



4th HALF YEARLY MONITORING REPORT OF SSA FOR THE CHANDIGARH (U.T.)

Period:
1st April 2012 to 31st October 2012

Districts Covered

1. Chandigarh

Nodal Officer:
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University School of Open Learning,
Panjab University, Chandigarh

**4th Half Yearly Monitoring Report of
Panjab University on SSA for the U.T. CHANDIGARH
(Period of 1st April 2012 to 31st October 2012)**

1. General Information

| Sl. No. | Information | Details |
|---------|---|---|
| 1. | Name of the Monitoring Institute | Panjab University, Chandigarh |
| 2. | Period of the report | 1 st April, 2012 to 31 st October 2012 |
| 3. | No. of Districts allotted | ONE U.T. |
| 4. | Name of Districts Covered | One (Chandigarh) |
| 5. | Month of visit to the Districts / Schools | 01.08.2012 to 20.10. 2012 |
| 6. | Total number of Elementary schools (primary and upper primary to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e District 1, District 2, District 3 etc.) | Total Schools = 104 Schools with Primary & upper primary section =97 PS = 07 |
| 7. | Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e District 1, District 2, District 3 etc) | Primary Section = 21 Upper Primary Section = 19 |
| 8. | Types of school visited | |
| a) | Special training centers (Residential) | 00 |
| b) | Special training centers (Non Residential) | 13 |
| c) | Schools in Urban Areas | 29 |
| d) | School sanctioned with Civil Works | 02 |
| e) | School from NPEGEL Blocks | NIL |
| f) | Schools having CWSN | 04 |
| g) | School covered under CAL programme | 05 |
| h) | KGBVs | NIL |
| i) | Madrassas | 00 |
| 8. | Number of schools visited by Nodal | |

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| | Officer of the Monitoring Institute | 18 |
| 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 Annexure-II |
| 11. | Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO | YES |

12. Details regarding discussion held with state officials: To be filled after presentation. Attached as Annexure-II

13. Selection Criteria for Schools: As per MHRD's needs categories are selected. Within categories schools were selected randomly.(as per TOR) ANNEXURE- I

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

a) List of Schools with DISE code visited by MI.

Attached

b) District Summary of the school reports.

Attached

Coordinator/ Incharges and Field Investigators

| S.No | Coordinator/ Incharge | | Field Investigator | Clusters Covered |
|------|---|---|--------------------|-------------------|
| 1. | Dr. Jatinder Grover | 1 | Ms. Savita | Clusters I-VII |
| | Nodal Officer, Chandigarh. | 2 | Mr. Abishek | Clusters VIII-XIV |
| 2 | Dr. Kanwalpreet Kaur | 3 | Mr. Vineet | Clusters XV- XX |
| | (District Incharge for Monitoring of SSA& MDM) | | | |

SSA Executive Summary of Chandigarh (U.T.)

For the period 1st April 2012 to 31st October 2012.

The monitoring institute has collected data from 40 schools. The sample of 40 schools includes primary section schools (21) and upper primary section schools (19). The selection of schools to be included into the sample has been made with the help sought from Sarva Shikshana Abhiyan officials of the Chandigarh (UT).

| S. No | Intervention & Sub activity | Strengths/ Weaknesses |
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| 1.0 | ACCESS | |
| 1.1 | Physical Access | <p>In the district under reference, the MI had visited 40 schools. Out of these schools, 21 were Primary section schools and 19 were Upper Primary section schools a. The details about the names of the school, DISE code, category etc. of the sample schools as well as the distances of the habitations served by each school has been given in the Table No 1.</p> <ul style="list-style-type: none">• All habitations have access to schools within 1-1.5 km of radius. There are elementary schools in the neighborhood in the 0-1.5 km radius.• All the primary schools visited by MI have upper primary schools within the prescribed distance.• Although children from other habitations were found in some of the primary and upper primary schools. It was also found that there are primary schools and upper primary schools in all these habitations mentioned in the report. Students are enrolled of their own choice in the distant schools.• None of the schools reported any major barrier; the only barrier is the highway crossing in Sector-12, Khudda Lahora , Khudda Jassu schools. Heavy traffic is the only obstruction in the city in majority of schools. Majority of the schools have problem of heavy vehicular traffic however Zebra crossings are portrayed near all the educational institutions. |

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| 1.2. | Quality of Access | <ul style="list-style-type: none"> • Number of rooms is adequate in 55% of the schools. In schools i.e. in Govt. Primary School, Sector 12; GMSSS, Sector-56; Govt. Model School, Sector-52; GMSSS, 33; GMSSS=46; GSSS, Khuda Lahora; Govt. Model Middle School, Khuda Jassu; the rooms are not sufficient as per the RTE norms. • The enrollment ranged from 193 – 1748 in primary schools and pupil classroom ratio ranges from 1: 32 and 1: 71. • The enrollment ranged from 104 – 1293 in upper primary schools and pupil classroom ratio ranges from 1: 15 and 1: 86 . • Classrooms are overcrowded in 20 of the schools as per RTE norms. • Size of the classroom in relation to student strength is adequate in only 60% of the schools. In all the schools the size of classroom is as per norms but the strength of students is very large and due to that varandhas are used as classrooms. • In 35 schools the condition of classrooms is good; and in seven schools i.e. GPS-12, GMHS-12 (PS & UPS), GMSSS- Khuda Lahore (PS& UPS),GMS-52 (PS & UPS) the classrooms were not well lit or the rooms were not clean. In GPS-12 and in GMHS - 12, classrooms and rooms of inn for PGIMER (Post Graduate Institute of Medical Education and Research) patients is very near and it lead to too much disturbance and may lead to pass on of some disease to the students. • Light and ventilation in classrooms is good in 37 of the schools; but some rooms of GPS-12, GMHS-12 (PS & UPS), some rooms were not well lit and have not proper ventilation. • All the schools have blackboards and those are centrally placed suitably to the benefit of all the children. • 34 of schools have furniture's in adequate number and in good condition. In 4 schools the 25% students are sitting on daris/tats and in 2 schools almost 30% students are sitting on daris/ tats. • All schools which have ramps have hand rails and all of them are as per civil work norms. • All schools have separate toilets for boys and girls. In 11 schools, GPS-12, GMHS-12 (PS & UPS), GMSSS- Khuda Lahore (PS& |
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| | | <p>UPS),GMS-52 (PS & UPS), GMMS- Khudda Jassu (PS & UPS); GSSS, Dadu Majra (PS & UPS); the toilets are not adequate as per strength or are not clean.</p> <ul style="list-style-type: none"> • All the schools have good drinking water facility and water coolers with filters are installed in all schools. • All the schools organize outdoor activities. • Only 23 schools have adequate playground with adequate sports materials; maintenance of grounds is required. • 12 schools have CWSN friendly toilets. |
| 1.3 | Social Access | <ul style="list-style-type: none"> • All the schools have children belonging to different castes and economic status. • All the schools are catering to all sections of the society 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 | <ul style="list-style-type: none"> • 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 city as in majority of the colonies inhabited by the poor people and in villages of Dadu Majra, Khudda Ali Sher, Khuda Lahore; a large number of children of 6-14 age group can be seen out of the schools who are not enrolled anywhere. Mainly the outer circuits of the city/ villages habituated by labour class or people of poor socio-economic-status, and children living there are not enrolled anywhere. |

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| 2.0 | SPECIAL TRAINING | |
| 2.1 | For Out of School Children | <ul style="list-style-type: none"> • U.T. is serious about making Special Training Centres functional. About 208 Special Training Centers are running in the city. • Residential Special Training Centers: These centers are meant for orphan/single parent children. At present 8 centers for 200 children are running, at Snehalaya Maloya in partnership with Social Welfare Department UT Chandigarh. • Village Education Register (VER)/ Ward Education Register: The Village Education Register/ WER are not in practice in majority of the schools. • Number of children dropped out: No drop out has been reported by the schools. • No. of children enrolled and present under special training on the day of visit: Number of children enrolled was 283 in 13 STC's in 3 schools. Out of the total 283 children enrolled 209 children (74%) were present in STC's on the day of visit of MI. • Educational Qualification of Special Training Teachers and Education Volunteer: All the Special Training Teachers imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree and Education Volunteers are 10+2 and they are there to assist the Special Training Teachers. • Training of Special Training Teachers: Special Training Teachers received basic induction training of five days. • Teaching learning and evaluation process: 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. 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. IEP's were prepared for OoSC. • Support received from head teacher / teacher of the regular school: Head teacher/ teacher of the regular school provide |

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| | | <p>support to EV for better functioning.</p> <ul style="list-style-type: none"> • Parents' involvement: Parents occasionally visit but majority of parents did not take much interest in their children education. • Grants: At Bridge courses grants for Special Training (ST) received in time, • Honorarium for Special Training Teachers: As per interaction with Special Training Teachers reported that the honorarium was paid to them timely @ Rs. 6000/- per month and to education volunteers @ Rs. 3000/- per month. • Learning competencies/levels of children: The learning/competencies/ level of children is either average or below average. The reason given by the Special Training Teachers that these children were not regular in studies. About 78 students are identified by teachers of special centers to be mainstreamed. • IEP for OoSC: EV has maintained IEP for almost all children enrolled in the centre. |
| 3.0 | QUALITY ISSUES | |
| 3.1 | Enabling Conditions | <ul style="list-style-type: none"> • Teachers use variety of TLMs other than textbooks. • Pupil teacher ratio as per school records in upper primary schools, overall PTR is 1:32 ranging from 1:12 to 1:40 ; and in primary schools, PTR is 1:47 ranging from 1:19 to 1:78. • In 7 of the upper primary schools, PTR is more than 1: 35. In 15 of the primary schools, PTR is more than 1:35. • There are no untrained teachers in the schools. • All the teachers have attended in-service training and computer training. • Almost all of the teachers are aware of RTE. • All the schools have received textbooks within one month of the starting of the session. • There are 16 posts of primary and 30 posts of upper primary teachers were vacant in the visited schools. • TLM grant have been given to the schools in August,2012 to the teachers. • School grant has been released to primary & upper primary schools @ Rs.5000/- per school at primary level & Rs.7000/- |

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| | | <p>per school at upper primary level during the month of July, 2012.</p> <ul style="list-style-type: none"> • Teachers should be guided to prepare durable and easy portable teaching aids. Durable teaching aids have to be prepared. • Computer teachers are appointed on contractual basis, but they have not been appointed timely from the start of the session. |
| 3.2 | Teaching Learning Process | <ul style="list-style-type: none"> • All the teachers consider that the learner is important in teaching learning process. • Only 22-25% 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. • Majority of parents have noticed positive change in teaching learning and evaluation in last 2-3 years. • Classroom management in 32 schools is satisfactory. • Almost 80-85% of the teachers use <i>bilingual method</i> while teaching English. • 85% of the teachers dictate notes. • Discussion method is used by 20-25% teachers in UPS. Otherwise teachers talk is dominating in all the schools. • While teaching Mathematics, thinking and reasoning is emphasized by only 30-32% of the teachers. • 75-80% of the teachers are providing only bookish knowledge. They have not made efforts to connect textbook with real life |

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| | | <p>experiences of children.</p> <ul style="list-style-type: none"> • Science laboratories are not used actively in almost 8 of the upper primary section visited schools. • Onsite support is not available in the schools. However, in primary schools resource teachers have been appointed but they are not seen delivering lecture in the classroom in real situation anywhere in the schools, they are only collecting information from the schools. |
| 3.3 | Issues in equity in quality | <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 all schools 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. • Majority of teachers make efforts to highlight the contributions of different socio-cultural groups to the society. |
| 4.0 | COMPUTER AIDED LEARNING | |
| 4.1 | CAL | <ul style="list-style-type: none"> • In majority of schools computer & its accessories physically available and 90% in working conditions placed in computer laboratories. • Majority of schools have subject wise multimedia materials. • Only 35% teachers have good knowledge about the topics of the digital and multimedia materials. • Almost 90% of the school teachers have the knowledge regarding the use of computers and CDs and about 82% teachers got the computer training ranging from one day to one week duration. • The average time gap for getting computer functional varies from 15 days to one month. • Almost 27% school teachers especially in Maths, Science & Social Studies are using digital content TLMs as supplementary materials to the course materials and <i>using</i> some of these materials for their classroom transactions. |

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| | | <ul style="list-style-type: none"> All teachers are aware about the availability of subject wise multimedia materials in the school. |
| 5.0 | GIRLS EDUCATION (NO NPEGEL SCHEME IN CHANDIGARH but some things under NPEGEL are noted) | |
| 5.1 | NPEGEL | <ul style="list-style-type: none"> There are no big gaps between boys and girls here in terms of number or their presence in schools. Teachers have the gender sensitization. There are no stereotyped practices against girls. The participation levels of girls is good and non discriminatory. None of the schools or teachers is discriminatory for girls. Both boys and girls participate actively in groups in various curricular and co-curricular activities. |
| 5.2 | KGBV: | No KGBV in Chandigarh. |
| 6.0 | INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN | |
| 6.0 | In the Classroom | <ul style="list-style-type: none"> All the CWSN are actively participating in class and school activities as per their capacities. During the last two months 68% CWSN have been very regular. On the day of visit out of 212 CWSN enrolled 149 were present. 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. In almost all of the schools children have attended medical camps. 50-55% of the Devices like spectacles, auditory devices delivered to the CWSN are in working condition. CWSN friendly TLMs are available with these teachers. Brail books, large print books, magnifiers and educational kit to all the CWSN students have been given free of cost. Summer camps and the curricular activities are organized for CWSN. Five resource centre GSSS-38W, GSSS-15, GSSS-45, GMHS-28C, and GMSSS-8 have been made to cater the needs of |

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| | | <p>CWSN in the different schools under these centres. 11 resource teachers have been appointed in these 5 resource centers.</p> <ul style="list-style-type: none"> • The transport and escort allowance @ Rs.200/- and Rs. 500/- resp. is given to all the CWSN regularly. • The resource teachers visit the different schools to provide guidance and training to CWSN and teachers. • IEP for all CWSN students were prepared and available in schools. |
| 6.2 | Teachers: | <ul style="list-style-type: none"> • All the teachers show special attention towards CWSN. • 1-2 teachers in all schools have got training on teaching CWSN which was adequate. • There are resource teachers available in Clusters and their frequency of visits to all the schools is once/twice a month. • There are Individualized Educational Plans (IEPs) available in all the schools. • Home based education is provided by the volunteer resource teachers. |
| 6.3. | Parents: | <ul style="list-style-type: none"> • Home based education provided to severely disabled children. • In all the schools 75% parents have received counseling. • 85% of parents are aware of availability of resource teachers and know them. • HBE children get support through volunteer resource teachers. • HBE is provided to severely disabled students who are either OH, MR, Completely blind or CP by volunteer teachers with the help of resource teachers. But volunteer teachers have to be provided special TLM for the severely disabled children. • For HBE, the volunteers should be fully trained one as its very challenging to cater the severely disabled children. |
| 7.0. | CIVIL WORKS | |
| | Civil works: | <ul style="list-style-type: none"> • All the two schools i.e. GMSSS- Sector-56 completed the construction of additional classrooms and GMSSS- Sector-10 just started the civil works sanctioned to them i.e. of paver blocks. • Quality of work and infrastructure is fairly good in all the schools |

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| | | <ul style="list-style-type: none"> • In all the schools approved drawing is not present as in UT Chandigarh, Civil works are undertaken by the Engineering Department after approval of the State Architect Department in compliance with the building byelaws and other structural specifications laid down by Chandigarh Administration. • The construction work is supervised by highly professional engineers of the Engineering Department of Chandigarh. The building materials' specifications are strictly checked. • All buildings constructed are RCC structures. • The schools heads and in charge of the buildings in the DEO office supervise the progress of buildings. • SSA does not pay any fee for any type of services rendered by Country & Town, Planning Department & PWD Department for various activities, entailing construction of school buildings • Civil work is delayed for 1-2 years and steps has to be taken to complete the work in time. |
| 8.0 | Community Awareness: | <ul style="list-style-type: none"> • All the schools have SMCs and have been formulated according to RTE Act new guidelines. • There are 5-15 members in SMCs, Most of the members are mother or father of children studying in the school and president/ chairman of the SMC is one of the parent of the students. Other members include teachers and one student of the school. There is adequate representation of women, SC, ST and minorities in the SMCs. • 60-65% of the SMC members are aware about the SSA activities and their roles and responsibilities. • About 40-45% of the members are helping the school administration actively as reported by the heads of all schools. • 25-27% of SMC members are aware of school development plans. • Regarding awareness on RTE Act among the SMC members, it is good among 75-77% members. |

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| | | <ul style="list-style-type: none"> • 77% SMC members have got training of 3 days. • SMC meetings are being held once a month in all the schools. • In 7 schools members of SMC visit the schools weekly and in 33 schools, they visit once a month. • In almost all the schools about 20 - 25% of the SMC members participate in the various school functions. • Minutes of the SMC meetings are available in all the schools. |
| 9.0 | MIS | |
| 9.1 | DISE: | <ul style="list-style-type: none"> • All the schools have supplied data under DISE. • All the schools have maintained and updated all the records have a copy of the filled-in Data Capture Format (DCF). • Regular maintenance and updating of school records is being done in all the schools. • All Heads got the training to fill DCFs. • Janavachan was conducted in almost all of the schools as all schools claimed that they have shared the report card with the SMC in their monthly meeting. • All the schools have received School Report Cards. But it's not displayed on notice boards in any of the schools. |
| 10. | FINANCIAL MANAGEMENT | |
| 10.1 | Financial Management | <ul style="list-style-type: none"> • Cash Books, Pass Books and Stock Registers are available in all the schools. • Transfer of funds is done through e-transfer through the cluster incharges. • All the schools received Teacher Grant, School Grant and Maintenance Grant between Sept. to Dec. in 2012. • 33 of SMC accounts are audited internally of previous year. • All SMC have shared the proposals for expenditure and expenditure statements of the previous year with the community and of new one they have made the planning to use the grant as passed by SMC and then share the expenditure in the next meeting related to school grant. |

REPORT OF CHANDIGARH U.T. FOR THE PERIOD

for the period 1st OCTOBER, 2011 - 31st MARCH 2012

Background: In Chandigarh U.T. 40 schools were chosen as the sample. The report of SSA is based on the data collected from these schools.

1.0. ACCESS:

In the 40 schools, 17 schools were Primary Section schools and 20 schools were upper primary section schools and 3 madrassas. 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 the district under reference, the MI had visited 40 schools. Out of these schools, 17 were Primary section schools and 20 were Upper Primary section schools and 3 Madrassas. The details about the names of the sample schools as well as the distances of the habitations served by each school has been given in the Table No 1.

- All habitations have access to schools within 1 - 1.5 km of radius. There are elementary schools in the neighborhood in the 0 - 1.5 km radius.
- All the Primary schools visited by MI have Upper Primary Schools within the prescribed distance.

A.2. If the children from habitations at a distance greater than what is prescribed for a neighborhood school are enrolled in the school, reasons thereof: Although children from other habitations were found in some of the Primary and Upper Primary Schools. It was also found that there are Primary schools and Upper Primary schools in all these habitations mentioned in the report. Students are enrolled of their own choice.

- The distances of the habitations covered by the sample schools were within the prescribed distance for a neighborhood school. However, some students were coming from the other localities but who attend the distant schools which were other than their own locality, they do so out of their own choice (due to facilities & quality of education i.e. model schools are preferred than the

normal schools) and not because of unavailability of elementary schools nearby.

A.3. Presence of any natural or man-made barriers: None of the schools reported any major barrier; the only barrier is the highway crossing in Sector-12, Khudda Lahora , Khudda Jassu schools. Heavy traffic is the only obstruction in the city in majority of schools. Majority of the schools have problem of heavy vehicular traffic however Zebra crossings are portrayed near all the educational institutions.

A.4. Nearby Upper Primary School: All of the sample villages/habitations have Primary and Upper Primary Schools within the distance prescribed for a neighborhood school. Details about the Name and distance of the Upper Primary school from the habitation the school is located at are given in Table - 1.

| S. N. | Name and Category of school visited. | Name of habitations catered | Distance from each habitation | Name of the upper Primary school from the habitation the school is located at | Distance of the upper Primary school from the habitation the school is located at |
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| 1 | Govt. Primary School-12 | Sector- 12 PU, Chd Naya Gaon Khudda Lahore | 0 km 300m 700 m 1 km | Govt. Model High School-12 | 200 m |
| 2 | Govt. Primary School –Makhan Majra | Makhan Majra | 0-1 km | | 500 m |
| 3 | Govt. Model High School -29A (Primary section) | Sector- 29 Industrial Area Sector-28 Sector-32 | 500 m 1-1.5 km 1 km 1 km | Govt. Model High School - 29A | Same premises |
| 4 | Govt. Model Sen Sec School -46 (Primary section) | Sector-46 Sector-49 Ram Darbar | 0-1 km 1 km 1-1.5 km | Govt. Model Sen. Sec. School -46 | Same premises |
| 5 | Govt. Model Sen. Sec. School -47 (Primary section) | Sector- 47 Sector-46 Ram Darbar Motor Market 48 | 500 m 1 km 1 km 1-1.5 km | Govt. Model Sen. Sec. School -47 | Same premises |
| 6 | Govt. Model Sen. Sec. School -33 (Primary section) | Sector-33 Sector-32 Sector-45 | 500 m 1 km 1 km | Govt. Model Sen. Sec. School -33 | Same premises |
| 7 | Govt. Model Sen. | Sector-37 | 500 m | Govt. Model | Same |

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| | Sec. School -37B (Primary section) | Sector-41 Sector-24 | 1 km 1-1.5 km | Sen. Sec. School -37B | premises |
| 8 | Govt. Model School- 52 (Primary section) | Sector- 52 Palsora Sector-53 | 500m 1-1.5 km 1 km | Govt. Model School- 52 | Same premises |
| 9 | Govt. Model High School -36D (Primary section) | Sector- 36 Sector-23 Sector-35 | 500m 1 km 1 km | Govt. Model High School - 36D | Same premises |
| 10 | Govt. High School - 38B (Primary section) | Sector – 38 Sector-40 Dainik Bhaskar Colony | 500 m 700 m 1 km | Govt. High School -38B | Same premises |
| 11 | Govt. Model High School -43 (Primary section) | Kajheri Sector- 43 Sector-44 | 1 km 500 m 1 km | Govt. Model High School -43 | Same premises |
| 12 | Govt. Model Sen. Sec. School -35D (Primary section) | Sector-35 Sector-34 Setor-21 | 0-1km 1km 1 km | Govt. Model Sen. Sec. School -35D | Same premises |
| 13 | Govt. Model Sen. Sec. School - 56 (Primary section) | Sector-56 Sector-55 Sector-39 Phase-1(SAS) | 500 m 1 km 1 km 1 km | Govt. Model Sen. Sec. School - 56 | Same premises |
| 14 | Govt. High School - Khudda Alisher (Primary section) | Khudda Alisher Kansal Sector-11 | 300 m 700 m 1 km | Govt. High School -Khudda Alisher | Same premises |
| 15 | Govt. High School - Karsan (Primary section) | Karsan Ram Darbar Industrial Area | 0-1 km 1 km 1-1.5km | Govt. High School -Karsan | Same premises |
| 16 | Govt. Middle Model School- Khudda Jassu (Primary section) | Khudda Jassu Khudda Lahore Naya Gaon | 500 m 500 m 1km | Govt. Model Middle School, Khudda Jassu | Same premises |
| 17 | Govt. Sen. Sec. School, Khudda Lahora (Primary section) | Khudda Lahore Khudda Jassu PGI Naya Gaon | 500 m 500 m 1 km 1 km | Govt. Sen. Sec. School, Khudda Lahora | Same premises |
| 18 | Govt. Model Sen. Sec. School, Sector- 10 (Primary section) | Sector-10 Naya Gaona Kansal Sector-11 | 500 m 1 km 1 km 700 m | Govt. Model Sen. Sec. School, Sector- 10 | Same premises |
| 19 | Govt. High School, Sector-22 C (Primary section) | Sector-22 Sector -21 Sector-35 | 500 m 1 km 1 km | Govt. High School -22C | Same premises |
| 20 | Govt. Model High School, Sector-12 (Primary section) | Sector-12 Khudda Lahora Khudda Jassu Naya Gaon Sector-14 Parch Janta colony | 200 m 1 km 1 km 700 km 500 m 3 km 3.5 km | Govt. Model High School, Sector-12 | Same premises |

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| 21 | Govt. High School, Dadu Majra (Primary section) | Dadu Majra Sector-38 Sector-25 | 300 m 1km 1 km | Govt. High School, Dadu Majra | Same premises |
| 22 | Govt. Model High School -29A (Upper Primary section) | Sector- 29 Industrial Area Sector-28 Sector-32 Railway Colony | 500 m 1-1.5 km 1 km 1 km 3 km | Govt. Model High School - 29A | Same premises |
| 23 | Govt. Model School - 46 (Upper Primary section) | Sector-46 Sector-49 Ram Darbar | 0-1 km 1 km 1-1.5 km | Govt. Model School -46 | Same premises |
| 24 | Govt. Model Sen. Sec. School -47 (Upper Primary section) | Sector- 47 Sector-46 Ram Darbar Motor Market 48 Daria village | 500 m 1 km 1 km 1-1.5 km 2.5 km | Govt. Model Sen. Sec. School -47 | Same premises |
| 25 | Govt. Model Sen. Sec. School -33 (Upper Primary section) | Sector-33 Sector-32 Sector-45 | 500 m 1 km 1 km | Govt. Model Sen. Sec. School -33 | Same premises |
| 26 | Govt. Model Sen. Sec. School -37B (Upper Primary section) | Sector-37 Sector-41 Sector-24 | 500 m 1 km 1-1.5 km | Govt. Model Sen. Sec. School -37B | Same premises |
| 27 | Govt. Model School - 52 (Upper Primary section) | Sector- 52 Palsora Sector-53 Sector-55 | 500m 1-1.5 km 1 km 3 km | Govt. Model School -52 | Same premises |
| 28 | Govt. Model High School -36D (Upper Primary section) | Sector- 36 Sector-23 Sector-35 | 500m 1 km 1 km | Govt. Model High School - 36D | Same premises |
| 29 | Govt. High School GHS-38B (Upper Primary section) | Sector – 38 Sector-40 Dainik Bhaskar Colony Dadu Majra | 500 m 700 m 1 km 3-4 km | Govt. High School GHS- 38B | Same premises |
| 30 | Govt. Model High School -43 (Upper Primary section) | Kajheri Sector- 43 Sector-44 | 1 km 500 m 1 km | Govt. Model High School -43 | Same premises |
| 31 | Govt. Model Sen. Sec. School -35D (Upper Primary section) | Sector-35 Sector-34 Setor-21 | 0-1km 1km 1 km | Govt. Model Sen. Sec. School -35D | Same premises |
| 32 | Govt. Model Sen. Sec.School -56 (Upper Primary section) | Sector-56 Sector-55 Sector-39 Phase-1(SAS) Juzar Singh Nagar | 500 m 1 km 1 km 1-2 km 3-4 km | Govt. Model Sen. Sec.School -56 | Same premises |

| | | | | | |
|----|--|--|--|--|------------------|
| 33 | Govt. High School GHS-Khudda Alisher (Upper Primary section) | Khudda Alisher Kansal Sector-11 Janta Colony | 300 m 700 m 1 km 3.5 km | Govt. High School GHS- Khudda Alisher | Same premises |
| 34 | Govt. High School GHS-Karsan (Upper Primary section) | Karsan Ram Darbar Industrial Area Railway Colony | 0-1 km 1 km 1-1.5km 3-4 km | Govt. High School GHS- Karsan | Same premises |
| 35 | GMMS-Khudda Jassu (Upper Primary section) | Khudda Jassu Khudda Lahore Naya Gaon Parch Mullanpur | 500 m 500 m 1km 3.5 km 4 km | GMMS-Khudda Jassu | Same premises |
| 36 | Govt. Model Sen. Sec. School, Khudda Lahora (Upper Primary section) | Khudda Lahore Khudda Jassu PGI Naya Gaon Parch | 500 m 500 m 1 km 1 km 4 km | Govt. Model Sen. Sec. School, Khudda Lahora | Same premises |
| 37 | Govt. Model Sen. Sec. School, Sector- 10 (Upper Primary section) | Sector-10 Naya Gaona Kansal Sector-11 Karora Janta Colony | 500 m 1 km 1 km 700 m 3.5 km 2-3 km | Govt. Model Sen. Sec. School, Sector- 10 | Same premises |
| 38 | Govt. High School, Sector-22 C (Upper Primary section) | Sector-22 Sector -21 Sector-35 Colony No.5 Sector-56 | 500 m 1 km 1 km 5 km 5 km | Govt. High School, Sector- 22 C | Same premises |
| 39 | Govt. High School, Sector-12 (Upper Primary section) | Sector-12 Khudda Lahora Khudda Jassu Naya Gaon Sector-14 | 200 m 1 km 1 km 700 km 500 m | Govt. High School, Sector- 12 | Same premises |
| 40 | Govt. High School, Dadu Majra (Upper Primary section) | Dadu Majra Sector-38 Sector-25 Dhanas | 300 m 1km 1 km 2-3 km | Govt. High School, Dadu Majra | Same premises |

B. Quality of Access:

B.1. Number of classrooms in the school and student classroom ratio: The enrollment ranged from 193 – 1748 in primary schools and pupil classroom ratio ranges from 1: 32 and 1: 71 ; and enrollment ranged from 104 – 1293 in upper primary schools and pupil classroom ratio ranges from 1: 15 and 1: 86 . In schools i.e. in Govt. Primary School, Sector 12; GMSSS, Sector-56; Govt. Model

School, Sector-52; GMSSS, 33; GMSSS-46; GSSS, Khuda Lahora; Govt. Model Middle School, Khuda Jassu; the rooms are not sufficient as per the RTE norms. In GMSSS-46 (PS) ; and GMS -52 (PS)– pupil classroom ratio is 1: 71 and 1: 67 resp and in GMSSS-46 (UPS) and GMSSS-56 (UPS)- pupil classroom ratio is 1:72 and 1:86 resp.

- Classrooms are overcrowded in 13 primary section schools and 12 upper primary section schools as per RTE norms.
- Size of the classroom in relation to student strength is not adequate in 25 of the schools. In all the schools, the size of classroom is as per norms but the strength of students is very large and due to that varandhas are used as classrooms or students are seating very closely in classrooms.
- In 33 schools the condition of classrooms is good; and in seven schools i.e. GPS-12, GMHS-12 (PS & UPS), GMSSS- Khuda Lahore (PS& UPS),GMS-52 (PS & UPS) the classrooms were not well lit or the rooms were not clean. In GMHS -12 (PS + UPS), classrooms and rooms of inn for PGIMER (Post Graduate Institute of Medical Education and Research) patients is very near and it lead to too much disturbance and may lead to pass on of some disease to the students. There is problem of seepage in the rooms of GPS-12 and GMHS-12. The building of Govt. Primary School -12 need to be renovated very soon.



PGI INN WINDOWS IN GMHS- SECTOR-12 BUILDING



SEAPAGE IN SCHOOL BUILDING- CLASSROOMS OF GMHS SECTOR-12 & GPS- SECTOR-12

B.2. Furniture for the children: 34 of schools have furniture's in adequate number and in good condition. In 4 schools i.e GMHS-12 (PS+ UPS), GSSS , Khuda Lahora (PS), and GMS – Sector -22 C (PS), almost 25% students are sitting on daris/tats and in 2 schools i.e. GPS-12 and GMS-52 (PS) almost 30% students are sitting on daris/ tats.



STUDENTS SEATING ON DARIS IN GMSSS- KHUDA ALISHER

B.3. Light and Ventilation: Light and ventilation in classrooms is good in 37 of the schools; but some rooms of GPS-12, GMHS-12 (PS & UPS), some rooms were not well lit and have not proper ventilation. Windows of some rooms/ corridors of GMHS-12 are open towards PGI hospital and it is very troublesome for students to study there.

B.4. Building Design: While observing whether the school building is child friendly, Building design are reasonably good in all of the schools. In all schools doors, latches were child friendly but in schools of sector-52 and Sector-56, there are

broken window panes of 30-35% windows of classrooms. In almost all schools stairs and flooring is child friendly.



BROKEN WINDOW PANES OF CLASSROOMS OF GPS-12 & GMS-52

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 all of the schools have good quality blackboard.

B.6. Ramps on schools: Almost all the schools which 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 schools have separate toilets for boys and girls. But in 11 schools, GPS-12, GMHS-12 (PS & UPS), GMSSS- Khuda Lahore (PS& UPS),GMS-52 (PS & UPS), GMMS-Khudda Jassu (PS & UPS); GSSS, Dadu Majra (PS & UPS); the toilets are not adequate as per strength or are not clean. All of the schools have running water available in the toilets. With regard to maintenance of toilets, 11 of the schools have poor maintenance because in these schools strength of students is very high. 12 of the schools have CWSN friendly toilets and none of the girls' toilets have incinerator facility. In GPS-12, the door of girls toilet is half broken.



TOILETS (BOYS & GIRLS) IN GMHS SECTOR-12

B.8. Drinking water: All the schools have good drinking water facility and water coolers with filters are installed in all schools. Water storage tanks are there in all schools. But in GPS – Sector 12, the condition of drinking water area is very unhygienic. Cleaning of over head water tanks is done once a year by the Municipal Committee of the city. But due to high density of students population in the schools of outer circuits of city i.e of Sector-52, Sector-56, more water tanks to be constructed/ installed there and regular cleaning i.e. minimum thrice a year is required in all schools.

B.9. Play grounds: Play grounds exist in 37 of the schools. But well maintained playgrounds are only in 23 schools for their assembly as well as games and sports. All schools organize outdoor activities but in 9 schools outdoor activities are not organized in an enthusiastic way. Sports and games materials are not adequate 17 of the schools. Playground of GPS-12 is not sufficient. 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.

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. All the schools have both boys and girls. CWSN are in almost all schools.

C.2. Attendance pattern of the children: The field data indicates that students from weaker sections are not regular to schools mostly because of poverty they need to work outside to supplement family earnings in the season of marriages and crop harvesting. Poverty is the main cause because of which some children cannot access school facilities regularly but percentage of such students is very less in primary classes. This is understood by teachers and SMCs.

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 sample 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 are actively participating in classroom activities.

D.3. Child mapping: Child mapping is required in the city in all schools as many children in outer circuit colonies/ villages of UT and also in inner sectors; children of migrant labourers in Panjab University, Khudda Jassu, Khudda Lahora, Khudda Alisher 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.

2.0. SPECIAL TRAINING (FOR OUT OF SCHOOL CHILDREN)

U.T. administration is serious about making Special Training Centers functional. Age appropriate basic competencies are identified and age specific materials are also prepared. About 208 Special Training Centers are running in the city to cater to the out of school children.

- 2.1. Special Training Centers:** Special Training Centers are running in schools for the children who are never enrolled/dropouts. These children are prepared for age appropriate class in STC's to enable them to integrate with other children in the class academically as well as emotionally.
- 2.2. Residential Special Training Centers:** These centers are meant for orphan/single parent children. At present 8 centers for 200 children are running, at Snehalaya Maloya in partnership with Social Welfare Department UT Chandigarh.
- 2.3. Madarsas:** During 2012-13 Chandigarh has five Madarsas functional in the UT for giving education to Muslim children. Volunteer teachers have been appointed there. Stationary, text books, uniforms, jersey, shoes and teaching learning material has been provided to them.
- 2.4. Village Education Register (VER)/ Ward Education Register:** The Village Education Register/ WER are not in practice in majority of the schools.
- 2.5. No. of children enrolled and present under special training on the day of visit:** Number of children enrolled was 283 in 13 STC's in 3 schools. Out of the total 283 children enrolled 209 children (74%) were present in STC's on the day of visit of MI.
- 2.6. Number of children dropped out:** No drop out has been reported by any of the schools only shifting of some of the students to other areas have been reported by the schools.
- 2.7. Educational Qualification of Special Training Teachers & Education Volunteer:** All the **Special Training Teachers** imparting teaching to OoSc are either Graduate or Post Graduate and trained having B.Ed degree and Education Volunteers are 10+2 and they are appointed to assist the special training teachers i.e. in survey, teaching etc.

- 2.8. Training of Special Training Teachers:** All **Special Training Teachers** received basic training (induction) of five days.
- 2.9. Teaching learning and evaluation process:** Special Training Teachers (STT) 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, STT's also organized other activities for overall development of OoSc. Regular Oral test and written examination were held fortnightly to evaluate children learning level. IEP's were prepared for almost all the children.
- 2.10. Support received from head teacher / teacher of the regular school:** Head teacher/ teacher of the regular school provide support to EV for better functioning.
- 2.11. Parents' involvement:** Parents occasionally visit but majority of Parents did not take much interest in their children education.
- 2.12. Grants:** Grants for Special Training (ST) are received in time,
- 2.13. Honorarium for Special Training Teachers:** As per interaction with STTs reported that the honorarium was paid to them timely @ Rs. 6000/-pm and to education volunteers @ Rs. 3000/- pm.
- 2.14. Learning competencies/levels of children:** The learning/ competencies/ level of children is either average or below average. The reason given by the teachers is that these children were not regular in studies. About 74 students were identified by teachers of special centers to be mainstreamed. To evaluate the learning competencies of STC students no specific criterion has been specified and moreover no syllabi has been developed for the upper primary dropouts.

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 1:37 on average.
- A.2. Pupil Teacher Ratio:** Pupil teacher ratio as per school records in upper primary schools, overall PTR is 1:32 ranging from 1:12 to 1:40 ; and in primary schools, PTR is 1:47 ranging from 1:19 to 1:78, which is quite high. In 7 primary section schools, PTR is more than 1:50; and in 8 primary section schools , PTR is more than 1:35. In 7 of the upper primary section schools the PTR is more than 1:35. Chandigarh is having a unique population distribution. Central sectors are having schools with less enrolment. Many schools in these sectors are single section schools whereas in the outer areas, the schools are overcrowded.
- A.3. Teachers' vacancies:** Regarding teacher vacancies, in majority of schools there are no major vacancies, contractual teachers have been appointed. There are **16 posts** of primary and 30 posts of upper primary teachers were vacant in the visited schools. Computer teachers are appointed on contractual basis, but they have to be appointed timely from the start of the session.
- A.4. Teachers for teaching Science, Mathematics and Languages:** In 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:** Subject based training in Mathematics and Science was imparted to the teachers. The training was non-residential in nature. Computer training has been provided to almost 75% of teachers ranging from one day to one week.
- A.7. Usefulness of training programme:** In case of usefulness of training programme, all school teachers opined that training programme is useful and it helped in improving teaching skills and classroom problems. 47% teachers were of the view that the training should be regularly provided by the experts only.

- 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 all of the teachers were aware of it.
- A.9. Text books/uniform:** 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. The uniforms were given to all the students.
- A.10. TLMs used other than the textbooks:** Maps, globes, charts and models are used in schools. PPT's and transparencies were prepared by 10-12% teachers in the subjects of science and Social Studies. ICT is an important component of TLM. Teachers are given training in developing their own materials based on ICT which makes the teaching and learning interesting.
- A.11. School Grants:** TLM grant has been given to the schools in August,2012. School grant has been released to primary & upper primary schools @ Rs.5000/- per school at primary level & Rs.7000/- per school at upper primary level during the month of July ,2012. School grant is generally 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, math's kits etc. Teachers should be guided to prepare durable and easy portable teaching aids.

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 35-40% teachers have understanding of constructivist in real and were practicing the approach as desired in classroom teaching. About 85% of teachers dictate notes during teaching learning process. Majority of teachers are using teacher dominated methods in classrooms. About 22-25% of teachers provide adequate concrete experiences by quoting examples 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 by 80-85% of the teachers. Emphasis on speaking ability in English is poor in 75% of schools which needs to be improved. Discussion method is used by 20-25% 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 about 30-32% of the teachers are emphasizing thinking and reasoning development while teaching mathematics. Science laboratories are not used actively in 8 of the upper primary schools. 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 15-17% teachers were motivating students to actively participate and express their independent views in the classroom.

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 academic support is not available for the upper primary classes as noticed in school , however UT authority has claimed that Upper Primary Resource Coordinators have been appointed. However, for primary classes resource teachers have been appointed but they are not seen delivering lecture in the classroom in real situation anywhere in the visited schools, they are only collecting information from the schools.

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 majority of parents have noticed positive change 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 70-75% of the parents have noticed change in evaluation as their wards have secured better marks/grades when compared to previous year. But 25 - 30% parents are not aware of the changes in the teaching learning and evaluation processes. It is required 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 32 (80% of visited) 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 all 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 U.T. 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 all 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. Majority of teachers made efforts to highlight the contributions of different socio-cultural groups to the society on PTM's or by giving awards.

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. All of the 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: About 75-80% 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 a handful of 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. 90% of the equipments received under CAL are available in all the schools and are in working conditions. In almost all of the schools the condition of the rooms where the computers and other accessories are kept is satisfactory. In 4 of the visited school's 1-2 computers are not functioning and are required to be repaired. In U.T., 18 Govt. Schools Multimedia rooms have been equipped with one LCD projector, one desktop computer with UPS, one digital podium with speakers, mic, amplifier and facility for storage of educational CDs and lock and key of computer system. The average time gap for getting computer repaired/ functional varies from 15 days to one month. Multimedia contents procured from CIET- NCERT and DPEP-SSA IGNOU have been supplied to these schools for multimedia teaching,

4.2. Usage of Activity based digital content TLM: Regarding Usage of Activity based digital content TLM, it is observed that in all the schools subject-wise and topic- wise list of materials are available. Only 35% of upper primary teachers have full knowledge about the topics of the digital and multimedia materials available in the school however all of the upper primary teachers are aware of

availability of computers and subject wise multimedia materials in the school. With regard to its using in the classroom almost 27% of school teachers especially in Maths, Science & Social Studies digital content TLMs are using these as supplementary materials to the course materials and integrated with teaching learning process as a part of classroom teaching.

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, all the teachers have received training in CAL. It is also observed that almost 90% of the upper primary school teachers have the knowledge regarding the computers and it's working and about 82% of teachers got the computer training ranging from one day to one week duration. In 2011-12, twenty days training was given to 2-3 teachers of all the schools to develop lesson plan by using PowerPoint and internet.

4.4. With regard to skill to develop their own digital TLM: it is found that only 5% teachers 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

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 any of the schools, it is due to ill health. In none of the school's girl students are absent due to socio cultural barriers, household responsibilities or earning for livelihood. Achievement of girls is better than boys. 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, parents and community members of all the schools have received

gender sensitization training. 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 72.5% schools the toilets are in good condition and in 27.5% schools girls toilets are not good on the basis of sanitation. In 27.5% schools namely GMSSS, Khudda Lahora (PS + UPS - sections); GPS – Sector 12 (broken door of single girls toilet); GMHS, Sector -12 (Primary and Upper primary section); GMS- Sec-52 (Primary and Upper primary sections); GMSSS, Sector-56(Primary and Upper primary section); and GSSS, Dadu Majra (Primary and Upper primary section), where strength of students is more, 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.



BROKEN DOOR OF GPS- SECTOR-12 GIRLS TOILET



POOR CONDOITION OF TOILETS IN GMMS- KHUDDA JASSU & GMSSS- KHUDDA LAHORE

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 school range from six to thirty two, about 70% which were present in the schools 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 68 % of CWSN have been very 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 62% of the cases (low vision), moderate in 29% of the cases (deaf & dumb, speech disability) and it was severe in 11% of the cases (multiple handicap, mentally retarded). Types of disability were Physically Handicapped (PH), Mentally Retarded (MR), Visually Handicapped (VH), Hearing Impaired (HI), Speech Disability (SD), Learning Disability (LD), Cerebral Palsy (CP) and Multiple Disability (MD). A

total of 212 children are enrolled in the visited schools under the CWSN category.

- 6.4 Attendance of CWSN:** Almost 50% of CWSN have more than 75% attendance; 18% CWSN have 60% attendance; and only 32% have less than 60% attendance during the month of August-September , 2012.
- 6.5 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.
- 6.6 Participation level of CWSN in classroom processes:** All the CWSN are actively participating in class and school activities as per their capacities.
- 6.7 Encouragement of CWSN by teacher:** All the teachers show special attention towards CWSN. 1-2 teachers in all schools have got training on teaching CWSN which was adequate. In all the schools teachers made effort to encourage CWSN to participate in classroom activities. Summer camps and the curricular activities are organized for CWSN.
- 6.8 Availability of TLM with CWSN:** CWSN friendly TLMs are available in all schools. Brail books, large print books, spectacles, auditory aids, magnifiers and educational kit to all the CWSN students have been given free of cost.
- 6.9 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.
- 6.10 Preparation of IEP by the school for CWSN:** In all schools Individualized Educational Plan (IEPs) was prepared for CWSN.
- 6.11 Availability of Resource Teacher:** Five resource centre GSSS-38W, GSSS-15, GSSS-45, GMHS-28C, and GMSSS-8 have been made to cater the needs of CWSN in the different schools under these centers. 11 resource teachers and 10 volunteer resource teachers have been appointed on contract basis in these resource centers.
- 6.12 Frequency of visits of Resource Teacher to school:** The frequency of visit by the Resource Teachers was reported once/twice in a month in each school.
- 6.13 Nature of support by the resource teacher:** Resource Teachers provides TLM to CWSN and prepares IEP for CWSN and counsel the teacher and parents.

- 6.14 Awareness of Parent about the availability of Resource Teacher:** Almost 85% parents were aware about the availability of resource teachers.
- 6.15 Status of parent counseling:** 75% parents of CWSN were counseled, whereas 25% parents of CWSN were not counseled.
- 6.16 Status of medical assessment of CWSN:** In all schools health check-up camps were organized for CWSN children, in emergency need the doctors of Sector-19 dispensary are appointed for check up. The transport and escort [allowance @ Rs.200/-](#) and Rs. 500/- resp. is given to all the CWSN regularly.
- 6.17 Condition and Functionality of assistive devices:** All CWSN children were diagnosed to take some assistive devices and it was supplied to all of the schools and 50-55% of the devices are in working condition.
- 6.18 Home based support:** HBE is provided to students who are either OH, MR, Completely blind or CP by volunteer teachers with the help of resource teachers. But volunteer teachers need to be provided with special TLM for the severely disabled children. Frequency of visit by care giver/ volunteer was 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 One major observation is that for the HBE, the volunteers should be fully trained one as its very challenging to cater the severely disabled children.

7.0. CIVIL WORKS

For monitoring the civil works, 2 schools which had civil works were taken and the report is based on those observations

- 7.1. Type, Agency, MOU and status of work :** In UT Chandigarh, Civil works are undertaken by the Engineering Department after approval of the State Architect Department in compliance with the building byelaws and other structural specifications laid down by Chandigarh Administration. All the two schools i.e. GMSSS, Sector-56 (rooms construction sanctioned in 2010-11 have completed the construction of rooms; and GMSSS, Sector-10 pavers block work have started the as the civil works sanctioned to them.



GMSSS, SECTOR -56 – NEW CONSTRUCTION OF ROOMS

- 7.2. Visits by Technical Person:** The construction work is supervised by highly professional engineers of the Engineering Department of Chandigarh. The building materials' specifications are strictly checked.
- 7.3. 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 and In charge of the buildings in the DEO office supervise the progress of buildings.
- 7.4. Accounting, Transparency and fund flow:** Continuous accounting is there and the funds released by The Sarva Shiksha Abhiyan Society to the Engineering Department, UT, Chandigarh as whole work is monitored by the SSA authority and Engineering Department, UT, Chandigarh.
- 7.5. Perception of the Community:** Perception of the community regarding quality of materials used in construction works was good in all the 04 schools.
- 7.6. MIs impression of quality:** MIS impression of quality of school infrastructure was good in all the three schools visited by MI.

7.7. 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.

Civil work is delayed for 1-2 years and steps have to be taken to complete the work in time.

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 SMC: Regarding constitution of SMC as per the school records in almost all the schools SMCs have been formulated according to RTE Act as new notification. There are representation of women, SC, ST and minorities. Most of the members are mother or father of children studying in the school and president/ chairman of the SMC is one of the parent of the students. Other members include teachers and one student of the school.

There are 5-15 members in all SMCs, one of the parent of student of the institution is the President of SMC; head is the secretary of SMC and 3-7 others are members who are parents of the students, student representation is also there.

8.2. Awareness of SMC members about their roles and responsibilities as notified by the Government: With regard to awareness of SMC members about their roles and responsibilities as notified by the Government it is observed that 65% 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 SMC, they are being held once a month in all the schools.

8.4. Awareness level of SMC members about specifics: Interaction with community members showed that awareness level of SMC members about details of SSA is good among 30% of SMC members, average among 35% of and poor among 35% of SMC members. Regarding awareness on RTE Act among the SMC members, it is good among 75-77% of SMC members.

About awareness on availability of school facilities among SMC members, it is good in 55-60% of the SMC members. About availability of funds to schools, the community awareness is good in 40-45% of SMC members. Regarding awareness on DISE capture format among SMC members, it is good among 25% SMC members. Regarding student enrolment and attendance the awareness level is good among 50% of SMC members.

- 8.5. Source of awareness of SMC members regarding school activities:** About source of awareness of SMC members regarding school activities, Teachers and students were a major source in all the schools. SMC members accept Panchayat members, mothers, community members, SMC members, Radio, Newspaper, students and PTA members are as source of information about the activities of the school. Newspapers are a good source of awareness in Chandigarh.
- 8.6. Knowledge of guidelines:** About the knowledge of guidelines of SSA among SMC members, 60-65% of the SMC members are aware about the SSA activities and their roles and responsibilities and 25-27% of SMCs are aware of school development plans.
- 8.7. Training of SMC members :** With regard to the training of SMC members, the field data indicates around 77% (previous) 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 SMC 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 7 schools members of SMC visit the schools weekly and in 33 schools, they visit once a month. During the visit the SMC members observe MDM, attendance of students and teachers, cleanliness of toilets, school hygiene and drinking water etc. In all schools, 20-25% of SMC members actively participate in different functions of the school. About 40-45% of the members are helping the school administration as reported by the heads of all schools.

8.9. Role of SMC members in monitoring : Interaction with the members of SMC regarding their role in monitoring the activities of the school, revealed that on priority, they monitor mid day meal, followed by textbook/uniform distribution, cleanliness of the campus and toilets mainly, school infrastructure, and rarely students' attendance. SMCs are monitoring the activities of the schools in a well manner but their involvement needs to be increased as only 1-2 member per school are taking somewhat initiatives otherwise SMC members are coming for formality.

8.10 Meeting Minutes: The minutes of the meeting of SMCs are available with all the 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 2011-12 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 in filling up of DCF.

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 as all schools claimed that they have shared the report card with the SMC in their monthly meeting but not mentioned anywhere in the minutes registers.

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 any 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 almost all of the schools information given in DCF/ School report card match with the actual position in the school on broader lines.

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

Regarding regular maintenance and updating of school records, it is being done in almost all of the schools completely.

10.0. FINANCIAL MANAGEMENT

A discussion with the heads, teachers and SMC 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 and up to date.

10.2. Mode of transfer of funds: Funds transferred by e-transfer in all the schools.

10.3. Type of funds/ grants received during the current year: In all the schools, TLM, school grant and maintenance has been received in July – August, 2012 and work has been planned for these grants.

10.4. Auditing the accounts: With regard to auditing of the accounts of SMC, 34 of the schools have got it completely audited internally for the previous years 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 all of the schools SMCs have shared the proposals for expenditure and expenditure statements of the previous year with the community and others in SMC meetings. And planning to share the proposals of next expenditure with the community of present year in the next meetings.

ANNEXURE- I
LIST OF CHANDIGARH U.T. SAMPLED SCHOOLS
April, 2012 - October, 2012

| Sr. No. | NAME OF THE SCHOOL | Address of the School | DISE NO |
|----------------|---|------------------------------|----------------|
| 1. | Govt. Primary School-12 | WARD-02 | 0200302 |
| 2. | Govt. Primary School –Makhan Majra | WARD-18 | 0800601 |
| 3. | Govt. Model High School -29A (Primary section) | WARD-15 | 1500301 |
| 4. | Govt. Model School -46 (Primary section) | WARD-16 | 0600303 |
| 5. | Govt. Model Sen. Sec. School -47 (Primary section) | WARD-17 | 0700201 |
| 6. | Govt. Model Sen. Sec. School -33 (Primary section) | WARD-11 | 0100201 |
| 7. | Govt. Model Sen. Sec. School -37B (Primary section) | WARD-06 | 0600201 |
| 8. | Govt. Model School- 52 (Primary section) | SECTOR-52 | 0801001 |
| 9. | Govt. Model High School -36D (Primary section) | WARD-11 | 0600101 |
| 10. | Govt. High School -38B (Primary section) | WARD-06 | 0600302 |
| 11. | Govt. Model High School -43 (Primary section) | WARD-08 | 0800301 |
| 12. | Govt. Model Sen. Sec. School -35D (Primary section) | WARD-09 | 0900201 |
| 13. | Govt. Model Sen. Sec. School - 56 (Primary section) | SECTOR-56 | 0700701 |
| 14 | Govt. High School -Khudda Alisher (Primary section) | WARD-14 | 0100101 |
| 15 | Govt. High School -Karsan (Primary section) | WARD-18 | 0800201 |
| 16 | Govt. Middle Model School- Khudda Jassu (Primary section) | WARD-01 | 0200101 |
| 17 | Govt. Sen. Sec. School, Khudda Lahora (Primary section) | WARD-01 | 0200202 |
| 18 | Govt. Model Sen. Sec. School, Sector-10 (Primary section) | WARD-01 | 0101201 |
| 19 | Govt. High School, Sector-22 C (Primary section) | WARD-04 | 0300202 |
| 20 | Govt. Model High School, Sector-12 (Primary section) | WARD-02 | 0200301 |
| 21 | Govt. High School, Dadu Majra (Primary section) | WARD-05 | 0500301 |
| 22 | Govt. Model High School -29A (Upper Primary section) | WARD-15 | 1500301 |
| 23 | Govt. Model School -46 (Upper Primary section) | WARD-16 | 0600303 |
| 24 | Govt. Model Sen. Sec. School -47 (Upper Primary section) | WARD-17 | 0700201 |
| 25. | Govt. Model Sen. Sec. School -33 (Upper Primary section) | WARD-11 | 0100201 |
| 26. | Govt. Model Sen. Sec. School -37B (Upper Primary section) | WARD-06 | 0600201 |
| 27. | Govt. Model School -52 (Upper Primary section) | SECTOR-52 | 0801001 |
| 28. | Govt. Model High School -36D (Upper Primary section) | WARD-11 | 0600101 |
| 29. | Govt. High School GHS-38B (Upper Primary section) | WARD-06 | 0600302 |

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| 30 | Govt. Model High School -43 (Upper Primary section) | WARD-08 | 0800301 |
| 31 | Govt. Model Sen. Sec. School -35D (Upper Primary section) | WARD-09 | 0900201 |
| 32 | Govt. Model Sen. Sec. School -56 (Upper Primary section) | SECTOR-56 | 0700701 |
| 33 | Govt. High School -Khudda Alisher (Upper Primary section) | WARD-14 | 0100101 |
| 34 | Govt. High School -Karsan (Upper Primary section) | WARD-18 | 0800201 |
| 35 | GMMS-Khudda Jassu (Upper Primary section) | WARD-01 | 0200101 |
| 36 | Govt. Model Sen. Sec. School, Khudda Lahora (Upper Primary section) | WARD-01 | 0200202 |
| 37 | Govt. Model Sen. Sec. School, Sector-10 (Upper Primary section) | WARD-02 | 0101201 |
| 38 | Govt. High School, Sector-22 C (Upper Primary section) | WARD-04 | 0300202 |
| 39 | Govt. High School, Sector-12 (Upper Primary section) | WARD-01 | 0200301 |
| 40 | Govt. High School, Dadu Majra (Upper Primary section) | WARD-05 | 0500301 |