

**School Development and Monitoring Committees in  
Karnataka**  
Analysing the quality of SDMC meetings in Kushtagi

**Resource and 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 Brayand 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 specified in Annexure-A of the Government Order No ED.93.LBI.2008, dated 02-03-2009, 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 drop-outs.
16. Head teachers share with teachers the core themes of the 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 Government Order No ED.93.LBI.2008, dated 02-03-2009. (Annexure-A of the SDMC) 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, 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 Kushtagi 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, this has a bearing on schools' academic improvements.

### **Methodology**

Akshara Foundation (AF) works with selected schools in Kushtagi taluk or block under its Karnataka Learning Partnership (KLP) initiative. Kushtagi taluk is located in the northern part of Karnataka. 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	28	43	71
2	Number of Meetings	47	77	124
3	Number of Agenda Items Discussed	108	193	301

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

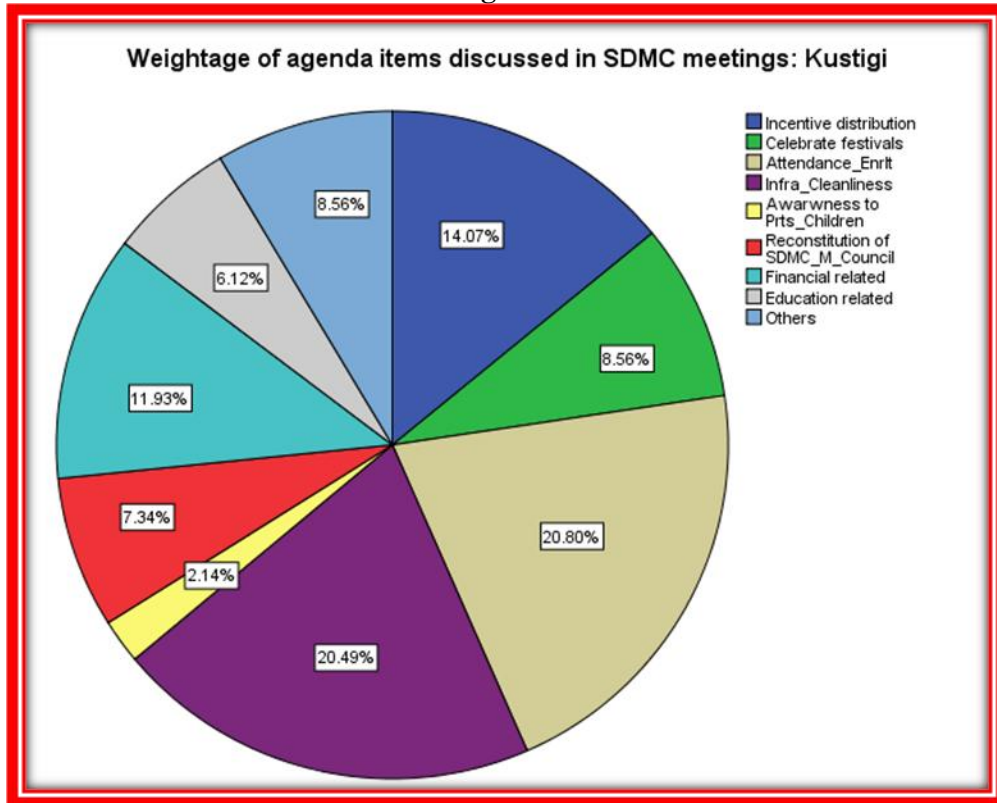
### Findings from the study

- 124 SDMC meetings took place in 71 selected schools in Kushtagi block during the reference period, i.e. from May/June to November 2015.
- On an average, each school had less than two SDMC meetings. 301 agenda items were discussed in 124 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.

### Significant agenda items discussed in SDMC meetings

The agenda, as it emerged under 9 heads at the SDMC meetings in Kushtagi block is furnished in Table-1. The weights of agenda items in SDMC meetings are furnished in the following graph.

Figure-1





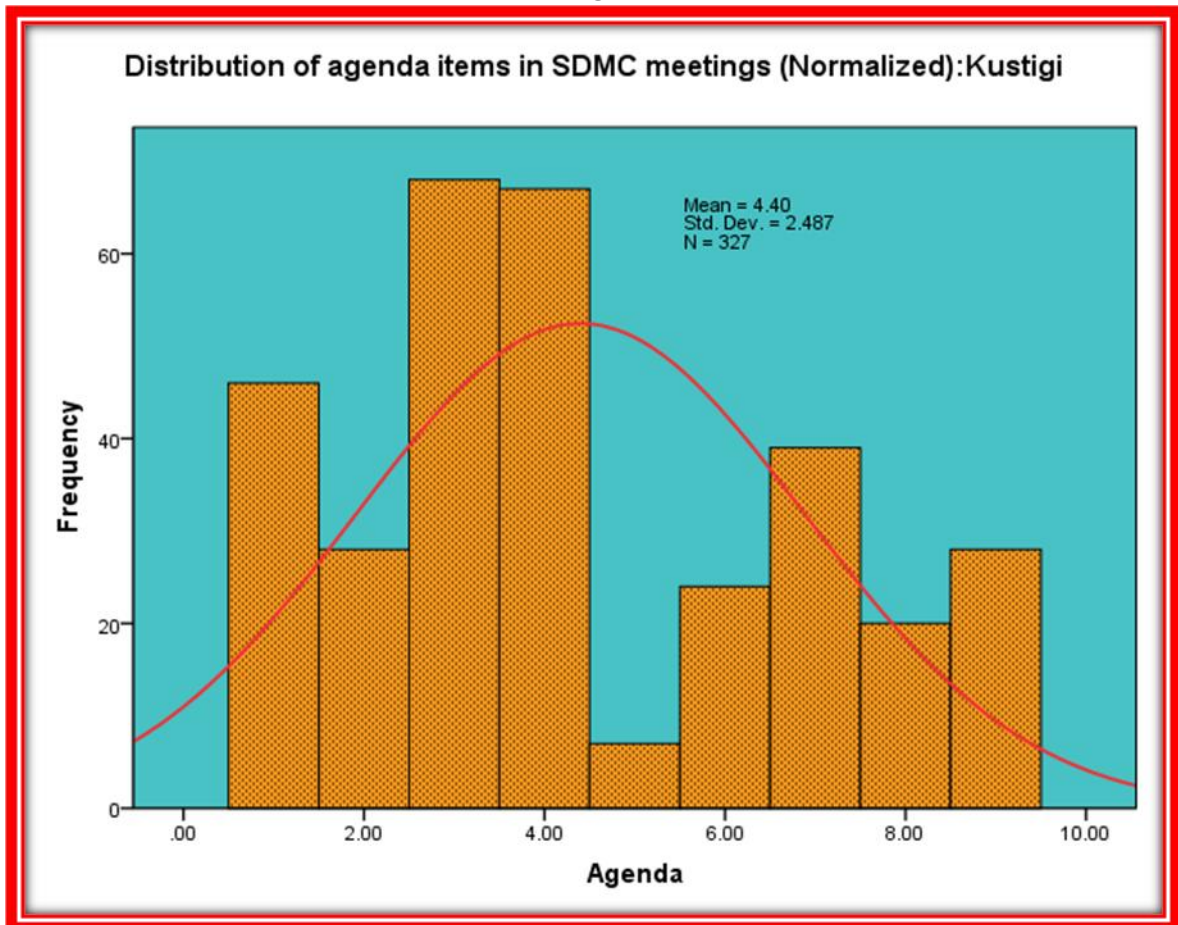
**Table-1: Classification of agenda in SDMC meetings**

1	2	3	4	5	6	7	8	9
<b>Distribution of incentives among children</b>	<b>Celebration of national/regional festivals</b>	<b>Attendance and enrolment</b>	<b>School physical development/infra-structure and cleanliness</b>	<b>Awareness to parents and children</b>	<b>Reconstitution of SDMC/mothers' council</b>	<b>Finance related decisions</b>	<b>Learning related</b>	<b>Others</b>
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 drop-out 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	Aadhaar 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 guest teacher
Incentive money for regular attendance of girl children	School reopening ceremony	Household visits to improve enrolment	School building whitewashing/colour in-g/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
	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			Opening bank accounts for children	Teacher scarcity	Procuring caste income certificate

1	2	3	4	5	6	7	8	9
<b>Distribution of incentives among children</b>	<b>Celebration of national/regional festivals</b>	<b>Attendance and enrolment</b>	<b>School physical development/infra-structure and cleanliness</b>	<b>Awareness to parents and children</b>	<b>Reconstitution of SDMC/mothers' council</b>	<b>Finance related decisions</b>	<b>Learning related</b>	<b>Others</b>
			/additional teachers in school					sand Aadhaar cards for children
	Jagjivan Ram anniversary		Construction of school compound			Mobilization of money from donors and parents	Issuing transfer certificates and admission into higher school	Shoe, socks, ID cards. Sanctioned 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 Kushtagi block, SDMC meetings focused on attendance and enrolment in schools. It gained a weight of 20.80% in the overall composition of the agenda discussed by the SDMCs (Vide Figure-1)
- Next to this, development of infrastructure and cleanliness in school surroundings assumed a weight of 20.49%.
- Cumulatively, the above 2 items constitute 41.29%, which is a large composition of the overall agenda.
- SDMC meetings discussed children's learning in schools, but it acquired a weight of only 6.12% in the overall composition of the agenda.

Figure-2

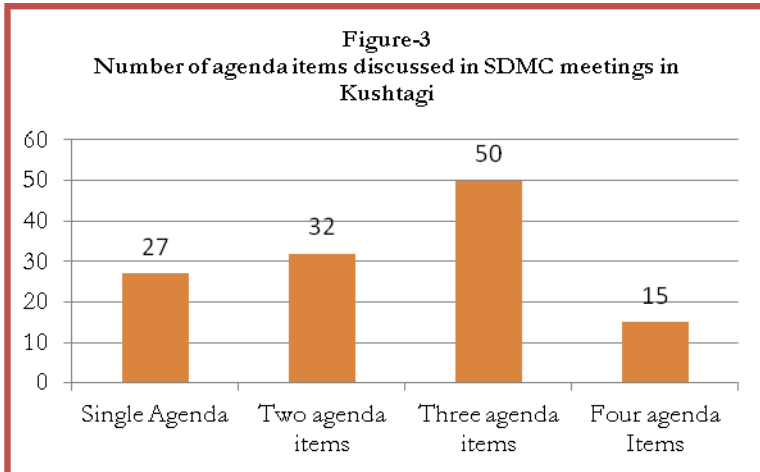


- Normalized data in the above Histogram indicate that the agenda on children's learning is 2 standard deviations away from the normal mean, implying that this particular agenda in schools is not a significant item in SDMC discussions.
- The SDMC discussions focused more on attendance, enrolment and school infrastructure.

No. of agenda items	Frequency	Percent	Cumulative Percent
Single Agenda	27	21.8	21.8
Two agenda items	32	25.8	47.6
Three agenda items	50	40.3	87.9
Four agenda Items	15	12.1	100.0
<b>Total</b>	<b>124</b>	<b>100</b>	

### Number of agenda items discussed in SDMC meetings

- In Kushtagi block 47.6% of SDMC meetings discussed either one or two agenda items and another 40.3% of the SDMC meetings discussed three agenda items. This implies that the SDMCs have ample number of



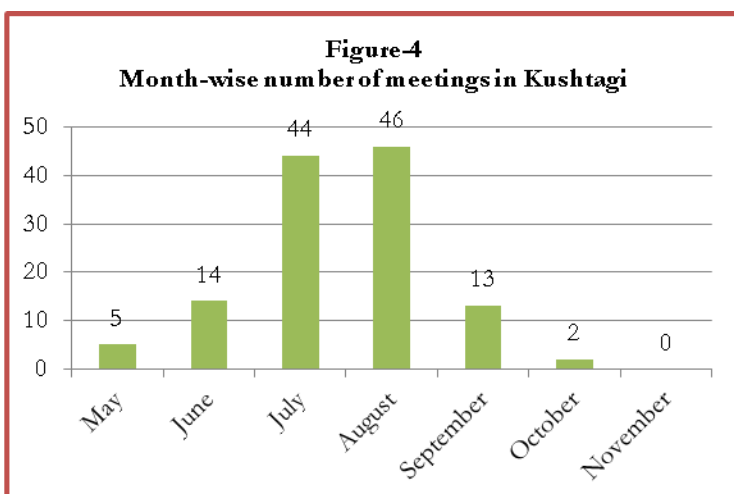
children and the required financial approvals by the SDMCs were other areas in SDMC discussions in the block.

- This implies that the SDMCs' priority was to ensure that the incentive programmes are implemented by optimally utilizing the available financial resources for school development.

### Month-wise SDMC meetings and agenda for discussions

- The number of meetings was high(37.10%) in August. Totally, 105 agenda items were discussed during the month.
- The themes discussed in August were: preparations for celebrating Independence Day in schools, and problems related to attendance, enrolment and school infrastructure. All these agenda items had equal importance assigned in the discussions.
- In July, 113 agenda items were discussed. The themes for discussion were again attendance, enrolment and school infrastructure.

Month	No. of meetings	Percent
May	5	4.03
June	14	11.29
July	44	35.48
August	46	37.10
September	13	10.48
October	2	1.61
November	0	0.00
<b>Total</b>	<b>124</b>	<b>100.00</b>



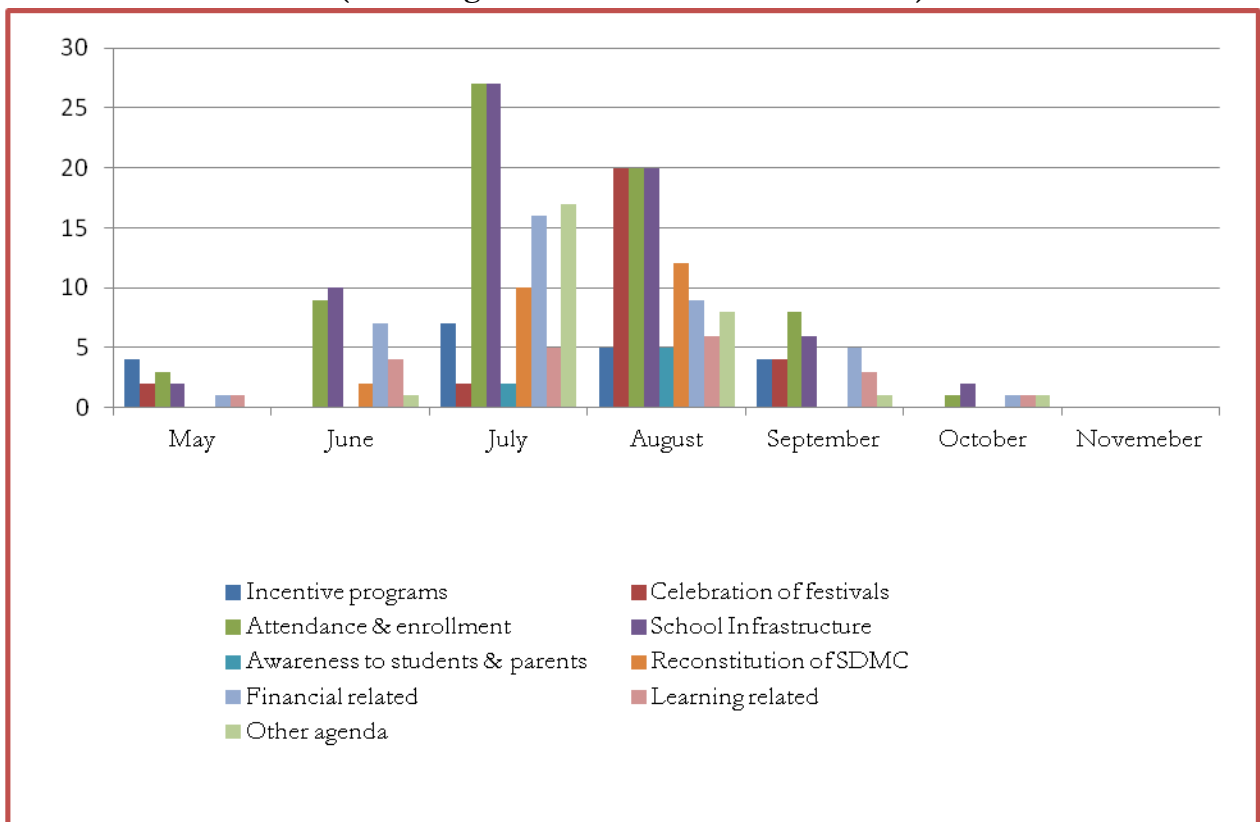
- During the month of June, i.e. at the beginning of the academic year, out of 33 agenda items discussed, 57.57% related to attendance, enrolment and school infrastructure.
- SDMC discussions largely took place from June to August. Discussions on utilization of money and school grants were more pronounced than those on student learning in schools.

- In May, SDMCs discussed incentive distribution among students, school enrolment and attendance.

Table No: 4

Month and agenda-wise distribution of meetings in Kushtagi block (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 SDMC	Finance related	Learning related	Other agenda
May	4	2	3	2	0	0	1	1	0
June	0	0	9	10	0	2	7	4	1
July	7	2	27	27	2	10	16	5	17
August	5	20	20	20	5	12	9	6	8
September	4	4	8	6	0	0	5	3	1
October	0	0	1	2	0	0	1	1	1
November	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>20</b>	<b>28</b>	<b>68</b>	<b>67</b>	<b>7</b>	<b>24</b>	<b>39</b>	<b>20</b>	<b>28</b>

Figure No: 5  
Month and agenda-wise distribution of meetings in Kushtagi block (No. of Agenda items and their occurrence)



**Correlations**

- Significant correlations exist between school infrastructure and the learning activities of children. This implies that effective child learning activities take place in schools that have good infrastructure facilities.

- 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

- Kushtagi taluk is located in a region where intermittent drought conditions prevail and a high percentage of the population comprises of agricultural labourers. As a natural consequence, parent migrations in search of employment are an inevitable phenomenon. This resulted in irregular attendance and children dropping out of schools. Levels of illiteracy and parental perceptions that education does not add any big value to individual progress are reasons for the low levels of enrolment and drop-outs. In the context of migration, the SDMCs did not discuss alternative methods to retain children in the village and ensure regular school attendance. Their role was confined to suggestions that parents should not migrate along with their children.
- In SDMC meetings, the focus was more on attendance and enrolment in schools. It gained a weight of 20.80% in the overall composition of the agenda discussed by SDMCs. About 47.6% of SDMC meetings discussed either one or two agenda items in the meetings and 40.3% of the meetings discussed three agenda items. This implies that there are relevant school development issues for discussion.
- In every meeting, the SDMCs discussed the issue of regular attendance and how to improve school enrolment. Another priority area for discussion was infrastructure development in schools and cleanliness. In the cycle of themes, attendance and enrolment happened to be a continuous agenda, more or less, in all the SDMC discussions.
- Head teachers are the initiators of SDMC meetings in schools. Most of the SDMC members are either illiterate or semiliterate. This can be ascertained from their signatures on the minutes of meetings. The educational levels of the SDMC members were dismally low and value attachment to education is far from robust. SDMCs are attuned by head teachers to have formal and peripheral discussions on selected agenda items in the meetings. There is a need for evolving an action plan to address school-wise development issues.
- The highest number of SDMC meetings took place during the month of August. One of the persistent problems was to augment enrolment and regular attendance in schools. In most of the meetings, the agenda of school attendance and drop-outs was discussed as a very relevant issue. This implies that access to school and attendance are the burning issues of discussions, the focus is not immediately on student learning and quality issues. No meetings took place during November. June, July and August were the peak months when the SDMCs met and discussed incentive schemes, school infrastructure and utilization of sanctioned school grant.
- The proactive role of the SDMCs largely reflected in the mobilization of facilities for the school from the Department of Education. Canvassing about the uses of the incentive schemes implemented in schools was a necessity to attract students to school. SDMC members came forward to participate in enrolment drives and they organized household visits to convince parents to send their children to school. SDMCs formalized the issue of teacher scarcity by ratifying the appointment of guest teachers, usually referred by the HMs. The appointment of cooks for midday meals and payment of their remuneration was through the usual approval process at the instance of school HMs.
- SDMC meetings are not happening on a monthly basis. But SDMC presidents and members are able to do justice to the physical growth of schools and the facilities there through their defined roles and responsibilities.

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## Section-4

### Recommendations

- There is an immense need for building SDMCs' perspectives on education. They require clarity on their roles and responsibilities to work effectively for school development. Generally, the agenda for meetings is fixed by the HMs. The SDMCs are asked to participate in the discussions. Tokenism in participation brings casual lethargy instead of a serious action-oriented approach, particularly when it comes to important decision-making on schools and their state of affairs, which requires deep-rooted discussions by the community. Deliberations on the school as an entity that delivers quality outcomes are not happening. In this context, sensitization processes are needed for SDMC members.
- Continuous dialogue between schools and the community is desired in a situation when schools suffer high drop-out rates and low enrolment levels. The SDMCs, Gram Panchayats and parents should come forward with a proactive agenda to address school development issues.
- The implementation of incentive schemes in schools creates an impression that educational needs are not individual, rather social. Parents being agricultural labourers with a poor economic background are unable to understand the lofty ideals of education which is instrumental in raising children's individual worth and dignity. Parents migrate in search of employment. They take their children with them, hampering the regular attendance in schools. What is required is the realization that local employment generation, economic development and children's education are intertwined with one another.
- SDMC discussions should not be subsumed into mere mechanisms to officiate consultation processes. There is a need for sound, issue-based consultations and deliberations by the community to breed an ownership of schools. SDMC members are required to be sensitized to developing schools in all respects for effective child learning processes.
- While reconstituting the SDMCs, women members are being seconded by a small group of SDMC members. As per the norms, women belonging to weaker sections are given priority. It should be noted that women members can potentially take forward the message of girl child education and the advantages of it, rather than merely sensitizing them to the incentives for girl child education. The mismatch needs to be addressed through focused orientation on the roles and responsibilities of women SDMC members.
- There is a need for handholding and support to SDMC members by local NGOs who work in education. Educated youth from the villages could come forward to facilitate the SDMCs in general and the women members in particular to engage in school development and make informed decisions. The village youth could voluntarily bring development issues to the notice of concerned Department of Education officials for quick, remedial action.
- Civil society organizations must consider initiating measures to improve student achievement levels in schools. They may seek the cooperation of SDMC members to engage children after school hours with learning activities using appropriate, child-friendly learning materials. Teachers should focus on children who cannot attend schools regularly with innovative teaching practices. Enrolment drives by school teachers during June should be based on recent child census surveys. There is a need for working towards the goal that all eligible children will be either in government or private schools and will be learning.

**Annexure**  
**Additional Tables**

<b>Distribution of schools according to their type in Kushtagi Block</b>				
Sl.No.	Name of School	School Type		Total
		LPS	HPS	
1	Jahagera Gudadura	0	1	1
2	Paramanahatti	0	1	1
3	Heeretamminala	0	1	1
4	Jalihala	0	1	1
5	Pattalachinti	0	1	1
6	Navalahalli	0	1	1
7	Gududuru	0	1	1
8	Tavaragere	1	0	1
9	Sanganala	0	1	1
10	Chikkatamminala	1	0	1
11	Nagarala	1	0	1
12	Yalaburti	0	1	1
13	Hulagere	1	0	1
14	Hanumapura(Urdu)	0	1	1
15	Hosahalli	0	1	1
16	Meguru	1	0	1
17	Tapalakatti	0	1	1
18	Ramoji Tanda	1	0	1
19	Sebinakatti	0	1	1
20	Dotihala	0	1	1
21	Hosarura	1	0	1
22	Tuggaldoni	1	0	1
23	Maturu	1	0	1
24	M.Kurubanala	1	0	1
25	Mittalakod	0	1	1
26	Niralakoppa	0	1	1
27	Shadalagere	0	1	1
28	Antarathana	0	1	1
29	Devalapur	0	1	1
30	Hanumagiri	0	1	1
31	Malakapur	1	0	1
32	Mudutagi	0	1	1
33	Hanumasagara	0	1	1
34	H_Sagara(Urdu)	0	1	1
35	K. Hanumasagar	0	1	1
36	Kal. Hanumasagara	0	1	1
37	Hoolagera	1	0	1
38	Yadnala	1	0	1
39	Nidasheshi	0	1	1
40	Narinhal	0	1	1
41	B. C. Tavarakere	0	1	1
42	Tavaragera Killoni	1	0	1
43	Gadderahatti	1	0	1
44	N,Badavane	1	0	1



Distribution of schools according to their type in Kushtagi Block				
Sl.No.	Name of School	School Type		Total
		LPS	HPS	
45	Umali Rampur	1	0	1
46	Ganganahal.S	1	0	1
47	Hanumasagara	0	1	1
48	Hadagali	0	1	1
49	Metinahal	1	0	1
50	Ganganahal	0	1	1
51	Hosur.K	1	0	1
52	Mankalakeri	1	0	1
53	K.Tanda	1	0	1
54	Neeralutti	0	1	1
55	Boduru	0	1	1
56	Tengunti	0	1	1
57	Muddalagundi	0	1	1
58	Gadachinti	1	0	1
59	Kadivala	0	1	1
60	Narasapur	0	1	1
61	Badimanhal	0	1	1
62	Hulagere	0	1	1
63	Hulagere Tanda	1	0	1
64	H.SC Colony	1	0	1
65	Herebannogol	0	1	1
66	Herenadihala	0	1	1
67	Sakhapaura	0	1	1
68	Mnnerhal	0	1	1
69	Parasapur	1	0	1
70	Puratagere	1	0	1
71	Bannatti	1	0	1
	<b>Total</b>	<b>28</b>	<b>43</b>	<b>71</b>

Type of schools and the number of agenda items discussed in SDMC meetings: Kushtagi						
Block	Type of school	Agenda				Total
		Single Agenda	Two agenda items	Three agenda items	Four agenda Items	
Kushtagi	LPS	13	13	15	6	47
		27.7%	27.7%	31.9%	12.8%	100.0%
		48.1%	40.6%	30.0%	40.0%	37.9%
	HPS	14	19	35	9	77
		18.2%	24.7%	45.5%	11.7%	100.0%
		51.9%	59.4%	70.0%	60.0%	62.1%
	Total	27	32	50	15	124
		21.8%	25.8%	40.3%	12.1%	100.0%
		100.0%	100.0%	100.0%	100.0%	100.0%

**Note:** Of the 2 percentages given in the table above, first percentage is in 'school category' and the second one' is in agenda category.