



## Study of academic monitoring system in state funded schools in Haryana

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### Abstract

Since Independence Government of India as well state Governments are has adopted the education as a tool to bring socio-economic change. Central Government and state Governments are constantly striving hard to achieve goal of Universal Elementary Education. However, despite of these full hearted efforts we still lack on quantitative and qualitative front in education sector. This may be due to opposite mind set of beneficiary group, improper utilization of resources, improper identification of target group etc. In all these proper monitoring helps to remove wastage of resources and funds as well it help in proper implementation of policies.

This study is exclusively devoted to know the cons and pros of monitoring process in Government Middle Schools of Gurugram district. I have selected only Middles Schools which impart upper primary education from class 6 to 8; which is important component of elementary education covering under Right to Education act 2009. Gurugram district has total 208 secondary government schools out of which 92 are middle schools. The study is done through a representative sample of 5 schools from randomly selected 2 community blocks out of 4 blocks from district Gurugram. Four important stack-holders viz. school head, teacher, students and parents.

From study it has been found schools follow an irregular pattern in internal and external monitoring. A very astonishing facts comes out is that no school under study have full time Head Master as school head; rather subjects teachers or even lower primary teachers are assigned part time casual duty of schools heads. ABRCs, SMC, block level, district level and other administrative officers are found to rarely visit the schools. Based on this study I have recommended some remedies for effective school monitoring to bring positive outcomes.

**Keywords:** academic monitoring system, school inspections, RMSA and state funded schools

### 1. Introduction

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education has now become a global concern. The world conference on 'Education for All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for all by the 2000. The United Nations Millennium Development Goals (MDG) call for achieving universal primary education by 2015. India as largest developing and responsible country has remained pioneer in all these changes in education. 'Education for All' to meet the basic needs of all children, youth, and adults.

Education in India has rich and euphoric history, which can be traced back to ancient time but the policy oriented education system was introduced in post-independence era. Since Pre-Vedic time to RTE Act its education sector has undergone hierarchal transformation. The education sector in India caters for nearly 600 million people up to the age of fourteen years old. It is one of the largest capitalized spaces in India, with an annual government spend of 30 billion US\$ and an annual private spend of 43.2 billion US\$. The most disquieting feature of education system is that even after 5-8 years of schooling many students do not acquire capacity to understand

their physical, socio-economic and cultural environment. For example, according to a nationwide survey conducted in India, 65% of children enrolled in grades 2 through 5 in government primary schools could not read a simple paragraph, and 50% could not do simple subtraction or division.

The education in India is a typical case of 'over-regulation but under-governance'. Even after completion of first and second phase of various flagship programmes the results are still not favorable. These poor learning outcomes may be due various reasons like poor infrastructure available in schools, lack of awareness among stack holders, fund crisis or underutilization of available resources. Out of these the last one i.e. improper utilization of human and other resources is most critical because anything provided or available will be meaningless without it. The proper monitoring mechanism can bring a positive to available resources and funds provided.

To know the evidence based cause of this slackness in achieving targeted educational goals, so that reasonable polices can be made the Haryana Government has established REAP\* within SCERT# Gurugram. Under REAP a research is initiated to know the cons and pros of monitoring system in Government run schools all over the Haryana through its ARAs placed in different districts of Haryana. This study is a part of it and presents research done by author in Sohna and Gurugram community development blocks in district Gurugram through a representative sample of 05 schools from

both rural and urban areas. The coming sections will give objectives, methodology, findings and other aspects of this research.

**2. Objective of Study**

Demographically Gurugram is developed district of Haryana state. It is top mostly densely populated and tops in women education in Haryana. But still parity in rural and urban areas is rampant. The rural areas lack both in quality and quantity of education. Due to various reasons many schools are not performing well on various fronts of Right to Education. We have conducted this research to know dodge in system of internal and monitoring of academics, funds, discipline, teachers and students attendance by various responsible monitors like head of institution, school management committee (SMC), ABRC and field officers posted at block and district level. The main objectives of this study are:

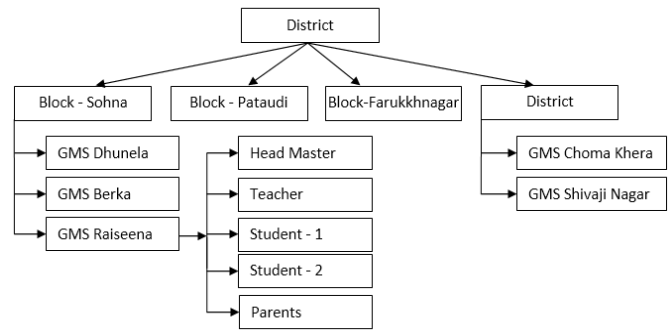
- To know the positive and negative of present monitoring system in Government Middle Schools.
- To know the views of various primary stake holder of education system viz. head of institution, teachers, students and parents about monitoring of schools.
- To know reason behind positive and negative of present monitoring system in Government Middle Schools.
- To find a way to improve the present monitoring system in Government Middle Schools.

The present study focuses on the monitoring system rampant in government run middle schools in district Gurugram (Haryana). Hence schools exclusively having classes from 6 to 8 slandered are studied and other schools are out of scope for this study.

**3. Methodology**

The methodology employed is combination of qualitative and quantitative approaches. The primary data from school is collected through interview with stack-holders. Gurugram district has 92 Middle Schools which provides upper primary education as part of elementary education. Gurugram has four community development blocks. We have randomly two blocks out of these for our study. Block Sohna and Gurugram each have 24 Government Middle Schools. Total 05 schools are selected randomly from these two blocks selected. Since providers of elementary education these schools come under preview of RTE. We has selected four stack-holders 1 Head of Institution (Schools In-charge), 1 randomly selected teacher, 2 randomly selected students and 1 easily assessable parents, whose son or daughter study in classes under study. The complete map of school selection process is shown in Fig 1.

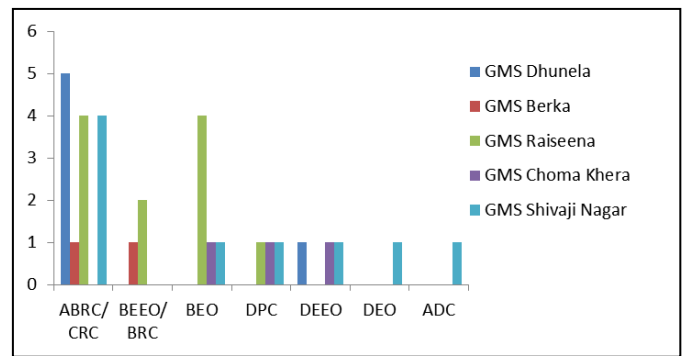
The tool is designed by me on the basis of my 3 years of teaching experience in Government Middle School. A fair and informal discussion with colleague teacher who have been teaching in middle schools or had taught at middle schools and ARAs was also held during preparation of tool. Field work is done by me in cordial environment by selecting one school per day through unannounced visits



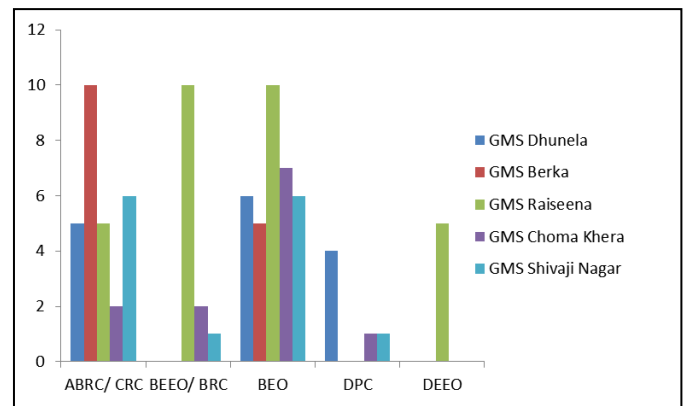
**Fig 1: Reaching to Stakeholders for Survey**

**5. Analysis and Survey Findings**

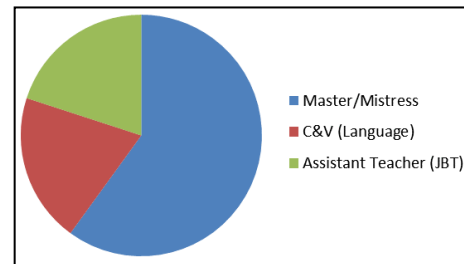
The data obtained from all 5 schools are tabulated and analysed by me. Figure 2, 3, 4, 5, 6, 7 and 8 presents graphical interpretation of observation.



**Fig 2: Visits of Officer during Last Six Months**



**Fig 3: Meetings taken by of Officer out of School during Last Six Months**



**Fig 4: School Head (In charge) from different Cadre**

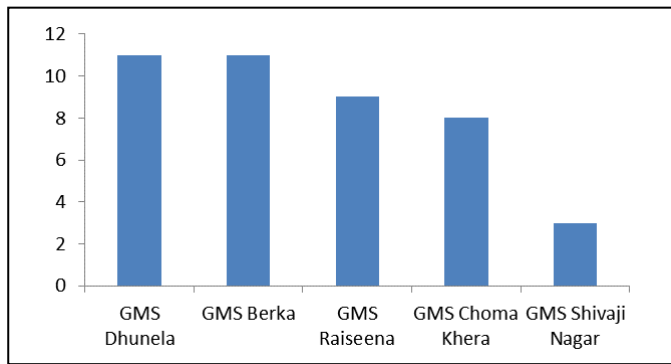


Fig 5: SMC Meetings held in School in last Six Months

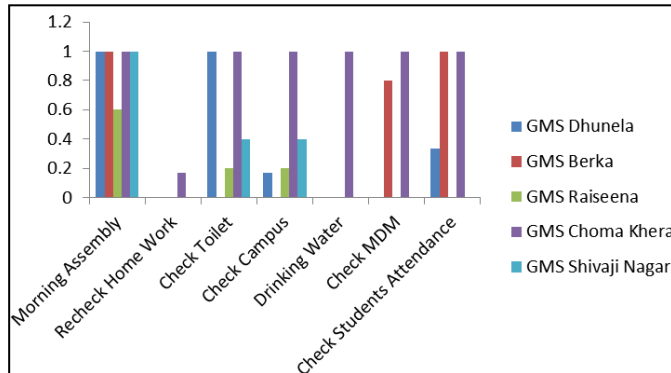


Fig 6: Time Spent by School Head in Different Activities

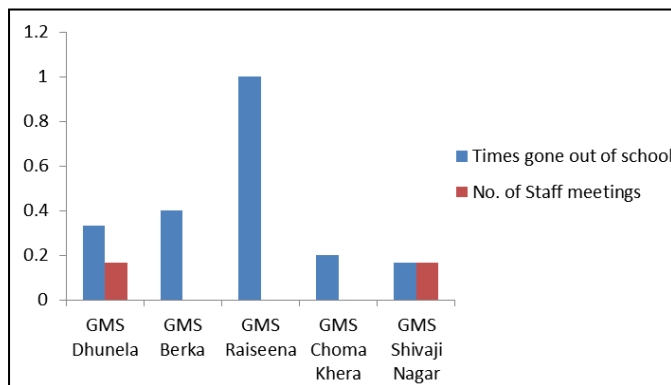


Fig 7: Time Spent out of School & Staff Meetings by School Head

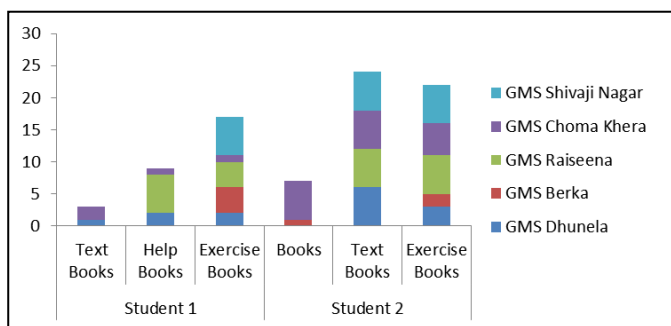


Fig 8: Availability of Learning Material with Two Randomly Selected Students

From data analysis it is found that the officers visits in different schools is different. Some schools which are on main road or in urban area has more officer's visits than rural areas.

The meetings of schools head with officer as well as staff meetings follow non-uniform pattern. It is found that no middle school has regular full time headmaster. Different cadres of teachers are discharging duty of school heads. In GMS Raiseena a primary teacher (JBT) has been assigned duty of school head. Hence in internal structure of school there is lack of full time monitor.

As per the provisions of RTE act SMC has been assigned duty to monitor school activities. From figure it is clear that SMC meetings are not called regularly. Some schools even don't call monthly meetings. During informal talk with in school under observation it is found that SMC meetings are called only for completion of some formalities required by department. There is a rare discussion on monitoring and management of school. From figure 6 it is found that some schools heads spends time to monitor school activities while some spent little time or no time. Also it is found that most of the teacher does not have teacher's diary and no officer, ABRC, School head check it. There are no staff meetings to monitor school activities by staff. Even school heads are found to spend a lot of time out of school for different purposes so link of internal monitoring is poor.

Inside class room it is found that student's attendance is much less than enrolled students. Many students don't have even a single text book or a single exercise book to study. Many students are found to have help books which have adverse effect on their thinking process. School head and officers never monitor it. Officers and ABRC's during their school have a little look at assembly, teacher diary, student uniform, disciplines, student attendance, text book, home work etc.

### 5. Conclusion

The present study has worked out on monitoring process in government middle schools in district Gurugram. It is representative sample study done on randomly selected samples through interview of its various stake-holders viz. school head, teachers, students and parents. From data analysis of field survey it has been found that at present school monitoring system has various poor links. School external monitoring of schools by block level, district level of administrative officer and SMC is rare. The parents are not found to have much involvement in school monitoring. The ABRC's which is immediate person to monitor schools has been found rare visits to school. The reflection of school i.e. school assemble has never been visited by officers and rarest of rare by ABRC's. Hence, school monitoring need to be improved for proper functioning of schools.

### 6. References

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