

APPENDIX - ETOOL - 5PRIMARY SCHOOL EDUCATION SURVEY SCHEDULE:
(English version of the original Kannada language)

The items listed in this schedule are related to various aspects of school education such as I. History of the school; II. Physical facilities of the school - A. General aspects like physical conditions of the building, drinking water facilities, latrine facilities, playground facilities etc., B. Teaching accessory materials and C. Library; III. Compulsory primary education - A. Compulsory primary education drive, B. Enrolment, C. Wastage, D. Stagnation, E. Absenteeism and F. Concessions and scholarships given to the children; IV. Activities of the school - A. General activities, B. Tours, excursions and field trips, C. Shramadan activities, D. Special courses taught to girls if any, E. Adult education, F. Mid-day meal programme, G. Medical examination and health facilities in the school and H. Tests and examinations; V. Pupils - their strength, socio-economic backgrounds, liking of the school's activities, relationship with the teachers and amongst themselves and their way of spending time in school and at home; VI. School improvement organizations - A. School betterment committee and B. Parent teacher association; VII. Teachers - A. Background information, B. Teacher's nature, temperament and punishment giving, C. Terms and conditions, D. Aspects of teaching, E. Participation of teachers in community

activities and their relationship with the villagers and F. Problems of teachers - personal, academic and administrative; VIII. Aspects of administration; IX. Supervision, inspection and guidance and X. Opinion of the school inspector and assistant educational officer on the activities of the school.

The data for various items in the schedule will be collected through informal talks and discussions with the teachers, pupils, parents, supervisor, assistant educational officer and the village leaders and educated people. Besides this, observation forms an important technique in collecting data on a number of items of like physical facilities of the school, general activities of the school, teachers' punctuality, regularity, activeness, way of speaking the Kannada language, special courses taught to girls if any, participation of teachers in community activities, methods of teaching, mid-day meal programme etc. In addition to these, data will also be collected through various records and registers on aspects of enrolment, wastage, stagnation, absenteeism, scholarships and concessions given to children, expenditure pattern of the school, etc. The data so got will be cross-validated for as many items as possible. The details of procedures involved in data collection, however, have been mentioned in the body of the schedule.

I. HISTORY OF THE SCHOOL

The items listed in this section are related to the history of the school such as the year of starting the school with the effort/s of the people involved in it and the satisfactoriness of the activities of the school from the beginning days.

The data in this section will be collected through informal talks and discussions with the leaders and the educated people of the village and also through the school records.

1. When was the school started? By whose efforts was it started? Where was it housed in the beginning?
2. During whose tenure were the activities of the school good? Were the activities of the school dissatisfactory at any time?
3. Was there a time during which the school was closed for a specific period due to some reasons? Yes/No. If yes, when was it? And why was it? When was it reopened again?

II. PHYSICAL FACILITIES OF THE SCHOOL

The items listed in this section are related to the physical facilities of the school such as -

A. General aspects - Location of the school, cleanliness of the surroundings, nature of the building, physical conditions, cleanliness of the

inside portions of the school, frequency of white washes and repairs to the school building, disturbance from outside to the activities of the school, school garden, drinking water facilities, latrine facilities, playground facilities, number of school rooms present, sitting arrangement, light and ventilation, conditions of black boards and furniture material present in the school;

B. Teaching accessory materials - charts, maps, globes, hand made instruments, laboratory equipments, their number, sufficiency and the extent of utilisation of various materials; and C. Library - its presence, nature and number of books present, the level of the text books and magazines, newspaper facilities in the school.

The data for the sub-section 'A' will be collected through observation and for the other sub-sections, the data will be collected through observation and informal talks.

A. General aspects:

1. Location of the school.
2. Physical conditions of the school building.
3. Cleanliness of the surroundings of the school.
4. Nature of the school building - Tiled/RCC/Hut/Any other.
5. Cleanliness of the inside portions of the school.
6. What is the frequency of white wash and other repairs to the school?

7. Will there be any disturbance to the activities of the school from outside during the school hours?
Yes/No. If yes, what is the nature of disturbance?
8. Is there any school garden? Yes/No. If yes, what is the total area of the garden? What plants have been grown there?
9. Is there drinking water facility^y for children?
Yes/No. If no, how is the problem managed?
10. Is there latrine facility in the school? Yes/No.
11. Is there playground facility for the co-curricular activities of the children? Yes/No. If yes, what is the total area of the ground?
12. What sports and game facilities have been made available for boys and girls?
13. What are the different sports' materials present in the school? What is the number of each type of material?
14. How many rooms are present in your school? What is the dimension of each room? Is it sufficient for the present student population?
15. Decoration of the rooms-wall photoes, calendars, their neatness and cleanliness.
16. Sitting arrangement in each room.
17. Light and ventilation facilities in each room.
18. How about the physical conditions of black boards in each room? Is what is written on it visible to

all children? Can experiments be seen by all children? Or does sunlight fall on b.b. at any time preventing children from seeing what is written on b.b.?

19. Furniture present in the school - for teachers, pupils and to keep equipments (chairs, tables, wooden shelves, benches, etc.) their number, sufficiency/insufficiency with reasons.

B. Teaching-accessory materials:

1. What are the different types of teaching-accessory materials present in your school? What is their present condition?
2. To what extent are the aids helpful to carry out the regular teaching work?
3. Are there any aids born out of your own work and initiative? Yes/No. If yes, which are they? How many aids have been prepared by now?
4. Do you also use supplementary materials (reference books, teachers' hand-books etc.) in addition to the prescribed text books to aid yourself in teaching? Yes/No.
5. Are there any laboratory equipments in the school? Yes/No.

6. What is the extent of utilization of the various aids by the teachers while teaching different subjects (through informal talks with the children).

C. Library:

1. Is there a separate library in the school? Yes/No.
If yes, what is the nature of books (manuals, story books, teachers' reference materials, etc.) present?
2. Are the story books being issued to the children of the school very regularly? Yes/No. If no, why?
3. Do children spend their leisure-time in reading story books? Yes/No. If no, what do they do at that time in the school or at home?
4. Does any newspaper comes to the school? Yes/No.
5. Does the school get a variety of magazines? Yes/No.
If yes, what are those?
6.
 - i. Number of books present in the library.
 - ii. Difficulty level of the books.
 - iii. What is the average annual addition of books to the library?

III. COMPULSORY PRIMARY EDUCATION

The items listed in this section are related to various aspects of compulsory primary education such as

A. Compulsory education drive - campaign if any, period of the campaign, number of children brought to the school,

incentives given to children, parents and teachers, total amount spent on the campaign and cooperation of teachers and community leaders in bringing the children to the school; B. Enrolment - number of children enrolled in different classes, number of unenrolled children with reasons for non-enrolment, over-crowding of classes, if any, problems of indiscipline if any with measures taken to solve them and children of this village studying outside for I-IV standards if any; C. Wastage - the problem of wastage, percentage of wastage during the previous year, reasons for wastage and social backgrounds of the children of wastage group; D. Stagnation - the problem of stagnation, percentage of stagnation during the previous year, causes of stagnation and social backgrounds of the children of stagnation group; E. Absenteeism the problem of absenteeism, absenteeism during normal days and in harvesting season and reasons for absenteeism and F. Concessions, scholarships, book grants - actual concession facilities available to the children of various backgrounds and dissemination problems if any.

The data in this section will be collected through informal talks with the parents, pupils and teachers. In addition, records will also be looked into to collect data on enrolment, wastage and stagnation. Besides these, observation forms an important technique in collecting data on absenteeism.

A. Compulsory primary education drive:

1. Was there compulsory primary education drive/campaign at any time in this school? Yes/No. If yes, when was it? For how much of time was this? And how many children were brought to school?
2. What incentives were given to the children during the campaign time to attract them to the school?
3. What incentives were given to the parents to make them send their children to the school?
4. What incentives were given to the teachers to make them motivate the parents to send their children to the school?
5. Did teachers and community leaders on their own try to meet the parents to persuade them to send their children to school?

B. Enrolment:

1. What is the total number of 6-11 year age group children present in the village? And how many of them have been enrolled in the school? And what are the reasons for the non-enrolment of the rest of the children? To what social backgrounds, do such non-enrolled children belong?
2. What is the strength of pupils in each standard?
3. Are classes over-crowded? Yes/No. If yes, how is this problem being managed?

4. Are there any problems of indiscipline? Yes/No. If yes, what measures are in practice to solve the problem?
5. Are there any students of 6-11 year age-group from the village studying in neighbouring village schools? Yes/No. If yes, why? To what social backgrounds do such children belong (through informal discussions with the parents of such children)?

C. Wastage:

1. Is the school suffering from the problem of wastage? Yes/No. If yes, what is the percentage of it on an average in each standard?
2. What was the actual drop out rate in different standards last year (through official records)?
3. What are the general or common reasons for wastage (as perceived by parents and teachers)?
4. To what social backgrounds do the children of wastage group belong?

D. Stagnation:

1. Is there any problem of stagnation in different standards in the school? Yes/No. If yes, what was the rate of stagnation in different standards last year?
2. What are the general or common reasons for stagnation (as perceived by parents and teachers)?

3. To what social backgrounds do the children of stagnation group belong?

E. Absenteeism:

1. Is the school suffering from the problem of absenteeism this year? Yes/No. If yes, what is the rate of absenteeism in each standard this year?
2. Is wastage/stagnation/absenteeism/non-enrolment more among girls/SC, ST and BC children? Yes/No. If yes, why? (through informal talks with the teachers and parents)
3. Will the problem of absenteeism be more in harvesting seasons? Yes/No. If yes, what alternative arrangements are in practice for such children?

F. Concessions/Scholarships/Book grants/States/Uniform dress given to the children:

1. Are the children of different socio-economic backgrounds getting these facilities? Yes/No. If yes, how many are getting in different standards?
2. How is the system of dissemination of various facilities to the children in time?

IV. ACTIVITIES OF THE SCHOOL

The items listed in this section are related to the various activities of the school such as A. General activities - school timings (morning session, afternoon

session, lunch time, time for playing), prayer and songs sung during the commencement of the day's activities, the way of utilization of the time by the teachers, alternative arrangements made when a teacher is on leave, change of school timings, in harvesting season if any, shift system if any, sports', games', drawing and other competitions held every year, celebration of national festivals and various cultural activities; B. Tours and field trips - tours and trips arranged during the previous year, number of days spent, places visited with their importance, total amount spent and the social backgrounds of the children who attended the trips; C. Shramadan activities - gardening, cleaning the roads and school rooms by the pupils and the nature of the teachers' participation in them; D. Special courses taught to girls if any like drawing, chart making, statue making, embroidery, needle work, music, knitting, art activities; E. Adult education programme run by the school if any - participation of the teachers in adult education and other community development activities, film show arrangements to school children and adults if any; F. Mid-day meal programme - number of items served, preparation, serving, cleanliness of the person who prepares the items, cleanliness of the utensils used for cooking, cleanliness of the area before and after taking food, social backgrounds of the children who are helped by the school meal

programme, social backgrounds of the children who do not take it, timings of the programme, dissemination problems of the items for the programme and any other alternative arrangement made for the children of other villages in case of no mid-day meal programme; G. Medical examination - number of medical examinations held to each child every year, actual medical tests done each time, children of poor health and handicapped children if any with their social backgrounds; and H. Tests and examinations - number of tests and examinations held to each standard children in each subject every year, type of questions, weightage given to different types of questions, oral tests, average results of the school, progress card's issue to the parents, parents' and teachers' meetings to discuss the academic problems of children and the relationship between the social backgrounds and achievement of the children.

The data in this section will be collected through informal talks with parents, teachers and pupils generally. Besides this, data will also be collected through observation for items like punctuality of the teachers, utilization of the time by teachers, shift system, cleanliness of the utensils used for cooking, cleanliness of the person who prepares the food and such other items. In addition to these, the data got by informal talks on items like special courses taught to girls, conduction of adult education by the school teachers will be cross-validated by observation to account for the reliability and

objectivity of the data.

A. General activities:

1. Timings of the school
 - i. Morning session - (from - to -)
 - ii. Lunch time - (from - to -)
 - iii. Afternoon session - (from - to -)
 - iv. Time for sports and games - (from - to -)
2. Does the school activities begin with prayer? Yes/No.
If yes, what are the songs sung in the prayer session? And what implicit values do they convey?
3. How best is the time utilized by the teachers from morning till evening (by observation)?
4. What alternate arrangement is being done for the education of the children when a teacher is on leave?
How are the children engaged?
5. Is there any change in the school timings during the harvesting seasons? Yes/No. If no, why?
6. Is there any shift system in the school? Yes/No. If yes, what are the problems associated with the system to both pupils and teachers?
7. Were there competitions of any type (sports'/games'/recitation/drawing or any other) last year in the school? Yes/No. If yes, what were they? What are you proposing to have this year?

8. Does the school celebrate any national festivals?
Yes/No. If yes, which festivals were celebrated last year in the school?
9. Does the school celebrate any cultural activities?
Yes/No. If yes, what cultural activities were celebrated by this school last year? What does each cultural programme stand for?
10. Were any entertainment programmes arranged in the school last year? Yes/No. If yes, of what sort was it?

B. Tours and trips:

1. Were there any trips/tours arranged by the school last year? Yes/No. If yes, state the places visited with their importance.
2. How many days were spent on tours/trips last year?
3. Were the trips/tours arranged during holidays or during the school days?
4. Were/was they/it funded by the department or by the pupils themselves? If by pupils, how much was spent on each trip? And how many children did attend these trips? And to what social backgrounds do the children who attended the trips belong?

C. Shramadan activities:

1. Were any shramadan activities (gardening/cleaning the rooms, roads, surroundings of the school) organised by the school last year? Yes/No. If yes, of what sort were those activities?
2. How about the teachers' participation in these activities?

D. Special courses taught to girls if any:

1. Are/were there any special courses taught to girls? Yes/No. If yes, of what sort are/were they (drawing, painting, statue making, chart making, knitting, embroidery, needle work, music, art activities)? If no, are there any resources available in the community (women teachers) to teach the above mentioned courses to girls? Yes/No.

E. Adult education:

1. Did the school take initiative at any time to start adult education programme for the literacy growth of the villagers? Yes/No.
2. Did at any time teachers provide leadership to any non-formal educational activity (adult education, block development activities, family welfare education, etc.) in the village? Yes/No. If yes, what was the nature of teachers' participation? And what was the resultant impact of such programmes on the rural life?
3. Did the school organise film shows to the children or adult population of the village at any time? Yes/No. If yes, what were those films? What implicit values do they carry with them?

F. Mid-day meal programme:

1. Is there any mid-day meal programme in the school?

- Yes/No. If yes, what are the items served? Who prepares them? To what caste does he/she belong?
2. Do teachers also take mid-day meal? Yes/No.
 3. Are the items served nutritious? Yes/No. (Nutritiveness to be known by consulting nutrition experts).
 4. Cleanliness of the utensils used for cooking.
 5. Cleanliness of the area before and after taking food.
 6. Cleanliness of the person who prepares the food.
 7. Where are the papers or leaves those used for eating ~~are~~ thrown? Does it create any new sense?
 8. Which section of pupils are helped by mid-day meal programme? To what social backgrounds do such children belong?
 9. At what time is the mid-day meal being served? Is it at the cost of school's regular work? Yes/No.
 10. Are there any pupils who do not take anything in this school meals programme? Yes/No. If yes, how many such children are there? Why do they not take? To what social backgrounds do they belong?
 11. Does the department of education run this programme properly by supplying all the necessary materials in time? Or is there any problem of dissemination associated with it?
 12. If there is no school meals programme and if some children from surrounding villages are coming to the school, what arrangements have been made for such children?

13. If children from surrounding villages are coming to this village school, how many such children are there? And how much of time is being spent by such children in total from the time they leave the house till the time they get back? What is the average distance they travel everyday?

G. Medical examination:

1. Is there any health clinic in the village? Yes/No. If no, what arrangements are there for the health examination of the school children?
2. How many medical tests are being held every year to each child?
3. What actual examinations are being done each time?
4. Are there any children with poor health? Yes/No. If yes, what are their health problems? To what social backgrounds do they belong?
5. Are there any handicapped children in your school? Yes/No. If yes, what is/are the handicap/s with such children? To what social backgrounds do they belong?

H. Tests and examinations:

1. How many tests and examinations are being held to each standard children in each subject every year?
2. What will be the nature of questions in tests and examinations? What is the weightage given to different

type of questions in each subject?

3. Will there be any oral tests also? Yes/No. If yes, what is the weightage given to it in each examination?
4. What is the average result of the school since the last five years?
5. Are progress cards being regularly sent to the parents of the school children? Yes/No. If no, why?
6. Are parents contacted to discuss the academic problems of their children? Yes/No. If no, why?
7. Is achievement of the children related to their social backgrounds? Has it been experienced by the teachers in this school?

V. PUPILS

The items listed in this section are related to various conditions of pupils such as their strength in each standard, social backgrounds, normal age of admission to school, uniform dress if any, incentives given to regular and punctual students if any, teacher-pupil relationship, pupil-pupil relationship, average time spent by the children at school, time spent by the children on studies at home, play activities of the children, problem, delinquent and handicapped children if any, adjustment problems of children of different castes in the beginning days of the school and facilities available in the village and near by areas for the children to continue their education.

The data in this section will be collected through informal talks and discussions with pupils, teachers and parents for most of the items. Besides, data will also be collected through observation on aspects like uniform dress of the children, relationship between the pupils and teachers, pupils and pupils and play activities of the children. In addition to these, data collected through informal talks on various items will also be cross-validated by observation for as many items as possible.

1. Strength of the pupils in each standard.

a. Standard I

Boys	Girls	Total
General caste/Backward caste/Scheduled caste/Scheduled tribe (GC/BC/SC/ST)	General caste/Backward caste/Scheduled caste/Scheduled tribe (GC/BC/SC/ST)	General caste/Backward caste/Scheduled caste/Scheduled tribe (GC/BC/SC/ST)

b. Standard II

Boys	Girls	Total
(GC/BC/SC/ST)	(GC/BC/SC/ST)	(GC/BC/SC/ST)

c. Standard III

Boys	Girls	Total
(GC/BC/SC/ST)	(GC/BC/SC/ST)	(GC/BC/SC/ST)

d. Standard IV

Boys	Girls	Total
(GC/BC/SC/ST)	(GC/BC/SC/ST)	(GC/BC/SC/ST)

2. Socio-economic backgrounds of each child.
3. Percentage of pupils from different castes.
4. At what age are the children normally admitted to school in this village?
5. Is there any uniform dress for the children? Yes/No. If yes, who bears the expense of the clothes.
6. Are any incentives given to those children who get highest percentage of marks or who are regular in attending classes? Yes/No. If yes, of what kind?
7. Do children like any teacher/s? Yes/No. If yes, whom do they like most and why (sociogram)?
8. Do children rush towards the school? Do they show interest in going towards the school? Yes/No. If yes, why? If no, why?
9. How is the relationship between pupils and pupils? Do children of different castes mix in the school during playing?
10. Do children sit together with their own caste mates and in this process are SC/ST children separated from higher caste groups?
11. If children of higher castes do not mix with the children of lower castes, why is it so? Do parents educate their children not to mix with other caste children?
12. Have the teachers observed these? What remedial measures have been taken against these?

13. How is the relationship between boys and girls? Are they allowed to talk, mix, sit together in the school? Yes/No. If no, why?
14. Is there any interaction between the children of I, II, III and IV standards? Yes/No. Or is there any suggestion?
15. How much of time do children spend on studies at home? What subject do they read more? Why not others?
16. What are the daily activities of the children from morning till evening (through informal talks with the parents)?
17. Do children play at any time in the school? Yes/No. If yes, what sports and games do boys and girls play? If no, why? And how do they spend their evening time?
18. How do children spend those days in the school, when a teacher is on leave and when other teachers cannot engage them simultaneously?
19. Are there any problem children in the school? Yes/No. If yes, why are they so? To what social backgrounds do they belong?
20. Are there any delinquent children in your school? Yes/No. If yes, to what social backgrounds do they belong? What measures have been taken so far to rectify them?

21. Are there any handicapped children in any of the standards? Yes/No. If yes, what are their problems? How many such children are there in total? And to what social backgrounds do they belong?
22. Are there any pupils from this village studying in I-IV standards outside? Yes/No. If yes, how many in total are studying outside? And why have they not joined this school only?
23. What adjustment problems do children of different castes face during the beginning days of their entry to the school?
24. What facilities are there for the children to continue their education after IV standard in this village and the near by villages?

VI. SCHOOL IMPROVEMENT ORGANIZATIONS

The items listed in this area are related to school improvement organizations such as A. School betterment committee - its actual existence, its birth, number of members present, socio-economic backgrounds of the members, types of activities being carried on and the frequency of meetings; and B. Parent-teacher association - its actual existence, number of members present, parent-teacher co-operation, understanding of pupils' life, frequency of meeting, participation of parents in school's activities, problems of discussion and implementation of decisions.

The data in this section will be collected through informal talks with parents and teachers and also by actual observation.

A. School betterment committee (SBC):

1. Is there SBC in your school? Yes/No. If yes, when was it started? With how many members was it started? How many members are there now? To what socio-economic backgrounds do different members belong?
2. What have been the different types of activities (collecting donations/helping in construction of school building/providing free food and clothes to children/aids to schools, etc.) conducted by SBC so far?
3. For how many days once do the SBC members meet to discuss the problems of the school?
4. What problems are generally discussed in the meeting?
5. Do the meetings result in taking constructive decisions on the problems discussed? Yes/No. If no, why? If yes, are the decisions taken in the meetings being regularly implemented? Yes/No. If no, why?

B. Parent-teacher association (PTA):

1. Is there any PTA in your school? Yes/No. If no, why? If yes, how many members are there now?
2. Is the cooperation between the school and the homes developed? Yes/No. If no, why?

3. Is the home life better understood? Yes/No. If yes, in what ways? If no, why?
4. What is the frequency of PTA's meeting?
5. Do the parents participate in the programmes of the school? Yes/No. If no, why?
6. What problems (children's progress/their health aspects/improvement of school equipments/building/causes of non-enrolment, wastage, stagnation, absenteeism/school sanitation/school garden/film show arrangement, etc.) are discussed in PTA's meetings?
7. Do the meetings result in taking constructive steps on the above mentioned aspects? Yes/No. If no, why?
8. Are the decisions taken in meetings being implemented very regularly? Yes/No. If no, why?

VII. TEACHERS

The items listed in this section are related to the background conditions of teachers, nature of teachers and punishment farms used by them, aspects of their teaching, terms and conditions of the teachers, teachers participation in the community activities and their problems of various sorts such as A. Background information - number of teachers present, teacher-pupil ratio, qualifications of teachers, details of inservice training programmes attended, socio-economic backgrounds of teachers, daily travelling by the teachers to the school if any, teachers' liking of the place of their work, frequency of the teacher's visit to hobli, taluk and district headquarters, aptitude of the

teachers to the teaching profession, total period of stay by the teachers everyday in the school, alternate arrangements made for the education of the children when a teacher is on leave, nature of teacher - teacher relationship, orderliness, activeness, and the way of speaking the Kannada language by the teachers, teachers' emphasis on home work, private tuition undertakings if any, extra-earnings of any other sorts, reading habits of teachers and the likability of the teacher/s by the school children and supervising staff; B. Nature of teachers and punishment forms used by them; C. Aspects of teaching - languages known to the teachers to read, write, speak and just understand, medium of instruction, methods of teaching, nature of questioning, understandability of the lessons by the children, writing lesson plans, extent of the utilization of the black board and teaching accessory materials, demonstration of experiments, use of stories in teaching, motivating quality in teachers, monitorial system, multi-class teaching, daily workload of the teachers and teaching of moral lessons if any; D. Terms and conditions of teachers - salary drawn, contentment with the present salary and the salary expectation; E. Participation of the teachers in community activities - type of participation, motivating quality in teachers, place of teachers in important decision making events in the village and their participation in politics; F. Problems of teachers - personal problems,

academic problems and administrative problems.

The data in this section will be collected normally through informal talks with teachers, pupils, parents and supervising authorities of the school. Besides these, observation forms an important technique in collecting the data on items like period of stay by the teachers in the school, orderliness, neatness, activeness and the way of speaking the language/s by the teachers, methods of instruction, nature of questioning, use of black board and teaching-accessory materials. In addition, data will also be collected through records and registers on items like allocation of finances, expenditure pattern of the school and such other items.

A. Background information:

1. Number of teachers present in the school (teacher-pupil ratio).
2. Qualifications of teachers with their training specifications.
3. Is there any physical education teacher? Yes/No.
If yes, what are his qualifications with training specifications?
4. Number of inservice training programmes attended by each teacher.

5. Socio-economic backgrounds of each teacher.
6. Are the teachers native of this village only? Yes/No.
If no, to which place they belong to?
7. Are the teachers staying in this village only? Yes/No.
If no, from where do they come everyday? What is the distance of their village/town or place of residence to the school?
8. Do teachers own property in their native place or here? Yes/No. If yes, of what nature? And how does it come in the way of their classroom teaching, if at all it is so?
9. Do teachers like this place? Yes/No. If no, why?
10. How often teachers go to their home towns? And why?
11. How often do they visit hobli/taluk/district headquarters? And why?
12. Have the teachers come to this profession on their own aptitude and willingness or due to other reasons?
13. How many hours do teachers stay in the school everyday?
14. If a teacher is on leave, what alternate arrangements are made for the education of the children?
15. Nature of teacher-teacher (teacher-administrator also) relationship as perceived by villagers/inspecting staff and teachers themselves.
16. Are teachers disorderly? Do they not dress neatly and tidily (through observation)?
17. How about their speaking of Kannada language (accent/intonation/diction/pronunciation/rightness of the language)?

18. Are teachers active? Or do they put on slovenly appearance always?
 19. Do teachers give home work to children? Yes/No. If yes, of what sort is it? Are homeworks being corrected regularly? Yes/No. If no, why?
 20. Do teachers undertake private tuition? Yes/No. If yes, how many are undertaking this? Why are they resorting to it? What extra-earning do they get out of it? How many children are attending these? To what social backgrounds do such children belong?
 21. Do teachers read newspapers and magazines? Yes/No. If yes, which newspapers/magazines do they read? And since how many years they have been reading them?
 22. Do children/villagers/inspecting staff like any teacher? Yes/No. If yes, why? If no, why?
- B. Nature of teachers and punishment forms used by them:
1. Are teachers democratic/autocratic/laissez-faire type?
 Yes/No. Yes/No. Yes/No.
 If yes, how and why/If yes, how & why/If yes, how and why?
 2. Do teachers use punishment forms like threatening, nagging, corporal punishment, sarcasm, ridicule, suspension, expulsion, using bad language, deprivation of privileges, detention, making restitution in everyday school life?

3. What punishment is being given to those children who are late comers/who do not write assignments/who submit the assignments very lately?
4. Was there any serious effect on any child at any time as a result of severe punishment? Yes/No.

C. Terms and conditions:

1. What is the pay scale prescribed for a primary school teacher in Karnatak State?
 - i. for trained -
 - ii. for untrained -
 - iii. yearly increment for trained -
 - iv. yearly increment for untrained -
2. How much of salary are the teachers of this school drawing now? Are they satisfied with the salary they are getting? Yes/No. If no, what amount of salary do they expect for their work?

D. Aspects of teaching:

1. Languages known to the teachers to read, write, speak and just understand.
2. Medium of instruction in the school.
3. What methods are being used by the teachers to teach different subjects (through continuous observation)?
4. Teachers' questioning behaviour.
5. Understandability of the lessons by the children (through informal talks with the children)

6. Do teachers write lesson plans before conducting the classes? Yes/No. If no, why?
7. To what extent do teachers use blackboard and other teaching accessory materials?
8. Do teachers take children to their surrounding nature to explain the concepts in science or any other subject? Yes/No. If no, why?
9. Do teachers use stories in teaching? Yes/No.
10. Do teachers cut jokes in between? Yes/No.
11. Are teachers sufficiently motivating? Do they create interest in the classroom? Yes/No. If yes, how?
12. Is the explanation any teacher confusing to the children? Yes/No. If yes, whose teaching is so? And why is it so?
13. Is there any monitorial system in this school? Yes/No. If yes, in what way it is in operation?
14. Is the multi-class teaching a regular phenomenon of this school? Yes/No.
15. What is the daily workload of the teachers?
- E. Participation of teachers in community activities:
 1. Do the teachers participate in community activities? Yes/No. If yes, do they give guidance and suggestions in an informal way to the villagers or to their own caste people? Or do they teach in adult education? Or do they motivate the villagers to join adult education? Or do they provide leadership

to any other non-formal educational activity in the village?

2. Are teachers invited to important decision making meetings in the village? Yes/No.
3. Are the teachers helping the community in any other way by cooperating with the SBC members or by allowing others conduct adult education classes in the school rooms or by providing the available teaching-accessory materials or by monitoring adult education?
4. Do teachers participate in village politics? Yes/No.
If yes, in what way? Does it come in the way of regular teaching?

F. Problems of teachers:

- a. Personal problems: Housing, latrine, water, lighting, ventilation, safety (especially in case of women teachers), economic problems, social problems (untouchability), health problems of family members, education of the children and recreative facilities.
- b. Academic problems: Multi-class teaching, shift system, lack of sufficient teaching-accessory materials, lack of playground facilities; problem, delinquent and handicapped children.
- c. Administrative problems: Allocation of funds to pupils grants, concessions and scholarships, mid-day meal programme, for white washing and repairs of the

school building, for buying sports' materials and teaching accessory materials; delay in the dissemination of funds and materials from the education department and delay in getting their salaries, adjustment of the school timings, in harvesting season, problems of non-enrolment, wastage, stagnation and absenteeism, lack of cooperation of the community and poor results of the school.

VII. ASPECTS OF ADMINISTRATION

The items listed in this section are related to various aspects of administration such as planning the activities of the school, nature of planning, aspects of planning (on items like tests and examinations to be held, portions to be covered, financial allocation and timetable preparation), implementation of the things planned, way of scheduling the periods for teaching different subjects, headmaster's guidance to teachers on various aspects of teaching, maintenance of records/registers and administration of co-curricular activities.

The data in this section will be collected through informal talks and discussion with the teachers including the headmaster of the school. Records will also be looked into to see their maintenance.

1. Does the school plan its various activities (institutional planning) before the commencement of every academic year? Yes/No. If yes, what is the nature of

planning (monthly/quarterly/six monthly/yearly) in your school?

2. Does the school planning include the following items?

i. Tests and examinations to be conducted. Yes/No.

If no, why?

ii. Portions to be covered to different standards in different months. Yes/No. If no, why?

iii. Financial allocations to all aspects of school life. Yes/No. If no, why?

iv. Preparation of time-table. Yes/No. If no, why?

3. If the institutional planning includes the above mentioned aspects of school life, does the implementation follow it with full ~~in~~ vigour and vigour? Yes/No. If no, why?

4. When a time table is prepared on what basis different timings are allotted to different subjects?

5. Does the headmaster give the needed guidance to the teachers? Yes/No. Is his treatment beauracritic in nature towards his fellow teachers? Yes/No. If yes, why?

6. How are the records and registers maintained?

7. How about the administration of co-curricular activities in the school?

IX. SUPERVISION, INSPECTION AND GUIDANCE

The items listed in this section are related to

various aspects of supervision, inspection and guidance such as supervisor's visits to the school, his activities in the school (observation of lessons, giving suggestions, discussion of academic and personal problems) visits of assistant educational officer to the school and his activities (discussion of academic and personal problems, the after benefits from such discussions if any), organization of inservice training programmes and the frequency of the teacher's and supervisor's meeting in the taluk headquarters.

The data in this section will be collected through informal talks and discussions with the teachers and headmaster of the school.

1. Does the supervisor visit your school regularly as per the official requirements? Yes/No. If yes, how often does he come?
2. Does he observe your lessons and give qualitative suggestions? Or is he just bureaucratic in nature?
3. Do you discuss your personal and academic problems with him? Does the supervisor hear to you? Has he tried to solve your problems to the extent possible by him? Yes/No. If no, why?
4. Does assistant educational officer visit your school? Yes/No. If yes, how many times has he come to your school during your tenure? Have you discussed your problems with him? If yes, what benefits have you got so far out of such discussions? i.e., are facilities coming in time at least after such discussions?

5. Does the education department conduct/organise in-service training programmes? Yes/No. If yes, what is the frequency of its arrangement? How many of you have attended them?
6. Whenever you go to the taluk headquarters, do you meet the supervisor or assistant educational officer to discuss the problems of your school? Yes/No. If yes, how many such meetings were there last year? How have you been benefitted by such meetings?
- X. OPINION OF THE ASSISTANT EDUCATIONAL OFFICER AND SUPERVISOR CONCERNED ON THE ACTIVITIES OF THE SCHOOL

The items listed in this section are related to the opinion of the assistant educational officer and the supervisor on aspects of school life such as results of the school, feasibility of regular supervision as per official requirements, practical difficulties involved if any and the quality of teaching.

The data in this section will be collected through informal talks and discussions with the supervisor and the assistant educational officer concerned.

1. Is this school producing satisfactory results every year? Yes/No. If no, why?
2. Are you able to inspect and supervise regularly as per the official requirements? Yes/No. If no, why? What are your problems?

3. What is your work load per month? How many villages and schools you are expected to cover? Has it been possible accordingly? If no, what are the practical difficulties?
4. What do you feel about the quality of teaching as is going in this school? If it is average or poor, why is it so? How can the quality of teaching be improved according to you? What measures do you suggest?