



SIEMAT-KERALA

Thiruvananthapuram

BEST PRACTICES IN KERALA SCHOOLS

AN EMPIRICAL STUDY FOR
THE DIRECTOR OF PUBLIC INSTRUCTION



**STATE INSTITUTE OF EDUCATIONAL MANAGEMENT
AND TRAINING-Kerala
(SIEMAT-Kerala)**

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Part I

Executive Summary

State Institute of Educational Management and Training –Kerala conducted an empirical study to identify and document best practices in the state schools in the state in November 2006. Following is a gist of the major practices:

Vision Plan 2010

The 15-page vision document envisages what the Devadhar HSS, Thanur, will achieve by 2010 in different areas of schooling. The plan embodies the principles of accountability and responsibility in school governance and sets in motion what we may call now, social management in education.

A New Social Contract

GUPS, Chithara, published a document providing information on 20 services which the school owes to the public including, school properties, staff, admission process, curricular and co-curricular activities, evaluation process, scores and grades, school records, PTA, melas, scholarships, funding sources, support systems, mid-day meal, name and addresses of the school staff, duties of students, parents, etc.

Action plan for Continuous Evaluation

GUPS Padinjantummuri, in association with the Kakkodi GP has brought out a detailed action plan for administering the continuous evaluation in the schools under it. Two things stand out: the interest, skill and large-scale participation of the GP in the educational process more so in the administration of CE in the school

CE made transparent

Govt Girls HSS, Madappally, Calicut has made CE implementation simple, quick, transparent, just, fair, interesting and acceptable to students, through a file system to monitor and evaluate comprehensively.

Pro-active Retention

In MKN HS Kumaramangalam, teachers and PTA members in order to retain students from poor and tribal back rounds, frequently visit students at their homes to understand their problems and motivate them to attend schools and convince their parents the need for education in solving their present problems and successfully bring students back to the school.

Transacting Art COs

In GLPS, Manjery, the curricular objective on art form is transacted through a *sarga mela* in which known *natya-vatya* artists make interesting demonstration classes every year in the best possible manner. Students enjoy each session as much as they play these art forms and are now in the forefront of competition in these items.



An SOS to Neighbors

The strategy of GLPS Thirurangady to prevent the school from being closed for want of students was to invoke the concept of neighborhood school and reassurance in their competence and commitment for improving teaching and learning process in the school.

Innovation as Inspiration

In Govt. Tribal HSS Poomala, once on the verge of closure, students as well as their parents reinstated their confidence in the school when teachers constructively intervened to enhance the TL process there. In the end, they bagged the distinction of being the first school in the government sector to have a digital library in the district.

A comprehensive approach

The Janaki Memorial School at Cherupuzha comprehensively implements all government programmes and activities in a systematic manner. This has enhanced the public perception about schooling as a serious process.

An Eightfold path for students

The organizational clarity in the vision and mission of GLPS Mundur is at par with the public schools: They inculcate an Eightfold Path in children.

10 questions towards success

In order to generate interest among students in current event and to make them active learners, teachers in GLPS Kodamthuruthy give 10 GK questions on Monday and the student scoring the highest mark is publicly felicitated in the Assembly on Friday. The programme has really improved the general knowledge of the children.

Striking a Balance

GLPS Mundur, Palakkadu provides opportunities for students to read different newspapers having differing views on issues and problems of the state to keep the balance.

Enormities of endowments

GLPS- Mundur, Palakkadu has 41 endowments instituted by the school community for the students; the amount varies from Rs 500/- to Rs.11111/- perhaps the only LPS in the state to have so many endowments.

Bridging the Gap

In SGHSS Bharananganam, students from poor families without facilities, resources and parental care, have been given free residential coaching since 1987. It has bridged the gap to a large extent.



Cartooning Lessons

In GHS Thalayolaparambu, teachers are facilitators and guides. Learning is experiential, instead of rotting facts and figures. They are making serious efforts to make restrain from the fast declining enrolment rate...

Joint Evaluation

MSC LPS, Thumpamon builds parental confidence in the academic process, through a simple and transparent method- joint evaluation of answer scripts, a practice very much in vogue in developed countries

Class Monitoring Tools

In GLPS Parappukkara, the HM has evolved 16-point tool for centrally monitoring classes. The document is kept confidential and handed over to the new HM as a CR on teachers of the school.

Cracking the hard nut, collectively

In SRK VHSS, Puranattukara, *Ramanujam day* is celebrated with programmes and activities related to mathematics in order to crack the hard nut collectively. Math is no more a fire or tear in the classrooms. The impact is visible on results also.

Book as Gift

GLPS Erumapetty, gives a memorable occasion for each student as every one eagerly wait for his/her birthday for gifting a book to the k school library and getting blessed from all.

Each one, bring one

In CKS LPS, Pavarty, all students subscribing newspapers at home are bringing the paper of the previous day and distribute them among friends who are not subscribers for reading the next day. Those without newspaper subscription get many volumes to read. The papers are taken back home on the same day.

Kathakootam

In New LPS, Ponnani, students are collectively is engaged in serious and systematic literary activities at an exclusive space called *Story Corner* and read aloud stories. This is an intelligent effort to restore the nostalgic practices of story telling in a constructive manner.

Extending helping hands...

In GUPS, Chittoor, Kollam most of the teachers and students are trained in one or other skills and help each other... the culmination of an effort to train mentally challenged students in the school.

Meeting Masters

MKN HS Kumaramangalom frequently invites a number of eminent personalities to the school campus for interacting with students. It provides opportunities for the younger ones to understand the hard facts directly from the mouth of great persons

Enriched with a great Endowment

An endowment in the name of its former HM in New LPS, Ponnani, has promoted an open and healthy competitive spirit for academic excellence right from LP standards on wards.



Students' Radio Station

AUPS Tenhippalam has assigned a special role for radio in developing communication skills of their students. Students of this school, who have many other credits to their side, have established a radio station using Public Address System in the pattern of the AIR.

Kalakshetra Programme

In KKK M School Koyilandy, the Kalakshetra programme provides high quality training to students in arts under the guidance of the teachers. The training enables students to win medals in competitions at various levels

Brunch or Break fast before lunch

Brunch is the outcome of a diagnosis by the HM of GUPS Kumarapuram, once a school in the verge of closure, that there are three reasons for this situation in the school- hunger (due to extreme poverty), anger (towards low quality education delivered in a most discouraging manner) and danger (from vehicles and other factors)

Making a mark, on the makers of tomorrow

In St Mary's HSS Pattom students voluntarily brings hundreds of packet of quality lunch for their friends from poor families every day at no price- and the authorities distributes them without knowing who consumed which packet! A mark of humanity on the makers of tomorrow!

Accident Prevention Squad

The school front of DGHSS, Thanur, once a killing spot, is now a fully accident free area- safe and secure -for students, thanks to the APS.

CLEAN, Always

In New LPS Ponnani the School health minister assures that he school is always keeps very clean by daily inspecting all classrooms based on specific parameters.

Puppet Play Troupe

In AUPS, Tenhippalam, the Puppet Play Troupe is a logical outgrowth of the activities and programmes defined, designed and delivered by the students as part of the water conservation programmes.

Common Utility Kit

Madappally GHS keeps a common kit of tools in all classrooms within the reach of students who want to draw at their will and time. The kit is a great relief to students from poor financial backgrounds.

Motivating, Methodically

On the occasion of celebrating the birthday of great men, students in Nirmala convent UPS Ayyanthole attire themselves as the man of the day (whose greatness is celebrated) and appear as such in the assembly and addresses or answers queries. This is an easy way for understanding the contributions of a historic person.



NCC as the USP

At least there will be one cadet from Government National Boys HS, Kodakara to participate in the Republic Day parade in Delhi every year; they are also part and parcel of similar programmes and activities at various levels.

Class Health Inspectors

The class health inspectors in GUPS Kayanna personally see that students of their class have taken bath, kept their dress washed, hair and nails cut and does not consume banned items or similar objects.

Zero Periods

In GUPS, Kallingalpadam, students' reach classrooms exactly at 9'clock in the morning and spend 30 minutes under the chairpersonship of their leaders to review their progress and performance, identify areas where clarity is required, and additional support if any to be requested

Silent Sitting

In RVLPS, Shoranur, a training process called, silent sitting is practiced everyday in the assembly in the open courtyard. The impact it has created on both students and the public is tremendous.

Vayana Mandapam

In RVLPS, the vayana moola has been successfully operated as in schools in the state. In this school, the authorities have constructed a separate and attractive vayana mandapam outside the classroom with a lot of facilities. This is realized with the support of a well wisher

Oppothinoppam

In Nanminda HS, students with C grade are identified after the first term examination and provide special training to improve their performance with the active support of the PTA. SSG, PTA, retired teachers and others interested. Additional hour training is offered in all subjects from September onwards and as a result most of the C graders come up to the level B or A graders in the final examination.

Niravu Programme

GUPS Kayanna has a fifty-hour- fifty-days enrichment programme for students in English and Malayalam languages for improving over all skills.

Safety Patrol

Vimala Hridaya HS has a 25-member team of girls drawn from NCC, Guides and Band who are trained and deployed in the school compound for patrolling the premises during intervals and special occasions. They act as watch and ward and report to the HMs about undesirable tendencies and issues noticed.

**Jaiva Geetham**

DGHS, Thanur, to make learning of lessons in biology easy, a teacher has converted it into poems and instead of giving lectures just recites them and biology is effectively taught through poems.

Mazhakkoottam

AUPS, Tenhippalam is immersed itself in the water conservation campaigns. They have transformed the village into a fully water literate area and brought many laurels, including the State award worth Rs 1 lakh, to this tiny village which host the Calicut University.

The Art & Science of Democracy

In BEM LPS election to the school parliament has all the formalities of a general election. The students in young age learn and practice the art and science of democracy. The practice has greater relevance at a time when efforts against school election process are very much in the air, particularly in the aided sector.

Guided Reading

In GUPS Kayanna students are guided in a newspaper reading by making them to participate in a competition to identify the newspaper from which the teachers clipped and pasted the stories on the news board. Awards are given to students correctly identify the details of the story.

In-house school research system

St. George HSS, Kothamangalam, Ernakulam, maintains a data bank of students and teachers for academic and other developmental planning .It is as a ready reckoner for quick decision-making and successful implementation

MLL as the trunk card

What does the parent expect the minimum from an LP school while enrolling their children? The three R R Rs. Enlightened and conscious parents may with draw their wards if the achievement gap is intolerably high. To survive, the SNLPS-Mamala, Ernakulam, has to deliver it.

One-by-one...

In KK Kidavu Memorial UPS, Koyilandy, students plant at least one tree in his/her home/school. Teachers make occasional visit to their homes to assess health of the plant and offer advises for preserving it-the school community perceives this as a good practice in the interest of planet earth

A Life Time Memento!

Students of St Gemmas HSS submit life time memento-a well-designed document comprising articles written by students about their teachers when they retire/ transfer, as a gift- indeed the most precious gift for teachers retiring from the school!



Mobile PTA

In GLPS Kaippanchery, SultanBathery the SSG, local public and the teachers has constituted a mobile PTA when the parents were unable to attend the meetings in the school. The presence of teachers in their locale has enthused the students their parents.

Breaking the culture of silence

In GUPS Mananthawady, ward level PTA meetings generate high-level awareness and interest in school -related affairs. This has eliminated the culture of silence.

Effective CPTA Meeting

In DGHSS, Thanur, all parents meet all teachers during CPTA meetings within a few hours. The meeting is organized in an innovative manner. The teachers and parents together discuss all issues and work out strategies. A rapport is built and mutual understanding of issues and problems are also assured.

Children Teach Parent

GUPS Pariyaram is now a community-learning center with an important role for students. The students make his parent computer literate using the school computers and in this way the literacy has spread.

A second school coming!

In Moonlight AUPS, Mananthawady students and teachers assist in organizing a parent's day in a most attractive manner. Physical and economic investment came from parents. They give away awards and rewards to best performing students and teachers.

Miracles are possible

Brennen HSS, Thalassery achieved a miracle - raising pass percentage from zero to one hundred percent within two years. All stakeholders make this possible through intense application of their mind. The school, once a blot on the historic city, is now a mark of great triumph of teamwork and collective thinking.

Personalising Kerala Piravi

In Padinjattumuri GLPS, Kerala piravi celebration was opened with fifty students planting 50 plants on 1 Nov 2006. Thereafter, a series of programmes and activities were organized in a systematic and participatory manner. There was a Kerala touch to each and every programme- covering a broad spectrum of Kerala life- so comprehensive that the schools has set new trends in official celebrations.

Honesty Shop

In Thadikkadavu GUPS, the Honesty shop is owned, operated and audited by a four students. The main articles sold are pen, pencil, paper, ink and related student accessories. Students use this service for their daily requirements including examination related articles



Banking, for schooling

In GUPS, Thadikkadavu, the rate of voluntary enrolment in sanchayika scheme is hundred percent. This is striking in the backdrop of a recent government order in this regard, more so in a school where majority of pupil came from very poor background.

A truly community school

In GUPS, Thadikkadavu, the PTA went to the extent of pledging loans, arranging bank loans for raising fund school development activities. The result- this UPS has now facilities more than that of an ordinary HS in the state.

The Intimate Book

In Poolakkuty LPS the class teachers register their noting and queries on a specially designed dairy. The mothers respond to the queries in a dispassionate manner. It is a continuous record of teacher conversing with the mother and vice versa. The HM as a third person ensures that it is verified at least once in a week. In this way, the school authorities understand the desires of the parents and the mothers understand what is happening in the school without personally visiting there.



Part 2

Background, Objectives, Methodology

1. Introduction

State Institute of Educational Management and Training-Kerala (SIEMAT-Kerala) has been constituted by the Government of Kerala vide its G.O. (Ms) No.17/2005/G.Edn dated 28.05.2005 as an autonomous institution under the Department of General Education for the overall capacity building of different levels of functionaries of Education Department. SIEMAT basically aims to undertake the key task of management development in education (MDE). The presence of *no quality or less quality indicates the* absence of MDE in Kerala education system. There is an urgent need to conduct systematic research and apply modern management methods and processes in education. In a sense SIEMAT should supplement and complement the activities and programmes undertaken by various Directorates (DPI, SSA, SCERT, DHSE, VHSE, SIET, DIET etc) by effectively functioning as a source of integrated management development in education.

The vision of SIEMAT is achieving *Universal Equity in Quality Schooling* in the state by the end of the 11th plan period through effective research and training process for management development in education sector. The mission is to systematically assist teachers and academic administrators to professionalise the educational process at all levels to achieve the vision. Kerala education system and all its stakeholders are the target- teachers and educational officers including head teachers and principals.

2. Background to the present project

The Director of Public Instruction, Shri M Sivasankar, in one of the consultative meetings held in January 2006, expressed interest in conducting research studies in the following areas: *Noon Meal Scheme, Best practices in schools, Streamlining the administration of AEO & DEO offices and Designing appropriate guidelines for School Asset Management*. Based on the request, SIEMAT chief coordinator presented the drafts before an invited group of officers including the DPI, in Hotel Chaitram in February 2006. The meeting approved the drafts and we were asked to proceed with the studies.

SIEMAT prepared detailed notes and submitted the proposals for Government approval, which was obtained in March '06. Of the four studies, we took up the Noon Meal study first. An action plan was devised



for completing the same in March itself so that the findings could be implemented in the next academic year. Forty-two schools -three each from a district- were identified based on objective criteria. The Kerala State Literacy Mission Authority (KSLMA) made available the required number of investigators and the field study was conducted in the first week of March. The Draft Report was presented before the officers including the DPI in April. The chief coordinator finalized the final report and submitted in May 2006. The DPI appreciated the report as a useful one for planners and administrators.

Detailed activity plan for a implementing the remaining Government approved research projects were submitted in July. As part of the process, weeklong consultations were held with representatives of various stakeholders in July –August 2006 at Trivandrum. They include HMs (LP, UP, HS) AEOs, DEOs, PTA heads etc. The consultation provided a proper understanding of the problems in the area. The project on *Best practices in Kerala schools* was assigned to the chief coordinator. He submitted an action plan, which was approved.

In the one- day consultative meeting held on 5 July, the Teachers' Organizations requested for two- full day workshop to consider the proposals at length. The programme proposed for July was not held due to technical reasons .It was postponed indefinitely. Meanwhile, the present Director assumed charge. He had impressed the Government with the need for organizing the programme. The workshop held on October 17 extensively discussed the draft action plan on the project.

Consultation with stakeholders

The in-house workshop was organized in SIEMAT suggested some modifications. AEOs and DEOs were requested to forward a list schools where best practices are available based on their understanding. The response to the request was far from satisfactory as only a handful of officers complied with the request within the first month. Therefore, reminders were sent. Finally, they were personally contacted over phone and by October, over 90 percent officers submitted the list. One hundred schools were short – listed based on this list – seven from each district with LP, UP and UP representations. These schools were contacted and communicated the study details including their role and responsibilities. KSLMA was requested to make available the service of qualified Preraks as investigators .In some districts, service of teachers were utilized for data collection.

A *two-day training programme* was organized at Trivandrum in which 28 investigators (two each for a district) were attended. Meanwhile, a decision was taken to utilize the services of the DIETs and DPOs in conducting the study. Efforts toward this direction were made and within a month at least one person was arranged in each district to supervise the filed study.



The study was conducted simultaneously in all the 100 schools from 8 to 28 November. On December 2 and 3, a data consolidation workshop was organized to verify the accuracy of the data collected. The investigators reassembled and verified the information they had collected from the schools. The chief coordinator thereafter crosschecked the data through several means, including telephonic interview of HMs on claims reported by the team. The report reached the present shape in January –February 2007

Context of the study

Kerala education system has been under tremendous stress ever since global factors and forces made their impact felt on it. The demographic factors and the absence of a quality culture in public education sector lead to either closure or designation as uneconomic schools. This was an eye opener. This was followed by resurgence particularly in the government and government-aided sector. A newfound interest in building and sustaining the public education system was felt. The large scale policy change and the reforms in educational management process including the emergence of LSG, SSA, PTA, SSG, Alumna, MP-MLA Schemes etc have facilitated and opened new vistas for rebuilding the teaching and learning system based on a quality culture. All these happened during the last one-decade or so.

Emergence of social management

The schools in public sector are slowly brought back to the center of society. They steadily transform themselves in to community learning centers. The teachers re-designated themselves as learning facilitators/organizers. The monopoly of teachers in planning, implementing and achieving curriculum objectives has been ended in majority of schools. A social control on teaching and learning is now a practical reality. In the institutional management level too, the will of stakeholders is gaining dominance. The schools have become collective entities and the teachers willingly cooperate in institutionalizing the new system and accommodated themselves in suitable places. Thus, there is a sea change in the entire educational management system in the state. SIEMAT would define it as social management in educational sector.

In the collaborative process, some schools have gone ahead while others lag behind. The successful practices from such schools are lessons for improving system performance. The examples of best practice in successful social management are of interest to others also. More importantly, a reality check at this stage will be very useful to the system managers to intervene, infuse energy and streamline the process.

The present study was conducted to identify and document those ideas, institutions, practices, factors, forces, events, issues, policies, programmes, actions, activities, interventions, initiatives, rules regulations, styles, systems, processes, projects or anything that enabled a school to



achieve excellence in transacting the curriculum objectives. For sake of clarity, they may be defined as best practices and that is the concept on which the present study has been preceded. Only such practices, which are innovative, sustainable and replicable are identified and documented in this report.

Aims, Objectives

The project aimed to define, identify and document practices from selected one hundred schools in the state.

Objectives:

1. *Defining* best practices in all sectors of schooling in the state.
2. *Identifying* best schooling practices in different types of schools (managements, medium) levels (primary, secondary) and regions (main land, coastland & high ranges) through in-depth study of the school process
3. *Documenting* practices, which are innovative, sustainable and replicable from selected 100 schools
4. *Disseminating* the documented practices to promote awareness about best practices in schools

Methodology

Database

One hundred schools -seven from each revenue district (2 LP, 2 UP and 3 HS) from both Government and aided sectors in the state, selected from among those duly identified and forwarded by the AEO/DEO based on their objective assessment and subsequent verification by SIEMAT using relevant sampling techniques. The AEO/DEO forwarded a list of around 500 schools from among SIEMAT selected 100 schools considering regional, ownership, and strength, and age of schools. The structural break up was:

Total LPS	40
Total UPS	30
Total HS	30

Limitations

Only those schools were selected which were marked as best by the respective educational officers. Obviously, those educational district whose officers had not forwarded the list despite repeated request, were not figured in the selection of the schools. This means some best schools have not been covered in this study. Similarly, one school not at all cooperated with us for unknown reasons while few schools did not fully cooperate with us. Therefore, though there were best practices in these schools, they might not have found any mention in this report.



Research instruments, processes

The study from the very beginning progressed based on consultation in a participatory learning process. As noted above, many rounds of consultations were held to ascertain the views of stakeholders. In the field too it was fully participatory.

SIEMAT comprehensively interviewed/consulted around 2000 students; 1500 teachers; 100 headmasters; 3000 school support group persons including PTA, LSG, DIET, DPO, BRC staff, BPO, AEO, DEO, school managers, eminent persons, educational activists and others.

The process of study was conducted based on three instruments: -

Part 1 – Primary Data Collection: This was task number one for day one in a school. The objective was to collect authentic information about the school from the HM and other staff. The 10-page data form was sent to the schools in advance for them to fill the same before the study was conducted. The first task of the investigators in the school was to crosscheck information and if found to be incompatible, getting them clarified based on reliable sources. The recorded information entered in Part 1 was read out to the HM and his signature obtained at the end. Wherever necessary, the HM was requested to show records for verifying the data without disturbing functioning of the school. Available photographs and CD ROMs on the school and its facilities were also collected.

Part 2-Interview Guide: The interview guide contained item wise issues for interviewing the school authorities such as students, teachers, HM, PTA council, staff council, LSG authorities, SSG, SSA, AEO/DEO. They were interviewed individually or as a group. It contained more than fifty areas where best practices could be found. A list of these points was also sent to the schools in advance.

Part 3 -Pro-forma for recording best practices. This was the most important part of the study and the focus group together itself identified the best practices from the school at the end of the discussion. The investigators and the supervisor represented SIEMAT before the school authorities and they conducted the study in a professional manner by paying due respect to the HM, teachers and other school authorities. It must be noted the HMs had assisted us to a large extent.



Research team

State level

Project Director: Shri JAMES JOSEPH, Director-SIEMAT Kerala.

Chief coordinator: Dr V A Gangadharan, Chief coordinator, SIEMAT-Kerala

District level

District level Supervisors: DIET faculty, DPO (SSA) faculty

Investigators: Teachers, KSLMA Preraks

School level core committee of stakeholders - The school level core – committee consisting HM, a cross section of teachers (approximately 5 persons who are well aware of the school activities) president of PTA/MPTA, the LSG representative of the area, representative of non-teaching staff and the school leader. The co-operation of just retired HMs and teachers from the school was also ensured. Any person who could constructively contribute required information was associated. The investigating team of SIEMAT consulted them as a group or individually. The core group had reviewed beforehand of the factors that enabled their school to emerge as a best school in the locality. Based on these, the core-group specifically identified the best practices, which earned their school this credit. It is heartening to note that the school authorities have spent considerable time in studying their school by themselves so much so that these schools have now the best data base on their school, compared to any other in the school. In fact, several other schools had requested SIEMAT to send them a copy of the data form for creating a reference book of their schools.

DIET/DPO faculty supervised the investigators in the field.

The complete contact details of sample schools, including timetable and telephone number of HM were made available to them along with the research instruments. As far as possible the convenience of the school was ascertained before finalizing the study in their school.

Activity plan/ schedule in the school

In school, the team followed the following activity plan

FIRST DAY

Data collection:

Purpose: collecting information in Primary data form

Target: HM & office Staff 9TIME: 8- 30 to 11 am)

Interview:

Interview was held in a convenient place such as auditorium or a classroom where the concerned persons were present. The interaction was very live. The participants were given full freedom for an open and



fair transaction. The key ideas identified during the interview were properly recorded in the notebook provided for that purpose.

1. Interview of students (First day 11-12.30 am)

The number of students interviewed was around 10- 15 from each school. The HM identified the students numbering 5 or 10 or 15 in the class attendance registers. If there were more than 15 classes, the number was limited to 15 by restricting one representative from each standard. Only students were present during the interview. The aim of the interview with students was to get a feed back on basic teaching and learning process. It was a purposive conversation to elicit the information required in the questions

2. Interview of Teachers (Time 1.30 pm to 3.30pm)

The objective of the interview was to understand their role in generating and sustaining best practices. At least 10 teachers were interviewed from a school.

3. Interview of HM (Time 3.30 - 5 pm)

The HM was interviewed to understand their role in generating and sustaining best practices in the school. He was given enough time to respond to the questions. Study him/her thoroughly to understand the dynamics of competence and commitment.

SECOND DAY

Focus group discussion –1 Time: 8.30 to 12.30 pm

Subject: Identifying, consolidating and listing best practices

List of participants (not more than 20 persons):

AEO, HM, staff secretary, Teachers (one from each subject, not more than 7),

Non-teaching staff (2), School parliament members (including school leader-4)

PTA council (president, treasurer and one or two members)

LSG ward member

Any other persons, who had played an important role in the development of the school including the school manager, if aided school, may be present.

Focus group discussed the issues in focus. SIEMAT staff presented each issue in the questionnaire in a systematic manner, and allowed the participants to discuss them. The role of the team was that of a facilitator and recorder. The DIET/DPO faculty acted as chief facilitators. Investigators assisted them whenever necessary. The facilitators let loose a purposive conversation with the aim of obtaining correct information.

One of the teachers wrote the minutes separately.

Focus group discussion –2

This was the most important part of the study and the investigators used the meeting to concretize the ideas emerged from the previous discussions

Subject: Recording Best practices

Purpose: Probing extensively the areas identified and reach a consensus on each best practice and record them in a systematic manner with necessary details



Part 3

The BEST PRACTICES

The study has identified and documented many best practices from the schools based on the processes outlined above. Though 100 schools were studied, best practices have not been found in all schools. Some schools despite their perceived stature as best schools did not contribute while others have not cooperated to identify the same out of disinterest or other reasons.

The abstract list of practices, given under, are not purported to be comprehensive or final. They stand for further study and analysis.

List of practices

1. Vision Plan 2010
2. New Social Contract
3. Action plan for CE
4. CE as transparency
5. Pro-action for Retention
6. Transacting Art COs
7. An SOS, to Neighbors
8. Innovation as Inspiration
9. Comprehensive TL
10. The New Eightfold path
11. 10 questions to success
12. Striking a Balance
13. Enormities of endowments
14. Bridging The Gap
15. Cartooning Lessons
16. Joint Evaluation
17. 16-point Class Monitoring Tool
18. Cracking the hard nut, collectively
19. Book as Birth Day Gift
20. Each one, bring one
21. Kathakootam
22. Extending helping hands...
23. Meeting The Masters
24. Enriched with a great Endowment
25. Students' Radio Station
26. Kalakshetra Programme
27. Brunch or Break fast before lunch
28. Making a mark, on the makers of morrow
29. Accident Prevention Squad



30. CLEAN, Always
31. Puppet Play Troupe
32. Common Utility Kit
33. Motivating, Methodically
34. NCC as the USP
35. Class Health Inspectors
36. Zero Periods
37. Silent Sitting
38. Vayana Mandapam
39. Oppothinoppam
40. Niravu Programme
41. Safety Patrol
42. Jaiva Geetham
43. Mazhakkootam
44. The Art & Science of Democracy
45. Guided Reading
46. Culture of an In-house school research system
47. MLL as the trunk card
48. One-by-one...
49. A Life Time Memento!
50. Mobile PTA
51. Breaking the culture of silence
52. Effective CPTA Meeting
53. Children Teach Parent
54. A second school coming for parents!
55. Miracles are possible
56. The Spirit of Kerala
57. Honesty Shop
58. Banking, for schooling
59. A truly community school
60. The Intimate Book



1. Vision Plan 2010

(Devadhar HSS, Thanur, Malappuram)

No institution can survive without a vision, particularly a school in this knowledge society. But in the educational sector, very few schools have conceived and practiced the school governance based on a vision plan, more so in the Government sector.

The Devadhar HSS has a definite plan, called Vision 2010, to plan and implement, and achieve the goals. This is perhaps the only one of its kind reported from the state. This plan embodies the principles and practices the school stands for and what it will achieve and how it will achieve with whose support during the next five years. It is a working guide of HMs and teachers for the new as well as old. The century-old DGHSS has defined the school vision, designed an item wise plan of action and also assigned the role and responsibilities for achieving them in the stipulated time

The remarkable thing about the plan is that it has been developed through extensive consultation with stakeholders. It is a public document and accessible to all. It has all the merits of a vision plan as in the case of charter schools in the west or well-known public schools in the country.

The 15-page document in Malayalam is distributed to the public and their representatives for comments and criticisms. It envisages what the school has to achieve by 2010 in different areas of schooling. Most importantly it has identified the funding sources as well .It also invokes the accountability clause for making it a responsible job.

It contains the following:

1. The consultative methodology through which the document is developed
2. Four core areas: academic aspects, co- curricular activities, implementation, supervision and monitoring, support systems and community participation in school management.

Part I Academic Vision:

1. All students shall pass (Cent percent pass rate)
2. All students shall acquire strong communication skills
3. All students shall get enough opportunities to intervene, organize and express their ideas.
4. The school shall promote democratic spirit and activities
5. The school shall strive for remarkable achievement in the co-curricular sector
6. The school aims at strong teacher-student relations



Programmes and activities, the manner in which they are to be organized and the role and responsibilities for various stakeholders of the schools system are clearly specified in the plan. The teacher-training plan is given a detailed attention in the document.

Part ii Co curricular vision:

1. Understanding the interest of the student
2. Availability of adequate experts in different sectors
3. Clear planning, implementation and evaluation

The mission is outlined and responsibilities have been assigned to various persons.

Part iii Office management vision:

1. Quick access to and availability of information
2. A central coordination system for the school
3. Effective systems for planning and monitoring

The sources and systems are also specified in the plan

Part iv Community participation vision

1. Extensive school- community interaction
2. Timely intervention of experts in the functioning of schools

The plan envisages an elaborate scheme for ensuring community participation and achieving targets. The document has an annexure on physical facilities including infrastructure and equipment. Similarly, the sources for funding and provisions are clearly specified. The amount of work invested in conceiving the plan, the clarity of vision inherent in it, and the nobility of ideas expressed in it- all make it an extra ordinary practice in the state school system.

One of the many advantages of the plan is that, continuity is built in to the school governance system. Change of heads or teachers will not make any impact on the system of governance in the school. More over, this is a challenging task for all teachers who love the profession. This is a not a just document but a concrete action plan, conceptualized, designed and implemented in good earnest by a group of committed and competent teachers. The plan addresses issues for all- schools authorities, students, parents and the public as a whole.

The Vision plan is a certainly a master plan for schools interested in planning their future in a systematic manner.

DGHSS – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
4115	137	30	1017	992	871	887	219	221	209	217	10	11



2. The New Social Contract

(GUPS, Chithara, Kollam)

The importance of accountability in governance has been acknowledged worldwide particularly in the school system. The citizens' chart is a chart of rights the institute owes to its public. The schools in general have not been so forth coming in preparing the same as in the case of the public offices. The Right to Information Act has changed the ground scenario.

This UP school is one of the earliest to respond to the new situation of right to information by designing and publishing a charter of rights containing information about the services to which the public is entitled. The document, prepared in association with the Chithara Grama panchayath was released in July 2006.

The charter proclaims, *"We understand that quality education is a right of the student and not a charity. A healthy civil society is the need of every country. Hence, the present document is prepared in the form of a public contract"*

The document provides vital information on 20 subjects. They include, primary information pertaining to school properties, staff, admission process, services available, curricular and co- curricular activities, evaluation process, scores and grades, school records, PTA, melas, scholarships, funding sources, support systems, mid- day meal, name and addresses of the school staff, duties of students, parents, etc.

It also incorporated commonly used pro-forma for the use of the public. Though it does not contain any thing extraordinary, it symbolizes the redefinition of the concept and practice of school as public entity and the accountability in its management to the public.

CHITHARA- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
521	12	43	603	587	566	510	196	194	195	196	NA	NA



3. Evaluation Initiatives

(GUPS Padinjanttumuri, Kozhikkode)

The continuous and comprehensive evaluation process is still in an evolving phase. Experiments are in progress through out the state based on objective as well as subjective criteria. This school under the guidance of the Kakkodi Grama Panchayath Vidyabhyasa Samiti innovate the process to a large extent.

The Kakkodi Grama Panchayath has brought out a 24-page reference Handbook on CE for teachers and parents coming under the LP section. The school committee has designed a document on CE for the remaining classes. The LP handbook on CE is a well-conceived document with reference value for other schools in the state.

According to the document, following are the key conceptions based on which the evaluation has to be conducted at the LP level:

1. Evaluation should be a continuous and comprehensive process
2. There shall be Term Evaluation after the CE
3. As part of making the evaluation comprehensive, the skills pertaining to art and sports and personal qualities shall be considered in addition to the subjects
3. Grading should be used in evaluation
4. The evaluation process has to be transparent enough to get the approval of parents and the community.

Within in this background, three areas have been identified for evaluation

1. Subject specific knowledge and skills
2. Skills pertaining to arts and sports.
3. Personal qualities

The document elaborately list them one by one, standard wise, subject wise and area wise. There is an extensive treatment of grading indicators/ parameters in the document. The school has also brought out a detailed pro-forma for administering the evaluation. The 8-page pro-forma has been drafted using the above handbook. There is thus every chance for the process being comprehensive and continuous.

Two things stand out: the interest, skill and large-scale participation of the GP in the educational process and the administration process of CE in the school. The practice underlies that the success of a process is possible with community proper mobilization of the community in a democratic framework.

PADINJATTUMURI- Vitals at a glance													
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
548	28	20	526	513	507	521	Na				Na	Na	



4. CE made transparent

(Govt Girls HSS, Madappally, Calicut)

Many innovations have been locally attempted in the implementation of the CE in the state. Any new scheme if not made attractive and simplified may not click. The CE when introduced generated a lot of interest though the concept and practice was not fully comprehended nor did the teachers gear up themselves to apply the scheme in their schools. At the high school level, this school is involved in an interesting process.

In an effort to make the implementation simple, quick, transparent, just, fair, interesting and acceptable to students, the school authorities have introduced a file system for monitoring and evaluating it in a comprehensive manner.

According to this system, a file for every candidate is kept in each class through out the academic year so that the teachers or the students can access the document any time and assess the progress. Because of this, the students have great faith in the evaluation and grading process undertaken by their teachers.

The teachers have developed the supporting systems and process through intense consultation and assessment based on a variety of parameters mutually agreed upon by them through open discussion sufficiently early in the academic year.

This practice positively responds to a serious issue relating to the CE that it has an inbuilt bias and that it will be an unfair method of evaluation.

Madappally – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1639	64	26	1754	1658	1567	1500	210	191	189	188	1	0



5. Pro-action for Retention

(MKN HSS Kumaramangalam, Idukki)

Education as such is not an inspiring programme. A lot of motivation and guidance are required to make it happen, particularly in backward areas. Absence of constructive approach often results in decline of the system. This is particularly so in the case of retention of students in tribal areas.

This school made an intensive and proactive approach towards retention by generating and sustaining student interest in the schooling process.

The process was initiated by a group of young teachers in response to an alarming drop out rate, particularly of tribal students. Teachers along with PTA members visited student at their home and discussed their problems, motivated them and convinced the students and their parents about the need for education in solving their present problems.

The sympathetic and passionate approach has succeeded in preventing drop out considerably and the enrolment and retention rates are now almost identical.

An example of personal responsibility and public accountability from a remote village

Kumaramangalam – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1065	45	27	408	536	595	638	194	194	196	190	1	12



6. Transacting Art COs

Sarga Mela (GLPS, Manjery, Malappuram)

An art form is difficult to learn through verbal explanation alone particularly for children in the primary classes. The lesson in Standard Four entitled, 'Art forms in Kerala' calls for some interest in art and participatory mode teaching to effectively transact the CO to students.

The teachers in this school found that they could transact the art lessons more effectively through expression than explanation. Towards this end, they organized a *sarga mela* (creative workshop) on these art forms by inviting eminent artists to make presentation-cum lecture in a language comprehensible to young students.

The major art forms of Kerala- Kathakali, Chaakyar koothu, Thullal etc were performed 2000 onwards. They were taught the basics- the difference between *natya* and *vadya* forms of arts. It soon caught the attention of parents and school community. Presently, the school organizes *sarga mela* every year on a grand basis.

Today, the students are aware a lot about art forms and the spirit, which sustains them. The curricular objective on art form is transacted in the best possible manner in this school and the students literally enjoy each session as much as they play these art forms.

The result:

The school is the champion in many of these items in the competitions in various stages.

Manjery – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
403	12	33	383	388	397	444	194	195	193	190	0	0



7. An SOS to Neighbors

(GLPS Thirurangady, Malappuram)

The fall of a division for short of students is an opener to teachers. It happened in this school for short of just two students! It sent SOS alarms because as many as 13 English medium schools have already functioned in and around.

They had to increase admission rate and save the school from extinction. Survival strategies were explored far and wide by all in unison.

The strategy was finally struck- convince the competence and commitment of the teachers by improving the teaching and learning quality in the school. An action plan was drawn up focusing quality of teaching - learning activities and programmes in the school.

From 2004 onwards, the teachers' en bloc moved to the homes of prospective students and made convincing presentations to the parents. They submitted their action plan for the year ahead before them and distributed a report on the actions taken in the previous year.

The parents were requested to share their expectations. HM enrolled the students then and there itself. An English medium batch was introduced, based on the norms and practices in unaided schools, in addition to creating facilities at par with them.

The admission rate has increased and the public perception improved. Today, the school has emerged as the number one school in the area by effectively selling the concept of neighborhood school. The teachers, through conscious intervention have converted the school and practiced the concept of neighborhood school.

Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
412	13	31	394	387	379	419	186	185	185	188		



8. Innovation as Inspiration

(Govt. Tribal HSS Poomala, Idukki)

This school was about to close due to fast decrease in the number of students admitted. The school community realized the danger involved. A clarion call was issued to preserve this only government school in the area.

Innovations in the teaching and learning were identified as the key objective to reinstate parental confidence. Every one zeroed on the concept and practice of ICTs in teaching learning process.

Computers were not familiar to this tribal area till that time. Therefore, concerted efforts were made to improve the TL through computer assisted teaching and learning process. As a first step, basic computer operations were taught.

Simultaneously, CD ROMs on all-important aspects of learning useful to students were collected. Teachers got themselves trained in delivering computer-assisted learning. A digital library with many hundreds of CDs was set up. The role of multimedia in effectively transacting the curricular objectives was tapped. Government as well as other sources was utilized in collecting the CDs. The official facilities including Edusat are utilized. The students were taken to world hither to unknown to them or their parents.

As a result, students as well as their parents reinstated their confidence and now the school is not only coming up with many new projects and programmes but also bagged the distinction of being the first in the government sector to have a digital library for teaching and learning in the tribal school sector.

The support of PTA in the process was an important in vestment and the government school in the tribal sector has set a model for other to emulate.

Poomala, - Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
652	27	24	688	698	704	652	196	195	187	188	1	



9. Comprehensive approach

(JM UPS, Cherupuzha, Payyannur, Kannur)

The department frequently suggests new programmes and activities in curricular and co- curricular sectors. In many schools, most of the programmes were not implemented due to various reasons. However, there are schools, which systematically implement all official programmes without making much hue and cry.

The Janaki Memorial School at Cherupuzha implements all government programmes in a systematic manner. A typical list of major classroom teaching and learning activities in the UPS:

- Awareness programmes on the need for personal hygiene and clean surroundings
- Programmes for making students aware of basic virtues- truth, non-violence, and punctuality as basic values in life.
- Exposition of discipline based on actual stories for cultivating the culture
- Creation as well as exhibition of posters on relevant issues
- Exhibition of articles or equipment manufactured by students and teachers for transacting the curriculum.
- Designing and exhibition of hand written magazine in association with other classes
- Interaction with veterans in various field of activities, including freedom fighters
- Weekly balasamajams in classrooms for fostering personal growth
- Training in preparing and reading of press releases of coordinating club activities and promote inter group activities
- Kalimuttam (Play front) in summer in association with Malayala Paadasala
- Sahavasa camp under Science club for sky watching and nature study
- Class based quiz competition on various subjects-class paper based on class news and school paper based on school news
- A number of small printouts on the creative expressions of the students
- Study camps for painting, cartoons, stories, etc
- News bulletin boards for various subjects and opportunity for students to publish news stories frequently environmental consciousness being cultivated through promotion of garden in the school and the culture cleanliness and beautification
- Reading corner for the benefit of all students-making available books and other information sources in the reading corner class room itself
- Audio video DC ROMs exhibited for the benefit of students
- Exhibition of the life sketches and pictures of eminent persons
- Special programmes for improvement of handwriting
- Reading competition
- Seminars and project works based on squads
- Assessment of socially relevant news and preparing responses to it
- Training in music and dance through clubs concerned
- GK enhances through Answer box and prizes awarded
- Preparatory meeting before all Day celebrations or other formal functions for making them maximum effective. Allied activities are also conducted on the same day
- Special training in oratory and associated activities
- English is given attention in class rooms including Word tree

Cherupuzha – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
961	32	30	819	828	860	931	194	193	192	193	NA	NA



10. Kaavyanjaly

(GHSS, Neduveli-Thiruvananthapuram)

Language teaching and learning is often a boring task for both teachers as well as learners if approached conventionally.

This is a student -centered language-learning programme designed and presented by teachers and students with the full support of PTA. The objective is making language teaching- learning quite effective at the HS level.

Students' picturises and present the literary history of Malayalam poetry in a captive manner. Its attraction is high that there is now an all-pervasive enthusiasm among students towards language learning, once considered as a boring area.

Teaching and learning of Malayalam language and literature become *experiential & participatory* since 2004.

This is certainly an impact of the new curriculum transaction in the schools

Neduveli— Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
260	10	26	259	268	282	278	187	190	173	181	0	1



11. Clarity in Vision & Mission

(GLPS Mundur, Palakkadu)

Envisioning a school as the seat of genuine teaching and learning requires great insights into the dynamics of education as a process of formation, information and transformation of human personality. Very few government school in the state, imported so much of meaning into their vision doc, like this LPS.

This LPS has an organizational clarity in its vision and mission which is at par with the public schools:

Vision: "School to the society and society to the school"

Mission: inculcating the following eightfold path in children

- o Right listening
 - Speaking
 - Reading
 - Writing
 - Math skills
 - Socialization
 - Habits
 - Environment protection

Mr. V A. Rajan, HM, an educationalist by commitment, is behind making clarity in the purpose for which the school stands.

The activities and programmes in the school testify that these are actually practiced in letter and spirit with utmost commitment. The school has the support of the best SSG in the state- a truly school of the public.

Mundur – Vitals at a glance												
Total Students	Total Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
453	14	32	503	509	464	451	190	194	192	189	NA	NA



12. Questions towards success

(GLPS Kodamthuruthy-Alappuzha)

Efforts to enhance interest of students in attending schools have been widely attempted these days.

Quality per se is nothing in an LPS context. The younger ones are more interested in playing and learning- or simply put, learning by doing.

The need for organizing meaning full activities in schools has now been one of the methods by which the private schools attract students.

One of the reasons why this school was about to close was the absence of an activity culture in the school. This adversely affected school - poor enrolment. The school community quickly took pro-active steps to prevent the school becoming uneconomic due to the onslaughts of nearby unaided schools.

In order to generate interest among students and to make them active learners, teachers designed several programmes. One of the programmes is to give them 10 GK questions at the beginning of Monday and on Friday; the student scoring the highest mark is publicly felicitated in the Assembly.

It has enabled the school to achieve a high rate of success in LSS examination - 10 students (4 girls and 5 boys) have got -a visible impact on the level of general awareness of students. The school has ceased to be uneconomic.

Kodamthuruthy - Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
265	9	29	321	316	316	295	192	194	194	193	Na	Na



13. Keeping the Balance

(GLPS Mundur, Palakkadu)

Subscription to newspapers whether free or paid is not news now. The number and type of newspapers may be very high. But in most schools little or no attention is paid to ensure that all students get all papers so that they will develop tolerance of differing views of the same.

In this school, a system has been put in place for making available all papers subscribed to all students by implementing a rotation system in their use. The following arrangement ensures that each standard gets all papers in a week:

Std	Mon	Tues	Wed	Thurs	Fri
IV A	MB	DM	MD	MM	KK
B	DM	MD	KK	MB	DM
C	MM	KK	MB	DM	MB
III A	DM	MB	DM	MD	MM
B	KK	DM	MM	DM	MB
C	MD	MM	DM	KK	DM

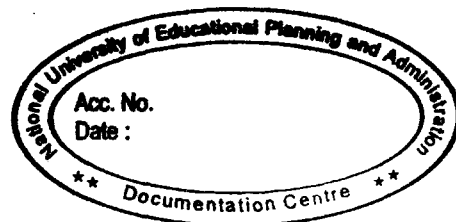
Legend:

MB- Mathrubhumi; DM- Desabhimani; MD- Madhyamam; MM- Malayala Manorama; KK- Kerala Kaumudhi

Through this simple arrangement, the school has offered opportunities for the students to read newspapers having differing views on issues and problems of the state.

In this way, the student gets an opportunity to understand and evolve own opinions or assessments on the developments in the state

Mundur – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
453	14	32	503	509	464	451	190	194	192	189	NA	NA





14. Enormities of endowments

(GLPS- Mundur, Palakkadu)

The number of schools without an endowment or awards instituted by somebody in somebody's favor will be far less or even absent in Kerala, more so in LP sector. The GPLS in Mundur has broken all records in the number of endowments

The school has 41 endowments instituted by the school community for the students of the school. *"The donors are reputed personalities in various faculties and alumni of the school who have loved, brought up and protect, their initial sanctum of education"*, reads the school document. The amount of endowment varies from Rs 500/- to Rs.11111/-.

These endowments are given to achievers in various fields during the course of the academic year. The donors' have laid down the criteria and the teachers in consultation with the PTA decide the winner.

The enormities of endowments keep this school apart from others. In fact this is being cited as one of the attractions of the school. This is also an example of the extent to which the school is being loved by its alumni and the public.

Mundur- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
453	14	32	503	509	464	451	190	194	192	189	NA	NA



15. Bridging the Gap

(SGHSS Bharananganam, Kottayam)

The poor can also study in the best school if the schools are guided by the principle of social responsibility of corporate managements. This school has accommodated and promoted the poor and downtrodden

In this school, students from poor families without facilities, resources and parental care have been given free residential coaching since 1987.

Teacher support is made available for nighttime learning for continuous monitoring and assessment.

With this the school has been able achieve cent percent results and achieving the status of a center of excellence. The support of various stakeholders including PTA is an essential component.

A number of students have been benefited out of this programme. This is an example of social commitment of a corporate management, rarely found these days.

Bharananganam – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
826	61	14	926	896	845	826	197	195	196	196	0	3



16. Cartooning Lessons

(GHS Thalayolaparambu)

Learning is an art, which can be practiced in any medium. In this school, teachers and student resort to cartoons as a medium for transacting the CO s very effectively.

They are practicing a programme by which students are recreating stories as cartoons and in this way talented students can proper in their skill and also understand the stories in better manner even by the slow learner. *Pathummayude Aadu* has been mastered in this way.

The programme has contributed to enhance the knowledge, develop skills and generate ideas for self-expression

Teachers have become facilitators and guides. Learning becomes experiential, instead of rotting facts and figures. This is indeed an innovation without much investment.

Thalayolaparambu – Vitals at a glance													
Total Students	Teachers	PTR	Admission				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
721	38	19	717	624	550	474	175	194	194	167	3	5	



17. Joint Evaluation

(MSC LPS, Thumpamon)

The schools are coming out to the community these days, which at times goes beyond normal logic of things in Kerala.

Some times, the practices in unaided schools have been imitated or improved upon to survive the struggle.

One of the objectives is to raise the confidence level of parents in the evaluation process. This policy of building parental confidence in the academic process is often practiced via simple and transparent methods:

First, teachers make critical appreciation of students in front of parents, based on the answer scripts of terminal examinations.

Then, parents examine the same in person and jointly work out strategies for improving the performance in consultation with teachers.

The school has been able to register tremendous success in raising parental confidence in the academic administration in the school.

Thumpamon – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
61	4	15	87	71	62	57	197	194	193	192	3	1



18. Class Monitoring Tool

(GLPS Parappukkara, Thrisoor)

Class monitoring is often a problem for HM due to various reasons, including personal and professional. In this school, the HM has evolved 16-point monitoring tools for classes.

These are kept confidential and the record is handed over to the new HM as CR on the teachers of the school.

The following are the points:

1. Observation
2. Wall posters
3. Use of teaching aids
4. Daily CE chart
5. Reading corners
6. My book
7. Diary
8. Balasabha
9. CE
10. CPTA
11. Teachers' relation with students
12. Local resources
13. Participatory process
14. Hand book
15. Recognition
16. Teaching manual

The performance of teachers in these sectors is monitored by the HM and intervenes whenever required. The teachers cooperated with the HM a due to the objective nature of the process. The monitoring has yielded many results in the vital statistics of the school.

Parappukkara - Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
233	8		235	227	232	231	196	194	194	193	2	0



19. Cracking the hard nut

(SRK VHSS, Puranattukara)

Math is always a hard nut for many to crack.

Teachers of the school found that the basic distaste towards math is mainly due to lack of familiarity with and opportunities for understanding its key principles.

The school authorities intervened through an innovative programme in the name of eminent mathematician of yester years to make the subject viable for all to learn.

The Ramanujam day is celebrated with a lot of programmes and activities related to mathematics with the full participation of students, teachers and PTA, in addition to the SRG.

The objective is to orient and train students in Math through celebrations involving activities and programmes based on mathematical theories and problems.

The week -long math celebration involves designing model and exhibition, activity contests, practical, puzzles, quizzes, math essay, math pookkalam, math poetry, math projects math magazine- in short all activities and programmes conceivable for the UPS level – have been organized with much effectiveness.

This exclusive weeklong mathematical Olympiad- model programme has revolutionized math teaching- learning programme in the school. The math mela has showed its impact on the success rate in the subject as also in various competitions.

Now, there is no more fear or fire in math classes, students enjoy math more than any other subject.

Puranattukara – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1343	48	28	315	289	325	279	195	194	194	193	5	9



20. Book as Birth Day Gift

(GLPS Erumapetty, Thirsoor) since 2003

A constructive action in a most auspicious day, which creates an environment of love and regards for all and help build a school library.

The teachers and students in this school wanted to build good library and promote reading habit among all. Due to financial difficulties, purchasing adequate books was not an option. So, the idea of each one contributing one book every year was mooted.

The best occasion to gift a book was identified - the birthdays. On their birthdays, students gift a book to the school library in the assembly .The HM receives the book and felicitates the student for the service. All blesses the student on this auspicious occasion.

This is a memorable occasion for the students and every one eagerly waits for the birthday s for gifting the book and getting blessed.

The PTA offers the books to those poor students who cannot purchase on their own. This practice of giving gifts has not only discouraged wasteful expenses but promoted a good habit as well.

This is an enlightened idea conceived and delivered in a delightful manner.

Erumapetty – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
626	20	31	671	641	659	669	196	194	193	193	1	0



21. Each one, bring one

(CKS LP S, Pavaraty, Thrisoor)

The promotion of GK is a major aim of the on-going educational programmes.

It often creates problems to students from poor background that did not subscribe to newspapers at home. In order to make a great impact, the school authorities in this school have improved programme.

The idea is to increase the general awareness of students by promoting reading habit among students. A number of current affairs publications are made available to them, in addition to newspapers.

The school decided that all students whose parents subscribe newspapers at home are to bring the paper of the previous day and distribute the paper for reading the next day. Those without newspaper subscription at home get many volumes and are given enough time to read the papers. The papers are taken back home on the same day.

The papers will be displayed in the reading corner in the class. At the end of every week, the school authorities conduct a general quiz programme. The quizmaster announces the questions using audio system from a central location in the office and the class teachers supervise their respective classrooms. The winner is congratulated and awards given the next day in the assembly.

The programme has created an impact on the students and they had won many laurels for the schools, in addition to the success in LSS examinations.

Pavaraty - Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
425	10	43	425	435	440	430	196	193	193	193	100%	0



22. Kathakoottam

(New LPS, Ponnani, Malappuram)

Teaching and learning mother tongue can be innovated, proved students of the school.

The Language club, formed, funded, and managed by students to promote reading, writing, listening and telling stories to friends sitting together under a tree has deeply influenced the students, their parents and the school community as a whole.

In this school, a group of little children is engaged in serious literary activities in a systematic manner in an exclusive space. It is a scene of great attraction to the public on every Saturday in the school.

This is an excellent practice as an intelligent effort to restore the nostalgic practices of story telling. The gifted and talented flourishes naturally.

The storytellers are really the cynosure of the school. The co- curricular objectives are successfully achieved through this process.

SATURDAY SAHITYA VEDI

This is a literary assembly of students and teachers along with people in and around the school during first and last Saturdays. The vedi effectively utilizes time a most precious manner with social elders in exploring literary issues. Publications are brought in periodic manner.

Ponnani- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
842	21	19	784	832	836	882	195	194	192	193	5	5



23. Extending helping hands...

(GUPS, Chittoor, Kollam)

Students drop out from school due to various reasons- one of the reasons being the worthlessness of education felt by parents in the education provided by the schools

Students are taught to make useful products out of local resources and also market the same and earn money as profit for their benefit.

It all began with a specialist teacher appointed to train the mentally retarded student (around 20) started training in various skills.

The teaching and learning fraternity in the school joined her in the process in an effort to inspire the mentally challenged students. Ultimately, most of the teachers and students got themselves trained in one or other skills.

The students now make lotions, prepare paaya, toys etc. These are sold in nearby areas and the income is used for the welfare students.

This provides an opportunity for other students to motivate and bring up to their level, naturally and systematically.

Chittoor – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
278	8	35	87	85	150	132	196	194	194	193	4	9



24. Meeting the Master

(MKN HS Kumaramangalam)

Providing value education can be through many ways. Meeting the masters was an idea conceived and practiced to impart value education to students in a rural school with great success.

Learning should not confine to the textbooks. The Father of the Nation himself had stated that, his life is his message. There are thousands of great human beings whose life is a story with lessons, which are not necessarily found in a classroom.

If some of such living great men are brought to the classrooms, the students will learn the most about life and its varied rhythms than from the texts at hand.

The school, whose founder itself was a great men, invite well-known and respected persons to the school for interactions with students .The programme has had great learning impact on the students.

The number of personalities from various walks of life who are invited to the school and the free flowing interaction provide opportunities for the younger one to understand the hard facts directly from the mouths of great persons.

Kumaramangalam – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1065	45	24	408	536	595	638	194	194	196	190	1	12



25. Enriched with a great Endowment

(New LPS, Ponnani, Malappuram)

Some fines, some awards whether in the form of an endowment or prize has value more than the amount it offers.

An endowment for 5 best students in each class, which is being administered in the name of the fonder HM, is one of the greatest attractions for students to enroll in the school.

What is more striking is that in deciding the winner, the teachers in neighboring schools have a major say.

The selection is made through an examination. Question paper is set and evaluated by the teachers of the neighboring schools.

The endowment has promoted an open but healthy method for development of competitive spirit for academic excellence right from LP standards.

This endowment is now an important attraction as a merit of great value in the area. The admission has steadily increased over the years.

Ponnani- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
842	21	40	784	832	836	882	195	194	192	193	5	5



26. Students' Radio Station

(AUPS Tenhippalam, Malappuram)

Radio is an active educational media today, even in the developed west. In India, however, it has not received adequate attention due to various reasons. Schools, after the FMs become popular, have once again come to their attention as an effective communicator.

The school has rightly assigned a role for radio in developing communication skills of their students. This has also formed element in the continuous assessment of students. Students of this school, who have many other credits to their side, have established a radio station using Public Address System in the pattern of the AIR.

The schedule of programmes of AIR is imitated more or less in a meaningful manner with aim of improving effective speaking, general awareness, artistic and cultural talents and all round personal growth of students with in the new scheme of education.

The programme timetable

- 10- 10.20 am –Pularoli, News, announcements, today's programmes, moral advices, GK, One story or poetry
- 2- 2.20 pm - Film songs (cassette); talk on important issue
- Friday special programme*
- 1.30 to 2 pm Lyrics; 2. To 2.20 pm- new songs;
- 4 to 4.20 pm- Sahitya samajam

The Director of AIR Kozhikkodu inaugurated the station in 2005. Programmes are designed and presented daily by students and broadcast to all classes. Most of the programmes available with AIR are replicated with possible innovation.

This is a successful outlet for expressing genuine artistic talents. A lot of creative exchanges have taken place. The management and PTA have extended their full support to the venture.

Tenhippalam – Vitals at a glance													
Total Students	Teachers	PTR	Admission				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
646	20	32	554	597	608	626	197	194	193	192	7	0	



27. Kalakshetra Programme

(KKK M School, Koyilandy, Calicut)

If vacation is used constructively, the students will substantially benefit from it.

In this school, the teachers and students have designed an art training course called Kalakshetram for providing exclusive training to students in local art forms- *Kathakali, Poorakkali, chavittunadakom, ottan thullal, nadakakkalari, dances, nadan patu* etc

Trainers are mainly teachers of the school who are known for their artistic talents. The support of alumni is also available.

The programme broadly aims to provide high quality training to students in these arts to enable them to participate in competitions at various levels.

No fee is collected. The students utilize the vacation in a creative manner. It is heartening that students trained in the kalakshetra have already registered their talents in the state level programmes.

Koyilandy - Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
430	18	24	76	75	87	87	193	194	194	193	Na	Na



28. Brunch

(GUPS Kumarapuram, Thiruvananthapuram)

Students drop out from schools for various reasons. In this UPS, there are enough reasons for them to do so.

One of the reasons by which the younger ones stop coming to this school was lack of care; concern and commitment on the part of educators in the school till Rajendran Pillai become its HM

He identified three reasons: hunger (due to extreme poverty), anger (towards low quality education delivered in a most discouraging manner) and danger (from vehicles and other factors).

Answering the first was most important as students of his school were largely from the colony behind. The parents were not much fond of sending their wards obviously due to their inability to provide the basics.

He sought and got the support of Dr Velayudhan of GG Hospital who offered to make available sufficient quality food to the students. This proactive step to eliminate classroom hunger in a school where students dropped out due to extreme poverty or remained unfed in classrooms has now been called Brunch, - the food served after breakfast and before lunch.

Along with other creative initiatives, the HM and his has been able to transform this UPS in to one of the best in the district.

Kumarapuram, -Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
273	9	36	231	234	252	274	191	185	190	193	0	2



29. Making a mark, on the makers of morrow

(St Mary's HSS Pattom, Thiruvananthapuram)

Often simple solution to hard problems comes from a humble mind.

Each according to s/his need and each according to s/his ability is a good policy but difficult to practice. But the students of this biggest school in the state have made a mark of humanity on the back of their friends by putting the concept into a practice.

Students who can afford to bring an additional lunch packet, voluntarily does so for the benefit of those who cannot and place it in a box in HM's room for one of s/her hungry friend from which s/he took one, not knowing who has brought it.

Hundreds of packet of quality lunch is being distributed to genuinely poor students from different families every day at no price- none knows that consumes which packet!

A beautiful concept practiced in a most methodical manner – an idea conceived by a teacher in 1998 and practiced since then in a comprehensive manner.

Making a mark on makers of tomorrow by the masters of the day, indeed!

Pattom – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
2340	94	25	NA	2534	2538	2340	192	193	191	191	6	30



30. Accident Prevention Squad

(DGHSS, Thanur, Malappuram)

Students are capable of undertaking any responsibility provided they are trained and motivated in the task before it is assigned. Some times, a beginning may be made accidentally.

In this biggest school of the district, students are controls the traffic in and around the school bus stop after being received hands on training in the basic traffic rules and procedures.

The school front, once a killing spot, has become a safe and secure area for students. Today, the front of the school once a killing spot is a safe area for the students.

Parents are not worried about their children as in the past

Thanur – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
4115	137	30	1017	992	871	887	219	221	209	217	10	11



31. CLEAN, Always

(New LPS Ponnani, Malappuram)

The difficult tasks are often solved in simple ways. Keeping a school clean is virtually impossible without the support of students. The school authorities instituted a system for making the school always clean

The School health minister is responsible for daily inspection of all classrooms. S/he makes entries in the diary based on pre-defined parameters.

S/he identifies the cleanest class room and confers on it the coveted Clean Flag

The winning class leader hosts the flag in front of the classroom, as a great honor.

This is a successful practice, which promoted cleanliness as a culture in school, at no price

Ponnani – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
842	21	41	784	832	836	882	195	194	192	193	5	5



32. Puppet Play Troupe

(AUPS, Tenhippalam)

It is normally impossible for the students of a UPS to form a troupe, more so if it is a puppet troupe.

This AUPS has virtually broken that belief by forming one and performing shows in many stages by now.

The Puppet Play Troupe is an outgrowth of the efforts to popularize water conservation message through puppet plays.

The Malayala Manorama sponsored project to familiarize its Palathully in the state had extensively used the schools and their students in a constructive manner. This school had won the state level cash award worth one lakh rupees and other support in recognition of their contribution.

The troupe is a logical outgrowth of the activities and programmes defined, designed and delivered by the students as part of the water conservation programmes. "At least now" was one of the titles.

There is now a full time troupe with three themes of 3 hours duration with necessary instrumental supports. This is now used in the anti plastic movement initiated by the school. The village is on the verge of declaring as 'fully plastic free'.

They are now emerged as a professional group with the support of stakeholders including the management. The puppet troupe has come out as an effective medium for transacting curricular objectives

Tenhippalam – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
646	20	33	554	597	608	626	197	194	193	192	7	0



33. Common Utility Kit

(Madappally GHS, Calicut)

Why the expenses of education are so high? The market of students' accessories presently constitutes a big portion of the family budget – worth hundreds of crores in the country.

There are many learning aids that every student should possess. Not all have been able to do so, particularly drawing related items, mainly due to poverty.

In order to make available certain common utility equipment/ article, the school authorities have found a way out- keeping a common utility kit in each class so that those who are unable to purchase it can also use it. Student interested in drawing or similar task from poor background are unable to do so due to their inability to purchase the tools.

This kit of tools is within in the reach of all students who want to draw at their will and time. The kit is a great relief to many students as these are normally beyond their reach, otherwise. The school is making a difference by setting a noble example.

Madappally – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1639	64	26	1754	1658	1567	1500	210	191	189	188	1	1



34. Motivating, Methodically

(Nirmala convent UPS Ayyanthole Thirsoor)

The purpose of education is not just improving knowledge and skills but also inculcating values, which are vital to our survival as a collective entity. Certain days are notified for celebrations for this reason.

In this UPS, all days are celebrated in an exemplary manner to promote national consciousness, social awareness, and scientific spirit among students. To wards this, a programme called, *knows your country better*, in which students are given an opportunity to understand the real significance of the day being celebrated.

Selected students attire themselves as the man of the day (whose greatness is celebrated) and appears before the students in the assembly and addresses and answers queries from them. For instance on Gandhi Day, one student appears in the assembly in the attire of the Father of the Nation or as Cha-cha Nehru on children's day so on so forth.

Costumes once purchased could be used for other programmes also and thus the expense is also managed. The school community considers it as an important occasion. The students never forget the men and their greatness.

Ayyanthole – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1004	24	41	980	968	1009	1028	196	194	193	193	0	3



35. NCC as the USP

(GOVT National Boys HS, Kodakara, Thirsoor)

The spirit of NCC in this school has been so great that students enroll in it from as far as twenty kilometers away.

The NCC unit of the school has many distinctions to its credit. It has set a great tradition.

Every year, at least there will be one cadet from this school to the Republic Day parade in Delhi year, and many for other programmes and activities at various levels.

For district and state level functions, the boys of the school are always preferred. Many awards and rewards have been conferred on the school. All interested and fit boys are voluntarily enrolled in NCC while the school authorities take special attention to include problem students in NCC.

The service of NCC is effectively utilized for managing discipline and crises with in and out side the school. They are also used for organizing many social service programmes, including cleaning public premises.

They have also registered exemplary achievements in mountaineering and forest visit. In short, the NCC is the best USP of the school in the area. It is also interesting that the numbers of students who join the armed services from this area are remarkably high.

Kodakara- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
609	26	23	759	759	683	622	196	194	194	193	1	5



36. Class Health Inspectors

(GUPS Kayanna)

Providing health awareness and promoting good health care is a great responsibility. The right time to cultivate good health habits should begin at a very younger age.

In GUPS Kayanna, students with good health habits and awareness are identified and appointed as *School Health Inspectors* of the school to study and monitor the health scenario in the school compound.

Each class has one health inspector who personally sees that students of s/his class have taken bath, kept their dress washed, hair and nails cut and not consume banned items or similar unhealthy objects.

They report such practices, which hinder the physical and mental growth as and when noticed, to the teacher and who intervene immediately and remedial actions are taken as and when found necessary.

This practice has not only improved the health awareness of students but also made it a habit and responsibility of students through simple and systematic intervention.

- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
339	14	24	398	381	376	343	178	193	193	193	1	0



37. Zero Periods

(GUPS, Kallingalpadam, Palakkadu)

In an ordinary rural setting, students may not get quality time or adequate facility at home to study and review their performance. If at all there is time, students might use it for unproductive purposes.

Psychologically, the students have to tune or guide themselves for enhanced learner effectiveness. It can be done through self directed or controlled activities before the classroom transaction begins.

The concept of zero periods was introduced exactly to make a change.

By this, students' reach the class room exactly at 9'clock in the morning and spend the next 30 minutes under the chairpersonship of their leaders, for reviewing their progress and performance, identifying areas where clarity is required and additional support should be requested.

The teachers lend a helping hand, motivate and guide them in their in self-development. PTA also extents full support to the school in making it a success.

The practice has created a positive learning environment in the school and the student have developed a number of useful qualities

Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
602	18	34	97	108	120	153	194	195	194	191	2	1



38. Silent Sitting

(RVLPS, Shoranur, Palakkadu)

Active learning requires an enabling environment, which could be consciously created and maintained.

In this school, Dr Anand Mohan has developed many years ago a yoga based training programme for young students for improving their mental health in a systematic manner. Yoga is too tough for the little children. This is a slightly modified version of one of the yoga asanas.

The process called, *silent sitting*, is practiced as the last item of the daily assembly. The students sit in *dhyana* posture, closing the eyes, thinking of a beautiful rose flower, and leaves a full breath many times. This is being practiced since 1996 and the impact it has created on both students and the public is tremendous.

This is a simple act of sitting silent for five minutes every morning in an open place in the company of friends and teachers have brought substantial behavioral change among these students.

The impact on the personal growth of student is visible and testifies-able.

Shoranur – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
134	4	34	115	119	120	125	196	195	195	194	3	1



39. Vayana Mandapam

(RVLPS Shoranur Palakkadu)

Reading is a habit, which should be consistently promoted and monitored, particularly among younger students.

The young children, as a matter of fact, always look for attractions. The present policy of making the primary schools beautiful by all means has born out of this simple fact. In fact, this is also a constructive response to many such practices in the unaided schools.

The practice of *vayana moola* has been successful to a large extent in many schools in the state. In this school, the authorities have added one more feature by constructing a separate, open and attractive *vayana mandapam* with a lot of facilities with the support of a well-wisher.

Children's publications, newspapers and other useful instruments have been made available for reading.

This simple and creative step of promoting a good habit among students with community support is of great significance in the emerging context. It has enhanced the reading habits of children to large extent.

Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
134	4	34	115	119	120	125	196	195	195	194	3	1



40. Oppothinoppam

(Nanminda HS, Calicut)

The process of the Grama panchayath assuming more and responsibilities in the field of quality improvement has been accelerated ever since schools are handed over to them.

The Nanminda GP has set in motion a quality-oriented programme in the HSS, called Oppothinoppam.

The objective is to bring students from poor and back ward sector up to the levels of the gifted students as far as possible. For this, the GP has designed a programme in association with the school authorities based on their performance record in the first TE.

Students with C grade are identified and a case for improving their performance is placed before the full PTA, which approve the list. The support of SSG, PTA and retired teachers and others interested are sought for providing special training to these students. Additional hour training is offered in all subjects from September onwards.

The HM supervises the programme. The teachers engaged for the programme have been offered two-day motivation training under the guidance of BRC.

Considering its impact on student performance in tenth class, the programme has recently extended to eight and ninth standards as well.

Nanminda – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
862	32	27	828	815	816	816	175	180	169	163	2	2



41. Niravu Programme

(GUPS Kayanna, Calicut)

There are several programmes for improving the students' performance, designed and practiced in the local context.

This school developed a programme called oppothinoppam, which is aimed at quality improvement among slow learners.

This is a *fifty-hour enrichment programme for fifty days* in English and Malayalam languages for improving the language skills of the students.

The GP identifies and makes available graduates with competence in teaching these languages.

The GP also get them trained by experts before assigning the job. The participation and approval of the SRG M MPTA, PTA and CPTA are also assured.

This practice of promoting language learning with community participation has set a trend a favorable to language learning .

Kayanna – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
339	14	24	398	381	376	343	178	193	193	193	1	0



42. Safety Patrol

(Vimala Hridaya HS, Kollam)

The behavioral attitudes and aptitudes of adolescent students, in and out of school, invariably calls for continuous supervision and monitoring with suitable tools for effective intervention whenever required. In schools, particularly in big ones, teachers cannot do it alone.

In Vimala Hridaya, a 25 member team of girls with leadership qualities, drawn from NCC, Guides and Band, after special orientation and guidance, are deployed in the schools compound for patrolling the premises during intervals and special occasions as watch and ward to report on undesirable tendencies and issues among students.

Through this student monitors, authorities have been able to effectively control and coordinate the school administration.

This practice has enabled the school authorities to understand and respond to issues in time.

Kollam – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
4224	124	34	4224	4611	4669	4791	192	181	193	194	35	20



43. Jaiva Geetham

(DGHS, Thanur, Malappuram)

In every human being, abilities for appreciating one or the other art form are inherent. Appreciating poetry is one example.

To make the learning of lessons in biology easy, the teacher has converted it into poems and instead of giving lectures; he just recites them. The students now keenly listen to the lessons.

Based on the experience, an Art Book for *Biology* has also been designed in which lessons are presented in an artistic mode as a supplement to the above.

It has made an impact on the transaction process and biology is now one of the most interesting subjects in the school.

Thanur – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
4115	137	30	1017	992	871	887	219	221	209	217	10	11



44. Mazhakkootam

(AUPS, Tenhippalam, Malappuram)

The Malayala Manorama sponsored *Palathully* campaign was virtually a Tenhippalam episode

The school had immersed itself in it and transformed the village into a fully *water literate* area and brought many laurels, including the State award worth Rs 1 lakh, to this tiny village which host the Calicut university.

The entire campaign was designed and developed with a commitment - puppet street play, poems, public speaking...

And now, in addition to water literacy, the village is a plastic free one, thanks to the campaign of the school children. This is a cent percent active school with programmes and activities through out the year.

Tenhippalam – Vitals at a glance													
Total Students	Teachers	PTR	Admission				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
646	20	33	554	597	608	626	197	194	193	192	7	0	



45. The Art & Science of Democracy

(BEM LPS, Calicut)

At a time when, political process, of which election is an important element, is being banned from the school campuses, this school sets a model by allowing cent percent democracy in electing their parliament.

School parliaments are not an innovation at all in the state. But if a school parliament is constituted through a process typical of the general election in the country with all formalities in lower primary school it is an initiative not found everywhere.. The aim of the process is to create awareness and train the younger ones in the healthier aspects of parliamentary democracy so that they will champion the cause of democracy later.

The HM makes a formal election announcement. The voters' list is published. The voters field their candidates on a class basis. Nomination of contestants with adequate seconding numbers is submitted to the returning officer. Election symbols are issued. After scrutiny, the candidates are granted time for propaganda.

The voting takes place based on the approved voters list. Votes are counted and results announced in the same fashion. The winners are permitted to celebrate the victory in a peaceful manner.

This has all the formalities and procedures and the students in young age learns and practice the art and science of democracy. The practice has greater relevance at a time when efforts against the process are very much in the air, particularly in the aided sector.

Kozhikkodu- Vitals at a glance													
Total Students	Teachers	PTR	Admission				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
247	5	49	268	275	273	273	191	191	194	193	0	2	



46. Guided Reading

(GUPS Kayanna, Calicut)

Reading is a good habit, which requires persistent motivation especially of very young children.

Newspaper reading has to be systematically cultivated as a co-task among students from the younger age itself. In this school, in order to promote serious reading of newspaper, teachers place one or two news clippings from the news dailies available in the libraries on an open board in the school premises requesting the students to find out the news paper from which these clipped.

The students participate in the competition to identify the newspaper from which the teachers clipped the stories. Awards and appreciations are given to those successfully identify the details of the story, in the next day's Assembly.

Along with associated activities, the process has set a healthy reading competition among students in addition over all awareness level. This practice cost nothing, except some interest and commitment from the teachers.

Kayanna- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
339	14	24	398	381	376	343	178	193	193	193	1	0



47. In-house school research system

(St. George HSS, Kothamangalam, Ernakulam)

One of the areas where schools in the state generally lag behind is in the collection, verification and utilization of vital statistics of students and teachers.

There are efforts here and there, but the extent to which the process has systematized and applied in day-to-day school governance is very limited.

It is true that the culture of an in-house school research system has yet to come to the fore though in the developed countries it is very much in vogue.

Wrong assessment or conclusion is inevitable when adequate information is not available. Successful School management requires that the school authorities shall be well aware of the socio-economic profile of all students in the school

Information is not enough unless it is accessible and kept in an easily retrievable form for those who really wants it.

In order to comprehensively understand the students' behavioral patterns, problem and issues, the class teacher has a SCHOOL REGISTER, which contains virtually all information about their students.

The data bank is being used for academic planning and other developmental activities as a ready reckoner for quick decision-making and successful implementation.

The school has set a model for other schools in the state. This could very well form a model database for a reliable DISE.

Kothamangalam – Vitals at a glance													
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
1541	54	29	741	752	820	937	181	184	196	183	4	0	



48. MLL as the trunk card

(SNLPS-Mamala, Ernakulam)

It is now virtually admitted by all that till recently the school system has not been able to rise to the expectation of the parents due to various reasons.

The present decade has witnessed a resurgence of the public school system thanks to the tireless efforts made by thousands of teachers and other stakeholders.

What does the parent expect the minimum from an LP school while enrolling their children? The three R R Rs.

Enlightened and conscious parents will withdraw their wards if the achievement gap is intolerably high.

Such school becomes uneconomic – of course, for that, there are many other reasons in the Kerala's context.

Parents send their children with a clear vision and the school is expected to meet their aspirations. In the LPS level, this includes minimum Reading Writing and Arithmetic.

This school, uneconomic in 2002, is now an economic school when it ensured that a student knows three RRR by the time s/he leaves the fourth standard. .

The teachers with the support of the management have conceived and practiced an intensive programme towards this end with great success.

This is the maximum the public expects and the minimum the school is expected to do for sustaining itself an institution.

Mamala- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
176	6	29	110	118	120	157	191	195	194	192	1	1



49. One-by-one...

(KK Kidavu Memorial UPS, Koyilandy)

Bringing up the nostalgic naattu mavu (mango tree) is the idea behind the programme.

The programme aims to do what is possible to foster the culture of an eco- friendly community and thereby achieve a balance in nature.

Traditionally, the mango tree is symbol of good virtues. The tree when grows provide protection from heat in addition to fruits.

The school wanted to spread this conventional wisdom through their students by planting at least one mango tree by one student in their homes. Additionally, the programme aims to develop interest among students in agricultural activities.

The agriculture club in the school is the organizer. The students plant at least one tree in his/her home and also one in the school. Teachers make occasional visit to homes of students to assess the health of the plant and offer advises for preserving it from destruction.

The practice has already created a spurt for preserving and conserving our traditional trees a source of clean and pure life.

KOYILANDY – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
430	18	24	76	75	87	87	193	194	194	193	4	0



50. A Life Time Memento!

(St Gemmas, Malappuram)

These are times when the relation between students and teachers are not so sweet as it was in the past, at least in some schools. But this school has set a practice

Educationalists everywhere agree that the extent of quality of transactions in the class rooms and outside sky rocket when those involved in the process love and recognize each other in a noble manner.

The depth of the love often comes forth when one party leaves the other. There is a lot in a gift, particularly when it is written word from the heart! In this school, the students rather than crying loud, write, collect and submit their love and regards to the retiring/ relieving teacher as a memento.

A well-designed document comprising articles written by students is submitted to the retiring/ transferring teacher, as a gift- indeed the most precious gift for teachers retiring from the school!

This gift is an embodiment of love, registered in golden letters by innocent minds from their hearts, a lifetime memento.

Malappuram – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
1315	51	27	1360	1336	1337	1315	178	181	171	174	16	6



51. Mobile PTA

(GLPS Kaippanchery, Sultan Bathery, Wayanadu)

When parents are illiterate, poor and ignorant of the importance of education, PTA becomes useless, as the extent of cooperation from such PTA s in building the school is limited or non- existent.

The PTA in Kaippanchery GLPS was such a one. There was neither attendance nor fruitful exchanges in the PTA meetings. The school authorities found it impossible to bring the parents to the school.

The teachers understood the major reason- being daily wage labors majority, of parents, particularly tribal; they could not reach the school for the meeting, fixed at a time convenient to the school authorities. This school authority, however, decided to convene the meeting in evenings outside the school- whenever and wherever possible. The PTA meeting was held in different venues which were kept on changing to facilitate the convenience of parents.

The SSG, local public and the teachers actively supported the process. The move had multiple benefits- the presence of teachers in their locale encouraged the students and their parents and no wonder the PTA became very active.

There is now mobility everywhere and a sense of increased responsibility and awareness noticeable among parents and its impact is found in the growth in enrolment and facilities for teaching and learning.

Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
234	8	29	55	73	79	76	195	194	192	192	0	1



52. Breaking the culture of silence

(GUPS Mananthawady, Wayanadu)

In 1995, the school authorities found that their school is almost on the verge of closure due to poor quality in almost every field. One of the reasons commonly identified was the total absence of parental support and participation in programmes and activities of the school.

When the PTA meeting was held, a culture of silence pervaded everywhere. The parents were mostly poor and ignorant about their role in the education of their wards. More over, parents, particularly tribal, normally would not speak in large formal group meetings.

As a constructive response, the practice of ward level meeting of parents was initiated with the earnest support of other stakeholders.

The objective was to conduct the proceedings in the corresponding wards in a congenial environment for understanding and exchanging views in close-quarters on issues and problems confronted by various groups.

The ward level meeting of PTA created a high level of awareness and interest in school-related affairs. This has eliminated the culture of silence.

This is an example of the school affairs being decided in and guided by the community. The practice has increased the role and relevance of school as an institution for strengthening democratic space in the rural educational management.

Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
796	22	36	187	174	173	246	195	194	191	191	4	8



53. Neighborhood PTA

(Kallingal padom UPS, Palakkadu)

Though PTA is now an inseparable agency in school administration, it is fully successful in assuring the participation of all parents, in many schools.

In the state, many innovative approaches have been made for the successful functioning of PTA as a stakeholder of the school system.

In this school, when attendance of parents from particular areas were found decreasing over the years, the authorities decided to convene meetings of parents belonging to that area in the house of one of the parents belonging to that area.

Parents, mostly daily wagers, in the neighborhood were invited for the meeting at a time convenient to them. If one parent hosts the meeting this time, next time it will be held in the house of another parent.

In this way, the process of bringing such parents who were normally opt out has been achieved through the practice of neighborhood PTA.

Kallingal padom- Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
602	18	33	97	108	120	153	194	195	194	191	2	1



54. Effective CPTA Meeting

(DGHSS, Thanur)

CPTAs are virtually found in every school. In some schools, these are functioning very effectively while in majority of schools; the CPTA meetings have become mere ceremonies, particularly in large schools. The impact of CPTA in improving school performance is undisputed and this school has initiated an effective scheme.

In this HSS, which is the largest in the District, the CPTA is convened in a systematic manner. After the general meeting, the PTA divides itself into CPTAs and the parents sit in the classes of their children. Then, teachers would go to their respective classes and meet the parents and discuss the problems and issues concerning the students. The class teachers take half an hour and others around 15 minutes each for this close interaction.

Within a few hours all parents meet all teachers. Both the teachers and parents hear all issues and work out strategies. A rapport is built based on mutual understanding of the issues and problems and support is assured.

In this way, the school- parent communication has become very effective and the school ably makes use of this healthy relation for school development activities.

This is certainly a pleasant experience for the parents and a first hand opportunity for teachers to address specific issues in a limited group with maximum effect.

Thanur – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
4115	137	30	1017	992	871	887	219	221	209	217	10	11



55. Children Teach Parents

(GUPS, Pariyaram, Pathanamthitta)

Resources, particularly those meant for learning new skills, shall not be kept idle, even for a moment if it is a public property. Similarly, age shall not be a hindrance in acquiring any skill, particularly if it is relevant to everyday life.

There are very few schools in the state without a computer, thanks to the efforts of SSA, LSGI etc. But the extent to which these are used in teaching learning process is not very clear. However, in this school, not only all students are taught to use it but they have recently emerged as teachers as well, teaching none but their parents in using computer on holidays at school.

The school is redesigned as a community learning centers with an important role for students. Each student makes at least one parent a computer literate using the school computers. Students, their parents and the community as a whole are happy. Public support is assured for all its activities and programmes

Pariyaram- Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
51	5	10	35	32	31	42	195	195	194	190	0	2



56. A second school coming

(Moonlight AUPS, Mananthawady, Wayanadu)

There is a day for almost all sections in the school system. Though the PTA provides an opportunity for parents to interact with each other and involve in the schooling process, it has its inherent limitations – it is a formal function with little personal involvement and less opportunities for exploring own talents and interest.

More over, during PTA meetings, students are ordinarily sent home. Hence parents and students together did not appear in the scene. Further, the rate of parent participation in the PTA activities is limited due to various reasons. So, an exclusive day of celebration for parents in the school was earmarked with the over all objective of strengthening parent to parent and teacher to parent relations. It was also an opportunity for exchanging views on issues of individual and public concerns. The day is celebrated with all pomp and show like any other celebration with infotainment contents. The parents literally take over the school on that day.

The students and teachers assist them in organizing the function in a most attractive manner. Both physical and economic investment came from parents. The parents also give away awards and rewards to best performers- students and teachers.

In an area with predominantly Muslim women as parents, this is an opportunity for them to fully come out in the open and express their views and also to present their artistic talents before others.

The practice is an example for concretizing the school- community relations. A second school coming for parents!

Mananthawady– Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
251	9	27	238	242	254	249	191	190	193	191	0	0



57. Miracles are possible!

(Brennen HSS, Thalassery, Kannur)

Phoenix is a reality, at least in the case of this 145-year-old school, which had a zero pass percentage in SSLC results of the year, 1997-98.

The school woke up from this notoriety and moved with a well-conceived plan and secured 100 percent pass in 2000-01 that it still maintains. The story of this miracle - of how this was achieved- is interesting to others with similar background.

How this was achieved ?

1. Regulated teaching- learning process
2. Systematic supervision, guidance and monitoring and evaluation
3. Provided facilities and opportunities for the poor and back ward students for group study in camp mode in the school
4. Extensive participation of parents in the holistic association of teachers
5. Effective - school -home-contact programmes
7. Counseling
8. One - day picnic in the midst of examinations

The school achieved this with the intense application of mind by all stakeholders. The school, once a blot on the historic city, is now a mark of great triumph of teamwork and collective thinking.

Thalassery- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
664	26	21	324	455	547	625	180	193	194	193	2	1



58. The Spirit of Kerala

(Padinjattumuri GLPS, Calicut)

The state celebrated Kerala Piravi with many programmes and activities in 2006. In the statewide celebrations, schools have also participated.

However, this school is perhaps the one in which the celebration was so deep and wide. They celebrated it for fifty days with at least one function in a day. What makes the celebration the most unique was the unity and comprehensiveness of the themes and issues based on which the programmes were organized. The spirit of Kerala thrilled everyone.

The celebration was opened with fifty students planting 50 plants on 1 Nov 2006. Thereafter, programmes and activities were organized in a systematic and participatory manner beginning with a depiction of the literary history of the state on posters.

A profile of the programmes:

- Home visit of students to pass the message of Kerala piravi
- Publication of Kerala edition of the school magazine
- Quiz on Kerala
- Painting competition on Kerala villages
- Poster exhibition on Developing Kerala
- Kavya sandhya – Poems on Kerala
- Wall poster exhibition on Pre- independent Kerala
- Presentation of perspectives on the Message of Sree Narayana Guru
- Essay competition on the Kerala of My Dreams
- Quiz of Samskaarika Kerala
- Demonstration on Kalivandi
- Musical evening Songs on Kerala
- Publication of Special Kerala padippu by MPTA
- Exhibition of Kerala on Stamps
- Recitation of Nadan paattuakl-all in Kerala
- Quiz on freedom struggle in Kerala
- Sports quiz on Kerala sports
- SEMINAR ON Kerala Development
- Mime for mothers
- Arogya Kerala padippu publication
- Ente Malayalam – CD exhibition
- Exhibition on Kerala sports
- Interaction with senior citizens on Keralam vanna vazhi
- Training in Origami
- Experiments in sastra moola



- School parliament in session
- Schools management by students
- Awareness class on rules and procedures
- Exhibition of archaic materials
- One-day workshop on ICT for teachers and parents
- Vanity story telling on Kerala vikasanam for parents
- Publication of sastra kerala
- Malayanma Exhibition
- Collage of Kerala then and now
- Competition on traditional skills for mothers
- Portrait gallery of literature's
- Public exhibition of products of exhibited so far
- Opening of School Website
- In addition, there were cultural programmes and activities by the school community

This indicates the extent to which the kerala piravi was celebrated in the school in a unique way.

Padinjattumuri- Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
548	28	20	526	513	507	521	Na				Na	Na



59. Honesty Shop

(Thadikkadavu GUPS, Kannur)

At a time when honesty is fast declining as a virtue in society, any initiative towards promoting it is a best practice. The SSA, as an effort to promote this among students, initiated the concept of Honesty shop in some schools in the state.

Many schools have attempted to open honesty shops, with varied extent of success. In this school, the shop, locally called ALILLA KKADA has been successfully functioning since 2005.

The shop is owned, operated and audited by a group of four students. The main articles sold are pen, pencil, paper, ink and related students accessories. Students generally use this service for their daily requirements including examination related articles.

The average daily transaction is around hundred rupees. The teachers invest an amount in the beginning and claim it later on. This is a no- profit no- loss venture. The success of the venture is as high as 99 percent.

The shop is shaping the culture of the students as a brave effort towards an honest world.

Thadikkadavu – Vitals at a glance													
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying		
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided	
399	17	24	83	92	80	93	195	194	194	192	5	1	



60. Banking, for schooling

(GUPS, Thadikkadavu)

Sanchayaika is now not a compulsory programme in the state. The enrolment in this saving scheme has been declined since last year after it was not made mandatory. However, this school has set a different trend.

The rate of enrolment in sanchayika scheme is hundred percent in this school. Its significance is that this is achieved through a voluntary process in a school where majority of pupil came from very poor background.

What is even more striking is that the amount which is deposited in a Cooperative bank is readily available to students for their study requirements. The savings of around 400 students comes above one lakh rupees.

The savings is a last resort of the parents to meet their financial requirements at the time of school reopening to meet unexpected expenses.

The sanchayika has turned out to be a community banking for schooling in this largely settlers' area.

Thadikkadavu – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
399	17	24	83	92	80	93	195	194	194	192	5	1



61. A truly community school

(GUPS, Thadikkadavu, Kannur)

The school community – viz. the stakeholders of the school system- has been in the center stage of educational process, particularly institution building for a long time now, especially since the beginning of SSA activities.

The role played by the public and their representative bodies in developing this school seems to have no parallel in the state. The PTA, LSG, NGO, SSA have immensely contributed in creating assets to the school. The list of assets added to this government school for facilitating quality teaching- learning process is evidence of the role of the community in the management of the school.

The PTA went to the extent of pledging loans, arranging bank loans for raising school development activities.

A few assets thus created are:

PTA:

- 2.5 acres of land
- 80 benches and desks each
- Compound wall
- Lab equipment, articles
- Play ground
- Stage
- Waste water tank
- Rain pits etc

LSG

- Mid day hall
- 60 Benches and desks each
- 40 tables
- 5 urinal shed
- 3 class rooms
- Ground
- Plates for noon meal

SSA

- 7 Class rooms
- 2 computers
- Computer lab furniture
- Electrification
- Books etc

Funds from MPLADS and MLA fund are utilized in building assets. The school is an example of community mobilization for the public good in a truly democratic spirit. It is a successful model for integration of the activities of various stakeholders for the development school.

Thadikkadavu – Vitals at a glance												
Total Students	Teachers	PTR	Enrolment				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
399	17	24	83	92	80	93	195	194	194	192	5	1



62. The Intimate Book

(Poolakkuty LPS, Kannur)

The school diaries are no more a calendar of working days or class timetable. Many schools have innovated this as a holistic document on students or a report card.

The school authorities in this border area have converted this into a dialogue book between the mother of the student and the teacher. It is lovingly called AMMA BOOK as the book embodies the actual spirit of the mothers to know about the progress of their children and the personalized responses of the teachers to their affectionate queries on a daily basis.

The teacher register s/his noting and queries and the mothers respond by responding to the queries in a dispassionate manner is a continuous record of teacher conversing with the mother and vice versa. The HM as a third person ensures that it is verified at least once in a week. In this way, the school authorities came to know of the desires of the parents and the mothers understand what is happening in the school without personally visiting there.

In a rural context where majority of parents are daily wagers; the PTA meetings have their limitations. More over, mothers, being the key actors in child development, can closely monitor the progress as well as failures on a daily basis. They get immediate opportunities to effect corrections then and there.

Thus, this intimate book has become an innovative CE practice.

Poolakkuty – Vitals at a glance												
Total Students	Teachers	PTR	Admission				Working Days				Children Studying	
			2003	2004	2005	2006	2003	2004	2005	2006	Own School	Unaided
109	5	22	109	111	114	109	194	192	193	192	0	2



Part 4

GENERAL OBSERVATIONS

1. The report presented some of the best practices identified and documented by SIEMAT Kerala through an empirical study in November 2006 from 100 selected schools in the state. This is by far the first of its kind in the state.
2. The findings of this study have great relevance for policy planning and educational administration in the state.
3. One of the most striking trends noted from the field is that there is *resurgence of public sector schools* in the state, particularly in the Malabar area, in terms of improvement in teaching and learning process.
4. It is now confidently say that the *quality culture is returning* to our schools. There is care, concern and commitment- indeed, a different situation compared to last decades.
5. The school system *stakeholders play a definite role* –particularly the PTA, SSA, SSG, LSGI etc in the introduction of best practices. An Age of School Community is fast ushering in the state. PTA and LSGI are the stars.
6. Together, they have initiated a new management concept and practice- what SIEMAT would call, *social management* in educational sector. The *PTA has reinvented* itself as a responsible and accountable social body.
7. The ongoing institutional reforms in the school sector have constructively impacted on the over all personality of schools as social entities.
8. The emergence of social management as a concept and practice will strengthen the public school system in the state. This is a strong message from the field.
9. The major focus of teaching and learning of the day is in *acquiring skills* than knowledge *per se* though serious efforts at various levels are in full swing to strike a balance.
10. The schools are making all *efforts for facility generation* but the same is not equally visible in their utilization. The number of *teachers who send their children* to public sector schools is not an encouraging figure. The vast majority still prefers to send their children to unaided schools.
11. The co-curricular front is really *flourishing with activities* and programmes. There are a number of clubs that facilitates the schools as live centers of activity but it would be desirable to review the systems and strategies in relation to the core aims of schooling.
12. It is suggested that the approach should be *pro-curricular* in concept, content and practice.
13. It is suggested that the findings of the study should be disseminated among the school community to the extent possible through various media including the official websites



Research instrument

Research project:

A study for defining, identifying, documenting and disseminating best practices in Kerala schools

**A Research project for the Director of Public Instruction (DPI),
Government of Kerala 2006**

Part 1 SCHOOL PROFILE

1. Primary Information:

Categories	Particulars				
1. School Type	GOVT	AIDED	LSG		
2. If aided, type of management	Corporate	Board	Society	Individual	Others
	Church/ NSS/ SNDP-Trsut/ MES/Other				
3. Tribal School	Yes		No		
4. Residential	Yes		No		
5. Fisheries	Yes		No		
6. Gender	Mixed		Girls only	Boys only	
7. Medium	English	Malayalam	Tamil	Mal & Eng	Other (specify)
8. School structure	1) LP with preprimary attached 2) LP only 3) UP only 4) LP-UP Combined 5) HS only 6) LP-UP -HS combined (K-12)				
9. Full name of the school					
10. Year est. and founder (if aided)	Year	Founder:			
11. Vision of the school (Add sheet if needed)					
12. Motto of the school					
13. School Address:	• Place				
	• Post			Via	
	• District			PIN	
	• Phone number with std code:				
	• Email/website				
14. AEO/DEO-office					
15. Name of AEO/DEO	Sri/Smt			Phone Mob	
16. Name of HM	Sri/Smt			Phone Mob	
17. Location	1) Urban area: corporation area /municipal area 2) Rural area: Remote village, normal village 3) Coastal/ Hilly area				



18. Distance from	BRC	DRC	DIET		AEO/DEO office	
19. Name of panchayath/mun/ Corp.						
20. Assembly constituency						
21. Loksabha Constituency						
22. Students strength (as on October 1, 2006)	Preprimary	LP	UP	HS	HSS	Total
23. Strength Of Teachers						
24. Class timing	AM		pm		Shift system: yes/no	
25. Organizations	NSS	NCC	Scouts	Guides	Red cross	Others
Strength						
26. Strength of noon meal takers						
27. Pupil + teacher ratio (PTR)	LP		UP		HS	

2. Infrastructure facilities in the school:

Facility	Availability
1) Building	1. New type 2. Old type
2) Ownership	1. Rented 2. Own
3) Total land area of the school	• Acres
4) Compound wall with entry-exit point	• Yes/ No
5) Usable classrooms	• Total number of class rooms:
6) Distribution of rooms	Office HM Staff Students Other Vacant
7) Floor type	Mosaic Cemented Muddy Other
8) Electrification status	Yes NO
9) Sitting facilities	• Wooden Bench/Cement bench /chair/ floor/other
10) Writing facilities	• Black board/white board
11) Writing facilities for students	• Ground level Black board /white board
12) Electronic screen	• LCD/OH projector/others
13) Public address system (mike)	• Yes/No
14) Sources of drinking water 15) Provider	• Source: Well / Pond/bore well / river/canal/ rain water • Provider: Panchayath/KWA/School mgmt/ Jananidhi/others
16) Number of student per bench:	•
17) Canteen facility 18) If yes, who runs	• Yes /No • PTA/private contract/ Kudumbasree/other
19) Library 20) Library hall	• Total number of books: • Independent building/ attached to school/attached to office room
21) Total computers in the school	1. Total 2. Office use 3. Teachers use 4. Students



	5. Common 6. Net connected
22) Auditorium	• Yes/ No: IF YES, seating capacity:
23) School Ground 24) Size and quality	• Yes/ no: size: • Normal/Big; Quality –Good/ very good
25) Toilet facilities and availability	1. Total number: 2. Office staff 3. Teachers 4. Students (common) 5. Girls only 6. Boys only 7. Visitors
26) School Garden	• Yes/ no
27) Waiting /refreshing rooms for students	• Common • Girls • Boys
28) Any other	

STUDENT PARTICULARS

3.Total number of students enrolled during the following years:

Year	Category wise			SC/ST	
	Girls	Boys	Total		
2002-03					
2003-04					
2004-05					
2005-06					

4.Feeder areas of students (from where student originates) approximate

Area	Village	Semi-urban	Urban	Slums	Others	Total
Percent /numbers						

5.Social and economic background (in approximate figures or%)

1	Percentage of various social categories of students:	SC/ST	OBC/OEC		Forward class		Total		
2	Employment profile of parents	Govt service	Business	Agriculture	Daily wagers	Petty traders	Private service	Others	Total
3	Educational background of parents	Illiterates	Primary (up to 7 th)		Secondary		Graduate		Total

6.Promotion rate

LP/UP/HS (strike which ever is not application)	Standards (write exact standard such as 1 or 2 in the column below)								
	2003 -04			2004-05			2005-06		
Class std (LP/UP/HS)									
Total promoted %									

7. Dropout pattern

Total students dropped	LP/UP/HS- strike which ever is not applicable								
	Standards (write exact standard such as 1 or 2 in the column below)								
Year	2003 -04			2004-05			2005-06		



Class std (LP/UP/HS)																				
No of students dropped-out																				

8. Students who have won any of the following merit scholarship from the school:

Year	Category wise			SC/ST	
	Girls	Boys	Total		
LSS					
USS					
NTSE (10 std)					
Others (specify)					

9. Transfer of students to another school from this school or vice-versa

Year	LP/UP/HS (strike which ever is not application) Standards (write exact standard such as 1 or 2 in the column below)								
	2003-04			2004-05			2005-06		
LP/UP/HS									
Migration in numbers									

10. Performance in SSLC:

Year	Total appeared	Total passed	Total student with A grade in all subjects	No students with A+ grade (90%) in all subjects	Remarks
2005					
2006					

11. Highest marks scored in the following subjects in SSLC exam by the students:

Year	English	Math	Physics	Chemistry
2005				
2006				

12. Number of candidates failed in the following subjects:

Year	Malayalam ii	English I	Math	Physics	Chemistry
2005					
2006					

13. Profile of school toppers in SSLC

Name	Name	Male /female	School rank std 8 th	School rank std 9 th	Social background	Economic Background
2002-03						
2003-04						
2004-05						
2005-06						

14. Transfer rate of student in percent from one section to another with in the same school

Level	2005-06	2004-05	2003-04	2002-03
Pre-primary to Primary				
LP to UP				
UP to HS				
HS to HSS				

15. Pass rate in the following classes

Level	2005-06	2004-05	2003-04	2002-03
4 std				



7std				
9std				

16.Number of Working days

Level	2005-06	2004-05	2003-04	2002-03
LP				
UP				
HS				

17.Details about students died since 2001

No	Students	Std	Reason	Remarks

18.Well known persons who are alumni (old students) of the school?

No	Name	Present position	Remarks

19.Profile of non-academic staff of the school:

No	Designation	Edu qualification	Experience in years

20.PROFILE OF TEACHERS

		Total	Female	Male	
1)	Total Teachers				
2)	Guest /contract teachers				
3)	Service in years No of teachers	1-5 years	6-10 years	11 + 20 years	10 years
4)	Educational qualification of teachers No of teachers	Trained under graduates -TTC-	Trained graduates -B.Ed-	Trained postgraduates	Research degrees - (M.Phil/PhD)
5)	Teachers nativity No of teachers	Same area	Same district	Others	
6)	Subject taught No of teachers	Own subject	Related-subsiary-subject	New subject	Total
7)	Teacher involvement in the school activities No of teachers	Teaching only	Teaching & related academic activities	Teaching & administrative support	Teaching & extra curricular activities
8)	Higher studies No of teachers pursuing	<ul style="list-style-type: none"> • Male: • Female: 			
9)	Teacher trainers No of teachers	Block level	District level	State level	Total
10)	No of teachers who adopt innovation in teaching	Male:		Female:	
11)	Best teacher awardees, if any	State:			



No of teachers	National:	
12) Teachers who writes articles regularly	Male:	Female:
13) Teachers completes who lessons on time	Male:	Female
14) No teachers whose children studies in this school	Male:	Female
15) No of Teachers who children are studying in unaided schools		
16) No of Teachers who have traveled abroad	Male	Female:
18 Teachers who are promoted from LP /UP to/HS/others	Male	Female:
19. Name of teachers unions functioning in the school		
20.No of Master trainers –SRG/DRG etc	Male	Female:

21.List of programmes In the schools

Title	Agency	Aims	Status	Outcome

22.Major assets created by PTA/LSG etc

Asset/facility	Agency	Aims	Investment	Outcome

23.List of projects/programme Implemented being implemented since 2004:

No	Name of [project/ programme	Aims/purpose	Status	Outcome
1				
2				

24.Clubs, forums, societies etc which functions in the school:

No	Name	Aims and objectives	Total students involved	Level of satisfaction
1				

25.No of students who are NOT INVOLVED In any activities

Level	Total	Girls	Boys
LP/UP/HS			

26.Teacher training programmes organized by school /Mgmt during - 2005-06

No	Name	Objectives	Organizer	Duration In days	Expenses
1					

27.The surrounding of the school:

1. Residential areas; business area; industrial area; market; city jn/ village/ field, isolated area
2. Educational institutions



3. Government offices, police station, well known institutions
4. River road, rail canal
5. Social environment: residents are poor and disadvantaged, criminal elements, highly sensitive, single community dominated /historic place/ home land of well known individuals or institutions
6. Spiritual/ tourist destination/ research centers hospital etc

28.Sources of fund for development activities (2005-06) including Grants –development &teaching learning material development grant

No	Agency	Amount allotted in Rs	Purpose	Amount released In Rs.	Amount spend In Rs.
1	SSA				
2	LSG (Panchayath etc)				
3	PTA				
4	MPLADS				
5	MLA Fund				
6	Alumni				
7	Edu dept				
8	MHRD-Gol				
9	Others specify)				
10					

29. IT programmes in school

PROGRAMME	Since when	Impact
1.IT@School		
2.Edusat (VICTERS)		
3.Eduserve (SIET)		
4.		
5.		
6.		

30.History of medical support/check up provided since 2004-05

Date	Agency	Objective	Outcome

Signature and addresses of HM and two senior teachers

Name	DESIGNATION	Mob/ph with code	Signature



Part 2: Interview Guide

SECTION 1: STUDENT EVALUATION

School code:	Name code:			
District code	Std			
Areas	RESPONSES			
1. Are you comfortable in the school?	Yes	No	No	
2. If yes, what is your level of comfort?	Low	Medium	High	Very high
3. Teaching quality	Low	Medium	High	Very high
4. Attention to curricular and co-curricular activities	Equal	More to curricular	More to co-curricular	No idea
5. Fairness in grading	Good	Very good	Bad	Excellent
6. Encouragement all school activities	No	Yes	Partial	No opinion
7. Provision of various support services	Adequate	Inadequate	Scarce	Minimum
8. Teacher - student relations	Good	Very good	Bad	Excellent
9. Availability of and access to facilities	Limited	Unlimited	Restricted	Unrestricted
10. School surroundings	Good	Very good	Bad	Excellent
11. Headmasters behavior	Good	Very good	Bad	Excellent
12. Teachers behavior in general	Respectable	Rude	Diplomatic	Supportive
13. Teacher -teacher relations	Cooperative	Conflicting	Compartmentalized	Friendly
14. Teacher -HM relations	Cooperative	Supportive	Friendly	Conflicting
15. Teacher -student relations	Good	Very good	Bad	Excellent
16. Student-students relations	Good	Very good	Bad	Excellent
17. Discipline in school	<i>Strict</i>	<i>Very strict</i>	<i>Standard</i>	<i>Excellent</i>
18. Co-curricular activities	Adequate	Inadequate	Scarce	Minimum
19. School library	<i>Accessible & Useful</i>	<i>Big but not accessible</i>	Small but useful	Always closed
20. Computers	Enough and available	Enough but not accessible	Very few and used by teachers only	Nil
21. Quality drinking water	Adequate	Inadequate	Scarce	Minimum
22. Toilet facilities	Adequate & clean	Inadequate & dirty	Adequate but not clean	No complaints
23. Which are the most difficult subjects to learn?	1	2	3	4
24. Why did you join this school only, and not any other school?	Nearest school;	High quality; discipline	Quality and facility	Safety, quality and facilities and good location



Section 2: EVALUATION BY TEACHERS

(To 15 Teachers)

School code:	Teacher code:			
District code	Subject			
Areas	RESPONSES			
1) Are you comfortable in the school?	Yes	No	No	
2) If yes, what is your level of comfort?	Low	Medium	High	Very high
3) Quality of teaching	Low	Medium	High	Very high
4) Achievement/Learning level of students	Low	Medium	High	Very high
5) Attention paid to curricular and co-curricular activities in the school	Equal	More to curricular	More to co-curricular	No opinion
6) Impact of grading on Monitoring and Evaluation of students	Good	Very good	Bad	Excellent
7) Teacher –student participation in school activities	Minimum	Maximum	Nil	No opinion
8) Availability of TLMs and support services	Adequate	Inadequate	Scarce	Minimum
9) Teacher – student relation	Very friendly	Friendly	Normal/official	Highly official
10) Access to various facilities in the school	Limited	Unrestricted	Restricted	Free
11) School surroundings	Good	Very good	Bad	Excellent
12) Headmasters behavior/attitude/approach	Cooperative	Supportive	Friendly	Conflictive
13) Students behavior in general	Respectable	Rude	Conflictive	Supportive
14) Teacher –teacher relations	Cooperative	Conflictive	Compartmental	Friendly
15) Teacher –HM relations	Cooperative	Supportive	Friendly	Conflictive
16) Teacher –Non teaching staff relations	Cooperative	Supportive	Friendly	Conflictive
17) Student- student relations	Cooperative	Supportive	Friendly	Conflictive
18) Discipline enforcement in school	Strict	Very strict	Standard	Excellent
19) School emergency/ crises management systems	Effective	Yes, but not effective	Nil	Needs improvement
20) School library	Accessible & Used	Big but not used	Small but useful	NIL
21) Computers	Enough and available	Enough but not accessible	Very few and used by teachers only	Very few and used by students only
22) Adequate-quality- drinking water	Adequate	Inadequate	Scarce	Minimum
23) Toilet facilities	Adequate & clean	Inadequate & dirty	Adequate but not clean	No complaints
24) Career promotion	Good	Very good	Bad	Excellent
25) Do you really love this profession and school? If yes, reasons	No specific reason	High quality; discipline	Quality and facility	Safety, quality and facilities and good location



Topics/ points for Teacher Interview

Interview teachers on the topics listed below to understand the best practices they have introduced and their role in it, directly or indirectly in the school. Purpose: to identify innovative or unique effort made by teachers in the following areas to achieve all round excellence.

- 1) **Center of excellence for teaching and learning**
 - a. What innovative or unique practices the teachers have introduced or pioneered in making the school a center of excellence in teaching and learning in the area?
- 2) **Role enrolling/admitting students**
 - a. What steps or strategies you have adopted to attract students to the school?
- 3) **Unique facilities**
 - a. Do you have enough facilities in the school?
 - b. If yes, what are the unique facilities available to you in this school, which are not available in neighboring schools?
 - c. What is your role in securing these facilities?
 - d. To what extent you are using them?
 - e. Do you think that these would last for at least next 10 years? If yes, how can you say so?
- 4) **Classroom management**
 - a. What are the unique practices in class management you have adopted in this school?
 - b. What are the methods or process of teaching and learning which are unique to you school
 - c. How many you adopt team teaching in the school? What is its impact?
- 5) **Fast learners and slow learners**

Explain the uniqueness in your policy / approach towards fast -learners and slow-learners
- 6) **Motivating and guiding students**

What are the innovative or unique practices you have adopted to motivate and guide students in their personal and career development?
- 7) **Continuous evaluation -**
 - a. What are the innovations made in the CE including strategies?
 - b. To what extent the services of parents' and school support group are used in the process?
 - c. Please point out the specific improvements you have made in the CE process to assure objectivity in evaluation. Is there any model practice emerged form the school?
- 8) **Student management in school campus**

What are innovative or unique practices in coordinating and controlling matters relating to student management? (Such as discipline and campus behavior)
- 9) **Management of school programmes and activities**

What are the innovative or unique approaches made for better management of programmes /activities in the school
- 10) **Quality management assurance**

What are the unique interventions made by teachers in assuring quality management in the school?
- 11) **Institutional (school) planning**

What are the innovative or unique methods by teachers in institutional (school developing) planning?
- 12) **Academic administration**

What are the unique initiatives made by you in improving academic administration in the school?
- 13) **Institutional/ School management**

What are the assistance rendered to the HM by the teachers to introduce policies and programmes meant for strengthening the institution?
- 14) **Crisis management in school**

What is the role of teachers in establishing crisis management system in the school?
- 15) **Value education**
 - a. Point out innovative steps, if any, taken by teachers to promote value education among students
 - b. What are the values being promoted and how?



- 16) **Special support for difficult subjects**
 - a. Which are the subjects where the students score poorly?
 - b. Special support services made for such subjects and its impact
- 17) **Syllabus for sports**

What is the content of the sports curriculum as instructed by you in the school?
What are its unique features?
- 18) **Inter personal skill s**

Steps or strategies for the development of inter personal /behavioral skills among students/teachers
- 19) **Social skills**

Unique steps taken for (a) gender sensitization; (b) Social awareness and ;(c) Democratic spirit among students and teachers
- 20) **English medium classes**
 - a.How do you manage English medium classes, if you have been teaching in mother tongue so far?
 - b.What are the strategic interventions made to enhance the English teaching skills of teachers?
 - c.How did you promote learning of English/other foreign language by students?
- 21) **Provision of essential support to needy**

What are the special efforts made by teachers for providing essential items such as food; dress, learning materials etc to needy students?
- 22) **Relation with non-teaching staff**

Steps taken or strategies adopted to maintain good relation with non- teaching staff and its impact
- 23) **Rescuing students from addictions, smoking etc**

Steps taken or strategies adopted to rescue students from addiction to various drugs or drinks and banning smoking and other immoral acts
- 24) **Students' safety interventions**
 - a.Unique method put in practice for students safety in areas like transportation from home to school and back?
 - b.What is the specific approach in the case of girls?
- 25) **Use of Information and communication technology**
 - a. Do your school have own websites containing useful information for teachers and students? If yes, who took the initiative and what is the outcome?
 - b. How many of browse the Internet and in what way it has helped you to become an effective teacher? (Ask for the websites they visit)
 - c. Innovative methods using ICTs for communication on lessons between teachers and students including project management
- 26) **Event Management**

What are the uniqueness in event management in your school including sports and arts?

Trip tour management
What are the unique initiatives in trip /tour management for students/ teachers
- 27) **Classroom libraries**

Do you have classroom libraries? If yes, what is you role in it?
- 28) **Promotion of mother tongue**

Steps taken and its outcome
- 29) **Class PTA**

What is the uniqueness in the functioning of CPTA in the school?
- 30) **Celebration of days**

Unique initiatives in the celebration of important days including teachers' day
- 31) **National conscousness**

Strategies adopted for development of national consciousness among students
- 32) **Leadership training**

Steps taken to provide leadership training to teachers and students and its impact
- 33) **Teacher training programmes**

Teacher training progs organized by teachers in school for improvement of knowledge and skills
Unique effort to made to effectively use Class PTA and its impact on students
- 34) **School based seminars**

Seminars etc conducted by teacher in the school on relevant themes



35) Compensatory education

Compensatory education provided by teachers to students

36) Career guidance

Steps to provide guidance to students for higher studies and scholarship

37) Application of ICTs

For student's services and parents' information including Internet based communication on student progress, and related matters –convergence

38) Noon meal management

Unique approach made for improving noon meal management

39) Mobile phone use

Innovative approach in use of mobile phones and vehicles in the school compound for both teachers and students

Section 3: EVALUATION by HM

Please mark you response to the following

School code:	Name code:			
District code	HM Code			
Areas	RESPONSES			
1) Are you comfortable in this school?	Yes	No	No opinion	
2) What is your level of satisfaction as an HM?	Low	Medium	High	Very high
3) Teaching and learning quality	Low	Medium	High	Very high
4) Attention to curricular and co-curricular activities	Equal	More to curricular	More to co-curricular	No idea
5) Fairness in grading	Good	Very good	Bad	Excellent
6) Encouragement in school activities	No	Yes	Partial	No opinion
7) Provision of various support services to teachers and students	Adequate	Inadequate	Scarce	Minimum
8) Teacher - non-teaching staff relations	Good	Very good	Bad	Excellent
9) Availability of and access to various facilities	Limited	Unlimited	Restricted	Unrestricted
10) School surroundings	Good	Very good	Bad	Excellent
11) Teachers behavior	Good	Very good	Bad	Excellent
12) Students behavior in general	Respectable	Rude	Diplomatic	Supportive
13) Teacher -teacher relations	Cooperative	Conflicting	Compartmentalized	Friendly
14) Teacher -HM relations	Cooperative	Supportive	Friendly	Conflicting
15) Teacher -student relations	Good	Very good	Bad	Excellent
16) Student-student relations	Good	Very good	Bad	Excellent
17) Discipline in school	Strict	Very strict	Standard	Excellent
18) Co-curricular activities	Adequate	Inadequate	Scarce	Minimum
19) School library	Accessible & Useful	Big but not accessible	Small but useful	Always closed
20) Computers	Enough and available	Enough but not accessible	teachers only	Nil
21) Quality drinking water	Adequate	Inadequate	Scarce	Minimum
22) Toilet facilities	Adequate & clean	Inadequate & dirty	Adequate but not clean	No complaints
23) Life skill education	Good	Very good	Bad	Excellent
24) What are the hall marks of the school	Nearest school;	High quality; discipline	Quality and facility	Safety, quality and facilities good location



Topics/ points for HM interview

Interview HM to explore the best practices the school has introduced and his/her role in it, directly or indirectly in the school. Purpose: to identify innovative or unique effort made by HM in the following areas to achieve all round excellence.

Purpose: Identifying factors or specific reasons for achieving all round excellence to make the school a Center of excellence for teaching and learning

1.Special steps taken and unique results obtained in the following areas:

1. Enrolling/admitting students (strengthening the institutional base)
2. Facilities (efforts to secure, improvement and manage facilities for the institutional growth)
3. Classroom management practices (planning & organizing teaching process in the class rooms)
4. Teaching and non-teaching staff management in the school (coordinating and guiding)
5. Student management in campus (controlling, monitoring and evaluation)
6. Management of Programmes and activities -event Management (planning, organizing and implementing)
7. Quality management initiatives (specific steps to ensure teaching-learning quality)
8. Institutional planning –academic and non academic (internal organization of the school in consultation with stakeholders)
9. Academic administration-(scientific approach in work allocation /execution)
10. Institutional/ school management (planning, organizing and conducting external relations)
11. **Monitoring and evaluation (staff and students, programmes and activities)**
12. Crises management in school (systems and procedures put in place)
13. Value education to teachers as well as students (concept, context and content)
14. Inter personal relations-(student vs. teacher; teacher vs. HM; teacher vs. non-teaching staff etc)
15. Gender justice –gender sensitization and equal participation to both the genders
16. Life skills –skills to survive and sustain life under severe challenges and hostile environment
17. Community extension services – new windows opened, and its impact on school
18. English medium classes handled by teachers in trained in mother tongue –how managed
19. Provision of essential support to needy students and community members
20. Stress management for the staff and students – efforts made
21. Utilization of in-house expertise for trainers in the school or nearby BRC, DRC, DIET etc
22. Rescuing students from addictions and other dangers including drugs, drinks, smoking, etc
23. Students' safety interventions
24. School safety initiatives
25. Promoting innovating teaching and learning g concepts including application of ICTs
26. Special support for difficult subjects
27. Dress code for students and staff –the underlying idea and its impact
28. Trip/ tour management –initiatives
29. School publications
Do you bring out any school-based publications –electronic or print? Please list the uniqueness of the effort (Give copies
- 30) Social/community extension services
 - a. Steps taken to link school to community and the type of extension services being rendered
 - b. What are the forums instituted for this purpose? What have been achieved during the last two years?
- 31) Utilization of in-house expertise
Efforts made to utilize the expertise of master trainers available with in the school or in the nearby BRC/DRC/DIET etc



2. What is the role-played /contribution made by the following in the introduction of best practices in the school during past 5 years? (Record very specific responses from HM)

1. Students
2. Teaching Staff
3. Non-teaching staff
4. PTA/MPTA/CPTA
5. Local Self Government (LSG)
6. AEO/DEO/DDE
7. Alumni (old students)
8. Teachers union
9. Staff council
10. School Support Group (SSG)
11. SSA (DPO-DRC, BRC etc)
12. Gen education Department – programmes and activities
13. Other departments – school based interventions

Focus Group Discussion No.1

(List of participants' -not more than 20 persons):

AEO/DEO, HM, staff secretary, Teachers (one from each subject, not more than 7); Non-teaching staff (2), School parliament members –4 including school leader); PTA council (president, treasurer and one or two members); LSG ward member ; Any other persons, who had played an important role in the development of the school including the school manager, if aided school, may

Guiding Questions for discussion:

A. SCHOOL LEADERSHIP

1. What is the specific evidence that your school leadership is committed to high student achievement?
2. How is your leadership included all members of the school community in developing a shared and sustained philosophy, vision, mission, and goals?

B. CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

1. What is the specific evidence that your school have a systematic process for monitoring, reviewing and evaluating the curriculum?
2. What are the various professional development opportunities you offer your staff?

C. CLASSROOM AND STUDENT ASSESSMENTS

1. What is the specific evidence that your school use multiple standards-based assessments to monitor and measure student performance?
2. How does your school collect, disaggregate, and analyze achievement data to make decisions for all students?
3. How effectively is your school communicating to all stakeholders the results of student assessments?

SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

1. What is the specific evidence that your school functions as an effective learning community supporting a climate conducive to achievement for all and possessing effective two-way communication?
2. What specific actions have your school taken to ensure a safe, equitable environment for students, their parents, teachers and other staff?
3. How are respect, trust, open communication and collaboration being valued and obtained in your school?
4. What specific steps have been taken to establish and sustain a culture of excellence that promotes a sense of community, cooperation, and responsible action among all stakeholders?



35) Compensatory education

Compensatory education provided by teachers to students

36) Career guidance

Steps to provide guidance to students for higher studies and scholarship

37) Application of ICTs

For student's services and parents' information including Internet based communication on student progress, and related matters –convergence

38) Noon meal management

Unique approach made for improving noon meal management

39) Mobile phone use

Innovative approach in use of mobile phones and vehicles in the school compound for both teachers and students

Section 3: EVALUATION by HM

Please mark you response to the following

School code:	Name code:			
District code	HM Code			
Areas	RESPONSES			
1) Are you comfortable in this school?	Yes	No	No opinion	
2) What is your level of satisfaction as an HM?	Low	Medium	High	Very high
3) Teaching and learning quality	Low	Medium	High	Very high
4) Attention to curricular and co-curricular activities	Equal	More to curricular	More to co-curricular	No idea
5) Fairness in grading	Good	Very good	Bad	Excellent
6) Encouragement in school activities	No	Yes	Partial	No opinion
7) Provision of various support services to teachers and students	Adequate	Inadequate	Scarce	Minimum
8) Teacher – non-teaching staff relations	Good	Very good	Bad	Excellent
9) Availability of and access to various facilities	Limited	Unlimited	Restricted	Unrestricted
10) School surroundings	Good	Very good	Bad	Excellent
11) Teachers behavior	Good	Very good	Bad	Excellent
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13) Teacher –teacher relations	Cooperative	Conflicting	Compartmentalized	Friendly
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15) Teacher –student relations	Good	Very good	Bad	Excellent
16) Student-student relations	Good	Very good	Bad	Excellent
17) Discipline in school	Strict	Very strict	Standard	Excellent
18) Co-curricular activities	Adequate	Inadequate	Scarce	Minimum
19) School library	Accessible & Useful	Big but not accessible	Small but useful	Always closed
20) Computers	Enough and available	Enough but not accessible	teachers only	Nil
21) Quality drinking water	Adequate	Inadequate	Scarce	Minimum
22) Toilet facilities	Adequate & clean	Inadequate & dirty	Adequate but not clean	No complaints
23) Life skill education	Good	Very good	Bad	Excellent
24) What are the hall marks of the school	Nearest school;	High quality; discipline	Quality and facility	Safety, quality and facilities good location



Categories		Yes	No
SCHOOL LEADERSHIP			
1.	Is the school commits to create a student- centered, teacher-led learning community.		
2.	Is the school systematically uses research in planning for diverse student needs and then communicates information to school staff.		
3.	Is the school ensures that all students receives learning materials and the teachers the syllabus and teaching materials		
4.	Is the teachers provided training necessary to effectively use curricular, instructional Objectives as stipulated as expected of them		
5.	Is the school time table equally focuses on curricular and instructional issues.		
6.	Is the school promotes and sustains continuous school improvement by allocating Resources, monitoring progress and resource use, and providing organizational structure		
CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT			
7.	Is there a systematic process for monitoring, evaluating, and reviewing the curriculum is in place		
8.	Is the curriculum expectations are communicated to all stakeholders?		
9.	The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous student improvement.		
10.	Technology is integrated effectively into classroom instruction and is used as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information.		
11.	Differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) is used to meet the learning needs of all students.		
12.	The long-term professional growth of staff links to increase in student achievement.		
13.	Teachers and staff recognize and accept their professional role in student success and failure.		
14.	Is the continuous evaluation in the school focuses directly on increasing student achievement.		
CLASSROOM AND SCHOOL ASSESSMENTS			
15.	There is a school assessment system that supports the needs of all stakeholders		
16.	Teachers assess learning, formulate classroom standards, and communicate the results to Students and parents		
17.	Assessments are used to re-focus student learning on targets to enable them to meet grades.		
16.	Assessment scores are used to identify gaps in achievement between groups of students.		
SCHOOL CULTURE, CLIMATE, AND COMMUNICATION			
20.	There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.		
21.	There is leadership, staff, student and community involvement in the development and implementation of safety		
22.	Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates. A healthy school culture promotes social skills, conflict management, and prevention Programs so that students are prepared and ready to learn.		
23.	A culture of respect exists where relationships, trust, communication and collaboration are valued within the school.		
24.	All members of the school community are actively support and participate in school Improvement efforts.		
25.	Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning		



Focus Group Discussion No.2

Same group as that of FGD 1

RECORDING BEST PRACTICES

Discuss in details the best practices identified so far which are successful, unique, sustainable and answer the following questions

What is the name of the best practice?

What is the context that necessitated initiation of this practice in the school?

Objectives of the practice

What is the content of the practice?

The year, on which this was brought into operation, persons associated or institutions assisted or agencies supported both inside and outside the school in implanting the practice.

Obstacles faced if any, and strategies adopted to overcome them

Role of this practice in improving the all round excellence of the school

Publicity received or recognition given by various agencies including government.

Is this a socially/ethically-accepted practice? If yes, give reasons:

What is its significance or role in the over all policy framework or educational objectives of the government?

What is the uniqueness of the practice? To your best of knowledge, do you think that the sole credit for the practice goes to your school only?

How long according to you, will this practice sustain in the school according to you? (In years)

What is the impact or outcome of the practice on the school and about the school?

Do you think that this practice could be replicated in other schools? If yes, how this is possible?

Any thing you want to add

