TRAINING PROGRAMME FOR TTI / DIET FACULTY ON MONITORING OF LEARNING ACHIEVEMENT IN TRIBAL SCHOOLS OF ANDHRA PRADESH

REPORT

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PREFACE

Despite more than half a century of Independence, India is struggling for freedom from various kinds of biases and imbalances such as rural/ urban, rich/poor, and differences on the basis of caste, religion, gender, etc. Education plays a significant role in minimizing and finally eliminating the differences. It is essential to respond to specific educational needs of learners from different sections of the society with special emphasis on the scheduled tribes. There is a need for integrating the socio-cultural, perspectives by showing concern for their linguistic specificities and pedagogic requirements. Implications of the multilingual and multi-cultural environment shall have to be taken care of through specifically devised methodology.

The present Training Programme is an attempt to improve the existing monitoring practices adopted in the tribal schools/sub-DIETs/Tribal Teacher Training Institutions of Andhra Pradesh.

Dr Malli Gandhi, Lecturer in History has taken up the training programme as a part of the PAC programme entitled "Training Programme for TTI/DIET faculty on Monitoring of Learning Achievement in Tribal Schools of Andhra Pradesh". Their unique experiences in the tribal sub-plan Mandals, School Complex Resource Centres, Mandal Complex Resource Centres, sub-DIETs and Monitoring cells in the tribal sub-plan areas of Paderu, Visakhapatnam and Utnoor, Adilabad districts of Andhra Pradesh reveal untold stories about the existing monitoring methods/practices in the tribal schools of Andhra Pradesh. They in turn make a strong case for catering to the special educational needs of the disadvantaged communities of Andhra Pradesh. I place on record my appreciation for his efforts.

G Ravindra
Principal

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Malli Gandhi
Project Coordinator

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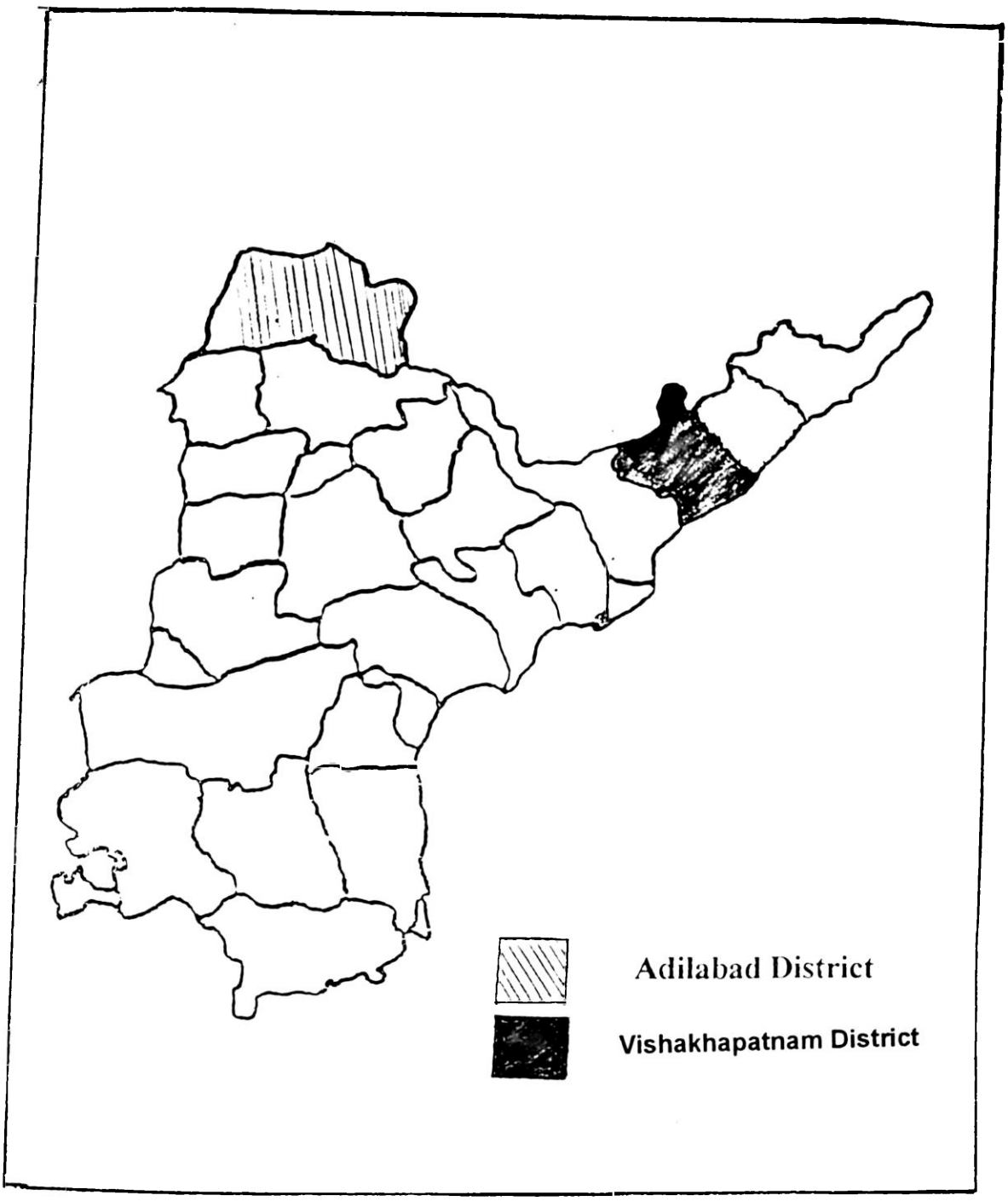
CHAPTER - I

INTRODUCTION : ACADEMIC MONITORING OF STUDENTS



ANDHRA PRADESH

CHAPTER – I

INTRODUCTION

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds. He cannot quicken them. Truth not only must inform but also must inspire. If the inspiration dies out and the information only accumulates then truth loses its infinity. The greater part of our learning in the schools has been a waste because, for most of our teachers, their subjects are like dead specimens of once living things with which they have learned acquaintance, but no communication of life and love".

- Rabindranath Tagore

ACADEMIC MONITORING OF STUDENTS

1.1 Why Education?

Modern educationists believe that every individual is endowed with certain innate abilities or potentialities and these are to be brought out to achieve a harmonious development. The purpose of education is to promote the development of abilities to enable exercising of such responsibilities in the society as his powers allow. Education has to make the individual physically strong, intellectually sound, emotionally stable, culturally fit and socially efficient. According to National Policy on Education 1986, Education has to produce a self-assured, more productive, more capable and more thinking type of citizens. It is not the imitator that is to be developed, but it is exploratory mind that is to be developed. Education has to promote productivity, achieve social and national integration, step up the process of modernization, and inculcate social, moral and spiritual values. This is what is expected of education.

In order to achieve these objectives suitable curriculum has been formulated and introduced at different levels of the education system. At the primary stage children are exposed to three academic subjects and five activity subjects. The academic subjects comprise of Language, Mathematics

and Environmental Studies (I-Social Studies and II-Science). The activity subjects consist of Health Education, Physical Education, Socially Useful Production Work, Creative Activities and Moral Education. From class III level, English is introduced and from Class VI Hindi is also introduced as Second Language. Secondary education begins to expose students to appreciate roles of science, the humanities and social sciences.

Language is a means of communication. Teaching of language should aim at developing the four skills of listening, speaking, reading and writing. Mathematics should be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically. Science education need to develop in the child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question and aesthetic sensibility. It should enable the learner to acquire problem solving and decision-making skills. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. The value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

The teacher who is the main dynamic force in the system of education needs to transact this curriculum by adopting appropriate strategy. Today there is a shift from Epistemic approach to Reconstructionist approach, from teacher centered and subject centered approach to that of child-centered approach. The present emphasis is on the adoption of child centered, activity oriented and competency based teaching-learning process. Student is the center of the education system. "The child is the starting point, the center and the end. His growth and his development is the ideal of education" felt John Dewey. His Excellency the President of India, Dr.A.P.J.Abdul Kalam, has stated "What is more important is that teachers should not transmit their frustration to their students, but should constantly try to upgrade their skills and encourage the children to think big". The child should be the focal point in the system of education. Here comes the role of academic monitoring.

1.2 What is Monitoring?

Monitoring is defined as a periodic review and surveillance by Management at every level of the implementation of an activity in order to ensure that the inputs, deliveries, work schedules, targeted outputs and other required actions are proceeding according to plan. It is a process of recording, collecting, processing, and disseminating information to assist project management decision-making. This is carried out to see

1. Whether various tasks are carried out according to schedule?
2. Whether projects results are likely to lead to the realization of project objectives?
3. Whether project objectives/targets/ execution need modification ?

Thus monitoring is a managerial function that begins with the start of a project and ends with the completion of the project, but it is a continuous process during the implementation of project. It is an essential tool for successful implementation of project. During the process of monitoring the shortfalls, deviations, and problems and causes for the same are identified so as to take appropriate remedial and corrective action.

1.3 What is Academic?

Today in school system, academics include both theoretical as well as non-theoretical aspects. It includes subjects not only for intellectual development but also other types of development. It includes curricular, co-curricular and extra-curricular activities. It is the sum total of all the educational experiences provided to the child by the school through instruction either within the four walls or outside the four walls.

1.4 What is Academic Monitoring?

Academic Monitoring is a periodic review of curricular, co-curricular and extra-curricular activities carried on in the school as scheduled/planned. It is a continuous process of knowing to what extent the objectives are realized, whether the objectives/targets/execution need any change. It

involves measuring, recording, collecting, processing and communicating information to assist the management relating to the teaching-learning process. To bring about certain desirable changes in the behaviour of the child either at the thought level, perception level or psychomotor level is the ultimate objectives of the teaching process. To what extent these are achieved should be known and necessary steps should be taken either to change the strategy or the objectives to be realized. Whether there is any problem with regard to the teaching or problems with regard to learning are to be known and suitable measures are to be taken.

1.4.1 What is Academic Monitoring of Students?

Monitoring involves three important issues (viz) knowing, Identifying, and Assisting. Knowing involves-knowing whether the student is progressing in learning the academic as well as non-academic activities organized in the school, whether the expected learning outcomes are achieved or not, whether the desired behavioural changes have taken place in the child as a result of instruction? Identifying involves-identifying the strengths and weaknesses of the student, the deficiencies, the interests and attitudes etc., Assisting involves-suggesting steps to make good the deficiencies, implementing the programmes to make good the weaknesses, taking up remedial instructional programmes, taking up individual care and attention, arranging for special coaching etc.

1.4.2 Who is responsible for Academic Monitoring of Students?

Since monitoring is a managerial function, all those who are involved in the project implementation should do monitoring. It is important to appreciate that monitoring is not an individuals' functions but it is a collective function. However to be more specific the responsibility needs to be taken by the following personnel. (1) Teacher in the school situation, (2) Prefect in the dormitory, (3) Parent at home, (4) Warden in the hostel and (5) Supervisor/ Administrator/Manager of the System.

1.4.3 How to collect information in Academic Monitoring?

Through the following programmes, information for providing academic monitoring of students may be collected. Through the observation of classroom teaching-learning process, student participation in the process, interviews/putting questions, observing and checking the written work, class work and home work, attendance registers, performance in Unit Tests and Terminal Tests, assignments, pupils products, progress cards, cumulative record cards, pupils diaries, library work, laboratory work, project work, through peers, group work, through teachers, through parents, participation in debates, discussion, quiz, programmes, celebrations, participation in co-curricular activities, review meetings and analysis of answer scripts of unit tests and terminal tests, etc.

1.4.4 What are to be identified?

After collecting the data for Academic Monitoring, the next step is identification of strengths, and weaknesses. Some students may be academically sound in some subjects and some others may not. In which areas they are sound and in which areas they are weak is to be identified.
Identify outstanding performance and identify deficiencies-in academic subjects, in activity subjects and personality traits.

1.4.5 How to provide Assistance?

After identifying the strengths and weaknesses the next step is to provide assistance. The following are the ways through which assistance can be provided.

1. Suggest more and higher type assignments to gifted or outstanding students to progress further.
2. Give multilevel assignments based on individual differences.
3. Arrange for special coaching in time.
4. Arrange for remedial teaching.
5. Meeting the school Officials/Parents/Wardens.
6. Discussions with School Education Committees.
7. Examination of progress cards.

Vigilant School Complex Resource persons in attention, Paderu, Visakhapatnam District.

8. Organization of activities like debates, discussions, quiz programmes.
9. Working out the questions given in unit tests and terminals.
10. Regular Laboratory and Library work.
11. Adoption of Primary Education Project Pedagogy.
12. Correction of scripts before students.
13. Regular habit of studying.
14. Frequent testing.
15. Arranging extension lectures.
16. Timely supply of text books, writing materials, clothing.
17. Timely release of scholarships.
18. Supply of Nutritious food
19. Health checkups
20. Frequent visits.
21. Organization of co-curricular activities more in number.
22. Updation of syllabus
23. Conduct of pre-final examination and correction of answer scripts before the students.
24. Working out the question papers of the last three years public examination and questions from question banks.
25. Adoption of students by staff.
26. Working out the exercises given at the end of the lessons in the textbooks.
27. By-hearting the materials given in the boxes in the textbook
28. Drawing science figures
29. Extra Drill
30. Map pointing in Social Studies.
31. Organization of supervised study programme.
32. Organization of Brains Trust
33. Training in letter writing and comprehension exercises
34. Emphasizing on co-operative learning.

1.4.6 What are the hints for Administrators in Academic Monitoring of Students?

The following are the hints for Administrators:

1. Maintain a register with names of students, their personal details and school details.
2. Record their academic progress during personal visits.
3. Interviews, discussions with teachers, progress cards, classroom visits, putting questions etc.
4. Suggest measures for making good the deficiencies noticed based on the visits, putting questions etc.
5. Follow up.
6. Visit at lest once a month the school and hostel and observe the academic progress of the students.
7. Have direct interaction with students.
8. Go through the school inspection reports
9. Hold review meetings
10. Maintain contacts with parents
11. Attend the review meetings organized by Education Department on academic issues.
12. Attend the Headmasters conference organized in the District either at the District level or Regional Level.

1.5 About the present training programme

Phase I : Planning and Preparation

- Discussions with State Administrative and Education authorities.
- Identification of Tribal Schools/SCERPs/Tribal Teachers/TTI/ DIET faculty.
- Data collection from Tribal Schools/Visit to Teacher Training Centres.
- Discussions with State functionaries for necessary action.

Phase II: Design and Development of the Training Package

- Discussion with State Education Experts, DIET faculty, SCERPs and Tribal Teachers on workable activities.
- Identification of Monitoring Areas.
- Draft preparation of Monitoring Package
- Refinement and finalisation of the Training Package

Phase III :Training Programme for TTI/DIET faculty, SCERPs and Headmasters and Tribal Teachers

- Discussions with State Education Authorities, SCERPs/Tribal Teachers on the implementation and validity.
- Interaction with Tribal Teachers/SCERPs on various areas identified and developed in this Training Package.
- Group Activities
- Guidance and Suggestions
- Handing over the Training Package for Field Testing

Phase IV: Monitoring the Effectiveness of the Training Programme

- Data collection from Tribal Teachers / SCERPs and DIET faculty abut the effectiveness of the training package.
- Implications of the Training Package and Training Programme.
- Follow up action.

A detailed analysis of the same has been discussed in Chapter III of the report.

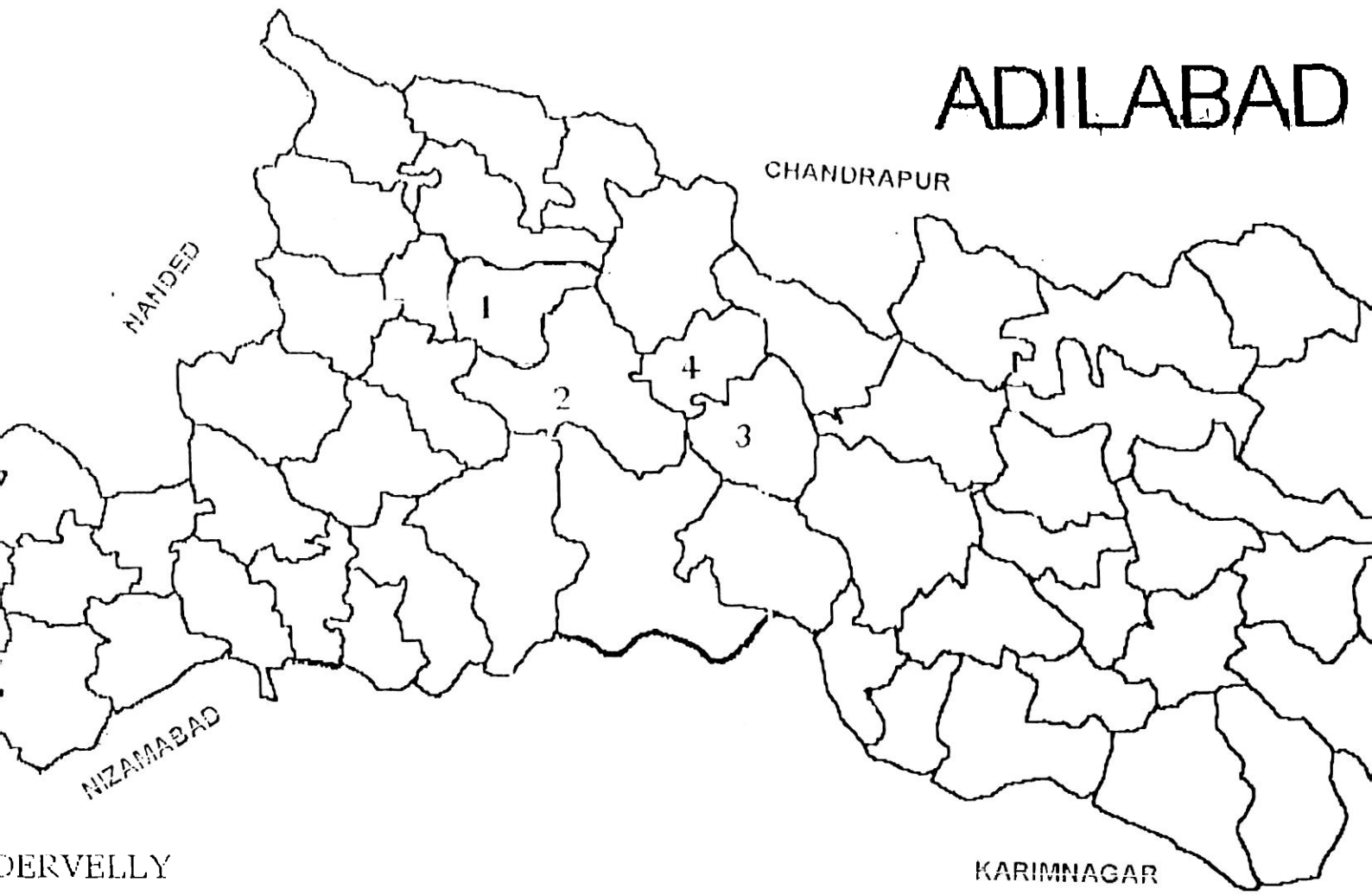
1.6 Review

Presently academic monitoring for school improvement and teacher appraisal are being done at primary stage of education. District Institute of Education and Training are entrusted with the Academic monitoring for school improvement and the Mandal Resource Persons with attendance monitoring. However, we need to have exhaustive academic monitoring.

CHAPTER - II

PROFILE OF ADILABAD AND VISAKHAPATNAM DISTRICTS

TRIBAL - SUB PLAN MANDALS



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CHAPTER – II

PROFILE OF ADILABAD AND VISAKHAPATNAM DISTRICTS

2.1 Physiography of Adilabad & Visakhapatnam Districts

A. Geography and Climate of Adilabad District

Adilabad district is the second largest district in Telangana region having an area of 16128 sq. kms. It is situated between 77°.46' and 80°.01'. Eastern longitudes and 18°.40' and 19°.56' of Northern latitudes. It is bounded by Yavathmal and Chandrapur districts of Maharashtra on the north. On the west the district is bounded by Nanded and in the east by Gadchiroli of Maharashtra. It is bounded by Karimnagar and Nizamabad Districts of Andhra Pradesh on the South. The district derived its name Adilabad from its headquarters town, which was named after Ali Adil Shah.

The District is situated on the Deccan Plateau. The Sahyadri (Sathnala) hill range, runs through the District from North West to South West corners of the district. (It ranges for 282 kms). Mahaboobghat is the highest peak of the range in the district. The district has rough terrain of hills and hillocks. Southern part is relatively plain. An important river that drains through the district is the river Godavari. The Penaganga, the Pranahitha are next to Godavari. The Kaddem, the Peddavagu are important tributaries of the Godavari. Besides these are some rivulets like Sathnala, Swarnawagu, Sudda Wagu and Vattiwagu.

The district has a geographical area of 16,210 Sq.kms /1,62,100 Hector of which cropped area is 6,22,000 Hectares. The net area sown is 5,88,000 hectares. The district is endowed with rich forest cover of 6,97,287 Hectares (43% of the geographical area of the District). Adilabad district is the 5th largest district in the state and ranks lowest in terms of population.

There are 1748 revenue villages out of which 1577 are inhabited and remaining 171 are uninhabited. There are 12 urban towns and the district is administered through 5 revenue divisions consisting of 52 revenue mandals. There are 52 mandal parishads, 866 Grama Panchayats and 7 municipalities. There are 9 Assembly constituencies and 1 Parliamentary Constituency.

Agriculture is the main occupation of the people. The total area of irrigation is only 11.5%. The main source of irrigation is canals and tanks. Irrigated area under canals of swarna, kaddem, Sathnala, Vattivagu and Sadharmatt of Khanapur accounts to 35%. The area of tanks is 28.3%. Hence agriculture largely depends on rainfall. The area of North East to South West is covered by hills and forest and less amenable for agriculture. These areas are mostly rabbi crop areas cultivated by the tribals. The main crops of rabbi season are Jawar, Oilseeds and Pulses. The western zone of the district has black soil. The farmers grow cotton and tuvvar (redgram).

Total length of Roads in the district is 8635 Kms. 925 villages are connected with approach roads. National highway No. 7 is passing through the district and its length is 110 Kms. There are some mandals, which are inaccessible during rainy season like Dahegaon, Bejjur, Bheemini, Vemanapalli, Kotapalli, Tanoor and Nennel. Certain other mandals such as Tiryani and Narnoor due to hills and forest. The facilities of communication and transport is very meager.

The district is enriched with natural resources of Coal, iron-ore, limestone and manganese. The coal fields are on the Eastern belt stretched from Asifabad to Chennoor. Iron ore is available in Kaddam, Luxettipet and Utnoor Mandals.

Nearly half of the district from North East to South West is situated on rocky earth crust less amenable for agriculture with poor facilities and with deep water table. Purchasing power of the people in this area is very less. The forest is also fast vanishing in spite of good efforts made by Government.

People have to live on little agriculture sources they have. Hence their primary concern is to earn livelihood. Their economy has been "Hand to Mouth". They have been treating education as a luxury. But after the ITDA functionaries have undertaken the education some changes have taken place.

The other part, from Sirpur Khagaznagar to Mancherial is endowed with rich mines of coal. The region has developed in some industries such as cement, paper, ceramics and tiles. Majority of population are paid labours and industry based workers. This part of the population are having considerable paying capacity with which many private schools are flourishing. The plane area, from Luxettipet to Sarangapur mandals, has fertile land. This is the only part having some irrigation facilities. The agriculture and live stock is relatively good when compared to other parts. Majority of beedi workers are in this area only.

B. Geography and Climate of Visakhapatnam District

The Vishakhapatnam District comprised of Three Revenue Divisions divided into 42 Mandals. The District consists of two natural division viz. the Agency and Plain areas. The Agency mainly consists of hilly regions covered by Eastern Ghats which run parallel to the coast. It stretches over a length of about 161 kms, in the District from North-East to South-West. It is situated between 17° 10' and 18° 25' of the Eastern Longitude. The Vishakhapatnam District is having a territorial jurisdiction of 11,167 Sq. Kms. It has a population of 37,89,823 (according to 1991 census). The Agency area consists of (11) Mandals in Paderu Revenue Division and (06) Mandals consisting of 45 villages in Tribal Sub-Plan area of Narsipatnam Division. Two clusters consisting in (2) Mandals i.e. V. Madugula and Devarapalli Mandals of which forms one in Narsipatnam Division and the other in Visakhapatnam District.

The Principal Hill tribes living in the Agency are Bhagatha, Kondadora, Khond, Kondakapu, Valmiki, Kammara, Gadaba, Kotias, Porja and Nookadora. They speak Telugu language. A few of them speak tribal dialects

like Gadaba and Kotiya, Oriya which is deciniya. The Bhagatha and Valmiki are more advanced in all walks of life than the other tribes.

The average height of the hills in the district ranges from 3000 to 3500 feet. There are several peaks having 4000 feet in height. The highest peak in the District is "Sankaram" which is about 5300 feet in height. The main river in the Agency is Machkund which is one of the Tributaries of the river Godavari. In the lower reach the river is called as Sileru. There are water falls in its course at Duduma (Orissa State) and at Sileru. The water falls are being harnessed for generating Electricity.

The climate in the Hill region is cool on account of elevation and of the green vegetation. The monsoon sets early in the Agency area. The winter also is severe in the Agency area with the minimum temperature touching as low as 3° centigrade. Half of the district area is covered by forests and a considerable portion of it is a reserve Forest. The area is rich in Forest produces. The important products are Teak, Maddi, Gugilam, Kamba and Vegisa. Bamboo which is found in abundance in the Forest area is mostly supplied to the paper mill at Rajahmundry. Tamarind, Ginger, Turmeric, Pippalimodi, Gantubarangi, Ranwalbia, Serpentime, Myrobalam, Add-leaf and Honey are the other significant items of Forest Produce collected in the Agency tracts of the District.

Agriculture is the main occupation of the Tribals. They cultivate both wet and dry crops. Their income is supplemented by the collection and sale of Minor Forest Produce. The MFPs as collected is being purchased by the Girijan Co-operative Corporation Limited, which is having monopoly right by paying fair price to the Tribals.

Many villages are not easily accessible. The Tribal Welfare Department and Panchayat Raj Departments are laying roads for interior villages besides some feeder roads. The development of roads in these hilly

tracts has greatly enabled the tribals to have frequent contacts with the plains people and improving their socio-economic conditions.

The D.B.K. Railway line passes through Ananthagiri and Araku Agency area carry iron ore from Madhya Pradesh to Visakhapatnam port. A passenger train is running from Visakhapatnam to Kirondol to cater to the needs of tribals of Ananthagiri and Araku and Dumbriguda Mandals. The following are the 11 Mandal Parishads in the Scheduled area of Visakhapatnam District. (1) Paderu, (2) Pedabayalu (3) Munchingiput (4) Ananthagiri (5) Arakuvalley (6) Hukumpeta (7)G.Madugula (8) Chintapalli (9) G.K.Veedhi (10) Koyyuru (11) Dumbriguda.

Araku valley is about 115 Km. From Visakhapatnam. The area of the valley is roughly 36 Sq.Kms. The altitude is between 600 and 900 meters. The entire area is inhabited by aboriginal tribes. The journey to Araku Valley on the Ghat road with thick forests on either side is interesting and thrilling. The Ananthagiri hills are famous for coffee plantation. Araku Valley has an exploratory-cum demonstration farm which is about 20 hectares in extent has a Government orchard and a Government silk farm with mulberry gardens. The tribal people abound here with their own folklore and traditions. This enhances the natural beauty of this valley. Dhimsa Dance is unique to the tribes of Araku, which is being organized during the nights of every Saturday and Sunday. The habitat museum reveals the entire tribal culture.

Borra caves is the natural formation in Eastern ghats. It is situated in Ananthagiri Mandal (at a distance of 100 Kms. from Visakhapatnam). The Dandakaranya Balengiri-Kirbur railway line passes through this village. There is a Railway station at "Borra Caves". These caves are popularly known as 'Borra Caves'. It has geological and Historical importance. Deep in the caves there is a Sivalingam on which the water drips from above. This is said to be the origin of the river Gosthani. The river gosthani flowing from these caves with natural roaring sounds is a beautiful sight. These caves were beautifully electrified and illuminated. Mica, Apatite, Valcite, Limestone, Red and

Yellow ochare, rock phosphate vermiculate, graphite quartz minerals are found in and around Borra Caves. Tyda, if is located about 75 Km. from Visakhapatnam on (Araku road). Tyda is being developed with camping facilities. It is a home for variety of wild mammals and avifauna. Tyda is ideal for viewing wild life and bird watching. Rock climbing, trekking and targeting with bow and arrows are some other attractions. Ananthagiri is situated on the way to Araku Valley. Ananthagiri is a tourist center enchanting beauty. Extensive coffee plantations, numerous waterfalls, and Tadimada waterfalls are very famous.

2.2 Historical Background of Adilabad & Visakhapatnam Districts

Historically, the Adilabad district is not a homogeneous unit. The parts of the district were ruled by different dynasties namely Mauryas, Kakatiyas, Bahamanies, Bansal Rajas of Nagpur, Gond Raja's of Sirpur and Chanda and Nizam Shahees.

The district derived its name from Adilabad, its headquarter town which was named after Ali Adil Shah, the ruler of Bijapur. Prior to 1905, the district consisted of Edlabad (Adilabad), Rajura, Sirpur and few Jagirs and was deemed as a sub-district. In 1905 it became a full-fledged district with the addition of Luxettipet and Chennur from Karimnagar district, Nirmal and Narsapur from Nizamabad district. During the period from 1905 to 1979 certain new taluks were added and some new taluks were created from among the existing. On 14th January 1987, the administrative units have been reorganized and mandal system was introduced. Now Adilabad district has 5 revenue divisions with 52 mandals and 12 Urban towns.

Paderu is situated about 110 Kms. from Visakhapatnam. Paderu is a valley with an altitude of over 900 meters above sea level. The entire Paderu is inhabited by scheduled tribes with different sects. It is surrounded by good number of hill streams. Rajendrapalem village lies about 48 Km. from Chintapalli. This is the place where Alluri Seetharamaraju organized his famous Pituri against the British administration. A tomb was erected here in

his honour. Lothugedda is situated at about 42 Kms. from Narsipatnam of Chintapalli Mandal. The village contains the ruins of 3 or 4 granite temples of Siva.

2.3 Scheduled Areas

A. Scheduled Areas in Adilabad District

The district has predominant population of Tribals spread over North East to South West. Important Tribes are Gonds, Koyas, Naikapode and Lambadas. As per 1991 census the percentage of ST populations of the total population is 17.04%. The majority of tribes are in part of hills and forest stretched from North East to South West region of the district. This part is approximately half of the district. The tribals rely on agriculture facilities. Their culture is distinct. They are not outgoing. They like peaceful atmosphere. In some aboriginal clans, the crime rate is astonishingly low. They are interested to conserve their heritage and follow their customs. The present education system is not attracting the children.

The DPEP presently is proposing for preparation of self-instructional material in their language to provide the teachers who are working in tribal area. In the coal belt of eastern zone, the people have migrated from many areas, having different backgrounds. So the living style differs from other areas. The other part from Luxettipet to Sarangapur is agriculture based. Nirmal town has been cultural center of Adilabad district. The toys which are made at Nirmal are famous, not only in the state, but also in the country.

Apart from Telugu, Marathi, Gondi, Lambadi languages are spoken in the district. Urdu and Hindi are spoken in urban areas. Adilabad district has been named as "Ideal District" for its development. There are potential resources for development but big takeoff is necessary. Presently this district is considered the least developed district with low literacy rate and low economic development rate.

The district is stretched about 300 Kms from Adilabad to Venampally. The transport facilities such as roads and railways are poor, except National Highway No.7. The seasons in Adilabad district are extreme. The temperature rises to 45 Degree Centigrade to 46 Degree Centigrade in summer. The average rainfall is 105 cms. The district Headquarter is located at extreme end of North West part which causes inconvenience for administration. The communication facilities are also meager and poor which multiplies the problems of district administration.

The Integrated Tribal Development Authority (ITDA) came into existence on 1-8-1975 with headquarter at Adilabad. The Headquarter was shifted to Utnoor in September 1979. ITDA extends over 45 mandals covering 412 Scheduled Villages, 234 Non Scheduled Villages (TSP) and 12 cluster villages in the district. The tribal sub-plan area comprises 646 villages covering an area of 6353 Sq. Km which works out to be 38.13% of total geographical area of the district.

The total population of the district is 20,82,000 out of which the tribal population is 3,55,000 as per 1991 census. The tribal population in the Tribal Sub-Plan area is 2,35,000 covering 47,304 households and the remaining 1,20,000 tribal population consisting of 23,507 households are residing outside the Tribal Sub-Plan area in the District. The Tribal Population works out to be 17.78% to the total population of the district.

Different groups of the Tribals i.e. Gonds, Naikpods, Kolams, Pardhans, Koyas, Manne, Andhs, thoties, Lambadas and Yerukalas are living in the district. The Kolams and Thoties are the most backward and poorest. They were classified as Primitive Tribal Group (PTG) for special attention.

Table-1

Sub-Tribal Population

(according to 1991 census in Adilabad District)

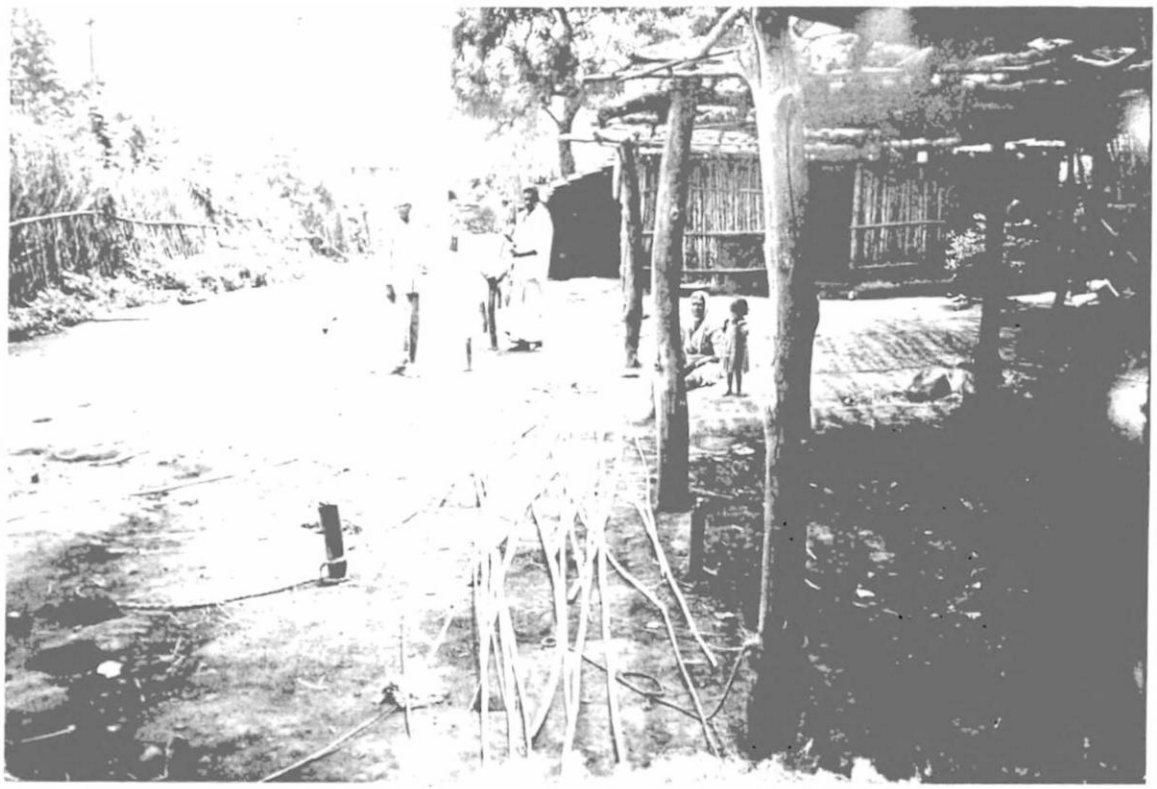
Sl.No.	Sub-Tribe	Population	Percentage
1.	Gonds	1,85,075	52.15
2.	Lambada	79,673	22.45
3.	Kolams	27,326	7.70
4.	Pardhans	17,922	5.05
5.	Manne	11,002	3.10
6.	Naikpods	3,727	1.05
7.	Thoties	1,597	0.45
8.	Yerukalas	1,243	0.35
9.	Koyas and others	20,761	5.85
	Total	**3,54,891**	**100.00**

B. Scheduled Areas of Visakhapatnam District

Agriculture is the predominant occupation of the tribal groups in Paderu. Agricultural crops such as Paddy, Maize, groundnut, rage, pulses, niger are grown up by the tribal population. The ITDA, Paderu is promoting Horticulture crops, such as Pineapple, Banana, Acidlime, Cashew, Mango, Pepper, Vegetables, Potato etc.

The suitable areas for coffee plantation in Andhra Pradesh is located in the agency tracts mostly in Visakhapatnam District. Coffee plants can be planted under shade of silver oak and this has been the traditional practice for last 3-4 decades in Padery agency area. Prior to introduction of coffee, the tribal families are used to do podu cultivation by raising Ragi, Sama, Niger crops on these lands.

To improve the quality of education, child centered activity based methodology is to be introduced at primary level. The joyful learning programme has been introduced and being implemented in all primary schools. The joyful learning programme envisaged and introduced in all 1900 primary schools functioning in ITDA, Paderu during 2002-03. The JLP kits have been supplied to all schools and the teachers have been imparted training in usage of JLP kit. As the number of schools has become very large,



An insight into a Tribal Hamlet in Paderu, Visakhapatnam Dist.

it has become very difficult for any single agency to plan, implement and monitor education related activities in the schools. Consequently all the schools were re-organised into 55 school complexes. A school complex is the basic unit for planning, implementation, monitoring and evaluation of any project activity. A school complex has a Mandal Resource Person to look after its day to day functioning. The jurisdiction of each of these complexesx was worked out in such a manner that on an average 30 to 35 schools are there in every complex. The Mandal Resource Person with the help of the teacher conducts the monthly training programmes at the school complex. The MRPs main job throughout the month is to go around the school and to provide academic support to the teachers. He visits one school per day and spends whole day with the teacher giving him academic support. He is not an Inspecting Officer but only a co-teacher who is better trained in the Joyful Learning Methodology. He will personally motivate the parents of those children dropped out of the school to join them back. Further he will act as a liaison between the teacher, school and the community and foster an atmosphere for all round development of the school. The MRPs are fully trained in a series of workshops conducted at ITDA level. The visit proforma to the schools was finalized by MRPs themselves. It has a set of questions of objective type which the progress of the school. Every month he attends a meeting at mandal level and another at project level. His work is reviewed here and the plan for the next month is chalked out. For the first time all the primary schools in the agency have been visited more than once over the past two months in an academic year. This has helped in breaking the feeling of isolation that existed amongst the single teacher institutions like GVVK and Alternative Schools.

Necessary support to the teachers has been provided through the Mandal Resource Persons for effective implementation of the programme. The implementation of the programme is being monitored closely at Project level through computerization of the data furnished by the MRPs every month. The systems of grading the schools according to its functioning have been developed. In this process, the poor performing schools have been identified

and efforts are being taken up for improvement. This programme is being implemented successfully in most of the primary schools particularly in Paderu mandal.

Table-2

Sub-Tribal Population

(according to 1991 census in Visakhaptatnam District)

Sl.No.	Sub-Tribe	Population
1.	Bhagatha	84179
2.	Kondadora	68710
3.	Khonds	36365
4.	Kondakapus	39365
5.	Valmiki	28505
6.	Kotia, Benthoriya	18700
7.	Kammara	18151
8.	Yendia, Yerukalas, Nookadoras	16740
9.	Gadaba	14463
10.	Others	21363
a)	Koya or Gundu	5970
b)	Porjas, Reddy doras	5700
c)	Manyadora	5063
d)	Malies	1934
e)	Naiks	1342
f)	Kondareddies	793
g)	Jatapus	183
h)	Kulia	169
i)	Savaras	134
j)	Chenchus	75

2.4 Profile of Selected Mandals

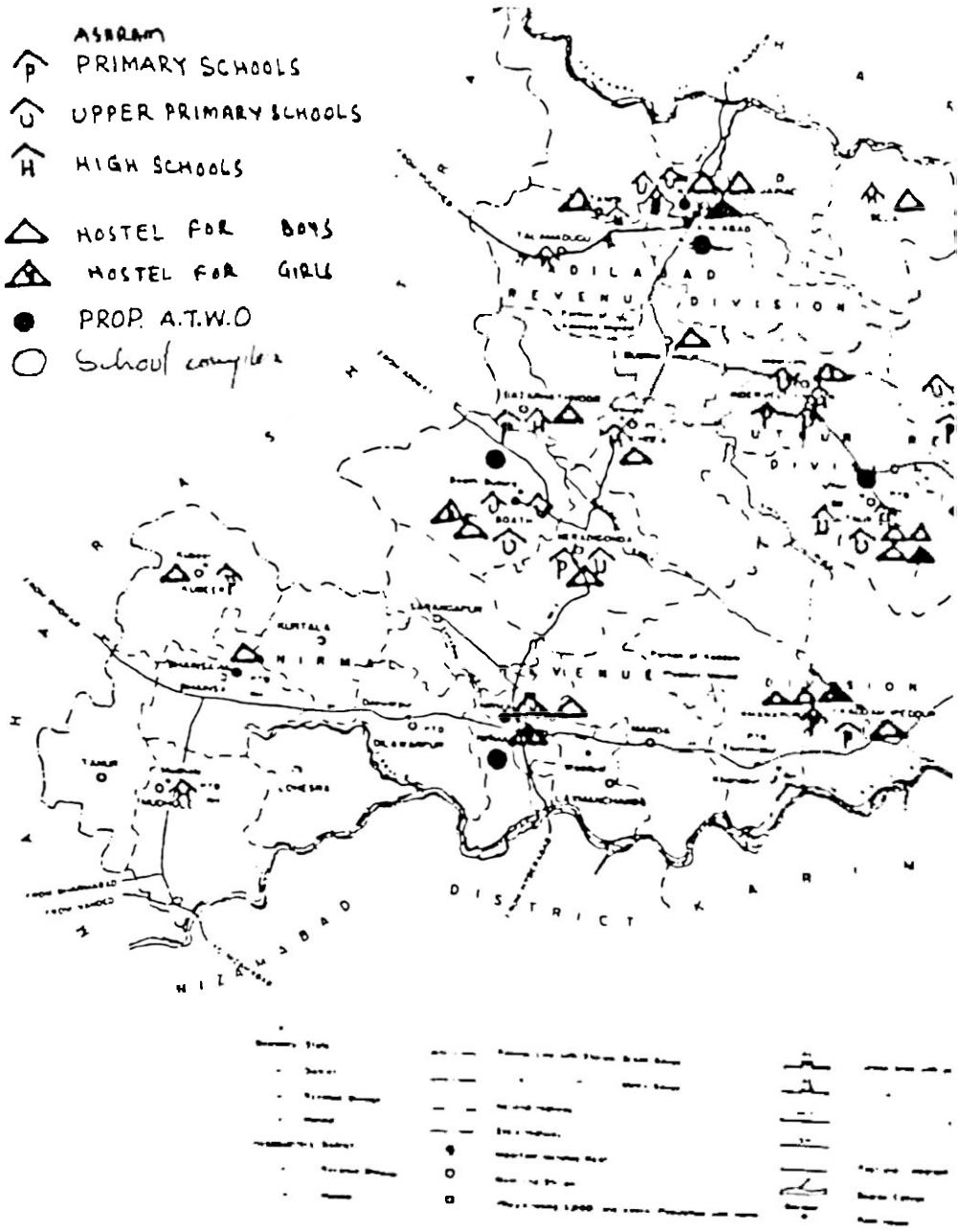
A. Adilabad District

The Integrated Tribal Development Authority, Utnoor, of Adilabad district has a tribal sub-plan area covering 646 villages spread over 44 Mandals. The major tribal groups in the area are Gond, Lambada, Kolam, Pardhan, Andh, Thoti, Koya, Chenchu and Bhils. Prior to 1974 very few single schools existed in the tribal areas. To facilitate expansion of educational facilities, the concept of Ashram Schools was accepted in 1974 and were established. In the year 1987-88, the Government of Andhra Pradesh declared Adilabad District as "Adarsha Jilla" and sanctioned 1000 Secondary Grade Teachers' posts with a view to develop education among

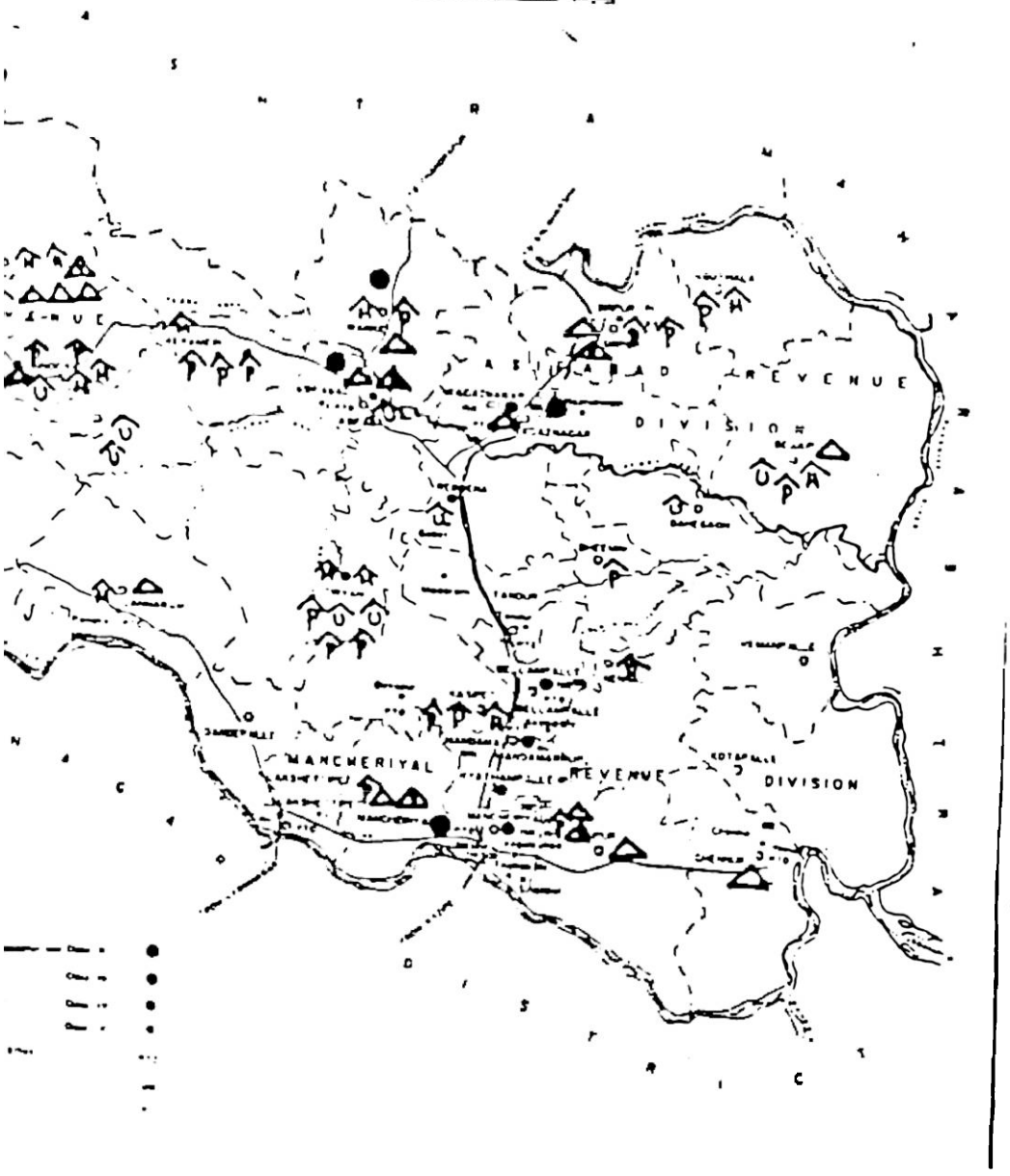
tribals. To provide opportunity to the locals, the Government issued instructions to appoint local tribal candidates duly relaxing minimum educational qualifications. Candidates who passed or failed SSC examination were taken into employment in the Gram Vidya Vikas Kendra (GVVKS) schools which provide instruction in classes I and II and were provided training in 10 DIETs of the State as an inservice training. There were as many as 299 school less tribal habitations in the district with more than 50 population. The children of these habitations had no access to education.

It was estimated that the school age children may be 49,700 in the age group 6-11 years (16,500 boys and 23,200 girls). The children enrolled were 35,895 (21,249 boys and 14,646 girls). The total percentage of enrolment was 72% (80 percent boys and 63 percent girls). Still large number of children are to be enrolled especially girls. Further the active enrolment of the pupils of ITDA Primary schools was worked out as 57 percent. In a survey, it was found that children drop out because of four main reasons (viz) grazing the cattle, agricultural labour, cooking at home, and looking after younger children. besides this, most of the area was covered by Gonds and the children were faced with the problem of language. Because of economic and social backwardness the people's participation in the educational programme was far from satisfactory.

Thus the educational scenario of ITDA, Utnoor was faced with the problem of access, attainment and participation (i.e.) lack of schools in some habitations, low standards of teaching-learning process and poor people participation in educational activities. It was hoped that the problems of attainment and participation can be tackled if educational process is made more interesting, more pleasurable and joyful to the pupils through culture specific co-curricular activities.


ASHRAM
PRIMARY SCHOOLS
UPPER PRIMARY SCHOOLS
HIGH SCHOOLS
HOSTEL FOR BOYS
HOSTEL FOR GIRLS
PROP. A.T.W.O
School complex
DISTRICT

ADILABAD DISTRICT



B. Visakhapatnam District

The 11 agency mandals of Paderu agency area are spread over 6000 square Kilometres, in 3574 habitations. The habitations of the tribal people are on the top of the hills, on hill slopes and the valleys. The agency areaas one covered with dense forests and hill streams. Access to the tribal villages is the major problem. The high rainfall of more than 1200 mm per year makes several habitations inaccessible. The Integrated Tribal Development Agency at Paderu was established in the year 1976 to plan, implement and monitor the developmental programmes assigned for the tribal population. The ITDA has taken up major steps towards educating the tribal children in the agency area. But the literacy levels remain abysmally low (at around 34%) still 50% of habitations are without schools and 5424 children in the school going are out of school. Even though the children are enrolled, retaining the tribal children in the school is a major problem.

There are 1708 educational institutions in Paderu agency. Apart from Government institutions, 279 alternate schools are functioning. The community supported schools have volunteers with no formal training. The ITDA is monitoring all these institutions. Some of the problems affecting the tribal schools are teacher absenteeism, lack of infrastructure facilities, poor quality of teachers and bilingual problems.

Over the past 20 years there has not been significant in the education in the agency area of Paderu. There are 50 Ashram High Schools, 18 Upper primary schools, 34 Primary schools and 668 Girijan Vidya Vikas Kendras (GVVKs) functioning today under the ITDA management of ITDA. Apart from these, there are 23 High Schools, 20 Upper primary schools, 929 Primary schools are functioning. In addition to these different institutions there are 279 community supported institutions (known as Alternate Schools). There are about 1987 institutions now functioning in the agency area of Paderu. However, the quality of education has not improved to the desired extent due to (1) Students do not have access to a school (2) The teaching and learning process is not attractive to ensure the attendance of the children (3) Bilingual

problem (for many tribal children, Telugu is an alien language (4) Poor infrastructure facilities in schools in terms of buildings, sanitation, material etc., (5) Lack of teaching and learning material (6) Lack of facilities for the teachers to stay in the village (7) Lack of effective supervision monitoring as the number of institutions to be supervised is unduly large (8) Lack of sufficient staff to handle the children (in certain high enrolment schools) (9) Lack of adequate training for the teachers (in the tribal context) and (10) Lack of community involvement in the school activities.

2.5 Educational background of Scheduled Tribe Children

A. Adilabad District

Prior to 1974 some fifty odd schools (Single teacher) were in vogue. They did not function properly for the obvious reason of non-residence of teachers in the school located villages due to lack of amenities in the villages for their stay. In some cases they complain of the non cooperation of villagers. In 1974 the concept of Ashram schools was accepted and these schools were established. Ashram Schools for primitive tribal groups were also established. Besides Ashram schools Primary Schools were established in the tribal habitations where there are a minimum of 20 children.

In the year 1987-88, after Allampally incident, the Government of Andhra Pradesh sanctioned 1000-SGBT posts with a view to develop education among tribals. The Government issued instructions to appoint local candidates duly relaxing the training qualification and minimum general education qualification as well. These 1000-SGT posts were utilized for the opening of 632 single teacher primary schools in school less habitations and the remaining 368 posts for strengthening of existing primary schools. The following are the total number of schools functioning under the administrative control of ITDA, Utnoor.

B. Visakhapatnam District

To improve quality, a child centered, activity based methodology is introduced at the Primary level. The Joyful programme has been introduced and being implemented in all primary schools functioning under control ITDA, Paderu. This programme has three major components. 1. Improving the quality of teaching learning process by introducing a kit developed by ITDA, Paderu with the assistance of Rishivalley Education Centre, madanapalli. 2. School beautification and 3. Supply of additional teaching and learning material.

The core of the programme is the intervention in the classroom by using the kit designed for class-1 & 2. This kit allows the children to learn at their own pace. It is completely activity based. The teacher only facilities the learning process of the child. The process of learning is broken down into a series of small steps, which are systematically arranged in a ladder. As the child does each activity it progresses from one step to another in the ladder. All the activities are directly related to the minimum levels of learning which are printed on each card. Further all children are grouped according to their abilities and there are lot of group based activities. For instance in Telugu of class-1 before the child learns the first alphabet it is put through a series of 10 different activities where the process of familarisation with that particular alphabet begins. The action rhymes which are taught or completely written by the teachers . Testing the student is in built in the system and the textbook is also a part of ladder. There is ample scope in display of the craft done by the children. Further the child is excited at seeing its progress from one step to the other along the ladder.

The Jojful learning programme envisaged and introduced in all 1900 primary schools functioning in ITDA, Paderu during 2002-03. The JLP kits have been supplied to all schools and the teachers have been imparted training in usage of JLP kit.

As the number of schools has become very large, it has become very difficult for any single agency to plan, implement and monitor education related activity in the schools. Consequently all the schools were re-organised into 55 school complexes. A school complex is the basic unit for planning, implementation, monitoring and evaluation of any project activity. A school complex has a Mandal Resoruce Person to look after its day to day functioning. The jurisdiction of each of these complexes was worked out in such a manner that on an average 30 to 35 schools are there in every complex. The Mandal Resource Person with the help of the strong teacher conducts the monthly training programme at the school complex. The MRPs main job through out the month is to go around the school and to provide academic support to the teachers. He visits one school per day and spends whole day with the teacher giving him academic support. He is not an Inspecting Officer but only a co-teacher who is better trained in the Joyful Learning Methodology. He will personally motivate the parents of these children dropped out of the school to join them back. Further he will act a s liaison between the teacher, school and the community and foster an atmosphere for all around development of the school. The MRPs are fully trained in a series of workshops conducted at ITDA level. The visit proforma to the schools was finalized by MRPs themselves. It has a set of questions of objective type which the progress of the school in the Joyful learning methodology can be assessed. Every month he attends a meeting at mandal level another at project level. His work is reviewed here and the plan for the next month is chalked out. For the first time all the primary schools in the agency have been visited more than once over the past two months in this academic year. This has helped in breaking the feeling of isolation that existed amongst the single teacher institutions like GVVK and Alternative Schools.

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The systems of grading the schools according to its functioning have been developed. In this process, the poor performing schools have been identified and efforts are being taken up for improvement. This programme is being implemented successfully in most of the primary schools particularly in Paderu mandal.

2.6 Cultural Aspects of Scheduled Tribes

A. Adilabad District

Pandit Jawaharlal Nehru said, "The tribals may be allowed to develop on their own genius and we should not impose anything on them". The tribal people in Adilabad district of Andhra Pradesh have a distinct element in the cultural pattern. The Gonds of Adilabad district of Andhra Pradesh call themselves as Raj Gonds as they were once the ruling class in some parts of Central India. Marriage in Gondi is known as 'Marming'. An unmarried man or woman cannot be considered as full-fledged member among Gond Tribal Community. Women are very industrious among the Gonds. She plays a significant role in socio-economic and religious activities. Gonds believe that their supreme deity 'Persapen' blesses them with children. Gonds possess innumerable Gods and Goddesses. Important ceremonies are observed in the months of April-May (Bhawe) and December –January (pus) in the honour of Persapen. Dandari is a robust dance performed by the Gondi families. They worship a village deity called Akipen. They have the musical instruments like Dappu, gummela, Dhol, Wette, Parra, Pepri and Khalikhom. Gonds perform Gusadi, Dandari and Dimsa dances. The Dimsa dance is done by both males and females. Musical instruments will be used during this dance such as pepre, Dhol and Kalikom, etc. Male members perform this dance on the occasion of marriages and to protect their crops. As a part of dance, they perform the heroic deeds of Komaram Bhim. They have traditional folk dances also. Dappu, Tudum, flute, bells were some of the musical instruments they use in their folk art. Mattadi Guda in Utnoor Mandal, Luxettipet in Indravelli, Patnapur in Jainur Mandal and Gadiguda, Namur, Jamda places are some of the important centers for cultural activities among

the tribal groups of Adilabad district. They worship Bhimanna, Jalidevara, Hallibai and Nagoba. They perform Jataras in Narnur, Keslapur and Indravelli. They perform five types of dances viz. Gusadi, Gummala, Parra, Kodal and Tappal. They worship Chenchu Bhimmanna (Memi) in the month of April, Persapen in May, Aki Devara in June, Akopen in July months. There are two important Jataras in Adilabad district - Nagoba and Jangubai Jataras. These cultural activities provide the community life among the Gonds. The dances of the Gonds exhibit a staggering variety. Dances and music are in their blood. They are associated with agricultural functions. It is ritual and is the vehicle of preserving history. The Gonds perform a number of festivals and fairs throughout the year to protect their culture.

B. Visakhapatnam District

"Country is not a clod of earth: but men- men in flesh and blood" wrote Mahakavi Gurajada. But men and women donot came out of the mould of a sculpture to crowd a country with monotonous millions. Every country is peopled with a variety of groups. Visakhapatnam districts presents a pictures que but varied landscape. The major tribes inhabiting this belt are Bhagatha, Kondadora, Kondakapu, Gadaba, Khonds, Manne Dora, Jatapu and Savaras. Savara tribe occupies a prominent place in the cultural matrix of this tribal belt. They have a unique and rich cultural heritage, distinct linguistic tradition and hoary past. Agrarian Savaras are expert cultivators. The most important source of their livelihood is collection and sale of minor forest produce. Jatapus are another largest agrarian tribe. They are an acculturated section of khond tribe. They are confined to the higher hills. The Jatapus switched over to Telugu language. The khond's speak 'kui'. The khonds are a powerful people with good physique with light complexion, short noses and glossy black hair. In dress and ornaments they are distinct from other tribes. The Gadaba women are quite distinct in their dress and decoration. The women wear huge ear-rings and cover their upper portion with several scores of bead necklaces of various sizes. Ancestor worship has become one of the important feature of Gadaba religion. Thus the tribal villages in

Visakhapatnam are multi ethnic in composition. Each tribe lives in close contact with other tribal groups of different cultural heritage.

2.7 Review

The post of District Educational Officer (Agency), at Utnoor and Paderu created in ITDA through G.O.Ms.No. 301, Educational Dated: 09.07.1986 with an objective to improve the educational level of the ST, children with a special attention. As per the Job-Chart communicated by the Director of School Education, AP, Hyderabad vide proceedings Rs.No. 1377/IC-2/95, District: 28.10.1995, the District Educational Officer (Agency) has to look after both the academic and administrative functions of the Education wing of the tribal sub-plan area. Further Mandal Educational Officers in the tribal sub-plan area of the districts are brought under the control of the District Educational Officer (Agency) Vide G.O.Ms.No.460, Education, District: 30:03.1996 for effective monitoring and supervision of the Educational activities in the agency area. In addition to that, the DEO(A) also looks after the single teacher schools started in 1986 and inspects the Ashram Schools. Education Monitoring Cells are started in March 1997, to perform the functions of (1) To assist the District Educational Officer (Agency) in conducting common unit tests, quarterly, half yearly and annual examinations. (2) To consolidate the institution data and (3) To monitor school complexes.

Table – 3
Adilabad District at a Glance

Establishment of I.T.D.A.	:	1975
Geographical Area	:	16,210.60 Sq. Kms (1,62,106 Hect)
Total Population 1991 Census	:	20.82 lakhs
Tribal population 1991 Census	:	3.55 lakhs
Percentage of Tribal Population	:	17.04%
No. of Literate Tribals	:	49,660
Percentage of Tribal's Literacy	:	14%
No. of Revenue Divisions	:	5
No. of Mandals	:	52
No. of Sub-plan Mandals	:	44
No. of 50% TSP Village Mandals	:	18
Total No. of Villages	:	1748
No. of scheduled Villages	:	412
No. of non-scheduled villages	:	234
No. of sub-plan villages	:	646
No. of TSP Haibtations	:	1081
No. of plain villages	:	1102
Forest Area	:	7,218.86 Sq. Kms
Percent of Forest Area	:	44.5%
Types of Soil	:	Clay loams and Clay under black Soils, Sandy clay loams, under red soils
Average annual rainfall	:	1044.5 mm
Major Crops	:	Cotton, Jowar, Pulses, dry paddy, Soyabean and sunflower
Major River Basins	:	Godavari, Penganga and Pranahitha
No. of Urban Centres	:	12
No. of Grampanchayats	:	866

Table-4
Paderu at a glance

Date of staring of ITDA	04.12.1975
Geographical area of the Dist. In Sq.Kms.	11,167
Area of the ITDA	6,293 sq.Kms.
Percentage of Agency area to the total district area	56.38%
Population of District (as per 2001 Census)	37,89,823
Population of Paderu Division	5,56,743
Percentage of Scheduled Tribes (1991 Census)	4,21,814
Percentage of Agency Population to the District Population	12.83%
Population of scheduled Castes (in lakhs)	5.054
Average rainfall	75
Tribal Villages	3574
a) Inhabited	3399
b) Uninhabited	175
Total Households	1,01,841
a) Gram Panchayats	244
b) Mandal Parishads	11
Tribal Sub-Plan Mandals	6
a) No. of villages	45
b) Tribal Population	16,968
PTG Population	76,056
a) Khonds	50,143
b) Porjas	19,911
c) Gadabas	6,002

Table - 5
Andhra Pradesh at a glance

Geographical Area	:	2,75,045 sq. kms.
Revenue Districts	:	23
Revenue Mandals	:	1,110
No. of Towns	:	264
Zilla Parishads	:	22
No. of habited Villages	:	26,613
Population (1991 census)	:	6,65,08,008
a) Males	:	3,37,24,581
b) Females	:	3,27,83,427
Literacy Rate	:	44.09% (52.21)
a) Male	:	55.13%
b) Female	:	32.72%
No. of Primary Schools	:	49,125
No. of Upper Primary Schools	:	7,298
No. of High Schools	:	7,896
Tribal Pupil Ratio	:	1:50 Primary
		1:42 Upper Primary
		1:32 High School
Enrolment at Primary Stage	:	74.92%
Males	:	79.39%
Females	:	70.32%
14. Dropout in Primary Stage	:	50.44%
Males	:	51.28%
Females	:	49.35%
15. Access (AIE Schools)	:	97.30% Rural Population

CHAPTER - III

METHODOLOGY OF THE TRAINING PROGRAMME

CHAPTER III

METHODOLOGY OF THE TRAINING PROGRAMME

3.1 Background

The DIET faculty members and the School Complex Resource Persons conduct several inservice programmes to improve the teaching-learning process in schools. By monitoring the teaching and learning in schools, they can ascertain the extent of effective implementation of instructional practices to enable pupils for their all-round development. In order to capture the present monitoring practices and to bring about improvement, this programme has been planned. The programme has been identified as the state need for Andhra Pradesh.

3.2 Research Questions

The basic issues to be addressed pertaining to Monitoring of Learning achievement in tribal schools of Andhra Pradesh are

1. What is monitoring?
2. What is Academic?
3. What is Academic Monitoring?
4. What do we expect of Education?
5. What are the main objectives of Tribal School Education?
6. Who is responsible for academic monitoring of tribal schools?
7. How to collect information in Academic Monitoring of Tribal children?

3.3 Specific Objectives

This programme plans

1. To develop an awareness among the DIET TTI faculty, SCERPs and Teachers about the need for monitoring of learning in schools.
2. To develop ability among DIET/TTI faculty/SCERPs and teachers to device schedules and proforma for monitoring of learning in schools.
3. To develop capacity among DIET, TTI faculty, SCERPs and teachers to train Mandal Resource Persons on Monitoring of learning in schools.

4. To enable the DIET, TTI faculty, SCERPs and Teachers for effective monitoring of the learning achievement in tribal schools with effective monitoring proformae.

3.4 Methodology of the training programme

Workshop mode was followed to develop training package including guidelines and proforma for monitoring. DIET faculty, SCERPs, DRPs, MRPs were oriented about the need for monitoring and use for the proforma for collection utilization of the data in the training programme. Relevant materials were collected by visiting and meeting the education authorities, administrative officers, DIET, SCERP, DRP, MEO and tribal teachers. Available documents were gathered regarding supervision and monitoring of the schools. Field surveys were made and Teacher Training Centres, Mandal Resource Coordinators were consulted to obtain information regarding the monitoring practices in the tribal schools. Relevant data was collected by consulting the teachers attended the training centers at Utnoor (Adilabad Dist and Paderu, Arakuvelly, Visakhapatnam District in Andhra Pradesh). In the light of the main findings, a training package was prepared and finalised with the help of State Education Experts, Principals of TTI/DIET faculty, SCERPs, MRPs, DERPS and Tribal Teachers by conducting a 3-day workshop to meet the specific needs of the faculty who were working in the tribal locations/schools. The final draft of the Training Package was prepared. Orientation/ training programme was organized for the 20 faculty from Adilabad and Paderu involving DIET faculty, SCERPs, MRPs, DRPs and Tribal Teachers using main findings and the materials developed in the 3-day training programme. Monitoring practices, monitoring methods, proformae preparation and implementation and improvement of the monitoring systems in the tribal schools was transacted with the field staff in the 3-day training programme. Training packages/materials was given/handed over to the DIET faculty, SCERPs, DRPs and Tribal Teachers to implement the same in the schools and the effectiveness of the training programmes was assessed through personal visits in Utnoor and Paderu Mandals. The effectiveness of the training programme and training package was also assessed by the RIEM faculty. After assessing the effectiveness of the training programme and training package the final report was prepared.

3.5 Preparatory Work

A. Planning

The project was taken up as a State Government requirement (Government of Andhra Pradesh). The Training Programme was started with a field study to identify the existing monitoring practices, methods and proformae used in the Tribal Schools by the Monitoring Officers in the agency areas. Prior permission was obtained from the commissioner and the Joint commissioner of Social Tribal Welfare Department, Hyderabad to visit 20 Selected Tribal Schools from Utnoor and Paderu. Teacher Training Centres were also visited. Access to performance reports, curricular plans, copies of the materials prepared by ITDA / DIET Utnoor and Paderu and present proformae used for monitoring in Tribal Schools and the teachers opinions in the training centres were obtained from the two selected districts of Andhra Pradesh.

3.6 Discussion with State Experts to seek their advice on workable activities.

The State Education Experts (from University of Hyderabad, DPEP, SCERT) were consulted and their advice on workable activities was taken up for the development of a Training Package on Monitoring of Learning achievement in Tribal Schools of Andhra Pradesh. The names of the State Education Experts are given in Appendix-I of the report.

3.7 Identification of Sub DIETs (Tribal Teacher Training Institutes at Laltekkide, Utnoor, Adilabad and Arakuvelly, Paderu, Visakhapatnam District, Tribal Schools, SCERPs and students.

As directed by the Tribal Welfare Department authorities, Government of Andhra Pradesh, Hyderabad, the Academic coordinator, (along with one more RIE faculty Dr.M.N.Bapat) made visits to sub DIETS/ TTI's at Adilabad and Paderu during 1st September 2003 to 6th September 2003. The Commissioner of Tribal Welfare Sri.Satish Chandra IAS, The Joint Commissioner (Planning) Sri.C.H.Veera Bhadrudu, the Project Officers of Utnoor, Sri.N.Sridhar, IAS and Sri Syed Ali Murtaza Rizvi, IAS PO ITDA Paderu, the state project Director (SPD) DPEP, Hyderabad,

Monitoring of Learning achievement in Tribal Schools, Utnoor, Adilabad Dist.

Sri.G.Krishna Moorthy Principal DIET Adilabad, Sri.P.Govinda Rajulu , Administrative Officer ITDA Paderu, Visakapatnam district, the incharge principal of sub DIETs, Utnoor & Arakuvalley, Mandal Resource Persons, School education complex resource persons, tribal teachers working in the 20 selected schools were consulted and necessary information was obtained. Based on the data obtained, statistics and the proximity of schools, 20 Tribal Schools were identified (10 schools from each district) from the two selected districts. All the 20 schools were selected from a cluster so as to make it convenient to select the SCERPS / Teacher's and student's from the schools to implement the Training Package.

Two Teacher Training Centres-TTI, (Sub DIET, Lallkekkadi, Utnoor, and Tribal Teacher Training Institute Arakuvelly, Paderu, Visakhapatnam District were visited by the team.

As a part of the field Survey / The Field Investigators and The Programme Coordinator and the RIE staff (Dr.M.N.Bapat) visited the Tribal Teacher Training Institutes at Laltekkade-Utnoor and Arakuvelly Paderu Visakhapatnam from 1st September 2003 to 6th September 2003. The Haimendorf Government. Tribal Teacher Training Institute was established during the year 1-10-1986 at (Malawai) Utnoor, Adilabad District with its first principal Sri.A.Mukundam. The additional administrative responsibilities were allotted to the (PO) the project officer Utnoor ITDA, Sri.M.Shankar Rao. The Training Programme for the 1st batch of the Tribal Teachers were given from 1.8.87 Subsequently various tribal teachers working in tribal localities selected from Adilabad, Warangal and Khammam and East Godavari districts for various training programmes in the Institute. The Sub-DIET (Tribal Teacher Training Institute) at Arakuvelly was also subsequently started during the year September 1986 to develop the tribal teachers working in the un trained single teacher tribal schools (as per G.O Ms.No.335 Education Department dated 28.7.86). This was established to train the tribal teachers working in the Agency area of Visakhapatnam district. (Andhra Pradesh Director of school Education order No.1635/NI-1/96 dated 29.12.98 and dated 9.1.99). The PO, ITDA Paderu took the responsibility of training the tribal teachers working and its functioning. After visiting the two sub-DIETS interviews were conducted with the incharge Vice Principals and

its staff members about the organization and functioning of the DIETS. However, it has been explained by the staff and Principals that the two DIETS despite the Government funds, salaries, equipment, resources and staff are dysfunctional. The staff and the principals of the two sub-DIETS pleaded for the organization, functioning and reopening of the Institutes so as to assume themselves with responsibility and work hard for the improvement of the tribal teachers working in the agency areas. The Government should come forward to strengthen the two sub-DIETS at the earliest.

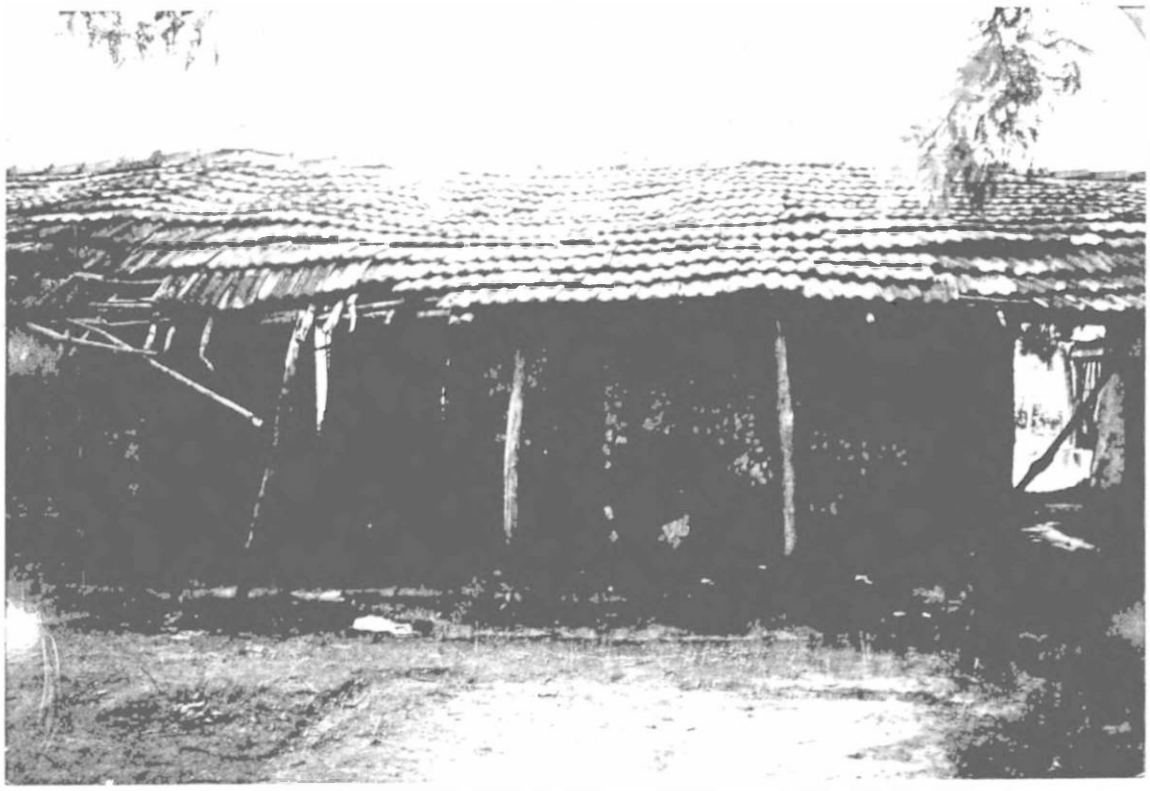
To find out the monitoring of learning achievement in tribal students two teacher training centers one at Utnoor and the other at Paderu were selected. 20 SCERPs and 20 teachers working in the tribal areas who were involved in the monitoring practices, were selected and their opinion regarding the learning achievement of tribal children in tribal schools (at primary and secondary level) was obtained. The names of the teachers and their opinion regarding the monitoring practices and learning achievement are as follows:

Table - 6
Opinion of the Teachers

District	Name of the Teacher	School	Access and Participation	Enrolment	Dropouts	Quality
Utnoor, Adilabad	D Ambaji, SCERP	Mediguda, Echoda, Adilabad	Lack of schools in all habitations because of their scatteredness and thin population.	Non-maintenance of census register.	Female child labour.	Less qualified teachers
	B Rajanna, SCERP	School Complex Resource Centre, Jannaram.				
		School Complex, AUPS, Morad Mandal, Asifabad.	Lack of motivation on the part of tribal parents to educate their children.	Lack of door to door survey to enroll children.	Female work participation and sibling care.	Professional deficiency of the teachers
	R Prakash, SCERP	School Complex Resource Centre, Kuntala, Neradigonda.		Parents are not convinced of the importance of their children's education.	Early marriages	Language problem
	V. Yeshwanth, SCERP	School Complex Resource Centre, Rompally Mandal, Tiryani			Agricultural labour	Lack of knowledge of MLLs
					Grazing cattle	Lack of training in child centered activity oriented instruction
					Lack of toilet facilities	

Self help is the best help – Sibling Care among Tribal Childeren, Paderu, Visakhapatnam Dist.

District	Name of the Teacher	School	Access and Participation	Enrolment	Dropouts	Quality
	P Bakkanna, SCERP	School Complex Resource Centre, Jannaram	Lack of accommodation to run schools Lack of community involvement in opening the school Non-involvement of voluntary organization	Teacher absenteeism Poor teaching	Poor teaching No teaching Incomplete schools Lack of ECE facilities Unattractive classrooms	Absenteeism among pupils Non suitability of working hours Lack of supervision
			Lack of interest on the part of the teachers to work in tribal habitation Deputation of teachers to plain areas.	Seasonal work participation of pupils. Tribal traditions Migration	Unserviceable curriculum Lack of community control over school	Lack of monitoring of the work of teachers Lack of encouragement from the community to the teacher to work



An inspiring Visual of a Tribal School, Utnoor, Adilabad Dist.

District	Name of the Teacher	School	Access and Participation	Enrolment	Dropouts	Quality
	M Shankar, SCERP	School Complex Resource Centre, Wankidi			Lack of parent teacher association Not making education a joyful activity	
	R Sravan, SCERP	School Complex Resource Centre, AHS, Thadihatnoor, Narnoor Mandal				
	CH Dasu, SCERP	School Complex Resource Centre, KUPSSC, Dantapally.				
	K Jyothi ram, SCERP	School Complex Resource Centre, Anderband, Mandal Tamsi				

District	Name of the Teacher	School	Access and Participation
	P Ananda Rao, SCERP	School Complex Resource Centre, Indervelly.	
	G. Eswar, SCERP	School Complex Resource Centre, Chandpally.	
	R Chandulal, SCERP	APS Tosham, Madiguda Mandal, Gudihatnoor	
	J Sakaranu, SCERP	School Complex Resource Centre, Patnapur	
	C Ramesh, SCERP	AHS, Mankapur, Narnoor Mandal	

	Enrolment	Dropouts	Quality

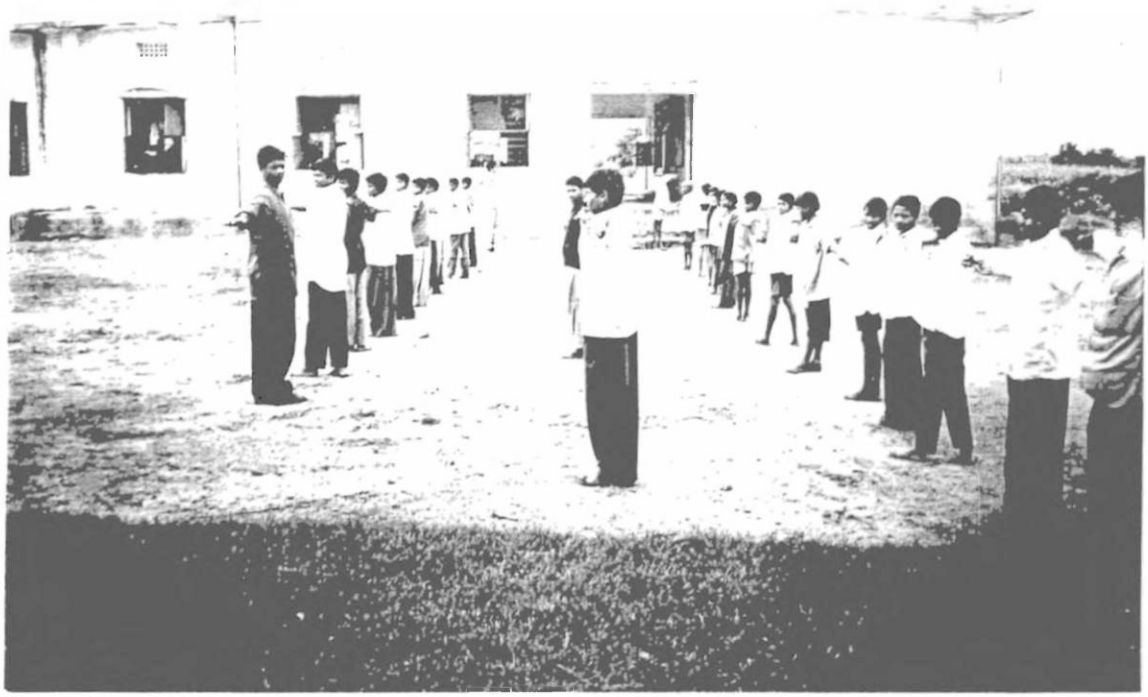
District	Name of the Teacher	School	Access and Participation
	M Shankar, SCERP	AHS, Mankapur, Narnoor Mandal	
	R Mohan, SCERP	School Complex Resource Centre, Anarpally, Kerameri Mandal	
	Kameswara Rao, G. SCERP	AHS, Malkapally, Kasipet	
	T Dev Rao, SCERP	Govt. A.P.S.(G), Indervelly	
	A Manik Rao, SCERP	School Complex Resource Centre, Mahagoan.	
	K Sangu, SCERP	School Complex Resource Centre, Kanchanpally	

Enrolment	Dropouts	Quality

District	Name of the Teacher	School	Access & Enrollment	Retention and Dropout	Quality and achievement	Community participation	Monitoring
Paderu, Visakha-Patnam	Matchulamma, Teacher	GES School, Arakuvelly, Visakhapatnam	Addl. Teachers in GVVKs.	Bilingual problem.	Academic improvement with subject teachers.	Involvement of local youth.	Lack of childwise monitoring.
			De-linking of hostel management	Bridge course between GVVK and Primary School.	Common academic calendar not provided.	Lack of appreciation of education in parents.	Lack of continuous assessment of children.
			Insufficient supply of notebooks.	Dropout rate in class II and III.	Common board of examination for agency needed.	Lack of community contribution.	Lack of proper monitoring in teachers.
			Lack of lab. equipment and lab. activity.	Frequent changes of Maabadi volunteers.	Improper functioning of teachers centers.	Lack of parent teacher associations.	Strengthening inspections.

Tribal students – left to feud for themselves, Utnoor, Adilabad Dist.

District	Name of the Teacher	School	Access & Enrollment	Retention and Dropout	Quality and achievement	Community participation	Monitoring
	R Ramesh, Teacher	Mandal Pradesh Elementary School, Peddavalasa					
	A Kumari, Teacher	SGT Gaibanda					
	T Peddanna, Teacher	GES, Nandiguda					
	S Appala Rao, Teacher	Ashram High School, Arakuvelly					
	S V Padmavathi, Teacher	MPES, Bheemuni Valasa					
	L Jyothi, Teacher	MPES, Bodiguda	Lack of sports and games materials in schools.	Lack of cooked mid-day meal scheme.	Lack of commitment among teachers.	Lack of rapport between community and MRP.	Teacher absenteeism.
	O Anitha, Teacher	MPES, Huttaguda					Uniform administration of schools.



A self-styled co-curricular activity in progress, Paderu, Visakhapatnam Dist.

District	Name of the Teacher	School	Access & Enrollment	Retention and Dropout	Quality and achievement	Community participation	Monitoring
	G Konda Babu, Teacher P Dompai, Teacher P Surya Prakash, Teacher	GE School, Devarapalli GVVK School, Kothavalasa SGBT, M P Elementary School, Araku	Lack of subject teachers. New schools to be opened with all facilities. Residential quarters shortage	Lack of coordination between Anganwadi and formal schools. Lack of female teachers in girl schools. Lack of medical facility for children.	Lack of detention policy. Lack of focus on education sector. Lack of incentives to teachers. Lack of teaching competencies.	Lack of training for parents. Poverty of parents. Regular PTA meetings needed. Role of VEC.	

District	Name of the Teacher	School	Access & Enrollment	Retention and Dropout	Quality and achievement	Community participation	Monitoring
	A Bojjanna, Teacher S.Matsyalingam, Teacher	M P Elementary School GVVK School Thokavalasa, Araku	Supply of teaching learning material.		Maths and science kits Methodology to be activity based. Non-implementation of co-curricular activities.		
	J Rama Rao, Teacher K Darakonda, Teacher G Soleha Rani, SGT	GVVK School Kotha Balluguda Kapativalasa, Anantagiri MPE School, Gummaguda village, Dumbriguda Mandal			Poor quality of instruction in class I and II. Role models. Supervisory study		

District	Name of the Teacher	School	Access & Enrollment
	K Darakonda, Teacher	Kapativalasa, Ananthagiri Mandal	Teacher-pupil ratio.
	G Rajakumar, Teacher	DPEPS School Korangiguda Dumbriguda Mandal	
	S Chittibabu, Teacher	MPES, Gorapur	Teachers used for non-academic work
	R.Ramakrishna, Teacher	MPES, K. Pansapattu, Dumbriguda	

Retention and Dropout	Quality and achievement	Community participation	Monitoring
Lack of uniform supply of incentives among schools. Language teaching skills. Over burdening of Headmasters as Primary and High School sections. Rescheduling of holidays. Student absenteeism, Timely supply of incentives. Transfer policy.	Supply of question banks. T.C. meetings ineffective. Teacher involvement in local politics.		

3.8 Sample of the Training Programme

200 students from 1 to X classes were selected from 20 schools (10 schools from Adilabad District and 10 schools from Visakhapatnam Paderu district) comprising of Tribal Welfare Residential Schools, Grama Vidya Vikas Kendra School, ITDA schools and Mandal Pradesh Upper Primary (MPUS) schools and 2 Sub-DIETs from Utnoor and Arakuvelly were selected at random. Twenty four tribal teachers – 4 DIET faculty, 10 SCERPs from Adilabad and 10 Tribal teachers(SCERPs) working in tribal schools, Paderu – were selected from Adilabad and Visakhapatnam districts. The sample of the Training Programme is as follows :

Table - 7

Sample of the Training programme – Tribal Students

Primary I - V		**Upper Primary/ Secondary VIII - X**	
Boys	50	Boys	50
Girls	50	Girls	50
Total	**100**	**Total**	**100**

Table - 8

Sample of the Training Programme – Tribal Teachers

Sl. No.	**Mandal**	**Total No. of DIET / Sub-DIETs/ TTIs**	**No. of DIET faculty/ SCERP/ Tribal Teachers**
1.	Lal Tekkadi, Adilabad	**1** DIET, Adilabad and Haimendorf Tribal Teacher Training Institute – Sub DIET	**3**
2.	Paderu, Arakuvelly	**1** Tribal Teacher Training Institute Sub-DIET.	**1**
3.	Utnoor, Adilabad	**10** Tribal Schools GVVK, Ashram Primary Schools, ITDA Schools, Tribal Welfare Schools	**7 SCERPs**
4.	Arakuvelly, Paderu, Visakha-patnam	**10** Tribal Schools GVVK, Ashram Primary Schools, ITDA Schools, Tribal Welfare Schools	**10 Tribal Teachers/ SCERPs**
	Total	**20 schools + 2 Sub-DIETs**	**20 teachers + 4 DIET faculty**

3.9 Recruitment and Training of the Field Staff

Two separate meetings were organized at the offices of Mandal Resource Centre-Utnoor and Paderu with the ITDA Officers, Tribal Teachers and SCERPs. The importance of the training programme and its objectives were explained to them. Instructions were given by the project officers to the administrative officers to cooperate and assist the project coordinator to obtain the relevant information and selecting the schools in the two districts. The project officers also asked to inform them the existing monitoring practices in the 20 selected tribal schools. The academic coordinator along with the team (RIE faculty, SCERP, tribal teachers) visited the selected tribal schools from 1st September 2003 to 6th September 2003. After the field survey the project officers were also briefed about the existing situation in the tribal schools.

3.10 Field Survey

Twenty tribal residential schools were identified and surveyed in the agencies areas of **Adilabad** (Utnoor, Thadihadanoor, Manakapur, Hasnapur, Pochamloddy, Jainoor, Marilawai, Mahagaon, Keslapur, Laxittipet, Yanda, Indravelli , Pettabongaram and KB complex.) and **Paderu** (Arakuvalley, Hukumpeta Mandal, Barmanaguda, Santheri, Podigapet, Kilchumanda, Dumbriguda etc) on 3.9.2003 and 5.9.2003 selecting 10 schools from each district. 2 separate tribal teacher training centers (sub DIETs) were also surveyed. The actual field work commenced on 1st September 2003 and ended on 6th September 2003. The tribal schools were surveyed with a view to identify the existing situation in the tribal education and to suggest the possible ways and means to improve the monitoring system in the learning achievement of the tribal children. The names of the sub DIETs, tribal schools and school complexes visited during the field survey are as follows:

Adilabad District

1. Hymendorf Govt. Tribal Teacher Training Institute Utnoor, Adilabad and Govt. District Institute of Education and Training, Adilabad, Sub campus Utnoor. Govt. TTI . Utnoor, District Adilabad.
2. Upper Primary School, Jambda, Utnoor.
3. Ashram High School, Thadihatapnur.

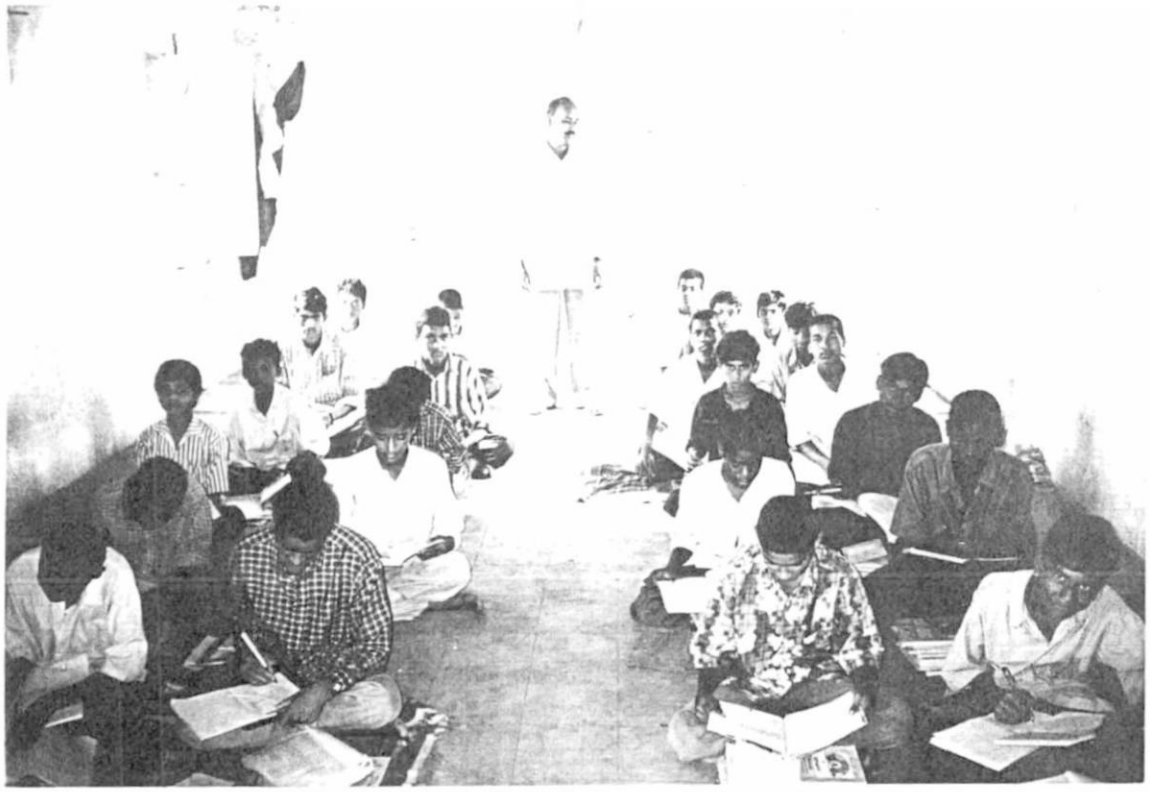
4. Ashram High School, Manakapur.
5. Ashram Primary School, Hasnapur.
6. Ashram High School, Pochamloddy.
7. Upper Primary School, Jainur.
8. Ashram High School, Marlawai.
9. Ashram High School for Girls, Mahagaon.
10. Upper Primary School, Kanchanpally.

The Tribal Schools in Adilabad District such as: Ashram High School, Laxttipet. Upper Primary School, Yenda. Upper Primary School for Girls, Indravelli , Ashram High School for girls, Keslapur, Ashram High School, Pettabongaram and KB Complex, meeting with SCERPs in the Training Center were also visited during the field survey.

Visakhapatnam District

1. Government Tribal Teacher Training Centre Arakuvelly, Paderu, Visakhapatnam district.
2. Grama Vidya Vikas Kendra School, Barmanaguda, Hukumpeta Mandal
3. School Complex Building training center, Barmanaguda, Hukumpeta Mandal
4. Ashram high School for girls, Santheri, Hukumpeta Mandal.
5. Gram Vidya Vikas Kendra School, Bodigapet, Hukumpeta Mandal.
6. Ashram High School, Kinchumanda, Dumbriguda Mandal.
7. Tribal Welfare Ashram Upper Primary school, Arakuvelley.
8. C.A High school for boys, Arakuvelley.
9. Andhra Pradesh Residential School for Boys, Arakuvelley.
10. Ashram High School, G.Madugula, Visakhapatnam.

In the survey it was observed that the tribal children were being enrolled but they do not seem to attend the school. The achievement levels of the pupils are very poor. There is no interaction between the community and the school. The school continues to be an alien Institution to the villages. Further, the low social status of the parents, lack of the parental education, cultural backwardness of the tribal family, low educational levels of the siblings, nomadic life of the tribal parents were some of the serious problems affecting the tribal schools. All these problems are compounded by poor academic monitoring, inspection and supervision.



Monitoring of learning achievement among tribal students, Paderu, Visakhapatnam Dist.

3.11 Field Notes

The observation of each school have been carefully recorded. It covers the various aspects in monitoring practices like academic activities, co-curricular activities, community participation activities, school education committees, extra curricular activities, incentive schemes, institutional planning, school physical facilities, human resource development activities, administrative activities, school complex programmes, cooperative learning activities, recording instruments and enrolment, retention and absenteeism, transfer of students etc.

3.12 Collection of relevant information through field visit

The first phase of the project was successfully completed by visiting the tribal schools as mentioned above. The monitoring officers in the 2 districts are as follows:

1. Project Officers of ITTA.
2. The Assistant Project Officers ITTA.
3. District Tribal Welfare Officers (Agency).
4. District Educational Officer (Agency).
5. District Educational Officer (District Level).
6. Primary Monitoring Resource Centre .
7. Mandal Education Officer (MEO at Mandal Level).
8. Mandal Resource Persons (under the control of MEOs).
9. MRL for High Schools
10. School Complex Educational Resource Persons (under the control of PMRC).
11. TC Center Officers.
12. DIET Faculty and

DPEP Officials are involved in the monitoring work. Monitoring of these schools are being conducted by the above officials by regular visits and inspection. Further, these officers are also offering valuable suggestions regularly for the quality improvement of the school system in the tribal areas.

TABLE - 9

ACTIVITIES CONDUCTED DURING THE FIRST PHASE OF THE PAC PROGRAMME
Conducted at Hyderabad – Adilabad – Utnoor – Paderu – Vishakapatnam

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
31.8.03	Mysore to Hyderabad		To meet State education experts, Resource persons and subject experts	• Introduction and detailed discussion on aspects of monitoring and learning achievements of the tribal children • Finalisation of the working areas on monitoring and learning achievement of the tribal children • Discussion on field survey, selection of Schools, DIET faculties , School complex educational Resource Persons and Mandal Resource Persons of Utnoor & Paderu Districts. • Collection of existing tools as prepared by the experts and use for monitoring. • Finalisation of areas and dates for the preparation of a training package. (Work shop mode)	750 Kms	-
1.9.03	Hyderabad	Dr.V.Lalitha, National Institute of Research and Social Action, Gagan Vihar, Nampally, Hyderabad.	Academic		7 Kms from Hyderabad	
			Academic			
			Academic			
		Prof. V Rama Krishna, Retd. Prof. In History, University of Hyderabad, Hyderabad.			9 Kms	

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
		Dr.K Shashidhara Rao, Retd. Principal, IASE, DPEP, Hyderabad.				
II 1.9.2003	Office of the Commissioner , Social tribal Welfare Department, Telugu Samskhma Bhavan, Masab tank, Hyderabad.	Sri Premchandra Reddy, IAS, Commissioner , Social Tribal Welfare, Hyderabad C.H. Veeraba-rudu, Joint Director, Planning Social Tribal Welfare Dept. Hyderabad.	Academic & Administrative Academic & Administrative	• Discussion On The Aims And Objectives Of The Project • Permission To Visit The TRIBAL Schools Located At Utnoor And Paderu • Training Programme For 40 Tribal Teachers Working At Paderu And Utnoor (20 Tribal Teachers Training Programme Will Be Funded By Travel Welfare Dept. Hyderabad). • Letters To Project Officers, Utnoor & Paderu	3 Kms	
III 2.9.2003	Hyderabad to Adilabad	Office Of APC , DPEP Office Adilabad. Sri Rajaya, Additional Project coordinator, DPEP, Adilabad.	Academic	• Collection of Printed materials & Proformae developed on the topic by the DPEP authorities		

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
	Principal & Staff Govt. District Institute of Education & Training (DIET) Adilabad.	N. Krishna Moorthy, Principal DIET & Mr. Vishwanath, Lecturer.	Academic	• Data collection , Printed materials & Proformae developed on the topic by the DIET Faculty on the topic	2 Kms	-
3.9.03	Integrated Tribal Development Agency, ITDA , Utnoor	Sri N Sridhar, IAS, Project Officer, ITDA, Head Quarters at Utnoor.	Academic, Administrative	• Discussion on the objectives and the end product of the Training Programme. • Permission to visit 15 identified schools in four Tribal Sub plan Mandals in Adilabad with A member of PMRC. • Feedback on the existing position of monitoring and learning achievement of the Tribal children in the identified schools and the existing position of the sub DIET (TTI, Lal Tekidi, Utnoor, Adilabad).		
3.9.03	Office of the PMRC (ITDA, Utnoor)	Sri G Purushotham Rao, I/C PMRC , (ITDA, Utnoor) & Sri M Manohar , PMRC Member (ITDA, Utnoor)	Academic & Administrative	• Collection of ITDA Action Plan • Proformae developed by ITDA on monitoring and learning achievement		

Date	Place of Visit	Person/Office visited	Purpose of Visit	
3.9.03	Office of sub DIET TTI Training Institute Laltekdi Utnoor, Adilabad (Haimendorf Teacher Training Institute).	Sri Gangaram, Vice Principal , TTI SUB DIET	Academic & Administrative	• •
3.9.03 & 4.9.03	Field Visit to 15 identified Tribal Schools	• Upper Primary School, Jambda, Utnoor. • Ashram High School, Thadiha-dapnur, • Ashram HIGH School, Manakapur, • Ashram Primary School, Hasnapur • Ashram High School, Pochamloddy • Upper Primary School, Jainur	Academic	•

Outcome of the Visit	Distance covered	Remarks
Collection of printed materials regarding organization of Teachers Training Courses History of the TTI /DIET	4 Kms	-
Field visit and field survey	10 Kms 5 Kms 5 Kms 7 Kms 7 Kms 6 Kms 15 Kms 7 Kms	

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
		• Ashram High school, Marlawai • Ashram High school for GIRLS, Mahagaon. • Upper Primary School, Kanchanpalli • Ashram High School, Laxttipet • Upper Primary School, Yenda • Upper Primary School for Girls, Indravelli • Ashram High school for girls, Keslapur • Ashram High School, Pettabon-garam			8 Kms 5 Kms 6 Kms 7 Kms 5 Kms 6 Kms	
4.9.03	AHS(S) Utnoor,	KB Complex, meeting with SCERPs in the Training Programme]	Academic	• Preliminary information regarding the existing packages followed by the SCERPs regarding monitoring and learning achievement of the Tribal Children in the Tribal Schools.		

Date	Place of Visit	Person/Office visited	Purpose of Visit	
3.9.03	Office of the District Tribal Welfare Officer (Agency) ITDA, Utnoor, Adilabad.	Sri Dasarath , DTWO, APO , (General)	Academic & Administrative	•
5.9.03	Office of the Project Officer , ITDA , Paderu , Vishakapatnam Dist.	• Meeting with Mr. Rezvi IAS , Project Officer, ITDA, Paderu • Vishakapatnam.	Academic & Administrative	• •
5.9.03	Office of the Project Officer, ITDA, Paderu, Vishakapatnam.	• Mr. P Govindarajulu, Administrative Officer, PMRC, ITDA, Paderu, Vishakapatnam.	Academic	• • •

Outcome of the Visit	Distance covered	Remarks
Children in the Tribal Schools.		
Collection of printed proformae and monitoring and learning achievement.	Proceeded to Paderu	
Permission to visit Tribal Schools Accessibility for printed materials.		
Collection of the printed materials on Sarva Shiksha Abhiyan , Action plan , ITDA 2003-04 Printed Proformae developed by ITDA on monitoring done by SCERPs – DEO Agency and Dist. Tribal Welfare Officer. Printed materials developed by ITDA on learning achievement of the Tribal children in Tribal Schools.		

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
5.9.03	Visit to Tribal Schools & Training Centres , Paderu, Vishakapatnam.	• Grama Vidya Vikasa Kendra School, Barmanaguda , Hukumpeta Mandal. • School building complex training centers Barmanaguda , Hukumpeta Mandal. • Ashram High school for girls, Santheri,, Hukumpeta Mandal. • Gram Vidya Vikasa Kendra School, Bodigapet , Hukumpeta Mandal. • Ashram High School, Kinchu Manda, Dumbriguda Mandal.	Academic	• Field survey and Field work	• 10 Kms • 10 Kms • 10 Kms • 10 Kms • 10 Kms • 10 Kms • 10 Kms • 10 Kms • 10 Kms	

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
		• Tribal Welfare Ashram Upper Primary School Arakuvalley • TTC Tribal Teachers training Institute Arakuvalley. • CA High school for boys, (Untrained Teachers centre) Arakuvalley. • Andhra Pradesh Residential school for boys, Arakuvalley. •				
5.09.03	Meeting with SCERP & PMRC Members	• School building complex training Centre , Hukumpeta .	To find out the problems related to the Tribal schools and tribal children on monitoring and learning achievement	• Interviews with the SCERP members to find out the existing practices done by the SCERPs on monitoring and learning achievement in tribal schools		

Date	Place of Visit	Person/Office visited	Purpose of Visit	Outcome of the Visit	Distance covered	Remarks
05.09.03	Office Of The Principal Sub-DIET, TTI.	• Mr. Sudhakar & Mr. Siddeshwar Rao , Principal, TTI, DIET, Arakuvalley, Paderu.	Academic	• Collection of printed materials on the functions and duties of the SUB-DIET • Academic calendar ,courses offered , the existing practices of the SUB-DIET • Opinions of the SUB-DIET faculty on the working conditions of the SUB-DIET	• 20 Kms	
6.09.03	Visit to CA High School for boys Untrained Teachers training centre, Arakuvelly.	• Collection of tribal teachers' opinion on the problems of Tribal schools and Tribal Children in the agency area.	Academic	• Gathered teachers' and Tribal childrens' problems	• 20 Kms	
	Office of the Administrative Officer, PMRC, ITDA, Paderu, Vishakapatnam.	• Feedback to Mr. P Govindarajulu, AO, ITDA, Paderu.	Academic	• Feedback on the problems associated with Tribal Schools teachers' & tribal children • Discussion on Action plan of the second phase of the Project (Development of the Training package)	•	
6.9.03	Return to Regional Institute of Education, NCERT, Mysore.					

Deprived of facilities in spite of tribal children's presence, Utnoor, Adilabad Dist.

3.13 Workshop-1 Development of the Training Package for TTI / DIET / SCERPs on Monitoring of Learning Achievement in Tribal Schools of A.P

A. Preparation of the Package

All possible precautions were taken to ensure that the data is correctly coded. The same has been entered for further analysis as per the requirements. The cassettes containing information is also transcribed for analysis. The second step after analyzing the data is to undertake a 3 day workshop as a part of the programme. A separate workshop was planned from 8th November 2003 to 10th November 2003 in Hyderabad involving RIE staff, DPEP staff, State Education Experts, TTI / DIET Faculty and SCERPS and Tribal Teachers.

Table - 10

TIME TABLE FOR DRAFT PREPARATION OF THE TRAINING PACKAGE FOR TTI/DIET FACULTY/SCERP ON MONITORING OF LEARNING ACHIEVEMENT IN TRIBAL SCHOOLS OF ANDHRA PRADESH (3-DAY WORKSHOP ON DEVELOPMENT AND DESIGN OF TRAINING PACKAGE)

Venue: DPEP, Office of the Commissioner of School Education, Saifabad, Hyderabad

Date	Time 9.00AM – 1.00 PM			2.00 PM – 5.30 PM	
	Session I	**Session II**		**Session III**	**Session IV**
8.11.2003	Key Note Address on Monitoring of learning in schools. **Prof.V.Ramakrishna & Dr.Malli Gandhi (Programme Coordinator)**	Monitoring and need for monitoring of learning in Educational Statistics **Prof.M.L.K.Murthy**	LUNCK BREAK	Development of materials on Monitoring areas of learning in schools-existing Monitoring Practices and Methods of Monitoring of learning in schools. **(Group work)**	Development of materials on Monitoring of Academic activities in schools. **(Group work)**
9.11.2003	Reporting of the progress of the previous days work and development of material on Monitoring of co-curricular activities in schools and Monitoring of Extra-curricular activities. **(Group work)**	Development of material on Monitoring of community participation activities/ school Education committees. **(Group work & Group presentation)**		Development of material o n Enrolment, Retention, Absenteeism, Transfer of students in schools and Co-operative learning activities. **(Group work)**	Development of material on Monitoring of incentive Schemes and Administrative activities and Monitoring of culture activities. **(Groupwise presentation, feedback)**
10.11.2003	Reporting of the progress of the previous days work and development of material on Institutional Planning. (Group work & Group wise presentation)	Development of material on Physical facilities of schools and School Complex Programme. (Group work)		Development of material on Human Resource development activities and Recording instruments. (Group work)	Finalization of the materials, refinement, final submission of the materials develop by the participants, scrutiny of materials by RPs, discussion on the training programme and Evaluation of the Workshop.

Note: For each activity monitoring Proformae are developed in each session. (In each session there is conceptual exposure followed by discussion and development of materials)

B. Draft Preparation of the Training Programme

A total number of 13 members were involved in the draft preparation of the training package. These thirteen members (6 State Education Experts 2 RIE faculty, 3 DIET faculty, DPEP faculty Hyderabad, 1 SCERP from Paderu) prepared the training package. The DIET faculty and SCERP prepared the package with the help of State Education Experts with discussions, workable areas, with clear analysis of various activities in the package. A total number 13 workable areas has been drafted in the package. For each activity / area monitoring proformae are developed in each session. In each session the conceptual exposure is being made following discussions and material development. The DPEP, Hyderabad authorities helped in conducting the smooth functioning of the Training Programme. The following table shows the work done by the 13 member group in the 3 day workshop held at DPEP, office of the commissioner of School Education, Saifabad, Hyderabad.

Table - 11

3-DAY TRAINING PROGRAMME FOR TTI/DIET FACULTY ON MONITORING OF LEARNING ACHIEVENT IN TRIBAL SCHOOLS OF ANDHRA PRADESH

Date	9 – 10 am	10 – 11.15 am	11.30am – 1.00pm	2 – 3.30 pm	3.45 – 5.30 pm
	Session I	Session II	Session III	Session IV	Session V
24.2.04	Registration, welcome address and introduction about the programme Principal/Dean/Head DEE/ Head DESSH	Need for Monitoring of Learning in Tribal Schools. Key note address Prof.V.Ramakrishna	Monitoring areas of Learning in Schools- Existing monitoring practices and methods of monitoring of learning in tribal schools Dr K.Sashidhar Rao	Monitoring of Academic Activities in Tribal Schools Prof. V. Ramakrishna	Refinement of Training Package Group work: Area –1 Area-2 Area-3
25 2 04	Reporting the progress of the previous days work & Monitoring of co-curricular activities in schools and community participation activities in tribal schools. Dr K.Sashidhar Rao	Monitoring of School Education Committees and Enrollment , Retention and Absenteeism, Transfer of students in schools and cooperative learning activities Dr.K.Sashidhar Rao	Monitoring of Educational Committees, incentive schemes, administrative activities and cultural activities in tribal schools. Prof.P Venkat Rao	Monitoring of Instructional Planning Dr.K.Sashidhar Rao	Refinement of Training Package Group work: Area –4 Area - 5 Area – 6 Area - 7
26.2.04	Reporting the progress of the previous days work & Monitoring of Physical Facilities of Tribal Schools and School Complex Programmes Dr V.Lalitha	Monitoring on Human Resource Development Activities and Recording Instruments in Tribal Schools Dr K Sashidhar Rao	Discussion on Utilization of Monitoring Proformae Prof.V Ramakrishna Dr V Lalitha Dr K Sashidhar Rao Prof P Venkat Rao and Sri C H Veerabhadrudu	Finalisation of Training Package Group work: Area –8 Area - 9 Area –10 Area – 11 Area - 12	Evaluation of The Training Programme and Valedictory Session

Table - 12

Draft preparation of the Training Package

Date : 8th to 10th November 2003

Team : Group-I		**Work done**
1.	Prof.V.Ramakrishna, State Educational Expert.	Prepared the materials in the following areas.
2.	Dr.K.Anil Kumar, RIE faculty	1. Monitoring areas of learning in schools
3.	Dr.Malli Gandhi, RIE faculty	2. Existing monitoring practices.
4.	Sri.J.A.Kondala Rao, MRP, Madugula, MPDO Office	3. Methods of monitoring.
		4. Monitoring of academic activities
		5. Administrative activities

Team : Group-2		**Work done**
1.	Prof.M.L.K.Murthy Department of Regional Studies, University of Hyderabad, Hyderabad.	Prepared the materials in the following areas.
2.	Dr.V.Lalitha Department of Sarojini Naidu School of Performing Arts, University of Hyderabad, Hyderabad.	1. Monitoring of co-curricular activities.
3.	Sri.G.Krishan Murthy Principal DIET, Adilabad.	2. Monitoring of extra curricular activities.
4.	Dr.G.Ganapathi Rao Prof. in Tribal Education DPEP, Hyderabad.	3. Community participation activities.
		4. School education committees.
		5. Incentive schemes.

Team : Group-3		Work done
1.	Prof. P.Venkata Rao Head Department of Anthropology, University of Hyderabad, Hyderabad.	Prepared the materials in the following areas. 1. Enrolment, retention, absenteeism, transfer of students. 2. Co-operative learning activities. 3. Institutional Planning 4. Physical facilities of schools. 5. School complex programmes. 6. Human resource development activities. 7. Recording instruments
2.	Mr.M.C.Ganga Ram Lecturer & Vice Principal DIET Sub campus, Utnoor.	
3.	Sri.B.Appa Rao Lecturer and Principal FAC, GTTI, Arakuvalley, Visakhapatnam.	
4.	Dr. Usha Bala Lecturer in Tribal Education DPEP, Hyderabad.	
5.	Dr.Sashidhar Rao Retd. Principal IASE, Hyderabad.	

3.14 Finalization of the package

All the participants submitted the material prepared by them on 10th November 2003. The programme Co-ordinator on the same day constituted a review committee consisting of 6 State Education Experts and 4 faculty members who are working in the actual field to review the prepared materials developed in the workshop. The review committee thoroughly scrutinized the materials and deleted some of the materials prepared by the SCERP. The second volume of the present report is the interim report of the materials developed by DIET faculty . The same was finalized and accepted for further field testing by the DIET/State Education Experts/ SCERPS. The administrative authorities, Educational Experts and Tribal Teachers suggested the need for a training programme to implement the materials in the selected tribal schools. The same is proposed and planned in the project and hence a 3 day training programme from 24th February to 26th February

2004 has been organized by the programme coordinator at RIE, Mysore with the approval of the Principal, RIE, Mysore. The names of the participants and the Education Experts attended for the training programme has been given in the Appendix of the report.

3.15 Training Programme for TTI DIET Faculty on Monitoring of Learning Achievements in Tribal Schools

A 3-day training programme for 20 faculty involving DIET Lecturers, MRPs, Headmasters, SCERPs and Tribal Teachers was organized at RIEM from 24th February to 26th February 2004. The Faculty were selected from Sub-DIETs, Mandal Educational Complexes, and Tribal Schools. Out of 20 participants, 2 Lady participants were also involved in a Training Programme. State Education experts from the Universities and DPEP, Hyderabad are involved. In the 3-day training programme the key issues related to the topic such as monitoring areas, monitoring practices and methods and the areas developed in the training package were transacted to the tribal teachers in order to equip them with managerial skills. Group work, discussions, exposure to the preparation and development of the proformae were also given to the participants. The teachers were adequately oriented in order to implement training package in the tribal schools during the academic year 2004-2005 by the resource persons. They were also given the additional responsibility of seeing the feasibility of the package developed by the resource persons and tribal teachers. The opinions of the teachers will be assessed by the Programme Coordinator and further steps will be taken. The teachers were also asked to give their frank and free opinion about the organization of the training programme, the content transacted by the resource persons in the training programme etc. The participants were fully satisfied by the inputs given by the State Education experts and the responsibilities tasks given to them. The RIE Staff met the tribal teachers by visiting the tribal schools to find out the effectiveness of the training package. The State Education experts and the tribal teachers required sufficient time to implement the same in the tribal schools.

3.16 Schematic Representation of the Training Programme

The overall responsibility of monitoring lies with the SCERPs, MRPs, DIET faculty, Headmasters and tribal teachers. The responsibility is also lying with the management system working in the agency area. Leadership and management is concerned with educational standards set, the quality of provision and the monitoring undertaken to promote and sustain their improvement. Therefore, the tribal teachers need to be trained through a training package to acquaint them with the areas of monitoring, construction, development and usage of the proformae required. In this connection, the performance of good teachers need to be strengthened. The teachers' opinions has to be incorporated in the system which strengthens the organization. Guidelines by resource persons and subject experts will help the teachers to improve the quality of monitoring. The School related problems, teacher related problems and administrative related aspects need to be tackled carefully so as to run the system smoothly. Therefore, it is felt that the training programme will help the tribal teachers in monitoring of learning achievement in tribal schools of Andhra Pradesh. The Schematic representation of the training programme is given below:

Table - 13

Schematic Representation of the Group Work in the Training Programme

Team : Group – I			**Work Done**
1.	John Reemali School Assistant C A High School Paderu – 531 024 Visakhapatnam Dist.,A.P.		Refinement & Inclusion of the materials in the following areas. 1. Monitoring areas of learning in schools 2. Existing monitoring practices. 3. Methods of monitoring. 4. Monitoring of academic activities 5. Administrative activities
2.	Sankar K Lecturer DIET – Adilabad A.P.		
3.	Venkata Ramana Kudumula Teacher T W Model School PADERU – 531 024 Visakhapatnam Dist. A.P.		
4.	Simhachalam Jogi, M.R.P. G.A.H.S.(G) Paderu Visakhapatnam Dist A.P.		
5.	K Jyothi Ram, S.C.R.P. A H School, Andharbandh Utnoor, Adilabad Dist. R Utham, S.C.R.P. Mankapur Utnoor – Adilabad Dist.		

Group Work

Team : Group – II **Work Done**

1.	Sri M C Gangaram Vice-Principal DIET, Utnoor Sub-Utnoor Adilabad Dist.A.P.		Refinement & Inclusion of the materials in the following areas. 1. Monitoring of co-curricular activities. 2. Monitoring of extra curricular activities. 3. Community participation activities. 4. School education committees. 5. Incentive schemes.
2.	Sri Penumala Radha Krishna Headmaster TW Ashram School (Boys) Munchangiput (Mandal) Visakhapatnam Dist – 531 040 A.P.		
3.	Sri G Simhachalam Teacher "Doddipalli" Paderu Visakhapatnam Dist. A.P.		
4.	Sri G T Krishna Murthy Headmaster MPES, Bakuru Visakhapatnam Dist. A.P.		
5.	Sri K Rajendra SCERP Hasnapur, Utnoor Adilabad. Sri J Suman, SCERP Jainoor Utnoor, Adilabad.		

Group III			Work Done
1.	K V Sailaja Laxmi Lecturer, DIET, Adilabad. Kavitha Model School Behind Tirumala Petrol Bunk Teachers Colony, Adilabad.		Refinement & Inclusion of the materials in the following areas. 1. Enrolment, retention, absenteeism, transfer of students. 2. Co-operative learning activities. 3. Institutional Planning 4. Physical facilities of schools. 5. School complex programmes. 6. Human resource development activities. 7. Recording instruments
2.	K Siddeswara Rao Co-ordinator, PMRC Paderu, V S P, A.P. Kindangi Village & Post Paderu Mandal V S P Dt. 531 024.		
3.	K Shemo, DRP Dumbriguda Mandal Visakhapatnam Dist. Benjipur Village Bosubedda Post Arakuvalley Mandal Visakhapatnam Dist.		
4.	K Viswanadha Rao SCERP Modi, Adilabad Dt. Keramera (Village, Post & Mandal) Ashifabad Taluk Adilabad Dist.] A P.		

Group IV			Work Done
1. 2. 3. 4.	Sri V Papalal Senior Lecturer DIET, Adilabad A.P. Sri J Demudu S G T Asst. GVVK Jallipalli Paderu (Mandal), Visakhapatnam Dist A.P. Sri K Chilakanna MRP Hukumpeta (Mandal) Visakhapatnam Dist. A.P. Sri T Dev Rao SCERP Indravelly (Mandal) Adilabad Dist.		1. Refinement of the proformae in the following areas. 2. Monitoring areas of learning in schools 3. Existing monitoring practices. 4. Methods of monitoring. 5. Monitoring of academic activities 6. Administrative activities 7. Monitoring of co-curricular activities. 8. Monitoring of extra curricular activities. 9. Community participation activities. 10. School education committees. 11. Incentive schemes. 12. Enrolment, retention, absenteeism, transfer of students. 13. Co-operative learning activities. 14. Institutional Planning 15. Physical facilities of schools. 16. School complex programmes. 17. Human resource development activities. 18. Recording instruments

3.17 Effectiveness of the Training package and Programme

Findings

1. Annual and yearly plans are lackingin most of the schools.
2. No proper lesson plans in most of the schools.
3. Absence of teaching aids
4. Lack of libraries, Lack of reading rooms
5. Absence of science labs and science kits

6. Lack of audio visual aids. However, the Govt. has provided them to some of the schools but these schools do not have electricity facility. Therefore, these audio visual aids were not used by the teachers.
7. No proper incentives and encouragement to the teachers and students.
8. Lack of required number of classrooms
9. Lack of community participation
10. In Primary schools, examination system is not taking place.
11. No prayer halls
12. More number of students in the classrooms.
13. Ill-health of the students

The proposed training programme and training package will help the administrators, teachers, SCERPs and teacher trainers to implement the monitoring system in the tribal schools.

3.18 Limitation of the Training Programme

The limitations of the Training Programme are many :

1. The sample taken is very small due to the shortage of time and resources.
2. The teachers are overloaded with their daily assignments. Hence they do not find time for filling up the exhaustive proformae.
3. The programme is meant for the TTI/DIET faculty and the SCERPs. The number of teachers trained are limited.
4. The time and the budget allocated for the implementation of the package is too limited.

3.19 Review

To improve monitoring, school complex system should be strengthened. School complex headmasters, school complex educational resource persons (SCERPs) are to be trained in institutional planning, organization of training programmes, data analysis, micro plan preparation

and community mobilization. Mandal Resource Persons/teachers are also to be trained in Counselling and Guidance and community mobilization skills. It is further suggested that Mandal Monitoring Cell at Mandal level, Project Monitoring Cell at Project level should be properly equipped to deal with flow of data, analysis and feedback. The evaluation of the training programme is expected from the SCERPs, MRPs, DIET faculty from Utnoor and Paderu and the Tribal Teachers working in the tribal schools. The training package is further implemented and its effectiveness is analysed the State/NCERT faculty. This chapter deals with the actual work done at field level and at the organizational level, as a means of helping and supporting the school teachers and DIET faculty.

CHAPTER - IV

ANALYSIS OF THE TRAINING PACKAGE ON MONITORING OF LEARNING ACHIEVEMENT IN TRIBAL SCHOOLS OF ANDHRA

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CHAPTER – IV

ANALYSIS OF THE TRAINING PACKAGE ON MONITORING OF LEARNING ACHIEVEMENT IN TRIBAL SCHOOLS OF ANDHRA PRADESH

4.1 Activities influencing student learning and monitoring of learning achievement in schools

"The progress of a nation is decided and determined not in the legislatures where passions and prejudices warp judgement and vitiate the laws that may be framed, not in courts where punishments more often harden than reform offenders, not in factories where men become mechanized but in schools where the minds of the future citizens are moulded and where the habits and attitudes are shaped.

School plays a major role in moulding the ideas, habits and attitudes of the children and in order to produce well-balanced personalities, the present day school has to perform number of functions. It has to teach the 7 R's - Reading, Writing, Arithmetic, Recreation, Rights, Responsibilities and Relationship. It has to conserve the culture of the society train the children for democracy and develop scientific attitude. The school has to recognize individual differences, provide opportunities for the full development of children, kindling the minds of the students a passion for social justice. To perform these functions to the maximum extent possible the teacher plays an important role in the school system. **Physical infrastructural facilities, curricular and co-curricular activities, extra-curricular activities, incentives, community activities, co-operative learning, cultural activities, school Complex programmes, human resource development activities, enrolment, retention and absenteeism, Institutional planning, and administrative activities** are the material aspects, activities and programmes exercise a varied influence on the learning achievement of pupils

Midday Meals – food for stomach, yes food for thought !?!
Paderu, Visakhapatnam Dist.

in their tribal or non-tribal localities. A detailed account of these programmes is given below.

4.1.1. Physical Infrastructure facilities

The material equipment of a school exercises a marked influence on the academic achievement of the students. No school can function in air. It can function only when adequate material, equipment is provided to it. The school building, classrooms, furniture, science laboratory, library and playground help in the academic achievement of the students. School Environment, laboratory and Library in particular help in better learning and reinforcement.

4.1.2. Curricular activities & Co-curricular activities

At the primary stage, the students are exposed to three academic subjects - Language, Mathematics and Environmental studies and five activity subjects - Health Education, Physical Education, Socially Useful Productive Work, Creative Activities and Moral Education. At the upper primary and higher school stage students are exposed to three languages (Telugu, Hindi and English), Mathematics, Science and Social Studies and the activity subjects of Health Education, Physical Education, Socially useful productive work, creative activities and Moral Education as in the case Primary stage of education. Languages are taught in order to develop the skills of listening, speaking, reading and writing.

The learning process includes providing teacher generated learning activities, promoting leaning by doing, developing individual, group and whole class activities recognizing individual differences, utilizing local resources and creating an interesting classroom by displaying the teacher's work and student's work. For effective teaching the teacher needs to plan his work by formulating the year plans, unit plans and lesson plans. The objectives and specifications need to be planned before hand. The competencies are to be

Modernity shakes hand with tribal culture, tribal students in Paderu, Visakhapatnam performing a folk art.

identified and they are to be developed among the students. Along with the curricular programmes, co-curricular activities need to be organized for better learning like organizing debates, discussions, library work, laboratory work, composition writing, essay writing, project work etc. These activities result in better academic achievement of the students. The testing programme is also to be organized hand in hand to teaching programme. How for the instructional objectives are realized can be known only through the testing programme. Unit tests, terminal tests and Assignments provide the required feedback to the teacher and the students.

4.1.3. Extra-curricular activities

These activities are some thing extra which reinforce learning. Celebration of birthdays of National Leaders, organization of school day, Teacher's Day, Children's Day, Parent's Day, Alumni Day, celebration of National festivals organizing community programme and social service activities, etc. reinforce the academic learning of pupils.

4.1.4. Incentive Programme

Incentive Programmes like distribution of textbooks, dress, midday meals, scholarships, bus passes, bicycles to girl children provide an equal opportunity for the students of weaker sections to become on par with other students. Rewards help in developing competitive spirit among the students to learn better.

4.1.5. Community Activities

These activities include Mass Prayer, morning assembly, social service in the neighbourhood, first aid, red cross, community dining, labour squads, services on special occasions like fairs, processions etc, village survey, NSS etc. These activities provide a lot of scope for the students to learn moral and ethical values for the harmonious development of the personality of the students.

4.1.6. Co-operative Learning

Learning takes place through interaction either passive or active. Passive interaction takes place by reading books, watching T.V., hearing radio etc. Active interaction takes place through individual's interaction. The student learns more with groups rather than as an individual. Co-operative learning is encouraged, which helps the students to discuss among themselves and find solution to problems. Co-operative learning helps in self-expression and in stimulating new ideas. It also develops process skills among the students and also certain personality traits like co-operation, competition, accommodation, assimilation etc.

4.1.7. Cultural activities

Organisation of cultural activities in schools helps in drawing out the innate potentialities of the students. Activities such as music, songs, folk dance, drawing and painting, organizing exhibitions, preparation of charts-models, etc help in the academic development of students. These activities provide opportunities for better understanding of the cultural traditions.

4.1.8. School Complex Programme

School Complex Programme removes isolation among schools functioning at different levels, say, primary, upper primary and high schools and ensure better co-operation among the teachers of these institutions. In this the primary schools in the vicinity are attached to the nearest upper primary school and the upper primary school complexes are attached to the nearest high school. The facilities of the central schools can be utilized by the constituent schools in the complex. The physical as well as human resources of the central school can be extended for the harmonious development of the students in the vicinity. The teachers and students of the constituent schools can get better guidance and extension services from the nuclear schools.

A school complex building in tribal area, Utnoor, Adilabad Dist.

4.1.9. Human Resource Development Activities

Teacher's empowerment and student empowerment activities fall under this category. Teacher centres and school complex centers are utilized for this purpose. In-service training programmes for the teachers and extension lecturers for the students are organized which result in improving the teacher efficiency and student achievement. The sources like the library, laboratory, competency based teaching-learning equipment need to be utilized both by the teachers and students.

4.1.10. Enrolment, Retention and Absenteeism

Enrolment of children in school at different times other than the beginning of the academic year also stands in the way of their academic achievement. Children who are coming from the non-formal streams are given admission into the main stream at different times as and when they make themselves eligible. The school should have the capacity to hold the interest of the children to continue in the school. For this particularly the physical structure of the school should be attractive and the teaching learning process should sustain the interest of the child to continue. Child friendly environment should prevail in the school. Any neglect in this aspect results in irregular attendance and frequent absenteeism. So monitoring of enrolment, retention and absenteeism of students is also a programme which needs special attention in the present situation especially in tribal schools.

4.1.11. Institutional Planning

Based on the full needs and resources available each institution should prepare its own plan called "The Institutional Plan". Institutional Plan helps us in understanding of the physical features of the institution, its human and natural resources and other resources available around the school for educational utilization. It provides for minimum academic programme for the year in respect of all classes. It also helps to seek social support for resources mobilization for the physical improvement of the institution. The

The Dropouts – Real life is Education for the Tribal Children, Paderu, Visakhapatnam Dist.

planning and extension of the Institutional plan also influences the achievement of the students. The headmaster is required to prepare the plan under five areas:

Institutional information, Plan of curricular activities, co-curricular activities, Monitoring and supervision and lastly Resource Mobilization Plan of curricular activities including Academic plans of subject teachers, Annual Plan and Unit plans, Planning and Administration of Assignments, Unit tests and terminal examinations, plan for written work assigned for pupils (eg) composition, science records , map drawing, home work etc. It also includes identification of academically backward children classwise and subjectwise and plans for remedial teaching or supervised study. Planning of co-curricular activities include subject club activities, elocutions, debates, Quiz, organization of exhibitions, seminars, mobilization of community services, organization of excursions, participation in competitions conducted at various classes etc. Monitoring and supervision includes conduct of monthly staff conferences, review of activities planned under curricular and co-curricular areas periodically, review of results at the end of terminal examinations or public examinations etc.

4.1.12. Administration activities

Planning and implementation of administrative activities also influence the academic achievement of the students. This area includes those aspects like suitability of school timings, collection of fees, Maintenance of registers and records, testing programmes, student welfare activities, teacher welfare activities, Issue of progress cards, student self government etc.

4.1.13. Recording Instruments

There are two recording instruments maintained in the school - the progress record card and the cumulative record card. In the progress record the attendance put in by the student each month, his academic achievement in terms of marks scored in the unit test, assignments and the terminal

examinations is mentioned. This is the only instrument which is circulated to the parent to know the academic progress of his ward. Cumulative record card is a confidential record maintained by the school which consists of the personality development factors of the students.

Effective monitoring of these programmes result in better academic achievement of the students. It helps in checking what is happening and know to what extent the academic programmes are implemented. It helps in accountability and development of the institution. Monitoring is not to threaten the teacher but to periodic support to the teacher to work better and for student to achieve better. Hence the need to develop different monitoring performance to collect information relating to what is happening in the schools, analyse information, evaluate the effectiveness, plan as a result and to act.

4.2 Academic Monitoring of Students

4.2.1 What is monitoring?

It is a process of measuring, recording, collecting, processing and communicating information to assist project management decision-making. Monitoring is carried on in terms of whether various tasks are carried out according to schedule, whether project results are likely to lead to the realization of project objectives and whether project objectives / targets execution needs adjustment. It begins with start of a project and ends with the completion of the project.

4.2.2 What is Academic?

The school system includes theoretical as well as non-theoretical aspects. Academic includes subjects for intellectual development as well as other types of development and it includes curricular, co-curricular and extra-curricular activities.

4.2.3 What is Academic Monitoring?

It includes continuous/periodic review of curricular, co-curricular, and extra curricular activities carried on in the school as scheduled/ planned; whether the objectives are realized; whether the objectives/ targets/execution needs/adjustments achieved; and involves measuring, recording collecting, processing and communicating information to assist management relating to teaching-learning process.

4.2.4 What are the main objectives of School Education?

The main objectives of school education are

To develop literacy and numeracy skills and social awareness; to create scientific attitude; to promote co-operation, tolerance and self control and other values; to promote vocational efficiency and productivity; to develop the qualities of political social, industrial and cultural leadership and to prepare the children for higher education.

4.3 How are the objectives realized through academic and activity subjects ?

In academic subjects such as language(s), Mathematics, Environmental Studies –I (Social studies) and Environmental Studies –II (Science) and in Activity subjects Socially Useful Productive Work (SUPW), Health & Physical Education, Creative activities and Moral Education the objectives can be realized through continuous academic monitoring.

4.3.1 What competencies are to be developed?

A. - **Language :** Hearing, Speaking, Reading, Writing, Vocabulary, Recitation

B. **Mathematics** : Understanding the Mathematical concepts, problem solving ability, logical thinking, utilization in real life, creative thinking , diagrammatic representation

C. **Environmental studies – I (Social Studies)** : Understanding concepts, comparison contrast causes, relationships, classification, map drawing, map reading and project work.

D. **Environmental studies - II (Science)** : Concepts, understanding – utilization, observation, comparison, contrast, classification, telling causes, drawing figures, Labelling and project work.

E. **Socially Useful Productive Work (SUPW)** : Health, Food, clothing, shelter, Cultural Activities and Social service activities.

F. **Health & Physical Education** : Body development activities, Physical exercises, Recreational activities and Games and sports .

G. **Creative Activities** : Drawing, painting, Decoration, Music, Drama and Dancing.

H. **Moral Education** : Discipline, Honesty, Co-operation, Sympathy, patience, Responsibility, Knowledge, understanding, application and skill.

4.4 Academic Monitoring of Students means - Knowing, Identifying and Assisting

4.4.1 Knowing

- Whether the student is progressing in learning the academic as well as non-academic activities organized in the school.
- Whether the expected learning outcomes are realized or not.

- Whether the desired behavioural changes-took place in the child as a result of instruction.

4.4.2 Identifying

- Strengths and weaknesses
- Deficiencies
- Interests and attitudes

4.4.3 Assisting

- Suggest steps be taken to make good the deficiencies.
- Implement the programmes to make good the weakness
- Report higher authorities to take decisions.

4.5 Board Areas Influencing Learning

Area-I	Physical infrastructural facilities.
Area-II	Curricular & co-curricular activities
Area-III	Extra Curricular activities
Area-IV	Incentives
Area-V	Community participations activities
Area-VI	Co-operative learning
Area-VII	Cultural activities
Area-VIII	School Complex Programme
Area-IX	Human Resource, Development activities
Area-X	Enrolment, Retention and Absenteeism
Area-XI	Institutional Planning
Area-XII	Administrative activities
Area-XIII	Recording instruments.

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4.6 Analysis of the Broad Areas influencing Learning

Area-I Physical Infrastructural Facilities

- **School Campus** (Adequacy, Safety, Co-ordination, Efficiency, Beauty, Economy, Adaptability etc).
- **Site** (Surroundings, level, direction, shape, facilities, scope for further expansion).
- **Area & Play ground**

Primary	-	6 sq.ft per child 1 acre playground.
Upper Primary	-	7 sq.ft per child 2 acres playground.
Higher Secondary	-	8 sq.ft per child 5 acres playground.

- **Classrooms** (30' x 20' x 15') Min 1000 Sq.ft in MPL Areas.
- Ideal with one floor.
- Drinking water facility
- Toilet facility with running water
- Shape I,L,T,U,E,H
- Lighting Ventilation
- Classroom equipment (Desks, chairs, tables, Black board, Map stand, Learning corner).
- Library
- Laboratory
- Workshop
- Museum
- Teaching aids, kits, play materials etc.

Area – II Curricular & Co-Curricular Activities-Teaching and Testing

A. **Academic Subjects:** Language(s), Mathematics, Environmental Studies I & II

B. **Activity Subjects:**

Health Education, Physical Education, SUPW, Moral Education, Creative activities.

C. **Planning: Annual Planning, Unit Planning, Lesson Planning.** Content Analysis / specific objectives / Teaching-Learning activity / Teaching-Learning material Evaluation.

D. **Teaching-Learning process:** Child centred, Activity oriented and competency based Teaching-Learning process.

E. **Transaction:** 1) Providing learning activities 2) promoting learning by doing(3) Developing individual, group and whole class activity (4) Recognizing individual differences (5) Utilising local resources (6) creating interesting classroom.

Co-Curricular Activities

Debates, discussions, Library work, Laboratory, work, composition writing, Essay writing, project-work etc.

Testing:

Unit tests, Assignments, Terminals, Quiz, remedial programmes, Diagnostic testing, Question Paper Analysis, Script Analysis.

Area – III Extra Curricular Activities

- Celebration of birth days of National leaders
- Celebration of birth days of scientists.
- Organisation of Various days.
  School day /Teacher's day /Children's day / Parent's day / Alumni day / Chaduvula pandaga / World Literacy Day / UNO day.
- Celebration of National festivals
- Clean & Green
- Social service activities
- Community dinning
- Scouting / NSS/ Girl Guiding
- Green Corpse
- Adult Literary Programme
- Child to Child Programmes etc.

Area- IV Incentive Schemes

- Free education
- Supply of free text books
- Mid-day Meals scheme
- Free distribution of dress, writing materials, Note books, Pocket money to the children of weaker sections
- Distribution of Cycles
- Book banks
- Question Banks etc.

Area-V Community Participation Activities: School Education Committees

- To take measures for the enrollment of unenrolled school children.
- To take suitable measures to reduce dropout.
- Ensure effective functioning of the school
- Quality improvement.
- To provide teaching-learning materials
- To secure play ground.
- Incentive schemes and other utilization.
- Building construction programmes
- Appointment of Vidaya Volunteers based on need.
- Utilisation of AV materials supplied to school
- Organization of play activities
- Plantation in school campus
- School Education Fund
- Provide all possible assistance for the development of the school.

Area-VI Co-operative Learning Programme:

- Learning in groups
- Project work

- Process skills development
- Development of personality traits
- Group Assignments etc.

Area-VII Cultural Activities

- Helps to draw out the innate potentialities
- Organisation of activities like Music, Songs, Folk dance, Variety shows, drawing & painting, school decoration, organizing exhibitions, sculpture, fancy dress, Flower festivals, Preparation of charts, models, dramatics etc.

Area-VIII School Complex Programme

- To remove isolation and ensure effective functioning through mutual help and support.
- Two tire system.
- Develops co-operative efforts
- Best utilization of human resources
- Economy in use of material resources
- Removes the iron certain between the higher level and lower level institutions
- Helps in providing academic guidance to the constituent schools.
- Giving equipmental assistance
- Conducting supervision
- Conducting evaluation
- Providing extension work and in-service education.
- Discriminating educational information.
- Devising institutional Planning
- Common testing programme
- Maintaining academic standards .
- Making follow up studies.

Area IX Human Resource Development Activities

- In service teacher training at institutional level
- On the job assistance programme
- Organization of exhibitions
- Teaching Learning Material exhibitions
- Exhibition of Pupils Projects
- Extension lectures
- Science fairs
- Inter School competitions
- Quiz programmes
- Brains Trust
- Brain Storming Sessions
- Deputation to various programmes
- Encouraging Action Research
- School magazine
- Reading competitions
- Debates/ Essay writing
- Story telling competitions etc.

Area-X Enrolment, retention and absenteeism

Enrolment of children in school at different times other than the beginning of the academic year also stands in the way of their academic achievement. Children who are coming from the non-formal streams are given admission into the main stream at different times as and when they make themselves eligible. The school should have the capacity to hold the interest of the children to continue in the school. For this particularly the physical structure of the school should be attractive and the teaching learning process should sustain the interest of the child to continue. Child friendly environment should prevail in the school. Any neglect in this aspect results in irregular attendance and frequent absenteeism. The affects of the

absenteeism on the academic achievement of the student needs no mention. So monitoring of enrolment, retention and absenteeism of students is also a programme which needs special attention in the present situation especially in tribal schools.

Area-XI Institutional Planning

The concept of institutional plan is not at all new. However most of the Institutions do not maintain a plans. As such Headmasters are requested to recall the following objectives.

(i) To provide understanding of the physical features of the institution, its human and material resource and other resources available around the school for educational utilization.

(ii) To provide minimum academic programme for the year in respect of all classes.

(iii) To seek social support for resource mobilization for the Physical improvement of the Institution.

(A) Institutional information (B) Plan of Curricular Activities

(C) Co-curricular Activities (D)Monitoring and Supervision

(E) Resource Mobilization

(A) Institutional Information

1. History from inception.
2. Present Name and location with details of Recognition.
3. Strength particulars: class-wise, caste-wise and sex-wise showing physically handicapped children clearly.
4. Human Resources of Teaching and Non-Teaching staff.
5. Details of accommodation and playground facilities and sanitary facilities.
6. Present Plan in creation of new facilities.
7. Details of furniture and equipment (audio-visual, laboratory, library, N.C.C. Scouting and games etc).

8. Details of educational institutions within a radius of 4K.Ms.
9. Community resources available.
10. Plan for additional resources to be made available during the current year.

(B) Plan of Curricular Activities

1. Academic plans of subject teachers
2. Annual plan and Unit plan.
3. Planning and Administration of Assignments, Unit Tests and Terminal Examinations.
4. Plan for Written work assigned for pupils
   Ex:- Composition, Science Records, Map-drawing, Home work etc.
5. Identification of Academically Backward Children: Class wise subject wise, and plans for remedial teaching or supervised study.

(C) Planning of Co-curricular Activities

1. Subject Club activities.
2. Elocutions, Debates, Quiz, Organisation of Exhibitions and Seminars
3. Utilisation of Community Services.
4. Utilisation of School Library and Laboratory.
5. Celebration of National Festivals.
6. Participation in the Cultural Activities.
7. Participation in Games and Sports.
8. Organizations of Exercises.
9. Activities of Students Associations.
10. Participation in Competitions conducted at various levels.

(D) Monitoring and Supervisions

1. Conduct of monthly staff Conference and appraisal of performance by each staff member.

2. Review of activities planned under curricular and co-curricular areas periodically.
3. Support of Academically Backward Children and convening Parent-Teacher Association Meetings.
4. Review of results at the end of Terminal Examinations or Public Examination.

(E) Resource Mobilization

1. Organize SEC meetings
2. Collection of Voluntary contributions by way of money and material through SEC.
3. Shramadan for improving infrastructure.

F. Steps Involved In Preparing The Plan

Normative Planning	:	i. Establishment of objectives mission and goals.
Strategic Planning	:	ii. Identification of problems & needs iii. Assessment of Resources iv. Determination of priorities v. Formulation of plan. vi. Finalization of plan
Operational Planning	:	viii. Work plan for implementation viii. Monitoring and evaluation ix. Revision of plan

G. Aspects of Planning:

- Curricular & Academic programmes
- Co-curricular activities
- Administrative aspects
- Inservice programmes and Academic growth of teachers
- Student Welfare services
- Physical facilities.

Area-XII Administration Activities:

- Suitability of school timings
- Collection of fees
- Maintenance of registers and records
- Testing programme
- Student welfare Services
- Teacher Welfare Services
- Conduct of parent teacher Association Meetings
- Issue of progress sheets
- Extension services
- Staff meetings
- Students self Government.

Area – XIII Recording Instruments

There are two recording instruments maintained in the school (viz) the progress record card and the cumulative record card. In the progress record the attendance put in by the student each month his academic achievement in terms of marks scored in the unit test, assignments and the terminal examinations is mentioned. This is the only instrument which is circulated to the parent to know the academic progress of his ward. Cumulative record card is a confidential record maintained by the school which consists of the personality development factors of the students.

4.7 Who is responsible for Academic Monitoring of Schools?

- Teacher in the school situation
- Prefect in the dormitory
- Parent at the house
- Warden in the hostel
- Supervisor/ Administrator / Manager in the system.

A. How to collect information in Academic Monitoring?

- Through the observation of class room Teaching-learning process-student participation in the process.
- Interview / putting questions.
- Written work- Class work/Home work
- Attendance registers
- Performance in Unit tests/ terminal tests
- Assignments
- Progress cards
- Cumulative record card
- Pupil diaries
- Library work
- Laboratory work
- Through peers
- Group work
- Pupil products
- Through teachers
- Participation in debates / discussions/ quiz / celebrations
- Participation in co-curricular activities
- Review meetings
- Analysis of answer scripts of unit tests and terminal tests.

B. Identify strengths & weaknesses:

- Out standing performance
- Deficiencies
  Academic subjects
  Activity subjects
  Personality traits

C. Assistance for effective Academic progress:

- Suggest few more and higher type assignments to gifted
- Multi level assignments based on individual difference
- Arrange for special coaching
- Arrange for remedial teaching
- Meetings with school officials/ parents / wardens
- Discussions with School Education Committees
- Implementation of prefect system
- Examination of progress cards / watching
- Organization of activities like Debates/ Discussions / Quiz
- Working out the questions given in unit tests and terminals
- Regular Library and laboratory work
- Adoption of APPEP Principles
- Correction of scripts before students
- Regular habit of studying

- Arranging extension lecturers
- Timely supply of text books, writing materials, clothing
- Timely release of scholarship
- Nutritious food.
- Health checkup
- Frequent visits
- Organization of co-curricular activities more in number

4.8 Academic Monitoring for School Improvement-School-wise proformae

Instructions: Each DIET Lecturer is requested to go through all the aspects given in the proformae in the school which is assigned to him and categorize the school item-wise for all the item's at the time of first visit and monitor the school by way of providing the 'guidance and work with the school staff for the improvement i.e., to bring 'D', 'C' and 'B' items into 'A' category. For each visit the DIET Lecturer should discuss the areas for improvement and give written instructions to the H.M. So that he/she can review the progress during the next visit on the items focused in earlier visit. (The category 'A' refers to Good, 'B' refers to Satisfactory, 'C' refers to Below Satisfactory and 'D' refers to Nil).

Sl. No.	Item	The category in which the school falls			
		A	B	C	D
1.	Maintenance of Database viz., Names of Out of School Children, Dropouts, Irregular Students against Gender and Community from 5-15 years age group children and Names of children in the age group of 0-5 in the catchment area.				
2.	Out of School children				
3.	Dropouts				
4.	Regular Pupil attendance				
5.	Pupil performance in Reading				
6.	Pupil performance in Writing (observe pupil notebooks)				

Sl. No.	Item	The category in which the school falls			
		A	B	C	D
7.	Pupil performance in Arithmetic				
8.	Development of TLM				
9.	Display of Teacher and Pupil work				
10.	School Premises-Clean and Green				
11.	School Committee involvement				
12.	Improvement of infrastructure through community participation				
13.	Regular conduct of exams/tests and correction of scripts and assignments and issue of Progress cards.				
14.	Conduct of Games and sports				
15.	Conduct of Other non-scholastic activities such as SUPW, Moral Education, Art Education, creative activities etc.,				
16.	Utilization of OBB material such as Maths Kit, Science Kit, Mini Tool Kit and other TLM.				
17.	Utilization of Library books and supplied under OBB and regular issue to children and '**Chaduvu**' Magazine				
18.	Use of Audio Visual Equipment supplied i.e., TV,VCCP, RCCP and Cassettes.				
19.	Teachers rolled in the enrollment of out of school children i.e., Never Enrolled and Dropped out.				
20.	Conduct of Parent Teacher meets-Teachers regular meeting the Parents and appraisals.				
21.	Teacher preparation-Lesson Plans, TLM etc				
22.	Use of School and Teacher Grants				

Please Note: The basis for the categorization of 'A', 'B', 'C' and 'D' for particular quantitative items are as follows:

1. **Out of School Children:** If the percentage of out of school children is below 10% refers to 'A' category, thus 10 – 15% for 'B', 15 – 20% t0 'C' and above 20% is 'D' (Calculation = Total No. of Out of Schools children in the age group; of 5 – 15 / Total No. of School Children in the age group of 5 – 15 x 100).
2. **Dropouts:** No. of children who are unrolled during 1999-2000 in the school dropped out during 2000-01 – Less than 10% refers to 'A', 10 – 15% is 'B', 15 – 20% is 'C', 20% and above is 'D'.
3. **Pupil Attendance:** 90% and above is 'A', 80-90% is 'B' 70-80% 'C' below 70% is 'D'.

4.9 Hints to Administrators

- Maintain a register with names of students, with personal details and details of schools.
- Record their academic progress during visits, through personal interview discussions with the teachers, progress cards, classroom visitation, putting questions.
- Suggest measures for making good the deficiencies based on the weakness noticed and record in the register.
- Follow it up
- Visit at least once a month the school/hostel and observe the academic progress of the child.
- Have direct interaction with students
- Go through the school inspection reports
- Ensure timely supply of incentives.
- Hold review meetings
- Maintain contacts with parents.

CHAPTER - V

CONCLUSION

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CONCLUSION

MONITORING OF COMMUNITY PARTICIPATION ACTIVITIES AND SCHOOL EDUCATION COMMITTEES

5.1 Community Participation-A Paradigm Shift?

From the very beginning, the basic objective of planned development in backward areas has been to accelerate modernization. Development meant imparting better methods in agriculture, animal husbandry, health and other sectors. Development agencies relied on extension methods for popularizing innovations and extracting compliance of the people. The situation was characterized by 'we give you this-you take it. People remained largely as recipients and beneficiaries. Various studies highlighted the failure of development programmes as there was little participation or involvement of people. In the recent decades, Participatory Approach is emerging as the major strategy in the planning and implementation of rural and tribal development programmes. To achieve sustainable development, empowerment of people through participatory planning and management is being prescribed. Stress is being laid on people's capabilities, knowledge, skills and elimination of external vested interests. Under the influence of international funding agencies, participation is being built in to various schemes. Significant change is taking place in the status of tribals from that of recipients of development to that of partners. Participatory approach aims to involve people in all stages of development i.e. Planning, execution and monitoring. This approach differs from the earlier ones that conceived people's role as recipients of developmental benefits and innovations. As part of this, the participation of tribal people in the running and management of the educational institutions is envisaged. In view of the existing socioeconomic conditions in the tribal areas, it is essential to monitor the working of teachers for effective functioning of schools. The parents, who were earlier approaching the school for solving their children's problems, are now being entrusted with the responsibility of solving the school problems.

5.2 Schools in Tribal Villages as Alien Institutions

In the beginning, schools in tribal areas were established mainly by missionaries and government agencies. Later voluntary agencies and outsiders started schools. It is significant to note that it is outsiders who have started schools to educate the children of tribals. Ordinary tribals generally avoid government officials and outsiders out of fear and apprehension. Though, they enroll their children in to schools due to various reasons, they maintain very little contact with the schoolteachers. Because of their daily economic pursuits, there little time for tribal parents to approach the school. They hesitate to meet, discuss, and communicate with teachers due to inferiority complex, and lack of knowledge. They do not expect that they will get a proper hearing from the teachers. But, contact and communication between the parents and schoolteachers is most important, for the better functioning of the school system. This assumes maximum significance when first generation learners who need guidance and encouragement, are involved.

5.3 Need for Community Education

The conditions are not encouraging in schools in tribal areas. Teacher strength infrastructure, training, motivation of teachers and parents are all in short supply. These problems are going to persist. These need not come in the way of attempts for improving the existing situation. The teachers need to realize the participation and involvement of villagers in school affairs. School-home contact is a must in successful schooling. As stake holders in the school, the villagers are entitled to take interest in the village affairs. Various avenues like DWACRA, self-help groups, Grama Sabhas may be harnessed for educating the parents. Counseling of parents can be undertaken through these bodies.

To overcome the above constraint, there is need for community education in order to better the relations between the school and community. Parent-teacher associations have an important role in this regard. The

teachers need to make use of the opportunity, when they meet the community as part of census and survey operations etc. At this stage it self, contacts can be built with the community with proper approach towards tribal parents. Apart from knowing the parents in the villages, it also helps to know their conditions and to build rapport. Generally, in tribal villages, teachers are well-sought persons as they are the knowledgeable and literate persons locally available. This position need to taken advantage of. The teachers need to strive for better participation and involvement of parents after establishing rapport and contact with parents, which can be continued in various ways. An awareness and understanding of the teacher about the problems of parents is very helpful in understanding the limitations of the students.

5.4 School as Community Center

To attract the villagers to participate in school affairs, the school premises can be used as a continuing education center. With the help of paramedical staff, some of the basic medicines can be kept at the school. Discussions and meetings can be organized in the school on topics that concern the villagers. Agriculture, marketing, health and hygiene are some of the topics. Competitions and games can be organized for parents. These will help in bridging the school-parent distance. By offering the services of the students for village level occasions like festivals, celebrations etc., a sense of involvement can be shown. Through culture specific co-curricular activities, Teaching through local culture and environment, parents can be assured that the children are not going to become better citizens with education. From tribal parents point of view children should not shun manual work, because they are getting educated. They should not get the feeling that children are getting alienated from their own culture. The presence of educated unemployed acts as a deterrent for parents who want to educate their children. Attempts are a must to make him or her aware of the importance of education for every individual. Education is not just for employment. It enhances the self-respect of the individual and makes one self-confident to deal with various situations. These days, the emphasis is on leadership training empowerment of people and capacity building. Education, which

facilitates expression and communication ability, is an inseparable ingredient here.

5.5 Village Education Committees

Various mechanisms like parent-teacher associations, village educational committees are functioning to foster better relations between parents and teachers. These bodies provide an opportunity for the parents to air their concerns and extend their suggestions for betterment of teaching and school conditions. At the same time, the teachers can guide the parents and advice them with regards to their wards performance and progress. The educational committees are to act as liaison between school and village. They have the twin responsibilities. Firstly monitoring the school functioning and rendering the necessary assistance for the smooth running of the school. Secondly their job is to ensure enrolment and regular attendance of students and to educate parents in this regard. These education committees and parents associations need some orientation with regard to their responsibilities. They should not see themselves as on some fault finding mission or adopt a rigid ever complaining attitude.

The village education committees can take initiative to annually honor teachers along with students on the basis of their performance. This will facilitate positive relations and attitudes. They need to appreciate the constraints and limitations of the teachers and provide constructive criticism. Generally, they concentrate more on timings, absence of teacher during school hours etc. But, it is equally important to have some understanding of teaching and evaluation methods, uniform coverage of lessons etc.

5.6 Monitoring Teams

Many times external monitoring teams concentrate more on food, conditions existing etc., and focus less on the processes of teaching. Time constraint plays a role here. In this context, the local committees become more relevant. At present monitoring is being done by the resource persons at different levels. They have a large area under their jurisdiction. In monitoring the focus has been on expenditure, accounts and physical facilities.

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Performance is reviewed on the basis of results at the end of the academic year. How to monitor academic processes, except through exams and inspection is the dilemma.

It is highly useful if the monitoring resource persons, inspecting authorities properly appraise these education committees and parents associations about their findings of monitoring and inspection. In view of the inadequacy of external supervision in tribal areas, of the local committees and associations need to take up this job, subject to proper orientation. Teachers should realize that, they need to work together with these committees and parents associations.

5.7 Orienting the Village Educational Committees

The education committees are to be oriented about the basic processes of teaching and running the school. The educational committee members should get some idea about the importance of reading, writing, speaking skills in case of languages; understanding of concepts in the case of non language subjects. They may be oriented to pursue the suggestions and comments given by the resource persons periodically visiting/inspecting the school. Generally the notings made by the resource persons in the visit and inspection books are not cared for by the teachers. The educational committees come in to picture here. In view of the problems of transport and communications, it is difficult for resource persons to visit all the schools at desired intervals. This increases the responsibility of the village educational committee. The educational committees can effectively check the absentee and proxy teachers.

A portrait of a Tribal Child! – Whither my future! Paderu, Visakhapatnam Dist.

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APPENDICES

APPENDICES

APPENDIX - 1

List of Officers/Resource Persons consulted for Detailed Discussions, Field Survey and Field Investigation

Phase I Activities
(3.9.2003 to 5.9.2003)

I. DPEP and Tribal Welfare Department Authorities, Hyderabad

1. Sri Premchandra Reddy, IAS
   Commissioner
   Social Tribal Welfare
   Hyderabad

2. C.H. Veerabadrudu
   Joint Director
   Planning Social Tribal Welfare Dept.
   Hyderabad

3. Dr G Ganapathi Rao
   Professor in Tribal Education
   DPEP, Hyderabad

II. DPEP Office, Adilabad

1. Sri Rajayya
   Additional Project Coordinator
   DPEP, Adilabad

III. DIET, Adilabad

1. Sri G Krishnamoorthy
   Principal, DIET
   Adilabad

2. Mr M C Gangaram
   Principal Sub-DIET
   Laltekdi, Utnoor
   Adilabad

IV. ITDA Authorities, Utnoor, Adilabad

1. Sri N Sridhar, IAS
   Project Officer
   Utnoor, Adilabad

2. Sri M Manohar
   PMRC Member
   ITDA, Utnoor

3. Sri G Purushothama Rao
   Member, ICPMRC
   TDA, Utnoor

4. Sri Dasharath
   DTWO Agency
   Utnoor, Adilabad

V. ITDA Authorities, Paderu, Visakhapatnam Dist.

1. Sri Murtaza Ali Rezvi, IAS
   PO, ITDA, Paderu
   Visakhapatnam Dist.

2. Sri Viswanadha Rao
   Principal I/c DIET
   Arakuvalley
   Paderu, Visakhapatnam

3. Sri A Govindarajulu
   Administrative Officer
   ITDA, Paderu, Visakhapatnam

VI. State Education Experts

1. Prof.V.Ramakrishna
   State Educational Expert.
   102, Devaratna Apartments
   Ambagarden Extension
   Mehdipatnam
   Hyderabad

2. Prof.M.L.K.Murthy
   Department of Regional Studies,
   University of Hyderabad,
   Hyderabad.

3. Dr.V.Lalitha
Department of Sarojini Naidu
School of Performing Arts,
University of Hyderabad
Hyderabad.

4. Prof. P.Venkata Rao
Head Department of Anthropology,
University of Hyderabad,
Hyderabad.

RIE faculty

1. Dr M N Bapat
Reader in Physics
Regional Institute of Education
Mysore 570 006

List of Resource Persons / State Education Experts who participated in the 3-day Workshop on the Development of Training Package on Monitoring of Learning Achievement in Tribal Schools of Andhra Pradesh

Phase II Activities
(8.11. 2003 to 10.11.2003)

Workshop to Develop Package on Monitoring of Learning Achievement in Tribal Schools of Andhra Pradesh held at DPEP, Office of the Commissioner of School Education, Saifabad, Hyderabad

1. Prof.V.Ramakrishna
   State Educational Expert.
   102, Devaratna Apartments
   Ambagarden Extension
   Mehdipatnam
   Hyderabad

2. Prof.M.L.K.Murthy
   Department of Regional Studies,
   University of Hyderabad,
   Hyderabad.

3. Dr.V.Lalitha
   Department of Sarojini Naidu
   School of Performing Arts,
   University of Hyderabad
   Hyderabad.

4. Sri.G.Krishna Murthy
   Principal
   DIET, Adilabad.

5. Dr.G.Ganapathi Rao
   Prof. in Tribal Education
   DPEP, Hyderabad.

6. Prof. P.Venkata Rao
   Head Department of Anthropology,
   University of Hyderabad,
   Hyderabad.

7. Mr.M.C.Ganga Ram
   Lecturer & Vice Principal
   DIET Sub campus, Utnoor.

8. Sri.B.Appa Rao
Lecturer and Principal
FAC, GTTI, Arakuvalley,
Visakhapatnam.

9. Dr. Usha Bala
Lecturer in Tribal Education
DPEP, Hyderabad.

10. Dr.Sashidhar Rao
Retd. Principal
IASE, Hyderabad.

11. Sri.J.A.Kondala Rao
MRP, Madugula, MPDO Office

12. Dr.K.Anil Kumar
RIE(NCERT), Mysore

13. Dr V Prasad
RIE (NCERT), Mysore
(for Phase IV activity)

List of Participants/ Resource Persons who participated in the 3-day Training Programme on Monitoring of Learning Achievement in Tribal Schools of Andhra Pradesh

PHASE III & IV ACTIVITIES
(24.2.2004 to 26.2.2004)

TRIBAL TEACHERS

1. Sankar K
   Lecturer
   DIET – Adilabad
   A.P.

2. Venkata Ramana Kudumula
   Teacher
   T W Model School
   PADERU – 531 024
   Visakhapatnam Dist.
   A.P.

3. Simhachalam Jogi, M.R.P.
   G.A.H.S.(G) Paderu
   Visakhapatnam Dist
   A.P.

4. K Jyothi Ram, S.C.R.P.
   A H School, Andharbandh
   Utnoor, Adilabad Dist.

5. R Utham, S.C.R.P.
   Mankapur
   Utnoor – Adilabad Dist.

6. Sri M C Gangaram
   Vice-Principal
   DIET, Utnoor
   Sub-Utnoor
   Adilabad Dist.A.P.

7. Sri Penumala Radha Krishna
   Headmaster
   TW Ashram School (Boys)
   Munchangiput (Mandal)
   Visakhapatnam Dist – 531 040, AP

8. Sri G Simhachalam
Teacher
"Doddipalli" Paderu
Visakhapatnam Dist.
A.P.

9. Sri G T Krishna Murthy
Headmaster
MPES, Bakuru
Visakhapatnam Dist.
A.P.

10. Sri K Rajendra
SCERP
Hasnapur, Utnoor
Adilabad.

11. Sri J Suman,
SCERP
Jainoor Utnoor,
Adilabad.

12. K V Sailaja Laxmi
Lecturer, DIET, Adilabad.
Kavitha Model School
Behind Tirumala Petrol Bunk
Teachers Colony,
Adilabad.

13. K Siddeswara Rao
Co-ordinator, PMRC
Paderu, V S P, A.P.
Kindangi Village & Post
Paderu Mandal
V S P Dt. 531 024.

14. K Shemo, DRP
Dumbriguda Mandal
Visakhapatnam Dist.
Benjipur Village
Bosubedda Post
Arakuvally Mandal
Visakhapatnam Dist.

15. K Viswanadha Rao
SCERP
Modi, Adilabad Dt.
Keramera (Village, Post & Mandal)
Ashifabad Taluk
Adilabad Dist.]
A P.

16. Sri V Papalal
Senior Lecturer
DIET, Adilabad
A.P.

17. Sri J Demudu
S G T Asst.
GVVK Jallipalli
Paderu (Mandal),
Visakhapatnam Dist
A.P.

18. Sri K Chilakanna
MRP
Hukumpeta (Mandal)
Visakhapatnam Dist.
A.P.

19. Sri T Dev Rao
SCERP
Indravelly (Mandal)
Adilabad Dist.

20. Sri John Reemali
School Assistant
C.A. High School
Paderu 531 024
Visakhapatnam Dist. AP

II. Resource Persons

1. Prof.V.Ramakrishna
State Educational Expert.
102, Devaratna Apartments
Ambagarden Extension
Mehdipatnam
Hyderabad

2. Dr.V.Lalitha
Department of Sarojini Naidu
School of Performing Arts,
University of Hyderabad
Hyderabad.

3. Prof. P.Venkata Rao
Head Department of Anthropology,
University of Hyderabad,
Hyderabad.

4. Dr.Sashidhar Rao
Retd. Principal
IASE. Hyderabad.

APPENDIX - 2

REGIONAL INSTITUTE OF EDUCATION, MYSORE 570 006

Evaluation of the Training Programme

Dear Participants,

During the past 3 days you have been undergoing training on **"Monitoring of Learning Achievement in Tribal Schools of Andhra Pradesh".** The organizers of the training programme would very much appreciate if you could kindly complete the following questionnaire, which needs your frank evaluation of the programme. This will help us to perform better in our future programmes.

Yours sincerely,

(Malli Gandhi)
Programme Coordinate

Questionnaire

Section – I

Personal Information:

1. Name :
2. Age :
3. Years :
4. Sex : Male / Female
5. Address :

6. Educational Qualifications :
7. Total years of experience :

Instructions: Please read each Item and decide your ratings. Then mark your response by encircling the appropriate number

Excellent	Very good	Good	Fair	Poor
5	4	3	2	1

Section – II

Note : Please respond every item.

Training Package	: Content	:							
		1.	Need for Monitoring of learning in Tribal schools	5	4	3	2	1
		2.	Monitoring Areas of learning in Tribal Schools	5	4	3	2	1
		3.	Existing Monitoring practices in Tribal Schools.	5	4	3	2	1
		4.	Methods of Monitoring of leaning in Tribal Schools	5	4	3	2	1
		5.	Monitoring of Academic Activities	5	4	3	2	1
		6.	Monitoring of Co-curricular Activities	5	4	3	2	1
		7.	Community Participation Activities in Tribal Schools	5	4	3	2	1
		8.	Monitoring of School Education Committees	5	4	3	2	1
		9.	Enrolment, Retention and Absenteeism in Tribal Schools	5	4	3	2	1
		10.	Transfer of Students in Tribal Schools	5	4	3	2	1
		11.	Co-operative Learning Activities in Tribal Schools	5	4	3	2	1
		12.	Monitoring of Educational Committees	5	4	3	2	1
		13.	Monitoring of Incentive Schemes in Tribal Schools	5	4	3	2	1
		14.	Monitoring of Administrative Activities in Tribal Schools	5	4	3	2	1
		15.	Monitoring of Cultural Activities in Tribal Schools.	5	4	3	2	1
		16.	Monitoring of Instructional Planning in Tribal Schools.	5	4	3	2	1
		17.	Monitoring of Physical Facilities of Tribal Schools	5	4	3	2	1
		18.	Monitoring of School Complex Programmes	5	4	3	2	1
		19.	Monitoring of Human Resource Development Activities	5	4	3	2	1

20.	Monitoring of Recording Instruments in Tribal Schools	5	4	3	2	1
21.	Utilisation of Monitoring Proformae	5	4	3	2	1

Clarity	:	All the above	5	4	3	2	1
Coverage	:	All the above	5	4	3	2	1

Now my ability to

1.

2.

3.

4.

Section – III

Organisation of the Training Programme	**5**	**4**	**3**	**2**	**1**
1. Preparation for the programme by organizers	5	4	3	2	1
2. Work schedule of the Programme	5	4	3	2	1
3. Relevance of the matter of training	5	4	3	2	1
4. Time allotted for various activities	5	4	3	2	1
5. Participation of the group members	5	4	3	2	1
6. Interaction of the participants	5	4	3	2	1

Section – IV

Follow up Action

1. What kind of assistance you would need from RIEM in your follow up action?

Name and Address of the Teacher

APPENDIX - 3

Training Programme for TTI/DIET faculty on monitoring of learning Achievement in Tribal Schools of Andhra Pradesh
[24.2. 2004 to 28.2. 2004]

Task Team

Malli Gandhi
V Lalitha

Regional Institute of Education, (NCERT)
Manasagangotri,
Mysore – 6

Specific Objectives:

1. To develop an awareness among the SCERP/DIET an TTI faculty and teachers abc.. the need for monitoring of learning in tribal schools.

2. To develop ability among SCERP/DIET and TTI faculty to devise schedules and proforma for monitoring of learning in schools.

3. To develop capacity among SCERP/DIET and TTI faculty to train Heads of Schools, Mandal Resource Coordinators on monitoring of learning in tribal schools.

Rationale

The DIET faculty/ SCERPs members conduct several inservice programmes to improve the teaching-learning process in the schools. By monitoring the teaching and learning in schools, they can ascertain the extent of effective implementation of instructional practices to enable pupils for their allround development. In order to capture the present monitoring practices and to bring about improvement this programme has been planned. The programme has been identified as the State need for Andhra Pradesh.

Programme Schedule

24.2.2004
9 am to 10 am: Registration, Welcome Address and Introduction of the Programme : Principal / Dean/ Head, DESSH/Head, DEE.

10 am to 11.15 am: Need for monitoring of Learning in Tribal Schools : Key Note Address
Prof V Ramakrishna

11.15 am to 11.30 am : Tea Break

11.30 am to 1 pm : Monitoring areas of learning in schools – Existing monitoring practices and Methods of monitoring of learning in Tribal Schools **– Dr Sasidhar Rao.**

1 pm to 2 pm : Lunch Break

2 pm to 3.30 pm : Monitoring of Academic activities in Tribal Schools : **Prof V Ramakrishna**

3.30 pm to 3.45 pm : Tea Break

3.45 pm to 5.30 pm : Group Work

Programme Schedule

25.2.2004
9 am to 10 am : Monitoring of co-curricular activities in Schools and Community Participation Activities in Tribal Schools : **Dr K Sashidhar Rao**.

10 am to 11.15 am : Monitoring of School Education Committees and Enrolment, Retention and Absenteeism - Transfer of students in schools and co-operative learning activities **Prof V Ramakrishna**.

11.15 am to 11.30 am: Tea Break

11.30 am to 1 pm : Monitoring of Educational Committees, incentive schemes, administrative activities and cultural activities in tribal schools.
Prof P Venkat Rao.

1 pm to 2 pm : Lunch Break

2 pm to 3.30 pm : Monitoring of Instructional Planning
Dr K Shashidhar Rao.
3.30 pm to 3.45 pm: Tea Break
3.45 pm to 5.30 pm : Group Work

Programme Schedule

26.2.2004
9 am to 10 am : Monitoring of Physical Facilities of Tribal Schools and School Complex Programmes
Dr V Lalitha.

10 am to 11.15 am : Monitoring of Human Resource Development Activities and Recording Instruments in Tribal Schools
Dr K Sashidhar Rao
11.15 am to 11.30 am : Tea Break
11.30 am to 1 pm : Panel Discussion on Utilization of Monitoring Proformae.
Prof V Ramakrishna
Dr V Lalitha
Dr K Sashidhar Rao
Prof P Venkata Rao

2 pm to 3.30 pm : Finalization of Training Package – Group Work.

3.30 pm to 3.45 pm : Tea Break

3.45 pm to 5.30 pm : Evaluation of the Training Programme and Valedictory Session.

APPENDIX – 4

ఆంధ్రప్రదేశ్‌నందలి గిరిజన పాఠశాలల అభ్యసన ఉపలబ్ధి

మానిటరింగ్ ప్రరూపము - ఫ్రొపార్మాలు

1.	పేరు		విద్యార్థులు :
2.	హోదా & చిరునామా		
3.	దినాంకము (తేది)		
4.	సందర్శన సమయము		
5.	పాఠశాల		
6.	ప్రాంతము		
7.	సందర్శన	: 1 2 3 4	
8.	పర్యవేక్షణ	: 1 2 3 4	

1. సందర్శన/పర్యవేక్షణా కాలములో విద్యార్థుల - ఉపాధ్యాయుల వివరాలు

1.1 విద్యార్థుల వివరములు

తరగతివారీ	నమోదు బాలురు+బాలికలు = మొత్తం	ఉపస్థితి బాలురు+బాలికలు = మొత్తం	అనుపస్థితి బాలురు+బాలికలు = మొత్తం
1			
2			
3			
4			
5			
6			

1.2 ఉపాధ్యాయుల వివరాలు

పేరు/హోదా	యోగ్యతలు	స్త్రీలు లేదా పురుషులు	బడిలో పని చేయుచున్న కాలము	ఉపాధ్యాయుడు పాఠశాల ఉన్న గ్రామంలోనే నివసించు చున్నాడా	ఉపాధ్యాయుని స్వస్థలము
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

2. భౌతిక వనరుల పరిశీలన

అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
2.1 భవనం : పక్కాభవనం సెమిపక్కా భవనం పెద్దు					
2.2 తరగతి గదులు : తరగతి గది వాతావరణం					
2.3 ఫర్నిచర్ : కుర్చీ/బెంచీలు					
2.4 నీటి వసతి : బావి/బోర్‌వెల్					
2.5 విద్యుచ్ఛక్తి :					
2.6 గ్రంథాలయం :					
2.7 పఠనాలయం :					
2.8 టెలివిజన్ :					
2.9 రేడియో :					
2.10 ఆడియో సిస్టం :					
2.11 బోధనాభ్యాసన సామగ్రి :					

అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
2.12 బోధనా సిబ్బంది :					
2.13 బోధనేతర సిబ్బంది :					
2.14 టాయిలెట్ సదుపాయం : బాలురకు బాలికలకు					
2.15 ఆటస్థలం :					
2.16 ఆటవస్తువులు :					
2.17 ప్రయోగశాల :					
2.18 వస్తు ప్రదర్శనశాల :					
2.19 పాఠశాల తోట :					
2.20 వంటగది :					
2.21 పాఠశాల ప్రహారిగోడ :					
2.22 పచ్చదనం :					
2.23 పరిశుభ్రత :					

3. పాఠ్యప్రణాళిక అనుబంధ కార్యక్రమాలు పాఠ్యాంశానుబంధ కార్యక్రమాల్లో మరియు మానిటరింగ్

	అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
3.1	విద్యావాతారణం					
3.2	ప్రధానోపాధ్యాయుడు					
3.3	ఉపాధ్యాయుల సంఖ్య					
3.4	తరగతి గది వాతావరణం					
3.5	విద్యార్థి-ఉపాధ్యాయుల నిష్పత్తి					
3.6	బోధనా విధానం					
3.7	ఉపాధ్యాయుడు విద్యార్థుల పట్ల ప్రదర్శించిన తీరు					
3.8	నల్లబల్ల వినియోగం					
3.9	బోధన సామగ్రి వినియోగం					
3.10	బోధన పద్ధతులు కృత్యాధార ఉపాధ్యాయుల కేంద్రీకృత ప్రదర్శన/ప్రయోగ పద్ధతి క్షేత్రపర్యటన పద్ధతి శిశుకేంద్రీకృత పద్ధతి					

	అంశం ఏదైన నూతన పద్ధతి	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
3.11	బోధనలో గిరిజన సంస్కృతిని అనుసంధానం చేయడం					
3.12	బోధనాభ్యసనా ప్రక్రియలో విద్యార్థుల భాగస్వామ్యం					
3.13	బోధనాభ్యసనా ప్రక్రియలోపనివారణాబోధన					
3.14	ఉపాధ్యాయుడు బోధించుచున్న తీరు/ విధానం విద్యావాలంటీరు (కమ్యూనిటీ) ప్రభుత్వ విద్యా వాలంటీరు శిక్షణ పొందిన ఉపాధ్యాయుడు శిక్షణ పొందని ఉపాధ్యాయుడు					
3.15	ఉపాధ్యాయుడు ఆ పాఠశాలలో పనిచేయుచున్న కాలము					

4. విద్యార్థుల అభ్యసనా సామర్థ్యములపై/స్థాయిలపై మానిటరింగ్

అంశం సబ్జక్టు	తెలుగు			హింది			ఆంగ్లం			గణితం			ప.వి-1 పైన్సు			ప.వి-2 సాంఘీక శాస్త్రం		
తరగతి • BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		

• BA = Below Average

A = Average

AA = Above Average

4.1.1 బోధనలో ఉన్ముఖీకరణ

ప్రవేశం ఎలా ఉంది

ప్రదర్శనలో ఎలా ఉంది

4.1.2 బోధనసామగ్రి

వినియోగం

పద్ధతి ఉపయోగం

4.1.3 విద్యార్థుల అవగాహన స్థాయి

4.1.4 మూల్యాంకనము

4.2.2 అభ్యసనములో తరగతి వారి విద్యార్థుల స్థాయి

అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
4.2.1 పఠన/భాషణ/లేఖన ఉపాధ్యాయిని కృషి					
4.2.2 జ్ఞానం - స్థాయి ఉపాధ్యాయిని కృషి					
4.2.3 అవగాహనము స్థాయి ఉపాధ్యాయిని కృషి					
4.2.4 వినియోగం స్థాయి ఉపాధ్యాయుని స్థాయి					
4.2.5 నైపుణ్యము స్థాయి ఉపాధ్యాయుని స్థాయి					
4.2.6 గుణాత్మక విద్యకై వెనుకబడిన విద్యార్థుల గుర్తింపు వారి అభివృద్ధికై గైకొన్న చర్యలు					

5. ప్రయోగశాల వినియోగం

	అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
5.1	గ్రంథాలయ వినియోగం					
5.2	పఠనాలయ వినియోగం					
5.3	ఉపాధ్యయ డైరీ					
5.4	వార్షిక ప్రణాళిక					
5.5	యూనిట్ ప్రణాళిక					
5.6	పాఠ్యాంశ ప్రణాళిక					

6. బోధనాభ్యసన సామగ్రి

	అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
6.1	విద్యార్థుల ద్వారా తయారీ					
6.2	ఉపాధ్యాయుల ద్వారా తయారీ					
6.3	ప్రభుత్వం ద్వారా సరఫరా					
6.4	గణిత కిట్ వినియోగం					

	అంశం	లేదు/లేవు	తృప్తికరంగా లేదు	తృప్తికరం	బాగుంది	చాలా బాగుంది
6.5	సైన్స్ కిట్ వినియోగం					
6.6	వివిధ కిట్లులు వాటి వినియోగం					
6.7	Self learning వినియోగం					
6.8	ఇతరములు వినియోగం					

సమగ్ర గిరిజానాభివృద్ధి సంస్థ, పాడేరు

యం. ఆర్.పి. పాఠశాల సందర్శన పత్రము

మండలము పేరు : కోడ :

1. యం. ఆర్.పి. పేరు : కోడ్ నెం. :
2. స్కూల్ కాంప్లెక్స్ పేరు : కోడ్ నెం. :
3. సందర్శన పాఠశాల పేరు : కోడ్ నెం.:
4. సందర్శన తేది ..... సమయం ..... నుండి ..... వరకు
5. విద్యార్థుల రోలు మరియు హాజరు

తరగతి	1వ తరగతి		2వ తరగతి		3వ తరగతి		4వ తరగతి		5వ తరగతి		మొత్తము	
	బాలురు	బాలికలు	బాలురు	బాలికలు	బాలురు	బాలికలు	బాలురు	బాలికలు	బాలురు	బాలికలు	బాలురు	బాలికలు
రోలు												
హాజరు												

6. గత నెలలో ఉపాధ్యాయుల హాజరు వివరములు :

ఉపాధ్యాయుని పేరు	పని దినములు	నెలలో వాడిన సెలవులు	ఓ.డి.లు	నిరతముగా హాజరైన దినములు	ఇంకనూ మిగిలిన సెలవులు	రిమార్కులు

7. ఉపాధ్యాయుని పాఠ్యాంశముల బోధనా వివరములు :

తరగతి	తెలుగు		గణితము		పరిసరాల విజ్ఞానము-I		పరిసరాల విజ్ఞానము-II	
	బోధించవలసిన యూనిట్	బోధించుచున్న యూనిట్	బోధించవలసిన యూనిట్	బోధించుచున్న యూనిట్	బోధించవలసిన యూనిట్	బోధించుచున్న యూనిట్	బోధించవలసిన యూనిట్	బోధించుచున్న యూనిట్
I								
Rating								
II								
Rating								
III								
Rating								
IV								
Rating								
V								
Rating								

Rating Scale : 1-upto date 2. One month Back-ward 3. Two or morethan Back-ward

8. విద్యార్థుల మూల్యాంకన ప్రొసెస్ :

తరగతి	రోలు	తెలుగు			గణితము			పరిసరాల విజ్ఞానము-I			పరిసరాల విజ్ఞానము-II		
		స్థాయి I	స్థాయి II	స్థాయి III	స్థాయి I	స్థాయి II	స్థాయి III	స్థాయి I	స్థాయి II	స్థాయి III	స్థాయి I	స్థాయి II	స్థాయి III
I													
Rating													
II													
Rating													
III													
Rating													
IV													
Rating													
V													
Rating													

సూచన : స్థాయి - I = గత నెల సీబిఎస్ ఇ వరకూ పూర్తిగా నేర్చుకొనిన విద్యార్థుల సంఖ్య

స్థాయి - II = గత రెండు నెలల సీబిఎస్ ఇ వరకూ పూర్తిగా నేర్చుకొనిన విద్యార్థుల సంఖ్య

స్థాయి - III = స్థాయి - II కంటె తక్కువగా వున్నవారు.

స్థాయి - I ననుసరించి

60% మరియు పైగా - Good (1)

40% నుండి 60% - Satisfactory (2)

Below 40% - Poor (3)

9. యూనిట్ పరీక్షలు మరియు టెర్మినల్ పరీక్షల జవాబు పత్రము దిద్దబడినవి / లేదు	అవును	లేదు
10. పాఠశాలకు సంబంధించి అన్ని రికార్డులు / రిజిష్టర్లు నిర్వహించబడుచున్నవి / లేదు	అవును	లేదు
11. ఉపాధ్యాయుల పాఠ్య ప్రణాళికలు తయారు చేయుచున్నది / లేదు	అవును	లేదు

సూచన : అవును - 1, లేదు - 2

12. ఇతరములు ఏమైనా .....

.....

ప్రధానోపాధ్యాయుని సంతకము

పాఠశాల :

యం. ఆర్. పి. సంతకము

పేరు :

VISIT REPORT OF M.R.P. ON PRIMARY / UPPER PRIMARY SCHOOLS

Name of the M.R.P. ..... Cluster.....

1. Name of the School Visited : .....

2. Date & Time of Visit : .....

3. Attendance of Students :

	I	II	III	IV	V	VI	VII	TOTAL
On roll								
Present								

4. Attendance of the Teachers : - No on roll _____ No of Present _____

Names of the Teachers not On Duty : _____

_____

_____

5. Mid Day Meals Programme

d. Whether Attendanqe noted in the implementing Agencies Register : **Yes / No**

e. Total No. of Students taken meals as per register : _____

f. Remarks on Cleanliness maintained

6 Out of School Children

5-9	10-15	TOTAL

b. Name of Children Contacted as part of mobilization (Out of School & Irregular Children)

1. 5.

2. 6.

3 7.

4 8.

7 Class room activity at the time of visit

Class	Name of the Teacher	Subject	Name of Lesson

b. If the MRP has taken any class,give particulars :

12. The NRBC strength : On roll :_____ Present :_____

Signature of Head Master **Signature of M.R.P.**

05-10-1999

సమస్యల ఒడిలో గిరిజన ప్రాంత 'సబ్‌డైట్'

ఉట్నూర్, అక్టోబర్ 4(ప్రభాతవార్త): రాష్ట్రం లోని గిరిజన ప్రాంతాల్లో గల గిరిజన ఉపాధ్యాయులకు సర్వీసులో ఉపాధ్యాయ శిక్షణ ఇచ్చే నిమిత్తం గిరిజన సంక్షేమ శాఖ అధికారులు రెండు శిక్షణా సంస్థలను నెలకొల్పారు. ఒకటి విశాఖపట్నం జిల్లా అరకులోయలో, రెండోది ఉట్నూర్ [illegible] గల ఐటిడిఎలో నెలకొల్పారు. 1987లో సైమన్ గార్డ్ ఉపాధ్యాయ శిక్షణ కేంద్రంగా మార్కెట్‌యార్డులో ప్రారంభించారు. అయితే అక్కడ సౌకర్యాలు లేకపోవడంతో అడ్మినిస్ట్రేషన్ భవనం, రెండు డార్ మెట్స్ 12 క్వార్టర్స్, ఒక కిచెన్ రూంతో సహా లక్షల రూపాయలు ఖర్చు పెట్టి పక్కా భవనాలు నిర్మించారు.

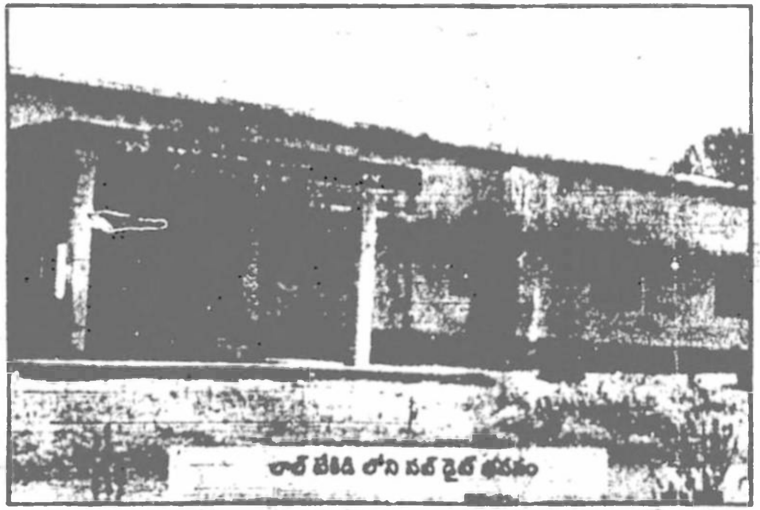
అన్ని హంగులతో 13 సంవత్సరాలుగా దాదాపు 14 వందల మంది గిరిజన ఉపాధ్యాయులకు శిక్షణ ఇచ్చారు. ఖమ్మం, ఆదిలాబాద్, తూర్పుగోదావరి, పశ్చిమగోదావరి, వరంగల్, తదితర జిల్లాలకు చెందిన గిరిజన ఉపాధ్యాయులు శిక్షణ పొందారు. ప్రతి బ్యాచ్‌లో వంద నుండి 150 వరకు శిక్షణ పొందుతూ ఉంటారు. మొదట్లో బాగానే ఉన్న శిక్షణ పై అధికారులు నిర్లక్ష్యం చూపటం వల్ల సమస్యలు పెరుకు పోతున్నాయి. కళాశాలలో ఆరుగురు లెక్చరర్లు ఉండాల్సి ఉండగా ప్రస్తుతం ముగ్గురు మాత్రమే ఉన్నారు. వైస్ ప్రిన్సిపల్ తో పాటు ఆరుగురు ఉండాలి. అయితే ప్రస్తుతం ఒక పి.డి. ఒక డిప్యూటేషన్ లెక్చరర్, మరో వైస్ ప్రిన్సిపల్ ఉన్నారు. ఇక శిక్షణార్థుల కోసం నిర్మించిన డార్మెట్స్ పక్కనే గల గిరిజన గురుకుల కళాశాల విద్యార్థులు ఆక్రమించుకున్నారు.

కాలేజీకి భవనం తప్ప మిగతా ఏమి సౌకర్యాలు కల్పించలేదు. ప్రాజెక్టు అధికారి అనుమతితో వాడుకుంటున్నామని అన్నప్పటికీ డార్మెట్స్ తలుపులు, కిటికీలు రెక్కలు లేక విద్యార్థులు నానా ఇబ్బందులు పడుతున్నారు. దీన్ని ఉన్నతాధికారుల దృష్టికి తీసుకువెళితే ఈ డార్మెట్స్ కాలేజీని త్వరలో కాంట్రాక్ట్ రిపేర్లు ఎట్లా చేయిస్తాం అంటున్నారు కాలేజీ అధికారులు. డైట్ సిబ్బంది కోసం నిర్మించిన క్వార్టర్లలో సైతం కాలేజీ సిబ్బంది ఉంటున్నారు. రెండు పక్క పక్కనే ఉండటంతో ఆక్రమించుకొని నివాసం చేస్తున్నారని డైట్ సిబ్బంది ఆరోపిస్తున్నారు. అయితే ఉపాధ్యాయుల శిక్షణ నిమిత్తం వచ్చిన వారంతా ఉట్నూర్‌లో [illegible] సాగిస్తున్నారు. సౌకర్యాలు కల్పించి కాలేజీ విద్యార్థులు ఆక్రమించుకోవడం వల్ల [illegible] వాతావరణం లేక శిక్షణార్థులు ఉట్నూర్‌లో ఉంటున్నారు. డైట్‌కు కాపలా దారు లేకపోవడంతో రాత్రులందు పశువులు, ఇతర జంతువులు స్వేచ్ఛగా తిరుగుతూ కాలేజీ ఆవరణ అంత పాడుచేస్తున్నాయి. సిబ్బంది కొంత ఉన్నప్పటికీ, నిర్వహణ ఇబ్బంది మరొక విధంగా ఉంది. ప్రాజెక్టు అధికారి దృష్టికి ఎన్నిమార్లు తీసుకువెళ్లినా సౌకర్యాలు కల్పించటం లేదని వాపోతున్నారు. ఏది ఏమైనా అధికారులు తక్షణమే సిబ్బందిని నియమించాలని కోరుతున్నారు.

ఈ విద్యా సంవత్సరంలో శిక్షణ నిమిత్తం 28 మంది రాగా అందులో నలుగురు హాజరు కాకపోవడంతో 24 మంది మాత్రమే ఉన్నారు. ఇంత తక్కువ మంది ఉండటం ఇదే మొదటిసారని సిబ్బంది తెలిపారు. శిక్షణార్థులకు అన్ని సౌకర్యాలు కల్పించాలని, వార్డెన్‌ను నియమించి డైట్‌కు పశువుల బారి నుండి రక్షణ కల్పించాలని కోరుతున్నారు. జూనియర్ కాలేజీ ఆవరణలో ఉన్న [illegible] ఖాళీ చేయించాలని శిక్షణార్థులు డిమాండ్ చేస్తున్నారు.

సమస్యల వలయంలో ఉట్నూరు గిరిజన ఉపాధ్యాయ శిక్షణా కేంద్రం

ఉట్నూరు, ఏప్రిల్ 23 (ప్రభాతవార్త): ఆదిలాబాద్ జిల్లా ఉట్నూరు (లాల్ టేకిడి) లోని గిరిజన ఉపాధ్యాయ శిక్షణా కేంద్రం (నట్‌డైట్) సమస్యల వలయంలో కొట్టు మిట్టాడుతోంది. పాలకుల అసమర్థత, అధికారుల నిర్లక్ష్యానికి ఉట్నూరు నట్ డైట్ మూగసాక్షిగా మిగిలి పోయింది. ఇన్ సర్వీస్ గిరిజన ఉపాధ్యాయుల కోసం ప్రత్యేకంగా ఏర్పాటు చేసిన నట్ డైట్ లో బోధకులు ఇతర కనీస సౌకర్యాలు లేకనామమాత్రంగా నిర్వహిస్తు అధికారులు చేతులు దులుపుకుంటున్నారు తప్ప చిత్తశుద్ధి కానరావటంలేదు. రాష్ట్రంలోని ఉట్నూరు, వరంగల్, ఖమ్మం, పశ్చిమ గోదావరి, శ్రీశైలం ఐటిడిఏ ప్రాంతాలకు చెందిన ఇన్‌సర్వీసు గిరిజన ఉపాధ్యాయులకు శిక్షణ నిచ్చేందుకు 1986 అక్టోబరు ఒకటో తేదీన ఉట్నూరులో నట్ డైట్ ను ప్రారంభించటం జరిగింది. నట్ డైట్ ప్రారంభించి దశాబ్దం గడుస్తున్నా నేటికి నట్ డైట్ లో సరిపడబోధక సిబ్బంది నియామకం జరగకపోవటం దురదృష్టకరం. దశాబ్దం క్రితం ప్రారంభించిన ఉట్నూరు నట్ డైట్ కు ఒక ప్రిన్సిపాల్‌తో పాటు ఆరుగురు బోధనా సిబ్బంది (లెక్చరర్లు) ఉండాలి కాని ఈ నట్ డైట్ ప్రారంభించిన నుండి ఒక్క ప్రిన్సిపాల్, ఒక లెక్చరర్ తో దశాబ్ద శిక్షణా కాలాన్ని ఉట్నూరు నట్ డైట్ పూర్తి చేసుకో గలిగింది. ప్రస్తుతం ఒక ప్రిన్సిపాల్, ఒక లెక్చరర్, ఒక డిప్యూటీ లెక్చరర్ మాత్రం పని చేస్తున్నారంటే గిరిజన నట్ డైట్ కావటం వల్లనే పాలకులు ఈ నట్ డైట్ ను నిర్లక్ష్యం చేస్తున్నా రన్న విమర్శలు కూడా లేకపోలేదు. నాన్ టీచింగ్ స్టాఫ్ విషయంలో ముగ్గురు జూనియర్ అసిస్టెంట్లకు బదులు ఇద్దరు, ఇద్దరు అటెండర్లకు బదులు ఒకరు పని చేస్తుండగా ఒక ల్యాబ్ అసిస్టెంటు పోస్టు ఖాళీగా ఉన్నాయి. బోధక సిబ్బంది పోస్టులు ఖాళీగా ఉన్నా ఉత్తీర్ణతా శాతంలో మాత్రం 50 శాతానికి తగ్గటం లేదు. ఇందుకు శిక్షకుల కృషి అభినందనీయమే. ఇక భౌతికావసరాలు విషయంలో కనీస వసరాలు ముఖ్యమని చెప్పవచ్చు దశాబ్దం క్రితం ప్రారంభించిన నట్ డైట్ ను మొదట ఐటిడిఏ రెంటల్ హౌసింగ్ ప్రారంభించి ఐదు సంవత్సరాల క్రితం ఉట్నూరుకు ఒక కిలో మీటర్ల దూరంలోని లాల్ టేకిడిలో నూతనంగా నిర్మించిన పక్కా భవనం లోకి మార్చారు. అయితే అక్కడి శిక్షణ పొందే గిరిజన ఇన్‌సర్వీసు అభ్యర్థులకు కనీస అవసరాలు సమకూర్చటంలో అధికారయంత్రాంగం పూర్తిగా విఫలమైంది. ఆరు సంవత్సరాలుగా ఇక్కడి మంచినీటి సమస్యను ఐటిడిఏ అధికారులు పరిష్కరించ లేకపోయారు. నట్ డైట్ కు చెందిన రీడింగ్ రూంకు తగిన రక్షణ లేకపోవటం వల్ల శిక్షణ పొందుతున్న గిరిజన అభ్యర్థులకు చెందిన 2 వేల విలువగల పుస్తకాలు దొంగలించబడ్డాయి. నట్ డైట్ డార్మెంటరిని, సివాన క్వార్టర్స్ ను పక్కనే గల ఎపిఆర్‌జెసి బోధకులు విద్యార్థులు, వాడుకోవటం వల్ల వీరికి మరిన్ని ఇబ్బందులు ఎదురయ్యాయి. మహిళా అభ్యర్థినులకు టాయిలెట్లు లేక స్నానానికి మంచినీరు లేక దుర్భరంగా కాలం వెళ్ళదీస్తున్న నట్ డైట్ శిక్షణ పొందే గిరిజన ఇన్‌సర్వీసు ఉపాధ్యాయుల శిక్షణా కాలం దుర్భరంగా తయారైంది. మంచినీటి సౌకర్యం, మరుగుదొడ్లు, గ్రిల్స్, ఫెన్సింగ్ వేయించాల్సిందిగా జిల్లా అధికారులను ఐటిడిఎ ను శిక్షకులు ఇటు ప్రిన్సిపాల్ కోరినప్పటికీ ప్రయోజనం మాత్రం శూన్యం. ఈ విషయంలో పలుమార్లు, ఐటిడిఏ ప్రత్యేక అధికారికి, ఏజెన్సీ డిఇఒకు ఫిర్యాదు చేసినా వారు తమ గోడు వినిపించుకోవటం లేదని నట్ డైట్ లో శిక్షణ పొందుతున్న గిరిజన ఇన్‌సర్వీసు ఉపాధ్యాయులు ప్రభాతవార్తతో తమ గోడు వెళ్ళబోసుకున్నారు. నట్ డైట్ కు మేద్ర ఉన్నప్పటికీ అది ఎపిఆర్‌జెసి వారు వాడుకోవడం వల్ల తాము ఆరు కిలో మీటర్ల దూరంలోనే ఉట్నూరును నుండి రాకపోకలు సాగించాల్సి వస్తోందని, అక్కడ కూడా అద్దె గృహాలు లభించక అవస్థలకు గురి అవుతున్నామని వారు వాపోయారు. ఇప్పటికైనా ఐటిడిఏ యంత్రాంగం స్పందించి నట్ డైట్ లో తగిన బోధకులను నియమిస్తూ శిక్షణ పొందుతున్న వారికి తగిన సౌకర్యాలు కల్పించాలని నట్ డైట్ అభ్యర్థులు కోరుతున్నారు.



లాల్ టేకిడి లోని నట్ డైట్ భవనం

APPENDIX – 6

GOVERNMENT OF ANDHRA PRADESH
ABSTRACT

Tribal Welfare - Education - School Complexes in I.T.D.As. - Guidelines for organisation, functioning and monitoring for school complexes - Orders - Issued.

SOCIAL WELFARE (TW.EDN.) DEPARTMENT

G.O.Rt.No.173 Dated:25-03-2000.
Read the following:

1. Govt. Memo.No.9300/TW.Edn.I./99-4, dt.29-11-99.
2. From the CTW, Hyd. Lr.Rc.No.D1/185/99, dt. 6-11-99 and even No.dt.25-02-2000.

...

Government have issued orders for construction of school complexes in the reference first read above.

2. In the reference second read above, the Director of Tribal Welfare, Hyderabad has furnished the guidelines for organisation, functioning and monitoring of school complexes in I.T.D.As of the State.

3. Government after careful examination hereby approved the guidelines at annexure enclosed to this order. The Director of Tribal Welfare is instructed to take further necessary action.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

C.R.BISWAL
SECRETARY TO GOVERNMENT

To
The Director of Tribal Welfare, A.P., Hyderabad.
Copy to:
The P.S. to Minister(Tribal Welfare).
The P.S. to Secretary to Govt.(Social Welfare).
The P.S. to Secretary to Govt. (Tribal Welfare).
SF/SCs.

//Forwarded::By Order//

Section Officer

ANNEXURE

(G.O.Rt.No.173, SW(W.Edn) Dept., dt.25-07-2000)

GUIDELINES ON ORGANISATION, FUNCTIONING AND MONITORING OF SCHOOL COMPLEXES.

School complex is a compact administrative and monitoring unit constituting of few community schools, Girijan Vidya Vikas Kendras (GVVKs), aided schools, primary schools, upper primary schools of different management's located in a geographically contiguous area having one Ashram High School or Ashram Upper Primay school as nodal center school for all administrative, academic and management purposes. Since there are a large number of schools in tribal areas, spread over in difficult terrain, it is very difficult for any single agency to plan, implement and monitor education related activity in schools. Hence, there is every need to bring all the schools under different managements within the fold of school complex system. The concept of School Complex was recommended by the Kothari Commission in 1964 and was also incorporated in the New Education Policy, 1986.

The Head Master of the headquarters High School/Upper Primary School would be ex-oflicio administrator of the School Complex. The powers, functions and responsibilities of the School Complex Administrator would be as indicated in these guidelines and also as may be revised or entrusted from time to time by the competent authority. Three efficient and experienced teachers should be appointed, based on open selection, as School Complex Resource Persons (SCRP). The resultant vacancies of teachers may be filled with contract teachers to be appointed by the ITDA. The functions, responsibilities and facilities of the SCRPs would be as indicated in these guidelines and also as may be revised or entrusted from time to time by the competent authority.

OBJECTIVES OF SCHOOL COMPLEX:

1. Improve educational standards and administrative efficiency of schools functioning in the area of the School Complex
2. Facilitate supportive supervision to the teachers working in the schools under the School Complex for improving the efficiency of the teachers.
3. Organise regular in-service training to the teachers to improve their competency.
4. Develop appropriate methodologies for effective teaching aimed at higher enrolment and retention of tribal children.
5. Ensure comprehensive planning based on systematic survey of habitations and ensuring that the children do not drop out of the school by working out vertical linkages between the various Institutions and ensuring a smooth system of feeder institutions.
6. Close monitoring of the performance of the students at the pre-matric stage.
7. Conducting surveys for identifying School-less habitations and taking steps to open schools in such habitations.
8. Creating awareness among villagers about education and encouraging them to participate in the day to day administration of village/community school.
9. Organising training programmes for other community based functionaries such as VTDA functionaries, Community Health Workers (CHWs), Liaison workers etc.

CONSTITUTION AND LOCATION OF SCHOOL COMPLEX

1. A School Complex shall ordinarily consist of about 30 to 40 schools including the schools under the management of ITDA, GVVKs, MAABADIs, Panchayat Raj, Government, aided and other schools functioning in the Tribal Sub-plan area.
2. The school complexes should be opened in the mandals having more than 50% TSP villages but restricting the number of schools under one school complex to 30 schools.

3. The Project Officer, ITDA shall prepare a map including all the schools coming under the School Complex so that the schools are easily accessible from the School Complex and as far as possible the School Complex is located centrally.
4. The School Complex should be preferably located in a place, which is connected by all weather road and accessible by bus and is preferably having a PHC or close to a PHC.
5. There should be enough land for taking up further construction of buildings and also to hold gatherings of people in the School Complex premises.
6. The School Complex shall have electricity facility and also adequate supply of drinking water for the students and also for an additional strength of about 100 others who may be visiting the School Complex for training purpose
7. Each School Complex will be provided with the equipment and material as shown at annexure I

FUNCTIONS OF THE SCHOOL COMPLEX ADMINISTRATOR

1. Organising kalajathas on education, health, nutrition and other related topics once in a year as per the instructions of the Project Officer, ITDA.
2. Conducting annual survey of the children in the school-going age group of 5-14 years as per the guidelines given at annexure II and ensuring that a specific school is identified and tied up for each student to pursue education as per the instructions given by the Government in this regard from time to time. The Project Officer, ITDA will issue necessary guidelines, supply formats and registers for the purpose of Survey every year.
3. Working out a system of identifying drop outs and taking steps to bring them back to school.
4. Arranging for payment of salaries of the teachers of GVVKs and Community Schools (MAABADIS).
5. Organising two-day orientation training programme for all teachers of primary schools, GVVKs and Community Schools every month.
6. Organising training programmes for the office bearers of VTDA, CHWs, Liaison workers etc. as per the instructions of the Project Officer, ITDA.

SCHOOL ENVIRONMENT IMPROVEMENT FUNCTIONS:

Interaction with teacher and community for a duration of 60 minutes per visit for:

- Reporting on 100% enrolment through enrolment drives and kalajathas.
- Reporting on participation of children due to timely supply of incentive , inputs and conversion of raw rice in to cooked food.
- Reporting on School Beautification , cleanliness of the surroundings ,development of school infrastructure
- Reporting on school health check up.

COMMUNITY MIBILISATION FUNCTIONS:

While visiting the habitations in his jurisdiction , the SCRP shall collect the following reports.

- Report on the functioning of School Education Committee /VTDAs/Thrift Groups/VSS
- Report on the functioning of C H Ws
- To report on the Utilization /Maintenance of identified community structures of the VTDA.

PROJECT RESOURCE CENTER (PRC)

1. Each ITDA shall have one PRC located at the ITDA head quarters
2. The PRC will be headed by the Agency DEO/Agency Dy. DEO
3. The DEO/Dy. DEO will be assisted by one administrative officer (ADO), one academic officer (ACO) and one training officer (TRO). In the ITDAs of Seethampeta, Parvathipuram, KR Puram, RC Varam,, Eturnagaram and Srisailam the academic and training functions are to be looked after by an academic-cum-training officer.
4. The above positions will be filled by senior panel grade head masters taken on deputation by selection through a Committee consisting of P.O., RDO/Sub-Collector, DO/APO and DEO/Dy.DEO. In case panel grade head masters are not available, senior School Assistants with at least 10 years' experience or Post Graduate Teachers with at least 5 years' experience may also be selected for this purpose.
5. The vacancies arising due to such deputation will be filled with contract teachers to be engaged by the ITDA.

SECTION OFFICER

7. Proper upkeep and maintenance of the equipment and material of the School Complex
8. Any other work entrusted by the Project Officer, ITDA or by the Government.

FUNCTIONS OF THE SCHOOL COMPLEX RESOURCE PERSONS (SCRP)

The Job content of the School Complex Resource Person consists of:

- Academic improvement functions
- School Environment improvement functions
- Community Mobilisation functions

ACADEMIC IMPROVEMENT FUNCTIONS:

- SCRP shall visit the Primary schools in his area at the rate of one school per day and ensure 100% coverage of all schools in his area in order to provide on –job /on-site guidance to the teachers to ensure a qualitative teaching -learning process in the class rooms
- Extending guidance for a duration of 120 minutes duration per visit by:
    - Observing the class room practices and identifying the strengths and short comings
    - Taking up a model lesson in order to propose the ideal options to the class room specific the teacher and the school visited by him on that particular day of visit.
    - Taking up demonstration lessons in the School Complex Review meetings keeping in view the general requirements of the teacher in his area.
- Furnishing a detailed report on the observations to the school complex Administrator so that necessary job improvement programs can be taken up by the School Complex
- Reporting on the progress of Minimum Academic Program (M A P) in all primary schools
    - Coverage of syllabus as per annual action plan of curricular activity.
    - Continuous comprehensive evaluation through monthly and terminal exams
    - Identification of slow learners and special coaching for them.