

# SAP 3 - Report I

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DCI90006

## School





# School Attachment Programme 3

## Report 1 School Visit

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M.Sc Ed Chemistry  
5th Semester  
DC190006

**Report Submitted to**

Board No. 11  
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**Regional Institute of Education, Mysuru**

(A Constituent Unit of National Council of Educational Research and Training)

# Contents

<b>1</b>	<b>Dream world School</b>	<b>1</b>
1.1	The Background . . . . .	1
1.2	Historical Sketch . . . . .	1
1.3	Mission . . . . .	2
1.4	Vision . . . . .	2
1.5	Basic Details . . . . .	3
1.6	Infrastructure Details . . . . .	3
1.7	Strength of students Class wise . . . . .	4
1.8	Mode of Assessment . . . . .	4
1.9	Prasthan Exhibition . . . . .	4
1.10	Co-Curricular Activities . . . . .	5
1.11	Biodiversity . . . . .	5
1.12	Alumni . . . . .	7
<b>2</b>	<b>Government High School Indiranagar</b>	<b>8</b>
2.1	Vision . . . . .	8
2.2	Mission . . . . .	8
2.3	History . . . . .	8
2.4	Infrastructure . . . . .	9
2.5	Drinking water and Toilet facility . . . . .	9
2.6	Students . . . . .	9
2.7	Teachers . . . . .	10
2.8	Mid-Day Meals (MDM) . . . . .	10
2.9	Teaching and Scheme of Evaluation . . . . .	11
2.10	Exam and Evaluation . . . . .	11
2.11	Report Card . . . . .	12
2.12	Revision and Remedial Classes . . . . .	12
2.13	School Development Monitoring Committee (SDMC) . . . . .	13
2.14	Role of Community Participation in Schools . . . . .	13
2.15	Events and Sports . . . . .	14
2.16	Government schemes . . . . .	14
2.17	Dropout Students . . . . .	14
2.18	Schools in the times of pandemic . . . . .	15
2.19	ICT Integration . . . . .	16
<b>3</b>	<b>Anugraha - School for Mentally Retarded</b>	<b>17</b>
3.1	Background . . . . .	17
3.2	Mission . . . . .	17
3.3	Infrastructure . . . . .	18
3.4	RCI . . . . .	18
3.5	SEMR . . . . .	19
3.6	APD . . . . .	19
3.7	Teachers . . . . .	20

3.8	Students . . . . .	20
3.9	Teaching system . . . . .	20
3.10	Classroom setup - “U” Shaped Layout . . . . .	21
3.11	Art and Craft . . . . .	22
3.12	ADLS . . . . .	23
3.13	Activities . . . . .	24
3.14	Grants by the Government . . . . .	25
3.15	Sports and Cultural Events . . . . .	26
<b>4</b>	<b>Inclusiveness Observed in Schools</b>	<b>27</b>
4.1	Dream World School . . . . .	27
4.2	Government High School Indira Nagar . . . . .	27
4.3	Anugraha School . . . . .	28

## Abbreviations

1	KSEEB - Karnataka State Board . . . . .	9
2	CSR - Corporate Social Responsibility . . . . .	9
3	MDM - Mid Day Meals . . . . .	10
4	UUE - Universalisation of Elementary Education . . . . .	10
5	CCE - Continuous and Comprehensive Evaluation . . . . .	11
6	BEO - Block Education Officer . . . . .	14
7	MR - Mentally Retard . . . . .	17
8	CB - Cerebral Palsy . . . . .	17
9	IBR - Institution Based Rehabilitation . . . . .	17
10	CBR - Community Based Rehabilitation . . . . .	17
11	IQ - Intelligent Quotient . . . . .	17
12	RCI - Rehabilitation Council of India . . . . .	18
13	SEMR - Special Education for Mentally Retarded . . . . .	18
14	APD - Association of People with Disability . . . . .	19
15	PWD - People with Disability . . . . .	19
16	LSRW - Listening, Speaking, Reading and Writing. . . . .	21
17	ADLS - Activities of Daily Living Skill . . . . .	23
18	IADLS - Instrumental activities of Daily living . . . . .	23
19	SSA - Sarva Shiksha Abhiyan . . . . .	25
20	TLE - Teaching Learning Equipment . . . . .	25
21	Block Resource Centers . . . . .	28

# School Visit 1

## Dream world School

### 1.1 The Background

Human life is a blend of social and spiritual objectives as much as it is a blend of political, economic and empirical-scientific-rational objectives. That is why all schools have a challenging role in shaping their students' intellectual and ethical capabilities and values.

However, they believe that that blend must also include emotional as well as spiritual aspects of human existence. Every student comes to them to be educated in how to acquire factual and technical information and knowledge as well as a responsible spiritual consciousness. What begins to be called research in specialized fields of human activity in later years requires development of an inquiring mind. With that understanding and conviction, Dream World School was established in 1998 under the aegis of the VAG India Trust\* with the motto “Educate to Research Life”.

Life is nurtured both before and after birth. Continuing that analogy, schools are expected to serve as “nurseries” for young minds and bodies for their steady and positive development into responsible as well as adventurous citizenship of an ever-evolving country and world.

These concepts constitute the foundation of the functioning of Dream World School. That is why the School has six important “organs” that provide nourishment for both minds and bodies: PRAGYĀNA, PRASTHĀN, SAGA-7, [DP]<sub>2</sub>, FSSA and PASCUL.\* They mean to nurture every student.

### 1.2 Historical Sketch

In the first decade of its existence, Dream World School worked with the motto “Industry”, the way an enterprise works, with the objective of producing and developing core qualities of young personalities such as time-management, responsibility and accountability, (re)searching skills and communication skills.

In the second decade, Dream World School aspired to grow towards the motto “Temple”. For at this stage they began to pay special attention to spirituality to balance and brighten students' thought processes. They introduced training in activities like meditation, celebration of festivals, working on the principle of the role of ‘Gurus’ as repositories of information, knowledge and wisdom and instilling moral values that might promote aspiration to participate in a divine environment.

After having introduced, during their first two decades, the above aspects into their programme to help young people acquire knowledge and experience, next they introduced the third stage of growth the process of Learning to Identify Problems and Work toward their Solutions. That applies

to the School as it does to students. Accordingly, the school prepares case studies of as many individual students as possible to try to discover learning problems so as find solutions to them. The “problems” may be in the academic field or in the domains of discipline, self-control or moral and spiritual questions that govern behaviour. Once discovered, these solutions are applied methodically according to the needs and behaviour patterns of individual students.

That is how, in the third decade of their existence, they are determined to foster the objectives of the first two decades and focus on working toward “Solutions” to facilitate students in their education. they hope that, as a result, when they graduate they are able to take their places in the life of their quickly developing nation and the evolving world, fulfilling their objectives in all domains of human life.

## 1.3 Mission

Given the above objectives and aspirations, the school believes its Mission is to prepare young people to meet the needs and demands of human society locally, nationally and on the world stage with a constructive view of the future. The following objectives follow from this mission:

1. All-round development of students to enable them to become assets for the Nation.
2. Individual attention to students to identify, consolidate and sharpen their learning capabilities.
3. Diagnosis of individual students’ problems by specific case studies and creation of rational solutions to them.
4. Developing skills in inquiry, research and contextualisation.
5. Providing experiential learning.
6. Inculcating values not imposed but acquired on the basis of analysis by inquiring minds.
7. Bringing spiritual consciousness through programmes such as Pragyana.
8. Developing the full range and variety of skills required in continuing education.
9. Striving for excellence in all aspects of education.
10. Inculcating physical and mental discipline.

## 1.4 Vision

### **Educates to Research ‘Life’**

To bring about self-awareness through education so as to develop inquiring minds to fulfil man’s ultimate goal of knowing himself even as he serves human society and the natural world efficiently while upholding cultural and moral values.

## 1.5 Basic Details

<b>School Name</b>	Dream World School, Ballari
<b>Principal</b>	Ms. Parimala CM
<b>Affiliated to</b>	Central Board of Secondary Education (CBSE)
<b>Affiliation Code</b>	830108
<b>Address</b>	Dream World School, Kappagal Road, Ballari
<b>Landmark</b>	Canal Distribution No. 14

Basic Details of school's Administration

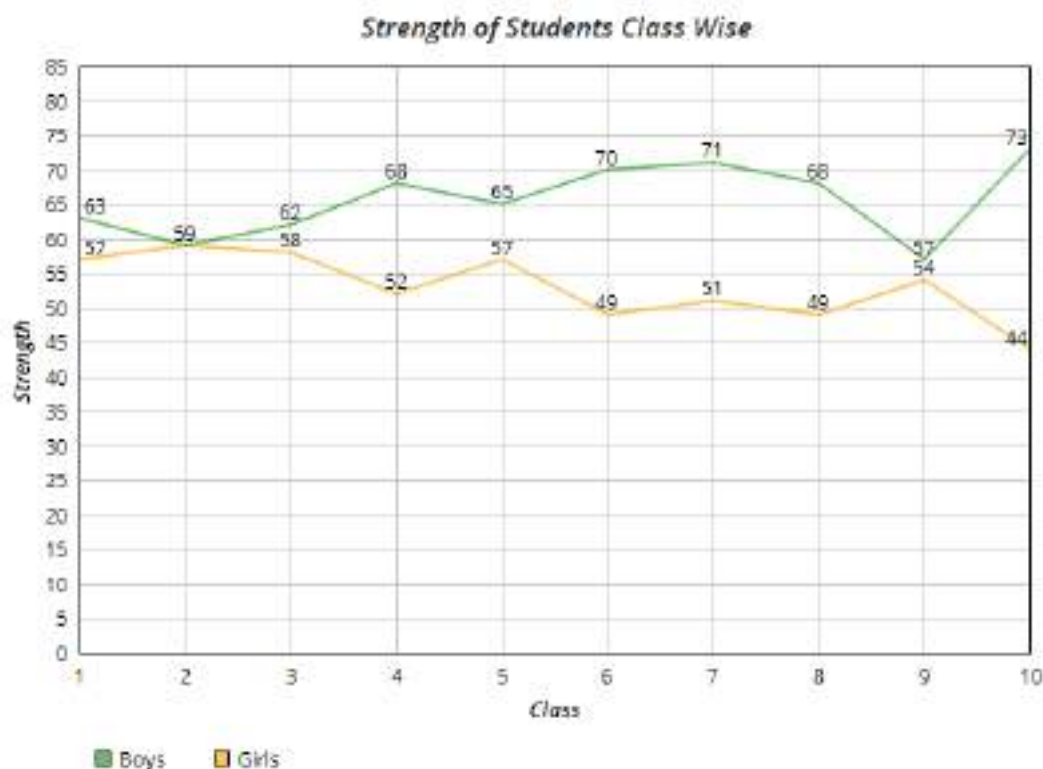
## 1.6 Infrastructure Details

Total number of building blocks	2
Total area of school in square metres	12146
Total number of playgrounds	1
Total area of playground in square metres	6601
Total number of rooms	48
Total number of small-sized rooms	15
Total number of medium-sized rooms	25
Total number of large-sized rooms	8
Total number of Male rest room	1
Total number of Female rest room	2
Number of Girls' toilet	18
Number of Boys' toilet	12
Number of toilets for differently abled persons	1
Number of washrooms for Female staff	8
Number of washrooms for Male staff	4
Total number of Libraries	1
Number of Laboratories	5
Number of water purifiers/ROs	1
Number of digital classrooms	5
Does the school has hostel facility	NO
Does the school has CCTV cameras installed?	YES
Is the school examination center of CBSE?	NO
Total number of computers in all computer lab	42
Does the school has a boundary wall?	YES
Does the school has clinic facility?	NO
Does the school has a strong room?	YES
Does the school has sports facility?	YES

Thorough details of School's Infrastructure and Classrooms



## 1.7 Strength of students Class wise



## 1.8 Mode of Assessment

Internal Assessment				Term End Examination		
			Weightage of Marks			
Sl. No	Area	Task	Term One	Term Two	Term one Examination (35+5) Marks	Term two Examination (35 + 5) Marks
1	Multiple Assignment	Quiz	1	1		
		Concept (Mind) Map	1	1		
2	Portfolio	Art Integrated Project	1	-		
		Assignment	-	1		
		Notebook Submission	1	1		
3	Subject Enrichment Activity (SEA)	Practical Lab Work	3	3		
4	Periodic Tests	PT 1 and PT 2 (Best of the two tests)	3	-		
		PT 3	-	3		
	Total Weightage of Marks		10	10		
	Term One + Term Two		(10 + 40) + (10 + 40) = 100			

## 1.9 Prasthan Exhibition

‘Prasthan Exhibition’ is a Science Exhibition to showcase the talents of students and to promote creativity. In order to endorse research skills and ignite innovative ideas among students, they organize ‘Prasthan Exhibition’ every year in their school. This is a great opportunity for their students to drive their competencies in thinking, creative and scientific skills. They believe that one should learn science by practical or experimental approach rather than mere reading textbooks or theory.

This exhibition cultivates scientific approach and reasoning skills among the aspirants. This is also a platform for the students to exhibit their models in CBSE Science Exhibition in Regional Level

at Bangalore, later in National Level at New Delhi. Bagging two first prizes at National level CBSE Science Exhibition 2017–2018 in two different themes is a significant milestone for their students' achievement. This achievement is an inspiration and a benchmark for all other students to dream their goals and strive to fulfil them.

## 1.10 Co-Curricular Activities

Dream World School					
Date Wise Co-Curricular Activities Planner for the Academic Year 2021 - 2022					
Date	Day	Name of the Competition	Wing	Class	Teachers In-charge
			WAR ZONE		
10/03/2022	Thursday	Sudoku	Prasthan	8 to 10	Respective Class-wise Maths teachers
31/01/2022 to 05/02/2022		Book Talk (FSSA Week)	Saga 7		Ms. Rekha Parande
		Drama (Skit) (FSSA Week)	[DP]2		Ms. Shilpa G., Ms. Rashmi S., Ms. Sudhna M., Ms. Sana Patil
13/01/2022	Thursday	Rangoli	Pascul		Ms. Shalaja A. & Ms. Shanta Lakshmi
REALIZATION CENTRE					
10/03/2022	Thursday	Sudoku	Prasthan	5 to 7	Respective Class-wise Maths teachers
31/01/2022 to 05/02/2022		Book Talk (FSSA Week)	Saga 7		Ms. Rekha Parande
		Drama (Skit) (FSSA Week)	[DP]2		Ms. Shilpa G., Ms. Rashmi S., Ms. Sudhna M., Ms. Sana Patil
13/01/2022	Thursday	Rangoli	Pascul		Ms. Shalaja A. & Ms. Shanta Lakshmi
FOUNDATION CENTRE II					
04/03/2022	Friday	Word Building	Prasthan	1 to 4	Respective Class-wise Language Teachers
31/01/2022 to 05/02/2022		Book Talk (FSSA Week)	Saga 7		Ms. Rekha Parande
		Impromptu Speaking (FSSA Week )	[DP]2	1 and 2	Shwetha K. and Syeda Nishat
		Drama (Skit) (FSSA Week)		3 and 4	Ms. Shilpa G., Ms. Rashmi S.
13/01/2022	Thursday	Rangoli	Pascul	3 and 4	Sagar R. and Shwetha K.
11/02/2022		Drawing and Colouring		1 and 2	Respective Class-wise Mathematics Teachers

## 1.11 Biodiversity

Children go to school to learn. But, what do they learn? Schools are recognized as not only places of formal education, but also as critical settings to foster health, development and overall well-being of pupils and their families. School gardens can be defined as cultivated areas around or near schools, maintained (at least partly) and used by pupils and teachers in different manners.

Comprehensive models of action are currently being promoted, whereby schools can develop multiple-win situations and positive outcomes in learning performance, food security, nutrition, rural development, local economy and lifestyle practices and habits.

The Objective of SAVE TREES Project is, Children can :

1. Learn how to grow a variety of fresh and nutritious foods, and how to improve their diets with home-grown foods;

2. see how these foods link with a healthy (and economical) diet;
3. taste new foods and learn basic skills in preparing fresh foods from the garden;
4. change their perceptions of the environment, ecosystems, nutrition and food waste;
5. develop team work skills and a sense of responsibility;
6. learn to value the work of their parents and other people on planting the fruits and vegetables.

There are 60+ trees planted in school during its Initial Days and now they are grown tall. I have listed 2 of them, for entire list of the trees, [Click here SAVE TREES - Dream World School](#)

### Sapodilla

Name of Plant Species: *Manilkara zapota*  
 Height in cm: 30.99 (as on 14.09.2018)  
 Width in cm: 19.05 (as on 14.09.2018)  
 Date of Plantation: 20.08.2015  
 Name given to it: Brigadier Mohammad Usman

### Tamarind

Name of Plant Species: *Tamarindus indica*  
 Height in cm: 15.24 (as on 14.09.2018)  
 Width in cm: 35.56 (as on 14.09.2018)  
 Date of Plantation: 20.08.2015  
 Name given to it: Major Sundeep Unnikrishnan

There are some animals being raised in the School's Campus and all kind of care is taken about them. There is resting shed and Required amount of fodder and supplement food is provided. Veterinary doctor visits regularly and frequent Health Checkup is done.



## 1.12 Alumni



The Felicitation of B.V. Ashwija I.A.S. - The Pride of Dream World School

It's a privilege for a school and its teachers, when their students stand out to face the society with the colours of success. This feeling of pride and honour was experienced by Dream World School when one of its students who reached her line of success – Ms. Ashwija B. V. was invited for the programme of Felicitation by the School.

Ashwija B. V., was the student of Dream World School and she was one among the first batch of outgoing students of their School in 2007-2008. Drawing from some of the most pivotal points of her school life, she always showed great potential at school. She was not only an excellent student but also a leader who could make her team win. Every aspect of her school life was driven by never ending competitive spirit and determination.

Ashwija has qualified her I.A.S. exams in 2018 clearing all the three phases at a stretch, with 423rd rank, which she had dreamt of and has been working for since her schooling. Probably she has continued to be determined in her life which has brought her to this height of success. Isn't it something great!

Dream World felt the pride in sharing the proud moment of felicitating their Student Ms. Ashwija I.A.S., for her achievements. Her achievement might ignite the power of determination in the minds of the young learners to reach their goal. These glimpses of success is the saga of Dream World.

# School Visit 2

## Government High School Indiranagar

### 2.1 Vision

Let us all Learn - Let us all Grow : "Provision of relevant and useful Elementary Education of satisfactory quality for all children with full concern for social and gender equity and regional parity and with vibrant participation of the community in the management of schools".

### 2.2 Mission

To provide access and to enroll and retain all the children between 6 to 14 years of age in schools including specially abled and to impart quality education imbued with universal human values equipping them to contribute constructively to society through empowering teachers and enlighten communities.

### 2.3 History

This School was established in the year 2006 and is set mark its 15 years of successful running on August 15 this year. The is made for the students who are from the Economically Weaker Back-ground. The School is located in the Industrial Area of Indiranagar, Ballari city. The full name of the school is **Sarkari Proudha Shaale**.



The School presently teaches to class 9 and 10 students. The school is owned by the Government of Karnataka hence the Karnataka State Board (KSEEB)<sup>1</sup> curriculum is being followed. Anyone from any background can join this School at any time.

## 2.4 Infrastructure

The school is located in 850 square metres area with 6 rooms. There is 1 staff room and a Head Mistress room. The playground is in 0.5 acre of land which is quite less compared to the number of students in the School. There need to be much emphasis on building since it has been constructed 15 years ago, and no renovation has been done for this building till now.

Class rooms are completely damaged. There is no hope for the school to depend on those classrooms. Government has not taken any steps to renovate or to build a new one.

## 2.5 Drinking water and Toilet facility

More than 180 students staying there on the campus and sadly there is no Drinking Water Facility in school till date. School Head Mistress have been approaching higher authorities from past 6 years and government reluctantly neglect this matter. Since there is no go even school have stopped approaching higher authorities.



Since it is a government school the infrastructure for sanitation was very poor. In 2021 an organisation called **Jamipol** which is powered by **Akshaya Pathra** foundation have come forward under their Corporate Social Responsibility (CSR)<sup>2</sup> they donated 2 Water bottles, 2 Masks and 1 Hand Sanitizer to every student and Faculties.

## 2.6 Students

Category	General		OBC		SC		ST		Total		Grand Total
Class	B	G	B	G	B	G	B	G	B	G	-
9th	1	0	27	13	13	8	17	15	58	36	94
10th	0	0	25	15	14	19	18	11	57	35	92

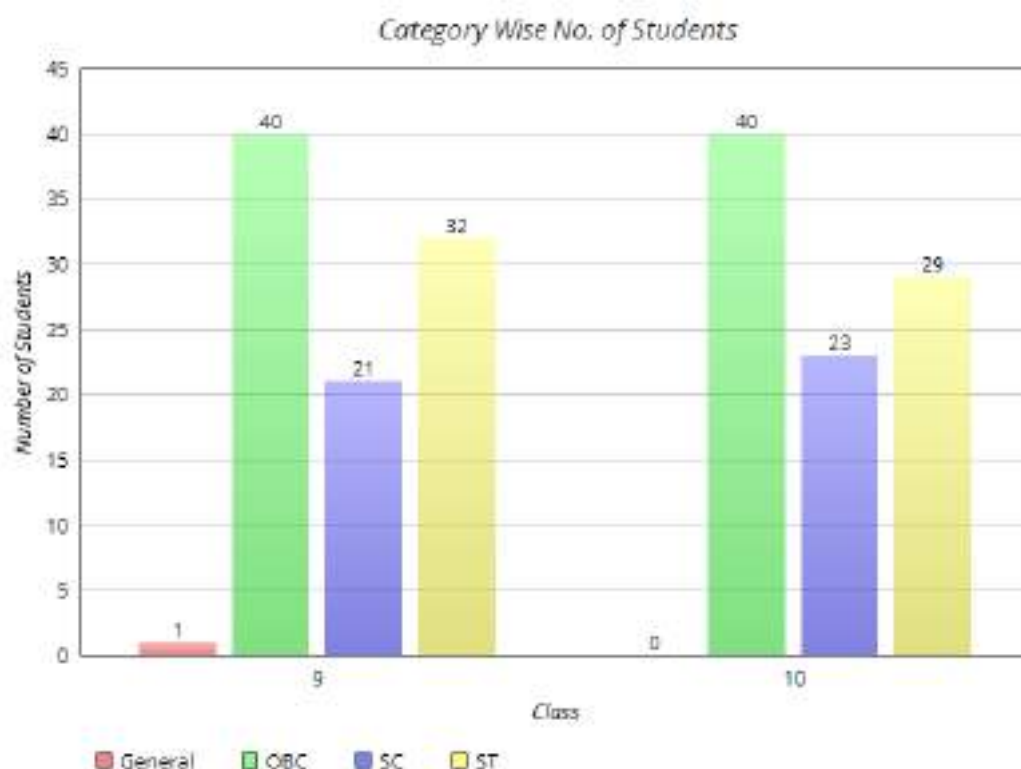
Number of students in every class divided based on the category

<sup>1</sup>KSEEB - Karnataka State Board

<sup>2</sup>CSR - Corporate Social Responsibility



There are 186 students in total. We can see that number of girl students is less comparing to boys, when I enquired for more information Head Mistress said that its same every Academic year. We can regulate this by Advertising about Girl child education in Televisions.



## 2.7 Teachers

There are 7 Teaching staff out of which 1 is male and the rest are female teachers. 4 non-teaching staff are appointed as Bisi Oota (Mid-day Meal)<sup>3</sup> managing members. There is a need of attenders and cleaners in the school. Here is a list of teachers along with their qualification-

Sl. No	Teachers Name	Qualification	Subjects Handled
1	Mrs. Pinjar Honoor Bi	KES	Head Mistress
2	Mrs. R Uchhangamma	M.Sc, B.Ed	Physics, Chemistry, Maths
3	Mrs. P Shreelatha	MA, B.Ed	Hindi
4	Mrs. Vijayataara	BA, B P.Ed	Physical Education
5	Mr. Naageshwara Rao	Diploma in Fine Arts	Art and Craft
6	Mrs. Mary Roshini	MA, B.Ed	Kannada
7	Mrs. Sunitha MC	MA, B.Ed	English

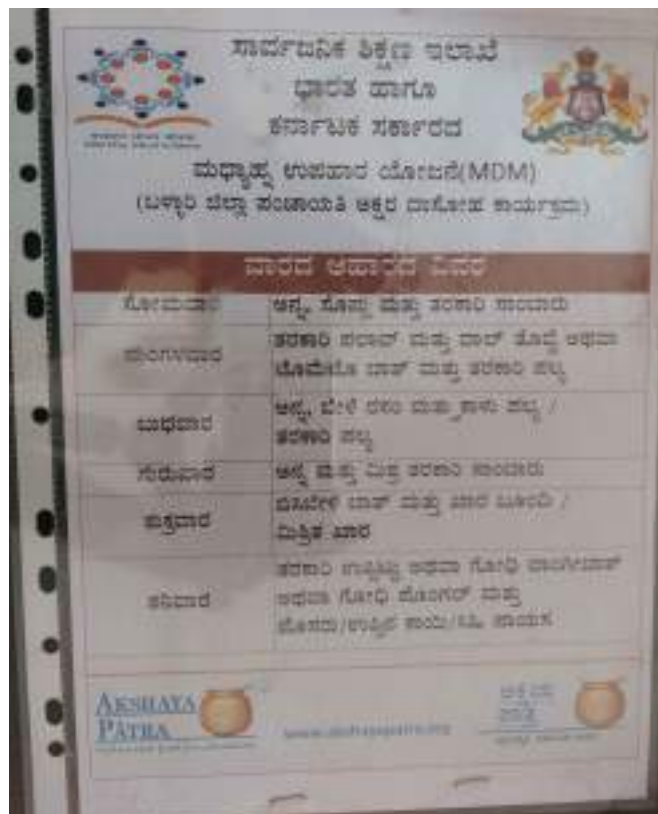
## 2.8 Mid-Day Meals (MDM)

Mid-Day Meal program is the Government of India's flagship program to achieve the Universalisation of Elementary Education (UEE)<sup>4</sup> and is being implemented in partnership with State Government to cover the entire Karnataka.

Food is provided every afternoon for both students and teachers. The images given below show the quantity of the ingredients to be added to the food and the schedule of the food items provided.

<sup>3</sup>MDM - Mid Day Meals

<sup>4</sup>UUE - Universalisation of Elementary Education



## 2.9 Teaching and Scheme of Evaluation

1. From Class 9 and 10 **CCE<sup>5</sup>** (Continuous and Comprehensive Evaluation) is followed. This type of teaching system is the traditional one and there will be some important aspects like lesson plan, teaching hours, scheme of evaluation and etc. Every subject teacher will submit his/her lesson plan before each and every class and get it corrected by the Head Mistress.

Lessons are taught interactively. Traditional Blackboard teaching is used in this school. The teacher arranges a unit test after completion of each and every lesson. This is considered as one of the best effective methods in CCE learning to evaluate the student. In final report card it is given some importance.

2. Apart from this there will be 2 FAs (Formative Assessment) and 1 SA (Summative Assessment) in a semester which are much important than class tests.

### Division of Marks

FA 1 of 15 marks  
FA 2 of 15 marks  
SA 1 of 20 marks

## 2.10 Exam and Evaluation

1. Exam is **Conducted Based on Continuous and Comprehensive Evaluation (CCE)** system. Blueprint is made by subject teachers and later approved by the Head Mistress for Summative Assessments at the end of the semester (SA 1 and SA 2).

<sup>5</sup>CCE - Continuous and Comprehensive Evaluation



2. Invigilators will be teachers of subjects other than the subject of the test. Seating arrangements are made in such a way that in a bench 3 students are allowed to sit who are from different classes.
3. Subject teachers set the question paper and get it approved by HeadMistress before the exam.

## 2.11 Report Card

All government schools in Karnataka have the same Report card layout. 1 st Page of the Report card includes details of the students such as name, class, date of birth, admission number, parents name, address, and students' photo. It also includes height, weight, and blood group of students. School Details such as the Academic year and School Registration code will also be included. In next Page, it contains the academic achievements of the student which has subject wise break-up and their respective grades.

The image displays two pages of a Karnataka government school report card. The left page is titled 'Subject-wise Results' and contains a table with columns for 'Subject', 'Marks', and 'Grade'. The right page is titled 'Progress Report 2020-2021' and contains fields for 'Student Name', 'Class', 'Date of Birth', 'Admission No.', 'Height', 'Weight', and 'Blood Group'. It also includes a section for 'School Details' and a 'Parent's Name' field.

Report Card

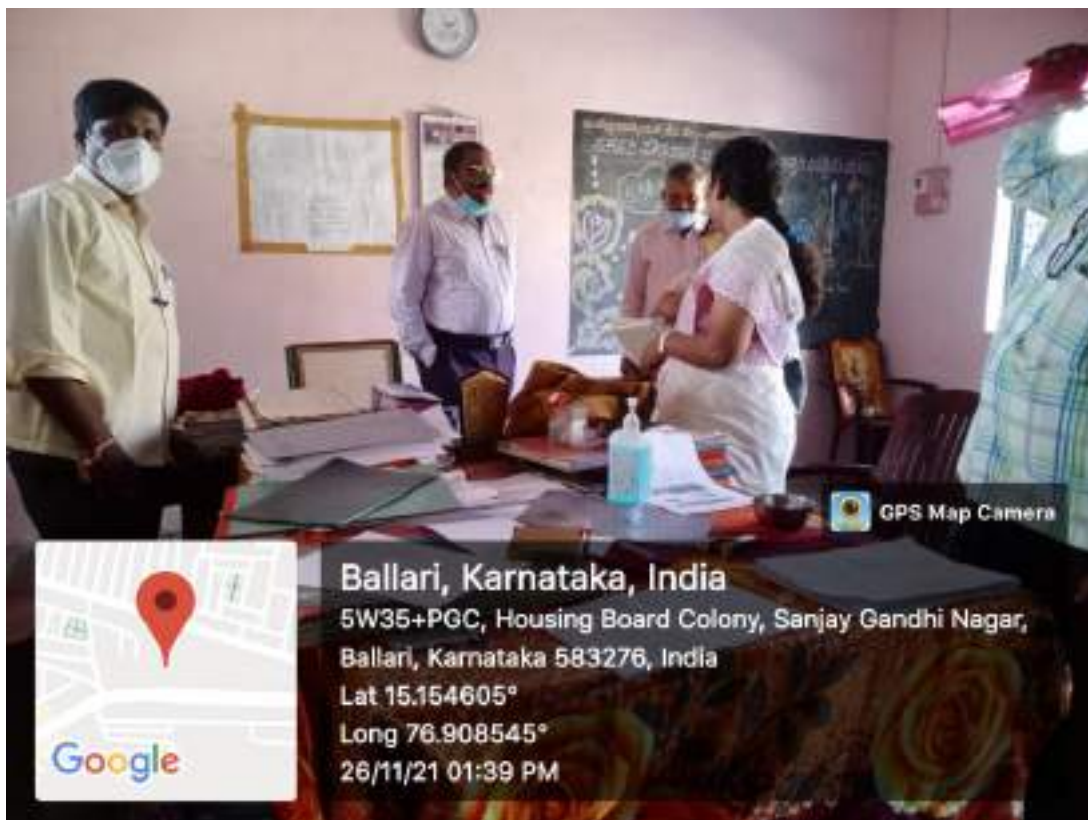
Achievements in Co-Curricular activities are also included as per the Grading system mentioned in this Report. At the end of the Report, there will be mentioning of student's promotion to next class. It will be duly signed and sealed by School HeadMistress and Will be distributed to students.

## 2.12 Revision and Remedial Classes

Wherever a student is lagging behind in academics, the teacher recognizes them and makes a list. Later these students are counselled by the respective subject and class teachers. If they find that there are Academic Related Issues, they will go for revision classes. All these procedures will happen during the Bridge Courses. If a student is found to be not that responsive then there will be Special Remedial Classes after school hours to improve his/her Academic Performance.

## 2.13 School Development Monitoring Committee (SDMC)

1. To ensure community ownership and community participation in education, the Government have evolved this system of having a School Development and Monitoring Committee for each and every Government school.
2. Apart from others, the main members of this committee will be 9 parents whose children are studying in the given school.
3. The SDMC has been given necessary powers and functions for ensuring that the schools are managed better. Most of the issues relating to the academic aspects and developmental activities of the schools are addressed by SDMCs.
4. The Head Mistress of the school functions as the Secretary of the SDMC.
5. The present system has been evolved by the issue of executive orders of the Government of Karnataka, and action is underway to continue the system of SDMC and even make it more effective. A proposal to make these SDMCs as part of the Panchayati Raj Institutions - by making them sub-committees of the respective Gram Panchayaths - is under consideration by the Government, in coordination with the Rural Development and Panchayath Raj Department.



Teachers Interacting with SDMC Officials

## 2.14 Role of Community Participation in Schools

**Parents and Teacher's Interaction** - After each Assessment is completed, there will be a Parent-teachers interaction to inform parents about their wards' academic progress. Most parents won't attend this. So teachers will visit those students' homes whose academic performance is very low and inform parents the same.

## 2.15 Events and Sports

Sports are given a lot of importance in this school. As there is one more government school nearby this school children use their playground for all the sports activities. There have not been any such remarkable sports achievements but there is a lot of emphasis on Physical Education in this school.

Science events are also an important part of this school. Some of the events are

### 1. Pratibha Karanji

This event is organized once a year by the Government of Karnataka to encourage Co-Curriculum Activities for the students. There will be many competitions like Clay Modelling, Fancy Dress, Dance, Singing and many more. Students from this school have achieved district-level prizes.

### 2. TLM Mela - Teaching Learning Materials Mela

This event is conducted by teachers to give insight into the teaching materials they use and how they are used. Especially science and math-related models are showcased here. Students also prepare some of the Models and there will be competition for that. Teachers train them and INSPIRE Award is given to winners from the government.

## 2.16 Government schemes

1. Vitamin tablets like Pholic acid, albendazole are provided to students to fight malnutrition among them.
2. Once a month, there will be a health check-up by a government ENT specialist. The check-up includes ENT, Tooth cavity, height, and weight.
3. Minority students get Scholarships from the Government.

## 2.17 Dropout Students

Dropping out means leaving high school, college, university, or another group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves.

The School Head Mistress and BEO<sup>6</sup> of that sector will take the initiative in bringing back those children to school. Those students are recovered from home after a long absence. They are trying to attend class right now. Department is striving very hard to get those students to normal streamline.



Education Department Officers visiting homes of Dropout Student's

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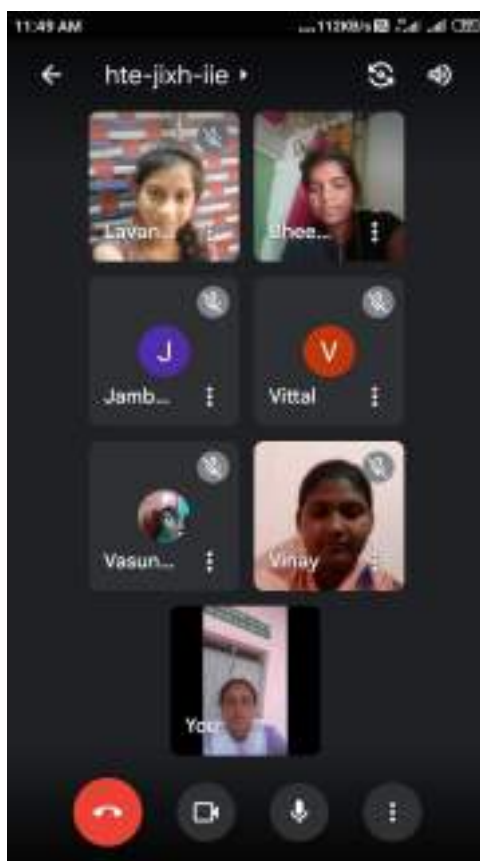
<sup>6</sup>BEO - Block Education Officer

## 2.18 Schools in the times of pandemic

1. This novel pandemic disrupted the normal functioning of schools and their activities. Due to lockdowns schools were shut. So new methodologies were adopted to facilitate the teaching and assessment of students. Online classes and assessments replaced conventional learning.
2. Private schools did all the academic activities in virtual mode - conducting classes, submission of assignments in typed/scanned format, etc. Those students who couldn't afford smartphones faced problems by this.
3. Meanwhile, the government started **Vidyagama** and **Vathara Shaale** initiatives along with online classes which helped poor children who can't afford electronic gadgets.
4. Teachers went to students' houses, students and teachers gathered in open public places like temples, groupings near home, and academic activities were done.
5. Teachers used to assign some works to students there and marks were awarded for the same whereas, for higher classes, activities and assignments were given based on the syllabus for formative and summative assessments which students submitted in the next class. Marks were awarded for the same.
6. These internal marks along with student's previous year's academic performance was used to give results.

### Online Classes

Some schools conducted online classes on various platforms like zoom, Google meets, Microsoft teams, DD Chandana classes were also telecasted simultaneously.



In some schools, formative assessments were based on activities and summative assessments were based on assignments. On the other hand, some schools used internal marks for activities and previous year's performance to give the final result of students.



## 2.19 ICT Integration



Students Watching Online Workshop on Yoga

### 1. Objectives of ICT in Schools

- (a) Establish an enabling environment to promote the usage of ICT in schools.
- (b) Enhance the learning levels of students in Mathematics, Pure Sciences, Social Sciences, Language and numerous Extra- Curricular activities.
- (c) Promote critical thinking and analytical skills by developing self learning
- (d) Enable students to acquire skills needed for the digital world for higher studies and gainful employment.
- (e) Build capacity in teachers to upgrade their learning and teaching skills by using ICT tools.

### 2. Impact of ICT programme

- (a) Improvement of enrolment and attendance
- (b) Increase of computer literacy among students and teachers
- (c) Larger number of computer-trained teachers
- (d) Enhanced computer-aided learning by students
- (e) Significant increase in pass percentage in Tenth Standard Public Exam

# School Visit 3

## Anugraha - School for Mentally Retarded

Anugraha school is located in rural part of Ballari. The story behind its establishment is quite noteworthy. It was built by a mining owner from Ballari. There was a mentally retarded child in his family, who was sent to a nearby rehabilitation center. But the child could not get proper education and counselling there. At that point of time he envisaged the idea of establishing a school which is built with International Standards for Mentally retarded Children. Hence this school came up and is managed by a Christian missionary whose mother center is in Mangalore.

### 3.1 Background

Anugraha Trust for the Handicapped was established in 1994. Since the last two decades, we have been working with children having disabilities like visual impairment, hearing impairment, Mental Retardation, Autism, Cerebral Palsy, and Multiple Disabilities. In recent years our Trust's primary focus of service has been children with Mental Retardation (MR)<sup>1</sup> and Cerebral Palsy (CP)<sup>2</sup>.

Anugraha Trust started its mission for the entire disability sector at two levels, one being Institution Based Rehabilitation (IBR)<sup>3</sup> and the other being Community Based Rehabilitation (CBR)<sup>4</sup>. IBR focuses on needs of individuals with mental retardation and Cerebral Palsy, whereas CBR focuses on needs of individuals with any kind of disability. When we say individuals, we mean to include children and adults.

Within IBR, Anugraha has two institutions; namely a Special School and a Vocational Training Home. CBR includes various completed and ongoing projects of Anugraha, which were or are being carried out in collaboration with other agencies working for the betterment of disabled individuals.

### 3.2 Mission

Anugraha Trust's primary motto is the complete rehabilitation of individuals with disability, with a primary focus on individuals with mental retardation. Children with any kind of disability are enrolled in special schools and imparted special education which includes personal grooming skills and functional literacy, with the aim that they can lead 'normal' lives like other children.

On attaining adulthood, suddenly these individuals are forgotten. Due to their limited IQ<sup>5</sup>, there is a limitation to the academic teaching that can be assimilated by these individuals and

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<sup>1</sup>MR - Mentally Retard

<sup>2</sup>CB - Cerebral Palsy

<sup>3</sup>IBR - Institution Based Rehabilitation

<sup>4</sup>CBR - Community Based Rehabilitation

<sup>5</sup>IQ - Intelligent Quotient

consequently their overall personality development stagnates. After they cross a certain age, they are back to their homes where they become invisible people in the society who are either completely neglected or mistreated and exploited by immoral elements.

### 3.3 Infrastructure

1. Total area of the campus : 9547.84 sq.ft
2. Building area : 1038.79 sq.ft
3. Total area of playground : 2932 sq.ft
4. Total number of classrooms :  $22 + 15 = 37$ . In which 22 are complete for classroom teaching and other 15 are staff rooms, teaching models store room and etc.
5. Total number of teachers and non - teaching staff :  $8 + 6 = 14$
6. Total number of students : 54



Main Entrance of Anugraha School

### 3.4 RCI

The Rehabilitation Council of India (RCI)<sup>6</sup> has been set up as a Statutory Body under an Act of Parliament and its specific role is to develop, standardize and regulate training programs courses at various levels in the field of Rehabilitation and Special Education.

It also maintains the Central Rehabilitation Register for qualified Professionals/ Personnel in the area of Rehabilitation and Special Education and promotes Research in Special Education. RCI provides SEMR<sup>7</sup> course for one who are interested to be teachers in special school.

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<sup>6</sup>RCI - Rehabilitation Council of India

<sup>7</sup>SEMR - Special Education for Mentally Retarded

### 3.5 SEMR

The course in Special Education aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable pre-service teachers to acquire knowledge, develop competencies and practice skills to impart education to children with special needs. The general objective of the course is to prepare special teachers at pre-primary (Nursery, Kindergarten etc.) and primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

1. Special schools
2. Integrated / Inclusive setup
3. Itinerant programmers

It is Compulsory for every teacher to complete this certification to teach in this school. Teachers who don't have this certificate are trained in APD to make them qualified enough to teach in the special school.

RCI Certificate required to work as teachers in special schools

### 3.6 APD

The Association of People with Disability (APD)<sup>8</sup> is a non-profit organization based in Bangalore. Founded in 1959, APD works extensively to reach and rehabilitate People with Disability (PwD)<sup>9</sup> from the most underprivileged segments (economically marginalised and deprived communities) of society.

<sup>8</sup>APD - Association of People with Disability

<sup>9</sup>PwD - People with Disability



Their aim is to create an inclusive society where people with disabilities are accepted into mainstream society - a culture and ecosystem where they can earn, live and sustain with dignity and respect.

### 3.7 Teachers

There are 8 teaching and 6 Non teaching staff as I have mentioned before. Teachers must have completed SEMR course or at least get trained in APD to work here. This is the list of teachers along with their qualification is given below.

Sl.No	Name	Qualification
1	Linette Farnandes	BA B.Ed (SEMR)
2	Shanta	PUC Diploma in SEMR
3	Anand Yogi	PUC Diploma in SEMR
4	Mary Crasta	PUC Diploma in SEMR
5	Vasanth Kumar	PUC Diploma in SEMR
6	Marsina	ADF Trained
7	Geetha	ADF Trained

List of Teachers and their Qualification

### 3.8 Students

There is a special process of selection in the school. Students who want to join this school have to undergo IQ test. It is made to actually confirm that the student is mentally retarded. If the student's IQ is less than 75% she will be admitted in the school otherwise will be sent to normal schools.

Classes are divided based on the IQ scores of students. They will be classified into groups. Those with less and more IQ in first and last group respectively. A class teacher is appointed to look over the standard proceedings of a class. Here the teacher to students ratio is 1:7

At present there are 54 students. As it is a day-scholar school, no classes were conducted during pandemic. As students can't interact with teachers digitally it was a great difficulty for all the faculties. But they somehow managed to visit students' home twice in a month.

Caste	Total		
	Boys	Girls	Total
<b>Schedule Caste</b>	7	4	11
<b>Schedule Tribe</b>	4	2	6
<b>OBC</b>	15	4	19
<b>Minority</b>	5	2	7
<b>General</b>	6	5	11
<b>Total</b>	37	17	54

Number of Students Category wise

### 3.9 Teaching system

Since there are no classes like the normal schools the teaching system varies. Students with less IQ are taught about colour recognition, shape recognition, face recognition and many more. Once the

students are good enough with these skills they are advanced to other classes. Students with good IQ are taught LSRW<sup>10</sup> way of learning i.e, Listening, Speaking, Reading, Writing. Every 6 months there will be a IQ test in school. If the score is better than their previous one they will be promoted to other levels.

Assessment is done in very simple manner. There will be FA1, FA2 and SA1 as in other schools. Same procedure is followed in second half of the academic year too and the weightage is as follows.

### Division of Marks

FA 1 for 15 marks

FA 2 for 15 marks

SA 1 for 20 marks

## 3.10 Classroom setup - “U” Shaped Layout

We can see that the classroom setup is very unique. There will be 7 students in a classroom. The “U” shaped bench is for students. It is made so because of these reasons :

1. For smaller classes that want more interaction between the student and educator, a U-Shaped layout is a better option. A U-Shaped desk arrangement encourages discussion and makes it easy for the teacher to observe students and provide one on one help.
2. Classroom size and number of students can make it difficult to use, for you may not be able to fit a U-Shape pattern in a small room with a large number of students. The layout spreads out children considerably so that it can be hard to address all, and it makes group work harder because the desks can’t easily be moved around.
3. Advantages: Easy to see and hear everyone in the group. Front of room commands the group’s attention. Unity is created by ganging all the tables together. Openness gives trainees a sense of freedom and encourages participation. Best set up to view audio visual presentations. Works well with role-playing and other physical activities.
4. Disadvantages: Requires more space than any other configuration. Due to space and learning requirements, the maximum amount of participants should not exceed 24.
5. Action Zone: Center and at the open end of the “U”.
6. Group Involvement: High. It creates a sense of equality within the group.
7. Tables: Rectangular tables set in a “U” configuration. Pie shapes are commonly used at the corners to complete the shape and eliminate the hard edges. Trainer’s table is at the opening of the “U”.
8. Accommodates AV: Yes. This configuration is one of the best for visual displays and multimedia presentations. Equipment set at open end of “U”.

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<sup>10</sup>LSRW - Listening, Speaking, Reading and Writing.



“U” Shaped Classroom setup

### 3.11 Art and Craft

Mentally handicapped children still enjoy art activities and crafts just like any other child. However, these children may need help with certain aspects of the craft due to their impairment. Art activities that are too challenging may only frustrate the child. The goal is to help them enjoy creative expression through art. Many handicapped children can still participate in craft projects that preschoolers enjoy. Every child is an individual and some kids can do more than others.

These paper bags were made from students from the waste unused products and card boards. These crafts will be sold commercially and the amount is given to children. In this way school give economical knowledge and develop interest regarding arts and culture in students.



Paper bags made by MR students

Boys at the Vocational Training Home are involved in various skill development activities. They are trained to make coconut brooms, phenyls and natural acids, floor mats, envelopes and greeting cards, painted frames among other things. The photographs below show the boys engrossed in these activities.



MR students being trained to make Broom's

### 3.12 ADLS

Activities of Daily Living Skill (ADLS)<sup>11</sup>, also referred to as Self Care Skills, play a major role in a child's overall functional growth, confidence and independence. These essential skills include the child's ability to feed themselves using utensils appropriately and to perform toileting, bathing and grooming activities.

Problems in this area may be due to an underlying problem, which may include impaired Sensory Integration or diminished Fine Motor or Upper Body Coordination. Children may also exhibit poor motor planning which affects their ability to sequence, time and grade motor activities.

We can break these down further into Personal ADLS, which are the "things we normally do every day" such as feeding ourselves, bathing, dressing, grooming, work, homemaking, and leisure and Instrumental activities of daily living (IADLs)<sup>12</sup> which are not always necessary for fundamental functioning, but assist an individual to live more independently in a community.

The ADLS refer to a series of basic or routine activities performed by individuals on a daily basis in order to take care of themselves, and assist with independent living at home or in the community. There is no fixed list of ADLS, as they depend on the age of the person, their interests, the culture they live in, etc. When we talk about children, we usually refer to the basic activities of daily living which include feeding, eating, dressing, toileting, hygiene (bathing, oral hygiene, etc.) and moving around the house.

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<sup>11</sup>ADLS - Activities of Daily Living Skill

<sup>12</sup>IADLS - Instrumental activities of Daily living

There are many variations on the definition of ADLs but most organizations agree there are five basic categories.

1. Personal Hygiene such as bathing, grooming and oral care.
2. Dressing including the ability to make appropriate clothing decisions.
3. Eating, the ability to feed oneself although not necessarily to prepare food.
4. Maintaining Continence or the ability to use a restroom.
5. Transferring oneself from seated to standing and get in and out of bed.

The below image is the best example of the ADLS model. This model is used to make students to get familiar with buttoning and unbuttoning of the shirt and other clothes. In other image we can see all other ADLS materials which are used to teach.



### 3.13 Activities

Anugraha Trust for the Handicapped undertakes various activities at the special school and the adult vocational home so that the students at both these institutions learn and assimilate new concepts, develop their skills as well as attain a certain level of maturity. At the school special education is imparted in four classes namely pre-primary, primary, trainable and pre-vocational. The programme offered comprises therapeutic management, special education and pre-vocational training. At the adult vocational home training is provided in various vocations according to individual capacities. Vocations include coconut broom making, flour grinding, jewellery and gift item making.



Students performing Lezim's



### 3.14 Grants by the Government

SSA<sup>13</sup> provides grants to both types of schools- which are run by the Department of Education and which supported/aided by the Department of Education. This is completely different from Aided Schools. In Aided schools government takes control over most of the administration of school. In Granted schools only Financial support is provided by government.

They are provided with School grant, Teacher grant for preparation of teaching learning material. In addition to that the schools of the Department having own building are provided with school grants for repair and maintenance and grant for new Civil works. This School got grant in the year 2019 after 8 years of successful functioning, the types of grants this schools receives are,

1. Teaching Learning Equipment (TLE)<sup>14</sup> Grant
2. Schools grant :
  - (a) For the maintenance of School records and contingency expenditure.
  - (b) For the preparation and implementation of School Development Plan (a plan chalked out for the development of the school based on its needs).
  - (c) For the preparation of teaching learning materials.
3. Maintenance grant :
  - (a) For protection of school building and maintenance of the school like whitewashing, minor repair works.
  - (b) Payment of electricity and telephone bills, provision of drinking water facility, maintenance of toilets and cleanliness of school and its campus.
  - (c) Installation of incinerators and purchase of sanitary napkins for girl students under **SUCHI** Program studying in Schools.
  - (d) If there is savings after implementing the above activities, the amount may be used for Teacher Grant.
4. Teacher grant : Every teacher of the School is given Rs. 500/- per year as teacher grant for the preparation of teaching-learning materials.



Anugraha School Granted by Govt. of Karnataka

<sup>13</sup>SSA - Sarva Shiksha Abhiyan

<sup>14</sup>TLE - Teaching Learning Equipment

### 3.15 Sports and Cultural Events

Although great strides and progress have been made in physical education, recreation and sports programs for special population in the last 10 to 15 years, much remains to be done. Especially for the students with disabilities. There is no such importance for that, but in this school it have played much important role. Student even participated in national level events. The below image is the Football ground made for mentally retarded students based on the international standards. Along with this there is basketball court and common activities ground too.



Playground in Anugraha School

Once in a year there will be a School Day event. All other national festivals are celebrated very happily here. In spite of their difficulties students have made some wonderful acts.



Drama enacted by Special students

Certainly we can see more emotions in them than normal students. Instead of pointing out them as *Disabled students* we can name them as **Special Differently Abled students** who are really special in all terms than the students studying in normal schools.

## 4

# Inclusiveness Observed in Schools

An estimated 240 million children worldwide live with disabilities. Like all children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential.

Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce and the decisions that most affect them.

Disability is one of the most serious barriers to education across the globe. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.

**Every child has the right to quality education and learning**

## 4.1 Dream World School

As of my observation this was school was not Inclusive. Although there has been lot of Infrastructure setup for Physically disabled students like Washroom for Disabled students and etc, Yet there has not been any enrollment by Physically Disabled students in this School. And i also think that the school management have decided not to make any such enrollments. When I further enquired it there was very meagre response from the School authorities.

Although students from all caste have been enrolled in school there was also some rules which should be followed by students like they have chant mantras of Lord Tirupati Venkatheshwara swami and many more.

By above observation I conclude that the school has taken very less initiative with respect to Inclusiveness of the School.

## 4.2 Government High School Indira Nagar

Since it is a government School it is definitely Inclusive School. Students from all caste, religion and economical backgrounds are admitted here without any partiality. Students with Disability are enrolled each year and additional facilities required for students are being provided from school. Some of them are Separate Washroom for Dialed students, special arrangement in Classroom setup since they cant sit for long hours and many more.



There are special arrangements made by Block Resource Centers (BRC)<sup>1</sup> officers where they visit home of those students who cant even make to school and take care of their education. All the Scholarships are given to them which is not only for education but also for their livelihood.

They are brought to school for some events and given special attention there too. By this I concluded that this school is very much Inclusive.

### **4.3 Anugraha School**

This School is specially for Mentally retarded students, so there is nothing to assess much here. This is School for Specially Mentally Retarded so no Inclusiveness was Observed.

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<sup>1</sup>Block Resource Centers