

# Quality Monitoring Programme in 100 Clusters of the Country- State Reports

*Andhra Pradesh, Karnataka, Kerala  
Lakshadweep  
Puducherry, & Tamil Nadu*

Regional Institute of Education, Mysore  
Manasagangotri  
2013

## Foreword

The NCERT, New Delhi has undertaken an initiative of conducting a 100 cluster study of Quality Monitoring Tools, which it had rolled out throughout the country. The Regional Institute of Education, Mysore has the responsibility of planning, preparing and undertaking the study in all the states and UTs of the Southern India covering the Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, and Tamil Nadu.

The entire activity involved inviting the state representatives belonging to the specific sampled district, respective block and clusters, and discussing with them the urgency and the need of the study apart from the methodology designed for collecting data. All the state representatives cooperated with the study. All the reports are prepared based on the common tools prepared by the Department of Elementary Education, NIE, NCERT, New Delhi.

At our institute's level, the whole activity was coordinated by Prof. C. G. Venkatesha Murthy, Professor of Education and the Nodal Officer for QMT in the Southern States, and each state study was coordinated by different faculty members. They included Dr. Chandranna, Asst. Professor of Education for Andhra Pradesh, Dr. T.V. Somashekhar, Asst. Professor of Education for Karnataka, Dr V. Ramadas, Associate Professor of Education for Kerala and Lakshadweep, and Dr. Kalpana Vengopal Associate Professor of Education for Tamil Nadu and Puducherry. I congratulate all the people involved in these studies.

This compendium is a collection of all the six reports presented one after the other. It is hoped that the readers of these reports find it readable.

Prof. D.G.Rao  
*Principal*

## Preface

The present compendium of 100 cluster study of QMT is an outcome of the initiative undertaken by the Department of Elementary Education, NIE, NCERT, New Delhi. The basic design of the study and the tools are finalized by the above department. This activity was effectively coordinated from the NIE, NCERT level by Prof. Yogesh Kumar and the Consultant Prof. K.M. Gupta along with different nodal officers of different regions of India.

The execution of six studies was conducted by the internal faculty of the Institute. They included Dr. Chandranna, Asst. Professor of Education for Andhra Pradesh, Dr. T.V. Somashekhar, Asst. Professor of Education for Karnataka, Dr V. Ramadas, Associate Professor of Education for Kerala and Lakshadweep, and Dr. Kalpana Vengopal Associate Professor of Education for Tamil Nadu and Puducherry. But for the active involvement of the above colleagues, these studies would not have been completed.

The nodal officer is thankful to Prof. Parvin Sinclair, the Director NCERT, and Prof. B.K. Tripathi, the Joint Director, NCERT for involving RIE Mysore for a work of this magnitude. The support and cooperation extended by the Prof. D. G. Rao, Principal is indeed sincerely acknowledged. The cooperation extended by the Prof. B.S. Upadhyaya, Head, DEE, RIE, Mysore and his team is also sincerely acknowledged. It was indeed a learning activity for the whole team. It is hoped that the readers can make meaning out of these reports.

Prof. C. G. Venkatesha Murthy  
*Nodal Officer*

## Study Team

Sl No	State	Coordinator
1	Andhra Pradesh	Dr. Chandranna, <i>Asst. Professor of Education</i>
2	Karnataka	Dr. T.V. Somashekhar, <i>Asst. Professor of Education</i>
3	Kerala	Dr V. Ramadas, <i>Associate Professor of Education</i>
4	Lakshadweep	
5	Tamil Nadu	Dr. Kalpana Vengopal <i>Associate Professor of Education</i>
6	Puducherry	
	Southern Region Nodal Officer	Prof. C. G. Venkatesha Murthy <i>Professor of Education</i>

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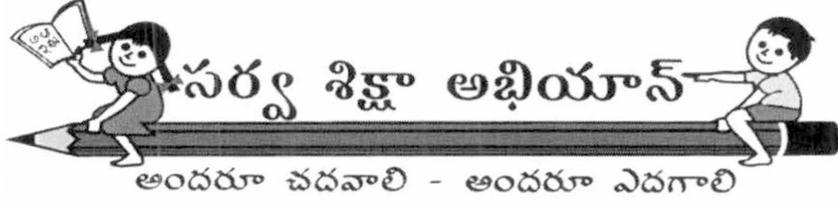
# Quality Monitoring Programme in 100 Clusters of the Country

## State Report of Andhra Pradesh

Prepared by

**Dr. Chandranna**  
*State Coordinator of the study*

**Regional Institute of Education, Mysore**  
**Manasagangotri**  
2013



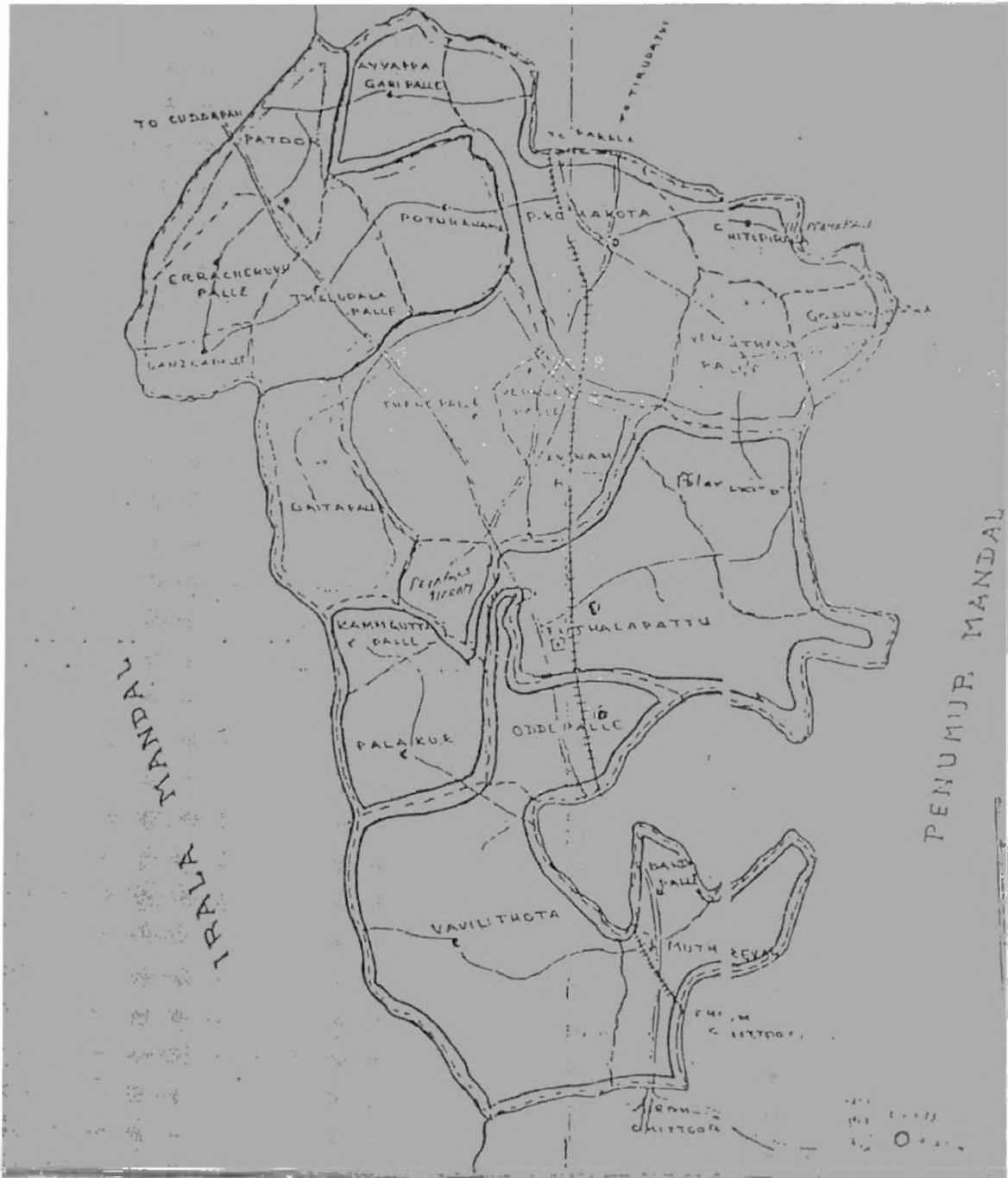
Name of the Mandal :: Puthalapattu

Mandal Code :: 51

Name of the District :: Chittoor



# PUTHALAPATTU MANDAL MAP



## Chapter I

This chapter presents the status relating to Schools and Teachers Position, Enrolment and Attendance, Textbooks and TLM, Classroom process, Learning assessment, Teacher Training, Functioning of SMCs and Perceptions of SMC about School Functioning.

### **Schools and Teachers Position:**

As regards Schools' position, the average number of schools per cluster are 24(I-V), 3(I-VII) and 3 (VI-VIII). It is to be stated that there is no school having classes I-VIII. The block has 30 schools having in primary section regular teachers are 49, temporary teachers are 4 only. In Upper Primary section regular teachers are 23, temporary teachers are 1 only.

### **Enrolment and Attendance:**

Most of the children attend the school regularly and more children have above 80% of attendance (147 out of 150). Only 3 out of 150 students are between 60-79% and there is only one girl student having less than 60% attendance. It is a matter of satisfaction that girls attend slightly higher than boys in the schools, girl students have attendance above 80% is 146 out 150 where as 145 out of 150 boys. As compared with boys girls attendance at class all levels is slightly higher. With respect to improving students' attendance the following steps are undertaken, i.e., providing free supply of books, notebooks, mid-day meals, and conducting co-curricular activities. It is interesting to note that there is no out of school children. There are 28 CWSN and they receive proper care and attention in the school. All the schools allow admissions throughout the year. However, there are problems faced during admission. They include, that some parents do not provide correct information regarding date of birth,

caste, income during time of admission and not producing relevant certificates to become eligible for benefits of scholarship and related grants etc.

### **Textbooks and TLM:**

The third part deals with the Textbooks and TLM in which 28 schools distributed their textbooks within one week and 2 schools have distributed them after a month. The main reason for delay is inadequate supply of Text books. Though there is some delay in supply of textbook but all children have received textbooks in all schools. With respect to TLM and Teachers grant, 49 teachers at Primary and 28 teachers at Upper Primary level received the grants and this grants are 100 percent utilized by them. 50 percent of these grants are used for purchase of permanent material (globe, maps etc.) and another 50 percent of grants are utilized for purchase of consumable material (charts, markers, white papers, chalks, sketch pens etc).

### **Teaching and learning process**

The fourth part deals with the classroom process in which nearly 50 percent of teachers are facing a problem for completing syllabus. The major reasons are multi-grade teaching and lack of subject teachers at upper primary level. Teachers are deputed to do Census Survey and election duty and pulse polio programmes. With respect to classroom process and teacher effectiveness, as per items of COS from 1 to 13, the percentage of "to a great extent" is 58, the percentage of 'some extent' is 23 and the percentage of 'not at all' is 1. This indicates that most of the teachers were excellent in their teaching performance. They use TLM in their teaching learning processes. The children were actively participated and enjoyed their class. All the school teachers are improving in their initiatives and in teaching learning process. Teachers take interest in organising group activities, remedial teaching, project works, innovative activities and implementing CCE. Efforts of schools is found in providing necessary aids and appliances to CWSN children - tricycles, spectacles, walking sticks and for arranging home based education.

## **Learning assessment:**

The fifth part of this chapter deals about the learning assessment in which the children studying in primary schools mostly come under 'A' grade in respect of their achievements in class-wise and subject-wise for classes' I-V. But some students are achieved C grade only. The percentages of VI class to VIII classes in language, most of the students attained A grade, some students got C grade only. But in Maths, Science and social most of the students got B+ grade, some students are in C grade.

## **Teacher Training**

The sixth part deals with teacher training in which nearly all of primary school teachers received training during current session and the induction training for newly appointed teachers was conducted by SSA. The schools which have identified training needs is 80 percent and the methods of identifying needs are opinions of the teachers at CRC meetings identified the difficult areas by the teachers and based on the new concepts. Exposure to new arena of learning like ICT and CBT are quite well come with the teacher community are the suggestions for training programme. As trainings are imparted as per the need of the hour, they are directly incorporated in classroom atmosphere. Teachers used their training inputs in the classroom teaching process, in preparing lesson plan, TLM, implementing new methods in classroom teaching and improving self-learning methods of children. Teachers felt that conducting training programme during school vacations period facilitate their participation. More teachers felt the need of training on multi-grade teaching and multi-grade teaching material preparation.

## **Functioning of SMCs**

The seventh section deals with the functioning of SMCs. The schools having SMCs is 100% and percentage of SMCs given training about their roles and functions is also 100. All SMC Members are visited the schools in different reasons. Most of the parents visited the school to know the achievement of their children.

Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order): 5 meetings.

SMC meetings were organized for making them

- to understand real problem faced by the students,
- to organize awareness programs and making them to participate,
- to aware about the drop out children,
- to enroll more number of students,
- to aware about their students' progress,
- to encourage sports also etc.

SMC meetings made the suggestions as follows:

- To provide good quality of MDM.
- To proper use of grants.
- To improve the English teaching.
- To know the standard of their children.
- To improve and provide toilet facilities in some schools,
- To attend minor repair works in school premises,
- To enroll left out students and drop outs,
- To increase enrollment of students, for repairing damaged compound walls and buildings,
- To increase sports activities,
- To utilize the grants for maintaining and repairing the school.

Regarding the percentage of schools which developed school development plan is 100. 94% of schools prepared school development plan for the next year and at present all the schools preparing school development plan. Regarding the activities undertaken by SMCs are Ensuring smooth functioning of school, Collaborating with the

school to organize school level function and Monitoring the utility of grants. In respect of Support to school by community are as follows

- Take part and giving suggestion to white washing the school premises as well as flooring the verandah of the school and to give protection to the safety of the school.
- Cleaning the campus and play ground.
- Community also donates notebooks, pen pencil, tables and books for students during some important occasions.
- Community provided cooking vessels.

### **Perceptions of SMC about School Functioning**

The eighth part of this chapter deals about perceptions of SMCs about school functioning. All the children were treated equally by the teachers and there is no incident of discrimination from teachers. All the children were happy to attend school regularly. Out of 30 schools 21 schools are having CWSN children. The percentage of SMCs opinion about existing of separate toilet for boys and girls it is found that 47 percent out of 30 schools having separate toilets for boys and girls. In case of safe drinking water, SMCs stated 80 percent out of 30 schools providing safe drinking water. All the children received their textbooks. 80 percent out of 30 schools are having play and sport material. Out of school children and physical punishment also reported as nil. The improvement needed in school functioning are introducing the english medium in government schools, building school compound wall, constructing separate toilets for boys and girls and adequate classrooms, appointing subject wise teachers.

## **Chapter II**

### **CRC and BRC Support Structure:**

This chapter deals about CRC and BRC Support structure: Strategies Preparedness and effectiveness. Training received by CRCs was beneficial. 2 members have attended training but 1 member not attended training. In respect of BRCs, training

is not received by them. Functions performed by CRCs are as follows: giving guidance to teachers on academic areas, conducting regular academic monitoring and conducting CRC Meetings effectively and regularly, assist in budget preparation, prepare Annual Reports. The Functions performed by BRCs are monitoring the schools, conduct meetings and act as resource person. The frequency of meetings were every month regularly. The tasks taking place in meetings are academic support, sharing of teaching learning experience and grants managements. Percentage of schools receiving support from CRCs is 100%. Training and onsite support are the types of academic support received by teachers from CRCCs. But only two CRCs are having adequate space and facilities. There is need of furniture for all teachers. Number of Schools on average, visited per month by CRCC ranges into 5 schools to 10 schools. Fair utility of TLM's can be done rather than placing it in the shelves was the suggestions provided by BRCC to teachers.

With respect to Classrooms observations by CRCCs, average number of classrooms observed by CRCCs was 20. Suggestions provided by CRCCs to teachers for improving teaching are academic support, preparation of TLM, and assisting/screening CWSN students. The reasons for not observing classes is, this academic year only our DIET took charge for observing classes. With regards to major achievements and problems in the implementation of RTE Act, ensured admission throughout the year, admission even without birth and transfer certificate and Liberalized admission procedures are the achievements as perceived by CRCCs and BRCC. Admitting Children with special needs in regular schools was the problems as perceived by CRCCs and there was inadequate awareness among parents was the problems as perceived by BRCC.

## Chapter III

### Preparedness and effectiveness of DIETs

This chapter deals with the preparedness, strategies and effectiveness of DIET. With regards to academic support provided by DIET to SSA officials, there is lag on the part of SSA higher officials. Till now DIET is not involved in SSA training programmes and SSA training programmes are organized without involving DIET members. Nobody is involved in annual work plan of SSA. DIET faculty visit to schools, CRCs and BRCs for the purpose of Primary School:

- DIET faculty to schools, CRCs and BRCs visited frequently.
- The purposes of the visits are to assess achievement level of the children.
- To evaluate the teaching learning process.
- To monitor the school records maintained by the HM.
- To provide the academic support to teachers

Upper Primary schools:

- To assess the achievement level of the children.
- To evaluate the class room practices of the teachers.
- To assess the role of the teachers and participation in using of the TLM.

CRC:

- To monitor the AV equipment.
- To monitor the library books and funds utilization

BRC:

- To monitor the work done by the MRP's
- To monitor the records maintained by the BRC

DIET faculty have not undertaken any research work because funds not releasing by SSA. The DPO of SSA is not sending funds to DIETs to do research activities for the last two years. There is a lot of gap between the DIETs and SSA. As per the recommendations of RTE Act, DIET, renders training to the teachers, discharges duty as a resource center and monitors schools on specific issues are the perceived role of DIET in different provisions of RTE Act. Under this role, some teachers visited MRCs schools

and habitations and identified school less habitations, the same is informed to the PO of SSA and DEO to establish new schools. Similarly children travelling from 1 to 3 KM to schools are identified and reported the same is informed to PO of SSA.

### **I. Mandal Profile**

1.	Name of the Mandal	:	Puthalapattu
2.	Mandal Code	:	51
3.	No. of Gram Panchayads	:	26
4.	No. of Revenue Villages	:	21
5.	No. of Municipal Wards	:	-
6.	No. of Habitations	:	260
7.	Name of the Division	:	Chittoor
8.	Name of the District	:	Chittoor
9.	No. of School Complexes (CRCs)	:	05
10.	No. of NPEGEL Model Clusters	:	NIL
11.	Census & Literacy	:	

Community	Population			Literacy			Literacy Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	22156	21917	44073	16047	11349	27396	72.43%	51.78%	62.16%
SC	5713	5730	11443	3721	2466	6187	65.13%	43.04%	54.07%
ST	523	471	994	229	150	379	43.79%	31.85%	38.13%

**12. Schools details 2012-13**

**a. Schools details Management wise 2012-13 (Govt. Local Body)**

	Category	Govt.	MP/ZP	Municipal	Residential	Pvt. Aided	Pvt. Un-aided	Un-Recong.	Total
a)	Primary	0	75	0	0	0	5	0	80
b)	Upper Primary	0	09	0	0	0	1	0	10
c)	High Schools	0	11	0	0	0	4	0	15
	Total	0	95	0	0	0	10	0	105

### 13. Children Enrolled

#### (a) Children enrolled in Pre primary centres 2012-13

Sl. No.	Pre Primary Centre	No. of Centres	Enrolled			Working staff	
			Boys	Girls	Total	Workers	Ayas
1.	Anganwadis & Mini Anganwadis	62	478	425	903	57	57
2.	ECE Centres	02	14	23	37	2	2
3.	Sisu Vihars	14	153	135	288	14	14
	Total	78	645	583	1228	73	73

**b) Primary, Upper Primary & High school enrolled 2012-13**

Sl. No.	Management	Total Enrolled								
		Primary stage(1-5)		Upper Primary stage (6-8)		High school stage (9-10)		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1.	Mandal Parishad/ Zilla Parishad	903	894	699	695	486	518	2088	2107	4195
2.	Pvt. Aided	0	0	0	0	0	0	0	0	0
3.	Residential	0	0	0	0	0	0	0	0	0
4.	Pvt. Un-aided (Recognized)	627	452	292	201	144	97	1063	750	1813
5.	Un-Recognized	0	0	0	0	0	0	0	0	0
	Total	1530	1346	991	896	630	615	3151	2857	6008

(c) Teachers details 2012-13 (Only Telugu Medium)

Management	Primary Level (Class I to V)						Upper Primary & High school Level (Class VI to X)								
	Posts sanctioned		Working		Requirement teachers		Post sanctioned			Working			Requirement teachers		
	SGTs	LFL	SGTs	LFL	SGTs	LFL HMs	SGT+SA +LP	HM	Music/A rt/ PET	SGT+SA +LP	HM	Music/A rt/ PET	SGT+SA +LP	HM	Music/A rt/ PET
Govt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MP/ZP	11 1	2	10 9	2	9	0	131	11	13	127	11	8	11	0	1
Residential	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	11 2	2	11 2	2	9	0	124	11	9	124	11	8	11	0	0

Teachers' requirement of English Medium in 7 High schools from class 6 to 10 in all subjects.



b) 6-14 Age group total children in school

Category	In school children								
	6 - 10			11 - 14			Total (6 - 14)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
OC	551	440	991	455	448	903	1006	888	1894
SC	426	417	843	404	374	778	830	791	1621
ST	80	62	142	45	40	85	125	102	227
BC	547	495	1042	376	488	864	923	983	1906
Total	1604	1414	3018	1280	1350	2630	2884	2764	5648
Muslim Minority	31	27	58	16	12	28	47	39	86
Urban Deprived	0	0	0	0	0	0	0	0	0

15. Special Need Children (CwsN Children)

Name of the Mandal	6-14 Age Group Children											
	Age Group (0-3)			Age Group (4-5)			Age Group (6-15)			Total (0-15)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Puthalapattu	3	3	6	10	6	16	43	38	81	56	47	103

15. a) Special Need Childrens (CwsN Childrens) Category wise

Sl. No.	Category	No. of Children
1	Low Vision (LV)	4
2	Total Blind (TB)	2
3	Hearing Impaired (HI)	6
4	Speech Impaired (SI)	9
5	Orthopedic Handicapped (OIH)	30
6	Mentally Retarded (MR)	10
7	Cerabral Palsy (CP)	0
8	Multiple Disability (MD)	42
9	Learning Disability (LD)	0
10	Autism Spectrum Disorder (ASD)	0
	TOTAL	103

**b) Aid and Others requirement of CwSN Children**

Sl. No.	Aid and others Requirement Children	No. of Children requirement
1	Surgery	39
2	Therapy	72
3	Counseling Self	53
4	Counseling Parents	46
5	Disability Certificate	44
6	SADERAM Certificate	67
7	Escort Allowance	15
8	Scholarship	58
9	Handicap Pension	55
10	Bus Pass	91
11	Railway Pass	95
12	Aid Requirement	51

**16. Physical Facilities:**

Sl. No.	Facility	Primary Schools			Upper Primary & High Schools			Total		
		Total Schools	Existing	Requirement	Total Schools	Existing	Requirement	Total Schools	Existing	Requirement
1	School Own Buildings	75	75	0	20	20	0	95	95	0
2	Toilets	75	73	2	20	20	0	95	93	2
3	Electricity Facility	75	72	3	20	20	0	95	92	3
4	Drinking Water	75	72	3	20	20	0	95	92	3
5	Kitchen Shed	75	54	21	20	8	12	95	62	33
6	Compound Wall	75	14	61	20	13	7	95	27	68
7	Ramps	75	11	64	20	4	16	95	15	80
8	Library Books	75	75	0	20	20	0	95	95	0
9	CwSN Friendly Toilets	75	0	75	20	0	20	95	0	95

**17. School Uniforms 2012-13**

2012-13 (Class I to VIII in all categories SC, ST, BC and OC Boys and Girls students)

2 fare each student

Sl. No.	Class	School Uniforms (All categories SC, ST, BC & OC students)		
		Boys	Girls	Totals
1	I	218	201	419
2	II	199	198	397
3	III	167	173	340
4	IV	193	192	385
5	V	192	191	383
6	VI	214	209	423
7	VII	258	276	534
8	VIII	213	253	466
	<b>TOTAL</b>	<b>1654</b>	<b>1693</b>	<b>3347</b>

18. Sanitary Napkins 2012-13

Distributed Sanitary Napkins 2012-13 (Class VI to VIII in all categories SC, ST, BC and OC for Girls students)

2 pieces each student

Sl. No.	Name of the School	Type	7th Class	8th Class	Total
1	Ayyappagaripalle	UPS	4	0	4
2	Gandlapalle	UPS	12	0	12
3	Kothapalle of Patur	UPS	4	0	4
4	Maddulaiahgaripalle	UPS	3	0	3
5	Murthiganivooru	UPS	7	0	7
6	Nadhampalle	UPS	5	0	5
7	Potukanuma	UPS	4	0	4
8	T.Rangampeta	UPS	8	0	8
9	Vepanapalle	UPS	3	0	3
10	Akanambattu	HS	6	8	14
11	E.C.Palle	HS	7	32	39
12	E.Palakuru	HS	12	9	21
13	Goduguchintha	HS	12	14	26
14	M.Bandapalle	HS	33	51	84
15	Muthirevula	HS	24	20	44
16	P.Kothakota	HS	32	26	58
17	Polavaram	HS	24	28	52
18	Puthalapattu	HS	51	51	102
19	Thalupulapalle	HS	16	34	50
20	Vavilthota	HS	14	18	32
	<b>TOTAL:</b>		<b>281</b>	<b>291</b>	<b>572</b>

# Monitoring Programme in States of the Country

## Report of Karnataka

Prepared by

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**2013**

## Section 1: Introduction

Karnātakā pronunciation ([help](#) [info](#)) (Kannada: ಕರ್ನಾಟಕ) (IPA: [kəɾnət̪əkɑ]) is one of the four southern states of India. The modern state of Karnataka came into existence with the passage of the States Reorganisation Act (1956, Nov 1), with the incorporation of districts under the dominion of Bombay, Hyderabad, Madras State and Coorg within the existing state of Mysore State.

Karnataka lies in the Deccan Plateau and borders with Maharashtra, Goa, Andhra Pradesh, Tamil Nadu and Kerala. Karnataka is bordered by the Arabian Sea to the west, Goa to the northwest, Maharashtra to the north, Andhra Pradesh to the east, Tamil Nadu to the southeast, and Kerala to the southwest. The state covers an area of 74,122 sq mi (191,976 km<sup>2</sup>), or 5.83% of the total geographical area of India. It is the eighth largest Indian state by area, the ninth largest by population and comprises 30 districts. Kannada is the official and most widely spoken language

Karnataka's capital, Bengaluru/Bangalore, is the capital city of the state with a population of more than 6 million. Other major cities include Mysore, Mangalore, Hubli-Dharwad, Davanagere, Bellary, Hassan, Shimoga and Belgaum.

Karnataka state consists of 30 revenue districts, grouped into four divisions. In 1989 Bangalore Rural district was split from Bangalore, and in 1997 Bagalkot district split from Bijapur, Chamrajnagar district split from Mysore, Gadag district split from Dharwad, Haveri district split from Dharwad, Koppal district split from Raichur, Udupi district split from Dakshina Kannada, and Davanagere district was created from parts of Bellary, Chitradurga, Dharwad, and Shimoga. During 2008 Bangalore Rural is split into Ramnagar and Kolar divided into Chikballapur. During 2009 Gulbarga is split into Yadgir.



POPULATION & LITERACY RATE :

Sl.No	State/District	Population 2001	Population 2011	Diff.	No. of Illiterates		
					2001	2011	Diff.
1	BELGAUM	42.15	47.78	5.64	12.85	10.88	1.98
2	BAGALKOT	16.52	18.91	2.39	5.92	4.98	0.94
3	BIJAPUR	18.07	21.75	3.68	6.54	6.14	0.40
4	BIDAR	15.02	17.00	1.98	4.93	4.30	0.63
5	RAICHUR	16.70	19.25	2.55	7.10	6.53	0.57
6	KOPPAL	11.96	13.91	1.95	4.53	3.92	0.62
7	GADAG	9.72	10.65	0.93	2.83	2.33	0.50
8	DHARWAD	16.04	18.47	2.43	3.94	3.22	0.71
9	UTTARA KANNADA	13.54	14.37	0.83	2.76	2.06	0.70
10	HAVERI	14.39	15.99	1.59	3.98	3.16	0.82
11	BELLARY	20.27	25.32	5.05	7.28	7.04	0.23
12	CHITRADURGA	15.18	16.60	1.42	4.66	3.88	0.78
13	DAVANAGERE	17.91	19.47	1.56	5.05	4.12	0.93
14	SHIMOGA	16.43	17.56	1.13	3.66	3.08	0.58
15	UDUPI	11.12	11.78	0.66	1.87	1.48	0.40
16	CHIKMAGALUR	11.41	11.38	-0.03	2.79	2.15	0.63
17	TUMKUR	25.85	26.81	0.97	7.52	6.24	1.29
18	BANGALORE	65.37	95.89	30.52	9.80	9.90	-0.10
19	MANDYA	17.64	18.09	0.45	6.08	4.92	1.16
20	HASSAN	17.22	17.76	0.55	4.78	3.91	0.87
21	DAKSHINA KANNADA	18.98	20.84	1.86	2.77	2.14	0.63
22	KODAGU	5.49	5.55	0.06	1.05	0.88	0.18
23	MYSORE	26.41	29.95	3.54	8.46	7.43	1.03
24	CHAMARAJANAGAR	9.65	10.21	0.56	4.17	3.60	0.57
25	GULBARGA	21.75	25.65	3.90	12.98	7.60	5.37
26	YADGIR	9.56	11.73	2.17	0.00	4.70	-4.70
27	KOLAR	13.87	15.40	1.53	8.18	3.54	4.65
28	CHIKKABALLAPURA	11.49	12.54	1.05	0.00	3.38	-3.38
29	BANGALORE RURAL	8.51	9.87	1.36	5.84	1.92	3.92
30	RAMANAGARA	10.31	10.83	0.52	0.00	3.02	-3.02
	<b>State Total</b>	<b>528.51</b>	<b>611.31</b>	<b>82.80</b>	<b>152.33</b>	<b>132.46</b>	<b>19.88</b>

<i>Area</i>	1,91,791 sq. Km (eighth largest state in India)
<i>Length</i>	760 Km. (north-south)
<i>Breadth</i>	420 Km. (east-west)
<i>Population</i>	611.31 (approx) (2011)
<i>Females per 1000 males</i>	968 females
<i>Capital</i>	Bangalore
<i>Literacy</i>	75.60 %
<i>Female Literacy</i>	68.13%
<i>Climate</i>	Semi-tropical
<i>Seasons Summer</i>	March to May (18oC to 40oC);
<i>Winter</i>	Oct to Dec (14oC to 32oC);
<i>South-West Monsoon</i>	June to August;
<i>North-East Monsoon</i>	October to December
<i>Rainfall</i>	500 mm to over 4000 mm. Agumbe in the Sahyadris receives the second heaviest annual rainfall (7600 mm) in India
<i>Physiography</i>	Karavali, the Coastal Plain; Sahyadris, the Western Ghats; Malnad, the Transitional Belt; the Southern Plateau; the Northern Plateau; the Eastern Ghats.
<i>Traditional Products</i>	Coffee, silk, sandalwood, agarbathis, ivory carvings, inlay work, badriware, lacquerware
<i>Greens</i>	Tropical Evergreen, Tropical Semi-evergreen, Dry Deciduous (Malnad), Dry Deciduous(Plateau), Shrub

<i>Prime Industries</i>	Electronics, Computer Engineering, Aeronautics, Machine Tools, Watch-making, Electrical Engineering, Aluminium, Steel
<i>Major Crops</i>	Ragi, jowar, rice; sugarcane, coconut, groundnuts; coffee; cotton
<i>Major Minerals</i>	Gold (90% of India's production), iron ore, manganese, magnetite
<i>Roads</i>	Total length of roads: 1,22,489 kms
<i>National Highways</i>	2,357 kms
<i>State Highways</i>	28,311 kms
<i>Major District roads</i>	2,090 kms

*Languages: Kannada, Telugu, Tamil, Urdu, Marathi, Tulu, Kodava, Konkani, Hindi.*

*Literacy rate increased from 66.64 percent in 2001 to 75.60 percent in 2011. Urban male literacy rate has crossed 90 percent mark. Fertility rates are falling at a fast pace, the State's record being 1.8 children per women of productive age. It is around 1.0 in several districts. Leading to decrease in enrolments in schools and the phenomenon of small schools. The HDR of Karnataka is 10 among 19 major States.*

## **Section II : Objectives:**

The objectives of the Quality Monitoring Programme are:

- (i) To study the status of quality interventions in schools.
- (ii) To enable the functionaries at different levels (sub district and district) provide feedback for improvement of teaching and learning process.
- (iii) To study preparedness and effectiveness of CRCs, BRCs and DIETs for quality monitoring programme.

**(a) Sample:**

In the Nanjungud block, three clusters were selected for quality monitoring programme and on an average each cluster had 10-11 schools.

Selected District	Selected Cluster	School category	No of schools Selected
Mysore	DEBUR	I-V	12
	HEMMARAGAL A	VI-VIII	11
	HULLAHALLI	I-VIII	0
		Others(I-VII	07
		Total	30

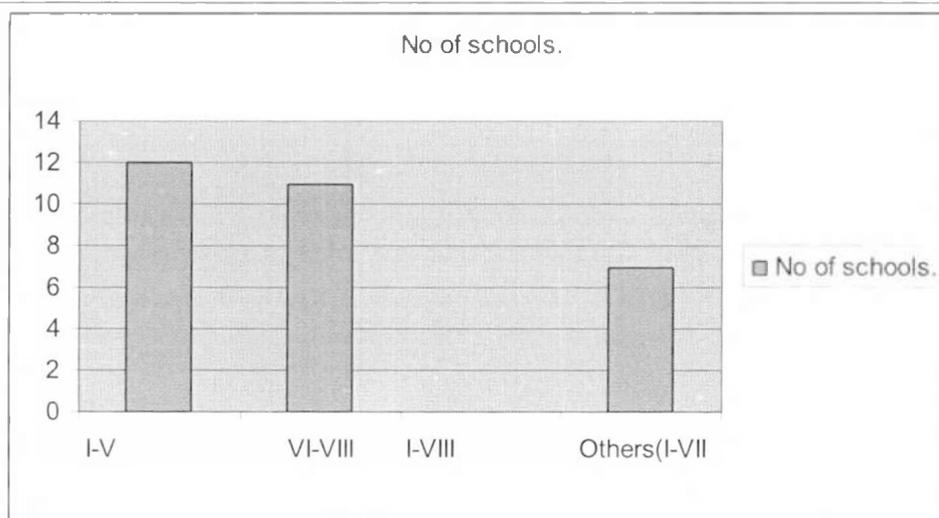
**(c) Tools:**

The following tools were used in the study:

1. School Schedule (SS)
2. School Management Committee Schedule (SMCS)
3. CRC Schedule (CS)
4. Classroom Observation Schedule (COS)
5. BRC Schedule (BS)
6. DIET Schedule (DTS)

## **Section 3: Findings:**

S No	Sections/Sub sections												
	<b><i>I. Schools and Teachers' Position</i></b>												
1.1	<b>Schools' position</b> Average number of schools per cluster <table border="1"><thead><tr><th>School category</th><th>No of schools.</th></tr></thead><tbody><tr><td>I-V</td><td>12</td></tr><tr><td>VI-VIII</td><td>11</td></tr><tr><td>I-VIII</td><td>0</td></tr><tr><td>Others(I-VII</td><td>07</td></tr><tr><td>Total</td><td>30</td></tr></tbody></table>	School category	No of schools.	I-V	12	VI-VIII	11	I-VIII	0	Others(I-VII	07	Total	30
School category	No of schools.												
I-V	12												
VI-VIII	11												
I-VIII	0												
Others(I-VII	07												
Total	30												



On an average each cluster has 10-11 schools.

1.2

**Teachers' Position:**

- Regular v/s Temporary Teachers (percentage):

99.66% of teachers are regular, while 0.33% teacher is guest teacher.

-Shortage of teachers as per RTE norms (percentage)

At primary level one teacher is excess(33/32) 103% and at Upper primary level shortage of six teachers is noticed (136/142) i.e 4.22 %.

At primary level the PTR is in excess of RTE norms, while at upper primary level there is shortage. At the school level, PTR is not uniform.

**II. Enrolment and Attendance**

2.1

**Average attendance**

Schools with average attendance (percentage)

	Above 80%	Between 60%-79%,	Below 60%	Total
All children	27 (90%)	3 (10%)	Nil	30 (100%)
Girls	29 (97%)	1 (3%)	Nil	30 (100%)
Boys	27 (90%)	3 (10%)	Nil	30 (100%)

	<p>In total 30 schools were studied. These 30 schools had boys and girls. Majority of schools to the tune of 90% have above 80% attendance, while only 10% of schools have attendance between 60 to 79%. It is a happy situation to note that none of the schools has below 60% attendance. A comparison of boys and girls indicates that 97% of the girls have attendance above 80%, while, it is only 90% in boys. So girls have an edge over boys on attendance. This is further substantiated in lower attendance levels by higher percentage of boys positioned than girls. It means girls are more regular to school than boys in the district.</p> <p><i>Reflections:</i> Boys' attendance is lesser than girls which need to be arrested by the district.</p>
2.2	<p><b>Steps for improving students attendance:</b></p> <ul style="list-style-type: none"> <li>• Interacting with parents regarding the irregularity of their wards</li> <li>• Peer visits to absented students' home to bring back their friends to school</li> <li>• Monitoring of irregular students by Head master frequently.</li> </ul>
2.3	<p><b>Out of School Children: Enrolment and Special Training:</b>  <i>- Number of out-of-school children enrolled on average per school (boys, girls, total)</i></p> <p>In all 38 children with 25 boys and 13 girl students were enrolled in the school.</p> <p><i>- Details of centers where out-of-school children are undergoing special training (in their own schools, other schools/centers, residential centers, any other):</i></p> <p>Only 8 students are undergoing special training. Out of them, 5 are in their own schools while 3 are in other schools. The rest 30 are in other centers.</p> <p><i>- Out-of-school children not enrolled in the locality.</i></p> <p>None.</p>
2.4	<p><b>Children with Special Needs:</b>  <i>Number of Children with Special Needs in schools of the block and their care</i></p> <p>Out of 4,651 students 82 (1.76%) of students were found to be CWSN, who required special care.</p>
2.5	<p><b>Schools allowing admissions throughout the year (percentage)</b></p> <p>All the schools allow admission throughout the year (100%).</p>

2.6	<p><b>Problems faced during admission</b> (In descending order)</p> <ul style="list-style-type: none"> <li>➤ Matching the competency level of the learner with age appropriate admission</li> <li>➤ Not utilizing the school-based training by the learners</li> <li>➤ Teacher training regarding school-based training is less focused.</li> </ul>
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**III. Textbooks and TLM**

3.1	<p><b>Textbook distribution:</b></p> <p><i>-Timely distribution (within one week, after one month)</i>  Within one week of opening of school for the academic year, the text books were distributed in all the schools (100%).</p> <p><i>-Reasons for late distribution (listing- in descending order )</i>  Since state government has introduced new text books for few classes, only some subject text books reached the school late.</p> <p><i>-Receipt of textbooks by all children</i>  All children have received the textbooks.</p>
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3.2	<p><b>TLM and Teacher grant:</b></p> <p><i>-Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper Primary wise)</i>  At the primary level, 34 teachers have received teacher grant and all of them have utilized.  At upper primary level, 140 teachers have received the grant and all of them have utilized it.</p> <p><i>-Use of teacher (TLM) grant : The usage of teacher grant is 100%</i></p> <p>Types of items purchased (listing in descending order)  Charts  Marker pens</p>
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	<p>KG drawing sheets</p> <p>Models</p> <p>Color paints</p> <p><i>-Manner of use of items purchased (listing in descending order)</i></p> <p><i>(Triangulate use of TLM in class with item number 8 of COS - How it is used in classroom?)</i></p> <p>Using them as per the requirement of the lesson. Providing opportunity for the students to construct them on their own and make the conceptual understanding clearer to them.</p>
<p><b><u>IV. Teaching and learning process</u></b></p>	
4.1	<p><b>Completion of syllabus</b></p> <ul style="list-style-type: none"> <li>• Completion of syllabus is an important matter in school activities. At primary level, 30 teachers out 34 (84%) reported that they are facing problems in completion of syllabus.</li> <li>• The reasons for non completion of syllabus are - extra work allotted, training and interaction meetings scheduled on working days.</li> </ul>
4.2	<p><b>Teachers involvement in 'Other than School activities':</b></p> <p>As per the cluster report, the teachers are not involved in other than school activities but in academic activities Like ...</p> <ul style="list-style-type: none"> <li>➤ Preparation of content material.</li> <li>➤ Co-curricular and cultural activities.</li> <li>➤ Tours and visits arranged by block and district level.</li> <li>➤ Social awareness and 'Jathas' related to health and environmental issues.</li> </ul>
4.3	<p><b>Classroom process and teacher effectiveness:</b></p> <p><i>- As per items of COS from 1 to 13: tabulated</i></p>

Observation :Record of Classroom Processes				
Sl No	Aspects	To a Great Extent	To Some Extent	No at A
1	Classroom environment is free from mental harassment/ tension.	51	9	
2	The teacher is conducting relevant activities during teaching.	23	33	
3	Teacher encourages children to ask questions.	31	25	
4	Children feel free to express their feelings and problems	28	31	
5	Teacher gives answers to students' questions/queries gladly	38	20	
6	Teacher is sharing students' experiences and developing lesson on the basis of their experience.	21	37	
7	Blackboard is used properly by the teacher.	41	16	
8	Relevant TLMs are used properly during teaching.	26	30	
9	Teacher is asking variety of questions to encourage participation of all children.	27	30	
10	Teacher is assessing students learning along with teaching and moving ahead after ensuring that students have learnt.	26	32	
11	Overall classroom environment is conducive for learning.	35	23	
12	Classroom management is satisfactory.	37	22	1
13	Teacher is effective.	26	32	2
14	Other Remarks.	nil	nil	nil
	Total 60 observations			

Class room processes and teacher effectiveness as observed and reported by CRCCs indicates that:-

- Class room environment was free from mental harassment to great extent is in 85% of schools.
- Proper usage of blackboard by the teacher to great extent is in 68.33% of schools
- Teachers giving answers to students' queries to great extent is in 63.33% of schools
- Classroom management was satisfactory to great extent in 61.66% of schools

- Conducive learning environment is to great extent in 58.33% of schools
- Teachers encouraged students to ask questions to great extent is seen in 51.66% of schools
- Sharing students' experiences and using it to develop the lesson, conducting relevant activities, adopting integral assessment procedures, making the children to express their feeling freely was noticed to some extent. The percentage of variations in these was noticed from 61.66% to 51.66%.
- All other items were noticed below 50%.

*Reflections:* An analysis of the above picture indicates that the quality of classroom processes is still not ensured as there are still gaps. The areas are clear. Strategies have to be developed and worked out seriously to address those gaps. The district needs to work in this direction.

**School Perception and improvement in teaching learning process: (In percentage)**

Sl No	No of Schools	No of Schools reported improvement in teaching.	%
1	30	30	100

It is observed that all schools have reported improvement in teaching learning process.

*Reflections:* There is an apparent influence of QMTs in improvement of teaching-learning process.

**4.5 Teachers' initiatives for improving teaching-learning process (In descending order)**

Teachers' initiatives for improving teaching-learning process are-

- Improvement in interaction levels of learners during the classroom transactions.
- School-based guidance provided by BEO/BRCs/ ECOs/BRPs/CRPs on their visits to schools, are implemented to classroom situations.
- Suggestions given by BRG and CRG in their monthly interactions are incorporated in to their teaching strategies.

*Reflections:* It is apparent that teachers are willing to improve if they can get influencing forces.

**4.6 Efforts of schools for making classroom inclusive:**

IERTs and special teachers are helping the classroom teacher to make classroom inclusive. Special equipments supplied to needy CWSN helped them to participate actively in classroom activities. The Resource Centers and medical camp facilities utilized to train the CWSN students have enhanced their learning. Most of the teachers are trained to become inclusive teachers. IERTs provide onsite support in dealing with CWSN.

*Reflections:* Schools are getting ready to be inclusive in its true spirit.

## **V. Learning Assessment**

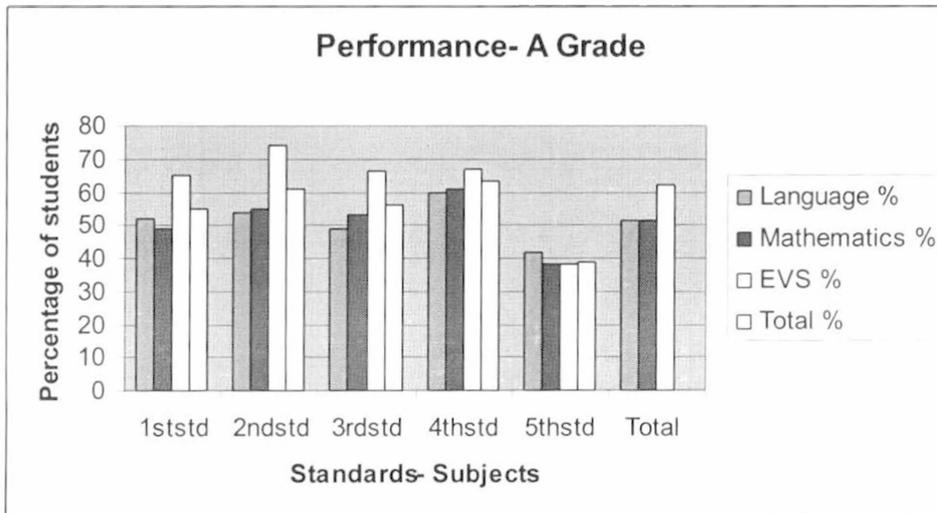
**5.1** In Karnataka CCE is practiced in schools. Schools run on semester system. Students are assessed In FA<sub>1</sub> FA<sub>2</sub> SA<sub>1</sub> in first semester and FA<sub>3</sub>,FA<sub>4</sub> SA<sub>2</sub> in second semester. Overall the school subject and personality of students are assessed and recorded through observation/interaction and written tests.

**5.2** In SA<sub>1</sub> in first semester is complete and unit tests are conducted. Learners' achievement is given the following tables.

### ***Percentage of students secured A Grade (I-V level)***

	<b>1<sup>st</sup>st d</b>	<b>2<sup>nd</sup>st d</b>	<b>3<sup>rd</sup>st d</b>	<b>4<sup>th</sup>st d</b>	<b>5<sup>th</sup>std</b>	<b>Total</b>
Language %	52	54	49	60	42	51.4
Mathematics	49	55	53	61	38	51.2

%						
EVS %	65	74	66	67	38	62
Total %	55	61	56	63	39	

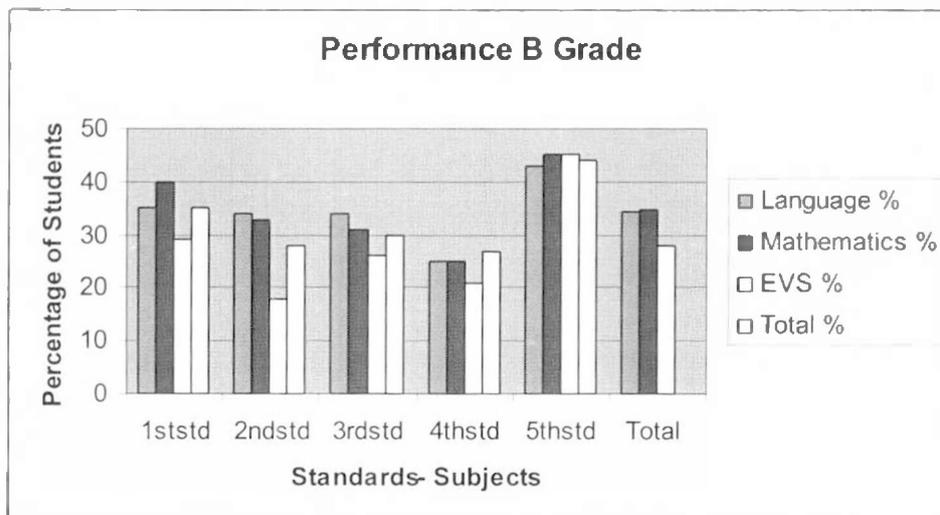


'A' grade holders in different classes are as follows. 55% of 1<sup>st</sup> standard, 61% of 2<sup>nd</sup> standard, 56% of 3<sup>rd</sup>, 63% of 4<sup>th</sup> and 39% of 5<sup>th</sup> standard have secured A grade. In terms of numbers, relatively, more number of students is in 4<sup>th</sup>, followed by 2<sup>nd</sup>, 3<sup>rd</sup>, 1<sup>st</sup>, and lastly the 5<sup>th</sup> standard students. There are more A graders in EVS followed by language and mathematics.

*Reflections:* There is no discerning trend seen among A graders in classes I to V, i.e. in LPS segment. EVS appears to be more interesting among A graders followed by language and mathematics.

**Percentage of students secured B Grade (I-V level)**

	1 <sup>st</sup> std	2 <sup>nd</sup> std	3 <sup>rd</sup> std	4 <sup>th</sup> std	5 <sup>th</sup> std	Total
Language %	35	34	34	25	43	34.2
Mathematics %	40	33	31	25	45	34.8
EVS %	29	18	26	21	45	27.8
Total %	35	28	30	27	44	

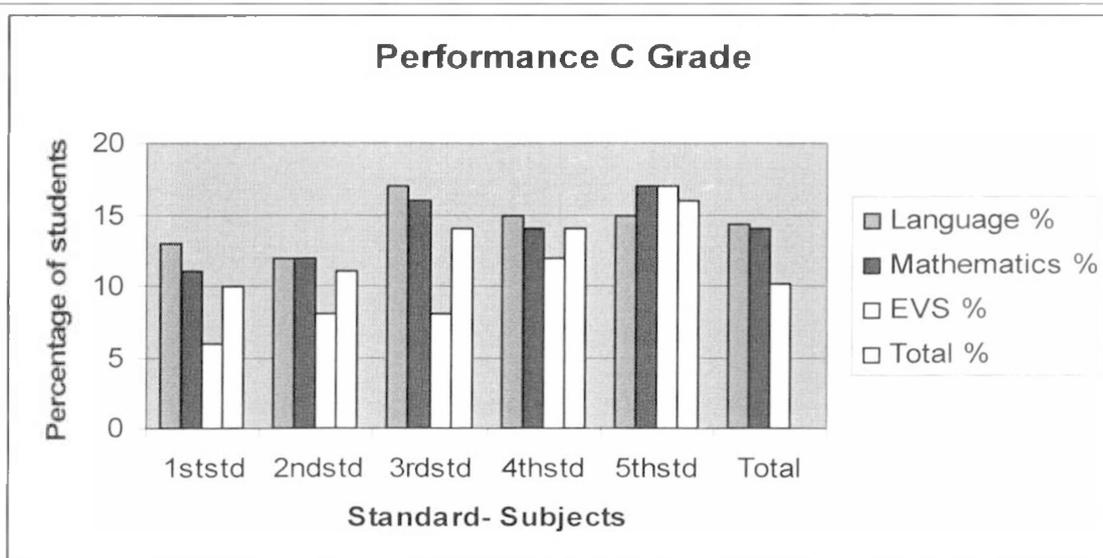


'B' grade holders in different classes are as follows. 35% of 1<sup>st</sup> standard, 28% of 2<sup>nd</sup>, 30% of 3<sup>rd</sup>, 27% of 4<sup>th</sup> and 44 % of 5<sup>th</sup> standard students have secured B grade. Relatively speaking there are more students in 5<sup>th</sup> standard followed by 1<sup>st</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> and 4<sup>th</sup> standards. Among the B Graders, Mathematics seems to be more interesting subject followed by language and EVS.

*Reflections:* There is no discerning trend seen among 'B graders' in classes I to V, i.e. in LPS segment. There are more 'B graders' in Mathematics subject.

#### *Percentage of students secured 'C' Grade (I-V level)*

	1 <sup>st</sup> std	2 <sup>nd</sup> std	3 <sup>rd</sup> std	4 <sup>th</sup> std	5 <sup>th</sup> std	Total
Language %	13	12	17	15	15	14.4
Mathematics %	11	12	16	14	17	14
EVS %	6	8	8	12	17	10.2
Total %	10	11	14	14	16	



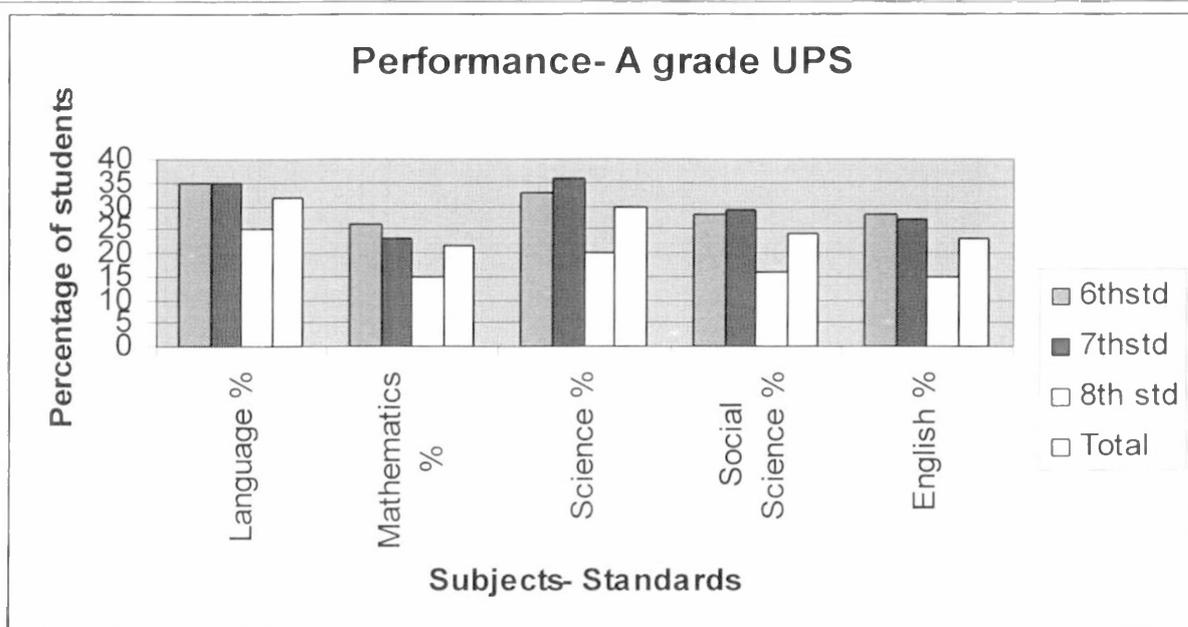
'C' grade holders in different classes are as follows. 10% of 1<sup>st</sup> standard students, 11% of 2<sup>nd</sup>, 14% of 3<sup>rd</sup>, 14% of 4<sup>th</sup> and 16% of 5<sup>th</sup> standard students have secured C grade. Relatively, there is more number of C grade holders in standard 5<sup>th</sup>, followed by 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup>, and first standard students.

There are more number of C graders in languages followed by mathematics and EVS.

*Reflections:* There is a discerning trend seen among C graders in classes I to V, i.e. in LPS segment where more number are seen in higher classes and less are seen in lower classes. Language is more preferred followed by mathematics and EVS by C graders at PLS level.

#### **Percentage of students secured A Grade (VI-VII level)**

	6 <sup>th</sup> std	7 <sup>th</sup> std	8 <sup>th</sup> std	Total
Language %	35	35	25	31.66
Mathematics %	26	23	15	21.33
Science %	33	36	20	29.66
Social Science %	28	29	16	24.33
English %	28	27	15	23.33
Total %	30	30	18	

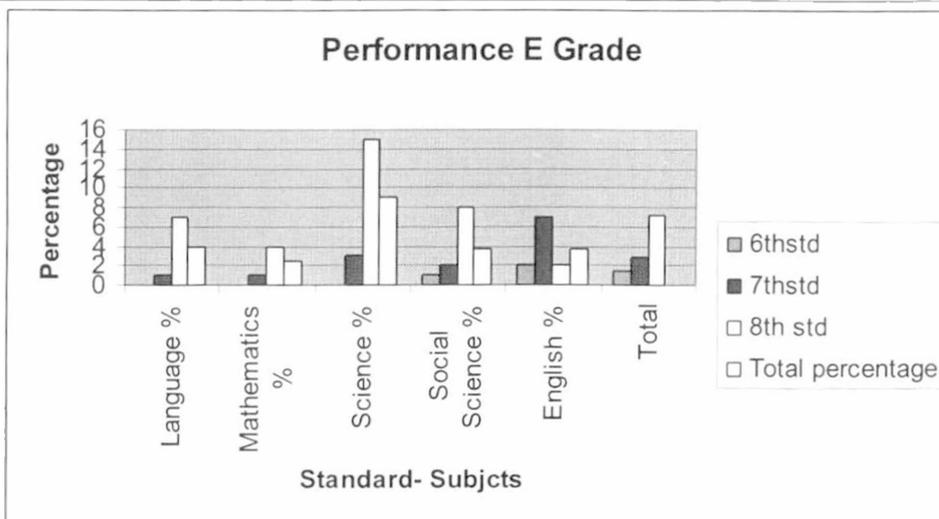


'A' grade holders in different classes are as follows. There are 30% each in 6<sup>th</sup> and 7<sup>th</sup> standards and 18% in 8<sup>th</sup> standard. As regards the preferences of 'A grade holders' in UPS, in different subjects, there are relatively more percentage of 'A grade holders' in language, followed by science, social science, English, and mathematics at the UPS level.

*Reflections:* Among 'A grade holders' at UPS level, higher percentage of students do well in language and least in mathematics.

**Percentage of students secured E Grade (VI-VII level)**

	6 <sup>th</sup> std	7 <sup>th</sup> std	8 <sup>th</sup> std	Total percentage
Language %	Nil	1	7	4
Mathematics %	Nil	1	4	2.5
Science %	Nil	3	15	9
Social Science %	1	2	8	3.6
English %	2	7	2	3.6
Total	1.5	2.8	7.2	



'Grade E' is secured more by 8<sup>th</sup> standard students followed by 7<sup>th</sup> and 6<sup>th</sup> standards. As regards different subjects, there are more students in science, followed by language, Social science, English, and least in mathematics.

*Reflections:* E grade is directly related to levels of classes or standards. There are more number of science students and less number in mathematics. An analysis of students of 'grades A and E' indicates that the relative position of Social science, English and Mathematics are same by both the groups and there is only intermixing in language and science subjects as most obtained by A graders and E graders respectively. It means, Language is preferred more by 'A graders' and Science by 'E graders'.

Class	Subject	Children Assessed	Grade	Boys		Girls		Total	
					%		%		%
1	Language	265	A	114	50	151	53	265	52
		173	B	78	35	95	34	173	35
		62	C	34	15	31	13	65	13
		<b>500</b>		<b>226</b>	<b>100</b>	<b>277</b>	<b>100</b>	<b>503</b>	<b>100</b>
	Maths	252	A	110	49	142	49	252	49
		205	B	87	39	118	41	205	40
		57	C	29	12	28	10	57	11
		<b>514</b>		<b>226</b>	<b>100</b>	<b>288</b>	<b>100</b>	<b>514</b>	<b>100</b>

	EVS	335	A	141	62	194	67	335	65
		151	B	70	31	81	28	151	29
		28	C	15	7	13	5	28	6
		<b>514</b>		<b>226</b>	<b>100</b>	<b>288</b>	<b>100</b>	<b>514</b>	<b>100</b>

In class-1, EVS is most liked subject followed by language & mathematics. Girls have an edge over the boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
2	Language	274	A	139	52	135	56	274	54
		178	B	104	38	74	30	178	34
		62	C	28	10	34	14	62	12
		<b>514</b>		<b>271</b>	<b>100</b>	<b>243</b>	<b>100</b>	<b>514</b>	<b>100</b>
	Maths	281	A	142	52	139	57	281	55
		170	B	99	37	71	29	170	33
		63	C	30	11	33	14	63	12
		<b>514</b>		<b>271</b>	<b>100</b>	<b>243</b>	<b>100</b>	<b>514</b>	<b>100</b>
	EVS	383	A	206	76	177	71	383	74
		98	B	50	18	48	19	98	18
		37	C	15	6	22	10	37	8
		<b>518</b>		<b>271</b>	<b>100</b>	<b>247</b>	<b>100</b>	<b>518</b>	<b>100</b>

In class-2, EVS is most liked subject followed by language & mathematics. Girls perform better than boys.

Class	Subject	Children	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
3	Language	259	A	130	48	129	50	259	49
		182	B	92	34	90	35	182	34
		90	C	50	18	40	15	90	17
		<b>531</b>		<b>272</b>	<b>100</b>	<b>259</b>	<b>100</b>	<b>531</b>	<b>100</b>
	Maths	278	A	139	53	139	54	278	53
		159	B	76	30	83	31	159	31
		83	C	43	17	40	15	83	16
		<b>520</b>		<b>258</b>	<b>100</b>	<b>262</b>	<b>100</b>	<b>520</b>	<b>100</b>
	EVS	348	A	177	65	171	66	348	66
		139	B	72	27	67	26	139	26
		44	C	22	8	22	8	44	8

		531		271	100	260	100	531	100
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In class-3, EVS is most liked subject followed by mathematics & language. Girls perform better than boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
4	Language	317	A	158	60	159	63	317	60
		129	B	80	30	49	20	129	25
		69	C	25	10	44	17	69	15
		<b>515</b>		<b>263</b>	<b>100</b>	<b>252</b>	<b>100</b>	<b>515</b>	<b>100</b>
	Maths	322	A	156	57	166	64	322	61
		135	B	62	22	73	28	135	25
		78	C	58	21	20	8	78	14
		<b>535</b>		<b>276</b>	<b>100</b>	<b>259</b>	<b>100</b>	<b>535</b>	<b>100</b>
	EVS	359	A	172	61	187	71	359	67
		113	B	58	21	55	21	113	21
		71	C	51	18	20	8	71	12
		<b>543</b>		<b>281</b>	<b>100</b>	<b>262</b>	<b>100</b>	<b>543</b>	<b>100</b>

In class-4, EVS is most liked subject followed by mathematics & language. Girls perform better than boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
5	Language	238	A	95	35	143	50	238	42
		256	B	147	54	109	37	256	43
		67	C	30	11	37	13	67	15
		<b>561</b>		<b>272</b>	<b>100</b>	<b>289</b>	<b>100</b>	<b>561</b>	<b>100</b>
	Maths	215	A	92	33	123	43	215	38
		257	B	137	47	120	42	257	45
		106	C	60	20	46	15	106	17
		<b>578</b>		<b>289</b>	<b>100</b>	<b>289</b>	<b>100</b>	<b>578</b>	<b>100</b>
	EVS	215	A	92	33	123	43	215	38
		257	B	137	47	120	42	257	45
		106	C	60	20	46	15	106	17
		<b>578</b>		<b>289</b>	<b>100</b>	<b>289</b>	<b>100</b>	<b>578</b>	<b>100</b>

In class-5, Language is most liked subject followed by EVS & mathematics. Girls perform better than boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
6	Kannada	218	A	93	27	125	41	218	35
		161	B	91	27	70	23	161	26
		143	C	83	24	60	19	143	22
		108	D	57	16	51	17	108	17
		2	E	2	6			2	
		<b>632</b>		<b>326</b>	<b>100</b>	<b>306</b>	<b>100</b>	<b>632</b>	<b>100</b>
	Maths	170	A	82	24	88	29	170	26
		245	B	125	37	120	39	245	38
		129	C	74	21	55	18	129	20
		100	D	57	17	43	14	100	16
		1	E	1	1			1	
		<b>645</b>		<b>339</b>	<b>100</b>	<b>306</b>	<b>100</b>	<b>645</b>	<b>100</b>
	Science	209	A	86	26	123	40	209	33
		193	B	108	32	85	28	193	29
		124	C	70	21	54	18	124	19
100		D	59	18	41	13	100	14	
8		E	5	3	3	1	8	5	
<b>634</b>			<b>328</b>	<b>100</b>	<b>306</b>	<b>100</b>	<b>634</b>	<b>100</b>	
6	Social science	174	A	77	23	97	34	174	28
		238	B	117	36	121	40	238	38
		159	C	91	28	68	22	159	27
		56	D	40	12	16	2	56	6
		8	E	4	1	4	2	8	1
		<b>635</b>		<b>329</b>	<b>100</b>	<b>306</b>	<b>100</b>	<b>635</b>	<b>100</b>
	English	181	A	70	21	111	37	181	28
		182	B	104	31	78	26	182	29
		186	C	109	33	77	25	186	28
		81	D	49	15	32	11	81	13
		5	E	2	0	3	1	5	2
<b>635</b>		<b>334</b>	<b>100</b>	<b>301</b>	<b>100</b>	<b>635</b>	<b>100</b>		

In class-6, Kannada is most preferred, followed by mathematics, science, social science. English is the least preferred subject of study. Girls' performance is better compared to boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
7	Kannada	189	A	72	21	117	50	189	35
		177	B	102	30	75	20	177	25
		192	C	104	31	88	18	192	26
		85	D	51	16	34	11	85	13
		10	E	7	2	3	1	10	1
		<b>653</b>		<b>336</b>	<b>100</b>	<b>317</b>	<b>100</b>	<b>653</b>	<b>100</b>
	Maths	149	A	73	22	76	24	149	23
		202	B	100	31	102	30	202	30
		191	C	106	32	85	25	191	28
		117	D	48	14	69	20	117	18
		11	E	6	1	5	1	11	1
		<b>670</b>		<b>333</b>	<b>100</b>	<b>337</b>	<b>100</b>	<b>670</b>	<b>100</b>
	Science	228	A	90	27	138	43	228	36
		148	B	84	25	64	20	148	23
		123	C	79	24	44	14	123	18
		128	D	62	19	66	21	128	20
		23	E	17	5	6	2	23	3
		<b>650</b>		<b>332</b>	<b>100</b>	<b>318</b>	<b>100</b>	<b>650</b>	<b>100</b>
	Social Science	190	A	95	26	95	31	190	29
		203	B	101	28	102	33	203	30
		141	C	84	23	57	20	141	22
		112	D	67	18	45	15	112	17
		25	E	19	5	6	1	25	2
		<b>671</b>		<b>366</b>	<b>100</b>	<b>305</b>	<b>100</b>	<b>671</b>	<b>100</b>
	English	177	A	65	20	112	34	177	27
		174	B	95	28	79	25	174	26
		160	C	101	30	59	18	160	25
		101	D	53	16	48	15	101	15
		45	E	19	6	26	8	45	7
		<b>657</b>		<b>333</b>	<b>100</b>	<b>324</b>	<b>100</b>	<b>657</b>	<b>100</b>

In class-7, Kannada is most preferred, followed by mathematics, science, social science. English is the least preferred subject of study. Girls' performance is better compared to boys.

Class	Subject	Children Assessed	Grade	BOYS		GIRLS		TOTAL	
				NO	%	NO	%	NO	%
8	Kannada	166	A	60	18	106	35	166	25
		173	B	86	25	87	30	173	27
		207	C	134	39	73	24	207	32
		64	D	35	10	29	9	64	9
		34	E	27	8	7	2	34	7
		<b>644</b>		<b>342</b>	<b>100</b>	<b>302</b>	<b>100</b>	<b>644</b>	<b>100</b>
	Maths	103	A	35	11	68	23	103	15
		179	B	83	27	96	32	179	25
		232	C	121	38	111	37	232	36
		70	D	51	16	19	6	70	20
		31	E	26	8	5	2	31	4
		<b>615</b>		<b>316</b>	<b>100</b>	<b>299</b>	<b>100</b>	<b>615</b>	<b>100</b>
	Science	99	A	34	16	65	24	99	20
		105	B	34	18	71	26	105	22
		128	C	51	23	77	28	128	25
		101	D	66	21	35	13	101	18
		79	E	55	22	24	9	79	15
		<b>512</b>		<b>240</b>	<b>100</b>	<b>272</b>	<b>100</b>	<b>512</b>	<b>100</b>
	Social Science	90	A	40	16	50	16	90	16
		118	B	48	19	70	23	118	21
		151	C	58	23	93	31	151	28
		143	D	64	25	79	28	143	27
		48	E	42	17	6	2	48	8
		<b>550</b>		<b>252</b>	<b>100</b>	<b>298</b>	<b>100</b>	<b>550</b>	<b>100</b>
	English	90	A	40	11	50	17	90	15
		128	B	57	16	71	24	128	21
		223	C	130	39	93	31	223	35
		187	D	108	31	79	26	187	27
		17	E	11	3	6	2	17	2
		<b>645</b>		<b>346</b>	<b>100</b>	<b>299</b>	<b>100</b>	<b>645</b>	<b>100</b>

In class-8, Kannada is most preferred, followed by mathematics, science, social science. English is the least preferred subject of study. Girls' performance is better compared to boys. Helping the learners to secure higher grade needs to be focal point of teaching-learning process.

*Reflections:* At the LPS level, EVS has been liked the most and maths the least liked subject by the children. At the UPS level, Kannada, the mother tongue is liked the most and English is liked the least by children. It means, enough efforts need to be made to develop interest in English at UPS level.

## ***VI. Teacher Training***

### **6.1 In-service Teacher Training** -Percentage of teachers received training during current session and Duration of training

Sl No	No of Teachers	No of teachers received training during current session.	%
1	175	157	89.71

89.71 percent of teachers trained for the current session. Duration of the training is 1day/3day/ 5days aggregating 15 man days.

### **6.2 Induction Training for newly appointed teachers**

There was no recruitment and hence no Induction training.

### **6.3 Training of untrained teachers** There was no untrained teachers

### **6.4 Training Needs** -Identification of training needs (Percentage of Schools responding)

Sl No	No of Schools	No of Schools responded for training needs	%
1	30	10	33.33

	<p>10 schools (33.33 %) participated in the identification of training needs. Rest of the schools indicated that they are unaware of the need assessment.</p> <p><b>-Methods of identifying needs (in descending order) are</b></p> <ol style="list-style-type: none"> <li>1. Need analysis by BRP/CRP at interaction meetings.</li> <li>2. Survey of trainings, in training camps by coordinator.</li> <li>3. Training designed by DSERT.</li> </ol> <p><b>-Training conducted as per training needs</b></p> <p>33% of school's training needs were addressed. While 67% of school's did not have any specific training needs.</p>
6.5	<p><b>Teachers using training inputs in classrooms</b></p> <p><b>-Ways of using training inputs are</b></p> <ul style="list-style-type: none"> <li>➤ Orientation about usage of new textbooks- "Rachana" for fifth and eighth standard helped them in transacting the curriculum efficiently in the classrooms.</li> <li>➤ Change in their attitude towards class room teaching-learning process,</li> <li>➤ Usage of TLM,</li> <li>➤ Better comprehension of CCE and recording the performance of the child using different assessment tools.</li> </ul> <p><b>-Reasons for not using training inputs</b></p> <p>Engaged in multiple activities simultaneously by the authorities. Less support and supervision by the BRPs and CRPs.</p>
6.6	<p><b>Suggestions for training programme</b></p> <ul style="list-style-type: none"> <li>➤ Duration of the training programme must be reduced to school working hours.</li> <li>➤ The duration of training period must be reduced.</li> <li>➤ Trainings are to be conducted at cluster level</li> <li>➤ Provision to select the training programmes should be provided to concerned teachers</li> </ul>

*Reflections:* There is a need to cover all teachers for their training. Teachers prefer training programmes at cluster level. The need-based training are as small as 33% only. Teachers want training to be such an affair which is available to them contingent upon their requirement. They also feel that they are not able to use the training inputs into practice as they are involved in many activities other than teaching. Therefore, this area needs to be planned and organised differently by the district/state.

## VII. Functioning of SMCs

### 7.1 **Schools having SMCs** (Give percentage)

Sl No	No of Schools	No of Schools having SMCs	%
1	30	30	100

All the selected 30 schools had SMCs duly formed and functioning.

### 7.2 **Training of SMCs** **-Percentage of SMCs given training about their roles and functions**

All SMCs were given training about their roles and functions by CRCs . Three day training in two stages is provided. Among the SMCs, 80% of members reported that training was useful to them.

### 7.3 **School visits by SMC members** Reasons for visiting schools as per items (a) to (f) -percentages

Sl No	Items	Percentage
a	Not visited the school	Nil
b	To participate in SMC meetings	100
c	To observe school functioning	100
d	To meet with teachers/Head Teacher	100
e	In connection with the studies of own children	93.33
f	School functions/state-National festivals	16.66

	<p>All the SMCs members visit school to participate in the meetings, to observe school functioning and to meet teachers/ Head teacher. While 93.33% of them visit school in connection with studies of their own children and only 16.66% of them visit school during school functions or while observing state festival or national festival in the school.</p>																
7.4	<p><b>SMC meetings</b>  <b>Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order)</b></p> <p>On an average 3 to 4 meetings are organized in the last six months. The issues that were discussed and suggestion given in the meetings are:-</p> <ul style="list-style-type: none"> <li>➤ Basic needs of the schools like- construction of compound walls, providing additional rooms</li> <li>➤ Child tracking under OOSC strategies</li> <li>➤ Monitoring of school functioning</li> <li>➤ Enhancing parental awareness about absenteeism of their ward.</li> <li>➤ Improvising the overall school performance</li> <li>➤ Monitoring the MDM programme</li> </ul>																
7.5	<p><b>School Development Plan</b>  <b>-Percentage of schools which developed School Development Plan</b></p> <table border="1"> <thead> <tr> <th>SI No</th> <th>No of Schools</th> <th>No of Schools involved in SDP</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>30</td> <td>30</td> <td>100</td> </tr> </tbody> </table> <p>All the SMCs have developed their school development plan.</p> <p><b>-Percentage of schools where SMCs were involved in School Development Plan</b></p> <table border="1"> <thead> <tr> <th>SI No</th> <th>No of Schools</th> <th>No of SMCs involved in SDP</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>30</td> <td>30</td> <td>100</td> </tr> </tbody> </table> <p>All the SMCs were involved in their schools' developmental plans.</p>	SI No	No of Schools	No of Schools involved in SDP	%	1	30	30	100	SI No	No of Schools	No of SMCs involved in SDP	%	1	30	30	100
SI No	No of Schools	No of Schools involved in SDP	%														
1	30	30	100														
SI No	No of Schools	No of SMCs involved in SDP	%														
1	30	30	100														
7.6	<p><b>Activities undertaken by SMCs</b>  (in descending order)</p> <ul style="list-style-type: none"> <li>➤ Civil works</li> <li>➤ Preparation of School development plan</li> </ul>																

	<ul style="list-style-type: none"> <li>➤ Appointment of guest teacher, cooks and helpers</li> <li>➤ Administration activities like- declaring local holidays, celebrating state and national festivals, sanctioning work orders and issuing cheques.</li> </ul>
	<p><b>Support to school by community</b></p> <p>The support provided by the community to the school are-</p> <ul style="list-style-type: none"> <li>➤ Donating furniture, and Almirahs,</li> <li>➤ Collecting donations for school activities</li> <li>➤ Gifting books to school library</li> <li>➤ checking the absenteeism</li> <li>➤ Donating utensils like- plates, cups &amp; mugs</li> <li>➤ Sports materials</li> <li>➤ Free note books</li> <li>➤ Providing band sets to school</li> <li>➤ Supervising the admission process</li> </ul> <p><i>Reflections:</i> All schools have SMCs as SDMCs, and they all had training about their roles which they feel as useful. SMCs visit schools for different useful things. The frequency of the meetings is not satisfactory, but they do discuss meaningful issues. All SMCs are involved in School Development Plans. They undertake many useful activities.</p>
<p><b>VIII. <u>Perceptions of SMC about School Functioning</u></b></p>	
8.1	<p><b>Discrimination of children by teachers</b> (if any, write forms of discrimination)</p> <p>All the SMCs perceive that there is <b>no discrimination</b> of children by teachers in their schools. There is no discrimination attitude among teachers.</p>
8.2	<p><b>Students willingness to attend school</b></p> <p>In all the schools, there was <b>100% willingness</b> to attend the school by students.</p>
8.3	<p><b>Children with special needs(CWSN)</b> <b>-Number of CWSN and their care</b></p> <p>In 97% of schools have CWSN with them. The number of CWSN in all the school is 82.</p> <p>About 97% of SMCs agrees that, CWSN receive proper care and attention in the school.</p>

8.4	<p><b>Separate toilets for boys and girls</b></p> <p>100% of SMCs opine that schools have separate toilet facility for boys and girls. Among them 86% feel that it is adequate while 14% feel that they are inadequate units of toilets.</p>
8.5	<p><b>Safe drinking water</b></p> <p>100% of SMCs opine that safe drinking water facility is available in school.</p>
8.6	<p><b>Receipt of text books by all children</b> (percentage)</p> <p>100% of receipt of text books by all children in all the schools is reported.</p>
8.7	<p><b>Use of play materials and sports equipments used by children</b> (percentage)</p> <p>86% children use play materials and sports equipments, while 14% are not using them.</p>
8.8	<p><b>Out of school children not enrolled in schools if any,</b></p> <p>86% of SMCs <b>do not have</b> any Out of school children in their areas, while 14% of SMCs reported that, there are Out of school children in their areas.</p>
8.9	<p><b>Incidence of physical punishment and mental harassment (if any,</b></p> <p>None of the SMCs have noticed any incidence of physical punishments and mental harassment in their schools.</p>
8.10	<p><b>Improvements needed in School Functioning</b></p> <p>As per the SMCs view, following are areas in which improvement are needed in schools</p> <ul style="list-style-type: none"> <li>➤ Construction of compound walls</li> <li>➤ Improving the play ground</li> <li>➤ Providing laboratory equipments</li> <li>➤ Improving library facilities</li> <li>➤ Providing adequate sports equipments</li> <li>➤ Additional classrooms</li> <li>➤ Drinking water facility</li> <li>➤ Student support materials like- school bags, note books, work books</li> <li>➤ Improving kitchen rooms</li> <li>➤ Arch and gate for the school</li> <li>➤ CWSN toilets</li> </ul>

*Reflections:* Schools are inclusive in nature as there is no apparent discrimination against any child belonging to any caste or community. Children are enthusiastic in attending to schools. CWSN children attend schools and they are cared well. Safe drinking water exists, while separate toilets for boys and girls are not adequate. Though students want to attend schools all of them are not participating in school sports and games. This is a cause of concern. The district must make efforts to rope in all children towards sports and games. The district has an unfinished agenda of out of school children to the tune of 14% of the schools. This needs to be addressed by the district effectively. It is a matter of great satisfaction that children are not punished in schools by teachers. The SDMCs are also concerned with many things that must happen at school level. This awareness will probably lead the district in moving forward in a progressive way.

**IX. CRC and BRC Support Structure : Preparedness and Effectiveness**

**9.1 Additional charge on CRCCs and BRCCs**

The CRCCs and BRCCS are **not** holding any additional posts

**9.2 Training received by CRCCs:**

Sl No	Items	Percentage
1	Not received training	0
2	Received training, but not beneficial	0
3	Received training, it was beneficial	100

**All the CRCCs have received the training and found the training was beneficial.**

**9.3 Training received by BRCCs:**

Sl No	Items	Percentage
1	Not received training	0
2	Received training, but not beneficial	0
3	Received training, it was beneficial	100

**The BRCC has received the training and found the training was beneficial.**

9.4	<p><b>Functions performed by CRCCs</b>          Following are the functions performed by CRCCs</p> <ul style="list-style-type: none"> <li>➤ Conducting monthly interaction meetings</li> <li>➤ Organizing cluster level training programmes</li> <li>➤ Organizing cultural events at cluster level</li> <li>➤ Providing on-site support services on their school visits.</li> <li>➤ Organizing cluster level mela(fairs), exhibitions, sports meets.</li> </ul>															
9.5	<p><b>Functions performed by BRCCs</b>          Following are the <b>functions(relevant)</b> performed by BRCCs</p> <ul style="list-style-type: none"> <li>➤ Organizing workshops and guiding BRPs/CRPs/HMs and teachers</li> <li>➤ Undertaking the research studies as per DIET guidelines</li> <li>➤ Providing academic support during the school visits</li> <li>➤ Planning and supporting activities for preparation of annual work plan</li> </ul> <p><b>Additional functions</b> performed by BRCCs</p> <ul style="list-style-type: none"> <li>➤ Collecting statistical data and forwarding it to higher authorities</li> <li>➤ Conducting enquires against lower cadre functionaries.</li> </ul>															
9.6	<p><b>Meetings of teachers conducted by CRCCs</b></p> <table border="1" data-bbox="240 1088 1527 1335"> <thead> <tr> <th>Sl No</th> <th>Frequency of meetings</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Every month</td> <td>100</td> </tr> <tr> <td>2</td> <td>As and when required</td> <td>100</td> </tr> <tr> <td>3</td> <td>More than once in a month</td> <td>0</td> </tr> <tr> <td>4</td> <td>Do not conduct</td> <td>0</td> </tr> </tbody> </table> <p>The CRCCs conduct meetings of teachers every month and also “as and when required” basis, depending upon the agenda of the meeting.</p> <p><b>-Participation of all teachers in meetings</b>          All teachers take part in the cluster level meeting.</p> <p><b>-Reasons for not attending meetings:</b>          The reasons for not attending the meetings by the teachers are-          Leave or deputation, multiple programmes organized simultaneously by the department.</p> <p><b>-Activities/ tasks taking place in meetings are</b></p> <ul style="list-style-type: none"> <li>➤ Sharing new experiences</li> <li>➤ Identifying difficult concepts and discussing them.</li> <li>➤ Demonstration on class-room transaction related issues.</li> </ul>	Sl No	Frequency of meetings	Percentage	1	Every month	100	2	As and when required	100	3	More than once in a month	0	4	Do not conduct	0
Sl No	Frequency of meetings	Percentage														
1	Every month	100														
2	As and when required	100														
3	More than once in a month	0														
4	Do not conduct	0														

	<p>➤ Preparation of monthly and annual work plan for teachers.</p> <table border="1"> <thead> <tr> <th>SI No</th> <th>Issues of discussion in meetings</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Mostly administrative</td> <td>0</td> </tr> <tr> <td>2</td> <td>Mostly academic.</td> <td>0</td> </tr> <tr> <td>3</td> <td>Administrative and academic issues equally</td> <td>100</td> </tr> </tbody> </table> <p>All CRCCs reported that they discuss <b>Administrative and academic issues equally</b> in interaction meeting.</p>	SI No	Issues of discussion in meetings	Percentage	1	Mostly administrative	0	2	Mostly academic.	0	3	Administrative and academic issues equally	100
SI No	Issues of discussion in meetings	Percentage											
1	Mostly administrative	0											
2	Mostly academic.	0											
3	Administrative and academic issues equally	100											
9.7	<p><b>Training facilities in CRCs and BRCs</b>  <b>50 % of CRCCs and BRCCs</b> reported having adequate space and facilities in CRCs and BRCs for conducting training of teachers. While others did not have them. The facilities needed in those CRCs are-</p> <ul style="list-style-type: none"> <li>➤ Training or seminar hall. (capacity 100 members)</li> <li>➤ Toilet blocks</li> <li>➤ Furniture</li> <li>➤ Audio visual equipment s like LCD projector, laptop, power boxes, screen.</li> <li>➤ Science lab.</li> </ul>												
9.8	<p><b>Schools receiving academic support from CRCCs</b>  <b>100 % of schools</b> reported that they are receiving support from CRCCs; All the teachers received support from CRCCs.</p> <p>Types of academic support received by teachers from CRCCs are</p> <ul style="list-style-type: none"> <li>➤ Content based conceptual clarifications and discussions.</li> <li>➤ Preparation of lesson notes.</li> <li>➤ Preparation and usage of TLMs.</li> <li>➤ Comprehending and reporting progress card.</li> <li>➤ Setup <i>melas</i> and exhibitions at schools and clusters.</li> </ul>												
9.9	<p><b>Training conducted by BRCC</b>  Number of teachers trained and areas</p> <table border="1"> <thead> <tr> <th>SI No</th> <th>No of teachers</th> <th>No of teachers get trained.</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>175</td> <td>157</td> <td>89.71</td> </tr> </tbody> </table> <p>157 teachers are trained and areas in which the training provided are</p> <ol style="list-style-type: none"> <li>1. <i>Rachuna</i> (Orientation about 5<sup>th</sup>std new text book)</li> <li>2. <i>Rachuna</i> (Orientation about 8<sup>th</sup>std new text book)</li> <li>3. <i>Nali-kali</i> (Activity-based learning)</li> <li>4. Teacher Development Plan-2 (Spoken English)</li> <li>5. <i>Chinthana</i> (Local specific Training programme)</li> <li>6. CCE</li> <li>7. Value education</li> </ol>	SI No	No of teachers	No of teachers get trained.	Percentage	1	175	157	89.71				
SI No	No of teachers	No of teachers get trained.	Percentage										
1	175	157	89.71										

	Number of other functionaries trained and areas		
	SI No	No of CRCCs	No of teachers get trained.
	1	3	3
	Percentage		
	100		
	The training areas were		
	<ol style="list-style-type: none"> <li>1. TDP-2 (Spoken English)</li> <li>2. Chinthana ( Local specific Training programme )</li> <li>3. CCE</li> <li>4. Value education.</li> </ol>		
	Difficulties faced by BRCC in conducting training are		
	<ol style="list-style-type: none"> <li>1. In-sufficient residential facilities.</li> <li>2. Non availability of RPs due to overlapped programmes.</li> <li>3. Non availability of seminar/training hall.</li> </ol>		
9.10	<b>School visits by CRCCs and BRCCs</b>		
	-No. of Schools on average, visited per month by CRCC (Range):		12 schools.
	-No. of CRCCs providing onsite support to teacher:		100%
	-No. of schools visited per month by BRC during current session:		5
	-No. of classrooms visited by BRCC in a month:		15
	Suggestions provided by BRCC to teachers are		
	<ol style="list-style-type: none"> <li>1. Usage of TLM according to the need of the unit.</li> <li>2. Conduct of an activity in classroom.</li> <li>3. Using questions and style of interaction during classroom transaction.</li> <li>4. Ways of facilitating the learner while dealing with difficult concepts</li> </ol>		
9.11	<b>Teachers orientation about provisions of RTE Act</b>		
	Percentage of CRCs who oriented teachers about RTE is <b>100%</b> .		
9.12	<b>Classrooms observations by CRCCs</b>		
	-Percentage of CRCCs observed classes:		100
	-Average number of classrooms observed by CRCCs (range of classrooms observed):		from 30 to 90
	-Suggestions provided by CRCCs to teachers for improving teaching are		
	<ul style="list-style-type: none"> <li>➤ Using questions and style of interaction during classroom transaction.</li> <li>➤ Comprehension of difficult concepts in teaching learning process.</li> <li>➤ Usage of TLM according to the need of the unit.</li> <li>➤ Conduct of an activity in classroom.</li> <li>➤ Maintaining CCE documents and child profile.</li> <li>➤ Field visits</li> </ul>		

-Reasons for not observing classes by CRCCs: NIL

Sl No		Percentage
1	It is not needed	0
2	Not allowed by the school teachers.	0
3	Due to paucity of time	0
4	Teachers do not like it	0

CRCCs observes the classes when they visit schools regularly.

9.13

**CRCCs meetings conducted by BRCCs**

Sl No	Frequency of meetings	Percentage
1	Every month	100
2	As and when required	100
3	More than once in a month	0
4	Do not conduct	0

BRCC conducts meeting every month as well as “as and when required”.

**-Important activities/tasks taking place in meetings of CRCCs conducted by BRCCs are**

1. Review of academic issues like: -classroom transactions, tests and unit tests, Conceptual understanding of new concepts/ dealing effectively with hard spots of the subject matter.
2. Review of administrative issues like admissions, OOSC strategies, utilization of funds, school time table.
3. Discussions on CRCCs visit reports
4. Review of training progress of their clusters.
5. Discussion on any issues, raised by CRPs.

9.14

**Major achievements and problems in the implementation of RtE Act**

**-Achievements as perceived by CRCCs are**

- Ensuring availability of basic facilities in the school.
- Maintaining the school profiles.
- Implementation of 25% reservation for dis advantaged groups during the admission process.

**-Achievements as perceived by BRCC**

- Ensuring PTR as per the norms of RtE act.
- Streamlining admission process for ensuring admissions to disadvantaged groups.
- Conducting awareness programme about RtE.

**-Problems as perceived by CRCCs are**

- Ensuring quality education at school level.
- Lack of awareness and supports received by parents and the community in implementation of RtE.

**-Problems as perceived by BRCC are**

- Ensuring availability of teachers (school wise) as per prescribed RtE norms.
- Training programmes interrupts the routine school activities.
- Ensuring utilization of available learning time meaning fully by the learners.

**Reflections:** The BRCs and CRCs are comfortably placed as they do not have additional charges/ responsibilities. The activities and functions undertaken are all smooth. They need to enhance the quality in whatever they do. Both the CRCs and BRCs have shortage of space and facilities for effective trainings. Unfortunately they have voiced about the non availability of Resource Persons! They need to understand that they themselves will have to develop as RPs and not to hunt for someone outside. This obligation and responsibility is perhaps not clear to them. As regards the problems faced by CRCs and BRCs, they have awareness that ensuring quality education has remained an issue apart from providing suitable learning opportunities to all learners. This awareness is an indication and hope that if they work in that direction, they are likely to succeed.

**X. Preparedness and Effectiveness of DIETs**

**10.1 Academic support provided for SSA by DIET**

DIET provided, their support for SSA in

1. Conducting workshops/Camps to key Resource Persons.
2. Review of text books and *nail-kali* materials.
3. Conducting evaluation studies regarding QMT/DISE/ REMS activities.
4. SLDP (School Leadership Development Programme)
5. Subject oriented training programmes.

**10.2 DIET faculty as members in SSA Committees**

**Names of Committees**

District implementation committee

**Functions assigned**

Monitoring and supervisory.

	DRAC	Giving advice and suggestions for research activities.
	CWSN Committee	Giving advice and suggestions for inclusive education and implementing SSA interventions.
	<i>Chinnara Zilladarshan</i> Committee	Approving educational tours.
	DIET faculty monitor and supervise SSA activities being members of various committee as shown in the above table.	
10.3	<p><b>Role of DIET in SSA Plan</b>  <b>Preparation of Annual Work Plan</b></p> <p>DIETs extended their support in identifying training needs. Identifying the themes under quality issues. Monitoring and advising SDPs.</p> <p><b>Appraisal of Annual Work Plan,</b></p> <p>DIETs extended their support to SSA to finalize the educational Quality issues in the district. Recommendations based on QMT analysis. Listing the strategies and programmes for teacher development.</p> <p><b>Perspective Plan, etc.</b></p> <p>DIETs extended their support to SSA to prepare perspective plan of the district. Analyzing utility of plan and non plan expenditures. Projecting the future budget requirement for the various educational programmes for the district.</p>	
10.4	<p><b>Participation of DIET in SSA activities</b></p> <p>The List of activities are:</p> <ol style="list-style-type: none"> <li>1. Research Studies</li> <li>2. Organizing Trainings for MRPs at district level.</li> <li>3. Follow up activities for Training implementation.</li> <li>4. Organizing seminars.</li> <li>5. Reviewing of new and existing textbooks.</li> <li>6. Capacity building workshops for supervisory staff.</li> <li>7. Preparation of training modules.</li> <li>8. Conducting exams for CRP/BRP/BRC selection.</li> <li>9. Organizing training programme based on CCE/RTE/NCF2005</li> <li>10. Organizing workshop on developing curriculum related materials..</li> </ol>	

10.5

**Visit of DIET faculty to schools, CRCs and BRCs**

In current session in connection with SSA-Purpose of visit (units details) are given in table.

SL No	Schools/CRCs/BRCs	Never	Sometimes	Frequently
1	Primary School			yes
2	Upper primary School			yes
3	CRCs			yes
4	BRCs			yes

DIET faculty visits schools, CRCs and BRCs frequently.

SL No	Schools/CRCs/BRCs	Purpose of the visit
1	Primary School	<ol style="list-style-type: none"> <li>1. Follow up Training implementation.</li> <li>2. Evaluate learning achievement.</li> <li>3. Interact with teachers to get feedback.</li> <li>4. To study new programmes like <i>Shalegagi Navuneevu</i>, (an evaluation study)</li> <li>5. To study <i>nail-kali</i> implementation.</li> </ol>
2	Upper primary School	<ol style="list-style-type: none"> <li>1. Follow up Training implementation.</li> <li>2. Evaluate learning achievement.</li> <li>3. Interact with teachers to get feedback.</li> <li>4. To study new programmes like CALC</li> </ol>
3	CRCs	<ol style="list-style-type: none"> <li>1. To Study Monthly interaction meetings.</li> <li>2. Evaluate readiness of cluster center.</li> <li>3. Develop cluster as a resource centre.</li> </ol>
4	BRCs	<ol style="list-style-type: none"> <li>1. To Study Monthly interaction meetings and trainings.</li> <li>2. Evaluate readiness of BRC as a resource center.</li> <li>3. Develop BRC as a resource centre.</li> <li>4. Follow up Training implementation.</li> <li>5. Interact with BRPs/CRPs to get feedback</li> </ol>

10.6

**Research Work**

**-Research work taken up by DIET on quality aspects:**

Research work are taken by DIETs are discussed and finalized by DRAC. They finalize

	<p>tittles for study and other programmes. Then with the help of BRC/BRP/CRP/ECO /HMs and teachers they conduct Studies. DIET Faculty will help the block level supervisors to take up research studies.</p> <p>In current session the research undertaken are</p> <ol style="list-style-type: none"> <li>1. An evaluation study on Action Research in primary schools in Mysore district.</li> <li>2. QMT/DISE analysis.</li> <li>3. A study on monthly interaction meetings.</li> <li>4. A study on implementation and usage of CWSN facilities in Mysore district.</li> <li>5. A survey on "Spashtha vodu- shudha baraha" (Clear Reading and Neat writing).</li> </ol> <p>-Use of research for systemic change are reported by DIET faculty members.</p> <ul style="list-style-type: none"> <li>• Regular meetings are arranged to address implementation problems.</li> <li>• Better Comprehension about monthly interaction is developed among BRPs and CRPs.</li> </ul>
10.7	<p><b>Organisation of meetings by DIET with SSA officials</b></p> <p>DIET faculties organize meeting with SSA officials to -</p> <ul style="list-style-type: none"> <li>• Sharing their experience with regard to Training programmes</li> <li>• CCE</li> <li>• AWP&amp; Budget.</li> <li>• Study on Quality Issues.</li> <li>• Resource support to implement SSA interventions like ICT/Inspire award.</li> </ul>
10.8	<p><b>Support sought by SSA from DIET officials</b></p> <p>Areas of support sought by SSA are</p> <ul style="list-style-type: none"> <li>• Training for RPs.</li> <li>• Implementing CCE</li> <li>• Preparation of AWP&amp; Budget.</li> <li>• Resource support to implement SSA interventions like ICT/Inspire award.</li> </ul>
10.9	<p><b>Contribution of DIET in developing learning materials</b></p> <p>DIET developed textbooks, supplementary material, community mobilization material and TLM.</p> <ol style="list-style-type: none"> <li>1 Review report on 1<sup>st</sup>std mathematics textbook, <i>nail-kali</i> published by the state.</li> <li>2 Review report on 6<sup>th</sup>std new mathematics textbook published by the state.</li> <li>3 <i>Janapada Aata</i>. (Collection of folk games)</li> <li>4 Suggestions based on QMT analysis for Mysore district.</li> </ol>

10.10 Organisation of training for SSA by DIET				
Table showing Duration, trainees, and content areas of training				
Groups	Title	Duration	No of trainees	Content Areas
Primary Teachers	Teacher Development Programme-2 (Spoken English)	5 days	6202	Spoken English Vocabulary and usage.
	Value Education	1day	4000	Values , Plugging values in text context.
	CCE	3 day	6202	Subject area Recording and reporting CCE.
	Monthly Interaction meetings	6 days	6202	Local specific issues.
Upper Primary teachers	Teacher Development Programme-2 (Spoken English)	5 days	3696	Spoken English Vocabulary and usage.
	Value Education	1day	2000	Values , Plugging values in text context.
	CCE	3 day	3696	Subject area Recording and reporting CCE.
	Monthly Interaction meetings	6 days	3696	Local specific issues.
HMs of Primary & Upper Primary Schools	SDMC	2 days	1927	Role and functions of SDMC
	CALC	2 days	154	Computer literacy and maintenance.
	SLDP	38 days	40	Leadership development at school level
CRCCs	Teacher Development Programme-2 (Spoken English)	5 days	170	Spoken English Vocabulary and usage.
	Value Education	1day	170	Values , Plugging values in text context.
	CCE	3 day	170	Subject area Recording and reporting CCE.
	Ashaya	5days	35	Role and functions of CRCs/BRPs Local specific issues.
BRCCs	CCE	3 day	60	Subject area Recording and reporting CCE.
	Research studies	1 day	50	Research and REMS activities.
SMC Members	SDMC	2+1 days	28905	Role and functions of SDMC
Any other	<i>Nali-kali Samvada</i>	1day	4081	<i>Nali-Kali.</i>

10.11.	<p><b>Perceived role of DIET in different provisions of RTE Act</b></p> <table border="1"> <thead> <tr> <th data-bbox="225 398 874 439">RTE provisions</th> <th data-bbox="874 398 1513 439">Role of DIET</th> </tr> </thead> <tbody> <tr> <td data-bbox="225 439 874 517">Section 29,30</td> <td data-bbox="874 439 1513 517">To create awareness of RTE among field functionaries</td> </tr> <tr> <td data-bbox="225 517 874 595">CCE</td> <td data-bbox="874 517 1513 595">Implementation of CCE, through orientation and training programmes</td> </tr> <tr> <td data-bbox="225 595 874 674">In-service teacher training</td> <td data-bbox="874 595 1513 674">Organizing training programmes and workshops</td> </tr> <tr> <td data-bbox="225 674 874 752">Development of curricular related material</td> <td data-bbox="874 674 1513 752">Developing teachers handbooks/workbooks and manuals.</td> </tr> </tbody> </table>	RTE provisions	Role of DIET	Section 29,30	To create awareness of RTE among field functionaries	CCE	Implementation of CCE, through orientation and training programmes	In-service teacher training	Organizing training programmes and workshops	Development of curricular related material	Developing teachers handbooks/workbooks and manuals.
RTE provisions	Role of DIET										
Section 29,30	To create awareness of RTE among field functionaries										
CCE	Implementation of CCE, through orientation and training programmes										
In-service teacher training	Organizing training programmes and workshops										
Development of curricular related material	Developing teachers handbooks/workbooks and manuals.										
10.12.	<p><b>Role of DIET in improving quality of school education</b></p> <ul style="list-style-type: none"> <li>• Strengthening of supervisory body by conducting review meetings.</li> <li>• School visits to see the implementation of interventions and to obtained feedback.</li> <li>• Undertaking field based research activities.</li> <li>• Enhancing quality education through block nodal officers by enhancing their monitoring and supervisory activities.</li> </ul> <p><i>Reflections:</i> The DIET Mysore including its faculty provides academic support to SSA implementation in the district, takes part in planning, training, REMS, and quality issues. It participates in all its activities fully. It undertakes research and evaluation studies in the areas of priority. The DIET Collaborates with SSA Mysore and shares its experiences. It trains all the sub district functionaries for effective implementation of SSA programmes. DIETs role for RtE issues include awareness generation, CCE implementation, orientation and training functionaries involved, apart from material development activities.</p> <p>It is high time the DIETs started developing capacities in BRCs, CRCs and HMs such that schools function well without much dependence on others. DIETs must stop visiting schools to work with children. Their responsibility is to monitor the system and supervise the human resources at cluster and block levels with the support of sub systems and not bypassing them. Since systemic reforms is the agenda, DIET must do everything to strengthen different sub systems i.e., BRCs, CRCs, HMs using needed supervisory sub systems and in making every element of the system capable and self sufficient as well as</p>										

making them capable of reflecting upon their own functions and to remedy their own problems.

## Section 4: Conclusions and Recommendations:

Conclusions: Are as under

### 1 Schools and Teachers' Position

- Schools' position is comfortable as there are only 10-11 schools per cluster.
- As regards Teachers' Position, at primary level the PTR is excess of RTE norms, while at upper primary level, there is shortage. At the school level, PTR is not uniform.

### 2 Enrolment and Attendance

- Boys' **attendance** is lesser than girls', which needs to be arrested by the district.
- Steps for **improving students' attendance** include, interacting with parents regarding the irregularity of their wards, Peer visits to absented students' home to bring back their friends to school and Monitoring of irregular students by Head master frequently.
- Out of 38 students, only 8 students are undergoing **special training**. Out of them, 5 are in their own schools while 3 are in other schools. The other 30 are in other centers run by the NGOs.
- Out of 4651 students, only 82 (1.7% ) of students were found to be **CWSN**, who required the special care.
- All the schools allow **admission throughout the year** (100%).
- **Problems faced during admission**, matching the competency level of the learner with age appropriate admission, Not utilizing the school-based training by the learners, and Teacher training regarding school based training is less focused.

### 3 Textbooks and TLM

- All the children have received the **textbooks** timely. Since state government has introduced new text books for few classes, only some subject text books reached the school lately.
- At the primary and upper primary level, all teachers have received **teacher grant** and all of them have utilized. To purchase Charts, Marker pens, KG drawing sheets, Models, Color paints.

#### 4 Teaching and learning process

- **Completion of syllabus** is an issue as majority of teachers feel that they have extra work allotted, training and interaction meetings scheduled on working days.
- **Teachers are involved in other than school activities** but they are academic activities.
- **Quality classroom process** is still an unfinished agenda.
- **All Schools have perceived improvement in teaching learning process.**
- **Teachers are willing to improve** if they get influencing forces.
- Schools are getting ready to be **inclusive** in its true spirit.

#### 5 Learning Assessment

- At the **LPS level**, EVS is liked by most students as they have performed well, followed by language and mathematics.
- At **UPS level**, Kannada is in first place, followed by mathematics, science, social science and English. Girls performed better than boys in all the subjects.

#### 6 Teacher Training

- In **In-service Teacher Training**, 90% percent of teachers are trained aggregating to 15 man days.
- There was no **induction Training** as there was no recruitment.
- There were no **untrained teachers**.
- **Training needs assessment** is not systemized.
- **Training inputs** are used in classrooms.
- Teachers prefer **training** at cluster levels.
- **Teachers want support** as and when they want.

#### 7 Functioning of SMCs

- All the schools have SMCs duly **formed and functioning**.
- All SMCs were given useful **training** for 3 days about their roles and functions by CRCs .
- 100% of SMCs members visit school to participate in the meetings, to observe school functioning and to meet teachers/ Head teacher.
- On an average 3 to 4 meetings are organized in the last six months. **Useful things get discussed**.
- All the SMCs have developed their **school development plan** by involving.
- **SMCs are involved** more in Administration activities like- declaring local holidays, celebrating state and national festivals, sanctioning work orders and issuing pay orders.
- **Community supports** schools strongly in variety of areas.

## 8 CRC and BRC Support Structure : Preparedness and Effectiveness

- The BRCs and CRCs are comfortably placed as they do not have **additional charges** responsibilities.
- The **activities and functions** undertaken are smooth. They need to enhance the quality in whatever they do.
- Both the CRCs and BRCs have **shortage of space and facilities** for effective trainings.
- The professional obligation and responsibility of becoming an RP is perhaps not clear to them as they have voiced about the non availability of Resource Persons!
- CRCs and BRCs, are aware that ensuring quality education has remained an issue apart from providing suitable learning opportunities to all learners.

## 9 Preparedness and effectiveness of DIETs

- DIET is providing their **support for SSA** in various programmes.
- DIET faculty **assists various committees** of SSA.
- DIETs **extend their support** in identifying training needs, Identifying the themes under quality issues, monitoring and advising SDPs, Preparation of Annual Work Plan, Preparation of perspective plan, Analyzing utility of plan and non plan expenditures, Projecting the future budget requirement for various educational programmes for the district.
- DIET **participates** in SSA activities actively.
- DIET faculty **visit** schools, CRCs and BRCs.
- **Research works** are taken up by DIET on quality aspects.
- DIET **provide support and conduct work shop/ Sharing meetings**
- DIET officials **provide Resource support** to implement SSA interventions like ICT/Inspire award.
- DIET has **developed** textbooks, supplementary material, community mobilization material and TLMs which are useful.
- DIET **conducts** training for Primary and Upper primary teachers and Headmasters, CRCCs, SMCs and others which are useful.
- Perceived **role** of DIET in different provisions of RTE Act is very effective.
- DIET **works** towards improving quality of school education.

### **Recommendations: General**

- I. It is desirable that all the concerned teachers have a provision to select the trainings they require.
- II. Professional Development Platforms need to be developed such that contingent upon the need of a teacher s/he must be able to that professional support. Such an empowerment activity should be the goal of trainings.

- III. Trainings are to be conducted at cluster level.
- IV. Appropriate planning, preparation and use of TLM needs to be encouraged.
- V. Non- academic activities by BRCCs are to be reduced like collecting statistical data and forwarding it to higher authorities, conducting enquires against lower cadre functionaries, etc.

**Level wise Recommendations:**

**(i) SDMC Level**

- I. The involvement of SDMCs members need to improve. They need to visit school to observe the classroom process and have healthy interaction with teachers and Head teacher.
- II. SDMC must work towards making every school unique.
- III. The knowledge and skills SDMC members need to be utilized by the school.

**(ii) School Level**

- I. The SDMCs members need to be encouraged and motivated to participate in the preparation of Schools Development Plans.
- II. Good participation and achievement of SDMCs must be rewarded by the school teachers.
- III. The academic issues must be brought to the notice of SDMCs regularly.
- IV. SDMCs must be encouraged to involve in negotiating with OOSC parents in bringing back the children to the school.

**(iii) Cluster Level**

- I. Cluster should prepare Cluster Development Plan and seek resources from state to improve basic facilities in order to function better.
- II. CRCCs visit to school must facilitate betterment of schools' functioning.
- III. Capacity building of CRCs is an important issue for quality initiative to be considered in annual plan.
- IV. Need analysis for teacher training is poor. A new mechanism must be evolved by which the needs of different teachers must get

consolidated. A serious thinking is necessary at all higher levels for achieving this objective.

- V. CRCCs' capacities must be updated periodically by the BRC and DIET periodically contingent upon their needs.
- VI. There is a need of quarterly progress review of learning achievement of schools at cluster level.

**(iv) Block Level**

- I. BRCs capacities must be developed by DIET to support sub block functionaries including the BRPs, CRCs, IERTs and Teachers.
- II. Need analysis of teacher training is very poor in nature. CRCs must be trained and enabled to evolve a mechanism by which the needs of teachers are pooled systematically, which in turn must be used for planning training programmes.
- III. BRCs must become vibrant academically. They need to plan and organize workshops and seminars on areas of emerging concerns and interest at the block level.

**(v) DIET Level**

- I. DIET must work towards developing capacity for sub district functionaries in undertaking all their functions effectively and do not step into the shoe of any functionary.
- II. Preparing the BRCs to empower CRCs, who in turn prepares CRCs to empower HMs and Teachers for their roles is the responsibility of the DIETs.
- III. DIETs must focus on monitoring the system and supervising the functionaries and enable them to function better, thus leading towards systemic reforms.
- IV. Compiling best practices within the District and disseminating the same through various modes and media of the same is essential.
- V. DIET must empower all the sub district level functionaries to reflect upon the quality of the status of the unit for qualitative improvement based on QMTs.
- VI. DIET must take up interventions based its' own research work on quality aspects.

(vi) **Policy Planners' level**

- I. The state plan must cover non overlapping activities by like SSA, DSERT, CPI, KSQAAC and such. A macro plan development should be in place from where different activities must flow in anon overlapping manner. All activities must be prioritized and preparations for each activity must be indicated in state's annual plan.
- II. State nodal officers must converge with different monitoring teams like Joint Review Missions, Monitoring institutions, and ensure that sub state functionaries do not get contradictory directions for implementation of the programmes.
- III. State shall provide encouragement to learning of Science and mathematics, Social science by providing adequate funds timely, to equip schools with relevant laboratory materials and conducting exposure visits to students, teachers and supervisory staff.

## **Executive Summary**

The present study attempted to understand how the Quality Monitoring Tools used in Karnataka serving the purpose it intended, with specific objectives. The present executive summary intends to articulate the implications of the outcomes of the study to different stakeholders.

**Implications for stakeholders:** Based on the above study, each of the findings is seen in terms of what it implies for different stake holders and presented as follows.

**I Implications for Educational Planners and Administrators:** The findings of the study have the following implications for educational planners and administrators.

(1) Since the PTR is not appropriate at UPS level, there is a need for undertaking massive teacher rationalisation in the state especially at UPS level. This also has implications for providing subject specific teachers at Upper Primary level as per the RtE act 2009.

(2) Since Quality Classroom Process is an unfinished agenda, state must be motivated to be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.

(3) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This needs to be addressed on a priority as this is a serious issue.

**II Implications for State Functionaries:** The findings of the study have the following implications for state functionaries.

(1) Rationalization of teachers at UPS is to be undertaken on a priority basis in the state.

(2) School-based training policies and implementation have to be rearticulated as they are not effective.

(3) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now.

(4) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, state has to minimise their digressions.

(5) Since Quality Classroom Process is an unfinished agenda, state must be reflective in its efforts in understanding and undertaking improved initiatives towards ensuring quality education.

(6) Assessment of training needs is not systematic in the state. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.

(7) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This needs to be addressed on a priority as this is a serious issue.

**III Implications for District Functionaries:** The findings of the study have the following implications for district functionaries.

(1) Rationalization of teachers at UPS level has to be attempted at UPS level on a top priority district administration.

(2) More boys tend to absent in schools than girls. Therefore there is a need to monitor students' attendance on a priority basis.

(3) Since the mainstreaming activities are ineffective, district needs to refocus on its modus operandi and try to be more effective.

(4) School-based training policies and implementation have to be rearticulated as they are not effective.

(5) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements of books to be done systematically and distribute them on time.

(6) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, efforts must be made to minimise these digressions.

(7) Since Quality Classroom Process is an unfinished agenda, districts must be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.

(8) Assessment of training needs is not systematic. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.

(9) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This needs to be addressed on apriority as this is a serious issue.

(10) Since the BRCs and CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, the district must prepare them to act as confident and competent RPs themselves.

**IV Implications for Block Functionaries:** The findings of the study have the following implications for block level functionaries.

(1) Admitting students throughout the year is new culture, which needs to be understood and accomplished. The CRCs and the HMs need to be trained as they are finding it difficult to do it.

(2) Since the mainstreaming activities are ineffective, block needs to refocus on its modus operandi and try to be more effective.

(3) School-based training implementation has to be rearticulated as they are not effective.

(4) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements to be noted systematically and distribute them on time.

(5) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, efforts must be made to minimise these digressions.

(6) Since Quality Classroom Process is an unfinished agenda, block must be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.

(7) Assessment of training needs is not systematic, alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.

(8) Since BRCs have shortage of space and facilities for conducting training programmes, they need to plan their training differently such that these problems get addressed adequately.

(9) Since CRCs have shortage of space and facilities for conducting training programmes, they need to be trained to plan their training differently such that these problems get addressed adequately.

(10) Since the BRCs and CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, it is clear that they do not know that they themselves have to act as RPs. So BRPs have to equip themselves and train CRPs to function as fully functional CRPs.

**V Implications for Cluster Functionaries:** The findings of the study have the following implications for cluster level functionaries.

(1) Schools need to be sufficiently empowered to arrest absenteeism among students.

(2) Strategies need to be worked out cluster level meetings about arresting the absenteeism among students to schools.

(3) Good practices used by schools in arresting absenteeism of students needs to be shard which should serve as motivators for other schools too.

(4) Since the mainstreaming activities are ineffective, cluster needs to refocus on its modus operandi and try to be more effective.

(5) School-based trainings are not effective. Therefore, CRPs will have to equip themselves better in providing onsite support.

(6) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements to be noted systematically and facilitate the block in sending the required indent correctly and distribute them on time on receiving them.

(7) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, CRCs must train teachers to accomplish their tasks with careful planning and execution without making it an issue.

(8) Since Quality Classroom Process is an unfinished agenda, cluster must work closely with schools in assuring quality by their reflective practices. (6) Assessment of training needs is not systematic in the state. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.

(9) Assessment of training needs is not systematic. Alternative strategies have to be evolved, and the best methodology must be put in place.

(10) Since CRCs have shortage of space and facilities for conducting training programmes, they need to plan their training differently such that these problems get addressed adequately

(10) Since the CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, it is clear that they do not know that they themselves have to act as RPs. So CRPs have to equip themselves to function as fully functional CRPs.

**VI Implications for HMs:** The findings of the study have the following implications for HMs.

(1) Students' regular attendance is an issue, especially among boys. This needs to be monitored seriously.

(2) Admitting students throughout the year is new culture, which needs to be understood and accomplished. Needed clarifications should be sought from the higher ups.

(3) Since Quality Classroom Process is an unfinished agenda, schools must be reflective in it's efforts in understanding and undertaking improved initiatives towards assuring quality education.

(4) Training needs have to be communicated to CRC periodically, which helps in proper planning of the training programmes which can benefit teachers.

**VII Implications for SDMCs:** The findings of the study have the following implications for SDMC members.

(1) Students' regular attendance is an issue, especially among boys. This needs to be monitored seriously by SDMCs.

(2) Since Quality Classroom Process is an unfinished agenda, SDMCs must exert pressure on schools to ensuring quality education.

**VIII Implications for Schools:** The findings of the study have the following implications for school teachers.

(1) Students' regular attendance is an issue, especially among boys. This needs to be monitored seriously.

(2) Admitting students throughout the year is new culture, which needs to be understood and accomplished. Needed clarifications should be sought from the higher ups.

(3) Since Quality Classroom Process is an unfinished agenda, every school must be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.

It is desirable that the above implications reach educational functionaries in enabling them to work for systemic changes at different levels.

**List of coordinators and participants**

SL.NO	CRP'S Name	SCHOOL NAME
1	GIRISHA H S CRP, DEBUR Cluster	29260906001 - GHPS DEBURU
2		29260906301 - GLPS BYALARU
3		29260906401 - GHPS KALLAHALLI
4		29260911701 - GHPS DEVEERAMMANA HALLI
5		29260912001 - GLPS DEVIRAMMANA HALLI HUNDI
6		29260912101 - GHPS KARALAPURA
7		29260912102 - GHPS HOSAHALLI
8		29260912201 - GHPS MASAGE
9		29260912301 - GLPS PALYA
10		29260923001 - GHPS KATHVADIPURA
11		29260906101 - GLPS HANDUVINA HALLI
1	GANGADHAR D S CRP, HEMMRAGALA Cluster	29260912401 - GHPS HEMMRAGALA
2		29260912501 - GHPS MALLAHALLI
3		29260912701 - GHPS KUMARAHALLI
4		29260912801 - GHPS HEDATHALE
5		29260912803 - GHPS MADARAHALLI
6		29260913001 - GLPS SHINGARIPURA
7		29260913101 - GLPS GONATHAGALA
8		29260913201 - GLPS BASAVATTIGE
9		29260917701 - GLPS BHUJAGAI AHANA HUNDI
10		29260925401 - GLPS SREENAGARA

1	VIRUPAKSHA CRP, HEDIYALA Cluster	29260904101 - GHPS HEDIYALA
2		29260904102 - GLPS URDU HEDIYALA
3		29260904103 - SRI KAMMALAMMA LPS, HEDIYALA
4		29260904108 - GLPS ANJANAPURA
5		29260904109 - GLPS MAHADEVANAGARA
6		29260904201 - GHPS MADUVINAHALLI
7		29260904301 - GHPS BANKAHALLI
8		29260904302 - GLPS DORANAKATTE COLONY
9		29260904303 - GHPS ASHRMA SHALE, VENKATA GIRI
10		29260904401 - GLPS VODEYANAPURA
11		29260904501 - GHPS EREGOWDANA HUNDI
12		29260904701 - GLPS VENKATACHALA PURA
13		29260904801 - GLPS BEEREDEVANAPURA
14		29260922701 - GLPS CHILAKAHALLI
15		29260922801 - GLPS PARVATHI PURA

# Quality Monitoring Programme in 100 Clusters of the Country

## State Report of Kerala

Prepared by

**Dr. V. Ramdas**

*State Coordinator of the study*

**Regional Institute of Education, Mysore  
Manasagangotri  
2013**

## **Section 1: Introduction**

### **1. Kerala overview**

'Keralam', the land of 'kera' or coconut, is a never-ending array of coconut palms...sun blached beaches... enchanting backwaters... magical monsoon showers...silent valleys vibrant with flora and fauna...misty mountains of the Western Ghats...fragrance of spices...evenings reverberating with the rhythm of a thousand art forms...fairs and festivals...

Origin of Kerala has been linked to a legend dating back to Satya Yug. According to this legend, Kerala rose up from the sea when Lord Parasurama threw his axe into it and the sea receded to bring up this narrow strip of land from underneath. Lord Parasurama, believed to be the sixth avatar of Lord Mahavishnu, threw his axe from Gokarnam southward across the ocean in rage and in repentance for his actions of killing Kshatriyas. The land of Kerala emerged from the waters of the Arabian Sea with the blessing of Varuna-the God of Oceans and Bhumidevi- the Goddess of Earth. The sobriquet "God's own Country" thus bestows itself on Kerala.

Kerala lies along the coastline, to the extreme south west of the Indian peninsula, flanked by the Arabian Sea on the west and the mountains of the Western Ghats on the east. This land of Parasurama stretches north-south along a coastline of 580 kms with a varying width of 35 to 120 kms. Cascading delicately down the hills to the coasts covered by verdant coconut groves, the topography and physical characteristics change distinctly from east to west. The nature of the terrain and its physical features, divides an east west cross section of the state into three distinct regions- hills and valleys, midland and plains and the coastal region. Located between north latitudes 8018' and 12048' and east longitudes 74052' and 72022', this land of eternal beauty encompasses 1.18 per cent of the country.

The Western Ghats, bordering the eastern boundary of the State, form an almost continuous mountain wall, except near Palakkad where there is a natural mountain pass known as the Palakkad Gap. The average elevation of the Ghats is about 1500 meters above sea level, occasionally soaring to peaks of 2000 to 2500 m. From the Ghats, the land slopes to the west on to the plains, into an unbroken coastline.

The strip of hills and valleys on the eastern edge, close to the Ghats, comprises of steep mountains and deep valleys, covered with dense forests. Almost all the rivers of the state originate here. There are 44 rivers in the state, of which 41 originate from the Western Ghats and flow towards west into the Arabian sea. Only three tributaries of the river Cauvery originate in Kerala and flow east into the neighbouring States. These rivers and streams flowing down from the Western Ghats either empty themselves in to the backwaters in the coastal area or directly into the Arabian Sea. As the Western Ghats are nowhere more than 120 kms from the sea, all these rivers are comparatively short.

In the Midland Plains of central region, the hills are not very steep and the valleys are wide. The valleys have been developed as paddy fields and the elevated lands and hill slopes are converted into estates of rubber, fruit trees and other cash crops like pepper , arecanut and tapioca. Tea and coffee estates have cropped up in the high ranges during the last two centuries.

The Coastal Belt strip is comparatively plain. Extensive paddy fields, thick groves of coconut trees and picturesque backwaters, interconnected with canals and rivers, are the features of this region. No wonder, Alappuzha an old sea port town of this region is known as the 'Venice of the East'. In the southern and northern parts of the state, the coastal belt also has some small hillocks.

The backwaters are a peculiar feature of the state. Canals link the lakes and backwaters to facilitate an uninterrupted inland water navigation system from

Thiruvananthapuram to Vadakara, a distance of 450 kms. The Vembanad lake stretching from Alappuzha to Kochi is the biggest water body in the state and is over 200 sq.kms. in area. Kuttanad in Alappuzha district alone has more than 20 per cent of India's total length of waterways.

The important rivers from north to south are Valapattanam river (110 kms.), Chaliar (69 kms.), Kadalundipuzha (130 kms.), Bharathapuzha (209 kms.), Chalakudy river (130 kms.), Periyar (244 kms), Pamba (176 kms), Achancoil (128 kms.) and Kalladayar (121 kms.). Other than these, there are 35 more small rivers and rivulets flowing down from the Ghats. Most of these rivers are navigable up to the midland region, in country crafts.



Kerala Basic Information	
Area	38,863 sq. km
Capital	Trivandrum
Language	Malayalam
Districts	14

<b>Population</b>	3,33,87,677
<b>Males</b>	16,021,290
<b>Female</b>	17,366,387
<b>Density</b>	859 per sq. km
<b>Literacy</b>	90.9%
<b>Economy</b>	Agricultural
<b>Rivers</b>	44

## 2. Objectives:

The objectives of the Quality Monitoring Programme are:

- (iv) To study the status of quality interventions in schools.
- (v) To enable the functionaries at different levels (sub district and district) provide feedback for improvement of teaching and learning process.
- (vi) To Study preparedness and effectiveness of CRCs, BRCs and DIETs for quality monitoring programme.

## 3. Sample:

Three clusters from Cherthala Block were selected for quality monitoring programme and on an average each cluster had 8 schools

School category	No of schools selected
I-V	15
VI-VIII	3
I-VIII	6
Other	0
<b>Total</b>	<b>24</b>

## 4. Tools:

The following tools were used in the study:

1. School Schedule (SS)
2. School Management Committee Schedule (SMCS)
3. CRC Schedule (CS)

4. Classroom Observation Schedule (COS)
5. BRC Schedule (BS)
6. DIET Schedule (DTS)

## Section 2: Findings:

S No	Sections/Sub sections																								
<b><i>XI. Schools and Teachers Position</i></b>																									
1.1	<p><b>Schools' position</b></p> <table border="1"> <thead> <tr> <th>School category</th> <th>No of schools.</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>I-V</td> <td>15</td> <td>5</td> </tr> <tr> <td>VI-VIII</td> <td>3</td> <td>1</td> </tr> <tr> <td>I-VIII</td> <td>6</td> <td>2</td> </tr> <tr> <td>Other type</td> <td>--</td> <td>--</td> </tr> <tr> <td><b>Total</b></td> <td><b>24</b></td> <td><b>8</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• On an average there are eight school per cluster in the block</li> </ul>	School category	No of schools.	Average	I-V	15	5	VI-VIII	3	1	I-VIII	6	2	Other type	--	--	<b>Total</b>	<b>24</b>	<b>8</b>						
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1.2	<p><b>Teachers' Position:</b></p> <table border="1"> <thead> <tr> <th>Teachers</th> <th>Regular</th> <th>Temporary</th> <th>Total</th> <th>As per RTE norms</th> <th>Excess</th> </tr> </thead> <tbody> <tr> <td>Primary teachers</td> <td>115</td> <td>Nil</td> <td>115</td> <td>104</td> <td>11 (10.57%)</td> </tr> <tr> <td>Upper primary teachers</td> <td>117</td> <td>Nil</td> <td>117</td> <td>96</td> <td>21 (21.87 %)</td> </tr> <tr> <td><b>Total</b></td> <td><b>232</b></td> <td><b>Nil</b></td> <td><b>232</b></td> <td><b>200</b></td> <td><b>32 (16%)</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• There are no temporary teachers in the schools of Cherathala block. Rather, 32% of teachers are excess as per the RTE norms.</li> </ul>	Teachers	Regular	Temporary	Total	As per RTE norms	Excess	Primary teachers	115	Nil	115	104	11 (10.57%)	Upper primary teachers	117	Nil	117	96	21 (21.87 %)	<b>Total</b>	<b>232</b>	<b>Nil</b>	<b>232</b>	<b>200</b>	<b>32 (16%)</b>
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<b><i>XII. Enrolment and Attendance</i></b>																									
2.1	<p><b>Average attendance</b></p> <p>- All children (above 80%, between 60%-79%, below 60%)--- <b>above 80% in all schools</b></p> <p>- Girls (above 80%, between 60%-79%, below 60%)----- <b>above 80% in all schools</b></p> <p>- Boys (above 80%, between 60%-79%, below 60%)----- <b>above 80% in all schools</b></p> <p>Comparison of boys and girls with regard to above----- <b>Both are above 80% in all schools</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance is above 80% in all the 24 schools studied</b></li> </ul>																								

2.2	<p><b>Steps for improving students attendance:</b></p> <ul style="list-style-type: none"> <li>• Remedial teaching for slow learners</li> <li>• Conduct CPTA monthly</li> <li>• Conduct co-curricular activities Expert classes</li> <li>• Counseling classes</li> <li>• Supply nutritious food as Mid- day meal</li> <li>• Arrangement of transportation for students</li> </ul>
2.3	<p><b>Out of School Children: Enrolment and Special Training:</b></p> <p>- Number of out-of-school children enrolled on average per school (boys, girls, total)</p> <ul style="list-style-type: none"> <li>• There is no out of school children in all the three clusters. This indicates that all the children of school going age have been admitted in the schools.</li> </ul>
2.4	<p><b>Children with Special Needs:</b></p> <p>Number of Children with Special Needs in schools of the block and their care:</p> <ul style="list-style-type: none"> <li>• Out of 6448 students 331(5.13%) are CWSN. Schools provide proper care and attention to these children</li> </ul>
2.5	<p><b>Schools allowing admissions throughout the year_(percentage) :</b></p> <ul style="list-style-type: none"> <li>• 100% schools allowed admission of the children throughout the academic year.</li> </ul>
2.6	<p><b>Problems faced during admission_(In descending order)</b></p> <ul style="list-style-type: none"> <li>• Most of the parents are not satisfied in the Malayalam Medium syllabus.</li> <li>• Some of the parents are not satisfied in the all promotion system</li> <li>• Transportation facilities are not available.</li> <li>• Physical environment of some of the schools is not attractive (especially in some Aided schools).</li> <li>• Could not get sufficient number of students for admission to LP school English medium divisions.</li> </ul>

**XIII. Textbooks and TLM**

3.1	<p><b>Textbook distribution:</b></p> <ul style="list-style-type: none"> <li>• Timely distribution (within one week, after one month)--- <b>Within one month</b></li> <li>• All children received textbooks within one month</li> </ul>												
3.2	<p><b>TLM and Teacher grant:</b></p> <p>a) Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper Primary wise):</p> <table border="1" data-bbox="368 1727 1401 1926"> <thead> <tr> <th>Stages of schooling</th> <th>Total No. of teachers in the block</th> <th>No of teachers received teacher grant</th> <th>% of teachers utilized the grant they received</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>115</td> <td>115</td> <td>100%</td> </tr> <tr> <td>Upper primary</td> <td>117</td> <td>117</td> <td>100%</td> </tr> </tbody> </table>	Stages of schooling	Total No. of teachers in the block	No of teachers received teacher grant	% of teachers utilized the grant they received	Primary	115	115	100%	Upper primary	117	117	100%
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Primary	115	115	100%										
Upper primary	117	117	100%										

	<p>b) Types of items purchased (listing in descending order)</p> <ul style="list-style-type: none"> <li>• Chart paper ( of different colors)</li> <li>• White paper for Magazines</li> <li>• Marker pens</li> <li>• Sketch pens</li> <li>• Crayons</li> <li>• Gum</li> <li>• Scissors</li> <li>• Scales</li> <li>• Maps</li> <li>• Globes</li> <li>• Cello tapes</li> <li>• Double side tapes</li> <li>• Mathematical instruments</li> <li>• Science materials for using in Labs</li> <li>• Card boards</li> </ul> <p>c) Manner of use of items purchased (listing in descending order)</p> <ul style="list-style-type: none"> <li>• Chart papers are used in classes to show the children pictures in big size. Descriptions and the details are given in chart papers</li> <li>• White papers and color papers are used to make Magazines.</li> <li>• Science materials are used in Science Labs.</li> <li>• Chart paper, Card boards gum and other materials are used to make various items for different subjects.</li> </ul>
<b><i>XIV. Teaching and learning process</i></b>	
4.1	<p><b>Completion of syllabus</b></p> <p>a) Percentage of teachers facing problems in completion of syllabus: 5%</p> <p>b) Problems faced in completion of syllabus (listing- in descending order)</p> <ul style="list-style-type: none"> <li>• Lack of time (Working days are not sufficient due to unexpected holidays).</li> <li>• Lack of basic knowledge of some children in some classes takes more time to make the children understand new concepts.</li> <li>• Proper Reference books are not available.</li> </ul>
4.2	<p><b>Teachers involvement in 'Other than School activities:</b></p> <ul style="list-style-type: none"> <li>• Census duty, NPR duty, election duty.</li> </ul>
4.3	<p><b>Classroom process and teacher effectiveness:</b>  <i>- As per items of COS from 1 to 13: tabulated</i></p>

**Effectiveness of Classroom Processes: Percentage of Observations**  
(Total classroom observations: 48)

Sl No	Aspects	'To a great extent'	'To a great extent'	'Not at all'
1	Classroom environment is free from mental harassment/tension.	94	2	4
2	The teacher is conducting relevant activities during teaching.	73	27	0
3	Teacher encourages children to ask questions.	75	25	0
4	Children feel free to express their feelings and problems	70	30	0
5	Teacher gives answers to students' questions/queries gladly	77	21	2
6	Teacher is sharing students' experiences and developing lesson on the basis of their experience.	69	31	0
7	Blackboard is used properly by the teacher.	67	33	0
8	Relevant TLMs are used properly during teaching.	83	17	0
9	Teacher is asking variety of questions to encourage participation of all children.	81	19	0
10	Teacher is assessing students learning along with teaching and moving ahead after ensuring that students have learnt.	79	21	0
11	Overall classroom environment is conducive for learning.	75	25	0
12	Classroom management is satisfactory.	79	21	0
13	Teacher is effective.	85	15	0
14	Other remarks	nil	nil	nil

- The percentage of rating 'to great extent' for all the 13 indicators fall between 67 and 94. This indicates that classroom process and teacher effectiveness are very favorable.

4.4

**School Perception and improvement in teaching learning process:**

- All schools (100%) have reported improvement in teaching learning process

4.5	<p><b>Teachers initiatives for improving teaching learning process_(In descending order)</b></p> <ul style="list-style-type: none"> <li>• Child friendly atmosphere in classrooms</li> <li>• Proper usages of Teaching Learning Materials for conveying ideas</li> <li>• Continuous and Comprehensive Evaluation</li> <li>• Proper planning in School Resource Groups</li> <li>• Remedial teaching for slow learners</li> <li>• Proper usages of Science Labs and Libraries</li> <li>• Field trips as the part of curricular activities ( Outdoor activities)</li> <li>• Conduct group activities ( Group works for discussion, preparing for drama etc.☺)</li> <li>• Special attention for gifted children</li> </ul>
4.6	<p><b>Efforts of schools for making classroom inclusive:</b></p> <ul style="list-style-type: none"> <li>• Adaptations of classroom activities for various categories (VI, HI, MR, etc)</li> <li>• Interacting with the CWSN with love and care</li> <li>• Visiting their houses for Home based Education</li> <li>• Supplying proper TLM for CWSN</li> </ul>
<p><b>XV. <u>Learning assessment</u></b></p>	
5.1	<p>a) Describe the details of the CCE/ students report card.</p> <ul style="list-style-type: none"> <li>• Conducting Continuous and Comprehensive Evaluation for the children after each unit or each month and as and when it is needed.</li> <li>• Each learning activity is considered for assessment.</li> <li>• Teacher asses all the children in a fixed intervals and notes their progress in the right side column of the Teacher’s Teaching Manual.</li> <li>• CPTA (Class Parent-Teacher Association) meetings are conducted every month.</li> <li>• Teachers inform the parents the progress of their children using portfolio, progress card and the learning products exhibited in the classroom.</li> <li>• Parents get chances to talk about their children also</li> </ul> <p>b) Details of Learners' Achievement, class-wise and subject-wise for Classes I- V (see appendix)</p>
5.2	<p>c) Details of Learners’ Achievements, class-wise and subject-wise for Classes VI-VIII ( see appendix)</p> <p>d) Percentage of the highest and lowest groups of children for each class and subject at Primary level.</p>

Class	Highest/ Lowest Groups	Percentage of highest and lowest groups of children					
		Malayalam	Math	English	S.S.	Scienc e	Hindi
V	Grade -A	25	21	21	23	24	27
	Grade -E	2	3	0.6	0.1	1	0.06
VI	Grade A	31	15	18	19	23	21
	Grade -E	3	5	7	5	8	7
VII	Grade -A	31	17	21	26	29	26
	Grade -E	4	4	4	1	3	2
VIII	Grade -A	Mal-I: 7.71 Mal-II:11.6	0.04	7.85	5.58	4.13	7.95
	Grade -E	Mal-I: 14.13 Mal-II:19.0	21.3	16.54	20.09	17.96	16.15

- In all the subjects more percentage of 'A graders' are in Class I.
- There is a decrease in the percentage of 'A graders' as well as 'C/D graders' in all the four subjects across the grades at the primary level.
- The trend indicates while there is a fall in the learning standards of higher graders there is an improvement in the learning achievement of the low graders.
- That is, teaching -learning process is more beneficial to the low achievers.

e) Percentage of the highest and lowest groups of children for each class and subject at Upper Primary level

- At Upper Primary level, Classes V to VII has more number of 'A graders' in all the

Clas s	Highest/ Lowest Groups	Percentage of highest and lowest groups of children			
		Malayalam	Math	EVS	English
I	Grade-A	61.95	74.90	70	61.61
	Grade - C	10.92	05.04	10.06	5.45
II	Grade -A	44.75	54.19	51.48	58.15
	Grade -D	4.89	1.28	4.69	2.23
III	Grade -A	45.28	54.81	46.11	42.89
	Grade - C/D	C-17.86	D-0.70	D-0.27	D-0.92
IV	Grade-A	41.79	50.54	45.67	42.56
	Grade -D	3.88	2.31	4.76	4.23

subjects except Math. The percentage of 'A graders' in classes V to VII ranges from 21 to 31. In Mathematics the range is 17 to 21 only.

- In Class VIII the percentage of 'A graders' in all the subjects ranges from 0.04 (Math) to 7.95 (Hindi). Again Mathematics records a very poor 0.04 % of 'A graders'.
- There is a slight increase in the number of 'E graders' in all the subjects across Classes V to VII.
- In Class VIII the percentage of 'E graders' outstrips the 'A graders' reflecting a sharp fall in the academic standards of students learning. The range of percentage of 'E graders' is between 14.13 (Malayalam) and 20.09 (social Science).

## **XVI. Teacher Training**

### **6.1 In-service Teacher Training**

a) Percentage of teachers received training during current session:

Sl No	No of Teachers	No of teachers received training during current session.	%
1	232	130	56%

b) Duration of training: 7 to 10 days

6.2

### **Induction Training for newly appointed teachers**

- There was no recruitment and hence no Induction training.

6.3

### **Training of untrained teachers**

- There was no untrained teachers

6.4

### **Training Needs**

-Identification of training needs (Percentage of Schools responding)

- All the 24 schools (100%) stated that training needs were identified before training

-Methods of identifying needs

- Conducting OSS
- Observing classroom process and realizing the difficulties faced by the teachers
- Interacting with the teachers to realize the needs of the teachers
- Participating in the CPTA, collect the opinions (responses) of the parents.
- Assessing the performance of the children, during OSS, Observation of the classes, festivals conducted in the schools in connection with various subjects ,

-Training conducted as per training needs :

- All the 24 schools stated that training was conducted as per their training needs.

6.5	<p><b>Teachers using training inputs in classrooms</b></p> <ul style="list-style-type: none"> <li>All the teachers in the block use the training inputs in their classes.</li> </ul> <p>-Ways of using training inputs</p> <ul style="list-style-type: none"> <li>Teachers prepare Teaching Manuals for their classes as the part of their preparation.</li> <li>Teachers use TLMs developed in schools and Cluster Centers, in their classes.</li> <li>Individual/Group works are given in the classes</li> <li>Projects and assignments are given and are assessed as part of CCE.</li> <li>Slow learners are given individual attention</li> <li>Continuous and Comprehensive Assessment is conducted</li> </ul>
6.6	<p><b>Suggestions for training programme</b> (in descending order)</p> <ul style="list-style-type: none"> <li>Conduct Training programmes during the summer vacation</li> <li>Make use of the trained hands as Resource Persons in the training classes</li> <li>Conduct Cluster training as per classroom needs)</li> <li>Conduct ICT Training for all teachers</li> <li>Content based training in all subjects is required</li> </ul>

***XVII. Functioning of SMCs***

7.1	<p><b>Schools having SMCs</b></p> <ul style="list-style-type: none"> <li>All the schools (100%) have formed their SMCs.</li> </ul>																					
7.2	<p><b>Training of SMCs</b> Percentage of SMCs given training about their roles and functions</p> <ul style="list-style-type: none"> <li>Members of all the SMCs (100%) have been given training on their roles and functions</li> </ul>																					
7.3	<p><b>School visits by SMC members</b> Reasons for visiting schools as per items (a) to (f) -percentages</p> <table border="1" data-bbox="347 1480 1418 1924"> <thead> <tr> <th>Sl No</th> <th>Items</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>Not visited the school</td> <td>Nil</td> </tr> <tr> <td>b</td> <td>To participate in SMC meetings</td> <td>91.6</td> </tr> <tr> <td>c</td> <td>To observe school functioning</td> <td>87.5</td> </tr> <tr> <td>d</td> <td>To meet with teachers/Head Teacher</td> <td>83.3</td> </tr> <tr> <td>e</td> <td>In connection with the studies of own children</td> <td>83.3</td> </tr> <tr> <td>f</td> <td>Any other : (School functions, State/National festivals, annual day, sports)</td> <td>100</td> </tr> </tbody> </table>	Sl No	Items	Percentage	a	Not visited the school	Nil	b	To participate in SMC meetings	91.6	c	To observe school functioning	87.5	d	To meet with teachers/Head Teacher	83.3	e	In connection with the studies of own children	83.3	f	Any other : (School functions, State/National festivals, annual day, sports)	100
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	<p>Members of all the SMCs visit schools to take part in school functions like annual day, sports state/national festivals. While 91.6% of them visit school to participate SMC meetings 87.5% go to observe school functioning. However, 83.3% of them visit the schools to meet teachers/headmaster as well as in connection with studies of their own children.</p>
7.4	<p><b>SMC meetings</b></p> <p>Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order) :</p> <ul style="list-style-type: none"> <li>• On average SMCs met <b>FIVE</b> times in the last six months.</li> <li>• The following suggestions were given by the SMCs. <ul style="list-style-type: none"> <li>○ Conduct the assembly effectively</li> <li>○ Improvement of school discipline and results</li> <li>○ Academic development</li> <li>○ School maintenance</li> <li>○ Improvement of Mid- day meal distribution</li> </ul> </li> </ul>
7.5	<p><b>School Development Plan</b></p> <p>-Percentage of schools which developed School Development Plan : <b>100%</b></p> <p>-Percentage of schools where SMCs were involved in School Development Plan: <b>100%</b></p>
7.6	<p><b>Activities undertaken by SMCs</b></p> <ul style="list-style-type: none"> <li>• In preparing Whole School Development Plan (WSDP)</li> <li>• Monitoring of School activities</li> <li>• Supporting the Curricular and co-curricular activities</li> <li>• Effective utilization of funds available from SSA and Local Self Governments</li> <li>• Making Mid- day meal nutritious</li> <li>• Supporting distribution of Mid-day Meals</li> </ul>
	<p><b>Support to school by community</b></p> <ul style="list-style-type: none"> <li>• Financial support to the schools</li> <li>• Construction of dining hall</li> <li>• Provide remuneration for additional teachers</li> <li>• Take care of the school premises with the help of 'School Jagratha Samithi'</li> <li>• Newspapers are sponsored by local people</li> <li>• State Bank of Travancore provided Fans and water purifier to the schools</li> </ul>

### ***XVIII. Perceptions of SMC about School Functioning***

8.1	<b>Discrimination of children by teachers</b> <ul style="list-style-type: none"><li>All the SMCs stated that there is no discrimination of children by teachers in their schools.</li></ul>
8.2	<b>Students willingness to attend school</b> <ul style="list-style-type: none"><li>All SMCs (100%) stated that students are willing to attend the school</li></ul>
8.3	<b>Children with special needs(CWSN)</b> <p>Number of CWSN and their care : 331</p> <ul style="list-style-type: none"><li>Out of 6448 students in the block there are 331 (5.13%) CWSN.</li><li>All the 24 SMCs (100%) reported that their schools have CWSN and these children get proper care and attention in their schools.</li></ul>
8.4	<b>Separate toilets for boys and girls</b> <p>Percentage of SMCs opining about existing of separate toilets for boys and girls and their adequacy</p> <ul style="list-style-type: none"><li>85% of SMC opined that there are separate toilets for boys and girls</li><li>70% SMC state that these toilets are adequate.</li></ul>
8.5	<b>Safe drinking water</b> <ul style="list-style-type: none"><li>85% SMCs opined safe drinking water facility is available in their schools.</li></ul>
8.6	<b>Receipt of text books by all children</b> <ul style="list-style-type: none"><li>100% of SMC state that all students received textbooks</li></ul>
8.7	<b>Use of play materials and sports equipments used by children</b> <ul style="list-style-type: none"><li>Only 55% of the SMC stated that children used play materials and sports equipments.</li></ul>
8.8	<b>Out of school children not enrolled in schools if any,</b> <ul style="list-style-type: none"><li>All the SMCs stated that they do not have any out of school children in their areas.</li></ul>
8.9	<b>Incidence of physical punishment and mental harassment (if any,</b> <ul style="list-style-type: none"><li>None of the SMCs have noticed any incidence of physical punishments and mental harassment in their schools.</li></ul>

8.10	<p><b>Improvements needed in School Functioning</b></p> <ul style="list-style-type: none"> <li>• All schools need to start pre- primary classes with proper facilities.</li> <li>• Development of school infrastructure including <ul style="list-style-type: none"> <li>○ Playground</li> <li>○ Sports equipments,</li> <li>○ Lab and computer facilities</li> <li>○ Modern toilets</li> <li>○ Internet</li> <li>○ School kitchen</li> <li>○ Water purifier</li> </ul> </li> </ul>
<p><b><i>XIX. CRC and BRC Support Structure : Preparedness and effectiveness</i></b></p>	
9.1	<p><b>Additional charge on CRCCs and BRCCs</b></p> <ul style="list-style-type: none"> <li>• CRCCs and BRCCs do not hold any additional posts.</li> </ul>
9.2	<p><b>Training received by CRCCs:</b></p> <p>-Not received training----- Nil</p> <p>-Received training, but not beneficial.----- Nil</p> <p>-Received training, it was beneficial ----- 3</p> <ul style="list-style-type: none"> <li>• <b>All the CRCCs have received the training and found the training was beneficial.</b></li> </ul>
9.3	<p><b>Training received by BRCCs:</b></p> <p>-Not received training----- Nil</p> <p>-Received training, but not beneficial.----- Nil</p> <p>-Received training, it was beneficial ----- 1</p> <ul style="list-style-type: none"> <li>• The BRCC has received training and found the training was <b>beneficial</b>.</li> </ul>
9.4	<p><b>Functions performed by CRCCs</b> (in descending order)</p> <ul style="list-style-type: none"> <li>• Coordinate cluster level meetings</li> <li>• Conduct awareness programmes</li> <li>• ECCE training</li> <li>• Maa - Betti programmes</li> <li>• Conduct cluster level fests - ( Sargavedi, English Fest, girls fest etc)</li> </ul>
9.5	<p><b>Functions performed by BRCCs</b> (in descending order)</p> <ul style="list-style-type: none"> <li>• Conducting monthly review and planning meetings</li> <li>• Conducting OSS periodically</li> <li>• Giving support to CWSN</li> </ul>

9.6

**Meetings of teachers conducted by CRCCs**

## a) Frequency of meetings :

- All CRCs conduct meetings regularly
- Meetings are conducted more than once a month and as and when required
- 15 schools (62.5%) stated that monthly meeting of CRC are held regularly

## b) Participation of all teachers in meetings

- Only 15 schools (62.5%) stated that all teachers participated in the meetings regularly

## c) Reasons for not attending meetings

- Meetings are held on working days and during working hours

## d) Activities/ tasks taking place in meetings

- Discuss academic problems faced by the teachers and their remedies.

## e) Issues of discussion in meetings

Sl No	Issues of discussion in meetings	No of schools responded	Percentage
1	Mostly administrative	Nil	0
2	Mostly academic.	8	33.33%
3	Administrative and academic issues equally	13	54.16%

- All CRCCs reported that they discuss administrative and academic issues equally in CRC meetings.

9.7

**Training facilities in CRCs and BRCs****-Space and facilities in CRCs and BRCs conducting training of teachers**

- CRCs do not have facilities for conducting training.
- BRC has adequate facilities like office room, seminar hall, computer facilities, telephone, internet connections, LCD projector etc.

**-Facilities needed in CRCs**

- Training room/ hall
- Furniture and other basic facilities
- Laptop, LCD projectors, screen,

9.8	<p><b>Schools receiving academic support from CRCCs</b></p> <ul style="list-style-type: none"> <li>• Only 54% of schools stated that they receive support from CRCCs.</li> </ul> <p>-Types of academic support received by teachers from CRCCs</p> <ul style="list-style-type: none"> <li>• Academic support in teaching learning</li> <li>• Coordinate all the programmes conducted by SSA at CRC level</li> </ul>												
9.9	<p><b>Training conducted by BRCC</b></p> <p><b>a) Number of teachers trained and areas</b></p> <ul style="list-style-type: none"> <li>• All the 232 teachers (100%) in the block are trained by the BRCC</li> <li>• The areas in which training given are: <ul style="list-style-type: none"> <li>• Inclusive education</li> <li>• Cluster training in various subjects</li> <li>• Human rights</li> </ul> </li> </ul> <p><b>b) Number of other functionaries trained and areas:</b></p> <table border="1" data-bbox="379 1032 1321 1234"> <thead> <tr> <th>Sl No</th> <th>Target group</th> <th>No of Participants trained</th> <th>Areas of training</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>SMC members</td> <td>408</td> <td>RTE Act</td> </tr> <tr> <td>2</td> <td>Children</td> <td>400</td> <td>Maa-Betti</td> </tr> </tbody> </table> <p><b>c) Difficulties faced by the BRCC.</b></p> <ul style="list-style-type: none"> <li>• As training is conducted in working days, getting good number of teachers and arrangement of the training hall are difficult.</li> <li>• Lack of resource persons in various subjects/areas</li> </ul>	Sl No	Target group	No of Participants trained	Areas of training	1	SMC members	408	RTE Act	2	Children	400	Maa-Betti
Sl No	Target group	No of Participants trained	Areas of training										
1	SMC members	408	RTE Act										
2	Children	400	Maa-Betti										
9.10	<p><b>School visits by CRCCs and BRCCs</b></p> <ul style="list-style-type: none"> <li>• -No. of Schools on average, visited per month by CRCC (Range) : 10 to 15 schools</li> <li>• -No. of CRCCs providing on-site support to teacher : 3</li> <li>• -No. of schools visited per month by BRC during current session : 6</li> <li>• -No. of classrooms visited by BRCC in a month : 20</li> </ul> <p>Suggestions provided by BRCC to teachers:</p> <ul style="list-style-type: none"> <li>• To make classroom process child friendly and child centered</li> <li>• Proper use of TLM</li> <li>• To do CCE properly</li> </ul>												

9.11	<p><b>Teachers orientation about provisions of RTE Act</b></p> <ul style="list-style-type: none"> <li>No. of CRCs who oriented teachers about RTE: <b>3 (100%)</b></li> </ul>
9.12	<p><b>Classrooms observations by CRCCs</b></p> <p>-Percentage of CRCCs observed classes : 100%</p> <p>-Average number of classrooms observed by CRCCs : 17</p> <p>-Range of classrooms observed : 48 to 50</p> <p>-Suggestions provided by CRCCs to teachers for improving teaching</p> <ul style="list-style-type: none"> <li>To make classroom process child friendly and child centered</li> <li>Proper use of TLM</li> <li>To do CCE properly</li> <li>To use appropriate evaluation tools</li> </ul> <p>-Reasons for not observing classes : NA</p>
9.13	<p><b>CRCCs meetings conducted by BRCCs</b></p> <p>-Frequency of meetings : Every month and as and when required</p> <p>-Important activities/tasks taking place in meetings of CRCCs conducted by BRCCs:</p> <ul style="list-style-type: none"> <li>Monthly review and planning meetings</li> <li>Planning of OSS</li> <li>Collecting feedback on previous activities</li> <li>Suggestion for proper conduct of the forthcoming programmes</li> </ul>
9.14	<p><b>Major achievements and problems in the implementation of RTE Act (List all in phrases)</b></p> <p><b>-Achievements as perceived by CRCCs:</b></p> <ul style="list-style-type: none"> <li>Admission of children without TC and Birth certificate</li> <li>Keep teacher pupil ratio as per RTE norms</li> </ul> <p><b>-Achievements as perceived by BRCC:</b></p> <ul style="list-style-type: none"> <li>Ensure every child get opportunity for Elementary Education</li> <li>Improvement in the physical and academic facilities in the schools</li> </ul> <p><b>-Problems as perceived by CRCCs:</b></p> <ul style="list-style-type: none"> <li>No SMCs in aided schools</li> <li>Admitting children according to their age causes problems</li> </ul>

	<p><b>-Problems as perceived by BRCC:</b></p> <ul style="list-style-type: none"> <li>• No SMCs in aided schools</li> <li>• Admitting children according to their age causes problems. It is difficult to bridge their current knowledge of such children to the new concepts in different subjects.</li> <li>• Lack of time</li> </ul>															
<b>XX. <u>Preparedness and effectiveness of DIETs</u></b>																
10.1	<p><b>Academic support provided for SSA by DIET</b></p> <p>DIET provide academic support to SSA in</p> <ul style="list-style-type: none"> <li>• Teacher training</li> <li>• Cluster training and monitoring programmes</li> <li>• Question paper preparation</li> <li>• Training of headmasters</li> <li>• On-site support</li> </ul>															
10.2	<p><b>DIET faculty as members in SSA Committees</b> Write names of committees, and Functions assigned to them</p> <ul style="list-style-type: none"> <li>• All the faculty members have sub-district charges of SSA</li> </ul>															
10.3	<p><b>Role of DIET in SSA Plan</b></p> <p>Preparation of Annual Work Plan, approval of Annual Work Plan, Perspective Plan, etc.</p> <ul style="list-style-type: none"> <li>• Faculty members are involved in the discussion and preparation of SSA annual work plan.</li> <li>• Provide suggestion to prepare perspective plans in accordance with DIET's perspective plan</li> </ul>															
10.4	<p><b>Participation of DIET in SSA activities</b></p> <p>List of activities</p> <ul style="list-style-type: none"> <li>• SRG training, DRG training, Cluster training,</li> <li>• Training of HMs</li> <li>• Material development</li> <li>• Question paper preparation workshop</li> <li>• Educational Officers meetings</li> </ul>															
10.5	<p><b>Visit of DIET faculty to schools, CRCs and BRCs (in current session in connection with SSA) ---</b></p> <p>-Frequency of visit - (Never, sometimes, frequently).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SL No</th> <th>Schools/CRCs/BRCs</th> <th>Never</th> <th>Sometimes</th> <th>Frequently</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Primary School</td> <td>--</td> <td>--</td> <td>yes</td> </tr> <tr> <td>2</td> <td>Upper primary School</td> <td>--</td> <td>--</td> <td>yes</td> </tr> </tbody> </table>	SL No	Schools/CRCs/BRCs	Never	Sometimes	Frequently	1	Primary School	--	--	yes	2	Upper primary School	--	--	yes
SL No	Schools/CRCs/BRCs	Never	Sometimes	Frequently												
1	Primary School	--	--	yes												
2	Upper primary School	--	--	yes												

3	CRCs	--	yes	--
4	BRCs	--	--	yes

- DIET Faculty visits primary and upper primary schools and BRC frequently. But CRCs are visited sometime only.

-Purpose of visit (units details)

SL No	Schools/CRCs/BRCs	Purpose of the visit
1	Primary School	To monitor the class
2	Upper primary School	To monitor the class
3	CRCs	As part of the cluster training
4	BRCs	As part of training of Headmasters, SRG, DRG and Cluster levels.

- The purposes of the visits include class monitoring, cluster level meetings, and participation in training programmes for teachers, HMs, DRG and SRG.

10.6

**Research Work**

-Research work taken up by DIET on quality aspects (write topic and mechanism of sharing with SSA officials of District)

- 'A study on status of uneconomic schools and primary education in Kerala' has just been conducted. The report is under preparation.

-Use of research for systemic change

- The findings of the study would be useful for improving the quality of primary education in the state.
- Changes in the teaching strategies are proposed in the report of the study.

10.7

**Organization of meetings by DIET with SSA officials**

Details of meeting organized and reasons if not conducted

- Review meetings to take stock of the ongoing programmes. This include sharing of experiences and understanding the current status of different programmes and activities.
- Planning meetings to chalk out various activities of the current and future programmes
- Educational officers meetings for review and planning of programmes

10.8	<p><b>Support sought by SSA from DIET officials</b> Areas of support and reasons if support not sought</p> <p>Areas of support sought by SSA are :</p> <ul style="list-style-type: none"> <li>• Classroom Monitoring</li> <li>• Onsite support to the schools and teachers</li> <li>• Question paper preparation</li> <li>• Training programmes</li> <li>• Material preparation</li> <li>• Educational officers meetings</li> </ul>																													
10.9	<p><b>Contribution of DIET in developing learning materials</b> -Details of developing textbooks, supplementary material, community mobilization material and TLM</p> <ul style="list-style-type: none"> <li>• DIET is <b>not involved</b> in textbook preparation</li> <li>• Participated in the preparation of supplementary learning materials</li> <li>• Participated in community mobilization.</li> <li>• Conducted workshops for preparation of TLM for teacher as well as student teachers.</li> </ul>																													
10.10	<p><b>Organisation of training for SSA by DIET</b></p> <ul style="list-style-type: none"> <li>• DIET conducted the following training programmes for Primary and Upper Primary teachers, Headmasters, and educational officers.</li> </ul> <table border="1" data-bbox="264 1249 1477 1917"> <thead> <tr> <th>Target Groups</th> <th>Title</th> <th>Duration</th> <th>No of participants</th> <th>Content areas</th> </tr> </thead> <tbody> <tr> <td>Primary teachers</td> <td>Cluster level teacher training</td> <td>One-day</td> <td>40</td> <td>On textbooks and Handbook</td> </tr> <tr> <td>Upper primary teachers</td> <td>Cluster level teacher training</td> <td>One day</td> <td>30</td> <td>On textbooks and Handbook</td> </tr> <tr> <td rowspan="2">Headmaster</td> <td>Orientation programme for newly appointed Headmasters</td> <td>3 days</td> <td>25</td> <td>Management training</td> </tr> <tr> <td>Training of Headmasters</td> <td>2 days</td> <td>54</td> <td>Classroom monitoring and administration</td> </tr> <tr> <td>CRC/BRC/SMC</td> <td><i>No programme has been organized for these groups</i></td> <td>--</td> <td>--</td> <td>--</td> </tr> </tbody> </table>	Target Groups	Title	Duration	No of participants	Content areas	Primary teachers	Cluster level teacher training	One-day	40	On textbooks and Handbook	Upper primary teachers	Cluster level teacher training	One day	30	On textbooks and Handbook	Headmaster	Orientation programme for newly appointed Headmasters	3 days	25	Management training	Training of Headmasters	2 days	54	Classroom monitoring and administration	CRC/BRC/SMC	<i>No programme has been organized for these groups</i>	--	--	--
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	members				
	Any other: AEOs & DEOs	Educational officers review and planning meetings	On day	44	Current issues
10.11.	<b>Perceived role of DIET in different provisions of RTE Act</b> No response				
10.12.	<b>Role of DIET in improving quality of school education</b>				
	<ul style="list-style-type: none"> <li>• Conduct review and planning meetings</li> <li>• Conduct meeting of all educational officers, BPO and DIET faculty members</li> </ul>				

## Section 3: Conclusions and Recommendations:

### Conclusions

#### 1. Schools and Teachers Position:

- On average there are 8 schools per cluster in Cherthala BRC. This includes 5 schools for class I-V, one school for class VI-VIII, and 2 schools for class I-VIII.
- There are 232 regular teachers in all the schools in the BRC and there is no shortage of regular teachers.

#### 2. Enrolment and Attendance:

- Average attendance is above 80% for all children as well as boys and girls.
- Steps taken for improving students' attendance include remedial teaching for slow learners, conduct of monthly CPTA, co-curricular activities, classes by experts on various topics, counseling classes, supply of nutritious food as part of Mid- day meal, and arrangement of transport facilities from home to school and back.

- There are 331 CWSN children in all the three clusters together and they are provided with proper care and attention in the schools.
- There is no out of school children in the BRC.
- All the schools allow admission throughout the academic year.
- Parents are more concerned with medium of instruction, transportation facilities, all promotion system and physical environment of the schools. Most of them prefer English medium schools.

### **3. Textbooks and TLM:**

- All children got textbooks within one month from the beginning of the academic year.
- All the teachers received teacher grant is in both primary and upper primary schools.
- The grant was used to purchase chart paper of different colours, white paper for magazines, marker pens, sketch pens, crayons, gum, scissors, scales, maps , globes, cello tapes, double side tapes, mathematical instruments etc.

### **4. Teaching and learning process:**

- Only 5% teachers face problems in completion of syllabus.
- The problems include lack of time, lack of basic conceptual knowledge among some of children, non-availability of reference books, deputation teachers for duties of census, NPR, election etc.

### **5. Classroom process and teacher effectiveness:**

- Classroom process is very favorable. All the 13 indicators of classroom process and teacher effectiveness have been rated 'to a great extent' by a range of 67% to 94% classroom observations.
- The schools perceived that there is improvement in the teaching learning process.

- School Resource Groups for planning of learning activities, remedial teaching for addressing learning deficiencies of the students, field experiences, group and individualized learning activities, and CCE are among the various adopted to improve the teaching learning process.
- Adapting of classroom activities to suit various categories of students, interaction with the CWSN with love and care, visiting their houses for Home Based Education, and supply of proper TLM for CWSN by the schools make the classroom process more inclusive.

#### **6. Learning assessment**

- Continuous and Comprehensive Evaluation is practiced in all the schools.
- Teachers assess all the children in a fixed intervals and record their progress in their Teaching Manual.
- Class PTA meetings are convened every month and teachers apprise the parents about the progress of their children using the portfolio, progress card and the learning products exhibited in the classroom.
- Parents also discuss about their children academic progress and other problems with the teachers.

#### **7. Teacher Training**

- Only 56% teachers received in-service training during the current academic year. Duration of training ranges from 7 to 10 days.
- As there were no newly appointed or untrained teachers, induction level training was not required.
- The training needs were identified and the training programmes were conducted as per the training needs.
- Teachers use the training inputs for preparation of Teaching Manuals (lesson plans), using TLMs in the classroom teaching, individualized/group based learning activities, projects and assignments, providing individual attention to

those children who have difficulties in learning, and Continuous and Comprehensive Evaluation.

#### **8. Functioning of SMCs**

- All the schools have constituted their SMCs and trained SMC functionaries about their roles and functions.
- The SMC members visit the schools to participate in SMC meetings, observe school functioning, and meet teachers and HM.
- On average SMCs met six times during the last six months and made suggestions to conduct the assembly effectively, improvement of school discipline and results, academic development, school maintenance, and Mid- day meal distribution.
- The schools have developed their SDPs with the involvement of SMCs.
- SMCs are involved in Preparation of Whole School Development Plan (WSDP), monitoring of School activities, supporting the Curricular and co- curricular activities, utilization of funds available from SSA and Local Self Governments, supporting distribution of Mid-day Meals and ensuring the nutritional quality of the food served to the children.
- The important community supports to the schools include financial support for construction of dining hall, remuneration for additional teachers, up keep of the school premises with the help of 'School Jagratha Samithi', sponsoring of newspapers, and providing fans and water purifier to the schools.

#### **9. Preparedness and effectiveness of CRC and BRC:**

- The CRCCs and BRCCs do not have any additional charges and responsibilities. All of them have received training.
- The Functions of CRCCs include coordination of cluster level meetings, conduct of awareness programmes, ECCE training, Maa - Betti programmes and cluster level fests.

- The Functions of BRCCs included monthly review and planning meetings, OSS, and support to CWSN.
- CRCs do not have training facilities. Separate rooms, furniture and other training facilities are required in all the CRCs.
- BRCCs conduct CRCCs meetings regularly every month and also whenever is required. However, only 54% schools stated that they received support from the CRCCs.
- The major achievements of CRCCs in the implementation of RTE Act are admission of children without TC and Birth certificate, and keeping teacher-pupil ratio as per RTE norms.
- Lack of SMCs in aided schools and admission of children according to their age are the major problems faced by the CRCCs and BRCC in implementing RTE.

#### **10. Preparedness and effectiveness of DIET**

- The academic supports of the IDET to SSA are mainly related to teacher training, monitoring, question paper preparation, training of headmasters, and onsite support to teachers.
- All the DIET faculty members have sub-district charges of SSA programmes and actively participate in meetings of the educational officers .
- DIWR faculty members are involved in the discussion of SSA annual work plan and provide suggestion to prepare perspective plans.
- DIET faculty members visited primary and upper primary schools and BRC frequently, but the CRCs are visited sometime only.
- DIET did not involve in the preparation of textbooks, but it actively participated in preparation of supplementary learning materials, community mobilization and coordination of TLM workshop.

- DIET conducted training programmes for primary and upper primary teachers, headmasters, and meetings of educational officers in the district like AEOs and DEO. However, it has not organized any programme for CRC, BRC and SMC.
- DIET perceives that its role in improving quality of school education is to conduct review/ planning meetings, and meeting of educational officers, BPO and DIET faculty members.

## **RECOMMENDATIONS**

### **1. General recommendations**

- In-service training needs to be organized to suit the requirements of the schools and the teachers concerned. Hence it is desirable that the teachers have a choice to select the trainings they require.
- CRCCs need to empower by all means to perform their roles and functions in enhancing the quality of elementary education.
- It is imperative to conduct trainings at cluster level. CRCCs should be motivated and provided with required facilities to conduct training at the clusters.
- Monitoring of classroom process is a grey area. The root causes of objections to classroom monitoring by CRCCs/ .BRCCs need to be located and addressed by involving all the stakeholders concerned.

### **2. SMC level**

- SMCs have a pivotal role in the functioning of the schools. They should be able to monitor all the activities of the schools and utilization of grants received from the appropriate authorities.
- SMCs should facilitate preparation of the SDP by identifying the needs and requirements of the schools. Importance should be given not only to physical facilities but also to the academic aspects of schooling.

- Efforts should be taken to mobilize resources from the community to the most possible extent. Attempt should be made to get financial assistance for the schools from the local area development funds of the MPs and MLAs.
- A good relationship with the local self-government should be maintained.
- SMCs should also work on the frontline to admit maximum number of local children in the schools and make appropriate arrangements for transportation.
- Special efforts should be made to provide opportunities for the children to develop their talents in sport, arts, music, dance, theatre etc. by involving experts in the respective fields.

### 3. School level

- In the present situation many of the students have to wait for one month to get their textbooks. The government and schools should ensure that the students get the textbooks in the first week of the academic session.
- Lack of understanding of basic concepts of different subjects among some children is a major concern. Identification of root causes of such problems and remedial measures are required. The schools have to provide special attention to such children to improve their learning in various subjects.
- Variety of teaching learning materials can be prepared and used by the teachers to improve the classroom process. Use of puppets of different types in different learning situation will have strong impact on student learning.
- Creating good school environment (physical and academic) and improving the quality of student learning are the important in bringing children to the government schools.
- Initiative should be taken to start pre-primary classes in the school. This would help to get more number of children for the first standard.
- English language teaching should focus more on development of communication abilities of the children.

#### 4. CRC level

- It is quite unfortunate that none of the CRCs has facilities for even conducting meetings of the teachers. Effort should be taken to make arrangement for training in the CRCs with all necessary facilities.
- Only 54% of the schools stated that they received support from the CRCCs. Therefore the CRCCs should rethink about their activities so that they can support the schools in a better way.
- It is an undisputed fact that observation of classroom process by the CRCCs not taking place in the schools regularly. There are objection to classroom monitoring from many quarters. The root causes of this objection should be analysed, and discussed in the appropriate bodies and necessary actions to be taken to do classroom observation.
- Only 56% teachers received training during current session. There is a need to provide in-service training to all the teachers.
- Cluster level training should be based on the classroom reality and learning needs of the students and the teachers.
- All teachers should be equipped to use ICT in teaching; they should be trained in the use of ICT in teaching learning.
- Mastery over the subject content is very important for the teachers. They should have the opportunities to update the existing content knowledge and also to learn to master new in their subject areas.
- Selection of resource person is very important in training programmes. Proper care should be taken to make use of the experienced and trained teachers as resource persons in the training.

## **5. BRC level**

- Training should be based on the classroom reality and learning needs of the students and the teachers. Therefore identification of training needs of the teachers prior to designing of training programmes is an important for all concerned.
- Capacity of the CRCCs need to be built so that they will be able assess the needs the training needs f the teachers and provide effective academic support to all the schools.
- Training to the teachers should be given on the priority areas of curriculum such as CCE.
- As desired by the teachers training programmes need to be conducted during the summer vacation. This would prepare the teachers to do their job of teaching mere effectively in the new academic year as well to complete the syllabus in time without time constraints.
- Selection of resource person is very important in training programmes. Proper care should be taken to make use of the experienced and trained teachers as resource persons in the training.

## **6. DIET level**

- DIET should have good coordination with SSA at the district level and should provide academic support to the BRCs and CRCs in implementing their programmes.
- DIET Involvement is SSA activities must not be restricted to providing RPs to facilitate a few in training sessions. They should involve in the planning and implementation of SSA programmes and activities.
- DIET faculty should be provided opportunities to participate in preparation of textbooks, supplementary learning materials, and training of SSA functionaries at different levels.

- Implementation of RTE Act is also one of the major responsibilities of the DIET. It should formulate its own programmes for implementation of RTE Act. Training programmes can be undertaken for CRC, BRC and SMC on their role and responsibilities under RTE Act.
- The research activities of the DIET need to be reinvigorated by taking up district level qualitative studies on the curricular problems.
- Implementation of RTE act in the district, awareness of the SMC members about RTE Act, functioning of the SMC, empowerment of educational leadership at the school level, pedagogical practices and classroom process in different subjects, and implementation of CCE are some of the areas/problems that DIET can investigate.

#### **7. Policy planner's level**

- Textbooks should be printed and supplied to the schools before the starting of the academic session.
- Monitoring of classroom process is a major concern. Conducive atmosphere need to create in the schools to undertake classroom observations by the SSA functionaries.
- Experienced teachers should be inducted as SSA functionaries at district, block and cluster levels. The problems of the teachers and teacher associations that oppose classroom monitoring should be sorted out amicably.
- SSA functionaries at the district block and cluster level should be not only empowered by building their capacities thorough training but also enabled by providing required infrastructure facilities at the BRCs and CRCs as well as academic and technological supports, particularly for use of ICT in the teaching learning process.

### **List of coordinators and participants**

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#### APPENDIX

Class wise/subject wise student achievement

28.A. Details of Learners Achievement, class - wise and subjects- wise for Classes 1-IV for last term/quarter/month

Class	Subjects	No. of Children Assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language (Malayalam)	728	A	219	55.44	263	68.66	482	61.95
			B	115	29.11	96	25.06	211	27.19
			C	61	15.44	24	6.26	85	10.92
			D	-	-	-	-	-	-
			E	-	-	-	-	-	-
			Total	395	100	383	100	778	100
	Mathematics	793	A	287	70.86	307	79.12	594	74.90
			B	90	22.22	69	17.78	159	20.05
			C	28	6.91	19	3.09	40	5.04
			D	-	-	-	-	-	-
			E	-	-	-	-	-	-
			Total	405	100	388	100	793	100
	EVS	646	A	207	54.76	245	66.57	452	70
			B	122	32.37	107	29.07	229	35.46
			C	49	12.96	16	4.34	65	10.06
			D	-	-	-	-	-	-
E			-	-	-	-	-	-	
Total			378	100	368	100	746	100	
English	844	A	247	51.67	273	74.59	520	61.61	
		B	197	41.21	81	22.13	278	32.93	
		C	34	7.11	12	3.27	46	5.45	
		D	-	-	-	-	-	-	
		E	-	-	-	-	-	-	
		Total	478	100	366	100	844	100	
	Language (Malayalam)	715	A	119	35.84	201	52.48	320	44.75
			B	134	40.36	124	32.37	258	36.08
			C	57	17.16	45	11.74	102	14.26
			D	22	6.62	13	3.39	35	4.89
			E	-	-	-	-	-	-
			Total	332	100	383	100	715	100
	Mathematics	703	A	172	51.19	209	56.94	381	54.19
			B	117	34.82	130	35.42	247	35.13
			C	38	11.30	28	7.62	66	9.38
			D	9	2.67	-	-	9	1.28
E	-	-	-	-	-	-			

II	EVS	639	Total	336	100	367	100	703	100
			A	106	38.82	223	60.92	329	51.48
			B	106	38.82	100	27.32	206	32.23
			C	42	15.38	32	8.74	74	11.58
			D	19	6.95	11	3.00	30	4.69
			E	-	-	-	-	-	-
	Total	273	100	366	100	639	100		
	English	717	A	172	52.83	240	62.82	417	58.15
			B	98	29.25	111	29.05	209	29.14
			C	48	14.32	27	7.06	75	10.46
			D	12	4.58	4	1.04	16	2.23
			E	-	-	-	-	-	-
Total			335	100	382	100	717	100	
Language (Malayalam)	711	A	145	38.15	177	53.47	322	45.28	
		B	148	38.94	114	34.44	262	36.84	
		C	87	22.89	40	12.08	127	17.86	
		D	-	-	-	-	-	-	
		E	-	-	-	-	-	-	
		Total	380	100	331	100	711	100	
Mathematics	706	A	193	51.05	194	59.14	387	54.81	
		B	117	30.95	90	27.43	207	29.32	
		C	68	17.98	39	11.89	107	15.15	
		D	-	-	5	1.52	5	.70	
		E	-	-	-	-	-	-	
		Total	378	100	328	100	706	100	
III	EVS	733	A	160	39.80	178	53.77	338	46.11
			B	150	37.31	113	34.13	263	35.87
			C	90	22.38	40	12.08	130	17.73
			D	2	.49	-	-	2	.27
			E	-	-	-	-	-	-
			Total	402	100	331	100	733	100
	English	760	A	153	40.47	173	45.28	326	42.89
			B	142	37.56	120	31.41	262	34.47
			C	82	21.69	83	21.72	165	21.71
			D	1	.26	6	1.57	7	.92
			E	-	-	-	-	-	-
			Total	378	100	382	100	760	100
Language	823	A	133	33.5	211	49.53	344	41.79	
		B	158	39.79	128	30.04	286	34.75	
		C	84	21.15	77	18.07	161	19.56	

IV	(Malayalam)		D	22	5.54	10	2.34	32	3.88
			E	-	-	-	-	-	-
			Total	397	100	426	100	823	100
	Mathematics	734	A	156	50.64	215	50.46	321	50.56
			B	112	36.36	137	32.15	249	33.92
			C	38	12.33	59	13.86	97	13.21
			D	4	1.64	15	3.52	17	2.31
			E	-	-	-	-	-	-
			Total	308	100	426	100	734	100
	EVS	797	A	160	40.4	204	50.87	364	45.67
			B	158	39.39	126	31.42	282	35.38
			C	54	13.63	59	14.71	113	14.17
			D	26	6.52	12	2.99	38	4.76
			E	-	-	-	-	-	-
			Total	396	100	401	100	797	100
	English	827	A	148	37.27	204	47.88	352	42.56
B			153	38.53	146	34.27	299	36.15	
C			70	17.63	67	15.72	137	16.56	
D			26	6.54	9	2.11	35	4.23	
E			-	-	-	-	-	-	
Total			397	100	426	100	827	100	

Percentage of Boys in grade A =  $\frac{\text{Number of boys obtaining grade A} \times 100}{\text{Number of children assessed}}$

of Learners Achievement, class - wise and subjects- wise for Classes V- VII for last

Subjects	No. of children assessed	Grade	Boys		Girls		Total	
			No.	%	No.	%	No.	%
Language (Malayalam)	672	A	62	19	105	80	167	25
		B	79	24	76	22	155	23
		C	50	15	59	17	105	16
		D	125	38	103	30	228	34
		E	9	3	4	1	13	2
		Total	325	99	347	100	672	100
Language (English)	727	A	58	16	93	24	151	21
		B	87	25	83	22	170	23
		C	47	14	66	17	113	15
		D	135	39	116	30	251	35
		E	17	5	25	7	42	6
		Total	344	100	383	100	727	100
Language (Hindi)	690	A	72	21	115	33	187	27
		B	80	23	84	24	164	24
		C	82	24	68	20	150	22
		D	108	31	76	22	184	27
		E	2	0.06	3	0.06	5	0.06
		Total	345	100	346	100	690	100
Mathematics	735	A	74	19	80	23	154	21
		B	125	32	83	24	208	28
		C	80	20	78	22	158	21
		D	101	25	92	27	193	26
		E	10	3	12	3	22	3
		Total	390	99	345	99	735	99
Social Studies	689	A	66	20	94	27	160	23
		B	66	20	96	28	162	24
		C	84	24	57	17	141	21
		D	126	36	93	27	219	31
		E	2	0.58	5	1	7	0.1
		Total	344	100	345	100	689	100
Science	685	A	84	24	84	24	168	24
		B	66	20	79	23	145	21
		C	74	22	78	23	152	22
		D	114	33	106	30	220	32
		E	2	0.5	3	0.8		
		Total	342	99.5	350	100	685	99
Language (Malayalam)	855	A	97	22	167	39	264	31
		B	122	29	101	23	223	26
		C	97	23	88	21	185	22
		D	93	22	62	14	155	18
		E	17	4	11	3	28	3
		Total	426	100	429	100	855	100

Language (English)	858	A	57	12	101	24	158	18
		B	87	20	113	26	200	23
		C	86	20	103	24	189	22
		D	157	37	96	22	253	30
		E	41	10	17	4	58	7
		Total	428	100	428	100	858	100
Language (Hindi)	857	A	65	15	112	26	177	21
		B	73	17	90	21	163	19
		C	106	25	118	28	224	26
		D	146	34	87	20	233	27
		E	38	9	22	5	60	7
		Total	428	100	429	100	857	100
Mathematics	858	A	45	12	74	17	119	15
		B	78	21	86	20	164	20
		C	115	31	105	24	220	28
		D	158	27	157	36	255	32
		E	21	8	9	2	40	5
		Total	427	99	431	99	858	100
Social Studies	858	A	58	14	109	25	167	19
		B	79	18	84	20	163	19
		C	132	30	115	27	247	29
		D	137	22	105	24	242	28
		E	22	5	17	4	39	5
		Total	428	99	430	100	858	100
Science	858	A	88	20	108	26	196	23
		B	86	21	101	23	187	22
		C	113	26	95	23	208	25
		D	108	25	80	19	188	22
		E	33	8	46	6	79	8
		Total	428	100	430	100	858	100
Language (Malayalam)	939	A	113	23	184	41	297	31
		B	133	27	126	28	259	28
		C	124	25	73	16	197	21
		D	100	20	54	12	154	16
		E	18	4	14	2	32	4
		Total	488	100	451	100	939	100
Language (English)	935	A	76	18	114	26	190	21
		B	99	23	109	25	208	24
		C	123	13	92	21	215	17
		D	181	43	108	24	289	33
		E	14	3	19	4	33	4
		Total	493	100	442	100	935	100
Language (Hindi)	939	A	102	20	149	32	251	26
		B	96	19	116	25	212	22
		C	149	30	96	20	245	25
		D	136	29	72	19	238	25

	C	142	29	118	24	260	26
	D	158	32	48	24	276	28
	E	19	4	21	4	40	4
	Total	492	100	494	99	986	100
9.39	A	104	21	144	32	248	26
	B	113	22	106	24	219	23
	C	132	28	118	51	258	27
	D	141	28	70	10	211	22
	E	7	1	4	9	11	1
	Total	497	100	442	100	939	99
8.99	A	108	24	154	34	262	29
	B	130	29	122	27	252	28
	C	132	29	107	24	239	26.5
	D	167	15	55	12	122	14
	E	14	3	10	2	24	3
	Total	451	100	448	99	899	100

28.b. Details of Learners Achievement, class - wise and subjects- wise for Classes VIII for last for term/quarter/month

Class	Subjects	No. of children assessed	Grade	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
VIII	Language(Malayalam I)	842	A	28	6.32	37	9.25	65	7.71	
			B	83	18.33	106	26.5	189	22.4	
			C	120	27.16	142	35.5	262	31.11	
			D	125	28.88	82	22.5	207	24.58	
			E	86	19.45	33	8.25	119	14.13	
	Language(Malayalam II)	828	A	76	10.42	50	12.91	96	11.58	
			B	89	19.04	105	27.13	189	22.82	
			C	133	30.15	142	36.69	275	33.21	
			D	94	21.31	58	14.98	152	18.35	
			E	84	19.04	32	8.20	116	14.00	
	Language(English)	828			441		387	100	828	100
			A	27	6.28	38	9.52	65	7.85	
			B	63	14.58	76	19.04	139	16.76	
			C	84	19.58	121	30.33	205	24.75	
			D	165	38.75	117	29.32	282	34.05	
	Language(Hindi)	842	A	35	7.91	32	8.07	67	7.95	
			B	63	14.25	86	21.5	169	17.69	
			C	113	25.56	126	31.5	239	28.38	
			D	150	33.93	101	25.25	251	29.80	
			E	81	18.32	55	13.75	136	16.15	



# Quality Monitoring Programme in 100 Clusters of the Country

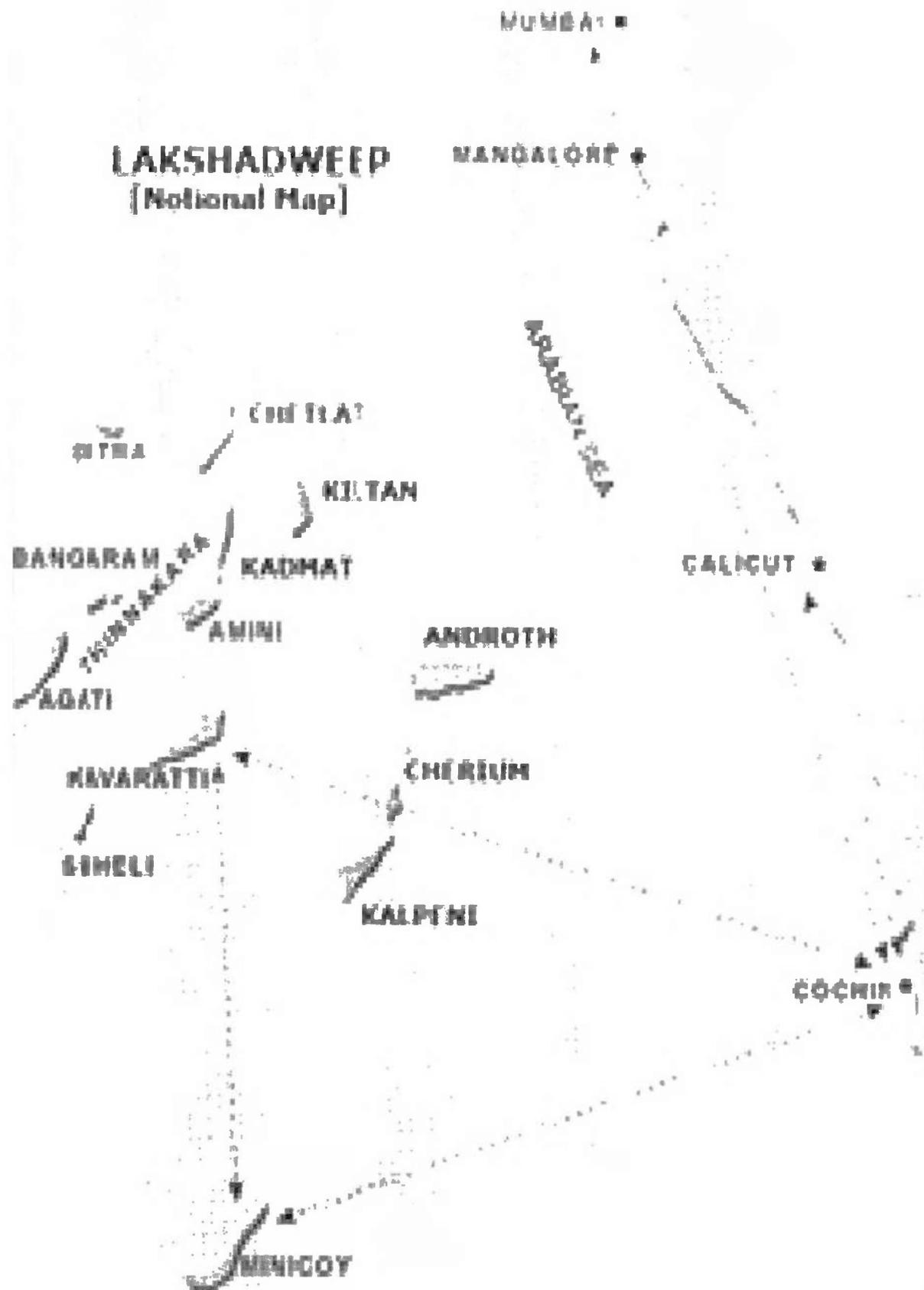
## State Report of Lakshadweep

Prepared by

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*State Coordinator of the study*

**Regional Institute of Education  
Mysore  
2013**



## Section I: Introduction

### 1. Overview of Lakshadweep

India's smallest Union Territory Lakshadweep is an archipelago consisting of 36 islands with an area of 32 sq km. It is a uni-district Union Territory and is comprised of 12 atolls, three reefs, five submerged banks and ten inhabited islands. The islands comprise of 32 sq km. The capital is Kavaratti and it is also the principal town of the UT. All Islands are 220 to 440 km away from the coastal city of Kochi in Kerala, in the emerald Arabian Sea. The natural landscapes, the sandy beaches, abundance of flora and fauna and the absence of a rushed lifestyle enhance the mystique of Lakshadweep. Lakshadweep, is known for its exotic and sun-kissed beaches and lush green landscape. The name Lakshadweep in Malayalam and Sanskrit means 'a hundred thousand islands'. The islands are well connected by regular flights from Kochi. Helicopter transfer is available from Agatti to Kavaratti throughout the year. Lakshadweep has a tropical climate and it has an average temperature of 27° C - 32° C. April and May are the hottest with an average temperature of 32° C Generally the climate is humid warm and pleasant. As the climate is equitable during monsoons, ship-based tourism is closed. October to March is the ideal time to be on the islands. From June to October the South West Monsoon is active with an average rainfall of 10-40 mm. The relative humidity is 70-75%. Annual rainfall decreases from South to North. On an average, 80-90 days a year are rainy. Winds are light to moderate from October to March. An overview of the geographic and demographic aspects of Lakshadweep is given below.

Population(2011) : 64,473 (Male: 33123, Female: 31350)

Density of Population : 2149 people/Kms.

Literacy : As per 2001 census: 86.66% (Male: 90.72, Female: 80.47)

As per 2011 census: 91.85% (Male: 95.56, Female: 82.69)

Administrative HQ	: KAVARATTI.
Access by	: Air and Sea from India, South-west coast.
Location	: 8° - 12° 13' North Latitude and 71° - 74° East longitude
Total islands	: 36
Distance to Malabar coast:	200-400 kms
Total geographical Area	: 32 sq.kms
Major islands	: MINICOY, KALPENI, ANDROTH, AGATTI, KAVARATTI, AMINI, KADMAT, KILTAN, CHETLAT, BITRA, BANGARA M & PITTI
Temperature	: 32°C (Max.) to 28°C (Min.)
Humidity	: 70-75%
Highest Rainfall	: 241.8 mm. recorded in 24 hours
Unique feature	: The only coral reef island in India, rich flora and fauna. Great tourist destination for Watersports, Fishing etc. Virgin, Fragile eco-system. A unique and quiet getaway destinations

## 2. Objectives:

The objectives of the Quality Monitoring Programme are:

- (vii) To study the status of quality interventions in schools.
- (viii) To enable the functionaries at different levels (sub district and district) provide feedback for improvement of teaching and learning process.

- (ix) To Study preparedness and effectiveness of CRCs, BRCs and DIETs for quality monitoring programme.

**3. Sample:** (for the State/UTs) .....

The sample for the quality monitoring programme in Lakshadweep consisted of three clusters drawn from the Amini block. On an average there were 4 elementary schools in each cluster. Altogether 10 schools were selected for the study.

School category	No of schools selected
I-V	7
VI-VIII	0
I-VIII	2
Other (I-III)	1
Total	10

**4. Tools:**

The following tools were used in the study:

7. School Schedule (SS)
8. School Management Committee Schedule (SMCS)
9. CRC Schedule (CS)
10. Classroom Observation Schedule (COS)
11. BRC Schedule (BS)
12. DIET Schedule (DTS)

## Section 2: Findings:

S No	Sections/Sub sections																								
<b>XXI. Schools and Teachers Position</b>																									
1.1	<p><b>Schools' position</b> Average number of schools per cluster</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>School category</th> <th>No of schools.</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>I-V</td> <td>09</td> <td>02</td> </tr> <tr> <td>VI-VIII</td> <td>01</td> <td>0.33</td> </tr> <tr> <td>I-VIII</td> <td>01</td> <td>0.33</td> </tr> <tr> <td>Other type</td> <td></td> <td>0.66</td> </tr> <tr> <td>VIII-XII</td> <td>02</td> <td></td> </tr> <tr> <td>I-III</td> <td>01</td> <td>0.33</td> </tr> <tr> <td><b>Total</b></td> <td><b>14</b></td> <td><b>4.6</b></td> </tr> </tbody> </table>	School category	No of schools.	Average	I-V	09	02	VI-VIII	01	0.33	I-VIII	01	0.33	Other type		0.66	VIII-XII	02		I-III	01	0.33	<b>Total</b>	<b>14</b>	<b>4.6</b>
School category	No of schools.	Average																							
I-V	09	02																							
VI-VIII	01	0.33																							
I-VIII	01	0.33																							
Other type		0.66																							
VIII-XII	02																								
I-III	01	0.33																							
<b>Total</b>	<b>14</b>	<b>4.6</b>																							
1.2	<p><b>Teachers' Position:</b> - Regular v/s Temporary Teachers (percentage) - Regular: 86 (65%), Temporary: 47 (35%) -Shortage of teachers as per RTE norms (percentage)- 35%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Teachers</th> <th>Regular</th> <th>Temporary</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Primary teachers</td> <td>80</td> <td>31</td> <td>111</td> </tr> <tr> <td>Upper primary teachers</td> <td>06</td> <td>16</td> <td>22</td> </tr> <tr> <td><b>Total</b></td> <td><b>86 (65%)</b></td> <td><b>47 (35%)</b></td> <td><b>133</b></td> </tr> </tbody> </table>	Teachers	Regular	Temporary	Total	Primary teachers	80	31	111	Upper primary teachers	06	16	22	<b>Total</b>	<b>86 (65%)</b>	<b>47 (35%)</b>	<b>133</b>								
Teachers	Regular	Temporary	Total																						
Primary teachers	80	31	111																						
Upper primary teachers	06	16	22																						
<b>Total</b>	<b>86 (65%)</b>	<b>47 (35%)</b>	<b>133</b>																						
<b>XXII. Enrolment and Attendance</b>																									
2.1	<p><b>Average attendance</b> Schools with average attendance(percentage) - All children (above 80%, between 60%-79%, below 60%)--- <b>above 80% in all schools</b> - Girls (above 80%, between 60%-79%, below 60%)----- <b>above 80% in all schools</b> - Boys (above 80%, between 60%-79%, below 60%)----- <b>above 80% in all schools</b> Comparison of boys and girls with regard to above----- Both are above 80% <b>in all schools</b></p> <p><b>Attendance is above 80% in all the 10 schools studied</b></p>																								
2.2	<p><b>Steps for improving students attendance:</b></p> <ul style="list-style-type: none"> <li>• Provide free school bags, umbrellas</li> <li>• Teacher grants for TLM</li> <li>• Midday meals</li> <li>• Free textbooks</li> <li>• Parents meet</li> <li>• Door to door visit by teachers</li> <li>• Awareness campaign</li> </ul>																								

2.3	<p><b>Out of School Children: Enrolment and Special Training:</b></p> <p>- Number of out-of-school children enrolled on average per school (boys, girls, total)</p> <p style="text-align: center;"><b>There is no out of school children in all the three clusters. This indicates that all the children of school going age have been admitted in the schools</b></p> <p>- Details of center's where out-of-school children's are undergoing special training in their own schools, other schools/center's, residential center's, any other: NA</p> <p>- Out-of-school children not enrolled in the locality. NA</p>
2.4	<p><b>Children with Special Needs:</b></p> <p>Number of Children with Special Needs in schools of the block and their care</p> <p>Out of 1337 students 63 (4.71%) are CWSN. Schools provide proper care and attention to these children.</p>
2.5	<p><b>Schools allowing admissions throughout the year_(percentage)</b></p> <p>36% of schools allowed admission of the children throughout the academic year.</p>
2.6	<p><b>Problems faced during admission_(In descending order)</b></p> <p>➤ Department of Education had to issue special orders for admitting the student who came for admission after the last date admission.</p>

### **XXIII. Textbooks and TLM**

3.1	<p><b>Textbook distribution:</b></p> <p>-Timely distribution (within one week, after one month)--- <b>Within one week</b></p> <p>-Reasons for late distribution (listing- in descending order ) -NA</p> <p>-Receiving textbooks by all children - <b>All children received textbooks</b></p>																
3.2	<p><b>TLM and Teacher grant:</b></p> <p>-Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper Primary wise)- <b>100% utilization by the schools</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Stages of schooling</th> <th>Total No. of teachers in the block</th> <th>No of teachers received teacher grant</th> <th>% of teachers utilized the grant they recieved</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>111</td> <td>105 (94.59%)</td> <td>100%</td> </tr> <tr> <td>Upper primary</td> <td>22</td> <td>18 (81.81%)</td> <td>100%</td> </tr> <tr> <td><b>Total</b></td> <td><b>133</b></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use of teacher (TLM) grant</p> <p>Types of items purchased (listing in descending order)</p> <p>➤ Chart paper, color pen, cello tape, picture chart, models of animals and birds</p>	Stages of schooling	Total No. of teachers in the block	No of teachers received teacher grant	% of teachers utilized the grant they recieved	Primary	111	105 (94.59%)	100%	Upper primary	22	18 (81.81%)	100%	<b>Total</b>	<b>133</b>		
Stages of schooling	Total No. of teachers in the block	No of teachers received teacher grant	% of teachers utilized the grant they recieved														
Primary	111	105 (94.59%)	100%														
Upper primary	22	18 (81.81%)	100%														
<b>Total</b>	<b>133</b>																

handbooks, 3d models for mathematics science and social science, scales, chemicals and flash cards.

-Manner of use of items purchased (listing in descending order)  
(Triangulate use of TLM in class with item number 8 of COS – How it is used in classroom?)

- TLMs are used for classroom activities, and for improvement of classroom teaching
- Classroom observations show that TLMs are used properly during classroom teaching

#### **XXIV. Teaching and learning process**

##### **4.1 Completion of syllabus**

- Percentage of teachers facing problems in completion of syllabus – 6%

- Problems faced in completion of syllabus (listing- in descending order)-

- The content area of social science in class 6<sup>th</sup> and 7<sup>th</sup> are lengthy, so teachers facing problems to cover the topics
- Delay in appointment of guest/contract teachers
- Extra hours taken for celebrations and other activities
- Deputation of teachers for the work not related to schools

##### **4.2 Teachers involvement in 'Other than School activities':**

- Census enumeration duties
- NPR duties
- General election duties ,etc.

##### **4.3 Classroom process and teacher effectiveness:**

- As per items of COS from 1 to 13: Percentage of 'to a great extent', 'some extent' and 'not at all'.

Sl No	Aspects	To a great extent	Some extent	Not at all
1	Classroom environment is free from mental harassment/tension.	27%	73%	0
2	The teacher is conducting relevant activities during teaching.	45%	55%	0
3	Teacher encourages children to ask questions.	64%	36%	0
4	Children feel free to express their feelings and problems	36%	64%	0
5	Teacher gives answers to students' questions/queries gladly	27%	73%	0
6	Teacher is sharing students' experiences and developing lesson on the basis of their experience.	36%	64%	0
7	Blackboard is used properly by the teacher.	45%	45%	10%
8	Relevant TLMs are used properly during teaching.	46%	27%	27%

9	Teacher is asking variety of questions to encourage participation of all children.	45%	55%	0
10	Teacher is assessing students learning along with teaching and moving ahead after ensuring that students have learnt.	27%	73%	0
11	Overall classroom environment is conducive for learning.	9%	73%	18%
12	Classroom management is satisfactory.	36%	64%	0
13	Teacher is effective.	45%	55%	0
14	Other Remarks.	Nil	Nil	Nil

Analysis of classroom observations by CRCCs reveals that classroom process is not much effective.

- Only one indicator of classroom process (Teachers giving answers to students) is rated as 'to a great extent' by 64% of the CRCCs.
- Other 12 items were rated 'to a great extent' by only 9% to 46% of CRCCs.

**4.4 School Perception and improvement in teaching learning process: (In percentage)**

- 91% schools observed improvement in the teaching learning process

**4.5 Teachers initiatives for improving teaching learning process (In descending order)**

- Making classroom more attractive with wall pictures, picture charts and other visuals
- Use of TLM, videos
- Conduct group work, seminar, projects, field trips, quiz programs,
- Remedial teaching and learning enrichment activities

**4.6 Efforts of schools for making classroom inclusive (CWSN):**

- As the teachers are not trained in special education, proper attention is not provided to the CWSN

**XXV. Learning assessment**

5.1 a) Describe the details of the CCE/ students report card.

- 5.2
- CCE is implemented in Lakshadweep.

b) Details of Learners' Achievement, class-wise and subject-wise for Classes I- VIII

**DETAILS OF LEARNER'S ACHIEVEMENT CLASS/SUBJECT WISE  
(BASED ON MID TERM EVALUATION 2012-2013)**

Class	Subject	Grade	Boys		Girls		Total	
			No	%	No	%	No	%
I	Malayalam	A	46	32.1678	62	40.26	108	36.3636
		B	62	43.3566	55	35.714	117	39.3939
		C	35	24.4755	37	24.026	72	24.2424
		Total	143	100	154	100	297	100

				Hindi	A	52	36.3636	66	42.857	118	39.7306
					B	47	32.8671	52	33.766	99	33.3333
					C	44	30.7692	36	23.377	80	26.936
					Total	143	100	154	100	297	100
				English	A	49	34.2657	67	43.506	116	39.0572
					B	58	40.5594	50	32.468	108	36.3636
					C	36	25.1748	37	24.026	73	24.5791
					Total	143	100	154	100	297	100
				Maths	A	57	39.8601	65	42.208	122	41.0774
					B	50	34.965	50	32.468	100	33.67
					C	36	25.1748	39	25.325	75	25.2525
					Total	143	100	154	100	297	100
II				Malayalam	A	89	47.0899	76	52.055	165	49.2537
					B	59	31.2169	24	16.438	83	24.7761
					C	41	21.6931	46	31.507	87	25.9701
					Total	189	100	146	100	335	100
				Hindi	A	74	39.1534	69	47.26	143	42.6866
					B	62	32.8042	62	42.466	124	37.0149
					C	53	28.0423	15	10.274	68	20.2985
					Total	189	100	146	100	335	100
				English	A	75	39.6825	64	43.836	139	41.4925
					B	74	39.1534	62	42.466	136	40.597
					C	40	21.164	20	13.699	60	17.9104
					Total	189	100	146	100	335	100
Maths	A	64	33.8624	59	40.411	123	36.7164				
	B	62	32.8042	65	44.521	127	37.9104				
	C	63	33.3333	22	15.068	85	25.3731				
	Total	189	100	146	100	335	100				
EVS	A	81	42.8571	78	53.425	159	47.4627				
	B	76	40.2116	58	39.726	134	40				
	C	32	16.9312	10	6.8493	42	12.5373				
	Total	189	100	146	100	335	100				
III				Malayalam	A	75	49.3421	70	48.611	145	48.9865
					B	46	30.2632	44	30.556	90	30.4054
					C	31	20.3947	30	20.833	61	20.6081
					Total	152	100	144	100	296	100
				Hindi	A	64	42.1053	62	43.056	126	42.5676
					B	52	34.2105	51	35.417	103	34.7973
					C	36	23.6842	31	21.528	67	22.6351
					Total	152	100	144	100	296	100
				English	A	66	43.4211	60	41.667	126	42.5676

					B	48	31.5789	59	40.972	107	36.1486
					C	38	25	25	17.361	63	21.2838
					Total	152	100	144	100	296	100
				Maths	A	54	35.5263	57	39.583	111	37.5
					B	68	44.7368	45	31.25	113	38.1757
					C	30	19.7368	42	29.167	72	24.3243
					Total	152	100	144	100	296	100
				EVS	A	69	45.3947	66	45.833	135	45.6081
					B	61	40.1316	58	40.278	119	40.2027
			C		22	14.4737	20	13.889	42	14.1892	
			Total		152	100	144	100	296	100	
			IV	Malayalam	A	98	62.8205	93	65.035	191	63.8796
B	34	21.7949			26	18.182	60	20.0669			
C	24	15.3846			24	16.783	48	16.0535			
Total	156	100			143	100	299	100			
English	A	106		67.9487	110	76.923	216	72.2408			
	B	31		19.8718	19	13.287	50	16.7224			
	C	19		12.1795	14	9.7902	33	11.0368			
	Total	156		100	143	100	299	100			
Hindi	A	100		64.1026	113	79.021	213	71.2375			
	B	30		19.2308	19	13.287	49	16.388			
	C	26		16.6667	11	7.6923	37	12.3746			
	Total	156		100	143	100	299	100			
Maths	A	93		59.6154	74	51.748	167	55.8528			
	B	28		17.9487	46	32.168	74	24.7492			
	C	35		22.4359	23	16.084	58	19.398			
	Total	156		100	143	100	299	100			
EVS	A	78		50	88	61.538	166	55.5184			
	B	47		30.1282	32	22.378	79	26.4214			
	C	31	19.8718	23	16.084	54	18.0602				
	Total	156	100	143	100	299	100				
V	Malayalam	A	86	54.0881	99	56.897	185	55.5556			
		B	36	22.6415	54	31.034	90	27.027			
		C	37	23.2704	21	12.069	58	17.4174			
		Total	159	100	174	100	333	100			
	English	A	89	55.9748	75	43.103	164	49.2492			
		B	38	23.8994	55	31.609	93	27.9279			
		C	32	20.1258	44	25.287	76	22.8228			
		Total	159	100	174	100	333	100			
	Hindi	A	99	62.2642	76	43.678	175	52.5526			
		B	36	22.6415	59	33.908	95	28.5285			

			C	24	15.0943	39	22.414	63	18.9189	
			Total	159	100	174	100	333	100	
		Maths	A	66	41.5094	88	50.575	154	46.2462	
			B	56	35.2201	56	32.184	112	33.6336	
			C	37	23.2704	30	17.241	67	20.1201	
			Total	159	100	174	100	333	100	
		BS	A	86	54.0881	99	56.897	185	55.5556	
			B	46	28.9308	52	29.885	98	29.4294	
			C	27	16.9811	23	13.218	50	15.015	
			Total	159	100	174	100	333	100	
		SS	A	82	51.5723	103	59.195	185	55.5556	
			B	59	37.1069	49	28.161	108	32.4324	
			C	18	11.3208	22	12.644	40	12.012	
			Total	159	100	174	100	333	100	
	VI	Malayalam	A	55	49.5495	49	51.579	104	50.4854	
				B	39	35.1351	32	33.684	71	34.466
				C	17	15.3153	14	14.737	31	15.0485
				Total	111	100	95	100	206	100
			English	A	48	43.2432	38	40	86	41.7476
				B	36	32.4324	32	33.684	68	33.0097
				C	27	24.3243	25	26.316	52	25.2427
				Total	111	100	95	100	206	100
			Hindi	A	44	39.6396	36	37.895	80	38.835
				B	38	34.2342	38	40	76	36.8932
				C	29	26.1261	21	22.105	50	24.2718
				Total	111	100	95	100	206	100
			Maths	A	36	32.4324	31	32.632	67	32.5243
				B	29	26.1261	39	41.053	68	33.0097
				C	46	41.4414	25	26.316	71	34.466
				Total	111	100	95	100	206	100
			BS	A	54	48.6486	41	43.158	95	46.1165
				B	39	35.1351	34	35.789	73	35.4369
				C	18	16.2162	20	21.053	38	18.4466
				Total	111	100	95	100	206	100
			SS	A	57	51.3514	45	47.368	102	49.5146
				B	38	34.2342	27	28.421	65	31.5534
				C	16	14.4144	23	24.211	39	18.932
				Total	111	100	95	100	206	100
	VII	Malayalam	A	98	62.4204	110	61.453	208	61.9048	
				B	31	19.7452	39	21.788	70	20.8333
				C	28	17.8344	30	16.76	58	17.2619

			Total	157	100	179	100	336	100	
		English	A	90	57.3248	99	55.307	189	56.25	
			B	36	22.9299	45	25.14	81	24.1071	
			C	31	19.7452	35	19.553	66	19.6429	
			Total	157	100	179	100	336	100	
		Hindi	A	89	56.6879	95	53.073	184	54.7619	
			B	40	25.4777	45	25.14	85	25.2976	
			C	28	17.8344	39	21.788	67	19.9405	
			Total	157	100	179	100	336	100	
		Maths	A	87	55.414	90	50.279	177	52.6786	
			B	30	19.1083	44	24.581	74	22.0238	
			C	40	25.4777	45	25.14	85	25.2976	
			Total	157	100	179	100	336	100	
		BS	A	91	57.9618	116	64.804	207	61.6071	
			B	35	22.293	32	17.877	67	19.9405	
			C	31	19.7452	31	17.318	62	18.4524	
			Total	157	100	179	100	336	100	
		SS	A	88	56.051	92	51.397	180	53.5714	
			B	40	25.4777	46	25.698	86	25.5952	
			C	29	18.4713	41	22.905	70	20.8333	
			Total	157	100	179	100	336	100	
	VIII	Malayalam	A	97	41.1017	117	38.361	214	39.5564	
				B	75	31.7797	103	33.77	178	32.902
				C	64	27.1186	85	27.869	149	27.5416
				Total	236	100	305	100	541	100
			English	A	78	33.0508	95	31.148	173	31.9778
				B	92	38.9831	110	36.066	202	37.3383
				C	66	27.9661	100	32.787	166	30.6839
				Total	236	100	305	100	541	100
			Hindi	A	108	45.7627	95	31.148	203	37.5231
				B	69	29.2373	72	23.607	141	26.0628
				C	59	25	138	45.246	197	36.414
				Total	236	100	305	100	541	100
			Maths	A	95	40.2542	107	35.082	202	37.3383
				B	79	33.4746	88	28.852	167	30.8688
				C	62	26.2712	110	36.066	172	31.793
				Total	236	100	305	100	541	100
			BS	A	112	47.4576	97	31.803	209	38.6322
				B	57	24.1525	85	27.869	142	26.2477
				C	67	28.3898	123	40.328	190	35.1201
				Total	236	100	305	100	541	100

SS	A	67	28.3898	86	28.197	153	28.281
	B	105	44.4915	110	36.066	215	39.7412
	C	64	27.1186	109	35.738	173	31.9778
	Total	236	100	305	100	541	100

**b) Percentage of the highest and lowest groups of children for each class and subject.**

Class	Highest/ Lowest Groups	Percentage of highest and lowest groups of children for each subject						
		Malayalam	Maths	EVS	English	S.S.	Science	Hindi
I	Grade-A	36.36	41.07	--	39.05	--	--	39.73
	Grade -C	24.24	25.25	--	24.57	--	--	26.93
II	Grade -A	49.25	36.71	47.46	41.49	--	--	42.68
	Grade -C	25.97	25.37	12.53	17.91	--	--	20.29
III	Grade -A	48.98	37.50	45.60	42.56			42.56
	Grade -C	20.60	24.32	14.18	21.28	--	--	22.63
IV	Grade-A	63.87	55.85	55.51	72.2	--	--	71.23
	Grade -C	16.05	19.39	18.06	11.03	--	--	12.37
V	Grade -A	55.55	46.24	--	49.24	55.55	55.55	52.55
	Grade -C	17.41	20.12	--	22.82	12.01	15.01	18.91
VI	Grade A	50.48	32.52	--	41.74	49.51	46.11	38.83
	Grade -C	15.04	34.46	--	25.24	18.93	18.44	24.27
VII	Grade -A	61.90	52.67	--	56.25	53.57	61.60	54.76
	Grade -C	17.26	25.29	--	19.64	20.83	18.45	19.94
VIII	Grade -A	39.55	37.33	--	31.97	28.28	38.63	37.52
	Grade -C	27.54	31.79	--	30.68	31.97	35.12	36.41

At the primary level there is an increase in percentage of 'A graders' in all the subjects across classes I to IV. While the percentage of 'A graders' in class I is between **36.36 - 41 .07**, it is between **55.51 - 71.23** in class IV. The increase is more explicit in Hindi, where 39.73% of 'A graders' in class I has increased to 71.23% in class IV. On the other hand there is a decrease in 'C graders' across the primary classes in all the subjects except in EVS. This indicates that there is a significant increase in the standards of student learning at primary level.

In contrast to the above scenario one can observe a decreasing trend in percentage of 'A graders' in all the subjects across the upper primary classes. While the percentage of 'A graders' in class-V is between **46.24 -- 55.55**, it is between **28.28 -- 39.55** in class-VIII. On the

other hand there is an increase in the percentage of 'C graders' in all the subjects across the upper primary classes. This indicates that there is a considerable decrease in the standards of student learning at upper primary level.

**6.1 In-service Teacher Training**

Sl No	No of Teachers	No of teachers received training during current session.	%
1	133	110	82.7

-Percentage of teachers received training during current session- **76%**

-Duration of training - **6 days**

**6.2 Induction Training for newly appointed teachers**

- There was no recruitment and hence no Induction training.

**6.3 Training of untrained teachers**

There was no untrained teachers

**6.4 Training Needs**

-Identification of training needs (Percentage of Schools responding) -6/10 (60%)

-Methods of identifying needs (in descending order)-

- Classroom observation
- Discussion in the cluster
- Opinion of the experts

-Training conducted as per training needs - **6/10 (60%)**

**6.5 Teachers using training inputs in classrooms**

-Ways of using training inputs – **All the teachers use the training inputs.**

- Making classroom more attractive with wall pictures, picture charts and other visuals
- Use of TLM, videos
- Conduct group work, seminar, projects, field trips, quiz programs,
- Remedial teaching and learning enrichment activities

-Reasons for not using training inputs-- NA

**6.6 Suggestions for training programme (in descending order)**

- Subject wise training
- Content enrichment programs for state and CBSE teachers
- Special programs in communicative skills
- Duration of training should be at least 15 days
- Training program me should be during vacation
- RPs must be of state level
- Demonstration should be included in the training programs

**XXVI. Functioning of SMCs**

**7.1 Schools having SMCs**  
(Give percentage)

All the schools (100%) have formed their SMCs.

7.2	<p><b>Training of SMCs</b> Percentage of SMCs given training about their roles and functions</p> <p>Members of all the SMCs (100%) have been given training on their roles and functions.</p>																					
7.3	<p><b>School visits by SMC members</b> Reasons for visiting schools as per items (a) to (f) –percentages</p> <table border="1" data-bbox="319 515 1436 929"> <thead> <tr> <th>SI No</th> <th>Items</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>Not visited the school</td> <td>Nil</td> </tr> <tr> <td>b</td> <td>To participate in SMC meetings</td> <td>100</td> </tr> <tr> <td>c</td> <td>To observe school functioning</td> <td>100</td> </tr> <tr> <td>d</td> <td>To meet with teachers/Head Teacher</td> <td>100</td> </tr> <tr> <td>e</td> <td>In connection with the studies of own children</td> <td>100</td> </tr> <tr> <td>f</td> <td>School functions/state-National festivals</td> <td>100</td> </tr> </tbody> </table>	SI No	Items	Percentage	a	Not visited the school	Nil	b	To participate in SMC meetings	100	c	To observe school functioning	100	d	To meet with teachers/Head Teacher	100	e	In connection with the studies of own children	100	f	School functions/state-National festivals	100
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f	School functions/state-National festivals	100																				
7.4	<p><b>SMC meetings</b> Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order)</p> <p>On an average SMCs met 4 times in the last six months. The following suggestions were given by the SMCs.</p> <ul style="list-style-type: none"> <li>• To conduct remedial classes, special classes, house visits and midday meal supervision</li> <li>• To improve quality of teaching learning</li> <li>• To encourage slow learners to attend special class and night classes</li> <li>• Appointment of regular teachers</li> </ul>																					
7.5	<p><b>School Development Plan</b> -Percentage of schools which developed School Development Plan</p> <p style="text-align: center;"><b>Seven out of 10 schools (70%) developed SDP</b></p> <p>-Percentage of schools where SMCs were involved in School Development Plan</p> <p style="text-align: center;"><b>Only 70% of the SMCs involved in the preparation of SDP</b></p>																					
7.6	<p><b>Activities undertaken by SMCs</b> (in descending order)</p> <ul style="list-style-type: none"> <li>• Discussion with HMs and teachers regarding school functioning</li> <li>• Preparation of School development plan</li> <li>• Involved in various activities of the schools</li> <li>• Made suggestions to conduct remedial/special and night classes for slow learners</li> </ul>																					

	<p><b>Support to school by community</b></p> <ul style="list-style-type: none"> <li>• Provide tea and snacks to the students attending remedial/night classes</li> <li>• Participate in house visits by the school teachers</li> <li>• Provide training to the students in dance, music and sports, particularly for participation in school festival/competitions.</li> <li>• Provided public address system to one school</li> <li>• Financial support for construction of temporary dining hall in one school</li> <li>• Organized an interactive programme of teachers and parents local educational experts</li> </ul>
<p><b>XXVII. <u>Perceptions of SMC about School Functioning</u></b></p>	
8.1	<p><b>Discrimination of children by teachers</b> (if any, write firms discrimination)</p> <p>All the SMCs stated that there is no discrimination of children by teachers in their schools.</p>
8.2	<p><b>Students willingness to attend school</b></p> <p>Eight out of ten SMCs (80%) stated that students like to attend school happily.</p>
8.3	<p><b>Children with special needs(CWSN)</b> Number of CWSN and their care -- 63</p> <p>Out of 1337 students in the block there are 63 (4.71%) CWSN. Eight out of 10 SMCs (80%) reported that their schools have CWSN. But, only one SMC (10%) stated that CWSN do not get proper care and attention in the school.</p>
8.4	<p><b>Separate toilets for boys and girls</b></p> <p>Sixty percent (60%) SMCs opined that their schools have separate toilets for boys and girls. They also felt that these toilets are adequate.</p>
8.5	<p><b>Safe drinking water</b></p> <p>100% of SMCs opine that safe drinking water facility is available in their schools.</p>
8.6	<p><b>Receipt of textbooks by all children</b> (percentage)</p> <p>All the SMCs reported that each and every child received text books their schools.</p>
8.7	<p><b>Use of play materials and sports equipments used by children (percentage)</b></p> <p>100% children use play materials and sports equipments</p>
8.8	<p><b>Out of school children not enrolled in schools if any,</b></p> <p>All the SMCs stated that they do not have any out of school children in their areas.</p>
8.9	<p><b>Incidence of physical punishment and mental harassment (if any,</b></p> <p>None of the SMCs have noticed any incidence of physical punishments and mental harassment in their schools.</p>

8.10	<p><b>Improvements needed in School Functioning</b> (In descending order)</p> <ul style="list-style-type: none"> <li>• Appointment of regular teachers in place of contract or temporary teachers</li> <li>• Compound wall required for all the schools</li> <li>• Separate toilets for staff, boys and girls required in all the schools</li> <li>• Replacement of old and damaged benches and desks</li> <li>• Require <i>pucca</i> classrooms in place of old classrooms</li> <li>• Additional classroom for about ten schools</li> <li>• Playground</li> <li>• PA system</li> <li>• Photostat machine</li> <li>• Fridge and Water cooler/filter for all schools</li> </ul>
<p><b>XXVIII. <u>CRC and BRC Support Structure : Preparedness and effectiveness</u></b></p>	
9.1	<p><b>Additional charge on CRCCs and BRCCs</b></p> <p>CRCCs and BRCCs do not hold any additional posts. However, as all the work connected to SSA is entrusted to CRCCs they face difficulties for conducting regular OSS and classroom observations.</p>
9.2	<p><b>Training received by CRCCs:</b></p> <p>-Not received training : 1          -Received training, but not beneficial. : 1          -Received training, it was beneficial : 1</p>
9.3	<p><b>Training received by BRCCs:</b>          BRCC did not receive any training.</p>
9.4	<p><b>Functions performed by CRCCs</b></p> <ul style="list-style-type: none"> <li>• Providing OSS to teachers</li> <li>• Conducting SMC meeting ,cluster meeting ,SRG meeting</li> <li>• Conducting all other programmes assigned by the SSA</li> <li>• Assessing all financial dealings</li> </ul>
9.5	<p><b>Functions performed by BRCCs</b> (in descending order)</p> <ul style="list-style-type: none"> <li>• Training of CRCCs</li> <li>• Providing OSS to teachers</li> <li>• Helps in conducting SMC meeting ,cluster meeting ,SRG meeting</li> <li>• Conducting all other programmes assigned by the SSA</li> <li>• Assessing all financial dealings</li> </ul>

9.6	<p><b>Meetings of teachers conducted by CRCCs</b></p> <p>a) <b>Frequency of meetings</b> : Every month</p> <p>b) <b>Participation of all teachers in meetings</b> : All the teachers attend meetings</p> <p>c) <b>Activities/ tasks taking place in meetings</b></p> <ul style="list-style-type: none"> <li>• Review of the teaching units,</li> <li>• Discussion on content based doubts</li> <li>• Preparation of unit plan</li> <li>• Discussion on quality concerns of children’s learning,</li> <li>• Acquainting with different approaches strategies of teaching</li> <li>• Discussion on CCE</li> </ul> <p>d) <b>Issues of discussion in meetings</b></p> <ul style="list-style-type: none"> <li>• Both academic and administrative issues are discussed in the meetings</li> </ul>														
9.7	<p><b>Training facilities in CRCs and BRCs</b></p> <p>a) Space and facilities in CRCs and BRCs conducting training of teachers</p> <p>Only one CRC (10%) has enough space and facilities for conducting meetings and training programmes.</p> <p>b) Facilities needed in CRCs</p> <ul style="list-style-type: none"> <li>• Training or seminar hall</li> <li>• Sufficient furniture</li> <li>• Computer and internet facilities</li> <li>• LCD projector with screen</li> <li>• Public address system</li> </ul>														
9.8	<p><b>Schools receiving academic support from CRCCs</b></p> <p>Only 50% <b>schools</b> reported that they received support from CRCCs.</p> <p>Types of academic support received by teachers from CRCCs include:</p> <ul style="list-style-type: none"> <li>• Conducting SRG/SMC meetings</li> <li>• Filling up of DISE (DCF)</li> <li>• OSS.</li> </ul>														
9.9	<p><b>Training conducted by BRCC</b></p> <table border="1" data-bbox="191 1680 1516 1971"> <thead> <tr> <th data-bbox="191 1680 311 1803">Sl No</th> <th data-bbox="311 1680 646 1803">Target group</th> <th data-bbox="646 1680 941 1803">No. of participants trained.</th> <th data-bbox="941 1680 1516 1803">Areas in which raining provided</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1803 311 1881">1</td> <td data-bbox="311 1803 646 1881">Teachers</td> <td data-bbox="646 1803 941 1881">110</td> <td data-bbox="941 1803 1516 1881">Content, methodology, and evaluation</td> </tr> <tr> <td data-bbox="191 1881 311 1971">2</td> <td data-bbox="311 1881 646 1971">Parents and community members</td> <td data-bbox="646 1881 941 1971">120</td> <td data-bbox="941 1881 1516 1971">RTE, SKHA, SMC, NCF, and SSA</td> </tr> </tbody> </table>			Sl No	Target group	No. of participants trained.	Areas in which raining provided	1	Teachers	110	Content, methodology, and evaluation	2	Parents and community members	120	RTE, SKHA, SMC, NCF, and SSA
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	<p><b>Difficulties faced by BRCC in conducting training:</b></p> <p>Shortage of subject wise Resource Persons</p>
9.10	<p><b>School visits by CRCCs and BRCCs</b></p> <p>-No. of Schools on average, visited per month by CRCC (Range) : 8 to 11 schools          -No. of CRCCs providing onsite support to teachers : 3 (100%)          -No. of schools visited per month by BRCC during current session : 5          -No. of classrooms visited by BRCC in a month : 20</p> <p><b>-Suggestions provided by BRCC to teachers:</b></p> <ul style="list-style-type: none"> <li>• Organization of class room learning process in accordance with curriculum aims and objectives</li> <li>• Making class room more attractive</li> <li>• Using ICT in teaching learning</li> <li>• How to use group works, seminar field trips etc. for students' learning</li> <li>• Conducting out door learning activities for students</li> </ul>
9.11	<p><b>Teachers orientation about provisions of RTE Act</b></p> <p>No. of CRCs who oriented teachers about RTE: 100%</p>
9.12	<p><b>Classrooms observations by CRCCs</b></p> <p>-Percentage of CRCCs observed classes : 100%</p> <p>-Average number of classrooms observed by CRCCs          (range of classrooms observed from 2012 to 2013) : 150 to 200</p> <p><b>-Suggestions provided by CRCCs to teachers for improving teaching:</b></p> <ul style="list-style-type: none"> <li>• Organization of class room learning process in accordance with curriculum aims and objectives</li> <li>• Making class room more attractive</li> <li>• Using ICT in teaching learning</li> <li>• How to use group works, seminar field trips etc. for students' learning</li> <li>• Conducting out door learning activities for students</li> </ul> <p>-Reasons for not observing classes : NIL</p>
9.13	<p><b>CRCCs meetings conducted by BRCCs</b></p> <p>BRCC did not conduct any meeting of CRCCs</p>
9.14	<p><b>Major achievements and problems in the implementation of RTE Act</b></p> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• Ensured pupil-teacher ratio as per RTE Act</li> <li>• More than 90% students attendance</li> <li>• Stopped student drop out</li> </ul>

	<p><b>Problems as perceived by BRCC:</b></p> <ul style="list-style-type: none"> <li>• Age of the student at the time of admission</li> <li>• Lack of sufficient infrastructure facilities in the schools</li> </ul>																									
<p><b><i>XXIX. Preparedness and effectiveness of DIETs</i></b></p>																										
10.1	<p><b>Academic support provided for SSA by DIET</b></p> <ol style="list-style-type: none"> <li>1. Workshop for the preparation of common question paper for annual examination for the academic year 2010-11</li> <li>2. DIET faculty members participated as resource person for the training programme conducted for PST's by SSA during the year 2010-11.</li> <li>3. Participated as RP's for RTE awareness programme for the community.</li> </ol>																									
10.2	<p><b>DIET faculty as members in SSA Committees</b></p> <p>DIET faculty members are not members any of the SSA committees.</p>																									
10.3	<p><b>Role of DIET in SSA Plan</b></p> <p>DIET extended support to SSA in:</p> <ul style="list-style-type: none"> <li>• Preparation of Annual Work Plan</li> <li>• Approval of Annual Work Plan and</li> <li>• Preparation of perspective Plan</li> </ul>																									
10.4	<p><b>Participation of DIET in SSA activities</b></p> <p>List of activities:</p> <ol style="list-style-type: none"> <li>1. Preparation common question paper for classes I to VII during 2010-11.</li> <li>2. Participated as RP's in the training programme for Primary School Teachers during 2010-11.</li> </ol>																									
10.5	<p><b>Visit of DIET faculty to schools, CRCs and BRCs (in current session in connection with SSA) -Frequency of visit - Never, sometimes, frequently) write numbers.</b></p> <table border="1" data-bbox="351 1612 1369 1904"> <thead> <tr> <th>S.NO.</th> <th>School/CRC's BRC's</th> <th>Never</th> <th>Sometime</th> <th>Frequently</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Primary School</td> <td>--</td> <td>--</td> <td>√</td> </tr> <tr> <td>2.</td> <td>Upper Primary School</td> <td>--</td> <td>√</td> <td>--</td> </tr> <tr> <td>3.</td> <td>CRC's</td> <td>--</td> <td>√</td> <td>--</td> </tr> <tr> <td>4.</td> <td>BRC's</td> <td>√</td> <td>--</td> <td>--</td> </tr> </tbody> </table> <p>Purpose of visit includes</p> <ul style="list-style-type: none"> <li>• To provide onsite support to teachers,</li> </ul>	S.NO.	School/CRC's BRC's	Never	Sometime	Frequently	1.	Primary School	--	--	√	2.	Upper Primary School	--	√	--	3.	CRC's	--	√	--	4.	BRC's	√	--	--
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4.	BRC's	√	--	--																						

	<ul style="list-style-type: none"> <li>• Monitoring classes,</li> <li>• Quality enhancement project training, and</li> <li>• Need assessment.</li> </ul>
10.6	<p><b>Research Work</b></p> <p>DIET did take up any research work.</p>
10.7	<p><b>Organisation of meetings by DIET with SSA officials</b></p> <p>Details of meeting organized and reasons if not conducted:</p> <p>DIET did not conduct any meeting with SSA officials</p> <p><b>Reason:</b> DIET and SSA are functioning separately under the department of education with no convergence.</p>
10.8	<p><b>Support sought by SSA from DIET officials</b> Areas of support and reasons if support not sought</p> <p>Areas of support sought by SSA are</p> <ul style="list-style-type: none"> <li>• Question paper preparation</li> <li>• RTE awareness programme</li> <li>• Content oriented training programme</li> </ul>
10.9	<p><b>Contribution of DIET in developing learning materials</b></p> <p>DIET prepared</p> <ul style="list-style-type: none"> <li>• learning support materials ('Padana sahayi') for X standard</li> <li>• Handbook for III &amp; IX standard in mathematics</li> </ul>
10.10	<p><b>Organisation of training for SSA by DIET</b></p> <ul style="list-style-type: none"> <li>• DIET did not organize any training programme for SSA</li> </ul>
10.11	<p><b>Perceived role of DIET in different provisions of RTE Act</b></p> <ul style="list-style-type: none"> <li>• Pre-Service and in-service teacher training programmes</li> <li>• Ensuring proper implementation of NCF and RTE Act</li> <li>• To create awareness about RTE among educational functionaries</li> <li>• Ensure quality of education through teacher training, monitoring of classroom process and preparation of resource materials</li> <li>• Preparing TLM as per need of teachers and students</li> </ul>
10.12	<p><b>Role of DIET in improving quality of school education</b></p> <ul style="list-style-type: none"> <li>• Provide pre- service and in-service training for empowerment of teachers</li> <li>• Conduct action research</li> <li>• Organize classroom based programmes for direct benefit of the student</li> </ul>

## **Section 3: Conclusions and Recommendations:**

### **Conclusions**

#### **1. Schools and Teachers Position**

- There are 4-5 schools per cluster in Amini BRC.
- Only 65% teachers are permanent and rest of the 35% are temporary teachers. That is, there is a shortage of 35% teachers as per RTE norms.

#### **2. Enrolment and Attendance**

- Average attendance is above 80% for all children as well as boys and girls in all the schools studied.
- Steps taken for improving students' attendance include distribution of free school bags and umbrellas, teacher grants for TLM, midday meals, free textbooks, parents meet, door to door visit by teachers, and awareness campaign.
- There are 63 CWSN children in all the three clusters together and they are provided with proper care and attention in the schools.
- There is no out of school children in the BRC.
- Only 36% of schools allow admission of the children throughout the academic year.
- Department of Education had to issue special orders for admitting the student who came for admission after the last date admission.

#### **3. Textbooks and TLM**

- All children get textbooks within one week of the beginning of the academic year.
- Receipt and utilization of teacher grant is 100% in both primary and upper primary levels.
- The types of items purchased using the teacher grant include chart paper, color pen, cello tape, picture chart, models of animals and birds, handbooks, 3d models for mathematics science and social science, scales, chemicals and flash cards.
- TLMs are used for classroom activities, and for improvement of classroom teaching.
- Classroom observations show that TLMs are used properly during teaching.

#### **4. Teaching and learning process**

- Only 6% teachers face problems in completion of syllabus. They felt that the content area of social science in class 6<sup>th</sup> and 7<sup>th</sup> are lengthy, so it is difficult to cover the topics in time.

- The delay in appointment of guest/contract teachers and extra hours taken for celebrations and other activities are the other problems cited by the teachers.
- Teachers are involved in duties of Census enumeration, NPR and general election. This also comes as hurdles in the way of their regular teaching work.

### **5. Classroom process and teacher effectiveness**

- Analysis of classroom observations by CRCCs reveals that classroom process is not much effective.
- Only one indicator of classroom process (Teachers giving answers to students) is rated as 'to a great extent' by 64% of the CRCCs.
- Other 12 items were rated 'to a great extent' by only 9% to 46% of CRCCs.
- Teachers' initiatives for improving teaching-learning process include making classroom more attractive with wall pictures, picture charts and other visuals; use of TLM, videos; use of group work, seminar, projects, field trips, and quiz programs for teaching learning; remedial teaching and learning enrichment activities.

### **6. Learning assessment**

- Continuous and Comprehensive Evaluation for assessing children's learning is practiced in all the schools.

### **7. Teacher Training**

- 76% of the teachers received in-service training during the current academic year. Duration of training was 6 days.
- As there were no newly appointed or untrained teachers, induction level training was not required.
- Training programmes were conducted as per the training needs identified through classroom observation, discussion in the cluster, and opinion of the experts.
- All the teachers (100%) used the training in puts in the classes. However, there is no information about how these inputs were used by the teachers.

The following suggestions were made for better organization of the in-service training programmes:

- Subject wise training
- Content enrichment programs for state and CBSE teachers
- Special programs in communicative skills
- Duration of training should be at least 15 days
- Training program me should be during vacation
- RPs must be of state level
- Demonstration should be included in the training programs

## 8. Functioning of SMCs

- All the schools have constituted their SMCs and training has been given to the SMC functionaries about their roles and functions.
- The SMC members visit the schools to observe school functioning, to meet teachers and HM and in connection with studies of their own children.
- On average SMCs met four times during the last six months and made suggestions to improve quality of teaching learning and to encourage slow learners to attend special class and night classes.
- Only 64% the schools developed School Development Plans and all these schools involved SMCs in the process.
- The SMCs discuss school functioning with HMs and teachers and make suggestions to conduct remedial/special and night classes for slow learners.
- The community supports the schools by providing tea and snacks to the students attending remedial/night classes, participating in house visits along with the school teachers, and providing training to the students in dance, music and sports, particularly for participation in school festival/competitions.

## 9. Perceptions of SMC about School Functioning

According to the SMCs

- There is no discrimination of students in any of the schools and the students attend classes happily.
- 60% of SMCs opined that there are separate toilets for boys and girls.
- Safe drinking water is available in the schools.
- All the SMCs stated that the students received textbooks in time
- Play materials and sports equipments are used properly by the children.
- There is no out of school children in the block and no incidence of physical punishment and mental harassment of students is reported.
  
- Construction of compound wall, separate toilets for staff, boys and girls, playground, mike system , photostat machine, fridge and water cooler/filter for all schools, *pucca* classrooms in place of old classrooms or additional classroom for about ten schools, and replacement of old and damaged benches and desks are the required.

## 10. CRC and BRCC Support Structure: Preparedness and effectiveness

- The CRCCs and BRCCs do not hold any additional posts. But, as all the work connected to SSA is entrusted to CRCCs, they face difficulties in conducting regular OSS and class observations.
- Out of the three CRCCs two have received training and one of them stated that the training was not beneficial to him. The BRCC did not receive any training.

- The functions performed by BRCCs include OSS to teachers, conduct of SMC, cluster and SRG meetings, organization of the programmes assigned by the SSA, and assessing all financial dealings.
- CRC meetings are held once in a month with participation of all the teachers in the cluster.
- Training facilities are not available in all the clusters. Sufficient furniture, computer facilities, PA system, shelves/racks, and LCD projector with screen are required in all the clusters.
- Only 50% of the schools receive support from CRCCs.
- The BRCC trains the teachers in content, methods of teaching and evaluation of students' learning. It did not train any other functionaries.
- The CRCCs visit 8 to 11 schools per month and provide on-site support to the teachers, whereas the BRC could visit only 5 schools and 20 classrooms during current session.
- It is stated that BRCC conduct CRCCs meetings regularly. However, information about the activities/tasks of these meetings is not available.
- Maintaining of proper pupil-teacher ratio, ensuring student attendance, involvement of SMC, and stoppage of the dropout problem are the major achievements in the implementation of RTE Act.

## 11. Preparedness and effectiveness of DIETs

- The academic supports of the IDET to SSA include preparation of common question paper for annual examination, and participation of DIET faculty as resource persons in training programmes for teachers and RTE awareness programme for community members.
- None of the DIET faculty members are involved in SSA committees.
- DIET does not have any role in SSA plan
- The DIET Faculty members visited schools to provide onsite support to teachers, monitoring of classes, quality enhancement project, and training need assessment.
- DIET faculty rarely visit CRCs very and never visited the BRCs.
- No research study has been undertaken by the DIET.
- The DIET and SSA are functioning separately under the department of education without proper coordination.
- The DIET has prepared 'Padana Sahayi' (learning support material) for Class X and Handbook in math for classes III & IX, but did not conduct any training programme for SSA.
- Perceived role of DIET includes pre-service and in-service teacher training, implementation of NCF, and preparation of TLM as per the need of teachers and students.
- The role of the DIET in improving quality of school education include providing in-service training to the teachers, conducting action research and classroom based programmes for the direct benefit of students.

## **Recommendations**

### **SMC Level**

- The involvement of SMCs members need to be improved. They have to visit school regularly to observe the classroom process and keep healthy relationship with teachers and Head teacher.
- SMCs have to ensure that the schools prepare their School Development Plans and the SMC members should also involve in the plan preparation actively.
- SMCs have to make concerted efforts to mobilize resources from the community for school development porogrammes.
- SMC must work towards achieving the goals of RTE.
- SDMC members should provide their knowledge and skills for the improvement of school functioning.

### **Schools Level**

- Collective thinking and actions are required to improve the classroom process and quality of students' learning.
- The SMC members need to be encouraged and motivated to participate in the preparation of Schools Development Plans.
- The academic issues must be brought to the notice of SMCs regularly.
- SMCs must be encouraged to visit the school regularly and involve in various school activities.

### **CRC Level**

- Cluster needs to prepare a plan for its development including physical facilities and obtain resources from the state SSA funds.
- Cluster need to execute their entrusted tasks on priority basis so as to avoid overburdening themselves with workload.
- CRCCs should undergo training to improve their capacity.
- Concerted efforts should be taken to provide academic support to the schools.
- CRCCs should monitor school activities and classroom practices and provide feedback to the teachers.
- BRC and DIET should provide training to the CRCCs based their actual needs.
- Achievement of students at upper primary is concern. There is a need for periodic review of learning achievement of schools at cluster level and take appropriate measures to improve the standards of students' learning.

## **BRC Level**

- BRC need to take initiative to make available the training facilities in all the clusters.
- DIET has to formulate programmes for developing the capacities of BRCs so that they will be able to support cluster level functionaries and the teachers.
- CRCs must be empowered to identify the training needs of the teachers and planning training programmes at the cluster level
- As there is a shortage of Resource Person in various subjects, state/district level SSA functionaries need to identify eminent teachers and develop their capacities to support the RBCs and CRCCs in providing subject based training to the teachers effectively.
- BRCCs need to conduct meetings of the CRCCs regularly, review the activities of the clusters, and provide suggestions to improve their functioning.
- BRCs need to plan and organize workshops and seminars on areas of emerging concerns and interest at the block level.

## **DIET Level**

- There should be proper coordination between SSA and the DIET in planning and implementing programmes for educational functionaries, and the schools.
- SSA needs to induct representatives of the DIET in various academic committees and explore the possibilities of using the expertise of the DIET faculty in providing training at BRC, CRC and school levels.
- DIET must formulate its own training programmes for developing capacity of SSA functionaries in performing their functions effectively.
- DIET must take up research studies on curricular practices at various levels and practical problems of the teachers in implementing the curriculum in the classroom
- It should also make interventions based its' own research findings to improve the quality of school education.

## **Policy Planners' level**

- Large share of school teachers (35%) at elementary stage in Lakshadweep are working on temporary basis. Appointment of permanent teachers should be done as per RTE norms. The Lakshadweep Administration needs to fill up all the available teacher vacancies and appoint teachers new teachers as per the requirement.

- Department of education should ensure that DIET and SSA work hand in hand to improve the quality of school education in the Dweep. Active participation of DIET is imperative in the formulation of programmes and activities, preparation of annual SSA plan, and their implementation.
- The Lakshadweep Administration shall provide encouragement to educational functionaries, schools and teachers to enhance the quality of students learning in all school subjects. Timely distribution of adequate funds to equip schools with relevant teaching learning resources, laboratory materials and conducting exposure visits to students, teachers and supervisory staff is important in promoting quality of school education.

### **List of coordinators and participants:**

**Dr. V. Ramadas, Associate Professor, and State Coordinator for Kerala, RIE Mysore**

**Mr. Attakoya, Project Officer, Kavarathi, Lakshadweep.**

**Mr. P Jaleel, CRC Coordinator, Kadamath, Lakshadweep.**

# Quality Monitoring Programme in 100 Clusters of the Country

## State Report of Puducherry

*Prepared by*

**Dr. Kalpana Vengopal**  
*State Coordinator of the study*

**Regional Institute of Education, Mysore**  
**Manasagangotri**  
**2013**

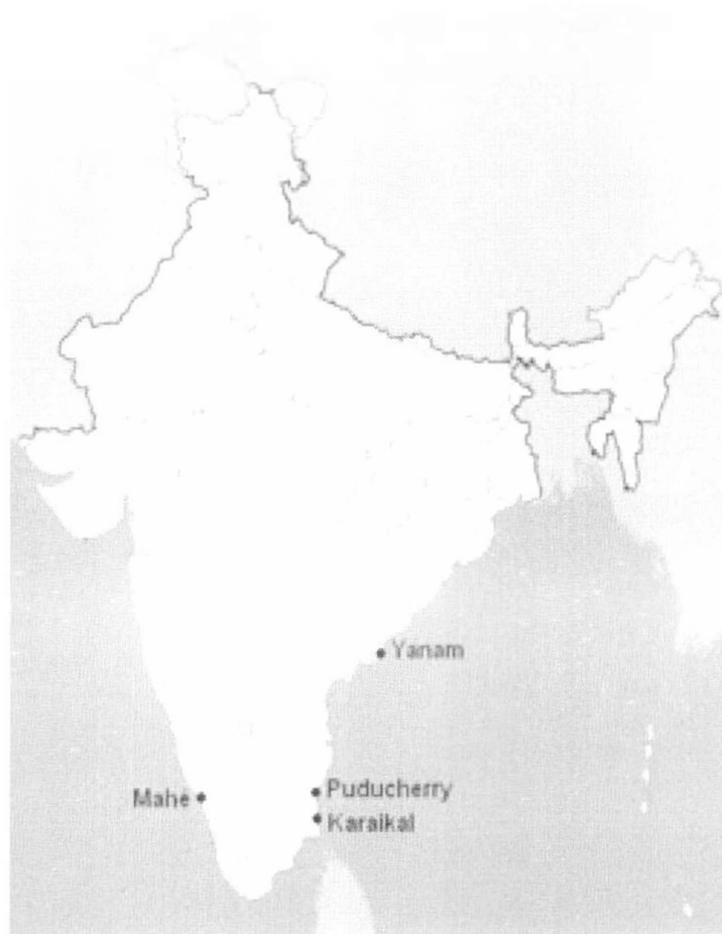
## **Section 1: Introduction**

Puducherry consists of four small unconnected regions: Pondicherry, Karaikal, Yanam on the coast of Bay of Bengal and Mahé on the coast of Arabian Sea. Pondicherry and Karaikal are by far the larger ones and are both enclaves of Tamil Nadu. Yanam and Mahé are enclaves of Andhra Pradesh and Kerala respectively. The territory has a total area of 492 km<sup>2</sup>: Pondicherry 293 km<sup>2</sup>, Karaikal 160 km<sup>2</sup>, Mahé 9 km<sup>2</sup> and Yanam 30 km<sup>2</sup>.

Some of those enclaves are themselves amalgamations of non-contiguous enclaves, often called pockets in India. Thus, Pondicherry district is made up of 12 pockets, some of which are very small (see map) and entirely surrounded by the territory of Tamil Nadu. For its part, Mahe district is made up of 3 pockets. This unusual geography is a legacy of the colonial period since the U.T. of Pondicherry has retained the borders of former French India.

The Puducherry is the largest region with a total area of 290 Sq.Km while the area of Karaikal is 161 Sq.Km. Puducherry is 179 Kms south of Chennai and Karaikal is located in Nagapattinam District of Tamil Nadu. The Mahe region is located between Calicut and Kannanore Districts of Kerala which is 757 Kms. from Puducherry. Mahe is the smallest unit of the UT with a total area of 9 Sq.Kms. Yanam which lies amidst the East Godavari District of Andhra Pradesh is the third largest region with a total area of 20 Sq.Kms.

In the Union Territory of Puducherry we have 6 BRCs with 34 CRCs. The Puducherry region consists of 3 BRCs with 22 CRCs. The sample for this QMP is only Puducherry.



**Table No: 1.4 - School Level Educational Institutions for the Year - 2011-12**

NO.	TYPE OF SCHOOL	PUDUCHERRY	KARAIKAL	MAHE	YANAM	TOTAL
<b>I</b>	<b>All Schools</b>					
	Primary	194	80	14	15	<b>303</b>
	Middle School	69	24	7	0	<b>100</b>
	High School	130	38	5	14	<b>187</b>
	Higher Sec. School	93	19	6	1	<b>119</b>
	Junior College	0	0	0	3	<b>3</b>
	<b>Total</b>	<b>486</b>	<b>161</b>	<b>32</b>	<b>33</b>	<b>712</b>
<b>II</b>	<b>State Govt. Schools</b>					
	Primary	160	64	10	15	<b>249</b>
	Middle School	37	14	1	0	<b>52</b>
	High School	44	18	3	8	<b>73</b>
	Higher Sec. School	42	10	4	0	<b>56</b>
	Junior College	0	0	0	1	<b>1</b>
	<b>Total</b>	<b>283</b>	<b>106</b>	<b>18</b>	<b>24</b>	<b>431</b>
<b>III</b>	<b>Central Govt. Schools</b>					
	Primary	0	1	0	0	<b>1</b>
	Higher Sec. School	3	1	1	1	<b>6</b>
	<b>Total</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>7</b>

<b>IV.a</b>	<b>Govt. Aided Private schools</b>					
	Primary	2	1	0	0	3
	Middle School	1	0	0	0	1
	High School	15	4	0	1	20
	Higher Sec. School	8	2	0	0	10
	Junior College	0	0	0	0	0
	<b>Total</b>	<b>26</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>34</b>
<b>IV.b</b>	<b>Unaided Private Schools</b>					
	Primary	32	14	4	0	50
	Middle School	31	10	6	0	47
	High School	71	16	2	5	94
	Higher Sec. School	40	6	1	0	47
	Junior College	0	0	0	2	2
	<b>Total</b>	<b>174</b>	<b>46</b>	<b>13</b>	<b>7</b>	<b>240</b>
<b>V.a</b>	<b>Schools in Urban areas</b>					
	Govt. Schools	140	26	19	25	210
	Private Schools	125	21	13	8	167
	<b>Total</b>	<b>265</b>	<b>47</b>	<b>32</b>	<b>33</b>	<b>377</b>
<b>V. b</b>	<b>Schools in Rural areas</b>					
	Govt. Schools	146	82	0	0	228
	Private Schools	75	32	0	0	107
	<b>Total</b>	<b>221</b>	<b>114</b>	<b>0</b>	<b>0</b>	<b>335</b>
<b>VI</b>	<b>Pre-Primary Schools</b>					
	State Govt. School	196	72	10	17	295
	Private School	182	49	13	6	250
	Govt. Aided School	20	4	0	1	25
	Un-aided School	162	46	13	5	226
	<b>Total</b>	<b>378</b>	<b>121</b>	<b>23</b>	<b>23</b>	<b>545</b>

## 1.6 VARIOUS SCHEMES FOR STUDENTS

Apart from Shri. Rajiv Gandhi Breakfast Scheme and Evening Milk Scheme, Mid-Day Meals Scheme, Puducherry Government distributes free uniforms, textbooks, dictionaries, foot-wears, school-bags, cycles and stationery materials for the students from Class I to XII Std.

**Table No: 1.5 - Enrolment of Students in the last 5 Years**

Year	Boys	Girls	Total
2007-2008	77263	85336	162599
2008-2009	74586	83172	157758

2009-2010	69606	81324	150930
2010-2011	66869	78002	144871
2011-2012	65852	77257	143109

The Government has taken adequate measures to ensure that the retention level is maintained at optimum level and aims to achieve 0% dropout of the students. The current drop out percentage of students in Primary section and Upper Primary section is 2.04 % and 2.34 % respectively. The Government has also ensured that the teachers of different categories are posted in the schools according to the requirements. The Teacher Pupil Ratio in Puducherry is 1:22 whereas the National Norms are 1:30 for Primary section. The Government has taken steps to provide necessary infrastructure to all the Government Schools in such a way that they all function in a well constructed building. It has been ensured that basic facilities including toilets and safe drinking water are provided to all the students.

French is spoken in all the four regions of the UT along with the regional languages. Puducherry is renowned for the International Township of Auroville and around 55 languages are spoken in this UT. Thus the UT of Puducherry exhibits cosmopolitan outlook in the life style of the people.

## **Section 2: Objectives:**

The objectives of the Quality Monitoring Programme are:

- (x) To study the status of quality interventions in schools.
- (xi) To enable the functionaries at different levels (sub district and district) provide feedback for improvement of teaching and learning process.
- (xii) To Study preparedness and effectiveness of CRCs, BRCs and DIETs for quality monitoring programme.

(a) **Sample:** (for the State/UTs)

Puducherry District

(c) **Tools:**

The following tools were used in the study:

13. School Schedule (SS)

14. School Management Committee Schedule (SMCS)

15. CRC Schedule (CS)

16. Classroom Observation Schedule (COS)

17. BRC Schedule (BS)

18. DIET Schedule (DTS)

### Section 3: Findings

S No	Sections/Sub sections																
<b><i>XXX. Schools and Teachers Position</i></b>																	
1.1	<p><b>Schools' position</b> Average number of schools per cluster: 14</p> <table border="0"> <tr><td>I-V</td><td>22</td></tr> <tr><td>VI-VIII</td><td>-</td></tr> <tr><td>I-VIII</td><td>06</td></tr> <tr><td>Total</td><td>28</td></tr> </table>	I-V	22	VI-VIII	-	I-VIII	06	Total	28								
I-V	22																
VI-VIII	-																
I-VIII	06																
Total	28																
1.2	<p><b>Teachers' Position:</b></p> <p>- <b>Regular v/s Temporary Teachers (percentage)</b> 185 regular teachers (according to students strength, the teachers ratio is excess)</p> <p>- <b>Shortage of teachers as per RTE norms (percentage)</b> There is no any shortage of teachers based on the students strength. But in some schools having more strength the problem arises especially in rural areas.</p>																
<b><i>XXXI. Enrolment and Attendance</i></b>																	
2.1	<p><b>Average attendance</b> Schools with average attendance(percentage)</p> <ul style="list-style-type: none"> <li>- All children (above 80%, between 60%-79%, below 60%)</li> <li>- Girls (above 80%, between 60%-79%, below 60%)</li> <li>- Boys (above 80%, between 60%-79%, below 60%)</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Attendance</th> <th>Above 80 %</th> <th>60% - 79%</th> <th>Below 60%</th> </tr> </thead> <tbody> <tr> <td>All children (169)</td> <td>142 (84%)</td> <td>7 (4%)</td> <td>20 (12%)</td> </tr> <tr> <td>Girls (91)</td> <td>74 (81%)</td> <td>7 (8%)</td> <td>10 (11%)</td> </tr> <tr> <td>Boys (78)</td> <td>68 (87%)</td> <td>0 (0%)</td> <td>10 (13%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• It is heartening to note that 84% of students have more than 80% attendance, 4% of them have between 60%to 79%, and 12% of them have less than 60%. The last two chunks have to be focused by the district. Attendance needs to be ensured by all</li> </ul>	Attendance	Above 80 %	60% - 79%	Below 60%	All children (169)	142 (84%)	7 (4%)	20 (12%)	Girls (91)	74 (81%)	7 (8%)	10 (11%)	Boys (78)	68 (87%)	0 (0%)	10 (13%)
Attendance	Above 80 %	60% - 79%	Below 60%														
All children (169)	142 (84%)	7 (4%)	20 (12%)														
Girls (91)	74 (81%)	7 (8%)	10 (11%)														
Boys (78)	68 (87%)	0 (0%)	10 (13%)														

	<p>learners.</p> <ul style="list-style-type: none"> <li>• A comparison between boys and girls indicates that more or less, both the groups have a similar pattern and the boys have a slight edge over girls under above 80% category, and the girls under below 60% category. Among those who are regular to classes, girls are slightly less in comparison to boys. This needs to be seriously looked into by the district. Under below 60% category also there are both boys and girls. This situation needs to be changed.</li> </ul>
2.2	<p><b>Steps for improving students attendance:</b></p> <ul style="list-style-type: none"> <li>-Through free supply of books, notebooks, etc.</li> <li>-providing mid-day meals,</li> <li>-conducting co-curricular activities.</li> </ul>
2.3	<p><b>Out of School Children: Enrolment and Special Training:</b></p> <ul style="list-style-type: none"> <li>- Number of out-of-school children enrolled on average per school (boys, girls, total)</li> <li>- Details of centres where out-of-school childrens are undergoing special training in their own schools, other schools/centres, residential centres, any other</li> <li>- Out-of-school children not enrolled in the locality.</li> </ul> <p>No out of school children.</p>
2.4	<p><b>Children with Special Needs:</b></p> <p>Number of Children with Special Needs in schools of the block and their care : There are 39 CWSN. They receive proper care and attention in the school except one or two schools.</p>
2.5	<p><b>Schools allowing admissions throughout the year(percentage)</b></p> <p>100%</p>
2.6	<p><b>Problems faced during admission (In descending order)</b></p> <ul style="list-style-type: none"> <li>-To get related eligibility certificate.</li> <li>-To ensure benefits of scholarship and related grants.</li> </ul>

### ***XXXII. Textbooks and TLM***

3.1	<p><b>Textbook distribution:</b></p> <ul style="list-style-type: none"> <li>-Timely distribution (within one week, after one month): within one month.</li> <li>-Reasons for late distribution (listing- in descending order ): Due to the dependance upon the neighboring board of education-Tamil Nadu. The changes in system of syllabus and term wise books were the added reasons.</li> <li>-Receiving textbooks by all children: Yes.</li> </ul>
3.2	<p><b>TLM and Teacher grant:</b></p> <ul style="list-style-type: none"> <li>-Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper Primary wise): 100%</li> <li>-Use of teacher (TLM) grant: 90% of teachers utilizing the TLM.</li> </ul>

	<p>Types of items purchased (listing in descending order): Subject specific materials like worth models etc.</p> <p>-Manner of use of items purchased (listing in descending order) (Triangulate use of TLM in class with item number 8 of COS - How it is used in classroom? The purchased materials are utilized in the class during motivation, transaction and some for evaluation. Most of the teachers used TLM to great extent. Some of the teachers use TLM to some extent.</p>
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### ***XXXIII. Teaching and learning process***

4.1	<p><b>Completion of syllabus</b></p> <ul style="list-style-type: none"> <li>- Percentage of teachers facing problems in completion of syllabus: Nil</li> <li>- Problems faced in completion of syllabus (listing- in descending order): Not many. It is not a problem with the teachers due to the enhanced hours of transactional time.</li> </ul>						
4.2	<p><b>Teachers involvement in 'Other than School activities':</b></p> <p>Teachers are not presently deputed to do any work other than school activities.</p>						
4.3	<p><b>Classroom process and teacher effectiveness:</b></p> <ul style="list-style-type: none"> <li>- As per items of COS from 1 to 13: Percentage of 'to a great extent', 'some extent' and 'not at all'.</li> </ul> <table border="1" data-bbox="225 1048 1554 1137"> <thead> <tr> <th>To a great extent</th> <th>Some extent</th> <th>Not at all</th> </tr> </thead> <tbody> <tr> <td>58.46%</td> <td>23.26%</td> <td>10%</td> </tr> </tbody> </table> <p>-Write summary of findings about above classroom processes and teacher effectiveness:</p> <p>Nearly 59% of the teachers are effective to "a great extent", while around 23% of teachers effective to "some extent" and a 1% of teachers are "not at all" effective.</p> <p>-Try to triangulate findings with items number 5 and 14 of SMCs:</p> <p>Most of the teachers were excellent in their teaching performance. They use TLM in teaching learning processes. Children actively participated and enjoyed their classes.</p>	To a great extent	Some extent	Not at all	58.46%	23.26%	10%
To a great extent	Some extent	Not at all					
58.46%	23.26%	10%					
4.4	<p><b>School Perception and improvement in teaching learning process: (In percentage):</b></p> <p>100%. Innovative steps introduced to the teachers through Resource centers are adopted.</p>						
4.5	<p><b>Teachers initiatives for improving teaching learning process(In descending order):</b></p> <p>Innovative steps introduced to the teachers through Resource centers are adopted.</p>						
4.6	<p><b>Efforts of schools for making classroom inclusive:</b></p> <ul style="list-style-type: none"> <li>-well lit classrooms</li> <li>-support from specially trained teachers</li> <li>-comfortable seating arrangement etc.</li> </ul>						

## XXXIV. Learning assessment

- 5.1 -Describe the details of the CCE/ students report card.  
5.2 -Details of Learners' Achievement, class-wise and subject-wise for Classes I-V

Table (Bs)

- Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII:  
-Write the percentage of the highest and lowest groups of children for each class and subject.

### **I Standard:**

**Tamil:** 151 out of 229 are the highest group of children (boys-67, girls-84) come under **A** grade followed by 69 (boys-38, girls-31) children in **B** grade. The lowest group of children is 9 out 229 (boys-5, girls-4) come under **C** grade.

**English:** 142 out of 210 are the highest group of children (boys-66, girls-76) come under **A** grade followed by 142 (boys-31, girls-31) children in **B** grade. The lowest groups of children are 6 out 210 (boys-4, girls-2) come under **C** grade.

**Maths:** 158 out of 229 are the highest group of children (boys-72, girls-86) come under **A** grade followed by 66 (boys-36, girls-30) children in **B** grade. The lowest groups of children are 2 out 229 (boys-0, girls-2) come under **D** grade.

**EVS:** 150 out of 232 are the highest group of children (boys-68, girls-82) come under **A** grade followed by 81 (boys-42, girls-39) children in **B** grade. The lowest group of children is only one out of 232 (boys-0, girls-1) come under **C** grade.

### **II Standard:**

**Tamil:** 175 out of 267 are the highest group of children (boys-72, girls-103) come under **A** grade followed by 81 (boys-39, girls-42) children in **B** grade. The lowest group of children is 5 out 267 (boys-3, girls-2) come under **D** grade.

**English:** 121 out of 247 are the highest group of children (boys-59, girls-62) come under **B** grade followed by 111 (boys-41, girls-70) children in **A** grade. The lowest groups of children are 4 out 247 (boys-3, girls-1) come under **D** grade.

**Maths:** 173 out of 267 are the highest group of children (boys-77, girls-96) come under **A** grade followed by 87 (boys-36, girls-51) children in **B** grade. The lowest groups of children are 4 out 267 (boys-3, girls-1) come under **D** grade.

**Evs:** 160 out of 267 are the highest group of children (boys-66, girls-94) come under **A** grade followed by 93 (boys-43, girls-50) children in **B** grade. The lowest group of children are 4 out 267 (boys-3, girls-1) come under **D** grade.

**III Standard:**

**Tamil:** 185 out of 355 are the highest group of children (boys-106, girls-77) come under **A** grade followed by 153 (boys-13, girls-3) children in **B** grade. The lowest group of children is 1 out of 355(boys-1, girls-0) come under **D** grade.

**English:** 183 out of 341 are the highest group of children (boys-77, girls-106) come under **A** grade followed by 144 (boys-81, girls-63) children in **B** grade. The lowest groups of children are 2 out of 341(boys-1, girls-1) come under **D** grade.

**Maths:** 209 out of 355 are the highest group of children (boys-99, girls-110) come under **A** grade followed by 136 (boys-72, girls-64) children in **B** grade. The lowest groups of children are 1 out of 355(boys-1, girls-0) come under **D** grade.

**Science:** 180 out of 355 are the highest group of children (boys-83, girls-97) come under **A** grade followed by 160 (boys-85, girls-75) children in **B** grade. The lowest group of children is only one out of 355(boys-1, girls-0) come under **D** grade.

**Social:** 179 out of 343 are the highest group of children (boys-81, girls-98) come under **A** grade followed by 143 (boys-76, girls-67) children in **B** grade. The lowest group of children is only one out of 355 (boys-1, girls-0) come under **D** grade.

**IV Standard:**

**Tamil:** 203 out of 394 are the highest group of children (boys-98, girls-105) come under **B** grade followed by 128 (boys-64, girls-64) children in **A** grade. The lowest group of children is 9 out of 394(boys-2, girls-7) come under **D** grade.

**English:** 186 out of 394 are the highest group of children (boys-93, girls-93) come under **B** grade followed by 153 (boys-66, girls-87) children in **A** grade. The lowest group of children is 5 out of 394(boys-2, girls-3) come under **D** grade.

**Maths:** 186 out of 384 are the highest group of children (boys-88, girls-98) come under **B** grade followed by 153 (boys-69, girls-84) children in **A** grade. The lowest group of children is 1 out of 384(boys-1, girls-0) come under **D** grade.

**Science:** 214 out of 394 are the highest group of children (boys-103, girls-111) come under **B** grade followed by 129 (boys-62, girls-67) children in **A** grade. The lowest group of children is 3 out of 394(boys-2, girls-1) come under **D** grade.

**Social:** 197 out of 394 are the highest group of children (boys-96, girls-101) come under **B** grade followed by 160 (boys-79, girls-81) children in **A** grade. The lowest group of children is 1 out of 394(boys-1, girls-0) come under **D** grade.

**V Standard:**

**Tamil:** 215 out of 428 are the highest group of children (boys-120, girls-95) come under **B** grade followed by 147 (boys-46, girls-101) children in **A** grade. The lowest group of children is 2 out of 428(boys-0, girls-2) come under **D** grade.

**English:** 207 out of 428 are the highest group of children (boys-86, girls-121) come under A grade followed by 182 (boys-92, girls-90)children in B grade. The lowest group of children is 2 out 428(boys-1, girls-1) come under D grade.

**Maths:** 336 out of 428 are the highest group of children (boys-115, girls-121) come under B grade followed by 147 (boys-63, girls-84)children in A grade. The lowest group of children is 45 out 428(boys-26, girls-19) come under D grade.

**Science:** 216 out of 428 are the highest group of children (boys-109, girls-107) come under B grade followed by 162 (boys-66, girls-96)children in A grade. The lowest group of children is 1 out 428(boys-0, girls-1) come under D grade.

**Social:** 237 out of 428 are the highest group of children (boys-113, girls-124) come under B grade followed by 148 (boys-64, girls-84)children in A grade. The lowest group of children is 3 out 428(boys-1, girls-2) come under D grade.

### XXXV. Teacher Training

6.1	<p><b>In-service Teacher Training</b>          -Percentage of teachers received training during current session          -Duration of training</p> <p>Nearly 70 % of primary school teachers attended in-service training.</p>
6.2	<p><b>Induction Training for newly appointed teachers</b>          -Number of teachers attended          -Duration of training</p> <p>Data not available. Induction training was conducted by SSA for the newly recruited teachers for 20 days to 30 days previously.</p>
6.3	<p><b>Training of untrained teachers</b>          -Number of teachers attended training          -Duration of training</p> <p>Data not available</p>
6.4	<p><b>Training Needs</b>          -Identification of training needs (Percentage of Schools responding) : 100%          -Methods of identifying needs (in descending order):              On personal request              Through feedback forms          -Training conducted as per training needs: Not available</p>
6.5	<p><b>Teachers using training inputs in classrooms</b>          -Ways of using training inputs:              As trainings are imparted as per the need of the hour, they are directly incorporated in classroom atmosphere.          -Reasons for not using training inputs:</p>

	Simplified Activity Based Learning (SABL) is not taken up in full Suring as the academ year is almost reached the fag end.
6.6	<b>Suggestions for training programme</b> (in descending order) Exposure to new arena of learning like ICT and CBT are quite welcome with the teacher community.

### **XXXVI. Functioning of SMCs**

7.1	<b>Schools having SMCs</b> (Give percentage): 100%
7.2	<b>Training of SMCs</b> Percentage of SMCs given training about their roles and functions 100%
7.3	<b>School visits by SMC members</b> Reasons for visiting schools as per items (a) to (f) -percentages 57%
7.4	<b>SMC meetings</b> Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order): 2 meetings.  SMC meetings were organized for making them to understand real problem faced by the students, to organize awareness programs and making them to participate, to make them aware about the drop out children, to enroll more number of students, to inform students' progress, to encourage sports, etc.  suggestions given in SMC meetings: <ul style="list-style-type: none"> <li>• To improve and provide toilet facilities in some schools,</li> <li>• To provide diary and students identify card,</li> <li>• To organize programme and making them to participate,</li> <li>• To attend to minor repair works in school premises,</li> <li>• To enroll left out students and drop outs,</li> <li>• To increase enrollment of students, for repairing damaged compound walls and buildings,</li> <li>• To organize some functions, repairing audio systems, purchasing first aid box, cleaning school campus,</li> <li>• To elect members,</li> <li>• To increase sports activities,</li> <li>• To utilize the grants for maintaining and repairing the school,</li> <li>• To buy English kit for developing language skills etc.</li> </ul>
7.5	<b>School Development Plan</b> -Percentage of schools which developed School Development Plan: 100% -Percentage of schools where SMCs were involved in School Development Plan: 100%  16.66% of schools prepared school development plan for the next year. At present all the schools are preparing school development plan.

7.6	<p><b>Activities understanding SMCs</b> (in descending order):</p> <p>Ensuring smooth functioning of school, Collaborating with the school to organize school level function, Monitoring the utility of grants.</p>
	<p><b>Support to school by community:</b></p> <ul style="list-style-type: none"> <li>• Take part and giving suggestion to white washing the school premises as well as flooring the verandah of the school and to give protection to the safety of the school.</li> <li>• To participate in the progress of school and provide counseling also.</li> <li>• Providing sweets to students during Independence day and prizes for annual day function spending their own money.</li> <li>• Public address system was gifted by retired teachers to school,</li> <li>• SBI also donate fans, aqua guard for school children,</li> <li>• Cleaning the campus and play ground.</li> <li>• Community also donates notebooks, pen, pencil, tables and books for students during some important occasions.</li> </ul>

### **XXXVII. Perceptions of SMC about School Functioning**

8.1	<p><b>Discrimination of children by teachers</b> (if any, write forums discrimination):</p> <p>All the children were treated equally by the teachers except a few negligible teachers.</p>
8.2	<p><b>Students willingness to attend school</b></p> <p>All the students are willing to attend schools.</p>
8.3	<p><b>Children with special needs(CWSN)</b> Number of CWSN and their care: Not known. But 40% of the schools have CWSN.</p>
8.4	<p><b>Separate toilets for boys and girls</b> Percentage of SMCs opinion about existing of separate toilets for boys and girls and their adequacy</p> <p>SMCs opinion about existing separate toilets for boys and girls: 85%</p> <p>Adequacy : 75%</p>
8.5	<p><b>Safe drinking water</b> Percentage of SMCs opinion about availability of Safe drinking water in school is 95%</p>
8.6	<p><b>Receipt of text books by all children (percentage): 100%</b></p>
8.7	<p><b>Use of play materials and sports equipments used by children (percentage): 100%</b></p>
8.8	<p><b>Out of school children not enrolled in schools if any, : Nil</b></p>

8.9	<b>Incidence of physical punishment and mental harassment (if any): Nil</b> -Percentage of SMCs observed incidents; Not applicable -Details of incidents: Does not arise
8.10	<b>Improvements needed in School Functioning</b> (In descending order)  Adequate classroom needed. Special teachers required (Subject wise). Furniture required. Schools should have playground. Shift system of school should be changed. In some school accommodation is not quite suitable for children since it is very old class room. Building maintenance is needed at least once in three years. Adult education required.
<b>XXXVIII. <u>CRC and BRCC Support Structure : Preparedness and effectiveness</u></b>	
9.1	<b>Additional charge on CRCCs and BRCCs</b> -CRCCs and BRCCs holding additional posts: Nil -Difficulties faced due to additional charge: Not applicable.
9.2	<b>Training received by CRCCs:</b> -Not received training -Received training, but not beneficial. -Received training, it was beneficial : Yes
9.3	<b>Training received by BRCCs:</b> Previously it was in the hands of SSA. But this year only DIET took this role.
9.4	<b>Functions performed by CRCCs (in descending order):</b> They organize CRC meetings. Do the relevant data collection. Assist in budget preparation. Prepare Annual Reports. Monitor schools on various occasions.
9.5	<b>Functions performed by BRCCs (in descending order):</b> Monitor the schools. Conduct meetings. Act as resource person.
9.6	<b>Meetings of teachers conducted by CRCCs</b>  -Frequency of meetings (triangulate with teachers response at 26(a) : Every month regularly  -Participation of all teachers in meetings: Nil

	<p>-Reasons for not attending meetings (in descending order): Does not arise.</p> <p>-Activities/ tasks taking place in meetings (in descending order) : Academic support Sharing of teaching learning experience Grants managements. -Issues of discussion in meetings: Nil</p>												
9.7	<p><b>Training facilities in CRCs and BRCs</b></p> <p>-Space and facilities in CRCs and BRCs conducting training of teachers: 15 CRCs having enough space. -Facilities needed in CRCs: Enhanced resource rooms are also available for meeting.</p>												
9.8	<p><b>Schools receiving academic support from CRCCs</b></p> <p>-Percentage of schools receiving support from CRCCs; : 100% -Types of academic support received by teachers from CRCCs: Training and onsite support.</p>												
9.9	<p><b>Training conducted by BRCC</b></p> <p>Number of teachers trained and areas Number of other functionaries trained and areas</p> <p><b>Information about training programmes conducted during the current session:</b></p> <table border="1"> <thead> <tr> <th>Functionaries</th> <th>Number of training</th> <th>Areas/name of training</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>10</td> <td>CCE,SABL,I.Ed etc</td> </tr> <tr> <td>Head teachers</td> <td>03</td> <td>School management and administration</td> </tr> <tr> <td>NGO</td> <td>03</td> <td>Inclusive Education</td> </tr> </tbody> </table> <p>Difficulties faced by BRCC in conducting training: Getting teachers deputed for training by the controlling officers is a hurdle.</p>	Functionaries	Number of training	Areas/name of training	Teachers	10	CCE,SABL,I.Ed etc	Head teachers	03	School management and administration	NGO	03	Inclusive Education
Functionaries	Number of training	Areas/name of training											
Teachers	10	CCE,SABL,I.Ed etc											
Head teachers	03	School management and administration											
NGO	03	Inclusive Education											
9.10	<p><b>School visits by CRCCs and BRCCs</b></p> <p>-No. of Schools on average, visited per month by CRCC (Range) -12----- schools to ----- 13----- schools -No. of CRCCs providing onsite support to teacher: 40 -No. of schools visited per month by BRC during current session: Nil -No. of classrooms visited by BRCC in a month: 4 -Suggestions provided by BRCC to teachers (in descending order): Fair utility of TLM's can be done rather than placing it in the shelves.</p>												
9.11	<p><b>Teachers orientation about provisions of RTE Act</b> (No. of CRCs who oriented teachers about RTE): 44</p>												
9.12	<p><b>Classrooms observations by CRCCs</b></p> <p>-Percentage of CRCCs observed classes: -Average number of classrooms observed by CRCCs; range of classrooms observed, from .....9....to...10..... -Suggestions provided by CRCCs to teachers for improving teaching (with all suggestion phrases): Academic support Preparation of TLM Assisting/screening CWSN students.</p>												

	-Reasons for not observing classes (write all reasons): During this academic year only o DIET took charge for observing classes. Initially it was in the hands of SSA.
9.13	<b>CRCCs meetings conducted by BRCCs</b> -Frequency of meetings(a)(b)(c)(d): Every month regularly  -Important activities/tasks taking place in meetings of CRCCs conducted by BRCCs: Ensuring all intervention activities. Feedback of trainings held and received.
9.14	<b>Major achievements and problems in the implementation of RTE Act (List all in phrases)</b> -Achievements as perceived by CRCCs: Ensured admission throughout the year. Admission even without birth and transfer certificate. -Achievements as perceived by BRCC: Liberalized admission procedures. -Problems as perceived by CRCCs: Admitting Children with special needs in regular schools.  -Problems as perceived by BRCC: There was inadequate awareness among parents.

### ***XXXIX. Preparedness and effectiveness of DIETs***

10.1	<b>Academic support provided for SSA by DIET</b> Support provided, reasons if not provided (write official position) Only from January of 2013, it has started to conduct programs for SSA.
10.2	<b>DIET faculty as members in SSA Committees</b> Write names of committees, and Functions assigned to them: Nil
10.3	<b>Role of DIET in SSA Plan</b> Preparation of Annual Work Plan, approval of Annual Work Plan, Perspective Plan, etc.  No significant role is played by DIET till date.
10.4	<b>Participation of DIET in SSA activities</b> List activities  Recently in SABL training programme. DIET was involved few years back in framing the parameters of Q.M.P.
10.5	<b>Visit of DIET faculty to schools, CRCs and BRCs</b> (in current session in connection with SSA) -Frequency of visit - Never, sometimes, frequently) write numbers. : Only two time in primary schools -Purpose of visit (units details): collection of data in respect of Q.M.P. Observing classes handled by primary school teachers.
10.6	<b>Research Work</b> -Research work taken up by DIET on quality aspects (write topic and mechanism of sharing with SSA officials of District) -Use of research for systemic change No such research activities undertaken yet.

10.7	<b>Organisation of meetings by DIET with SSA officials</b> Details of meeting organised and reasons if not conducted The meetings were organized to discuss the procedure of conducting Quality Monitoring Programme and to conduct SABL training.															
10.8	<b>Support sought by SSA from DIET officials</b> Areas of support and reasons if support not sought The areas of support are training and monitoring.															
10.9	<b>Contribution of DIET in developing learning materials</b> -Details of developing textbooks, supplementary material, community mobilization material and TLM Text books are procured from Tamil Nadu Board.															
10.10	<b>Organisation of training for SSA by DIET</b> -Details of duration, number of trainees, content areas of training conducted for Primary and Upper primary teachers and Headmasters, CRCCs, SMCs and others <table border="1" data-bbox="215 846 1543 1057"> <thead> <tr> <th>Groups</th> <th>Title</th> <th>Duration</th> <th>No.of Trainees</th> <th>Content Areas</th> </tr> </thead> <tbody> <tr> <td>Primary Teachers</td> <td>1)Flawless writing of Tamil</td> <td>3 days</td> <td>114</td> <td>Knowledge</td> </tr> <tr> <td></td> <td>2) SABL.</td> <td>3days</td> <td>115</td> <td>Knowledge</td> </tr> </tbody> </table>	Groups	Title	Duration	No.of Trainees	Content Areas	Primary Teachers	1)Flawless writing of Tamil	3 days	114	Knowledge		2) SABL.	3days	115	Knowledge
Groups	Title	Duration	No.of Trainees	Content Areas												
Primary Teachers	1)Flawless writing of Tamil	3 days	114	Knowledge												
	2) SABL.	3days	115	Knowledge												
10.11.	<b>Perceived role of DIET in different provisions of RTE Act</b> As per the recommendations of RTE Act, DIET, renders training to the teachers, discharges duty as a resource center and monitors schools on specific issues.															
10.12.	<b>Role of DIET in improving quality of school education</b> Addressing the academic needs through trainings and by onsite support. Moreover DIET serves as a resource unit for Government and Aided schools of Puducherry.															

## **SECTION 4 : Conclusions and Recommendations**

### **CONCLUSIONS**

1. **Schools and Teachers' Position:** On an average there are about 14 schools per cluster, which can be easily managed. There is no shortage of teachers in Puducherry and schools in rural areas are overcrowded. So there is a need for rationalization of teachers.
2. **Enrolment and Attendance:** Around 16% of the students are not regular to classes. Girls seem to absent more than boys. There are routine interventions to improve students' attendance, such as free textbooks, notebooks, mid day meals, and co curricular activities. The state claims that there are no out of school children at all! There is a small number of 39 CWSN and almost all of them

receive proper care. All schools admit children throughout the year. However, there are a few problems faced during admission.

3. **Textbooks and TLM:** All children have received textbooks within one month. This delay is because; it has to depend upon Tamil Nadu Education Board. Some textbooks were also revised and all these added to the delay. All teachers have received teacher grants meant for TLM purposes, while 90% of them have utilized the same. A large majority of the teachers have used TLMs effectively.
4. **Teaching- Learning Process:** Teachers are not facing any problem in completing the syllabus. It is happy situation that teachers are not for any other activity other than teaching in schools. A large majority of teachers are effective to a great extent and the Mediocre and ineffective constitute around one thirds. Schools feel that there are improvements in teaching learning processes, through resource centers. Other than physical infrastructure, there does not seem to be any other efforts of schools in making classrooms inclusive.

#### **Level wise Recommendations:**

- **School Head Master/ Head Mistress**
  - Cases reported of unfair and partial treatment meted out by some teachers towards children should be handled sternly.
  - Ensure optimal utilization of TLM gramts provided to teachers.

#### **CRCC/BRCC**

- SMC members have expressed the need for adequate classrooms, furniture and playground; change in the present shift system of school functioning; proper maintenance of classrooms and school building. These issues need to be address by the BRCCs at the earliest.
- Provide for adequate orientation programs for parents and community regarding RTE and the case for inclusive education so as to ensure cooperation of them in this regard.

## **DIET**

- Provide for training in CCE, CBT and ICT, as teachers have felt the need for the same. All teachers have not been included in the SABL training thereby affecting the momentum of SABL in some schools. Therefore the DIET needs to ensure that all teachers are included accordingly.

## **SSA**

- Problems related to the production of appropriate and required information and certificates regarding admission and scholarship need to be addressed accordingly.
- The delay in procuring textbooks from the neighboring state of Tamil Nadu needs to be worked out with the Education Department of that state so as to enable timely distribution and use of the same by students of Puducherry.
- BRCCs have a problem in getting teachers to attend the training programs as the controlling officers do not depute them accordingly. This needs to be streamlined so as to ensure attendance of the needy teachers for the training programs.
- The expertise of the DIET faculties could be utilized for planning and research.

## **EXECUTIVE SUMMARY**

The present study attempted to understand how the quality Monitoring Tools used in Puducherry is serving the purpose it intended. The present executive summary intends to articulate the implications of the outcomes of the study to different stake holders.

The average number of schools per cluster are 22 (I-V), 6 (I-VIII) and in total it has 28 schools having 185 regular teachers from the collected sample of schools. Most of the children had above 80% of attendance (142 out of 169). Only 7 out of 169 students were between 60-79% and the remaining 7 were below 60%. It is a matter of satisfaction that

girls attend more than boys in the schools. Supplying free text books, notebooks, mid-day meals, Rajiv Gandhi Breakfast scheme and conduct of co-curricular activities are measures taken to ensure school attendance. There are no out of school children. There are 39 CWSN and they receive proper care and attention in the school. All the schools allow admissions throughout the year. All teachers received the TLM and Teacher Grants and the same is utilized for preparing subject specific materials for teaching learning process. Teachers complete syllabus in time due to the enhanced hours of transactional time. Teachers are not presently deputed to do any work other than school activities. The teaching-learning process was found conducive in that, teachers used TLM in the classroom and children actively participated in class. Efforts of schools for making classroom inclusive included the provision of support from specially trained teacher and comfortable classroom atmosphere. The achievement of the primary class children is mostly 'B' grade. Nearly 70% of primary school teachers received need based training during the current session and the induction training for newly appointed teachers was conducted by SSA.

All schools have SMCs and are all trained regarding roles and functions. About 57% of SMC members are frequently visiting the schools. All teachers attend and participate in SMC meetings. All schools have developed the school development plan. The SMCs ensure the smooth functioning of the school, participate in school functions and monitor optimal utilization of grants. The SMCs perceived that all children were treated fairly; children were eager to attend school; there was adequate provision of separate toilets for girls; all children received textbooks; out of school children and physical punishment was nil.

All schools received support from CRCCs. They visit about 10 - 13 schools and observed an average of 10 classes. Training and onsite support are the types of support received by teachers from CRCCs. Ten training programs were conducted during the current session, in the areas of CCE, SABL, school management and administration, inclusive education.

The training received by CRCCs was found beneficial. Earlier BRCCs received training from SSA directly but this year the DIET was engaged in this. CRC meetings are held regularly and they are actively engaged in relevant data collection; assist in budget preparation; prepare Annual Reports and monitor schools on various occasions. BRCCs were engaged in monitoring of the schools, conducting regular meetings and acting as resource persons. Liberalized admission procedures are the achievements as perceived by CRCCs and BRCC.

Since January 2013 DIET faculties have started to conduct programs for SSA such as the SABL training. Earlier the faculties were involved in framing the parameters of QMP and this year they have visited primary schools regarding the same. The meetings between the DIET and SSA have been only about Quality Monitoring Programs and the conduct of SABL trainings. As per the recommendations of RTE Act, DIET, renders training to the teachers, discharges duty as a resource center and monitors schools on specific issues. They also serve as a resource unit for government and aided schools of Puducherry.

### Standard 1

Subject	N	A Grade			B Grade			C Grade		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tamil	229	67	84	<b>151</b>	38	31	<b>69</b>	5	4	<b>9</b>
	<b>100%</b>	<b>29</b>	<b>37</b>	<b>66</b>	<b>16</b>	<b>14</b>	<b>30</b>	<b>2</b>	<b>2</b>	<b>4</b>
English	210	66	76	<b>142</b>	31	31	<b>62</b>	4	2	<b>6</b>
	<b>100%</b>	<b>32</b>	<b>36</b>	<b>68</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>2</b>	<b>1</b>	<b>3</b>
Maths	226	72	86	<b>158</b>	36	30	<b>66</b>	0	2	<b>2</b>
	<b>100%</b>	<b>32</b>	<b>38</b>	<b>70</b>	<b>16</b>	<b>13</b>	<b>29</b>	<b>0</b>	<b>1</b>	<b>1</b>

EVS	232	68	82	<b>150</b>	42	39	<b>81</b>	0	1	<b>1</b>
	100%	30	35	<b>65</b>	18	17	<b>35</b>	0	0	<b>0</b>

**Standard 2**

Subject	N	A Grade			B Grade			C Grade		
		Boys	Girls	<b>Total</b>	Boys	Girls	<b>Total</b>	Boys	Girls	<b>Total</b>
Tamil	261	72	103	<b>175</b>	39	42	<b>81</b>	3	2	<b>5</b>
	100%	28	39	<b>67</b>	15	16	<b>31</b>	1	1	<b>2</b>
English	236	59	62	<b>121</b>	41	70	<b>111</b>	3	1	<b>4</b>
	100%	25	26	<b>51</b>	17	30	<b>47</b>	2	0	<b>2</b>
Maths	264	77	96	<b>173</b>	36	51	<b>87</b>	3	1	<b>4</b>
	100%	30	36	<b>66</b>	14	19	<b>33</b>	1	0	<b>1</b>
EVS	257	66	94	<b>160</b>	43	50	<b>93</b>	3	1	<b>4</b>
	100%	26	37	<b>63</b>	17	19	<b>36</b>	1	0	<b>1</b>

**Standard 3**

Subject	N	A Grade			B Grade			C Grade		
		Boys	Girls	<b>Total</b>	Boys	Girls	<b>Total</b>	Boys	Girls	<b>Total</b>
Tamil	339	106	77	<b>183</b>	13	3	<b>153</b>	1	0	<b>1</b>
	100%	31	23	<b>54</b>	4	1	<b>45</b>	0	0	<b>0</b>
English	329	77	106	<b>183</b>	81	63	<b>144</b>	1	1	<b>2</b>
	100%	23	32	<b>56</b>	25	19	<b>44</b>	0	0	<b>1</b>

Maths	355	99	110	209	72	64	136	1	0	1
	100%	28	31	59	20	18	38	0	0	0
Science	355			180			160			1
	100%			51			45			0
Social	323	81	98	179	76	67	143	1	0	1
	100%	25	30	55	24	21	44	0	0	0

#### Standard 4

Subject	N	A Grade			B Grade			C Grade		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tamil	394	64	64	128	98	105	203	2	7	9
	100%	16	16	32	25	27	56	1	2	2
English	394	66	84	153	93	93	186	2	3	5
	100%	17	21	39	24	24	47	1	1	1
Maths	384	69	84	153	88	98	186	1	0	1
	100%	18	22	40	30	26	48	0	0	0
Science	394	62	67	129	103	111	214	2	1	3
	100%	16	17	33	26	28	54	1	0	1
Social	394	79	81	160	96	101	197	1	0	1
	100%	20	21	41	25	26	50	0	0	0

### Standard 5

Subject	N	A Grade			B Grade			C Grade		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tamil	428	46	101	147	120	95	215	0	2	2
	100%	11	24	34	28	22	50	0	1	1
English	428	86	121	207	92	90	182	1	1	2
	100%	20	28	48	21	21	43	0	0	1
Maths	428	63	84	147	115	121	336	26	19	45
	100%	15	20	34	27	28	79	6	4	11
Science	428	66	96	162	113	124	216	0	1	1
	100%	15	22	38	26	29	50	0	0	0
Social	428	64	84	148	113	124	237	1	2	3
	100%	15	20	35	26	29	55	0	1	1

# Quality Monitoring Programme in 100 Clusters of the Country

## State Report of Tamil Nadu

Prepared by

Dr. Kalpana Vengopal  
*State Coordinator of the study*

Regional Institute of Education, Mysore  
Manasagangotri  
2013

## **Section 1: Introduction**

### **State Profile of Tamil Nadu**

Lying in the southernmost part of the Indian Peninsula and bordered by Puducherry, Kerala, Karnataka and Andhra Pradesh, Tamil Nadu has its capital in Chennai. It is bound by the Eastern Ghats in the north, the Nilgiri, the Anamalai Hills and Palakkad on the west, Bay of Bengal in the east, Gulf of Mannar, Palk Strait in the south east and Indian Ocean in the south.

Tamil Nadu is the eleventh largest state in India by area and the seventh in terms of population. It is the fifth largest contributor to India's GDP and the most urbanised state in India. The state has the highest number (10.56%) of business enterprises in India, compared to the population share of about 6 %. It is one of the foremost states in the country in terms of overall development. It is home to many natural resources, grand Hindu temples of Dravidian architecture, hill stations, beach resorts, multi-religious pilgrimage sites and three UNESCO World Heritage Sites.

The structure of education in the state is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses.

### **Tamil Nadu Board of Secondary Education**

Tamil Nadu Board of Secondary Education, established in 1910, is under the purview of the Department of Education, Government of Tamil Nadu, and India. The Tamil Nadu State Board of School Examination evaluates students' progress by conducting two board examinations-one at the end of class 10 and the other at the end of class 12. The scores from the class 12 board examinations are used by universities to determine eligibility and as a cut-off for admissions into their programmes.

## **Medium of instruction**

Common:

- Tamil & English - are Common Medium Languages. Most private schools medium of instruction is English while the government run schools are primarily Tamil medium.

Peculiar Cases:

- The Kendriya Vidyalayas run by the central government have a dual medium of instruction - English and Hindi.

## **Accreditation**

All recognized schools belong to one of the following accreditation systems:

- Central Board of Secondary Education - for all years of study
- Tamil Nadu State Board - for all years of study
- Indian Certificate of Secondary Education - for all years of study
- Matriculation System for classes K - 10 and automatically rolled over to Tamil Nadu State Board for classes 11 and 12.
- Tamil Nadu Anglo-Indian School Leaving Certificate for classes K - 10 and automatically rolled over to Tamil Nadu State Board for classes 11 and 12.

Exceptions to the above rule include a few schools that follow the Montessori Method, International Baccalaureate or the American system.



## **Directorates**

The Minister of Education, who is a member of the state legislature, is in overall charge of education in the state. The following Directorates implement those education aspects which are under the control of the School Education Department. Directorate of Elementary Education

- State Project Directorate, District Primary Education Programme and SSA
- Directorate of School Education
- Directorate of Matriculation Schools
- Directorate of Government Examination
- Directorate of Teacher Education, Research and Training
- Directorate of Non-formal and Adult Education
- Directorate of Public Libraries
- Teachers Recruitment Board
- Tamil Nadu Text-book Corporation<sup>[4]</sup>

## **Government of Tamil Nadu's schemes**

Some of the schemes introduced by the Tamil Nadu government in school education are<sup>[5]</sup>

- Mid-day Meal Scheme
- Early Childhood Care and Education (ECCE)
- Girls education
- Computer education
- Integrated Education for the Disabled (IED)
- National Programme of Education for Girls at Elementary Level (NPEGEL)
- Kasturba Gandhi BallkaVidyalaya (KGBV)
- Educational satellite (EDUSAT)
- Distribution of free text books
- Distribution of free uniforms
- Distribution of free bus pass

## Section II : Objectives:

The objectives of the Quality Monitoring Programme are:

- (xiii) To study the status of quality interventions in schools.
- (xiv) To enable the functionaries at different levels (sub district and district) provide feedback for improvement of teaching and learning process.
- (xv) To Study preparedness and effectiveness of CRCs, BRCs and DIETs for quality monitoring programme.

(b) **Sample:** (for the State/UTs)

Kanchipuram District

(c) **Tools:**

The following tools were used in the study:

- 19. School Schedule (SS)
- 20. School Management Committee Schedule (SMCS)
- 21. CRC Schedule (CS)
- 22. Classroom Observation Schedule (COS)
- 23. BRC Schedule(BS)
- 24. DIET Schedule (DTS)

## Section 3: Findings

S No	Sections/Sub sections
	<i>XL. Schools and Teachers' Position</i>
1.1	<b>Schools' position</b> Average number of schools per cluster I-V 7 VI-VIII 4 I-VIII 2 Total 13
1.2	<b>Teachers' Position:</b> - Regular vs Temporary Teachers (percentage) - Shortage of teachers as per RTE norms (percentage)

Regular---Primary 65  
 Regular---Upper Primary 61  
 Temporary---Upper Primary 6  
 No shortage

**XLII. Enrolment and Attendance**

- 2.1 **Average attendance**  
 Schools with average attendance(percentage)  
 - All children (above 80%, between 60%-79%, below 60%)  
 - Girls (above 80%, between 60%-79%, below 60%)  
 - Boys (above 80%, between 60%-79%, below 60%)

	Above 80%	60-79%	Below 60%
All children	62	1	-
Boys	62	-	1
Girls	60	3	-

Comparison of boys and girls with regard to above  
 Average attendance of boys is higher compared to that of girls.

- 2.2 **Steps for improving students attendance:**  
 - Conducted awareness rally regarding quality education  
 - Counseling to parents and students  
 - Orientation to parents about RTE  
 - Exclusive school level monitoring

- 2.3 **Out of School Children: Enrolment and Special Training:**  
 - Number of out-of-school children enrolled on average per school (boys, girls, total)  
 - Details of centres where out-of-school childrens are undergoing special training in their own schools, other schools/centres, residential centres, any other  
 - Out-of-school children not enrolled in the locality.  
 -Not Applicable-

- 2.4 **Children with Special Needs:**  
 Number of Children with Special Needs in schools of the block and their care  
 34 special children, satisfactory care is given.

- 2.5 **Schools allowing admissions throughout the year(percentage)**  
 100%

- 2.6 **Problems faced during admission(In descending order)**  
 Parents are not able to produce relevant certificates during admission.

**XLIII. Textbooks and TLM**

- 3.1 **Textbook distribution:**  
 -Timely distribution (within one week, after one month) - 100%, within a week  
 -Reasons for late distribution (listing- in descending order )- NA  
 -Receiving textbooks by all children -100%

3.2	<p><b>TLM and Teacher grant:</b></p> <ul style="list-style-type: none"> <li>-Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper-Primary wise)</li> <li>-Use of teacher (TLM) grant</li> <li>Types of items purchased (listing in descending order)</li> <li>-Manner of use of items purchased (listing in descending order)</li> <li>(Triangulate use of TLM in class with item number 8 of COS - How it is used in classroom?)</li> </ul> <p>No Teacher Grants for TLM received so far; utilizing SSA-ABL amount for TLM.</p>
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***XLIII. Teaching and learning process***

4.1	<p><b>Completion of syllabus</b></p> <ul style="list-style-type: none"> <li>- Percentage of teachers facing problems in completion of syllabus</li> <li>- Problems faced in completion of syllabus (listing- in descending order)</li> </ul> <p>None</p>
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4.2	<p><b>Teachers involvement in 'Other than School activities':</b></p> <p><b>Showed no effectiveness</b></p> <p>Election duty and Census duty</p>
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4.3	<p><b>Classroom process and teacher effectiveness:</b></p> <ul style="list-style-type: none"> <li>- As per items of COS from 1 to 13: Percentage of 'to a great extent', 'some extent' and 'not at all'.</li> <li>-Write summary of findings about above classroom processes and teacher effectiveness</li> <li>-Try to triangulate findings with items number 5 and 14 of SMCs.</li> </ul>
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To a great extent	To some extent	Not at all
31%	61%	8%

To a great extent teachers are able to answer student queries, use the black board effectively, ask a variety of questions to encourage student participation, and manage the classroom satisfactorily.

To some extent children feel free to express their feelings and problems, teacher is able to assess student learning along with teaching and move on, encourage children to ask questions, teachers is able to conduct relevant class activities, use relevant TLMs, overall class room environment is conducive and teacher is effective.

In some cases teachers are not at all able to use relevant TLMs, answer the queries of teachers, share student experience and proceed with lesson and assess students' learning along with teaching and move ahead after ensuring that students have learnt.

4.4	<p><b>School Perception and improvement in teaching learning process: (In percentage)</b></p> <p>100%</p>
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4.5	<b>Teachers initiatives for improving teaching learning process (In descending order)</b> <ul style="list-style-type: none"> <li>- Use ICT</li> <li>- Use of suitable TLM</li> <li>- Employ group activities</li> <li>- Individual project work based on student interest</li> <li>- Word games in language</li> <li>- Reading practice for slow learners</li> <li>- Play way activities for CWSN</li> <li>- Reading practice for slow learners</li> <li>- Remedial teaching</li> </ul>
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4.6	<b>Efforts of schools for making classroom inclusive:</b> <ul style="list-style-type: none"> <li>- Special educators' services are used to educate these children</li> <li>- Use of innovative methods</li> <li>- Physical infrastructure is accordingly provided (ramps)</li> <li>- Special coaching given by subject teachers</li> <li>- Individual attention provided as far as possible</li> </ul>
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**XLIV. Learning assessment**

5.1	-Describe the details of the CCE/ students report card.
5.2	-Details of Learners' Achievement, class-wise and subject-wise for Classes I-V -Details of Learners' Achievements, class-wise and subject-wise for Classes VI-VIII -Write the percentage of the highest and lowest groups of children for each class and subject.  <i>Attachment enclosed</i>

**XLV. Teacher Training**

6.1	<b>In-service Teacher Training</b> -Percentage of teachers received training during current session -Duration of training  <table border="1" data-bbox="204 1563 1110 1686"> <thead> <tr> <th>Duration of training</th> <th>No of teachers (%)</th> </tr> </thead> <tbody> <tr> <td>One day</td> <td>100</td> </tr> <tr> <td>Two days</td> <td>100</td> </tr> </tbody> </table>	Duration of training	No of teachers (%)	One day	100	Two days	100
Duration of training	No of teachers (%)						
One day	100						
Two days	100						
6.2	<b>Induction Training for newly appointed teachers</b> -Number of teachers attended --NIL -Duration of training --NIL						
6.3	<b>Training of untrained teachers</b> -Number of teachers attended training --NIL -Duration of training -- NIL						

6.4	<p><b>Training Needs</b></p> <p>-Identification of training needs (Percentage of Schools responding) --100%</p> <p>-Methods of identifying needs (in descending order)</p> <ul style="list-style-type: none"> <li>- Teachers have communicated during class observation</li> <li>- Interaction with teachers and HM during school visit</li> <li>- Teachers themselves have expressed the need for training during casual meetings</li> </ul> <p>-Training conducted as per training needs --100%</p>
6.5	<p><b>Teachers using training inputs in classrooms</b></p> <p><b>-Ways of using training inputs</b></p> <ul style="list-style-type: none"> <li>- Preparing teaching aids</li> <li>- Conducting yoga classes</li> <li>- Ensuring health and hygiene</li> <li>- Employing subject specific techniques in teaching</li> <li>- Designing play-way activities</li> </ul> <p><b>-Reasons for not using training inputs</b></p> <p>Not Applicable</p>
6.6	<p><b>Suggestions for training programme (in descending order)</b></p> <p>Training required in New areas such as CCE and Inclusive Education.</p>
<b><u>XLVI. Functioning of SMCs</u></b>	
7.1	<b>Schools having SMCs --100%</b>
7.2	<p><b>Training of SMCs</b></p> <p>Percentage of SMCs given training about their roles and functions --100%</p>
7.3	<p><b>School visits by SMC members</b></p> <p>Reasons for visiting schools as per items (a) to (f) -percentages</p> <ul style="list-style-type: none"> <li>- To participate in SMC meetings 100%</li> <li>- To meet with teachers and HM 40%</li> <li>- In connection with own children studying there 60%</li> </ul>
7.4	<p><b>SMCmeetings</b></p> <p>Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order)</p> <p>Average no. of Meetings ---5</p> <p>Suggestions regarding –</p> <ul style="list-style-type: none"> <li>- Cleanliness of school</li> <li>- Strength of school to be increased</li> <li>- School discipline</li> </ul>
7.5	<p><b>School Development Plan</b></p> <p>-Percentage of schools which developed School Development Plan - 100%</p> <p>-Percentage of schools where SMCs were involved in School Development Plan --100%</p>

7.6	<b>Activities undertaken by SMCs</b> <ul style="list-style-type: none"> <li>- Ensuring quality education</li> <li>- Orientation regarding implementation of RTE</li> <li>- Monitoring of teacher attendance</li> <li>- Monitor school civil/construction works if any</li> <li>- Observe the functioning of the school</li> </ul>
	<b>Support to school by community</b> <ul style="list-style-type: none"> <li>- Participate in school functions</li> </ul>

**XLVII. *Perceptions of SMC about School Functioning***

8.1	<b>Discrimination of children by teachers</b> (if any, write firms discrimination) --NIL
8.2	<b>Students willingness to attend school</b> --100%
8.3	<b>Children with special needs (CWSN)</b> Number of CWSN and their care --34 students <ul style="list-style-type: none"> <li>- Special educators' services are used to educate these children</li> <li>- Use of innovative methods</li> <li>- Physical infrastructure is accordingly provided (ramps)</li> <li>- Special coaching given by subject teachers</li> <li>- Individual attention provided as far as possible</li> </ul>
8.4	<b>Separate toilets for boys and girls</b> Percentage of SMCs opinion about existing of separate toilets for boys and girls and their adequacy -100% provision of separate toilets and adequate
8.5	<b>Safe drinking water</b> Percentage of SMCs opining about availability of Safe drinking water in school --100% availability of safe drinking water
8.6	<b>Receipt of text books by all children</b> (percentage) --100% of the students have received text books
8.7	<b>Use of play materials and sports equipment used by children (percentage)</b> -100% use of play materials
8.8	<b>Out of school children not enrolled in schools if any,</b> --None
8.9	<b>Incidence of physical punishment and mental harassment (if any,</b> -Percentage of SMCs observed incidents; --None -Details of incidents --NA
8.10	<b>Improvements needed in School Functioning</b> (In descending order) <ul style="list-style-type: none"> <li>- Appointment of regular teachers</li> </ul>

	<ul style="list-style-type: none"> <li>- Increase student strength</li> <li>- Improve discipline in school</li> <li>- Provide for additional furniture, computers, AV aids</li> <li>- Construction of compound wall</li> <li>- Cleanliness of school surroundings</li> </ul>
<b><i>XLVIII. CRC and BRC Support Structure : Preparedness and effectiveness</i></b>	
9.1	<b>Additional charge on CRCCs and BRCCs</b> -CRCCs and BRCCs holding additional posts --None -Difficulties faced due to additional charge --NA
9.2	<b>Training received by CRCCs:</b> -Not received training- -Received training, but not beneficial. - -Received training, it was beneficial - 16
9.3	<b>Training received by BRCCs:</b> Received training and was beneficial
9.4	<b>Functions performed by CRCCs</b> (in descending order) <ul style="list-style-type: none"> <li>- Conducting meetings</li> <li>- Observing classes</li> <li>- Monitoring school</li> <li>- Visiting day care center</li> <li>- Providing suggestions for quality education</li> <li>- Counseling teachers and students when required</li> </ul>
9.5	<b>Functions performed by BRCCs</b> (in descending order) <ul style="list-style-type: none"> <li>- Conduct weekly review meetings</li> <li>- Special discussion with teachers of low performing schools</li> <li>- Meetings with Panchayat and HMs regarding out of school drop outs, if any</li> </ul>
9.6	<b>Meetings of teachers conducted by CRCCs</b>  -Frequency of meetings --3 meetings were conducted this semester, frequency depended on requirement- at least once a month.  -Participation of all teachers in meetings – all teachers attended meetings  -Reasons for not attending meetings -NA  -Activities/ tasks taking place in meetings (in descending order)--  -Issues of discussion in meetings - <ul style="list-style-type: none"> <li>- Ways to enhance the quality of education in schools</li> <li>- Discussion on the methodologies adopted for SABL,SALM,ALM</li> </ul>

	<ul style="list-style-type: none"> <li>- CCE</li> <li>- TLM preparation</li> <li>- Designing simple science experiments</li> <li>- Clarifications regarding content transactions of different subjects</li> </ul>								
9.7	<p><b>Training facilities in CRCs and BRCs</b></p> <p>-Space and facilities in CRCs and BRCs conducting training of teachers -3 CRCs have enough space</p> <p>-Facilities needed in CRCs – Require computers and LCD additionally</p>								
9.8	<p><b>Schools receiving academic support from CRCCs</b></p> <p>Percentage of schools receiving support from CRCCs; --100%</p> <p>Types of academic support received by teachers from CRCCs</p> <ul style="list-style-type: none"> <li>- Clarifications regarding CCE</li> <li>- Model classes in various subjects</li> <li>- Frequent visits to check quality of teaching</li> <li>- Participate in VEC and SMC meetings</li> <li>- Guidance to HMs regarding optimal utilisation of funds and grants</li> <li>- Inspection and reporting of civil works in schools , if any</li> </ul>								
9.9	<p><b>Training conducted by BRCC</b></p> <p>Number of teachers trained and areas</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">No of teachers trained</td> <td style="width: 50%;">Areas of training</td> </tr> <tr> <td>414 primary teachers</td> <td>SABL</td> </tr> <tr> <td>1024 Primary &amp; Upper Primary teachers</td> <td>RTE &amp; CCE</td> </tr> <tr> <td>600 Primary teachers</td> <td>Health &amp; Hygiene Simple science experiments</td> </tr> </table> <p>Number of other functionaries trained and areas - None</p> <p>Difficulties faced by BRCC in conducting training - Training programs are conducted during school working days thus affecting the academic work in schools.</p>	No of teachers trained	Areas of training	414 primary teachers	SABL	1024 Primary & Upper Primary teachers	RTE & CCE	600 Primary teachers	Health & Hygiene Simple science experiments
No of teachers trained	Areas of training								
414 primary teachers	SABL								
1024 Primary & Upper Primary teachers	RTE & CCE								
600 Primary teachers	Health & Hygiene Simple science experiments								
9.10	<p><b>School visits by CRCCs and BRCCs</b></p> <p>-No. of Schools on average, visited per month by CRCC --3 (Range) --10- schools to -12- schools</p> <p>-No. of CRCCs providing onsite support to teacher -- 3 (All)</p> <p>-No. of schools visited per month by BRC during current session --16</p> <p>-No. of classrooms visited by BRCC in a month --14</p> <p>-Suggestions provided by BRCC to teachers(in descending order)</p> <ul style="list-style-type: none"> <li>- to use training inputs beneficially</li> <li>- to use suitable teaching aids</li> <li>- teachers to avoid absenteeism</li> </ul>								

9.11	<p><b>Classrooms observations by CRCCs</b></p> <p>-Percentage of CRCCs observed classes -- No data given</p> <p>-Average number of classrooms observed by CRCCs; range of classrooms observed, from .....50.....to...60.....</p> <p>-Suggestions provided by CRCCs to teachers for improving teaching (with all suggestion in phrases)</p> <ul style="list-style-type: none"> <li>- Use TLMs effectively</li> <li>- Use ICT</li> <li>- Monitor student absenteeism</li> </ul> <p>-Reasons for not observing classes (write all reasons) --reasons not provided</p>
9.12	<p><b>CRCCs meetings conducted by BRCCs</b></p> <p>-Frequency of meetings(a)(b)(c)(d) -Every week regularly</p> <p>-Important activities/tasks taking place in meetings of CRCCs conducted by BRCCs</p> <ul style="list-style-type: none"> <li>- Discussion on issues related to quality education</li> <li>- Infrastructural needs in schools</li> <li>- Discuss the contribution of VEC and SMC members in the effective functioning of the school</li> <li>- Planning training programs and its effective implementation in schools</li> </ul>
9.13	<p><b>Teachers orientation about provisions of RTE Act</b> (No. of CRCs who oriented teachers about RTE) --3</p>
9.14	<p><b>Major achievements and problems in the implementation of RTE Act</b> (List all in phrases)</p> <p>-Achievements as perceived by CRCCs</p> <ul style="list-style-type: none"> <li>- All school-aged children in the Block are enrolled in schools</li> <li>- Child labor eradicated</li> <li>- Sufficient no. of teachers appointed</li> <li>- Improved student attendance</li> </ul> <p>-Achievements as perceived by BRCC</p> <ul style="list-style-type: none"> <li>- All schools have SMCs</li> </ul> <p>-Problems as perceived by CRCCs</p> <ul style="list-style-type: none"> <li>- Some parents were not cooperating in spite of orientation on RTE</li> <li>- Certain required documents are not furnished by parents during admission</li> <li>- Children are not able to cope with the appropriate age related concepts</li> </ul> <p>-Problems as perceived by BRCC -- none</p>
<p><b><u>XLIX. Preparedness and effectiveness of DIETs</u></b></p>	
10.1	<p><b>Academic support provided for SSA by DIET</b></p> <p>Support provided</p> <ul style="list-style-type: none"> <li>- Provide all training support for SSA</li> <li>- Training designs were prepared for BRTEs regarding SALM, RTE, CCE, SMC &amp; SDMC</li> </ul> <p>reasons if not provided (write official position) --NA</p>

10.2	<b>DIET faculty as members in SSA Committees</b> Write names of committees, and Functions assigned to them - yes, included in the District Level Committee
10.3	<b>Role of DIET in SSA Plan</b> Preparation of Annual Work Plan, <ul style="list-style-type: none"> <li>- This year the DIET participated in the planning meeting under the chairmanship of Collector. The approach lacked quality and was of a poor standard</li> </ul> Approval of Annual Work Plan -No Perspective Plan, etc. -No
10.4	<b>Participation of DIET in SSA activities</b> List activities <ul style="list-style-type: none"> <li>- Training BRTEs in RTE,CCE, SMC ,SDMC, Action Research and use of Computers</li> <li>- Participated in the TLM workshop</li> <li>- Monitored the Achievement survey test</li> <li>- Involved in the identification of 'Best School in Block'" with BRTE and AEEO</li> </ul>
10.5	<b>Visit of DIET faculty to schools, CRCs and BRCs</b> (in current session in connection with SSA) Frequency of visit - Never, sometimes, frequently) write numbers. - Frequently  -Purpose of visit (units details) Primary School <ul style="list-style-type: none"> <li>- Routine visits assigned to individual faculty ( Every faculty is assigned to take charge of one Block)</li> <li>- Provide guidance to teachers for a whole day</li> <li>- Random check for monitoring</li> </ul> Upper Primary School <ul style="list-style-type: none"> <li>- Routine visits assigned to individual faculty ( Every faculty is assigned to take charge of one Block)</li> <li>- Provide guidance to teachers for a whole day</li> <li>- Random check for monitoring</li> <li>- Thorough survey of each school was done in order to select the best school of the block</li> </ul> CRCs <ul style="list-style-type: none"> <li>- All DIET faculty have to attend the CRC meetings and help teachers understand the lacunae found in schools</li> </ul> BRCs <ul style="list-style-type: none"> <li>- During training programs conducted there</li> </ul>
10.6	<b>Research Work</b> -Research work taken up by DIET on quality aspects (write topic and mechanism of sharing with SSA officials of District) <ul style="list-style-type: none"> <li>- No research work carried out under SSA</li> <li>- Guided teachers in Action Research</li> <li>- DIET has conducted its own Action research in the schools</li> </ul> -Use of research for systemic change -Yes, Research findings were disseminated and shared in the CRC meeting.

10.7	<b>Organisation of meetings by DIET with SSA officials -Yes</b>  Details of meeting organized <ul style="list-style-type: none"> <li>- Involved in the Planning Meeting</li> <li>- Called for Training inputs regarding Life Skills and Health and reasons if not conducted -NA</li> </ul>				
10.8	<b>Support sought by SSA from DIET officials</b> Areas of support <ul style="list-style-type: none"> <li>- Training on Action Research</li> </ul> Reasons if support not sought -NA				
10.9	<b>Contribution of DIET in developing learning materials</b> Details of developing textbooks- DIET faculty are authors of all the Text books for classes I to XII  Supplementary material-DIET faculty are authors of all training modules designed by SSA  Community mobilization material - Preparation of VEC members training modules  TLM - Participated in the TLM workshop conducted by SSA				
10.10	<b>Organisation of training for SSA by DIET</b> -Details of duration, number of trainees, content areas of training conducted for Primary and Upper primary teachers and Headmasters, CRCCs, SMCs and others				
	Groups	Title	Duration	No of Trainees	Content Areas
Primary teachers	RTE, SALM, CCE,TLM workshops	1 day 2 days	More than 5000	Rules and regulations	
Upper Primary teachers	CCE	2 days	More than 4,800		
HMs	RTE	1 day	1615		
CRCCs	RTE,CCE FAQs, Sanitation, Inclusive Edn, Environmental Edn., Art & Craft	1 day	3732 3710 3887 3672		
BRCCs	RTE,CCE FAQs, Sanitation, Inclusive Edn, Environmental Edn., Art & Craft	1 day	122 120 118 122		
SMC members	SMC training	1 day	3794		
10.11.	<b>Perceived role of DIET in different provisions of RTE Act</b>				

	<b>RTE Provisions</b>	<b>Role of DIET</b>
	Enrollment	Monitoring and reviewing the census data
	Quality of teaching	Continuous assistance to teachers regarding use of appropriate teaching strategies
	Education of CWSN	Developing suitable modules and materials for classrooms
10.12.	<b>Role of DIET in improving quality of school education</b>	
	<ul style="list-style-type: none"> <li>- Continuous monitoring of Teaching- learning process in schools</li> <li>- Providing for Onsite support to teachers during school visits</li> <li>- Provide necessary inputs for training in various areas</li> </ul>	

## Section 4 : Conclusions and Recommendations

### CONCLUSIONS

- **Schools and Teachers' Position:**

- Schools position is comfortable as there are only around 6 schools per cluster on an average.
- There is no shortage of teachers.

- **Enrolment and Attendance:**

- 99% children have attendance above 80%.
- The average attendance of boys is higher than girls.
- Steps are taken to improve students' attendance include conducting awareness rally regarding quality education, counseling to parents and students, orientating parents about RTE and exclusive school level monitoring.
- There are no out of school children in this block.
- There are 34 special children and satisfactory care is given.
- All schools allow admissions throughout the year (100%).

- **Textbooks and TLM:**

- Text books are distributed within one week and all children have received them.
- No Teacher Grants for TLM received so far, they have been utilizing SSA-ABL amount for TLM.

- **Teaching- Learning Process:**
  - There are no problems in completing the syllabus.
  - Quality classroom is still an unfinished agenda.
  - To a great extent teachers are able to answer student queries, use the black board effectively, ask a variety of questions to encourage student participation, manage the classroom satisfactorily.
  - Teachers are able to conduct relevant class activities, use relevant TLMs, overall class room environment is conducive and teacher is effective.
  - The improvement in teaching learning process is 100%.
  - Teachers do take initiatives for improving teaching learning process.
  - There are efforts to make classroom inclusive.
- **Learning Assessment: (Given at the end)**
- **Teacher Training:**
  - Training for teachers was for duration of one day and two days and all teachers (100%) have received this training.
  - Training needs are identified in all cases and training programmes are conducted.
  - Teachers have been using training inputs in classrooms.
  - Teachers feel that they require training in new areas such as CCE and Inclusive Education.
- **Functioning of SMCs:**
  - All schools have SMCs.
  - All SMCs have received training about their roles and functions.
  - All SMC members visit the schools for SMC meetings.
  - On an average of 5 SMC meetings was organized in the last 6 months, and also offer suggestions for the improvement of the functioning of schools.
  - All schools have developed School Development Plan with the involvement of SMCs.
  - The SMCs have undertaken activities such as ensuring quality education, providing orientation regarding implementation of RTE, monitoring teacher attendance, monitoring school civil/construction works if any and observing the functioning of the school.
  - According to SMCs, there is no report of teachers discriminating against students.
  - Efforts of schools for making classroom inclusive include the use of special educators' services to educate these children, employ innovative methods,

providing suitable physical infrastructure (ramps), special coaching by subject teachers and provide individual attention as far as possible.

- All schools have adequate number of separate toilets for boys and girls, safe drinking water, and use of play materials.
- There are no out of school children in this block.
- There are no reports of incidences of punishment and mental harassment to children.
- **CRC and BRC structure: Preparedness and Effectiveness:**
  - The CRCCs and BRCCs do not hold any additional posts.
  - All CRCCs and BRCC have received training which is beneficial.
  - All the teachers attended the meetings conducted by the CRCCs;
  - The frequency of these meetings depend upon requirement.
  - The CRCs have enough space and require additional infrastructural facilities of computers and an LCD.
  - All schools receive support from the CRCCs.
  - The difficulty faced by BRCC in conducting training is that these training programs are conducted during school working days thus affecting the academic work in schools.
  - All the CRCCs provide on-site support to teachers.
  - The BRCC conducts meetings with the CRCCs every week regularly and the points of discussion are related to quality education, infrastructural needs in schools, the contribution of VEC and SMC members in the effective functioning of the school and about planning training programs and its effective implementation in schools.
- **Preparedness and Effectiveness of DIETs:**
  - The DIET provided support for all training programs of SSA and prepared training designs.
  - The DIET faculty is a member in the District Level Committee of SSA and involved in the preparation of Annual Work Plan and Budget.
  - DIET faculty has been visiting schools, CRCs and BRCs frequently.
  - All DIET faculty attend CRC meetings and help teachers understand the lacunae found in schools and they also attend the training programs conducted at BRC.
  - The DIET was not involved in any research work carried out under SSA but has guided teachers in Action Research and has conducted its own Action research.
  - The research findings were disseminated and shared in the CRC meeting.

- DIET faculty are authors of all the Text books for classes I to XII; authors of all training modules of supplementary materials designed by SSA; involved in the preparation of VEC members training modules for community mobilization and participated in the TLM workshop conducted by SSA.
- DIET conducts training programmes.
- DIET is providing continuous assistance to teachers regarding use of appropriate teaching strategies as a part of improving quality of teaching; developing suitable modules and materials for classrooms as a part of education for CWSN.
- DIET is involved in the continuous monitoring of teaching- learning process in schools in improving quality of school education.

### **Level wise Recommendations:**

#### **School Head Masters/ Head Mistress**

- The HMs of the schools could ask for better planning regarding, the involvement of minimum number of teachers and avoidance of engaging of all teachers from the same school, in election duty and census duty so as to keep the school activities going.
- In some cases teachers are not at all able to use relevant TLMs, answer the queries of teachers, share student experience and proceed with lesson and assess students' learning along with teaching and move ahead after ensuring that students have learnt. In this direction the HM can provide with necessary inputs or seek for training in this direction.

#### **CRCC & BRCC**

- There is a need to plan training of teachers on CCE and Inclusive Education and follow it after training to see its effect on ground.
- It would be good to get all SMCs to visit the schools more often.
- There is a need to take the suggestions of SMCs seriously which includes, appointment of regular teachers, increase in student strength, improvement in discipline in school, and providing additional furniture, computers, AV aids, construction of compound wall and cleanliness of school surroundings.
- The CRCs need to be strengthened with additional infrastructural facilities covering computers and an LCD.

## DIET

- DIET faculty should plan training programs during vacations and suitable period where classroom commitments are not compromised. .

## State:

- The community must be made to understand the requirements of admission of children under RTE clearly, as the are problems on ground now.
- The DIET faculty was not included in the PAB of SSA which addressed the approval of Annual Work Plan and Budget. The state SSA can think of involving them.
- The DIET faculty could be used for research activities under REMS productively.

## EXECUTIVE SUMMARY

The present study attempted to understand how the quality Monitoring Tools used in Tamil Nadu is serving the purpose it intended. The present executive summary intends to articulate the implications of the outcomes of the study to different stake holders.

**Implications for stakeholders:** Based on the above study, each of the findings is seen in terms of what it implies for different stake holders and presented as follows.

1. **Implications for Educational Planners and Administrators:** (a) Though, CRCs and BRCs have sufficient infrastructure facilities for organising training programmes, they lack needed number of computers and LCD projectors. If this is made available to them, they should be able to do the training programmes more effectively. Necessary provisions may be made. (b) The training programs that are planned and conducted during working days are interfering effective school functioning and classroom processes. Therefore, there is a need for the development of a suitable policy, such as that, attending training programmes do not interfere with the school and classroom processes. (c) DIET faculty can also be roped in to understand the process of SSA PAB at MHRD, New Delhi so that they can plan better if they witness and get the first hand experience of the PAB meetings.
2. **Implications for state functionaries:** (a) All DIETS must be strengthened to become reflective practitioners, who in turn must be able to prepare sub district functionaries to work towards systemic reforms by way of becoming reflective practitioners. (b) All DIETs must be trained sufficiently to train sub district level

functionaries on issues related to Continuous and Comprehensive Evaluation and Inclusive Education. (c) As a part of Research, Evaluation, Monitoring and Supervision (REMS) activities, DIETS must be involved in planning and undertaking educational researches. Therefore there is a need for developing capacities among all the DIETs about undertaking educational research. (d) DIET faculty involved in AWP and B can also be encouraged to witness SSA, PAB of MHRD.

3. **Implications for District functionaries:** (a) DIET must work towards developing capacities in BRCs and CRCs to train teachers to be reflective practitioners. (b) DIETs must be able to train the subdistrict level functionaries on issues related to CCE and inclusive education. (c) All the diets must assume responsibility for proposing research studies under REMS. Undertaking research must be a culture of all DIETs.
4. **Implications for block functionaries:** (a) BRCS must prepare CRCs to develop capacity among teachers to reflect upon its own practices in assuring quality education to all children. (b) There is an urgent need to train cluster and the school functionaries on issues related to CCE and inclusive education.
5. **Implications for cluster functionaries:** (a) CRCs must develop capacity among teachers to reflect upon its own practices in assuring quality education to all children. (b) All school teachers need to be trained on issues related to CCE and inclusive education.
6. **Implications for Head Masters:** (a) HMs need to encourage all teachers to reflect upon their own practices in assuring quality education to all children. (b) A serious attempt is to be made to take initiatives in understanding issues related to CCE and inclusive education and enable all teachers to practice them intrinsically.
7. **Implications for SMCs:** (a) SMC members need to be made more involved in all aspects of enhancing the effectiveness of the school.
8. **Implications for schools:** (a) Schools must reflect upon its own practices in assuring quality education to all children. (b) All teachers must show interest in understanding issues related to CCE and inclusive education.