Implementing Social Accountability Mechanisms in the Context of School Education

Piloting Community Score Cards in

Nalgonda and Adilabad Districts in Andhra Pradesh

Final Report

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Table of Contents

1.1 Project Background

Social accountability refers to a broad range of actions and mechanisms that citizens, communities, independent media and civil society organizations can use to hold public officials and public servants accountable. Social accountability is being increasingly recognized by state and non-state institutions as a means of enhancing democratic governance and improving service delivery.

Social accountability tools include participatory budgeting, public expenditure tracking, citizen report cards, community score cards, social audit, citizen charters, people's estimates etc. These social accountability mechanisms can contribute to improved governance, increased development, effectiveness through better service delivery and empowerment. The overall objective of these mechanisms is to promote transparency and accountability in the service delivery process. These mechanisms act as an empowerment tool for the citizens and enhance the level of commitment within government, especially the commitment of the political leadership and the bureaucracy. It is therefore imperative that there be immediate and wide-scale dissemination of knowledge about these mechanisms and also assistance provided to the various service delivery organizations and civil society organizations in understanding and applying these tools for improved efficiency in service delivery.

Decentralized planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualizes direct community involvement in the form of Village Education Committees (VECs) for management of elementary education.

Taking this initiative forward, the Government of Andhra Pradesh passed the Andhra Pradesh Community Participation Act, 1998 which facilitated formation of committees for the improvement of education at various levels – School Committees at the habitation level, Panchayat Education Committees at the panchayat level, Mandal Education Committees at the mandal level, Municipal Education Committees at the municipal level and District Committees at the district level. The School Committees are empowered to involve in the micro planning exercise and the development of habitation education plans. The School Committees have the power to monitor the functioning of schools and also procure TLM, etc., in partnership with the government.

School Committees have created a congenial atmosphere for the people to play a more dynamic and proactive role. They have been providing voice to women, Scheduled Castes and Tribes, minorities,

parents and educational functionaries to invoke greater participation. They have also been delegated with responsibilities with regard to location of primary and upper schools on the basis of micro planning and school mapping. In this regard, decentralization of school management to grassroots level bodies is an important policy initiative. Financial assistance is also being provided to school committees to engage local qualified persons as *vidya* volunteers (para-teachers) to augment the strength of teachers. These provisions are not realized unless there is a platform to articulate their requirements, take a systematic approach to debate the present status, rate their performance under various components, and fill the gaps to the extent possible and plan for improvement.

Why Community Score Card? Community Score Card is a systematic way of engaging the community in identification of key issues pertaining to a subject that touches their life in a significant way. The process does not end there. It is a continuous process of engagement in analyzing the issues collaboratively and trying to look for possible solutions for the same. Community Score Card helps in taking community inputs on a subject, such as education and gives them the tool to value judge the education on different parameters through their perspective. In order to counter check on the same, the service provider's viewpoint is also taken into consideration on the same parameters, to be able to complete the first cycle of communication – say-hear-give feedback. In order to avoid any kind of preconceptions on the matter, a second round of communication is facilitated to engage the stakeholders on the pertinent issues again to evaluate improvement if any, post first round. It is implicit that some amount of actionable points emerges for both stakeholders after the first round. The second round would also take stock of the action taken since.

This pilot initiative of implementing the Community Score Card in two select districts of Andhra Pradesh i.e.; Nalgonda and Adilabad demonstrates the use of the CSC tool for effective monitoring of the schools by the local community and will facilitate improvement of quality of education.

1.2 Project Objectives
The main objectives of the present project are to:
- o Pilot community score card in the school education context in select two mandals in Andhra Pradesh in partnership with NGOs;
- o Develop a performance score card methodology in a participative manner for schools.

1.3 Details of the Pilots
The pilots selected for the study are Tirumalagiri Mandal in Nalgonda District and Jainoor Mandal in Adilabad District. In all 10 schools have been selected, based on a rational that these are in difficult to

access terrain and the problems of the schools are real. The schools were also a combination of schools being managed by different authorities, like the Zila Parishad, Tribal Welfare, School Education department and that they are amenable to facilitation by the local NGO. The input tracking record of these schools were collected, before zeroing in on 20 schools in all. These schools included a range of schools such as primary schools, upper primary schools, mandal and Zila Parishad schools as well as Tribal Welfare schools (list enclosed in Annexure I). Out of the 20 schools chosen for the pilot, one school could not be pursued as the NGO staff found the going difficult to facilitate and continue the momentum. Hence in 19 schools (10 in Nalgonda and 9 in Adilabad) the community score card was piloted.

Tirumalagiri Mandal, Nalgonda
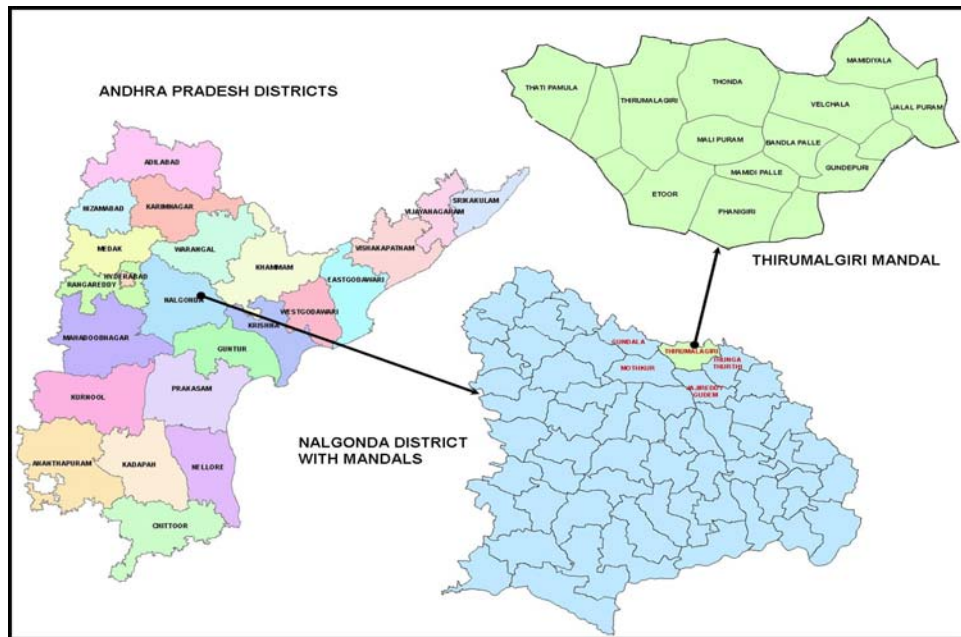
Jainoor Mandal, Adilabad
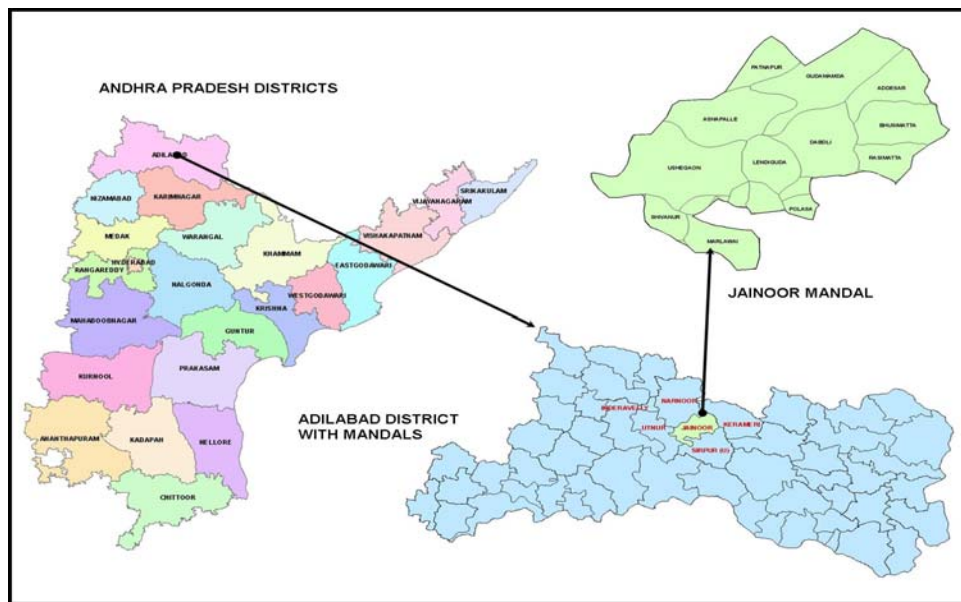
1.4 Project Implementation Arrangements

Core Team

For effective implementation of the project the broad arrangements made were:

- A small core team (3-4 people) of professionals within CGG having knowledge and experience in participatory processes were identified.
- MV Foundation has been the partner agency for facilitating the process at the field level in 2 Mandals.

Stages of Implementation

For effective implementation of the project the broad arrangements made are:

Phase I – Preparatory Work

- Sensitisation to concerned officials in the department
- Identification of trainers within the partner agencies
- Training of Trainer programme

Phase II- Implementation of Score Card

- Taking up the pilot exercise
- Sensitisation to the community
- Stakeholder involvement in the process
- Conduct of score card

Phase III- Repeat Score Card

- Repeating the score cards in selected pilots
- Comparison

1.5 Designing the Score Card

Village level meetings were held to identify key issues pertaining to schools and the problems being faced by community with respect to their expectations from schools and the lacunae in the village school where the pilot was being held. Initially, a number of problems (26 major issues) on different aspects of schools were identified, such as:

- **Basic Amenities**: Insufficient number of class rooms, lack of drinking water facility for children, no furniture, lack of or unusable toilets, no playground or stage, no games material for children etc
- **Quality Issues**: Adequate teaching and learning material not available, poor quality of teaching, English not being taught to children, no physical education, no homework given, no

feedback given nor taken from parents, progress cards not given, no library, science lab non-existent or not in use, audio-visual aides not being used for teaching etc

- **Administrative Issues**: Insufficient number of Teachers, punctuality not followed by teachers, attendance register not maintained, grants to be utilised fully, fee details not disclosed, no sanitation staff and no watchman

- **Issues pertaining to Mid-day meal**: Quality of meal to be improved, drinking water facility to be provided, no kitchen in place for cooking the mid-day meal, utensils to cook and serve inadequate etc

- **Health related issues**: ANM does not visit school; regular check-ups of children are not done, no medical advice given, no first-aid kit in most schools, children's height and weight not being measured and monitored regularly etc

- **Co-curricular activities**: Children are not engaged in extra-curricular activities such as quiz, essay writing, debates, discussions, Annual Day not being held etc

While these are the issues identified by the community, brainstorming at the village level with the local NGO brought forth, issues of accountability and supervision of schools as other pertinent issues. Also the mandate to universalize education was taken into consideration to monitor that all the children are in schools and not engaged in any kind of gainful labour.

All the different issues have been clubbed under different categories to give the community's perception of completeness with regard to their aspirations for their children's education. These are also indicators of effective school functioning at the village level as seen from the community's eyes.

Based on these a draft tool had been prepared (Annexure II) and piloted in the first round. From an initial elaborate tool, the tool was compressed to a manageable ten broad indicators with sub-categories within these. Scoring for each sub-category was made from 0 -10 in an ascending order of valuation, with zero meaning none to 10 meaning excellent. The sub-categories scores have been totalled and divided by the number of sub-categories, thereby arriving at a score for the main indicator.

 A summary of the first round of piloting the score card is given in the next chapter.

2.1 The First round of implementation of CSC

The First round of community score card was piloted between October 2007 and January 2008 in Tirumalgiri Mandal in Nalgonda District and Jainoor Mandal in Adilabad District. The process that was followed in the first round of the pilot included the following steps:

a) Input Tracking Score Card through an Input tracking matrix developed for the purpose

b) Facilitating the Community Score Card through focused group discussion

c) Facilitating the Service Provider Self-Assessment

d) Drawing up a Plan of Action with a timeline and responsibility chart

2.2 Some key findings

The process of brainstorming and discussing on some of the issues pertaining to school functioning in few pilot villages are given below:

2.2.1 In MP Upper Primary School in village Gundepuri, (Nalgonda), the following issues were raised by the community and the service provider:

- Progress card was not being given regularly;

- Parents meeting was not being held

- Quality of mid-day meal to be improved

- A tank with drinking water must be provided

- Teachers should not read newspapers during school hours

- Teachers must be regular and punctual

- GP must take the initiative to talk to the ANM to get her visit the school

After discussing the same, the community and the service-providers came to an understanding on drawing a plan of action with clear-cut timelines and roles and responsibilities. While drawing the plan of action, it was felt that locally solve-able issues must be done so, while the larger issues could be represented to the higher authorities. To improve the quality of the mid-day meal, it was decided that the mandatory egg be given to all children and that the community would monitor the same.

2.2.2 In MPPS Jalalpuram, the first round brought about some of the following issues:

- Medical kit must be provided for in schools

- Regular health check-up must be taken up

- Extra-curricular activities must be encouraged

As an aftermath of this discussion, a monthly health check-up for all students had been planned and the *Sarpanch* (Village headman) and the *Mandal Parishad* Territorial Committee (MPTC) member took responsibility for ensuring the same.

2.2.3 In Primary School Thonda (SC Colony), the community felt that they require the following facilities and support for the school:

- Electricity for the school
- Support staff to keep the school clean
- Furniture for the children
- Playground for the children
- Usable toilets
- Completion of construction of classrooms

As a follow-up, the *Sarpanch* took the responsibility to ensure that approach roads would be laid and that drinking water would be addressed and medical check-up ensured.

2.2.4 In village Malipuram, the issues raised were proper usage of teaching and learning material, as the requisite grants for the same have been received by the school (TLM grant for each teacher =Rs 500/- and a school grant of Rs 2,000/-). A demand for construction of compound wall for the school, as the Sriramsagar canal flows adjacent to the school at the depth of 30 feet – a cause for worry among the parents and teachers alike.

The action plan prepared for the school made plans for construction of compound wall with community involvement through voluntary contributions, while the local political leaders were to be approached to get a tank for drinking water and games material for children.

2.2.5 In the MP Primary School of Tatipamula, it was discussed that sufficient rooms were not available for the classes, furniture not available, ANM does not visit the school and that progress reports are not given. The action plan shows that the Headmaster would convene the parent teacher meeting on 6th day of every month, while furniture and rooms could be arranged for through the efforts of the Sarpanch and the MPTC.

2.2.6 In Eturu, basic amenities like insufficient classrooms and furniture for the school-going children was an issue that needed immediate attention. Lack of adequate specialized teachers was another

issue. Non-involvement of parents in the school meetings was highlighted. The action plan highlights the responsibilities to be taken up by the various community members and the staff on the different issues. Interestingly, through the action plan, the stakeholders have vowed to promote the school from a 'D' grade school to 'C' grade by December 2007 and from 'C' grade to 'B' grade by March 2008.

Similarly, the school in Mamidipalli also wanted to promote itself, from 'C' grade to 'B' grade before December 2007.

2.3 Planning for Second Round (Repeat Score Cards)

Planning for the second round of CSC began immediately after the completion of the first round of Community Score Cards in January 2008. The second round of CSC began in March 2008 in both the pilot districts.

3.1 Second round of CSC

The second round of piloting the Community Score Cards was completed in by July 2008 in all the ten schools in Nalgonda and 9 schools in Adilabad district.

Since the selection of schools was from the C and D grade categories as per CLIP and CLAP, their progress to an extent was monitored on the basis of changes effected if any, due to the greater involvement of community, greater levels of accountability on the part of teachers and headmasters, school authorities and better quality of services for the children.

With the scores of the first round along the second round scores have been taken for comparison, across schools in Nalgonda and Adilabad and analysed from one indicator to another. A broad comparison shows that Nalgonda has fared better in terms of community and service providers' perceptions right from the first round. This could be due to the difficult circumstances and terrain in which the schools in Adilabad operate. Also Adilabad schools cater to a large number of tribal populations, making it that much harder to observe any perceptible changes in a pilot such as this. Changes however have occurred in some select schools, more due to the local initiative of community's own initiative, an active Sarpanch or MPTC member, effective facilitation of the NGO or direct intervention of school authorities.
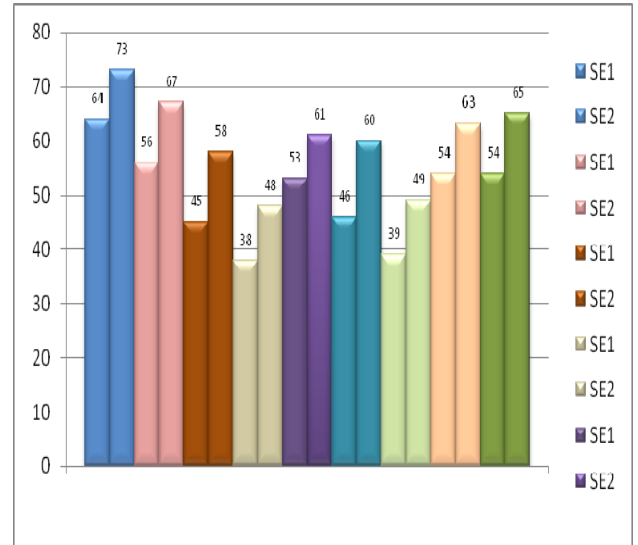
For greater clarity in comparison, a graphical representation of the two rounds is made, which corroborates the observations above:

## Inter-school comparison by district - Nalgonda

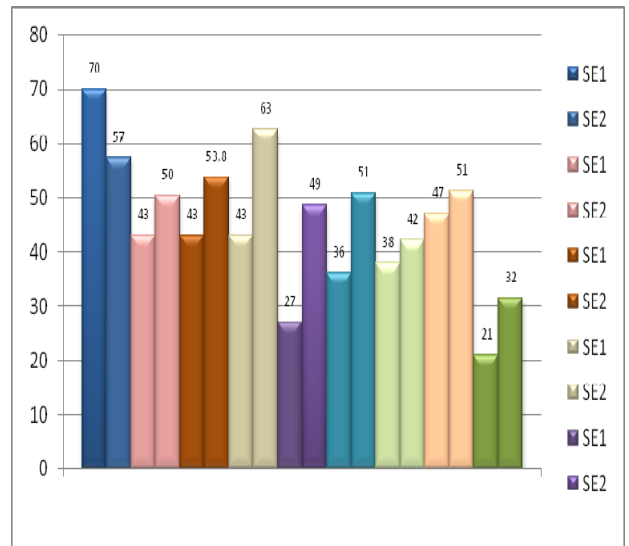(a) CA 1 and CA 2
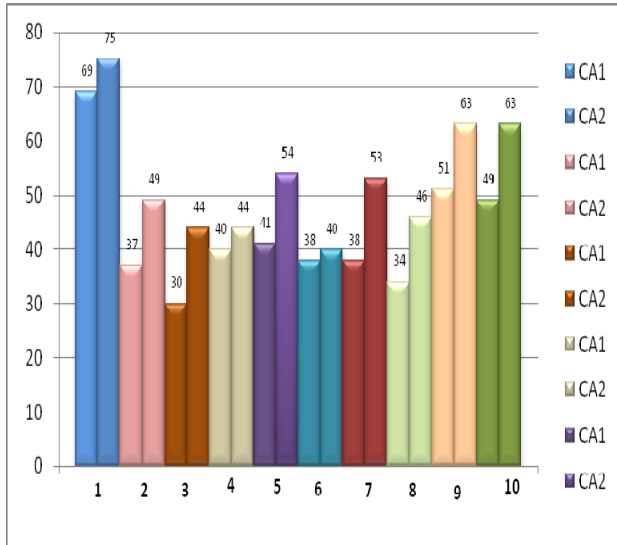
SE 1 and SE 2

An inter-school compassion in Nalgonda shows that the community perceptions in the 10 schools have changed marginally for the better after the two rounds. The service providers too have self-assessed themselves on a higher plane in both rounds.

Inter-school comparison by district- Adilabad

(b) CA 1 and CA 2
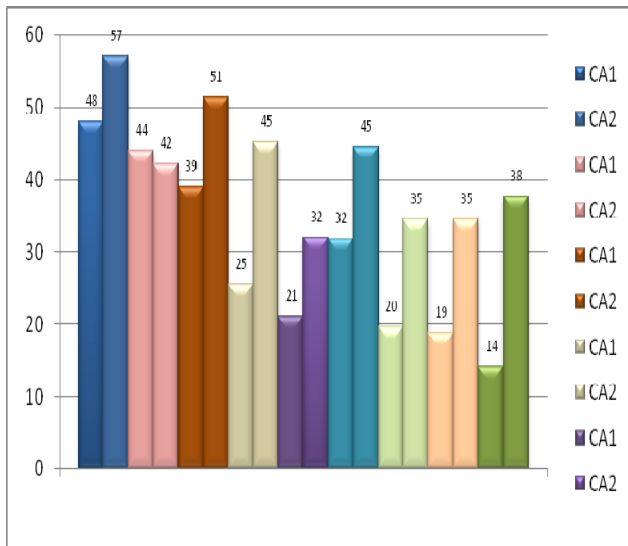
SE 1 and SE 2

A similar trend at community level is not visible in Adilabad, where the variation in the rating is remarkably high in case of some schools or very marginal. In case of the service-providers' self – assessment, the variations are similar showing gaps in understanding and rating on real terms.

Inter-district comparison

(a) Comparative performance of schools across CA1 and CA2- Nalgonda and Adilabad

Nalgonda Adilabad
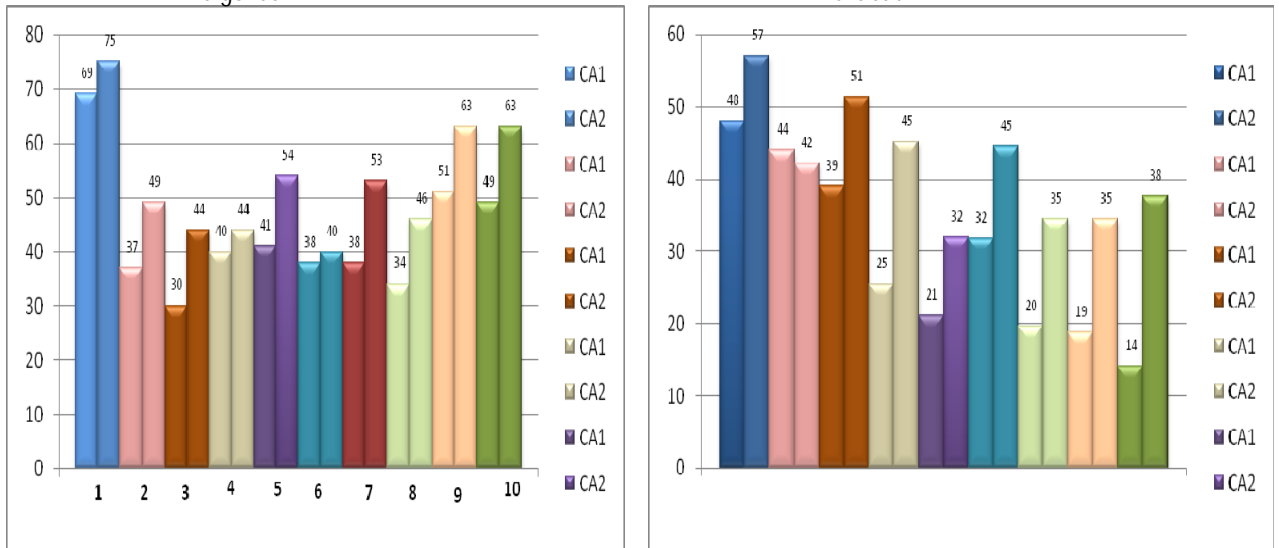
It can be seen from the above graphs that the community in Adilabad shows a distinctly low rating in some schools, possibly because the community is not aware of the educational activities in the village school. The rating dramatically rises in the second round owing to some facilitation. Enthused by the facilitation, the community rates the school higher, keeping their interest in school and its activities intact.

(b) Comparative performance of schools across SE1 and SE2- Nalgonda and Adilabad
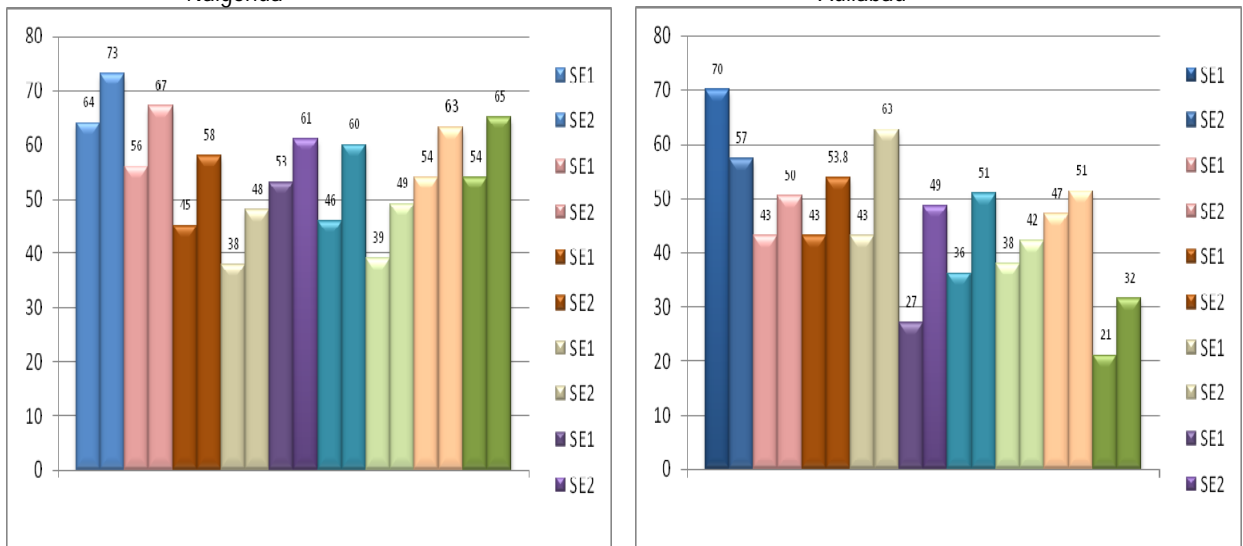
Nalgonda Adilabad

As seen from the graph above, the self-evaluation of the service providers in schools in Nalgonda are much higher than those in Adilabad. The difficulty in reaching out to the tribal child in Adilabad, makes the self-perception of the teachers and HMs here, low and perhaps is less motivating, unless some measures are taken by the authorities. It could be made more challenging through offering of incentives to teachers serving here.

12

In this part, we analyse the scores given by the community on the indictors of school education and the service providers perceptions on the same. The analysis compares the scores of the first round with the second round and the perception compatibility or lack of it between the stakeholders. The same have been analysed and gaps identified at the field level, placing the same to the local level authorities, then and there.

The key indicators that emerged out of the score cards are as follows:

1. *Basic Amenities and Infrastructure*
2. *Human Resources*
3. *School Administration*
4. *Enrollment and Retention*
5. *Quality of Education*
6. *Community Participation*
7. *Utilization of funds*
8. *Implementation of Mid-day meals scheme*
9. *Co-curricular activities*
10. *Inspection by Officers*

The scores received from the Community as well as the Self Assessment Scores have been presented separately as it is not feasible to consolidate the score as they are very specific to the school and any aggregation would mean losing the field realities to a great extent.

Based on the findings from the first round and the follow up round, indicator wise issues have been presented below for both the districts.

4.1 INDICATOR: BASIC AMENITIES AND INFRASTRUCTURE
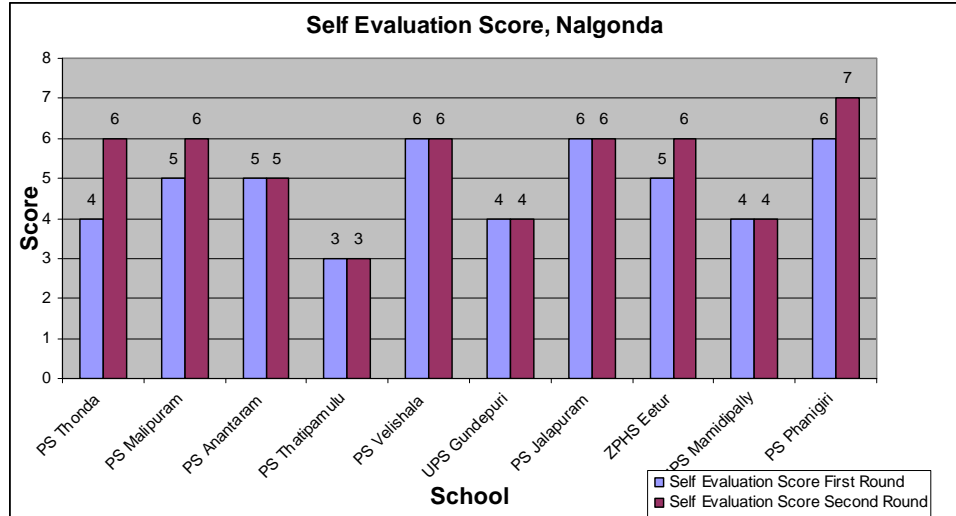
Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	4	6	4	6
2	PS Malipuram	6	6	5	6
3	PS Anantaram	5	6	5	5
4	PS Tatipamula	3	3	3	3
5	PS Velishala	5	5	6	6
6	UPS Gundepuri	4	4	4	4
7	PS Jalalpuram	5	6	6	6
8	ZPHS Eturu	4	5	5	6
9	UPS Mamidipalli	4	4	4	4
10	PS Phanigiri	6	6	6	7

With respect to the indicator on basic amenities and infrastructure, the community assessment score in all the ten schools of Nalgonda showed improvement in the second round. The efforts made by the
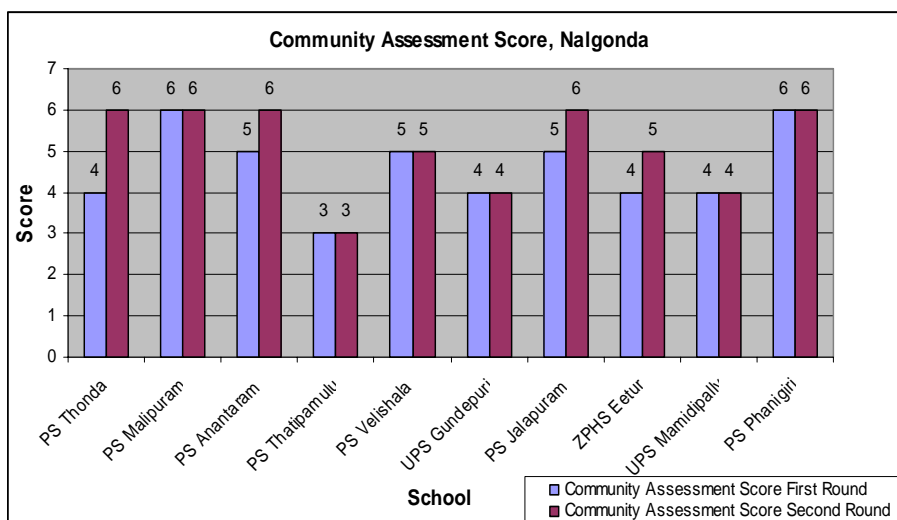
community and the school administration towards improvement of basic infrastructure and amenities have been commendable.

On the self evaluation score also there was a positive trend on the basic amenities and infrastructure improvement indicator. It has been observed that in Nalgonda with the implementation of CSC there is a tremendous amount of interest that has been generated from the community and the school administration on improving the school on all aspects.

Self Evaluation Score, Nalgonda

Results from Adilabad District

| S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	2	3	2	3
2	TWPS Lendijhala	1	2	2	3
3	UPS Patnapur	3	4	5	5
4	UPS Ganeshpur	1	2	3	4
5	MPPS Ashapally	1	2	1	3
6	UPS Jamni	4	5	4	5
7	TWPS Sheikhguda	2	2	3	4
8	UPS Dhaboli	1	2	4	4
9	ZPHS Jainoor	2	3	3	4

With respect to the indicator on basic amenities and infrastructure, the community assessment score in all the nine schools of Adilabad, in the first round it was observed that the scores received by almost all the schools was

Community Assessment Score, Adilabad
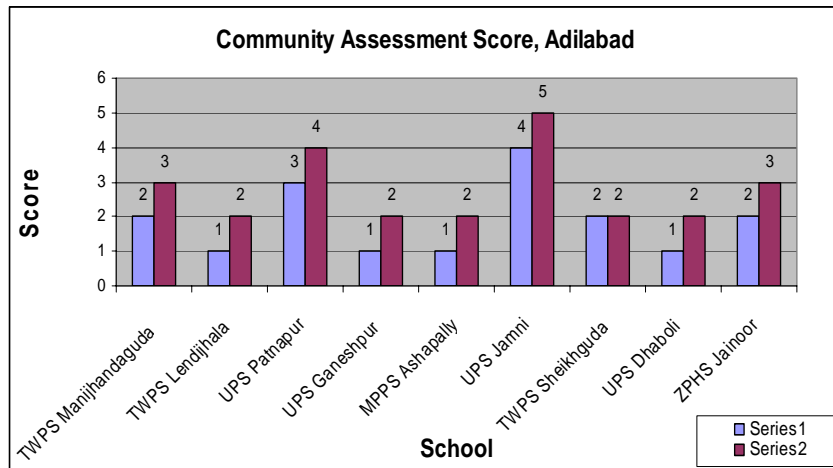
very low (on a scale from 1 to 10, the scores given were not more than 5 in any of the school).

Therefore in the second round the increase in the score does not give any suggestion of improvement in the above indicator.

The self evaluation score in all the nine schools of Adilabad in the first round have been very low as in the above case and have not shown any major increase in scores in the second round.

Self Evaluation Score, Adilabad
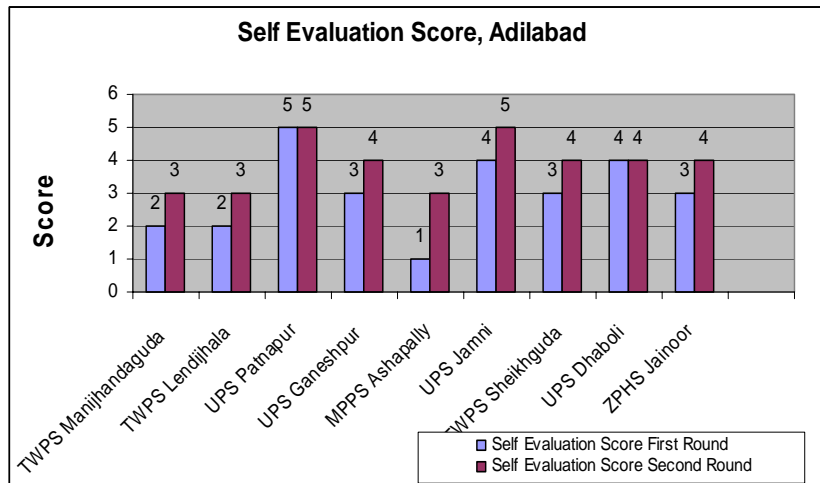

The exercise of Community Score Card provided an opportunity for the community and the government duty bearers to come together and discuss about the various aspects of the school. Both members of community as well as teachers have expressed that this exercise has brought the school closer to the community. After the first round itself community members; both parents and elected representatives have come together; and taken up issues relating infrastructure facilities to the concerned authorities. The tasks were assigned to members and the same were followed up in the second round. It was generally agreed upon the fact that not all support needs to be provided by the community and community have come forward in providing certain facilities like water tank, hand bore, games material, AV equipment like Radio, mike set etc.
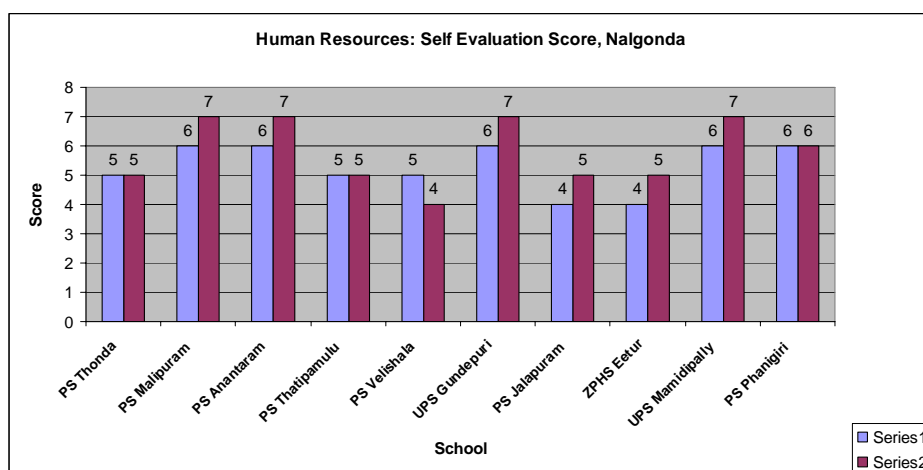
4.2 INDICATOR-HUMAN RESOURCES

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	5	5	5	5
2	PS Malipuram	3	5	6	7
3	PS Anantaram	3	4	6	7
4	PS Tatipamula	4	4	5	5
5	PS Velishala	3	4	5	4
6	UPS Gundepuri	4	5	6	7
7	PS Jalalpuram	3	4	4	5
8	ZPHS Eturu	4	5	4	5
9	UPS Mamidipalli	5	6	6	7
10	PS Phanigiri	6	6	6	6

With respect to the indicator on human resources, the community assessment score in all the schools of Nalgonda showed marginal improvement but in Malipuram the improvement is significant. This may be due to the reason that there is no change in the staff position between the two rounds.
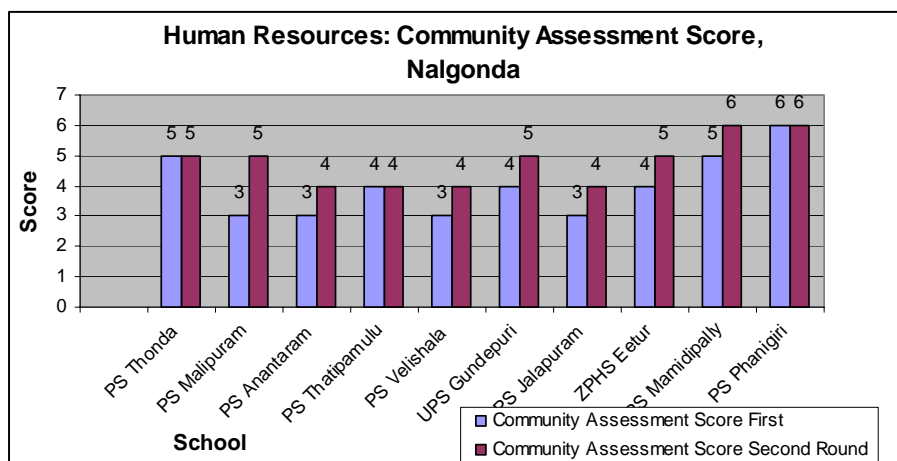
The self evaluation score in all the nine schools of Adilabad moved upwards in the second round of CSC. The self evaluation scores given by the Nalgonda school administration has been higher than the community score in both the rounds.
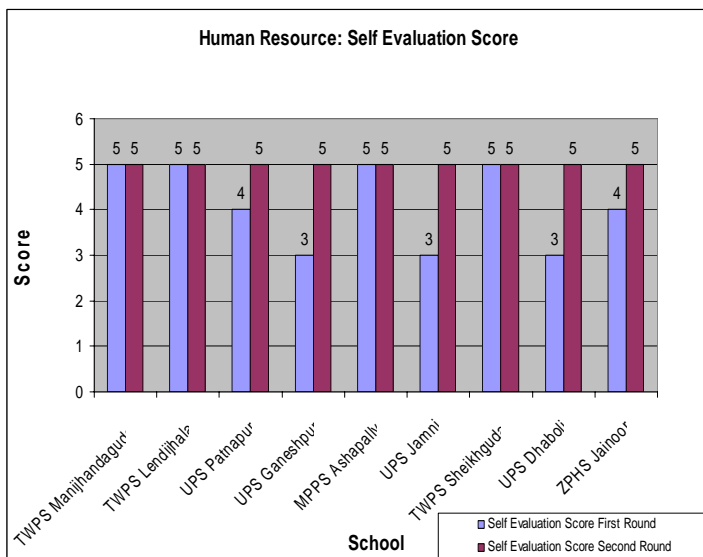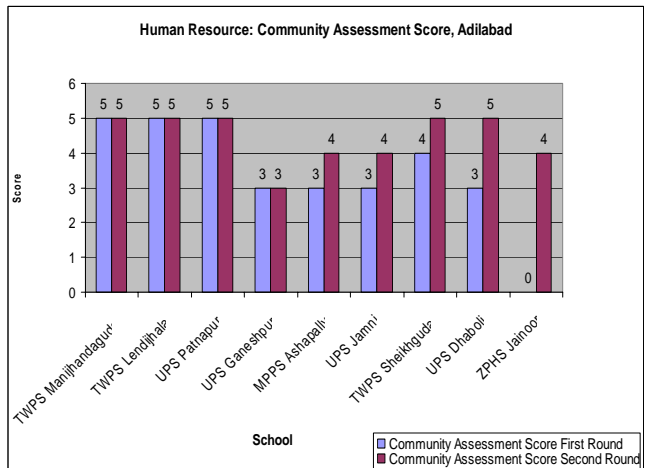
Results from Adilabad District

Indicator- *Human Resources*

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	5	5	5
2	TWPS Lendijhala	5	5	5	5
3	UPS Patnapur	5	5	4	5
4	UPS Ganeshpur	3	3	3	5
5	MPPS Ashapally	3	4	5	5
6	UPS Jamni	3	4	3	5
7	TWPS Sheikhguda	4	5	5	5
8	UPS Dhaboli	3	5	3	5
9	ZPHS Jainoor	0	4	4	5

The community assessment score on human resource indicator in Adilabad district was 5 and below. The indicator showed good improvement in UPS Dhaboli and ZPHS Jainoor in the first round.

The self evaluation scores on this indicator showed similar trends in the Adilabad pilot schools.


Human Resource: Community Assessment Score, Adilabad
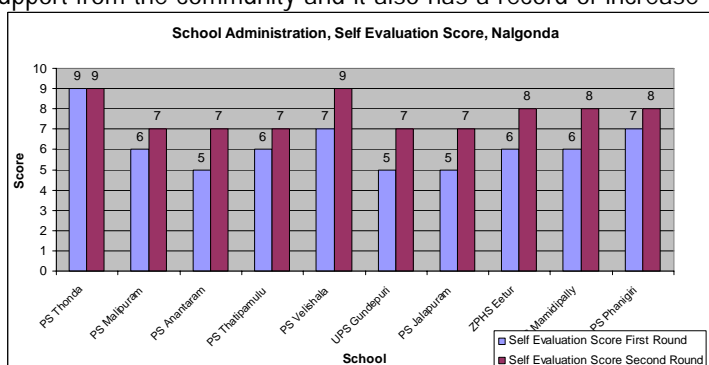

Human Resource: Self Evaluation Score

4.3 INDICATOR-SCHOOL ADMINISTRATION

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	9	9	9	9
2	PS Malipuram	4	6	6	7
3	PS Anantaram	3	5	5	7
4	PS Tatipamula	4	5	6	7
5	PS Velishala	5	7	7	9
6	UPS Gundepuri	5	5	5	7
7	PS Jalalpuram	6	7	5	7
8	ZPHS Eturu	4	6	6	8
9	UPS Mamidipalli	7	8	6	8
10	PS Phanigiri	6	8	7	8

With respect to the indicator on school administration, the community assessment score in all the ten schools of Nalgonda showed good scores and PS Thonda, especially showed very high score of 9 in both the rounds. The efforts made by the community and the
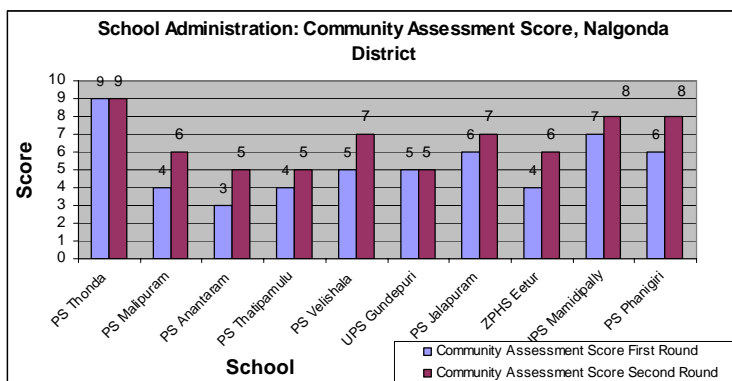
school administration towards improvement have been commendable. The respect that the school commands from the community gets reflected in the score awarded by the community in the two rounds. The school enjoys very good support from the community and it also has a record of increase in enrolment from 75 to more than 200 in a span of two years and in this process the private school which was functioning in the village got closed. The CGG and the World Bank team observed that all the children in the school came 1 to 2 hrs early and


stayed backed in the evening for 1 to 2 hours because the teaching learning process is not restricted to the text book content, but special care is taken to provide additional inputs in Mathematics, science and languages. Even in the case of self evaluation score, similar trend was observed.

Results from Adilabad District

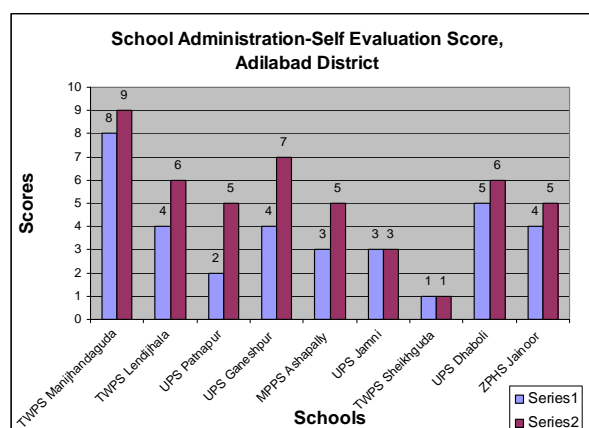| S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	8	8	9
2	TWPS Lendijhala	3	5	4	6
3	UPS Patnapur	0	2	2	5
4	UPS Ganeshpur	4	5	4	7
5	MPPS Ashapally	0	2	3	5
6	UPS Jamni	1	2	3	3
7	TWPS Sheikhguda	-	-	-	-
8	UPS Dhaboli	2	2	5	6
9	ZPHS Jainoor	-	2	4	5

The trend of awarding low scores by the community continues in this indicator on school administration
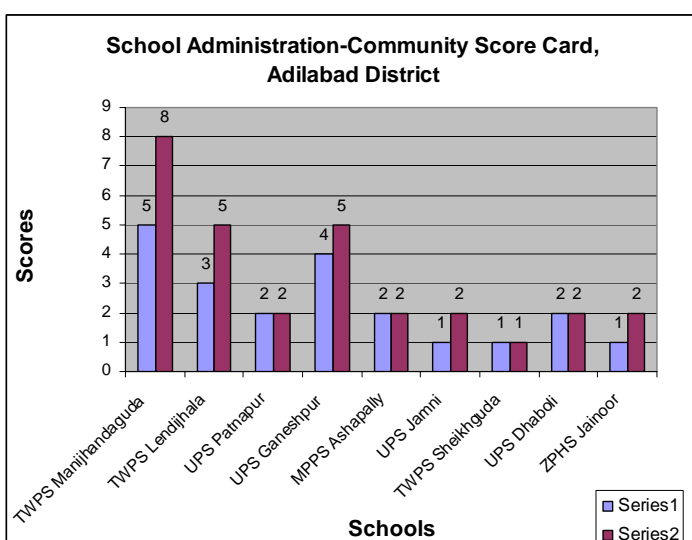
also. This indicator comprises of proper maintenance of records & registers; Progress-Card; Parents' meeting, Teachers' dairy, lesson plans and Cleanliness of the school which are not visible to the community and which are more internal to the school. TWPS, Sheikhguda did not get evaluated in this indicator by the community but the CGG team which visited this school noticed that the school enjoys good support

from the community and the school records are maintained well. The teachers have erected fence around the school from their own resources and this has improved the ambience of the school.

The self evaluation score for the indicator also showed better scores than the community assessment scores. In the case of Manijhandaguda the self evaluation score and the community assessment score both was very high around 8 to 9. This school showed promising effort on the part of the school administration to make it more accountable and responsive. The commitment of the teachers in

enrolling and retaining all the children in school is visible and much appreciated by the community.
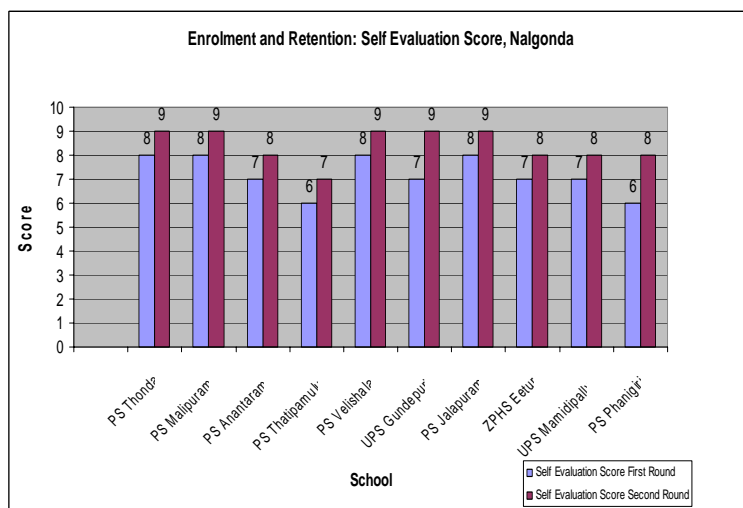
4.4 INDICATOR-ENROLLMENT AND RETENTION

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	7	8	8	9
2	PS Malipuram	6	7	8	9
3	PS Anantaram	3	5	7	8
4	PS Tatipamula	6	7	6	7
5	PS Velishala	7	7	8	9
6	UPS Gundepuri	6	6	7	9
7	PS Jalalpuram	5	6	8	9
8	ZPHS Eturu	6	6	7	8
9	UPS Mamidipalli	8	9	7	8
10	PS Phanigiri	6	8	6	8

The enrolment and retention rates are high in almost all the schools in Nalgonda pilot schools. MVF which is the partnering agency in implementing community score card is working in the mandal with special focus on out of children and drop outs. Their role in ensuring the enrolment of all children is to a very large extent. The local youth are actively engaged by MVF and are
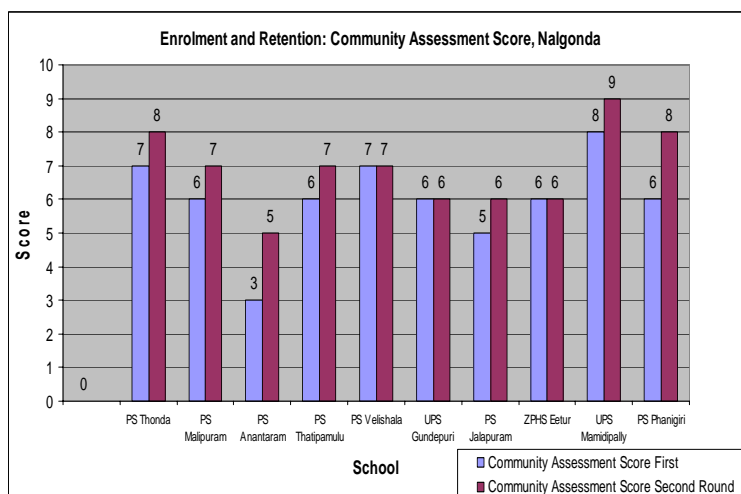
called Child Rights Protection Force which is the major force behind ensuring that all the children are enrolled and retained in the school. The role of the elected representative's particularly the President of Mandal Parishad; Tirumalgiri who happens to be a woman cannot be undermined as education is in the priority list. A similar trend has been observed in the case of self evaluation scores on this indicator.

21

Indicator- *Enrolment and Retention*
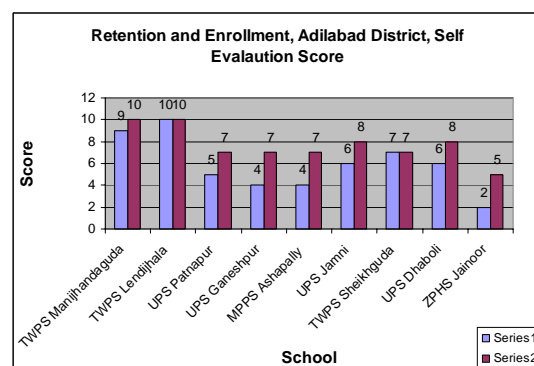
S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	9	9	9	10
2	TWPS Lendijhala	10	9	10	10
3	UPS Patnapur	6	6	5	7
4	UPS Ganeshpur	5	6	4	7
5	MPPS Ashapally	5	7	4	7
6	UPS Jamni	5	5	6	8
7	TWPS Sheikhguda	3	3	7	7
8	UPS Dhaboli	5	8	6	8
9	ZPHS Jainoor	5	7	2	5

The enrolment and retention rates in the schools of Adilabad pilot are mixed. Some of the schools like Manijhandaguda, Lendijhala and others show a very high score as the school administration including teachers and local NGOs are putting in a lot of effort to ensure that the enrolment and retention of children is high.

Enrollment and Retention: Community Assessment Score, Adilabad District
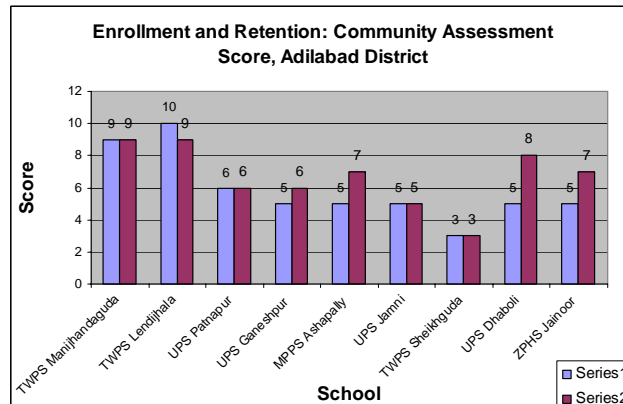
But in some cases the scores are comparatively low and retention is an issue. A similar trend has been observed in the case of self evaluation scores on this indicator. The teachers have expressed that regular attendance is an issue. Head Master of ZPHS, Jainoor went to the extent of saying that if a child attends for 180 days (effective teaching days out of 220 working days) the parents can take the

Retention and Enrollment, Adilabad District, Self Evalaution Score

teachers to task if their wards are not performing well. This emphasized the role of parents in ensuring regularity of the child to school and the responsibility of the school in providing good academic inputs to the students to ensure their regularity which would pave way for better performance.

4.5 INDICATOR- QUALITY OF EDUCATION
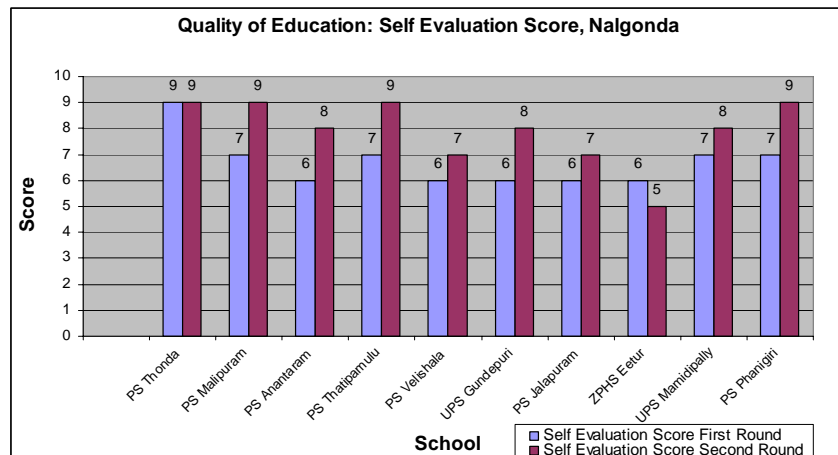
Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	8	9	9	9
2	PS Malipuram	4	5	7	9
3	PS Anantaram	4	5	6	8
4	PS Tatipamula	8	8	7	9
5	PS Velishala	5	6	6	7
6	UPS Gundepuri	5	5	6	8
7	PS Jalalpuram	5	7	6	7
8	ZPHS Eturu	4	6	6	5
9	UPS Mamidipalli	7	8	7	8
10	PS Phanigiri	6	7	7	9

The community assessment in respect of Thonda, Tatipamula, Mamidipalli schools is fairly high whereas the self evaluation in all the schools except Eturu is high. In case of Eturu lack of subject teachers and
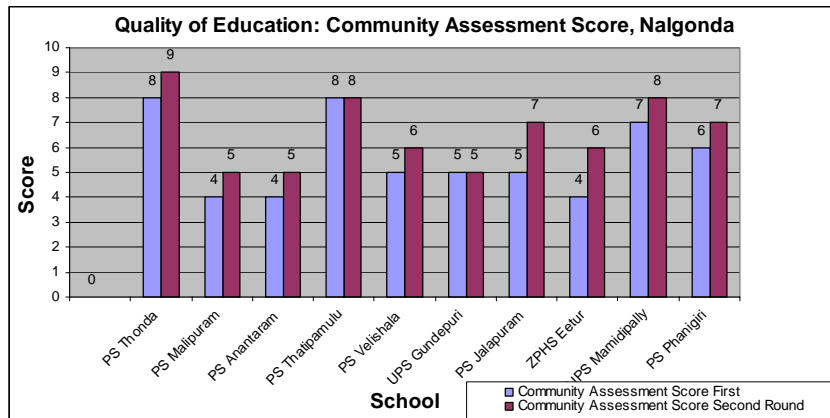
also the low academic standard of the entry level class VI which is reflecting on the grade of the school which is also one of the components of this indicator.

Schools are rated in a 4 point scale by the government in the form of CLIP (Child Learning Improvement Programme) and CLAP (Child Learning Assessment Programme). As a part of CSC, the grades assigned as

per CLIP /CLAP is used for each of the pilot schools instead of taking up another round of assessment of students.
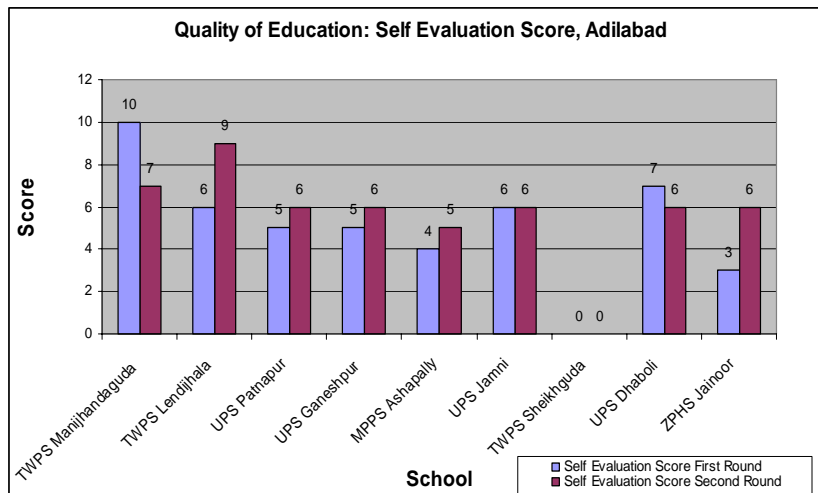
Results from Adilabad District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	0	10	7
2	TWPS Lendijhala	4	3	6	9
3	UPS Patnapur	3	4	5	6
4	UPS Ganeshpur	3	2	5	6
5	MPPS Ashapally	2	3	4	5
6	UPS Jamni	3	6	6	6
7	TWPS Sheikhguda	-	-	-	-
8	UPS Dhaboli	2	3	7	6
9	ZPHS Jainoor	6	6	3	6

The trend of assigning low scores continues in this indicator also. Schools like PS, Manijhandaguda, Lendijhala, UPS Ganeshpur have shown decline in the rating between the first and second rounds whereas schools like UPS Jamni have shown good improvement.
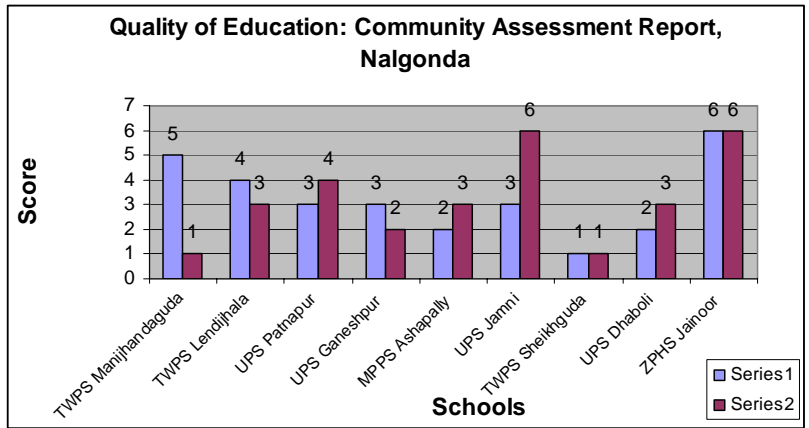
In the self evaluation, except PS, Manijhanguda and UPS Dhaboli, all other schools have shown considerable improvement between the two rounds of CSC.
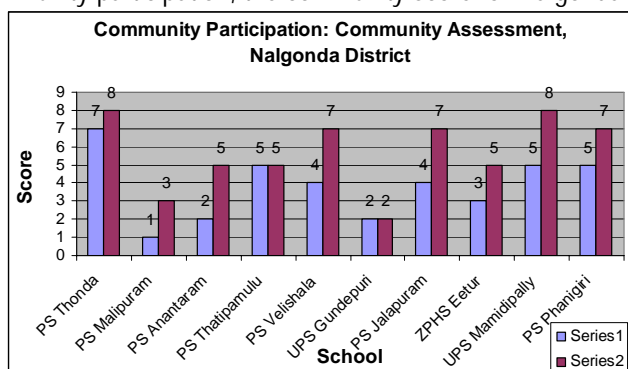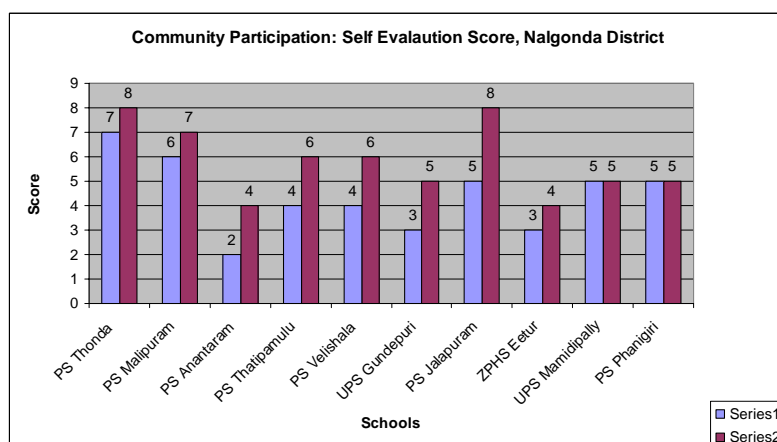
4.6 INDICATOR-COMMUNITY PARTICIPATION

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	7	8	7	8
2	PS Malipuram	1	3	6	7
3	PS Anantaram	2	5	2	4
4	PS Tatipamula	5	5	4	6
5	PS Velishala	4	7	4	6
6	UPS Gundepuri	2	2	3	5
7	PS Jalalpuram	4	7	5	8
8	ZPHS Eturu	3	5	3	4
9	UPS Mamidipalli	5	8	5	5
10	PS Phanigiri	5	7	5	5

On one of the most important indicators on community participation, the community score for Nalgonda district was high in the case of Thonda. It was observed by the CGG team during the visit that the Head Master of Thonda and the teachers made tremendous effort to take along with them the community and the village people on all the major issues concerning the school. The scores very correctly reflect the situation in Thonda. While in other schools the scores given by the community were not very impressive, especially in Malipuram, Gundepuri, Anantaram etc the community participation score was very low. A similar pattern was also seen in the self evaluation score of Nalgonda on the community participation indicator. Thonda got a very high score which was very much in consistence with the scores received from the community.


Community Participation: Community Assessment, Nalgonda District

Community Participation: Self Evalaution Score, Nalgonda District

Results from Adilabad District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	5	7	8
2	TWPS Lendijhala	6	8	5	6
3	UPS Patnapur	2	3	2	3
4	UPS Ganeshpur	2	3	2	3
5	MPPS Ashapally	2	2	2	3
6	UPS Jamni	4	3	3	4
7	TWPS Sheikhguda	1	3	4	5
8	UPS Dhaboli	1	1	2	2
9	ZPHS Jainoor	1	1	1	1

On the community participation indicator, the community assessment scores in Adilabad were not very encouraging. Except in Manijhandaguda and Lendijhala where the scores were 5 & 6, rest of the schools showed a score of less than 2 and 1. This shows that there is a good

amount of expectation from the communities for improving the interaction with the school and greater participation.
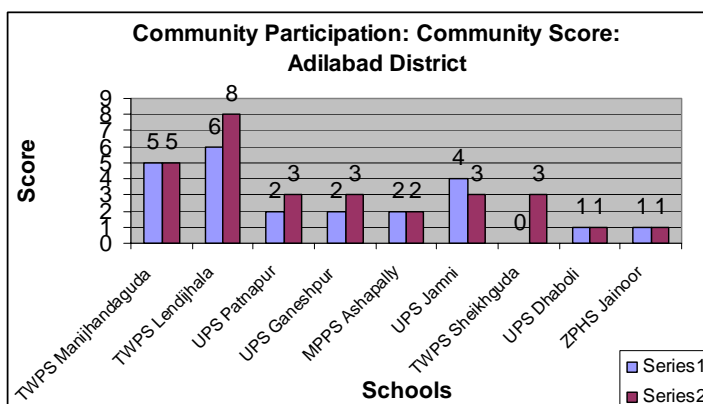
The self assessment score from Adilabad on the community participation indicator is also not encouraging. Except Manijhandaguda and Lendijhala the other schools have themselves assigned very low scores on community participation. This is an issue which needs immediate rectification.
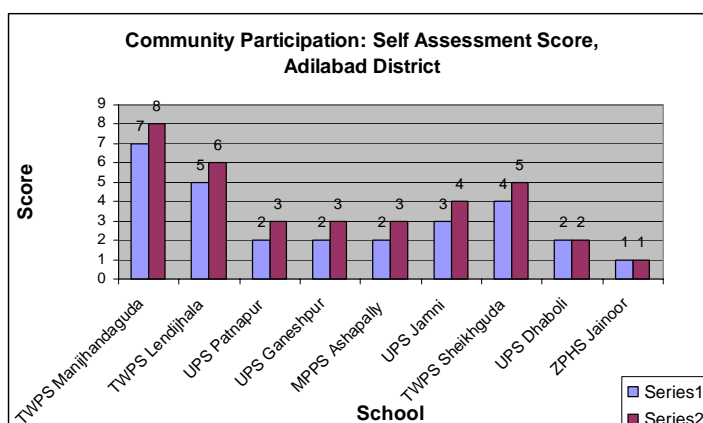
4.7 INDICATOR- Utilization of Funds and Grants

Through this indicator, knowledge about funds and grants related to the school were assessed. The community is not aware of the fact that each teacher is given a grant of Rs 500/- for purchase of teaching and learning material (TLM) for the children, while the school is given a grant of Rs.2000/- for the same.

The input tracking system undertaken initially showed that the teachers were utilizing the amount towards purchase of chalk, charts, pencils and books for the children. The school grant is also being put to use for purchase of such material to facilitate better teaching for the children.

The awareness levels among the community on this indicator were not very encouraging. Most have expressed so and the rating hence is 0 in case of majority of the schools. There is also a variation in the perception of community members, as some have rated 10 against this indicator, showing that there is excellent utilization of funds and grants.

This indicator is a higher level indicator that calls for some kind of basic knowledge of the functioning of the schools and thereby its limitations – human resource-wise or financial resource-wise. It also calls for greater transparency on the part of the school authorities in sharing the vital information related to finances in their PTA or School Committee meetings.

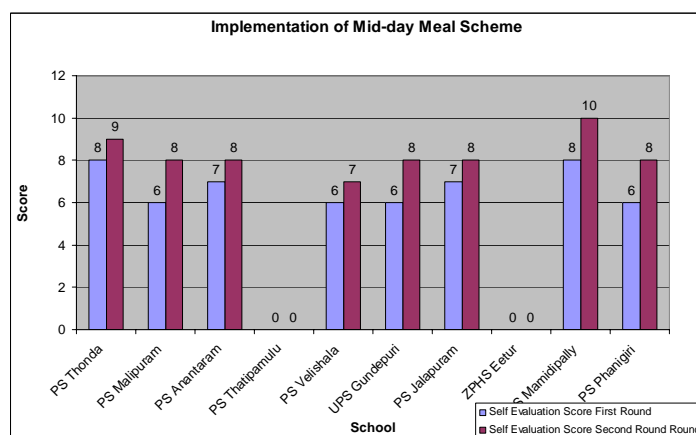## 4.8 INDICATOR- IMPLEMENTATION OF MID-DAY MEALS SCHEME

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	8	8	8	9
2	PS Malipuram	3	5	6	8
3	PS Anantaram	3	5	7	8
4	PS Tatipamula	-	-	-	-
5	PS Velishala	5	7	6	7
6	UPS Gundepuri	5	5	6	8
7	PS Jalalpuram	4	6	7	8
8	ZPHS Eturu	-	-	-	-
9	UPS Mamidipalli	6	8	8	10
10	PS Phanigiri	5	7	6	8

In the case Nalgonda district on the indicator related to implementation of mid day meal scheme, the community has given a very high score to some of the schools like Thonda, Mamidipalli etc. During the field visits it was also observed that

the mid day meals are being served to the children in an effective manner.
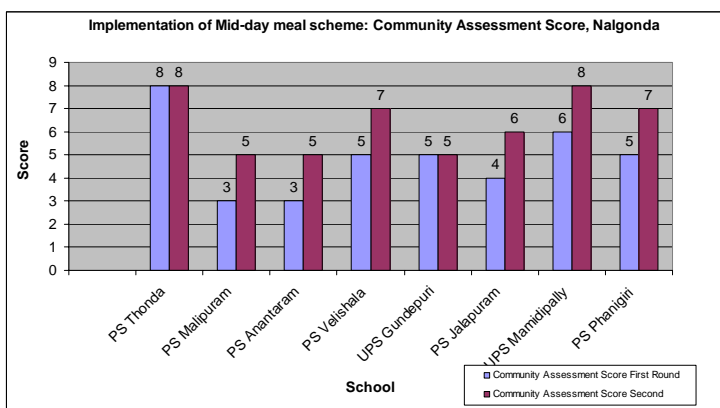
In the case of the indicator on implementation of mid day meals scheme, the service provider has given a very high score in almost all the schools. In the case of Thonda, the scores have been almost similar in the case of community score and the provider score, while in other schools the provider score has been very high compared to the community

score. This would mean that the people are not very satisfied with the implementation of the mid day meals in these schools.

Results from Adilabad District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	10	8	10
2	TWPS Lendijhala	10	10	5	4
3	UPS Patnapur	8	9	2	9
4	UPS Ganeshpur	5	9	9	10
5	MPPS Ashapally	4	8	2	5
6	UPS Jamni	6	7	3	5
7	TWPS Sheikhguda	5	8	5	6
8	UPS Dhaboli	5	6	5	5
9	ZPHS Jainoor	-	-	-	-

In the case of Adilabad district, the scores on implementation of mid day meal scheme has been mixed.

In few cases such as Lendijhala, Patnapur, Jamni etc the score given by the community have been high while in the case of other schools the scores given by community has been average.

Implementation of Mid-day Meal Scheme: Community Assessment Score, Adilabad
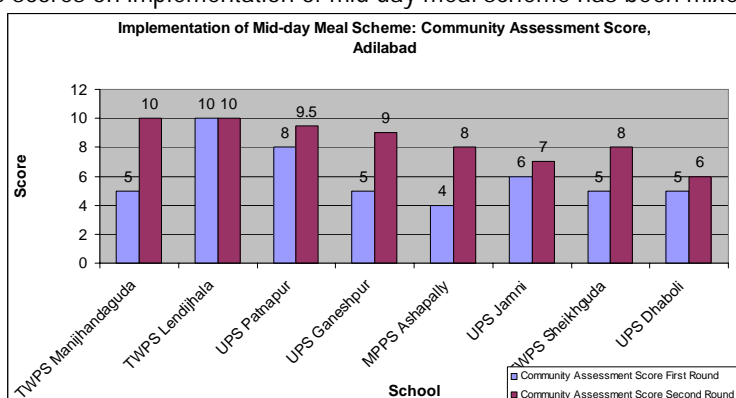
Note: In the CSC exercise some of the indicators are left out by either the community or the service providers. When there is no score it cannot be construed that the performance is poor in that indicator.

The trends seen in these schools on the indicator on mid day meal implementation shows a lot of conflict, in the sense that wherever the community has given a good score, the service provider has given a low score and vice-versa. This shows that there the mid day meal scheme implementation needs to be streamlined in the mandal.

Implementation of Mid-day Meal Scheme: Self Evaluation Score, Adilabad
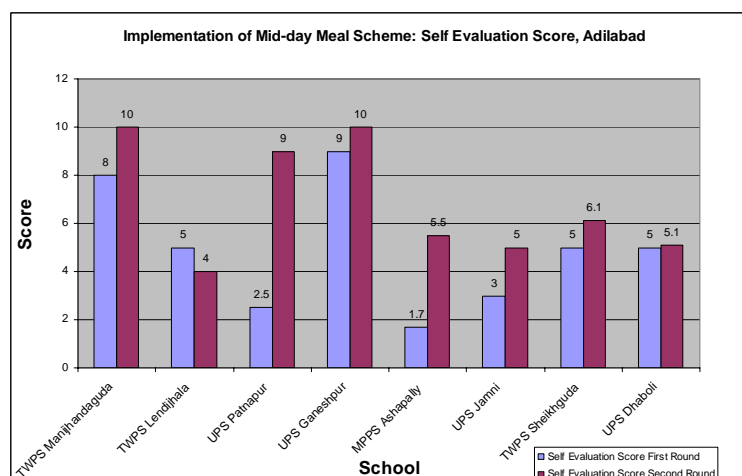
But in general members of community have expressed that CSC facilitated community in checking the provision of mid day meal in schools. They also expressed that the quality of meal has improved with their enquiry through the Score Card exercise and in a few cases they have also reported that egg is now regularly served as community is keeping a watch on the menu.
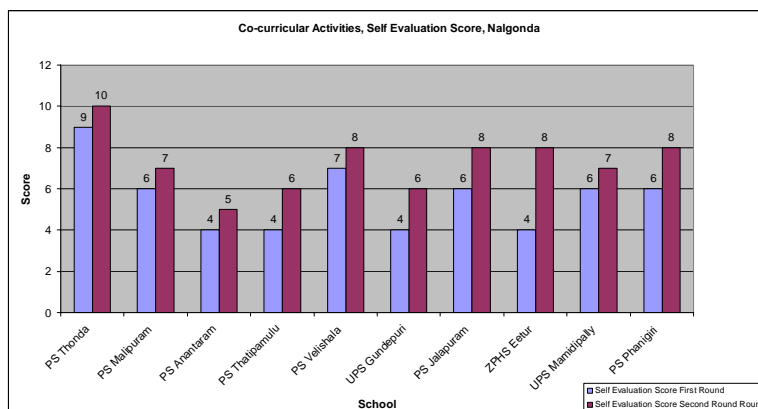
4.9 INDICATOR- CO-CURRICULAR ACTIVITIES

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	8	9	9	10
2	PS Malipuram	4	5	6	7
3	PS Anantaram	2	3	4	5
4	PS Tatipamula	6	8	4	6
5	PS Velishala	4	7	7	8
6	UPS Gundepuri	2	2	4	6
7	PS Jalalpuram	3	6	6	8
8	ZPHS Eturu	5	8	4	8
9	UPS Mamidipalli	5	7	6	7
10	PS Phanigiri	5	8	6	8

In the case of Nalgonda, the community score on the indicator on co-curricular activities got a very high score. In Thonda, Tatipamula, Eturu, Phanigiri the scores were as high as 8 out of 10. It was also observed by the CGG team that the school administration has taken great

interest in this aspect of encouraging the students to participate in the co curricular activities.
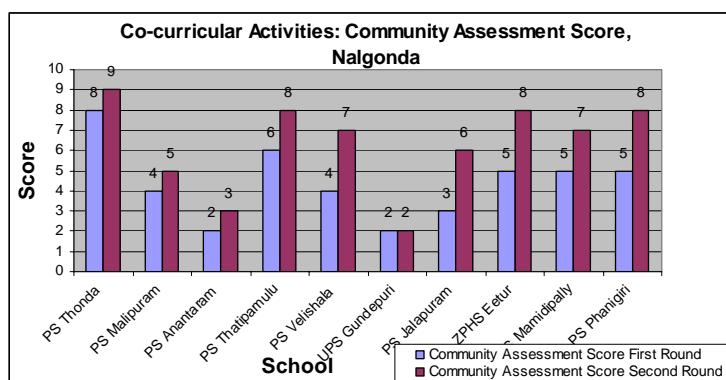
In the case of self evaluation by the service provider, the scores have been equally high. This pattern is observed in the field that the school administration including the teachers and other support staff spends a considerable amount of time to

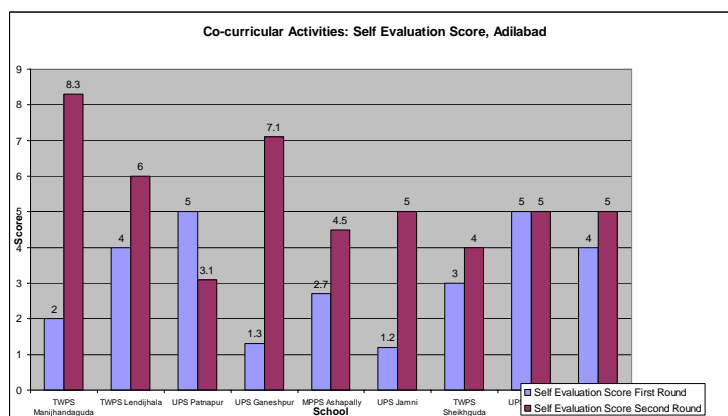plan the co curricular activities for the children.

Results from Adilabad District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	2	5	2	8
2	TWPS Lendijhala	2	2	4	6
3	UPS Patnapur	2	6	5	3
4	UPS Ganeshpur	2	3	1	7
5	MPPS Ashapally	2	2	2	4
6	UPS Jamni	1	2	1	5
7	TWPS Sheikhguda	2	2	3	4
8	UPS Dhaboli	5	5	5	5
9	ZPHS Jainoor	5	5	4	5

In the case of Adilabad district, the indicator on co-curricular activities showed a mixed trend. There has been considerable improvement in the scores in the case of Manijhandaguda. It has risen from 2 to 5, in the case of community score and 2 to 8 in the case of self evaluation score.
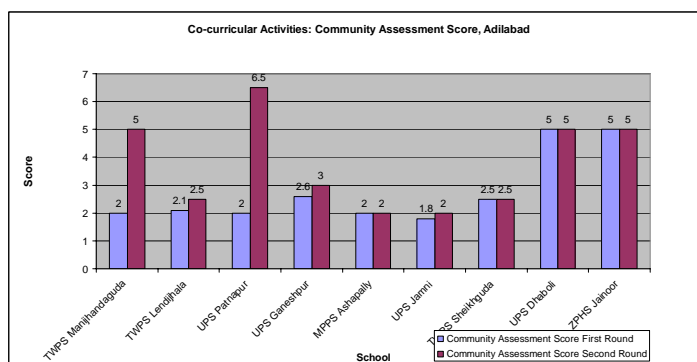
This shows that there is some positive trend in these schools on the particular indicator. In the case of other schools, the scores given by both the community and the service provider have been very low and have not shown any significant improvement in the second round of CSC.
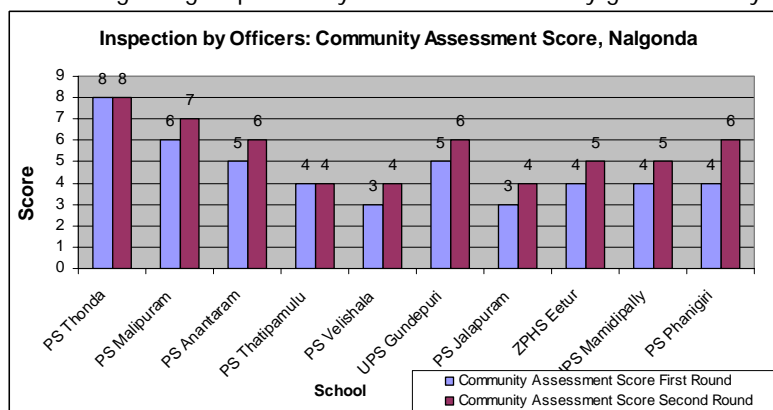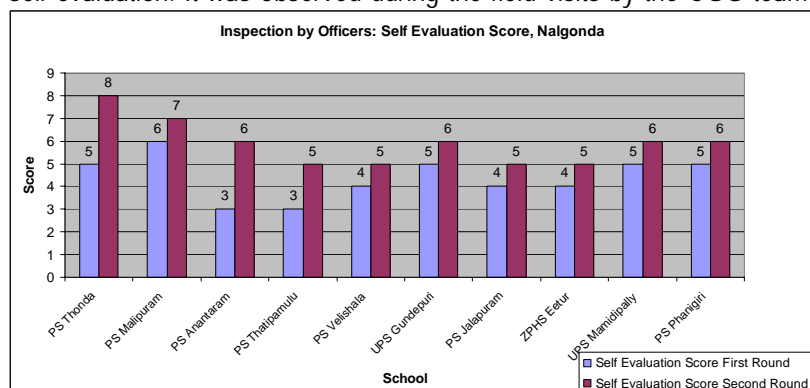
4.10 INDICATOR-INSPECTION BY OFFICERS

Results from Nalgonda District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	PS Thonda	8	8	5	8
2	PS Malipuram	6	7	6	7
3	PS Anantaram	5	6	3	6
4	PS Tatipamula	4	4	3	5
5	PS Velishala	3	4	4	5
6	UPS Gundepuri	5	6	5	6
7	PS Jalalpuram	3	4	4	5
8	ZPHS Eturu	4	5	4	5
9	UPS Mamidipalli	4	5	5	6
10	PS Phanigiri	4	6	5	6

The community score on the indicator regarding inspection by officers received fairly good score by the community and interestingly the self evaluation scores have also shown similar trends in the case of inspection.


Thonda received the highest score of 8 in the community assessment as well as in the self evaluation. It was observed during the field visits by the CGG team that the interest taken by the local administration has been very encouraging and this has resulted in positive scores for this indicator.

Results from Adilabad District

S No	School	Community Assessment Score		Self Evaluation Score	
		First Round	Second Round	First Round	Second Round
1	TWPS Manijhandaguda	5	2	8	5
2	TWPS Lendijhala	3	2	2	2
3	UPS Patnapur	1	1	1	2
4	UPS Ganeshpur	1	2	3	4
5	MPPS Ashapally	2	2	3	3
6	UPS Jamni	1	2	2	2
7	TWPS Sheikhguda	3	2	2	2
8	UPS Dhaboli	1	1	7	5
9	ZPHS Jainoor	1	1	1	1

On the indicator regarding inspection by officers it has been observed that, the community scores in Adilabad district have shown very low scores. This is despite the fact that the Government of Andhra Pradesh has a major focus on strengthening the schools in tribal areas. Except in the case of Manijhandaguda, where the

score is 5, rest of the schools has got a score of 1 and 2 out of 10.
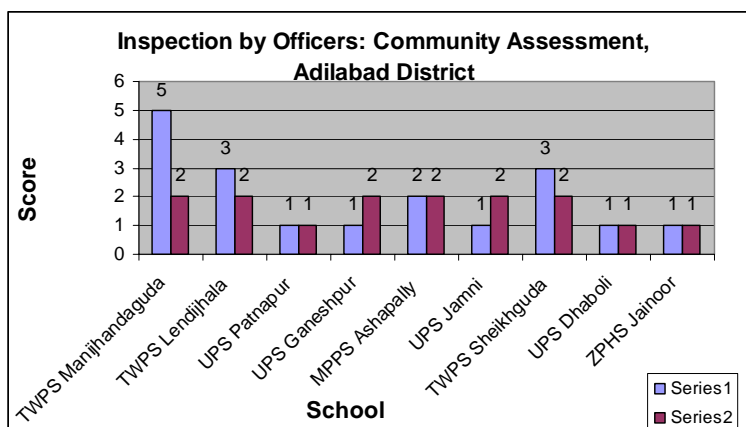
In the case of self evaluation, the service providers have given themselves mixed scores. In the case of Manijhandaguda the score is as high as 8 and in Dhaboli it is 7 out of 10. In the rest of the schools the service providers have also given very low scores for the indicator on inspection
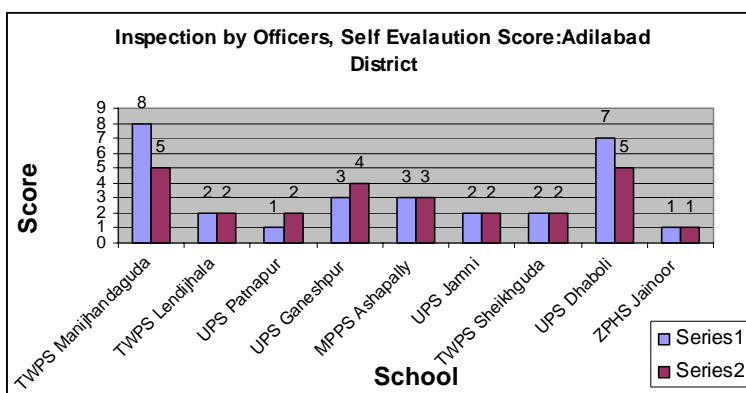
by officers. In general, some of the head masters and teachers have observed that academic inspections are not regular. The MEOs of both the pilot mandals and the DEOs also have explained the increase in their workload as programme managers of various schemes and programmes like SSA, Mid day meal. In addition to their existing work service related issues of Panchayat teachers are also now

vested with the education officers leaving very little time with the officers for monitoring and inspection of schools. This is a matter of concern and needs to be addressed by the Government.

One of the key strategies of undertaking community score cards has been to share the information related to the rating, with those rating and rated, on the same platform. Besides, the stakeholders discussed the different issues that needed to be sorted out, before charting out the next course of action.

From the experiences of the pilot, some of the generic key findings have been as follows:

- Significant differences in perceptions of service takers and service providers;
- Nalgonda communities' perception on school related matters was average, while Adilabad community's perceptions were comparatively low on most indicators
- Issues like basic amenities and teacher regularity – concerns at community level;
- General lack of understanding on funds and grants related issues at community level, and in some cases at service provider level;
- Community unaware of school inspection by authorities

More comparative findings against each indicator specific to the pilot project are:

Indicator 1: Basic Amenities

- Community assessment and self assessment on this indicator showed marked improvement in Nalgonda, while same perceptions are not evident in Adilabad. Low scores given in first round and second round

Indicator 2: Human Resources

- Marginal improvement in scores after two rounds in both districts

Indicator 3: School Administration

- Improvement in scores in Nalgonda and Adilabad. The community level initiatives in some schools post – first round ensured that there was some improvement

Indicator 4: Enrolment and Retention

- The scores on this are high in Nalgonda while they are mixed in Adilabad. CRPF's role in enrolment is evident, while retention is an issue in Adilabad

Indicator 5: Quality of Education

- Community assessment higher than self assessment in Nalgonda and both are low in case of Adilabad. Lack of subject teachers, low standard at entry level in some instances are problems

Indicator 6: Community participation

- Mixed scores in Nalgonda while low scores in Adilabad. School administration's efforts to take community into confidence are evident in some schools, while community takes active part in others.

Indicator 7: Utilization of funds and grants

- Not much information seems to exist on this aspect at community level, in both mandals.

Indicator 8: Implementation of mid-day meal

- Mixed (high /low) and diverse scores (CA and SA) showing that there is variance in perceptions, while

MDM is appreciated. Through score card exercise, community has ensured its participation in monitoring the MDM

Indicator 9: Co-curricular activities

- Mixed trend in Nalgonda, while low scores in Adilabad. Some schools taking interest in engaging children in co-curricular activities.

Indicator 10: Inspection of schools by authorities

- Low scores given in Adilabad, while mixed scores in Nalgonda. Increasing workload on the mandal and district level authorities is an issue that comes to the fore and needs to be addressed by authorities

A summary of these findings were brought to the notice of the authorities at the district and state level at a consolidation workshop, wherein the stakeholders shared the progress made thus far and apprehensions on the some contentious issues on which they were not competent enough to resolve.

In the two rounds of score cards that were done in the schools and through interface meetings, it was found that some of the indicators like basic amenities; human resources etc did not show any great signs of improvement. This is due to the reason that the school administration has very little control over these indicators and can do much less to make things better in the field. Few more developments that have taken place post-pilot are given below:

Representative of UPS Mamidipudi mentioned that the pilot had a very positive impact on the involvement of the community. After the first round, the village community has been enthused to focus attention on school and related matters and has made it a point to make constant enquiries with the school administration on some matters and question the teachers.

He also mentioned that the school was located precariously next to the Sriramsagar canal that flow at about 30 feet depth, just adjacent to the school. The compound wall of the school was not constructed initially, making the teachers and the administration extra vigilant about the safety and well being of students. After discussing the same in the first and second rounds of the pilot and identifying construction of the compound wall as a top priority subject, the local elected representatives and the MEO and other mandal and districts level authorities, got a grant of Rs 50,000/- sanctioned for the same from Zila Parishad funds. There was also a suggestion that the same should form a part of mandal level plans. A water tank has been donated for the children to have access to drinking water. A private hut that was existent within the precincts of the school was vacated and the land was occupied for the school. The Sarpanch of the school personally donated 2 kuntas for the school, while half a kunta is to be regained from another villager, this summer.

In Eturu, the headmaster mentioned that the pilot began in October 07; a main gate was constructed with the help of donors. Furniture worth Rs 20,000 was procured for the children. With the help of private donors like Vasavi Club, drinking water tank was procured and set up. The primary school tank was also being cleaned and used. The water stagnated 4 classrooms have not yet been repaired. The school is now a SUCCESS school and computers have been sanctioned. An English medium class of 36 students has been created and new posts created. There are 80-90 students per class and new sections have to be created, but space is a constraint here. There are 7 regular teachers, and no infrastructure facilities. As part of facilitating mid-day meal, plates and glasses have been arranged for the students through Vasavi Club to ensure that children do not leave school to fetch their plates from

home. A board has been put up in the school to publicly acknowledge the various donors. Study material is being arranged for the children. Teachers have been appointed to primary school along with vidya volunteers. The impact of the pilot has been that dropouts have decreased considerably; absenteeism has lessened by 10%. PTA is not much active, except the English medium PTA. On demand from the parents a change in uniform for the English and the Telugu medium has introduced this year. The concern here is a compound wall and its construction. The school in Eturu presents a good convergence model of village school.

It was suggested to the HM of the school in Eturu that funds for building could be tapped from RSVY scheme and from the Collectorate funds as these sanction buildings.

In village Patnapur, Jainoor mandal, the achievement has been 100% enrolment of all children of school going age into schools. Mr Mesram Motiram, Teacher Jainoor, a barefoot teacher, who has taken a vow that he would wear footwear only after ensuring that all the children in the village are enrolled into schools, is taking this up as a mission. He shared that there were 15 issues that were identified together by the community and the teachers out of which 6 have been solved. This village has taken up the task of working out time bound action plans and stick to the time frame set out by themselves to solve the same. The school has 4 rooms, out of which, 2 have been repaired. Ward members of the village take responsibility and the same is reviewed after 3 months. At present the community is actively involved in the teaching and learning process in the schools. Every Saturday evening they review the progress and discuss problems in schools. The village community takes the initiative in taking turns to keep the school premises clean and to ring the bell. The mahila groups in the village are taking active part in monitoring and maintaining the menu for the mid-day meal in schools. They are also engaged in quality check of the food. Drinking water problems to a large extent are being tackled by planting trees.

It was being suggested that an integrated approach is required to work closely with the VSS to ensure that drinking water is not a problem.

In village Ashapally, 4 issues have been addressed while 4-5 are yet to be tackled. The school has been given a radio, playthings for the children. The issue of compound wall is pending, as the Sarpanch is not very active in taking the initiatives forward. After the pilot however there is a better interface between the school and the community.

In UPS Jamni, enrolment is about 100%. There is an improvement in the quality of the mid-day meal. It is interesting to note that in the first round, the school has given itself less marks for implementation of the mid-day meal while the community has given them higher marks. The reasons for this is that the school, felt that perhaps the community would not give them more marks on this and hence they did not want to over-estimate themselves. It is seen that dialects are a major stumbling block here as a most of the tribals speak either Gondi or Marathi. The drop-out rate is also high due to the problem of dialects. This issue is high on the agenda for the schools as well as the community and the NGO working here.

In MPUS Patnapur, at the time of the first round, there were 3 rooms and 7 classes. By 2nd round 2 additional rooms have been constructed. It is said that the quality of education has been rated low in both rounds, showing that this is an area for improvement. The flow of funds is displayed on display boards. Not much follow up could be taken up further here.

In ZPHS Jainoor, with greater involvement of the community, there is more trust on the school authorities. This school also has 11 computers as a result of being taken up as a SUCCESS school, out of the 36 students enrolled in English medium 12 students have stayed back, while others have dropped out. The different dialects are the problems. A stage has been constructed with the help of ZPTC. A wall newspaper is also being maintained. Toilets are a problem and are in need of repair, compound wall is to be constructed, and main gate is also in need of repair. A kitchen shed has been constructed and enrolment drives are being undertaken to ensure that all children are in schools.

In village Tatipamula, MVF has ensured that there is 100% enrolment. The school authorities and the Sarpanch have approached the Collector who has assured them of all help. Old rooms are being repaired, while the mid-day meal is being monitored regularly. In Mamidipalli toilets for the children are a problem.

A parent from Sheikhguda, who only speaks Gondi mentions that children are irregular. Village committee meetings have been held on this issue several times. They have appointed a person on payment @ Rs 1000/- pm to usher-in children to school. The community is taking on the payment for this person. In Sheikhguda the children are engaged in labour, to gather the *ippu puvvu* (a flower from the forest). Also since drinking water in the hilly terrain is a major problem, the children invariably help their mother in gathering water. Hence they drop out of school very frequently. A meeting is held every month to review the situation, but progress is not very encouraging.

Reviewing the scoring of the two rounds in Eturu, one finds that there is very little difference in perception between the service providers and the community on most issues. This is because close monitoring is taking place from the community side and good coordination is visible here.

A GO have been brought out by the School Education Department (GO Ms No: 2 dated 3-1-2008) calling for constitutions of a school sub-committee with the following members: The Sarpanch (Chairperson), one ward member (woman member), one and SC ward member and one ST ward member and thereby community participation in effective functioning of the school.

As a result of the piloting of the community score card,

- an enabling environment for community participation has been created;
- The community's role in negotiating for addressing pertinent school level issues and coming forth to solve the problems has been encouraging;
- As a result as mentioned above, some problems have been solved and some are in the process of being addressed;
- Teachers punctuality in these schools have improved
- Some concerns however remain, which are:
- Macro issues that are beyond the scope of the local school authorities and the mandal level officials are yet to be addressed;
- The problem of appointing teachers where they are required are also not yet addressed in some schools;
- Construction of compound walls and school buildings are issues that need to be attended to at the earliest
- It was suggested that mandal level coordination committees are to be set up that could look into these issues. This intermediary group must take up the issues and state level authorities must be apprised of the same by this group. The action plans of the mandal level committees must take stock of the issues raised at the village level and make provisions to address them. It was hence felt that institutionalizing the mechanism to review, plan and take it forward must be worked out.

NGO level issues

- In all MVF has taken up the pilot initiative in 10 villages each in Nalgonda and Adilabad. But down the line, 2 schools in Adilabad had to be dropped due to lack of intensive action at the level of community.
- In all other villages, MVF could successfully take forward the initiative in the schools through their Child Rights Protection Forum (CRPF) team.

- Health check-up has been made into a mandatory routine in schools in Adilabad, in schools where the pilot has been undertaken. Previously, at the time of taking up the pilot, within 4 months, 63 children lost their lives due to malaria. With the compulsory check-up introduced in schools post-pilot, the children's health is monitored regularly by a doctor. A monthly check up is part of community monitoring now.
- Libraries have been introduced where none existed earlier, to supplement class room teaching.
- Wall journals are being put up by children
- Three schools have made school so much interesting in Sheikhguda, Manijhandaguda and Lendijhala, all tribal welfare primary schools that children have left private schools to join back in these schools. Eventually the private schools there had to close shop.
- The local media has covered these developments
- ITDA has helped in providing kitchen sheds to schools in Adilabad to cook the mid-day meal
- In Lendijhala, computer, TV and radio have been provided for. The PO ITDA has sanctioned the same;
- Water is being purified by using bleaching powder for cleaning the tanks;
- Regular focused discussions are being held with the community to keep them engaged in the school affairs; for instance in Eturu, initially there was a problem of conflicting party representatives, not seeing eye to eye and hence not coming together to resolve the issues. The Sarpanch and the MPTC would not corporate with each other. It took a while for them to come together and now they both contribute to the school cause;
- There is also no clear demarcation ion the functions of SSA, CSC and School Committees and the Academic monitoring committee. There should be some way of resolving that they are not at logger heads with each other.

From the pilot experience, some demands have emerged that are to be placed before the government. These are:

1. English medium education that is being provided in all government schools (GO Ms NO: 76, 2008) needs to be relooked. In tribal areas like Adilabad, where even the state language, Telugu is found difficult to learn by the migrant children, having English medium, but no takers is a waste of resources. Some of the children being first generation learners, learning a foreign language would only disinterest them, surely facilitating their dropping out.

2. Accommodation for the burgeoning number of children being ushered into schools needs to be met urgently to ensure that the children continue and do not drop out

3. The teacher- student ratio needs to be maintained scrupulously

4. Teachers feel accountable and are ready to cater to the educational demands of the parents

5. Political representatives have to work together to ensure that there are no pinots of friction on such matters as education and health and development of children

6. There are internal factors and external factors that are responsible for the state of affairs in government schools. While some of these could be mastered locally, others need external intervention for addressing them. A leeway must be provided to attend to these urgently to ensure that the momentum gained by arousing the enthusiasm of the community is not lost.

7. It is essential to constitute mandal level committees to follow up on the requirements at the schools level and ensure that problems are addressed

8. The system of CSC must be institutionalized to make the system transparent and accountable to the community and enable their participation in the process.

KEY CHALLENGES

a) Sustaining the interest of the community in monitoring the schools is a challenge;

b) Facilitation to engage the community and the service providers in a dialogue on school related matters is critical; it could not be sustained in one school in Adilabad, while the effort is still on from the NGO's side;

c) Not all problems can be solved at the village level. Some of them are external to the village environment and require larger interventions to be made at the higher levels. For instance the difficult terrain in Adilabad is vexed with the problem of drinking water and children get engaged in helping family collect water.

d) A challenge well tackled was the intervention made through this pilot in Jainoor, where about 40 children died of malaria, at the time of beginning the pilot. The brainstorming sessions in these pilot schools enabled the community and the village authorities identify, that stagnant water was causing malaria. One of the positive fallouts of this has been that health check-ups have been made mandatory to all students in the government school here. Monthly check-ups are done and the community and the village committee monitor the same.

e) The schools identified were selected on the basis of set criteria like remoteness and inaccessibility etc. Grading schools on the basis community feedback would not be possible, as community was but initiated to the process. Moreover the community itself would not have the capabilities to grade schools at this juncture.

f) The CLIP-CLAP grading being made by the School Education department was planned to be used to further the cause of grading. The same is not attempted as the schools were not at par with each other on any one issue.

Some of the key suggestions based on the trends observed in the pilot are:

1. Greater focus on improving the Basic Facilities in Schools

The pilot highlights the need for improving the basic infrastructure and amenities in the school. This felt need has come forth, both from the community as well as from the service providers. In some cases in Nalgonda it was found that the community participated actively in providing assistance to the school administration to improve the basic facilities in the school. In some cases however, a lot needs to be done, especially where compound wall were the issue and the security of the children were at stake as in Mamidipalli in Nalgonda, where the Sriramsagar canal flows at a depth of 30 feet adjacent to the school. The community and the local authorities could manage to build 3 sides of the compound wall, while the fourth side (the canal side) is pending. This would need urgent attention of the administration.

2. Provision of Adequate Staff in the Schools

The study shows that the schools where the teachers and the staff is adequate (as per the required strength), the performance of the school has been good. In the case of schools where the teachers and support staff are not adequate and changing frequently, there is a great chance that the performance of the school would slip. Therefore, it would be very important that all the schools may be provided with the appropriate number of teachers and support staff for effective and continued functioning of the school.

3. Skill Development/Capacity Building

Building capacity of teachers and staff and providing them with appropriate trainings would be very critical for effective functioning of the schools. The *vidya* volunteers (para teachers) who fill in for full time teachers are in some cases better equipped, but paid less. Building the capacities of teachers to cater to the various educational needs of the children, motivating them to make the class and school interesting could go a long way in curbing drop out and retaining the children in schools. The inspiring case of Mr. Mesram Motiram, a barefoot teacher in Jainoor in taking personal interest in enrolling all the children of the village in school and trying to retain them is a case in point.

4. Incentivizing Good Performance

In order to keep the staff motivated to work in the remote villages, it would be very important to keep their morale very high. Appropriate mechanism may be evolved by the government to keep the staff motivated and involved in their work by providing some kind of incentives. The authorities may look into this matter to mainstream the children in remote areas.

5. Involving the Local Administration

The involvement of local administration in the betterment of the schools is very vital because with their involvement the much needed focus to the school can be brought about. This will lead to improvement in physical facilities of the school and also provides the much needed goodwill to the elected representatives. The MEO of Nalgonda, Mr. Krishna Murty has achieved just that by taking a lot of interest in the pilots and the follow-up.

6. Strengthening Community Linkages

Strengthening community linkages is a very important factor when it comes to taking feedback on how to improve certain aspects of the school which would give greater satisfaction to the pupils and their parents. Continuous interactions must be planned with the community members and suggestions to be taken from them to improve the school functioning.

One of the positive fall outs of the pilot project has been the interest generated among the members of the community on school and its functioning. Surely, one of the achievements of this project is the taking the community consciousness on to a higher plane with regard to their child's education. Parents in these villages are more involved in the process of monitoring and evaluating the school, its activities and the teaching and learning materials.

School authorities could do well to strengthen these linkages and keep the community involved in the school affairs, to enable a better service delivery.

7. Focus on All round Development of the Child

There should be an adequate plan for all the schools for various activities to be taken up for the all round development of the child. Owing to the adverse conditions in which some of the pilot schools function - Adilabad schools are on hilly terrain, with problems of drinking water even for the households, keeping some girl children away from schools – remedial measures must be adopted by school authorities and the district administration to ensure that all children are in schools and not away fetching water. The local NGOs could also help facilitate the process of removing the children from such works and ensure retention of children in schools.

8. Strengthening Monitoring (District Level and State level)

The study brings out the fact that there is need for strengthening field level inspection and monitoring required for better results. Also through interface meetings, it was suggested that the issues that arise at the village level through the interactions such as this, need to be taken to a higher level. A suggestion that was made is to incorporate these issues into the village level micro-plans and then consolidate them at mandal (block), district levels and incorporate them into state plans. A mechanism to do so and institutionalize the process needs to be looked into.

Also a demand from the interface meetings has been to represent some of the issues that could not be tackled at the village level to be taken up at higher levels. Having a mechanism to do so, would help in attending to the prioritized demands for the local schools.

9. Greater Transparency and Accountability

In the wake of democracy and various policies and provisions for transparency and social accountability, greater transparency in the functioning of the school is in demand. The timings of the teachers, the course plan, and other obligations of the school administration must be clearly shared with the communities as well as within the school itself. Citizen charter citing the various assurances that the school could give to the children and parents through the institution would help the parents takes appropriate decisions. There is a greater need to be transparent in and about the utilization of funds in the schools for greater accountability.

WAY FORWARD

g) There is a major thrust by the Government of Andhra Pradesh on providing quality education to children especially in Government schools. The School Education Department in partnership with selected NGOs has taken up a number of initiatives wherein the citizens and communities are being involved in the process of betterment of schools. For example Social Audit of Mid-day Meals, Community Score Cards in monitoring the school performance etc. Through these interventions a mechanism is enabled, where the schools get handholding support for improving service delivery.

h) The department has also taken up measures to involve the local level leaders and the community in enabling improvement in school education. The Government Order (GO Ms No:2 dated 3-1-2008) issued by the School Education Department calls for constitution of School Sub-committee at the village level with the following members: The Sarpanch (Chairperson), one woman ward member, one Scheduled Caste ward member and one Scheduled Tribe

ward member. The GO thereby enables panchayat participation in effective functioning of the school and makes them responsible and accountable to the village community.

i) The role of NGOs like MV Foundation working in Ranga Reddy district for the last two decades for reducing child labour and mainstreaming school dropouts through bridge courses cannot be undermined either and is an impetus to advocacy for universalization and quality improvement.

j) They are also currently implementing the Community Score Card tool in Ranga Reddy District of Andhra Pradesh with slight customization based on the experience they got from this pilot. The project titled Community Involvement in Improving Quality of Education (CIIQE) is being undertaken in 108 schools with the support of the Strategic Performance Innovation Unit (SPIU) of the School Education Department.

ANNEXURE I

Community Score Card (Pilot Schools)

S No	District / mandal	School
1		Primary School, Thonda
2		Primary School, Malipuram
3		Primary School, Anantaram
4		Primary School, Tatipamula
5	Nalgonda / Tirumalagiri	Primary School, Velishala
6		Upper Primary School, Gundepuri
7		Primary School, Jalalpuram
8		Zila Parishad High School, Eturu
9		Upper Primary School, Mamidipalli
10		Primary School, Phanigiri
11		Tribal Welfare Primary School, Manijhandaguda
12		Tribal Welfare Primary School, Lendijhala
13		Upper Primary School, Patnapur
14	Adilabad / Jainoor	Upper Primary School, Ganeshpur
15		Mandal Parishad Primary School, Ashapally
16		Upper Primary School, Jamni
17		Tribal Welfare Primary School, Sheikhguda
18		Upper Primary School, Dhaboli
19		Zila Parishad High School, Jainoor

SI No	Indicator	Score (1-10)
	Community score card indicators and rating	
1	**Basic Amenities and Infrastructure**	
i.	Number of rooms /total number of children	
ii.	Furniture/total number of children	
iii.	Availability of drinking water and sanitation (kitchen, toilets, play ground, compound wall) facilities	
iv	Availability of AV equipment and other support facilities – Computer, TV, Radio, library ,laboratory electricity	
2	**Human Resources**	
v.	Availability and regularity of teaching staff	
vi.	Availability and regularity of support staff	
3	**School Administration**	
vii.	**Records:** Maintenance of records & registers, lesson plans, Progress-Card School, Teachers' dairy **Interactions:** Assembly;, Parents' meeting **Appearance:** Cleanliness of the school	
4	**Enrolment and Retention**	
viii.	Enrolment of all children out-of-school and retention of all children in school	
5	**Quality of education**	
ix	Availability of teaching learning material & textbooks	
x	**Teacher's performance:** Methods of teaching ,innovations done by teachers, up gradation of school & bifurcation of classes, impact on teaching, remedial classes for C and D grade students, conducting exams	
xi	**Performance of students:** Grade of the School as rated in the CLIP / CLAP programme	
6	**Community Participation**	

	Community score card indicators and rating	
SI No	Indicator	Score (1-10)
xii	**Community-School interaction:** Parents-Teachers' meeting, quality of mid-day meal, regular interaction with teachers, review of health check-up for children	
7	**Utilization of Funds & Grants**	
xiii	Utilization of school funds / grants, transparency on accounts	
8	**Implementation of Mid day meal programme**	
xiv	Hygienic conditions for cooking the meal, quality of food in terms of nutritional value and cleanliness, supply of egg, quality of infrastructure at the school level, impact of mid-day meals on attendance, enrolment and retention	
9	**Co curricular activities**	
xv	Regularity of sports activities, co curricular activities, excursion/field visits, drill, games, quiz/ essay writing/ elocution, Music & cultural activities, annual day celebrations	
10	**Inspection by education officers**	
xvi	How often do the MEO, Dy EO, DEO, etc. visit this school	

ANNEXURE III
Community Score Cards of 19 pilot schools

SI No	Indicator	Community Assessment		Service Provider's Opinion	
	School 1 : Primary School, Thonda SC Colony, Tirumalagiri Mandal ,Nalgonda District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	4	6	4	6
2	Human Resources	5	5	5	5
3	School Administration	9	9	9	9
4	Enrolment and Retention	7	8	8	9
5	Quality of education	8	9	9	9
6	Community Participation	7	8	7	8
7	Utilization of Funds & Grants	5	5	0	0
8	Implementation of Mid day meal programme	8	8	8	9
9	Co curricular activities	8	9	9	10
10	Inspection by Education Officers	8	8	5	8

SI No	Indicator	Community Assessment		Service Provider's Opinion	
	School 2 : Primary School, Malipuram, Tirumalagiri Mandal ,Nalgonda District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	6	6	5	6
2	Human Resources	3	5	6	7
3	School Administration	4	6	6	7
4	Enrolment and Retention	6	7	8	9
5	Quality of education	4	5	7	9
6	Community Participation	1	3	6	7
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	3	5	6	8
9	Co curricular activities	4	5	6	7
10	Inspection by education officers	6	7	6	7

SI No	Indicator	Community Assessment		Service Provider's Opinion	
	School 3 : Primary School, Anantaram, Tirumalagiri Mandal, Nalgonda District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	5	6	5	5
2	Human Resources	3	4	6	7
3	School Administration	3	5	5	7
4	Enrolment and Retention	3	5	7	8
5	Quality of education	4	5	6	8
6	Community Participation	2	5	2	4
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	3	5	7	8
9	Co curricular activities	2	3	4	5
10	Inspection by education officers	5	6	3	6

SI No	Indicator	Community Assessment		Service Provider's Opinion	
	School 4 : Primary School, Tatipamula, Tirumalagiri Mandal, Nalgonda District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	3	3	3	3
2	Human Resources	4	4	5	5
3	School Administration	4	5	6	7
4	Enrolment and Retention	6	7	6	7
5	Quality of education	8	8	7	9
6	Community Participation	5	5	4	6
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	-	-	-	-
9	Co curricular activities	6	8	4	6
10	Inspection by education officers	4	4	3	5

SI No	Indicator	Community Assessment		Service Provider's Opinion	
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
	School 5 : Primary School , Velishala, Thirumalagiri Mandal, Nalgonda District				
1	Basic Amenities and Infrastructure	5	5	6	6
2	Human Resources	3	4	5	4
3	School Administration	5	7	7	9
4	Enrolment and Retention	7	7	8	9
5	Quality of education	5	6	6	7
6	Community Participation	4	7	4	6
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	5	7	6	7
9	Co curricular activities	4	7	7	8
10	Inspection by education officers	3	4	4	5

SI No	Indicator	Community Assessment		Service Provider's Opinion	
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
	School 6 : Upper Primary School, Gundepuri, Tirumalagiri Mandal, Nalgonda District				
1	Basic Amenities and Infrastructure	4	4	4	4
2	Human Resources	4	5	6	7
3	School Administration	5	5	5	7
4	Enrolment and Retention	6	6	7	9
5	Quality of education	5	5	6	8
6	Community Participation	2	2	3	5
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	5	5	6	8
9	Co curricular activities	2	2	4	6
10	Inspection by education officers	5	6	5	6

	School 7 : Primary School, Jalalpuram, Tirumalagiri Mandal, Nalgonda District				
		Community Assessment		Service Provider's Opinion	
Sl No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	5	6	6	6
2	Human Resources	3	4	4	5
3	School Administration	6	7	5	7
4	Enrolment and Retention	5	6	8	9
5	Quality of education	5	7	6	7
6	Community Participation	4	7	5	8
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	4	6	7	8
9	Co curricular activities	3	6	6	8
10	Inspection by education officers	3	4	4	5

	School 8 : Zila Parishad High School, Eturu, Tirumalagiri Mandal, Nalgonda District				
		Community Assessment		Service Provider's Opinion	
Sl No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	4	5	5	6
2	Human Resources	4	5	4	5
3	School Administration	4	6	6	8
4	Enrolment and Retention	6	6	7	8
5	Quality of education	4	6	6	5
6	Community Participation	3	5	3	4
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	-	-	-	-
9	Co curricular activities	5	8	4	8
10	Inspection by education officers	4	5	4	5

	School 9 : Upper Primary School, Mamidipalli, Tirumalagiri Mandal, Nalgonda District				
		Community Assessment		Service Provider's Opinion	
SI No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	4	4	4	4
2	Human Resources	5	6	6	7
3	School Administration	7	8	6	8
4	Enrolment and Retention	8	9	7	8
5	Quality of education	7	8	7	8
6	Community Participation	5	8	5	5
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	6	8	8	10
9	Co curricular activities	5	7	6	7
10	Inspection by education officers	4	5	5	6

	School 10 : Primary School, Phanigiri, Thirumalagiri Mandal, Nalgonda District				
		Community Assessment		Service Provider's Opinion	
SI No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	6	6	6	7
2	Human Resources	6	6	6	6
3	School Administration	6	8	7	8
4	Enrolment and Retention	6	8	6	8
5	Quality of education	6	7	7	9
6	Community Participation	5	7	5	5
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	5	7	6	8
9	Co curricular activities	5	8	6	8
10	Inspection by education officers	4	6	5	6

	School 11 : Tribal Welfare Primary School, Manijhandaguda, Jainoor Mandal, Adilabad District				
		Community Assessment		Service Provider's Opinion	
Sl No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	2	3	2	3
2	Human Resources	5	5	5	5
3	School Administration	5	8	8	9
4	Enrolment and Retention	9	9	10	9. 5
5	Quality of education	5	0	10	7
6	Community Participation	5	5	7	7. 5
7	Utilization of Funds & Grants	5	10	10	10
8	Implementation of Mid day meal programme	5	10	8	10
9	Co curricular activities	2	5	2	8.3
10	Inspection by education officers	5	2	8	5

	School 12 : Tribal Welfare Primary School, Lendijhala, Jainoor Mandal, Adilabad District				
		Community Assessment		Service Provider's Opinion	
Sl No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	1	2	2	3
2	Human Resources	5	5	5	5
3	School Administration	2.8	0.7	4	6.2
4	Enrolment and Retention	10	9	10	10
5	Quality of education	4	3	6	9
6	Community Participation	6	8	5	5.2
7	Utilization of Funds & Grants	0	0	0	0
8	Implementation of Mid day meal programme	10	10	5	4
9	Co curricular activities	2.1	2.5	4	6
10	Inspection by education officers	3	2	2	2

SI No	Indicator	School 13 : Upper Primary School, Patnapur, Jainoor Mandal, Adilabad District			
		Community Assessment		Service Provider's Opinion	
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	3	4	5	5
2	Human Resources	5	5	4	5
3	School Administration	0	2	2	9.5
4	Enrolment and Retention	6	6	7.5	0.7
5	Quality of education	3	4	5	6
6	Community Participation	2	3.3	2	3.5
7	Utilization of Funds & Grants	10	10	10	10
8	Implementation of Mid day meal programme	8	9.5	2.5	9
9	Co curricular activities	2	6.5	5	3.1
10	Inspection by education officers	x	1	x	2

SI No	Indicator	School 14 : Upper Primary School, Ganeshpur, Jainoor Mandal, Adilabad District			
		Community Assessment		Service Provider's Opinion	
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	1	2	3	4
2	Human Resources	3	3	3	5
3	School Administration	4	5	3.8	7.5
4	Enrolment and Retention	5	6.5	4	7
5	Quality of education	3	2	5	6
6	Community Participation	1.8	2.6	2	3
7	Utilization of Funds & Grants	0	10	9	9
8	Implementation of Mid day meal programme	5	9	9	10
9	Co curricular activities	2.6	3	1.3	7.1
10	Inspection by education officers	x	2	3	4

Sl No	Indicator	Community Assessment		Service Provider's Opinion	
	School 15 : Mandal Parishad Primary School, Ashapally, Jainoor Mandal, Adilabad District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	1	2	1	3
2	Human Resources	3	4	5	5
3	School Administration	0	2	3.6	5.2
4	Enrolment and Retention	5	7	4	7.2
5	Quality of education	2	3	4	5
6	Community Participation	2	2	2	2.2
7	Utilization of Funds & Grants	0	0	x	8
8	Implementation of Mid day meal programme	4	8	1.7	5.5
9	Co curricular activities	2	2	2.7	4.5
10	Inspection by education officers	2	2	3	3
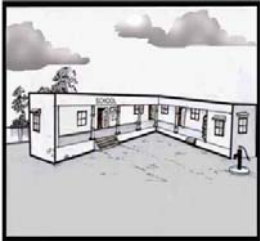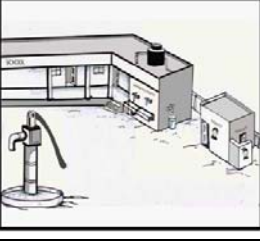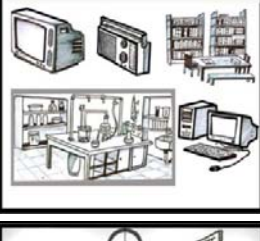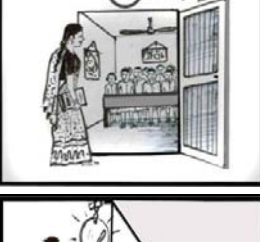
Sl No	Indicator	Community Assessment		Service Provider's Opinion	
	School 16 : Upper Primary School, Jamni, Jainoor Mandal, Adilabad District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	4	5	4	5
2	Human Resources	3	4	3	5
3	School Administration	1	2	3	3
4	Enrolment and Retention	X	5.5	6	8
5	Quality of education	3	6	6	6
6	Community Participation	4	3	3	3.8
7	Utilization of Funds & Grants	8	8	5	8
8	Implementation of Mid day meal programme	6	7	3	5
9	Co curricular activities	1.8	2	1.2	5
10	Inspection by education officers	1	2	2	2
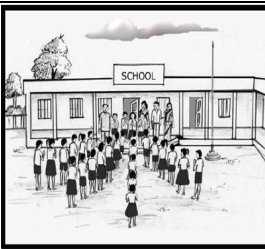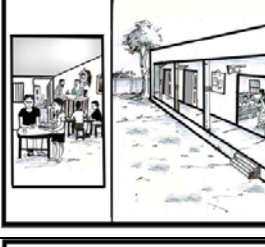
	School 17 : Tribal Welfare Primary School, Sheikhguda, Jainoor Mandal, Adilabad District				
		Community Assessment		Service Provider's Opinion	
SI No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	2	2	3	4
2	Human Resources	4	5	5	5
3	School Administration				
4	Enrolment and Retention	3	3	7	7
5	Quality of education				
6	Community Participation	0	3	4	5
7	Utilization of Funds & Grants	0	9	9	9
8	Implementation of Mid day meal programme	5	8	5	6.1
9	Co curricular activities	2.5	2.5	3	4
10	Inspection by education officers	3	2	2	2
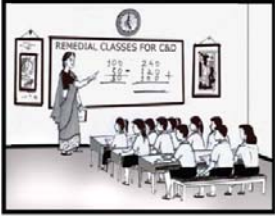
	School 18 : Upper Primary School Dhaboli, Jainoor Mandal, Adilabad District				
		Community Assessment		Service Provider's Opinion	
SI No	Indicator	Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	1	2	4	4
2	Human Resources	3	5	3	5
3	School Administration	1.8	2	5	6.1
4	Enrolment and Retention	x	8.5	6	8
5	Quality of education	2	3	7	6
6	Community Participation	1	1	2	2
7	Utilization of Funds & Grants	0	2	3	10
8	Implementation of Mid day meal programme	5	6	5	5.1
9	Co curricular activities	5	5	5	5
10	Inspection by education officers	0	x	7	x

SI No	Indicator	Community Assessment		Service Provider's Opinion	
	School 19 : Zila Parishad High School, Jainoor, Jainoor Mandal, Adilabad District				
		Rating in the First Round	Rating in the Second Round	Rating in the First Round	Rating in the Second Round
1	Basic Amenities and Infrastructure	2	3	3	4
2	Human Resources	0	4	4	5
3	School Administration	X	1.6	4	5.5
4	Enrolment and Retention	X	7	2	5
5	Quality of education	6	6	3	6
6	Community Participation	1	1	1	1
7	Utilization of Funds & Grants	0	10	0	0
8	Implementation of Mid day meal programme	X	X	X	X
9	Co curricular activities	5	5	4	5
10	Inspection by education officers	X	X	X	X
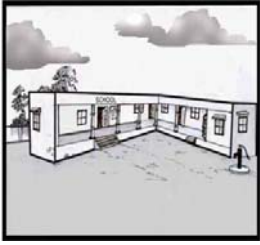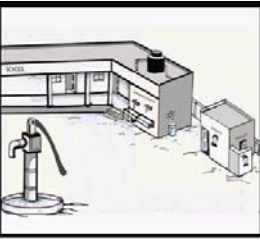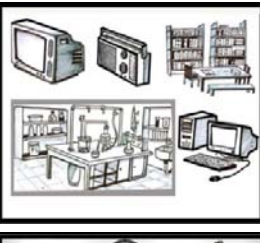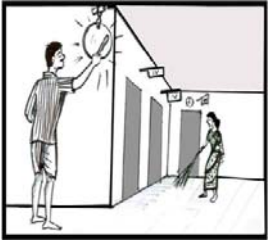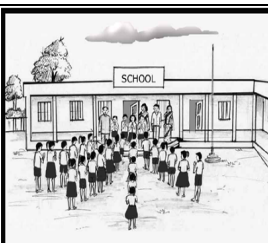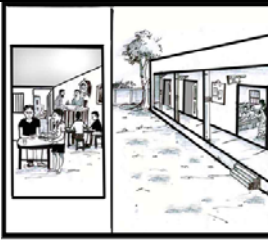
Indicator (s)		CA 1	CA 2	Remarks
(A) Community Score Cards (☆☆☆☆☆☆☆☆☆☆)				
District:			Date of 1st Assessment:	
Mandal:			Date of 2nd Assessment:	
School:				
Unique ID of School:				
	Adequate number of Class Rooms			
	Adequate Furniture			
	Availability of drinking water and other sanitation facilities			
	Availability of Computer, TV, Radio			
	Availability and regularity of teachers			
	Availability of support staff			

	Maintenance of Records & Registers			
	Preparation of Lesson Plans and Teachers' dairy			
	Conduct of School Assembly			
	Conduct of Parent Teacher Meeting			
	Cleanliness of the school			
	Enrolment of all out-of-school children in school			
	Methods of Teaching, Innovations done by Teachers			

	Remedial Classes for C and D grade students			
	Grade of the School			
	Community-School interaction			
	Taking Community Feedback (Use of Score Card)			
	Utilization of Funds & Grants			
	Implementation of Mid day Meal Programme			
	Regularity of Sports Activities			

	Conduct of co curricular activities			
	Inspection by education officers			

(B) Service Provider Score Cards (☆☆☆☆☆☆☆☆☆☆) (1-10)				
District:			Date of 1st Assessment:	
Mandal:			Date of 2nd Assessment:	
School:				
Unique ID of School:				
Indicator (s)		**SE 1**	**SE 2**	**Remarks**
	Adequate number of Class Rooms			
	Adequate Furniture			
	Availability of drinking water and other sanitation facilities			
	Availability of Computer, TV, Radio			
	Availability and regularity of teachers			

	Availability of support staff			
	Maintenance of Records & Registers			
	Preparation of Lesson Plans and Teachers' dairy			
	Conduct of School Assembly			
	Conduct of Parent Teacher Meeting			
	Cleanliness of the school			
	Enrolment of all out-of-school children in school			

	Methods of Teaching, Innovations done by Teachers			
	Remedial Classes for C and D grade students			
	Grade of the School			
	Community-School interaction			
	Taking Community Feedback (Use of Score Card)			
	Utilization of Funds & Grants			
	Implementation of Mid day Meal Programme			

	Regularity of Sports Activities			
	Conduct of co curricular activities			
	Inspection by Education Officers			

(C) Assessment tool for Schools (Comparable)

Score Card (☆☆☆☆☆☆☆☆☆☆☆☆)					
District:				Date of 1st Assessment:	
Mandal:				Date of 2nd Assessment:	
School:				Date of External Assessment:	
Unique ID of School:					

Indicator (s)		CA 1	CA 2	SE 1	SE 2	Remarks
	Adequate number of Class Rooms					
	Adequate Furniture					
	Availability of drinking water and other sanitation facilities					
	Availability of Computer, TV, Radio					
	Availability and regularity of teachers					
	Availability of Support staff					

	Maintenance of Records & Registers					
	Preparation of Lesson Plans and Teachers' dairy					
	Conduct of School Assembly					
	Conduct of Parent-Teacher Meeting					
	Cleanliness of the school					
	Enrolment of all out-of-school children in school and their retention					
	Methods of Teaching, Innovations done by Teachers					

	Remedial Classes for C and D grade students					
	Grade of the School					
	Community-School interaction					
	Taking Community Feedback (Use of Score Card)					
	Utilization of Funds & Grants					
	Implementation of Mid-day Meal Programme					
	Regularity of Sports Activities					

	Conduct of Co-curricular Activities					
	Inspection by Education Officers					

(D) Action plan for Authorities and Facilitators

	Item	Formula / Timeline
1	Number of assessments	Quarterly (4 times) / Half-yearly (2 times) / Annual (Once)
2	Quarterly ranking of School	Stars awarded by community + self evaluated /10
3	Half-yearly star ranking	Average of no. of stars for 2 quarters.
4	Annual star rank (once)	Average of stars for 4 quarters + external assessment
5	Recommendations	
6	Follow up plan	
7	Action Taken Report	