Quality Improvement Initiatives in Madhya Pradesh

A Report

◆▸ **Dakshata Samvardhan**

◆▸ **Continuous and Comprehensive Evaluation**

◆▸ **Pratibha Parv**

विद्यया ऽ मृतमश्नुते

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Implementation of Quality Improvement Initiatives in Madhya Pradesh

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Foreword

The formulation of new Integrated Scheme for School Education and its approval by the Cabinet reveals the intentions and expectations of the Government of India from the system of school education. The new Scheme subsumes Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). With the adoption of Sustainable Development Goal 2030, the focus now has shifted to Quality with Equity up to Secondary level of Education.

India has done well in terms of ensuring access and equity in Schooling. Sarva Shiksha Abhiyan, a Centrally Sponsored Scheme implemented by the Central Government in partnership with state has achieved considerable success in universalising elementary education. However the low levels of learning by majority of students is a matter of concern. Both the Centre and State Governments are devising comprehensive approaches and new strategies to address the issue of improving quality of education in schools.

The research study, in context, was undertaken for the State of Madhya Pradesh for their three important quality improvement initiatives namely Dakshta Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv. Prof. Sandhya Sangai, the Principal Investigator and her team worked hard to explore the facts related to implementation of the scheme up to the grass root level. The report brings out the critical factors for effective implementation of any quality initiative by consolidating the opinion of the educational functionaries at all levels from school to the state level and members of the School Management Committee.

We hope that findings of the study will provide useful insights to the policy planners and administrators in implementing such programmes more effectively.

We shall appreciate comments and responses from the readers.

Anup Kumar Rajput
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N.C.E.R.T

PREFACE

The feeling that 'India is close to 'Schooling for all' but our journey towards 'learning for all' is yet to begin' asks for more rigour in the planning and organization of school education. An input oriented approach will certainly bring more facilities to school but will not improve learning. Technocratic and managerial solutions which put a priority on monitoring teachers and school functioning may improve attendance but will not improve learning levels. To improve children's learning, there is a need to seriously set the priorities and acknowledge the realities in the process. This will help to prepare a road map for achieving what we really want to.

There are research evidences in our country to show that substantial and significant changes in the basic learning by children are possible. Strong commitment and belief in children's abilities are the key factors to achieve results . An important factor which is generally found lacking in the conceptualisation of the programmes and schemes is the provision of an in-built process monitoring/programme evaluation component. The continuous evaluation of the implementation of the programmes/ initiatives provides valuable insights to the administrators and mid-term changes can be made in the course of the programmes, if needed, to get still better results.

The present research study was an attempt to study the implementation of three very important quality improvement initiatives which are mentally related and support each other. These three initiatives are Dakshta Samvardhan (DS), Continuous and Comprehensive Evaluation (CCE) and Pratibha Parv (PP). Through the study, an effort has been made to assess the awareness, willingness and commitment of the functionaries in the implementation of the scheme. The perceptions of all level functionaries and ultimate beneficiaries were also collected to understand the facilitating and impeding factors in the implementation of all the three initiatives. The respondents were also consulted to share their opinions regarding continuation of these initiatives in their existing form or after making changes or these should be discontinued. The findings emerging for the study still reveal the same issues which have been asking for serious attention from the administrators and planners ver a long period of time.

I express my deep gratitude to Prof. H.K. Senapaty, Director , NCERT whose natural interest in research has been an inspiration for the entire team. My heartfelt thanks are to Ms. Deepti Gaur Mukherjee, Secretary Education, Government of Madhya Pradesh, who was Commissioner at the time of embarking the study. Her interest and excellent facilitation helped the team in its rigorous field work. The officials deputed by her for coordinating the study at district level took keen interest in carrying out the study. The Head, Department of Elementary Education showed his interest by participating in meetings and providing guidance from time to time. I am grateful to him. I felt overwhelmed with the support of experts in the area of elementary education whose names have been especially acknowledged in this report. My team members deserve sincere praise and pat for their untiring efforts right from preliminary field study till the completion of the report.

It will be my pleasure to get feedback and comments from the readers and users of the report.

Sandhya Sangai

Principal Investigator

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Acronyms

APC	Academic Programme Coordinator
BDC	Block DIET Coordinator
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
BACQ	Block Academic Coordinator Questionarrie
CCE	Continuous and Comprehensive Evaluation
COS	Classroom Observation Schedule
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CACQ	Cluster Academic Coordinator Questionarrie
CWSN	Children with Special Needs
DEE	Department of Elementary Education
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
DPO	District Project Offices
DS	Dakshta Samvardhan
EVS	Environmental Studies
GOI	Government of India
HMQ	Head Master Questionarrie
MDM	Mid Day Meal
MHRD	Ministry of Human Resource Development
MP	Madhya Pradesh
NCERT	National Council of Educational Research and Training
PAB	Project Approval Board
PP	Pratibha Parv
PTR	Pupil Teacher Ratio
QMT	Quality Monitoring Tools
RIE	Regional Institute of Education
RSK	Rajya Shiksha Kendra
RTE	Right of Children to Free and Compulsory Education Act, 2009

SCERT	State Council of Educational Research and Training
SDP	School Development Plan
SMC	School Management Committee
SPD	State Project Director
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
ST	Special Training
TLM	Teaching Learning Material
TQ	Teacher Questionnaire
UEE	Universal Elementary Education
UTs	Union Territories

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Executive Summary

The state of Madhya Pradesh has taken several initiatives for improving the quality of primary education. The present study attempt to study how the three major quality initiatives namely, Dakshta Sambardhan, Continuous and comprehensive evaluation and Pratibha Parv were implemented up to the grass root level. The state of Madhya Pradesh was chosen as the report of National Achievement Survey, 2013 indicates that the average achievement level of children is lower than the national average. The study was carried out taking on board the implementers, officials of Rajya Shiksha Kendra, Bhopal and the beneficiaries, the children and their parents.

Objectives of Study

The research study was guided by following objectives:

- To find out whether the following Quality Improvement Initiatives are being implemented as intended:
  - ➢ Dakshta Sambardhan
  - ➢ Continuous and Comprehensive Evaluation
  - ➢ Pratibha Parv

- To find out factors which facilitated and/or impeded the implementation of following programmes as intended:
  - ➢ Dakshta Sambardhan
  - ➢ Continuous and Comprehensive Evaluation
  - ➢ Pratibha Parv

- To study and analyse the perceptions of different functionaries on the continuation of these programmes

- To suggest the actions that would help in effectively implementing three initiatives in particular and quality management programme in general.

Methodology of Study

Sample

The study was intended to be conducted in the State of Madhya Pradesh. Considering the geographical vastness of the State, the sampling was resorted keeping the guiding criteria as that the sample units should represent the distinct and typical, characteristics of the State using stratified random sampling technique. There are ten divisions in the State out of which five divisions were randomly selected; from each division one district was chosen keeping in mind that it should reveal facts about the implementation of quality improvement programmes. Thus from five

Research Tools
• Questionnaire for Teacher (TQ)
• Questionnaire for Head Master/Shala Prabhari (HMQ)
• Questionnaire for Cluster Academic Coordinator (CACQ)
• Questionnaire for Block Academic Coordinator (BACQ)
• Questionnaire for Block DIET Coordinator (BDCQ)
• Questionnaire for Academic Programme Coordinator (APCQ)
• Guided Questions for Focus group Discussion with SMC Members

divisions namely Bhopal, Gwalior, Indore, Jabalpur, Rewa and five districts name namely Sehore, Dhar, Satna, Mandla and Gwalior were taken as the sampled districts. From each of these districts two blocks – one urban and one rural, were chosen and from each selected block ten schools were selected for collection of data. The State also has a quality control mechanism under Partibha Parv under which the schools are graded as A, B, C and D based on the performance of children and other set criteria. In order to explore the factors affecting implementation and results of the implementation of Quality Improvement Initiatives, three schools from A and B category and two each from C and D category were chosen. Thus in all one hundred schools divided as 60 schools from A category, 60 from B, 40 schools from each C and D category were finally taken as the sample.

Major Findings of the Study

A. Dakshta Samvardhan

- A large majority of the respondents informed that the Quality Improvement Initiative namely *Dakshta Samvardhan* was implemented as intended. The teachers and other functionaries at different levels were aware about the objectives of the initiative and also about the guidelines developed by the competent authority.
- The initiative of *Dakshta Samvardhan* pulled the attention of Stakeholders towards the need for improving quality of education. The officials knew their responsibilities and they maintained necessary documents to assess the progress of learning by children.
- The expected competencies to be achieved at the primary level were listed. These competencies were called "Dakshtas" under the programme. The teachers were aware about them and this listing also helped teachers and head teachers to assess the actual achievement levels of children vis-à-vis the expected levels of achievement of competencies under the programme.
- The review of children's progress in learning gave an opportunity to teachers to reflect on their methods of teaching and make necessary changes, if required, to help children in making progress. As a result teachers informed that they used variety of pedagogical methods, for example, group activities, use of child- friendly TLM, etc.
- Amongst the facilitating factors for *Dakshta Samvardhan*, it was informed by different stakeholders that use of simple methods of teaching, focus on important skills, timely identification and resolution of hard-spots of learning and remedial teaching were prominent.
- The impeding factors were working more strongly against achieving the desired results. The significant impeding factors as cited by respondents included low attendance and absenteeism of children, shortage and load of documentation work on teachers, absence of appropriate monitoring, ineffective teacher training and indifference of parents towards the education of their children.
- All the functionaries supported that the initiative *Dakshta Samvardhan* should be continued. At the same time a very high percentage of respondents from all categories have raised the need to bring changes in the existing programme and then further continue it.

B. Continuous and Comprehensive Evaluation

- The quality improvement initiative for assessment, namely Continuous and

Comprehensive Evaluation (CCE) was implemented as intended as per the perceptions of majority of stakeholders at different levels. They were generally aware about the objectives of Continuous and Comprehensive Evaluation and they also expressed that implementation of Continuous and Comprehensive Evaluation has helped to diagnose the learning difficulties of children and address them timely.

- The major facilitating factors for implementing CCE were assessment on a continuous basis and remedial teaching, comprehensive assessment, fear free environment during assessment and use of appropriate pedagogy by teachers.
- The respondents also expressed that though CCE was implemented as intended yet the desired results were not achieved. According to respondents from different categories, the major impeding factors were- absenteeism of children, shortage of teachers and ineffective teacher training, lack of proper monitoring and indifference of parents in the educational progress of their children.
- All the educational functionaries including teachers, head teachers, CACs, BACs, BDCs and APCs have found Continuous and Comprehensive Evaluation useful for assessing learning progression in children. However they have voiced that the existing scheme needs changes and necessary changes should be made to continue the scheme further.

C. Pratibha Parv

- Pratibha Parv was found to be a widely celebrated programme. The respondents informed that there was awareness in the masses about the objectives and organising methodology of the Parv. Because of its organisation modality, the children, parents and teachers were informed about the individual grades of children and teachers were also aware about the grade given to their schools. It was largely implemented as intended.
- The respondents conveyed that teachers were making changes in their methods of teaching as per the requirements of children to help them progress and perform better during assessment under Pratibha Parv.
- The factors which facilitated desired implementation of Pratibha Parv included commitment of all stakeholders, improvement in school infrastructure, availability of old question papers and remedial classes taken by teachers.
- Though Pratibha Parv is a government sponsored programme there is a high stake. With so much attention given to this particular initiative from all quarters, some impeding factors caused under achievement of results as expected by implementing Pratibha Parv. The major impeding factors that emerged from the responses were shortage and indifference of teachers, lack of grade appropriate question papers, indifferent attitude of parents and lack of preparation time for the teachers.\
- All the functionaries have expressed that the Pratibha Parv initiative should continue as it checks the health of the state education system across the length and breadth of the state.

D. Involvement of SMCs in the implementation of Quality Improvement Initiative

- The involvement of community in the primary education of the children significantly affects the quality of school environment and teaching learning. All the respondents conveyed this idea through their responses.
- The main expectations of the educational functionaries from the SMC members are that they should persuade parents to take interest in the education of their children and send them to schools regularly.
- Though the teachers and administrators informed that they shared their expectations with the

members of SMC but the SMC members were clear in their responses that neither they were given any orientation about their expected roles nor they were included in the decision making.

- The participation of SMC members can be enhanced by respectfully involving them in school activities, giving them some honorarium for the efforts they were expected to make and motivating them to participate regularly in meetings.

Recommendations

Teachers and their Training

The teacher training component for improving quality of education was found to be a weak link. Not only from the content point of view, but also the attitude, approach and mindset aspect of the trainees need to be looked into before designing effective teacher training programmes. There is an urgent need to limit the non-academic work expected from teachers. The new models of teachers training which involve use of ICT and demonstration should be used during the training programmes.

Assessment and Evaluation

Continuous and Comprehensive Evaluation (CCE), though a strong component of improving the learning outcomes of children, has not been harnessed to its fullest potential. There is a need to orient and sensitise the teachers to implement this programme in its true spirit. The document preparations and their recording by the teachers should be minimised and the formal reporting should not be frequent. Teachers should be given more time for teaching learning. More emphasis needs to be on formative assessment and follow up.

Teaching Learning Methods and Material

The teaching learning material can be further improved by making it learner friendly, activity based and simulative. Along with this, the teacher also needs to be enthusiastic in carrying out activities involving the whole class and make the students active rather than remain inert. Children may be provided access of to teaching learning and the material should be adequate for meaningfully engaging the children in the class. Much more attention needs to be paid to remedial teaching of low achieving learners.

Monitoring

There should be adequate personnel to provide academic inputs and feedback to teachers about their classroom practices. Feedback should be more in the form of on-site support. It should be constructive, timely and regular rather than being purely supervisory. Schools should receive regular feedback regarding how children and teachers are performing and what is the improvement in the performance over a period of time.

Participation of Children and their Parents

The participation of children should be enhanced by using child-friendly pedagogy and giving 'learning by doing' opportunities to children. The teachers should provide timely formative feedback to children and their parents on a regular basis to improve learning outcomes. The parents should be given respect and motivated to participate in the school activities and in the educational progress of their children.

School Management Committees (SMCs)

There is a strong need to look seriously into this aspect. Starting from the method of formation of SMCs, creating awareness among SMC members about their rights, role, active participation, to their training and strengthening, a lot has to be done by the local, district and state authorities. The timings and place

of the SMC meetings may be decided in consultation with the members of SMC. Some encouragement in the form of honorarium and refreshment may be provided to SMC members attending the meeting. The members of SMC should be given proper orientation about school programmes and helped to understand how best they could contribute towards improving quality of education.

The Quality Improvement Initiatives in Context

The findings of the study as well as informal interactions with teachers, CACs and BACs were found to be crucial while thinking holistically about the quality improvement programme at the primary stage. Most of them expressed that there should not be many schemes as it would create confusion, Existing schemes should be made better by resolving implementation difficulties. It is therefore recommended that the appropriate authorities should review all the existing schemes for quality improvement. In the present case, the existing three quality improvement initiatives may be continued in an integrated manner and under one name. The criteria for assessment under *Pratibha Parv* should be linked to Learning Outcomes and *Dakshta Samvardhan* and CCE strategies should be used to enhance achievement level of children with respect to learning outcomes.

Introduction

With the formulation of NPE India initiated a wide range of programmes for achieving the goal of Universalising Elementary Education (UEE). These efforts were intensified through several schemes and interventions the latest being Sarva Shiksha Abhiyan (SSA) which was implemented as centrally sponsored scheme in partnership with State Government. The Right of children to free and compulsory Education (RTE) Act, 2009 represents a momentous step in the history of education of India. The Act was recognised as path breaking and one of its kind steps in the world through which responsibility to ensure enrolment of children, their attendance and completion of elementary education was considered as onus on the respective Government. Under the Act it has been envisaged that teaching learning process should be child friendly, relevant and stress free. In the last sixty years the country has shown promising results and the Act has been implemented through the vehicle of SSA. However there are concerns associated with achievement. Most stringent concern besides quality of education are under staffing and lack of good teachers, adverse Pupil Teacher Ratio (PTR) and high number of drop out. Equality of opportunity to all, irrespective of gender, caste and social class, has been included in the Sarva Shiksha Abhiyan as this has been one of the focal points in the Indian Constitution. Thus, Quantity, quality and equality should be considered as three vital sides for ensuring right to education in its true spirit, without any one of these arms the triangle will collapse.

As the education has been placed in the concurrent list both central and state governments are taking significant action-oriented steps to improve the existing state of affairs particularly with regard to quality of education. The states are giving specific interventions to target enhancement in the learning achievement of their children. The achievements of states are mutually shared and good practices are emulated as per the context. At the same time it becomes important to keep reviewing the results and impact of implementation of these interventions. Such experience will provide insights for mid-term changes or modification in the conceptualisation and implementation of the various scheme and interventions. The present study has been taken up for the state of Madhya Pradesh where several interventions have been made over a period of time. The study has been focused on three major initiatives of the Government of Madhya Pradesh namely Dakshata Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv. All these three interventions have been in the system for a period of more than three years at the time when the study was embarked. The prime objective of the study is to study the implementation of all the three initiatives, along with the facilitating and impeding factors for all these three initiatives individually and collectively.

1.1 Demographic Profile of Madhya Pradesh

Madhya Pradesh, the second largest state of the country by area, is centrally located and extends between latitudes 21.2°N and 26.81°N and longitudes 74.69° to 82.10° east longitudes. Tropic of Cancer passes through the middle of the state. With an increase of 8.8 million persons in the 72.6 million population recorded in 2011 (C-13, Population Census of Madhya Pradesh, 2011), the current population is over 81.4 millions in the year 2017 thus making it the sixth populous state contributing six percent to the total population of the country.

Figure 1.1: Age and Population Composition of Madhya Pradesh
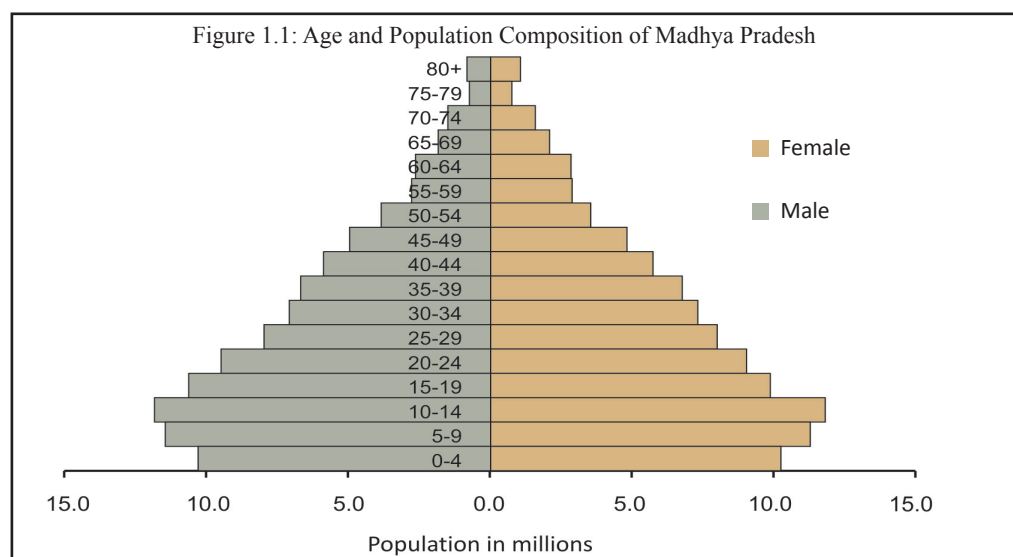
Source: *C-13 Series, Population Census of Madhya Pradesh, Census of India, ORGI, 2011*

As the age and sex pyramid indicates the state accounts most of it's population in the age groups of 5 to 9 years and 10 to 14 years comprising children population which is entitled for free and compulsory education under the RTE Act, 2009.

Significant majority of the population of Madhya Pradesh resides in rural areas. The rural population of the state is 72.36 per cent against 27.64 per cent urban population. The population growth has reduced from 24.34 per cent in 2001 to 20.35 per cent in 2011. The sex ratio has increased from 919 in 2001 to 931 in 2011. Since the population of the state has increased 8 times, the population density has increased to 236 persons per sq. km from 196 persons per sq. km in 2001.

Table 1.1: Demographic Profile of Madhya Pradesh

Characteristics	Figures
Population size (Total)	72626809
Population size (Males)	37612306
Population size (Females)	35014503
Population size (Rural)	52557404
Population size (Urban)	20069405
Population density	236
Population growth	20.35 %
Sex ratio	931

Source: *http://censusindia.gov.in/2011census/censusinfodashboard/stock/profiles/en/IND023_Madhya%20Pradesh.pdf*

Demographic Profile of Sampled Districts under study

Table 1.2: Demographic Profile of Sampled Districts

District	Population	Proportion of Total Population	Population Growth	Sex ratio	Literacy Rate	Population Density
Mandla	10,53,522	11.96	17.8	1008	66.87	182
Dhar	2185793	24.81	25.60	964	59.00	268
Gwalior	2032036	23.06	24.50	864	76.65	446
Satna	2228935	25.30	19.19	926	72.26	297
Sehore	1311332	14.88	21.54	918	70.06	199
Total	88,11,618	100.00				

Sources:

1. C-14 series, Population Census of Madhya Pradesh, Census of India, ORGI, 2011

2. http://www.census2011.co.in/census/state/madhya+pradesh.html0

Table 1.2 shows that Satna (25.30) shares the highest proportion of population among the sampled districts of the state followed by Dhar (24.81), Gwalior (23.06), Sehore (14.88) and Mandla (11.96) respectively. Gwalior secures the highest literacy rate (76.65 per cent) among the sampled districts, followed by Satna (72.26 per cent), Sehore (70.06). Dhar accounts for the highest population growth (25.60 per cent) followed by Gwalior (24.50 per cent) which is (more than the state's population growth). On the other hand, Mandla (17.8 per cent) and Satna (19.19 per cent) have population growth less than the state growth rate, which is 20.35.

1.2 Status of Elementary Education in the State

1.2.1. Literacy Status

Madhya Pradesh has attained appreciable progress in education as the literacy rate increased from 63.7 per cent in 2001 to 70.63 per cent in 2011. The female literacy in the state has shown a remarkable increase of 10 points i.e. 50.3 per cent in the year 2001 to 60 per cent in the year 2011. However, a wide disparity continues to persist between literacy rates of males and females.

Table 1.3: Literacy Status of Madhya Pradesh

Literacy status				
Literacy Rate	MP			INDIA
	2011	2001	Increase	2011
Persons	70.6	63.7	6.9	74.0
Males	80.5	76.1	4.4	82.1
Females	60.0	50.3	9.7	65.5

Source: *CENSUS, 2011*

1.2.2 Elementary Education

This section discusses the status of elementary education of the state in terms of major educational indicators.

a. *Availability of School Facilities*

Table 1.4: School facilities in Madhya Pradesh

Management Type	Numbers
Government Primary schools	83890
Aided Primary schools (Private)	568
Unaided Primary schools (Private)	4071
Total Primary Schools	88529
Government Upper Primary schools	30341
Aided Upper Primary schools (Private)	417
Unaided Upper Primary schools (Private)	24098
Total Upper Primary Schools	54856

Source: *AWP (2017-18)*

In addition to the formal elementary schools, alternative primary education facilities have been so that children who are not able to join formal schools, get an access to education facility till they are mainstreamed to formal system of education.

b. *Details and status of alternative facilities*

Table 1.5: Status of Alternative Educational Facilities

Sl. No.	School Facilities	Numbers	Total Beneficiaries
1	Madarsas registered with Madarsa Board	1897	139620
2	Sanskrit schools	174	6176

Source: *AWP (2017-18)*

Table 1.6: Status of Residential facilities at Elementary Level

Sl. No.	Residential Facilities	Numbers	Total Beneficiaries
1	Kasturba Gandhi Balika Vidyalaya	207	28711
2	Girls Hostel	324	22553

Source: *AWP (2017-18)*

c. *Status of enrolment by Gender, Social category and Age at Primary and Upper Primary level*

Table 1.7: Age-wise, Gender-wise and Category-wise Population and Enrolment

Categories	Population (in lakhs) 6-11 years			Net Enrolment (in lakhs) 6-11 years		
	Boys	Girls	Total	Boys	Girls	Total
SC	5.77	5.29	11.05	5.76	5.28	11.04
ST	8.89	8.32	17.22	8.82	8.24	17.05
Others	19.23	17.33	36.57	19.22	17.32	36.53
Total	33.89	30.94	64.84	33.79	30.84	64.63

Source: *HHS as reported in AWP (2017-18)*

Table 1.8: Age-wise, Gender-wise and Category-wise Population and Enrolment

Categories	Population (in lakhs) 11-14 years			Net Enrolment (in lakhs) 11-14 years		
	Boys	Girls	Total	Boys	Girls	Total
SC	4.83	4.35	9.18	4.82	4.34	9.15
ST	7.05	6.61	13.66	6.93	6.47	13.40
Others	16.60	14.88	31.48	16.56	14.84	31.40
Total	28.48	25.84	54.32	28.31	25.65	53.95

Source: *HHS as reported in AWP (2017-18)*

d. *Net Enrolment Ratio (NER) at primary level by Gender and Social Category*

Table 1.9: NER at Primary level

Categories	Boys	Girls	Total
SC	99.88	99.86	99.87
ST	99.13	98.97	99.05
Others	99.91	99.91	99.91
Total	99.70	99.65	99.68

Source: *HHS as reported in AWP (2017-18)*

e. *Status of out-of-school children*

Table 1.10: Status of Out of School Children (2016-17)

Age Group	Never Enrolled Children			Net Enrolment (in lakhs)		
	Boys	Girls	Total	Boys	Girls	Total
6 to 11	5380	5917	11297	4851	4906	9757
11 to 14	4622	5140	9762	12776	14397	27173
6 to 14	10002	11057	21059	17627	19303	36930

Source: *HHS, The out-of-school children comprise of never enrolled, dropouts as well as children whose presence is highly irregular.*

1.2.3 Structure of Education in Madhya Pradesh

The structure of education system in the state is based on the national pattern of 12 years of schooling. It consists of eight years of elementary education, five years of primary and three years of middle school education for the age groups 6-11 and 11-14 years respectively, followed by high school and higher secondary school education of two years each. School education is administratively managed by Directorate of Public Instruction, Madhya Pradesh, Bhopal. At district level, office of District Education Officer and at block level, office of Block Education Officer manages and coordinates schooling.

State Council of Educational Research and Training (SCERT) undertakes academic work at the state level. The Council manages four state level institutes, ten education colleges, 45 DIETs, five BTIs and one Institute of Pre-Primary Training. The Council also reviews and develops curriculum. It works for innovation and research in the field of education. Publication and distribution of textbooks is done by Madhya Pradesh Text Book Corporation. Examinations are conducted by Madhya Pradesh Board of Secondary Education.

1.2.4 Community Participation and Education

After the formation of Panchayati Raj system in the state, all the schools in the rural areas are managed and operated through Panchayat. The overall management of schools, construction of schools and extension of school buildings, providing teaching aids in school, operation of non-formal education system, appointment of Shiksha karmies and implementation of promotional schemes are major functions executed by Panchayats.

There are several dimensions which are generally considered important for delivering quality elementary education. Most critical amongst them are attendance, retention and promotion rate, transition rate and pupil teacher ratio. The status of these indicators in the state is as follows:

Table 1.11: Status of Attendance, Retention and Promotion Rate

Sl. No.	Educational Indicators	Primary			Upper Primary		
		Boys	Girls	Total	Boys	Girls	Total
1	Average Attendance		82.7			87.0	
2	Dropout Rate	5.10	4.71	4.92	6.87	6.55	6.71
3	Retention Rate	81.00	81.77	81.35	90.24	90.43	90.33
4	Overall Repetition Rate	1.52	1.51	1.52	1.09	0.95	1.02
5	Promotion Rate	93.37	93.78	93.56	92.05	92.48	92.27

Source: *DISE 2016-17, Pratibha Parv, Field Visits*

Table 1.12: Transition Rate at Upper Primary level

Educational Indicators	Primary to Upper Primary		
	Boys	Girls	Total
Transition Rate	90.29	90.28	90.28

Source: *DISE 2016-17*

Table 1.13: Pupil-Teacher Ratio

School	Pupil-Teacher Ratio
Government Primary school	22.5
Government Middle school	35.5
Government Elementary Level	26.2

Source: *DISE 2015-16*

The status of Single teacher schools in Madhya Pradesh is shown in the Table 1.14

Table 1.14: Status of Single Teacher Schools

School Type	No. of Single Teacher Schools
Primary	12209
Upper Primary	5976

Source: *M.P.Education Portal*

Guest teachers have been provided in most schools. While the State has made progress in terms of providing universal access to all habitations and universalising enrolment, retention and achievement of children; more intensive efforts are required to improve the status of retention and learner achievement in the State. The educational goals are expected to be achieved under the

broader framework of Sarva Shiksha Abhiyan (SSA), besides which specific need-based programs are also being implemented. The latter address the issues of equity through Kasturba Gandhi BalikaVidyala (KGBV) Yojana and Mid Day Meal (MDM) programs.

1.3 Educational Progress of Madhya Pradesh - A Review

Madhya Pradesh was once identified among the states having lowest levels of economic and human development in the country. The 2001 census data showed increased literacy rates for males and females as compared to 1991 census. Over a period of time, there has been an improvement in the conditions of the school in terms of infrastructure and pedagogy for primary education. According to Leclercq (2003), the change is credited to major reforms introduced since mid-1990s (Rajiv Gandhi Shiksha Mission, 2001). Government policies in Madhya Pradesh have been reformed more than in any other state. They primarily include District Primary Education Programme (DPEP), the Alternative Schools (AS) programme and implementation of Education Guarantee Scheme (EGS). In her survey based research study, the scholar unravelled determinants of quality of teaching in primary schools, such as teachers' attendance, pupil attendance and school timing. It was found that the school attendance registers were operational only for eight months (August to March). The climatic (rain and heat), economic (peak of agricultural activity) and socio-cultural (fairs/melas and wedding season) factors caused de-facto holidays. Such events have priority over schooling and since it becomes the scenario of the entire village, nothing much can be done. The primary schools suffer from disturbed PTR (Pupil-Teacher Ratio) and the teachers receive negligible incentives to overcome the problems. In addition, the scholar also pointed out that the children from poor and disadvantaged background (Dalits and others) often remain out of schools either due to discrimination or familial restrictions.

Kingdon (2007) cited the Public Report on Basic Education, an evidence based study which revealed that around 242 villages of Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Himachal Pradesh lacked in school infrastructure. The ASER 2005 report (Pratham, 2006) showed considerable improvements in terms of water, functional toilets and others. The report cited the massive educational intervention "District Primary Education Programme (DPEP)" which started in the districts where female literacy rate was below the national average. The conclusions drawn in the paper informs that in primary schools, though enrolment has come close to universal, school attendance rates of teachers and children are very low and hence leaves much to be done in this regard. Lower attendance rate has been found correlated significantly with poor quality of achievement across the state.

Gopalakrishnan and Sharma (1998), found that Education Guarantee Scheme (EGS) was the timely intervention in primary education because generations of children remained out of school waiting for availability of primary schooling facility. The state government provided EGS within a period of 90 days in communities which did not have schooling facility within one kilometre. They firmly believed that EGS brought in significant changes in primary education of the state for instance, establishing link between teacher and the community, cost-effective accessible primary education without compromising quality, responding to specific habitation pattern in the

tribal areas of the state, etc. It emerged as a potential scheme of becoming the first building block between the state government, panchayats and communities for both primary education as well as large community based initiatives for Education for All. .

Rahul (1999) presented several critical observations on Education Guarantee Scheme (EGS), run by the Government of Madhya Pradesh during 1998. Though he focused on education of tribal children, the points are equally applicable for education in general. The paper discusses that the state largely suffers from shortage of well trained teachers appointed at primary schools and hence, classes are outnumbered with the students. Even, after training in new teaching methods, the teachers do not follow them once they go back to their schools; rather they take private tuitions leading to more neglect of the students in schools. Quality education requires a lot of resources in terms of time, money and genuine innovations but the education system in the country is constantly suffering from deplorability for so many decades after independence.

> The Right of Children to Free and Compulsory Education Act, 2009 makes it mandatory that education of quality is facilitated with equity, equality and child-friendly approach for all round development of children. Relevant Sections in the Act (e.g. 24, 29) make it clear that there is a need in the education sector to revamp the approach to teaching-learning to ensure that the Act is fully implemented.

1.4 Quality Improvement Initivatives in Madhya Pradesh - An Overview

Several initiatives have been carried out in Madhya Pradesh to improve learning levels of the children. The major initiatives are discussed in the following sections of the present chapter.

1.4.1 Dakshata Samvardhan (DS)

Dakshta Samvardhan is a Learning Enhancement Programme. It was designed to enhance the children's basic academic competencies class-wise. It also provides for establishing effective monitoring system to focus on quality classroom transaction and students' achievement on a continuous basis. The Programme was invoked in the year 2009-10. It has been modified from time to time as per the needs and responses gathered from the field.

The programme requires that the levels of proficiency in various dakshatas (competencies) are recorded in Dakshata Abhilekh Prapatra (DAP). DAP record of every child is maintained based on his/her performance in baseline, monthly and final tests. DAP contains record of all the children of a class based on the learning progress of identified dakshatas. The document on Dakshata Samvardhan suggests the grading of children as follows:

'A' - If score is 80 percent or more than 80 percent.
'B' - If score is between 60-79 percent.
'C' - If score is between 50-59 percent.
'D' - If score is less than 50%.

The school grading was also calculated based on the performance of children, for example, if 90% children of a school are placed in Grade 'A', then the school will be placed in Grade 'A' with an additional criteria for attendance and enrolment. For enrolment, the criteria was that if all children in the age group of 5-14 years are enrolled in the school of a habitation then that school will be graded as 'A'. Similarly for attendance of the children if all the children in the school have attendance of 90% and above, the school will be graded as 'A'. This practice of assigning the grades was continued until the introduction of another quality improvement initiative, Pratibha Parv' from the year 2011-12.

As strategies to improve the competency levels of children, the children were divided into groups on the basis of their performance in baseline tests or on the basis of the judgment of the teachers. It was provided in the scheme that a class of 90 minutes would be organised in schools on a daily basis especially for providing concentrated inputs to enhance proficiency level of identified competencies. Further it was provided that in one day inputs would be given for two subjects, 45 minutes for each subject, in addition to regular teaching of all subjects. These extra inputs were to be for three subjects, namely Hindi, English and Mathematics. Thus one subject would be repeated on four days in a six day week.

At the end of every month the achievement levels of children would be assessed and children who were found still short of desired levels would further get special classes till they acquire the desired proficiency. In order to make classroom processes interesting and effective, RSK developed a guide book for teachers which contained exemplar activities for teaching and learning of different subjects. This guidebook was made available to all the teachers for their immediate use.

1.4.2 Pratibha Vikas Programme

Over a period of time, Dakshta Sambardhan Programme has been improved and developed on the basis of RTE Act and Continuous and Comprehensive Evaluation (CCE) norms and renamed as Pratibha Vikas Programme. This now includes scholastic and co-scholastic areas. Pratibha Vikas Programme aims that every child attains minimum level of competencies of their respective class within prescribed time limit. Under the Programme, basic competencies in Hindi, English and Mathematics have been defined class-wise. As per the guidelines, in class IV, 75% of the evaluation will be based on basic competencies and 25% on the basis of learning from textbooks. For class V this percentage shall be 50-50%. The assessment of Social Science in classes IV and V will be month-wise and at school level. All subjects at class VI and VIII level will be assessed on the basis of the content given in the textbooks. The Question Bank has been developed for the support of teachers and worksheets have been prepared for the children of primary and upper primary classes. The programme also provides for establishing effective monitoring system to focus on quality classroom transaction and pupils' achievement on a continuous basis.

1.4.3 Activity Based Learning in Primary Schools

Activity Based Learning (ABL) approach is expected to not only improve the quality of classroom transaction but also to address the issue of multi-level classrooms. Under the ABL approach

competencies have been grouped in small units together constituting as milestones. These milestones are placed in Learning Ladders developed for each subject for classes I, II, III and IV. ABL was implemented initially in 4000 primary schools in 50 districts of the state and for classes I and II for all subjects viz. Hindi, English and Mathematics and then extended to class III and IV. The advantages of ABL could be noticed in the classrooms due to visible changes in the classroom activity. Children had freedom to learn at their own learning pace and they were learning as per their own levels and pace. If a child was absent for some days, the pressure of recovering the left out course was not there among the children. In-built system of evaluation removed the fear of examination and the teacher had opportunity to focus on children needing more attention. More opportunities were available to the children for practice and learning from peers. Child-friendly classroom processes and environment provided impetus for learning.

1.4.4 Pratibha Parv

Pratibha Parv, another initiative to improve learning by children was launched across all the schools of the state in 2011. It is a quality improvement programme for all government schools. In order to assess the general educational health of the state, a three day programme is organised in all the schools of the state which is known as 'Pratibha Parv'. Schools are graded into five categories from A to E on the basis of performance of children in assessment tests and other defined criteria. Analysis of weakness of children assessed through tests during the Parv, helps the teachers to plan targeted remedial action. Since the assessment is external and transparent and formula based, it has wider acceptance. The results also help in assessment of the training needs of the teachers and identification of teachers who are not teaching and/or are involved in non-teaching functions and duties.

1.4.5 Continuous and Comprehensive Evaluation (CCE)

As per Right to Free and Compulsory Education (RTE) Act 2009, Section-29 (2), CCE is a mandatory requirement and in implementing it, the role of teachers becomes central. In compliance of the provisions of the Act, continuous and comprehensive evaluation has been implemented in the primary and middle schools in Madhya Pradesh. Instructions to implement CCE were prepared and issued on 2nd August, 2010 for the academic session 2010-11. The salient features of the CCE scheme of Madhya Pradesh are as follows:

➢ For all round assessment of students, assessment of children's performance in co-scholastic areas and personal-social qualities is also done.

➢ More weightage is given to oral examination in lower classes.

➢ There is a provision of maintaining Portfolio/anecdotal records for every student to observe the continuous progress in learning by teacher, parents and School Management Committee (SMC) members.

➢ Special focus has been on developing basic skills in languages and mathematics during continuous assessment.

- Worksheets for all the subjects have been provided to the students for practice and continuous evaluation of students.
- Blue Print and model question papers of all subjects for class I to VIII have been developed and made available to all the schools to enable them to formulate good quality question papers.
- State level annual evaluation is being done in Class V and VIII. Question Papers of annual evaluation of Class V and VIII are prepared by Rajya Shiksha Kendra (RSK). Answer books of classes V and VIII are evaluated at the Cluster level by the teachers of other schools.
- The question papers for annual evaluation of Class I to IV and VI, VII are being prepared at DIET level and distributed among schools by Zilla Siksha Kendra (ZSK).
- The work is evaluated by teachers regularly for remedial actions/teaching.
- Review of students' achievements is an important agenda of School Management Committee (SMC) meeting.
- A shift from 'assessment of learning' to 'assessment for learning' through analyzing CCE feedback and answer books has also been brought in.
- Monitoring of the schools having poor performance is also an important strategy to implement CCE.

1.4.6 Development of New CCE Margdarshika (Guidelines)

In the early years of CCE in 2010-11, several critical issues were encountered in executing CCE guidelines specifically at the school level. The issues were generally of two types, viz., issues related to understanding CCE concept and its process and issues related to developing ownership among teachers on guidelines as well as the process developed by Rajya Siksha Kendra (RSK). It was, therefore, decided to review the guidelines issued in August 2010 and to revisit the existing current practices of CCE to simplify the processes. Accordingly, a pilot project was initiated in 116 selected schools from October 2012 to March 2014 and new CCE Margdarshika was developed after this pilot project. This Margdarshika was tried out in 234 schools from April 2013 to January 2017. The CCE pilot project has resulted in a better understanding of the children, the teaching-learning processes, the context of CCE and understanding the bottlenecks of existing CCE policy. It was also realised that teacher empowerment and freedom is an essential condition for implementing CCE.

1.5 Status of Implementation of the RTE Act in Madhya Pradesh

Status of implementation of the RTE Act in the State, as on 31.12.2016 is as follows:-

1.5.1 Access

The State has achieved the target of providing education facility in the neighbourhood of habitations as per provisions of the State RTE Rules.

Category	Govt.	Pvt. Aided	Pvt. Unaided	Total
Primary	83890	568	4071	88529
Upper Primary	30341	417	24098	54856
Total	114231	985	28169	143385

(Source: AWP 2016-17)

1.5.2 Enrolment

The Government has succeeded in enrolling almost all the children in the age group of 6 to 14 years. The status of enrolment in terms of NER is as follows:-

Table 1.16: Status of Enrolment ratio in the State

School type	All Communities			SC	ST
	Boys	Girls	Total		
Primary	99.7	99.65	99.68	99.87	99.05
Upper Primary	99.39	99.24	99.32	99.66	98.11
Elementary	99.56	99.47	99.51	99.77	98.64

(Source: AWP 2016-17)

1.5.3 Out of School Children

A mobilization campaign called 'School Chalein Hum' is organised every year in the State to sensitise the people about the provisions of the Right to Education Act and identify the out of school children. These children are enrolled in the schools and special training is provided to them, wherever needed, to bring them at par with the other children. All these children are admitted in the seasonal hostels at the time of migration. SMC members have been entrusted the responsibility of running seasonal hostels.

1.5.4 Teachers Related Issues

Rationalising Teachers' Deployment

The enrolment in Government schools is declining because of implementation of the RTE clause related to admission of children of weaker sections 25% quota under Section 12(1) (c) of the Act and also due to declining trend in the population growth. This has made the Pupil Teacher Ratio (PTR) viable. So the exercise of rationalisation of teachers' posting is carried out every year. This has now become a continuous process.

Training of Untrained Teachers

Madhya Pradesh had about 20800 untrained teachers in government schools at the time of commencement of the Act. All the untrained teachers have either been enrolled in teachers' training institutions or have been registered in distance mode of education for training.

1.5.5 Issues Related to Private Schools

Section 12 (1) (c) is regarding admission of 25% Children from Disadvantages Groups and Weaker sections in Unaided Private Schools

As many as 8.96 lakh children belonging to disadvantaged groups and weaker sections have been given admission in unaided private schools under Section 12(1) (c) of the Act between years 2011-12 and 2016-17.

1.5.6 Quality Related Issues

The State has notified SCERT as academic authority under Section 29 of the RTE Act. The State Government has taken up following quality related interventions in the year 2016-17:

i. 'Shala Siddhi-Hamari Shala Aesi Ho', a programme of comprehensive intervention for improving learning of children.
ii. Pratibha Parva, a programme for assessing the status of learning levels of children.
iii. Training of class I and II teachers on pedagogy.
iv. Defining learning outcomes to bring accountability in teachers.
v. Capacity building of teachers on process and methodology of assessment.

1.5.7 School Management Committee

School Management Committees have been constituted at school level. The members of the Committees have been sensitised about their roles and responsibilities.

1.5.8 Compliance of other provisions of the Act

Instructions have been issued about the provision of the RTE Act regarding

➢ banning of screening in admission and charging capitation fee
➢ not to hold back any child in any class up to elementary level
➢ ensuring that the children are not subjected to physical punishment and mental harassment
➢ ensuring that the teachers of government schools do not engage in private tuitions

For continuous monitoring of the implementation of the RTE Act, a separate 'RTE Cell' has been set up in Rajya Shiksha Kendra (RSK), an office of the State Government that has the responsibility of implementation of the provisions of the RTE Act and management of school education.

1.6 The Present Study

As discussed in the previous section, the state of Madhya Pradesh has taken several initiatives for improving the quality of primary education. The present study is an attempt to study how the three major quality initiatives namely, Dakshta Sambardhan, Continuous and Comprehensive Evaluation and Pratibha Parv were implemented up to the grass root level. The state of Madhya Pradesh was chosen as the report of National Achievement Survey, 2013 indicates that the average achievement level of children are lower than the national average. The study was carried out taking on board the implementers, officials of Rajya Shiksha Kendra, Bhopal and the beneficiaries, the children and their parents. The findings and recommendations of the evaluation will be shared with the state level policy designers and decision makers for further improvement in the implementation.

Methodology of the Study

The thrust of Sarva Shiksha Abhiyan (SSA) Phase – II is on quality improvement in elementary education. States/UTs have taken up several initiatives to improve the attendance and participation of children in schools. The state of Madhya Pradesh implemented three major quality improvement initiatives namely Dakshta Samvardhan (DS), Continuous and Comprehensive Evaluation (CCE) and Pratibha Parv (PP). All these initiatives are interrelated in some way or the other. Since their implementation in the schools, a period of more than three years has already elapsed. This research study attempts to explore the implementation of these three quality initiatives. The data for the study was collected with a set of tools to elicit both quantitative and qualitative information.

The chapter discusses the research design and methodology including sampling, procedures for instrument development and data collection , treatment of data and techniques for analysis of data.

2.1 Research Questions

- How were the three Quality Improvement Initiatives implemented?
- What were the factors that facilitated implementation of Quality Improvement Initiatives?
- What were the factors that impeded implementation of Quality Improvement Initiatives?
- What were the opinions and perceptions of different officials of the Education Department about the Quality Improvement Initiatives?
- What changes, if any, should be made in the implementation strategies of Quality Improvement Initiatives for obtaining better results?

2.2 Objectives of the Study

Following were the objectives of the research study:

1. To examine whether the three Quality Improvement Initiatives (Dakshta Samvardhan, Continuous and Comprehensive Evaluation & Pratibha Parv) are being implemented as intended.
2. To find out the factors that facilitated and/or impeded the implementation of the mentioned programmes.
3. To study and analyse the perceptions of different functionaries about the continuation of the Quality Improvement Initiatives in focus.
4. To suggest the actions that would help effective implementation of the three initiatives in particular and the quality management programmes in general.

2.3 Sample

State of Madhya Pradesh was chosen for the study because the state was found to have class v average scores in language and mathematics below the national average according to the National Achievement Survey(Cycle 3, 2015#). Sampling was chosen as the way to conduct the survey as the state is vast. The guiding criteria for sampling was that the sample units should represent, as closely as possible, the distinct and typical characteristics of the State. Stratified random sampling technique was used. Five divisions were randomly selected out of ten divisions of the State, and from each division one district was chosen keeping in mind that facts of implementation of quality improvement programmes should be revealed. Thus from five divisions namely Bhopal, Gwalior, Indore, Jabalpur, Rewa, five districts namely Sehore, Dhar, Satna, Mandla and Gwalior were taken as sampling districts. Further, two blocks – one urban and one rural, were chosen from each of these districts. Finally, from each block, ten schools were selected for data collection. The State has a quality control mechanism under Partibha Parv that grades the schools as A, B, C and D based on the performance of children along with other criteria. For exploring both, the factors affecting implementation and the results of implementation of Quality Improvement Initiatives, three schools each from A and B category and two schools each from C and D category were chosen. Thus there were 30 schools from category A, 30 from B, 20 schools from C and 20 from category D adding to a total of a 100 schools. Figure 2.1 show the study sample -

Figure 2.1 Schematic Representation of Sample
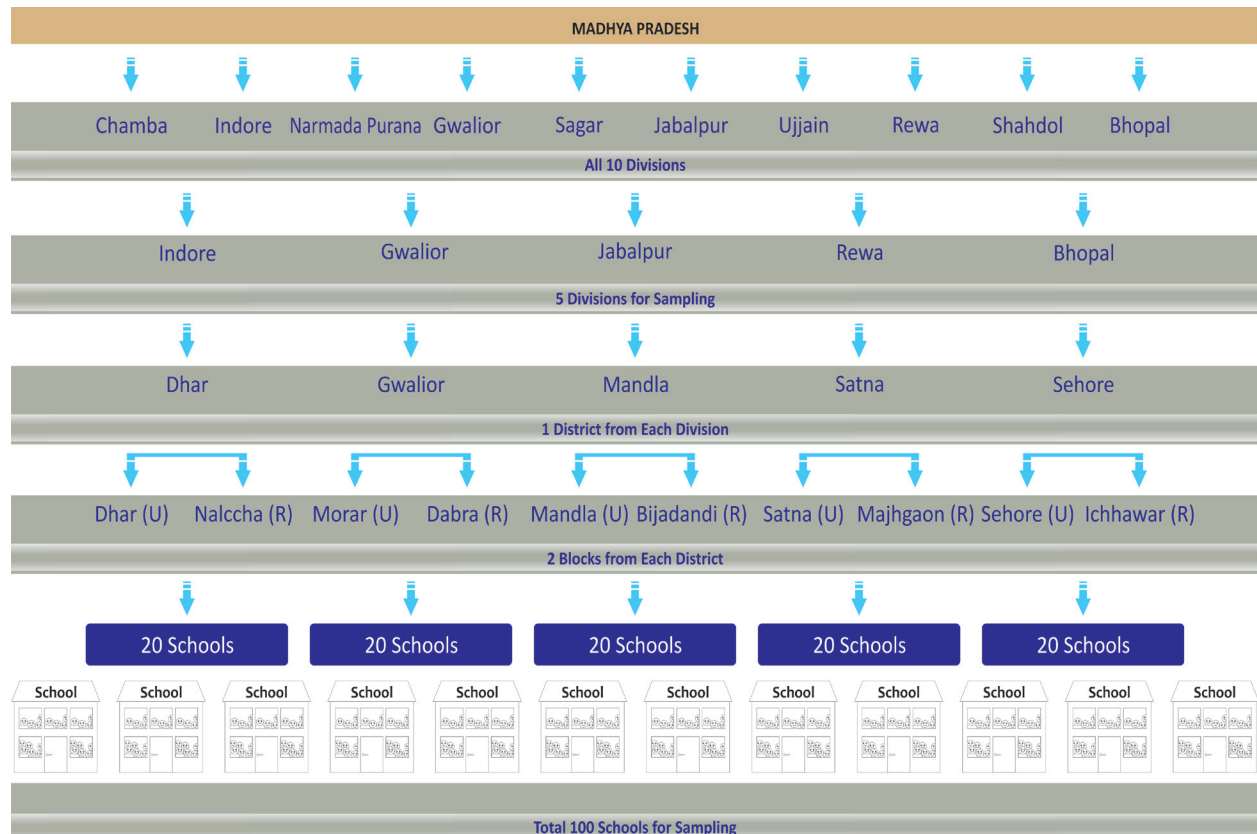
Table 2.1: Respondent Composition of Sample

S. No.	Sample Constituents	Sample Size
1	Schools	100
2	Teachers	198
3	Headmasters	100
4	Cluster Academic Coordinators (CACs)	45
5	Block Academic Coordinators (BACs)	33
6	Block DIET Coordinators (BDCs)	10
7	Academic Programme Coordinators (APCs)	5

2.4 Research Tools

Different kinds of instruments were used to find the answers to research questions from various sources of information. Primary and secondary data was collected at initial stage to understand the mechanism of the three Quality Improvement Initiatives. A variety of instruments such as Questionnaires, Interviews, Focus Group Discussions and Inventory Schedules were considered on the basis of various documents. Post- identification of respondents, a decision was taken to develop dedicated tools for each category of respondents - Teachers, Headmaster/ Shala Prabhari (HM), Cluster Academic Coordinator (CAC), Block Academic Coordinator (BAC), Block DIET Coordinator (BDC) and Academic Programme Coordinator (APC). It was planned that primary data will be collected from teachers, Head Teachers, members of School Management Committee (SMC), CACs, BACs, BDCs and APCs and the secondary data sources will be: One, Documents developed by Rajya Shiksha Kendra (RSK), Bhopal and Two, Material available on internet. The list of data collection instruments used in the study is as follows:

Table 2.2: Research Tools at a Glance

Sl. No.	Title of the Tool
1.	Questionnaire for Teacher (TQ)
2.	Questionnaire for Head Master/Shala Prabhari (HMQ)
3.	Questionnaire for Cluster Academic Coordinator (CACQ)
4.	Questionnaire for Block Academic Coordinator (BACQ)
5.	Questionnaire for Block DIET Coordinator (BDCQ)
6.	Questionnaire for Academic Programme Coordinator (APCQ)
7.	School Observation Schedule
8.	Guided Questions for Focus group Discussion with SMC Members

2.4.1 Process of Development of Research Tools

The process of development and details of each instrument are as follows:

2.4.1a Drafting of Tools

Madhya Pradesh implements several quality initiatives. However taking into consideration the criteria of penetration of the initiative at the school level and involvement of stakeholders (children teachers and parents) three Quality Improvement Initiatives namely Dakshta Samvardhan (DS), Continuous and Comprehensive Evaluation (CCE) and Pratibha Parv (PP) were chosen for the

research study; as also the three have been under implementation for more than three years. Regarding the choice of respondents, the following were chosen: teachers and Head Teachers at the school level, CAC at cluster level, BAC and BDC at the block level and APC at the district level. The tools were drafted respective to the respondents.

For drafting questions for tools for all these respondents, documents prepared by the Rajya Shiksha Kendra (RSK) were analysed with reference to the functions, roles and responsibilities of different functionaries. The Principal Investigator and team members developed the research instruments at NCERT. The instruments were developed in Hindi as it is the official language of the State. The RSK team members actively supported the national team for the task of understanding various dimensions and implementation strategies of the three quality initiatives. The instruments created were reviewed by the experts of Elementary Education who hold a fair knowledge of educational research and programme evaluation.

2.4.1b Field Tryout of Tools

Before finalisation, the tools were put to field testing in two blocks of Bhopal district – Bairasia and Fanda. 30 teachers from Bairasia block and 40 from Fanda block, participated in the field trial process. About ten CACs and five BACs from these two blocks responded on the draft questionnaires meant for them. The draft questionnaire for APC was discussed in person with APC, Bhopal, to seek the clarity on questions with reference to language, content, familiarity and clarity. Special care was taken to conduct the field trial in a district different from the five sampled districts.

2.4.1c Finalisation of Tools

Tools were finalised on the basis of experiences and responses of the try-out. The following points emerged from the tryout:

- Each tool needs to have a cover page indicating details of the preliminary information.
- Each tool needs to have three sections, one each on: Dakshta Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv.
- The Questionnaire for teachers may also have an additional section on the participation of SMC.

It must be noted that the language of questions was modified for clarity, comprehensibility and familiarity as per the context of the respondents. Hereafter, the contents of the tools were again scrutinized by the research team. The description of various instruments is as follows:

(i) Questionnaire for the Teachers (TQ)

The teachers' responses are considered vital for the study as they are directly involved in the implementation of quality initiatives in the classrooms. Hence, a comprehensive questionnaire covering questions on implementation of all the three initiatives was prepared. The questionnaire for teachers had four sections: Section I, II and III on three quality initiatives and Section IV on participation of SMC in school activities. Section I on Dakshta Samvardhan (DS) contained several

questions related to teachers' awareness on DS, maintenance of records related to DS, guidelines and follow-up, teacher training, factors (both facilitating and impeding) of implementation of DS and opinion of teachers for continuation of the programme as it is or with changes. In the same way, and on the same factors, the next two sections explored the responses of teachers on CCE and Pratibha Parv. The section related to SMC explored the relation between SMC members and teachers for improving the quality of education.

(ii) Questionnaire for Head Teachers/ Shala Prabhari (HTQ)

This was the second tool developed for the study for Head Teachers of sampled schools. The Head Teachers are school leaders supposed to provide academic support and guidance to teachers especially for the implementation of quality initiatives. Taking their role into consideration, this questionnaire was developed as a focused tool with seventeen questions covering not only the selected three quality initiatives but also other activities of the school associated with enhancing quality of education. The Questionnaire contains three sections, one on each quality intitiative. Within each section , items were developed to collect information with questions on implementation, strategies, facilitating and impeding factors, teacher training and achievement of objectives etc.

(iii) Questionnaire for Cluster Academic Coordinator (CACQ)

The position of Cluster Academic Coordinator (CAC) has been specially created with an idea to provide close monitoring of the teachers and schools falling in their respective cluster. CACs are supposed to visit schools and provide guidance required by either the school or the teachers: and even on issues they notice and deem fit for intervention. This questionnaire explored the profile, work schedule and experience of CACs. The tool had five sections: the first section for documenting the profile, roles and responsibilities associated with implementation of quality initiatives, the next three sections sought responses regarding awareness of CACs about the respective initiative, factors facilitating and impeding the implementation of each quality initiative and their opinion about continuation of the programme as it is or otherwise. The last section was related to involvement of School Management Comittee (SMC) wherein an attempt was made to study the relation between the CACs and SMC members and suggestions from the respondents to enhance the participation and involvement of SMC in the funtioning of the schools and improvement of quality of education.

Most of the questions in the tool were kept open ended to ensure free expression and opinion from CACs. The tool had about 33 questions and sub questions and 45 CACs responded to it.

(iv) Questionnaire for BACs and BDCs (BACQ & BDCQ)

The BACs are functionaries active at the block level and BDCs are DIET faculty members looking after the particular blocks as assigned to them. These officials are expected to be in continuous touch with CACs for monitoring the progress of initiatives planned and implemented at the state level. Like CACQ, this questionnaire also had five sections-Section One about the profile, roles and responsibilities in connection with the implementation of quality initiatives; next three sections regarding awareness of BACs on the respective initiative factors facilitating and impeding the implementation of each quality initiative, challenges faced by them during implementation

and their opinion about continuation of the programme as it is or otherwise; and section Five regarding the support from SMC members in the management of schools and suggestions of BACs to enhance participation of SMC members. The tool had about 27 questions and sub questions and 33 BACs and 10 BDCs responded to it.

(v) Questionnaire for Academic Programme Coordinator (APCQ)

This tool was developed to seek responses from district level functionaries engaged in academic activities and providing guidance to schools in the concerned district. As the district functionaries have been given many responsibilities, their role and contribution with respect to the implementation of three selected initiatives was explored. The questionnaire had three sections, one each on specific quality initiative. It had 19 questions to find out their awareness and engagement in the implementation of the quality initiatives and also to seek their suggestions for having a better quality of education in their district. 5 APCs, one from each sampled district responded to this tool.

(vi) School Observation Schedule

This schedule was developed for the field investigators who were sent to each school in person for data collection, the purpose of the schedule being firstly, to understand the kind and method of record keeping under the three initiatives and secondly, to verify whether the methods and documents maintained were same across the schools. About 11 questions with sub-questions covered the enquiries related to all three initiatives.

(vii) Guided Questions for Focus Group Discussion with SMC Members

During the field trial of research tools it was observed that SMC members in most of the blocks were not in a position to properly express their views in writing. Hence focus group discussion (FGD) method was chosen to record their views on implementation of the quality initiatives. In addition to gaining data on their awareness for the initiatives identified, efforts were also made to explore the extent to which they were aware of their roles and how they were involved in the functioning of schools on a regular basis. The focus group discussions were organised at the block level and a good turnout of members helped the investigator to draw the conclusions. About 15 FGDs were conducted across five districts.

2.5 Validity of Tools

The state of Madhya Pradesh launched the three quality initiatives – Dakshta Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv with thorough planning, preparation, material development and development of strategy for implementation in schools. The Rajya Shiksha Kendra (RSK) of School Education Department of the State of Madhya Pradesh developed the guidelines for the same.

The investigator analysed the print materials and e-material available on the MP RSK web portal. This was specially done to ensure the validity of the content at the drafting stage of the research tools. The research tools drafted by the research team were put to trial. At this point, it is

important to note that information asked from the respondents on the questionnaires was verified against the records of the RSK. On the basis of the feedback received, the tools were finalised and put up before the R.S.K officials for content validity and comprehensibility in reference to the three initiatives identified for the study. The questionnaires were put to field testing. Thus the content as well as the context validity of the finalised tools were ensured. The experiences during the field trial were utilised for finalisation of the research tools.

2.6 Formation of Data collection Teams

Five data collection teams were constituted under the supervision of the Principal investigator for data collection. A district coordinator from RSK, Bhopal was identified for each district. A field supervisor from the DIET faculty was selected to assist the District Coordinator and supervise data collection. Local field Investigators collected the data. Four local field Investigators were appointed to form two teams for data collection from each district considering the quantum of work, location of schools in rural and urban areas and number of respondents,.

In order to maintain the uniformity in data collection the Principal Investigator with the support of five District Coordinators and field Supervisors developed a training design for data collection activity. The teams thus formed were provided training at Regional Institute of Education, Bhopal in collaboration with the academic faculty of the Institute. Detailed discussions were carried out about delineation of the duties and responsibilities of each member of the data collection team including district coordinator, field supervisor and field investigator. The respondents and tools were also discussed during the training programme. While Principal Investigator was responsible for overall data collection, the District Coordinator was responsible for facilitation, monitoring and implementation of the strategies of data collection evolved during the training programme.

2.7 Selection of the Respondents

The sample of the study was arrived at with the consideration that all the three initiatives had been under implementation in the schools of Madhya Pradesh. Based on the Pratibha Parv initiative, schools were divided into five categories – A, B, C, D and E according to the predetermined criteria given by RSK, Bhopal. Respondents from each category were identified on the basis of their postings in the school, cluster, block and the district.

Teachers

As per the research design, two teachers were identified from each sampled school for seeking response to the 'Teacher questionnaire'. In case of schools with only two teachers, both were directly included as respondents. Teachers were selected according to the seniority in case of school having more than two teachers, including Head Teacher.

Head Teacher / Shala Prabhari (HM)

The schools included in the sample were generally headed by the Head teacher. It came to the notice that the schools not having regular Head Teacher were headed by Shala Prabhari. In that case the Headmaster Questionnaire was filled up by the Shala Prabhari.

Cluster Academic Coordinator (CAC)

The CACs were identified on the basis of the location of the schools. As per the administrative requirements each school is supported by a CAC. The schools in the study were identified from two blocks in each district. Within the Block, schools were identified on the basis of the school grades given as per Pratibha Parv results for the year 2015-16. Therefore all the CACs visiting the schools were included in the study. In district Mandla, the number of CACs supporting the schools was relatively more.

Block Academic Coordinator (BAC) and Block DIET Coordinator (BDC)

Responsibility of monitoring and mentoring the schools was entrusted to the concerned Block Academic Coordinators. Since Block DIET Coordinator is the academic faculty at DIET, he/she was assigned a particular block in the district. The incumbents were expected to look after the quality of elementary education in the assigned block. Therefore all concerned BACs and BDCs were included in the sample of the study.

Academic Programme Coordinator (APC)

Academic Programme Coordinator supervises and supports the academic programmes in a district. Therefore all the concerned APCs from the sampled districts were included in the study.

Members of School Management Committee (SMC)

Each school is supposed to constitute a School Management Committee (SMC). For the Focus Group Discussion (FGD) the members of SMCs were invited at the block level. The persons honouring the invitation attended the FGD. Precaution was taken to limit the members of one FGD up to 15. If number of responding members was more, more than one Focus Group Discussion sessons were conducted at that block level.

2.8 Data Collection

The research team collected data by personally visiting the schools and contacting the respondents. Two field investigators visited the sample schools and collected the data from Headmasters / Shala Prabharis and Teachers with the support of field supervisors and district coordinators. The specific tools were administered to CACs, BACs, BDCs and APCs. Care was taken in the collection of the filled-in questionnaires. Each respondent was persuaded to respond to all the questions. District Coordinator collected the questionnaires from their respective district level. These were checked for number of respondents as per the sample and completeness of the responses. The guided FGDs were conducted by the District Coordinators and members of the National Level team at the block level. The probing questions were discussed and the responses were recorded by the members present on site. The District Coordinators of five sampled districts forwarded these filled-in questionnaires to the National Team.

2.9 Treatment of Data and Data Analysis

The data collected through tools was both quantitative and qualitative. The quantitative data was directly entered in the computers and cleaned by matching the response entered with the marked response on the physical copy of the tool. For qualitative data, the responses were read and broadly categorised to give an overall picture of the research findings. The codes were assigned to categories identified and were firstly marked on the physical copy of the tool and thereafter fed into the computer files.

The data was tabulated according to the quality initiatives and category of respondents. Percentages were calculated and graphic representation of data was drawn for effective communication of the results. Chi-squares were also calculated for checking the differences and rank orders were assigned to know the order of preferences.

2.10 Structure of the Report

The structure of the report was decided on the basis of the quality improvement initiative undertaken for the study. As all research studies are guided by the objectives, the tools of the study were designed keeping in focus: the objective of the study and the duties and responsibilities performed by the stakeholder of the education department of Madhya Pradesh and community members (associated with the school as members of the School Management Committee). The responses of the respondents as provided by the tools were analysed according to the specific initiative under reference. The participation of community members has been reported in a separate chapter. Thus the structure of the report is as follows:

Chapter I	:	Introduction
Chapter II	:	Methodology of the Study
Chapter III	:	Analysis and Interpretation of Implementation of Dakshta Samvardhan
Chapter IV	:	Analysis and Interpretation of Implementation of Continuous and Comprehensive Evaluation
Chapter V	:	Analysis and Interpretation of Implementation of Pratibha Parv
Chapter VI	:	Role of School Management Committees on Implementation of Quality Initiatives
Chapter VII	:	Findings and Recommendations

2.11 Delimitations

1. Though a number of Quality Improvement Initiatives have been under implementation in the State, but for the present study, only three initiatives namely Dakshta Samvardhan (DS), Continuous and Comprehensive Evaluation (CCE) and Pratibha Parv (PP) were identified.
2. The State of Madhya Pradesh is vast and diverse; divided into ten divisions and has 51 districts. Considering the constraint of time, only five divisions were randomly selected at the initial stage, further, one district from each of these five divisions was selected. The

districts are further divided into blocks. Two blocks, one district Headquarters and one nearby rural block were chosen for the sample.

3. The three Quality Improvement Initiatives were studied through the perceptions of the Teachers, Head teachers/Shala Prabharis, Cluster Academic Coordinators, Block Academic Coordinators, Block DIET Coordinators and Academic Programme Coordinators with the help of questionnaires especially designed for the research study. Classroom observatiosns and analysis of teaching learning material could not be undertaken due to time constraints.

4. A structured Focus Group Discussion (FGD) guide was developed for the members of the School Management Committees. Only 15 FGDs were conducted in different blocks with the participation of 10-15 members in each FGD.

5. The material available to the Principal Investigator on the three initiatives was only desk reviewed.

Analysis and Interpretation of Implementation of *Dakshata Samvardhan*

CHAPTER 3

The present research study was planned with the objective of finding out the relationship between the intention and implementation of three quality initiatives - Dakshata Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv. The respondents were identified on the basis of the hierarchy in the education department as the implementation of these quality initiatives directly rested with the teachers. Since the sample selection was guided by two criteria - identification of districts and grade of the schools, the analysis too is presented on the basis of districts and grades of sampled schools.

The study explores answers to three questions- i. whether the programme was implemented as intended, ii.factors that facilitated and impeded the implementation of the quality initiatives and iii. the opinions of the stakeholders for continuing the three initiatives. The analysis of responses has been presented respondent wise as per the research questions (objectives) of the study. Since each initiative has its own objectives, three chapters have been developed to present the data analysis as per the initiative.

3.1. Was 'Dakshata Samvardhan' implemented as intended?

The first research question analysed was whether the programme was implemented as intended or not. The analysis is presented under different dimensions.

Dakshata Samvardhan, a Learning Enhancement Programme was designed to enhance the child's basic academic competencies class-wise. It provides for establishing effective monitoring system to focus on quality classroom transaction and students' achievement over a period of time.

Grading of schools in Dakshata Samvardhan

The Dakshata of every child is recorded in Dakshata Abhilekh Prapatra (DAP). DAP record of every child is maintained which is based on his/her performance in baseline, monthly and final tests. Thus record of all the children of a class and their identified dakshatas is available on DAP in schools. The child's learning progress is the basis of DAP. The schools are also graded on the basis of the performance of children. If 90% children of a school score an 'A' Grade, the school is placed in Grade 'A', taking into consideration, additionally, the attendance and enrolment. If all children in the age group of 5-14 years of a habitation are enrolled in the school, that school earns an 'A' grade.

Similarly if all the children in the school have attendance of 90% and above the school will be graded as 'A'. Currently the schools are graded as per the criteria developed under 'Pratibha Parv'.

The document on Dakshata Samvardhan (RSK, 2008) suggests the grading of children as follows:

'A' - If score is either 80 percent or more than 80 percent.
'B' - If score is between 60-79 percent.
'C' - If score is between 50-59 percent.

'D' - If score is less than 50%.

For our study, the respondents were Teachers, Head Teachers, CACs, BACs, BDCs and APCs. They were asked to respond about their knowledge regarding the objectives of Dakshata Samvardhan. Their responses were tabulated and presented. In case of teachers and head teachers these are presented according to grades of the schools and districts identified for the sample.

A. Responses of Teachers:

As already mentioned, responses of about 198 Teachers were collected on the Teacher Questionnaire.

A.I. Awareness on Dakshata Samvardhan and its Role in Enhancing Children's Achievement

Table 3.1: Awareness on DS and its Role in enhancing achievement of children: Teachers' Perceptions (district-wise)				
District	**Teachers' awareness on Dakshata Samvardhan**		**Opinion on Enhancement of Achievement**	
	Yes	**No**	**Yes**	**No**
Dhar	25 (62.5)	15 (37.5)	38 (95)	2 (5)
Gwalior	31 (77.5)	9 (22.5)	40 (100)	0
Mandla	35 (87.5)	5 (12.5)	37 (92.5)	3 (7.5)
Satna	29 (72.5)	11 (27.5)	39 (97.5)	1 (2.5)
Sehore	30 (89)	8 (21)	38 (100)	0
Grand Total	150 (75.8)	48 (24.2)	192 (97)	6 (3)

Figures in the brackets represent percentage

Table 3.2: Awareness on DS and its Role in enhancing achievement of children: Teachers' Perceptions (school grade-wise)					
Sl. No.	**School Grade**	**Teachers' awareness on Dakshata Samvardhan**		**Opinion on Enhancement of Achievement**	
		Yes	**No**	**Yes**	**No**
1	A	43 (73)	16 (27)	57 (97)	2 (3)
2	B	44 (80)	11 (20)	53 (96)	2 (4)
3	C	33 (79)	9 (21)	40 (95)	2 (5)
4	D	30 (71)	12 (29)	42 (100)	0 (0)
	Grand Total	**150 (76)**	**48 (24)**	**192 (97)**	**6 (3)**

Figures in the brackets represent percentage

FIG. 3.1 Teachers' Awareness on Dakshata Samvardhan
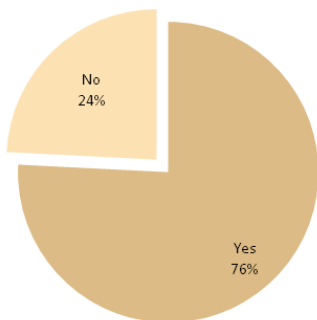
FIG. 3.2 Opinion on Enhancement Of Achievement
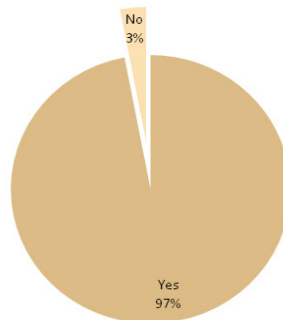
Observations from Table 3.1 and 3.2: Majority of the Teachers were familiar with the objectives of the Dakshata Samvardhan. Their responses were further analysed to find out the knowledge of the

Teachers about Dakshata Samvardhan and its objectives as per the grades of the schools.

Table 3.2 shows that approximately 76 percent Teachers possessed knowledge about the objectives of the programme while about 24 percent Teachers were not aware. The Table also reveals that relatively more teachers from 'A' & 'D' grade schools were unaware. This revelation by the study should be specially noted by the State. It shows the need to look into the matter of Teachers Training.

Teachers were also asked whether Dakshata Samvardhan helped in enhancing the achievement levels of children. For this question, the experts were of the opinion to divide the responses in three categories- yes, no and to some extent, but since it was found that the teachers were clear about their response, the responses were eventually divided into two categories - Yes and No. A glance at Table 3.1 and 3.2 reveals that across the districts and school grades, most of the teachers agreed that Dakshata Samvardhan helped in enhancing the achievement level of children. Ninety seven percent of teachers expressed that Dakshata Samvardhan contributed towards enhancing achievement level of children. Thus it may be concluded that:

(i)   Majority of teachers were aware about Dakshata Samvardhan.
(ii) Teachers have also perceived that quality initiative programme of Dakshata Samvardhan. helped in enhancing achievement level of children

A. II. Maintenance of Records:

The responses of Teachers about awareness of record pertaining to Dakshata Samvardhan and their availability are presented in the Table 3.3 and Table 3.4 according to the districts and grades of schools respectively.

Table 3.3: Awareness of Teachers about Availability and Maintenance of Records (district-wise)					
Sl. No.	District	Teachers' Awareness about Records		Availability of Records	
		Yes	No	Yes	No
1	Dhar	39 (98)	1 (2)	39 (98)	1 (2)
2	Gwalior	39 (98)	1 (2)	39 (98)	1 (2)
3	Mandla	37 (93)	3 (7)	37 (95)	3 (5)
4	Satna	40 (100)	0 (0)	40 (100)	0 (0)
5	Sehore	34 (89)	4 (11)	34 (89)	4 (11)
	Grand Total	189 (96)	9 (4)	189 (96)	9 (4)

Figures in the brackets represent percentage

Table 3.4: Awareness of Teachers about Availability and Maintenance of Records (school grade-wise)					
		No. of responses			
Sl. No.	School Grade	Teachers' Awareness about Records		Availability of Records	
		Yes	No	Yes	No
1	A	56 (95)	3 (5)	56 (95)	3 (5)
2	B	51 (93)	4 (7)	51 (93)	4 (7)
3	C	40 (95)	2 (5)	40 (95)	2 (5)
4	D	42 (100)	0 (0)	42 (100)	0 (0)
	Grand Total	189 (95)	9 (5)	189 (95)	9 (5)

Figures in the brackets represent percentage

FIG. 3.3 Teachers' Awareness of Dakshata Samvardhan Records
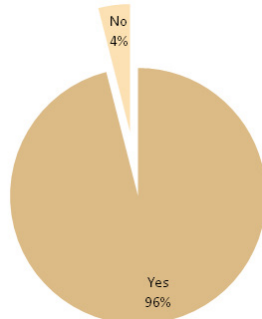
FIG. 3.4 Availability of Dakshata Samvardhan Records in School
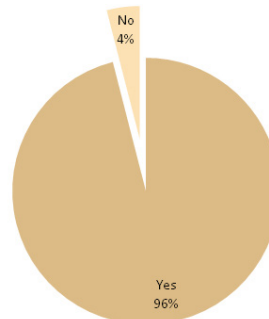
Observations from Tables 3.3 and 3.4: Most of the teachers possessed knowledge about the maintenance of record and their availability in schools. Nearly 95 percent of Teachers have confirmed that the schools are maintaining grade-wise record of children and the records are available with the schools. Thus it may be concluded that:

(i) Grade-wise records of the achievement of children in Dakshata Samvardhan were maintained at school level.

(ii) Teachers were aware that these records were available in the schools.

A. III. Achievement of Dakshata Samvardhan Competencies by Children

Table 3.5 and 3.6 reflect Teachers' opinion about achieving of Dakshata Samvardhan competencies by children in respective classes.

Table 3.5: Perceptions of Teachers regarding Achieving Dakshata Samvardhan Competencies (district-wise)			
Sl. No.	District	Perceptions of Teachers	
		Yes	No
1	Dhar	37 (93)	3 (7)
2	Gwalior	39 (98)	1 (2)
3	Mandla	33 (83)	7 (17)
4	Satna	33 (83)	7 (17)
5	Sehore	33 (87)	5 (13)
Grand Total		**176 (88.89)**	**22 (11.11)***

Figures in the brackets represent percentage

Table 3.6: Perceptions of Teachers regarding Achieving Dakshata Samvardhan Competencies (school grade-wise)			
Sl. No.	School Grade	Perceptions of Teachers	
		Yes	No
1	A	47 (80)	12 (20)
2	B	52 (95)	3 (5)
3	C	38 (90)	4 (10)
4	D	39 (93)	3 (7)
Grand Total		**176 (89)**	**22 (11)**

Figures in the brackets represent percentage

About 89% Teachers viewed that children generally demonstrated acquistion of the competencies on which their achievements were recorded. However an important observation from Table 3.6 is that while 90 percent and more Teachers from B, C and D grade schools have positively responded on achievement of Dakshata Samvardhan competencies by children, only 80 percent from A grade schools indicated 'Yes' and 20 percent indicated 'No' to the question.

From the above discussion it may be concluded that children generally achieved the competencies as visualised in Dakshata Samvardhan Programme.

A. IV. Follow up of Guidelines on Dakshata Samvardhan and Achievement of Objectives

Table 3.7: Perceptions of Teachers on Follow up of Guidelines and Achievement of Objectives (district-wise)

District	Follow up of Guidelines		Achievement of Objectives	
	Yes	No	Yes	No
Dhar	32 (80)	8 (20)	38 (95)	2 (5)
Gwalior	33 (83)	7 (17)	34 (85)	6 (15)
Mandla	35 (88)	5 (12)	36 (90)	4 (10)
Satna	38 (95)	2 (5)	36 (90)	4 (10)
Sehore	38 (100)	0 (0)	37 (97)	1 (3)
Grand Total	176 (89)*	22 (11)*	181 (91.5)*	17 (8.5)*

Figures in the brackets represent percentage

Table 3.8: Perceptions of Teachers on Follow up of Guidelines and Achievement of Objectives (school grade-wise)

Sl. No.	School Grade	Follow up of Guidelines		Achievement of Objectives	
		Yes	No	Yes	No
1	A	54 (91)	5 (9)	51 (86)	8 (14)
2	B	46 (84)	9 (16)	49 (89)	6 (11)
3	C	39 (93)	3 (7)	40 (95)	2 (5)
4	D	39 (93)	3 (7)	40 (95)	2 (5)
Grand Total		178 (90)	20 (10)	180 (91)	18 (9)

Figures in the brackets represent percentage

FIG. 3.5 Follow up of Dakshata Samvardhan Guidelines by Teachers

No 11%
Yes 89%
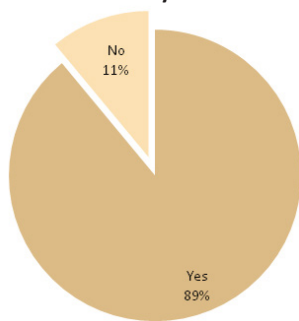
FIG. 3.6 Achievement of Dakshata Samvardhan Objectives

No 8%
Yes 92%
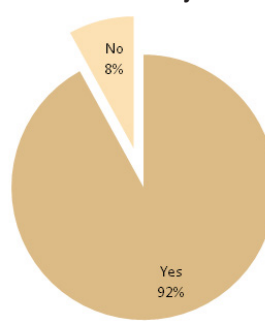
Observations from Table 3.7 and 3.8: All the teachers from Sehore district were familiar with Dakshata Samvardhan guidelines given by RSK and agreed that objectives were successfully met.

In other districts also majority of the teachers gave similar response.

Table 3.8 presents the views of teachers (grade-wise school) on whether teachers followed RSK's guidelines and applied those methods in teaching learning process in the classroom transactions. It shows that nearly 10 percent teachers informed that they were not following the guidelines developed by Rajya Shiksha Kendra (RSK) because they experienced that the teaching methods mentioned in the guidelines were not effective in teaching learning process.

About 90 percent of teachers informed that they followed the teaching methods for Dakshata Samvardhan as suggested in the guidebook and they found the methods useful. Teachers also suggested some other methods they were already using.

From the above discussion, it may be concluded that:

(i) The guidelines provided by RSK were available at the school level.
(ii) Teachers followed guidelines of Dakshata Samvardhan.
(iii) The objectives of Dakshata Samvardhan were successfully achieved.

A. V. Pedagogy and Classroom Processes

Table 3.9 and 3.10 present district wise and school grade wise teacher responses on methods applied in the classroom to enhance competency level of children.

80 percent Teachers organised group activities, 26 percent used charts, Dominos and other TLM, 12 percent used common language and 11 percent supported their teaching by showing things of the close environment. Gestures and interaction with children were also used.

	Table 3.9: Methods for Dakshata Samvardhan/TLM used by Teachers in Classrooms (district-wise)						
Sl. No.	Methods applied	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Group Activities	3	10	22	4	10	49 (38)
2	Charts, TLM, Dominos	3	13	14	0	3	33 (26)
3	Gestures and interaction with children	3	8	3	0	4	18 (14)
4	Interaction in common language	4	2	6	0	3	15 (11)
5	Showing things around	5	4	4	0	1	14 (11)
	Total no. of responses	18 (14)	37 (29)	49 (38)	4 (3)	21 (16)	129 (100)

Figures in the brackets represent percentage

FIG 3.7 Methods used by Teachers in Classrooms
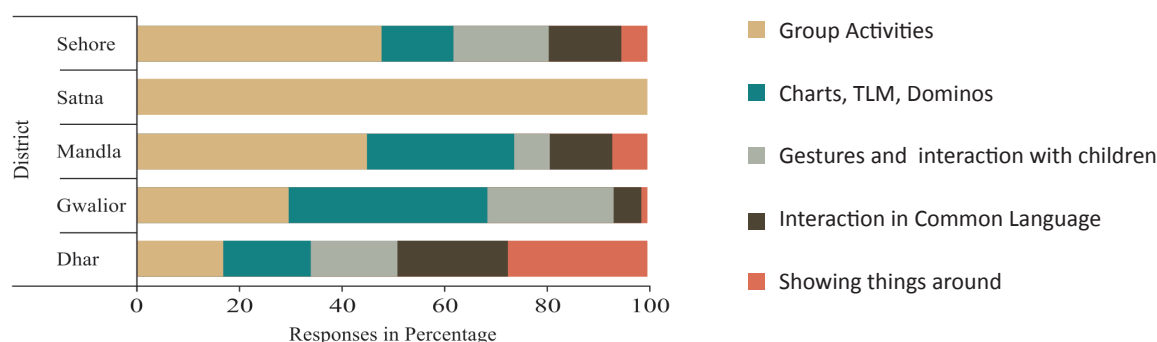
Table 3.10: Methods / TLM used by Teachers in Classrooms (school grade-wise)						
Sl. No.	Methods applied	Grades of Schools				No. of responses
		A	B	C	D	
1	Group Activities	16	11	10	12	49 (38)
2	Charts, TLM, Dominos	12	7	7	7	33 (26)
3	Gestures and interaction with children	9	3	1	5	18 (14)
4	Interaction in common language	7	3	2	3	15 (11)
5	Showing things around	5	3	4	2	14 (11)
	Total no. of responses	49 (38)	27 (21)	24 (19)	29 (22)	129 (100)

Figures in the brackets represent percentage

FIG 3.8 Methods used by Teachers in Classrooms
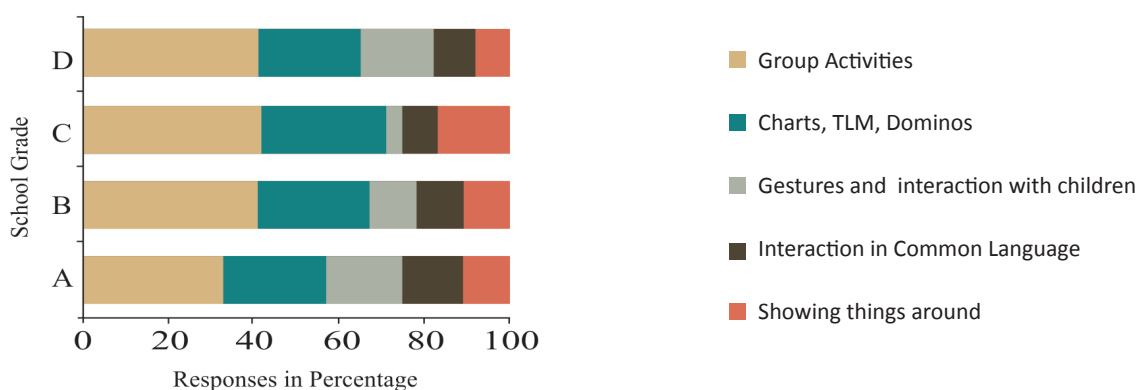
Observations from table 3.9 and 3.10: Teachers of Mandla district have expressed more than Teachers from any other district while Teachers of Satna district are found most hesitant to respond. 'Group Activities' was most often used method by the teachers of Mandla and Sehore while Teachers of Gwalior and Mandla were using charts, TLMs in addition to group activities. Table 3.9 also indicates that few teachers of other three districts were using teaching learning aids in classrooms.

Table 3.10 and figure 3.8 reveal responses of teachers as per the school grades. More responses were received from 'A' grade schools as compared to other grade school teachers. The responses were almost on similar lines, all the schools were using group activities most of the time, followed by use of teaching learning material advocated and use of gestures and interaction with the children.

From the above discussion, it may be concluded that:

(i) Teachers follow their own pedagogy in the classroom.
(ii) The most common practices used by teachers include group activities, use of TLM Charts, dominos and interaction with the children.

A. VI. Training of Teachers

Teachers were asked about their training on Dakshata Samvardhan in last four years. Their responses are presented in Table 3.11 and 3.12.

Table 3.11: Training of Teachers in Dakshata Samvardhan (district-wise)								
District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	20 (50)	20 (50)	14 (35)	26 (65)	9 (22)	31 (78)	7 (18)	33(82)
Gwalior	27 (67)	13 (33)	30 (75)	10 (25)	24 (60)	16 (40)	21(53)	19 (47)
Mandla	20 (50)	20 (50)	18 (45)	22 (55)	11 (27)	29 (63)	12(30)	28(70)
Satna	24 (60)	16 (40)	20 (50)	20 (50)	16 (40)	24 (60)	14(35)	26(65)
Sehore	23 (60)	15 (40)	22 (58)	16 (42)	27 (67)	13 (33)	20 (53)	18(47)
Total	114	84	104	94	87	113	74	124

Figures in the brackets represent percentage

Table 3.12: Training of Teacher in Dakshata Samvardhan (school grade-wise)								
School Grade	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
A	34 (58)	25 (42)	32 (54)	27 (46)	25 (42)	34 (58)	19 (32)	40 (68)
B	34 (62)	21 (38)	26 (47)	29 (53)	24 (43)	31 (57)	23 (42)	32 (58)
C	17 (40)	25 (60)	17 (40)	25 (60)	17 (40)	25 (60)	14 (33)	28 (67)
D	29 (69)	13 (31)	29 (69)	13 (31)	22 (52)	20 (48)	21 (50)	21 (50)
Total	114 (58)	84 (42)	104 (53)	94 (47)	87 (44)	111 (56)	77 (39)	121 (61)

Figures in the brackets represent percentage

Observation from Table 3.11 and 3.12: Mostly A and C grade school teachers were getting less training on Dakshata Samvardhan compared to other school grades. Most of the Teachers received training in Dakshata Samvardhan during last four years.

B. Responses of Head Teachers

About 100 Head Teachers / Shala Prabhari, one from each sampled school responded to the Head Master Questionnaire. The analysis of questions related to first objective of the research study is presented in the following tables.

B. I. Training of Head Teachers / Shala Prabhari

The Head teachers were asked whether they got training on Dakshata Samvardhan or not. There were 100 head teachers/Shala Prabhari in the sample

Table 3.13: Training of Head Teacher for Dakshata Samvardhan (district-wise)								
District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	9	11	9	11	7	13	5	15
Gwalior	12	8	11	9	12	8	12	8
Mandla	13	7	10	10	10	10	6	14
Satna	10	10	9	11	8	12	6	14
Sehore	14	6	15	5	15	5	15	5
Total	58	42	54	46	52	48	44	56

School Grade	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
A	9	21	12	18	15	15	16	14
B	11	19	13	17	14	16	15	15
C	11	9	11	9	11	9	13	7
D	11	9	10	10	8	12	12	8
Total	42	58	46	54	48	52	56	44

Table 3.14: Training of Head Teacher for Dakshata Samvardhan (school grade-wise)

It can be observed that all Head teachers were not provided training on Dakshata Samvardhan. Rather during the last four years, staggered training was provided. It is suggested that all the Head Teachers should get training for the Dakshata Samvardhan quality initiative as they are expected to provide mentoring to teachers.

B. II. Awareness of Head Teachers on Dakshata Samvardhan

The quality initiative of Dakshata Samvardhan was launched in 2008-09. This study explored whether the Head Teachers had knowledge about the initiative. They were asked to express their views on objectives of Dakshata Samvardhan and strategies of implementation. As the question was open-ended some of the Head Teachers and Shala Prabhari did not respond. However the responses received were categorised and tabulated. It was seen that regarding the awareness of the objectives of DS there was not much difference in the responses of HMs from different grade schools. Similarly regarding their knowledge of strategies DS, not much difference was observed district wise. therefore, here their responseshave been presented only district-wise for objectives in table 3.15 and school grade wise for strategies in table 3.16.

Table 3.15: Perceptions of Head Teachers on Objectives of Dakshata Samvardhan (district-wise)

Sl. No.	Objectives of Dakshata Samvardhan	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Development of competencies /skills	3	4	7	9	8	31 (41)
2	Grouping of children after identifying their learning level	2	10	3	2	7	24 (32)
3	Assessment of class-wise competencies	3	4	6	4	3	20 (27)
	Total no. of responses	8 (11)	18 (24)	16 (21)	15 (20)	18 (24)	75 (100)

47 Head Teachers did not respond. Figures in the brackets represent percentage

Table 3.16: Perceptions of Head Teachers on Strategies of Dakshata Samvardhan (school grade-wise)

Sl. No.	Strategies of Implementation	School Grade				No. of responses
		A	B	C	D	
1	Group Activities	6	10	3	1	31 (41)
2	Charts, TLM, Dominos	5	5	8	6	24 (32)
3	Gestures and interaction with children	12	5	7	7	20 (27)
	Total no. of responses	23 (31)	20 (27)	18 (24)	14 (18)	75 (100)

Figures in the brackets represent percentage

Forty seven Head teachers did not respond to this question. About 53 Head teachers answered to this question and they stated the objectives and strategies. The responses reflected that the responding Head Teachers were rightly aware about the objectives and strategies while indicating their responses.

The Head Teachers were asked to share their views on the importance and utility of the Dakshata Samvardhan as a quality improvement initiative. Their responses are presented in Table 3.17 and Table 3.18.

Table 3.17: Perceptions of Head Teachers on Utility of Dakshata Samvardhan (district-wise)							
Sl. No.	Utility of Dakshata Samvardhan	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Accomplishing competencies	3	4	7	9	8	31 (41)
2	Identifying children's levels of learning	2	10	3	2	7	24 (32)
3	Improving learning level of children	3	4	6	4	3	20 (27)
	Total no. of responses	8 (11)	18 (24)	16 (21)	15 (20)	18 (24)	75 (100)

Figures in the brackets represent percentage

Table 3.18: Perceptions of Head Teachers on Utility of Dakshata Samvardhan (school grade-wise)						
Sl. No.	Utility of Dakshata Samvardhan	School Grade				No. of responses
		A	B	C	D	
1	Accomplishment of Basic competencies	12	5	7	7	31 (41)
2	Identifying children's levels of learning	5	5	8	6	24 (32)
3	Improving learning levels of children	6	10	3	1	20 (27)
	Total no. of responses	23 (31)	20 (27)	18 (24)	14 (18)	75 (100)

Figures in the brackets represent percentage

FIG 3.9 Head teachers' Perceptions on Utility of Dakshata Samvardhan
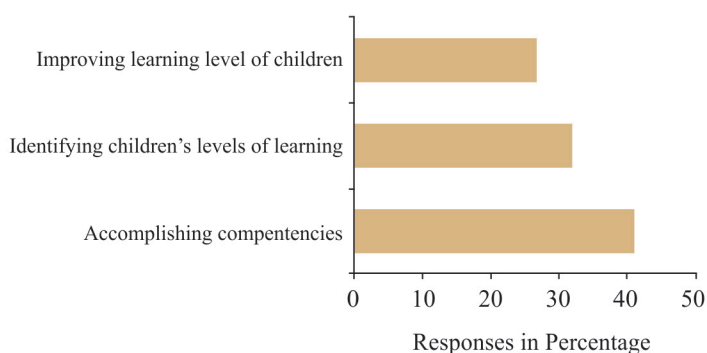
Observations from Table 3.17 and 3.18: Forty one percent of Head teachers are of the view that Dakshata Samvardhan is useful for accomplishing competencies by children; 32 percent responses inform that it was utilised for identifying children's levels of learning and about 27 percent indicate that it helped in improving learning levels of children. About 47 Head Teachers didn't respond at all. The result says that about 53 percent Head Teachers were able to understand the utility of Dakshata Samvardhan in their schools.

From the above discussion, it may be concluded that:

(i) Majority of the Head teachers who responded to the questions were familiar with the objectives and strategies of Dakshata Samvardhan.

(ii) Head teachers were of the opinion that Dakshata Samvardhan helped children acquire competencies.

C. Responses of Cluster Academic Coordinators (CACs)

The Cluster Academic Coordinators (CACs) were approached to inform if they were familiar with the quality initiative of Dakshata Samvardhan and provide their comments upon the achievement of objectives of the initiative. The responses are presented in following tables.

Table 3.19: Familiarity of CACs with DS and their Perceptions on Achievement of Objectives (district-wise)

District	Familiarity with Objectives		Achievement of Objectives		Total no. of CACs
	Yes	No	Yes	No	
Dhar	3 (42.9)	4 (57.1)	–	7(100)	7(100)
Gwalior	8(88.9)	1 (11.1)	5(55.6)	4(44.4)	9(100)
Mandla	13 (100)	–	9(69.2)	4(30.8)	13(100)
Satna	8(100)	–	5(62.5)	3(37.5)	8(100)
Sehore	8(100)	–	8(100)	–	8(100)
Grand Total	40 (89)	5 (11)	27 (60)	18 (40)	45 (100)

Figures in the brackets represent percentage

Table 3.20: Perceptions of CACs on their Role in In-Service Teacher Training (district-wise)

Sl. No.	Responsibilities of CACs for Teacher training	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Making arrangements for training programmes	2	4	5	1	0	12 (40)
2	Training and monitoring	0	3	1	5	1	10 (33)
3	Resolving the problems of Teachers	1	0	2	0	5	8 (27)
	Total no. of responses	3 (10)	7 (23)	8 (27)	6 (20)	6 (20)	30 (100)

Figures in the brackets represent percentage. 15 CACs did not respond.

Observations from Table 3.19 and 3.20: Out of 45 Cluster Academic Coordinators (CACs), approximately 89 percent were aware of the guidelines of Dakshata Samvardhan developed by RSK. About 60 percent of CACs stated that objectives of Dakshata Samvardhan were achieved which means and that it had contributed towards improving children's learning levels.

Table 3.20 shows that training and monitoring and making arrangements for training are the important responsibilities of CACs in In-service teacher training programmes at cluster level. About 27 percent CACs informed that they were also engaged in solving the problems faced by teachers.

Table 3.21: Perceptions of CACs on Responsibilities in Implementing Dakshata Samvardhan (district-wise)							
Sl. No.	Responsibilities of CACs for Implementing Dakshata Samvardhan	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Ensuring quality of education for children	0	4	5	4	4	17 (33)
2	Guidance, training/ academic support to Teachers	0	5	2	5	5	17 (33)
3	Remedial classes for D and E graders	0	2	2	0	3	7 (13.5)
4	Receiving training materials	1	3	1	0	1	6 (11.5)
5	Program is not in use	3	0	2	0	0	5(9)
	Total no. of responses	4 (8)	14 (27)	12 (23)	9 (17)	13 (25)	52 (100)

Figures in the brackets represent percentage, 15 percent did not respond.

Observations from Table 3.21: CACs were providing academic support to teachers through training and guidance. They also took steps for providing quality education to children. Nearly 15 percent CACs refrained from responding on their responsibilities in implementation of the quality initiative in government schools.

D. Responses of Block Academic Coordinators (BACs) and Block DIET Coordinators (BDCs):
The responses of 33 Block Academic Coordinators (BACs) and ten Block DIET Coordinators (BDCs) are presented as follows:

Table 3.22: Familiarity of BACs with Dakshata Samvardhan and their Perceptions on Achievement of Objectives (disrtict-wise)				
District	Familiarity with Dakshata Samvardhan		Achievement of Objectives	
	No	Yes	To some extent	Yes
Dhar	1 (25)	3 (75)	1 (25)	3 (75)
Gwalior	--	8 (100)	3 (37.5)	5 (62.5)
Mandla	--	8 (100)	7 (87.5)	1 (12.5)
Satna	--	5 (100)		5 (100)
Sehore	--	8 (100)	3 (37.5)	5 (62.5)
Grand Total	1 (3)	32 (97)	14 (42)	19 (58)

Figures in the brackets represent percentage

Table 3.23: Familiarity of BDCs with Dakshata Samvardhan and their Perceptions on Achievement of Objectives (disrtict-wise)			
District	Familiarity with Dakshata Samvardhan	Achievement of Objectives	
	Yes	Yes	No
Dhar	2	1	1
Gwalior	2	2	
Mandla	2	2	
Satna	2	1	1
Sehore	2	2	
Grand Total	10 (100)	8 (80)	2 (20)

Figures in the brackets represent percentage

Observations from Table 3.22: Out of 33 BAC respondents, 32 BACs were aware about this quality improvement initiative. They were further asked whether Dakshata Samvardhan was able

to achieve its objective successfully. Table 3.22 provides interesting results. While approximately 58 percent BACs expressed that the objective of Dakshata Samvardhan were achieved, about 42 percent stated that the achievement was only to some extent.

Observations from Table 3.23: All the BDCs were familiar with the quality improvement initiative. As their responsibility is to help other stakeholders know and understand the Dakshata Samvardhan initiative it is hoped that they would incorporate some important aspects of Dakshata Samvardhan in their teacher training programmes and courses. About 80 percent BDCs stated that objectives of Dakshata Samvardhan to improve children's competencies were achieved.

E. Responses of Academic Programme Coordinators (APCs)

The Academic Programme Coordinators (APCs) of selected five districts expressed their views on the implementation strategies of Dakshata Samvardhan and its current status. Their views are presented in Table 3.24.

Table 3.24: Perceptions of APCs on Implementation Strategies of Dakshata Samvardhan (district-wise)							
Sl. No.	Implementation Strategies Dakshata Samvardhan	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Special attention to teaching of Hindi , English and Mathematics by creating mix group of children	1	1	1	1	1	5 (29.4)
2	Educational dialogue in cluster level meetings to resolve difficulties faced by Teachers.	1	1	1	1	1	5 (29.4)*
3	Self evaluation formulation of school plan by schools /HM for achievement of all Dakshata.	1	1	1	1	1	5 (29.4)*
4	Monthly test	1		1			1 (5.8)*
Figures in the brackets represent percentage							

There were five APCs as respondents, one from each district. They responded in their own ways and in their own language. Four categories were identified based on their responses. Table 3.24 shows responses from all of them. All the five APCs informed that more importance was given to teaching learning in classes. According to APCs, monthly test and other forms of assessment contribute constructively to implementation of Dakshata Samvardhan. Preparation, practices and its execution is considered as important factors for successful implementation of Pratibha Parv, another state quality improvement initiative and sustained efforts under Dakshata Samvardhan ultimately prepare children for assessment under Pratibha Parv.

Conclusion on Implementation of Dakshata Samvardhan

- The Dakshata Samvardhan programme has generated familiarity among the Head Teachers (HTs) and Teachers about grading of schools. They were aware about the grade of their school assigned on the basis of Dakshata Samvardhan.
- The Head Teachers and teachers possessed knowledge about the programme. They were

confident in expressing that the programme helped in enhancing the achievement of children.

- The responses of teachers from different school grades revealed that they possessed knowledge about Dakshata Samvardhan. All teachers believed that the programme helped in enhancing achievement of children. Important to note here, is that this was a shared belief of teachers from all schools. Teachers of C and D grade schools also believed in the utility of Dakshata Samvardhan in enhancing achievement of children besides the teachers of schools in grade A and B.

- The teachers from all districts had knowledge about maintenance of records and their availability in the schools. Similarly, teachers from schools of all grades were also aware about the availability of children's records of achievement at school level.

- The teachers were also aware about the competencies to be achieved by the children of all grades at primary level in language and mathematics.

- The teachers and head teachers were familiar with the guidelines developed by the Rajya Shiksha Kendra, Bhopal to achieve the objectives of Dakshata Samvardhan. The Teachers used different methods and activities for children in classrooms for improving their levels of attainment of competencies. The prominent among them were group activities and use of teaching learning material and interaction with the children in a child friendly manner.

- The teachers were provided training every year. As informed, most of the teachers were provided training in *Dakshata Samvardhan*. Similarly most of the Head teachers from all the schools received training in Dakshata Samvardhan year by year.

- The Head teachers were also aware of the criteria of evaluation used under Dakshata Samvardhan. They also perceived that the programme helped in achieving the defined competencies in language and mathematics at primary level in addition to enhancing overall learning levels of children.

- The Cluster Academic Coordinators (CACs) in different districts except one were familiar with Dakshata Samvardhan and its objectives. This indicates a direct bearing on the achievement of objectives of the programme.

- The CACs were clear about their role in in-service teacher training programme. They identified their role as making arrangements for teachers training with quality and monitoring of the training programmes.

- The CACs perceived their major responsibility in implementation of Dakshata Samvardhan as taking steps for improving quality of education, organisation of remedial classes as per the needs of children, providing guidance to teachers and preparation for baseline test.

- The Block Academic Coordinators (BACs) informed that they were familiar with Dakshata Samvardhan and perceived that this initiative had achieved its objectives.

- The Block DIET Coordinators (BDCs) were also familiar with the scheme of implementation of Dakshata Samvardhan and they also perceived that the scheme had achieved its objectives.

- The Academic Programme Coordinators (APCs) were responsible for implementing

Dakshata Samvardhan in the district under their charge. Therefore they suggested steps to enhance visibility of the scheme, such as special attention to teaching of Hindi, English and Mathematics, Educational Dialogue in cluster level meetings, self-evaluation and sharing of school level plans with SMC members.

3.2 Factors Facilitating Implementation of Dakshata Samvardhan

The second objective of the research study intended to identify the factors which facilitated the implementation of the quality improvement initiative namely, Dakshata Samvardhan. These factors were explored through questions from different stakeholders including Teachers, Cluster Academic Coordinators (CACs), Block Academic Coordinators (BACs), Block DIET Coordinators (BDCs) and Academic Programme Coordinators (APCs) at the district level. The responses received from the stakeholders were tabulated and are presented here. All responses were converted into categories. For the purpose of analysis, two or three categories having maximum responses significantly emerged for the attention of the investigator. However, all categories are important as facilitators as all respondents are important and their responses taken as perception are critical for the study.

A. Responses of Teachers

According to the Teachers, most important factors facilitating the implementation of Dakshata Samvardhan, were using simple pedagogie methodologies in the classroom (as per 34% Teachers' responses) and joyful learning by organising games and activities according to 27% responses. Besides these two, timely monitoring and regular practice by children (reported through 15% and 14% responses respectively) are also amongst the factors facilitating successful implementation of Dakshata Samvardhan.

Observations from Table 3.25 and 3.26: Both the tables reflect perceptions of teachers school grade-wise and district-wise. The perceptions of teachers seem more similar in case of Teachers from B, C and D category schools. These teachers have rated regular practice by children more than the monitoring as a facilitating factor, while Teachers of A grade schools have identified monitoring as a better facilitating factor than 'regular practice by children'.

Table 3.25: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of Teachers (school grade-wise)						
Sl. No.	**Factors**	**School Grade**				**Total No. of Responses**
		A	**B**	**C**	**D**	
1	Using simple pedagogies	27	21	26	18	92(34)
2	Joyful learning	28	12	17	15	72 (27)
3	Timely monitoring	12	6	13	10	41(15)
4	Regular practice by children	6	7	15	11	39(14)
5	Non-threatening environment	5	8	10	4	27 (10)
	Grand Total	**78**	**54**	**81**	**58**	**271(100)**

Figures in the brackets represent percentage

Fig 3.10 Teachers' Perceptions on Facilitating Factors for Dakshata Samvardhan
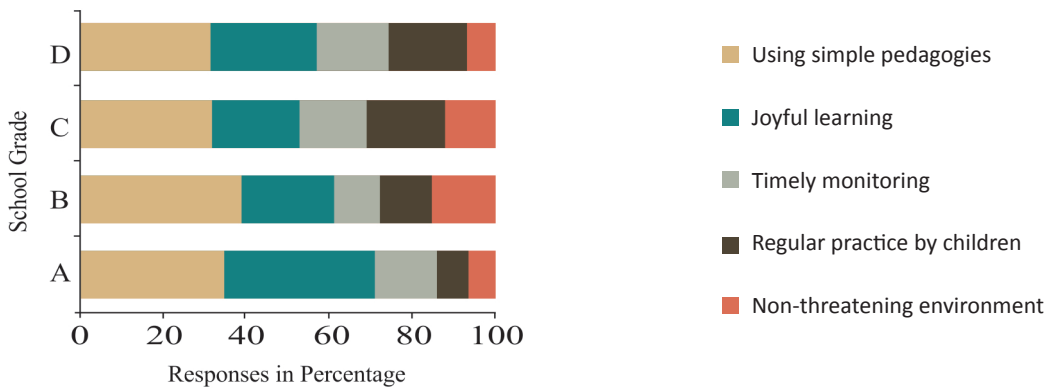
Table 3.26: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of Teachers (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Using simple pedagogies	20	18	24	9	22	92 (34)
2	Joyful learning	11	10	18	17	17	72 (27)
3	Timely monitoring	2	6	7	12	14	41 (15)
4	Regular practice by children	8	5	10	4	12	39 (14)
5	Non-threatening environment	7	11	3	2	2	27 (10)
	Grand Total	48	50	62	44	67	271

Figures in the brackets represent percentage

Fig 3.11 Teachers' Perceptions on Facilitating Factors for Dakshata Samvardhan
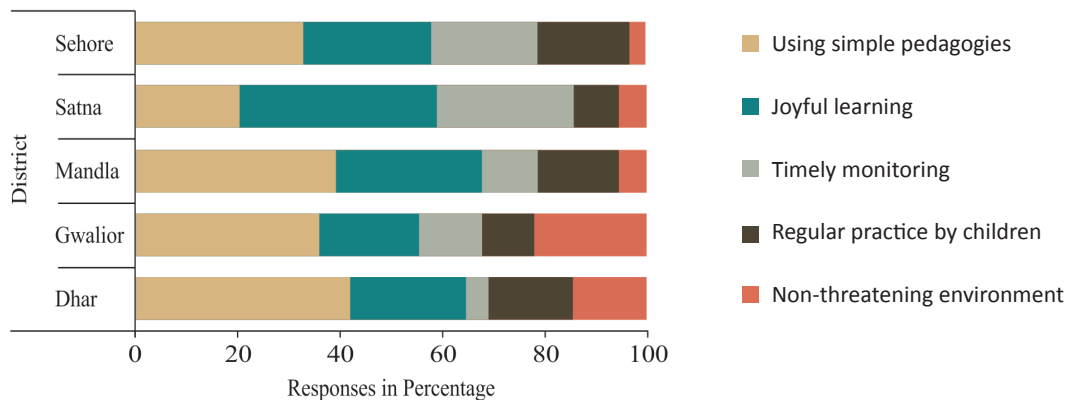
In case of district-wise analysis it is evident from Table 3.26 that the major facilitating factors are the same. Teachers from across all districts have accepted simple pedagogies and joyful learning as major facilitating factors. The teachers from Gwalior and Dhar emphasised more on non-threatening environment as facilitating factors as compared to other districts while Satna and Sehore have identified timely monitoring as a comparatively greater facilitator as visible in the bar graph (figure 3.11). This indicates that perhaps the RTE Act (2009) has taken its roots in the minds of teachers of Madhya Pradesh.

From the above discussion, it may be concluded that:

(i) All teachers observed the factors which facilitated implementation of Dakshata Samvardhan in the schools of the Madhya Pradesh.

(ii) The prominent factors facilitating implementation of Dakshata Samvardhan are simple teaching learning pedagogy, joyful learning and timely monitoring.

B. Responses of Cluster Academic Co-coordinators (CACs)

Observations from Table 3.27: According to CACs the 'focus on important skills' (44%) has been the main factor facilitating successful implementation of the Dakshata Samvardhan.

Table 3.27: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of CACs (District-wise)							
Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Focus on important skills	3	2	7	3	5	**20(44)**
2	Timely monitoring including remedial classes	3	1	1	2	2	**9(20)**
3	Conducting Base-line and End-line tests	2	2	2	0	2	**8(18)**
4	Interest of Teachers	0	0	1	1	3	**5(11)**
5	Teaching in groups	0	2	1	0	0	**3(7)**

Figures in the brackets represent percentage. 46.6 percent of respondent didn't respond to this question

Fig 3.12 CACs' Perceptions on Facilitating Factors for Dakshata Samvardhan
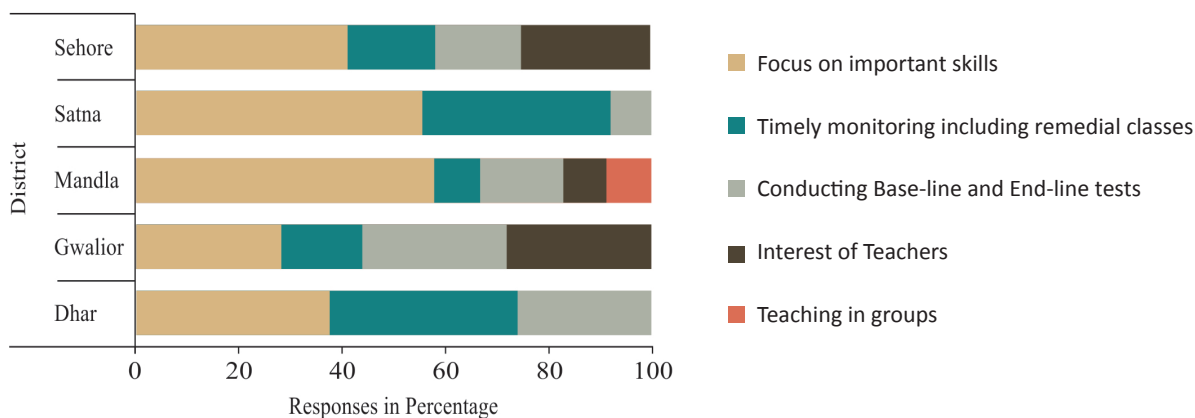
Another factor which has generally been indicated by this category of respondents is timely monitoring (20%) and conducting Baseline and Endline Tests (18%). The CACs were found conscious about reporting facilitating factors for useful implementation of Dakshata Samvardhan. From the above discussion it may be concluded that CACs have perceived three major facilitating factors for the successful implementation of Dakshata Samvardhan namely -

(i) Focus on important skills

(ii) Timely monitoring and remedial classes

(iii) Conducting Baseline and Endline Test

C. Responses of Block Academic Co-coordinators (BACs)

The responses of Block Academic Co-coordinators are statistically scattered and the analysis has led to listing eleven factors which were organised into five categories as given in Table 3.28.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Identification and resolution of hard spots	4	6	4	5	8	27 (40)
2	Assessing status through BAS and development of identified competencies	3	5	3	2	4	17 (25)
3	Complete support from Teachers, Parents and Community	2	1	6	2	4	15 (22)
4	Children attendance and conducive environment	0	2	3	1	1	7 (10)
5	Regular training of Teachers	0	2	0	0	0	2 (3)

Table 3.28: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of BACs (district-wise)

Note: Percentage in (*)

Fig 3.13 BACs' Perceptions on Facilitating Factors for Dakshata Samvardhan
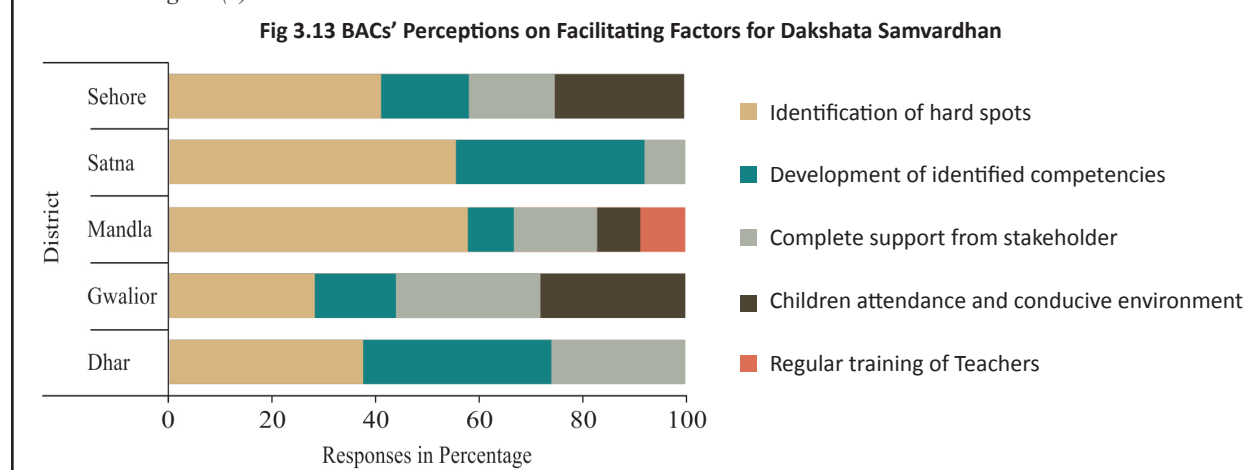
Observations from Table 3.28: The BACs have expressed the identification of hard spots and their resolution, assessing status of learning through Baseline Achievement Survey and development of basic competencies on the basis of results, as the primary factors for facilitating implementation of Dakshata Samvardhan. Besides these, two other factors viz. complete support from teachers and regularity of children were also reported as important facilitating factors by the BACs.

From the above discussion it may be concluded that the perception of BAC's responses are wide and lots of factors have been perceived by them. The three major facilitating factors that emerged are:

(i) Identification and resolution of hard spots of learning
(ii) Development of basic competencies on the basis of BAS results
(iii) Complete support from teachers, parents and community.

D. Responses of Block DIET Coordinators (BDCs)

The Block DIET Coordinators (BDCs) also responded on factors facilitating implementation of Dakshata Samvardhan. Their responses are presented in Table 3.29.

Table 3.29: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of BDCs (district-wise)							
Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Identifying and solving of academic problems of children by Teachers	2	0	1	2	2	7 (40)
2	Understanding of subject wise basic competencies	0	0	2	1	2	5 (35)
3	Conduct of baseline/ endline test	0	0	0	1	2	3 (15)
4	Regular training and evaluation	0	0	1	1	0	2 (10)

Figures in the brackets represent percentage. Responses from Gwalior were not found relevant.

Fig 3.14 BDCs' Perceptions on Facilitating Factors for Dakshata Samvardhan

Observations from Table 3.29: BDCs perceived identification and solution of academic problems of children and understanding of basic competencies as major facilitating factors along with regular training and proper conduct of Base- line test as facilitating factors.

E. Responses of Academic Programme Coordinators (APCs)

Observations from Table 3.30: Table 3.30 shows factors facilitating the implementation of Dakshata Samvardhan as perceived by Academic Programme Coordinators (APCs). It is important to note that in Madhya Pradesh, only one person functions as Academic Programme Coordinator (APC) at the district level. Each one of them had different perception on facilitating factors. The factors which prominently emerged were effective monitoring, training of teachers and remedial teaching.

Table 3.30: Factors Facilitating Implementation of Dakshata Samvardhan: Perceptions of APCs		
Sl. No.	Factors	**Total No. of responses**
1	Effective monitoring and cluster level meetings	4 (31)
2	Remedial teaching on the basis of monthly tests	4 (31)
3	Strengthening subject knowledge of teachers through training	3 (23)
4	Conduct of Base-line test to develop competencies among children.	2 (15)

Note: Figures in the brackets represent percentage.

Fig 3.15 APCs' Perceptions on Facilitating Factors for Dakshata Samvardhan
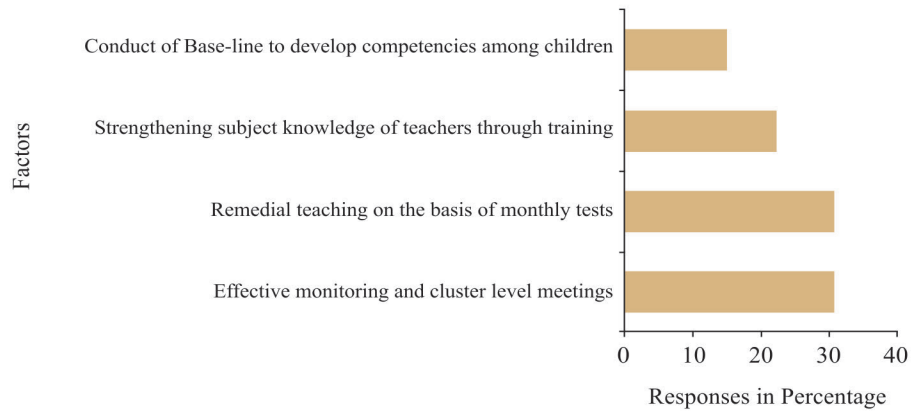
Conclusion :

The description given above reflects the perceptions of different functionaries about facilitating factors for the implementation of Dakshata Samvardhan. In conclusion these factors have been summarily depicted in figure 3.16.

Figure 3.16: Major Facilitating Factors For Implementation of Dakshata Samvardhan: Consolidated View
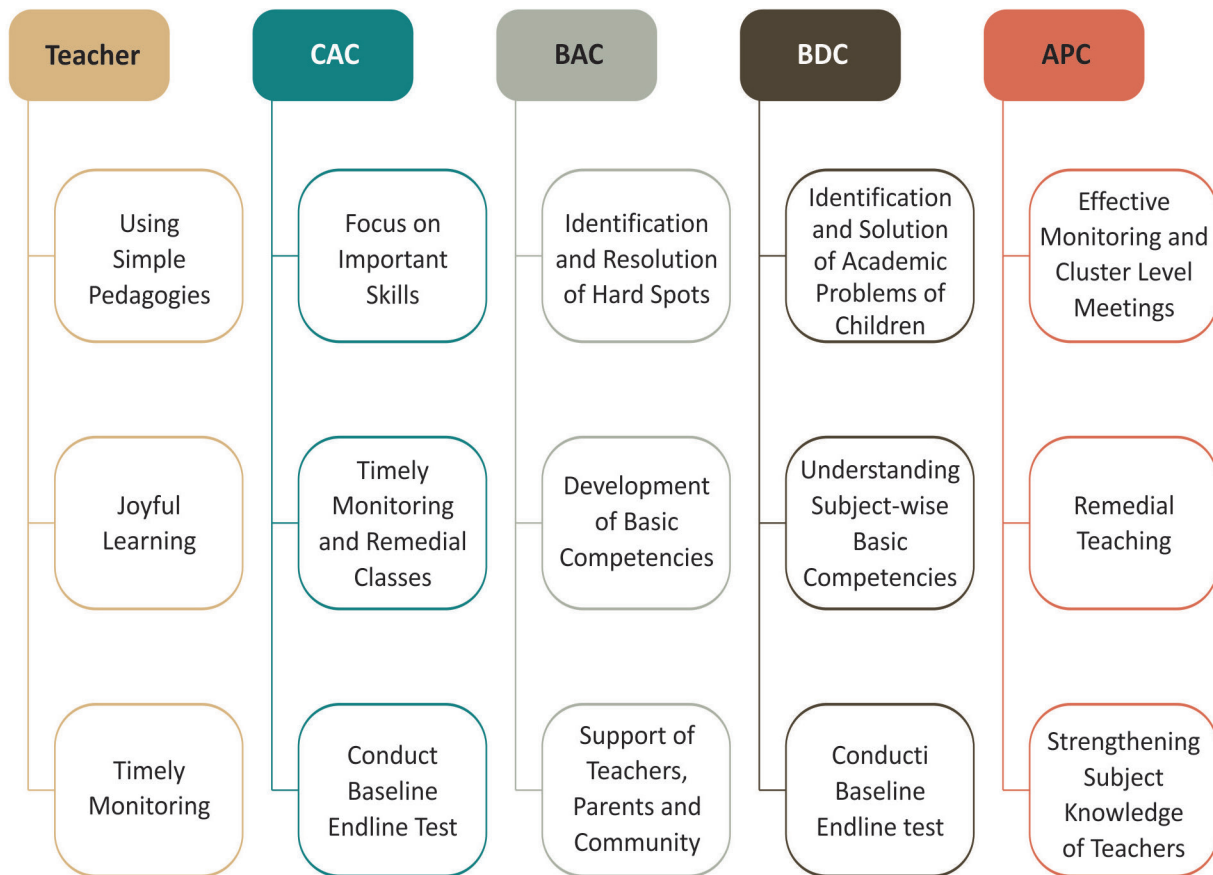
Observations from the Figure 3.16: Teachers in general found that joyful learning, use of simple pedagogy in the classrooms and timely monitoring were the major facilitating factors while CACs indicated that focus on important skills, monitoring of remedial classes and conducting of baseline and endline test were the facilitating factors for implementing Dakshata Samvardhan. BACs and BDCs informed that identification and resolution of hard spots and academic problems of children, development of basic competancies in children, conduct of baseline and endline assesmeent and support of the teachers, parents and community were the facilitating factors. APCs have highlighted remedial teaching, effective monitoring and strengthening of subject knowledge of teachers as the major facilitating factors for proper implementation of Dakshata Samvardhan.

All the factors were considered for determining the dimensions of facilitating factors. The investigator, in consultantion with experts, categorised all the facilitating factors and consolidated them.These were analysed further and presented in Figure 3.17 that depicts the dimensions and corresponding factors under each dimension.

Figure 3.17 Dimensions and Facilitating Factors for Dakshata Samvardhan at a Glance

Teachers and their Training	• Complete support from teachers • Regular training of teachers in pedagogy • Graduation up of content knowledge of teachers
Assessment and Evaluation	• Conducting Base-line and End-line test. • Identification of academic difficulties faced by children • Organising remedial teaching
Monitoring and School Activities	• Timely effective monitoring • Montioring of remedial classes. • Monitoring of assessment records • Cluster level meeting to address teacher problem
Teaching-Learning and Children Participations	• Focus on important skills and competencies • Joyful learning • Use of simple and subject specific pedagogy • Attendance of children and Conducive environment • Identification and solution of children's difficulties
Participation of Parents and Community	• Participation and support by parents and community • Parents ensure regularity and punctuality of their children • Regular monitoring of functioning of schools by SMC

3.3. Factors Impeding Implementation of Dakshata Samvardhan

Different respondents of the study were also asked to report the factors which potentially created hindrances in achieving the objectives of Dakshata Samvardhan. For the convenience of reporting these are called impeding factors for implementation of Dakshata Samvardhan. Teachers, Cluster Academic Coordinators (CACs), Block Academic Coordinators (BACs), Block DIET Coordinators (BDCs), Academic Programme Coordinators (APCs) informed on impeding factors for implementation of Dakshata Samvardhan.

A. Responses of Teachers

The impeding factors indicated by teachers were tabulated according to grades and districts of schools, from where the teachers reported. The responses of teachers are presented in Table 3.31 and 3.32.

Sl. No.	Factors	School Grade				Total No. of Responses
		A	B	C	D	
1	Low attendance, Indifference of children	23	20	20	11	74 (26)
2	Teachers' shortage, indifference and work load	17	12	15	18	62 (22)
3	Illiterate and indifferent parents	12	6	15	8	41 (15)
4	Lack of proper monitoring and teacher training	10	15	6	8	39 (14)
5	Lack of basic amenities and supplementary material	3	12	3	11	29 (10)
6	Change in policy	6	8	6	1	21 (7)
7	Lack of community participation	3	5	3	6	17 (6)
	Grand Total	74	78	68	63	283 (100)

Table 3.31: Impeding factors for Implementation of Dakshata Samvardhan: Perceptions of Teachers (school grade-wise)

Note: Figures in the brackets represent percentage.

FIG 3.18 Teachers' Perception on Impeding Factors for Dakshata Samvardhan
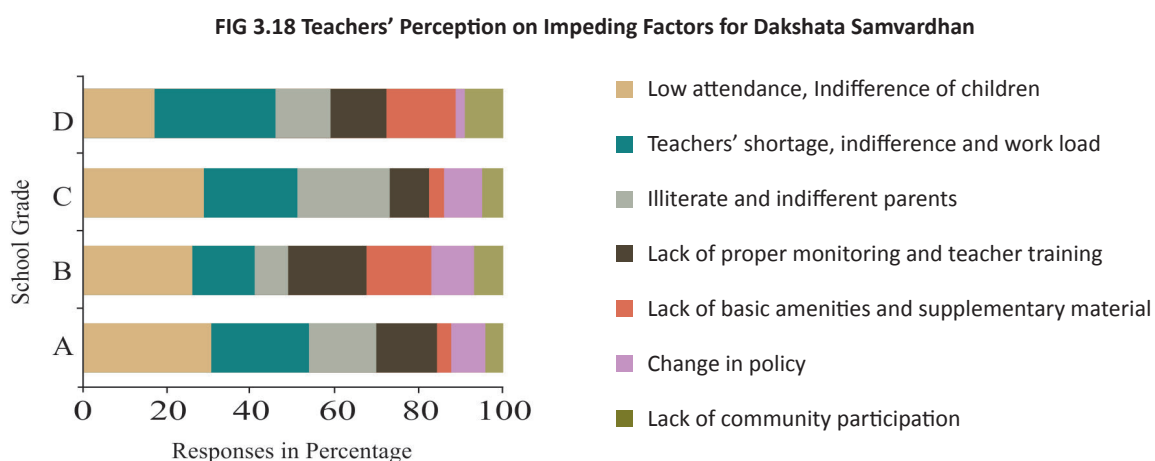
Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Low attendance of children / Indifference of children	13	14	14	21	12	74 (26)
2	Teachers' shortage, indifference and work load	7	14	23	6	12	62 (22)
3	Illiterate and indifferent parents	10	2	8	17	4	41 (15)
4	Lack of proper monitoring and teacher training	12	11	9	6	1	39 (14)
5	Lack of basic amenities and supplementary material	6	8	2	6	7	29 (10)
6	Change in policy	4	6	7	4	0	21 (7)
7	Lack of community participation	4	4	2	6	1	17 (6)
	Grand Total	56	59	65	66	37	283 (100)

Table 3.32: Impeding Factors for Implementation of Dakshata Samvardhan: Perceptions of Teachers (district-wise)

Figures in the brackets represent percentage. 37 percent Teachers did not respond to this question.

FIG 3.19 Teachers' Perception on Impeding Factors for Dakshata Samvardhan
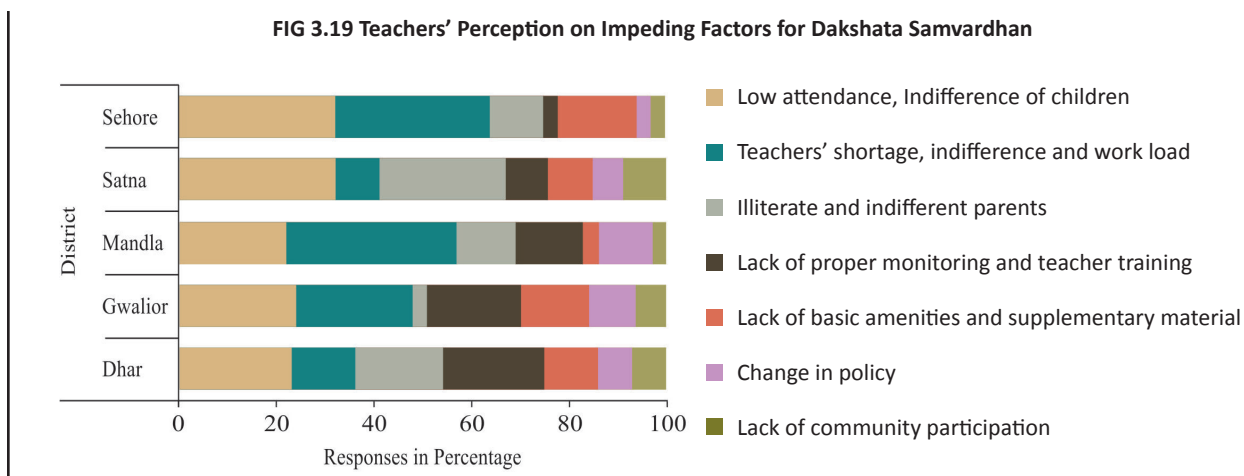
Observation from Table 3.31 and 3.32: Most of the teachers indicated that low attendance of children, the indifference and illiteracy of parents are the major factors. The shortage and indifference of teachers, their engagement in non-academic duties and insufficient and low quality teacher training were also cited as impeding factors for proper implementation. Frequent changes in the policy creates confusion and lack of commitment on the part of grass root functionaries in course of desired implementation. Absence and indifference of children are major difficulties in the implementation of the programme.

Variations across districts observed are that in Satna maximum responses have highlighted low attendance and indifference of children as the most impeding factor. In Mandla, teachers' shortage was indicated as major impeding factor.

From the above discussion, it may be concluded that the teachers have identified following impeding factors for implementing Dakshata Samvardhan:

(i)   Related to children including low attendance, absence of children.
(ii) Related to Teachers including absence, shortage and indifference of teachers, their involvement in non-academic duties and lack of their training about the programme.
(iii) Related to infrastructure and TLM including basic amenities and supplementary materials.
(iv) Related to community and parents including their participation, illiteracy and indifference.

The teachers were also asked to report the problems faced by them in implementing Dakshata Samvardhan. The responses are presented in the Table 3.33.

		School Grade				Total No. of Responses
Sl. No.	Factors	A	B	C	D	
1	Absence of Children	18	18	15	10	61 (49)
2	Documentation	10	10	6	8	34 (27)
3	No Problem	11	10	3	5	29 (24)
	Grand Total	**39**	**38**	**24**	**23**	**124 (100)**

Table 3.33: Teacher's Perception on Problems Faced (school grade-wise)

Figures in the brackets represent percentage. 37 percent Teachers did not respond to this question.

Fig 3.20 Problems Faced in Implementing Dakshata Samvardhan: Teachers' Perceptions
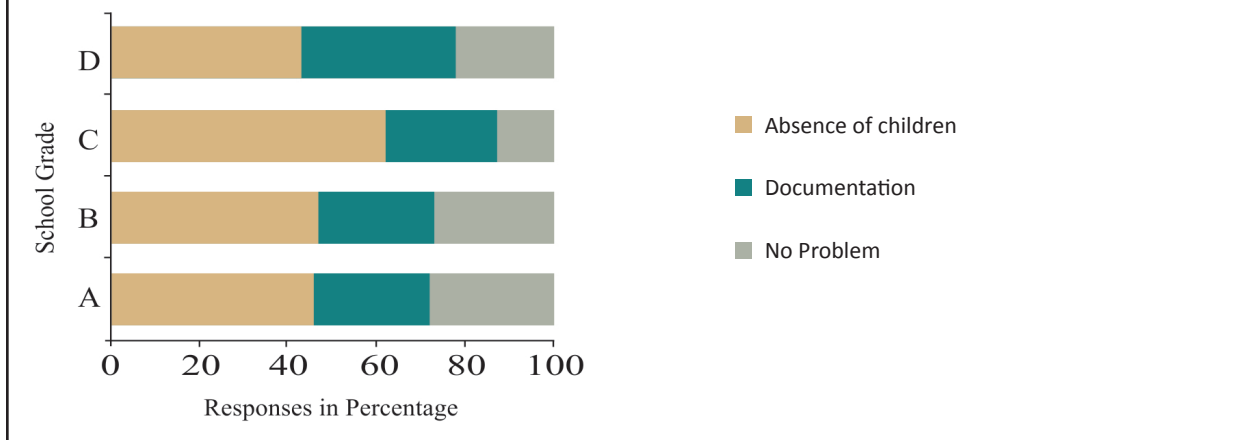
Table 3.34: Teacher's Perception on Problems Faced (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Absence of children	12	14	13	11	11	61 (49)
2	Documentation	5	4	12	7	6	34 (27)
3	No Problem	1	14	5	8	1	29 (24)
	Grand Total	**18**	**32**	**30**	**26**	**18**	**124 (100)**

Note: Figures in the brackets represent percentage.

Fig 3.21 Problems Faced in Implementing Dakshata Samvardhan: Teachers' Perceptions
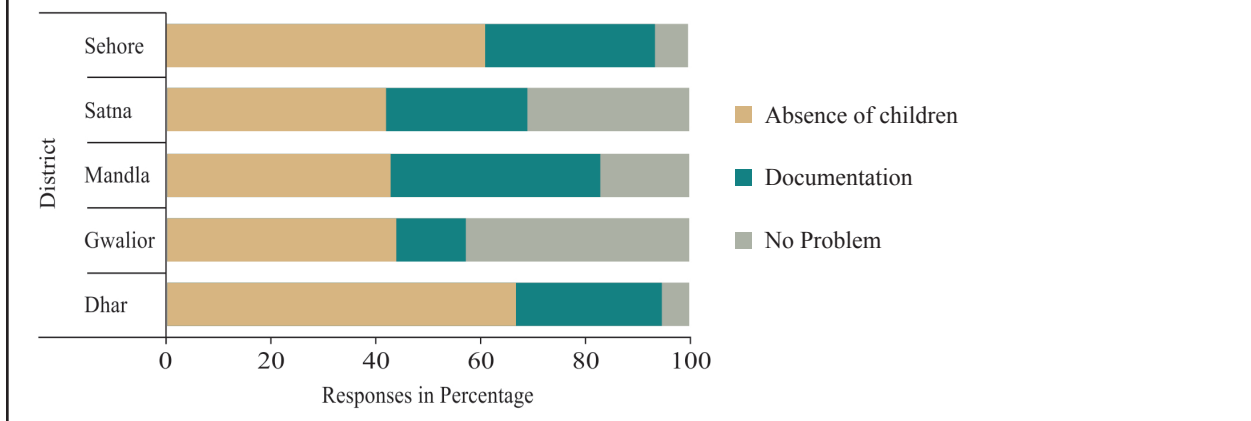
Observations from Table 3.33 and 3.34: Absence of children from the school was the most severe problem in implementing Dakshata Samvardhan. The teachers also pointed out difficulties in maintaining documents related to Dakshata Samvardhan. The previous year's records of the children's assessment were treated as Base-line data and remedial classes were organised to nurture and strengthen the skills of children. Naturally, the teachers were expected to teach the children in the deficiency areas and maintain the record. Teachers view the process of the documentation as a problem.

The state is expected to look into the problems related to the absence of children and maintaining and using the assessment records of the children.

B. Responses of Cluster Academic Co-coordinators (CACs)

The responses related to factors impeding implementation of Dakshata Samvardhan by Cluster Academic Coordinators (CACs) are presented in Table 3.35.

Table 3.35: Factors Impeding Implementation of Dakshata Samvardhan: Perceptions of CACs (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Indifference of Teachers/ Inadequate teacher training	3	5	10	5	7	30
2	Teachers' shortage and work load	2	2	7	2	5	18
3	Lack of interest among parents and SMC members	6	1	2	5	4	18
4	Absence of children	1	7	4	4	1	17
5	Absence of basic facilities	2	1	0	0	0	3
	Grand Total	14	16	23	16	17	86

Fig 3.22 CACs' Perceptions on Impeding Factors for Dakshata Samvardhan
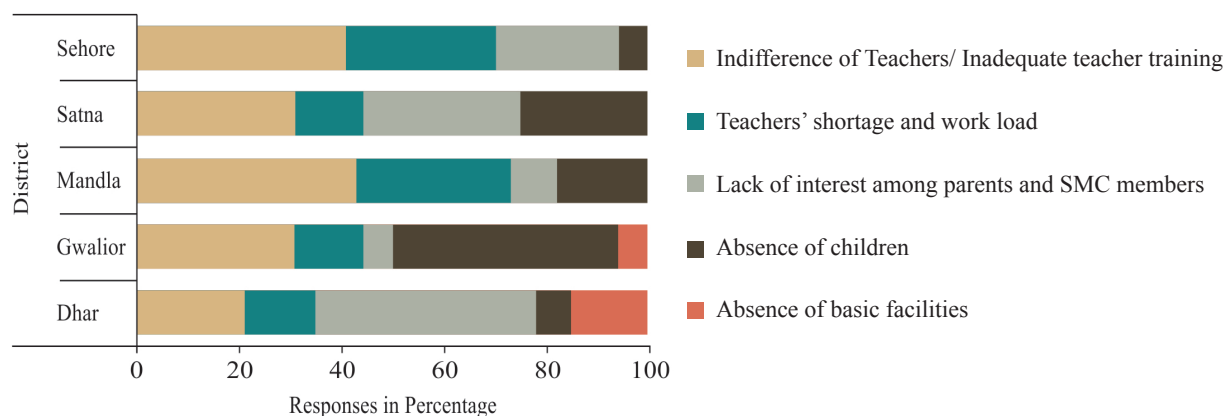
Observations from Table 3.35: The CACs have also endorsed teachers' viewpoint to a great extent. However, according to their perception, lack of sense of responsibilities among teachers, parents and SMC members is the major hurdle. Absence of students is another stumbling block. They also agreed with the factors mentioned by teachers such as shortage of the teachers, their engagement in non-academic work, inadequate training and lack of seriousness to develop basic competencies in children as other causes impeding implementation of Dakshata Samvardhan as intended.

C. Responses of Block Academic Co-coordinators (BACs)

The responses related to factors impeding implementation of Dakshata Samvardhan by Block Academic Coordinators (BACs) are presented in Table 3.36 and 3.37.

Table 3.36: Factors Impeding Implementation of Dakshata Samvardhan: Perceptions of BACs		
Sl. No.	**Factors**	**No. of Responses**
1.	Lack of awareness among parents	14
2.	Lack of regularity of children/ migration	13
3.	Lack of interest and initiatives in teachers	18
4.	Shortage of teachers and workload	21
5.	Less time was spent on implementation and rigidity of the program	10
6.	Lack of proper infrastructure and teaching learning material	3
	Grand Total	79 (100)

Note: Figures in the brackets represent percentage.2 BACs out of 33 did not respond to this question.

Fig 3.23 BACs' Perceptions on Impeding Factors for Dakshata Samvardhan
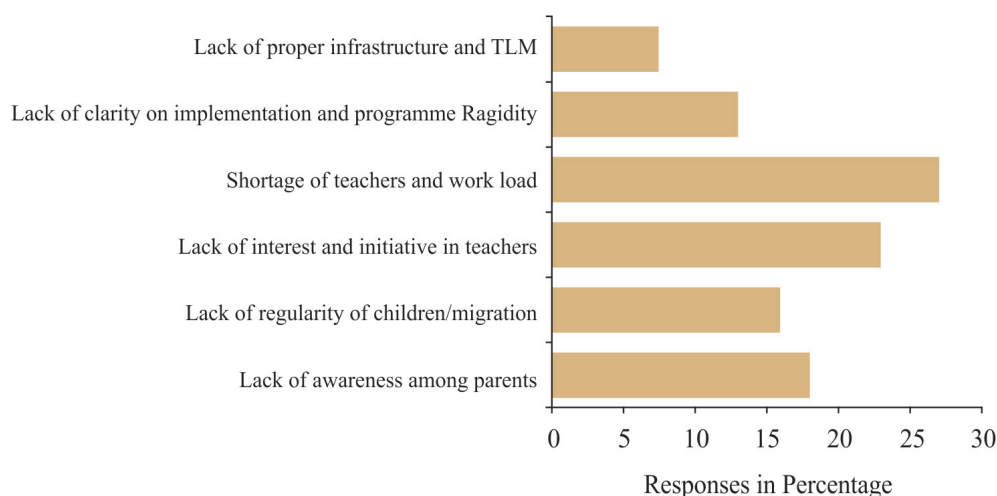
Observation from Table 3.36: Maximum responses of BACs were received from the district Gwalior and Mandla and these were least from Dhar and Satna. The perceptions of BACs on the problems of implementation of Dakshata Samvardhan are diverse. Lack of regularity and migration of children are the major impeding factors for BACs. They have agreed that lack of responsible behavior and discipline on the part of the teachers are among important impeding factors. Some of the BACs have mentioned factors like rigidity of the programme, less attention to class based competencies and lack of awareness amongst parents on importance of education and shortage of teachers are the other impeding factors.

D. Responses of Block DIET Co-coordinators (BDCs)

The BDCs reported the factors impeding implementation of Dakshata Samvardhan. These are presented in Table 3.37.

Table 3.37: Factors Impeding Implementation of Dakshata Samvardhan: Perceptions of BDCs (district-wise)								
Sl. No.	Factors	District						Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore		
1	Lack of subject-wise competencies and understanding	2	0	2	0	4		8
2	Shortage of Teachers and work load	2	0	1	1	2		6
3	Irregularity in the continuity of DAKSHATA Samvardhan program	2	0	1	0	2		5
4	Lack of TLM and physical infrastructure	0	0	0	2	0		2
5	Student absenteeism	2	0	0	0	0		2
	Grand Total	8	0	4	3	8		23

The BDCs have informed that there were inadequate teachers in schools and the schools also lacked good infrastructure. The subject wise competencies were also not made available at the school level, according to BDCs. It is important to note here that BDCs were teacher educators and faculty members from DIET. They possessed the experience of training of teachers at the elementary level.

E. Responses of Academic Programme Coordinators (APCs)

The APCs also responded on impeding factors of Dakshata Samvardhan as given in Table 3.38.

Table 3.38: Factors Impeding Implementation of Dakshata Samvardhan: Perceptions of APCs.		
Sl. No.	Factors	No. of Responses
1.	Shortage of Teachers	4 (50)
2.	Absence of individual monitoring of children/Abolition of Board examination	2 (25)
3.	Absence /irregularity of children	2 (25)
Note: Figures in the brackets represent percentage. Two APCs did not respond to this question.		

Observations from Table 3.38: Majority of APCs expressed that shortage of Teachers in the schools is the major hindering factor. Other impeding factors reflected by them are almost similar to what pointed out by BDCs.

Conclusion:

Absence of students, shortage of teachers, ineffective teacher training and indifference of stakeholders are the most important impeding factors for Dakshata Samvardhan.

All the factors discussed above with each category of respondents were considered for determining the dimensions of impeding factors. The following figure represents different factors under the six dimensions.

Figure 3.24: Consolidated View on Impeding Factors for Dakshata Samvardhan

School Environment and Infrastructure	• School environment not conducive • Absence of basic facilities • Timings of schools not suitable
Teachers and their Training	• Shortage/Absence of teachers • Lack of interest and initiative on the part of teachers • Pressure on teachers for record keeping and non-academic duties • Lack of proper teacher training
Assessment and Evaluation Monitoring	• Abolition of board examination • Lack of regular and systematic assessment
Monitoring	• Absence of effective monitoring system • Lack of individualised monitoring of children
Teaching, Learning and Children Participation	• Non availability of subject-wise competencies • Lack of supplementary material • Lack of child friendly pedagogy in classrooms • Indifference and low attendance of children
Participation of Parents and Community	• Illiteracy and indifference of parents • Lack of communication with parents • Migration by parents

3.4. Opinion of Functionaries on Continuation of Dakshata Samvardhan

The popularity of a programme can be asssessed through the interest of the functionaries in continuing the programme. A question was therefore asked from all categories of respondents on whether the quality inprovement initiative of Dakshata Samvardhan should be continued or closed and whether it should be continued in its present form or should it be continued with some changes. The responses are presented as follows.

A. Responses of Teachers

Observations from Table 3.39: As far as Dakshata Samvardhan is concerned, about 95 percent of the Teachers were in favour of continuing the programmes out of which 64 percent felt that the programme should be continued in its present form while 30 percent of teachers have suggested that some changes should be made for continuing it. Interestingly the teachers from D grade schools have divided opinion on this as 50 percent of them suggested that the programme should continue as it is and an equal number, about 50 percent asked for changes.

School Grade	Continue as it is		Changes Required		Continue with Changes		Total	
	n	%	n	%	n	%	N	%
A	40	68	16	27	3	5	59	100
B	37	67	16	29	2	4	55	100
C	30	71	9	21	3	7	42	100
D	20	48	20	48	2	5	42	100
Grand Total	127	64	61	31	10	5	198	100

Table 3.39: Views of Teacher on Continuation of Dakshata Samvardhan (school grade-wise)

Fig 3.25 Teachers' Views on Continuation of Dakshata Samvardhan
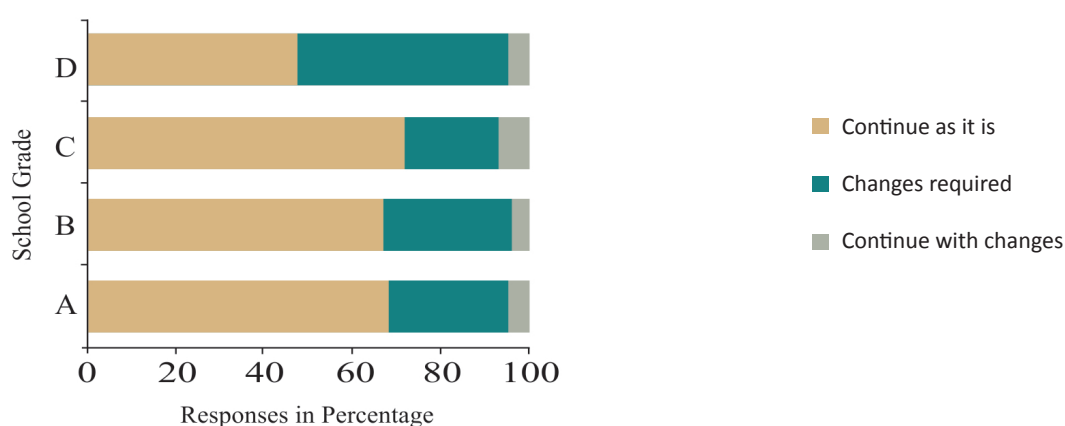
Observations from Table 3.40: In case of districts, it is clearly visible that maximum percentage of teachers from district Sehore expressed that the programme should be continued in its present for while their counterparts in Dhar suggested that changes should be made in the existing programme.

Table 3.40: Opinion of Teachers on Continuation of Dakshata Samvardhan (district-wise)

District	Views of Teachers on Dakshata Samvardhan			
	Continue as it is	Changes required	Continue with changes	Total
Dhar	21(52.5)	16 (40)	3 (7.5)	40 (100)
Gwalior	26 (65)	12 (30)	2 (5)	40 (100)
Mandla	23 (57.5)	14 (35)	3 (7.5)	40 (100)
Satna	27 (67.5)	12 (30)	1 (2.5)	40 (100)
Sehore	30 (79)	7 (18.4)	1 (2.6)	38 (100)
Grand Total	127 (64.1)*	61 (30.8)*	10 (5.1)*	198 (100)*

Figures in brackets with are the percentages with frequencies.*

Fig 3.26 Teachers' Views on Continuation of Dakshata Samvardhan

Legend:
- Continue as it is
- Changes required
- Continue with changes
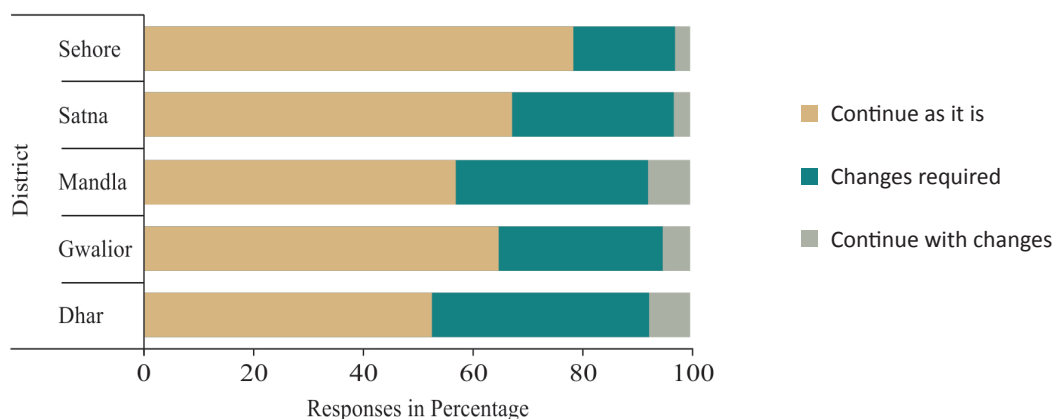
B. Responses of Cluster Academic Coordinarors (CACs)

Table 3.41: Perceptions of CACs on the Continuation of Dakshata Samvardhan Programme (district-wise)

District	Perceptions of CACs				
	Continue as it is	**Should be closed**	**Changes required**	**Continue with changes**	**Total**
Dhar	1(14.3)		4(57.1)	2(28.6)	40 (100)
Gwalior	3(33.3)		6(66.7)		40 (100)
Mandla	7(53.8)	3(23.1)	2(15.4)	1(7.7)	40 (100)
Satna	3(37.5)		3(37.5)	2(25)	40 (100)
Sehore	1(12.5)		7(87.5)		38 (100)
Grand Total	**15 (33.3)***	**3 (6.6)***	**22 (48.8)***	**5 (11.1)***	**198 (100)***

Fig 3.27 CAC's Perceptions on Continuation of Programme

Legend:
- Continue as it is
- Should be closed
- Changes required
- Continue with changes
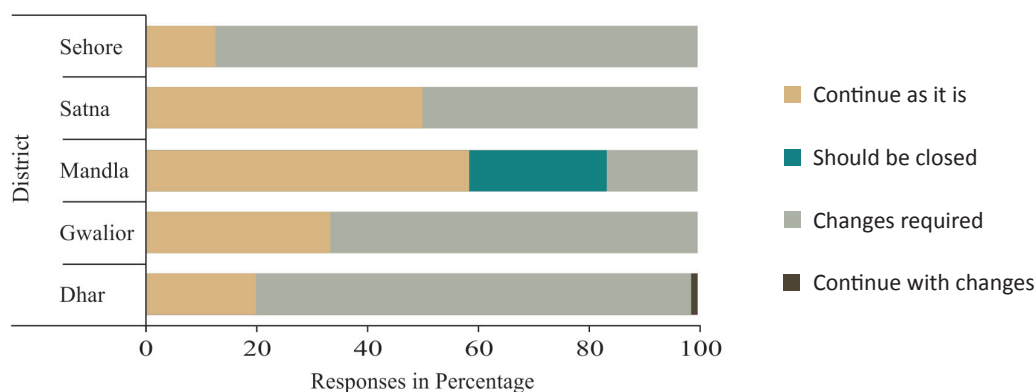
Observations from Table 3.41: Overall a small percentage of CACs (about 7 percent) have suggested that the existing programme should be closed. About 54 percent have suggested (majority from district Mandla) that the programme may be continued in its present form. It is further interesting to note that CACs suggested that the Dakshata Samvardhan programme needs changes (61 percent) and should be continued after making changes.

C. Responses of Block Academic Coordinators (BACs)

Table 3.42: Perceptions of BACs on Continuation of Dakshata Samvatrdhan Programme (district-wise)

District	Perception of BACs			
	Continue as it is	Changes required	Continue with changes	Total
Dhar	0	4 (100)	0	4 (100)
Gwalior	2 (25)	5 (62.5)	1 (12.5)	8 (100)
Mandla	1 (12.5)	7 (87.5)	0	8 (100)
Satna	3 (60)	1 (20)	1 (20)	5 (100)
Sehore	4 (50)	3 (37.5)	1 (12.5)	8 (100)
Grand Total	10 (30.3)*	20 (60.6)*	3 (9.1)*	33 (100)*

Fig 3.28 BAC's Perceptions on Continuation of Dakshata Samvardhan (district-wise)

Observations from Table 3.42: The major views of BACs about the Dakshata Samvardhan programme were that changes need to be made for continuing the Dakshata Samvardhan programme. About 60 percent BACs have expressed that some changes should be made and programme with changes may continue.

Another significant revelation in case of district Mandla is 15 percent of CACs agreeing that changes should be made in the existing programme vis-a-vis 88 percent in case of BACs suggesting the same. Same difference in opinion can also be observed in case of Sehore district where 88 percent CACs expressed that the programme needs changes whereas only 38 percent BACs indicated similar opinion. Such a difference in opinion percentages highlights the lack of communication between two sub-district level functionaries.

D. Responses of Block DIET Coordinators (BDCs)

District	Perception of BACs		
	Continue as it is	Changes required	Total
Dhar	0	2	2 (100)
Gwalior	0	0	2 (100)
Mandla	0	2	2 (100)
Satna	2	0	2 (100)
Sehore	1	1	2 (100)
Grand Total	**3 (30)***	**5 (50)***	**10 (100)***

Table 3.43: Perceptions of BDCs on Continuation of Dakshata Samvardhan Programme (district-wise)

Observations from Table 3.43: The BDCs were more in favour of changes in the Dakshata Samvardhan programme of quality improvement initiative. Out of 10 BDCs, about 3 BDCs viewed that the programme should be continued as it is, it didn't require any changes.

Key messages on Implementation of Dakshata Samvardhan

- The Quality Improvement Initiatives- Dakshata Samvardhan programme is generally being implemented as intended as revealed by the perception of Teachers, Head teachers/Shala Prabhari, CACs, BACs, BDCs and APCs.
- The programme created awareness among various functionaries of Education.
- Children have achieved Dakshatas as defined by Rajya Shiksha Kendra (RSK). It has also helped schools in identifying children's level of learning and taking action on their improvement. The records of Dakshata achieved by children were available in schools.
- Dakshata Samvardhan programme helped teachers to improve the pedagogy of teaching on suggested lines.
- Various factors facilitating implementation of Quality Improvement Initiative of Dakshata Samvardhan were related to teachers and their training, assessment and their evaluation, teaching and learning, monitoring and involvement of parents and community.
- Various factors impeding implementation of Dakshata Samvardhan related to inadequacies of school infrastructure, teachers and their training, monitoring and Teaching Learning Materials (TLMs). The non-participation of children, parents and community also emerged as a major impeding factor.
- Various functionaries of education system including teachers were in favour of continuation of Quality Improvement Initiative of Dakshata Samvardhan.

Analysis and Interpretation of Implementation of *Continuous and Comprehensive Evaluation*

CHAPTER 4

Continuous and Comprehensive Evaluation (CCE) is a scheme of assessment which asserts that there should be holistic assessment of children covering all aspects of the development on a continual basis. The assessment should be formative which aims at diagnosing the weak areas of development in children and provide them appropriate support so that they can catch up and strengthen their weak areas. This scheme was implemented by the state of Madhya Pradesh through Rajya Shiksha Kendra, Bhopal in the year 2011-12. Since then this scheme is in operation in schools and teachers training is also provided in this area. Under the present research study, implementation of this scheme was also studied in order to understand the ground realities and responses of different functionaries were gathered to draw the conclusions. In the context of CCE, the present chapter discusses : i. whether the programme was implemented as intended, ii. what factors facilitated and what factors impeded the implementation of this quality initiative and iii. what were the opinions of the stakeholders for continuing the initiative. The responses of different stakeholders were also obtained to know about how far the objectives of the scheme were met.

4.1. Whether Continuous and Comprehensive Evaluation was Implemented as Intended?

A. Responses of Teachers

Teachers were asked to write about their understanding on CCE. The purpose was to find out whether teachers were aware about the concept of CCE and its implementation.

A.I Knowledge on CCE

Sl. No.	District	Knowledge of CCE	
		Yes	No
1	Dhar	39	1
2	Gwalior	39	1
3	Mandla	39	1
4	Satna	40	0
5	Sehore	36	2
Grand Total		193 (98)	5 (2)

Table 4.1: District-wise Responses of Teachers' on knowledge about CCE (district-wise)

Sl. No.	School Grade	Knowledge of CCE	
		Yes	No
1	A	58	1
2	B	54	1
3	C	42	0
4	D	39	3
Grand Total		**193 (98)**	**5 (2)**

Table 4.2: School Grade-wise Responses of Teachers' on knowledge of CCE (school grade-wise)

Figures in the brackets represent percentage

FIG. 4.1 Teachers' Knowledge on CCE
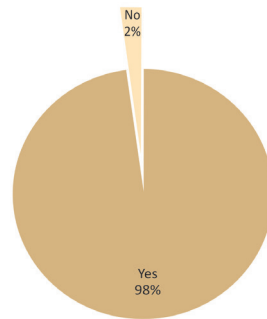
Observations from Table 4.1 and 4.2: Almost all the teachers from all the districts were aware of the CCE programme. Nearly 98 percent teachers across different school grades have knowledge about CCE and are acquainted with the process of assessment under CCE. About two percent responses with 'No' show the indifference or lack of information to the teachers.

This was a very crucial question as the teachers would not be able to implement the scheme if they were not oriented adequately on the scheme and its implementation methodology.

A.II CCE and Improvement in Achievement

The CCE scheme requires that the problems faced by children should be identified on a regular basis and through remedial classes these problems should be sorted out and resolved which ultimately should lead to improvement in the achievement of children. The responses of teachers in this regard have been presented through Table 4.3 and 4.4.

Table 4.3: Perceptions of Teachers on Identifying Problems, Actions Taken and Improvement after Special Classes (district-wise)

Sl. No.	District	Identifying academic problems		Special classes for students		Improvement after special classes	
		Yes	No	Yes	No	Yes	No
1	Dhar	39	1	40	0	38	2
2	Gwalior	40	0	40	0	39	1
3	Mandla	39	1	39	1	39	1
4	Satna	40	0	40	0	40	0
5	Sehore	38	0	38	0	38	2
	Grand Total	196 (99)	2 (1)	197 (99.5)	1 (0.5)	191 (96)	7 (4)

Figures in the brackets represent percentage

Table 4.4: Perceptions of Teachers on Identifying Problems and Improvement after Special Classes (school grade-wise)

Sl. No.	School Grade	Identifying academic problems		Special class for students		Improvement after special classes	
		Yes	No	Yes	No	Yes	No
1	A	59	0	59	0	55	4
2	B	54	1	54	1	54	1
3	C	41	1	42	0	42	0
4	D	42	0	42	0	40	2
	Grand Total	196 (99)	2 (1)	197 (99.5)	1 (0.5)	191 (96)	7 (4)

Figures in the brackets represent percentage

FIG. 4.2 CCE Process - Identifying Problems

No 1%

Yes 99%

FIG. 4.3 CCE Process - Orgnising Special Classes

No 0.5%

Yes 99.5%

FIG. 4.4 CCE Process - Improvement in Achievement

No 4%

Yes 96%
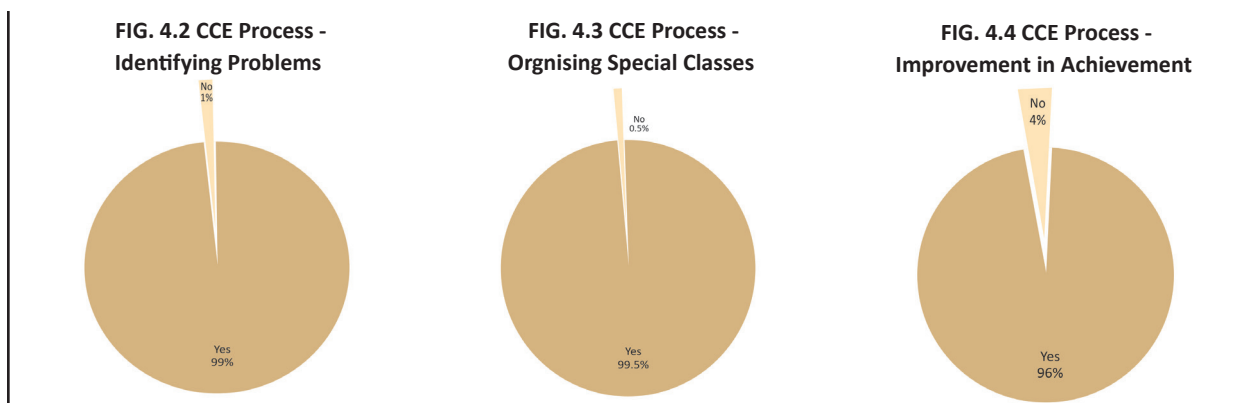
Observations from Table 4.3: 99 percent teachers expressed that they identified the weaknesses of the students. According to 99 percent teachers they tried to resolve the problems identified for learners, 96 percent of them also informed that after the special efforts by teachers, an improvement in the achievement levels of children was found.

Here, teachers of Satna district seemed doing better in terms of identifying academic problems of children, arranging remedial classes for those children who face conceptual difficulties in understanding subject matter and their efforts to bring improvement in children's academic achievement. Teachers' perceptions in Gwalior and Sehore districts are slightly different than Satna especially on improvement after special classes. It is important that teachers reflect on their pedagogical practices and help children in their overall development and improvement in learning.

Observations from Table 4.4: Ninety nine percent of teachers from all grade schools were able to identify the academic problems of the children and 99.5 percent teachers were scheduling remedial classes after identifying the problems faced by children. It seems quite a good work by teachers. About four percent teachers informed that there was no significant improvement in children's academic scores as well as in their overall development. It is important to find out probable reasons in case of these children to take necessary action.

A.III Methods Used By Teachers in Classrooms

The methods used by teachers in the classrooms directly affect learning by children. The National Curriculum Framework 2005 has also emphasised on pedagogy if a shift from rote memorisation is to be implemented. Teachers were therefore asked to share the methods they were frequently using in the classrooms to improve learning of children. The responses were as follows.

Sl. No.	Methods Used	District					No. of responses
		Dhar	**Gwalior**	**Mandla**	**Satna**	**Sehore**	
1	Flexible system group teaching	18	9	23	18	15	83 (40)
2	Extra time for weak students	8	17	17	12	14	68 (33)
3	Assessing Social Personal Quality (SPQ)	5	11	10	5	5	36 (18)
4	Contact with Parents	3	3	0	2	12	20 (9)
	Total no. of responses	**34**	**40**	**50**	**37**	**46**	**207 (100)**

Table 4.5: District-wise Methods used by Teachers to Improve Learning of Children (district-wise)

Figures in the brackets represent percentage

FIG 4.5 Methods used by Teachers
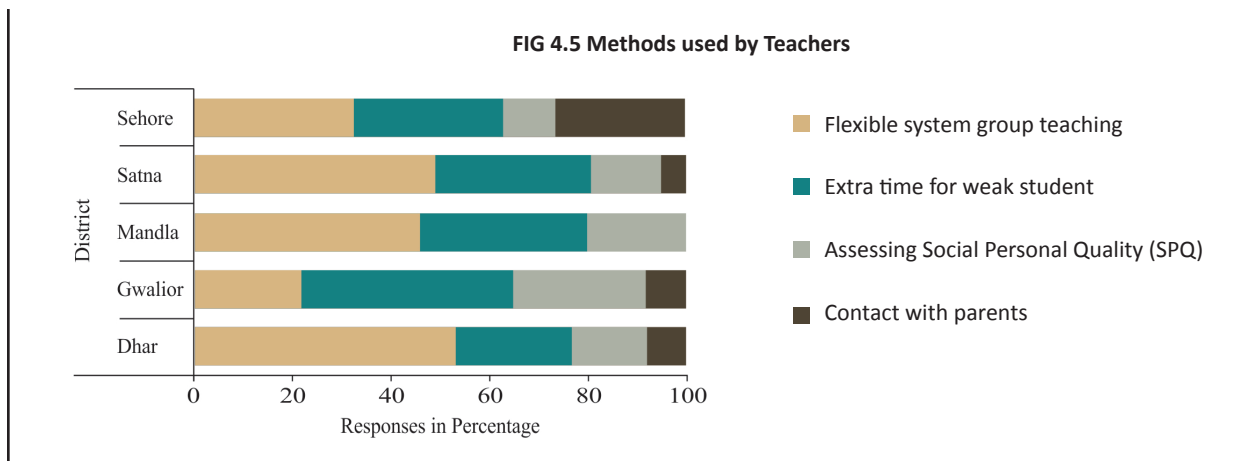
Observations from Table 4.5: Generally 'Group teaching' and extra time for weak students are popular methods followed by teachers across districts. Teachers of Sehore district viewed 'contact with parents' as an important method to improve learning by children, besides group teaching and giving extra time to weak students.

Table 4.6: School Grade-wise Methods used by Teachers to Improve Learning of Children (school grade-wise)

Sl. No.	Methods Used	School Grade				No. of responses
		A	B	C	D	
1	Flexible system group teaching	29	22	13	19	83 (40)
2	Extra time for weak students	23	22	12	11	68 (33)
3	Assessing Social Personal Quality (SPQ)	8	9	12	7	36 (18)
4	Contact with Parents	5	4	9	2	20 (9)
	Total no. of responses	**65**	**57**	**46**	**39**	**207 (100)**

Figures in the brackets represent percentage

FIG 4.6 Methods used by Teachers
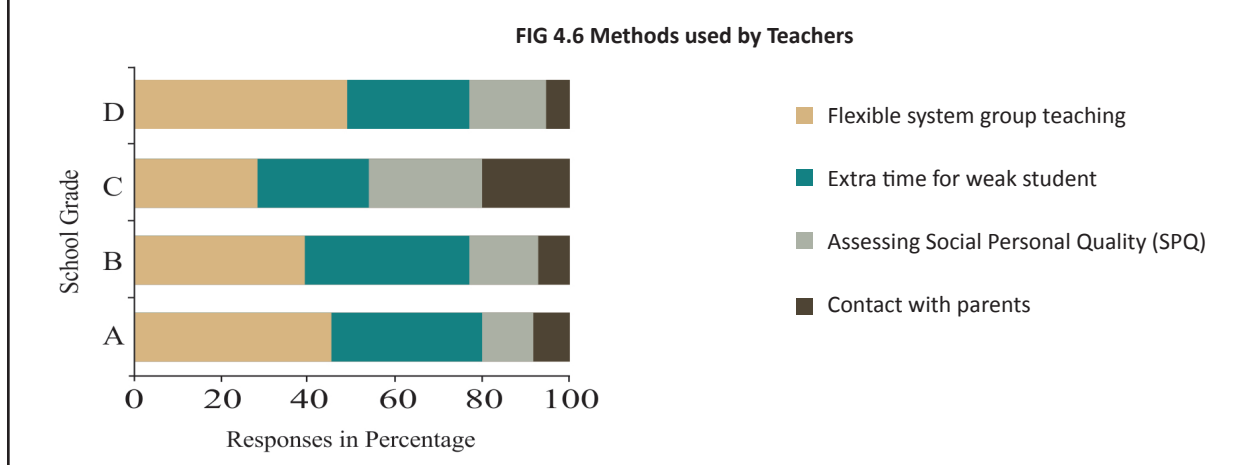
Observations from Table 4.6: Mainly group teaching and devoting extra time to academically weaker students are the methods used by teachers across schools of all grades for improving the performance of learners. About nine percent of teachers have expressed contact and communication with the parents as one of the steps. Approximately 18 percent of teachers mentioned that they conducted assessment of social personal qualities of children for understanding them and

improving their learning levels. Another revelation as per Table 4.6 is that there is no difference in the responses of teachers from schools in all kinds of grades, A, B, C or D.

A.IV Teachers' Familiarity with Implementation of Guidelines

Rajya Shiksha Kendra (RSK) is the apex body for managing elementary education in Madhya Pradesh. It designs, executes and implements educational policies in the State. Teachers were asked whether they were familiar with the guidelines on CCE as developed by RSK in pursuance of the Right to Education Act, 2009. Also, they were asked to express their opinion on the achievement of objectives of CCE as an evaluation and assessment tool.

Sl. No.	District	Familiarity with the Guidelines		Achievement of CCE objectives	
		Yes	No	Yes	No
1	Dhar	39 (97.5)	1 (2.5)	32 (80)	8 (20)
2	Gwalior	34 (85)	6 (15)	32 (80)	8 (20)
3	Mandla	34 (85)	6 (15)	32 (80)	8 (20)
4	Satna	35 (87.5)	5 (12.5)	25 (62.5)	15 (37.5)
5	Sehore	38 (100)	0	32 (84.2)	6 (15.8)
	Grand Total	180 (91)	18 (9)	153 (77)	46 (23)

Table 4.7: Perception of Teachers on Familiarity with the Guidelines and Achievement of Objectives (district-wise)

Figures in the brackets represent percentage

Table 4.8: Perception of Teachers on Familiarity with the Guidelines and Achievement of Objectives (school grade-wise)

Sl. No.	School Grade	Familiarity with the Guidelines		Achievement of CCE objectives	
		Yes	**No**	**Yes**	**No**
1	A	53 (89.8)	6 (10.2)	43 (72.8)	16 (27.1)
2	B	50 (90.9)	5 (9)	44 (80)	11 (27.6)
3	C	39 (92.8)	3 (7.1)	31 (73.8)	12 (28.6)
4	D	38 (90.4)	4 (9.5)	35 (83.3)	7 (16.7)
	Grand Total	**180 (91)**	**18 (9)**	**153 (77)**	**46 (23)**

Figures in the brackets represent percentage

FIG. 4.7 Teachers' Familiarity with CCE Guidelines
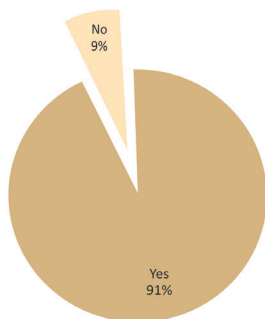
FIG. 4.8 Teachers' Perception on Achievement of CCE Objectives
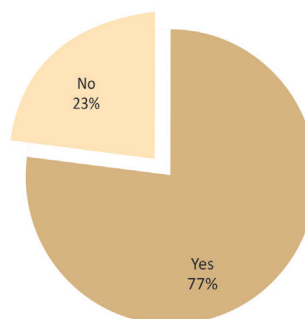
Observations from Table 4.7 and 4.8: Almost all teachers were familiar with the guidelines developed by RSK related to CCE from Dhar and Sehore districts. Majority of teachers from other

districts also indicated their familiarity with the CCE guidelines. Teachers' perceptions were also explored on fulfillment of objectives of CCE. About 77 percent teachers have informed that the objectives of CCE were fulfilled. On the other hand around 23 percent teachers denied it. Among those who denied, a higher percentage was from district Satna.

Teachers were found to be aware of the concept of CCE as communicated to them by RSK. Around 91 percent Teachers informed that they were familiar with the guidelines. It can further be observed from Table 4.8 that more number of teachers from C grade schools were aware of the guidelines as compared to number of teachers from other grade schools. Some of the teachers from district Gwalior, Mandla and Satna expressed that they were not familiar with the guidelines for implementing CCE.

While seventy seven percent teachers expressed that the objectives of CCE were achieved, nearly 23 percent teachers informed that the objectives of the CCE programme were not achieved. This analysis suggests that the reasons behind it should be found out and necessary actions should be taken.

A.V Teacher Training on CCE

To explore whether the Teachers training related to CCE is helping in the implementation of CCE, teachers were asked to share if they had attended the training programmes on CCE during 2012-2016. In most of the teachers training programmes held every year, CCE was one of the themes.

District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	22	18	25	25	24	16	19	21
Gwalior	29	11	28	12	24	16	20	20
Mandla	19	21	16	24	14	26	16	24
Satna	20	20	21	19	22	18	20	20
Sehore	24	14	30	8	24	14	24	14

Table 4.9: Responses of Teachers for Attending Training in CCE (district-wise)

Figures in the brackets represent percentage

FIG 4.9 Teachers' Trained for CCE
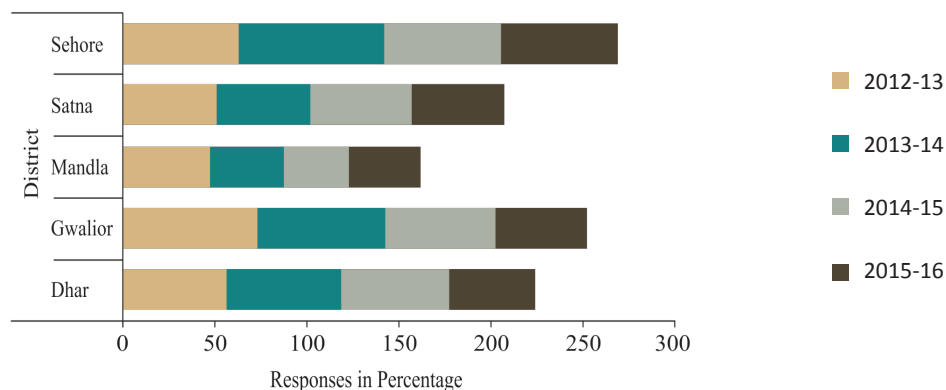
Observations from Table 4.9 and 4.10: More teachers got training during the year 2012-13 and 2013-2014 as compared to the years 2014-2015 and 2015 - 2016.

School Grade	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
A	36 (61)	23 (39)	39 (66)	20 (34)	35 (59)	24 (41)	29 (49)	30 (51)
B	33 (60)	22 (40)	29 (53)	26 (47)	28 (51)	27 (49)	28 (51)	27 (49)
C	20 (48)	22 (52)	26 (62)	16 (38)	22 (52)	20 (48)	22 (52)	20 (48)
D	25 (60)	17 (40)	26 (62)	16 (38)	23 (55)	19 (45)	20 (48)	22 (52)
Total	114 (57)	84 (43)	120 (61)	78 (39)	108 (55)	90 (45)	99 (50)	99 (50)

Table 4.10: Responses of Teachers for Attending Training in CCE (school grade-wise)

Figures in the brackets represent percentage

FIG 4.10 Teachers' Trained for CCE

Table 4.10 shows a pattern that there is no difference in teachers training between teachers of C and D grade schools and similar pattern is found in A and B grade school teachers. 'A' grade school teachers are getting more opportunity for teachers training related to CCE than teachers of other grade schools.

B. Responses of Head Teachers / Shala Prabharis on Implementation of CCE

B.I Knowledge of CCE

Head Teachers are leaders of the schools and they provide mentoring to the teachers especially for implementing new initiatives. An effort was thus made to find out the awareness of Head teachers regarding CCE, its objectives and implementation mechanism.

Table 4.11: Responses of Head Teachers about knowledge of CCE and improvement in achievement (district-wise)

District	Familiarity with CCE		Improvement in achievement		Parents' knowledge about CCE	
	Yes	No	Yes	No	Yes	No
Dhar	20	0	20	0	15	5
Gwalior	20	0	20	0	20	0
Mandla	20	0	20	0	19	1
Satna	20	0	15	5	16	4
Sehore	19	1	19	1	19	1
Grand total	**99 (99)**	**1 (1)**	**94 (94)**	**6 (6)**	**89 (89)**	**11 (11)**

Figures in the brackets represent percentage

Table 4.12: Responses of Head Teachers regarding knowledge of CCE and Improvement in Achievement (school grade-wise)

School Grade	Familiarity with CCE		Improvement in achievement		Parents' knowledge about CCE	
	Yes	No	Yes	No	Yes	No
A	30	0	30	0	27	3
B	30	0	29	1	24	6
C	20	0	19	1	20	0
D	19	1	18	2	18	2
Grand total	99	1	96	4	89	11

Figures in the brackets represent percentage

Observations from Table 4.11 and 4.12: All the Head Teachers informed that they had knowledge of CCE. Most of them also expressed that CCE caused improvement in children's achievement. About 94 percent of them expressed that there was an improvement in the achievement level of children on account of CCE. However, six Head teachers, coming from district Satna and Sehore, felt that there was no improvement in the achievement level of children on account of CCE. When they were asked whether they shared the results of CCE with the children and their parents on monthly basis, 89 percent of HTs answered in 'yes' while 11 percent mentioned 'no'.

Table 4.12 reveals that 99 percent Head Teachers were familiar with the assessment under CCE and about 96 percent of them informed that CCE brought positive changes in children's achievement. About 89 percent head teachers expressed that parents knew about CCE scheme and their children's progress. The responses seem similar across different graded schools, yet more head teachers from grade 'C' schools seem to have knowledge about CCE. They also informed that CCE helped in improving children's performance and according to them parents were aware of CCE and their children's progress.

B.II Training of Head Teachers

Training is considered as an important factor for the success of quality improvement initiatives. Therefore, Headteachers were also asked about their training regarding CCE. The responses on CCE training from 2012-16 are presented in Table 4.13 and 4.14.

Table 4.13: Training for Continuous and Comprehensive Evaluation: Responses of head teachers (district-wise)

District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	15	5	15	5	14	6	13	7
Gwalior	13	7	13	7	15	5	11	9
Mandla	9	11	17	3	12	8	13	7
Satna	11	9	11	9	12	8	11	9
Sehore	14	6	14	6	16	4	17	3

Figures in the brackets represent percentage

School	2012-13		2013-14		2014-15		2015-16	
Grade	Yes	No	Yes	No	Yes	No	Yes	No
A	16 (53)	14 (47)	18 (60)	12 (40)	17 (57)	13 (43)	20 (67)	10 (33)
B	22 (73)	8 (27)	25 (83)	5 (17)	23 (77)	7 (23)	22 (73)	7 (23)
C	14 (70)	6 (30)	15 (75)	5 (25)	16 (80)	4 (20)	16 (80)	4 (20)
D	10 (50)	10 (50)	12 (60)	8 (40)	11 (55)	9 (45)	8 (40)	12 (60)
Total	62	38	70	30	67	33	66	33

Table 4.14: Training for Continuous and Comprehensive Evaluation: Responses of Head teachers (school grade-wise)

Figures in the brackets represent percentage

Observations from Table 4.13 and 4.14: The Head teachers from all the districts got training on CCE from 2012-16 and it was quite helpful in their progress. Table 4.13 reveals that many Head teachers did not receive the training during the last four years. This issue needs to be addressed.

There is a gradual increase in the number of Head teachers attending the training programmes, particularly in 'C' grade schools. However the number of Head teachers who did not receive the training is also quite large and this needs to get attention on a priority basis.

B.III Awareness of the Components of CCE

Table 4.15: Responses of Head Teachers on Components of CCE (district-wise)

Sl. No.	Components of CCE	Districts					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Monthly evaluation /class-wise/subject-wise	6	9	7	6	1	29 (56)
2	Assessing learning levels/curricular assessment	1	4	5	9	2	21 (40)
3	Diagnosing the weak points in learning of children	0	1	1	0	0	2 (4)
	Total no. of responses	7	14	13	15	3	52 (100)

Figures in the brackets represent percentage, 48 Head Teachers did not respond

Table 4.16: Responses of Head Teachers on Components of CCE (school grade-wise)

Sl. No.	Components of CCE	School Grade				Total responses
		A	B	C	D	
1	Monthly evaluation /class-wise/subject-wise	9	9	8	3	29 (56)
2	Assessing learning levels	7	3	6	5	21 (40)
3	Diagnosing the weak points in learning of children	1	0	0	1	2 (4)
	Total no. of responses	17	12	14	9	52 (100)

Figures in the brackets represent percentage, 48 Head Teachers did not respond

Observations from Table 4.15 and 4.16: Forty eight percent of Head Teachers did not respond when asked what the components of CCE are. Majority of them were from Sehore and Dhar. In other districts they were found to be familiar with the CCE as an assessment tool. Table 4.15 and 4.16 reveal the actual knowledge of responding head teachers regarding CCE Components. About 56 percent responses stated that it was monthly class-wise; subject-wise overall evaluation of children and about 40 percent responses informed that an important component of CCE was to

assess learning levels. The 'A' and 'C' grade school head teachers were more informed about the basic components of CCE than their counterparts in 'B' and 'D' grade schools.

B.IV Utility of CCE

The Head Teachers were also asked to share why they felt the need for implementing CCE. The responses are presented in Table 4.17 and 4.18.

Table 4.17: Responses of Head Teachers on Utility of CCE (district-wise)

| Sl. No. | Utility of CCE | District | | | | | No. of responses |
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Identifying weakness in learning	4	12	8	5	5	34 (48)
2	More opportunities for learning and continuous improvement	4	3	3	4	5	19 (27)
3	Improved method of examination	4	3	4	5	2	18 (25)
	Total no. of responses	**12**	**18**	**15**	**14**	**12**	**71(100)**

Figures in the brackets represent percentage, 29 Head Teachers did not respond

FIG 4.11 Head Teachers' Perception on Utility of CCE
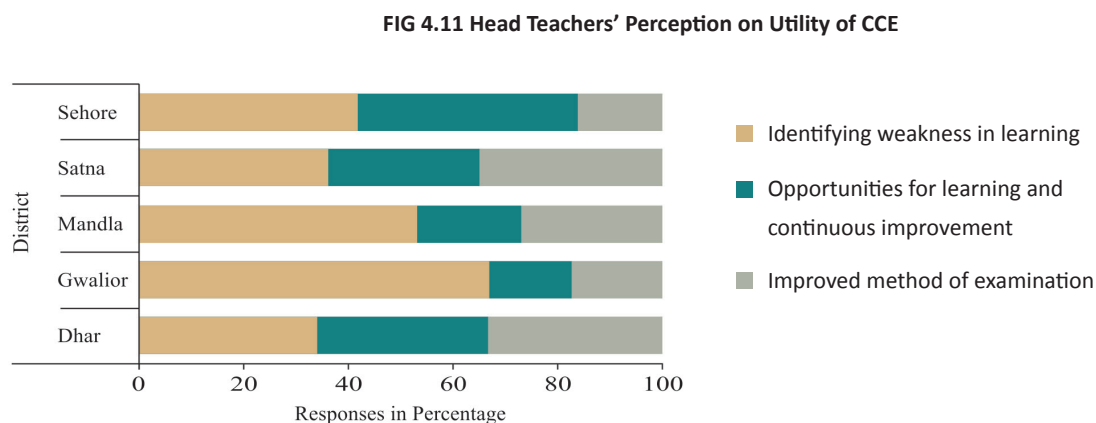
Observations from Table 4.17: Most of the Head Teachers have expressed that CCE is useful as it helps in identifying children's weaknesses in learning. This response is visible across districts yet it is more clear in case of Gwalior district. The other arguments are that this scheme provides more and diverse opportunities for learning and it is an improved method of examination.

Table 4.18: Responses of Head Teachers on Utility of CCE (school grade-wise)

| Sl. No. | Utility of CCE | School Grade | | | | Total responses |
		A	B	C	D	
1	Identifying weakness in learning	10	9	10	5	34 (48)
2	More opportunities for learning and continuous improvement	7	3	4	5	19(27)
3	Improved method of examination	5	8	2	3	18 (25)
	Grand Total	**22**	**20**	**16**	**13**	**71(100)**

Figures in the brackets represent percentage. 29 Head Teachers did not answer

FIG 4.12 Head Teachers' Perception on Utility of CCE
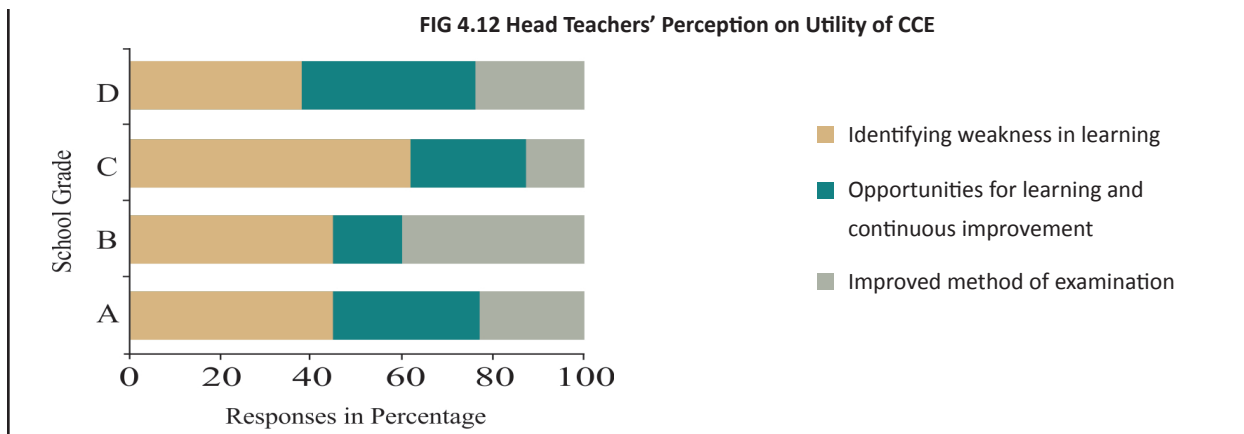
Observations from Table 4.18: Forty eight percent head teachers expressed that CCE was helpful to identify the students' academic problems while 27 percent indicated that it provided more opportunities to learn. Twenty five percent head teachers across different grades of schools, expressed that CCE was an improved method of examination.

C. Responses of Cluster Academic Coordinators (CACs)

C.I Familiarity with CCE and Achievement of its objectives

The CACs responses regarding the familiarity with the CCE and achievement of its objectives were obtained and analysed. The results are presented in Table 4.19.

District	Familiarity with Guidelines		Achievement of Objectives		Total no. of CACs
	Yes	No	Yes	No	
Dhar	6(86)	1(14)	6 (86)	1(14)	7 (100)
Gwalior	8(89)	1(11)	3 (33)	6 (67)	9 (100)
Mandla	11(85)	2(15)	4 (31)	9(69)	13 (100)
Satna	8(100)	0	4 (50)	4 (50)	8 (100)
Sehore	8(100)	0	5 (62)	3 (38)	8 (100)
Grand Total	41 (91)	4 (9)	22 (49)	23 (51)	45 (100)

Table 4.19: Responses of CACs on Familiarity with CCE and Achievement of its Objectives (district-wise)

Figures in the brackets represent percentage

FIG. 4.13 CACs' Familiarity with CCE Guidelines
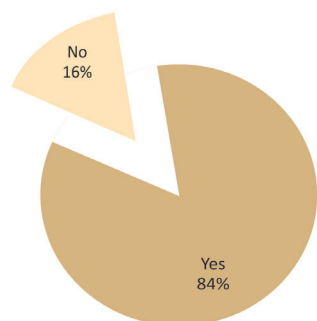
FIG. 4.14 CACs' Perception on Achievement of CCE Objectives
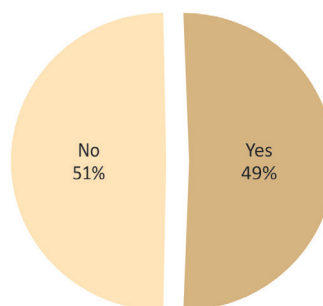
Observations from Table 4.19: All CACs from Satna and Sehore districts were familiar with CCE. Overall about 91 percent CACs have expressed that they were familiar with the guidelines

of RSK for implementing of CCE while 9 percent of them were not. Another revelation is that only 49 percent of them indicated that CCE has achieved its objectives, 51 percent did not agree with it. The premise for such response could be that most of the CACs expressed their perception on the basis of their visits to schools and interactions with the teachers. The opinions of CACs on accomplishment of CCE objective from district Mandla was different from the opinions of CACs of other districts in the State. The reasons for their difference in opinion need to the explored.

C.II Role of CACs in Teacher Training and Implementation of CCE

Table 4.20: Role of CACs in In-Service Teacher Training		
Sl. No.	**Role of CACs in Teachers Training**	**Total no. of responses**
1	Improvement the skills of Teachers	2
2	Training and monitoring after training	14
3	Resolution of the difficulties faced by Teachers	1
Majority of CACs could not list their responsibilities.		

Observations from Table 4.20: Regarding their role in in-service teachers training, 31 percent CACs informed that they basically provided academic support to teachers on pedagogic practices and methods of classroom transaction. Monitoring was another important responsibility resting with CACs. During the teachers training CACs informed that they tried to make teachers understand the objectives of CCE which include helping children to progress in academics along with development in extra-curricular, personal and social dimensions.

Table 4.21: Responsibilities of CACs in Implementing CCE (district-wise)							
Sl. No.	**Responsibilities of CACs**	**District**					**No. of responses**
		Dhar	**Gwalior**	**Mandla**	**Satna**	**Sehore**	
1	Organising extra-curricular activities for Children	4	5	8	5	7	29 (46)
2	Checking records and portfolios	3	4	1	3	4	15 (24)
3	Guiding Teachers about how to teach	1	2	3	5	0	11 (19)
4	Communication with the irregular children for regularity	0	1	3	0	0	4 (6)
5	Scheduling the remedial classes	3	0	0	0	0	3 (5)
	Total no. of responses	**11**	**12**	**17**	**13**	**11**	**63**
Majority of CACs could not list their responsibilities.							

Observations from Table 4.21: About 46 percent responses indicated that CACs organised extra-curricular activities for students while about 24 percent informed that they checked the records and portfolios of children in schools, class-wise and grade-wise. The CACs provided academic support to teachers on pedagogy as reflected by 19 percent responses. Some responses from CACs informed that they were communicating with irregular children to attend schools and also helping in scheduling of remedial classes.

D. Responses of Block Academic Coordinators (BACs)

The Block Academic Coordinators (BACs) were asked to respond on familiarity with CCE and achievement of the objectives of CCE. Their responses are presented in Table 4.22.

Table 4.22: Familiarity of BACs with CCE and Achievement of its Objectives (district-wise)				
District	**Familiarity with CCE**		**Achievement of Objectives**	
	Yes	**No**	**Yes**	**To some ext.**
Dhar	3 (75)	1 (25)	2 (50)	2 (50)
Gwalior	8 (100)	0	4 (50)	4 (50)
Mandla	8 (100)	0	2 (25)	6 (75)
Satna	5 (100)	0	3 (60)	2 (40)
Sehore	6 (75)	2 (25)	3 (37.5)	5 (62.5)
Grand Total	**30 (91)**	**3 (9)**	**14 (42)**	**19 (58)**

Observations from Table 4.22: About 91 percent BACs informed that they were familiar with the CCE while few of them (about nine percent) were not. About 42 percent BACs indicated that the objectives of CCE were achieved while 58 percent expressed that the objectives were achieved only to some extent.

E. Responses of Block DIET Coordinators (BDCs)

The responses of Block DIET Coordinators (BDCs) are presented in Table 4.23. Like other functionaries, they were also asked whether they were familiar with the CCE and its implementation and to what extent the objectives of CCE were achieved in schools.

Table 4.23: Perceptions BDCs on familiarity with CCE and fulfillment of objectives (district-wise)			
District	**Familiarity with CCE**	**Fulfillment of Objectives**	
	Yes	**Yes**	**To some ext.**
Dhar	2	2	0
Gwalior	2	2	0
Mandla	2	1	1
Satna	2	1	1
Sehore	2	1	1
Grand Total	**10 (100)**	**7 (70)**	**3 (30)**

Observations from Table 4.23: All BDCs were familiar with the CCE scheme and 70 percent of them informed that objectives of CCE were met. About 30 percent BDCs indicated that the objectives of CCE were met to only some extent. Responses from Dhar and Gwalior DIETs, are different than other DIETs in remaining three districts. Overall the responses led to the understanding that CCE was not a failure and it was seen as a good method to assess and enhance children's overall development.

F. Responses of Academic Programme Coordinators (APCs)

The APCs from all selected five districts were also asked about their knowledge on the concept and objectives of CCE. The questions were basically to find out their awareness about CCE and its components. Their responses are shown in Table 4.24.

Table 4.24: Awareness of Academic Programme Coordinators (APCs) about CCE (district-wise)						
Sl. No.	**Factors**	**District**				
1	Meaning of CCE	Dhar	Gwalior	Mandla	Satna	Sehore
2	Evaluation of Curricular Areas	Dhar	Gwalior			
3	Assessment of performance in Co-curricular Areas	Dhar				
4	Assessment of Personal Social Qualities	Dhar				
5	Assessment in non- threatening environment		Gwalior			

Observations from Table 4.24: The APCs of all districts were aware of the CCE Scheme. The APC from Dhar shared his knowledge regarding CCE while APCs from Mandla, Satna and Sehore just indicated their awareness about CCE. The comprehension of CCE was missing from their responses.

Findings on Implementation of CCE

- The Head teachers and teachers possessed knowledge about CCE; they were familiar with the process of assessment under CCE. However it was also learnt that two percent teachers were not having the knowledge about CCE.
- The Head teachers and teachers expressed that CCE helps in identifying the academic problems faced by children. Most of the teachers identified the weak areas of learning for individual students with the help of CCE. They tried to address such problems by organising special classes for them. This resulted in the improvement of their achievement.
- The teachers used flexible system of group teaching and they provided extra time to students facing problems.
- Teachers were familiar about the guidelines of implementation of CCE. Majority of them were of the opinion that objectives of CCE scheme were achieved.
- The teachers got training on CCE during last four years. At the initial stage, teachers from A and B grade schools participated in training more than the teachers from grade C and D schools.
- The Head Teachers were familiar about the components of CCE. They were also familiar with the utility and importance of CCE.
- The Cluster Academic Coordinators (CACs) were familiar with the CCE and they had a divided perception on the achievement of the objectives of CCE Scheme.
- The CACs were responsible for organising the training of teachers in CCE. Majority of them could not list their responsibilities related to the implementation of CCE.
- Block Academic Coordinators (BACs) were familiar with the CCE. However they were not clear about the achievement of the objectives of CCE.
- Block DIET Coordinators (BDCs) were familiar about the CCE scheme and Majority of them expressed that the objectives of CCE scheme were achieved.

4.2. Facilitating Factors for Implementation of Continuous and Comprehensive Evaluation

A. Responses of Teachers

Like Dakshata Sambardhan, Teachers were asked to share the facilitating factors for implementation of Continuous and Comprehensive Evaluation. *Observations from Table 4.25:* Fifty one percent responses received from teachers indicated that the most important facilitating factors for implementing CCE Table 4.25 and 4.26, are continuous assessment and remedial teaching. Appropriate pedagogy and conducive environment was reported as second important facilitating factor. Subject-wise and comprehensive assessment and good attendance of children were other important facilitators for successful implementation of Continuous and Comprehensive Evaluation.

Table 4.25: Facilitating factors for Continuous and Comprehensive Evaluation: Perceptions of Teachers (school grade-wise)

| Sl. No. | Factors | School Grade | | | | Total No. of Responses |
		A	B	C	D	
1	Continuous assessment and Remedial teaching	48	42	41	33	164 (51)
2	Appropriate Pedagogy and Fear free environment	18	26	14	13	71 (22)
3	Subject wise and Comprehensive assessment	18	20	12	9	60 (19)
4	Good attendance of children	8	6	6	5	25 (8)

FIG 4.15 Teachers' Perception on Facilitating Factors for CCE

Legend:
- Continuous assesment and Remedial teaching
- Appropriate pedagogy and Fear free environment
- Subject wise and Comprehensive assessment
- Good attendance of children

Table 4.26: Facilitating Factors for Continuous and Comprehensive Evaluation: Perceptions of Teachers (district-wise)

| Sl. No. | Factors | District | | | | | Total No. of Responses |
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Continuous Assessment and Remedial Teaching	36	30	48	23	27	164 (51)
2	Subject wise and Comprehensive Assessment	9	17	18	13	3	60 (19)
3	Appropriate Pedagogy and fear free environment	14	11	18	15	13	71 (22)
4	Good attendance of Children	7	4	2	12	0	25 (8)

FIG 4.16 Teachers' Perception on Facilitating Factors for CCE
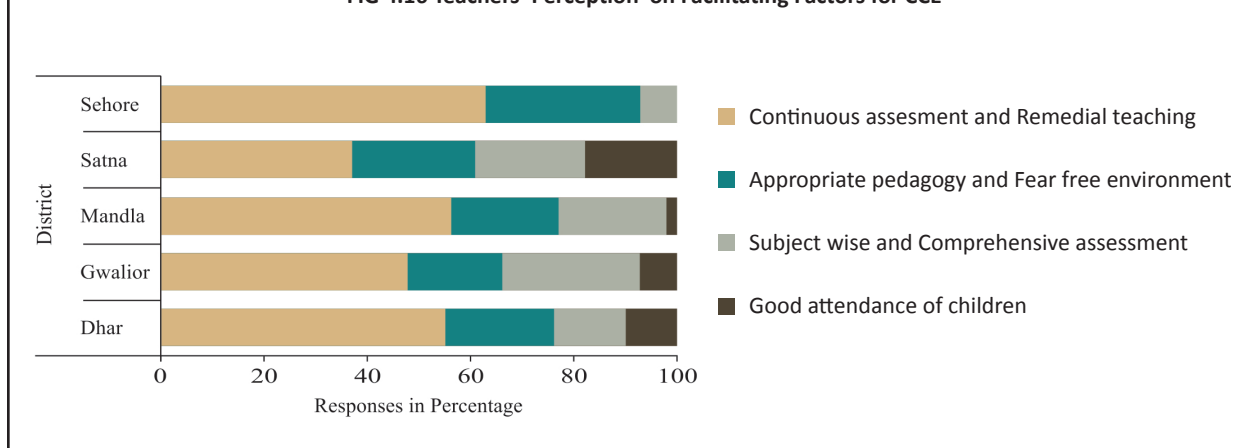
Observations and Analysis from Table 4.26: No difference was found in the perceptions of teachers from schools of all types of grades. The Table 4.26 shows that more responses were received from Mandla district as compared to others whereas least number of responses came from Sehore. Largely the same views have been reflected as far as first facilitator is concerned. However some responses laid more emphasis on pedagogy while others considered comprehensive assessment more important. However in CCE assessment should be an integral part of pedagogy and classroom transactions. This needs to be discussed in teachers training programmes.

From the above discussion, it may be stated that teachers are in favour of continuous assessment to evaluate the problems faced by children and to know their learning levels. To get deeper understanding, teachers viewed that using subject wise comprehensive assessment and remedial teaching facilitates the implementation of CCE. The subject specific pedagogies and conducive environment designed by teachers were also indicated as factors facilitating implementation of Continuous and Comprehensive Evaluation in schools.

B. Responses of Cluster Academic Coordinators (CACs)

The responses of Cluster Academic Coordinators (CACs) are presented below in Table 4.27.

| Sl. No. | Factors | District | | | | | Total No. of Responses |
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Identification of academic and other talents	2	2	5	5	6	20 (39)
2	Regular monitoring and evaluation	0	2	2	3	3	10 (19)
3	Identification of difficulties in learning	1	0	2	3	2	8 (15)
4	Interests of teachers	0	1	2	2	2	7 (13)
5	Maintaining portfolios	1	2	3	1	0	7 (14)

Table 4.27: Facilitating Factors for Implementing Continuous and Comprehensive Evaluation: Perceptions of CACs (district-wise)

Note: 33 Percent CACs did not respond to this question

FIG 4.17 CACs' Perceptions on Facilitating factors for CCE
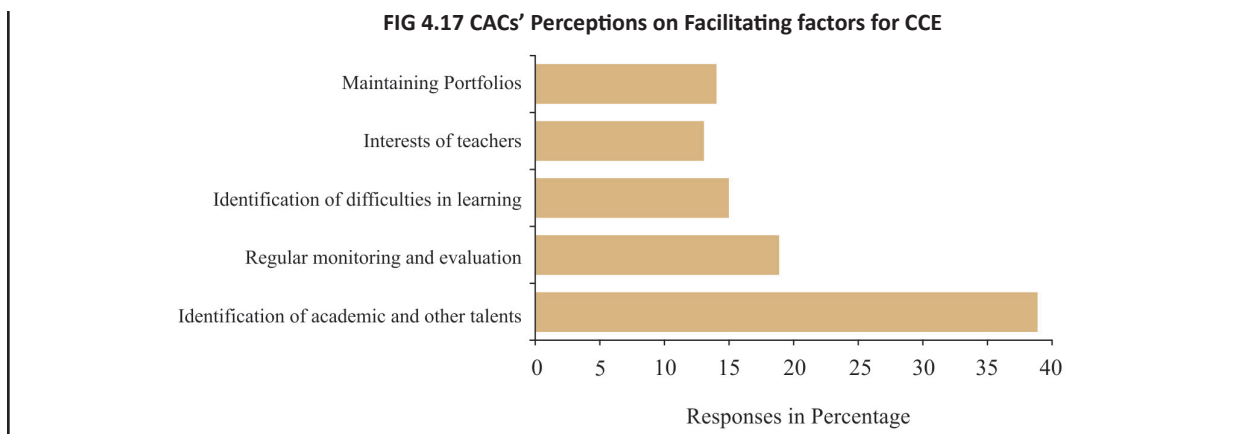
Observations from Table 4.27: About 33 percent CACs did not respond to the factors facilitating implementation of Continuous and Comprehensive Evaluation. Majority of responses suggested identification of academic and other talents was the major facilitating factor while regular monitoring and evaluation, identification and solution of difficulties in learning and maintaining portfolios were other important factors facilitating implementation of the Continuous and Comprehensive Evaluation programme.

C. Responses of Block Academic Coordinators (BACs)

Responses of Block Academic Coordinators were analysed, categorised and are presented in Table 4.28.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Fear free school environment and regularity in studies	0	5	2	1	5	13 (30)
2	Holistic assessment of children	0	4	1	2	3	10 (23)
3	Regular visits to schools and Teachers Training	1	2	2	2	2	9 (21)
4	Identification of difficulties faced by children and resolving them	4	1	2	1	0	8 (19)
5	Awareness of Teachers and parents about children progress	0	1	2	0	0	3 (7)

Table 4.28: Factors Facilitating Implementation of Continuous and Comprehensive Evaluation: Perceptions of BACs (district-wise)

FIG 4.18 BACs' Perceptions on Facilitating factors for CCE
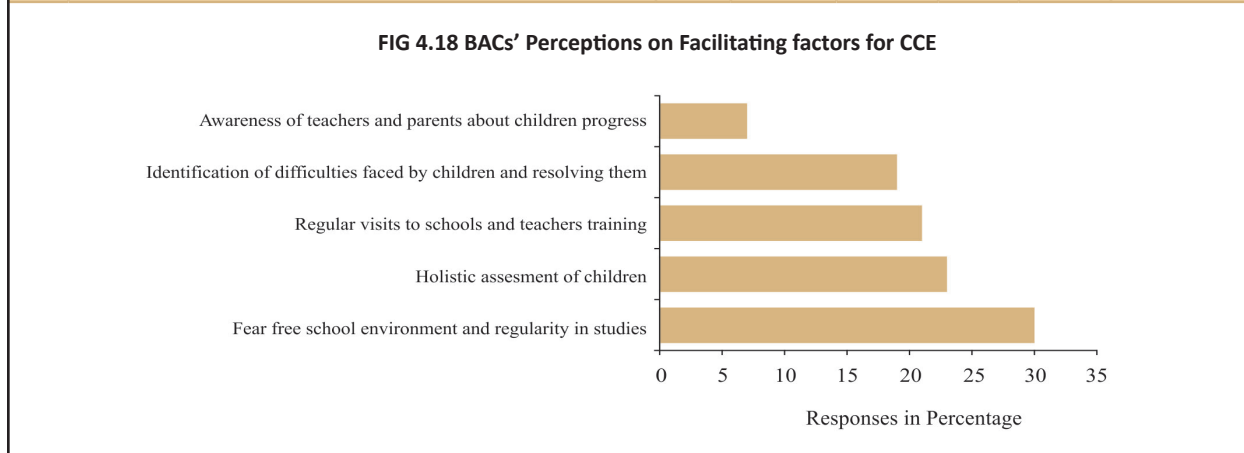
The BACs were of the view that fear free school environment and regularity in studies by children and their holistic assessment, regular visits to schools by officers and teachers training, were major facilitating factors. At the same time identification of difficulties faced by children and resolving them and awareness on the part of teachers and parents about children's progress are the other facilitating factors for the implementation of Continuous and Comprehensive Evaluation.

D. Responses of Block DIET Coordinators (BDCs)

The responses of Block DIET Coordinators (BDCs) are presented in Table 4.29.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Continuous Evaluation and Maintenance of student achievement record	1	2	1	2	2	8 (33)
2	Focus on subject-wise competencies by children	2	2	0	0	2	6 (25)
3	Pacing curriculum according to the needs of the students	2	0	1	0	2	5 (21)
4	Identifying the students' problem and helping them	0	2	2	1	0	5 (21)

Table 4.29: Factors facilitating implementation of Continuous and Comprehensive Evaluation: Perceptions of BDCs (district-wise)

Observations from Table 4.29: Continuous evaluation of academic and extra curricular activities, maintenance of achievement records, focus on subject wise competencies were the major facilitating factors as per BDCs. Identifying students' problems and initiatives for helping them and pacing curriculum according to the needs of the students were also perceived by BDCs as important facilitators for implementation of the Continuous and Comprehensive Evaluation.

Conclusion

The description given above reflects the perceptions of different functionaries about facilitating factors for the implementation of Continuous and Comprehensive Evaluation Scheme. In conclusion these factors can be depicted as follows.

Fig 4.19 : Major Facilitating factors for Implementation of CCE: Consolidated View
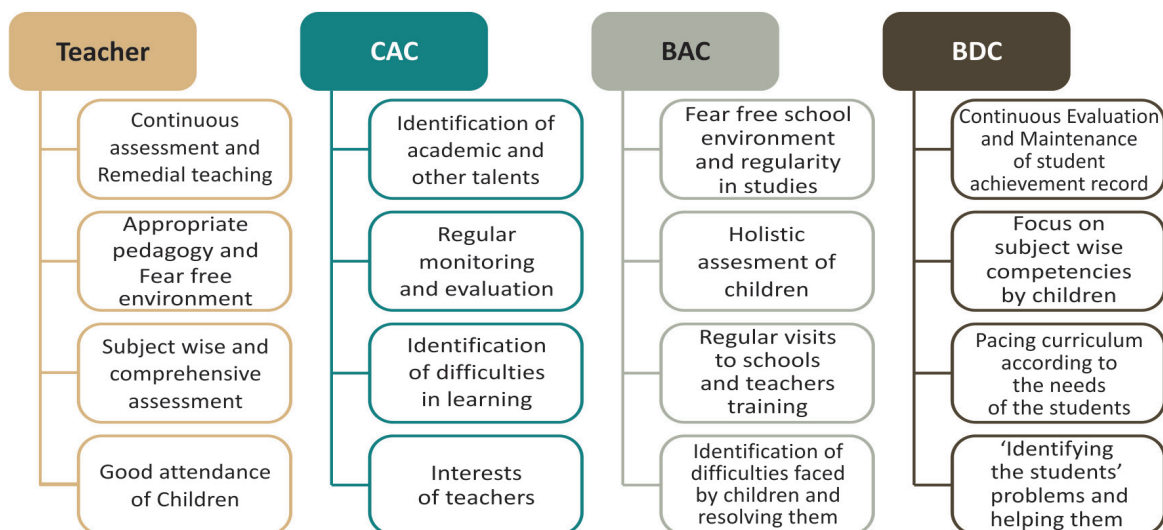
All the factors were considered for determining the dimensions of facilitating factors. These were analysed further and have been presented in figure 4.20 that depicts the dimensions and corresponding factors under each dimension.

Figure 4.20: Dimensions and Facilitating Factors of Continuous and Comprehensive Evaluation at a Glance

Teachers and their Training	• Interests of teachers • Monitoring and Facilitation by RSK • Teachers training
Assessment and Evaluation	• Subject wise and comprehensive assessment • Continuous assessment • Maintaining portfolios and assessment records
Monitoring and Children Participation	• Good attendance of children • Regular monitoring and evaluation • Active role of 'Bal Cabinet'
Teaching and Learning	• Subject specific pedagogy and competencies • Remedial teaching • Pacing curriculum appropriately in a fear free enviornment
Parents and Community	• Encouraging children for regular studies in schools • Awareness about children's progress in learning and other activities

4.3. Factors Impeding Implementation of Continuous and Comprehensive Evaluation

A. Responses of Teachers

The factors impeding implementation of CCE as per the perceptions of teachers are shown in Table 4.30.

Table 4.30: Factors Impeding Implementation of CCE: Perceptions of Teachers (grade-wise)						
Sl. No.	Factors	School Grade				Total No. of Responses
		A	B	C	D	
1	Disinterest of children	19	12	19	10	60 (23)
2	Shortage, Absence and Indifference of teachers	19	14	14	12	59 (23)
3	Parent's illiteracy and indifference	17	13	13	10	53 (21)
4	Lack of proper monitoring/ inadequate T.L.M	10	9	10	11	40 (15)
5	Lack of proper training to teachers on assessment	17	10	10	10	47 (18)
	Grand Total	**82**	**58**	**66**	**53**	**259 (100)**

FIG 4.21 Teachers' Perceptions regarding Impeding Factors

Legend:
- Disinterest of children
- Shortage, absence and Indifference of teachers
- Parent's illiteracy and indifference
- Lack of proper monitoring/ inadequate T.L.M
- Lack of Proper training to teachers ofn assesment

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Disinterest of Children	10	5	16	18	10	59
2	Shortage, Absence and Indifference of Teachers	18	14	15	8	4	59
3	Parent's illiteracy and indifference	10	10	13	14	7	54
4	Lack of proper monitoring/ inadequate T.L.M	7	12	13	7	1	40
5	Lack of proper training to Teachers on assessment	11	9	5	12	10	47
	Grand total	**56**	**50**	**62**	**59**	**32**	**259**

Table 4.31: Factors Impeding Implementation of CCE: Perceptions of Teachers (district-wise)

FIG 4.22 Teachers' Perception on Impeding Factors
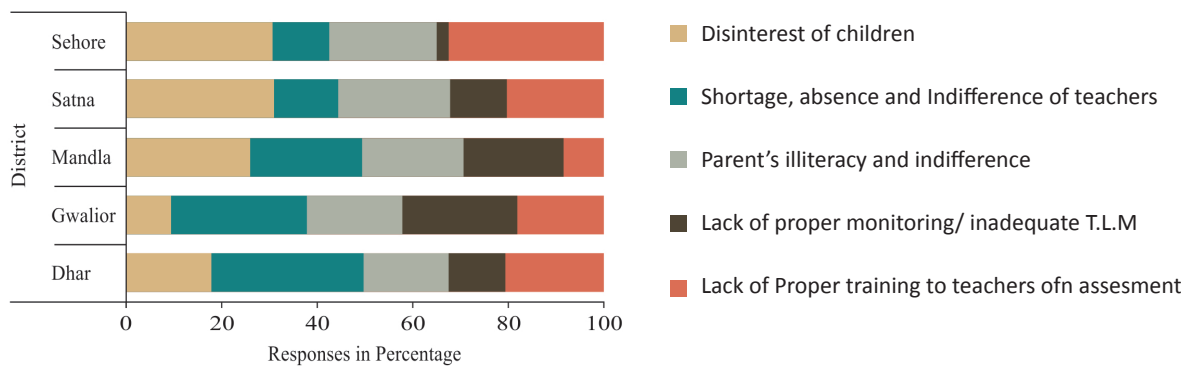
Observations from Table 4.30 and 4.31: The shortage of teachers coupled with the absence and indifference of existing teachers are the main reasons particularly from B, C and D grade schools. The important impeding factors as revealed from the perspective of teachers from A and C grade schools are child labour and lack of interest on the part of children, parents' low level of education and lower socio-economic status. Parents' illiteracy and their indifference have also been highlighted by the teachers of C and D grade schools. Some of them have also expressed inadequacy of proper teaching-learning material, lack of proper training and mentoring and documentation as same other factors impeding implementation of CCE. From the above discussion it can be said that teachers' absence and indifference and record keeping for CCE prominently emerged as hindering factors for proper implementation of CCE.

Further, teachers were asked about the difficulties faced by them. Absence and indifference of children and record keeping were the major problems faced by teachers. The teachers from schools under grade C and D cited record maintenance as the most major problem.

Sl. No.	Factors	School Grade				Total No. of Responses
		A	B	C	D	
1	Absence and indifference of children towards learning	20	16	12	12	60 (44)
2	Record keeping of written exams	10	14	15	14	53 (39)
3	No problems	12	7	2	3	24 (17)
	Grand Total	**42 (31)**	**37 (27)**	**29 (21)**	**29 (21)**	**137 (100)**

Table 4.32: Teachers Perception on Problems Faced (school grade-wise)

Figures in the brackets represent percentage. 30 percent Teachers did not respond to this question.

FIG 4.23 Teachers' Perception on Problems Faced in Implementation
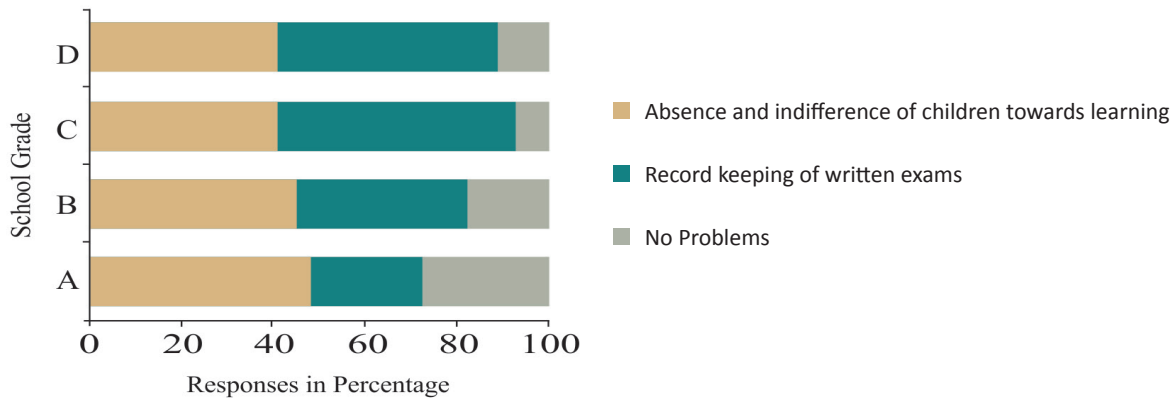
Table 4.33: Teachers Perception on Problem Faced (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Absence and indifference of children towards learning	7 (11)	9 (15)	18 (30)	13 (22)	13 (22)	60 (44)
2	Record keeping of written exams	11 (21)	9 (17)	11 (21)	8 (15)	14 (26)	53 (39)
3	No Problems	4 (17)	12 (49)	4 (17)	4 (17)	0 (0)	24(17)
	Grand total	**22 (16)**	**30 (22)**	**33 (24)**	**26 (18)**	**27 (20)**	**137 (100)**

Figures in the brackets represent percentage. 30 percent Teachers did not respond to this question.

FIG 4.24 Teachers' Perception on Problems Faced in Implementation
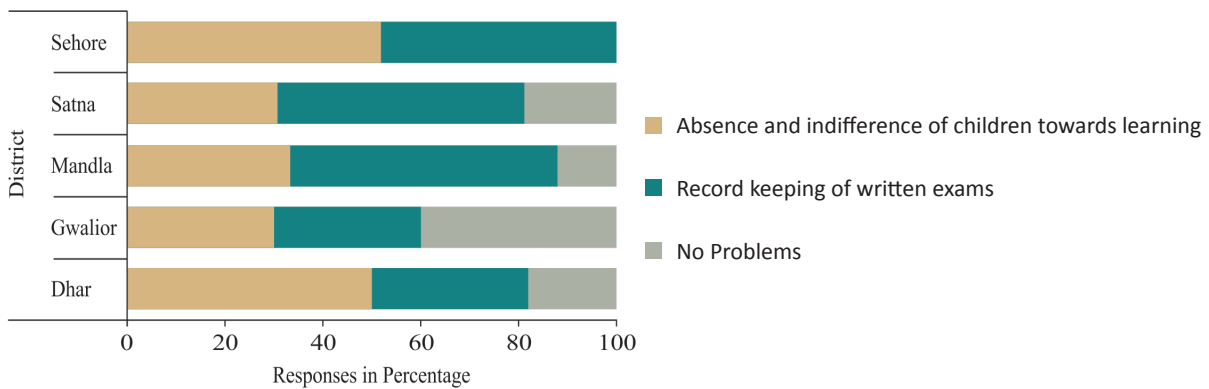
Observations from Table 4.32 and 4.33: Forty four percent Teachers indicated the student absenteeism and their indifference towards learning affected the implementation of CCE. They also viewed that record keeping and maintaining documents was difficult for them. Only seventeen percent responses reported 'No problems', it means the rest of the teachers were facing problems related to proper implementation of CCE in government schools.

B. Responses of Cluster Academic Coordinators (CACs)

The CACs provide academic support to all government schools at the cluster level and monitor the activities of the schools. Their responses are scattered and point out several factors.Table 4.34 presents the responses CACs regarding the factors impeding implementation of CCE.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Inadequate Teachers training and Attitude towards 'No detention policy'	3	5	8	4	2	22
2	Excessive work load and shortage of Teachers	1	3	4	4	5	17
3	Students absenteeism/ dropout/ migration	2	3	3	2	5	15
4	Lack of good rapport between the guardians and teachers	0	0	4	3	2	9
5	No proper monitoring of CCE implementation	1	1	1	1	0	4
	Grand total	7	12	20	14	14	67

FIG 4.25 CACs' Perceptions on Impeding Factors

- Teachers inadequate training and adequate
- Work load and shortage of teachers
- Students absenteeism/ dropout/ migration
- Lack of contact between the guardians and teachers
- Lack of monitoring of CCE implementation
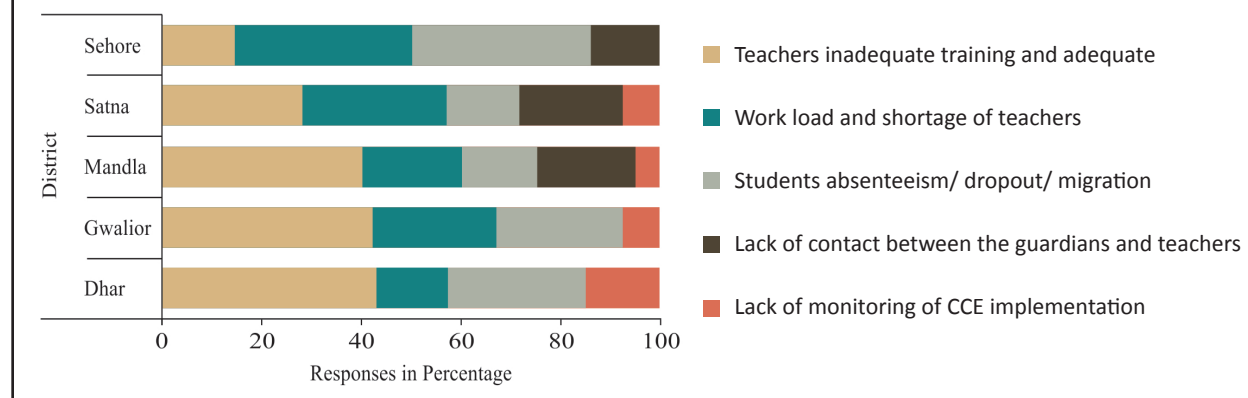
Observations from Table 4.34: CACs indicated students' absenteeism, migration of parents as most important impeding factors. The other factors included inadequate teachers training, engagement of teachers in non-academic work and lack of good rapport between guardians and teachers.

C. Responses of Block Academic Coordinators (BACs)

The Block Academic Coordinators (BACs) responses are presented in Table 4.35.

Table 4.35: Factors Impeding Implementation of CCE: Perceptions of BACs (District-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Lack of regular assessment and follow up by Teachers	8	11	11	2	7	39
2	Excessive work load and shortage of Teachers	4	4	3	1	5	17
3	Indifference of children and their parents	0	2	3	3	4	12
	Grand total	12	17	17	6	16	68

FIG 4.26 BACs' Perceptions on Impeding Factors
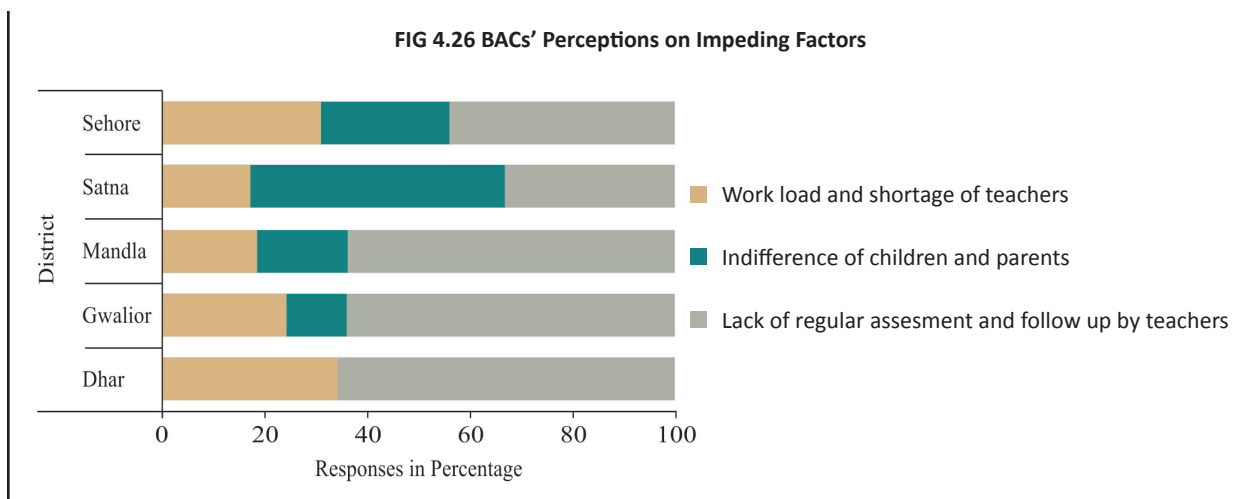
Observations from Table 4.35: Like the CACs, the BACs responded variedly on impeding factors. They felt that factors related to teachers like inadequate teachers, lack of proper teachers' training and teachers involvement in non-academic work were the most prominent impeding factors. The other impeding factors which seem significant from their responses were related to children, primarily, the absence and indifference of children and neglect by the parents. However, some other responses such as lack of communication in the administrative set-up and lack of regular assessment and follow up by teachers were also causing problems in the implementation of CCE.

D. Responses of Block DIET Coordinators (BDCs)

The responses of Block DIET Coordinators (BDCs) regarding the factors impeding implementation of CCE are presented in Table 4.36.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Lack of adequate Teachers training	0	2	1	2	5	10
2	Inadequate Teachers and non-academic work load	2	0	0	1	2	5
3	Student absenteeism	2	0	0	1	0	3
4	Record keeping	0	2	0	0	0	2
5	Due to shortage of time, evaluation of extracurricular activities not done	0	0	1	0	1	2
6	Indifference of parents and non-participation	2	0	0	0	0	2
	Grand total	**8**	**4**	**2**	**4**	**8**	**26**

Table 4.36: Factors Impeding Implementation of CCE: Perceptions of BDCs (district-wise)

The Block DIET coordinators are basically the teacher educators who are also the faculty members of District Institute of Education and Training. They highlighted the factors related to teachers as the major problems for not implementing CCE as intended.

Observations from Table 4.36: The BDCs informed that the teachers' shortage and their involvement in non-academic work was the main impeding factor. From the responses of BDCs, it is clear that learners were not regular in attending schools. BDCs indicated indifference and non-participation of parents as one of the reasons for not implementing CCE as intended.

E. Responses of Academic Programme Coordinators (APCs)

The responses of Academic Programme Coordinators (APCs) regarding the factors impeding implementation of CCE are presented below in Table 4.37.

S. No.	Factors	Total No. of Responses
	Table 4.37: Factors Impeding Implementation of CCE: Perceptions of APCs	
1	Shortage of Teachers / Non-teaching assignments to Teachers	10 (52)
2	Lack of effective monitoring	3 (16)
3	Lack of effective Teachers training/ indifference of Teachers	3(16)
4	Irregularity of children and indifference of parents	2 (12)
5	Too much record maintaining	1 (6)

FIG 4.27 APCs' Perceptions on Impeding Factors
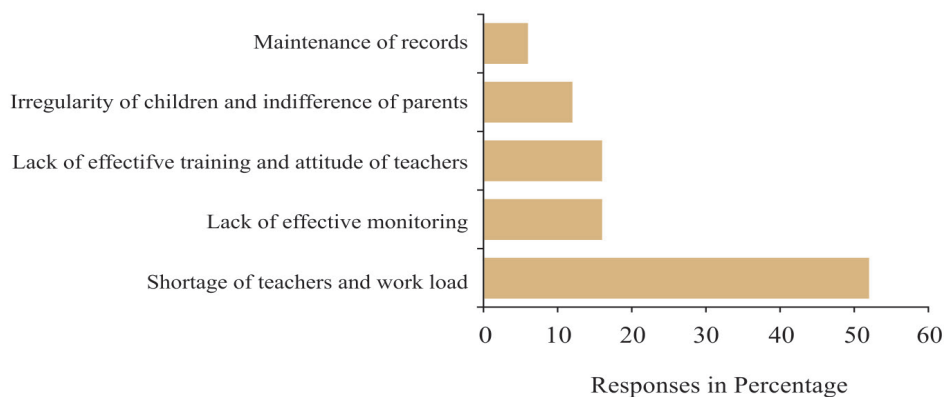
Observation from Table 4.37: APCs responded that shortage of teachers and non-teaching assignments to them were major impeding factors. They also viewed that due to inadequate training of teachers related to CCE and indifference of teachers, the teachers were not able to understand the concept of CCE. The APCs viewed this factor as another impeding factor for implementation of CCE. Beside these, they also indicated the inadequate and irregular monitoring and indifference on the part of parents as other impeding factors.

The *'Teacher'* related factor is clearly echoed as impeding factor in all research tools administered to different respondents. Lack of effective teacher training is clearly emerging as an impeding factor. Therefore, it can be concluded that teachers training should be more emphasized and strengthened, so that they are able to balance out the academic and non-academic work assigned to them and do proper evaluation and monitoring of children, thus contributing positively towards the achievement of basic competencies and acquisition of other skills by children.

Figure 4.28: Major Impeding Factors for Implementation of CCE: Consolidated View

Teacher	CAC	BAC	BDC	APC
Disinterest of Children	Inadequate teacher training and attitude towards 'No Detention Policy'	Lack of regular assessment and Follow up by teachers	Inadequate teacher training	Workload and Shortage of teachers
Shortage, Absence and Indifference of teachers	Workload and Shortage of teachers	Workload and Shortage of teachers	Workload and Shortage of teachers	Ineffective Montioring
Parent's illiteracy and Indifference	'Student's Absenteeism, Dropout, Migration	Indifference of children and parents	Student's Absenteeism	Ineffective teacher training/ Indifference of teachers

The figure 4.28 shows that lack of effective teachers training, inadequate teachers, students' irregularity, teachers' engagement in non-teaching activities, lack of monitoring and proper assessment are major impeding factors.

The factors identified from all the sources were clubbed together under common theme, called as dimensions. The six different dimensions were created namely: i. teachers and their training, ii. assessment and evaluation, iii. monitoring, iv. teaching and learning environment and materials and methods, v. participation of parents and community and vi. children's participation. Factors related to each dimension are shown in Figure 4.28.

Figure 4.29: Impeding Factors for CCE at a Glance

Teachers and their training	• Shortage of teachers • Engagement in non-academic work • Ineffective teacher training • indifferent attitude of teachers
Assessment and evaluation	• Portfolios are not properly maintained • Absence of authentic and regular assessment by teachers • Shortage of time to evaluate extra-curricular activities • Lack of proper follow up of children in schools
Monitoring	• Inadequate monitoring • lack of effective monitoring
Teaching and Learning environment, Materials and Methods	• Absence of basic facilities • Lack of adequate T.L.M • More emphasis on exams than giving feedback • Difficulty in identifying the problems faced by the students
Participation of Parents and community	• Parent's illiteracy/familiar background of children • Indifference of parents and community members • Lack of awareness among parents regarding CCE
Children's Participation	• Attitudes towards 'no detention policy' and disinterest of children • Student dropout, migration and child labour • Absenteeism, irregularity and lack of punctuality

4.4. Opinion of Functionaries on Continuation of CCE

The opinion from different stakefolders were sought regarding the continuation of the CCE programme respondents were asked to inform whether the programme should be continued as it is or closed or continued after making changes. The responses have been discussed as follows.

A. Perceptions of Teachers

Observations from Table 4.38: The first observation from Table 4.38 is that about 63 percent teachers suggested to continue the programme as it is while 26 percent of them expressed that changes should be made.

Majority of Teachers who suggested that programme needs some changes and should be continued after making changes were from A and C grade schools. As far as perceptions of Teachers are concerned, only 5 percent of them, which may be treated as a stray response, expressed that the programme should be closed. Thus about 63 percent teachers expressed that the programme should be continued, 26 percent suggested that the programme needed changes and 7 percent indicated that the programme should continue after making changes.

Table 4.38: Perceptions of Teachers on Continuation of CCE (district-wise)					
District	**Views of Teachers on CCE**				
	Continue as it is	**Should be closed**	**Changes required**	**Continue with changes**	**Total**
Dhar	25 (62.5)	0	13 (32.5)	2 (5)	40 (100)
Gwalior	27 (67.5)	0	9 (22.5)	4 (10)	40 (100)
Mandla	23 (57.5)	1 (2.5)	10 (25)	6 (15)	40 (100)
Satna	28 (70)	3 (7.5)	9 (22.5)	0	40 (100)
Sehore	21 (55.2)	5 (13.1)	10 (26.3)	2 (5.2)	38 (100)
Grand Total	**124 (62.6)***	**9 (4.5)***	**51(25.8)***	**14 (7.1)***	**198 (100)***

FIG 4.30 Teachers' Perceptions on Continuation of Existing CCE Scheme
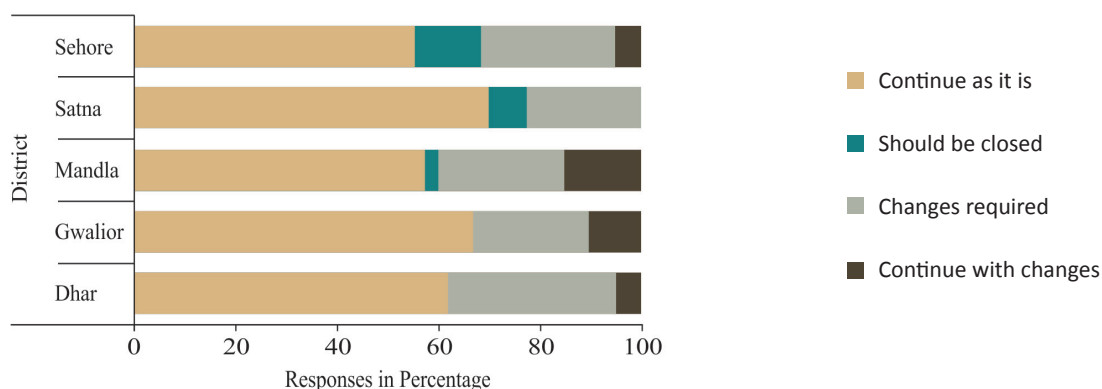
B. Perception of Cluster Academic Coordinators (CACs)

The opinion of Cluster Academic Coordinators regarding continuing CCE Scheme are presented in Table 4.39.

District	Perception of CACs			
	Continue as it is	Changes required	Continue with changes	Total
Dhar	3 (43)	1 (14)	3 (43)	7 (100)
Gwalior	1 (11)	8 (89)		9 (100)
Mandla	7 (53.8)	5 (38.5)	1 (7.7)	13 (100)
Satna	3 (37.5)	5 (62.5)		8 (100)
Sehore	6 (75)	2 (25)		8 (100)
Grand Total	20 (44.4)*	21 (46.6)*	4 (9)*	45 (100)*

Table 4.39: Perceptions of CACs on the continuation of the CCE programme (district-wise)

FIG 4.31 CACs' Perceptions on Continuation of Existing CCE Scheme

Observations from Table 4.39: No CACs agreed with the idea of closing the CCE programme. While 44 percent expressed that the programme should continue, 47 percent informed that the programme needs changes and 9 percent CACs indicated that programme should continue with changes.

C. Perceptions of Block Academic Coordinators (BACs)

The opinion of BACs for continuing the existing CCE programme are summarised and presented in Table 4.40.

District	Perceptions of BACs				
	Continue as it is	Should be closed	Changes required	Continue with changes	Total
Dhar	2 (50)	0	2 (50)	0	4 (100)
Gwalior	3 (37.5)	0	3 (37.5)	2 (25)	8 (100)
Mandla	2 (25)	1 (12.5)	5 (62.5)	0	8 (100)
Satna	5 (100)	0	0	0	5 (100)
Sehore	3 (37.5)	2 (25)	3 (37.5)	0	8 (100)
Grand Total	15 (45.5)*	3 (9.1)*	13 (39.4)*	2 (6.1)*	33 (100)*

Table 4.40: Perceptions of BACs on Continuation of CCE Programme (district wise)

FIG 4.32 BACs' Perceptions on Continuation of Existing CCE Scheme
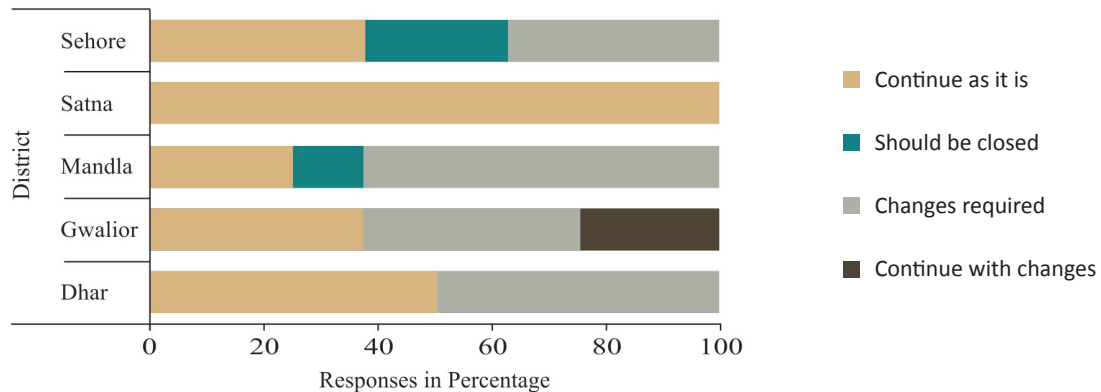
Observations for Table 4.40: Amongst BACs a difference in responses is observed. Some of the BACs in Sehore and Mandla expressed that the programme should be stopped. BACs of Satna did not suggest changes in the existing CCE programme. Overall, it can be concluded from the responses that there is equal division of opinion amongst BACs on the programme to be continued as it is and programme to be continued with changes.

Key messages on Implementation of Continuous and Comprehensive Evaluation

- The Quality Improvement Initiative of CCE was implemented as intended as revealed by the perceptions of teachers, Head teachers/ Shala Prabhari, CACs, BACs, BDCs and APCs.
- The functionaries of the educational administration were aware of the concept and objectives of CCE.
- The functionaries at school level including teachers and Head Teachers/Shala Prabhari perceived that implementation of CCE resulted in improvement in the achievement level of children.
- Major factors facilitating implementation of CCE included continuous assessment and remedial teaching, subject-wise and comprehensive assessment, appropriate pedagogy and fear free environment and focus on subject-wise competencies.
- Prominent factors impeding implementation of quality improvement initiative of CCE included lack of proper monitoring, shortage of teachers, ineffective teacher training and indifference of parents and children.
- All functionaries including teachers were in favour of continuation of CCE. However a good percentage of teachers, CACs and BACs BDCs and APCs indicated that the existing scheme should be modified and the new scheme after incorporating needful changes should be introduced.

Analysis and Interpretation of Implementation of *Pratibha Parv*

The Pratibha Parv is a quality enhancement initiative of the School Education Department, Govt. of Madhya Pradesh for students, teachers and schools, wherein all the government elementary schools are externally evaluated on academic, infrastructural and institutional aspects. This programme was launched in the year 2011-12. The programme covers all the Government Primary and Upper Primary schools and demonstrates the commitment and priority of the State government towards the student learning achievement. The state has also made significant efforts to provide suitable infrastructure to all schools to facilitate teaching learning process.

Like Dakshata Samvardhan and Continuous and Comprehensive Evaluation the quality initiative namely, Pratibha Parv was also explored around four objectives of the present research study. The present chapter discusses results of data analysis under four sections- whether Pratibha Parv was implemented as intended; which factors facilitated and impeded the implementation of Pratibha Parv and what were the opinions of different stakeholders for continuing the Pratibha Parv as a quality initiative.

5.1. Was 'Pratibha Parv implemented as intended?

Pratibha Parva is organised annually for a period of three days to make this programme comprehensive and attractive. All school level arrangements, activities, records etc. are assessed through 'Shaleya Shaikshik Vyavastha Mulyankan Prapatra' before Pratibha Parva by Head Master and verified by the Satyapankarta (Certifying Officer/ Evaluation Officer/ External Assessor) during the Parv. Subject based assessment of children is done in first two days with a clear time table. This plan includes evaluation, correcting answer books, preparing results and filling up data entry formats. On the third day, Bal Sabhas (Students' Cabinet) are organised at school level to make this programme attractive for children and community and for sharing comprehensive assessment of children with parents. Guidelines for Bal Sabha are made available to all schools to make the programme effective.

Community participation in Pratibha Parva is encouraged by sending SMS to all the parents. Public representatives are invited to attend the Bal Sabha. All public representatives are sent a message by the Education Minister of the State to actively participate in the Bal Sabha and celebration of Pratibha Parv.

Criteria for Grading Schools

Grading of schools is a significant exercise under this initiative. The criteria for grading of schools are as follows:

A Grade if   75 to 100 percent students acquire A grade.

B Grade if   60 to 74.9 percent students acquire B grade.

C Grade if 45 to 59.9 percent students acquire C grade.

D Grade if 33 to 44.9 percent students acquire D grade.

E Grade if 0 to 33 percent students acquire E grade.

A. Responses of Teachers

A.I Achieving the Objectives of Pratibha Parv

There are six objectives of Pratibha Parv according to the programme description, An attempt was made to get the perceptions of teachers regarding achievement of each objective of Pratibha Parv. The objectives of Pratibha Parv are as follows:

1. Assessing status of quality of education and tracking progress at regular intervals
2. Demonstrating commitment and priority of government towards children's achievement
3. Developing strategies for improving learning achievement of children
4. Organising remedial teaching for children who are not able to achieve the desired level
5. Involving teachers, community and representatives in the education of children
6. Assessing status on managing and maintenance of schools

Table 5.1: Teachers' Perceptions on Achievement of Objectives of Pratibha Parv (school grade-wise)						
Sl. No.	Objectives of Pratibha Parv	School Grade				No. of Responses
		A	B	C	D	
1	Assessing status of quality of education and tracking progress at regular intervals	31	23	33	22	109 (55)
2	Demonstrating commitment and priority of Government towards children's achievement	27	24	27	24	102 (51.5)
3	Developing strategies for improving learning achievement of children	35	33	31	23	122 (62.6)
4	Organising remedial teaching for children not able to achieve the desired level	38	39	37	31	145 (73.3)
5	Involving teachers, community and representatives in the education of children	34	26	24	23	107 (54)
6	Assessing status on managing and maintenance of schools	45	37	37	31	150 (75.8)

Note: Figures in brackets indicate percentage

Table 5.2: Achievement of Objectives of Pratibha Parv: Teachers' Perceptions (district-wise)							
Sl. No.	Objectives of Pratibha Parv	District					No. of Responses (N=198)
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Assessing status of quality of education and tracking progress at regular intervals	26	25	25	17	16	109 (55)
2	Demonstrating commitment and priority of government towards children's achievement	21	19	26	20	16	102 (51.5)
3	Developing strategies for improving learning achievement of children	27	30	25	22	18	122 (62.6)
4	Organising remedial teaching for children not able to achieve the desired level	30	31	31	30	23	145
5	Involving teachers, community and representatives in the education of children	22	24	26	27	8	107 (54)
6	Assessing status on managing and maintenance of schools	35	28	31	28	28	150 (75.8)

Note: Figures in brackets indicate percentage

FIG 5.1 Achievement of Objectives of Pratibha Parv: Teachers' Perceptions

Objective	Responses in Percentage
Assessing status on managing of schools	~55
Involving teachers, officials and community	~55
Organizing remedial for needy children	~73
Developing strategies or improving achievement	~63
Demononstrating commitment of Government	~53
Assessing status of quality of education and tracking progress at regular	~55

Responses in Percentage
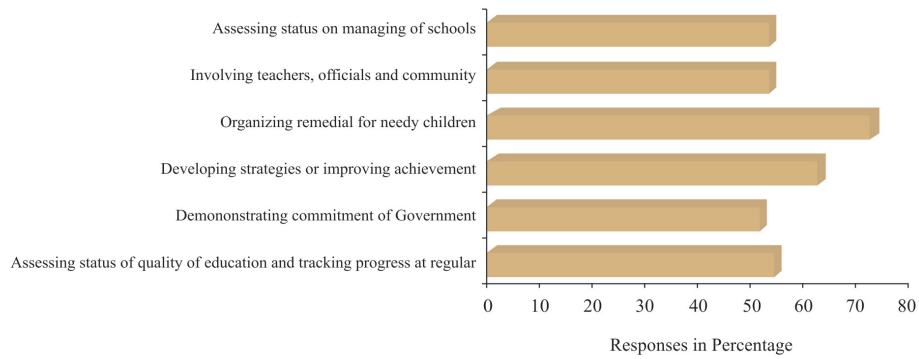
The first objective of Pratibha Parv is to assess the authentic status of quality of education and tracking the progress at regular intervals. About 55 percent of teachers indicated that this objective was fully achieved. There are 43 percent of the teachers who informed that this objective was achieved to some extent only while 8 percent of teachers denied achievement of this objective of Pratibha Parv.

The second objective of Pratibha Parv is to express commitment of the government towards academic achievement of children and sensitisation of the community. About 52 percent teachers expressed that this objective has been fully achieved; 42 percent felt that the achievement was only to some extent while 6 percent denied the achievement of the second objective of Pratibha Parv.

The third objective of Pratibha Parv is to prepare programmes and strategies for improving the achievement levels of children of the state. The objective has been perceived as achieved by about 62 percent teachers and not achieved by 6 percent teachers. About 32 percent indicated that the objective has been achieved only to some extent.

The fourth objective of Pratibha Parv is to make provision for remedial teaching for the children who were not able to achieve the expected competency level. About 73 percent teachers indicated that this objective was successfully achieved while 5 percent informed that it was not. 22 percent teachers expressed that it was achieved to some extent only.

Another objective of Pratibha Parv is to make teachers, educational administrators, representatives of people and community responsible for children's academic achievement. About 54 percent teachers indicated that this objective was fully achieved while 39 percent informed that it was achieved to some extent. About 7 percent teachers did not agree on the achievement of this objective of Pratibha Parv.

The last objective of Pratibha Parv was to assess the authentic status of management of schools and availability of essential conveniences in the schools and improving upon them. This objective was regarded as fully achieved by 76 percent teachers and partly achieved by 19 percent teachers and not achieved by 5 percent of teachers.

In order to find out the variations in the teachers perceptions across districts and different school grades, t-values were also calculated. It is important to note that no difference was found in t-values either at .01 level or at .05 level. This shows that teachers perceptions from different

districts and different school grades do not differ significantly from each other on the achievement of objectives. Majority of them felt that all the objectives of Pratibha Parv were achieved to a significant extent.

A.II Preparations during Pratibha Parv

Pratibha Parv is carried out by the state of Madhya Pradesh at a large scale. Hence, teachers at the school level also make preparations for the Parv. The teachers conducted different activities and they provided multiple responses when asked about preparations they undertook for organising the Parv.

Observations from Table 5.3: The responses in Table 5.3, indicate types of preparations made by teachers of different school grades. Maximum number of teachers informed that they contributed in the academic preparations and making school ready for the Parv. They also made efforts for good attendance and participation of children. They prepared children for subject wise assessment during the Parv and organised remedial teaching for weak students.

Table 5.3: Preparations for Pratibha Parv by Teachers (school grade-wise)						
Sl. No.	Type of Preparations	School Grade				Total no. of responses
		A	B	C	D	
1	Academic preparations / making school ready	31	25	18	23	97 (40.4)
2	Preparing children for subject-wise assessment	21	14	19	11	65 (27)
3	Ensuring attendance and participation	11	17	13	10	51 (21.3)
4	Remedial teaching for weak students	9	7	2	9	27 (11.3)

Note: Figures in brackets indicate percentage

FIG 5.2 Preparations made by Teachers
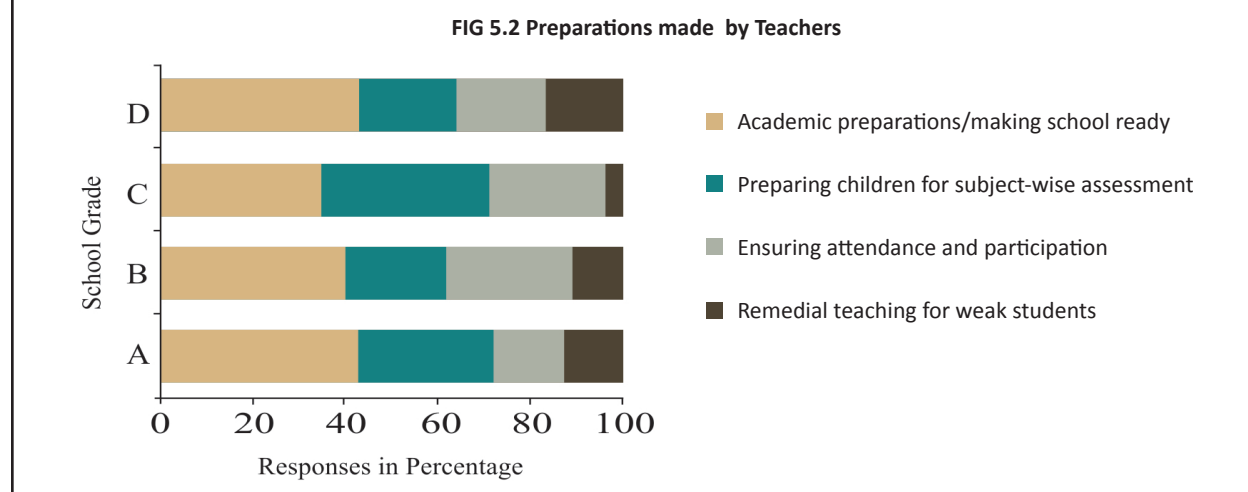
Obsrvations from Table 5.4: Table 5.4 presents the responses of teachers according to districts. It is important to note that teachers are involved in preparations for the Parv in schools in all the districts. There is not much difference between the responses of teachers from different grade schools and from different districts.

Table 5.4: Preparations of Pratibha Parv by Teachers (district-wise)							
Sl. No.	Type of Preparations	District					Total no. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Academic preparations / making school ready	26	22	22	13	14	97 (40.4)
2	Preparing children for subject-wise assessment	6	11	17	17	14	65 (27)
3	Ensuring Attendance and Participation	10	8	10	14	9	51 (21.3)
4	Remedial Teaching for weak students	6	7	3	5	6	27 (11.3)

Note: Figures in brackets indicate percentage

FIG 5.3 Preparations made by teachers
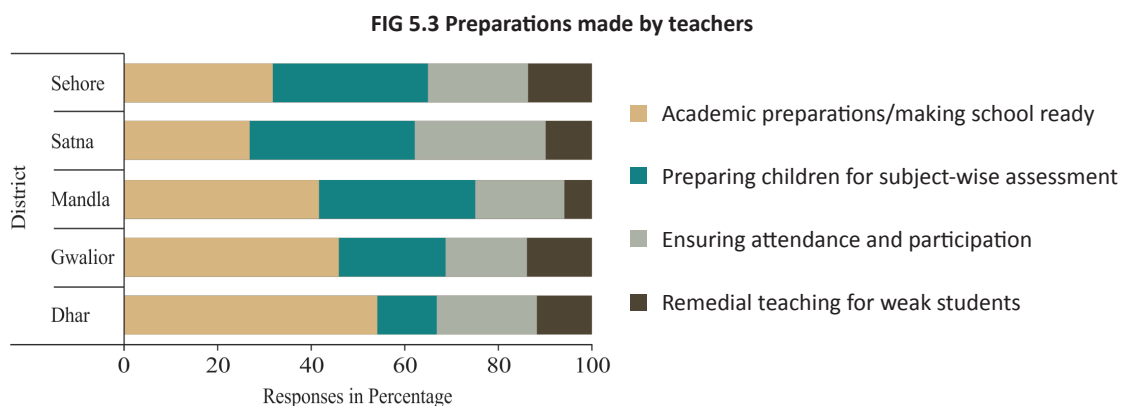
From the above discussion it may be concluded that:

i.   Teachers are involved in academic preparations and making schools ready for the event.

ii. The activities for the preparation of Pratibha Parv by teachers included ensuring participation of children, preparing them for assessment and helping them for better learning achievement by providing remedial teaching.

A.III Maintenance of Records under Pratibha Parv

Table 5.5: Maintenance of Records related to Pratibha Parv by Teachers (school grade-wise)					
District	School Grade				Total
	A	B	C	D	
Dhar	12	12	8	8	40
Gwalior	12	12	8	8	40
Mandla	12	12	8	8	40
Satna	12	12	8	8	40
Sehore	11	7	10	10	38
Total	59	55	42	42	198

All the teachers maintained records of the achievement of children in all the schools and in all the districts as revealed by Table 5.5.

A.IV Special Methods used by Teachers in Classrooms

Teaching methodology plays a special role in the learning of children. Teachers are also expected to use different methods at different times to help children understand the difficult concepts. Table

5.6 and Table 5.7 present the methods used by teachers to remove the difficulties of children, according to the grades of schools and districts respectively.

Sl. No.	Methods	School Grade				Total no. of responses
		A	B	C	D	
1	Special attention to D and E grade students through remedial classes	19	19	21	16	75 (37.9)
2	Grouping of weak children & special effort	25	22	9	10	66 (33.3)
3	Helping children to practice with the help of supplementary material	7	9	5	10	31 (15.7)
4	Time to time assessment	8	5	7	6	26 (13.1)

Table 5.6: Methods used by Teachers to Improve Achievement of Children (school grade-wise)

Note: Figures in brackets indicate percentage

FIG 5.4 Methods used by Teachers to Improve Achievement of Children

Sl. No.	Methods	Districts					Total no. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Special attention to D and E grade students through remedial classes	14	17	18	14	12	75 (37.9)
2	Grouping of children and special effort	10	17	15	13	11	66 (33.3)
3	Helping children to practice with the help of supplementary material	12	3	5	7	4	31 (15.7)
4	Time to Time Assessment	4	3	2	6	11	26 (13.1)
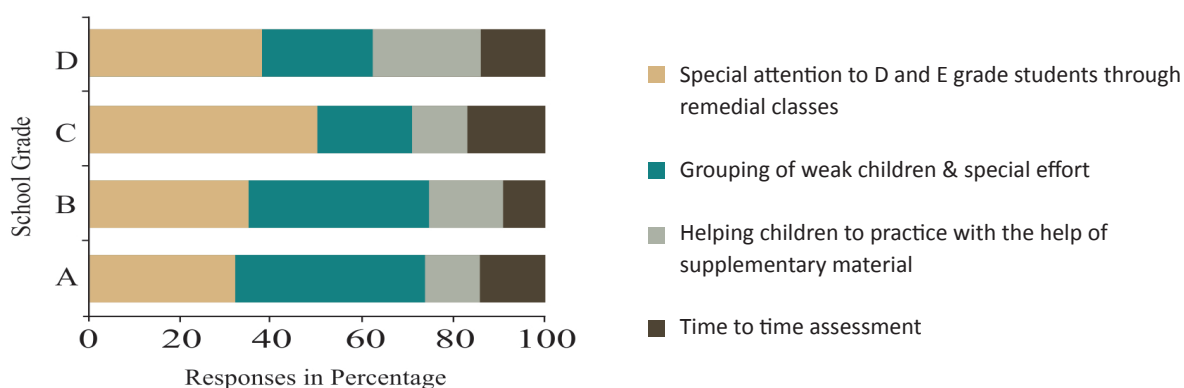
Table 5.7: Methods used by Teachers to Improve Achievement of Children (district-wise)

Note: Figures in brackets indicate percentage

FIG 5.5 Methods used by Teachers to Improve Achievement of Children
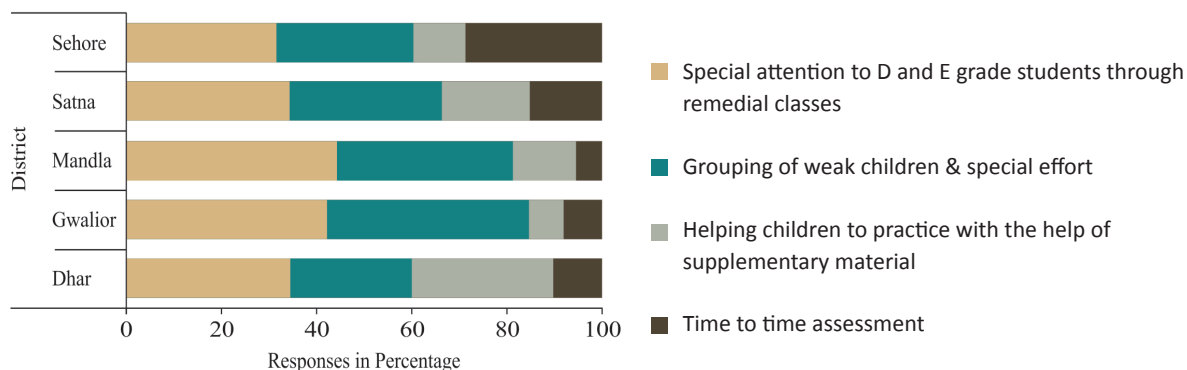
Obsevations from Table 5.6 and 5.7: There are different methods adopted by the teachers. The frequently used methods included grouping of the children and making special efforts for addressing their difficulties. Teachers also informed that they paid special attention to 'D' and 'E' grade students through remedial classes. They provided supplementary materials to children and encouraged them to practice more with the help of it. It is important to note that time to time assessment prior to Parv and after the Parv is also carried out by the teachers.

A.V Awareness of Teachers on different aspects of Pratibha Parv

The Teacher Questionnaire contained some questions to assess familiarity and awareness of teachers regarding the assessment of children in Pratibha Parv. All the Teachers informed that during last three years the question papers for Pratibha Parv were according to the announced syllabus.

Table 5.8: Perception of Teachers on Covering Syllabus for Pratibha Parv Assessment (district-wise)			
District	**No. of Teachers ('Yes' response)**		
	2013-14	**2014-15**	**2015-16**
Dhar	20 (50)	19 (47.5)	21 (52.5)
Gwalior	24 (60)	25 (62.5)	23 (57.5)
Mandla	33 (82.5)	33 (82.5)	34 (85)
Satna	26 (65)	26 (65)	25 (62.5)
Sehore	27 (71)	28 (73.7)	24 (63)
Total no. of responses	**130 (65.7)**	**131 (66.2)**	**127 (64)**

Note: Figures in brackets indicate percentage

FIG 5.6 Teachers' Response on Covering of Syllabus for Pratibha Parv Assessment
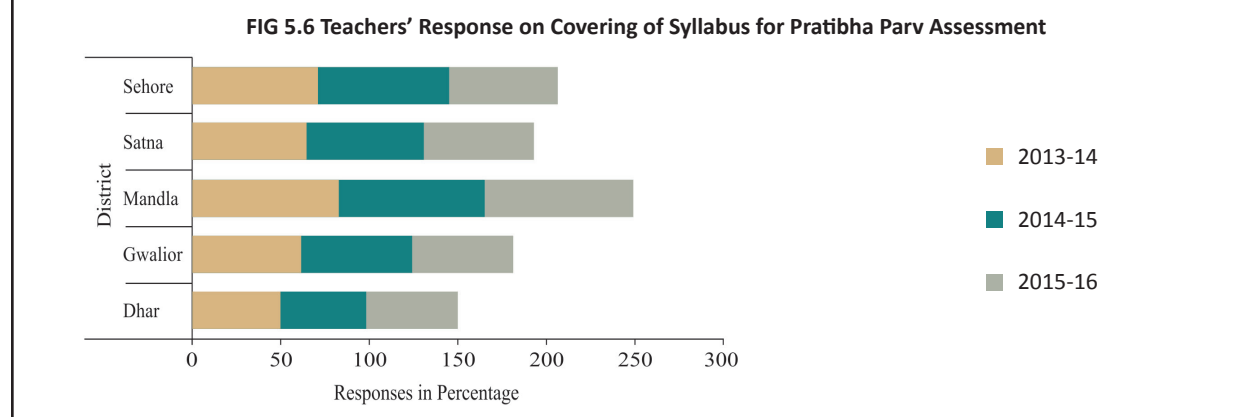
Observations from Table 5.8: The Table reflects only 'Yes' responses. As revealed by the Table, more than 50% of the teachers were able to complete the syllabus for Pratibha Parv, in all the districts except Dhar where the number of teachers who could not complete the syllabus was more. All the teachers from all the districts also confirmed that the evaluation of answer sheets is done by school teachers. Sometimes the answer sheets are distributed in the block in such a way that teachers do not directly evaluate their own students. That is why it is called external evaluation and considered more reliable.

From the above discussion it may be concluded that:

   i.   Question papers for Pratibha Parv are based on the syllabus.

   ii.   Majority of the teachers were able to complete the syllabus before the Pratibha Parv.

   iii.   Evaluation of the answer sheets of the children is done by school teachers.

A.VI Training of Teachers

Table 5.9: Teacher Training for Pratibha Parv (school grade-wise)

School Grade	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
A	25 (42.4)	34 (7.6)	30 (50.8)	29 (49.2)	30 (50.8)	29 (49.2)	26 (44)	33 (56)
B	28 (51)	27 (49)	26 (47.3)	29 (52.7)	28 (51)	27 (49)	29 (52.7)	26 (47.3)
C	22 (52.4)	20 (47.6)	25 (59.5)	17 (40.5)	24 (57)	18 (43)	25 (59.5)	17 (40.5)
D	28 (66.6)	14 (33.4)	30 (71.4)	12 (28.6)	29 (69)	13 (31)	24 (57)	18 (43)
Total	103 (52)	95 (48)	111 (56)	87 (44)	111 (56)	87 (44)	104 (52.5)	94 (47.5)

Note: Figures in brackets indicate percentage

Table 5.10: Teacher Training for Pratibha Parv (district-wise)

District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	20 (50)	20 (50)	23 (57.5)	17 (42.5)	22 (55)	18 (45)	21 (52.5)	19 (47.5)
Gwalior	18 (45)	22 (55)	26 (65)	14 (35)	25 (62.5)	15 (37.5)	19 (47.5)	21 (52.5)
Mandla	18 (45)	22 (55)	18 (45)	22 (55)	20 (50)	20 (50)	18 (45)	22 (55)
Satna	20 (50)	20 (50)	23 (57.5)	17 (42.5)	24 (60)	16 (40)	26 (65)	14 (35)
Sehore	21 (55.3)	17 (44.7)	21 (55.3)	17 (44.7)	20 (52.6)	18 (47.4)	20 (52.6)	18 (47.4)
Total	**103 (52)**	**95 (48)**	**111 (56)**	**87 (44)**	**111 (56)**	**87 (44)**	**104 (52.5)**	**94(47.5)**

Note: Figures in brackets indicate percentage

FIG. 5.7 Teachers' Training on PP

2012-13	2013-14	2014-15	2015-16
No 48% / Yes 52%	No 44% / Yes 56%	No 44% / Yes 56%	No 48% / Yes 52%
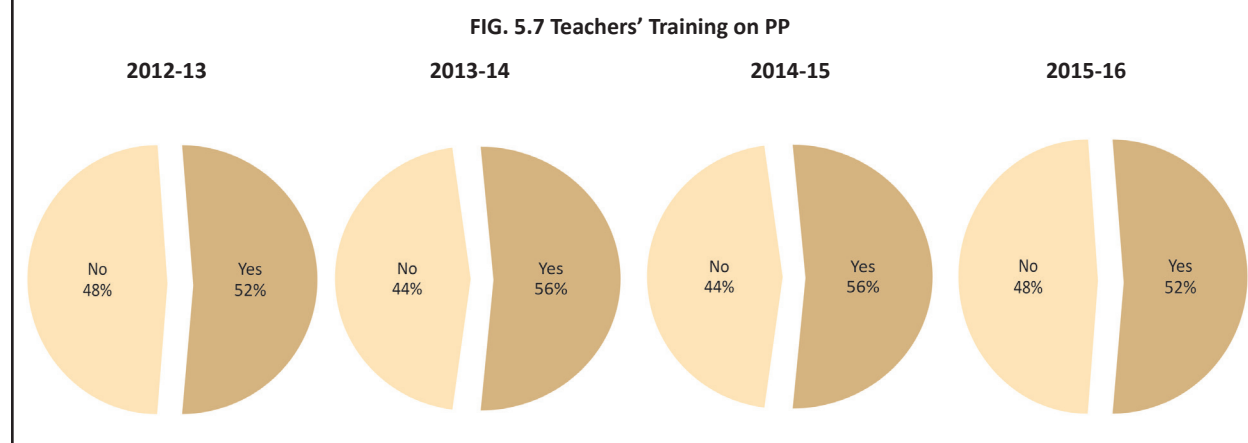
Observations from Table 5.9 and 5.10: The teachers were provided training for Pratibha Parv during last four years. From the Tables, it appears that more than 50 percent teachers were provided training for Pratibha Parv. However considering that Pratibha Parv is a major and popular initiative of the Government of Madhya Pradesh it was found little unexpected that all the teachers had not received the training for the Parv.

A.VII Follow up of Guidelines for Pratibha Parv

The Rajya Shiksha Kendra (RSK), Bhopal developed guidelines centrally for organising the Parv. These guidelines were sent to all the schools and shared during various training programmes organised for holding the Parv. The teachers were asked to share whether the guidelines developed and issued by the RSK were followed or not. The 'Yes' responses of teachers are reflected in Table 5.11.

Table 5.11: Teachers' Perceptions on Follow up of Guidelines for Pratibha Parv			
Follow up of Guidelines for Pratibha Parv			
School Grade	No. of Teachers	district	No. of Teachers
A	51 (86.5)	Dhar	37 (92.5)
B	50 (91)	Gwalior	36 (90)
C	41 (97.6)	Mandla	35 (87.5)
D	39 (93)	Satna	36 (90)
Total	181 (91.4)	Sehore	37 (97.4)
		Total	181 (91.4)

Note: Figures in brackets indicate percentage

FIG. 5.8 Follow up of PP Guidelines by Teachers
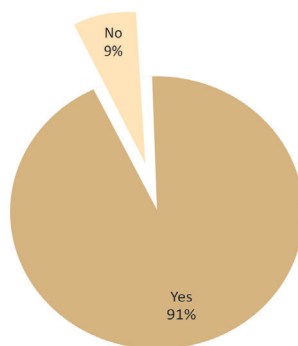
Observatins from Table 5.11: Teachers in majority are following Pratibha Parv guidelines provided by Rajya Shiksha Kendra, Bhopal. Percentage of teachers following the guidelines is relatively more from C and D grade schools as compared to A and B grade schools. In case of districts, Sehore exhibits that relatively more teachers were following the guidelines than teachers from other four districts.

A.VIII Organisation of Remedial Classes

Generally Teachers are advised to provide additional support through remedial classes to such students who are not able to cope up with the whole class. The teachers were asked how these classes were organised and what were generally the patterns and schedules. The responses of teachers according to the school grade and district are shown in Table 5.12 and 5.13.

Table 5.12: Teachers' Perceptions on Scheduling of Remedial Classes (school grade-wise)			
School Grade	**Once in a week**	**Everyday**	**Other**
A	12 (20.3)	34 (57.6)	13 (22.1)
B	6 (11)	34 (61.8)	15 (27.2)
C	14 (33.3)	21 (50)	7 (16.7)
D	17 (40.5)	16 (38)	9 (21.5)
Total	**49 (24.7)**	**105 (53)**	**44 (22.3)**

Note: Figures in brackets indicate percentage

Table 5.13: Teachers' Perceptions on Scheduling of Remedial Classes (district-wise)			
District	**Once in a week**	**Everyday**	**Other**
Dhar	16 (40)	15 (37.5)	9 (22.5)
Gwalior	9 (22.5)	27 (67.5)	4 (10)
Mandla	8 (20)	22 (55)	10 (25)
Satna	5 (12.5)	25 (62.5)	10 (25)
Sehore	11 (29)	15 (39.4)	12 (31.6)
Total	**49 (24.7)**	**105 (53)**	**44 (22.3)**

Note: Figures in brackets indicate percentage

FIG. 5.9 Scheduling Remedial Classes: Teachers' Perceptions
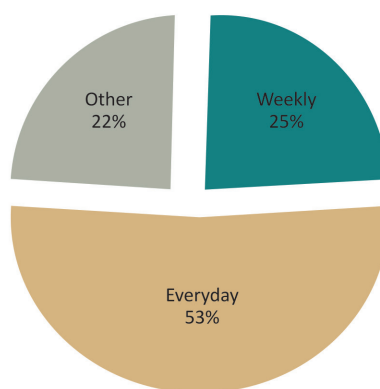
Observations from Table 5.12: Majority of teachers conducted these classes every day. The next popular response was once in a week and there were some different responses such as 'as per the needs of students', 'as per the time available with the teacher', etc.

Observations from Table 5.13: Majority of the Teachers from all the districts reported that remedial classes were conducted in all schools every day. In some cases, it happened once in a week. Few other different responses were also indicated.

Another point of interest to explore was how the remedial classes were organised; whether these were organised after school or in any other way. The intention was to assess the kind of attention provided to this aspect of teaching learning. Responses of teachers are shown in Table 5.14 and 5.15.

Table 5.14: Timing of Remedial Classes (school grade-wise)			
School Grade	**During class**	**After school**	**Other**
A	40 (67.8)	10 (17)	9 (15.2)
B	33 (60)	10 (18.2)	12 (21.8)
C	33 (78.5)	6 (14.3)	3 (7.2)
D	18 (42.8)	10 (23.8)	14 (33.4)
Total	**124 (62.6)**	**36 (18.2)**	**38 (19.4)**

Note: Figures in brackets indicate percentage

Table 5.15: Timing of the Remedial Classes (district-wise)			
District	**During class**	**After school**	**Other**
Dhar	19 (47.5)	12 (30)	9 (22.5)
Gwalior	24 (60)	14 (35)	2 (5)
Mandla	35 (87.5)	3 (7.5)	2 (5)
Satna	24 (60)	4 (10)	12 (30)
Sehore	22 (57.9)	3 (7.9)	13 (34.2)
Total	**124 (62.6)**	**36 (18.2)**	**38 (19.4)**

Note: Figures in brackets indicate percentage

FIG. 5.10 Timings of Remedial Classes: Teachers' Perceptions
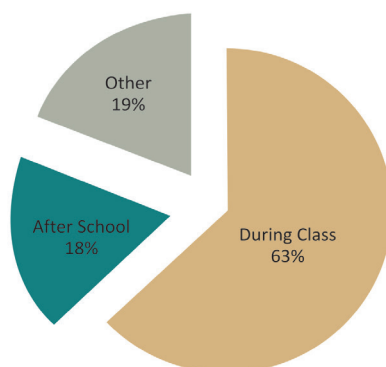
Obsevations from Table 5.14: About 62.6 percent teachers across different school grades informed that remedial classes were set up during the class itself while 18.2 percent teachers informed that these were organised after school. About 19.4 percent teachers had responses different from these two responses. A closer examination further reveals that in D grade schools, only 42.8 percent teachers expressed that remedial classes are organised during the class. This hints that either there could be different guidelines for different grades of schools or it might have been left to the school to decide when and how to organise remedial classes.

Observations from Table 5.15: In district Dhar less than 50 percent teachers informed that remedial classes were organised during the class itself; same was reported by most teachers of Mandla district. The observation suggests scope for further research for exploring the effect of different ways of organising remedial classes on the learning achievement of children.

Another dimension to know from the teachers was about availability of teachers and attendance of children during remedial classes. The responses have been shown in Table 5.16 and 5.17 according to the grades of schools and districts respectively.

School Grade	Teachers' availability		Students' Attendance	
	Yes	No	Below 80percent	Above 80percent
A	50 (84.7)	9 (15.3)	30 (50.8)	29 (49.2)
B	47 (85.5)	8 (14.5)	33 (60)	22 (40)
C	37 (88)	5 (12)	28 (66.7)	14 (33.3)
D	36 (85.7)	6 (14.3)	23 (54.7)	19 (45.3)
Total	**170 (85.8)**	**28 (14.2)**	**114 (57.6)**	**84 (42.4)**

Table 5.16: Teacher Availability and Student Attendance in Remedial Classes (school grade-wise)

Note: Figures in brackets indicate percentage

FIG 5.11 Teachers' Availability for Remedial Classes

FIG 5.12 Attendance of Children in Remedial Classes: Teachers' Perceptions
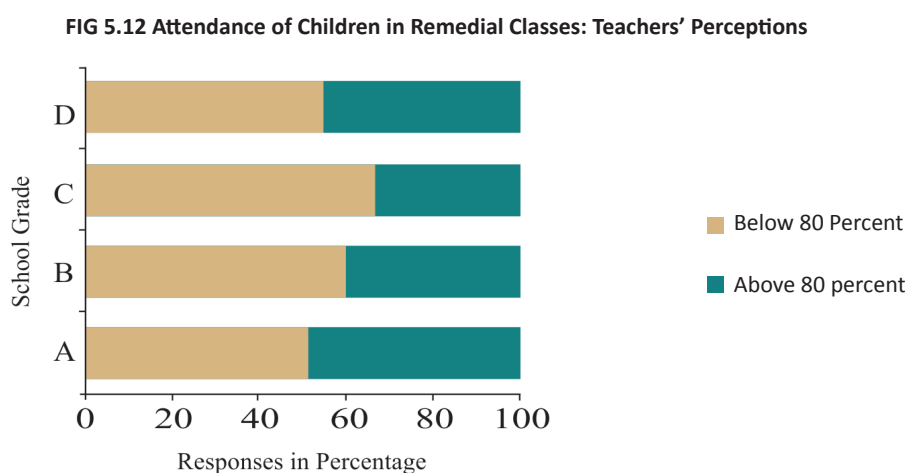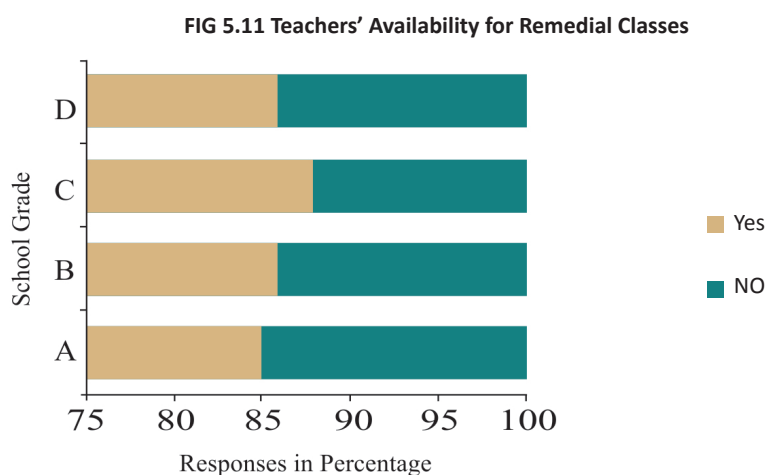
Observations from Table 5.16: Two things revealed very clearly are that the teachers are generally available in all the schools during the remedial classes and overall attendance of students in these classes is below 80 percent. The attendance is better in A and D grade schools during remedial classes.

District	Teachers' availability		Students' Attendance	
	Yes	**No**	**Below 80percent**	**Above 80percent**
Dhar	30 (75)	10 (25)	25 (62.5)	15 (37.5)
Gwalior	38 (95)	2 (5)	28 (70)	12 (30)
Mandla	36 (90)	4 (10)	19 (47.5)	21 (52.5)
Satna	34 (85)	6 (15)	28 (70)	12 (30)
Sehore	32 (84.2)	6 (15.8)	14 (36.8)	**24 (63.2)**
Total	**170 (85.8)**	**28 (14.2)**	**114 (57.6)**	**84 (42.4)**

Table 5.17: Teacher Availability and Students Attendance during Remedial Classes (district-wise)

Note: Figures in brackets indicate percentage

FIG 5.13 Teachers' Availability for Remedial Classes
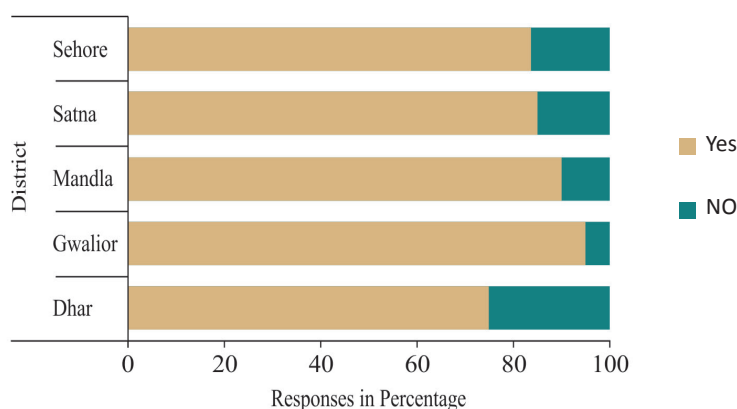
FIG 5.14 Attendance of Children in Remedial Classes: Teachers' Perceptions
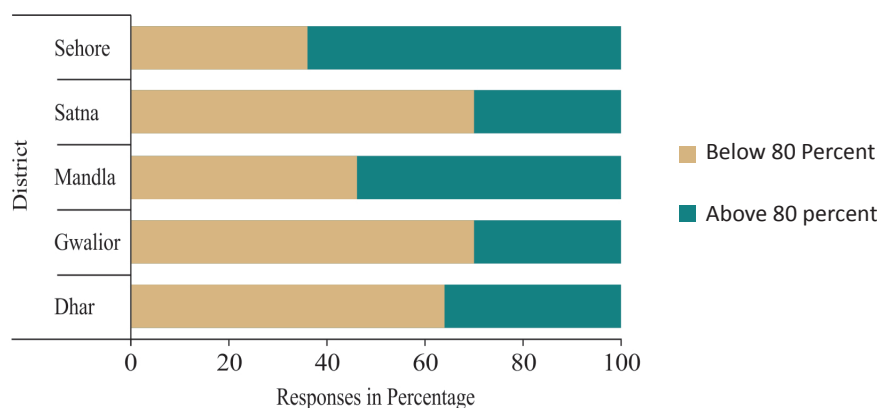
Observations from Table 5.17: In majority of schools, teachers are available for remedial classes. It is important to note that in about 14 percent of schools, teachers are not available for the remedial classes. The state may look into the matter. The attendance in remedial classes is a serious concern particularly in Gwalior and Satna.

Teachers' perceptions were also obtained on improvement in the learning achievement of students on account of remedial classes and regular assessment. About 72 percent teachers indicated that remedial classes and regular assessment helped in improving learning achievement of children while 28 percent denied it.

Table 5.18: Teachers' Perceptions on Improvement in Students' Learning due to Remedial Classes (school grade-wise)

School Grade	Remedial classes improved achievement	
	Yes	No
A	45 (76.3)	14 (23.7)
B	37 (67.3)	18 (32.7)
C	35 (83.3)	7 (16.7)
D	25 (59.5)	17 (40.5)
Total	142 (71.7)	56 (28.3)

Note: Figures in brackets indicate percentage

Table 5.19: Teachers' Perceptions on Improvement in Students' Learning due to Remedial Classes (district-wise)

District	Remedial classes improved achievement	
	Yes	No
Dhar	23 (57.5)	17 (42.5)
Gwalior	33 (82.5)	7 (17.5)
Mandla	34 (85)	6 (15)
Satna	26 (65)	14 (35)
Sehore	26 (68.4)	12 (31.6)
Total	142 (71.7)	56 (28.3)

Note: Figures in brackets indicate percentage

FIG. 5.15 Remedial classes Cause Improvement in Children's Learning: Teachers' Perception (grade-wise)

No 28%

Yes 72%
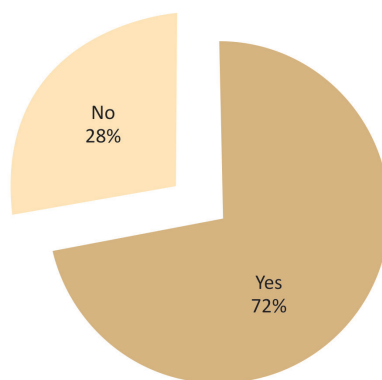
Observations from Table 5.18: Table 5.18 reflects an opinion divide in the perception of teachers on improvement owing to remedial classes particularly in grade C and D schools.

Observations from Table 5.19: A clear opinion divide is also visible in Table 5.19 particularly from teachers of Dhar and Mandla districts. The matter was further probed to know the methods of evaluation adopted by teachers for assessing learning by students. The responses of teachers are reported in Table 5.20 and 5.21.

Table 5.20: Methods of Assessment used by Teachers for Remedial Classes (school grade-wise)

Sl. No.	Methods	School Grade				Total Responses
		A	B	C	D	
1	Monitoring special classes	15	13	13	16	57 (35)
2	Giving written and Oral assignments	18	14	13	7	52 (32)
3	Revision and practice in class	8	10	10	7	35 (22)
4	Class-wise, Subject-wise evaluation	5	5	6	2	18 (11)

Note: Figures in brackets indicate percentage

FIG. 5.16 Methods of Assessment used by Teachers for Remedial Classes
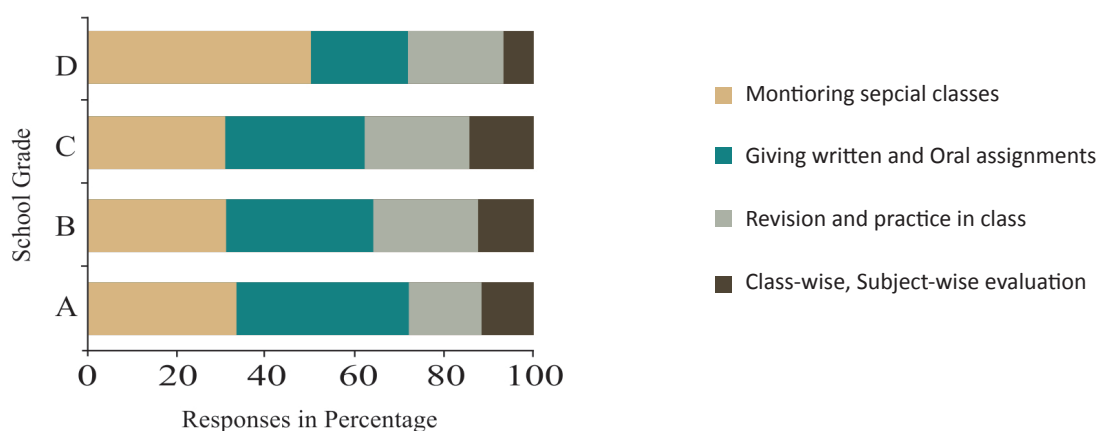
Table 5.21: Methods of Assessment used by Teachers for Remedial Classes (district-wise)

Sl. No.	Methods	Districts					Total responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Monitoring special classes	7	8	17	17	8	57 (35)
2	Giving written and oral assignments	10	13	13	6	10	52 (32)
3	Revision and practice in class	4	4	11	10	6	35 (22)
4	Class-wise, Subject-wise evaluation	3	9	4	1	1	18 (11)

Note: Figures in brackets indicate percentage

FIG. 5.17 Methods of Assessment used by Teachers for Remedial Classes
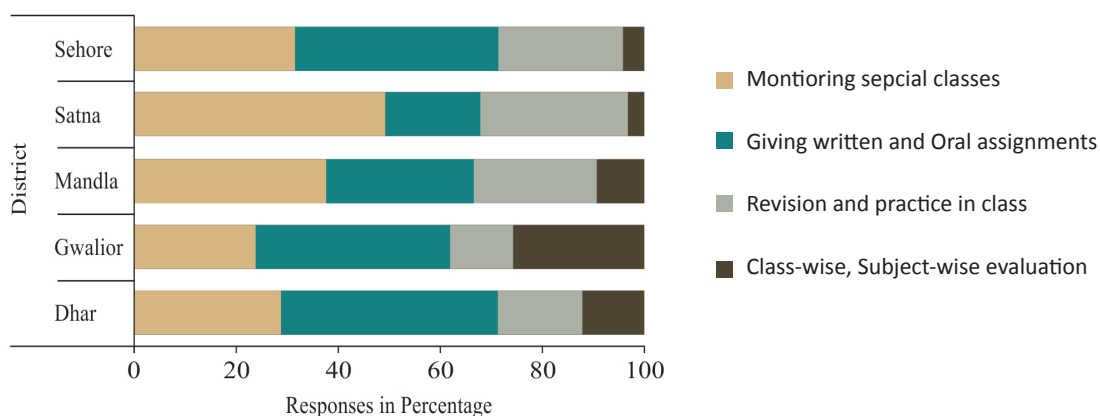
Observations from Table 5.20 and 5.21.: Teachers have adopted different methods of assessment. Monitoring of remedial classes (called special classes) and giving assignments (written and oral work) are the popular responses. Other methods used are revision and practice in the class and frequent evaluation class-wise and subject-wise. Responses were observed to be similar across schools of different grades and from different districts.

From the above discussion, it may be concluede that:

i. Majority of schools have remedial classes organised every day. Some schools have these once a week. The schools took decisions to organise remedial classes in different ways like calling students on weekends and/or on holidays etc.

ii. The pattern of scheduling remedial classes is visible across districts and schools of different grades.

iii. The timing of remedial classes varies across schools of different grades and across different districts. The schools have liberty to fix the timings as per the requirements and suitability. These are during classes, after school hours besides some other options.

iv. Teachers were available for remedial classes in most of the schools. However shortage of teachers has been felt on the basis of responses.

v. Attendance of children for remedial classes varies from less than 80 percent to cent percent.

vi. Majority of teachers perceived that remedial classes have improved the learning achievement of children. The teachers used different methods for assessing the improvement due to remedial classes.

B. Responses of Head Teachers / Shala Prabhari

B.I Achieving the Objectives of Pratibha Parv

Head teachers of primary schools are given a lot of responsibility for organising the Pratibha Parv in their respective schools. In some schools where regular teachers are not in position the responsibilities are looked after by some senior teacher called 'Shala Prabhari'. There were 100 respondents to the tool developed for Head Teachers. The analysis of the responses provided by them on the questionnaire is presented as follows.

Table 5.22: Head Teachers' Perceptions on Objectives of Pratibha Parv (school grade-wise)

School Grade	Identifying poorly performing students		Improving Enrolment		Enhancing Teacher Participation	
	Yes	No	Yes	No	Yes	No
A	25	5	21	9	25	5
B	28	2	22	8	25	5
C	19	1	15	5	16	4
D	18	2	15	5	15	5
Total	**90 (90)**	10 (10)	73 (73)	27(27)	81 (81)	19 (19)

Note: Figures in brackets indicate percentage

Table 5.23: Head Teachers' Perceptions on Objectives of Pratibha Parv (district-wise)						
School Grade	Identifying poorly performing students		Improving Enrolment		Teacher Participation	
	Yes	No	Yes	No	Yes	No
Dhar	17	3	13	7	17	3
Gwalior	17	3	13	7	12	8
Mandla	19	1	14	6	18	2
Satna	19	1	16	4	16	4
Sehore	19	1	17	3	18	2
Total	90 (90)	10 (10)	73 (73)	27(27)	81 (81)	19 (19)

Note: Figures in brackets indicate percentage

The Head Masters / Shala Prabharis have recognised the contribution of Pratibha Parv in the education of children. They strongly perceived that this Quality Improvement Initiative helped in identification of children not achieving the desired level. In common parlance, the Head teachers have called it 'identifying the poorly performing students'.

Observations from Table 5.22 and 5.23: Majority of Head teachers agreed that due to the emphasis on learning achievement under the Pratibha Parv, the schools were identifying the children performing poorly through the assessment test. They also affirmed that Pratibha Parv contributed towards improving the enrolment of children and enhancing teacher participation.

B.II Training of Head Teachers
The responses of Head teachers on receiving training for Pratibha Parv during last four years are presented in Table 5.24 and 5.25 according to school grades and districts respectively.

Table 5.24: Training of Head teachers for Pratibha Parv (school grade-wise)								
School Grade	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
A	17	13	21	9	21	9	20	10
B	22	8	23	7	24	6	26	4
C	16	4	15	5	17	3	15	5
D	11	9	13	7	16	4	12	8
Total	66 (66)	34 (34)	72 (72)	28 (28)	78 (78)	22 (22)	73 (73)	27 (27)

Note: Figures in brackets indicate percentage

Table 5.25: Training of Head teachers for Pratibha Parv (district-wise)								
District	2012-13		2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No	Yes	No
Dhar	18	2	17	3	17	3	16	4
Gwalior	13	7	15	5	15	5	13	7
Mandla	11	9	13	7	18	2	15	5
Satna	12	8	13	7	14	6	15	5
Sehore	12	8	14	6	14	6	14	6
Total	66 (66)	34 (34)	72 (72)	28 (28)	78 (78)	22 (22)	73 (73)	27 (27)

Note: Figures in brackets indicate percentage

FIG. 5.18 Head Teachers' Training on PP

2012-13	2013-14	2014-15	2015-16
No 34% / Yes 66%	No 28% / Yes 72%	No 22% / Yes 78%	No 27% / Yes 73%
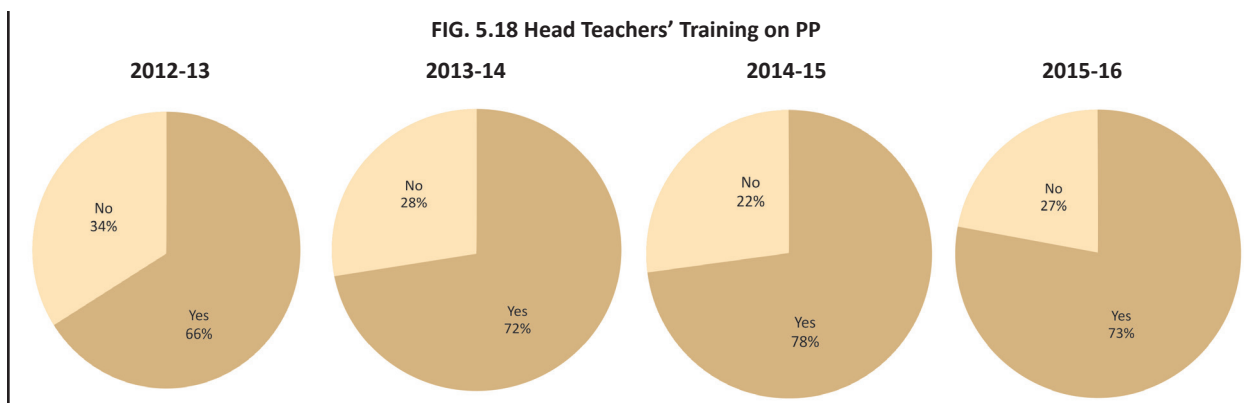
Observations from Table 5.24 and 5.25: The Head teachers have received training for Pratibha Parv as reflected by Table 5.24 and 5.25. Nonetheless the Tables are also showing that the number of Head teachers who did not receive training is sizeable. This hints towards need for ensuring training to all the officials before organising the Pratibha Parv.

B.III Outcomes of Pratibha Parv

Table 5.26 Head teachers' Perceptions on Outcomes of Pratibha Parv (school grade-wise)

Sl. No.	Factors	School Grade				Total
		A	B	C	D	
1	Achievement of Academic competencies	6	3	5	3	17 (36)
2	Information regarding levels of learning	3	9	2	2	16 (34)
3	Identifying gaps in learning by children	4	0	3	1	8 (17)
4	Improvement in the Quality of Education	0	3	2	1	6 (13)

Note: Figures in brackets indicate percentage

Table 5.27: Head teachers' Perception on Outcomes of Pratibha Parv (district-wise)

Sl. No.	Factors	District					Total
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Achievement of Academic competencies	2	5	4	5	1	17 (36)
2	Information regarding levels of learning	4	4	4	3	1	16 (34)
3	Identifying gaps in learning by children	2	2	2	2	0	8 (17)
4	Improvement in the Quality of Education	2	1	1	1	1	6 (13)

Note: Figures in brackets indicate percentage

Fig 5.19 Outcomes of Pratibha Parv: Head Teachers' Perceptions
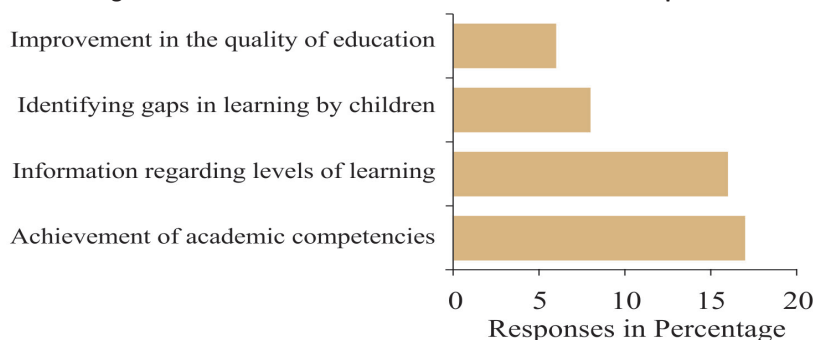
Observations from Table 5.26 and 5.27: As per Head Teachers' perceptions, most of the children were able to demonstrate the competencies achieved by them. Another outcome of the evaluation is availability of information on children's learning levels. Similarly, the information regarding gaps in the learning of the children in different subjects also come in the notice of Head teacher. Another observation as revealed by the Head teachers is that the Pratibha Parv has resulted in bringing improvement in the quality of education in primary schools.

From the above discussion, it may be concluded that as per the perceptions of the Head teachers:

i. Pratibha Parv has helped in identifying poorly performing students, improving enrolment in schools and enhancing participation of teachers.
ii. Most of them received training for organising Pratibha Parv.
iii. The outcomes of assessment under Pratibha Parv included identification of difficulties faced by children in different subjects, knowledge about their learning levels and improvement in the overall quality of primary education.
iv. Pratibha Parv is an important Quality Improvement Initiative resulting in development of expected competencies in children and improvement in their levels of learning.

C. Responses of Cluster Academic Coordinators (CACs):

C.I Responsibilities of CACs for Implementing Pratibha Parv

The Cluster Academic Coordinators (CACs) have defined responsibilities for implementation of Pratibha Parv. The responses were collected from 45 CACs and tabulation was done district-wise. The responsibilities of CACs for Pratibha Parv have been delineated by Rajya Shiksha Kendra, Bhopal. The CACs were asked to mention their responsibilities in implementing the Pratibha Parv. Their responses are presented in Table 5.28.

Sl. No.	Responsibilities	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Participation in Organising the Parv	6	8	9	7	7	37 (29)
2	Arranging materials	6	8	10	7	3	34 (26)
3	Ensuring good attendance of students and parents	6	6	6	8	4	30 (23)
4	Communication with the Evaluation Officers	6	6	6	8	3	29 (22)

Table 5.28: Perceptions of CACs on the Responsibilities in Implementing Pratibha Parv (district-wise)

Note: Figures in brackets indicate percentage

Majority of CACs participated in the organisation of Pratibha Parv. The other responsibilities included arranging the materials, maintaining communication with the Evaluation Officers and ensuring good attendance of students and their parents.

The CACs have reported that they shared responsibilities with Block Resource Centre Coordinators (BRCCs) and Block Academic Coordinators (BACs) for organising Pratibha Parv. The responses are shown in Table 5.29.

Sl. No.	Responsibilities	District					No. of responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Assisting in conduct of examination and moderation of evaluation results	2	7	10	7	4	30 (32)
2	Sending required materials to schools	2	4	7	6	7	26 (27)
3	Establishing communication with the evaluation officer	3	6	3	3	4	19 (20)
4	Data management at the Block level	2	2	4	2	1	11 (12)
5	Establishing good relation between schools and BRCC	0	1	3	1	2	7 (7)
6	Arrangements for the teacher training	0	0	1	1	0	2 (2)

Table 5.29: Sharing of Responsibilities with BRCCs and BACs: Perceptions of CACs (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.29: The major responsibility shared was related to conducting the evaluation under the Parv and moderation of results. Ensuring that required materials reach schools timely is another major responsibility shared between cluster and block level officers. It is important to note that CACs are expected to supply question papers to schools which are prepared by state level agency. Similarly, they also shared their responsibilities with BRCCs and BACs about moderation of evaluation, data management and teacher training.

CACs were also consulted to understand the involvement of different level functionaries in the development of question papers for the Pratibha Parv. They were not found to be confident in expressing their responses. Most of them informed that these are prepared by outside experts. One CAC in Dhar district expressed that class teachers are involved and one CAC from Gwalior district informed that CACs are involved. This in a way also indicates that development of question papers is maintained as a confidential activity at the state level.

C.II Preparations for Assessment under Prtibha Parv

Another probe was to know whether children are given an exposure for the examination under the Parv. The CACs were asked to inform if question papers for last three years (since the time the initiative got implemented) were made available to schools. The responses have been shown in the Table 5.30.

Table 5.30: Availability of Previous Question Papers of Pratibha Parv with Schools (district-wise)

District	2013-14		2014-15		2015-16	
	Yes	No	Yes	No	Yes	No
Dhar	6	1	6	1	6	1
Gwalior	8	1	8	1	9	0
Mandla	11	2	12	1	12	1
Satna	8	0	8	0	8	0
Sehore	7	1	6	2	7	1
Total	**40 (89)**	**5 (11)**	**40 (89)**	**5 (11)**	**42 (94)**	**3 (6)**

Note: Percentage in (*)

Observations from Table 5.30: CACs confirmed the availability of previous year question papers with the schools. Question papers for last three years have been available to all schools.

Since CACs are directly concerned with schools it is expected that they would be aware of major activities and preparations for the Parv at the school level. Hence they were also asked to inform if teachers in different schools were able to complete the announced syllabus before examination under the Pratibha Parv. The responses have been shown in Table 5.31.

Table 5.31: Perceptions of CACs on Syllabus Completion for Pratibha Parv (district-wise)

District	2013-14	2014-15	2015-16
	Yes	Yes	Yes
Dhar	3	3	3
Gwalior	8	8	8
Mandla	9	9	10
Satna	6	6	7
Sehore	7	7	7
Total	**33 (73)**	**33 (73)**	**35 (78)**

Note: Figures in brackets indicate percentage

Observations from Table 5.31: Majority of CACs perceived that the syllabus for various subjects were completed before the examinations under the Parv.

C.III Remedial Classes

The CACs were also asked about organisation of remedial classes and improvements observed in the learning of children after remedial classes.

Table 5.32: Perceptions of CACs about Remedial Classes (district-wise)

District	Remedial classes for regular students in D and E grades		Remedial classes for absent students placed in D and E grade		Difference in performance of regular and absent students after remedial classes	
	Yes	No	Yes	No	Yes	No
Dhar	5	2	4	3	6	1
Gwalior	8	1	9	0	8	1
Mandla	10	3	10	3	8	5
Satna	6	2	3	5	4	4
Sehore	6	2	4	4	3	5
Total	**35 (73)**	**10 (23)**	**30 (67)**	**15 (33)**	**29 (64)**	**16 (36)**

Note: Figures in brackets indicate percentage

Observations from Table 5.32: The CACs informed that remedial classes were organised for children who attended schools but were not able to learn satisfactorily and as a result they were grouped under D or E category. Similarly children who were irregular in attending schools and weak in learning were also grouped under D and E category. Further they also informed that though both types of learners were given special coaching but the children who were relatively regular in attending schools showed better performance than those who were not attending the schools regularly.

The CACs were also asked about the scheduling and timings of the remedial classes. Their responses are shown in Table 5.33.

<table>
<tr><td colspan="7">Table 5.33: Scheduling of Remedial Classes: Perceptions of CACs (district-wise)</td></tr>
<tr><td rowspan="2">District</td><td colspan="3">Scheduling of Remedial Classes</td><td colspan="3">Timings of the Remedial Classes</td></tr>
<tr><td>Once in a week</td><td>Everyday</td><td>Other</td><td>On Holidays</td><td>During Class</td><td>after school</td></tr>
<tr><td>Dhar</td><td>0</td><td>1</td><td>6</td><td>0</td><td>1</td><td>6</td></tr>
<tr><td>Gwalior</td><td>0</td><td>9</td><td>0</td><td>0</td><td>9</td><td>0</td></tr>
<tr><td>Mandla</td><td>3</td><td>8</td><td>2</td><td>3</td><td>10</td><td>2</td></tr>
<tr><td>Satna</td><td>1</td><td>5</td><td>2</td><td>1</td><td>5</td><td>2</td></tr>
<tr><td>Sehore</td><td>0</td><td>2</td><td>6</td><td>0</td><td>6</td><td>2</td></tr>
<tr><td>Total</td><td>4(9)</td><td>25(56)</td><td>16(35)</td><td>4 (9)</td><td>31(68)</td><td>12(23)</td></tr>
</table>

Note: Figures in brackets indicate percentage

Observations from Table 5.33: Fifty six percent CACs informed that remedial classes were organised everyday while nine percent indicated that the classes were held once in a week. Thirty five percent CACs expressed that there was no set frequency and classes were organised as per the need and availability of teachers. Regarding timing of the classes, 68 percent CACs informed that these classes were held along with the regular class which in a way means that some special attention might have been given to children who find difficulties in learning. Twenty three percent CACs indicated that remedial classes were held after school timings.

CACs were also asked to respond on the three essential elements for the remedial classes, availability of teachers, attendance of students and regular evaluation of children during remedial classes. The responses have been reflected in Table 5.34.

<table>
<tr><td colspan="7">Table 5.34: Management of Remedial classes: Perceptions of CACs (district-wise)</td></tr>
<tr><td rowspan="2">District</td><td colspan="2">Availability of Teachers for remedial classes</td><td colspan="2">Attendance of students</td><td colspan="2">Regular evaluation for Remedial Classes</td></tr>
<tr><td>Yes</td><td>No</td><td>More than 80 percent</td><td>Less than 80 percent</td><td>Yes</td><td>No</td></tr>
<tr><td>Dhar</td><td>4</td><td>3</td><td>4</td><td>3</td><td>2</td><td>5</td></tr>
<tr><td>Gwalior</td><td>9</td><td>0</td><td>9</td><td>0</td><td>8</td><td>1</td></tr>
<tr><td>Mandla</td><td>10</td><td>3</td><td>10</td><td>3</td><td>6</td><td>7</td></tr>
<tr><td>Satna</td><td>5</td><td>3</td><td>5</td><td>3</td><td>4</td><td>4</td></tr>
<tr><td>Sehore</td><td>6</td><td>2</td><td>6</td><td>2</td><td>6</td><td>2</td></tr>
<tr><td>Total</td><td>34 (75)</td><td>11(25)</td><td>34 (75)</td><td>11(25)</td><td>26 (57)</td><td>19 (43)</td></tr>
</table>

Note: Figures in brackets indicate percentage

FIG. 5.20 Teachers' Availability for Remedial Classes: CACs' Perceptions

Below 80% 25%

Above 80% 75%
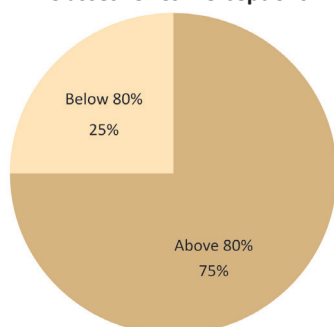
FIG. 5.21 Students' Attendance for Remedial Classes: CACs Perceptions

Below 80% 25%

Above 80% 75%
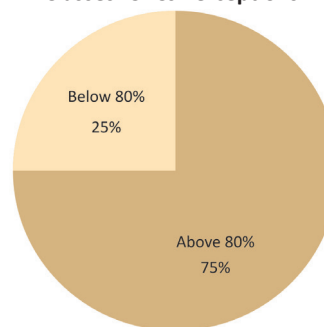
Obsevations from Table 5.34: Seventy five percent CACs have informed that teachers were available for remedial classes. However further analysis shows that three out of seven CACs from Dhar district have informed about the non-availability of teachers for these classes. This factor was perhaps better managed at Gwalior and to some extent at Mandla district. Exactly similar responses were received regarding the attendance of students in remedial classes. CACs from Dhar and Satna need to take it up with more seriousness if better results are aimed. CACs also apprised that generally half yearly evaluation was done but for remedial classes continuous evaluation was considered better to assess the effect of special efforts. However the CACs were more or less equally divided in their opinion regarding regular evaluation in remedial classes. This may also be taken as a hint that CACs were not much aware about the actual position prevailing in schools or there was lack of follow up for remedial classes.

C.IV Follow up of Guidelines and Achievement of Objectives of Pratibha Parv

Table 5.35: Perceptions of CACs on Follow up of Guidelines and Achievement of Objectives of Pratibha Parv (district-wise)

District	Follow up of Guidelines		Achievement of objectives	
	Yes	No	Yes	No
Dhar	6	1	6	1
Gwalior	9	0	8	1
Mandla	12	1	6	7
Satna	8	0	4	4
Sehore	7	1	7	1
Total	42 (93)	3 (7)	31(69)	14 (31)

Note: Figures in brackets indicate percentage

FIG. 5.22 Achievement of Objectives of PP: CACs' Perceptions

Observations from Table 5.35: Most of the CACs stated that they followed the guidelines issued by the Rajya Shiksha Kendra, Bhopal. Regarding achieving the objectives of Pratibha Parv, 69 percent CACs felt that these have been achieved while 31 percent of them held entirely different opinion. The matter requires further study of reasons and arguments which indicate that the objectives of organising the Parv were achieved or not achieved.

From the above discussion it may be concluded that:
  i.   The Cluster Academic Coordinators shared major responsibilities during the   celebration of Pratibha Parv.
  ii. They received and distributed question papers to schools.

iii. They were responsible for training, monitoring and academic support to schools.
iv. The question papers of previous years were made available to schools according to CACs.
v. The CACs played an active role in monitoring the management of remedial classes.
vi. The CACs also arranged and provided support in various ways for the external evaluation under Pratibha Parv.

D. Responses of Block Academic Coordinators (BACs):

Block is an important sub-district level which is more closely involved with the school activities and provides support to schools. The Block Academic Coordinators (BACs) are performing a significant role in organising the Pratibha Parv. The responses from 33 BACs were obtained to know the implementation of this quality initiative in Madhya Pradesh. The details are as follows.

D.I Knowledge of BACs on Objectives of Pratibha Parv

District	Table 5.36: Knowledge of BACs about Objectives of Pratibha Parv (district-wise)	
	Knowledge about objective of Pratibha Parv	
	Yes	No
Dhar	2 (50)	2 (50)
Gwalior	3 (37.5)	5 (62)
Mandla	6 (75)	2 (25)
Satna	5 (100)	0
Sehore	5 (62.5)	3 (37.5)
Total	**21 (64)***	**12 (36)***

Note: Figures in brackets indicate percentage

Observations from Table 5.36: Sixty four percent BACs had the knowledge about objectives of Pratibha Parv. However 36 percent of them denied the knowledge regarding objectives of Pratibha Parv. This was observed more in case of Gwalior and Dhar.

D.II Achievement of Objectives of Pratibha Parv

Sl. No.	Table 5.37: Achievement of Objectives of Pratibha Parv: BACs' Perceptions		
	Objectives of Pratibha Parv	Significantly	To some extent
1	Assessing status of quality of education and tracking progress at regular intervals	19 (57.6)	14 (42.4)
2	Demonstrating commitment and priority of Government towards children's achievement	15 (45.5)	18 (54.5)
3	Developing strategies for improving learning achievement of children	19 (57.6)	14 (42.4)
4	Organizing remedial teaching for children, those not able to achieve level	21 (63.6)	12 (36.4)
5	Involving Teachers community and representatives in the education of children	17 (51.5)	16 (48.5)
6	Assessing status on managing and maintenance of schools	22 (66.7)	11 (33.3)

Note: Figures in brackets indicate percentage

Observations from Table 5.37: BACs informed that all the objectives of Pratibha Parv were achieved. The objectives 'Assessing status on managing and maintenance of schools' and 'Organizing remedial teaching for children, those not able to achieve level' were achieved relatively

more significantly as compared to other objectives. The other four objectives are nevertheless very important to bring long term changes in the educational environment and perhaps there is a need to focus on new methods and strategies to achieve the remaining objectives also.

D.III Focus Areas of Pratibha Parv

Sl. No.	Focus Areas	District					No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Identifying weak students in different subjects	4	8	8	5	8	33
2	Improving attendance of children	4	8	7	5	7	31
3	Improving school infrastructure and performance	4	7	7	5	8	31
4	Improving achievement level of all children	4	6	8	5	7	30
5	Increasing enrolment rate	4	7	6	5	7	29
6	Improving attendance of Teachers	4	7	3	5	8	27

Table 5.38: Focus Areas under Pratibha Parv: BACs Perceptions (district-wise)

Observations from Table 5.38: All BACs expressed that identification of children facing difficulties in different subject areas was the main focus under Pratibha Parv. Bringing improvement in the achievement levels of children and their attendance and in the infrastructure of schools were other important areas. Enhancing the enrolment rate of children and attendance of teachers in schools have also been recognized as areas that have been given attention under Pratibha Parv.

D.IV Responsibilities of BACs for Organising Pratibha Parv

Sl. No.	Responsibilities	District					Total no. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Ensuring smooth conduct of Pratibha Parv / Explaining guidelines / Resolving conflicts	4	6	7	3	8	28 (28)
2	Inspection, Monitoring and Review	4	3	5	1	4	17 (17)
3	Distribution of Question papers	2	6	3	3	1	15 (15)
4	Issuing instructions for improvement and developing future strategies	2	3	1	3	4	13 (12)
5	Coordination with senior officers, collection of data	1	1	2	2	2	8 (8)
6	Imparting training	1	1	2	2	1	7 (7)
7	Involving CACs and SMC members in organising the Parv	0	2	5	0	0	7 (7)
8	Uploading the evaluation results on the portal	0	4	0	2	0	6 (6)

Table 5.39: Responsibilities of BACs during Pratibha Parv (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.39: The major responsibilities of BACs for Pratibha Parv included smooth conduct of Pratibha Parv, inspection, monitoring and reviews and distribution of question papers in schools. Other responsibilities as expressed by them included issue of necessary instructions, coordination and uploading the results on the portal.

As the BACs have several responsibilities related to Pratibha Parv, they were asked to mention specific duties related to assessment of the children and the schools. The responses have been shown in the Table 5.40.

District	Maintenance of secrecy of question papers	Ensuring timely checking of answer sheets	Knowledge of Verification Officer
	Yes	Yes	Yes
Dhar	4	4	2
Gwalior	8	8	8
Mandla	8	8	4
Satna	5	4	2
Sehore	7	5	4
Total	32 (97)	29 (88)	20 (61)

Table 5.40: Duties regarding External Evaluation under Pratibha Parv: Perceptions of BACs (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.40: As informed by BACs, their major responsibility is regarding maintenance of the secrecy of question papers. They were also involved in ensuring checking and verification during the conduct of Pratibha Parv.

The Investigator was interested in knowing the process of distribution of the question papers and uploading of the result of evaluation under Pratibha Parv on the web portal. Hence BACs were explored to know whether they were aware about the sequence of distribution of question papers and result uploading on the web portal.

District	Awareness of Distribution of Question Papers			Sequential responsibilities to upload results on the Web portal		
	Does not know the sequence	Partially knows the sequence	Knows the sequence	Does not know the sequence	Partially knows the sequence	Knows the sequence
Dhar	0	2	2	2	1	1
Gwalior	1	5	2	4	3	1
Mandla	0	3	5	2	1	5
Satna	1	3	1	2	2	1
Sehore	2	1	5	6	0	2
Total	4 (12)	14 (43)	15 (45)	16 (48)	7 (22)	10 (30)

Table 5.41: Awareness of BACs for Distribution of Question Papers and Uploading of Results (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.41: BACs were familiar with the chain of distribution of question papers. The knowledge of process of distribution helped in maintaining the confidentiality and secrecy of question papers. The BACs were also responsible for finalisation of the results and uploading the same on the web portal.

The data related to perceptions of BACs about achievement of objectives have been reported in Table 5.42. The BACs followed the guidelines developed by RSK, Bhopal. Majority of BACs

were of the opinion that Pratibha Parv has achieved the objectives significantly. About 39 percent of BACs (more from Gwalior) reported that the objectives were achieved up to some extent.

Table 5.42: District-wise Perceptions of BACs on Achievement of Objectives of Pratibha Parv (district-wise)

District	Follow up of Guidelines		Achievement of objectives	
	Yes	No	Significantly	To some ext.
Dhar	3	1	2	2
Gwalior	8	0	3	5
Mandla	8	0	5	3
Satna	5	0	5	0
Sehore	7	1	5	3
Total	31(94)	2(6)	20(61)	13(39)

Note: Figures in brackets indicate percentage

FIG. 5.23 Achievement of Objectives of PP: BACs' Perceptions

To some extent 39%

Significantly 61%

E. Responses of Block DIET Coordinators (BDCs):

Block DIET Coordinators (BDCs) are the faculty members from DIET who are assigned blocks for providing academic support. The questionnaire was responded by ten BDCs, one from each selected block.

E.I Achievement of Objectives of Pratibha Parv

The opinion of BDCs was sought on the achievement of the objectives of Pratibha Parv.

Table 5.43: BDCs' Perceptions on Achievement of Objectives of Pratibha Parv

Sl. No.	Objectives of Pratibha Parv	Significant Achievement	Achievement of some extent
1	Assessing status of quality of education and tracking progress at regular intervals	4(40)	6 (60)
2	Demonstrating commitment and priority of government towards children's achievement	5(50)	5 (50)
3	Developing strategies for improving learning achievement of children	8 (80)	2 (20)
4	Organizing remedial teaching for children who are not able to achieve level	6 (60)	4 (40)
5	Involving Teachers community and representatives in the education of children	6 (60)	4 (40)
6	Assessing status on managing and maintenance of schools	8 (80)	2 (20)

Note: Figures in brackets indicate percentage

FIG. 5.24 Achievement of Objectives of PP: BDCs' Perceptions
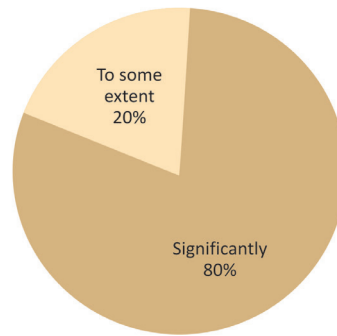
Observations from Table 5.43: Eighty percent BDCs have expressed that the objective related to 'assessing status on managing and maintenance of schools' were significantly achieved. They expressed that the objective related to developing strategies for improving learning achievement of children was also significantly achieved under Pratibha Parv. The responses with regard to other objectives have been presented in the Table 5.43.

E.II Focus Areas of Pratibha Parv

Sl. No.	Focus Areas	District					Total no. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Ascertaining Achievement level of children	2	2	2	2	2	10 (100)
2	Notifying School-wise performance	2	2	2	2	2	10 (100)
3	Identifying weak students in different subjects	2	2	2	1	2	9 (90)
4	Enhancing Attendance of children	2	2	2	1	2	9 (90)
5	Enhancing Attendance of Teachers	2	2	1	1	2	8 (80)
6	Enhancing Enrolment ratio	0	2	1	1	2	6 (60)

Table 5.44: Perceptions of BDCs on Focus Areas of Pratibha Parv (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.44: All ten BDCs expressed that determining the achievement levels of children and notifying the school wise performance were the main focus areas of Pratibha Parv. Identification of weak children and enhancing the achievement levels of children are other important areas as informed by the BDCs.

E.III Responsibilities of BDCs for Organising Pratibha Parv

Sl. No.	Responsibilities	District					Total no. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Compilation of result and uploading on web portal	0	0	0	0	2	2 (20)
2	Conducting and Monitoring of exam	2	2	1	2	2	9 (90)
3	Providing training and academic support for Pratibha Parv	0	0	2	2	5	9 (90)
4	Identifying the critical points and designing the strategies to solve them	2	2	1	2	2	9 (90)
5	Making community and the parents of children responsible for the educational achievement	2	0	0	0	0	2 (20)

Table 5.45: Responsibilities of BDCs during Pratibha Parv (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.45: It is clearly reflected that all BDCs took upon themselves two major responsibilities of conducting and monitoring of assessment and identification of critical problems and solving them. Some of them have also mentioned that providing training and academic support for Pratibha Parv is also their responsibility.

F. Responses of Academic Programme Coordinators (APCs)

Academic Programme Coordinators were the officials who were given the responsibility to monitor and support the implementation of quality improvement initiatives at the district level. Five APCs, one from each selected district, responded to the questionnaire developed for them. Responses are given in Table 5.46

| Sl. No. | Components | District | | | | |
		Dhar	Gwalior	Mandla	Satna	Sehore
1	Assessment of all Children	1	0	1	1	1
2	Assessment of the School	1	0	0	1	0
3	Assessment of children through Bal Sabha performance	1	0	0	0	1
4	Celebrated on a specific date across state	0	1	0	0	0

Table 5.46: Opinion of APCs on Familiarity with Pratibha Parv (district-wise)

Observations from Table 5.46: All APCs except the APC from Gwalior have informed that assessment of all children is the most popular component of this initiative. The APC from Gwalior expressed that the main feature of Pratibha Parv is that it is celebrated on a specific day in all the schools of the state. Besides these two, other components of Pratibha Parv are assessment in co-curricular activities and assessment of the school.

The APCs were also asked to share with the investigating team about how the results of Pratibha Parv were being utilised for improving the quality of education.

| Sl. No. | Factors | District | | | | |
		Dhar	Gwalior	Mandla	Satna	Sehore
1	Planning for quality improvement of education	1	0	1	0	0
2	Planning for providing support to low achieving children	0	2	0	1	1

Table 5.47: Utilisation of Results of Pratibha Parv by APCs (district-wise)

Observations from Table 5.47: According to the APCs from Gwalior, Satna and Sehore the results were being utilised to identify the children needing additional support for teaching learning and developing strategies for providing such support. The APCs from Dhar and Mandla informed that results were being used for planning quality improvement programmes. However lack of proper strategies was observed for utilising the results and improving quality of education on the basis of these results.

The APCs also shared their major roles and responsibilities in organising the Parv. As indicated in the Table 5.48, their major role is to ensure maximum participation of the children and community during this celebration.

Table 5.48: Role of APCs for Effective Conduct of Pratibha Parv (district-wise)						
Sl. No.	Role	District				
		Dhar	Gwalior	Mandla	Satna	Sehore
1	Ensuring participation of all children and community	1	1	0	0	1
2	Ensuring completion of syllabus by Teachers	0	1	0	0	0
3	Issue of official orders and its follow up	0	0	1	0	0
4	Orientation of field functionaries	0	0	1	0	0

Conclusion on implementation of Pratibha Parv

- The teachers and head teachers possessed knowledge about Pratibha Parv. They were familiar with the objectives of the Pratibha Parv.
- The teachers and Head teachers were familiar about grading system of the schools based on evaluation of the academic performance of the students during assessment in Pratibha Parv. They were also aware of the grading of their own school.
- The teachers were familiar with the process of tracking the progress of children at regular intervals.
- Teachers organised remedial teaching for the children who were not able to achieve the expected competency level.
- The educational administrators, representatives of the people and community also participated in knowing children's academic achievement as well as facilities available in the schools. They personally witnessed the performance of the children in the 'Bal Sabha'.
- The teachers and schools actively made preparations for Pratibha Parv. At the same time the teachers faced problems in making preparations which they had overcome with their own efforts.
- The teachers maintained records related to Pratibha Parv in all the schools.
- For the evaluation of the performance of the students, the Question papers for Pratibha Parv were based on the syllabus for respective classes. The teachers of other schools evaluated the answer sheets of the children from any particular school. This assessment was called 'external evaluation'.
- The teachers and Head teachers were provided training for implementation of Pratibha Parv in schools.
- The teachers followed the guidelines developed by the state for the scheme.
- The teachers actively participated in the planning, organising and implementing the remedial classes.
- Teachers were in favour of continuation of Pratibha Parv for various reasons such as the scheme helped in providing subject-wise assessment of children, activities of the school and motivating the children and parents.
- CACs actively participated in organising the Pratibha Parv. They shared the responsibilities with BACs.
- CACs were of the opinion that syllabus was completed before the evaluation of children under Pratibha parv.

- CACs also reported that they had identified the students who needed remedial teaching. They also helped schools in scheduling the remedial classes.
- The CACs perceived that objectives of the Pratibha Parv were achieved and guidelines were pursued. They performed the responsibilities delineated by the RSK related to training and monitoring.
- BACs were familiar with the scheme. They were of the opinion that the objectives of Pratibha Parv were achieved.
- Pratibha Parv helped in identifying achievement level of children, performance of the students in subjects, attendance of teachers and children and performance of schools.
- The BACs role was ensuring smooth conduct of Pratibha Parv, monitoring and review and distribution of Pratibha Parv question papers. They also ensured uploading of the achievement data and grading of schools based on the results.
- The BDCs were of the opinion that Pratibha Parv had achieved its objectives. They got training, monitored the evaluation work and compiled the results.
- The APCs were familiar with the objectives of the Pratibha Parv. They were also aware of the assessment of children and use of the data for institutional evaluation. They were also involved in planning for quality improvement of elementary education at the district level.
- The APCs ensured effective implementation of the Pratibha Parv in the district in accordance with their responsibility.

5.2. Factors Facilitating Implementation of Pratibha Parv

Pratibha Parv is an important annual event in the state of Madhya Pradesh in which all government officials participate along with school teachers and administrators and parents. All the officials engage in assessing the achievement levels of children and quality of school infrastructure and facilities. On the basis of the results of Pratibha Parv schools are graded into four categories- A, B, C and D. As this is considered as an important initiative to improve the quality of schools, the investigating team was interested in exploring the factors which facilitated the implementation of this quality initiative. The explanation in this regard is presented below.

A. Responses of Teachers

Table 5.49: Facilitating Factors for Implementation of Pratibha Parv: Perceptions of Teachers (school grade-wise)

| Sl. No. | Methods | School Grade | | | | Total No. of Responses |
		A	B	C	D	
1	Dedicated time for preparation of children	37	31	33	25	126 (37)
2	Authentic assessment of children by Teachers of other schools	28	29	24	23	104 (30)
3	Participation of officials and community	13	16	15	14	58 (17)
4	Teacher Training	10	10	11	10	41 (12)
5	Launched in the whole state at one time	6	1	5	3	15 (4)
	Grand Total	94	87	88	75	344 (100)

Note: Figures in brackets indicate percentage

Fig 5.25 Facilitating Factors for Implementation of PP: Teachers' Perceptions

Table 5.50: Facilitating Factors for implementation of Pratibha Parv: District-wise Perceptions of Teachers (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Dedicated time for preparation of children	14	31	32	20	29	126 (37)
2	Authentic assessment of children by Teachers of other schools	21	21	26	16	20	104 (30)
3	Participation of officials and community	3	13	16	15	11	58 (17)
4	Teacher training	9	9	12	3	8	41 (12)
5	Launched in the whole state at one time	3	1	3	0	8	15 (4)
	Grand Total	**50**	**75**	**89**	**54**	**76**	**344 (100)**

Note: Figures in brackets indicate percentage

Fig 5.26 Facilitating Factors for Implementation of PP: Teachers' Perceptions

Observations from Table 5.49 and 5.50: Teachers viewed dedicated time for preparation of children (37 percent responses) and authentic assessment of children (30 percent of responses) as major facilitating factors. Besides these two factors, teacher training related to Pratibha Parv, participation of parents, community and all the education officers were cited as facilitators for successful implementation of Pratibha Parv. The ranking of factors seems same across schools of different grades. However Table 5.50 reveals some variations in the opinion of teachers across

districts, e.g. in case of Dhar district, teachers have rated authentic assessment as the first facilitating factor whereas teachers from other four districts have rated dedicated time for preparation as the first facilitating factor.

B. Responses of Cluster Academic Coordinators (CACs)

The Table 5.51 presents the responses of Cluster Academic Coordinators (CACs) regarding the factors facilitating implementation of Pratibha Parv.
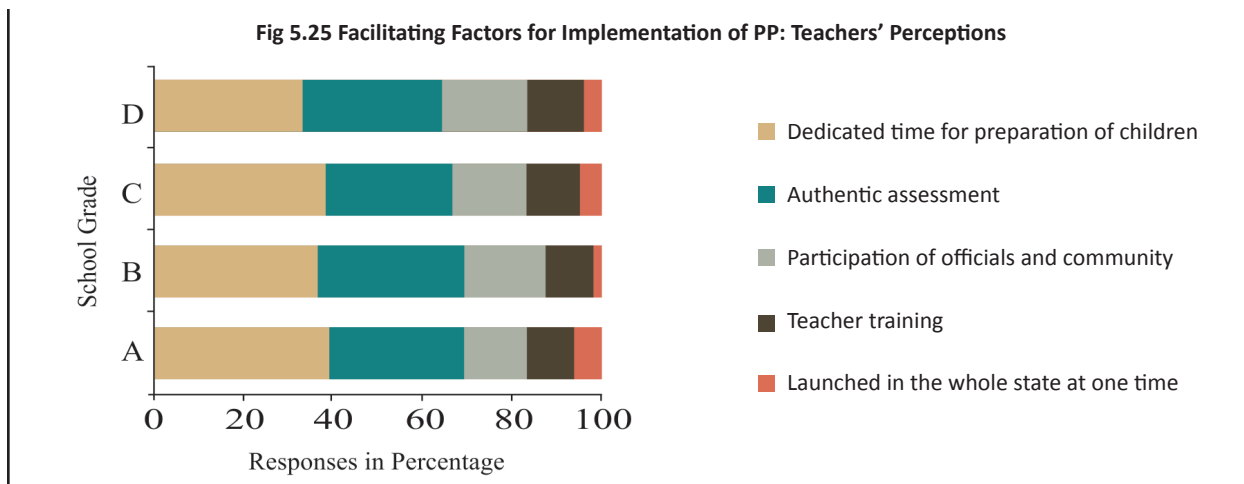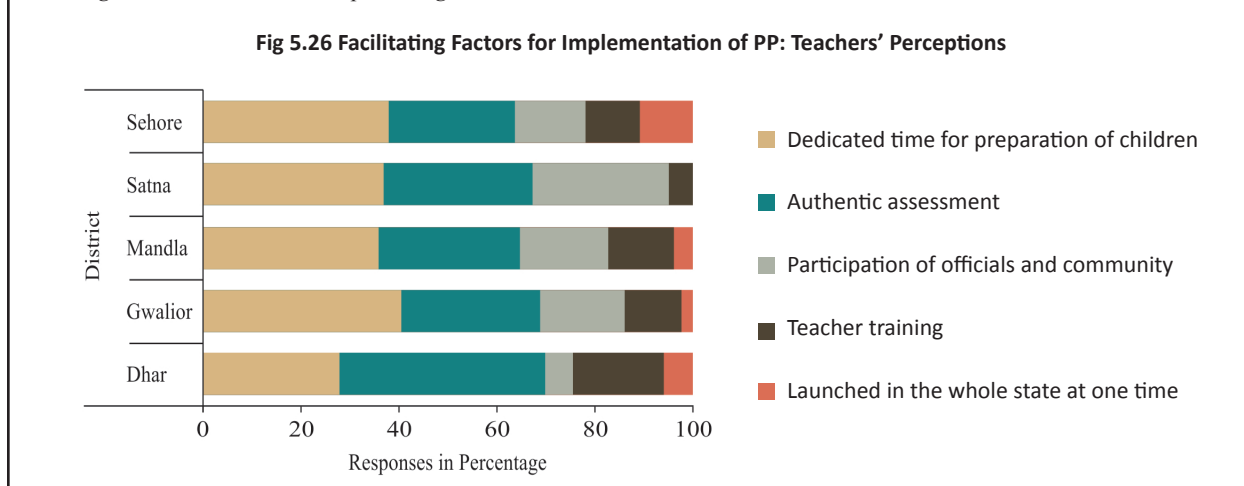
Table 5.51: Facilitating Factors for Implementation of Pratibha Parv: District-wise Perceptions of CACs (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Availability of compiled questions of all subjects	0	3	3	3	1	10 (26)
2	Regularity of students	0	2	3	1	0	6 (16)
3	Increase in the interest because of external evaluation	0	1	2	0	3	6 (16)
4	The mindset associated with the word 'Parv'	1	4	0	1	0	6 (16)
5	Positive changes in the classroom and classroom activities	2	1	0	1	0	4 (10)
6	Participation of Community/ guardians	1	1	0	0	2	4 (11)
7	Regular monitoring	0	1	1	0	0	2 (5)

Note: 1) Figures in brackets indicate percentage

2) 31 percent CACs did not respond to this question.

Fig 5.27 Facilitating Factors for Implementation of PP: CACs' Perceptions
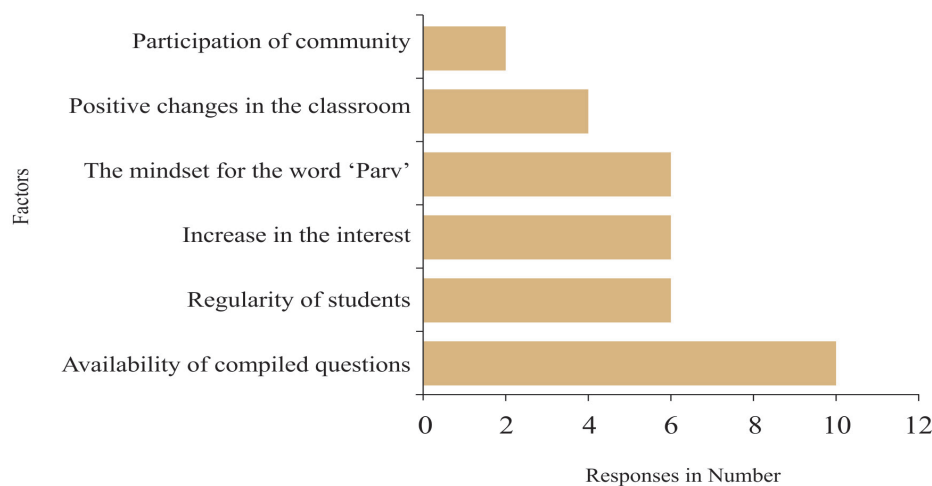
Observations from Table 5.51: CACs had different views on the factors facilitating implementation of Pratibha Parv. Strangely about 31 percent abstained from responding. The major factors, generally indicated by CACs are: i. availability of compiled question papers for all subjects ii. regularity of the students iii. external evaluation and mindset associated with the term 'Parv'. Positive changes in the classroom and classroom activities, involvement of all stakeholders and regular monitoring were other factors revealed. Figure 5.27 shows the overall responses of CACs.

C. Responses of Block Academic Coordinators (BACs)

The Block Academic Coordinators (BACs) have expressed four major factors facilitating for the successful implementation of Pratibha Parv. These are presented in Table 5.52 and fig. 5.28.

Table 5.52: Factors Facilitating Implementation of Pratibha Parv: Perceptions of BACs (district-wise)

Sl. No.	Factors	District					No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Commitment of all stakeholders	1	8	8	3	5	25 (34)
2	No fear from exams in children	1	5	3	7	4	21 (28)
3	Remedial measures	4	6	6	0	1	17 (23)
4	Improvement in School Infrastructure	4	2	2	2	1	11 (15)

Note: Figures in brackets indicate percentage

Fig 5.28 Facilitating Factors for Implementation of PP: BACs' Perceptions

Observations from Table 5.52: The BACs views were scattered and those were consolidated and were organised into four major categories as reflected in Table 5.52 They stated that children did not face fear from assessment during the Pratibha Parv. Improvement in school infrastructure, commitment of teachers and administrators, remedial measures for children needing support were the facilitating factors for implementation of Pratibha Parv.

D. Responses of Block DIET Coordinators (BDCs)

The responses of Block DIET Coordinators (BDCs) on facilitating factors for implementation of Pratibha Parv are presented in Table 5.53.

Table 5.53: Factors Facilitating Implementation of Pratibha Parv: Perceptions of BDCs (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Joint efforts of Teachers and Administration	0	0	3	1	2	6 (37)
2	Authentic Evaluation	0	2	0	2	0	4 (25)
3	Continuous Evaluation of children by simple methods and procedures	0	0	0	1	2	3 (19)
4	Identification of academic hard spots of student and remedial teaching	2	0	0	1	0	3 (19)

Note: Figures in brackets indicate percentage

Fig 5.29 Facilitating Factors for Implementation of PP: BDCs' Perceptions
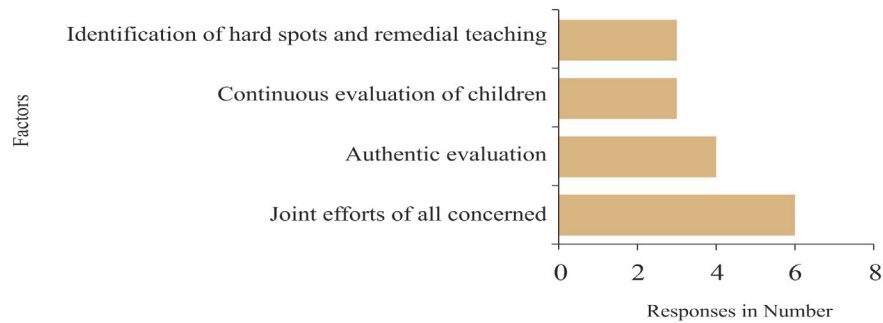
Observations from Table 5.53: Prime facilitating factor for implementation of Pratibha Parv identified by BDCs is the joint efforts of teachers and administration.Authentic evaluation of the students and simple process of evaluation also helped a lot in implementation of Pratibha Parv in government schools of Madhya Pradesh.

E. Responses of Academic Programme Coordinators (APCs)

Table 5.54: Factors facilitating implementation of Pratibha Parv: Perceptions of APCs

Sl. No.	Factors	Total No. of Responses
1	Contribution of all stakeholders	4 (50)
2	Regularity and punctuality of Teachers and students	2 (25)
3	Special efforts to improve learning of children	1 (12.5)
4	Timely preparation and distribution of question papers	1 (12.5)

Note: Figures in brackets indicate percentage

Observations from Table 5.54: Academic Programme Coordinators (APCs) perceived the contribution of all stakeholders as the main facilitating factor for implementation of Pratibha Parv. Other factors indicated were regularity and punctuality of teachers and children, special efforts to improve learning of children and timely preparation and distribution of question papers.

Conclusion

The description given above reflects the perceptions of different functionaries about facilitating factors for the implementation of Pratibha Parv. Figure 5.30 depicts the factors in conclusion.

Fig 5.30: Major Facilitating Factors for Implementation of Pratibha Parv: A Consolidated View
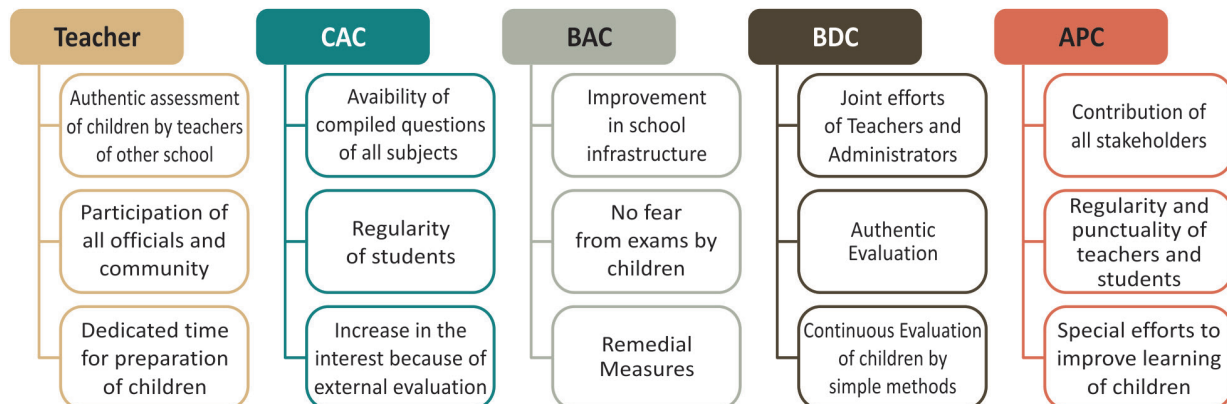
All the factors considered as facilitating factors for implementing Pratibha Parv were further analysed and categorised under five dimension namely - teachers and their training, assessment and evaluation, monitoring, teaching and learning and participation of parents and community. The factors under each dimension have been shown in figure 5.31.

Figure 5.31 : Dimensions and Facilitating Factors of Pratibha Parv at a Glance

Teachers and their Training	• Dedicated time for preparation of children • Teacher Training • Joint effort for educational achievements by teachers and administrators • Improvement in regularity and punctuality of teachers
Assessment and Evaluation	• Authentic assessment of children • Identification of other talents • No fear for exams by children • Regular tracking of learners progress • Timely preparation and distribution of question papers
Monitoring	• Takes place in entire state at one time • Participation of all officials • Effective monitoring
Teaching and Learning	• Remedial teaching • Class-wise, grade-wise syllabus and question papers • Positive changes in classroom and classroom activities • Improvement in school infrastructure
Participation of Children, Parents and Community	• Regularity and Punchuality of children • Participation of community • Sharing of results with children and teachers • Mindset associated with the word 'Parv'

5.3. Impeding Factors for Implementation of Pratibha Parv

Pratibha Parv is a State initiative for the quality improvement in school education. Community is an important stakeholder for quality improvement in education. The State is going to complete 6th year of celebrating Pratibha Parv but desired results are yet not very visible. Therefore, an effort has been made to look into the hindering factors for the proper implementation of this quality improvement initiative, through this study.

A. Responses of Teachers

Responses of teachers were taken on the impeding factors of Pratibha Parv and are presented in Table 5.55 and 5.56.

Table 5.55: Impeding Factors for Implementation of Pratibha Parv: Perceptions of Teachers (school grade-wise)						
Sl. No.	**Factors**	**School Grade**				**Total No. of Responses**
		A	**B**	**C**	**D**	
1	Evaluation is not grade-wise appropriate	14	15	14	15	58 (24)
2	Indifference of teachers and inadequate training	22	9	11	8	50 (21)
3	Family background of children and unsupportive community	7	14	13	10	44 (19)
4	Assessment of all subjects in one day	6	10	9	3	28 (12)
5	Limited time for preparation with less budget	3	13	11	11	38 (16)
6	Non-academic duties of teachers	9	3	3	3	18 (8)
	Total	**61**	**64**	**61**	**50**	**236 (100)**

Note: Figures in brackets indicate percentage

Fig 5.32 Impeding Factors for Implementation of PP: Teachers' Perceptions)
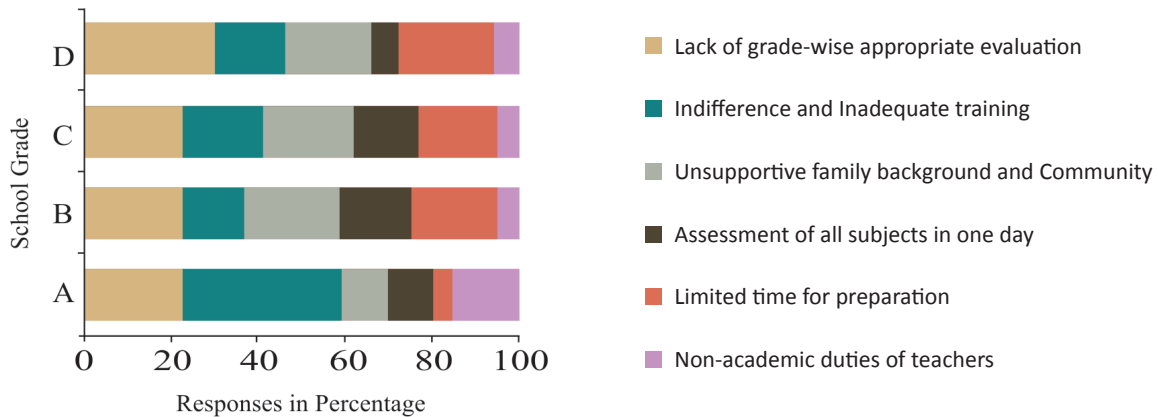
Table 5.56: Impeding factors for Implementation of Pratibha Parv: Perceptions of Teachers (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Evaluation is not grade-wise appropriate	8	14	7	24	5	58
2	Indifference of teachers and inadequate training	8	15	15	6	6	50
3	Family background of children and unsupportive community	3	10	9	18	4	44
4	Assessment of all subjects in one day	4	4	11	2	7	28
5	Limited time for preparation of children with Less budget	3	6	10	10	9	38
6	Non-academic duties of teachers	0	7	3	5	3	18
	Total	**26**	**56**	**55**	**65**	**34**	**236**

Note: Figures in brackets indicate percentage

Fig 5.33 Impeding Factors for Implementation of PP: Teachers' Perceptions
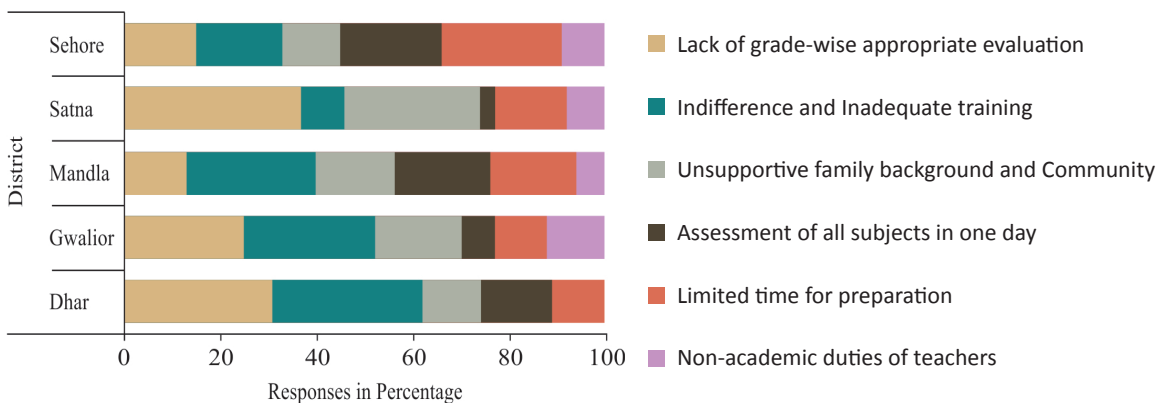
Observations from Table 5.55 and 5.56: The teachers expressed absence of grade-wise appropriate evaluation, indifference of teachers, family background of children and assessment of all subjects in one day as the main impeding factors for the implementation of Pratibha Parv. Analysis of responses from grade-wise schools shows that the 'A' grade school teachers have given more response towards indifferent attitude of teachers to Pratibha Parv than the teachers of other grade schools. The responses of D grade school teachers indicated that assessing all subjects in one

day as the major impeding factor. The teachers of C and B grade schools have pointed evaluation process not being grade wise as the impeding factor. Basically the teachers do not seem so much interested in organising Pratibha Parv initiative. The teacher indifference seems to emerge as the main reason because of which Pratibha Parv could not show impact for improving the schools.

Further, teachers were asked to share the problems faced by them during the preparation for organising the Pratibha Parv. Their responses are given in Table 5.58 and Table 5.59.

Table 5.57: Problem Faced During Preparations of Pratibha Parv: Perception of Teachers (grade-wise)

Sl. No.	Factors	School Grade				Total No. of Responses
		A	B	C	D	
1	Ensuring student attendance	49	49	33	38	169 (23)
2	Motivating parents to participate	53	50	40	37	180 (25)
3	Preparation for the achievement test of students	41	38	34	32	145 (20)
4	Preparations for Bal Sabha	39	33	29	33	134 (19)
5	Maintaining financial record of the event	25	25	25	21	96 (13)

Table 5.58: Difficulties faced during preparations of Pratibha Parv: Perceptions of Teachers (district-wise)

Sl. No.	Factors	District					No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Ensuring students' attendance	33	35	33	36	32	169 (23)
2	Motivating parents to participate	38	38	35	37	32	180 (25)
3	Preparation for the achievement test of students	28	28	33	26	30	145 (20)
4	Preparations for Bal Sabha	28	29	31	22	24	134 (19)
5	Maintaining financial record of the event	23	17	28	13	15	96 (13)

Note: Figures in brackets indicate percentage

Fig 5.34 Problems Faced During Organising PP: Teachers' Perceptions
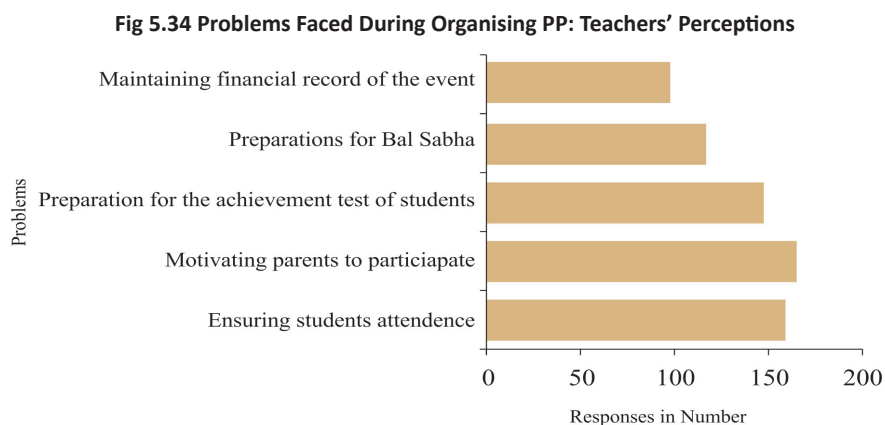
Observations from Table 5.57 and 5.58: Responses received from teachers are diverse. A majority stated that motivating the parents of the children to participate in Pratibha Parv is their biggest challenge. Sending information to parents to get them interested in their children's studies; prepare children for Pratibha Parv assessment; check their homework and ensure their participation are the general expectations from the school teachers. A good number of responses indicated that the student attendance and preparations for achievement test were also the significantly hindering the proper implementation of Pratibha Parv. Figure 5.34 shows the problems faced by the school teachers during the organisation of Pratibha Parv.

		School Grade				Total No. of Responses
Sl. No.	Problem Faced	A	B	C	D	

Table 5.59: Teacher Perception on Problem Faced during Partibha Parv (school grade-wise)

Sl. No.	Problem Faced	A	B	C	D	Total No. of Responses
1	Indifference of children and parents	10	14	13	6	43 (45)
2	Time management	11	8	5	5	29 (30)
3	More than one paper a day	3	10	5	6	24 (25)

Table 5.60: Teacher Perception on Problem Faced during Partibha Parv (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Indifference of children and parents	8	10	7	10	8	43 (45)
2	Time management	2	7	8	5	7	29 (30)
3	More than one paper in a day	4	2	10	3	5	24 (25)

Note: 1) Figures in brackets indicate percentage

2) 26 percent Teachers did not respond and 15 percent expressed no problems

Observations from Table 5.59 and 5.60: While 26 percent teachers abstained from responding majority of the responding teachers expressed indifference on the part of children and their parents that causes maximum difficulties. Nearly 25 percent responses indicated that due to more than one paper in one day was also a problem and through thirty percent responses, teachers communicated they were unable to manage the time and the activities of the event.

From the above discussion, it can be concluded that the main impeding factors according to teachers are: indifferent attitude of children, indifference of parents, lack of proper evaluation, time constraint for preparations.

B. Responses of Cluster Academic Coordinators (CACs)

The Cluster Academic Coordinators (CACs) are the resource persons at cluster level who act as the link between schools and block level administrative system. They are important stakeholders in the organisation of Pratibha Parv. Their responses are presented in Table 5.61.

Table 5.61: Impeding Factors for Pratibha Parv: Perceptions of CACs (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Irregularity of students	0	2	6	4	5	17 (28)
2	Shortage of teachers and their Indifference	3	4	5	2	2	16 (26)
3	Question papers not being grade and age appropriate	1	1	2	2	2	8 (13)
4	Parents not being aware	0	0	4	3	1	8 (13)
5	No proper inspection and evaluation	4	1	0	2	1	8 (13)
6	Fear among students and teachers	1	0	2	0	1	4 (7)

Note: Figures in brackets indicate percentage

Fig 5.35 Impeding Factors for PP: CACs' Perceptions
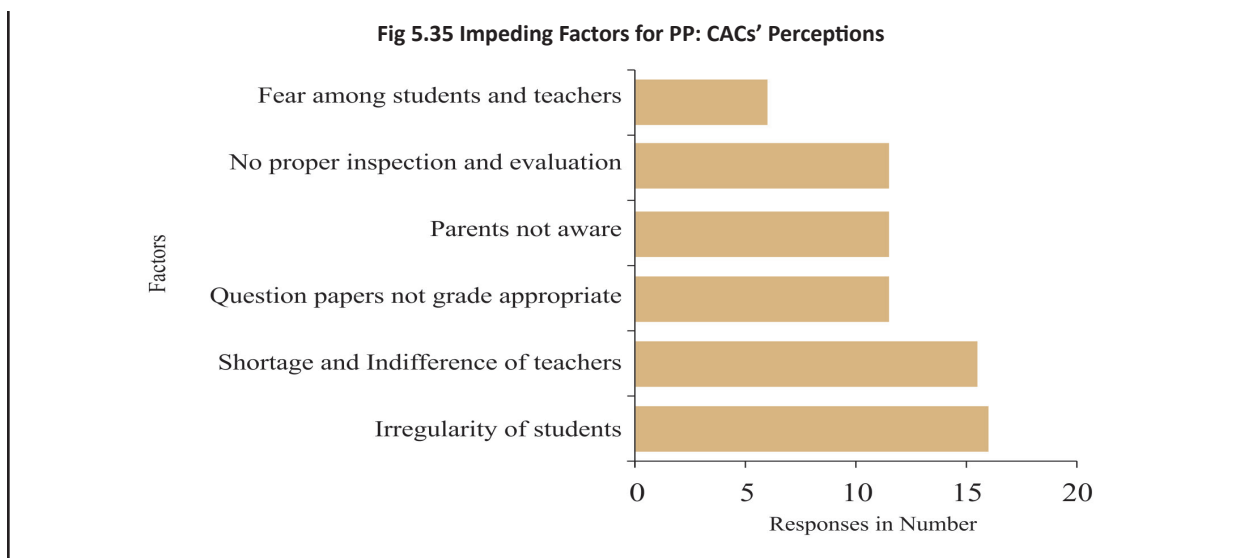
The CACs perceived that the irregularity of students and unawareness of parents for various quality initiatives are the main impeding factors. In addition to these, they have mentioned that the process of preparation of question papers was not standardised. The question papers were not age and grade-wise appropriate. There was an absence of monitoring of teachers in schools and teachers and other staff members did not take their responsibilities seriously. Teachers were not motivating children to practice previous years' question papers to get ready for assessment.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Motivating parents to participate	6	7	11	8	4	36 (27)
2	Ensuring students attendance	7	7	7	7	7	35 (26)
3	Early preparation for achievement test of students	7	9	6	6	6	34 (25)
4	Preparations for bal sabha	1	5	4	5	5	20 (15)
5	Maintaining financial record of event	0	2	1	4	2	9 (7)

Table 5.62: Problem Faced by CACs during Organisation of Pratibha Parv (district-wise)

Note: Figures in brackets indicate percentage

Observations from Table 5.62: Like teachers, CACs also indicated the major impeding factors for implementation of Pratibha Parv such as motivating parents and other community members to participate in the event, ensuring good attendance of children and early preparation of achievement tests by children.

C. Responses of Block Academic Coordinators (BACs)

The BACs are the block level resource persons whose responsibilities are to get the funds for printing of Pratibha Parv question papers, get the question papers printed and distributed to the Cluster Academic Coordinators of the concerned block and uploading the results of Pratibha Parv on the web portal. The BACs are providing training and academic support to Cluster Academic Coordinators at Block level. They act as the link between the Block DIET Coordinator and CACs.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Indifference of parents	1	7	5	2	3	18 (30)
2	Careless attitude of Teachers for grade D and E children	3	4	4	2	5	18 (30)
3	Shortage of time for uploading the results of Pratibha Parv/ non- academic Work load on Teachers	2	2	4	1	1	10 (18)
4	Irregularity of children in classes	0	4	2	0	1	7 (12)
5	Difficulty in administration of question papers due to lack of infrastructure and Teachers	1	1	2	1	1	6 (10)

Table 5.63: Impeding Factors of Pratibha Parv: Perceptions of BACs (district-wise)

Note: Figures in brackets indicate percentage

Fig 5.36 Impeding Factors for PP: BACs' Perceptions
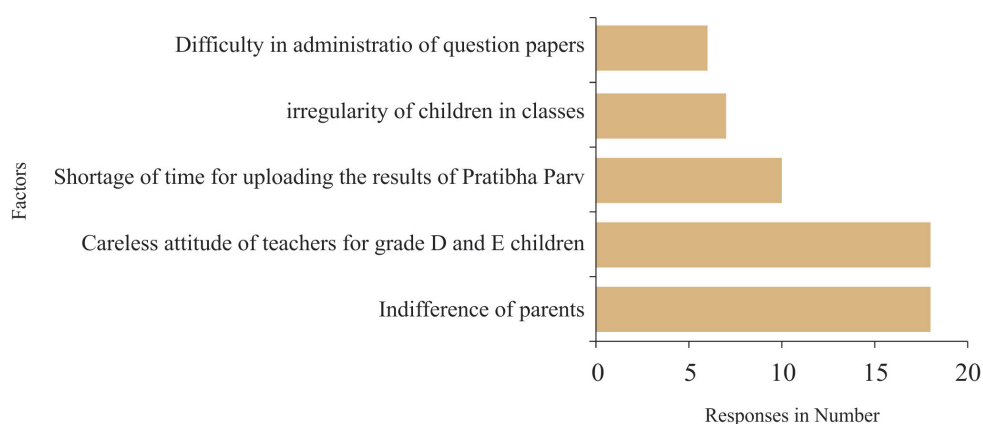
Observations from Table 5.63: The BACs have ranked indifference of parents as number one impeding factor followed by lack of teachers' sincerity and irregularity of children in classes. Another difficulty revealed was conduct of assessment test in all subjects on one day for all classes. This difficulty was perhaps due to the lack of infrastructure and shortage of teachers. Uploading the result on web portal in short time period was another difficulty faced by BACs. These impeding factors are important and responses of different functionaries should be taken seriously if the implementation of quality initiative is to be improved for getting desired results.

Table 5.64: Challenges Faced by BACs in Implementing Pratibha Parv (district-wise)

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
1	Preparation and Uploading of the results on web portal	0	2	6	2	2	12 (25)
2	Meeting the deadlines	2	2	3	1	2	10 (20)
3	Confidentiality of question paper	0	1	2	3	2	8 (16)
4	Indifferent and inadequate teachers	0	2	4	2	0	8 (16)
5	Lack of Awareness in parents	1	3	1	0	1	6 (12)
6	Student Absenteeism	0	4	0	1	0	5 (11)

Note: Figures in brackets indicate percentage

D. Responses of Block DIET Coordinators (BDCs)

The responses of Block DIET Coordinators (BDCs) on factors impeding the implementation of Pratibha Parv are presented in Table 5.65.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
	Table 5.65: Impeding Factors for Implementation of Pratibha Parv: Perceptions of BDCs (district-wise)						
1	Lack of commitment both from administration and Teachers	2	2	1	1	2	8 (67)
2	More chances of copying due to the objective type questions	0	0	0	1	0	1 (8)
3	Fear among Teachers related to performance of children	0	0	0	1	2	3 (25)

Note: Figures in brackets indicate percentage

Observations from Table 5.65: According to BDCs, Lack of commitment of teachers and administration, type of test and fear among the teachers related to the performance of children in Pratiha Parv are the major impeding factors. They were further asked to share the problems faced by them during organisation of Pratibha Parv. The responses have been shown in Table 5.66.

Sl. No.	Factors	District					Total No. of Responses
		Dhar	Gwalior	Mandla	Satna	Sehore	
	Table 5.66: Challenges Faced by BDCs in Implementing Pratibha Parv (district-wise)						
1	Children absenteeism	0	2	0	1	0	3 (17)
2	Shortage of Evaluation Officers	0	0	0	2	0	2 (11)
3	Lack of commitment on the part of community and school	0	0	0	1	1	2 (11)
4	Implementation of programme in outer areas	2	0	1	0	0	3 (17)
5	Rigid attitude of Teachers	0	0	1	0	2	5 (28)
6	Organisation of remedial classes	2	0	0	0	1	3 (16)

Note: Figures in brackets indicate percentage

BDCs expressed that children absenteeism, shortage of evaluation officers, lack of committment and rigid attitude of the teachers were the major challenges for the success of Pratibha Parv. They also mentioned that organising Pratibha Parv in outer areas and organising remedial classes for academic improvement of children were other difficulties faced by them.

E. Responses of Academic Programme Coordinators (APCs)

The Academic Programme Coordinators (APCs) are expected to lead and execute all the academic programmes at district level. The responses of APCs regarding impeding factors are presented in Table 5.67.

S. No.	Factors	Total No. of responses
	Table 5.67: Impeding Factors for Implementation of Pratibha Parv: Perceptions of APCst	
1	Shortage of Teachers and Non-teaching assignments	3
2	Lack of regularity and punctuality of children	3
3	Lack of monitoring	2
4	Lack of cooperation by parents	1

Fig 5.37 Impeding Factors for PP: BDCs' Perceptions
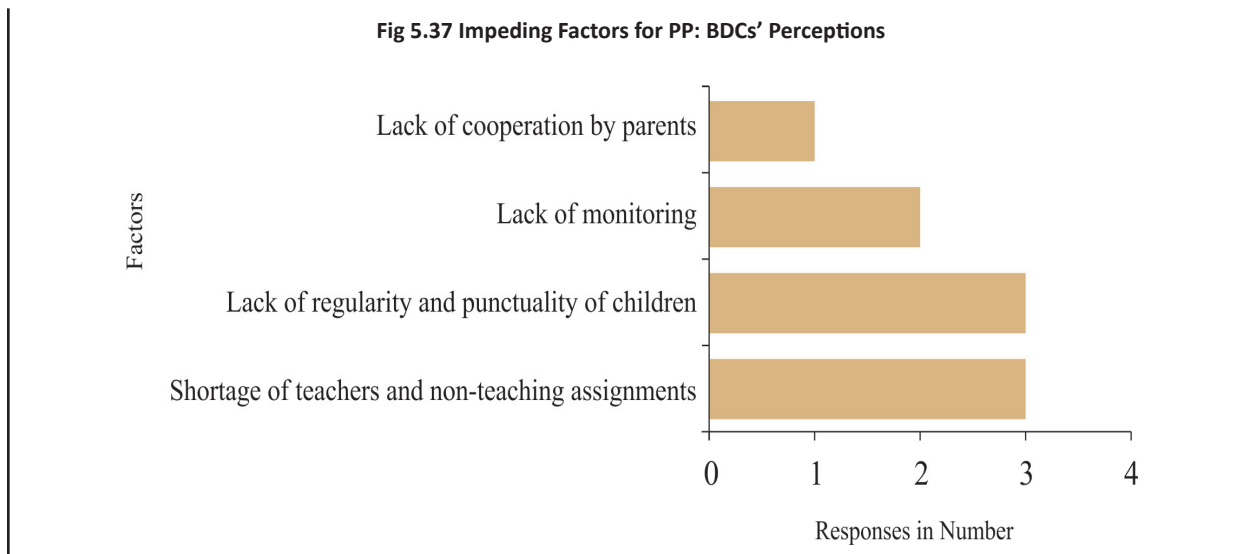
The APCs emphasised more on the children's regularity and punctuality for quality learning. Hence lack of it was the main impeding factor in their perception. They further expressed the shortage of teachers and lack of effective monitoring as other impeding factors for implementation Pratibha Parv as intended.

Conclusion

The descriptions given in this section reflect the perceptions of different functionaries on the impeding factors for the implementation of Pratibha Parv. In conclusion the perceptions of different categories of respondents have been summarily depicted through figure 5.38.

Figure 5.38.: Major Impeding factors for the Implementation of Pratibha Parv: A Consolidated View of Different Respondents
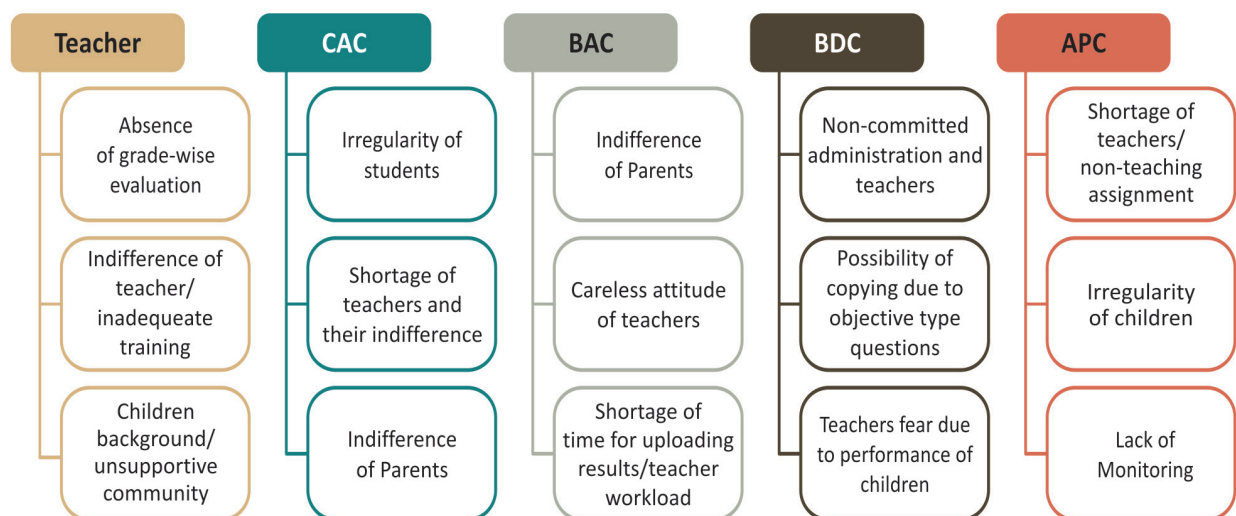
Views and perceptions of different respondents were further analyzed and different factors under six dimensions were identified as major impeding factors. The following figure presents the dimensions and major impeding factors at a glance.

Figure no. 5.39: Impeding Factors for Implementation of Pratibha Parv at a Glance

Teachers and their Training	• Lack of effective teacher training • Teachers indifference • Shortage of teachers and their non-academic duties • Fear among teachers
Assessment and Evaluation	• Question papers were not grade and age appropriate • Less time to evaluate all subjects in a day • Shortage of time for *Balsabha* preparation
Monitoring	• Lack of monitoring • Lack of evaluation officers • Casual attitude of officers
Teaching and Learning Environment, Materials and Methods	• Shortage of preparation time for children • Lack of proper organisation of remedial classes • Careless attitude of teachers for grade D and E children
Parents and Community Participation	• Parent's illiteracy and indifference • Lack of community participation • Lack of awareness among parents about quality monitoring initiatives
Children's Participation	• Indifference of children and their parents • Lack of regularity and punctuality of children • Shortage of time for preparation for bal-sabha • Unsupportive Family background
Administrative Issues	• Difficulty in conducting assessment due to lack of infrastructure and inadequate teachers • Maintenance of financial record of event and other records

5.4. Opinion of Functionaries on Continuation of Pratibha Parv to Improve Quality of Education

Role of fuctionaries and implementers of the programmes is crucial to get desired results. Their responses and suggestions should be given due consideration during the implementation. The investigator therefore made an effort the know the opinions of the stakeholders including teachers, CACs, BACs and APCs for continuation of the quality initiative namely, Pratibha Parv. Their opinion have been presented in the following sections.

A. Opinion of Teachers

Table 5.68: Opinion of Teachers on Continuation of Pratibha Parv (district-wise)

District	Opinion of Teachers on Pratibha Parv				
	Continue as it is	Should be closed	Change required	Continue with changes	Total
Dhar	20 (50)	0	18 (45)	2 (5)	40 (100)
Gwalior	24 (60)	4 (10)	10 (25)	2(5)	40 (100)
Mandla	17 (42.5)	3 (7.5)	16 (40)	4 (10)	40 (100)
Satna	30 (75)	1 (2.5)	8 (20)	1(2.5)	40 (100)
Sehore	23 (60.5)	2 (5.2)	12 (31.6)	1(2.6)	38 (100)
Grand total	**114 (58.6)**	**10 (5)**	**64 (32.4)**	**10 (5)**	**198 (100)**

Note: Figures in brackets indicate percentage

FIG. 5.40 Continuation of PP: Opinion of Teachers

Table 5.69: Opinion of Teachers on Continuation of Pratibha Parv (school grade-wise)					
School Grade	continue as it is	Should be closed	Changes required	Continue with changes	Total no. of responses
A	32 (54)	3 (5)	21 (36)	3 (5)	59
B	34 (62)	1 (2)	19 (34)	1 (2)	55
C	24 (57)	5 (12)	9 (21)	4 (10)	42
D	24 (57)	1 (2)	15 (36)	2 (5)	42
Grand total	114 (58.6)	10 (5)	64 (32.4)	10 (5)	198 (100)

Note: Figures in brackets indicate percentage

Observations from Table 5.68 and 5.69: The maximum response (59 percent) from the teachers was that it should be continued as it is, though 32 percent suggested that the programme needs changes and 10 percent suggested that it should be continued after making changes. Only 5 percent teachers suggested that the programme should be closed. More than 30 percent teachers of A, B and D grade schools suggested that the programme needed changes. If district wise analysis is viewed, it clearly comes out that majority of the teachers from Gwalior, Satna and Sehore felt that the programme should continue in its present form while the teachers from Dhar and Mandla indicated the need for making changes in the existing programme. Overall 59 percent teachers were in favour of the continuation of the programme in its existing form. A clear picture can be seen from the Table 5.69 and 5.70 and figure 5.40.

B. Opinion of Head Teachers

Table 5.70: Opinion of Head teachers on Continuation of Pratibha Parv (district-wise)					
District	Opinion of Head teachers on Pratibha Parv				
	Continue as it is	Should be closed	Change required	Continue with changes	Total
Dhar	12 (60)	0	7 (35)	1 (5)	20
Gwalior	13 (65)	0	5 (25)	2 (10)	20
Mandla	14 (70)	1 (5)	3 (15)	2 (10)	20
Satna	12 (60)	0	5 (25)	3 (15)	20
Sehore	13 (65)	2 (10)	2 (10)	3 (15)	20
Grand total	64 (64)	3 (3)	22 (22)	11 (11)	100

Note: Figures in brackets indicate percentage

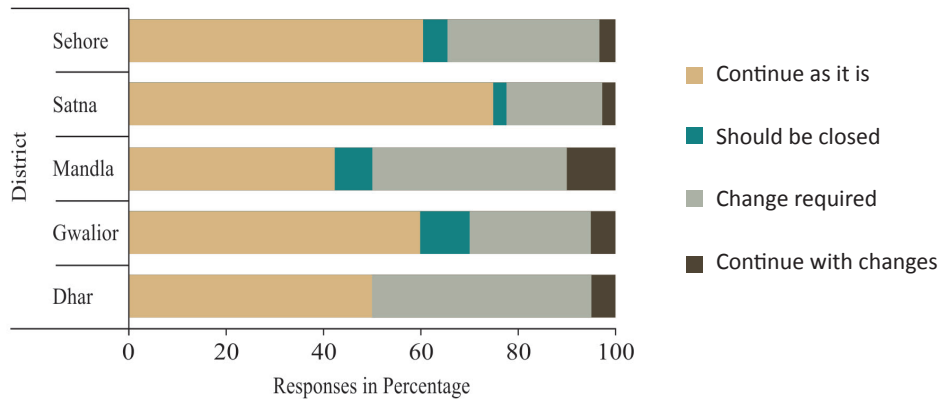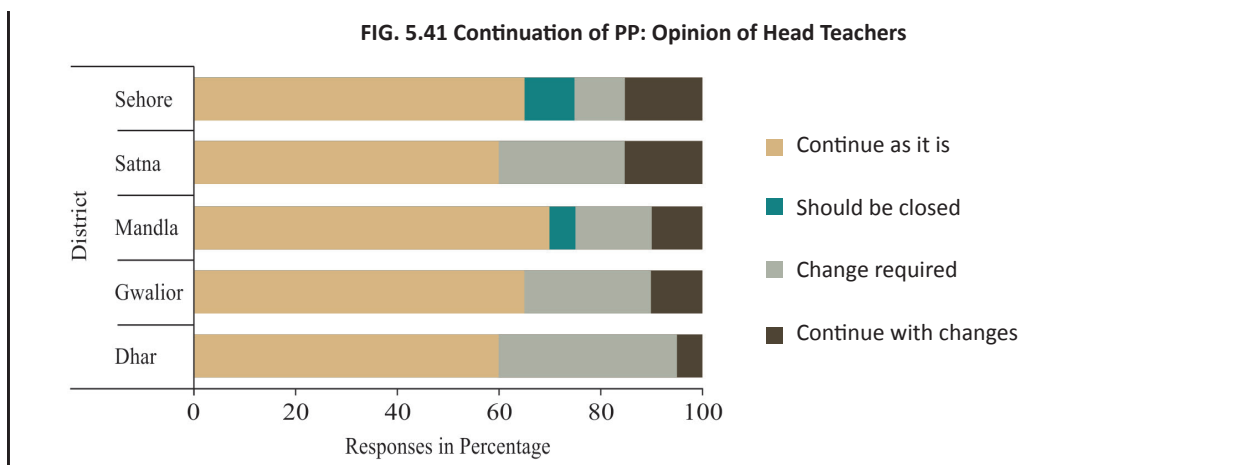**FIG. 5.41 Continuation of PP: Opinion of Head Teachers**

Table 5.71: Opinion of Head teachers on Continuation of Pratibha Parv (school grade-wise)

School Grade	Continue as it is	Should be closed	Changes required	Continue with changes	Total no. of responses
A	23	0	4	3	30
B	22	0	4	4	30
C	9	3	5	3	20
D	10	0	9	1	20
Grand total	64 (64)	3 (3)	22 (22)	11 (11)	100 (100)

Note: Figures in brackets indicate percentage

FIG. 5.42 Continuation of PP: Opinion of Head Teachers
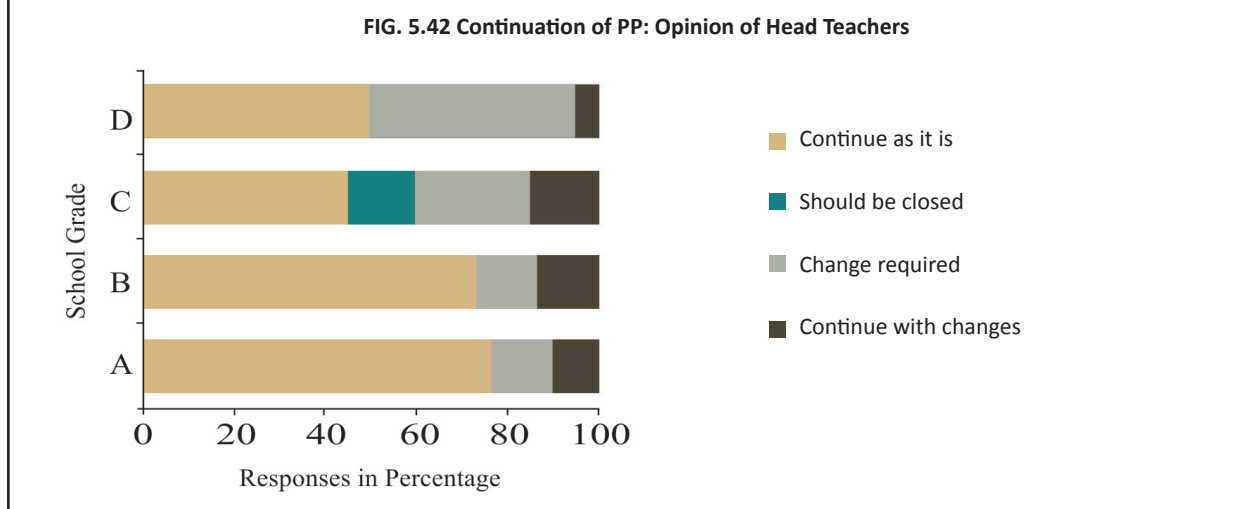
Observations from Table 5.70 and 5.71: The Head teachers' views on the existing programme of Pratibha Parv is that 64 percent of them wanted the programme to continue as it is, 22 percent of them indicated that the programme needs changes and 11 percent have expressed that the programme should continue after making changes. A deeper analysis shows that majority of the Head teachers from A and B grade schools have desired to continue the programme as it is. About 50 percent Head teachers of D grade schools felt the need for making changes in the existing programme while 50 percent of them wanted the programme to continue as it is.

C. Opinion of Cluster Academic Coordinators (CACs)

Table 5.72: Opinions of CACs on the Continuation of Pratibha Parv (district-wise)

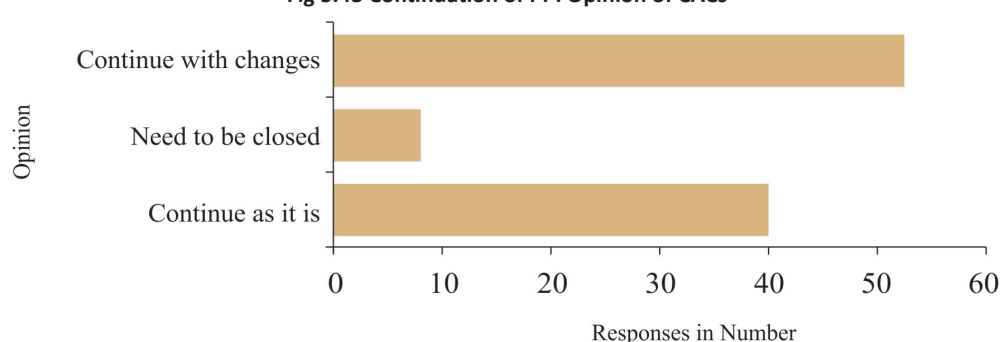| District	Opinion of CACs on Pratibha Parv			
	Continue as it is	Need to be closed	Continue with changes	Total
Dhar	3(42.9)	0	4(57.1)	7(100)
Gwalior	4(44.4)	0	5(55.6)	9(100)
Mandla	7(53.8)	2(15.4)	4(30.8)	13(100)
Satna	2(25)	1(12.5)	5(62.5)	8(100)
Sehore	2(25)	0	6(75)	8(100)
Grand total	18 (40)	3 (6.6)	24 (53.3)	45(100)

Note: Figures in brackets indicate percentage

Fig 5.43 Continuation of PP: Opinion of CACs

Observations from Table 5.72: The analysis of the views of CACs on continuation of Pratibha Parv reveals that majority of them (53 percent) have expressed that changes should be made in the existing programme while 40 percent of them are in favor of continuing of the programme as it is. District wise analysis reveals that more than 50 percent of CACs from all the districts except Mandla would like to see changes in the existing programme.

As a dimension to understand the utility and reliability of the programme, the CACs were also asked to inform whether any difference was observed between the results of Pratibha Parv and annual assessment during recent years. About 62 percent CACs mentioned that there were differences in both the results while 20 percent expressed that there were no differences. About 18 percent CAC's did not answer this question.

D. Opinion of Block Academic Coordinators (BACs)

Table 5.73: Opinion of BACs on Continuation of Pratibha Parv (district-wise)

District	Perceptions of BACs		
	Continue as it is	Change required	Total
Dhar		4 (100)	4 (100)
Gwalior	4 (50)	4 (50)	8 (100)
Mandla	1 (13)	7 (87)	8 (100)
Satna	4 (80)	1 (20)	5 (100)
Sehore	4 (50)	4 (50)	8 (100)
Grand total	13 (40)	20 (60)	33 (100)

Note: Figures in brackets indicate percentage

FIG. 5.44 Continuation of PP: Opinion of BACs
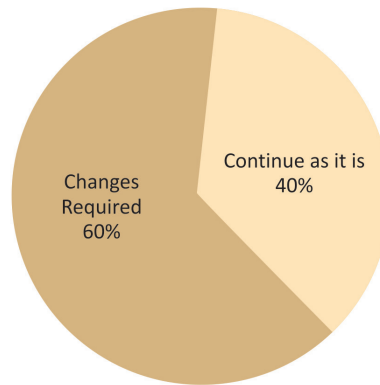
Observations from Table 5.73: The BACs clearly expressed that the Pratibha Parv programme needs changes. About 60 percent of them suggested to bring changes in the programme whereas 40 percent expressed that programme might continue as it is. A sharp opinion divide can be seen in district Dhar, Mandla and Satna. In Dhar all BACs have recommended the 'change' on the other hand in Satna 80 percent of BACs have desired that the programme might continue as it is. In Mandla also, 87 percent BACs suggested need for making changes. This finding points out that there can be difference in the implementation and impact of programme across the districts.

Key messages on Implementation of Pratibha Parv

- The quality improvement initiative of Pratibha Parv is being implemented as intended as revealed by the perceptions of teachers, Head teachers/ Shala Prabhari, CACs, BACs, BDCs and APCs.
- The initiative created awareness about objectives, organising methodology and remedial classes for improving the performance of children.
- The children, parents and teachers were familiar with the performance and grades obtained by the children. The teachers were also aware about the grades obtained by the school. This created consciousness for the quality of education.
- The Pratibha Parv has helped the teachers to improve their teaching in the light of performance of children.
- Various factors facilitating implementation of Pratibha Parv included availability of questions papers in all subjects, commitment of all stakeholders, remedial measures and improvement in school infrastructure.
- Major factors impeding implementation of Pratibha Parv included shortage and indifference of teachers, lack of appropriate questions papers (grade-wise), shortage of preparation time and indifferent attitude of parents.
- Majority of educational functionaries at different levels were in favour of continuation of the quality improvement initiative of Pratibha Parv.

Role of School Management Committees on Implementation of Quality Initiatives

CHAPTER 6

The Right to Education (RTE) Act 2009 visualises the role of School Management Committees (SMCs) as vital for the good governance of the schools at the local level. SMCs are expected to play a constructive role in establishing links between homes of children and schools and also monitor day to day activities of the schools. The constitution of SMC is mandatory for each school as per the RTE Act.

6.1 Constitution of School Management Committee

The constitution of the SMCs should be governed by Section 21 of the Act. According to the Act, three fourth members of the SMC should be from the parents or guardians of the children admitted in the school. The basic idea for this guideline is that these parents and guardians would watch the functioning of the school to ensure that it seriously considers the needs of the children. Sectrion 22 of the Act prescribes the funtions of the School Management Committeee. It is this context that the parents and guardians are expected to watch, cooperate and coordinate the activities of the school for imparting quality education to their wards. The teachers working in the schools are also expected to hold meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn and progress made in learning by the child (Section 24 (c) of the RTE Act, 2009).

6.2 Analysis of Responses on the Involvement of SMCs

Considering that SMCs are important officially constituted bodies and primary stakeholders for the education of the children in their schools, their roles and contributions were explored in the present study. The information was collected from all categories of respondents including teachers, CACs, BACs, BDCs and APCs. In addition to the information provided by these respondents, it was found necessary to have a direct conversation with the members of SMCs. The objective of this conversation was to find out the cooperation between schools and SMCs as visualised under the RTE Act. Focus Group Discussion (FGD) was chosen as the strategy as it gives every member a chance to frankly speak his/ her opinion and also listen to the expressions and opinions of other members. FGDs were conducted at the block level where SMC members from different schools were invited. It is often informed by the functionaries that SMC members are reluctant to participate. Therefore, after so many years of RTE implementations, why the cooperation between schools and SMCs has not been achieved needs to be explored. It is important to note that the majority of SMC members were the parents of the children studying in schools.

A. Responses of Teachers

In order to explore the role played by SMC members a specific section was created in the research tools to get an opinion from different functionaries.

A.I Sharing of Expectations

The responses of teachers related to sharing of their expectations with the SMC members are presented in Table 6.1 and 6.2.

District	Responses		
	Yes	**No Response**	**Total no. of Responses**
Dhar	34 (85)	6 (15)	40 (100)
Gwalior	38 (95)	2 (5)	40 (100)
Mandla	34 (85)	6 (15)	40 (100)
Satna	33 (83)	7 (17)	40 (100)
Sehore	33 (87)	5 (13)	38 (100)
Grand Total	172 (87)	26 (13)	198(100)

Table 6.1: Perceptions of Teachers related to Sharing of Expectations with SMC Members (district-wise)

The figure in brackets represents percentages.

Fig 6.1 Sharing of Expectations with SMC Members: Teachers' Perceptions

Observations from Table 6.1: About 87 percent teachers shared their expectations with the SMC members while 13% did not respond to the question. The teachers of Satna, Dhar, Mandla and Sehore districts were relatively less active in sharing their expectations with SMC members. They expected their participation but they failed to develop good rapport with the members of SMC. Another observation that emerged from the Focus Group Discussions (FGDs) with the SMC members was that SMC members were not oriented adequately on their roles. It is possible that information provided by teachers might not be comprehensible to them. This naturally will be a hindering factor for the proper cooperation and collaboration between the teachers and SMC members. More efforts may be made by teachers and Head teachers in this direction.

School Grade	Responses		
	Yes	No	Total no. of Responses
A	52 (88)	7(12)	59 (100)
B	50(91)	5(9)	55(100)
C	34(81)	8(19)	42(100)
D	37(88)	5(12)	42(100)
Grand Total	173(87)	25(13)	198(100)

Table 6.2: Perceptions of Teachers related to Sharing of Expectations with SMC Members (School grade-wise)

The figure in brackets represents percentages.

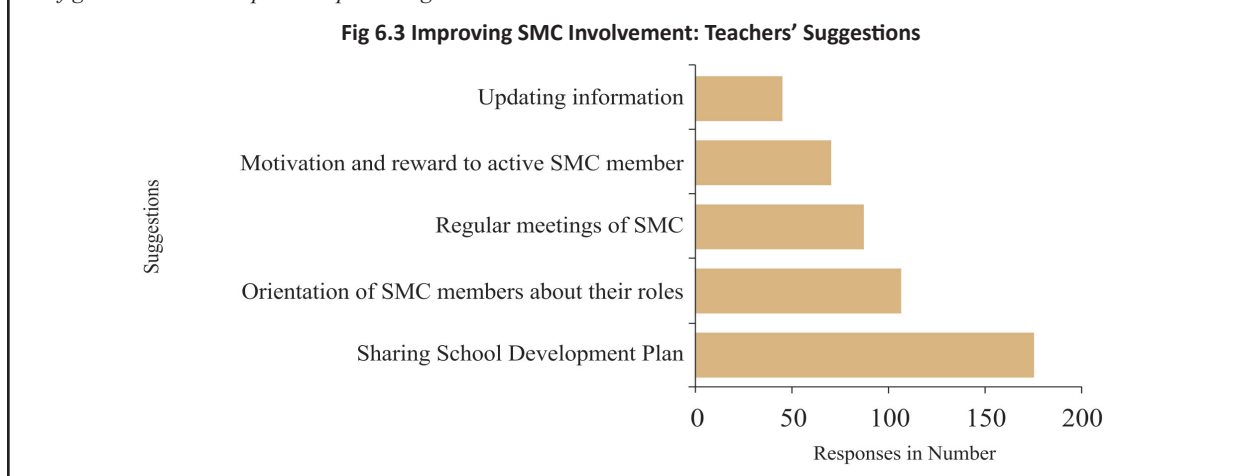Fig 6.2 Sharing of Expectations with SMC Members: Teachers' Perceptions
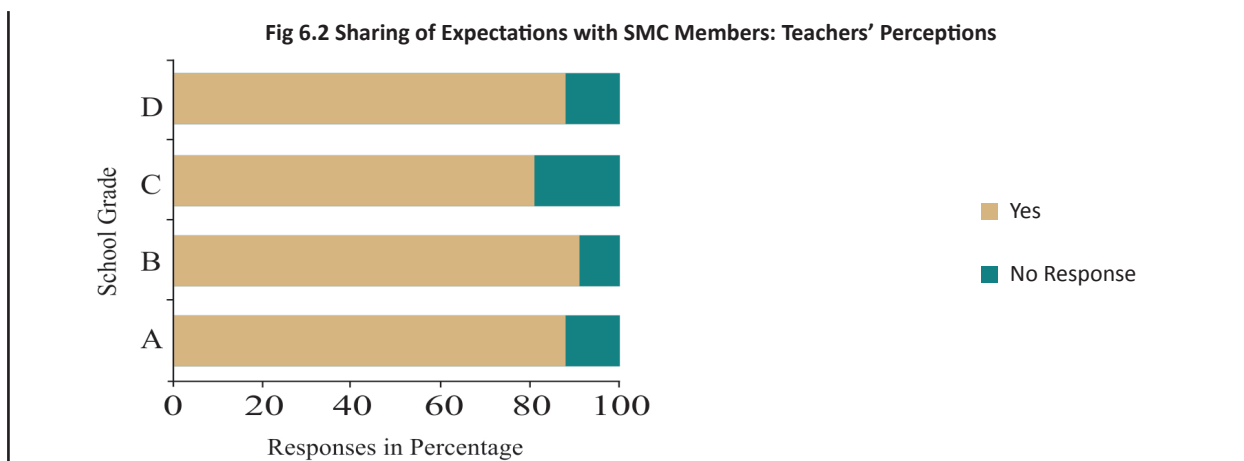
Observations from Table 6.2: The school grade-wise data indicated that the teachers from 'A' and 'C' grade schools showed less interest in sharing expectations with SMC members. The responses of teachers who shared their expectations with SMC members of four school grades A, B, C and D, respectively were put to **Chi-square test**. The calculated value of chi-square is .62 with degree of freedom (df) as 3, is not significant. This shows that the common perception of teacher is that expectations are shared with the SMC members. The teachers from A, B, C and D schools do not differ with each other in their perception about sharing of expectations with SMC members.

A.II Suggestion by Teachers for Improving Involvement of SMCs

Sl. no.	Suggestions	School Grade				Total no. of responses
		A	**B**	**C**	**D**	
1	Sharing School Development Plan	41 (31)	59 (45)	39 (34)	37 (38)	176 (37)
2	Orientation of SMC members about their roles	31 (23)	25 (19)	26 (22)	21 (21)	103 (22)
3	Regular meetings of SMC	27 (20)	21 (16)	18 (16)	22 (22)	88 (18)
4	Motivation and reward to active SMC member	23 (17)	16 (12)	15 (13)	10 (10)	64 (13)
5	Updating SMC members with necessary information	12 (9)	9 (7)	18 (16)	8 (8)	47 (10)
	Total Responses	134 (100)	130 (100)	116 (100)	98 (100)	478 (100)

Table 6.3: Suggestions by Teachers for the improvement of SMCs' involvement (school grade-wise)

The figure in brackets represents percentages

Fig 6.3 Improving SMC Involvement: Teachers' Suggestions

Observations from Table 6.3: Table 6.3 reveals the suggestions provided by teachers for increasing cooperation with SMC members. Teachers suggested various actions for enhancing cooperation from SMC members. About 478 responses were received and out of which 176 suggested that the school development plan should be shared with the SMC members. This was given top priority by the teachers. 103 responses suggested that SMC members should be oriented about their roles and necessity of participation for managing the schools effectively. About 88 responses were that there should be regular meetings of SMC members, while 64 responses suggested to provide motivation and reward to the active SMC members.
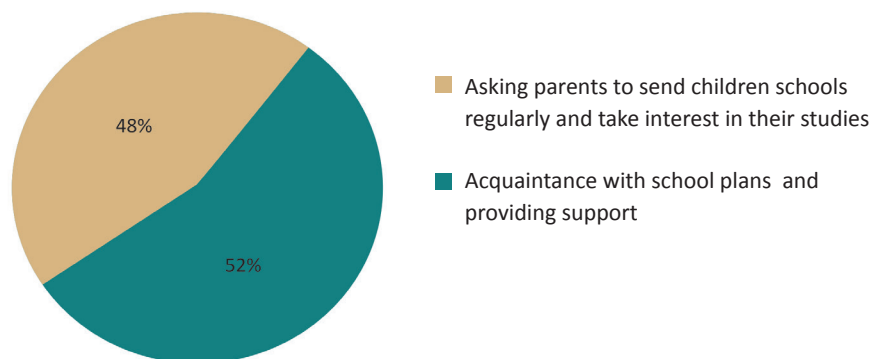
A.III Expectations of Teachers from SMC Members

When teachers were asked to express the expectations they had from SMC members related to implementation of quality initiatives, they came out with many suggestions. These belonged to two major categories.

Sl. no.	Expected Actions	School Grade				Total Responses
		A	**B**	**C**	**D**	
1	Encouraging parents to attend to their children & sending them to schools regularly	55 (49)	54 (48)	30 (44)	39 (50)	178 (48)
2	Get acquainted with school plans and provide support	57 (51)	59 (52)	38 (56)	39 (50)	193 (52)
	Total	112 (100)	113 (100)	68 (100)	78 (100)	371 (100)

Table 6.4: Expectations of Teachers from SMCs on Quality Improvement Initiatives (School grade wise)

The figure in brackets represents percentages.

Fig 6.4 Expectations of Teachers from SMC Members

48%

52%

■ Asking parents to send children schools regularly and take interest in their studies

■ Acquaintance with school plans and providing support

Observations from Table 6.4: About 48 percent responses revealed that the SMC members should pursue the parents to attend to their children and send them to schools regularly. While fifty two percent responses indicated that SMC members should be aware of school plan (193 out of 371 responses) and they should provide support in managing the schools.

B. Responses of Cluster Academic Coordinators

## B.I Perceptions of CACs about Role of SMC

When CACs were asked if they get support from SMC member for different quality improvement initiatives, they had different views for different initiatives.

Table 6.5 : Perceptions of CACs on Support Provided by SMCs on Different Intiatives					
Sl. No.	**Name of the Initiative**	**Full**	**Sometimes**	**Never**	**Total**
1	Dakshta Samvardhan	1(2)	31(69)	13(29)	45(100)
2	Continuous and Comprehensive Evaluation	1(3)	33(73)	11(24)	45(100)
3	Pratibha Parv	12(27)	25(56)	8(17)	45(100)

The figure in brackets represents percentages.

Fig 6.5 Support Provided by SMC for Quality Initiatives: Perceptions of CACs
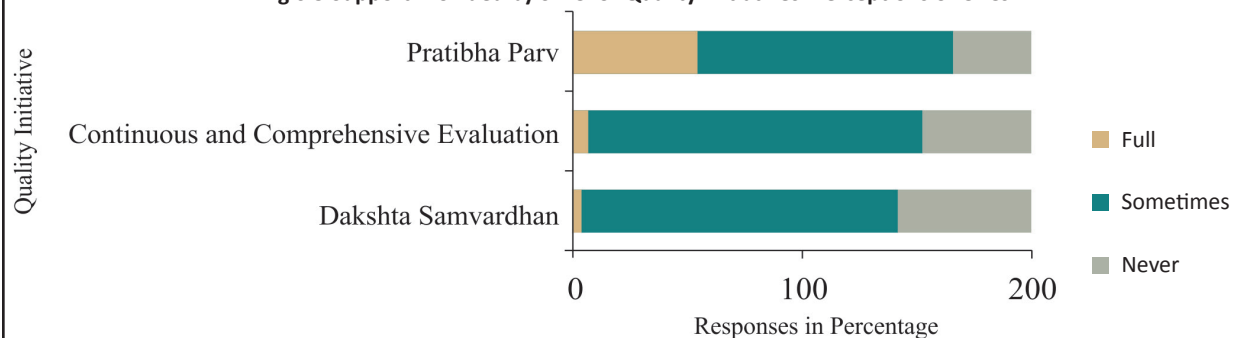
Observations from Table 6.5: Generally the support from SMC members is received only for Pratibha Parv. Twenty seven percent CACs informed that they get full support from SMC members while 56 percent informed that they get it only sometimes. About 17 percent CACs have clearly mentioned that they donot get any support from SMC members in organising Pratibha Parv. For other two programmes the cooperation is either sometimes or never.

B.II Sharing of Expactations with SMC Members

Table 6.6: Perceptions of CACs on Sharing of Expectations with SMC members (district-wise)			
District	**Sharing of Expectations**		
	Yes	**No**	**Total**
Dhar	6(85.7)	1(14.3)	7(100)
Gwalior	8(88.9)	1 (11.1)	9(100)
Mandla	10(76.9)	3(23.1)	13(100)
Satna	5(62.5)	3(37.5)	8(100)
Sehore	8(100)		8(100)
Total	37 (82.2)*	8 (17.8)*	45 (100)*

The figure in brackets represents percentages.

FIG. 6.6 Sharing of Expectations with SMC Members By CACs
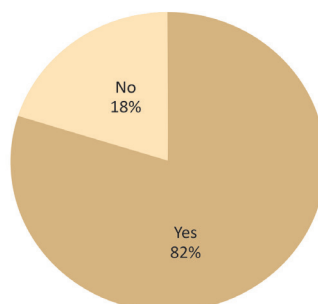
Observation from Table 6.6: About 82.2% CACs informed that they do share their expectations with the SMC members. Table 6.6 reflects it is maximum in Sehore and minimum in Satna.

B.III Suggestions for Improving Participation of SMCs

	Table 6.7: Suggestions of CACs for improvement of SMC Participation	
Sl. No.	**Suggestions**	**No of Responses**
1	Monitoring by senior officials	40
2	Rewarding the Active SMC members	24
3	Compulsion of attending monthly meetings	21
4	Spreading awareness in Public about their role in schools	15
5	Regular training for SMC members at block level	8
6	Selection of educated and willing persons as SMC members	3

Fig 6.7 Suggestions of CACs for Improved Participation of SMC


Observations from Table 6.7: Maximum responses suggested that there should be monitoring of the involvement of SMC members by senior officers. Some of them suggested that monthly meetings should be made compulsory and active SMC members should be rewarded. Some of the CACs also indicated the need for spreading awareness in public about the role of SMCs in managing the schools.

C. Responses of Block Academic Coordinators (BACs) on SMC Involvement

The BACs were also asked about their relationships with SMCs and how they ensured the good functioning of SMCs. They were asked how they monitor the work of SMCs. The BACs reported that they organised meetings with SMCs and observed the participation of members, checked the school registers maintained for meetings with SMCs and discussed participation of SMC members with the teachers.

C.I Expectations from SMC Members

	Table 6.8 : Expectations of BACs from SMCs for Implementation of Quality Improvement Initiatives	
Sl. No.	**Expectations of BACs**	**Total no. of Responses**
1	Regular monitoring of schools and solving their problems	49
4	Enhancing attendance of children and motivating them	19
3	Regularity in attending meetings of SMCs	5
4	Awareness regarding implementation of quality initiatives	4

Fig 6.8 Suggestions of BACs for Improved Participation of SMC
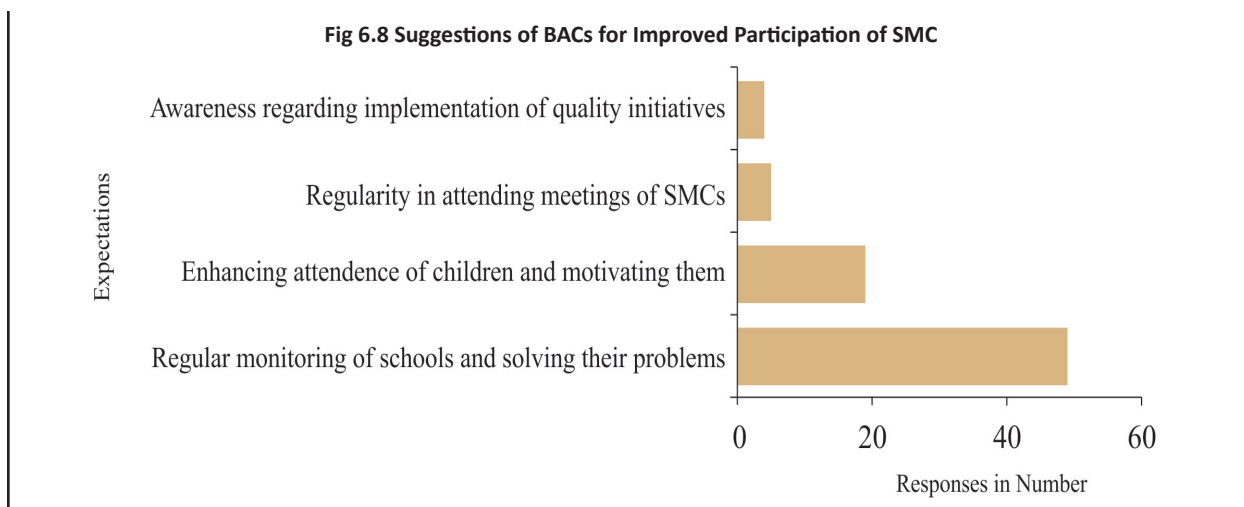
Observations from Table 6.8: Regular monitoring of schools and solving day to day problems of schools by SMCs is the expectation expressed by most of the BACs. Another major expectation was to make efforts towards enhancing the regularity and punctuality of children in schools and motivating them. The expectations seemed quite realistic.

C.II Sharing of Expectations with SMC Members

Table 6.9: Perceptions of BACs related to sharing of Expectations with SMC Members (district-wise)

District	Sharing of Expectations	
	Yes	**No**
Dhar	3 (75)	1 (25)
Gwalior	5 (62.5)	3 (37)
Mandla	5 (62.5)	3 (37.5)
Satna	4 (80)	1 (20)
Sehore	5 (62.5)	3 (37.5)
Grand Total	**21 (63.7)***	**11 (33.3)***

FIG. 6.9 Sharing of Expectations with SMC Members By CACs
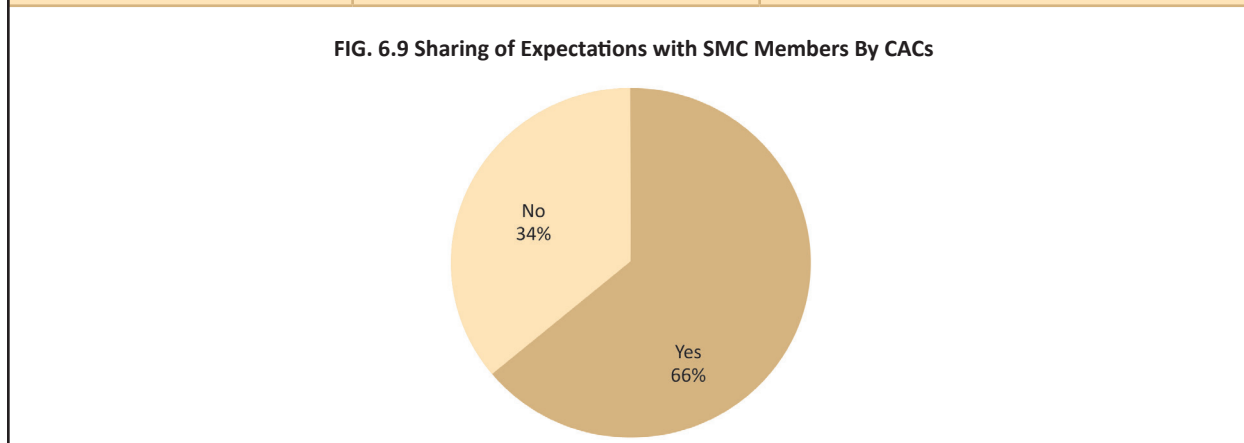
Observations from Table 6.9: The responses of BACs were also found to be similar like other respondents. 63.7% of BACs informed that they shared expectations with the SMC members.

C.III: Suggestion to Enhance Participation of SMCs

Sl. No.	Suggestions	Total no. of Responses
	Table 6.10: Suggestions of BACs to Ensure Maximum Participation of SMCs	
1	Involving them in school activities related to quality improvement	27 (33)
2	Discussion with SMC Members by calling them to schools	12 (14)
3	Making them aware of their duties towards school	12 (14)
4	Offering different incentives to SMC members	12 (14)
5	Motivating them to participate in meetings and training programmes	10 (12)
6	Right selection and Proper training of SMC members	10 (12)

Observations from Table 6.10: Majority of responses were that the SMC members should be made aware of their duties towards school; there should be free discussion in the school; they should be motivated to willingly attend the meetings and training programmes and they should also be given some respectable honorarium, refreshment and reward. Time to time training of SMC members should be organised.

D. Responses of Block DIET Coordinators (BDCs) and Academic Programme Coordinators (APCs)

The BDCs are DIET faculty members who are in-charge of implementation of Quality Improvement Initiatives in a particular block. They are expected to develop their own strategy for monitoring, supervision and implementation by providing academic support for all the three initiatives. They were asked to share their strategy of monitoring of SMCs involvement considering the ground realities. As reported by them, they do regular monitoring of schools and try to involve SMC members in the implementation of Quality improvement initiatives.

D.I Expectations of BDCs from SMCs

Sl. No.	Expectations	Total no. of responses
	Table 6.11: Expectations of BDCs from SMCs for Implementation of Quality Improvement Initiatives	
1	Dissemination of information in the larger community regarding quality initiatives and their implementation	5
2	Persuading parents to send children regularly to schools and encourage them to participate in different activities	7
3	Critical observation on educational activities of school	3
4	Provide necessary support to teachers	5
5	Committed involvement in SMC meetings	5

Observations from Table 6.11: The most desired expectation of BDCs is that SMC should help in enhancing the attendance of students and encouraging them to be regular and punctual in schools and participate in different activities. If need be, SMC members should provide support to the teachers. The SMCs should also share responsibility of implementation of initiatives for Quality Education. These expectations are similar to the roles of SMC under the RTE Act.

D.II Sharing of Expectations by BDCs with SMCs

BDCs were further asked if they shared their expectations with the SMC members.

District	Responses on Sharing of Expectations	
	Yes	No
Dhar	-	2
Gwalior	1	1
Mandla	1	1
Satna	2	-
Sehore	2	-
Grand Total	**6 (60)***	**4 (40)***

Table 6.12: Perceptions of BDCs on Sharing of Expectations with SMC Members (district-wise)

Observations from Table 6.12: The responses were not same across the districts as revealed by Table 6.12. Both the BDCs in Dhar and one each in Gwalior and Mandla district informed that they didn't share while both the BDCs from Satna and Sehore and one each from Gwalior and Mandla shared their expectations with the SMC members. The point that may arise here is that unless expectations are shared, SMC members would not be able to contribute.

D.III Suggestions to Enhance Participation of SMCs

The BDCs have suggested the steps for ensuring the good participation of SMCs. These are making them aware of their roles and duties towards schools through proper orientation and discussion on regular basis. Other suggestions were that SMC members should be encouraged to attend meetings regularly and they should be given incentives for their contributions. These incentives could be in the form of honorarium or refreshment etc.

Table 6.13: Suggestions of BDCs to Ensure Maximum Participation of SMCs

Sl. No.	Suggestions	Total no. of responses
1	Making SMC members aware of their roles towards school	14
2	Encouraging SMC members for attending meetings regularly and contribute meaningfully	12
3	Offering incentives, honorarium, refreshment etc. to SMC members	6

E. Responses of Academic Programme Coordinators (APCs)

Academic Programme Coordinator (APC) is the position at the district level who is responsible for proper implementation of Quality Improvement Initiatives in the district.

E.I Steps taken by APCs to Improve Participation of SMC

The APCs were asked to share the steps taken by them to improve the participation of SMC members in schools.

Observations from Figure 6.11: The APC from Dhar suggested organisation of monthly meetings as their major strategy while in Satna and Sehore, the APCs informed that monthly meetings as well capacity building of SMC members were important steps taken by them. The APC from District Mandla informed that 'Dialogue with Parents' programme and training and orientation of SMC members were key steps. However APC from Gwalior abstained from responding.

Figure 6.11: Steps Initiated by APCs for Improved Participation of SMCs

Monthly Meetings	Dhar Satna Sehore
Cooperation in School Development Programme	Dhar
'Dialogue with Parents' Programme	Mandla
Capacity Building of SMC Members	Mandla Satna Sehore

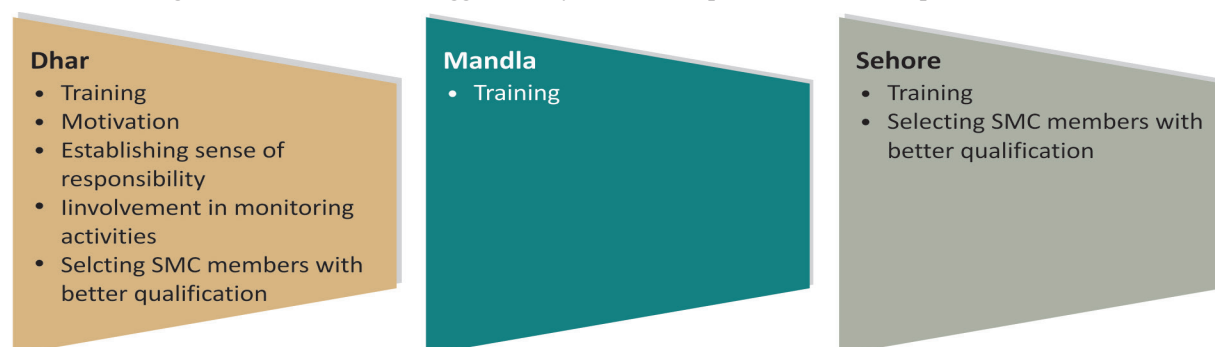## E.II Perceptions of APCs on Capability of SMC Members

Observations from Table 6.14: Regarding capability of SMC members, APCs from Dhar and Sehore have categorically stated that the SMC members are not capable for contributing towards improving the quality of education while APCs from Gwalior, Mandla and Satna expressed their faith in the capability of SMC members for improving quality of education.

Table 6.14: Perceptions of APCs on capability of SMC members (district-wise)			
Sl. No.	District	SMC members are capable	
		Yes	No
1	Dhar	-	1
2	Gwalior	1	-
3	Mandla	1	-
4	Satna	1	-
5	Sehore	-	1
Grand total		**3**	**2**

E.III Suggestions of APCs for Better Participation of SMCs

The suggestions of APCs for making SMC vibrant came majorly from district Dhar where the APC has suggested that SMC members should be given adequate motivation, training and orientation and they should be involved in the monitoring activities for better functioning of schools. APC from Sehore and Dhar suggested that academic qualifications should be made criteria for becoming SMC member. This has been depicted in figure 6.12. APCs from Gwalior and Satna did not make suggestions in this regard.

Figure 6.12: District-Wise Suggestions by APCs for Improvement in Participations of SMCs

Dhar
- Training
- Motivation
- Establishing sense of responsibility
- Iinvolvement in monitoring activities
- Selcting SMC members with better qualification

Mandla
- Training

Sehore
- Training
- Selecting SMC members with better qualification

6.3 Focus Group Discussions with the Members of SMCs

Majority of the SMC members were not literate and generally both the spouses were found working on daily wage basis. However most of them were observed as helpless to contribute towards better governance of the schools. The headmasters and other educational functionaries often cited indifference of parents and SMC members but the case was found to be other way round. During FGDs many SMC members indicated their willingness to contribute for betterment of schools but they needed information sharing by teachers and Head Teachers and also the willingness of school to take their support. Following are the outcomes of the Focus Group Discussions (FGDs) with the members of the School Management Committees (SMCs) across districts:

A. Involvement of SMC members in meetings

At most of the places, SMC members expressed that they were not aware about their roles. The Headmasters didn't discuss or guide them about the expectations from the SMC members. It was surprising to learn from many members that their thumb impressions and signatures were obtained on the registers from their houses. Another revelation was that the SMC members had no knowledge about the President of SMC and the President of SMC had no knowledge about the SMC members.

B. Participation in school activities

Majority of SMC members did not participate in the school activities. These activities included functions and meetings organised by the schools. Most of the parents informed that they were working on daily wage basis and if they participate in school activities, they have to lose their earnings for the day. On the other side it was also informed that some of the SMC members were participating in school meetings and they were capable and willing in accepting the responsibilities assigned to them by the schools.

C. Knowledge about Quality Initiatives

 Most of the SMC members informed that they were not aware about the two initiatives- Dakshata Sambardhan and Continuous and Comprehensive Evaluation (CCE). However they had some knowledge about Pratibha Parv. At some places members of SMCs were aware about CCE, Pratibha Parv and Dakshata Samvardhan. It is important to note that the parents were expected to sign the report cards of children. Therefore they knew about the grade obtained by their wards but they didn't understand the meaning of grading. They also didn't know why and how the quality initiatives were executed and what was their role in these programmes. Many children were first generation learners. Their parents were not in a position to help them.

D. Constitution and formation of SMCs in the Schools

The SMC members were selected from the parents of the children studying in primary schools. Majority of them were not aware about the functions of the SMCs. At certain places the schools included those parents as SMC members whose children were performing better. The parents of the children who were not performing well voiced their displeasure about their non-inclusion in the SMC.

Summary Analysis of Focus Group Discussions

It was found that most of the SMC members were not able to participate because they were less literate and employed as daily wage workers. There were some educated members who wanted to actively participate in the school activities. However due to the lack of proper communication by schools regarding the educational initiatives, they could not contribute as expected. They also expressed that other SMC members should not be blamed; rather they should be motivated to participate in school activities by offering some rewards and praises. The School authorities should take the responsibilities to give first hand information and conduct training programmes from time to time to develop their capacities and involving them in the educational programmes running in the schools. It was also realised during the interactions that even the teachers and Head teachers were not well versed with the quality improvement initiatives and they were not confident enough to share their knowledge with the SMC members. Teachers and Head teachers were reported to be overburdened with other non-academic tasks and hence could not devote enough time for teaching. During FGDs, SMC members also shared that they has more hopes from private coaching than from the school for better results and achievement of their children. Thus it may be concluded that SMC members could contribute in a more constructive way by planned initiatives on both the sides, from school authorities as well as from SMC members for improving the quality of education in government schools.

Key messages on SMCs Participation

- The educational functionaries of education pereceived that SMC members extended support to all the three quality improvement initiatives- DS, CCE and PP.
- The educational fuctionaries realised that role of community participation is important for improving the quality of school education.
- Most of the teachers shared their expectations with the parents who were SMC members.
- The teachers expected that the parents should attend to and send their children to school regularly. They should also be familiar with the school plan.
- The educational functionaries have many expectations from the members of SMC. These included participation, monitoring, creating awareness and their involvement in quality related initiatives.
- The eductional functonaries perceived that the involvement of SMC members should be enhanced and they should be encouraged to contribute to school activities.

Findings and Recommendations

The present research was undertaken to study the implementation and results of three quality improvement initiatives namely Dakshta Samvardhan, Continuous and Comprehensive Evaluation and Pratibha Parv in the State of Madhya Pradesh. The study was guided by four objectives, viz, whether each of the quality improvement initiative was implemented as intended; which factors facilitated implementation of each initiative; which factors impeded implementation of each initiative and what were the opinions of different stakeholders for continuation of these initiatives. The investigation was conducted with the help of six questionnaires, one each for teacher, head teacher, CAC, BAC, BDC and APC and one focus group guide for SMC members. The data collection teams were given proper orientation for the administration of tools and conducting focus group discussion at Block level with SMC members. Besides the information received through research tools, the document study, personal observations and informal interactions with functionaries and beneficiaries at different levels of Educational Management hierarchy in Madhya Pradesh helped the investigator to arrive at some conclusions which have been discussed below as findings of the study.

The major findings of the research study, according to different initiatives, are as follows:

7.1 Major Findings of the Study

A. Dakshta Samvardhan

- A large majority of the respondents informed that the Quality Improvement Initiative namely Dakshta Samvardhan was implemented as intended. The teachers and other functionaries at different levels were aware about the objectives of the initiative and also about the guidelines developed by the competent authority.
- The initiative of Dakshta Samvardhan pulled the attention of Stakeholders towards the need for improving quality of education. The officials knew their responsibilities and they maintained necessary documents to assess the progress of learning by children.
- The expected competencies to be achieved at the primary level were listed. These competencies were called "Dakshtas" under the programme. The teachers were aware about them and this listing also helped teachers and head teachers to assess the actual achievement levels of children vis-à-vis the expected levels of achievement of competencies under the programme.
- The review of children's progress in learning gave an opportunity to teachers to reflect on their methods of teaching and make necessary changes, if required, to help children in making progress. As a result teachers informed that they used a variety of pedagogical methods, for example, group activities, use of child- friendly TLM, etc.

- Amongst the facilitating factors for Dakshta Samvardhan, it was informed by different stakeholders that use of simple methods of teaching, focus on important skills, timely identification and resolution of hard-spots of learning and remedial teaching were prominent.
- The impeding factors worked against achieving the desired results. The significant ones, as cited by respondents, included low attendance and absenteeism of children, shortage of teachers and load of documentation work on them, absence of appropriate monitoring, ineffective teacher training and indifference of parents towards the education of their children.
- All the functionaries supported that the initiative Dakshta Samvardhan should be continued. At the same time a very high percentage of respondents from all categories raised the need to bring changes in the existing programme and then further continue it.

B. Continuous and Comprehensive Evaluation

- The quality improvement initiative for assessment, namely Continuous and Comprehensive Evaluation (CCE) was implemented as intended as per the perceptions of majority of stakeholders at different levels. They were generally aware about the objectives of Continuous and Comprehensive Evaluation and they also expressed that implementation of Continuous and Comprehensive Evaluation has helped to diagnose the learning difficulties of children and address them timely.
- The major facilitating factors for implementing CCE were assessment on a continuous basis and remedial teaching, comprehensive assessment, fear free environment during assessment and use of appropriate pedagogy by teachers.
- The respondents also expressed that though CCE was implemented as intended yet the desired results were not achieved. According to respondents from different categories, the major impeding factors were- absenteeism of children, shortage of teachers and ineffective teacher training, lack of proper monitoring and indifference of parents in the educational progress of their children.
- All the educational functionaries including teachers, head teachers, CACs, BACs, BDCs and APCs have found Continuous and Comprehensive Evaluation useful for assessing learning progression in children. However they have voiced that the existing scheme needs changes and necessary changes should be made to continue the scheme further.

C. Pratibha Parv

- Pratibha Parv was found to be a widely celebrated programme. The respondents informed that there was an awareness in the masses about the objectives and organising methodology of the Parv. Because of its organisation modality, the children, parents and teachers were informed about the individual grades of children and teachers were also aware about the grade given to their schools. It was largely implemented as intended.

- The respondents conveyed that teachers were making changes in their methods of teaching as per the requirements of children to help them progress and perform better during assessment under Pratibha Parv.
- The factors which facilitated desired implementation of Pratibha Parv included commitment of all stakeholders, improvement in school infrastructure, availability of old question papers and remedial classes taken by teachers.
- Pratibha Parv is a high stake government sponsored programme. With so much attention given to this particular initiative from all quarters, some impeding factors cause under achievement of results as is expected. The major impeding factors that emerged from the responses were shortage and indifference of teachers, lack of grade appropriate question papers, indifferent attitude of parents and lack of preparation time for the teachers.
- All the functionaries expressed that the Pratibha Parv initiative should continue as it checks the health of the state education system across the length and breadth of the state.

D. Involvement of SMCs in the implementation of Quality Improvement Initiative

- The involvement of community in the primary education of the children significantly affects the quality of school environment and teaching learning. All the respondents conveyed this idea through their responses.
- The main expectations of the educational functionaries from the SMC members are that they should persuade parents to take interest in the education of their children and send them to schools regularly.
- Though the teachers and administrators informed that they shared their expectations with the members of SMC but the SMC members were clear in their responses that neither were they given any orientation about their expected roles nor were they included in the decision making.
- The participation of SMC members can be enhanced by respectfully involving them in school activities, giving them some honorarium for the efforts they were expected to make and motivating them to participate regularly in meetings.

7.2 Discussion on the Findings of the Study

The present research study explored the implementation of three initiatives introduced by the Government of Madhya Pradesh for improving the quality of primary education in the state. During the course of study, the investigator realised that quality of education is a key concern at the National, State, District, Sub-District and School level. Therefore above findings were further analysed as an integrated whole. The State Government has made adequate arrangements in terms of planning, development of material and implementation strategies as emerged from the findings of the study. All the three quality improvement initiatives created quality consciousness among various functionaries of education. The teachers were able to modify their teaching according to the demands in the classroom. They got training on these initiatives, though in some cases, rigour was noticed to be missing.

The findings have revealed the facilitating and impeding factors in the implementation of these initiatives. These factors have been categorised under following dimensions for the purposes of discussion. The dimensions are as follows:

- Teachers and their training
- Assessment and Evaluation
- Teaching Learning Material and Methods
- Monitoring
- Participation of Children and their Parents
- Participation of School Management Committees

1. Teachers and their Training

Teachers and their training emerged as the key factor facilitating as well as impeding the intended implementation of the quality improvement initiatives. It is the teacher who comes directly in contact with the children for whom all these initiatives have been planned. It is evident from the responses of teachers that they tried to give complete support to children not only in enhancing their educational competencies but also preparing them for the overall development. The Rajya Shiksha Kendra (RSK) also tried to train the teachers from time to time in pedagogy, up gradation of the content knowledge and on the new trends in teaching-learning and assessment. In this way the 'Teacher' factor was indicated as a facilitating factor. On the other hand the ground realities pointed to many lacunas in the system which impeded the proper utilisation of teacher capacities and capabilities. Shortage of teachers and frequent non-teaching assignments kept them away from their basic job of classroom teaching. Lack of positive attitude, indifference of teachers and absence of communication from teachers to children and their parents were observed as significant factors in pulling the quality initiatives from the expected success level.

2. Assessment and Evaluation

Assessment and evaluation is the most effective quality improvement tool in any teaching learning situation, if it is undertaken seriously and in a dedicated manner. However it may be said that the concept of continuous and comprehensive evaluation is hardly understood in its true spirit by the teachers and other functionaries. Maintaining the portfolios and assessment records turns out to be the facilitating factor but it also works as impeding factor when undertaken only for the documentation purposes or for filling up the records. Based on the assessment and evaluation of the students, the learning gaps are identified and consequently   remedial teaching is undertaken. Though the teachers have categorically said that they do remedial teaching mostly during the class and in some cases after the school, it seems to be more a compliance of the order than the actual support to children who needed it. As a result the continuous and   comprehensive evaluation loses its impact on improvement in learning by the children. The turn-out of remedial teaching into learning gains by children was also not indicated by teachers.

3. Teaching Learning Material and Methods

Teaching learning materials as well as methods are vital to learning by the children and developing desired competencies and important skills and abilities in them. For this it is necessary that the teacher has knowledge and proficiency in using simple and practical   subject-specific pedagogies in the classroom. It was seen across the districts that teachers did not have any special material for remedial teaching. Group teaching was indicated as most often used pedagogy. Use of multiple sources of information for creating interest in children was not reported from any of the sampling unit. The non-availability of TLM adequately for children was also pointed out by the teachers. Thus shortage of TLM and not using variety of teaching learning methods emerged as important impeding factors.

4. Monitoring

Monitoring of teachers and their classroom teaching assessment needs to be undertaken regularly by the Head teacher and other educational functionaries in order to run any quality improvement initiative effectively. Monitoring should be supported with the on-site support to the level being monitored. Monitoring does not mean only checking the working of the teachers and other functionaries. It also involves giving them support and address their problems. On the ground it was found that proper monitoring was lacking at different levels. It was found inadequate and ineffective. It was merely limited to visits and signatures of the monitoring officials and was not found to be of satisfactory level as reported by teachers and other functionaries. The problems that were encountered during implementation could have been mitigated if monitoring was focused on academic issues and on-site feedback to teachers.

5. Participation of Children and their Parents

Healthy Home- school links develop community support and in turn greater participation of parents and children in school activities. Low attendance of children, their absenteeism and indifference has been reported as a significant impeding factor by the teachers. Some of them have expressed that due to no- detention policy neither children nor their parents have any kind of seriousness for attending the school regularly and give priority to the studies. While illiteracy of parents could also be a reason but their indifference towards school and education of their children seems to be more detrimental. Parents have blamed schools for not involving them and absence of communication. The schools are not flexible for fixing up timings for parents- teachers meetings as per the suitability of parents. The administration is also not paying adequate attention to this deficient area which is causing serious damages in the education of children.

6. Participation of School Management Committees (SMCs)

The experience of DPEP and other innovations in the field of primary education has been that the role of parents of children and immediate community is very important in the governance of schools and quality of school environment. The constitution of school management committee (SMC) has been made mandatory by the RTE Act 2009. The members of SMC are supposed to help the schools in addressing local problems and day-to- day running of the school. They are expected

to be a link between the immediate community and schools, which should result in establishing a sense of community ownership in the management of primary education. The findings of the present study hint towards a wide gap between the expectations of the schools from SMCs and expectations of the SMC members from the schools. SMCs seem to be the weakest link in the chain of process of improving quality of education. The educational functionaries seem to have lack of faith in the capability and willingness of the SMC members in the implementation of quality improvement initiatives. On the other hand the members of SMCs have loudly expressed that the schools are not willing to involve them and there are no special efforts by schools and other functionaries to educate them on their roles and involve them in the preparation and execution of school development plans.

7.3 Recommendations

The journey of research is an exciting experience. The researcher gets opportunities to talk directly with the functionaries and beneficiaries of a scheme which gives an insight about the implementation of various schemes and initiatives of the state government on the ground. The present research was also such experience and the analysis of data led to consolidation of findings. Based on the findings and evidences, some recommendations for the consideration of policy planners and implementers at various levels are as follows.

➢ **Teachers and their Training**

The teacher training component for improving quality of education was found to be a weak link. Not only from the content point of view, but also the attitude, approach and mindset aspect of the trainees need to be looked into before designing effective teacher training programmes. There is an urgent need to limit the non-academic work expected from teachers. The new models of teachers training which involve use of ICT and demonstration should be used during the training programmes.

➢ **Assessment and Evaluation**

Continuous and Comprehensive Evaluation (CCE), though a strong component of improving the learning outcomes of children, has not been harnessed to its fullest potential. There is a need to orient and sensitise the teachers to implement this programme in its true spirit. The document preparations and their recording by the teachers should be minimised and the formal reporting should not be frequent. Teachers should be given more time for teaching learning. More emphasis needs to be on formative assessment and follow up.

➢ **Teaching Learning Material and Methods**

The teaching learning material can be further improved by making it learner friendly, activity based and simulative. Along with this, the teacher also needs to be enthusiastic in carrying out activities involving the whole class and make the students active rather than remain inert. Children may be provided access of to teaching learning and the material should be adequate for meaningfully engaging the children in the class. Much more attention needs to be paid to remedial teaching of low achieving learners.

➤ **Monitoring**

There should be adequate personnel to provide academic inputs and feedback to teachers about their classroom practices. Feedback should be more in the form of on-site support. It should be constructive, timely and regular rather than being purely supervisory. Schools should receive regular feedback regarding how children and teachers are performing and what is the improvement in the performance over a period of time.

➤ **Participation of Children and their Parents**

The participation of children should be enhanced by using child-friendly pedagogy and giving 'learning by doing' opportunities to children. The teachers should provide timely formative feedback to children and their parents on a regular basis to improve learning outcomes. The parents should be given respect and motivated to participate in the school activities and in the educational progress of their children.

➤ **School Management Committees (SMCs)**

There is a strong need to look seriously into this aspect. Starting from the method of formation of SMCs, creating awareness among SMC members about their rights, role, active participation, to their training and strengthening, a lot has to be done by the local, district and state authorities. The timings and place of the SMC meetings may be decided in consultation with the members of SMC. Some encouragement in the form of honorarium and refreshment may be provided to SMC members attending the meeting. The members of SMC should be given proper orientation about school programmes and helped to understand how best they could contribute towards improving quality of education.

➤ **About the Quality Improvement Initiatives**

The findings of the study as well as informal interactions with teachers, CACs and BACs were found to be crucial while thinking holistically about the quality improvement programme at the primary stage. Most of them expressed that there should not be many schemes as it would create confusion, Existing schemes should be made better by resolving implementation difficulties. It is therefore recommended that the appropriate authorities should review all the existing schemes for quality improvement. In the present case, the existing three quality improvement initiatives may be continued in an integrated manner and under one name. The criteria for assessment under Pratibha Parv should be linked to Learning Outcomes and Dakshta Samvardhan and CCE strategies should be used to enhance achievement level of children with respect to learning outcomes and proper follow up of achievement by children.
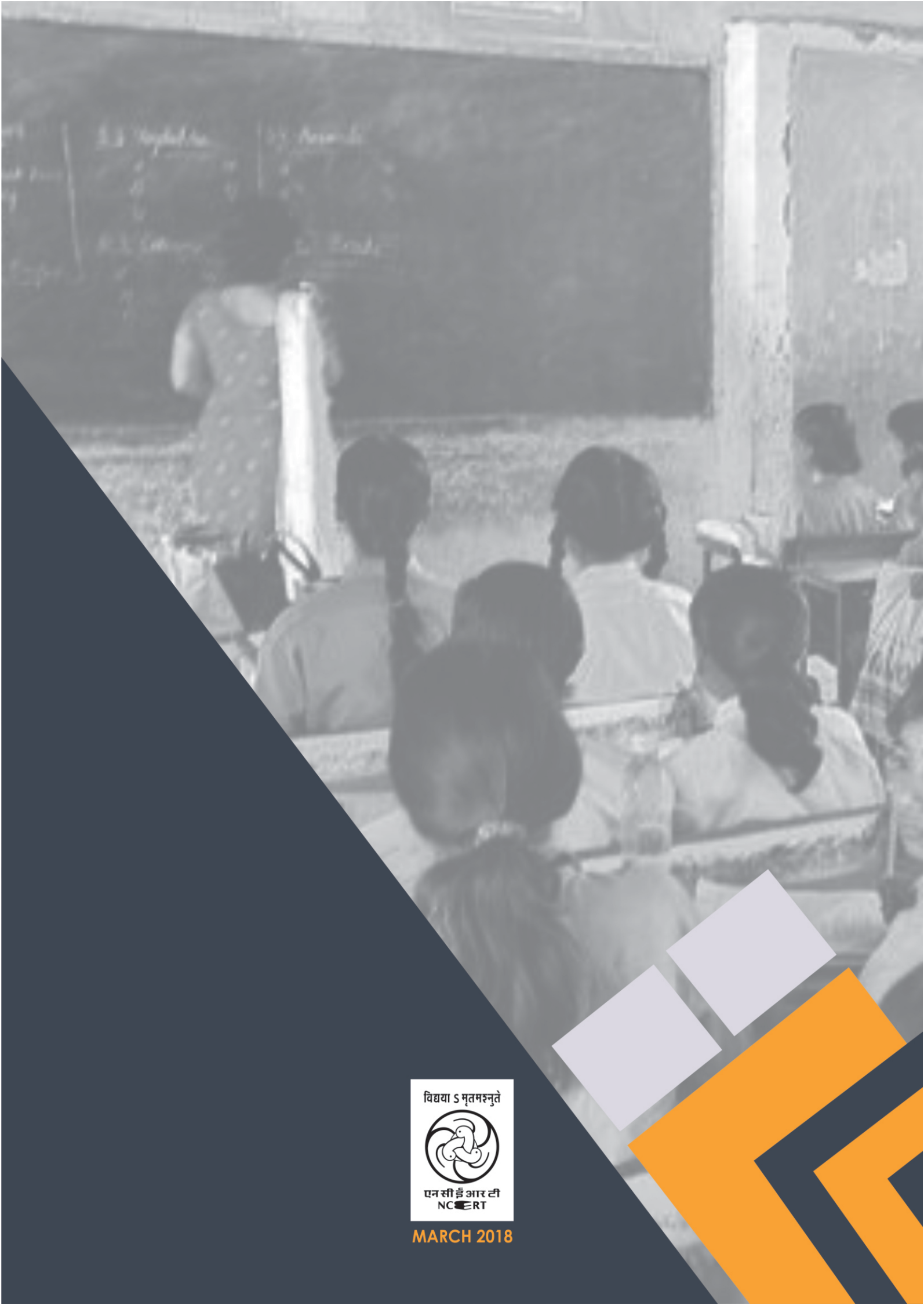
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