



**EVALUATION OF POLICE PUBLIC SCHOOLS  
RUN BY HOME DEPT. OF GOVT. OF  
KARNATAKA**

**EXTERNAL  
EVALUATION**

**REPORT NO.  
15 OF 2015**



'Perfect coordination of  
girls'-  
A march past by PS  
Students of Koramangala,  
Bangaluru



ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ  
Karnataka Evaluation Authority

**STUDY CONDUCTED FOR  
KARNATAKA EVALUATION AUTHORITY  
AND  
HOME DEPARTMENT,  
GOVERNMENT OF KARNATAKA**

**NOVEMBER  
2015**

**BY**

**M/S NATURAL RESOURCES INDIA FOUNDATION (NRIF),  
(SOUTH REGIONAL OFFICE)  
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(MARUTI LAYOUT 8<sup>TH</sup> MAIN),  
BENGALURU-560 029.**



*Final Report on  
External Evaluation of Police Public Schools  
Run By Home Department, Govt. of Karnataka*

**Study Sponsored by  
Karnataka Evaluation Authority (KEA),**



**'Perfect coordination to  
the Musical Beats'  
-A march past band by  
DHR PS Students**

**'Perfect coordination of  
girls'  
-A march past saluting  
Chief Guest by PS  
Students of Koramangala,  
Bangaluru**



**'School as an agent of  
Social Change'  
-An awareness campaign  
organized by students of  
Mys, PPS**

**Study Conducted by  
Natural Resources India Foundation (NRIF),  
Southern Regional Office, Bengaluru-560029  
Head Office: New Delhi-110075 <[www.nrif.org.in](http://www.nrif.org.in)>**



**External Evaluation of Police Schools Run  
By  
Home Department of Government of  
Karnataka**

**Final Report**

*Submitted to*  
**Chief Evaluation Officer  
Karnataka Evaluation Authority  
Department of Planning, Programme  
Monitoring & Statistics, Govt. of  
Karnataka, Bengaluru**

**By**  
*Natural Resources India Foundation  
(NRIF)*

**SRO, Bengaluru/ HQ. Delhi  
November-2015  
Visit us at [www.nrif.org.in](http://www.nrif.org.in)**



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## *PREFACE*

The concept of Police – Public Schools in the country come into being in the early 1990s in the State of Jammu and Kashmir, where, the climate of insurgency constrained the Police Department to start schools managed by their officers to impart quality education to the wards of its serving and martyred personnel. The concept caught up with many States, and today, besides Jammu and Kashmir, Punjab, Haryana and Delhi are some of the States which have these schools.

Police Public Schools are schools which are managed and administered by the Police Department. Enrolment of wards of Police personnel is given maximum priority (when the schools are not exclusively for Police), while mostly but not always, wards of non-police persons too are allowed admission. The fees structure between these two categories may or may not be the same.

In Karnataka, there are three Police – Public Schools. The oldest of them is in Dharwad (started 1997). In 2008 a Police-Public school was started in Bengaluru and the latest one is in Mysuru (started in 2009).

The Governing Body of the Karnataka Evaluation Authority (KEA) decided to have a concurrent Evaluation of the need and functioning of Police Public Schools in Karnataka. This was more so since it was envisaged to have more Police-Public schools in the State. The task of Evaluation was assigned by KEA to Natural Resources India Foundation (NRIF). Their report, after going through the stages of approval followed by KEA, is before you.

The Evaluation study has revealed that the Police – Public School model is an assured model for imparting good education to wards of Police personnel. However, it is also stated that this is not the only model available. The present schools are found to be good; at par in

academics and results with nearby schools. The schools but do not have an aim or objective different from the conventional schools. Also, the variability of the Boards to which they are affiliated, the differential fee structure in case of the Bengaluru school and the rather unsatisfactory residential facilities of the hostel of Dharwad Police-Public school are issues that need to be addressed and, if found appropriate, to be corrected and improved.

The study received constant support and guidance of the Principal Secretary, and the Secretary Planning, Programme Monitoring and Statistics, Government of Karnataka. The Evaluation study was actively supported by the officers of the Police department who were present and participated in field work as well as academic discussions during the study. The evaluation report has been reviewed by members of the Technical Committee of KEA, and an Independent Assessor, who provided suggestions and inputs to improve it from its draft form.

I am sure that evaluation study and its findings and recommendations will be encouraging and useful to the Home Department in deciding about the need for more schools, and in improving the functioning of existing Police – Public Schools.

**25<sup>th</sup> November 2015**  
**Bangalore**

**Chief Evaluation Officer**  
**Karnataka Evaluation Authority**

## *Foreword*

We in **Natural Resource India Foundation (NRIF)**<sup>1</sup> thank the **Karnataka Evaluation Authority (KEA)**<sup>2</sup> for commissioning an evaluation study aimed at thoroughly analyzing the working of the three police schools established at Dharward (1997), Bengaluru (2008) and, Mysuru (2009), in that order. The NRIF conducted this study under the overall guidance of CEO, other officials of KEA and, respectively with the able support of management and staff of all the above three schools.

The study assessed the functioning of the schools over a five year period viz. 2010-11 to 2014-2015, in terms of: (a) infrastructure; (b) admission trends, trends in results; (c) staffing patterns; (d) fee structure; (e) staff development programmes; (f) student development; and, (g) school governance. Perspectives of different stakeholders were also obtained to gauge the quality of school programmes in each of the school. The Report consists of **Five Chapters** viz.

- CHAPTER 1 INTRODUCTION
- CHAPTER- II EVALUATION DESIGN
- CHAPTER- III ANALYSES OF DATA
- CHAPTER--IV:MAJOR FINDINGS AND DISCUSSIONS
- CHAPTER-V: RECOMMENDATIONS

**The scope of the study was also to determine** whether to strengthen and continue these Police Public Schools to ensure affordable and better education to the wards of Police personnel or explore the feasibility of a better and more well spread system for children of police personnel .

Also determine whether earmarking of some seats in private and government schools for the wards of Police personnel, or reimbursement of fees of the wards of Police personnel if they seek admission to other schools on their own so as to enable their children to study in good local private schools.

On an analysis of the above alternatives and based on the interactions with stake holders, it is more desirable to follow the first option i.e. continuing of the schools and strengthening them further to deliver quality education.

Another aspect of the TOR of the study was to look into the rationale for a broader discussion on: Why emphasize to have **Special Police Public Schools**: even though these were created to look after the wards of police personnel, because of unpredictable hours / days of their duty. The Govt. while accepting the proposals for creating PPS's, would have carefully made an assessment whether there is really any need for such schools and if so, while there could also be demand from other Departments.

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<sup>1</sup> **Natural Resource India Foundation (NRIF)** is an NGO working on advocating policy changes based on research evidences in the field of education, agriculture, forestry, environment, women empowerment, finance and other areas that impact community development.

<sup>2</sup> The **Karnataka Evaluation Authority (KEA)**, established by the Government of Karnataka (GoK) is a registered society (Registered under the Karnataka Societies Registration Act, 1960), initiated to systematically assess the performance, process of implementation, effectiveness of the delivery systems and impact of policies, programmes and schemes of the government.

However, there appears to be a thinking at policy makers level that favours a fresh discussion on the desirability and continuance or otherwise of the PPSs.

1. What if the PPS are allowed to continue, there could be demand from other Departments, such as Irrigation, etc. may be out of place since the duties of Police personnel cannot be compared with other civilian employees;
2. That the schools could be handed over to Education Dept. is also fraught with the possibility of these schools which have special characteristics being affected. The Govt. schools, are least preferred ones by people at different levels,. It is also understood that a large number of Govt. Schools are on the verge of closure. In the circumstances, we are of the view, that this proposition of transferring these schools to Education Dept. is not in the best interest of the students, now studying in these schools; Two of the three schools, (*Mysuru* and *Bengaluru*) are already affiliated to CBSE and are self-sustaining, as such, they cannot be transferred to the Education Dept.
3. Nonetheless, efforts can also be initiated to get the Dharward Police School, affiliated to CBSE, while examining its re-structure and modifications on the lines of Sainik Schools etc. ***NRIF is ready to offer its services as and when advised.***

In the light of the above points, the authorities would appreciate the imperatives of not only continuing of these schools but explore ways and means to strengthen them further, and re-visit the suggestions and our considered views, presented in the report under review, made in accordance with the terms of reference given to us for the purpose.

Nonetheless, with overall economic growth, and to meet ever-increasing demand for educational institutions, if any, other department intends to follow this model for the children of the respective department employees, such initiatives might be welcome without any financial burden on the Government. Since such a claim has not emerged from any of these departments, till date, therefore, Govt. has all the options to continue these schools based on the recommendations, as contained in this report.

We thank KEA for entrusting this task to us and shall look forward to similar association in future as well.

*For and on Behalf of*  
**NATURAL RESOURCES INDIA FOUNDATION (NRIF)**

**25<sup>th</sup> November 2015**

**R P MATTOO,**  
**Formerly Eminent Citizen (MG-NREGA), Govt. of India &**  
**PRESIDENT, NRIF**  
**Authorized Signatory**

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### ***LIST OF ABBREVIATIONS***

	ASI	--	Assistant Sub-Inspector
	ASP	--	Additional Superintendant of Police
	CBSE	--	Central Board of Secondary Education
	DIET	--	District Institute For Education And Training
	Dhr PS	--	Dharwar Police School
	DSERT	--	Department of State Educational Research and
Training	DSP	--	Deputy Superintendant of Police
	GO	--	Government Order
	HC	--	Head Constable
	JVN	--	Jawahar Navodaya Vidyalaya
	Kor PPS	--	Koramangala Police - Public School
	KSPS	--	Karnataka State Police Service
	KSRP	--	Karnataka State Reserve Police
	KV	--	Kendriya Vidyalaya
	MDRS	--	Morarji Desai Residential School
	Mys PPS	--	Mysuru Police- Public school
	NCC	--	National Cadet Corps
	NSS	--	National Social Service
	PC	--	Police Constable
	PCRS	--	Police Children's' Residential School
	PC SD	--	Police Constable On Special Duty
	PHCL	--	Police Housing Corporation Limited
	PPS	--	Police- Public School
	PSI	--	Police Sub-Inspector
	RTE	--	Right To Education
	SI	--	Sub- Inspector
	SP	--	Superintendant of Police

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## ***EXECUTIVE SUMMARY***

The Police Schools were established by the Home Department of Government of Karnataka to provide quality education at an affordable price to the wards of Police Personnel. In a short span of time, the Mysuru and Bengaluru Police Schools have grown in students' strength indicating an enhanced visibility and acceptance of the schools by the Police and Public. The Dharwar Police School is of concern to all the stakeholders as the student strength over the past five years has been below the stipulated number of two hundred and fifty, a strength fixed in the Government Order of 1997.

With each of the three Police Schools functioning as an independent institution, it becomes imperative to study how far have the three Police Schools been able to fulfill the objectives for which they were established?

Thus, the **Karnataka Evaluation Authority (KEA)** commissioned an evaluation study aimed at thoroughly analyzing the working of the three Police Schools. **Natural Resource India Foundation (NRIF)** conducted this evaluation.

The study assessed the functioning of the three schools over a five year period viz. 2010-2011 to 2014-2015, in terms of (a) Infrastructure (b) Admission Trends (c) Staffing Pattern (d) Fee Structure (e) Staff Development Programmes (f) Student Development and (g) Overall School Governance.

Perspectives of different stakeholders were also obtained to gauge the quality of school programme in each of the school.

**Major findings of the study, as were presented and approved at the 20<sup>th</sup> Technical Committee meeting of KEA, Chaired by Secretary Planning, Govt. of Karnataka, meeting held on 21<sup>st</sup> September 2015, are as follows:**

1. Each of these three schools is virtually functioning in isolation with no academic collaboration or commonality in governance, in spite of the common purpose for their establishment. The teachers, students, administrative staff and parents have never had a common forum for meeting.
2. The Police Schools were established to provide quality education at an affordable price. Study reveals that all the three schools need to lay more emphasis on systematizing their processes for achieving the goal of quality education. Though the efforts are being put in this direction, additional focus needs to be given on building quality teaching-learning facilities and in enhancing the curricular programme. This need is highly pronounced in case of N A Muttanna Memorial Police Children's Residential School, Dharwar, where the school infrastructure and hostel facilities were far below the average standards to support student development.

3. The primary beneficiaries from the Police Schools are the wards of Police Constables of the department. Wards of Head Constables, Police Sub-Inspector and Assistant Sub-Inspector constituted less than 15 % of the of the total strength of Police students over the last five years.
4. No extra niche was seen in any of the Police Schools that could be called an exclusivity of Police Schools. The functioning of Police Schools were no different from any Private School except that they enjoyed a large campus. Emphasis on physical development activities, risk taking adventure activities or activities instilling self discipline and team work were low.
5. Majority( 80%) of the teachers of the three Police Schools wanted improved job conditions in the form of better pay packages, incentives, regular skill upgradation and vertical job mobility.
6. Heads of the three Police Schools had limited freedom in school governance. All the major decisions related to academic and administrative governance were managed by the Executive Secretary of the school governing body.
7. In N A Muttanna Memorial PCRS Dharwar, the GO drafted in 1997 has created a non-maneuverable model in terms of student intake, the classes run and the Board of affiliation.
8. In Mysore and Koramangala PPSs, the overall development of students in terms of their personality and confidence was good and comparable to any good private school.
9. The 70:30 ratio of distribution of students for Police and non-Police wards respectively with a differential fee structure was found to be a financially viable model for managing the salary and non-salary expenses of these two schools
10. In case of N A Muttanna school Dharwar, the number of applications for Kannada medium has been reducing due to students' parents preference for English Medium courses..

**On the basis of the findings, the following recommendations are suggested:**

Police-Public School is an assured model for providing affordable education to wards of police personnel.. It is a kind of emotional assurance and an incentive for the hard working Police Personnel. The three Police Schools in existence need fine tuning and also a process-centric approach to make them more visible and effective, so that the other Police Schools which may follow in the years to come, would be governed by a set of transparent well defined rules.

**(A) Recommendations to the Mysuru Police-Public School**

- Design the mission and vision statement of the school on the lines of Sainik Schools.

- Provide for better infrastructure in the form of smart boards, language lab, library, music, art room and adventure activities on the play ground.
- Build academic excellence through regular Professional Development programmes for teachers.
- Provide for improved working conditions for teaching staff by creating regular Posts for teachers and providing pay packages on par with the teachers of Government schools.
- Provide for transparency in governance by forming a School Management Committee as per the CBSE norms. Hold two to three meetings every academic year and incorporate their suggestions.
- Create a model of school governance which is process- oriented.

#### **(B) Recommendations to the Police-Public School Koramagala**

- Include academicians from Kendriya Vidyalaya , Jawahar Navodaya Vidyalaya and other eminent institutions in the School Education Management Committee to enhance the overall quality of the school programme.
- Provide autonomy to the principal for planning, implementation and evaluation of the school programme.
- Create a process- driven model to ensure that a change in Executive Secretary of the school does not impact the functioning of the school.
- Lay more emphasis on sports activities by creating sports facilities at par with international standards. Introduce adventure sports to build team work, risk taking and stamina in children.
- Form a Students Council to bring in democratic governance.

#### **(C) Recommendations to N A Muttanna Memorial Police Children's Residential School, Dharwar**

- Enhance the communication skills of students by introducing English Language Improvement Programme across all grades of both Kannada and English medium.
- Introduce an activity based curriculum where by students are involved in a joyous learning process.
- Enhance the quality of teaching- learning programme by upgrading the science laboratory, computer laboratory and the library.

- Introduce life skill classes for all students across different grades.
- Improve the hostel facilities and provide clean and hygienic physical environment for the students..
- Provide for additional qualified wardens for educational and psychological support to the hostel children.
- Lay more emphasis on educational and cultural activities. Provide more opportunities for children to participate in intra -school and inter-school educational and cultural programmes.
- Form a Students Council and a School Management Committee to introduce democratic school governance.
- It is recommended to revisit the GO of N A Muttanna Memorial Police Children's Residential school and reconstitute the 18 year old governing body.
- Create a Day Boarding- cum Residential School for a financially viable self sustaining model.
- In view of reducing demand for Kannada Medium courses, there is need to revisit the policy of earmarking the number of students to be admitted for Kannada Medium courses.

### **Recommendations for all the three Police Schools**

- Bring all the Police Schools under one umbrella/ apex body with the respective SP's forming a part of the governing council to ensure uniformity in academic governance and administrative matters.
- Create a Central Cell to govern the curriculum of all the Police Schools and ensure quality delivery.

### **CONCLUSIONS**

- ✓ The evaluation of the three Police Schools reveals that Police-Public school is an assured model to impart affordable quality education to the wards of Police Personnel. These schools are a solace for the hard working Police man who is freed from the worries of educating his wards. With escalating cost of education coupled with a lack of quality assurance in both government and private schools, the Police-Public School is a model to stay.

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- ✓ However, these schools need to be envisioned to bring in a beautiful synthesis of academic excellence and deep rooted Indian values. Presently, each school is working as an individual entity struggling to put its processes in place. As the schools lift themselves from one phase of development to a higher phase, it becomes imperative to create a more cohesive model, that shelters these schools from academic and administrative vagaries and build on a system that nurtures the blooming of these schools. The schools should enhance their curricular programme and deliver a high quality educational programme to attract a wider stratum of student population.
  - ✓ Depending on the need similar PPS could be replicated in other districts of Karnataka to provide affordable education to the wards of lower wrung of Police Personnel. A financial model needs to be created wherein the dependence on the government is minimal.





## **CHAPTER I: INTRODUCTION**

### **1.1 Genesis of Police Schools**

The profession of Policemen is highly dangerous and arduous. They need to be constantly vigilant to face the unknown. Long hours of duty coupled with high job risk puts a lot of physical and mental stress on the Police Personnel. According to Rashmi Ram Hunnur<sup>3</sup> “the occupational stress of Police Personnel is very high”. Often, a large number of Police men are deployed in places where they are required to be on round the clock duty.

The Police children are bright and intelligent. They need the right kind of educational environment to kindle their latent spark and bring in their holistic development. They need a steady educational environment too.

The concept of Police-Public School first emerged in the year 1976 in Jammu, when a 'Day Care Center' named 'Bal Niketan' was created for the children of Police women. Over the years, 'Bal Niketan' grew to become a full fledged school affiliated to the State Board. During the insurgency in the State of Jammu in early 1990s, the Home department was constrained to establish Police Public Schools to impart quality education to the wards of serving Police Personnel, as well as, martyred Police Personnel in the protected areas. Initially, two schools were established at capital cities of Jammu and Srinagar which have now graduated to Higher Secondary level. Following the great demand by Police Personnel in particular and masses in general to establish such schools at every District Headquarters in the State, the department in its second phase started six new Police- Public Schools at District Anantnag, Baramulla, Doda, Rajouri, Leh and Kargil.

The last two decades, has seen a steady increase in the number of Police- Public schools in different parts of the country.

Maharaja Ranjit Singh Police Public School, Phillaur, P.A.S.M Police Public Sec. School, Meghalaya; DAV Police-Public School, Ambala; Symbiosis Police-Public School, Pune; the Shri Ram Police Public School, Gurgaon are some of the schools providing opportunity to the Police and the Public to obtain quality education and

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<sup>3</sup> Cited in “Cause And Effect Of Workplace Stress Among Police Personnel: An Empirical Study’ by Rashmii Ram Hunnur ; et al : 2014 Page 202

bring in healthy social interaction between the Police and the civilian children. Each of these Police Schools has an independent policy on the fee structure and distribution of seats for the Police and the civilians.

The Police schools in Karnataka were established under the aegis of Home Department, Government of Karnataka, with the objective of freeing the hard-working, stressed out Policemen from the burden of identifying good schools for their children and simultaneously ensuring that high quality education at an affordable price is within the reach of a large Police workforce. At present there are three schools located in Karnataka state. The oldest of the three schools, N A Muttanna Memorial Police Childrens' Residential School was established in the year 1997 at Dharwar (Northern range). This was followed by the establishment of a Police-Public school at Bengaluru (Central range) in the year 2008 and at Mysuru (Southern range) in the year 2009.

The Government of Karnataka provided financial support for the establishment of the three Police Schools. Individual donors from the Police department too contributed to the mission.

## **1.2 Need of the Study**

The present study aims to identify how far the Police Schools are fulfilling the objectives for which they were established viz developing academic excellence, discipline and personality among children. The study aims to critically examine the school processes of each of the Police Schools and evaluate their strengths in building a quality school programme. The suggestions put forth from the study can be incorporated by individual Police Schools to strengthen their school program.

The assessment from the study can also be used by stakeholders to determine whether or not to strengthen and continue these Police- Public schools to ensure affordable and better education to the wards of Police Personnel or explore the feasibility of a better and better spread system of education to the children of Police Personnel.

## **1.3 School profile attributes**

A brief profile of each of the school under study was drawn, taking into consideration the following aspects: -

- 
- (i) Year of establishment
  - (ii) Type of school
  - (iii) Area of land available for the school
  - (iv) Type of land
  - (v) Board to which the school is affiliated and the year of affiliation
  - (vi) Total strength of the school
  - (vii) Grades present and the number of sections
  - (viii) Medium of Instruction
  - (ix) Selection criteria of students for admissions to Grade VI (in case of Dharwar school)
  - (x) Funds received from the GoK

The Profiles of each school is given below from the present (latest school) to the reverse (oldest school).

### **1.3.1 Profile of Mys PPS**

- The school was established in June 2009.
- It is a non-residential day school.
- The total area of the land on which the school is located is approximately twenty two acres.
- The school is located on the Police Training Ground in Mysuru district.
- The school had its provisional affiliation with the CBSE board in April 2011 and its permanent affiliation in January 2013.
- The total student strength of the school in the academic year 2014-2015 was 765 with an additional 141 children in the pre-primary section.
- The school runs classes from Lower Kindergarten (L KG) to Grade 10. In the academic year 2014-15, it had three sections for each of the Grades from L.KG to Grade V, two sections each for Grade VI and Grade VII and one section each for Grade VIII, IX and X.
- The medium of instruction is English.
- The GoK had sanctioned Rs 22 crores in the year 2014 for a two phase modernization of the school in the lines of Sainik School.  
Phase I – Nursery block, Middle and High school block, Administrative Block and Rain Water Harvesting  
Phase 2--- Auditorium, Hostel block, Play ground and Sports complex

### **1.3.2 Profile of Kor PPS ,Bengaluru**

- The school was established in the year 2008.
- It is a non-residential day school.

- The total land available for the school is six and a half acres.
- The school is located in KSRP Training Grounds, Bengaluru.
- The school was affiliated to the CBSE board in the year 2009.
- The total strength of the students in the academic year 2014-2015 was 1316.
- The school runs classes from LKG to Grade X. There are two sections in each Grade.
- The medium of instruction is English.
- The school was supported by the GoK in the first year of its establishment. The GoK in the year 2014 released a one time grant of Rs 2 crores to PHCL for construction of an additional building to accommodate the increasing student strength.

### **1.3.3 Profile of N A Muttanna Memorial PCRS Dharwar**

- The school was established in the year 1997.
- It is a residential boarding school.
- The total land available to the school is approximately six acres.
- It is located in the Police Training School of Dharwar district.
- The school is affiliated to the Karnataka State Board.
- The total strength of the school children in the academic year 2014-2015 was 206.
- The school runs classes from Grade VI to Grade X. There are separate sections for Kannada and English mediums.
- The medium of instruction is Kannada and English. 50 students (25 students in English medium and 25 students in Kannada medium) are selected at the Grade VI level on the basis a written entrance test conducted at different locations of District Police Headquarters followed by an interview at Dharwar. Selection is on the basis of merit.
- The school runs on the grants provided by the GoK. The GoK had provided an initial grant of Rs 15 lacs to establish the school. Apart from the regular grant for salary and non-salary expenditure, Rs 11.2 crores was sought by the SP, Dharwar district, for the construction of school building, of which Rs. 6 crores was released for infrastructure and other expenses. During 2014-15, Rs 5.20 crores was provided in the budget, of which Rs. 2.60 crores has been released to PHCL, which is the implementing agency for the construction of the school building( As per the data obtained in April, 2015)

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#### 1.4 Aims and Objectives of the study

The present research project is commissioned by the Karnataka Evaluation Authority, Department of Planning, Monitoring and Statistics, Government of Karnataka. The study aims to evaluate the functioning of Police schools at Mysuru, Dharwar and Koramangala in terms of their efficiency and effectiveness in developing academic excellence, personality and discipline among the children of Police and public. The GoK, through the study aims to determine whether or not to strengthen and continue these Police- Public schools to ensure affordable and better education to the wards of Police Personnel or explore the feasibility of a better and more well spread system of education to the children of Police Personnel.

The following were the objectives of the present study (As stated in the Terms of Reference)

1. Study and analyze the profile of students' and parents and their status in the department. Identify characteristic features of the profiles. To understand the predominant strata of the Police Personnel admitting their wards to these schools.
2. Study and analyze present Teacher- Student ratio being maintained in each of these schools and identify variations/deviations from the established norms, including identification of reasons for such deviations.
3. Study and review present staff strength vis a vis number of classes and students in each of the school, carry out critical analysis of adequacy of teaching staff vis a vis standard norms and ideal staffing pattern required. Also study the staffing of similar schools in the vicinity with a comparison between PPS and other schools and identify deficiencies.
4. Carry out a comparative study of the fee structure adopted by individual schools for different classes, review the basis for the same and identify variations among the selected schools and rationale for such differences.
5. Identify whether there are provisions for Right to Education and that of cooked mid-day meal and Ksheerbhagya scheme
6. Review the Grade X results of the three Police schools
7. Assess the satisfaction index of teaching staff in discharging their responsibilities and imparting quality education.
8. Study the availability of infrastructure in terms of premises, classrooms, library, playground, labs and others like sports, curricular activities and other

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facilities, in each of the schools, identify shortcomings/ inadequacies in infrastructure availability, including the assessment of the problems and constraints for smooth functioning of the schools for want of adequate facilities.

9. Carry out qualitative assessment of the satisfaction levels and perceptions of the students and their parents about the school in terms of infrastructure and other facilities.
10. Study and review the present system/ arrangements in respect of teacher training programmes and up gradation of their teaching skills and faculties and identify shortcomings in the present system and suggestions for improving the quality of teaching in these schools.
11. Review the overall development of children of the three Police Schools.
12. Carry out a critical study of the present rationale and basis of determining the fee structure and other charges being collected from the students and compare the overall cost of education to the Police Personnel. Also, hold interactions with the parents, guardians, teachers and students on the fee structure and the overall cost of education to the wards of Police Personnel vis a vis others. In other words, carry out a quick opinion survey to identify the perceptions of stake holders about the cost aspects of PPS.
13. Make an attempt to assess the number of ex- students of these Police schools pursuing higher studies, particularly, engineering and medicine.
14. Seek the opinion of the students, their parents/guardians/ teachers on Police- Public schools being modeled like Sainik Schools.
15. Draw a comparison between the Police- Public School and another school in the vicinity with respect to student strength, number of teachers, fee structure and infrastructure.
16. Carry out an assessment of proportion of other students to wards of Police Personnel and determine whether the policy of admitting other students in PPS should be continued or stopped to accommodate more of wards of police. Also determine whether any fixed number should be reserved for outsiders.
17. Determine whether to strengthen and continue these Police- Public schools to assure affordable education to the wards of Police Personnel or explore the feasibility of a better and more wide spread system for children of Police Personnel.

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Determine whether earmarking of some seats in private schools and government schools for the wards of Police Personnel or reimbursement of fees of the wards of Police Personnel if they seek admissions to other schools on their own so as to enable their children to study in good private schools.

**In case of Police School Dharwar**

- 18 . Review the pattern of funding to this school by the Government of Karnataka and the basis thereof and determine whether the present quantum is adequate to manage the school effectively and efficiently and whether the present norms are in keeping with the need for imparting quality education.
19. Study the trends of students seeking admissions in this school vis avis actual availability of seats and number of outsiders and Police wards whose applications were not considered for admission and explore feasibility of reserving certain number of seats for wards of general public and if so determining percentages.
20. Compare the results, Teacher- Student ratio, infrastructure facilities, hostel accommodation, mess facilities and satisfaction perception of students and parents with Morarji Desai Residential School Dharwar. Additional objective put forth during Inception Report Presentation on April 25, 2015
21. Study the Government High School, Police Colony, Magadi Road in terms of infrastructure, students admission and facilities available.





## ***CHAPTER II: EVALUATION DESIGN***

### **2.1 Methodology of the Study**

To accomplish the objectives stated, a descriptive method was adopted for the study. Appropriate tools and techniques that would capture holistic data for critical evaluation of the three Police Schools were identified and developed. Structured tools were used to obtain data over a five year period on a spectrum of parameters of school functioning. The period considered for the study was from the year 2010-11 to 2014-15.

Field teams visited the three Police Schools under study and collected primary data using the technique of observation, interviews and conducting focus discussions with various stakeholders. Scrutiny of official documents provided the secondary data for the study. The obtained data was subjected to qualitative and quantitative analysis.

### **2.2 Tools and techniques for the study**

The following tools and techniques were used for the study:-

(A) *Structured questionnaire to obtain school profile*<sup>4</sup> (Annexure A)

The aspects considered for the school profile included:

- General information comprising of School's web address; Name, Qualification and Experience of the Principal; Age of the school; Type of school; Board to which the school is affiliated, Land area, Present strength of Police children and non-Police children.
- Data of the last five years showing distribution of students grade-wise with respect to the designation of the parent in the department.
- Distribution of RTE admissions over the last five years.
- Data on the applications received to student admissions over the last five years in Police and non-Police category.
- Data on staffing pattern over the last five years.
- Results of Grade X examination over the last five years.
- Fee structure for the Police and non- Police wards over the last five years.
- Statement of income and expenditure of last five years.
- Infrastructure and other facilities.

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<sup>4</sup> Data was obtained for a period of five academic years viz 2010—2011, 2011-12, 2012-13, 2013-14, 2014-15

- Staff development programmes over the last five years.
- Curricular and co-curricular activities in the last five years.
- Parent-- teacher interaction details of the last five years.

*(B) Semi- structured open-ended opiniaire to obtain perspectives of teachers on the quality of school programme (Annexure B).*

The opiniaire focused on the following aspects: -

- Professional development.
- Job satisfaction.
- Challenges faced in discharging responsibilities.
- Modeling Police Schools in the pattern of Sainik schools.

*(C) Semi- structured open- ended opiniaire to obtain perspectives of wards of Police Personnel with regard to quality of school programme (Annexure C).*

The opiniaire focused on the following aspects:-

- The quality of teaching.
- The facilities available at school.
- Physical development activities.
- Co-curricular activities.
- Overall satisfaction level with the school programme.

*(E) Semi- structured open- ended opiniaire to obtain perspectives of wards of non--Police Personnel with regard to quality of school programme (AnnexureD)*

The opiniaire focused on the following aspects:-

- The quality of teaching.
- The facilities available at school.
- Physical development activities.
- Co- curricular activities.
- Opportunities for participation in various activities.
- Social interactions with wards of Police Personnel.
- Overall satisfaction level with the school programme.

*(E) Semi-structured open-ended opiniaire to obtain perspectives of parents of wards of Police Personnel with regard to efficiency and effectiveness of the school programme (Annexure E).*

The opiniaire focused on the following aspects:-

- Quality of teaching –learning environment.
- Facilities available at the school.
- Curricular and co-curricular activities.
- Confidence level of children.
- Discipline among children.

- Holistic development of the child.
- Communication skills in children.
- Reservation of seats for non-Police wards.
- Modeling Police Schools in the pattern of Sainik schools

*(F) Semi-structured open-ended opinionnaire to obtain perspectives of parents of wards of non-Police Personnel with regard to efficiency and effectiveness of the school programme (Annexure F).*

The opinionnaire focused on the following aspects:-

- Quality of teaching –learning environment.
- Facilities available at school.
- Curricular and co-curricular activities.
- Discipline in children.
- Confidence level of children.
- Communication skills in children.
- Holistic development of children.
- Reasons for admitting their wards in a Police School.
- Distribution ratio of seats to Police and non-Police wards

*(G) Structured questionnaire to evaluate the hostel facilities of Dharwar Police School (Annexure G).*

The questionnaire focused on the following aspects:-

- General information which included Year of establishment, Area of the hostel Number of students in the hostel, Nature of accommodation, Facilities available and Number of wardens.
- Dining facilities and food.
- Hostel inmates' routine.
- Academic growth and development.
- Physical, social and emotional development.
- Discipline among children.

All the developed tools were subjected to content validity to ensure whether the items truly sample all the tasks which the investigator intended to measure. The tools were given to an expert from the field of Education.

Observation, interview, focus discussions and document<sup>5</sup> analysis were the techniques adopted for the study.

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<sup>5</sup> Document in the study refers to official communications, work of teachers, notebooks of students, question papers of various term exams and school magazine.

### 2.3 Data collection and sampling

Quantitative data was obtained with the help of structured questionnaires. Observation, focus discussion groups and document analysis helped in capturing qualitative data for the study.

Field teams were oriented in the method of collecting objective and authentic data. Appropriate techniques of making the respondents comfortable, body language, probing for obtaining deeper information and the method of objective recording of obtained information were shared with the field team members.

The entire data collection was conducted in **four phases**:

**Phase 1:** Face to face interaction with the SPs of Dharwar, Mysuru and Bengaluru to share the objectives of the study and soliciting their cooperation and inputs for the study. Quick tour of the school campus by the field team members were taken up. The first phase of data collection was accomplished in mid-February 2015.

**Phase 2:** Mailing of school profile questionnaire to the three Police schools. This phase was accomplished in the second week of February '15.

**Phase 3:** Field team members visit to the schools for conducting an in-depth observation of infrastructure, document analysis and interactions with different stakeholders and collection of school profile data. The phase three of the data collection took two months as the schools were busy with their term end programmes and took time to organize for the visit of the field team members.

**Phase 4:** Visit to KV, JNV and Government High school in Police Colony Magadi road were undertaken as per the suggestions put forth by the technical committee during the inception report presentation on APRIL 25, 2015. The same was accomplished in the second week of May '15.

The entire data collection took two and half months

Data from different stakeholders using semi-structured open-ended opinionaire was obtained from a random sample of 10% of the total population in each of the given category:-

- Teachers
- Wards of Police Personnel
- Wards of non –Police Personnel

- Parents of wards of Police Personnel
- Parents of wards of non-Police Personnel

**TABLE 1: COMPOSITION OF SAMPLE OF MYS PPS**

Category	Sample size
• Teachers	9
• Wards of Police Personnel	51
• Wards of non-Police Personnel	28
• Parents of wards of Police Personnel	60
• Parents of wards of non-Police Personnel	32

**TABLE 2: COMPOSITION OF SAMPLE OF KOR PPS**

Category	Sample size
• Teachers	9
• Wards of Police Personnel	80
• Wards of non-Police Personnel	30
• Parents of wards of Police Personnel <sup>6</sup>	14
• Parents of wards of non-Police Personnel <sup>7</sup>	4

**TABLE 3: COMPOSITION OF SAMPLE OF N A MUTTANNA MEMORIAL PCRS DHARWAR**

Category	Sample size
• Teachers	11
• Wards of Police Personnel	35
• Parents of wards of Police Personnel <sup>8</sup>	9

**2.4 Limitations of the study:** The following were the limitations of the study:-

- (A) Data from a parallel school in the vicinity of Kor PPS could not be obtained as the schools did not give permission for the study.
- (B) Due to term-end examinations at Morarji Desai Residential School Dharwar, interactions with students and parents could not be conducted.
- (C) Data from a parallel school in the vicinity of Mys PPS was restricted to a school tour and interaction with the Principal. No records were shared by the institution for the study.

<sup>6</sup> There were 16 respondents in the beginning of the interaction, but two of them left after a short while due to other engagements.

<sup>7</sup> There was a lack of coordination from the school authorities in organizing the interaction.

<sup>8</sup> The number was less than the required sample size as majority of the parents live outside of Dharwar district.



## CHAPTER III: ANALYSES OF DATA

### 3.1 Introduction

Data was subjected to quantitative and qualitative analysis. Owing to the nature of study, data computation was done using percentages to carry out comparative analysis. Data obtained from interviews, observations and focus discussion groups were subjected to qualitative analyses

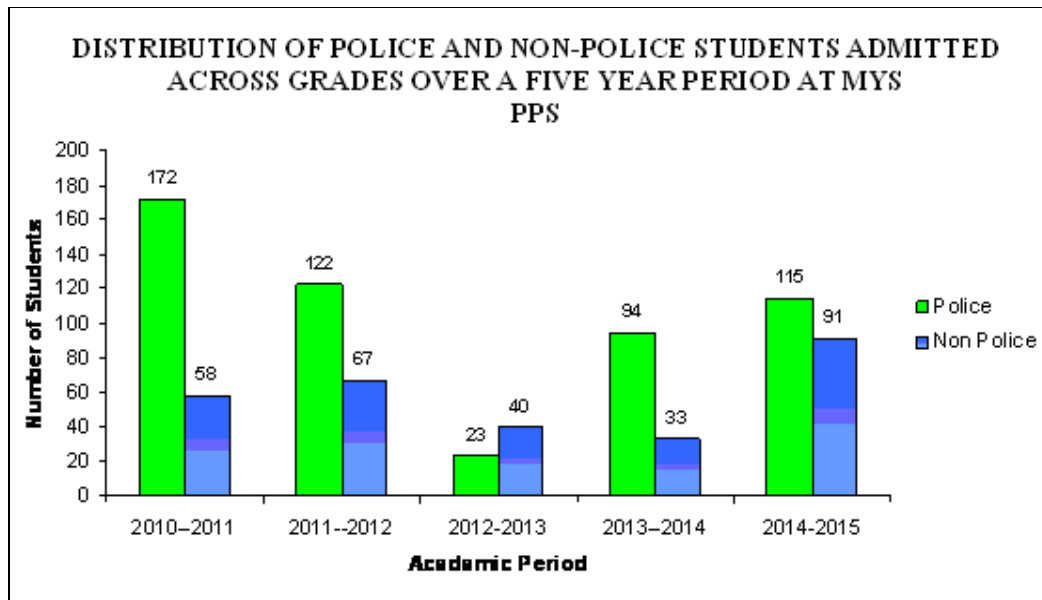
SWOT Analysis of the each of the three Police schools was done using the obtained qualitative and quantitative data to identify the Strengths, Weaknesses, Opportunities and Threats

### 3.2 Analysis of data of Mysuru Police-Public school

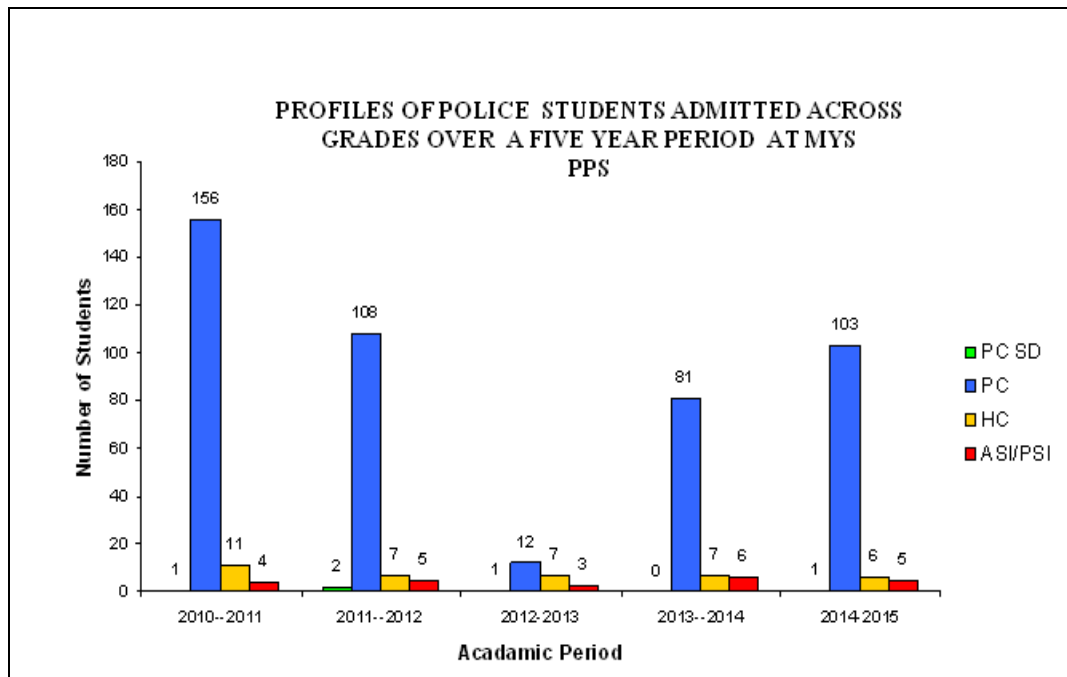
#### 3.2.1 Quantitative analysis of data of Mys PPS

##### (A) Distribution of students

FIGURE 1:

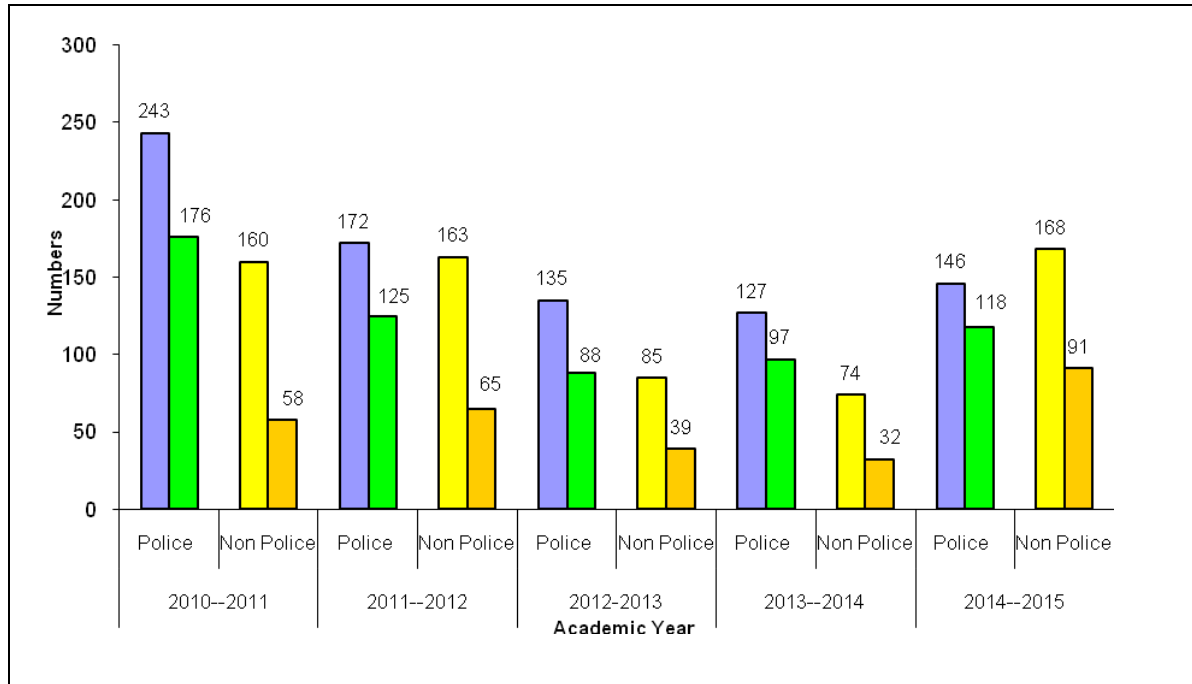


- **Figure 1** indicates that over a five year period, the admission ratio of 70:30 for Police and non-Police wards has not been maintained by the school.

**(B) Profiles of students****FIGURE 2**

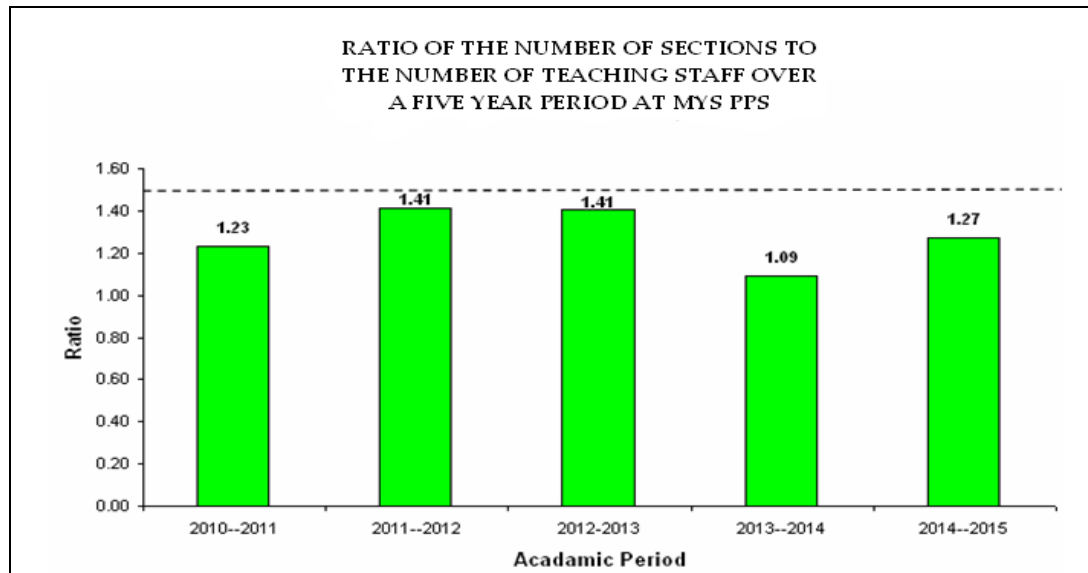
- **Figure 2** indicates that the majority of the children admitted over the last five years were wards of Police Constables. Wards of Head Constables, who are one rank higher than the Police Constables, formed less than 8% of the total percentage of wards admitted in the Police category in each academic year (the only exception was in the academic year 2012-2013, where around 30% of the admitted children were wards of Head Constables).
- Wards of Police Personnel from the category of ASI / PSI in the Police department constituted less than 8% of the Police wards admitted in the considered five year period).
- No ward of a Police Personnel holding a post higher than ASI/PSI had studied in the school in the last five years.



**(C) Admission status****FIGURE 3: DETAILS OF STUDENTS APPLICATIONS RECEIVED TO OVER A FIVE YEAR PERIOD AT MYS PPS**

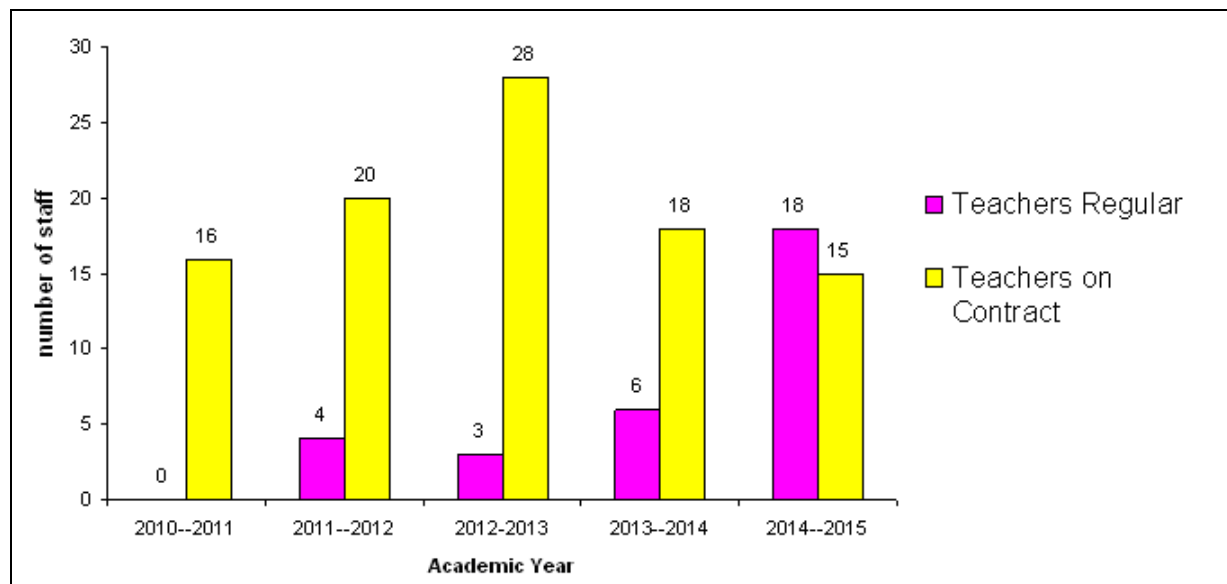
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- From the academic year 2011-12 to the academic year 2013-14, there had been a steady decline in the number of wards of Police Personnel seeking admissions. However, in the academic year 2014-2015, there was a marginal increase in the Police wards seeking admission.
- The percentage of applications getting converted to admissions in the Police category varied between 65%--80%, while in the non-Police category it varied between 35 %-- 55%.
- In the academic year 2014-15, almost 80% of the wards of Police Personnel seeking admissions were admitted to the school.

**(D) Teaching staff details****FIGURE 4:**

As per the CBSE norms, the ratio of number of sections to number of teachers is 2:3

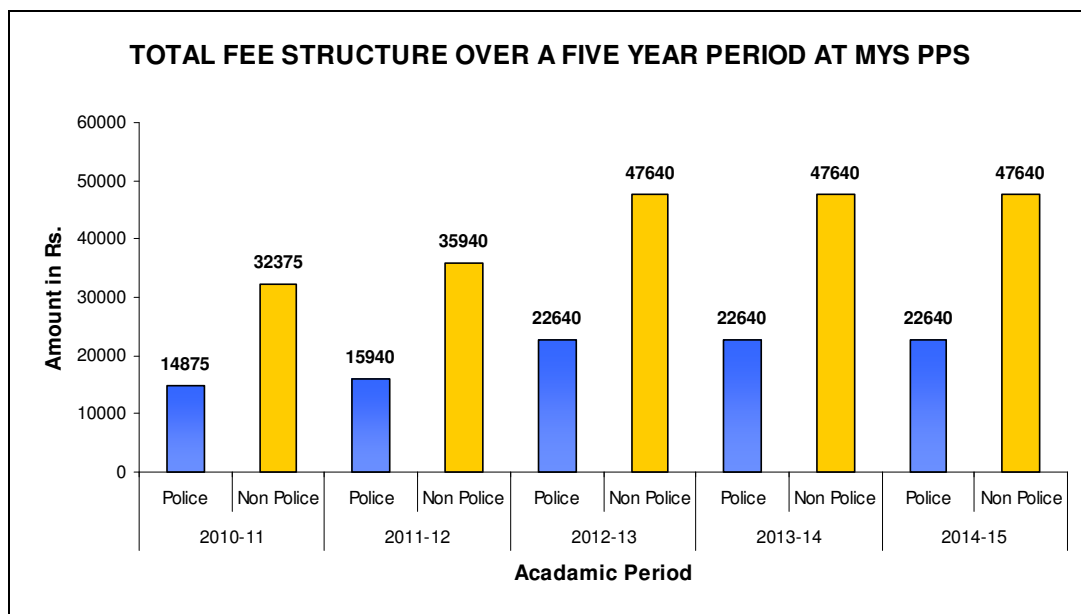
- **Figure 4** indicates that the ratio of number of sections to teachers has not been satisfied in the last five years.
- The gap between the total number of sections and the required teachers was very high in the academic year 2013-2014.

**(E) Staffing pattern****FIGURE 5: STAFFING PATTERN OVER A FIVE YEAR PERIOD AT MYS PPS**

- **Figure-5**, above, clearly indicates that the percentage of contract teachers over the last five years has been very high viz. 50%-100% of the total staff strength.
- Though the gap between contract teachers and regular teachers had reduced over the last five years, it still was slightly higher than 50% of the total staff strength in the academic year 2014-15.

#### (F) Fee structure

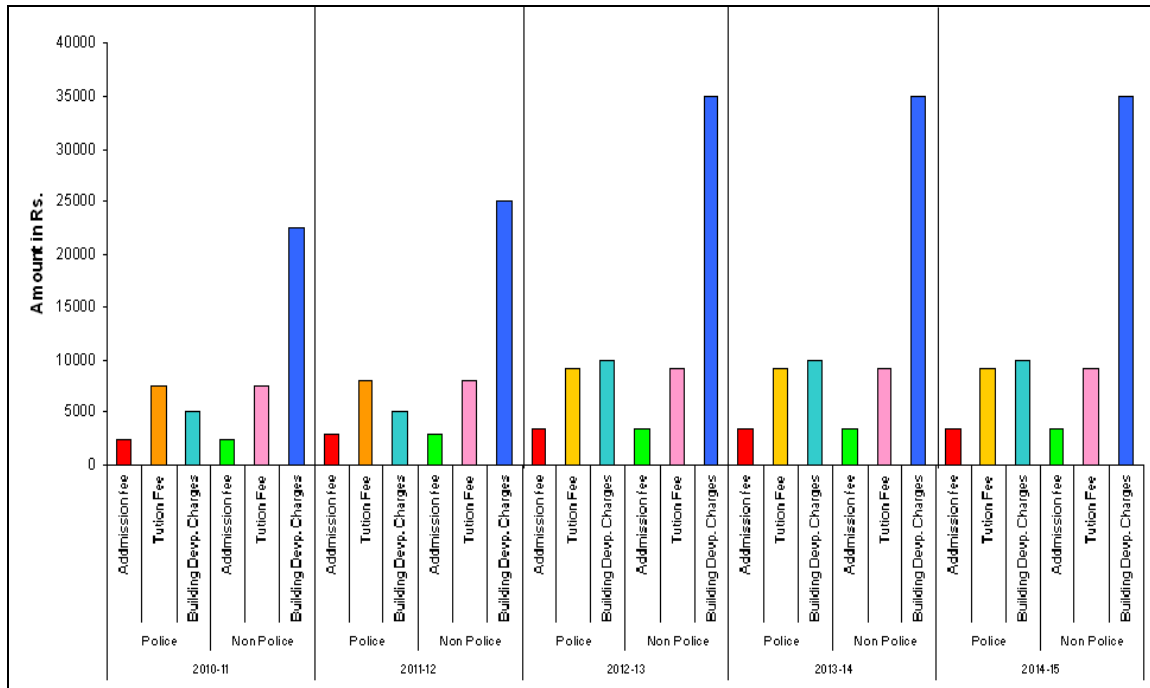
FIGURE 6



- **Figure-6** depicts that the fee difference between the ward of Police Personnel and non-Police Personnel over the last five years has been steady with non-Police Personnel wards paying slightly more than twice the amount paid by the ward of Police Personnel.

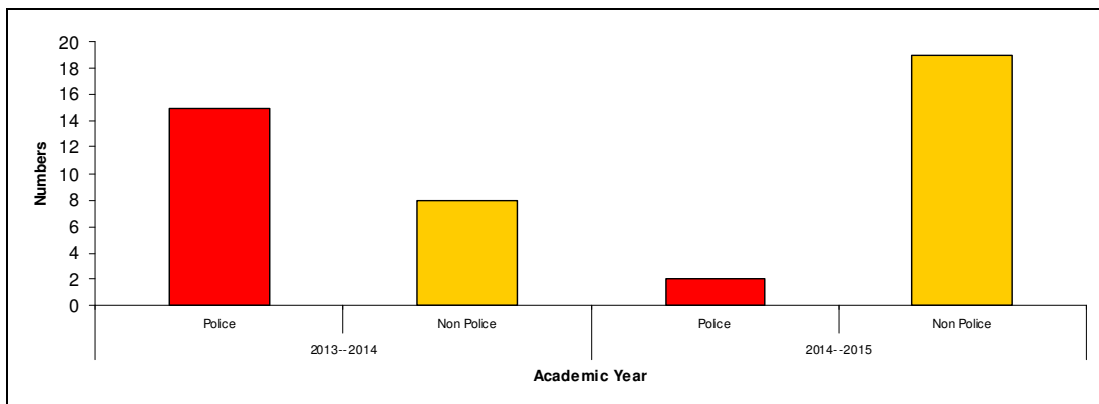
**(G) Distribution of fee structure**

**FIGURE 7: DISTRIBUTION OF FEE STRUCTURE OVER A FIVE YEAR PERIOD AT MYS PPS**



- Figure 7 indicates that no significant difference existed in the tuition fee and admission fee between wards of Police and non-Police Personnel in the five year period.
- The tuition fee and admission fee had increased only marginally over the last five years for the wards of Police and non-Police Personnel.
- The building fund fee was three and half times more for the wards of non-Police Personnel in comparison to building fund fee paid by wards of Police Personnel.

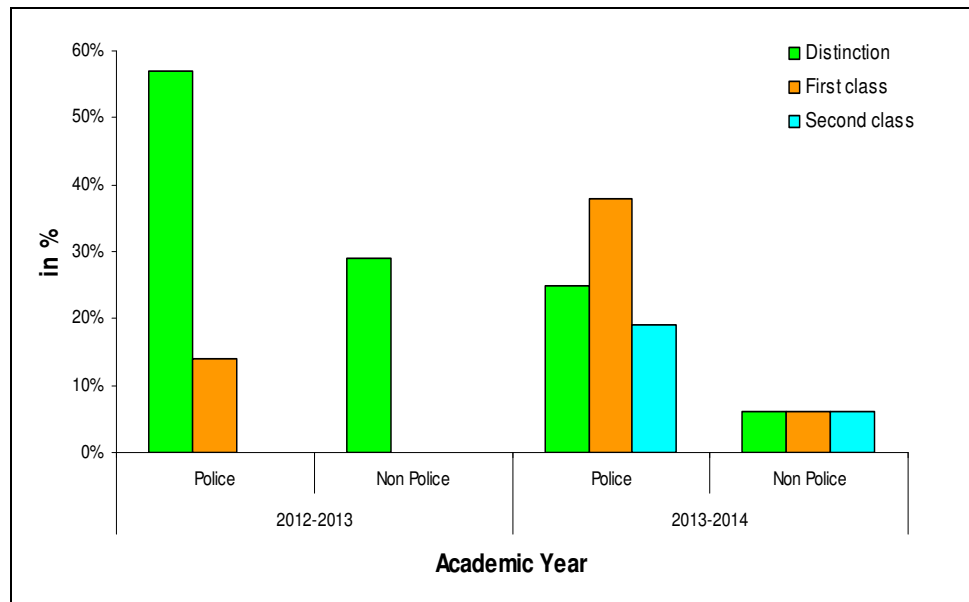
**(H) RTE allocation FIGURE 8: ALLOCATION OF RTE SEATS TO WARDS OF POLICE AND NON-POLICE PERSONNEL AT MYS PPS**



- **Figure 8**, as indicated above depicts, that the number of RTE seats allocated to wards of Police Personnel had reduced considerably in the year 2014-15 in comparison to the previous year. More of wards of non-Police Personnel were admitted under the RTE ACT in the year 2014-2015.

### (I) Grade X results

**FIGURE 9: GRADE X RESULTS OF MYS PPS**



- **Figure 9**, above indicates that the year 2012-13, the performance of the wards of Police Personnel in Grade X examination was far superior to the wards of non-Police Personnel. The percentage of wards of Police Personnel securing distinction was almost twice the percentage of wards of non-Police Personnel securing distinction.
- In the Grade X examination of year 2013-14 too, the wards of Police Personnel outperformed the wards of non-police Personnel. The percentage of distinctions and first classes in the police category were higher in comparison to non-police category. However, close to 20% of the total number of wards of police Personnel secured second class in the examination.

### 3.2.2 Qualitative analyses of data of Mys PPS

As stated in the methodology section of the report, interviews, document analysis and focus discussion groups were the techniques applied to capture qualitative data.

The data revealed the following: -

- Almost 90% of the wards of Police Personnel articulated that they were very happy with the school. The school provided them with lots of avenues to

explore their talent. They were given many opportunities to participate in intra-school and inter-school sports, cultural and educational activities.

- Children had bagged many prizes in the cultural programmes at interschool level and in different sports activities like volleyball, karate, jump rope at interschool and district level.
- Majority of the children in both the Police and non- Police category appeared confident, could articulate their thoughts clearly and had good communication skills. There was also good comradeship between the wards of Police Personnel and wards of non-Police Personnel.
- Distinct differences were observed in the satisfaction index between the wards of Police Personnel and wards of non-Police Personnel. Wards of non-Police Personnel wanted better amenities in the school like better sports facilities, more co-curricular activities, an auditorium, smart boards etc. Almost 31% of the non-Police wards articulated that they would like to go to another school, if given an opportunity. However, such feelings were not expressed by the wards of Police.  
Around 60% of the Police children expressed that they would want to join the Police force or armed forces while only 20% of the wards of non-Police Personnel expressed interest in serving the Police department/ armed forces.
- Majority (80 %) of the teachers expressed that their job was challenging due to lack of support from the parents in the education of the child. 80% of the teachers shared that they needed more support in making learning more joyful for children.
- Majority of the teachers expressed dissatisfaction with the pay scales and the benefits offered by the management. They wanted vertical growth and job enrichment. 95% of the teachers wanted collaboration with other Police Schools. All of them unanimously expressed that the school should be modeled in the pattern of Sainik School.
- Almost 60% of the parents of wards of non-Police Personnel felt that the children of Std IX and X need to develop academically and improve on their communication skills. They articulated that more emphasis needs to be given on sports activities, music, and dance. They also expressed concern over the absence of technology- enabled classrooms.
- Around 40 % of the parents of wards of Police Personnel wanted the school to lay more emphasis on sports, cultural, activities, music and dance. They were happy with the Police –Public model as it provided healthy interaction among children.
- 30% of the parents of Police category wanted a reduction in school fees.
- Majority (90%) of the parents from the Police and non-Police category wanted the school to be modeled in the lines of Sainik school.
- Parents of wards of Police and non-Police category unanimously expressed dissatisfaction against the possibility of the school being run under the Department of Education, GOK.

**Evaluation of Police Schools Run by the Home Department of GoK- Final Report  
Police-Public School, Mysuru-Selected Photos**



**Picture 1:** New Building Lay-out Plan



**Picture 2:** Present School Building



**Picture 3:** 'Myriad of colours'- Creative Expressions of students



**Picture 4:** 'School as an agent of social change' an awareness campaign



**Picture 5:** 'Sound mind in a sound body'- Students performing Surya Namaskar



**Picture 6:** "Young scientists at work"- Students in a Hands-on science activity

*Natural Resources India Foundation (NRIF)*

**3.2.3 SWOT Analyses of data of Mys PPS:**

<b>STRENGTH</b>	<b>WEAKNESS</b>
<ul style="list-style-type: none"> <li>• 22 acres of campus.</li> <li>• Well planned school building.</li> <li>• Safe environment.</li> <li>• Good financial health (three crores corpus fund in a period of six years).</li> <li>• Many opportunities given in the school for children to explore their talents.</li> <li>• Good participation in interschool cultural and educational programmes.</li> <li>• Regular updating of children's progress to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• No well defined mission and vision statement of the school.</li> <li>• Lack of transparency in governance. Top down approach.</li> <li>• Lack of autonomy in academic governance for principal.</li> <li>• High contractual staff.</li> <li>• Lack of work incentives to teachers.</li> <li>• Low focus on professional development of teachers.</li> <li>• Low emphasis on PE activities.</li> <li>• Limited resources in library and science laboratory.</li> <li>• School Management Committee not constituted as per the CBSE norms.</li> <li>• School schemes not shared with parents.</li> <li>• Teachers unfamiliarity with new trends in education hampering classroom transactions.</li> <li>• No NSS , NCC programme.</li> <li>• No parent orientation programmes</li> <li>• Absence of Students Council.</li> <li>• Question papers/ worksheets not reflecting creativity.</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• The ever increasing population of the city.</li> <li>• High visibility.</li> <li>• Using the services of Police department for developing physical education activities and adventure sports for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Good schools in the vicinity offering affordable education.</li> <li>• Teacher attrition, if no attempt is made to provide better pay and job incentives.</li> <li>• Insecurity among teachers due to external appraisals that lack transparency.</li> <li>• Huge infrastructural expansions diverting attention from the school programme.</li> <li>• Government grants for school expansion in the lines of Sainik School not translated into school's mission.</li> </ul>

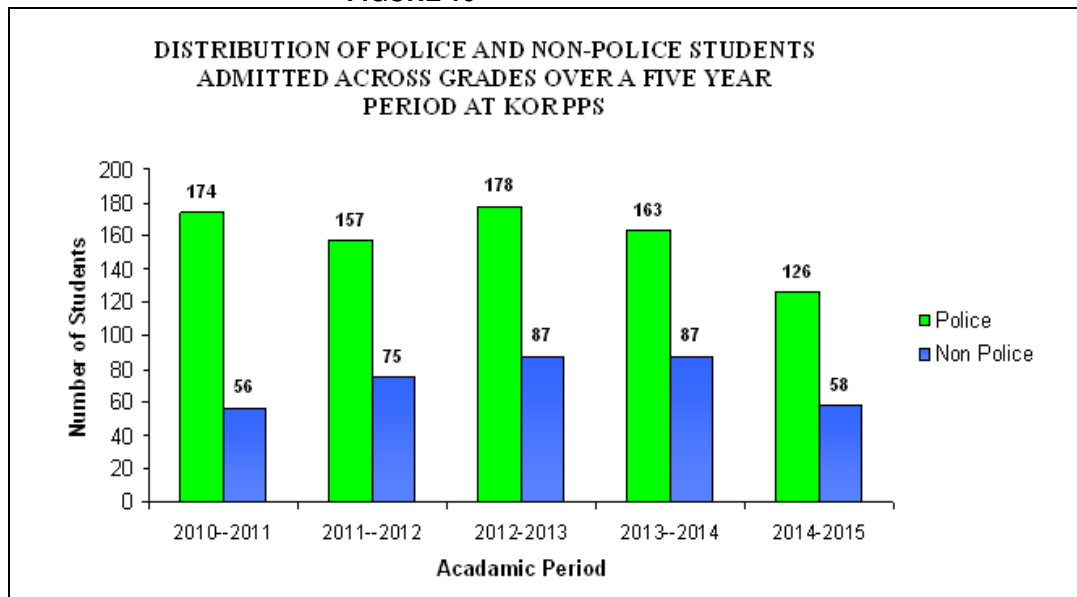


### 3.3 Analyses of data of Koramangala Police-Public School

#### 3.3.1 Quantitative analyses of the data of Kor PPS

##### (A) Distribution of students

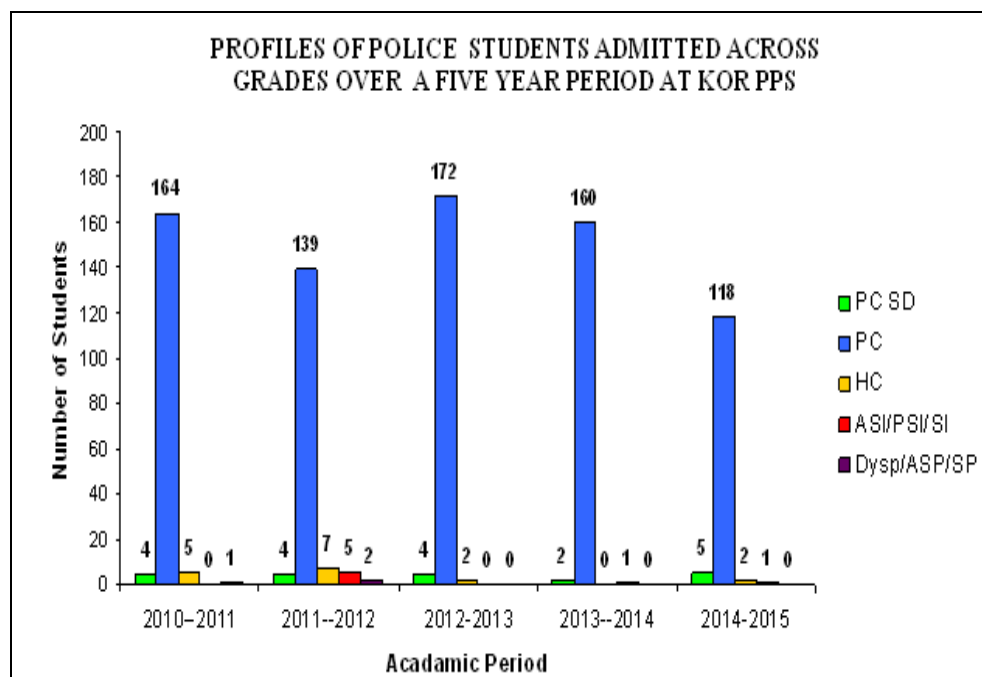
FIGURE 10



- **Figure 10** indicates that during the academic year 2010-11, a deviation from the 30:70 distribution of seats between the wards of non-Police personnel and non-Police personnel was noted with more percentage of seats allocated to the wards of Police Personnel. However, over the last four academic years viz. 2011-12 to 2014-15, the ratio has been maintained at 30:70.

##### (B) Profiles of students

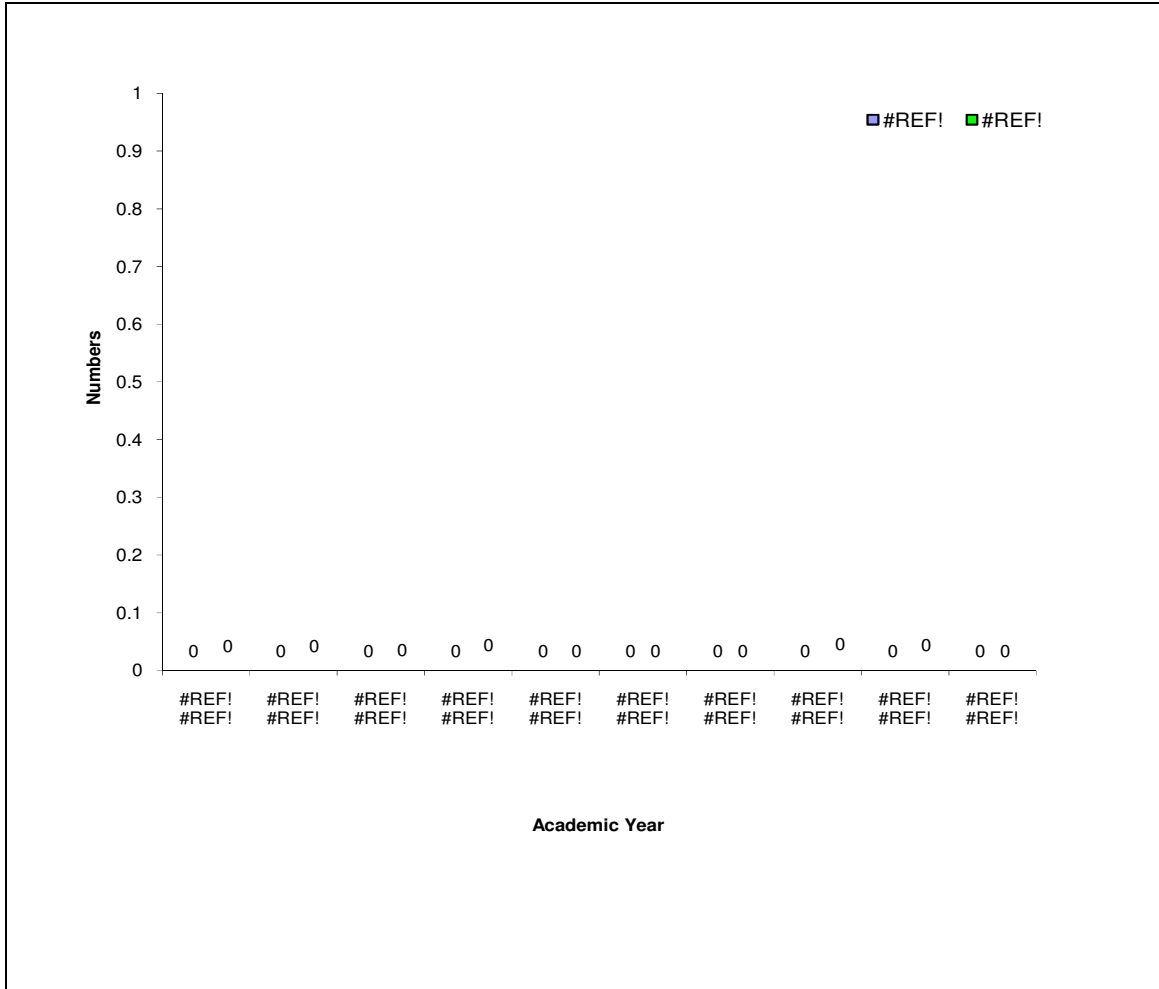
FIGURE 11



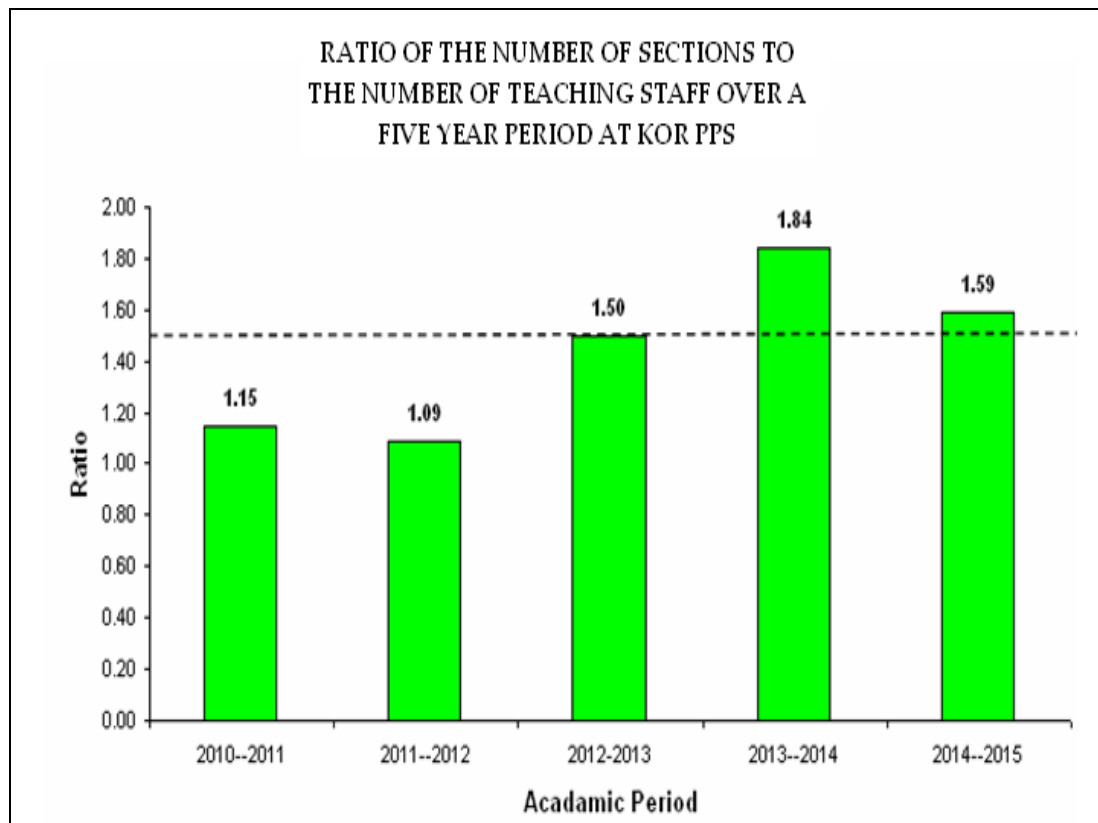
- **Figure 11:** Majority (90%) of the wards admitted in the Police category over a five year period was children of Police Constables.
- Wards of Head Constables constituted less than 5% of the Police wards admitted over the past five years.
- The highest designation of Police Personnel's ward admitted over the last five years is Dy. SP (During the academic year 2010-11 and 2011-12)

**(C) Admission status**

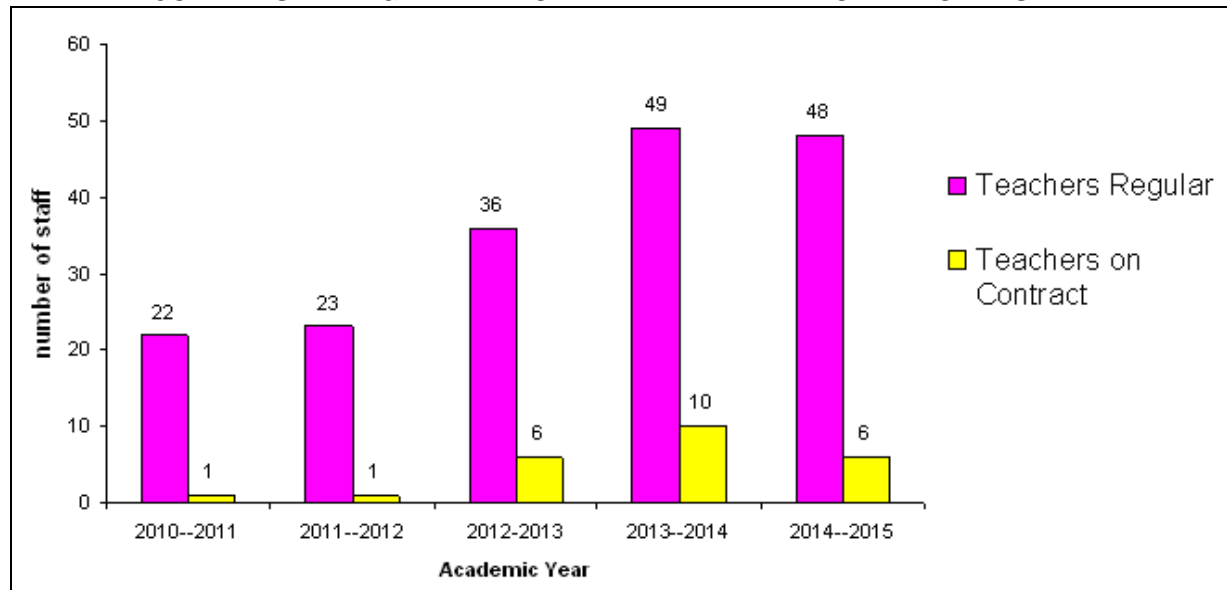
**FIGURE 12: DETAILS OF STUDENTS APPLICATIONS RECEIVED TO STUDENTS ADMITTED OVER A FIVE YEAR PERIOD AT KOR PPS**



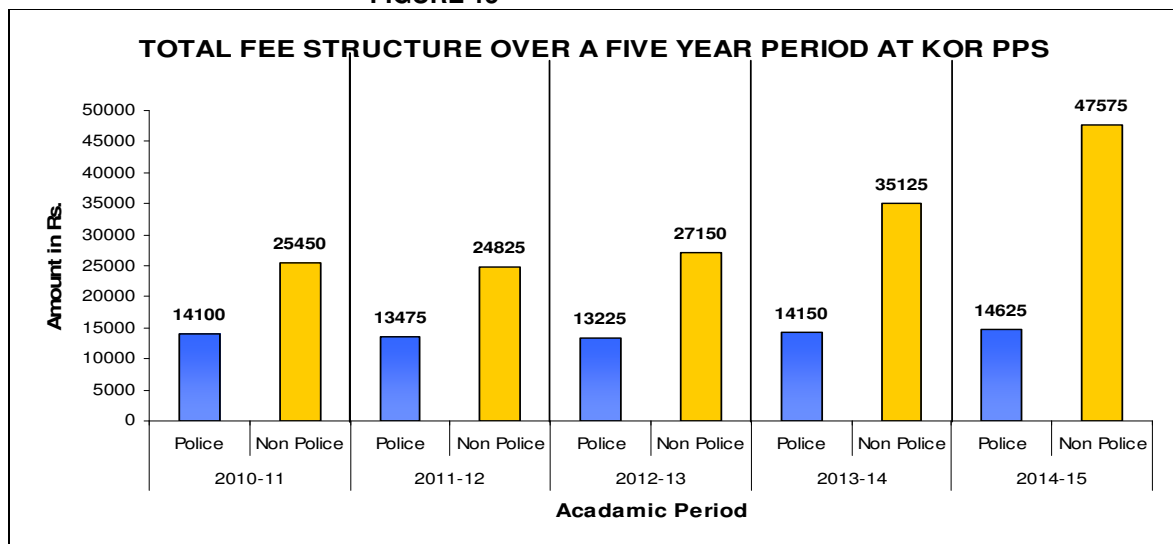
- **Figure 12,** above depicts, that over the last five years, the number of applications received in the Police category has not shown steep changes.
- A high percentage (65 % -88 %) of applications received in the Police category was converted into admissions over the last five years.
- 55%-68% of the applications received in the non-Police category were converted into admissions over the last five year period.
- There is a decline in the number of applications received in both the Police and non-Police category in the academic year 2014-2015.

**(D) Teaching staff details****FIGURE 13**

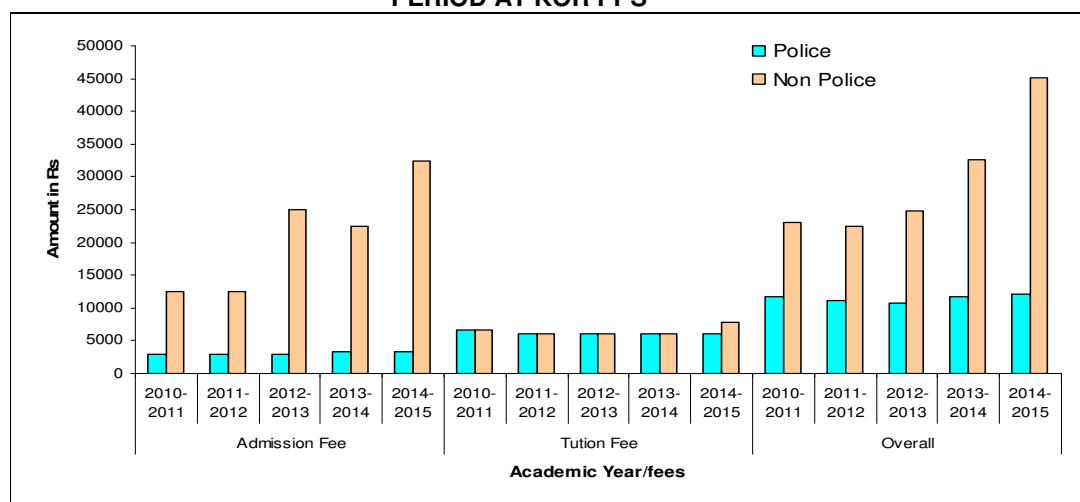
- **Figure 13** highlights that the school had made steady efforts to fulfill the CBSE norms of 2:3 (two sections three teachers). During the academic years 2013-14 and 2014-15, the number of teaching staff exceeded the requisite ratio specified by the CBSE.

**(E) Staffing Pattern****FIGURE 14: STAFFING PATTERN OVER A FIVE YEAR PERIOD AT KOR PPS**

- **Figure 14** indicates that the number of regular staff had increased over the five year period.
- The percentage of contractual staff in the total staff strength in each of the academic year has been less than 20%.

**(F) Fee structure****FIGURE 15**

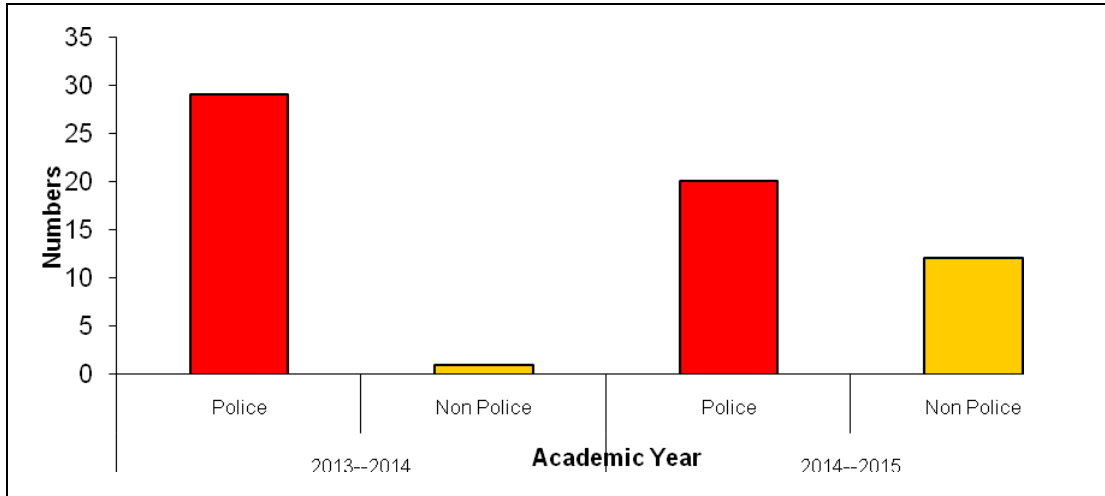
- **Figure 15** indicates that the overall fee structure for the wards of Police Personnel has remained steady over a five year period with a fee range of Rs. 9000-15,000. The fee is highly subsidized for the quality of education provided by the school.
- The fee structure for the wards of non-Police Personnel has shown a steady increase over a five year period. In the academic year 2014-15, the fees paid by the non-Police Personnel was three and a half times more than that paid by the Police Personnel.

**(G) Distribution of fee structure****FIGURE 16: DISTRIBUTION OF FEE STRUCTURE OVER A FIVE YEAR PERIOD AT KOR PPS**

- **Figure 16** above, indicates that no significant difference existed in the tuition fees charged for wards of Police Personnel and wards of non-Police Personnel over the last five year period of study.
- The admission fee for the wards of Police Personnel has remained steady over the last five years.
- The admission fee for the wards of non-Police Personnel had increased sharply over the last five years. The admission fees in the year 2014-15 had shown a three fold increase in comparison to the year 2011-2012.
- The difference in the admission fee between the wards of Police Personnel and non-Police Personnel was almost ten- fold in the academic year 2014-15.
- The overall fee difference between the wards of Police and non-Police Personnel has tripled in the academic year 2014-15

**(H) RTE allocation**

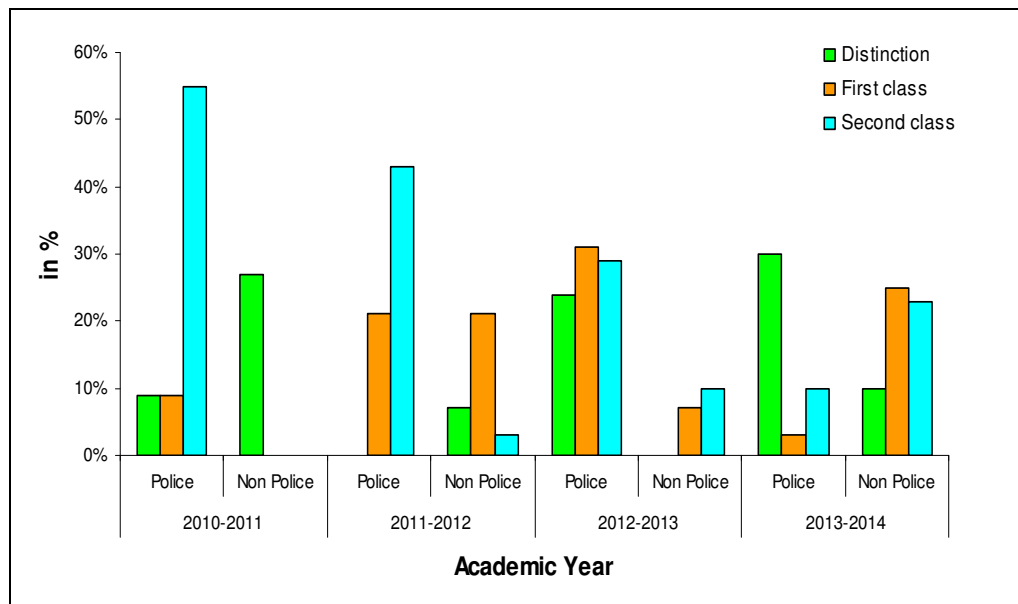
**FIGURE 17: ALLOCATION OF RTE SEATS TO WARDS OF POLICE AND NON-POLICE PERSONNEL AT KOR PPS**



- **Figure 17** indicates that the number of RTE seats allocated to wards of Police Personnel in the year 2014-15 had reduced in comparison to the previous year.
- More of wards of non-Police Personnel had got admitted under the RTE Act in the year 2014-15.

**(I) Grade X results**

**FIGURE 18: GRADE X RESULTS OF KOR PPS**



- **Figure 18** clearly indicates that there is a marked improvement in the Grade 10 results of wards of Police Personnel over the last four years. In the academic year 2010-11, the percentage of wards of Police Personnel securing distinction was less than 10%. Around 55% of the wards of Police Personnel in the

academic year 2010-11 had secured second class. Figure shows a steady decline over the last four years in the percentage of wards of Police Personnel securing second class. The percentage of wards of Police Personnel obtaining first class and distinctions shows a steady rise.

- In the academic year 2012-13 and in the academic year 2013-2014, the percentage of wards of Police Personnel securing distinction is higher in comparison to the wards of non-Police Personnel.

### 3.3.2 Qualitative analysis of the data of Kor PPs

- 90% of the wards of Police Personnel expressed that their school programme was very good, the teachers were warm and caring and the school teachers provided them with lots of practical activities for learning.
- Wards of Police Personnel mentioned that they had participated in many educational programmes like the science exhibition, Go Green Campaign, science quiz and in 'Newspaper in Education' programmes. They had bagged many prizes too.
- 70% of the wards of non-Police Personnel articulated that they had joined the school because it would offer a safe environment and inculcate good values and patriotism in them. However only a small percentage (less than 20%) of them wanted to pursue a career in armed forces or in the Police department.
- Wards of non-Police Personnel expressed mixed opinion about the school. Majority (85%) of the younger children expressed satisfaction with the teaching and the activities conducted in the school. 90% of the children of higher grades expressed dissatisfaction over the non-availability of an auditorium, audio-visual room, proper laboratory apparatus, transportation facilities and toilets in schools. They also felt that the discipline in the school was below the required standard.
- 95% of the teachers expressed that their job was challenging due to lack of parental cooperation. Though challenging, they enjoyed their job and were guided ably in discharging their responsibilities. They expressed satisfaction over the growth of children. Majority of them mentioned that they attended workshops regularly.
  - 90 % of the teachers expressed disappointment over the lack of opportunities for vertical growth. 20% (2/10) of the teachers were unhappy with the increment policy.
- 90% of the parents of wards of Police Personnel expressed that the quality of teaching-learning programme needed enhancement. They wanted more facilities like smart boards, audio-visual room and improved sanitary conditions. 40% of the parents expressed that their wards were not developing the way the children of other non- Police schools were developing. They also wanted the spoken English language of their wards to improve.
- 50% of the parents of wards of non-Police Personnel<sup>9</sup> felt that discipline was not up to the required standard, the fee difference was too high and emphasis on yoga, dance and remedial classes were not provided properly. However they expressed that the children were confident to face the world.

<sup>9</sup> Owing to the small sample size, generalization needs to be done with caution.

Evaluation of Police Schools Run by the Home Department of GoK- Final Report  
**Police-Public School Koramangala, Bengaluru- Selected Pictures**



**Picture 1** Police Public School, Bengaluru -  
**New Building**



**Picture 2** Police Public School, Bengaluru  
**Old Building**



**Picture 3** School's affiliation with CBSE



**Picture 4** 'Swachh Bharat Campaign'-  
**Children as environmental ambassadors**



**Picture 5** Sound mind in a sound body'-  
**Teamwork in progress**



**Picture 6** Active learning Students  
**making a project presentation**

*Natural Resources India Foundation (NRIF)*



### 3.3.3 SWOT analysis of Kor PPS

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> <li>• 6.5 acres of campus away from air and noise pollution.</li> <li>• Safe environment.</li> <li>• Dynamic principal.</li> <li>• Strong emphasis on professional development programmes for teachers.</li> <li>• High emphasis on cultural and educational programmes.</li> <li>• Active participation of children in different competitions at various levels. Bagged many prizes.</li> <li>• Initiated mentoring programme.</li> <li>• Good school magazine for enhancing visibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in fund releases hampering quality of teaching-learning environment.</li> <li>• Top –down approach.</li> <li>• Reduced autonomy for the principal in academic planning and governance.</li> <li>• Emphasis on sports activities low.</li> <li>• Infrastructural needs not met. No proper toilets.</li> <li>• No community- school linkage programmes.</li> <li>• Lack of parental involvement in school governance.</li> <li>• No smart boards, AV room, auditorium.</li> <li>• Concern on discipline.</li> <li>• No NCC, NSS and other social service activities.</li> <li>• Absence of Students Council.</li> <li>• No collaboration with other Police Schools.</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The strategic location of the school in an area with upper middle class families.</li> <li>• Huge campus in a city where land availability is a major concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Interference of Personnel from the Police department in academic governance affecting academic standards.</li> <li>• Competition from neighboring schools.</li> <li>• Governing body comprising majority of Police Personnel.</li> </ul>

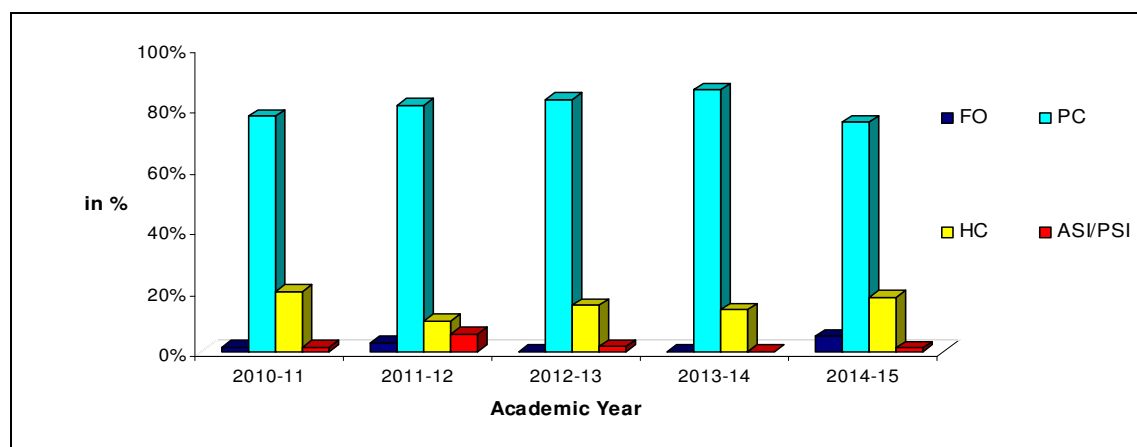
### 3.4 Analyses of data of N A Muttanna Memorial Police Childrens’ Residential School, Dharwar

#### 3.4.1 Quantitative analyses of data of N A Muttanna Memorial Police Childrens’

##### School Dharwar

#### (A) Admission status

FIGURE 19: PROFILES OF POLICE STUDENTS ADMITTED ACROSS GRADES OVER A FIVE YEAR PERIOD AT N A MUTHANNA MEMORIAL PCRS DHARWAR

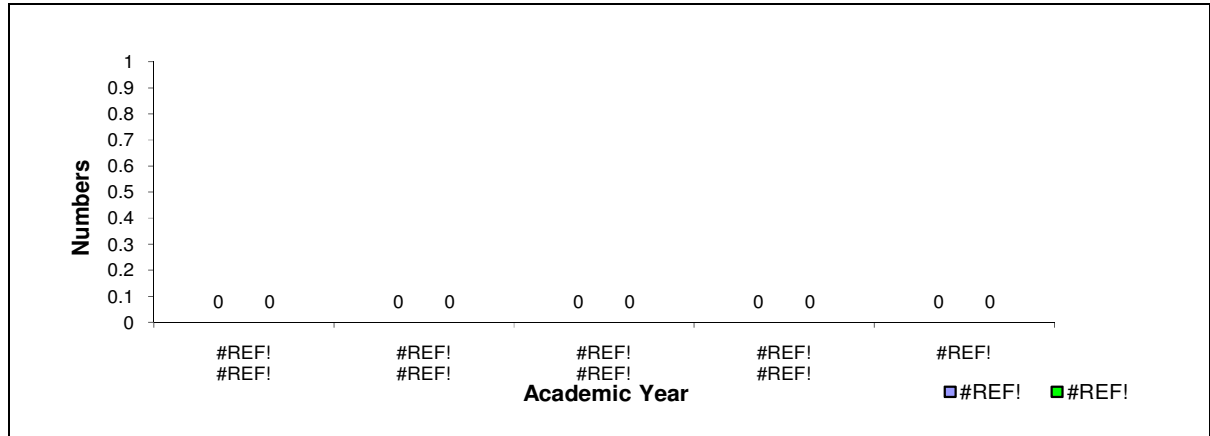


- **Figure 19**, depicts, that majority of the children admitted over the last five years were wards of Police Constables.
- The wards of Head Constables formed less than 21% of the total Police children admitted in each academic year.

- The maximum rank in the Police department who were admitting their wards to the Police school was the ASI/PSI

**(B) Admission status**

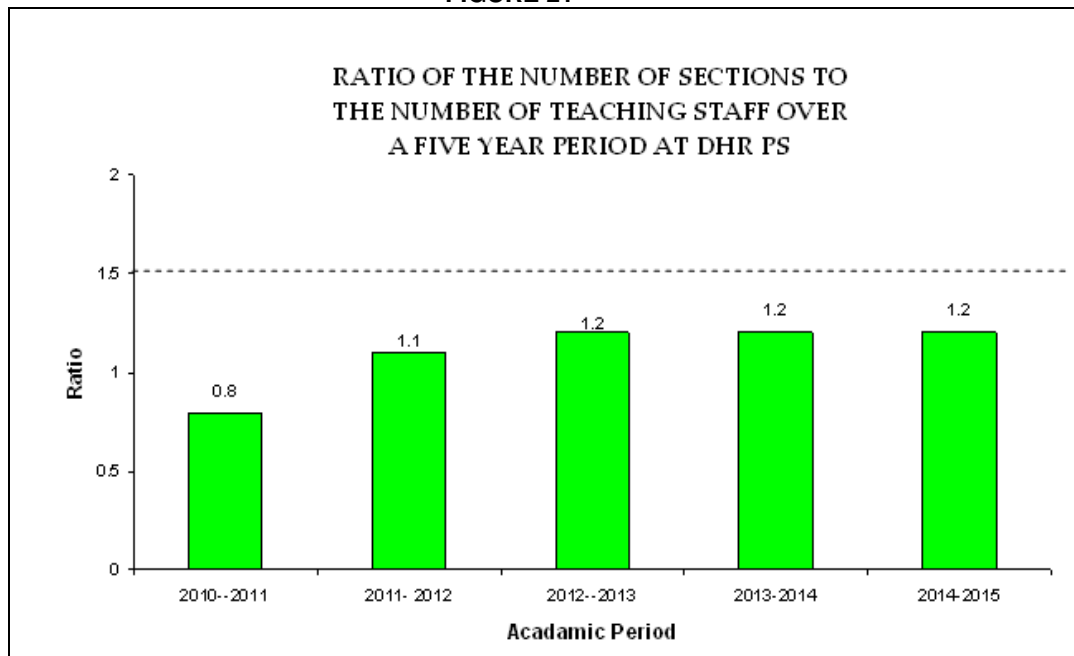
**FIGURE 20: DETAILS OF STUDENTS APPLICATIONS RECEIVED TO ADMISSIONS DONE OVER A FIVE YEAR PERIOD AT N A MUTTANNA MEMORIAL PCRS DHARWAR**



- **Figure 20**, reflects, the number of applications received varies marginally over the last five years.
- Over the past two academic years, namely 2013-14 and 2014-15, only 50%-65% of the wards of Police Personnel who had applied secured admissions in the school.

**(C) Teaching staff details**

**FIGURE 21**

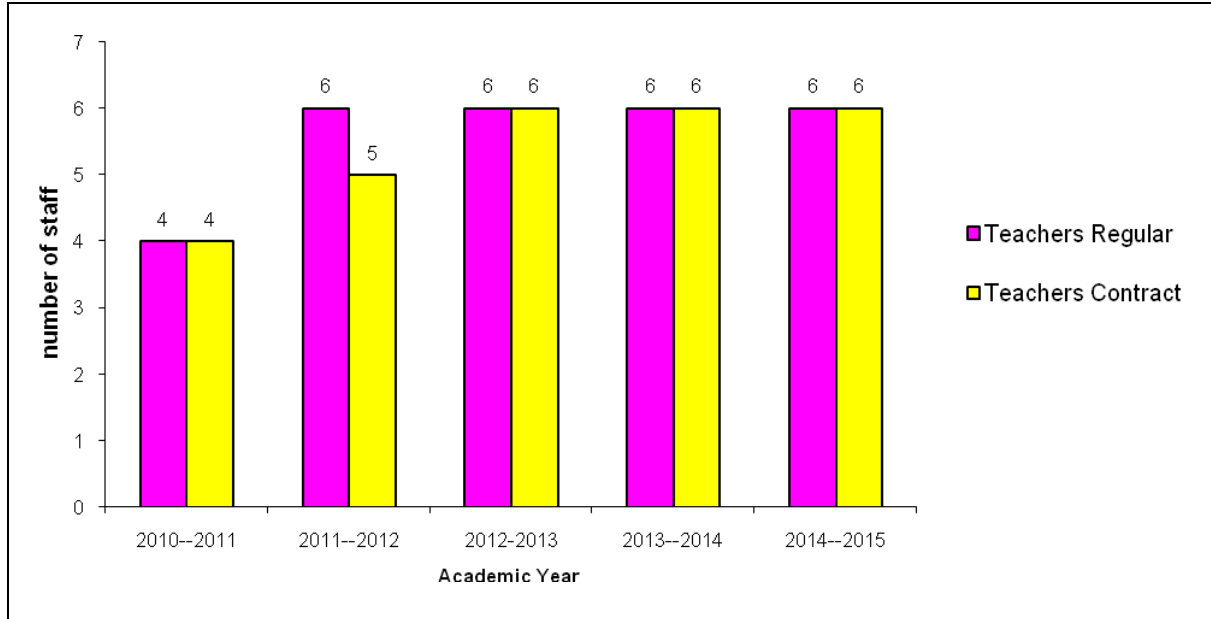


- As per Department of Education, KoK, norms the ratio of number of sections to number of teachers should be 2:3
- **Figure 21** indicates that the ratio of number of sections to teachers has not been satisfied in the last five years.

- The teacher strength in the last three academic years namely 2012-13, 2013-14 and 2014-15 has been marginally better than in 2010-11 and 2011-12

**(D) Staffing pattern**

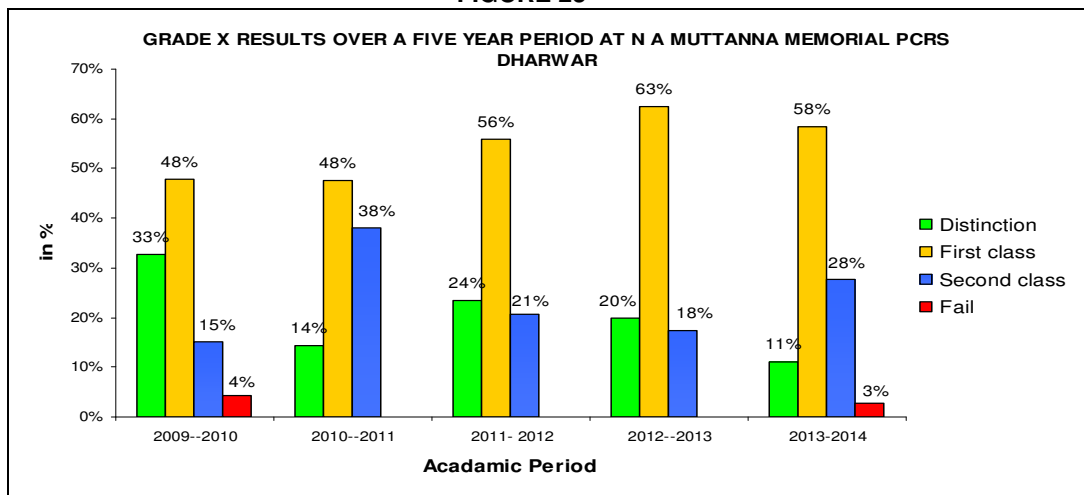
**FIGURE 22: STAFFING PATTERN OVER A FIVE YEAR PERIOD AT N A MUTTANNA MEMORIAL PCRS DHARWAR**



- Figure 22, indicates that the ratio of contract staff-to-regular staff over the past five academic years was very high, ratio being 50:50
- There has been no decline or increase in this ratio in the last three academic years.

**(E) Grade X results**

**FIGURE 23**



- **Figure 23**, indicates that the percentage of wards of Police Personnel securing distinction, increased in the year 2011-12 from its previous year.

However there has been a drop in the percentage of wards securing distinction in the academic year 2012-13 and 2013-14.

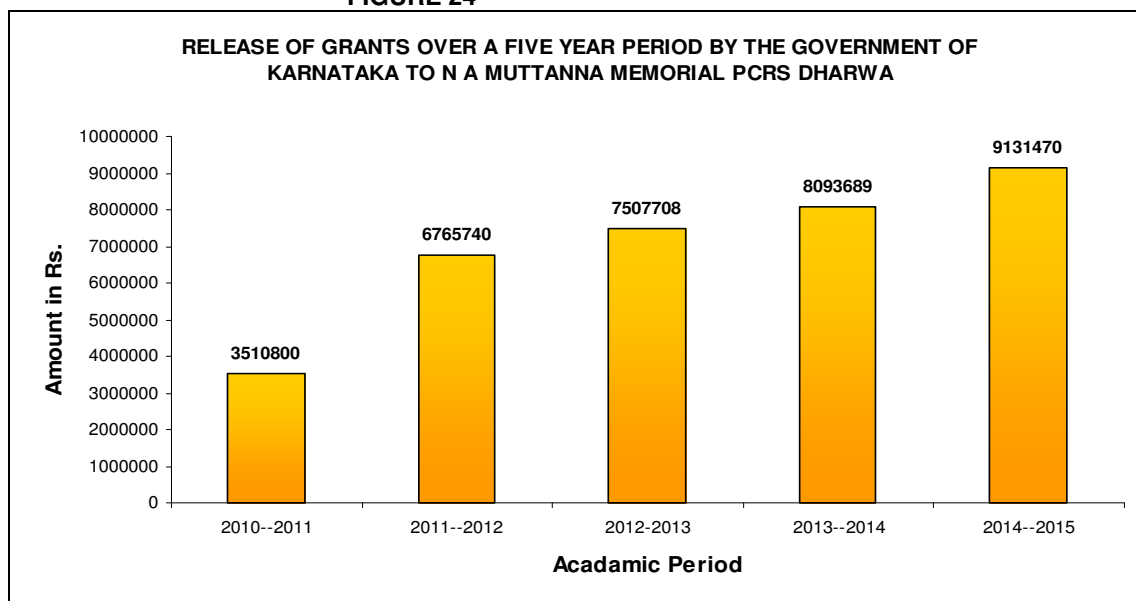
- In the year 2013-14, there has been a drop in the percentage of distinctions and first class in comparison to the previous year with an increase in the percentage of wards securing second class.

**(F) Details of Grants released by GoK**

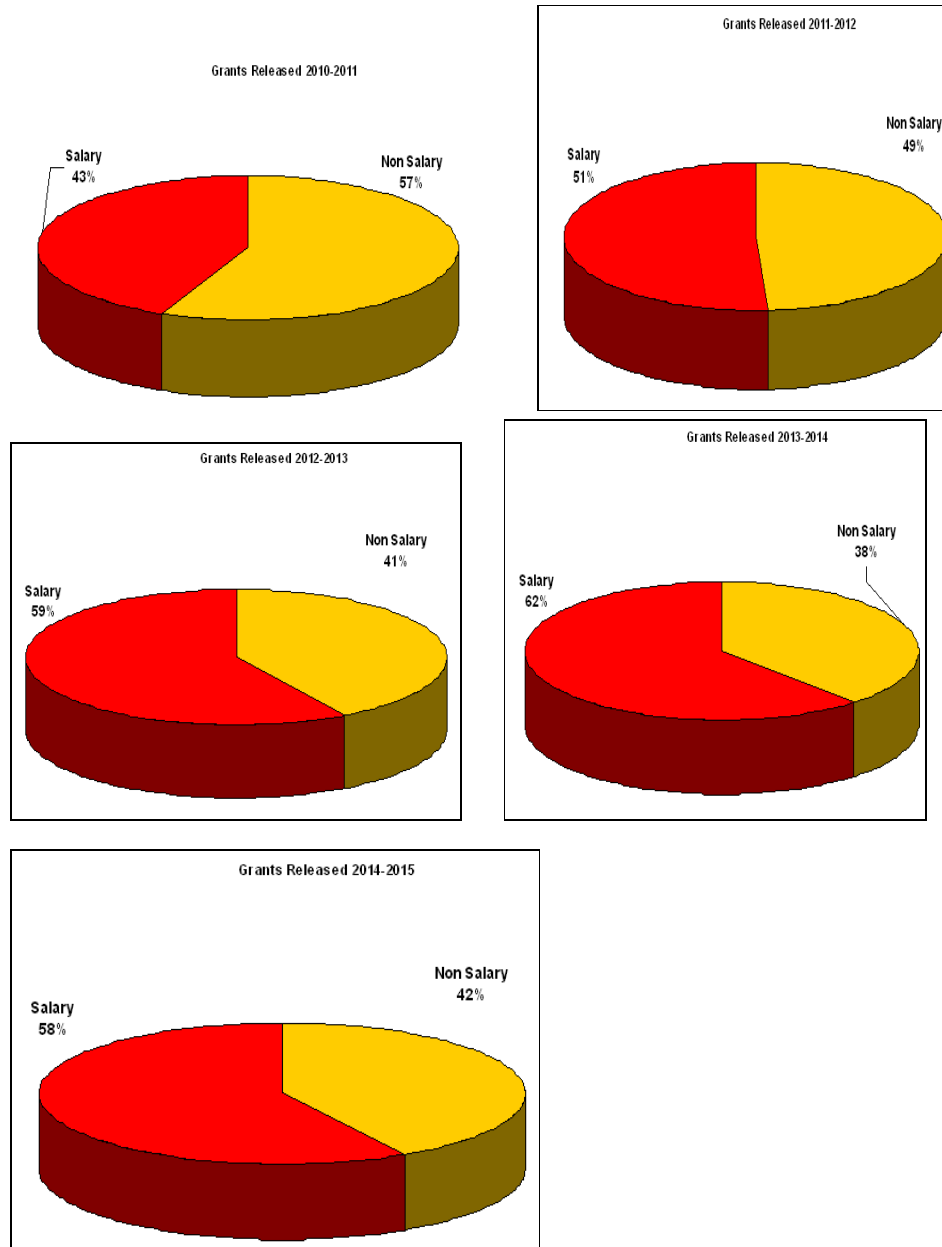
**TABLE 4: SALARY AND NON-SALARY GRANTS RELEASED BY GoK OVER A FIVE PERIOD TO N A MUTTANNA MEMORIAL PCRS DHARWAR**

Year	Salary (Rs.)		Non-salary Grants (Rs)
	Grants Released	Expenditure	
2010-2011	40,40,000	40,39,937	31,06,800
2011-2012	33,00,000	32,99,865	34,65,740
2012-2013	31,00,000	30,99,308	44,07,708
2013-2014	31,04,000	31,03,977	49,89,689
2014-2015	38,11,000	37,99,612	53,20,470

**FIGURE 24**



- **Figure 24**, above indicates that that in the year 2011-2012, the grant released was almost twice the amount released in the previous year viz 2010-2011. In the last three year period viz. 2012-13, 2013-14 and 2014-15, there has been a increase of 5% to 10 % in the grant allocation by the GoK.

**(G) Distribution of salary and non-salary grants released be Gok****FIGURE 25: DISTRIBUTION OF SALARY AND NON- SALARY GRANTS OVER A FIVE YEAR PERIOD BY THE GOVERNMENT OF KARNATAKA TO N A MUTTANNA MEMORIALPCRS DHARWAR**

- Figure 25**, above indicates that Period-to-period comparison shows that the grants received and expenditure incurred towards non-salary had a declining trend for the periods 2010-11, 2011-12 and 2012-13 but, for the years 2013-14 and 2014-15, the grant has shown an increasing trend. In case of salary grants, there is always a consistent increase in the proportion of grant received except for 2014-15 where proportionate increase (compared on period to period basis) in grants received has declined (decrease by 6%) in comparison to previous period 2013-14.

**Evaluation of Police Schools Run by the Home Department of GoK- Final Report**  
**N A Muttanna Memorial Police Children's Residential School, Dharwad-**  
**Selected pictures**



**Picture 1:** N A Muttanna Memorial Police School, Dharwad, New Building



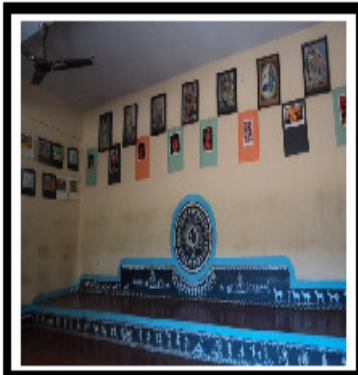
**Picture 2:** N A Muttanna Memorial Police School, Dharwad, Old Building



**Picture 3:** The magical rhythm of mind and body Students offering March past salute to the Chief Guest



**Picture 4:** Stamina, coordination and agility at test'-A jump rope competition in progress.



**Picture 5:** Decoration in the Art Class,....



**Picture 6:** display of Students Art Work Sheets of different batches in a bound form

*Natural Resources India Foundation (NRIF)*

#### 4.2 Qualitative analyses of data of N A Muttanna Memorial Police Children's' Residential School, Dharwar

- Majority (70%) of the children were happy with the school. They liked the teaching, but wanted more of practical learning experience.
- 30% of the children made unusual demands like wanting the school to run classes from kindergarten, having a co-educational school in future and converting the school into a CBSE school.
- Almost all the older children (Grade VII and above) articulated that the infrastructure of the school was below the expected standard. The roofs of classrooms leaked during monsoon, the computer machines were old and did not function properly and the library was ill equipped.
- Majority of the children were very happy with the sports activities. Many of them had represented in various sports events like volley ball, jump rope, football at the district, state and national level. All of them expressed interest in adventure sports activities and wanted their school to organize such sports.
- IAS, Military, IPS and becoming an Air force pilot were the common choices of profession of 70% of the children.
- Almost 90% of the teachers expressed dis-satisfaction with the pay scales. They mentioned that no increments were given to them in the last 17 years of service.  
No proper policies were drafted related to their service. They did not have Provident Fund scheme nor medical benefits. They also mentioned that the job was very challenging as the children were away from home and needed constant attention.
- Majority of the teachers were regularly participating in workshops organized by DSERT and DIET. All teachers unanimously supported the Sainik School Model but were against the Police-Public School model.
- All the parents expressed that their wards had improved in academics. They articulated that more emphasis needs to be given on improving communication skills and reading habits of children. They were happy with the discipline and confidence level of the children.
- Parents were unhappy with the hostel conditions. They articulated that the hostel lacked basic facilities. The rooms did not have ventilation and proper storage facilities, the toilets were in a bad condition, the washing soap provided to children was of low quality and the overall cleanliness was below the required standards. Parents were upset that the school did not permit wards to make outgoing calls. They expressed dissatisfaction over the lack of proper study time supervision and on poor quality medical treatment provided to the children. One of the parents mentioned that her child had suffered from mouth blisters, for which no proper medical care was provided.
- All the parents unanimously expressed that they did not want the Police-Public model for the school.

### 3.4.3 SWOT Analyses of N A Muttanna Memorial Police Childrens' Residential School; Dharwar

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> <li>• New school block ready with large classrooms and computer room.</li> <li>• Committed Principal.</li> <li>• Strong focus on Physical Education.</li> <li>• Good discipline among children.</li> <li>• Good nutritious food served.</li> </ul>	<ul style="list-style-type: none"> <li>• 11 member governing body constituted in 1997. No meeting of the body in the last few years.</li> <li>• Dilapidated school building ( As observed during the field visit)</li> <li>• Poorly lit and ventilated classrooms.</li> <li>• Limited music, visual and performing arts activities.</li> <li>• Activities for creative expressions of students less.</li> <li>• Ill maintained laboratory, sports room and library.</li> <li>• No A/v room, auditorium.</li> <li>• Low confidence level of children.</li> <li>• Conversational English and communication skills of students poor.</li> <li>• Well designed mentoring programme for children not formulated.</li> <li>• No NCC/NSS programme.</li> <li>• No proper reporting of child's growth and development to parents.</li> <li>• Hostel facilities below the required standards. Students study in the dining hall.</li> <li>• Number of wardens not according to the student strength</li> <li>• Absence of Students Council.</li> <li>• Alumni Association not formed.</li> <li>• Dissatisfaction among teachers due to freezing of increments.</li> <li>• Over dependency on SP for school governance.</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Huge Police force of North Karnataka.</li> <li>• High visibility.</li> <li>• Support of Police department for initiating adventure activities.</li> <li>• Channelize the physical strength and discipline of students and prepare them for national and international sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• GO which restricts intake to 50 students in each academic year.</li> <li>• Seats not filling up to the required capacity in both Kannada and English medium.</li> <li>• Students seeking admissions in other schools due to poor hostel conditions.</li> <li>• Very homogenous student population can be a demotivator.</li> <li>• Parents unhappy with hostel facilities.</li> <li>• Low morale of teachers due to lack of work incentives.</li> <li>• Communications with the Government slow. Approvals sought for regularization of contractual staff, opening PUC section not cleared.</li> </ul>



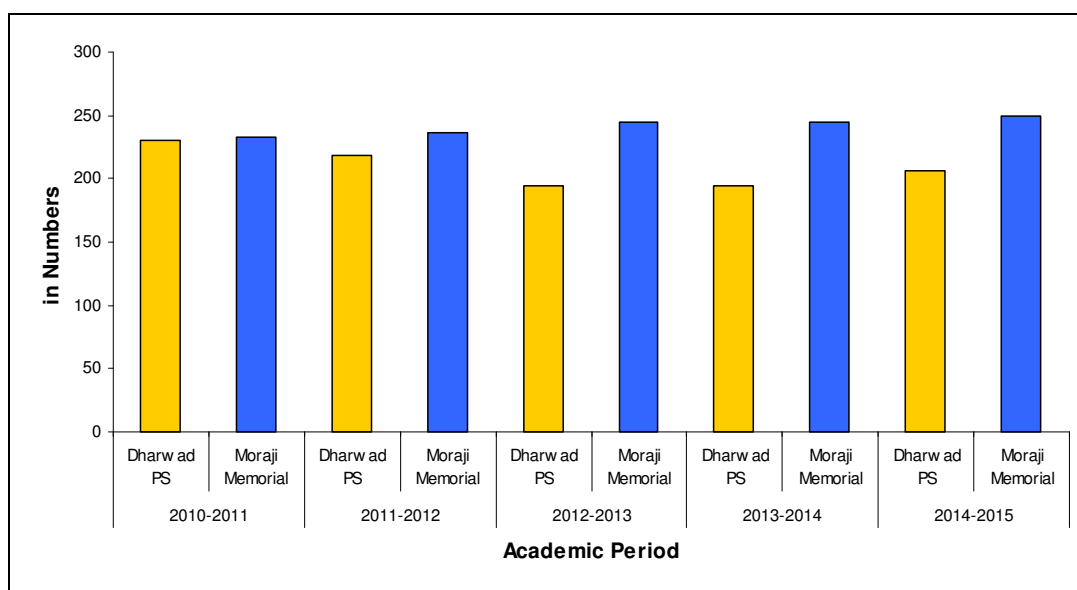
### 3.5 Comparative analyses of the data of Morarji Desai Residential School with N A Muttanna Memorial PCRS, Dharwar

#### (A) Student strength

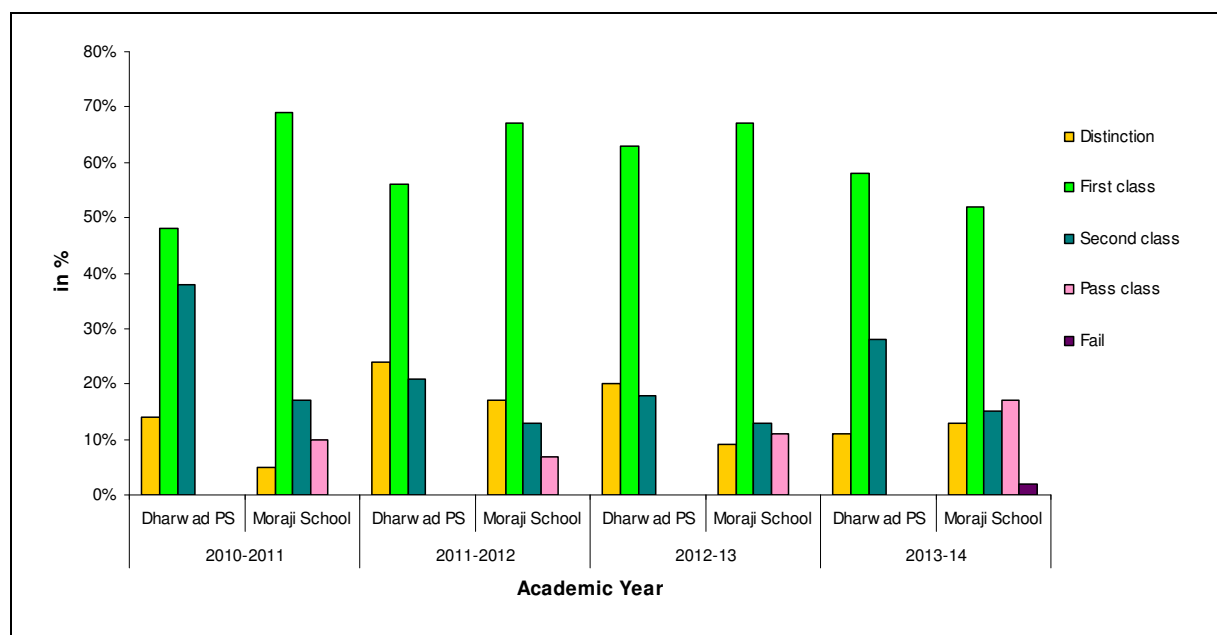
**TABLE 5: COMPARISON OF STUDENT STRENGTH OVER A FIVE YEAR PERIOD OF N A MUTTANNA MEMORIAL PCRS DHARWAR WITH MDRS DHARWAR**

YEAR	N A MUTTANNA MEMORIAL PCRS DHARWAR	MORARJI DESAI RESIDENTIAL SCHOOL
2010- 2011	230	233
2011-2012	218	237
2012-2013	195	245
2013-2014	195	245
2014-2015	206	250

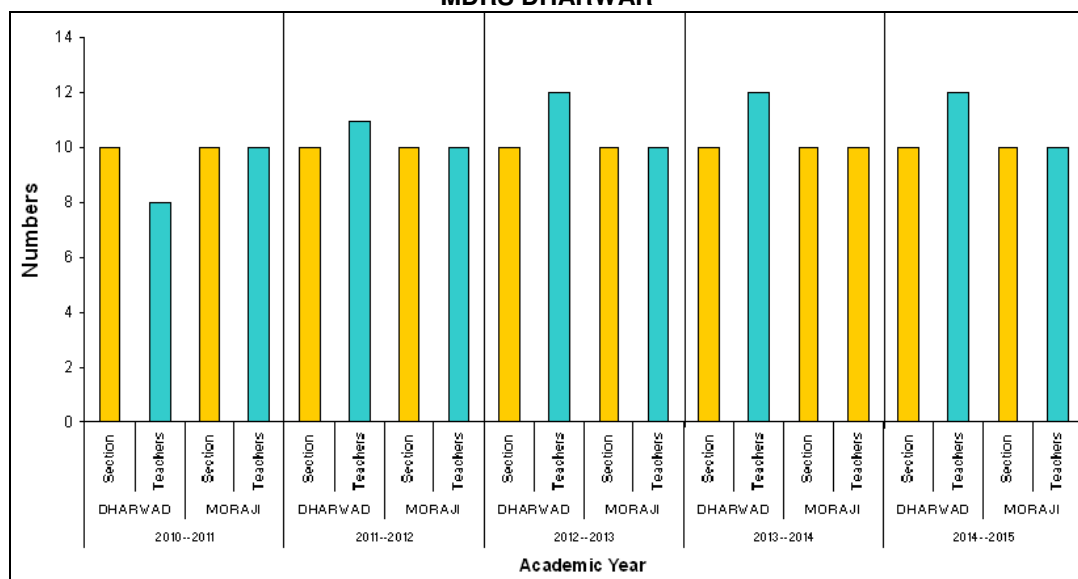
**FIGURE 26: COMPARISON OF STUDENT STRENGTH OVER A FIVE YEAR PERIOD OF N A MUTTANNA MEMORIAL PCRS DHARWAR WITH MDRS DHARWAR**



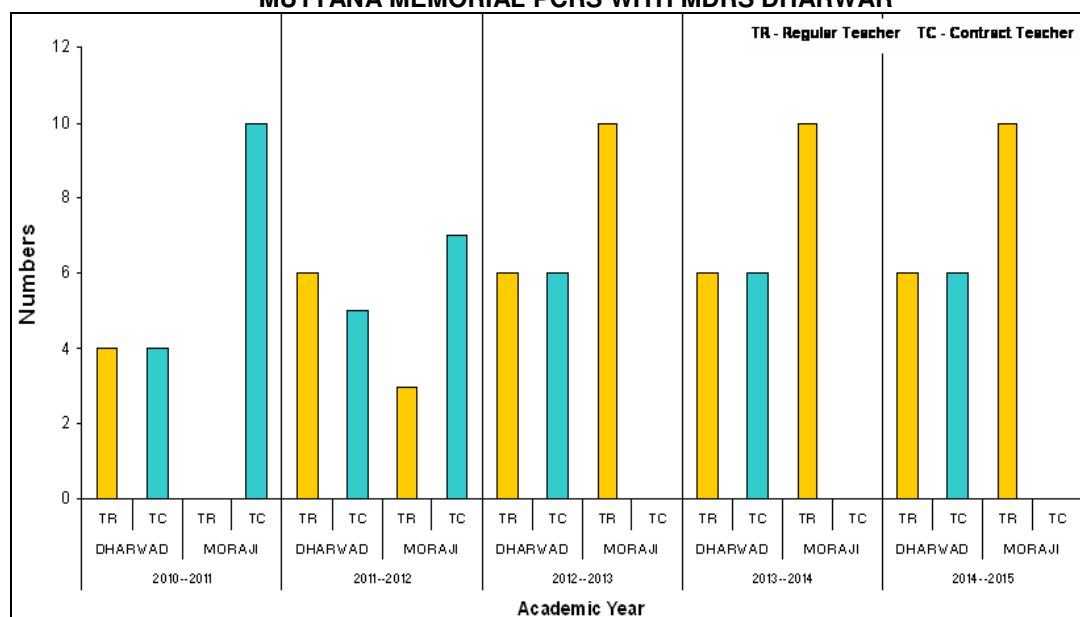
- During the period 2010-11 to 2012-13, there was a decline in the number of admissions in Dhr PS. In the academic year 2014-15, there was a marginal improvement.
- There has been a steady increase in the number of admissions during the five year period in MDRS Dharwar.
- The number of admissions over the last five years is better in MDRS Dharwar in comparison to Dhr PS.

**(B) Grade X results****FIGURE 27: COMPARISON OF GRADE X RESULTS OF N A MUTTANNA MEMORIAL PCRS DHARWAR WITH MDRS DHARWAR**

- **Figure 27** clearly indicates that over the last five academic years, the performance of students at Grade X examination of Dhr PS is superior to the performance of students of MDRS Dharwar.
- The average percentage of students securing distinction in Dhr PS is higher than the average percentage of students securing distinction in MDRS Dharwar.
- Though the cumulative average percentage of students securing first class in the last five years is higher in MDRS in comparison to Dhr PS, the percentage of children who have obtained pass class and failed the examination was higher in case of MDRS Dharwar.

**(C) Staff details****FIGURE 28: COMPARISON OF THE RATIO OF NUMBER OF SECTIONS TO THE NUMBER OF STAFF OVER A FIVE YEAR PERIOD OF N A MUTTANA MEMORIAL PCRS DHARWAR WITH MDRS DHARWAR**

- Figure 28, indicates that there has been minor variations in the staffing pattern of MDRS Dharwar vis-à-vis Dharwar PS. Though both the schools have the same number of sections viz. 10, the Dharwar Police School has a slightly higher staff strength than MDRS Dharwar in the five year period.

**(D) Staffing pattern****FIGURE 29: COMPARISON OF THE STAFFING PATTERN OVER A FIVE YEAR PERIOD OF N A MUTTANA MEMORIAL PCRS WITH MDRS DHARWAR**

- Figure 29**, depicts, that during the academic year 2010-11, MDRS Dharwar had recruited only contractual staff.
- Over the last three academic years, MDRS Dharwar School has completely done away with contractual staff.
- In comparison to MDRS Dharwar, the Dhr PS over the past five years has had contractual and regular staff in the ratio of 50:50.



## **CHAPTER 4: MAJOR FINDINGS AND DISCUSSIONS**

On the basis of the data analyses, the following are the major findings of the study:-

**1. Study and analyses the profile of students' and parents and their status in the department. Identify characteristic features of the profiles. To understand the predominant strata of the Police Personnel admitting their wards to these schools.**

- Majority (80% to 90%) of the Police students studying in each of the three Police Schools were wards of Police Constables. Less than 10% of the Police students in each of the three Police Schools were wards of Head Constables. Wards of ASI / PSI / ASP and DSP constituted less than 5% of the total strength of Police students in each of the three Police Schools.

**2. Study and analyze present Teacher- Student ratio being maintained in each of these schools and identify variations/deviations from the established norms, including identification of reasons for such deviations.**

- In the year 2014-2015, Teacher-Student ratio was 1:27 at Mys PPS, 1:24 at Kor PPS and 1:17 at N A Muttanna Memorial PCRS Dharwar. The ideal Teacher- Student ratio is 1:15. However, it is not uncommon to maintain a ratio of 1: 25 (Number of teachers to number of students) or 1:30 in Private schools for creating a financially viable model. Dearth of competent qualified teachers, limited spectrum of curricular programmes and additional financial burden on salary expenditure were the reasons cited by the principals of Mys PPS and Kor PPS for deviating from the prescribed norms of Teacher-Student ratio.

**3. Study and review present staff strength vis a vis number of classes and students in each of the school, carry out critical analysis of adequacy of teaching staff vis-à-vis standard norms and ideal staffing pattern required. Also study the staffing of similar schools in the vicinity with a comparison between PPS and other schools and identify deficiencies.**

- The number of teaching staff in Mys PPS and N A Muttanna Memorial PCRS Dharwar were less than the prescribed norms of the CBSE (For every two

sections three teachers) and the State Board respectively. However, there may not have been any significant impact of this deviation on the quality of teaching- learning environment as the number of children in the higher sections (Grade VII and above) were below the required class strength of 30-35 students. In Kor PPS, the number of teaching staff in the academic year 2014-2015, satisfied the CBSE norms.

During the academic year 2014-15, contractual teaching staff constituted 50% of the total staff strength in Mys PPS and N A Muttanna Memorial PCRS Dharwar, while it was around 20% in Kor PPS.

As stated in the limitations of the study, the study of the staffing pattern of a neighbouring school could not be taken up.

**4. Carry out a comparative study of the fee structure adopted by individual schools for different classes, review the basis for the same and identify variations among the selected schools and rationale for such differences.**

- Each of the two Police- Public Schools had designed its own fee policy on the basis of the projections of the number of admissions in the first five years of its inception and the salary expenditure of the teaching staff. In Mys PPS, fee was collected under three broad heads of: (a) Building fund; (b) Admission fees; and, (c) Tuition fees. No significant differences were observed in the admission fee and tuition fee structure across Grades between Police and non Police Personnel. However, the Building fund paid by the wards of non-Police Personnel was three times higher than the amount paid by the wards of Police Personnel.

In Kor PPS, for the academic year 2014-2015, the fresh admission seekers in non-Police Personnel category paid higher admission fee than the fresh admission seekers in Police Personnel category, this amount being ten times higher. However, no significant difference was noted in the tuition fee between the two categories. Also, no significant differences were noted in the fees collected from wards of Police and non Police Personnel under different heads like Computer fee, Diary fee, Identity card fee, Medical fee, Sports fee, Magazine fee, Pupil fund fee and Examination fee.

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The differential fee structure provided for a financially self sustaining model in Mys PPS and Kor PPS.

**5. Identify whether there are provisions for Right to Education and that of cooked mid-day meal and Ksheerbhagya scheme.**

- The Mys PPS and Kor PPS are covered under the RTE act from the year 2013- 14. Mid- Day meal facility is provided at N A Muttanna Memorial PCRS Dharawar. Rice and curry is provided to the school daily under the Akhshya Patra scheme.

**6. Review the Grade X results of the three Police schools.**

The performance of wards of Police Personnel in the Grade X examination over the last two academic years (2012-13 and 2013-14) has been superior to the performance of wards of non Police Personnel in Mys PPS. Higher percentage of Police wards had secured distinction and first class in comparison to non-Police wards.

In Kor PPS, higher percentage of wards of Police Personnel had secured distinctions in the academic year (2012-13 and 2013-14) in comparison to wards of non Police Personnel.

In N A Muttanna Memorial PCRS Dharwar, a drop in the percentage of students securing distinctions and first classes was observed in the year 2013-14 in comparison to the academic year 2012-13.

**7. Assess the satisfaction index of teaching staff in discharging their responsibilities and imparting quality education.**

- Teachers of Mys PPS, Kor PPS and N A Muttanna Memorial PCRS Dharwar expressed that their job as a teacher was challenging due to lack of support from the parents in the education of the child. Teachers shared that they needed more support in the form of resources and training in making learning more joyful for children. Teachers of Mys PPS and N A Muttanna Memorial PCRS Dharwar expressed dissatisfaction with the pay scales and the benefits offered by the management. They wanted vertical growth, job enrichment and collaboration with other Police Schools.

The contractual staff at Mys PPS and Kor PPS articulated that they felt insecure in their job and unhappy with the pay package offered to them. However, teachers of all the three Police Schools expressed that they did not allow paucity of resources or their job dissatisfaction to hamper their curricular transactions.

**8. Study the availability of infrastructure in terms of premises, classrooms, library, playground, labs and others like sports, curricular activities and other facilities, in each of the schools, identify shortcomings/ inadequacies in infrastructure availability, including the assessment of the problems and constraints for smooth functioning of the schools for want of adequate facilities.**

- All the three Police Schools lacked a vision statement. The absence of a vision statement has diluted the focus of curricular programme.

Infrastructure of all the three Police Schools needs to be enhanced to provide quality education. The infrastructural facilities at Kor PPS were found to be better than Mys PPS. Kor PPS had well organized science lab, a well maintained, organized library and an upcoming language lab. Technology enabled classrooms were absent in Kor PPS and Mys PPS. No organized rooms for creative expressions like dance, music or art were seen in both the schools. The absence of these facilities is a hindrance in the smooth functioning of the school and in the overall development of the students.

The facilities at N A Muttanna Memorial PCRS Dharwar were below the required standards and is severely impacting the quality of educational delivery. Classrooms were poorly lit with lack of proper ventilation. Though the sports rooms had different sports equipments like volleyball, basketball, lazim, dumbbells etc, there were no proper storage racks for the sports equipment. Science laboratory was not organized. More than 65% of the books in the library were text books. The hostel was in a pathetic shape with poorly maintained dormitory rooms, no proper ventilation, absence of storage racks, broken toilets and insects in the dining area.

All the three Police Schools lacked a well developed sports ground. No facilities were created for adventure and risk taking activities in spite of the large grounds that each of the schools enjoyed.



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**9. Carry out qualitative assessment of the satisfaction levels and perceptions of the students and their parents about the school in terms of infrastructure and other facilities. Draw a comparison between PPS and other schools in the vicinity with similar size and strength of teachers and students, identify shortcomings.**

- Students at Mys PPS were extremely happy with the school programme. They expressed that the school had provided them with lots of opportunities to explore their talents. Parents of wards of Police Personnel too expressed happiness with the school programme. They however wanted the school to provide for technology enabled classrooms and lay more emphasis on music, dance and other forms of creative expressions.

Students and parents of Kor PPs wanted improved infrastructural facilities like smart classes, computer lab with advanced computers and an auditorium. They were happy with the activities conducted in the school.

Students of N A Muttanna Memorial PCRS Dharwar expressed unhappiness with the quality of infrastructure. They mentioned that the classrooms, computer lab and the library were below the average standards. Parents too expressed unhappiness over the hostel facilities and the infrastructure of the school.

The Presentation school, studied as a parallel school to Mys PPS is affiliated to CBSE board. It had a fee structure similar to Mys PPS. Infrastructure was good with well developed library, laboratory and an advanced computer room. The school had technology enabled classrooms. No information could be obtained on the sources of income for the school.

A comparative study of Kor PPS with a school in the vicinity could not be done as the school managements did not grant permission to the researcher to conduct the study.

**10. Study and review the present system/ arrangements in respect of teacher training programmes and up gradation of their teaching skills**

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**and faculties and identify shortcomings in the present system and suggestions for improving the quality of teaching in these schools.**

- Each of the three Police Schools had its own arrangement for teacher training and skill up gradation. Teachers of Mys PPS and Kor PPS underwent 3-6 training cycles every academic year on topics related to classroom practices. The training programmes were conducted by private organizations and individual consultants.

The training programmes were organized for a duration of one to three days depending on the selected module for training.

The training programmes for teachers at N A Muttanna Memorial PCRS Dharwar were conducted by the DIET and DSERT.

None of the three schools had adopted a 'Need assessment policy' to identify the areas for training. Also, there was no specific methodology to identify the extent to which the teachers were transferring the skills learnt during training to the classrooms.

**11. Review the overall development of students of the three Police Schools.**

- The overall development of the students of Mys PPS was good. The confidence level of the students was high. They had good communication skills and could articulate their thoughts very clearly. Ample opportunities were given by the school to the students to explore their talents. Students had bagged many prizes in interschool educational and cultural programmes and at district level sports competitions.

Students of Kor PPS were confident and displayed good communication skills. They had participated actively in educational and cultural competitions at interschool and district levels. However, the participation of students in sports competitions at district, state and national level was found to be low.

The students of N A Muttanna Memorial PCRS Dharwar had problems communicating in English. Majority of the students lacked the confidence to freely express their thoughts. The physical development of the students was good. Participation of the students in sports events was high in comparison

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to educational and cultural events. Students had bagged many prizes at state and national level sports competitions.

**12 Carry out a critical study of the present rationale and basis of determining the fee structure and other charges being collected from the students and compare the overall cost of education to the Police Personnel. Also, hold interactions with the parents, guardians, teachers and students on the fee structure and the overall cost of education to the wards of Police Personnel vis-à-vis others. In other words, carry out a quick opinion survey to identify the perceptions of stake holders about the cost aspects of PPS.**

- In MYS PPS, over the last five years, the wards of non-Police Personnel paid approximately three times more fees than the wards of Police- Personnel. Though both the categories paid almost the same tuition fees and admission fees, there was a differential building fund fee collected from the Police and non-Police Personnel. The Police Personnel paid one third of the building fund fees charged to the non- Police Personnel.

In Kor PPS, the fee difference between the new admission Police wards and non Police wards in the academic year 2014-2015 was approximately Rs 33, 000. The admission fees for the non-Police wards was almost ten times higher than the Police wards. The fee difference in the academic year 2014-2015 between the regular Police and non-Police wards was approximately Rs 8000 . There were no differences in the fee collected under miscellaneous heads like computer fee, Diary fee, exam fees, sports fee, magazine fee, medical fee, pupil fund and identity card fees.

The fee difference between Police wards and non-Police wards in Kor PPS had steadily increased over the last five years. The difference was almost ten fold in the last three years.

Over the last two academic years, Mys PPS and Kor PPS has been maintaining their admissions at 30:70 ratio for non- Police wards and Police wards respectively.

The fee structure adopted by the schools has created an economically viable model in both the schools.

The overall cost of education to the wards of Police Personnel was found to be reasonable in comparison to the fee structure of a private school with similar infrastructure.

In Mys PPS, the parents of wards of Police Personnel expressed for a reduction in school fees citing that the school was a welfare institution run by the Police department. The non-Police parents articulated that the school should adopt a common fee structure for both the categories. Police and non Police parents expressed that the school should not charge admission fees every academic year. The teachers expressed that the fee structure for the non-Police wards should be increased.

In Kor PPS, the parents of wards of Police Personnel and non Police Personnel expressed satisfaction with the fee policy adopted by the school. Teachers did not express any specific opinion on the fee policy.

**13 Make an attempt to assess the number of students pursuing higher studies, particularly, engineering and medicine, after passing out from the PPS.**

- There is no Alumni Association in the three Police Schools. The information about the ex-students were obtained from the Principals of the concerned schools. It was mentioned by the principal of N A Muttanna Memorial PCRS, Dharwar that an ex-student was pursuing civil service. The principal of Kor PPS expressed that, some of the students were pursuing professional courses. *The reliability of the data could not be established.*

**14. Seek the opinion of the students, their parents/guardians/ teachers on Police-Public schools being modeled like Sainik Schools**

- The students, parents/ guardians, teachers unanimously expressed that the wanted the school to be modeled in the lines of Sainik School.

**15. Draw a comparison between the Police- Public School and another school in the vicinity with respect to student strength, number of teachers, fee structure and infrastructure.**

- The Presentation School, studied as a parallel school to Mys PPS is affiliated to CBSE board. It had a fee structure similar to Mys PPS. Infrastructure was

good with well developed library, laboratory and an advanced computer room. The school had technology enabled classrooms. No information could be obtained on the source of income.

**Note: Objectives number 16 and 17 addressed under Discussions**

**In case of N A Muttanna Memorial PCRS Dharwar**

**18.** Review the pattern of funding to this school by the Government of Karnataka and the basis thereof and determine whether the present quantum is adequate to manage the school effectively and efficiently and whether the present norms are in, keeping with the need for imparting quality education.

- The salary grants showed a decline over a four year period viz 2010-11 to 2013-14. In the year 2014-15 there was a increase in the salary grant. There has been a steady increase in the non-salary grants over the five year period. The present grant provided by the GOK is not sufficient for imparting quality education. **No data on utilization of the grant was provided by the school**

**19. Study the trends of students seeking admissions in this school vis-à-vis actual availability of seats and number of outsiders and Police wards whose applications were not considered for admission and explore feasibility of reserving certain number of seats for wards of general public and if so determining percentages.**

- The school admits only wards of Police Personnel. The number of applications received for admissions has not crossed 110 in the last five years. Almost 70 % of the applications received were converted into admissions in the academic year 2014-2015. The total strength of the students has not reached the requisite number of 250 as specified in the GO of 1997.

Majority of the Students admitted over the last five years were wards of Police Constables. The wards of Head Constables formed less than 21% of the total Police Students admitted in each academic year. The maximum rank in the Police department, who had admitted their wards to the Police School (in the academic year 2014-15), was ASI/PSI

(Feasibility of reserving certain number of seats to Public mentioned in Discussions)

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**20. Compare the results, Teacher- Student ratio, infrastructure facilities, hostel accommodation, mess facilities and satisfaction perception of students and parents with Morarji Desai Residential School, Dharwar.**

- Over the last five years, N A Muttanna PCRS Dharwar had a higher percentage of students securing distinctions than MDRS Dharwar. There were also lesser percentage of pass classes in N A Muttanna Memorial PCRS Dharwar in comparison to MDRS Dharwar.

Infrastructure in terms of building, classrooms, laboratory, Library was superior in MDRS Dharwar in comparison to N A Muttanna Memorial PCRS, Dharwar. The hostel facilities at MDRS Dharwar were also superior to N A Muttanna Memorial PCRS Dharwar with bunker beds, clean toilets and well maintained hostel rooms. The hostel at N A Muttanna Memorial PCRS, Dharwar was in a pathetic shape with poorly maintained dormitory rooms, no proper ventilation, broken toilets and insects in the dining area. There was no proper monitoring of the study time. Medical facility at the hostel premises was basic. The reporting system to parents was a major concern.

The above conditions are detrimental to the educational and emotional development of students.

No significant difference was observed in the staffing pattern between the two schools.

Both the schools gave lots of emphasis on sports. Students had bagged many prizes at District and State level competitions. MDRS Dharwar students had bagged an award for their environmental friendly practices.

**Additional objective**

**21. Study the Government High School, Police Colony, Magadi Road in terms of infrastructure, students admission and facilities available.**

- The Government High School located in Police Colony; Magadi Road is on half an acre of land. The school has a ground but had no organized facilities for games. The school had an AV room and a well organized library with more than five thousand books. The computer lab was non-functional.

The number of students seeking admission to the school had reduced over the last three years with a decline in Kannada medium students. The reason cited by the principal was the opening of Government schools in the vicinity. Wards of Police personnel constituted less than 10% of the total student strength over the last three years.

## DISCUSSIONS

### A. Rationale on seat reservation in PPS model

A certain percentage of seats should be reserved for the children of non-Police Personnel. It is a proper academic decision. The reservation should be a minimum of 15% and a maximum of 20%. They should be selected only on merit. These children bring in a desirable sense of competition. They also bring with them a different home environment. If the entire class has children coming from only Police families, the home culture, the kind of discussions and attitudes tend to get into a kind of a standardized mode. A new form of lifestyle, different home culture and aspirations can kindle a new set of possibilities. This is a distinct advantage for the children of the Police Personnel. The spin off benefit is that these 'other' children also develop a sense of appreciation about the Police department and also about tough life that the Police Personnel face.

The number of such seats reserved should not be so small that they do not make an impact and not high to deny opportunities to the children of the Police Personnel. However, the 'other' children can be admitted only when there are no seekers from the Police staff. After admitting all the children of the Police staff, the remaining seats can be filled to an extent of 15% or a maximum of 20%. 15% is not an arbitrary number. It is good enough for cross fertilization of ideas and thoughts and not too much to dominate the classroom environment. In fact 15% is the standard followed in most of the reservations in India and outside.

### B. Suggestions for making the Police Schools more effective

#### Administrative:

1. Each school is managed and directed by an officer of the rank of Superintendent of Police (SP). Naturally, it would work effectively or otherwise depending on the leader's commitment, interest and efficiency. An institution is just as good as the leader. But a single leader makes the institution highly vulnerable. The organization is stable and consistent only when it is process-centric and not

person- centric. It is better to have a **Central Cell** to oversee all the functions of the schools, located at Bangalore. It would be the responsibility of this cell to manage the administrative and academic functions of the schools. The administrative wing of the **Central cell** would monitor administrative aspects of all the schools uniformly. The respective SP's could be the chairmen of the school governing council. All the three schools, and probably, many others to follow, should be governed by standard service rules and regulations.

2. Salaries and perks offered to the staff should be uniform in the three Police Schools and be comparable, at least to the ones offered by the State Government. Otherwise, it is difficult to attract talented staff at a time when getting a good teacher is a real challenge.
3. The principal should be given sufficient free hand to manage the school, free from frequent interferences. Teachers may need different type of handling, not in generally perceived style of the Police department.

#### **Academic:**

1. There should be an Academic Director with a couple of support staff to monitor the academic rigor of the schools. Selection of the teachers, periodic monitoring of their performance, documenting the feedback from the principals, should be the responsibility of the academic wing of the **Central Cell**. Another major responsibility would be to identify the training needs of the faculty and organize high quality, regular and periodical training to the teaching staff. This is the best way to keep the motivation and the enthusiasm sustained.
2. Principals have to be given good exposure by sending them to top class institutions for leadership training and also to arrange visits to some of the established institutions elsewhere to absorb best practices.
3. Organize exchange of teachers and students within the group of Police- Public schools.

#### **C. Is this the only model to educate Police children?**

It is not appropriate to state that having Police Public Schools is the only way to provide affordable, good education for the children of Police Personnel. But, certainly it is an assured method.

The challenges for a Police career are enormous and completely different from other jobs. They live in a civilized society with the sole aim of disciplining uncivilized elements. Some of the challenges they face are:

- (a) Their job issues supersede family matters.



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- (b) They have to shield their loved ones from ugly realities.
  - (c) They have very little option other than suppressing their emotions.
  - (d) Police officers often overgeneralize authority on the job to authoritarianism in the home leading to a disturbed home life.
  - (e) Shift and uncertain schedules, constantly interacting with criminals and offenders, frequent transfers and negative stereotyping of a Policeman, by the community, as a 'bad man' creates such a huge pressure on the officer that he would not be able to devote that quality attention to his family as expected of a responsible householder.

In such a situation, it is imperative that the government must support them in the form of assured quality education in the immediate neighbourhood. In this context, Police Public Schools serve as a blessing.

There could be an argument that if Police people want special schools for their children, then, people from every department may also ask for a similar benefit. That is ill founded. Police force is a totally different context. They are soldiers in a civilian society. If our soldiers need special attention, Police people also deserve it.

The idea of reserving a few seats in private schools or reimbursing the fees in good private schools theoretically appears sound. Anyone who has to run from pillar to post to secure one seat in a reputed private school would understand that it is better said than done. In a situation where everything depends on the marks alone, barring a few exceptions of children who secure high marks, others would face insurmountable challenges in getting admissions in any neighbouring school.

It is appropriate to make the Police-Public Schools to have a standard fee structure in all their schools. They may have differing/higher fees for 'other' children. They must all accept a common curriculum and the 'Central Cell' should ensure better management than the Government department.

#### **D. Sustainability of N A Muttanna Memorial PCRS Dharwar**

Having only 50 students at the entry level and the entire school to have less than 250 students is not a sustainable model. It should be developed into a day

school with a hostel attached rather than an exclusive residential school. It should be run like the Mysore and Bangalore schools, with an additional facility of a hostel. Gradually the number of students in the hostel should at least be one hundred. Like the other schools, this school also can have 15%-20% of the seats reserved for outside children.

## ***CHAPTER IV: RECOMMENDATIONS AND CONCLUSIONS***

Police-Public Schools is an assured model for providing affordable education. It is a kind of emotional assurance and an incentive for the hard working Police Personnel. The three Police Schools in existence need fine tuning and also a process-centric approach to make them more visible and effective, so that the other Police Schools which may follow in the years to come, would be governed by a set of transparent well defined rules.

On the basis of the major findings of the detailed study, the following recommendations are suggested for each of the Police Schools:-

**Major findings of the study, as were presented and approved at the 20<sup>th</sup> Technical Committee meeting of KEA, Chaired by Secretary Planning, Govt. of Karnataka, meeting held on 21<sup>st</sup> September 2015, are as follows:**

1. Each of these three schools is virtually functioning in isolation with no academic collaboration or commonality in governance, in spite of the common purpose for their establishment. The teachers, students, administrative staff and parents have never had a common forum for meeting.
2. The Police Schools were established to provide quality education at an affordable price. Study reveals that all the three schools need to lay more emphasis on systematizing their processes for achieving the goal of quality education. Though the efforts are being put in this direction, additional focus needs to be given on building quality teaching-learning facilities and in enhancing the curricular programme. This need is highly pronounced in case of N A Muttanna Memorial Police Children's' Residential School, Dharwar, where the school infrastructure and hostel facilities were far below the average standards to support student development.
3. The primary beneficiaries from the Police Schools are the wards of Police Constables of the department. Wards of Head Constables, Police Sub-Inspector and Assistant Sub- Inspector constituted less than 15 % of the of the total strength of Police students over the last five years.
4. No extra niche was seen in any of the Police Schools that could be called an exclusivity of Police Schools. The functioning of Police Schools were no different from any Private School except that they enjoyed a large campus. Emphasis on physical development activities, risk taking adventure activities or activities instilling self discipline and team work were low.

5. Majority( 80%) of the teachers of the three Police Schools wanted improved job conditions in the form of better pay packages, incentives, regular skill upgradation and vertical job mobility.
6. Heads of the three Police Schools had limited freedom in school governance. All the major decisions related to academic and administrative governance were managed by the Executive Secretary of the school governing body.
7. In N A Muttanna Memorial PCRS Dharwar, the GO drafted in 1997 has created a non-maneuverable model in terms of student intake, the classes run and the Board of affiliation.
8. In Mysore and Koramangala PPSs, the overall development of students in terms of their personality and confidence was good and comparable to any good private school.
9. The 70:30 ratio of distribution of students for Police and non-Police wards respectively with a differential fee structure was found to be a financially viable model for managing the salary and non-salary expenses of these two schools
10. In case of N A Muttanna school Dharwar, the number of applications for Kannada medium has been reducing due to students' parents preference for English Medium courses..

**On the basis of the findings, the following recommendations are suggested:**

Police-Public School is an assured model for providing affordable education to wards of police personnel.. It is a kind of emotional assurance and an incentive for the hard working Police Personnel. The three Police Schools in existence need fine tuning and also a process-centric approach to make them more visible and effective, so that the other Police Schools which may follow in the years to come, would be governed by a set of transparent well defined rules.

**(A) Recommendations to the Mysuru Police-Public School**

- Design the mission and vision statement of the school on the lines of Sainik Schools.
- Provide for better infrastructure in the form of smart boards, language lab, library, music, art room and adventure activities on the play ground.
- Build academic excellence through regular Professional Development programmes for teachers.
- Provide for improved working conditions for teaching staff by creating regular Posts for teachers and providing pay packages on par with the teachers of Government schools.

- Provide for transparency in governance by forming a School Management Committee as per the CBSE norms. Hold two to three meetings every academic year and incorporate their suggestions.
- Create a model of school governance which is process- oriented.

#### **(B) Recommendations to the Police-Public School Koramagala**

- Include academicians from Kendriya Vidyalaya , Jawahar Navodaya Vidyalaya and other eminent institutions in the School Education Management Committee to enhance the overall quality of the school programme.
- Provide autonomy to the principal for planning, implementation and evaluation of the school programme.
- Create a process- driven model to ensure that a change in Executive Secretary of the school does not impact the functioning of the school.
- Lay more emphasis on sports activities by creating sports facilities at par with international standards. Introduce adventure sports to build team work, risk taking and stamina in children.
- Form a Students Council to bring in democratic governance.

#### **(C) Recommendations to N A Muttanna Memorial Police Children's Residential School, Dharwar**

- Enhance the communication skills of students by introducing English Language Improvement Programme across all grades of both Kannada and English medium.
- Introduce an activity based curriculum where by students are involved in a joyous learning process.
- Enhance the quality of teaching- learning programme by upgrading the science laboratory, computer laboratory and the library.
- Introduce life skill classes for all students across different grades.
- Improve the hostel facilities and provide clean and hygienic physical environment for the students..
- Provide for additional qualified wardens for educational and psychological support to the hostel children.
- Lay more emphasis on educational and cultural activities. Provide more opportunities for children to participate in intra -school and inter-school educational and cultural programmes.

- Form a Students Council and a School Management Committee to introduce democratic school governance.
- It is recommended to revisit the GO of N A Muttanna Memorial Police Children's Residential school and reconstitute the 18 year old governing body.
- Create a Day Boarding- cum Residential School for a financially viable self sustaining model.
- In view of reducing demand for Kannada Medium courses, there is need to revisit the policy of earmarking the number of students to be admitted for Kannada Medium courses.

### **Recommendations for all the three Police Schools**

- Bring all the Police Schools under one umbrella/ apex body with the respective SP's forming a part of the governing council to ensure uniformity in academic governance and administrative matters.
- Create a Central Cell to govern the curriculum of all the Police Schools and ensure quality delivery.

### **CONCLUSIONS**

- ✓ The evaluation of the three Police Schools reveals that Police-Public school is an assured model to impart affordable quality education to the wards of Police Personnel. These schools are a solace for the hard working Police man who is freed from the worries of educating his wards. With escalating cost of education coupled with a lack of quality assurance in both government and private schools, the Police-Public School is a model to stay.
- ✓ However, these schools need to be envisioned to bring in a beautiful synthesis of academic excellence and deep rooted Indian values. Presently, each school is working as an individual entity struggling to put its processes in place. As the schools lift themselves from one phase of development to a higher phase, it becomes imperative to create a more cohesive model, that shelters these schools from academic and administrative vagaries and build on a system that nurtures the blooming of these schools. The schools should enhance their curricular programme

and deliver a high quality educational programme to attract a wider strata of student population.

- ✓ Depending on the need similar PPS could be replicated in other districts of Karnataka to provide affordable education to the wards of lower wrung of Police Personnel. A financial model needs to be created wherein the dependence on the government is minimal.

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## ***APPENDICES***

- APPENDIX-A*** SCHOOL PROFILE QUESTIONNAIRE
- APPENDIX-B*** TEACHERS' OPINIONATIVE TO MEASURE PERCEPTION ON QUALITY OF SCHOOL PROGRAMME
- APPENDIX-C*** WARDS OF POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTION ON QUALITY OF SCHOOLING
- APPENDIX D*** WARDS OF NON- POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTION ON QUALITY OF SCHOOLING
- APPENDIX E*** PARENTS OF WARDS OF POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS ON QUALITY OF SCHOOLING.
- APPENDIX F*** PARENTS OF WARDS OF NON-POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS ON QUALITY OF SCHOOLING.
- APPENDIX G*** QUESTIONNAIRE TO ASSESS THE HOSTEL FACILITIES AT N A MUTTANNA MEMORIAL POLICE CHILDRENS' RESIDENTIAL SCHOOL DHARWAR.



**APPENDIX-A: School profile****SECTION A****Instructions:**

1. **Do not leave any question unanswered.**
2. **Provide authentic and clear information.**
3. **In case options are provided for specific questions, encircle the appropriate option.**
4. **Add-on pages as per need**

General Information about the school		
1.	Name of the school	
2.	Address of the school with contact number	
3.	Web address	
4.	Year of establishment	
5.	Board to which the school is affiliated	
6.	Year of affiliation	
7.	Name of the principal with qualification	
8.	Number of years as principal in the present school	
9.	Type of school (encircle the category)	Day school / Day boarding/ Residential / Day school cum Residential school
10.	Funding for the school ( may encircle more than one option)	Government/ unaided / Grant sanctioned by the government / Police Welfare fund/ Individual donors
11.	Land	Private / Government / Police department
12.	Area of land available for school	
13.	Names of the trustees running the school with designation ( Attach a separate sheet with details of Name; Designation and Contact details )	
14.	Strength of the school as on February 2015	
15.	Total number of children of police personnel studying as on February 2015	
16.	Total number of children other than that of police personnel as on February 2015	
17.	Classes run ( Mention the grades with number of section/s for each of the grade on a separate sheet )	
18.	Gender	Boys / Girls / Co-education
19.	Total strength of staff a) Teaching, b) Non-teaching and c) Support	
20.	Number of staff on contractual basis. Gradation pattern (please specify) a) Teaching,	

	b) Non-teaching and c) Support	
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**SECTION B****1. Distribution of students Grade- wise over the last 5 years (Mention numbers)****Refer to the following codes and indicate using the given codes**

**Followers:** FO; **PC:** Police Constable; **HC:** Head Constable; **ASI:** Assistant Sub inspector; **PSI:** Police Sub Inspector; **SI:** Sub Inspector; **Dy.SI** Deputy Sub inspector; **Dy SP:** Deputy Superintendent of Police; **ASP:** Additional Superintendent of Police; **SP:** Superintendent of Police; Others –Oth (Other than Police Personnel wards, *kindly specify*)

Grade 1	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total
2014-2015											
2013-2014											
2012-2013											
2011-2012											
2010-2011											
Grade 2	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total
2014-2015											
2013-2014											
2012-2013											
2011-2012											
2010-2011											
Grade 3	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total
2014-2015											
2013-2014											
2012-2013											
2011-2012											
2010-2011											
Grade 4	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total
2014-2015											
2013-2014											
2012-2013											
2011-2012											
2010-2011											
Grade 5	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total
2014-2015											
2013-2014											
2012-2013											
2011-2012											
2010-2011											
Grade 6	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total

2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												
<b>Grade 7</b>												
	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total	
2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												
<b>Grade 8</b>												
	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total	
2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												
<b>Grade 9</b>												
	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total	
2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												
<b>Grade 10</b>												
	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total	
2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												
<b>Pre-school (Nursery, L.KG, UKG)</b>												
	FO	PC	HC	ASI	PSI	SI	Dy SP	ASP	SP	Oth	Total	
2014-2015												
2013-2014												
2012-2013												
2011-2012												
2010-2011												

## 2. Details of students application to students admission

Year	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Applications received from police personnel wards					
Applications received from non police personnel wards					
Number of Police personnel wards admitted					
Number of non police personnel wards admitted					
Total					

**3. Is the school admitting students under the RTE Act? YES / No**

If yes, Please provide the following details on year-wise admissions

Year	2014--2015	2013-2014	2012-2013	2011 - 2012	2010 – 2011
Wards Of police personnel admitted					
Others admitted					
Total number of seats allocated under RTE					

**4. Details of the Grade 10 results over the last 5 years (In case the school has passed out lesser number of batches than 5 ,then fill up details for that many years)**

Coding –PO –Wards of police children Oth-- Others

Year	No. of students appeared	DISTInCTION		FIRST CLASS		SECOND CLASS		FAIL	
		PO	OTH	PO	OTH	PO	OTH	PO	OTH
2013--2014									
2012-2013									
2011 -2012									
2010-2011									
2009-2010									

**5. Details of the staffing pattern**

Year	2014--2015	2013-2014	2012-2013	2011-2012	2010-2011
Total strength of students					
Number of regular teachers					
Number of contract teachers					
Posts vacant					
Number of administrative staff					
Number of posts not filled up in the administrative staff					

**6. Details of fees (Please provide details of the fee collected over the last five years under various heads). Example of some of the heads is provided. Please add more heads if need be Code—PO—Wards of police personnel; Oth--- Others**

Year		2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Tuition fee	PO					
	Oth					
Library fee	PO					
	Oth					
Caution fee	PO					
	Oth					
Medical fee	PO					
	Oth					
Books and stationary fee	PO					
	Oth					
Sports fee	PO					
	Oth					
Total	PO					
	Oth					

**7. Statement of income and expenditure over the last five financial years****8. Infrastructure Details (Please put a tick or cross on the basis of its presence or absence in the school)****8A. Distribution of classrooms (2014 – 2015)**

Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
No. of sections										
->										

**8B. Other facilities available in the school (2014 – 2015)**

Sr. No.	Facility	Put ✓ if available	Mention the number and type of resource
1.	Sports room		Give the types of equipment available with

			numbers
2.	Laboratory		Give the number and type of charts and models (separate lists )
3.	Computer		Number of computers with their configuration
4.	Library		Number of fiction, nonfiction, encyclopedia, textbooks of different publishers , educational magazines for children and teachers ,story books ( Provide separate data on each of it)
5	Activity room		Nature of activities done and its frequency per week ( mention the average number of visits in a week)
6.	Art and craft room		Mention the types of work done across grades( few sample names)
7.	Sports ground		Mention the activities conducted
8	Smart boards		Number of classrooms with smart boards

**9. Details of curricular activities in 2014-2015 (Add rows as per need)**

Sr. No	Name of the activity	Classes for which it is conducted	Frequency (in a week)	Number of students
1.				
2.				
3.				
4.				

**10. Details of the performance of students in the co curricular/Extracurricular activities at state, national and international level ( Mention participation and/or awards). Add additional rows for each year if**

Code participants as Po—wards of police personnel Oth- others

Year	Name of the activity/ programme	Number of participating students	Number of wards of police personnel participated	Awards obtained if any	Nature of award cash/etc trophy
2014-2015					
2013--2014					
2012--2013					
2011-2012					
2010-2011					

**11. Staff development programmes over the last five years**

Year	Name of the module	Number of teachers present	Duration	Organization conducting the programme
(Add rows if necessary)				
2014-2015				



2013-2014				
2012-2013				
2011-2012				
2010-2011				

### 12. Parent Teacher interaction programmes

Year	Name Of the programme	Number of parents present	Issues discussed	Actions taken if any
(Add rows if necessary)				
2014-2015				
2013-2014				
2012-2013				
2011-2012				
2010--2011				

### SECTION-C

#### 13. NAME WITH DESIGNATION OF CURRENT MEMBERS OF:

- a) Karnataka State Police Welfare & Education Trust. (PPS B & M)

S. No.	Name	Designation with contact No.	Member since when Date with year
1			
2			
3			
4			
5			
6			

7			
8			
9			

*Kindly Add-on rows as per need*

**b) Education Management Committee**

*Kindly Add-on rows as per need*

S. No.	Name	Designation with contact No.	Member since when Date with year
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

**c) Board of Directors (BoD) (PS, Dhward)**

*Kindly Add-on rows as per need*

**SECTION-D**

S. No.	Name	Designation with contact No.	Member since when Date with year
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

14. Technical Observation Notes by the Interviewer in consultation with Principal, Teachers, Students and Parents on School Specific issues raised by KEA in the TOR, viz.

**A) DHARWARD POLICE PUBLIC SCHOOL:**

- i. Can Public be used with the name?
- ii. If Yes, what measures are required to be taken by the authorities?
- iii. Whether school is able to manage its financial allocation made by the Govt.?
- iv. If not, what measures are recommended for the Govt.?
- v. Intake of students is only 50 each (25 Kannada & 25 English). How many applied and / or how many of them were denied admission?
- vi. How many wards of police were denied admission?
- vii. Should school reserve some percentage of seats to children of public as in the case of Bengaluru and Mysuru?
- viii. Any other issue in consultation with BoD, Principal and, Teachers

**B) BENGALURU & MYSURU POLICE PUBLIC SCHOOLS:**

- i. Though in Dharward School 100% seats are allotted to wards of police personnel, while the schools of Mysuru and Bengaluru are allotting 40% and 30% respectively to the children of others. Seek an opinion of Karnataka State Police Welfare & Education Trust and / or Education / Executive Management Committee why seats are being shared and what appropriate rationale need to be adopted for uniform %age sharing of seats between police & public?

Date: \_\_\_\_\_ Signature with Name of the Interviewer \_\_\_\_\_

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**APPENDIX-B TEACHERS OPINIONATIVE TO MEASURE PERCEPTION ABOUT QUALITY OF SCHOOLING**

**Instructions:**

5. The sample will comprise of 10% of the total teachers on roll having more than two years of experience in the target school.
6. Mode of sampling will be random.

Name of the school	
Address of the school	
Number of teachers on roll with more than two years experience	
Number of teachers sampled	

1. Do you feel satisfied in discharging your role as a teacher in Police public school?  
Yes / No
2. Provide reasons for your answer.
3. Are you happy with the pay scales offered to you?
4. Do you think your responsibility as a teacher is more challenging as compared to teachers of other (non-police) schools? Provide reasons for the same
5. Do you get opportunities to grow professionally and enhance your knowledge and skills?
6. Since the number of police schools is limited, do you think there is lack of opportunity to grow vertically in the organization?

7. Does the low fee structure actually hamper the availability of quality resources for quality teaching?
8. Are you provided with constant guidance and support for enhanced performance?
9. Do you think the children at Police Public schools have an edge over other school children
10. Provide reasons for your answer. If yes, how?
11. Have you traced the growth of your students once they pass out of your school? If yes, how are they faring in life.
12. Do you encounter problems of discipline among children ?
13. Should Police public schools run in the lines of Sainik schools? Substantiate your opinion with reasons.
14. Do you feel that student population should be more homogenous and have only wards of police personnel?
15. How are the wards of police personnel benefitting from this school? Are there any exclusive programmes to benefit this children?
16. Do you think that having non police personnel wards clashes with the objectives of the schools?
17. How often are the children of these schools interacting with the children of other police schools / and non police schools.
18. Do you think that putting the police Public schools under one umbrella will provide more growth and development for teachers and students? Provide reasons for your answers
19. Do you observe any difference in the development of police personnel wards and non police personnel wards?
20. Do you think more seats should be allocated to the wards of non- police personnel? If Yes, what percentage?

**Date:** \_\_\_\_\_ **Signature with Name of the Interviewer** \_\_\_\_\_

**APPENDIX-C: WARDS OF POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS ABOUT QUALITY OF SCHOOLING**

**Instructions:**

- 1. The sample will comprise of random selection of students who are wards of police personnel
- 2. Selected sample will be 10% of the total representation across grades of the target school

Name of the school	
Address of the school	
Number of children who are wards of police personnel	
Number of children sampled	

1. Do you like the teaching done in the school? Yes/ No  
If yes, what do you like best about your teachers?
2. What are the different activities in the school?
3. Do you feel that your school does more activities than other neighbouring schools.
4. Do you get opportunities to interact with children of other police schools/ non police schools?
5. Does the school provide you with opportunities to explore your talents?
6. Do you get additional help from your teachers in case you have difficulty understanding in the regular classroom/
7. Do you easily make friends with children whose parents are not from the police department.
8. Does the school arrange for programmes wherein you meet experts from different fields?
9. Do you use all the facilities available in the school for the students?
10. If given a chance, would you like to go to a different school? Give reasons or your answer.
11. Are you happy to be in Police- public school?
12. If I mention Police Public school what two things come to your mind immediately?

**Date:** \_\_\_\_\_ **Signature with Name of the Interviewer** \_\_\_\_\_

**APPENDIX-D: WARDS OF NON-POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS ABOUT QUALITY OF SCHOOLING**

**Instructions:**

1. The sample will comprise of random selection of students who are wards of non-police personnel.
2. Selected sample will be 10% of the total representation across grades of the target school.

Name of the school	
Address of the school	
Number of students on roll who are not wards of police personnel	
Number of students sampled	

1. Do you like going to your school?
2. Do you like the teaching done in your school?
3. What are the different activities done in your school?
4. Do you get opportunity to participate in all the activities?
5. Do you think that the school gives equal opportunity to all the children during different activities?
6. Which part of the school programme do you like the best and why?
7. Do you think that the school should introduce activities which are more adventurous and provide vigorous physical exercise?

8. Do you think the school is different from other schools in the neighbourhood? Provide reasons for your answer.
9. If there is one area that you would like to improve in your school , share the first thought that comes to your mind. ?
10. Do you utilize the facilities available in your school?
11. If given an opportunity, which school would you like to go and why?

Date: \_\_\_\_\_ Signature with Name of the Interviewer \_\_\_\_\_

**APPENDIX E: PARENTS OF WARDS OF POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS ABOUT QUALITY OF SCHOING**

**Instructions:**

1. The sample will comprise of random selection of parents of wards of police personnel.
2. Selected sample will be 10% of the total representation across grades of the target school

Name of the school	
Address of the school	
Number of wards of police personnel	
Number Of parents sampled	

Educational qualification	Number of mothers	Number of fathers
Illiterate		
Below PUC		
Graduates		
Post Graduates and other professional qualification		

1. Are you satisfied with the quality of education provided in the school?
2. Do you think that the school is providing good education in comparison to the fee that it is charging?
3. Apart from teaching, how is the school providing for holistic development of the child?
4. Do you think that more police personnel wards should get opportunities with this kind of education in other regions?
5. Would you like the school to be modeled like the sainik schools?
6. Do you think the schools should be exclusively for the police children. If no , how are your children benefitting by being with non police personnel wards?
7. Assume that another school in the vicinity also charges very low fee. Would you like to put your ward in that school? Substantiate your answers with reasons.

8. What other facilities would you like to see in the school that would benefit your child.
9. Do you feel that your child is developing in par with other children of neighbouring schools?

Date: \_\_\_\_\_ Signature with Name of the Interviewer \_\_\_\_\_

**APPENDIX F: PARENTS OF WARDS OF NON-POLICE PERSONNEL'S OPINIONATIVE TO MEASURE PERCEPTIONS OF ABOUT QUALITY OF SCHOOLING**

**Instructions:**

1. The sample will comprise of random selection of parents of wards of non- police personnel.
2. Selected sample will be 10% of the total representation across grades of the target school

Name of the school	
Address of the school	
Number of wards of non police personnel	
Number Of parents sampled	

Educational qualification	Number of mothers	Number of fathers
Illiterate		
Below PUC		
Graduates		
Post Graduates and other professional qualification		

1. Are you satisfied with the growth of your child?
2. What is the main reason for admitting the child to Police school?
  - a. Quality of education
  - b. Low fee.
  - c. Close to the residence
  - d. Good school culture
  - e. Infrastructural facilities
3. Mention one aspect of the school that you like the best?
4. Do you think the police schools should allocate more seats to non- police personnel? If yes, what percentage of total seats?
5. Do you think these schools should be modeled like Sainik schools over the years?
6. Do you feel the school should provide additional facilities for your child like food, hostel etc
7. Do you think the children are geared to compete with children of other schools in academic and non academic front.

8. Do you have any issues with the discipline of your child?
9. Do you wards mingle freely with the wards of police personnel?
10. Would you like to explore any other school in the vicinity for your ward. If yes why?
11. Do you think the infrastructure and facilities match with other neighbouring schools? Give reasons for your answer.
12. Does your wards appear for any additional competitive exams like the Olympiads conducted by other agencies?
13. Is your child getting a holistic school programme?

Date: \_\_\_\_\_ Signature with Name of the Interviewer \_\_\_\_\_

**Appendix G: EVALUATION OF THE HOSTEL FACILITIES OF N A MUTTANNA MEMORIAL SCHOOL AND MORAJI DESAI SCHOOL DHARWAD**

**A General Information**

1	Name of the school	
2.	Name of the principal	
3.	Year of establishment of the hostel	
4.	Total number of children in the hostel ( Provide 5 years data with grade wise break up)	
6	Total built up area of the hostel	
5	Number of wardens	
6	Type of accommodation	
7	Number of bathrooms	
8	Number of toilets	
9.	Source of drinking water supply	
10.	Facilities available( Put tick if available else a cross in the adjacent column)	
a.	Reading room	
b.	Library	
c.	Indoor games ( If available, mention the types of games)	
d	Outdoor games (If available, mention the types of games)	
e	Computer facility	
f	Gymnastics	
g	Internet	
h.	Telephone	
l	Locker	
ij	Medical ( If yes, mention the nature of facility)	

**B. Details of the Hostilities' routine from wake up to sleep time**

Sr.No	Time	Routine details



- (i) Total number of hours of study time in a week (Other than school hours)
- (ii) Total number of hours of recreational time in a week
- (iii) Total number of hours of play time in a week

**C. Details of dining facility**

- (i) Is the food prepared in the kitchen or is it out sourced?
- (ii) If prepared in the school kitchen, number of people involved in cooking and serving
- (iii) Number of children who can eat food in the dining hall at one time
- (iv) Mention the measures taken to maintain standards of food quality and hygiene.
- (v) How does the school ensure that the children get a balanced meal every day?

**(ii) Details of food served**

Sr. no	Nature of meal served	Time	Food Items served

**D. Discipline and its related concerns**

- (i) Have there been any major concerns in discipline among hostilities ? If Yes, how have the authorities dealt with it?
- (ii) What are the additional activities conducted to foster self discipline among children?
- (iii) How are the discipline related problems communicated to the parents?
- (iv) Has the school ever rusticated children on grounds of indiscipline?

**E Academic growth and development**

- (i) How many hours do children study in a day?
- (ii) Do they study independently or under supervision?
- (ii) Who provides them with academic support during the non school hours? How many hours of support do they get in a day?
- (iii) Are the school teachers involved in providing academic support to the children?

**F. Physical social and emotional needs of hostel inmates**

- (i) Is there a resident doctor and nurse on the campus?
- (ii) Does the hostel have a sick room with a nurse?
- (iv) Is there an emergency kit in the hostel
- (v) How often do the children have health check ups?
- (vi) What measures are taken to create health awareness?
- (vii) How do you ensure personal hygiene of students?
- (viii) How do you ensure good mental health of children?
- (ix) How often do children interact with the outside world?
- (x) How often do the parents meet the child and with hostel authorities?
- (xi) Do you conduct counseling sessions for parents and students?

**Date:** \_\_\_\_\_ **Signature with Name of the Interviewer** \_\_\_\_\_

EXTERNAL EVALUATION REPORT NO: 15 of 2015



**EVALUATION STUDY ON POLICE PUBLIC SCHOOLS RUN BY HOME  
DEPT. OF GOVT. OF KARNATAKA**

**LAST PAGE (Behind)**

