



**1st HALF YEARLY MONITORING REPORT OF
UNIVERSITY OF JAMMU
(Monitoring Institution)**

NODAL OFFICER

Dr. Priyanka Sharma.

NODAL DIRECTOR

Prof. Poonam Dhawan.

ON

SSA and MDM for the State of

JAMMU AND KASHMIR (JAMMU PROVINCE)

PERIOD: 1st October 2010 to 31st March 2011

District Covered

JAMMU

1st Half Yearly Monitoring Report of Department of Life Long Learning university of Jammu on SSA and MDMS for the State of Jammu and Kashmir (JAMMU DISTRICT) for the period of 1st October 2010 to 31st March 2011.

1. General Information

S. No.	Subject	Details
1.	Name of the monitoring institution	Department of Life Long Learning, University of Jammu.
2.	Period of the report	1 ST of October 2010 to 31 st March 2011.
3.	Funds Released for the period	Yes.
4.	Number of Districts allotted	Three.
5.	District's Name	Jammu.
6.	Name of the habitations served by the schools in district.	Chatha, bhourcep, sujadpur, bhour kothori, hakal, govindpura, shundi mohalla, pktein, balder kothey, kolis kullian, tinday, g.kullian, badila, katyal, jasrore, derrian, B.B, narwal, t.nagar, gangyal, digayana, preetnagar, g.nagar, barjala, khandwal, patha, railway c, kalaray chak, beliazawat, lalyat camp, layal, gujjar, barti bazigar, mohalla bhagata, purkhu, nagmani, domana, phalora, thather, kala kam, kalyani, mirriwda, dehran, rattindanda, indri, manchak, b.channi, n.basti, kanger, jadh, dhok, bhadwal, nazala chak, mukhyala, bamal, a.colony, bharda khurd, l.sungal, b.patta, b.suku, suzadpur, shik, lowerkoddi, garh, bhourcamp, bhour, kothey, rohi, nandpur,
7.	Total number of elementary schools (Primary and Upper primary to be counted separately) in the District covered i.e Jammu.	Primary: 16 Upper primary : 24
8.	Type of schools visited.	
9.	Primary School	16
a.	Upper primary school	24
b.	Upper primary schools with primary classes	-
c.	NCLP Schools	-
d)	Schools sanctioned with kitchen cum stores	40
e)	Schools having Cook cum helpers engaged as per norm.	40
f)	Number of schools visited by Nodal Officer of the Monitoring Institute.	5
11.	Whether the draft report has been shared with the Director of the nodal department implementing MDMS.	YES
12.	After submission of the draft report to the Director of the nodal department implementing MDMS whether the MI has received any Observations from the Directorate :	Awaited

DISTRICT JAMMU:**1. ACCESS****Physical Access****Table.1.1. Category of schools.**

Category	No.	%age
PS	16	40%
UPS/MS	24	60%

Table 1.1 Reveals that majority 60% of school visited were middle schools whereas some nearly 40% of schools visited were upgraded primary schools.

Table.1.2. Distance of Habitations served from the schools.

Distance (In KM's)	NO.	%age
0-1	18	45%
1-2	10	25%
More than 2	12	30%

Table.1.2 depicts that most 45% of the schools visited were within the distance of 1 KM from the respective Habitations served by the schools where as nearly 50% of the schools still do not come in the norm prescribed i.e there distance from the habitation served is more than 1 k.m

Quality Access**Table.1.3. Strength of Children enrolled in the Schools.**

Range	No. of children.	%age
0-50	16	40%
50-100	14	35%
100-150	5	12.5%
150-200	3	7.5%
200 & Above	2	5%

Majority of the schools visited i.e nearly 50 % had the students strength ranging from 0-50 where as some of schools had the students strength as high as 150-200 & above. Though the strength of the children enrolled in the schools in the district seems appropriate but it has to ascertained if the infrastructure available is adequate in proportion to the children enrolled.

Table.1.4. No. of classrooms in the schools.

	No.	%age
0-5	21	52.5%
5-10	15	37.5%
10-15	3	7.5%
15 & above	1	2.5%

Majority of the schools visited had the classroom inadequate facility ranging from 0-5 or 5-10 classrooms, where as some also had more i.e 10-15 and 15 above.

Table.1.5. Arrangement of proper lightening in the classrooms.

	Light	Ventilation
Yes	34	32
No	6	8

Light and ventilation which is the basic arrangement in any room or building settings which was seen in most of the schools but the facility was not appropriate in some of the schools.

Table.1.6. Facility of Ramp in the schools.

	No.	%age
Yes	5	12.5%
No	35	87.5%

Nearly 87.5% of the schools visited had no facility of ramps though the number of children with physical ailment was not many, but in some schools some children were seen to suffer leading to barrier free access among the CWSN children in the district.

Table.1.7. Facility of blackboard in the classroom.

	No.	%age
Yes	40	100%

100% of the schools in the district had the blackboard facility in the classroom.

Table.1.8. Separate provision for boys and girls toilets.

	No.	%age
Yes	16	40%
No	24	60%

60% of the school did not have the separate facility where as in only 40% of the schools there was a separate provision of toilets for boys and girls. Non availability of separate facility affects the enrollment and presence of the girl children in the school (especially adolescent girls).

Table.1.9. Availability of running water supply in toilets.

	No.	%age
Yes	13	32.5%
No	27	67.5%

Very few schools had the running water supply in toilets whereas in most of the schools there was lack of such facility leading to poor sanitary conditions.

Table.1.10. Existence of drinking water facility.

	No.	%age
Yes	34	85%
No	6	15%

Out of total schools visited more than 80% of the schools had the permanent, safe and clean drinking water facility whereas 15% of the do not had the permanent facility of drinking water but did have one or the other source of drinking water facility near by the schools in the district.

Table.1.12. Existence of playground in the schools.

	No.	%age
Yes	29	72.5%
No	11	27.5%

Majority of the schools visited i.e. nearly 72.5% do had the facility of playground where as 27.5% of the schools do not had the playground in the schools in the district. The playgrounds seemed to be underutilized for co-curricular activities.

SOCIAL ACCESS

Table.1.13. Pattern of population of the habitation and enrollment in the school.

	Yes	%age
Caste	37	92.5%
Religion	33	82.5%
Gender	36	90%
CWSN	39	97.5%
Hamlets if any	-	-

Table.1.13 depicts that most of the schools had the enrollment of children belonging to all caste whether SC/ST/GENERAL and both the genders as well as children belonging to different religions and CWSN. The reasons found for the not accessing of particular social group/category in the schools was due to the lack of awareness and illiteracy among parents of the children.

2. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

Table.2.1. Provision of special training for out of school children.

	No.	%age
Yes	4	10%
No.	36	90%

In most (90%) of the schools there was no facility of special training for such children where as in only 10% of the schools some or other kind of such facility was given.

3. QUALITY ISSUES

ENABLING CONDITIONS

Table.3.1. Number of teachers in the school.

	No.	%age
0-5	20	50%
5-10	13	32.5%
10-15	7	17.5%

In 50% of the schools the number of teachers ranged from 0-5 which was not adequate in proportion to the children enrolled and subjects offered in the schools and there were considerable number of vacant posts of teachers which needs to be immediately filled, on the other hand in 32.5% and 17.5% of school had the adequate number of teachers ranging from 5-10 and 10-15 respectively to fulfill their requirements.

Table.3.2. Number of untrained teachers in the schools.

	No.	%age
No untrained	29	72.5%
0-2	8	20%
2-4	-	-
4-6	3	7.5%

Substantial number of schools visited by MI do had not received any other training except refresher's course for untrained teachers in the schools and only 20% and 7.5% of schools respectively had the untrained teachers ranging from 0-2 & 4-6. Qualitative training input leading to value addition amongst teachers is a way to enhance quality teaching learning process, the district authorities need to work on this aspect.

Table.3.3. Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No.	%age
Aware	35	87.5%
Unaware	5	12.5%

It was revealed that 87.5% of the schools teachers were aware about the RTE act and their source of information was either newspaper, television, etc whereas, In rest 12.5% of the school's teachers were unaware about their duties and responsibilities of teachers under RTE Act, 2009. there seems to be an adequate amount of preparedness amongst the teachers about RTE act, but one cannot be sure about the depth of their understanding about the act.

Table.3.5. Receipt of textbooks within one month of the commencement of the school.

	No.	%age
Yes	40	100%
No	-	

100% of the schools visited by MI received the textbooks within one month of the commencement of the school.

Table.3.6. Usage of TLMs other than the textbooks in the schools.

	No.	%age
Yes	40	100%
No	-	-

In 100% of schools visited had displayed TLM material like charts, posters, models etc, other than textbooks which were been used in the classroom for the teaching purpose.

Table.3.7. Receipt of grants for maintenance and TLM.

	Maintenance	TLM
Received	38	39
Not received	2	1

Table.3.7. Reveals that most of the schools visited did receive the Grant within 2 months of the opening of schools where as in some of schools do not had received grant for TLM and maintenance within the two months of the commencement of the schools.

TEACHING LEARNING PROCESS

Table.3.8. Understanding of the constructivist approach and use of community resources in teaching learning process.

	No.	%age
Yes	40	100%
No	-	-

All the teachers claimed to have understanding of the constructivist approach and use of the community resources in teaching learning process.

Table.3.9. Evaluation method followed in the School.

	No.	%age
Continuous and comprehensive evaluation(CCE)	6	15%
Grading	19	47.5%
Marking	30	75%

* Multiple choices.

Table.3.9. Depicts that in majority (nearly 75%) of the schools marking is used as a method of evaluation followed by 47.5% of the schools had been using grading method and only 15% of the schools had been using continuous and comprehensive method as a method for evaluation. This is an area which requires probing because CCS and its understanding is the pre-required in the present Right to education act.

Table.3.10. Use of co-curricular activities.

	No.	%age
Yes	27	67.5%
No	13	32.5%

In majority of the schools visited co-curricular activities were undertaken for the teaching purpose where as in some of the schools co-curricular activities were either not performed or occasionally performed (i.e. in nearly 32.5%). For the overall personality development of a child both curricular and extracurricular activities are important specially in the formative years of schooling, so the school education has to take proactive role in ensuring that there is a balance between the two in the school setting.

4. COMPUTER AIDED LEARNING

CAL approach was started by SSA for improving the quality resources for providing better access to the students where as computer aided learning had not been started in most of the schools visited by MI.

5. GIRLS EDUCATION, [NPEGEL & KGBV].

Under SSA special provision have been provided for girls education to equalize educational opportunities and eliminate gender disparities. The sample of schools covered by MI was not schools under NPEGEL, KGBV category.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

Fewer number of CWSN had been attending the school the reason was lack in identification of children with special needs as well as the lack of facilities been provided to such children. Nearly 64% schools had no facility for the inclusion of such children in the mainstream, whereas in some of the schools visited (i.e. nearly 48%) few such provisions were there such as ramps etc.

7. CIVIL WORKS

Table.7.1. Status of approved work.

	No.	%age
Not yet started	3	7.5%
Temporarily Abandoned	7	17.5%
Ongoing	6	15%
Completed	24	60%

In most of the schools visited the sanctioned civil work had been completed where as in some i.e. in nearly 15% of the schools the civil work had either been temporarily abandoned or was ongoing. In nearly 7.5% of the schools civil work was not started yet. It was also revealed that in all the schools separate accounts for civil works were been maintained, updated and maintained by the headmaster. For the technical support and direction of civil works on spot visits were conducted by the Block Engineer.

Table.7.2. Training of SMC for implementing civil works.

	Number	%age
Yes	7	17.5%
No	33	82.5%

Table.7.2. Depicts that in majority (82.5%) of the school visited SMC had not been provided with any training where as in only 17.5% of the schools SMC had been provided with the training for supervision the implementation of civil works

8. COMMUNITY AWARENESS

Table.8.1. Familiarity of the SMC members with their roles and responsibilities.

Yes (%age)	No (%age)
12(30%)	28(70%)

Most of the SMC members i.e nearly 70 % were not aware about there roles and responsibilities whereas in 30% of the schools SMC members had some knowledge about roles and responsibilities as notified by the state government. It was also revealed that majority of the SMC members were not provided with any training/orientation programme which might be the reason for the lack of awareness about their roles and responsibilities.

Table.8.2. Frequency of SMCs meetings.

Frequency	No.	%age
Frequently	26	65%
Monthly	8	20%
Quarterly	4	10%
Half yearly	2	5%
Yearly	-	-

In most of the schools the SMC meetings were conducted monthly where as in fewer schools the meetings were held either quarterly or half yearly.

9. MIS

Table.9.1. Supply of data to DISE for current financial year.

	No.	%age
Yes	26	65%
No.	14	35%

In Majority of the schools (nearly 65%), the data had been submitted for current to financial year where as 35% of the schools had not yet supplied data for the current financial year to DISE. The

schools visited had the copy of filled in Data capture format (DCF) and training for the filling those had been provided.

10. FINANCIAL MANAGEMENT

Table.10.1. Nature of financial records and registers maintained.

Records	No.	%age
Cashbook	38	95%
Passbook	35	87.5%
Stock register	34	85%
Update	38	95%

Table.10.1.reveals that in most of the schools visited the cash book, passbook, stock registers etc. were maintained and regularly updated. Only in few schools such records were not visible, there cannot be any exception to the rule in maintenance of financial records.

Table.10.2. Funds reach from districts/state to SMC/VEC.

Type of account	No.	%age
Cheque	11	27.5%
E-transfer	29	72.5%
Bank draft	-	-

In most 72.5% of the schools funds reach from districts/state to SMC/VEC through E-transfer and in 27.5% of the schools the funds reach through cheque.

Table.10.3. Type of grant received during the current financial year.

Type of grant	No.	%age
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Teacher grant	28	70%
School grant	17	42.5%
Maintenance grant	29	72.5%
Civil grant	17	42.5%
School uniform grant	9	22.5%

It was revealed that in majority of the schools i.e. in nearly 70 % schools the teachers had received grant till the date of the visit by the MI. Whereas in nearly 50% of the schools the school and maintenance grant had not been received so far the visit by MI.

11. MID-DAY MEAL PROGRAMMES BY THE MONITORING INSTITUTES (2010-2012):

Table.11.1. Regularity in serving hot cooked meal.

	N0.	%age
Serving	40	100%
Not serving	-	-

In 100% of the schools visited were serving the meal regularly. There was regularity in delivery of good quality food grains at schools level, whereas the delivery of cooking cost was delayed but was paid cash. The social equity was observed and in the schools visited, no discrimination in gender, caste, community was found in cooking or serving of meals. Weekly menu was displayed at the place noticeable to the community, as decided by ZEO in most of the schools visited. Feedback from children on quality and quantity of food was good and children were found happy with it.

Table.11.2. Status of Cooks.

CATEGORY	Number	%AGE
SC	13	32.5%
ST	18	45%
OBC	9	22.5%
GENERAL	-	-

100% of the schools visited had the facility of cook/helper in the schools; remuneration paid to them was Rs 1000 per month. In most of the cooks/helpers belong to the General category where as some were SC/ST/OBC.

Table.11.3. Availability of kitchen shed-cum-store.

	No.	%age
YES	22	55%
NO	18	45%

In nearly 55% of the schools visited the availability of kitchen shed was there in the schools whereas in 45% of the schools did not had the availability of pacca kitchen shed-cum-store in the schools in the district. Regular supervision of MDM was conducted by DIET officials/ZRP/CRP once and twice every month.

ANNEXTURE

MONITORING INSTITUTE

- 1. Dr. Poonam Dhawan Director.**
- 2. Dr. Priyanka Sharma Nodal Officer.**

Monitoring Team Members.

- 3. Dr. Pallavi Sachdeva**
- 4. Dr. Bharti Prabhakar**
- 5. Dr. Sandeep Singh**

Name of the investigators

- 1. R.Chanchal sharma**
- 2. R. Manoj**
- 3. R. Ajay**
- 4. Ajay Sharma**
- 5. Pankaj Sharma**

2. Executive Summary of district Jammu.

1. Access:

a) Physical Access:	
i. Name & category of the school visited and distance of the school from each of the habitations it is catering to.	The schools visited by MI were primary and upper primary schools both for boys and girls within the habitation ranging from 1 km to 3km of distance.
ii. Presence of any natural or man-made barrier which in the opinion of teachers, students or SMC members poses any in problems to children in accessing the school.	The barrier which in the opinion of teachers, students or SMC member was the illiteracy and lack of awareness among parents related to the importance of education in life and poverty which diverted their interests towards earning than getting education.
iii. Distance of the upper Primary school from the habitation the school is located at.	The distance of the upper primary schools from habitations was approx. 1km.
b) Quality of Access:	
i. Number of classrooms in the school and student classroom ratio.	Most of the schools visited had the number of classrooms ranging from 0-5 followed by 5-10, no school was found which did not had classrooms facility in the schools.
ii. Are the classrooms properly lighted and ventilated?	A substantial number of classrooms in schools visited were properly lighted and ventilated.
iii. How are the blackboards located in the classrooms?	100% of the schools visited had the availability of blackboard in the classrooms which were attached on the wall.
iv. Did the schools have ramp with handrails? If yes, pl. comment on its quality.	Very few schools had the facility of ramps whereas most of the schools did not have such facility hampering barrier free access among the CWSN children in the district.
v. Does the school have separate toilet units for boys and girls and are they adequate for the children enrolled in the school?	Separate toilets units for boys and girls were not seen in most number of schools visited by MI.
vi. Do the toilet units have running water supply? If not, are they used and maintained properly?	Poor sanitary conditions were observed in most of schools due to lack of running water supply in toilets.
vii. Is the drinking water facility in running condition and do the children get safe drinking water or are there complaints of water being polluted or having higher iron, and acidic contents ?	Running Drinking water facility of seen in 85% of the schools visited. Rest of the schools had some or other water facility.
viii. Does the school have a play ground?	Majority of the schools visited do had the availability of playground whereas barely any outdoor activities or co curricular activities was conducted using the playground.
c) Social Access:	
i. If the share of SC, ST, Muslim & Girl children in enrollment is proportionate to their share in population of the habitation/neighborhood cater to.	Yes.
ii. Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, and family and community members.	Various efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members

	such as sitting arrangement in the classroom, while serving of meal, conducting activities etc. leading to eradication of all types of barriers and also through classroom settings.
iii. If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed	Neither overt nor covert manifest or subtle discrimination against children of any social group or community by the teachers or the peers was seen or observed.

2. Intervention for out of school children:

i. No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years).	In most of the schools nearly 90% schools there was no facility of special training for out of school children where as in some of the schools some programmes for intervention of out of school children were conducted.
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3. Quality: -

a) Enabling conditions: -	
i. Number of teachers (Male & Female), PTR and teachers' vacancies.	In 50% of the schools the number of teachers ranged from 0-5 which was not adequate in comparison to the students enrolled and there was vacancy for teachers needs to be fulfilled, some schools also had 10-15 teachers and the PTR in the schools was 40:1.
ii. Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)	The many posts of teachers were lying vacant in the schools visited leading to unavailability of teachers in the schools for many class and subject.
iii. No. of untrained teachers.	Substantial number of schools visited by MI had trained teachers in the schools.
iv. Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).	
v. If text books were received in time for all the subjects and all mediums of instruction.	Most of the schools received textbooks in time for all the subjects and all the mediums.
vi. If school grant, maintenance grant and TLM grant were received in time.	In most of the schools grant for school, maintenance and TLM was received in time.
b) Teaching Learning Process: -	
i. Teachers' understanding of the constructivist approach to teaching learning process.	100% of the teachers in the schools visited claimed to have understanding of the constructivist approach to teaching learning process, leading to better ways of teaching.
ii. Involvement of children in teaching learning process.	Quite healthy involvement of children was seen in the class room setting leading to two way interaction enhancing quality in the teaching learning process.
iii. Method of evaluation being followed in the school.	Marking method was mostly used in the schools followed by grading.
iv. Onsite academic support teachers are receiving.	Nil.
v. Give your comments on the classroom management with reference to:-	
• Whether children are made to sit in small groups.	The whole children in a classroom were made to sit in a small group like a family.
• If groups are formed of children from the same class or with children from different classes.	Children from same class were made to sit in a group.
• If children from disadvantaged groups and children with disabilities sit separately and on the back benches.	The few schools having CWSN children in classrooms were made comfortable, treated equally as other children but again imparted extra attention so that they do not feel distinct at the same time.
• If children have any role in the management of classroom.	Children played important role in the management of classrooms.
Overall Comment	
c) Computer Aided Learning (CAL): -	
i. The status of upkeep and maintenance of the	CAL approach was started by SSA for improving

Computers & other accessories provided under CAL.	the quality resources for providing better access to the students where as computer aided learning had not been started in most of the schools visited by MI.
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4. Girls Education, NPEGEL & KGBV: -

i. Gender gap in enrolment, attendance and learning achievement and reasons thereof.	SSA has been promoting girl's education to equalize educational opportunities and eliminate gender disparities whereas it was seen during the visit that no school visited had the facility of NPEGEL & KGBV etc.

5. Inclusive Education: -

	During the visit it was observed that 63% of the schools do not had the facility for inclusive education for differently abled children and 37% of the schools do had the facility of inclusive education but less number of CWSN has been attending the school the reason was lack in identification of children with special needs as well as the lack of facilities been provided to the children.
i. Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.	Friendly and neutral behavior of the peers with the CWSN children was observed leading to easy adjustment in the society.
Overall Comment	
ii. Type of peer support observed.	Academic as well as social support was observed between the peers and CWSN.
iii. Teacher's behaviour towards CWSN.	Teachers had the loving and caring attitude towards CWSN.
iv. Do they have appropriate kind of TLMs?	No the schools visited had the adequate facility of TLM for CWSN.
b) From the Teachers: -	
i. Training received and confidence level of the teacher to handle classrooms with CWSN.	No teachers had received training to handle classrooms with CWSN.
c) From the Parents: -	
i. Nature of disability of the child and counseling received by them to tackle that.	No child in the schools visited received counseling to tackle with the disability.
Overall Comment	
ii. If the child attended any medical assessment camp, diagnosed to be in need of some assistive device, supplied the assistive device and issued a disability certificate.	Nil.
Overall Comment	
iii. If the assistive device is in a working condition or in need of repair/replacement.	Nil
Overall Comment	

	During the visit it was observed that 63% of the schools do not had the facility for inclusive education for differently abled children and 37% of the schools do had the facility of inclusive education but less number of CWSN has been attending the school the reason was lack in identification of children with special needs as well as the lack of facilities been provided to the children.
iv. (In case of a child under HBE) frequency of visits by the Resource Teacher and care giver and time spent with the child.	Nil

5. Civil Works: -

i. Whether SMC/VEC has been adequately trained for implementing civil works (minimum 2 to 3 times training during the construction period).	In most of the schools visited SMC/VEC member had not been provided with training for implementation of civil works.
ii. Whether the community manual, design drawings are available with the SMC/VEC or within the school premises	No the community manual, design drawings were not available with SMC/VEC within the school premises.
iii. Whether the separate accounts for civil works are being maintained daily and details available on transparency board installed in the school premises for the purpose.	Yes the separate accounts for civil works were being maintained daily and there were availability of the copies of the list in the schools during the premises.
iv. Number of times the technical persons visited the construction site and whether there is any authentication done or instruction given (visits should be at the time of construction foundation level, plinth level, lintel level, roof level, flooring and finishing level).	In most of the schools visited the construction work was completed or was started yet, only in few schools where construction was going on and the number of visit's done by the technical persons were occasional.
v. Whether daily cement account is being maintained and is authenticated by Technical personals.	Yes, the cement accounts were being maintained and updated regularly by the technical persons.
vi. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC/VEC.	Most of the schools fund flow was whether through draft or E-transfer.
vii. Whether the MOU is being signed between the SSA authorities and SMC/VEC before release of funds.	There was MOU signed between SSA authorities and SMC/VEC member before the release of funds.

6. Community Mobilization: -

	District 1
i. Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.	70% of the SMC/VEC members were not familiar with the roles and responsibilities as notified by the state government leading to the weaker participation of the members in the functioning of the schools.
ii. Familiarity of the SMC members with the DISE captures format, school report card and VER / WER. Very few were aware.	
iii. Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.	None of the SMC members were provided with training with regard to the school development plan in the district.
iv. Frequency of SMCs meetings held and issues discussed.	The frequency of SMCs meeting held was occasional with the teachers and other staff members regarding

	District 1
	the issues being discussed related to the functioning of the schools.
v. Role of SMCs members in monitoring teacher and student attendance and importance given to their feedback	Poor monitoring was seen in teachers and student attendance.

7. MIS: -

i. Did the school supply data under DISE for the latest year? If yes, does the school have a copy of the filled-in Data Capture Format (DCF).	Most of the schools visited had supplied data under DISE for the current year but did not keep the copy of the filled-in-data capture format (DCF).
ii. Whether any training on filling up of DCF was provided to the teacher/head teacher?	No training was imparted for filling up of DCF to teachers/head teacher.
iii. Did the CRC coordinator/headmaster conducted the Jan-Vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan.	No
iv. Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?	No
v. If the DCF/School report card is available with the school does it match with the actual position in the school?	No schools had the availability of copy of DCF in the schools visited.
vi. Are the schools records being maintained and updated regularly?	The schools records were been maintained and updated regularly in the schools visited by MI.

8. Financial Management: -

i. Nature of financial records and registers maintained.	The financial records were regularly maintained. The pass book, cashbook and stock registers which were regularly updated.
ii. Mode of transfer of fund to the SMC/VEC from the state or district levels.	The mode of transfer of funds to SMC/VEC members in the state or district level was through E-transfer followed by cheque.
iii. Type of funds/grants received and the month of receipt.	The type of funds received by the schools were maintenance grant, TLM grant, grant for school uniform, teachers grant, civil grant etc.
iv. If the VEC/SMC is covered by audit. If yes, has the audit observations been shared with the community.	No, the VEC/SMC members were not covered by the audit observation.



**1st HALF YEARLY MONITORING REPORT OF
UNIVERSITY OF JAMMU
(Monitoring Institution)**

NODAL OFFICER

Dr. Priyanka Sharma.

NODAL DIRECTOR

Prof. Poonam Dhawan.

ON

SSA and MDM for the State of

JAMMU AND KASHMIR (JAMMU PROVINCE)

PERIOD: 1st October 2010 to 31st March 2011

District Covered

KATHUA.

1st Half Yearly Monitoring Report of Department of lifelong learning, University of Jammu on SSA and MDMS for the Jammu Province (J &K state) of District Kathua for the period of 1st October 2010 to 31st March 2011.

1. General Information.

Sl. No.	Subject	Details
1.	Name of the Monitoring Institution	Department of lifelong learning, University of Jammu.
2.	Period of the report	1 ST of October 2010 to 31 st March 2011.
3.	Funds Released for the period	Yes
4.	Number of Districts allotted	3
5.	District's Name	Kathua district
6.	Name of the habitations served by the schools in district.	Tatha bad (kirpal), Sensia mohalla, Gujar mohalla, Charayan, chadrwlo, chard bazigar, W.no. 17, W.no. 2, Choar desa, kabir nagar, durga nagar, W.no.1,W.no.2, W.no.3, Prithchade, S/C mohalla, Upper chowk, gujjar, bash, W.no. 15, Shastri nagar, Chak desa singh, manke talas, kuka chak, shiva nagar, Upper k.chak, lower chak, sukka chak, dayala chak, C. morian, shiva nagar, chak, surhv chak, patta, tallan, patel nagar, shakti nagar, chak gaina, chak sunalup, chann morian, badi-talar, mara, Wassal, Rakh, sarkar, W.no.16, kalibadi, W.no.12, Jasari, kumari, gorindsar, c.ransary,
7	Number of elementary schools monitored (primary and upper primary to be counted separately) in the district.	Primary: 22 Upper primary : 18
8.	What number of schools covered in all the Districts allotted.	40
9.	Type of schools visited.	
a.	Primary School	22
b.	Upper primary school	18
c.	Upper primary schools with primary classes	-
D)	Schools sanctioned with kitchen cum stores	40
E)	Schools having Cook cum helpers engaged as per norm.	18
10.	Whether the draft report has been shared with the Director of the nodal department implementing MDMS.	Yes
11.	After submission of the draft report to the Director of the nodal department implementing MDMS whether the MI has received any Observations from the Directorate:	Not as yet.
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO	Awaited

DISTRICT KATHUA:

2. ACCESS

Physical Access

Table.1.1. Category of schools.

Category	No.(n=33)	%age
PS	19	57.57%
UPS/MS	14	42.42%

Table 1.1. Reveals the number of school visited under each category primary schools and upgraded primary schools or middle schools.

Table.1.2. Distance of Habitations served from the schools.

Distance (In K.ms)	NO.(n=33)	%age
0-1	20	60.60%
1-2	8	24.24%
More than 2	5	15.15%

Table.1.2 depicts that 60.60% of the schools visited were within the distance of 1 K.m of the Habitations served by the schools where as 15.15% of schools were at a distance of more than 2 k.m from the habitations served. Though majority of the schools were well within the prescribed norm but attention has to be paid to noticeable number of schools covering habitations more than prescribed norms.

Quality Access

Table.1.3. Strength of Children enrolled in the Schools.

	No.(n=33)	%age
0-50	17	51.51%
50-100	7	21.21%
100-150	5	15.15%
150-200	2	6.06%
200 & Above	2	6.06%

Table 1.3. Reveals that in majority 50% of the schools visited had the student's strength from 0-50 where as nearly 13% of schools visited had the large student strength ranging from 150-200 & above. Though majority of the schools visited had appropriate student strength, but the strength of schools with large number students has to be justified with the teacher's strength and the infrastructural facilities available with the school.

Table.1.4. No. of classrooms in the schools.

	No.(n=33)	%age
0-5	19	57.57%
5-10	9	27.27%
10-15	3	9.09%
No classroom	2	6.06%

Table.1.4.reveals that majority 57.57% of the schools visited had the classroom facility ranging from 0-5 where as 9.09% of schools either had rooms from 10-15. The immediate action needs to be taken for schools without class room's facility because this is the basic input for quality intervention.

Table.1.5. Arrangement of proper lightening and ventilation in the classrooms.

	No. (n=33)	%age
Yes	18	54.54%
No	15	45.45%

Table.1.5. reveals that in most 54.54% of the schools there was proper arrangement of lightening and ventilation in the classrooms where 45.45% schools visited still lack the facility of this basic amenity. Appropriate action has to be taken immediately for the same.

Table.1.6. Facility of Ramp in the schools.

	No.(n=33)	%age
Yes	9	27.27%
No	24	72.72%

SSA has been working constantly to provide access to the children with special needs and availability of ramp is one of the basic necessity for the CWSN children which orthopedic ailment and most 72.72% of the schools had no such provision yet.

Table.1.8. Facility of blackboard in the classroom.

	No. (n=33)	%age
Yes	26	78.78%
No	7	21.21%

Majority 78.78% of the schools visited had the facility of blackboard in the classroom where as rest 21.21% of the schools don't had the facility of blackboard in the classroom. A serious observation reflecting the state of minimal educational faculties in the schools at this juncture where we are ready to implement RTE act in the state. The issue needs to be addressed at an earliest, with utmost seriousness and commitment.

Table.1.9. Separate provision for boys and girls toilets.

	No. (n=33)	%age
Yes	15	45.45%
No	18	54.54%

54.54% of the school had separate facilities for boys and girls where as rest 45.45% of the schools don't had the separate provision of toilets for boys and girls as well running water supply in the schools leading to poor sanitation facility in schools. This issue also needs to be addressed since it has its implication on the retention rate and enrollment as well.

Table.1.11. Existence of drinking water facility.

	No. (n=33)	%age
Yes	22	66.66%
No	11	33.33%

Table.1.11.Reveals that majority 65.38% of the schools had one or the other source of the proper water supply in the schools of satisfactory quality where as rest 34.61% don't had the permanent drinking water supply. Again the issue needs to be resolved by the authorities.

Table.1.12. Existence of playground in the schools.

	No. (n=33)	%age
Yes	14	42.42%

No	19	57.57%
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Table.1.12 reveals that most 57.57% of the schools did not had the facility of playground where as rest 42.42% of the schools did had the playground ground facility but was underutilized and barely any co-curricular activity was conducted there.

SOCIAL ACCESS

Most of the schools had the enrollment of children belonging to all caste and both the genders where as majority of the schools don't had the enrollment of children belonging to different religions as well as CWSN. The reasons found for particular social group/category of children not represented in the schools was that the particular social group/category of children not been adequately represented in the community.

2. SPECIAL TRAINING FOR OUT OF SCHOOL CHILDREN.

Table.2.1. Provision of special training for out of school children.

	No.(n=33)	%age
Yes	6	21.21%
No.	27	78.78%

In 78.78% of the schools there was not a facility of special training for out of school children where as rest 21.21% of the schools had some or other such facility provided to out of school children.

4. QUALITY ISSUES

ENABLING CONDITIONS

Table.3.1. Number of teachers in the school.

	No.(n=33)	%age
0-5	19	57.57%
5-10	9	27.27%
10-15	5	15.15%

Table.3.1. Reveals that 57.57% of the schools had teachers number ranging from 0-5 there were number of posts of teachers lying vacant in the schools where as in least 19.23% no. of schools there were substantial number of teachers in the schools ranging from 10-15. Again for a qualitative teaching learning process the availability of qualified, trained and oriented teachers is the prerequisite, attention has to be paid to this aspect.

Table.3.2. Number of untrained teachers in the schools.

	No.(n=33)	%age
0-2	17	51.51%
2-4	9	27.27%
4-6	-	-
No untrained teacher.	7	21.21%

In 51.51% of the schools visited 0-2 teachers had not received training of any kind in 27.27% schools 2-4 untrained teachers were their in the schools. Only 21.21% schools visited had no untrained teacher in the schools. There seems to be a considerable numbers of teachers which require training. This issue has to be addressed to ensure provision of quality teaching learning input to the children.

Table.3.4. Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No. (n=33)	%age
Aware	18	54.54%
Unaware	15	45.45%

Table.3.4. Reveals in 54.54% of the schools teachers were aware of such provisions, whereas, In rest 45.45% of the school's teachers were not aware about the duties and responsibilities of teachers under RTE Act, 2009.

Table.3.5. Receipt of textbooks within one month of the commencement of the school.

	No. (n=33)	%age
Yes	26	81.81%
No	7	21.21%

Table.3.5. depicts that 81.81% of the schools had received textbooks within the prescribed time frame where as 21.21% of the schools had not had received the textbooks within one month of the commencement of the school.

Table.3.6. Usage of TLMs other than the textbooks in the schools.

	No. (n=33)	%age
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Yes	29	87.87%
No	4	12.12%

Table.3.6. reveals that in 87.87% of the schools TLMs like charts, posters, models etc other than textbooks were used where as in 12.12% number of schools TLMs material other than textbooks were not used in the classroom for the teaching purpose.

Table.3.7. Receiving of grants for maintenance and TLM.

	Maintenance	TLM
Received	32	30
Not received	8	10

Table.3.7. Reveals that most of the schools visited had received the Grant where as least no. of schools received grant for TLM and maintenance within the two months of the commencement of the schools.

TEACHING LEARNING PROCESS

Table.3.8. Understanding of the approach and use of community resources in teaching learning process.

	No.(n=33)	%age
Yes	20	60.60%
No	13	39.39%

Table.3.8. reveals that 60.60% of the teachers understand the approach and use the community resources in teaching learning process where as other 39.39% didn't understand and apply the same in the teaching practices.

Table.3.9. Evaluation method followed in the School.

	No. (n=33)	%age
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Continuous and comprehensive evaluation(CCE)	5	15.15%
Grading	18	54.54%
Marking	10	30.30%

* Multiple choices.

Table.3.9. Depicts that in 54.54% of the schools grading was used as a method of evaluation followed by 30.30% of the schools which are using marking whereas 15.15% of the schools had been using continuous and comprehensive evaluation method as a method for evaluation.

Table.3.10. Use of co-curricular activities.

	No.(n=33)	%age
Yes	16	48.48%
No	17	51.51%

Table.3.10. reveals that in majority 48.48% of the schools were using visited co-curricular activities for assisting teaching where as in 51.51% of the schools co-curricular activities were not performed.

4. COMPUTER AIDED LEARNING

Computer based learning would not only make learning interesting and joyful, but also induce novelty in thinking of the children and enhance their imagination power. But out of the total schools visited, 96.24% of the schools had not been provided with any computer aided learning facility where as in only 3.84% of the schools there was a facility of computer for providing for assisting teaching learning.

5. GIRLS EDUCATION, NPEGEL & KGBV, GIRLS' EDUCATION & NPEGEL

Out of the total schools visited only 7.7% of the schools visited were covered under NPEGEL where as rest 92.30% of the schools were not covered under either NPEGEL or KGBV etc. provided for education of girl child. The scheme needs to be extended to more schools in the district which is low in girl child literacy.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

Out of total number of schools visited only 23.07% of the schools had the facility like ramps etc ensuring inclusive education where as 76.92% of the schools had no facility for the same. Less enrollment of such children was seen in the number of schools visited reason seen for less enrollment of inadequate facilities provided to CWSN children in the district and also lack of ways and means for identification of such children in the community.

7. CIVIL WORKS

Table.7.1. Status of approved work.

	No.(n=33)	%age
Not yet started	6	18.18%
Temporarily Abandoned	4	12.12%
Ongoing	4	12.12%
Completed	19	57.57%

Table.7.1. depicts that in most 57.57% of the schools visited the sanctioned civil work had been completed where as in 12.12% & 12.12% of the schools the civil work was either temporarily a bonded or was ongoing. It was also revealed that all the separate accounts for civil works were been maintained, updated and balanced maintained by the headmaster. For the technical support and direction of civil works the on the spot visits were conducted by the Block Engineer.

Table.7.2. Training of SMC for implementing civil works.

	No.(n=33)	%age
Yes	8	24.24%
No	25	75.75%

Table.7.2. Depicts that in majority of the schools visited SMC had not been formulated were not given training where as, in rest 24.24% of the schools SMC had been provided with the training for the implementation of civil works.

8. COMMUNITY AWARENESS

Table.8.1.Familiarity of the SMC members with their roles and responsibilities.

	Yes	No
	19	21

Table.8.1. reveals that large number of the SMC members were not familiar with their roles and responsibilities' whereas nearly same number of SMC members were aware about their roles and responsibilities. The reason might be that most of them were not been provided with orientation or training.

Table.8.3. Frequency of SMCs meetings.

Frequency	No.(n=33)	%age
Frequently.	10	30.30%
Monthly.	9	27.27%
Quarterly.	3	11.53%
Half yearly.	3	11.53%
Yearly.	2	7.69%
Whenever required.	6	18.18%

Table.8.3 reveals that in most of the schools frequency of meeting was monthly and were held quite frequently where as in some of the schools the meetings were quarterly, half yearly, yearly and only whenever required between the SMCs members and school authorities. The regularity of the meetings has to be maintained for the institutional health.

Table.8.4. Frequency of visits by SMC members for monitoring of MDMS programm.

Frequency	No.(%age)
Daily	4(12.12%)
Weekly	5(15.15%)
Monthly	14(42.42%)
Occasionally	12(36.36%)

Table.8.4 depicts that in most 42.42% and 36.36% of the schools the frequency of visits by the SMC members for the monitoring of cooking and serving of MDMS were monthly and occasionally respectively, where

as in some of schools the frequency of visits was weekly and in 12.12% of schools it was daily. As desired by the scheme, the monitoring has to be on the daily basis.

9. MIS

Table.9.3. Supply of data under DISE for current financial year.

	No.(n=33)	%age
Yes	23	69.69%
No.	10	30.30%

Table.9.3. reveals that majority 69.69% of the schools data had submitted for current financial year where as in rest 30.30% of the schools data had not been supplied for the current financial year under DISE.

10. FINANCIAL MANAGEMENT

Table.10.1. Nature of financial records and registers maintained.

Records	No.(n=33)	%age
Cashbook	23	88.46%
Passbook	23	88.46%
Stock register	22	84.61%
Update	14	53.84%

In most of the schools financial management of records was taken care of by keeping cash book, passbook, stock register. They were maintained and regularly updated.

Table.10.2. Funds reach from districts/state to SMC/VEC.

Type of account	No.(n=33)	%age
Cheque	9	27.27%
E-transfer	22	66.66%
Bank draft	2	6.06%

In 66.66% of the schools the funds reach from districts/state to SMC/VEC was through E-transfer or cheque, where as in some nearly 6.06% of schools funds reached through bank drafts.

10.3. Type of grant received during the current financial year.

Type of grant	No.(n=33)	%age
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Teacher grant	20	57.14%	It was revealed that majority 65.71% of the schools
School grant	14	40%	
Maintenance grant	23	65.71%	
Civil grant	16	45.71%	
School uniform grant	6	17.14%	
NPEGEL grant	-	-	
Special training grant	-	-	

had been provided with maintenance grant and only 17.14% of the schools had been provided with school uniform grant till the date of visit to the school.

11. MID-DAY MEAL PROGRAMMES BY THE MONITORING INSTITUTES (2010-2012) :

Table.11.1. Regularity in serving hot cooked meal.

	N0.(n=33)	%age
Serving	19	57.57%
Not serving	14	42.42%

Table 11.1 reveals that out of total schools visited 57.57% of the schools were regularly serving hot cooked food where as 42.42% of the schools visited were not serving regular meals since last 4 months as on the day of visit to the schools either due to irregular supply of food grains and grant for the same. The delivery of cooking cost was delayed but was paid in cash. No gender or caste or community discrimination was found in selecting a cook or in serving meals. Whereas sitting arrangement varied from inclusive or floor arrangement. Weekly menu was displayed at the place noticeable to the community and was decided by ZEO in most of the schools visited. Feedback from children on quality and quantity of food was good and children were found happy with it.

Table.11.2. Status of Cooks.

CATEGORY	NO.(n=33)	%AGE
SC	3	9.09%
ST	4	12.12%
OBC	5	15.15%
GENERAL	21	63.63%

100% of the schools had the facility of cook/helper in the schools; remuneration paid to them was 1000 Rs/month. Most of the cook/helpers belong to the General category followed by SC/ST/OBC.

Table.11.3. Availability of kitchen shed-cum-store.

	No. (n=33)	%age
YES	20	60.60%
NO	13	39.39%

60.60% of the schools visited had the availability of kitchen shed in the schools whereas 39.39% of the schools do not had the availability of pacca kitchen shed-cum-store in the schools in the district. Regular supervision of MDM was conducted by DIET officials/ZRP/CRP once or twice every month.

ANNEXTURE**MONITORING INSTITUTE****UNIVERSITY OF JAMMU**

6. **Dr. Poonam Dhawan** Director.
 7. **Dr. Priyanka Sharma** Nodal Officer.
- Monitoring Team Members.**
8. **Dr. Pallavi Sachdeva**
 9. **Dr. Bharti Prabhakar**
 10. **Dr. Sandeep Singh.**

Name of the investigators**Department**

- | | |
|---------------------|----------------------------------|
| 1. Arun sharma | Department of Biotech. |
| 2. Rajesh Chowdhary | Department of History. |
| 3. Pallavi | Department of Political Science. |
| 4. Vijay | Department of Political Science. |

2. Executive Summary of the District Kathua.

9. Access:

d) Physical Access:	
iv. Name & category of the school visited and distance of the school from each of the habitations it is catering to.	The school is a primary school for up to 100 boys and girls. The distance ranged from 1 km to 5 km.
v. Presence of any natural or man-made barrier which in the opinion of teachers, students or SMC members poses any in problems to children in accessing the school.	In the opinion of SMC members, there are no barriers in the way of access and lack of a road and lack of a bridge regard to the issue of access and poverty towards the school.
vi. Distance of the upper Primary school from the habitation the school is located at.	The distance of the school from the habitation is 5 km.
e) Quality of Access:	
ix. Number of classrooms in the school and student classroom ratio.	Most of the schools have the number of classrooms of 3 to 5, the ratio of students per classroom did not exceed 30. Some schools had classrooms held under the shade of a tree or home.
x. Are the classrooms properly lighted and ventilated?	A substantial number of classrooms were properly lighted and ventilated.
xi. How are the blackboards located in the classrooms?	100% of the schools have blackboards in the classrooms.

		blackboard in wall or on a stand
xii. Does the school have ramp with handrails? If yes, pl. comment on its quality.	Unavailable	visited by M leading to in especially by phys the schools.
xiii. Does the school have separate toilet units for boys and girls and are they adequate for the children enrolled in the school?	Separate	toilets were not seen MI.
xiv. Do the toilet units have running water supply? If not, are they used and maintained properly?	Poor sanitary	conditions in schools due to in toilet
Overall Comment: there is a scope for improvement in enhancing the toilet facilities and increasing the enrollment in the schools, moreover sanitary conditions have to be maintained.		
xv. Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents ?	Running	Drinking water is available in the school. The water was not tested in the
xvi. Does the school have a play ground?	Majority	of the children use the available play ground in the morning for play activities and not optinally

f) Social Access:	
iv. If the share of SC, ST, Muslim & Girl children in enrollment is proportionate to their share in population of the habitation/neighborhood cater to.	SSA and b provisi ST, Muslim KGBV NPEO school visited such category
v. If there is any major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children.	No major var of attendanc and girl child for the sam discrimatory school vicinity
vi. Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.	Various effort schools visited VEC/SIC me cultural and l of teachers, p members thro as, sitting ar while serving curricular a eradication of
vii. If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed	No overt or discrimination social group o or peers was schools visited

10. Intervention for out of school children:

	District
ii. No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years).	Out of total schools visited 78.78 % of the schools where as only 21.21% of the school had the facilities for

11. Quality: -

a) Enabling conditions: -	
vii. Number of teachers (Male & Female), PTR and teachers' vacancies.	The number of teachers in the schools visited varied schools and the PTR in the schools was 40.
viii. Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)	There were number of vacant posts hampering the teaching process in the schools visited.
ix. No. of untrained teachers.	Training ensures continuous up gradation of knowledge. In 51.51% of the schools visited, the untrained teachers were identified. In 21.21% of schools visited no untrained teacher was identified.
Overall Comment: This indicates a need to undertake orientation & training programmes on priority basis to improve the quality of teaching learning activities in the district.	
x. If text books were received in time for all the subjects and all mediums of instruction.	Most of the schools received textbooks in time for all the subjects and all mediums of instruction.
xi. If school grant, maintenance grant and TLM grant were received in time.	In most of the schools the grant for school, maintenance grant and TLM grant were received in time.
b) Teaching Learning Process: -	
vi. Teachers' understanding of the constructivist approach to teaching learning process.	When Teachers were probed about their understanding of the constructivist approach to teaching learning process, nearly 60% of the teachers in the schools visited had a clear understanding of the constructivist approach to teaching learning process.

	approach was leading to effective teaching learning process. It was ascertained because of paucity of time and lack of observation.
vii. Involvement of children in teaching learning process.	Glimpse in the classroom environment showed active participation of students & teachers in the district.
viii. Method of evaluation being followed in the school.	Grading method was mostly used in the schools. Grading marking has been used as a method of evaluation.
ix. Give your comments on the classroom management with reference to:-	
<ul style="list-style-type: none"> • Whether children are made to sit in small groups. 	In most of the schools, where number of children were less than 30, conventional manner i.e. in straight rows, where group activity was observed.
<ul style="list-style-type: none"> • If groups are formed of children from the same class or with children from different classes. 	The groups were usually from the same class; while in some schools children from different classes were made because of paucity of children.
<ul style="list-style-type: none"> • If children from disadvantaged groups and children with disabilities sit separately and on the back benches. 	The schools had very few CWSN children; they were not sitting separately but equally as other children but were also given extra attention at the same time.
<ul style="list-style-type: none"> • If children have any role in the management of classroom. 	Children played important role in the management of classroom by maintaining cleanliness and hygienic conditions.
c) Computer Aided Learning (CAL): -	
ii. The status of upkeep record maintenance of the Computers & other accessories provided under CAL.	Computer based learning not only make learning more interesting and add novelty in thinking of the children and enhance their imagination. In the schools visited, 96.24% of the schools had not been provided with computer facility where as in only 3.84% of the schools the computers were used for education. The computers were not optimally used for learning in the schools.
iii. Whether activity based digital content/teaching learning materials are used as supplementary materials to the course materials or are integrated with the teaching	Though very sparingly but in few schools the activity based digital content was integrated with the teaching learning process as part of the course materials.

learning process part classroom transaction.	
iv. Whether the subject teachers who have been provided with training on use of CAL resources are comfortable on use of CAL resources & equipments.	In most of the schools visited, the CAL activities were n
v. Whether the activities are regularly monitored & support is provided by the state?	NA

12. Girls Education, NPEGEL & KGBV: -

	District 1
ii. Gender gap in enrolment, attendance and learning achievement and reasons thereof.	In all the schools visited only 7.7% of the schools (92.30% of the schools) were not covered under NPEGEL.
iii. Efforts made to address the gender gap – at the levels of mindset and removing the physical barriers.	Girl children were given amicable environment to participate in school/ class room management and extra-curricular activities.
iv. Participation level of girls in classroom processes and co-curricular activities	Very good.
v. Involvement of community and parents in the management of KGBV's.	NA.
vi. Capacity building of teachers – training, periodic review meetings and academic support by district, block and clusters level functionaries.	Though for the capacity building of teachers there is a need, but the teachers did not seem to be satisfied with the support provided by the district, block and cluster level functionaries.

13. Inclusive Education: -

	Out of total schools visited only 23.07% of the schools had facilities of inclusive education where as in 76.92% of the schools Less enrollment of CWSN children was seen in schools and no facilities of facilities been provided to the such children in the district.
a) In the classroom: -	
v. Sitting arrangement for the CWSN.	Made to sit with other children in the class room, not at all.
vi. Participation level of the CWSN in classroom processes and efforts made to optimize it.	Optimal like other children, not discriminatory practices.
vii. Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.	Friendly and neutral behavior of the peers helping the society.
viii. Teacher's behavior towards CWSN. Teachers behavior was seen to be supportive and encouraging.	
Overall Comment	Academic as well as social support was provided to such children.
ix. Do they have appropriate kind of TLMs? Not any specific TLM exclusively to such children was provided.	
Overall Comment	Teachers had the loving and caring attitude towards CWSN.
x. Is the evaluation process tailored to their needs? Yes to orthopedically affected children not appropriate.	
b) From the Teachers: -	
ii. Training received and confidence level of the teacher to handle classrooms with CWSN.	No teachers had received training to handle such children.
Overall Comment	

	Out of total schools visited only 23.07% of the schools of inclusive education where as in 76.92% of the schools Less enrollment of CWSN children was seen in schools of facilities been provided to the such children in the dis
iii. Are Individualized Educational Plan (IEPs) prepared for CWSN..	No.
iv. No child in the schools received counseling to tackle with the disability	

14. Civil Works: -

	District 1
viii. Whether SMC/VEC has been adequately trained for implementing civil works (minimum 2 to 3 times training during the construction period).	In 75.75% of the schools visited SMC/VEC members implementation of civil works.
ix. Whether the community manual, design drawings are available with the SMC/VEC or within the school premises	No the community manual, design drawings were not av
x. Whether the separate accounts for civil works are being maintained daily and details available on transparency board installed in the school premises for the purpose.	Yes the separate accounts for civil works were being m same were available in the schools.
xi. Number of times the technical persons visited the construction site and whether there is any authentication done or instruction given (visits should be at the time of construction	In most of the schools visited whether the construction tion v only in few schools where construction was going g on technical persons were occasional, no authentication on or school,

	District 1
foundation level, plinth level, lintel level, roof level, flooring and finishing level).	
xii. Whether daily cement account is being maintained and is authenticated by Technical personals.	Yes, the cement accounts were being maintained by persons.
xiii. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC/VEC.	Most of the schools fund flow was whether through draft.
xiv. Whether the MOU is being signed between the SSA authorities and SMC/VEC before release of funds.	There was MOU signed between SSA authorities and SMC/VEC before release of funds.

15. Community Mobilization: -

vi. Familiarity of the SMC members with the DISE captures format, school report card and VER / WER.	Very few SMC members were familiar with the DISE captures format, school report card and VER/WER.
vii. Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.	None of the new SMC members were provided with the guidelines regarding School Development Plan and training received by them in this regard.
iv. Frequency of SMCs meetings held and issues discussed. The frequency of SMC meeting was once in a month and other staff members were related to the functioning of the schools, teachers and students absenteeism etc.	
iii. Role of SMCs members in monitoring teacher and student attendance and importance given to their feedback	Constructive and valuable.

16. MIS: -

vii. Did the school supply data under DISE for the latest year? If yes, does the school have a copy of the filled-in Data Capture Format (DCF).	Most of the schools visited had supplied data under DISE for the latest year. Most of the schools visited had a copy of the filled-in-data capture format (DCF).
viii. Whether any training on filling up of DCF was provided to the teacher/head teacher?	No training was imparted on filling up of DCF to the teacher/head teacher.
ix. Did the CRC coordinator/headmaster conducted the Jan-Vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan.	Nil
x. Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?	Nil
xi. If the DCF/School report card is available with the school does it match with the actual position in the school?	Yes.
xii. Are the schools records being maintained and updated regularly?	Yes.
Overall Comment	The schools records were been maintained and updated regularly.

17. Financial Management: -

v. Nature of financial records and registers maintained.	The nature of financial records which have been maintained including cashbook and stock registers which were regularly updated.
vi. Mode of transfer of fund to the SMC/VEC from the state or district levels.	The modes of transfer of funds to SMC/VEC members through E-transfer or by cheque.
vii. Type of funds/grants received and the month of receipt.	The type of funds received by the schools were for school uniform, teachers grant, civil grant etc.
viii. System for the withdrawal of fund from the SMC/VEC account.	Cheque or cash.
ix. If the proposals for expenditure and expenditure statements are shared with the community. If yes, is there any instance of community expressing objection/reservation about any transaction?	Yes.
x. If the VEC/SMC is covered by audit. If yes, has the audit observations been shared with the community.	No, the VEC/SMC members were not covered by audit.



1st HALF YEARLY MONITORING REPORT

OF

UNIVERSITY OF JAMMU

(Monitoring Institution)

NODAL OFFICER

NODAL DIRECTOR

Dr. Priyanka Sharma.

Prof. Poonam Dhawan.

ON

SSA and MDM for the State of

JAMMU AND KASHMIR (JAMMU PROVINCE)

PERIOD: 1st October 2010 to 31st March 2011

District Covered

RAJOURI

1st Half Yearly Monitoring Report of DEPARTMENT OF LIFE LONG LEARNING, UNIVERSITY OF JAMMU (Name of the Monitoring Institution) on SSA and MDMS for the State/UT of DISTRICT RAJOURI (J&K) for the period of 1st October 2010 to 31st March 2011.

1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Department of Life Long Learning, University of Jammu.
2.	Period of the report	1 ST of October 2010 to 31 st March 2011.
3.	Funds Released for the period	Yes
4.	Number of Districts allotted	3
5.	District's Name	Rajouri district
6.	Total number of elementary schools (Primary and Upper primary to be counted separately) in the Districts covered .	Primary schools visited: Upper primary schools visited:
7.	Number of elementary schools monitored (primary and upper primary to be counted separately) information to be given district wise i.e District 1, District 2, District 3 etc.	Primary: 12 Upper primary : 28
8.	Type of schools visited.	
a.	Primary School	12
b.	Upper primary school	28
c.	Upper primary schools with primary classes	-
d)	Schools sanctioned with kitchen cum stores	22
e)	Schools having Cook cum helpers engaged as per norm.	40
11.	Number of schools visited by Nodal Officer of the Monitoring Institute.	40
12.	Whether the draft report has been shared with the Director of the nodal department implementing MDMS.	Yes
13.	After submission of the draft report to the Director of the nodal department implementing MDMS whether the MI has received any Observations from the Directorate.	Awaited

DISTRICT JAMMU:**3. ACCESS****Physical Access****Table.1.1. Category of schools.**

Category	No.	%age
PS	12	30%
UPS/MS	28	70%

Table 1.1. Reveals that majority 70% of school visited were middle schools whereas 30% of schools visited were upgraded primary schools.

Table.1.2. Distance of Habitations served from the schools.

Distance (In K.ms)	NO.	%age
0-1	16	40%
1-2	14	35%
More than 2	10	25%

Table.1.2 depicts that most 40% of the schools visited were within the prescribed distance of 1 K.m from the Habitations served by the schools

where as least still 55% schools were situated at a distance more than the prescribed distance from the habitations served by them.

Quality Access

Table.1.3. Strength of Children enrolled in the Schools.

	Number	%age
0-50	18	45%
50-100	15	37.5%
100-150	5	12.5%
150-200	2	5%

Majority 45% of the schools visited had the students strength from 0-50 where as only 5% of schools had the students from 150-200 & above. The strength in isolation does not indicate any thing it has to be seen in proportion to the available resources i.e teachers, infrastructure etc.

Table.1.4. No. of classrooms in the schools.

	No.	%age
0-5	18	45%
5-10	13	32.5%
10-15	8	20%
15 & above	1	2.5%

45% of the schools visited had inadequate number of classrooms ranging from 0-5 where as 2.5% of schools had adequate classrooms ranging from 10-15 to serve the existing students strength.

Table.1.5. Arrangement of proper lightening in the classrooms.

	Light	Ventilation
Yes	23	26
No	17	14

Light and ventilation which is the basic arrangement in any room or building settings which was seen to be appropriate in most of the schools but was not adequate in some of the of schools visited by MI.

Table.1.6. Facility of Ramp in the schools.

	No.	%age
Yes	4	10%
No	36	90%

Very few schools had the facility of ramps whereas most of the schools do not had the facility leading to barrier free access among the CWSN children in the district.

Table.1.8. Facility of blackboard in the classroom.

	No.	%age
Yes	40	100%
No	-	-

100% of the schools in the district had the facility of blackboard in the classroom.

Table.1.9. Separate provision for boys and girls toilets.

	No.	%age
Yes	12	30%
No	28	70%

70% of the school do not had separate toilet facility where as only 30% of the schools had the separate provision of toilets for boys and girls, which might the one of the cause of less enrollment of girl child.

Table.1.10. Availability of running water supply in toilets.

	No.	%age
Yes	11	27.5%
No	29	72.5%

Least no. of schools had the running water supply in toilets whereas most of the schools do not had the facility leading to poor sanitation.

Table.1.11. Availability of drinking water facility.

	No.	%age
Yes	22	80%
No	8	20%

Out of total schools visited majority (80%) of the schools had the permanent, safe and clean drinking water facility whereas 20% of the did not had the permanent facility of drinking water but do had the one or the other source of drinking water facility near by the schools in the district.

Table.1.12. Existence of playground in the schools.

	No.	%age
Yes	18	45%
No	22	55%

45% of the schools visited had the facility of playground where as 55% of the schools did not had the playground facility in the schools in the district. though the schools having such facility were also not optimally utilizing such facility.

SOCIAL ACCESS

Pattern of population of the habitation and enrollment in the school.

Most of the schools had the enrollment of children belonging to all caste groups i.e. SC/ST/OBC/GEN. and both the genders as well as children belonging to different religions and CWSN.

2. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

Table.2.1. Provision of special training for out of school children.

	No.	%age
Yes	3	7.5%
No.	37	92.5%

In 92.5% of the schools visited there was no special training facility for out of school children whereas in 7.5% of the schools some initiative was taken to provide some or other training facility.

5. QUALITY ISSUES

ENABLING CONDITIONS

Table.3.1. Number of teachers in the school.

	No.	%age
0-5	18	45%
5-10	14	35%
10-15	8	20%

In 45% of the schools the number of teachers ranged from 0-5 which was not adequate there were number of vacancies of teachers found in most of the schools which needs to be filled at an earliest, on the other hand in 35% and 20% of school had adequate number of teachers ranging from 5-10 and 10-15 respectively.

Table.3.2. Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No.	%age
Aware	23	57.5%
Unaware	17	42.5%

It was revealed that 57.5% of the schools teachers were aware about there responsibilities and their source of information was mainly newspaper, television, etc whereas, only 42.5% of the school's teachers were unaware about the duties and responsibilities of teachers under RTE Act, 2009.

Table.3.5. Receipt of textbooks within one month of the commencement of the school.

	No.	%age
Yes	40	100%
No	-	

100% of the schools visited by MI received the textbooks within one month of the commencement of the school.

Table.3.6. Usage of TLMs other than the textbooks in the schools.

	No.	%age
Yes	40	100%
No	-	-

In 100% of schools visited teachers were using TLM material like charts, posters, models etc in addition to textbooks in the classroom for the teaching purpose.

Table.3.7. Receiving of grants for maintenance and TLM.

	Maintenance	TLM
Received	39	38
Not received	1	2

Table.3.7. reveals that most of the schools visited had received the Grant on the date of visit to the school where as very few had not received grant for TLM and maintenance within the two months of the commencement of the schools.

TEACHING LEARNING PROCESS

Table.3.8. Understanding of the constructivist approach and use of community resources in teaching learning process.

	No.	%age
Yes	40	100%
No	-	-

100% of the teachers claimed to have understanding about the constructivist approach and use the community resources in teaching learning process.

Table.3.9. Evaluation method followed in the School.

	No.	%age
Continuous and comprehensive evaluation(CCE)	2	5%
Grading	15	37.5%
Marking	28	70%

Multiple choice.

Table.3.9. depicts that in most (nearly 70%) of the schools marking is still used as a method of evaluation followed by 37.5% of the schools had been

using grading method and only 5% of the schools had been using continuous and comprehensive method as a method for evaluation.

Table.3.10. Use of co-curricular activities.

	No.	%age
Yes	15	37.5%
No	25	62.5%

In 62.5% of the schools visited co-curricular activities were not performed due to the not existence of playground in the schools where as in 37.5% of the schools co-curricular activities were performed.

4. COMPUTER AIDED LEARNING

CAL approach was started by SSA for improving the quality resources for proving better access to the students where as computer aided learning had not been started in most of the schools visited by MI.

5. GIRLS EDUATION, NPEGEL & KGBV

SSA has been promoting girl's education to equalize educational opportunities and eliminate gender disparities whereas it was seen during the visit that no school visited was covered under NPEGEL & KGBV scheme.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

During the visit it was observed that 57% of the schools do not had special facilities promoting inclusive education and 43% of the schools had some or other facility for inclusive education but very few number of CWSN has been attending the school may be due to the reason that there was lack of facilities for identification of children with special needs as well as the lack of facilities provided to the children.

7. CIVIL WORKS

Table.7.1. Status of approved work.

	No.	%age
Not yet started	18	45%
Temporarily Abandoned	6	15%
Ongoing	5	12.5%
Completed	11	27.5%

In most of the schools visited the civil work sanctioned for the current financial year had not been started and in 27.5% of the school civil work was completed where as in 15% & 12.5% of the school civil work had been

temporarily abandoned and was ongoing respectively. It was also revealed that the separate accounts for civil works were been maintained, updated and balanced and maintained by the headmaster. For the technical support and direction of civil works on spot visits were conducted by the Block Engineer.

Table.7.2. Training of SMC for implementing civil works.

	No.	%age
Yes	2	5%
No	38	95%

Table.7.2. depicts that in 95% of the schools visited SMC had not been provided any training where as only in 5% of the schools SMC had been provided with the training for the implementation of civil works.

8. COMMUNITY AWARENESS

Table.8.1. Familiarity of the SMC members with their roles and responsibilities.

Yes (%age)	No (%age)
13(32.5%)	27(67.5%)

67.5% of the SMC members were not familiar whereas only in 32.5% of the schools SMC members were familiar with their roles and responsibilities as notified by the state government. It was also revealed that majority of the SMC members were not provided any training which might be the reason for the lack of awareness among their roles and responsibilities.

Table.8.2. Frequency of SMCs meetings.

Frequency	No.	%age
Frequently	24	60%
Monthly	9	22.5%
Quarterly	5	12.5%
Half yearly	2	5%

In most of the schools the meetings were held quite frequently or within a month where as in some of the schools meetings were held at longer duration's i.e either quarterly or half yearly by the SMCs members.

9. MIS

Table.9.1. Supply of data under DISE for current financial year.

	No.	%age
Yes	38	95%
No.	2	5%

95% of the schools had submitted data for current financial year to the DISE where as only 5% of the schools had not yet supplied data for the current financial year to DISE. The schools visited had the copy of filled in Data capture format (DCF) and training for the specific had been provided.

10. FINANCIAL MANAGEMENT

Table.10.1. Nature of financial records and registers maintained.

Records	No.	%age
Cashbook	37	92.5%
Passbook	38	95%
Stock register	35	87.5%
Update	39	97.5%

Table.10.1.reveals that in most of the schools cash book, passbook, and stock register were maintained and regularly updated.

Table.10.2. Funds transfer from districts/state to SMC/VEC.

Type of account	No.	%age
Cheque	9	22.5%
E-transfer	31	77.5%
Bank draft	-	-

In 77.5% of the schools funds reach from districts/state to SMC/VEC through E-transfer and in 22.5% of the schools the funds reach through cheque.

Table.10.3. Type of grant received during the current financial year.

Type of grant	No.	%age
Teacher grant	29	72.5%
School grant	18	45%
Maintenance grant	27	67.5%
Civil grant	19	47.5%
School uniform grant	11	27.5%

It was revealed that majority (nearly 72.5%) of the schools had been provided with teachers grant and only 27.5% of the schools had been provided with school uniform grant.

11. MID-DAY MEAL PROGRAMMES BY THE MONITORING INSTITUTES (2010-2012) :

Table.11.1. Regularity in serving hot cooked meal.

	N0.	%age
Serving	22	55%
Not serving	18	45%

55% of the schools visited were serving the meal regularly; where as 45% of the schools were not serving meal due to exams at the time of visits. There was regularity in delivering good quality food grains at schools level whereas the delivery of cooking cost was delayed but was paid cash. The social equity principles were observed and no discrimination with regard to gender, caste or community was found in cooking or serving meals. The sitting arrangement also varied from inclusive or floor arrangement. Weekly menu was displayed at the place noticeable to community, was decided by ZEO in most of the schools visited. Feedback from children on quality and quantity of food was good and children were found happy with it.

Table.11.2. Status of Cooks.

CATEGORY	NO.	%AGE
SC	7	17.5%
ST	6	15%
OBC	8	20%
GENERAL	19	47.5%

100% of the schools had the facility of cook/helper in the schools; remuneration paid to them was 1000 Rs/month. Most of the cook/helpers belong to the General category followed by SC/ST/OBC.

Table.11.3. Availability of kitchen shed-cum-store.

	No.	%age
YES	22	55%
NO	18	45%

55% of the schools visited had the availability of kitchen shed in the schools whereas 45% of the schools did not have the availability of pacca kitchen shed-cum-store in the schools in the district. Regular supervision of MDM was conducted by DIET officials/ZRP/CRP once and twice every month.

ANNEXTURE

MONITORING INSTITUTE

- 11. Dr. Poonam Dhawan.**
 - 12. Prof. Priyanka Sharma.**
- Monitoring Team Members.**
- 13. Dr. Pallavi Sachdeva**
 - 14. Dr. Bharti Prabhakar**
 - 15. Dr. Sandeep Singh**

Name of the investigators

- 6. R.Chanchal sharma**
- 7. R. Manoj**
- 8. R. Ajay**
- 9. Ajay Sharma**
- 10. Pankaj Sharma**

