

**OFFICE OF THE DISTRICT STATISTICS & EVALUATION OFFICER
UDHAMPUR**

Email: dseoudh@gmail.com
Phone/Fax: 01992-270986

To

**The Chief Education Officer
Udhampur**

No:- DSEOU/Eval/RMSA/2016-17/ 805-08

Dated:- 4 / 7 / 2016

Subject:- Release of Evaluation Study Report of "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA) in District Udhampur from 2009-10 to 2011-12.

Reference:- Government Order No. 97 PD of 2013 dated: 22-11-2013.

Sir,

The District Development Commissioner Udhampur had allotted Evaluation Study of "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA) to the undersigned to be conducted for the reference period 2009-10 to 2011-12. Accordingly this office has conducted the evaluation study by collecting secondary data from your office and primary data from the field and the report has been accorded technical vetting from the Regional Joint Director, Evaluation & Statistics, Janipura Jammu for release of the study. Now the Evaluation Study report of "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA) has been released by this office. You are requested to go through the observations/main findings, shortcomings/bottlenecks and recommendations made in the report and take appropriate action for implementing the scheme more effectively in the District.

Yours faithfully,

Encls:- 42 Leaves

(Ashok Kumār Khajuria)

District Statistics & Evaluation Officer
Udhampur

Copy to the :-

1. District Development Commissioner Udhampur for favour of kind information.
2. Director General, Economics and Statistics, J&K, SDA Colony, Bemina Srinagar for favour of kind information.
3. Regional Joint Director, Evaluation & Statistics, Janipura Jammu for favour of kind information.



GOVERNMENT OF JAMMU & KASHMIR

PLANNING AND DEVELOPMENT DEPARTMENT

EVALUATION REPORT

ON

“RASHTRIYA

MADHYAMIK SHIKSHA

ABHIYAN”

FOR

DISTRICT UDHAMPUR

Issued By:-

District Statistics and Evaluation Office

Udhampur

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CHAPTER -I

Introduction:-

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aimed at expanding and improving the standards of secondary education – classes VIII to X. The RMSA would also take secondary education to every corner of the country by ensuring a secondary school (up to class X) within a radius of 5km for every neighborhood. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is the most recent initiative of Government of India to achieve the goal of universalization of secondary education (USE).

The Sarva Shiksha Abhiyan program set up by the government to bring elementary education to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary education infrastructure across the country. The HRD Ministry has taken note of this, and now plans to implement a secondary education scheme called Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th plan at a total cost of Rs. 20,120 crore. Secondary education is not constitutionally compulsory however, it is necessary and desirable that access to secondary education is universalized leading to enhanced participation and its quality is improved for all at the same time.

Main Focus Points:-

- ❖ The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved: To provide a secondary school education within a reasonable distance of any habitation, which should be 5km for secondary schools.
- ❖ 7-10 kilometers for higher secondary schools. Ensure universal access of secondary education by 2017 (GER of 100%) and
- ❖ Universal retention by 2020.
- ❖ Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).
- ❖ The guiding principle for Universalisation of secondary education is universal access, equality and social justice. Besides this, it gives opportunity, to move towards equity and concept of common school will be encouraged.

Main Objectives:-

- ❖ To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/Local Body and Government aided schools and appropriate regulatory mechanism in the case of other schools.
- ❖ To improve access to secondary schooling to all young persons according to norms – through proximate location (say, secondary schools within 5 kms, and higher secondary schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including

open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.

- ❖ To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- ❖ To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- ❖ To ensure that all students pursuing secondary education receive education of good quality.
- ❖ Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

Funding Pattern of RMSA:-

- ❖ Central government to bear 75% of the project expenditure during the 11th Five Year Plan Funding pattern will be 90:10 for special category States.
- ❖ 25% of the cost to be borne by the State governments.
- ❖ Sharing pattern will be 50:50 from the next five year plan.
- ❖ State governments to commit resources in State projects.
- ❖ Funds to be released in two instalments, the first instalment for expenditure between April and September and the second instalment for expenditure between October and March.
- ❖ States to apply for second instalment after utilizing at least 50% of the first instalment with utilization certificate for the amount utilized, certificate regarding release of State Share etc.
- ❖ State governments to design a comprehensive Financial Management System.

Related components of RMSA:-

The various components of RMSA are as follows:

A. Physical Facilities:-

- ❖ Class rooms/Additional class rooms
- ❖ Laboratories/Computer room
- ❖ Libraries
- ❖ Art and crafts room/culture laboratory
- ❖ Toilet blocks
- ❖ Drinking water provisions
- ❖ Residential hostels for teachers in remote areas
- ❖ Girls activity room
- ❖ Headmaster/Principal room

B. Quality Interventions:-

- ❖ Appointment of additional teachers to reduce pupil teacher ratio to 30:1
- ❖ Focus on science, math and English education
- ❖ In-service training of teachers
- ❖ Science laboratories/laboratory equipment
- ❖ ICT enabled education

- ❖ Curriculum reforms
- ❖ Teaching learning reforms

C. Equity interventions:-

- ❖ Special focus in micro planning
- ❖ Preference to ashram schools for upgradation
- ❖ Preference to areas concentration of SC/ST/Minority for opening of schools
- ❖ Special enrolment drive for the weaker section
- ❖ More female teachers in schools
- ❖ Separate toilet blocks for girls

Conceptualization of the Evaluation Study:-

As per the decision taken in the meeting of technical committee on District Level Evaluation Study held on 04-02-2015, the District Development Commissioner Udhampur (Chairman of the Technical Committee) entrusted the District Statistics and Evaluation Office Udhampur to conduct evaluation study on “Rashtriya Madhyamik Shiksha Abhiyan” (RMSA) during current financial year with reference period 2009-10 to 2011-12

Objectives of the study:-

- ❖ To assess the extent to which various components (Physical facilities, stock and supplies) of RMSA have been implemented.
- ❖ To assess the impact of various components in improving the expansion and standards of secondary education (classes VIII to X).
- ❖ To assess improvement as to whether secondary education to all young persons according to norms.
- ❖ To assess the construction/completion status of civil works of schools taken up under RMSA during the reference period.
- ❖ To assess the bottlenecks/difficulties faced in the implementation of programme.

Sample size and selection procedure:-

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is under implementation in the District since 2009. As per details received from Chief Education Officer Udhampur 27 middle schools has been upgraded and taken up for construction with adequate flow of funds from 2009-10 to 2011-12 in all the educational zones of the District. As per report of Chief Education Officer Udhampur various components of the scheme has been implemented in the said schools since the implementation of the scheme. For the purpose of study out of 11 Zones, 4 zones were selected at random at first stage (two from winter and two from summer). At the second stage, two schools from each zone were selected at random for canvassing school level data. At the third stage from each selected school two students of class IX and X each were selected for canvassing student level schedule. Besides, views of one village education committee member and one school development management committee member from each school were also taken for canvassing the VEC and SDMC schedules.

Total No. of Zones	No. of Zones Selected at Random			Total No. of Schools upgraded under RMSA 2009-10 to 2011-12	No. of schools selected at random	No. of students selected per school	Total Students selected at random
	Winter	Summer	Total				
11	2	2	4	28	8 [2 from each zone]	4 [2 each from IX & X classes]	32

Reference Period:-

The Reference period of the study was from 2009-10 to 2011-12.

Instruments of investigation:-

Both primary and secondary data was collected through instruments/schedules structured at different levels. Following schedules were devised for collection of primary as well as secondary data:-

A) For the collection of secondary data:-

1. 'District Level Schedule' canvassed from Chief Education Officer Udhampur.

B) For the collection of primary data:-

1. 'School Level Schedule' canvassed from senior most school teacher/Head Master of the school.
2. 'Student Level Schedule' canvassed from students of Class IX and X of the school.
3. 'SDMC Level Schedule' canvassed from SDMC member of the school.
4. 'VEC Level Schedule' canvassed from VEC member of the school.

The details of filled in survey schedules are as under:-

S.No.	Type of Schedule	No. of schedules filled
1	District Level Schedule	1
2	School Level Schedule	8
3	Student Level Schedule	32
4	SDMC Level Schedule	8
5	VEC Level Schedule	8

Field Work and Tabulation:-

Field operations are conducted by the staff of District statistics and Evaluation Officer Udhampur. Before the field work the investigators/team members were provided requisite instructions for interviewing and field procedures for the survey, a detailed review of the guidelines of the scheme, review of each item in the schedule. Each activity was supervised by the District Statistics and Evaluation Officer. The tabulation plan was prepared by the District Statistics and Evaluation Officer Udhampur.

Report Writing:-

The report was drafted at District Statistics and Evaluation Officer Level under the technical guidance of Regional Joint Director Evaluation & Statistics, Janipura, Jammu.

Analytical Tools:-

Appropriate statistical methods were used to interpret and analyze the collected data and suitable graphical/tabular representations were employed to project the results & recommendations of the evaluation study.

CHAPTER – II

(Secondary Data)

District Level Schedule

This chapter is based on data provided by the Chief Education Officer Udhampur under Rashtriya Madhyamik Suraksha Abhiyan for the reference period 2009-10 to 2011-12.

Table 2.1

Budget allocation and expenditure under RMSA in the district during 2009-10 to 2011-12.

[Rs. In Lacs]

S.No.	Year	Availability	Expenditure
1	2009-10	190.51	170.84
2	2010-11	417.01	292.01
3	2011-12	1100.22	660.561
Total		1707.74	1123.411

The table indicates that during the reference period an amount of Rs. 1123.411 Lacs (65.78%) have been utilized against the availability of Rs. 1707.74 Lacs. likewise an amount of Rs. 170.84 Lacs (89.68%) has been utilized against the availability of Rs. 190.51 Lacs in the year 2009-10, an amount of Rs. 292.01 Lacs (70.02%) has been utilized against the availability of Rs. 417.01 Lacs in the year 2010-11 and an amount of Rs. 660.561 Lacs (60.04%) has been utilized against the availability of Rs. 1100.22 Lacs in the year 2011-12 which also shows the lowest expenditure percentage during the reference period.

Table 2.2

Component wise allocation and expenditure under RMSA in the district during 2009-10 to 2011-12.

S.No.	Component	Availability (during 2009-10 to 2011-12)	Expenditure (during 2009-10 to 2011-12)
1	Upgradation	1179.14	640.561
2	Strengthening	308.09	262.34
3	DWT Facility	18.00	18.00
4	Annual School Grant	110.00	110.00
5	Minor Repair Grant	77.25	77.25
6	One Days Excursion trip to Students	9.18	9.18
7	Students Study Tour Outside State	0.88	0.88
8	One days Masters Excursion Trip	0.20	0.20
9	Master's Study Tour Outside State	5.00	5.00
Total		1707.74	1123.411

The data in the table reveals that against the total availability of Rs. 1707.74 Lacs, only 1123.411 Lacs (65.78%) has been utilized. Similarly, against the component wise availability of Rs. 1179.14 Lacs, only Rs. 640.561 Lacs (54.32%) has been utilized on upgradation of schools, likewise an amount of Rs. 262.34 Lacs (85.15%) has been utilized against the availability of Rs. 308.09 Lacs and on other components full (100%) funding has been utilized.

Table 2.3

Enrolment of children (14-16 years) in the district during the reference period.

District	Year	No. of school children (14-16 years)
Udhampur	2009-10	9578
	2010-11	10808
	2011-12	11151

The table indicates that there is continuous increase in the enrolment of students of classes IX and X during the reference period. 12.84 % increase is earmarked in the year 2010-11 over 2009-10 and 3.17 % increase is earmarked in the year 2011-12 over 2010-11.

Total number of schools in the District ending March 2015 :-

No. of Primary Schools	= 874
No. of Middle Schools	=467
No. of High Schools	=112
No. of Hr. Secondary Schools	=31

Table 2.4

Progress against key input targets under RMSA in the district during the reference period.

S.No.	Activity/ Item	Target (in No's.)			Achievement (in No's.)			Reason for shortfall if any
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	
1	Upgradation of Middle to High Schools	3	8	16	3	8	16	
2	Upgradation of High to Higher Secondary Schools	0	0	0	0	0	0	
3	Male Teachers/ Masters Appointed	21	24	80	6	16	40	Some masters not joined their place of posting
4	Female Teachers/ Masters Appointed				5	12	23	

5	Construction of School Buildings	3	8	16	1	2	4	Work in progress in rest of buildings
6	Constructions of Additional Classrooms	0	10	0	0	1	0	Work in progress in rest of buildings
7	Science Laboratory	0	9	0	0	1	0	Work in progress in rest of buildings
8	Head Master Room	0	0	0	0	0	0	
9	Office Room	0	0	0	0	0	0	
10	Computer Room/Laboratory	0	10	0	0	1	0	Work in progress in rest of buildings
11	Art/Craft/ Culture Room	0	10	0	0	1	0	Work in progress in rest of buildings
12	Library	0	9	0	0	1	0	Work in progress in rest of buildings
13	Construction of Toilets	12	8	0	12	1	0	Work in progress in rest of buildings
14	Drinking Water Facility	12	0	0	12	0	0	
15	One Days Students Tour	0	0	4592	0	0	4592	
16	Ten Days Master Tour	0	0	25	0	0	25	
17	Students Six/Four Days Tour	0	0	44	0	0	44	

The data in the above table reveals that achievement is low under construction of school buildings, additional classrooms, science laboratory, computer laboratory, art/culture room and library. The achievement is also low under construction of toilets for the year 2010-11. However, the achievement is 100% under the component 'upgradation of middle to high schools'.

CHAPTER – III**(Primary Data)****School Level Schedule**

This chapter is based on the findings of field survey 8 headmasters of 8 sample schools of four educational zones (two each from winter and summer zones). The main focus/emphasis was given to what extent the benefits of the various activities were provided under Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Table 3.1

List of 8 sample schools selected in the district under RMSA.

S.No.	Zone	School	Type of School
1	Udhampur	Govt. High School Jakhar	Co-ed
		Govt. High School Bhangara Khalsa	Co-ed
2	Panchari	Govt. High School Parand	Co-ed
		Govt. High School Dubi Gali	Co-ed
3	Chenani	Govt. High School Ghantwal	Co-ed
		Govt. High School Pachote	Co-ed
4	Ghordi	Govt. High School Satyalta	Co-ed
		Govt. High School Larh	Co-ed

The table indicates that four educational zones (two each from Winter and Summer Zones) had been selected on random basis, out of which two schools from each zone were selected for conducting the evaluation study. It is to mention here that all the schools selected were co-educational schools.

Table 3.2

Response of heads of schools regarding school distance from the villages.

S.No.	Zone	Sample Size	No. of villages covered	Distance of school from village			
				<1 Km	(1-2) Km	(2-5) Km	>5 Km
1	Udhampur	2	8	2	3	2	1
2	Panchari	2	7	1	3	3	--
3	Chenani	2	8	2	3	1	2
4	Ghordi	2	6	2	1	2	1
Total		8	29	7	10	8	4

The data in the above table reveals that the 8 sample schools covered 29 villages, out of which, 7 (24.14%) were in the distance of upto 1 Km, 10 (34.48%) were in the distance of up to 2 Km, 8 (27.59%) were in the distance of up to 5 Km and 4 (13.79%) were in the distance of more than 5 Km.

Table 3.3**Response of heads of schools regarding teacher's strength.**

S.No.	Zone	Sample Size	Teachers Strength		
			Male	Female	Total
1	Udhampur	2	6	20	26
2	Panchari	2	11	2	13
3	Chenani	2	8	13	21
4	Ghordi	2	15	3	18
Total		8	40	38	78

The data in the above table reveals that a total of 78 teachers were in position in the 8 sample schools, out of which 40 (51.28%) were male and 38 (48.72%) were female teachers. In Udhampur zone out of 26 teachers, 6 (23.08%) were male and 20 (76.92%) were female, likewise in Panchari zone out of 13 teachers, 11 (84.62%) were male and 2 (15.38%) were female. Similarly, in Chenani zone out of 21 teachers, 8 (38.10%) were male and 13 (61.90%) were female and in Ghordi zone out of 18 teachers, 15 (83.33%) were male and 3 (16.67%) were female.

Table 3.4**Response of heads of schools regarding student's strength.**

S.No.	Zone	Sample Size	Students Strength							
			Boys	Girls	Total	Girls % age	SC	ST	OBC	Others
1	Udhampur	2	140	118	258	45.74	176	51	7	24
2	Panchari	2	100	85	185	45.95	11	55	--	119
3	Chenani	2	170	133	303	43.89	128	13	35	127
4	Ghordi	2	236	197	433	45.50	157	99	17	160
Total		8	646	533	1179	45.21	472	218	59	430

The data in the above table reveals that out of 1179 students of the 8 sample schools, 646 (54.79%) are boys and 533 (45.21%) are girls. Out of the total students, 472 (40.03%) belongs to schedule caste, 218 (18.49%) belongs to schedule tribe, 59 (5%) belongs to OBC category and the rest 430 (36.47%) belongs to other categories including general category. Further, Panchari zone has the highest percentage of girls and Chenani zone has the least percentage of girls. In Panchari zone, out of the sample schools, no student belongs to OBC category.

Table 3.5

Infrastructure availability in the sample schools.

S.No.	Zone	Sample Size	Infrastructure	Availability			
				Yes		No	
				No.	% age	No.	% age
1	Udhampur	2	Classroom	2	100	--	--
			Drinking Water	2	100	--	--
			Open Play Ground Space	2	100	--	--
			Separate toilet for Girls in coed. School	2	100	--	--
			Library Books	2	100	--	--
			Electricity	2	100	--	--
			Computer	--	--	2	100
			Charts	2	100	--	--
			Globe	2	100	--	--
			Laboratory	1	50	1	50
			Models	2	100	--	--
2	Panchari	2	Classroom	2	100	--	--
			Drinking Water	1	50	1	50
			Open Play Ground Space	1	50	1	50
			Separate toilet for Girls in coed. School	1	50	1	50
			Library Books	2	100	--	--
			Electricity	--	--	2	100
			Computer	--	--	2	100
			Charts	1	50	1	50
			Globe	2	100	--	--
			Laboratory	--	--	2	100
			Models	--	--	2	100
3	Chenani	2	Classroom	2	100	--	--
			Drinking Water	2	100	--	--
			Open Play Ground Space	1	50	1	50
			Separate toilet for Girls in coed. School	2	100	--	--
			Library Books	2	100	--	--
			Electricity	2	100	--	--
			Computer	--	--	2	100
			Charts	2	100	--	--
			Globe	2	100	--	--
			Laboratory	2	100	--	--
			Models	2	100	--	--
4	Ghordi	2	Classroom	2	100	--	--
			Drinking Water	1	50	1	50
			Open Play Ground Space	1	50	1	50
			Separate toilet for Girls in coed. School	--	--	2	100
			Library Books	2	100	--	--

			Electricity	--	--	2	100
			Computer	--	--	2	100
			Charts	2	100	--	--
			Globe	1	50	1	50
			Laboratory	1	50	1	50
			Models	2	100	--	--
	Total	8	Classroom	8	100	0	0
			Drinking Water	6	75	2	25
			Open Play Ground Space	5	62.5	3	37.5
			Separate toilet for Girls in coed. School	5	62.5	3	37.5
			Library Books	8	100	0	0
			Electricity	4	50	4	50
			Computer	0	0	8	100
			Charts	7	87.5	1	12.5
			Globe	7	87.5	1	12.5
			Laboratory	4	50	4	50
			Models	6	75	2	25

The data in the above table reveals that out of the 8 sample schools, 8 (100%) schools have classrooms available, 6 (75%) schools have drinking water facility available, 5 (62.5) schools have play grounds available, 5 (62.5%) schools have separate toilet for girl students, 8 (100%) schools have library books available for students, 4 (50%) schools have electricity connection installed, 7 (87.5%) schools have charts as well as globe available for students, 4 (50%) schools have laboratory available and 6 (75%) schools have models available.

However, all the 8 sample schools do not have computer/computer lab available for students. Besides this, 4 (50%) schools also do not have electricity and science laboratory available for the students. Further 3 (37.5%) of the sample schools do not have separate girls toilet which indicates the slackness of the schools authorities.

Table 3.6

Infrastructure condition in the sample schools.

S.No.	Zone	Sample Size	Infrastructure	Condition					
				Good		Fair		Poor	
				No.	% age	No.	% age	No.	% age
1	Udhampur	2	Classroom	2	100	--	--	--	--
			Drinking Water	2	100	--	--	--	--
			Open Play Ground Space	1	50	1	50	--	--
			Separate toilet for Girls in coed. School	2	100	--	--	--	--
			Library Books	2	100	--	--	--	--
			Electricity	2	100	--	--	--	--
			Computer	--	--	--	--	--	--
			Charts	2	100	--	--	--	--
			Globe	2	100	--	--	--	--
			Laboratory	1	50	--	--	--	--
			Models	2	100	--	--	--	--

2	Panchari	2	Classroom	--	--	--	--	2	100
			Drinking Water	1	50	--	--	--	--
			Open Play Ground Space	1	50	--	--	--	--
			Separate toilet for Girls in coed. School	1	50	--	--	--	--
			Library Books	--	--	2	100	--	--
			Electricity	--	--	--	--	--	--
			Computer	--	--	--	--	--	--
			Charts	--	--	--	--	1	50
			Globe	2	100	--	--	--	--
			Laboratory	--	--	--	--	--	--
Models	--	--	--	--	--	--			
3	Chenani	2	Classroom	2	100	--	--	--	--
			Drinking Water	2	100	--	--	--	--
			Open Play Ground Space	--	--	--	--	1	50
			Separate toilet for Girls in coed. School	2	100	--	--	--	--
			Library Books	2	100	--	--	--	--
			Electricity	2	100	--	--	--	--
			Computer	--	--	--	--	--	--
			Charts	1	50	1	50	--	--
			Globe	1	50	1	50	--	--
			Laboratory	1	50	1	50	--	--
Models	1	50	1	50	--	--			
4	Ghordi	2	Classroom	--	--	1	50	1	50
			Drinking Water	--	--	--	--	1	50
			Open Play Ground Space	--	--	--	--	1	50
			Separate toilet for Girls in coed. School	--	--	--	--	--	--
			Library Books	--	--	--	--	2	100
			Electricity	--	--	--	--	--	--
			Computer	--	--	--	--	--	--
			Charts	1	50	1	50	--	--
			Globe	--	--	1	50	--	--
			Laboratory	--	--	1	50	--	--
Models	--	--	1	50	1	50			
Total		8	Classroom	4	50	1	12.5	3	37.5
			Drinking Water	5	83.33	0	0	1	16.67
			Open Play Ground Space	2	40	1	20	2	40
			Separate toilet for Girls in coed. School	5	100	0	0	0	0
			Library Books	4	50	2	25	2	25
			Electricity	4	100	0	0	0	0
			Computer	0	0	0	0	0	0
			Charts	4	57.14	2	28.57	1	14.29
			Globe	5	71.43	2	28.57	0	0
			Laboratory	2	50	2	50	0	0
Models	3	50	2	33.33	1	16.67			

The data in the above table reveals that against the 100% availability of classrooms in the 8 sample schools, condition of 50% classrooms is good, 1 (12.5%) is fair and 3 (37.5%) is poor. Against the 6 (75%) availability of drinking water facility in the sample schools, condition of 5 (83.33%) is good and 1 (16.67%) is poor. Against the 5 (62.5%) availability of play ground in the sample schools, condition 2 (40%) is good, 1 (20%) is fair and 2 (40%) is poor. Against the 5 (62.5%) availability of separate toilets in the sample schools, all 5 (100%) have good condition. Similarly against the 8 (100%) availability of library books in the sample schools, condition of 4 (50%) is good, 2 (25%) is fair and 2 (25%) is poor.

Moreover, against the 4 (50%) availability of electricity in the sample schools, condition of all 4 (100%) is good. Similarly against the 4 (50%) availability of laboratories in the sample schools, condition of 2 (50%) is good and 2 (50%) is fair.

Table 3.7

Utilization of grants received under RMSA during the reference period.

S.No.	Zone	Sample Size	Year	Funds Received	Expenditure	Reason for Shortfall if any
1	Udhampur	2	2009-10	--	--	--
			2010-11	--	--	--
			2011-12	182134	132047	--
			Total	182134	132047	--
2	Panchari	2	2009-10	--	--	--
			2010-11	--	--	--
			2011-12	--	--	--
			Total	--	--	--
3	Chenani	2	2009-10	--	--	--
			2010-11	--	--	--
			2011-12	120000	120000	--
			Total	120000	120000	--
4	Ghordi	2	2009-10	--	--	--
			2010-11	--	--	--
			2011-12	--	--	--
			Total	--	--	--
Total		8	2009-10	--	--	
			2010-11	--	--	
			2011-12	302134	252047	--
			G. Total	302134	252047	--

It is indicated from the above table that the grants received on account of strengthening as well as upgrading existing infrastructures in the sample schools under RMSA to the tune of Rs. 3.02134 Lacs, out of which an amount of Rs. 2.52047 Lacs stands utilized for the purpose for which it has been allocated. Moreover, headmasters of sample schools of zone Panchari and Ghordi asserted that no funds/grants have been received under RMSA during the reference period. Further, headmasters of sample schools of zone Udhampur and Chenani intimated that the grants under RMSA have been received only in the year 2011-12.

Table 3.8**Enrolment of students in the sample schools under RMSA during the reference period.**

S.No.	Zone	Sample Size	Year	Students enrolled				
				Boys	Girls	Total	SC	ST
1	Udhampur	2	2009-10	--	--	--	--	--
			2010-11	--	--	--	--	--
			2011-12	16	20	36	25	1
			Total	16	20	36	25	1
2	Panchari	2	2009-10	--	--	--	--	--
			2010-11	--	--	--	--	--
			2011-12	--	--	--	--	--
			Total	--	--	--	--	--
3	Chenani	2	2009-10	--	--	--	--	--
			2010-11	--	--	--	--	--
			2011-12	9	7	16	5	0
			Total	9	7	16	5	0
4	Ghordi	2	2009-10	--	--	--	--	--
			2010-11	--	--	--	--	--
			2011-12	--	--	--	--	--
			Total	--	--	--	--	--
Total		8	2009-10	--	--	--	--	--
			2010-11	--	--	--	--	--
			2011-12	25	27	52	30	1
			G. Total	25	27	52	30	1

It is revealed from the above table that only 52 numbers of students (25 Boys and 27 Girls) have been enrolled in the year 2011-12 only during the reference period 2009-10 to 2011-12. Further headmaster concerned of the sample schools of zone Panchari and Ghordi asserted that the classes has not been started in the schools upgraded under RMSA during the reference period.

Table 3.9**Result of students enrolled in the sample schools under RMSA during the reference period.**

S.No.	Zone	Sample Size	Year	Students enrolled			Pass Percentage (%)		
				Boys	Girls	Total	Boys	Girls	Total
1	Udhampur	2	2009-10	--	--	--	--	--	--
			2010-11	--	--	--	--	--	--
			2011-12	16	20	36	62.5	85	75
2	Panchari	2	2009-10	--	--	--	--	--	--
			2010-11	--	--	--	--	--	--

			2011-12	--	--	--	--	--	--
3	Chenani	2	2009-10	--	--	--	--	--	--
			2010-11	--	--	--	--	--	--
			2011-12	9	7	16	66.6	71.43	68.75
4	Ghordi	2	2009-10	--	--	--	--	--	--
			2010-11	--	--	--	--	--	--
			2011-12	--	--	--	--	--	--

The data in the above table reveals that the aggregate pass percentage in Udhampur Zone is 75%, out of which percentage of boys passed is 62.5% and percentage of girls is 85%. Similarly, in Chenani Zone aggregate pass percentage of students is 68.75%, out of which percentage of boys is 66.6% and percentage of girls is 71.43%. Further data in the table reflects that the percentage of girls passed is higher than the boys in general.

Table 3.10
Response of headmasters regarding non – enrolment of girls.

S.No.	Zone	Sample Size	Reason for non-Enrollment (specially girls)	Multiple response possible	
				Yes	
				No.	% age
1	Udhampur	2	Un awareness of parents	--	--
			Disinterest of parents	2	100
			Social pressure	--	--
			Poverty	2	100
			Household chores	--	--
			Distance of school	1	50
			Attitude of teacher	--	--
			Insecurity	--	--
			Any other	--	--
2	Panchari	2	Un awareness of parents	--	--
			Disinterest of parents	1	50
			Social pressure	--	--
			Poverty	--	--
			Household chores	1	50
			Distance of school	--	--
			Attitude of teacher	--	--
			Insecurity	--	--
			Any other	--	--
3	Chenani	2	Un awareness of parents	--	--
			Disinterest of parents	1	50
			Social pressure	--	--
			Poverty	1	50
			Household chores	--	--
			Distance of school	--	--
			Attitude of teacher	--	--
			Insecurity	--	--

			Any other	--	--
4	Ghordi	2	Un awareness of parents	1	50
			Disinterest of parents	--	--
			Social pressure	--	--
			Poverty	2	100
			Household chores	--	--
			Distance of school	--	--
			Attitude of teacher	--	--
			Insecurity	--	--
			Any other	--	--
			Total		8
Disinterest of parents	4	50			
Social pressure	--	--			
Poverty	5	62.5			
Household chores	1	12.5			
Distance of school	1	12.5			
Attitude of teacher	--	--			
Insecurity	--	--			
Any other	--	--			

It is revealed from the above table that root cause for lower enrolment of girls is poverty and disinterest of parents. Besides other reasons are unawareness of parents, household chores and distance of school.

Table 3.11

Response of headmasters regarding discontinuing from secondary education (girls).

S.No.	Zone	Sample Size	Reason for discontinuing from secondary education (specially girls)	Multiple Response Possible	
				Yes	
				No.	% age
1	Udhampur	2	Insufficient achievement of failed in exams	--	--
			Social reason	--	--
			Cultural reason	--	--
			Insecurity	1	50
			Distance of school	--	--
			Lack of facilities like toilet for girls	--	--
			Attitude of teacher	--	--
			Communities approval	--	--
			Family pressure	--	--
			Financial reason	2	100
			To attend Household chores	1	50
			Migration	--	--
			Any other	--	--
2	Panchari	2	Insufficient achievement of failed in exams	--	--
			Social reason	1	50
			Cultural reason	--	--

			Insecurity	--	--
			Distance of school	2	100
			Lack of facilities like toilet for girls	--	--
			Attitude of teacher	--	--
			Communities approval	--	--
			Family pressure	--	--
			Financial reason	2	100
			To attend Household chores	2	100
			Migration	--	--
			Any other	--	--
3	Chenani	2	Insufficient achievement of failed in exams	--	--
			Social reason	--	--
			Cultural reason	--	--
			Insecurity	--	--
			Distance of school	--	--
			Lack of facilities like toilet for girls	--	--
			Attitude of teacher	--	--
			Communities approval	--	--
			Family pressure	--	--
			Financial reason	2	100
			To attend Household chores	1	50
			Migration	--	--
			Any other	--	--
4	Ghordi	2	Insufficient achievement of failed in exams	--	--
			Social reason	1	50
			Cultural reason	--	--
			Insecurity	1	50
			Distance of school	--	--
			Lack of facilities like toilet for girls	1	50
			Attitude of teacher	--	--
			Communities approval	--	--
			Family pressure	1	50
			Financial reason	1	50
			To attend Household chores	1	50
			Migration	--	--
			Any other	--	--
	Total	8	Insufficient achievement of failed in exams	--	--
			Social reason	2	25
			Cultural reason	--	--
			Insecurity	2	25
			Distance of school	2	25
			Lack of facilities like toilet for girls	1	12.5
			Attitude of teacher	--	--
			Communities approval	--	--
			Family pressure	1	12.5
			Financial reason	7	87.5

		To attend Household chores	5	62.5
		Migration	--	--
		Any other	--	--

The data in the above table reveals that the major reason for discontinuing studies from secondary education in respect of girl students in the sample schools are financial crunch (87.5%) and to attend household chores (62.5%). The other factors like social reason (25%), insecurity (25%), distance of school (25%), lack of girls toilet (12.5%) and family pressure (25%) also contributed for discontinuing studies from secondary education.

Table 3.12

Perception of headmasters regarding education of girls.

S.No.	Zone	Sample Size	Perception about education of a girl child	Single Response	
				Yes	
				No.	% age
1	Udhampur	2	Education is equally important for both girl and boy	2	100
			Education is important for boy only	--	--
			Girl should be given primary education but boy should be considered for higher education	--	--
			Any other	--	--
2	Panchari	2	Education is equally important for both girl and boy	2	100
			Education is important for boy only	--	--
			Girl should be given primary education but boy should be considered for higher education	--	--
			Any other	--	--
3	Chenani	2	Education is equally important for both girl and boy	2	100
			Education is important for boy only	--	--
			Girl should be given primary education but boy should be considered for higher education	--	--
			Any other	--	--
4	Ghordi	2	Education is equally important for both girl and boy	2	100
			Education is important for boy only	--	--
			Girl should be given primary education but boy	--	--

			should be considered for higher education		
			Any other	--	--
	Total	8	Education is equally important for both girl and boy	8	100
			Education is important for boy only	--	--
			Girl should be given primary education but boy should be considered for higher education	--	--
			Any other	--	--

The data in the above table reveals that headmasters of all the sample schools perceive that the equal avenues are important for empowerment of girls education at secondary level.

Table 3.13

Response of headmasters regarding poor performance of government schools.

S.No.	Zone	Sample Size	Reason for poor performance of Government schools	Multiple Response Possible	
				Yes	
				No.	% age
1	Udhampur	2	Students who join class IX are not able to take up class X curriculum	2	100
			Issues are there with quality of RMSA	--	--
			Curriculum is not holistic	--	--
			In SE students are not paying due attention	2	100
			Migration	--	--
			Poverty	2	100
			Students do not concentrate to their studies	1	50
			Indiscipline in class	--	--
			Ineffective methodology of teaching	--	--
			Lack of management skills in head teacher	--	--
			Unavailability of qualified teachers	--	--
			Teachers posts are not filled for a long time	1	50
			Any social reason	--	--
2	Panchari	2	Students who join class IX are not able to take up class X curriculum	--	--
			Issues are there with quality of RMSA	--	--
			Curriculum is not holistic	--	--
			In SE students are not	--	--

			paying due attention		
			Migration	--	--
			Poverty	2	100
			Students do not concentrate to their studies	--	--
			Indiscipline in class	--	--
			Ineffective methodology of teaching	1	50
			Lack of management skills in head teacher	--	--
			Unavailability of qualified teachers	--	--
			Teachers posts are not filled for a long time	2	100
			Any social reason	--	--
3	Chenani	2	Students who join class IX are not able to take up class X curriculum	1	50
			Issues are there with quality of RMSA	--	--
			Curriculum is not holistic	--	--
			In SE students are not paying due attention	2	100
			Migration	--	--
			Poverty	1	50
			Students do not concentrate to their studies	1	50
			Indiscipline in class	--	--
			Ineffective methodology of teaching	--	--
			Lack of management skills in head teacher	--	--
			Unavailability of qualified teachers	1	50
			Teachers posts are not filled for a long time	1	50
			Any social reason	--	--
4	Ghordi	2	Students who join class IX are not able to take up class X curriculum	--	--
			Issues are there with quality of RMSA	--	--
			Curriculum is not holistic	--	--
			In SE students are not paying due attention	2	100
			Migration	--	--
			Poverty	1	50
			Students do not concentrate to their studies	1	50
			Indiscipline in class	--	--
			Ineffective methodology of teaching	--	--
			Lack of management skills in head teacher	--	--

			Unavailability of qualified teachers	1	50
			Teachers posts are not filled for a long time	1	50
			Any social reason	--	--
	Total	8	Students who join class IX are not able to take up class X curriculum	3	37.5
			Issues are there with quality of RMSA	--	--
			Curriculum is not holistic	--	--
			In SE students are not paying due attention	6	75
			Migration	--	--
			Poverty	6	75
			Students do not concentrate to their studies	3	37.5
			Indiscipline in class	--	--
			Ineffective methodology of teaching	1	12.5
			Lack of management skills in head teacher	--	--
			Unavailability of qualified teachers	2	25
			Teachers posts are not filled for a long time	5	62.5
			Any social reason	--	--

The data in the above table reveals the headmasters response of all the sample schools that the major reason for poor performance of government schools is poverty (75%) and students slackness in secondary education (75%). Besides, other reason like teacher posts not filled for long time (62.5%), students don't concentrate on their studies (37.5%), unavailability of qualified teachers (25%) and ineffective methodology of teaching (12.5%) contribute to poor performance of government schools.

Student Level Schedule

This data is based on the findings of field survey of 32 sample students (four from each school and two each from class IX and X) of 8 sample schools of four educational zones (two each from winter and summer zones).

Table 3.14**Locality of the sample schools.**

S.No.	Zone	School	Type of Locality	
			Rural	Urban
1	Udhampur	Govt. High School Jakhar	Yes	No
		Govt. High School Bhangara Khalsa	Yes	No
2	Panchari	Govt. High School Parand	Yes	No
		Govt. High School Dubi Gali	Yes	No
3	Chenani	Govt. High School Ghantwal	Yes	No
		Govt. High School Pachote	Yes	No
4	Ghordi	Govt. High School Satyalta	Yes	No
		Govt. High School Larh	Yes	No
Total (in No's.)			8	0

The data in the above table reveals that all the sample schools selected were functioning in the rural area of the District. No school from the Urban area was selected for study.

Table 3.15**Type of sample schools.**

S.No.	Zone	School	Type of School		
			Girls	Boys	Co-ed
1	Udhampur	Govt. High School Jakhar	--	--	Yes
		Govt. High School Bhangara Khalsa	--	--	Yes
2	Panchari	Govt. High School Parand	--	--	Yes
		Govt. High School Dubi Gali	--	--	Yes
3	Chenani	Govt. High School Ghantwal	--	--	Yes
		Govt. High School Pachote	--	--	Yes
4	Ghordi	Govt. High School Satyalta	--	--	Yes
		Govt. High School Larh	--	--	Yes
Total (in No's.)			0	0	8

The data in the above table reveals that all the sample schools of the four zones were co-educational. No separate school for boys or girls was selected for study.

Table 3.16**Response of sample students regarding type of family.**

S.No.	Zone	Sample Size	Type of Family			
			Joint		Nuclear	
			No.	% age	No.	% age
1	Udhampur	8	--	--	8	100
2	Panchari	8	3	37.5	5	62.5
3	Chenani	8	4	50	4	50
4	Ghordi	8	5	62.5	3	37.5
Total		32	12	37.5	20	62.5

The data in the above table reveals that out of 32 sample students, 12 (37.5%) students belong to joint family and 20 (62.5%) students belong to nuclear family. Besides, no sample student in Udhampur zone belongs to joint family and all the 8 (100%) students belong to nuclear family. In Panchari zone 3 (37.5%) students belong to joint family and 5 (62.5%) students belong to nuclear family. Likewise in Chenani zone, equal number of 4 (50%) students belong to joint and nuclear families and in Ghordi zone, 5 (62.5%) students belong to joint family and 3 (37.5%) belong to nuclear family.

Table 3.17**Response of sample students regarding their religion.**

S.No.	Zone	Sample Size	Religion of Students									
			Hindu		Muslim		Sikh		Christian		Other	
			No.	% age	No.	% age	No.	% age	No.	% age	No.	% age
1	Udhampur	8	7	87.5	1	12.5	--	--	--	--	--	--
2	Panchari	8	7	87.5	1	12.5	--	--	--	--	--	--
3	Chenani	8	8	100	--	--	--	--	--	--	--	--
4	Ghordi	8	7	87.5	1	12.5	--	--	--	--	--	--
Total		32	29	90.62	3	9.38	0	0	0	0	0	0

The data in the above table reveals that out of 32 sample students, 29 (90.62%) students belong to Hindu community and 3 (9.38%) students belong to Muslim community. However, no student belongs to Sikh, Christian and Other communities out of the 32 sample students. In Udhampur, Panchari and Ghordi zones, 7 (87.5%) out of 8 sample students belong to Hindu community and only 1 (12.5%) belong to Muslim community. However, in Chenani zone, all the 8 (100%) sample students belong to Hindu community.

Table 3.18**Response of sample students regarding category of household.**

S.No.	Zone	Sample Size	Category of Household			
			Above Poverty Line		Below Poverty Line	
			No.	% age	No.	% age
1	Udhampur	8	8	100	--	--
2	Panchari	8	2	25	6	75
3	Chenani	8	3	37.5	5	62.5
4	Ghordi	8	3	37.5	5	62.5
Total		32	16	50	16	50

The data in the above table reveals that out of the 32 sample students, 16 (50%) students fall above poverty line and 16 (50%) fall below poverty line. However, no sample student falls below poverty line in the sample schools of the Udhampur zone and Panchari Zone has the highest 6 (75%) number of sample students below poverty line.

Table 3.19

Response of sample students regarding their caste.

S.No.	Zone	Sample Size	Caste of Students									
			Gen		OBC		SC		ST		Other	
			No.	% age	No.	% age	No.	% age	No.	% age	No.	% age
1	Udhampur	8	2	25	--	--	5	62.5	1	12.5	--	--
2	Panchari	8	6	75	--	--	1	12.5	1	12.5	--	--
3	Chenani	8	3	37.5	3	37.5	1	12.5	1	12.5	--	--
4	Ghordi	8	3	37.5	--	--	3	37.5	2	25	--	--
Total		32	14	43.75	3	9.38	10	31.25	5	15.62	0	0

The data in the above table reveals that out of the 32 sample students, 14 (43.75%) students belong to General category, 3 (9.38%) students belong to OBC category, 10 (31.25%) students belong to SC category, 5 (15.62%) students belong to ST category and no students belong to any other category. Besides, no sample student belongs to OBC category in the sample schools of Udhampur, Panchari and Ghordi zones.

Table 3.20

Response of sample students regarding type of house.

S.No.	Zone	Sample Size	Type of House					
			Kaccha		Semi Kaccha		Pacca	
			No.	% age	No.	% age	No.	% age
1	Udhampur	8	5	62.5	2	25	1	12.5
2	Panchari	8	7	87.5	1	12.5	--	--
3	Chenani	8	8	100	--	--	--	--
4	Ghordi	8	7	87.5	--	--	1	12.5
Total		32	27	84.37	3	9.38	2	6.25

The data in the above table reveals that out of the 32 sample students, 27 (84.37%) students have Kaccha house, 3 (9.38%) have Semi – Kaccha house and 2 (6.25%) have Pacca House. Moreover, no sample students in the sample schools of Panchari and Chenani zones residing in Pacca House. Further, all the sample students in the sample schools of Chenani zone residing in Kaccha house.

Table 3.21**Response of sample students regarding their parent's occupation.**

S.No	Zone	Sample Size	Occupation of parents	Father		Mother	
				No.	% age	No.	% age
1	Udhampur	8	Farming	2	25	--	--
			Livestock rearing	--	--	--	--
			Salaried job	1	12.5	--	--
			Currently not working	--	--	--	--
			Enrolled full time in school / madrasa/ college	--	--	--	--
			Self employed / Trader	1	12.5	--	--
			Labourer	4	50	--	--
			Too old to work	--	--	--	--
			Housewife	--	--	7	87.5
			Does not work	--	--	--	--
			Don't know	--	--	--	--
			Other	--	--	1	12.5
			2	Panchari	8	Farming	4
Livestock rearing	--	--				2	25
Salaried job	2	25				--	--
Currently not working	--	--				--	--
Enrolled full time in school / madrasa/ college	--	--				--	--
Self employed / Trader	--	--				--	--
Labourer	2	25				--	--
Too old to work	--	--				--	--
Housewife	--	--				6	75
Does not work	--	--				--	--
Don't know	--	--				--	--
Other	--	--				--	--
3	Chenani	8				Farming	3
			Livestock rearing	--	--	--	--
			Salaried job	1	12.5	--	--
			Currently not working	--	--	--	--
			Enrolled full time in school / madrasa/ college	--	--	--	--
			Self employed / Trader	2	25	--	--
			Labourer	1	12.5	--	--
			Too old to work	--	--	--	--
			Housewife	--	--	8	100
			Does not work	--	--	--	--
			Don't know	--	--	--	--
			Other	1	12.5	--	--
			4	Ghordi	8	Farming	5
Livestock rearing	--	--				--	--
Salaried job	2	25				--	--
Currently not working	--	--				--	--
Enrolled full time in school / madrasa/ college	--	--				--	--
Self employed / Trader	1	12.5				--	--
Labourer	--	--				--	--
Too old to work	--	--				--	--
Housewife	--	-				8	100
Does not work	--	--				--	--

		Don't know	--	--	--	--
		Other	--	--	--	--
Total	32	Farming	14	43.75	--	--
		Livestock rearing	--	--	2	6.25
		Salaried job	6	18.75	--	--
		Currently not working	--	--	--	--
		Enrolled full time in school / madrassa/ college	--	--	--	--
		Self employed / Trader	4	12.5	--	--
		Labourer	7	21.88	--	--
		Too old to work	--	--	--	--
		Housewife	--	--	29	90.63
		Does not work	--	--	--	--
		Don't know	--	--	--	--
		Other	1	3.12	1	3.12

The data in the above table reveals that out of the sample size of 32 students, fathers of 14 (43.75%) students were involved in agriculture/farming, 6 (18.75%) were doing salaried jobs, 4 (12.5%) were self-employed / traders, 7 (21.88%) were labourers and 1 (3.12%) was doing some other work. On the other hand, mothers of 29 (90.63%) were housewives, 2 (6.25%) were involved in livestock rearing and 1 (3.12%) was doing some other work.

Table 3.22

Response of sample students regarding their parents qualification.

S.No	Zone	Sample Size	Educational qualification of parents	Father		Mother	
				No.	% age	No.	% age
1	Udhampur	8	Not Literate	4	50	5	62.5
			Literate but never attended school	--	--	--	--
			Primary	3	37.5	3	37.5
			Secondary	--	--	--	--
			Higher Secondary	--	--	--	--
			Graduate	1	12.5	--	--
			Post Graduate & other	--	--	--	--
2	Panchari	8	Not Literate	2	25	6	75
			Literate but never attended school	--	--	--	--
			Primary	3	37.5	2	25
			Secondary	--	--	--	--
			Higher Secondary	3	37.5	--	--
			Graduate	--	--	--	--
			Post Graduate & other	--	--	--	--
3	Chenani	8	Not Literate	1	12.5	3	37.5
			Literate but never attended school	--	--	--	--
			Primary	2	25	3	37.5
			Secondary	5	62.5	2	25
			Higher Secondary	--	--	--	--
			Graduate	--	--	--	--
			Post Graduate & other	--	--	--	--
4	Ghordi	8	Not Literate	1	12.5	6	75
			Literate but never attended school	--	--	--	--
			Primary	4	50	2	25

		Secondary	3	37.5	--	--
		Higher Secondary	--	--	--	--
		Graduate	--	--	--	--
		Post Graduate & other	--	--	--	--
Total			8	25	20	62.5
		Not Literate	8	25	20	62.5
		Literate but never attended school	--	--	--	--
		Primary	12	37.5	10	31.25
		Secondary	8	25	2	6.25
		Higher Secondary	3	9.38	--	--
		Graduate	1	3.12	--	--
		Post Graduate & other	--	--	--	--

The data in the above table reveals that out of the sample size of 32 students, fathers of 8 (25%) students were illiterate, 12 (37.5%) were literate up to primary level, 8 (25%) were literate up to secondary level, 3 (9.38%) were literate up to higher secondary level and 1 (3.12%) was literate up to graduation level. On the other hand, mothers of 20 (62.5%) students were illiterate, 10 (31.25%) were literate up to primary level and 2 (6.25%) were literate up to secondary level.

Table 3.23

Response of sample students regarding their family income.

S.No.	Zone	Sample Size	Family monthly income (in Rs.)					
			Less than 5000	5000-10000	10000-15000	15000-20000	20000-25000	More than 25000
1	Udhampur	8	7	--	--	--	--	1
2	Panchari	8	6	--	--	1	1	--
3	Chenani	8	7	--	--	--	--	1
4	Ghordi	8	5	1	--	--	1	1
Total		32	25	1	0	1	2	3

The data in the above table reveals that out of the 32 sample students, 25 (78.13%) students fall in the family income group below 5000, 1 (3.12%) student falls in the family income group 5000-10000, 1 (3.12%) student falls in the family income group 15000-20000, 2 (6.25%) students fall in the family income group 20000-25000 and 3 (9.38%) students fall in the family income group above 25000. However, no student falls in the family income group 10000-15000.

Table 3.24

Response of sample students regarding distance from the school.

S.No.	Zone	Sample Size	Distance of School			
			Within 5 Km		More than 5 Km	
			No.	% age	No.	% age
1	Udhampur	8	6	75	2	25
2	Panchari	8	8	100	--	--
3	Chenani	8	8	100	--	--
4	Ghordi	8	8	100	--	--
Total		32	30	93.75	2	6.25

The data in the above table reveals that out of the 32 sample students, 30 (93.75%) students reported that the distance of school from their residence is less than 5 Kms and 2 (6.25%) students from the sample schools of Udhampur zone only reported that distance of school from their residence is more than 5 Kms.

Table 3.25
Response of sample students regarding availability of infrastructure facilities.

S.No.	Zone	Sample Size	Infrastructure	Availability			
				Yes		No	
				No.	% age	No.	% age
1	Udhampur	8	Classroom	8	100	--	--
			Drinking Water	8	100	--	--
			Appropriate teacher student ratio	8	100	--	--
			Sitting arrangement	8	100	--	--
			Open Play Ground Space	8	100	--	--
			Separate toilet for Girls in co-ed School	8	100	--	--
			Library Books	8	100	--	--
			Electricity	8	100	--	--
			Computer Lab	--	--	8	100
			Charts	8	100	--	--
			Globe	8	100	--	--
			Laboratory	4	50	4	50
			Models	8	100	--	--
2	Panchari	8	Classroom	8	100	--	--
			Drinking Water	4	50	4	50
			Appropriate teacher student ratio	--	--	8	--
			Sitting arrangement	8	100	--	--
			Open Play Ground Space	4	50	4	50
			Separate toilet for Girls in co-ed School	4	50	4	50
			Library Books	8	100	--	--
			Electricity	--	--	8	100
			Computer Lab	--	--	8	100
			Charts	4	50	4	50
			Globe	8	100	--	--
			Laboratory	--	--	8	100
			Models	--	--	8	100
3	Chenani	8	Classroom	8	100	--	--
			Drinking Water	8	100	--	--
			Appropriate teacher student ratio	8	100	--	--
			Sitting arrangement	8	100	--	--
			Open Play Ground Space	4	50	4	50
			Separate toilet for Girls in co-ed School	8	100	--	--

			Library Books	8	100	--	--
			Electricity	8	100	--	--
			Computer Lab	--	--	8	100
			Charts	8	100	--	--
			Globe	8	100	--	--
			Laboratory	8	100	--	--
			Models	8	100	--	--
4	Ghordi	8	Classroom	8	100	--	--
			Drinking Water	4	50	4	50
			Appropriate teacher student ratio	4	50	4	50
			Sitting arrangement	4	50	4	50
			Open Play Ground Space	4	50	4	50
			Separate toilet for Girls in co-ed School	--	--	8	100
			Library Books	8	100	--	--
			Electricity	--	--	8	100
			Computer Lab	--	--	8	100
			Charts	8	100	--	--
			Globe	4	50	4	50
			Laboratory	4	50	4	50
			Models	8	100	--	--
	Total	32	Classroom	32	100	--	--
			Drinking Water	24	75	8	25
			Appropriate teacher student ratio	20	62.5	12	37.5
			Sitting arrangement	28	87.5	4	12.5
			Open Play Ground Space	20	62.5	12	37.5
			Separate toilet for Girls in co-ed School	20	62.5	12	37.5
			Library Books	32	100	--	--
			Electricity	16	50	16	50
			Computer Lab	--	--	32	100
			Charts	28	87.5	4	12.5
			Globe	28	87.5	4	12.5
			Laboratory	16	50	16	50
			Models	24	75	8	25

The data in the above table reveals that out of the 32 sample students, 32 (100%) students reported classroom's availability, 24 (75%) reported availability of drinking water facility, 20 (62.5%) reported appropriate teacher student ratio, 28 (87.5%) reported good sitting arrangement, 20 (62.5%) reported availability of open play ground space, 20 (62.5%) reported availability of separate girls toilet, 32 (100%) reported availability of library books, 16 (50%) reported availability of electricity, 28 (87.5%) reported availability of charts and globes, 16 (50%) reported availability of laboratory for doing science practicals and 24 (75%) reported availability of models in the school. Besides, all 32 (100%) students reported non-availability of computers/computer laboratory. On the other hand, 12 (37.5%) students reported non availability of appropriate teacher student ratio, open play ground space, separate girls toilet, 16 (50%) reported non availability of electricity, laboratory, 8 (25%) reported non availability of drinking water facility and models and 4 (12.5%) reported non availability of charts and globes and 4 (12.5%) reported poor sitting arrangement.

Table 3.26**Response of students regarding the free aids.**

S.No.	Zone	Sample Size	Facility	Whether Provided			
				Yes		No	
				No.	% age	No.	% age
1	Udhampur	8	Free Books	--	--	8	100
			Free Uniform	--	--	8	100
			Scholarship	6	75	2	25
			Free Hostel Facility	--	--	8	100
2	Panchari	8	Free Books	--	--	8	100
			Free Uniform	--	--	8	100
			Scholarship	2	25	6	75
			Free Hostel Facility	--	--	8	100
3	Chenani	8	Free Books	--	--	8	100
			Free Uniform	--	--	8	100
			Scholarship	4	50	4	50
			Free Hostel Facility	--	--	8	100
4	Ghordi	8	Free Books	--	--	8	100
			Free Uniform	--	--	8	100
			Scholarship	5	62.5	3	37.5
			Free Hostel Facility	--	--	8	100
Total		32	Free Books	--	--	32	100
			Free Uniform	--	--	32	100
			Scholarship	17	53.13	15	46.87
			Free Hostel Facility	--	--	32	100

The data in the above table reveals that out of the 32 sample students, 17 (53.13%) students reported availability scholarship and 15 (46.87%) reported that they don't get any type of scholarship in the school. However, all 32 (100%) students reported non-availability of free books, free uniform and free hostel facility in the schools.

Table 3.27**Response of sample students whether attend school regularly.**

S.No.	Zone	Sample Size	Whether attend school regularly			
			Yes		No	
			No.	% age	No.	% age
1	Udhampur	8	8	100	--	--
2	Panchari	8	3	37.5	5	62.5
3	Chenani	8	8	100	--	--
4	Ghordi	8	8	100	--	--
Total		32	27	84.37	5	15.63

The data in the above table reveals that out of the 32 sample students, 27 (84.37%) students reported that they come to school regularly and 5 (15.63%) students reported that they don't come to school regularly and all the non-regular students belong to sample schools of Panchari zone only. However, in Udhampur, Chenani and Ghordi zones, all the 24 (100%) sample students reported that they come to school regularly.

Table 3.28**Response of sample students whether have classes in the school regularly.**

S.No.	Zone	Sample Size	Whether have classes regularly			
			Yes		No	
			No.	% age	No.	% age
1	Udhampur	8	8	100	--	--
2	Panchari	8	7	87.5	1	12.5
3	Chenani	8	8	100	--	--
4	Ghordi	8	8	100	--	--
Total		32	31	96.88	1	3.12

The data in the above table reveals that out of the 32 sample students, 31 (96.88%) students indicated that they have classes regularly in the school and 1 (3.12%) student from Panchari zone indicated that they don't have regular classes in the school. However, in Udhampur, Chenani and Ghordi zones, all the 24 (100%) sample students reported that they have classes regularly.

Table 3.29**Response of sample students whether attend classes regularly.**

S.No.	Zone	Sample Size	Whether attend classes regularly			
			Yes		No	
			No.	% age	No.	% age
1	Udhampur	8	8	100	--	--
2	Panchari	8	3	37.5	5	62.5
3	Chenani	8	8	100	--	--
4	Ghordi	8	8	100	--	--
Total		32	27	84.37	5	15.63

The data in the above table reveals that out of the 32 sample students, 27 (84.37%) students indicated that they attend the classes regularly and 5 (15.63%) students only from the Panchari zone indicated that they don't attend the classes regularly because of the lack of infrastructure facilities, distance from the school, unavailability of electricity, etc.

Table 3.30**Response of sample students regarding the emerging problems.**

S.No.	Zone	Sample Size	Whether face any problem at school				If yes, write down
			Yes		No		
			No.	% age	No.	% age	
1	Udhampur	8	--	--	8	100	--
2	Panchari	8	4	50	4	50	Lack of basic infrastructure facilities, electricity etc.
3	Chenani	8	1	12.5	7	87.5	Lack of play space
4	Ghordi	8	8	100	--	--	Non availability of toilet
Total		32	13	40.63	19	59.37	

The data in the above table reveals that out of the 32 sample students, 13 (40.63%) indicated that they do face problems in the school and 19 (59.37%) students told that they don't face any type of problem in the schools. Moreover, 4 (50%) students in sample schools of Panchari zone indicated problems like lack of basic infrastructure facilities, non-availability of electricity etc. and all 8 (100%) students in sample schools of Ghordi zone reported problem of non-availability of toilet facility in the school. Further, all 8 (100%) students in the sample schools of Udhampur zone indicated that they don't face any problem in the schools.

School Development & Management Committee

The committee is constituted in all government schools and meets periodically to discuss the issues related to school development, few SDMCs were found very much aware of their roles. However, it is responsible for all the activities including planning, monitoring, and evaluation and taking corrective/remedial actions on all the components/intervention of the scheme- infrastructural as well as academic and others, at the school level. Issues discussed with SDMC committee in one of the meetings in a school are:

- Water connection in school premises.
- Problems faced by teachers in timely completion of syllabus due to teaching positions lying vacant .
- Adequate seating arrangements to be made such as purchasing of new daris, table & chair for students of class XI & XII.
- Repair & maintenance of school boundary walls and construction of new boundary wall with the help of community members.
- Construction of class room with the help of community members.

The members of the most SDMCs are – the Headmaster, teachers, Parents, PRI representative, retired teachers, school cashier, Self Help Group representative, representative from minority community etc. The school development plan is prepared on an annual basis by the committee and submitted to the Chief Education Officer.

SDMC's are playing vital role for monitoring schools activities, besides, SDMCs should be adequately empowered to monitor the attendace of students and teachers. Further SDMCs should also ensure retention of students with focus on girl students.

However, active participation of SDMC was found missing as the contacted members/participant/ teachers, PRIs, NGOs, parents from disadvantaged groups, women etc. were actually not aware of school programs. Though members say they have been involved in planning and there are documents that substantiate their involvement but many remain unaware of the RMSA. Hence, this appears to be a mandate to be followed with little understanding and participation. SDMC is yet to reach a state of maturity to intervene in making the system more viable, coherent and conducive to teacher-student relationship in the classrooms.

Village Education Committee

The Village Education Committee members constituted for each school and VEC members are working for welfare of schools, better management. Moreover, Village Education Committees have effective role in improving enrolment and in reducing dropouts through various campaigns.

The Village Education Committee members selected were asked to find out how frequently the meetings were convened for reviewing Rashtriya Madhyamik Shiksha Abhiyan activities. But majority of the VEC members stated that they were not involved in the activities of Rashtriya Madhyamik Shiksha Abhiyan because VEC members were appointed to look after the activities of Sarva Shiksha Abhiyan. They were somewhat aware of the activities carried out in the school under RMSA except few members. It is the opinion of all the VEC members that they should be involved in all the decisions regarding the school development like infrastructure, constructions of additional classrooms, laboratories, libraries, computer rooms, utilization of grants etc. whether its Sarva Shiksha Abhiyan or Rashtriya Madhyamik Shiksha Abhiyan.

CHAPTER – IV

This chapter is based on the summary of findings, shortcomings/bottlenecks and recommendations under Rashtriya Madhyamik Shiksha Abhiyan for the reference period 2009-10 to 2011-12.

Summary of main findings:-

1. Rashtriya Madhyamik Shiksha Abhiyan was launched in the district in 2009-10.
2. An amount of Rs. 1123.411 Lacs was utilized against the availability of funds to the tune of Rs. 1707.74 Lacs during the reference period. However it was observed that utilization of funds against availability was on lower side over the years.
3. As per data in Table 2.2, it has been observed that expenditure in respect of component upgradation is very low i.e an amount of Rs. 640.561 Lacs (54.32%) only has been utilized on upgradation against the total availability of Rs. 1179.14 Lacs during the reference period in the district.
4. The table 2.3 indicates that there is continuous increase in the enrolment of students of classes IX and X during the reference period. 12.84 % increase is earmarked in the year 2010-11 over 2009-10 and 3.17 % increase is earmarked in the year 2011-12 over 2010-11.
5. It was observed from the table 2.4 that constructions of school buildings, additional class rooms and science laboratory remained low against the target in all the three years of the reference period in the district.
6. It was also observed from the table 2.4 that construction of computer room/laboratory, art/craft/culture room, library and toilets also remained low in the year 2010-11 of the reference period in the district.
7. It was found that out of total 78 teachers posted in 8 sample schools, 40 were male and 38 were female.
8. It was found that out of 1179 students in the 8 sample schools, 646 (54.79%) were boys and 533 (45.21%) were girls. Out of the total students 472 (40.03%) belong to SC category and 218 (18.49%) belong to ST category, 59 (5.00%) belong to OBC category and 430 (36.47%) belong to other categories including general category.
9. It was found that no computer /computer laboratory was available for students in all the 8 sample schools.
10. It was found that no funds were available with the sample schools of Panchari and Ghordi zones under Rashtriya Madhyamik Shiksha Abhiyan during the reference period.
11. It was also found that there was no enrolment in the sample schools of Panchari and Ghordi zones Rashtriya Madhyamik Shiksha Abhiyan during the reference period. Moreover, in Udhampur and Chenani zones the enrolment under Rashtriya Madhyamik Shiksha Abhiyan was done only in the year 2011-12 during the reference period.
12. From the table 3.10 it was found that 62.5% girls left studies because of poverty.

13. It was found that out of 32 sample students in 8 sample schools, 12 (37.5%) belong to joint family and 20 (62.5%) belong to nuclear family.
14. It was found that out of 32 sample students in the 8 sample schools, 29 (90.62%) belong to Hindu community and 3 (9.38%) belong to Muslim community.
15. It was found that out of 32 sample students in the 8 sample schools, 16 (50%) each belongs to APL and BPL categories respectively.
16. It was found that out of 32 sample students in 8 sample schools, 14 (43.75%) belong to general category, 3 (9.38%) belong to OBC category, 10 (31.25%) belong to SC category and 5 (15.62%) belong to ST category.
17. It was found that out of 32 sample students in 8 sample schools, 27 (84.37%) students live in Kaccha houses, 3 (9.38%) students live in Semi-Kaccha houses and 2 (6.25%) live in Pacca Houses.
18. It was observed from the table 3.21 that out of 32 sample students, father of 14 (43.75%) students are farmers and 7 (21.88%) are labourers. Similarly, mothers of 29 (90.63%) sample students are housewives.
19. It was found that out of the 32 sample students, family income of 25 (78.12%) students is below Rs 5000.
20. Out of 32 sample students, 30 (93.75%) students reported that distance of school from their house is less than 5 Km and 2 (6.25%) students reported that distance of school from their house is more than 5 Km.
21. Out of 32 sample students, 17 (53.13%) students reported that they were provided free scholarship and 15 (46.87%) reported that they were not provided any scholarship. Moreover, all 32 (100%) students reported that they didn't get any free books/uniform from the school authorities.
22. Out of 32 sample students, 27 (84.37%) students reported that they attended school regularly and 5 (15.63%) students reported that they didn't attend school regularly.
23. Out of 32 sample students, 13 (40.63%) reported that they didn't face any difficulty in school at all. However, 19 (59.37%) students reported they they faced problems in schools like lack of basic infrastructure facilities, electricity, play space and non availability of toilet.

Shortcomings / Bottlenecks:-

The evaluation study conducted has highlighted some shortcomings/ bottlenecks in accordance with the observations made by the evaluation team in execution of the various activities of RMSA smoothly and in accordance with the guidelines governing its implementation.

1. Non utilization of available funds on identified schemes/items.
2. Violation of guidelines and norms of implementation of RMSA have also been observed.
3. General public/community members were not fully aware of all activities of the programme.
4. Civil works were not executed as per specifications/requirements.
5. Teacher posts were not filled for the long time.
6. No record of Village Education Committee and SDMC monitoring meetings was maintained for follow up action.

Recommendations / Suggestions:-

The outcome of the evaluation study revealed that guidelines and norms governing the implementation of RMSA were not followed and on the basis of observations the following recommendations have been made for effective and meaningful implementation of RMSA.

1. Construction works like class rooms, toilets, library etc. should be executed as per requirement besides ensuring quantity and quality parameters.
2. Wide publicity about different activities of RMSA be made through print and electronic media besides local methods of communications like drum beating, organizing awareness camps, etc.
3. Village Education Committees and SDMCs need to be actively involved in activities like civil works, reducing dropout rate and other needs of students as per school wise requirements.
4. Incentives and scholarships may be provided based on financial status of the students.
5. Exclusive RMSA infrastructure should be established with adequate manpower at district level and at zone level for monitoring the implementation of activities under RMSA.
6. All pass system until VIII to be discontinued; only deserving children to be promoted.
7. Exclusive teachers may be provided for computer education.
8. Exclusive computer facilities may be provided to high school students.

9. Life-skills oriented education may be provided rather than theory oriented.
10. Third party assessment of government schools to assess their performance to be made mandatory once in three years.
11. SDMC members should be provided special training and capacity building at regular frequency in different activities so that their active participation in improving management and monitoring of the school is carried out.

CHAPTER – V

Evaluation Team

<u>S.No.</u>	<u>Name</u>	<u>Designation</u>
1.	Sh. Ashok Kumar Khajuria	District Statistics & Evaluation Officer Udhampur
2.	Sh. Anil Sharma	Assistant Director (PIg)
3.	Sh. Kamal Krishan	Statistical Officer
4.	Sh. Kuldeep Kumar	Statistical Officer
5.	Sh. Sumit Sharma	Statistical Assistant
6.	Sh Sumeet Sharma	Statistical Assistant
7.	Sh. Varinder Singh Waris	Statistical Assistant
8.	Sh. Narinder Kumar	Jr. Statistical Assistant