49
4.	2010-11	238.34	238.34
5.	2011-12	283.82	283.82
<b>Total</b>		<b>939.09</b>	<b>939.09</b>

Cent-percent utilization of funds has also been reported in Jangjir-Champa district during 2007-08 to 2011-12.

**Table 3.18**  
**Financial Performance of Korba**

Sl. No.	Reference Period	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	48.94	48.94
2.	2008-09	65.90	65.90
3.	2009-10	126.05	126.05
4.	2010-11	158.71	158.71
5.	2011-12	175.96	175.96
<b>Total</b>		<b>575.56</b>	<b>575.56</b>

District Korba has also reported cent-percent utilization of funds under the Saraswati Bicycle Supply scheme with an increasing trend over the study reference period.

**Table 3.19**  
**Financial Performance of Sarguja**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	22.70	22.70	NA	NA
2.	2008-09	24.02	24.02	138.91	138.91
3.	2009-10	25.61	25.61	206.18	206.18
4.	2010-11	35.91	35.91	252.15	252.15
5.	2011-12	47.87	47.87	252.45	252.45
<b>Total</b>		<b>156.11</b>	<b>156.11</b>	<b>849.69</b>	<b>849.69</b>

Tribal department has not reported the expenditure for financial year 2007-08. Cent-percent utilization of funds has been reported in the district during the study reference period.

**Table 3.20**  
**Financial Performance of Korea**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	9.00	9.00	10.87	10.87
2.	2008-09	23.47	23.47	38.93	38.93
3.	2009-10	26.88	26.88	37.92	37.92
4.	2010-11	32.18	32.18	62.26	62.26
5.	2011-12	43.25	43.25	56.27	56.27
<b>Total</b>		<b>134.78</b>	<b>134.78</b>	<b>206.25</b>	<b>206.25</b>

Above table 3.20 shows that Korea district has utilized cent-percent funds under the Saraswati Bicycle Supply scheme during 2007-08 to 2011-12.

**Table 3.21**  
**Financial Performance of Bastar**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	8.42	8.42	96.48	96.48
2.	2008-09	12.91	12.91	99.86	99.86
3.	2009-10	17.06	17.06	99.19	99.19
4.	2010-11	32.16	32.16	161.19	161.19
5.	2011-12	31.70	31.70	89.23	89.23
<b>Total</b>		<b>102.25</b>	<b>102.25</b>	<b>545.95</b>	<b>545.95</b>

Data presented in above table shows that cent-percent allocated funds have been utilized by both the departments in Bastar. However, tribal department was having higher share in comparison to education department.

**Table 3.22**  
**Financial Performance of Kanker**

Sl. No.	Reference Period	Education Department		Tribal Department	
		Allocation (in Lakh)	Expenditure (in Lakh)	Allocation (in Lakh)	Expenditure (in Lakh)
1.	2007-08	9.96	9.96	49.32	49.32
2.	2008-09	22.68	22.68	73.56	73.56
3.	2009-10	23.02	23.02	80.54	80.54
4.	2010-11	27.78	27.78	114.59	114.59
5.	2011-12	25.84	25.84	126.06	126.06
<b>Total</b>		<b>109.28</b>	<b>109.28</b>	<b>444.07</b>	<b>444.07</b>

District Kanker has also utilized cent-percent allocated funds under the scheme during 2007-08 to 2011-12.



## **CHAPTER-4**

### **BENEFICIARIE'S AND PARENTS CHARACTERISTICS CUM PERCEPTION ANALYSIS**

#### **4.1 Summary Insight:**

An attempt has been made under this chapter to describe the characteristics of girl's beneficiaries and their household in terms socio-economic status. Beneficiary's perception on various study components have also discussed. Besides, this chapter also throw the light on the perception perceived by parents, principals, PRIs and social workers on the Saraswati Bicycle Supply Scheme.

#### **4.2 Beneficiaries Profile:**

This section describes the characteristics of beneficiaries in terms of their age and social groups. A total of 1500 beneficiaries were interacted in all across the sampled 10 districts. Each district consisted a total of 150 beneficiaries. Analysis given in below table shows that majority of beneficiaries in all across the sampled district belonging in the age group of 15 to 16 years. A substantial percentage of beneficiaries under this scheme were also found at the age of 14 years in the districts named Sarguja (28 %), Korba (24 %) and in Korea (13 %). Analysis further also revealed that majority of beneficiaries (55 %) belongs to SC community followed by ST beneficiaries (40 %). The representation of OBC and general group's beneficiaries in the sample was found 2.2 and 2.8 percent respectively. In nutshell, it can be said that majority of beneficiaries of this scheme were happened to be from SC & ST community.

**Table 4.1**  
**Sampled Beneficiaries Profile**

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Age</b>											
14	1.2	0.5	1.3	0.9	1.3	0.9	1.4	26.8	28.3	13.3	7.6
15	64.7	57.9	62.1	58.3	59.7	43.5	63.5	62.9	67.5	61.6	60.2
16	33.4	40.4	36.3	38.8	38.6	55.4	34.1	8.7	4.2	21.9	31.2
17	0.7	1.2	0.3	2.0	0.4	0.2	1.0	1.6	0	3.2	1.1
<b>Social Group</b>											
SC	54.3	65.3	75.0	82.0	32.3	52.7	53.3	67.1	41.1	27.3	55.0
ST	43.2	33.2	20.0	13.0	61.5	41.3	37.7	29.9	57.2	62.4	39.9
General	1.4	0.6	2.0	3.0	2.3	4.0	6.0	2.0	1.0	6.1	2.8
OBC	1.1	0.9	3.0	2.0	3.9	2.0	3.0	1.0	0.8	4.2	2.2
<b>N</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1500</b>

### 4.3 Household's cum Parent's Characteristics:

A total of 1500 beneficiary's parents were also consulted from the selected schools of sampled districts. Most of them (98 %) were happened to be fathers of the beneficiaries where as only 2 percent were found as the mother's of the beneficiaries. Majority of parents of the beneficiaries (48 %) were noted in the age group of 35 to 40 years followed by 41 to 45 years by 44 percent parents. Further analysis has also revealed that majority of beneficiaries father (43 %) have economically engaged in "farming" and followed by agricultural labourers by 39 percent.

**Table 4.2**  
**Sampled Households cum Parents Characteristics**

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Gender</b>											
Male	98.7	99.5	97.2	99.2	98.9	99.3	97.6	99.1	98.9	99.3	98.8
Female	1.3	0.5	2.8	0.8	1.1	0.7	2.4	0.9	1.1	0.7	1.2
<b>Age</b>											
35 to 40	44.3	57.3	55.0	66.0	36.3	47.7	43.3	57.1	37.1	37.3	48.1
41 to 45	49.2	35.2	40.0	27.0	57.5	43.3	47.7	37.9	57.2	47.4	44.2
46 to 50	4.1	2.9	3.0	3.0	3.9	5.0	3.0	3.0	3.8	8.2	4.0
51 & above	2.4	4.6	2.0	4.0	2.3	4.0	6.0	2.0	1.9	7.1	3.6
<b>Occupation</b>											
Farmer	40.2	50.3	50.0	55.9	31.4	41.6	40.1	45.9	40.3	35.3	43.1
Agricultural Labourer	46.2	30.2	38.0	24.6	44.2	34.9	39.9	39.2	44.2	43.2	38.5
Others	13.6	19.5	12.00	19.5	24.4	23.5	20.0	14.9	15.5	21.5	18.4
<b>N</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1500</b>

#### 4.4 Beneficiaries Perception about the Scheme:

Under this section, an attempt has been made to assess the perception of beneficiaries about the scheme in terms of their involvement in choosing the cycle, use of bicycles by herself and other members of the family. Besides, an attempt has also been made to assess their perception on the quality of bicycles. Analysis given in below table 4.3 reflects that majority of beneficiaries in all across the sampled districts have stated about the awareness of scheme by teachers, when they were studying in class VIII standard.

**Table 4.3**  
**Beneficiaries Awareness about the Scheme by Source**

Particulars	District Name										Total
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	
By Media	0.7	1.2	1.1	0.2	2	1.1	2.7	1.5	0.9	2.6	1.4
By School (8 <sup>th</sup> Class)	94.7	4.7	95.4	95.9	94.7	93.7	89.7	93.3	96.7	88.7	84.8
By PRIs	1.3	89.7	2.8	0.5	2.7	0.7	3.2	2.7	1.3	4.3	10.9
By Family	0.6	0.9	0.2	1.4	0.1	3.7	2.4	0.5	0.8	1.9	1.3
By Friends	1.3	2.2	0.3	0.3	0.2	0.2	0.9	0.7	0.1	2.1	0.8
By Villagers	1.4	1.3	0.1	1.7	0.3	0.6	1.1	1.3	0.2	0.4	0.8
<b>N</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1500</b>

An attempt was also made to assess the perception of beneficiaries on the process of bicycle distribution. Analysis given in table 4.4 revealed that majority of beneficiaries (57 %) have reported about the delay in getting the cycle followed by size of bicycles by (21 %) beneficiaries. Further 15 percent beneficiaries have also reported about the poor quality of cycle. A total of 8 percent girls beneficiaries have also reported that their choice should also be considered for the selection of bicycles.

**Table 4.4**  
**Beneficiaries Perception on Procured Bicycles**

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
Size of Bicycle	20.0	28.7	18.2	27.4	8.7	18.2	11.7	28.7	19.7	28.9	21.0
Delay in getting benefit	60.0	52.3	63.7	58.4	77.3	60.4	48.7	43.9	51.9	52.9	57.0
Lack of quality materials	5.3	11.2	12.8	9.9	8.3	12.7	32.9	19.7	12.9	14.2	14.0
No role in selecting cycle	14.7	7.8	5.3	4.3	5.7	8.7	6.7	7.7	15.5	4.0	8.0
Total	100	100	100	100	100	100	100	100	100	100	100
<b>N</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1500</b>

Analysis given in table 4.5 presents the opinion of beneficiaries in terms of use of bicycles and its maintenance. Majority of beneficiaries (99 %) have reported the use of bicycles exclusively for going to schools. However, sometimes family members also use the bicycles for domestic activities.

**Table 4.5**  
**Beneficiaries Perception on Use and Maintenance of Bicycle**

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Usage of Bicycle for Coming to School</b>											
Daily	98.7	99.6	97.8	99.5	96.4	97.3	98.4	98.9	99.4	98.6	98.5
Some times	1.3	0.4	2.2	0.5	3.6	2.7	1.6	1.1	0.6	1.4	1.5
<b>Usage of Bicycle by Other Members of family</b>											
Father	0.0	0.2	1.0	3.0	4.0	1.0	2.0	0.1	0.5	2.0	1.4
Brother	100.0	99.5	97.2	95.0	92.5	96.2	93.4	98.6	96.9	97.1	96.6
Relatives	0.0	0.3	1.8	2.0	3.5	2.8	4.6	1.3	2.6	0.9	2.0
<b>Maintenance of bicycle</b>											
Father/Guardian	99.7	95.7	99.0	96.6	98.7	97.8	98.9	99.3	97.9	98.4	98.2
Brother	0.0	2.8	0.0	3.4		2.0			1.9		1.0
Self	0.3	1.5	1.0		1.3	0.2	1.1	0.7	0.2	1.6	0.8
Total	100	100	100	100	100	100	100	100	100	100	100
<b>N</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>1500</b>

#### **4.5 Parent's Perception about the Scheme:**

An in-depth interaction was carried out among the parents of beneficiaries to assess their feedback on the Saraswati Bicycle Supply Scheme. It was revealed during the discussion that majority of parents of beneficiaries belonged to farming and agricultural labourer communities. Most of them have appraised this scheme but at other hand they have also suggested that bicycle distribution process should be completed in the beginning of academic year. Almost cent-percent parents have reported that their daughters use the bicycle for going to schools and thus they are saving time and energy both. It was also revealed from the discussion that now girls beneficiaries are getting sufficient time to do their study at home apart from doing domestic works. According to them it has happened only because of bicycle scheme. Most of parents have also given suggestion to keep both 20" and 22" bicycle under the scheme to ensure the comfort of cycle riding among girls beneficiaries.

#### **4.6 School's Principal Perception about the Scheme:**

An attempt was also made to assess the perception of school's principals about the "Saraswati Bicycle Supply Scheme". It was revealed during the discussion that majority of principals of the schools have desired to ensure their and beneficiaries involvement in the process of cycle selection. According to them, earlier they use to play active role in the form of organizing camps for the purchasing of cycles where beneficiaries had the freedom to choose the cycle according to their wish and they also use to share some money from their own to ensure the procurement of quality bicycle. But now there is no scope of their choice in the selection of bicycle. Further, it was also revealed that they do not get any fund for organizing the "cycle distribution ceremony" and for transporting the cycles to schools from the block headquarter. According to them, there should be a provision to distribute the cycles to all the enrolled girls of the class IX. It was observed that very few girls are left because of their non-eligibility (SC/ST/BPL) and they feel humiliated.

#### **4.7 PRIs/ Social Workers Perception about the Scheme:**

It was observed during the discussion that PRIs/ Social Workers of the respective school's catchments areas have not been given any specific role in the process of scheme implementation. However, it was noticed that they are usually called upon by the school principals at the time of cycle distribution ceremony at the school. There is need to involve them in IEC process as well as in verification/ follow-up services to ensure the quality use of benefits.

## **CHAPTER-5**

### **STATUS OF ENROLMENT, ATTENDANCE, DROPOUT AND CONTINUATION OF EDUCATION AMONG GIRL'S STUDENTS**

#### **5.1 Summary Insight:**

As the matter fact "Sarswati Bicycle Scheme" was launched in the state with an objective to attract girl's in the class IX for pursuing their education till class XII. This chapter describes the pattern of girl's enrolment in class IX, their attendance in the classes and status of dropout and continuation of education till 12<sup>th</sup> standard over the study reference period of last five years (2007-08 to 2011-12). Analysis findings of this chapter are based on survey of 150 schools by covering 10 districts of the state.

#### **5.2 Status of Girl's Enrolment in Class IX:**

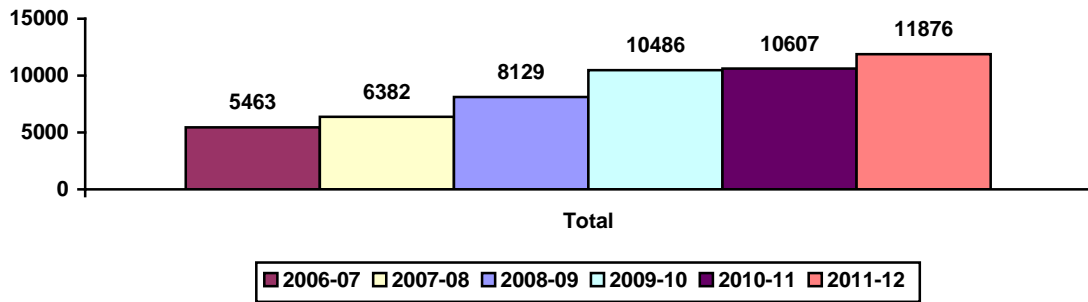
Analysis given in table 5.1 depicts the enrolment status of girl's in class IX over a study reference period. It has been revealed from the analysis that a total of 52,943 girls were found enrolled in class IX over a period of five years by covering 150 sampled schools of 10 study districts. Out of total enrolment, majority of girls were found enrolled in Balaspur (14 percent) followed by Korba (12 Percent), Raipur (11.5 percent) & Mahasamund (11 percent). The lowest enrolment of girls was recorded in Kanker (6 percent) followed by Korea 7.9 percent, Sarguja 8.4 percent and in Rajnandgaon (9.5 percent).

**Table 5.1**

**Status of Girl's Enrolment in Class IX**

<b>District</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
Raipur	653	762	918	1168	1244	1388	6133
Rajnand Gaon	513	623	871	939	1003	1084	5033
Mahasamund	556	676	842	1213	1266	1390	5943
Bilaspur	793	786	1159	1393	1471	1828	7430
Jangir-Champa	589	678	779	1025	1091	1121	5283
Korba	679	805	917	1366	1086	1324	6177
Sarguja	513	619	680	834	900	923	4469
Korea	366	408	628	893	988	910	4193
Kanker	295	504	422	635	510	728	3094
Bastar	506	521	913	1020	1048	1180	5188
<b>Total</b>	<b>5463</b>	<b>6382</b>	<b>8129</b>	<b>10486</b>	<b>10607</b>	<b>11876</b>	<b>52943</b>

### Status of Girl's Enrolment in Class IX



Further analysis also shows an growth trend of girl's enrolment over the study reference period.

**Table 5.2**

#### Enrolment Growth Rate

Sl. No.	Reference Period	Enrolment growth in %
1.	2006-07 to 2007-08	16.8
2.	2007-08 to 2008-09	27.4
3.	2008-09 to 2009-10	29.0
4.	2009-10 to 2010-11	1.15
5.	2010-11 to 2011-12	11.0

Above given analysis simply indicates that there is a positive growth in terms of girls enrolment over the study reference period in all across the sampled schools of study districts. It was revealed in the discussion that this scheme has contributed substantially in attracting the class VIII passed girls to class IX.

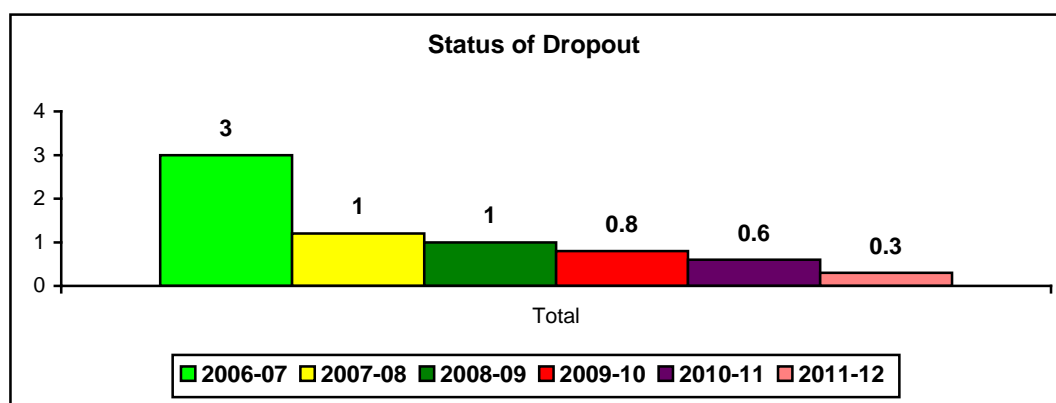
### 5.3 Status of Dropout:

Under this section, an attempt has been made to assess the extent and magnitude of dropout in the sampled schools of study districts for the study reference period. The information about the dropout data was collected from the respondent of the interview. Although the extent and magnitude of dropout was found very nominal at the sampled schools however analysis given in table 5.3 shows highest dropout among girl's students of Jangir-champa (1.6 percent) followed by Rajnandgaon and Bastar (1.3 percent each). The lowest dropout rate was observed in Kanker (0.3 percent) followed by Bilaspur (0.5 percent), Korba and Sarguja (0.7 percent each).



**Table 5.3****Status of Dropout**

District	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Raipur	2.1	0.7	0.9	0.6	0.8	0.4	0.8
Rajnand Gaon	2.3	1.4	2.0	0.7	1.4	0.4	1.3
Mahasamund	3.4	1.8	1.0	1.0	0.5	0.6	1.1
Bilaspur	1.9	0.8	0.4	0.6	0.2	0.0	0.5
Jangir-Champa	6.6	2.1	1.0	0.8	0.6	0.5	1.6
Korba	2.2	1.2	0.9	0.4	0.5	0.1	0.7
Sarguja	1.6	1.0	0.4	1.6	0.2	0.0	0.7
Korea	3.6	1.5	1.9	0.7	0.6	0.0	1.0
Kanker	0.7	0.0	0.5	0.5	0.0	0.1	0.3
Bastar	5.1	1.5	0.9	0.9	1.0	0.3	1.3
<b>Total</b>	<b>3.0</b>	<b>1.2</b>	<b>1.0</b>	<b>0.8</b>	<b>0.6</b>	<b>0.3</b>	<b>0.9</b>



Above given table also presents the status of dropout rate over the study reference period. Analysis has revealed a dropout rate of 3 percent in 2006-07 which has been declined to 1.2 percent in 2007-08 and further it has been declined to 0.3 percent in the year of 2011-12. Analysis simply indicates a positive progress in terms of girl's dropout rate reduction in the sampled schools of study districts.

Further analysis also presents the status of dropout rate by study districts. Analysis given in above table has reported a highest dropout rate for Jangir-Champa (6.6 percent), Bastar (5.1 percent) and Mahasamund (3.4 percent) in the academic year 2006-07 and the same has been substantially declined to 0.5, 0.3 and 0.6 respectively in the academic year of 2011-12. This analysis simply shows a positive impact of the scheme with regard to reduction of girl's students dropout over the study reference period.

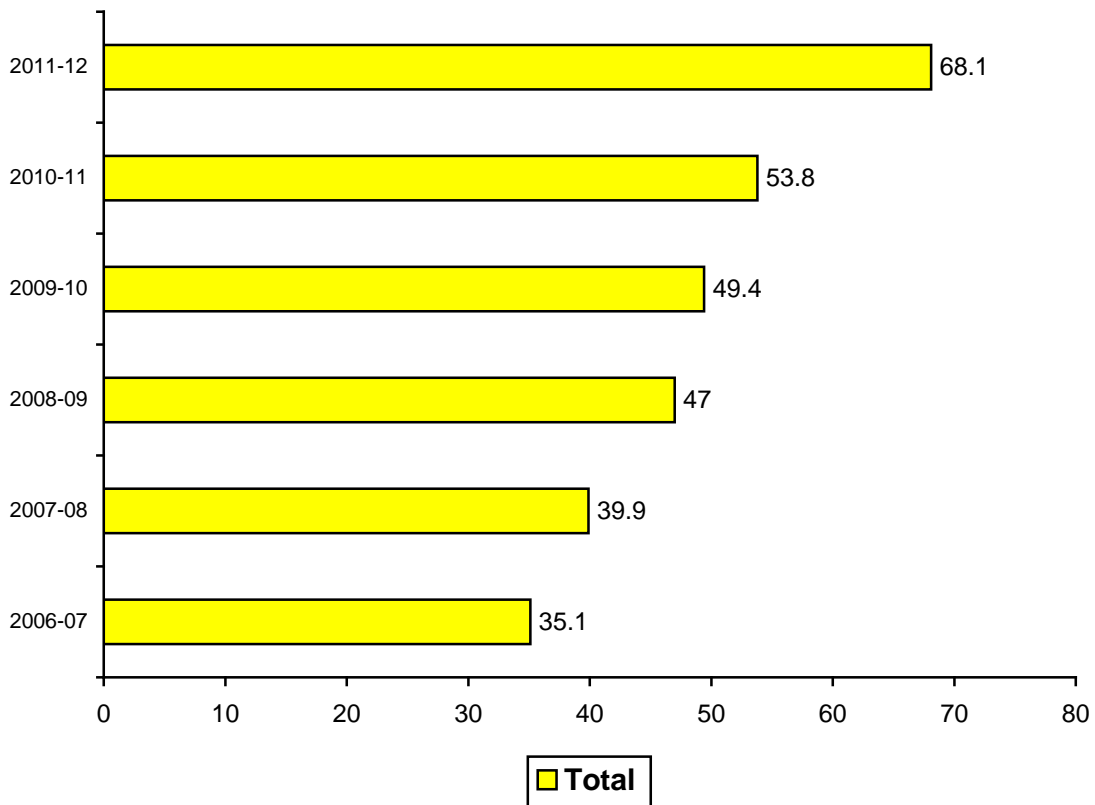
## 5.4 Status of Average Attendance Rate:

Below given table 5.4 presents the average attendance rate of girl's students for class IX over the study reference period of last five years. Analysis shows an average attendance rate of 35 percent in all across the sampled schools of study districts for the academic year 2006-07, where as the same has been increased to 68.1 percent in the academic year of 2011-12. District wise analysis shows a highest increase of attendance rate in Korea district over the study reference period followed by Mahasamund.

**Table 5.4**  
**Status of Average Attendance Rate**

<b>District</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
Raipur	46.3	48.9	50.1	52.8	58.7	66.1	53.8
Rajnand Gaon	45.6	48.1	58.5	61.7	63.0	69.5	57.7
Mahasamund	32.9	37.7	49.1	51.1	52.3	72.1	49.2
Bilaspur	43.7	49.7	50.9	52.0	52.9	70.1	53.2
Jangir-Champa	34.2	35.0	36.6	37.4	49.4	68.2	43.5
Korba	42.6	47.5	59.8	62.5	65.2	73.1	58.4
Sarguja	32.0	42.2	47.9	52.4	58.3	69.1	50.3
Korea	27.1	36.5	47.5	49.4	56.7	68.7	47.7
Kanker	21.7	26.1	40.1	40.7	41.6	56.3	37.8
Bastar	25.2	26.9	29.8	34.4	39.9	67.4	37.3
<b>Total</b>	<b>35.1</b>	<b>39.9</b>	<b>47.0</b>	<b>49.4</b>	<b>53.8</b>	<b>68.1</b>	<b>48.9</b>

Status of Average Attendance Rate



**5.5 Status of Continuation of Education Among Girl’s Students:**

An attempt under this section has been made to assess the education continuation pattern among girl’s students over the last five years (2006-07 to 2011-12). The pattern of education continuation among girl’s students has been analyzed for IX to X and XI to XII.

Table given in annexure shows the district wise analysis. It has been revealed in the analysis that there is a district wise variation with regard to continuation of education among girl’s students from class IX to X and from XI to XII. Below given table 5.5 depicts the pattern of education continuation for girl’s students of sampled schools of study districts. Class IX girl’s enrolment given in below table 5.5 for the study reference period excludes the dropout of girl’s students of the respective study reference period.

**Table 5.5**  
**Status of Continuation of Education Among Girl's Students**

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	5300	6306	8048	10403	10544	11841	52442
X	4583	5913	7600	8708	9831	11201	47836
XI	2289	2808	3528	4389	4606	5469	23089
XII	1915	2636	3087	3232	4206	5071	20147
<b>Total</b>	<b>14087</b>	<b>17663</b>	<b>22263</b>	<b>26732</b>	<b>29187</b>	<b>33582</b>	<b>143514</b>

Analysis given in above table 5.5 shows a total enrolment of 5300 girl's students in class IX for the academic year of 2006-07 whereas 5913 girl's students have been enrolled in class X in the academic year 2007-08. It means all the 5300 girls students of class IX have been promoted / passed to class X in the academic year 2007-08 and also there is a new admission directly to the class X. Which means, all the enrolled girl's students have continued their study till 10<sup>th</sup> and almost more or less same trend of education continuation have been followed for remaining study reference period.

Similarly, a total of 2289 girl's enrolment were found in class XI for the academic year 2006-07 where as a total of 2636 girl's enrolment was found in class XII for the academic year 2007-08. Means, continuation of education from class XI to class XII was found encouraging.

Further analysis has also revealed about the poor performance of girl's students in-terms of continuing their education from class X to XI. On the basis of analysis, it can be said that there is high probability of education continuation among girl's students from class IX to X and from class XI to XII whereas low probability of education continuation from class X to XI, because of poor performance girl's students in board exam and partly because of age at marriage.

## **CHAPTER-6**

# **SCHEME EFFECTIVENESS CUM IMPACT: A QUALITATIVE ANALYSIS**

### **6.1 Summary Insight:**

This chapter describes the effectiveness of scheme based on the feedback gathered from the stakeholders and the same has been validated with the quantitative findings. During the process of in-depth interview and group discussion, an attempt was also made to identify the success stories which can be claimed as the effect cum impact of the scheme.

As the matter of fact “Saraswati Bicycle Scheme” was launched in the state to attract girl’s students from class IX onwards along with improving attendance and reducing dropout. Since, this scheme is in operation from 2004 and thus an attempt under this chapter, has been made to assess the impact of Saraswati Bicycle Scheme on girls students enrolment, their attendance in the classes, pattern of dropout and attitude towards continuation of study till the 12<sup>th</sup> classes.

### **6.2 Effectiveness of Scheme on Student’s Enrolment & Attendance:**

Girl’s enrolment and attendance are two important correlated concepts and the attendance of students is greatly influenced depending upon the total number of students enrolled. If there are a very few students, say for sample two or three in a particular class, they may not attend the school regularly because of lack of sufficient peers. Moreover,



in tribal areas the students are to cover-up a long distance through jungle roads to approach their schools. This needs covering the distance by group of girl’s students for their safety and security. But if only two or three students are there in a particular class and they come from a distant village to attend their school, their attendance in school is seriously affected during different periods of time in an academic year. If someone does not like to attend the school by any reasons, directly it affects the daily attendance of other students who interested to attend

the school. In that case the interested students may not attend school primarily because of lack of their security or any other such problems. Thus, these two aspects are very closely interrelated with each other.

During, the in-depth discussion it was revealed by the stakeholders that “Saraswati Bicycle Scheme” has become a boon for the girls students in-terms of their increasing enrolment and attendance in the schools because, they use to come to schools in the groups by riding their bicycle. This scheme has impacted both in-terms of solving/reducing the security related concerns of the girls and their parents which in turn increased the enrolment and attendance of girls in class IX. The quantitative findings also validate the inference drawn on the basis of qualitative analysis. Quantitative analysis given in chapter five clearly depicts that there is a continuous growth in the girl’s enrolment and attendance after the inception of this scheme which clearly indicates the contribution of “Saraswati Bicycle Scheme”.along with other factors.

Information was revealed on overall attendance pattern of the girl’s students those are studying in class IX. It was revealed from the discussion that there is difference in attendance pattern between education & welfare department schools. In most of the schools of tribal areas in specific and non-tribal areas in general, the attendance pattern of girls student have shown a miserable trend due to practicing of a contemptible trend in rainy and summer seasons. During rainy season the tribal parents normally do not allow their girl children to go to school rather engage them in various agricultural pursuits, particularly in preparing fields for cultivation and similarly during summer season, tribal children are engaged to collect fruits, nuts, roots and leafy vegetables from their near by jungles for consumption as well as for selling the surplus for earning cash. This pattern of economy does not allow them to attend school regularly during rainy and summer season. Their attendance also remains low during harvesting and festive month.

But after the introduction of “Sarswati Bicycle Scheme” and other incentive schemes in the state, there is a drastic improvement among the girl’s students towards their attendance pattern. Usually, girl’s students have become almost regular towards their schooling. It was revealed in the interaction that there is fear among both girls and parents that if children will not attend the school regularly the procured benefit of cycles and other incentive may be withdrawn thus parents encourage their wards to go to school regularly. Thus, this scheme has also contributed in changing the mindset beneficiaries and their parents towards the regular attendance in classes.

### **6.3 Effectiveness of Scheme on Girls Student’s Dropout & Continuation of Education till 12<sup>th</sup> Standard:**

During the in-depth discussion, it was revealed that there are range of factors to increase a student’s risk of dropping out and continuation of education. Those factors includes high rate of absenteeism, low level of scholl engagement , low parental education. Work or family responsibilities, moving to new schools and distance of schools from the place of residence.

It was also revealed from the discussion that distance of schools also use to force girl’s students to dropout of schools. The public transport is erratic and most of the parents do not have money to arrange for private transport. The long distance that the girls students have to travel is cited as a major reason for the high dropout rate.

According the study stakeholders Saraswati Bicycle Scheme has contributed maximum in curbing the dropout rate among girls students. This feed back has also been validated by the quantitative analysis. Analysis given on dropout in chapter five have shown a declining trends of dropout among girls students from 3 percent in 2006-07 to 0.3 percent in 2011-12.

Continuation of education till 12<sup>th</sup> standard among girl’s students have also shown a positive trends. (See chapter -5).



## 6.4 Perceptual Impact of Scheme:

Under this section, an attempt has been made to assess the perception of beneficiaries, parents, principals and community people to assess their perception about impact of the scheme on different socio-economic components.

### 6.4.1 Impact of the Scheme on Enrolment and Dropout:

Majority of respondents (98 %) have stated that this scheme has succeeded in improving the enrolment of girl's students at great extent where as almost 2 percent respondents have told about "to some extent". This perception was validated with the actual data of sampled schools and it seems that this scheme certainly has contributed in improving the girl's enrolment in the class IX.



Analysis revealed that majority of schools (80%) have got this benefits in the academic year 2004-05 where as 5 percent schools each were benefited in 6-7 and 7-8 and remaining 10 percent got the benefit in 2010-11. Further quantitative analysis has also revealed that majority of schools had experienced an increase in terms of girl's enrolment over the reference period of last five years (2006-07 to 2011-12)

Further Impact of scheme on dropout was also assessed and it was observed that a total of 68 percent respondents have reported about reduction of dropout in the schools to "great extent".

### 6.4.2 Impact of the Scheme on Continuation of Education:

It was revealed from the discussion that this scheme has contributed in changing the mindset of beneficiaries as well as parents towards the schooling & higher education. A total of 73 percent respondents have reported that there is a "great impact" of this scheme towards schooling and also for further education where as only 27 percent have stated about the "some extent impact"



### **6.4.3 Impact of the Scheme on Others Socio-Economic Components:**

Impact of this scheme has also been assessed on other socio-economic indicators besides educational ones. Analysis given in annexure shows that majority of respondents have responded that there is impact of “great extent” in terms increasing the time duration for beneficiaries to do their educational homework besides 70 percent respondents have responded that this scheme has succeeded in increasing the social prestige of beneficiaries in the village as well as at her home.

It can be observed from the analysis that this scheme has been successful in increasing the self-esteem and a sense of asset ownership among the girl’s beneficiaries. Besides, households have also been benefited in terms of accessing the market and in terms of increasing the household saving by saving the travelling expenditure.

Another social impact of this scheme was observed in terms of increasing the good marriage prospects for girl’s beneficiaries because of their continuing education. Age at marriage of girls has been comparatively increased because of extended schooling & education period.

### **6.5 Impact of Scheme on Developing Innovative Practices and Success Stories:**

In nutshell, it has been observed that this scheme has provided positive impact on improving enrolment, continuing education and also in reducing the dropout. Following are some specific success stories/ case studies reflecting the impact of scheme on various educational and socio-economic aspects.

Kumari Devika Dhrub d/o Sri Khem Singh Dhrub is student of class X at Maharani Laxmi Bai Govt. Girls Hr. Sec. School, Jagdalpur. She has reported that her house is quite far from the school. Economic status of her household was not good due to which her parents were getting problem for meeting the travelling cost for attending the school. Thus, she was unable to regularly attend the class. After getting the benefit from the “Saraswati Bicycle Supply Scheme” now she is regularly attending the class. Her father has also not having any trouble in continuing her education. This is a positive impact of scheme in terms of **“Continuation of education by a ST girl student.”**

Smt. Rashmi Topo, Principal of Govt. High School Bouripara in Ambikapur (Sarguja) have stated that before implementation of this scheme there was less enrolment in class IX especially for the weaker sections of the society. Implementation of “Saraswati Bicycle Supply Scheme” has improved the enrolment in our school on a great extent. This has also reduced the burden of travelling cost of the household for attending the school. Parents have also realized that govt. has taken good effort to promote the girl’s education and it is their duty to enrol their girls for attending secondary schooling and also for procuring the desired benefit. In all, this scheme has positively impacted on **“increasing the girl’s enrolment in secondary schooling”**.

Kalyani d/o Sri Dular Das is a student of class X in Govt. Hr. Sec. School, Chanchidih (Bilaspur). She has stated that her father was afraid of security related problems for her as she was enrolled in class IX and there wasn't any transportation facility for me to attend the school. Poor economic status of household was not allowing my family members to manage transportation facility for me due to which she was unable to attend the school on regular basis. Further, she has also stated that after getting the benefit from Saraswati Bicycle Supply Scheme this problem has been solved. Now, she uses to go to school by bicycle along with other girl students of her area. Now, her household members are also not afraid of any security related problems for her and she is also able to attend the school on regular basis. This scheme has positively impacted her in terms **“increasing the school attending retention”**.

Smt. V.A. Das, Principal of Govt. High School, J.P. Colony Korba has responded that implementation of “Saraswati Bicycle Supply Scheme” has positively impacted in **“reducing the girls dropout rate in secondary schooling”**. She has stated that many parents were not interested to enrol her girl for secondary schooling due to lack of transportation as well as due to other socio-economic factors. Now, parents have seen that other girl's students in their area are getting bicycle from school. This has also improved the social prestige of those girls in the society which has changed the mindset of other parents to send their girl students for attending the higher education. Smt. Das has also stated that this scheme should be continued to ensure maximum participation of girls in higher education.

## **CHAPTER-7**

### **MAJOR FINDINGS, CONCLUSION & FUTURE DIRECTION**

#### **7.1 Summary Insight:**

The research study has derived some findings which show the strong positive impact and effectiveness of “Saraswati Bicycle Scheme”. The study was intended to search the impact of scheme on girl’s enrolment, attendance, dropout and continuation of their education till secondary and higher secondary schooling. The state and district level officials, along-with school principals, block education officer, girls beneficiaries, community people and parents were interviewed to find out their actual perception status on the scheme and to know about their future expectations. Although, the result is quite satisfactory, but there are some drawbacks and expectation too. Normally, community people are not satisfied with this scheme by covering only girls (SC, ST & BPL). Based on the field experiences and review of related literatures as well as documents, the following findings are derived under respective themes.

#### **7.2 Major Findings:**

##### **7.2.1 Implementation & Management of Saraswati Cycle Scheme:**

- ❖ As the matter of fact this scheme is being implemented by education & SC/ST welfare department through their nodal agency like District Education Officer and Assistant Commissioner of the respective districts. At block level BEOs, facilitates/ coordinates with principals of respective schools to ensure the reach of benefits (cycles) at the school level. Once cycles reach to school, it is the responsibility of schools principal to distribute the benefits among girl’s students (SC, ST & BPL) in the presence of people representative (MLAs/ MPs/ Sarpanchs).

- ❖ Inordinate delay of near about 6 months was observed in ensuring the reach of cycles at the school level in each academic year of study reference period.
- ❖ Free distribution of Saraswati-bicycle is targeted to the girls students based on their caste, gender and economic status criteria. In addition, it was reported by the researchers that there is a demand for the inclusion of **“disability criteria” for them there should be a provision of tri-cycles under this scheme.**
- ❖ A considerable number of principals, parents and members of school committee reported their ignorance about the detail guidelines regarding the monitoring & supervision of the delivered benefits. Specially school’s principals also willing to participate in the procedure of cycle selection by involving beneficiaries to ensure the procurement of quality benefit.
- ❖ Principals of the sampled schools also suggested to make total coverage of enrolled girls under this scheme to avoid the humiliation of those girls who does not fall under BPL or under SC/ST criteria.
- ❖ Variation with regard to timing of cycle distribution was found in the sampled districts. Most of the sampled schools of the study districts have distributed cycle at the almost end of academic session. Really this is a serious observation to act upon.
- ❖ Some principals and BEOs did not seem to be familiar with their prominent role for effective implementation of the cycle distribution scheme.
- ❖ The cycle distribution criteria for SC, ST & BPL were found to be irrational among certain groups of society, as these practices were the against the spirit of social justice. According to them, there is also a need to include “talent criteria” cutting across the caste line.

### 7.2.2 Monitoring & Verification of Benefits:

- ❖ Monitoring and verification component of the scheme seems to be weak. Majority of BEOs and school's principal rarely visits to the villages / beneficiaries to assess the sustainability and utilization pattern of procured benefits by the beneficiaries.
- ❖ Operational mechanism and accountability towards this scheme need to strengthen to avoid the delay in cycle distribution process.

### 7.2.3 Enrolment, Attendance, Dropout & Continuous Education:

- ❖ It was interesting to note that initially, girls were admitted in the school to receive the cycle but later, they themselves became aware of the importance of education and thus continuity their education at least till 10<sup>th</sup> class. Thus, the initial enrolment of girl's students in class IX was increased latter into regular attendance and eventually into the continuous education system. This can be under scored as an effective indicator of the **“Saraswati Bicycle Scheme”**.
- ❖ A considerable number of stakeholders at schools and districts pointed out that “delayed distribution of cycle” to the beneficiaries have also contributed in changing the mindset of enrolled girl's students in understanding the benefits of education. According to them, if benefits would have been distributed just after the enrolment, there were more chances of dropout among the girls students. Thus dealy of benefits worked as the bonding force and after passage of times it was converted into self conscious towards the importance of education among the enrolled beneficiaries.
- ❖ Child marriage of girls students (as reported by parents and community), involvement in domestic works and support for their parents, economic occupation stood as other strong factors for drop-out despite the provision of cycle distribution.

#### **7.2.4 Utilization of Benefits (Cycle):**

- ❖ Discussion with parents and girls students revealed that most of the time cycle was utilized by girls for attending the classes. However, the decision where to utilize the benefit was made by parents. Sometime parents (father) and brother also utilized the cycle to carry household articles and to travel to markets and relatives.
- ❖ Teachers & principals have also revealed during the discussion that there was misuse of “cycle” by gifting it to relatives and also by maximum use of “non-educational activities”. According to them, it has happened because of faulty BPL list and no effective mechanism in place for the monitoring and verification of assets/ beneficiaries.
- ❖ Responses of the stakeholders indicated that some of the girls students become more active in coming to school by cycle during the first two to three months of receiving the benefit than slowly it became to irregular in coming to school by cycles. They do attend the class but do not come by cycle because of its use by other family members.

#### **7.2.5 Parents and Children’s Motivation:**

- ❖ Most of the study stakeholders indicated that the “Saraswati Bicycle Scheme” has worked as a motivation & encouragement to the SC, ST & BPL girls to come to school regularly, to have high level of motivation, encouragement and interest in the study, and to become laborious and active in their study.
- ❖ The Saraswati Bicycle Scheme worked as a source of attraction to parents and girls students toward education. It contributed to changing the behaviour and performance of girls students as reflected in their habit of doing homework at home, raising high hope for getting other incentives also in coming days, increasing self confidence and improving their regularity.

### **7.2.6 Reduction of Gender Disparity:**

- ❖ Despite the discrimination prevailing in the schools, girl's students have developed confidence and become aware of their education including their future carrier. The "Saraswati Bicycle Scheme" has been playing valuable role for encouraging the SC, ST & BPL girls children towards their education.
- ❖ "Saraswati Bicycle Scheme" has contributed in reducing gender disparity and increasing the enrolment and number of girls in schools even higher than that of boys. Despite these changes, the following changes were noticed as cases of reduction of gender disparity:-
  - ✓ Girl's enrolment was found satisfactory in high schools.
  - ✓ Girl's have built-up good confidence to defend themselves against gender disparity.
  - ✓ Parents have begun to develop positive attitude towards their daughter's education.
  - ✓ Girls are actively participating in curricular and co-curricular activities.
  - ✓ "Saraswati Bicycle Scheme" has been viewed as a supportive measure for the girls.

### **7.3 Conclusions:**

As the main objective of this study was to find-out the effectiveness of the existing "Sarswati Bicycle Scheme" in terms of girls enrolment, attendance, dropout & continuation of secondary & higher secondary schooling, besides attempt was made to relate the scheme to its effective implementation and contribution. The following conclusions drawn based on the field findings, experiences and review of related researches:-

- ❖ Department of Public Instruction & SC/ST Welfare department have developed guidelines for the effective implementation of the "Saraswati Bicycle Scheme". These guidelines have, however, been either little understood by the grass-root level implementing agency like the schools, DEO, BEO, ACs and consequently they have not been able to relate the intent of the guidelines specifically in-terms of monitoring, verification and follow-up.



- ❖ The benefits of this scheme are recorded as many despite the fact that certain section of society wanted to increase the coverage of this scheme beyond the “girl’s students”. This is basically a policy level issue to be reckoned with by respective departments. Girl students have taken the cycle as an educational incentives and majority of them have demonstrated good performance to their teachers, parents and their relatives.
- ❖ There are some management issues to be raised. The selection procedure of vender’s for cycle’s supply by CSIDC, Raipur and procurement of demand data from districts to respective departments gets delay. Due to that the actual distribution of cycles to girls happens to be at the end of academic year. This issue need to be sorted out so that benefit can be ensured in the beginning of academic year.
- ❖ Department has adopted blanket approach for the distribution of cycles (ST/SC/BPL/ PTG males) which may not address to other genuine needy which does not fall under this category and thus they are uncovered. There is need to extend the coverage by including talented and needy students from other category also.
- ❖ The findings indicated that “Sarswati Bicycle Scheme” awareness campaign was yet to reach the grassroots level, the level that receive and utilizes the benefits. Thus, there is need to organize an awareness campaign on this regard.
- ❖ Selection of vender’s for the distribution of cycle by CSIDC needs more attention in-terms of verifying the credentials of the company/agency. It has come to our notice, during the interaction with stakeholders that one of the existing brand named “KROSS” by Messers Hero Eco Tech is being supplied under the scheme. The parents and beneficiaries are confused and they want to know whether this brand or company linked with Hero Cycles Limited in any way. Further, it has come to our notice that this brand and company has nothing to do with Hero cycles limited. CSIDC should adopt the criteria based on quality, cost effectiveness, vast dealership network & strong customer base for the selection cycle suppliers/ vendors/agencies.

## 7.4 Future Direction & Action Steps:

Based on the research findings, some directions have been suggested for future action. These directions are expected to make the “Saraswati Bicycle Distribution” mechanism more effective in order to reach the target groups and bring desired change in them. Similarly, action steps are recommended for reforming the existing programme so that it can be made comprehensive, uniform and representative in nature.

### 7.4.1 Future Direction:

- ❖ There is a practice of providing bicycle to the girls based on the demand data from school to districts & districts to state. Which takes a lot of time in finalising the actual demand of cycle in the state for a particular academic year and in turn it leads to delay in the process of cycle distribution. In such a situation **8<sup>th</sup>** class girl’s data can be made as the baseline information for speedy procedural activity & thus one can ensure the timely delivery of cycle to the beneficiaries.
- ❖ Currently the policy of the scheme covers SC, ST, BPL (with irrespective of castes) and PTG (boys also). Some dissatisfaction among the certain section of society was noted during the study because of non-coverage of genuine needy talented girls (not falling under the category). Thus, there is need to encourage talented girls also under the scheme on the basis of educational merit. There should also be a provision to provide **Tri-cycles** to the disabled beneficiaries under the scheme. If it is feasible, try to extend this scheme for boys also by fixing same criteria.
- ❖ There is no provision of performance monitoring for proper distribution and utilization of “Bicycles” under the scheme. Performance monitoring system once introduced will help in reducing the any discrepancy existing between the planned scheme & its implementation. It will further help to ensure that the targeted girl’s student received the “cycles” as per the guidelines and its proper utilization can be enhanced.

- ❖ Provision of “Sarswati Bicycle Scheme” has become instrumental in increasing parental awareness towards girl’s education. Girls should, therefore, be provided this benefit not only on the basis of a blanket approach like (SC, ST, and BPL) but also on the basis of girls need and its utilization. Thus, there is need to place a mechanism of need assessment under the scheme.
- ❖ “Sarswati Bicycle Scheme” has been proved to be an effective motivating factor to the needy children to enrol and to continue their education. Success case of the programme should be published and communicated in order to replicate them to other parts of the county.
- ❖ Fixing cycle distributions criteria have been criticized for unrepresentative criteria. The criteria should, therefore, be based on poverty, intelligence and HDI rather than caste & ethnicity, language, religion etc.
- ❖ Although, this research did not aim to study the EMIS at school, district & state level, the field investigation process revealed a situation where there is no proper/ accessible data about the “Saraswati Bicycle Scheme” over a period of time. Thus, there is need to upgrade the EMIS at all level under this scheme.

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## **ACKNOWLEDGEMENT**

Saraswati Bicycle Supply Scheme is one of the schemes initiated by Chhattisgarh Government in 2004. It has been aimed to ensure that the girl students continue their education beyond the level of middle. The scheme aims to encourage more and more girls to study at secondary level and facilitate them to lead a good quality of life with the help of the education that they have garnered.

Evaluation, monitoring and research are an area of priority for Midstream Marketing & Research. The present study entitled **“Evaluation Study of Saraswati Bicycle Supply Scheme (Free) in Chhattisgarh”** is an effort to present the overall impact of the scheme on various indicators over a period of time. I am sure findings of this study will have immense use in terms adopting future direction as well as policy level strategies.

I am grateful to State Council for Educational Research & Training (SCERT), Chhattisgarh for providing both financial and technical support for this study. My thanks are to Mr. Anil Rai (Director) SCERT, Commissioner (Lok Shikshan Sanchanalaya), Commissioner (SC, ST Welfare Dept.) and other Official’s of SCERT specially Mr. A Lakra ( Joint Director), Mrs. Jyoti Chakrovarty (Assistant Professor) and Mrs. Anupama Anlgunndwar (Assistant professor) for their valuable inputs and wholehearted support and encouragement during the study period.

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During the time of data collection and field visit, we received wholehearted support from the concerned districts, blocks and school level officials. I would like to convey my sincere thanks to them for spending their valuable time during discussion on various important aspects of the project that facilitated in completion of present study.

**Sanjay Pandey**  
**(Director – MMR)**

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## ABBREVIATIONS

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AC	Assistant Commissioner
BEO	Block Education Officer
BPL	Below Poverty Line
CSIDC	Chhattisgarh State Industrial Development Corporation
DEO	District Education Officer
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
HDI	Human Development Index
MP	Member of Parliament
MLA	Member of Legislative Assembly
NER	Net Enrollment Ratio
OBC	Other Backward Class
PTG	Primitive Tribal Group
PRIs	Panchayati Raj Institutions
SCERT	State Council of Educational Research & Training
SC	Scheduled Caste
ST	Scheduled Tribe
ToR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFP	World Food Programme

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## ***EXECUTIVE SUMMARY***

### **Context of Study:**

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of the work. The secondary education suffers from lack of access, low participation and from equity and quality issues. The All India average of the number of secondary & higher secondary schools per 100 square kilometre area is only 4 and **Chhattisgarh** is much below even this low national average. As per as equity is concerned there is a gap between boys & girls, the GER of boys being 44.26 percent as against 35.05 percent for girls with a difference of 9.2 percentage points as September 2004. The GER for students belonging to SC is 34.55 percent and that belonging to STs is even lower at 26.68 percent, the lowest GER being for ST girls at 21.95 percent.

Incentive schemes have long been used as a means of promoting girl's education in most developing countries where governments are struggling to improve the status of girls' education. Policy makers, planners and donors often believe that incentives can boost up girl's enrolment, retention and learning achievement in schools.

With above given rationale in mind, Chhattisgarh Government has formulated an incentive scheme named "**Saraswati Bicycle Supply Scheme (Free)**" which was launched in 2004-05 with an objective to promote girls enrolment and reduce the dropout of girl child in the age group of 14-18 at secondary and senior secondary level. Since the scheme is operational in the state over a period of almost one decade and thus Government of Chhattisgarh, intended to undertake an evaluation study of the scheme to assess the overall performance of the scheme on defined evaluation objectives. Midstream Marketing and Research Pvt. limited, a national level research agency was entrusted with this assignment.

## **Objectives of the Study:**

- To assess the physical & financial performance of this scheme over a reference period of 5 years.
- To assess the extent & magnitude of bicycle distribution among girl students at grass-root level.
- To assess the process involved in the selection and distribution of bicycles to the beneficiaries.
- To assess the impact of the scheme on:
  - Enrolment
  - Attendance
  - Dropout
  - Continuation of education till 12<sup>th</sup> standard
- To assess the perception of beneficiaries and their parents on:
  - Utility & sustainability
  - Choice preferences
  - Faced constraints
  - Advantage and disadvantage of bicycle distribution in physical form.
  - Advantage and disadvantage of cash distribution for bicycle purchasing
  - Suggestions for further improvement
- To identify the case studies/ success stories towards this scheme.
- To provide suggestions for policy level implication.

## **Study Methodology:**

Both quantitative and qualitative methods have been applied to conduct this study. Quantitative methodology includes the techniques in terms of sampling procedure, identification of sample frame and process of data processing and analysis. At other hand, qualitative methods include the techniques of qualitative data collection by the way secondary literature and data review, in-depth interview, Focus Group Discussion and case studies.

## Geographical Coverage of Study:

A total of 10 districts, 30 blocks and 150 schools were covered as geographical coverage of this study. Below given table shows the details of sampled districts and blocks.

<b>Districts</b>	<b>Blocks</b>	<b>Districts</b>	<b>Blocks</b>
Raipur	Gharsewa	Korba	Korba
	Arang		Katghora
	Abhanpur		Kartala
Rajnandgaon	Dongargarh	Sarguja	Ambikapur
	Khairagarh		Lakhanpur
	Rajnandgaon		Lundra
Mahasamund	Mahasamund	Korea	Baikunthpur
	Pithora		Sonhat
	Bagbahra		Khargawa
Bilaspur	Belha	Bastar	Jagdalspur
	Takhatpur		Bastar
	Gaurella		Bakaband
Jangjir-Champa	Nawagarh	Kanker	Kanker
	Akaltara		Narharpur
	Pamgarh		Charama

## Study Tools:

- Programme Implementing Officials Schedule (District, Block & Cluster)
- School Principal Schedule
- Social Worker Schedule
- Parents/Families Schedule
- Guidelines for Focus Group Discussions
- Format for Identification of Best Practices/ Lessons Learnt
- Check List

## Major Findings:

### Implementation & Management of Saraswati Cycle Scheme:

- ❖ This scheme is being implemented by education & SC/ST welfare department through their nodal agency like District Education Officer and Assistant Commissioner of the respective districts. At block level BEOs, facilitates/ coordinates with principals of respective schools to

ensure the reach of benefits (cycles) at the school level. Once cycles reach to school, it is the responsibility of schools principal to distribute the benefits among girl's students (SC, ST & BPL) in the presence of people representative (MLAs/ MPs/ Sarpanchs).

- ❖ Inordinate delay of near about 6 months was observed in ensuring the reach of cycles at the school level in each academic year of study reference period.
- ❖ Free distribution of Saraswati-bicycle is targeted to the girls students based on their caste, gender and economic status criteria. In addition, it was reported by the researchers that there is a demand for the inclusion of **“disability criteria” for them there should be a provision of tri-cycles under this scheme.**
- ❖ A considerable number of principals, parents and members of school committee reported their ignorance about the detail guidelines regarding the monitoring & supervision of the delivered benefits. Specially school's principals also willing to participate in the procedure of cycle selection by involving beneficiaries to ensure the procurement of quality benefit.
- ❖ Principals of the sampled schools also suggested to make total coverage of enrolled girls under this scheme to avoid the humiliation of those girls who does not fall under BPL or under SC/ST criteria.
- ❖ Variation with regard to timing of cycle distribution was found in the sampled districts. Most of the sampled schools of the study districts have distributed cycle at the almost end of academic session. Really this is a serious observation to act upon.
- ❖ Some principals and BEOs did not seem to be familiar with their prominent role for effective implementation of the cycle distribution scheme.
- ❖ The cycle distribution criteria for SC, ST & BPL were found to be irrational among certain groups of society, as these practices were the against the spirit of social justice. According to them, there is also a need to include “talent criteria” cutting across the caste line.

### **Monitoring & Verification of Benefits:**

- ❖ Monitoring and verification component of the scheme seems to be weak. Majority of BEOs and school's principal rarely visits to the villages / beneficiaries to assess the sustainability and utilization pattern of procured benefits by the beneficiaries.
- ❖ Operational mechanism and accountability towards this scheme need to strengthen to avoid the delay in cycle distribution process.

### **Enrolment, Attendance, Dropout & Continuous Education:**

- ❖ It was interesting to note that initially, girls were admitted in the school to receive the cycle but later, they themselves became aware of the importance of education and thus continuity their education at least till 10<sup>th</sup> class. Thus, the initial enrolment of girl's students in class IX was increased latter into regular attendance and eventually into the continuous education system. This can be under scored as an effective indicator of the **“Saraswati Bicycle Scheme”**.
- ❖ A considerable number of stakeholders at schools and districts pointed out that “delayed distribution of cycle” to the beneficiaries have also contributed in changing the mindset of enrolled girl's students in understanding the benefits of education. According to them, if benefits would have been distributed just after the enrolment, there were more chances of dropout among the girls students. Thus dealy of benefits worked as the bonding force and after passage of times it was converted into self conscious towards the importance of education among the enrolled beneficiaries.
- ❖ Child marriage of girls students (as reported by parents and community), involvement in domestic works and support for their parents, economic occupation stood as other strong factors for drop-out despite the provision of cycle distribution.

### **Utilization of Benefits (Cycle):**

- ❖ Discussion with parents and girls students revealed that most of the time cycle was utilized by girls for attending the classes. However, the decision where to utilize the benefit was made by parents. Sometime parents (father) and brother also utilized the cycle to carry household articles and to travel to markets and relatives.
- ❖ Teachers & principals have also revealed during the discussion that there was misuse of “cycle” by gifting it to relatives and also by maximum use of “non-educational activities”. According to them, it has happened because of faulty BPL list and no effective mechanism in place for the monitoring and verification of assets/ beneficiaries.
- ❖ Responses of the stakeholders indicated that some of the girls students become more active in coming to school by cycle during the first two to three months of receiving the benefit than slowly it became to irregular in coming to school by cycles. They do attend the class but do not come by cycle because of its use by other family members.

### **Parents and Children’s Motivation:**

- ❖ Most of the study stakeholders indicated that the “Sarswati Bicycle Scheme” has worked as a motivation & encouragement to the SC, ST & BPL girls to come to school regularly, to have high level of motivation, encouragement and interest in the study, and to become laborious and active in their study.
- ❖ The Saraswati Bicycle Scheme worked as a source of attraction to parents and girls students toward education. It contributed to changing the behaviour and performance of girls students as reflected in their habit of doing homework at home, raising high hope for getting other incentives also in coming days, increasing self confidence and improving their regularity.

## **Reduction of Gender Disparity:**

- ❖ Despite the discrimination prevailing in the schools, girl's students have developed confidence and become aware of their education including their future carrier. The "Saraswati Bicycle Scheme" has been playing valuable role for encouraging the SC, ST & BPL girls children towards their education.
- ❖ "Saraswati Bicycle Scheme" has contributed in reducing gender disparity and increasing the enrolment and number of girls in schools even higher than that of boys. Despite these changes, the following changes were noticed as cases of reduction of gender disparity:-
  - ✓ Girl's enrolment was found satisfactory in high schools.
  - ✓ Girl's have built-up good confidence to defend themselves against gender disparity.
  - ✓ Parents have begun to develop positive attitude towards their daughter's education.
  - ✓ Girls are actively participating in curricular and co-curricular activities.
  - ✓ "Saraswati Bicycle Scheme" has been viewed as a supportive measure for the girls.

## **Conclusions:**

- ❖ Department of Public Instruction & SC/ST Welfare department have developed guidelines for the effective implementation of the "Saraswati Bicycle Scheme". These guidelines have, however, been either little understood by the grass-root level implementing agency like the schools, DEO, BEO, ACs and consequently they have not been able to relate the intent of the guidelines specifically in-terms of monitoring, verification and follow-up.
- ❖ The benefits of this scheme are recorded as many despite the fact that certain section of society wanted to increase the coverage of this scheme beyond the "girl's students". This is basically a policy level issue to be reckoned with by respective departments. Girl students have taken the cycle as an educational incentives and majority of them have demonstrated good performance to their teachers, parents and their relatives.

- ❖ There are some management issues to be raised. The selection procedure of vender's for cycle's supply by CSIDC, Raipur and procurement of demand data from districts to respective departments gets delay. Due to that the actual distribution of cycles to girls happens to be at the end of academic year. This issue need to be sorted out so that benefit can be ensured in the beginning of academic year.
- ❖ Department has adopted blanket approach for the distribution of cycles (ST/SC/BPL/ PTG males) which may not address to other genuine needy which does not fall under this category and thus they are uncovered. There is need to extend the coverage by including talented and needy students from other category also.
- ❖ The findings indicated that "Sarswati Bicycle Scheme" awareness campaign was yet to reach the grassroots level, the level that receive and utilizes the benefits. Thus, there is need to organize an awareness campaign on this regard.
- ❖ Selection of vender's for the distribution of cycle by CSIDC needs more attention in-terms of verifying the credentials of the company/agency. It has come to our notice, during the interaction with stakeholders that one of the existing brand named "KROSS" by Messers Hero Eco Tech is being supplied under the scheme. The parents and beneficiaries are confused and they want to know whether this brand or company linked with Hero Cycles Limited in any way. Further, it has come to our notice that this brand and company has nothing to do with Hero cycles limited. CSIDC should adopt the criteria based on quality, cost effectiveness, vast dealership network & strong customer base for the selection cycle suppliers/ vendors/agencies.

### **Future Direction & Action Steps:**

- ❖ There is a practice of providing bicycle to the girls based on the demand data from school to districts & districts to state. Which takes a lot of time in finalizing the actual demand of cycle in the state for a particular academic year and in turn it leads to delay in the process of cycle distribution. In such a situation 8<sup>th</sup> class girl's data can be made as the baseline information for speedy procedural activity & thus one can ensure the timely delivery of cycle to the beneficiaries.



- ❖ Currently the policy of the scheme covers SC, ST, BPL (with irrespective of castes) and PTG (boys also). Some dissatisfaction among the certain section of society was noted during the study because of non-coverage of genuine needy talented girls (not falling under the category). Thus, there is need to encourage talented girls also under the scheme on the basis of educational merit. There should also be a provision to provide **Tri-cycles** to the disabled beneficiaries under the scheme. If it is feasible, try to extend this scheme for boys also by fixing same criteria.
- ❖ There is no provision of performance monitoring for proper distribution and utilization of “Bicycles” under the scheme. Performance monitoring system once introduced will help in reducing the any discrepancy existing between the planned scheme & its implementation. It will further help to ensure that the targeted girl’s student received the “cycles” as per the guidelines and its proper utilization can be enhanced.
- ❖ Provision of “Sarswati Bicycle Scheme” has become instrumental in increasing parental awareness towards girl’s education. Girls should, therefore, be provided this benefit not only on the basis of a blanket approach like (SC, ST, and BPL) but also on the basis of girls need and its utilization. Thus, there is need to place a mechanism of need assessment under the scheme.
- ❖ “Sarswati Bicycle Scheme” has been proved to be an effective motivating factor to the needy children to enroll and to continue their education. Success case of the programme should be published and communicated in order to replicate them to other parts of the county.
- ❖ Fixing cycle distributions criteria have been criticized for unrepresentative criteria. The criteria should, therefore, be based on poverty, intelligence and HDI rather than caste & ethnicity, language, religion etc.
- ❖ Although, this research did not aim to study the EMIS at school, district & state level, the field investigation process revealed a situation where there is no proper/ accessible data about the “Saraswati Bicycle Scheme” over a period of time. Thus, there is need to upgrade the EMIS at all level under this scheme.

## Annexure-1

### District & Block Wise List of Sampled Schools

Sl. No.	Name of District	Name of Block	Sl. No.	School Name
1.	Raipur	Gharsewa	1.	Govt. Higher Secondary School Chaubey Colony
			2.	Govt. Higher Secondary School Mandhar Colony
			3.	Govt. High School Deuri
			4.	Govt. Higher Secondary School Jora
			5.	Govt. Higher Secondary School Amlidih
		Arang	6.	Govt. Higher Secondary School Kosrangi
			7.	Govt. Higher Secondary School Chandkhuri
			8.	Govt. High School Rakhi
			9.	Govt. Higher Secondary School Khaulli
			10.	Govt. High School Mokhla
		Abhanpur	11.	Govt. Higher Secondary School Khorpa
			12.	Govt. Higher Secondary School Siwani
			13.	Govt. Higher Secondary School Tila
			14.	Govt. High School Nimora
			15.	Govt. High School Kolar
2.	Rajnandgaon	Dongargarh	16.	Govt. Higher Secondary School Dongargarh
			17.	Govt. Higher Secondary School Devkatta
			18.	Govt. High School Bilhari
			19.	Govt. Higher Secondary School Belgaon
			20.	Govt. High School Ramatola
		Khairagarh	21.	Govt. Higher Secondary School Khairagarh
			22.	Govt. Higher Secondary School Pandadah
			23.	Govt. Higher Secondary School Mudhipur
			24.	Govt. Higher Secondary School Ataria Bazar
			25.	Govt. Higher Secondary School Thelkadih
		Rajnandgaon	26.	Govt. Higher Secondary School Somni
			27.	Govt. Higher Secondary School Tilai
			28.	Govt. High School Shankarpur
			29.	Govt. High School Dhamansara
			30.	Govt. High School Lokhligram

3.	Mahasamund	Mahasamund	31.	Govt. Girls High School Jhalap
			32.	Govt. Higher Secondary School Raitum
			33.	Govt. High School Nandgaon
			34.	Govt. High School Bamhani
			35.	Govt. Adarsh Higher Secondary School Mahasamund
		Pithora	36.	Govt. Higher Secondary School Gondbahal
			37.	Govt. Higher Secondary School Bundeli
			38.	Govt. Higher Secondary School Pirda
			39.	Govt. High School Kishanpur
			40.	Govt. High School Savitripur
		Bagbahra	41.	Govt. Higher Secondary School Kamraud
			42.	Govt. Higher Secondary School Mungaser
			43.	Govt. High School Bakma
			44.	Govt. High School Khopli
			45.	Govt. Higher Secondary School Tendukona
4.	Bilaspur	Belha	46.	Govt. Girls Higher Secondary School Sarkanda
			47.	Govt. Higher Secondary School Chatidih
			48.	Mahalaxmi Bai Govt. Girls Higher Secondary Dayalganj
			49.	Govt. Higher Secondary Dayalganj
			50.	Govt. Higher Secondary School Tifra
		Takhatpur	51.	Govt. High School Purena
			52.	Govt. Higher Secondary School Takhatpur
			53.	Govt. High School Marhea
			54.	Govt. High School Jaraudha
			55.	Govt. High School Khapali
		Gaurella	56.	Mishri Devi Higher Secondary School Gaurella
			57.	Govt. Higher Secondary School Gaurella (Tikar)
			58.	Govt. Higher Secondary School Lalpur
			59.	Govt. Higher Secondary School Dhanauli
			60.	Govt. Higher Secondary School Kolja

5.	Jangjir-Champa	Nawagarh	61.	Govt. Higher Secondary School Bhurkot
			62.	Govt. High School Semra
			63.	Govt. High School Sukuli
			64.	Govt. Girls (Gattani) Higher Secondary School Jangjir
			65.	Govt. Higher Secondary School Sarkhu
		Akaltara	66.	Govt. Girls Higher Secondary School Akaltara
			67.	Govt. High School Pakaria (Jhulan)
			68.	Govt. High School Jhalmala
			69.	Govt. Higher Secondary School Sousari
			70.	Govt. Higher Secondary School Naryara
		Pamgarh	71.	Govt. Girls Higher Secondary School Pangarh
			72.	Govt. Higher Secondary School Satha
			73.	Govt. High School Jewra
			74.	Govt. Higher Secondary School Bhilawal
			75.	Govt. High SchoolKaushik
6.	Korba	Korba	76.	Govt. Higher Secondary School PWD Rampur
			77.	Govt. Higher Secondary School NCDK Korba
			78.	Govt. High School J.P. Colony Korba
			79.	Govt. Higher Secondary School Sada Korba
			80.	Govt. Higher Secondary School Korba
		Katoghara	81.	Govt. Higher Secondary School Katoghara
			82.	Govt. High School Dhalwadih
			83.	Govt. Higher Secondary School Arda
			84.	Govt. High School Dewri
			85.	Govt. Higher Secondary School Jawali
		Kartala	86.	Govt. Higher Secondary School Sadak Bundiya
			87.	Govt. Higher Secondary School Tumar
			88.	Govt. Higher Secondary School Karainara
			89.	Govt. Higher Secondary School Barpali
			90.	Govt. Higher Secondary School Paharaswani

7.	Sarguja	Ambikapur	91.	Govt. High School Bauripara
			92.	Govt. Higher Secondary School Police Line Ambikapur
			93.	Govt. Higher Secondary School Kedarpur
			94.	Govt. Girls Higher Secondary School Maripur Ward
			95.	Govt. High School Brahmapara
		Lakhanpur	96.	Govt. Girls High School Jaimangla
			97.	Govt. Higher Secondary School Latori
			98.	Govt. High School Gugra
			99.	Govt. Higher Secondary School Puhputra
			100.	Govt. Higher Secondary School Lahpatra
		Lundra	101.	Govt. Girls Higher Secondary School Lundra
			102.	Govt. Higher Secondary School Karaulli
			103.	Govt. High School Dhaulpur
			104.	Govt. High School Dubardih
			105.	Govt. High School Jori
8.	Korea	Baikunthpur	106.	Govt. Girls Model Higher Secondary School Baikunthpur
			107.	Govt. Higher Secondary School Mahalpara
			108.	Govt. Higher Secondary School Nagar
			109.	Govt. Higher Secondary School Ranai
			110.	Govt. Higher Secondary School Sargawa
		Khargawa	111.	Govt. High School Bardal
			112.	Govt. Higher Secondary School Udhnapur
			113.	Govt. Higher Secondary School Devadand
			114.	Govt. High School Dhubchola
			115.	Govt. Higher Secondary School Khargawa
		Sonhat	116.	Govt. Higher Secondary School Kathghodi
			117.	Govt. High School Pusla
118.	Govt. High School Sunderpur			
119.	Govt. Higher Secondary School Ramgarh			
120.	Govt. High School Kusaha			

9.	Kanker	Kanker	121.	Govt. Girls High School Manjhapara
			122.	Govt. Girls High School Sitlapara
			123.	Govt. Girls High School Ichhapur
			124.	Govt. Girls High School Kanker
			125.	Govt. High School Aturgaon
		Narharpur	126.	Govt. High School Masulpani
			127.	Govt. Higher Secondary School Deogaon
			128.	Govt. Higher Secondary School Bhansuli
			129.	Govt. High School Uraiya
			130.	Govt. Higher Secondary School Surahi
		Charawa	131.	Govt. Higher Secondary School Charawa
			132.	Govt. Higher Secondary School Girauilla
			133.	Govt. High School Charbhata
			134.	Govt. High School Chauri
			135.	Govt. Higher Secondary School Hilejhar
10.	Bastar	Bastar	136.	Govt. High School Karmari
			137.	Govt. High School Chokar
			138.	Govt. Higher Secondary School Lamker
			139.	Govt. High school Retawand
			140.	Govt. Higher Secondary School Ichhapur
		Bakaband	141.	Govt. Girls Higher Secondary School Bakaband
			142.	Govt. High School Barpadar
			143.	Govt. Higher Secondary School Muli
			144.	Govt. High School Dharauli
			145.	Govt. High School Sarjipal
		Jagdalpur	146.	Govt. High School Kewra Munda
			147.	Govt. Maharani Laxmi Bai Girls Higher Secondary School Jagdalpur
			148.	Govt. Higher Secondary School Bhagat Singh Jagdalpur
			149.	Govt. Higher Secondary School Railway Colony, Jagdalpur
			150.	Govt. Girls Higher Secondary School S.N-2, Jagdalpur

**Midstream Marketing & Research (MMR), New Delhi**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**BENEFICIARIE'S GIRL STUDENT SCHEDULE**

**PART A: IDENTIFICATION PARTICULAR**

Sl. No.	Allocation	Name	Code
A.1	District Name		
A.2	Block Name		
A.3	Cluster Name		
A.4	School Name		
A.5	Types of School	(1) Tribal (2) Non-tribal	
A.6	Location	(1) Rural (2) Urban	

**PART B: BENEFICIARIES DETAIL**

B.1 Name of the Beneficiaries/Student .....

B.2 Age .....(Years)

B.3 Social Group (1) SC (2) ST (3) OBC (4)General (5) Minority (6) Others (.....Specify)

B.4 Study Class (1) IX (2) X (3) XI (4) XII

B.5 Marital Status (1) Married (2) Unmarried

B.6 Whether listed under BPL (1) Yes (2) No

B.7 Beneficiaries Parent's Name

B.7.1 Father Name .....

B.7.2 Mother Name .....

B.8 Types of Family (1) Nuclear (2) Joint (3) Extended

## PART C: BENEFICIARIES HOUSEHOLD DETAILS

Sl. No.	Member Name	Gender *	Age *	Level of Education *	Occupation *
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

**(\* Use Code)**

Gender: (1) Male (2) Female

Age: (1) 0-5 (2) 6-14 (3) 15-18 (4) 19-24 (5) 25-29 (6) 30-34 (7) 35 & above

Education: (1) Illiterate (2) Literate (3) Up to primary (4) Up to middle (5) Up to secondary  
(6) Up to higher secondary (7) Graduate & above (8) Others (.....Specify)

Occupation: (1) Agricultural Laborer (2) Non-Agricultural Labour (3) Cultivators (4) Artisan  
(5) Trader/ Business (6) Service (7) Unemployed (8) Students (9) Others (.....Specify)

## PART D: SCHEME RELATED

D.1 Are you aware with "Saraswati Bicycle Scheme"? (1) Yes (2) No

D.2 How did you know about the scheme? (1) Through Media (2) Through School (3) Through PRIs  
(4) Through Family (5) Through Friends (6) Through Villagers (7) Others (.....specify)

D.3 Please tell the procedure through which you got the benefit?

.....  
 .....

D.4 Please tell the mode of benefit? (1) Cash for bicycle (2) Bicycle distributed

D.5 When did you avail this benefit? .....Date .....Month ..... Year

D.6 How far is your village from the school? .....(In KM)

D.7 What was the mode for attending the school, before this benefit?  
(1) On foot (2) Public transport (3) Own bicycle (4) Shared transport (5) Others (..... specify)

D.8 Did you get any difficulty before availing the benefit in-terms of following?

D.8.1 Enrollment Related? (1) Yes (2) No

D.8.2 Attendance Related? (1) Yes (2) No

D.8.3 Regularity Related? (1) Yes (2) No

D.8.4 Security Related? (1) Yes (2) No

D.8.5 Others (specify-----) (1) Yes (2) No



D.9 If yes, please explain in detail?

D.9.1 Enrollment Related?

.....  
.....

D.9.2 Attendance Related?

.....  
.....

D.9.3 Regularity Related?

.....  
.....

D.9.4 Security Related?

.....  
.....

D.9.5 Others Related? (-----Specify)

.....  
.....

D.10 When did you get the benefit/bicycle? (1) Just after the enrollment (2) After -----months

D.11 Did you get any difficulty in getting the benefit? (1) Yes (2) No

D.12 If yes, please explain in detail? (Procedural delay, commission/ Bribe/others)

.....  
.....

**PART E: USE & MAINTENANCE**

E.1 Do you use bicycle daily for coming to school? (1) Yes, daily (2) Yes, Some time (3) Never

E.2 If response is 2 & 3, please tell the reasons for

E.2.1 Yes, some time

.....  
.....

E.2.2 Never

.....  
.....

E.3 Who other than you, also use the bicycle?

- (1) Mostly father      (2) Mostly brother      (3) Mostly relatives      (4) None

E.4 Who bears the expenses for the maintenance of bicycle?

- (1) Father      (2) Guardian      (3) Brother      (4) Self      (5) Others (.....Specify)

E.5 Present condition of bicycle (verify)?

- (1) Excellent      (2) Good      (3) Medium      (4) Poor      (5) Abandoned      (6) Not traceable

E.6 Do you get any problem/ opposition in-terms of riding bicycle to attend the school?

- (1) Yes, Some time      (2) Yes, regularly      (3) Never

E.7 If yes, please explain the nature of problem

.....  
.....

E.8 Did you consult any person to resolve your problems?

- (1) Yes      (2) No

E.9 If Yes, to whom did you consult?

- (1) Teacher (2) Parent (3) Friends (4) Others (.....specify)

E.10 Whether your problem was resolved after the consultation?

- (1) Yes      (2) No

**PART F: PERCEPTION/ IMPACT**

F.1 Are you satisfied with this scheme/ benefit?

- (1) Yes      (2) No

F.2 Please provide five important points, which could support your statement of satisfaction?

.....  
.....

F.3 If no, please provide five important points, which could support your statement?

.....  
.....

F.4 Do you think, this scheme has positively impacted on following component?

Sl. No.	Component	Code: (1) Yes to great extent (2) Yes to some extent (3) Not at all
F.4.1	Improved Enrollment	
F.4.2	Improved Attendance	
F.4.3	Improved Retention	
F.4.4	Reduce Dropout	
F.4.5	Positive attitude towards continuation of schooling till 12 <sup>th</sup> standard	
F.4.6	Greater desire for higher education	
F.4.7	Increased timing for home study	
F.4.8	Improved social prestige	
F.4.9	Increased self esteem	
F.4.10	Increased ownership of assets	
F.4.11	Increased market accessibility	
F.4.12	Increased household income	
F.4.13	Increased in household savings	
F.4.14	Better health & education facilities	
F.4.15	Positive attitude among girls to enroll in secondary schooling	
F.4.16	Encouraged marriage prospects	
F.4.17	Others (specify-----)	

### PART G: COMMENTS OF INVESTIGATOR

G.1 Difficulty faced by beneficiaries in getting the benefit (including procedural delays and commission/ bribe paid, if any)?

.....

.....

.....

G.2 Skill/ attitude of the beneficiaries towards schooling/ teaching learns transaction just after being the beneficiary?

.....

.....

.....

G.3 Assets created under the scheme and their maintenance use & sustainability? (Mention whether the asset could be personally verified or not)

.....  
.....

G.4 Whether any social/ operational/ school related difficulty faced by beneficiaries? (If so provide the details)

.....  
.....

G.5 Mention the view on overall impact of the scheme on:-

G.5.1 Enrollment?

.....  
.....

G.5.2 Attendance?

.....  
.....  
.....

G.5.3 Dropout?

.....  
.....

G.5.4 Retention & attitude of girls to continue education till 12<sup>th</sup> standard?

.....  
.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

Investigator Observation: -

.....  
.....

End of the interview  
Thank you

**Midstream Marketing & Research (MMR), New Delhi**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**COMMUNITY FGDs SCHEDULE**

**PART A: IDENTIFICATION PARTICULARS**

Sl. No.	Allocation	Name	Code
A.1	District Name		
A.2	Block Name		
A.3	Cluster Name		
A.4	School Name		
A5.	Types of Schools	(1) Tribal (2) Non- Tribal	
A.5	Village Name		

**PART B: FGDs MEMBERS COMPOSITION**

Sl. No.	Members Name	Gender *	Qualification*	Occupation *
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**(\* Use Code)**

Gender: (1) Male (2) Female

Qualification (1) Illiterate (2) Literate (3) Up to primary (4) Up to middle (5) Up to secondary (6) Up to higher secondary (7) Graduate & above (8) Others (.....Specify)

Occupation: (1) Agricultural Laborer (2) Non-Agricultural Labour (3) Cultivators (4) Artisan (5) Trader/ Business (6) Service (7) Unemployed (8) Students (9) Others (.....Specify)

**PART C: SCHEME RELATED**

C.1 Are you aware with "Saraswati Bicycle Scheme"? (1) Yes (2) No

C.2 If yes, how did you come to know about the scheme?  
.....  
.....

C.3 How many beneficiaries are there in your village under this scheme? No. ....

C.4 Do you think, all the eligible target groups of your village have secured the benefits under the scheme? (1) Yes (2) No

C.5 If no, please list out the reasons?  
.....  
.....  
.....

C.6 Do you have any innovative idea about the implementation procedure of this scheme? (1) Yes (2) No

C.7 If yes, please explain?  
.....  
.....  
.....

**PART D: PERCEPTION/ IMPACT**

D.1 Do you think, this scheme is being implemented in fair-manner? (1) Yes (2) No

D.2 If no, please explain the reasons?  
.....  
.....  
.....

D.3 Please provide five positive & five negative impact of this scheme?  
.....  
.....  
.....

D.4 Do you think, this scheme has any link with quality education among girl's students? (1) Yes (2) No

D.5 If yes, please explain?

.....  
.....  
.....

D.6 Do you think, the benefits given under this scheme to the beneficiaries are being used purposively?  
(1) Yes (2) No

D.7 If yes, How .....

D.8 If no, How .....

D.9 Please provide suggestions for further improvement of this scheme?

.....  
.....  
.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

**Investigator Observation: -**

.....  
.....  
.....  
.....

**End of the interview  
Thank you**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**DISTRICT LEVEL IMPLEMENTING SCHEDULE**

- ✓ Questions of this schedule to be addressed at the district headquarter with the concerned project/ scheme functionary.
- ✓ Relevant documents related to the “Saraswati Bicycle Scheme” to be collected for the last five years.

**PART A: IDENTIFICATION PARTICULAR**

A.1 Name of the Respondent .....

A.2 Gender (1) Male (2) Female

A.3 Designation .....

A.4 Name of the Districts .....

A.5 Address with Phone No. ....  
.....  
.....

A.6 Type of implementing agency (1) Department of education/ public instruction (2) Department of tribal welfare

A.7 Interviewer Name .....

A.8 Interviewer Signature .....

A.9 Interview Date .....

A.10 Coverage of Scheme (1) Entire Blocks/ Cluster’s Schools (2) Selected Blocks/ Cluster’s Schools



## PART B: SCHEME RELATED

B.1 Are you aware with "Saraswati Bicycle Scheme" in your district? (1) Yes (2) No

B.2 Since how long this scheme is in operation .....

B.3 Please give your specific opinion about the genesis & objectives behind the implementation of "Saraswati Bicycle Scheme" in your District? (Attach Relevant Document)

B.3.1 Genesis

.....  
 .....

B.3.2 Objectives

.....  
 .....

B.4 Do you have any specific "scheme implementation guidelines"? (1) Yes (2) No

B.5 If yes, please provide the information (Attach the guideline copy)

.....  
 .....

B.6 Please provide the mode of benefits at grass-root level?

Sl. No.	Reference Period	Use Code: - (1) Cash (2) Cycle
1.	2007-08	
2.	2008-09	
3.	2009-10	
4.	2010-11	
5.	2011-12	

B.7 Please give details of fund allocation and utilization under the service over a reference period of five years?

Sl. No.	Reference Period	Allocation	Utilization	Source of Fund
1.	2007-08			
2.	2008-09			
3.	2009-10			
4.	2010-11			
5.	2011-12			

B.8 Please provide details about the physical performance under the scheme?

Sl. No.	Reference Period	Target					
		SC	ST	OBC	Gen	Others	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

Sl. No.	Reference Period	Achievement					
		SC	ST	OBC	Gen	Others	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

B.9 Please provide details about the fund/benefit flow mechanism to get the benefit at grass-root level?

.....  
.....

B.10 Please provide the name of lead and line department to ensure the benefit at right place in the stipulated time frame?

.....  
.....

B.11 Please provide the information on adopted mode to popularize this scheme at mass level?

.....  
.....

B.12 Is there any monitoring mechanism to ensure the effectiveness of scheme? (1) Yes (2) No

B.13 If yes, please provide the details?

.....  
.....

B.14 Please provide the information on adopted mechanism to implement this scheme in your district?

.....  
.....

B.15 Please provide the details on the stipulated role & responsibility of following stakeholders:-

B.15.1 District Level Officials

.....  
.....

B.15.2 Block Level Officials

.....  
.....

B.15.3 Cluster Level Officials

.....  
.....

B.15.4 Schools Principals/ Head Teacher

.....  
.....

B.15.5 Parents/ Community

.....  
.....

B.15.6 VEC/ SMCs

.....  
.....

B.15.7 Others (If any Specify.....)

.....  
.....

B.16 Please provide the information on adopted mechanism to popularize this scheme at grass-root level?

.....  
.....

B.17 Have you received any complaints from beneficiaries/ target groups about the benefits?  
(1) Yes (2) No

B.18 If yes, please list out the nature of complaints?

.....  
.....

B.19 Are details regarding complaints from beneficiaries maintained? (1) Yes (2) No

B.20 If yes, give the following details regarding complaints

Sl. No.	Financial Year	Total no. of received complain	Action Taken	Pending Action
1.	2007-08			
2.	2008-09			
3.	2009-10			
4.	2010-11			
5.	2011-12			

B.21 Is there any grievance redressal mechanism functioning at district level? (1) Yes (2) No

B.22 If yes, please give the details

.....  
.....

B.23 Are field visits/ physical verification made in order to monitor all the aspects of the benefits under the scheme? (1) Yes (2) No

B.24 If yes, give the schedule of field visits/ physical verification for various officers? (Attached Copy)

.....  
.....

B.25 Are inception reports prepared by the field officers after their visit? (1) Yes (2) No

B.26 If yes, are these reports discussed in the meeting of the governing bodies? (1) Yes (2) No

B.27 If yes, the finding of this was reported to the State Level Office? (1) Yes (2) No

**PART C: PERCEPTION & IMPACT RELATED**

C.1 Do you think, this scheme has impacted positively on following indicators, if yes, please justify your statement with valid database evidence?

C.1.1 Enrollment

.....  
.....

C.1.2 Attendance

.....  
.....

C.1.3 Dropout

.....  
.....

C.1.4 Retention

.....  
.....

C.1.5 Continuation of education till 12<sup>th</sup> standard

.....  
.....

C.1.6 Others (Specify.....)

.....  
.....

C.2 Do you think this scheme has any direct positive impact on community and at household level inters of following?

C.2.1 Social Security

.....  
.....

C.2.2 Adolescent empowerment

.....  
.....

C.2.3 Gender biasness

.....  
.....

C.2.4 Self esteem

.....  
.....

C.2.5 Community/ household empowerment

.....  
.....

C.2.6 Others (Specify.....)

.....  
.....

C.3 Do you think, there is any need to change the existing mode of benefit distribution under the scheme?  
(1) Yes (2) No

C.4 If yes, please detailed out?

.....  
.....

C.5 Did you face any constraints at any level during the implementation of this programme?

C.5.1 State Level

.....  
.....

C.5.2 District Level

.....  
.....

C.5.3 Block/ Cluster Level

.....  
.....

C.5.4 School Level

.....  
.....

C.5.5 Beneficiaries Level

.....  
.....

C.5.6 Community Level

.....  
.....

C.5.7 Parents Level

.....  
.....

C.5.8 Others (Specify.....)

.....  
.....

C.6 Please provide any success story through which you can justify the viability of this scheme in your state?

.....  
.....

C.7 Please provide suggestions at various level to further streamline this scheme to get maximum benefits?

C.7.1 Policy Level

.....  
.....

C.7.2 Implementation Level

.....  
.....

C.7.3 Supply/ Distribution Level

.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

Investigator Observation: -

.....  
.....  
.....  
.....

**End of the interview  
Thank you**

**Midstream Marketing & Research (MMR), New Delhi**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**PARENT'S SCHEDULE**

**PART A: IDENTIFICATION PARTICULAR**

Sl. No.	Allocation	Name	Code
A.1	District Name		
A.2	Block Name		
A.3	Cluster Name		
A.4	School Name		
A.5	Types of Schools	(1) Tribal (2) Non Tribal	
A.6	Students Name		
A.7	Village Name		

**PART B: BACKGROUND PROFILE**

B.1 Name of the Respondent .....

B.2 Gender (1) Male (2) Female

B.3 Age .....(Years)

B.4 Occupation .....

B.5 Social Group (1) SC (2) ST (3) OBC (4)General (5) Minority (6) Others (.....Specify)

B.6 Level of Occupation .....

B.7 Relation with Beneficiaries .....

B.8 Name of the Beneficiaries .....

B.9 Number of School going Children

Class	Male	Female	Total
IX			
X			
XI			
XII			



**PART C: SCHEME RELATED**

C.1 Are you aware with "Saraswati Bicycle Scheme"? (1) Yes (2) No

C.2 If Yes, how did you come to know about the scheme?  
.....  
.....

C.3 When your wards got this benefit/cycle?  
.....  
.....

C.4 Can you recall the procedure adopted for getting the benefits?  
.....  
.....

C.5 What role you played to ensure the benefit for your ward under the scheme?  
.....  
.....

C.6 Did you/ your ward get any difficulty in getting this benefit? (1) Yes (2) No

C.7 If yes, please give the details?  
.....  
.....

C.8 Did your ward use this benefits for going to school? (1) Yes (2) No

C.9: If no, reasons -----

C.10 How frequently your ward use this benefit to attend the schools? (1) Daily (2) Irregular

C.11 If use of benefit is irregular, please explain the reason?  
.....  
.....

C.12 Are there any body in your family, who uses this benefit other than beneficiaries? (1) Yes (2) No

C.13 If yes, please list out the name and purpose of use?  
.....  
.....

C.14 Did any body turn up for conducting physical verification for provided benefit ? (1) Yes (2) No

C.15 If yes please tell the designation of the person who visited for the verification?

.....  
.....

**PART D: PERCEPTION/ IMPACT**

D.1 Do you think, this scheme has left any impact in-terms of quality education of your ward?

.....  
.....  
.....

D.2 Other than quality schooling, what more benefits have you/ your family have secured after the procurement of this benefit?

.....  
.....  
.....

D.3 Please give most five negative and positive aspects of this scheme?

.....  
.....  
.....

D.4 Do you think this scheme is beneficial and it should be continued?

(1) Yes            (2) No

D.5 What is your opinion towards girl's education in the absence of this benefit

(1) Education should be continued            (2) Education should not be continued

D.6 If option is 1 in D.5, Please list out 5 major reasons?

.....  
.....  
.....  
.....  
.....  
.....  
.....

D.7 If option is negative in D.5, please list out five major reasons

.....  
.....  
.....  
.....  
.....

D.8 Please give suggestions for further improvement under the scheme?

.....  
.....  
.....  
.....  
.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

Investigator Observation: -

.....  
.....  
.....  
.....

**End of the interview  
Thank you**

**Midstream Marketing & Research (MMR), New Delhi**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**PRI/ SOCIAL WORKER SCHEDULE**

**PART A: IDENTIFICATION PARTICULAR**

Sl. No.	Allocation	Name	Code
A.1	District Name		
A.2	Block Name		
A.3	Cluster Name		
A.4	School Name		
A.5	Types of School	(1) Tribal (2) Non Tribal	
A.6	Village Name		

**PART B: BACKGROUND PROFILE**

B.1 Name of the Respondent .....

B.2 Gender (1) Male (2) Female

B.3 Age .....(Years)

B.4 Designation .....

B.5 Social Group (1) SC (2) ST (3) OBC (4)General (5) Minority (6) Others (.....Specify)

B.6 Educational Level .....

B.7 Occupation .....

B.8 Address with Phone No. ....  
.....  
.....

**PART C: SCHEME RELATED**

C.1 Are you aware with "Saraswati Bicycle Scheme"? (1) Yes (2) No

C.2 How did you come to know this scheme?

.....  
.....  
.....

C.3 Since how long, you are associated with this scheme?

.....  
.....  
.....  
.....

C.4 Please give details about specific role played by you under the scheme?

.....  
.....  
.....

C.5 Did you get any difficulty in ensuring this benefit to genuine candidate? (1) Yes (2) No

C.6 If yes, please give the details?

.....  
.....  
.....

C.7 Please explain the process of beneficiaries selection under the scheme?

.....  
.....  
.....

C.8 Did you get any incentives for extending your service under this scheme? (1) Yes (2) No

C.9 If yes, please give the details?

.....  
.....  
.....

C.10 How many beneficiaries have procured this benefit through your mobilization?

Number.....

**PART D: PERCEPTION/ IMPACT**

D.1 Please list out five positive impact of this scheme?

.....  
.....  
.....

D.2 Please list out five negative impact of this scheme?

.....  
.....  
.....

D.3 Do you think, this scheme has positively impacted in terms of quality education among girls students?  
(1) Yes            (2) No

D.4 If yes, please justify your statement?

.....  
.....  
.....

D.5 Please give few suggestions for further improvement under the scheme?

.....  
.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

**Investigator Observation: -**

.....  
.....  
.....  
.....

**End of the interview  
Thank You**

**Midstream Marketing & Research (MMR), New Delhi**

**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**SCHOOLS PRINCIPAL/ HEAD MASTER SCHEDULE**

- ✓ Questions of this schedule to be addressed at the school with the concerned project/ scheme functionary.
- ✓ Relevant documents related to the “Saraswati Bicycle Scheme” to be collected for the last five years.

**PART A: IDENTIFICATION PARTICULAR**

SI. No.	Allocation	Name	Code
A.1	District Name		
A.2	Block Name		
A.3	Cluster Name		
A.4	School Name		
A.5	Types of school	(1) Tribal (2) Non Tribal	
A.6	Location	(1) Rural (2) Urban	

A.7 Name of the Principal/ Headmaster .....

A.8 Gender (1) Male (2) Female

A.9 Address with Phone No. ....

.....

.....

A.10 Interviewer Name .....

A.11 Interviewer Signature .....

A.12 Interview Date .....

**PART B: SCHEME RELATED**

B.1 Are you aware with “Saraswati Bicycle Scheme” in your district? (1) Yes (2) No

B.2 Since how long this scheme is in operation in your district?  
 .....

B.3 Since how long this scheme is in operation in your school?  
 .....

B.4 From where did you get the benefit?   
 (1) Department of education/ public instruction (2) Department of tribal welfare

B.5 If differences between B2 & B3 in year of implementation, please state the reason behind this?  
 .....  
 .....

B.6 Do you have any specific “scheme implementation guidelines”? (1) Yes (2) No

B.7 If yes, please provide the information (Attach the guideline copy)  
 .....  
 .....

B.8 Please provide the mode of benefit to beneficiaries?

Sl. No.	Reference Period	Use Code: - (1) Cash (2) Cycle
1.	2007-08	
2.	2008-09	
3.	2009-10	
4.	2010-11	
5.	2011-12	

B.9 Please provide the details on the procedure adopted for the selection of beneficiaries under the scheme?  
 .....  
 .....

B.10 Coverage of beneficiaries over the reference period?

Sl. No.	Reference Period	Use Code: - (1) Entire enrolled girls student to class IX (2) Selected enrolled girls of class IX
1.	2007-08	
2.	2008-09	
3.	2009-10	
4.	2010-11	
5.	2011-12	

B.11 If the option is 2 in B.6, Please give details on the mechanism adopted for the selection of only selected beneficiaries?  
 .....  
 .....



B.12 Please provide details about the physical performance under the scheme?

Sl. No.	Reference Period	Target					
		SC	ST	OBC (BPL)	Gen (BPL)	Others (BPL)	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

Sl. No.	Reference Period	Achievement					
		SC	ST	OBC (BPL)	Gen (BPL)	Others (BPL)	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

B.13 Are following stakeholders were involved in any stage of programme implementation?

- B.13.1 Block Level Officials? (1) Yes (2) No
- B.13.2 Cluster Level Officials? (1) Yes (2) No
- B.13.3 SMC/ VECs? (1) Yes (2) No
- B.13.4 Parents/ Community? (1) Yes (2) No

B.14 If yes, please detail out the role & responsibilities of above stakeholders in the scheme implementation?

.....  
 .....

B.14.1 Block Level Officials?

.....  
 .....

B.14.2 Cluster Level Officials?

.....  
 .....

B.14.3 SMC/VEC?

.....  
 .....

B.14.4 Parents/ Community?

.....  
 .....

B.15 What type of mechanism was adopted to generate the awareness about the scheme at grass root level?

.....  
.....

B.16 Have you received any complaints from beneficiaries/ target groups about the benefits?  
(1) Yes (2) No

B.17 If yes, please list out

.....  
.....

B.18 Are details regarding complaints from beneficiaries maintained? (1) Yes (2) No

B.19 If yes, give the following details regarding complaints

Sl. No.	Financial Year	Total no. of received complain	Action Taken	Pending Action
1.	2007-08			
2.	2008-09			
3.	2009-10			
4.	2010-11			
5.	2011-12			

B.20 Is there any grievance redressal mechanism functioning at district level? (1) Yes (2) No

B.21 If yes, please give the details

.....  
.....

B.22 Are field visits/ physical verification made in order to monitor all the aspects of the benefits under the scheme? (1) Yes (2) No

B.23 If yes, give the schedule of field visits/ physical verification for various officers? (Attached Copy)

.....  
.....

B.24 Are inception/ verification report prepared by officials was shared with you? (1) Yes (2) No

B.25 If yes, what were the major points of discussion?

.....  
.....

B.26 What action did you take after the inception report?

.....  
.....

## PART C: PERCEPTION/ IMPACT RELATED

C.1 Please provide enrollment details of your schools?

Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Base Line (-----) Just Before the Implementation</b>															
VIII															
IX															
X															
XI															
XII															
Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Reference Period (2007-08)</b>															
VIII															
IX															
X															
XI															
XII															

Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Reference Period (2008-09)</b>															
VIII															
IX															
X															
XI															
XII															

Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Reference Period (2009-10)</b>															
VIII															
IX															
X															
XI															
XII															

Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Reference Period (2010-11)</b>															
VIII															
IX															
X															
XI															
XII															

Class	Boys					Girls					Total				
	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total	SC	ST	OBC	General	Total
<b>Reference Period (2011-12)</b>															
VIII															
IX															
X															
XI															
XII															

C.2 Please provide the details on enrollment of girls students in class IX?

Base Line	SC	ST	OBC	General	Total
Year----- just before the implementation					

Reference Period	SC	ST	OBC	General	Total
2007-08					
2008-09					
2009-10					
2010-11					
2011-12					

C.3 Please provide the details on average attendance rate of girls students in class IX?

Base Line	SC	ST	OBC	General	Total
Year----- just before the implementation					

Reference Period	SC	ST	OBC	General	Total
2007-08					
2008-09					
2009-10					
2010-11					
2011-12					

C.4 Please provide the details on dropout rate?

Base Line	SC	ST	OBC	General	Total
Year----- just before the implementation					

Reference Period	SC	ST	OBC	General	Total
2007-08					
2008-09					
2009-10					
2010-11					
2011-12					

C.5 Please provide the details on retention rate?

Base Line	SC	ST	OBC	General	Total
Year----- just before the implementation					

Reference Period	SC	ST	OBC	General	Total
2007-08					
2008-09					
2009-10					
2010-11					
2011-12					

C.6 Please provide the details on Continuation rate of girls students till 12<sup>th</sup> standard?

Base Line	SC	ST	OBC	General	Total
Year----- just before the implementation					

Reference Period	SC	ST	OBC	General	Total
2007-08					
2008-09					
2009-10					
2010-11					
2011-12					

C.7 Do you think this scheme has any direct positive impact on community and at household level in terms of following?

C.7.1 Social Security

.....  
.....  
.....

C.7.2 Adolescent empowerment

.....  
.....  
.....

C.7.3 Gender biasness

.....  
.....  
.....

C.7.4 Self esteem

.....  
.....  
.....

C.7.5 Community/ household empowerment

.....  
.....  
.....

C.7.6 Others (Specify.....)

.....  
.....  
.....

C.8 Do you think, there is any need to change the existing mode of benefit distribution under the scheme?  
(1) Yes (2) No

C.9 If yes, please detailed out?

.....  
.....  
.....

C.10 Did you face any constraints at any level during the implementation of this programme?

C.10.1 State Level

.....  
.....  
.....

C.10.2 District Level

.....  
.....  
.....

C.10.3 Block/ Cluster Level

.....  
.....

C.10.4 School Level

.....  
.....

C.10.5 Beneficiaries Level

.....  
.....

C.10.6 Community Level

.....  
.....

C.10.7 Parents Level

.....  
.....

C.10.8 Others (Specify.....)

.....  
.....

C.11 Please provide any success story through which you can justify the viability of this scheme in your state?

.....  
.....

C.12 Please provide suggestions at various level to further streamline this scheme to get maximum benefits?

C.12.1 Policy Level

.....  
.....

C.12.2 Implementation Level

.....  
.....

C.12.3 Supply/ Distribution Level

.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

Investigator Observation: -

.....  
.....  
.....  
.....

End of the interview  
Thank You



**Evaluation Study of Saraswati Bicycle Supply Scheme (Free) In Chhattisgarh**

Schedule No.....

**STATE LEVEL IMPLEMENTING SCHEDULE**

- ✓ Questions of this schedule to be addressed at the state headquarter with the concerned project/ scheme functionary.
- ✓ Relevant documents related to the “Saraswati Bicycle Scheme” to be collected for the last five years.

**PART A: IDENTIFICATION PARTICULAR**

A.1 Name of the Respondent .....

A.2 Gender (1) Male (2) Female

A.3 Designation .....

A.4 Address with Phone Number .....

.....

.....

A.5 Type of implementing agency (1) Department of education/ Public instruction (2) Department tribal welfare

A.6 Interviewer Name .....

A.7 Interviewer Signature .....

A.8 Interview Date .....

A.9 Coverage of Scheme (1) Entire School of the Districts (2) Selected Schools of Selected Districts

**PART B: SCHEME RELATED**

B.1 Please give your specific opinion about the genesis & objectives behind the implementation of “Sarswati Bicycle Scheme” in your State? (Attach Relevant Documents)

B.1.1 Genesis

.....

.....

.....

B.1.2 Objectives

.....

.....

.....

.....

B.2 Is there any specific guideline for the implementation of this scheme? (1) Yes (2) No

3.2.1 If yes, Please attach the copy of guidelines?

.....

.....

B.3 Please provide you opinion on the selection procedure of beneficiaries under the scheme from grass-root level?

.....

.....

.....

.....

B.4 Please provide the existing mode of benefit to the beneficiaries at the grass root level over the following reference period?

SI. No.	Reference Period	Use Code: - (1) Cash (2) Cycle
1.	2007-08	
2.	2008-09	
3.	2009-10	
4.	2010-11	
5.	2011-12	

B.5 Please give details of fund allocation and utilization under the service over a reference period of five years?

SI. No.	Reference Period	Allocation	Utilization	Source of Fund
1.	2007-08			
2.	2008-09			
3.	2009-10			
4.	2010-11			
5.	2011-12			

B.6 Please provide details about the physical performance under the scheme?

Sl. No.	Reference Period	Target					
		SC	ST	OBC (BPL)	Gen (BPL)	Others (BPL)	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

Sl. No.	Reference Period	Achievement					
		SC	ST	OBC (BPL)	Gen (BPL)	Others (BPL)	Total
1.	2007-08						
2.	2008-09						
3.	2009-10						
4.	2010-11						
5.	2011-12						

B.7 Please provide details about the fund/benefit flow mechanism to get the benefit at grassroot level?

.....

.....

.....

B.8 Please provide the name of lead and line department to ensure the benefit at right place in the stipulated time frame?

.....

.....

.....

B.9 Please provide the information on adopted mode to popularize this scheme at mass level?

.....

.....

.....

B.10 Has there been any study/monitoring/evaluation on the overall conceptualization of this scheme and its performance? (1) Yes (2) No

B.11 If yes, what are the main findings of the study/ monitoring/ evaluation? (Please attach a copy)

.....

.....

.....

B.12 What provision has been made in the state to ensure the fair procedure of programme implementation?

.....  
.....  
.....

B.13 Is there any long term plan for this scheme? (1) Yes (2) No

B.14 If yes, what is the plan?

.....  
.....  
.....

B.15 Please provide the information on stipulated role and functions of following in the implementation of this scheme?

B.15.1 Head Teachers/ Teacher

.....  
.....  
.....

B.15.2 Block & Cluster Level Officials

.....  
.....  
.....

B.15.3 District Level Officials

.....  
.....  
.....

B.15.4 Parents/ Community People

.....  
.....  
.....

B.15.5 VEC/SMC

.....  
 .....  
 .....

B.16 Have you received any complaints from beneficiaries/ target groups about the benefits?  
 (1) Yes (2) No

B.17 If yes, please list out the nature of complaints?

.....  
 .....

B.18 Are details regarding complaints from beneficiaries maintained? (1) Yes (2) No

B.19 If yes, give the following details regarding complaints

Sl. No.	Financial Year	Total no. of received complain	Action Taken	Pending Action
1.	2007-08			
2.	2008-09			
3.	2009-10			
4.	2010-11			
5.	2011-12			

B.20 Is there any grievance redressal mechanism functioning at district level? (1) Yes (2) No

B.21 If yes, please give the details

.....  
 .....

B.22 Are field visits/ physical verification made in order to monitor all the aspects of the benefits under the scheme? (1) Yes (2) No

B.23 If yes, give the schedule of field visits/ physical verification for various officers? (Attached Copy)

.....  
 .....

B.24 Are inception reports prepared by the field officers after their visit? (1) Yes (2) No

B.25 If yes, are these reports discussed in the meeting of the governing bodies? (1) Yes (2) No

B.26 What action was taken from state level on the complaints related matter?

.....  
 .....

**PART C: PERCEPTION & IMPACT RELATED**

C.1 Do you think, this scheme has impacted positively on following indicators, if yes, Please justify your statement with valid data base evidence?

C.1.1 Enrollment

.....  
.....  
.....

C.1.2 Attendance

.....  
.....  
.....

C.1.3 Dropout

.....  
.....  
.....

C.1.4 Retention

.....  
.....  
.....

C.1.5 Continuation of education till 12<sup>th</sup> standard

.....  
.....  
.....

C.1.6 Others (Specify.....)

.....  
.....  
.....

C.2 Do you think this scheme has any direct positive impact on community and at household level in-terms of following?

C.2.1 Social Security

.....  
.....

C.2.2 Adolescent empowerment

.....  
.....

C.2.3 Gender biasness

.....  
.....

C.2.4 Self esteem

.....  
.....

C.2.5 Community/ household empowerment

.....  
.....

C.2.6 Others (Specify.....)

.....  
.....

C.3 Do you think, there is any need to change the existing mode of benefit distribution under the scheme?  
(1) Yes (2) No

C.4 If yes, please detailed out?

.....  
.....

C.5 Did you face any constraints at any level during the implementation of this programme?

C.5.1 State Level

.....  
.....  
.....

C.5.2 District Level

.....  
.....

C.5.3 Block/ Cluster Level

.....  
.....

C.5.4 School Level

.....  
.....

C.5.5 Beneficiaries Level

.....  
.....

C.5.6 Community Level

.....  
.....

C.5.7 Parents Level

.....  
.....

C.5.8 Others (Specify.....)

.....  
.....

C.6 Please provide any success story through which you can justify the viability of this scheme in your state?

.....  
.....  
.....



C.7 Please provide suggestions at various level to further streamline this scheme to get maximum benefits?

C.7.1 Policy Level

.....  
.....  
.....

C.7.2 Implementation Level

.....  
.....  
.....

C.7.3 Supply/ Distribution Level

.....  
.....  
.....

Date of Interview \_\_\_\_\_

Signature of the Investigator \_\_\_\_\_

Name \_\_\_\_\_

**Investigator Observation: -**

.....  
.....  
.....  
.....

**End of the interview  
Thank You**

### ANNEXURE-3

#### ***Perceptual Impact of Scheme on Enrolment & Dropout***

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Impact of Scheme on Improving Enrolment</b>											
Yes to great extent	99.8	97.5	99.2	98.2	99.3	98.2	99.3	96.0	98.2	97.0	98.3
Yes to some extent	0.2	2.5	0.8	1.8	0.7	1.8	0.7	4.0	1.8	3.0	1.7
<b>Impact of Scheme to Reduce dropout</b>											
Yes to great extent	77.4	73.7	51.9	82.8	65.0	45.0	68.2	76.0	69.0	75.0	68.4
Yes to some extent	22.6	26.4	48.1	17.2	35.0	55.0	31.8	24.0	31.0	25.0	31.6

#### ***Perceptual Impact of Scheme on Continuation of Education***

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Impact of Scheme on Positive attitude towards continuation of schooling till 12<sup>th</sup> standard</b>											
Yes to great extent	88.7	79.4	62.0	78.0	87.0	79.0	77.0	65.0	55.0	62.0	73.3
Yes to some extent	11.3	20.6	38.0	22.0	13.0	21.0	23.0	35.0	45.0	38.0	26.7
<b>Impact of Scheme on Greater desire for higher education</b>											
Yes to great extent	79.0	62.0	67.5	76.0	87.0	59.0	72.0	81.0	73.0	65.0	72.2
Yes to some extent	21.0	38.0	32.5	24.0	13.0	41.0	28.0	19.0	27.0	35.0	27.9

**Perceptual Impact of Scheme on Other Socio-Economic Components**

Particulars	District Name										
	Raipur	Rajnand Gaon	Mahasamund	Kanker	Bastar	Bilaspur	Jangir Chmapa	Korba	Sarguja	Korea	Total
<b>Impact of Scheme on Increasing timing for home study</b>											
Yes to great extent	66.0	75.0	78.0	79.0	81.0	68.0	83.0	81.0	75.0	72.0	75.8
Yes to some extent	34.0	25.0	22.0	21.0	19.0	32.0	17.0	19.0	25.0	28.0	24.2
<b>Impact of Scheme on Improving social prestige</b>											
Yes to great extent	58.7	62.3	74.3	85.4	78.9	63.4	77.9	72.8	61.7	62.3	69.8
Yes to some extent	41.3	37.7	25.7	14.6	21.1	36.6	22.1	27.2	38.3	37.7	30.2
<b>Impact of Scheme on Increasing self-esteem</b>											
Yes to great extent	62.0	67.0	87.0	77.0	69.0	72.5	78.2	68.8	67.9	78.0	72.7
Yes to some extent	38.0	33.0	13.0	23.0	31.0	27.5	21.8	31.2	32.1	22.0	27.3
<b>Impact of Scheme on Increasing ownership of assets</b>											
Yes to great extent	82.0	62.0	58.0	89.0	72.0	63.0	55.0	52.0	72.0	67.2	67.2
Yes to some extent	18.0	38.0	42.0	11.0	28.0	37.0	45.0	48.0	28.0	32.8	32.8
<b>Impact of Scheme on Increasing market accessibility</b>											
Yes to great extent	58.0	66.0	71.9	72.7	62.8	57.5	74.0	65.0	72.0	69.0	66.9
Yes to some extent	42.0	34.0	28.1	27.3	37.2	42.5	26.0	35.0	28.0	31.0	33.1
<b>Impact of Scheme on Increasing household income</b>											
Yes to great extent	79.0	87.2	77.9	63.0	52.0	65.0	58.7	77.2	59.0	63.0	68.2
Yes to some extent	21.0	12.8	22.1	37.0	48.0	35.0	41.3	22.8	41.0	37.0	31.8
<b>Impact of Scheme on Increasing household savings</b>											
Yes to great extent	58.7	69.0	82.0	67.0	89.0	87.0	77.0	62.0	67.0	69.0	72.8
Yes to some extent	41.3	31.0	18.0	33.0	11.0	13.0	23.0	38.0	33.0	31.0	27.2

<b>Impact of Scheme on Better health &amp; education facilities</b>											
Yes to great extent	58.0	62.0	73.0	78.0	77.8	80.3	81.1	62.7	71.8	87.1	73.2
Yes to some extent	42.0	38.0	27.0	22.0	22.2	19.7	18.9	37.3	28.2	12.9	26.8
<b>Impact of Scheme on Encouraging marriage prospects</b>											
Yes to great extent	80.0	90.0	91.0	93.0	92.8	94.6	93.7	98.2	99.5	97.0	93.0
Yes to some extent	20.0	10.0	9.0	7.0	7.2	5.4	6.3	1.8	0.5	3.0	7.0
<b>Total</b>	100	100	100	100	100	100	100	100	100	100	100

Class wise Total Girls Enrolment/Continuation in Raipur district by Reference period

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	653	762	918	1168	1244	1388	6133
X	478	690	839	820	1174	1244	5245
XI	300	275	383	440	589	794	2781
XII	219	271	393	347	460	648	2338
<b>Total</b>	<b>1650</b>	<b>1998</b>	<b>2533</b>	<b>2775</b>	<b>3467</b>	<b>4074</b>	<b>16497</b>

Class wise Total Girls Enrolment/Continuation in Rajnandgaon district by Reference period

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	513	623	871	939	1003	1084	5033
X	432	591	833	840	895	913	4504
XI	178	218	352	456	371	532	2107
XII	125	173	273	286	372	418	1647
<b>Total</b>	<b>1248</b>	<b>1605</b>	<b>2329</b>	<b>2521</b>	<b>2641</b>	<b>2947</b>	<b>13291</b>

Class wise Total Girls Enrolment/Continuation in Mahasamund district by Reference period

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	556	676	842	1213	1266	1390	5943
X	598	647	778	885	1104	1181	5193
XI	277	243	306	461	530	575	2392
XII	193	279	273	310	443	573	2071
<b>Total</b>	<b>1624</b>	<b>1845</b>	<b>2199</b>	<b>2869</b>	<b>3343</b>	<b>3719</b>	<b>15599</b>

Class wise Total Girls Enrolment/Continuation in Bilaspur district by Reference period

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	793	786	1159	1393	1471	1828	7430
X	709	748	793	1026	1273	1499	6048
XI	422	393	533	690	846	930	3814
XII	356	455	406	561	735	868	3381
<b>Total</b>	<b>2280</b>	<b>2382</b>	<b>2891</b>	<b>3670</b>	<b>4325</b>	<b>5125</b>	<b>20673</b>

Class wise Total Girls Enrolment/Continuation in Jangir-Champa district by Reference period

<b>Class</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
IX	589	678	779	1025	1091	1121	5283
X	520	669	836	1135	1181	1297	5638
XI	255	379	421	439	527	465	2486
XII	295	355	428	492	476	460	2506
<b>Total</b>	<b>1659</b>	<b>2081</b>	<b>2464</b>	<b>3091</b>	<b>3275</b>	<b>3343</b>	<b>15913</b>

Classwise Total Girls Enrolment/Continuation in Korba district by Reference period

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
IX	679	805	917	1366	1086	1324	6177
X	667	732	1065	1175	1074	1328	6041
XI	310	480	490	671	553	786	3290
XII	258	287	484	389	511	830	2759
<b>Total</b>	<b>1914</b>	<b>2304</b>	<b>2956</b>	<b>3601</b>	<b>3224</b>	<b>4268</b>	<b>18267</b>

Classwise Total Girls Enrolment/Continuation in Sarguja district by Reference period

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
IX	513	619	680	834	900	923	4469
X	306	556	615	624	926	952	3979
XI	95	164	185	257	285	263	1249
XII	46	206	196	177	223	310	1158
<b>Total</b>	<b>960</b>	<b>1545</b>	<b>1676</b>	<b>1892</b>	<b>2334</b>	<b>2448</b>	<b>10855</b>

**Note: 10 school will class X in 2007-08 And increase the school will be 2007-08**

Class wise Total Girls Enrolment/Continuation in Korea district by Reference period

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
IX	366	408	628	893	988	910	4193
X	337	436	556	856	848	1137	4170
XI	116	173	187	256	297	351	1380
XII	155	172	163	200	242	302	1234
<b>Total</b>	<b>974</b>	<b>1189</b>	<b>1534</b>	<b>2205</b>	<b>2375</b>	<b>2700</b>	<b>10977</b>

Class wise Total Girls Enrolment/Continuation in Kanker district by Reference period

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
IX	295	504	422	635	510	728	3094
X	161	197	480	506	478	553	2375
XI	171	189	367	285	264	274	1550
XII	135	157	170	172	297	284	1215
<b>Total</b>	<b>762</b>	<b>1047</b>	<b>1439</b>	<b>1598</b>	<b>1549</b>	<b>1839</b>	<b>8234</b>

Class wise Total Girls Enrolment/Continuation in Bastar district by Reference period

Class	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
IX	506	521	913	1020	1048	1180	5188
X	375	647	805	841	878	1097	4643
XI	165	294	304	434	344	499	2040
XII	133	281	301	298	447	378	1838
<b>Total</b>	<b>1179</b>	<b>1743</b>	<b>2323</b>	<b>2593</b>	<b>2717</b>	<b>3154</b>	<b>13709</b>