

RESEARCH, EVALUATION, MONITORING & SUPERVISION

REMS, a major intervention under Sarva Shiksha Abhiyan Mission helps to know the impact and effectiveness of the programmes implemented under SSA. The Monitoring and Supervision component also helps in identifying the relevant strategies for efficient allocation and utilization of the funds available to all interventions under SSA. There is a provision of Rs. 1300/ per school per annum under REMS.

A state level Research Committee stands constituted, and plays a vital role in providing proper guidelines related to the REMS interventions.

The Research Committee has been assigned the following functions:-
Chalk out a research agenda for the state in consultation with national level Research Advisory Committee/institutions;

1. Adopt a strategy for deciding the priority areas of research and inviting research proposals in which due importance shall be given to the problems arising from field level experiences:
2. Scrutinize and approve research proposals submitted by institutions/individuals:
3. Make sure that studies cover all aspects of the programme in a balanced way avoiding too many studies in one area and too few in others:
4. Monitor the progress of research work from time to time:
5. Be responsible for quality of research and adopt measures to ensure quality research projects:
6. Undertake programmes of dissemination of research findings and suggest necessary follow up action:
7. Take stock of research activities in the area of elementary education conducted by different institutions/individuals in the state from time to time:
8. Deliberate on matters pertaining to monitoring, research and evaluation that may have implications for achieving SSA goals.

The committee has the following constitution:

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| 1. Secretary to Govt., Education Department | Chairman |
| 2-3. Director School Education
Kashmir / Jammu. | Members |
| 4-5. Head of the Department, Sociology
Jammu / Kashmir University. | Members |
| 6. State Project Director, SSA. | Member |

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| 7. | Director Academics,
State Board of School Education. | Member |
| 8. | Director, State Resource Centre,
Kashmir University. | Member |
| 9-10. | Principal, State Institute of Education,
Srinagar/Jammu. | Members |
| 11. | State Coordinator, Research & Evaluation.
Secretary | Member- |

Achievements so far, SSA J&K has conducted research studies on the following topics so far.

- a. Base line Social assessment Survey of Elementary Education of Gujars, Bakerwals and Gaddies of the State. The Survey started in 2005-06, covered five districts and final report has been received and forwarded to the concerned districts for remedial action.
- b. Base line Social assessment Survey of Elementary Education of all the Districts of the State. The survey stated in 2007-08 and final report of nine districts has been received and forwarded to the concerned for remedial action.

During 2007-08 NIAR was entrusted research project Base line Social Assessment Study (BSAS) of elementary education of all the district of Jammu and Kashmir. The research project was to be completed within twelve months, the findings of the reports have been forwarded to the concerned districts for appropriate remedial measures

The detailed study has highlighted some of the findings and has made many recommendations. Some of the recommendations are as under:

- Measures should be taken to not only to increase the overall literacy rate in the district, but also to ensure that all the people who are literate are educated at least up to or more than middle level. At present, as per the study, only 51.14% population has primary to middle level of education.
- Alarmingly, the study reveals that 45.95% of the villages of this district do not have drinking water 26.09% of the primary and 12.50% of the upper primary schools do not have any type of drinking water facility in the schools. This matter almost attention and resolution at the earliest.
- Corruption at all level needs to be monitored to ensure that the Government schemes and plans are thoroughly implemented without cutting corners.
- Teachers should encourage students to develop a habit of reading news papers and magazines, especially in rural areas. Reading helps in better understanding of the subject and it is a major source of general knowledge.

- Measures should be taken to not only to increase the overall literacy rate in the district, but also to ensure that all the people who are literate are educated to at least upto or more than middle level.
- It has been found that the school buildings are quite old and are badly in need of repairs. A majority of them have been constructed prior to 1980 and have outlived their lives.
- Teacher is not taking interest in providing remedial teaching to weaker students. It must be ensured that all teachers must actively provide remedial teaching. All scheduled meetings of VEDS/PTA/MTA should be held in order to give the due important to education.
- Steps should be taken to ensure adequate and timely removal of problems such as lack of drinking water and electricity, lack of awareness amongst parents, lack of trained teachers and frequent absence of teacher.
- Measures should be taken not only to increase the overall literacy rate in the district but also to ensure that all the people are literate are educated. At present only 51.87% population had primary to middle level of education.
- Female literacy rate is over 50% among the children aged 6 years and above and around 43% among the children aged 15 years and above.
- Timely repair and maintenance of the school buildings should be done, since, over 71.81 of the school buildings of the primary and upper primary schools are old construction built between the year 1950-1980.
- Textbooks should be delivered on time to all the students through their respective schools.
- None of the PRI representative are females, thus, the female, thus female representation needs to be raised to least 50%.
- As per the study, responsibilities should be assigned to the community to ensure good quality education.
- Bring about complete transparency in implementation of the programme.
- Communitization of the programme.
- Right selection of the members of VEDC/VEC/PTA.
- Providing academic inputs by ZRC/CRC coordinators.
- Providing a copy of teacher's manual to all teachers in ever academic session before commencement of the session.
- Providing facilities such as free textbooks, stationery. Uniforms etc. to eligible students as at the time of commencement of the academic session.
- Identifying training needs and conducting in-service training programme for the teachers to upgrade their skills.
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 - It should be ensured that sufficient resources are made available to all the primary and upper primary schools of the districts.
 - Students are over burdened with homework, which they fail to complete.
 - PRI structure needs to broaden its base further by synchronizing the composition of the structures with the social and gender composition of students.
- c. Study of Effectiveness of BRCs/CRCs in providing Academic Support and Supervision of Elementary Schools in J&K. The study covers three districts, namely Doda, Budgam and Kargil. awaited

d. A Study on Teacher Absenteeism and its Impact

The study has made following Observations and Major Findings

- The data collected clearly shows that domestic problems faced by teachers are a major reason for teacher absenteeism.
- Lack of transport and other basic amenities hamper teacher attendance.
- Problems related to health also lead to the irregularity of the teachers.
- Lack of interest in the job is also a reason in some cases.
- Difficulties faced by teachers in the class room transactions are another reason. In one of the district's 65% teachers reported that they had difficulty in teaching the class.
- Good performance was reported as a result of external support from Head teacher, ZRP, CRP etc.
- Lack of accountability and monitoring is another reason.
- Lack of infrastructure can contribute to irregularity of teachers.

Impact of Teacher Absenteeism on Students

- The quality of education of student is directly proportional to the teacher's regularity and punctuality. This was the opinion of majority of the teachers.
- Majority of students are of the opinion that the cause of having a liking for a teacher is his/her friendly behaviour.

Why Teacher Does Not Assign Home Task?

- Home task is not assigned if the teacher is not punctual.
- Syllabus is not covered and students are nervous at the time of tests.
- In one of the district's the leaves availed by the teachers were much in excess of the permitted number.

COMMUNITY

- The role of community is pivotal to ensure proper teacher attendance.
- VEC members need to be the members of school management committee.
- In the districts where VEC members are proactive, the attendance of teachers is better.
- The VEC members do not attend meetings frequently.
- Community members doubt the sincerity of teachers towards their job.
- The remedial measures suggested by the community include regular monitoring and supervision and provision of incentives for motivation.

SUGESTIONS AND RECOMMENDATIONS

Absenteeism of teachers in schools is an established Phenomenon that has earned the attention of all the stake holders. The magnitude of problem is not so severe in the valley. The system has created appropriate strategies to tide over the amount of absenteeism and the fact is that schools can utilize the period for conduct of in house academic audit , alternative remediation in areas which the concerned teacher fails to address properly particularly in absence of team teaching, cooperative teaching and the like. But this silver line is not seen in situations where it has become a menace and a matter of concern for all the stake holders. Absenteeism creates societal loss. It brings about indiscipline among the teachers and the students. The student performance goes down. The behavioural changes in all areas of personality development, which the schools are usually required to chase, get not only stopped but stimulate negativity that becomes even more dangerous. The aims and objective of Govt. plans and policies get defeated. The dream of creating knowledge and a learned society in the comity of nations gets shelved.

The causative factors for teacher absenteeism include health problems, lack of transport facilities , poor monitoring, insufficient infrastructure, non-recognition of dedicated teachers, lack of inspiration and incentives to the deserving, lack of performance linked promotion and above the lack of self awareness and self motivation.

Some strategies can be worked out to mitigate the menace.

- There is an urgent need of strengthening monitoring mechanism. With the expansion in manpower, the monitoring and supervision strategies have to be redesigned and remolded. An effective multi level and multipronged model with involvement of different institutions and functionaries will have to be put in place. A regular appraisal of monitors at all levels shall have to be sustained in the system.
 - An attitudinal change among the teaching fraternity has to be worked for sensitization programmes embedded and integrated in teacher training modules have to be exercised.
 - The performance indicators for teacher among other things should necessarily include the component of attendance.
 - The element of inspiration and encouragement by way of awards and incentives to teacher has to be institutionalized rather than to treat it as irregular and intermittent activity.
 - The policy of incentives and disincentives has to be continued among teachers who are resistant to change for ensuring attendance. But at the same time ample opportunities for conceiving teachers role in society in real sense of the term, have to be looked for so that lost honour and integrity is restored and sense of trust and confidence is built up. This shall facilitate teachers to assimilate their divine role and consequentially get engaged to perform better.
 - Improvement in infrastructural facilities and other amenities in schools shall be quite helpful in improving the teacher attendance.
 - The community linkages have to be strengthened and PRIs to be empowered to conduct appraisals beside the element of transparency to be appreciated and encouraged.
- e. Study on students' and teachers attendance in Primary and upper Primary schools by SIE Jammu/Srinagar.

Findings.

- Overall attendance of students in Primary and upper Primary schools is 74.22%
- Attendance of students in primary schools is less than upper primary schools.
- Attendance of students in UPS urban is less than UPS rural.
- Attendance of students in PS urban is less than PS rural.
- Overall percentage of attendance of teachers in primary and upper primary schools is 81.26%.
- Attendance of teachers in PS is less than that of UPS.

- Attendance of teachers in UPS Urban is less than that of UPS rural.
- Attendance of teachers in PS urban is less than that of PS rural.

Suggestion of the study:

In order to achieve 100% attendance of teachers and students in primary and upper primary schools the following steps need to be taken:

To enhance teacher attendance:

- The adjustment of the teachers need to be taken care of i.e, the teacher must be transferred to nearby schools in order to avoid wastage of time during peak hours besides keeping health problems of the teacher into consideration.
- Transfer policy must be transparent.
- The pupil teachers Ration (PTR) must be maintained.
- Availability of subject teachers need to addressed.
- Infrastructure of the school to be renovated as per the demand.
- Regress inspection of the school.
- TLM grant provided to the teachers need to be enhanced .
VLC committee must be given awareness about their rights and duties towards their schools.

f. Role of VEC's/PTA's in school Management and supervision in the context of SSA by SIE Jammu/Srinagar.

- Awareness Programme for VECs regarding their role, powers and functions delegated to them as per Government Order No.600-Edu of 2009 dated: 31-07-2009.
- Literate members to be included in the VEC.
- Funds allotted for MDM may be enhanced as per revised market rates.
- Providing Academic support to academically weak students after indentifying them.
- Vocational guidance to be provided in schools where it is not available.

The Major findings of the study are as:

- Negligible role of VECs in most of the schools.
- Most of the VECs have not academic background ; hence have no role in providing academic support to the schools.
- In urban areas VECs have no role in providing land for school building.
- VECs do monitor the punctuality and regularity of the teachers.
- No role in identifying academically weak students and hence no arrangement for remedial teaching.
- No vocational guidance provided.
- Distribution of MDM monitored by VECs.

- VECs have no role in the management of ReTs particularly in urban areas.
 - In urban areas particularly of district Srinagar, the scheme has not proved fruitful in enhancing the school roll.
 - No concept of parent Teacher Association (PTA) in most of the places.
 - VECs not aware of their functions and powers.
- g.** Study to assess the level of inclusion of CWSN in J&K by SIE Jammu/Srinagar.

Study to Assess the Level of Inclusion of CWSN in J & K The study has made following findings

- There is a visible progress made in the identification and enrolment of CWSN during 2010-11. There is a slight difference between the identified number and enrolment number of CWSN.
- Majority of these schools have not specially trained teachers to teach CWSN with other students. The general line teachers do not possess sufficient skill to handle and manage such class rooms.
- Resource teachers have not been appointed and similarly resource support has not been provided in common stream schools by the teachers working in special schools.
- Assistive devices have not been provided category wise and on need basis. However, social welfare department is providing hearing aids and spectacles occasionally.
- Although academic performance of CWSN is reported to be good but there is no provision of sports and games for the CWSN. This is because no games/sports material is available in these schools.
- In majority of such schools there are visible architectural barriers.
- Community is becoming aware about the education of CWSN in general schools.
- The school administration is reasonably conscious of providing assistance and admission to CWSN in these schools.

The study has made following Suggestions

- Specially trained teachers need to be appointed for teaching CWSN. Till such appointments are made special arrangements for training of general line teachers need to be ensured for large coverage. The duration and frequency of such programmes be increased.
- Zonal level and district level medical assessment camps and awareness camps be organized to ascertain the degree of disability

and kind of support services needed by the CWSN. Necessary financial help be provided to parents while attending these camps.

- Necessary sports material and equipment be provided to common stream schools facilitate the participation of CWSN in co-curricular activities.
- Parental counseling programmes need to be undertaken for the parents of CWSN so as to improve the enrolment of these children in the nearby common stream schools.
- Community mobilization programmes be organized in a sustained manner.
- Appropriate monitoring is carried out in a sustained manner to refine the programme from time to time.
- CWSN be provided with transport allowance, uniforms, regular medical checkups, free medicines an arrangement for special coaching. Furthermore architectural barriers need to be removed and school environment and infrastructure be made CWSN friendly.

h. Study of effectiveness of BRCs and CRCs in providing academic support to elementary schools by SIE Jammu/Srinagar.

Findings

- Development of BRCs/CRCs as rich resource centres with ample resource/references materials for concerned teachers.
- Identification of training needs of the academic staff of resource centres.
- Clear selection procedure for the identification of BRCs/CRCs on a regular basis.
- Strategy for on-site support of CRCs and teachers.
- Monitoring the progress of Quality in the schools being given academic support by the staff of BRCs and CRCs.
- Well defined and time targeted training programme for staff of resource centres.
- Frequent visit by ZEOs and other officers to BRCs and CRCs to check absenteeism amongst the academic staff of these centres.
- Consultation of BRC and CRC personal with community members and Panchayati Raj institutions to strive for school improvement.
- Need of further research to ensure the real picture of the role of BRCs and CRCs in giving academic support to element schools.

NIAR Musoorie was assigned three major research projects associated with our State. The NIAR, Musoorie has provided a detailed final report of Baseline Social Assessment survey (BSAS) of Gujar, Bakerwal and Gaddi Communities of five districts of the State. The Baseline Social Assessment Study findings of the final report have been forwarded to the concerned districts for taking suitable remedial measures needed.

Post Enumeration Survey of DISE data.

- a. Methodology (details of tools of data collection; target population, sampling design and sample size for the different types of units e.g. schools, teachers, pupils, household etc. from whom the data was collected, indicating the type of data collected from such source and details of data analysis)
- b. Main findings and conclusions.
 - The overall deviation of DISE data from PES data is 7.63%, thereby giving a precision level of 92.37% for DISE data with relation to PES data.
 - The highest deviation of data is seen mostly in those items which involve some degree of interpretation by the respondents like availability of playground, status of school buildings, condition of boundary wall etc.

Research Studies /Impact Evaluation:

The Notification given in local news papers to invite proposals from Universities, Educational Institutions and Non Government Organizations to conduct Research Studies on SSA Programmes and Elementary Education related activities, innovative practices to understand the impact of the programmes and also the bottlenecks, findings, suggestions to overcome the problems.

Effective implementation of the programme

School Development Monitoring Committees (SDMCs) will be constituted at school level for proper monitoring of school management system through the community. The necessary steps will be taken on the recommendations and findings given in an impact study conducted on functioning of SDMCs in J&K.

Cluster Resource persons, Education Coordinators and Zonal Resource

Persons will supervise the academic activities at cluster and Zonal level.

Zonal Education Officers and Chief Education Officers will look after the academic and administrative matters, in order to enhance the quality of Education.

State Project Office will also monitor and supervise through field visits to provide necessary feed back to implement the programmes effectively.

The Monitoring Institutions will submit the quarterly monitoring reports to the State Project Office and also to MHRD, the same. The follow up action will be taken up on the feedback, guidelines given in these reports.

Objectives of Action Research:

Assess the learning outcomes in selected competencies in various subjects, of study prescribed to those classes by using universally accepted scientific approaches.

To enable the stakeholders to appreciate the need for assessment of quality and analyze the ensuring outcomes so that they are better equipped to strive for educational progress.

To make available the reports of assessment to educational administrators, thinkers and common man at large, so that the formulation of educational plans and schemes are done on sound scientific lines

To make available the reports of this study to functionaries at various levels, so that self analysis is facilitated.

To create awareness on various aspects of quality of education at different levels.

To make available the data, analytical interpretations and information in general so that meaningful research in the field of education is facilitated.

Monitoring & Evaluation

Sarva Shiksha Abhiyan envisages a community based monitoring system. Whereas under EMIS the school level data is correlated with community based information. There is a need to constantly monitor the actual implementation of the scheme at the ground level. Implementation frame work of SSA also envisages the following monitoring mechanism:-

1. Joint review by Government of India and the state government.
2. Community based monitoring with full transparency.
3. Continuous visit to field by resource persons and suggestions for improvement.
4. State specific responsibilities to research and resource institutions for supervision, monitoring, evaluation and research.
5. Statement of expenditure in each school to be a public document.
6. Mandatory implementation of many activities by VEC.

The above monitoring mechanism is actualized in the state in the following manner:-

A) Monitoring & Evaluation at school level:-

Under monitoring, it has been suggested that every school will have notice board showing all the grants received by the school and the details

thereof. The school is supposed to display the information it renders so that the funds provided and the performance is made known to the general public. VEC shall review the performance of the school in the monthly meetings which they shall be conducting. Any corrective measures at this stage shall be taken by the school administration. But wherever the subject does not fall within the competence and jurisdiction of school the matter shall be referred to the cluster level.

B) Monitoring & Evaluation at cluster level:

Monitoring and evaluation of the various components of the scheme is one of the responsibilities of CRPs. This is the focal part of monthly meetings conducted at the cluster level as per the guidelines and schedule provided for operationalization of ZRCs/CRCs. If any problem cannot be addressed at cluster level the same is referred to the zonal level and addressed at the zonal level. The monitoring is not restricted to the academic aspect only but is broad based to cover all the interventions of SSA.

C) Monitoring & Evaluation at Zonal level:

The monitoring and evaluation shall be repeated at the zonal level as at cluster level. They will also monitor and evaluate the academic side at the upper primary level as per the guidelines prescribed by the Society.

D) Monitoring & Evaluation at District level:

At district level the monitoring has been entrusted to the DIETs by the Society. The monitoring at this level is being funded by the Society directly. The monitoring reports generated by the DIETs are shared with the district level administration for corrective measures. For this purpose a committee shall be constituted at the district level in which senior officer in the office of CEO, DRG member and one or two leading social activists shall be associated. This monitoring can be funded from the management cost. Necessary instructions in this behalf have been passed on to the Chief Education Officers. Each DIET shall constitute team of DRPs who shall visit the schools as per the guidelines issued by the project Directorate of SSA. The monitoring will be done on sampling basis but it will be ensured that all areas including the hilly ones of the district also get a fairly good representation. The principals of DIETs will be entrusted with the responsibility of coordinating all the teams and forwarding the reports generated by the teams to the state office/SIEs for further analysis.

It was also deemed appropriate to involve State Institutes of Education in monitoring the scheme. This was done to co-relate the effort of DIETs and to obtain a better and incisive analysis of the actual situation. The modus operandi for conducting monitoring will be as per the guidelines.

Monitoring at Divisional Level:

For effective implementation of flagship programme the state has recruited two divisional level monitoring wings to the level of Joint Directors who will look after the all interventions of the flagship programme. A divisional level monitoring wing will be headed by Joint Director, SSA, along with Assistant Director Planning, Computer Assistant and Junior Statistical Assistant. Regarding the monitoring the divisional level wing will be entrusted

to monitor all the interventions in the division. They will be provided mobility expenses/vehicle for effective monitoring.

Monitoring at the State Level:

The MHRD has entrusted the state level monitoring to the two universities of Kashmir and Jammu. In Kashmir University monitoring has been entrusted to the state resource centre. In the case of University of Jammu the monitoring has been assigned to the Centre for Adult / Continuing Education and Extension, University of Jammu. The University of Jammu has submitted its monitoring report to MHRD with a copy to the State Project Directorate of SSA.

Regarding monitoring of quantitative and qualitative indicators the data capturing formats devised by NCERT have been supplied to the zonal resource persons and cluster resource persons which were fully orientated. They are in the process of collecting the information. Meanwhile EMIS has been established in the state. The Programmers and Assistant Programmers for the state and district levels have been appointed.

Four research studies have been given to 22 DIETS and the report shall be shared with the directorate and the stakeholders in due course of time. Further, the appropriate remedial measures if required shall be ensured