

1. Programme Overview:

This project called “MDP - 1” focuses on enabling Block Resource Persons and Cluster Resource Persons to plan and execute quality improvement projects, as tools to improve quality, and by doing so get an opportunity to apply the concepts learnt, as well as improve their planning and implementation abilities.

1.1 Objective:

1. To develop management abilities of Block Resource Persons (BRPs) and Cluster Resource Persons (CRPs) who have not yet gone through the Management Development Program.
2. To further strengthen the management abilities of some of the BRPs and CRPs who have carried out Quality Improvement Projects under the Management Development Program in 2008 – 2009, by getting them to carry out a Second Quality Improvement Project (SQIP).

2.0 Beneficiaries

So far we have implemented MDP activities in 19 districts during 2009-10. We could able to complete 16 QIPs and 15 SQIPs (pl. refer Appendix-1). We reached 457 new members through QIPs and enrich the experiences of 431 members through SQIPs. Through our participants we have also reached 448 schools / clusters through these quality improvement projects. We have added few more new topics to the earlier list of projects (pl. refer Appendix-2) and selected the most suitable projects based on the needs at the districts. Project processes gave us new insights, learnings and more scope for reflections. We have documented our learnings from most of these projects.

2.1. Output and Outcome

Districts	# of QIP batches	No of Participants	# of SQIP batches	No of Participants	No of Projects undertaken
Ramanagar	1	29	1	30	30
Bangalore Urban	2	71	0	0	36
Chitradurga	1	27	1	36	32
Kolar		0	1	30	15
Shimoga			1	30	15
Tumkur	2	53			27
Chikmagalur	2	52			26
Hassan	1	30	1	30	30
Kodagu			1	28	14
Mandya	1	26	1	30	28
Mysore			1	30	15
Udupi	1	25	1	30	28
Bagalakote		0	1	27	14
Belgaum		0	1	30	15
Chikkodi	1	30		0	15
Bijapur	1	30	1	28	29
Uttara Kannada	2	60	1	30	45
Bellary	1	24	1	21	23
Raichur			1	21	11
Total	16	457	15	431	448

Quality Improvement Project (QIP)

Thus each Management Development training programme is to be carried out in cycles of training - application of training - and guidance. Here the sequence followed is Training - Project - Project Review Meetings. The entire cycle will take about 17 weeks, of which 14 weeks will be in project mode. The projects progress through stages of participatory planning and project implementation. Project Review Meetings serve different purposes at different stages of the project, i.e. plan review, implementation review & final presentation.

Quality Improvement Projects course will consist of the following sequence:

	Classroom events	Project
fieldwork		
• Training – part 1	– 6 days	
• Training – part 2	– 4 days	
• Project scoping and planning	– 2 days	
• Participatory planning		– 3 weeks
• Project plan review	– 2 days	
• Changes to plan & start of implementation		– 4 weeks
• Project implementation review	– 3 days	
• Project implementation		– 7 weeks
• Project Presentation	– 2 days	

Since this will be the 1st Management Development Program that the BRPs and CRPs will attend and therefore the 1st time that they will carry out a Quality Improvement Projects under the Management Development Program this activity is called MDP 1 – 1st QIP.

Second Quality Improvement Project (SQIP)

Managerial abilities are acquired by “doing or managing” and reflecting on the experiences of “doing or managing” under the support of a guide. The 1st QIP would have helped BRPs and CRPs to acquire some degree of managerial abilities. These need to be further strengthened.

One of the objectives of MDP – 1 is to *“further strengthen the management abilities of some of the BRPs and CRPs who have carried out Quality Improvement Projects under the Management Development Program in 2008 – 2009, by getting them to carry out a Second Quality Improvement Project (SQIP)”*.

The SQIP therefore provides little new training. It however provides a structure for participants to plan and execute the QIP as independently as possible with a minimum support and guidance. This phase is consciously planned to enable the trainees to deepen planning and execution abilities. It provides spaces for peer learning and learning under the support of a guide, i.e. the MDF. Thus each course will consist of the following sequence:

	Classroom events	Project
fieldwork		
• Training	– 2 - 5 days	
• Project scoping and planning	– 3	
• Participatory planning & start of implementation		– 5 weeks
• Project plan & implementation review	– 3 days	
• Project implementation		– 6 weeks
• Project Presentation	– 2 days	

List of Projects selected for QIP & SQIP for the year 2009-10

1. Community dialogue between teachers and parents regarding progress of child
2. SDMC meeting – making them more effective through better decision making process
3. Development of cluster resource centre
4. Making School Environment more attractive
5. Staff meetings in schools – making them more effective
6. Improving the process of school visit, feedback, documentation, follow – up
7. CRPs to coach one HM to develop leadership skills
8. Improving the management of school library
9. HMs/teachers meetings at cluster level – making them more effective
10. Effective management of mid day meal scheme
11. Strategies for effective implementation of provisions for children with special need
(CWSN)
12. Building linkages between primary schools and primary health centres for effective school health service

1. Academic support and monitoring systems

➤ **Mechanism for analysis of Quality Monitoring Tools (QMT):**

The State has taken necessary initiatives in implementation and follow up activities on Quality Monitoring Tools designed by NCERT, New Delhi. The following activities have been conducted in order to collect the required information and qualitative analysis at all levels.

A divisional level workshop for DIET, BRC, CRC was organised to orient them for effective monitoring the performance of the schools during August 2009-10. The data was analysed at different the block level. Stating from school all the CRCs of the block presented the situation at the block level with success stories and areas where they need support from block and district level.

The block level consolidations of I quarter data was analysed at the district level by DIET and district project office. The district level and block level supervisory staff discussed at length the success and constraints and came out with the list of activities to be taken up The DIETs and BRCs have planned to address the teachers of particular subject to identify the reasons for low achievement and to plan sharing workshops with schools did well and to plan the training programmes for the next quarter.

From class 1 to 4 competency based comprehensive based continuous evaluation is in practice. And other classes the examination prevails. The data of both procedures have been taken for analysis and feed back. In the district level this analysis will give a picture of the status of blocks and the areas where support is required from

the district level. With this the district level consolidation has been done. The same was analyzed and state level reports were prepared.

The data was shared in block are cluster level sharing session, the activities suggested to improve language ability are ;

- To identify the areas in which children are lacking
- To utilized reading cards to improve reading and writing ability.
- Copy writing
- Use of library

2. Access

➤ Formal schooling

Status of schooling facilities primary, upper primary with special reference to SFD's and villages with 40% or more SC/ST and Muslim population.

As per the need,, based on the school mapping new school are started. Present status is that during the current year these many number of schools are proposed

Sl. No	Year	District	New primary schools	Upper primary schools
1	2009-10	Bidar	25	-
2	2009-10	D.K	02	-
3	2009-10	Gulburga	50	-
4	2009-10	Kolar	10	-

Sl. No	Year	District	New primary schools	Upper primary schools
1	2010-11	Bidar	46	-
2	2010-11	D.K	02	-
3	2010-11	Gulburga	04	-
4	2010-11	Kolar	-	-

3. Retention

➤ Initiatives and interventions to remove discrimination against SC & ST children in the school environment.

1. Chinnara Jilla Darshana 2 days tour programme is organized
2. Teachers training – A slot is given to equity, equality and quality will be dealt, positive attitudinal changes training is also given.
3. SDMC training
4. Incentives text books, Uniform, Scholarship are given . All the programmes are planned in such a way to remove discrimination against SC/ST children in schools.

4. Bridging Social and Gender Gaps

➤ **Trends in bridging the gaps in enrolment attendance retention and learning achievement of girls SC,ST and Muslim children**

1. Girls, scheduled castes, scheduled tribe and Muslim children increase as a share of students enrolled in primary and upper primary schools

Sl. No	Base line as in 2008-09	Proposed achievement 2009-10	Achievement 2009-10
1	Girls - 48.31	49.42	49.42
2	SC/ST children- 27.07	28.12	27.89

11th JRM Action Taken Report

JRM Recommendation	Action Taken
Goal 2 : 4. Integration of Gender and Equity with Quality : Gender and social equity issues (particularly with respect to SC, ST and Muslim) should now be integral to the comprehensive quality framework. To operationalise this, the Mission recommends that an action plan with clearly articulated strategies and goals, which includes sensitization at the community level, be developed through a consultative process and that MHRD play a facilitative role. Resource groups and persons with relevant experience should be identified, who could assist with this process at national and state levels.	State level workshop was conducted to integrate equity with quality. In this context State level indicator have been developed, it is also monitored through QMT developed by NCERT. Resource groups and persons with relevant experience has been constituted.

Programme Management

- Institutional development and capacity building

Brief note on Institutional Capacity Development, Mandya

1) Background:

The Government of Karnataka and Azim Premji Foundation have been working in the area of management development of education functionaries. These experiences have indicated the need for an approach for institutional strengthening in addition to individual capacity development efforts in education management. This concept note

sets out an approach for Institutional Capacity Development (ICD) or in Kannada "Samsthika Samarthyah Abhivrudhi".

Institutional Capacity Development (ICD) Pilot Project is conceptualized with overarching goal of improving school performance by working at the level of the school as well as at the level of other supporting institutions (academic, administrative and community) so that service delivery improves to provide quality universal school education that contributes to a just, humane and equitable society.

The ICD project consists of a series of workshops/interventions that enable participant teams from the institution to build a shared vision, create strategies aligned with that vision, and align and improve their institutional processes, policies (local decisions) and people capabilities to their vision and strategy. The institution based support and handholding are provided in the ICD project in order to enhance the effectiveness of the participant teams.

2) Hypothesis:

The education system is large and complex, with many interlinking variables. When looking for answers, it is easy to get lost in this complexity. It is essential therefore to identify the simplicity on the far side of this complexity, so that effective strategies can be devised to contribute to improving service delivery.

In this context, it is useful to observe that the Government education system mainly comprise of 8 types of institutions:

- Schools, the final unit responsible for delivery of teaching-learning
- 3 academic institutions (at District, Block, Cluster levels), responsible for teacher preparation, research & development and academic support
- 3 administrative institutions (at District, Block, Cluster levels) responsible for oversight and logistics support
- State Councils of Education Research & Training (SCERTs) responsible for curriculum, norms for classroom practices, education technology and research, training & development.

A significantly large part of the academic, administrative and service delivery activity of any education department takes place in these institutions.

The first part of the hypothesis then is:

- a. Systematic capacity building and alignment of these 8 types of institutions is necessary to improve quality of schooling*
- b. Learning how to do this effectively will help understand and inform the policy changes required*

Further, as we have already noted, major causes of poor service delivery are systemic shortcomings at institutional level. Therefore it is necessary to develop institutional capacity and culture.

The second part of the hypothesis then is:

- c. To develop institutional capacity and culture in the 8 types of institution it helps to bring clarity & alignment between its Shared Vision, Strategy, Structure, Processes, Policy (local decisions) and People capabilities*
- d. For effective change, this clarity and alignment must be owned by a critical mass of the people in the institution*
- e. Ownership of this clarity and alignment can be brought through reflective practice by members of the institution, using a spiral of Plan → Do → Check → Act*

3) Phases of the project

- a) Study: 6 months
- b) Pilot: 36 months
- c) Post implementation: 6 months

4) Scope of the project:

The project will be carried out in a district near Bangalore. Institutions planned for coverage are: 1 DDPIs office, 1 DIET, 2 BEOs office, 2 BRCs, 1 cluster (using a direct approach for all schools in the cluster), 3 clusters (using an indirect approach for all schools in the cluster)

(Under this project 7 institutions will covered. SCERT will not be covered)

5) Project interventions:

- a) Perspective Building and Visioning
- b) Clarity and Alignment Workshop
- c) Process and people development workshop
- d) Finalisation of Institutional plan document
- e) Fortnightly Action Plan Review¹
- f) Capacity building in education management and academic & pedagogy
- g) Technology deployment and usage

6) Project outcome: Improving school performance by working at the level of the school as well as at the level of other supporting institutions (academic, administrative and community) so that service delivery improves to provide quality universal school.

7) The team to carry out “The Institutional Capacity Development – Direct” project will consist of:

- a. A 20 member team from the Foundation including:
 - i. 1 Coordinator-Institutional Capacity Development
 - ii. 12 Institutional Capacity Development specialists
 - iii. 1 Research and Documentation Specialist
 - iv. 2 case study development specialists
 - v. 1 User Support Professional
 - vi. 1 Rapid Application Developer
 - vii. 3 Administration Support persons
 - b. 4 officers deputed on full time basis (one each at district, block, cluster and school level-two SADPI & two ADPI cadre) from the Department of Public Instruction, Government of Karnataka as a Capacity Development strategy within the department.
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8) The current summarized estimates for Total Project Cost for 4 years:

Particulars	Total Cost(Rs)
Study phase	23,67,000
Implementation phase	1,70,93,700
Post implementation	10,00,000
Technology infrastructure	17,53,000
Total	2,22,13,700

2009-2010: Budget provisions

Particulars	Total Cost(Rs)	SSA	GOK	Foundation
Study phase	35,68,000	5,00,000	7,01,000	23,67,000
Total	35,68,000	5,00,000	7,01,000	23,67,000

2010-2011: Budget provisions

Particulars	Total Cost(Rs)	SSA	GOK	Foundation
Implementation phase	71,78,400	-		71,78,400
Technology infrastructure	15,52,000	5,00,000	5,00,000	5,52,000
Total	87,30,400	5,00,000	5,00,000	77,30,400

2010-2013: Foundation's contribution

Particulars	Foundation (Rs)
Implementation phase	1,48,45,680
Post implementation	10,00,000
Total	1,58,45,680

9) Achievable outputs expected in a time frame of 12 months (FY 2010-11)

Impact of project: In the first year, the learning levels of children in the schools selected under the project may not show any appreciable change, but will start going up in year 2 and year 3, better support to schools from academic & administrative support institutions.

Outcomes of the project: e.g. behavior change, higher motivation, improved teamwork, better role clarity, better coordination, improved focus, improved ICT skills, improved teaching skills, improvements in physical environment, improved community support (most of which can be seen in year one itself)

Outputs: The key outputs expected in the first year of the project in terms of modules, reports, workshops, documents, case studies etc. are given hereunder;

1. Literature on Institution Capacity Development – 80 pages

- ❖ Definitions- vision, mission, goals, objectives, strategies, structure, process
 - ❖ Quality Education Dimensions – Research Review
 - ❖ Human Resource Development
 - ❖ Organization Development
2. Report on study of different types (7 types) of Institutions (District to school)
 3. Baseline formats to capture current status of Institutions (District to school)
 4. Capturing of baseline in the Institutions selected under ICD project (28 institutions)
 5. Project Indicators- Institution wise
 6. Modules on Education Perspectives-60 pages
 7. Module on visioning workshop- 20 pages
 8. Module on clarity alignment workshop- 10 pages
 9. Process and people Capacity development- 10 pages
 10. Institution-wise need analysis Documents
 11. Supply of 30 laptops to different levels of Institutions (School to District) Computer
 12. Training on Computer usage for the members of the institutions selected under ICD project
 13. Ensuring the usage of Hard-wares (Computers) already supplied to district and Block level Institutions(4 institutions)
 14. Usage of ICT in Trainings at Block and District levels
 15. Installation of intranet facilities at DIET
 16. Internet connection between institutions (School to Districts) by providing data cards.
 17. Case studies on best practices related to Leadership and Managements (8 to 10 case studies)

18. Policy recommendations for systemic reforms (4 numbers).
19. Exposure visit for the selected Institution members (4 batches of 20 each)
20. Training/Workshops on Education perspective, visioning, clarity and alignment, process and people capacity Development (1st Cycle) in 28 selected Institutions.

10) Key activities done during the Quarter (January 2010 to March 2010):

As per the activities planned and shared in the previous report, the tasks achieved are given hereunder;

- **ICD team placed in the Pilot district–Mandya:** The team has shifted to Mandya and started operations from 18th of January 2010. In the beginning, the team had an initial introduction meeting with DDPI and DIET Principal. DIET faculty representatives had visited the office and had a casual discussion with the team.
- **Criteria for selection of Block and Cluster:** Team has developed the criteria's for selection of two Blocks and four clusters for ICD interventions.
- **Finalization of institutions for pilot project:** The team has finalized all the institutions for the pilot implementation of the project in consultation with the key officers by following the selection criteria. The institutions selected are DDPI, DIET, Mandya North & Maddur Block, Keelara direct cluster (11 HPS, 5 LPS, 2 HS), Bilidegalu, Chikkarasankere & Honnalagere indirect clusters.
- **Project orientation to the key officers of the Department:** During the quarter the ICD team conducted brief project orientation to DDPI & DIET office key staffs. During the discussion, based on the block selection criteria, Mandya North block selected for direct cluster and indirect intervention. And Maddur block selected for indirect cluster intervention programme. A project brief orientation was also conducted to both BEO & BRC's of Mandya North and Maddur block.

- **Workshop on Process Mapping** : Foundation has hired the services of an external Consultant for capacity building of ICD team members. Five days workshop was conducted on process mapping (as is and to be) for ICD team members in the month of January 2010. This workshop was mainly focussed on developing an understanding of the process in each institution applying the approach of PDCA Cycle. This exercise has helped the team in converting the qualitative outcome indicators to quantitative outcome indicators and to derive the measurable indicators in alignment with the expected outcomes. As an outcome of this workshop, the team is now developing institution wise process mapping.

- **Trust building measures:**
 - The team is now working on various options for trust building with the selected institution members through individual interactions and group discussions at different levels.

- **Institution visits:** School team participated in the SDMC training as observer. Team-1 attended the training at Keelara Cluster Resource Centre, Team-2 attended training at Honnayakanahalli, Jodihodagatta GP area schools, and Cluster team attended the training at Maragowdanahalli. On 25th of March, 2010, ICD team members went on a first round of introductory visit to all the schools of Keelara Cluster, Mandya North (Direct intervention area) to understand the geographical area and condition of schools. The team visited 11 HPS, 5LPS, 2HS & 1LPS Ashram school of Keelara cluster. The Team was accompanied by Keelara Cluster Resource Person. The team also visited Keelara GP for introduction. The district, block and cluster team also visited their concerned institutions as a part of in-depth study of the institutions.

- ☞ **Some of the observations made by the team during the field visits are as follows:**
 - There are three LPS with single teacher viz: Chikkabanasawadi LPS, Maragowdanahalli Janatha Colony LPS and Honagalli Matt JC, but in Honagalli Mutt school also one full time teacher and there is one deputed teacher since two months.

- In Dhananayakanapura JC, LPS the team observed a goat tied up in the school verandah i.e. in front of the classroom, in this school HM had given holiday for 1st & 2nd standard students due to exams & due to the absence of other teacher.
- There are 7 HPS with 3 to 4 teachers in the cluster area.
- In Dhananayakanapura HPS all the male teachers shared that there is problem with SDMC president & he is not signing the cheque of half completed toilet construction work done by members. And because of this problem, lady teachers are not ready to work in this school. A lady teacher has taken transfer from this school one year back.
- There is no building for Jodihodagatta & Haonnanayakanahalli high schools. Presently classrooms are conducted in the concerned HP Schools.
- In Eachagere and other schools, teachers questioned as to what the ICD team is going to do in the schools. As a part of trust building measures, the team members explained that the team will work in the school with the consent of both Head teacher and teachers and will plan and program for the overall development of the school which will lead to quality education of the children in the school. They were happy and welcomed the team.
- The team also found improper maintenance of toilets in majority of the schools. And for few schools there are no playgrounds
- The team also observed that during the school visits CRP was circulating letters to HTs and taking signatures from them.
- **ICT requirement process:** The team has started to discuss with the institution members about the ICT requirements and based on discussion & observation prepared the rough list and discussed with ICD co-ordinator about the required number of laptops for all the institutions.
- **Baseline draft indicators and formats:**
 - Developed draft indicators for District, Block, Cluster, School Institution,
 - Developed draft baseline formats for District, Block, Cluster & School level Institution

- Discussed the baseline indicators with J.D.(Quality), SSA, Smt. Girija, Program Officer, SSA and Dr. Kumaraswamy, DIET, Mysore and taken feedback for the improvement.
- **Understanding of other Institution's expectations :**
- The ICD team members interacted with the stakeholders of respective institutions to know about the expectations.
- **Development of Success Stories and Case studies on the Leadership Qualities of Head Teachers:**
- Research Coordinator is developing reports on case studies on "how a Good Leadership Qualities can bring changes in Development of Schools and enhance Community Participation".
- Research Coordinator was able to visit only 4 schools in Chamarajanagar District. Final case studies will be produced during April.
- **Visit to Kasargod, Northern Kerala: (17th & 18th March)**
- This was planned for ELM team and as many of them was pre-occupied, finally whole ICD team & 3 members from ELM had to gone to the field visit.
- KCF way of teaching and learning methods are followed in the class room process. One can observe child friendly activity oriented teaching and learning in all the class rooms. Through group work & discussion all the children have equal participation. One difference found was that the Block Resource Trainer (BRT), (in Karnataka BRP), was working under Gram Panchayat and had to visit all the schools coming under that Panchayat. His contribution for teacher's training and orientation is well appreciated.
- Gram Panchayat visit and discussion was fruitful which was related to their funding allocation and contribution towards education. The Gram Panchayat President Jayalakshmi and welfare standing committee members had strong initiative and involvement towards the quality education and 35% of GP share is provided to SSA activities. The Panchayat is towards Kannada Education and Medium also. The ward wise members share the responsibilities of conducting Survey, Enrolment,

giving uniforms, books and HM & BRC Meetings. The funds are released under non-road maintenance fund for ground repair for GUPS schools.

- DIET do not have much variation and in total the discussion was based on how the NCF-2005 has been brought down to Kerala Curriculum Framework (KCF), how Senior Lecturers and lecturers work out their plan in conducting trainings to teachers, school visits, BRT meetings. Main Focus on elementary education, Vision alignment among staff
- Knowledge & skills on NCF & KCF, focus on KCF, need based module preparation and trainings, DIET lecturers have good link with BRC trainer, Principal is giving opportunities to all lecturers & delegation of responsibilities are found.
- Seminars regarding KCF is conducted at all levels, from State → District→Block→GP→School
- Separate cadre for DIET principal, he cannot try or move to DDP cadre.
- There is no wing wise work clarification but all the wings concentrate on KCF module of training and quality education. Kerala DIET is also weak in ICT or ET (Education Technology).

11) Activities Planned for next Quarter (April 2010 to June 2010):

- Project orientation at the institution level.
 - Carrying out initial trust building measures with institution members.
 - Institution level current situation/status study
 - Finalization of Indicators and Baseline formats.
 - Capturing of Baseline information in selected institutions.
 - Dry run of Perspective building within the team & at the institution level.
 - Development of Success Stories and Case studies on the Leadership Qualities of Head Teachers.
- Short term research on study on Capacity Development Program of DIET faculties from 4 DIETS of (Udupi, Hassan, Chamarajanagar & Mysore)
- Conducting perspective building workshop at institution level
