

**1st Half Yearly Monitoring Report of Panjab
University, Chandigarh (Monitoring Institution) on
SSA for the STATE of PUNJAB for the period of
1st October 2010 to 31st March 2011**



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MDM Monitoring Work

PANJAB UNIVERSITY, CHANDIGARH.
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1. General Information

	Information	Details				
1.	Period of the report	1 st October 2010 to 31 st March 2011				
2.	No. of Districts allotted	Five				
3.	Districts' name	Hoshiarpur, Patiala, Fatehgarh Sahib, S.B.S. Nagar, Rupnagar.				
4.	Month of visit to the Districts / Schools	19.1.2011 to 31.3.2011				
		Hoshiarpur	Patiala	Fatehgarh Sahib	SBS Nagar	Rupnagar
5	Total number of elementary schools(primary and upper primary in the Districts)	PS=1287 UPS=493	PS=1009 UPS=391	PS=468 UPS=219	PS=449 UPS=215	PS=576 UPS=275
6	Number of elementary schools monitored (primary and upper primary to be counted separately)	PS=21 UPS=19	PS= 19 UPS=21	PS=20 UPS=20	PS=23 UPS=17	PS=22 UPS=18
7.	TYPES OF SCHOOL VISITED					
A	Special training centers (Residential)	00	00	00	00	00
B	Special training centers (Non Residential)	03	04	03	02	02
C	Schools in Urban Areas	05	03	03	03	03
D	School sanctioned with Civil Works	04	03	03	04	03
F	School from NPEGEL Blocks	Nil	Nil	Nil	Nil	Nil
G	Schools having CWSN	02	02	02	03	03

H	School covered under CAL programme	03	03	03	04	02
I	KGBVs	NIL	NIL	NIL	NIL	NIL
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	10	11	10	14	11
9.	Whether the draft report has been shared with the SPO : YES / NO	YES				
10	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	YES				
11	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO					

12. Details regarding discussion held with state officials: To be filled after presentation.

There are some queries from them regarding IEP of CWSN, Incinerator facility in Girls toilets, academic levels of OoSC, vacant posts in schools and Common room for girls and the picture has been cleared to them by discussion.

13. Selection Criteria for Schools: As per MHRD's needs categories are selected. Within categories schools were selected randomly.

14. **Items to be attached with the report:**

- a) List of Schools with DISE code visited by MI. Attached
- b) Copy of Office order, notification etc. discussed in the report.
- c) District Summary of the school reports.
- d) Any other relevant documents.

EXECUTIVE SUMMARY ON SSA OF PUNJAB STATE

S. No.	Intervention & Sub activity	OBSERVATIONS
1.0	ACCESS	
1.1	Physical Access	
	Hoshiarpur	<ul style="list-style-type: none"> • All habitations have access to schools within 1-2 km of radius. There are several elementary schools in the neighbourhood in the 1-3 km radius. • 17% schools are near the religious places and highways that cause problem to the students that in access due to traffic.
	Patiala	<ul style="list-style-type: none"> • All habitations have access to schools within 1-2 km of radius. There are several elementary schools in the neighbourhood in the 1-3 km radius. • 20% schools are near the religious places and highways that cause problem to the students that in access due to traffic.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • All habitations have access to schools within 1-2 km of radius. There are several elementary schools in the neighbourhood in the 1-3 km radius. • 15% schools are near the religious places and highways that cause problem to the students that in access due to traffic.
	S.B.S. Nagar	<ul style="list-style-type: none"> • All habitations have access to schools within 1-2 km of radius. There are several elementary schools in the neighbourhood in the 1-3 km radius. • 20% schools are near the religious places and highways that cause problem to the students that in access due to traffic/ Railway crossing.
	Rupnagar	<ul style="list-style-type: none"> • All habitations have access to schools within 1-2 km of radius. There are several elementary schools in the neighbourhood in the 1-3 km radius. • 15% schools are near the religious places and highways that cause problem to the students that in access due to traffic/

		Railway crossing.
1.2.	Quality of Access	
	Hoshiarpur	<ul style="list-style-type: none"> • Number of rooms is adequate in almost all of the schools. Size of the classroom in relation to student strength is adequate in 95% of the schools. • Classroom pupil ratio in schools ranges from 1: 12 to 1: 36. • Light and ventilation is good in almost all schools. • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children. But in three schools blackboards are not painted properly. • 75% of the upper primary schools have furniture's in adequate number but in 55% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. • In 60% of the elementary schools no separate room for science laboratories. • All schools have separate toilets for boys and girls but more cleaning of toilets is required in 30% schools. • All the schools have good drinking water facility but water tanks need to be regularly cleaned and filters installed should be regularly checked. • Almost 60% of the schools organize outdoor activities regularly. • Only 55% of schools have adequate playground with adequate sports materials. Shortage of sports equipment is the major problem in the 50% schools. • Toilets in 90% of the schools are not CWSN friendly.
	Patiala	<ul style="list-style-type: none"> • Number of rooms is adequate in almost all of the schools. Size of the classroom in relation to student strength is adequate in almost all of the schools. • Classroom pupil ratio in schools ranges from 1: 11 to 1: 37. • Light and ventilation is good in almost all schools.

		<ul style="list-style-type: none"> • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children. But in four schools blackboards are not painted properly. • 80% of the upper primary schools have furniture's in adequate number but in 55% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. • In 60% of the elementary schools no separate room for science laboratories. • All schools have separate toilets for boys and girls but more cleaning of toilets is required in 25% schools. • All the schools have good drinking water facility but water tanks need to be regularly cleaned and filters installed should be regularly checked. • Almost 65% of the schools organize outdoor activities regularly. • Only 55% of schools have adequate playground with adequate sports materials. Shortage of sports equipment is the major problem in 65% of the schools. • Toilets in 85% of the schools are not CWSN friendly.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • Number of rooms is adequate in almost all of the schools. Size of the classroom in relation to student strength is adequate in almost all of the schools. • Classroom pupil ratio in schools ranges from 1: 10 to 1: 36. • Light and ventilation is good in almost all schools. • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children. But in three schools blackboards are not painted properly. • 85% of the upper primary schools have furniture's in adequate number but in 50% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. • All schools have separate toilets for boys and girls but more cleaning of toilets is required in 23% schools. • All the schools have good drinking water facility but water tanks need to be regularly cleaned and filters installed should be

	<p>regularly checked.</p> <ul style="list-style-type: none"> • Almost 55% of the schools organize outdoor activities regularly. • Only 50% of schools have adequate playground with adequate sports materials. Shortage of sports equipment is the major problem in 55% the schools. • Toilets in 93% of the schools are not CWSN friendly.
S.B.S. Nagar	<ul style="list-style-type: none"> • Number of rooms is adequate in almost all of the schools. Size of the classroom in relation to student strength is adequate in 97% of the schools. • Classroom pupil ratio in schools ranges from 1: 8 to 1: 37. • Light and ventilation is good in almost all schools. • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children. But in five schools blackboards are not painted properly. • 85% of the upper primary schools have furniture's in adequate number but in 50% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. • All schools have separate toilets for boys and girls but more cleaning of toilets is required in 30% schools. • All the schools have good drinking water facility but water tanks need to be regularly cleaned and filters installed should be regularly checked. • Almost 50% of the schools organize outdoor activities regularly. • Only 53% of schools have adequate playground with adequate sports materials. Shortage of sports equipment is the major problem in 45% the schools. • Toilets in 90% of the schools are not CWSN friendly.
Rupnagar	<ul style="list-style-type: none"> • Number of rooms is adequate in almost all of the schools. Size of the classroom in relation to student strength is adequate in almost all of the schools. • Classroom pupil ratio in schools ranges from 1: 13 to 1: 36. • Light and ventilation is good in almost all schools.

		<ul style="list-style-type: none"> • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children, in three schools the blackboards are not well painted. • 80% of the upper primary schools have furniture's in adequate number but in 57% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. • All schools have separate toilets for boys and girls but more cleaning of toilets is required in 25% schools. • All the schools have good drinking water facility but water tanks need to be regularly cleaned and filters installed should be regularly checked. • Almost 57% of the schools organize outdoor activities regularly. • Only 50% of schools have adequate playground with adequate sports materials. Shortage of sports equipment is the major problem in the schools. • Toilets in 90% of the schools are not CWSN friendly.
1.3.	Social Access	
	Hoshiarpur	All the schools have children belonging to different castes and particularly of lower and lower middle economic status and there is no disparity in providing access to the school. The school attendance register and MDM reflect the same attendance pattern. No such Socio-cultural and linguistic barriers was observed by MIs.
	Patiala	All the schools have children belonging to different castes and particularly of lower and lower middle economic status and there is no disparity in providing access to the school. The school attendance register and MDM reflect the same attendance pattern. No such Socio-cultural and linguistic barriers was observed by MIs.
	Fatehgarh Sahib	All the schools have children belonging to different castes and particularly of lower and lower middle economic status and there is no disparity in providing access to the school. The school attendance register and MDM reflect the same attendance pattern. No such Socio-cultural and linguistic barriers was observed by MIs.

	S.B.S. Nagar	All the schools have children belonging to different castes and particularly of lower and lower middle economic status and there is no disparity in providing access to the school. The school attendance register and MDM reflect the same attendance pattern. No such Socio-cultural and linguistic barriers was observed by MIs.
	Rupnagar	All the schools have children belonging to different castes and particularly of lower and lower middle economic status and there is no disparity in providing access to the school. The school attendance register and MDM reflect the same attendance pattern. No such Socio-cultural and linguistic barriers was observed by MIs.
1.4.	Additional Items in the context of RTE	
	Hoshiarpur	All schools as an agency of social cohesiveness are found to be satisfactory. Seating arrangement supports mixing of children of different social groups in all the schools. Students and Teachers communicate very well without any discrimination. Children of different social and economic categories, CWSN, boys and girls all communicate with teachers without any fear. Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children.
	Patiala	All schools as an agency of social cohesiveness are found to be satisfactory. Seating arrangement supports mixing of children of different social groups in all the schools. Students and Teachers communicate very well without any discrimination. Children of different social and economic categories, CWSN, boys and girls all communicate with teachers without any fear. Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children.
	Fatehgarh Sahib	All schools as an agency of social cohesiveness are found to be satisfactory. Seating arrangement supports mixing of children of different social groups in all the schools. Students and Teachers communicate very well without any discrimination. Children of

		different social and economic categories, CWSN, boys and girls all communicate with teachers without any fear. Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children.
	S.B.S. Nagar	All schools as an agency of social cohesiveness are found to be satisfactory. Seating arrangement supports mixing of children of different social groups in all the schools. Students and Teachers communicate very well without any discrimination. Children of different social and economic categories, CWSN, boys and girls all communicate with teachers without any fear. Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children.
	Rupnagar	All schools as an agency of social cohesiveness are found to be satisfactory. Seating arrangement supports mixing of children of different social groups in all the schools. Students and Teachers communicate very well without any discrimination. Children of different social and economic categories, CWSN, boys and girls all communicate with teachers without any fear. Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children.
2.0.	SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)	
	Hoshiarpur	<ul style="list-style-type: none"> • State is serious about making Special Training Centers functional. About 102 AIE centers are running in the district to cater to about 1713 out of school children. • Residential Special Training Centers: At present one center for 50 children is running in Hoshiarpur District. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are in practice in majority of the schools.

		<ul style="list-style-type: none"> • Number of children dropped out: No drop out has been reported by any of the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 64 in three AIE centers. Out of the total 64 children enrolled 43 children (67%) were present on the day of visit. • Educational Qualification of Education Volunteer: 77% of the Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree. • Education Volunteers received basic induction training of five days. The honorarium was paid to them timely. • EVs use TLM, text books to teach OoSC at Special Training Centres. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. • Regular Oral test and written examination were held fortnightly to evaluate children learning level. • Majority of EV has not maintained IEP for each child enrolled in the centre. • The learning/ competencies/ level of children are about average. • Head teacher/ teacher of the regular school provide support to EV for better functioning. • Parents occasionally visit but 87% of parents did not take much interest in their child's education.
	Patiala	<ul style="list-style-type: none"> • State is serious about making Special Training Centers functional. About 112 AIE centers are running in the district to cater to about 2003 out of school children. • Residential Special Training Centers: At present 2 centers for 105 children are running in District. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are in practice in majority of the schools.

		<ul style="list-style-type: none"> • Number of children dropped out: No drop out has been reported by any of the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 78 in four AIE centers. Out of the total 78 children enrolled 49 children (63%) were present on the day of visit. • Educational Qualification of Education Volunteer: 70% of the Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree. • Education Volunteers received basic induction training of five days. The honorarium was paid to them timely. • EVs use TLM, text books to teach OoSC at Special Training Centres. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. • Regular Oral test and written examination were held fortnightly to evaluate children learning level. • Majority of EV has not maintained IEP for each child enrolled in the centre. • The learning/ competencies/ level of children are about average. • Head teacher/ teacher of the regular school provide support to EV for better functioning. • Parents occasionally visit but 80% of parents did not take much interest in their child's education.
	<p>Fatehgarh Sahib</p>	<ul style="list-style-type: none"> • State is serious about making Special Training Centers functional. About 33 AIE centers are running in the district to cater to about 476 out of school children. • Residential Special Training Centers: At present one center for 50 children is running in District. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are in practice in majority of the schools.

		<ul style="list-style-type: none"> • Number of children dropped out: No drop out has been reported by any of the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 48 in three AIE centers. Out of the total 31 children enrolled 43 children (72%) were present on the day of visit. • Educational Qualification of Education Volunteer: 73% of the Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree. • Education Volunteers received basic induction training of five days. The honorarium was paid to them timely. • EVs use TLM, text books to teach OoSC at Special Training Centres. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. • Regular Oral test and written examination were held fortnightly to evaluate children learning level. • Majority of EV has not maintained IEP for each child enrolled in the centre. • The learning/ competencies/ level of children are about average. • Head teacher/ teacher of the regular school provide support to EV for better functioning. • Parents occasionally visit but 85% of parents did not take much interest in their child's education.
	<p>S.B.S. Nagar</p>	<ul style="list-style-type: none"> • State is serious about making Special Training Centers functional. About 13 AIE centers are running in the district to cater to about 249 out of school children. • Residential Special Training Centers: At present one center for 50 children is running in District. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are in practice in majority of the schools.

		<ul style="list-style-type: none"> • Number of children dropped out: No drop out has been reported by any of the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 37 in two AIE centers. Out of the total 37 children enrolled 23 children (62%) were present on the day of visit. • Educational Qualification of Education Volunteer: 72% of the Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree. • Education Volunteers received basic induction training of five days. The honorarium was paid to them timely. • EVs use TLM, text books to teach OoSC at Special Training Centres. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. • Regular Oral test and written examination were held fortnightly to evaluate children learning level. • Majority of EV has not maintained IEP for each child enrolled in the centre. • The learning/ competencies/ level of children are about average. • Head teacher/ teacher of the regular school provide support to EV for better functioning. • Parents occasionally visit but 70% of parents did not take much interest in their child's education.
	Rupnagar	<ul style="list-style-type: none"> • State is serious about making Special Training Centers functional. About 17 AIE centers are running in the district to cater to about 361 out of school children. • Residential Special Training Centers: At present 2 centers for 81 children are running in the District. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are in practice in majority of the schools.

		<ul style="list-style-type: none"> • Number of children dropped out: No drop out has been reported by any of the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 31 in two AIE centers. Out of the total 31 children enrolled 22 children (70%) were present on the day of visit. • Educational Qualification of Education Volunteer: 78% of the Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree. • Education Volunteers received basic induction training of five days. The honorarium was paid to them timely. • EVs use TLM, text books to teach OoSC at Special Training Centres. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. • Regular Oral test and written examination were held fortnightly to evaluate children learning level. • Majority of EV has not maintained IEP for each child enrolled in the centre. • The learning/ competencies/ level of children are about average. • Head teacher/ teacher of the regular school provide support to EV for better functioning. • Parents occasionally visit but 86% of parents did not take much interest in their child's education.
3.0.	QUALITY ISSUES	
3.1.	Enabling Conditions	
	Hoshiarpur	<ul style="list-style-type: none"> • Pupil teacher ratio as per school records in District is 1: 29 on average which is as per RTE regulation. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training.

		<ul style="list-style-type: none"> • Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. • Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions. • Computer Training is provided to the teachers, books regarding that have been distributed among the teachers but no teacher is making use of the computers for teaching and learning. • At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training. • About 60% of teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • In 13% UPS schools the 1-2 posts of teachers are vacant. • School grants have been given to the schools in the month of Sept to Dec 2010. • TLM grant has been given to the teachers to prepare supporting teaching learning material. But only 30% TLM material prepared is of good quality and self made • Most of the teachers are purchasing prepared teaching aids. Teachers should be guided to prepare durable and easy portable teaching aids. • Durable teaching aids have to be prepared. • Only 24% teachers use variety of TLMs other than textbooks. • Computer teachers are appointed in all the schools. • Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of
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		<p>Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab.</p> <ul style="list-style-type: none"> • There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 63% of the schools. • Parrho Punjab volunteers appointed by the NGO visited the schools and provided assistance to the teachers and evaluate the academic levels of the students.
	Patiala	<ul style="list-style-type: none"> • Pupil teacher ratio as per school records in District is 1: 30 on average which is as per RTE regulation. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training. • Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. • Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions. • Computer Training is provided to the teachers, books regarding that have been distributed among the teachers but no teacher is making use of the computers for teaching and learning. • At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training. • About 65% of teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • In 15% UPS schools the 1-2 posts of teachers are vacant.

		<ul style="list-style-type: none"> • School grants have been given to the schools in the month of Sept to Dec 2010. • TLM grant has been given to the teachers to prepare supporting teaching learning material. But only 35% TLM material prepared is of good quality and self made • Most of the teachers are purchasing prepared teaching aids. Teachers should be guided to prepare durable and easy portable teaching aids. • Durable teaching aids have to be prepared. • Only 28% teachers use variety of TLMs other than textbooks. • Computer teachers are appointed in all the schools. • Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. • There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 60% of the schools. • Parrho Punjab volunteers appointed by the NGO visited the schools and provided assistance to the teachers and evaluate the academic levels of the students.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • Pupil teacher ratio as per school records in District is 1: 28 on average which is as per RTE regulation. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training. • Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. • Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address

		<p>the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.</p> <ul style="list-style-type: none"> • Computer Training is provided to the teachers, books regarding that have been distributed among the teachers but no teacher is making use of the computers for teaching and learning. • At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training. • About 69% of teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • In 13% UPS schools the 1-2 posts of teachers are vacant. • School grants have been given to the schools in the month of Sept to Dec 2010. • TLM grant has been given to the teachers to prepare supporting teaching learning material. But only 40% TLM material prepared is of good quality and self made • Most of the teachers are purchasing prepared teaching aids. Teachers should be guided to prepare durable and easy portable teaching aids. • Durable teaching aids have to be prepared. • Only 30% teachers use variety of TLMs other than textbooks. • Computer teachers are appointed in all the schools. • Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. • There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 63%
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		<p>of the schools. .</p> <ul style="list-style-type: none"> • Parrho Punjab volunteers appointed by the NGO visited the schools and provided assistance to the teachers and evaluate the academic levels of the students.
	S.B.S. Nagar	<ul style="list-style-type: none"> • Pupil teacher ratio as per school records in District is 1: 30 on average which is as per RTE regulation. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training. • Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. • Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions. • Computer Training is provided to the teachers, books regarding that have been distributed among the teachers but no teacher is making use of the computers for teaching and learning. • At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training. • About 70% of teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • In 17% schools the 1-2 posts of teachers are vacant in UPS and in one primary school, the two teachers appointed have been transferred and one substitute teacher is working there. • School grants have been given to the schools in the month of Sept to Dec 2010. • TLM grant has been given to the teachers to prepare

		<p>supporting teaching learning material. But only 35% TLM material prepared is of good quality and self made</p> <ul style="list-style-type: none"> • Most of the teachers are purchasing prepared teaching aids. Teachers should be guided to prepare durable and easy portable teaching aids. • Durable teaching aids have to be prepared. • Only 32% teachers use variety of TLMs other than textbooks. • Computer teachers are appointed in all the schools. • Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. • There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 60% of the schools. . • Parrho Punjab volunteers appointed by the NGO visited the schools and provided assistance to the teachers and evaluate the academic levels of the students.
	Rupnagar	<ul style="list-style-type: none"> • Pupil teacher ratio as per school records in District is 1: 32 on average which is as per RTE regulation. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training. • Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. • Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions. • Computer Training is provided to the teachers, books regarding

		<p>that have been distributed among the teachers but no teacher is making use of the computers for teaching and learning.</p> <ul style="list-style-type: none"> • At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training. • About 64% of teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • In 15% UPS schools the 1-2 posts of teachers are vacant. • School grants have been given to the schools in the month of Sept to Dec 2010. • TLM grant has been given to the teachers to prepare supporting teaching learning material. But only 40% TLM material prepared is of good quality and self made • Most of the teachers are purchasing prepared teaching aids. Teachers should be guided to prepare durable and easy portable teaching aids. • Durable teaching aids have to be prepared. • Only 29% teachers use variety of TLMs other than textbooks. • Computer teachers are appointed in all the schools. • Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. • There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 65% of the schools.. • Parrho Punjab volunteers appointed by the NGO visited the schools and provided assistance to the teachers and evaluate
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		the academic levels of the students.
3.2.	Teaching Learning Process	
	Hoshiarpur	<ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • 40% of teachers provide adequate concrete experiences in the classroom. • Almost all the teachers are aware of use of community resources in teaching learning process. • All the children happily participate in teaching learning process. • In all the schools, CCE, Marking & Grading system is being followed. • All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. All the students are treated as equal in the class. • In all the schools students are free to express their opinions and free to ask questions. • 65% of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 75% schools is satisfactory. • Almost 95% of the teachers use <i>bilingual method</i> while teaching English. • 85% of teachers dictate notes. • Discussion method is used by 10% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by 23% of the teachers. • In 15% schools, science laboratory experiences were given to the students in upper primary classes.

		<ul style="list-style-type: none"> • 65% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children. • Onsite support is not available in all the schools by MMT and EMT's, BRP's and CRP's.
	Patiala	<ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • 30% of teachers provide adequate concrete experiences in the classroom. • Almost all the teachers are aware of use of community resources in teaching learning process. • All the children happily participate in teaching learning process. • In all the schools, CCE, Marking & Grading system is being followed. • All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. All the students are treated as equal in the class. • In all the schools students are free to express their opinions and free to ask questions. • 60% of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 80% schools is satisfactory. • Almost 97% of the teachers use <i>bilingual method</i> while teaching English. • 93% of teachers dictate notes. • Discussion method is used by 7% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by 22% of the teachers. • In 20% schools, science laboratory experiences were given to the students in upper primary classes.

		<ul style="list-style-type: none"> • 70% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children. • Onsite support is available in all the schools by MMT and EMT's.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • 32% of teachers provide adequate concrete experiences in the classroom. • Almost all the teachers are aware of use of community resources in teaching learning process. • All the children happily participate in teaching learning process. • In all the schools, CCE, Marking & Grading system is being followed. • All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. All the students are treated as equal in the class. • In all the schools students are free to express their opinions and free to ask questions. • 67% of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 77% schools is satisfactory. • Almost 93% of the teachers use <i>bilingual method</i> while teaching English. • 90% of teachers dictate notes. • Discussion method is used by 7% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by 27% of the teachers. • In 17% schools, science laboratory experiences were given to the students in upper primary classes.

		<ul style="list-style-type: none"> • 73% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children. • Onsite support is available in all the schools by MMT and EMT's.
	<p>S.B.S. Nagar</p>	<ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • 30% of teachers provide adequate concrete experiences in the classroom. • Almost all the teachers are aware of use of community resources in teaching learning process. • All the children happily participate in teaching learning process. • In all the schools, CCE, Marking & Grading system is being followed. • All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. All the students are treated as equal in the class. • In all the schools students are free to express their opinions and free to ask questions. • 60% of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 70% schools is satisfactory. • Almost 97% of the teachers use <i>bilingual method</i> while teaching English. • 88% of teachers dictate notes. • Discussion method is used by 9% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by 27% of the teachers. • In 15% schools, science laboratory experiences were given to the students in upper primary classes.

		<ul style="list-style-type: none"> • 70% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children. • Onsite support is available in all the schools by MMT and EMT's.
	Rupnagar	<ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • 33% of teachers provide adequate concrete experiences in the classroom. • Almost all the teachers are aware of use of community resources in teaching learning process. • All the children happily participate in teaching learning process. • In all the schools, CCE, Marking & Grading system is being followed. • All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. All the students are treated as equal in the class. • In all the schools students are free to express their opinions and free to ask questions. • 68% of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 80% schools is satisfactory. • Almost 92% of the teachers use <i>bilingual method</i> while teaching English. • 86% of teachers dictate notes. • Discussion method is used by 12% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by 28% of the teachers. • In 17% schools, science laboratory experiences were given to the students in upper primary classes.

		<ul style="list-style-type: none"> • 65% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children. • Onsite support is available in all the schools by MMT and EMT's, BRP's and CRP's.
3.3.	Issues in equity in quality	
	Hoshiarpur	<ul style="list-style-type: none"> • No noticeable major gaps in learning achievement level of SC, ST, Minority and Girls. • There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools. • In about 55% of the schools extra co-curricular activities were organized to boost the morale and self-esteem of children from weaker sections. • All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
	Patiala	<ul style="list-style-type: none"> • No noticeable major gaps in learning achievement level of SC, ST, Minority and Girls. • There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools. • In about 60% of the schools extra co-curricular activities were organized to boost the morale and self-esteem of children from weaker sections. • All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • No noticeable major gaps in learning achievement level of SC, ST, Minority and Girls. • There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools. • In about 63% of the schools extra co-curricular activities were organized to boost the morale and self-esteem of children from weaker sections. • All the teachers have a good understanding of challenges and

		advantages of diversity in a classroom.
	S.B.S. Nagar	<ul style="list-style-type: none"> • No noticeable major gaps in learning achievement level of SC, ST, Minority and Girls. • There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools. • In about 60% of the schools extra co-curricular activities were organized to boost the morale and self-esteem of children from weaker sections. • All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
	Rupnagar	<ul style="list-style-type: none"> • No noticeable major gaps in learning achievement level of SC, ST, Minority and Girls. • There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools. • In about 57% of the schools extra co-curricular activities were organized to boost the morale and self-esteem of children from weaker sections. • All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
4.0	COMPUTER AIDED LEARNING	
	Hoshiarpur	<ul style="list-style-type: none"> • In almost all schools, all the equipments provided under CAL are available and the condition of the rooms where they are kept is satisfactory in most of the schools. In Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions. Almost 80% teachers have received training of basic operating knowledge about computers. • About 4-5 days are taken for attending the complaint of the non functional computers and repairing time depends upon the fault

		of the non functional computers.
	Patiala	<ul style="list-style-type: none"> • In almost all schools, all the equipments provided under CAL are available and the condition of the rooms where they are kept is satisfactory in most of the schools. In Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions. Almost 87% teachers have received training of basic operating knowledge about computers. • About 4-5 days are taken for attending the complaint of the non functional computers and repairing time depends upon the fault of the non functional computers.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • In almost all schools, all the equipments provided under CAL are available and the condition of the rooms where they are kept is satisfactory in most of the schools. In Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions. Almost 85% teachers have received training of basic operating knowledge about computers. • About 4-5 days are taken for attending the complaint of the non functional computers and repairing time depends upon the fault of the non functional computers.
	S.B.S. Nagar	<ul style="list-style-type: none"> • In almost all schools, all the equipments provided under CAL are available and the condition of the rooms where they are kept is satisfactory in most of the schools. In Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions. Almost 82% teachers have received training of basic operating knowledge about computers.

		<ul style="list-style-type: none"> About 3-4 days are taken for attending the complaint of the non functional computers and repairing time depends upon the fault of the non functional computers.
	Rupnagar	<ul style="list-style-type: none"> In almost all schools, all the equipments provided under CAL are available and the condition of the rooms where they are kept is satisfactory in most of the schools. In Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions. Almost 85% teachers have received training of basic operating knowledge about computers. About 3-4 days are taken for attending the complaint of the non functional computers and repairing time depends upon the fault of the non functional computers.
5.0	GIRLS EDUCATION NPEGEL	
	Hoshiarpur	<ul style="list-style-type: none"> There are no major gaps between boys and girls here in terms of number or their presence in schools. No stereotype practices against girls. The participation levels of girls is good and non discriminatory. Both boys and girls participate actively in groups in various curricular and co-curricular activities. Karate training and training in stitching is provided to girls in about 37% of the schools. No separate common rooms for girls; Incinerator facility is not available in any school. Separate toilets for girls are there in almost all of the schools, in 30% schools daily cleaning is required of toilets.
	Patiala	<ul style="list-style-type: none"> There are no major gaps between boys and girls here in terms of number or their presence in schools. No stereotype practices against girls. The participation levels of girls is good and non discriminatory. Both boys and girls participate actively in groups in various curricular and co-curricular

		<p>activities.</p> <ul style="list-style-type: none"> • Karate training and training in stitching is provided to girls in about 20% of the schools. • No separate common rooms for girls; Incinerator facility is not available in any school. Separate toilets for girls are there in almost all of the schools, in 25% schools daily cleaning is required of toilets.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • There are no major gaps between boys and girls here in terms of number or their presence in schools. No stereotype practices against girls. The participation levels of girls is good and non discriminatory. Both boys and girls participate actively in groups in various curricular and co-curricular activities. • Karate training and training in stitching is provided to girls in about 23% of the schools. • No separate common rooms for girls; Incinerator facility is not available in any school. Separate toilets for girls are there in almost all of the schools, in 30% schools daily cleaning is required of toilets.
	S.B.S. Nagar	<ul style="list-style-type: none"> • There are no major gaps between boys and girls here in terms of number or their presence in schools. No stereotype practices against girls. The participation levels of girls is good and non discriminatory. Both boys and girls participate actively in groups in various curricular and co-curricular activities. • Karate training and training in stitching is provided to girls in about 25% of the schools. • No separate common rooms for girls; Incinerator facility is not available in any school. Separate toilets for girls are there in almost all of the schools, in 30% schools daily cleaning is required of toilets.

	Rupnagar	<ul style="list-style-type: none"> • There are no major gaps between boys and girls here in terms of number or their presence in schools. No stereotype practices against girls. The participation levels of girls is good and non discriminatory. Both boys and girls participate actively in groups in various curricular and co-curricular activities. • Karate training and training in stitching is provided to girls in about 25% of the schools. • No separate common rooms for girls; Incinerator facility is not available in any school. Separate toilets for girls are there in almost all of the schools, in 25% schools daily cleaning is required of toilets.
6.0.	INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN	
6.1.	In the classroom	
	Hoshiarpur	<ul style="list-style-type: none"> • All the CWSN are actively participating in class and school activities as per their capacities. • During the last one month in 84% CWSN have been very regular. • Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. • There is inclusive seating arrangement in all the schools. • CWSN are encouraged by the teachers in all the schools to participate in classroom processes. • Peers have friendly interaction with CWSN. • Devices like tricycle, spectacles, magnifiers etc. were given to the students. • CWSN friendly TLMs are available with the resource teachers. • Curricular activities exclusively for CWSN were not organized in majority of the schools.

		<ul style="list-style-type: none"> • Resource centers are opened at cluster level in the district and 38 RT's and 136 (IEV) volunteer teachers for home based education of CWSN have been appointed in the district. • The transport allowance @ Rs.200/- is given to all the CWSN. • The resource teachers teach, train and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled. • No IEP for CWSN was available in schools. • The volunteer teachers for home based education of CWSN have been appointed.
	Patiala	<ul style="list-style-type: none"> • All the CWSN are actively participating in class and school activities as per their capacities. • During the last one month in 85% CWSN have been very regular. • Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. • There is inclusive seating arrangement in all the schools. • CWSN are encouraged by the teachers in all the schools to participate in classroom processes. • Peers have friendly interaction with CWSN. • Devices like tricycle, spectacles, magnifiers etc. were given to the students. • CWSN friendly TLMs are available with the resource teachers. • Curricular activities exclusively for CWSN were not organized in majority of the schools. • Resource centers are opened at cluster level in the district and 33 RT's and 115(IEV) volunteer teachers for home based

		<p>education of CWSN have been appointed in the district.</p> <ul style="list-style-type: none"> • The transport <u>allowance @ Rs.200/-</u> is given to all the CWSN. • The resource teachers teach, train and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled. • No IEP for CWSN was available in schools. • The volunteer teachers for home based education of CWSN have been appointed.
	<p>Fatehgarh Sahib</p>	<ul style="list-style-type: none"> • All the CWSN are actively participating in class and school activities as per their capacities. • During the last one month in 80% CWSN have been very regular. • Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. • There is inclusive seating arrangement in all the schools. • CWSN are encouraged by the teachers in all the schools to participate in classroom processes. • Peers have friendly interaction with CWSN. • Devices like tricycle, spectacles, magnifiers etc. were given to the students. • CWSN friendly TLMs are available with the resource teachers. • Curricular activities exclusively for CWSN were not organized in majority of the schools. • Resource centers are opened at cluster level in the district and 16 RT's and 43 (IEV) volunteer teachers for home based education of CWSN have been appointed in the district. • The transport <u>allowance @ Rs.200/-</u> is given to all the CWSN.

		<ul style="list-style-type: none"> • The resource teachers teach, train and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled. • No IEP for CWSN was available in schools. • The volunteer teachers for home based education of CWSN have been appointed.
	S.B.S. Nagar	<ul style="list-style-type: none"> • All the CWSN are actively participating in class and school activities as per their capacities. • During the last one month in 80% CWSN have been very regular. • Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. • There is inclusive seating arrangement in all the schools. • CWSN are encouraged by the teachers in all the schools to participate in classroom processes. • Peers have friendly interaction with CWSN. • Devices like tricycle, spectacles, magnifiers etc. were given to the students. • CWSN friendly TLMs are available with the resource teachers. • Curricular activities exclusively for CWSN were not organized in majority of the schools. • Resource centers are opened at cluster level in the district and 10 RT's and 51 (IEV) volunteer teachers for home based education of CWSN have been appointed in the district. • The transport <u>allowance @ Rs.200/-</u> is given to all the CWSN. • The resource teachers teach, train and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the

		<p>schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.</p> <ul style="list-style-type: none"> • No IEP for CWSN was available in schools. • The volunteer teachers for home based education of CWSN have been appointed.
	Rupnagar	<ul style="list-style-type: none"> • All the CWSN are actively participating in class and school activities as per their capacities. • During the last one month in 84% CWSN have been very regular. • Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. • There is inclusive seating arrangement in all the schools. • CWSN are encouraged by the teachers in all the schools to participate in classroom processes. • Peers have friendly interaction with CWSN. • Devices like tricycle, spectacles, magnifiers etc. were given to the students. • CWSN friendly TLMs are available with the resource teachers. • Curricular activities exclusively for CWSN were not organized in majority of the schools. • Resource centers are opened at cluster level in the district and 16 RT's and 60 (IEV) volunteer teachers for home based education of CWSN have been appointed in the district. • The transport allowance @ Rs.200/- is given to all the CWSN. • The resource teachers teach, train and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource

		<p>Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.</p> <ul style="list-style-type: none"> • No IEP for CWSN was available in schools. • The volunteer teachers for home based education of CWSN have been appointed.
6.2	Teachers	
	Hoshiarpur	<ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • No teacher has got special training to teach CWSN. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice in 15 days. • No Individualized Educational Plans (IEPs) in majority of schools. • Home based education is provided by the volunteer resource teachers.
	Patiala	<ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • No teacher has got special training to teach CWSN. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice in 15 days. • No Individualized Educational Plans (IEPs) in majority of schools. • Home based education is provided by the volunteer resource teachers.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • No teacher has got special training to teach CWSN. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice in 15 days. • No Individualized Educational Plans (IEPs) in majority of schools. • Home based education is provided by the volunteer resource teachers.

	S.B.S. Nagar	<ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • No teacher has got special training to teach CWSN. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice in 15 days. • No Individualized Educational Plans (IEPs) in majority of schools. • Home based education is provided by the volunteer resource teachers.
	Rupnagar	<ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • No teacher has got special training to teach CWSN. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice in 15 days. • No Individualized Educational Plans (IEPs) in majority of schools. • Home based education is provided by the volunteer resource teachers.
6.3	Parents	
	Hoshiarpur	<ul style="list-style-type: none"> • Home based education provided to severely disabled children. • Majority of parents know the RT's. • 85% parents have received counseling. • HBE children get support through volunteer resource teachers. • HBE is provided to 759 students by volunteer resource teachers in the whole district.
	Patiala	<ul style="list-style-type: none"> • Home based education provided to severely disabled children. • Majority of parents know the RT's. • 90% parents have received counseling. • HBE children get support through volunteer resource teachers. • HBE is provided to 1078 students by volunteer resource

		teachers in the whole district.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • Home based education provided to severely disabled children. • Majority of parents know the RT's. • 90% parents have received counseling. • HBE children get support through volunteer resource teachers. • HBE is provided to 262 students by volunteer resource teachers in the whole district.
	S.B.S. Nagar	<ul style="list-style-type: none"> • Home based education provided to severely disabled children. • Majority of parents know the RT's. • 90% parents have received counseling. • HBE children get support through volunteer resource teachers. • HBE is provided to 242 students by volunteer resource teachers in the whole district.
	Rupnagar	<ul style="list-style-type: none"> • Home based education provided to severely disabled children. • Majority of parents know the RT's. • 90% parents have received counseling. • HBE children get support through volunteer resource teachers. • HBE is provided to 236 students by volunteer resource teachers in the whole district.
7.0.	CIVIL WORKS	
	Hoshiarpur	<ul style="list-style-type: none"> • In 2010-11, civil grant for construction of additional classroom, toilets/ urinals, drinking facility/ boundary wall/ major repair etc. All the schools have started the civil works sanctioned to them and 85% of the sanctioned work has been completed in the

		<p>visited four schools.</p> <ul style="list-style-type: none"> • Quality of work and infrastructure is fairly good in all the schools • In all the schools approved drawing is followed at the site. • The civil works are undertaken by the concerned school VEDC Chairman and head of the school after approval from VEDC. • The construction work is supervised by the professional engineers of the hired by the education department under SSA authority. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads, VEDC's and In charge of the buildings in the DEO office i.e. BRP's and CRP's supervised the progress of construction of buildings and quality of work. • Perception of the community & MI's impression regarding quality of materials used in construction works was good in all the schools.
	Patiala	<ul style="list-style-type: none"> • In 2010-11, civil grant for construction of additional classroom, toilets/ urinals, drinking facility/ boundary wall/ major repair etc. All the schools have started the civil works sanctioned to them and 80% of the sanctioned work has been completed in the visited four schools. • Quality of work and infrastructure is fairly good in all the schools • In all the schools approved drawing is followed at the site. • The civil works are undertaken by the concerned school VEDC Chairman and head of the school after approval from VEDC. • The construction work is supervised by the professional engineers of the hired by the education department under SSA authority. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads, VEDC's and In charge of the buildings in

		<p>the DEO office i.e. BRP's and CRP's supervised the progress of construction of buildings and quality of work.</p> <ul style="list-style-type: none"> • Perception of the community & MI's impression regarding quality of materials used in construction works was good in all the schools.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • In 2010-11, civil grant for construction of additional classroom, toilets/ urinals, drinking facility/ boundary wall/ major repair etc. All the schools have started the civil works sanctioned to them and 70% of the sanctioned work has been completed in the visited four schools. • Quality of work and infrastructure is fairly good in all the schools • In all the schools approved drawing is followed at the site. • The civil works are undertaken by the concerned school VEDC Chairman and head of the school after approval from VEDC. • The construction work is supervised by the professional engineers of the hired by the education department under SSA authority. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads, VEDC's and In charge of the buildings in the DEO office i.e. BRP's and CRP's supervised the progress of construction of buildings and quality of work. • Perception of the community & MI's impression regarding quality of materials used in construction works was good in all the schools.
	S.B.S. Nagar	<ul style="list-style-type: none"> • In 2010-11, civil grant for construction of additional classroom, toilets/ urinals, drinking facility/ boundary wall/ major repair etc. All the schools have started the civil works sanctioned to them and 90% of the sanctioned work has been completed in the visited four schools. • Quality of work and infrastructure is fairly good in all the schools

		<ul style="list-style-type: none"> • In all the schools approved drawing is followed at the site. • The civil works are undertaken by the concerned school VEDC Chairman and head of the school after approval from VEDC. • The construction work is supervised by the professional engineers of the hired by the education department under SSA authority. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads, VEDC's and In charge of the buildings in the DEO office i.e. BRP's and CRP's supervised the progress of construction of buildings and quality of work. • Perception of the community & MI's impression regarding quality of materials used in construction works was good in all the schools.
	Rupnagar	<ul style="list-style-type: none"> • In 2010-11, civil grant for construction of additional classroom, toilets/ urinals, drinking facility/ boundary wall/ major repair etc. All the schools have started the civil works sanctioned to them and 80% of the sanctioned work has been completed in the visited four schools. • Quality of work and infrastructure is fairly good in all the schools • In all the schools approved drawing is followed at the site. • The civil works are undertaken by the concerned school VEDC Chairman and head of the school after approval from VEDC. • The construction work is supervised by the professional engineers of the hired by the education department under SSA authority. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads, VEDC's and In charge of the buildings in the DEO office i.e. BRP's and CRP's supervised the progress of construction of buildings and quality of work. • Perception of the community & MI's impression regarding

		quality of materials used in construction works was good in all the schools.
8.0.	COMMUNITY AWARENESS	
	Hoshiarpur	<ul style="list-style-type: none"> • All the schools have VEDCs (Village Education Development Committee) and have been formulated according to RTE Act. • There are 5-15 members in VEDCs, Head of the institution is the President of SMC, One amongst the parents is the secretary of VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members, retired army persons are also nominated as members of VEDCs. • There is representation of women, SC, ST and minorities in the VEDCs. • VEDCs are constituted properly and functioning also well. • 70% of the VEDC members are aware about the SSA activities. • 68% of the VEDC members are aware of their roles and responsibilities. • 50% of VEDCs are aware of school development plans. • Regarding awareness on RTE Act among the VEDC members, it is 55% only. • 80% VEDC members have got training of 3 days. • VEDC meetings are being held once a month in all the schools. • 40% of the schools members of VEDC visit the schools weekly, in 40% of the schools they visit once a month, in 20% of the schools they visit occasionally. • In 30% of schools VEDC members participate in different activities of the school. • In 45% of the schools VEDC/MTA members participate in MDM.

		<ul style="list-style-type: none"> • Minutes of the VEDC meetings are available in all the schools. • VEDC has donated almirahs, fans and chairs in some schools.
	Patiala	<ul style="list-style-type: none"> • All the schools have VEDCs (Village Education Development Committee) and have been formulated according to RTE Act. • There are 5-15 members in VEDCs, Head of the institution is the President of SMC, One amongst the parents is the secretary of VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members, retired army persons are also nominated as members of VEDCs. • There is adequate representation of women, SC, ST and minorities in the VEDCs. • VEDCs are constituted properly and functioning also well. • 73% of the VEDC members are aware about the SSA activities. • 70 % of the VEDC members are aware of their roles and responsibilities. • 58% of VEDCs are aware of school development plans. • Regarding awareness on RTE Act among the VEDC members, it is 50% only. • 84% VEDC members have got training of 3 days. • VEDC meetings are being held once a month in all the schools. • 45% of the schools members of VEDC visit the schools weekly, in 50% of the schools they visit once a month, in 5% of the schools they visit occasionally. • In 40% of schools VEDC members participate in different activities of the school. • In 40% of the schools VEDC/MTA members participate in MDM. • Minutes of the VEDC meetings are available in all the schools.

		<ul style="list-style-type: none"> • VEDC has donated almirahs, fans and chairs in some schools.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • All the schools have VEDCs (Village Education Development Committee) and have been formulated according to RTE Act. • There are 5-15 members in VEDCs, Head of the institution is the President of SMC, One amongst the parents is the secretary of VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members, retired army persons are also nominated as members of VEDCs. • There is representation of women, SC, ST and minorities in the VEDCs. • VEDCs are constituted properly and functioning also well. • 67% of the VEDC members are aware about the SSA activities. • 66% of the VEDC members are aware of their roles and responsibilities. • 56% of VEDCs are aware of school development plans. • Regarding awareness on RTE Act among the VEDC members, it is 50% only. • 88% VEDC members have got training of 3 days. • VEDC meetings are being held once a month in all the schools. • 25% of the schools members of VEDC visit the schools weekly, in 55% of the schools they visit once a month, in 20% of the schools they visit occasionally. • In 47% of schools VEDC members participate in different activities of the school. • In 60% of the schools VEDC/MTA members participate in MDM. • Minutes of the VEDC meetings are available in all the schools. • VEDC has donated almirahs, fans and chairs in some

		schools.
	S.B.S. Nagar	<ul style="list-style-type: none"> • All the schools have VEDCs (Village Education Development Committee) and have been formulated according to RTE Act. • There are 5-15 members in VEDCs, Head of the institution is the President of SMC, One amongst the parents is the secretary of VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members, retired army persons are also nominated as members of VEDCs. • There is representation of women, SC, ST and minorities in the VEDCs. • VEDCs are constituted properly and functioning also well. • 64% of the VEDC members are aware about the SSA activities. • 62% of the VEDC members are aware of their roles and responsibilities. • 54% of VEDCs are aware of school development plans. • Regarding awareness on RTE Act among the VEDC members, it is 51% only. • 82% VEDC members have got training of 3 days. • VEDC meetings are being held once a month in all the schools. • 30% of the schools members of VEDC visit the schools weekly, in 55% of the schools they visit once a month, in 15% of the schools they visit occasionally. • In 43% of schools VEDC members participate in different activities of the school. • In 40% of the schools VEDC/MTA members participate in MDM. • Minutes of the VEDC meetings are available in all the schools. • VEDC has donated almirahs, fans and chairs in seven

		schools.
	Rupnagar	<ul style="list-style-type: none"> • All the schools have VEDCs (Village Education Development Committee) and have been formulated according to RTE Act. • There are 5-15 members in VEDCs, Head of the institution is the President of SMC, One amongst the parents is the secretary of VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members, retired army persons are also nominated as members of VEDCs. • There is representation of women, SC, ST and minorities in the VEDCs. • VEDCs are constituted properly and functioning also well. • 71% of the VEDC members are aware about the SSA activities. • 68% of the VEDC members are aware of their roles and responsibilities. • 53% of VEDCs are aware of school development plans. • Regarding awareness on RTE Act among the VEDC members, it is 49% only. • 88% VEDC members have got training of 3 days. • VEDC meetings are being held once a month in all the schools. • 30% of the schools members of VEDC visit the schools weekly, in 40% of the schools they visit once a month, in 30% of the schools they visit occasionally. • In 43% of schools VEDC members participate in different activities of the school. • In 45% of the schools VEDC/MTA members participate in MDM. • Minutes of the VEDC meetings are available in all the schools. • VEDC has donated almirahs, fans and chairs in six schools.

9.0	EMIS/ DISE:	
	Hoshiarpur	<ul style="list-style-type: none"> • All the schools have supplied data under DISE. Almost all the schools have maintained and updated all the records. • All the schools have received Student/ School Report Cards. Regular maintenance and updating of school records is being done in 93% of the schools. • Jan vaachana is conducted in almost all of the schools.
	Patiala	<ul style="list-style-type: none"> • All the schools have supplied data under DISE. Almost all the schools except have maintained and updated all the records. • All the schools have received School/ Student Report Cards. Regular maintenance and updating of school records is being done in 90% of the schools. • Jan vaachana is conducted in almost all of the schools.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • All the schools have supplied data under DISE. Almost all the schools except have maintained and updated all the records • All the schools have received School Report Cards. Regular maintenance and updating of school records is being done in 93% of the schools. • <i>Jan vaachana</i> is conducted in almost all of the schools.
	S.B.S. Nagar	<ul style="list-style-type: none"> • All the schools have supplied data under DISE. Almost all the schools except have maintained and updated all the records. • All the schools have received School Report Cards. Regular maintenance and updating of school records is being done in 90% of the schools. • <i>Jan vaachana</i> is conducted in almost all of the schools.
	Rupnagar	<ul style="list-style-type: none"> • All the schools have supplied data under DISE. Almost all the schools except have maintained and updated all the records. • All the schools have received School Report Cards. Regular maintenance and updating of school records is being done in

		<p>93% of the schools.</p> <ul style="list-style-type: none"> • <i>Jan vaachana</i> is conducted in almost all of the schools.
10.0	FINANCIAL MANAGEMENT	
	Hoshiarpur	<ul style="list-style-type: none"> • In all the schools the cash book, passbook, stock register are available. • In all the schools, the financial records and registers are being updated regularly. • The schools received the funds from district/ state level through cheque. The schools received teacher grant, school grant, maintenance grant, furniture grant and civil work grant. • 93% of VEDC accounts are audited internally. • 65% VEDC have shared the proposals for expenditure and expenditure statements with the community. • All the schools received TLM Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2010.
	Patiala	<ul style="list-style-type: none"> • In all the schools the cash book, passbook, stock register are available. • In all the schools, the financial records and registers are being updated regularly. • The schools received the funds from district/ state level through cheque. The schools received teacher grant, school grant, maintenance grant, furniture grant and civil work grant. • 95% of VEDC accounts are audited internally. • 63% VEDC have shared the proposals for expenditure and expenditure statements with the community. • All the schools received TLM Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2010.
	Fatehgarh Sahib	<ul style="list-style-type: none"> • In all the schools the cash book, passbook, stock register are available. • In all the schools, the financial records and registers are being updated regularly.

	<ul style="list-style-type: none"> • The schools received the funds from district/ state level through cheque. The schools received teacher grant, school grant, maintenance grant, furniture grant and civil work grant. • 90% of VEDC accounts are audited internally. • 68% VEDC have shared the proposals for expenditure and expenditure statements with the community. • All the schools received TLM Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2010.
S.B.S. Nagar	<ul style="list-style-type: none"> • In all the schools the cash book, passbook, stock register are available. • In all the schools, the financial records and registers are being updated regularly. • The schools received the funds from district/ state level through cheque. The schools received teacher grant, school grant, maintenance grant, furniture grant and civil work grant. • 87% of VEDC accounts are audited internally. • 63% VEDC have shared the proposals for expenditure and expenditure statements with the community. • All the schools received TLM Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2010.
Rupnagar	<ul style="list-style-type: none"> • In all the schools the cash book, passbook, stock register are available. • In all the schools, the financial records and registers are being updated regularly. • The schools received the funds from district/ state level through cheque. The schools received teacher grant, school grant, maintenance grant, furniture grant and civil work grant. • 87% of VEDC accounts are audited internally. • 67% VEDC have shared the proposals for expenditure and expenditure statements with the community. • All the schools received TLM Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2010.

Report of HOSHIARPUR District in PUNJAB State

For SSA for the period

1st October 2010 to 31st March 2011

Background: In Hoshiarpur district, 40 schools were chosen i.e. 22 Primary and 18 Upper Primary Schools. The report of monitoring of SSA is based on the data collected from these schools.

1.0. ACCESS:

In the 40 schools, 22 schools were PS and 18 schools were UPS. The entire observations are based on the field visits and data collected there. The following observations are the aggregation of all schools visited.

A. Physical Access:

A.1. Catchments area(s) of school – Habitation(s): In Hoshiarpur district schools cater to around 100 % of the habitations within a radius of 1-2 KMs from the school. From the PS, the nearest UPSs were within the radius of 500 meters to 3000 meters, so, distance is not a major issue.

A.2. Vicinity/Route to the school: In majority of schools route to the school was safe and children did not face any major difficulty in reaching schools. 17% schools are near the religious places and highways that cause problem to the students that in access due to traffic.

A.3. Nearby Upper Primary School: From the PS, the nearest UPSs were within the radius of 0 to 3 km, so, distance is not a major issue.

B. Quality of Access:

B.1. School Classroom: On the issues of classrooms, the strength of enrollment ranged from 32 to 376. Classroom pupil ratio in schools ranges from 1: 12 to 1:36. Size of the classroom in relation to student strength is adequate in 95% of the schools. In 85% schools the condition of classrooms is good.

B.2. Furniture for the children: 75% of the upper primary schools have furniture's in adequate number but in 55% of the primary schools, the furniture was insufficient and students were sitting on mats or dais. The furniture is not

enough for all the students in 25% upper primary schools and not in good condition.

- B.3. Light and Ventilation:** Light and ventilation is good in almost all schools in all classrooms but in 12% schools the tube lights need to be installed at more than one place in the classrooms.
- B.4. Building Design:** While observing whether the school building is child friendly, Building design are reasonably good in majority of schools In 87% schools doors, latches were child friendly. In 90 % schools stairs and flooring is child friendly.
- B.5. Blackboards in the classrooms:** Available in almost all schools and children also can benefit from them in many schools as they are positioned centrally in a way which can be seen by all children. With regard to quality of blackboard, it is observed that 70 % of the schools have good quality blackboard, 23% of the schools have average quality blackboard and only 7% of the schools have poor quality, those have to be painted properly.
- B.6. Ramps on schools:** 90% of the schools have ramps, of which all have handrails. All the ramps are functional and the ramps are constructed in accordance with civil work norms.
- B.7. Separate toilets for boys and girls:** It is observed that all the schools have separate toilets for boys and girls. Almost all the schools have running water available in the toilets With regard to maintenance of toilets, 30% of the schools have very poor maintenance and only 10% of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility.
- B.8. Drinking water:** All the schools have good drinking water facility and in 5% school water coolers with filters are installed. Tap water or ground water supply is there for drinking water in all of the schools. Water storage tanks are there in all schools. Cleaning of over head water tanks is done once/twice a year. Regular cleaning i.e. minimum thrice a year is required in all schools and water filters installed in schools need regular maintenance.
- B.9. Play grounds:** Well maintained playgrounds are only in 55% schools. Only 40% schools organize outdoor activities regularly. Sports and games materials are not adequate 50% of the cases. Sports materials have to be given to the

students and not dumped in the store rooms, as it's prevalent in 20% schools. As physical activities are very necessary for the growth and development of the children, wherever there is playground, schools must be advised to maintain them well and the schools which do not organize outdoor activities regularly should be asked to organize it regularly and seriously in an enthusiastic way.

C. Social Access:

C.1. Pattern of population of the habitation and enrollment in the school: All the schools have children belonging to different castes and economic status and are catering to all sections of the society and there is no disparity in providing access to the school.

C.2. Attendance pattern of the children: The field data indicates that 15% students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings. In some cases it is due to migration too. Poverty is the main cause because of which some children cannot access school facilities. This is understood by teachers and VEDCs.

C.3. Socio culture and linguistic barriers: No such Socio-culture and linguistic barriers was observed as the teachers were from same area/ geographical location in almost all the sampled schools.

D. Additional Items in the context of RTE, 2009

D.1. School as an agency of social cohesiveness: All schools as an agency of social cohesiveness are found to be satisfactory. Students of different religion, caste, community/ social groups and gender are interacting with teachers and themselves fearlessly and actively. No such discrimination is observed with regard to teachers' communication with the students and students' communication with the teachers.

D.2. Seating arrangement: Seating arrangement supports mixing of children of different social groups in all the schools. CWSN are also sitting with the normal students and are actively participating in classroom activities.

D.3. Child mapping: Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children. As it is necessary to keep an up to date record of the children of

school going age as per RTE, all the schools must be asked to have child mapping. Children of age below than age 14 are working in DHABAS (Eateries on road side) and marriage palaces.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

State is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 102 AIE centers are running in the district to cater to about 1713 out of school children.

- 2.1. AIE Centers:** 102 AIE centers for approximately 1713 children who are never enrolled/dropouts. These children are prepared for age appropriate class in STCs to enable them to integrate with other children in the class academically as well as emotionally.
- 2.2. Residential Special Training Centers:** At present 1 center for 50 children is running in Hoshiarpur district. Volunteer teachers have been appointed there. Stationary, text books, uniforms and teaching learning material has been provided to them.
- 2.3. Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are in practice in majority of the schools. But no entries of out of school children or the drop out children is there.
- 2.4. Number of children dropped out:** No drop out has been reported by any of the schools.
- 2.6. Educational Qualification of Education Volunteer:** 77% Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree.
- 2.7. Training of Educational Volunteer:** All education Volunteers received basic training (induction) of five days.
- 2.8. Teaching learning and evaluation process:** EVs use TLM, text books to teach OoSC at Special Training Centers. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. Age appropriate basic competencies are identified and age specific materials

are also prepared. Apart from teaching learning, EVs also organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level.

- 2.9. Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.10. Parents involvement:** Parents occasionally visit but majority of Parents did not take much interest in their children education.
- 2.11. Grants:** At Bridge courses grants for Special Training (ST) received in time,
- 2.12. Honorarium for EV:** As per interaction with EVs reported that the honorarium was paid to them timely.
- 2.13. Learning competencies/levels of children:** The learning/ competencies/ level of children are average. The reason given by the EVs those children were not regular in studies.

3.0. QUALITY ISSUES

A. Enabling Conditions:

- A.1. Number of teachers:** As per the records, the pupil teachers' ratio in the said sample schools was 1:29 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records is in district ranges from 1: 10 to 1: 39 which is quite good.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. In 13% upper primary schools the 1-2 posts of teachers are vacant.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In almost all upper primary schools, teachers for teaching science, maths and English were present for all classes whether permanent or contractual.
- A.5. No. of untrained teachers:** In all the sample schools comprising of PS and UPS all the teachers were trained.
- A.6. Training received by teachers:** Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. Subject based training

in English, Mathematics and Science was imparted to the teachers. The training was non-residential in nature. At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training.

A.7. Usefulness of training programme: In case of usefulness of training programme, 40% school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 30% teachers were of the view that the training should be regularly provided by the experts only. 60% teachers were totally unsatisfied with the organizational procedures of training. Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.



TEACHER TRAINING PROGRAMME

A.8. Teachers awareness of the duties and responsibilities of teacher under RTE Act, 2009: Regarding teachers' awareness of the duties and responsibilities of teachers under RTE Act, 2009 in all schools almost 60% teachers were aware of it.

A.9. Text books: In all the schools text books were received in time for all the subjects and all the children got text books of all the subjects in the beginning of session.

A.10. TLMs used other than the textbooks: Maps, globes, charts and models are used in schools. But only 24% teachers are using the teaching aids. No teacher was using ICT based TLM.

A.11. School Grants: TLM grant has been given to the teachers. School grant has been received by the schools in the month of Sept to Oct. 2010 . School grant was spent on purchase of sports materials; paper, Xerox, wall board, wall painting, toilet repairs etc, and teacher grant was used on preparation of charts, models, paper cuttings, globes, maps, science kits, maths kits etc. Teachers should be guided to prepare durable and easy portable teaching aids at their own as most of the teaching aids were ready made.

A.12. Quality improvement Provisions: Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 64% of the schools.

B. Teaching Learning Process

B.1. Teachers understanding of the constructivist approach to teaching learning process: In the sample schools, all the teachers consider that the learner is important in teaching learning process. But only 30% teachers have understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 95% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated

methods in classrooms. Only 40% of teachers provide adequate concrete experiences in the classroom.

- B.2. Teachers understanding of the NCF:** On the issue of English language teaching-learning there is an attempt to focus on listening, speaking, reading and writing abilities of learners by teachers, but yet, it taught through translation method in majority of the schools, Emphasis on speaking ability in English is poor in 90% of schools which needs to be improved. Discussion method is used by 10% teachers in UPS for social sciences, otherwise teachers talk is dominating in all the schools. Discussion with teachers and class observation regarding teaching of Mathematics revealed that 23% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. There is a need to improve learner centeredness and discourage rote memorization.
- B.3. Involvement of children in teaching learning process:** in all schools teachers encourage students to express their views as reported by teachers. All the children happily participate in teaching learning process. But in real only in 10% schools, students were actively participating and expressing their independent views.
- B.4. Usage of Community Resources:** As per discussion with teachers regarding using Community Resources in Teaching Learning Process, it is observed that all the schools teachers know how to use community resources in teaching learning process.
- B.5. Method of evaluation:** In all the schools, CCE, Grading & Marking system is being followed.
- B.6. Onsite academic support:** Onsite support is available in the schools in the subjects of English and Mathematics particularly under the programme of quality improvement of English and Mathematics. As MMT's (Math Master Trainers) and EMT's (English Master Trainers) has been appointed at the block level to assist and train the teachers with quality methods of teaching of Maths and English.
- B.7. Parents and community understands of the changes in the teaching learning and evaluation processes:** Discussion with the parents regarding

their observation of changes in teaching, learning and evaluation in schools 65% of parents have noticed positive changes in teaching learning and evaluation in last 2-3 years. Parents have noticed change in learning in terms of students studying and writing the school work and in 60% of the schools, parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 35% parents are not aware of the changes in the teaching learning and evaluation processes. It needs to orient the school teachers to involve the parents and community and tell them the new teaching, learning & evaluation process.

B.8. Classroom management: With regard to classroom management as per the discussion with HMs, teachers, students and observation of the classes, classroom management in 75% schools is satisfactory. All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. In none of the schools disabled or disadvantaged children are segregated. All the students are treated as equal in the class. This shows that classroom management is satisfactory as the seating arrangement is flexible and all the schools support mixing of students, while most of the schools provide freedom to students to ask questions and express freely.

C. Issues in Equity in Quality

- C.1.** All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
- C.2. Gaps in Learning achievement level:** There are no major issues in learning gaps among SC, ST or minority or girls in the district. A small percentage exists as per the records and it is because of economic reasons, parents' illiteracy and home environment. So, some arrangement is to be made for providing additional help to such learners.
- C.3. Discrimination against children:** There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools.
- C.4. Organisation of co-curricular activities:** In 55% schools co-curricular activities were organized to boost the morale and self-esteem of all the

children and students from weaker sections are involved in all these activities and they also participate actively.

C.5. Teachers understanding of the challenges and advantages of diversity in a classroom: All the teachers have a good understanding of challenges and advantages of diversity in a classroom. About 60% teachers were of the opinion that diversity enhances competition which leads to excellence.

C.6. Efforts to connect the text book lessons to the real life knowledge and experience: In 65% schools the teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children of socially disadvantaged groups. Only handful teachers are really quoting or linking the lessons with real life. There is a need to put in more efforts to emphasize on relating textbook to child's experience from socially disadvantaged groups and contributions made by different socio cultural groups to the society.

4.0. COMPUTER AIDED LEARNING (CAL)

4.1. Maintenance of Hardware provided under CAL: It is observed that in all the schools computers and accessories are kept in separate rooms/ computer laboratories. All the equipments received by CAL are available in all the schools. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 20% of the school's 1-3 computers are not functioning and are required to be repaired. The average time gap for getting computer repaired/ functional varies from 1-5 days depending upon the fault of the non functional computers.

4.2. Usage of Activity based digital content TLM: Regarding Usage of Activity based digital content TLM, it is observed that in Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions.

4.3. Teacher training and their comfort level: Interview with the teachers and HMs regarding teacher training and their comfort level revealed that in all the schools almost 80% teachers have received training of basic operating knowledge about computers.

4.4. With regard to skill to develop their own digital TLM: it is found that no teacher have developed their own digital TLM Therefore, there is a need to develop computer knowledge among teachers and develop skill to prepare their own digital TLM.

5.0. GIRLS' EDUCATION – NPEGEL

(No major activities under NPEGEL in the District)

5.1. Gender Gap in enrolment, attendance, learning and achievement and reasons thereof: No major activities under NPEGEL. Regarding Gender Gap in enrolment, attendance, learning and achievement, there are no big gaps. After examining the attendance registers it was observed that none of the girls were absent for more than 5 days at a stretch. Sometimes if the girls are absent in some of the schools, it is due to ill health. In none of the school's students are absent due to socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys in almost 45% schools. Teachers have the gender sensitization.

5.2. Efforts to address gender gap issues at the levels of mindset and removing physical barriers: As per teachers/HMs, efforts are being made to address gender gap issues at the levels of mindset and removing physical barriers. Teachers/HMs has stated that all the schools are located within the distance as per norms and there are no physical barriers to the girls to come to schools from their residence. With regard to infrastructure, health and sanitation, it is observed that there is separate toilet facility for girls in all the schools. In 70% schools the toilets are in good condition and in 20% schools girls toilets are average on the basis of sanitation and infrastructure. In 10% schools the toilets are not in good condition as no proper cleaning is there. Emergency medical kit/ First aid kit is found in all the schools. There is no separate common room in most of the schools for girls.

5.3. Participation level of girls in curricular and co curricular activities and stereotyped attitude towards girls: There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. It is also observed that girls have equal opportunity to participate in curricular and co

curricular activities. In group activities, both boys and girls work actively in teams. None of the schools or teachers is discriminatory for girls.

6.0. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

- 6.1. Number of CWSN in the Schools :** Regarding Number of CWSN in the Schools as per the school records, the CWSN enrolled in the cluster school ranges from thirteen to twenty two , 18 of which were present in the school on the day of visit.
- 6.2 Presence of CWSN on the day of visit:** Regarding attendance of CWSN, interviews with teachers and observation of attendance registers showed during the last one month in 84% CWSN have been regular.
- 6.3 Type of disability:** With regard to type of disability, it is observed that the degree of disability of CWSN varied. While it was minor in 75% of the students, it was severe in 5% of the students and moderate in 20% of the students. Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD) and Multiple Disability (MD).
- 6.4 Seating arrangement:** In all the schools, seating arrangements for CWSN was mixed. Thus, there was no discrimination regarding seating arrangements for CWSN and they sit together with other children of the class.
- 6.5 Participation level of CWSN in classroom processes:** All the CWSN are actively participating in class and school activities as per their capacities.
- 6.6 Encouragement of CWSN by teacher:** All the teachers show special attention towards CWSN. In all the schools teachers made effort to encourage CWSN to participate in classroom activities.
- 6.7 Availability of TLM with CWSN:** CWSN friendly TLMs are available in all cluster schools. Brail books, magnifiers, tape recorders are available in the schools.
- 6.8 Peer Interaction with CWSN:** In all schools Peers have friendly interaction with CWSN. During teaching learning process, co-curricular activities peer support to CWSN children was reported friendly.
- 6.9 Preparation of IEP by the school for CWSN:** No individualized Educational Plan (IEPs) was prepared for CWSN.

- 6.10 Availability of Resource Teachers:** Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. The transport allowance @ Rs.200/- is given to all the CWSN regularly. Resource teachers and volunteer teachers for CWSN were appointed in these schools.
- 6.11 Frequency of visits of Resource Teacher to school:** The resource teachers teach and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.
- 6.12 Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN, guide and teach them and counsel the teacher and parents.
- 6.13 Awareness of Parent about the availability of Resource Teacher:** Almost 90% parents were aware about the availability of resource teachers.
- 6.14 Status of parent counseling:** 85% parents of CWSN were counseled, whereas 15% parents of CWSN were not counseled.
- 6.15 Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children.
- 6.16 Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was yet to be supplied to all of the schools.
- 6.17 Home based support:** Home based support is provided to students who can't come to the school by volunteer teachers. Frequency of visit by care giver/ volunteer was daily/weekly and duration of home visit by care giver/ volunteer is 1-2 hours to provide personal care activities followed by those which help them for psychomotor activities as well as educational activities depending upon the needs and capacity of the children.

7.0. CIVIL WORKS

For monitoring the civil works, four schools which had civil works were taken and the report is based on those observations

7.1. Type, Agency, MOU and status of work: Civil works were undertaken by the VEDC in consultation with the qualified engineers appointed in compliance with the building byelaws and other structural specifications laid down by the state authority. In four schools visited CWSN toilets, boundary wall and rooms were sanctioned. With regard to status of work, all the schools have started the civil works sanctioned to them and 85% of the work sanctioned is complete and it is continuing to complete remaining 15% work. The VEDC Chairman and the Head of the school took care of the whole construction work and MOU of SSA Authority and VEDC is signed by putting the resolution in the meeting of VEDC. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e.BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material.



CWSN TOILETS WORK IN PROGRESS

- 7.2. Availability of Community manual :** Community manual is available in 75% of the schools.
- 7.3 Training of VEDC:** It is found that in 70% of the schools VEDC have been trained and they are being trained either by BRP, CRP. It is necessary to provide training to a VEDC members.
- 7.4. Visits by Technical Person:** The construction work is supervised by the qualified civil engineers hired by the SSA Authority of the State. The building materials' specifications are strictly checked.
- 7.5. Quality of Material:** Quality of work and infrastructure is fairly good in all the schools. In all the schools approved drawing is followed at the site. All buildings constructed are RCC structures. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e. BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material. .
- 7.6. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the VEDC through District Education Office and the whole money is spent by the resolutions of the VEDC. The chairman of VEDC and the Head of the institution in consultation with the VEDC members and the engineers make all the payments. Internal auditing was done of all the funds by the SSA society.
- 7.7. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the four schools.
- 7.8. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the four schools visited by MI.
- 7.9. Good practices:** Proper monitoring is done by the experts. Planning and construction quality is good and as per specified norms. Lightning and ventilation is properly taken care of during construction.

8. COMMUNITY AWARENESS

The community members were invited to the schools during the visit. Discussions were held with them to understand their level of awareness on various aspects.

8.1. Constitution of VEDC: Regarding constitution of VEDC (Village Education Development Committee) as per the school records in almost all the schools VEDCs have been **constituted** according to RTE Act. There are representation of women, SC, ST and minorities. Out of total member, at least three fourth members was mother or father of children studying in the school. The other members were nominated. This includes sarpanch, panchyat members , municipal councilor, headmaster, other teacher and one student of the school.

There are 5-15 members in all VEDCs, Sarpanch/ Muincipal President is the President of VEDC, head of the institution is the secretary of the VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members are also nominated as members of VEDC.

8.2. Awareness of VEDC members about their roles and responsibilities as notified by the Government: With regard to awareness of VEDC members about their roles and responsibilities as notified by the Government it is observed that a large majority of the members are aware of their roles and responsibilities. A majority of the members feel that the prepared guidelines are simple to understand, and they have a copy of the same and many of them are also oriented.

8.3. Frequency of Meetings: With regard to frequency of meetings of VEDC, they are being held once a month in all the schools.

8.4. Awareness level of VEDC members about specifics: Interaction with community members showed that awareness level of VEDC members about details of SSA is good in 50% of schools, average in 20% of schools and poor in 30% of schools. With regard to participation in MDM, it is good in 45% of schools, average in 20% of schools and in 35% its poor one. With regard to awareness of roles and responsibilities of VEDCs' members, in 68% of schools it is good, in 32% of schools it is not up to the mark. Awareness

regarding School Development Plan is good among 50% VEDC members. Regarding awareness on RTE Act among the VEDC members, it is good 55% members only.

About awareness on availability of school facilities among VEDC members, it is good in 65% of the schools. About availability of funds to schools, the community awareness is good in 45% of schools. Regarding awareness on DISE capture format among VEDC members, it is good in 20% of schools. Regarding student enrolment and attendance the awareness level is good among VEDC members of 50% of schools. About 20% VEDC members are aware regarding VER/WER. There is a need to develop awareness among the community members about SSA and increase their involvement in the functioning of the schools.

8.5. Source of awareness of VEDC members regarding school activities:

About source of awareness of SDMC members regarding school activities, Teachers and students were a major source in all the schools. VEDC members accept Panchayat members, mothers, community members, VEDC members and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness.

8.6. Knowledge of Guidelines: About the knowledge of Guidelines among VEDC members, in 55% of the schools the members know about it.

8.7. Training of VEDC members : With regard to the training of VEDC members, the field data indicates around 80% of them has received training for three days about school management and responsibility, school cleanliness issues and students' health issues and MDM. Regarding the usefulness of the training given, majority of VEDC members said it very useful, some others said so-so.

8.8. School Visits: While interacting with the community members it is noted that in 40% of the schools members of VEDC visit the schools weekly, in 40% of the schools they visit once a month, in 20% of the schools they visit occasionally. During the visit the VEDC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and civil work,

drinking water etc. In 30% of schools, VEDC members participate in different activities of the school.

8.9. Role of VEDC members in monitoring : Interaction with the members of VEDC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook distribution, school infrastructure, cleanliness of the campus and toilets mainly, teacher absenteeism, school processes and student attendance. VEDCs are monitoring the activities of the schools in a well manner but their involvement needs to be increased.

8.10 Meeting Minutes: The minutes of the meeting of VEDCs are available with all the schools.

8.11. Donations: VEDC has donated almirahs, fans and chairs in five schools.

9.0. MIS/ DISE

9.1. Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF).

All the 40 schools have supplied data under DISE for the year 2010-11 and have a copy of the filled-in Data Capture Format (DCF).

9.2. Whether any training on filling up of DCF was provided to the teacher/ head teacher?

In almost all of the schools teachers have been trained.

9.3. Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF?

Janavachan was conducted in almost all of the schools.

9.4. 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?

With regard to receipt of printed copy of the **School Report Cards**, All the schools have received and it was not displayed on the notice board in 40% of the schools.

9.5. If the DCF/ School report card is available with the school does it match with the actual position in the school.

In 83% schools information given in DCF/ School report card match with the actual position in the school, whereas in 17% information given in DCF/ School report card did not match partially with the actual position in the school.

9.6. Are the schools records being maintained and updated regularly?

Regarding regular maintenance and updating of school records, it is being done in 93% of the schools completely and somewhat delayed in 7% of the schools.

10.0. FINANCIAL MANAGEMENT

A discussion with the HMs, teachers and VEDC members and verification of the records revealed the following with regard to financial management of the school.

- 10.1. Maintenance of financial records and registers:** Regarding maintenance of financial records and registers the physical verification showed that in all the schools Cash Books, Pass Books and Stock Registers are available
- 10.2. Mode of transfer of funds:** Funds reach by e-transfer in all the schools.
- 10.3. Type of funds/ grants received during the current year:** In all the schools, Teacher Grant, School Grant and Maintenance Grant was received between Sept. 2010 and Dec. 2010. Grants must be released in the beginning of the year to carry on the work smoothly for which they are sanctioned.
- 10.4. Auditing the accounts:** With regard to auditing of the accounts of VEDC, 93% of the schools have got it audited internally and all of them have shared the audit observations with the community.
- 10.5. Sharing Finance related information with the community:** Regarding Sharing Finance related information it is observed that in 60% of the schools VEDCs have shared the proposals for expenditure and expenditure statements with the community. Therefore, it must be made mandatory to share the proposals of expenditure and statements of expenditure with the community.

Report of PATIALA District in PUNJAB State

For SSA for the period

1st October 2010 to 31st March 2011

Background: In Patiala district, 40 schools were chosen i.e. 19 Primary and 21 Upper Primary Schools. The report of monitoring of SSA is based on the data collected from these schools.

1.1. ACCESS:

In the 40 schools, 19 schools were PS and 21 schools were UPS. The entire observations are based on the field visits and data collected there. The following observations are the aggregation of all schools visited.

A. Physical Access:

A.1. Catchments area(s) of school – Habitation(s): In Patiala district schools cater to around 100 % of the habitations within a radius of 1-2 KMs from the school. From the PS, the nearest UPSs were within the radius of 700 meters to 3000 meters, so, distance is not a major issue.

A.2. Vicinity/Route to the school: In majority of schools route to the school was safe and children did not face any major difficulty in reaching schools. 20% schools are near the religious places and highways that cause problem to the students that in access due to traffic.

A.3. Nearby Upper Primary School: From the PS, the nearest UPSs were within the radius of 0 to 3 km, so, distance is not a major issue.

B. Quality of Access:

B.1. School Classroom: On the issues of classrooms, the strength of enrollment ranged from 21 to 331. Classroom pupil ratio in schools ranges from 1: 11 to 1:37. Size of the classroom in relation to student strength is adequate in 95% of the schools. In 85% schools the condition of classrooms is good.

B.2. Furniture for the children: 80% of the upper primary schools have furniture in adequate number but in 55% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. The furniture is not

enough for all the students in 20% upper primary schools and not in good condition.

B.3. Light and Ventilation: Light and ventilation is good in almost all schools in all classrooms but in 15% schools the tube lights need to be installed at more than one place in the classrooms.

B.4. Building Design: While observing whether the school building is child friendly, Building design are reasonably good in majority of schools In 87% schools doors, latches were child friendly. In 90 % schools flooring is child friendly.

B.5. Blackboards in the classrooms: Available in almost all schools and children also can benefit from them in many schools as they are positioned centrally in a way which can be seen by all children. With regard to quality of blackboard, it is observed that 65 % of the schools have good quality blackboard, 27% of the schools have average quality blackboard and only 8% of the schools have poor quality, those have to be painted properly.



BLACKBOARD OF THE CLASSROOM

B.6. Ramps on schools: 85% of the schools have ramps, of which all have handrails. All the ramps are functional and the ramps are constructed in accordance with civil work norms.

- B.7. Separate toilets for boys and girls:** It is observed that all the schools have separate toilets for boys and girls. Almost all of the schools have running water available in the toilets. With regard to maintenance of toilets, 25% of the schools have very poor maintenance and only 10% of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility.
- B.8. Drinking water:** All the schools have good drinking water facility and in 5% school water coolers with filters are installed. Tap water or ground water supply is there for drinking water in all of the schools. Water storage tanks are there in all schools. Cleaning of over head water tanks is done once/twice a year. Regular cleaning i.e. minimum thrice a year is required in all schools and water filters installed in schools need regular maintenance.
- B.9. Play grounds:** Well maintained playgrounds are only in 55% schools. Only 40% schools organize outdoor activities regularly. Sports and games materials are not adequate in 65% of the cases. Sports materials have to be given to the students and not dumped in the store rooms, as it's prevalent in 25% schools. As physical activities are very necessary for the growth and development of the children, wherever there is playground, schools must be advised to maintain them well and the schools which do not organize outdoor activities regularly should be asked to organize it regularly and seriously in an enthusiastic way.

C. Social Access:

- C.1. Pattern of population of the habitation and enrollment in the school:** All the schools have children belonging to different castes and economic status and are catering to all sections of the society and there is no disparity in providing access to the school.
- C.2. Attendance pattern of the children:** The field data indicates that 13% students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings. In some cases it is due to migration too. Poverty is the main cause because of which some children cannot access school facilities. This is understood by teachers and VEDCs.

C.3. Socio culture and linguistic barriers: No such Socio-culture and linguistic barriers was observed as the teachers were from same area/ geographical location in almost all the sampled schools.

D. Additional Items in the context of RTE, 2009

D.1. School as an agency of social cohesiveness: All schools as an agency of social cohesiveness are found to be satisfactory. Students of different religion, caste, community/ social groups and gender are interacting with teachers and themselves fearlessly and actively. No such discrimination is observed with regard to teachers' communication with the students and students' communication with the teachers.

D.2. Seating arrangement: Seating arrangement supports mixing of children of different social groups in all the schools. CWSN are also sitting with the normal students and are actively participating in classroom activities.

D.3. Child mapping: Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children. As it is necessary to keep an up to date record of the children of school going age as per RTE, all the schools must be asked to have child mapping. Children of age below than age 14 are working in DHABAS (Eateries on road side) and marriage palaces.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

State is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 112 AIE centers are running in the district to cater to about 2003 out of school children.

2.1. AIE Centers: 112 AIE centers for approximately 2003 children who are never enrolled/dropouts. These children are prepared for age appropriate class in STCs to enable them to integrate with other children in the class academically as well as emotionally.

2.2. Residential Special Training Centers: At present 2 centers for 105 children are running in the district. Volunteer teachers have been appointed there.

Stationary, text books, uniforms and teaching learning material has been provided to them.

- 2.3. **Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are in practice in majority of the schools. But no entries of out of school children or the drop out children is there.
- 2.4. **Number of children dropped out:** No drop out has been reported by any of the schools.
- 2.5. **Educational Qualification of Education Volunteer:** 70% Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree.
- 2.6. **Training of Educational Volunteer:** All education Volunteers received basic training (induction) of five days.
- 2.7. **Teaching learning and evaluation process:** EVs use TLM, text books to teach OoSc at Special Training Centers. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. Age appropriate basic competencies are identified and age specific materials are also prepared. Apart from teaching learning, EVs also organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level.
- 2.8. **Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.9. **Parents involvement:** Parents occasionally visit but majority i.e. about 80% of parents did not take much interest in their children education.
- 2.10. **Grants:** At Bridge courses grants for Special Training (ST) received in time,
- 2.11. **Honorarium for EV:** As per interaction with EVs reported that the honorarium was paid to them timely.
- 2.12. **Learning competencies/levels of children:** The learning/ competencies/ level of children are about average. The reason given by the EVs those children were not regular in studies.

3.0. QUALITY ISSUES

A. Enabling Conditions:

- A.1. Number of teachers:** As per the records, the pupil teachers' ratio in the said sample schools was 1:30 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records is in district ranges from 1: 11 to 1: 38 which is quite good.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. In 15% upper primary schools the 1-2 posts of teachers are vacant.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In almost all upper primary schools, teachers for teaching science, maths and language were present for all classes whether permanent or contractual.
- A.5. No. of untrained teachers:** In all the sample schools comprising of PS and UPS all the teachers were trained.
- A.6. Training received by teachers:** Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. Subject based training in English, Mathematics and Science was imparted to the teachers. The training was non-residential in nature. At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training.
- A.7. Usefulness of training programme:** In case of usefulness of training programme, 37% school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 30% teachers were of the view that the training should be regularly provided by the experts only. 63% teachers were totally unsatisfied with the organizational procedures of training. Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the

teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.

A.8. Teachers awareness of the duties and responsibilities of teacher under

RTE Act, 2009: Regarding teachers' awareness of the duties and responsibilities of teachers under RTE Act, 2009 in all schools almost 65% teachers were aware of it.

A.9. Text books: In all the schools text books were received in time for all the subjects and all the children got text books of all the subjects in the beginning of session.

A.10. TLMs used other than the textbooks: Maps, globes, charts and models are used in schools. But only 28% teachers are using the teaching aids. No teacher was using ICT based TLM.

A.11. School Grants: TLM grant has been given to the teachers. School grant has been received by the schools in the month of Sept to Oct. 2010 . School grant was spent on purchase of sports materials; paper, Xerox, wall board, wall painting, toilet repairs etc, and teacher grant was used on preparation of charts, models, paper cuttings, globes, maps, science kits, maths kits etc. Teachers should be guided to prepare durable and easy portable teaching aids at their own as most of the teaching aids were ready made.

A.12. Quality improvement Provisions: Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 60% of the schools.

B. Teaching Learning Process

B.1. Teachers understanding of the constructivist approach to teaching learning process: In the sample schools, all the teachers consider that the learner is important in teaching learning process. But only 25% teachers have

understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 93% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated methods in classrooms. Only 30% of teachers provide adequate concrete experiences in the classroom.

B.2. Teachers understanding of the NCF: On the issue of English language teaching-learning there is an attempt to focus on listening, speaking, reading and writing abilities of learners by teachers, but yet, it taught through translation method in majority of the schools, Emphasis on speaking ability in English is poor in 93% of schools which needs to be improved. Discussion method is used by 7% teachers in UPS for social sciences, otherwise teachers talk is dominating in all the schools. Discussion with teachers and class observation regarding teaching of Mathematics revealed that 22% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. There is a need to improve learner centeredness and discourage rote memorization.

B.3. Involvement of children in teaching learning process: in all schools teachers encourage students to express their views as reported by teachers. All the children happily participate in teaching learning process. But in real only in 10% schools, students were actively participating and expressing their independent views. In 20% schools, science laboratory experiences were given to the students in upper primary classes.

B.4. Usage of Community Resources: As per discussion with teachers regarding using Community Resources in Teaching Learning Process, it is observed that all the schools teachers know how to use community resources in teaching learning process.

B.5. Method of evaluation: In all the schools, CCE, Grading & Marking system is being followed.

B.6. Onsite academic support: Onsite support is available in the schools in the subjects of English and Mathematics particularly under the programme of quality improvement of English and Mathematics. As MMT's (Math Master Trainers) and EMT's (English Master Trainers) has been appointed at the

block level to assist and train the teachers with quality methods of teaching of Maths and English.

B.7. Parents and community understands of the changes in the teaching learning and evaluation processes: Discussion with the parents regarding their observation of changes in teaching, learning and evaluation in schools 60% of parents have noticed positive changes in teaching learning and evaluation in last 2-3 years. Parents have noticed change in learning in terms of students studying and writing the school work and in 65% of the schools, parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 40% parents are not aware of the changes in the teaching learning and evaluation processes. It needs to orient the school teachers to involve the parents and community and tell them the new teaching, learning & evaluation process.

B.8. Classroom management: With regard to **classroom management** as per the discussion with HMs, teachers, students and observation of the classes, classroom management in 80% schools is satisfactory. All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. In none of the schools disabled or disadvantaged children are segregated. All the students are treated as equal in the class. This shows that classroom management is satisfactory as the seating arrangement is flexible and all the schools support mixing of students, while most of the schools provide freedom to students to ask questions and express freely.

C. Issues in Equity in Quality

C.1. All the teachers have a good understanding of challenges and advantages of diversity in a classroom.

C.2. Gaps in Learning achievement level: There are no major issues in learning gaps among SC, ST or minority or girls in the district. A small percentage exists as per the records and it is because of economic reasons, parents' illiteracy and home environment. So, some arrangement is to be made for providing additional help to such learners.

- C.3. Discrimination against children:** There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools.
- C.4. Organisation of co-curricular activities:** In 60% schools co-curricular activities were organized to boost the morale and self-esteem of all the children and students from weaker sections are involved in all these activities and they also participate actively.
- C.5. Teachers understanding of the challenges and advantages of diversity in a classroom:** All the teachers have a good understanding of challenges and advantages of diversity in a classroom. About 60% teachers were of the opinion that diversity enhances competition which leads to excellence.
- C.6. Efforts to connect the text book lessons to the real life knowledge and experience:** 70% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children of socially disadvantaged groups. Only handful teachers are really quoting or linking the lessons with real life. There is a need to put in more efforts to emphasize on relating textbook to child's experience from socially disadvantaged groups and contributions made by different socio cultural groups to the society.

4.0. COMPUTER AIDED LEARNING (CAL)

- 4.1. Maintenance of Hardware provided under CAL:** It is observed that in all the schools computers and accessories are kept in separate rooms/ computer laboratories. All the equipments received by CAL are available in all the schools. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 15% of the school's 1-2 computers are not functioning and are required to be repaired. The average time gap for getting computer repaired/ functional varies from 1-5 days depending upon the fault of the non functional computers.



COMPUTER LABORTARY

- 4.2. Usage of Activity based digital content TLM:** Regarding Usage of Activity based digital content TLM, it is observed that in Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions.
- 4.3. Teacher training and their comfort level:** Interview with the teachers and HMs regarding teacher training and their comfort level revealed that in all the schools almost 87% teachers have received training of basic operating knowledge about computers.
- 4.4. With regard to skill to develop their own digital TLM:** it is found that no teacher have developed their own digital TLM Therefore, there is a need to develop computer knowledge among teachers and develop skill to prepare their own digital TLM.

5.0. GIRLS' EDUCATION – NPEGEL

(No major activities under NPEGEL in the District)

- 5.1. Gender Gap in enrolment, attendance, learning and achievement and reasons thereof:** No major activities under NPEGEL. Regarding Gender Gap in enrolment, attendance, learning and achievement, there are no big gaps. After examining the attendance registers it was observed that none of the girls were absent for more than 5 days at a stretch. Sometimes if the girls are absent in some of the schools, it is due to ill health. In none of the school's students are absent due to socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys in almost 45% schools. Teachers have the gender sensitization.
- 5.2. Efforts to address gender gap issues at the levels of mindset and removing physical barriers:** As per teachers/HMs, efforts are being made to address gender gap issues at the levels of mindset and removing physical barriers. Teachers/HMs has stated that all the schools are located within the distance as per norms and there are no physical barriers to the girls to come to schools from their residence. With regard to infrastructure, health and sanitation, it is observed that there is separate toilet facility for girls in all the schools. In 75% schools the toilets are in good condition and in 25% schools girls toilets are average on the basis of sanitation and infrastructure. In 10% schools the toilets are not in good condition as no proper cleaning is there. Emergency medical kit/ First aid kit is found in all the schools. There is no separate common room in most of the schools for girls.
- 5.3. Participation level of girls in curricular and co curricular activities and stereotyped attitude towards girls:** There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. It is also observed that girls have equal opportunity to participate in curricular and co curricular activities. In group activities, both boys and girls work actively in teams. None of the schools or teachers is discriminatory for girls. Karate training and training in stitching is provided to girls in about 20% of the schools.

6.0. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

- 6.1. Number of CWSN in the Schools :** Regarding Number of CWSN in the Schools as per the school records, the CWSN enrolled in the cluster school ranges from twelve to twenty, 16 of which were present in the school on the day of visit.
- 6.2. Presence of CWSN on the day of visit:** Regarding attendance of CWSN, interviews with teachers and observation of attendance registers showed during the last one month in 85% CWSN have been regular.
- 6.3. Type of disability:** With regard to type of disability, it is observed that the degree of disability of CWSN varied. While it was minor in 80% of the students, it was severe in 10% of the students and moderate in 10% of the students. Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD) and Multiple Disability (MD).
- 6.4. Seating arrangement:** In all the schools, seating arrangements for CWSN was mixed. Thus, there was no discrimination regarding seating arrangements for CWSN and they sit together with other children of the class.
- 6.5. Participation level of CWSN in classroom processes:** All the CWSN are actively participating in class and school activities as per their capacities.
- 6.6. Encouragement of CWSN by teacher:** All the teachers show special attention towards CWSN. In all the schools teachers made effort to encourage CWSN to participate in classroom activities.
- 6.7. Availability of TLM with CWSN:** CWSN friendly TLMs are available in all cluster schools. Brail books, magnifiers, tape recorders are available in the schools.
- 6.8. Peer Interaction with CWSN:** In all schools Peers have friendly interaction with CWSN. During teaching learning process, co-curricular activities peer support to CWSN children was reported friendly.
- 6.9. Preparation of IEP by the school for CWSN:** No individualized Educational Plan (IEPs) was prepared for CWSN.
- 6.10. Availability of Resource Teachers:** Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students

were given the transport allowance to reach the school. The transport allowance @ Rs.200/- is given to all the CWSN regularly. Resource teachers and volunteer teachers for CWSN were appointed in these schools.

- 6.11. Frequency of visits of Resource Teacher to school:** The resource teachers teach and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.
- 6.12. Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN, guide and teach them and counsel the teacher and parents.
- 6.13. Awareness of Parent about the availability of Resource Teacher:** Almost 95% parents were aware about the availability of resource teachers.
- 6.14. Status of parent counseling:** 90% parents of CWSN were counseled, whereas 10% parents of CWSN were not counseled.
- 6.15. Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children.
- 6.16. Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was yet to be supplied to all of the schools.
- 6.17. Home based support:** Home based support is provided to students who can't come to the school by volunteer teachers. Frequency of visit by care giver/ volunteer was daily/weekly and duration of home visit by care giver/ volunteer is 1-2 hours to provide personal care activities followed by those which help them for psychomotor activities as well as educational activities depending upon the needs and capacity of the children.

7.0. CIVIL WORKS

For monitoring the civil works, three schools which had civil works were taken and the report is based on those observations

- 7.1. Type, Agency, MOU and status of work:** Civil works were undertaken by the VEDC in consultation with the qualified engineers appointed in compliance with the building byelaws and other structural specifications laid down by the state authority. In three schools visited Boundary wall and rooms

were sanctioned. With regard to status of work, all the schools have started the civil works sanctioned to them and 80% of the work sanctioned is complete and it is continuing to complete remaining 20% work. The VEDC Chairman and the Head of the school took care of the whole construction work and MOU of SSA Authority and VEDC is signed by putting the resolution in the meeting of VEDC. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e.BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material.



BOUNDARY WALL COMPLETED

- 7.2. Availability of Community manual :** Community manual is available in 83% of the schools.
- 7.3. Training of VEDC:** It is found that in 80% of the schools VEDC have been trained and they are being trained either by BRP, CRP. It is necessary to provide training to a VEDC members.

- 7.4. Visits by Technical Person:** The construction work is supervised by the qualified civil engineers hired by the SSA Authority of the State. The building materials' specifications are strictly checked.
- 7.5. Quality of Material:** Quality of work and infrastructure is fairly good in all the schools. In all the schools approved drawing is followed at the site. All buildings constructed are RCC structures. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e. BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material. .
- 7.6. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the VEDC through District Education Office and the whole money is spent by the resolutions of the VEDC. The chairman of VEDC and the Head of the institution in consultation with the VEDC members and the engineers make all the payments. Internal auditing was done of all the funds by the SSA society.
- 7.7. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the three schools.
- 7.8. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the three schools visited by MI.
- 7.9. Good practices:** Proper monitoring is done by the experts. Planning and construction quality is good and as per specified norms. Lightning and ventilation is properly taken care of during construction.

8. COMMUNITY AWARENESS

The community members were invited to the schools during the visit. Discussions were held with them to understand their level of awareness on various aspects.

- 8.1. Constitution of VEDC:** Regarding constitution of VEDC (Village Education Development Committee) as per the school records in almost all the schools VEDCs have been **constituted** according to RTE Act. There are

representation of women, SC, ST and minorities. Out of total member, at least three fourth members was mother or father of children studying in the school. The other members were nominated. This includes sarpanch, panchyat members , municipal councilor, headmaster, other teacher and one student of the school.

There are 5-15 members in all VEDCs, Sarpanch/ Muincipal President is the President of VEDC, head of the institution is the secretary of the VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members are also nominated as members of VEDC.

8.2. Awareness of VEDC members about their roles and responsibilities as notified by the Government:

With regard to awareness of VEDC members about their roles and responsibilities as notified by the Government it is observed that a large majority of the members are aware of their roles and responsibilities. A majority of the members feel that the prepared guidelines are simple to understand, and they have a copy of the same and many of them are also oriented.

8.3. Frequency of Meetings: With regard to frequency of meetings of VEDC, they are being held once a month in all the schools.

8.4. Awareness level of VEDC members about specifics: Interaction with community members showed that awareness level of VEDC members about details of SSA is good in 53% of schools, average in 20% of schools and poor in 27% of schools. With regard to participation in MDM, it is good in 40% of schools, average in 30% of schools and in 30% its poor one. With regard to awareness of roles and responsibilities of VEDCs' members, in 70% of schools it is good, in 30% of schools it is not up to the mark. Awareness regarding School Development Plan is good among 58% VEDC members. Regarding awareness on RTE Act among the VEDC members, it is to 50% members only.

About awareness on availability of school facilities among VEDC members, it is good in 68% of the schools. About availability of funds to schools, the community awareness is good in 50% of schools. Regarding

awareness on DISE capture format among VEDC members, it is good in 25% of schools. Regarding student enrolment and attendance the awareness level is good among VEDC members of 55% of schools. About 22% VEDC members are aware regarding VER/WER. There is a need to develop awareness among the community members about SSA and increase their involvement in the functioning of the schools.

8.5. Source of awareness of VEDC members regarding school activities:

About source of awareness of SDMC members regarding school activities, Teachers and students were a major source in all the schools. VEDC members accept Panchayat members, mothers, community members, VEDC members and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness.

8.6. Knowledge of Guidelines: About the knowledge of Guidelines among VEDC members, in 65% of the schools the members know about it.

8.7. Training of VEDC members : With regard to the training of VEDC members, the field data indicates around 84% of them has received training for three days about school management and responsibility, school cleanliness issues and students' health issues and MDM. Regarding the usefulness of the training given, majority of VEDC members said it very useful, some others said so-so.

8.8. School Visits: While interacting with the community members it is noted that in 45% of the schools members of VEDC visit the schools weekly, in 50% of the schools they visit once a month, in 5% of the schools they visit occasionally. During the visit the VEDC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and civil work, drinking water etc. In 40% of schools, VEDC members participate in different activities of the school.

8.9. Role of VEDC members in monitoring : Interaction with the members of VEDC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook distribution, school infrastructure, cleanliness of the campus and toilets mainly, teacher absenteeism, school processes and student attendance. VEDCs are

monitoring the activities of the schools in a well manner but their involvement needs to be increased.

8.10 Meeting Minutes: The minutes of the meeting of VEDCs are available with all the schools.

8.11. Donations: VEDC has donated almirahs, fans and chairs in six schools.

9.0. MIS/ DISE

9.1. Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF).

All the 40 schools have supplied data under DISE for the year 2010-11 and have a copy of the filled-in Data Capture Format (DCF).

9.2. Whether any training on filling up of DCF was provided to the teacher/ head teacher?

In almost all of the schools teachers have been trained.

9.3. Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF?

Janavachan was conducted in almost all of the schools.

9.4. 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?

With regard to receipt of printed copy of the **School Report Cards**, All the schools have received and it was not displayed on the notice board in 35% of the schools.

9.5. If the DCF/ School report card is available with the school does it match with the actual position in the school.

In 85% schools information given in DCF/ School report card match with the actual position in the school, whereas in 15% information given in DCF/ School report card did not match partially with the actual position in the school.

9.6. Are the schools records being maintained and updated regularly?

Regarding regular maintenance and updating of school records, it is being done in 90% of the schools completely and somewhat delayed in 10% of the schools.

10.0. FINANCIAL MANAGEMENT

A discussion with the HMs, teachers and VEDC members and verification of the records revealed the following with regard to financial management of the school.

- 10.1. Maintenance of financial records and registers:** Regarding maintenance of financial records and registers the physical verification showed that in all the schools Cash Books, Pass Books and Stock Registers are available
- 10.2. Mode of transfer of funds:** Funds reach by e-transfer in all the schools.
- 10.3. Type of funds/ grants received during the current year:** In all the schools, Teacher Grant, School Grant and Maintenance Grant was received between Sept. 2010 and Dec. 2010. Grants must be released in the beginning of the year to carry on the work smoothly for which they are sanctioned.
- 10.4. Auditing the accounts:** With regard to auditing of the accounts of VEDC, 95% of the schools have got it audited internally and all of them have shared the audit observations with the community.
- 10.5. Sharing Finance related information with the community:** Regarding Sharing Finance related information it is observed that in 63% of the schools VEDCs have shared the proposals for expenditure and expenditure statements with the community. Therefore, it must be made mandatory to share the proposals of expenditure and statements of expenditure with the community.

Report of FATEHGARH SAHIB District in PUNJAB State

For SSA for the period

1st October 2010 to 31st March 2011

Background: In Fatehgarh Sahib district, 40 schools were chosen i.e. 20 Primary and 20 Upper Primary Schools. The report of monitoring of SSA is based on the data collected from these schools.

1.0. ACCESS:

In the 40 schools, 20 schools were PS and 20 schools were UPS. The entire observations are based on the field visits and data collected there. The following observations are the aggregation of all schools visited.

A. Physical Access:

A.1. Catchments area(s) of school – Habitation(s): In Fatehgarh Sahib district schools cater to around 100 % of the habitations within a radius of 1-2 KMs from the school. From the PS, the nearest UPSs were within the radius of 500 meters to 3000 meters, so, distance is not a major issue.

A.2. Vicinity/Route to the school: In majority of schools route to the school was safe and children did not face any major difficulty in reaching schools. 15% schools are near the religious places and highways that cause problem to the students that in access due to traffic.

A.3. Nearby Upper Primary School: From the PS, the nearest UPSs were within the radius of 0 to 3 km, so, distance is not a major issue.

B. Quality of Access:

B.1. School Classroom: On the issues of classrooms, the strength of enrollment ranged from 22 to 219. Classroom pupil ratio in schools ranges from 1: 10 to 1:36. Size of the classroom in relation to student strength is adequate in almost all of the schools. In 90% schools the condition of classrooms is good.

B.2. Furniture for the children: 85% of the upper primary schools have furniture's in adequate number but in 50% of the primary schools, the furniture was insufficient and students were sitting on tats or daris. The furniture is not

enough for all the students in 15% upper primary schools and not in good condition.

- B.3. Light and Ventilation:** Light and ventilation is good in almost all schools in all classrooms but in 17% schools the tube lights need to be installed at more than one place in the classrooms.
- B.4. Building Design:** While observing whether the school building is child friendly, Building design are reasonably good in majority of schools In 87% schools doors, latches were child friendly. In 95% schools flooring is child friendly.
- B.5. Blackboards in the classrooms:** Available in almost all schools and children also can benefit from them in many schools as they are positioned centrally in a way which can be seen by all children. With regard to quality of blackboard, it is observed that 70 % of the schools have good quality blackboard, 22% of the schools have average quality blackboard and only 8% of the schools have poor quality, those have to be painted properly.
- B.6. Ramps on schools:** 95% of the schools have ramps, of which all have handrails. All the ramps are functional and the ramps are constructed in accordance with civil work norms.
- B.7. Separate toilets for boys and girls:** It is observed that all the schools have separate toilets for boys and girls. Almost all of the schools have running water available in the toilets. With regard to maintenance of toilets, 23% of the schools have very poor maintenance and only 7% of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility.
- B.8. Drinking water:** All the schools have good drinking water facility and in 7% school water coolers with filters are installed. Tap water or ground water supply is there for drinking water in all of the schools. Water storage tanks are there in all schools. Cleaning of over head water tanks is done once/twice a year. Regular cleaning i.e. minimum thrice a year is required in all schools and water filters installed in schools need regular maintenance.
- B.9. Play grounds:** Well maintained playgrounds are only in 50% schools. Only 55% schools organize outdoor activities regularly. Sports and games materials are not adequate 55% of the cases. Sports materials have to be given to the students and not dumped in the store rooms, as it's prevalent in 15% schools.

As physical activities are very necessary for the growth and development of the children, wherever there is playground, schools must be advised to maintain them well and the schools which do not organize outdoor activities regularly should be asked to organize it regularly and seriously in an enthusiastic way.



SPORTS ACTIVITIES



No maintenance of PlayGrounds

C. Social Access:

- C.1. Pattern of population of the habitation and enrollment in the school:** All the schools have children belonging to different castes and economic status and are catering to all sections of the society and there is no disparity in providing access to the school.
- C.2. Attendance pattern of the children:** The field data indicates that 12% students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings. In some cases it is due to migration too. Poverty is the main cause because of which some children cannot access school facilities. This is understood by teachers and VEDCs.
- C.3. Socio culture and linguistic barriers:** No such Socio-culture and linguistic barriers was observed as the teachers were from same area/ geographical location in almost all the sampled schools.

D. Additional Items in the context of RTE, 2009

- D.1. School as an agency of social cohesiveness:** All schools as an agency of social cohesiveness are found to be satisfactory. Students of different religion, caste, community/ social groups and gender are interacting with teachers and themselves fearlessly and actively. No such discrimination is observed with regard to teachers' communication with the students and students' communication with the teachers.
- D.2. Seating arrangement:** Seating arrangement supports mixing of children of different social groups in all the schools. CWSN are also sitting with the normal students and are actively participating in classroom activities.
- D.3. Child mapping:** Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children. As it is necessary to keep an up to date record of the children of school going age as per RTE, all the schools must be asked to have child mapping. Children of age below than age 14 are working in DHABAS (Eateries on road side) and marriage palaces.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

State is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 33 AIE centers are running in the district to cater to about 476 out of school children.

- 2.1. AIE Centers:** 33 AIE centers for approximately 476 children who are never enrolled/dropouts. These children are prepared for age appropriate class in STCs to enable them to integrate with other children in the class academically as well as emotionally.
- 2.2. Residential Special Training Centers:** At present 1 center for 50 children is running in the district. Volunteer teachers have been appointed there.

Stationary, text books, uniforms and teaching learning material has been provided to them.

- 2.3. Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are in practice in majority of the schools. But no entries of out of school children or the drop out children is there.
- 2.4. Number of children dropped out:** No drop out has been reported by any of the schools.
- 2.5. Educational Qualification of Education Volunteer:** 73% Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree.
- 2.6. Training of Educational Volunteer:** All education Volunteers received basic training (induction) of five days.
- 2.7. Teaching learning and evaluation process:** EVs use TLM, text books to teach OoSc at Special Training Centers. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. Age appropriate basic competencies are identified and age specific materials are also prepared. Apart from teaching learning, EVs also organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level.
- 2.8. Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.9. Parents involvement:** Parents occasionally visit but majority i.e. about 85% of parents did not take much interest in their children education.
- 2.10. Grants:** At Bridge courses grants for Special Training (ST) received in time,
- 2.11. Honorarium for EV:** As per interaction with EVs reported that the honorarium was paid to them timely.
- 2.12. Learning competencies/levels of children:** The learning/ competencies/ level of children are about average. The reason given by the EVs those children were not regular in studies.

3.0. QUALITY ISSUES

A. Enabling Conditions:

- A.1. Number of teachers:** As per the records, the pupil teachers' ratio in the said sample schools was 1:28 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records is in district ranges from 1: 11 to 1: 38 which is quite good.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. In 13% upper primary schools the 1-2 posts of teachers are vacant.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In almost all upper primary schools, teachers for teaching science, maths and language were present for all classes whether permanent or contractual.
- A.5. No. of untrained teachers:** In all the sample schools comprising of PS and UPS all the teachers were trained.
- A.6. Training received by teachers:** Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. Subject based training in English, Mathematics and Science was imparted to the teachers. The training was non-residential in nature. At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training.
- A.7. Usefulness of training programme:** In case of usefulness of training programme, 42% school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 26% teachers were of the view that the training should be regularly provided by the experts only. 67% teachers were totally unsatisfied with the organizational procedures of training. Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the

teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.

A.8. Teachers awareness of the duties and responsibilities of teacher under

RTE Act, 2009: Regarding teachers' awareness of the duties and responsibilities of teachers under RTE Act, 2009 in all schools almost 69% teachers were aware of it.

A.9. Text books: In all the schools text books were received in time for all the subjects and all the children got text books of all the subjects in the beginning of session.

A.10. TLMs used other than the textbooks: Maps, globes, charts and models are used in schools. But only 30% teachers are using the teaching aids. No teacher was using ICT based TLM.

A.11. School Grants: TLM grant has been given to the teachers. School grant has been received by the schools in the month of Sept to Oct. 2010 . School grant was spent on purchase of sports materials; paper, Xerox, wall board, wall painting, toilet repairs etc, and teacher grant was used on preparation of charts, models, paper cuttings, globes, maps, science kits, maths kits etc. Teachers should be guided to prepare durable and easy portable teaching aids at their own as most of the teaching aids were ready made.

A.12. Quality improvement Provisions: Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 63% of the schools.

B. Teaching Learning Process

B.1. Teachers understanding of the constructivist approach to teaching learning process: In the sample schools, all the teachers consider that the learner is important in teaching learning process. But only 28% teachers have

understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 90% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated methods in classrooms. Only 32% of teachers provide adequate concrete experiences in the classroom.

B.2. Teachers understanding of the NCF: On the issue of English language teaching-learning there is an attempt to focus on listening, speaking, reading and writing abilities of learners by teachers, but yet, it taught through translation method in majority of the schools, Emphasis on speaking ability in English is poor in 90% of schools which needs to be improved. Discussion method is used by 7% teachers in UPS for social sciences, otherwise teachers talk is dominating in all the schools. Discussion with teachers and class observation regarding teaching of Mathematics revealed that 27% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. There is a need to improve learner centeredness and discourage rote memorization.

B.3. Involvement of children in teaching learning process: in all schools teachers encourage students to express their views as reported by teachers. All the children happily participate in teaching learning process. But in real only in 12% schools, students were actively participating and expressing their independent views. In 17% schools, science laboratory experiences were given to the students in upper primary classes.

B.4. Usage of Community Resources: As per discussion with teachers regarding using Community Resources in Teaching Learning Process, it is observed that all the schools teachers know how to use community resources in teaching learning process.

B.5. Method of evaluation: In all the schools, CCE, Grading & Marking system is being followed.

B.6. Onsite academic support: Onsite support is available in the schools in the subjects of English and Mathematics particularly under the programme of quality improvement of English and Mathematics. As MMT's (Math Master Trainers) and EMT's (English Master Trainers) has been appointed at the

block level to assist and train the teachers with quality methods of teaching of Maths and English.

B.7. Parents and community understands of the changes in the teaching learning and evaluation processes: Discussion with the parents regarding their observation of changes in teaching, learning and evaluation in schools 67% of parents have noticed positive changes in teaching learning and evaluation in last 2-3 years. Parents have noticed change in learning in terms of students studying and writing the school work and in 70% of the schools, parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 33% parents are not aware of the changes in the teaching learning and evaluation processes. It needs to orient the school teachers to involve the parents and community and tell them the new teaching, learning & evaluation process.

B.8. Classroom management: With regard to **classroom management** as per the discussion with HMs, teachers, students and observation of the classes, classroom management in 77% schools is satisfactory. All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. In none of the schools disabled or disadvantaged children are segregated. All the students are treated as equal in the class. This shows that classroom management is satisfactory as the seating arrangement is flexible and all the schools support mixing of students, while most of the schools provide freedom to students to ask questions and express freely.

C. Issues in Equity in Quality

C.1. All the teachers have a good understanding of challenges and advantages of diversity in a classroom.

C.2. Gaps in Learning achievement level: There are no major issues in learning gaps among SC, ST or minority or girls in the district. A small percentage exists as per the records and it is because of economic reasons, parents' illiteracy and home environment. So, some arrangement is to be made for providing additional help to such learners.

- C.3. Discrimination against children:** There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools.
- C.4. Organisation of co-curricular activities:** In 63% schools co-curricular activities were organized to boost the morale and self-esteem of all the children and students from weaker sections are involved in all these activities and they also participate actively.
- C.5. Teachers understanding of the challenges and advantages of diversity in a classroom:** All the teachers have a good understanding of challenges and advantages of diversity in a classroom. About 58% teachers were of the opinion that diversity enhances competition which leads to excellence.
- C.6. Efforts to connect the text book lessons to the real life knowledge and experience:** 73% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children of socially disadvantaged groups. Only handful teachers are really quoting or linking the lessons with real life. There is a need to put in more efforts to emphasize on relating textbook to child's experience from socially disadvantaged groups and contributions made by different socio cultural groups to the society.

4.0. COMPUTER AIDED LEARNING (CAL)

- 4.1. Maintenance of Hardware provided under CAL:** It is observed that in all the schools computers and accessories are kept in separate rooms/ computer laboratories. All the equipments received by CAL are available in all the schools. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 12% of the school's 1-2 computers are not functioning and are required to be repaired. The average time gap for getting computer repaired/ functional varies from 1-5 days depending upon the fault of the non functional computers.
- 4.2. Usage of Activity based digital content TLM:** Regarding Usage of Activity based digital content TLM, it is observed that in Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no

such material is available in the schools. None of the teachers use these materials for their classroom transactions.

4.3. Teacher training and their comfort level: Interview with the teachers and HMs regarding teacher training and their comfort level revealed that in all the schools almost 85% teachers have received training of basic operating knowledge about computers.

4.4. With regard to skill to develop their own digital TLM: it is found that no teacher have developed their own digital TLM Therefore, there is a need to develop computer knowledge among teachers and develop skill to prepare their own digital TLM.

5.0. GIRLS' EDUCATION – NPEGEL

(No major activities under NPEGEL in the District)

5.1. Gender Gap in enrolment, attendance, learning and achievement and reasons thereof: No major activities under NPEGEL. Regarding Gender Gap in enrolment, attendance, learning and achievement, there are no big gaps. After examining the attendance registers it was observed that none of the girls were absent for more than 5 days at a stretch. Sometimes if the girls are absent in some of the schools, it is due to ill health. In none of the school's students are absent due to socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys in almost 50% schools. Teachers have the gender sensitization.

5.2. Efforts to address gender gap issues at the levels of mindset and removing physical barriers: As per teachers/HMs, efforts are being made to address gender gap issues at the levels of mindset and removing physical barriers. Teachers/HMs has stated that all the schools are located within the distance as per norms and there are no physical barriers to the girls to come to schools from their residence. With regard to infrastructure, health and sanitation, it is observed that there is separate toilet facility for girls in all the schools. In 70% schools the toilets are in good condition and in 30% schools girls toilets are average on the basis of sanitation and infrastructure. In 30%

schools the toilets are not in good condition as no proper cleaning is there. Emergency medical kit/ First aid kit is found in all the schools. There is no separate common room in most of the schools for girls.

- 5.3. Participation level of girls in curricular and co curricular activities and stereotyped attitude towards girls:** There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. It is also observed that girls have equal opportunity to participate in curricular and co curricular activities. In group activities, both boys and girls work actively in teams. None of the schools or teachers is discriminatory for girls. Karate training and training in stitching is provided to girls in about 23% of the schools.

6.0. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

- 6.1. Number of CWSN in the Schools :** Regarding Number of CWSN in the Schools as per the school records, the CWSN enrolled in the cluster school ranges from twelve to twenty one, 17 of which were present in the school on the day of visit.
- 6.2. Presence of CWSN on the day of visit:** Regarding attendance of CWSN, interviews with teachers and observation of attendance registers showed during the last one month in 80% CWSN have been regular.
- 6.3. Type of disability:** With regard to type of disability, it is observed that the degree of disability of CWSN varied. While it was minor in 80% of the students, it was severe in 5% of the students and moderate in 15% of the students. Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD) and Multiple Disability (MD).
- 6.4. Seating arrangement:** In all the schools, seating arrangements for CWSN was mixed. Thus, there was no discrimination regarding seating arrangements for CWSN and they sit together with other children of the class.
- 6.5. Participation level of CWSN in classroom processes:** All the CWSN are actively participating in class and school activities as per their capacities.

- 6.6. **Encouragement of CWSN by teacher:** All the teachers show special attention towards CWSN. In all the schools teachers made effort to encourage CWSN to participate in classroom activities.
- 6.7. **Availability of TLM with CWSN:** CWSN friendly TLMs are available in all cluster schools. Brail books, magnifiers, tape recorders are available in the schools.
- 6.8. **Peer Interaction with CWSN:** In all schools Peers have friendly interaction with CWSN. During teaching learning process, co-curricular activities peer support to CWSN children was reported friendly.
- 6.9. **Preparation of IEP by the school for CWSN:** No individualized Educational Plan (IEPs) was prepared for CWSN.
- 6.10. **Availability of Resource Teachers:** Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. The transport allowance @ Rs.200/- is given to all the CWSN regularly. Resource teachers and volunteer teachers for CWSN were appointed in these schools.
- 6.11. **Frequency of visits of Resource Teacher to school:** The resource teachers teach and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.
- 6.12. **Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN, guide and teach them and counsel the teacher and parents.
- 6.13. **Awareness of Parent about the availability of Resource Teacher:** Almost 96% parents were aware about the availability of resource teachers.
- 6.14. **Status of parent counseling:** 90% parents of CWSN were counseled, whereas 10% parents of CWSN were not counseled.
- 6.15. **Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children.
- 6.16. **Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was yet to be supplied to all of the schools.

6.17. Home based support: Home based support is provided to students who can't come to the school by volunteer teachers. Frequency of visit by care giver/ volunteer was daily/weekly and duration of home visit by care giver/ volunteer is 1-2 hours to provide personal care activities followed by those which help them for psychomotor activities as well as educational activities depending upon the needs and capacity of the children.

7.0. CIVIL WORKS

For monitoring the civil works, three schools which had civil works were taken and the report is based on those observations

7.1. Type, Agency, MOU and status of work: Civil works were undertaken by the VEDC in consultation with the qualified engineers appointed in compliance with the building byelaws and other structural specifications laid down by the state authority. In three schools visited toilets, boundary wall and rooms were sanctioned. With regard to status of work, all the schools have started the civil works sanctioned to them and 70% of the work sanctioned is complete and it is continuing to complete remaining 30% work. The VEDC Chairman and the Head of the school took care of the whole construction work and MOU of SSA Authority and VEDC is signed by putting the resolution in the meeting of VEDC. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e.BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material.



CLASSROOM CONSTRUCTION WORK IN PROGRESS

- 7.2. Availability of Community manual :** Community manual is available in 80% of the schools.
- 7.3. Training of VEDC:** It is found that in 75% of the schools VEDC have been trained and they are being trained either by BRP, CRP. It is necessary to provide training to a VEDC members.
- 7.4. Visits by Technical Person:** The construction work is supervised by the qualified civil engineers hired by the SSA Authority of the State. The building materials' specifications are strictly checked.
- 7.5. Quality of Material:** Quality of work and infrastructure is fairly good in all the schools. In all the schools approved drawing is followed at the site. All buildings constructed are RCC structures. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e. BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material. .

- 7.6. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the VEDC through District Education Office and the whole money is spent by the resolutions of the VEDC. The chairman of VEDC and the Head of the institution in consultation with the VEDC members and the engineers make all the payments. Internal auditing was done of all the funds by the SSA society.
- 7.7. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the three schools.
- 7.8. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the three schools visited by MI.
- 7.9. Good practices:** Proper monitoring is done by the experts. Planning and construction quality is good and as per specified norms. Lightning and ventilation is properly taken care of during construction.

8. COMMUNITY AWARENESS

The community members were invited to the schools during the visit. Discussions were held with them to understand their level of awareness on various aspects.

- 8.1. Constitution of VEDC:** Regarding constitution of VEDC (Village Education Development Committee) as per the school records in almost all the schools VEDCs have been **constituted** according to RTE Act. There are representation of women, SC, ST and minorities. Out of total member, at least three fourth members was mother or father of children studying in the school. The other members were nominated. This includes sarpanch, panchyat members , municipal councilor, headmaster, other teacher and one student of the school.

There are 5-15 members in all VEDCs, Sarpanch/ Muincipal President is the President of VEDC, head of the institution is the secretary of the VEDC and 3-7 others are members, student representation is also there.

Councillors, sarpanchs, panchayat members are also nominated as members of VEDC.

8.2. Awareness of VEDC members about their roles and responsibilities as notified by the Government: With regard to awareness of VEDC members about their roles and responsibilities as notified by the Government it is observed that a large majority of the members are aware of their roles and responsibilities. A majority of the members feel that the prepared guidelines are simple to understand, and they have a copy of the same and many of them are also oriented.

8.3. Frequency of Meetings: With regard to frequency of meetings of VEDC, they are being held once a month in all the schools.

8.4. Awareness level of VEDC members about specifics: Interaction with community members showed that awareness level of VEDC members about details of SSA is good in 55% of schools, average in 25% of schools and poor in 20% of schools. With regard to participation in MDM, it is good in 50% of schools, average in 20% of schools and in 30% its poor one. With regard to awareness of roles and responsibilities of VEDCs' members, in 67% of schools it is good, in 30% of schools it is not up to the mark. Awareness regarding School Development Plan is good among 56% VEDC members. Regarding awareness on RTE Act among the VEDC members, it is to 50% members only.

About awareness on availability of school facilities among VEDC members, it is good in 67% of the schools. About availability of funds to schools, the community awareness is good in 55% of schools. Regarding awareness on DISE capture format among VEDC members, it is good in 27% of schools. Regarding student enrolment and attendance the awareness level is good among VEDC members of 53% of schools. About 29% VEDC members are aware regarding VER/WER. There is a need to develop awareness among the community members about SSA and increase their involvement in the functioning of the schools.

- 8.5. Source of awareness of VEDC members regarding school activities:** About source of awareness of SDMC members regarding school activities, Teachers and students were a major source in all the schools. VEDC members accept Panchayat members, mothers, community members, VEDC members and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness.
- 8.6. Knowledge of Guidelines:** About the knowledge of Guidelines among VEDC members, in 67% of the schools the members know about it.
- 8.7. Training of VEDC members :** With regard to the training of VEDC members, the field data indicates around 88% of them has received training for three days about school management and responsibility, school cleanliness issues and students' health issues and MDM. Regarding the usefulness of the training given, majority of VEDC members said it very useful, some others said so-so.
- 8.8. School Visits:** While interacting with the community members it is noted that in 25% of the schools members of VEDC visit the schools weekly, in 55% of the schools they visit once a month, in 20% of the schools they visit occasionally. During the visit the VEDC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and civil work, drinking water etc. In 47% of schools, VEDC members participate in different activities of the school.
- 8.9. Role of VEDC members in monitoring :** Interaction with the members of VEDC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook distribution, school infrastructure, cleanliness of the campus and toilets mainly, teacher absenteeism, school processes and student attendance. VEDCs are monitoring the activities of the schools in a well manner but their involvement needs to be increased.
- 8.10 Meeting Minutes:** The minutes of the meeting of VEDCs are available with all the schools.
- 8.11. Donations:** VEDC has donated almirahs, fans and chairs in five schools.

9.0. MIS/ DISE

- 9.1. Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF).**

All the 40 schools have supplied data under DISE for the year 2010-11 and have a copy of the filled-in Data Capture Format (DCF).

- 9.2. Whether any training on filling up of DCF was provided to the teacher/ head teacher?**

In almost all of the schools teachers have been trained.

- 9.3. Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF?**

Janavachan was conducted in almost all of the schools.

- 9.4. 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?**

With regard to receipt of printed copy of the **School Report Cards**, All the schools have received and it was not displayed on the notice board in 33% of the schools.

- 9.5. If the DCF/ School report card is available with the school does it match with the actual position in the school.**

In 87% schools information given in DCF/ School report card match with the actual position in the school, whereas in 13% information given in DCF/ School report card did not match partially with the actual position in the school.

- 9.6. Are the schools records being maintained and updated regularly?**

Regarding regular maintenance and updating of school records, it is being done in 93% of the schools completely and somewhat delayed in 7% of the schools.

10.0. FINANCIAL MANAGEMENT

A discussion with the HMs, teachers and VEDC members and verification of the records revealed the following with regard to financial management of the school.

- 10.1. Maintenance of financial records and registers:** Regarding maintenance of financial records and registers the physical verification showed that in all the schools Cash Books, Pass Books and Stock Registers are available
- 10.2. Mode of transfer of funds:** Funds reach by e-transfer in all the schools.
- 10.3. Type of funds/ grants received during the current year:** In all the schools, Teacher Grant, School Grant and Maintenance Grant were received between Sept. 2010 and Dec. 2010. Grants must be released in the beginning of the year to carry on the work smoothly for which they are sanctioned.
- 10.4. Auditing the accounts:** With regard to auditing of the accounts of VEDC, 90% of the schools have got it audited internally and all of them have shared the audit observations with the community.
- 10.5. Sharing Finance related information with the community:** Regarding Sharing Finance related information it is observed that in 68% of the schools VEDCs have shared the proposals for expenditure and expenditure statements with the community. Therefore, it must be made mandatory to share the proposals of expenditure and statements of expenditure with the community.

**Report of S.B.S. NAGAR (NAWANSHAHAR) District in
PUNJAB State**

For SSA for the period

1st October 2010 to 31st March 2011

Background: In SBS Nagar district, 40 schools were chosen i.e. 23 Primary and 17 Upper Primary Schools. The report of monitoring of SSA is based on the data collected from these schools.

1.0. ACCESS:

In the 40 schools, 23 schools were PS and 17 schools were UPS. The entire observations are based on the field visits and data collected there. The following observations are the aggregation of all schools visited.

A. Physical Access:

A.1. Catchments area(s) of school – Habitation(s): In SBS Nagar district schools cater to around 100 % of the habitations within a radius of 1-2 KMs from the school. From the PS, the nearest UPSs were within the radius of 500 meters to 3000 meters, so, distance is not a major issue.

A.2. Vicinity/Route to the school: In majority of schools route to the school was safe and children did not face any major difficulty in reaching schools. 20% schools are near the religious places and highways that cause problem to the students that in access due to traffic/ Railway crossing.

A.3. Nearby Upper Primary School: From the PS, the nearest UPSs were within the radius of 0 to 3 km, so, distance is not a major issue.

B. Quality of Access:

B.1. School Classroom: On the issues of classrooms, the strength of enrollment ranged from 15 to 239. Classroom pupil ratio in schools ranges from 1: 8 to 1:37. Size of the classroom in relation to student strength is adequate in almost all of the schools. In 90% schools the condition of classrooms is good. But in overall the cleanliness of the schools is not good, there is over grass growth in

20% schools in the passage to the school rooms and the classrooms were used as store rooms also in one school and there was over growth of congress grass (Parthenium Hysteriophorus) in almost 35% schools.

PASSAGE TO SCHOOL FROM THE GATE





PASSAGE FROM SCHOOL BUILDING TO TOILETS AND MAIN GATE



CLASSROOM USED AS STORE ROOM CUM CLASSROOM

- B.2. Furniture for the children:** 85% of the upper primary schools have furniture's in adequate number but in 50% of the primary schools, the furniture was insufficient and students were sitting on mats or dais. The furniture is not enough for all the students in 15% upper primary schools and not in good condition.
- B.3. Light and Ventilation:** Light and ventilation is good in almost all schools in all classrooms but in 20% schools the tube lights need to be installed at more than one place in the classrooms.
- B.4. Building Design:** While observing whether the school building is child friendly, Building design are reasonably good in majority of schools In 90% schools doors, latches were child friendly. In 95% schools flooring is child friendly.
- B.5. Blackboards in the classrooms:** Available in almost all schools and children also can benefit from them in many schools as they are positioned centrally in a way which can be seen by all children. With regard to quality of blackboard, it is observed that 60 % of the schools have good quality blackboard, 28% of the schools have average quality blackboard and only 12% of the schools have poor quality, those have to be painted properly.
- B.6. Ramps on schools:** 95% of the schools have ramps, of which all have handrails. All the ramps are functional and the ramps are constructed in accordance with civil work norms.
- B.7. Separate toilets for boys and girls:** It is observed that all the schools have separate toilets for boys and girls. Almost all the schools have running water available in the toilets. With regard to maintenance of toilets, 30% of the schools have very poor maintenance and only 10% of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility.



PASSAGE AND GIRLS TOILETS IN A SCHOOL (Cleanliness)

B.8. Drinking water: All the schools have good drinking water facility and in 5% school water coolers with filters are installed. Tap water or ground water supply is there for drinking water in all of the schools. Water storage tanks are there in all schools. Cleaning of over head water tanks is done once/twice a year. Regular cleaning i.e. minimum thrice a year is required in all schools and water filters installed in schools need regular maintenance.

B.9. Play grounds: Well maintained playgrounds are only in 53% schools. Only 50% schools organize outdoor activities regularly. Sports and games materials are not adequate 45% of the cases. Sports materials have to be given to the students and not dumped in the store rooms, as it's prevalent in 20% schools. As physical activities are very necessary for the growth and development of the children, wherever there is playground, schools must be advised to maintain them well and the schools which do not organize outdoor activities regularly should be asked to organize it regularly and seriously in an enthusiastic way.

C. Social Access:

- C.1. Pattern of population of the habitation and enrollment in the school:** All the schools have children belonging to different castes and economic status and are catering to all sections of the society and there is no disparity in providing access to the school.
- C.2. Attendance pattern of the children:** The field data indicates that 10% students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings. In some cases it is due to migration too. Poverty is the main cause because of which some children cannot access school facilities. This is understood by teachers and VEDCs.
- C.3. Socio culture and linguistic barriers:** No such Socio-culture and linguistic barriers was observed as the teachers were from same area/ geographical location in almost all the sampled schools.

D. Additional Items in the context of RTE, 2009

- D.1. School as an agency of social cohesiveness:** All schools as an agency of social cohesiveness are found to be satisfactory. Students of different religion, caste, community/ social groups and gender are interacting with teachers and themselves fearlessly and actively. No such discrimination is observed with regard to teachers' communication with the students and students' communication with the teachers.
- D.2. Seating arrangement:** Seating arrangement supports mixing of children of different social groups in all the schools. CWSN are also sitting with the normal students and are actively participating in classroom activities.
- D.3. Child mapping:** Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children. As it is necessary to keep an up to date record of the children of school going age as per RTE, all the schools must be asked to have child mapping. Children of age below than age 14 are working in DHABAS (Eateries on road side) and marriage palaces.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

State is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 13 AIE centers are running in the district to cater to about 249 out of school children.

- 2.1. AIE Centers:** 13 AIE centers for approximately 249 children who are never enrolled/dropouts. These children are prepared for age appropriate class in STCs to enable them to integrate with other children in the class academically as well as emotionally.
- 2.2. Residential Special Training Centers:** At present 1 center for 50 children is running in the district. Volunteer teachers have been appointed there. Stationary, text books, uniforms and teaching learning material has been provided to them.
- 2.3. Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are in practice in majority of the schools. But no entries of out of school children or the drop out children is there.
- 2.4. Number of children dropped out:** No drop out has been reported by any of the schools.
- 2.5. Educational Qualification of Education Volunteer:** 73% Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree.
- 2.6. Training of Educational Volunteer:** All education Volunteers received basic training (induction) of five days.
- 2.7. Teaching learning and evaluation process:** EVs use TLM, text books to teach OoSC at Special Training Centers. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. Age appropriate basic competencies are identified and age specific materials are also prepared. Apart from teaching learning, EVs also organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level.

- 2.8. Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.9. Parents involvement:** Parents occasionally visit but majority i.e. about 85% of parents did not take much interest in their children education.
- 2.10. Grants:** At Bridge courses grants for Special Training (ST) received in time,
- 2.11. Honorarium for EV:** As per interaction with EVs reported that the honorarium was paid to them timely.
- 2.12. Learning competencies/levels of children:** The learning/ competencies/ level of children are average. The reason given by the EVs those children were not regular in studies.

3.0. QUALITY ISSUES

A. Enabling Conditions:

- A.1. Number of teachers:** As per the records, the pupil teachers' ratio in the said sample schools was 1:30 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records is in district ranges from 1: 12 to 1: 39.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. In 17% upper primary schools the 1-2 posts of teachers are vacant. But in one school both the permanently appointed teachers have been sent for other duties and one teacher from other school is deputed there.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In almost all of upper primary schools, teachers for teaching science, maths and English were present for all classes whether permanent or contractual.
- A.5. No. of untrained teachers:** In all the sample schools comprising of PS and UPS all the teachers were trained.
- A.6. Training received by teachers:** Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. Subject based training in English, Mathematics and Science was imparted to the teachers. The training was non-residential in nature. At school level computer training for

two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training.

A.7. Usefulness of training programme: In case of usefulness of training programme, 37% school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 25% teachers were of the view that the training should be regularly provided by the experts only. 70% teachers were totally unsatisfied with the organizational procedures of training. Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.



TRAINING OF TEACHERS IN VARANDAHA OF A SCHOOL

A.8. Teachers awareness of the duties and responsibilities of teacher under RTE Act, 2009: Regarding teachers' awareness of the duties and responsibilities of teachers under RTE Act, 2009 in all schools almost 70% teachers were aware of it.

A.9. Text books: In all the schools text books were received in time for all the subjects and all the children got text books of all the subjects in the beginning of session.

A.10. TLMs used other than the textbooks: Maps, globes, charts and models are used in schools. But only 32% teachers are using the teaching aids. No teacher was using ICT based TLM.

A.11. School Grants: TLM grant has been given to the teachers. School grant has been received by the schools in the month of Sept to Oct. 2010 . School grant was spent on purchase of sports materials; paper, Xerox, wall board, wall painting, toilet repairs etc, and teacher grant was used on preparation of charts, models, paper cuttings, globes, maps, science kits, maths kits etc. Teachers should be guided to prepare durable and easy portable teaching aids at their own as most of the teaching aids were ready made.

A.12. Quality improvement Provisions: Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 60% of the schools.

B. Teaching Learning Process

B.1. Teachers understanding of the constructivist approach to teaching learning process: In the sample schools, all the teachers consider that the learner is important in teaching learning process. But only 30% teachers have understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 88% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated

methods in classrooms. Only 30% of teachers provide adequate concrete experiences in the classroom.

B.2. Teachers understanding of the NCF: On the issue of English language teaching-learning there is an attempt to focus on listening, speaking, reading and writing abilities of learners by teachers, but yet, it taught through translation method in majority of the schools, Emphasis on speaking ability in English is poor in 93% of schools which needs to be improved. Discussion method is used by 9% teachers in UPS for social sciences, otherwise teachers talk is dominating in all the schools. Discussion with teachers and class observation regarding teaching of Mathematics revealed that 27% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. There is a need to improve learner centeredness and discourage rote memorization.

B.3. Involvement of children in teaching learning process: in all schools teachers encourage students to express their views as reported by teachers. All the children happily participate in teaching learning process. But in real only in 10-12% schools, students were actively participating and expressing their independent views. In 15% schools, science laboratory experiences were given to the students in upper primary classes.

B.4. Usage of Community Resources: As per discussion with teachers regarding using Community Resources in Teaching Learning Process, it is observed that all the schools teachers know how to use community resources in teaching learning process.

B.5. Method of evaluation: In all the schools, CCE, Grading & Marking system is being followed.

B.6. Onsite academic support: Onsite support is available in the schools in the subjects of English and Mathematics particularly under the programme of quality improvement of English and Mathematics. As MMT's (Math Master Trainers) and EMT's (English Master Trainers) has been appointed at the block level to assist and train the teachers with quality methods of teaching of Maths and English.

B.7. Parents and community understands of the changes in the teaching learning and evaluation processes: Discussion with the parents regarding their observation of changes in teaching, learning and evaluation in schools 60% of parents have noticed positive changes in teaching learning and evaluation in last 2-3 years. Parents have noticed change in learning in terms of students studying and writing the school work and in 65% of the schools, parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 40% parents are not aware of the changes in the teaching learning and evaluation processes. It needs to orient the school teachers to involve the parents and community and tell them the new teaching, learning & evaluation process.

B.8. Classroom management: With regard to **classroom management** as per the discussion with HMs, teachers, students and observation of the classes, classroom management in 70% schools is satisfactory. All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. In none of the schools disabled or disadvantaged children are segregated. All the students are treated as equal in the class. This shows that classroom management is satisfactory as the seating arrangement is flexible and all the schools support mixing of students, while most of the schools provide freedom to students to ask questions and express freely.

C. Issues in Equity in Quality

C.1. All the teachers have a good understanding of challenges and advantages of diversity in a classroom.

C.2. Gaps in Learning achievement level: There are no major issues in learning gaps among SC, ST or minority or girls in the district. A small percentage exists as per the records and it is because of economic reasons, parents' illiteracy and home environment. So, some arrangement is to be made for providing additional help to such learners.

C.3. Discrimination against children: There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools.

- C.4. Organisation of co-curricular activities:** In 60% schools co-curricular activities were organized to boost the morale and self-esteem of all the children and students from weaker sections are involved in all these activities and they also participate actively.
- C.5. Teachers understanding of the challenges and advantages of diversity in a classroom:** All the teachers have a good understanding of challenges and advantages of diversity in a classroom. About 58% teachers were of the opinion that diversity enhances competition which leads to excellence.
- C.6. Efforts to connect the text book lessons to the real life knowledge and experience:** 70% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children of socially disadvantaged groups. Only handful teachers are really quoting or linking the lessons with real life. There is a need to put in more efforts to emphasize on relating textbook to child's experience from socially disadvantaged groups and contributions made by different socio cultural groups to the society.

4.0. COMPUTER AIDED LEARNING (CAL)

- 4.1. Maintenance of Hardware provided under CAL:** It is observed that in all the schools computers and accessories are kept in separate rooms/ computer laboratories. All the equipments received by CAL are available in all the schools. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 10% of the school's 1-2 computers are not functioning and are required to be repaired. The average time gap for getting computer repaired/ functional varies from 1-5 days depending upon the fault of the non functional computers.
- 4.2. Usage of Activity based digital content TLM:** Regarding Usage of Activity based digital content TLM, it is observed that in Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions.

- 4.3. Teacher training and their comfort level:** Interview with the teachers and HMs regarding teacher training and their comfort level revealed that in all the schools almost 82% teachers have received training of basic operating knowledge about computers.
- 4.4. With regard to skill to develop their own digital TLM:** it is found that no teacher have developed their own digital TLM Therefore, there is a need to develop computer knowledge among teachers and develop skill to prepare their own digital TLM.

5.0. GIRLS' EDUCATION – NPEGEL

(No major activities under NPEGEL in the District)

- 5.1. Gender Gap in enrolment, attendance, learning and achievement and reasons thereof:** No major activities under NPEGEL. Regarding Gender Gap in enrolment, attendance, learning and achievement, there are no big gaps. After examining the attendance registers it was observed that none of the girls were absent for more than 5 days at a stretch. Sometimes if the girls are absent in some of the schools, it is due to ill health. In none of the school's students are absent due to socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys in almost 50% schools. Teachers have the gender sensitization.
- 5.2. Efforts to address gender gap issues at the levels of mindset and removing physical barriers:** As per teachers/HMs, efforts are being made to address gender gap issues at the levels of mindset and removing physical barriers. Teachers/HMs has stated that all the schools are located within the distance as per norms and there are no physical barriers to the girls to come to schools from their residence. With regard to infrastructure, health and sanitation, it is observed that there is separate toilet facility for girls in all the schools. In 70% schools the toilets are in good condition and in 30% schools girls toilets are average on the basis of sanitation and infrastructure. In 20% proper cleaning is of toilets is required. Emergency medical kit/ First aid kit is found in all the schools. There is no separate common room in most of the schools for girls.

5.3. Participation level of girls in curricular and co curricular activities and stereotyped attitude towards girls: There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. It is also observed that girls have equal opportunity to participate in curricular and co curricular activities. In group activities, both boys and girls work actively in teams. None of the schools or teachers is discriminatory for girls. Karate training and training in stitching is provided to girls in about 25% of the schools.

6.0. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

6.1. Number of CWSN in the Schools : Regarding Number of CWSN in the Schools as per the school records, the CWSN enrolled in the cluster school ranges from nine to seventeen, 12 of which were present in the school on the day of visit.

6.2. Presence of CWSN on the day of visit: Regarding attendance of CWSN, interviews with teachers and observation of attendance registers showed during the last one month in 80% CWSN have been regular.

6.3. Type of disability: With regard to type of disability, it is observed that the degree of disability of CWSN varied. While it was minor in 75% of the students, it was severe in 10% of the students and moderate in 15% of the students. Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD) and Multiple Disability (MD).

6.4. Seating arrangement: In all the schools, seating arrangements for CWSN was mixed. Thus, there was no discrimination regarding seating arrangements for CWSN and they sit together with other children of the class.

6.5. Participation level of CWSN in classroom processes: All the CWSN are actively participating in class and school activities as per their capacities.

6.6. Encouragement of CWSN by teacher: All the teachers show special attention towards CWSN. In all the schools teachers made effort to encourage CWSN to participate in classroom activities.

- 6.7. Availability of TLM with CWSN:** CWSN friendly TLMs are available in all cluster schools. Brail books, magnifiers, tape recorders are available in the schools.
- 6.8. Peer Interaction with CWSN:** In all schools Peers have friendly interaction with CWSN. During teaching learning process, co-curricular activities peer support to CWSN children was reported friendly.
- 6.9. Preparation of IEP by the school for CWSN:** No individualized Educational Plan (IEPs) was prepared for CWSN.
- 6.10. Availability of Resource Teachers:** Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. The transport allowance @ Rs.200/- is given to all the CWSN regularly. Resource teachers and volunteer teachers for CWSN were appointed in these schools.
- 6.11. Frequency of visits of Resource Teacher to school:** The resource teachers teach and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.
- 6.12. Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN, guide and teach them and counsel the teacher and parents.
- 6.13. Awareness of Parent about the availability of Resource Teacher:** Almost 95% parents were aware about the availability of resource teachers.
- 6.14. Status of parent counseling:** 85% parents of CWSN were counseled, whereas 15% parents of CWSN were not counseled.
- 6.15. Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children.
- 6.16. Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was yet to be supplied to all of the schools.
- 6.17. Home based support:** Home based support is provided to students who can't come to the school by volunteer teachers. Frequency of visit by care giver/ volunteer was daily/weekly and duration of home visit by care giver/ volunteer is 1-2 hours to provide personal care activities followed by those which help

them for psychomotor activities as well as educational activities depending upon the needs and capacity of the children.

7.0. CIVIL WORKS

For monitoring the civil works, four schools which had civil works were taken and the report is based on those observations

7.1. Type, Agency, MOU and status of work: Civil works were undertaken by the VEDC in consultation with the qualified engineers appointed in compliance with the building byelaws and other structural specifications laid down by the state authority. In four schools visited boundary wall and rooms were sanctioned. With regard to status of work, all the schools have started the civil works sanctioned to them and 90% of the work sanctioned is complete and it is continuing to complete remaining 10% work. The VEDC Chairman and the Head of the school took care of the whole construction work and MOU of SSA Authority and VEDC is signed by putting the resolution in the meeting of VEDC. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e.BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material.



COMPLETED CLASSROOM CONSTRUCTION

- 7.2. Availability of Community manual :** Community manual is available in 75% of the schools.
- 7.3. Training of VEDC:** It is found that in 80% of the schools VEDC have been trained and they are being trained either by BRP, CRP. It is necessary to provide training to a VEDC members.
- 7.4. Visits by Technical Person:** The construction work is supervised by the qualified civil engineers hired by the SSA Authority of the State. The building materials' specifications are strictly checked.
- 7.5. Quality of Material:** Quality of work and infrastructure is fairly good in all the schools. In all the schools approved drawing is followed at the site. All buildings constructed are RCC structures. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e. BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material. .

- 7.6. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the VEDC through District Education Office and the whole money is spent by the resolutions of the VEDC. The chairman of VEDC and the Head of the institution in consultation with the VEDC members and the engineers make all the payments. Internal auditing was done of all the funds by the SSA society.
- 7.7. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the four schools.
- 7.8. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the four schools visited by MI.
- 7.9. Good practices:** Proper monitoring is done by the experts. Planning and construction quality is good and as per specified norms. Lightning and ventilation is properly taken care of during construction.

8. COMMUNITY AWARENESS

The community members were invited to the schools during the visit. Discussions were held with them to understand their level of awareness on various aspects.

- 8.1. Constitution of VEDC:** Regarding constitution of VEDC (Village Education Development Committee) as per the school records in almost all the schools VEDCs have been constituted according to RTE Act. There are representation of women, SC, ST and minorities. Out of total member, at least three fourth members was mother or father of children studying in the school. The other members were nominated. This includes sarpanch, panchyat members, municipal councilor, headmaster, other teacher and one student of the school.

There are 5-15 members in all VEDCs, Sarpanch/ Muincipal President is the President of VEDC, head of the institution is the secretary of the VEDC

and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members are also nominated as members of VEDC.

8.2. Awareness of VEDC members about their roles and responsibilities as

notified by the Government: With regard to awareness of VEDC members about their roles and responsibilities as notified by the Government it is observed that a large majority of the members are aware of their roles and responsibilities. A majority of the members feel that the prepared guidelines are simple to understand, and they have a copy of the same and many of them are also oriented.

8.3. Frequency of Meetings: With regard to frequency of meetings of VEDC, they are being held once a month in all the schools.

8.4. Awareness level of VEDC members about specifics: Interaction with community members showed that awareness level of VEDC members about details of SSA is good in 60% of schools, average in 25% of schools and poor in 15% of schools. With regard to participation in MDM, it is good in 45% of schools, average in 25% of schools and in 30% its poor one. With regard to awareness of roles and responsibilities of VEDCs' members, in 65% of schools it is good, in 35% of schools it is not up to the mark. Awareness regarding School Development Plan is good among 54% VEDC members. Regarding awareness on RTE Act among the VEDC members, it is to 50% members only.

About awareness on availability of school facilities among VEDC members, it is good in 65% of the schools. About availability of funds to schools, the community awareness is good in 50% of schools. Regarding awareness on DISE capture format among VEDC members, it is good in 30% of schools. Regarding student enrolment and attendance the awareness level is good among VEDC members of 50% of schools. About 30% VEDC members are aware regarding VER/WER. Regarding awareness on RTE Act among the VEDC members, it is 51% only. There is a need to develop

awareness among the community members about SSA and increase their involvement in the functioning of the schools.

8.5. Source of awareness of VEDC members regarding school activities:

About source of awareness of SDMC members regarding school activities, Teachers and students were a major source in all the schools. VEDC members accept Panchayat members, mothers, community members, VEDC members and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness.

8.6. Knowledge of Guidelines: About the knowledge of Guidelines among VEDC members, in 65% of the schools the members know about it.

8.7. Training of VEDC members : With regard to the training of VEDC members, the field data indicates around 82% of them has received training for three days about school management and responsibility, school cleanliness issues and students' health issues and MDM. Regarding the usefulness of the training given, majority of VEDC members said it very useful, some others said so-so.

8.8. School Visits: While interacting with the community members it is noted that in 30% of the schools members of VEDC visit the schools weekly, in 55% of the schools they visit once a month, in 15% of the schools they visit occasionally. During the visit the VEDC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and civil work, drinking water etc. In 43% of schools, VEDC members participate in different activities of the school.

8.9. Role of VEDC members in monitoring : Interaction with the members of VEDC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook distribution, school infrastructure, cleanliness of the campus and toilets mainly, teacher absenteeism, school processes and student attendance. VEDCs are monitoring the activities of the schools in a well manner but their involvement needs to be increased.

8.10 Meeting Minutes: The minutes of the meeting of VEDCs are available with all the schools.

8.11. Donations: VEDC has donated almirahs, fans and chairs in seven schools.

9.0. MIS/ DISE

9.1. Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF).

All the 40 schools have supplied data under DISE for the year 2010-11 and have a copy of the filled-in Data Capture Format (DCF).

9.2. Whether any training on filling up of DCF was provided to the teacher/ head teacher?

In almost all of the schools teachers have been trained.

9.3. Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF?

Janavachan was conducted in almost all of the schools.

9.4. 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?

With regard to receipt of printed copy of the **School Report Cards**, All the schools have received and it was not displayed on the notice board in 35% of the schools.

9.5. If the DCF/ School report card is available with the school does it match with the actual position in the school.

In 90% schools information given in DCF/ School report card match with the actual position in the school, whereas in 10% information given in DCF/ School report card did not match partially with the actual position in the school.

9.6. Are the schools records being maintained and updated regularly?

Regarding regular maintenance and updating of school records, it is being done in 90% of the schools completely and somewhat delayed in 10% of the schools.

10.0. FINANCIAL MANAGEMENT

A discussion with the HMs, teachers and VEDC members and verification of the records revealed the following with regard to financial management of the school.

- 10.1. Maintenance of financial records and registers:** Regarding maintenance of financial records and registers the physical verification showed that in all the schools Cash Books, Pass Books and Stock Registers are available
- 10.2. Mode of transfer of funds:** Funds reach by e-transfer in all the schools.
- 10.3. Type of funds/ grants received during the current year:** In all the schools, Teacher Grant, School Grant and Maintenance Grant were received between Sept. 2010 and Dec. 2010. Grants must be released in the beginning of the year to carry on the work smoothly for which they are sanctioned.
- 10.4. Auditing the accounts:** With regard to auditing of the accounts of VEDC, 87% of the schools have got it audited internally and all of them have shared the audit observations with the community.
- 10.5. Sharing Finance related information with the community:** Regarding Sharing Finance related information it is observed that in 63% of the schools VEDCs have shared the proposals for expenditure and expenditure statements with the community. Therefore, it must be made mandatory to share the proposals of expenditure and statements of expenditure with the community.

Report of RUPNAGAR District in PUNJAB State

For SSA for the period

1st October 2010 to 31st March 2011

Background: In Rupnagar district, 40 schools were chosen i.e. 22 Primary and 18 Upper Primary Schools. The report of monitoring of SSA is based on the data collected from these schools.

1.0. ACCESS:

In the 40 schools, 22 schools were PS and 18 schools were UPS. The entire observations are based on the field visits and data collected there. The following observations are the aggregation of all schools visited.

A. Physical Access:

A.1. Catchments area(s) of school – Habitation(s): In Rupnagar district schools cater to around 100 % of the habitations within a radius of 1-2 KMs from the school. From the PS, the nearest UPSs were within the radius of 600 meters to 3000 meters, so, distance is not a major issue.

A.2. Vicinity/Route to the school: In majority of schools route to the school was safe and children did not face any major difficulty in reaching schools. 15% schools are near the religious places and highways that cause problem to the students that in access due to traffic/ Railway crossing.

A.3. Nearby Upper Primary School: From the PS, the nearest UPSs were within the radius of 0 to 3 km, so, distance is not a major issue.

B. Quality of Access:

B.1. School Classroom: On the issues of classrooms, the strength of enrollment ranged from 26 to 208. Classroom pupil ratio in schools ranges from 1: 13 to 1:36. Size of the classroom in relation to student strength is adequate in almost all of the schools. In 93% schools the condition of classrooms is good.

B.2. Furniture for the children: 80% of the upper primary schools have furniture in adequate number but in 57% of the primary schools, the furniture was insufficient and students were sitting on mats or dais. The furniture is not

enough for all the students in 20% upper primary schools and not in good condition.

- B.3. Light and Ventilation:** Light and ventilation is good in almost all schools in all classrooms but in 20% schools the tube lights need to be installed at more than one place in the classrooms.
- B.4. Building Design:** While observing whether the school building is child friendly, Building design are reasonably good in majority of schools In 87% schools doors, latches were child friendly. In 93% schools flooring is child friendly.
- B.5. Blackboards in the classrooms:** Available in almost all schools and children also can benefit from them in many schools as they are positioned centrally in a way which can be seen by all children. With regard to quality of blackboard, it is observed that 65 % of the schools have good quality blackboard, 27% of the schools have average quality blackboard and only 8% of the schools have poor quality, those have to be painted properly.
- B.6. Ramps on schools:** 93% of the schools have ramps, of which all have handrails. All the ramps are functional and the ramps are constructed in accordance with civil work norms.
- B.7. Separate toilets for boys and girls:** It is observed that all the schools have separate toilets for boys and girls. Almost all the schools have running water available in the toilets. With regard to maintenance of toilets, 25% of the schools have poor maintenance and only 10% of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility.
- B.8. Drinking water:** All the schools have good drinking water facility and in 5% school water coolers with filters are installed. Tap water or ground water supply is there for drinking water in all of the schools. Water storage tanks are there in all schools. Cleaning of over head water tanks is done once/twice a year. Regular cleaning i.e. minimum thrice a year is required in all schools and water filters installed in schools need regular maintenance.
- B.9. Play grounds:** Well maintained playgrounds are only in 50% schools. Only 57% schools organize outdoor activities regularly. Sports and games materials are not adequate 50% of the cases. Sports materials have to be given to the students and not dumped in the store rooms, as it's prevalent in 17% schools.

As physical activities are very necessary for the growth and development of the children, wherever there is playground, schools must be advised to maintain them well and the schools which do not organize outdoor activities regularly should be asked to organize it regularly and seriously in an enthusiastic way.

C. Social Access:

C.1. Pattern of population of the habitation and enrollment in the school: All the schools have children belonging to different castes and economic status and are catering to all sections of the society and there is no disparity in providing access to the school.

C.2. Attendance pattern of the children: The field data indicates that 14% students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings. In some cases it is due to migration too. Poverty is the main cause because of which some children cannot access school facilities. This is understood by teachers and VEDCs.

C.3. Socio culture and linguistic barriers: No such Socio-culture and linguistic barriers was observed as the teachers were from same area/ geographical location in almost all the sampled schools.

D. Additional Items in the context of RTE, 2009

D.1. School as an agency of social cohesiveness: All schools as an agency of social cohesiveness are found to be satisfactory. Students of different religion, caste, community/ social groups and gender are interacting with teachers and themselves fearlessly and actively. No such discrimination is observed with regard to teachers' communication with the students and students' communication with the teachers.

D.2. Seating arrangement: Seating arrangement supports mixing of children of different social groups in all the schools. CWSN are also sitting with the normal students and are actively participating in classroom activities.

D.3. Child mapping: Child mapping is required in the district in all schools as many children are not enrolled in the schools or any other centers for out of school children. As it is necessary to keep an up to date record of the children of school going age as per RTE, all the schools must be asked to have child

mapping. Children of age below than age 14 are working in DHABAS (Eateries on road side) and marriage palaces.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

State is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 17 AIE centers are running in the district to cater to about 361 out of school children.

- 2.1 . AIE Centers:** 17 AIE centers for approximately 361 children who are never enrolled/dropouts. These children are prepared for age appropriate class in STCs to enable them to integrate with other children in the class academically as well as emotionally.
- 2.2. Residential Special Training Centers:** At present 2 center for 81 children is running in the district. Volunteer teachers have been appointed there. Stationary, text books, uniforms and teaching learning material has been provided to them.
- 2.3. Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are in practice in majority of the schools. But no entries of out of school children or the drop out children is there.
- 2.4. Number of children dropped out:** No drop out has been reported by any of the schools.
- 2.5. Educational Qualification of Education Volunteer:** 78% Education Volunteers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree.
- 2.6. Training of Educational Volunteer:** All education Volunteers received basic training (induction) of five days.
- 2.7. Teaching learning and evaluation process:** EVs use TLM, text books to teach OoSC at Special Training Centers. Charts, maps, were also used as TLM. Also, child centered activities were conducted for teaching to OoSc. Age appropriate basic competencies are identified and age specific materials are also prepared. Apart from teaching learning, EVs also

organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level.

- 2.8. Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.9. Parents involvement:** Parents occasionally visit but majority i.e. about 86% of parents did not take much interest in their children education.
- 2.10. Grants:** At Bridge courses grants for Special Training (ST) received in time,
- 2.11. Honorarium for EV:** As per interaction with EVs reported that the honorarium was paid to them timely.
- 2.12. Learning competencies/levels of children:** The learning/ competencies/ level of children are about average. The reason given by the EVs those children were not regular in studies.

3.0. QUALITY ISSUES

A. Enabling Conditions:

- A.1. Number of teachers:** As per the records, the pupil teachers' ratio in the said sample schools was 1: 32 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records is in district ranges from 1: 13 to 1: 38 which is quite good.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. In 15% upper primary schools the 1-2 posts of teachers are vacant.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In almost all upper primary schools, teachers for teaching science, maths and English language were present for all classes whether permanent or contractual.
- A.5. No. of untrained teachers:** In all the sample schools comprising of PS and UPS all the teachers were trained.
- A.6. Training received by teachers:** Training of Primary and Upper Primary Teachers has been organized at cluster/ Block Level. Subject based training

in English, Mathematics and Science was imparted to the teachers. The training was non-residential in nature. At school level computer training for two hours daily is provided to the teachers to complete the computer training of three days i.e. in total 12 hours in six days by the computer teacher of the concerned school but an element of seriousness need to be inculcated during the training.

A.7. Usefulness of training programme: In case of usefulness of training programme, 38% school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 31% teachers were of the view that the training should be regularly provided by the experts only. 62% teachers were totally unsatisfied with the organizational procedures of training. Training should be organized in a well equipped seminar room as majority of the teachers are dissatisfied with the training arrangements as no experienced faculty is arranged to address the teachers and the seating arrangement was not comfortable for the teachers' in the training sessions.

A.8. Teachers awareness of the duties and responsibilities of teacher under RTE Act, 2009: Regarding teachers' awareness of the duties and responsibilities of teachers under RTE Act, 2009 in all schools almost 64% teachers were aware of it.

A.9. Text books: In all the schools text books were received in time for all the subjects and all the children got text books of all the subjects in the beginning of session.

A.10. TLMs used other than the textbooks: Maps, globes, charts and models are used in schools. But only 29% teachers are using the teaching aids. No teacher was using ICT based TLM.

A.11. School Grants: TLM grant has been given to the teachers. School grant has been received by the schools in the month of Sept to Oct. 2010 . School grant was spent on purchase of sports materials; paper, Xerox, wall board, wall painting, toilet repairs etc, and teacher grant was used on preparation of charts, models, paper cuttings, globes, maps, science kits, maths kits etc.

Teachers should be guided to prepare durable and easy portable teaching aids at their own as most of the teaching aids were ready made.

A.12. Quality improvement Provisions: Under Parrho Punjab Project in primary schools with collaboration to an NGO PRATHAM, the stress has been given to improve the quality of primary education in the subjects of Punjabi, English and Mathematics. After the morning assembly, the first two hours are daily devoted to the syllabus of Parrho Punjab. There is reported improvement in the competency level of primary students in mathematics, English and Punjabi in 65% of the schools.

B. Teaching Learning Process

B.1. Teachers understanding of the constructivist approach to teaching learning process: In the sample schools, all the teachers consider that the learner is important in teaching learning process. But only 30% teachers have understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 86% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated methods in classrooms. Only 33% of teachers provide adequate concrete experiences in the classroom.

B.2. Teachers understanding of the NCF: On the issue of English language teaching-learning there is an attempt to focus on listening, speaking, reading and writing abilities of learners by teachers, but yet, it taught through translation method in majority of the schools, Emphasis on speaking ability in English is poor in 95% of schools which needs to be improved. Discussion method is used by 12% teachers in UPS for social sciences, otherwise teachers talk is dominating in all the schools. Discussion with teachers and class observation regarding teaching of Mathematics revealed that 28% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. In 17% schools, science laboratory experiences were given to the students in upper primary classes. There is a need to improve learner centeredness and discourage rote memorization.

B.3. Involvement of children in teaching learning process: in all schools teachers encourage students to express their views as reported by teachers.

All the children happily participate in teaching learning process. But in real only in 10-13% schools, students were actively participating and expressing their independent views.

B.4. Usage of Community Resources: As per discussion with teachers regarding using Community Resources in Teaching Learning Process, it is observed that all the schools teachers know how to use community resources in teaching learning process.

B.5. Method of evaluation: In all the schools, CCE, Grading & Marking system is being followed.

B.6. Onsite academic support: Onsite support is available in the schools in the subjects of English and Mathematics particularly under the programme of quality improvement of English and Mathematics. As MMT's (Math Master Trainers) and EMT's (English Master Trainers) has been appointed at the block level to assist and train the teachers with quality methods of teaching of Maths and English.

B.7. Parents and community understands of the changes in the teaching learning and evaluation processes: Discussion with the parents regarding their observation of changes in teaching, learning and evaluation in schools 68% of parents have noticed positive changes in teaching learning and evaluation in last 2-3 years. Parents have noticed change in learning in terms of students studying and writing the school work and in 67% of the schools, parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 41% parents are not aware of the changes in the teaching learning and evaluation processes. It needs to orient the school teachers to involve the parents and community and tell them the new teaching, learning & evaluation process.

B.8. Classroom management: With regard to **classroom management** as per the discussion with HMs, teachers, students and observation of the classes, classroom management in 80% schools is satisfactory. All schools have flexible seating arrangement. In all the schools there is inclusive seating arrangement for disabled and disadvantaged students. In none of the schools disabled or disadvantaged children are segregated. All the students are

treated as equal in the class. This shows that classroom management is satisfactory as the seating arrangement is flexible and all the schools support mixing of students, while most of the schools provide freedom to students to ask questions and express freely.

C. Issues in Equity in Quality

- C.1.** All the teachers have a good understanding of challenges and advantages of diversity in a classroom.
- C.2. Gaps in Learning achievement level:** There are no major issues in learning gaps among SC, ST or minority or girls in the district. A small percentage exists as per the records and it is because of economic reasons, parents' illiteracy and home environment. So, some arrangement is to be made for providing additional help to such learners.
- C.3. Discrimination against children:** There is no noticeable discrimination of SC, ST, Minority and Girls either by friends or by the teachers in all the schools.
- C.4. Organisation of co-curricular activities:** In 57% schools co-curricular activities were organized to boost the morale and self-esteem of all the children and students from weaker sections are involved in all these activities and they also participate actively.
- C.5. Teachers understanding of the challenges and advantages of diversity in a classroom:** All the teachers have a good understanding of challenges and advantages of diversity in a classroom. About 58% teachers were of the opinion that diversity enhances competition which leads to excellence.
- C.6. Efforts to connect the text book lessons to the real life knowledge and experience:** 65% teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life experiences of children of socially disadvantaged groups. Only handful teachers are really quoting or linking the lessons with real life. There is a need to put in more efforts to emphasize on relating textbook to child's experience from socially disadvantaged groups and contributions made by different socio cultural groups to the society.

4.0. COMPUTER AIDED LEARNING (CAL)

- 4.1. Maintenance of Hardware provided under CAL:** It is observed that in all the schools computers and accessories are kept in separate rooms/ computer laboratories. All the equipments received by CAL are available in all the schools. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 15% of the school's 1-2 computers are not functioning and are required to be repaired. The average time gap for getting computer repaired/ functional varies from 1-5 days depending upon the fault of the non functional computers.
- 4.2. Usage of Activity based digital content TLM:** Regarding Usage of Activity based digital content TLM, it is observed that in Secondary schools, subject wise multimedia materials were provided but in the upper primary schools no such material is available in the schools. None of the teachers use these materials for their classroom transactions.
- 4.3. Teacher training and their comfort level:** Interview with the teachers and HMs regarding teacher training and their comfort level revealed that in all the schools almost 85% teachers have received training of basic operating knowledge about computers.
- 4.4. With regard to skill to develop their own digital TLM:** it is found that no teacher have developed their own digital TLM Therefore, there is a need to develop computer knowledge among teachers and develop skill to prepare their own digital TLM.

5.0. GIRLS' EDUCATION – NPEGEL

(No major activities under NPEGEL in the District)

- 5.1. Gender Gap in enrolment, attendance, learning and achievement and reasons thereof:** No major activities under NPEGEL. Regarding Gender Gap in enrolment, attendance, learning and achievement, there are no big gaps. After examining the attendance registers it was observed that none of the girls were absent for more than 5 days at a stretch. Sometimes if the girls are absent in the schools, it is due to ill health. In none of the school's students are absent due to

socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys in almost 50% schools. Teachers have the gender sensitization.

5.2. Efforts to address gender gap issues at the levels of mindset and removing

physical barriers: As per teachers/HMs, efforts are being made to address gender gap issues at the levels of mindset and removing physical barriers. Teachers/HMs has stated that all the schools are located within the distance as per norms and there are no physical barriers to the girls to come to schools from their residence. With regard to infrastructure, health and sanitation, it is observed that there is separate toilet facility for girls in all the schools. In 77% schools the toilets are in good condition and in 23% schools the toilets are not in good condition as no proper cleaning is there. Emergency medical kit/ First aid kit is found in all the schools. There is no separate common room in most of the schools for girls.

5.3. Participation level of girls in curricular and co curricular activities and

stereotyped attitude towards girls: There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. It is also observed that girls have equal opportunity to participate in curricular and co curricular activities. In group activities, both boys and girls work actively in teams. None of the schools or teachers is discriminatory for girls. Karate training and training in stitching is provided to girls in about 25% of the schools.

6.0. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

6.1. Number of CWSN in the Schools : Regarding Number of CWSN in the Schools as per the school records, the CWSN enrolled in the cluster school ranges from nine to thirteen, 11 of which were present in the school on the day of visit.

6.2. Presence of CWSN on the day of visit: Regarding attendance of CWSN, interviews with teachers and observation of attendance registers showed during the last one month in 84% CWSN have been regular. Students with multiple disabilities are not so much regular.

- 6.3. Type of disability:** With regard to type of disability, it is observed that the degree of disability of CWSN varied. While it was minor in 55% of the schools, it was severe in 10% of the schools and moderate in 35% of the schools. Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD) and Multiple Disability (MD).
- 6.4. Seating arrangement:** In all the schools, seating arrangements for CWSN was mixed. Thus, there was no discrimination regarding seating arrangements for CWSN and they sit together with other children of the class.
- 6.5. Participation level of CWSN in classroom processes:** All the CWSN are actively participating in class and school activities as per their capacities.
- 6.6. Encouragement of CWSN by teacher:** All the teachers show special attention towards CWSN. In all the schools teachers made effort to encourage CWSN to participate in classroom activities.
- 6.7. Availability of TLM with CWSN:** CWSN friendly TLMs are available in all cluster schools. Brail books, magnifiers, tape recorders are available in the schools.
- 6.8. Peer Interaction with CWSN:** In all schools Peers have friendly interaction with CWSN. During teaching learning process, co-curricular activities peer support to CWSN children was reported friendly.
- 6.9. Preparation of IEP by the school for CWSN:** No individualized Educational Plan (IEPs) was prepared for CWSN.
- 6.10. Availability of Resource Teachers:** Resource centers were opened at cluster level to cater the needs of CWSN in the different schools. CWSN students from the neighbouring schools attached to the cluster school and the students were given the transport allowance to reach the school. The transport allowance @ Rs.200/- is given to all the CWSN regularly. Resource teachers and volunteer teachers for CWSN were appointed in these schools.
- 6.11. Frequency of visits of Resource Teacher to school:** The resource teachers teach and guide the CWSN in the cluster resource centers up to 12 p.m. and then they visit the schools of the cluster from where CWSN can't come to the resource centers. The frequency of visit by the Resource Teachers was reported once/twice in 15 days in each school, where CWSN are enrolled.

- 6.12. Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN, guide and teach them and counsel the teacher and parents.
- 6.13. Awareness of Parent about the availability of Resource Teacher:** Almost 90% parents were aware about the availability of resource teachers.
- 6.14. Status of parent counseling:** 90% parents of CWSN were counseled, whereas 10% parents of CWSN were not counseled.
- 6.15. Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children.
- 6.16. Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was yet to be supplied to all of the schools.
- 6.17. Home based support:** Home based support is provided to students who can't come to the school by volunteer teachers. Frequency of visit by care giver/ volunteer was daily/weekly and duration of home visit by care giver/ volunteer is 1-2 hours to provide personal care activities followed by those which help them for psychomotor activities as well as educational activities depending upon the needs and capacity of the children.

7.0. CIVIL WORKS

For monitoring the civil works, three schools which had civil works were taken and the report is based on those observations

- 7.1. Type, Agency, MOU and status of work:** Civil works were undertaken by the VEDC in consultation with the qualified engineers appointed in compliance with the building byelaws and other structural specifications laid down by the state authority. In one school toilets were sanctioned, kitchen shed and classroom were sanctioned in two other schools. With regard to status of work, all the schools have started the civil works sanctioned to them and 80% of the work sanctioned is complete and it is continuing to complete remaining 20% work. The VEDC Chairman and the Head of the school took care of the whole construction work and MOU of SSA Authority and VEDC is signed by putting the resolution in the meeting of VEDC. The schools heads, VEDC members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e.BRP's (Block

Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material.

- 7.2. **Availability of Community manual:** Community manual is available in 80% of the schools.
- 7.3. **Training of VEDC:** It is found that in 80% of the schools VEDC have been trained and they are being trained either by BRP, CRP. It is necessary to provide training to all.
- 7.4. **Visits by Technical Person:** The construction work is supervised by the qualified civil engineers hired by the SSA Authority of the State. The building materials' specifications are strictly checked.



KITCHEN SHED COMPLETED

- 7.5. **Quality of Material:** Quality of work and infrastructure is fairly good in all the schools. In all the schools approved drawing is followed at the site. All buildings constructed are RCC structures. The schools heads, VEDC

members, Engineers hired by SSA and In charge of the buildings in the DEO office i.e. BRP's (Block Resource Persons) and CRP's (Cluster Resource Persons) supervised the progress of buildings and quality of construction and material. .

- 7.6. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the VEDC through District Education Office and the whole money is spent by the resolutions of the VEDC. The chairman of VEDC and the Head of the institution in consultation with the VEDC members and the engineers make all the payments. Internal auditing was done of all the funds by the SSA society.
- 7.7. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the three schools.
- 7.8. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the three schools visited by MI.
- 7.9. Good practices:** Proper monitoring is done by the experts. Planning and construction quality is good and as per specified norms. Lightning and ventilation is properly taken care of during construction.

8. COMMUNITY AWARENESS

The community members were invited to the schools during the visit. Discussions were held with them to understand their level of awareness on various aspects.

- 8.1. Constitution of VEDC:** Regarding constitution of VEDC (Village Education Development Committee) as per the school records in almost all the schools VEDCs have been constituted according to RTE Act. There are representation of women, SC, ST and minorities. Out of total member, at least three fourth members was mother or father of children studying in the school. The other members were nominated. This includes sarpanch, panchyat members , municipal councilor, headmaster, other teacher and one student of the school.

There are 5-15 members in all VEDCs, Sarpanch/ Muincipal President

is the President of VEDC, head of the institution is the secretary of the VEDC and 3-7 others are members, student representation is also there. Councillors, sarpanchs, panchayat members are also nominated as members of VEDC.

8.2. Awareness of VEDC members about their roles and responsibilities as notified by the Government:

With regard to awareness of VEDC members about their roles and responsibilities as notified by the Government it is observed that a large majority of the members are aware of their roles and responsibilities. A majority of the members feel that the prepared guidelines are simple to understand, and they have a copy of the same and many of them are also oriented.

8.3. Frequency of Meetings:

With regard to frequency of meetings of VEDC, they are being held once a month in all the schools.

8.4. Awareness level of VEDC members about specifics:

Interaction with community members showed that awareness level of VEDC members about details of SSA is good in 60% of schools, average in 25% of schools and poor in 15% of schools. With regard to participation in MDM, it is good in 50% of schools, average in 20% of schools and in 30% its poor one. With regard to awareness of roles and responsibilities of VEDCs' members, in 60% of schools it is good, in 40% of schools it is not up to the mark. Awareness regarding School Development Plan is good among 53% VEDC members. Regarding awareness on RTE Act among the VEDC members, it is to 50% members only.

About awareness on availability of school facilities among VEDC members, it is good in 65% of the schools. About availability of funds to schools, the community awareness is good in 50% of schools. Regarding awareness on DISE capture format among VEDC members, it is good in 30% of schools. Regarding student enrolment and attendance the awareness level is good among VEDC members of 57% of schools. About 31% VEDC members are aware regarding VER/WER. There is a need to develop awareness among the community members about SSA and increase their involvement in the functioning of the schools.

- 8.5. Source of awareness of VEDC members regarding school activities:** About source of awareness of SDMC members regarding school activities, Teachers and students were a major source in all the schools. VEDC members accept Panchayat members, mothers, community members, VEDC members and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness.
- 8.6. Knowledge of Guidelines:** About the knowledge of Guidelines among VEDC members, in 67% of the schools the members know about it.
- 8.7. Training of VEDC members :** With regard to the training of VEDC members, the field data indicates around 88% of them has received training for three days about school management and responsibility, school cleanliness issues and students' health issues and MDM. Regarding the usefulness of the training given, majority of VEDC members said it very useful, some others said so-so.
- 8.8. School Visits:** While interacting with the community members it is noted that in 30% of the schools members of VEDC visit the schools weekly, in 40% of the schools they visit once a month, in 30% of the schools they visit occasionally. During the visit the VEDC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and civil work, drinking water etc. In 43% of schools, VEDC members participate in different activities of the school.
- 8.9. Role of VEDC members in monitoring :** Interaction with the members of VEDC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook distribution, school infrastructure, cleanliness of the campus and toilets mainly, teacher absenteeism, school processes and student attendance. VEDCs are monitoring the activities of the schools in a well manner but their involvement needs to be increased.
- 8.10 Meeting Minutes:** The minutes of the meeting of VEDCs are available with all the schools.
- 8.11. Donations:** VEDC has donated almirahs, fans and chairs in six schools.

9.0. MIS/ DISE

- 9.1. Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF).**

All the 40 schools have supplied data under DISE for the year 2010-11 and have a copy of the filled-in Data Capture Format (DCF).

- 9.2. Whether any training on filling up of DCF was provided to the teacher/ head teacher?**

In almost all of the schools teachers have been trained.

- 9.3. Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF?**

Janavachan was conducted in almost all of the schools.

- 9.4. 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?**

With regard to receipt of printed copy of the **School Report Cards**, All the schools have received and it was not displayed on the notice board in 30% of the schools.

- 9.5. If the DCF/ School report card is available with the school does it match with the actual position in the school.**

In 90% schools information given in DCF/ School report card match with the actual position in the school, whereas in 10% information given in DCF/ School report card did not match partially with the actual position in the school.

- 9.6. Are the schools records being maintained and updated regularly?**

Regarding regular maintenance and updating of school records, it is being done in 93% of the schools completely and somewhat delayed in 7% of the schools.

10.0. FINANCIAL MANAGEMENT

A discussion with the HMs, teachers and VEDC members and verification of the records revealed the following with regard to financial management of the school.

- 10.1. Maintenance of financial records and registers:** Regarding maintenance of financial records and registers the physical verification showed that in all the schools Cash Books, Pass Books and Stock Registers are available
- 10.2. Mode of transfer of funds:** Funds reach by e-transfer in all the schools.
- 10.3. Type of funds/ grants received during the current year:** In all the schools, Teacher Grant, School Grant and Maintenance Grant were received between Sept. 2010 and Dec. 2010. Grants must be released in the beginning of the year to carry on the work smoothly for which they are sanctioned.
- 10.4. Auditing the accounts:** With regard to auditing of the accounts of VEDC, 87% of the schools have got it audited internally and all of them have shared the audit observations with the community.
- 10.5. Sharing Finance related information with the community:** Regarding Sharing Finance related information it is observed that in 67% of the schools VEDCs have shared the proposals for expenditure and expenditure statements with the community. Therefore, it must be made mandatory to share the proposals of expenditure and statements of expenditure with the community.

LIST OF THE SCHOOLS OF HOSHIARPUR DISTRICT

SR NO	NAME OF THE SCHOOL	NAME OF THE BLOCK	DISE Code
1.	Govt. Elementary School, Hajipur	Hajipur	0600511
2.	Govt. Secondary School, Seeprian	Hajipur	0602502
3.	Govt. Elementary School(G), Hajipur	Hajipur	0600503
4.	Govt. Elementary School, Sandhwal-II	Hajipur	0602202
5.	Govt. Elementary School, Dhaliwal	Bhulowal	0402101
6.	Govt. Middle School, Mirzapur	Bhulowal	0404202
7.	Govt. Elementary School, Bhulowal	Bhulowal	0401101
8.	Govt. High School, Shergarh	Hoshiarpur - II(A)	0506702
9.	Govt. Sr. Secondary School, Ajawal	Hoshiarpur -I(B)	0413902
10.	Govt. Elementary School, Mahilawali	Hoshiarpur - II(B)	0509701
11.	Govt. Elementary School, Chebewal	Hoshiarpur - II(A)	0503101
12.	Govt. Elementary School, Bheelowal	Hoshiarpur - II(A)	0502601
13.	Govt. Sen. Secondary School, Sandhara	Hoshiarpur -I(A)	0412302
14.	Govt. Secondary School, Paddi Shura Singh	Garhshankar- I	0306402
15.	Govt. Elementary School, Jassowal	Garhshankar- I	0304501
16.	Govt. High School, Pakhowal	Garhshankar- II	0313702
17.	Govt. Elementary School, Dagham	Garhshankar- II	0310101
18.	Govt. Elementary School, Mahilpur	Mahilpur -I	0704601
19.	Govt. Sr. Secondary School (Boys) Mahilpur	Mahilpur -I	0704501

20.	Govt. Primary School, Nangal Khurd	Mahilpur -II	0713101
21.	Govt. Sr. Secondary School (Girls), Nangal Khurd	Mahilpur -II	0713102
22.	Govt. Middle School (Girls), Janauri	Bhunga-II	0114804
23.	Govt. Elementary School, Manhota	Bhunga-II	0117601
24.	Govt. Elementary School, Dhoot Kalan	Bhunga-I	0103001
25.	Govt. Middle School, Hariana	Bhunga-I	0105001
26.	Govt. Elementary School, Dasuya-I	Dasuya-I	0202901
27.	Govt. Elementary School, Bhatoli- I	Dasuya-I	0210601
28.	Govt. Middle School, Jalota	Dasuya-II	0213102
29.	Govt. Middle School, Samaspur	Dasuya-II	0219302
30.	Govt.Sr. Secondary School Harse Mansar	Mukerian-I	0802502
31.	Govt. Elementary School, Bhangala	Mukerian-II	0808901
32.	Govt. Elementary School, Mukerian	Mukerian-I	0806001
33.	Govt. Middle School, Chhangala	Mukerian-I	0801503
34.	Govt. High School, Jahadpur Kamlooh	Mukerian-II	0610002
35.	Govt. Elementary School, Mastipal Kot	Tanda-II	1015501
36.	Govt. Elementary School, Dhadiala	Tanda-I	1001601
37.	Govt. Middle School, Kandhala Jattan	Tanda-I	1012802
38.	Govt. Elementary School, Talwara (old)	Talwara	0904801
39.	Govt. Middle School, Bhambotar Har	Talwara	0905005
40.	Govt. Middle School, Haler	Talwara	0906902

LIST OF THE SCHOOLS OF PATIALA DISTRICT

SR NO	NAME OF THE SCHOOL	NAME OF THE BLOCK	DISE Code
1.	Govt. Primary School, Kamaspur	Samana	0804601
2.	Govt. Elementary School, Bijalpur	Samana	0801401
3.	Govt. Elementary School, Nassupur	Samana	0806501
4.	Govt. Elementary School, Kakra	Samana-ii	0804401
5.	Govt. Elementary School, Lal Garh	Samana-ii	0805501
6.	Govt. High School, Toderpur	Samana-ii	0808302
7.	Govt. Primary School, Gajisalar	Samana-ii	0803401
8.	Govt. Middle School, Assarpur (Chupki)	Samana-ii	0800502
9.	Govt. Elementary School, Daroli	Sanour	0202701
10.	Govt. Sr. Secondary School, Bibipur	Sanour	0201302
11.	Govt. Middle School, Amaam Nagar	Sanour	0200306
12.	Govt. High School, Karhali	Sanour	0205102
13.	Govt. High School, Daroli	Sanour	0202702
14.	Govt. Elementary School, Raimajra	Ghanour	0308701
15.	Govt. Elementary School, Rurka	Ghanour	0308801
16.	Govt. Sr. Secondary School, Ghanaor	Ghanour	0311302
17.	Govt. High School, Mandouly	Ghanour	0306602
18.	Govt. Middle School, Rurka	Ghanour	0308802
19.	Govt. Middle School, Baghoura	Ghanour	0300502
20.	Govt. Sr. Secondary School, Ajrawer	Ghanour	0300102
21.	Govt. Sr. Sec. School, Mahru	Bhunerheri	0108402
22.	Govt. Elementary School, Kharabgarh	Bhunerheri	0107701
23.	Govt. Primary School, Behal	Bhunerheri	0101701
24.	Govt. Elementary School, Chirwa	Bhunerheri	0103402
25.	Govt. High School ,Gandhi Nagar Ward no 43, Patiala	Patiala	0514402
26.	Govt. Primary School, Baghi Khana, Ward No 4 , Patiala	Patiala	0510501

27.	Govt. Primary School. Mallo Majra	Patiala	0506301
28.	Govt. Sr. Sec. School, Kauli	Patiala	0505202
29.	Govt. Elementary School, Khutti Channa	Patiala	0505701
30.	Govt. Middle School, Mavi	Patiala	0805902
31.	Govt. Primary School, Lalwa	Patran	0604701
32.	Govt. Primary School, Seona	Patran	0606001
33.	Govt. Sr. Sec. School, Taipur	Patran	0606302
34.	Govt. Elementary School, Birarwal	Nabha	0402701
35.	Govt. Primary School, Kot Kalan	Nabha	0409601
36.	Govt. High School, Babarpur	Nabha	0401402
37.	Govt. Primary School, Saidkheri	Rajpura	0712001
38.	Govt. High School, Nalas Kalan	Rajpura	0710002
39.	Govt. High School [Girls], Manakpur	Rajpura	0708802
40.	Govt. Primary School, Kalka Road Ward no 1 , Rajpura	Rajpura	0715401

LIST OF THE VISITED SCHOOLS OF FATEHGARH SAHIB**DISTRICT**

SR NO	NAME OF THE SCHOOL	NAME OF THE BLOCK	DISE Code
1.	Govt. Primary School, Ashiqpura	Sirhind	0100201
2.	Govt. Elementary School, Jakhwali	Sirhind	0104302
3.	Govt. Elementary School, Majra Nidhewal	Sirhind	0106101
4.	Govt. Middle School, Meerpur	Sirhind	0106601
5.	Govt. Primary School, Adampur	Sirhind	0100101
6.	Govt. High School, Sanipur	Sirhind	0109102
7.	Govt. Primary School, Bhagat Colony Ward no 11	Sirhind	0111205
8.	Govt. Primary School, Shekhu Pur	Sirhind	0109501
9.	Govt. Primary School, Sarana	Sirhind	0109301
10.	Govt. Primary School, Saunda	Sirhind	0109401
11.	Govt. Elementary School, Kahanpura	Amlloh	0205201
12.	Govt. Primary School, Jalalpur	Amlloh	0205001
13.	Govt. Primary School, Khumna	Amlloh	0205801
14.	Govt. Primary School, Jhambala	Amlloh	0203601
15.	Govt. Middle School, KUMBH	Amlloh	0206002
16.	Govt. Sr. Secondary School (Girls) Gobindgarh	Amlloh	0209704
17.	Govt. Primary School, Patarsi Khurd	Khera	0306801
18.	Govt. Primary School, Raseedpura	Khera	0307801
19.	Govt. High School, Patton	Khera	0306902
20.	Govt. Middle School, Anaitpura	Khera	0300102

21.	Govt. Middle School, Jamitgarh	Khera	0304301
22.	Govt. Elementary School, Kalewal	Khamano	0503601
23.	Govt. Elementary School, Ward No 7 Khamano Kalan	Khamano	0508401
24.	Govt. Primary School, Sanghol Basti	Khamano	0506910
25.	Govt. Primary School, Manpur	Khamano	0504901
26.	Govt. Primary School, Hawara Kalan	Khamano	0503001
27.	Govt. Primary School, Burj	Khamano	0501901
28.	Govt. Middle School, Kale Majra	Khamano	0503402
29.	Govt. Middle School, Suhavi	Khamano	0507502
30.	Govt. Primary School, Mustafabad	Bassi pathana	0406801
31.	Govt. Elementary School, Mehdoda	Bassi pathana	0406501
32.	Govt. Elementary School No. 2, Bassi Pathana	Bassi pathana	0401101
33.	Govt. Elementary School, Alampur	Bassi pathana	0400101
34.	Govt. Elementary School, Wajidpur	Bassi pathana	0408901
35.	Govt. Sr. Secondary School (Girls), Bassi Pathana	Bassi pathana	0400602
36.	Govt. Sr. Secondary School, KALOUR	Bassi pathana	0404502
37.	Govt. Primary School, Ladpuri	Bassi pathana	0405601
38.	Govt. Primary School, Udalpur	Bassi pathana	0408801
39.	Govt. Primary School, Thikriwal	Bassi pathana	0507601
40.	Govt. Primary School, Kotla Badla	Bassi pathana	0504001

LIST OF THE VISITED SCHOOLS OF S.B.S. NAGAR
(NAWANSHAHAR) DISTRICT

SR NO	NAME OF THE SCHOOL	NAME OF THE BLOCK	DISE Code
1.	Govt. Secondary School, Saidpur Kalan	Nawanshahr	0408402
2.	Govt. Elementary School, Begampur	Nawanshahr	0401101
3.	Govt. Primary School, Saidpur Kalan	Nawanshahr	0408401
4.	Govt. Sr. Secondary School, Rahon	Nawanshahr	0411201
5.	Govt. Sr. Secondary School, HAILA	Nawanshahr	0403702
6.	Govt. Sr. Secondary School (Girls), Rahon	Nawanshahr	0411501
7.	Govt. Sr. Secondary School, Palli Jhikki	Nawanshahr	0407402
8.	Govt. Sr. Secondary School, Nawanshahar	Nawanshahr	0411801
9.	Govt. Primary School, Kot Pallian	Nawanshahr	0405101
10.	Govt. Elementary School, Kanaun	Nawanshahr	0404901
11.	Govt. Primary School, Gohlron	Nawanshahr	0403201
12.	Govt. Primary School, Karyam	Nawanshahr	0404801
13.	Govt. Sr. Secondary School, Bakapur	Saroya	0500502
14.	Govt. Primary School, Bakapur	Saroya	0500501
15.	Govt. Primary School, Mallewal	Saroya	0504101
16.	Govt. Primary School, Tapprian Khurad	Saroya	0505901
17.	Govt. Primary School, Rouri	Saroya	0504901
18.	Govt. Primary School, Mojowal Majara	Saroya	0504501
19.	Govt. Sen. Sec. School, SAROYA	Saroya	0505703
20.	Govt. Primary School, Naura	Banga	0308401

21.	Govt. Middle School, Khatkar Kalan	Banga	0305603
22.	Govt. Sr. Secondary (Girls) School, NAURA	Banga	0308402
23.	Govt. Elementary School, Kahma	Banga	0305901
24.	Govt. Sr. Secondary School, Kahma	Banga	0305902
25.	Govt. Primary School, Rasoolpur	Banga	0309001
26.	Govt. Primary School, Kajla	Banga	0306101
27.	Govt. Primary School, Udhnowal	Balachaur	0212301
28.	Govt. Primary School, Mehmood Pur Medar	Balachaur	0207901
29.	Govt. Primary School, Natha Nangal	Balachaur	0208701
30.	Govt. Primary School, Kular	Balachaur	0206501
31.	Govt. Primary School, Jatpur	Balachaur	0205201
32.	Govt. Sen. Sec. School, Balachaur	Balachaur	0213401
33.	Govt. Elementary School, Bullewal	Balachaur	0202502
34.	Govt. High School, Mehatpur	Balachaur	0207702
35.	Govt. Primary School, Chahal Kalan	Aur	0101601
36.	Govt. Primary School, Hakimpur	Aur	0102901
37.	Govt. Primary School, Laroya	Aur	0104301
38.	Govt. Primary School, Nurpur	Aur	0105701
39.	Govt. High School, Hakimpur	Aur	0102902
40.	Govt. Sen. Sec. School, Aur	Aur	0100102

LIST OF THE VISITED SCHOOLS OF RUPNAGAR DISTRICT

SR NO	NAME OF THE SCHOOL	NAME OF THE BLOCK	DISE Code
1.	Govt. Elementary School, Nangran	Nurpur Bedi	0607601
2.	Govt. Girls High School, Nurpur Bedi	Nurpur Bedi	0607703
3.	Govt. Primary School, Saini Majra	Nurpur Bedi	0609101
4.	Govt. Primary School, Dumewal	Nurpur Bedi	0603401
5.	Govt. Primary School, Mankoli	Nurpur Bedi	0604401
6.	Govt. Middle School, Jatana	Chamkaur Sahib	0205202
7.	Govt. Middle School, Bhairo Majra	Chamkaur Sahib	0201702
8.	Govt. Middle School, Mohan Majra	Chamkaur Sahib	0207802
9.	Govt. Sen. Sec. School, Chamkaur Sahib	Chamkaur Sahib	0202603
10.	Govt. Primary School, Chamkaur Sahib	Chamkaur Sahib	0202601
11.	Govt. Primary School, Dugri	Chamkaur Sahib	0203701
12.	Govt. Primary School, Pipal Majra	Chamkaur Sahib	0208501
13.	Govt. Middle School, Raillon Khurd	Ropar	0706302
14.	Govt. Primary School, Rly Col., Ropar	Ropar	0721101
15.	Govt. Primary School, Raillon Khurd	Ropar	0706301
16.	Govt. Primary School, Bhaddal	Ropar	0703501
17.	Govt. Primary School, Kot Bala	Ropar	0711701
18.	Govt. Sen. Sec. School, Ghanauli	Ropar	0707902
19.	Govt. Middle School, Dulchi Majra	Ropar	0707302
20.	Govt. Primary School, Sahpur Bela	Anandpur Sahib	0107307
21.	Govt. Primary School, Agampur	Anandpur Sahib	0100106

22.	Govt. Sen. Sec. School, Kiratpur Sahib	Anandpur Sahib	0107303
23.	Govt. High School, Agampur	Anandpur Sahib	0100110
24.	Govt. Sen. Sec. School, Massewal	Anandpur Sahib	0108702
25.	Govt. Primary School , Banni	Anandpur Sahib	0101001
26.	Govt. Primary School , Jhinjri	Anandpur Sahib	0106301
27.	Govt. Middle School, Banmajra	Morinda	0500902
28.	Govt. Elementary School, Balla Kalan	Morinda	0500701
29.	Govt. Middle School,Kajauli	Morinda	0503902
30.	Govt. Primary School , Chakla	Morinda	0501901
31.	Govt. Primary School, Dhianpura	Morinda	0503001
32.	Govt. Primary School, Kotli	Morinda	0504701
33.	Govt. Primary School ,Dumana	Morinda	0503301
34.	Govt. Elementary School, Passiwal	Nangal	0111001
35.	Govt. Primary School, Plassi	Nangal	0110801
36.	Govt. Sen. Sec. School, Bhallan	Nangal	0102102
37.	Govt. Primary School , Jandla	Nangal	0105901
38.	Govt. Middle School, Gohlani	Nangal	0105501
39.	Govt. Sen. Sec. School(G), Nangal	Nangal	0114703
40.	Govt. Primary School, Takhatgarh	Nurpur Bedi	0610601

**Coordinator/ Incharges and Field Investigators for SSA
Monitoring of PUNJAB for the period**

1st October 2010 to 31st March 2011

Coordinator: Dr. Jatinder Grover, Assistant Professor, USOL, P.U. Chandigarh.

S. No.	Districts covered	District Incharges
1.	HOSHIARPUR	Mr. Nirmal Singh & Ms. Chinu Batra
2.	PATIALA	Mr. Tejinder Singh and Ms. Sunayana
3.	FATEHGARH SAHIB	Mr. Sandeep Kumar
4.	S.B.S. NAGAR	Ms. Neetu Ohri
5.	RUPNAGAR	Dr. Jaspal Singh & Dr. Kanwalpreet Kaur