



School Development and Monitoring Committees Analysing the quality of meetings in Hoskote

Resource & Research

February, 2016

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Section-1

Introduction and Methodology

Universal primary and elementary education envisages that eligible children, in the age group of 6-14 years, will be in school and have access to education. Near 100%'Net Enrolment Ratio' (NER)in schools implies that a higher proportion of eligible children are enrolled and that access to schooling is almost universal. This raises the question of keeping up quality in education. The educational system provides schooling to children. Demand for quality education by the village community enhances the system's accountability to deliver it. As observed by Bray and Williams, '*the community is often the provider of children's education*'. Effective community participation in the process of education enables the achievement of desired levels of quality education. Earlier, Village Education Committees (VECs) were functional in the state of Karnataka to promote community participation in the process of education. In 2001, School Development and Monitoring Committees (SDMCs) with redefined roles and responsibilities came into existence to build community ownership of schools. SDMCs represent the community and they are meant to demand good instructional methods in government schools.

Community participation to improve educational standards

Government schools take decisions within their own sphere of work and in consultation with the SDMCs. The scope for SDMC involvement is within the mandated sphere of defined roles and responsibilities. Its decisions generally relate to school infrastructure, its physical development and various incentive programmes implemented in schools. Reporting on provision of information on programmes to successive hierarchical levels is one of the important activities of the school management. SDMCs are important constituents in school management. Schools maintain records on programme implementation. The status is formally reviewed by the SDMCs for operational support. Today, rarely do such reviews reflect on quality teaching or existing classroom practices. Even when such information stems from certain schools, the block and cluster level functionaries may not be able to spend much time to consolidate it school-wise for academic improvements and follow-up. Programme-related information is consolidated to ensure time-bound and target-oriented physical results. The objective of such analysis is to understand the school and its position in programme implementation, and then to understand academic advancements and quality standards in education.

Existing incentives in government schools are intended to promote enrolment and regular attendance. Promotion of students based on attendance, without rigorous academic assessments, is one of the reasons that force school managements to focus on programme monitoring. An automatic promotional system based continuously on attendance for 9 academic years resulted in less academic work in government schools and has exhibited variations in quality standards across the school system. Rarely do schools have mechanisms to collate data through action research and improve the quality of classroom transactions. Unless measures are initiated to improve the academic atmosphere in schools, such activities do not take place. It is in this context that the effective participation of the SDMCs, as representatives of the community, assumes importance in school building processes.

Measures to improve academic standards in schools

It is expected that the head teachers in schools involve continuously in teaching activities. As per Government Order No ED.93.LBI.2008, dated 02-03-2009 (See Annexure-A of the GO), schools are required to perform the following academic activities.

1. Head teachers shall involve themselves in teaching. It is mandatory that the head teacher in higher primary schools teaches for at least 25 periods/sessions per week.
2. Head teachers prepare the annual curricular framework and monthly teaching plans, implement them and review them.
3. Head teachers shall review the lesson plans prepared by teachers.
4. Head teachers shall provide feedback to teachers on teaching and monitor the classes.
5. Head teachers visit classes while they are going on and assess educational progress.
6. Head teachers review assessment processes and provide feedback to teachers.
7. Head teachers organize teacher meetings and discuss required measures for academic improvement.
8. Head teachers organize SDMC meetings and involve the community in school activities.
9. Head teachers organize co-curricular activities for children.
10. In case of multi-grade and multi-level teaching, head teachers observe the methods of teaching and consult the resource persons to improve the learning environment in schools.
11. Head teachers prepare the school timetable in consultation with teachers to implement school educational plans effectively and also prepare the school calendar for the academic year.
12. Head teachers distribute sessions/periods among teachers as per subject content and requirements.
13. Head teachers encourage and support teachers to use teaching aids and teaching learning materials (TLMs).
14. Head teachers understand the learning achievements of children in consultation with teachers and initiate measures for the improvement of those achievement levels to a desired level.
15. Head teachers monitor student attendance and take appropriate steps to address the problem of dropouts.
16. Head teachers share with teachers the core themes of training, workshops or seminars attended by them.
17. In case the changed process results negatively, the head teacher reports it factually to higher officers for remedial action.
18. Head teachers facilitate discussions on innovative teaching practices as reported in newspapers, books and on websites.
19. Head teachers in consultation with teachers plan for the physical development of the school.
20. Head teachers ensure a good learning environment in schools and encourage and rejoice in activity-based teaching.

Administrative/ management related roles

Following are the broad administrative works expected from head teachers

1. Overseeing quality of construction in schools.
2. Proper utilization of grants provided by Sarva Shiksha Abhiyan (SSA) and other agencies.
3. Implementation of the midday meal programme.

Details of administrative roles as performed by head teachers are given in Annexure-A of the Government Order No ED.93.LBI.2008, dated 02-03-2009. They are:

1. Head teachers are authorized to sanction casual leave and restricted holidays to school teachers.
2. Head teachers are authorized to monitor and guide teaching through the 'Nali-Kali' method, implement remedial teaching and other educational activities.
3. Head teachers have the responsibility to distribute text books among students.
4. Head teachers maintain cash books; make entries on utilization of government and non-government funds accrued to the school.
5. Head teachers exercise derived powers as secretary of the SDMCs and constitute it as per the guidelines.
6. Head teachers review the lesson plans of at least two teachers per week and guide them in teaching. The suggested points are entered in the monitoring register.
7. Head teachers implement the incentive schemes issued by the department, like distribution of scholarships, uniforms, text books, school bags, note books, geometry box etc., and document their status in the registers.
8. As secretary of the SDMC, head teachers can exercise powers to dispose of the old materials not in use in the school, and use the money for the educational progress of the school.
9. At least one percent of the home assignments given by teachers will be reviewed by head teachers in consultation with subject teachers and they will document the process.
10. Head teachers are accountable for children's learning progress in schools.

The administrative roles of head teachers are aimed at helping them implement academic roles effectively. HMs' managerial roles involve promoting head teachers as academic leaders in schools.

Existing realities in schools

Government schools are endowed with certain strengths and limitations. The factors that limit academic progress and achievement levels in schools are:

- Children are economically poor and require continuous academic guidance.
- Children are vulnerable and could drop out at any point of time.
- Parents are unable to guide children academically in their homes.
- Systemic constraints for academics in government schools are:
 - Less focus on academic guidance and support.
 - Lack of rigorous academic practices in schools.
 - Paradigm shift from academic excellence to programme implementation.
 - Programme oriented approach resulted in inadequate concern for academic improvements.
 - Fault-finding approach rather than handholding support to academic improvements.
 - Very often the system monitors programme targets rather than monitoring academic progress.
 - Insignificant efforts to augment quality learning in schools. Often the perspective is to demand physical facilities for the school.
- Insufficient academic training and content enrichment to teachers and HMs.
- Attendance in schools has reportedly improved due to incentive schemes. The objective is that the supply side of education would ideally lead to a demand for quality education.
- A large number of incentive schemes like midday meals, uniforms, text books, and notebooks, organization of health camps and check-ups, exposure visits, distribution of bags, scholarships for girl children, incentives for regular attendance, skill development programmes, and mobile labs are in vogue. However, some students from poor families have also to supplement household income while simultaneously attending school.
- The existing academic environment in classrooms and non-focused teaching lead to inactive participation of students in the learning process. This is one of the potential reasons for the low percentage of achievement levels.
- We are not sure of the relationship between implementation of incentive programmes and achievement levels of students. But we are sure that effective classroom transactions and active participation by students have a direct bearing on achievement levels.
- Dissipation of focused teaching and learning does not motivate students' regularity in school. As such, the achievement of higher levels of learning objectives is a hard task.
- Academic excellence as it exists, even in the first language, is not equal among all the teachers. This is a problem particularly in linguistic minority schools.
- Scarcity of good language teachers has led to inactive academic guidance to those who pursue education in minority languages.
- The mother tongue of students and access to teaching are the factors that determine quality learning and achievement levels of students.

Akshara Foundation, Bangalore, proposes to elicit the participation of SDMCs in promoting educational advancements among students. A certain number of sample schools from Hoskote block, Karnataka, have been

selected for the study. The focus is to understand the patterns that emerged due to SDMC participation in school development activities and to discern active discussions in the SDMCs to promote school education, its focus on quality in education, student attendance and achievement levels.

Objectives of the study

1. To understand the proactive roles of SDMCs, which represent the community in building schools as quality entities.
2. To note what exactly are the components in SDMC discussions to improve access and quality of education in schools
3. Partially, the study makes a note of contributions by the SDMCs as enabling entities for school development, education and quality related aspects in schools.
4. To observe the extent to which SDMCs do justice to School Development Plans (SDP) through redefined roles and responsibilities and how successful they are in focusing on educational aspects.
5. To assess quality discussions in monthly SDMC meetings and the initiated follow-up action, which has a bearing on schools' academic improvements?

Methodology

Akshara Foundation (AF) works with selected schools in Hoskote taluk or block under its Karnataka Learning Partnership (KLP) initiative. Hoskote taluk is located in the south-eastern part of Karnataka, adjacent to the state capital, Bangalore. Akshara Foundation teams collected photocopies of the periodic proceedings of SDMC meetings from the respective schools. As per the norms, SDMC meetings are to be organized monthly to discuss various issues related to schools. Decisions are taken in the presence of a stipulated quorum of SDMC members in the meeting. The methodology used to discern the patterns of SDMC participation is through the discussions they had in the monthly meetings. Based on SDMC interactions in the meetings, this effort studies the kind, focus and levels of participation in school educational activities by the SDMCs. Analysis is focused on the main constituents of SDMC interactions in the meetings.

Reference/time period

The study intended to understand the participation and focus areas of the SDMCs in two cycles. The first cycle of the study focused on SDMC interactions through its meetings, held from May/June 2015 to November 2015, i.e. for a period of 6 months from the beginning of the academic year. Generally, the school academic year starts from the last week of May and ends by March the following year. The first cycle of the study analyzed and focused on ways and means of SDMC participation in school development in the first half of the academic year and cycle-2 of the study intends to understand and analyze the proactive roles of the SDMCs in the second half of the academic year. The current report relates to the first cycle of the study.

Collected information on proceedings of the SDMC meetings was reviewed and summarized to understand the focus of discussions on school academic and physical development. Outcomes from the discussions are

classified and coded to structure the data and understand the 'as is situation' along with the existing perspectives of the SDMCs, so that the enabling factors that improve schools as opportunity structures for education can be culled out.

Spread and scope of the study in Cycle-1

The scope of the present study in cycle-1 included the following number of layers or components in the reference period - from May to November 2015.

Sl. No	Components/layers in analysis	Lower Primary Schools (LPS)	Higher Primary Schools (HPS)	Total
1	Number of Schools	46	38	84
2	Number of Meetings	114	84	198
3	Number of Agenda Items Discussed	225	161	386

First, the proceedings of the SDMC meetings were carefully read to note down the agenda items discussed in the meetings. Later, they were summarized, based on common core elements. The constituents, according to themes, were entered under different heads to place them in the data structure. Occurrences of agenda in the meetings were culled out as frequency to discern relative weights and discussion patterns in SDMC meetings.

Section-2 Findings from the study

- 198 SDMC meetings took place in 84 selected schools in Hoskote block during the reference period, i.e. from May/June to November 2015.
- On an average, each school had slightly more than two SDMC meetings in the reference period.
- 386 agenda items were discussed in 198 SDMC meetings.
- The agendas discussed in SDMC meetings were classified under the following 9 heads:
 1. Incentive programmes and distribution activities in schools.
 2. Celebration of national and regional festivals.
 3. Attendance and enrolment.
 4. School infrastructure.
 5. Awareness to students and parents.
 6. Reconstitution of SDMCs, additional members co-opted.
 7. Finance related matters.
 8. Learning related aspects.
 9. Other agenda items.

Figure-1

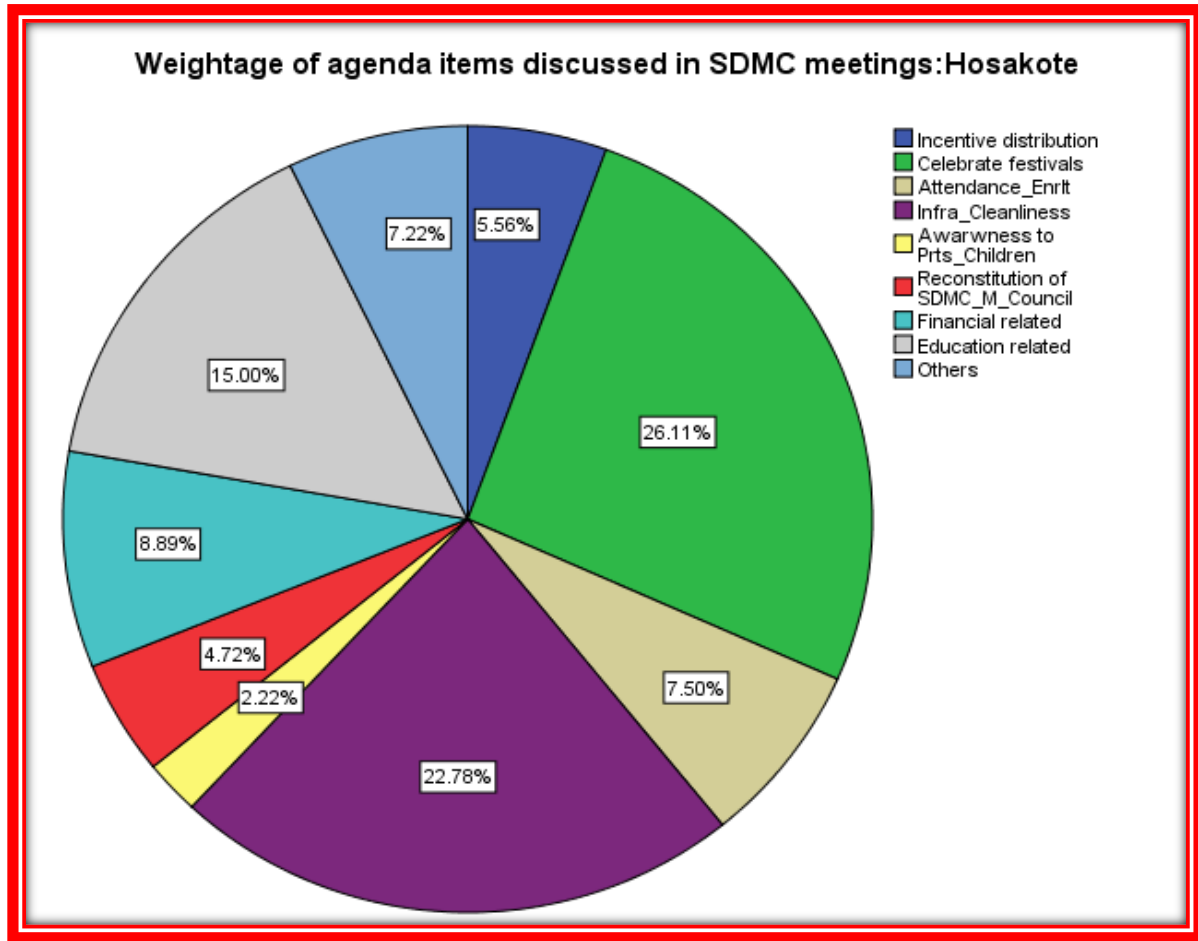


Table-1: Classification of agenda in SDMC meetings

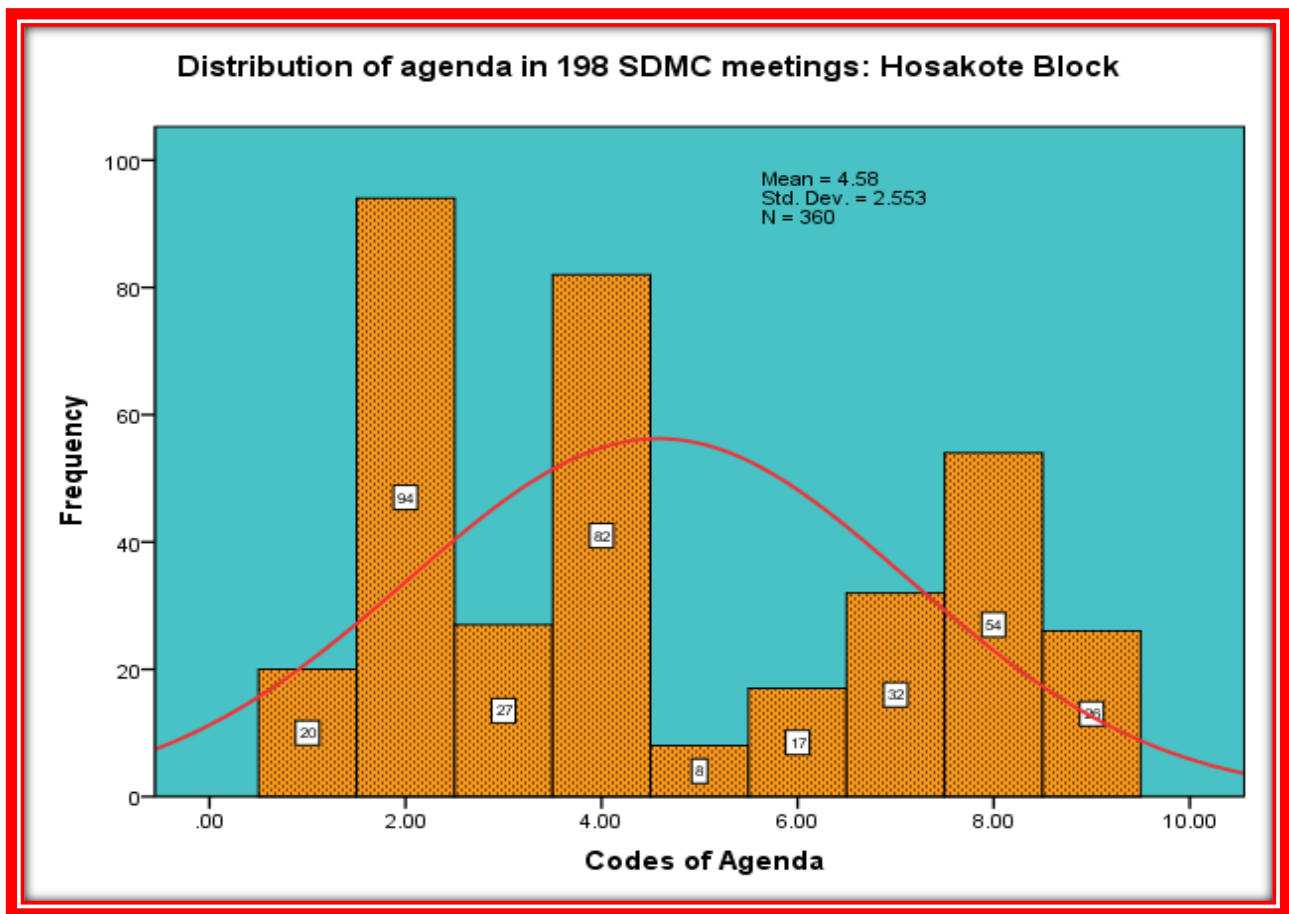
1	2	3	4	5	6	7	8	9
Distribution of incentives among children	Celebration of national/regional festivals	Attendance and enrolment	School physical development/Infra-structure and cleanliness	Awareness to parents and children	Reconstitution of SDMC/mothers' council	Finance related decisions	Learning related decisions	Others
Distribution of text books, notebooks and uniforms	Preparation for national festivals	Sending eligible children to school	Maintaining school infrastructure	Awareness to parents on preparing children for examinations	Reconstitution of SDMC	Utilization of school grant	Preparing children for examinations	Excursion for children
Midday meals	Independence Day celebration	Discussion on dropout children	Repair works to classrooms /school building and furniture	Awareness on health to children and parents	Election of parent representatives	Contingency for kitchen staff	Participation in Dasara Children's Camps organized by AF	Aadhar card for children
Distribution of bicycles	Celebration of Gandhijayanti	Enrolment drives	Blackboard and repairs to kitchen	Awareness on road safety measures to children	Election of member to mothers' council	Change of signatory's name for school bank transactions	Co-curricular activities for children	To decide on absence of the guest teacher
Incentive money for regular attendance of girl children	School reopening ceremony	Household visits to improve enrolment	School building whitewashing/colouring/painting	Environmental awareness to children and parents		Salary payments to guest teachers	Ascertaining the educational progress of children	Permission to cut trees in school premises
	Distribution of prizes, sweets, and meals to children		Cleanliness in school and kitchen	Cultural activities for children		Remuneration to cooks	Discussion on half yearly examinations	Declaration of optional and restricted holidays
	Celebration of Kanakadasara Jayanti		Construction of new school building /school name plate/allocation of classrooms			Funds transfer	School academic and action plan	Participation in cluster level Pratibha Karanji programmes
	State formation day (Kannada Rajyotsava)		Drinking water facility in school			Summer time salary to cooking staff	Learning achievement levels of children/quality learning	Panchayat level discussion on state's new educational policy
	Children's Day		Appointment of cook/voluntary /additional teachers in school			Opening bank accounts for children	Teacher scarcity	Procuring caste income certificate and Aadhar cards for children

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1	2	3	4	5	6	7	8	9
Distribution of incentives among children	Celebration of national/regional festivals	Attendance and enrolment	School physical development/Infra-structure and cleanliness	Awareness to parents and children	Reconstitution of SDMC/mothers' council	Finance related decisions	Learning related decisions	Others
	JagjivanRam anniversary		Construction of school compound			Mobilization of money from donors and parents	Issuing transfer certificates and admission into higher school	Shoes, socks, ID cards. Sanction earned leave for teachers
	SriKrishna Janmashtami		Selection of teacher volunteer			Permission to draw money from the bank	School adoption programme	Decision not to permit construction of Anganwadi in school premises
	Liberation Day of Hyderabad Karnataka		Survey of school land/plantation in school premises			Auctioning school property	Preparations for entrance exams of Navodaya and Kasturba schools.	To decide on school holidays/punctuality and discipline
	Teachers' Day		Plantation in school premises			To mete out expenses for Gram Panchayat level sports meet	Discussion on girl child education	World Environment Day and Anti Child Labour Day
			Gate to school compound			Preparation of school annual action plan	Utilization of AF's learning material	Health of children
			Repairs to water sump				Assignments to children during the holidays	No deputation of teachers from school
			Purchase of materials for the kitchen				Request to parents to provide learning environment at home	Sports meet
			Construction of additional classrooms				Remedial teaching	Child rights
			Repairs to flag post and pedestal					Cluster level sports meet

- In Hoskote block, SDMC meetings focused on arrangements to celebrate national, provincial and local festivals in schools.
- It gained a weight of 26% in the overall composition of the agenda discussed by the SDMCs (Vide Figure-1 above).
- Next to this, development of infrastructure and cleanliness of school surroundings assumed a weight of 22.78%.
- Cumulatively, the above 2 items constitute 48.49%, which is nearly half of the total agenda composition.
- Aspects related to children's learning in schools acquired a weight of 15% in the overall composition of the agenda discussed in SDMC meetings.

Figure-2



- Normalized data in the above Histogram indicate that the agenda on children's learning is within 2 standard deviations from the normal mean. Hence, children's learning in schools is one of the significant items in SDMC discussions in Hoskote taluk.
- Often the agenda discussed by SDMCs during the reference period was celebration of national and state level festivals. They could mobilize the required resources to organize festivals in schools.

Number of agenda items discussed in SDMC meetings**Table-2**

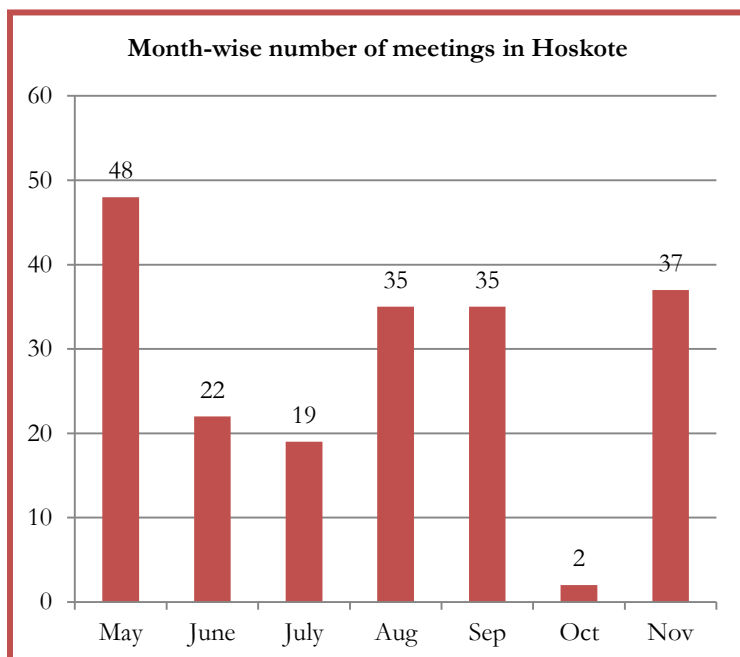
- In Hoskote block 78.3% of SDMC meetings discussed either one or two agenda items, 18.2% of the meetings discussed three agenda items or 3.5% of the meetings discussed 4 agenda items. (vide Table-2).
- At the time of school reopening, the single agenda for SDMC discussions was distribution of uniforms and text books to children.

Number of agenda items discussed in Hoskote Block			
No of agenda items	Frequency	Percent	Cumulative Percent
Single Agenda	60	30.3	30.3
Two agenda items	95	48.0	78.3
Three agenda items	36	18.2	96.5
Four agenda Items	7	3.5	100.0
Total	198	100.0	

Month-wise SDMC meetings and agenda for discussions

- The highest numbers of meetings were held in May, i.e. at the time of school reopening. The agenda of the meetings was to invite students to school and to work out arrangements for the school reopening ceremony.
- Next to this, a good number of SDMC meetings took place in the months of August, September and November 2015.
- Largely, the agenda discussed in August and September was the celebration of Independence Day, Teachers' Day, child learning aspects and to some extent, procuring infrastructure facilities for schools.
- During the months of September and November, learning related agenda was discussed in SDMC meetings.

Month-wise number of SDMC meetings organized in schools: Hoskote		
Month	No. of meetings	Percent
May	48	24.24
June	22	11.11
July	19	9.60
August	35	17.68
September	35	17.68
October	2	1.01
November	37	18.69
Total	198	100.00



- Discussions on children's learning agenda by the SDMCs largely ended up with the decision to request parents to provide a conducive learning atmosphere for children at home and to request teachers to enhance the achievement levels of students.

- In certain SDMC meetings, teachers were requested to focus on students, who lagged behind in achievement levels.

- The agenda of school repairs and infrastructure development was discussed during the months of June and July.

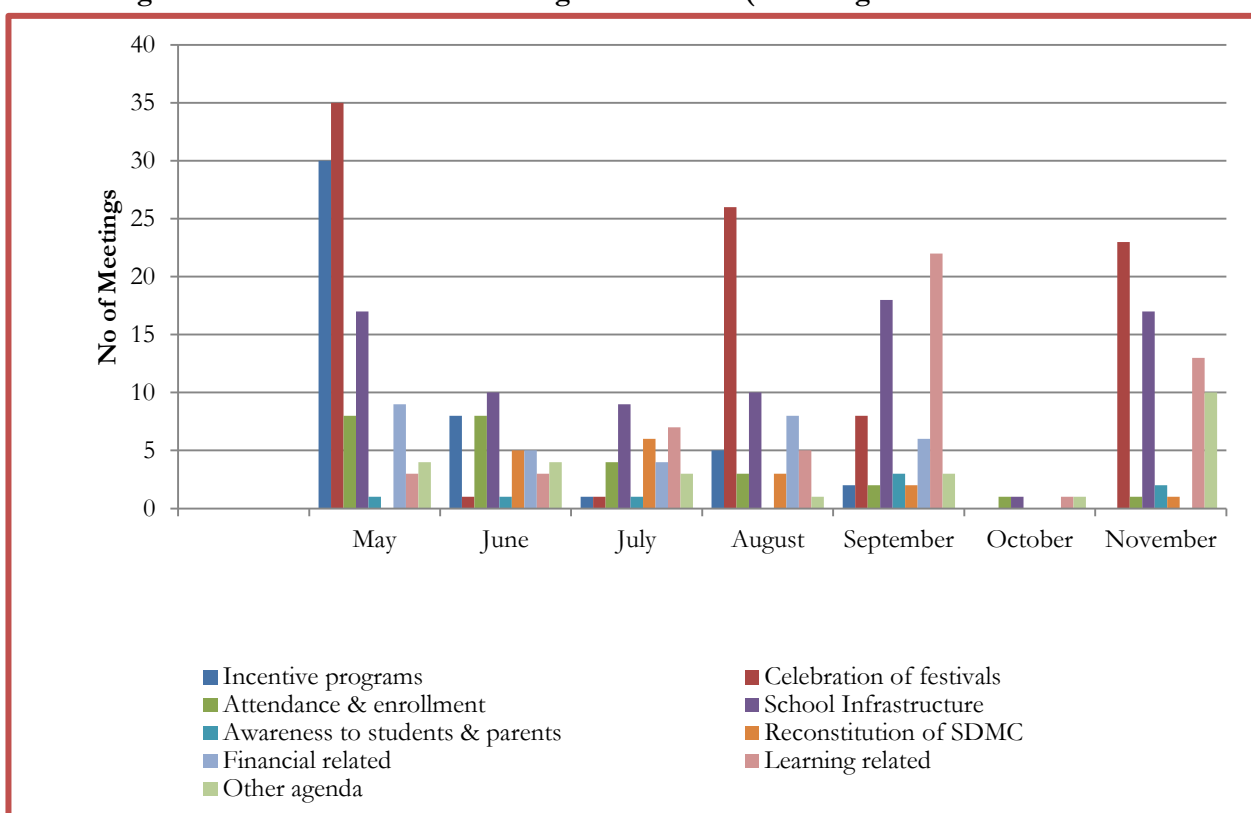
- Very few meetings were held in October and these meetings focused on working out the logistics to celebrate Gandhi Jayanti in schools.

Table-3

Month and agenda-wise distribution of meetings in Hoskote (No. of agenda items and their occurrence)									
Month	Incentive programmes	Celebration of festivals	Attendance and enrolment	School infrastructure	Awareness to students and parents	Reconstitution of SDMCs	Finance related	Learning related	Other agenda
May	30	35	8	17	1	0	9	3	4
June	8	1	8	10	1	5	5	3	4
July	1	1	4	9	1	6	4	7	3
August	5	26	3	10	0	3	8	5	1
September	2	8	2	18	3	2	6	22	3
October	0	0	1	1	0	0	0	1	1
November	0	23	1	17	2	1	0	13	10
Total	46	94	27	82	8	17	32	54	26

Graph No: 3

Month and agenda-wise distribution of meetings in Hoskote (No. of agenda items and their occurrence)



Correlations

- Significant correlations exist between incentive distribution among students and celebration of festivals. This implies that the school management organizes functions with parents and villagers, in which SDMC members are also present to distribute the sanctioned incentives to eligible children.
- School infrastructure is correlated significantly with attendance and enrolment, implying that parents tend to admit children and send their wards regularly to schools that are bestowed with good infrastructure facilities.

Section-3

Conclusions

- SDMC meetings are conducted largely at the instance of the school's head teacher who is a member secretary in the SDMC. Rarely do the SDMCs voluntarily opt to initiate consultation processes on pertinent school issues that require serious deliberations. Often SDMCs are attuned by the teachers to initiate formal or routine ways of discussions in the meetings.
- The highest number of SDMC meetings took place during May, i.e. at the time of school reopening. The quality of these discussions is not so deep-rooted as to address persistent school development issues.
- Though it is mandatory to conduct SDMC meetings on a monthly basis, in practice that is not happening. Meetings once in two months are the reality. In schools where monthly meetings are happening they tend to be ritualistic and address the peripherals of school development issues, as prompted by the school head teachers.
- In Hoskote block, 78.3% of SDMC meetings discussed either one or two agenda items, 18.2% of the meetings discussed three agenda items and less than 5% meetings included 4 agenda items for one SDMC meeting. It also implies that there is a cycle of themes during certain months. For example, in the month of May, SDMC meetings focused on working out arrangements for school reopening and during August, SDMCs chalked out plans to mobilize money to organize Independence Day celebrations in schools.
- The proactive roles of the SDMCs largely reflected in the mobilization of money through donations for school development and physical facilities in schools. Rarely do the SDMCs discuss quality standards in learning, improvements in enrolment, attendance, or arresting the issue of dropouts. Interestingly, SDMC discussions on learning related aspects of students in schools acquired a weight of 15% in the overall agenda. Whereas the overall weights of organizing festivals and infrastructure development in schools are higher in proportion than that of learning enhancement processes for children.
- Most of the learning related aspects ended up with the decision to request parents to provide a learning atmosphere for children at home. They formally requested the teachers to augment achievement levels in schools by focusing on students who lagged behind in learning.
- The learning related agenda of children discussed by the SDMCs is significant; it is positioned two standard deviations away from the normalized mean. This implies that discussions on child learning in SDMC meetings are significant but require still more focus. The conclusion is that the SDMCs focused through their discussions on the celebration of national and provincial festivals in schools and the development of school infrastructure.
- One of the important aspects of SDMC discussions is to publicize the incentive programmes implemented in schools by organizing various functions. The SDMCs' effort to make known to parents the infrastructure development and civil works undertaken in schools was successful. Hoskote block located near Bangalore city has alternative education facilities. Numerous private educational institutions exist in the region. As such, access, enrolment and attendance are not largely serious issues for SDMC discussion.
- SDMC presidents and members are concerned with the physical development of schools and they are able to do justice to this aspect through their defined roles and responsibilities. They are successful in mobilizing the required financial resources for the physical development of schools from individual donors, as well as the facilities from the department of education.

Section-4

Recommendations

- SDMCs should independently assess the status of schools. The SDMC president may initiate convening meetings by consulting the HM to deliberate on serious issues for timely completion. For example, when an SDMC appraises the need for additional schoolteachers, and it may voluntarily bring it to the notice of the concerned department officials. When it is understood that such a process takes a relatively long time, the SDMCs may take a decision to appoint a local educated person as an additional teacher and see that learning processes are not hampered in schools. Initially, the additional teacher's remuneration may be paid from the earmarked SDMC funds. Later, it can be replenished, after formal approvals from the block level officer. Such a proactive nature warrants the SDMCs to be independent within the framework of defined roles and responsibilities. This paves the way for SDMCs to exercise their derived powers without depending on HMs for advice.
- There is a need for enquiry by the SDMCs on the broad academic progress in schools. SDMCs may fix time bound academic targets, both for children and for teachers. For example, if it is understood that achievement levels are very low in schools, SDMCs may ascertain the number of children thus affected and may ask teachers to spend additional time after school hours on remedial teaching using appropriate and child-friendly learning material. This is possible if the SDMCs act independently and resolutely in the meetings, rather than merely requesting the parents to create the right learning atmosphere for children in their homes.
- As of now, head teachers are obsessed with programme implementation in schools. They should realize that they are the academic leaders in schools and academic management should assume priority over mere documentation of the status of programme implementation. The adoption of innovative teaching practices in classrooms is gradually replaced by classroom management activities, in terms of classroom monitoring, child attendance, implementation of incentive schemes, supply of text books and uniforms.
- Research studies emphasize the fact that an academically good teacher can strengthen classroom teaching and enable students to participate in the process of learning, which in turn leads to higher levels of achievement. A good and academically sound HM motivates students, enables the school's teachers to stay focused on teaching. This has relevance to achievement levels, particularly in a context where students in a specific grade are unable to acquire the prescribed competencies (As per ASER report-2008). The HM as member secretary should steer SDMC meeting discussions towards this.
- Scarcely is any academic support available to HMs and teachers from subject experts. The system of subject experts' guidance, demonstration, observation and academic support is almost non-existent. In this context, there is a need for SDMCs to relook and locate the issue of academic progress in schools as an important agenda for discussions. Orientation and training for the SDMCs in this aspect is the most desired requirement.

Annexure

Additional Tables

Distribution of schools according to type of schools in Hoskote				
Sl.No.	Name of School	School Type		Total
		LPS	HPS	
1	Attibele	0	1	1
2	Hasigala	0	1	1
3	Yanagunte	0	1	1
4	Kurubara Hatti	0	1	1
5	Chimandahalli	1	0	1
6	Valagerepura	0	1	1
7	Kurubarahalli	0	1	1
8	Timmappanahalli	1	0	1
9	Seemasandra	1	0	1
10	Ganjaranahalli	1	0	1
11	Karapanahalli	0	1	1
12	Gadigenahalli	1	0	1
13	Maliyappanahalli	0	1	1
14	Bheemakanahalli	1	0	1
15	Mallimakanapura	0	1	1
16	Gundrahalli	1	0	1
17	Muddenahalli	1	0	1
18	Marasandahalli	1	0	1
19	Agasarahalli	1	0	1
20	Kacharakanahalli	1	0	1
21	Kanekal	0	1	1
22	Makanahalli	0	1	1
23	Doddadasarahalli	1	0	1
24	Devasettihalli	1	0	1
25	Basanahalli	1	0	1
26	Pettenahalli	1	0	1
27	Bhagaluru	1	0	1
28	Arehalli	1	0	1
29	Soluru	0	1	1
30	Gonakanhalli	1	0	1
31	Gonakanhalli (Urdu)	1	0	1
32	Doddataggali	1	0	1
33	Chikkanallala	0	1	1
34	Hosahalli	1	0	1
35	Lingapura	1	0	1
36	Kalappanahalli	1	0	1
37	Timmasandra	1	0	1
38	Bhaktarahalli	1	0	1
39	Naduvinapura	1	0	1
40	Doddanallala	0	1	1
41	Nandagudi	0	1	1
42	Vabasandra	1	0	1
43	Upparahalli	1	0	1
44	Beerahalli	1	0	1

45	Hattakki	0	1	1
46	Manchappanahalli	1	0	1
47	Giddanahalli	1	0	1
48	Vaddarahalli	1	0	1
49	Shivanapura	0	1	1
50	Tirumala Setty Halli	0	1	1
51	Dodda Nallura Halli	0	1	1
52	Doddadunnasandra	0	1	1
53	Devanagondi	0	1	1
54	D.Hosahalli	0	1	1
55	Anugondanhalli	0	1	1
56	Anupanahalli	0	1	1
57	Gottipura	0	1	1
58	Bheemapura	1	0	1
59	Nadaghatta	0	1	1
60	Belikere	0	1	1
61	Koturu	1	0	1
62	Ajagondanahalli	1	0	1
63	Marenagara	0	1	1
64	V.V.Extension (Urdu)	1	0	1
65	Mailapura	1	0	1
66	Chikkakoliga	1	0	1
67	M.Satyavara	0	1	1
68	Gunduru	1	0	1
69	Beguru	0	1	1
70	Belamangala	1	0	1
71	Muttasandra	0	1	1
72	Siddenahalli	1	0	1
73	Chikkondahalli	0	1	1
74	Anupahalli	0	1	1
75	Kondrahalli	1	0	1
76	Khazimakkan	0	1	1
77	Siddapura	1	0	1
78	Khanapura	0	1	1
79	K,Satyavara	0	1	1
80	Harohalli	1	0	1
81	Ittisandra	0	1	1
82	Tavatahalli	0	1	1
83	Handenahalli	1	0	1
84	Haraluru	1	0	1
	Total	46	38	84

Type of schools and the number of agenda items discussed in SDMC meetings						
Block		Agenda				Total
		Single Agenda	Two agenda items	Three agenda items	Four agenda Items	
Hoskote	LPS	35	51	24	4	114
		30.7%	44.7%	21.1%	3.5%	100.0%
		58.3%	53.7%	66.7%	57.1%	57.6%
	HPS	25	44	12	3	84
		29.8%	52.4%	14.3%	3.6%	100.0%
		41.7%	46.3%	33.3%	42.9%	42.4%
	Total	60	95	36	7	198
		30.3%	48.0%	18.2%	3.5%	100.0%
		100.0%	100.0%	100.0%	100.0%	100.0%

Note: Of the 2 percentages given in the table above, the first one is the percentage in row total and the second one is in column total.