Quality Monitoring Programme in 100 Clusters of the Country

State Report of Karnataka

Prepared by

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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 for different state studies. The present study is one of them prepared by Dr. T. V. Somashekhar. His efforts are appreciated. I hope that the present report serves the purpose for which it was prepared.

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. This is one of the six studies. 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. The encouragement and the professional support extended by Prof. C. G. Venkatesha Murthy is thankfully acknowledged. The whole activity was a learning activity. It is hoped that the present report serves the purpose for which it was prepared.

Dr. T. V. Somashekhar
Coordinator of the study

Section 1: Introduction

Karnātakā pronunciation (help info) (Kannada: ಕರ್ನಾಟಕ) (IPA: [kəɾnɑːʈəkɑː]) 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 km²), 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.

A map showing the 30 districts of Karnataka

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
	State Total	528.51	611.31	82.80	152.33	132.46	19.88

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

| Major Crops | Ragi, jowar, rice; sugarcane, coconut, groundnuts; coffee; cotton |

| Major Minerals | Gold (90% of India's production), iron ore, manganese, maganesite |

| Roads | Total length of roads: 1,22,489 kms |

| National Highways | 2,357 kms |

| State Highways | 28,311 kms |

| Major District roads | 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 deceive 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
	HEMMARAGALA	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
	I. Schools and Teachers' Position
1.1	**Schools' position** Average number of schools per cluster | 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%)

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.

Reflections: Boys' attendance is lesser than girls which need to be arrested by the district.

2.2	**Steps for improving students attendance:**
	• Interacting with parents regarding the irregularity of their wards
	• Peer visits to absented students' home to bring back their friends to school
	• Monitoring of irregular students by Head master frequently.

2.3	**Out of School Children: Enrolment and Special Training:**
	- Number of out-of-school children enrolled on average per school (boys, girls, total)
	In all 38 children with 25 boys and 13 girl students were enrolled in the school.
	- Details of centers where out-of-school children are undergoing special training (in their own schools, other schools/centers, residential centers, any other):
	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.
	- Out-of-school children not enrolled in the locality.
	None.

2.4	**Children with Special Needs:**
	Number of Children with Special Needs in schools of the block and their care
	Out of 4,651 students 82 (1.76%) of students were found to be CWSN, who required special care.

2.5	**Schools allowing admissions throughout the year** (percentage) All the schools allow admission throughout the year (**100%**).

2.6	**Problems faced during admission** (In descending order)
	   ➤ Matching the competency level of the learner with age appropriate admission
	   ➤ Not utilizing the school-based training by the learners
	   ➤ Teacher training regarding school-based training is less focused.

III. *Textbooks and TLM*

3.1	**Textbook distribution:** *-Timely distribution (within one week, after one month)* Within one week of opening of school for the academic year, the text books were distributed in all the schools (**100%**). *-Reasons for late distribution (listing- in descending order)* Since state government has introduced new text books for few classes, only some subject text books reached the school late. *-Receipt of textbooks by all children* All children have received the textbooks.
3.2	**TLM and Teacher grant:** *-Percentage and utilizing teacher grant of teachers receiving teacher grant (Primary, Upper Primary wise)* 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. *-Use of teacher (TLM) grant* : The usage of teacher grant is 100% Types of items purchased (listing in descending order) Charts Marker pens KG drawing sheets Models Color paints *-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?)* 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.

IV. *Teaching and learning process*

4.1	**Completion of syllabus** • 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.

	• The reasons for non completion of syllabus are - extra work allotted, training and interaction meetings scheduled on working days.

4.2	**Teachers involvement in 'Other than School activities':**
	
	As per the cluster report, the teachers are not involved in other than school activities but in academic activities Like …
	  ➤ Preparation of content material.
	  ➤ Co-curricular and cultural activities.
	  ➤ Tours and visits arranged by block and district level.
	  ➤ Social awareness and *'Jathas'* related to health and environmental issues.

4.3	**Classroom process and teacher effectiveness:** *- As per items of COS from 1 to 13: tabulated*

Observation :Record of Classroom Processes				
Sl N o	Aspects	To a Great Extent	To Some Extent	Not at All
1	Classroom environment is free from mental harassment/tension.	51	9	0
2	The teacher is conducting relevant activities during teaching.	23	33	4
3	Teacher encourages children to ask questions.	31	25	4
4	Children feel free to express their feelings and problems	28	31	1
5	Teacher gives answers to students' questions/queries gladly	38	20	2
6	Teacher is sharing students' experiences and developing lesson on the basis of their experience.	21	37	2
7	Blackboard is used properly by the teacher.	41	16	3
8	Relevant TLMs are used properly during teaching.	26	30	4
9	Teacher is asking variety of questions to encourage participation of all children.	27	30	3
10	Teacher is assessing students learning along with teaching and moving ahead after ensuring that students have learnt.	26	32	2
11	Overall classroom environment is conducive for learning.	35	23	2
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 FA₁ FA₂ SA₁ in first semester and FA₃,,FA₄ SA₂ in second semester. Overall the school subject and personality of students are assessed and recorded through observation/interaction and written tests. |

In SA₁ in first semester is complete and unit tests are conducted. Learners' achievement is given the following tables.

5.2

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

	1ˢᵗstd	2ⁿᵈstd	3ʳᵈstd	4ᵗʰstd	5ᵗʰstd	Total
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	
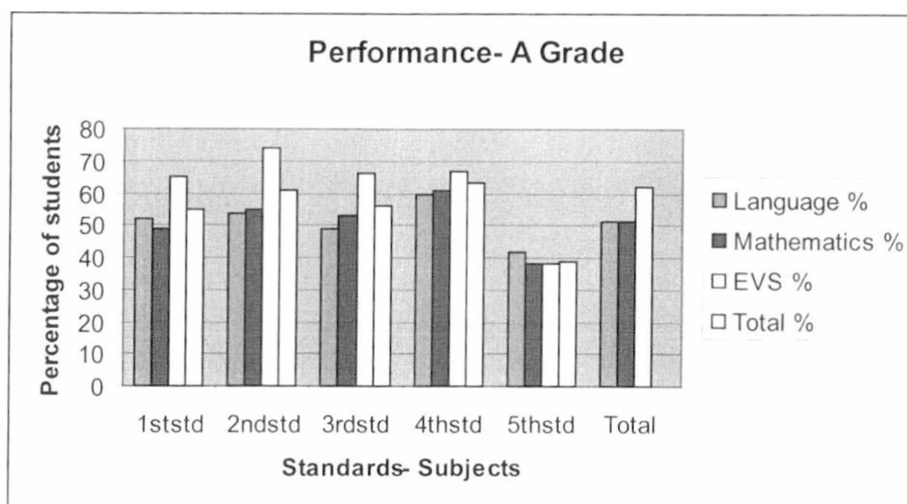
'A' grade holders in different classes are as follows. 55% of 1ˢᵗ standard, 61% of 2nd standard, 56% of 3ʳᵈ , 63% of 4ᵗʰ and 39% of 5ᵗʰ standard have secured A grade. In terms of numbers, relatively, more number of students is in 4ᵗʰ, followed by 2ⁿᵈ, 3ʳᵈ, 1ˢᵗ, and lastly the 5ᵗʰ standard students. There 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)

	1st std	2nd std	3rd std	4th std	5th 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	
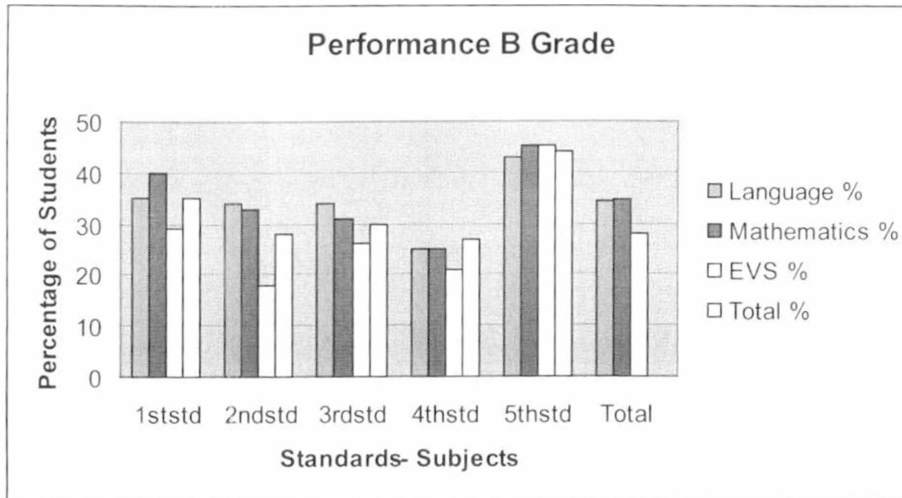
'B' grade holders in different classes are as follows. 35% of 1st standard, 28% of 2nd, 30% of 3rd, 27% of 4th and 44 % of 5th standard students have secured B grade. Relatively speaking there are more students in 5th standard followed by 1st, 3rd, 2nd and 4th standards. Among the B Graders, Mathematics 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)

	1st std	2nd std	3rd std	4th std	5th 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	

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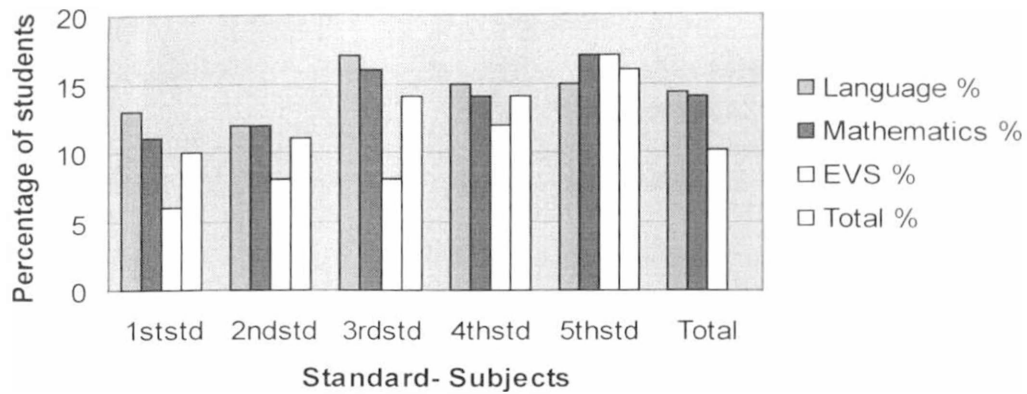
'C' grade holders in different classes are as follows. 10% of 1st standard students, 11% of 2nd, 14% of 3rd, 14% of 4th and 16% of 5th standard students have secured C grade. Relatively, there is more number of C grade holders in standard 5th, followed by 4th, 3rd, 2nd, and first standard students.

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 (V I-VII level)

	6th std	7th std	8th 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	

Performance- A grade UPS
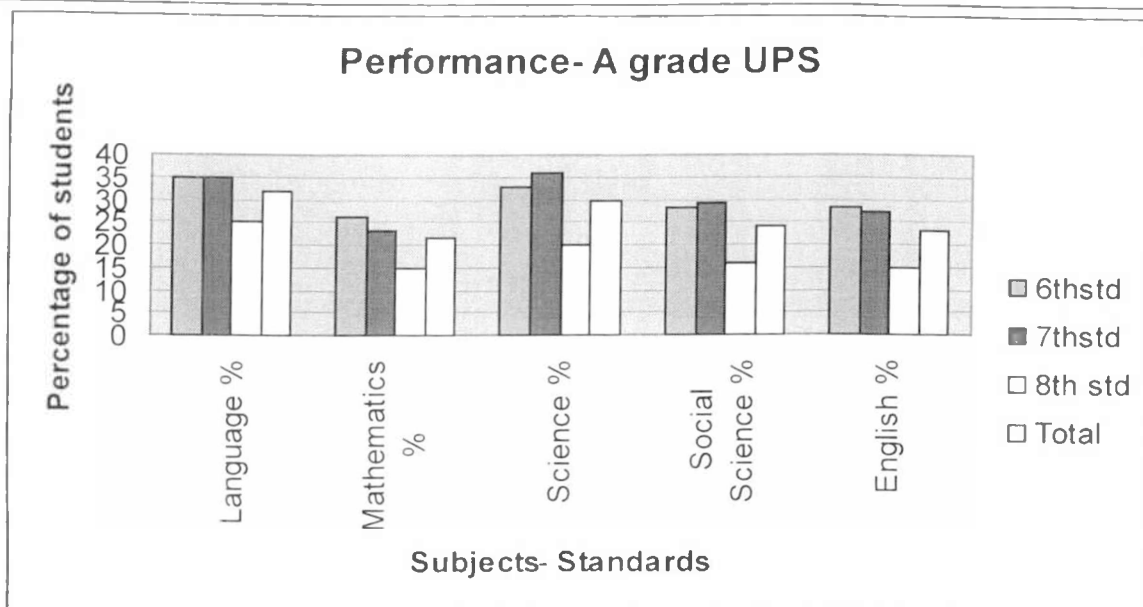
'A' grade holders in different classes are as follows. There are 30% each in 6th and 7th standards and 18% in 8th standard. As regards the preferences of 'A grade holders' in UPS, in different subjects, there are relatively more percentage of 'A grade holders' in language, followed by science, social 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 (V I-VII level)

	6th std	7th std	8th 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	

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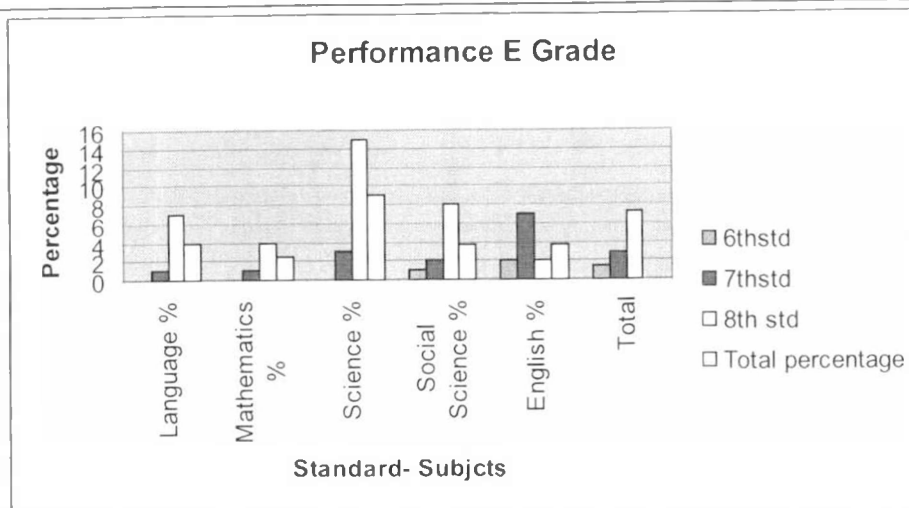
'Grade E' is secured more by 8th standard students followed by 7th and 6th standards. As regards different subjects, there are more students in science, followed by language, Social science, English, and least in mathematics.

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
		500		226	100	277	100	503	100
	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
		514		226	100	288	100	514	100
	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
		514		226	100	288	100	514	100

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

	Subject	Children	Grade	BOYS NO	BOYS %	GIRLS NO	GIRLS %	TOTAL NO	TOTAL %
		178	B	104	38	74	30	178	34
		62	C	28	10	34	14	62	12
		514		271	100	243	100	514	100
	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
		514		271	100	243	100	514	100
	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
		518		271	100	247	100	518	100

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

Class	Subject	Children	Grade	BOYS NO	BOYS %	GIRLS NO	GIRLS %	TOTAL NO	TOTAL %
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
		531		272	100	259	100	531	100
	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
		520		258	100	262	100	520	100
	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

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

Class	Subject	Children Assessed	Grade	BOYS NO	BOYS %	GIRLS NO	GIRLS %	TOTAL NO	TOTAL %
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
		515		263	100	252	100	515	100
	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
		535		276	100	259	100	535	100
	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 |
| | | | | 543 | | 281 | 100 | 262 | 100 | 543 | 100 |

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
		561		272	100	289	100	561	100
	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
		578		289	100	289	100	578	100
	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
		578		289	100	289	100	578	100

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	%
	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	
		632		326	100	306	100	632	100
	Maths	170	A	82	24	88	29	170	26
		245	B	125	37	120	39	245	38
6		129	C	74	21	55	18	129	20
		100	D	57	17	43	14	100	16
		1	E	1	1			1	
		645		339	100	306	100	645	100
	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
		634		328	100	306	100	634	100
6	Social science	174	A	77	23	97	34	174	28

		Children Assessed	Grade	BOYS NO	%	GIRLS NO	%	TOTAL NO	%
		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
		635		**329**	**100**	**306**	**100**	**635**	**100**
	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
		635		**334**	**100**	**301**	**100**	**635**	**100**

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
		653		**336**	**100**	**317**	**100**	653	**100**
	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
		670		**333**	**100**	**337**	**100**	670	**100**
	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
		650		**332**	**100**	**318**	**100**	650	**100**
	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
		671		**366**	**100**	**305**	**100**	671	**100**
	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 |
| | | 657 | | 333 | 100 | 324 | 100 | 657 | 100 |

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
		644		342	100	302	100	644	100
	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
		615		316	100	299	100	615	100
	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
		512		240	100	272	100	512	100
	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
		550		252	100	298	100	550	100
	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
		645		346	100	299	100	645	100

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

10 schools (33.33 %) participated in the identification of training needs. Rest of the schools indicated that they are unaware of the need assessment.

-**Methods of identifying needs (in descending order) are**
1. Need analysis by BRP/CRP at interaction meetings.
2. Survey of trainings, in training camps by coordinator.
3. Training designed by DSERT.

-**Training conducted as per training needs**
33% of school's training needs were addressed. While 67% of school's did not have any specific training needs.

6.5	**Teachers using training inputs in classrooms**
	-Ways of using training inputs are
	   ➤ Orientation about usage of new textbooks- "Rachana" for fifth and eighth standard helped them in transacting the curriculum efficiently in the classrooms.
	   ➤ Change in their attitude towards class room teaching-learning process,
	   ➤ Usage of TLM,
	   ➤ Better comprehension of CCE and recording the performance of the child using different assessment tools.

	-Reasons for not using training inputs Engaged in multiple activities simultaneously by the authorities. Less support and supervision by the BRPs and CRPs.	

6.6	**Suggestions for training programme**
	
	   ➢ Duration of the training programme must be reduced to school working hours.
	   ➢ The duration of training period must be reduced.
	   ➢ Trainings are to be conducted at cluster level
	   ➢ Provision to select the training programmes should be provided to concerned teachers
	
	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

		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.
7.4		**SMC meetings** **Average number of meetings organized in last six months with qualitative description and suggestions given in SMC meetings (in descending order)** 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:- ➤ Basic needs of the schools like- construction of compound walls, providing additional rooms ➤ Child tracking under OOSC strategies ➤ Monitoring of school functioning ➤ Enhancing parental awareness about absenteeism of their ward. ➤ Improvising the overall school performance ➤ Monitoring the MDM programme
7.5		**School Development Plan** **-Percentage of schools which developed School Development Plan**

Sl No	No of Schools	No of **Schools involved in SDP**	%
1	30	30	100

All the SMCs have developed their school development plan.

-Percentage of schools where SMCs were involved in School Development Plan

Sl No	No of Schools	No of **SMCs involved in SDP**	%
1	30	30	100

All the SMCs were involved in their schools' developmental plans.

7.6		**Activities undertaken by SMCs** (in descending order) ➤ Civil works ➤ Preparation of School development plan ➤ Appointment of guest teacher, cooks and helpers ➤ Administration activities like- declaring local holidays, celebrating state and national festivals, sanctioning work orders and issuing cheques.
		Support to school by community The support provided by the community to the school are- ➤ Donating furniture, and Almirahs, ➤ Collecting donations for school activities ➤ Gifting books to school library ➤ checking the absenteeism

	➤ Donating utensils like- plates, cups & mugs ➤ Sports materials ➤ Free note books ➤ Providing band sets to school ➤ Supervising the admission process *Reflections:* 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.
VIII.	**_Perceptions of SMC about School Functioning_**
8.1	**Discrimination of children by teachers** (if any, write forms of discrimination) All the SMCs perceive that there is **no discrimination** of children by teachers in their schools. There is no discrimination attitude among teachers.
.8.2	**Students willingness to attend school** In all the schools, there was **100% willingness** to attend the school by students.
8.3	**Children with special needs(CWSN)** **-Number of CWSN and their care** In 97% of schools have CWSN with them. The number of CWSN in all the school is 82. About 97% of SMCs agrees that, CWSN receive proper care and attention in the school.
8.4	**Separate toilets for boys and girls** **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.
8.5	**Safe drinking water** **100% of SMCs** opine that safe drinking water facility is available in school.
8.6	**Receipt of text books by all children** (percentage) **100% of receipt of text books** by all children in all the schools is reported.
8.7	**Use of play materials and sports equipments used by children** (percentage) 86% children use play materials and sports equipments, while 14% are not using them.
8.8	**Out of school children not enrolled in schools if any,** 86% of SMCs **do not have** any Out of school children in their areas, while **14% of SMCs** reported that, there are Out of school children in their areas.

8.9	Incidence of physical punishment and mental harassment (if any,
	None of the SMCs have noticed any incidence of physical punishments and mental harassment in their schools.
8.10	**Improvements needed in School Functioning**
	As per the SMCs view, following are areas in which improvement are needed in schools
	➤ Construction of compound walls
	➤ Improving the play ground
	➤ Providing laboratory equipments
	➤ Improving library facilities
	➤ Providing adequate sports equipments
	➤ Additional classrooms
	➤ Drinking water facility
	➤ Student support materials like- school bags, note books, work books
	➤ Improving kitchen rooms
	➤ Arch and gate for the school
	➤ CWSN toilets
	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 are 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	**Functions performed by CRCCs**

Following are the functions performed by CRCCs
- Conducting monthly interaction meetings
- Organizing cluster level training programmes
- Organizing cultural events at cluster level
- Providing on-site support services on their school visits.
- Organizing cluster level mela(fairs), exhibitions, sports meets.

9.5	**Functions performed by BRCCs**

Following are the **functions(relevant)** performed by BRCCs
- Organizing workshops and guiding BRPs/CRPs/HMs and teachers
- Undertaking the research studies as per DIET guidelines
- Providing academic support during the school visits
- Planning and supporting activities for preparation of annual work plan

Additional functions performed by BRCCs
- Collecting statistical data and forwarding it to higher authorities
- Conducting enquires against lower cadre functionaries.

9.6	**Meetings of teachers conducted by CRCCs**

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

The CRCCs conduct meetings of teachers every month and also "as and when required" basis, depending upon the agenda of the meeting.

-Participation of all teachers in meetings
All teachers take part in the cluster level meeting.

-Reasons for not attending meetings:
The reasons for not attending the meetings by the teachers are-
Leave or deputation, multiple programmes organized simultaneously by the department.

-Activities/ tasks taking place in meetings are
- Sharing new experiences
- Identifying difficult concepts and discussing them.
- Demonstration on class-room transaction related issues.

> ↗ Preparation of monthly and annual work plan for teachers.

Sl No	Issues of discussion in meetings	Percentage
1	Mostly administrative	0
2	Mostly academic.	0
3	Administrative and academic issues equally	100

All CRCCs reported that they discuss **Administrative and academic issues equally** in interaction meeting.

9.7	**Training facilities in CRCs and BRCs**

Training facilities in CRCs and BRCs

50 % of CRCCs and BRCCs 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-

> ↗ Training or seminar hall. (capacity 100 members)
> ↗ Toilet blocks
> ↗ Furniture
> ↗ Audio visual equipments like LCD projector, laptop, power boxes, screen.
> ↗ Science lab.

9.8

Schools receiving academic support from CRCCs

100 % of schools reported that they are receiving support from CRCCs; All the teachers received support from CRCCs.

Types of academic support received by teachers from CRCCs are

> ↗ Content based conceptual clarifications and discussions.
> ↗ Preparation of lesson notes.
> ↗ Preparation and usage of TLMs.
> ↗ Comprehending and reporting progress card.
> ↗ Setup *melas* and exhibitions at schools and clusters.

9.9

Training conducted by BRCC

Number of teachers trained and areas

Sl No	No of teachers	No of teachers get trained.	Percentage
1	175	157	89.71

157 teachers are trained and areas in which the training provided are

1. *Rachana* (Orientation about 5th std new text book)
2. *Rachana* (Orientation about 8th std new text book)
3. *Nali-kali* (Activity-based learning)
4. Teacher Development Plan-2 (Spoken English)
5. *Chinthana* (Local specific Training programme)
6. CCE
7. Value education

Number of other functionaries trained and areas

Sl No	No of CRCCs	No of teachers get trained.	Percentage
1	3	3	100

The training areas were

	1. TDP-2 (Spoken English) 2. Chinthana (Local specific Training programme) 3. CCE 4. Value education. **Difficulties faced by BRCC** in conducting training are 1. In-sufficient residential facilities. 2. Non availability of RPs due to overlapped programmes. 3. Non availability of seminar/training hall.
9.10	**School visits by CRCCs and BRCCs** -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 1. Usage of TLM according to the need of the unit. 2. Conduct of an activity in classroom. 3. Using questions and style of interaction during classroom transaction. 4. Ways of facilitating the learner while dealing with difficult concepts
9.11	**Teachers orientation about provisions of RTE Act** Percentage of CRCs who oriented teachers about RTE is **100%.**
9.12	**Classrooms observations by CRCCs** -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 ➢ Using questions and style of interaction during classroom transaction. ➢ Comprehension of difficult concepts in teaching learning process. ➢ Usage of TLM according to the need of the unit. ➢ Conduct of an activity in classroom. ➢ Maintaining CCE documents and child profile. ➢ Field visits -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 nor 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 *nali-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	Functions assigned
District implementation committee	Monitoring and supervisory.
DRAC	Giving advice and suggestions for research activities.
CWSN Committee	Giving advice and suggestions for inclusive education and implementing SSA interventions.
Chinnara Zilladarshan Committee	Approving educational tours. | DIET faculty monitor and supervise SSA activities being members of various committee as shown in the above table.
10.3	**Role of DIET in SSA Plan** **Preparation of Annual Work Plan** DIETs extended their support in identifying training needs. Identifying the themes under quality issues. Monitoring and advising SDPs. **Appraisal of Annual Work Plan,** 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. **Perspective Plan, etc.** 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.
10.4	**Participation of DIET in SSA activities** The List of activities are: 1. Research Studies 2. Organizing Trainings for MRPs at district level. 3. Follow up activities for Training implementation. 4. Organizing seminars. 5. Reviewing of new and existing textbooks. 6. Capacity building workshops for supervisory staff.

	7. Preparation of training modules. 8. Conducting exams for CRP/BRP/BRC selection. 9. Organizing training programme based on CCE/RTE/NCF2005 10. Organizing workshop on developing curriculum related materials..
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	1. Follow up Training implementation. 2. Evaluate learning achievement. 3. Interact with teachers to get feedback. 4. To study new programmes like *Shalegagi Navuneevu*,(an evaluation study) 5. To study *nail-kali* implementation.
2	Upper primary School	1. Follow up Training implementation. 2. Evaluate learning achievement. 3. Interact with teachers to get feedback. 4. To study new programmes like CALC
3	CRCs	1. To Study Monthly interaction meetings. 2. Evaluate readiness of cluster center. 3. Develop cluster as a resource centre.
4	BRCs	1. To Study Monthly interaction meetings and trainings. 2. Evaluate readiness of BRC as a resource center. 3. Develop BRC as a resource centre. 4. Follow up Training implementation. 5. Interact with BRPs/CRPs to get feedback

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 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.

	In current session the research undertaken are 1. An evaluation study on Action Research in primary schools in Mysore district. 2. QMT/DISE analysis. 3. A study on monthly interaction meetings. 4. A study on implementation and usage of CWSN facilities in Mysore district. 5. A survey on "*Spashtha vodu- shudha baraha*" (Clear Reading and Neat writing). -Use of research for systemic change are reported by DIET faculty members. • Regular meetings are arranged to address implementation problems. • Better Comprehension about monthly interaction is developed among BRPs and CRPs.				

10.7	**Organisation of meetings by DIET with SSA officials** DIET faculties organize meeting with SSA officials to - • Sharing their experience with regard to Training programmes • CCE • AWP& Budget. • Study on Quality Issues. • Resource support to implement SSA interventions like ICT/Inspire award.
10.8	**Support sought by SSA from DIET officials** Areas of support sought by SSA are • Training for RPs. • Implementing CCE • Preparation of AWP& Budget. • Resource support to implement SSA interventions like ICT/Inspire award.
10.9	**Contribution of DIET in developing learning materials** DIET developed textbooks, supplementary material, community mobilization material and TLM. 1 Review report on 1st std mathematics textbook, nail-*kali* published by the state. 2 Review report on 6th std new mathematics textbook published by the state. 3 *Janapada Aata.* (Collection of folk games) 4 Suggestions based on QMT analysis for Mysore district.
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	1 day	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	1 day	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	Leader ship development at school level
CRCCs	Teacher Development Programme-2 (Spoken English)	5 days	170	Spoken English Vocabulary and usage.
	Value Education	1 day	170	Values , Plugging values in text context.
	CCE	3 day	170	Subject area Recording and reporting CCE.
	Ashaya	5 days	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	*Nali-kali Samvada*	1 day	4081	*Nali-Kali.*

10.11.	**Perceived role of DIET in different provisions of RTE Act**

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.	**Role of DIET in improving quality of school education**

- Strengthening of supervisory body by conducting review meetings.
- School visits to see the implementation of interventions and to obtained feedback.
- Undertaking field based research activities.
- Enhancing quality education through block nodal officers by enhancing their monitoring and supervisory activities.

| | *Reflections:* 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.

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 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 SDMCs 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 apriority 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 apriority 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 it's 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 apriority as this is a serious issue.

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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 proving 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 them selves 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		29260906001 - GHPS DEBURU
2		29260906301 - GLPS BYALARU
3		29260906401 - GHPS KALLAHALLI
4		29260911701 - GHPS DEVEERAMMANA HALLI
5	GIRISHA H S CRP, DEBUR Cluster	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		29260912401 - GHPS HEMMRAGALA
2		29260912501 - GHPS MALLAHALLI
3		29260912701 - GHPS KUMARAHALLI
4		29260912801 - GHPS HEDATHALE
5	GANGADHAR D S CRP, HEMMRAGALA Cluster	29260912803 - GHPS MADARAHALLI
6		29260913001 - GLPS SHINGARIPURA
7		29260913101 - GLPS GONATHAGALA
8		29260913201 - GLPS BASAVATTIGE
9		**29260917701 - GLPS BHUJAGAIAHANA HUNDI**
10		29260925401 - GLPS SREENAGARA
1		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	VIRUPAKSHA CRP, HEDIYALA Cluster	**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