

# **School Development and Monitoring Committee**

## **Research Study**

**Centre for Child and Law  
Policy Planning Unit  
Bangalore**

## **INTRODUCTION**

Since independence, the Government of India and state governments have chosen 'education' as one of the tools to bring about socio-economic development in the country. Accordingly, the Central Government is showing keen interest in promoting education by investing on it liberally. The state governments have experimented with novel strategies to achieve Universalisation of Elementary Education (UEE). During the last five decades there has been an unprecedented expansion of the educational system, particularly in terms of infrastructure.

However, the results in terms of enrolment, retention and quality of education are not commensurate with the investments that have been made. The goal of Universalisation of Elementary Education in general and more particularly of improving its quality, continues to be a daunting challenge. This is evident from the fact that India has the highest illiterate population in the world. Several studies have suggested that an overall improvement in the school depend on effective community participation. In fact, lack of community participation in terms of active parent-teacher interaction is a serious impediment to the effective functioning of the school.

Therefore, the most challenging dimension of ensuring universalisation of equitable quality education to all children is implementing institutional reforms and community participation in school education. Most reports have categorically suggested that a system of decentralised management of education is the only effective strategy for sustained improvement.

In Karnataka, the Task Force report by Raja Ramanna Committee on Quality Improvement of Elementary Education underlined the importance of management and community participation for ensuring quality education and emphasised "community

ownership of the school should be ensured through legislation providing for the establishment and empowerment of School Development and Monitoring Committees.”

Karnataka has been one of the pioneers in adopting School Development and Monitoring Committees. In 2001, the Government of Karnataka ordered all schools to set up SDMCs replacing the earlier Village Education Committees to bring about “qualitative change” and also to reaffirm the role of the community in school education and administration in the State. The SDMC circular specifying the composition, objectives, duties, responsibilities, and procedures was disseminated to all the schools. Accordingly, every school now has a School Development and Monitoring Committee equipped with clear-cut powers in every school.

The School Development and Monitoring Committee executive order entails an evaluation study at the end of the committee's three-year term. Now that these committees have completed their term, it would be useful at this juncture to make an evaluative study.

The present study, therefore, focuses on the role of the community in the School Development and Monitoring Committee with respect to Universalisation of Elementary Education. It evaluates the formation and functioning of the School Development and Monitoring Committees to identify their strengths and weaknesses and suggest steps to further strengthen community participation in the process of Universalisation of Elementary Education.

## **-Chapter One-**

### **Background and context of the study**

The Constitutional commitment to provide free and compulsory education to all children until the age of 14 years is not being fulfilled. Lack of political will<sup>1</sup> and failure to provide adequate monetary resources on the part of the Centre, and lack of vision and commitment to develop and strengthen a need-based education system on the part of State governments are the reasons for this colossal failure. Poor people were helpless because the Constitutional mandate was not enforceable through the courts as it was placed under the Directive Principles of Part-IV of the Constitution.

The Supreme Court verdict in the case of Unnikrishan vs. State of Andhra Pradesh in 1993 opened a new era in the field of school education by declaring right to education as a fundamental right. The salient feature of the verdict is the linking of basic education and the right to life. The Court declared that the right to life is inseparable from the right to basic education. Therefore, the right to life and the right to education are complementary and ,as the court said, the right to education flows from the right to life.

The historic Supreme Court verdict, followed by a civil society campaign, compelled the Central Government to amend the Constitution to make education a fundamental right. Today, the 86<sup>th</sup> Constitutional Amendment Act 2002 provides the status of a fundamental right to education for all children in the age group of 6-14 years. As per the Act a new Article 21A has been inserted in the Constitution. Efforts are on to enact a central legislation to operationalise Article 21A. As things stand today, equitable quality is the core issue of Universalisation of Elementary Education.

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<sup>1</sup> However, for the first time in the history of school education an attempt is being made to demonstrate the political will to achieve the goal of UEE through the Sarva Shiksha Abhiyan Framework. See SSA Framework for details.

It is in this context that efforts are being made by the State governments and Non-Governmental Organisations to achieve the goal of Universalisation of School Education<sup>2</sup>. All these efforts (both governmental and non-governmental) have produced several success stories across the nation, which demonstrate that demand for quality education from the grassroots is an essential pre-requisite for achieving the goal of Universalisation of School Education. It is assumed that transforming our dysfunctional schools into functional schools with minimal infrastructure and supported by need-based teacher training would be the first step towards the goal of providing quality education. To achieve the long-cherished goal of equitable quality education for all children we need, above all, a commitment on the part of teachers to achieve quality through a transparent, effective and highly accountable administration and monitoring structure with community involvement at all levels of schooling. This is not to say that community participation is something new in the delivery of quality education that has appeared suddenly as a panacea for all complex problems in the area of school education. On the other hand, these efforts have highlighted the significance and benefits of community participation in school education and have recognized community participation as one of the strategies to improve access to and quality of school education.

These new developments in the area of school education have thrown up new areas of research to understand the nitty-gritty of community participation in school education.

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<sup>2</sup> USE is a new acronym which stands for Universalisation of School Education, coined by the Centre for Child and the Law, National Law School of India University to overcome the ambiguity prevailing in the area of school education. Many phrases like Basic Education, Free and Compulsory Primary Education (CPE), Universalisation of Elementary Education (UEE), Education For All (EFA), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan etc., are being used in the context of school education. In India, the Constitution guarantees free and compulsory education to all children until the age of 14 years and this coincides with Class 7 in the present educational ladder (10+2+3). On the other hand, the United Nations Convention on the Rights of the Child (UNCRC) defines 'the Child' as a human being below the age of 18 years. If the State adheres to international legal instruments, then it has to provide free compulsory and equitable quality education to all children until the age of 18 years. Therefore, in the present context, eight years of school education is not only inadequate but also goes against the international standards ratified by the country from time to time. The norm of eight years of school education was fixed at the time of adopting our Constitution when the socio-economic conditions were different. Now, we are in the competitive age of globalisation, liberalisation and privatisation. The new situation compels the State to provide a minimum of ten years of school education (completion of Class 10) to all children. Therefore, to overcome all confusion and to provide clarity the Centre has coined a new term, Universalisation of School Education (USE), which means free, compulsory and equitable quality education to all children till they complete Class 10.

This is particularly important in preparing and implementing viable and working models to involve the community in schooling. Therefore, it is important to understand the mechanism of community participation: how it works; what mechanisms are used; what benefits it can yield; and what are our expectations of this process. A deeper understanding of this issue is of paramount importance, since the link between community participation and equitable quality education itself is a complex issue.

The current study undertaken by the Policy Planning Unit of the Government of Karnataka in collaboration with Azim Premji Foundation and Centre for Child and the Law, National Law School of India University aims at understanding the efforts made by the Government of Karnataka to involve the community in school education through School Development and Monitoring Committees as recommended by the Education Task Force. This is a unique effort in the country to involve the primary stakeholders, the parents of school-going children, to play a prominent role in the overall governance of school education.

### **Universalisation of School Education – an overview**

The first National Policy on Education, 1968 based on the comprehensive report of the Kothari Commission made an unambiguous commitment to implement the Constitutional mandate. The Policy says; "strenuous efforts should be made for the early fulfillment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14". The Policy emphasized that a suitable programme should be developed to reduce the wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

Later, the National Policy on Education, 1986 reiterated this commitment. The Policy resolved that "the new education policy will give the highest priority to solve the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro planning". This would be applied at the grassroots level all over the country to ensure retention of children in school. This effort would be fully coordinated with the network of non-formal education. It would be ensured that all children who attain the age of 11 years by 1990 would have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children would be provided free and compulsory education up to 14 years.

After this resolve, India participated in the world conference on Education For All (EFA) organised by the World Bank and a number of international agencies, including the United Nations agencies. The Conference held at Jomtein (Thailand) issued a "World Declaration on Education for All" and a "Framework for action to meet basic learning needs".

A careful analysis of chronological events right from the Constituent Assembly days to the present times reveals interesting facts. We began by relying on internal resource mobilisation and now we are gradually shifting to foreign aid. Policy relating to education is closely connected with this shift in the source of funding for education. The commitment to provide education to the masses in general and to all children until the age of 14 years in particular, continued till the end of the 80s. It was unequivocally repeated in all government policy documents. But, very little was done to make it a reality. Part of the problem was that this duty was not enforceable as it was a Directive Principle of State Policy and quite unlike a fundamental right which casts a binding legal obligation on the State to enforce it. Directive Principles are directory in nature and are conditions which States have to strive to achieve.

In 1992 that the Indian judiciary gave a historic judgement in relation to free and compulsory education in the Mohini Jain Case. The Supreme Court was of the opinion

that Directive Principles could not be isolated from Fundamental Rights under Part III of the Constitution. Directive Principles have to be read into Part III.

The Supreme Court held that the State was under a constitutional obligation to provide educational institutions at all levels for the benefit of all citizens and the opportunity to acquire education cannot therefore be confined to the richer sections of society. The State now discharges this constitutional obligation through state-owned or state-recognised educational institutions. This position further crystallized with the Supreme Court decision in the case of Unnikrishnan vs. State of Andhra Pradesh in 1993.

Since then, many social movements across the state, NGOs and individuals started pressurising the government to make education a fundamental right by amending the Constitution. As a result, the then Central government prepared the 83<sup>rd</sup> Amendment to the Constitution to make education a fundamental right and introduced it in the Rajya Sabha in July 1997. It was against this scenario that the Saikia Committee was formed and it came up with far-reaching suggestions.

India has failed while most other countries have managed to achieve because there has been no compulsion of any sort on the state machinery to actually achieve something like providing elementary education to all. Though Centre-State co-ordination had been in place for years, India's masses remained illiterate because no agency could be hauled up for the dismal state of education. International declarations had always stressed the 'compulsory' aspect of education, because they knew that unless governments were forced to act nothing would result out of policy papers. Therefore in 1997 the Saikia Committee consisting of State Education Ministers suggested amending the Constitution to make elementary education a fundamental right. The Committee proposed to amend Article 21 of the Constitution to include another provision, Article 21A. It would read as follows:



- The State shall provide free and compulsory education to all citizens of the age of six to fourteen years.
- The right to free and compulsory education as referred to in clause (1) shall be enforced in such manner as the State may by law determine.
- The State shall not make any law for free and compulsory education under clause (2), in relation to the educational institutions not maintained by the State or not receiving aid out of state funds.
- Article 35 would be re-numbered as sub-clause 1 and the following would be added after the Explanation:

The competent legislature shall make the law for the enforcement of the right to free and compulsory education referred to in clause (1) of Article 21A within one year from the commencement of the Constitution (83<sup>rd</sup> Amendment) Act, 1997.

Provided that a provision of any law to free and compulsory education in force in a State immediately before the commencement of the Constitution (83<sup>rd</sup> Amendment) Act, 1997 which is inconsistent with the provision of article 21A, shall continue to be in force until amended or repealed by competent legislature or other competent authority or until the expiry of one year from such commencement, whichever is earlier.

It was suggested that Article 45 of the Constitution would be deleted as the Directive Principle was now being made a fundamental right. But many groups opposed this and stated that Article 45 was necessary because Article 21A only pertained to children between the ages of 6 and 14 years. They were of the view that Article 45 would nonetheless impose on the State the duty to provide education for children below the age of six years. The 1997 Amendment Bill omitted this age group because it was felt that drawing up a curriculum for children at the pre-school stage was more complicated than deciding on a curriculum for school-going children.

Finally, the following clause was to be added in Article 51A of the Constitution after clause (j) as:

(k) Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the ages of six and fourteen years.

This cast an obligation on the parents or guardian as the case may be, to ensure that all children between the ages of 6 and 14 years did attend school. This would in effect penalise those parents who kept their children from attending school and instead engaged them in child labour.

Certain concerns were raised regarding the 1997 Bill. It was stated that with respect to Article 21A, framing of the law should not be left to the states to decide.

It was suggested that a Central law should be framed that would act as the model law on the basis of which states would frame their respective state legislation. Moreover, private educational institutions should not be left out of the purview of the legislation and it would amount to discrimination if they were not regulated as well. Moreover, private educational institutions usually charged exorbitant fees and therefore excluded poor and economically backward children.

Article 21A would thus read as follows:

The State shall provide free and compulsory education to all citizens of the age of six to fourteen years.

The obligation to provide free and compulsory education referred to in clause (1) shall be enforced by a Central Legislation on the basis of which existing State Legislation on the subject would be appropriately revised.

Since the states would draft laws based on the Central Legislation, it necessarily followed that all State Laws repugnant to the Central Law would be struck down.

Article 45 would remain unchanged because it cast a duty on the State to provide for pre-school educational institutions.

After four and a half years, the 93<sup>rd</sup> Amendment Bill (the earlier 83<sup>rd</sup> Bill re-numbered as the 93<sup>rd</sup> Amendment Bill) to make education a fundamental right was passed in the Lok Sabha on 28<sup>th</sup> December 2001 and subsequently, the Rajya Sabha passed it in May 2002. The 86<sup>th</sup><sup>3</sup> Constitutional Amendment Bill received the President's assent on December 12, 2002 and became the 86<sup>th</sup> Constitutional Amendment Act, 2002. Subsequently, a committee has been constituted to draft the Central Legislation to operationalise the 86<sup>th</sup> Amendment Act.

The distance travelled so far proves there are grounds for optimism. But there is still a long way to go. The key to translating the right into reality lies in transforming dysfunctional schools into functional schools. We must ensure transparency and accountability in the system of school education. Above all, the community at large and especially parents of school-going children should be involved in the process of Universalisation of Elementary Education at all levels: planning, execution, monitoring, and evaluation. Finally, to make all this happen there is a need to pressurise the Central and State Governments on a daily basis to get adequate budgets, to demonstrate political will and commitment to achieving the goal of Universalisation of Elementary Education. Therefore, the cornerstone in ensuring quality school education to every child is effective community participation in the process of Universalisation of Elementary Education. A strong social movement alone can translate the right into a reality.

In short, the country is yet to achieve the elusive goal of Universalisation of Elementary Education, which means 100 percent access, enrolment, retention and attainment. To complete this long-standing national task, the Central government in collaboration with the states launched a new programme called Sarva Shiksha Abhiyan in 2001. Sarva Shiksha Abhiyan, which promises to change the face of the elementary education sector

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<sup>3</sup> While passing it in Parliament the 93<sup>rd</sup> Amendment Bill was re-numbered as 86<sup>th</sup> Amendment Bill as per the sequence in which it was passed.

in the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The Sarva Shiksha Abhiyan is an effort to recognise the need for improving the performance of the school system and to provide community-owned quality elementary education in mission mode. It also envisages the bridging of gender and social gaps.

### **Objectives of Sarva Shiksha Abhiyan**

- All children in school, Education Guarantee Centre, Alternative School, 'Back to School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.

### **Rationale for the current study**

As mentioned earlier, Karnataka has been one of the pioneers in adopting School Development and Monitoring Committees. Parents are the key members in these committees. There is a School Development and Monitoring Committee equipped with clear-cut powers in every school. The present School Development and Monitoring Committee order is an executive order and entails an evaluation study at the end of the committee's three-year term. In this context, an evaluative study of School Development and Monitoring Committees would be critical at this juncture.

Therefore, there is a felt need to evaluate the formation and functioning of the School Development and Monitoring Committees in order to identify their strengths and loopholes and further strengthen community participation in the process of Universalisation of Elementary Education. The study is undertaken to realize the following objectives

### **Objectives of the study**

- 1 To assess the facilities available in the village
- 2 To assess the facilities available in the school
- 3 To assess the source and type of information about the SDMC, and to assess the presence of supportive information in the school
- 4 To ascertain the composition of the SDMCs
- 5 To get to know the socio-economic status of the SDMC members, e.g. their educational status, occupation and caste
- 6 To assess awareness regarding SDMC tenure, meetings, existence and date of constitution and composition
- 7 To assess the awareness among SDMC members of the objectives, powers and duties of the SDMC
- 8 To assess the degree of participation of the members
- 9 To assess the perception of government functionaries on the functioning of SDMCs
- 10 To assess the perception of SDMC members regarding the scope of SDMC activities
- 11 To assess the perception and participation of the Head Teachers and teachers
- 12 To assess the perception of the community, parents (other than core committee members) and students (other than members) regarding the existence and functioning of the SDMC

The present study focuses on the role of the community in the School Development and Monitoring Committee with respect to Universalisation of Elementary Education. Hence the study only up to Class 7. The functioning of School Development and Monitoring Committees with respect to High Schools is outside the scope of this study.

## **-Chapter Two-**

### **Methodology**

#### **2.1 Study design**

The methodology employed for the study is a combination of the qualitative and quantitative approaches. The primary data from schools is collected through interviews with all stakeholders. Relevant information is also collected from government officials in the form of direct citations from people's perceptions of their experiences, opinions, feelings, and knowledge. Secondary data is collected and collated from school records and observations and through a full range of interpersonal interaction and organisational processes.

The research strategy is aimed at designing an appropriate data collection procedure that comprises the following sources:

##### **Primary sources**

- Surveys
- Interviews
- Focus group discussions with field functionaries
- Field notes

##### **Secondary sources**

- Official records like SDMC circulars, school records, all other relevant circulars on UEE issued by the state government from time to time
- Government documents like all annual reports, EMIS and government publications
- Committee reports like Task Force Committee Report on Education, High Power Committee on Regional Imbalance, Administrative Reforms Committee and so on.

Karnataka<sup>4</sup> has 27 districts with 176 revenue and 202 educational blocks. There are 27575 habitations. There are 4 divisions – Bangalore, Mysore, Belgaum and Gulbarga under which all the 27 districts are categorized for the convenience of administration.

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<sup>4</sup> As of 2003, source, 2001 Census Provisional data.

According to the Annual Report 2003-04 Karnataka has 43332 government primary schools. (see appendix 1,2 and 3 for further details).

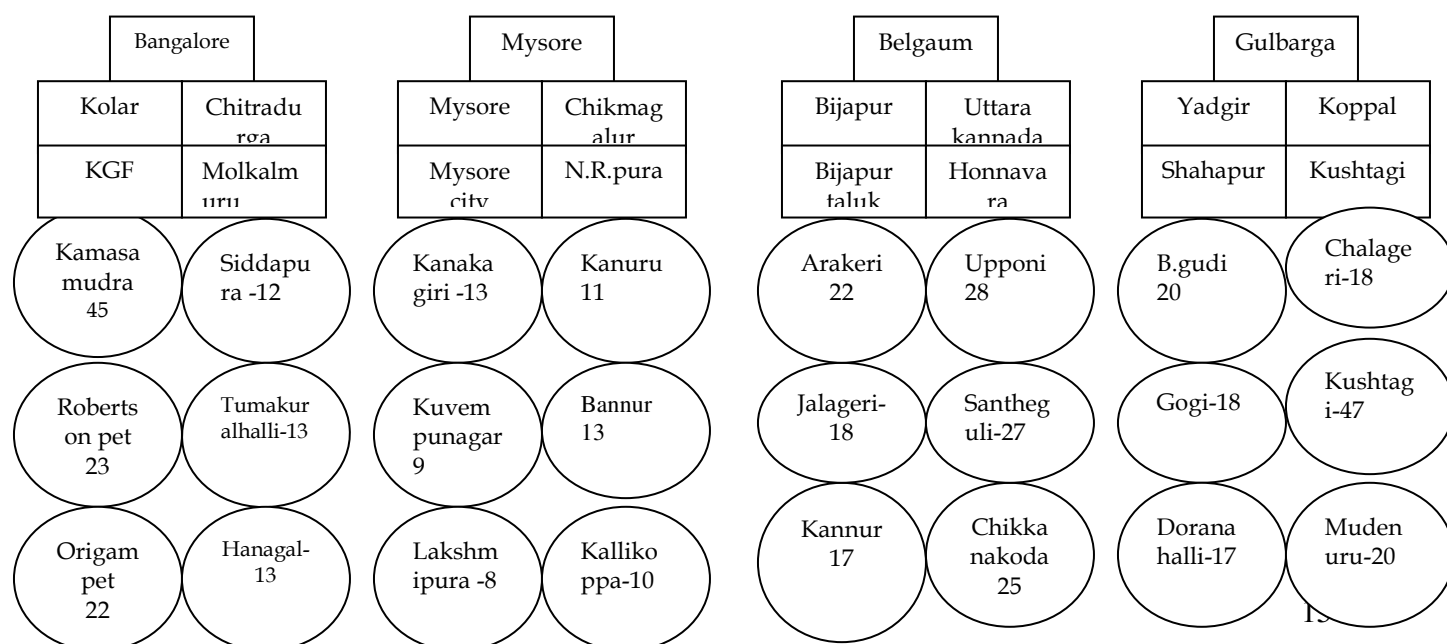
A total of 469 SDMCs across eight districts in four divisions of Karnataka were selected for the study. These 469 SDMCs are spread all over the selected eight blocks of the state. From each block 3 clusters are selected at random, which works out to, a total of 24 clusters. All the schools of these selected 24 clusters, including both Lower Primary and Higher Primary schools, form the sample.

## 2.2 Sampling

A stratified purposive sampling method was adopted for selection of sample. The criteria for selection of the sample are based on the findings of Child Census 2003, which gives data on out-of-school children in the 6-14 age group across all the educational blocks of the state. The criteria for selection of the sample are:

- Blocks with the highest and lowest percentage of out-of-school children
- DPEP and Non-DPEP blocks
- From the list of all the clusters, 3 clusters were selected at random from each block
- All the schools in the selected 24 clusters are taken for the study.

## 2.3 Map of sample selection



Note: The number attached to the name of the cluster indicates the number of schools covered under the study.

## 2.4 Target groups for study

**Table 1**

| <b>SDMC members</b>   |                                  |                          | <b>Non-SDMC members</b>    | <b>Government officials</b> |
|-----------------------|----------------------------------|--------------------------|----------------------------|-----------------------------|
| <b>Parent Council</b> | <b>Ex-officio members</b>        | <b>Nominated members</b> |                            |                             |
| President             | Gram Panchayat member            | Donor                    | Teacher 1                  | BEO                         |
|                       |                                  |                          |                            | BRC                         |
| Woman member          | Head Teacher                     | Male/Female student      | Student 1                  | Block Resource Person       |
| Male member (SC/ST)   | Health worker/NGO representative |                          | Parent 1                   | Education Coordinator       |
|                       |                                  |                          | Community representative 1 | Cluster Resource Person     |
| <b>3</b>              | <b>3</b>                         | <b>2</b>                 | <b>4</b>                   | <b>5</b>                    |

## 2.5 Preparation of tools

The tools were prepared keeping in view the objectives of the study. The validation of the tools was carried out by academics, researchers and government functionaries.

The tools were designed to collect both quantitative and qualitative information on community linkages, socio-economic status of SDMC members, and on awareness, participation and empowerment. The tools were then tested across all the target groups in Bangalore Rural and Urban districts. Focus Group Discussions were held to validate the tools related to functionaries. Necessary modifications were then made and the tools were finalised. To gather information regarding various aspects of the school and the SDMC, 18 tools were prepared, all within the framework of 'community linkages'.



**Table 2****Brief description of the tools**

| <b>Tools</b>              | <b>Description</b>  |
|---------------------------|---|
| Tool 1                    | To collect information regarding the school profile and general profile of the village in which the school is located.  |
| Tools 2, 3, 4, 5, 6, &7   | To collect information on the awareness, participation and empowerment levels of the President, SDMC women representatives, SC/ST representative, anganwadi worker/NGO representative, ex-officio member (Panchayat Raj Institution member) and donor.  |
| Tool 8                    | For the Head Teacher, who is also the Member-Secretary of the SDMC. The Head Teacher was asked to express his/her opinion on the functioning of the SDMC and constraints if any, that they faced. These opinions were taken into account to strengthen the SDMC.  |
| Tool 9                    | For the student representative (boy/girl), to ascertain his/her awareness of, participation in and perception of the SDMC.  |
| Tool 10                   | For the parent who is not a member of the SDMC, to know his/her perception of the existence and functioning of the SDMC of the village school.  |
| Tool 11                   | For students of the same school who are not SDMC representatives. Their opinion was collected to assess the level of student participation in the affairs of the SDMC.  |
| Tool 12                   | For the teachers of the school. This was developed to get an idea of their perception of the functioning of the SDMC and their coordination with the SDMC in brining about school development.  |
| Tools 13, 14, 15, 16 & 17 | These tools were designed to ascertain the perception of the government functionaries at the block and cluster level about the functioning of the SDMC. Their suggestions for further improvement of SDMCs were also sought. Separate tools for the Block Education Officer (BEO), Block Resource Coordinator (BRC), Block Resource person (BRP), Educational Coordinators (EC), and for the Cluster Resource Person (CRP) were developed and used. |
| Tool 18                   | This tool was designed for the community representative as it was felt that there was a need to know the perception of the community at large about the functioning of SDMCs.   |

The tools were used to collect the opinions of the selected target group which included field functionaries at the government and community levels. The study covered a total of

469 schools across eight districts of Karnataka. The following chart shows the target groups who expressed their opinions through different tools.

**Table 3**

**Details of target groups investigated and reasons for not covering some of them:**

| <b>Particulars</b>           | <b>Number</b> | <b>% covere</b> | <b>Reasons for non-coverage</b>   |
|------------------------------|---------------|-----------------|---|
| SDMC Presidents              | 437           | 95              | Non-availability, not been selected or nominated, migration, out on occupation, not well, out of station<br>Did not come even after HT's invitation |
| SDMC Women representatives   | 316           | 69              | Non-availability, not been selected or nominated, migration, out on occupation, not well, out of station<br>Did not come even after HT's invitation |
| Donors                       | 216           | 47              | No donors; GP itself is the donor   |
| SDMC ex-officio members      | 328           | 71              | Non-availability, out on occupation, not well, out of station<br>Did not come even after HT's invitation  |
| Anganwadi/NGO/Educationist   | 335           | 73              | No anganwadi or NGOs  |
| SDMC SC/ST members           | 347           | 75              | Muslim (Urdu) school, therefore no SC/ST members present.   |
| SDMC Student representatives | 339           | 74              | Some of the schools are LPS   |
| Head Teachers                | 407           | 88              | Non-availability, on leave, no Head Teacher posts   |
| Teachers                     | 440           | 96              | Single-teacher school   |
| Students                     | 427           | 93              | LPS children could not answer   |
| Parents                      | 424           | 92              | Non-availability  |
| Community                    | 411           | 89              | Non-availability in urban areas   |
| Block Education Officers     | 8             | 100             |   |
| Block Resource Coordinators  | 8             | 100             |   |
| Block Resource Persons       | 11            | 100             |   |
| Education Coordinators       | 12            | 100             |   |
| Cluster Resource Persons     | 20            | 100             |   |

### **Criteria for selection: (Out-of-School Children – Child Census - 2003)**

- Blocks with highest percentage of out-of-school children:
  - Belgaum Division - Bijapur Taluk of Bijapur District
  - Gulbarga Division - Shahapur Taluk of Gulbarga District
  - Bangalore Division - Molkalmuru Taluk of Chitradurga District
  - Mysore Division - N.R. Pura Taluk of Chikmagalur District
  
- Blocks with the lowest percentage of out-of-school children:
  - Belgaum Division - Honnavara Taluk of Uttara Kannada District
  - Gulbarga Division - Kushtagi Taluk of Koppal District
  - Bangalore Division - KGF Taluk of Kolar District
  - Mysore Division - Mysore city of Mysore District

The profiles of the sampled districts are given in annexure-2

### **2.6 Field staff - Selection of field investigators**

For conducting the field investigation at KGF, N.R.Pura and Molkalmuru blocks 34 field investigators were employed. Research students from the various departments of Bangalore University were selected as field investigators.

For conducting the field investigation at Kushtagi, Shahapur and Bijapur blocks 42 field investigators were employed. Graduates in education (from Gulbarga Division), who had experience in evaluation of Azim Premji Foundation's Learning Guarantee Programme (in North-East Karnataka), were selected as field investigators.

For conducting the field investigation at Honnavara block, 19 education graduates from Honnavara Block were employed.

- 93 investigators were employed to cover 469 schools
- 2 investigators constituted a team
- 1 supervisor generally handled 4 - 5 teams
- 8 supervisors were employed for 8 districts/blocks
- Approximately 2.5 man-days were spent to cover 1 school

## 2.7 The data collection process

A data collection process was designed to cover all the interviews within two and a half days so that the entire data collection process will be completed as per the plan.

**Table 4**

|         |   |
|---------|---|
| Day 1   | <ul style="list-style-type: none"> <li>✚ One investigator to collect School/SDMC profile data (3 hours required and 2 non-SDMC interviews (1 hour each)</li> <li>✚ Another investigator to interview Secretary/President/SC/ST representative/Student – all members of SDMC (approximately 1.5 hours each)</li> </ul> |
| Day 2   | <ul style="list-style-type: none"> <li>✚ Both investigators to handle 6 interviews</li> <li>✚ Complete the interviews (by afternoon)</li> </ul>   |
| Day 1/2 | <ul style="list-style-type: none"> <li>✚ Both investigators to handle 3 interviews</li> <li>✚ Completion of the School Information and any other format which needs to be filled in</li> </ul>  |

### Instructions to the field investigators

- All the interviews should begin with informal discussions with the interviewee.
- The investigator should have a friendly and positive attitude towards the interviewee.
- If the expected response is not forthcoming the investigators need to ask the questions in a different way so that each of the queries is understood by the interviewee.

### Time frame of field investigation

| Field survey                   | Time frame   |
|--------------------------------|--|
| KGF, N.R.Pura and Molkalmuru   | February 3 <sup>rd</sup> to March 25 <sup>th</sup> 2004  |
| Kushtagi, Shahapur and Bijapur | February 11 <sup>th</sup> to March 25 <sup>th</sup> 2004 |
| Honnavaara                     | February 3 <sup>rd</sup> to March 25 <sup>th</sup> 2004  |

### Supervisors

8 supervisors were assigned with supervision of field work at 8 blocks in the state.

The tasks assigned to them include:

- Field visits (identify weak and strong teams)
- Checking the tools
- Back checking
- Faxing Content sheet
- Sending the completed tools to the Head Office
- Facilitating the Focus Group Discussions at the block levels.

All the supervisors had a prior field experience in the education sector. They were also responsible to complete all the interviews and send the completed schedules within the stipulated time frame.

## **2.8 Data design**

The following matrix provides a broad picture of the process of data collection for the study. The data was collected keeping the objectives as a focus so as to build linkages with data collection, analysis, evaluation and recommendations.

**Table 5**

| <b>Sl. no</b> | <b>Objectives of the study</b>   | <b>Data collated</b>   | <b>Source/ Type of data</b>                           | <b>Content of data</b>                   | <b>Method employed</b> | <b>Instrument s</b>         | <b>Tools used</b>                                       |
|---------------|--|--|---|--|------------------------|-----------------------------|---|
| 1             | To assess the facilities available in the village  | 1. Presence of general facilities<br>2. Presence of community linkages within the village  | Primary – collected at school level from Head Teacher | Quantitative                             | Survey                 | Questionnaire & discussions | Tool 1 (School profile)                                 |
| 2             | To assess the facilities available in the school   | 1. Presence of educational facilities<br>2. Presence of infrastructural facilities<br>3. Usage of facilities available in the school | Primary – collected at school level from Head Teacher | Quantitative & case studies              | Survey                 | Questionnaire & discussions | Tool 1 (School profile)                                 |
| 3             | To assess the source and type of information about the SDMC and supportive information available before the SDMC was constituted | 1. Supportive and supplementary resources on SDMCs   | Primary – collected at school level from Head Teacher | Quantitative                             | Survey                 | Questionnaire & discussions | Tool 1 (School profile)                                 |
| 4             | To ascertain if and when the SDMC was constituted  | 1. Date of constitution of SDMC<br>2. Composition of SDMC  | Primary – collected at school level from the members  | Quantitative/ Qualitative & case studies | Survey                 | Questionnaire& discussions  | Tools 2-7 (SDMC members)<br>Tool 9                      |
| 5             | To ascertain the socio-economic status of the SDMC members - education, occupation and caste composition                         | 1. Gender profile<br>2. Educational profile<br>3. Occupational profile<br>4. Caste profile   | Primary – collected at school level from the members  | Quantitative/ qualitative                | Survey                 | Questionnaire & discussions | Tool 2-7 (SDMC members)                                 |
| 6             | To assess awareness of SDMC tenure, meetings, date   | Awareness of SDMC formation, composition, tenure and   | Primary – collected at school level from the          | Quantitative/ qualitative                | Survey                 | Questionnaire& discussions  | Tools 2-7 (SDMC members) & 9 for student representative |

|    |  |   |   |  |        |  |  |
|----|--|---|---|--|--------|--|--|
|    | of constitution & composition  | processes, selection procedures adopted in choosing the President.<br>To assess the awareness among the student representatives | members   |  |        |  |  |
| 7  | To assess the awareness among SDMC members of the objectives, powers and duties of the SDMC                                  | 1. Awareness of objectives of SDMC<br>2. Awareness of SDMC powers<br>3. Awareness of SDMC duties                                | Primary – collected at school level from the members                                  | Quantitative/ qualitative                | Survey | Questionnaire& discussions               | Tools 2-7 (SDMC members)                   |
| 8  | To assess the degree of member participation   | 1. Participation by members<br>2. Participation by student representatives  | Primary – collected at school level from the members                                  | Quantitative/ qualitative & case studies | Survey | Questionnaire& discussions               | Tools 2-7 (SDMC members)                   |
| 9  | To assess the perception of government functionaries about the functioning of SDMCs  | 1. Perception on constitution & functioning<br>2. Suggestions to strengthen the SDMCs   | Primary- collected at block level from the BEO, BRC, EC, BRP, CRP                     | Quantitative/ qualitative & case studies | Survey | Focus group discussion and questionnaire | Tools 13-17                                |
| 10 | To assess the perception of SDMC members regarding the scope of the SDMC   | 1. Perception of members  | Primary – collected at school level from the members                                  | Quantitative/ qualitative                | Survey | Questionnaire& discussions               | Tools 2-7 (SDMC members) & 9               |
| 11 | To assess the perception and participation of Head Teachers and teachers   | 1. Head Teachers -involvement and perception<br>2. Teacher - involvement and perception   | Primary – collected at school level from the Head Teacher/ Teacher                    | Quantitative/ qualitative & case studies | Survey | Questionnaire& discussions               | Tool 8 (Head Teacher)<br>Tool 12 (Teacher) |
| 12 | To assess the perception of the community, parents (other than core committee) & students (other than members) regarding the | 1. Formation of SDMC<br>2. Functioning of SDMC<br>3. Impact of SDMC on school development                                       | Primary – collected at school & village level from parent, student, a person from the | Quantitative/ qualitative & case studies | Survey | Questionnaire & field notes              | Tool 8 (Head Teacher)<br>Tool 12 (Teacher) |

|  |                                       |  |           |  |  |  |  |
|--|---------------------------------------|--|-----------|--|--|--|--|
|  | existence and functioning of the SDMC |  | community |  |  |  |  |
|--|---------------------------------------|--|-----------|--|--|--|--|

The data collected through various instruments are presented, analysed and interpreted in the next chapter.



## - Chapter Three-

### Analysis

This chapter focuses on the analysis of the data collected from the survey, focus group discussions and the case studies. The study collected data from survey of 469<sup>5</sup> schools, focus group discussions with functionaries in eight blocks and the case studies/ observations emerging from the field study. All this has been extensively used in the evaluation. A comparison has also been made of DPEP and non-DPEP schools in Karnataka<sup>6</sup> so far as facilities at school level and some of the relevant SDMC parameters are concerned.

The sections below focus on the findings and analysis under each of the objectives of the study. The study covers briefly, general and educational facilities present in the villages, detailed information on SDMCs regarding formation, awareness, participation and empowerment as well as the perceptions. Care has been taken to establish a logical linkage between objectives to achieve an evaluation of SDMCs.

As mentioned in Chapter Two, the study has set 12 objectives in evaluating the SDMCs in Karnataka<sup>7</sup>. The tools were developed and the data was collected in accordance with the objectives of the study.

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<sup>5</sup> Though the survey was conducted in 469 schools, 9 schools have not formed SDMCs and therefore the entire analysis is based on 460 schools.

<sup>6</sup>Comparison of DPEP and non-DPEP schools has been presented wherever it was felt appropriate. DPEP sample schools (311) include all the schools in 3 clusters of Bijapur Taluk (Bijapur District), Shahapur (Yadgir District), Kushtagi (Koppal district), KGF (Kolar District), and Mysore city (Mysore district). Non-DPEP sample schools (149) include all the schools in 3 clusters of Honnavara (Uttara Kannada District), Molkalmuru (Chitradurga District) and N.R Pura (Chikmagalur District).

<sup>7</sup> See table 3,chapter 2

### 3.1 Profile of sample villages

The profile of facilities available in the sample villages is presented and analysed in this section. The developmental aspects in the school are seen not in isolation, but in conjunction with the overall changes taking place in the village environment. This section aims at giving a broad picture of the general facilities, community linkages and educational facilities present in the sample villages.

In the tool on School Profile, a separate section was developed to collect data on these three components (i.e. general facilities, community linkages and educational facilities) in the village in which the sample school is located.

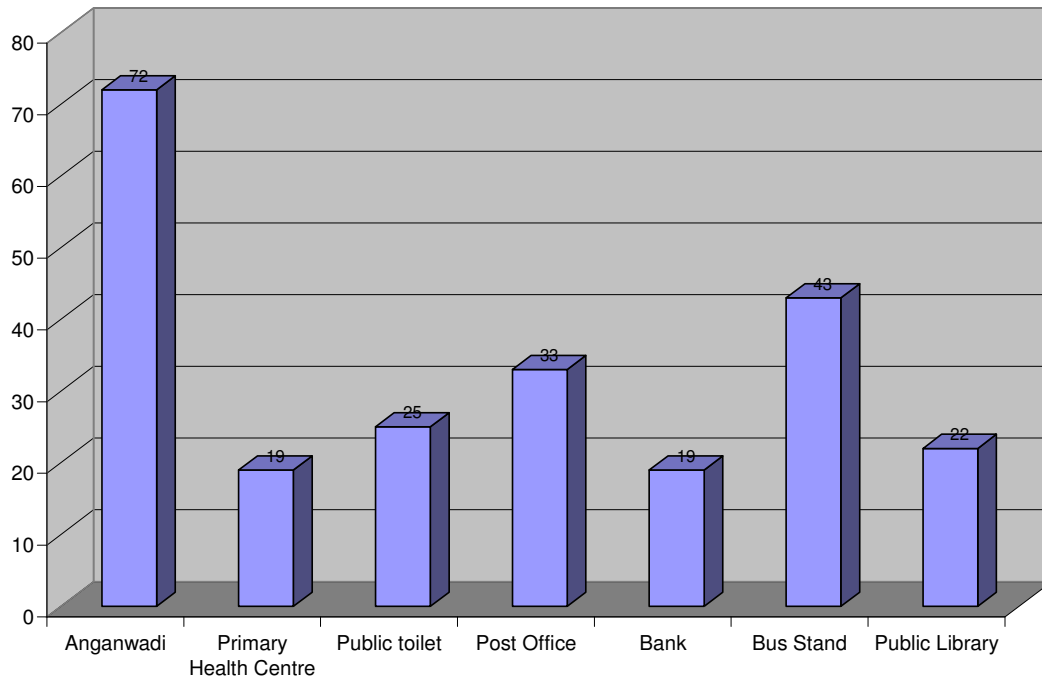
#### 3.1.1 Presence of general facilities in the sample villages

In order to understand the dynamics of development in which the schools are functioning, this section presents information on the basic amenities available in the selected villages. Most of the facilities listed below are indicators of development which affect the functioning of the schools in these villages.

**Table 1**  
**Presence of facilities, (%)**

| <b>Facilities</b>     | <b>Present in % of villages</b> |
|-----------------------|---------------------------------|
| Anganwadi             | 72                              |
| Bus Stand             | 43                              |
| Post Office           | 33                              |
| Public toilet         | 25                              |
| Public Library        | 22                              |
| Primary Health Centre | 19                              |
| Bank                  | 19                              |

### Facilities present in the village



- Anganwadi centres of ICDS have an integrated delivery package of early childhood services so that their synergistic effect can be taken full advantage of and the centres are expected to facilitate effective convergence of inter-sectoral services. 72% of the villages surveyed reported that they have anganwadi facilities.
- Primary Health Centres in India are the grassroots level health care providers with a doctor. 19% of the villages in the selected sample have Primary Health Centres.
- The post office as a public facility providing communication facilities has been a major indicator of development in rural India. 33 % of the total number of villages has a post office.
- Public libraries have been established in the state to usher in an intellectual revolution. With the introduction of the Panchayati Raj System a scheme called *Library to every Gram Panchayat* was launched and each Gram Panchayat is expected to have a public library. However, according to the study only 22% to of the sample villages have public libraries.

### 3.1.2 Community Linkages

In order to understand the linkages between community organisations and their role in improving the educational status at the village level, information on matters like presence of community organisations, their active involvement in Gram Sabhas and in discussions on issues related to education in the Gram Sabhas is presented and analysed in this section.

Karnataka has a history of being a pioneer in the establishment of Panchyati Raj Institutions in the country. As a result of the 1983 Act on PRIs the three-tier structure of decentralisation is already functional in the state. The Gram Sabhas are the lowest tier in the implementation of development programmes in the village.

In the past few years the concept of Self-Help Group organised and operated effectively by women, especially in micro finance, has grown in many parts of Karnataka. In the year 2000-01, the state government started the Stree Shakti scheme with the help of the network of anganwadi centres to promote self-reliance among women.

The presence of other community-based organisations like youth centres, Dalit Sangha, farmers' associations and milk producers' associations also have indirect implications on school education.

**Table 2**  
**% of villages reporting the presence of community organisations**

| <b>Community organisations</b> | <b>Presence in % of villages of the state<sup>8</sup></b> |
|--------------------------------|---|
| SDMC                           | 97  |
| Stree Shakti                   | 65  |
| Women's SHG                    | 59  |
| Youth centre                   | 58  |
| Dalit Sangha                   | 22  |
| Milk producers' associations   | 14  |
| Farmers' organisations         | 10  |
| Others                         | 9   |

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<sup>8</sup> 'The state' here implies the selected sample villages.

**Table 3**

**Discussion on education-related issues during Gram Sabha meetings<sup>9</sup> (%)**

| <b>Response</b> | <b>State</b> |
|-----------------|--------------|
| Yes             | 55           |
| No              | 45           |
| Total           | 100          |

- The data indicates that in rural Karnataka, state-sponsored SHGs - Stree Shakti groups - are present in 65% of the villages. Women's SHGs supported by NGOs are reported to be present in 59% of the villages. Thus, it is interesting to note that Self-Help Groups have a significant presence in the selected villages of Karnataka.
- Another form of community organisation called Youth Centres supported by the Department of Sports and Youth Services also has a presence in 58 % of the villages under study.
- The presence of other socio-economic interest groups like Dalit Sangha and farmers' organisations though limited in number, seem to be gaining importance in the state.
- Since Karnataka is a pioneer in mooting Panchayati Raj Institutions, nearly 55% of the villages reported that issues related to education are discussed in the Gram Sabha meetings.

**Role of youth**  
*The young too can play an effective part in schooling. Take for example, Mahatma Raitha Yuvaka Sangha at **Kamasamudram in Kolar district**. It has adopted the HPS and encourages learning and sports by giving prizes to those who excel in exams and competitions. Similarly, the Subhash Chandra Bose Youth Organisation has joined hands with the SDMC to develop the LPS at Swarnakuppam. In fact one of the members of this organisation has allowed the school to use a portion of his house as there is an acute shortage of accommodation. A youth organisation has constructed two classrooms for the GLPS at Pijarivasti in Bijapur district.*

<sup>9</sup> The data was collected to ascertain whether any Gram Sabha meetings were held at the village level. Once in six months every Gram Panchayat is supposed to hold a Gram Sabha meeting in the village. Generally all the developmental issues are discussed in the meeting. Since this study is about community participation in education, only the relevant data was collected.

- *The majority of the sample villages have anganwadi centres which integrate pre-school with primary school. During the field survey it was observed that on the whole there is relatively little interaction between pre-school and primary school education.*
- *Though the presence of a bus stand per se may not imply anything, the low frequency of transportation may have an adverse impact on the teaching because teacher attendance does not meet the norms. This affects the teaching-learning process in the school.*
- *The low presence of Public Health Centres may result in weak linkage with the school health programmes.*
- *The growing presence of community organisations and Self-Help Groups can be seen as a potential for incorporating the SHGs in SDMCs so as to strengthen the linkages between the two.*

### 3.1.3 Educational facilities in the villages

Access to educational institutions is generally linked to the educational status of the region. Data on all the educational institutions in the sample villages was collected in collaboration with the managements of the institutions. Data on usage of the facilities in the school was also collected . According to government norms there should be a Lower Primary School within a walking distance of 1 km and a Higher Primary School within a distance of 3 km. The following table gives details of access to different educational institutions for the villages under study.

**Table 4**  
**Educational facilities in the village, (%)**

| <b>Educational Facility</b> | <b>Government</b> | <b>Aided</b> | <b>Unaided</b> |
|-----------------------------|-------------------|--------------|----------------|
| Lower Primary               | 80                | 8            | 10             |
| Higher Primary              | 53                | 8            | 7              |
| High School                 | 18                | 10           | 10             |
| Lower Primary (Urdu)        | 16                | 1            | 1              |
| Higher (Urdu) School        | 12                | 2            | 1              |
| PUC                         | 9                 | 7            | 3              |

- Nearly 80% of the villages have Government Lower Primary Schools.
- Around 53% of the villages have Government Higher Primary Schools.
- 18% of the villages have High Schools.
- Around 10-12 % of the villages have Pre-University colleges, either Private or Government.

### Access to BRCs and CRCs

The data on access to BRCs and CRCs was collected to ascertain the availability of academic support for the schools.

**Table 5a**  
**Access to Cluster Resource Centre (%)**

| Distance, km  | <1 | 1-3 | 3-5 | 5-8 | > 8 |
|---------------|----|-----|-----|-----|-----|
| % of villages | 13 | 20  | 16  | 22  | 30  |

**Table 5 b**  
**Access to Block Resource Centre (%)**

| Distance, km  | <1 | 1-3 | 3-5 | 5-8 | > 8 |
|---------------|----|-----|-----|-----|-----|
| % of villages | 8  | 9   | 6   | 9   | 67  |

- Generally, BRCs are located at the Taluk Head Quarters. The Cluster Resource and Block Resource Centres are the academic support institutions for schools at the cluster and block levels. The CRCs are also responsible for dissemination of information about SDMCs and play a significant role in providing training to SDMC members.
- 30% of the villages reported that CRCs are located beyond a radius of 8 km.

**It is observed that CRCs are within reach of many schools. Thus, schools have access to 'quality support'.**

### 3.2 Facilities specific to schools

Data on the infrastructural and non-infrastructural facilities attached to the schools is presented in this section. The parameters have been examined against the norms set by the government under various schemes. The mere presence of structures may mean little, if they are not up to the standards set by the government.

It is also equally important to observe the usage of the existing facilities and in the following section we present the relevant data.

### 3.2.1 Facilities within the schools

The basic infrastructure requirements of the school include building, classrooms, separate office room, room for the Head Master, furniture, playground etc. Starting from Operation Black Board to the present SSA, norms have been set for the infrastructure required for a school to function. The following table shows the number of sample schools that reported having these facilities.

**Table 6**  
**Infrastructure facilities, Teaching-Learning Materials Infrastructure and Teaching Learning Materials (available in % of schools)**

| <b>Basic facilities</b>               |             | <b>Teaching Learning materials</b> |          |
|---------------------------------------|-------------|------------------------------------|----------|
|                                       | 84<br>(388) |                                    |          |
| School land                           |             | Laboratory*                        | 9(17)    |
| School building                       | 93(436)     | Library                            | 23(104)  |
| Playground                            | 51(234)     | Charts                             | 82(375)  |
| Compound wall                         | 42(191)     | Maps                               | 85(390)  |
| Electricity                           | 47(216)     | Blackboards                        | 100(469) |
| Indoor sports                         | 47(218)     | Radio/ Audio Recorder              | 71(328)  |
| <b>Specific infrastructure</b>        |             | Notice Boards                      | 78(361)  |
| HM/Office room                        | 41(187)     | Classroom Furniture                | 75(346)  |
| Classrooms                            | 97(445)     | <b>Other facilities</b>            |          |
| Toilets (general)                     | 44(202)     | Science Kit                        | 68(311)  |
| Toilets (girls)                       | 32(146)     | TV                                 | 6(28)    |
| Toilets (teacher)                     | 18(83)      | Computer systems                   | 3(13)    |
| Drinking water (public tap)           | 53(244)     | Educational CDs                    | 7(31)    |
| Drinking water (borewell)             | 23(105)     | Working models                     | 55(252)  |
| Drinking water (fetched from outside) | 32(145)     | Medical Kit                        | 44(204)  |

(Figures in brackets are absolute numbers)

\* Calculated against total number of HPS (196)



The assets, facilities and accessories available in the school are presented so as to get a clear picture of the extent of further action required.

- As per the norm, the school building should be a pucca structure, i.e. usable in all weather conditions. Though 93% of the schools reported that they have school buildings, during the survey it was observed that most of them still do not have a structure conforming to the norms.
- Out of this 93% (388) of schools 97% reported that they have classrooms. The schools where the classroom is under construction have also reported that they have classrooms. But it is important to note that most of the stakeholders are not aware of the norms for classrooms like the inside dimensions (6.60 x 5.60 m), the flooring, windows (minimum 3 with shutters) and the presence of accessories in the classroom like 2 blackboards, cupboard etc. Most of the schools are yet to meet these basic requirements.
- For the overall development of children the school is required to provide facilities like indoor and outdoor sports. Only around 51% of the schools reported that they have playgrounds and less than 50% of the sample schools reported that they had indoor game materials.
- Out of 460 schools only 44% reported that they have toilets. 32% of the schools reported that they have separate toilets for girls and 18% of the schools have separate toilets for teachers.
- 53% of schools have a public water tap in the school and 32% of the schools reported that they fetch water from outside. This indicates an enormous gap to be bridged in terms of infrastructure facilities in schools.
- While OBB specifies that all Upper Primary Schools shall have library facilities, only 53% of them said they have libraries.
- It is interesting to note that 3% (13) of the schools reported that they have computer facilities but 7% (31) reported that they have educational CDs.

*The lower primary school of Saladapura of B. Gudi cluster in Shahpur block of Yadgir district is a good example of lack of awareness about SDMCs leading to backwardness. Even after 45 years the school does not have enough classrooms, no basic facilities like toilets, drinking water, furniture and so on. Though money was sanctioned to construct a classroom, it remained on paper due to lack of space. If this is the case so far as basic facilities are concerned the learning levels in the school are in an even more pitiable condition. The teachers and the community felt that in addition to improved basic facilities 'contextualisation of textbooks' is very important for raising learning levels. They also felt that the government functionaries are not paying enough attention to the school.*

- All the schools reported that they have a blackboard. But the study reveals that most of the schools might not have followed the prescribed norm (for LPS 2 blackboards 1.20 x 3.85 m fixed at a height of 1 m ). 15% of the schools are without charts and maps.

From the above analysis it is clear that

➤ Despite increased emphasis on infrastructure facilities for schools, there is still a large gap to be bridged.

➤ The norms should be followed to ensure the quantity and quality of infrastructure/civil works, because mere existence of infrastructure may not ensure effective schooling.

### 3.2.3 Usage of facilities

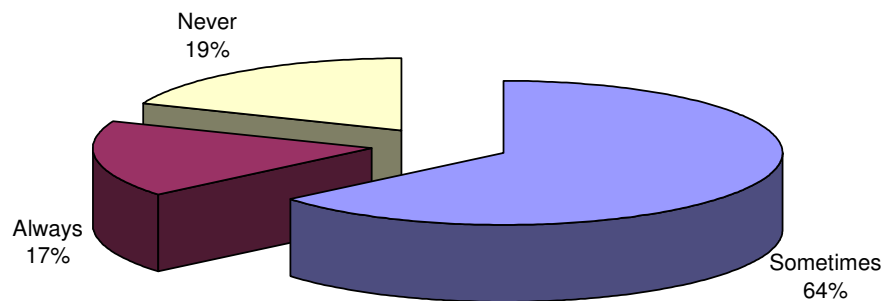
Effective functioning of a school depends not only on the presence of physical infrastructure in the school but also on the extent of utilisation of these facilities. Data on some of the functional aspects of the school infrastructure were collected as in-depth information.

**Table 7**  
**Usage of school amenities (%)**

| Ownership of school building |     | Number of school working days |         | Electrification |     | Usage of library |     |
|------------------------------|-----|-------------------------------|---------|-----------------|-----|------------------|-----|
| No Answer                    | 4   | Less than 200                 | 2(8)    | Complete        | 23  | Sometimes        | 64  |
| Own                          | 92  | 201 to 225                    | 38(151) | Partial         | 26  | Always           | 17  |
| Rented                       | 4   | More than 225                 | 60(287) | Not connected   | 52  | Never            | 19  |
| Total                        | 100 |                               |         | Total           | 100 | Total            | 100 |

(Figures in brackets are absolute numbers)

## Usage of Library



- 50% of the schools do not have an electricity connection. While 23% have full electricity connection, 26% have a partial connection. According to the norm the classroom should have one fan, 2 bulb points and 2 plug points. Electricity connection may be essential in schools located in places with extreme weather conditions.
- While physical infrastructure is a significant factor and is linked to learning in the school, factors like presence of teachers, school working days and library usage also impact learning outcomes in school.
- The circular clearly mentions that it is the duty of the SDMCs to ensure a minimum of 220 working days during the academic year. Nearly 98% of the schools in Karnataka reported that they met this norm. Although it is mandatory for schools to function for 220 working days, nearly 2% (8) of the schools reported that they worked for less than 200 days. This may be because some of the new schools might have been started in the middle of the academic year or because in many single-teacher schools, the teacher may be attending to other official duties.
- 68% of the schools reported that the teachers do not reside in the village where the school is located.
- Mere existence of a library does not indicate a 'good school'. Usage of the library facility ensures effective learning in the school. Nearly 17% of the schools reported that they always use the library while 19% reported that they never use the library. In about 64% of the schools, the library has been used occasionally.

- **There are schools where the facilities are not being used optimally.**
- **It is a government norm that every school in the state shall function at least 220 days a year. But it was found that some schools in the state worked for less than 200 days. While it is the duty of the SDMC to ensure 220 working days, in this context there are three possibilities: i) SDMC members are not aware of the government norm, ii) SDMC members are not aware of their duty to ensure 220 working days and iii) are not able to analyse the situation and ensure schooling as per the norm.**

### 3.3 Presence of supportive and supplementary literature on SDMCs

Effective constitution, functioning and monitoring of SDMCs is possible when the functionaries are provided with adequate information regarding the process. The study aims at assessing the source and type of information available before constitution of SDMCs. The Department of Education has published and disseminated to all schools the circular and other resource material regarding the formation of SDMCs and their functioning. The table below shows the number of schools possessing the resource material on SDMCs.

**Table 8**

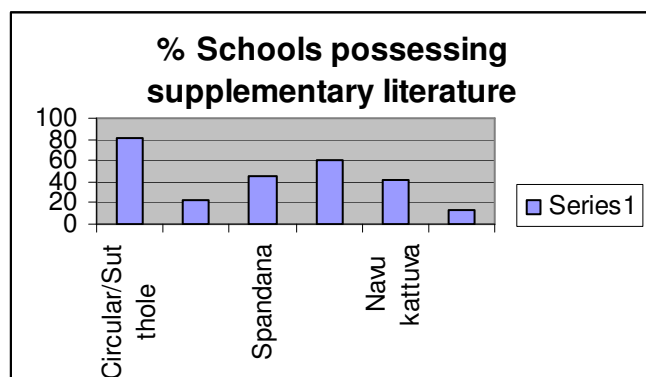
**Number of schools possessing the supplementary literature on SDMCs (%)**

| <b>Literature</b> | <b>Circular /Sutthole</b> | <b>Sankalpa</b> | <b>Spandana</b> | <b>Nammura Shale</b> | <b>Navukattuvas shale</b> | <b>Others</b> | <b>None</b> |
|-------------------|---------------------------|-----------------|-----------------|----------------------|---------------------------|---------------|-------------|
| <b>DPEP</b>       | 77                        | 22              | 25              | 53                   | 33                        | 16            | 5           |
| <b>Non-DPEP</b>   | 91                        | 22              | 85              | 77                   | 61                        | 11            | 1           |
| <b>Total</b>      | 81                        | 22              | 45              | 61                   | 42                        | 14            | 3           |

- Nearly 81% of the schools reported that they have 'Sutthole' (circular) which provides clear information on SDMC formation and meetings, on the rights, duties and responsibilities of SDMC members and the sub-committees, and on other related issues. Hence it is important to have a copy of the circular in the school. The remaining 19% of the schools do not have the basic information about SDMCs.
- Sankalpa is the training literature which provides detailed information on linkages between the Gram Panchayat and the SDMCs and guidelines to prepare the plans for schools. Each school is expected to possess this document since it explains the

functioning of SDMCs. However, only 22% of the schools reported that they have Sankalpa.

- Another document called Nammura Shale is for independent reading. It gives the stakeholders information on the constitution and effective functioning of SDMCs. Hence, data was collected on the number of schools having this document. The findings show that nearly 61% of the schools have it.
- Spandana is a resource material with complete information on various schemes and programmes for Universalisation of Elementary Education. Nearly 45% of the schools said that they have Spandana.
- Navu Kattuva Shale provides SDMC members with guidelines for carrying out the civil works in the school on their own. 42% of the schools reported that they have this manual.
- While only 77% of the DPEP schools have the circular, more than 90% of the non-DPEP schools said that they had it.
- Documents like Spandana, Nammura Shale and Navu Kattuva Shale have been better disseminated among the non-DPEP schools as compared to DPEP schools although the general perception is that DPEP has ample information about most of the literature.



- **It is clear from the above data that not all schools have information related to SDMC circulars and other relevant literature.**
- **So far as possession of information is concerned there is not much difference between the DPEP and non-DPEP schools although the general perception is that DPEP schools have most of the documents published by the Department.**

### **3.4 Constitution and composition of SDMC**

The SDMCs in Karnataka were evaluated against factors like constitution and composition. Since there is a link between the two detailed data was collected from all SDMC members regarding constitution and composition as per the circular. All these components are used to assess the effectiveness of SDMCs.

#### **3.4.1 Constitution of SDMCs**

The Government of Karnataka issued an Executive Order on **28/4/2001** to establish SDMCs in order to bring about a qualitative improvement in school education and to ensure active participation of the community in school management as recommended by the Education Task Force Committee headed by Dr. Raja Ramanna. Accordingly, the Commissioner of Public Instruction issued a circular specifying the procedure for constitution of SDMCs within the stipulated period. Meanwhile, a few MLAs questioned the very process of selection of the members and requested the Chief Minister to step in and stop the process of SDMC formation as per the Executive Order, and to empower them (the MLAs) to execute the process. As a result a modified circular was issued to empower the MLAs to nominate nine members to the General Council from the list submitted by the concerned BEOs.

Further confusion was created subsequently and another GO was issued to avoid confusion. A judicial stay was brought on this order to maintain the status quo with regard to constitution of SDMCs.

It is clear from the above background and the table that there is a possibility that information on SDMC formation is not being disseminated uniformly across the state.

**Table 9**  
**Constitution of SDMCs in schools (%)**

| <b>Date of constitution</b>       | <b>% of schools</b> |
|-----------------------------------|---------------------|
| On or before 05/08/2001           | 71                  |
| Between 05/08/2001 and 05/02/2002 | 23                  |
| Between 05/02/2002 and 05/08/2002 | 3                   |
| Between 05/08/2002 and 05/02/2003 | 1                   |
| After 05/02/2003                  | 0                   |
| Total                             | 98                  |
| Not constituted                   | 2                   |

|  |     |
|--|-----|
| Total number of schools against which the percentages are calculated | 460 |
|--|-----|

- 71% of the schools reported that they have formed SDMCs within the stipulated time. 27% reported that they have formed SDMCs within one year.
- It was found that 2% of the schools have not formed SDMCs.
- However, all the block and cluster level functionaries of the selected blocks and clusters under study said the SDMCs have been formed within their jurisdiction.
- There is a discrepancy between the findings based on the survey data and the opinions of functionaries regarding the constitution of SDMCs. This implies that there is a lacuna in monitoring the formation of SDMCs. It was also observed during the Focus Group Discussion<sup>10</sup> that since there are different versions of the circular a 'state of confusion' prevails, and although

*The SDMC in the Higher Primary school of Madasanala of Kannur cluster in Bijapur came into existence only on 31.01.2004, and that was only after the intimation of the present study was sent to the school. The Head Teacher has not followed the democratic process of SDMC formation. However, when asked about the reasons for the delay, he said that there is no cooperation from the community due to party (political) rivalry and he is unhappy about the local situation and is keen to get transferred out of that place. The SDMC members have no clue why the Committee has been formed and know nothing about their duties or responsibilities. They have conducted hardly any meetings.*

<sup>10</sup> A FGD was held with the Joint Director, DDPIs, BEO, BRC and BRP to get their perception on SDMCs.

SDMCs have been constituted within the jurisdiction of block and cluster level functionaries, the process of formation of SDMCs does not follow a uniform pattern.

- **There is no uniformity in the process of formation of SDMCs across the schools in the state.**
- **The monitoring mechanism is ineffective in documenting the non-formation of SDMCs and in taking further action in this regard.**

### 3.4.2 Composition of SDMCs

The constitution of SDMCs requires the schools to follow the procedure specified in the circular<sup>11</sup>. The actual representation provides a broad picture of how many SDMC members are there in the committee as per the circular. Information on type of membership is gathered from the school report on SDMCs (SDMC Book). Further, to cross

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<sup>11</sup> **Constitution of SDMCs:**

After selection of the Chairman of the committee all the nine parent representatives shall assemble to select the nominated members, constitute the SDMC, and draw up the proceedings.

<sup>6</sup> The Government Order on SDMCs states that the SDMC shall include the following members:

- Nine parent representatives have to be selected at a parents' meeting of that school. Of these nine, three should be women, two should belong to SC/ST and one should belong to the minority community. No parent should be a member of more than one SDMC at a time. In case parents belonging to SC/ST are not available, parents from the other community may be selected. In case SC/ST children enroll later their parents should be selected for the committee within the three-year period.
- The following should be selected as ex-officio members for the committee:
  - The Grama Panchayat, Taluk Panchayat and Zilla Panchayat members representing the area in which the school is located.
  - The anganwadi worker if there is an anganwadi.
  - The basic health worker of that area.
  - The Head Master of the school.
- The following should be nominated to the committee:
  - Donors who have adopted the school for development or have donated land for constructing the school building, donors who have constructed the school building or those who have donated materials/equipment worth Rs.10,000.00 or more.
  - An educationist or a retired teacher residing in that area.
  - Two representatives of local non-governmental organisations.
  - One office-bearer of the local youth association.
  - One student either from Class 7 or 9 of the school.



check the ground realities all the members were asked to provide the information on the category to which they belong – the parent council, ex-officio and membership through nomination. The responses of 1100 parent council members, 735 ex-officio members and 890 nominated members was collected.

## Members of SDMC

**Table 10**

**Category-wise membership<sup>12</sup>, (%)**

|   | <b>Parent Council</b> | <b>Ex-officio</b> | <b>Nomination</b> |
|---|-----------------------|-------------------|-------------------|
| President   | 94                    | 2                 | 2                 |
| Women's Rep   | 75                    | 3                 | 0                 |
| Donor   | 5                     | 4                 | 24                |
| GP/ZP Member  | 9                     | 37                | 10                |
| Anganwadi   | 5                     | 44                | 10                |
| SC/ST Member  | 58                    | 2                 | 2                 |
| Around 15% of the respondents did not answer this question. |                       |                   |                   |

All the members were asked to which category they belonged and 15% of the members could not respond clearly.

- 94% of the Presidents, 75% of the Women's Representatives and 58% of the SC/ST members responded that they were from the Parent Council.
- It was also observed that in many schools the Presidents are not the natural guardians of children studying in the school.
- 37% of the ZP and GP members and 44% of anganwadi members stated correctly that they are ex-officio members.
- 25% of the donors and 10% of the anganwadi and ZP/GP members said that they were nominated members.

## Composition of Student Representatives of SDMC

The existing SDMC circular has gone a step ahead in making it mandatory to have a student representative as a nominated member of the committee. Although the general perception among the government functionaries is that students are not in a position to

<sup>12</sup> It is assumed that student representatives are nominated members.

comment on the development of the school, data was collected from the Student Representatives also to get a comprehensive picture of their status, knowledge, perceptions, and problems as a member.

As per the circular<sup>13</sup>, it is mandatory to select a Class 7 student of an Upper Primary School or a Class 10 student of a High School<sup>14</sup>. However, in many of the LPS student representatives have not been selected either because of lack of knowledge or because of some practical problems. A total of 339 student representatives from 460 schools were interviewed. Of these 68% were boys and 32% were girls. It is clear that not all schools have nominated student representatives.

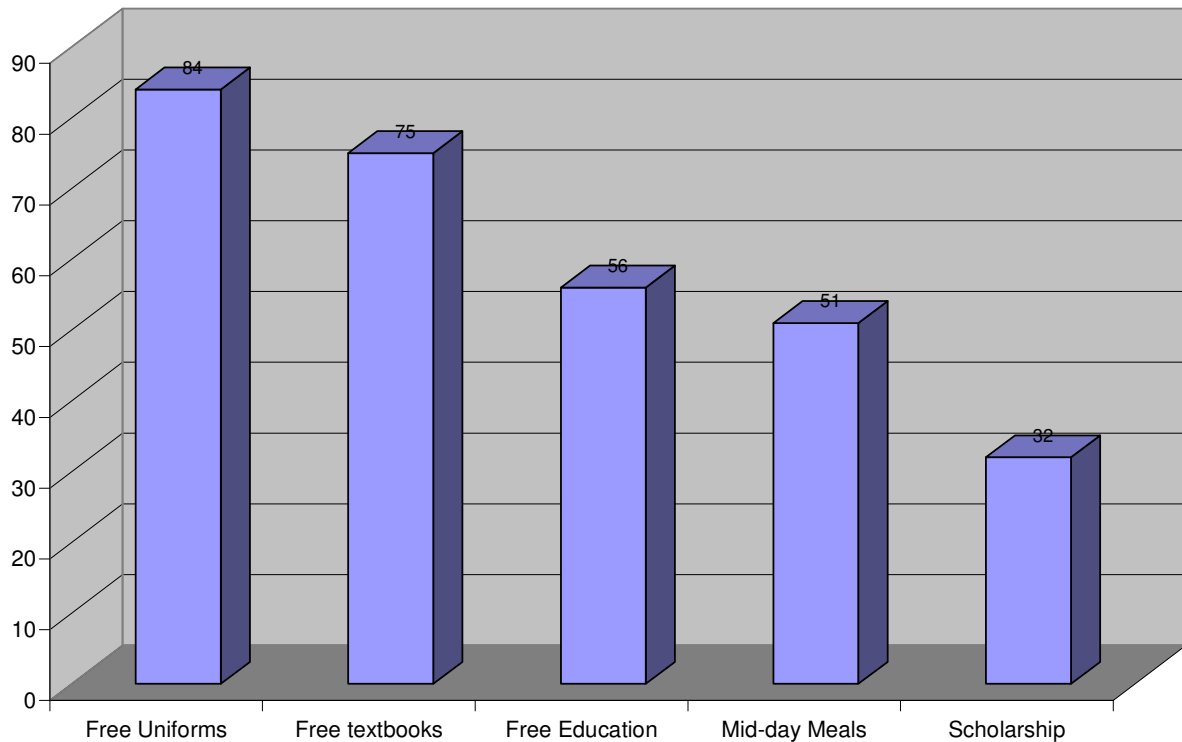
**Table 11**  
**Basic information about the Student Representatives (%)**

| Studyin<br>g in<br>Class |    | Educational<br>status of<br>the parents |    | Do children<br>like the<br>school? |    | Does the<br>school<br>work<br>regularly? |    | Do the<br>teachers<br>attend<br>school<br>regularly? |    | Does the<br>school<br>provide the<br>following? |    |
|--------------------------|----|---|----|------------------------------------|----|--|----|--|----|---|----|
| 4                        | 10 | No<br>response                          | 2  | No<br>response                     | 2  | No<br>Response                           | 3  | No<br>Respo<br>nse                                   | 4  | Free<br>uniforms                                | 84 |
| 5                        | 36 | Illiterate                              | 31 | Yes                                | 98 | Yes                                      | 93 | Yes  | 94 | Free<br>textbooks                               | 75 |
| 7                        | 45 | Lower<br>Primary                        | 23 | No                                 | 0  | No                                       | 4  | No   | 2  | Free<br>education                               | 56 |
| 8                        | 6  | Higher<br>Primary                       | 16 |                                    |    |  |    |  |    | Mid-day<br>meal                                 | 51 |
|                          |    | SSLC                                    | 18 |                                    |    |  |    |  |    | Scholarshi<br>ps                                | 32 |
|                          |    | PUC&<br>above                           | 10 |                                    |    |  |    |  |    |   |    |

<sup>13</sup> One student either from Class 7 or Class 10 of that school

<sup>14</sup> One student either from Class 7 or Class 10 of that school

### Supply of Provisions in the school



- The circular clearly states that one student either from Class 7 or from Class 10 should be nominated as a member. Contradictory to the circular 46% of the student representatives who were interviewed were from Class 4 or Class 5.
- From the above table it is clear that most of the students selected as representatives are from Class 5 (36%) and Class 7 (45%), except in schools where Class 8 was introduced in 2003.
- Nearly 70% of the student representatives belong to families where the father/mother is educated. Most of the students come from agricultural families. 68% of the student representatives are boys.
- Under the Vidya Vikasa scheme, one length of uniform cloth is provided free of cost to all children of Class 1 to Class 7 studying in government primary schools. 84% of the children reported that they are availing of free uniforms.
- 51% said they are availing of free mid-day meals. The other students might belong to Class 7 or 8 and are not eligible for the mid-day meal.

- Under the State sector schemes, a set of textbooks is being given free of cost to all the children studying in Classes 1 to 7 in government primary schools. However, only 75% of the student representatives reported that students benefited from the scheme. This may be because they are in Class 8 or because some students are not aware of the fact that the textbooks are given free of cost.

Further, those student representatives who were interviewed were asked whether their parents are also SDMC members in the same school.

**Table 12**  
**Parents of student representatives being SDMC core members in the same school (%)**

|             |    |
|-------------|----|
| No Response | 2  |
| Yes         | 35 |
| No          | 62 |

It is interesting to note that 35% of the respondents said that their parents are SDMC members. In such a situation there is a possibility that only those whose parents are powerful will become student representatives.

- **Most of the student representatives in the surveyed schools are boys.**
- **There are student representatives from the Classes 4 and 5.**
- **Nearly 35% of the student representatives reported that their parents are SDMC members and there is a possibility that these students are SDMC members because of that.**
- **Children are either not aware of the facilities that are provided by the state free of cost or the distribution mechanism is not effective.**

### 3.5 Socio-economic status of the members

It is important to understand the dynamic nature of communities and the socio-economic and cultural complexities that influence the functioning of an organisation. Therefore an in-depth profile of SDMC members was attempted to map their age, sex, caste, education, and occupation. The findings are presented in the table below.

#### 3.5.1 Gender profile of the members

**Table 13**

|        | Details | President | Woman member | Donor | GP/ZP Member | Anganwadi/ NGO/ Educationalist | SC/ST Member |
|--------|---------|-----------|--------------|-------|--------------|--------------------------------|--------------|
| Male   | Male    | 91        | 0            | 91    | 68           | 14                             | 64           |
| Female | Female  | 9         | 100          | 9     | 32           | 86                             | 36           |

- The majority of the Presidents are male (91%) and it is interesting to note that only an insignificant number, 9%, are female.
- More than one-third of the ex-officio and SC/ST members are women.

#### **Woman President**

*The Higher Primary School of Kamasamudra, in **Kamasamudra cluster of Kolar district** is one of the upcoming schools. The SDMC here is headed by a woman representative, who along with other members has developed and maintained a cordial relationship with the HM and other school staff. The statue of Swami Vivekananda in the school premises clearly indicates that the vision of the school is to create healthy and productive citizens of the nation. The SDMC members here give books, writing materials and uniforms to children out of their own money. This is to motivate children to attend school regularly and thus sustain retention. The SDMC has also got the Gram Panchayat to release money to undertake necessary repairs in the school. Above all, to overcome the shortage of teachers, they have appointed a local teacher who is paid Rs.600/pm as salary. This amount is contributed by the members of the SDMC.*

#### 3.5.2 Educational status of the SDMC members

The general perception is that the educational background of the members has a positive impact on the functioning of the local rural institutions. However, it may not be possible to have educated members in committees like SDMCs because in many cases the children may be the first generation of learners. It is also true that in a developing

country like India any criterion attached to membership may not yield expected results since most of the population may be illiterate. Depriving parents of the opportunity to participate in the activities of their children's school because of their educational background is also not justifiable. It was in this context that data on the educational background of the members was collected and analysed.

**Table 14**  
**Educational qualification, (%)**

|                    | Details        | President | Woman member | Donor | GP/ZP Member | Anganwadi/NGO/Educationalist | SC/ST Member |
|--------------------|----------------|-----------|--------------|-------|--------------|------------------------------|--------------|
| <b>Educational</b> | Illiterate     | 10        | 37           | 19    | 20           | 39                           | 39           |
|                    | < Class 5      | 23        | 21           | 21    | 26           | 27                           | 28           |
|                    | Class 5-10     | 52        | 38           | 37    | 35           | 28                           | 27           |
|                    | PUC            | 6         | 2            | 8     | 8            | 3                            | 3            |
|                    | Degree & above | 9         | 2            | 15    | 11           | 3                            | 3            |

**Learning makes all the difference**

*The Government Higher Primary School, Shiraguppe (**Gulbarga Division/Koppal District/Kushtagi Cluster**) is considered to be one of the best schools in the taluk. It owes much of its development to the SDMC. The President, Mr.Mahanthgowda, is the driving spirit behind the school. Thanks to the efforts of Mr. Gowda, himself a graduate, and his friend Mr.Ismail, the school has*

- *high enrolment and attendance*
- *beautiful wall paintings in and around the premises*
- *effective learning activities*
- *two extra classrooms constructed by utilising the funds from the Zilla Panchayat*
- *drinking water facility*
- *a compound with a gate to protect the school's assets.*

*Education makes all the difference. An educated President can foresee the needs of the school and strive to meet them.*

### 3.5.3 Occupation of the members

Since SDMCs are constituted with the primary stakeholders as members, and their objective is constant participation and support of the members, it is essential to know the occupation of the members because this may be linked to their attendance and contribution to school development.

**Table 15**

| Occupation | Details                        | President | Woman member | Donor | GP/ZP Member | Anganwadi / NGO/ Educationalist | SC/ST Member |
|------------|--------------------------------|-----------|--------------|-------|--------------|---------------------------------|--------------|
|            |                                |           |              |       |              |                                 |              |
|            | Farmer                         | 54        | 23           | 54    | 49           | 9                               | 35           |
|            | Daily wage/Agricultural labour | 20        | 40           | 10    | 19           | 5                               | 42           |
|            | Self-employed                  | 11        | 8            | 11    | 9            | 5                               | 7            |
|            | Govt. sector                   | 3         | 4            | 4     | 5            | 64                              | 4            |
|            | Pvt. sector                    | 6         | 3            | 6     | 5            | 7                               | 3            |
|            | Others                         | 6         | 22           | 15    | 13           | 10                              | 9            |

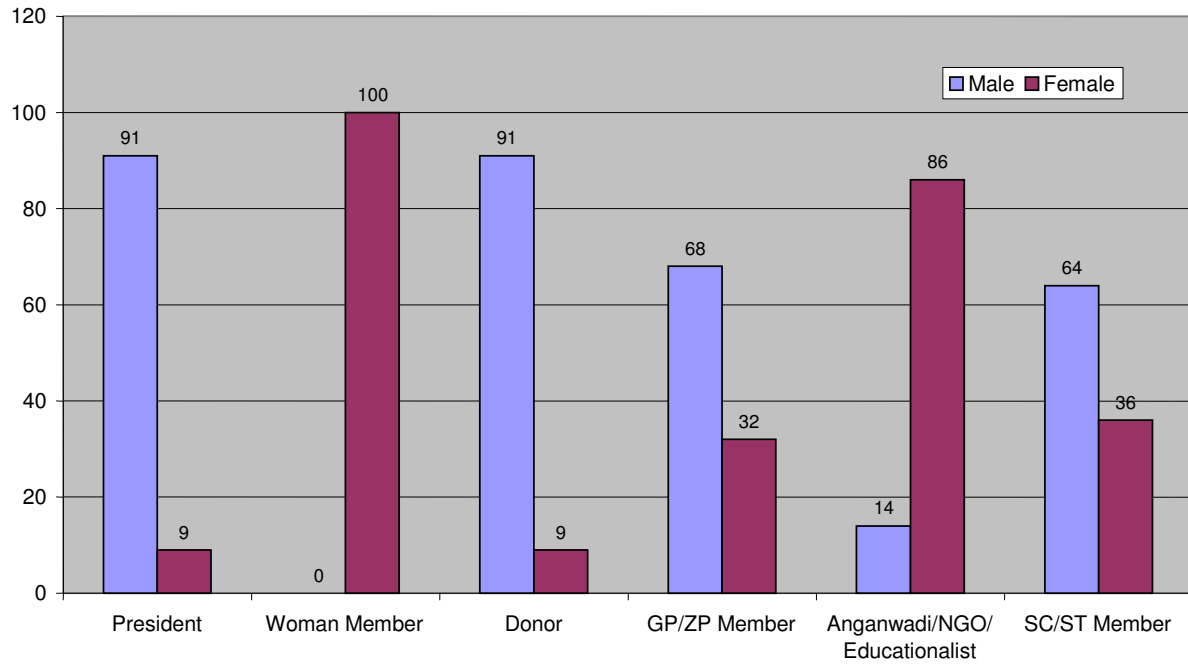
### 3.5.4 Caste Composition

The social background of the members plays an important role in the social dimension of rural institutions. Often, members of a particular community will have more powers either due to sheer numbers or due to age-old traditional practices prevailing in the rural areas. Data on the caste background of the members is presented in Table 16.

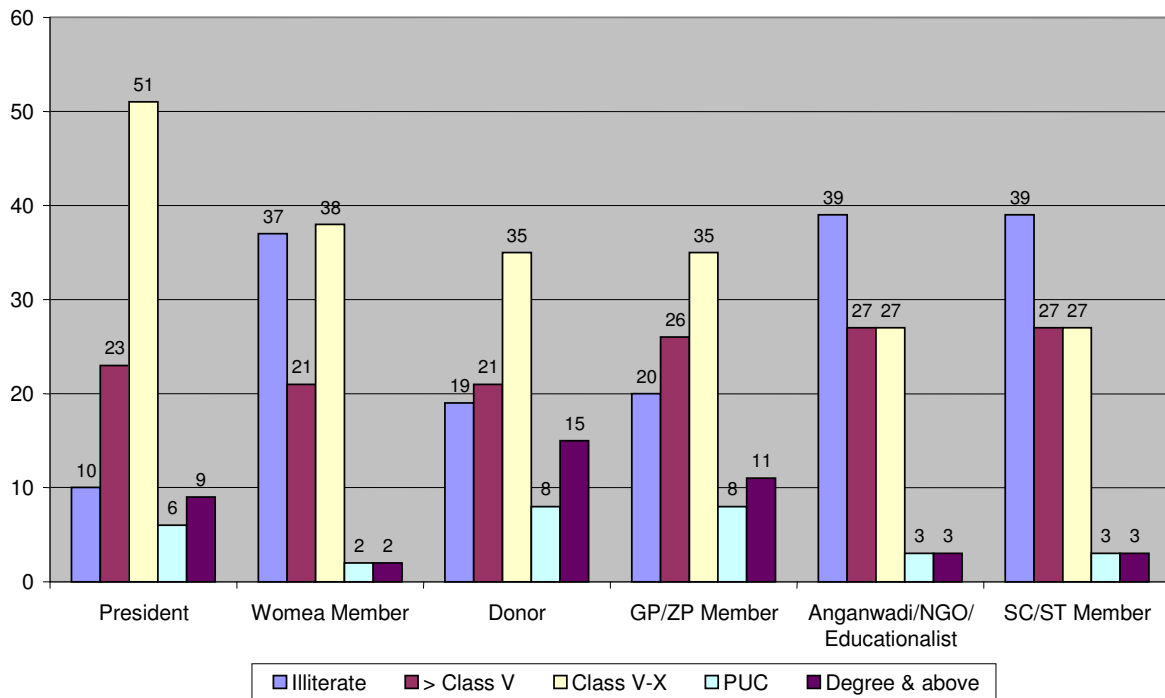
**Table 16**

| Caste Composition | Details  | President | Woman member | Donor | GP/ZP Member | Anganwadi / NGO/ Educationalist | SC/ST Member |
|-------------------|----------|-----------|--------------|-------|--------------|---------------------------------|--------------|
|                   |          |           |              |       |              |                                 |              |
|                   | General  | 30        | 31           | 44    | 23           | 37                              | 0            |
|                   | Backward | 28        | 27           | 30    | 37           | 25                              | 0            |
|                   | SC/ST    | 28        | 28           | 13    | 32           | 28                              | 100          |
|                   | Minority | 14        | 14           | 13    | 8            | 10                              | 0            |

### General Profile of SDMC members - Gender (%)



### General Profile - Educational Qualification





- Nearly 90% of the Presidents are literate and 51 % of them have studied up to SSLC.
- 37% of the women members are illiterate, 63% are educated.
- It is clear from the above table that the majority of the members pursue agriculture-related activities and 54% of the Presidents, ex-officio members and donors are farmers.
- Around 30-40% of the members other than ex-officio members (23%) are from forward communities, around 20-30% are from backward communities and another 30% are from SC/ST which is heartening. The presence of minority communities can be seen in the table. 14% of the Presidents are from the minority community, as are 10-13% of members of other categories.

- **The majority of the Presidents are male.**
- **90% of the Presidents are literate and 51% have studied up to SSLC as against the general perception of the functionaries that SDMC Presidents are illiterate.**
- **Most of the members pursue agriculture-related activities.**
- **The presence of SC/ST among the non-SC/ST categories is nil.**

### **3.6 Awareness**

Awareness about the formation and processes of an institution has backward and forward linkages with participation and empowerment. To capture the data relating to awareness among SDMC members, a separate set of tools was developed. It is awareness that leads to participation and empowerment of members which in turn, results in effective functioning.

#### **3.6.1 Awareness of mode of constitution, composition, tenure and processes**

As part of the evaluation of SDMCs, a set of questionnaires was administered to ascertain the awareness of members about their tenure, rights and duties as set out in the SDMC circular sent to all SDMC members. As per the circular, the Head Teacher is an ex-officio member as well as the Secretary and Treasurer of the SDMC. He/she conducts the parents' meeting in the school and is responsible for ensuring

the election of the President. The Head Teacher also informs the parents about the SDMC and organises the selection of members and functioning of the SDMC.

**Table 17**  
**Awareness of constitution of SDMCs**

| <b>Particulars</b>                                  | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|---|------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
| Information about SDMC obtained from HT             | 76               | 64                  | 59           | 68                  | 73                                  | 66                  |
| Aware of constitution of SDMC                       | 96               | 75                  | 70           | 77                  | 79                                  | 78                  |
| Information about composition (as per the circular) | 59               | 45                  | 40           | 48                  | 50                                  | 50                  |

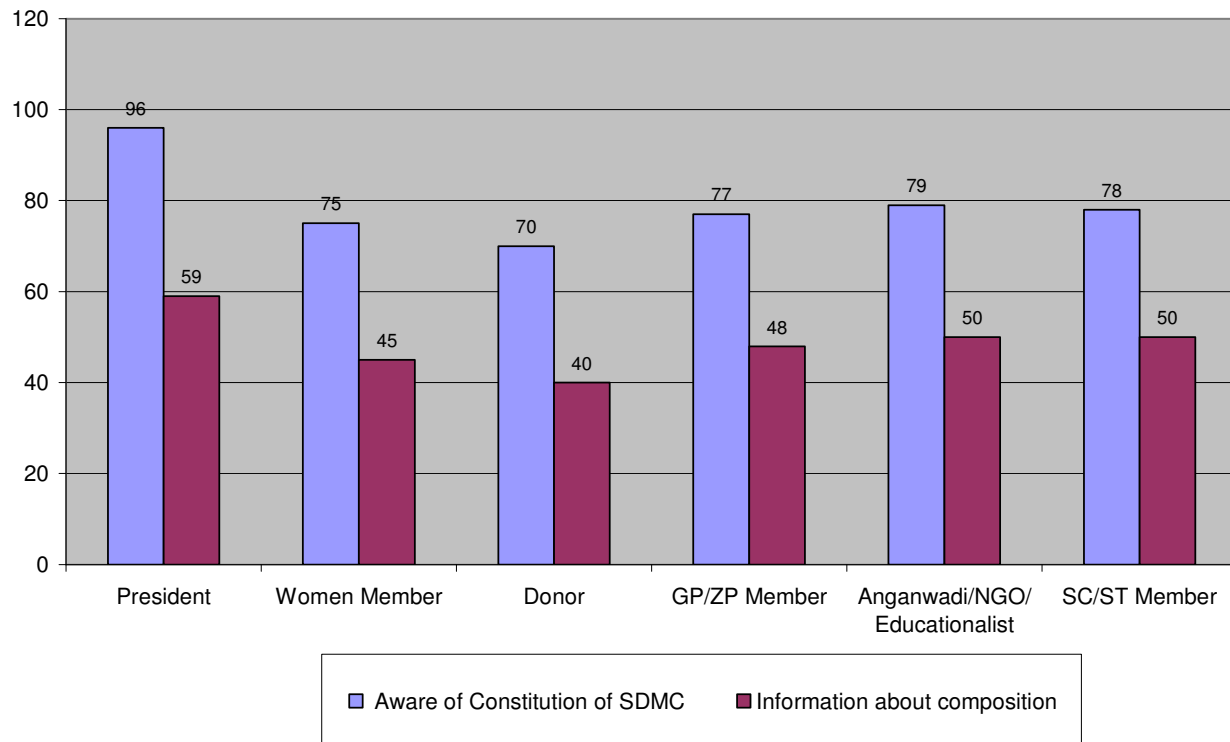
- About 60% to 76% of the Presidents and other members responded that it was the Head Teacher who informed them about the SDMC.
- 96% of the SDMC Presidents, 75% of the women representatives, between 70% and 79% of the donors, SC/ST members and anganwadi workers are aware of the formation of SDMCs across the selected blocks in Karnataka.
- The circular makes it a requirement that the SDMC core committee has to be constituted with representation for stakeholders from the 'Parent Council' (nine members) with ex-officio members and some nominated members (see Annexure 1). The table above provides information on awareness of the composition among the members interviewed. 59% of Presidents and 50 percent of the members have the information about the exact composition of SDMCs.

**Table 18**

**Awareness of the process related to SDMC meetings, (%)**

| Particulars  | President | Woman member | Donor | GP/ZP Member | Anganwadi/NGO/Educationalist | SC/ST Member |
|--|-----------|--------------|-------|--------------|------------------------------|--------------|
| Awareness of number of core SDMC meetings to be held | 84        | 64           | 59    | 68           | 66                           | 68           |
| Awareness of vesting of voting power                 | 79        | 80           | 91    | 85           | 82                           | 86           |
| Awareness of tenure of SDMC                          | 84        | 64           | 59    | 68           | 66                           | 68           |
| Awareness of documentation of SDMC proceedings       | 94        | 79           | 70    | 81           | 77                           | 82           |

**Awareness among the members regarding the SDMCs (in %)**



- In the selected schools, 84% of the Presidents and 50-60% of the other members were aware of the number of SDMC meetings to be held.
- About 80% of the Presidents and other members are aware of the fact that the nominated members do not have voting powers as per the circular.
- Around 84% of the Presidents are aware that the tenure of SDMCs is three years.
- Only 50% to 60% of other members know about the three-year tenure.
- As many as 94% of the Presidents reported that they are aware of the fact that the proceedings of each meeting have to be documented.
- Similarly, 94% of the Presidents in the selected sample said that they were aware of their responsibilities as a President and member.

- **The Presidents and members are not aware of the exact composition of SDMCs.**
- **The members are not aware of the categories to which they belong.**
- **The norms of composition required for constituting SDMCs seem to be unclear to the schools, specially to the Head Teachers who are supposed to form the SDMCs.**
- **The Head Teacher has not disseminated information regarding the process of formation of SDMCs.**
- **The members are not aware of the tenure, frequency of meetings etc.**
- **The members are not clear about their powers and the functions that they are supposed to discharge.**

The composition of the SDMC as shown in the tables above is incomplete because it does not include the student representative, who is a nominated member.

### 3.6.2 Procedure for selection of the President

The circular clearly mentions that the President shall be democratically elected<sup>15</sup>. All the members were asked about the selection procedure followed for the election of the

<sup>15</sup> The Chairman & the Secretary of the SDMC:

The nine-member parents committee shall elect one among them as President by quorum. The HT of the school, who is the ex-officio member of the committee shall also be the Member-Secretary & Treasurer of the SDMC  
**Conducting the parents' meeting:**

President. The SDMC circular specifies that the **'nine-member parents committee shall elect one among them as president by quorum'**.

**Table 19**  
**Procedure for selection of President, (%)**

|                                  | Type of Respondent |              |       |              |                                |              |
|----------------------------------|--------------------|--------------|-------|--------------|--------------------------------|--------------|
|                                  | President          | Woman member | Donor | GP/ZP Member | Anganwadi/NGO / Educationalist | SC/ST Member |
| No Response                      | 7                  | 11           | 11    | 6            | 9                              | 11           |
| Meeting of parents' council held | 11                 | 8            | 7     | 11           | 14                             | 7            |
| One among nine members selected  | 17                 | 10           | 10    | 13           | 13                             | 13           |
| Approval of all members          | 61                 | 57           | 51    | 63           | 49                             | 58           |

(The above responses are not mutually exclusive, since they have been deduced from qualitative remarks.)

- 13% of the Presidents did not respond. 10% of the members, 11% of the donors, 9% of the ex-officio members and 11% of the anganwadi and SC/ST members also did not respond to this question. This may imply lack of awareness among them about the procedure to be followed for selection of the President.

Every school shall have a parents' association. The HM shall have a list of all the parents, fathers and mothers; in case the father and mother are not alive, the guardians or custodians of the child. This list must be displayed on the school notice board and must be made available to all parents for verification.

A notice indicating the date, day and time of the parents' meeting shall be displayed on the school notice board, in the community hall and other public places 15 days before the appointed date.

**Conducting the meeting:**

Every school shall have a parents' association and regular meetings. The HM shall have a registered list of parents. Every year in the month of July, the HM shall call a parents' meeting. This meeting shall approve the schedule of parents' meetings for that year. The meeting shall select the nine members for the SDMC, by voting if required.

**Selection of the Chairman of the SDMC:**

The nine-member parents' committee shall elect one among themselves as President if there is a quorum. The HM of the school, who is an ex-officio member of the committee shall also be the Member-Secretary and Treasurer of the SDMC.

A nominated member does not have voting rights.

- 13% of the Presidents, 19% of the women and 6% of SC/ST members said that the meeting of the parents' council was held before the selection of the President.

- 18% of the Presidents said that the President was selected from among the nine members. 26% of the women and 19% of the SC/ST members endorsed this. 15% of the donors and anganwadi members also said that one of the nine members was selected as President. However, 34% of the ex-officio members said that the President was selected from among the nine members.

- 78% of the Presidents, 60% of the women, 65% of the SC/ST members, 77% of ex-officio members and all nominated members said that the President was selected with the approval of all the members.

*The Higher Primary school of Gundibettaneri was started in 1964. The SDMC came into being in 2001. The SDMC President's son completed Class 7 and left the school in 2003. So the Headmaster chose a different person to be the President of the SDMC. However, the local MLA interfered and the selection of the new President was overruled. As a result the previous President continues to be the President till this day. This has created dissatisfaction.*

**The circular clearly specifies that the selection of the President has to be democratic and one among the nine parents should be selected as the President.**

- **Not many members are aware of the subtleties of the procedure.**
- **The schools have not strictly followed the composition of SDMCs prescribed in the circular.**
- **The selection procedure for the President has not been uniform and the current Presidents as well as the members are not aware of the selection procedure.**

### **3.6.3 Awareness among the Student Representatives**

Student representatives were interviewed to get their perception on SDMCs. This data could also be used as a proxy indicator of accountability and transparency in SDMCs.

**Table 20**  
**Awareness (%)**

| Awareness about SDMC circular |    | Awareness about number of meetings to be held |    | Awareness of SDMC objectives        |    | Display of SDMC meetings on the Notice Board |    | Awareness of bank account |    |
|-------------------------------|----|---|----|-------------------------------------|----|--|----|---------------------------|----|
| No Response                   | 3  | No Response                                   | 6  | Enrolment of all children           | 71 | No Response                                  | 8  | No Response               | 6  |
| Yes                           | 31 | Monthly once                                  | 48 | Effective functioning of the school | 65 | Yes  | 55 | Yes                       | 31 |
| No                            | 66 | Others  | 46 | Involving parents in school work    | 58 | No   | 37 | No                        | 63 |
|                               |    |   |    | School administration               | 55 |  |    |                           |    |
|                               |    |   |    | Encouraging teachers                | 56 |  |    |                           |    |

- 66% of the respondents reported that they were unaware of the circular. And 48% of the students were aware that SDMC meetings should be conducted once a month.
- 55% of the student representatives said that in their school the notice regarding the date and time of SDMC meetings is displayed on the notice board and the rest said it is not so in their school.

• **Awareness regarding the SDMC circular, frequency of meetings, display of meeting schedules etc. among the student representatives is very low.**

• **Most of the student representatives are aware of the objectives of the SDMCs.**

### **3.7 Awareness of SDMC objectives, powers and functions of SDMC members**

The SDMC circular clearly states the specific objectives for which the SDMCs are formed. All these objectives were set by the experts who drafted the circular keeping in view the possible scope of the SDMCs. In the context of evaluation of SDMCs, questions relating to awareness of objectives were asked to ascertain members' ideas on participation and involvement in SDMCs.

**Table 21****Awareness of objectives of SDMC among members (%)**

| <b>Particulars</b>                           | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|--|------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
| Looking after school work                    | 95               | 97                  | 67           | 73                  | 73                                  | 73                  |
| Discussing problems in the monthly meetings  | 92               | 97                  | 66           | 72                  | 67                                  | 69                  |
| Sanctioning leave for Principal              | 84               | 56                  | 39           | 45                  | 39                                  | 39                  |
| Deciding about the four regional holidays    | 88               | 73                  | 51           | 52                  | 52                                  | 52                  |
| Permitting sports and cultural activities    | 84               | 80                  | 57           | 58                  | 56                                  | 55                  |
| Auditing accounts                            | 90               | 78                  | 51           | 58                  | 52                                  | 52                  |
| Purchasing materials required for the school | 81               | 75                  | 56           | 59                  | 54                                  | 50                  |
| Auctioning grain grown in the school area    | 58               | 47                  | 38           | 40                  | 37                                  | 29                  |
| Auctioning unwanted materials                | 64               | 57                  | 41           | 45                  | 40                                  | 35                  |

- Overall objectives like taking care of the school and discussing school-related issues seem to be known to most of the Presidents and women members. But they are less informed on the objectives related to finance.
- There is variation in the degree of awareness among the members. All the objectives are not known to all the members.
- The issues related to 'learning improvements' are not cited in the objectives.

For effective functioning of the SDMCs it is essential for the members to know their powers and duties as prescribed in the circular. Since the core members play a crucial role in the functioning of SDMCs, unless the members are aware of their powers they will not be in a position to participate actively in the proceedings of the SDMC. The study collected data on awareness among the members, as prescribed in the circular.



**Table 22**  
**Awareness of powers among members, (%)**

| <b>Particulars</b>                           | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|--|------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
| Looking after school work                    | 95               | 71                  | 67           | 73                  | 73                                  | 73                  |
| Discuss problems in the monthly meetings     | 92               | 68                  | 66           | 72                  | 67                                  | 69                  |
| Sanctioning leave to the Principal           | 84               | 39                  | 39           | 45                  | 39                                  | 39                  |
| Deciding about the four regional holidays    | 88               | 51                  | 51           | 52                  | 52                                  | 52                  |
| Auctioning unwanted materials                | 64               | 40                  | 41           | 45                  | 40                                  | 35                  |
| Permitting sports and cultural activities    | 84               | 56                  | 57           | 58                  | 56                                  | 55                  |
| Auditing accounts                            | 90               | 54                  | 51           | 58                  | 52                                  | 52                  |
| Auctioning grain grown in the school area    | 58               | 33                  | 38           | 40                  | 37                                  | 29                  |
| Purchasing materials required for the school | 81               | 53                  | 56           | 59                  | 54                                  | 50                  |

- There is variation in degree of awareness among the members regarding the powers laid down in the circular.
- Members are not aware of the powers related to finance like purchase and auctioning of assets etc.

### **Awareness of duties**

Effective functioning is the result of members discharging their duties and using their powers towards achieving the objectives. The duties of SDMC members in administration, academics and financial aspects have been clearly mentioned in the circular.

**Table 23**  
**Awareness of duties among members, (%)**

| <b>Particulars</b>                                       | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/N GO/ Educationalist</b> | <b>SC/ST Member</b> |
|--|------------------|---------------------|--------------|---------------------|---------------------------------------|---------------------|
| Bringing children to school                              | 95               | 72                  | 67           | 73                  | 74                                    | 73                  |
| Involvement in all the Govt. programmes                  | 92               | 68                  | 66           | 71                  | 71                                    | 69                  |
| Efforts to make students achieve minimum learning levels | 90               | 63                  | 64           | 68                  | 68                                    | 66                  |
| Protecting school compound                               | 84               | 62                  | 60           | 66                  | 66                                    | 63                  |
| Ensure 220 working days                                  | 84               | 58                  | 59           | 62                  | 62                                    | 59                  |
| Organising parents' meetings                             | 86               | 62                  | 59           | 64                  | 65                                    | 59                  |
| Managing accounts through Joint A/C                      | 88               | 51                  | 48           | 56                  | 49                                    | 46                  |
| Construction/restoration of classrooms                   | 85               | 57                  | 58           | 63                  | 60                                    | 60                  |
| Identifying donors                                       | 64               | 44                  | 54           | 51                  | 49                                    | 39                  |
| Encouraging parents to participate in school activities  | 71               | 50                  | 50           | 55                  | 56                                    | 50                  |
| Organising health camps                                  | 81               | 60                  | 61           | 63                  | 67                                    | 61                  |
| Ensuring the programmes reach the needy                  | 80               | 57                  | 57           | 62                  | 61                                    | 57                  |

- **The Presidents seem to be relatively more aware of duties than the members.**
- **Very low awareness of certain duties like ensuring a minimum of 220 working days and designing strategies for tapping resources.**
- **Not many are aware that they need to mobilise the parents to make schooling more effective.**

### 3.8 Participation and perception of the members

Since awareness should get translated into effective participation, the evaluation study collated information on various indicators of participation. The data was collected from all the stakeholders.

#### 3.8.1 Participation

##### **Participation at the highest level**

*In the Government Lower Primary school of Pijarivasti in the **Arakeri cluster of Bijapur block**, the SDMC activities impressed the local youth organisation so much that they came forward and constructed two classrooms for the school. The SDMC President has contributed Rs.2000 to undertake developmental activities.*

*The unique feature of this SDMC is that it is mandatory for the parents (other than SDMC members) to attend all the meetings. The SDMC proceedings are conducted in their presence.*

It is the active participation and involvement of all the members that makes the institution deliver the benefits for which it has been set up, which is a step forward towards community ownership. For effective functioning of schools, it is required that the SDMCs function effectively. Hence, to achieve the goals it is crucial that members who represent the primary stakeholders involve themselves actively in the meetings and take the priority activities forward. In this context the study addressed some of the issues relating to participation and empowerment of the SDMC members.

All the members are expected to attend the monthly meetings facilitated by the Head Master/Secretary to take stock of the activities proposed in the previous meeting and to take follow-up decisions on some of the issues related to the school. In fact, the very purpose of the SDMC is to monitor, participate and get involved in the affairs of the school at frequent intervals (monthly). It is assumed that active participation of the members will have a positive impact on the school. In this evaluation we have taken the participation indicators as proxy indicators of the effectiveness of the SDMC and its impact on school.

**Table 24****Participation and awareness-related information, (%)**

| Particulars  |   | President | Woman member | Donor | GP/ZP Member | Anganwadi/NGO/Educationalist | SC/ST Member |
|--|---|-----------|--------------|-------|--------------|------------------------------|--------------|
| <b>Preparation of Need Assessment for the school</b> |   | 94        | 78           | 79    | 84           | 77                           | 80           |
| <b>List of requirements</b>                          | Additional rooms/repairs                            | 58        | 56           | 69    | 67           | 61                           | 58           |
|  | Drinking water facility                             | 49        | 57           | 58    | 52           | 52                           | 59           |
|  | Construction of compounds                           | 46        | 47           | 55    | 62           | 54                           | 55           |
|  | Construction of toilets                             | 35        | 37           | 46    | 40           | 36                           | 32           |
|  | Improving enrolment/attendance                      | 16        | 13           | 12    | 16           | 16                           | 14           |
|  | School environment                                  | 7         | 12           | 9     | 10           | 8                            | 8            |
|  | Improving learning levels                           | 11        | 16           | 15    | 11           | 9                            | 14           |
|  | Provision of infrastructure and mid-day meal scheme | 7         | 6            | 12    | 7            | 9                            | 7            |
|  | Appointment of teachers                             | 7         | 5            | 12    | 5            | 6                            | 9            |

**Table 25 Participation and awareness-related information, (%)**

| Particulars                              |                       | President | Woman member | Donor | GP/ZP Member | Anganwadi/NGO/Educationalist | SC/ST Member |
|--|-----------------------|-----------|--------------|-------|--------------|------------------------------|--------------|
| <b>Regular participation in meetings</b> |                       | 95        | 75           | 63    | 73           | 72                           | 79           |
| <b>Attending the meetings</b>            | Every month           | 83        | 59           | 52    | 67           | 50                           | 62           |
|  | Once in 3 months      | 3         | 7            | 16    | 22           | 17                           | 12           |
|  | Once in 6 months      | 3         | 7            | 4     | 0            | 4                            | 0            |
| No response                              |                       | 11        | 27           | 28    | 11           | 29                           | 26           |
| <b>Intimation of meeting</b>             | Previous day/Same day | 5         | 13           | 5     | 6            | 8                            | 8            |
|  | 3 days before         | 44        | 42           | 47    | 43           | 40                           | 49           |
|  | One week before       | 26        | 36           | 48    | 51           | 31                           | 31           |
|  | Other                 | 25        | 9            | 0     | 0            | 21                           | 12           |

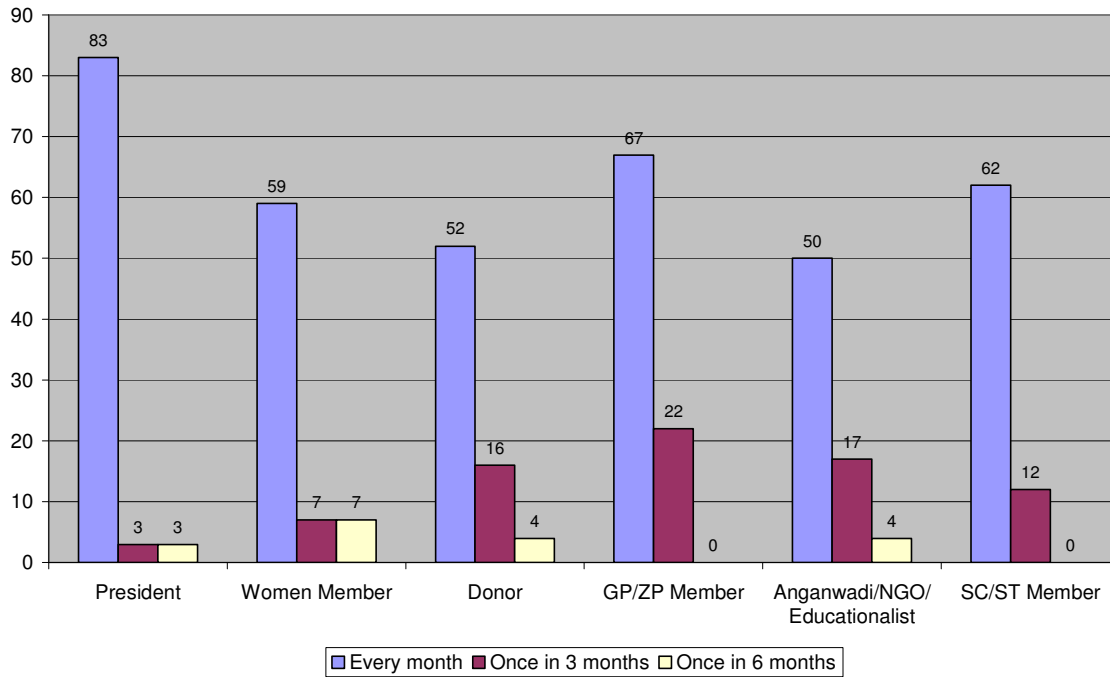
**Table 25 (continued)**  
**Participation and awareness-related information, (%)**

| <b>Reasons for not attending the meetings regularly</b> | <b>President</b>             | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|---|------------------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
|   | No information about meeting | 13                  | 20           | 23                  | 38                                  | 52                  |
| Not Interested  | 25                           | 18                  | 17           | 13                  | 17                                  | 23                  |
| No scope for full participation                         | 50                           | 23                  | 17           | 23                  | 24                                  | 14                  |
| Affects the job   | 38                           | 59                  | 46           | 23                  | 26                                  | 74                  |
| Since I am a woman I have no say                        | 13                           | 15                  | 3            | 4                   | 10                                  | 9                   |
| Does not suit my household routine                      | 25                           | 59                  | 17           | 14                  | 14                                  | 35                  |
| Lack of time  | 88                           | 38                  | 43           | 46                  | 52                                  | 40                  |

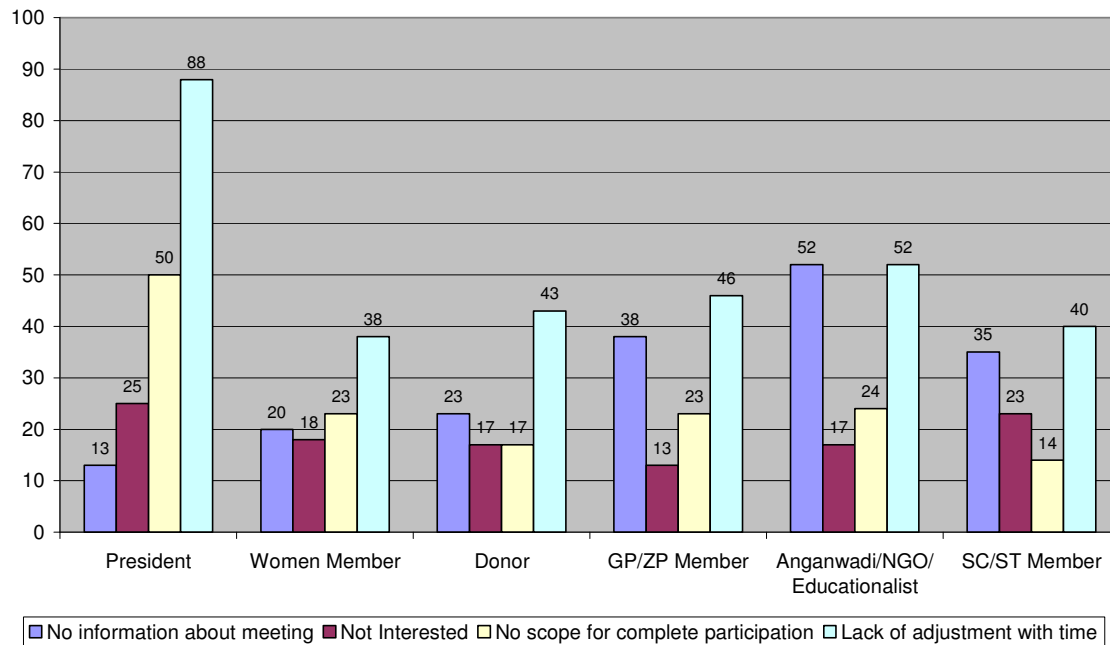
**Table 26**  
**Training, (%)**

| <b>Particulars</b>          | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|-----------------------------|------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
| <b>Training for members</b> | 87               | 43                  | 25           | 41                  | 33                                  | 47                  |
| <b>Effective training</b>   | 85               | 44                  | 31           | 44                  | 37                                  | 46                  |

### Attending the meetings



### Reasons for Non-member Students not attending the meetings regularly



- 95% of the Presidents reported that they participate regularly in the meetings. Around 70% to 75% of the members other than the President also reported regular participation.
- 95% of the Presidents and 70% to 80% of the other members said that the need assessment for the school was prepared prior to the meeting. Those who responded that no such list had been prepared gave reasons like lack of knowledge or information and futility of preparing such a list.
- It is interesting to note that 83% of the Presidents attend the meetings every month. 50 to 70% of nominated and ex-officio members attend the meetings regularly.
- About 92% of the Presidents and 60% to 70% of the other members said that the agenda is prepared prior to the meetings so that specific issues can be discussed.

- About 44% of the Presidents reported that they were intimated about the meeting 2 or 3 days in advance. The other members also said that they were informed about the meeting 3 days ahead.
- More than 85% of the Presidents expressed their inability to attend the meetings due to lack of time. 74% of the SC/ST members and 59% of the women also said that the meeting timings do not suit them.
- Nearly 50% of the Presidents stated that there is no scope for active participation in the meetings.
- 20% of the anganwadi members said that they are not informed about the meetings.
- 87% of the Presidents and less than half of the other members have undergone training.
- Nearly 85% of the Presidents felt that the training given helps them discharge their functions effectively.
- 15% of the Presidents and 30% of the members who said that the training given to them was ineffective, also said that the functioning of the SDMCs could be made effective by extending the training to all the members.

*The Higher Primary (model) school of **Doranhalli** in **Yadgir** district of **Shahapur** taluk has formed its School Development and Monitoring Committee. But it is very sad to note that the committee is not performing its duties. SDMC meetings do not take place regularly. The school has no donors. It has 20 classrooms, toilet and drinking water facilities and a compound to protect it against encroachment. There are 16 teachers. Though the school is blessed with basic amenities further progress is halted because of the indifferent attitude of the community.*

### 3.8.2 Perception of the members about the functioning of SDMCs

The perception of stakeholders plays an important role in evaluation. The perception of all the stakeholders regarding the functioning of SDMCs in their jurisdiction was collated.

**Table 27**  
**Members' perceptions of the functioning of SDMCs, (%)**

|                                  | President | Women's Rep | Donor | GP/ZP Member | Anganwadi | SC/ST Member |
|----------------------------------|-----------|-------------|-------|--------------|-----------|--------------|
| Functions effectively            | 55        | 52          | 21    | 17           | 19        | 19           |
| Improved enrolment               | 27        | 32          | 22    | 25           | 35        | 43           |
| Assured transparency             | 25        | 30          | 30    | 10           | 21        | 31           |
| Better civil works               | 24        | 32          | 8     | 32           | 21        | 21           |
| Improved teacher attendance      | 24        | 22          | 10    | 32           | 32        | 33           |
| Has helped school to work better | 13        | 13          | 10    | 8            | 7         | 5            |
| Not functioning effectively      | 4         | 1           | 2     | 1            | 1         | 1            |
| No consensus among members       | 2         | 2           | 6     | 2            | 1         | 1            |

- 55% of the Presidents felt that SDMCs are functioning effectively. 13% of the Presidents and 13% of the women members as well as 5-10% of the other members said that the SDMCs have helped the schools function better.
- 52% of the women members but only 19% of the SC/ST members felt that SDMCs were functioning effectively.
- Around 20% of the ex-officio members said that SDMCs are functioning effectively.
- 84% of the student representatives reported that SDMC members do pay visits to their school.
- 75% of the children also reported that whenever the members visit the school they visit the classes; 72% said that the members observe whether the teachers are teaching and 69% reported that the members randomly check the learning abilities of the children.
- 32% of the student members said that they supply tea/coffee to the members whenever there is a meeting.

It is not sufficient to constitute a committee and appoint the members; giving the members powers that enable them to discharge their functions effectively is equally important. While



the previous table gives us a fair picture of the involvement of 'students', the ultimate stakeholders in the SDMCs, the following table provides a picture of how effective they have been in their role.

**Table 31**  
**Issues and problems**

| Did you face problems in discharging duties as SDMC rep? |    | Problems faced by the student        |    | Have you made suggestions at SDMC meetings? |    | Type of suggestion made by the representative |    |
|--|----|--------------------------------------|----|---|----|---|----|
| Yes  | 23 | Because I am a student I have no say | 39 | Yes   | 27 | About teachers                                | 27 |
| No   | 77 | Studies are affected                 | 12 | No  | 73 | About learning levels                         | 39 |
|  |    | Scared to discuss                    | 49 |   |    | About the construction of the building        | 34 |

- 77% of the student representatives said that they did not face problems in discharging their duties.
- However, 49% of those who had faced problems said that they are scared to discuss the issues in the meeting.

• **Many of the student representatives are not aware of the meetings either because they are not informed or because they have their classes at the same time as the meeting.**

• **There is no 'role clarity' among the members. And most of the time students are assigned odd jobs and are not confident enough to discuss their problems.**

• **Most of them reported that SDMC members visit the school.**

After analysing the collated data from the members about their awareness and participation, data on their perception of Head Teachers and the teachers of the sample schools were collected and analysed.

### 3.9 Cluster and block level education functionaries

As reported in the earlier sections, the evaluation of SDMCs was designed at various levels. At the cluster and block level, focus group discussions were held to collect the perception of the functionaries to ascertain the challenges at that level. Overall, eight Block Educational Officers and eight Block Resource Persons (Officers) were interviewed at the block level. Eight Education Coordinators were also interviewed. At the cluster level, the perception of 24 Cluster Resource Persons was collected. In general, these functionaries were asked about their support to SDMCs, their perception on the functioning of the SDMCs in their jurisdiction, the issues they confront, the reasons for their dissatisfaction with SDMCs, suggestions to improve the functioning of SDMCs, and so on.

**Table 32**  
**Government functionaries' perception of the functioning of SDMCs**

|     | Belgaum         |                     |               | Gulbarga |           |               | Bangalore |           |               | Mysore |           |
|-----|-----------------|---------------------|---------------|----------|-----------|---------------|-----------|-----------|---------------|--------|-----------|
|     | Fully satisfied | Partially satisfied | Not satisfied | Fully    | Partially | Not Satisfied | Fully     | Partially | Not Satisfied | Fully  | Partially |
| BEO | 1               | 1                   | 0             | 1        | 2         | 0             | 2         | 0         | 0             | 1      | 0         |
| BRC | 1               | 1                   | 0             | 2        | 0         | 0             | 2         | 0         | 0             | 2      | 0         |
| BRP | 1               | 1                   | 0             | 0        | 4         | 0             | 0         | 2         | 0             | 1      | 1         |
| EC  | 0               | 3                   | 0             | 1        | 4         | 0             | 2         | 0         | 0             | 1      | 1         |
| CRP | 2               | 3                   | 0             | 1        | 3         | 1             | 4         | 3         | 0             | 1      | 2         |

**Table 33**  
**Perception of education officials on functioning of SDMCs (in actual numbers)**

|   |  | Perceptions | BEO | BRC | BRP | EC | CRP |
|---|--|-------------|-----|-----|-----|----|-----|
| <b>Features of SDMCs that are appreciated</b> | Self-driven involvement  |             | 2   | 0   | 0   | 0  | 0   |
|   | Providing infrastructure facility to school/school development     |             | 7   | 1   | 10  | 2  | 1   |
|   | Improvement in student/class attendance/enrolment                  |             | 0   | 1   | 8   | 1  | 1   |
|   | Improvement in teacher attendance                                  |             | 0   | 1   | 3   | 1  | 5   |
|   | Getting donations/Improvement in mid-day meals/education materials |             | 3   | 2   | 0   | 3  | 20  |
|   | Increased community participation                                  |             | 4   | 4   | 0   | 0  | 20  |
|   | Awareness of government programmes                                 |             | 3   | 3   | 2   | 1  | 5   |
|   | Good work  |             | 1   | 1   | 3   | 3  | 20  |

*The Lower Primary School of 'Dhavana' at Kannur cluster of N.R.Pura urgently needs to strengthen its SDMC, which was not formed according to the circular. The teachers and SDMC members of the school do not share a common vision of school development. The situation here needs the help of the education administration authorities both at the taluk and district levels. Their intervention would definitely help the school and the community to unite for the common good, which is nothing but 'school development'.*

- Seven out of eight BEOs said that the involvement of the SDMCs in improving the infrastructure facilities is commendable. This is supported by all the BRPs.
- Four out of eight BEOs said that SDMCs have increased community participation in the affairs of the school. All the CRPs also felt the same.
- Eight out of 10 BRPs felt that thanks to SDMCs the enrolment/ attendance has improved in the school.
- The Education Co-ordinators (three out of six) felt that SDMCs have improved the mid-day meals and TLMs.
- According to six out of the eight BEOs and eight BRCs, the SDMCs are functioning effectively in their blocks and they are fully satisfied. However, two BRPs reported that they are not fully satisfied with the functioning of SDMCs.

### **Reasons for dissatisfaction with SDMCs**

Most of the functionaries who expressed their dissatisfaction with the functioning of SDMCs said that there is a range of practical issues to be sorted out like lack of 'power equations' between the SDMC and GP members, and between Head Teachers and SDMC members. There are also issues like lack of focus on 'learning levels', misuse of powers by Presidents etc.

**Suggestions:** The data on suggestions to improve the SDMC was collected because ultimately the functionaries have an important role to play in ensuring the functioning of the SDMCs.

**Table 34**  
**Suggestions by functionaries to improve SDMCs (in actual numbers)**

|                    |                                      | <b>BEO</b> | <b>BRC</b> | <b>BRP</b> | <b>EC</b> | <b>CR<br/>P</b> |
|--------------------|--------------------------------------|------------|------------|------------|-----------|-----------------|
| <b>Suggestions</b> | Training required                    | 3          | 4          | 2          |           | 12              |
|                    | Minimum qualification                | 2          |            | 5          | 2         | 8               |
|                    | Formation of SDMC every year         |            | 1          | 7          | 3         | 1               |
|                    | Increase school attendance/enrolment | 3          |            |            | 5         |                 |
|                    | Encourage students                   | 1          |            |            |           | 2               |
|                    | No politics                          | 3          | 3          | 2          | 5         | 2               |
|                    | Good relationship                    |            |            |            |           | 4               |

- **All the schools in their jurisdiction have formed SDMCs**
- **Training is required for SDMC members**
- **Presidents must be made accountable for financial mis-appropriation**
- **Community should be sensitised**
- **Minimum qualifications for the members**

### **3.10 Perception of Head Teachers and teachers about the SDMCs**

As the facilitators of education in the school, the Head Teacher and the teachers play an important role in improving the overall status of the school and the learning levels in particular. Data from Head Teachers was collected as they are part of SDMCs; data was collected from teachers to get an 'outsider's' view on the functioning of SDMCs.

### 3.10.1 Head Teacher

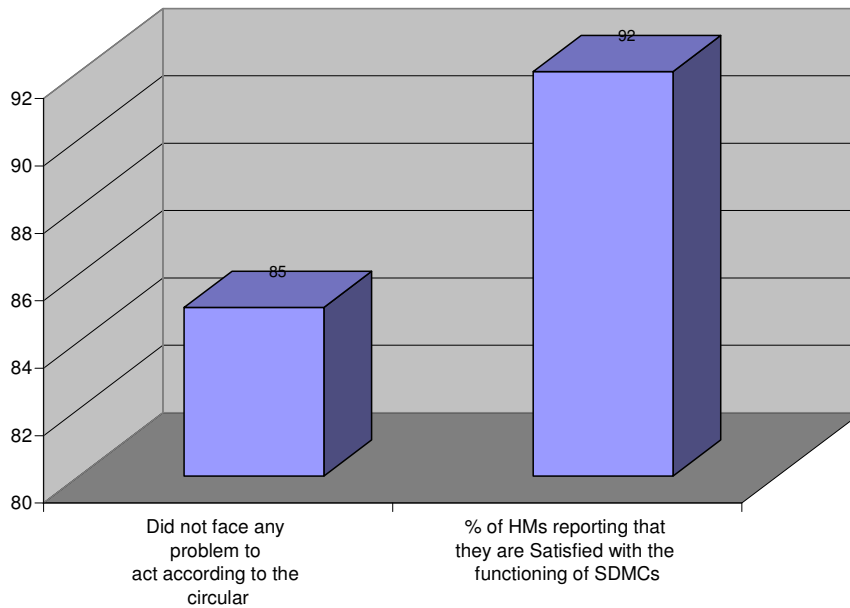
The Head Teachers have a very important role to play in the effective functioning of the SDMCs. They are the major link between the primary stakeholders and the Government functionaries. They are the Secretaries of the SDMCs.

The Head Teachers are supposed to disseminate all the information about the SDMCs that is there in the Government Order. Since they are the prime motivators behind the constitution and functioning of SDMCs, it is important to know the issues and problems they face in discharging their duties. A separate tool was developed for Head Teachers and the data from 407 Head Teachers was collected. Nearly 80% of the Secretaries interviewed (289) mentioned that they have not faced any problems in that post.

***Fresh air to freshen the mind***  
*The achievement of the Higher Primary school of Chikkobanahalli of Tumakuralahalli cluster in Molkalmuru block. It now has a beautiful garden of plants and trees protected by a compound wall. "This has enabled the children to develop environmental consciousness", says the President of the SDMC. "This has improved the health of children thereby bringing about a positive change in their academic achievements", says the Headmaster.*

**Table 35**  
**Perception on functioning of SDMCs**

| <b>Did not face any problem in acting according to the circular</b> | <b>% of HTs reporting that they are satisfied with the functioning of SDMCs</b> |
|---|---|
| 85  | 92  |



Many Head teachers reported that they did not face any problems in constituting the SDMCs and many said that they were satisfied with the functioning of SDMCs. However, in the earlier sections it was found that in many schools the constitution procedure has not been in accordance with the circular. During informal discussions the Head Teachers did mention that they could not follow the procedure due to pressure from political interest groups and the communities, which are used to having their village head as a President. They also said that membership in the SDMC is gaining significance thanks to financial empowerment. However, there is also a component of 'job security' and to reduce the work pressure, in many cases the Head Teachers may block the information flow and may be more powerful than the members and less motivated to adopt any change.

**Table 36**  
**Problems faced as SDMC Secretary**

|                         |                                |                                   |   |
|-------------------------|--------------------------------|-----------------------------------|---|
| Maintaining a joint A/C | Irregularities of SDMC members | Lack of support from some members | Authority to sanction leave should be given to Department not to SDMC |
| <b>50</b>               | <b>30</b>                      | <b>30</b>                         | <b>70</b>   |

Since Head Teachers are the Secretaries of the SDMCs, they were asked whether they were able to form the SDMCs in accordance with the circular and about the problems they faced in the functioning.

- Most of them stated that they could form the SDMCs in accordance with the circular, but informally they said that the intervention of MLAs prevented them from adhering to the circular.
- Off the record most of them also said that while the SDMC President is a joint account holder of SDMC funds, he/she is not accountable in case of misappropriation of funds.
- Many also said that they needed to wait for the President or go looking for him/her to get permission to go on leave although as per the circular, this is not required.

### 3.10.2 Teachers

Teachers are not part of the SDMC. They could be regarded as observers of the functioning of SDMCs. 440 teachers were interviewed across the state and data on their perception of the functioning of SDMCs, reasons for discontent if any, and their suggestions to improve the functioning of the SDMC in their school were collected.

**Table 37**  
**Activities of the SDMCs to be appreciated, (%)**

| <b>Physical improvements</b> | <b>Maintenance of school</b> | <b>Finding solutions through collective participation</b> | <b>Improvement in student attendance</b> | <b>Improvement in learning achievement</b> |
|------------------------------|------------------------------|---|--|--|
| <b>30</b>                    | <b>24</b>                    | <b>20</b>   | <b>20</b>                                | <b>19</b>                                  |

**Table 38**  
**Support rendered by teachers, (%)**

| <b>Sensitising parents to send their children to school</b> | <b>Parent counselling</b> | <b>Discuss development activities</b> | <b>Incentives to children</b> |
|---|---------------------------|---------------------------------------|-------------------------------|
| <b>33</b>   | <b>23</b>                 | <b>21</b>                             | <b>11</b>                     |

- 30% of the teachers expressed the view that SDMCs have been effective in carrying out physical improvements in the school. 20% felt that the SDMCs are finding solutions through collective participation.

- 33% of the teachers said that they are extending support to SDMCs by sensitising parents to send their children to school.

The teachers who are not part of the SDMC core committee were asked to make some suggestions to improve the functioning of SDMCs.

**Table 39**  
**Suggestions (%)**

| <b>Teachers</b>  |    |
|--|----|
| Composition according to the circular to be made mandatory | 58 |
| SDMC to work as per circular                               | 45 |
| More funds to SDMCs  | 43 |
| No political interference                                  | 30 |
| Meetings to be held regularly                              | 26 |
| Govt. should monitor funds                                 | 26 |
| President should attend regularly                          | 25 |
| More powers to ex-officio members                          | 23 |
| Cooperation from parents                                   | 22 |
| More powers to nominated members                           | 21 |
| Awareness should be enhanced                               | 19 |
| Select members on the basis of educational qualification   | 11 |
| Training for all members                                   | 10 |
| Training by NGOs   | 10 |

- The majority of the respondents felt that composition according to the circular must be made mandatory and suggested that SDMCs should function in accordance with the circular.
- About one-fourth felt that the nominated members should be given more powers.
- Political intervention seems to be a major hindrance to SDMCs and 30% suggested that there should not be any political interference.
- Many felt that the present powers may be ineffective since more funds are required to carry out the school-related activities and suggested that the SDMCs should be provided with more funds.



- **Head Teachers expressed their dissatisfaction with joint account holding and powers given to Presidents to sanction casual leave.**
- **Head Teachers are also dissatisfied with the irregular attendance of the members.**
- **Not many teachers explicitly appreciate the performance of the SDMCs.**
- **Not many are involved in any specific activities like sensitising parents to send their children to school.**
- **Many teachers suggest that SDMCs should work as per the circular and all members should be trained.**

### **3.11 Perceptions of stakeholders other than SDMC core committee**

To get a complete picture of the functioning of SDMCs data was collected from parents, students and persons from the community at random. Separate tools were developed for each of these categories to gather information regarding awareness, participation and perceptions about the functioning of SDMCs.

#### **3.11.1 Awareness, participation and perception among parents who are not members of the core committee**

Around 424 parents were interviewed across 460 schools to gather information about their perception on the functioning of SDMCs. The parents were asked to provide some basic information about their awareness of the formation of the SDMC in their child's school. Nearly 73% of the parents who were interviewed said that they were aware of the formation of the SDMC.

Parents were asked to provide some basic information about participation in the General Body meetings and elections to the SDMC.

0

**Table 40**

| % of parents who attended the GB meeting for selection of SDMCs members | Reasons for non-participation in the election of members |         |              | % of parents who have participated in the selection of President |
|---|--|---------|--------------|--|
|   | Pressure of work   | No time | Not informed |  |
| 67  | 38   | 27      | 46           | 47   |

- Out of those (73%) who are aware of SDMCs, 67% said that they participated in the process of selection of the members.
- 46% (140 – total number) of those who did not participate in that process said that they were not informed about the process or did not participate because of the pressure of work (50%).
- The parents were asked about their participation in school activities. Nearly 44% of them responded that they frequently visit the school and involve themselves in school activities.
- 47% of the parents responded that they took part in the selection of the President.

**Table 41****Parental involvement**

| % of parents' involvement in various school activities |    | % of parents' response on impact of SDMC  |    | % of parents' rating on functioning of SDMC |    |
|--|----|---|----|---|----|
| Not aware about activities in the school               | 5  | Retention/Attendance/Enrolment            | 28 | Good  | 85 |
| Involved in school activities                          | 25 | Mid-day meal                              | 30 | Average                                     | 10 |
| Frequently interacts with the members                  | 3  | Do not know                               | 9  | Bad   | 3  |
| All possible methods                                   | 18 | Civil works                               | 33 | Do not know                                 | 1  |
| Checking attendance of the teacher                     | 5  | Development of teaching-learning material | 5  |   |    |
| By visiting the school frequently                      | 44 | Purchasing teaching-learning materials    | 2  |   |    |
|  |    | Improvement in teacher attendance         | 2  |   |    |
|  |    | Overall improvement in the school         | 16 |   |    |

- 85% of the parents rated the functioning of SDMCs as good.
- Nearly 33% of the parents were of the opinion that the major impact of SDMC on the school has been in the civil works.
- According to 28% of the parents the SDMC has a positive impact on retention, attendance and enrolment.
- Around 30% said that SDMCs have improved the functioning of the mid-day meal scheme
- About 5% of the parents said that SDMCs have purchased the TLMs.
- However only 2% of the parents said that SDMCs have improved teacher attendance.

***Parent's initiative***  
*At the Higher Primary School in Itangihal of Bijapur taluk (Belgaum Division/Bijapur District/Jalageri Cluster), the parents have joined hands with the teachers to organise the supply of mid-day meals to the school children for three months. Mrs. Mahadevi, a parent, voluntarily cooks and serves food to the children without accepting an honorarium. The SDMC has also identified donors who have donated generously for school development. The President has contributed Rs.3000/- for school development activities.*

**Table 42**  
**Parents' opinion on the shortcomings of SDMCs**

| % of parents who questioned some of the shortcomings in SDMC functioning | Response obtained by the parents to their questioning of shortcomings |   |  |
|--|---|---|--|
|  | President responded   | Other members appreciated my suggestion | Measures were taken to find a solution |
| 35   | 62  | 18                                      | 19                                     |

- Nearly 35% of the parents who were interviewed said that they have been interacting with SDMC members and questioning them about the shortcomings in the functioning of SDMCs.
- Of this 35% of the parents, 62% reported that the President responded to them, 20% said that measures were taken to find a solution.
- There are also some cases where the SDMC President and the Head Teacher together take decisions without consulting

*The SDMC meetings of the Government Higher Primary School Guddadadur are conducted by the SDMC President and the Head Teacher of the school. One of the parents is of the opinion that the irresponsible attitude of the Head Teacher and the SDMC President has resulted in rivalry among teachers and as a result, lower performance of children. Most of the parents are disappointed and are now thinking of moving their wards to other schools. There is an urgent need to change the SDMC as it is not formed according to the circular. This is a case where the SDMC is not viewed as a democratic body where success is dependent on the active participation of all the primary stakeholders.*

other members and teachers.

- **Not all the parents are aware of SDMCs.**
- **Not all those who are aware of SDMCs participated in the General Body meetings because they were not informed about the process of formation of SDMCs.**
- **A very small percentage of parents said that SDMCs have an impact on 'learning'.**

### 3.11.2 Perceptions of students who are not members of the core committee on school and SDMCs

To get a broader picture of the overall presence and functioning of the SDMCs nearly 427 students were interviewed across the 460 schools. Unlike the interviewees in the earlier section, these students were randomly interviewed. 60% of the students interviewed were boys and the rest (40%) were girls. It is interesting to note that 60% of the children interviewed reported that their mothers are literate, with a minimum educational qualification of LPS. Nearly 72% of the children reported that they come from agricultural families.

**Table 43**

| <b>What children do not like in the school</b> | Teachers | Home work | Punishment | Examinations |
|--|----------|-----------|------------|--------------|
|  | 6        | 33        | 69         | 11           |

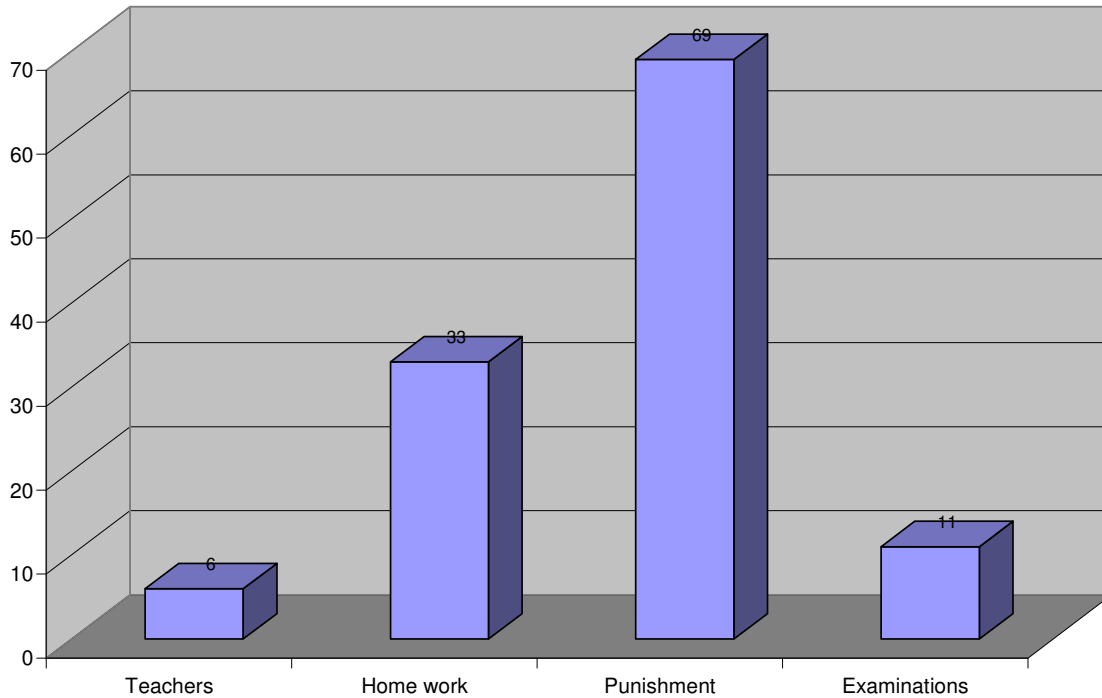
**Table 44**

| <b>Facilities availed of in the school</b> | Free uniform | Free textbook | No fees | Mid-day meals | Scholarship |
|--|--------------|---------------|---------|---------------|-------------|
|  | 96           | 97            | 74      | 72            | 38          |

**Table 45**

| <b>Facilities and functioning of school</b> | Drinking water facility | Separate toilets for girls | If yes, water facility for toilets | Teachers – Not residing in the same village | Teachers regularly attending the class |
|---|-------------------------|----------------------------|------------------------------------|---|--|
|   | 66                      | 41                         | 30                                 | 71  | 94                                     |

### What do children do not like in the school



- 69% of the children said they do not like punishment and 33% do not like home assignments given in the school.
- It is clear from the above table that 66% of the students reported that there is drinking water facility in the school.
- About 40% of the children said that there is a separate toilet for girl students. And 70% of them said that there is no water facility in toilets. Hence, even if there are toilets there is no water facility in them.
- So far as awareness of the students regarding the presence of SDMCs is concerned, nearly 45% of the students reported that they are aware of SDMCs.

**Table 46**  
**Functioning of SDMC, (%)**

| <b>Aware of SDMC work</b> | <b>Student issues being discussed with student representatives</b> | <b>Surprise visits by SDMC members</b> |
|---------------------------|--|--|
| 45                        | 34   | 79                                     |

**Table 47**

**What do the members do when they visit the school? (%)**

| <b>Visit classes</b> | <b>Check whether teachers are teaching</b> | <b>Check work on school buildings</b> | <b>Ask students to read/write</b> |
|----------------------|--|---------------------------------------|-----------------------------------|
| 87                   | 65   | 50                                    | 60                                |

- 79 % of the students reported that SDMC members do visit the schools. About 87% of the students reported that whenever the SDMC members visit the school they do visit the class and verify whether the teachers conduct the class. 60% reported that the members do test some of the learning competencies at random.
- 34% of the students reported that they (students) do discuss their issues and problems with the student representative.

- **The majority of the students are from agricultural families. It is observed that one of the reasons for irregular attendance of school students is either direct involvement of the children in agricultural activities or supporting the parents by taking care of siblings during the peak season of agricultural activities. It is also observed that in many parts of Karnataka agricultural laborers migrate in search of work. The children accompany them and skip school. Those left behind are forced to take up jobs to support the family and their guardians hardly show interest in sending them to school.**
- **Children are not aware of the facilities that are provided by the state free of cost.**
- **The majority of the children reported that they do not like punishment in the school. Many children reported that though there is a toilet facility in the school, there is no water facility to make the toilets functional.**

### 3.11.3 Perception of the Community

Nearly 306 randomly selected persons were interviewed to collect the perception on SDMCs in rural Karnataka. 82% of the respondents said that they are aware of SDMC formation in their village. Since ultimately it is the community which should 'own' the school, data was collected on the role played by the SDMC, the perception of people about the functioning of SDMCs and their suggestions on how to improve the SDMCs.

**Table 48**

#### Noticeable roles played by SDMCs, (%)

|   |    |
|---|----|
| Do not know                                       | 13 |
| Civil works (building, rooms, painting)           | 48 |
| Retention/Attendance/Enrolment                    | 36 |
| Improvement in teacher attendance                 | 17 |
| Improvement in learning achievement               | 15 |
| Mid-day meals                                     | 13 |
| Looking after other activities (functions)        | 9  |
| Purchasing/developing teaching-learning materials | 5  |
| Purchase of sports equipment                      | 2  |

- 48 % of the respondents said that SDMCs have played a significant role in civil works. 36% report that SDMCs have made a positive impact on retention/attendance and enrolment
- 17% responded that the presence of SDMCs has improved teacher attendance in their village schools.

**Table 49**

#### Perception on the functioning of SDMCs, (%)

| Completely satisfied | Partially satisfied | Dissatisfied |
|----------------------|---------------------|--------------|
| 58                   | 25                  | 16           |

**Table 50**  
**Suggestions from the community, (%)**

|  |           |
|--|-----------|
| <b>SDMCs should function in accordance with circulars</b>            | <b>41</b> |
| <b>Govt. should monitor funds</b>                                    | <b>27</b> |
| <b>More powers should be given to nominated members</b>              | <b>8</b>  |
| <b>Members should be selected based on educational qualification</b> | <b>5</b>  |
| <b>More powers should be given to ex-officio members</b>             | <b>4</b>  |
| <b>Enhance awareness</b>   | <b>4</b>  |
| <b>Training to all members</b>                                       | <b>3</b>  |
| <b>Composition as per circular to be made mandatory</b>              | <b>1</b>  |
| <b>No political interference</b>                                     | <b>0</b>  |

Some of the suggestions made by the community for ensuring effective functioning of SDMCs include constitution of SDMCs and monitoring of funds. This implies that there is a need to have a functioning mechanism.

### **3.12 Perceptions on effective functioning**

In this section, data collected on the contribution by SDMCs towards infrastructure facilities, learning levels and the raising of funds for the schools, has been presented and analysed.

#### **Infrastructure**

To evaluate the effectiveness of SDMCs the study collected data on the provision of various facilities by SDMCs. It is clear from the following table that a significant number of SDMCs have made their contributions in the form of civil works and furniture.

**Table 51**  
**Overall supply of facilities by SDMCs in the last three years, (%)**

| <b>Facilities</b> | <b>Total</b> |
|-------------------|--------------|
| Civil works       | 80           |
| Furniture         | 75           |
| Others            | 12           |

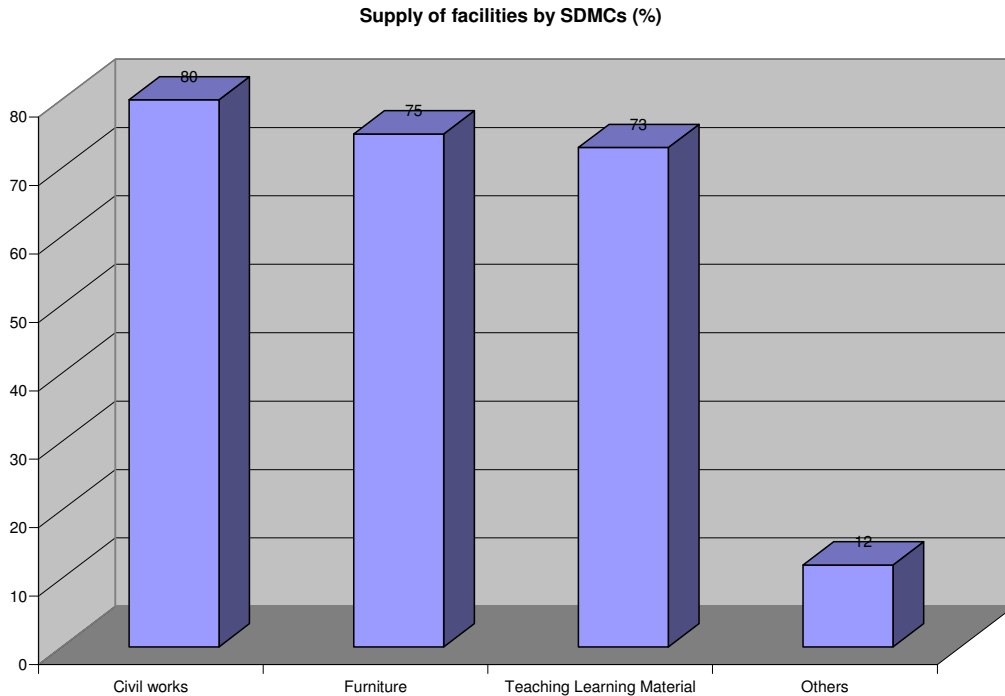


**Table 52**  
**Contributions by SDMCs in the year 2002-03**

| <b>Facilities</b>                          | <b>Contribution in terms of %</b> |
|--|-----------------------------------|
| Donation in the form of land and buildings | 38                                |
| Purchase of TLM                            | 26                                |
| Cash                                       | 19                                |
| Contribution by way of 'shramadana'        | 8                                 |
| Mid-day meals                              | 6                                 |
| Incentives to teachers                     | 2                                 |
| Salary to the additional teachers          | 1                                 |

**Touch of a home**

*This single-teacher school is an extension of the house. How? Every day one house supplies the vegetables and coconuts required for the mid-day meal served at the Government Lower Primary school, Jumbabeta, 40 kms from Honnavara, the taluk headquarters. The school comes under Chikkanakoda cluster (**Belgaum Division/Uttara Kannada District**). The community has constructed a separate dining room where the children partake of the daily meal. The school itself came up because of community pressure on the government. The community itself started the school which the government later took over. The school is situated amid the thick forests of Uttara Kannada and the distance factor and geographical location make it difficult to provide facilities in time. Still, the community has ensured that the school has essential furniture like benches, chairs, cupboards etc. It cleaned the playground through shramadana. A makeshift compound has been constructed. The SMDC, formed three years after the school was opened, has plans to construct a toilet, an additional classroom and provide electricity. It also wants more teachers appointed. With this they dream of a Model school in their village. With such a SDMC in place there is no doubt the dream will become a reality.*



It is clear from the above

tables that the

- SDMCs in the selected sample schools have contributed more in terms of civil works. In many cases where the members are not in a position to make financial contributions they have involved themselves in construction of the school.
- Most of the contributions are in the form of additional classrooms, a kitchen for preparation of the mid-day meal, toilets, wells and compound walls.
- During the last year, in the sample schools the major contribution has been in terms of donation of land and building as well as purchase of TLMs.

**Committed to a brighter future**

*Children are natural learners. Once their basic needs are taken care of, they enjoy learning as much as they enjoy playing. With benevolent guidance they proceed naturally to compete and excel. The SDMCs have not lagged behind in providing the necessary academic support wherever it was lacking. For example, at GHPS Devalapura in Chalageri cluster (**Gulbarga Division/Koppal District**), the SDMC has taken the initiative to appoint part-time teachers to overcome the shortage of teaching staff and to facilitate the teaching process in the classroom. The SDMC has donated Rs.14, 000 to the school for furniture and TLM. At present the school has classes only upto Class 6 but the SDMC is now keen on introducing Class 7 and is working towards it.*

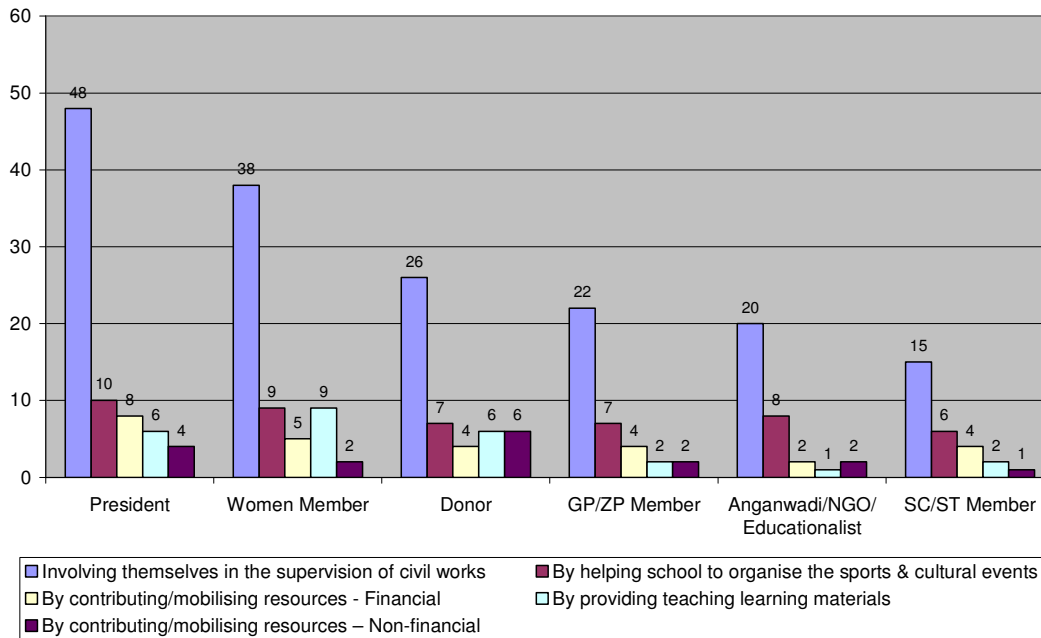
## Learning levels

It is envisaged that the ownership of primary education at the habitation level will achieve universalisation of 'quality education'. SDMCs are the representatives of the community and primary stakeholders and their active involvement in school activities is desirable. In this study an effort is made to collate the process by which the members actively involve themselves in the affairs of the school.

**Table 53**  
**Involvement of the members in the activities of the SDMC**

| <b>Type of Respondent</b>                               | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO/Educationalist</b> | <b>SC/ST Member</b> |
|---|------------------|---------------------|--------------|---------------------|-------------------------------------|---------------------|
| Ensuring 220 working days                               | 59               | 44                  | 41           | 48                  | 46                                  | 49                  |
| Involving themselves in the supervision of civil works  | 48               | 38                  | 26           | 22                  | 20                                  | 15                  |
| Motivating teachers                                     | 41               | 32                  | 27           | 47                  | 33                                  | 42                  |
| Helping the school to organise sports & cultural events | 10               | 9                   | 7            | 7                   | 8                                   | 6                   |
| Contributing/mobilising financial resources             | 8                | 5                   | 4            | 4                   | 2                                   | 4                   |
| Providing teaching-learning materials                   | 6                | 9                   | 6            | 2                   | 1                                   | 2                   |
| Contributing/mobilising resources – Non-financial       | 4                | 2                   | 6            | 2                   | 2                                   | 1                   |

### Involvement of the members in the activities of SDMC



- 48% of the Presidents and 15% to 38% of the members said that the major activity has been supervision of civil works.
- 12% of the Presidents and less than 7% of rest of the members reported that they are involved with SDMCs in resource mobilisation for the school.
- Some of the SDMCs (10% to 20%) are helping the schools to organise sports and cultural events so as to encourage overall development of the students.
- It is interesting to note that more than 70% of the Presidents said that they have attempted to bring the out-of-school children back to school, actively participated in the government schemes, in organising parent meetings, civil works and improving learning levels. However, the efforts made by the Presidents have been relatively weak in the areas of motivating teachers and extending school benefits to concerned beneficiaries, ensuring 220 working days etc. The efforts towards mobilisation of donations have been very low.

**Table 54**  
**Actions taken by members, (%)**

| <b>Actions taken</b>  |   | <b>President</b> | <b>Woman member</b> | <b>Donor</b> | <b>GP/ZP Member</b> | <b>Anganwadi/NGO / Educationalist</b> | <b>SC/ST Member</b> |
|---|---|------------------|---------------------|--------------|---------------------|---------------------------------------|---------------------|
| Actions taken to improve learning levels                        |   | 89               | 66                  | 69           | 75                  | 69                                    | 72                  |
| Kind of activities undertaken to improve the levels of learning | Motivating/informing teachers                       | 44               | 37                  | 51           | 53                  | 50                                    | 48                  |
|   | Supervising teacher attendance                      | 20               | 20                  | 24           | 20                  | 18                                    | 19                  |
|   | Improving physical infrastructure                   | 12               | 13                  | 7            | 15                  | 13                                    | 7                   |
|   | Motivating parents to send their children regularly | 10               | 8                   | 5            | 12                  | 16                                    | 5                   |
|   | Giving tuitions                                     | 6                | 4                   | 4            | 4                   | 5                                     | 5                   |
|   | Paying frequent visits to school                    | 3                | 0                   | 0            | 1                   | 1                                     | 2                   |

- Nearly 90% of the Presidents have taken various measures to improve the learning levels in the school.
- More than 60 % of the nominated and ex-officio members also said that they were involved in activities related to improving learning levels.
- Specific measures taken by the members to improve the learning levels include motivating, informing and holding discussions with the teachers. 44% of the Presidents and more than 50% of the other members reported that they motivate the teachers and discuss quality with them.
- Other priority measures that have been taken include monitoring teacher attendance, improving the infrastructure, and motivating parents to send their children regularly to school. It is interesting to note that the SDMC members also attempt to give tuitions to children.
- 104 members out of 406, including Presidents, have stated that they have not taken any action to improve the learning levels because they are not competent enough to do so.

**Then and now...**

**What a change!**

*Old-timers say this school looked like a cowshed. But today it is a sheer pleasure to behold. This is the Higher Primary school at Sivarampet in Mysore (**Mysore Division/Mysore District/Lakshmipuram Cluster**). The SDMC can proudly take the credit for the transformation it has effected. It also has sub-committees to look after the different developmental activities of the school.*

*The SDMC has created history with its long list of achievements. To name a few;*

- *The school has all the basic amenities: drinking water, toilets, sufficient classrooms, power, garden, TLM, sports equipment etc.*
- *A gymnasium for the children.*
- *A full-fledged computer centre.*
- *A mid-day meal programme was initiated in 2000-2001. It was funded by the donors.*
- *School functions funded through liberal donations.*
- *The donors have helped in the construction of the school building and in procurement of books for the school library.*
- *Poor children are given notebooks, pens, pencils and other stationery.*
- *Monthly health camps.*
- *Special language classes for the needy.*

- **Most of the SDMCs have prioritised civil work and have made contributions towards that.**
- **Some members have put in extra effort by providing tuitions to school children.**
- **Not many members have taken any specific measures regarding the 'learning levels of the children in the schools'.**

In the next chapter we draw conclusions from these findings. The conclusions have been drawn at the state level on the lines of the objectives set for the study.

## **-Chapter Four- Conclusions**

Data on the functioning of SDMCs was collected, collated and analysed keeping in mind the objectives of the study. What emerges is a mixed scenario for SDMCs in Karnataka.

The following conclusions can be drawn based on collated empirical data, reports and contextual comments.

### **General Scenario:**

Data on the general facilities, community organisations and educational facilities in the selected sample villages was collected and analysed. Some of the broad conclusions based on the findings are as follows:

- 72% of the villages reported that they have Anganwadi facilities. It was observed that pre-school facilities in the village have to work in conjunction with the primary schools.
- 65% of the villages have community organisations like self-help groups, Dalit Sanghas, farmers' organisations etc. There is scope for the involvement of self-help groups like Stree Shakti, run by women members, in school activities.
- During the field study it was also observed that the youth clubs have shown keen interest in the development of the school. Mobilisation of local youth for school activities can add value as an advocacy tool.
- 55% of the villages reported that education-related issues are discussed at the Gram Sabha.
- 30% of the schools reported that the CRCs are located at a distance of more than 8 km. This means that CRCs, the closest sources of 'quality improvements' in the school structure, are not in a position to interact more frequently with the schools.

## **Educational Scenario:**

The following conclusions are drawn from the analysis of information on facilities within the school:

- Nearly 93% of the sample schools reported that they have school buildings. It was observed during the field study that many school buildings are not constructed properly and are not usable in all weather conditions. 41% of the schools reported that they have a Head Teacher's room and office rooms. The condition of schools functioning in rented premises is far below the standards. There is an urgent need to monitor school structures with regard to number of classrooms, Head Teacher's room, office etc. as well as quality of construction etc. based on norms and specifications.
- Most of the schools still do not have basic teaching-learning materials like blackboards, charts and maps as per the norms. There is a need to look into this matter case by case in each cluster.
- A number of schools still lack library facilities, and those with libraries (19%) reported that they were hardly used. This clearly shows that the schools are lagging behind in making optimal use of this facility. This impacts on learning levels. The SDMCs need to pay attention to development of libraries and motivating teachers and children to make full use of them.
- Despite increased emphasis on toilet facilities there are still many schools without toilet facilities. 41% of the students reported that a separate toilet facility for girls is available in the school but 70% of them also responded that there is no water facility attached to the toilets. Mere availability of a facility may not mean much unless it is functional and maintained properly. 53% of the schools have a public water tap in the school and 32% reported that they fetch water from outside, thus indicating that children are made to do odd jobs.

### **A clear-cut goal**

*The SDMC has a clear cut goal for the Higher Primary School at Haradase Kadehalli, of Honnavara block in Chikkanakoda cluster(Belgaum Division/Uttar Kannada District): make it a model school. The SDMC, established in 2001, can boast of the following achievements.*

- *Construction of toilets*
- *Digging of well to provide drinking water*
- *Creating a playground by shrama dana*
- *Construction of classrooms*
- *Supplying chairs, benches and tables*
- *Helping the teachers to live nearby*
- *Providing required pulses, food grains, fuel(LPG) and vegetables to serve a nutritious mid-day meal*

*But the SDMC is not resting on its laurels. It wants to do more. Like*

*...*

- *Fix a pump set to the well*
- *Construct an open-air theatre, and*
- *Build a school compound wall*

*What about the learning achievements of children? Enrolment has increased and attendance sustained. . The community is happy with the SDMC and the teachers.*



- It is widely accepted that sports provide children with opportunities to more freely explore/experience and interact with the physical and social surroundings. Sports also develop team work, leadership qualities etc. Even in Minimum Level of Learning, the importance on non-cognitive learning has been ephasised. But only around 50% of the schools reported that they have facilities for indoor and outdoor sports. This implies that children are denied opportunities for non-cognitive learning to that extent.
- It is a government norm that every school in the state shall function at least 220 days a year. It was found that in contravention of this norm, there are some schools in the state which have worked for less than 200 days. While it is the duty of the Head Teacher to ensure 220 working days, it is possible that such a situation arises because teachers of these schools may be attending to other official duties. It is also the duty of the SDMC to ensure 220 working days. But it is possible that they i) are not aware of this norm, ii) are not aware that this is one of their duties and iii) are not able to use their powers, thus creating this situation.

### **Presence of supportive and supplementary literature on SDMCs:**

- 20% of the schools reported that they do not have SDMC circulars and more than 40% reported that they do not possess other related literature. Equity in dissemination of information plays a crucial role in ensuring clarity of any process.

### **Constitution and composition of SDMCs:**

- There are still some schools which have not constituted SDMCs. The monitoring mechanism thus seems to be ineffective in documenting non-formation of SDMCs and in taking further action. The findings of the survey contradict the opinions of functionaries on the constitution of SDMCs. While the survey data show that 2% of the schools are still without SDMCs, the functionaries from cluster to block said that all the schools coming under their jurisdiction have formed SDMCs.
- The circular clearly states that one student from either Class 7 or Class 10 shall be nominated as a member. Contradictory to the circular, 46% of the student representatives who were interviewed are from Class 4 or 5. This highlights the need to include student representation from LPS in SDMCs.
- The findings clearly show that there is low representation of girls as student representatives in SDMCs. 68% of the student representatives who were interviewed are boys. Action is required to encourage girl students to take part in the SDMC activities.
- SC/ST also need representation since they are still an underprivileged class.

- It was observed that there is a need to have representation from both LPS and HPS in the case of combined schools to ensure fair representation.

The findings show that the parents of 35% of the student representatives were SDMC members, and there is a possibility that children of SDMC members are more likely to become student representatives. In this connection, it is important to specify criteria for selection of student representatives. Since SDMCs are supposed to ensure regular attendance and improve learning levels, regular attendance and high achievement could serve as the criteria.

### **Socio-economic status of SDMC members:**

- As against the general perception of SDMC Presidents being illiterate, it was found that 90% of them are literate. During the field study, it was observed that illiterate members are as effective as literate members and educational qualifications therefore, cannot serve as a basis for selection of members.
  - 91% of the SDMC Presidents are male. The majority of the teaching staff at the primary level consists of women and most of the Head Teachers complained that they have not been able to function effectively because the President is male. At present, the SDMC has given the power of sanctioning leave and restricted holiday to the President, and the Head Teachers complained that since Presidents are not regular they face difficulties in getting their consent for leave. Therefore the study concludes that a post of Vice-President should be created and powers related to sanctioning of leave to Head Teachers may be given to the Vice-President.
- It is clear from the findings that the majority of members and students are from the agricultural community. It has been observed that lack of attendance is mostly due to children being drawn into the occupation of their families, especially agriculture. And in most cases the seasonal variations in the occupational activities in which the children are involved do not coincide with the vacations declared by the Department. Children may be unable to attend school regularly either due to their involvement in agriculture or because the family migrates to a different place. To avoid such situations the vacation and school timings should be locale specific and the decision-making in this regard should be left to the SDMCs.
- There is a discrepancy between statements made in the focus group discussion and those in the survey. The field functionaries asserted that all the schools in their jurisdiction had SDMCs. But the survey showed that 2% of the schools are yet to form SDMCs. Therefore there is a need to impress upon the concerned CRPs and Educational Coordinators that every school within their area should form a SDMC within the time frame stipulated in the circular.

### **Awareness of SDMC constitution, composition, tenure and meetings**

- The norms governing the composition of SDMCs seem to be unclear to the schools, especially to the Head Teachers who are supposed to form the SDMCs. There is a need to provide clarity on formation, tenure and composition of SDMCs to all the Head Teachers and teachers.
- There is a need to orient all the parents on SDMC formation, tenure and on process-related issues preceding the formation of SDMCs.
- The procedure for selection of the President has not been uniform and the current Presidents as well as the members are not aware of the procedure.
- It was observed during the field study and during the focus group discussions that many of the Presidents are not natural guardians of children studying in the same schools. This may be because of lack of information or because of lack of responsibility on the part of the Head Teachers. This needs special attention and the Head Teachers should be warned about it.
- The Presidents and members are not aware of the exact composition of SDMCs. The members are not aware of the categories to which they belong. There is a need to train all the members once the SDMC is constituted.
- The Head Teacher has not disseminated information regarding the process of formation of SDMCs. As a result, in many cases the members are not aware of their tenure and the frequency of meetings etc.

### **Awareness of objectives, powers and duties of SDMCs**

- Overall objectives like taking care of the school and discussing school-related issues seem to be known to most of the Presidents and women members. But the objectives related to finance are less widely known.
- The issues related to 'learning improvements' are not mentioned in the objectives. This has led to many members not focusing on learning achievements in their schools. Specific decision-making powers on academic issues are required.
- There is wide variation in members' level of awareness regarding SDMC objectives, powers and functions as laid down in the circular. This is due to lack of training and lack of dissemination of information.

### **Member participation:**

- It is interesting to note that 83% of the Presidents attend the monthly meetings. 50 to 70% of nominated, ex-officio members attend the meetings regularly. Attendance has to be made mandatory for all members to ensure effective functioning of SDMCs.
- It was observed that the reasons for non-participation in the meetings were unsuitable timings (since most of the members are in the agricultural sector and are daily wagers) and lack of intimation about the meetings. This has led to lack of continuity in participation in SDMCs.
- Many of the student representatives are not aware of the meetings either because they are not informed or because they have their classes at the time of the meeting. There is a need to take into consideration the availability of student representatives to ensure their participation in the meeting.
- There is no 'role clarity' among the student members. And most of the time students are assigned odd jobs and are not confident enough to discuss their problems. There is a need to focus on this issue.

### **Perception of government functionaries on the functioning of SDMCs:**

- According to the block-level functionaries all the schools in their jurisdiction have formed SDMCs. However, the survey findings show that there are still many schools which have not constituted SDMCs. There is need to strengthen the reporting mechanism to ensure formation of SDMCs in all the schools.
- Five out of eight block-level officers stated that SDMCs are functioning well and all of them felt that SDMCs should continue to work. Though there is a perception that SDMCs are gradually getting into party politics, the functionaries felt that SDMCs have a positive impact on school development.
- Most of the functionaries at block and cluster level felt that SDMC Presidents should be made accountable for financial misappropriation. However, the study feels that the Head Teacher being an educated person can bring cases of misappropriation to the notice of the committee and take suitable action with the permission of the committee.
- Most of the functionaries also felt that a minimum qualification has to be specified for the members. Since the data show that many are literate and even illiterate members have led the SDMCs successfully, this suggestion need not be considered.

## **Perception and participation of Head Teachers and teachers:**

- Head Teachers expressed their dissatisfaction with the joint account holding. However, SDMCs were given financial powers with the purpose of making both the school and the community accountable for the flow of funds and to ensure transparency of the process. This process may be continued to empower the SDMCs.
- In LPS it was found that most of the Head Teachers are women. Many of them complained that the powers given to the Presidents to sanction leave have caused inconvenience. This implies that there is a need to have an alternative arrangement to address this problem.
- Head Teachers complain that SDMC members do not attend the meetings regularly. This implies that mere formation of SDMCs is not sufficient to ensure school development and monitoring of its functioning. It is active participation and involvement that have an impact on school development as a whole.
- Not many teachers explicitly appreciate the performance of the SDMCs. When the data on reasons for their dissatisfaction was collected, it was found that the teachers are not involved in the functioning of SDMCs. This creates an unhealthy atmosphere in the teacher community at large. There is a need to enlist the involvement of teachers for the following reasons:
  - Teachers are involved in the day-to-day school activities of the children and constantly interact with the parents.
  - They are also involved in the Child Census and therefore are aware of the ground realities.

### **For old times' sake**

*An old student becomes the Headmistress and wants to make sure that the children do not face the problems she faced as a student. Come to HPS Oregampet (Bangalore Division/Kolar District/Oregampet Cluster) where Damayanti studied. Today Smt. Lalitha Damayanti is the Headmistress of the school and she has a lot of plans up her sleeve to make her alma mater a model one. Her father also taught here and Damayanti was keen to join this school. When she set out on this assignment the community was very eager to help. The SDMC, staff and the parents now work as a team to develop the school. Her involvement in the school is so complete that she has appointed a watchman and pays him Rs.400 a month out of her pocket to make sure that undesirable elements do not vandalise the school at night.*

*Damayanti's large-heartedness can also be seen during the mid-day meal. The food is meant for children of Classes 1 to 5 only, but how can she leave out the children of Classes 6, 7 and 8? So they are also fed and she foots the bill cheerfully. The children of the school are participating effectively in both curricular and co-curricular activities of the school in a disciplined way.*

- 'Quality improvement' is one of the main objectives of the SDMC and therefore it is essential to make all the teachers participate in the SDMCs so that they can be partners in designing the activities related to 'learning improvements'.
- It has been observed that in many schools, teachers are not aware of the happenings in the SDMC and therefore have been alienated from the SDMC, despite their physical presence in the school.

**Perceptions of stakeholders other than the SDMC core committee, i.e parents, students and the community**

- Not all the parents are aware of the existence of SDMCs. This has resulted in poor participation of the parents in the General Body meetings. There is a need to communicate information regarding the existence of SDMCs through their wards and the teachers in the SDMC.
- A very small percentage of parents said that SDMCs have an impact on 'learning'. This makes it necessary to add 'learning' as one of the objectives of SDMCs.
- The school timings and the long vacations do not suit children from agricultural families. Therefore there is a need to rethink this issue and the functioning of schools has to be redesigned to suit the needs of such children.
- The state government provides many incentives like free textbooks, uniforms and TLM. The findings show that not many children are availing of these facilities. The children are either not aware of the facilities that are provided by the state free of cost or there is need to re-examine the distribution mechanism. In both the cases the SDMC can play an important role.
- 69% of children reported that they do not want to be punished in school. Punishment has an adverse effect on attendance, learning and personality development. There is a need to evolve innovative methods like counselling to tackle these issues.
- 58% of the community members are fully satisfied with the present functioning of SDMCs. Despite the SDMC being a novel experiment in community participation, it has made a good beginning in that direction.

*The Gogi cluster of Yadgir block in Yadgir district has a Higher Primary School at Petagogi. The school has a SDMC only in name. Neither the President nor the members have any interest in the school or in the schooling of children in their community. They refuse to attend the SDMC meetings. Even the authorities seem to be indifferent to this.*

## **Perceptions on effective functioning**

- Most of the SDMCs have prioritised civil works and have made contributions towards such works.
- Some members have put in extra effort by providing tuition to school children.
- Not many members have taken any specific measures regarding the 'learning levels of the children in the schools'.
- It was observed that frequent visits to schools by SDMC members have resulted in mutual support and constant monitoring of school development.
- Communities need to be convinced that the state is only a 'facilitator' and it is up to them to 'own' the school. Unless the 'ownership' is there, the UEE may remain a distant goal.

These observations provide the basis for the recommendations suggested in the next chapter for making SDMCs more effective than they have been in the last three years.

## **- Chapter Five- Recommendations**

**“.....Community ownership of the school should be ensured through legislation providing for the establishment and empowerment of School Development and Monitoring Committees..... Legislation should be brought in urgently to give teeth to these bodies.” – Task Force Committee on Education, Karnataka.**

### **General Facilities**

- One of the main objectives of anganwadis is to improve the attendance of the girl child, who otherwise is engaged in sibling care. This study recommends that:
  - Anganwadis should be strengthened in terms of finances, equipped with TLMs and the working hours of the anganwadi teachers and dais should be synchronised.
  - SDMCs should work as a ‘pressure group’ to help acquire pre-school facilities for the schools in their jurisdiction.
- The role of other community organisations in the village is gaining importance. Therefore, the study suggests that SDMCs should work as a ‘pressure group’ for the formation of youth organisations and SHGs by bringing pressure on line departments like the Department for Woman and Child Welfare and the Sports and Youth Department.
- The Gram Panchayat should ensure that its standing committee on education includes some members of SDMC.
- CRCs should ensure and be held responsible for the following:
  - Formation of SDMCs in all the schools under their jurisdiction
  - Necessary inputs for the SDMCs to improve the ‘quality of learning’
  - Preparation of the ‘vision document’ of each school in collaboration with the SDMC.

### **Educational Facilities**

#### **Recommendations to be included in the circular on objectives of SDMCs**

- The SDMC members should be trained in ‘quality’ of civil works that they are required to ensure as per the government norms.
- The norms for procurement of materials like blackboards, charts, maps and other TLM should be disseminated to all the members.



- SDMC should ensure
  - presence of libraries in the school
  - optimal use of library.
- SDMC should ensure
  - Provision of sports material
  - Mobilisation of land for playground
  - Promotion of local/traditional games or sports.

### **Supportive supplementary literature**

- Equity in dissemination of information plays a crucial role in ensuring clarity in any process. The BEOs/BRCs in each block should ensure that all schools have the circular and all the related literature regarding SDMCs.

### **Composition according to socio-economic requirements**

#### **1) Teacher**

- The study recommends that all the teachers should be ex-officio members of the SDMC to ensure community mobilisation and quality of learning.

#### **2) Nominated member from Self-Help Group**

- One member from the Stree Shakti wherever it exists or from any SHG shall be inducted into the SDMC as a nominated member.

#### **3) Women**

- The study recommends that
  - ❖ Since there are no financial implications, a post of Vice-President be created to ensure more effective functioning.
  - ❖ Either the President or the Vice-President should be a woman.
  - ❖ It has to be made compulsory for all the girls' schools to have a woman as the President of the SDMC.

- 4)** A third of the SDMC members in the schools with all female members, shall be male to ensure effective functioning of the SDMCs.

#### **5) Student Representatives**

- There shall be three student representatives - one boy, one girl and one SC/ST student (either boy or girl).
- Students from the highest class in the school, i. e from Class 5 in a LPS, Class 7 or 8 in a HPS, and one from Class 5 and two from Class 7 or 8 in a combined school (a school which has both LPS and HPS) shall be representatives.

- The criterion for the selection of the student representative is -one amongst the most regular, whoever has highest achievement.

## **6) Panchayati Raj Members**

There is an ambiguity regarding the nomination of ex-officio members from the Panchayati Raj Institutions to the SDMCs. Hence the study recommends that

- The circular should be amended to clearly state that the Gram Panchayat member of the concerned village should be a member of the SDMC.

## **Constitution of the sub-committees**

The study found that the sub-committees have not been formed in the majority of the SDMCs. This may be due to lack of understanding among the SDMC members on the type of sub-committees to be formed. Hence the study recommends that

- A detailed procedure for the constitution of sub-committees should be prepared in consultation with educational experts and circulated to all schools.

## **Objectives, powers and functions**

The study would like to make recommendations in the three broad areas of administration, finance and academic functions of SDMCs. The SDMC members should be aware of their roles, responsibilities and limitations.

### **1) Administration**

- The school timings shall be decided by the SDMC.
- The school vacation shall be decided by the SDMC except in cases where there is a clash of larger interests (like public examination etc).
- Some Head Teachers expressed the grievance that they are finding it difficult to 'chase the President' to get their leave sanctioned and suggested that this power be withdrawn from the SDMC President. However, with a post of Vice-President being created their grievance has been addressed and since the impetus behind SDMCs is to give powers to the community, this power need not be withdrawn. There shall be no change in the power of the President to sanction casual leave and in the absence of President Vice President shall have this power.
- Constitution of SDMCs in all the schools to be ensured by the CRPs of the concerned clusters.

## 2) Finance

- Since the findings show that 'issues related to education' are discussed in gram sabhas and one of the nominees on the SDMC is a GP member, more accountability can be brought in by tapping the resources within the village by levying an education cess on big landholders. Therefore, it is recommended that Panchayats should levy educational cess on holders of more than 5 acres of irrigated land at the specified rate per acre per year and credit it to 'education fund'
- The observations also show that alumni contributions have generated considerable funds for many schools. In this context the study recommends that schools should maintain records of the alumni and tap resources through them.
- Many Head Teachers and functionaries opined that if the SDMC President is a joint account holder of the SDMC bank account, then he should be held responsible in case of misappropriation of SDMC funds. However, the Head Teacher being an educated person can bring instances of misappropriation to the notice of other members and the committee. Therefore, there shall be no change in the existing arrangement. The Secretary shall be held responsible for any misappropriation of funds.
- The Head Teacher cum Secretary should bring to the notice of the SDMC any income/expenditure exceeding Rs1,000 and take the approval to maintain the financial transparency.

## 3 Academics

The findings show that hardly any thinking has gone into the issue of 'quality in learning levels', which is one of the primary objectives of the SDMC. The study team feels that there is ample scope for involving the SDMC in all the three aspects of the academic framework and motivating all the institutions to achieve this objective.

The three aspects of the academic framework are:

- **Curriculum:** The study strongly feels that SDMC members should have a say in the curriculum so that it reflects the local context and ethos. This has also been recommended earlier by various education commissions. A suitable mechanism has to be evolved by the concerned authorities like DSERT and DIETs to involve SDMC members in the process of curriculum development.
  - **Teaching Method:** The SDMC must facilitate outside visits and practical learning for that portion of the syllabus that can be learned better by interacting with the surrounding environment.
  - **Assessment:** The SDMCs must ensure monitoring of learning.
- Process:** The study suggests that every month the learning levels in one class be assessed by the SDMC. The competencies required for oral assessment have to be

identified with the help of the CRP. The community may be involved in the process of assessment.

## **Training**

During the study it was observed that training given to SDMC members is not very effective because of the following reasons:

- Not all the members were included
- The ex-officio representatives were not included
- A large number of members were trained at a time
- No training was given to the student representative
- Inadequate funds.

Therefore the study recommends that

- All the primary stakeholders shall be trained. Training shall be mandatory for all the nine members of the core committee.
- Also it is desirable to train all the members. Otherwise at least Head Teacher, one teacher from each school, the anganwadi worker, and the health worker shall be trained to ensure cohesive participation.
- The training should be completed within three months of constitution of the SDMC, and this has to be ensured by the concerned Block Education Officer and the Block Resource Coordinator.
- The training should be imparted at the cluster level. The Education Coordinator of the concerned area should team up with the CRP to train the SDMC members. The BEOs and BRCs should attend the training whenever possible.
- The Head Teacher with the help of competent, trained SDMC members should impart a day's orientation to the remaining members of the SDMC at the school level
- The number of persons being trained shall not exceed members of five SDMCs at a time so as to ensure effective training.

- The study found that the present day funds allocated for training (per member Rs 30) is inadequate. It is strongly recommended that sufficient funds (at least amount on par with that of Teacher training) be allocated to train all members of the SDMC.
- The study felt that there is a strong need for developing a separate child- friendly training package for the student members in the nominated category to ensure meaningful participation of children in the process of schooling. Therefore, the training modules should be developed accordingly.
- All the stakeholders suggested that training should be provided to all the members (including student representatives). This study therefore recommends that, all the members (including student representatives) shall be trained once a year in beginning of academic year.
- A training module for capacity building shall be prepared to address specific categories of members and gender. The module should address issues specific to each gender and each category of members. It should give equal importance to academic, administrative and infrastructural improvement.
- The training design has to be flexible enough to incorporate changes occurring with time. 'Successful' SDMC Presidents and members from within the cluster should be involved as training facilitators to share their experiences and motivate other SDMCs.
- While preparing the training module and during the training the needs of minority schools- both linguistic and religious- shall be taken into account.
- Training at the beginning of each year is essential to educate the student representatives and the SDMC at the block level on children's rights. An appropriate training module should be prepared.
- The members of the SDMC shall be trained to prepare a 'vision document'. This will be a step forward towards community ownership of the school system in the area.
- During the training it shall be emphasised that the SDMCs are not created to police the activities of the school but to act as a support and 'monitoring' mechanism.
- To educate the community about SDMCs optimal use should be made of mass media, e.g. teleconference, telecasting documentary films, video clippings etc.

### **Documentation and follow-up**

- Periodic school visit by each SDMC member must be made mandatory. These visits must be documented.
- An SDMC register (SDMC Book) has to be maintained in all the schools to record visits by members, their observations, suggestions given and the follow-up measures taken. The members should record the assessment details (as per the assessment-related suggestions).
- All the process-related activities shall be documented and shared with all the stakeholders of the school.
- A suitable platform shall be created to share 'Best Practices' among the SDMCs at cluster level.
- It will be the duty of the members to ensure that the facilities available are kept functional. Also, the committee shall ensure improvement of existing school facilities, both physical and academic.
- Flexibility to incorporate locale-specific features may lead to more effective functioning. Hence, SDMCs and schools shall have flexibility with respect to the school activities.
- Exposure visits for SDMC members to schools where SDMCs are functioning effectively.
- Duties and performance indicators shall be clearly specified so as to ensure statutory accountability.

### **Linkages with PRIs**

Though the Education Task Force has recommended the establishment of education committees at Gram Panchayat level to facilitate UEE, it was found that these committees have not been constituted yet. The present study is not competent to take decisions pertaining to GP institutions. However, it strongly supports the creation of linkages between SDMCs and PRIs at various levels. Hence, the following recommendations are made.

- The SDMC President and Vice-President of concerned village should be made permanent invitees to the Gram Sabha meetings and adequate time should be provided to them to discuss the issues pertaining to school education.

- The SDMC President/Vice President of a school located in GP Head Quarter shall be the special invitees to the Gram Panchayat meetings. This would enable him/her to represent effectively at the GP the issues related to school. The SDMC Presidents of rest of the schools can bring their grievances to the notice of the above said SDMC President Representative.
- The Department of Public Instruction in collaboration with the Rural Development and Panchayati Raj Department should organise an orientation course for GP members about their role in the SDMC.

### **General recommendations**

- All schools shall constitute SDMCs based on the procedure laid down in the circular to be issued.
- All schools shall follow a uniform procedure for constitution of the SDMC. Political interference in SDMC constitution shall be firmly avoided.

These changes are supported by the set of rules to be disseminated along with the modified circular.

## **Rules for School Development and Monitoring Committee (SDMC)**

1. The Committee shall have the following as its members:
  - (I) Parent representatives elected from the general council of parents
  - (II) Ex-officio members
  - (III) Nominated members.

Note: 'Parent representatives' for the purposes of these rules, shall mean natural parent or legal guardian of a child studying in the concerned school
2. Each school shall have one such committee, with a President chosen from amongst the members belonging to group (I) only.
3. The Committee shall meet once in every 30 days, in the respective school premises, or at any such other place as may be deemed convenient by the members.
4. The notice of the meeting shall be given to the members at least 24 hours in advance. It shall be the duty of the President /Secretary of the committee to give the said notice in writing.
5. The quorum for each meeting shall be as follows:
  - (I) Minimum of five members from the nine elected representatives of parents council including the President
  - (II) At least one member from the ex-officio and nominated categories.
6. In the event of absence of quorum, the meeting shall be adjourned to another day, not later than four days from the said date, and it shall be the duty of the President to make the necessary re-arrangements
7. If the adjourned meeting also does not have the requisite quorum, the members actually present then shall constitute the quorum.
8. Voting right shall be confined to parents' representatives only.
9. The President shall have only a casting vote.
10. The President shall be elected for a term of one year from amongst the eligible members.
11. The Head Master of the school shall be the Secretary of the committee. He shall keep minutes, as also a record of all important decisions taken.
12. The committee may further add to or amend these rules of conduct by passing a resolution at any of the meetings and obtaining the concurrence of the GoK
13. Qualifications for becoming President:



The President has to satisfy the following two minimum eligibility criteria:

- He/She must be a member of the core council of parents
- He/She must be the natural guardian<sup>16</sup> of a child studying in the school.

16 Grounds for disqualification of members, including President:

Any member of the committee shall be liable to be disqualified and barred from continuing as a member if:

- He/She absents himself/herself from three consecutive meetings
- Indulges in any corrupt practice while dealing with anything that comes under the purview of the committee
- His/her child is no longer a student of the school for any reason.

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<sup>16</sup> Natural guardian means 'natural father or mother of the child'.

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## **Annexure 1**

### **Circular on SDMCs**

Proceedings of the Govt. of Karnataka

Subject: Establishment Of School Development and Monitoring  
Committees in Govt. Primary and High Schools in Karnataka  
Reference: commissioner for public instruction's proposal No.Ni  
(A.S.)A.Sha / ka.shi.kaa. Thi-1/2000-01 Dated 30-3-2001.

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#### **Proposal**

Based on the recommendations of The task force committee on Education under the chairmanship of Dr.Raja Ramanna, the commissioner for public instruction in the proposal read above has proposed that in order to bring Qualitative changes in School education and to ensure active participation of the community in school administration in Karnataka has suggested ammendment to the Education Act.

#### **The amendment is required for the following reasons**

1. To achieve universalisation of elementary education as per national education Policy.
2. To ensure effective functioning of schools.
3. To ensure active participation of parents who are interested in the education of their children in the education process in schools.
4. To decentralize educational management for improvement of administration.
5. To motivate teachers in their day to day designated jobs & to enhance their Responsibility.
6. To wipe out the short comes of Village Education Committees.
7. To prepare school vision documents for school planning & development considering the school as the unit.
8. To find out remedies for problems in enrolment, attendance & achievement.
9. To consolidate the class room activities in a disciplined way.
10. To mobilize the resources required for school development

Participation of the community in education process is inevitable. In this connection it is proposed to cancel the existing school betterment committees (SBC) & Village education committees (VEC) & to establish school development & monitoring committees (SDMC) at school level, Gram panchayat education committees at gram panchayat level, taluk panchayat education committees at taluk panchayat level and city corporation/municipal education committees at corporation and municipality level. As it requires long process and time for bringing ammendment to the Karnataka education act 1983.It is requested in the proposal to issue an executive order of Govt. of Karnataka for the formation of school development and monitoring committees (SDMC).

The proposal has been examined at Govt. level and realized that bringing ammendment to the Karnataka education act 1983 requires long process and time. As such the following

order has been issued for the constitution of School Development and monitoring committees (SDMC).

**Govt. order No.ED1 PBS 2001.Bangalore.Dated.28.04.2001.**

In order to bring qualitative improvement in school education and to ensure active participation of community in school management in Karnataka, Govt. has accorded permission for constitution of School Development and Monitoring Committees in all Government primary (lower primary & higher primary) & high schools in Karnataka.

**Constitution of School Development and Monitoring Committees (SDMC).**

SDMC shall include the following members.

9 parent representatives have to be selected in the meeting of parents of that school. Out of 9 three should be women representatives, 2 should belong to SC/ST and 1 should belong to minority community. No parent should become member for more than one SDMC at a time. In case parents belonging to SC/ST are not available, the other community parents may be selected. In case SC/ST children enrolled later their parents should be selected for the committees in three years period.

The following should be selected as ex-officio members for the committee.

- 1.The Grama panchayat, Taluk panchayat and Zilla panchayat members representing the area in which school located.
- 2.The Anganwadi worker if anganwadi exists.
- 3.The basic health worker of that area.
- 4.Head master of the school.

The following should be nominated for the committee,

1. The Donors who have adopted school for development.
2. The Donors who have donated land for constructing school building, the donors who have constructed the school building or those who have donated materials / equipment worth Rs.10,000.00 or more.
3. An Educationist or a retired teacher residing in that area.
4. Two representatives of local nongovernmental organizations.
5. One office bearer of the local youth association.
6. One student either from VII or X Std of that school.

A person who is nominated has no right to franchise.

**Term of SDMC :**

The term of SDMC once constituted is three years.

**Formation of standing committees.**

The SDMCs may constitute standing committees for various subjects as per local requirement. Each standing committee can include the nominated members also if required. The following standing committees may be constituted.

Development committee

Monitoring committee

c) SDMC may constitute the other committee as per requirement.

**The powers of SDMC:**

To ensure proper working of the school. To over view timely & regular attendance of teachers & staff. The members can verify the attendance in the school.

If any discrepancies observed in the timely & regular attendance of teachers & staff, the issue may be discussed in the monthly meetings of the committee & the resolution passed may be send to the higher authorities of the department for taking further action. The concerned authority shall intimate the action taken on this basis within 30 days to the concerned SDMC.

The SDMC chairman shall have the power to sanction casual & restricted leave to the HM's of primary & high schools.

The committee shall decide the local holidays not exceeding 4 in a year.

The committee shall have the power of write of the unuseful science equipment, TL materials, sports equipment, maps, charts, library books etc. upto maximum of Rs.2000 in primary schools, Rs.5000 in upper primary schools & 10,000 in high schools. The materials declared written of shall be auctioned & the amount realized shall be credited to the school education fund.

The committee shall accord permission for arranging cultural activities, sports competitions and educational tours within the state.

The committee shall have powers to verify the records & vouchers pertaining to contributions & corresponding expenditure.

The amount realized by the auction of the crops & other resources from the lands & other assets belonging to school shall be credited to SDMC Bank account.

Approval of funds pertaining to non-governmental fees like reading room sports fees, laboratory fees & audiovisual education fees.

The committee shall have the power to decide the required equipment & materials to be purchased out of grants released to the school from taluk panchayat, zilla paanchayat, state & central sectors.

### **Duties & Functions of SDMCs:**

1. To create awareness among parents to enroll all out of school children in schools & ensure their regular attendance.
2. To conduct enrollment drives & chinnara angala like bridge courses for main streaming for all out of school children in that area. To display the list of out of school children in public places, grama panchayat offices & community halls. To take all necessary steps so that all children of that school shall achieve the competencies prescribed for each grade.
3. To protect school premises and building from encroaches & damages.
4. To ensure working of school for 5 1/2 hours on each working day & minimum 220 days in the academic year.
5. To call the parents meeting at least thrice in a year in July, November & February.
6. To establish school education fund ;

The SDMC may receive contributions from the corporate institutes, publics & from the community for the developments of school. The amount shall be deposited in the joint bank account of the chairman & the member secretary (HM of the school). The funds from the following sources shall be deposited in the account.

- a) The funds received from Govt., local bodies & non-governmental organizations.
- b) The contingency grants
- c) Funds received from the donors for the development of the school.

8. The construction of school building, additional rooms & repairs shall be taken up by the SDMC directly with the technical assistance of taluk panchayat engineering staff .

9. The members shall identify the donors, corporate institutes & other agencies & motivate them to adopt school for development.
10. The committee shall motivate the teachers to participate in the school complex Programmes for academic improvement & sharing.
11. To arrange health checkup camps for the children & issue health cards.
12. To ensure that all incentives like free textbooks, uniforms etc. shall reach the eligible children in time.

**The Chairman & the secretary of the SDMC:**

The nine-member parents committee shall elect one among them as president by chorum. The HM of the school who is the ex-officio member of the committee shall also be the member secretary & treasurer of the SDMC.

**Conduct of committee meetings:**

For conduct of SDMC meeting 2/3 chorum of parent members is compulsory.

**Conducting parents meeting:**

Every school shall have a parents association. The HM shall have the list of all parents (both father & mother, incase father & mother is not alive guardians or custodians of children). This list must be published in the school notice board & must be made available for all parents for verification.

A notice containing date, day & time of parents meeting shall be displayed in the school notice board, community hall & public place before 15 days.

**The official empowered to conduct parents meeting:**

The parents meeting shall be conducted by & in presence of the HM of the school. The constitution of the committee, decision taking & the swearing of the chairman of the committee & conduct of the first meeting shall be conducted in the presence of HM.

**Conducting of meeting:**

Every school shall have parents association & regular meeting. The HM shall have the registered list of parents. Every year in the month of July, the HM shall call the parents meeting. This meeting shall approve the parents meeting for that year. In this meeting only the nine members for the SDMC shall be selected if required by voting.

**Selection of chairman of SDMC:**

The nine-member parents committee shall elect one among them as president by chorum. The HM of the school who is ex-officio member of the committee shall also be the member secretary & treasurer of the SDMC.

**Constitution of SDMC:**

After selection of the chairman of the committee all the nine parent representatives shall assemble & select the nominated members & constitute the SDMC & draw proceedings accordingly.

**The first meeting of SDMC:**

The first meeting of SDMC shall be called with the decision of the nine-member parents committee & with the instruction of the chairman within 7 days from its

constitution. After this the committee shall meet at least once in a month & discuss issues pertaining to the development of the school & take necessary action.

The SDMC shall have the term of 3 years from the date of its constitution. After three years the new committee shall be constituted by following the above said procedure. The process shall be started in the month of June of the year in which the previous SDMC completes three years.

For reviewing the progress the committee shall meet thrice in an academic year i.e. in July, November & February. The membership for the parents in the committee shall be in existence till their child / ward studies in the school.

By the order and in the name of Governor of Karnataka  
Sd-  
(M.C.Poonacha)  
Under secretary to the Govt.  
Dept. Education

**SDMC Objectives Matrix as per the Government Order:**

**I Objectives/Powers and Duties**

| <b>Period 2001-2003</b>  |   |   |  |
|--|---|---|--|
| <b>Objectives</b>  | <b>Objectives</b>   | <b>Powers</b>   | <b>Duties</b>  |
| <p><b>Enrolment</b></p> <p>To achieve the goal of Universalisation of School Education (USE)</p> | <p><b>1.</b> To enhance enrolment and attendance so as to improve the quality of education<br/> <b>To resolve issues related to enrollment, attendance and quality education</b></p>  |   | <p><b>1.</b> To enroll all Non - school going and dropout children</p>   |
| <p><b>Effective Functioning</b></p>  | <p><b>1.</b> To motivate teachers in order to ensure accountability<br/> <b>2.</b> To view the school as a single unit and prepare a vision document for its planning and development<br/> <b>3.</b> To organize classroom activities with discipline</p> | <p><b>1.</b> To ensure effective functioning of School - observe timely and regular attendance of teacher - members Can verify the attendance register in School<br/> <b>2.</b> To decide four local holidays in a year<br/> <b>3.</b> Any irregularities may be discussed in the monthly meeting and a resolution can be passed and submitted to higher authority for necessary action - higher authority should respond within 30 days from the date of resolution<br/> <b>4.</b> To sanction Casual leave for Head Master<br/> <b>5.</b> Permission to organize Sports-Cultural activities-Excursion</p> | <p>1. To ensure 220 learning days<br/>                 2. Construction of additional rooms and repair of class rooms with the help of technical support from GP/TP engineers</p>   |
| <p><b>Parent Participation</b></p>   | <p><b>1.</b> To ensure community participation (More specifically parents) at all levels of schooling</p>   |   | <p><b>1.</b> To supplement all efforts to bring children by active participation in Enrollment drive-Bridge Course-Chinnara angala etc<br/> <b>2.</b> To take necessary action to help children to attain expected standards<br/> <b>3.</b> To organize Parents council meeting (July-</p> |



|   |  |   |  |
|---|--|---|--|
|   |  |   | November-February)<br><b>4.</b> To encourage teachers to participate in School Complex Programmes  |
| <b>Decentralisation</b><br>To decentralize educational system to improve school administration and monitoring | <b>1.</b> To mobilize local resources for the development of school                              | <b>1.</b> Auction unused material (not exceeding Rs. 2000 in LPS, Rs. 5000 in HPS and Rs. 10000 in HS)<br><b>2.</b> To verify accounts of donations received and spent<br><b>3.</b> To purchase required equipments for the school from the funds released by GP /TP/ ZP/State/Central<br><b>4.</b> Auction of crops grown in the school premises | <b>1.</b> To protect school premises from encroachment and nuisance<br><b>2.</b> To establish school education fund and to maintain joint account  |
| <b>Other</b>  | <b>1.</b> To overcome the defects of Village Education Committees/ School Beneficiary Committees |   | <b>1.</b> To identify and contact donors and persuade them to adopt school<br><b>2.</b> To organize health (Medical checkup) camp for children<br><b>3.</b> To ensure that all facilities provided by government reach beneficiaries |

## II Composition Index

| Parents Council | Ex-officio Members           | Nominated Members  |
|-----------------|------------------------------|--|
| 3 Women         | 1 GP<br>1 TP<br>1 ZP Members | 1 Person who has adopted the school<br>1 Persons who has Donated land /10,000 donation or educational aids for School<br>1 Educationists of the locality/Retired teacher |
| 2 SC/ST         | 1 Anganawadi                 | 2 NGO representatives  |
| 1 Minority      | 1 Head Master                | 1 One of the Office bearers of Yuvaka/Yuvathi Mandal   |
| 3 General       | 1 Health Worker              | 1 A student from VII/X Standard  |
| Parents = 9     | Ex-officio Members =6        | Nominated Members =7   |

\* Nominated members have no voting powers

### III Evaluation Map

| Constitution   | Effectiveness   | Functioning  |
|--|---|--|
| <ul style="list-style-type: none"> <li>▪ When was the SDMC formed</li> <li>▪ Does SDMC has all the members as prescribed by the circular</li> <li>▪ Records maintained</li> <li>▪ Empowerment</li> </ul> | <ul style="list-style-type: none"> <li>▪ In enhancing the enrolment and attendance</li> <li>▪ Participation</li> <li>▪ In exercising their powers</li> <li>▪ Ensuring that learning is taking place</li> <li>▪ School vision</li> <li>▪ Learning focus in the school</li> <li>▪ Identification of donors</li> <li>▪ Health campaign for children</li> </ul> | <ul style="list-style-type: none"> <li>▪ Regularity of functioning of school</li> <li>▪ Regularity of functioning of school staff</li> <li>▪ Classroom construction &amp; repairs</li> <li>▪ Parent council meeting</li> <li>▪ Establishment of school education fund</li> </ul> |

## Annexure 2

### TRAINING THE INVESTIGATORS FOR SDMC STUDY Training Dates and Venues

|   | <b>Bangalore</b>                     | <b>Kamalapur</b>                                 | <b>Honnavar</b>                   |
|---|--------------------------------------|--|-----------------------------------|
| <b>Date</b>   | Jan 27 to 29                         | Feb 3 to 5                                       | Feb 9 to 11                       |
| <b>Venue</b>  | National Law School<br>(Residential) | Myrada Training Centre Kamlapur<br>(Residential) | Muktha Trust<br>(Non-residential) |
| <b>Number of investigators</b>  | 40 + 8 supervisors                   | 42 + 4 supervisors                               | 20 +2 supervisors                 |
| <b>Geographical coverage</b>  | Bangalore and Mysore Divisions       | Gulbarga Division and part of Belgaum Division   | Belgaum Division                  |
| <b><u>Resource Persons for Training</u></b><br><b>Dr. Niranjana Aradhya</b><br><b>Sri. Unachegi</b><br><b>Sri. S.Banerjee</b><br><b>Smt. Geetha</b><br><b>Smt. K.Vaijayanti</b><br><b>Sri. Umashankar Periyodi</b><br><b>Sri. Lalith Prasad</b> |                                      |  |                                   |

### Activity Matrix for the field staff

| <b>Investigators</b>   |  |  | <b>Supervisors</b>  |
|--|--|--|---|
| <b>Day 1</b>   | <b>Day 2</b>   | <b>Day 3</b>   |   |
| <ul style="list-style-type: none"> <li>• One investigator to collect School/SDMC profile data (3 hours) and conduct 2 non-SDMC interviews (1 hour each)</li> <li>• Another investigator to interview SDMC members - Secretary/President/SC/ST member/Student rep (approximately one and a half hours each)</li> <li>• Observation notes</li> </ul> | <ul style="list-style-type: none"> <li>• Both of them to handle 6 interviews with the student representative, ex-officio member, parent, community</li> <li>• Observation notes</li> </ul> | <ul style="list-style-type: none"> <li>• Both of them to handle 3 interviews</li> <li>• Completion of activity in one school</li> <li>• Observation notes</li> </ul> | <ul style="list-style-type: none"> <li>• Field visit (identify weak &amp; strong teams)</li> <li>• Checking the tools</li> <li>• Back Checking</li> <li>• Faxing Content sheet</li> <li>• Sending the completed tools</li> <li>• Observation notes</li> </ul> |

**Instructions given to field team:**

- All the interviews should begin with informal discussions with the interviewees.
- The investigators should have a friendly and positive attitude towards the interviewee.
- If a response is not forthcoming they need to ask the questions in a different way so that the interviewee understands them.

**Time frame of Field Investigation:**

- In KGF, N.R.Pura and Molkalmuru the study was conducted between February 3 and March 25 2004
- In Kushtagi, Shahapur and Bijapur blocks the study was conducted between February 11 and March 25 2004
- In Honnavara block the study was conducted between February 3 and March 25, 2004

**All the team members made frequent field visits to conduct back checks and to have first-hand experience in the field. The team visited all the 24 clusters in the course of the field study.**

**Appendix - 1**  
**Comparative Educational Statistics**

| Indicators                           | Karnataka  | India         |
|--------------------------------------|------------|---------------|
| Population                           | 52,733,958 | 102,70,15,247 |
| Male Literacy Rate                   | 76.29      | 75.85         |
| Female Literacy Rate                 | 57.45      | 54.16         |
| Per Capita Budgeted Expenditure (Rs) | 682.7      | 819.65        |
| No of Pre-primary School(Government) | 3477       | 34680         |
| No.LPS (Government)                  | 20838      | 315057        |
| No. Middle Schools (Government)      | 21885      | 104024        |
| Pupil Teacher Ratio (primary school) | 30         | 43            |
| Pupil Teacher Ratio (Middle school)  | 25         | 33            |
| GER[1] (1-5)                         | 112.74     | 96.3          |
| GER (1-8)                            | 97.53      | 82.35         |
| Drop out Rate(1-5)                   | 23.87      | 39.03         |
| Drop out Rate(1-8)                   | 50.99      | 54.65         |

**Source:** Selected Educational Statistics 2001-02, MHRD, 2003

GER is defined as the percentage of the enrolment in classes I-V and VI ,VIII and /or I-VIII to the estimated child population

I the age groups 6 to below 11 years and 11 to below 14 and /or 6 to below 14 years respectively. Enrolment in these stages includes under-age and over-age children.

Hence the total percentage may be more than 100% some times

**Appendix- 2**  
**District wise Basic indicators**

| Divisions | Districts     | Literacy rate <sup>1</sup> |     | % of families Below Poverty Line <sup>2</sup> | District Per Capita Income | Education Infrastructure Index <sup>4</sup>               | HDI <sup>5</sup> |
|-----------|---------------|----------------------------|-----|---|----------------------------|---|------------------|
|           |               | (M)                        | (F) |   | (Net) <sup>3</sup>         |   |                  |
| Belgaum   | Uttar Kannada | 84.48(M)                   |     | 31  | 15465                      | Honnavara is considered as Relatively Developed Taluk     | 0.533            |
|           |               | 68.48 (F)                  |     |   |                            |   |                  |
|           | Bijapur       | 68.10(M)                   |     | 42  | 12644                      | Bijapur Taluk is considered as Relatively Developed Taluk | 0.443            |
|           |               | 46.19(F)                   |     |   |                            |   |                  |
| Gulbarga  | Gulbarga      | 62.52(M)                   |     | 34  | 12720                      | Shahapur is considered as Most Backward Taluk             | 0.412            |
|           |               | 38.40(F)                   |     |   |                            |   |                  |
|           | Koppal        | 69.15(M)                   |     | 43  | 13387                      | Kustagi is considered as Most Backward Taluk              | 0.399            |
|           |               | 40.76(F)                   |     |   |                            |   |                  |
| Mysore    | Mysore        | 71.30(M)                   |     | 28  | 19555                      | Mysore City is considered as Relatively Developed Taluk   | 0.44             |
|           |               | 55.81(F)                   |     |   |                            |   |                  |
|           | Chikmagalur   | 80.68(M)                   |     | 27  | 19123                      | N R Pura is considered as Relatively Developed Taluk      | 0.524            |
|           |               | 64.47(F)                   |     |   |                            |   |                  |
| Bangalore | Kolar         | 73.14(M)                   |     | 41  | 13414                      | KGF is considered as Relatively Developed Taluk           | 0.443            |
|           |               | 51.82(F)                   |     |   |                            |   |                  |
|           | Chitradurga   | 74.69(M)                   |     | 42  | 13782                      | Molkalmuru is considered as Backward Taluk                | 0.466            |
|           |               | 54.62(F)                   |     |   |                            |   |                  |
|           | State AVERAGE | <b>76.29(M)</b>            |     | <b>33</b>                                     | <b>17847</b>               |   | <b>0.47</b>      |
|           |               | <b>57.45(F)</b>            |     |   |                            |   |                  |

**Source:**

1. Census of India 2001 series -30 Karnataka Provisional Population Totals, Directorate Of Census Karnataka
2. Report on regional Imbalances 2002
3. Directorate of Economics and Statistics Economic Survey 2002-03 Karnataka
4. Report on regional Imbalances 2002
5. Human Development in Karnataka 1999

### Appendix 3

| Particulars               | Bijapur Taluka | N.R. Pura | Molakalmur | Shahapur | KGF    | Kushtagi | Mysore city | Honnavar | State    |
|---------------------------|----------------|-----------|------------|----------|--------|----------|-------------|----------|----------|
| Population (Male)         | 292856         | 32592     | 65149      | 143556   | 212474 | 120704   | 521654      | 80031    | 26856343 |
| Population (Female)       | 276025         | 33032     | 61499      | 140474   | 208584 | 118555   | 502786      | 80268    | 25877615 |
| Literacy rate(Male)       | 64.02          | 83.82     | 53.32      | NA       | NA     | 68.06    | NA          | 83.51    | 76.29    |
| Literacy rate(Female)     | 38.22          | 79.37     | 65.54      | NA       | NA     | 36.97    | NA          | 68.29    | 57.45    |
| Out of school children    | NA             | 16        | 441        | 820      | 54     | 552      | 222         | 45       | 63675    |
| Number of GLPS            | 149            | 59        | 71         | 122      | 76     | 91       | 41          | 143      | 25456    |
| Number of GHPS            | 150            | 46        | 59         | 87       | 43     | 108      | 79          | 136      | 22886    |
| Number of Aided schools   | 46             | 2         | 2          | 1        | 26     | 1        | 93          | 9        | NA       |
| Number of Private schools | 18             | 7         | 7          | 15       | 58     | 12       | 141         | 7        | NA       |
| Pupil Teacher Ratio(GLPS) |                | 18        | 32         | 43       | 30     |          | NA          | 25       | 33 #     |
| Pupil Teacher Ratio(GHPS) | 37             | NA        | NA         | NA       | NA     | 43       | NA          | NA       | 39 #     |
| Drop out (1-5)            | 10.2           | NA        | NA         |          | NA     | NA       | NA          | NA       | 9.1      |
| Drop out (1-7)            | 7.14           | NA        | NA         | 12.51    | NA     | NA       | NA          | NA       | 16.7     |
| GER (1-5)                 |                | 103.19    | 107.14     |          | NA     |          | 113.31      |          |          |
| GER (1-7)                 | 146.35         | 102.53    | 99.97      | 103.93   | 115.84 | 103.56   | 130.69      | 114.15   | 103.8    |
| NER (1-5)                 | 90.74          | 97.72     | 83.71      |          | NA     | NA       | 99.78       |          |          |
| NER (1-7)                 | 92.8           | 98.43     | 83.29      | 88.88    | 99.81  | NA       | 99.38       | 95       | 96.33    |
| Access Ratio (LPS)        | NA             | 96.77     | 96.82      | NA       | NA     | NA       |             | 94.14    | 94.58    |
| Access Ratio (HPS)        | NA             | 93.22     | 96.03      | NA       | NA     | NA       | 100         | 93.24    | 96.25    |

**Source:**

1. Census of India 2001 series -30 Karnataka Provisional Population Totals, Directorate Of Census Karnataka
2. EPIS Karnataka

**Annexure 4**

**Tools**

**School Development and Monitoring Committee- An Evaluation Study**

**FORMAT NO.1**

**Name of the investigator:- -----**

**Date:- -----**

**Time of investigation:- -----**

***School Information***

| <b>General Information</b> |   |
|----------------------------|---|
| 39.                        | Name of the School -----  |
| 40.                        | School Code<br><div style="border: 1px solid black; width: 100px; height: 15px; margin-left: 20px;"></div>  |
| 41.                        | Cluster Name<br>-----   |
| 42.                        | Cluster Code<br><div style="border: 1px solid black; width: 100px; height: 15px; margin-left: 20px;"></div> |
| 43.                        | Block Name<br>-----   |
| 44.                        | Block Code<br><div style="border: 1px solid black; width: 60px; height: 15px; margin-left: 20px;"></div>    |
| 45.                        | District Name<br>-----  |
| 46.                        | District Code<br><div style="border: 1px solid black; width: 60px; height: 15px; margin-left: 20px;"></div> |
| 47.                        | Date of Establishment<br>Of the School<br>-----   |
| <b>Village Information</b> |   |
| 48.                        | Name of the Village/Habitation -----<br>(If it is a Habitation, mention the name of the Revenue village )   |



| 49.   | Population of the Village<br><br><table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Male</td> <td style="width: 33%; text-align: center;">Female</td> <td style="width: 33%; text-align: center;">Total</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>   | Male  | Female           | Total      |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|-------|---|---|------------------|------------|----------------------------------|------------------|---------|-----------|----|----------------------|----|-----|--|--|----|-----------------------|--|--|----|----------|----|---------------------------|----|-------------------|--|--|----|----------------------------|--|--|----|------|----|------------------|----|-----------|--|--|----|----------------|--|--|-----|------------------|----|----------|--|--|--|--|----|------------------|--|--|--|--|
| Male  | Female  | Total   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 50.   | Religious composition in the Village (approximate percentage to be collected from Panchayat Office)<br>1. Hindu -----<br>2. Christian -----<br>3. Muslim -----<br>4. Any other (specify) -----  | <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 13.   | Facilities within the Village<br>(Yes = 1, No = 2 if not available within the village specify the distance)   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SI No</th> <th style="width: 30%;">Facilities</th> <th style="width: 20%;">Within the Village<br/>Yes-1 No-2</th> <th style="width: 40%;">Distance (in KM)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1.</td><td>Anganwadi</td><td></td><td></td></tr> <tr><td style="text-align: center;">2.</td><td>PHC</td><td></td><td></td></tr> <tr><td style="text-align: center;">3.</td><td>CHC</td><td></td><td></td></tr> <tr><td style="text-align: center;">4.</td><td>Hospital</td><td></td><td></td></tr> <tr><td style="text-align: center;">5.</td><td>Public Sanitation</td><td></td><td></td></tr> <tr><td style="text-align: center;">6.</td><td>Post Office</td><td></td><td></td></tr> <tr><td style="text-align: center;">7.</td><td>Bank</td><td></td><td></td></tr> <tr><td style="text-align: center;">8.</td><td>Bus Stand</td><td></td><td></td></tr> <tr><td style="text-align: center;">9.</td><td>Public library</td><td></td><td></td></tr> <tr><td style="text-align: center;">10.</td><td>Others (specify)</td><td></td><td></td></tr> </tbody> </table>   |   | SI No            | Facilities | Within the Village<br>Yes-1 No-2 | Distance (in KM) | 1.      | Anganwadi |    |                      | 2. | PHC |  |  | 3. | CHC                   |  |  | 4. | Hospital |    |                           | 5. | Public Sanitation |  |  | 6. | Post Office                |  |  | 7. | Bank |    |                  | 8. | Bus Stand |  |  | 9. | Public library |  |  | 10. | Others (specify) |    |          |  |  |  |  |    |                  |  |  |  |  |
| SI No | Facilities  | Within the Village<br>Yes-1 No-2  | Distance (in KM) |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 1.    | Anganwadi   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 2.    | PHC   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 3.    | CHC   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 4.    | Hospital  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 5.    | Public Sanitation   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 6.    | Post Office   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 7.    | Bank  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 8.    | Bus Stand   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 9.    | Public library  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 10.   | Others (specify)  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 14.   | Education Facilities within the Village<br>(Yes = 1, No = 2 if not within the village specify the distance)   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">SI</th> <th style="width: 40%;">Facilities</th> <th style="width: 10%;">Govt</th> <th style="width: 10%;">Aided</th> <th style="width: 10%;">Private</th> <th style="width: 15%;">Distance</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1.</td><td>Lower Primary School</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">2.</td><td>Higher Primary School</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">3.</td><td>Lower Urdu Primary School</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">4.</td><td>Higher Urdu Primary School</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">5.</td><td>Secondary School</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">6.</td><td>Pre University</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">7.</td><td>Madrassa</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">8.</td><td>Others (specify)</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> |   | SI               | Facilities | Govt                             | Aided            | Private | Distance  | 1. | Lower Primary School |    |     |  |  | 2. | Higher Primary School |  |  |    |          | 3. | Lower Urdu Primary School |    |                   |  |  | 4. | Higher Urdu Primary School |  |  |    |      | 5. | Secondary School |    |           |  |  | 6. | Pre University |  |  |     |                  | 7. | Madrassa |  |  |  |  | 8. | Others (specify) |  |  |  |  |
| SI    | Facilities  | Govt  | Aided            | Private    | Distance                         |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 1.    | Lower Primary School  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 2.    | Higher Primary School   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 3.    | Lower Urdu Primary School   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 4.    | Higher Urdu Primary School  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 5.    | Secondary School  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 6.    | Pre University  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 7.    | Madrassa  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 8.    | Others (specify)  |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
| 15.   | Type of drinking water source available in the village (Yes-1 , No-2)<br><br>1. Well<br>2. Pond<br>3. Lake<br>4. River<br>5. Canal  | <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table> |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |
|       |   |   |                  |            |                                  |                  |         |           |    |                      |    |     |  |  |    |                       |  |  |    |          |    |                           |    |                   |  |  |    |                            |  |  |    |      |    |                  |    |           |  |  |    |                |  |  |     |                  |    |          |  |  |  |  |    |                  |  |  |  |  |

|   |  |  |
|---|--|--|
|   | 6. Other (Specify)   |  |
| 16.   | <p>Main Occupation in the Village (Rank them in Ascending order)</p> <p>1. Cultivation/ Farming<br/> 2. Horticulture<br/> 3. Service (e.g. teacher, accountant, etc)<br/> 4. Petty business/big business trade<br/> 5. Other (specify) -----</p>                                     | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>   |
| 17.   | <p>List the community organisations in the village. <b>(Yes-1 , No-2)</b></p> <p>1. Women Self Help Group<br/> 2. Yuvaka Sangha<br/> 3. Stree Shakti<br/> 4. Milk Co-operative<br/> 5. SDMC<br/> 6. Dalith Organisations<br/> 7. Farmers organisations<br/> 8. Any other specify</p> | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 18.   | <p>When was the last Gram Sabha held in the village? (collect information from Gram Panchayat)</p> <p>1. This month<br/> 2. Last month<br/> 3. Three months back<br/> 4. Six months back<br/> 5. Last year<br/> 6. More than one year back<br/> 7. Never<br/> 8. Don't know</p>      | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 19.   | <p>Did school related issues come up in the Gram Sabha?<br/> (Yes-1 No-2)</p>  | <input type="text"/>   |
| <b>SCHOOL PROFILE</b><br><b>(From the School Records &amp; with the help of HM)</b> |  |  |
| 20.   | <p>Type of School</p> <p>1. Lower Primary School<br/> 2. Higher Primary School<br/> 3. Higher Primary Model School</p>   | <input type="text"/><br><input type="text"/><br><input type="text"/>   |
| 21.   | Highest grade taught in the school   | <input type="text"/>   |
| 22.   | Distance from Cluster Resource Center (in KM)  | <input type="text"/> <input type="text"/> <input type="text"/>   |
| 23.   | Distance from Block Resource Center (in KM)  | <input type="text"/> <input type="text"/> <input type="text"/>   |

| 24. | <p>What are the three most common languages pupils speak as their mother language at home? (rank in ascending order)</p> <p>1. Kannada<br/>2. Tamil<br/>3. Telugu<br/>4. Marathi<br/>5. Hindi<br/>6. Urdu<br/>7. Other Specify -----</p>   | <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|-----|--|---|--------------------|-------------|-------------------------|----------------------------------|--|--|--------------------|-------------|------------|----|---------------------|--|--|--|--|----|-----------------|--|--|--|--|----|-------------|--|--|--|--|----|-------------|--|--|--|--|----|-------------|--|--|--|--|----|---------|--|--|--|--|----|------------|--|--|--|--|----|---------|--|--|--|--|----|-----------------|--|--|--|--|-----|---------------------|--|--|--|--|-----|-------------|--|--|--|--|-----|-------------------|--|--|--|--|-----|----------------|--|--|--|--|-----|-------------------|--|--|--|--|-----|-----------------------------|--|--|--|--|-----|----------------------------|--|--|--|--|-----|--|--|--|--|--|-----|---------------|--|--|--|--|-----|---------------|--|--|--|--|
|     |  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|     |  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|     |  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|     |  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 25. | <p>School Building</p> <p>1. Own<br/>2. Rented</p>   | <table border="1"> <tr><td> </td></tr> </table>   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|     |  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 26. | <p>Collect the following information</p> <table border="1"> <thead> <tr> <th rowspan="2">SL</th> <th rowspan="2">Particulars</th> <th rowspan="2">Quantity Present Status</th> <th colspan="3">Stages of receiving the Facility</th> </tr> <tr> <th>From the beginning</th> <th>Before SDMC</th> <th>After SDMC</th> </tr> </thead> <tbody> <tr><td>1.</td><td>School Land (acres)</td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td>School Building</td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td>Class rooms</td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td>Play Ground</td><td></td><td></td><td></td><td></td></tr> <tr><td>5.</td><td>Office Room</td><td></td><td></td><td></td><td></td></tr> <tr><td>6.</td><td>HM Room</td><td></td><td></td><td></td><td></td></tr> <tr><td>7.</td><td>Laboratory</td><td></td><td></td><td></td><td></td></tr> <tr><td>8.</td><td>Library</td><td></td><td></td><td></td><td></td></tr> <tr><td>9.</td><td>Number of Books</td><td></td><td></td><td></td><td></td></tr> <tr><td>10.</td><td>Number of Magazines</td><td></td><td></td><td></td><td></td></tr> <tr><td>11.</td><td>Electricity</td><td></td><td></td><td></td><td></td></tr> <tr><td>12.</td><td>Toilets (general)</td><td></td><td></td><td></td><td></td></tr> <tr><td>13.</td><td>Toilets (girl)</td><td></td><td></td><td></td><td></td></tr> <tr><td>14.</td><td>Toilets (Teacher)</td><td></td><td></td><td></td><td></td></tr> <tr><td>15.</td><td>Drinking Water (public Tap)</td><td></td><td></td><td></td><td></td></tr> <tr><td>16.</td><td>Drinking Water (Bore Well)</td><td></td><td></td><td></td><td></td></tr> <tr><td>17.</td><td>Drinking Water (Fetching from outside)</td><td></td><td></td><td></td><td></td></tr> <tr><td>18.</td><td>Indoor sports</td><td></td><td></td><td></td><td></td></tr> <tr><td>19.</td><td>Compound wall</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> |   | SL                 | Particulars | Quantity Present Status | Stages of receiving the Facility |  |  | From the beginning | Before SDMC | After SDMC | 1. | School Land (acres) |  |  |  |  | 2. | School Building |  |  |  |  | 3. | Class rooms |  |  |  |  | 4. | Play Ground |  |  |  |  | 5. | Office Room |  |  |  |  | 6. | HM Room |  |  |  |  | 7. | Laboratory |  |  |  |  | 8. | Library |  |  |  |  | 9. | Number of Books |  |  |  |  | 10. | Number of Magazines |  |  |  |  | 11. | Electricity |  |  |  |  | 12. | Toilets (general) |  |  |  |  | 13. | Toilets (girl) |  |  |  |  | 14. | Toilets (Teacher) |  |  |  |  | 15. | Drinking Water (public Tap) |  |  |  |  | 16. | Drinking Water (Bore Well) |  |  |  |  | 17. | Drinking Water (Fetching from outside) |  |  |  |  | 18. | Indoor sports |  |  |  |  | 19. | Compound wall |  |  |  |  |
| SL  | Particulars  | Quantity Present Status   |                    |             |                         | Stages of receiving the Facility |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
|     |  |   | From the beginning | Before SDMC | After SDMC              |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 1.  | School Land (acres)  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 2.  | School Building  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 3.  | Class rooms  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 4.  | Play Ground  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 5.  | Office Room  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 6.  | HM Room  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 7.  | Laboratory   |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 8.  | Library  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 9.  | Number of Books  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 10. | Number of Magazines  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 11. | Electricity  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 12. | Toilets (general)  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 13. | Toilets (girl)   |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 14. | Toilets (Teacher)  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 15. | Drinking Water (public Tap)  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 16. | Drinking Water (Bore Well)   |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 17. | Drinking Water (Fetching from outside)   |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 18. | Indoor sports  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |
| 19. | Compound wall  |   |                    |             |                         |                                  |  |  |                    |             |            |    |                     |  |  |  |  |    |                 |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |             |  |  |  |  |    |         |  |  |  |  |    |            |  |  |  |  |    |         |  |  |  |  |    |                 |  |  |  |  |     |                     |  |  |  |  |     |             |  |  |  |  |     |                   |  |  |  |  |     |                |  |  |  |  |     |                   |  |  |  |  |     |                             |  |  |  |  |     |                            |  |  |  |  |     |  |  |  |  |  |     |               |  |  |  |  |     |               |  |  |  |  |

|     | 20.  | Teaching Learning Material |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|-----|--|----------------------------|----------------------------------|--|--|--|-------------|--------|-------|----|------------------|--|---------------------|----|-------------------------|--|---------|----|------------|--|----------------------|----|----------|--|----------------------------------|----|-------------|--|--------|----|----------------|--|-------------|----|---------------------------|--|-------------|----|---------------|--|---------------------|----|-------------|--|--|-----|----------------------|--|--|-----|-------------------|--|--|
|     | 21.  | Charts                     |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 22.  | Maps                       |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 23.  | Black Boards               |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 24.  | Radio                      |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 25.  | Audi Recorder              |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 26.  | TV                         |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 27.  | Computer systems           |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 28.  | Educational CDs            |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 29.  | Notice Boards              |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 30.  | Science Kit                |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 31.  | Working models             |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 32.  | Class room Furniture       |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 33.  | Medical Kit                |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | 34.  | Others specify             |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 27. | Usage of School for other purposes<br>1) Public Library<br>2) Police Station<br>3) Adult Education<br>4) Other Specify   |                            |                                  |  |  | <input type="checkbox"/><br><input type="checkbox"/>           |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 28. | Is the school fully or partially electrified?<br>Fully =1 Partially =2 No electricity =3   |                            |                                  |  |  | <input type="checkbox"/>                                       |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 29. | Usage of Library Facilities (Books & Magazines accessible to students through observations)<br>1. Sometimes<br>2. Always<br>3. Never   |                            |                                  |  |  | <input type="checkbox"/>                                       |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 30. | Number of school working days  |                            |                                  |  |  | <input type="text"/> <input type="text"/> <input type="text"/> |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 31. | How many of the following items were provided by the following sources? (2003)   |                            |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
|     | <table border="1"> <thead> <tr> <th>SL</th> <th>Particulars</th> <th>Source</th> <th>Codes</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>New construction</td> <td></td> <td>a) Government (SSA)</td> </tr> <tr> <td>2.</td> <td>Instructional materials</td> <td></td> <td>b) SDMC</td> </tr> <tr> <td>3.</td> <td>Text Books</td> <td></td> <td>c) Village Panchayat</td> </tr> <tr> <td>4.</td> <td>Uniforms</td> <td></td> <td>d) Other Community Organisations</td> </tr> <tr> <td>5.</td> <td>School Bags</td> <td></td> <td>e) NGO</td> </tr> <tr> <td>6.</td> <td>Teacher Salary</td> <td></td> <td>f) MPs Fund</td> </tr> <tr> <td>7.</td> <td>Teacher additional grants</td> <td></td> <td>g) MLs Fund</td> </tr> <tr> <td>8.</td> <td>Mid Day Meals</td> <td></td> <td>h) Others (specify)</td> </tr> <tr> <td>9.</td> <td>Health Care</td> <td></td> <td></td> </tr> <tr> <td>10.</td> <td>Class room Furniture</td> <td></td> <td></td> </tr> <tr> <td>11.</td> <td>Any other specify</td> <td></td> <td></td> </tr> </tbody> </table> |                            |                                  |  |  | SL   | Particulars | Source | Codes | 1. | New construction |  | a) Government (SSA) | 2. | Instructional materials |  | b) SDMC | 3. | Text Books |  | c) Village Panchayat | 4. | Uniforms |  | d) Other Community Organisations | 5. | School Bags |  | e) NGO | 6. | Teacher Salary |  | f) MPs Fund | 7. | Teacher additional grants |  | g) MLs Fund | 8. | Mid Day Meals |  | h) Others (specify) | 9. | Health Care |  |  | 10. | Class room Furniture |  |  | 11. | Any other specify |  |  |
| SL  | Particulars  | Source                     | Codes                            |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 1.  | New construction   |                            | a) Government (SSA)              |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 2.  | Instructional materials  |                            | b) SDMC                          |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 3.  | Text Books   |                            | c) Village Panchayat             |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 4.  | Uniforms   |                            | d) Other Community Organisations |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 5.  | School Bags  |                            | e) NGO                           |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 6.  | Teacher Salary   |                            | f) MPs Fund                      |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 7.  | Teacher additional grants  |                            | g) MLs Fund                      |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 8.  | Mid Day Meals  |                            | h) Others (specify)              |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 9.  | Health Care  |                            |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 10. | Class room Furniture   |                            |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |
| 11. | Any other specify  |                            |                                  |  |  |  |             |        |       |    |                  |  |                     |    |                         |  |         |    |            |  |                      |    |          |  |                                  |    |             |  |        |    |                |  |             |    |                           |  |             |    |               |  |                     |    |             |  |  |     |                      |  |  |     |                   |  |  |

| 32.   | Details of Community involvement  |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|-------|---|------------------------|-----------------|---------------------|-----------------------|---|-------|----------|----|----|-------------------|-----------------------|----|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|
| Sl. N | Particulars   | Provide Infrastructure | Enrolment Drive | Quality Improvement | Measures Taken        |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 1.    | Yuvaka Mandala  |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 2.    | Yuvathi Mandala   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 3.    | NGOs  |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 4.    | Universities  |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 5.    | Govt Organisation   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 6.    | Self Help Groups  |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 7.    | Individuals   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 33.   | Running of Programs related to Education in the school (Yes-1 No-2) <ol style="list-style-type: none"> <li>1. Samudayadatta Shale</li> <li>2. Cooli Inda Shalege</li> <li>3. Ba Marali Shalege</li> <li>4. Ba Bale Shalege</li> <li>5. Chinnara Angala</li> <li>6. Elli Valase Alli Shale</li> <li>7. Shala Datthu Yojane</li> <li>8. Sada Shale</li> <li>9. Mobile School</li> <li>10. Beedi Inda Shalege</li> </ol>   |                        |                 |                     |                       | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 34.   | Does the school has any additional income from any of the following sources? <ol style="list-style-type: none"> <li>1. Auctioning of unused school property</li> <li>2. Production from the school garden</li> <li>3. Cash donations/deposits</li> <li>4. Any other specify</li> </ol>  |                        |                 |                     |                       | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> </table>   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|       |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 35.   | <b>Information on Teaching Staff</b> <table border="1"> <thead> <tr> <th data-bbox="321 1192 412 1226">Sl.No</th> <th data-bbox="412 1192 597 1226">Teachers</th> <th data-bbox="597 1192 721 1226">HM</th> <th data-bbox="721 1192 808 1226">PT</th> <th data-bbox="808 1192 1078 1226">Teachers with Art</th> <th data-bbox="1078 1192 1448 1226">Teachers with Science</th> </tr> </thead> <tbody> <tr> <td data-bbox="321 1226 412 1260">1.</td> <td data-bbox="412 1226 597 1260"></td> <td data-bbox="597 1226 721 1260"></td> <td data-bbox="721 1226 808 1260"></td> <td data-bbox="808 1226 1078 1260"></td> <td data-bbox="1078 1226 1448 1260"></td> </tr> <tr> <td data-bbox="321 1260 412 1293">2.</td> <td data-bbox="412 1260 597 1293"></td> <td data-bbox="597 1260 721 1293"></td> <td data-bbox="721 1260 808 1293"></td> <td data-bbox="808 1260 1078 1293"></td> <td data-bbox="1078 1260 1448 1293"></td> </tr> <tr> <td data-bbox="321 1293 412 1327">3.</td> <td data-bbox="412 1293 597 1327"></td> <td data-bbox="597 1293 721 1327"></td> <td data-bbox="721 1293 808 1327"></td> <td data-bbox="808 1293 1078 1327"></td> <td data-bbox="1078 1293 1448 1327"></td> </tr> <tr> <td data-bbox="321 1327 412 1360">4.</td> <td data-bbox="412 1327 597 1360"></td> <td data-bbox="597 1327 721 1360"></td> <td data-bbox="721 1327 808 1360"></td> <td data-bbox="808 1327 1078 1360"></td> <td data-bbox="1078 1327 1448 1360"></td> </tr> </tbody> </table> |                        |                 |                     |                       |   | Sl.No | Teachers | HM | PT | Teachers with Art | Teachers with Science | 1. |  |  |  |  |  | 2. |  |  |  |  |  | 3. |  |  |  |  |  | 4. |  |  |  |  |  |
| Sl.No | Teachers  | HM                     | PT              | Teachers with Art   | Teachers with Science |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 1.    |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 2.    |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 3.    |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 4.    |   |                        |                 |                     |                       |   |       |          |    |    |                   |                       |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |



|     |   |           |         |    |    |       |         |    |         |       |
|-----|---|-----------|---------|----|----|-------|---------|----|---------|-------|
| 40. | Details of VII th Standard students (Passed Examinations)     |           |         |    |    |       |         |    |         |       |
|     | SL  | Year      | Girls   |    |    |       | Boys    |    |         |       |
|     |   |           | General | SC | ST | Total | General | SC | ST      | Total |
|     | 1   | 2000-2001 |         |    |    |       |         |    |         |       |
| 2   | 2001-2002   |           |         |    |    |       |         |    |         |       |
| 3   | 2002-2003   |           |         |    |    |       |         |    |         |       |
| 41. | Details of VII th Standard students (Passed with First Class) |           |         |    |    |       |         |    |         |       |
|     | SL  | Year      | Girls   |    |    |       | Boys    |    |         |       |
|     |   |           | General | SC | ST | Total | General | SC | ST      | Total |
|     | 1   | 2000-2001 |         |    |    |       |         |    |         |       |
| 2   | 2001-2002   |           |         |    |    |       |         |    |         |       |
| 3   | 2002-2003   |           |         |    |    |       |         |    |         |       |
| 42. | Details of Out of school Children                             |           |         |    |    |       |         |    |         |       |
|     | SL  | Year      | General |    | SC |       | ST      |    | General |       |
|     |   |           | G       | B  | G  | B     | G       | B  | G       | B     |
|     | 1   | 2000-2001 |         |    |    |       |         |    |         |       |
| 2   | 2001-2002   |           |         |    |    |       |         |    |         |       |
| 3   | 2002-2003   |           |         |    |    |       |         |    |         |       |

**SDMC PROFILE (From the SDMC Record Book)**

|     |   |          |        |  |
|-----|---|----------|--------|--|
| 43. | Establishment of SDMC   |          |        |  |
|     | D   | M        | Y      |  |
|     |   |          |        |  |
| 44. | How many times has the SDMC (general body) met since 2001? Use the boxes to indicate number for each quarter                              |          |        |  |
|     | Sl  | Meetings | 2001-2 | 2002-3   |
|     | 1.  | SDMC     |        |  |
|     | 2.  | General  |        |  |
| 45. | Take a list of documents given to School on SDMCs (Yes-1 No-2)  |          |        |  |
|     | 1. Circular<br>2. Sankalpa<br>3. Spandana<br>4. Nammura Shale<br>5. Navu Kattuva Shale<br>6. All above<br>7. Any other Specify<br>8. None |          |        | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |
| 46. | Number of Sub-Committees of SDMC  |          |        | <input type="text"/>   |
| 47. | Sub –committee functions  |          |        |  |

| 48. | Details of SDMC members |        |      |           |            |            |
|-----|-------------------------|--------|------|-----------|------------|------------|
|     | SL                      | Member | Name | Education | Membership | Occupation |
|     | 1.                      |        |      |           |            |            |
|     | 2.                      |        |      |           |            |            |
|     | 3.                      |        |      |           |            |            |
|     | 4.                      |        |      |           |            |            |
|     | 5.                      |        |      |           |            |            |
|     | 6.                      |        |      |           |            |            |
|     | 7.                      |        |      |           |            |            |
|     | 8.                      |        |      |           |            |            |
|     | 9.                      |        |      |           |            |            |
|     | 10.                     |        |      |           |            |            |
|     | 11.                     |        |      |           |            |            |
|     | 12.                     |        |      |           |            |            |
|     | 13.                     |        |      |           |            |            |
|     | 14.                     |        |      |           |            |            |
|     | 15.                     |        |      |           |            |            |
|     | 16.                     |        |      |           |            |            |
|     | 17.                     |        |      |           |            |            |
|     | 18.                     |        |      |           |            |            |
|     | 19.                     |        |      |           |            |            |
|     | 20.                     |        |      |           |            |            |
|     | 21.                     |        |      |           |            |            |
|     | 22.                     |        |      |           |            |            |
|     | 23.                     |        |      |           |            |            |
|     | 24.                     |        |      |           |            |            |
|     | 25.                     |        |      |           |            |            |
| 26. |                         |        |      |           |            |            |

**Codes**

| SI | Occupation           | SL | Membership              | SL | Educational Qualifications |
|----|----------------------|----|-------------------------|----|----------------------------|
| 1. | Land lord            | 1. | Elected through Parents | 1. | Illiterate                 |
| 2. | Marginal Land holder |    |                         | 2. | Completed V                |
| 3. | Land less labour     | 2. | Nominated               | 3. | Completed VII              |
| 4. | Daily Wager          | 3. | Ex-Officio              | 4. | Completed X                |
| 5. | Small Trader         |    |                         | 5. | Pre University             |
| 6. | Services             |    |                         | 6. | Graduation                 |
| 7. | Doctor               |    |                         | 7. | Post Graduation            |
| 8. | Teacher              |    |                         | 8. | More than Post Graduation  |
| 9. | Other                |    |                         | 9. | Any other specify          |



| 49. | <p>Details of Surprise visits by SDMC</p> <table border="1" data-bbox="381 289 1510 745"> <thead> <tr> <th data-bbox="381 289 446 325">SL</th> <th data-bbox="446 289 695 325">Year</th> <th colspan="3" data-bbox="695 289 1510 325">Use the codes</th> </tr> <tr> <td></td> <td></td> <th data-bbox="695 325 1039 361">Member</th> <th data-bbox="1039 325 1295 361">Issues Discussed</th> <th data-bbox="1295 325 1510 361">Action Taken</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td data-bbox="695 361 1039 646">           1. President<br/>           2. Women Member<br/>           3. Ex-Officio<br/>           4. DDPI<br/>           5. Parent Representative         </td> <td data-bbox="1039 361 1295 646">           1. Learning<br/>           2. Teacher<br/>           3. Infrastructure<br/>           4. Administration<br/>           5. Child Enrolment<br/>           6. Accounts<br/>           7. Inspected new equipments         </td> <td data-bbox="1295 361 1510 646">           a) HM/Teacher was informed<br/>           b) Memo was given to the staff<br/>           c) Informed the higher official<br/>           d) School issue was discussed at GS<br/>           e) Any other specify         </td> </tr> <tr> <td data-bbox="381 646 446 682">1.</td> <td data-bbox="446 646 695 682">2000-2001</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 682 446 718">2.</td> <td data-bbox="446 682 695 718">2001-02</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 718 446 745">3.</td> <td data-bbox="446 718 695 745">2002-03</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> |   |   |  |  | SL | Year       | Use the codes |              |    |         |    | Member | Issues Discussed | Action Taken |  |  | 1. President<br>2. Women Member<br>3. Ex-Officio<br>4. DDPI<br>5. Parent Representative | 1. Learning<br>2. Teacher<br>3. Infrastructure<br>4. Administration<br>5. Child Enrolment<br>6. Accounts<br>7. Inspected new equipments | a) HM/Teacher was informed<br>b) Memo was given to the staff<br>c) Informed the higher official<br>d) School issue was discussed at GS<br>e) Any other specify | 1. | 2000-2001 |  |    |  | 2. | 2001-02 |  |  |    | 3. | 2002-03 |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|-----|---|---|---|--|--|----|------------|---------------|--------------|----|---------|----|--------|------------------|--------------|--|--|---|---|--|----|-----------|--|----|--|----|---------|--|--|----|----|---------|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|
| SL  | Year  | Use the codes   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|     |   | Member  | Issues Discussed  | Action Taken   |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
|     |   | 1. President<br>2. Women Member<br>3. Ex-Officio<br>4. DDPI<br>5. Parent Representative | 1. Learning<br>2. Teacher<br>3. Infrastructure<br>4. Administration<br>5. Child Enrolment<br>6. Accounts<br>7. Inspected new equipments | a) HM/Teacher was informed<br>b) Memo was given to the staff<br>c) Informed the higher official<br>d) School issue was discussed at GS<br>e) Any other specify |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 1.  | 2000-2001   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 2.  | 2001-02   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 3.  | 2002-03   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 50. | <p>Issues Discussed in SDMCs</p> <table border="1" data-bbox="381 808 1393 1171"> <thead> <tr> <th data-bbox="381 808 568 844">SL</th> <th data-bbox="568 808 776 844">Year</th> <th data-bbox="776 808 1015 844">Issues</th> <th data-bbox="1015 808 1393 844">Action Taken</th> </tr> </thead> <tbody> <tr> <td data-bbox="381 844 568 976">1.</td> <td data-bbox="568 844 776 976">2000-01</td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 976 568 1075">2.</td> <td data-bbox="568 976 776 1075">2001-02</td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1075 568 1171">3.</td> <td data-bbox="568 1075 776 1171">2002-03</td> <td></td> <td></td> </tr> </tbody> </table>  |   |   |  |  | SL | Year       | Issues        | Action Taken | 1. | 2000-01 |    |        | 2.               | 2001-02      |  |  | 3.  | 2002-03   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| SL  | Year  | Issues  | Action Taken  |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 1.  | 2000-01   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 2.  | 2001-02   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 3.  | 2002-03   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 51. | <p>Which of the following items were acquired through SDMC last year? (2002-03)</p> <ol style="list-style-type: none"> <li>1. Academic materials include ⊗ Instructional materials (wall writings, chalk, blackboard, charts, posters, Classroom furniture, Textbooks, Uniforms, Notebooks, Schoolbags, Computers)</li> <li>2. Cash</li> <li>3. MMS</li> <li>4. Labour</li> <li>5. Land/ Building</li> <li>6. Assistance to teachers</li> <li>7. Salary to excess teacher</li> <li>8. Other specify</li> </ol> <table border="1" data-bbox="381 1621 1510 1854"> <thead> <tr> <th data-bbox="381 1621 511 1656">SL</th> <th data-bbox="511 1621 799 1656">Yes=1 No=2</th> <th colspan="4" data-bbox="799 1621 1510 1656">In Rs</th> </tr> </thead> <tbody> <tr> <td data-bbox="381 1656 511 1692">1.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1692 511 1728">2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1728 511 1764">3.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1764 511 1799">4.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1799 511 1835">5.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="381 1835 511 1854">6.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  |   |   |  |  | SL | Yes=1 No=2 | In Rs         |              |    |         | 1. |        |                  |              |  |  | 2.  |   |  |    |           |  | 3. |  |    |         |  |  | 4. |    |         |  |  |  | 5. |  |  |  |  |  | 6. |  |  |  |  |  |
| SL  | Yes=1 No=2  | In Rs   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
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| 2.  |   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 3.  |   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 4.  |   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 5.  |   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |
| 6.  |   |   |   |  |  |    |            |               |              |    |         |    |        |                  |              |  |  |   |   |  |    |           |  |    |  |    |         |  |  |    |    |         |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |

**School Development and Monitoring Committee- An Evaluation Study**

**FORMAT NO.2-7**

**Name of the investigator:- -----**

**Date:- -----**

**Time of investigation:- -----**

**( PRESIDENT/WOMAN MEMBER/SC-ST MEMBER/ANGANWADI OR NGO  
WORKER OR EDUCATIONIST/EX-OFFICIO ZP OR GP MEMBER/DONOR –  
COMMON TO ALL)**

|     |  |  |
|-----|--|--|
| 1.  | Name of the School -----   |  |
| 2.  | School Code  | <input type="text"/>   |
| 3.  | Cluster Name   | -----  |
| 4.  | Cluster Code   | <input type="text"/>   |
| 5.  | Block Name   | -----  |
| 6.  | Block Code   | <input type="text"/>   |
| 7.  | District Name  | -----  |
| 8.  | District Code  |  |
| 9.  | Date of Establishment<br>Of the School   | -----  |
| 10. | President's name   |  |
| 11. | Gender<br>Male -1                  Female – 2                                    | <input type="text"/><br>(not applicable to woman member)             |
| 12. | Age  |  |
| 13. | Mother tongue of the President<br>1. Kannada<br>2. Telugu<br>3. Tamil<br>4. Tulu | <input type="text"/><br><input type="text"/><br><input type="text"/> |

|      | 5. Kodava<br>6. Konkani<br>7. Urdu<br>Any other (specify) -----<br>-----  | <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>  |        |                              |     |        |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 14.  | Caste (specify)<br>1) General<br>2) Backward caste<br>3) Schedule caste<br>4) Schedule tribe<br>5) Minority   | <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>  |        |                              |     |        |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 15.  | Educational Qualifications<br>1) Illiterate<br>2) Lower Primary School<br>3) Higher Primary School<br>4) Secondary School<br>5) Pre University Course<br>6) Graduation<br>7) Post graduation<br>8) Others | <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>  |        |                              |     |        |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 16.  | Details of the family *(Note: to write the name of the Head of the family in the first place- with immediate family members)  | <table border="1"> <tr> <th>Name</th> <th>Relationship with the member</th> <th>Age</th> <th>Gender</th> <th>Qualification</th> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> | Name   | Relationship with the member | Age | Gender | Qualification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Name | Relationship with the member  | Age  | Gender | Qualification                |     |        |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 17.  | Occupation<br>1) Agriculturist<br>2) Daily wage worker<br>3) Self employed<br>4) Agriculture laborer<br>5) Government service<br>6) Private service<br>7) Any other (specify) -----<br>-----              | <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>  |        |                              |     |        |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|-----|---|--|
| 18. | Are you a Land holder<br>Yes-1                  No-2  | <input type="text"/>   |
| 19. | If yes, please specify the nature of your land holdings<br>1) Irrigated land<br>2) Dry land<br>3) Farm  | <input type="text"/><br><input type="text"/><br><input type="text"/>   |
| 20. | Details of assets owned<br><b>Have-1 Do not have-2</b><br>1) Tractor<br>2) Car<br>3) Jeep<br>4) Motor bike/scooter<br>5) Radio<br>6) Live stock<br>7) Cycle<br>8) Television  | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                         |
| 21. | Type of the house<br>1) Kachha house<br>2) Pukka house  | <input type="text"/>   |
| 22. | Total annual income of the family<br>1) Less than 10,000<br>2) 10,000 to 20,000<br>3) 20,000 to 30,000<br>4) 30,000 to 40,000<br>5) 40,000 to 50,000<br>6) 50,000 to 1,00,000<br>7) 1,00,000 to 1,50,000<br>8) 1,50,000 to 2,00,000<br>9) Above 2 lakhs | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 23. | Does your house have the following facilities<br>Yes-1          No-2<br>1) Electricity<br>2) Drinking water   |  |

|                          |  |  |
|--------------------------|--|--|
|                          | 3) Toilet  | <input type="text"/><br><input type="text"/><br><input type="text"/>   |
| 24.                      | Source of drinking water at home<br>Have-1 Do not have -2<br>1) Open well<br>2) Tube well<br>3) Tap  | <input type="text"/><br><input type="text"/><br><input type="text"/>   |
| 25.                      | In the absence of drinking water facility, specify the source from where the drinking water is being collected<br>1) Public well<br>2) Public tube well<br>3) Lake<br>4) River<br>5) Pond<br>6) Public tap | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 26.                      | How far is the distance of the source mentioned above from the house ?   | -----Kms.  |
| 27.                      | Who collects the water ?<br>1) Daughter<br>2) Son<br>3) You<br>4) Your wife/husband<br>5) Any other person<br>(specify) -----  | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                         |
| <b>AWARENESS RELATED</b> |  |  |
| 28.                      | Are you aware of the formation of the SDMC ?<br><b>Yes-1 No-2</b><br>(If the reply for the above question is "NO", then there is no need to ask further questions)   | <input type="text"/>   |

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|-----|--|--|--|--|--|--|--|--|--|--|--|
| 29. | <p>Since when are you the member of the SDMC ?</p> <ol style="list-style-type: none"> <li>1. Since 2001</li> <li>2. Since 2002</li> <li>3. In 2003</li> </ol>  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> </table>   |  |  |  |  |  |  |  |  |  |
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| 30. | <p>Who informed you about the formation of the SDMC?</p> <ol style="list-style-type: none"> <li>1. Head Master</li> <li>2. Teacher</li> <li>3. Elected representative</li> <li>4. BRC</li> <li>5. CRP</li> <li>6. Education coordinator</li> <li>7. Any other (specify)</li> </ol>   | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> </table>   |  |  |  |  |  |  |  |  |  |
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| 31  | <p>What are the Objectives of the SDMC ?</p> <p><b>Yes-1 No-2</b></p> <ol style="list-style-type: none"> <li>1. To enrolment of all children</li> <li>2. To ensure effective functioning of the school</li> <li>3. To motivate parents to participate in school activities.</li> <li>4. To improve school administration.</li> <li>5. To motivate teachers</li> <li>6. To prepare school developmental plan</li> <li>7. To find remedies for solving problems related to enrolment, attendance and other educational issues</li> <li>8. To mobilize &amp; consolidate resources required for school development</li> </ol> | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> <tr><td style="width: 60px; height: 20px;"></td></tr> </table> |  |  |  |  |  |  |  |  |  |
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| 32. | <p>How has been the SDMC formulated to achieve the above objectives?</p> <p><b>Yes-1 No-2</b></p> <ol style="list-style-type: none"> <li>1. Parent representatives</li> </ol>  |  |  |  |  |  |  |  |  |  |  |

|     |  |  |
|-----|--|--|
|     | <p>2. Ex-officio members<br/>3. Nominated members<br/>4. Above all</p>   | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |
| 33. | <p>In the list given below , to which group do you belong?<br/>1. Parent representatives<br/>2. Ex-officio members<br/>3. Nominated members</p>  | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |
| 34. | <p>How was your President selected?</p>  |  |
| 35. | <p>What the guidelines followed while selecting the nine representatives from the general council of the parents<br/>1. General -3<br/>2. Women-3<br/>3. Schedule caste-1<br/>4. Schedule tribe -1<br/>5. Minority -1<br/>6. Above all-9</p>   | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>                             |
| 36. | <p>Who are the nominated members of the SDMC?<br/>1. Those who have adopted the school/school children<br/>2. Donors who have contributed for the school developmental activities<br/>3. Educationists<br/>4. Members of voluntary organizations<br/>5. Members of youth organizations<br/>6. Student<br/>7. All the above</p> | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |
| 37. | <p>Do the nominated members have the right to caste their vote?<br/><b>Yes-1 No-2</b></p>  | <input type="checkbox"/>   |
| 38. | <p>Keeping the needs of the school in view, does the SDMC have the power to form the Sub-</p>  | <input type="checkbox"/>   |

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|   | committees<br><b>Yes-1 No-2</b>   |  |  |  |  |  |  |  |  |  |  |  |
| 39.                                       | <p>What are your powers?</p> <ol style="list-style-type: none"> <li>1. To ensure that the school is functioning effectively</li> <li>2. To discuss any short comings in the monthly meetings</li> <li>3. To sanction leave to the Head Master/Mistress</li> <li>4. To decide on the four local holidays</li> <li>5. To right off unused materials</li> <li>6. To grant permission to organize sports and cultural activities</li> <li>7. To audit accounts</li> <li>8. To auction crops/produce grown in the school premises</li> <li>9. To purchase materials /equipments needed for the school</li> </ol> | <table border="1" style="width: 100px; height: 100px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> |  |  |  |  |  |  |  |  |  |  |
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| 40.                                       | <p>How many times in a year should the General Body Meeting take place?</p> <ol style="list-style-type: none"> <li>1. Three times</li> <li>2. Two times</li> <li>3. One time</li> <li>4. Six times</li> <li>5. Don't know</li> </ol>  | <table border="1" style="width: 100px; height: 100px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>   |  |  |  |  |  |  |  |  |  |  |
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| 41.                                       | <p>What is the time duration for the SDMC meetings?</p>   | <table border="1" style="width: 100px; height: 40px;"> <tr> <td style="width: 50px;"> </td> <td style="width: 50px;"> </td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |
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| 42.                                       | <p>What is the term of office of the SDMC</p>   | <table border="1" style="width: 60px; height: 40px;"> <tr><td> </td></tr> </table>   |  |  |  |  |  |  |  |  |  |  |
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| <b>PARTICIPATION/EMPOWERMENT SCHEDULE</b> |   |  |  |  |  |  |  |  |  |  |  |  |
| Part:3                                    |   |  |  |  |  |  |  |  |  |  |  |  |
| 43.                                       | <p>Before conducting the SDMC monthly meetings, do you list out the needs of the school</p> <p><b>Yes-1 No-2</b></p>  |  |  |  |  |  |  |  |  |  |  |  |



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| 44. | If yes, list out some of the overall needs of the school   | 1.<br>2.<br>3.   |
| 45. | If no, why?  |  |
| 46. | Do you prepare the agenda of every meeting before hand?<br><b>Yes-1 No-2</b>   | <input type="checkbox"/>   |
| 47. | If yes, before how many days will it be informed to the concerned members and how ?  |  |
| 48. | If no, what are the reasons for not communicating the same?  |  |
| 49. | Do you participate in the SDMC meetings regularly?<br><b>Yes-1 No-2</b>  | <input type="checkbox"/>   |
| 50. | If yes, how often?<br>1. Monthly<br>2. Once in three months<br>3. Once in six months   | <input type="checkbox"/>   |
| 51. | If no, what are the reasons for not attending the meetings regularly?<br>1. No information about the meeting<br>2. Not interested to attend the meeting<br>3. No opportunity to participate in the meetings with full involvement<br>4. Comes in the way of my work<br>5. As I am a women , my opinions are not honored<br>6. Comes in the way of my household duties<br>7. Time adjustment is a constraint<br>8. Others | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |
| 52. | If time is a constraint for you to attend the SDMC meetings, suggest suitable day and time.  |  |
| 53. | How do you motivate the student representative to participate in the SDMC meetings?  |  |

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| 54. | Do you record the proceedings of the meetings ?<br><b>Yes-1      No-2</b>                                    | <input type="checkbox"/>   |  |  |  |  |  |
| 55. | If no, why?  |  |  |  |  |  |  |
| 56. | Do you discuss the action taken on the decisions in the preceding meeting ?<br><b>Yes-1      No-2</b>        | <input type="checkbox"/>   |  |  |  |  |  |
| 57. | As a member of the SDMC , have you been assigned with any specific responsibility?<br><b>Yes-1      No-2</b> | <input type="checkbox"/>   |  |  |  |  |  |
| 58. | If yes, were you able to execute the given responsibility <b>Yes-1<br/>No-2</b>                              | <input type="checkbox"/>   |  |  |  |  |  |
| 59. | .If no, what support do you need to execute the assigned responsibility<br>1.<br>2.<br>3.                    | <table border="1" style="width: 100%;"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>                                       |  |  |  |  |  |
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| 60. | As a member of SDMC are you aware of your responsibilities?<br><b>Yes-1      No-2</b>                        | <input type="checkbox"/>   |  |  |  |  |  |
| 61. | Have you under gone SDMC training?<br><b>Yes-1      No-2</b>   | <input type="checkbox"/>   |  |  |  |  |  |
| 62. | If yes, who gave you the training?<br>1. DIET<br>2. BRC<br>3. CRC<br>4. NGO<br>5. Any other                  | <table border="1" style="width: 100%;"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> |  |  |  |  |  |
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| 63. | Did the training motivate you to discharge your duties as SDMC member?<br><b>Yes-1      No-2</b>             | <input type="checkbox"/>   |  |  |  |  |  |
| 64. | If no, what are your suggestions to improve the training strategies ?<br>a)                                  |  |  |  |  |  |  |

|     |  |                          |
|-----|--|--------------------------|
|     | <p>b)<br/>c)<br/>d)</p>  |                          |
| 65. | <p>What are the steps taken to improve the learning levels of the school children ?<br/><b>Yes-1      No-2</b></p> | <input type="checkbox"/> |
| 66. | <p>If yes, what are they ?<br/>e)<br/>f)<br/>g)<br/>h)</p>   |                          |
| 67. | <p>If no, what are the reasons ?<br/>➤<br/>➤<br/>➤</p>   |                          |
| 68. | <p>How has the SDMC involved the community in its activities ?<br/>➤<br/>➤</p>                                     |                          |
| 69. | <p>What are your opinions regarding the functioning of the SDMC?<br/>➤<br/>➤<br/>➤</p>                             |                          |
| 70. | <p>What are your suggestions /guidelines to make SDMC function more efficiently?<br/>➤<br/>➤<br/>➤</p>             |                          |

## School Development and Monitoring Committee- An Evaluation Study

**TOOL 8**

Name of the investigator:- .....

Date:- .....

Time of investigation:- .....

### **SDMC SECRETARY**

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| 1   | School name   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2   | School code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 3   | Cluster name  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.  | Cluster code  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 5.  | Name of the Taluk   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6   | Taluk code  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 7   | Name of the district  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8   | District code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9   | Name of the Secretary   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10  | .Gender<br>Male -1                  Female – 2  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 11  | Age   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12  | Do you face any constraints while functioning as Secretary of SDMC ?                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. | Are you able to carry out your duties as prescribed in the circular?                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. | Since when are you functioning as SDMC secretary?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. | After your assumption of office as Secretary, how many SDMC meetings have been conducted? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. | Are you satisfied with the functioning of your school SDMC ?                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. | If no, what sort of support you need to improve the functioning of your school SDMC ?     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## School Development and Monitoring Committee- An Evaluation Study

**TOOL 9**

**Name of the investigator:- .....**

**Date:- .....**

**Time of investigation:- .....**

### **SDMC STUDENT REPRESENTATIVE (BOY OR GIRL)**

| 1     | School name   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
|-------|---|--|---|----------|--|-------|------|-----|--------------|----------|--|--|--|--|--|
| 2     | School code   | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 3     | Cluster name  |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 4.    | Cluster code  | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 5.    | Name of the Taluk   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 6     | Taluk code  | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 7     | Name of the district  |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 8     | District code   | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 9     | Year of establishment of the school   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 10    | Name of the student   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 11    | .Gender<br>Male -1                  Female – 2  |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 12    | Age   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 13    | In which class are you studying   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 14    | Educational qualification of your Parents/Guardian<br>1. Illiterate<br>2. Lower primary education<br>3. Higher primary education<br>4. SSLC<br>5. Pre university education<br>6 Graduation<br>7. Post graduation<br>8. Any other (specify) -----<br>----- | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text" value="Father"/>  | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text" value="Mother"/> |          |  |       |      |     |              |          |  |  |  |  |  |
| 15    | From which class you are studying in this school?   | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 16    | Do you like your school?<br>Yes -1                                  No-2  | <input style="width: 100%; height: 20px;" type="text"/>  |   |          |  |       |      |     |              |          |  |  |  |  |  |
| 17    | Are your siblings studying in this school?  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Slno.</th> <th style="width: 30%;">Name</th> <th style="width: 10%;">Age</th> <th style="width: 30%;">Relationship</th> <th style="width: 20%;">Standard</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> |   |          |  | Slno. | Name | Age | Relationship | Standard |  |  |  |  |  |
| Slno. | Name  | Age  | Relationship  | Standard |  |       |      |     |              |          |  |  |  |  |  |
|       |   |  |   |          |  |       |      |     |              |          |  |  |  |  |  |





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|----|---|--|--|--|--|--|--|--|
| 33 | <p>As a student representative, what is your role in the SDMC meetings?</p> <ol style="list-style-type: none"> <li>1. To draw the attention of the concerned towards student's problems</li> <li>2. To make a list of school requirements and present the same</li> <li>3. To inform all the members about the meeting</li> <li>4. To supply coffee./tea /water to the members</li> <li>5. Any other ( specify) -----<br/>-----</li> </ol>        | <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> </table>  |  |  |  |  |  |  |
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| 34 | <p>What happens after every meeting?</p> <ol style="list-style-type: none"> <li>1. To make plan on works to be undertaken</li> <li>2. To plunge in to action immediately</li> <li>3. To return home</li> <li>4. weekly monitoring</li> <li>5. To monitor whether needful action has been undertaken to implement the decision taken in the meetings.</li> <li>6. There is no systematic way of doings</li> <li>7. Any other ( specify)</li> </ol> | <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> </table> |  |  |  |  |  |  |
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| 35 | <p>Do the SDMC members make surprise visits to the school ?<br/>Yes-1                      No-2</p>   | <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 100px; height: 30px;"></td> </tr> </table>  |  |  |  |  |  |  |
|    |   |  |  |  |  |  |  |  |
| 36 | <p>If yes, what do they do at the time of the visit?</p> <ol style="list-style-type: none"> <li>1. Visit the class</li> <li>2. Verify the school records</li> <li>3. Check whether the teachers teach in the class</li> <li>4. Check the civil works</li> <li>5. Ask pupils to read and write</li> <li>6. Any other (specify)</li> </ol>  | <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> <tr><td style="height: 25px;"></td></tr> </table> |  |  |  |  |  |  |
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| 42 | Will you bring into notice of the SDMC the problems of other students<br>Yes-1                      no-2   | <input type="text"/>   |
| 43 | .If no, why?<br>1. My classmates do not inform me<br>2. Any other ( specify)   |  |
| 44 | Are you aware that there is a bank account for SDMC?<br>Yes-1                                      No-2  | <input type="text"/>   |
| 45 | As a member have you come across any constraints?<br>Yes-1                                      No-2   | <input type="text"/>   |
| 46 | If yes, what are they?<br>1. As a student, I have no say<br>2. My participation would affect my studies<br>3. I am afraid to participate in discussions<br>4.Any other (specify)-----<br>----- | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 47 | Have you given any suggestions during SDMC meetings?<br><br>Yes -1                                      No-2   | <input type="text"/>   |
| 48 | If Yes, which of your suggestion has been considered by the SDMC<br><br>1. Civil works<br>2. Teachers<br>3.Learning levels<br>4. Any other (specify) -----<br>-----                            | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 49 | What are the contributions made by the SDMC<br><br>1. Basic amenities<br>2. Enrolment<br>3. Teachers' attendance<br>4. Any other (specify)-----<br>-----                                       | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |
| 50 | Does the school function regularly<br><br>Yes – 1                                      No -2   | <input type="text"/>   |



## School Development and Monitoring Committee- An Evaluation Study

**TOOL 10**

Name of the investigator:- .....

Date:- .....

Time of investigation:- .....

### **SDMC NON REPRESENTATIVE PARENT**

|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1  | School name  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2  | School code  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 3  | Cluster name   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Cluster code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 5. | Name of the Taluk  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6  | Taluk code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 7  | Name of the district   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8  | District code  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 9  | Parent's name  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Gender<br>Male -1      Female-2  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 11 | Age  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 12 | In which class is your child studying?   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 60px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 13 | Are you aware of the formation of the SDMC in your child's school?<br>Yes-1      No-2                                  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 60px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 14 | Have you participated in the general assembly convened to select the SDMC of your child's school?<br>Yes-1      No – 2 | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 60px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 15 | If no, why?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



## School Development and Monitoring Committee- An Evaluation Study

**TOOL 11**

Name of the investigator:- .....

Date:- .....

Time of investigation:- .....

### **SDMC NON REPRESENTATIVE STUDENT**

|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1  | School name  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2  | School code  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 3  | Cluster name   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Cluster code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 5. | Name of the Taluk  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6  | Taluk code   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 7  | Name of the district   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8  | District code  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9  | Year of establishment of the school  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Name of the student  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Gender<br>Male -1                  Female – 2  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 12 | Age  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | In which class are you studying  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 20px;"></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | What is the occupation of your parent?<br>1. Agriculturist<br>2. Daily wage labourer<br>3. Self employed<br>4. Agriculture labourer<br>5. Government service<br>6. Private service<br>7. Any other | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> <tr><td style="width: 100%; height: 20px;"></td></tr> </table>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Educational qualification of your Parents/Guardian   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|        | 1. Illiterate<br>2. Lower primary education<br>3. Higher primary education<br>4. SSLC<br>5. Pre university education<br>6. Graduation<br>7. Post graduation<br>8. Any other (specify) | <table border="1"> <tr> <td>Father</td> <td>Mother</td> </tr> <tr> <td></td> <td></td> </tr> </table>   | Father       | Mother   |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|--------|---|---|--------------|----------|-----|--------------|----------|---|--|--|--|--|---|--|--|--|--|---|--|--|--|--|---|--|--|--|--|
| Father | Mother  |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
|        |   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 16     | From which class you are studying in this school?   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 17     | Are your siblings studying in this school?  | <table border="1"> <thead> <tr> <th>Sl no.</th> <th>Name</th> <th>Age</th> <th>Relationship</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Sl no.       | Name     | Age | Relationship | Standard | 1 |  |  |  |  | 2 |  |  |  |  | 3 |  |  |  |  | 4 |  |  |  |  |
| Sl no. | Name  | Age   | Relationship | Standard |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 1      |   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 2      |   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 3      |   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 4      |   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 18     | Do you like your school?<br>Yes -1                  No-2  | <input type="text"/>  |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 19     | What do you like in this school?<br>1. Teachers<br>2. School play ground<br>3. Friends  | <input type="text"/><br><input type="text"/><br><input type="text"/>  |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 20     | What do you dislike?<br>1. Teachers<br>2. Home work<br>3. Punishment<br>4. Any other (specify)  | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>  |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 21     | What facilities do you get from the school?<br>1. Free uniform<br>2. Free textbooks<br>3. Free education<br>4. Hot meals<br>5. Scholarship<br>6. Any other ( specify) ---<br>-----    | <input type="text"/>  |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |
| 22     | Do you have drinking water facility in your school?   |   |              |          |     |              |          |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |   |  |  |  |  |

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|----|--|---|--|--|--|--|--|--|
|    | Yes – 1                      No-2  |   |  |  |  |  |  |  |
| 23 | Is there separate toilet facility provided for girls ?<br>Yes – 1                      No-2  |   |  |  |  |  |  |  |
| 24 | If yes, does this toilet have water facility?<br>Yes – 1                      No-2   |   |  |  |  |  |  |  |
| 25 | Are you aware of SDMC in your school ?<br>Yes – 1                      No-2  |   |  |  |  |  |  |  |
| 26 | If yes, write one or two sentences about it ?  |   |  |  |  |  |  |  |
| 27 | Do any of the SDMC members make surprise visits to the school?<br>Yes – 1                      No-2  |   |  |  |  |  |  |  |
| 28 | If yes, what do they do ?<br>1. visit the classroom<br>2. Verify the school records<br>3. To see whether the teachers are teaching in the classroom<br>4.. Ask the pupils to read and write<br>5. Any other (specify)  |   |  |  |  |  |  |  |
| 29 | Are the teachers coming to school regularly.<br>Yes-1                      No-2  |   |  |  |  |  |  |  |
| 30 | If no, Why ?<br>1. Teachers are not residing in the same village.<br>2. There are less number of children in the school<br>3. Lack of transportation facility to the village<br>4 . Lack of basic facilities in the school<br>5. Don't know<br>6. Any other ( specify)-----<br>----- | <table border="1" style="margin: auto;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> |  |  |  |  |  |  |
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|    |  |   |  |  |  |  |  |  |
| 31 | . Will you bring into the notice of the student representative   |   |  |  |  |  |  |  |



|    |  |                      |
|----|--|----------------------|
|    | about the problems you face<br>in the school?<br>Yes-1                      No-2 |                      |
| 32 | Have you faced any problem<br>in the school?<br>Yes-1                      No-2  |                      |
| 33 | Is the school functioning<br>regularly?<br>Yes-1                      No-2       |                      |
| 34 | Are you aware of the work<br>done by SDMC<br>Yes-1                      No-2     | <input type="text"/> |

## School Development and Monitoring Committee- An Evaluation Study

**TOOL 12**

**Name of the investigator:-** -----

**Date:-** -----

**Time of investigation:-** -----

### **TEACHER**

|    |  |   |
|----|--|---|
| 1  | School name  |   |
| 2  | School code  | <input type="text"/>                            |
| 3  | Cluster name   |   |
| 4. | Cluster code   | <input type="text"/>                            |
| 5. | Name of the Taluk  |   |
| 6  | Taluk code   | <input type="text"/>                            |
| 7  | Name of the district   |   |
| 8  | District code  | <input type="text"/>                            |
| 9  | Teacher's name   |   |
| 10 | Gender<br>Male-1                  Female-2   |   |
| 11 | Age  | <input type="text"/> <input type="text"/> Years |
| 12 | Are the SDMCs in position in all the schools of your jurisdiction  | <input type="text"/>                            |
| 13 | How do you co-operate with the SDMC to ensure their effective functioning<br>○                               |   |
| 14 | Are you satisfied with the functioning of your SDMC<br>Yes- 1<br>partially satisfied- 2<br>not satisfied - 3 |   |

|    |  |  |
|----|--|--|
| 15 | If yes, Mention any three appreciable points<br><ul style="list-style-type: none"><li>○</li><li>○</li></ul>                    |  |
| 16 | If no, what are the reasons for your dissatisfaction?<br><ul style="list-style-type: none"><li>○</li><li>○</li></ul>           |  |
| 17 | What are your suggestions to improve the functioning of your school SDMC.<br><ul style="list-style-type: none"><li>○</li></ul> |  |

**School Development and Monitoring Committee- An Evaluation Study**

**TOOL 13**

**Name of the investigator:- .....**

**Date:- .....**

**Time of investigation:- .....**

**BLOCK EDUCATION OFFICER**  
**(BEO/BRC/BRP/EC/CRP ARE COMMON FORMATS)**

|    |   |  |
|----|---|--|
| 1  | Name of the Taluk   |  |
| 2  | Taluk code  | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 3  | Name of the district  |  |
| 4  | District code   | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>  |
| 5  | Name of the Officer   |  |
| 6  | Gender<br>Male-1                      Female-2  | <input type="checkbox"/>   |
| 7  | Age   | <input type="text"/> <input type="text"/>  |
| 8  | Are the SDMCs formed in all the schools of your jurisdiction<br>Yes-1                      No-2                                 | <input type="checkbox"/>   |
| 9  | How do you co-operate with the SDMC to ensure their effective functioning<br>•<br>•   |  |
| 10 | Are you satisfied with the functioning of the SDMCs of your Jurisdiction?<br>1. fully satisfied- 1<br>2. partially satisfied- 2 | <input type="checkbox"/>   |

|    |  |  |
|----|--|--|
|    | 3. ,not satisfied- 3   |  |
| 11 | <p>If fully satisfied, Mention any three appreciable efforts</p> <ul style="list-style-type: none"> <li>➤</li> <li>➤</li> <li>➤</li> </ul>                                   |  |
| 12 | <p>If no, what are the reasons for your dissatisfaction?</p> <ul style="list-style-type: none"> <li>➤</li> <li>➤</li> <li>➤</li> </ul>                                       |  |
| 13 | <p>During the days to come, what are your suggestions to improve the functioning of the SDMCs.</p> <ul style="list-style-type: none"> <li>➤</li> <li>➤</li> <li>➤</li> </ul> |  |

**School Development and Monitoring Committee- An Evaluation Study**

**TOOL 18**

**Name of the investigator:- -----**

**Date:- -----**

**Time of investigation:- -----**

**COMMUNITY REPRESENTATIVE**

|    |  |   |
|----|--|---|
| 1  | School name                                |   |
| 2  | School code                                | <input type="text"/>                            |
| 3  | Cluster name                               |   |
| 4. | Cluster code                               | <input type="text"/>                            |
| 5. | Name of the Taluk                          |   |
| 6  | Taluk code                                 | <input type="text"/>                            |
| 7  | Name of the district                       |   |
| 8  | District code                              | <input type="text"/>                            |
| 9  | Name                                       |   |
| 10 | Gender<br>Male-1                  Female-2 | <input type="checkbox"/>                        |
| 11 | Age  | <input type="text"/> <input type="text"/> Years |

|    |  |  |
|----|--|--|
| 12 | Are you aware of the formation of SDMC in the school<br>Yes-1                      No-2  | <input data-bbox="1263 226 1385 300" type="checkbox"/> |
| 13 | In your opinion , what are the good works of the SDMC?<br>➤<br>➤   |  |
| 14 | 14. How would you cooperate with the SDMC to improve their effectiveness?<br>➤<br>➤  |  |
| 15 | Are you satisfied with the functioning of the SDMC of your village school?<br>Fully satisfied- 1<br>Partial satisfied - 2<br>Dissatisfied- 3 | <input data-bbox="1182 741 1279 814" type="checkbox"/> |
| 16 | If yes, mention any three visible efforts that can be appreciated of SDMC in your village<br>➤<br>➤  |  |
| 17 | If no, what are the reasons for your dissatisfaction   |  |
| 18 | In the days to come, what are your suggestions to enable the SDMCs function better<br>➤  |  |

