

**A STUDY OF THE PROBLEMS AND CONCERNS IN THE ADOPTION OF CCE IN THE
ELEMENTARY SCHOOLS OF KARNATAKA**

2014



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The study was funded by the

Sarva Shiksha Abhiyan, Bangalore, Karnataka

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FOREWORD

Assessment is an integral part of teaching-learning process. A teacher needs to assess not only the learners in the classroom but also his/her own teaching style, teaching methods and techniques, the curriculum in use and also the materials used by him/her. All these assessments must contribute to the achievement of the desired learning outcomes among children.

What is important in assessment is the teacher's ability to gather useful information about the child from multiple sources using a variety of methods, techniques and strategies. It is in this context that CCE gains significance. The Department of Education of the Government of Karnataka, as per RTE (2009) mandate (article 19) has introduced CCE in all government schools in the year 2012-13. Teachers have been trained in the implementation of the new assessment system and it is time we examined the ways and means in which it is being implemented in schools. The study titled 'Problems and Concerns in the Adoption of CCE in the Elementary Schools of Karnataka' is an attempt by the SSA and RIESI in this regard.

The coordinator Mr Ravinarayan Chakrakodi, Faculty, RIESI and his team have conducted the field investigation and prepared this comprehensive report. I hope the policy makers, officials in the Education department, teachers, teacher educators and researchers find this report useful in bringing about qualitative changes in the system.

Narasimhaiah

Director, RIESI

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PREFACE

This research study funded by the Sarva Shiksha Abhiyan, Karnataka has been carried out to examine the extent to which CCE has been implemented in the government schools of Karnataka. For the purpose of this study, only four districts have been selected in Karnataka namely Kolar, Dakshin Kannada, Gadag and Raichur. An in-depth study on the implementation of continuous and comprehensive evaluation has been conducted in these four districts. The study looks at the problems encountered in the implementation process and some of the concerns with regard to the successful implementation of CCE.

For this study, we have gathered data from students, parents, teachers and their supervisory staff through questionnaires, interviews and focused group discussions. Case studies have been conducted in some selected schools in all the four districts. The study provides a comprehensive picture of the CCE as it is implemented in the four districts.

I am thankful to all the Nodal officers from the four respective DIETs and the field investigators from the four districts who have collected large amount of data for this study. I am also grateful to my Director and all the colleagues at the Institute who have made rich contribution to this study. My thanks are also due to all the teachers, supervisory staff such as DDPIs, DIET lecturers, BEOs, BRCs, BRPs, and CRPs and parents and children of the four states who have a part of this study.

I believe that the report is a valuable document that will be studied by the stakeholders and interested researchers and necessary changes will be made to achieve quality education in the state.

Ravinarayan Chakrakodi

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ABBREVIATIONS AND ACRONYMS

CCE	Continuous and Comprehensive Evaluation
DSERT	Department of State Educational research and Training
ED	Education Department
FA	Formative Assessment
HM	Head Master/Mistress
HS	High School
LPS	Lower Primary School
NA	Not Applicable
NCF	National Curriculum Framework
RIESI	Regional Institute of English South India
RtE	Right to Education
SA	Summative Assessment
SSA	Sarva Shiksha Abhiyan
UPS	Upper Primary School

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EXECUTIVE SUMMARY

The study titled 'The Problems and Concerns in the Adoption of CCE in the Government Schools of Karnataka' has been conducted in the four districts of Karnataka namely Dakshina Kannada, Gadag, Kolar and Raichur using questionnaires, interviews, focus group discussions and case studies. Various stakeholders such as teachers, students, parents and supervisory staff have been involved as respondents in this study. The findings of the study reveal that most of the teachers (77.45%) working at the primary level received training in implementing CCE whereas majority of the high school teachers have not been trained in CCE. As a result, primary level teachers have been teaching incorporating the principles of CCE in their classrooms. On the other hand, high school teachers have not been able to integrate CCE into the regular teaching-learning process.

As a result of the implementation of CCE, some significant changes have taken place at the primary level. Teachers seem to explore various resources for teaching, learning and assessment purposes. The activities given in the Textbook, the exercises provided in the Workbook, some authentic materials such as newspapers, dictionaries, etc., and the library are increasingly being made use of at the primary level. Also, CCE seems to have created awareness among teachers about the importance of both scholastic as well as co-scholastic aspects of the curriculum.

In schools where CCE has been implemented effectively, factors such as small classroom size, teachers' motivation, involvement of teachers in classroom processes, team efforts, and the head teachers' role as school leaders, easy access to various resources have played a positive and significant role.

Records pertaining to the CCE are being maintained at the primary level in a seemingly uniform manner. However, the study suggests that the cumbersome ways of maintaining various records should be made easier and simpler and the amount of data to be gathered and

recorded by the teachers should be reduced. The study also observes that teachers still lack a clear understanding of the CCE concept. It is found that CCE has not been adopted uniformly across subjects. Also, CCE is being equated with more and more tests such as quizzes, unit tests, written test papers, etc. Consequently, what is seen in the students' portfolios is a collection of these documents.

In spite of CCE being implemented in the government schools of Karnataka, there does not seem to be a remarkable progress in the learning levels of the children in many schools. Children's abilities to do simple arithmetic calculations, read and write in languages are still alarmingly low. It must also be emphasized that skills in English language such as reading aloud, speaking, writing simple sentences, etc. have not been acquired even by Standard 7 and Standard 8 students in many rural schools. This is especially evident from the data gathered through case studies.

Equally important is the fact that the information teachers have gathered through formative assessments is not being used by them effectively for bringing about a change in the teaching-learning process .i.e. in the methods and techniques of their teaching and also in the learner's attitude, behaviour and learning style. Formative decisions such as focusing more on a specific area of content, students spending more time on particular areas, designing supplementary activities, scaffolding and providing needs-based support, paying individual attention, helping children use different learning strategies, etc. are not being made by teachers.

The study also reveals that supervisory staff pay more attention to the records being maintained by the teachers rather than the classroom processes. There are few instances of supervisory staff having observed lessons and given constructive feedback and suggestions on the transaction of the lessons and the assessment practices adopted by the teachers.

There is a need to create awareness among the SDMC members and parents about the changes that are taking place in the schools, with a special focus on the evaluation procedures followed.

On the whole, CCE seems to be a viable alternative to the traditional forms of assessment and is likely to bring positive changes in the student's behaviour, attitude and learning progress. The effective and successful implementation of CCE depends on the various resources available in the school and the teacher's ability to exploit them. Also, regular mentoring by the supervisory staff and providing space and platform for teachers to share their experiences and innovative practices in assessment will go a long way in the successful adoption of CCE in the government schools of Karnataka.

CHAPTER 1

Introduction

Several developments have taken place in school education over the last few years. One of them is the adoption of a new curriculum framework at the national level in 2005 (NCF 2005) and its customisation in Karnataka State (KCF 2009). Another significant development is the relocation of elementary education under article 21A of the Constitution of India in April 2009, and ensuring it as a fundamental right (RTE) following which initiative the Karnataka State delineated and adopted the RTE Rules in April 2012. Both these initiatives carry implications not only for school governance and curriculum but also for the assessment of performance of children.

Though there has been a shift from teacher-centered pedagogy to learner-centered pedagogy, there has not been any major change in the assessment and evaluation practices in recent years. The traditional ways of testing what the child has learnt using paper-pencil methods were the only means of assessment in vogue in schools. Section 29 of RTE Act that refers to curriculum and pedagogy, emphasises child-friendly schooling as well as adoption of continuous and comprehensive assessment of children. In certain other sections the RTE Act mandates the adoption of a 'no detention policy' and freedom from mental harassment of children. It is in these directions that new paradigms of assessment were introduced at the national level a few years ago. These have influenced the educational policies and practices of the state governments too. The Government of Karnataka has also taken the lead in making some positive interventions in the field of assessment and evaluation at the school level. CCE is one such innovative practice that has been introduced to the educational system. The State Govt. adopted the CCE in 2012-13, in all the government schools.

Assessment needs to be continuous and holistic. It is important to provide a qualitative picture of the child's growth in scholastic as well as co-scholastic areas. Hence, CCE is in place in the state.

CHAPTER 2

Literature Review

The term 'assessment' may be defined as 'the process of firstly gathering evidence, and secondly interpreting that evidence in the light of some defined criterion in order to form a judgment' (Harlen, 1994, cited in Broadfoot 2008).

Assessment serves a number of different purposes. The four generic purposes of assessment as identified by the Task Group on Assessment and Testing for England and Wales (DES, 1988, cited in Broadfoot 2008) are:

- Diagnostic assessment to identify students' learning needs;
- Formative assessment to support and encourage learning;
- Summative assessment to identify learning outcomes;
- Evaluative assessment which is directed at assessing the quality of provision in institutions and in the system as a whole.

Cohen. et.al. (2008) distinguish between the primary and secondary functions of assessment. They observe that assessments serve a series of *primary functions*, being used for:

- *certification*, qualifying students for their lives beyond school by awarding passes, fails, grades and marks
- *diagnosis*, identifying a student's particular strengths, weaknesses, difficulties and needs in order that an appropriate curriculum can be planned
- *improvement of learning and teaching*, providing feedback to students and teachers respectively so that action can be planned

Cohen et.al. (ibid) also observe that assessments can serve a series of *secondary functions*, being used for:

- accountability of teachers and students to interested parties – to report on standards
- evaluation of the quality of teaching, learning, curricula, teachers, schools, and providers of education
- motivating students and teachers, though this is dependent upon the type of assessments adopted

It is widely believed that assessments that are used for high stakes purposes such as certification have negative impact on the curriculum and teaching and learning processes (Alderson and Banerjee, 2001, cited in Chakrakodi, 2012: p.). The impact that such assessments have on teaching and learning is called washback.

Alderson and Wall (1993) point out that assessments have the following impact:

1. They influence what teachers teach.
2. They influence what learners learn.
3. They influence how learners learn.
4. They influence the rate and sequence of teaching and learning.
5. They influence the degree and depth of learning.
6. They influence the degree and depth of teaching.
7. They influence attitudes to the content and method of teaching and learning.
8. Assessments that have important consequences will have washback on teachers and learners.

As high-stakes tests have a negative influence on the teaching-learning process, there is a shift in the assessment practices from traditional types of tests to classroom-based assessment procedures. Continuous and Comprehensive Evaluation (CCE) is a step in this direction.

CCE includes both formative and summative assessments. Let us look at the definitions of these two types of assessment.

Formative Assessment (FA): It is evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them continue that growth process (Brown and Abeywickrama, 2010, p.348).

Summative Assessment (SA): It aims to measure or summarize what a student has grasped and typically occurs at the end of a course or unit of instruction (Brown and Abeywickrama, 2010, p. 353).

Cohen et.al. (2007: 329) make the following observations about formative assessment:

Formative assessment suggests and shapes the contents and processes of future plans for teaching and learning. Formative assessment –assessment *for* learning – provides feedback to teachers and students on their current performances, achievements, strengths and weaknesses in such a form that it is clear what the student or the teacher can do next either to improve, enhance or extend learning and achievement.

Formative assessment should lead to rich, formative feedback to students, i.e. feedback on which they can know how to act to improve their learning and achievements, something which a mark or a grade simply does not have the power to do.

Cohen et.al. (2007) also point out that FA is closely linked to principles of constructivism.

With regard to SA, Cohen et.al. (2007: 329) make the following observations:

Summative assessment – assessment *of* learning – is terminal; it comes at the end of a programme and assesses, for example, students' achievements in the programme and of overall knowledge acquisition and practice.

A summative assessment might be to provide data on what the student has achieved at the point of time at the end of a course; it might also be more of a retrospective review of what has taken place during the course and what has been learned from it.

Summative assessment carries the major risk of a negative backwash effect on the curriculum, narrowing the curriculum to that which will appear on the assessment and

narrowing the learning to a limited range of activities. Put simply, summative assessment can become behaviourist rather than embodying the more open-ended, constructivist view of learning.

Cohen et.al. (ibid) observe that it is formative assessment, rather than summative assessment, that is largely useful for planning teaching and learning and requires a much fuller, detailed kind of assessment, with a different purpose and focus,

Bachman and Palmer (2010) discuss the relationship between assessment and teaching and learning which is illustrated in Figure 2.1.

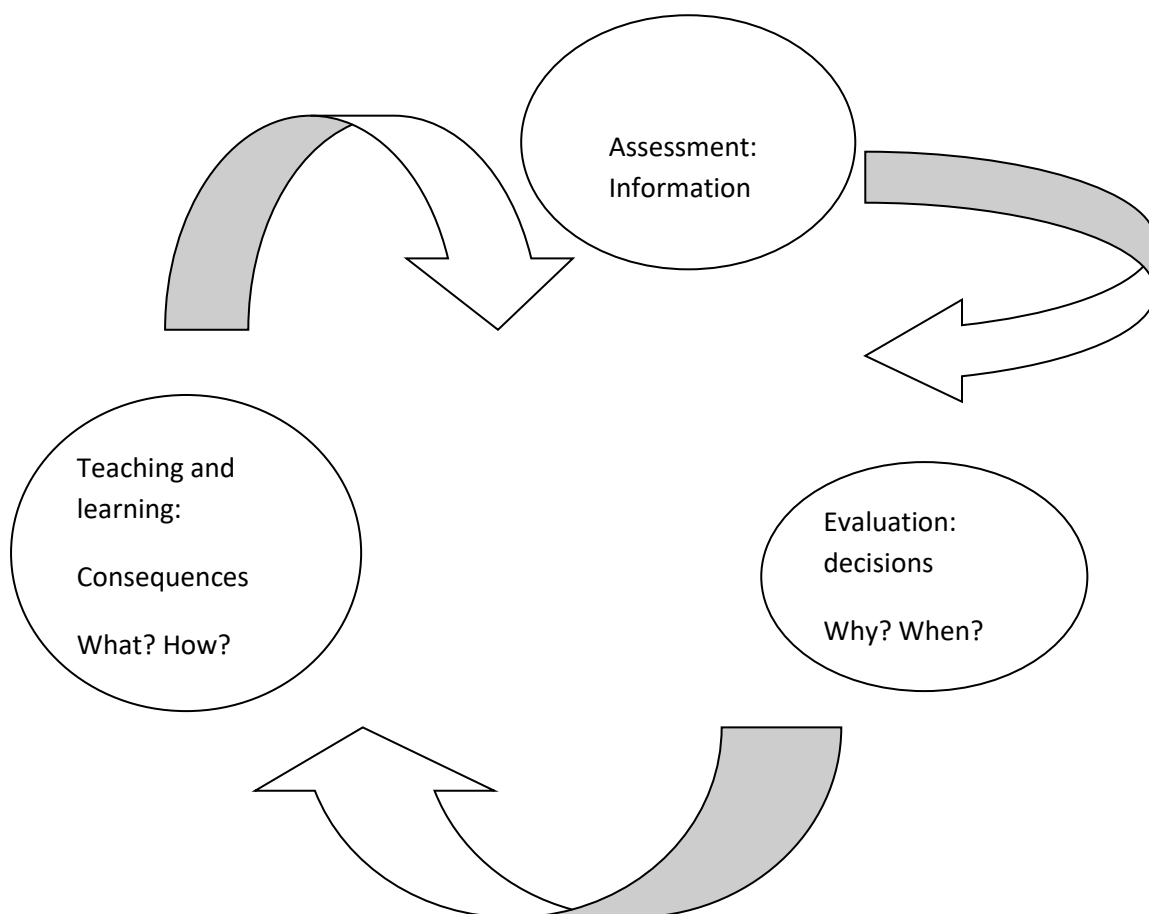


Figure 2.1 Assessment, evaluation, and teaching and learning (Bachman and Palmer, 2010: 27)

As the figure indicates, assessment is carried out to collect information in order to make decisions. The information gathered through assessment may be about the students' achievement of the learning objectives, about their perceptions, feelings and attitudes towards learning and the course of instruction (Bachman and Palmer, 2010). Bachman and Palmer (ibid) also note that assessment may be used to collect information about the effectiveness of our teaching.

Also, as pointed out in the CBSE Manual on CCE, if assessment is seen as an integral part built into the teaching learning process; learners will not perceive tests and examination with fear. Such an assessment will lead to diagnosis, remedial action and enhancement of learning.

It is important to keep in mind the purposes for which assessments, whether formative or summative, are carried out. Formative assessments should help teachers make formative decisions and summative assessments should help them make summative decisions (Bachman and Palmer, 2010). Bachman and Palmer (2010), while discussing the role of assessment in teaching and learning, provide a few examples for formative and summative decisions. Some examples for formative decisions are teachers focusing more on specific areas of content, designing additional activities to provide needs-based support to students, students spending more time on particular areas of content, students using different learning strategies, etc. Bachman and Palmer (2010) point out that assessment information should be 'used by both the teacher and the students to make decisions about their instruction and

learning' (p.29). Some of the features of formative assessment, as detailed in the CBSE manual on CCE and the DSERT Handbook titled 'Saadhana' are as follows:

- Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners.
- It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.
- It Is diagnostic and remedial
- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning
- Enables teachers to adjust teaching to take account of the results of assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught
- Incorporates varied learning styles to decide how and what to teach
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa

Some of the features of summative assessment (DSERT, 2013) are as follows:

- It is carried out at the end of a course of learning.
- It measures or '*sums-up*' how much a student has learned from the course

- It is usually a graded test, i.e., it is marked according to a scale or set of grades.
- It certifies the level of achievement only at a given point of time.
- It is assessment *of* learning

The term '*continuous*' in continuous and comprehensive evaluation emphasizes the point that evaluation of identified aspects of students '*growth and development*' is a continuous process rather than an event, is built into the total teaching-learning process and is spread over the entire span of academic session. It means *regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students* for their self evaluation.

As pointed out by Matters (CBSE, 2010), it should also be remembered that continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment.

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Scholastic aspects include curricular areas or subject specific areas, whereas Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values

(a) The objectives of CCE as stated in the CBSE and DSERT manuals on CCE are:

- to help develop cognitive, psychomotor and affective skills
- to lay emphasis on thought process and de-emphasise memorization
- to make evaluation an integral part of teaching-learning process
- to use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions

- to use evaluation as a quality control device to maintain desired standard of performance
- to determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- to make the process of teaching and learning a learner-centered activity

The section that follows will describe the background of the study.

CHAPTER 3

Background to the Study

Explosion of knowledge and globalization has brought tremendous change in the world. Along with this change there has been a paradigm shift in the classroom practices. Keeping in mind the recent developments, NCF 2005 at the national level has revolutionized the very concept of classroom transaction and assessment. This has necessitated the state government to bring about changes in curriculum, textbooks, classroom transaction and evaluation processes. In this regard, the department of education, Government of Karnataka introduced KCF 2007 and prepared new curriculum for school education to bring about the expected outcome of school education. The inclusion of RTE 2009 has further brought an awareness among practitioners to reduce the learning burden and the quality of teaching and student-friendly evaluation. Considering all this the Government of Karnataka adopted CCE in all the schools of the state in 2012-13 under the supervision of SSA/ED. This study is to examine the problems and concerns in the implementation of CCE - its introduction, training of teachers, classroom implementation, supervision and impact on children's learning.

As far as the implementation of CCE in schools is concerned, following initiatives have been made by the SSA / ED:

- Development of a CCE Manual and CCE. Training Manual for (Scholastic subjects Part A) and co-scholastic activities (Part B)
- Creation of a pool of MRPs in State to provide training for teachers.
- Capacity Building of all the teachers working in government schools for the adoption of CCE in schools.
- Capacity Building of educational officers to monitor progress of children and performance of schools using CCE guidelines .
- Sensitisation of all teachers / HMs to about the lay-out, contents and methods of using Progress Cards.
- Sensitisation of SDMC members regarding the CCE progress cards and assessments

It is very appropriate that the SSA has planned for an evaluation of the adoption of CCE in schools.

Objectives of the study

The objectives of this project are to

- i. Examine the quality of CCE content in training manual from the perspectives of theory and policy,
- ii. Assess the quality of CCE trainer' manual and efficiency of training design for the CCE training manual in use,

- iii. Review training programmes on CCE and CCE Progress Cards for MRPs, teachers, head teachers and officers in regard to their adequacy, relevance and efficacy,
- iv. Scrutinize the CCE progress cards in regard to their conformity with the spirit of 'continuous and comprehensive' phrases in CCE,
- v. Examine the quality of assessment of participation of students in both scholastic and non-scholastic components of schooling by teachers and heads of the schools,
- vi. Assess the status hand-holding support by CRPs/BRPs/ DIETs to schools in adoption of CCE,
- vii. Collect feedback from schools and monitoring officials on issues and problems in implementation of CCE,
- viii. Collect feedback from SDMC/parents on the acceptance of CCE, and
- ix. Offer suggestions on the basis of evidences from the study for stepping up the effectiveness of implementation of CCE in schools.

This project, therefore, aims at making an in depth implementation study of CCE at the elementary and high school levels and finding out the co-relation between the theory and practice of assessment at these levels.

Assumption

It is assumed that the avowed objectives of the curriculum prescribed for the teaching and evaluation at school level has yielded the desired results and there is no such mismatch between the expectations and the implementation of CCE. The very fact that proficiency of

the teachers with the given training along with the manuals were adequate and the study would indicate that teachers are in a position to translate the objectives of CCE into practice in the desired way. Teacher professional competence in CCE has improved with the given training and they have adjusted themselves with the role thrust upon them. The project therefore, will try to gauge the success of the CCE implementation programme and measure the magnitude of the problem if any faced by the teachers and the students in the schools and will find out the inherent contradictions if any at any levels of the programme and suggest ways and means to mitigate the problems and improve the situation. The project therefore is not an end in itself; it is a very practical import, as it will indicate the steps required for revitalizing the teaching and assessment at school level.

CHAPTER 4

Research Design: Methodology and Tools Used

The research was conducted in the four districts of Karnataka. 300 government schools have been selected for the study. The number of LPS, HPS and HS selected for this study is given in Table 4.1. It was a simple random sampling that was followed in the selection of schools.

Sample of the Study: Simple Random Sampling

- a) 4 Districts: Raichur, Gadag, Kolar and Dhakshin Kannada
- b) 8 Blocks (2 per District)
- c) 16 Clusters (2 per Block)
- d) No. of Schools: 300 Schools (LPS- 90, HPS -140, HS-70)

Category	Raichur	Gadag	Kolar	Dakshina Kannada
LPS	23	23	22	22
HPS	35	35	35	35
HS	18	18	17	17
Total	76	76	74	74

Table 4.1 Number of schools selected

Preparation of tools

- Preliminary workshops were conducted with experts in the field. Discussions on the research topic, methodology to be adopted, tools to be designed were held in the workshop.
- Brainstorming sessions were held with in-service teachers from different districts and their views on the implementation of CCE were gathered. These sessions were useful in designing the questionnaire tool for the study.
- Workshops were held to design research tools such as questionnaires, interviews and observation schedules. Practising teachers, experts in the field, Research team members were involved in the workshop. Draft tools were prepared in the workshop for a try out.
- The questionnaires and other tools developed in the workshop were tried out with a group of in-service teachers from various districts of Karnataka. The items were standardized and the tools were finalized.

Both quantitative and qualitative data were collected for the study. The following tools were used for obtaining the data:

- Questionnaires
- Interviews
- Classroom observations
- Document analysis
- Case studies

Questionnaires (see appendices) were prepared for the following respondents:

- Teachers
- Students from classes 4 to 5
- Students from classes 6 to 9
- Parents

- Supervisory staff

The procedure followed for sampling is that of random sampling. The participants included in the sample were selected on a completely random basis.

An orientation workshop was held for the Field assistants/investigators as well as Nodal officers. The data collection tools were familiarised to them. The method of data collection, time frame and other modalities of the research were discussed.



Workshop with field assistants



Workshop with field assistants



Discussion with nodal officers

All the five questionnaires had different parts in them. In Part A, general information regarding name, address, etc. were sought. The teacher's questionnaire had five different parts. In Part B, there were questions related to the training programmes conducted, Modules prepared and teacher's understanding of the CCE concept. In Part C, questions were related to the classroom implementation of CCE.

CHAPTER 5

Data Collection and Analysis

5.1: Analysis of Training packages

The training packages consisted of three different Modules prepared in the year 2011, 2012 and 2013 respectively. These Modules were developed by the DSERT with the help of experts in the field from the state and practicing teachers.

Table 5.1 provides information about the training packages, the year in which it was published, the organization that developed it and the target group.

Sl.	Title of the	Year	of	Organisation that	Target	Subjects	Duration for
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No.	Module	publication	developed the package	group	covered	transaction
1	Rachana	2011	DSERT	Primary school teachers (1 to 8)	----- Constructivism . CCE is one of the chapters included in the module (general module)	
2	Saadhana	2012	DSERT	Primary and High school teachers	All subjects	5 days
3	Saadhana Pushti	2013	DSERT	Primary and high school teachers	All subjects	3 days

Table 5.1 Development of the Training Packages

The Rachana Module was general in nature as it dealt with the theoretical concepts related to CCE. On the other hand, *Saadhana* and *Saadhana Pushti* were exclusive training packages on CCE for the primary school teachers and were practical in nature.

The analysis of the training packages by the research team revealed that the objectives of the training packages were indicated in the Introductory chapter.

The overall objectives of the training programme were spelt out as follows:

- i. To familiarize teachers with the concept of Continuous and Comprehensive Evaluation
- ii. To highlight the importance of integrating assessment into the teaching-learning process
- iii. To use assessment as a reflective tool in order to facilitate effective learning

- iv. To orient teachers on the need for implementing CCE

The approach adopted in developing the training package was activity-based and the packages are interactive in nature. The programme schedule is not indicated in the training packages.

Overall quality of training packages

The research team analysed the quality of the training packages using the parameters shown in Table 5.2.

Sl. No.	Parameters/areas	<i>Rachana</i>	<i>Saadhana</i>	<i>Saadhana Pushti</i>
1	Concept of CCE	elaborated adequately, needs more clarity	elaborated adequately, needs more clarity	elaborated adequately, needs more clarity
2	Language used	simple and easy to understand	simple and easy to understand	simple and easy to understand
3	Conceptual understanding of CCE and application	no uniformity	no uniformity	no uniformity

	across subjects			
4	List of suggested readings and references/audio/video	Not given	Not given	Not given
5	Transactional methodology used	Interactive and activity-oriented	Interactive and activity-oriented	Interactive and activity-oriented

Table 5.2 Quality of the training packages

Some of the strengths of the packages are as follows:

- the contents of the training packages are in line with the objectives of the trainings
- the training packages deal with the concept adequately
- there is a good blend of theoretical principles and practical insights in the training packages

The following are some of the areas that have not been addressed in the training packages:

1. Children with learning difficulties/disabilities – no input on how to conduct CCE for such students
2. The Modules have been prepared only in the local language. The content related to English subject is in English but otherwise the entire content is presented in Kannada.

Teachers' views on the usefulness of the Training Packages

Table 5.3 shows teachers' views on the usefulness of the training packages developed for CCE.

Sl No.	Statements	Yes
1	The training Module 'Saadhana' is good	63.3%
2	The training Module 'Saadhana Pushti' is good	63.4%
3	The concept of CCE has been introduced uniformly in all the subjects	59%
4	'Saadhana' Module and the training based on it was useful in implementing CCE in the classroom	58.3%
5	'Saadhana Pushti' Module and the training based on it was useful in implementing CCE in the classroom	57.69%

Table 5.3 Teachers' views on the training packages

It is clear from the table that only 59% teachers felt that the concept of CCE has been introduced uniformly in all the subjects. Only 58.3% observed that 'Saadhana' Module and the training based on it was useful in implementing CCE in the classroom. Also, the percentage of teachers who stated that 'Saadhana Pushti' Module and the training based on it was useful in implementing CCE in the classroom is just 57.69%.

The following tables illustrate these details:

	NA	Yes	No	To some extent	Grand Total
Grand Total	8.36%	58.30%	4.73%	28.61%	100.00%

Table 5.4 ‘Saadhana’ Module and the training based on it was useful in implementing CCE in the classroom

	NA	Yes	No	To some extent	Grand Total
Grand Total	12.73%	57.69%	5.45%	24.12%	100.00%

Table 5.5 ‘Saadhana Pushti’ Module and the training based on it was useful in implementing CCE in the classroom

The following are a few suggestions for improving the quality of the training packages:

- i. In addition to the local language, modules should be developed in English also as there are many English-medium government schools in the state where all the subjects are taught through English.
- ii. Some criteria/worksheets/exercises/activities for assessing the learning outcome at the end of each session or at the end of the training package should be included.
- iii. Input on implementation of CCE in the case of children with learning disabilities should be included.
- iv. Some input for trainers who will cascade the training packages may be added. The input could be on training strategies and techniques, trainer skills, handling difficult situations, etc.
- v. Time schedule indicating the time available for various content subjects may be included.
- vi. It is important and necessary to consult experts in the field and invite them to conduct workshops before any training module is prepared. The members in the module preparation team need to be trained for the job. The members in the team

need to have a thorough understanding of assessment procedures, formative and summative assessments and the techniques and tools to be used for the purpose.

5.2 Data Analysis

As stated earlier in this section, questionnaires were distributed to teachers, both primary and high schools, students, parents (including SDMC members) and the monitoring and supervisory staff. The data gathered are as follows:

1. Number of respondents

i. A. Number of teachers responded

District	Male	Female	Names not mentioned	Grand Total
Gadag	161	52	7	220
Kolar	80	119	1	200
Dakshina Kannada	72	136	-	208

Raichur	107	90	-	197
Grand Total	420	397	8	825

Table 5.6 Number of Teachers responded

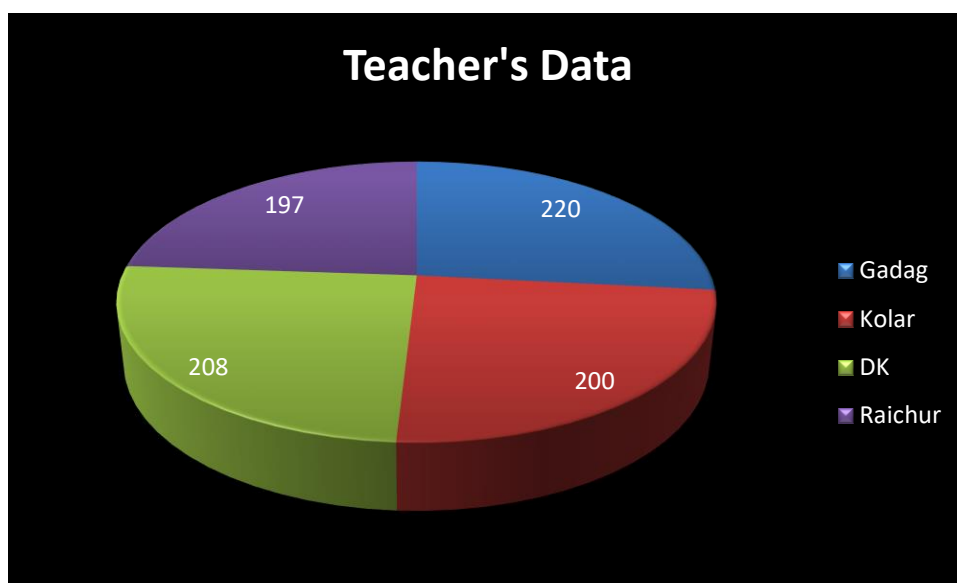


Figure 5.1 Number of teachers responded

B. Teacher's experience in teaching

No. of Years	Not mentioned	0-5 yrs	5-10 yrs	Above 15 yrs	Grand Total
District					
Gadag	5	29	49	137	220
Not mentioned	-	-	-	9	9
HPS		5	18	57	80
HS	1	13	24	41	79

LPS	4	11	7	30	52
Kolar	2	15	46	137	200
HPS		2	13	70	85
HS	1	9	28	27	65
LPS	1	4	5	40	50
DK	1	19	52	136	208
Not mentioned	-	-	-	2	2
HPS		1	8	52	61
HS	1	9	33	55	98
LPS		9	11	27	47
Raichur	3	51	49	94	197
Not mentioned	-	-	1	2	3
HPS	1	23	22	36	82
HS	2	19	21	30	72
LPS	-	9	5	26	40
Grand Total	11	114	196	504	825

Table 5.7 Teaching experience

ii. No. of students responded: LPS

District	Class 4			4 Total	Class 5		5 Total	Grand Total
	Male	Female	NA		Male	Female		
Gadag	108	133	-	241	136	139	275	516
Kolar	139	168	-	307	162	162	324	631
DK	121	83	-	204	104	114	218	422
Raichur	144	124	1	269	115	143	258	527
Grand Total	512	508	1	1021	517	558	1075	2096

Table 5.8 Number of students responded - LPS

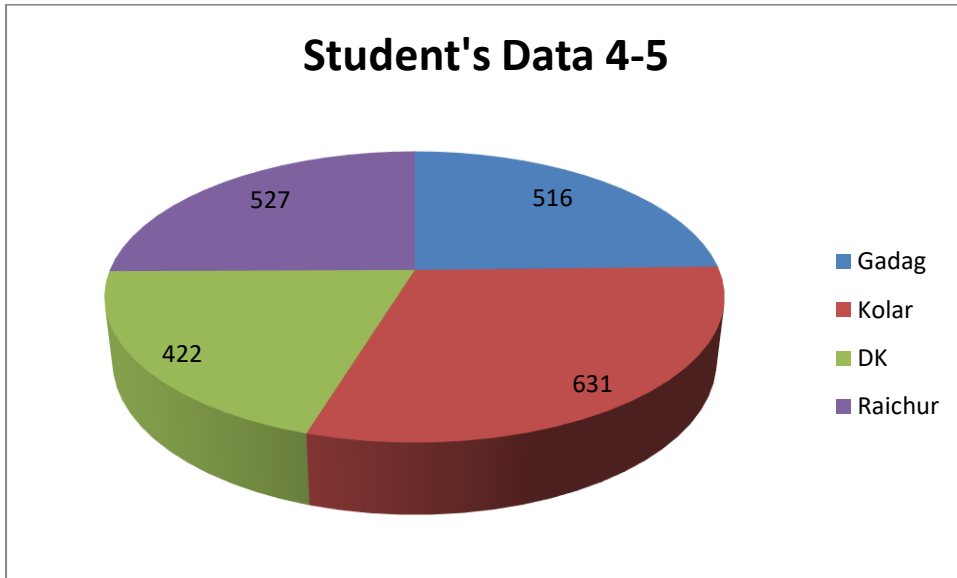


Figure 5.2 Number of students responded: LPS

District	Class 6		6 Total	Class 7		7 Total	Class 8		8 Total	Class 9		9 Total	Grand Total
	Male	Female		Male	Female		Male	Female		Male	Female		
Gadag	204	244	448	215	218	433	113	199	312	74	157	231	1424
Kolar	211	221	432	239	250	489	163	226	389	161	189	350	1660
DK	141	188	329	192	155	347	210	168	378	124	109	233	1287
Raichur	200	243	443	192	280	472	136	189	325	108	182	290	1530
Grand Total	756	896	1652	838	903	1741	622	782	1404	467	637	1104	5901

iii. No. of students responded: HPS and HS

Table 5.9 Number of students responded – HPS and HS

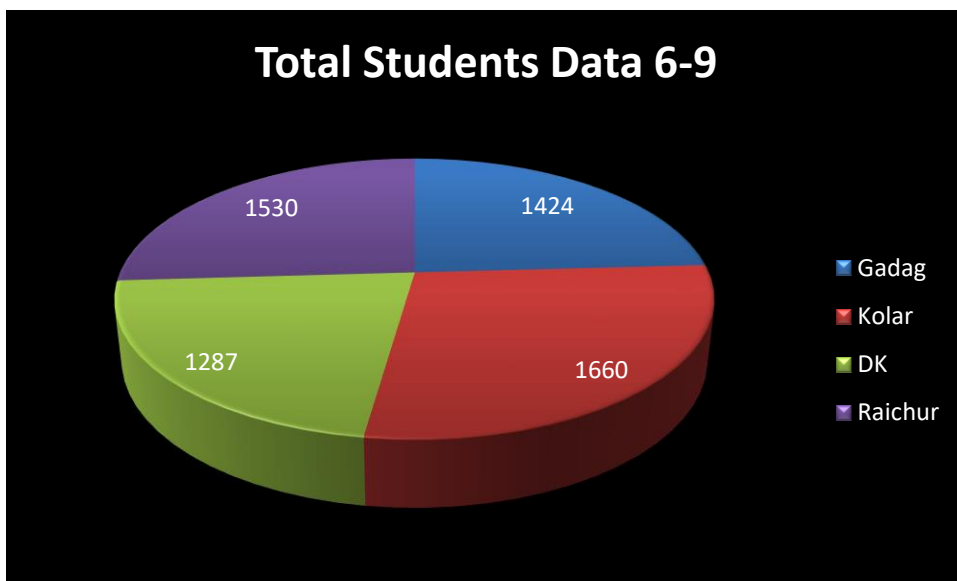


Figure 5.3 Number of students responded: HPS and HS



Schools
visited



iv. **No. of Supervisory staff (CRPs, BRPs, BEOs) responded**

District	Grand Total
Gadag	37
Kolar	53
DK	49
Raichur	45
Grand Total	184

Table 5.10 Number of supervisory staff responded

v. **No. of parents responded**

District	Grand Total
Gadag	260
Kolar	291
DK	437
Raichur	295
Grand Total	1283

Total	
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Table 5.11 Number of parents responded

Teacher's Questionnaire: Part B

2. No. of teachers who attended the CCE Training

On an average, 77.45% of teachers attended 'Saadhana' training. The district-wise details are given below:

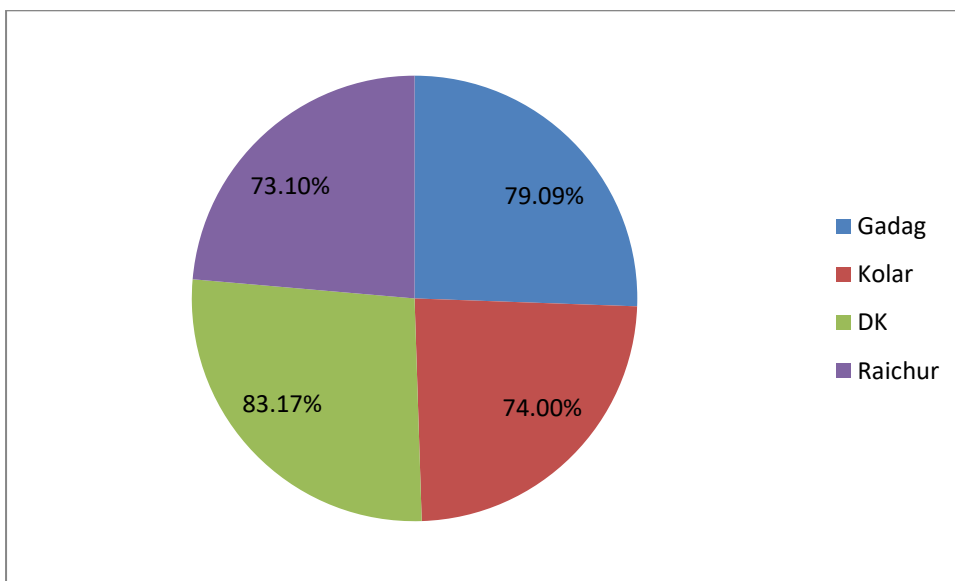


Figure 5.4 Number of teachers who attended *Saadhana* Training

The total percentage of teachers who attended ‘*Saadhana Pushti*’ training is 69.57. The district-wise details are given below:

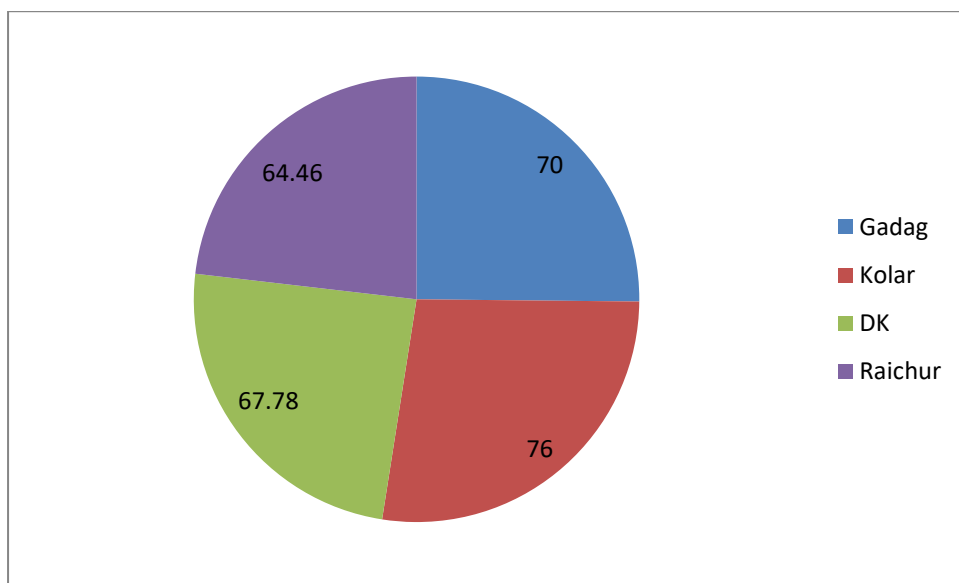


Figure 5.5. Number of teachers who attended *Saadhana Pushti* training

The table clearly indicates that the majority of teachers attended both *Saadhana* and *Saadhana Pushti* trainings.

The following are the data related to the training programmes conducted, modules used and teacher’s understanding of the CCE concept.

SI No.	Statement	Yes (%)
1	CCE Trainers were competent	80.72
2	CCE Implemented uniformly across	59.03

	subjects	
3	In CCE, both SA and FA are equally important.	92.12

Table 5.12 CCE training and concepts

Interestingly, a few teachers (11.39%) agreed with the statement that the objective of CCE is to test the child and label him/her. Also, 23% teachers agreed with the statement that the objective of CCE is to conduct a test at the end of each unit and give marks. Further, a very small number (9.93%) of teachers agreed that In CCE, only SA is important whereas 82.78% of teachers disagreed with the statement.

It is also interesting to note that 36% of teachers agreed with the statement that CCE should be carried out through unit tests and monthly tests. 35.5% disagreed with this statement and only 23.63% teachers were of the opinion that in CCE, unit and monthly tests should be conducted only once in a while. This implies that some of the teachers were not clear about the concept of CCE, its implementation and periodicity. The reason could be the transmission loss which takes place in cascaded mode of training programmes.

The data could also imply that teachers still find it difficult to come out of the traditional methods of assessment such as unit tests and monthly tests.

The next part of the teacher's questionnaire looks at the classroom implementation of CCE.

Part C

In Part C, questions were related to the classroom implementation of CCE.

C1. Have you implemented CCE in your classroom?

District	NA	Yes	No	To some extent	Grand Total
Gadag	2.27%	84.09%	0.91%	12.73%	100.00%
Kolar	1.00%	79.00%	3.50%	16.50%	100.00%
D K	0.96%	84.62%	0.96%	13.46%	100.00%
Raichur	1.52%	65.48%	12.18%	20.81%	100.00%
Grand Total	1.45%	78.55%	4.24%	15.76%	100.00%

Table 5.13 Percentage of teachers who implemented CCE

Nearly 79% teachers agreed that they have implemented CCE in their classrooms. Those who stated that they have implemented CCE to some extent (15.76%) and those who have not implemented CCE (4.24%) are mostly high school teachers who teach classes 8, 9 and 10. However, the percentage is more (12.18% + 20.81% =32.99%) in Raichur when compared to other districts.



A primary school teacher talks passionately about CCE

C4. What activities have you conducted for FA?

	Gadag (%)	Kolar (%)	D K (%)	Raichur (%)	Total %
Group discussion	86.36	78.5	90.8	76.6	83.2
Debate	70.9	62	60.57	60.91	63.76
Presentations	37.72	29	45.19	27.91	35.15
Role play	51.81	50	67.3	32.99	50.78
Reference wok	18.63	8	15.38	8.12	12.72
Speech	50.45	48	49.51	36.04	46.18
Written activity – letters, articles, essays	46.36	48	55.76	39.59	47.51
Skit	13.63	11.5	37.01	7.1	17.45

Drama	48.63	53.5	60.57	35.53	49.69
Seminar	28.18	21.5	12.02	17.76	19.88
Experiments	33.18	41	38.94	33.5	36.6
Quiz	80.45	70.5	69.71	63.45	71.27
Interview	25.9	22.5	28.36	14.21	22.90
Student's diary	33.63	26	35.57	19.79	28.96
Field visit	34.09	30	31.73	17.76	28.6
Library work	69.54	61.5	81.25	50.25	65.93
Activities from the Workbook	78.18	78	79.80	59.89	74.18
Activities from the Textbook	77.72	80	87.5	63.45	77.33
Other activities	4.09	4	0.96	1.01	2.54

Table 5.14 Activities conducted for FA

From the table, it is clear that activities given in the Textbooks and Workbooks were utilized by the majority of teachers for assessment purposes. Furthermore, quiz was the most common activity conducted in the class. Reference work was completely neglected by most of the teachers. This could be because of the lack of resources such as library, books, and other reference materials in the schools or lack of teachers' ability to design tasks and activities for developing the reference skills of students.

Presentations, skits, seminars, interviews, field visits and similar activities are rarely conducted in the schools for assessment. Teachers might find it difficult to design such activities and integrate them into the textbooks/syllabus. It is also possible that teachers may not be able to use appropriate assessment tools for such activities. Hence, there is a need to design assessment tasks and activities across all curricular areas and enable teachers to use them for formative assessment.



Students' portfolios

C5. What techniques and tools have you used for CCE?

	Gadag (%)	Kolar (%)	D K (%)	Raichur (%)	Total %
--	---------------------	---------------------	-------------------	-----------------------	----------------

Questions and answers	89.54	86	79.8	78.6	83.63
Rating scale	57.27	56.5	69.23	34.51	54.66
Check list	43.18	47.5	65.86	42.63	49.81
Observation schedule	45	57	51.44	36.04	47.39
Anecdotal records	42.27	37	37.01	23.35	35.15
Self-assessment	36.81	42.5	45.67	37.56	40.60
Question paper	77.72	75	57.69	65.98	69.21
Peer assessment	31.81	31	28.84	25.38	29.33
Any other	2.72	4.5	0.48	0	1.93

Table 5.15 Techniques and tools used for FA

The table shows that the most common tool used by the majority of teachers is the question paper. Similarly, the dominant technique used by most of the teachers for assessment is asking and answering questions. Very few teachers involve students in the assessment process by adopting self- and peer-assessment strategies.

This clearly suggests that teachers need a different kind of orientation in the implementation of CCE. They need to be trained in designing tasks and activities for formative assessment of students' learning. They need to understand how CCE helps in gathering useful information about a child from multiple sources.

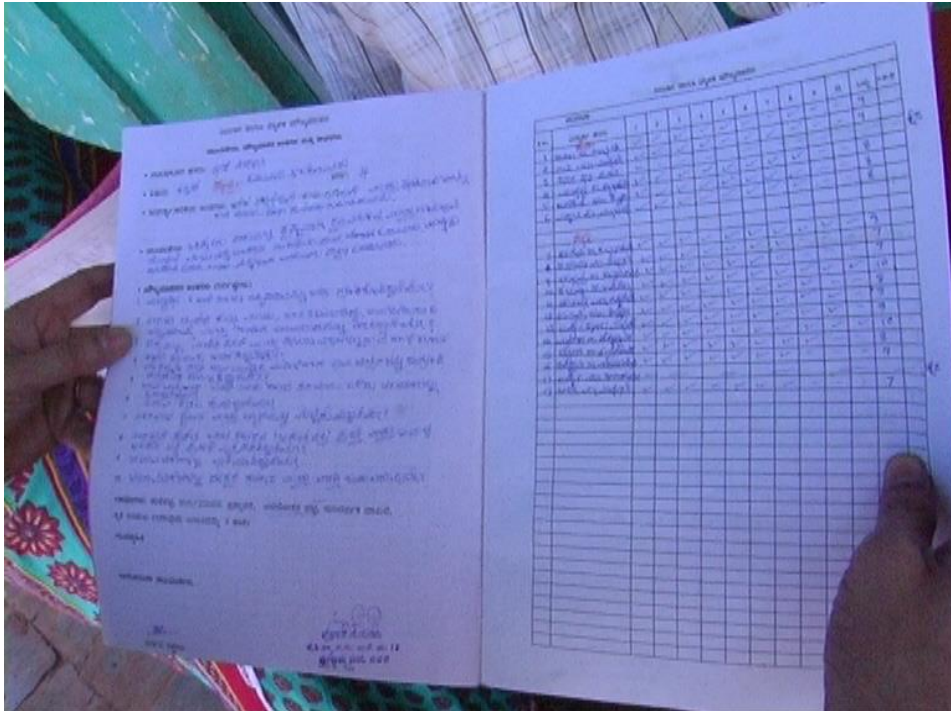
C8. What records have you maintained for FA?

	Gadag (%)	Kolar (%)	D K (%)	Raichur (%)	Total %
Lesson plans	91.81	88.5	93.75	82.74	89.33

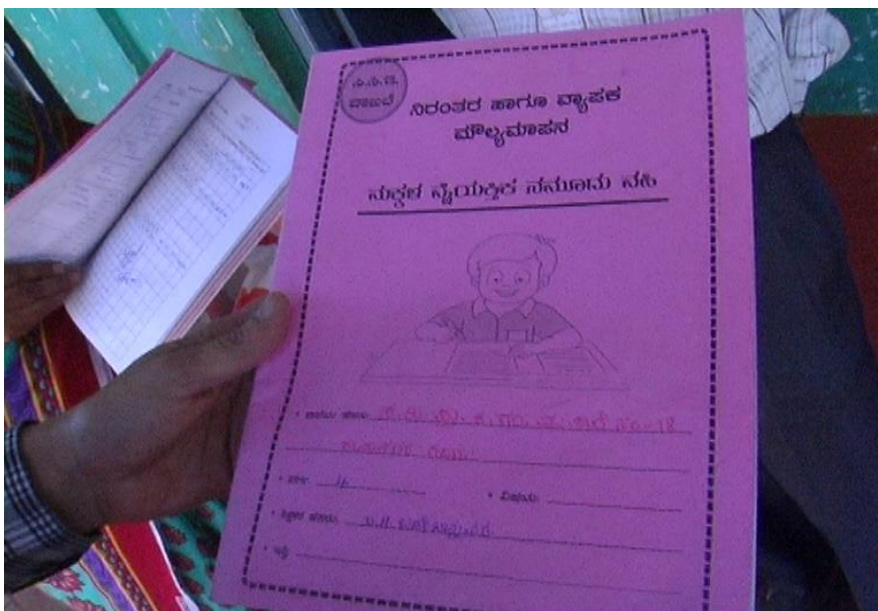
Child profile	69.54	64	73.07	35.53	60.96
Child portfolio	73.63	71	86.53	41.11	68.48
Observation notes/records	26.81	34	38.94	21.31	30.3
Written feedback	37.27	35	18.75	22.84	28.60
Tools used	31.36	31.5	38.46	30.45	32.96
Individual marks register	79.09	90	91.82	80.2	85.21
Anecdotal records	31.36	24.5	27.4	15.22	24.84
Consolidated marks register	85.9	79.5	87.98	69.03	80.84
Action research data	25	9	25	8.62	17.21
Teacher's journal	52.72	26.5	40.86	27.91	37.45
Progress card	35.9	27.5	36.53	34.51	33.69
Rating scales, checklists used	69.09	53.5	71.15	35.53	57.81
Any other	1.81	2	0.48	3.04	1.81

Table 5.16 Records maintained for FA

The table clearly shows that records such as lesson plans, individual and consolidated marks register have been maintained by most of the teachers. However, children's portfolios have been maintained only by 68.48% of teachers. Also, the percentage of teachers who maintain observation notes, written feedback, anecdotal records, teacher's journal and data pertaining to action research is very low.



CCE records



CCE records

The image shows an open notebook with handwritten CCE records. The left page contains a table with columns for 'Date', 'Topic', 'Marks', and 'Remarks'. The right page is a grid for marking, with columns for 'A', 'B', 'C', 'D', 'E' and rows for different subjects or topics.

The image shows a notebook page with a table containing handwritten entries. The table has columns for 'Sl. No.', 'Topic', and 'Marks'. The entries are as follows:

Sl. No.	Topic	Marks
1	...	9
2	...	7
3	...	8
4	...	8
5	...	8
6	...	8
7	...	9
8	...	7
9	...	7
10	...	10
11	...	8
12	...	9
13	...	9
14	...	10
15	...	8
16	...	8
17	...	7
18	...	7

C9. Was it possible to observe the leaning progress of every child?

District	NA	Yes	No	To some extent	Grand Total
Gadag	1.82%	59.55%	4.55%	34.09%	100.00%
Kolar	6.00%	53.00%	7.50%	33.50%	100.00%
DK	1.44%	64.42%	0.96%	33.17%	100.00%
Raichur	8.63%	47.72%	4.57%	39.09%	100.00%
Grand Total	4.36%	56.36%	4.36%	34.91%	100.00%

Table 5.16 Learning progress

Only 56.36% of teachers stated that it was possible to make an observation of each and every child's performance in the activities and their progress in learning. Observation of each and every child's performance and the assessment of their performance seems to be difficult during the teaching-learning process, especially if it is a large class.



A social science class

C10. Implementation of CCE has helped children improve their learning.

District	NA	Yes	No	To some extent	Grand Total
Gadag	3.18%	55.00%	3.64%	38.18%	100.00%
Kolar	6.00%	49.00%	5.50%	39.50%	100.00%

DK	1.44%	62.50%	1.92%	34.13%	100.00%
Raichur	10.15%	48.73%	2.03%	39.09%	100.00%
Grand Total	5.09%	53.94%	3.27%	37.70%	100.00%

Table 5.17 Improving children's learning

Only 53.94% of teachers mentioned that the implementation of CCE has brought about improvement in children's learning. This data clearly suggests that teachers are not sure whether formative and summative assessments have helped children improve their learning. This implies that teachers are not aware of the ways and means of integrating the information gathered from the assessment into the teaching-learning process.

3. What have you done to those children who have not shown progress in learning?

	Gadag (%)	Kolar (%)	D K (%)	Raichur (%)	Total %
Feedback and suggestions	79.09	74	88.46	72.08	78.54
Engaged Extra classes	72.27	64.5	67.78	44.67	62.66
Informed colleagues	39.09	38	46.63	22.33	36.72
Provided more opportunities for such children in classroom activities	39.54	43.5	53.36	24.36	40.36
Conducted remedial	41.81	33	42.78	22.84	35.39

teaching					
Conducted assessment once again	69.54	64	75.96	49.23	64.96
Informed their parents	65.45	59	74.03	51.26	62.66
Any other	4.54	2.5	0.48	1.52	2.30

Table 5.18 Follow-up activities

The table clearly suggests that the majority of teachers have resorted to different strategies to help those children who have not shown progress in learning. However, the percentage of teachers who conducted remedial teaching is as low as 35.39. Also, only 40.36% of teachers provided more opportunities for such children in classroom activities. One of the major purposes of CCE is to involve students in the assessment process by using the assessment information to further their learning. The information collected through formative assessments about students' strengths and weaknesses in learning should be used to provide more support, more opportunities in classroom activities for those children who are weak in learning and to conduct remedial teaching for such children. For the effective implementation of CCE, teachers need to understand the usefulness of FA and the significance and purposes of maintaining records.

4. What problems have you faced in implementing CCE?

Sl. No.	Problem/difficulty in implementing CCE	% of teachers who ranked it as the most difficult thing
1	Large class	32.12
2	Observing the learning progress of each and every child	10.42

3	Lack of time for conducting CCE activities	21.93
4	Lack of time for teaching	11.63
5	Lack of time for students for learning and practice	9.33
6	Lack of materials/resources	6.78
7	Lack of interest among students	5.08
8	Maintenance of records	32.84
9	Lack of awareness about CCE among parents	18.42
10	Lack of interest among colleagues	2.78
11	Lack of adequate number of teachers	10.66
12	Lack of monitoring	4.00
13	Curriculum load	12.96
14	Any other problem	3.87

Table 5.19 Problems in implementing CCE

From the table, it is clear that maintenance of records, large class size, lack of awareness about the new evaluation system among parents and lack of time for teaching and for conducting CCE related activities are some of the major difficulties teachers face in implementing CCE in their classrooms. Curriculum load seems to be another factor that is affecting the implementation of CCE.

C18. The learning progress of children with special abilities was assessed through different activities.

District	NA	Yes	No	To some extent	Grand Total
Gadag	10.91%	36.82%	20.91%	31.36%	100.00%
Kolar	21.00%	20.00%	34.00%	25.00%	100.00%

DK	20.67%	27.40%	18.75%	33.17%	100.00%
Raichur	18.78%	21.83%	31.47%	27.92%	100.00%
Grand Total	17.70%	26.79%	26.06%	29.45%	100.00%

Table 5.20 CCE with regard to CHWSA

Only 26.79% of teachers were able to design activities for assessing the learning progress made by Children with special abilities. Others were able to do this either to some extent or were not able to do it. The possible reason could be that they were not trained in doing this. The data could also mean that such children were not present in their classrooms.

Part D

In Part D, questions were related to the Co-scholastic aspects of CCE.

1. Which of the following areas were chosen for assessment in Part 'B' – i.e. students' co-scholastic abilities?

District	Physical education (%)	Art and craft (%)	Work experience (%)	Music (%)	Any other (%)
Gadag	69.09	63.18	61.36	35.90	5
Kolar	62	51	51	42	5.5
D K	71.63	75	63.94	43.26	1.44

Raichur	49.23	48.22	49.23	23.35	2.53
Grand Total	63.27	59.63	56.60	36.24	3.63

Table 5.21 Assessment of co-scholastic abilities

Physical Education and art and craft seem to be chosen by the majority of teachers for assessing student's performance in co-scholastic areas.

2. Which of the following activities did you conduct to assess student's performance in those areas?

District	Group games (%)	Running Race (%)	High jump/long jump (%)	Yoga (%)	Drawing/painting (%)	Stitching (%)	Farming/agriculture (%)	Singing (%)
Gadag	79.54	56.81	50.9	49.54	72.72	10.9	25	64.09
Kolar	72	47.5	33.5	45	68	13	26.5	62.5
D K	83.65	65.86	46.15	50.96	79.8	5.76	45.67	55.76
Raichur	62.4	46.7	37.05	31.97	51.77	9.64	14.21	47.72
Grand Total	74.66	54.4	42.18	44.6	68.36	9.81	38.88	

Table 5.22 Co-scholastic activities

The table indicates that majority of teachers have given importance to students' performance in co-scholastic areas as well. For assessing students' co-scholastic abilities, activities such as group games and drawing/painting were frequently conducted.

92. 36% of teachers stated that they have not considered musical instruments for assessment in Part B. in addition, 98.44% teachers stated that they have not conducted any other activities apart from the ones mentioned above. One of the main reasons for not conducting the activities suggested in the training Modules and training sessions could be the lack of competent teachers such as Physical education, music and art and craft teachers and also lack of infrastructure and resources in schools. It is important to provide these facilities in schools for the effective implementation of CCE.

3. Do you have the required facilities/infrastructure to conduct CCE in co-scholastic areas?

Only 27.63% of teachers stated that they have the required facilities/infrastructure to conduct CCE in co-scholastic areas. Nearly 53.69% of them mentioned that they have the required facilities/infrastructure to some extent.

Part E

Data were gathered from teachers, in part E, about the monitoring and supervisory activities held.

E6. Did the supervisory staff check the CCE records maintained?

District	NA	Yes	No	To some extent	Grand Total
Gadag	19	158	14	29	220

Kolar	9	138	33	20	200
DK	5	161	32	10	208
Raichur	26	121	31	19	197
Grand Total	59	578	110	78	825

Table 5.24 Number of supervisors who checked CCE records

It is interesting to note that 19 (out of 220) teachers in Gadag and 26 (out of 197) teachers in Raichur did not fill this column.

District	NA	Yes	No	To some extent	Grand Total
Gadag	8.64%	71.82%	6.36%	13.18%	100.00%
Kolar	4.50%	69.00%	16.50%	10.00%	100.00%
DK	2.40%	77.40%	15.38%	4.81%	100.00%
Raichur	13.20%	61.42%	15.74%	9.64%	100.00%
Grand Total	7.15%	70.06%	13.33%	9.45%	100.00%

Table 5.25 Percentage of supervisors who checked CCE records

It is evident from the data that the supervisory staff checked the CCE records maintained by the teachers.

E7. Did the supervisory staff give useful feedback on the implementation of CCE?

	NA	Yes	No	To some extent	Grand Total
Grand Total	7.52%	61.45%	14.42%	16.61%	100.00%

Table 5.26 Feedback by the supervisory staff

The data reveals that the majority of the supervisory staff gave useful feedback on the implementation of CCE.

Teachers' suggestions were sought about the effective implementation of CCE. The following were a few suggestions offered by teachers:

E11. For the effective implementation of CCE, the number of records to be maintained by teachers should be reduced.

District	NA	Yes	No	To some extent	Grand Total
Gadag	1.82%	91.36%	3.18%	3.64%	100.00%
Kolar	4.50%	90.00%	3.50%	2.00%	100.00%
DK	0.96%	94.71%	1.44%	2.88%	100.00%
Raichur	7.11%	85.28%	3.55%	4.06%	100.00%
Grand Total	3.52%	90.42%	2.91%	3.15%	100.00%

Table 5.27 Number of records should be reduced

More than 90% teachers are of the clear opinion that the number of records to be maintained by teachers should be reduced in order to implement CCE successfully and effectively..

E12. Proper monitoring and supervision is necessary for the effective implementation of CCE.

District	NA	Yes	No	To some extent	Grand Total
Gadag	3.64%	84.55%	6.36%	5.45%	100.00%
Kolar	4.50%	82.00%	5.00%	8.50%	100.00%
DK	0.96%	77.88%	8.65%	12.50%	100.00%
Raichur	8.63%	75.63%	6.09%	9.64%	100.00%
Grand Total	4.36%	80.12%	6.55%	8.97%	100.00%

Table 5.28 Monitoring and supervision is necessary

The majority of teachers felt that proper monitoring and supervision is necessary for the effective implementation of CCE.

E13. For the effective implementation of CCE, the textbook load should be reduced.

District	NA	Yes	No	To some extent	Grand Total
Gadag	2.27%	70.00%	19.55%	8.18%	100.00%
Kolar	5.00%	69.00%	15.50%	10.50%	100.00%
DK	0.48%	84.13%	8.17%	7.21%	100.00%
Raichur	9.64%	63.96%	14.21%	12.18%	100.00%
Grand Total	4.24%	71.88%	14.42%	9.45%	100.00%

Table 5.29 Textbook load should be reduced

Overall, 71.88% teachers expressed that the textbook load should be reduced in order to implement CCE successfully.

Interviews with teachers

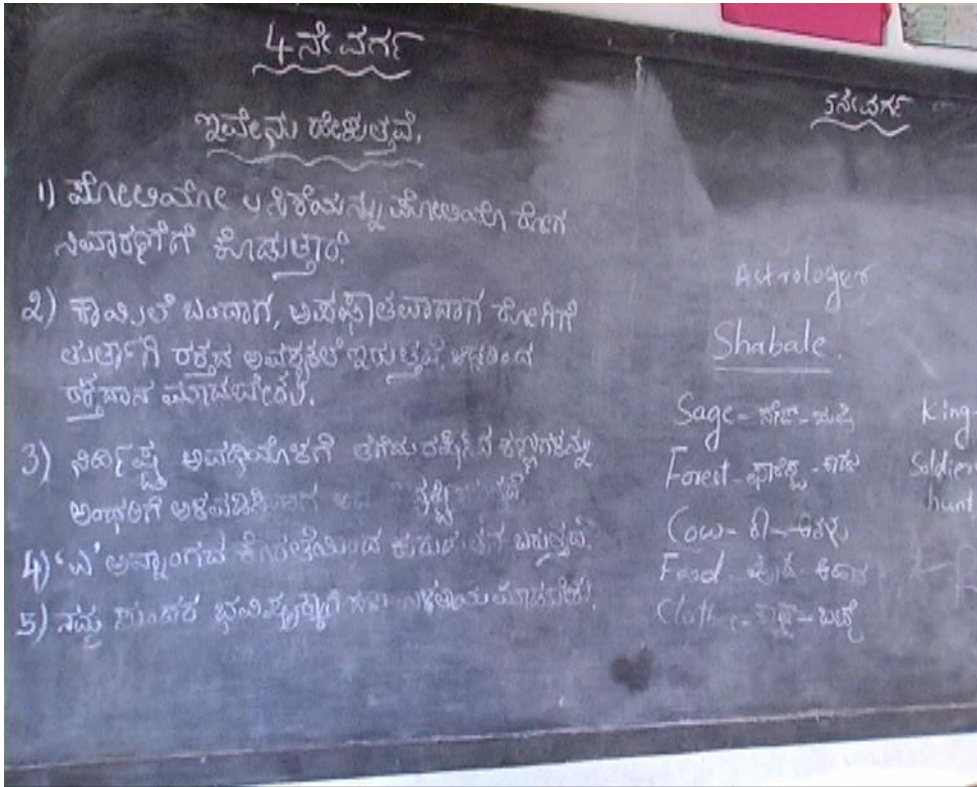
The research team conducted interviews with some teachers. The following were their responses:

A teacher from Gadag was of the following opinion:

CCE has helped children in attending classes regularly. However, as teachers' strength is low in our school, we find it difficult to implement CCE. Classes 4 and 5 are combined and as I am teaching all the subjects to both the classes, CCE is becoming a burden to me. If there are class-wise teachers, we can implement CCE successfully. Whatever we teach at school is final. Parents do not help children in their homework at all.

Another teacher from Raichur shared her experiences as follows:

CCE is very useful for both teachers as well as learners. It is useful to teachers because they can take individual care of each and every child. Teachers will make keen observation of what every child does inside and outside the classroom. CCE is useful to learners because they get opportunities to participate in group work and in different activities and also get help from the group monitor.



A multi-grade classroom

Student's Questionnaire: Part B

A. Children studying in classes 4 and 5

Part B

1a. The subject which was difficult for me was taught again.

District	NA	Yes	No	To some extent	Grand Total
Gadag	8	450	20	38	516
Kolar	24	589	8	10	631
DK	29	390	1	2	422
Raichur	33	419	10	65	527
Grand Total	94	1848	39	115	2096

Table 5.30 Difficult subject – number of students

District	NA	Yes	No	To some extent	Grand Total
Gadag	1.55%	87.21%	3.88%	7.36%	100.00%
Kolar	3.80%	93.34%	1.27%	1.58%	100.00%
DK	6.87%	92.42%	0.24%	0.47%	100.00%
Raichur	6.26%	79.51%	1.90%	12.33%	100.00%
Grand Total	4.48%	88.17%	1.86%	5.49%	100.00%

Table 5.31 Difficult subject - % of students

The majority of students in classes 4 and 5 were of the opinion that the subject which was difficult for them was taught again.

2a. I was given the opportunity to participate in the co-curricular activities that I liked.

District	NA	Yes	No	To some extent	Grand Total
Gadag	1.36%	91.86%	2.33%	4.46%	100.00%
Kolar	2.69%	92.23%	0.95%	4.12%	100.00%
DK	1.90%	95.26%	1.42%	1.42%	100.00%
Raichur	2.09%	93.55%	3.42%	0.95%	100.00%
Grand Total	2.05%	93.08%	2.00%	2.86%	100.00%

Table 5.32 Opportunities to participate in co-curricular activities

Almost all the students stated that they took part in the co-curricular activities that they liked.



3. Di

fferent activities were done in the classroom.

District	NA	Yes	No	To some extent	Grand Total
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Gadag	3.68%	91.67%	0.19%	4.46%	100.00%
Kolar	4.12%	85.42%	0.32%	10.14%	100.00%
DK	3.79%	95.73%	0.24%	0.24%	100.00%
Raichur	5.31%	87.29%	3.98%	3.42%	100.00%
Grand Total	4.25%	89.50%	1.19%	5.06%	100.00%

Table 5.33 Different activities carried out in the class

Nearly 90% of students agreed that a variety of activities were conducted in the classroom.

- The number of tests and exams has increased this year.

District	NA	Yes	No	To some extent	Grand Total
Gadag	4.26%	69.38%	13.95%	12.40%	100.00%
Kolar	3.01%	59.90%	20.29%	16.80%	100.00%
DK	2.61%	15.17%	67.54%	14.69%	100.00%
Raichur	9.68%	48.39%	30.36%	11.57%	100.00%
Grand Total	4.91%	50.33%	30.77%	13.98%	100.00%

Table 5.34 Number of tests and exams

Nearly 50% of the students studying in classes 4 and 5 stated that there were more tests and examinations this year. This is in line with the data provided by the teachers. Teachers have conducted quizzes, which are synonymous with written tests, frequently. As discussed earlier, many teachers have also stated that in CCE, unit tests and monthly tests should be conducted. These tests are summative in nature but teachers have considered them for formative assessments.

5. Teachers observe my participation in different activities.

District	NA	Yes	No	To some extent	Grand Total
Gadag	0.78%	98.06%	0.00%	1.16%	100.00%
Kolar	0.48%	99.21%	0.00%	0.32%	100.00%
DK	0.24%	98.34%	0.00%	1.42%	100.00%
Raichur	1.14%	94.31%	1.71%	2.85%	100.00%
Grand Total	0.67%	97.52%	0.43%	1.38%	100.00%

Table 5.35 Teachers' observation

Almost all the students have opined that teachers observe their participation in different activities.

6. The pictures I have drawn, the songs and poems I have written and many other written products were included in the portfolio.

District	NA	Yes	No	To some extent	Grand Total
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Gadag	4.65%	82.56%	10.27%	2.52%	100.00%
Kolar	3.49%	85.90%	4.60%	6.02%	100.00%
DK	0.95%	98.82%	0.00%	0.24%	100.00%
Raichur	4.93%	74.00%	14.80%	6.26%	100.00%
Grand Total	3.63%	84.69%	7.63%	4.06%	100.00%

Table 5.36 Portfolios maintained

Nearly 85% students in classes 4 and 5 have stated that portfolios have been maintained.

The data gathered from the LPS students reveals that classroom scenario has changed after the introduction of CCE. Activity-oriented, child-centred pedagogy is in place, students seem to get individual attention, their participation in co-scholastic aspects is being recognised and each child has been encouraged to evolve a portfolio.

B. Children's questionnaire: classes (6 to 9)

Part B.

1. Teachers teach me through activities.

District	NA	Yes	No	To some extent	Grand Total
Gadag	2	1325	12	85	1424

Kolar	2	1483	6	169	1660
DK	1	1250	1	35	1287
Raichur	4	1422	10	94	1530
Grand Total	9	5480	29	383	5901

Table 5.37 Teaching through activities

The data reveals that activities such as group discussion, drama, role play, etc. were conducted in the classroom.

2. The number of tests and exams has increased.

District	NA	Yes	No	To some extent	Grand Total
Gadag	6	1025	163	230	1424
Kolar	2	1232	183	243	1660
DK	12	346	662	267	1287
Raichur	39	747	500	244	1530
Grand Total	59	3350	1508	984	5901

Table 5.38 Number of tests and exams

District	NA	Yes	No	To some extent	Grand Total
Gadag	0.42%	71.98%	11.45%	16.15%	100.00%
Kolar	0.12%	74.22%	11.02%	14.64%	100.00%
DK	0.93%	26.88%	51.44%	20.75%	100.00%
Raichur	2.55%	48.82%	32.68%	15.95%	100.00%
Grand Total	1.00%	56.77%	25.55%	16.68%	100.00%

Total					
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Table 5.39 Number of tests and exams in percentage

More than 56.77% students studying in HPs and HS state that there are more tests and exams this year. It is now clear that though CCE is implemented in schools, traditional types of tests and exams are still being conducted in schools.

3. Teacher ensures my participation in every activity.

District	Yes
Gadag	88.27%
Kolar	91.33%
DK	95.65%
Raichur	80.33%
Grand Total	88.68%

Table 5.40 students' participation

Nearly 89% of the students studying in classes 6,7,8 and 9 feel that their participation in classroom activities is being observed by the teachers. Though many teachers have noted that it is difficult to observe each and every child's participation in activities, students' opinions are contrary to this. They feel that teachers ensure their participation in different activities.

4. Teachers give lab instruments and allow me to conduct experiments in the class.

District	NA	Yes	No	To some extent	Grand Total
Gadag	6	1011	62	345	1424
Kolar	10	1215	119	316	1660

DK	5	928	71	283	1287
Raichur	14	1033	231	252	1530
Grand Total	35	4187	483	1196	5901

Table 5.41 Conducting experiments

The majority of the students seem to use lab instruments and conduct experiments in the class. Wherever this is not practiced, the required equipment may not be available.

The majority of the students (88.61%) also observed that they are interested in reading books other than the textbooks.

13. The pictures I have drawn, the songs and poems I have written and many other written products were included in the portfolio.

District	NA	Yes	No
Gadag	0.21%	91.08%	8.57%
Kolar	0.36%	82.17%	17.41%
DK	0.08%	95.57%	4.35%
Raichur	3.40%	63.33%	33.27%
Grand Total	1.05%	82.36%	16.54%

Table 5.42 Number of tests and exams

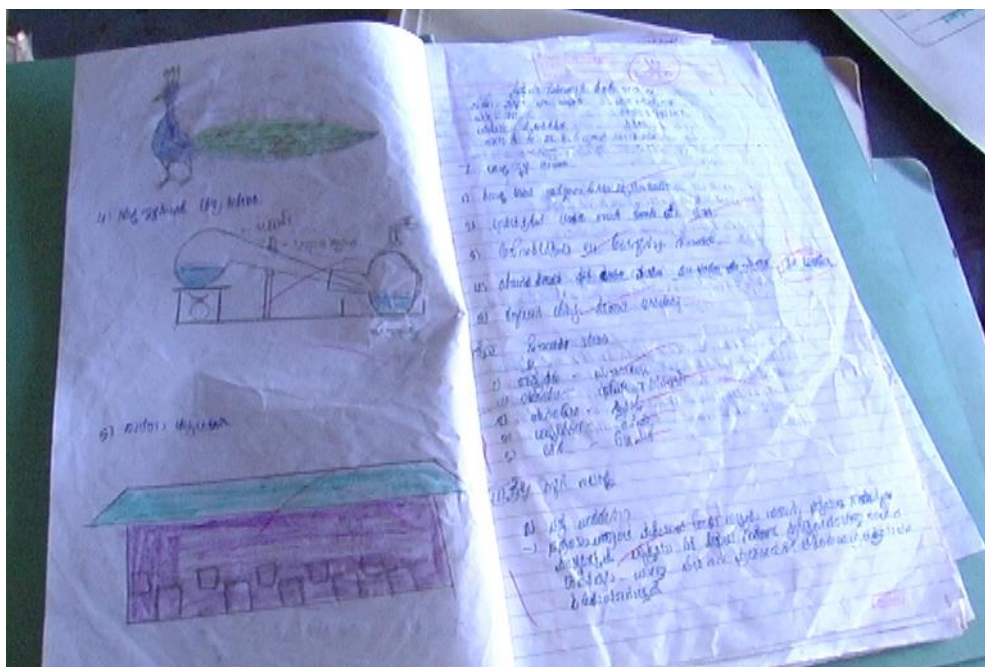
The majority of the HPS and HS students stated that they have maintained their portfolios. However, in Raichur, the data shows that more than 33% students have not maintained portfolios.

14. When I face a problem, I adopt scientific approach to know more about it and solve the problem.

District	NA	Yes	No	To some extent	Grand Total
Gadag	10	1039	16	359	1424
Kolar	7	1150	32	471	1660
DK	2	831	18	436	1287
Raichur	24	945	86	475	1530
Grand Total	43	3965	152	1741	5901

Table 5.43 Adopting a scientific approach

The table suggests that nearly 50% of the students find it difficult to adopt scientific approach and solve problems scientifically. Students have to develop scientific temper and for this to happen, teachers need to train them in adopting a scientific approach.



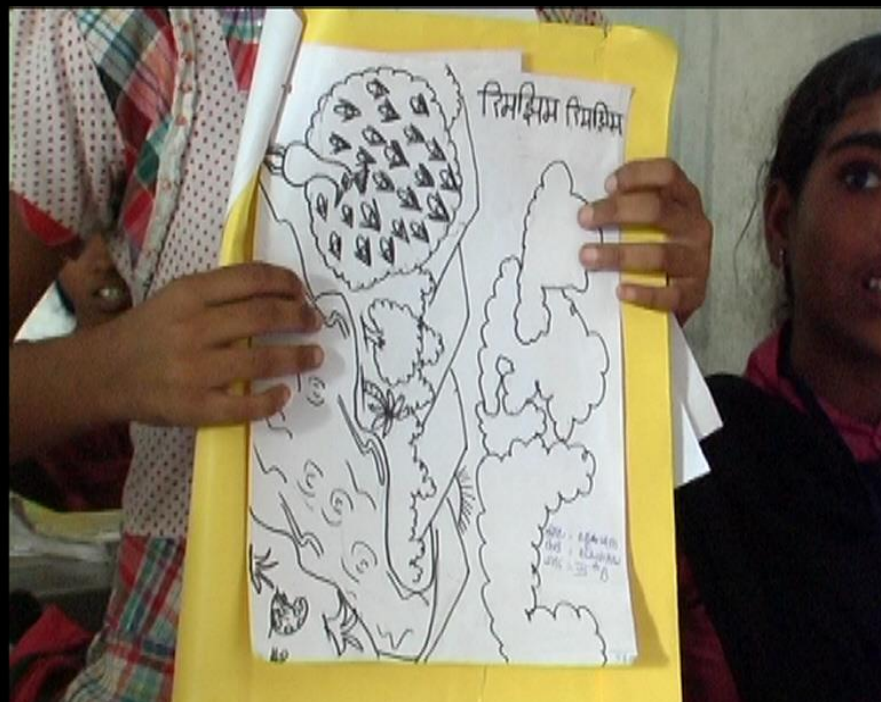
Samples of children's work



Class VIII students at a school in Raichur



Class VIII students



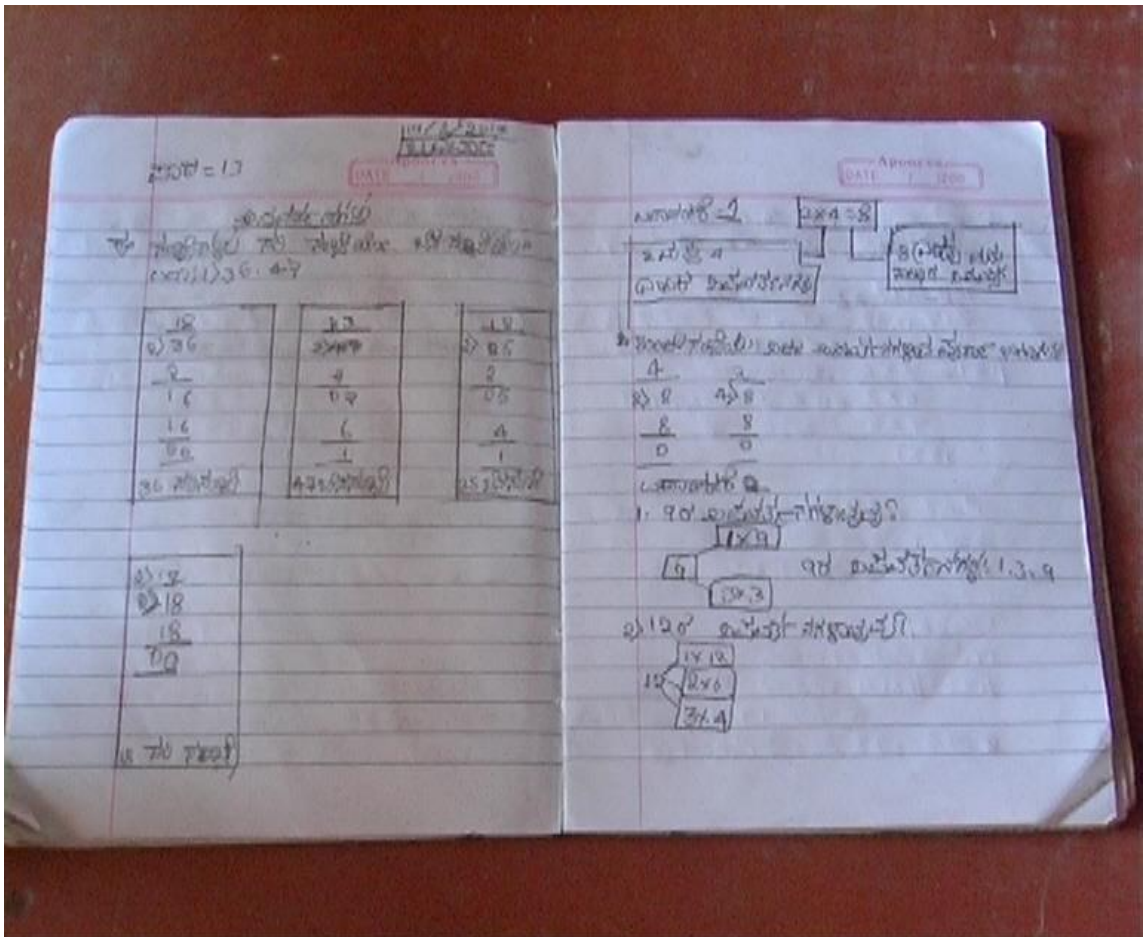
A page from a child's portfolio



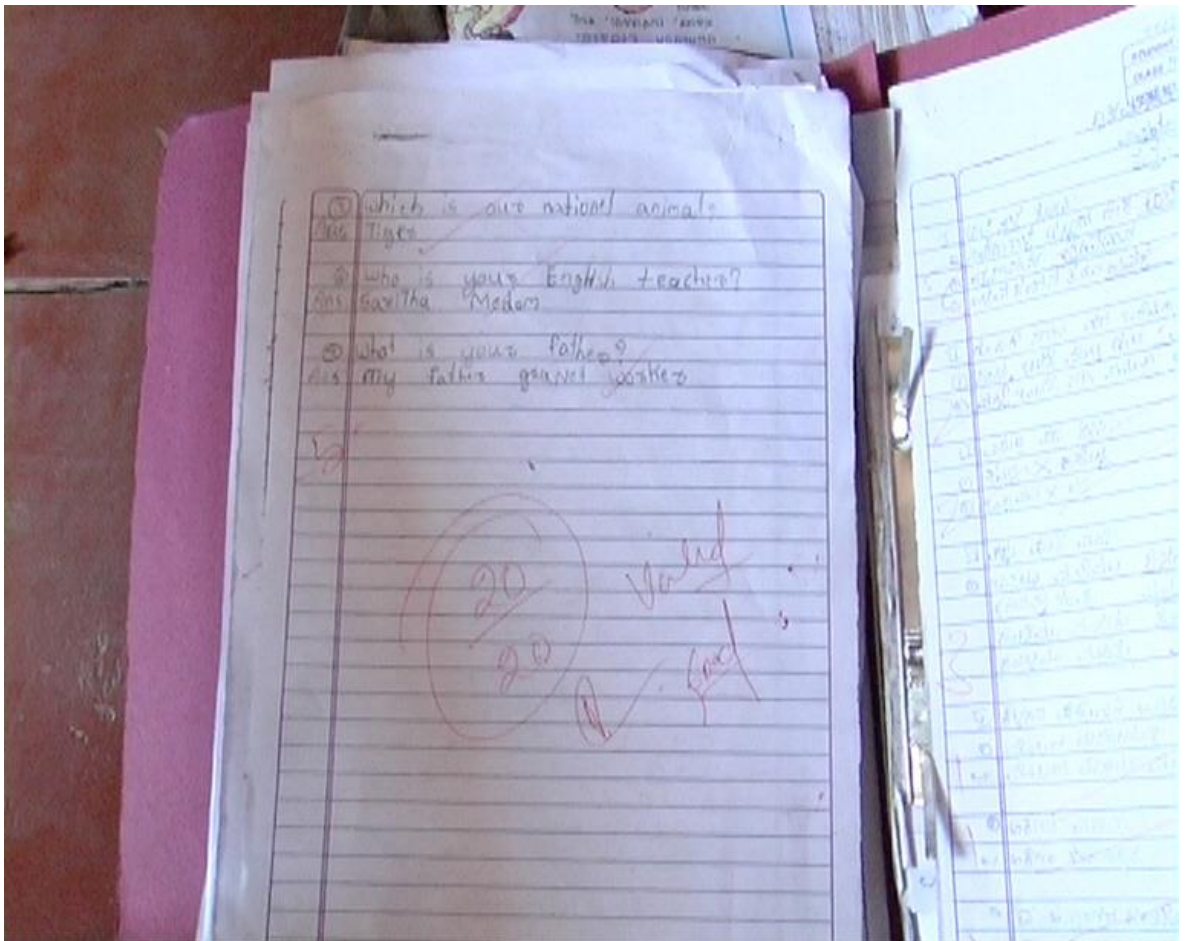
Another page from the portfolio



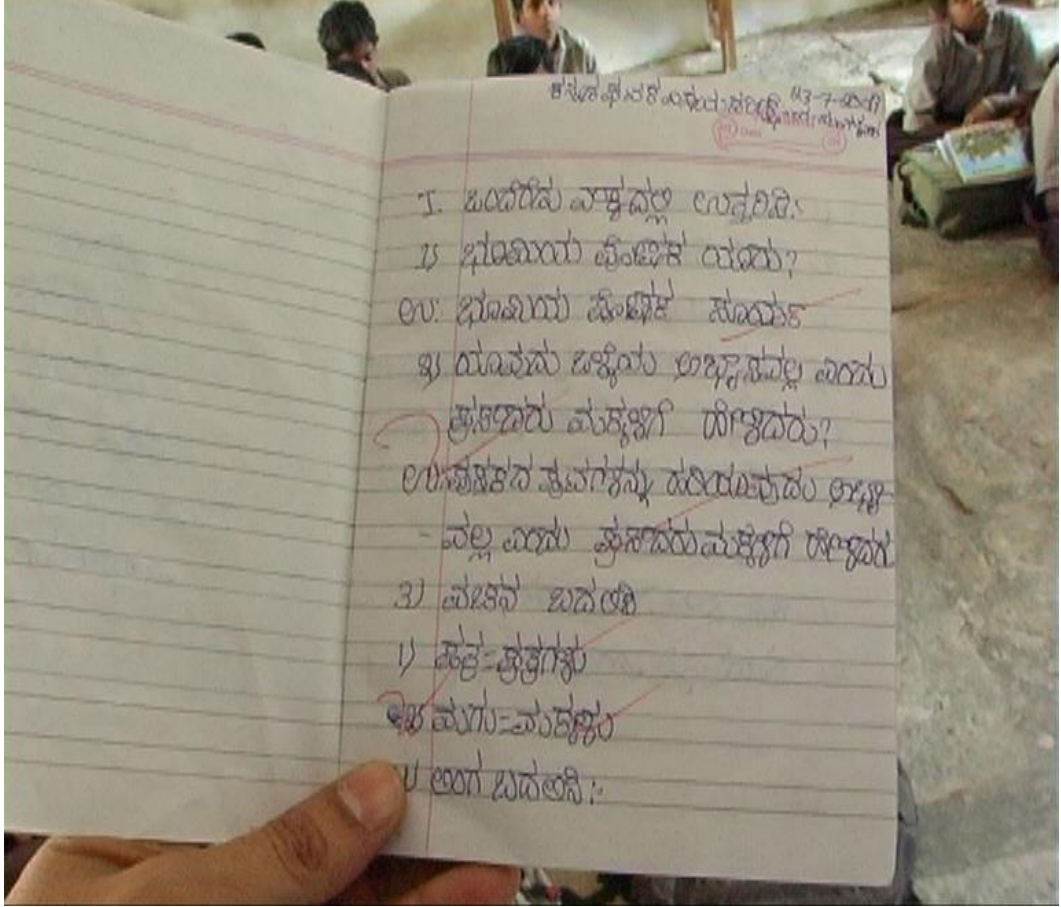
A child shares her classroom experiences



A page from Maths notebook



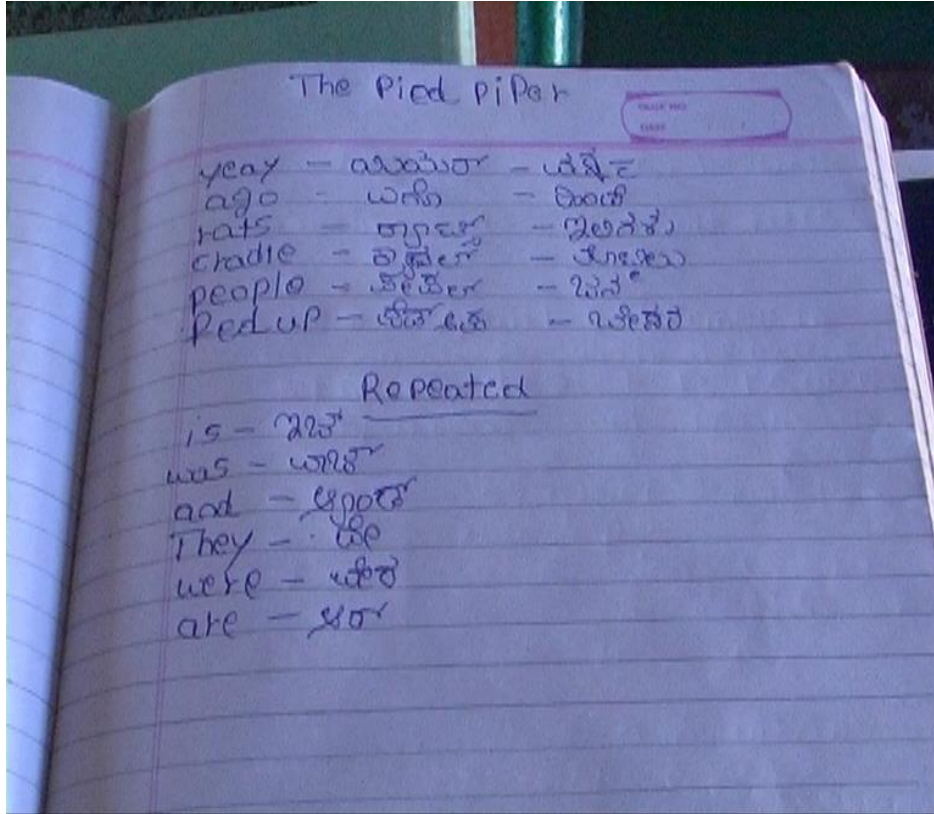
Written test paper



A page from Kannada (all factual questions)



CCE Activity



A sample material to illustrate the teaching of English

The following section looks at the data gathered from the monitoring and supervisory staff.

Supervisor's questionnaire

The monitoring and supervisory staff, in this study, includes CRPs, BRPS, BEOs, subject inspectors, DIET lecturers and DDPIs.

C1. I have attended the training on CCE.

Districts	NA	Yes	No	Grand Total
Gadag		35	2	37
Kolar	1	41	11	53
Mangalore		41	8	49
Raichur		36	9	45
Grand Total	1	153	30	184

Table 5.44 Number of supervisors who attended CCE Training

It is clear that most of the supervisors have attended the CCE Training.

C3. I have visited schools and verified records maintained by teachers.

Districts	Yes	No	To some extent	Grand Total
Gadag	86.49%	2.70%	10.81%	100.00%
Kolar	71.70%	15.09%	13.21%	100.00%
Mangalore	77.55%	0.00%	22.45%	100.00%
Raichur	77.78%	8.89%	13.33%	100.00%
Grand Total	77.72%	7.07%	15.22%	100.00%

Table 5.45 School visits by the supervisors

The majority of the supervisory staff have visited schools and verified CCE records.

C4. I have observed how CCE is implemented in the classroom.

Districts	Yes

Gadag	100.00%
Kolar	77.36%
DK	69.39%
Raichur	82.22%
Grand Total	80.98%

Table 5.46 Classroom observation by the supervisors

It is interesting to note that in Gadag, supervisory staff who have observed how CCE is implemented in the classroom is 100%. It is only 69% in Dakshina Kannada.

C5. I have given feedback and suggestions to implement CCE successfully.

Districts	Yes
Gadag	83.78%
Kolar	77.36%
DK	69.39%
Raichur	82.22%
Grand Total	77.72%

Table 5.47 Feedback and suggestions by the supervisors

Most of the supervisory staff agreed that they gave feedback and suggestions for the effective adoption of CCE.

C8. The biggest challenges in implementing CCE successfully

Out of the 13 challenges listed in the questionnaire, the supervisory staff ranked them as follows:

1. Large class

Districts	
Gadag	22
Kolar	16
Mangalore	26
Raichur	28
Grand Total	92

Table 5.48 Challenges in implementing CCE

Nearly 50% of the supervisors rated large class as one of the major problems teachers faced in implementing CCE effectively in the schools.

Teachers' lack of interest in implementing CCE did not appear in the top ranking at all. It was rated as 10th by 44 supervisors.

Lack of time to conduct CCE related activities, lack of parental awareness about CCE, maintenance of records by the teachers were a few other challenges that found top ranking in the supervisors' data.

According to the supervisors, more training and also more classroom support should be provided to teachers for the effective implementation of CCE. It is also stated by the

supervisors that more resources, supporting materials and modules should be provided to the teachers.



CRPs and BRPs interacting with the research team



The

next

section analyses the data collected from the SDMC members and parents.

Parent's questionnaire

1. I am aware of the new assessment system called 'CCE' in the school.

District	NA	Yes	No	To some extent(%)	Grand Total
Gadag	14	92	42	43.07	260
Kolar	13	198	36	15.12	291
DK	11	405	9	2.74	437
Raichur	16	139	76	21.69	295
Grand Total	54	834	163	232	1283

Table 5.49 Number of parents who were aware of CCE

65% parents stated that they had the awareness about CCE in their schools. However, the interaction of the research team with parents during their visits revealed that parents were not aware of CCE and many of the activities that take place in the schools.

2. Nearly 70.62% parents recorded that they knew that in the new system, assessment is carried out through different activities rather than through only tests and exams.
3. 81.37% parents also observed that the child's interest in co-scholastic areas such as sports and games, music, etc. is being assessed.

In sum, these parents who recorded their awareness about CCE and various activities conducted in the school may attend school meetings regularly and be aware of school activities. However, those parents who do not visit schools and do not attend meetings may not have any awareness about the new assessment system.



Parents interacting with the project team

P6. Have you seen the child's Progress card?

Districts	Yes (%)	No (%)
Gadag	39.61	53.46
Kolar	44.67	49.14

DK	41.87	54.23
Raichur	31.52	59.66
Grand Total	39.67	54.4

Table 5.50 Parents who have seen progress card

Nearly 54.4% parents stated that they have not seen the progress card of the child. The research team observed that progress cards have not been supplied to schools for the year 2013-14 at all.

On the whole, parents' data seem to reveal that they are aware of the various activities conducted in the schools for teaching-learning- assessment purposes.

CHAPTER 6

DISCUSSIONS

The data collected through questionnaires reveals that CCE has been implemented in almost all the government primary schools in the four districts of Karnataka. However, this is not the case in many high schools. As high school teachers have not received any training on the implementation of CCE when this study was conducted, CCE has not been carried out in the majority of government high schools.

The data also shows that most of the teachers who have implemented CCE have also maintained the records that were suggested in the training modules and training programmes. However, keeping records should not become a daily chore or ritual to be done by teachers. Teachers need to understand the purposes and uses of the record-keeping system. Different stakeholders will be interested in different types of records.

Records such as teacher journals, action research reports, feedback given, etc. that are crucial for teacher reflection have not been maintained by the teachers.

Cohen et al (2007: 366) point out that effective record keeping should enable the teachers to:

- track the progress of individual pupils
- identify patterns over time where there are many small steps in developing pupils' knowledge and skills
- set individual and group targets for improvement
- discuss pupils' progress with their parents and other teachers

Teachers should clearly know the purposes/objectives of record keeping. Cohen et al (2007) observe that teachers should keep personal records on their students, often for their own personal use rather than to be shown to others.

Another important point to note is that self-and peer-assessments have not gained much significance in CCE though they are necessary to build reflective practices, meta-cognitive skills and autonomous learners.

We should also remember that reliability and validity are two important aspects of any assessment. As Cohen et.al.(2007: 331) point out, ‘we need reliable data on students’ achievements so that we can have confidence both in how we judge students and in what we subsequently plan for them’. Reliability is an index of consistency and dependability, for example of marking practices/conventions and of standards. Validity in assessment is defined as ensuring that the assessment in fact assesses what it purports to assess and provides a fair representation of the student’s performance, achievement, potential, capabilities, knowledge, skills, etc. The CCE adopted in the state should address the issues of reliability and validity. The tools and techniques used for FA and SA need to be reliable and valid.

The interactions and interviews with the teachers also revealed that the supervisory staff such as CRPs and BRPs only examine the records such as individual and consolidated marks register. Teachers reported that the supervisory staff do not observe the classroom processes and do not provide onsite support. These are some grey areas that need to be addressed.

The following are some of the other concerns with regard to the implementation of CCE:

- Lack of resources: Necessary resources such as computers, library, science and maths kits, playground, etc. are not available in many schools for the effective implementation of CCE
- Student strength: Classroom size is also a major constraint in the implementation of CCE. In some classes, student strength is more than 70 and in such classes, paying

individual attention to students, conducting follow-up activities, maintenance of records are some of the major difficulties encountered by teachers.

- Lack of clear understanding of assessment procedures in different subjects. The concept and principles of CCE have not been understood and implemented uniformly across subjects. In some subjects, CCE has been equated with more and more written tests. In a few other subjects, tools and techniques such as checklists and rating scales have been overused. Activities have been conducted in some subjects for FA whereas in other subjects only observation has been used as a main technique.
- The burden of maintaining records: It is found that excessive record keeping takes away teachers' valuable time from their classroom practices. The burden of this exercise should be reduced and teachers must be allowed and encouraged to spend quality time with their students.
- Marking and grading have not been done scientifically. In many instances, marks and grades have been awarded based only on teachers' observation of student performance. The checklists and rating scales evolved for this purpose are not found to be scientific. Hence, some of the assessment tools and techniques are not valid and reliable. Even those students who have not attained the competencies have been given higher grades.
- It is found that marking scheme used in co-scholastic areas is not clear to teachers. The indicators used for assessing students' attitudes, behaviour, and other co-scholastic aspects are difficult for teachers to follow for arriving at precise judgment.

It is also to be noted that most of the teachers are not aware that there is a helpline to support them in the effective implementation of CCE.

CHAPTER 7

CASE STUDIES

Definitions of case studies

There are a range of definitions and descriptions of a case study within the literature. The following are a few of them:

1. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context and in which multiple sources of evidence are used (Yin, 1984 cited in Nunan, 1992: 76)
2. The most common type of case study involves the detailed description and analysis of an individual subject, from whom observations, interviews, and histories provide the database (Dobson et al, 1981 cited in Nunan, 1992: 76)
3. ‘...the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic, and rely heavily on inductive reasoning in handling multiple data sources’ (Merriam, 1988 cited in Nunan, 1992: 77)

Dornyei (2007) points out that case studies offer rich and in-depth insights that no other method can yield.

Justification

Case studies have been taken up in this project to conduct an in-depth analysis of the factors that contribute to the effective implementation of CCE in selected schools. The purpose of the case study is to identify the variables that affect the extent to which CCE has been effectively implemented in these schools. Another objective of the case studies was to complement the data collected in the first phase through questionnaires.

Background

The selection of schools for the case studies has been based on the data received through the questionnaires. Points were awarded for a few questionnaire responses related to the implementation of CCE. The following aspects of CCE were taken into account for awarding points:

Teacher's Questionnaire

- Activities conducted for CCE (special focus on library use)
- Tools used for CCE (special focus on self- and peer-assessment)
- Records maintained (special focus on Anecdotal records and portfolios)
- Follow-up activities conducted for those children who haven't shown much progress in their learning (all the following - feedback and suggestions, extra-classes engaged, informed colleagues, provided more opportunities for such children in classroom activities, have done remedial teaching, have conducted assessment once again, informed parents)

Student's questionnaire

- Lessons are taught through activities such as group discussion, role play, dramatization, etc.
- In languages, I'm interested in reading books other than textbooks.
- Your drawings, poems/songs, written products, etc. have been maintained in the child's portfolio.

Parent's questionnaire

- In the new evaluation system, child's learning is assessed through various activities.
- CCE has helped in enhancing the confidence level of the child.

Supervisory staff's questionnaire

- As a supervisory staff, I have given useful feedback, suggestions to implement CCE successfully.

Schools which received highest scores were identified as belonging to Category 1 and those schools which received lowest scores were considered to belong to category 2. For example, a score of 19 out of 20 would mean CCE is being implemented effectively in that school compared to other schools in the district and hence it will be considered a ‘good school’ belonging to ‘Category 1. Similarly, a score of 5 out of 20 would mean certain important elements of CCE are not being implemented in that school and so it will be considered ‘not so good school’ and will belong to Category 2.

Schools selected for the Case study

The following schools were selected for the case study:

	Category 1	Category 2
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DK	<ol style="list-style-type: none"> 1. D.K. Jilla Panchayat Higher Primary school, Kallage, Netharakere 2. D.K. Jilla Panchayat Higher Primary school, Brahmarakutlu, Bantwal 3. Govt. High school, Hoige Bazaar, Mangalore 	<ol style="list-style-type: none"> 1. Govt Higher Primary school, Halepete, Ujire 2. Govt upgraded primary school, Balanja
Gadag	<ol style="list-style-type: none"> 1. Govt. Higher Primary school, Adavisomapura 2. Govt. Higher Primary school, Harlapura 3. Govt. Higher Primary school, Shiggi, Shirahatti 4. Govt. Higher Pimary school, Sambhapura 	<ol style="list-style-type: none"> 1. Govt. Higher Primary school, Hosashingatalluru 2. Govt. High school, Gogeri
Kolar	<ol style="list-style-type: none"> 1. Govt. Higher Primary school, S G Kote 2. Karnataka Maadari Hiriya Prathamika Shaale, Bangarapete, Kolar 3. Govt. Model Higher Primary school, Vemagal 	<ol style="list-style-type: none"> 1. Govt. Higher Primary school, Mallanayakanahalli 2. Govt High school, Gownipalli , Srinivasapura taluk 3. Govt. Kannada Higher Primary school, Krishnagiri, Mulabagil

Raichur	1. Govt. Higher Primary school, Devinagar	1. Govt Higher Primary school, Venkatarayana pete, Mudugal
	2. Govt. Higher Primary school, Ramanthnala, Lingasuru	2. Govt. Higher Primary school, Venkatamudhaga, Lingasuru
	3. Govt. Urdu Higher Primary school, Hashmiya	

Table 7.1 Case study schools

Case studies were conducted in all the above schools by the research team. The research team for the case study comprised of members of the faculty from the RIESI, Bangalore and Nodal Officers (DIET Faculty) from the four districts. A separate questionnaire was evolved for the purpose (see Annexure..). The RIESI faculty and the Nodal officers were oriented by the project coordinator on the methodology of conducting the case studies. The case studies were conducted from 17 to 20 June 2014 in DK and Gadag and from 24 to 27 June 2014 in Kolar and Raichur.

Data collection methods

A variety of data collection methods were used in the case studies. Interviews, classroom observation and document analysis were the main methods adopted for data collection.

District-wise details of the case study

1. Dakshina Kannada

The team visited schools in DK from 17 to 20 June 2014.

1. Name of the school

Government High School, Hoige Bazaar, Mangalore

Visit date: 17th June, 2014.

The school was established in 1983 and is located in the city. There are 7 teachers (including the HM) working in the school and 61 students studying. Though the HM is not so democratic in her approach, the relationship between the HM and her colleagues is cordial. Except PE teachers, all the others are female teachers. There are three classrooms (out of which one is a smart room), a computer room and a library. Resources such as TV, radio, tape recorder, 11 computers (not functional), projector, subject-wise CDs, a laptop and a printer are available in the school.

It is to be mentioned that the strength of the children has decreased over the last five years. There are two children with special abilities but teachers are not trained in handling inclusive classroom.

CCE related activities were witnessed in the school where various projects were undertaken by the students and evaluation was carried out class-wise. Triangulation helped in knowing that there was coherence with respect to the student's achievement and teacher initiatives. e. g. The Bank challan project carried out by mathematics teacher has been well understood by students and the same was reiterated by students pertaining to value added tax concept with complete understanding. Portfolios of children have been consolidated at the school level and the same is due for printing.

1. About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	Well qualified
2	Training programmes and workshops they have attended in the last five years	Educational Leadership development training, content enrichment training, curriculum evaluation training, Value education training, KSQACC, HTF and CCE training.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	To some extent
4	Teachers' capacity building – mentoring and support from the supervisory staff	To some extent
5	How do teachers travel from their home to the workplace?	Bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	Yes

2. About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Literate/illiterate
2	Do they provide any support to children at home? If yes, what kind of support?	Yes
3	Do the parents have any awareness about school related activities?	Yes
4	Are the SDMC members/parents regular in attending meetings?	To some extent
5	Do they know about the new assessment system i.e.CCE?	No
6	Are the parents happy about their child's performance and progress in learning?	Yes

3. About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: many times BRP: 3 times BEO: once Subject inspector: once
2	What did they do in the school during the visit	For information gathering and handling administrative issues

4. About the Implementation of CCE

With regard to CCE implementation, it was implemented in the year 2013-14 w.r.t. class 8th and 9th and one third of teachers have undergone training in CCE. It is told that trainings were effective and RP's competent and follow-up was also done by DIET after the training programme and that there was a demonstration through slides regarding the way in which CCE was to be implemented. Regarding the quality and period of training, they said that the number of training days could be increased so that the detailed reflective mode of CCE implementation could be internalized. It is learnt that they came up with issues while implementing CCE and recording the observation of attainment of children and resolved stage by stage through trial and error method. It is found that teachers have conducted subject wise and class wise projects and quiz activities, paper cutting and gardening for co-scholastic activity. The teachers also assessed the performance of children in sports through observation, and that they are in need of specific methodology of assessing extra-curricular activities. The teachers expressed that they found sufficient time for CCE activities and that resources were also available in schools and that the need for Science lab exists.

The documentary evidence like project work were examined in language and mathematics. The records of performance of students both individual and consolidation were available in school.

2. Name of the school

**Government Lower Primary School, Brahmarakutlu, Bantwal Taluk, Dakshina
Kannada District**

Visit date: 18th June, 2014.

1. About the school

SI No.	Questions	Data
1	The year in which the school was established	1935
2	Location	Rural
3	No. of teachers working in the school	9
4	No. of students	183
5	How long have these teachers been working in this school?	Experience ranging from 7 to 25 years in the same school
6	Relationship between the Head teacher and the staff	Highly Cordial, HM - democratic
7	Male/Female ratio of teachers	All female except PE Teacher
8	No. of classrooms	3 rooms for 3 classes (one is a smart room)+ a computer room, a library and a kitchen
9	Resources available in the school	radio, tape recorder, 5 Computers and projector

2. About children

SI No.	Questions	Data	Remarks
1	The No. of children in the last five years	Decreased	
2	Children in the school with different/special abilities? If yes, give details	3	A CWSN child participated in a state level competition
3	No. of children belonging to different categories	All categories	

4	Family background of children	Parents: semi-literate Resources like TV, newspapers: available	
5	Places where children come from	Immediate neighbourhood – 1 km range	

3. About teachers

SI No.	Questions	Data
1	Teachers' qualifications	Well qualified
2	Training programmes and workshops they have attended in the last five years	Attended most of them
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Teachers act as Resource persons for the district
4	Teachers' capacity building – mentoring and support from the supervisory staff	To some extent
5	How do teachers travel from their home to the workplace?	Bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	No

4. About SDMC members/Parents

SI No.	Questions	Data
1	Educational background of SDMC members/parents	Semi-literate
2	Do they provide any support to children at home? If yes, what kind of support?	Yes
3	Do the parents have any awareness about school related activities?	Yes, GP President – very active in school development activities
4	Are the SDMC members/parents regular in attending meetings?	To some extent
5	Do they know about the new assessment system i.e. CCE?	Yes Parents could interpret students' performance

6	Are the parents happy about their child's performance and progress in learning?	Yes
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5. About the supervisory staff

Sl No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	Only the CRP has visited	Except the CRP, no other official has visited the school.
2	What did they do in the school during the visit	Classroom observation, Record checking and facilitation pertaining to CCE hiccups	

With regard to CCE implementation, it was implemented in the year 2013-14 w.r.t. class 4th and 8th and all teachers have undergone training in CCE. It was felt that the trainings were effective and RPs were competent, but still the teachers found that there is difference in implementation as the portions are plenty and recording of the assessment is a constraint. It was pointed out that the textbooks are not in coherence with CCE expectations w.r.t. social sciences. Follow-up was done by the DIET after the training programme and there was a demonstration through slides regarding the way in which CCE was to be implemented and discussions were also carried out. Regarding the quality and period of training, they said that the number of training days could be increased so that the detailed reflective mode of CCE implementation could be internalized. It was learnt that teachers also tried resolving the issues during the cluster sharing meetings held. It was found that teachers have conducted subject-wise and class-wise projects and quiz activities, paper cutting and gardening for co-scholastic activities. The teachers assessed the performance of children in sports through

observation only, and that they are in need of specific methodology for assessing co-curricular activities. The teachers expressed that they found sufficient time for CCE activities and that resources were not sufficiently available in schools and there exists the need for greater support and orientation.

The documentary evidence like project work was examined by interacting with students at length. A child named Shamith interacted wonderfully depicting great leadership skills and understanding of the whole system of education and other domains. It was wonderful to see an articulating student exhibiting great maturity levels at a very young age. All students who interacted in the focus group discussion performed well with wonderful cognitive capacities. The credit goes to all teachers who have facilitated and encouraged them to such an extent. All the records of performance of students both individual and consolidation were available in school.

3. Name of the school

**Government Higher Primary School, Kallige, Netharakere, Bantwal Taluk,
Dakshina Kannada District**

Visit date: Afternoon of 18th June, 2014

1. About school

SI No.	Questions	Data
1	The year in which the school was established	1913
2	Location	Rural
3	No. of teachers working in the school	6 (no physical education teacher)

4	No. of students	97
6	Relationship between the Head teacher and the staff	Cordial
8	No. of classrooms	7 + HM Room + Staffroom
9	Resources available in the school	TV, radio,tape recorder, computers

2. About children

Sl No.	Questions	Data	Remarks
1	The No. of children in the last five years	Decreased	
2	Children in the school with different/special abilities? If yes, give details	1	A CWSN child participated in a state level competition
3	No. of children belonging to different categories	Muslim minority - 6	
4	Places where children come from	Interior villages	

3. About teachers

Most of the teachers were SSLC/PUC passed with TCH qualification. Teachers were not found to be involved in any professional development activities. The Head Teacher provides the required academic support and guidance.

4. About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Semi-literate
2	Do they provide any support to children at home? If yes, what kind of support?	Have access to TV, newspapers
3	Do the parents have any awareness about school related activities?	To some extent

4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Yes (Through the project work of children)
6	Are the parents happy about their child's performance and progress in learning?	Yes

5. About the supervisory staff

Sl. No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP – 8 times BRC – 2 times BEO – once ECO – 4 times
2	What did they do in the school during the visit	Classroom observation, record checking and administrative issues

With regard to CCE implementation, it was found that the school started implementation from the year 2013-14 for classes 6 and 7. The teachers have undergone training and said that training was effective as well as RP was competent. It was told by teachers that assessment of co-curricular activities were bit confusing and that all teachers are evaluating the physical education component as there is no PE teacher in the school. It was said that some of the issues which they came up during implementation was resolved during cluster sharing meetings and B.Ed trainees were also consulted for support. Teachers have carried out Subject wise and Class wise CCE related activities as well as art and craft activities. The school has not allotted separate period for CCE activity and also is managing with the resources available in school. The problem expressed in implementation of CCE was that of time constraints and lack of sufficient teachers. In general, teachers found that documentation is a burden and that they are trying their best including orienting the volunteer teacher.

Documentary evidence was found in the school.

4. Name of the school

Government High School, Kalmanja, Ujire, Belthangady Taluk, Dakshina Kannada District

Visit date: 19th June, 2014

1. About school

Sl No.	Questions	Data	Remarks
1	The year in which the school was established	29-09-2006	
2	Location	Village	
3	No. of teachers working in the school	HM + 6 teachers + a drawing teacher	
4	No. of students	117	
6	Relationship between the Head teacher and the staff	Cordial	HM – not vocal and proactive
7	Male/Female ratio of teachers	1:7	
8	No. of classrooms	3 classrooms, HM's room, staff room, laboratory and library.	
9	Resources available in the school	Audio visual equipments like radio, projector and 10 computers and all materials like science kit, math's kit, charts, globes, maps and dictionaries.	
10	Summary of achievements/accomplishments	SSLC result – 72% considered as the best High school in the taluk.	
11	Any specific constraints/impediments?		A compound wall required

2. About children

Sl No.	Questions	Data	Remarks
1	The No. of children in the last five years	Decreasing	
2	Children in the school with different/special abilities? If yes, give	1	Inclusiveness is not followed and

	details		teachers as well as HM are not sensitive to address the special child in the school who possesses very poor mental age.
3	No. of children belonging to different categories	All children are from the SC and ST (Koraga and Nalike are the tribes in dominant) background	

3. About teachers

Teachers are well qualified; some teachers even possess post-graduation degree.

4. About SDMC members/Parents

Parents and SDMC members are a mixed group of literate and illiterate persons. They have access only to television at home. They have some awareness about the school related activities and about the new assessment system through the project work given to the students.

5. About the supervisory staff

Sl No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	CRP – regularly visiting DIET faculty – once (OOSC survey) ECO – once	No supervision w.r.t CCE was carried out
2	What did they do in the school during the visit	Classroom observation,	

		record checking and administrative issues	
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With regard to the implementation of CCE, school has implemented the same in the year 2012-13 for classes 8th and 9th. One third of teachers of High school have undergone the training pertaining to CCE and they expressed that the training was effective with competent RPs. But, it was found that they had difficulties with respect to many contents of CCE and that they found that the syllabus was heavy and they were managing with whatever possible ways. It was found that there was no follow-up by the DIET in the implementation of CCE, and that the difficulties were resolved by contacting the RPs through telephones. Teachers expressed that the syllabus and textbooks were not in tune with CCE and that they have tried implementing CCE by carrying out craft, art, scrap book and project activities. With respect to co-scholastic areas, specific assessment is not carried out but children's performance in school cabinet and assembly were carried out. The last two periods on Saturday are specified for CCE activities and there is a need for more resources to carry out CCE activities in the classroom. The greater difficulty in the implementation of CCE, as expressed by teachers, was that of the large student strength in each class and the heavily loaded textbooks.

The classroom interaction in the school with a teacher demonstrating CCE implementation in a social scienc class through role play by students was wonderful. The role play pertained to the development of various civilizations since Stone Age. The students had beautifully internalized the whole concept and the same has been facilitated by the teacher with appropriate understanding of CCE.

The drawing teacher expressed that no training was conducted with respect to the assessment of children in drawing, though drawing is one of the main pedagogic processes which helps the development of various skills and cognition among children.

Documentary evidence was found in the school about the implementation of CCE.

5. Name of the school

**Government Higher Primary School, Halepet, Ujire, Belthangady Taluk, Dakshina
Kannada District**

Visit date: 19th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1979
2	Location	Town
3	No. of teachers working in the school	7 + HM + PE teacher
4	No. of students	244
5	How long have these teachers been working in this school?	4 teachers for more than 10 years and the other 4 for more than a year
6	Relationship between the Head teacher and the staff	
7	Male/Female ratio of teachers	1:8
8	No. of classrooms	16 Though there are a number of rooms available; library books were dumped in HM's room as the other rooms were being utilized for storing books supplied by the department.
9	Resources available in the school	Audio and visual equipment available. Projector and computers provided under CALC are not functional.



About children

Sl No.	Questions	Data
1	The No. of children in the last five years	On the decline
3	No. of children belonging to different categories	Muslim children and some children from SC, ST background



About teachers

Teachers are qualified but they find it difficult to implement CCE.

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	70% literate and 30% semi-literate,
2	Do they provide any support to children at home? If yes, what kind of support?	Access to TV
3	Do the parents have any awareness about school related activities?	To some extent
4	Are the SDMC members/parents regular in attending meetings?	To some extent
5	Do they know about the new assessment system i.e.CCE?	To some extent – through the project work of children
6	Are the parents happy about their child's performance and progress in learning?	To some extent

About the supervisory staff

Sl No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	CRP - more than 15 times BRP - 10 times BEO - 6 times DIET faculty - 7 times and DDPI – 2 times.	It appeared that just because the school is located in an accessible place and with good infrastructure the various administrative activities of the block including that of cluster level meeting and other programs are undertaken in the school and so more number of visits by officials.
2	What did they do in the school during the visit?	They visited for administrative purposes	

With regard to CCE implementation, it has been initiated in the year 2012-13 from classes 5th to 7th. Teachers expressed that the training was quite effective, but they found it a bit confusing with respect to PE, Craft and Arts as the evaluation procedure is not known. The same is still being addressed through experience sharing. It was learnt that DIET faculty have facilitated the teachers in resolving the hiccups.

While interacting with students, it was learnt that the teachers have given a variety of activities and initiated CCE in a big way, from providing project pertaining to rockets to the compilation of sports stars in a variety of sports. Enough evidence for CCE activities were found in the school. Physical Education teacher demonstrated some sports related activities by making children perform them and described the way in which sports was evaluated in a continuous mode. The teachers expressed that they required more resources and expected more number of orientations and discussions pertaining to CCE towards internalization.

Plenty of documentary evidence was found in the school pertaining to the implementation of CCE.

Gadag

1. Name of the school

Government Higher Primary School, Adavisomapura, Gadag taluk

Visit date: 17th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1909
2	Location	Village
3	No. of teachers working in the school	16
4	No. of students	435 (221 boys and 214 girls)
5	How long have these teachers been working in this school?	HM – more than 3 years, others from 16 to 2 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	1:15
8	No. of classrooms	14
9	Resources available in the school	Radio, computer, science kit, maths kit, dictionaries, flex boards, globe, map

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Increasing
2	Children in the school with different/special abilities? If yes, give details	Nil
3	No. of children belonging to different categories	SC: 67 ST: 42 Minority: 105

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	Graduates (BA) with B Ed/TCH
2	Training programmes and workshops they have attended in the last five years	Nali-kali, Rachana, CCE, etc.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Teachers' capacity building – mentoring and support from the supervisory staff	To some extent
5	How do teachers travel from their home to the workplace?	Bus and own vehicle
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	They feel it is a burden to maintain records

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Literate: 40% Semi-literate: 25% Illiterate:35% Have access to TV
2	Do they provide any support to children at home? If yes, what kind of support?	Not much of academic help
3	Do the parents have any awareness about school related activities?	To some extent
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Yes, training is given to the SDMCmembers
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: 4 BRP: 2
2	What did they do in the school during the visit	For record verification and classroom observation
3	Any other observations	Lack of coordination between the HM and teachers, less interaction among teachers

About CCE

Sl No.	Questions	Data
1	When was CCE implemented?	2012-13
2	In what classes CCE has been implemented?	All
3	Did the teachers attend any training on CCE?	Yes
4	How effective was the training?	Effective
5	Were the RPs competent?	Yes
6	What were the difficulties faced in implementing CCE initially?	Designing tasks and activities
7	How did they overcome these difficulties?	discussion
8	Were there any follow-up activities done by the BRCs/DIETs after the training?	Yes
9	Any instances of specific support from the BRC, DIET staff in implementing CCE?	Not much
10	Have the teachers conducted CCE related activities in the classes (e.g. debates, group discussions, role plays, experiments, project work, portfolios (krithi samputa), presentations, oral test, etc.)? Details to be given as follows: <ul style="list-style-type: none"> • Subject-wise • Class-wise 	Yes - story telling, project work, portfolios, models and charts are being used for all subjects

11	What Co-scholastic activities have been conducted in the school? (art, craft, theatre, etc.)	Not much
12	How did the teachers assess children's performance in Sports/games/music, etc?	Kho kho, Kabaddi, etc. but not much
13	Is there any specific time allotted for CCE activities?	Integrated
14	Are the resources available for the effective implementation of CCE? (e.g. library, books, computers, sports equipment, etc.)	Library and sports equipment
15	Are there any challenges/problems in implementing CCE?	Record maintenance is a burden

2. Name of the school

Government Higher Primary School, Sambhapura, Gadag taluk

Visit date: 17th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1935
2	Location	Village
3	No. of teachers working in the school	07
4	No. of students	165 (78 boys, 87 girls)
5	How long have these teachers been working in this school?	Almost more than 10 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	3:4
8	No. of classrooms	09
9	Resources available in the school	TV, radio, tape recorder, science kit, maths kit, globe, map, charts, dictionaries

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Sc – 44, ST – 21 Minority - 37
2	Children in the school with different/special abilities? If yes, give details	Nil
5	Places where children come from	Immediate neighbourhood

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	Graduates
2	Training programmes and workshops they have attended in the last five years	CCE, Nali kali, rachana, Action research, Kishori training, etc.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	
4	Teachers' capacity building – mentoring and support from the supervisory staff	Supervisory staff give useful suggestions
5	How do teachers travel from their home to the workplace?	By bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	To some extent
7	Do they get sufficient time to maintain records related to CCE?	To some extent

About SDMC members/Parents

SI No.	Questions	Data
1	Educational background of SDMC members/parents	Literate
2	Do they provide any support to children at home? If yes, what kind of support?	yes
3	Do the parents have any awareness about school related activities?	Yes
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Yes
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

SI No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP:15 BRP:08 BEO:03 DIET faculty:02 DDPI: 01
2	What did they do in the school during the visit	Classroom observation and checking records

About CCE

There is a cordial relationship between the HM and teachers which has enabled them to implement CCE successfully. Senior teachers take initiatives to ensure quality education in the school. Guidance and support is available to the newly recruited teachers. Parents are educated and take interest in school development activities.

Role play, debates, pick and speak activities, group activities, project work, story telling, experiments, chess, volley ball, throw ball, etc. have been conducted as part of CCE. Portfolios have been maintained.

3. Name of the school

Government High school, Gogeri, Rona taluk, Gadag

Visit date: 18th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	21.06.1996
2	Location	Village
3	No. of teachers working in the school	8
4	No. of students	195 (boys – 109, girls – 86)
5	How long have these teachers been working in this school?	More than 6 years, HM joined in 2012
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	4:3
8	No. of classrooms	03
9	Resources available in the school	TV, radio, dictionaries
10	Summary of achievements/accomplishments	State-level prizes in kho-kho almost every year, good achievement in javelin throw, running race. 100% result in SSLC.

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Slightly increased
2	Children in the school with different/special abilities? If yes, give details	
3	No. of children belonging to different categories	Sc –24 , ST – 12 Minority - 04
4	Family background of children	
5	Places where children come from	From a distance of 3 kms

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	All Graduates, 2 teachers post-graduates

2	Training programmes and workshops they have attended in the last five years	CCE, Nali kali, Rachana, Action research, Kishori training, etc.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Teachers' capacity building – mentoring and support from the supervisory staff	Not much
5	How do teachers travel from their home to the workplace?	By bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	Yes

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Literate
2	Do they provide any support to children at home? If yes, what kind of support?	Not much
3	Do the parents have any awareness about school related activities?	Yes – to some extent
4	Are the SDMC members/parents regular in attending meetings?	To a great extent
5	Do they know about the new assessment system i.e. CCE?	To some extent
6	Are the parents happy about their child's performance and progress in learning?	To some extent

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: no BRP: no BEO: 1, AEO - 4 DDPI: 1
2	What did they do in the school during the visit	checking records

About CCE

Sl	Questions	Data

No.		
1	When was CCE implemented?	2012-13
2	In what classes CCE has been implemented?	8 and 9
3	Did the teachers attend any training on CCE?	Yes - 3 days
4	How effective was the training?	Not effective
5	Were the RPs competent?	No (Primary level RPS conducted the CCE training for high school teachers)
6	What were the difficulties faced in implementing CCE initially?	No proper guidance
7	How did they overcome these difficulties?	Discussed with others
8	Were there any follow-up activities done by the BRCs/DIETs after the training?	
9	Any instances of specific support from the BRC, DIET staff in implementing CCE?	Not much
10	Have the teachers conducted CCE related activities in the classes (e.g. debates, group discussions, role plays, experiments, project work, portfolios (krithi samputa), presentations, oral test, etc.)? Details to be given as follows: <ul style="list-style-type: none"> • Subject-wise • Class-wise 	Yes but were not able to integrate CCE into classroom teaching and textbooks

11	What Co-scholastic activities have been conducted in the school? (art, craft, theatre, etc.)	Drawing
12	How did the teachers assess children's performance in Sports/games/music, etc?	No individual support
13	Is there any specific time allotted for CCE activities?	At the end of every lesson
14	Are the resources available for the effective implementation of CCE? (e.g. library, books, computers, sports equipment, etc.)	Resources available but teachers have no idea about exploiting them for CCE
15	Are there any challenges/problems in implementing CCE?	Effective training, designing of textbook-based tasks and activities, etc. are necessary.

In this high school, SSLC results are the main focus. Classroom processes are neglected. Learner-centred methods need to be adopted. Effective use of TLM and library books needs to be explored. Teachers need to understand the concept of bridge course properly and design appropriate activities to develop the basic concepts and skills among students. Students lack interaction and communication skills, learning has become monotonous and mechanical in nature. The head teacher needs to understand the concept and process of CCE.

High school teachers being trained by primary level RPs has not been well received by the target group.

4. Name of the school

Government Higher Primary School, Harlapura, Gadag

Visit date: 19th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	Not mentioned
2	Location	Village
3	No. of teachers working in the school	15
4	No. of students	426 (224 boys, 202 girls)
5	How long have these teachers been working in this school?	Almost more than 10 years
6	Relationship between the Head teacher and the staff	Highly cordial relationship
7	Male/Female ratio of teachers	5: 10
9	Resources available in the school	TV, radio, tape recorder, science kit, maths kit, globe, map, charts, dictionaries - All these are available, accessible to students and are made use of
10	Summary of achievements/accomplishments	Cooperation between HM and teachers – praiseworthy

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Increased
2	Places where children come from	Immediate neighbourhood

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	Graduates
2	Training programmes and workshops they have attended in the last five years	CCE, Nali kali, rachana, Action research, Kishori training, etc.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Teachers have worked as taluk and district resource persons
4	Teachers' capacity building – mentoring and support from the supervisory staff	Supervisory staff give useful suggestions
5	How do teachers travel from their home to the	By bus

	workplace?	
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	To some extent
7	Do they get sufficient time to maintain records related to CCE?	To some extent

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Mixed group of literate and illiterate people
2	Do they provide any support to children at home? If yes, what kind of support?	yes
3	Do the parents have any awareness about school related activities?	Yes – to a great extent
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Not much
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP:6 BRP:2 BEO:2 DIET faculty:1 DDPI: 2
2	What did they do in the school during the visit	Checked records – they pay more attention to records and admin aspects

About CCE

Sl	Questions	Data

No.		
1	When was CCE implemented?	2012-13
2	In what classes CCE has been implemented?	All the classes
3	Did the teachers attend any training on CCE?	5 day training on CCE
4	How effective was the training?	Effective
5	Were the RPs competent?	Yes, to a great extent
6	What were the difficulties faced in implementing CCE initially?	Confusion in the beginning
7	How did they overcome these difficulties?	Discussions, sharing and planning in groups
8	Were there any follow-up activities done by the BRCs/DIETs after the training?	Yes, frequent visits by the supervisory staff
9	Any instances of specific support from the BRC, DIET staff in implementing CCE?	Appreciated the successful implementation of CCE
10	<p>Have the teachers conducted CCE related activities in the classes (e.g. debates, group discussions, role plays, experiments, project work, portfolios (krithi samputa), presentations, oral test, etc.)? Details to be given as follows:</p> <ul style="list-style-type: none"> • Subject-wise • Class-wise 	<p>Yes, to the best possible extent. All records maintained very well. Students have been an active part of the classroom process.</p>
11	What Co-scholastic activities have been conducted in the school? (art, craft, theatre, etc.)	Yes
12	How did the teachers assess children's performance	Students' participation in

	in Sports/games/music, etc?	sports and games is encouraged
13	Is there any specific time allotted for CCE activities?	No, integrated into the classroom teaching-learning.
14	Are the resources available for the effective implementation of CCE? (e.g. library, books, computers, sports equipment, etc.)	Yes
15	Are there any challenges/problems in implementing CCE?	No

5. Name of the school

Government Higher Primary Kannada Girls' School, Shiggi, Gadag

Visit date: 20th June, 2014

About school

SI No.	Questions	Data
1	The year in which the school was established	1867
2	Location	Village
3	No. of teachers working in the school	08
4	No. of students	164
5	How long have these teachers been working in this school?	More than 4 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	5:3
8	No. of classrooms	07
9	Resources available in the school	Lack of resources
10	Summary of achievements/accomplishments	State-level achievement in Kho-Kho and Kabaddi
11	Any specific constraints/impediments?	Lack of guidance and support

About children

SI No.	Questions	Data
1	The No. of children in the last five years	Decreased
2	Children in the school with different/special abilities? If yes, give details	No
3	No. of children belonging to different categories	SC – 56, ST – 12, Minority – 16, others - 80

About teachers

SI No.	Questions	Data
1	Teachers' qualifications	PUC, TCH/D Ed/B A/B Ed
2	Training programmes and workshops they have attended in the last five years	Nail-Kali, CCE, Rachana, etc. - One of the teachers attended RIESI training in Bangalore
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	One of the teachers works as an RP for CCE trainings
4	Teachers' capacity building – mentoring and support from the supervisory staff	No
5	How do teachers travel from their home to the workplace?	Bus, auto, etc.
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	To some extent
7	Do they get sufficient time to maintain records related to CCE?	No

About SDMC members/Parents

SI No.	Questions	Data
1	Educational background of SDMC members/parents	Literate – 60%, semi-literate – 30%, illiterate – 10%
2	Do they provide any support to children at home? If yes, what kind of support?	50% of children support children in their homework
3	Do the parents have any awareness about school	To some extent

	related activities?	
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e. CCE?	To some extent
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP:3 BRP:5 BEO:3 DIET faculty:2
2	What did they do in the school during the visit	Classroom observation, record checking

About CCE

Sl No.	Questions	Data
1	When was CCE implemented?	2012-13
2	In what classes CCE has been implemented?	All the classes
3	Did the teachers attend any training on CCE?	Yes, Saadhana, Saadhana Pushti
4	How effective was the training?	Yes
5	Were the RPs competent?	Yes
6	What were the difficulties faced in implementing CCE initially?	Maintaining records, preparing TLM
7	How did they overcome these difficulties?	Prior planning

8	Were there any follow-up activities done by the BRCs/DIETs after the training?	Yes
9	Have the teachers conducted CCE related activities in the classes (e.g. debates, group discussions, role plays, experiments, project work, portfolios (krithi samputa), presentations, oral test, etc.)? Details to be given as follows: <ul style="list-style-type: none"> • Subject-wise • Class-wise 	Debates, group discussions, role plays, experiments, project work, etc.
10	What Co-scholastic activities have been conducted in the school? (art, craft, theatre, etc.)	Drawing
11	How did the teachers assess children's performance in Sports/games/music, etc?	Conducted a few items
12	Is there any specific time allotted for CCE activities?	No
13	Are the resources available for the effective implementation of CCE? (e.g. library, books, computers, sports equipment, etc.)	Yes

Kolar

1. Name of the school

Government Kannada Higher Primary School, Krishnagari, Kolar district

Visit date: 24th June, 2014

About school

SI No.	Questions	Data
1	The year in which the school was established	1977
2	Location	Village
3	No. of teachers working in the school	3 - One teacher has gone on loss of pay for pursuing B Ed
4	No. of students	76 children
5	How long have these teachers been working in this school?	HM – 1 month 10 days, 1 teacher – more than 11 years, another teacher – I year
6	Relationship between the Head teacher and the staff	cordial
7	Male/Female ratio of teachers	1:2
8	No. of classrooms	4 + office room

About children

SI No.	Questions	Data
1	The No. of children in the last five years	Decreased
2	Children in the school with different/special abilities? If yes, give details	1 boy and 1 girl in II std - Teachers are sensitive in handling them
3	No. of children belonging to different categories	Sc – 31 (Boys 20, girls 11),ST - Nil

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	40% literate, 60% illiterate Profession – stone-crushing
2	Do they provide any support to children at home? If yes, what kind of support?	To some extent
3	Do the parents have any awareness about school related activities?	No
4	Are the SDMC members/parents regular in attending meetings?	No
5	Do they know about the new assessment system i.e.CCE?	No
6	Are the parents happy about their child's performance and progress in learning?	to some extent

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP – visited many times Others – not visited
2	What did they do in the school during the visit	Checked records

About CCE

Regarding CCE, HM feels that maintenance of records is time consuming. There is also a shortage of teachers in the school. In spite of staff shortage, teachers have attended all the

training programmes. The only records that have been maintained are the unit test papers of the students.

The following activities have been conducted as part of CCE:

- Kannada – a drama was performed based on the lesson ‘Krishna Sudama’
- English – a drama was performed on 5th std lesson ‘Shabale’ - 12 children participated in the drama
- In Maths and science subjects, students made district level representations
- Co-curricular activities – students won many prizes in spelling games, quiz, toy making (1st in taluk level), yogasana, etc.
- Student portfolios have been maintained

Children of classes 5 and 6 can read English texts aloud.

The following are some good practices:

- Dictation is given to all children everyday
- Remedial teaching is carried out in the sixth period everyday

The constraints faced by the school are as follows:

- Electricity – there is no power supply from 9 to 6 pm
- Computers are available but not used properly

The following are some of the areas that need to be addressed:

- Classes 4 and 5 are combined. Class 4 children are poor in Maths. They take a long time to solve simple addition, multiplication, division problems (8x8, 12/6, 12 – 6, etc.).

- 5 out of 10 children cannot read anything in English. The others who can read (aloud) cannot identify meaningful chunks; they read word by word.
- Unit tests are still emphasized though CCE is in practice.

2. Name of the school

**Government Kannada Model Higher Primary School, Mallanayakanahalli,
Kolar.**

Visit date: 24th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1918
2	Location	Village
3	No. of teachers working in the school	7 – one is on deputation
4	No. of students	203
5	How long have these teachers been working in this school?	Teachers have been working for many years
6	Relationship between the Head teacher and the staff	Not at all cordial - HM – retired on 31 st March, Dept enquiry pending One of the teachers – not regular to school

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Decreased
2	Children in the school with different/special abilities? If yes, give details	Nil
3	No. of children belonging to different categories	Sc 100 (boys 55, girls 45), St – 9 (boys 5, girls – 4)
4	Family background of children	Children's first language - Telugu
5	Places where children come from	Immediate neighbourhood

About CCE

This school does not fulfill the requirements of CCE. The following are some of the findings of the project team:

- The only records maintained are the answer scripts of paper pencil tests and individual marks register.
- Portfolios have not been maintained
- There is no follow-up of children who are weak in learning
- The academic atmosphere of the school is not conducive to teaching/learning. There is no cordial relationship between the HM and the other teachers.
- Though teachers attended CCE training, they are reluctant to implement it in their classrooms.
- CRPs visited schools, gave suggestions regarding the implementation of CCE but teachers were reluctant to implement them
- Teachers have not seen the new textbooks of classes 1 and 2
- Students have not attempted any exercises in the Workbooks of classes 5 and 6
- Extra-curricular activities have not been conducted
- CRP feels that radical changes need to be brought about to make teachers more responsible to their profession and to improve the quality of education in the school
- Classes 4 and 5 are combined. There are no benches, no desks; children are sitting on the floor
- 4 out of 8 children cannot read anything in English; same number of children cannot write anything in English
- Children have no knowledge of capital and small letters

- Children are poor in multiplication, division and in solving other mathematical problems
- 11 out of 30 children in class 6 cannot read anything in English and 20 of them cannot write in English

The school needs quite a lot of attention, monitoring and supervision by the officials and the monitoring staff.

3. Name of the school

Government Model Higher Primary School, Vemagal, Kolar

Visit date: 25th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1915
2	Location	Rural
3	No. of teachers working in the school	09 English medium from Class VI (60 students have come from Private Eng medium to this school), No qualified teachers to teach in English medium. There is no music teacher. Teachers for Nali-Kali classes - not sufficient in number. A teacher has been relieved to pursue B Sc course
4	No. of students	413 (boys – 215, Girls – 198)

		7 th std, 74 students – only one section
5	How long have these teachers been working in this school?	More than 5 years
6	Relationship between the Head teacher and the staff	Very good
7	Male/Female ratio of teachers	Teachers – 8 + 1, 3 male, 6 female, 12 classrooms
8	No. of classrooms	12 classrooms – a separate computer room. There is a library but not in a separate room
9	Resources available in the school	Computers, Laptop, projector
10	Summary of achievements/accomplishments	Head master is taking a lead role in the school developmental activities, is able to mobilise public support to provide facilities such as drinking water, stage, buildings.
11	Any specific constraints/impediments?	Very small playground

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Increasing (2013 - 346, 2014 – 413)
2	Children in the school with different/special abilities? If yes, give details	1 - Nagaraj, 18 years old - class 7, has no doctor certificate
3	No. of children belonging to different categories	SC – 40 boys, 44 girls ST – 10 boys, 10 girls Minority – 12 boys, 5 girls Others – 153 boys, 139 girls
4	Family background of children	
5	Places where children come from	From a distance of up to 7 kms

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	P U C, D Ed + 4 teachers are

		graduates
2	Training programmes and workshops they have attended in the last five years	All trainings attended – nail kali, Rachana, CCE
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Teachers are interested but there is no guidance and there are no opportunities to participate in district or state-level seminars/conferences
4	How do teachers travel from their home to the workplace?	Bus, come from a distance of up to 16 kms
5	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	No, TLM preparation, CCE records, etc all done at home No CCE training provided for PE and drawing teachers
6	Do they get sufficient time to maintain records related to CCE?	No

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Literate
2	Do they provide any support to children at home? If yes, what kind of support?	Yes, check student's note books, answer scripts, etc.
3	Do the parents have any awareness about school related activities?	Yes
4	Are the SDMC members/parents regular in attending meetings?	Yes, all the 13 members attend meetings regularly
5	Do they know about the new assessment system i.e.CCE?	To some extent
6	Are the parents happy about their child's performance and progress in learning?	

About the supervisory staff

Sl No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	CRPs and BRPs visited	

2	What did they do in the school during the visit	Gathering statistical data	Do not provide academic guidance
3	Any other observations		

About CCE

CCE has been implemented effectively in this school.

- Observation of Maths class reveals that children have attained the learning objectives set for their level. They were able to do the Maths problems related to their class. In Maths, unit tests, home work, oral test and project work have been conducted as part of CCE. SA has been conducted as per the blue print. Children were able to perform well in assessment tasks because there is guidance and feedback provided by the teacher.
- CCE records are well maintained, children's portfolios are kept, answer papers have been valued and kept in the file. Portfolio system has been introduced in 2009-10 and continued till now.
- Subject-wise TLM has been prepared, CDs have been used on the laptop
- Science experiments have been conducted, Maths project, group work have been carried out, mono-acting, speech competitions were conducted in Kannada classes
- In English class, two to three students came forward to speak and introduced themselves
- Students are very poor in reading the English lesson aloud

4. Name of the school

Government Upgraded Higher Primary School, Gownipalli, Kolar

Visit date: 25th June, 2014

About school

The school is located in a village. It was established on 27.01.1880. There are 7 (including HM) teachers working in the school and 232 students studying. 41 of them are studying in 8th standard which is attached to the nearby High School. The headmaster and his colleagues seem to be in a cordial relationship. Resources such as radio, TV and computers are available. However, computers are not working and the headmaster does not seem to be aware of such problems. The HM is about to retire in a year and does not seem to show much interest in the development of the school.

Teachers are qualified (PUC + D Ed) and one of the teachers is a graduate. Six teachers attended *Saadhana* training but only one teacher attended *Saadhana Pushti* training. The number of children has decreased over the last five years. Children come from a distance of 3 to 4 kms.

Parents have no awareness about the activities that take place in school. They do not attend meetings regularly.

Only CRP visited the school a few times. CCE related documents were maintained. However, parents were not aware of children's portfolios, project work, etc. Children's learning levels are poor; they have not attained the set learning objectives. Teachers felt that CCE was a burden to them.

5. Name of the school:

Karnataka Maadari Hiriya Prathamika Shaale, Bangarapete, Kolar

Visit date: 26th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1848.
2	Location	Rural area
3	No. of teachers working in the school	14 + 1

4	No. of students	448
5	How long have these teachers been working in this school?	
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	3 male, 12 female
8	No. of classrooms	
9	Resources available in the school	Radio, tape recorder, science kit

About children

Sl No.	Questions	Data	Remarks
1	The No. of children in the last five years	Decreased	Reason cited: RTE 25% seats in private schools, children getting admissions in Kittur Rani Chennamma Shale, Maasti Venkatesh Iyengar Shale, Aadarsha Vidyalaya, etc.
2	Children in the school with different/special abilities? If yes, give details	Nil	
3	No. of children belonging to different categories	SC – 240, ST – 13, Others – 195	

About CCE

English class of Std VI was observed. The following are some of the observations:

- Mass reading of the lesson (word by word) was practised by the teacher.
- Children are not able to recognize and read words in English. They split words into letters.

- Most of the communication in an English class takes place in Kannada. Explanation of the lesson was given in Kannada (sentence by sentence). Light house has been translated into Kannada as ‘Belakina mane’.
- Class VI children can’t write simple sentences in English. Most of them mix small and capital letters when they write.
- They are not able to read sentences in Kannada. The reason for this could be that their mother tongue is either Telugu, Tamil or Urdu.
- Most of the teachers conduct unit tests as part of CCE.
- Records have been maintained including child’s portfolio but there is no progress in children’s learning.
- There are adequate number of teachers but teacher effort and commitment is minimal.

6. Name of the school

Government H P S, Soregowdana Kote, Bangarapete, Kolar

Visit date: 26th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1939
2	Location	Village
3	No. of teachers working in the school	4+1
4	No. of students	58
5	How long have these teachers been working in this school?	More than 7 years
6	Relationship between the Head teacher and the staff	Good
7	Male/Female ratio of teachers	
8	No. of classrooms	Classrooms are not adequate
9	Resources available in the school	4 computers, radio Science and Maths kits, library books,

		globe, maps, etc.
10	Summary of achievements/accomplishments	.
11	Any specific constraints/impediments?	

About children

Sl No.	Questions	Data	Remarks
1	The No. of children in the last five years	Decreased	
2	Children in the school with different/special abilities? If yes, give details		
3	No. of children belonging to different categories		Girl children are more in number. Boys are sent to private English medium schools
4	Family background of children		
5	Places where children come from	0.5 km distance	

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	PUC, D Ed
2	Training programmes and workshops they have attended in the last five years	CCE and cluster level meetings attended
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	
4	Teachers' capacity building – mentoring and support from the supervisory staff	
5	How do teachers travel from their home to the workplace?	On foot.
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	
7	Do they get sufficient time to maintain records related to CCE?	

About CCE

Teachers have maintained all the necessary documents pertaining to CCE. Maths class was observed and the following are a few observations:

- Maths lesson of class VII was observed. Class VI and Class VII were clubbed and there were 15 students altogether. Children have understood the main concepts such as Bhinna raashi – sama, vishama, mishra bhinnaraashi in Maths
- It was a good, activity-oriented class. Concepts were clear to the students. Learning objectives specified –for the classes have been achieved (children were able to solve important arithmetic problems, were able to draw right angle diagram, show 45 degree, use scales and draw maths diagrams, were able to narrate stories in Kannada. A few of them were able to speak on the given topics although their speech was not coherent. Some of them cannot read fluently. They split words into letters and read the text.
- Teachers seem to be committed, hard working and motivated. HM is new to school, has rich experience of working as a CRP. She helps weak students by making small groups, paying individual attention and by providing additional support.

Raichur

1. Name of the school

Government Primary School, Devinagar, Raichur

Visit date: 24th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1996
2	Location	City
3	No. of teachers working in the school	9

4	No. of students	222
5	How long have these teachers been working in this school?	Except 2 teachers, most of them are new to the school – have joined in 2011, 2012
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	3:6
8	No. of classrooms	7
9	Resources available in the school	Rradio, tape recorder, science kit, maths kit, globe, map, charts, dictionaries
10	Summary of achievements/accomplishments	Though the school is located in a slum area, CCE has been implemented effectively. All the CCE records have been maintained diligently.
11	Any specific constraints/impediments?	

About children

SI No.	Questions	Data
1	The No. of children in the last five years	Increased
2	Children in the school with different/special abilities? If yes, give details	5
3	No. of children belonging to different categories	SC:208 ST: 3
4	Family background of children	Parents - illiterate
5	Places where children come from	Immediate neighbourhood

About teachers

SI No.	Questions	Data
1	Teachers' qualifications	PUC, TCH + BA, B Ed
2	Training programmes and workshops they have	CCE, Nali kali,

	attended in the last five years	rachana, Chaitanya, RTE, NCF, etc.
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Teachers' capacity building – mentoring and support from the supervisory staff	Supervisory staff give useful suggestions
5	How do teachers travel from their home to the workplace?	By bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	No

About SDMC members/Parents

SI No.	Questions	Data
1	Educational background of SDMC members/parents	SSLC/PUC
2	Do they provide any support to children at home? If yes, what kind of support?	Yes
3	Do the parents have any awareness about school related activities?	To some extent
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Yes
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

SI No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: 4 BRP: 6 BEO: 2 ECO: 5	
2	What did they do in the school during the visit	Classroom observation and checking records	

About CCE

Teachers have attended CCE Trainings and are implementing CCE in all the classes. Activities such as debates, discussions, role plays, project work, experiments, presentations, oral test, etc. have been conducted subject-wise for assessment purposes. Art and craft activities, sports and games have also been conducted to assess students' performance in co-scholastic areas. Student portfolios have been maintained in all the classes. Though CCE has been implemented effectively, teachers seem to find it difficult to maintain records.

2. Name of the school

Government Urdu Higher Primary School, Nagar Mudgal, Lingsugur, Raichur

Visit date: 25th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	
2	Location	Town
3	No. of teachers working in the school	4
4	No. of students	
5	How long have these teachers been working in this school?	2 to 3 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	2:2
8	No. of classrooms	3
9	Resources available in the school	Radio, science and maths kits, charts, maps, globes, dictionaries
10	Summary of achievements/accomplishments	.

11	Any specific constraints/impediments?	
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About children

SI No.	Questions	Data
1	The No. of children in the last five years	Remained stable
2	Children in the school with different/special abilities? If yes, give details	No
3	No. of children belonging to different categories	
4	Family background of children	
5	Places where children come from	

About teachers

SI No.	Questions	Data
1	Teachers' qualifications	PUC, D Ed
2	Training programmes and workshops they have attended in the last five years	Nali-Kali and CCE
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	No
4	Teachers' capacity building – mentoring and support from the supervisory staff	
5	How do teachers travel from their home to the workplace?	On foot
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	To some extent

About SDMC members/Parents

SI No.	Questions	Data
1	Educational background of SDMC members/parents	Mixed group
2	Do they provide any support to children at home? If yes, what kind of support?	To some extent

3	Do the parents have any awareness about school related activities?	To some extent
4	Are the SDMC members/parents regular in attending meetings?	No
5	Do they know about the new assessment system i.e.CCE?	No
6	Are the parents happy about their child's performance and progress in learning?	Yes

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: 8 BRP: 1
2	What did they do in the school during the visit	Classroom observation and checking records
3	Any other observations	

About CCE

Though CCE has been implemented in this school, teachers find it difficult to maintain records. They are also of the opinion that the CCE training was not effective. Teachers find it difficult to conduct various activities for CCE and assess students' performance in co-scholastic areas owing to lack of sufficient number of teachers.

3. Name of the school

Government Higher Primary School, Ramathnal, Lingasur, Raichur

Visit date: 25th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1958
2	Location	Village
3	No. of teachers working in the school	7
4	No. of students	
5	How long have these teachers been working in this school?	More than 6 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	4:3
8	No. of classrooms	6
9	Resources available in the school	Radio, science and maths kits, charts, maps, globes, dictionaries

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Increased
2	Children in the school with different/special abilities? If yes, give details	SC – 23, ST - 10
3	Family background of children	Parents -illiterate
4	Places where children come from	

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	PUC, D Ed
2	Training programmes and workshops they have attended in the last five years	CCE, Rachana, nail-kali, subject-based trainings, BC trainings
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Do they get sufficient time to maintain records related to CCE?	To some extent

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP – 8 BRP - 3
2	What did they do in the school during the visit	Classroom observation and checking records

About CCE

CCE has not been effectively implemented in this school. The school is located in a backward area. Teachers do not seem to have understood the concept of CCE well. Though various activities have been conducted, learning levels of the students are very poor. Records maintained do not reflect students' progress in learning. Teachers seem to lack academic guidance and support in enhancing their professional skills.

4. Name of the school

**Government Higher Primary School, Venkatarayanapete, Mudagal, Lingasugur,
Raichur**

Visit date: 26th June, 2014

About school

Sl No.	Questions	Data
---------------	------------------	-------------

1	The year in which the school was established	1961
2	Location	Town
3	No. of teachers working in the school	9
5	How long have these teachers been working in this school?	More than 10 years - Out of 9, 3 teachers joined in 2014.
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	4:5
8	No. of classrooms	10
9	Resources available in the school	Radio, tape recorder, science and maths kits, charts, maps, globes, dictionaries
10	Summary of achievements/accomplishments	.
11	Any specific constraints/impediments?	

About children

Sl No.	Questions	Data
1	The No. of children in the last five years	Decreased
2	Children in the school with different/special abilities? If yes, give details	No
3	No. of children belonging to different categories	Sc – 150, Minority - 34
4	Family background of children	
5	Places where children come from	

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	SSLC, TCH/ PUC, TCH
2	Training programmes and workshops they have attended in the last five years	Nail-kali, CCE, BC
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Teachers' capacity building – mentoring and	Nil

	support from the supervisory staff	
5	How do teachers travel from their home to the workplace?	On foot
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	Yes

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	illiterate
2	Do they provide any support to children at home? If yes, what kind of support?	TV available
3	Do the parents have any awareness about school related activities?	To some extent
4	Are the SDMC members/parents regular in attending meetings?	To some extent
5	Do they know about the new assessment system i.e.CCE?	To some extent
6	Are the parents happy about their child's performance and progress in learning?	To some extent

About CCE

Teachers have not implemented CCE effectively. The reason cited by them was lack of sufficient time for conducting activities. The available resources have not been utilized to the full extent. Student portfolios have not been maintained in any of the classes. Teachers are of the opinion that more guidance is required for implementing CCE successfully.

5. Name of the school:

Government Higher Primary School, Hashmiya, Raichur

Visit date: 27th June, 2014

About school

Sl No.	Questions	Data
1	The year in which the school was established	1902
2	Location	Town
3	No. of teachers working in the school	6
4	No. of students	68
5	How long have these teachers been working in this school?	More than 15 years
6	Relationship between the Head teacher and the staff	Cordial
7	Male/Female ratio of teachers	2:4
8	No. of classrooms	5
9	Resources available in the school	Radio, tape recorder, DVD player, science and maths kits, dictionaries
10	Summary of achievements/accomplishments	.
11	Any specific constraints/impediments?	

About children

The number of children in the last five years is increasing.

About teachers

Sl No.	Questions	Data
1	Teachers' qualifications	SSLC, TCH
2	Training programmes and workshops they have attended in the last five years	Nali-kali, CCE, BC
3	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in	Nil
4	Teachers' capacity building – mentoring and support from the supervisory staff	Nil
5	How do teachers travel from their home to the workplace?	By bus
6	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes
7	Do they get sufficient time to maintain records related to CCE?	Yes

About SDMC members/Parents

Sl No.	Questions	Data
1	Educational background of SDMC members/parents	Semi-literate
2	Do they provide any support to children at home? If yes, what kind of support?	
3	Do the parents have any awareness about school related activities?	Yes
4	Are the SDMC members/parents regular in attending meetings?	Yes
5	Do they know about the new assessment system i.e.CCE?	Yes
6	Are the parents happy about their child's performance and progress in learning?	To some extent

About the supervisory staff

Sl No.	Questions	Data
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: 5 BRP: 2 BEO: 2DDPI: 1 DIET faculty: 1

About CCE

CCE has been implemented in all the classes. Various resources have been used, activities such as debates, group discussions, speech competitions, project work, etc. have been conducted and necessary records have been maintained as part of CCE.



A teacher explaining how she has integrated CCE into her teaching



A Head teacher interacting with the research team during case study



A school selected for case study in Kolar

ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಕನ್ನಡ ಸಂಘ ಮಕ್ಕಳ ಶಾಲೆ ಸಂಖ್ಯೆ 18
 ಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿಯರ ಮಾಹಿತಿ, DISE CODE No. 29030103501

ಕ್ರ. ಸಂ.	ಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿ ಹೆಸರು	ಪುಸ್ತಕ	ಜಿಲ್ಲಾ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ	ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ	ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ	ಸಂರಕ್ಷಣೆ	ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ	ಕಠಿ
1	ಶ್ರೀ Y.M. ಕಟ್ಟು	ಪುಸ್ತಕ	12-7-1985	PUC T.C.H	12-7-1985	10-5-2012	ಬೀದಿ	6 ವೇ
2	ಶ್ರೀಮತಿ D.H. ಸುಬ್ಬಣ್ಣ	ಸ.ಶಿ	12-11-1985	PUC T.C.H	12-11-1985	10-5-2012	ಗರಗ	6 ವೇ
3	ಶ್ರೀಮತಿ M.B. ಅಬ್ಬಣ್ಣ	ಸ.ಶಿ	22-7-1986	PUC T.C.H	22-7-1986	10-5-2012	ಸರ್ಕೇಲ್ಲ	6 ವೇ
4	ಶ್ರೀ L.H. ಮಿಲ್ಲಣ್ಣ	ಸ.ಶಿ	1-1-1977	B.A T.C.H	1-1-1977	10-5-2012	ಕೆನಗ	7 ವೇ
5	ಶ್ರೀಮತಿ V.B. ಕೆಂಪೆ	ಸ.ಶಿ	22-7-1976	PUC T.C.H	22-7-1976	10-5-2012	ಕೆನಗ	6 ವೇ

Data about school displayed

ಸರ್ಕಾರಿ ಕನ್ನಡ ಮಾದರಿ ಬರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ, ಎಂ.ಎಸ್.ಹೆಚ್.ಕೆ.
20 - ನೇ ಸಾಲಿನ ದಾಖಲಾತಿ-ಹಾಜಿರಾತಿ ವಿವರ.

ಕ್ರ. ಸಂ.	ಕೆಲಸಗಳು	ಒಟ್ಟು	ಪ್ರಾಜೆಂಟ್	ಫ. ಜಾ.	ಫ. ವೆ.	ಇತರೆ	ಪ್ರಾ.
1	1ನೇ ಕೆಲಸ	2	4	6	-	3	3
2	2ನೇ ಕೆಲಸ	4	3	7	4	1	5
3	3ನೇ ಕೆಲಸ	12	4	16	9	3	12
4	4ನೇ ಕೆಲಸ	4	2	6	2	-	8
5	5ನೇ ಕೆಲಸ	4	5	9	2	4	6
6	6ನೇ ಕೆಲಸ 'ಎ'	21	26	47	9	11	20
7	6ನೇ ಕೆಲಸ 'ಬಿ'	-	-	-	-	-	-
8	7ನೇ ಕೆಲಸ 'ಎ'	27	18	45	12	9	21
9	7ನೇ ಕೆಲಸ 'ಬಿ'	35	31	67	17	14	31
10	ಒಟ್ಟು	100	100	200	55	45	100

+ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು

Children's data



A child writing on the board during school visit for case study

CHAPTER 7

Discussion

The interviews with teachers during the case studies revealed that the training programmes conducted at the BRCs were not effective. These training programmes fail to fulfill the

specific training requirements of school teachers. Also, supervisory staff 's visit to schools is not serving the purpose. BRPs, CRPs and other supervisory staff are only checking records and handling administrative issues during their school visits. Onsite support to teachers in schools is, by and large, absent. BRPS and CRPs are not trained in giving feedback to teachers on their teaching skills and in giving feedback to children on their learning.

The case studies helped in understanding the special characteristics of schools where CCE has been implemented effectively. The following are some of the qualities the research team has observed in such schools:

- Head teacher s are motivated
- Head teachers act like leaders, show personal interest in the development of the school, involve teachers in school related activities, delegate responsibilities to their colleagues.
- Teachers too show personal interest, involvement in developing the learning skills among children.
- Teachers work as a team, spend quality time with their students.
- Teachers are always engaged in classroom activities
- Teachers and their students use the available facilities to the optimum extent possible.
- Teachers pay more attention to students' learning and towards achieving the learning objectives set for the class.
- Parents have greater awareness about the activities that take place at the school.

The case studies also helped in understanding the features of schools where CCE has not been implemented effectively. The following are some of the qualities the research team has observed in such schools:

- Teachers do not pay individual attention to students

- The available facilities such as computers, radio, and other equipment are not used properly.
- There is no coordination between the Head Teacher and the other teachers
- The Head Teacher is not aware of the school/teacher related problems such as computers and UPS not being functional. Even if they are aware of the problems, Head teachers do not show interest in repairing the equipment.
- Head teachers are about to retire. They are old fashioned in their functioning – authoritative, not friendly with colleagues, lack school management skills.
- In such schools, teaching is a routine, mechanical job for teachers. They teach to the mass, don't pay individual attention, are least bothered about parental involvement
- There is no cordial relationship between the head teacher and his/her colleagues.
- Teachers have a negative attitude towards their profession. They complain about lack of facilities, lack of resources, lack of teachers, student strength and feel that CCE is a burden.

The case studies reveal that CCE related documents such as child profiles, portfolios, marks registers, etc. may be very well maintained in the schools but these records may not match with the learning levels of the students. Students might have received good grades/marks as shown in the records but may not have achieved the learning objectives set for the level. Classroom processes may still be teacher-dominated, test-oriented and may not reflect the core principles of NCF-2005, constructivism and that of CCE.

It should also be noted that the formative assessment data is not being used to support those students who are weak in learning. Follow-up activities such as remedial teaching, additional tasks/activities, extra support using various resources are not available for such students.

It is to be emphasized in this report that the blue print for summative assessment has not changed even though CCE is in practice. As a result, the question paper for SA resembles the same old pattern and most of the questions are memory-based. Rote learning is still encouraged in many schools. 'Recall' type of questions are greatly found in the SA question papers. Questions that assess the application of skills, knowledge and understanding are largely missing in the test papers. The higher order thinking skills (HOTS) namely *understanding, applying, analyzing, evaluating* and *creating*, as spelt out in the revised Bloom's taxonomy, are not assessed in the quizzes, tests and examinations.

Portfolios maintained in schools are just a compilation of assignments, drawings, quiz papers, answer scripts, project works, etc. They do not reflect children's progress in learning over a period of time. Self-reflective pieces which are a necessary component of portfolios are not included in any of the portfolios. Students are not aware of the benefits of evolving portfolios. Teachers' feedback on students' works, their efforts are not found in these portfolios. Portfolios are maintained without understanding the purposes for which they are meant. Children's portfolios serve as just records and are not considered for formative assessment purposes.

CHAPTER 8

Overall Discussion, Conclusion and Recommendations

The project team observed that teachers pay excessive attention to assessment, tools and techniques of assessment, etc. at the expense of the learning of concepts, content and skills by the children.

When scheduling assessment tasks teachers need to be aware of the stage and rate of development of students. There must be adequate time for students to learn sufficient subject content, so that assessment of understanding and application is grounded in that knowledge.

The following recommendations are made for the successful implementation of CCE in the government elementary and high schools of Karnataka:

- i. In addition to the local language, the training packages (modules) should be developed in English also as there are many English-medium government schools in the state where all the subjects are taught through English.
- ii. Some criteria/worksheets/exercises/activities for assessing the learning outcome at the end of each session or at the end of the training package should be included in the training manual.
- iii. Input on implementation of CCE in the case of children with learning disabilities should be included in the training manual.
- iv. Some input for trainers who will cascade the training packages at the district and block levels may be added to the training manual.. The input could be on training strategies and techniques, trainer skills, handling difficult situations, etc.
- v. Time schedule indicating the time available for various content subjects may be included in the manual.
- vi. It is important and necessary to consult experts in the field and invite them to conduct workshops before any training module is prepared. The members in the module preparation team need to have conceptual clarity and complete understanding of assessment procedures, formative and summative assessments and the tools and techniques to be used for the purpose.

- vii. As documentation was felt to be a major burden for teachers in all the four districts, technology should be made use of for documenting and consolidating CCE records. For example, a mobile phone, with a memory card, can be very well used for audio recording children's oral performances such as speeches, interviews, debates, discussions, role plays, story narration, etc.
- viii. Progress cards should be supplied to schools in time.
- ix. Softwares may be developed to consolidate the marks and grades of children and online mechanisms can be explored for sharing children's learning, teacher's feedback and progress cards.
- x. The question papers for summative assessments must be redesigned keeping the principles of CCE in mind. Higher order skills, as per Bloom's revised taxonomy, should be assessed in summative tests.
- xi. There should be one teacher per class in Lower Primary school (LPS) as per RTE norms
- xii. Teacher - pupil ratio has to be maintained as per RTE norms
- xiii. Schools should have required facilities/infrastructure to conduct CCE in co-scholastic areas.
- xiv. CRPs/BRPs may be given further orientation in specific subjects, facilitating classroom processes, monitoring CCE implementation and classroom observations
- xv. Awareness must be created among parents about the various activities conducted in schools for teaching, learning and assessment purposes. The benefits of creating children's portfolios should be discussed with the parents.
- xvi. Using primary level RPs for training high school teachers should be avoided
- xvii. Subject teachers should be appointed for Higher Primary schools (HPS)
- xviii. Textbooks must be in tune with the principles and practices of CCE

xix. Reflective teacher training model should be adopted

In sum, it is crucial for teachers to understand the differences between FA and SA i.e. assessment *for* learning and assessment *of* learning. Teachers need to develop their own competencies in assessment methods and in designing tasks and activities for assessment purposes.

Also, it is important to develop a robust monitoring system for the effective implementation of CCE in schools. CRPs, BRPs and other monitoring and supervisory staff need to have a greater, clear and complete understanding of CCE.

A rich dialogue between policy makers, monitoring and supervisory staff and practicing teachers is required to ensure the effective implementation of CCE. Opportunities for professional development, in-service training and guidance via the production of exemplar materials and handbooks become vital in the successful adoption of CCE. Educational reforms which call for new pedagogies, new assessment methods, the incorporation of ICT into the educational system for the effective implementation of CCE and the maintenance of records are possible only by an unwavering commitment to the empowerment programmes for teachers.

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ANNEXURES



Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru – 560 056

Questionnaire for the Case Study

“Problems and Concerns in the Implementation of CCE in the Govt. schools of Karnataka’

Dear colleagues

11 June 2014

As part of the SSA sponsored research project on ‘The Problems and Concerns in the Implementation of Continuous and Comprehensive Evaluation (CCE) in the Government Schools of Karnataka’, we, at the Regional Institute of English South India, Bangalore are visiting a few schools to conduct case studies. The purpose of the case study is to conduct an in-depth analysis of the factors that contribute to the effective implementation of CCE in the schools identified. This case study will help us identify the variables that affect the extent to which CCE has been effectively implemented in these schools.

We will appreciate if you provide data related to the points given below:

Part A: General Information

Name of the school:

Full address:

Contact number:

Part B

About school

Sl No.	Questions	Data	Remarks
1	When was the school established		
2	Location	City/town/village	
3	No. of teachers working in the school		
4	How long have these teachers been working in this school?		
5	Relationship between the Head teacher and the staff	Cordial/not so cordial	
6	Male/Female ratio of teachers		
7	No. of classrooms		
8	Resources available in the school	Audio-visual aids: TV/radio/tape recorder/DVD player/computer projector Other resources: Science kit/mathematics kit/charts/globes/maps/dictionaries Any other:	
9	Summary of achievements/accomplishments		
10	Any specific constraints/impediments?		

6. About children

Sl No.	Questions	Data	Remarks
1	Has the No. of children in the last five years increased/decreased?		
2	Are there any children in the school with different/special abilities? If yes, give details		
3	No. of children belonging to different categories	SC: ST: Minority background:	
4	Family background of children	Parents: literate/illiterate/semi-literate Resources like TV, newspapers, books, etc.: available/not available	
5	Places where children are coming from	Immediate neighbourhood/interior or remote place	

7. About teachers

Sl No.	Questions	Data	Remarks
1	Teachers' qualifications		
2	Total No. of years in service		
3	Training programmes and workshops they have attended in the last five years		
4	Other professional development activities (English clubs, professional associations, members of textbook or other committees/R Ps, etc.) they have been engaged in		
5	Teachers' capacity building – mentoring and support from the supervisory staff	Yes/To some extent/No	
6	How do teachers travel from their home to the workplace?		
7	Do teachers get adequate time to prepare for classes, design activities, prepare TLM?	Yes/No/To some extent	
8	Do they get sufficient time to maintain records related to CCE?	Yes/No/To some extent	

8. About SDMC members/Parents

Sl No.	Questions	Data	Remarks
1	Educational background of SDMC members/parents	Graduates/ PU or SSLC	

		pass/Literate/illiterate	
2	Do they provide any support to children at home? If yes, what kind of support?	Yes/No	
3	Do the parents have any awareness about school related activities?	Yes/No/to some extent	
4	Are the SDMC members/parents regular in attending meetings?	Yes/No	
5	Do they know about the new assessment system i.e.CCE?	Yes/No	
6	Are the parents happy about their child's performance and progress in learning?	Yes/No/To some extent	

9. About the supervisory staff

Sl No.	Questions	Data	Remarks
1	How many times did the supervisory staff visit the school in the last academic year?	CRP: BRP:	

		BEO: DIET faculty: Other officials:	
2	What did they do in the school during the visit	Classroom observation/Record checking/ handled only administrative issues	
3	Any other observations		

Part C: About the Implementation of CCE

Sl No.	Questions	Data	Remarks
1	When was CCE implemented?		
2	In what classes CCE has been implemented?		
3	Did the teachers attend any training on CCE?	Yes/No	

4	How effective was the training?	Effective/not effective	
5	Were the RPs competent?	Yes/No	
6	What were the difficulties faced in implementing CCE initially?		
7	How did they overcome these difficulties?		
8	Were there any follow-up activities done by the BRCs/DIETs after the training?		
9	Any instances of specific support from the BRC, DIET staff in implementing CCE?		
10	<p>Have the teachers conducted CCE related activities in the classes (e.g. debates, group discussions, role plays, experiments, project work, portfolios (krithi samputa), presentations, oral test, etc.)? Details to be given as follows:</p> <ul style="list-style-type: none"> • Subject-wise • Class-wise 		
11	What Co-scholastic activities have been conducted in the school? (art, craft, theatre, etc.)		
12	How did the teachers assess children's performance in		

	Sports/games/music, etc?		
13	Is there any specific time allotted for CCE activities?		
14	Are the resources available for the effective implementation of CCE? (e.g. library, books, computers, sports equipment, etc.)		
15	Are there any challenges/problems in implementing CCE?		

Annexure 4

Regional Institute of English, South India

Jnanabharathi Campus, Bangalore 560 056

ಅವಕಾಶಗಳನ್ನು ಸೃಷ್ಟಿಸುವುದು (ಇಂಟಿಗ್ರೇಟೆಡ್ ಅಭಿವೃದ್ಧಿ)

ಉದ್ದೇಶ :

ವಿಷಯ :

- 1) ಇಂಟಿಗ್ರೇಟೆಡ್ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಯಡಿ ಅನುಷ್ಠಾನಗೊಳ್ಳುವಂತಹ ವಿವಿಧ ಅಭಿವೃದ್ಧಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಆಯ್ಕೆಮಾಡಿ ಅವುಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವುದು.

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°ËzÄÄ E®è

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«ÃQë ,ÄÄvÁÛgÉ

°ËzÄÄ E®è ,Àé®ªªÄÄnÖUÉ

4) ««zsÀ PÉÀèÃvÀæUÀ¼À°è £Á£ÄÄ ,Áçü¹zÀ ¥ÀæUÀwªÄÄvÄÄÛ £À£Àß
zË§ð®ªªÄÄß ºPÀèPÀgÄÄ £À£ÀUÉ w½°ÉÃ¼ÄÄvÁÛgÉ.

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5) £Á£ÄÄ PÀ°PÉAiÄÄ°è ¥ÀæUÀwAiÄÄ£ÄÄß vÉÆÃj ,ÀçzÀÝ°è ºPÀèPÀgÄÄ
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PÀ°à_ÀÄvÁÛgÉ.

«ªÀgÀuÉ:

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6) QæÃqÉ, _ÀAVÃvÀ, DmÉÆÃlªÀÄÄAvÁzÀ ZÀlªÀÀnPÉUÀ¼À°è £À£Àß
„sÁUàà»_ÀÄ«PÉAiÀÄ£ÀÄßªÀiË®ªÀiÁ¥À£ÀªÀiÁqÀ- ÁUÀÄvÀÛzÉ.

°ËzÀÄ E®è _À ªÀÄÄnÖUÉ

7) £À£Àß PÀ°PÉAiÀÄ£ÀÄß µgÀAvÀgÀªÁVªÀiË®ªÀiÁ¥À£ÀªÀiÁqÀ- ÁUÀÄwÛzÉ.

°ËzÀÄ E®è _Àé®ªÀÄÄnÖUÉ

«ªÀgÀuÉ:

-

8) ‘µgÀAvÀgÀªÀÄÄvÀÄÛªÀÁ¥ÀPÀªÀiË®ªÀiÁ¥À£À’ çAzÁV £À£Àß
DvÀä«±Áé_À°ÉaÑzÉ.

°ËzÄÄ

E@è

,Àé@a^ÄÄnÖUÉ



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore 560 056

°ÉÄÄ°éZÁgÀPÀjUÉ ¥Àæ±ÁßªÀ½

!æAiÀÄgÉ,

£ÀªÄÄä ,ÀA,ÉÜAiÀÄÄ PÀ£ÁðIPÀzÀ°è£À J-Áè ,ÀPÁðj ¥ÁæxÀ«ÄPÀ °ÁUÀÆ ¥ÈæqsÀ±Á-Á ²PÀëtZÀ°è C¼ÀªÀr¹gÀÄªÀ «ögÀAvÀgÀ °ÁUÀÆ ªÁÀ¥ÀPÀ’ ªÀiÈ®ªÀiÁ¥À£À’ PÄÄjvÀÄ CzsÀªAiÀÄ£ÀªÀ£ÄÄß PÉÈUÉÆArzÉ. ,ÀªÀð²PÀët CöüAiÀiÁ£ÀzÀ (SSA) C£ÄÄzÁ£ÀzÀ°è £ÀqÉAiÀÄÄªÀ F CzsÀªAiÀÄ£ÀzÀ ªÄÄRª GzÉÝÄ±À ¥ÀoÀª °ÁUÀÆ ¥ÀoÉªÄvÀgÀ «µÀAiÀÄUÀ¼À°è CCE C£ÄÄß °ÉÄUÉ C£ÄÄµÁ×£À ªÀiÁqÀ-ÁVzÉ JAzÄÄ w½AiÀÄªªÀÄzÁVzÉ. F DzsÀªAiÀÄ£À ¥ÀæªÄÄRªÁV, CCE C£ÄÄµÁ×£ÀzÀ-ÁèUÀªªÀ vÉÆAzÀgÉUÀ¼ÀÄ °ÁUÀÆ PÀ¼ÀfUÀ¼À ªÉÄÄ-É °É¼ÀPÀÄ ZÉ®ÄèvÀÛzÉ.

F ªÄÄÆ®PÀ vÀªÉÄªèg®Æèè «£ÀAw¹PÉÆ¼ÄÄªªÀzÉÄ£ÉAzÀgÉ, PÉÆnÖgÄªªÀ ¥Àæ±ÉÆßvÀÛgÀUÀ½UÉ ,ÀÆPÀÛªzÀ °ÁUÀÆ ,ÀjAiÀiÁzÀ GvÀÛgÀªÀ£ÄÄß DAIÉÄÏ ªÀiÁr, CUÀvÀª«zÁÝ°è ¥ÀÆgÀPÀ zÁR-ÉUÀ¼À£ÄÄß/,Àª¶×ÁPÀgÀªªÀ£ÄÄß ðÄr, F CzÀªAiÀÄ£ÀªÀ£ÄÄß AiÀÄ±À¹éUÉÆ½¹. ðªÄÄª °É,ÀgÀÄ °ÁUÀÆ «ªÀgÀªÀ£ÄÄß UÉ¥ÀªªÁV EqÀ-ÁUÀªªÀzÀÄ.

F CzsÀªAiÀÄ£ÀªÀ£ÄÄß ,ÀQæAiÀÄUÉÆ½,À®Ä ,À°ÀPÀj,ÀªªÀ vÀªÉÄªèjUÀÆ ªÄÄvÉÆÛªÉÄª PÀÈvÀdDvÉAiÀÄ£ÄÄß ,À°è,ÀÄvÉÛªÉ.

“ PÀ£ÁðIPÀ ¥ÁæxÀ«ÄPÀ ±Á-ÉUÀ¼À°è CCE C£ÄÄµÁ×£ÀzÀ ,ÀzsÀPÀ ªÄzsÀPÀUÀ¼À PÄÄjvÀÄ CzsÀªAiÀÄ£À”

“sÁUÀ ‘J’

°É,ÀgÀÄ : _____

«μÀAiÀÄ : _____

°ÄÄzÉÝ : _____

PÀbÉÄj «¼Ä,À : _____

“sÁUÀ ‘©’

1) °ÉÆ,À °ÀiË®ª°ÀiÁ¥À£À ¥ÀzÀPwAiÀiÁzÀ ‘ϱgÀAvÀgÀ °ÄÄvÀÄÛ °Áª¥ÀPÀ
°ÀiË®ª°ÀiÁ¥À£ÀzÀ §UÉÎ Cj«zÉAiÉÄÄ?

°ËzÀÄ E®è ,Àé®ª°ÄÄnÖUÉ

«°ÀgÀuÉ:

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2) ‘ϱgÀAvÀgÀ °ÄÄvÀÄÛ °Áª¥ÀPÀ °ÀiË®ª°ÀiÁ¥À£À’ °ÉAzÀgÉ °ÉZÉÑZÄÄÑ
¥ÀjÃPÉÀëUÀ¼À£ÀÄÄß £ÀqÉ,ÄÄ°ÄÄzÁVzÉ.

°ËzÀÄ E®è UÉÆwÛ®è

6) QæÃqÉ, Dl, ,ÀAVÃvÀ, ªÄÄAvÁzÀ ,À°À ¥ÀoÀÀå ZÀlÄªÀnPEUÀ¼À°è
ªÄÄUÄÄ«gÄÄªÀ D,ÀQÛAiÄÄ£ÄÄßªÄiË®ªªÄiÁ¥Ä£ÀªÄiÁqÀ-ÁUÄAvÀÛzÉ.

°ËzÄÄ E®è ,À ªªÄÄnÖUÉ

7) ¨sÁwðªÄiÁrgÄÄªÀªÄÄUÄÄ«£À ¥ÄæUÄw ¥ÄvÀ'æªÄ£ÄÄß £ÉÆÃrzÉYÄ£ÉÉ.

°ËzÄÄ E®è

«ªÄgÄuÉ _____

8) ¥ÄæUÄw ¥ÄvÀ'æªÄªªÄÄUÄÄ«£ÀªÄªQÛvÀézÀ §UÉÍ G¥ÄAiÄÄÄPÄÛ
ªÄiÁ»wAiÄÄ£ÄÄß MzÀV,ÄÄvÀÛzÉ.

°ËzÄÄ E®è ,Àé®ªªÄÄnÖUÉ

«ªÄgÄuÉ _____

9) ¸gÄAvÀgÀªÄÄvÀÄÛªÄª¥ÄPÀªÄiË®ªªÄiÁ¥Ä£À' ¥ÄzÀPwAiÄÄÄ
¥ÄjÄPÉÄèAiÄÄ MvÀÛqÀªÄ£ÄÄß PÄªÉÄªÄiÁr, PÄ°PÉAiÄÄ£ÄÄß MAzÄÄ
,ÄAvÉÆÃµÄzÁAiÄÄPÀ C£ÄÄ¨sÁªªÄªÄ£ÁBV,ÄÄvÀÛzÉ.

°ËzÄÄ E®è UÉÆwÛ®è

«ªÄgÄuÉ _____

¨sÁUÄª

1) £Á£ÄÄ ‘œgÀAvÀgÀ’ ªÄvÄÄÛ ªÄâ¥ÀPÀ ªÄiË®ªÄiÁ¥À£ (¹E)PÉÏ ,ÀA§AzsÀ ¥ÀIÖ vÀgÀ´ÉÃwAiÄÄ°è ¨sÁUÀªÄ»¹zÉÝÃ£É.

°ËzÄÄ E®è

«ªÄgÀuÉ:

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2) ‘¹E’ UÉ §¼À,ÄÄªÄ ,AzsÀ£À ªÄvÄÄÛ vÀAvÀæUÀ¼À §UÉÏ £À£ÀUÉ Cj«zÉ

°ËzÄÄ E®è ,Àé®ªÄ ÖUÉ

3) £Á£ÄÄ ±Á´ÉUÀ¼À ¨sÉÃnAiÄÄ ,ÀAzÀ¨sÀðzÀ°è ‘¹E’UÉ ,ÀA§AzsÀ¥ÀIÖ zÁR´ÉUÀ¼À£ÀÄß ¥Àj²Ã°¹zÉÝÃ£É.

°ËzÄÄ E®è ,Àé®ªÄ ÄnÖUÉ

«ªÄgÀuÉ:

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4) £Á£ÄÄ ‘¹E’ C¼ÀªÄr¹PÉEArgÄÄªÄ vÀgÀUÀwAiÄÄ£ÀÄß «ÃQè¹zÉÝÃ£É.

°ËzÄÄ E®è ,Àé®ªÄ ÄnÖUÉ

«ÀgÀuÉ:

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- 5) ‘11E’ AiÄÄfÄÄß ¥ÀjuÁªÄÄPÁjAiÀiÁV C£ÄÄµÁ×£ÄUÉÆ½,ÄÄªÀ ðnÖ£Ä°è
£Á£ÄÄ ,ÁPÀµÄÄÖ ,À°ÁPÁgÀ, ,À®°É, ,ÀÆZÀ£ÉUÀ¼Ä£ÄÄß ðÃrzÉÝÃ£É.

°ËzÄÄ E®è ,Àé®ªªÄÄnÖUÉ

«ÀgÀuÉ:

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- 6) ‘11E’ AiÄÄfÄÄß ðdªÁzÀ D±ÄAiÄÄzÄAvÉ C£ÄÄµÁ×£ÄªÄiÁqÀ¯ÁVzÉAiÉÄÄ?

°ËzÄÄ E®è UÉÆwÛ

«ÀgÀuÉ:

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- 7) ‘11E’ UÀÆ °À¼ÉAiÄÄ ¥ÀjÃPÁë «zsÁ£ÁPÀÆÌªÄªvÁª,À«zÉAiÉÄÄ?

9) ‘11E’ AiÄÄ£ÄÄß ¥ÀjuÁªÄÄPÁjAiÄiÁV C£ÄÄµÁ×£ÄUÉÆ½,ÄÄªÀ ðnÖ£Ä°è

PÉ¼ÄV£Ä AiÄiÁªÄ °ÉeÉÓUÄ¼ÄßqÄ·ÉÄPÄÄ? 1 jAzÄ 5 gÄªÄgÉUÉ DzÄâ

ªÉÄÄgÉUÉ CAPÄ ðÄr.

²PÄèPÄjUÉ °ÉaÑ£Ä vÄgÄ·ÉÄw °Ä«ÄäPÉÆ¼ÄÄiªÄÄzÄÄ

vÄgÄUÄw – DzsÁjvÄ »ªÄiÁä»w, Ä®°É PÉÆqÄÄªÄÄzÄÄ

¥ÉÇÄµÄPÄjUÉ ‘11E’ §UÉÍ w½ °ÉÄ¼ÄÄªÄÄzÄÄ

ÄjAiÄiÁzÄªÄªÄ°éZÁgÄuÉªÄiÁqÄÄªÄÄzÄÄ

°ÉaÑ£Ä ÄÄ¥Ä£ÄÆä®, vÄgÄ·ÉÄw Äª»vÄâ, ÄªÄÄ VæUÄ¼Ä£ÄÄß

MzÄV,ÄÄªÄÄzÄÄ

EßvÄgÉ.

ªÉÄÄ°éZÁgÄPÄgÄ Äª».

“ PÀ£ÁðIPÀ ¥ÁæxÀ«ÄPÀ ±Á¯ÉUÀ¼À°è CCE C£ÄÄµÁ×£ÄzÀ ,ÁzsÀPÀ
“ÁzsÀPÀUÀ¼À PÄÄjvÄÄ CzsÀâAiÄÄ£À”

“sÁUÀ ‘J’

°É,ÀgÄÄ : _____

ªÀÈwÛ : _____

«¼Á,À : _____

ªÄUÄÄ«£À °É,ÀgÄÄ : _____

vÀgÀUÀw : _____

“sÁUÀ ‘©’

1) £À£ÀßªÄUÄÄ«£À ±Á¯ÉAiÄÄ°è ‘õgÀAvÀgÀªÄvÄÄÛªÄ¥ÀPÀªÄiË®ªÄiÁ¥À£À’ªÉA§°ÉÆ,ÀªÄiË®ªÄiÁ¥À£ÀªÄªÀ,ÉÜeÁjAiÄÄ°ègÄÄªÄzÄÄ£À£ÀUÉw½çzÉ

°ËzÄÄ E®è UÉÆwÛ®è

2) °ÉÆ,ÀªÄiË®ªÄiÁ¥À£ÀªÄªÀ,ÉÜAiÄÄ°è,ªÄUÄÄ«£ÀPÀ°PÉAiÄÄªÄiË®ªÄiÁ¥À£À£ÀÄßPÉÃÀ®¥ÄjÄPÉëUÀ¼À§zÀ¯ÁV,««zsÀZÀiÄªÀnPEUÀ¼ÀªÄÄÆ®PÀªÄiÄqÀ¯ÁUÄÄwÛÉ.

°ËzÄÄ E®è UÉÆwÛ®è

«ÀgÀuÉ:

3) ÀÄUÄ«fÀ ÀiË®ÀiÁŸÀfÀÀfÀÄß ðgÀAvÀgÀÁV ÀiÁqÀ-ÁUÄwÛzÉ
ÀÄvÄÛ ²PÄëPÄgÄÄ EzÀfÀÄß ðgÀAvÀgÀÁV zÁR°,ÄÄvÁÛgÉ.
°ËzÄÄ E®è UÉÆwÛ®è

4) ÀiË®ÀiÁŸÀfÀ ZÀlÄÀnPEAiÄÄ°è ÀÄUÄÄ ŸÀæUÀwAiÄÄfÀÄß
vÉÆÄj,ÀçzÀÝ°è, ²PÄëPÄgÄÄ vÀÄÄä ´ÉÆÄzsÀfÉAiÄÄ CÀÀçüAiÄÄ°è D
ÀÄUÄÄ«UÉ °ÉaÑfÀ CÀÀPÁ±ÀÄfÀÄß PÀ°à,ÄÄvÁÛgÉ.
°ËzÄÄ E®è ,Àé®ÀÄÄnÖUÉ

«ÀgÀuÉ:

5) ÀÄUÄÄ«UÉ QæÄqÉ, ÀAVÄvÀ, DmÉÆÄl EvÁâç ,À°À ŸÀoÀå
ZÀlÄÀnPEUÀ¼Ä°è ÄÀ D,À AiÄÄfÀÄß À Ë®ÀiÁŸÀfÀ
ÀiÁqÀ-ÁUÄvÀÛzÉ.
°ËzÄÄ E®è ,Àé®ÀÄÄnÖUÉ

6) ${}^a\text{ÄUÄ}\ll\text{fÄ}$ $\text{‘}\text{ÿÄ}\text{æUÄw}\text{ÿÄvÄ’}\text{æ}$ ${}^a\text{ÄfÄÄ}\text{ß}$ $\text{fÉ}\text{Æ}\text{ÑrZÉY}\text{ÄfÉÉ}$.

°ËzÄÄ

E®è

7) $\text{‘}\text{ÿÄ}\text{æUÄw}\text{ÿÄvÄ’}\text{æ}$ ${}^a\text{ÄÄ}$ ${}^a\text{ÄUÄ}\ll\text{fÄ}$ $\text{PÄ}^\circ\text{PÉAiÄÄ}$ §UÉÍ $\text{GÿÄAiÄÄ}\text{ÄPÄÜ}$
 ${}^a\text{ÄiÄ}\gg\text{wAiÄÄ}\text{fÄÄ}\text{ß}$ $\text{PÉ}\text{ÆqÄ}\text{ÄvÄÜzÉ}$.

°ËzÄÄ

E®è

$\text{,Äé}\text{®}\text{ä}{}^a\text{ÄÄnÖUÉ}$

8) $\text{‘}\text{gÄAvÄgÄ}$ ${}^a\text{ÄÄvÄÄÜ}$ ${}^a\text{Ä}\text{ÿÄPÄ}$ ${}^a\text{Äi}\text{Ë}\text{®}\text{ä}$ ${}^a\text{ÄiÄ}\text{ÿÄfÄ}$ ${}^a\text{ÄÄ}$ ${}^a\text{ÄUÄ}\ll\text{fÄ}$
 $\text{DvÄä}\ll\pm\text{Äé}$ $\text{,Ä}{}^a\text{ÄfÄÄ}\text{ß}$ $^\circ\text{ÉaÑ}$ $\text{,ÄÄ}{}^a\text{Ä}^\circ\text{è}$ $\text{,Ä}^\circ\text{ÄPÄjAiÄiÄVzÉ}$.

°ËzÄÄ

E®è

$\text{,Äé}\text{®}\text{ä}{}^a\text{Ä}\text{ } \text{UÉ}$

EæβvÄgÉ.

ΥΕÇÃμÀΡÀgÀ ,À».



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore 560 056

«ÀÄUÄÄ«£À ¥Àæ±Áßª¹½ (4ªÄÄvÄÄÛ 5 £ÉÃ vÀgÀUÀw)

ªsÁUÀ ‘J’

«zÁÿð/² °É,ÀgÀÄ : _____

vÀgÀUÀw : _____

±Á-ÉAiÄÄ °É,ÀgÀÄªªÄÄvÄÄÛ «¼Á,À :

ªsÁUÀ ‘©’

1) «£ÀUÉ PÀµÀÖªÁzÀ «µÀAiÄÄ AiÄiÁªÄÄzÀÄ?

C) D «µÀAiÄiªÄ£ÄÄß ¥ÄÄ£Äß PÀªzÁÝgÉAiÉÄ?

°ËzÄÄ E®è ,Àé®ªªÄÄnÖUÉ

§) AiÄiÁªÄÄjÃw PÀªzÁÝgÉ?

«ªgÀuÉ:

2) $\varphi \Lambda U \acute{E} \text{ E} \mu \grave{\Lambda} \ddot{O}^a \acute{A} z \grave{\Lambda} \Upsilon \grave{\Lambda} o \acute{E} \grave{\Lambda} \tilde{v} \grave{\Lambda} g \grave{\Lambda} Z \grave{\Lambda} I \grave{\Lambda}^a \grave{\Lambda} n P \acute{E} A i \grave{\Lambda} i \acute{A}^a \grave{\Lambda} \acute{A} z \grave{\Lambda} \ddot{A}?$

C) D Z $\grave{\Lambda} I \grave{\Lambda}^a \grave{\Lambda} n P \acute{E} A i \grave{\Lambda} \ddot{A}^{\circ} \grave{e}$ "s $\acute{A} U \grave{\Lambda}^a \grave{\Lambda}$ » $\grave{\Lambda} \textcircled{A}$ $\varphi \Lambda U \acute{E}$ C $\acute{A} \grave{\Lambda} P \acute{A} \pm \grave{\Lambda} \grave{\Lambda}$
 $\varphi \tilde{A} q \grave{\Lambda}^- \acute{A} v z \acute{E} A i \acute{E} \ddot{A} \tilde{A}?$

$\acute{e} z \grave{\Lambda} \ddot{A}$ $E \textcircled{e}$ $\grave{\Lambda} \textcircled{a}^a \grave{\Lambda} \ddot{A} n \ddot{O} U \acute{E}$

3) $\varphi \Lambda U \acute{E}$ $\varphi^a \grave{\Lambda} \ddot{A} \ddot{a}$ $^2 P \grave{\Lambda} \ddot{e} P \grave{\Lambda} g \grave{\Lambda} \ddot{A}$ $v \grave{\Lambda} g \grave{\Lambda} U \grave{\Lambda} w A i \grave{\Lambda} \ddot{A}^{\circ} \grave{e}$ " $\acute{E} \tilde{A} g \acute{E}$ " $\acute{E} \tilde{A} g \acute{E}$
Z $\grave{\Lambda} I \grave{\Lambda}^a \grave{\Lambda} n P \acute{E} U \grave{\Lambda} \frac{1}{4} \grave{\Lambda} \textcircled{f} \grave{\Lambda} \ddot{A} \beta^a \grave{\Lambda} i \acute{A} r \grave{\Lambda} \ddot{A} v \acute{A} \hat{U} g \acute{E} A i \acute{E} \ddot{A} \tilde{A}?$

$\acute{e} z \grave{\Lambda} \ddot{A}$ $E \textcircled{e}$ $\grave{\Lambda} \textcircled{a}^a \grave{\Lambda} \textcircled{\quad} \ddot{A} n \ddot{O} U \acute{E}$

« $\acute{A} g \grave{\Lambda} u \acute{E}$:

4) F $\acute{A} \mu \grave{\Lambda} \delta^{\circ} T v \grave{\Lambda} \Upsilon \grave{\Lambda} j \tilde{A} P \acute{E} \ddot{e} U \grave{\Lambda} \frac{1}{4} \grave{\Lambda}$ $\grave{\Lambda} A S \acute{E} \acute{a}$ $\acute{e} Z \acute{A} \tilde{N} v z \acute{E} A i \acute{E} \ddot{A} \tilde{A}?$

$\acute{e} z \grave{\Lambda} \ddot{A}$ $E \textcircled{e}$ $\grave{\Lambda} \textcircled{\quad}^a \grave{\Lambda} \ddot{A} n \ddot{O} U \acute{E}$

5) $v\grave{A}g\grave{A}U\grave{A}wAi\grave{A}\grave{A}^{\circ}e$ $\alpha\tilde{A}\xi\grave{A}\grave{A}$ $^a\grave{A}i\acute{A}q\grave{A}\grave{A}^a\grave{A}$ $J\grave{A}e$ $Z\grave{A}i\grave{A}^a\grave{A}nPEU\grave{A}\frac{1}{4}\grave{A}\xi\grave{A}\grave{A}\beta$
 $^2PA\grave{e}PAg\grave{A}\grave{A}$ « $\tilde{A}Q\grave{e}^1$, $PA^{\circ}PEAi\grave{A}\grave{A}\xi\grave{A}\grave{A}\beta$ $U\grave{A}^a\grave{A}\alpha$, $\grave{A}\grave{A}v\acute{A}\hat{U}g\acute{E}Ai\acute{E}\grave{A}\tilde{A}$?

$^{\circ}Ez\grave{A}\grave{A}$

$E\textcircled{e}$

$\grave{A}\acute{e}\textcircled{a}^a\grave{A}\grave{A}n\ddot{O}U\acute{E}$

6) $\alpha\tilde{A}\xi\grave{A}\grave{A}$ $^a\grave{A}i\acute{A}rg\grave{A}\grave{A}^a\grave{A}$ $\grave{A}zs\grave{A}\xi\acute{E}U\grave{A}\frac{1}{4}\grave{A}\xi\grave{A}\grave{A}\beta$ $^a\grave{A}\grave{A}v\grave{A}\grave{A}\hat{U}$ $\alpha\xi\grave{A}\beta^{\circ}eg\grave{A}\grave{A}^a\grave{A}$ $PA^{\circ}PEAi\grave{A}\grave{A}$
 $v\acute{E}\acute{E}Az\grave{A}g\acute{E}U\grave{A}\frac{1}{4}\grave{A}\xi\grave{A}\grave{A}\beta$ $\alpha\xi\grave{A}U\acute{E}$ $w\frac{1}{2}^1$, $Cz\grave{A}\xi\grave{A}\grave{A}\beta$ $\forall\grave{A}j^{\circ}\grave{A}j$, $\grave{A}\grave{A}v\acute{A}\hat{U}g\acute{E}Ai\acute{E}\grave{A}\tilde{A}$?

$^{\circ}Ez\grave{A}\grave{A}$

$E\textcircled{e}$

$\grave{A}\acute{e}\textcircled{a}^a\grave{A}\grave{A}n\ddot{O}U\acute{E}$

« $^a\grave{A}g\grave{A}u\acute{E}$:

—

7) $\alpha\tilde{A}\xi\grave{A}\grave{A}$ $^a\grave{A}i\acute{A}rg\grave{A}\grave{A}^a\grave{A}$ $av\grave{A}\alpha$, $^{\circ}\acute{A}q\grave{A}\grave{A}$ $\grave{A}AU\grave{A}\alpha^{\circ}\grave{A}$, $PE\acute{E}\xi g\grave{A}^{\circ}\grave{A}$
 $^a\grave{A}\grave{A}\grave{A}v\acute{A}z\grave{A}^a\grave{A}\hat{U}\grave{A}\frac{1}{4}\grave{A}\xi\grave{A}\grave{A}\beta$ $MI\ddot{A}\ddot{O}U\grave{A}\acute{E}r^1$ $\alpha\xi\grave{A}\beta$ $v\grave{A}g\grave{A}U\grave{A}wAi\grave{A}\grave{A}^{\circ}e$ $\forall\grave{A}\alpha z\grave{A}^2\delta^1$
 $PA\grave{E}w$ $\grave{A}A\forall\grave{A}\grave{A}lz\grave{A}^{\circ}e$ $\grave{A}\tilde{E}j\grave{A}^-$ $\acute{A}Vz\acute{E}Ai\acute{E}\grave{A}\tilde{A}$?

$^{\circ}Ez\grave{A}\grave{A}$

$E\textcircled{e}$

$\grave{A}\acute{e}\textcircled{a}^a\grave{A}\grave{A}n\ddot{O}U\acute{E}$

« $^a\grave{A}g\grave{A}u\acute{E}$:

—

8) $\varphi \in \mathbb{R}$ $v \in \mathbb{R}^n$ $w \in \mathbb{R}^n$ $\varphi = \langle v, w \rangle$ $\langle v, w \rangle = \langle w, v \rangle$, $\langle v, v \rangle = \|v\|^2$, $\langle v, w \rangle = \langle w, v \rangle$
 $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$?

$\langle v, w \rangle = \langle w, v \rangle$

$\langle v, w \rangle = \langle w, v \rangle$

$\langle v, w \rangle = \langle w, v \rangle$

9) $v \in \mathbb{R}^n$ $w \in \mathbb{R}^n$ $\varphi = \langle v, w \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$
 $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$?

« $\varphi = \langle v, w \rangle$ »:

—

10) $\varphi \in \mathbb{R}$ $v \in \mathbb{R}^n$ $w \in \mathbb{R}^n$ $\varphi = \langle v, w \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$
 $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$ $\langle v, w \rangle = \langle w, v \rangle$?

« $\varphi = \langle v, w \rangle$ »:

—



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore 560 056

ÀÄUÄÄ«£À ¥Àæ±Áß¹½ (6 jAzÀ 9£ÉÃ vÀgÀUÀwAiÄÄ ¸ÀgÀUÉ)

“sÁUÀ ‘J’

«zÁÿð/± °É,ÀgÀÄ : _____

vÀgÀUÀw : _____

±Á-ÉAiÄÄ °É,ÀgÀÄ ¸ÄÄvÄÄÛ «¼Á,À :

“sÁUÀ ‘©’

1) ZÀlÄÄÄnPEÜÄ¼ÄÄ ¸ÄÄÆ®PÀ £ÄÄÄUÉ ²PÀëPÀgÀÄ PÀ°,ÄÄwÛzÁÝgÉ.

°ËzÄÄ E®è ,Àé®àÄÄ UÉ

2) °TvÀ ¥ÀjÃPÉëUÄ¼ÄÄ ¸ÉÆzÀ°VAvÀ °ÉZÁÑV¸ÉAiÉÄÄ?

°ËzÄÄ E®è ,Àé®àÄÄ UÉ

3) ¥Àæw ZÀlÄÄÄnPEÜÄ¼ÄÄ°è £À£Àß “sÁUÀ¸ÄÄ»,ÄÄ«PÉAiÄÄ£ÄÄß ²PÀëPÀgÀÄ SÁvÀj¥Àr¹PÉÆ¼ÄÄÛvÁÛgÉ.

°ËzÄÄ E®è ,Àé®àÄÄ UÉ

4) $\forall x \exists y (x \neq y \wedge x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$
 $\exists x (x \in A \wedge x \in B) \wedge \exists y (y \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B)$

$\exists x \exists y (x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$

5) $\forall x \exists y (x \neq y \wedge x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$
 $\exists x (x \in A \wedge x \in B) \wedge \exists y (y \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B)$

$\exists x \exists y (x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$

6) $\forall x \exists y (x \neq y \wedge x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$
 $\exists x (x \in A \wedge x \in B) \wedge \exists y (y \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B)$

$\exists x \exists y (x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$

7) $\forall x \exists y (x \neq y \wedge x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$
 $\exists x (x \in A \wedge x \in B) \wedge \exists y (y \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B)$

$\exists x \exists y (x \in A \wedge y \in B) \wedge \exists z (z \in A \wedge z \in B) \wedge \exists w (w \in A \wedge w \in B)$

«^aÀgÀuÉ:

11) «eÁÕ£À «μÀAiÀÄPÉÌ ,ÀA§Açü,ÀzÀAvÉ vÀgÀUÀwAiAiÄÄ°è AiÀiÁ^aÀ
AiÀiÁ^aÀ ZÀlÄ^aÀnPE °À«ÄäPÉÆ¼Àî~ ÁVzÉ?

«^aÀgÀuÉ:

12) ««zsÀ «μÀAiÀiUÀ¼À°è ¥Àæ§AzsÀ, ¨sÁμÀt,gÀ,À¥Àæ±Éß, EvÁâç
ZÀlÄ^aÀnPEAiÀÄ°è ¨sÁUÀ^aÀ»¼zÉYiÉÄ?

°ËzÀÄ E®è ,Àé®à^aÀ ðUÉ

13) ¨Ã^aÀÅ ©r¹gÀÄ^aÀ avÀæ , °ÁqÀÄ, PÉÊ §gÀ°À ,ÀAUÀæ°ÀUÀ¼À£ÀÄß ¨^aÀÄä
PÀÈw ,ÀA¥ÀÄlPÉÌ ,ÉÃj,À~ ÁVzÉAiÉÄÄ?

°ËzÀÄ E®è

14) AiÀÄÆ^aÀÅzÉÄ ,À^aÀÄ,Éå JzÀÄgÁzÁUÀ CzÀ£ÀÄß ¨^aÁj,À®Ä £Á£ÀÄ ^aÉÊeÁÕ¸PÀ
«zsÁ£À ^aÀÄÆ®PÀ ¸RgÀ^aÁV §UÉ°Àj¹PÀÆ¼ÀîvÉÛ£É.

°EzÄÄ

E®è

„Àé®àªÄÄnÖÜÉ

«zÁåyðAiÄÄ „Ä»



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore 560 056

ÀÄUÄÄ«£À ¥Àæ±Áßª½ (6 jAzÀ 9£ÉÃ vÀgÀUÀwAiÄÄ ªÀgÀUÉ)

ªsÁUÀ ‘J’

«zÁÿð/± °É,ÀgÀÄ : _____

vÀgÀUÀw : _____

±Á-ÉAiÄÄ °É,ÀgÀÄ ªÄvÄÄÛ «¼Á,À :

ªsÁUÀ ‘©’

15) ZÀlÄªÀnPEUÀ¼Äª ªÄÆ®PÀ £ÀªÄUÉ ²PÀèPÀgÀÄ PÀ°,ÄÄwÛzÁÝgÉ.

°ËzÄÄ E®è ,Àé®ªªÄÄ UÉ

16) °TvÀ ¥ÀjÃPEËUÀ¼Äª ªÉÆzÀ°VAvÀ °ÉZÁÑVªÉAiÉÄÄ?

°ËzÄÄ E®è ,Àé®ªªÄÄ UÉ

17) ¥Àæw ZÀlÄªÀnPEUÀ¼Äª°è £À£Àß ªsÁUÀªÀ»ÄÄ«PEAiÄÄ£ÄÄß ²PÀèPÀgÀÄ

SÁvÀj¥Àr¹PEÆ¼ÄÄÛvÁÛgÉ.

°ËzÄÄ E®è ,Àé®ªªÄÄ UÉ

18) ΞάæAiÉÆÛUÀUÀ¼À£ÀÄß ,ÀévÀB £ÁªÉÃ UÀÄAΨÁV ªAiÁqÀ®Ä
 GΨÀPÀgÀtUÀ¼À£ÀÄß ¢Ãr CªÀPÁ±ªªÀ£ÀÄß ²PÀëPÀgÀÄ ¢ÃqÀÄwÛzÁÝgÉ .

°ËzÀÄ E®è ,Àé®ªªÀÄi UÉ

19) UÀÄAΨÀÄ ZÀZÉð, £ÁIPÀ, ΨÁvÀæ©ü£ÀAiÀÄ EvÁâç ZÀiÄªÀnPEUÀ¼À
 ªÀÄÆ®PÀ £ÀªÀÄUÉ ΨÀoÀå «µÀAiÀÄªªÀ£ÀÄß °ÉÃ¼ÀPÉÆqÀ- ÁUÀÄwÛzÉ.

°ËzÀÄ E®è ,Àé®ªªÀÄi UÉ

20) £ÀªÀÄUÉ ««zsÀ ZÀiÄªÀnPEUÀ¼À ªÀÄÆ®PÀ ¨ÉÆÃzsÀ£É ªAiÁr, PÀªPÁ
 vÉÆAzÀgÉUÀ¼À£ÀÄß ¢ªÁj¹ ¨ÉÆÃçü,ÀÄwÛgÀÄªªÀzÀjAzÀ ±Á-ÉUÉ ç£Á®Ä
 §gÀ®Ä £À£ÀUÉ ,ÀAvÀ,ªªÁUÀÄwÛzÉ.

°ËzÀÄ E®è ,Àé®ªªÀÄnÖUÉ

21) vÀgÀUÀwAiÀÄª°è £Á£ÀÄ CvÀÄåvÀÛªªªÁV ¨sÁUªªÀ»¹zÁUÀ £À£Àß£ÀÄß
 ΨÀæ±ªA¹,ªª-ÁUÀÄvÀÛzÉ.

°ËzÀÄ E®è ,Àé®ªªÀÄn UÉ

22) ¿ÀÉÉ ÉµÀÖªÁzÀ ¥ÀóÉãÃvÀgÀ ZÀlÄªÀnPE ÀiÀiªªÀÁzÄ?

: _____

- D ZÀlÄªÀnPEÀiÄª°è "sÁUªªÀ»_ÀÄ ¿ÀÉÉ CªPÁ±À
¿ÃqÀ- ÁVzÉÀiÉÄÄ?

°ÉzÄÄ Eªè ,ÀéªªÀÄÄ É

- CzÄÄ ¿ÀÉÉ ÀiÀiªªÀ jÃw G¥ÀÀiÉÆÄUªªÁVzÉ

ªªÀgÀuÉ:

23) "sÁµÉÉÉ ,ÀA§Açü¹zÀAvÉ ¥ÀòÀª¥ÄÄ_ÀÛPÀ °ÉÆgÀvÀÄ¥Àr¹ EvÀgÉ
¥ÄÄ_ÀÛPÀUÀ¼ÀÆÀÄß NzÀªÄ £À£ÀÉÉ D_ÀQÛ EzÉ.

°ÉzÄÄ Eªè ,ÀéªªÀÄÄ É

24) UÀtÂvÀ «µÀÀiÄÄPEÌ ,ÀA§Açü_ÀzÀAvÉ vÀgÀUÀwÀiÀiÄªª°è ÀiÀiªªÀ
ÀiÀiªªÀ ZÀlÄªªÀnPE °À«ÄªPEÆ¼ÀÏ- ÁVzÉ?

ªªÀgÀuÉ:

25) «eÁÕ£À «μÀAiÀÄPÉÌ ,ÀA§Açü,ÀzÀAvÉ vÀgÀUÀwAiAiÀÄ°è AiÀiÁªÀ
AiÀiÁªÀ ZÀiÁªÀnPE °À«ÄäPÉÆ¼Àî ÁVzÉ?

«ªÀgÀuÉ:

26) ««zsÀ «μÀAiÀiUÀ¼À°è ¥Àæ§AzsÀ, ¨sÁμÀt,gÀ,À¥Àæ±Éß, EvÁåç
ZÀiÁªÀnPEAiÀÄ°è ¨sÁUÀªÀ»¼zÉÝAiÉÄ?

°ËzÀÄ E®è ,Àé®ªÀÄ ÜE

27) ¨ÃªÀÄ ©r¹gÀÄªÀ avÀæ , °ÁqÀÄ, PÉÊ §gÀªÀ ,ÀAUÀæªÀUÀ¼À£ÀÄß ¨ªÀÄä
PÀÈw ,ÀA¥ÀÄIPÉÌ ,Éj,À- ÁVzÉAiÉÄÄ?

°ËzÀÄ E®è

28) AiÀÄÆªÀÄzÉÄ ,ªÀÄÄ,Éå JzÀÄgÁzÁUÀ CzÀ£ÀÄß ¨ªÀj,À®Ä £Á£ÀÄªÉÊeÁÕªPÀ
«zsÁ£ÀªÀÄÆ®PÀ ¨RgÀªÀÁV §UÉªÀj¹PÀÆ¼ÀîvÉÛÄ£É.

°ËzÀÄ E®è ,Àé®ªÀÄÄnÖÜÉ

«zÁÿðAiÄÄ ,Ä»

«µÄAiÄÄ: ²æÄ. UÄÄgÄÄgÄeï , GÏÄ£Áâ,ÄPÄgÄÄ, Dgi. L E , "ÉAUÄ¼ÄÆgÄÄ EªÄjUE ¢gÄÏÉÄÄPÄeuÁ ÏÄvÄæ ¢ÄqÄÄªÄ §UEÍ.

G-ÉèÄR: 1. ²æÄ. UÄÄgÄÄgÄeï , GÏÄ£Áâ,ÄPÄgÄÄ, Dgi. L E , "ÉAUÄ¼ÄÆgÄÄ ÏÄvÄæzÄ ¢£ÁPÄ 03.02.2014

2. ¢zÉÄð±ÄPÄgÄÄ (ÏÄæqsÄ ²PÄët) EªÄgÄ eÁÖÏÄ£Ä ,ÄASÉâ :¼(7) ÏÄæ ±Ä/ DA."sÄ/¢AiÉÆÄ/2010-11 ¢:15.07.2010

ªÉÄÄ-ÁÍÄqÄ «µÄAiÄÄPÉÌ ,ÄA\$Açü¹zÄAvÉ ²æÄ. UÄÄgÄÄgÄeï, ,Ä. ². (DAUÄè) ,ÄPÄðj ÏÄzÄ« ÏÄÆªÄð PÄ-ÉÄdÄ, «dAiÄÄÏÄÄgÄ, "ÉAUÄ¼ÄÆgÄÄ UÁæ. f-Éè. EªÄgÄÄ G-ÉèÄR (2) gÄAvÉ(GÏÄ£Áâ,ÄPÄgÄÄ, Dgi. L E , "ÉAUÄ¼ÄÆgÄÄ) E°è ¢AiÉÆÄd£ÉªÉÄÄ-É ¢: 22.07.2010 jAzÄ PÄvÄðªÄª ¢ªÄð»,ÄÄwÛzÄÝgÉ.

G-ÉèÄR (1) gÄ£ÄéAiÄÄ ,ÄzÄjAiÄÄªÄgÄÄ PÄ£ÁðIPÄ «±Äé«zÁâ®AiÄÄ zsÁgÄªÄqÄ E°è ,ÄªAiÄÄPÄ ÏÄæzsÁâÏÄPÄgÄÄ °ÄzÉYUÉ Cfð,Ä°è,ÄÄªÄ ,ÄA\$AzsÄ

ϰgÀ¥ÉÃÃPÀëuÁ ¥ÀvÀæ ϰÃqÀÄªÀAvÉ PÉÆÃjzÀÄÝ, EªÀgÀÄ
¥Àæ, ÁÛªÀ£ÉAiÀÄ£ÀÄß ªÀÄÄAç£À ÀÆPÀÛ PÀæªÀÄPÁÌV vÀªÀÄUÉ
À°è, À- ÁVzÉ.

EAw vÀªÀÄä

ϰzÉÃð±ÀPÀgÀÄ

G¥ÀϰzÉÃð±ÀPÀgÀÄ (DqÀ½vÀ)

ÀªÀðdϰPÀ ²PÀët E- ÁSÉ,

·ÉAUÀ¼ÀÆgÀÄ UÁæ. f Èè

·ÉAUÀ¼ÀÆgÀÄ

°ÁdgÁw ¥Àæ°ÀiÁt ¥ÀvÀæ

¥ÉÆæÃ. £ÁUÀgÁdÄ, ¥ÁæA±ÄÄ¥Á@gÄÄ, gÁdf£ÀUÀgÀ, ±ÀPÀët
ªÄÄ°Á«zÁâ®AiÄÄ EªÀgÄÄ ¥ÀzÀ« ¥ÀÆªÀð ²PÀët E-ÁSÉAiÄÄ PÀ£ÀβqÀ °sÁµÁ
¥G¥À£Áâ,ÀPÀjUÉ £ÀqÉzÀ ªÀÈwÛ §Ä£Áç vÀgÀªÉÃwAiÄÄ°è “,ÀAªÀB£Á PË±À®â;
ªÀA§ «µÀAiÀizÀ ªÉÄÃ-É ç£ÁAPÀ 10.02.2014 gÀAzÄÄ G¥À£Áâ,À
«ÃrgÄÄvÁÛgÉAzÄÄ zÀÈrüÀPÀj¹zÉ.

«zÉÃð±ÀPÀgÄÄ

°ÁdgÁw ¥Àæ°ÀiÁt ¥ÀvÀæ

¥É/ÆæÃ. £ÁUÀgÁdÄ, ¥ÁæA±ÄÄ¥Á@gÄÄ, gÁdf£ÀUÀgÀ, ±ÀPÀët
ªÄÄ°Á«zÁâ®AiÄÄ EªÀgÄÄ ¥ÀzÀ« ¥ÀÆªÀð ²PÀët E-ÁSÉAiÄÄ PÀ£ÀβqÀ °sÁµÁ
¥G¥À£Áâ,ÀPÀjUÉ £ÀqÉzÀ ªÀÈwÛ §Ä£Áç vÀgÀªÉÃwAiÄÄ°è “,ÀAªÀB£Á PÈ±À®â;
ªÀA§ «µÀAiÀizÀ ªÉÄÃ-É ç£ÁAPÀ 10.02.2014 gÀAzÄÄ G¥À£Áâ,À
⊘ÃrgÄÄvÁÛgÉAzÄÄ zÀÈrüÀPÀj¹zÉ.

⊘zÉÃð±ÀPÀgÄÄ

PROJECT TEAM

Project Director: **Mr. Narasimhaiah**

Director, RIESI, Bengaluru

Project Coordinator: **Mr. Ravinarayan Chakrakodi**

Faculty, RIESI, Bengaluru

Co-coordinator: **Mr. Hithesh. C. Bhakat**

Faculty, RIESI, Bengaluru

I. Research Team:

(10 members: Sl. No 1-4, RIESI, Sl. 5 Expert, Sl. 6-10 DIET / CTE Nodal Officers)

1. **Prof. S. Venkateswaran**, *Faculty, RIESI, Bengaluru*
2. **Mr. Ravinarayan Chakrakodi**, *Faculty, RIESI, Bengaluru*
3. **Ms. Uzma Raheel**, *Faculty, RIESI, Bengaluru*
4. **Ms. Pooja Giri**, *Faculty, RIESI, Bengaluru*
5. **Dr. Harish**, *Expert, Vijaya Teacher's College, Bengaluru*
6. **Mr. S. S. Jaggal**, *Lecturer/ Nodal Officer, DIET, Raichur*
7. **Mr. S. B. Mallad**, *Senior Lecturer/ Nodal Officer, DIET, Gadag*
8. **Mr. G. M. Gangappa**, *Lecturer/ Nodal Officer, DIET, Kolar*

9. **Ms. Veena. L**, Lecturer/Nodal Officer, DIET, Dakshin Kannada

II. Field Assistants / Research Associates:

(40 Members: 10 per division / 5 per district)

SI No.	Districts	Field Assistants
1	Kolar	<ol style="list-style-type: none">1. Mr Srinivasan, BRP, BRC, Bangarpet2. Mr Nagaraj, CRP, Gajaga, Bangarpet3. Mr Venkataramanappa, Teacher, GLPS, Nambiganahalli, Malur4. Mr Ramakrishna, CRP, Mulbagal5. Mr Rajkumar G N, CRP, Mulbagal6. Ms Sridevi R S, BRP, KGF7. Mr K G Srinivasa, CRP, CRC, Kamasamudra8. Mr B Manjunatha, CRP, Hodalli CRO, Srinivasapura9. Mr M Kollappa, CRP, narasapura, CRC Kolar10. Mr B Hanuman Singh, CRP, Kyalanuru, CRC, Kolar
2	Gadag	<ol style="list-style-type: none">1. Mr Lokesh H, Asst Teacher, GHPS, Papanashi2. Mr Mahadevappa B kanavi, GHPKGS, Kotumuchagi3. Mr Ashok H Ichchangi, GGHS, Bellatti, Shirahatti

		<ol style="list-style-type: none"> 4. Mr B H Manegar, ATHPS, Vadavi, Shirahatti 5. Mr S C Shivashimpra MCS, Belavanki Ron 6. Mr Raghavendra D P Konnur, naragund 7. Mr basavaraj Mhombal konnur, Naragund 8. Mr B M Chikkaraddy Ron 9. Mr J H Changan, Mundaragi 10. Mr Manjunatha B S Mundaragi
3	Raichur	<ol style="list-style-type: none"> 1. Mr Shivayogi S jaggal, Lecturer, DIET, Raichur 2. Mr Ravi Mudagal, GHS, Lidangal 3. Mr Prabhuling H G, HS, Madagiri Manvi 4. Mr G S Sunkad, AMG PU College, Kavital Manvi 5. Mr Veerendra Patil, GHS, Gajagarpett 6. Mr Laksmappa Mote, HPS, Mahsapur, Lingasugur 7. Mr Prakash R H, G P U College, Sindhanur 8. Mr Sangamesh A M, GHS, Ambamath, Sindhanur 9. Mr Shivakumar Nadagruda, GHS, Shivangi Devadurga 10. Mr Suresh K, GLPS, Gunderdoddi, Devadurga
4	Dakshin Kannada	<ol style="list-style-type: none"> 1. Mr Devadas Nayak, Asst Teacher, GUPS, Perodithayakatte, Belthangady 2. Dharanendra K Asst Teacher, DKZPHP School, Odinala, Belthanagady

		<ol style="list-style-type: none">3. Ms Hilda Clemencia Pinto, BRP, BRC, Mangalore4. Ms Assmpta D Souza, Asst Teacher, St Joseph School, Vamanjoor, Mangalore South5. Ms Devaki H, CRP, Bantwal Taluk6. Ms Dora Sequeira, Asst Teacher, Govt HP School, Amemar, Bantwal7. Mr Vijaya Kumar, MGHS Hirebandady, Puttur8. Mr Harikiran K, I/C BRC, BRC, Puttur9. Ms Nirmala c, CRP, Moodbidre10. Ms Nagarathna, BRP, Jyothinagar Cluster, Moodabidre
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