

School Attachment Program 2

Report 2

School Environment Its Structure, Functions, and Processes

Board No : 18

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Regional Institute of Education, Mysuru

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

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1 Government Higher Primary Ambedkar School

This School was established in the year 1981 and is set mark its 40 years of successful running on August 15 this year. The is made for the students who are from the Economically Weaker Background. The School is located in the Industrial Area of Indiranagar, Ballari city. The full name of the school is **Sarkari Hiriya Prathamika Ambedkar Shaale**.

The School presently teaches from classes 1 to 8. The school is owned by the Government of Karnataka hence the Karnataka State Board (KSEEB) curriculum is being followed by it. Anyone from any background can join this School at any time. It consists of 301 students in total comprising 152 boys and 149 girls. There are 10 teaching and 4 non-teaching staff.

1.1 Mission

- To give quality education to the underprivileged children.
- To act as a Cluster Level Government School in Ballari city.

1.2 Objectives of School

- Impart quality education by employing latest techniques
- Emphasise harmonious human relationships and high moral standards through active participation in curriculum development



1.3 Infrastructure

The school is located in 500 square metres area with 21 rooms in which only 6 rooms are usable including Headmaster's room. There is no staff room. The playground is in 0.2 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 for 40 years, and no renovation has been done for this building till now.



As we can see in the above figures the 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. This keeps the school in the very last rank concerning the infrastructure and facilities.

1.4 Drinking water and Toilet facility

More than 300 people staying there on the campus make drinking water and toilets the important facilities. Since it is a government school the infrastructure for sanitation was very poor. In 2019 an organisation called **YUVA Unstoppable** which is powered by **Step and Let's Solve** companies had come forward under their Corporate Social Responsibility (CSR) and they built 2 toilet rooms along with a drinking water tank. There are 2 toilets each for girls and boys and a water tank of 500 litres capacity. It will be filled once a week.



Figure 1: Toilet Built by YUVA Unstoppable Organization

1.5 Students

	SC		ST		Muslim		OBC		General		Total		Grand
Class	B	G	B	G	B	G	B	G	B	G	B	G	Total
1st	3	2	3	7	-	-	-	3	4	2	10	14	24
2nd	5	3	2	6	3	2	1	1	2	3	13	15	28
3rd	3	1	3	6	3	5	2	1	1	1	12	14	26
4th	3	4	8	12	1	2	-	1	-	3	12	22	34
5th	8	6	3	7	3	2	4	2	1	-	19	17	36
Total	22	16	19	38	10	11	7	8	8	9	66	82	148
6th	7	1	6	13	-	-	6	4	9	1	28	19	47
7th	4	7	9	8	1	2	2	1	7	3	23	21	44
8th	9	5	10	10	7	4	5	6	4	2	35	27	62
Total	20	13	25	31	8	6	13	11	20	6	86	67	153
Grand Total	42	29	44	69	18	17	20	19	28	15	152	149	301

Table 1: Number of students in every class divided based on the category

There are 152 boys and 149 girls in a total of 301 students. We can see that number of girl students is almost similar to that of boys. But when we look closely there are no new admissions of girls, by which we can tell that parents decide about the girl students at a very small age. Either they are sent to study wholeheartedly are not at all exposed to academic culture.

This means that we should educate parents to send their girl children to school when the mother is lactating. We should tell them about the importance of Girl Child Education. Concerning Boys, there is a drastic increase in Admissions from class to class.

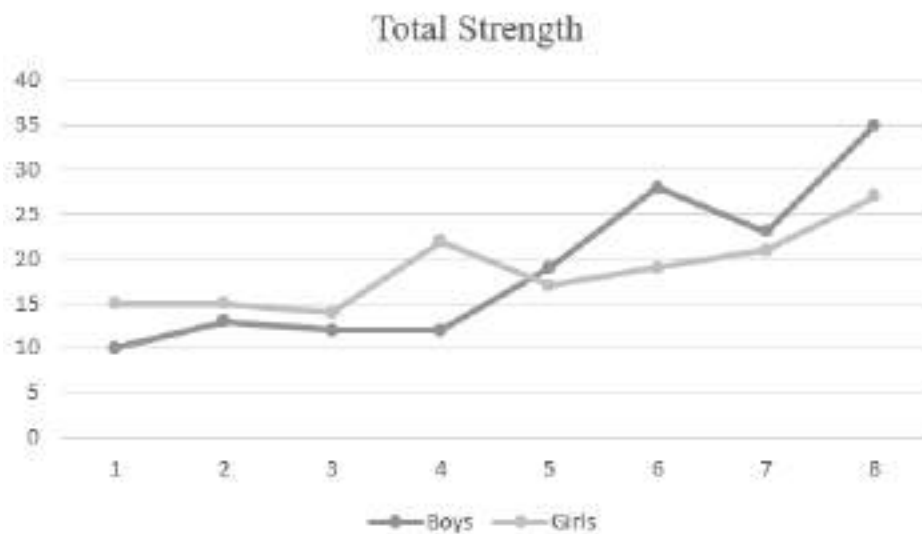


Figure 2: Class-wise strength of boys vs girls in the school

1.6 Teachers

There are 10 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) 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	Classes Handled	Subjects taken
1	Vrushbhendraiah	SSLC, D P.Ed	1 to 10	Physical Education
2	Mrs. K Kalpana	B.Sc, B.Ed	7,8	Maths, Science
3	Mrs. Shobha Devi	SSLC, TCH	4,5	Kannada, Maths, Science
4	Mrs. Manjula	PUC, TCH	6	Kannda, Science
5	Mrs. T Kanumakka	PUC, TCH	5	Maths, EVS, Kannada
6	Mrs. P Anupama	BA, TCH	7,8	Social, Kannada
7	Mrs. Neelavati	BA, B.Ed	6,7,8	English
8	Mrs. Rajeshwari	BA, B.Ed	1,2,3	Nali - Kali
9	Mrs. Kaccharavva	BA, D.Ed	1,2,3	Nali - Kali
10	Mrs. Suvarna	BA, D.Ed	1,2,3	Nali - Kali

1.7 Mid-Day Meals (MDM)

Mid-Day Meal program is the Government of India's flagship program to achieve the Universalisation of Elementary Education (UEE) 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.



Mid Day Meal Scheme.
 ಪ್ರತಿ ಬಿಸ್ಕೆಟ್, ನಿಖರವಾಗಿರುವ ಅಹಾರ -
 - ಪದಾರ್ಥಗಳ ವಿವರ.

ಅಹಾರವಸ್ತು	1-3 ವರ್ಷದ	4-6 ವರ್ಷದ
ಅಕ್ಕಿ	100	50
ಬೇಳೆ	20	30
ಬಿಸ್ಕೆಟ್	5.0	7.5
ಸಾಸಿ	2.0	4.0
ತೆರಕಾಣಿ	50	75



ಆರಾಧನಾ ಕರ್ನಾಟಕ ಸರ್ಕಾರ
 ಮಧ್ಯಾಹ್ನ ಉಪಹಾರ ಯೋಜನೆ (MDM)

ಅಕ್ಕಿ ದಾಖಲಾತಿ ಕಾರ್ಯಕ್ರಮ
 ಬಟ್ಟಲಿ ಬಟ್ಟಲಿ ಸಾಕಾಣಿಕೆ

ದಾರಿದ್ರ್ಯ ಅಹಾರದ ವಿವರ

ಪೋಷಣಾ	: ಅನ್ನ ಸಾಂಬಾರು
ಮುಂಗಡವಾರ	: ಅನ್ನ ಸಾಂಬಾರು
ಮಧ್ಯವಾರ	: ಮಿಶ್ರಿತ ಅನ್ನ / ಸಹಿ ಸಾಂಬಾರ / ಮೊಸರು
ಸುರನಾರ	: ಅನ್ನ ಸಾಂಬಾರು
ಮಂಜುನಾರ	: ಅನ್ನ ಸಾಂಬಾರು
ಅನಿವಾರ	: ಮಿಶ್ರಿತ ಅನ್ನ / ಮೊಸರು

www.ankhayapatra.org

1.8 Teaching and Scheme of Evaluation

1. From Class 1 to 3 **Nali - Kali** system of Teaching is being followed. The phrase Nali - Kali means **learn while we play**. In these classes, teachers are just facilitators. Students are allowed to gather basic learning skills on their own. In this system, students are once explained the topic and then divided into groups.

They talk to each other, sort the things out and learn the skills on their own. The syllabus basically consists of numbers and tables in Mathematics, alphabets and words in English, and Kannada, coloring and shape recognition skills. Just because to provide a suitable environment for them to discuss, they are divided into groups whose mother tongue is not similar and sitting desks are also not provided.

The evaluation process is also much simpler than their learning. **Daily tasks** are given to students. For example this day they have to learn how to write their name. Although the teacher is present there, she will not involve much. Once the student confirms that s/he can write his name, the teacher asks her/him to write it on the board (this will reduce their public fear at the root level).

Once s/he completes that, teacher marks that the student has completed the task. Based on the number of tasks completed students are given the final marks at the end of the semester.

2. From Class 4 to 8 **CCE** (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 headmaster.

Lessons are taught interactively. There is no ICT integration in this school as of now. 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.

3. 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.

(a) For Class 1 to 5

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

In report same weightage is given as corresponding to the marks attained by student.

(b) For Class 6 to 8

- FA 1 of 10 marks
- FA 2 of 10 marks
- SA 1 of 30 marks

The same system is followed in semester 2 where FA 1 and FA 2 are called FA 3 and FA 4 and SA 1 will be called SA 2.

1.9 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 Headmaster for

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 Headmaster before the exam.

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.

<div style="display: flex; justify-content: space-between;"> Form No. 10 (2019) 2019-2020 </div>									
Subject wise Marks									
Subject	2019-20				2020-21				
Subject	1st	2nd	3rd	4th	1st	2nd	3rd	4th	5th
Maths									
Science									
English									
Hindi									
Arts									
Physical Education									
Practical									
Project									
Attendance									
Remarks									
<div style="display: flex; justify-content: space-between;"> Result 2020-21 </div>									
<div style="display: flex; justify-content: space-between;"> <div> <p>Student's Name</p> <p>Roll No.</p> <p>Class</p> <p>Section</p> <p>Teacher's Name</p> <p>Subject</p> <p>Year</p> </div> <div> <p>Grade</p> <p>Percentage</p> <p>Remarks</p> </div> </div>									
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<div style="display: flex; justify-content: space-between;"> <div> <p>Student's Name</p> <p>Roll No.</p> </div></div>									

Figure 3: Report Card

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



Figure 4: Teachers getting trained by SDMC Officials

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.

1.12 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 Master 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.

1.13 Role of Community Participation in School Functioning

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.

1.14 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.

1.15 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.

1.16 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 Headmaster and BEO 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.

1.17 Schools in the times of pandemic

- 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.
- 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.
- Meanwhile, the government started **Vidyagama** and **Vathara Shaale** initiatives along with online classes which helped poor children who can't afford electronic gadgets.

- Teachers went to students' houses, students and teachers gathered in open public places like temples, groupings near home, and academic activities were done.
- For lower classes 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.
- These internal marks along with student's previous year's academic performance was used to give results.
- About online classes - Some schools conducted online classes on various platforms like zoom, Google meets, Microsoft teams, DD Chandana classes were also there.

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. SSLC exams were conducted and All students are passed.

2 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.

2.1 Mission

- To make mentally retarded students establish themselves
- To teach them daily living skills and
- To make them read and write.

2.2 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



The Rehabilitation Council of India 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 course for one who are interested to be teachers in special school.

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.



Figure 5: RCI Certificate required to work as teachers in special schools

2.5 The Association of People with Disability - APD

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

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.

2.6 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

2.7 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% s/he 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
Schedule Caste	7	4	11
Schedule Tribe	4	2	6
OBC	15	4	19
Minority	5	2	7
General	6	5	11
Total	37	17	54

2.8 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 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.

- FA 1 for 15 marks
- FA 2 for 15 marks
- SA 1 for 20 marks

2.9 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".



2.10 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 cardboard 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.



2.11 Activities of Daily Learning Skills

Activities of Daily Living, 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 Activities of Daily Living (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) which are not always necessary for fundamental functioning, but assist an individual to live more independently in a community.

The Activities of Daily Living 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.

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.



2.12 Grants by the Government

Sarva Shiksha Abhiyan 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) Grant

2. Schools grant :

- For the maintenance of School records and contingency expenditure.
- For the preparation and implementation of School Development Plan (a plan chalked out for the development of the school based on its needs).
- For the preparation of teaching learning materials.

3. Maintenance grant :

- For protection of school building and maintenance of the school like whitewashing, minor repair works.
- Payment of electricity and telephone bills, provision of drinking water facility, maintenance of toilets and cleanliness of school and its campus.
- Installation of incinerators and purchase of sanitary napkins for girl students under **SUCHI** Program studying in Schools.
- 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.



2.13 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.



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.



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

3 St. Paul's English High School

3.1 Mission

The mission at St. Paul's Higher Primary School is,

- To empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners,
- To participate in and contribute to the global world and practise the core values of the school: respect, tolerance and inclusion, and excellence.

3.2 Infrastructure

Total area of the school is 550 sq mt. The building is in the 2nd floor a commercial complex. Top floor is used as playground. There are 20 rooms which includes staff room, laboratory, waiting room, sports equipment's store, Science lab, Computer lab. Concerning playground the location of the school there need some changes for the overall development of the students.



3.3 Students

From class 1 to 10 there are 328 students in total, admissions are very less in this school due to the more suffocation in the building and many other reasons. But its very clean and maintained properly by non - teaching staff. The below list is the number of students class wise.

Class	Boys	Girls	Total
1st	16	19	35
2nd	13	19	32
3rd	30	19	49
4th	15	20	35
5th	22	15	37
6th	27	17	44
7th	16	11	27
8th	20	12	32
9th	7	10	17
10th	11	9	20
Total	177	151	328

3.4 Teachers

There is one speciality in this school, anyone as a teacher who wants to teach in this school should compulsorily have Diploma in Education or Bachelors in Education. The reason behind this is that teacher can handle any sort of students if they know the student psychology, and it will be taught only in the above mentioned courses. Another reason behind this is to give quality output. They need qualified teachers and those teachers are the one's who are specially trained to be teachers.

This is a list of teachers who teach from class 1 to 5, we can observe that most of them have Training as teachers.

Sl. no	Teachers name	Qualification	Subjects taken
1	Mamta	MA D.Ed	Kannada
2	Vani	BA B.Ed	Social
3	Rehana	BA B.Ed	Hindi
4	Shaina Banu	BSc D.Ed	Science
5	Asma	B Com	Maths
6	Iliyar	PUC D.CSE	Computer
7	Chandini	BA	English

This is list of teachers who teach from Class 6 to 10, including Umadevi as Coordinator for Online Classes and digital learning.

Sl. no	Teachers name	Qualification	Subjects taken
1	Meghana	BA B.Ed	English, Social
2	Mehaboob Hussain	MA B.Ed	Hindi
3	Hussain Holi	MA B.Ed	English, Social
4	Vijaya	BSc B.Ed	Science
5	Chaitra	B.Com D.CSE	Computer
6	Girija	M.Com B.Ed	Maths
7	Lakshmi	MA B.Ed	Kannada
8	Huliganna	B.P.Ed	Sports

3.5 Exam and Evaluation

As similar to all other schools there will be 2 FAs and 1 SA in a semester, same followed in 2nd semester too. The weightage of the marks is as follows

1. FA 1 in July for 25 marks
2. FA 2 in September for 25 marks
3. SA 1 in November for 50 marks which is further divided as 40 marks for written test and 10 marks for oral Viva

3.6 Reportcard

PART - A : SUBJECTS	Maximum Marks	Midterm Marks	1 st Test	1 st Semester	2 nd Test	2 nd Semester	Average Grade	
English	100	A+	30	C+	70	A	80	A
Science	100	A+	30	C+	70	A	80	A
Math	100	A+	30	C+	-	-	-	-
History	100	A+	30	C+	64	B	66	C
Geography	100	A+	30	C+	76	A	68	B
Art	100	A+	30	C+	82	A	76	B
Music	100	A+	30	C+	76	A	68	B
Physical Education	100	A+	30	C+	82	A	76	B
Computer	100	A+	30	C+	82	A	76	B
TOTAL / Grand					300	A	335	B+

PART - B :								
Value Education	A	C+	80	A	80	A	80	A
Project	A	C+	70	B	70	A	70	B
Life Skills	A	C+	65	B	75	A	65	B
SWP & Art	A	C+	70	B	80	A	80	A
Co-curricular	A	C+	60	B+	72	B+	60	B
Attendance			50		40		40	
Signature of Class Teacher								
Signature of Head/Master								
Signature of Parent / Guardian								

1 st Test:	
Improve in maths	
1 st Semester:	
Improve in Maths	
2 nd Test:	
Improve in all subject	
2 nd Semester:	
Improve in Maths.	
C.S.S.S	
Final Result:	
Promoted to std II	
Signed By : Class Teacher	
June 1st	

This is the example of the report card. We can see the marks distribution and scheming process.

Overall there need to be lot of improvement in this school in regards of Infrastructure, Physical Education, Co - Curricular activities, Events and Basic Facilities.