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Child Friendly School Initiative(CFSI)

A Process Document of Stakeholders Perspectives

YADGIR DISTRICT INSTITUTE
Karnataka

AZIM PREMJI FOUNDATION
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Acknowledgements:

Chapter 1

Executive Summary

Child Friendly School Initiative (CFSI): A Process Document of Stakeholders' Perspectives

A process documentation of CFSI in Shorapur Taluka, Yadgir district was undertaken keeping in mind the following objectives:

1. To contextualise the intervention with a description of the socio-economic and political situation of the region
2. To present the objectives of the CFSI intervention as articulated at the outset
3. To present a historical overview of CFSI
4. To describe the different components of the intervention which have been developed to meet these objectives
5. To articulate the sub-objectives of each of the components
6. To present the perceptions of component activities as held by the different stakeholders
7. To review the different activities in terms of reasons for varying success rates. This will include identification of barriers and facilitative factors
8. To highlight the insights and learning gained from the study

The stakeholders for this study were:

1. **Head of the District Institute of Yadgir (Mr. Umashankar Periodi)**
2. **District Programme Head (Mr. Rudresh)**
3. **Area Coordinators (ACs)**
4. **Margadarshis**
5. **Block Education Officer (BEO) and Education Coordinator (EC)**
6. **Cluster Resource Persons (CRPs)**
7. **Head Teachers (HTs)**
8. **Class Teachers**
9. **Community representatives**
10. **Children from Class 3 and Class 5**

Data was collected from all the above using a range of qualitative methods of data collection - *participatory research ranking, focus group discussions and key informant interviews*

Please note that this study only explores perceptions, hence it is not a quantitative impact assessment. It is a walk, through the plethora of interventions that constitute the CFSI.

A multiplicity of interventions has been implemented which is critical in making the CFSI a holistic programme. There has been a tendency to implement these interventions across all the 340 schools. The CFSI has not necessarily factored in location-specific conditions that may have either inhibited or enabled these interventions.

The stakeholders' perceptions and the reflections on the interventions show that the different interventions need different investments and the impact of each is varied. Some of the interventions are **above average, some average and some below average.**

Above Average Interventions

These are interventions which have very high value in the overall development process. These have a very strong impact. These need to be retained and infused with more energy.

Nali Kali (Multi Grade Multi Level - MGML): The two-pronged strategy of onsite support and Nali Kali forum meetings has created a very positive impact and

the results are tangible. It is a very vibrant programme to which all the stakeholders have responded positively, and can be easily sustained. 110 resource teachers and the 10 CRPs are trained to conduct the forum meetings. The success of this programme in Shorapur and the scaling up to the entire state is due to the contribution of CFSI.

Mela: Mela is a low cost, high-caliber integrated intervention that involves children, teachers and the community. The learning is very high among the children and teachers. The community finds a meaningful platform to participate in school activities. The reach is large and the spread is surprisingly very fast. The Mela is in the process of being sustained by the community. There is a lot of demand for Mela; the meager resources required for this activity, can very easily mobilised.

Teacher Learning Centres (TLCs): TLC is the face of the CFSI programme. This centre has the potential to become the nucleus of the programme. The reach is increasing rapidly and there is a systematic plan for academic development of the teachers. The resources created by teachers show a huge potential in the growth of the TLCs. It is clear that the TLC has the capacity to integrate all the programmes of CFSI. There is lot of demand from the teaching community for the TLCs.

Training Teachers as Change Agents: This is a programme which has created a lot of positive energy and change among the teachers. The teachers thus trained have become change agents in the real sense. They have implemented training programmes in their classroom.

They have been able to influence the training programmes of the department. All the trained teachers are trainers and resource persons for the training programmes conducted by the department.

Average interventions

These are interventions, which are popular, but, when analysed, their impact is not very clear and does not match the effort required. The team will re-look at these interventions and strategies to get better results from these interventions.

School Improvement Plan (SIP): This is an important intervention started at the very beginning. It needs a lot of effort but the impact is not on par with the effort. There is a need to re-look and thereby redesign the whole intervention.

Children Creativity Workshop: This intervention has everything required for it to be a very good programme. It is to do with children's learning and creativity. It is working directly with the children and the reach is immense. But, the impact on the children and their schooling is not felt adequately. This intervention needs to be restructured and executed differently.

Newsletter: This intervention has very high visibility. For the outside world, it is the face of CFSI. It takes a lot of effort. But, the impact in terms of the actual teacher academic development is not seen. If more activities are

linked to this newsletter, the intervention could become more interesting and fruitful.

Worksheets: This is a meaningful activity. Textbook analysis and developing worksheets are meaningful exercises, but by itself these activities have not shown any impact. There is the need to invest more in the preparation and use of worksheets.

Below Average

These one-time programmes - Jatha, Shramadhana, Bio-garden and Head Teachers' training - are programmes with some specific objectives but were discontinued due to some reasons. These have had a minimal effect on the teachers. There is a need to evaluate them and take a strong stand. Even if the team wants to start them it needs to thoroughly reflect, weigh the consequences and then take up the programme.

Conclusions

It is evident that there are a range of interventions in operation. The different stakeholders have presented varying opinions on the utility and impact of these interventions. It is also clear that there have been enabling factors and barriers in operation for all these interventions. Consistent attempts have been made to overcome these barriers. It is undisputed that this initiative has had a wide ranging impact. A positive impact has been observed in a number of schools. It is also to be noted that the data from this study reveals that the performance of most of these interventions in the schools that are performing poorly is abysmal. This is a concern area because if CFSI with all its resources is unable to make a dent in these areas, then it will be even more difficult for the government to proceed.

It needs to be reiterated that the field is a varied landscape. This variation needs to be acknowledged with location specific responses from CFSI rather than painting the landscape with the same brush.

The Margadarshis seem to be carrying a rather heavy burden. Instead of focusing on doing everything everywhere, it may be useful for them to concentrate their energies more productively by doing everything in some places and some things in a few places.

On a positive note the partnership with the government has been a genuine one as leadership has been effectively shared, resulting in the government taking ownership of this programme. The government officials (BEO and EC) have a high level of awareness of the range and utility of the different CFSI interventions. The CFSI establishes that it is a myth that the government is not responsive. If the NGO ensures that the government interface is an enabling one, positive responses are possible.

A clear positive result is scores of children who are eager, animated and excited to attend school. The learning outcomes have shown an improvement overtime, thereby vindicating this holistic approach.

The sustainability of this initiative has also been thought through while implementing the different interventions The CRPs are a critical component in the sustainability plan. There is the need to build a strong relationship so that they are in a position to take over in the future. Some thought is being given to this. On the whole, it can be unequivocally stated that the CFSI is a holistic wide reaching programme which has impacted the lives of the teaching learning community of Shorapur taluka.

Chapter 2

Introduction

Experience shows that there are no shortcuts to addressing the issue of quality education. Improving quality requires a multi-pronged strategy involving improvements in school, the educational system and the community. This includes interventions like enhancements to the curriculum package, the teaching-learning environment and fostering positive school-community linkages. Successful quality initiatives require local, area-based planning and management that demand-specific skills such as strategic and participatory planning, mobilization and utilisation of available resources.

This is the background with which Azim Premji Foundation and UNICEF signed a Memorandum of Understanding (MoU) in March 2002 to jointly provide assistance to the Government of Karnataka to develop and improve learning levels of children.

CFSI, as a concept, fosters democratisation of education. It seeks to provide a healthy, hygienic, safe and happy environment for children to learn. It promotes classroom activities and behaviour that is gender-sensitive leading to effective learning. Besides involving families and communities in their children's schooling, the partnership also extends to the education functionaries.

CFSI is now being implemented in Shorapur block of Yadgir district in Karnataka covering 1600 teachers and 63,000 children in 340 schools.

Azim Premji Foundation realised through earlier

programmes like Accelerated Learning Programme, Learning Guarantee Programme and Computer Assisted Learning Programme, that an overall development of schools is only possible with an integrated and holistic approach. It also provided enough evidence to show that in an education programme, investment/engagement has to be long term. With this understanding, CFSI has been working since 2004, in the following five areas:

- *School environment* - *to build attractive, safe and secure school premises*

- *Classroom environment* - *to create a conducive, democratic environment within the classroom*

- *Teaching learning process* - *to develop activity-based, joyful learning classroom transaction*

- *Teacher development* - *to enhance teacher capacity towards providing quality education.*

- *Community participation* - *to promote active community participation in school activities.*

To ensure that pilot educational interventions can feed into the larger education plan of the system, it is also important to have a strong research and evaluation network as built-in systems, to support rapid scaling up whenever necessary.

The partnering organisations have agreed to work together to:

- Develop a model of community process that supports community groups and elected bodies to plan, manage, monitor and evaluate educational indicators and school effectiveness in their communities;

- Develop a model for a child friendly school with a pleasant school environment and joyful child-based teaching processes aimed at improving retention and enhancing learning levels in the school;

- Develop teacher capacity to analyse existing

curriculum and develop locally-appropriate curriculum material for classroom transaction in multi-grade and multi- level learning situations;

- Introduce an integrated and sustainable model of information technology in education;

- Develop a module for a school outreach programme where schools act as catalysts of change for health, hygiene and civil responsibility in the community;

- Strengthen the current system of information collection and analysis.

The specific objectives of CFSI Shorapur are:

- **To be child seeking** - the child should feel excited to enroll and attend the school

- **To be inclusive** - addresses all children, irrespective of gender, and socio-economic status

- **To engender health & hygiene** - cleanliness of the school and surroundings. (The initiative is not addressing the needs related to child health; but the Government is addressing part of it through the mid-day meal programme)

- **To be child centred** - school/class-room culture that is conducive to the child's learning

- **To ensure active involvement** - of children, families, and communities in child's learning, and school management

- **To enable child development** - that addresses habits, attitudes, values and life skills (co-existence, respect for others, group work, peer learning etc.)

- **To ensure that the school cycle is completed** - by all children successfully at least up to 5th standard

The key elements of the process are:

- The transformation begins with the entire school community taking a close look at its present situation through a process called "taking stock" and draws up a shared vision of what it wants the school to be. By comparing the vision to its present situation, the school community identifies priority challenge areas and addresses them.

- The school requires training and support services of both an external coach and internal facilitators to follow the desired model of transformation. Under this initiative, training is provided to the educational supervisors and head teachers in the block. Academic support for teachers to transform the school and classroom culture of teaching learning as well as teacher training for multi-grade classrooms is also provided.

- A baseline assessment is undertaken to assess the learning achievements of children studying in class 2 to class 5 for their class 1 and 4 level competencies. The assessment papers, prepared by Azim Premji Foundation, test students' competencies in mathematics, language and environmental sciences.

- A school improvement plan is developed jointly by all stakeholders to understand where the school stands as of now and to decide upon strategies and actions to reach the parameters identified for it to become a child friendly school. The school improvement plans are formulated in the early phases of the project, through workshops at village level, to identify the indicators already achieved by the school and prepare action plans for the subsequent phases.

- There is a rigorous system that monitors the fulfillment of commitments by the stakeholders on 214 indicators earlier, that currently boils down to 60 indicators, which cover 5 domains. Monitoring is done on a fortnightly basis and a comprehensive review is conducted twice a year. 25 Margadarshis visit the schools daily to monitor their progress and five area coordinators

assist the programme head to manage it efficiently.

- The management process is mainly through weekly team meetings and fortnightly review meetings. Interim and annual reviews are also planned to provide an overview and a way forward.

- Interventions are planned involving the stakeholders on five broad areas. Some of the interventions planned and executed are Mela, Teacher Learning Centres, newsletter, onsite and forum support for Nali Kali – Multi Grade Multi Level (MGML), working with School Development and Monitoring Committee (SDMC) and Panchayat Raj Institution, Jatha, Teacher Education and Head Teacher Leadership Development.

The three phases in the programme are*:*

Phase 1: The establishment phase (2005-2007): this is a phase when CFSI was established, head teachers were trained and the Nali Kali programme was initiated.

Phase 2: The experimentation phase (2008-2010): In this phase there was exploration and experimentation with a variety of programmes – newsletter, melas, jathas, creativity workshops for children, engaging with the students, teacher learning centre, teacher training programmes, team capacity building etc.

Phase 3: The extension phase (2011- 2015): Here there was and will be in-depth and focused interventions in three areas - classroom engagement, community connect and working with functionaries.

It took quite some time for changes to happen. Punctuality of teachers, infrastructure development, teachers' interest in academic development, children's interest in school and confidence were some of the initial changes that were observed. But as there was no proper documentation it is difficult to share these changes with a larger audience.

A study conducted in 2010 by the research unit of the Foundation showed that learning levels of the children were showing an improvement for the first time. The average performance of the students this time was fairly good. This assumed added importance when seen in comparison with the baseline assessment data. The improvement was sharp and healthy in both Math and Environmental Studies.

The improvement was also fairly uniform across both boys and girls as also across different socio-economic categories. Despite this overall improvement, the improvement in the lowest quartile of students was less than that for other quartiles. This, however, does not diminish the overall impressive improvement in learning levels.

The study team felt that the improved results thus were clearly a result of team effort and contribution by all stakeholders. It was at this juncture that the CFSI team felt that it should reflect on its initiative. What led to this improvement? What worked well and what did not work well? It wanted to identify the milestones, look at the learning and insights and create a document that will help work on the way forward.

But this is not just a report but an insider's story and a reflective document. The opinions, feelings and reflections are of the people involved in the initiative. This is how the main stakeholders have put in words - their action in the field and their successes and failures.

Chapter 3

Research Methodology

This section presents the aim, rationale and objectives of the study. Besides research design it also covers the techniques and tools of data collection.

Aim

To access the perceptions held by different stakeholders towards the CFSI.

Rationale

Various agencies - both from within Azim Premji Foundation and from outside the parent organisations- have conducted research at different points of time and have primarily focused on assessing the learning outcomes of the children and the overall impact assessment of the intervention. But these studies either did not capture multiple perspectives held by different stakeholders or were undertaken by the field staff themselves. This study, however, attempts to fill this gap.

The objectives of this study are:

1. **To contextualise the intervention with a description of the socio-economic and political situation of the region**
2. **To present the objectives of the CFSI intervention as articulated at the outset**
3. **To present a historical overview of the CFSI**
4. **To describe the different components of the intervention, which have been developed to meet these objectives**

5. **To articulate the sub-objectives of each of the components**
6. **To present the perceptions of component activities as held by the different stakeholders**
7. **To review the different activities in terms of reasons for varying success rates. This will include identification of barriers and facilitative factors**
8. **To highlight the insights and learnings gained from the study**

Research Design

The core component of this study is to explore and understand the perceptions of multiple stakeholders. Thus, it is evident that one is seeking to access divergent views, all of which may not be explicitly articulated. Given the complexity of the phenomenon and the set of objectives that are primarily exploratory, one will take recourse to qualitative research.

Qualitative Research

Qualitative research is based on interpretivism and constructivism. Ontologically speaking, there are multiple truths/ideas based on different ways in which reality is constructed. The researcher and the object of the study are interactively linked so that findings are mutually created in the context of the situation that shapes the enquiry[1] . Qualitative research emphasises the insider's view of the phenomenon being studied. This implies that the researcher does not go in to the field with a pre-conceived notion.

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[1] Sale, J.E.M., Lohfield, L.H. and Brazil, K., 2002: Quality and Quantity, Netherlands Kluwer Academic Publishers, 36, 43-53.

the purpose and outcomes of enquiry[2]. Other qualitative methods like key informant interviews and focus group discussions were also used.

Data was procured from the following stakeholders using different techniques of data collection.

9. **Head of the District Institute of Yadgir (Umashankar Periodi)**
10. **District Programme Head (Rudresh) through key informant interviews**
11. **Area Coordinators (ACs) through Focus Group Discussions (FGDs)**
12. **Margadarshis through FGDs**
13. **Block Education Officer (BEO) and Education Coordinator (EC) through key informant interviews**
14. **Cluster Resource Persons (CRPs) through FGDs**
15. **A PR ranking of the schools was conducted with ACs and Margadarshis for identifying school for in-depth study**
16. **Head Teachers (HTs) through key informant interviews**
17. **Class teachers through key informant interviews**
18. **Community representatives through FGDs**
19. **Children from Class 3 and Class 5 through FGDs**

Techniques of data collection

For this study, a range of qualitative methods was employed. A key approach adopted was taking recourse to participatory research (PR) - a democratic, non-coercive process whereby those being studied determine

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[2] Wadsworth, Y, 1998: What is Participatory Action Research? Action Research International, Paper 2.

Annexure 1 presents information on the objectives behind data collection from different stakeholders. It also details the techniques, tools of data collection, number of persons involved in each round of data collection and time taken for each exercise.

Annexure 2 presents background information on each of the schools included in this study. This indicates that diverse schools were included in this study to enable one to present a comprehensive picture.

As the data was procured from multiple sources, multiple feeder reports were prepared and these feeder reports have been consolidated into the current report.

Some Key Elements of the Study

This study has been an attempt at process documentation wherein the process of data collection itself built participation. This was ensured through the use of PR techniques. The insights and analysis of the process began during data collection itself as it enabled the different stakeholders to constructively reflect upon the initiative. The use of multiple facilitators, recorders and observers enabled capacity building. It has also helped to collectivise the mission amongst members and facilitated team building.

It is now useful to understand the context of the CFSI to set the stage for the report.

Chapter 4

Shorapur- A Socio Economic Background

This section presents an overview of the socio-economic and educational context of Yadgir district of which Shorapur taluka forms a part. Yadgir district was carved out of Gulbarga district which is one of the most under developed districts of Karnataka. Yadgir district thus is a marginalised area.

North East Karnataka Scenario

As per the 2002 state educational census, 7.38 percent of the 90.22 lakh children in the 6 to 14 age group are out of school. As a result of education initiatives, the number of 'out-of-school' children has decreased from 10.53 lakh in 2001 to 6.6 lakh in 2002. The percentage of deprived groups, however, continues to be higher than the rest of the population: 10.5 percent and 12.8 percent of children from the Scheduled Caste (SC) and Scheduled Tribe (ST) groups respectively are out of school[1] .

The seven districts of North-East (NE) Karnataka are way behind rest of Karnataka. The literacy rate here is 55.78 percent while the state average is 67 percent. The seven districts have the largest 'out-of-school' population - Yadgir (22.3 percent), Koppal (16.31), Raichur (15.92), Bellary and Gulbarga (11.28). Of the 10.5 lakh out-of-school children, 6.08 lakh reside in this region. With a dropout rate of 17 percent compared to the state average of 13 percent and a repetition rate of 6.38 compared to state average of 4.50. NE Karnataka also suffers from poor facilities and service delivery. It has a lower teacher to pupil ratio of 1:46 compared to state average of 1:36[2].

The rural female literacy rate has always been very low here. Low level of girl child education is one of the reasons for the low female literacy rates. This is more predominant in rural parts. Despite improvements in the female literacy rates over the years, it is still below the state and district average.

Literacy rates of Shorapur block over the years :

Year	1961		1971		1981		1991		2001	
Area	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
T	3.2	12.2	6.7	15.6	10	21.2	18.8	32.7	30.4	43.4
R	1.4	7.7	4.1	12.5	7.9	18	10.6	21	37.1	40.3
U	15.3	32	25.4	38.2	29.3	40.2	41.2	52.1	52.7	64

On the school access parameters, Shorapur block is showing a better performance with an access ratio of 96%. On the infrastructure indicators, it is considered as backward. There are huge gaps in terms of availability of various facilities in the schools. The number of students per school, at both primary and upper primary is slightly on a higher side putting pressure on the educational system. As the number of teachers per school at the primary stage is lower than the state average the Pupil Teacher Ratio in the block is more than 40.

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[1]State Educational Census 2002, Government of Karnataka

[2]State Educational Census 2002, Government of Karnataka

[3]Census data from 1961 to 2001, Census of India

Education Scenario in the block [4,5]

Total number of villages	414
Number of villages with schooling facility	395
Access ratio	95.41%
% Schools with toilet	28.8%
Drinking water facility	68.8%
Teacher classroom ratio	0.80
Students per primary school	180
Students per upper primary school	172
Teacher per primary school	3.6
Teacher student ratio	41
Education infrastructure index	0.93 (Backward)

Both gross enrolment rates in the Shorapur block are lower than the district average. Drop out rates are higher compared to district average.

Enrollment Rates

Name of the Block	GER Primary	GER Upper Primary	NER Primary	NER Upper Primary	Dropout Rate (Primary)	Dropout Rate (Upper Primary)[6]
Shorapur	103.03	102.39	92.53	97.44	1.28	5.62
Overall district	107.16	102.65	92.07	96.83	1.24	5.61

School attendance rates in the block are lower than both district and state averages. Upper primary attendance rates are higher than the attendance rates at the primary level.

SSLC examination Performance[7]

		Average Percentage of Marks				
	I Language	II Language	III Language	Maths	Science	Social
Shorapur	53.97	42.43	45.66	43.94	40.25	56.37
District	51.90	39.15	44.60	40.68	37.69	53.54

On the SSLC board examinations, Shorapur is well below the state average, but is slightly better than the district average.

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[4]DISE Data 2009, NUEPA, New Delhi

[5]Children Census 2008-09, Karnataka State

[6]DISE 2009, NUEPA, New Delhi and Children Census 2008-09, Karnataka State

[7]SSLC Board Examination Results 2011-12, Karnataka SSLC Board

SSLC Examination Results

Subject		Pass %
I Language	Shorapur	83.34
	District Overall	79.17
II Language	Shorapur	85.8
	District Overall	79.12
III Language	Shorapur	90.24
	District Overall	86.11
Math	Shorapur	81.99
	District Overall	74.92
Science	Shorapur	81.25
	District Overall	73.53
Social	Shorapur	90.16
	District Overall	85.59

Similarly, on the SSLC pass percentages, Shorapur is well below the state average, but is slightly better than the district average. Pass percentages in Math and Science are low in comparison with Languages and Social Sciences.

This review establishes that there is a need for an educational intervention.

Human Development Indices

All the blocks in the district are listed as backward blocks. On various indicators of human development, these blocks have shown poor performance over the years.

Human Development Indices[8]

Block Name	Health Index	Education Index	Income	Overall HDI
Shahapur	0.663	0.499	0.549	0.57
Shorapur	**0.675**	**0.554**	**0.528**	**0.585**
Yadgir	0.668	0.445	0.518	0.543

Source DHDR Gulbarga, 2008

On the education index and overall HDI, Shorapur block is slightly better than the other blocks in the district. On the Income Index, it is in the middle.

[8]District Human Development Report, Gulbarga 2008

The following is a brief overview of the Shorapur block:

Shorapur Population[9]

Area (sq. Km)	1820
Gram Panchayats	42
Villages	190
Population	336755
Literacy	43.4
Population Density	185
Sex Ratio	980

The block has one of the highest rural populations in the districts. 20% of its population is SCs. Also, there is a sizeable Muslim population (9%).

Rural Population[10]

Total Rural Population	293133
Rural (%)	87.0
SC Population (%)	19.4
ST Population (%)	18.3
Muslim Population (%)	9.1

Shorapur block is listed as the 157th (Out of 174 blocks) block in terms of backwardness[11] .

Block	Rank	Backwardness Index
Shorapur	157	0.7
Yadgir	162	0.67
Shahapur	171	0.62

Economic Activity Overview

All the blocks in Yadgir district have very low taluka incomes and per capita incomes. On the taluka domestic product, per-capita income of Shorapur block is slightly better than Yadgir district. On per capita income, Shorapur is slightly worse than the district average.

Gross and Net Taluka Domestic Products of Yadgir District at Constant Prices 2005-06 (Rs.)[12]

Taluka Name	GTDP Total (in Rs. Lakhs)	GTDP Per-capita (in Rs.)	NTDP Total (in Rs. Lakhs)	NTDP Per capita (in Rs.)
Shahapur	55033	17695	50585	16265
Shorapur	55841	15651	51492	14432
Yadgir	50845	14725	46222	13386
Dist. Total	**161719**	**16023.67**	**148299**	**14694.33**

[9]Census 2001, Census of India

[10]Census 2001, Census of India

[11]District Human Development Report, Gulbarga 2008; Dr. Nanjundappa Committee's Report.2002, Karnataka State

[12]Computed by Directorate of Economics and Statistics, Karnataka State, 2005-06; District Human Development Report, Gulbarga 2008

Taluka Gross Domestic Product by Industry of Origin-2005-06[13]

Taluka Name	% Primary(% Agriculture)	% (Secondary)	% (Tertiary)
Shahapur	42.06 (40.16)	16.02	41.92
Shorapur	40.69 (38.54)	14.62	44.69
Yadgir	26.86 (24.38)	21.1	52.04
District	36.54	17.25	46.22

Source: Computed by DES 2005-06, DHDR 2008, Gulbarga

The major share of the taluka income - nearly 44% - is from the tertiary sector. Agriculture is also an important economic activity contributing nearly 39 % to the domestic product of the taluka.

Work participation ratios are low in the block when compared to the district and state. With a low livelihood opportunity index people migrate to Mumbai, Pune, Goa and Bangalore in search of jobs. Nearly 34% of the households in the block are below poverty line.

In the agriculture sector, there is a slow change thanks to the Upper Krishna Project whose waters have changed the cropping pattern. Being a dry land with very scanty rainfall, only dry land crops was being grown but now paddy is being cultivated. But this has created a peculiar situation with people from neighbouring Andhra Pradesh taking land on lease from the local farmers who now are working on their own land as casual labourers! This alienation will have a major impact on the socio-cultural and economic situation of this area.

Feudal system is still in force and local governance is completely under the feudal control. Violence, oppression and exploitation are open and gory.

Equally pathetic is the condition of women which has a bearing on the overall well-being of the female population. The girl child is normally not sent to school. Even if she is enrolled the dropout rate is very high as compared to the boys in this block. Many schools have young married girls on their rolls. Many such girls drop out for various reasons to look after younger siblings or to work at home. The illiterate girl child gets married early and this has a direct bearing on her health and later the health condition of the entire family. This is a vicious circle.

Thus Shorapur block cries for help and makes a case for intervention. If change is possible here, it is possible to bring improvements anywhere.

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[13]Computed by Directorate of Economics and Statistics, Karnataka State 2005-06, District Human Development Report, Gulbarga 2008

Chapter 5

Historical Overview

The historical overview examines the activities introduced in the early days and explores the changes that occurred with a shift in leadership. It sets the stage for describing and reviewing the range of activities that constitute this Initiative.

Early Days: Gradual Introduction of the CFSI Interventions

As already mentioned there were three collaborators in this Initiative: UNICEF, Government of Karnataka (GOK) and Azim Premji Foundation (Foundation).

The CFSI was headed by Mr. M.N. Baig (Joint Director, Education Department, deputed to the Foundation), who started operating from Shorapur with a resource team of four senior staff members in 2005. His first task was to conduct a baseline evaluation. He recruited 25 Margadarshis (refer to **Annexure 3** for organisational structure and roles and responsibilities in CFSI) and personally conducted a 10-day residential training programme for head teachers in 309 schools. He developed excellent material for this purpose **-** theory, exercises in classroom practices and learning. This built the ground for the CFSI. He also worked with the education department staff, especially the Cluster Resource Persons (CRPs). **Annexure 4** contains the organisational structure of the education department.

At this point, the Government of Karnataka provided the schools, UNICEF provided worksheets and stationery, and the Foundation, with a team of 30 people, facilitated the entire process. For assessing changes in the school environment over time 214 indicators - covering the five areas of intervention (mentioned in the introduction) - were created. Based on these indicators, a School Improvement Plan (SIP) was created for each school and the Margadarshis monitored this plan. **Annexure 5** has the list of 214 indicators.

For all these collaborators, it took some time to accept

and understand the CFSI objectives (presented in the Introduction). Child seeking was initially perceived as seeking out the child. But it was quite the reverse and implied making the school so attractive that the child herself sought out the school.

A year later, in 2006, an important intervention - the Nali Kali Multi-Grade Multi-Level (MGML), activity based teaching-learning process - was introduced in 110 schools. This was preceded by teacher training on Nali Kali conducted by Mr. Baig and his four-member team. He designed a process which had a two-pronged approach:

a) On-site support for teachers through the presence of the Margadarshis,
b) An interaction meeting of Nali Kali teachers once in two months to discuss only academic issues and related

problems.

This approach helped in making the programme a success. Till date, these two interventions are in force. There has been a lot of quality improvement in the on-site support to the teachers. The forum meeting now takes place every month and highly useful inputs are being provided by internal and external resource persons.

The Margadarshis visited the schools and helped the teachers to prepare the material and assist them in conducting the classes. Each Margadarshi covered 12-15 schools. Mr. Baig would then support the Margadarshis in their work.

In the early days the Margadarshis were responsible for:

The School Improvement Plan (SIP): *Margadarshis developed the SIP and monitored the plan through the 214 indicators.*

Nali Kali initiative: *Supporting the Nali Kali Initiative through on-site support to teachers. They would provide data to Mr. Baig, which would be used in the forum meetings to monitor the Nali Kali progress.*

Mr. Baig would personally go to different schools and support the CRPs and the Margadarshis in developing and implementing the SIP. The visit of the Joint Director (JD) motivated the school staff and officials. His presence made a difference.

Mr. Baig also introduced two major interventions:

1.   Updating of the school documents, and
2.   Growing a bio-garden in school.

The government had mandated that head teachers should update a total of 24 documents. It was an onerous task and a majority of the schools did not possess these documents and even if they did they were not updated. Hence, the Margadarshis and CRPs visited the schools on a Sunday and helped the head teacher and his staff in updating the documents. This was done as *Shramadhana (*voluntary work).

For developing the bio-gardens the Margadarshis, teachers and community members teamed up in 35 schools in 2005. The bio-gardens needed water and the area had scarcity of water and thus needed the active involvement of community members. By 2007 only eight schools had maintained the bio-garden. But, the other two interventions - SIP and Nali Kali (MGML) –continued and in the next phase there was a marked improvement in the quality of both these interventions.

Shift in Orientation After 2007

Change in Leadership and Challenges Therein

In 2007, Mr. Baig was appointed Director of DSERT (Department of Secondary Education Research and Training) and he along with his four senior staff and eight Margadarshis left the Initiative. Mr. Umashankar Periodi took over and he moved to Shorapur with his colleague, Mr. Rudresh.   By then the general feeling within the government and schools was that this Initiative would wind up. The predecessor being a highly respected government official, the task of taking over from him appeared even more challenging as Mr. Periodi had a background in general development and training rather than education.

The first decision by the new leader was to grapple with field realities. Mr. Periodi and Mr. Rudresh began visiting the schools, observing and talking to teachers and learning through the exposure.

Sharing Leadership with the Government

This initial interaction brought with it a shift in orientation. Periodi felt that the interface with the Education Department had to change; the Foundation should be present and play a key role but the leadership had to be assumed by the BEO. Initially, the BEOs were not in favour of this as the department was not prepared for this shift. (Refer to **Annexure 4** for understanding the position and role of the BEO.) So Mr. Periodi and Mr. Rudresh first began by sharing all the developments with the BEO. They invited him first for planning meetings and later started planning the activities together. He was involved in the visioning. They helped him define his role and then he began responding. Because of this close interaction he became more aware of the Initiative. He would now initiate the process in all the training programmes. There was a joint discussion on what he should say at the programmes thereby having a planned interaction.

This spawned many activities. One such activity was

to start a newsletter *Bala Snehishala Varta Patra* which was targeted at the head teachers and teachers. The BEO became its editor which enabled him to assume ownership. He suggested names for the editorial board and started convening the meetings. So leadership was effectively located in the government sector.

Redesigning the Initiative

Simultaneously, Mr. Periodi and Mr. Rudresh started redesigning the Initiative. While Mr. Baig used to personally conduct the teacher interactions and training, Mr. Periodi and Mr. Rudresh did not have the subject expertise to do the same. Hence, they decided to identify capable teachers and help them conduct these meetings. The BEO supported the idea and 30 teachers were identified as resource persons for Nali Kali interaction meetings. But will their peers accept them as resource persons? These fears were unfounded and Mr. Periodi was happy that the new trainers were well-accepted. **It was now clear that the Initiative could be run with local talent.**

The key to this acceptance and success was the capacity building of these resource teachers. The CFSI team built the capacity of these resource persons in an informal and multi-dimensional way, concentrating on individual teachers and worked with them to improve the subject content knowledge and also facilitation skills. There are more than 120 teachers in the block who are Nali Kali resource persons for all department trainings and workshops. They are also invited to the district and state level programmes. This disadvantage (of lack of subject knowledge in the leadership) proved to be an advantage as the Initiative is now not person-centric but systems-driven.

Changes in the SIP Initiative

Changes were also introduced in the SIP intervention. During the early days, the Margadarshis went to the schools and marked the indicators and gave the data to Mr. Baig who would act on the data. Results on indicators showed stagnation. Mr. Periodi initiated a change - he made the Margadarshis shift their role from mere data

collectors to activists and they were made responsible for bringing about change. But this shift was not easy. It demanded a lot of effort to train the Margadarshis who needed to change their attitude and perception of their own role. From a mere collector of data to a change agent and a facilitator was a big leap and this was possible with the continuous and sustained training of the Margadarshis.

Subsequent Developments

Division of the Intervention Area

A conscious shift in orientation came in the style of functioning. During Mr. Baig's leadership, the team would come to Shorapur and work making the block HQ as the base while the schools were spread all over. This way they could monitor only a few schools; several schools went unvisited by the Margadarshis and this fact remained undetected, as they were not monitored closely. Thus there was a need to tighten the monitoring.

In response to this, it was decide to divide the block into three units - Narayanpur, Kembavi, and Shorapur - with about 100 schools in each unit. An Area Coordinator (AC) was appointed for each unit – Mr. Suresh in Narayanpur, Mr. Mahadev in Surpur and Mr. Devaraj in Kembavi. Mr. Rudresh coordinated all the three units. This arrangement helped greatly in decentralisation and management of the programme.

Earlier, all the Margadarshis would come to Shorapur once a month for reporting which made the task cumbersome. There was no time for a thorough understanding of the issues. Instead, every 15 days, the ACs started meeting Margadarshis of their unit in their respective areas. This also helped in evolving localised strategies to address issues. The second meeting, 15 days later, would be in Shorapur. This meeting at the taluka HQ was a little more focused, as local issues in each area had already been resolved. Mr. Periodi designed a one-day interaction which included reporting of developments in the last 15 days, future plan for the next 15 days and some inputs based on what is needed to enable growth: e.g. subject

knowledge, teaching methodology, creative writing skills, and self-development. This made the review meetings fruitful and interesting. For better coordination and tighter monitoring, the three units were later re-structured into four units with the following area coordinators: Mr. Suresh in Narayanpur, Mr.Mahadev in Surpur, Mr. Devraj in Kembavi and Mr. Shambanna in Hunsigi.

Skill Upgradation of the Margadarshis

To upgrade the skills of the Margadarshis, sustained training programmes were held during 2008-2011. The soft skill part was dealt with by Mr. Periodi and the enhancement of the subject knowledge was done by Dr. Hridaykant Divan (Hardy) of Vidya Bhavan, Udaipur. Vidya Bhavan has been working in this field   for over 150 years.

Training for Margadarshis in soft skills was given in both formal and informal settings. Training programmes and workshops were conducted for building communication, leadership and facilitation skills. Opportunities to handle sessions and to interact with teachers were given in abundance. To broaden their thinking, concepts like gender, child rights, influencing people, community mobilisation and societal change were discussed in detail in different workshops conducted by experts in the field. Exposure visits, assignments, project work and sharing in other forums were a few of the processes of soft skill development. This opened up their minds for growth and learning.

Hardy conducted a series of workshops for the Margadarshis for over four years. He trained them first to observe the classes and later to conduct classes which boosted their confidence and also earned respect from the teachers. This was a turning point for the Margadarshis. For the first time they were able to discuss issues with the teachers on an equal footing which led to sharing of experiences, working and planning together. Slowly, with continuous training, the Margadarshis were able to discuss classroom transaction, clarify concepts, introduce new concepts, design worksheets and then use the worksheets through the teachers in the classrooms.

This was a valuable support as the current heads were not from the field of education.

This changed the perspective of the Margadarshis. Earlier, they were monitors, supervisors and reporters; now they became a support to the teachers. Their message to the teachers now was, *"We are not here to find fault with you and take you to task. We are here to understand and support you."*

Hardy gave pedagogical and academic inputs based on the requirements of the teachers in Shorapur and the CFSI team applied them in the field. The team also did textbook analysis and worksheet development. There was a reflection on areas where teachers were very weak. E.g. place value -the Margadarshis shared that even a head teacher of a school did not know simple subtraction. Hardy responded by training the Margadarshis to be a resource support. This shift gave the programme a major lift. Hence, there was an expansion in the repertoire of the capabilities of the Margadarshis. Both the content enhancement and the personality development made the Margadarshis more confident and resourceful to teachers.

Changes in SIP

A key responsibility area of the Margadarshis was the SIP. An evaluation of the indicators revealed that 70% of the schools were performing well in indicators but the schools were not in a good condition. This implied that indicators did not really reflect the quality of the school. The indicators captured infrastructure and other tangible items rather than the progress in teaching-learning process.

This had three implications:
1. *Indicators were lacking depth.*
2. *Indicators, marked by 25 Margadarshis, showed variations in perceptions, resulting in different markings.*
3. *No correlation between learning outcomes and indicators. This warranted a re-examination.*

Indicators were one too many to track efficiently. The research department re-examined the indicators and were

pruned to a meaningful number of 60 dynamic indicators. Refer to Annexure 6 for the list of 60 indicators. The team felt that it was important to regularly examine them. This activity is being revived and refreshed over time.

In 2009, McKinsey sent a consultant, Mr. Vaibhav, to study the initiative. Based on this review some new activities were implemented. These activities have sustained over time.

McKinsey Review: Focus on Improving Learning Levels and Building Community Connect

The review examined impact and effort in each activity. Some activities were demanding a lot of energy but were not yielding adequate results. It became evident that most of the activities were not geared to improving learning levels and so it was difficult to see the change until one entered the classroom and worked with children. This feedback resulted in a change in strategy. Thus began teacher capacity building in and outside the classroom. Margadarshis role changed from being data collectors to actually intervening in the teaching process: taking classes, developing worksheets. This validated the midline data of 2008, which showed that learning outcomes had not improved over 2005 and 2008. This became a turning point for the intervention. This brought the realisation that **building pedagogy of the whole team was a critical element in the process.**

The review also indicated that the CFSI community participation component was not fully developed. The indicators reiterated this. This resulted in taking the initiative into the community through Melas and Jathas. There was also a change in the visibility. Mr. Periodi invited people to generate support. Hence, research, academic and pedagogic teams were welcomed by the CFSI team. This was a phase of intense engagement and exploration. It was a stage of complete immersion in the field.

Developments After 2010

In 2010, a midline assessment revealed a 47% improvement in the learning levels of children across all categories, which was significant.

The average performance of the students in the assessment this time was fairly good, at about 54%. This assumes added importance when seen in comparison to the Baseline assessment data. The improvement was sharp and healthy in both Math and Environmental Studies and also fairly uniform across both boys and girls. (Midline Learning Achievement Study, Azim Premji Foundation, 2010).

The study gave the team confidence to look at the interventions and learn from the six years of the work in the field.

All these shifts and developments gave rise to the different component interventions that have been indicated in the three phases (Establishment, Exploration and Extension) presented in the Introduction. The Initiative is currently in the Extension phase when it is worthwhile to take stock of the situation.

Some Concluding Thoughts

This historical overview established that:

- It was both important and possible to cultivate local talent for running some components of this Initiative.
- Decentralisation of operations (by dividing the intervention area into functional units) tends to streamline processes.
- By sharing leadership with the government, it was possible to think of long term sustainability and scaling up.
- It was mandatory to provide the field staff with pedagogic inputs for effective intervention.

The following section reviews the different interventions towards this end.

Chapter 6

CFSI Interventions

INTRODUCTION

This section deals with the various interventions which when put together form the CFSI. But, that different interventions play different roles is explained here.

The table below lists the interventions that fall into the five broad areas: *school environment, classroom environment, teaching learning process, teacher academic development and community development.*

Fig.1. Child Friendly School Initiative Interventions

Sl. No.	Five Broad Areas	Interventions	Year of Establishment
1	School Environment	School Improvement Plan	2005
2	Classroom Environment	Children's Creativity Workshop	2008-09
		Children's Project Work	2010
3	Teaching Learning Process	Nali Kali Teachers Interaction Meeting and Nali Kali Onsite Support	2006
		Classroom Observation	2008-09
		Worksheets	2009-10
4	Teacher Academic development	Head Teachers Training	2005
		Teacher Learning Centres	2008
		News Letter	2008
		Exposure Visits (both for teachers and Margadarshis)	2008
		Training for Teachers in Academics and Pedagogy	2009-10
		Nali Kali Best Teacher Award and Best School Award	2009-10
5	Community Development	Shramadhana	2005-06
		Bio garden	2005-06
		Focus Group Discussion	2007
		Jatha	2007
		Mela	2008
		SDMC Meeting	2010

An attempt has been made to understand and review these interventions by securing the perspective of stakeholders. Specifically, the following were approached for arriving at a comprehensive understanding of the CFSI:

1. **Head of the District Institute of Yadgir (Mr. Umashankar Periodi)**
2. **District Programme Head (Mr. Rudresh)**
3. **Area Coordinators (ACs)**
4. **Margadarshis**
5. **Block Education Officer (BEO) and Education Coordinator (EC)**
6. **Cluster Resource Persons (CRPs)**
7. **Head Teachers (HTs)**
8. **Class teachers**
9. **Community representatives**
10. **Children from Class 3 and Class 5**

Each of these stakeholders held a different perspective. There were also occasions when they had no opinion about a particular intervention. Attempts have been made to retain divergent views while presenting the data on each of the interventions.

SCHOOL ENVIRONMENT

Under the broad area of school environment there is a single intervention - the School Improvement Plan (SIP)

School Improvement Plan (SIP)

SIP, designed for the overall development of the school, was initiated in 2005 on the belief that to deliver quality education, there was a need for change in three areas - outside classroom (within the school), inside classroom, and in the community.

The very first area for initiating the change was within the school. The objectives of this activity are as follows:
• To understand the status of the school
• To prepare an action plan for school development
• To improve the overall environment of the school to help in delivering quality education.

As mentioned in the historical overview, the intervention was initiated with a review of the school situation by examining 214 indicators which covered these: school environment, classroom environment, teaching learning process, teacher academic development and community participation.

The intervention was operationalised this way: The Margadarshi goes to the school and marks the indicators in June-July when the school opens. 'Yes' or 'no' options are provided in the form. He then convenes a meeting to develop the plan which is attended by teachers, parents and representatives of the Community Based Organisations (CBOs), Cluster Resource Persons (CRPs), head teachers, School Monitoring and Development Committee (SDMC) members, Gram Panchayat (GP) members and school supporters (those who give donations). At the meeting, the plan is developed outside the school - under a tree, Samudaya Bhavan, at a village corner or in the open school ground itself.

The meeting begins with a discussion on the indicators. The Margadarshi explains how the indicators help in improving the quality of education which helps the parents present. For each indicator there is usually a reflection on the objective, resources, timeline, review of the work done, responsible person, etc. Each indicator with the mark given is discussed and work on the plan then begins.

E.g. **Water problem**: how to get water, time required, who is responsible, what resources are required, where will these be procured from. Stakeholders offer suggestions and they are recorded.

This exercise is repeated for all the indicators and consolidated into a SIP. This takes two days. Every fortnight the Margadarshis review the indicators to assess

whether the objectives had been met. If yes, this would be acknowledged and appreciated. If no they would have to plan again for the indicators concerned. The Margadarshis then monitor the implementation of the plan. Every quarter, a school-wise assessment is undertaken.

The research department used to bring out a consolidated status report but it was so delayed that it could not be used for an effective review. Now, this report is brought out in the field. This report is shared twice a year with the field staff. Earlier, a copy of this report was kept in the school, in the office and with the Margadarshis. But it was now being publicly displayed in the school for everybody to see. This intervention needs consistent efforts by the Margadarshi to keep the plan updated.

Generating indicators for teaching learning processes is very difficult. A teacher may be present in the class but is her teaching effective? How many children are really learning? Assessment is very difficult. Is the class participatory or not can be observed but is the participation entailing learning is difficult to assess. Perhaps results become the only consistent element for assessment.

SIP is a critical intervention because it enables one to speak in a concrete manner. The indicators become very useful for connecting with different stakeholders in real terms. What is important is what the team does with the indicators - is it to educate people, to monitor the process, to talk on the process?

This intervention has received a varying response over time.

Initial response to this activity

The initial response was not good, because it was a new kind of activity and the head teachers and other stakeholders were not interested this activity. SDMCs were not active in some of the schools and they felt that this intervention was casting them in poor light. Some of the schools felt burdened by this.

Changes in response

In 2006, a year after it was initiated, thanks to the continuous support of the Margadarshis it started gaining ground. The Margadarshis supported the stakeholders who realised that CFSI was here to play a facilitative role. They could also see improvements in the school. Since then, some head teachers have taken up the activity seriously. Many problems like land issues, purchase of sports materials and of mid-day-meal plates etc. have been solved. There is a continuous improvement in the indicators every year. Despite these positive developments, the process of evaluation and planning based on 214 indicators was proving to be cumbersome.

Modification of the indicators

In 2008, a midline study was conducted. The results showed that there was 23% improvement in meeting indicator objectives (shift from 49% to 73%). The study also revealed that there was disconnect between the learning levels and the improvement in the indicators. As mentioned in the historical review, the indicators were brought down to 60 to streamline processes. This necessitated some fresh training for the Margadarshis. This training needs to be supplemented for sustaining progress on these indicators effectively.

There have been a series of enabling factors and barriers while working on this intervention. Some of these factors are as follows:

Enabling factors

1. As mentioned in the historical overview, one of the early interventions by Mr. Baig was head teachers' leadership training. This training made the head teachers receptive to this intervention and helped them play their role in the context of this intervention effectively.
2. In schools where the community showed interest, this intervention got entrenched easily. The members of the community contributed by ensuring drinking water, developing the playground and actual construction of school building and compound.
3. The on-going nature of this activity sustained interest over time. There was regular evaluation of the work. This sustained the interest of the different stakeholders.
4. The continuous efforts and diligence of the Margadarshis also enabled this intervention. Their consistent tracking of the indicators put pressure on the teachers to think along these lines. Joint preparation of the action plan had pushed the teachers to work on it.

Barriers encountered

1. Since the action plan was supposed to be developed by the stakeholders together; it was difficult to get all of them together in a specified time.
2. It was a highly time consuming intervention.
3. The teachers and educational functionaries (CRPs) were burdened with multiple responsibilities and often found it difficult to spare time for this.
4. Getting community people involved in the process was also very difficult. Building the awareness among the community about owning the school was a tough task.

Efforts were made to overcome some of these barriers. The very first step was to give preference to the community people's time. Efforts were made to conduct these meetings at their convenience. The free time of the education functionaries was also kept in mind.

However, some constraints continued. In some areas, there was no proper provision for the school to purchase land. Situations like this could not be handled. Moreover, the participation of women in the meetings was very poor. This has remained unchanged.

But this intervention has yielded some unexpected positive outcomes.

Unexpected positive outcomes

In some schools, CBOs and youth organisations assumed responsibility for cleaning and leveling the ground, event organisation, etc. This created tremendous pride in those schools and enabled some of them to conduct annual day programmes.

What do stakeholders say about these interventions?

Area Coordinators (ACs): In the initial stage, the main focus of CFSI team was on SIP and there was no direct

correlation between SIP and learning levels. This was a concern area; hence we began to focus on improving learning levels, as this was our main mandate. SIP was a platform for the CFSI team for further interventions and with this as our base we entered the classroom in 2008.

Margadarshis who have been with CFSI since 2005: The indicators reflected progress in all five areas that helped in school development. SIP was the base for all CFSI programmes and a guideline and the cause for many major changes in schools. It integrated all teachers, functionaries and the community. It helped in Nali Kali programme and provided an opportunity for change as it worked on concrete elements.

Margadarshis who have been with CFSI since 2007: SIP enables the provision of infrastructural facilities to school. It allows community people to participate in the school programmes. It helps to review the system and strengthens school and classroom environment.

Block Education Officer (BEO): SIP has helped us to systematise teacher punctuality, their preparation for classroom teaching and has improved school infrastructure and the classroom environment. The downside of the indicator is that it does not contribute greatly to the teaching learning process. This may be because there are very few indicators related to teaching.

Education Coordinator (EC): SIP has not only developed the school but, more importantly, it has bridged the gap between school and community. Involvement of teachers and community in school improvement plan has introduced a healthy relationship between them.

Head Teachers from the Best Performing Schools: SIP is the most valuable programme of CFSI. Because of SIP we were able to conduct various activities on time. We have been effectively maintaining school documents, conducting parents' meetings regularly, keeping the school premises very clean every day, and also there has been an improvement in the learning of children. It has helped in increasing enrolment and attendance.

Head Teachers from the Average Performing Schools: SIP has enabled significant changes in our schools. We have been able to maintain documents, prepare plans to implement the programmes with effective distribution of responsibilities among teachers.

Head Teachers from the Poor Performing Schools: SIP has enabled the maintenance of documents, playground, question box and library.

Teachers from the Best Performing Schools: SIP is very useful for teachers. It helps them to prepare a plan before the start of academic year and explains their role in implementing it. The indicators are also meaningful in the overall development of the school. Teachers who were not drawing up lesson plans have started preparing excellent lesson plans because of SIP. School infrastructure has improved and community people have also started coming to school.

Teachers from the Average Performing Schools: SIP has introduced the use of question box, black board in the classroom and the first aid box. The toilets have become cleaner. It has enabled participation in Mela and created a forum for discussion with the community.

Views of the Teachers from the Poor Performing Schools: All the schools do not have the SIP intervention. Where it exists, SIP gives a clear picture of what has been done in school and what has to be done in the future. It also tells us as how to achieve these indicators. With the help of SIP we have started maintaining school documents. Infrastructure facilities (drinking water problem solved, time table, clean classrooms) have improved. Teachers discuss with Margadarshis indicators which have not been achieved.

Community representatives whose children feature in the best performing schools: With the introduction of indicators, most of the schools have got new buildings and the school environment has improved (garden, playground, toilets, and drinking water facilities). Discipline has improved. Teachers are punctual and have stopped punishing children and instead respond

to their feelings with care and love. Teachers design creative classroom teaching methods which are liked by the children. We have started participating in the school activities like national festivals, cultural and sports activities, annual day, distribution of books and uniforms etc. We now also contribute to the schools in the construction of compounds, bore wells, material for learning corners, plates, chairs, water filter, repair of toilets and water taps, sports materials etc.

Community representatives whose children feature in the average performing schools:
Earlier the school had only a few rooms, but now they have built new rooms with good infrastructure facilities. Our concern is the shortage of teachers and the quality of available teachers at schools. Even with the help of SIP, the schools could not resolve this problem. A few schools don't have playgrounds. Some schools don't even have proper buildings.

We have started supporting schools in the repair of toilets, construction of school compounds, water taps. We also contribute sports materials, bore well, materials for learning corners, plates, chairs, water filter and kitchen items.

Community representatives whose children feature in the average performing schools:
Earlier schools did not have playgrounds, but now new school buildings have been built outside the village with playgrounds. Some of the school rooms are not safe. The school doesn't have enough teachers. The capacity of teachers is limited. Children are not interested in going to these schools. Even if the children are willing to go to these schools parents don't allow them to go. A few children have been shifted to other schools.

Some Concluding Thoughts

It is evident that SIP is a valuable intervention as it enables the CFSI to state the progress in concrete terms. It is positively acknowledged by all stakeholders associated with the better performing schools. There appears to be a variable impact in the average and the poor performing

schools. In the average performing schools and the poor performing schools, the teachers and head teachers are convinced of its utility while the members of the community voice reservations. It also needs mention that it has not been implemented in all the poor performing schools.

Annexure 7 (showing the performance of SIP in the schools included in the study) reveals that over time (2009-2011) there has been an improvement in SIP outcomes. It also reveals that the poor performing schools do very poorly with regard to SIP outcomes. The better performing schools do not necessarily show better SIP results than the average performing schools. In at least three instances the average performing schools show better results. This concretely establishes that there is not necessarily a close and positive correlation between SIP and overall performance of the school.

A concern area is that it is not adequately linked with learning outcomes. Further if one examines the impact vs. effort chart at the end of this chapter as articulated by the Margadarshis, this is a high effort but low impact activity. On a scale of 0-10, the efforts put in by the Margadarshis are 10 while the impact is less than 2 according to the newer Margadarshis. The older Margadarshi claimed that the impact is 7, which is still lower. This is a concern area .

The question of sustainability is also to be acknowledged. It has been suggested by the CFSI team that it will be useful to build the capacity of the community and other stakeholders, like the CRPs, to take on this activity. But how exactly this will be executed is not clear.

CLASSROOM ENVIRONMENT

There are two major interventions here:
- Children's creativity workshop, and
- Children's project work.

Children's Creativity Workshop

This intervention began in 2008-09 in the exploration

phase. The historical overview establishes that a shift in orientation took place in 2007. At this point, it became clear that there was no adequate intervention within the classroom. The team members were not working with the children, were not aware of the children's interests and their span of attention; nor how to keep them engaged in the classroom.

Experience is needed to ascertain what interests the children. It was important to get the Margadarshis engage with children, observe, learn and work with them. A relevant entry point was children's creativity workshops. Creativity workshops make learning a pleasure. This intervention had the following objectives:

1. To be with children for understanding how they learn and engage
2. To demonstrate that it is possible to create a child friendly atmosphere, as the thumb rule was no punishment, no threat of punishment and no violence of any kind

What is children's creativity workshop?

The very first step in this activity was the identification of schools where the number of out of school children/ absenteeism is high or the attendance low (i.e. a below average school). Thirty children were identified as participants in this intervention after a discussion with the head teacher. A three-day workshop was planned for them with the following topics:

1. **Painting:** The workshop begins with very simple

paintings, where children paint various pictures by using thread, vegetables, papers, water etc. followed by a free hand painting of whatever they want.
2. **Storytelling:** The workshop begins with storytelling and then slowly the children are encouraged to tell stories. Then there is work on creative story telling exercises like completing the story, group building a story, writing a story on a given set of items, viewing the story, etc.
3. **Singing:** There are simple action songs, which many of them know. Group songs are encouraged.
4. **Theatre activities:** A theatre game is given all through the three days. Introducing a character, interacting with another character, finding out the character and guessing the character with questions, miming different characters, miming a situation, miming an action, etc.
5. **Puppetry:** Puppetry is usually the last part of the workshop, which integrates all the aspects like painting, singing storytelling and theatre.
6. **Mask making:** Use of paper to make caps and masks.

Material is supplied to all the participating children. The facilitator guides the process on all the three days and on the last day there is a closing function where the items created in the workshop are exhibited to which parents and teachers are invited. Till date a total of 250 workshops have been conducted.

Training required for initiating this intervention

The training programmes were very elaborate as the Margadarshis had never undertaken a similar exercise earlier. A three-day creativity workshop was conducted for Margadarshis by Mr. Periodi. In the training, there was a detailed discussion about the particular activity, expected results and some cautions. This was followed by hands on training where the whole group split into three and each group conducted a workshop for the children. This workshop was led by the Area Coordinators with the help of their eight Margadarshis. The Margadarshis were then divided into pairs and they conducted the workshop under the guidance of Area Coordinators in the school.

These were monitored by ACs with reviews, insights and inputs. Finally, each Margadarshi conducted a workshop independently in a school. After this there was a detailed review meeting to discuss this process and plans were made for a series of workshops. In the next phase, each Margadarshi involved the school teachers in the workshop.

Despite these intensive inputs further training was found required - to upgrade facilitation skills, knowledge of engaging the children in the workshop, observation powers and the skill of deriving insights from the experience of the workshop. The next stage perhaps is to train the Margadarshis to train the teachers to conduct this workshop.

Initial response to this intervention

Initially teachers were very reluctant; they thought it would be a repetitive experience as they had done it earlier and there was nothing new for them. But after the workshop was conducted they began to understand the nuances and objectives of the activity. It took five months for the teachers to get convinced. When the children started responding positively both the Margadarshis and teachers understood the value of this intervention.

Enabling factors

The participation of the children, their energy, enthusiasm and bringing other children along to workshop have been the most enabling factors. By and large all the schools have received it well. A few schools have done this more enthusiastically because of the teachers' interest and some teachers have started conducting workshops themselves. Most of the Margadarshis have truly understood the value of this intervention and most have acquired the skills to independently conduct the workshop.

Barriers encountered

Despite this overall positive response some teachers were apathetic; a few Margadarshis were yet to acquire the skills to conduct these workshops; and time is a constraint for these children who have a very busy schedule.

Efforts were made to overcome these:
1. Once they saw the children's positive reaction to this intervention the teachers started shedding their apathy. The children were particularly responsive because there was no threat of corporal punishment here.
2. For the limited skill aspect, efforts are underway to review, reflect and plan inputs effectively. There is need for advanced training.
3. The team has decided to conduct workshops over weekends to overcome the time restraint.

Two **unexpected outcomes** were:
• A number of teachers who were not included in the process started showing interest in getting trained.
• Some Margadarshis showed tremendous initiative by creating new activities for children.

Views held by the Margadarshis who have been with CFSI since 2005: Children learn at their own pace based on their capability; develops confidence in poor performers and enhances teacher knowledge. Teachers have learnt that it is possible to teach without corporal punishment.

Views held by the Margadarshis who have been with CFSI since 2007: It helps in boosting creativity among the students. If you show them one activity they are capable of coming up with many others. It inspires other students to participate in the workshop. It is an open space for all children to participate in the learning process. It is an effective platform to explore their talents.

Views held by children of Class 3 from the best performing schools: The children said that they enjoyed:

1. Preparing different things by using color papers
2. Paintings: Thread painting, spreading paints in the water,
3. Candle painting: Pressing the candle on the paper and creating paintings
4. Mask creation

Views held by children of Class 5 from the best performing schools:

Around 60% of the students attended the children's creativity workshop where the activities included:

- Painting: thread painting, pouring paint on the water, drawing images
- Colouring the paper and cloth
- Drama, mono acting (Babruvahana and Ekalavya)
- Dance, doll making, mask creation
- Games: Memorisation game
- Combining district pictures, grading the answers, astrology

The most **enjoyable elements** were:

- Making things by using colour papers
- Making butterflies using chocolate wrappers
- Thread painting and mask creation

Class 3 children from the average performing schools:

Not attended any creativity workshop

Views held by children of Class 5 from the average performing schools:

Only 20% of the children participated in creativity workshop and their activities were:

- Making trees, chairs, rockets, boat, guns using colour papers and mud
- Dancing, singing and painting

The most **enjoyable elements** were:
- Making things by using papers and mud
- Making dolls
- Playing games

Children of Class 3 and 5 from the poor performing schools:

None of the children attended the workshops.

Concluding thoughts

This was not a universal intervention. Some children from the best performing schools; very few from the average performing schools and none from the poor performing schools have attended these workshops. This is a concern area as it implies that the intervention has not met its core objective. But at all workshops both the Margadarshis and the children internalised the value of these workshops. On a score of 1-10 the Margadarshis gave 7 for this intervention, implying that it did not entail too much of an effort to execute. The impact was almost proportionate with the effort as it was rated 6 according to the old Margadarshis and 5 according the newer ones. The issue of sustainability becomes relevant only after this intervention becomes widespread. The CFSI team has attempted to keep the component of sustainability in mind by ensuring that: a) the expenditure for this workshop is minimum; and b) in the next phase, to train the teachers to conduct the workshop independently; and c) to slowly build the network forum on the programme to continue the workshops.

Children's Project Work

This intervention was initiated in 2010 during the exploration phase when it was realised that it was critical to get authentic experience in working with children for the interaction with the teachers to be meaningful and influential. It is important to understand how children responded, learnt and engaged. In addition to Nali Kali onsite support for teachers and creativity workshops, it would be useful to initiate project work with the children. This was a useful and meaningful method of learning, as it emphasised exploration and self-learning. Hence, this intervention was initiated with the following objectives.

Objectives

1. To provide a guided but self-learning experience for children through project work
2. To train teachers to guide the children through a project as facilitators
3. To document the learning and best practices of the project work process
4. To share the best practices and interesting elements of project work with a larger audience

What is children's project work?

A core group (ACs and Programme Head) in CFSI discussed and laid down the broad framework of the project work keeping in mind the role of three stakeholders - the **children**, who would actually do the project work; the **teachers**, who would guide the children; and the **Margadarshis** who would monitor the entire process. The core group members would provide support and input. The entire process was designed and facilitated by Mr. Periodi.

A letter describing the concept of project work and the process of executing it was sent to all the 340 schools which responded positively. The teachers' discussion of the project work with the children was very interesting and to their surprise the children came up with different kinds of topics for project work. It took some effort on the part of Margadarshis to facilitate this process where teachers were open to new ideas and accepted uncommon topics for project work.

Once the topic was selected, the children began data collection. They went to the field and explored various methods of collecting data/information. They came back and discussed this with teachers who helped them to elicit the findings and learning from their experience. The children then started writing the report with the help of the teachers and Margadarshis. The report was presented to the CFSI team which discussed the merits and demerits of each project.

Training required for initiating this intervention

The Margadarshis, Area Coordinators and teachers were trained to facilitate the intervention. The Margadarshis and the Area Coordinators held a training workshop with the teachers on the process of facilitating the project work. The training was mainly on: a) understanding how children engage in their own learning; b) the basic concept of project work, and c) facilitation skills. The training was first given to the Margadarshis and then to the teachers. The Margadarshis supported the teachers in facilitating the process.

Based on learning and feedback of the previous process, there is a need to develop a more systematic module on the concept of children's self-learning, the basic concept of project work and the skill of facilitation for project work.

Initial response to this intervention

The initial response of the Margadarshis was positive but they were a bit anxious about teachers taking up this intervention. The teachers wanted more time. But once the project work began, there was a lot enthusiasm and hard work from the teachers and children. But documentation consumed more time as it included correction and editing.

School participation in project work was very high - out of 340 schools 75 schools did 119 different projects. In 40 schools the intervention proceeded extremely well. In 25 schools the participation and learning was average but in 10 schools it did not go as per plan.

The CFSI team which felt that information on projects and learning needed to be shared with a larger audience. It constituted an editorial board which consisted of Mr. Shanthanagowda Patil (BEO), Mr. Umashankar Periodi, Head, Yadgir District Institute, Mr. Ananthmurthy, EC, Mr. Rudresh, Head, CFSI, and Dr. Zabeer Bavaji, Resource Person, Yadgir District Institute. The editorial team found that of the 119 projects 35 projects were documented very well, 26 moderate and the remaining 58 were not documented properly. The editorial board decided

to print the 35 project reports in full along with the gist of 26 projects each, besides listing the remaining 58 projects. This compilation was released by Mr. Kumar Nayak, Principal Secretary, Department of Primary and Secondary Education, Government of Karnataka, on 28th September in Yadgir.

Response over time

Given the positive initial response, these activities got well- entrenched within two months. This is an ongoing activity.

Enabling factors

1. The first enabling factor was the enthusiasm of the children to take up something and think differently.
2. Teacher's participation was another enabling factor. Many teachers put in genuine efforts and were excited about the children's involvement.
3. The CFSI team found project work interesting and meaningful and went out of the way to help teachers and children to complete the process in time.

Barriers encountered

The main barrier was in understanding the difference between teaching and facilitating. The Margadarshis and the teachers took a little time in acquiring the skill of allowing the child to explore and discover things by herself. The teachers also found it difficult to hold back and allow the children to discuss on their own. Before this

exercise, they were used to intervening and leading the discussion.

These barriers were acknowledged and attempts were made to overcome these through workshops interactions and role modeling by CFSI team.

Unexpected outcomes

Some of the topics were beyond CFSI's expectations e.g. children finding out the reasons for their friends dropping out of school. Another example was the project on Sahitya Sangha in which the children collected the manuscripts of well known writers who had visited this Sangha. Five schools did a project to prepare a dictionary of Lambani words and each did it in a different way. Even lighter topics, like English words used by villagers, ended up as a very serious and productive project.

Views held by class teachers from the best performing schools: Ninety per cent of the teachers said that they were involved in project work and had undertaken projects on human sense organs and their functions, poets, clay models, soil (importance, types, nature of soil), banking and water sources.

The children found these very useful as project work kept them active and helped in self-learning. They started thinking more rationally, collected new information every day, improved their imagination and inspired them to work with coordination. The 'Importance of Banking' project helped them to learn about educational loans, locker system, interest rates etc.

Views held by class teachers from the average performing schools: Ninety per cent of the teachers participated in the project work. They had undertaken projects on clay models, games, tree leaves, collecting the pictures of scientists, science experiments, math structure creation, freedom fighters, environment, birds and animals, use of library and computer, solar eclipse etc.

The children found this 'out of book' experience very useful - they needed to approach the person concerned to collect information about their topics; got a chance to

visit new places and discover new things. They obtained information on a wide range of areas - local history, medicine and customs. All this experience helped them gain self-confidence and critical thinking, which made them more creative. This application oriented learning helped in retention of information.

Views held by class teachers from the poor performing schools: The teachers have not undertaken any project with children from these schools.

Views held by community representatives whose children feature in the best performing schools: *'We are aware of this as the children came home and showed us their project work.'*

Some concluding thoughts

In general this intervention has met its objectives but it has not reached the schools where the performance is poor. It is here that the need is the greatest. Efforts should be made to extend it to these schools in the near future. The learning from this intervention for all teachers' children and CFSI team had been tremendous.

With regard to the issue of sustainability, this intervention does not need any extra resources it has become a part of curriculum. The teachers have been trained to take on this intervention independently in the future.

TEACHING LEARNING PROCESS

Under the teaching learning process there are two key interventions: *Nali Kali and Worksheets*

Nali Kali: Teacher Interaction Meeting and Onsite Support

The Nali Kali teachers' interaction meetings and onsite support began in 2006 during the establishment phase[1]. As mentioned in the historical overview, not enough attention was being paid to the classroom process. This intervention was initiated to directly address the problem in the classroom itself and to create space for teachers to share their experience.

Objectives

- Initiation of Nali Kali teacher interaction meetings:

1. To create space for teachers to share their experience and solve their problems
2. To help the teachers in the classroom demonstration and discuss with teachers to plan for the next month's activities

- Nali Kali Onsite support:

3. To directly address the problem of poor learning outcomes in the classroom itself
4. To support teachers in the preparing Teacher Learning Materials (TLMs)
5. To help teachers in the classroom process

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[1]Nali Kali is a multi-grade multi-level activity based teaching learning process designed with predetermined milestones. The learning happens in small groups. The teacher's role is more of a facilitator who helps the child to learn. Teaching learning materials are made available for the child in the classroom.

What is Nali Kali teacher interaction meeting/ onsite support?

Nali Kali teacher interaction meeting is a platform for teachers to share their experiences. Nali Kali teachers, Resource Persons (RPs) and Margadarshis interact together in the school. It is a whole day programme for individual interaction with teachers and classroom observation. It takes two hours to discuss with all teachers at the meeting and the report is displayed on the school board. There are three steps in this intervention.

1. Feedback session - getting feedback on the status of the school. Example: Nali Kali classroom environment, teaching learning materials, infrastructure, teaching and learning process, needs of the schools, etc. (all preparatory classroom activities).

2. Classroom observation - Nali Kali classroom observation in the school where the meeting is happening. Example: students using learning corners, flashcards.

3. Input session - Fulfilling the needs of the schools on Nali Kali classroom process. Example: planning the monthly activities, problems in group movement, problems in delivering subjects like language, maths.

Training required for initiating this intervention

1. Training on the conceptual understanding of Nali Kali and its methods

2. Training on Nali Kali content and pedagogy
3. Identifying the level and the grade of children in the class
4. Deep rooted training on MGML learning
5. Training on onsite support - soft skills, human relationship, presentation skills, etc.

For effective implementation of this intervention, further training is required:

1. Build the capacity of CRPs to sustain the programme in future.
2. A deeper understanding of Nali Kali, MGML methods for government functionaries.
3. Content and pedagogy training for CRPs and members who have joined recently.
4. Training for Class 3 Nali Kali process (the government has announced that it plans to include Class 3 in this intervention)

Initial response to this intervention

The initial response was not good because it was difficult for the teachers to understand the concept and handle the class. They had to be in the class for longer stretches of time to keep the children engaged in different activities. This put pressure on them. Other teachers were not ready to take Nali Kali classes when the regular teacher was absent as they did not know the concept or method of Nali Kali. Thus the Nali Kali teachers had very little support within the school. Attending additional meetings became burdensome for them.

Barriers encountered

1. Initially it was difficult for teachers to understand the concept and methods of Nali Kali.
2. It was difficult to change teachers' deep-seated styles of functioning.
3. It was not easy to build perspective among teachers about respecting the children and giving opportunities for them to learn on their own.
4. It was difficult for the new Margadarshis, who joined after Mr. Baig left CFSI, to understand Nali Kali.
5. Transfer of few teachers who knew the Nali Kali concept.
6. In about 30 per cent of the schools it was not received well because of constraints like infrastructure problems, lack of building, lack of teachers and senior teachers who did not have interest in Nali Kali.

Attempts were made at overcoming some of these barriers in the following manner:
1. Motivating the teachers about the concept and methods of Nali Kali
2. Rigorous classroom observation and training from Rishi Valley school
3. Providing training to more teachers in Nali Kali

Changes in response over time

It took two years to establish Nali Kali (from 2006 to 2008) and it gained acceptance in 2008-09. Almost 70% of the schools have received it and performed very well and the Nali Kali teachers have become facilitators of interaction meeting. A few identified Nali Kali teachers became RPs. Department officials who came to observe this programme were impressed and suggested taking it to other schools in Karnataka.

Enabling factors

1. The Margadarshis got a clear understanding of the Nali Kali MGML concept as they were trained by the designer of this programme (Mr. Baig).
2. Mr. Baig was able to provide effective feedback and had a clear problem solving strategy.
3. It is well-received in about 70% of the schools where the teachers have good perspective about the concept and appreciate the change seen in their children. The identified Nali Kali RPs have received it well and they are motivating others in preparing the Teaching Learning Material (TLM) required for the class.

Unexpected outcomes

There have been some unexpected outcomes. Teachers who were not part of Nali Kali showed interest. For example, a teacher from Janatha Colony School came forward to take Nali Kali class. He was not trained but was interested in taking the Nali Kali class. Within six months, he could understand the concepts and methods of Nali Kali. There were other developments like a Nali Kali resource teacher influencing others to take the Nali Kali classes and helping them to prepare TLM. In some cases, head teachers have come forward to take Nali Kali classes, which is actually not part of their mandate.

Views of Area Coordinators: There has been an improvement in the involvement of government functionaries in the Nali Kali programme. They are very happy about the Nali Kali interaction meeting, training and workshops.

Views of Margadarshis who have been with CFSI since 2005: This programme has given a good foundation to the children. It secures the involvement of the children and teacher in the classroom. It facilitates the engagement between teachers and functionaries. It has shown a positive impact on children's subject knowledge. It helps to solve teachers' problems. This programme has been implemented in the entire block and has been extended all over Karnataka. This is a matter of pride.

Views of Margadarshis who have been with CFSI since 2007: Nali Kali helps in effective classroom processes. It enables the identification of the actual status of activities; allows for timely solving of problems; it is possible to introduce new activities. The interaction meetings have become a platform to prepare plans and share experiences.

Views of the BEO: Nali Kali interaction meeting is one of the best interventions in CFSI programme. During the meeting, there is a review of the progress of previous month and a discussion on issues related to preparations, process and activities of Nali Kali. There is an attempt at solving academic and pedagogic problems. It is a very good platform for teachers to share their experiences and learn from each other. Hence, it plays a major role in teacher development and enhancing children learning. With the help of effective interaction meetings, it is possible to implement the Nali Kali programme effectively.

In December 2010, 80 block and cluster level functionaries of Gulbarga and Yadgir district visited Shorapur to see the CFSI programme. Functionaries of other blocks have felt that the Nali Kali interaction meeting of Shorapur

block is the best. Successful implementation of Nali Kali resulted in improved learning levels of Nali Kali students from Class 1 to 3. The unique concept of monthly teachers' interaction meeting and continuous onsite support has been extended to other blocks.

Views held by EC: The Nali Kali interaction meeting is more effective in Shorapur block as compared to the other blocks in north-east Karnataka region. Each teacher in this block is a resource person and is capable of solving any problem related to Nali Kali. There is no need to depend on outside resource persons since there are around 100 resource persons in this block. It is possible to identify the difference between Nali Kali and non-Nali Kali schools. Nali Kali students can easily read and write and do simple mathematics at the end of two years. The students taught under Nali Kali are showing good results in the higher classes.

Views held by teachers from the best performing schools: The teachers were highly appreciative of the on-site support provided by Margadarshis, because the latter were able to guide the former on what to do in classroom teaching. Moreover, the Margadarshis' practical involvement in classroom process in various activities serves as a demonstration and training for teachers. Onsite support has inspired the teachers to work more actively and creatively. The Margadarshis' regular

activities like checking progress card, group movement, planning, etc. have enabled the teachers to work more efficiently.

Views held by teachers from the average performing schools: The teachers felt that the Margadarshis' onsite support was essential for all schools as it helped the children to learn various activities like card compositions. It enabled skill enhancement of both children and teachers. Onsite support was like a model for the teachers as through this Margadarshis introduced new teaching methods and inspired the teachers to take Nali Kali classes.

Views held by teachers from the poor performing schools: Fifty per cent of the teachers were aware of the onsite support by the Margadarshis in Nali Kali programme. The Margadarshis came to school regularly and provided the Nali Kali kit to the teachers and provided insights into the Nali Kali concept by conducting demonstration classes and by using various teaching methods (group formation). Teachers who had not conducted Nali Kali classes were unaware of this teaching method. One teacher said that the Margadarshi merely visited the school, took attendance, spent an hour and then left.

Views held by community representatives whose children feature in the best performing schools: With the introduction of new concept children have started reading and writing without making many errors. Children show more interest to go to school and they actively participate in all other school activities. Community has participated in the Nali Kali workshop.

Views held by community representatives whose children feature in the average performing schools: Learning has improved and so also the attendance.

Some concluding thoughts

In the PRA ranking, the Margadarshis established that it was one of the most important interventions. Margadarshis who have been with the project longer said the effort they put in on a scale of 1-10 was 9 while the impact was 10. The newer ones claimed that the effort was 7 while the impact was 10. This implies that the energy being expended on this activity is cost beneficial. It seems to be meeting its objectives.

However, it was not being uniformly extended to all schools across the board - a concern area that needs to be addressed.

The fact that it has been acknowledged and appreciated by teachers and educational functionaries implies that that there is some potential for sustainability. To concretely ensure this it will be necessary to build the capacity of CRPs who need to be trained in understanding the concepts and methods of Nali Kali. They should be given the opportunity to facilitate the process under the guidance of the Margadarshis.

Margadarshis' Classroom Observation and Teaching

The activity was initiated in 2008-09 during the establishment phase. From Dr. Hardy's inputs (Vidya Bhavan) the CFSI team realised that it was not paying adequate attention to two areas: **classroom interaction** and **interaction with teachers.**

During the McKinsey review, an examination of the onsite support to the teachers revealed that most

area coordinators. This intervention had the following objectives.

Objectives

1. To understand the classroom process
2. To interact with students and teachers to respond to their needs
3. To build the capacity of the team in terms of academic and classroom observation
4. To develop material and activities to reach out to the students and teachers

What is Classroom Observation?

activities were not geared at improving learning levels and it was difficult to see the change until there was an entry into the classroom and work with children. This position was further validated the midline data of 2008 which showed that learning outcomes had not improved over 2005 and 2008. All this feedback resulted in change in strategy. This led to teacher capacity building in and outside the class room in terms of academic capability, classroom observation, dealing with students, responding to their needs, etc.

The CFSI team had to develop activities and worksheets for this intervention. The Margadarshis' role changed from being data collectors to actually intervening in the teaching process - taking classes and developing worksheets. This became a turning point leading to this intervention.

To initiate this intervention, Dr. Hardy requested the Margadarshis to sit in and observe the classes to learn. Initially, teachers felt threatened. When they realised that it was for learning they gave in. After six months of observation, the Margadarshis began to design, discuss and conduct classes jointly with the teachers. There was text book evaluation exercise during the vacation. The Margadarshis' classroom interaction was reviewed by

It is a process of observing classroom teaching and recording the classroom activities without making any interventions. The 45-minute class is observed by the Margadarshis who would then make recordings regarding the classroom practice, methods and materials used in the process, student's interaction with teacher etc. After the class teachers get feedback from the Margadarshis on what was good, what could have been better. The same process is then applied to Margadarshis when they conduct classes.

The process is discussed in detail at the team review meeting. The Margadarshis present their plan and get inputs and suggestions from the team members. With these inputs, the Margadarshis develop plans to interact with children and teachers in the next level. They design activities and worksheets to assess specific competencies with the team members in the review meeting.

Classroom observation was undertaken for Maths and Language. There was 33 per cent improvement in the learning of class 4 students for Maths and Language. In 68 intensive schools[2] it was very well received but in non-intensive schools it was not received well because they conducted this activity for a month in a year.

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[2]Each Margadarshi is in charge of 12 schools. From these schools, three are selective for intensive inputs.

Training required to initiate this activity

In-house training was required to focus on understanding a) the broad concept of classroom academic activities b) the specifics on how to deal with the students and teachers and c) how to develop activities and worksheets.

Further training is required

Further training is required to develop indicators to track the difficulty level in the subject competency. There is the need for advanced training to develop activities and worksheets for different subjects.

Initial response to this activity

The initial response was not very positive as the teachers did not like a third party entering their classrooms and observing their teaching. It took nearly two years to get this intervention entrenched. In 2011-12, it reached an average level in terms of understanding the competencies, classroom process, interaction between teachers and Margadarshis etc.

Enabling factors

In the midline assessment it was established that there was a need to improve the learning level in the schools of Shorapur block. This indicated that it was also necessary to build the capacity of the team in academics.

Barriers encountered

Since the team was non-academic, it was difficult to design the activity and interact with teachers on academic aspects.

To overcome these barriers, the CFSI team attended workshops of different levels, conducted by Vidya Bhavan Society. In-house training was designed for Margadarshis to equip them for classroom observation and interaction with teachers. They learned how to conduct rigorous review meetings to design plans for improvement and also how to design creative activities and worksheets for classroom intervention.

Views held by the Education Coordinator: The Margadarshis would visit each school to collect the necessary information. They were able to identify teachers' problems and students' learning. This extra support from CFSI team helped teachers to discuss their problems with them. Teachers feel that the Margadarshis were helpful in enhancing the learning levels of students.

Views held by Cluster Resource Persons (CRPs): The Margadarshis were supporting teachers in the classroom through regular visits, classroom observation and by providing teaching learning materials.

Views held by Head Teachers from the best performing schools: Head teachers are aware of the Margadarshis classroom observation and they enjoy the teaching method because the Margadarshis use creative worksheets in their teaching. They focus on enabling students' learning. The head teachers felt that the Margadarshis academic support is very strong. They solve teachers' academic and personal problems.

Views held by teachers from the best performing schools: The Margadarshis have been working very efficiently. They observe classroom teaching and give suggestions whenever needed. They concentrate more on a competency based teaching learning method.

Views held by teachers from average performing schools: Class teachers appreciate the Margadarshis classroom observation. "They give good support to students and teachers." They have seen improvement in the learning of their school children because of the Margadarshis active participation.

Views held by teachers from poor performing schools: Class teachers held that this intervention inspires teachers and quickly responds to their problems. This also spurs higher levels of learning among children.

Views held by children of Class 3 from best performing schools: The children find the sessions conducted by the Margadarshis very interesting because of activities like storytelling, singing, checking homework, tables, etc.

Views held by children of Class 5 from the best performing schools: The children found the Margadarshi sessions very interesting and were able to even remember the names of the Margadarshis. (Sridevi, Bheemsen, Ramesh Kulkarni etc)

The students held that activity based teaching was very effective in enabling recall. Some of the activities were: recounting stories with actions, singing funny songs, etc.

Views held by children of Class 3 from the average performing schools: 90% of the students were aware of the Margadarshi classroom teaching. They enjoyed these classes because Margadarshis taught in an interesting manner.

Views held by children of Class 5 from the average performing schools: The students said they enjoyed the classes because the Margadarshis taught well with various activities like singing, storytelling, playing games and pictures etc.

Views held by children of Class 3 from the poor performing schools: About 80% of the students said they were not aware about Margadarshis' classroom teaching, but the other 20% of children stated that a few outside teachers conducted their classes in a very interesting manner.

Views held by children of Class 5 from the poor performing schools: 80% of the children were not aware of outside teachers but other 20% enjoyed the classes because Margadarshis were good teachers.

Some concluding thoughts

It is evident that this is should be a core component in the CFSI. Until there is some element of direct intervention in the classroom, it is not possible to be an effective support.

The Margadarshis gave this intervention 8th rank in the PRA ranking exercise. This is a high effort intervention as it got a rank of 9 for effort while the impact was only 3. This indicates that it is an important activity but it is yet to have the desired impact.

This review establishes that the teachers and the functionaries are aware and appreciative of this intervention. With regard to the children who are the main beneficiaries of this intervention, it is interesting to note that even in the poorly performing schools there is some minimal exposure to this intervention.

For long term sustainability, it will be useful to include CRPs so that they can provide necessary support to the teachers.

Worksheets

The process of developing worksheets started in 2009-10 in the exploration phase. This intervention was designed to improve the learning outcomes of the children. From the classroom observation and textbook analysis, it became evident to the CFSI team that there was a gap between prescribed competency and lessons planned in textbooks. The need for material (worksheets) was felt as it would help students meet the competencies specified by the DSERT.

The textbook analysis exercise was done during the vacation. Dr. Hardy helped the Margadarshis in developing worksheets which filled the gaps in textbooks. The teachers welcomed the worksheets as children enjoyed using them. The worksheets were made available in the Teacher Learning Centres (TLCs).

Objectives

1.   To design and produce worksheets to enable children to achieve the prescribed competency for different classes.
2.   To share the experience of designing worksheets with teachers, head teacher and functionaries and to motivate them to produce worksheets independently at a later stage.

What are Worksheets?

The worksheet is used by children to attain the prescribed level of competency. The worksheet was designed to test comprehension by making students speak to each other, creating dramas, etc.

The process started by undertaking a base line through the pre-test. Some 30% of the students were making mistakes in word and sentence formation. Even in Math, a few students were struggling with place value identification. Based on the analysis of the pre-test 350 worksheets were developed - 200 in Language and 150 in Math. These were collaborative worksheets to assess

multilevel competencies instead of focusing only on reading with comprehension. For example, worksheets for letter identification with pictures and dialogues were developed. In Math, there were worksheets on fraction and place value. This was executed in 68 intensive schools.

After four months, a midline assessment was undertaken which showed that there was a 30% improvement in the learning level in the two subjects.

Training required to initiate this activity

Initially, training was required to analyse the textbook, to understand the competencies, expectations of the students, map the resources for the competency and identify the gaps. It was important to design the worksheets with the concept of making the child think, enabling them to raise questions and to discuss with others. Vidya Bhavan trained the CFSI team.

After this intensive training, the Margadarshis developed some worksheets on Language and Math based on their experience from the textbook analysis, but Dr. Hardy from Vidya Bhavan found them poor. This implied that they needed further training.

Initial response to this activity

The initial response to this activity in 2009-10 was not

very positive because the teachers and government functionaries felt the worksheets would not be effective. As the Margadarshis also had a limited understanding of the textbooks and prescribed competencies they could not motivate teachers.

It was in 2010-11 that the worksheets gained acceptance as the Margadarshis had upgraded their skills in worksheet creation and started using these effectively.

Enabling factors

The key enabler was the personal experience of the Margadarshis in identifying gaps in the textbook and prescribed competencies, which spurred them to produce the worksheets themselves. Children enjoying the worksheets and the teachers making use of the worksheets were other enabling factors.

Barriers encountered

A major barrier was that the Margadarshis were not academicians and had no exposure to such an activity. The government functionaries also did not have any experience in this activity. All the parties concerned had limited understanding in designing the worksheets. Efforts were made to overcome some of these barriers. Analysing the textbooks and finding the gaps was done in a workshop mode. It helped as people worked in small groups and learnt from each other. Hands on experience gave a lot of confidence to the team. They took help from Vidya Bhavan.

Views held by Head Teachers from the best performing schools: Head teachers feel that the worksheets have generated interest in the children.

Views held by Head Teachers from the average performing schools: "Worksheets are the most useful materials in the classroom process."

Views held by Head Teachers from the poor performing schools: The head teacher was unaware of the worksheets.

Views held by teachers from the Best Performing Schools: 'The children respond very positively to the worksheets generated by Margadarshis. It enables free learning. Sometimes children ask Margadarshis to provide worksheets on subjects of their interest. The worksheets are very creative which makes it easy for the children to solve problems and understand activities. These worksheets help children to work at their own pace as the children have different learning levels.'

Views held by teachers from average performing schools: The children have responded very well to the worksheets and there is an improvement in learning as they increase the thinking capacity of students and make them more creative. They looked forward to more worksheets.

However, a few teachers have stated that they know nothing about the worksheets.

Views held by teachers from poor performing schools: All teachers said that this intervention had not been implemented in their school till date.

Views held by children of Class 3 from best performing schools: All children who were aware of worksheets found it easy to complete them as they were easy to understand.

They found the following worksheets interesting:
- Math calculations
- Sentence formation, completing the sentence by using pictures
- Fish activities
- Fill in the blanks and match the following
- Stories

Views held by children of Class 5 from the best performing schools: Almost 80% of the students were aware of worksheets. The Margadarshis helped them in completing the worksheets and felt that these worksheets helped in improving learning. About 80% of the students said they were able to complete the worksheets and the rest found it hard to finish.

They found the following worksheets interesting:

- Making words by using pictures, fill in the blanks, match the following
- Maths activities: Ascending and descending orders
- Making Stories: fox and crane story
- Write up in our own words about a fair, preparing a write up on the photo of a road accident,
- Filling the empty space

Views held by children of Class 3 from the average performing schools: 50% of the children knew about the worksheets and all were able to complete them.

They found the following worksheets interesting:

- Making stories
- Painting
- Making pictures by using papers

Views held by children of Class 5 from the average performing schools: 60% of the children were aware of worksheets which they filled at the end of the day regularly. They could not identify anything specific about worksheets which they found interesting. They claimed that they enjoyed worksheets pertaining to stories and poems.

Views held by children of Class 3 from the poor performing schools: Very few students were aware of worksheets.

Views held by children of Class 5 from the poor performing school: 50% of the children were aware of worksheets and were able to complete them. They did not express any opinion regarding the worksheets.

Views held by community representatives whose children feature in the best performing schools: The community has seen an improvement in the learning of their children as shown by unit test results. Children shared stories and songs with parents which were taught to them with the help of worksheets in the school.

Some concluding thoughts

Worksheets are powerful teaching learning materials and have been appreciated by both the children and the teachers in schools where this intervention has been implemented. In the average and poor performing schools where these are perhaps most needed, this intervention has not been implemented adequately. This intervention can be sustained if the CRPs receive hands on training in designing and using the worksheets. The CRPs also need to start working with the teachers.

TEACHER ACADEMIC DEVELOPMENT

Under the broad area of teacher academic development, there are six interventions -- the Head Teachers' Training, Teacher Learning Centre (TLC), Newsletter, Training for Teachers on Academics and Pedagogy, Nali Kali Best Teacher Award and Best School Award and Exposure Visits.

Head Teacher (HT) Training

The head teachers' training was initiated in 2005 during the establishment phase. As mentioned in the historical overview, this was the first major intervention to introduce the programme and to secure the head teachers' acceptance.

Objectives

1. To introduce the CFSI in Shorapur block and orient the teaching faculty to the programme.
2. To build the capacity of the head teachers' in education, leadership, facilitation and communication to carry forward the CFSI

What is Head Teacher Training?

It was a 10-day residential training programme on education, leadership, facilitation and communication. It was done for the HTs of 309 schools in three slots. The

education functionaries of the block, CRPs and Block Resource Persons (BRPs) were also involved in these training programmes. Mr. Baig developed the module which focused on education theories, HT's roles and responsibilities, management skills and leadership. He conducted it in 10 batches.

A follow up programme was conducted by Prof. Sunny Tharappen of College of Leadership and Human Resource Development (CLHRD), in October 2009. This was a 5-day residential training on leadership, personality development, communication, facilitation and team building. In the third phase, Prof. Sunny Tharappen conducted a 2-day refresher workshop for all the head teachers in October 2010.

Initial response to this activity

The initial response was very good because there had been no such training for the HTs organised by the Department. For the first time they were being trained for a leadership position. The charismatic professor had very well designed the programme and executed it professionally.

Enabling factors

The novel programme was of high quality, was organised and received well. For a programme like CFSI to flourish, the perspective of the leaders needs to be built first. The training gave the required perspective and built a positive feeling among the grass root level leaders of the programme. Providing a perspective on education, facilitation, leadership and communication together was the most enabling factor to start the programme. This was effective as it was followed up by team building skills.

Barriers encountered

About 25 per cent of the trained HTs got transferred to other places. Untrained assistant teachers became HTs after the transfer which was a barrier. A few HTs were very senior with very little interest in learning afresh and changing themselves.

Efforts were made to overcome some of these barriers. Since transfer was a policy matter this problem could not be addressed. Efforts were made at motivating the senior HTs. The team also worked simultaneously with head and assistant teachers to enable them to work cohesively.

Unexpected outcomes

The education functionaries, CRPs and BRPs, got a perspective on education, leadership and facilitation and started discharging their duties effectively in their clusters.

Views held by the Margadarshis who have been with CFSI since 2005: This long term training created the necessary environment for the introduction of the programme. It integrated the CFSI team with schools very effectively since the Margadarshis were also a part of the training.

Views held by the Education Coordinator (ECO): As the development of a school depends on the role of the head teacher the training of HTs is crucial. The CFSI was initiated with head teachers' training. This made head teachers aware of their responsibilities and gave them inputs on team building and planning the development of their school.

Some Concluding Thoughts

The success and productivity of a school depend upon the head teacher who plays a crucial role. A leader of high calibre is therefore needed but it is surprising that the training for the leadership role is minimal, if not absent. In the CFSI initiative it was clear that the acceptance of the programme on a positive note was due to the head teachers' training. Any major change in the education system will have to take into account the training and perspective building of the HTs.

The Margadarshis (who have been with the project from 2005), however, do not consider it an important intervention as they have given it a rank of 10 which means least important. In terms of effort and impact, they claim that it is high effort and low impact intervention..

It needs mention here that this training was conducted at the inception of the CFSI. Some follow up inputs were provided in 2009 and 2010. It would be worthwhile exploring whether any further training is warranted.

Teacher Learning Centre (TLC)

The Teacher Learning Centre intervention was initiated in 2008 in the exploration phase to build the capacity of the teachers. By 2008, after three years of work, it was realised that the teachers had not grown in academics and pedagogy. They were not meeting to discuss classroom processes, concepts in education or problems encountered in the classroom. The CFSI team felt that a voluntary space for sharing and discussing problems was crucial for teacher development.

This intervention was initiated when Mr. Suresh, Area coordinator of Narayanpur, studied Chamrajnagar resource centres. The Foundation took the BEO and education officers from Shorapur to visit these centres. Inspired by these centres, they got together to plan for a vibrant TLC.

Objectives

1. To create a vibrant space for teachers to engage in improving their conceptual, technical and human relation skills
2. To provide opportunities for building skills among the teachers through sharing of best practices, structured and guided exercises, demonstration, peer learning processes, workshops and trainings
3. To support the government cluster level institution in extending academic support to teachers

What is TLC?

TLC provides an open space for teachers for improving their conceptual, technical and human relation skills and to share and learn from each other. It helps in their professional development.

The TLC is based in school campuses and has a library with reference books, subject wise books, encyclopedias, dictionaries, educational reports, educational policies,

magazines and newspapers. There is laboratory equipment which can be used for subjects like chemistry, biology, physics, geography and astronomy. There are math kits. The TLC also has computers with internet, e-resources, content CDs and videos. In addition to this, there are sports materials. But, the most treasured resources are the human resources.

Initial response to this activity

The initial response to the activity was very poor. During the first six months, the ACs thought that the teachers themselves could run this centre but no teacher came forward. Therefore, a Coordinator was appointed but even he did not attract the teachers to the centre.

Changes in response

An improvement occurred when the ACs started going to the school with books and equipment. Mr. Dileep, the TLC Coordinator of Kembavi, who accompanied them, took classes, read stories to children and conducted small science experiments. In this process, he built a rapport with teachers. Slowly teachers started coming to the TLC. It took one and half years for the teachers to evince interest.

Enabling factors

Different factors helped in making the TLCs interesting and fruitful for the teachers. A critical component was the availability of high quality resources. The TLC became a space for free interaction and structured programmes like seminars, workshops and training programmes.

The BEO's interest and participation in the activities of TLCs was a major contributor to the success of the TLCs. Subject wise forums of teachers were formed and they started organising programmes. Science, Math and English forums are active now. Government programmes for the teachers and the education functionaries are also conducted in the TLCs.

Barriers encountered

Records reveal that only 10% to 15% of the teachers visit the TLC. Activities, like Saturday seminars, Melas, etc. attract more teachers. Participation of female teachers is low.

TLCs face space constraint as they are located in the school premises. It is critical to retain the TLCs in school to provide easy access to the teachers. There were other problems like power shortages and poor internet connectivity.

Initially, the CRPs were not participating as they saw this activity as additional burden on them.
Efforts were made to overcome some of these barriers. Teacher attendance improved with ACs visiting the schools. The participation of the female teachers has not improved.

The space problem was resolved by the education department giving space in their schools. The CRPs were attracted as they have seen the intervention sustain over time with greater visibility and greater teacher participation.

Unexpected outcomes

Some teachers produced a few video films that could be used for teaching. These films received good response from other teachers and resource persons. In addition to this, teaching learning material, produced by the teachers in the TLC, are used by the other teachers in the block.

The BEO of the adjacent block has approached CFSI to start a special TLC for high school teachers of Shahapur.

Views held by the Area Coordinators (ACs): The TLC intervention has had an impact on CFSI programme.

The TLC, a multi-purpose centre for various activities like Nali Kali interaction meeting, teacher forums, sports, seminars, workshops, Mela preparations, library, lab, computers etc, is an excellent support to teachers who need academic inputs. TLCs can be easily established in two more blocks.

Views held by the Margadarshis who have been with CFSI since 2005: The CRC run by the education department is a parallel organisation to the TLC. The CRC does not have a proper structure. Therefore, the TLC sets a good example for building an effective CRC. This is a model for other districts and the state. Computers and study materials are available in TLCs. The knowledge gained by teachers in the TLCs is used in classrooms.

Views held by the Margadarshis who have been with CFSI since 2007: The TLC provides an opportunity to learn through practical experiments. It is a space for teachers to share their experiences with their peers.

Views held by BEO: The TLC strengthens the capacity of the teachers and it is easy for them to learn here as it provides applied exercises on various subjects. The weekly seminars and monthly workshops help in their self-development. It is interesting to note that the teachers are coming to TLCs voluntarily without any government order. Some teachers visit TLC every day. They take the resources from TLC into their classrooms.

Views of the Teachers from the Best Performing Schools: Fifty per cent of the teachers said that they have not been participated in any teacher forum. They are interested in participating but forums are conducted in TLCs located at a distance. The rest of the teachers said that they have been involved in a few teacher forums (example: English and Science).

Participation in teacher forums builds self-confidence. It is an opportunity to freely share their experiences and also a platform to discuss various issues and subjects. These forums have taught the values of education, activity based learning, and the importance of building good relationships with the community.

Ninety per cent of the teachers have said that they visited the TLC, but not very often and a few visited it only once.

Books, teaching aids, computer, flash cards, science and math materials, sports materials, Mela CDs, newsletters, TV, etc. are available in the TLCs. Seventy per cent of the teachers said that they had not used TLC material but were aware of the material available at TLC. Whenever they visited the TLC they read storybooks. Science teachers looked into science quiz books. Two teachers said they had used the TLC inputs in the classroom.

Views of the Teachers from the Average Performing Schools: Eighty per cent of the teachers said they attended teacher forums and acquired new skills and learnt new subjects and had become more creative.

Fifty per cent of teachers said they visited the TLC occasionally. Only one teacher visited the TLC regularly.

Another 50 per cent of the teachers said that they did not visit the TLC because of the distance.

Those who visited the TLC interacted with other teachers to discuss subjects of interest. They spent an hour and made use of facilities. They borrowed novels and read them at home.

All teachers who have visited TLC have said that they shared these inputs in the classroom.

Views of the Teachers from the Poor Performing Schools: Sixty per cent of the teachers have said that they had not attended any teacher forum. The others who attended said it was a platform for teachers to explore.

Ninety per cent of the teachers said that they did not visit TLC, but they were aware of TLC materials. One teacher visited the TLC often. Books, computer, science TLMs, sports materials were available in TLCs. The teachers mainly read storybooks. They did not bring any material or resources from TLCs in to the classrooms.

Some Concluding Thoughts

The main barrier is that this resource is not being effectively used across the board. Considerable efforts have been made by the CFSI team by virtually taking the TLC to the teachers. Yet this has not yielded needed results. Efforts need to be directed at making the TLCs more accessible.

The older Margadarshis give it a rank of 6 while those who joined more recently give it a rank of 7 which indicates that it is not one the most critical interventions. With regard to impact vs. effort the older Margadarshis feel that the impact is above average (7) while the effort is average (6). The newer ones claim that the impact is 6 while the effort is 7.

TLC being a valuable resource for teacher development there is potential for sustainability as this function can be taken over by the government run CRCs. Attempts must be made to train the CRPs in taking over this function.

The Newsletter

During the review with McKinsey, the team felt that it had invested very little on teacher academic development which is directly linked to the learning levels of the children. Hence, there is a need for a medium for engaging the teachers in their own academic development. The team was looking for a sustained intervention which would provide teachers with the opportunity for reading, articulating and doing research from their experiences. Hence, they came up with the idea of a newsletter in 2008.

Objectives

1. To provide academic and pedagogical inputs on a sustained basis to the teachers
2. To create a forum where teachers would share their experience of classroom teaching
3. To introduce different concepts on education and create a space for the discussion on these concepts

What is the Newsletter about?

Every month a 12-page newsletter, known as **"Bala Snehi Shala Varta Patra"** (in black and white) is published and circulated to all the schools of Shorapur. In addition to this, on demand, it is sent to other schools in the district. Teacher institutions all over Karnataka get a copy each. The editorial board has 12 members representing both the education department and the CFSI team. The editorial team has met several times for conducting writing workshops and open discussions. BEO as the chief editor writes the editorial and edits the articles written by the teachers who are the main contributors. The BEO discusses the newsletter with CRPs and head teachers at meetings. The articles are also discussed in teacher meetings or in the TLC. There are four areas (divisions) and each newsletter is edited by one area on rotation. The Margadarshis are responsible for distributing the newsletter.

Training required to initiate this activity:

All the interested teachers were invited to participate in a workshop conducted by a professional journalist, Mr. Ananda, and education expert, Mr. Banerjee. At the workshop a lot of editorial guidance was given and hand holding was done for the teachers who attempted writing. As an incentive one article is selected from each issue as the best article and a prize is given.

There is need for such training on a larger scale.

Initial response to this activity

The initial response to this activity was very poor. After the first two issues were circulated it was discovered that the teachers were not reading the newsletter and as such there was no scope for any discussion on the articles. The editorial board was not in a position to monitor and motivate the process. The quality of printing was very poor in this area.

Changes in response

This intervention gained some impetus after the BEO took interest and started referring to the newsletter at the head teachers' meeting. Later, at all meetings of the teachers, he started enquiring about the articles and allocated 15 minutes for newsletter reading at the meetings. The teachers realised that the department was very serious about the newsletter. The printing of the photographs of the teachers who wrote articles encouraged them tremendously. It took almost six months to establish the newsletter. The next stage - each TLC bringing out the newsletter - created a sense of ownership leading to this intervention gaining ground.

Enabling factors

Initially the most enabling factor was the BEO's encouragement and active participation. Slowly, many teachers started showed interest in writing. The Margadarshis also played a key role in bringing in articles from the teachers.

Barriers encountered

As there was no culture of reading and writing among the majority of teachers the editorial board decided that the first few issues would contain only practical information. There would be no sermons, no advice, and no theory from the outside world. It should be a newsletter for, of and by teachers. As a result, there were very few articles in the first few issues. Even when Margadarshis wanted to write the editorial board insisted that these should be co-authored with the teachers.

With no quality printing presses in and around Shorapur the newsletter had to be printed in Bangalore adding to the costs and creating logistical issues. The team members also did not possess editing and layout skills. Despite all their efforts the editorial team was unable to bring out the first few issues on time.

Consistent work with the teachers by providing them good material and holding discussion started showing results. Inadequate local printing infrastructure remains a problem. The newsletter is still printed in Bangalore.

The issue of delays continues to dog this intervention. Additional efforts have to be directed towards this.

Unexpected outcomes

After reading about some science experiments in the newsletter, a few teachers actually conducted these experiments and shared this experience with other teachers. The CFSI team received a letter from a north-east Karnataka regional director's office appreciating the newsletter.

Currently, a handful of the teachers read and discuss the articles printed in the newsletter.

Views held by the Margadarshis who have been with CFSI since 2005: The newsletter is a space for teachers with writing skills. It builds teachers' capacities in this area. It can be shared with other organisations. It is distributed across the block, district and state. It has many useful articles, which enhance the knowledge of teachers, students and Margadarshis. The teachers conduct activities in the classroom based on information secured through the newsletter.

Views held by the Margadarshis who have been with CFSI since 2007: The newsletter has an amplifier effect. Experiments published in the newsletter can be applied in the classroom. It is a medium for sharing teachers' experiences. Teachers from outside the block become aware of experiments being conducted in Shorapur through the newsletter. They are then in a position to conduct similar activities in their schools. It inspires them also to write.

Views held by the Block Education Officer (BEO): The education sector needs new innovations. In this context, the role of newsletters in building the capacity of teachers is very important and useful. This newsletter is

a platform for teachers to share experiences and ideas. It is possible for teachers outside the block to understand new activities, teaching methods tried in Shorapur and its impact. It reaches all teachers in the block and inspires them to write articles on various subjects, to read about concepts, innovations tried by their colleagues. It is also a medium to identify the skills of teachers. There is the need to publish articles that impact the teaching learning process. The newsletter is extremely useful but the quality needs to be upgraded.

Views of the Teachers from the Best Performing Schools:
Eighty per cent of the teachers have said that they read CFSI newsletters, but not regularly. They read whenever they get time out of their school schedule.

A few teachers said that all sections being useful they read the entire newsletter. Subject teachers said that they focus more on the subject related articles in the newsletter. For example: Science experiments, teaching models, fun with Maths, introduction to new books, pada banda (crossword), etc. A few teachers read only those articles written by their friends or colleagues about their school and teachers.

All the teachers said that they share the information (learning) in the classroom.

Among 10 teachers, 8 said that they did not contribute any article to the newsletter, but they were being inspired by the newsletter and planned to contribute the following year.

Two teachers contributed two articles to the newsletter. Example: Planets and Buddara Mane.

Views of the Teachers from the Average Performing Schools:
All teachers said that they read CFSI newsletters and found the following sections useful: Word composing; Do you know this? Did you share with children? Nali Kali related articles and children's experiments

A few teachers said that they enjoyed reading all sections of the newsletter, particularly the editorials by BEO and the column by Mr. Periodi. They find these inspirational and interesting. All the teachers said that they shared this information in the classroom.

Out of ten teachers, eight teachers have contributed to the newsletter. For example: crosswords, creating numbers by adding dots, fun with Math (Pascal triangle), action research, Science experiments, introduction to new books, how to conduct a Nali Kali test, etc.

Views of the Teachers from the Poor Performing Schools:
Only 60 per cent of the teachers read the CFSI newsletter. The useful sections of the newsletter are: Urdu section, Pada banda, taatha kalisida paata (lesson taught by grandpa). Ninety per cent of the teachers said that they did not share any information in the classroom. Nobody contributed to the newsletter.

Some Concluding Thoughts

This section reveals that considerable effort has gone into making the newsletter a useful tool. The involvement of the BEO has helped in this process. In terms of its actual utility and contribution by the teachers, it is evident that average performing schools fare the best. The Margadarshis can play a larger role in generating a discussion around this medium, especially in the poor performing schools.

With regard to ranking the newsletter vis-à-vis other interventions, the senior Margadarshis gave it a rank of 8 while the newer ones ranked it 5 - not so important for the seniors; averagely important for the newer ones. With regard to impact vs. effort, the senior Margadarshis claimed that it had an impact of 8 - which is good; while the newer ones ranked it 5 - which is average. The effort for the seniors was 7 and for the newer ones 8. This implies that effort put in by the seniors Margadarshis is slightly lower. This implies that it is an activity that should be sustained.

The potential for sustainability exists as the BEO is the editor and the teachers are the main contributors.

Exposure Visits

The exposure visits started in 2008 during the exploration phase. Changing the attitude of the teachers was the biggest challenge in teacher training and it depended on motivation. The CFSI team felt that exposing these teachers to different situations would motivate them. With this in mind the team initiated a series of exposure visits for teachers with the following objectives:

1. To expose teachers to a highly positive atmosphere
2. To expose teachers to a variety of situations and processes
3. To build a bond between teachers and the CFSI team

What are Exposure Visits?

To conduct exposure visits, the CFSI team identified Teacher Resource Centres (TRCs) and schools which were doing exemplary work. They then constituted the group to be exposed and conducted the visit. The teachers and education functionaries visited various places: TRCs in Chamrajnagar and Mysore; schools in Kerala to understand how they have implemented National Curriculum Framework (NCF) 2005 and local government participation in school improvement; schools of Belthangadi in South Canara to see the people's participation in school development and management; and the science resource centre in Kuppam run by Agastya Foundation.

A well organised exposure visit can build a positive attitude and create an opportunity for learning and change and a very powerful process to build and develop the team. The non-conventional space helps immensely in breaking hierarchy and opens up a cordial atmosphere conducive to learning and facilitates relating of people.

Initial response to this activity

The initial response was that of a picnic but exposure visits later made everyone realise that it had an important objective of learning. After the first visit to Chamrajnagar, the teachers felt that it was highly worthwhile. This attracted other teachers to this intervention.

Changes in response

It took five to six months to get entrenched

Enabling factors

1. Positive response of the teachers
2. Open and warm invitations from schools and centres being visited.
3. Good local facilitation by the Karnataka State Trainers' Collective (KSTC) resource person.

Barriers encountered

Initially it was difficult to identify the right locations for exposure visits. It was critical that these schools and

centres followed best practices peopled by inspirational personalities. There were also logistical problems associated with organising long distance exposure visit for a large number of people. Efforts were made to overcome some of these barriers.

For the first barrier, networking and contacting friends' circle helped.

For the second barrier, the team is in the process of acquiring the skills on job.

Unexpected outcomes

After returning from the Kuppam science centre, a few teachers started cultivating herbal plants in their school compounds.

Views of the Teachers from the Best Performing Schools: Eighty per cent of the teachers have not been on any exposure visits organised by CFSI. Only two teachers said that they visited Kasargod and Kuppam.

The exposure visit to Kerala was memorable and they met head teachers, teachers, Gram Panchayat members and teacher union leaders. This gave them a good insight into the Kerala education system, importance of NCF, teachers' role and responsibilities and community participation. They were inspired by the teaching methods and active classroom process.

The teachers were also impressed with the science materials available at Kuppam science centre.

Views of the Teachers from the Average Performing Schools: All teachers said that they were aware of the exposure visits and interested in participating but were waiting for an opportunity.

Views of the Teachers from the Poor Performing Schools: All teachers said that they had not been on any exposure visit organised by CFSI.

Some Concluding Thoughts

This review establishes that exposure visits are a useful tool though most teachers have not had the opportunity to go on such a trip. It needs mention here that this is not a universal programme so it is unlikely that all teachers would get an opportunity. But efforts should be made to extend this to as many teachers as possible. Simultaneously, the Margadarshis must also ensure that the exposure puts into motion some iterative process.

Training for Teachers on Academics and Pedagogy (A&P)

Training for Teachers on Academics and Pedagogy began in 2009-10 following a demand from the teachers for training in specific subjects.

Objectives

1. To build the capacity of the teachers in academics and pedagogy
2. To create space for a meaningful interaction of teachers

What is training of teachers in academics and pedagogy?

Initially the teachers were assessed on content and pedagogic skills to determine training needs. Based on an analysis of needs, some concepts were chosen in English, Maths, and Environmental Studies (EVS). A 3-day training programme was conducted in three TLCs for 90 teachers in each subject. Each batch consisted of 30 teachers.

On the last day, the CFSI team offered an advanced training programme to be conducted during summer holidays. In response, 30 teachers in each subject who came forward to spend their personal time were regarded as change agents because they became the resource persons for training other teachers. Each year, there is a 10-day training programme for these teachers in English and Maths. There was a bi-monthly forum for all 30 teachers where they discussed classroom problems and

new activities.

Initial response to this activity

The initial response was good because it was not centrally designed; it was based on the needs of the local teachers. The approach of the workshop was completely participatory and the teachers enjoyed it.

Changes in response

This intervention took two years to get well-entrenched. It generated a lot of energy among teachers as it created space for them to share and discuss the content and pedagogy.

Enabling factors

The enabling factors were a) the interest and enthusiasm of the teachers, and b) the support from the A&P team of the University Resource Centre.

Barriers encountered

It was difficult for the CFSI team to function as resource persons as its members were not academic but with development background. The members were hesitant to conduct the advanced training in holidays as the teachers were spending their personal time. Also, government assignments like census duty and CFSI programmes overlapped putting pressure on the teachers. Efforts were made to overcome such barriers. The team convinced the teachers that the training would be advanced and highly relevant and made an effort to inform them well in advance so that they could plan for it.

Unexpected outcomes

The teachers have started attempting different activities like making videos for classroom teaching. This concept has been discussed at the cluster levels, which are not connected to TLC.

Views held by the Margadarshis who have been with CFSI since 2005: Teacher skills upgradation is crucial for the development of the children and schools. The subject-wise training has been very effective. The teachers felt that the training added value. A few teachers have developed into Resource Persons and are providing training in other forums. After training, teachers have implemented the ideas successfully in the classroom.

Views of the Head Teachers from the Best Performing Schools: Teachers can apply methods of group activity in the classroom. The learning through the games module has enabled the teachers to teach Maths in an application-oriented manner. The children enjoy these inputs. The subject-wise training provides an opportunity to learn various activities, new concepts and methods of teaching a particular subject.

Views of the Head Teachers from the Average Performing Schools: No real opinion.

Views of the Head Teachers from the Poor Performing Schools: Only 50 per cent of the teachers attended the training and the teachers got inputs in leadership training, subject-wise training, school administration and personality development.

Views of the Teachers from the Best Performing Schools: All the teachers said that they attended subject-wise training programmes in English, Math, Science, EVS, Hindi, Kannada, Right to Education, National Curriculum Framework, Nali Kali, Action Research, Article Writing workshop, NPEGL, etc. and found them useful. It has improved the quality of teaching and has made a positive impact on the learning of children. Math teachers learnt the easy method of teaching fractions and the children found it very interesting. Action research training was very useful to a few teachers as it taught them to find solutions for the problems. It has also helped them to identify the weak students in the class and solve their problems. Some teachers have learnt how to prepare meaningful lesson plans for their subject. A few teachers have understood methods of writing articles for the newsletter.

Views of the Teachers from the Average Performing Schools: The teachers have attended the trainings like Nali Kali, technology in education, RTE, NCF, English, Math and Evaluation. These training programmes were useful. The Math teachers learnt how to teach fractions, English and Science to the children through easy methods.

Views of the Teachers from the Poor Performing Schools: All the teachers attended training programmes in English, Nali Kali, Right to Education (RTE), NCF 2005, Math, Chaitanya Bunadi, Continuous and Comprehensive Evaluation (CCE) and found them useful. Eighty per cent of the teachers said that training had enhanced their knowledge but had not been able to bring these inputs to the classroom. The other 20 per cent of the teachers tried to bring these insights to the classroom.

Views held by community representatives whose children feature in the average performing schools: Teachers need more training to enhance their capacity in academics and pedagogy. Educationally still they are backward.

Some Concluding Thoughts

Training the teachers in Academics and Pedagogy is very crucial for the success of the educational programme. This section reveals that these critical inputs have been extended to most of the schools. Generally the teachers have been able to bring these inputs into the classroom except for teachers in the poor performing schools. Efforts should be made to support these teachers. It might be useful for the Margadarshis to conduct a review to actually assess the utility of these inputs.

School and Teacher Awards

Instituting Awards as an incentive to teachers and schools began in 2009-10 with these objectives:

1. To improve the motivational level of the teachers, by identifying and encouraging them.
2. To build the motivation of school community by felicitating high performing schools.

What is Nali Kali best teacher award and best performing schools award?

During the exploration phase in 2009-10, six teachers per cluster were identified by the Margadarshis to provide training to other teachers. This list was validated by the education functionaries. An independent jury led by Dr. Chaya Devgaonkar was constituted to conduct the assessment of the teachers. The jury set up four teams with members from both the education department and CFSI. After three rounds of assessment, 33 teachers from 77 schools were selected and were felicitated by the Additional Commissioner for Public Instruction, Gulbarga at a function. The best performing school award 2011-12 was announced in this event.

The criteria for the selection of the best performing schools were a) achievement of 60 indicators and b) the learning level of class 5 children. Education functionaries and the

CFSI team members visited the 157 schools which applied for the award for an assessment through indicators and to test the learning levels of Class 5 children. 15 teams undertook the assessment in the first level. 20 schools were shortlisted for the next level. The jury assessed the shortlisted schools and the final selection made. 14 schools received the award from the Principal Secretary, Department of Primary and Secondary Education, at a function in Yadgir, in which 800 teachers and 500 community members participated.

Training required to initiate this activity:

Training was imparted to the assessment team on the concept of quality education, how to assess it by developing criteria for assessment, what is the process of objective assessment, and how to be fair and transparent.

Initial response to this activity

The team responded positively to the intervention but the actual act of identifying good teachers and quality schools turned out to be quite difficult. On the whole, both the teachers and functionaries appreciated this work because they found the process to be fair and transparent.

Changes in response

It took three years to get ingrained well. The teachers appreciated this intervention because of the manner in which it was executed.

Enabling factors

1. Complete support and collaboration from the education department.
2. Positive response from most of the schools.

Barriers encountered

Sustaining quality in this intervention was a major challenge as many stake holders involved (education functionaries, University faculty and CFSI Margadarshis). The quite elaborate assessment process was being executed on a large scale, which made it challenging. The educational functionaries were often pressed for time hence there were delays. With more schools and the stakes being high, malpractices increase.

Efforts were made to overcome these barriers.

Care was taken to develop transparent processes at all levels of the process. More teams were created to quicken the process. Close contact was maintained with the education functionaries.

Unexpected outcomes

The schools selected for the best school award previous year did not feature in the current year.

Views held by the Margadarshis who have been with CFSI since 2005: The awards motivate schools to perform better and function responsibly. These improve the level of competition.

Views held by the Margadarshis who have been with CFSI since 2007: It helps to identify good schools and performing teachers. The award motivates other schools and teachers. It increases the responsibility of the winning school and teachers become more creative.

Views of the Teachers from the Best Performing Schools: All the teachers were aware of award ceremony and among five best performing schools, two got best school award last year. One teacher got best Nali Kali teacher award.

The teachers feel that the Award ceremony is one of the best interventions of CFSI. It identifies the best school, which has worked effectively throughout the year. It inspires and motivates teachers to improve further and it also inspires other schools to participate in the award ceremony. The criteria used for this intervention helps the schools identify their problems and weakness, and they update themselves and compete in the coming year. Through this award, the community recognizes the unrecognized teachers and schools. It is useful for the

overall development of the school and education.

Views of the Teachers from the Average Performing Schools: The teachers are aware of the awards. They believe that it inspires teachers to improve further. It develops healthy competition among schools. It identifies good schools and teachers. There has been an improvement in the efficiency of teachers (Nali Kali). The award ceremony generates respect for teachers' work. The CFSI team does a good job of assessing the schools and teachers for making the awards.

Views of the Teachers from the Poor Performing Schools: The teachers were aware of the award ceremony. They believe that it inspires teachers. It has identified the teachers who have worked very hard for the school

Some Concluding Thoughts

It is evident that this intervention is useful for spurring teachers and schools into enhancing their performance. The opinions of all the stakeholders indicate that it has had a positive impact. Teachers of all categories of schools are aware of the award and it is evident that they value it rather than dismiss it. With regard to impact and effort, the second group of Margadarshis sees this as low impact low effort intervention which is surprising. By itself it is significant but perhaps in comparative terms it is not so important.

This implies that on the whole this intervention has met the objectives with which it was instituted. There is a high

potential for sustainability as the education functionaries are part of this process. They can continue with this intervention even in the absence of the CFSI.

COMMUNITY DEVELOPMENT

The process of establishing community connect in CFSI has already been presented in the historical overview. A series of interventions were directed at this component. Some were initiated in the early years but these did not necessarily sustain over time. Some were introduced at a later stage and continue to remain operational. The community development component includes Shramadana, Bio-gardens, Focus Group Discussions, Jatha, Mela and SDMC meetings.

Shramadana

Shramadana, initiated in 2005-06 during the establishment phase in about 10 schools, was directed at building awareness in the community about cleanliness and engaging them in the process of cleaning the school premises.

Shramadana was first initiated in five schools in 2005-06 and was extended to another five schools in 2006-07. The CFSI team members went to the schools to clean the school ground and classrooms, construct the compounds and maintain school records. They also sought the help of the community and both spent a whole day in a school doing Shramadhana. It was a bi-monthly activity in each school and the objective was that it should be continued by the community. But the community has not shown any interest or initiative. Despite a good initial response this activity has now been discontinued.

Bio-gardens

Bio-gardens were initiated in 2005-06 during the establishment phase in 37 schools. The idea was to engage the community and grow vegetables for consumption in the school. This was part of a government programme

where it provided seeds. Despite a positive beginning it did not sustain for long as the community did not get adequately involved and there were other constraints like water shortages and paucity of funds.

In 2010, an attempt was made to revive this intervention in 110 schools where the vegetables would be used for mid-day-meals. In 70% of the schools these gardens are functional but the activities cease during summer due to water scarcity.

Focus Group Discussions (FGDs) with the community

FGDs were initiated in 2007 during the establishment phase to understand the perspective of the community members regarding their children's education. Till then the participation of the community was abysmal and the issue was raised with the teachers. Most teachers said the community had no interest in the school and would not come even when invited.

The CFSI team decided to explore this by speaking to the parents through FGDs.

Objectives

1. To understand what the parents feel about the school
2. To understand the reasons for non-participation
3. To assess their perceptions on what constitutes

appropriate schooling and
4. To open a channel of communication with the parents

The first step was identifying the village and inviting all stakeholder groups for a discussion. This was followed by preparing the schedule for the FGD. The actual discussion was then conducted and minutes were recorded. FGDs were conducted in 86 villages.

Training required for this intervention

The staff received training in facilitation. This is not adequate and further inputs are needed in facilitation and mobilising people for the FGD.

Initial response to this activity

The initial response was very positive. The teachers realised that they were harbouring misapprehensions about the community.

Changes in response over time

After two months the activity got embedded well as the field staff gained experience in conducting FGDs.

Enabling factors

The community members had never been invited for such discussions in the past. This invitation gave them a sense of self-worth as their opinion was being sought out. This made them very responsive and enthusiastic. Their participation was genuine as they shared what they really believed in. It was received well in majority of the schools.

Barriers encountered

1. The distance to the remote villages
2. Mobilising people for the FGD and getting the right mix
3. People coming up with their own problems and hijacking the agenda of the FGD.

These were overcome in the following manner:
1. The first barrier was overcome by hiring vehicles
2. More time was spent in the villages convincing people as to why these sessions were important.
3. It was still difficult to prevent people from hijacking the agenda.

Unexpected outcomes

The discussions revealed that not only did the parents wanted to send their children to school but that they also wanted to come and participate in the school activities. Currently, they did not have a clear picture on what was going on in their schools. They claimed that they have been excluded till date.

Some concluding thoughts

This intervention has met its objectives as the FGDs revealed all the major positions held in the community regarding the schooling system. It also established the need for community connect.

Jatha

This intervention was initiated in 2007 during the establishment phase. The FGDs revealed that the parents and the community tend to get excluded from the schooling system. This exclusion needed to be addressed by reaching out to them through different media. One such medium was Jathas. Jatha is street theatre, exhibition, songs, and discussions for generating awareness.

Hence a Jatha on the girl child and the importance of her education was created.

Objectives

1. To reach out to the community and inform them about the school
2. To appeal to the community to provide education to the girl child and send their girl children to school
3. To discuss with the community on the problems of educating their children

What is a Jatha?

One Jatha conducted till date across 110 villages had the following modus operandi. A performing troupe of 8 to 10 members visited the village early in the morning. The troupe went around the village singing awareness songs related to education and then announced that an exhibition and shows would be held at different points in the village. The exhibition had the theme of child rights, girl child education and gender disparity. It also had posters of different government programmes for children of various backgrounds. It showcased government programmes for girl child, like Kasturba Gandhi Balika Vidyalaya (KGBV), hostels and scholarships. The Margadarshis would engage the visitors in discussion. The troupe members met the GP members, Community Based Organisations (CBOs) and youth organisations and discussed the issues with them and sought their support. They discussed with school teachers about the situation in their school and the issues therein. The members also met Anganawadi teachers, Auxiliary Nurse Midwives (ANMs), Accredited Social Health Activist (ASHA) workers and other community based workers in the village.

In the evening, at the prescribed time, the show would start with an inaugural speech by a local leader. This was followed by awareness songs and a series of short street plays. A discussion was conducted sometimes during and sometimes after the plays. At a crucial point the narrator would freeze the scene and put forth a question to the audience and engage them in a discussion. After some key points were made the play would continue. This is

in line with Augusto Boal's image theory. He says you create a strong image. Freeze it and invite reactions and conduct a discussion. Leaflets on important aspects were distributed and the leaders made an appeal to send their girl child to school. At the end, more concrete information on the school was given. After the show, normally a debriefing by the teachers, youth groups and community leaders would be done and in a few places, action plans were developed.

The local people would provide food for the team. This was an indicator of acceptance. Slowly teachers and educational functionaries began to join in. The BEO also

attended the Jatha in a few villages making this a joint venture. The Jatha gave a lot of visibility to the CFSI and there was a discussion after the show. People started speaking openly. It gave a lot of confidence to the CFSI team members. There was a lot of learning, effective team building and competition between different teams.

Deliberately remote villages and villages where the CFSI team had negative experiences were selected for this intervention.

Training required for this intervention

The training required for the Jatha was multi-dimensional. The team had to sing, had to organise the exhibition, perform, conduct discussions with people and organise

other logistics. Hence, different types of skills were need for this activity like script writing, street theatre, team building and problem solving. Hence, a training workshop was designed.

The first ten days of the workshop was conducted for the members to build their capacity on singing, acting and organising. Experts were called to Shorapur to train the Margadarshis. Mr. Vasudev Sharma worked with them on child rights, Mrs. Vani on gender sensitivity and girl child, Mr. Shashidar Adapa along with Mr. Periodi on exhibition and theatre. The Margadarshis then prepared a drama on a theme and after 10 days, they presented a drama which was reviewed and fine-tuned. They then practiced. A small group of people got the exhibition material ready and trained the Margadarshis on how to attract the people and conduct discussions during the exhibition. The 30-member team (of ACs and Margadarshis) was divided in to 3 units and each conducted Jathas in their geographical areas. After a week, they came back for a review. Getting the feedback and incorporating it, they redesigned the Jatha and went for the second round. Daily, the team would sit in the evening for debriefing for the next day's performance. At the end, there was a detailed debriefing. As an outcome of this training it was possible for any member to take up any role.

Despite this intensive training, advance training in reaching out to the people and interacting with the community at mass level is still required. Improvising on the spot to suit the context is a skill that needs to be imparted.

Initial response to this intervention

When the concept of Jatha was introduced to the CFSI team there was a positive response. They were not aware of the intensive training that it required. It was only later they realised its rigour. After conducting a few Jathas, the team spirit improved. This was the first time the Margadarshis really interacted with the community. This was both exciting and challenging for them. The initial response from the community was also positive. The

educational functionaries and teachers got interested after a few Jathas. There was active teacher participation in all schools barring a few. They undertook the local organisation, invited people and also spoke in the public.

Enabling factors

The key enabling factors were
a) the positive response of the community in most villages
b) their willingness to participate in the discussion in between the dramas
c) their contribution by providing food to the team
d) the growth in the team.

Barriers encountered

1. Finding suitable trainers, as this was a new area for intervention.
2. In a few villages, the community did not provide food.
3. Sometimes the weather was too hot for conducting the Jatha.

Attempts were made to overcome these barriers by motivating the team and building their resilience.

Unexpected outcomes

The team began to receive invitations from other villages which had heard about the performances. In some villages, the people took an oath against getting the girl child married. One teacher who came to see the Jatha got involved with the team and for a few days he joined the team and performed along with them.

Some concluding thoughts

This intervention has met its objectives. This has given the CFSI team visibility and has helped to build a rapport with the community. It also helped to improve the relationship between teachers and the community. Given the enormous inputs required for this intervention it is unlikely that these Jathas will continue in the absence of the CFSI. Hence sustainability is an issue.

Melas

Melas were initiated in 2008 during the establishment phase. Two important triggers resulted in the Mela intervention coming into existence.

1. The first was the McKinsey study conducted by Mr. Vaibhav which initiated a review. From the review, it was clear that the participation of parents and community in the school was minimal or non-existent. Hence, some intervention had to be designed to address this.

2. Second, the CFSI team observed that the parents felt that they had no reason to come to school. Whenever they were called the teachers would berate them if their children's attendance was not regular; or not well dressed; or if learning outcomes were poor etc. This created an antagonistic relationship and the parents had no desire to enter the school.

The CFSI team conducted a series of focus group discussions to assess parent perceptions. The parents were also not happy with the teachers. Hence, the need was felt to create a neutral space which would ensure mutual respect. An outcome of the FGDs was also that the parents were oblivious of what the children were learning. A visit to the Rishi Valley learning Mela convinced them that Melas could be a viable method of showing children's

learning to the community.

Objectives

1. To create a meaningful role for the community in the school activities
2. To bridge the gap between community and school and build mutual respect
3. To build awareness among the community about the school activities (inside and outside the school)
4. To provide opportunities of hands-on and experiential learning to the children
5. To provide the children scope for trial and error
6. To make the children explore d i f f e r e n t possibilities for presenting a concept

What is a Mela?

Mela is an event or a festival involving all the stakeholders - children, teachers and parents. First the school decides to conduct a Mela and the teachers discuss the theme. They approach the community with some possibilities. After this, there are a series of discussions with various stakeholders on the theme; the number of schools to be involved; and people expected to participate in the Mela etc. There is also a detailed explanation of what happens in the Mela, (usually with the videos produced in the Mela earlier) and then responsibilities are shared.

There are three major aspects to the Mela.

1. Preparing the children for the Mela on different topics: The teachers take this responsibility and consult other high school teachers, head teachers and RPs to finalise the topics. The children and the teachers work

together to understand the concept and articulate in their own way. They also see different dimensions of the concepts and make the necessary aids, models, equipment (TLM) needed for the topic.
2. Managing the logistics, food, etc: The community takes the responsibility of inviting different schools, different communities, organising food and space for the Mela, cleaning the land, putting up the pandal etc.
3. The CFSI team contributes by bringing the two parties together on a same platform by facilitating the process.

One or two days before the Mela the children do a dry run. On the Mela day, the stalls are erected in the morning. Around 9:30 a.m. the Mela is declared open and the children are in charge of different stalls. They explain their topic and invite the members to participate. The item in the stall could be a puzzle or an experiment. The visitors are community members, children from other schools, educational functionaries and Panchayat leaders. In a majority of the Melas, the youth of the village (organised and unorganised) participate very actively.

In the evening the Mela is concluded with a speech by a resource person or a local leader. The TLMs prepared for the Mela is kept in the school to be used later.

Training required for this intervention

While the training required was multi-dimensional there was no formal training on how to run a Mela. A hands-on training module was deemed to be appropriate. After successful Melas many teachers and Margadarshis obtained rich experience. Further training would be

required on the nature and concepts of different subjects and enabling teachers to think out of the box.

Initial response to the intervention

The initial response was poor as teachers were not familiar with this concept. They were more willing to run competitions. The Margadarshis also did not have any experience with this type of learning.

Change in response over time

In 2009, after 6 Melas, there was greater acceptance all around. The participation by the BEO and senior government officers gave this intervention a lot of publicity.

Enabling factors

The enabling factors are - the positive energy which the Mela creates in all the stakeholders; the synergy created because of the stakeholders coming together; effective learning for children and teachers; a respectful space for parents in the school and media coverage which gave the Melas publicity.

Barriers encountered

1. Visualising a huge Mela in the school itself was a big challenge. People were happy in their own cubicles and did not want to think big nor want to think out of the box. Teachers did not want to think beyond their textbooks. The exhibition mode was more acceptable as it was less interactive.
2. It was a challenge to design activities for two types of people - the young and literate on one hand and elderly illiterates on the other hand. And also adults without any interest.
3. Ensuring that the number of invitees was optimised became a challenge as schools felt that the success implied greater numbers attending. This made learning difficult.
4. Some of the Melas were becoming a big show rather than a learning opportunity. There would be an elaborate inauguration and valedictory with lunch

between, without any time for children to learn.

Attempts were made to overcome these in the following manner.

1. For the visualizing part, the CFSI team would spend a lot of time in involving all the stakeholders. Teachers of other schools who had the experience of conducting Melas were invited.
2. For designing the items for the Mela, the teachers and the entire team spent a lot of time. Many presentations were reviewed and updated to arrive at the best item for the concept.
3. Efforts were made to keep the numbers optimum in subsequent Melas.
4. The format of the Mela was modified - it began at 9.30 am without a formal inauguration and ended at 4 p.m. when there is a valedictory function involving a local leader.

Unexpected Outcomes

1. A lot of schools have come forward to conduct a Mela on their own.
2. A few village GPs are actively organising the Melas.

Views held by ACs: The preparation for the Mela is the best learning process for children as they learn through experience. The Mela has made a large impact on schools and community. They are coming forward to conduct their own Melas. Teachers and the community think that the Melas help in improving the learning of their children. There have even been occasions where the community has demanded a Mela and education functionaries have started showing more interest in conducting it. Currently, the CFSI team is only playing a support function in this intervention.

Views held by the Margadarshis who have been with CFSI since 2005: The students are interested in Melas, as it generates creativity and helps them to explore their skills. It helps in students' learning and provides an opportunity to discuss and ask questions. It brings students, teachers and community close to each other. It is very useful to students, teachers and the community to

learn and retain knowledge on different subjects. It raises the self-confidence of the students because they speak to more than 500 people every day. The parents feel proud about their children. Melas help in school improvement, as community members contribute for school improvement after the success of Mela. The Department was impressed by this intervention and has passed an order to conduct Melas across Karnataka.

Views held by the Margadarshis who have been with CFSI since 2007: The Mela is a platform for students to explore their skills. It helps students learn from their practical experience. It creates good opinion among parents about the school. It develops self-confidence among students. It makes students perfect in their subject. It improves the quality of learning.

Views held by the BEO and EC: The Metric Mela initiated by the CFSI got an excellent response from within the block and outside the block. It involved multiple stakeholders meaningfully in a single event. Melas are an effective tool to enhance the learning levels of students. The students are involved in conceptualising the experiments/activities, in developing modules, and then demonstrating. The government was impressed by Melas and passed an order to conduct Metric Melas across the state of Karnataka. Melas enhance the confidence and communication skills of students.

After the success of Metric Mela, Melas with different themes like Science, History, Geography, Language and Janapada have been introduced across the block. These helped the students to learn in a different environment, especially outside the classroom. Resource persons, teachers and Margadarshis would also help the children in the preparation for the Mela. It has increased the learning level of students and also created awareness among teachers and parents. Melas have definitely changed the perspective of teachers about teaching methods. Now the teachers are more open and they are in the process of exploration and innovation. It is a platform for students to learn more, share their experiences, to speak without any hesitation. These will lead to their overall development.

The BEO had a clear vision for the sustainability of this intervention

- Each cluster (12 to 13 schools) should conduct one or two Melas every year.
- Each cluster should conduct a Mela with a different theme.
- A time table for Mela should be prepared (calendar of academic year)

Views held by the teachers of the best performing schools: All teachers have been involved in Melas - Metric, Science, History and Urdu Melas. Teachers have learnt many things from children. It has taught the children how to collect new information for better learning. Children participate in Melas without any fear and learn very fast. The teachers brought the learning derived from the Melas into the classroom.

Views held by the teachers of the average performing schools: Eighty per cent of the teachers said that they have been involved in Melas. These have inspired the children and they have acquired information on topics that are not covered in the classroom.

Views held by the teachers of the poor performing schools: All teachers have said that none of them have attended a Mela.

Views held by children of Class 3 from the best performing schools: Around 80 per cent of the children have participated in Metric, Science and History melas where they did:

1. Observe the activities prepared by other schools: model libraries, Urdu history, Mirza Ghalib tableaux etc.
2. Identification of monocot and dicot seeds
3. Classification of animals
4. Completing the story
5. Identifying the sense organs

Those who participated in Melas enjoyed the experience. The following activities and experiments made maximum impact on them:
1. Test tube baby

2. Sense organs made by mud
3. Light in the water
4. Different types of seeds
5. Completing the story
6. Urdu History
7. Model library

Views held by children of Class 5 from the best performing schools: About 40% of the students said that they have attended the Melas. Their schools have not conducted any Mela but students visited the following Melas organised by other schools in the block:

1. Science
2. Janapada

The students were able to describe the Mela format and said it was like a festival and they particularly enjoyed the following elements:

1. Different stalls with variety of activities
2. Learning in a group
3. Discussion with other school children
4. Way of presentation of the activities by students: Example: The student running a stall did not tell us first about a microscope. Instead he asked us to look through the "pipes" then explained about microscopes.

They recalled the following:

- Ajwain: reduces the stomach problem (Ajwain is a herb)
- Throwing rings at eatables (games)
- Story composition
- Science models: heart, bulbs, eyes, ear, tongue etc.
- Big pandal - like a marriage function - was exciting
- Microscopes, skeleton, animals, living and non-living animals
- Classification of animals, triangular formation, things drowning inside the water, sense organs and their functions, transparent and opaque materials, rocket and telescope
- Agents causing atmospheric pollution were eye catching

Views held by students of Class 3 from the average performing schools: 50% of the children

stated that they have attended a Science Mela. Their schools have not conducted any Mela but they visited other school Melas. In Mela they saw different models like, bus, computer, drum beating person, snake etc. They found the experience enjoyable.

Views held by students of Class 5 from the average performing schools: Only 40% of the students attended a Science Mela. The following were the most enjoyable elements of the Mela:

- The place where the Mela was conducted was good
- The main gate designed for Mela was good
- Food arrangement was good
- The materials and models used were interesting
- It was a place for all the people to discuss with children (community, parents, functionaries etc.)
- The Mela was very informative
- There were interesting science models: Heart, skull, brain, human digestive system, sense organs etc.

Views held by students of Class 3 from the poor performing schools: Only 20% of children said that they had been to a Mela. They could not recall which one. The experience was enjoyable. The only recall that they had was pictures of a forest.

Views held by students of Class 5 from the poor performing schools: About 50% of the children have attended Science Melas. They enjoyed the experience and could only recall the following elements:

- Rangoli
- Different pictures
- Songs

Views held by community representatives whose children feature in the best performing schools: It was a great pleasure for the community because teachers invited them to all their school programmes, especially in Melas. They felt very happy about their children participating in school activities. They could identify their children's skills; they could understand the values of education and roles and responsibilities of teachers. These programmes have motivated them to contribute infrastructure facilities to their school.

Some concluding thoughts

This review reveals that Melas are valuable in addressing the component of community connect. This is the main objective. It also addresses the other objectives of resulting in interesting learning, which can be internalised. According to the Margadarshis, it is ranked 3, which implies that it is an important intervention. With regard to impact it was regarded as a high impact area (8) with average efforts being put in (6).

The opinion of the BEO and EC implies that this intervention has been appreciated by the government and that there is a potential for sustainability. The key stakeholders and their roles in this intervention have been detailed. It is evident that the CFSI is not meeting any expenses and is only playing a facilitative role. This role can eventually be assumed by the CRPs if they are kept adequately involved.

With regard to responses from different categories of schools, it is evident that the most positive response comes from children and teachers from the best performing schools. It is interesting to note that the teachers from the poor performing schools have not attended Melas while a few children from these schools have. Their recall is however quite poor. Efforts must be made to seek out children and teacher from these schools.

SDMC Meetings

SDMC meetings were initiated in 2010 during the exploration phase. This is a requirement as per government norms but these meetings are usually not held or are marked by poor attendance. This intervention was introduced to enhance the involvement of the community in school activities.

Objectives

1. To conduct regular monthly SDMC meetings with a full quorum
2. To discuss about the children's attendance, enrolment, the issue of the dropouts and prevailing learning levels

What are SDMC meetings?

This intervention has been initiated in about 50 schools. The Margadarshis are responsible for setting up the agenda for the meetings and they help the Head Teacher facilitate the meeting. The attendance of the community is not as desired as it is difficult for them to gather in one place at a prescribed time. They are also not very clear of what their roles and responsibilities as SDMC members are.

Training required for this intervention

The Margadarshis were trained on the understanding the responsibilities of SDMC president and members, the importance of SDMC meetings and how to set up an agendas. Further training is required on the Right to Education Act.

Initial response to this intervention

There was a mixed response to this activity. Where the SDMCs were active and more open the response was very good and where the SDMCs were not active the response was poor. Two years down the line the response remains more or less the same. This intervention has not been well received in many schools. The response has been good only in 8 Panchayats where the Margadarshis have a build a rapport.

Enabling factors

The key enabling factor was the Margadarshis' interface with the community through the other CFSI interventions.

Barriers encountered

1. Only the president and few members participate very actively. Mostly there will be a lack of quorum.
2. It's difficult to make the school finance and expenditure transparent.
3. The SDMC is always willing to discuss about the

infrastructure and aid but hesitates to discuss issues pertaining to learning, attendance and drop out.

Attempts were made to overcome some of these barriers in the following manner

1. The Margadarshis would regularly visits the houses of the members and president and invite them for the meetings
2. They conducted training on the responsibilities and roles for the SDMC members.

The issue of unwillingness to discuss substantive issues pertaining to the children's learning outcomes remains unresolved.

Unexpected outcomes

In one school due to teacher vacancies, the SDMC members appointed a teacher and are paying him an honorarium out of their pockets.

Concluding thoughts

In general, this intervention has not completely met its objectives. This is a concern area as this is one of the interventions which is already a part of the government mandate.

This section provides an overview of the key CFSI interventions. It is evident that all these interventions play a differential role in enabling CFSI to reach its goals. It is now useful to understand how the field staff (Margadarshis) view these intervention in terms of relative importance. Some reference to their positions has already been made in the text.

Margadarshis Opinion on the Relative Importance of Key Interventions

A Participatory Research (PR) ranking exercise was undertaken with the two groups of Margadarshis to determine how they prioritised the different interventions and 10 major interventions were selected for this exercise. This ranking is then juxtaposed with their position on which effort and impact of different interventions.

The table below presents the ranking of the two groups of Margadarshis (those who joined in 2005 and those who joined in 2007). The intervention marked number 1 is of greatest priority and intervention marked 10 is of lowest priority or has minimal impact.

Table No. 2: Group wise prioritised interventions

First Group	Rank	Second Group	Rank
Nali Kali	1	Margadarshis Capacity Building	1
Margadarshis Capacity Building	2	Nali Kali	2
Mela	3	Mela	3
School Improvement Plan	4	Creativity Workshop for Children	4
Children Creativity Workshop	5	Newsletters	5
Baseline Study	6	Teacher Learning Centre	6
Teachers Learning Centre	7	Text Book Analysis	7
News Letter	8	Classroom Observation & Transaction	8
Teachers Training	9	School Improvement Plan	9
Head Masters Training	10	Award Function	10

Margadarshi views on why these different interventions are of differential importance have already been presented earlier. Which intervention receives priority is merely established here. The positions held by the field staff are critical inputs for planning for the future.

Efforts vs. Impact

The table below shows that the effort expended on each activity is not always commensurate with the impact.

Table No. 3: Efforts and Impact of Interventions

First Group			Second Group		
Interventions	Imp.	Eff.	Interventions	Imp.	Eff.
Nali Kali Interaction Meeting	1	2	Margadarshis Capacity Building	1	4
Margadarshis Capacity Building	2	3	Nali Kali Interaction Meeting	2	3
Mela	3	5	Mela	3	5
School Improvement Plan	4	1	Creativity Workshop for Children	4	6
Creativity Workshop for Children	5	4	News Letter	5	8
Baseline Study	6	10	Teacher Learning Centre	6	7
Teacher Learning Centre	7	6	Text Book Analysis	7	9
News Letter	8	7	Classroom Observation & Transaction	8	2
Teachers Training	9	8	School Improvement Plan	9	1
Head Masters Training	10	9	Award Function	10	10

Chart No. 1: Efforts and Impacts of Interventions-First Group
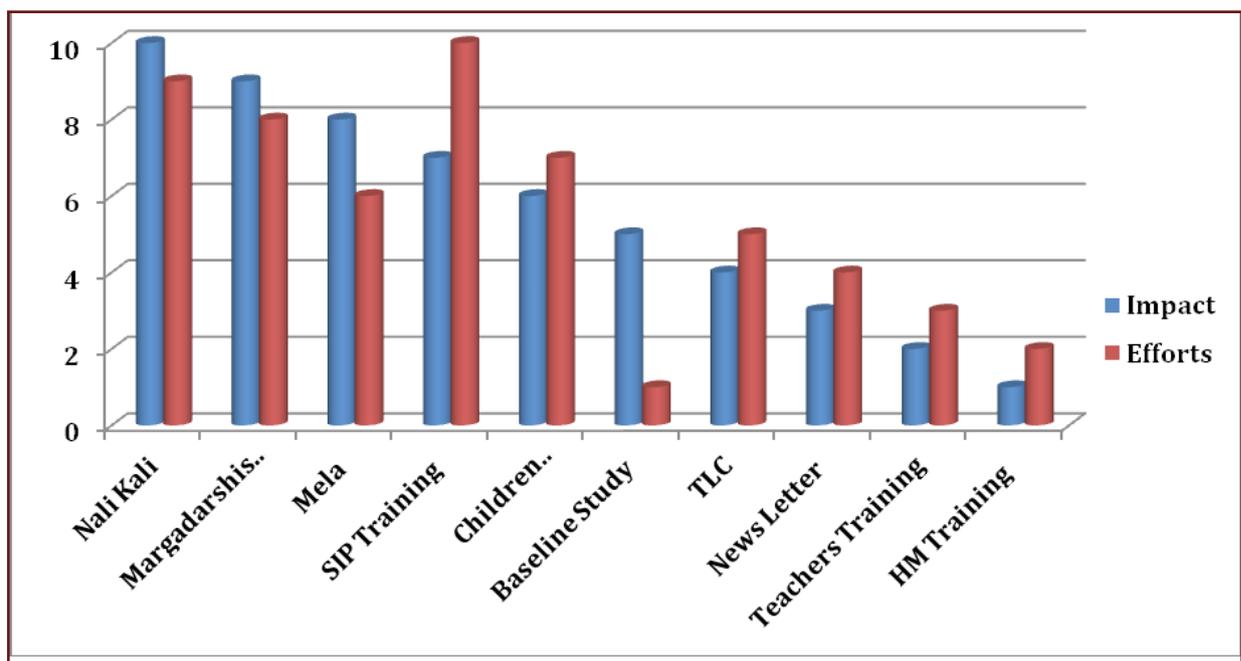
Chart No. 2: Efforts and Impacts of Interventions-Second Group
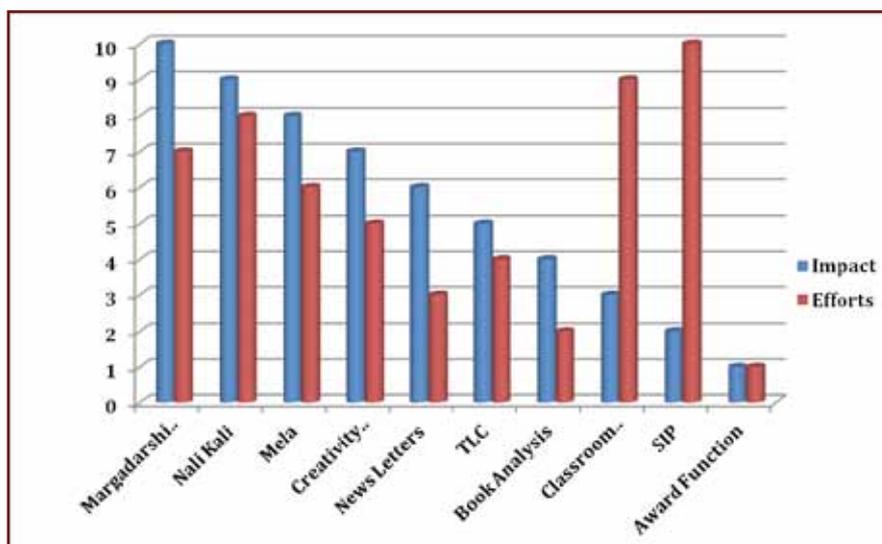
The above chart reveals the efforts towards and impact of each intervention. This reveals that a huge effort was made on school improvement plan and class room observations, but the impact was very low. The first group of Margadarshis is putting the following interventions in 'more effort with a lower impact' category -School improvement plan, children's creativity workshop, teacher learning centre, newsletter, teacher's training, head teacher training. The impact has been greater than their efforts with regard to Nali Kali, Margadarshi training, Mela and Baseline study. With regard to the second group of Margadarshis, their efforts have been greater only with regard to school improvement plan and class room observation. In all the other interventions, the impact has been greater than the efforts expended. The first group of Margadarshis seems to be expending more energy in executing their roles than the newer Margadarshis.

CONCLUSION

This review establishes that the CFSI is truly holistic given the plethora of   interventions planned and implemented. All the interventions have not necessarily had a uniform impact.

The above average interventions are the following: Nali Kali (MGML); Teacher Learning Centres; training teachers as change agents. The average interventions are the following: School Improvement Programme; children's creativity workshops; newsletter and worksheets. The below average interventions are the following: jatha, shramadana, bio gardens and head teachers training.It is evident that in the course of implementing all these interventions, the field staff has been exposed to some kind of training. There have been both enabling factors and barriers at play. Efforts have been made to capitalise on the enabling factors and overcome barriers. The field staff has been guided by objectives for each intervention indicating that the interventions have been thought through.

A concern area is the poorly performing schools. Almost across the board, the teachers and children of these schools have very little awareness of the different components of the CFSI. They have remained largely untouched by this Initiative. Ironically it is these very schools where maximum input is required. This implies the need to put in special efforts in some schools to enable similar outcomes. A juxtaposition of this information along with the detailed descriptions and stakeholder perspectives indicates that this process document comes at a point when it is critical to take stock of the entire Initiative. This will help chart a way forward keeping this information in mind. Prior to a stock taking exercise, it will first be useful to refer to some of the strategies that have supported these interventions.

Chapter 7

CFSI Strategies

This section refers to three major strategies which are fundamental in bringing in efficiency and making the CFSI holistic:

1. Division of Area for Better Management;
2. Three Pronged Strategies, and
3. Team Capacity Building

Division of Area for Better Management

As already mentioned the division of the area was done during the establishment phase in 2007. Earlier the entire block was being managed from one central office at Shorapur from where the entire team operated. It was felt that this centralised arrangement was not efficient as there were 350 schools and field visits had revealed that schools far away from Shorapur received minimal attention. Communication was very weak and visits were few. Feedback from the schools had said that they were not receiving timely help and, therefore, it was critical to monitor the Margadarshis' work more efficiently. This led to the division of the entire block into three units - Kembavi, Shorapur and Narayanpur. Each unit - an independent management and administrative unit was headed by an area coordinator who had to manage 110 schools. He worked with a team of eight Margadarshis.

Operationalisation of this strategy

In the past, Margadarshis met once a month in Shorapur. Under the new arrangement, two review meetings were being held every month - one at the field area and another at the block headquarters – where all major decisions were taken. These meetings had three major agendas:

• Report of the work done
• Planning of the future work
• Input session

These frequent meetings, reviewing and planning helped streamline the programme. The input session, designed to build capacities, added value. Every week the members provided a report on their work. The minutes were circulated. The area coordinators also held meetings.

Later Teacher Learning Centres were started in these three areas which became the venues of the meetings.

Barriers encountered

Operationalising this strategy was not without issues as a few area coordinators needed capacity building for assuming a leadership role. Unit to unit communication was not very smooth and the exchange of learning inadequate. These issues gradually resolved over time but there was still the need for a robust capacity building process for the area coordinators whose growth was not as fast as that of the Margadarshis. It was also necessary to improve the communication system in the team.

Views held by the Margadarshis: According to the Margadarshis, 'this strategy has helped in mutual learning. It has enabled quick solving of daily problems. Work is now being executed more efficiently and we have become more responsive to the schools. There is greater involvement of all of us. We are able to prepare weekly plans and have productive discussions. This has also helped in identifying and nurturing local talent.'

Three-pronged Strategy

The three-pronged strategy was designed in 2011 during the extension phase. The review of the previous two phases of CFSI work brought forth the need for a focused

and intensive effort in school.   In the exploration phase, a number of activities outside the school were attempted. After the interaction with stakeholders the team realised that there were both positive and negative interventions. So it was critical to work in all the three following areas for the intervention to be holistic:

1.   Working with the teachers in the classroom
2.   Working with the education functionaries, including Head Teachers to support the teachers
3.   Working with the community

Operationalisation of this strategy

This entailed working in a strategic manner. Of the 25 Margadarshis, 17 Margadarshis were expected to concentrate on classroom intervention and eight Margadarshis on community connect. Area coordinators and the TLC coordinators would work on Education, Leadership and Management (ELM).

The work in the classroom included classroom observation, classroom transaction and supporting the teachers to help them to conduct the classes better. Building the capacity of the teachers by onsite support and forums was the main thrust of this work. A number of capacity building activities were used in the classroom interaction.

The Margadarshis working on community connect engaged with the Gram Panchayaths as a unit. They worked with the School Development and Monitoring Committee (SDMC), parents and local community based organisations to help them participate productively in

the school development. They strengthened the Civic Amenities Committee (CAC) and worked towards the CAC with the GPs actively participating in school management to help provide quality education to all children.

The focus of ELM team was on supporting the educational functionaries to help the teacher and head teacher perform better. The CFSI team also decided that the leadership should be provided by the Education department.

A new interface with the Education department and the BEO

The meetings with BEO and the education functionaries became extensive and interesting. There was a shift from just sharing on the part of CFSI team to actual joint planning. This process went on for 18 months. Initially, it was not possible to get the BEO's time. Over time this changed, he got involved and made some suggestions for the programme. He included his staff in this act of planning.

The BEO was also requested to become the editor of the CFSI newsletter and since he knew about the programme it became a meaningful responsibility. He took the responsibility of making the teachers contribute articles and read the newsletter. As a consequence the BEO was now a partner in the process and whenever he visited other blocks he spoke about activities like the Mela in detail and connected them to the overall objectives.

The BEO's interaction with the teacher has changed over time. When the BEO conducts a teacher interaction meeting, the CFSI team gives him a status report of each school. Initially he did not take action. Slowly, overtime he started referring to the status reports while interacting with the teachers. He was careful not to use the report for taking punitive measures, like suspension, but it gave him a strong monitoring tool. Over time, this process became meaningful. In fact the BEO himself started asking for the status report and it was a big step in making the government own the process. This speaks of a collaborative, rather than an antagonistic approach of enabling the government to do its job.

Views held by the area coordinators and Margadarshis: Area coordinators say: 'The government functionaries now have a clear understanding of the CFSI interventions. We continuously update the top-level officials with all our activities. We have proved to the government that it is possible to be efficient in the government school context. We are careful not to play the blame game with them. We have ensured that they lead the programme as this will enable sustainability in the future. We are aware of the problems they face at the grass root level.'

Team has responded to their problems at the grass root level.

The Margadarshis claimed that the three-pronged strategy has helped in learning and community development. 'We are able to identify the strengths and weaknesses of different areas and region and accordingly prepare plans for the improvement. We are actually able to show achievements. It has become evident that the Gram Panchayats have a critical role to play in school improvement.'

This section reveals that it is important to strategise while implementing an initiative of this nature. The strategies have played a critical role in streamlining and making the CFSI a holistic intervention. The last strategy of capacity building is perhaps the most important as it enables human resource development.

Team Capacity Building

This section provides a brief overview of how efforts were made to build capacity in the team for discharging its function effectively.

Reasons for initiating the training

During the establishment phase, the Margadarshis received the same training provided to teachers and head teachers: evaluator training, the head teachers' training and the Nali Kali training. A review of showed that that these did not equip them with the necessary skill for executing their roles. To enable the Margadarshis, who initially served as monitors and reporters, play a support function to the teachers, it was critical to develop their capacity accordingly. In 2007, a series of different capacity building activities was planned. These were developed keeping in mind two key objectives:

1. To equip the Margadarshis to perform their role effectively
2. To build the human resources of the team members

This implied that the Margadarshis needed inputs in personality development, subject expertise and understanding the teaching learning process.

Training components

The Margadarshis visited Udaipur to receive training from Hardy of Vidya Bhavan Society during 2007 - 2011. Hardy's team also came to Shorapur and conducted 3 sessions.

In 2007, Hardy initiated the perspective-building programme along with different subject enhancement workshops and personality development. This was truly a learning opportunity as the resource persons were reputed experts (Hardy, Mr. Ramakanth Agnihotri, and Mr. Kamal Mahendroo). The first training programme was a five -day personality development exercise, which focused on the Margadarshis understanding themselves, their society and their role. It also gave them communication

and leadership skills. The main objective was to build confidence and a passion to contribute and achieve something significant in this world.

On an average, the Margadarshis had 20 days of residential training per year to build the subject knowledge. As part of the training, the Margadarshis analysed text books to understand the subject. They were trained to observe, discuss with the teachers, design worksheets and then use the worksheets through the teachers.
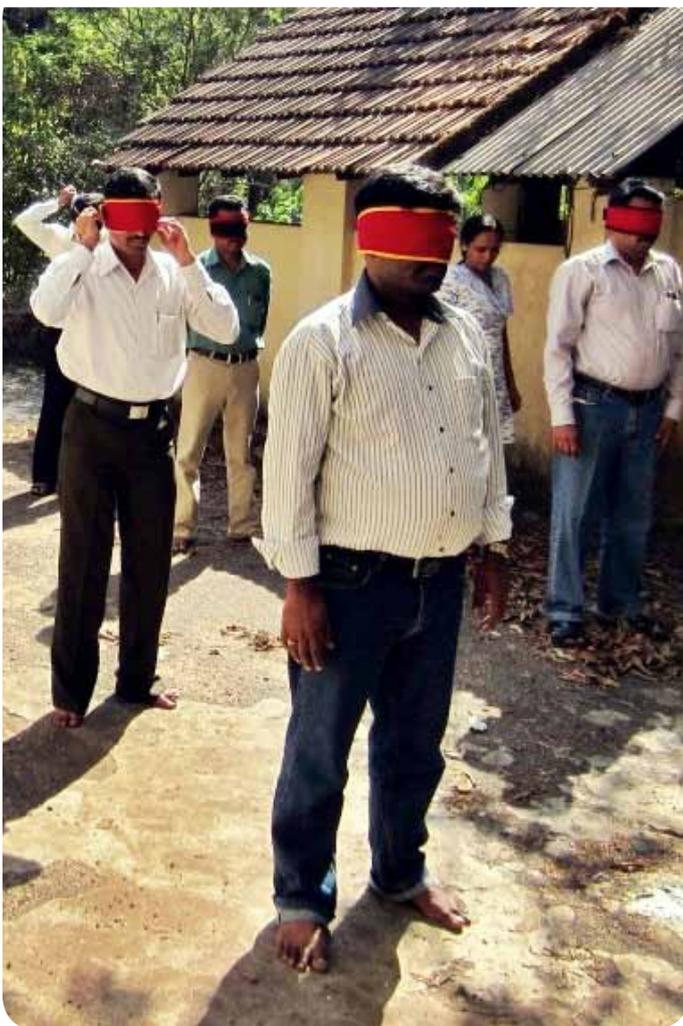
As interacting with different stakeholders was another skill required for Margadarshis, Hardy organised workshops on communication, facilitation and leadership. They were also trained to conduct focus group discussions and public meetings in and outside the school.

The CFSI team had also decided to conduct Jathas. Considerable preparation and capacity building were required to conduct these efficiently. State level experts like Mr. Shashidhar Adapa, Mr. Vasudev Sharma and Mrs. Vani Periodi trained the team on different skills of the performing arts. A five-day module on gender sensitivity was executed by Mrs. Vani Periodi from Breakthrough.

Hardy trained the team to smoothly shift their role from observers to teacher supporters by giving pedagogical and academic inputs based on the requirements of the teachers in Shorapur. This shift gave the programme a major lift, as the teachers realised the value of support they got from the Margadarshis. This in turn made the programme more acceptable.

Opinions of the area coordinators and Margadarshis: 'The Margadarshis were very flexible which made it easy to assess whether they were moving in a right direction. They were very open about extending the intervention after receiving training which enabled them to identify and enhance their strengths. Reflection sessions in 2007 brought in the realisation that the team was not effectively equipped to discharge its duties. It is entirely through training that the Margadarshis are in a position to support the teachers and the CRPs to perform their roles. A high level of cooperation is evident today.'

The Margadarshis say: 'Thanks to the training we are able to work with children, teachers and the community. Continuous training and workshops have enhanced our capacity and self-confidence which help us to freely interact with variety of teachers whom we are able to inspire. It helps to introduce innovations and experiments to teachers. We are now able to work in a very difficult geographical area. These training programmes are behind the success of the CFSI.'

The greatest enabling factor was the enthusiasm and desire of the Margadarshis to learn and grow. With this enthusiasm they have empowered themselves and changed their role from data collectors and supervisors to activists. Despite this there have been some barriers and lacunae.

Barriers encountered

Getting quality resource persons to Yadgir was a major barrier. Hence, the entire team had to go to Udaipur or Bangalore for training. Language was a barrier since many of the resource persons did not know Kannada and the Margadarshis did not speak English.

Another lacuna was that there was no specific training provided to the Area Coordinators for executing a leadership role. These issues have not been resolved till date.

Conclusion

It is evident that these strategies have played a critical role in generating efficiencies in the CFSI. On the whole, the response to these strategies has been very positive. There should be a continuous review to ensure that this trajectory of growth is maintained.

A stock taking exercise is now needed to assess impact, learning, insights and challenges.

Chapter 8

Learning, Insights and Challenges

Introduction

A stock taking exercise entails reviewing the various impacts the CFSI has had. This has resulted in generating learnings and insights. It is unlikely that this will be without challenges. Reference to challenges as well presents a holistic picture of the CFSI.

Impacts

1. Increase in accountability and participation in academic activities: There is a drastic improvement in the number of schools that open and close on time – an increase from 60% in 2003 to **95%**. Attendance of the teachers has also increased and they have taken the trainings more seriously. The attendance at the training and workshops conducted by CFSI is **98%** and there is attentive participation. Also, **175** out of 340 schools participated in the performing School Award programme. In the children project work, **75** schools participated and **127** projects were completed with active involvement of **700** students and **175** teachers. Many schools are taking interest to form School Development and Monitoring Committees. The voluntary participation in the TLC activities has also increased.

2. Learning levels of children has increased: The Foundation study shows there is a steady increase in the learning levels of the children (about 47%) across all the quartiles.

3. Joint interventions have positive impact on the teachers: Where the intervention is a collaborative effort both the teachers and functionaries accept the programme easily and the participation is total which results in the success of the intervention. This sends out a clear message and reduces confusion, conflicts and distractions.

4. Involvement of Educational functionaries: It is generally believed that the functionaries (especially the CRPs, BRPs) do not involve themselves in the academic work. But the CRPs trained in a response analysis took the task very seriously and executed it very meticulously in their respective clusters. The CRPs now conduct most of the Nali Kali interaction meetings with the help of the Margadarshis. Some of the education functionaries take active part in running the TLCs and involve themselves in activities of the TLCs.

5. Improvement in the infrastructure: The new building built using the Sarva Shiksha Abhiyan grants is very different from the older buildings. Active participation of the community and close monitoring by the education functionaries have improved the quality of the infrastructure. There is enough space, ventilation and light in these new rooms. The colors are vibrant.

6. Pool of resource teachers developed in the block: Sustained and systematic training of teachers to become change agents have helped in creating 110 resource teachers who are conducting training of the department. Various opportunities to facilitate sessions have led to evolving a lot of resource teachers in this block. In addition to these, the workshops in the TLCs have also generated a new set of resource teachers. Thanks to such various sessions and TLC workshops a large number of resource teachers are now available.

7. Scale has an impact: Most of the programmes in CFSI are of scale which is compared to the number of schools or limited geographical area of taluka. For example: Training was conducted for all head teachers of the block (309). Focus Group Discussions to understand the parents' perception of the school was done in 86 villages. The campaign on girl child education with dramas, songs and exhibition to build awareness among the people regarding the importance of educating the girl child was done in 110 villages. Preparing the TLM needed for the Nali kali classes was done through workshops in all the 340 schools. The creativity workshops for children was done in 250 schools. Melas on different subjects

(Science, Math, languages etc.) were conducted in 80 schools with more than 250 schools participating. Hence, the number of schools or villages involved itself has a solid impact in generating positive impressions across a large number of people. This reveals that the impact has been positive and wide reaching.

Learning and Insights

1. **Silos don't work; integration is the key:** This is a work which cannot be done by creating silos. This work needs a lot of inputs and contribution from variety

2. **Integrated approach:** It is critical to have a range of integrated programmes which feed into each other making for a holistic impact.

3. **Change takes time:** Consistency and patience are key. It is evident from the CFSI intervention that it takes time even to see a slight improvement in the field. The minimal progress that is seen is the result of sustained effort for more than 7 years. Most of the things in the education sector have a history and a heritage, it takes times to change. Many of the things are in the realm of culture. Hence, it is a part of day-to-day

of people and institutions. Change in this area is so difficult that working together becomes inevitable. Everything in the field is like web - interconnected and related to everything. Hence, the work in the field is also needs to be integrated. Networking with other people and institutions helps in breaking the silos and meeting the challenges.

living, changing that takes time. Many of the aspects in teaching learning process are formed by habits and changing a habit takes time. Hence, change in the education sector takes time. The change that is seen in CFSI is due to consistent action. Knowing that the change takes time helps in facing disappointment and frustration.

4. **Support the partners to succeed:** Most of the activities have been the activities of the educational functionaries and teachers. Helping teachers and education functionaries to succeed is the main element that has led to some of the positive results of this programme.

5. **Ownership to stakeholders:** It is observed that programmes succeed when teachers themselves plan and execute them. The success of the Mela depended hugely on the partnership of the community members. Even the department programmes succeeded when the functionaries took complete ownership of the programmes. When the stakeholders take the ownership, success is guaranteed.

6. **Power of negotiation is in working together:** Initially the team members found it difficult to work and negotiate with different partners. Working together intensively and for long, created opportunities and scope for negotiation among the partners.   An example -negotiating with the organisers for quality time for children during Melas.

7. **Being flexible and organic helps to move faster:** A tight programme leaves no space for the other stakeholders to participate. Hence, being flexible, incorporating the ideas of others and giving space for others thoughts and dreams help in larger participation. This is an organic way of growing which helps in a lot of people participating and contributing. This also neutralises resistance and people enjoy the partnership, which helps in moving fast.

8. **Taking help from outside and others helps:** Any programme of this nature will need a lot of inputs and contributions from variety of people. People involved in the programme might be very few with limited resources. The only way to perform and deliver is when the team takes help from others. Giving due credit to others and sharing success is the most effective way of spreading success.

9. **Big picture helps:** There is no immediate change. Sometimes there is no direct correlation to the effort and the result. At times in the field when the air is pessimistic, the way to keep spirits high and to make it more meaningful is to keep the bigger picture in mind. If the members realise that smaller activities are part of the bigger work, the entire process becomes meaningful.

10. **Grass root advocacy is powerful:** Others speaking about the programme is the best advocacy for the programme. The advocacy thus created is very authentic. In Shorapur teachers and educational functionaries have advocated the programme. This form of advocacy is very authentic and convincing for the people.

11. **Field work needs strong values and principles:** Once the people are convinced that the team has strong values and principles, they support the team to maintain these.

12. **Only an empowered team can deliver:** Performance and delivery is only possible with hard work of the team. Without building the team, no performance or success is possible. The major investment in CFSI has been to build the capacity of the team.

Challenges:

1. **Sustainability**: This is a major challenge that CFSI has to face. How do we sustain the interventions? How do we sustain the impact of the interventions? What are the processes and structures that need to be built to sustain the vibrancy and impact of the programme when the CFSI team withdraws? Can the CRPs be included in the classroom interventions so that they can take over this function at a later date?

all this stakeholders on the same plane is a major challenge. Unless all the stakeholders are together nothing much can be achieved. What are the means and possibilities to bring all the stakeholders on the same plane?

4. **Fighting with the local negative forces:** There are many forces, like feudal forces, fundamental forces, patriarchal forces, which hinder the process of development. All these forces are powerful. How to fight them is a major challenge.

2. **Building a team:** Quality work needs quality team. The area has a dearth of quality talent. How can it be mobilised? The major challenge here is to build a highly motivated quality team. The desire to grow as a team becomes crucial in the process. How can the system work as a team or how can it create performing smaller teams in the system?

3. **Bringing all stakeholders together:** Getting

5. **In depth and at scale:** The results and impacts in a focused work are possible. In depth work is possible in a smaller number or a limited geography. Scale is normally acquired with a work that does not demand in depth and intense work. Doing both these things together is a major challenge.

6. **Success across the board:** The biggest challenge is in taking the Initiative to all the schools

uniformly. This document clearly establishes that the poor performing schools are oblivious of most of the interventions. There is the need to take these inputs to these schools on a priority basis. It is also evident that these poorly performing schools are spread across all the three areas (Refer to Annexure 8). One third of the schools are in the poorly performing category. This is a sizable number.

7. **Varied landscape:** It needs to be acknowledged that we are dealing with a multi-hued varied landscape where different inputs are required for different areas at different points of time. Being constantly reflexive is

not an easy task. The natural tendency is to implement all programmes uniformly. Efforts should be made to factor in location-specificities.

8. **Heavily burdened Margadarshis:** Given the wide range of interventions, it is evident that the Margadarshis need to be a repository of a multiplicity of skills to be able to engage effectively. Apart from skills there is also a high volume of work. It is likely that all the Margadarshis will not be able to function in an optimum manner.

Conclusion

This stock taking exercise reveals that the CFSI has largely succeeded in meeting most of its objectives by adopting a holistic approach to education. The path to success has not been an easy one as the report reveals most interventions were not well received at the outset. It has been the consistent efforts of the CFSI team that has enabled most of these to get entrenched over time. All interventions have not necessarily had the same impact in all areas. There still exist a series of challenges which have been articulated in this report which will be acknowledged and addressed in due course.

This report is the starting point for further review and reflection.
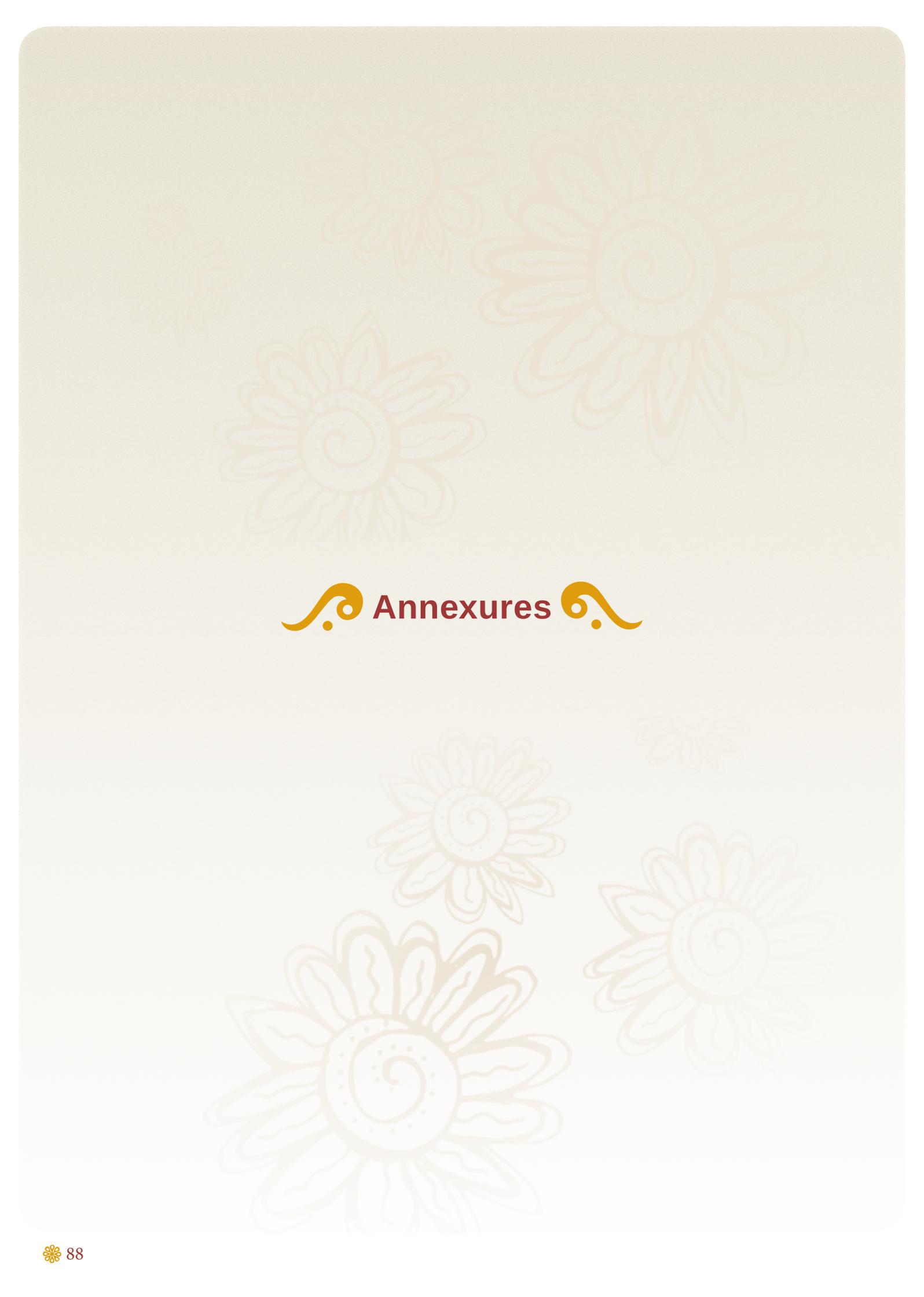
Annexures

ANNEXURE 1

OBJECTIVES OF DATA COLLECTION FROM DIFFERENT STAKEHOLDERS AND ASSOCIATED TECHNIQUES AND TOOLS

Different techniques and tools were employed based on the objectives outlined for different stakeholders.

A. Key informant interviews with Head of District Institute, Yadgir (Umashankar Periodi) and CFSI Programme Head (Rudresh)

Objectives:

1. To procure a historical overview of the programme
2. To obtain a listing of all the key component activities of the CFSI
3. To locate the origin of each activity in a historical context
4. To procure the objectives behind initiating each of these component activities
5. To describe each of the component activities
6. To indicate the extent to which these objectives have been met
7. To mention some of the key factors enabling implementation of the activity: reasons for the success of this activity
8. To refer to some of the barriers
9. To assess whether there have been any unexpected outcomes
10. To ascertain whether and how this activity can be sustained in the future

Technique of data collection: In depth interview

Tool for data collection: Interview guideline

1. Share a brief historical overview of the CFSI.
2. Name the activity you wish to discuss
3. When did this activity begin: year? In which phase was it initiated: Establishment, exploration or extension?
4. Why was it initiated?
5. Which broad area does this activity belong to? School environment, classroom environment, teaching learning process, teacher academic development, community participation.
6. Mention the objectives for initiating this component activity.
7. Describe the activity? What all does it entail?
8. What kind of training was required to initiate this activity?
9. What further training is required to make this component more effective?
10. In general has this activity met its objectives?
11. What was the initial response to this activity?
12. When did the activity get well entrenched? How much time (in terms of months or years) did it take?
13. What were the barriers encountered?
14. How were these overcome?
15. What were the enabling factors?
16. Were there any schools or areas where no headway has been made in this activity? Mention these. Why?
17. Were there any areas where it was very well received? Mention these. Why?

18. Is the activity in existence currently? Has it been terminated? Why? Or was it a on-off short term activity?
19. Were there any unexpected outcomes?
20. How will this activity be sustained in the future?

Number of persons involved in the process:
Interviewees: 2
Facilitator and recorder: 1

Time taken for the interviews: 45 minutes for each intervention. (Total 21 interventions).

B. Focus group discussion (FGD) with Area Coordinators (5)

Objectives:

1. To obtain their perspective on CFSI activities
2. To understand their experience of working with the government
3. To ascertain which activities need greater attention to sustain the intervention
4. To assess how the CFSI intervention can be extended to other areas

Data collection technique: Focus Group Discussion

Tool for data collection: Focus group discussion guideline

1. Share your opinion of the different components of the CFSI programme in particular and of the overall initiative in general.
2. What are all the interventions that need more concentration so that these can be sustained in the future?
3. What were the processes and strategies used while working with government?
4. How can the CFSI programme be extended to other blocks?

Number of persons involved in the Process:
Area Coordinators: 5
Facilitator: 1
Recorder: 1

Time taken for the discussion: Four hours

C. Focus group discussion with Margadarshis (25)

Objectives:

1. To obtain a list of all activities of the intervention
2. To engage in a ranking exercise (PR technique) to ascertain which interventions have made maximum impact versus those which have had no or minimal impact
3. To understand why some activities yielded results while others did not (this will highlight barriers and facilitative factors)

Technique of data collection: PR ranking exercise accompanied by a focus group discussion with two sets of Margadarshis (The first group: those have been with the project since its inception -2005 and the second group: those who joined later - after 2007).

Tool for data collection: PR observation and FGD guideline

1. Listing of interventions introduced by the CFSI
2. Ranking the interventions
3. Reasons for ranking each intervention
4. Efforts made on each intervention
5. Positive and negative impact of the intervention
6. Changes from first phase to second phase
7. Role of margadarshis

Number of persons involved in the Process:
Margadarshis: 25
Facilitator: 1
Recorder: 2
Observer: 1

Time taken for the discussion: Three hours for each group discussion

D. Key informant interview with Block Education Officer (BEO) and Education Coordinator (EC)

Objectives:

1. To determine which project components the BEO is aware of
2. To understand his perspective on the utility of these
3. To establish whether he thinks CFSI has played a role in effecting improvements in the teaching learning process
4. To get him to articulate how these processes can be extended to other blocks and sustained in the long run
5. To understand the enabling factors for CFSI team in working with government in Shorapur block

Technique of data collection: In depth interview

Tool for data collection: Interview guide

1. Which components of the CFSI are you aware of?
2. Which components have made an impact?
3. What should be done to sustain the programme in the block?
4. How can this programme be extended to other blocks?
5. In your opinion what are the enabling factors operating in Shorapur block?

Number of persons involved in the process:
Block Education Officer: 1
Education Coordinator: 1
Facilitator: 2
Recorder: 1

Time taken for the discussion: Two hours

E. Focus group discussion with Cluster Resource Persons (CRPs)

Objectives:

1. To understand the CRPs definition and perception of their role
2. To access barriers in their functioning
3. To review their perception of the CFSI
4. To reflect on training inputs
5. To assess which CFSI activities the CRPs can sustain

Technique of data collection: Focus Group Discussion

Tool for data collection: FGD guideline

6. What is your role as CRP?
7. Are you able to execute your role effectively?
8. If no why not? Describe the various barriers you face
9. Which barriers can be overcome and how?
10. What is your understanding of the CFSI?
11. Can you describe the various components of this intervention? Special reference to the teacher learning centres.
12. Which components do you think have resulted in positive change?
13. Which components are not required?
14. Have you received any training?
15. Can you list the training programmes along with the training sources?
16. Which training programmes have been useful and why?
17. What are the areas of additional training required?
18. Given the existing CFSI intervention which components do you think you can continue to execute without any support? (which can also be extended to other blocks)
19. In which components will you need additional support? What is the nature of this support?

Number of persons involved in the process:
Cluster Resource Persons: 11
Facilitator: 1
Recorder: 2
Observer: 1

Time taken for the discussion: Two hours

F. P R Ranking of schools for in-depth study with Area Coordinators and Margadarshis

Objectives:

1. To rank the different schools into 3 categories (poor, average, good)
2. To understand factors that enable or inhibit progress
3. To identify schools for in-depth study

Technique of data collection: PR ranking of schools

Key criteria for ranking: differential improvements in learning in different schools through a PR session

Tool for data collection: PR observation guide

1. List all the different schools in the district area-wise.
2. Based on changes in learning outcomes rank the schools from each of the four areas into three categories (poor, average, good).
3. From each of the four areas choose the poorest, average and best school.

A total of 12 schools were selected four poor, four average and four good from each of the four areas. Additionally 2 Urdu schools were added taking the total to 14 schools. The in-depth study was conducted with head teachers, teachers, children, community representatives from these select schools.

Number of persons involved in the process:

Margadarshis and area coordinators: 30

Facilitator: 1

Recorder: 1

Observer: 1

G. Key informant interviews with Head Teachers (HTs)

Goal: To arrive at their overall understanding of the CFSI intervention

Objectives:

1. To understand what components of the CFSI programmeme they are aware of
2. To access of their perspective on the usefulness of different components
3. To understand the kind of support that they extend to teachers

Sample: Collected data from the universe

Technique of data collection: In depth interview

Number of persons involved in the Process:
Head Teachers:14 (Head teachers of 14 selected schools)
Facilitator: 7 (One person in each school)
Recorder: 7 (one person in each school)

Time taken for the discussion: It took around one hours to complete the discussion with HTs. It depended on the awareness of CFSI programme among the head teachers because in some cases it took one hour and in other cases it took less than one hour.

Tool for data collection: In-depth interview guide

1. Are you aware of CFSI?
2. Describe the various activities?
3. Which ones are useful for enhancing teacher capability and whole school improvement?
4. In what way?
5. Do you think learning outcomes have improved over time? Which inputs have been useful in this regard?
6. What kind of support do the teachers need to perform their roles efficiently?

H. Key informant interviews with Class Teachers

Objectives:

1. To understand whether on-site support has been useful (Nali Kali and through Margadarshi worksheets)
2. To understand their opinion of the CFSI Margadarshis
3. To review the utility of the various forums (teacher interaction meeting; subject forums programmes)
4. To assess the impact of various training programmemes
5. To assess interest levels around the newsletter
6. To understand the manner in which the teacher learning centre (resource and activity centre) is being used to build capacity
7. To understand their experience of the exposure visits
8. To understand the process and utility of the children's project
9. To understand the role of the award ceremony in motivating the teachers
10. To understand from their experience what makes learning retentive and leads to improved learning outcomes

Sample for data collection: Either universe or random selection depending on the number of teachers. One teacher from class 2 and one from class 4.

Technique for data collection: In depth interview

Tool for data collection: In-depth interview guide

1. Are you aware of the CFSI programme?
2. If yes what are the various inputs or activities?
3. What is your experience of the onsite support in the Nali Kali programme?
4. How have the children responded to the Margadarshi worksheets?

5. What is your opinion of the role played by the Margadarshis?

6. Do the Margadarshis conduct teacher meetings? How often? Are these useful?

7. Have you been involved in any of the teacher forums: teacher interaction meeting and subject forum? What has been your experience?

8. Have you attended any training programmes? Which ones? Did you find these useful? In what way? Are you able to bring these inputs to the classroom?

9. Do you read to the CFSI newsletter? Do you enjoy it? Which sections? Do you share any of this information in the classroom? Do you contribute any articles to the newsletter?

10. Do you visit the teacher learning centre? What facilities are available? How do use these facilities? Do you bring any inputs from here back to the classroom?

11. Have you been on any exposure visits? Which ones were memorable and why?

12. Have you been involved in any projects of the children? Which ones? Have the children found these useful? In what way?

13. Are you aware of the award ceremony? What is your opinion?

14. How is learning internalized? Which inputs have played a key role?

> ## Number of persons involved in the Process:
> Class Teachers: 28 (Two teachers from each school - total 14 schools)
> Facilitator: 7
> Recorder: 7

Time taken for the discussion: It took around two hours with each teacher to complete the interview. It depended on the level of awareness of CFSI programme among the class teacher because in some cases it took two hours and in other cases it took less than two hours

I. Focus Group Discussion with community representatives

Objectives:

1. To understand what CFSI school interventions they are aware of
2. To obtain their opinion on these interventions
3. To understand the nature of their involvement in the school activities
4. To determine whether they see any changes in the school
5. To assess whether the children are reporting a change in interest level in the schooling
6. To describe any changes they have observed in the children

Sample: Purposive sample of 10-15 members representing Self Help Groups (SHGs), School Development and Monitoring Committee (SDMC) members and other parents

Technique of data collection: Focus group discussion

Tool for data collection: FGD guideline

1. Do you experience any change in the school in the recent years?
2. What kind of changes? How has this affected the children?
3. Are they more willing to go to school?

4. Do the children share their experiences with you?

5. Are these positive experiences? Describe some.

6. Are there any changes in the teachers? What kind of changes?

7. Have you attended any school programmes? Which ones? What was your experience?

8. Have contributed to the school in any way? In what way (could be in kind or through participation)?

Number of persons involved in the Process:

Community people: average 6 people in each group (total 14 groups)

Facilitator: 7

Recorder: 7

Time taken for the discussion: It took around one and half hours with each group to complete the discussion. It depended on the number of people available on that day. In some school we could get hardly 4 to 5 community people. (Total 14 groups)

J. Discussion with Children

Objectives:

1. To understand their experience of different activities (for example: Mela; children's creativity workshop)

2. To see classroom processes from their point of view (Nali kali experience)

3. To understand how the worksheets (designed by the Margadarshis) generate interest

4. To assess whether presence of CFSI staff has made a difference in making the school more attractive

Technique of data collection: Focus Group Discussion

Tool for data collection: FGD guideline

1. Do you feel like coming to school?

2. If yes why? If no why?

3. Tell me the five best things about your school?

4. Tell me the five worst things about your school?

5. What do you enjoy in the classroom interaction?

6. Which subjects do you enjoy? Why?

7. Have you attended any melas? Which ones?

8. What do you do in the mela?

9. Did you enjoy the experience? What were the five best things about the mela?

10. What do you remember of the mela?

11. Have you attended the creativity workshops?

12. What did you do in the workshop?

13. What was your experience? What were the five most enjoyable things about the workshop?

14. Are there outside teachers (Margadarshis) taking your classes?

15. Do you enjoy these classes?

16. Are you aware of the worksheets?

17. Are you able to complete the worksheets?

18. What interests you in the worksheets?

Sample selection for FGD: 2 Groups of 10 children each from Std. 3 and Std. 5 randomly selected.

Number of persons involved in the Process:

Children:10 children from class 3 and class 5 (total 28 groups)

Facilitator: 7

Recorder: 7

Time taken for the discussion: It took around one and half hours with each group to complete the discussion.

K. Use Of School Improvement Plan Indicators (Sip)

The SIP indicators for the selected schools were referred to for understanding how these play out across the three categories of schools selected for the study.

ANNEXURE 2

BACKGROUND INFORMATION ON THE SELECTED SCHOOLS

1. GHPS Sadaba

Sl. No	Questions	Answers
1	Name of the School	GHPS Sadaba
2	Category in which it features from our criteria: good, average , poor	Best Performing School
3	Date of initiation of the school	1961
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has own land and located within the village area, • At present it has 8 good rooms • There are 7 teachers working in this school • The school was built by Grama Panchayat (it's registered in the name of GP)
5	Description of the physical attributes of the school	• The school has very good building. • It has 8 good rooms and also a clean mid-day-meal room. • It has good toilet facilities but presently not in use because of water problem. • It has a small ground which is not sufficient for children. • It has own bore well facility for drinking water • It has a very good library (working)
6	Location in terms of distance from the villages using this school	Located within the village area

7	Distance from taluka headquarters	40 Kms		
8	Number of villages using the school	01		
9	Up to which class can children study in this school	Higher primary (1 to 7)		
10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	24	20
		2	33	30
		3	27	25
		4	23	20
		5	28	25
		6	13	12
		7	18	17
11	Teacher student ratio	24:1		
12	No. of teachers/vacancies	Working: 7, vacancies: 2 (English, Hindi)		
13	Latest data from SIP indicators for this school	49/60 = 81%		
14	Presence of an SDMC committee? How active is it?	• The school has very good SDMC • They conduct regular SDMC meetings (Monthly) • Even GP members would participate in the meeting		
15	Which CFSI activities have been implemented in this school?	Jatha, Children Creativity Workshops, SIP, Melas, Nali Kali workshop and classroom intervention, worksheets		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	Bio Garden		
17	Are the gardens in existence?	No (At present the school has a vegetable garden, which is maintained by SDMC)		

2. GULPS Devapur

Sl. No	Questions	Answers
1	Name of the School	GULPS Devapur
2	Category in which it features from our criteria: good, average , poor	Best Performing School
3	Date of initiation of the school	2007-08
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The community members have donated land for the school building (Mulla sab); 2400 sq. ft., 2006 • The school building was constructed under SSA • Separate toilet for ladies constructed in 2011

5	Description of the physical attributes of the school	The school has very good building constructed under SSA The school has safe and clean toilets Safe drinking water facility Incomplete compound Good mid-day-meal room Availability of good science and sports materials
6	Location in terms of distance from the villages using this school	200 meters
7	Distance from taluka headquarters	13 Kms
8	Number of villages using the school	01
9	Up to which class can children study in this school	Lower primary (1 to 5)

		Class	Enrollment	Attendance
10	Enrollment, attendance and retention in the school in the different classes	1	9	7
		2	5	4
		3	4	3
		4	7	5
		5	6	6

11	Teacher student ratio	11:1
12	No. of teachers/vacancies	Working: 3, vacancies: 0
13	Latest data from SIP indicators for this school	41/60 = 68%
14	Presence of an SDMC committee? How active is it?	• The period of present SDMC is over, yet to form new SDMC • They conduct regular SDMC meetings • Participate in regular school activities
15	Which CFSI activities have been implemented in this school?	Children Creativity Workshops, SIP, Melas, Nali Kali workshop and classroom intervention, Children's project work
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No
17	Are the gardens in existence?	No

3. GHPS Hunasagi Camp

Sl. No	Questions	Answers
1	Name of the School	GLPS Hunasagi Camp
2	Category in which it features from our criteria: good, average , poor	Best Performing School
3	Date of initiation of the school	1980-81

4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has 5 acres of own land (Upper Krishna Project area) • When the school was started it had 12 rooms, recently 3 rooms have been built. (Between, 2006 to 2012). • The school has safe drinking water facility since its start.
5	Description of the physical attributes of the school	• It has 15 good rooms • 5 toilets, students have been using regularly • Safe drinking water facility • Safe and clean mid-day-meal room • Storage: kitchen materials • It has a very good library (working)
6	Location in terms of distance from the villages using this school	Located within the village area
7	Distance from taluka headquarters	35 Kms
8	Number of villages using the school	07
9	Up to which class can children study in this school	Higher primary (1 to 7)

		Class	Enrollment	Attendance
10	Enrollment, attendance and retention in the school in the different classes	1	67	55
		2	60	50
		3	46	38
		4	38	35
		5	50	44
		6	92	75
		7	88	74

11	Teacher student ratio	44:1
12	No. of teachers/vacancies	Working: 10, vacancies: 1 (Art)
13	Latest data from SIP indicators for this school	42/60 = 70%
14	Presence of an SDMC committee? How active is it?	• The school has very good SDMC • They conduct regular SDMC meetings (Monthly) • They participate in regular school activities • They check the attendance of the students and teachers regularly
15	Which CFSI activities have been implemented in this school?	Mela, Children's Project Work, Nali Kali award, Children Creativity Workshops, SIP
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	Yes, Bio Garden
17	Are the gardens in existence?	Yes

4. GLPS Police Colony

Sl. No	Questions	Answers
1	Name of the School	GLPS Police Colony

2	Category in which it features from our criteria: good, average , poor	Best Performing School		
3	Date of initiation of the school	1982		
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• In 2002-03, two rooms have been built under Grameen Rojgar Yojana • In 2005-06, compound was constructed with the help of taluka panchyat • In 2005-06: mid-day-meal room, toilets and safe drinking water: SSA		
5	Description of the physical attributes of the school	• The school has very good building. • It has 3 good rooms and also a clean mid-day-meal room. • One room is under repair (roof)		
6	Location in terms of distance from the villages using this school	Within the village/taluka area		
7	Distance from taluka headquarters	0 Kms		
8	Number of villages using the school	01 (its located in city area)		
9	Up to which class can children study in this school	Lower primary (1 to 5)		
10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	7	6
		2	3	3
		3	7	6
		4	2	1
		5	6	5
11	Teacher student ratio	13:1		
12	No. of teachers/ vacancies	Working: 2, vacancies: 0		
13	Latest data from SIP indicators for this school	56/60 = 93%		
14	Presence of an SDMC committee? How active is it?	• The school is continuing with old SDMC		

15	Which CFSI activities have been implemented in this school?	Jatha, Children Creativity Workshops, SIP, Melas, Nali Kali workshop and classroom intervention, worksheets etc
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	Yes, Bio Garden (2 years)
17	Are the gardens in existence?	No

5. GHPS Rajankoluru

Sl. No	Questions	Answers
1	Name of the School	GHPS Rajankoluru
2	Category in which it features from our criteria: good, average , poor	Best Performing School
3	Date of initiation of the school	1935
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school was started before independence • Before 1947 all the documents were in Urdu language, after independence they have started Kannada language for documentation • School has own building and land • In 1995, toilets have been built with the donation from BORUKA company • School has its own bore-well for drinking water • School compound was built in 2010-11 • It has all basic infrastructures
5	Description of the physical attributes of the school	• The school has very good building. • It has 14 good rooms with working condition • Don't have separate mid-day-meal. • Everyday meals will be prepared in the classroom • Separate toilets for girls, boys and teachers • Building is protected with safe compounds and gate. • It has a small playground, which is not sufficient for present no. of children • School has a very good library (working)
6	Location in terms of distance from the villages using this school	Within the village area

7	Distance from taluka headquarters	55 Kms		
8	Number of villages using the school	04		
9	Up to which class can children study in this school	Higher primary (1 to 7)		
10	E n r o l l m e n t , attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	49	40
		2	44	34
		3	38	34
		4	31	25
		5	42	36
		6	71	61
		7	60	58
11	Teacher student ratio	34:1		
12	No. of teachers/ vacancies	Working: 9, vacancies: 1 (Hindi)		
13	Latest data from SIP indicators for this school	50/60 = 83%		
14	Presence of an SDMC committee? How active is it?	• The SDMC was formed in 16-09-2011 • Its active and contributing for the school development • They participate in regular school activities		
15	Which CFSI activities have been implemented in this school?	Jatha, Children Creativity Workshops, SIP, Melas, worksheets, vegetable garden etc		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	Yes, Bio Garden		
17	Are the gardens in existence?	No		

6. GLPS Harijanwada Kakkera

Sl. No	Questions	Answers
1	Name of the School	GLPS Harijanwada Kakkera
2	Category in which it features from our criteria: good, average , poor	Average Performing School

3	Date of initiation of the school	2003-04
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	The school doesn't has own land The school is running in an Anganawadi Centre.
5	Description of the physical attributes of the school	• At present it has 2 rooms • 1 toilet: working • It has safe drinking water facility
6	Location in terms of distance from the villages using this school	Located within the village area
7	Distance from taluka headquarters	35 Kms
8	Number of villages using the school	01
9	Up to which class can children study in this school	Lower primary (1 to 5)

10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	21	18
		2	21	17
		3	17	15
		4	20	17
		5	16	14

11	Teacher student ratio	95:1
12	No. of teachers/ vacancies	Working: 1, vacancies: 0
13	Latest data from SIP indicators for this school	40/60 = 66%
14	Presence of an SDMC committee? How active is it?	• The school is continuing with the old SDMC • Its active
15	Which CFSI activities have been implemented in this school?	SIP, Mela, Children's Project Work, Nali kali Award, Library

| 16 | Any earlier activities like Bio gardens and Shramadana occurred in this school? | No |
| 17 | Are the gardens in existence? | No |

7. GHPS Yanni Wadageri

Sl. No	Questions	Answers
1	Name of the School	GHPS Yanni Wadageri
2	Category in which it features from our criteria: good, average , poor	Average Performing School
3	Date of initiation of the school	1952
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has its own land • The land was donated by one of the land lord from the village • Rooms were built under SSA • Built mid-day-meal room from the donation amount • GP has provided Bore well to school
5	Description of the physical attributes of the school	• Good spacious play ground • 1 toilet: working • No of rooms: 6 • 1 safe mid-day-meal room • Two rooms are under construction
6	Location in terms of distance from the villages using this school	Located within the village area
7	Distance from taluka headquarters	80 Kms
8	Number of villages using the school	03
9	Up to which class can children study in this school	Higher primary (1 to 7)

10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	68	62
		2	60	52
		3	66	57
		4	53	47
		5	51	48
		6	52	47
		7	48	48
11	Teacher student ratio	98:1		
12	No. of teachers/ vacancies	Working: 5, vacancies: 1 (Hindi)		
13	Latest data from SIP indicators for this school	36/60 = 60%		
14	Presence of an SDMC committee? How active is it?	• The school doesn't have SDMC		
15	Which CFSI activities have been implemented in this school?	SIP, Mela, Children's Project Work, Nali kali Award, Library		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No		
17	Are the gardens in existence?	No		

8. HPS Mangalore

Sl. No	Questions	Answers
1	Name of the School	HPS Mangalore
2	Category in which it features from our criteria: good, average, poor	Average Performing School
3	Date of initiation of the school	1964

4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has its own land • It has all the basic infrastructure • It doesn't have play ground		
5	Description of the physical attributes of the school	• It has all basic infrastructure • It has a good library • 1 toilet: working		
6	Location in terms of distance from the villages using this school	Located within the village area		
7	Distance from taluka headquarters	20 Kms		
8	Number of villages using the school	04		
9	Up to which class can children study in this school	Higher primary (1 to 8)		
10	E n r o l l m e n t, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	37	30
		2	38	34
		3	35	26
		4	40	30
		5	46	31
		6	31	28
		7	21	16
		8	44	32
11	Teacher student ratio	49:1		
12	No. of teachers/ vacancies	Working: 8, vacancies: 0		
13	Latest data from SIP indicators for this school	49/60 = 81%		
14	Presence of an SDMC committee? How active is it?	The is continuing with old SDMC Members do not participate in the regular SDMC meeting HM is not utilizing the SDMC		
15	Which CFSI activities have been implemented in this school?	SIP, Language Mela, Children's Project Work, Nali kali Award and workshop, Library		

16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	Yes, (bio garden and Shramadana)
17	Are the gardens in existence?	No

9. GLPS Kachapur

Sl. No	Questions	Answers
1	Name of the School	GLPS Kachapur
2	Category in which it features from our criteria: good, average , poor	Average Performing School
3	Date of initiation of the school	1961
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has its own land (1 acre) • It has three rooms, constructed under SSA
5	Description of the physical attributes of the school	• It has 3 rooms, 2 for classes and one for HM • 1 toilet: not in use because of water problem • It has one safe, good mid-day-meal room • Bore-well: not working
6	Location in terms of distance from the villages using this school	1 Km
7	Distance from taluka headquarters	46 Kms
8	Number of villages using the school	01
9	Up to which class can children study in this school	Lower primary (1 to 5)

10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	13	7
		2	13	6
		3	14	8
		4	15	6
		5	17	5
11	Teacher student ratio	24:1		
12	No. of teachers/ vacancies	Working: 3, vacancies: 0		
13	Latest data from SIP indicators for this school	24/60 = 40%		
14	Presence of an SDMC committee? How active is it?	• School has SDMC • Members do not participate in the regular SDMC meeting • Average 5 to 6 members will attend the meeting		
15	Which CFSI activities have been implemented in this school?	Jatha, SIP, Mela, Children's Project Work, Nali kali Award, classroom intervention and workshop, Library, Anganawadi study, classroom observation		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No		
17	Are the gardens in existence?	No		

10. GLPS Neelakantrayana Gaddi

Sl. No	Questions	Answers
1	Name of the School	GLPS Neelakantrayana Gaddi
2	Category in which it features from our criteria: good, average , poor	Poor Performing School
3	Date of initiation of the school	2006
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• It is located within the village area • Established in Govt. • Land

5	Description of the physical attributes of the school	• It has 02 good rooms • 1 toilet: Not in use] • Safe drinking water facility • Small play ground: not in good condition		
6	Location in terms of distance from the villages using this school	Located within the village area		
7	Distance from taluka headquarters	45 Kms		
8	Number of villages using the school	01		
9	Up to which class can children study in this school	Lower primary (1 to 5)		
10	E n r o l l m e n t , attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	9	7
		2	4	2
		3	4	2
		4	4	3
		5	9	6
11	Teacher student ratio	30:1		
12	No. of teachers/ vacancies	Working: 1, vacancies: 1		
13	Latest data from SIP indicators for this school	17/60 = 28%		
14	Presence of an SDMC committee? How active is it?	• The school has SDMC • They do not conduct regular SDMC meetings (Monthly)		
15	Which CFSI activities have been implemented in this school?	SIP		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No		
17	Are the gardens in existence?	No		

11. GLPS Hanumanal

Sl. No	Questions	Answers		
1	Name of the School	GLPS Hanumanal		
2	Category in which it features from our criteria: good, average , poor	Poor Performing School		
3	Date of initiation of the school	1995		
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• Though it was started in 1995, for many years it was running in a small hut because of land issue • Toilets were constructed in 2007-08 • Incomplete school compound • Drinking water facility was provided in 2012		
5	Description of the physical attributes of the school	• School has its own land • It has 03 rooms, one room is provided for Anganawadi • One room is not in good condition: not in use • Separate toilets for girls and boys: working condition • Small play ground: sufficient for present no. of children		
6	Location in terms of distance from the villages using this school	500 meters		
7	Distance from taluka headquarters	45 Kms		
8	Number of villages using the school	03		
9	Up to which class can children study in this school	Lower primary (1 to 5)		
10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	10	2
		2	10	2
		3	6	2
		4	16	3
		5	11	3
11	Teacher student ratio	26:1		
12	No. of teachers/ vacancies	Working: 2, vacancies: 1		
13	Latest data from SIP indicators for this school	15/60 = 25%		

14	Presence of an SDMC committee? How active is it?	• The school has SDMC • They conduct regular SDMC meetings (Monthly)
15	Which CFSI activities have been implemented in this school?	SIP, Children's creativity workshop, Vegetable garden
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No
17	Are the gardens in existence?	No

12. GHPS Dodda Thanda

Sl. No	Questions	Answers
1	Name of the School	GLPS Dodda Thanda
2	Category in which it features from our criteria: good, average , poor	Poor Performing School
3	Date of initiation of the school	1961
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has its own building and land
5	Description of the physical attributes of the school	• It has 06 rooms, but all rooms are in bad condition. • 1 toilet: not in use • Mid-day-meal room is not safe • Unclean, Small playground. • Doesn't have drinking water facility
6	Location in terms of distance from the villages using this school	Within the village area
7	Distance from taluka headquarters	55 Kms
8	Number of villages using the school	1

9	Up to which class can children study in this school	Higher primary (1 to 7)		
10	E n r o l l m e n t , attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	54	8
		2	34	6
		3	43	5
		4	53	4
		5	49	7
		6	21	7
		7	31	4
11	Teacher student ratio	70:1		
12	No. of teachers/ vacancies	Working: 4, vacancies: 2 (Maths)		
13	Latest data from SIP indicators for this school	32/60 = 53%		
14	Presence of an SDMC committee? How active is it?	• The school has SDMC • They conduct regular SDMC meetings (Monthly)		
15	Which CFSI activities have been implemented in this school?	SIP, Children's creativity workshop, Nali Kali workshop		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No		
17	Are the gardens in existence?	No		

13. GHPS Chandalapur

Sl. No	Questions	Answers
1	Name of the School	GHPS Chandalapur
2	Category in which it features from our criteria: good, average , poor	Poor Performing School
3	Date of initiation of the school	1958

4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	The school has its own building and land
5	Description of the physical attributes of the school	• It has 5 class rooms • Except one room others are in bad condition • Incomplete and unsafe mid-day-meal room • 1 toilet; not in use • Community people dump wastes inside the school compound • Broken room windows and doors
6	Location in terms of distance from the villages using this school	500 meters
7	Distance from taluka headquarters	15 Kms
8	Number of villages using the school	1
9	Up to which class can children study in this school	Higher primary (1 to 7)

10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	35	22
		2	53	36
		3	36	14
		4	20	12
		5	15	13
		6	7	6
		7	11	7

11	Teacher student ratio	45:1
12	No. of teachers/ vacancies	Working: 4, vacancies: 3 (social science, kannad)
13	Latest data from SIP indicators for this school	29/60 = 48%
14	Presence of an SDMC committee? How active is it?	School doesn't have SDMC
15	Which CFSI activities have been implemented in this school?	SIP

| 16 | Any earlier activities like Bio gardens and Shramadana occurred in this school? | No |
| 17 | Are the gardens in existence? | No |

14. GLPS Mudnoor

Sl. No	Questions	Answers
1	Name of the School	GLPS Mudnoor
2	Category in which it features from our criteria: good, average , poor	Poor Performing School
3	Date of initiation of the school	1997
4	Brief history: milestones in its establishment, land of their own, basic infrastructure. When did they get these over time?	• The school has its own building
5	Description of the physical attributes of the school	• It has 3 class rooms • One room for HM • Average mid-day-meal room • Small, unclean play ground • 1 toilet: not in use
6	Location in terms of distance from the villages using this school	Within the village area
7	Distance from taluka headquarters	40 Kms
8	Number of villages using the school	1
9	Up to which class can children study in this school	Lower primary (1 to 5)

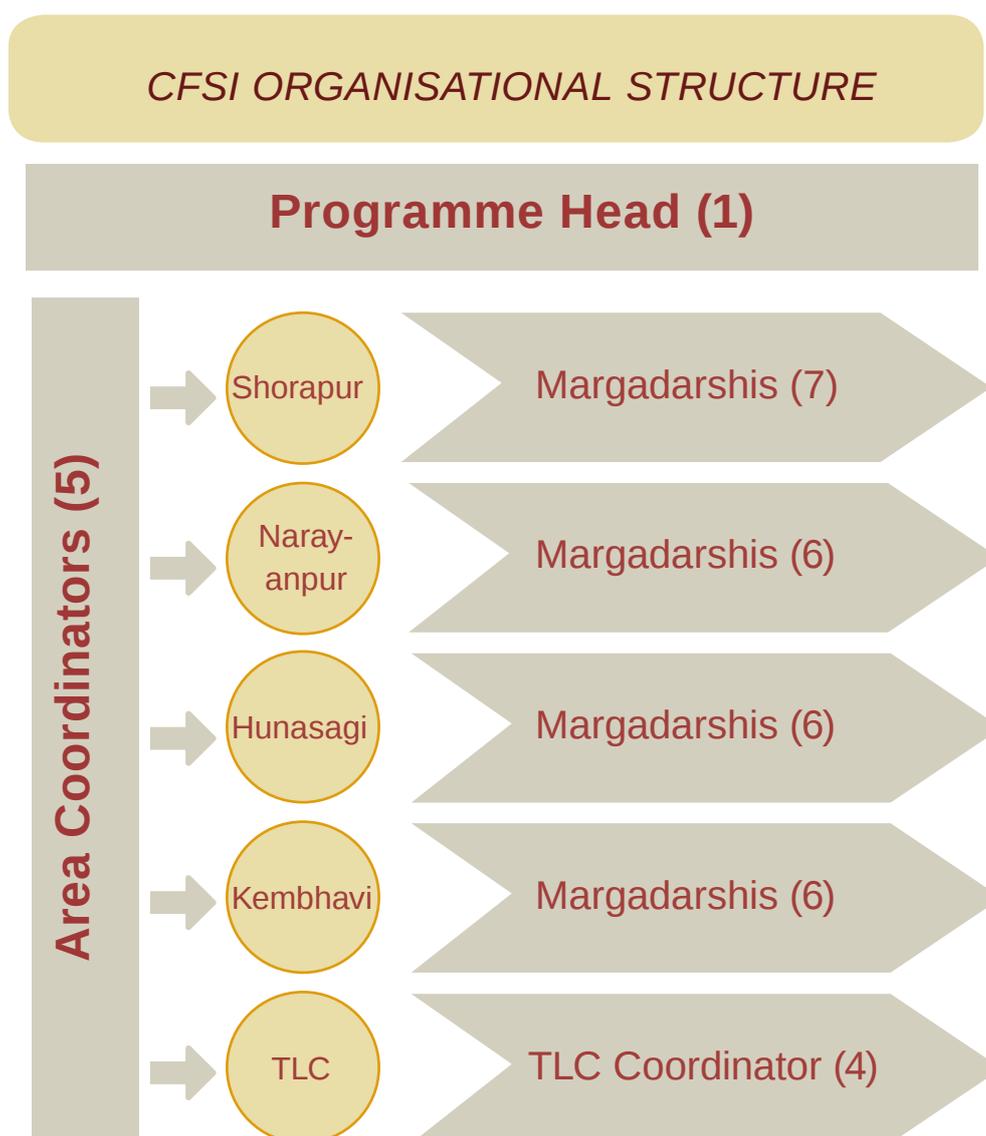| 10	Enrollment, attendance and retention in the school in the different classes	Class	Enrollment	Attendance
		1	9	8
		2	9	8
		3	2	2
		4	2	2
		5	3	3
11	Teacher student ratio	25:1		
12	No. of teachers/ vacancies	Working: 2, vacancies: 0		
13	Latest data from SIP indicators for this school	32/60 = 53%		
14	Presence of an SDMC committee? How active is it?	School has SDMC They do not conduct regular SDMC meetings		
15	Which CFSI activities have been implemented in this school?	SIP, Children's Creativity Workshop,		
16	Any earlier activities like Bio gardens and Shramadana occurred in this school?	No		
17	Are the gardens in existence?	No		

ANNEXURE 3

CFSI ORGANISATIONAL STRUCTURE

Programme Head (1)

Area Coordinators (5)

- Shorapur → Margadarshis (7)
- Naray-anpur → Margadarshis (6)
- Hunasagi → Margadarshis (6)
- Kembhavi → Margadarshis (6)
- TLC → TLC Coordinator (4)

Job Descriptions of CFSI Staff

Programme Head

1. Overall programme implementation and coordination
2. Prepare annual plan for CFSI programme with all CFSI members
3. Conduct review meetings to monitor the work done by area coordinators and margadarshis and provide inputs for them
4. Organizing big events of CFSI programme like Best school award etc.
5. Solving problems which arises in the field (land issues, teacher problems etc.)
6. Preparing monthly reports of CFSI programme

Area Coordinators

1. Review the activities done by margadarshis
2. Help margadarshis and teachers in the preparation of mela

3. Editing newsletter and articles written by the teachers
4. Organizing trainings for teachers on different subject
5. Coordinating the TLC activities
6. Monitoring the work done by margadarshis and solving their problems
7. Follow up and guiding margadarshis in difficult cases
8. Conduct weekly meeting and provide inputs to margadarshis
9. Make available supportive documents for margadarshis and teachers
10. SDMC formation
11. Help schools in establishing the school improvement plan
12. Preparing question papers and worksheet development
13. Margadarshis' capacity building
14. Coordinating the schools (80-90) come under their area
15. Other logistics arrangements

TLC Coordinators

1. Preparing year plan for the TLC activities (Monthly)
2. Conducting subject wise workshops every week
3. Visiting schools to approach teachers about the TLC activities and available materials
4. Opening TLC in the evening, every day to allow teachers to use TLC materials
5. Conduct weekly discussion on selected subject
6. Help teachers to use computers and internet facilities.
7. Conducting teacher forums on Science, Maths and English
8. Help teachers in preparing the TLMs with the available TLC materials
9. Providing sports materials to the teachers
10. Documentation of TLC activities: Video films
11. Helping students in the preparation of Melas by using TLC materials
12. Support schools in establishing library and laboratory

Margadarshis

1. Support to schools to develop community awareness and involvement in School Improvement Plan to make child friendly School.
2. Contribute to build pedagogic capacity of teachers to use Nali Kali – the child centric, activity based joyful learning program.
3. Support to schools and functionaries in organizing community interactions and education Melas at school and cluster level.
4. Help the teachers in their action research programs. Contribute to establish vibrant resource centres.
5. Reporting and documenting on a regular basis. Coordinate with the Government functionaries in fulfilling administration and academic requirements of the schools.

ANNEXURE 4

Government Organisational Structure:

Organisational Structure: Block Education Office	
Administration	Academic
↓	↓
Block Education Officer (BEO)	Block Resource Coordinator (BRC)
↓	↓
Education Coordinator (ECO)	Block Resource Persons (BRPs)
	↓
	Cluster Resource Persons (CRPs)

Head Teachers (HTs)

↓

Assistant Teachers (ATs)
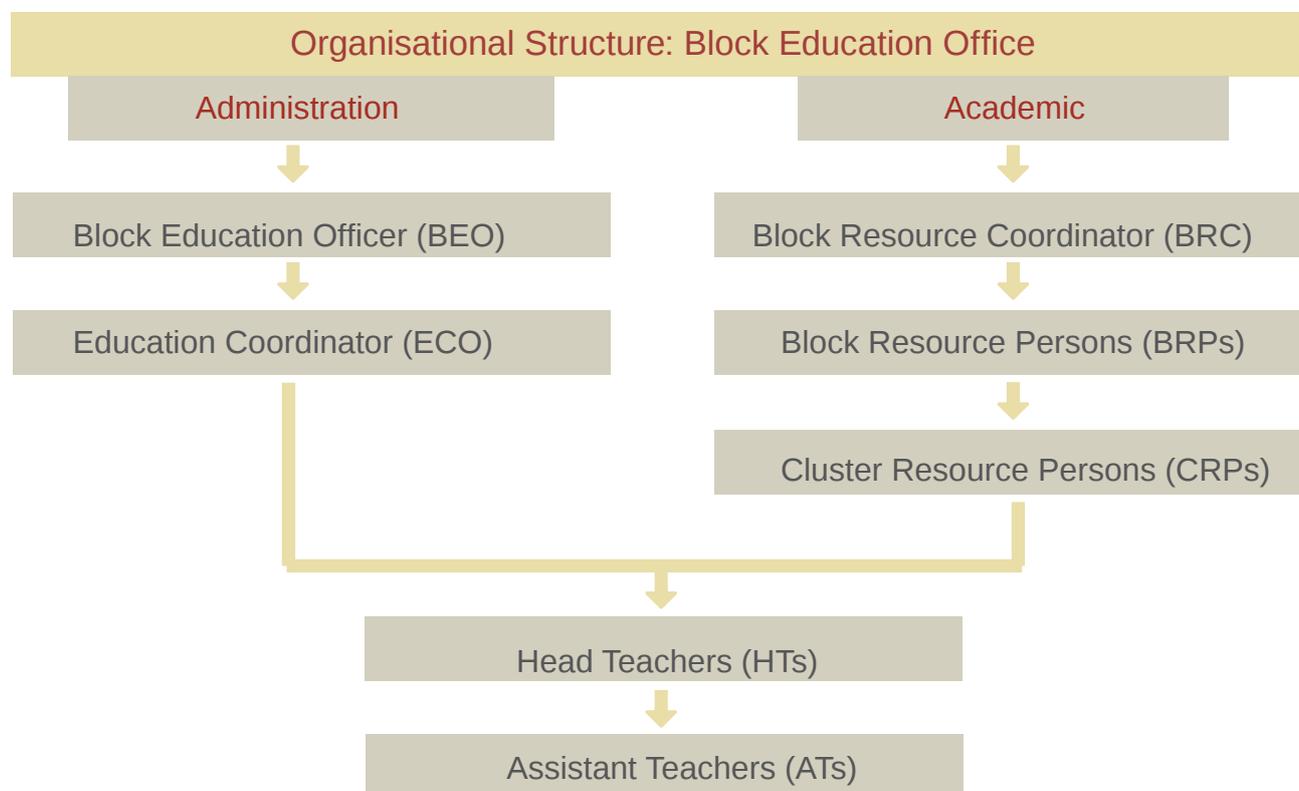
Block Education Officer:

1. He is the head of block education office: Administration
2. He looks after salary, promotion and demotion of education functionaries
3. He is the block programmeme implementation officer
4. He is the Taluka head for Sarva Shikhsa Abhiyan

Block Resource Coordinator:

1. Block Academic Head
2. Plans for teachers academic development programmes and execution
3. Guide BRPs and CRPs in the academic sector

Education Coordinator:

1. He looks after the administrative issues of specified area (geographical)
2. Collects information from the grass root level (schools)
3. Dissemination and implementation of orders at schools

Block Resource Persons:

1. Conduct trainings for teacher academic development
2. Facilitator

Cluster Resource Persons:

1. Academic support at grass root level (schools)
2. Developing resources for teacher academic support
3. Planning for the teacher academic development at cluster level
4. Plans for Teacher capacity building
5. Onsite support for teachers at school level
6. Trainer

Head Teachers:

1. School academic and administrative head
2. Plans and supports for teacher academic development
3. Maintain school documents
4. Build good relationship with assistant teachers
5. Monitors and solves teacher academic problems
6. Build good relationship with the community

Assistant Teachers:

1. Planning and implementation of classroom activities
2. Attending the trainings provided by the department.
3. Keep track of children in academic activities

ANNEXURE 5

List of 214 indicators

214 Indicators of Child Friendly School Shorapur		
Domains	Sl. No.	Indicators
Community Participation	1	SDMC exists.
	2	Have approval letter for selection of SDMC members.
	3	SDMC reminder/ invitation and proceedings books.
	4	SDMC formed as per the rules and guidance of the Government.
	5	Priority given to parent's representatives is reflected in the records.

	6	Information available in school on four members, including President, having taken two day training.
	7	SDMC members visited a school credited with at least one achievement in the academic year.
	8	A detailed report is maintained on techniques / methods used to bring improvement in amenities, enrollment, attendance and children's learning in the school they visited.
	9	School's good points identified and a project formulated to implement these points in the school.
	10	School has a list of role and responsibilities of SDMC as prescribed by the Govt.
	11	Every member knows and explains his role and responsibilities.
	12	Record available on children of school going age compiled after a 3-day house survey in the village (on ICR basis).
	13	Feedback on family survey from district office is maintained.
	14	List of children outside the school as filled in Form 6 prepared.
	15	A project has been prepared including technique, time limit and responsibility to bring children outside the school into the school.
	16	A project has been prepared including technique, time limit and responsibility based on the feedback of ground reality on level of learning of children.
	17	There are records on all children who had been identified as outside the school are now admitted and are regularly attending the school.
	18	There is a record of evaluation to prove that children, who had been identified as not learnt, have got the expected learning.

	19	There is a record that gram Panchayat members who are in SDMC have included the demands in the school development project in gram Panchayat project
	20	There is information on gram Panchayat fulfilling all expected needs (based on information in the Form 9).
	21	DMC meeting held every month.
	22	The monthly meeting date recorded in the reminder / invitation book and members' signature obtained.
	23	The minutes list date of meeting, chairmanship, subject discussed, decision taken and signature of members present.
	24	Minutes list subjects discussed, programmes to be taken up, points decided in the last meeting and action taken.
	25	2/3 of the members required are present at the meeting.
	26	Decisions taken at previous meetings are discussed at every meeting.
	27	Records of responsibilities entrusted at the previous meeting being fulfilled are maintained.
	28	Records of money received from departments / donors being deposited and spent are maintained with dates.
	29	Records of materials received from department / donors are maintained along with dates and their value.
	30	Money spent as per the decisions at the meeting and has got approval at the meeting.
	31	Details of deposits and expenditure notified for public view.
	32	Copies of letter thanking donors maintained

	33	All the children identified during Child Censes have been admitted in class 1
	34	Admission book with all details is maintained
	35	Every year admission number starts from 1 and written along with the academic year.
	36	Results of every student is written in the stipulated column every year
	37	Name of the student who has taken TC is circled and comment written.
	38	Abstract of direct admission, admission through TC and grant of TCs is written at the end of every academic year.
	39	Applications for admission and transfer certificates are maintained year wise and they match with the abstract.
	40	All children identified in Form 6 as outside the school are inside the school.
	41	The head teacher daily signs and confirms that children's attendance is as per the attendance register.
	42	Every Saturday a list is prepared in all classes of children absent for more than three days.
	43	Record available to show the list of absentee students identified by head teacher is shown to SDMC members.
	44	Attendance Register shows that children identified as absent are attending the school.
	45	Number of children in the class and number in the attendance register tally
	46	Food items required for midday meals are kept in a separate room within the school premises.
	47	A separate room is available for cooking food.

	48	All children get midday meals at the time right every day.
	49	Kitchen is neat and free from dust, waste and squalor.
	50	Room where food items are kept is protected from rain and wind and is free from pest, worms and rats.
	51	Those who cook wear clean clothes every day.
	52	Those who cook have kept their hands clean by cutting the nails.
	53	Cooks are careful that their hair does not fall.
	54	Information on community based school programmemes / parent's meeting called / held is available in SDMC minutes book.
	55	Progress chart records subject wise learning level of each student in each class.
	56	Teachers have discussed with parents steps needed to improve students who are irregular and lagging behind in learning. Also, parents have affirmed that they have seen the progress chart of their children.
	57	A separate 18x12 feet room with RCC roofing available for keeping computers required for learning and it does not leak.
	58	That room has safe and strong doors and windows can be locked..
	59	The room has power connection and there is supply.
	60	Parents are enthusiastic about their children learning to use computers.
	61	Community and SDMC members are ready to take up responsibility of protecting computers.
	62	Teachers are committed to teach if they are trained on the using computers.

	63	A separate room with RCC roofing measuring 22x12 feet is available and it does not leak.
	64	Minimum 10 members of community are keen on learning computers after school hours by paying a fixed fee.
	65	Community / SDMC are ready to pay the electricity bill.
School Environment	66	School boundary is marked by barbed wire fence / wire fence / wall.
	67	SDMC members have measured and identified school boundaries and put marking stones.
	68	Revenue record affirming rights of premises / plot in the name of the school available.
	69	Plaster of the walls and the floor is not damaged.
	70	Roof of any room is not damaged and not leaking.
	71	All doors and windows are strong and can be bolted and locked.
	72	No repair work is pending with respect to school building.
	73	Walls are painted; necessary wall writings, mission statement of school and head teacher's message are written in prominent place.
	74	School wall is free from unwanted writings.
	75	School premises are free of broken windows / doors, paper / glass and other waste.
	76	School premises have lawn, flower plants and trees.
	77	Vegetables required for mid-day meal is grown in the school premises.
	78	School premises is maintained neat and clean
	79	The floor, walls, corners of walls and roof are free of cobweb and dust.
	80	Children use waste basket and clean it every day.

	81	A team of students entrusted with the responsibility of maintaining cleanliness of each class room
	82	A designated teacher supervises the cleanliness
	83	Clean drinking water is stored in clean vessels daily
	84	The vessel is always kept covered and children do not dip their hands/fingers in it.
	85	Water from a tap is stored in an overhead tank or drawn from a hand pump connected to a bore well for drinking.
	86	The water tank and surrounding place are clean.
	87	There is no water logging around the water tank and area is clean.
	88	Rain water harvesting facility is available in the school.
	89	Separate arrangement made for children to wash hands after eating
	90	Facility for washing hands after eating for a number of children together available.
	91	Used water flows into the school garden.
	92	There are separate toilets for girls and boys and the toilets are in use
	93	Toilet roof protects children from rain and heat.
	94	Running water is available in the toilet tap and there is a mug too.
	95	Toilet door can be bolted from inside and the interior is not visible from outside when bolted
	96	The toilet's interior and the basin are free of stink and moss.
	97	The urinal drainage mixes with water used for gardening.
	98	Toilets are cleaned daily under the supervision of teachers.
	99	School toilet is in good condition.
	100	A slope is available for physically challenged / disabled children to use.

	101	Materials necessary for learning for physically challenged / disabled children are available.
	102	Trained teachers to teach physically challenged / disabled children are available.
	103	Balls / rings and other sports equipment's are in use.
	104	Carom / chess / snake and ladder boards are in use.
	105	Cricket / shot put / ball and net are available and used.
	106	Kho-Kho / Volley ball / kabaddi courts are available in the school premises.
	107	Slides and swings are available in the school premises.
	108	School has outdoor game facilities; include this in school's safety measures in the school environment category.
	109	First aid box with all necessary items available
	110	Dettol, ointment and tincture with adequate shelf life are available.
	111	Bandage, bandage cloth and scissors are available.
	112	Materials available in first aid box are being used
	113	Children have access to the first aid box
	114	Roads are safe for children to come to school
	115	Asphalted / laid out mud road is available to reach the school.
	116	Children are protected from animals / vehicles to play in the premises.
	117	There are no ant hills in the school premises.
	118	School premises do not have stone / bricks / dirt heaps and burrows.
	119	Regular checks are made to keep the premises from poisonous creatures

Class room Environment		
	120	Every child has 6 sq. ft. of space in every class with a roof (Dimension of the room ÷ number of children = 6 square feet equal / or more.
	121	Available space has roofing to protect from rain, wind, heat
	122	Every child has 12 square feet of space in the class and it has a roof.(Class room space ÷ number of children = 12 sq. ft. equal / more.
	123	There is roof to protect from rain, heat and wind.
	124	Every class room has at least three windows.
	125	Windows are being opened to let light and wind into classroom
	126	Every class room has three windows each of over 3 x 4 feet size
	127	Windows are being opened to let sufficient light and wind into class room.
	128	Every class has 6x4 feet black board and is being used.
	129	Black board is convenient for children and teachers' viewing and writing.
	130	Black board is placed where there is no glare.
	131	In every class rooms of Lower primary level has wall boards for children's individual writing.
	132	Children's names are written on wall boards of a minimum dimension of 1 ½ feet
	133	At least every two children has one wall board each in the class room.
	134	Children have written on the wall board with date.
	135	Every class room has a designated learning corner.
	136	Study corner has diverse and effective materials which help children for individual and group study.

	137	Girl students are sitting with groups based on their learning needs
	138	Equal share is given in class leadership for girl students.
	139	Girl students are freely participating in sports activities
Teaching Learning Process	140	Attendance is compulsorily marked in the attendance register daily at the right time for each student.
	141	Based on number of school days and number of days every student attended in a month, percentage of attendance of every student is marked in the attendance register.
	142	Number of children present in the class and number registered in the attendance register match at the time of visit of guides.
	143	In classes 1 and 7, 90% of students have on an average 75% attendance (On the basis of the data filled up in the following table).
	144	In Classes 1 to 7 the attendance of 90 % students is 90 per cent and above (Based on the data filled in the following table)
	145	All teachers, including the head teacher, are signing the attendance register mentioning time and duration of teaching.
	146	All teachers are coming on time.
	147	Number of days of leave used and pending is mentioned in the attendance register at the end of every month.
	148	Attendance register has a record of cutting half day's casual leave for every three days of coming late by half an hour
	149	Attendance register has a record of granting of half day's casual leave for teachers coming late by more than half an hour

	150	Number of hours teachers taught and number of teaching hours they were assigned match.
	151	The teachers' attendance register has a monthly record of the percentage of attendance of each teacher (attendance includes days of meetings and training attended).
	152	All teachers, including contract teachers, have worked for more 90 % of the schools working days (as on the day of the guide's visit).
	153	List of all classes and subject wise lessons / competencies available.
	154	List of class wise co-curricular competencies are available.
	155	List of features of quality student is notified for public view.
	156	SDMC minutes book has mention of parents being briefed about lessons / competencies of every class
	157	Information on distribution of classes and subjects to each teacher is available in time table.
	158	Copies of subjects and classes distributed for every teacher for the entire year is available with all teachers.
	159	Based on subjects and classes distributed for the year and various phases of learning outcomes, teachers prepare notes of lesson.
	160	Information on teachers showing their notes of lesson to the head teacher and getting suitable guidance is available.
	161	All teachers are aware of the subject wise competencies they have chosen, the related co-curricular competencies, and the features of a quality student and have written down the evaluation parameters..

	162	For each parameter identified notes are prepared based on What? Why? How much? And How? And the area of evaluation under each column.
	163	To measure the learning outcomes suitable questions, activities are evolved and necessary materials identified.
	164	Children in groups / together are engaged in activities identified in lesson summary
	165	Teachers give needed guidance to each group and examine all activities, correct mistakes and signed the exercise notebook.
	166	Materials based on learning outcomes are available for each class and each subject and are organized in enough quantity and kept within the reach of students.
	167	All children are engaged in learning activities with necessary materials.
	168	The learning materials ready / used suit the needs of planned learning / evaluation.(Concept, grasping, practice, application and creativity)
	169	Time table of Nali Kali programmeme is available
	170	Radio is in working condition and has a battery (cell).
	171	Children listen to Nali Kali as per the time table
	172	Teachers involve students in activities such as dialogue / question-answer / other suitable activities after the Nali Kali programmeme. More information about is in lesson note.
	173	Based on progress report model, every teacher records the progress of every student after evaluation in the book they maintain on subject related to them.

	174	Based on information available in subject wise individual file, student's progress report is filled at the end of every month.
	175	Based on the learning level, remedial teaching is given for students who are not up to the mark, evaluated once again and made sure that expected learning level is achieved.
	176	Based on consolidated subject wise capability of each student 5 percent of the total numbers of children are evaluated symbolically, the progress of all students matches with the entries made.
	177	During the visit of guide, it is observed that among students enrolled class wise, 60 per cent have gained 90 per cent competency in all subjects as per the annual teaching programmeme.
	178	During the visit of guide, according to annual teaching programmeme, among students enrolled class wise 80 per cent have gained 90 per cent capability in all subjects.
	179	In the consolidated marks card file, progress of children of all class is recorded and results are declared at the end of the year.
	180	Evaluation is done under the trimester system for classes 5 to 7 (only class 5 if it's a junior primary school) and progress recorded.
	181	Subject wise competency based question papers are prepared by the teachers and used to measure learning outcomes.
	182	Progress reports are prepared for all students and parents have seen and signed them
	183	Answer books of students have been evaluated and they are shown to the students/parents who have signed them

	184	Evaluation material / question paper is prepared / used based on learning standards
	185	These question papers are based / used on the fields of knowledge, application,analysis, consolidation.
	186	Based on evaluation feedback all teachers have given remedial teaching to the needy students and have confirmed learning.
Teacher Development	187	Trainers have acquired information from us on the type of training required to become effective teachers.
	188	We have already got all the necessary training to become effective teachers.
	189	We have been briefed beforehand on the objectives and highlights of the training.
	190	All fixed objectives of the training have been fulfilled.
	191	Training materials, seating, activities were all useful and met the objectives of training
	192	It is possible to make use of the training needed to become effective teachers in the school process.
	193	All literature required was supplied during training.
	194	More local teachers are involved in preparing training literature.
	195	More local teachers are involved in the training process.
	196	Training teaches as to what skills are to be used and when in the class
	197	The school calendar has been consulted before fixing the duration and dates of training.
	198	Dates of future training programmemes have been fixed and shared with schools/teachers.
	199	Training is given only during school holidays.

	200	Evaluation/ feedback is part of training
	201	Effectiveness of training process is being assessed through CRP/ EC/BRP/ BRC/BEO
	202	The Guide has visited the school at least twice this month.
	203	On the basis of points noticed/ guidance given during the visit of the guide a separate form has been used and its copy is in the school.
	204	There is record to show that the head teacher has taken measures to rectify mistakes observed during the visit.
	205	There is mention in the visit report of the classroom observer having given a model lesson / need based suggestion to the teacher.
	206	Record shows guide has observed the action taken on the basis of previous report and given more guidance for further improvement.
	207	The cluster calendar prepared on the basis of suggestions given / issues discussed is available in the school at the beginning of the academic year.
	208	All teachers have written in separate books about what they learnt/ discussed at the academic meetings.
	209	Meetings are attended only by concerned teachers connected with class and subject as per the cluster calendar.
	210	All education coordinators block resource persons and cluster resource persons have attended all the taluk level training programmemes to upgrade their competencies.

	211	All education coordinators block resource persons and cluster resource persons have participated in all the taluk level training programmemes as resource Persons
	212	All education coordinators block resource persons and cluster resource persons have given guidance / knowledge/ training to teachers to overcome the problems that they noticed during their work.
	213	Cluster resource persons have collected details about the school development plan aimed at effectively achieving the academic goals of each school and have indicated the progress made in their quarterly reports.
	214	Report available of the joint visit conducted by the BEO/ BRC/ EC/ BRP and CRP to the schools lagging behind academically on the basis of school development plan.

ANNEXURE 6

List of 60 Indicators

Every Fortnight Valuation		
1	F1	SDMC and community supervise the quality of food served in Mid-Day Meals
2	F2	Class rooms are clean and hygienic
3	F3	The different works done by children like project work, painting, crafts is attractively displayed and written material is displayed on notice board or walls
4	F4	Resource corner 0 books, TLMs, equipment's easily accessible to children is provided
5	F5	No cane is seen in the class room
6	F6	All areas of the school are maintained clean and hygienic (no cobwebs, paper pieces, plastic tea cups outside the windows, waste thrown around etc.).
7	F7	Simple basic greenery in the school campus garden, plant and trees
8	F8	Clean drinking water is made available for all children
9	F9	Functioning, usable toilets (there is water facility, mug, has a cover for rain, a door that can be latched and used) separately for boys and girls
10	F10	Records are neatly organized and kept in an identified space
11	F11	Sports items are neatly organized and kept in an identified space
12	F12	There is a clean and hygienic kitchen / cooking space

13	F13	There is enough and separate space identified for storing groceries for mid0day meal (the space should not be intruding the teaching - learning area)
14	F14	All teachers including HT come on time(or any time before the school commences)
15	F15	All teachers including HT leave on time (or any time after the school hours)
16	F16	During the games period, children play under the guidance of teacher
17	F17	Record total no.of students enrolled in school and head count by the Margadarshi
18	F18	Record the total no. of teacher on roll and no. of teachers present
19	F19	The library is exist in the school and is actively used by the children
20	F20	First aid kit is available and usable
Monthly Valuation		
21	M1	SDMC meetings have been held regularly with the required quorum
22	M2	The minutes of the SDMC meetings indicate discussions related to school (enrolment, retention, learning of children, strategies for dropout children etc.)
23	M3	There is attractive learning pendal in the class rooms
24	M4	Proceedings of weekly teacher meetings are recorded and followed up
25	M5	Teacher has a clear / well prepared lesson plan for the day
26	M6	Teacher maintains diary to make notes of the day's activities / proceedings
Quarterly Valuation		
27	Q1	Community has made contributions such as assistance in teaching/creating TLMs/other support in class room
28	Q2	Academic and management issues of school are discussed with Grama Panchayat members at regular interval and records of discussion maintained
29	Q3	There is question box available in each class room which is in use
30	Q4	There is an equipped laboratory for higher class children
31	Q5	Children with special needs are identified and the list is available in the school
32	Q6	Student cabinet exists and is active
33	Q7	The progress on the SIP is recorded
34	Q8	There are no dropouts in the quarter
Annual Valuation		
35	A1	SDMC has been constituted as per Govt. norms (critical indicators to indicate that it is based on Govt norms: 9 elected members, all are parents)
36	A2	Community has made donations over the last one year (monetary / material / labour)
37	A3	Parents meetings are conducted as per norms (twice in a year)
38	A4	There is adequate protection from sun and rain for the children inside the class (The room has proper roof, doors, windows etc.)
39	A5	There is enough light and proper ventilation inside the classrooms
40	A6	There is enough space to sit and move freely in the classroom
41	A7	Class rooms have proper and clear black board which is visible for both children and teachers
42	A8	Class rooms of class 1,2 have running black board accessible to all children
43	A9	Class room has different wall writings and display covering all subjects
44	A10	There is a compound with a gate all around the school (the compound can even be a bio0fence, but without any breaks)
45	A11	Walls are painted and maintained clean
46	A12	There is at least one class room for every 40 children
47	A13	There is a adequately sized playground for children to play

48	A14	Annual sports meet is conducted
49	A15	Children's' special talents are identified and recorded
50	A16	Cultural events (quiz/drama/story telling etc.) take place regularly (ann/quart)
51	A17	School has a list of roles and responsibilities for HT, Teachers and SDMC readily available
52	A18	School improvement plan has been made and is available
53	A19	Complete list of competencies for all classes and subjects is available with the HT and with respective teachers
54	A20	The time table for all classes is prepared and readily available with the HT
55	A21	Books and uniforms are distributed to all children on time
56	A22	Annual school day event has taken place
57	A23	Annual group events like Metric Mela has taken place
58	A24	All achievements (KSQAO and other such) records of the school are displayed prominently.
59	A25	All teachers have attended their allotted SSA training in the previous year
60	A26	Teachers have carried out research / action research in the previous year

Annexure 7

Analysis of CFSI Indicators in Selected Schools

Performance of Schools as per the CFSI Indicators-November, 2009 (In numbers)

Schools	Shorapur	Narayanpura	Hunasagi	Kembavi
Best	LPS-Police Colony (37)	HPS-Rajankolur (36)	MPS-Hunasagi Camp (32)	HPS-Sadaba (26)
Moderate	HPS-Mangalore (48)	HPS-Yanni Wadageri (16)	LPS-Harijanwada (29)	LPS-Kachapur (37)
Poor	HPS-Chandalapur (23)	LPS-Hanumanal (0)*	LPS-Nilakantrayan Doddi (0)**	LPS-Dodda Thanda (25)

Note:*CFSI indicators were not used in this school, because there was a problem with SDMC and they did not allow us to measure the Indicators in 2009.

**This school is in island and will be active only in summer time. Its performance is zero in all indicators.

Performance of Schools as per the CFSI Indicators-March, 2011 (In numbers)

Schools	Shorapur	Narayanpura	Hunasagi	Kembavi
Best	LPS-Police Colony (55)	HPS-Rajankolur (46)	MPS-Hunasagi Camp (42)	HPS-Sadaba (42)
Moderate	HPS-Mangalore (48)	HPS-Yanni Wadageri (40)	LPS-Harijanwada (43)	LPS-Kachapur (39)
Poor	HPS-Chandalapur (29)	LPS-Hanumanal (17)	LPS-Nilakantrayan Doddi (0)	LPS-Dodda Thanda (31)

Performance of Indicators (In percentage)

Division	Schools	2009	2011
Shorapur	LPS Police Colony	62	92
	HPS Mangalur	80	80
	HPS Chandlapur	38	48
Narayanpura	GHPS Rajanakolooru	60	77
	HPS Yannivadagere	27	67
	LPS Hanumanal	0	28
Hunasagi	MPS Hunasagi C	53	70
	LPS Hrijanwada	48	72
	LPS NilakantarayanaGaddi	0	0
Kembavi	GHPS Sadaba	43	82
	GLPS Kachapur	62	53
	HPS Dodda Thanda	42	52

Performance of Schools as per the CFSI Indicators (In percentage)

138
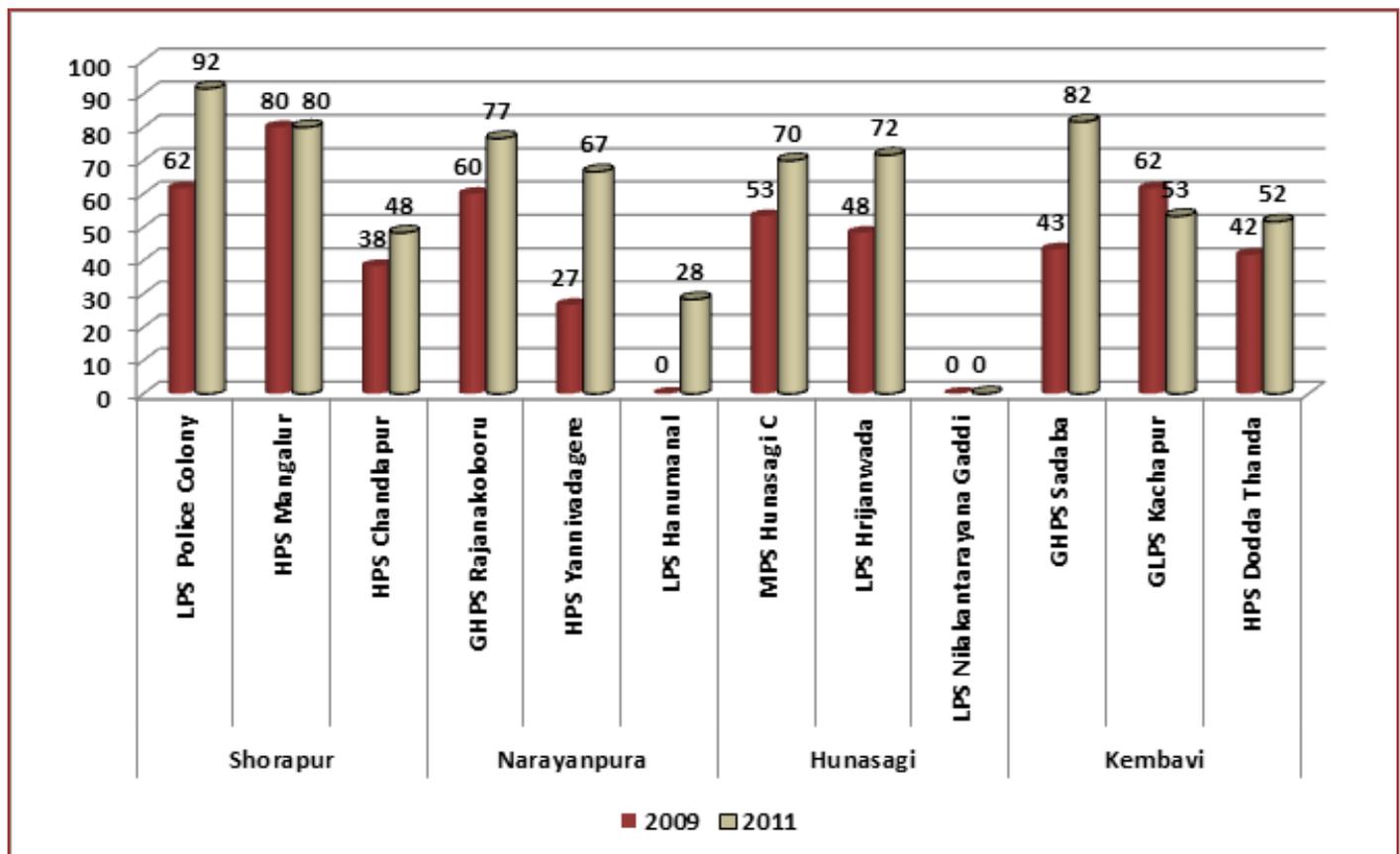
ANNEXURE 8

Categorisation of Schools in to Good, Average and Poor schools

Division	Shorapur Schools			
	Best	Average	Poor	Total
Kembhavi	21	26	25	72
Hunasagi	29	29	27	85
Narayanpura	29	24	24	77
Shorapur	38	36	33	107
Total	117	115	109	341

Categorization of 341 Schools: In percentage

Division	% distribution of schools		
	Best	Average	Poor
Kembhavi	29.17	36.11	34.72
Hunasagi	34.12	34.12	31.76
Narayanpura	37.66	31.17	31.17
Shorapur	35.51	33.64	30.84
Total	34.31	33.72	31.96

Categorization of 341 Schools: (%)
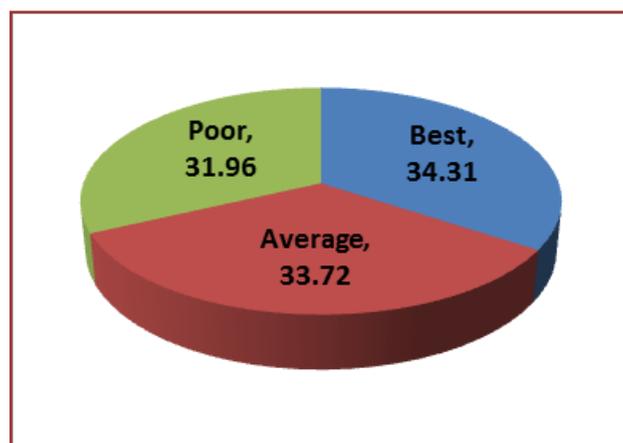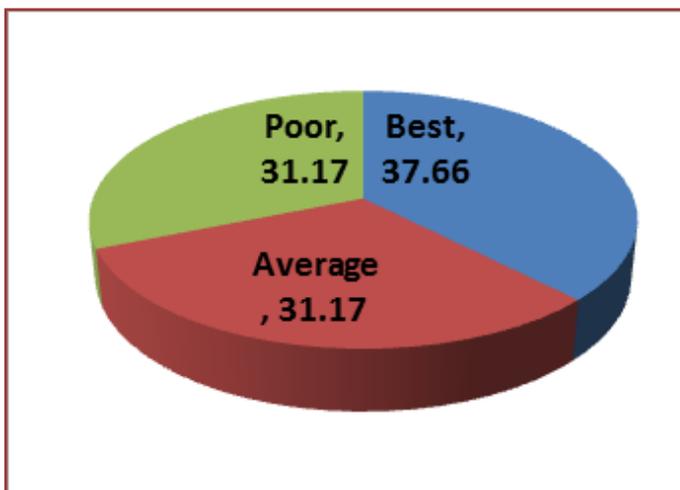

Total (%)
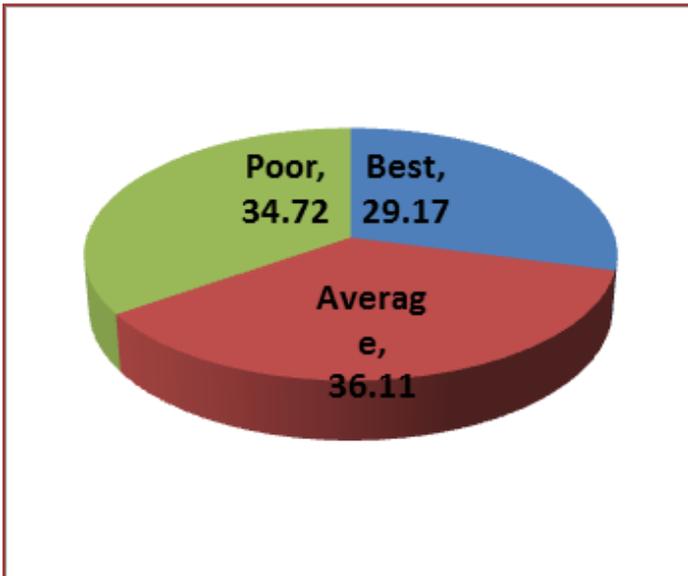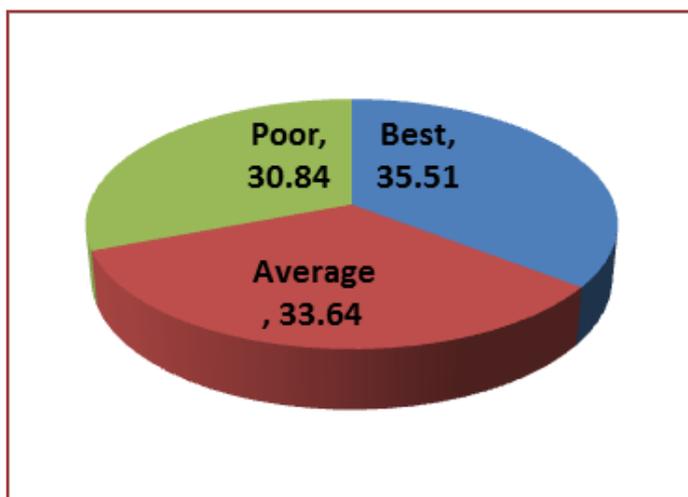
Kembhavi Division (%)
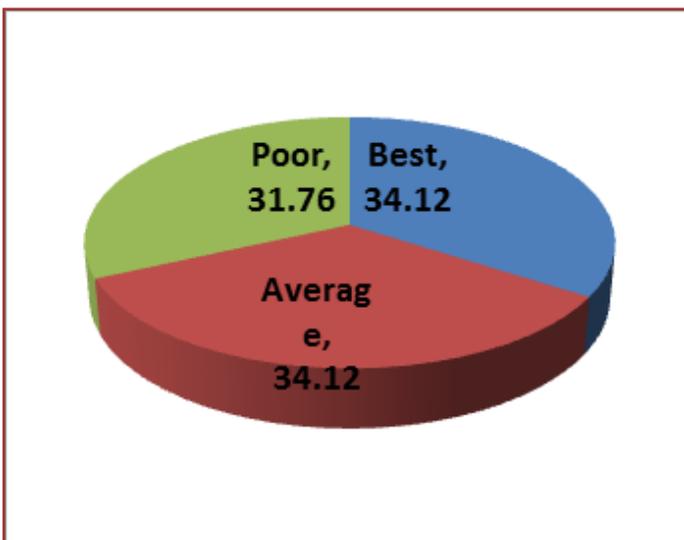
Hunasagi Division (%)

Narayanpura Division (%)

Shorapur Division (%)

Azim Premji Foundation