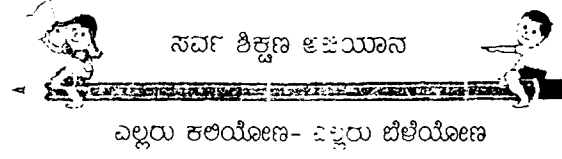


Sarva Shikshana Abhiyan Samithi – Karnataka

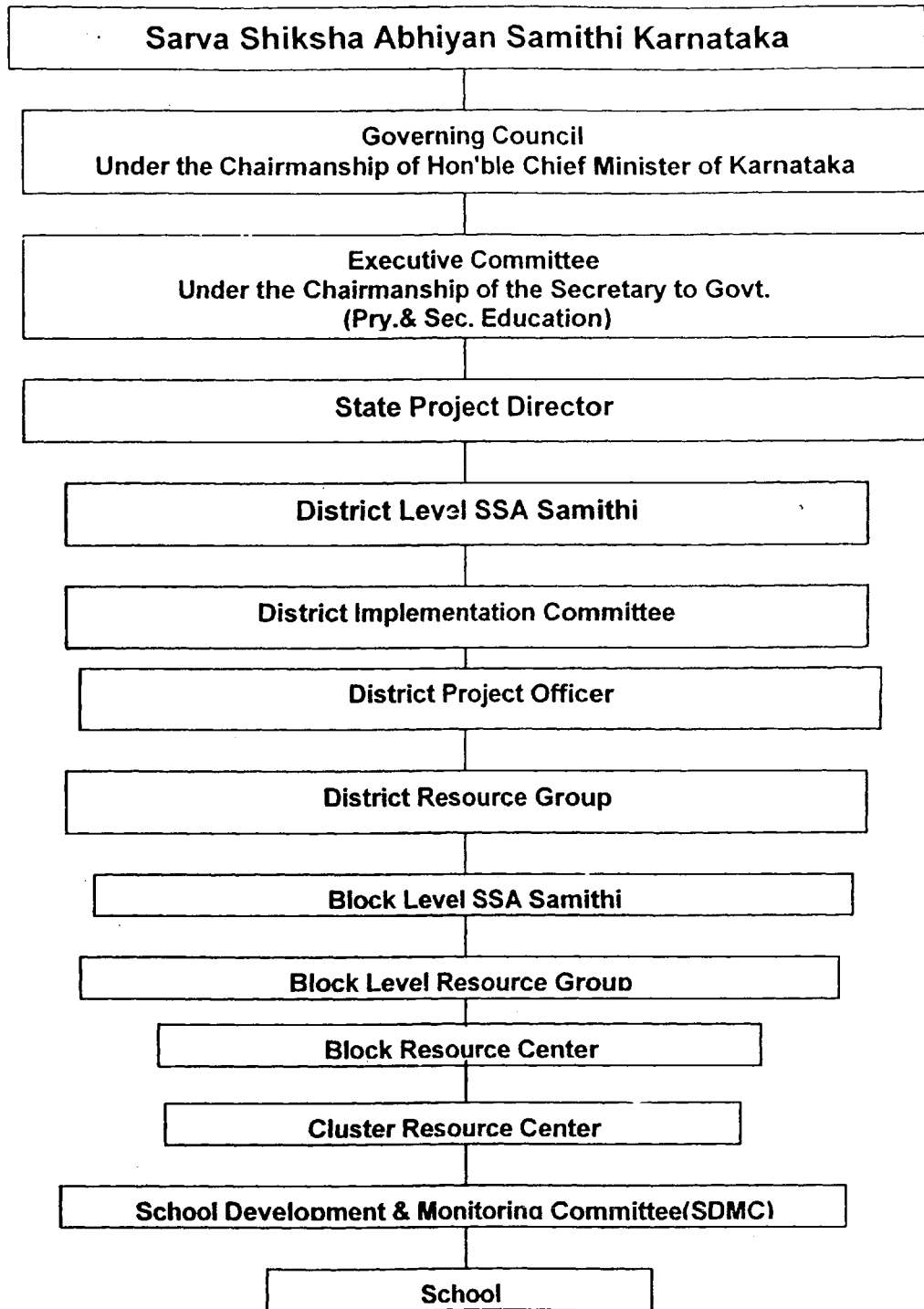


ANNUAL WORK PLAN FOR THE YEAR 2008-09

CONSOLIDATED STATE PLAN

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## ORGANOGRAM



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## *Chapter 1*

### *PREFACE*

Sarva Shikshana Abhiyan (SSA) in Karnataka State is entering its eighth year of functioning during 2008-09. Hardly two years are left for the realisation of the vision of all the goals of Universalisation of Elementary Education through the SSA Mission which is on a project mode. The years gone by have been virtually a race against time. Success so far constitutes a mixed bag. At the end of 2007-08, a sigh of relief can be expressed in regard to the SSA goals of access, enrolment and participation of children. Problems herein are residual. It can be confidently reported that by the end of the project period that these problems would have been fully addressed. Nevertheless, concerns of equity and regional parity persist and they need to be addressed in the coming years. The EMIS in Karnataka State reveals that non-enrolment of 6+ children in the State is a decreasing phenomenon. Even the volume of out of school children is phenomenally on the decline, while the identified children are brought under one or the other Alternative Education schemes.

However, the 'Quality-goal' is still eluding the efforts of SSA. Quality of schooling shall be the focus of planning and management during 2008-09 and also the following two years of the project period.

Karnataka State is happy about a few achievements during 2007-08. Census survey of school children was completed covering the whole State. The State has set up a quality monitoring organisation known as Karnataka State Quality Assessment Organisation (KSQAO), and SSA supported this initiative in a substantive measure. The results of KSQAO are being used for school Based Planning and Development. On the basis of this, a state-wide Remedial Education Programme on a Campaign mode known as "Kalika Andolana" has been launched during 2007-08. It is a matter of pride and satisfaction that, this being a departmental programme, every school / teacher in the State has agreed to work for

one extra hour a day without any remuneration. This commitment reflects a tacit acceptance of self-accountability by the teaching community.

In order to involve community in the qualitative improvement of their school, an unprecedented massive programme of capacity building of SDMC / CAC members, of the order of 6,50,000 members has also started and can be seen as a significant initiative of 2007-08. Further, to focus on the low-achieving areas, intensive patrolling of most backward districts, the North Eastern region of the State was done in regard to alternative / non-formal schooling strategies.

E-governance initiatives have been enriched during the year. It is incidentally noted that all the Districts of the State made a power point presentation of their plans for 2008-09 at the time of review and refinements by the State office.

Capacity of the State in regard to absorption of SSA plans for 2007-08 is noted to be well above the 90 percent mark. Each district plan was reviewed by the State team on various aspects such as internal consistency between district educational profile and proposed plan targets, fresh initiatives, identification and utilisation of convergent strategies across other Governmental departments and Non-Governmental Agencies, Capacity of the districts to meaningfully and efficiently use SSA support and the participative processes involved in planning.

It also needs to be noted that Karnataka has 32 educational districts and 202 educational blocks while the MHRD is currently considering 27 revenue districts and 176 revenue blocks. Two new revenue districts have been carved out during 2007-08. There is a need to honour the " educational districts / blocks" classification of the State in regard to management of schooling, specifically in regard to creation of supportive structures at District, Block and Cluster levels. The Unit costs for SSA programmes / activities have been revised. Such revisions have boosted the plan size by 55.72 Percent during 2008-09 while Rs. 27184.276 lakhs accounts for new interventions.

Several studies are being conducted to verify the efficacy of SSA interventions and also to implement lessons learnt. The study on the impact of the Kalika Andolana Programme, study on Teacher Absenteeism in the State, validation of Census of school children, Concurrent Evaluation of SSA project are some of the major Research projects sponsored during the year. The interim report on Teacher Absenteeism reveals that the absence of only 6 percent teachers is unauthorized, while 76 percent are present in school on unannounced dates by the research teams.

The plan estimates for 2008-09 for all programmes net of civil works is higher by 56.32 percent over the 2007-08 plan. It is hoped that the MHRD will take a positive view of the plan and estimates of the State.

State Project Director

## Chapter 2

### ACTION TAKEN ON THE 2007-08 PAB COMMITMENTS

#### ACTION TAKEN ON THE PAB COMMITMENTS

The State Government made the following commitments to improve the implementation of SSA in the State:

Commitments	Action taken																																																	
(i) 100% access to primary schooling by 2007-08. The State should open all primary schools, upper primary schools and addition of Class VIII sanctioned till 2006-07 by June 2007.	<p>1150 New schools have been opened, 189 EGS upgraded to PS, 1376 primary schools upgraded to UPS, and 5356 higher primary schools are added with VIII Std. up to 2006-07.</p> <p>During 2007-08, 603 New schools have been opened, 52 EGS have been upgraded to PS, 282 primary schools upgraded to HPS, and 88 higher primary schools have been added with VIII Std.</p> <p>In addition, transportation facilities are being provided to achieve 100% access.</p>																																																	
(ii) Reduction of all out of school children to zero by 2007-08 with a mandate to ensure universal enrolment during 2007-08.	<p>There were 90723 out of school children in the State during 2007-08 as per the Child Census Survey of March, 2007. Through the adoption of all the programmes under OOSC strategy, 77715 No. of children were enrolled in schools or alternative education. The residual children are being enrolled during the year through additional efforts.</p>																																																	
(iii) Reduction in drop out rate from 14.25% to 10% during 2007-08.	<p>A variety of initiatives for retention of children have been taken under SSA. The dropout rate has got reduced from 14.25% to less than 10% as per available EMIS estimates.</p>																																																	
(iv) Reduction in gender gap by 5% during 2007-08 from 2005-06 level of DISE.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">ENROLMENT</th> <th colspan="3">Gender Gap</th> </tr> <tr> <th>Year</th> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>Boys Ratio</th> <th>Girls Ratio</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>4396546</td> <td>4041364</td> <td>8437910</td> <td>0.5210</td> <td>0.48</td> <td>4.21</td> </tr> <tr> <td>2003-04</td> <td>4502054</td> <td>4138947</td> <td>8641001</td> <td>0.5210</td> <td>0.479</td> <td>4.20</td> </tr> <tr> <td>2004-05</td> <td>4528983</td> <td>4174706</td> <td>8703689</td> <td>0.5204</td> <td>0.479</td> <td>4.07</td> </tr> <tr> <td>2005-06</td> <td>4469905</td> <td>4174164</td> <td>8644069</td> <td>0.5171</td> <td>0.482</td> <td>3.42</td> </tr> <tr> <td>2006-07</td> <td>4520123</td> <td>4201525</td> <td>8721648</td> <td>0.5183</td> <td>0.487</td> <td>3.65</td> </tr> </tbody> </table> <p>The gender gap is reduced to 3.65 during 2006-07 from 4.21 during 2002-03. The implementation of NPEGEL and KGBV programmes is being intensified by strengthening of structures through the appointment of gender coordinators and by the implementation of community awareness</p>	ENROLMENT				Gender Gap			Year	Boys	Girls	Total	Boys Ratio	Girls Ratio	Total	2002-03	4396546	4041364	8437910	0.5210	0.48	4.21	2003-04	4502054	4138947	8641001	0.5210	0.479	4.20	2004-05	4528983	4174706	8703689	0.5204	0.479	4.07	2005-06	4469905	4174164	8644069	0.5171	0.482	3.42	2006-07	4520123	4201525	8721648	0.5183	0.487	3.65
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	programmes in the blocks with a high gender gap.
(v) Elimination of single teacher schools to the minimum level based on the enrolment of students and no schools without blackboard during 2007-08.	<p>Steps have been taken to eliminate single teacher schools to the minimum level based on the enrolment of students.</p> <p>According to 2006-07 EMIS data 3027 single teacher schools are there in Karnataka. As per State Policy the schools in Malnad area with less than 20 children will have single teacher.</p>
(vi) Completion of the following civil works in progress by June 2007: BRC - 1 CRC - 12 School Building- 683 Addl. Classroom: 12111 Electrification : 10111	All the works are completed except 4212 additional class rooms.
(vii) Efforts to enhance enrolment of girls from the minority community (Muslims) in KGBV schools.	<p>Steps taken to enhance minority community girls in KGBVs</p> <ul style="list-style-type: none"> <li>• Deputation of Urdu language teacher to the KGBVs with more than 10 Urdu speaking girls.</li> <li>• Issue of clear guidelines to the concerned blocks and Mahila Samakhya for the enrolment of 50% Minority community girls in each school.</li> <li>• Guidelines to conduct preparatory camps in the minority dominated areas for mobilising out of school minority community girls to enroll in KGBVs.</li> </ul>
(viii) Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools by July'07.	<ul style="list-style-type: none"> <li>• Information on Monitory data on State level formats for quality Dimensions under SSA, Karnataka has been sent on Dt. 23<sup>rd</sup> April, 2007.</li> <li>• The State specific comprehensive Quality Monitoring Tool based on EMIS/NCERT Tools is designed at the State Project Office and printed / supplied to the School / Block and District level for follow up.</li> <li>• A letter with Annexure consisting of some intervention has been sent to Prof. &amp; Head, DEE, NCERT on dt. 16<sup>th</sup> Jan, 2008.</li> <li>• The information in detail is being compiled and will submit the NCERT by the end of Feb, 2008.</li> </ul>
(ix) The State should ensure enhancement measured of achievement levels of children of class V by 20% above the level of KSQAO findings of 2006-07.	<ul style="list-style-type: none"> <li>• Analysis of KSQAO results has been made for schools which have secured result equal to 40% and below 40%.</li> <li>• Analysis of the performance of teachers and children has also been made.</li> <li>• By this analysis, slow learners were identified competency wise and made to sit accordingly in the classroom. Remedial teaching was done to these</li> </ul>



	<p>children either in the morning or in the evening one hour in a day.</p> <ul style="list-style-type: none"> <li>• A programme called 'Kalika Andolana" was started in November which focused on learning achievement of children.</li> <li>• Subject wise, Class wise difficult competencies were identified and accordingly School Academic Plan, Cluster Academic Plan, Block Academic Plan and District Academic Plan were prepared.</li> <li>• Issue of clear guidelines on the conducting special coaching classes for low learners.</li> <li>• Distance mode training was given on Remedial teaching</li> <li>• District level and Block level officers are giving guidance.</li> <li>• Based on 'Kalik Andolana" programme, Workshops and meetings are arranged at the block level and monitored.</li> <li>• This programme is in progress.</li> </ul>
<p>(x) Study on Teacher Absenteeism to be completed by 15<sup>th</sup> January 2008 along the lines of GOI's Terms of Reference. This will be necessary for the next years AWP&amp;B clearance.</p>	<p><b>The study has been initiated. It is entrusted through a tendering process to Catalyst Management Services, Bangalore. As of now (17.1.2008) an interim report has been submitted and is being processed. The final report is expected to be delivered by 31.3.2008. The findings of the interim report shall be used for the AWP&amp;B 2008.</b></p>
<p>(xi) (xii) Teacher accountability systems and mechanisms to be reexamined and redesigned to ensure: i) increments and promotions are contingent on (i) discernable and measured improvement in learning outcomes of school children in their charge (ii) use of better classroom practices which encourage child participation, are girl child friendly, remove caste/community basis in classrooms and which lead to overall increase in class learning achievement scores,</p>	<p><b>The introduction of School Academic Planning by the teachers themselves is a very promising step towards teachers assessing the learning outcomes in their schools and planning to improve the same. Kalika Andolana is a step that practically demonstrates the participation of the teacher willingly in a program charted out for measuring and improving learning gains among their pupils.</b></p> <p><b>These steps lead towards the evolution of a more formal and systematic approach towards accountability mechanisms which the state now is ready to examine and design.</b></p>

(xiii) teacher awards for teachers who conduct regular in-school remedial teaching with weaker students and enhance overall class achievement levels,	Amount for Remedial teaching is already released to the districts. The award for selected teachers will be given after the evaluation and at the end of March, 2008. For selection of Awardees, guidelines has been already issued and information given in the Teleconference also.
(xiv) Village Education Committee/PTAs/SDMC's etc. or equivalent bodies by law/rules to be amended to include specific classes to monitor teacher attendance; assessment of parental satisfaction with learning levels of children with respect to class teacher/subject teacher; frequency of parent teacher meets and sharing of children's report card, class work home work with parents; school functions held in which community/parents participated; occasions when parents/local community members/local women's groups must assist the school in distribution of free-textbooks, scholarships and other incentives school opening day for the academic session and after holiday breaks for winter/festival season etc., and	<p>The following measures have been taken :</p> <ul style="list-style-type: none"> <li>• On two scheduled days in a year every school in the State will share the report cards of all the students at a meeting of all the parents, community elders, the SDMC and Panchayath Members. This programme is known as 'Samudayadatta Shale', meaning thereby the school marches towards the community. The results of the school will be discussed by the parents and others on this day along with other concerns like full enrollment, retention and infrastructure.</li> <li>• This year, a new activity is being introduced in the direction of teachers' accountability. Standard wise, subject wise performance of the school as well as information on equity in the quality of this performance is provided to the SDMC by the Head teachers of the school - the Member Secretary of the SDMC, for discussion.</li> <li>• Efforts will be made to get these changes introduced in the by-laws of the SDMC as and when an elected Government is formed in the State.</li> </ul>
(xv) a system for recording teacher attendance with inputs from the community and the Block/district education officials.	As of now the responsibility & powers for monitoring attendance of teachers as well as sanctioning of leave to them is entrusted to the SDMC as per the present bye-laws.
(xvi) State budgetary provision for Rs. 324 crore has been provided presently in the State budget of 2007-08. Additional funds required to match the 50% of GOI share towards State Share over and above Rs. 325 crore will be provided by the State during 2007-08.	The State Govt. has provided a sum of Rs.337.64950 lakhs as against Rs.348.73001 lakhs. as per the previous funding pattern at 50:50 approved for 2007-08. As per GOI letter No. F. No.2-40/2004-EE.3 dated 25 <sup>th</sup> September 2007, the Revised Funding Pattern is 65:35 and the State Govt. has to provide only Rs.244.111000 lakhs. as its share. Thus, there is an excess provision of Rs.9353.850 lakhs. under State share for 2007-08.

<p><b>10. Points emphasized by PAB</b>  <b>(a) Performance Audit of C&amp;AG</b></p> <p>The State has to take appropriate action to regularize the procedural irregularities which have come to light in the Performance Audit Report of C&amp;AG. The following amounts are also, to be recouped to the SSA account from the State Government funds.</p> <p>(i) Rs. 4.3 crore – Diverted towards sports fee, sports fund, library fee  (ii) <u>Rs. 0.4366 crore</u> (Salary of teacher's)  <b>Total <u>Rs. 4.7366 crore</u></b></p> <p>(iii) The State has to take ex-post-facto approval of the PAB for re-appropriation of funds to the extent of Rs. 2.34 crore diverted from teacher's training and community funds towards innovative activities, community mobilization and computer aided learning.</p> <p><b>(b) IPAI Financial Review</b></p> <p>(i) Provision meant for newly recruited teachers under SSA was availed to meet the salaries of deployed/transferred teachers to fill up SSA post. The State has to work out the amount involved and recoup the amount to SSA account within two months.</p> <p>(ii) irregular drawal of salaries of regular existing teachers from SSA funds. The State should work out the amount involved and recoup the amount to SSA account within two months.</p> <p>The PAB emphasized that the action on the points at (a) and (b) above should be taken within two months.</p>	<p>i)The Audit has objected for reimbursement of Non-Governmental fees to the extent of Rs.4.30 crores. This was actually to the extent of Rs.2,00,26,584.00 and this amount has been adjusted out of State share released to the State Implementation Society.</p> <p>ii) Regarding Rs.0.4366 cr. objected to by the audit, this amount has also been adjusted out of the State Released to the State Implementation Society.</p>
<p><b>12. It was directed that the State should also satisfy the following conditions to avail of SSA funds:</b></p> <p>(xiii) The State Government should give a written commitment for meeting its share of the SSA outlay.</p> <ul style="list-style-type: none"> <li>• First installment of the State share should also be released to the State Society within one month of the releases of Central share to the State Society</li> </ul>	<p>It is already given to the PAB</p> <ul style="list-style-type: none"> <li>• First installment of State share of Rs.76.67 cr. has been released to the SIS on 16.8.2007 and fund has been adjusted to the SIS account on 5-9-2007.</li> </ul>

At least 50% of the teachers recruited should be female	Karnataka is following this as norm while recruiting teachers.
Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least the salary payment. The latter would monitor the attendance before releasing the salary.	Teachers grants are being releasing to SDMCs directly. Salary is being released to teachers through BEOs by DPOs.  Teacher Absenteeism study has been taken up to monitor the teacher attendance.
VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants and other such expenditures, which has to be incurred only through these bodies as per SSA norms.	This has been adhered to .
The State Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.	This is being also adhered to by the State Govt.
The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.	Proposals for release of 2 <sup>nd</sup> installment would be submitted to GOI only after satisfying this condition.
All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.	All staff are working on deputation from the Dept. of Public Instruction & Consultants, Computer Programmers & Data Entry Operators on working on contract through an agency.

## Chapter - 3

### STATE GENERAL PROFILE

Karnātakā pronunciation (help·info) (Kannada: ಕರ್ನಾಟಕ) (IPA: [kəɾnɑːʈəkɑː]) is one of the four southern states of India. The modern state of Karnataka came into existence with the passage of the States Reorganisation Act (1956), with the incorporation of districts under the dominion of Bombay, Hyderabad, Madras State and Coorg within the existing state of Mysore State.

Karnataka's capital, Bengaluru/Bangalore, is the capital city of the state with a population of more than 6 million. Other major cities include Mysore, Mangalore, Hubli-Dharwad, Davanagere, Bellary, Hassan, Shimoga and Belgaum. Kannada is the official language of the state. Karnataka is the 8th largest Indian state by area and 9th largest by population.

Neolithic habitation and celts dating back to the 2nd century BCE were first discovered in Karnataka in 1872. Megalithic structures and burial grounds were discovered in 1862 in the regions of Kodagu and Moorey Betta hills. By the third century BCE, most of Karnataka was part of the Mauryan Empire, ruled by Emperor Ashoka. In the first millennium CE, Karnataka was ruled by a series of Jain/Vaishnavite/Hindu Dynasties such as the Kadambas, the Ganga Dynasty and the Chalukyas and Rashtrakutas. The Kannada Empire was expanded and consolidated by the Hoysala Empire and further by the Vijayanagara Empire, before the Mughal Conquest in the 18th century.

The rule of the state changed hands from the Wodeyars to Haidar Ali and Tipu Sultan before being incorporated into the British Raj, at the turn of the 19th century. Karnataka lies in the Deccan Plateau and borders with Maharashtra, Goa, Andhra Pradesh, Tamil Nadu and Kerala.

A large proportion of Karnataka's economy, India's fifth largest, is agrarian. Bangalore, the third-most populous city in India, accounts for 35% of India's software exports, and is also a major base for public sector manufacturing industries. Karnataka is the only exporter of sandalwood in India. Bangalore also has the most amount of tourism of the region. Kolar Gold Fields (KGF) was once the only producer of gold in the country. The gold mines in KGF are now closed.

Karnataka state is comprised of 29 districts, grouped into four divisions.

A district of an Indian state is an administrative geographical unit, headed by a Deputy Commissioner or District Magistrate, an officer belonging to the Indian Administrative Service. The district magistrate or the deputy commissioner is assisted by a number of officers belonging to Karnataka Civil Service and other Karnataka state services.

A Superintendent of Police (India), usually an officer belonging to the Indian Police Service is entrusted with the responsibility of maintaining law and order and related issues of the district. He is assisted by the officers of the Karnataka Police Service and other Karnataka Police officials. Cities like Bangalore, Mysore and Hubli-

Dharwad are headed by a Commissioner of Police holding the rank of Deputy Inspector General (DIG) or Inspector General of Police (IGP).

A Deputy Conservator of Forests, an officer belonging to the Indian Forest Service is responsible for managing the Forests, environment and wild-life related issues of the district. He is assisted by the officers of the Karnataka Forest Service and other Karnataka Forest officials and Karnataka Wild-Life officials.

Sectoral development is looked after by the district head of each development department such as PWD, Health, Education, Agriculture, Animal husbandry, etc. These officers belong to the various State Services

Population is from the 2001 Census of India, followed by the percentage increase in population, 1991-2001.

57  
A map showing the 29 districts of Karnataka

### **Karnataka state (52,850,562, 17.25%)**

- **Bangalore Division**
  - Bangalore District (6,537,124, 34.80%)
  - Bangalore Rural District (1,881,514, 12.21%)
  - Ramanagara District (10,30,546)
  - Chitradurga District (1,517,896, 15.05%)
  - Davanagere District (1,790,952, 14.78%)
  - Kolar District (2,536,069, 13.83%)
  - Chickaballapur District (11,44,306)
  - Shimoga District (1,642,545, 12.90%)
  - Tumkur District (2,584,711, 11.87%)
- **Belgaum Division**
  - Bagalkot District (1,651,892, 18.84%)
  - Belgaum District (4,214,505, 17.40%)
  - Bijapur District (1,806,918, 17.63%)
  - Dharwad District (1,604,253, 16.65%)
  - Gadag District (971,835, 13.14%)
  - Haveri District (1,439,116, 13.29%)
  - Uttara Kannada District (1,353,644, 10.90%)
- **Gulbarga Division**
  - Bellary District (2,027,140, 22.30%)
  - Bidar District (1,502,373, 19.56%)
  - Gulbarga District (3,130,922, 21.02%)
  - Koppal District (1,196,089, 24.57%)
  - Raichur District (1,669,762, 21.93%)

- **Mysore Division**

- Chamarajanagar District (965,462, 9.16%)
- Chikmagalur District (1,140,905, 11.98%)
- Dakshina Kannada District (1,897,730, 14.51%)
- Hassan District (1,721,669, 9.66%)
- Kodagu District (548,561, 11.64%)
- Mandya District (1,763,705, 7.14%)
- Mysore District (2,641,027, 15.04%)
- Udupi District (1,112,243, 6.88%)

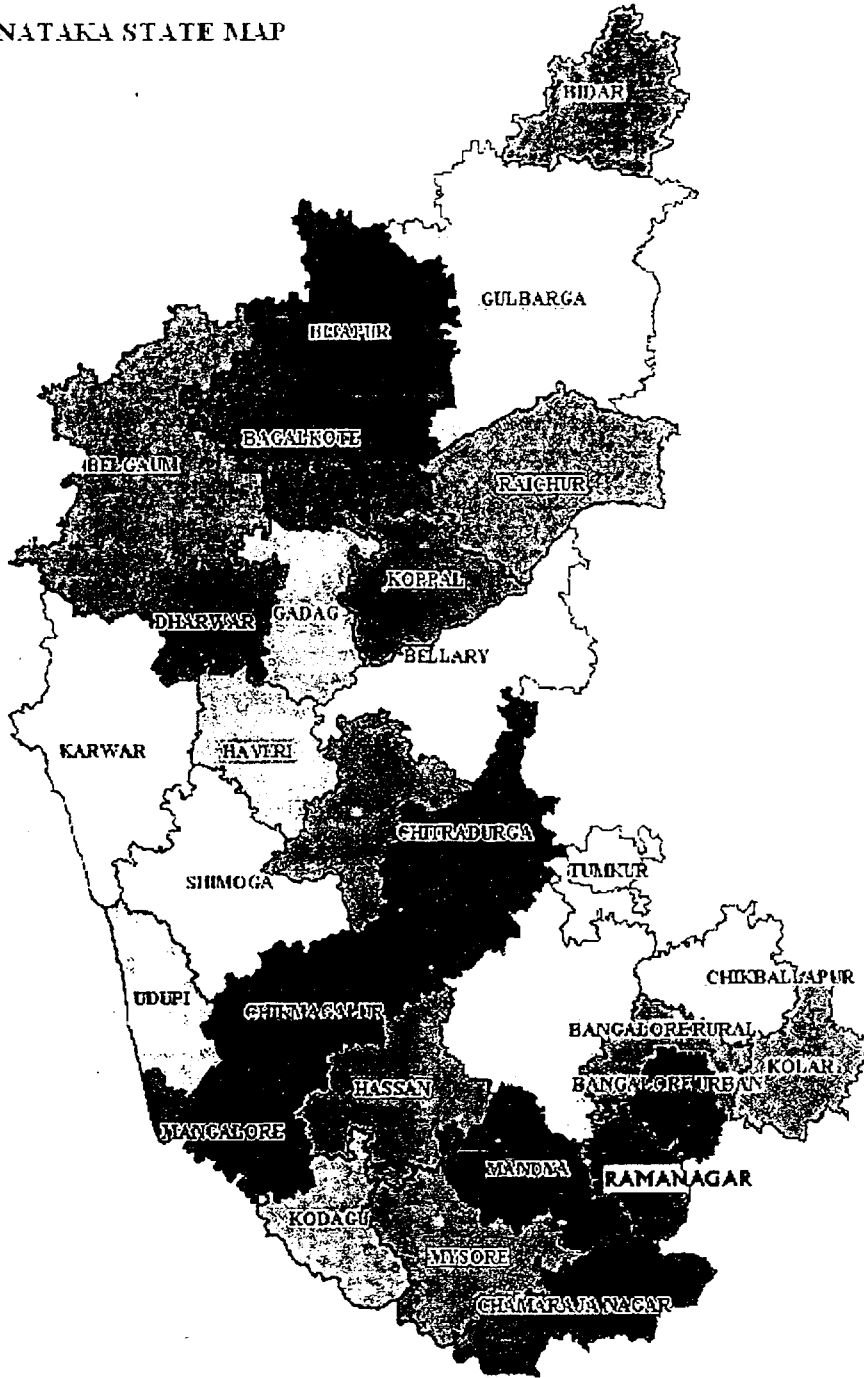
### ***State History***

Karnataka took its present shape in 1956, when the states of Mysore and Coorg (Kodagu) were merged with the Kannada-speaking districts of the former states of Bombay and Hyderabad, and Madras. Mysore state was made up of ten districts, Bangalore, Kolar, Tumkur, Mandya, Mysore, Hassan, Chikmagalur (Kadur), Shimoga and Chitradurga; Bellary had been transferred from Madras state to Mysore In 1953, when the new state of Andhra Pradesh was created out of Madras' northern districts. Kodagu became a district, and Dakshina Kannada (South Kanara) district was transferred from Madras state, North Kanara, Dharwad District, Belgaum District, and Bijapur District from Bombay state, and Bidar, Gulbarga District, and Raichur district from Hyderabad state.

In 1989 Bangalore Rural district was split from Bangalore. and in 1997 Bagalkot district split from Bijapur, Chamrajnagar district split from Mysore, Gadag district split from Dharwad, Haveri district split from Dharwad, Koppal district split from Raichur, Udupi district split from Dakshina Kannada, and Davanagere district was created from parts of Bellary, Chitradurga, Dharwad, and Shimoga.



KARNATAKA STATE MAP



Chapter - 4

STATE EDUCATIONAL PROFILE

The twenty-nine districts (33 Educational Districts) of the state are grouped into four Educational Divisions with headquarters at Bangalore, Belgaum, Gulbarga and Mysore. Besides two divisions – Belgaum and Gulbarga divisions are having Additional Commissionerates for effective administration.

Division	Districts
Bangalore	Bangalore, Bangalore (R), Ramanagar, Chitradurga, Kolar, Chikkaballapur, Shimoga, Tumkur and Davanagere.
Belgaum	Belgaum, Bijapur, Bangalkot, Dharwad, Gadag, Haveri, and Uttara Kannada
Gulbarga	Bellary, Bidar, Gulbarga, Raichur and Koppal
Mysore	Chikmagalur, Dakshina Kannada, Udipi, Hassan, Kodagu, Mandya, Mysore and Chamarajanagar

Table-1

No. of Schools, Teachers & Pupils.

Sl No	District Name	Schools			Teachers			Enrolment		
		Primary	Upper Primary	Total	Primary	Upper Primary	Total	Primary	Upper Primary	Total
1	BAGALKOT	662	926	1588	1794	6816	8610	51538	244152	295690
2	BANGALORE	887	1582	2469	3214	14570	17784	77477	509106	586583
3	BANGALORE NORTH	448	983	1431	1686	9111	10797	43507	322901	366408
4	BANGALORE RURAL	809	511	1320	1793	2860	4653	30670	84420	115090
5	BELGAUM	817	798	1615	2088	6425	8513	56143	223868	280011
6	BELLARY	919	891	1810	2875	7475	10350	85303	284765	370068
7	BIDAR	623	985	1608	1977	6686	8663	59882	246257	306139
8	BIJAPUR	1101	1181	2282	2357	7801	10158	72801	297165	369966
9	CHAMRAJNAGAR	469	453	922	1138	2616	3754	24980	91989	116969
10	CHIKBALLAPUR	1182	618	1800	2561	3966	6527	47266	109999	157265

11	CHIKKODI	1104	1053	2157	2547	7688	10235	82066	280108	362174
12	CHIKMAGALUR	1019	785	1804	2253	4496	6749	39915	98825	138740
13	CHITRADURGA	1036	854	1890	2638	5607	8245	50389	165420	21580
14	DAKSHINA KANNADA	424	976	1400	1123	6805	7928	26043	228821	254864
15	DAVANGERE	916	946	1862	2639	6676	9315	58859	213688	27254
16	DHARWAD	387	684	1071	1361	6474	7835	38870	223920	26279
17	GADAG	302	475	777	1043	3802	4845	27461	124204	151665
18	GULBARGA	952	873	1825	2706	5917	8623	90505	236503	32700
19	HASSAN	1683	1237	2920	3553	6282	9835	53524	154652	20817
20	HAVERI	535	793	1328	1355	5505	6860	36283	187427	223710
21	KODAGU	195	325	520	552	2171	2723	8876	59480	6835
22	KOLAR	1385	822	2207	3230	5554	8784	59257	144574	20383
23	KOPPAL	628	524	1152	1735	4127	5862	57031	179566	236597
24	MADHUGIRI	827	583	1410	1737	3147	4884	32803	89679	122480
25	MANDYA	1118	1029	2147	2395	5700	8095	42007	155337	19734
26	MYSORE	1196	1292	2488	3170	9358	12528	68946	287866	356812
27	RAICHUR	1035	586	1621	2701	3571	6272	107429	179338	286767
28	RAMNAGARA	1043	536	1579	2200	3066	5266	36865	81563	11842
29	SHIMOGA	1165	1121	2286	2348	6165	8513	44129	174071	218200
30	TUMKUR	1626	1042	2668	3504	5564	9068	51454	134613	186067
31	UDUPI	341	617	958	819	3803	4622	16211	109407	125618
32	UTTARA KANNADA	1250	1045	2295	2315	5485	7800	40966	148853	189810
33	YADGIRI	788	444	1232	2043	3201	5244	69022	128149	197171
<b>Total</b>		<b>28872</b>	<b>27570</b>	<b>56442</b>	<b>71450</b>	<b>188490</b>	<b>259940</b>	<b>1688478</b>	<b>6200463</b>	<b>788894</b>

Source: DISE 2007-08

In Karnataka State, there are 28872 Lower Primary and 27570 Upper Primary Schools (which are having lower primary sections also). The ratio of Lower primary school to Upper Primary School is 1:2.

There are 71450 and 188490 teachers working in primary and upper primary schools respectively and Teacher pupil ratio of the state is 30.

The enrollment in primary and upper primary schools are 1688478 and 6200463 respectively.

**Access :**

In Karnataka there are 65222 habitations. Out of which 51503 habitations are eligible for primary schooling facility. 50916 habitations have been served with primary schooling facilities. There are 587 habitations eligible for Primary Schools as per state norms which are not yet served.

There are 151 habitations which are eligible for Upper Primary Schooling facility as per the distance norms which are not yet served.

Table : 2 : Access (Primary)

Primary						
Sl.No	District	Total Habitations	Eligible habitations as per state norm of population & distance	Habitations with PS	Habitations covered by EGS	Habitations not yet covered through PS/EGS
1	Bagalkot	1203	1185	1159	0	26
2	BangaloreRural	1298	1245	1232		13
3	Bangaloreurban	1439	1439	1439	0	0
4	Belgaum	5182	5222	5156		26
5	Bellary	1034	1034	1032	0	2
6	Bidar	1047	1020	1000	0	20
7	Bijapur	1554	1639	1512		94
8	Chamarajanagar	1031	934	934	0	0
9	Chikamangalur	4514	2350	2348	0	2
10	Chikballapur	2036	1726	1647	0	79
11	Chitradurga	1793	1702	1683	0	19
12	Dhakshana kannada	1731	1731	1726	0	5
13	Dharwad	630	628	628	0	0
14	Dhavangere	1327	1327	1320	0	7
15	Gadag	564	564	564	0	0
16	Gulbarga	2731	2731	2677	0	54
17	Hassan	4232	4225	4214	0	11
18	Haveri	988	968	968	0	0
19	Kodagu	649	641	638	2	3
20	Kolar	2393	261	251	0	10
21	Koppal	920	920	909	0	11
22	Mandya	2311	2073	2071	0	2
23	Mysore	2331	2331	2331	0	0
24	Raichur	1404	1205	1192	0	43
25	Ramanagar	2137	2100	2100	0	
26	Shimoga	5206	5175	5154	0	13
27	Tumkur	4714	4713	4697		16
28	Udupi	2406	2340	2335	0	5
29	Uttarakannada	6417	1254	1250	12	4
<b>Total</b>		<b>65222</b>	<b>51503</b>	<b>50916</b>	<b>14</b>	<b>465</b>

Table : 3 : Access (Upper Primary)

Upper Primary					
Sl.No	District	Total Habitations	Eligible habitations as per state norm of population & distance	Habitations with UPS	Habitation Eligible for UPS
1	Bagalkot	1203	1194	1194	9
2	BangaloreRural	1298	1248	1247	16
3	Bangaloreurban	1439	1439	1439	0
4	Belgaum	5182	2591	2591	114
5	Bellary	1034	1024	1024	12
6	Bidar	1047	973	973	74
7	Bijapur	1554	1386	1386	0
8	Chamarajanagar	1031	1022	982	0
9	Chikamangalur	4514	2348	2348	2
10	Chikballapur	2036	1980	1980	0
11	Chitradurga	1793	1639	1639	20
12	Dhakshana kannada	1731	1321	1321	0
13	Dharwad	630	1731	1731	0
14	Dhavan gere	1327	1299	1299	0
15	Gadag	564	564	564	0
16	Gulbarga	2731	2656	2656	75
17	Hassan	4232	4218	4218	14
18	Haveri	988	988	988	0
19	Kodagu	649	633	633	0
20	Kolar	2393	2354	2273	39
21	Koppal	920	886	886	34
22	Mandya	2311	2307	2299	0
23	Mysore	2331	2266	2266	0
24	Raichur	1404	1322	1293	73
25	Ramanagar	2137	2029	2029	0
26	Shimoga	5206	4530	4530	12
27	Tumkur	4714	4712	4712	0
28	Udupi	2406	2299	2299	107
29	Uttarakannada	6417	5086	5086	4
<b>Total</b>		<b>65222</b>	<b>58045</b>	<b>57886</b>	<b>605</b>

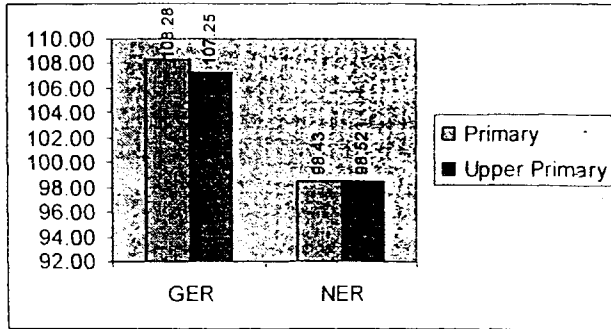
**GER and NER :**

GER of Primary and Upper Primary are 107.96 and 106.93 respectively. NER of same are 98.73 and 98.82 respectively.

*Table 4 : GER & NER - Primary & Upper Primary Schools*

Sl. No.	District	Primary		Upper Primary	
		GER	NER	GER	NER
1	BAGALKOT	101.21	96.47	110.32	99.29
2	BANGALORE (R)	105.65	98.17	110.00	98.00
3	BANGALORE (U)	106.00	99.00	109.00	98.00
4	BELGAUM	114.16	96.88	113.65	99.69
5	BELLARY	106.27	96.00	103.12	97.00
6	BIDAR	116.56	95.25	113.07	97.45
7	BIJAPUR	134.00	81.92	129.86	98.24
8	CHAMRAJNAGAR	115.27	89.53	88.45	87.60
9	CHIKMAGALUR	108.25	99.55	103.80	99.34
10	CHIKKABALLAPUR	109.01	98.88	109.01	98.41
11	CHITRADURGA	112.43	99.08	119.32	98.87
12	D.K	110.00	99.00	118.00	100.00
13	DAVANGERE	104.41	98.80	102.58	98.53
14	DHARWAD	133.22	94.56	117.89	71.21
15	GADAG	109.27	96.07	100.37	97.98
16	GULBARGA	122.97	87.08	108.02	88.72
17	HASSAN	116.51	99.41	100.42	99.05
18	HAVERI	113.55	98.49	89.65	99.52
19	KODAGU	104.38	99.85	104.94	99.80
20	KOLAR	110.26	99.08	110.18	99.18
21	KOPPAL	103.57	96.75	100.47	96.75
22	MANDYA	109.31	92.79	109.20	78.58
23	MYSORE	104.31	94.37	115.96	98.80
24	RAICHUR	104.00	91.54	114.00	94.92
25	RAMANAGARA	106.32	98.21	111.21	97.20
26	SHIMOGA	111.77	95.48	68.72	95.80
27	TUMKUR	105.39	96.61	112.65	94.95
28	UDUPI	115.76	100.00	106.74	99.40
29	UTTARA KANNADA	103.11	98.21	117.76	99.20
	<b>Total</b>	<b>110.93</b>	<b>96.10</b>	<b>107.53</b>	<b>95.91</b>

Source: DISE 2007-08



### Drop Out Rate:

Drop out rate of State in Class 1-8 is 14.11 that of Boy and Girls are 14.00 and 12.22. Following table given dropout rate for 2006-07.

*Table -5 Drop out Rate and Retention Rate*

SL.No.	DISTNAME	Drop Out Rate(I to VIII)			Retention Rate		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	BAGALKOT	16.98	19.66	18.28	83.02	80.34	81.72
2	BANGALORE Urban	19.47	19.27	19.37	80.53	80.73	80.63
3	BANGALORE RURAL	20.18	19.97	20.08	79.82	80.03	79.92
4	BELGAUM	14.50	16.65	15.54	85.50	83.35	84.46
5	BELLARY	16.37	17.94	17.12	83.63	82.06	82.88
6	BIDAR	28.54	25.28	27.00	71.46	74.72	73.00
7	BIJAPUR	20.80	22.62	21.66	79.20	77.38	78.34
8	CHAMRAJNAGAR	10.69	9.38	10.06	89.31	90.62	89.94
9	CHIKMAGALUR	10.76	15.55	13.14	89.24	84.45	86.86
10	CHIKKABALLAPUR	7.59	7.79	7.69	92.41	92.21	92.31
11	CHITRADURGA	8.07	9.25	8.64	91.93	90.75	91.36
12	DAKSHINA KANNADA	1.90	4.27	3.05	98.10	95.73	96.95
13	DAVANGERE	21.78	17.37	19.72	78.22	82.63	80.28
14	DHARWAD	9.08	9.35	9.21	90.92	90.65	90.79
15	GADAG	10.85	11.82	11.32	89.15	88.18	88.68
16	GULBARGA	42.36	43.44	42.88	57.64	56.56	57.12
17	HASSAN	13.53	14.10	13.81	86.47	85.90	86.19

18	HAVERI	6.06	8.90	7.46	93.94	91.10	92.54
19	KODAGU	10.74	8.76	9.78	89.26	91.24	90.22
20	KOLAR	7.59	7.79	7.69	92.41	92.21	92.31
21	KOPPAL	17.90	20.68	19.23	82.10	79.32	80.77
22	MANDYA	5.61	4.40	5.03	94.39	95.60	94.97
23	MYSORE	5.60	3.18	4.43	94.40	96.82	95.57
24	RAICHUR	33.92	32.73	33.37	66.08	67.27	66.63
25	SHIMOGA	9.92	5.51	7.82	90.08	94.49	92.18
26	RAMANAGARA	20.18	19.97	20.08	79.82	80.03	79.92
27	TUMKUR	7.79	11.99	9.87	92.21	88.01	90.13
28	UDUPI	2.25	1.49	1.88	97.75	98.51	98.12
29	UTTARA KANNADA	19.96	24.38	22.15	80.04	75.62	77.85
	<b>TOTAL</b>	<b>14.00</b>	<b>14.22</b>	<b>14.11</b>	<b>86.00</b>	<b>85.78</b>	<b>85.89</b>

Source: DISE 2007-08

The attempt by SSA Karnataka is to cover all habitations. But in small habitations, adequate number of children are not available. In those cases, even transportation arrangement to nearest school will be made.

With respect to the proposals for up-gradation of primary schools to upper primary, these have been recommended within the ratio of 1:2. The above table gives the district wise data on the proposals and recommendations with respect to the upper primary schools.

#### **Out of School Children :**

There are 92297 out of School children as per House to House survey conducted during January -2008.

*Table - 6 : Out of School Children*

Sl. No.	Districts	No. of out of school children as per household survey
1	BAGALKOT	1492
2	BANGALOREURBAN	158
3	BANRURAL	9522



4	BELAGUM	1051
5	BELLARY	3459
6	BIDAR	2436
7	BIJAPUR	5275
8	CHAMARAJANAGAR	1672
9	CHICKMAGALUR	570
10	CHIKBALLAPUR	1563
11	CHITRADURGA	1325
12	DAKSINA KANNADA	1974
13	DAVANAGERE	1299
15	GADAG	3032
16	GULBARGA	43049
17	HASSAN	450
18	HAVERI	1184
19	KODAGU	127
20	KOLAR	621
21	KOPPAL	4466
22	MANDYA	731
23	MYSORE	1587
24	RAICHUR	18180
25	RAMNAGAR	457
26	SHIMOGA	1349
27	TUMKUR	1356
28	UDUPI	562
29	UTTARA KANNADA	1109
	<b>Total</b>	<b>110056</b>

Source: House to House Survey

**Transition rate from Primary to Upper Primary :**

Following Table shows the transition rate from Lower Primary section to Upper Primary Section. Transition rate of State is 92.51

**Table - 7 : Transition rate from Primary to Upper Primary**

Sl. No.	District	Transition Rate
1	BAGALKLOT	89.94
2	BANGALORE RURAL	98.42
3	BANGALORE URBAN	63.87
4	BELGAUM C	99.84
5	BELLARY	86.99
6	BIDAR	85.99
7	BIJAPUR	88.36
8	CHAMARAJANAGAR	95.85

9	CHICKMAGALUR	90.81
10	CHIKBALLAPUR	89.66
11	CHITRADURGA	94.32
12	DAKSINA KANNADA	96.97
13	DAVANAGAERE	90.61
14	DHARWAD	89.82
15	GADAG CITY	90.65
16	GULBARAGA	76.05
17	HASSAN	99.73
18	HAVERI	92.17
19	KODAGU	101.23
20	KOLAR	90.32
21	KOPPAL	96.84
22	MANDYA	98.72
23	MYSORE	98.21
24	RAICHUR	84.84
25	RAMNAGAR	91.23
26	SHIMOGA	98.36
27	TUMKUR	99.52
28	UDUPI	99.68
29	UTTARA KANNADA	104.04
	<b>Average</b>	<b>92.51</b>

Source: DISE 2007-08

#### Repetition Rate:

Following table shows repeaters details of Class-5. There are 68383 repeaters in Class-5 during 2006-07. Which is 7.82 percent of overall enrolment of Class-5 during this year.

Table - 8 : Table showing Repetition Rate

Sl.No.	District	No of Students in class 5th (2006-07)	No of Students who are repeaters in class 5 <sup>th</sup> (2006-07)	Repetition Rate
1	BAGALAKOT	33973	2603	7.66
2	BANGALORE RURAL	16758	227	1.35
3	BANGALOREURBAN	31725	471	1.75
4	BELGAUM	86023	573	0.01

5	BELLARY	12578	3780	30.05
6	BIDAR	42974	1828	20.82
7	BIJAPUR	40531	2872	7.00
8	CHAMRAJNAGAR	16786	41	0.24
9	CHICKMAGALUR	19465	214	1.09
10	CHIKBALLAPUR	51352	1109	2.13
11	CHITRADURGA	31869	2990	9.38
12	DAKSNINA KANNADA	36969	946	0.03
13	DAVANAGERE	39568	4199	10.61
14	DHARWAD	102266	1138	3.64
15	GADAG	22491	152	1.17
16	GULBARGA	65779	6809	10.60
17	HASSAN	29124	554	1.90
18	HAVERI	206970	13434	6.49
19	KODAGU	28087	87	0.31
20	KOLAR	394374	13184	3.34
21	KOPPAL	30029	27259	90.78
22	MANDYA	29001	466	0.02
23	MYSORE	50967	367	0.69
24	RAICHUR	39695	3241	8.16
25	RAMANAGARA	16932	112	0.66
26	SHIMOGA	6111	313	5.12
27	TUMKUR	47143	0	0.29
28	UDUPI	19315	2063	0.11
29	UTTARA KANNADA	26863	342	1.27
	<b>TOTAL</b>	<b>1575718</b>	<b>68383</b>	<b>7.82</b>

Source: DISE 2007-08

## Chapter - 5

### *An overview of Ongoing Programmes and their Progress*

#### 1. New Schools

Significant progress has been achieved in improving the access for schools in terms of both population and habitations. All the habitations with a population of 200 and more have been provided with access to primary schools with in a distance of 1 K.M. and to Upper Primary Schools with in a distance of 3 K.M.

The access ratio in respect of primary schools has improved from 98.98 during 2004-05 to 99.03 during 2005-06 and 100 during 2007-08.. This improvement came about because upgradation of 47 upper primary schools to upper primary schools during 2005-06 and adding class VIII to 323 UPS during this year. There were no new schools or EGS centers upgraded during 2005-06.

		2005-06	
		Target	Achievment
•	Upgradation of EGS to PS	-	-
•	New Schools	-	-
•	Upgradation of PS to UPS	47	47
•	Adding class VIII to UPS	323	323

#### Progress overview 2006-07

		2006-07	
		Target	Achievment
•	Upgradation of EGS to PS	189	189
•	New Schools	527	527
•	Upgradation of PS to UPS	241	241
•	Adding class VIII to UPS	2325	2325

## Progress overview 2007-08

		2007-08	
		Target	Achievment
•	Upgradation of EGS to PS	52	52
•	New Schools	603	603
•	Upgradation of PS to UPS	282	282
•	Adding class VIII to UPS	88	88

### New Schools

During 2007-08, 603 new schools are opened, 52 EGS are upgraded to primary schools and 282 primary schools are upgraded to UPS.

### New Teachers Salary (PS)

1310 teachers for new schools, 282 teachers for upper primary schools, 3413 for upgraded schools altogether total 5921 primary school teacher's recruitment process is going on. Notification issued and recruitment process will be completed by March, 2008.

88 Trained Graduate Teachers for the adding 8<sup>th</sup> Std. to primary school is already recruited and posted to schools.

### Teachers Grant

There was a sanction of Rs.1008.975 lakhs for the grant

In.No.	Details	Sanctioned		Expenditure	
		Phy	Fin	Phy	Fin
3.01	Teachers grant - Govt.	50653	253.265	50653	253.265
3.02	Teachers grant - Aided	151142	755.710	151142	755.710

## 4 Block Resource Centre & Cluster Resource Centre

There were 196 Block Resource Centers with one coordinator and 5 resource persons out of which three are from high school and two are from primary schools. And there are 2708 Cluster Resource Centers are functioning. It is proposed to provide TLM Grant, Salary, Contingency, TA/Meeting etc.

## 6 Teachers Training

The No. of teachers in the state of Karnataka district wise are as follows. This includes teachers from both Government and Aided as well as teachers from other government run institutions.

Table : 10

Sl. No	District	Teacher HPS	Teachers LPS	Total 1/3 High School teachers
1	Bagakot	6184	1427	713
2	Bangalore (R)	2453	1571	482
3	Bangalore (U)	8971	2123	1460
4	Belgaum	13183	4436	1357
5	Bellary	6414	2068	706
6	Bidar	6013	1716	1025
7	Bijapur	7522	2227	814
8	Chamaraja nagar	2729	1077	316
9	Chikkaballapura	2824	2395	401
10	Chikmagalore	4132	2000	567
11	Chitradurga	5049	2273	866
12	Dakshina Kannada	6572	872	875
13	Darwad	5056	912	667
14	Davanagere	5768	1944	1037
15	Gadag	3456	882	488
16	Gulbarga	8741	4578	808
17	Hasana	5079	3412	940
18	Haveri	5021	1296	711
19	Kodagu	1875	408	339
20	Kolar	3773	2792	451
21	Koppal	3678	1362	787
22	Mandya	4816	2144	833
23	Mysore	7098	2687	915
24	Raichur	3129	2419	588
25	Shimoga	5326	2253	1017
26	Tumkur	7595	4857	1177
27	Udupi	4027	778	619
28	Uttara Kannada	5396	2454	456
29	Ramnagar	2759	2137	291

Teachers under the government are recruited through the common entrance examination conducted by the Centralized Admission Cell which is a subsidiary department of the Department of Public Instruction. The meritorious candidates would be selected based on the roster and other recruitment rules.

The State Apex Directorate concerned with Educational Research and Training namely DSERT carries on training aspects concerned with SSA interventions in Karnataka. DSERT in turn releases the amount to DIETs (27 located across the state) particularly In-service Teacher Training. The complete action regarding Planning, Preparation, implementation, the Directorate handles evaluation and follow-up and Reporting of various training programmes.

The following are the actions in brief

- Need based training Assessment
- Specification, goals, objectives and course of action
- Methodology of training
- Costing, time, objectives, content, staff, clientele and environment consideration
- Comprehensive evaluation (proceeded by scientific planned process)

### **Training Progress overview:**

Teachers have a crucial responsibility and vital role to play and in achieving the UEE goal, especially with reference to the participation and achievement with due attention and concern to equity. For this they need to have required capabilities, commitment, motivation, knowledge, skills and accountability to act as effective promoters of UEE.

Teachers working in elementary schools have varied backgrounds, motivation levels and qualifications. It is necessary that they are fully oriented in the goals and strategy of SSA, and their knowledge skills are constantly upgraded. In this background, SSA frame work document prescribes as one of the norms, provision of a minimum of 20 days in service teacher training for all teachers with following major objectives:

- Improve their knowledge of curricular areas which they are required to teach.
- Improve their skills to teach curricular areas in a more interesting, activity based, joyful and effective manner using suitable aids and deal competently with difficult topics.
- Improve their skills of evaluation and of identifying and helping slow learners.
- Expose them to new ideas, techniques, teaching aids and technology schemes etc.

The state guidelines for training has been prepared and issued by Directorate of State Educational Research & Training, in consultation with SSA, keeping in mind the state and district specific requirements. The training needs have been assessed on the basis of data base information maintained at cluster and block levels, and training programmes both for curricular and general areas are identified and prioritized.

The training modules both for general and curricular areas have been developed by DSERT and DIETs. Some are pilot tested at the field level and standardized. The transactions in the training programmes take place in a participatory mode which includes group discussion, group work, presentation of good practices, demonstrations, etc. the training methods are activity based.

District level 20 days training packages for primary teachers, upper primary teachers and head teachers have been prepared. The trainings for the year 2007-08 were planned for mainly 1) English, 2) "Nannologina Nanu, 3) under Some of the training programmes planned and provided are:

Table : 11: General Areas

No.	SI	Chinnara Angala	No.	SI	Computer	No.	SI	IED
1		Action Research	15		CRC Meeting	29		Jeevan Kaushala
2		Action Research(U)	16		English(RIE)	30		Jeevan vignana
3		Bahumukhi	17		Evaluation	31		Jeevan vignana(U)
4		Bahumukhi(U)	18		English	32		Kannac
5		Chaithanya-I	19		English (pri)	33		Kannac
6		Chaithanya- II(Kan-so)	20		English (pri)	34		Kannac
7		Chaithnya (U)	21		English (Satcom)	35		Maths
8		Chaithanya(Sci- Maths)	22		Gender	36		Gende
9		Marati	23		Chaithanya tharani	37		Hindi
10		Nali-kali	24		Nannologina Nanu(U)	38		Physic Education (1C
11		Nannologina Nanu	25		Srujana (5)	39		Scienc
12		SUPW	26		Sevadala	40		Scouts Guides
13		T.Con.BRPs/CRPs	27		Trimester	41		Theater Education
14		Urdu	28		Yoga	42		Value Education

Training of in-service teacher pertains to:

- Curricular transaction, content up gradation, pedagogy and contextual issues related to Elementary Education
- Training to Untrained / newly recruited teachers on a continuous basis
- Strengthening the capability of BRC's/CRC's for providing academic resource support to teachers

Trainings are largely provided during summer and winter vacation through cascade mode at DIETs, BRCs and CRCs and some programmes through tele-



mode (SIRD Mysore). Increasingly teleconferences and also EDUSAT broadcast are being used for training.

Teacher Training in Karnataka is being done in the following modes.

1. Cascade mode: Master Resource Persons are trained at State and District levels who in turn train class room teachers.
2. Satellite mode: Training was conducted through satellite network from Sri.Abdul Nazirsab Institute of Rural Development, Mysore. During 2005-06 35 days of training was conducted through this mode.

After setting up of the Edusat network, receiving stations have been set up (funded by SSA) in all the 27 districts and 202 BRCs. The broadcasts are done from the station located at DSERT, Bangalore. Through this facility satellite based teacher training has been taken up. It has a capacity to train 10,000 teachers simultaneously in one day. Through this facility we propose to take up 100 days of teachers training a year.

During 2007-08 all the teachers have been trained for an average mandays of 15 days.

Table : 12

Training of In-service for the year 2007-08( to include 3 days of CRC sharing workshops for all teachers up to march 2008)

		Target M.days	Achieved mandays	Target Phy	Physical Achi.	Target Fin	TOTAL financial expenditure
1	Bangalore (U)	210340	7.575354188	10517	5029	14723800	78296
2	Bangalore (R)	166400	16.60997596	8320	3881	11648000	134316
3	Davanagere	138480	13.47616984	6924	4465	9693600	93310
4	Kolar	228400	11.37863398	11420	5607	15988000	126354
5	Shimoga	142360	10.57951672	7118	8429	9965200	75305
6	Tumkur	229620	13.19797927	11481	12075	16073400	150431
7	Chitradurga	140740	10.29771209	7037	7978	9851800	68522
8	Mysore	193520	10.5957007	9676	7301	13546400	100606
9	Mandya	137000	10.49751825	6850	6234	9590000	71810
10	Chi.magalore	110420	13.2586488	5521	5128	7729400	71398
11	D.kannada(M)	138260	10.1909446	6913	1984	9678200	74160
12	Hassan	163920	18.18313812	8196	7915	11474400	148072
13	Kudige(Kodagu)	41660	13.81469035	2083	2304	2916200	28555
14	C.nagara	70280	12.98776323	3514	1477	4919600	47676
15	Udupi	86500	5.886705202	4325	2201	6055000	25595
16	Belgaum	315360	9.272133435	15768	6585	22075200	154042
17	Dharwad	118720	7.657345013	5936	1238	8310400	49249
18	Gadag	81920	14.31591797	4096	5123	5734400	56279
19	Haveri	119580	14.37698612	5979	6997	8370600	84962
20	Kumuta (U.Kan)	152480	12.20724029	7624	6284	10673600	93522
21	Bijapur	186620	10.00771621	9331	3628	13063400	90484
22	Ilkal(Bagalkote)	143280	9.640843104	7164	1704	10029600	73541

23	Kamalapur(Gul)	233440	6.095099383	11672	3476	16340800	78902
24	Bellary	144000	9.37625	7200	4693	10080000	69465
25	Bidar	150000	6.087066667	7500	1580	10500000	51573
26	Raichur (Yarmarus)	104400	11.25900383	5220	1192	7308000	61565
27	Koppal	88200	8.955102041	4410	734	6174000	43068
	TOTAL	4035900	10.81167026	201795	125242	282513000	2216411

## 7. interventions for out of School Children

The department is struggling hard to contain the OOSC problem in the state yet there is a scope to put still more effort in this regard. The number of OOSC is declining since 2001. Now there are 93276 OOSC in the state.

Child census was conducted during February 2007. The flash figure of OOSC given by the district through manual consolidation was 80863. Later through computerization the figure of the number of OOSC was 93276. These figures has been taken as a base. To mainstream these children following OOSC strategies have been adopted during 2007-08.

Children in different strategies and children who are attending the school but dropout in case they were not properly attended. For whom ashakirana and seasonal residential bridge courses have been opened. Hence the state has two kinds of approach to contain the problem of OOSC.

- a. Strategies to main stream the out of school children.
- b. Strategies to keep the probable dropout child in the education system.

### Activities under taken by the head office.

A comprehensive circular has been issued to all field functionaries in the first week of May 2007 which gives details about establishment of different kinds of OOSC strategies and procedure and limitations to incurr expenditure. In order to drive home this concept one day workshop has been organized for the block and district functionaries regarding the implementations of the intervention. One BRP & one APC who is looking after the OOSC intervention have been oriented about the collection, dissemination, submission of data and implementational details.

### The strategies adopted during 2007-08

- 1) 12 months non-residential bridge course
  - Under this strategy four sub strategies have been implemented namely
  1. Feeder school
  2. Transportation facilities.
  3. Madarasa
  4. 12 month NRBC.

\* **Feeder schools** have been run in schoolless habitations where the children have to walk more than one Km to attend school and where a regular school could not be opened because the small number of children –means less than 10 children in a habitation.

The EGS schools have not been approved because the norms of state government to open a regular school is more flexible than that of the central norms.

**Feeder school** have been opened in habitations where the community opted for a center than to have to have transportation facility. More number of feeder schools are concentrated in the new irrigated places of the state. As could be seen in Bijapur, Raichur districts. We have covered 2294 number of children under this strategy. Among them 1012 are freshers and 1282 are continuing children from the last year.

\* **Transportation facility** is given to the children of school less habitations (OOSC). But in some of the hilly tracts of the state as could be seen in Western ghats area, the habitations are sporadic and the children have to travel long distance to reach the school. These habitations are eligible to have feeder schools. The community is reluctant to have such facility thinking that the prospectus for their wards is more if they study in the schools. So the parents want to have transportation facility in lieu of the feeder school. So, districts like Kodagu and Shimoga and in other few places (Bangalore Urban). This benefit has been extended to the school going children as well. S.D.M.C.s have taken initiative for mass transportation through Ricksha, Van, Car, Bus, etc.,

In the absence of mass transportation-remuneration is being given to the escort. Transportation facility is extend for 4116 (No of Children Freshers 1801, continued 2315 children)

\* **Madarasa:** Children who are studying in Madaras's and do not get formal education are being covered by this sub strategy. This year we have included Madarasa Covering 3757 children. Educational volunteers given in the ratio of 1:25 An honorarium of rupees 2000/= Rupees 5 per day towards snacks and Rs 2000/- for teaching learning material are being given. Guidelines have been issued to teach text books. But in the beginning it is also suggested to use Chinnara Angala Bridge course material.

\* **12 months NRBC** are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala Bridge Course Materials. This year senior Chinnara Angala Books also printed and Distributed. We have also supplied junior Chinnara Angala books, which were printed and supplied through DSERT and covered 1171 children.

- **12 Residential Bridge Course** : Under twelve month RBC we are conducting 3 sub strategies namely.

1. 12 month RBC
2. Ashakirana Kendras
3. 2 months Chinnara Angala (NRBC and RBC)

\* **12 months RBC:** It provides residential facility for the children of OOSC who are in acute poverty they are accommodated in the school. There are 165 Centers and covered 5653 children.

\* **Ashakirana Centers:** Are residential in nature. It is one of the main and important programme provided the children to avoid from dropping out due to various reasons like poverty and poor economic condition. Hostel facility has been provided to the school going children at school/ community hall/Public buildings. Educational volunteers and an assistant is appointed by the NGOs. It is mostly run by NGOs with the cooperation of Head master and SDMC . We have opened 235 centers and covered 10811 (Fresh 10161 and continued 650) children.



#### ASHA KIRANA AT BHADRAVATHI BLOCK

- \* **KGBV:** These Schools are opened for OOSC girls. It is opened at the EBB blocks. There are 61 KGBV school running in Karnataka . This year we have covered 1346 OOSC girls.
- \* **6 Months SRBC:** This facility is provided for the potential drop out children due to their parent's migration. The school serves as a hostel for such children. The duration appears to be short hence it is proposed to extend for 6 months. 183 centers are opened and 7602 children are covered by this strategy.
- \* **Tent Schools:** Tent Schools are opened for the children who migrate along with their parents. A make shift Shelter to run the School is constructed using low cost materials. Bridge course activities are undertaken here. In few instances pupils also learn the text book. One teacher and one volunteer are given to run the School. Migration / identification card and progress cards are issued to them. 209 centers are opened and children covered 6558( Fresh 5579 and continued 979) children.



- \* **Mobile School:** are operating in cities like Bangalore, Bijapur and Mysore which covers 1182 children. These children are from slums-where school could not be given because of the site problem. A Bus is converted into a class room and Bridge course material + text book are being taught. The transport vehicle is also used to transport children to the nearby schools.



Mobile School at Bangalore Urban

- ✓ **Home Based Education:** is provided for the severely disabled children who can't come to school. one E.V will cover 3 children, visits homes twice a week. 6211 are covered by this strategy.



Home Based Education in Shahapur Block

- ✓ **Chinnara Angala** (2 months Bridge Course) conducted in the summer holiday which prepares the child to join the mainstream. 25560 children are covered in non residential and 5817 children are covered under Residential Chinnara Angala.
- ✓ **Special Enrolment Drives** are conducted during July 07; where the Teachers, community Participated in the drive and counseled the -parents to send their children to the school. 15486 children have been brought back to the school.



### Special Enrolment Drive at Shimoga

- ✓ **NCLP:** As per the MOU between SPD- SSA and commissioner for labour department SSA has extended financial aid to the NCLP schools if they have been converted into residential bridge course. Through this we are able to cover 3090 children in 73 centers. These schools are run by the NGOs and they are supervised by the Deputy Commissioner of the district. It runs for the duration of 12 months. At the end; these children are mainstreamed to the formal schools. These centers are non residential in nature.

### Special Focus on Disadvantaged Groups:

The OOSC intervention invariably focuses on the disadvantaged groups. It is evident if we look into the targeted OOSC and achievement of different disadvantaged groups during 07-08:

Groups	SC	ST	Muslims	Urban deprived
Target	28892	11133	13342	9522 (Bangalore Urban)
Achievement	20091	9449	13426	2926

	Girls	Migratory Children	CWSN
Target	46400	8905	12362
Achievement	37094	6558	14167

## Participation of NGOs

There are few NGOs working on the Education of out of school children who are out of school and living in distress conditions. To mention a few: Hindu Seva Prasthan has worked on 12 NRBC, Rastothan Parishat has worked on Ashakiran in Bangalore Urban, Gowrishankar Human welfare Association (R), Koppal Has worked on 12 months RBC and Siddeshwara Charitable Trust, has worked on Home Based Education in Tumkur, Kuvempu Educational and Rural development society has worked on Home Based Education and Feeder school in Hukkeri (Tq), Belgaum, Eshwari mahila samaja, sadashivanagara, has worked on Home Based Education in Turuvekere Block, Tumkur and other district are supporting the oosc activities of the district.

The second category of NGOs, which run the strategies of COSC with the financial assistance of SSA. 6 NGOs across 2 districts to participate in the OOSC intervention. District wise breakup is given below. GIAC meeting held on 02-08-07 under the chairmanship of the commissioner for public instruction. The committee has approved the following NGOs

District	Total OOSC	
	Date	Total Children
	02-08-07	
Raichur	1	1700
Gulburga	1	2100
Koppal	2	945
Bagalkote	2	200
<b>Total</b>	<b>6</b>	<b>4945</b>

This year a large number of NGOs are involved in the OOSC intervention. As per the available reports from the districts 14,717 children are covered under different OOSC Strategies. It was proposed to have a web based registration for the NGOs during 07-08, since the process of GIAC takes long time. Following table shows the participation of NGOs in different activities of oosc intervention.

Participation of NGOs in the OOSC Intervention during 07-08

Table : 14

Sl. No	District	No of NGO Participated	No. of NGO Participated and the children covered								Total	
			12 NRBC	12 RBC	6 RBC	school	2 RBC	HBE	Asha kiran	Madar asa		
1	BAGALKOTE	5			(6) 300							300
2	BANGALORE RURAL	0	-	-	-	-	-	-	-	-	-	0
3	BANGALORE URBAN	0	(7) 291	(5) 305						(11) 328		924
4	BELGAUM	0				(6) 611			(16) 1590			2201
5	BELLARY	42	(4) 171	(14) 691	(34) 1608					(22) 818		3288
6	BIDAR	17		(29) 889								889
7	BIJAPUR	8		(7) 400	(4) 121							521
8	CHAMARAJANAGAR	1		(2) 34								34
9	CHIKKAMAGALUR	0	-	-	-	-	-	-	-	-	-	0
10	CHITRDURGA	6		(1) 50						(8) 410		460
11	DAKSHINA KANNADA	1		(1) 34								34
12	DAVANGERE	0		(13) 127						(6) 174		301
13	DHARWAD	2		(2) 94								94
14	GADAG	0	-	-	-	-	-	-	-	-	-	
15	GULBARGA	21		(7) 874	(10) 250					(1) 26		1150
16	HASSAN	0	-	-	-	-	-	-	-	-	-	0
17	HAVERI	7							(7) 403			403
18	KODAGU	0	-	-	-	-	-	-	-	-	-	0
19	KOLAR	8	(1) 36							(7) 260		296
20	KOPPAL	17	(9) 158	(26) 796					(6) 171		(2) 66	1191
21	MANDYA	2		(2) 78						(1) 51		129



MYSORE	0	-	-	-	-	-	-	-	-	0
RAICHUR	41		(41) 1115							1115
SHIMOGA	0	-	-	-	-	-	-	-	-	0
TUMKUR	15		(2) 93		(9) 712			(4) 468		1273
UDUPI	0	-	-	-	-	-	-	-	-	0
UTTAR KANNADA	2		(1) 50		(1) 33			(1) 31		114
<b>Total</b>	<b>195</b>									<b>14717</b>

**OOSC mainstreamed through different strategies (07-08)**

Strategies	Target	Achievement			Financial	
		OOSC Fresh	Previous years continued	Total	Target	Achievement
12 months Chinnara Angala Non Residential Bridge Course (Feeder school + Transportation facility+Madarasa+12 NRBC)	25635	7741	3597	11338	769.05	621.767
12 months Chinnara Angala Residential Bridge Course o 12 RBC o Ashakiran	35850	5653	-	5653	2,437.80	2235.440
02 months Non Residential Bridge Course (Chinnara Angala)		25560		25560		5.865
02 months Residential Bridge Course (Chinnara Angala)		5817		5817		1.133
06 months Residential Bridge Course	25125	0	7602	7602	854.25	675.743
Tent Schools	11399	5579	979	6558	170.99	147.781
Mobile Schools/ Sandhya/ Jagarana R.P	1201	1232		1232	36.03	36.030
NCLP	7850	3090		3090	235.50	120.600

✓ KGBV		1346		1346	0	0
✓ Home Based Education	11650	6211	7956	14167	349.50	319.025
✓ Special Enrollment Drive		15486		15486	0	0
<b>Total</b>	<b>118710</b>	<b>77715</b>	<b>30945</b>	<b>108660</b>	<b>4,853.12</b>	<b>4163.384</b>

The following table shows the main streamed out of school children under different strategies.

District wise progress of OOSC under different strategies for the month of January 31-1-2008

Table : 13

S I N O	DISTRICT NAME	NO OF CHILD REN OOSC (7-14 AGE)	Fee	TRANSPORT	Madarasa	12NRBC	12 RBC	CHINNARA	CHINNARA	TENT SCHL	HOME-	MOBILE	KGBV	SPECIAL	NCLP	TOTAL
			der Sch ool (12 NR BC)	ATION			ANGALA (NR)	ANGALA (R)	HOME- BASED EDU.	SCHOOL	ENROLMENT DRIVE	CHILD REN				
1	BAGALKOTE	1731	0	0	197	0	228	461	0	173	60	0	110	926	0	2155
2	BANGALORE RURAL	1305	0	0	33	0	0	223	209	301	0	0	11	1201	0	1978
3	BANGALORE URBAN	9522	75	55	0	242	53	1580	0	1331	129	103	9	1117	0	5621
4	BELGAUM	2387	379	259	0	30	0	192	101	367	685	0	19	240	22	2294
5	BELLARY	5936	22	313	0	171	399	2553	125	695	630	0	0	1191	382	6481
6	BIDAR	5724	0	0	617	32	927	1373	496	314	255	0	66	301	0	4381
7	BIJAPUR	3015	209	0	724	0	366	889	0	307	128	50	109	718	468	3968
8	CHAMARAJANAGAR	1379	0	0	18	0	70	174	65	10	110	0	0	319	0	766
9	CHIKKAMAGALUR	568	0	237	0	0	0	0	233	61	154	0	0	220	0	905
10	CHITRDURGA	1325	0	0	0	0	25	86	65	26	25	0	12	730	0	969
11	DAKSHINA KANNADA	810	0	0	0	0	0	0	0	25	207	0	0	384	0	616
12	DAVANGERE	2290	0	140	301	0	235	541	278	141	65	0	17	181	0	1899
13	DHARWAD	1101	0	0	76	0	0	156	130	140	118	0	88	279	0	987
14	GADAG	2032	0	0	29	218	0	1553	216	0	276	0	0	109	0	2401
15	GULBARGA	26928	24	234	795	192	2151	8430	141	826	113	0	182	2177	132	18885
16	HASSAN	967	0	0	20	128	39	98	77	135	126	0	19	225	0	867
17	HAVERI	778	0	27	0	14	0	355	157	157	155	0	0	201	0	1066
18	KODAGU	375	42	0	0	0	0	103	0	70	126	0	0	217	0	558
19	KOLAR	2472	0	4	212	30	0	536	300	215	500	0	178	171	400	2546

KOPPAL	5093	0	0	68	114	710	1608	236	101	235	0	77	485	193	3827
MANDYA	858	0	16	63	0	109	0	147	0	288	0	0	45	0	668
MYSORE	1785	32	207	0	0	0	337	61	100	107	143	15	845	0	1847
RAICHUR	9503	182	0	325	0	108	3501	824	0	151	0	436	1849	300	7676
SHIMOGA	1843	0	260	20	0	114	318	43	25	52	0	0	520	0	1352
TUMKUR	1932	0	27	141	0	119	258	577	46	229	0	7	377	0	1781
UDUPI	402	30	22	0	0	0	0	0	13	199	0	0	52	0	316
UTTAR KANNADA	1215	17	0	118	0	0	235	66	0	63	0	0	406	0	905
TOTAL	93276	101 2	180 1	375 7	1171	5653	2556 0	581 7	5579	621 1	123 2	1346	15486	309 0	77715

Progress report of the programme to avoid the children dropping out from the school  
As on 31-1-2008

Districts	OOSC Children 7-14	Previous year feeder school	Previous year Transpor tation	6 SRBC	Previous year Ashakirana	Present year Ashakirana	Tent Schools	Previous year HBE	Total
BAGALKOTE	1731	2		145		150	25	366	688
BANGALORE RURAL	1305						159	497	656
BANGALORE URBAN	9522	42	50	150	152	406	626	148	1574
BELGAUM	2387	232	94	112		868		822	2128
BELLARY	5936			1584		543			2127
BIDAR	5724					1350		243	1593
BIJAPUR	3015			3069				248	3317
CHAMARAJANAGAR	1379	22						175	197
CHIKKAMAGALUR	568	10		55		214		193	472
CHITRDURGA	1325				50	336		74	460
DAKSHINA KANNADA	810					47		385	432
DAVANGERE	2290			362		256		165	783
DHARWAD	1101					111		431	542
GADAG	2032			140		413		0	553
GULBARGA	26928	18		926		2879	92	601	4516
HASSAN	967							261	261
HAVERI	778		46	495		510		248	1299
KODAGU	375	7				60		78	145
KOLAR	2472		8		62	246	21	305	642
KOPPAL	5093	144		469	25	250	38	135	1061
MANDYA	858				18	78	18	338	452

2	MYSORE	1785	30	67		235	301		233	866
3	RAICHUR	9503	464		70		225		275	1034
4	SHIMOGA	1843		2050			480		509	3039
5	TUMKUR	1932			25	78	388		577	1068
3	UDUPI	402	134				0		281	415
7	UTTAR KANNADA	1215	177			30	50		368	625
	<b>TOTAL</b>	<b>93276</b>	<b>1282</b>	<b>2315</b>	<b>7602</b>	<b>650</b>	<b>10161</b>	<b>979</b>	<b>7956</b>	<b>3094</b>

## Remedial Teaching Progress Overview.

The Budget for Remedial Teaching for the year 2007-08 has two component.

1. Kalika Andholana – Remedial Teaching Rs. 1381.064 Lakhs
2. Reading card – Rs. 460.00 Lakhs

### Range of Kalika Andholana (Remedial Teaching)

- Kalika Andholana has been implemented in all the Govt Primary Schools of the state.
- Teachers identified the slow learning based on any one or more of the following –
  1. Children who have scored less than 40% in K.S.Q.A.O
  2. Children who have scored less than C+ competency.
  3. Through a pre - test

### Features of Kalika Andolana

- One hour extra class is held by teachers every day either before or after the school hours.
- Remedial teaching conducted 3 days for 1st language, 2 days for Maths, 1 day for English, from children class 2-7 are covered.
- One day remedial teaching training for Teachers conducted. Teachers guide for klika andolana have been prepared and distributed.  
( 1/2 language – maths, science, social studies)

**Table : 15 : Details of the children covered by Klika Andolana.**

Sl. No	District	District wise Details.											
		S.C			S.T			Others			Total		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Bagalakote	4720	4440	9160	1382	1329	2711	13956	12873	26829	20058	18641	38699
2	Bangalore rural	5082	4432	9514	1651	1358	3009	9569	9478	19047	16302	15268	31570
3	Bangalore urban	5253	4674	9927	1070	963	2033	15645	15420	31065	21968	21057	43025
4	Belagaum	80	8032	8112	49	4043	4092	35367	9565	44932	35496	21640	57136

5	Bellary	2471	5127	7598	5389	5019	10408	8482	9367	17849	16342	19513	35855
6	Bidar	5560	4423	9983	5290	4328	9618	4395	3725	8120	15245	12476	27721
7	Bijapur	2415	1982	4397	2169	2201	4370	9197	6023	15220	13781	10206	32987
8	Chamaraj Nagr	738	698	1436	562	476	1038	8198	6498	14696	9498	7672	17170
9	Chikkamagalu ru	259	210	469	295	267	562	6203	5254	11457	6757	5731	12488
10	Chitradurga	4130	3965	8095	3866	3620	7486	7311	6499	13810	15307	14084	29391
11	D.Kannada	739	643	1382	328	319	647	10630	6092	16722	11697	7054	18751
12	Davangere	5394	4766	10160	2897	2525	5422	7829	9235	17064	16120	16526	32646
13	Dharavada	1849	1546	3395	1036	788	1824	10670	9363	20033	13555	11697	25252
14	Gadaga	1502	1090	2592	1408	1003	2411	5137	3336	8473	8047	5429	13476
15	Gulbarga	6867	6194	13061	1408	1003	2411	14793	15273	30066	23068	22470	45538
16	Hasana	3320	5751	9071	1360	1784	3144	11163	10927	22090	15843	18462	34305
17	Haveri	1904	1727	3631	1462	1019	2481	7316	6787	14103	10682	9533	20215
18	Kodagu	298	253	551	214	174	388	1427	1377	2804	1939	1804	3743
19	Kolar	5029	5049	10078	2050	1900	3950	16695	23370	40065	23774	30319	54093
20	Koppala	1700	1415	3115	1319	1277	2596	10897	9983	20880	13916	12675	26591
21	Mandya	1910	1621	3531	1145	974	2119	16039	13614	29653	19094	16209	35303
22	Mysore	6274	5495	11769	3502	3364	6866	13085	11279	24364	22861	20138	42999
23	Raichuru	5680	5040	10720	5088	4529	9617	10864	9960	20824	21632	19529	41161
24	Shivamoga	3804	3193	6997	1368	1075	2443	14077	13193	27270	19249	17461	36710
25	Tumkur	2987	2431	5418	1289	1193	2482	16410	14668	31078	20686	18292	38979
26	Udupi	1059	963	2022	1202	1127	2329	2210	1110	3320	4300	3200	7500
27	U.Kannada	1645	1290	2935	792	694	1486	10302	8835	19137	12739	10819	23558
	Total	82669	86450	169119	49591	48352	97943	297867	253104	550971	429956	387905	826862

### Reading cards

Reading cards are prepared using the previous expenditure of the Akshara Foundation; in NGO working in the field of education: school teachers, Education experts have involved in preparing these cards. About 50-60 cards are being prepared. The procurement process in on; would be completed in a coming months.

It has been planned to conduct the reading programme in 11 selected districts in the next academic year using these cards the districts covered are all the 7 North eastern Karnataka Districts and Southern Karnataka district – Chamrajnagar, chitradurga, Kolar, Chikkaballapur.

### KSQAO

Before implementing remedial teaching the performance level of the student was assessed for this activity an amount of Rs 2 crores was released to the Karnataka schools quality assesment organisation. The result of the above

organisation was taken as the diagnostic test and students are selected for remedial teaching.

#### Remedial Teaching Expenditure.

Sl No	Name of the Programme	Target		Achievement	
		Phy	Fin In lakhs	Phy	Fin In lakhs
1	a) Kalika Andolana	4,53606	1381.064	8,26,862	1165.9755
	b) KSQAO		200.000		.200.000
2	Reading card	10 Districts	460.00	10 Districts	Work is Under Progress
Total		4,53606	1841.064	8,41,771	1363.9755

#### 9. Free Text Book

Free text book is provided to SC/ST boys and all girls of Aided schools studying in 1 to VIII std. For this an amount of Rs. Rs.331.854 lakhs has been spent at an unit cost of Rs. 80 per child.

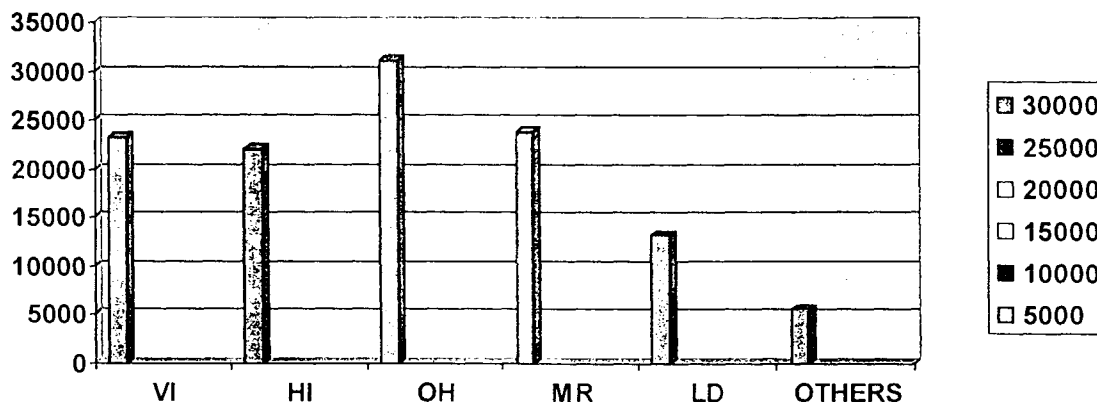
#### 10 Interventions for CWSN (IED)

##### 10.01 Inclusive Education

"Universalisation of education" is meaningful only when all the children in the age group of 6-14 are in school and get education. In this context the children with different disabilities need to have different programmes to enrol and to retain them in the schools

Equity- always remains as an issue. Our goal also is to reduce the gap in enrolment, retention, completion rates and achievement levels of children with respect to gender and socially disadvantaged groups. It is also necessary to provide education to the children with special needs on par with other normal children.

The enrolment of the state in the age group of 6-14 is 79,60,820 and out of which the children with special needs amounts to 119110 and disability wise graph is given below.



### Objectives:

- To provide school access to all the children with special needs.
- To Provide necessary supporting services to the children with special needs.
- To reduce the gaps between the normal children and children with special needs.
- To empower the teachers and parents to manage the CWSN in the process of education
- Establishment of resource centers at block level to handle the children with special needs

### Programmes initiated during 2007-08

As per the AWP&B 2007-08 all the districts have initiated the proposed programmes at the district and block levels. The state has initiated following activities for the effective implementation of the programme.

#### 1. Inclusive Education Resource Teachers:

Continued the services of 3 IERTs in each block for the educational and supportive services of the Children with special Needs. These teachers are the regular teachers who have put in experience in the regular class room transaction and with 90 days IED training in the distance mode. A district Co-ordinator having DEd/BEd, has been placed in each district from 2007-08

1.2 The IERTs and IE District coordinators have been involved in conducting Survey of children; Functional Assessment camps; trainings to teachers and parents; planning of Inclusive Education activities at the block & cluster level; providing guidance & conducting awareness programmes for the parents of CWSN, community members and other children; conducting case studies & maintaining of Individual Education Plan (IEP) for all the CWSN

1.3 Conducted experience sharing workshops for the general teachers. Monitored the progress of the children and planned various activities. These RPs served as a bridge between school, parents, CWSN & NGOs.

#### 2. Functional assessment Camps:

All the districts have conducted functional assessment camps at block level. The department has converged with the Health department, Women and child Development department and NGOs working in the field. This year 52564 children have attended the medical camp with their parents.

### **3. Providing Aids and appliances:**

The process to provide aids and appliances to the needy children, identified in the camps is going on through ALIMCO, DDRCs, NGO like Skanda Educational and Medical service trust, Jain youth federation and other charitable institutions.



### **4. Teachers Training :**

All the districts have conducted short term training for a durations of 3days 20000 general teachers at block level and long term training for 1600 teachers through RCI recognized study centers, affiliated to M.P.BHOJ university through distance mode.

### **5. Awareness programme:**

The awareness programmes are conducted at state, district, block level and cluster levels. The state level programmes are through NGO. The NGO conducted awareness camps at 30 blocks of 10 districts. In each block 8 schools were selected. The theme of the programme was "Namagu Ide Saamarthya" Naavu Samartharu Naavu Kaliaballevu" (We too have ability, we are capable and we are educable) this programme was conducted by a group consisting of general children and children with special needs.

### **6. Parents Training:**

The districts have conducted training for 35000 parents and also counseling sessions to educate parents regarding the effective management of their children and activities to be adopted.





**7. Barrier free environment:**

Barrier free environment was created in 4735 in the existing school this year and it is made mandatory to provide ramps in the new school buildings. Totally 21254 schools have ramps with hand rails and the coverage is 41%

**8. Resource centers:**

The resource centers are established at block level during 2006-07 .and the strengthening of these Resource Centre is being taken up during 07-08 Resource centers are providing the Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid, repair Kit, Ortho repair tool kit, Physio therapy etc. Teaching learning materials are also provided to these centers.

**9. Home Based Education:**

Home Based Education Programme is taken up under the intervention of out of school strategies. The underlying principle is to provide educational opportunity to all the children including CWSN who cannot attend the school for specific reason like mental retardation, cerebral-palsy and multiple disabilities. These children are admitted to a nearby school. 11473 children are benefited under this programme. 4659 volunteers are working. One volunteer looks after 3 children and visits the child's home for 2 days in a week. The EVS are trained for a duration of 10 days .

The expenditure for the year 2007-08 is given below.

Activities	Budget		Expenditure	
	Phy	Fin	Phy	Fin
Assessment Camps	202	40.400	202	40.400
Provision of Aids & Appliances	15000	150.000	15000	150.000
Teachers Training 3 days*Rs. 70/-	20000	42.000	20000	42.000
Long term 3 days* Rs 70/-	1600	64.000	1600	64.000

5	HBE-Vol Trg	3500	24.500	3500	24.500
6	Training to parents of Severely disabled children (Rs. 30/- 2 Days) children	35000	21.000	35000	21.000
7	Awarness Programme (per cluster Rs. 2000)	2269	45.380	2269	45.380
8	Strengthening of resource centers	176	88.000	176	88.000
9	Workshop/ Meeting (SRG/DRG)		15.940		15.940
10	Resource Teachers Salary (IERT)	606	615.000	606	615.000
11	District co-ordinator Salary	27	27.000	27	27.000
12	Ramps	4735	284.100	4735	284.100
13	Publicity materials & other activities		12.000		12.000
	Total		1429.320		1429.320

## 11 Civil Works

1. SDMCs take up the construction of school buildings, Additional Classroom, toilets, Drinking water facility, Electrification and compound wall. Community is involved in the construction. In several cases community has come forward to contribute in cash and kind towards civil works. Agencies for the construction of BRC buildings and CRC buildings are identified by the District Implementation Committees of the concerned districts. Agencies like Zilla Panchayath Engineering Division, Karnataka Land Army Corporation (KLAC), Nirmithi Kendra have been identified for this purpose. However, due to price escalation in the said agencies will not agree to take up the 2007-08 works.
2. Services of the engineers were provided at the Block level and District level to assist the SDMCs in construction activities and to monitor the works. These engineers visit the construction sites for supervision and to provide technical guidance and also liaison with the DPO for monitoring civil works. The services of these engineers are provided by an agency and the number of engineers are directly depends upon the number of civil works / locations subjected to minimum one per block. 25 to 30 locations one Block level engineer and 300 to 400 works one District level engineers were provided.
3. Independent consultants for third party evaluation and auditing have been appointed. These consultants carryout the technical evaluation of the quality of the civii works visiting each of the construction sites, at-least during five stages of construction. The reports these consultants confirms that, the quality of construction is good and better than the buildings constructed by government departments under other schemes.
4. Manual on guidelines for construction in Kannada have been given to SDMCs. In addition the training imparted to SDMC members with regard to the quality construction and good maintenance.

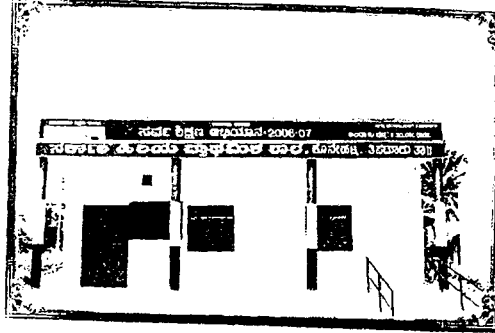
5. Quality Control Equipments like Compressive Strength Machine have been provided at district and quality checking equipments like; Digital Rebound Hammer, Ultrasonic testing machine and one Profo-meter taken at State level. These instruments are used by the engineers to ensure quality of construction material and also at the stages of construction and to achieve the quality the completed works.
6. "State level workshop" on Building as a Learning Aid (BaLA) was held at Bangalore on 13.06.2007 to 16.06.2007 and 05.12.2007 to 07.12.2007 District and Block level engineers were sensitized to concept of BaLA. This was followed by onsite training sessions. The works under BaLA are also in progress.
7. **Capacity Building:** It was conducted the Five days workshop for provided training to T-o-Ts / field engineers to help them to train the SDMC members. It was helped in improving the quality of construction and timely completion of work involved the community.
8. Some of the structures constructed are shown as below.

**Additional Classrooms**

Govt. Lower Primary School, Chowdenhalli  
Tiptur Taluk, Tumkur Dist



GHPS Konehalli, Tiptur,  
Tumkur District



GLPS Bedrodi-Vidyanagar,  
Puttur Tq, Dakshina Kannada Dist



GLPS Kuduvanghatta, Tumkur District

9. The status of civil works progress for the year 2001-02 to 2006-07 and 2007-08 is shown below.

Table : 16

Sl. No	Description	Target	Compltd	Progress	% of complt
1	BRC	90	90	0	100.00
2	CRC	1043	1043	0	100.00
3	School Buildings	2192	2061	131	94.02
4	ACR	28619	26604	2015	92.96
5	Toilets	23314	23314	0	100.00
6	Drinking Water	21438	21438	0	100.00
7	Electricity	27913	27913	0	100.00
8	Compound Wall	3717	3717	0	100.00
	<b>Total</b>	<b>108326</b>	<b>106180</b>	<b>2146</b>	<b>98.02</b>

10. The following works are under progress, they will be completed by April 2008.

Table : 17

Sl. No.	Description of work	Target	In Progress
1	BRC	20	20
2	CRC	358	358
3	New School Building	655	655
4	Additional Classrooms	4555	4555
5	Electricity	5237	5237
6	Major Repairs	1814	1814

### 13 Teaching Learning Equipment

655 new schools were provided with the TLM of Rs.65.50 lakhs, 282 upgraded schools were provided with the TLM of Rs.141.00 lakhs.

### 14 Maintenance Grant

In the state every primary and upper primary schools were provided with maintenance grant. During 2007-08 it is sanctioned to provide Maintenance Grant of Rs. 5,000 to 64765 all the government schools having own building.

The Govt.Lower Primary Schools having own building with less than three rooms for instructions were provided with Rs.4000 and with more than three rooms for teaching purpose were provided with Rs.7,500.

In the same way Govt Upper Primary Schools having own building with less than 6 rooms were provided with Rs. 8,000 and more than 6 rooms for the purpose of teaching were provided with Rs.15,000.

The amount is utilized for the maintenance of Electricity, toilet and drinking water of the schools.

#### 14 School Grant

##### School Grant

51013 primary schools and 22981 upper primary schools have been provided schools grant of totaling Rs.1479.88 lakhs.

In.No.	Activity	Sanctioned		Expenditure	
		Phy	Fin	Phy	Fin
15.01	Primary School	51013	1020.26	51013	1020.26
15.02	Upper Primary School	22981	459.62	22981	459.62
	<b>Sub Total</b>	<b>73994</b>	<b>1479.88</b>	<b>73994</b>	<b>1479.88</b>

#### 16 Research & Evaluation

##### Progress Overview:

REMS is one of the major interventions under Sarva Shiksha Abhiyan Mission. The approved activities under REMS are implemented at various levels right from the grassroots level: School to the State Level through Cluster, Block District levels. There is a provision of Rs.1,500/- per school per annum under REMS for both the Government and Government Aided Schools while the HPS is treated as two units. The allocation is split up as a provision for Rs.200/- and Rs.1300/- at National and State Level respectively for implementing the REMS activities.

##### State Level Activities:

The State Research Advisory Committee and 5 Sub-committees on Lab Area Studies, Multi Centric Studies, Monographs and Handouts, Practitioners and

Research and Macro Level Researches are constituted for necessary guidance in effective implementation of the REMS approved activities at the State Level.

The following activities are implemented at the State Level with co-ordination of other departments, Universities, Educational Institutions, Non-government Organisations, and voluntary Associations etc.:

- Commissioning of Researches
- Experimental Projects
- Monitoring and Supervision Interaction
- Action Research workshops
- Lab Area and Multi Centric Studies
- Conferences and Seminars
- Meetings / Workshops
- Exposure Visits / Study tours
- School mapping : Third party monitoring on Civil Works
- KSQAO - External Evaluation of school / children performance
- Publication of News Letters / Education Magazines / Bulletin etc.
- Prathibha Karanji Programme
- Progress Cards - Printing and Distribution of Competency and Semester based progress cards
- External Evaluation of SSA Programmes etc.

**District Level Activities:**

The DIETs are considered as nodal / implementing agencies at the district level for REMS activities. The District Research Advisory Committees are constituted in the DIETs for proper guidance in effective implementation of the REMS approved activities at the District Level in this regard. Financial provision has been made to the DIETs for implementing the REMS activities at district and sub-district levels such as school, cluster and block as per the approval of AWP/B 2007-08. The major activities entrusted to the DIETs are:

- Constitution of DRAC
- Convening periodical meetings / workshops
- Organising Seminars related to quality issues / UEE
- Documentation of Action Research / Research Studies

- Monographs and Research Publications
- Field Visits / Monitoring Activities
- Evaluation of Sarva Shiksha Abhiyan Programmes
- Publications: News Letters / Bulletin / Journals etc.,

**Block and sub Block level activities:**

At the Block Level, Block Research Advisory Committees are constituted in order to get guidance for implementing the REMS activities. The State Project Office and also the DIETs are engaged in the monitoring and review of progress periodically.

The DIETs and BRCs are monitoring and guiding the schools in conducting Action Research Studies including documentation and dissemination of findings at school, cluster and block levels of workshops, training programmes, seminars, providing News Letters etc. are conducted in this regard.

***Progress report of 2007-08***

Major Research Activities are implemented at State level and also district and sub district levels in line with the approval of AWP/B 2006-07. Sarva Shiksha Abhiyan Mission- Karnataka has implemented the REMS activities under guidance of the State Research Advisory Committee and sub committees.

**I Major Activities under REMS, 2007-08:**

**1. Study on Teacher Absenteeism :**

The MHRD has initiated the above study in three states of Uttar Pradesh, Madhya Pradesh and Andhra Pradesh through Ed.CIL during 2006-07. In the similar line as one of the commitments of AWP&B 2007-08, the State also has taken the study as per the TOR provided by GOI. The study is entitled as, "Study on Teacher Absence and Students Attendance in Primary and Upper Primary Schools of Karnataka State" This study is entrusted to the Catalyst Management Services, Pvt. Ltd., Bangalore through various processes of selection criteria.

The study is under progress and the draft of the Inception and Interim reports are received and given relevant feedback in this regard. A copy of the Interim report

has already been sent to the MHRD for information. It is expected let the study would be completed by the end of February 2008.

## **2. Sample Study of EMIS activity under SSA programme:**

Sarva Shiksha Abhiyan has taken a multi-centric Validation study with 5% of sample on EMIS in the entire State through DIETs. In addition to the MCS, a Validation study was entrusted to Centre for Multi-Disciplinary Development Research (CMDR), Dharwad during 2007-08, which aimed to examine the accuracy and precision in EMIS data so that in future correction can be applied for collecting valid data. It is needed but the validity and reliability of EMIS is most significant for planning and implementation of SSA and other educational programmes.

The study was initiated in three districts viz., Chitradurga, Dakshina Kannada and Gulbarga as per the TOR and tools provided by NUEPA, New Delhi. The final report was compiled based on the feedback given at all levels and the same has been sent to the MHRD for approval. It is planned to undertake a similar study for the current year on EMIS data 2007-08. The study is under progress.

## **3. Study of Impact of Sarva Shiksha Abhiyan initiatives on Universalisation of Elementary Education in Karnataka with special reference to concerns of Quality and Equity:**

The study is entrusted to Public Affairs Centre, Bangalore as per the TOR designed by the State Project Office with a purpose to achieve the objectives such as,

- Obtaining feedback from the children in school and their parents on the quality of schooling in terms of accessibility, reliability and satisfaction with the services delivered particularly in terms of the quality of education received and of meeting the equity goals.
- Obtaining feedback from the teachers on their assessment of the quality of services they provide, the efficacy and helpfulness of the training imparted to them in improving the quality of their performance, in increasing retention and preventing dropouts and the challenges and problems they face in delivering the services, including promotion of learning.
- Assessment of Schools in terms of adequacy and quality of infrastructure provided and their utilisation



The tools are designed and finalised on lines of the feedback given. The study is under progress.

#### **4. Double Enrolment:**

Secondary analysis of data of DISE/EMIS read along with data on child census survey of the state revealed that while there were around 11.50 lakh. Children in the 1st Std. of schooling in the state over the years, the no. of eligible children, being 5 years 10 monthly and fit for enrolment for 1st std of schooling by June 2007 stood at 5.5 lakhs. There was a need to account for another 6-0 lakh children who are in the system but not identified in the child census survey. The possible reasons were: Multiple admissions in schools and under age children. Hence the State SSA office deemed it to fit to examine the significant divergence regarding 1st Std. enrolment in the two sets of data, involving all the DIETs of the state.

A State level study was undertaken using Multi Centric study approach to validate the fore going assumptions. The study revealed that while multiple admissions accounted for only 2% of the difference, the rest was explained in a large way through voluntary admissions of children b/w the age of 5 years and 5 years 10 months. Though the state policy has fixed the age of entry to 1<sup>st</sup> std. of schooling as 5 years 10 months, voluntary admissions, especially in Urban and Semi Urban areas happen by convention and practice.

Hence the State government proposed a 'Zero Grade Class' for the children below 5 years 10 months and seek admissions in schools. These schools were being tried out and tested on experimental basis in

#### **5. A Study on Remedial Education:**

A State wide programme of Remedial Education Programme has been operated in the State for the first time during 2006-07 also involving Non-Government organisations and volunteers. A review of their programme revealed that the results. However not upto the optimal expectations. Hence a state wide comparison of Remedial Teaching, based on KSQAO results was launched all over the state by the department itself known as "Kalika Andolana". It is noted with

satisfaction that all the teachers of the state agreed to spend an extra hour before / after the school for conducting this programme without any additional remuneration.

This programme is to be reviewed in the direction of ensuring "Teacher Accountability" in the system.

The State S.S.A. Project office deemed it fit to study the efficiency of the Kalika Andolana Programme. Hence all the DIETs were involved using the Multi Centric design to review the efficiency components of the programme. One cluster in each district was selected as a sample for the study. Data collection has been completed while the analysis of data across the districts is in progress. Report will be finalised shortly.

#### **6. Validation study on Children's Census Data 2008:**

Karnataka has been conducting an annual children's Census, which gives us information on the status of each child in the state. This not only helps us track the children's progress but also enables us to plan the annual estimates. However, it is being felt that it is important to ensure an appropriate and accurate census, as there may be some gaps in this exercise. In this context, it is proposed to get the children census data of February 2008 validated by an Independent agency.

The study would be set in four divisions of the State through a complete Enumeration Survey of 5775 Households spread across 40 Revenue villages and 4 Urban wards and 4 districts of the State. The identified districts are, Gulbarga (including Yadgir educational district), Bagalkot, Chikkmagalore and Ramanagara. The 2008 census has revealed an incidence of 22974 (11811 + 11163) 1491, 561 and 457 OOSC in the districts referred to here in respectively. Essentially the same research tools will be used in the Validation Survey as have been done earlier Census Survey.

It is proposed to entrust the study to Centre for Multi-Disciplinary Development Research (CMDR), Dharwad who have previous experience in Validation Surveys. Total cost of the Project is estimated to be RS 18.50 Lakh. (Rupees Eighteen Lakh Fifty Thousand only)

## ***Experimental Projects implemented during 2007-08: Review Status***

### **1. Kalika Yatna Programme, a learning initiative by MAYA-Prajayatna**

Kalika Yatna is an innovative strategy adopted in Bilikere Cluster of Mysore district as a Pilot Project for 3 years (2005-06 to 2007-08) with co-ordination of an NGO, MAYA-Prajayatna, Bangalore. It is based on integral approach and constructivism where an enormous opportunity is provided for teachers in preparing the Self Learning Materials, Local Specific Curriculum and so on. It is an approved activity for 2007-08 under REMS intervention.

It is proposed to extend this programme to the entire Hunsur Block during 2008-09 from classes 1 to 5th Std., based on the field experiences, in-housing review reports and also external evaluation study report. A proposal for external evaluation is invited from the Department of Education, Mysore University in this regard.

### **2. District Quality Education Programme (DQEP), NIAS,**

District Quality Education Programme is implemented as a Pilot Project in Chamarajnar District for 3 years (2005-06 to 2007-08) with aimed to enhance capacity building among the Academic Resource Centres of districts and sub-districts such as, DIETs, BRCs and CRCs with co-ordination of National Institute of Advanced Studies, Bangalore. It is proposed to conduct an Impact Study in the lines of findings / experiences of the above referred Action Project. The necessary decisions will be taken to adopt the innovative Strategies and good practices of the project based on the outcomes in all other DIETs also.

### **3. Language Development Programme - Reading Cards :**

As a part of the DQEP, the Language Development Programme has been initiated for designing and developing 100 Reading Cards as supplementary materials based on the curriculum at the elementary level with co-ordination of the Promise Foundation, Bangalore and NIAS, Bangalore in order to enhance the reading skills among the primary school children from 1-5th classes. It is proposed to adopt these Reading Cards as a supplementary material for language teaching in government and aided schools of Yelandur Block in Chamarajnar district for 2008-09.

**Publications:****Research Abstracts:**

The State Project Office has taken necessary steps to publish Research Abstracts of all the studies sponsored at State Level by SSA / SRAC in 2-3 volumes. The experts made an in-house review of all the reports in this regard. Consolidation of review is under progress.

**Shikshana Varthe:**

'Shikshana Varthe' is an educational magazine publishing at state level and distributing to all the government and aided schools of the State under REMS component. This News letter contains the articles related to the quality issues especially elementary education including innovative practices in the Classroom Transactions, Action Research studies conducted by the teachers and field functionaries, Success Stories, important circulars, Government Orders and so on.

**Training Module on Action Research:**

A revised teacher-training module on Action Research has been prepared at the State Level with coordination of Regional Institute of Education, Mysore, ISEC, Bangalore and other experts. The process of Printing and Supply is under progress.

**ANNEXURE**

Table : 18 : Particulars of REMS Meetings/Workshops/Activities

Sl No.	Date	PARTICULARS	REMARKS
1	14.06.2007	Screening Committee meetings on Teacher Absenteeism Study	* SPD-SSA Personnel * REMS Experts
2	10.07.2007	Preliminary meeting on Monitoring task by MHRD. Monitoring team.	* SSA.SPD. Personnel * MHRD, Monitoring team registrations * DYPCs

		(ISEC & RIE) Phase - I	* Computer Programmes
3	03.08.2007	REMS progress Review Workshop	* SPD. Personnel * DIET Principal * DIET-REMS Facilitators
4	21.09.2007	MHRD Monitoring preliminary shop for the Phase – II	* SSA. SPD Personnel * MHRD, Monitoring team * APCs & DYPCs
5	30.09.2007	Reading Programme workshop	* SPD. Personnel * MHRD, Monitoring team * APCs & DYPCs
6	12.12.2007	Workshop on Action Research Module Review	
7	13.12.2007	Review workshop on Lab Area & Multicentric studies	* SPD. SSA. Personnel * ISEC & RIE Experts
8	19.12.2007	Workshop on REMS progress review & Quality Monitoring Tools	* SPD .Personnel * REMS Facilitators * Assistant Programme Co-ordinators
9	28.01.2007	MHRD Monitoring. Preliminary workshop	* SPD. SSA Personnel * BRCs * BRPs * DYPCs * MHRD team members

#### Media & Documentation:

#### Over all Progress : 2006-07 & 2007 -08

Media & Documentation is one of the major interventions under S.S.A. programme that reflects the progress and innovative practices in implementation of the approved activities. The steps have been taken under this intervention to get educational awareness among parents and community. The Print as well as Electronic media are adopted in this regard.

The major achievements under M&D intervention were,

The Posters and Broachers on some of the major interventions like, Out of school strategies, Inclusive Education, Girls Education, Community Mobilisation,

Innovative Education etc., prepared and supplied to all levels from school to the state.

The School Chale Hum and other related Jingles were transmitted through the Radio and Television mode with aiming to get community awareness and Mobilisation.

The State Project Office made some of the remarkable achievements with coordination of the District Project Offices in exhibiting the deeds in the area of Elementary Education. They are mainly,

- ❖ The SSA stall was opened at the world famous "Shravana Belagola Mahamasthakabhisheka" aimed to display the informative materials on SSA major programmes and the innovative Practices implemented in the state under SSA.
- ❖ The State Project Office had participated in the "Bharath Nirmana Exhibition" held in Bangalore organised by the 'Press Information Bureau, Bangalore. It is a great pleasure to inform that, the SSA stall won the first place and got the award in this event.
- ❖ The State Project Office had participated in the world famous "Dasara Festival of Mysore" and SSA Tableau "Asathoma Sadgamaya- Kathalininda Belakinedege" (Dark to Light) was succeeded in its attempt to get attention of the lakhs of people assembled in the Dasara Procession. The tableau was selected as one of the best ones and won the third prize. In the same occasion the stall was also opened at the Dasara Exhibition conducted for a couple of months and provided an enormous information about the success stories of the programme.



- ❖ The Comprehensive Children Census was jointly organised by the State Project Office, SSA with Commissioner of Public Instruction in order to enumerate the children in the age group of 6-14 years including 0-6 children. The information was needed for identification of the Out of school children in the age group of 6-

14 years and also to chalk out the Alternative and Innovative Strategies to be adopted in mainstreaming the out of school children. The messages of the Honorable Chief Minister of Karnataka, Deputy Chief Minister of Karnataka and the Education minister along with some of the famous Kannada Film Artists were transmitted through all 16 Kendra's of All India Radio and Doordarshan, DD 1 & Chndana to get Community Awareness in this regard.

- ❖ The Shikshana Samvada and Discussions on Quality Issues related to the Elementary Education were broadcasted through Radio and Doordarshan Kendras in order to get wider publicity regarding the Equity provisions under SSA programme.
- ❖ The Documentary studies are in progress in Gadag & Bellary Districts on the title " An Exploratory Studies on the Role of Community involvement in the Context of U.E.E." under the guidance of NCERT, New Delhi.
- ❖ The Districts and the Blocks are given proper guidelines and circulars to keep Documentation on the innovative practices and the success stories under SSA programme.
- ❖ A team of State representatives participated in the National Level Community Mobilisation Mela ( Shiksha Mela) held at Dehradun, organized by Sarva Shiksha Abhiyan Mission-Uttaranchal.

Since there was no separate allocation for Media and Documentation in the year 2007-08, it is estimated the budget for the year 2008-09 separately under the State Component. It is also felt to follow the same strategies in the forthcoming year along with some of the selected new initiatives for Community Mobilisation.

## **18 Innovative Activities :**

### **18.01 : ECCE**

Rs. 5.00 lakhs has been sanctioned for Early Child Care and Education. During 2007-08 it was planned to start Zero grade in four bloks of four di visions as a pilot project. Only Rs. 8.00 lakhs was earmarked for preactivities to start the zero grade. Actual Zero Grade will be started in the academic year 2008-09. The remaining Rs. 127.00 lakhs has been released to Women & Child Development Department to provide Teaching Learning Materials to Anganwadis. Rs. 500 is spent for this purpose for each Anganwadi center.

## 18.04 Computer Education

### Computer Assisted Learning Centres:

It is decided to provide the Upper Primary Schools situated in the cluster head quarters with the facility of computer education as a priority in the state. This is with a view that the computers thus provided could also be used for the e-governance of the activities under SSA from the cluster level. Such activities will be undertaken in the said schools after the school hours or before the school hours with out obstructing their use by the students of the school.

During 2007-08, 400 such schools are covered under this activity. 1000 schools were thus covered during 2005-06 and 2006-07 together. There are about 2649 clusters in the state. On priority remaining clusters will also be provided with the facilities of computers.

Prior to 2005-06, stand alone PCs were provided to about 776 schools in the state. Power consumption of the PCs is very high and keeping in view the developments in ICT, future upgradation of the systems would be very expensive. Hence the model of servers and thin clients is thought of.



One server, four thin clients with TFT monitors and one UPS system with four hours of back up are provided to the selected schools. The multimedia content developed by Azimpemji foundation on the hard spots identified on all topics in all the subjects of classes III to VIII are loaded on the hard disk of the server. The students can access these contents and engage themselves in learning playfully. The multimedia content also contains the resource support for the teachers to



empower them handle the teaching learning process more effectively. 98 titles of multimedia content are developed so far.

The teachers in these selected schools are being trained in collaboration with Intel Teach Foundation. The Intel Teach Foundation will train the Block Resource Persons for 5 days in using computers and also in employing computers in achieving excellence in the academic activities. These Block Resource Persons are in turn training the teachers in their respective schools.

#### 18.05 Others

##### Distance Education :

The plan for the activities pertaining to Keli-Kali (Radio Programmes) and Edusat Programme for the year 2007-08 is given in the below table:

Table : 19

<b>A. Annual Work Plan (2007-08) for Distance Education Programme</b>			
<b>I. Keli-Kali (Radio Programme)</b>			
a. Broad casting Expenses for Kannada Programmes	2.37	27 districts	64.000
b. Broad casting Expenses for Urdu Programmes	0.14		4.000
c. Radio Lessons Preparation for 8th std	0.18		5.000
d. Printing of literature	0.37		10.000
<b>II. Edusat Programme</b>	0		
a. Preparation of 50 video lessons	0.75	50 video lessons	37.500
b. Edusat programme to KGBV schools	1.5	61 schools	91.500
c. Strengthening of studio	31	1 studio	31.000
d. Manual preparation	0.00088	25000 copies	22.000
e. Meetings of technical committee	0.5	4 meetings	2.000
f. For technical assistants of KSRAC	0.3	10 assistants	3.000
			<b>270.000</b>

**Radio Programme – Keli kali:** Keli-kali, a radio lesson program being aired from All India Radio for class III -VII in Kannada, Urdu, English, Environmental Science and Mathematics subjects. This program covers the hard spots in the subject area. Radio broadcast will be listened in the schools according to the timetable provided before hand. Every school has been provided with a radio receiving set, the maintenance of that will be met out of the school grant.

Education Development Center (EDC) has developed 50 Interactive Radio programmes in core subjects for classes 4 and 5 in Urdu medium for the use of Urdu schools and production of 50 Interactive Radio Programmes for introductory English for Classes one and two. The Urdu Programmes developed by EDC are in the form of DVDs and these DVDs are being replicated and distributed to Urdu schools.

#### **EDUSAT:**

Karnataka State started the pilot project on EDUSAT in Chamarajanagara district. Telecast of lessons was done for the academic year 2005-06. About 96% of telecast time has been utilized by schools. Only 4% of the telecast time could not be used by some schools because the systems required minor repairs. Concurrent evaluation of the project was done by RIE Mysore.

The evaluation report opines that retention rate of the school children has gone up due to EDUSAT project..

Thus, education through satellite is being made use of for the elementary education in Karnataka .Under innovative activities, funds from the districts are pooled in the state office and utilized for the development of software (production of educational CDs)Block resource centres of the districts were provided with receive only terminals and solar power pack enabling in-service teachers training in tele mode .Receive only terminals were also supplied ,installed and made functional in the DIET and the DPO of the district. This will enable the SPO to review the progress of the Sarva Shiksha Abhiyan activities in the district and to convey important instructions directly through tele-conferencing .This is a continued activity from the year 2004-05.

Encouraged by the preliminary success ISRO had established ROTs and Solar Power Packs in 885 schools of Gulbarga District and the lessons are broadcasting from DSERT.

Under innovative activities provision was made for supply, installation, erection and commissioning of Satellite Interactive Terminals (SITs) during the year 2005-06. .An MOU has been reached between GOI, ISRO and GOK for the supply of 50 SITs (40 paid from SSA+ 10 supplied free of cost from ISRO). An amount of Rs. 101.60 has been deposited with ISRO in this connection.

All the RoTs, TV with trolley and Solar Power Packs which are installed at BRCs, DIETs, DDPI offices and schools of Chamaraj Nagara and Gulbarga District are insured against theft and natural calamities. An amount of Rs.2.5 lakh has been spent towards this

It was planned to provide RoTs for all the KGBV schools of the State during the year 2007-08. However, due to shortage funds, RoTs are being installed in 32 KGBV schools. The rest of the KGBV schools will be covered in the year 2008-09.

Few RoT systems in Chamarajanagara and Gulbarga are not functional due to want spare parts like batteries, LNBF, etc. The defective and stolen parts are being replaced with the new ones out of funds of 2007-08.

A total of 52 Video lessons for Edusat programme were prepared. A total of 438 video films since from the beginning of Edusat programme.



7



Plan of activity for 2007-08

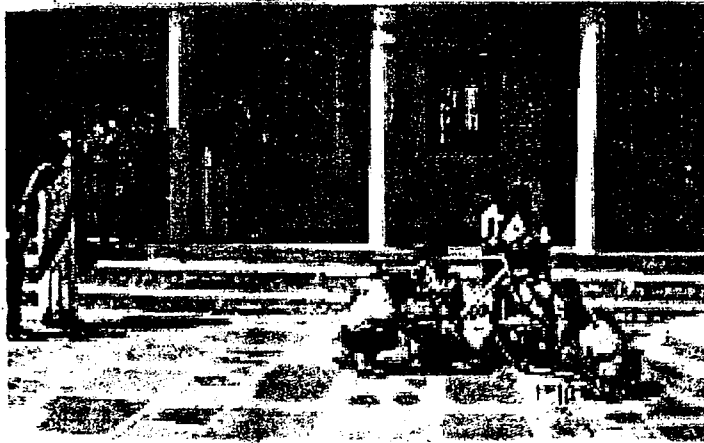
**Work Education:**

State SSA has decided to impart work education for the children of 8<sup>th</sup> standard to develop vocation studies which is help full in their future accordingly the steps are taken. Work education is gaining a lot of importance in the present scenario. The children will be trained in trades like cycle repairs, Radio repairs, Watch repairs. With this the children gain confidence in earning their livelihood. Further the products of work education will be sold in a block level exhibition cum sale.

This would help them in the development of vocation studies.

Each District sanctioned with Rs. 2.5 lakhs for this activity. Each district utilised this funds to 10 Upper Primary schools with 8<sup>th</sup> standard. Each school is provided with Rs. 25,000. Out of which Rs. 10,000 is utilized for honararium of the volunteer who is engaged by the SDMC to teach locally available skills to the children. Remaing Rs. 15,000 is spent for Raw materials. By utilising the raw materials the students prepared many beatiful and useful things like woolen materials, candels,

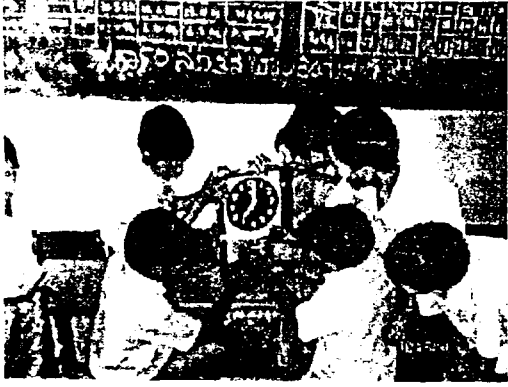
tailored materials, Chalk pieces, materials prepared by bamboo etc. Along with this primary skills like cycle repairing, carpentry etc., also made available to the children by the locally available skilled persons



### **Science Laboratory**

To impart science education in an effective way and to develop scientific attitude for children studying in 8<sup>th</sup> standard, a science laboratory is established. An amount of Rs. 67.5 lakhs has been sanctioned for this purpose. Each District sanctioned Rs. 2.5 lakhs and it was distributed to 5 Upper primary schools with 8<sup>th</sup> std. Each school received an amount of Rs. 50,000. This amount is paid to SDMCs. The SDMCs have formulated a technical committee consisting of a CRP, secondary school Head Master(Science), a Science teacher and a Primary teacher. The committee prepares the indent for supply of materials and furnish it to SDMCs. SDMCs will resolve and implement in the purchase of Scientific materials on need basis as per rules. All together such 135 UPS were covered under this activity.

This enriches the spirit of experimentation and inquisitiveness and scientific attitude



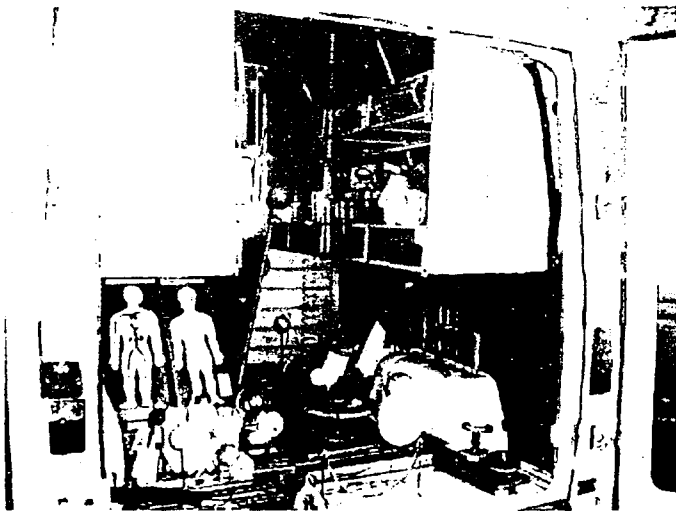
## Science Museum

### Science on the move

Agastya International Foundation's science lab, mounted on a van, travels through villages and brings science alive to children by allowing them to do experiments using locally available material.



The mobile lab makes learning fun.



AT A time when education has been reduced to learning by the rote, an experiment is afoot where creative thinking is being given precedence at the grassroots level. This is being spearheaded by the Agastya Indian Foundation (AIF).

A major breakthrough was the acquisition of a mobile van, from a business organisation, which has been converted into a hands-on, student-friendly science lab.

The thinking behind this is that most labs in regular schools are equipped with expensive equipment and quite often, teachers demonstrate the experiments, while students watch with little or no interest at all.

Agastya's mobile science van, on the other hand, has low-cost experiments that students work on and then think about the scientific principle behind them.

The mobile lab also shows other simple experiments that demonstrate physics principles. Which use material that is available around the house, the lab also has a complete working model of the entire solar system.

The mobile van moves along, training two to three schools a day, fascinating and educating about 200 children every day, to improve creative thinking, memory, personal development, communication skills, and art form. So far, 3,000 teachers have been trained and as they go back to their home schools and spread these concepts, it is hoped that there will be a multiplier effect and more and more benefits accrue.

### Agastya's Mobile Lab Program

- ✓ 50 – 100 children per session
- ✓ 2 to 3 hours per session
- ✓ 2–3 schools per day
- ✓ 50 – 100 experiments
- ✓ Teacher Training
- ✓ Young Instructors



### Teacher Training by Agastya

Agastya's teacher training workshops are transforming the rural and urban classroom. These "high-impact workshops" help to build creative thinking, teamwork, leadership and application skills. Professional instructors including creativity trainers, teachers and professors from premier institutes, hands-on learning experts and a national memory champion run them. Invited speakers include business leaders and management experts. Subject areas covered include science and mathematics, art and sculpture, memory development, creativity, leadership and change management.

Agastya's in-house trainers help teachers to develop hands-on learning skills by exposing them to a variety of experiments in science and other subjects.



Major step in rural teacher education initiated in Karnataka in 6 North Eastern Educationally Backward Districts such as Bijapur, Bidar, Bellary, Bagalkote, Koppala and Gulbarga.

- Observed high natural creative ability and enthusiasm for new hands-on learning techniques.
- Received extremely positive feedback and response from teachers.
  - Hands-on learning skills very relevant in rural education and are easily transferable to rural children.
  - Can significantly raise rural skills and productivity
  - 18 - 20 leader volunteers identified to spread skills in other local schools.
- Training demonstrated commonly available low cost materials are effective for disseminating hands-on learning skills.

Rural teachers were exposed to state-of-the-art learning and teaching techniques.

## **19 Community Training**

Community mobilization is one of the major interventions under Sarva Shiksha Abhiyan Programme, which enhances educational awareness among parents and community. In this direction, 111762 members of SDMC's were trained upto November, 2007. Later with the view to strengthen the linkage between SDMC and CAC members, as per the model bye laws the training of SDMC and CAC of the gram panchayats have been taken up in large scale by utilizing the funds of the remaining 111762 members and funds available under community mobilization with the unit cost of Rs. 30. Therefore a total of Rs. 67, 05,720 is utilized under Community Training allocation and a sum of Rs. 1, 43, 00,000 under Community Mobilization where in 6.5 lakh SDMC and CAC members are involved in SDMC and CAC Sharing workshops across the state.

There is a total allocation of Rs. 325.241 lakhs to all districts for the Community Mobilization sub activity under District Management cost in AWP&B 2007-08.

Planning and implementation of SDMC-CAC Sharing Workshop:

- The core committee members meeting and a days workshop was held in the month of November to plan the action plan of SDMC CAC Sharing Workshop;
- 2 days workshop to finalize the Resource Material and Training Design and 1 day workshop to finalize the handouts for the participants of the SDMC-CAC sharing workshops;
- Identification of the State Resource Group involving both the Department personnel and the representatives of the NGO's



- Orientation for State Resource Group by the Core committee members
- Divisional level trainings for 429 members 13 from each district.
- District level trainings by the Master Resource Members to 6060 members across the state.
- 6.5 lakhs participants in SDMC-CAC sharing workshops by 6060 at the Gram Panchayat level.

## 20 SIEMAT

MHRD had cleared the setting up of SIEMAT, Karnataka after getting the concept paper cleared by NUEPA. There were some problems in entrusting the management of SIEMAT through a Non-Govt. Organisation. Subsequently the Govt. / E.C. of SSA decided to establish SIEMAT as an autonomous organization under the umbrella of the Government. Quite a few activities have been completed in this direction during the year 2007-08.

- SIEMAT will be located at Dharwad, the central region of Karnataka.
- The land for the location of SIEMAT has been identified at DIET Dharwad. Ownership of this land is with the Government. An extent of 2 acres of land has been earmarked at the DIET campus for SIEMAT.
- A proposal has been sent to Govt. of Karnataka to locate a Special Officer of a rank of Director of Public Instruction for overseeing and facilitating, the design, the construction and other official matters of SIEMAT.
- The task of drafting an Memorandum of Association (MOA) and the Rules Of Operation (ROO) of SIEMAT have been outsourced to the KILPAR – Karnataka Institute of Law and Parliamentary Affairs, a quasi Govt. organization set up by the Govt. of Karnataka. The draft MoA & ROO have been received and they are being examined by the SSA & Govt.
- The concept paper has been reviewed and the specific objectives have been delineated.

A team of SSA officers along with consultant paid an official visit to SIEMAT, Allahabad, UP in the month of November 2007, so as to derive lessons from the functioning of SIEMAT, which has been a premier institution. A visit report has also been finalized. The valuable components of the functioning of SIEMAT, Allahabad will be incorporated in the SIEMAT, Karnataka.

## Chapter - 6

### CONVERGENCE WITH NGOS AND OTHER AGENCIES

#### 1. Status of Centrally sponsored schemes in the district

Government Of Karnataka with the assistance of Central Government's Dept. of Drinking Water Supply, Total Sanitation Campaign, Jawaharlal Nehru National Urban Renewal Mission and the Rajiv Gandhi Grameena Vidyarthi Yojana has sponsored programmes for the development of the weaker section of the community. Scheme wise beneficiaries are shown in the following table.

TABLE 4.33

Block	Dept. of Drinking Water Supply	Total Sanitation Campaign	Jawaharlal Nehru National Urban Renewal Mission	Rajiv Gandhi Grameena Vidyarthi Yojana
South-01	12	11	9	5
South-02	0	0	0	0
South-03	5	4	3	0
South-04	15	14	11	3
Anekal	21	19	13	9
North-01	18	15	9	7
North-02	0	0	0	0
North-03	0	0	0	0
North-04	19	23	14	9
<b>Total</b>	<b>90</b>	<b>86</b>	<b>59</b>	<b>33</b>

Source: BEO/BRC 2007 -08

#### Midday meals Scheme (Akshara Dasoha):

Government Of Karnataka, with the assistance of Central government's NSPE programme has launched hot cooked Mid-day Meals Programme for the Primary school students studying in 1 to 5<sup>th</sup> classes all over Karnataka, and it was extended for children up to the 7<sup>th</sup> std. Everyday, hot meals are being served to all the Primary school students. 1382 Kitchen Centers are established for this purpose. 980 Kitchen rooms are being constructed. The Programme was a grand success in attracting students, especially the poor and village students. At present 2,20,275 students are getting the benefit of the Mid-day Meal Programme. Utensils, gas connection and

cooking staff are provided to all kitchens. 1.31 rupee contingency to each child per day is being spent.

## **2. State Government schemes**

The following are the state government departments that are supporting the Education department in the state.

### **Pradana Mantri Grama Yojana (PMGY)**

About 350 classrooms were sanctioned under the P.M.G.Y scheme. The construction work is in progress.

**Rural Infrastructure Development Fund (RIDF) and 11<sup>th</sup> Finance:** - Rural Infrastructure Development Fund (RIDF) and 11<sup>th</sup> finance have taken up the civil work in the district and is as shown in the table.

**ZP & TP:** The works taken up in the district by ZP and the TP is as in the table

**Department of Youth Services:** Apart from developing interest among children in their studies, it is important to develop their talent in the field of sports also. Organizations like Sports Authority of India, YMCA and YWCA work towards this goal. Children from schools can use the sports facilities in the above organizations and also undergo coaching in games of their choice. In order to encourage girls to take part in sports, special action plans have to be made.

**Kannada and Culture Department:** This department is also working to promote the cultural heritage of the State. It encourages activities like folklore, dance, music and other activities. Janapada Loka, which is set up on the Mysore Bangalore highway near Ramanagara, is a pioneer institution with a complete collection on folklore. This centre provides a rare opportunity for students and persons interested in folklore to unravel various details. The department is interested in conducting summer camps for children to foster creativity in children; this is done in convergence with the education department.

### **Labour Department**

The Ministry of Labour Welfare is concerned with the children of the labourers, particularly beedi workers, sericulture workers, etc. The Labour Welfare

Department extends financial assistance to the school going children in the form of scholarships. It has resulted in the stability of retention rate and enrolment rate. It also helps the education department to locate child labourers and extend all possible aid to rehabilitate them by admitting them to educational institutions.

32 NCLP schools are run by the society with the Labour Department for the above children and any labour children found are enrolled in these schools. Chinnara Angala resource persons trained the NCLP teachers who are working for betterment of the child who works as a child labourer. The Chinnara Angala guidebook was supplied to them.

#### **Area Intensive Programme:**

This programme is sponsored by Central Govt. to strengthen Urdu medium schools. This scheme was sponsored from 1995 -1996 to 1997-98. About 36 classrooms were constructed under this programme.

#### **State Child Labor Project:**

This is yet another innovative project conducted by SSA in convergence with UNICEF. This programme focuses on under privileged children. Two residential schools, one in North block (Yeshwanthpur) and the other in South block (New Thippasandra), have been chosen to accommodate the under privileged children identified and picked up by volunteers. These children are in the age group 6 – 14 and they are provided with food, stay and educational facilities.

#### **[ Social Welfare Department**

The socially backward classes like SC & ST are greatly benefited by this department. The Department works for the betterment of lifestyle of SC & ST. The Social welfare Department invites applications from deserving school going children for scholarships facilities. Every year, students belonging to the SC & ST are given this kind of financial assistance. There are a total of 14 schools run under the Social Welfare Department, having residential facilities.

The Social Welfare Department is also concerned with the hygiene aspect of the school going children, living in remote places. This department has opened 53 hostels in the taluk and district headquarters and in some other important places. Free boarding, lodging and tuition facilities are given to the students. This is a milestone in the imparting of primary and elementary education. SC & ST children of Bangalore district are benefited by these initiatives. This factor has also helped in the high literacy ratio among the socially backward classes. To meet the essential requirements of their study commitments, the department also provides scholarships to the students who are financially weak and backward. Around 813 students have benefited from the above scheme.

The Department of Social Welfare, apart from other welfare activities has its own programmes to promote education. The main activities are

- ❖ Enrolment Programmes for dropouts and non-enrolled children.

- ❖ Mahila centres for the age group of 3 to 6 SC\ST category children on the lines of Anganavadis
- ❖ Running residential schools for SC\ST for classes 1 to 5
- ❖ Pre-matric and matric scholarships to SC\ST children
- ❖ Special coaching classes to children studying in hostels by engaging part time teachers.
- ❖ Financial support to private bodies interested in running hostels.
- ❖ Incentive to all girls studying at high school level. (Rs 500 per child)  
Incentive scholarships to the poorest of the poor.

#### **OBC Department:**

The government is keen to provide equality in the opportunity for education. Therefore it has established a separate department for OBCs. Like the Social Welfare Department, the OBC Department is maintaining hostels for school-going children. This has boosted the enrolment and retention rate between the OBCs. The needs and aspirations of the children of the OBCs are met by this department, which gives financial assistance too. There are hostels maintained by this department. 512 students have benefited by this. This department also provides scholarship to meritorious and financially weak children. Around 5324 students got the scholarships last year.

#### **Women & Children Welfare department:**

The 751 ECCE (1961 ECCE Centers includes WCD, NGOs, and UNAIDED) centres in Bangalore district come directly under the Women & Children Welfare Department. These anganawadis are the first step towards primary education. The department provides snacks and mid-day meals to the enrolled students.

Parents of these children, engaged in household work and other agricultural labour, send their wards to these centers, where they sit and learn in the 'play-way' method. Other than ECC education, the department provides scholarships to girl children and around 1800 girl students got the scholarship during the year.

Apart from running anganavadis, it also undertakes several other programmes focusing on women and child welfare involving local NGOs. To mention a few, they run play homes, orphanage centers, provide library facilities, offer scholarships for children with special need (class 1 to PUC level) and conduct competitions.

**Health Department:**

Health workers like doctors, ANMS and other concerned people frequently visit the schools and check health and hygiene of the children. They visit the schools in their prescribed areas and give medical treatment and advice.

The Health Department workers are brought to the premises of the schools at least once a year for general medical check up. This kind of regular health checkups in children have not only reduced ill health in children, but also increased confidence among the parents to send their wards to schools to ensure good health. The Health department workers provide immunization schedules to the school going children of different age groups. The improved health of children has helped increase attendance rate and retention rate.

**The Information & Broadcasting Department:**

The Ministry of Information and Broadcasting is extending its service by broadcasting educational programmes on AIR like 'Keli kali', 'Baandani' and lessons in all subjects throughout the year. Both AIR & Doordarshan contribute in their own way in molding the minds of the children. The village school going children derive significant benefit. Radio sets, and TV sets in some selected schools also are given by the government so that children can listen to or view these educational programmes.

**Network with Non-Government Organizations**

There are a number of NGOs striving hard in achieving UEE and strengthening the hands of the Education Department to provide quality education and to increase the enrollment in schools. Some NGOs are working particularly for the children with special needs in the district, whereas some others are working exclusively for slum children and street children. Their contribution in the field of education is laudable. The work being done by some of the NGOs is given in the ensuing paragraphs.

**Akshara Prathistana:** This is one of the NGOs working hand-in-hand with the education department towards achieving the goal of Universalisation of Elementary Education. They have opened a number of Balavadis and run bridge course programmes. One of the reasons for drop out children is that they are not exposed to pre-primary education before formal schooling. To attain this, the organization has opened 880 Balavadis in Bangalore district. Children between the age group of 3 and 5 are admitted to Balavadis. These centres are run for 2 hours every day. Every center has more than 20 children. A volunteer is engaged to look after the Balavadi. They are mostly opened in slums like Gouripalya, Padarayanapura, Veerabhadranagara, Kaverinagara, Yarabnagara, and Ilyasnagara etc.

- a) **"Accelerated Reading Programme" (ARP):** The programme has been well received by both teachers and children (between 6-14 years of age). It has the

maximum impact on young learners. There are 1410 government schools in Bangalore District where ARP was conducted by the teachers themselves. "Akshara" trained these Teachers.

The reading material is in the form of cards with fascinating stories and colourful pictures. It is also observed that in ARP sessions, children seem to express themselves freely with out any inhibitions. Besides, peer learning seem to be very high.

The Foundation conducted the programme in all the Govt. schools in the district. After the programme completion, children of entry level are in 'learning' level. Children in 'learning' level are in 'wording' and 'sentence' level. Other children who entered in 'wording' level are more in 'paragraph' level after 45 story cards and nearly 3 months later, the Karnataka Learning Partnership has seen some significant achievements and provided some insights as well.

#### **Key facts**

1. KLP was undertaken in 1410 government primary schools.
2. Total enrollment of children between class 2 and 7 is 1,85,952.
3. The medium of instruction in 85% of schools is Kannada
4. 12% of schools have Urdu, 2% Tamil, and 1% have Telugu as the medium of instruction.
5. 1,76,235 children were taken for reading capabilities during baseline assessments.

#### **Learning Level**

Paragraph	29%
Sentence	21%
Word	22%
Letter	18%
Zero	10%

## Overall Performance

Learning Level	Baseline data (%)	15 <sup>th</sup> day data (%)	30 <sup>th</sup> day data (%)	45 <sup>th</sup> day data (%)
Zero	20	08	04	02
Letter	36	24	14	08
Word	44	44	38	26
Sentence	0	22	36	40
Paragraph	0	02	08	24

**b) Jnana-Jyothi programme** improves the achievement levels of children who have not achieved the minimum levels of learning. These children are given remedial instruction everyday for 2 hours. Slow learners and below average children are benefited by this programme and there is an overall increase in retention and decrease in stagnation.

**Association for Promoting Social Action (APSA)** aims at 100% enrolment of children and is committed to work in convergence with SSA. The organization believes that "Together we can achieve more". APSA works with the intention of bringing about attitudinal changes among public with issues related to women, children and other marginalized groups of the society. To tackle the problem of child labor, APSA adopts the following strategies.

- Mass Communication is directly focused towards the public at large, mainly to sensitize the public about the pros and cons of child labour.
- Community Communication is directed towards the local communities and residents of the respective slums.

**The Bangalore Forum for street and working children:** The philosophy of this forum is that the problems of street children cannot be seen in isolation, but it is to be understood in relation to society and its complex reality. With this philosophy in mind, this organization provides rehabilitation for street children in the age group of 6 to 14 years. It also aims at preventing exploitation of children, especially girls.



**Movement For Alternative Youth Awareness (MAYA)** is a Karnataka based development and training organization working since 1989 to address the responsibilities and rights of children and youth, with specific focus towards the eradication and prevention of child labour. Maya, as a facilitating organization, has taken the form of **community owned ECCE facilitator**. It has a proposal to translate 106 ECCE in certain selected 40 low-income areas and slums of Bangalore urban and rural areas. The organization, while addressing child labour as a concern, and simultaneously developing ECCE as a preventive intervention, looks around various functioning patterns of mainstreaming ECCE facility/scheme. The overall purpose of the project would be to initiate more such community owned ECCE and build their institutional capacities in a manner that it becomes a relevant concern to put forth for people's deliberation at various levels of government.

**BOSCO:** This organization was formed 20 years ago and has been working ever since to provide a better standard of living and also to enroll children in formal schools. The organization has opened an office called "Bosco Makkala Ashraya" in the railway station. Children who need assistance approach BOSCO. This organization gathers all such children and admits them to their residential school there by providing a home for each of those children. The children who need to continue education are sent to formal schools and older children are given vocational training. Apart from these, the organization also conducts street plays in slums, thus creating awareness for the need of education. Added to this, they conduct de-addiction campaigns and HIV prevention campaigns.

**JEEVIKA:** This organization works for the welfare of working children. They identify them in rural parts and conduct bridge course for these children at two different levels. The basic bridge course is for three months for the age group of 6 to 11 years and the advanced bridge course of 6 months for the age group of 12 to 14 years. Later on, these children are enrolled in formal schools.

**Association for the Physically Disabled (APD):** This NGO runs a special school for the children with special needs from nursery to 7th standard. They mainly work in 9 slums. Out of the total number of children studying in their school, 20% are normal

and 80% are children of special need. The association has been striving hard to popularize the concept of inclusive education.

They conduct monthly meetings with the mothers of these children and also conduct workshops on various aspects. They also conduct father's meetings once in three months. For children with speech and hearing problems, special therapy classes are conducted and later on they are admitted to formal schools. The department works in convergence with SSA in providing inclusive education.

**Sumangali Sevashram:** This organization is working in the area of early child care and education. They have opened Anganavadis and work in collaboration with the State government. They conduct health check up camps, parents meet and orientation programmes on food and nutrition. In addition to these, they conduct vocational training for women.

**ISKCON:** In Bangalore urban district, the ISKCON has adopted many government schools and is providing hot cooked food for more than 50,000 students. This programme has a tremendous impact on enrolment and retention. After analyzing the impact of this intervention, the State has extended this programme to all government schools from the academic year 2005-06, through out the state under "Akshara Dasoha".

**Rashrothana Parishat: JAGARANA Non – Formal Education (JNFE)** is engaged in implementing an experimental/Innovative project named "JAGARAN". The Government of India and the Government of Karnataka, under AIE component of EGS and AIE, founded this project. Accordingly Jagaran project is implemented in 200 NFE centres in the slums of Bangalore under the SSA. The same centres are proposed to be continued during the year 2006-07. About 3000 children have benefited under this scheme. The details of the centers are shown in annexure. A list center is enclosed in the annexure.

**Kannada Kasturi Kala Sangha:** This is another voluntary organization which is supplying hot cooked food to the students of government schools in collaboration with the State government. The raw food grains supplied by the State government

are taken by this organization and cooked food is supplied. The expenditure incurred on cooking is met by the organization.

Providing cooked food in the schools by the voluntary organizations has a positive effect on enrolment and retention of children in government schools.

**India Literacy Programme:** This NGO, founded by NRIs in America, mainly concentrates its activities in improving literacy. They concentrate on improving the quality in education by conducting remedial instruction and special coaching classes by providing their own teachers. As an incentive programme for the mothers who send their children to schools, they run vocational training-cum-earning course at Karnataka Kasooti at Hubli.

**PES PACER Foundation:** This organization has adopted 20 schools and is working towards the improvement of infrastructure and providing building and additional rooms to the existing schools. They conduct training programmes for the teachers and provide necessary TL materials. They have supplied computers to 20 schools and training is given to the teachers and students.

**Prajayatna:** This NGO works for training SDMCs / community mobilisation. They conduct training programmes to community members and SDMC especially in rural areas. These training programmes have helped in creating awareness among the community and the elected representatives at the habitation level about their role in achieving UEE.

**Role of elected representatives in achieving UEE:** The elected representatives are contributing considerably towards achieving the goals of UEE. There is a "political will" in implementing the programmes of SSA. The local representatives like Corporators and MLA's are providing funds to construct additional classrooms, toilets and to procure the required facilities in schools. Many representatives have gone to the extent of taking this programme as their personal pride and prestige.

**Society for Neglected Children:** This organization concentrates on improving literacy and adoption of schools. The organization has adopted many schools in the rural parts. In the adopted schools, they are trying to provide infrastructure and quality education. To create a feeling of ownership among the school and the community, the contribution is made by both the community and the SSA.

The following are some of the programmes initiated by various departments to empower teachers and strengthen schools.

**Kathalaya** is an NGO Organization which has its main objective to make 'story telling' an effective tool in the teaching learning process. The focus is mainly on underprivileged children in rural areas.

Established in 1999 as a Rural Resource Education & Story Telling, the organization targets 100 village schools in rural areas in Karnataka state, and reaches 3000 children annually. The organization also trains teachers in the art of story telling and integrating it into curriculum. So far, 100 teachers have been trained in Bangalore district alone.

#### **Spastic Society of Karnataka**

Spastic Society of Karnataka is one of the fore runners in the field of service to the physically challenged. Many responsible and benevolent patrons have been contributing to the services offered by this Society in a very generous way that enrich the life of families with special needs. The society's unlimited activities, be it in the form of sponsorship, material contribution, volunteering time/efforts, help in placement etc, are the result of the concerned efforts of each and every individual who truly answered to him/herself. SSA, Bangalore Urban was associated with this organization in 2004-05.

#### **Some of the special features of the society are:**

**Early Child Education:** - The programme, based on a child's individual needs, is combined with the help of parent and a member of the multi disciplinary team. Individual assessment and teaching are practiced specially in order to provide fair and just objectivity in the evaluation system.

**Formal Education Unit:** - Has students from middle school to secondary/senior secondary classes. This section deals with all subjects in the middle school level. Then the students who can continue in the academic streams are registered for National Institute of Open Schooling (NIOS). SSK is one of the special accredited institutions for NIOS.

**Non-Formal Education Unit:** - Need Based Curriculum is beneficial for students who have experienced difficulty in learning and suffer from lack of social adjustment because of limitations associated with their disabilities. Non-Formal Education showed remarkable progress in the areas of language, communication and social skills. This has a therapeutic effect.

**Computer Section:** - Owing to growing needs for computer related skills, regardless of disabilities, computer education needs are to be catered alongwith the individual student needs. Whatever the student can perform with his/her capability is being tapped to learn these skills.

**Creative Art Unit:** - Creative Art Unit is one of the vibrant and active place, full of colors, designs and forms. The place definitely promotes creative intelligence in CWSN, who otherwise would have been left behind, restricting them to routine and mundane aspects of rehabilitation. Major objective here is to facilitate each and every child in every programme to freely express themselves through art and craft. Since it is non-threatening with the absence of ranking and rewards for excellence, the work itself is deemed as rewarding.

**Community Awareness and Education:-** SSK has been selected as State Nodal Agency Centre (SNAC) by National Trust, Ministry of Social Justice and Empowerment for providing information, Project Mentoring, Training and Networking at district and village level throughout Karnataka for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

**Diagnostic and Research Center** of the SSK provides services to CWSN. The single door facility under one roof makes it easy for parents to avail of the diagnostic programme; Concerned professional medical consultants are available on prior appointment. The team has helped many families by suggesting the course of intervention for the CWSN. Many other major services like Therapy Programme, Research Project, and Resource Teaching etc. are also available.

[  
**Family Support Services:-** People with disabilities have the same aspirations as people everywhere, i.e., to achieve independence and a sense of personal satisfaction. To get the most from life; physically, mentally, emotionally and to also get a good education. They also aspire to find opportunities of satisfying

employment, to be productive, to be contributing citizens, to have access to public transport and buildings. The support service assists the individual with developmental disability and his/her parents in accessing the services needed.

[  
**Home Management** (Target Group 2-6 years age groups.): - Parents of Children with neuro-muscular disabilities are given guidance to handle children at home till they are ready to join schools. Home visits and case conferences are held to give a complete picture of the child and in planning out the child's level of functioning.

**Human Resource Development:** The HRD unit conducted Training programmes for teachers so that more professionals entered the field of special education.

**Psycho – Education Unit:** Psycho – Education Unit of the SSK caters to children from special and mainstream schools. Many students from regular schools are referred through this unit for psychological and psycho educational evaluation. Their parents/caregivers/teachers refer them when they exhibit learning difficulties, behavior or emotional concerns.

**Research Activities:** Consultation services are provided for students who are doing their dissertation in psychology, social works and sociology.

**Other Activities:** Orientation programmes for adolescent students on

- Study skills
- Stress management.
- Building self-esteem.
- Time management.
- Overcoming examination phobia.

Orientation for parents on remedial follow up activities at home is provided at the unit.

### **Zest and Zeal of SSK:**

**ZEST** - To consolidate the zest for sports, creativity, technical education, literacy, independence and advocacy.

**ZEAL** – To work hard at the rehabilitation units and vocational training. Never to get tired of reaching out to CWSN.

The society has expressed its willingness to converge with SSA in achieving the goal of UEE.

### **Provision Asia**

Provision Asia is a social service NGO operating in Bangalore for the past 18 years, and was introduced to Bangalore SSA in September 2004. The organization works

as a facilitator to the challenged individuals. Their vision is to empower physically challenged individuals to lead transformed lives. The organization offers a variety of services through ABILITY CONNECTION & VISION KRAFT Programmes. They also provide medical treatment and rehabilitation services including corrective surgeries and mobility aids.

The organization distributed 200 wheelchairs to disabled individuals in and around Bangalore. In addition to this, they provided wheeled motorized vehicles and tricycles to increase mobility.

Vision Kraft Programme employs challenged individuals to make handicraft and paper products, which are sold to local businesses. They also seek to place people in new jobs, and have recently placed individuals in stores including Food World, Barista and other private firms. They provide counseling services and social activities for the physically challenged in order to continue our goal of holistic development.

The organization has committed itself in achieving the goal of UEE by facilitating through *Anga Karunya Kendra*, 50 calipers, free of cost, to Government school children in Bangalore Urban District. The organization has also expressed its interest to continue its network and activities and also to provide facilities to the CWSN.

**SATHI:** is a registered organization working for a decade with run-away children who have run away from home & found shelter on the railway platforms. There are several reasons for the children to run away from home, the major reason being pressure from the parents for education & work. Children found on the platforms are motivated to shelter with Sathi. Thereafter, children are counseled and handed over (reunited) to the parents.

**Mode of Activities:**

[Most of these run away children are found sweeping the bogies/begging and doing other menial jobs. The staff everyday pay visits to the railway station and any new children found on the railway platform are convinced and brought to the Drop-in shelter. Children are housed in the Drop-in shelter till 3-4 rounds of counseling to know more about the family and to try and resolve their problems. Thereafter, the children are reunited with the families. The shelter is located at Okalipuram near Bangalore City railway station. The education is only non-formal for the primary school children. 40% of the run away children are dropouts who are reunited with their families after counseling in the residential camps. A survey report indicates that 40% children who were reunited with their families continued their education after the

camps. It is found that 20.5% of the runaway children are due to compulsion of education by their parents. The minimum number of days each child spends in a Drop-in shelter is 5 days. If children cannot be counseled to re-unite in the family, the children are housed in residential bridge course run by the NGO's viz, BOSCO, Paraspara, APSA, NCLP, etc. The vision of SSA is to increase the school continuing children's percentage to more than 60%. After home placement, there should be regular follow up activities.

### **Hindu Seva Prathishtana**

HSP is committed in up-lifting the downtrodden and the disabled, reviving the rich heritage and bringing about a social and cultural transformation in the life style. HSP has been constantly expanding its activities ensuring the effect and sustainability.

**IBM Kidsmart Early Learning Programme:** An innovative project developed by the IBM International Foundation for children between 3 to 8 years of age i.e. pre primary to Lower primary school children. The Promise Foundation in Bangalore Urban District is executing the Kidsmart programme.

The Host Primary School is gifted with 5-7 computer workstations. An important highlight of these centers is the access that children have to information technology through psychologically validated educational software. Training/Learning is focused on methods for promoting success in the classroom. IBM provides technical support in the host schools for a period of one year & thereafter, SSA supports the host schools.

**Srushti:** This NGO is committed in imparting innovative quality education through ART. Srushti contributed in training teachers in art & creating awareness/community mobilization, etc. The NGO also conducted 3 days workshop on IED. The workshop was unique as its participants were both normal & CWSN. It provided a platform for innovative teaching/learning technique. The workshop schedule had a culmination with dance, drama & music. The involvement & enthusiasm of the organizers /participants are to be appreciated & encouraged.



## Chapter - 7

### GIRLS EDUCATION

#### GIRLS EDUCATION

Sarva Shiksha Abhiyan's commitment to universalize primary education necessarily implies equal and universal participation of all children regardless of religion, caste, creed, sex etc., Thus, special attention to certain disadvantaged groups of children would be imperative if the goal of UEE is to be achieved. Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable.

Special programmes to promote education of girls have been undertaken by the State Government and also through Sarva Shiksha Abhiyan.

#### Initiatives of the State Government to promote education of girls

Free Uniforms, Text books, School bags, Note books, Fee exemption and Mid-day meal facilities are extended by the State Government to promote education of children and some of them targeting girls education. Bicycle scheme for the rural girls and boys encourage children from BPL family to commute easily to nearby Higher Primary School or Secondary School thereby directly affecting the attendance and retention rate of girls.

The State government is providing free education to all categories of girls up to Class XII of Government and Aided institutions. Free text books to all the children of Class I to VII. All the girls and SC/ST boys studying in Aided institution from class I to VIII have received free text books under SSA during 2007-08. Free school bags and note books are being given to SC/ST girls of Class V to VII. However free uniform is given to all the children of Class I to X.

#### No. of Girls provided with free incentives under State Government Programmes during 2007-08

Year	Free text books	Free Uniform	School bags	Note books	Fee reimbursement	Bicycle
2007-08	3466095	2822178	507574	804662	1580665	175000

#### Progress of Activities for Education of Girls under SSA – 2007-08

##### 1. National programme for Education of Girls at Elementary Level (NPEGEL)

NPEGEL is a focused intervention to reach the hardest to reach girls, especially those who not in school while continuing the efforts to retain the girls who are already in schools. The scheme provides an excellent opportunity to develop context specific strategies to address learning needs of girls and to focused community mobilisation and gender sensitization of teachers in an innovative and effective manner.

NPEGEL programme was implemented in 61 EBBs of 18 Districts during 2007-08 in 861 Clusters and 4 Urban Slums of the state.

Model Clusters sanctioned since 2004-05 :

S.N	Details	2004-2005	2005-2006	2006-2007	2007-08
1	No. of Clusters;	482	625	858	861
2	No. of Urban slums	4	4	4	4
3	Total no. of clusters	486	629	862	865
4	No. of EBBs	45	58	61	61

3 additional clusters were approved with two for Bagalkot and one for Dharwad district. All the there have been operationalised during the same year.

#### Details of 3 additional clusters for 2007-08 under NPEGEL

S.N	District	Block	Clusters during 2006-07	No. of additional clusters for 2007-08	Remarks
1	Bagalkot	Bilgi	6	1	All the 3 MCS have been operationalised
1	Bagalkot	Mudhol	9	1	
<b>Bagalkot Total</b>			<b>15</b>	<b>2</b>	
1	Dharwad	Kalghatgi	6	1	
<b>Dharwad Total</b>			<b>6</b>	<b>1</b>	

#### Additional Infrastructure

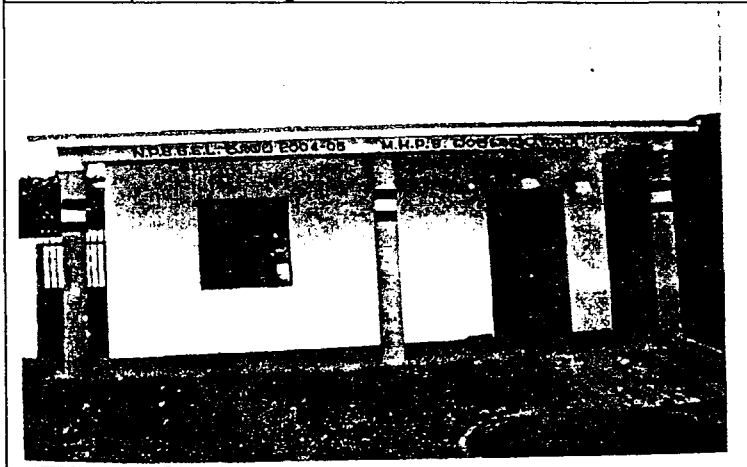
The additional infrastructure gives space for promoting activities of girls and also as a gender resource centre to empower the women of the cluster. 889 Model Cluster Schools have been set up in a phased manner from 2004-05 and have been provided with additional infrastructure like Additional rooms, toilets, drinking water, electricity and CFS.

With the cost of Rs.2.00 lakhs, SDMCs of the Model Cluster Schools have taken up the responsibility of construction of these structures.

**NPEGEL - Civil Work progress sanctioned between 2004-05 to 2007-08**

S.N	Details	Sanctioned	Completed	In progress
1	Additional Room	889	850	39
2	Toilets	889	738	151
3	Drinking Water	889	859	30
4	Electricity	889	866	23
5	CFS	889	839	50

Additional room constructed under NPEGEL in MCS, Venkatapura, Pavagada taluk, Tumkur district



### Need based activities under NPEGEL

#### a. ECCE centres.

To address the issues related to sibling care, ECCE centers have been opened in the unserved habitations and also the existing ICDS centers are being strengthened by supplying TLM and play materials. These centers are being run in the school premises/community buildings. The school committee appoints volunteer from the community.

Table : 25  
NPEGEL - ECCE progress during 2007-08

S. N	District	ECCE					
		Target (2 per MCS)	No. of villages without Anganawadis	No. of ECCEs(baby care centres) opened	No. of children in these centres	No. of Anganawadis strengthened	No. of children in these centres
1	Bangalore-U		0	2	71	0	0
2	Bangalore-R	28	9	4	45	0	0
3	Bagalkot	110	0			82	1523
4	Belgaum		0	0	0	46	224
5	Bellary	120	44	25	719	182	1032
6	Bidar	102	40	40	780	0	0
7	Bijapur	186	0	16	82	170	818
8	Chitradurga	56	28	28	407	48	
9	Davangere	28	0	28	512	0	0
10	Dharwad	32	0	4	75	53	940
11	Gadag	34	0	0	0	34	
12	Gulbarga	202	39	22	670	1712	321528
13	Hassan	43	38	0	0	105	2548
14	Kolar	240	134	328	6439	449	10788
15	Koppal	94	0	36	315	49	1690
16	Mysore		0	0	0	0	0
17	Raichur	154	0	7	150		
18	Tumkur	28	0	0	0	43	2397
	<b>Total</b>	<b>1457</b>	<b>332</b>	<b>540</b>	<b>10265</b>	<b>2973</b>	<b>343488</b>

#### b. Teacher training

Gender sensitization training is a part of teachers training programme under 20 days programme. But under NPEGEL, teachers of the cluster/block have been oriented to the roles and responsibilities of the teachers in educating the girls and sustaining them in the schooling system. Focus was also made in training the teachers about the social problems and adolescent problems of the girl child. The module for this training is developed at the cluster level under the guidance of block resource or cluster resource persons. In some cases like Dharwad, the modules were developed and supplied by the district resource persons.

Table : 26

**NPEGEL - Teachers training progress during 2007-08**

S.N	District	Target (20 teachers per block)	No. of teachers trained		
			Male	Female	Total
1	Bangalore-U	20	8	12	20
2	Bangalore-R	280	18	23	39
3	Bagalkot	1100	390	437	827
4	Belgaum	860	410	376	786
5	Bejjary	3200	269	1114	1383
6	Bidar	1020	379	463	842
7	Bijapur	2220	720	1500	2220
8	Chitradurga	560	164	261	425
9	Davangere	280	42	58	100
10	Dharwad	460	213	261	474
11	Gadag	320	186	134	320
12	Gulbarga	2240	637	509	1146
13	Hassan	440	260	180	440
14	Kojar	2262	1191	1071	2262
15	Koppal	940	58	22	80
16	Mysore	340	293	411	704
17	Raichur	1420	124	62	186
18	Tumkur	280	68	110	178
	<b>Total</b>	<b>18242</b>	<b>5430</b>	<b>7004</b>	<b>12432</b>

**c. Vocational training**

To retain the girls and impart joyful learning, vocational training is implemented under NPEGEL as one of the major components. Skilled women are appointed on honorary basis to train the girls on skills like tailoring, embroidery, zaree work, flower vase, wall hangings, pickle making, and many other locally prevailing skills. These volunteers have also been trained on different skills through the NGOs who run vocational training centers in a few districts like Mysore.

Table 27

**NPEGEL - vocational training progress during 2007-08**

S.N	District	Target (no. of girls)	No. of girls covered	No. of volunteers appointed	Details of Voc.Training provided to girls
	Bangalore-U	250	200	3	Tailoring, Embroidery, Painting, Agarbathi
	Bangalore-R	3676	2099	22	Tailoring, Embroidery, Painting, Agarbathi

3	Bagalkot	10236	11058	42	Tailoring, Painting, Handwork
4	Belgaum	38836	36169	88	Stitching, Embroidery, Tailoring, Papercutting
5	Bellary	6322	6218	62	Knitting, Painting, Basked Making,
6	Bidar	1530	1238	51	Tailoring, Embroidery
7	Bijapur	15628	14390	93	Mehndi, craft, tailoring, Karate, Yoga
8	Chitradurga	4300	4157	121	Tailoring, Embroidery, Knitting
9	Davangere	600	486	28	Knitting, Tailoring, Woollen work
10	Dharawad	13065	7813	92	Tailoring, Jardosi, Ribbon, Pot making, Doll making
11	Gadag	1400	1345	16	Life skill
12	Gulbarga	7035	3939	121	
13	Hassan	1000	945	21	Tailoring, Ebroidery, Basket Weaving
14	Kolar	25040	11407	284	Tailoring, Ebroidery, Basket Weaving
15	Koppal	3040	1566	82	
16	Mysore	850	850	17	Tailoring, Computer Edn, Yoga
17	Raichur	13664	8364	111	Tailoring, Embroidery, Painting
18	Tumkur	5582	2735	48	Tailoring, wall plates, embroidery
	<b>Total</b>	<b>152054</b>	<b>114979</b>	<b>1302</b>	

#### d. Teachers award

In order to motivate all teachers and the schools to bring gender equality within the community and classroom learning, schools or teachers who have performed well in their regard are identified and given awards at the cluster or block level functions.

Table 28

#### NPEGEL - Teacher/school awards distributed during 2007-08

S.N	District	Teacher award		School award		Total awards
		Target (2 per MCS)	No. of teachers awarded	Target (2 per MCS)	No. of schools awarded	
1	Bangalore-U	4	4	0	0	4
2	Bangalore-R	28	8	28	8	16
3	Bagalkot	55	44	55	44	88
4	Belgaum	86	86	86	86	172
5	Bellary	124	56	124	56	112
6	Bidar	102	270	102	102	372
7	Bijapur	186	186	186	186	372
8	Chitradurga		56		36	92
9	Davangere	28	28	28	28	56
10	Dharawad	46	38	46	38	76
11	Gadag	16	16	32	32	48
12	Gulbarga	198	200	160	84	284
13	Hassan	42	42	42	42	84
14	Kolar	240	32	240	32	64

15	Koppal	94	54	94	54	108
16	Mysore	34	34	0	0	34
17	Raichur	120	54	120	53	107
18	Tumkur	28	28	28	28	56
	<b>Total</b>	<b>1431</b>	<b>1236</b>	<b>1371</b>	<b>909</b>	<b>2145</b>

#### e. Remedial teaching

Girls with low achievement level tend to drop out from the schooling system. The enrolled out of schoolgirls and slow learners were identified and remedial measures have been taken in all the subjects. Remedial teaching is imparted to the low achieving girls and for the out of school girls who were mainstreamed during the year. These classes are conducted before and after the school hours.

Table 29

#### NPEGEL -Remedial teaching progress during 2007-08

S.N	District	Target (no. of girls)	No. of girls covered	No. of schools covered
1	Bangalore-U	150	130	5
2	Bangalore-R	1310	653	133
3	Bagalkot	6685	3769	172
4	Belgaum	5190	5761	208
5	Bellary	5401	5214	62
6	Bidar	1665	1330	593
7	Bijapur	6925	5922	206
8	Chitradurga		3438	28
9	Davangere	1554	1554	56
10	Dharawad	7278	3155	131
11	Gadag	1500	1380	235
12	Gulbarga	6735	3899	157
13	Hassan	930	922	21
14	Kolar	28192	28192	1019
15	Koppal	2750	2089	114
16	Mysore	2200	2200	234
17	Raichur	8075	4945	163
18	Tumkur	2950	2012	78
	<b>Total</b>	<b>89490</b>	<b>76565</b>	<b>3615</b>

#### f. Awareness programmes

Girls are at times given differential treatment by the teachers, children and the community when it comes to the various responsibilities taken by girls. For the successful implementation of the girl child program, it is necessary to change the mind set of all the stake holders towards the need for education of the girl child.

The girl child in the school needs to be given equality in treatment so that it paves way for a society where the girls are given equal status with regard to all opportunities. Hence to expose boys and all children, teachers and community to

the various issues faced by the girls and also to prepare a resource team of girls who will be campaigners of their cause for their district an awareness camp was organised in coordination with SRUSTI, an NGO. The awareness was through dance ballad on the various issues faced by girls at home, social and school situation to address in school children, teachers, parents and community. The performance was carried out in 108 Model Cluster Schools and many girls were mainstreamed during the staging of performance. Also Meena groups were formed in these schools.

Street Play and dance held during from Oct 2007 to Jan 2008 in North East Karnataka villages to bring awareness about the education of girls among community



Table 30

**NPEGEL - Community awareness progress during 2007-08**

S.N	Block	No. of villages covered	No. of awareness camps held	No. of community people addressed
1	Bangalore-U	8	6	800
2	Bangalore-R	79	9	577
3	Bagalkot	96	24	984
4	Belgaum	0	0	0
5	Bellary	25	11	8420
6	Bidar	37	20	37
7	Bijapur	93	93	2250
8	Chitradurga	0	0	2095
9	Davangere	40	6	450
10	Dharawad	196	12	1200
11	Gadag	25	25	673
12	Gulbarga	172	35	2660
13	Hassan	21	21	1050
14	Kolar	282	10	42
15	Koppal	0	0	0
16	Mysore	160	17	5611
17	Raichur	0	0	0
18	Tumkur	53	6	660
	<b>Total</b>	<b>1287</b>	<b>295</b>	<b>27509</b>



Table 31

## Consolidation of NPEGEL Physical progress during 2007-08

S.N	District	No. of clusters (Only SSA Implementing)		TLM purchase (No. of schools)		Remedial teaching (No. of children)		Teachers training (No. of teachers)	
		T	A	T	A	T	A	T	A
1	Bangalore-U	1	1	1	1	225	200	150	133
2	Bangalore-R	14	14	14	14	1155	633	280	39
3	Bagalkot	66	66	57	57	6685	5860	1100	1060
4	Belgaum	43	43	0	0	5190	5190	860	786
5	Bellary	73	73	0	0	5401	5214	3200	1383
6	Bidar	51	51	51	51	1665	1330	1020	842
7	Bijapur	93	93	93	93	6925	5922	2220	2220
8	Chitradurga	28	28	28	28	2726	3313	402	219
9	Davangere	14	14	0	0	1554	1554	280	128
10	Dharawad	23	23	23	23	7278	3155	460	334
11	Gadag	16	16	16	16	825	741	425	378
12	Gulbarga	93	93	13	13	2950	2125	225	225
13	Hassan	21	21	21	21	930	922	440	440
14	Kolar	120	120	0	0	25691	23466	120	120
15	Koppal	47	47	47	20	2750	2089	940	80
16	Mysore	17	17	17	17	500	4479	704	704
17	Raichur	71	71	71	71	76	7675	5318	1420
18	Tumkur	14	14	14	14	2950	1712	280	178
	<b>Total</b>	<b>805</b>	<b>805</b>	<b>466</b>	<b>439</b>	<b>75476</b>	<b>75580</b>	<b>18424</b>	<b>10689</b>

Table 32

**Consolidation of NPEGEL Physical progress during 2007-08**

S.N	District	Teachers award (No. of schools+teacher)		ECCE (No. of centres)		CCO selection		No of Out of School Girls enrolled under NPEGEL	
		T	A	T	A	T	A	T	A
1	Bangalore-U	2	2	2	2				
2	Bangalore-R	56	16	6	4	14	12	34	4
3	Bagalkot	110	110	110	106	57	51	0	13751
4	Belgaum	86	86			43	43	237	237
5	Bellary	124	112	120	207	84	84	3423	2747
6	Bidar	420	370	102	40	51	51	1811	1811
7	Bijapur	93	186	186	186	65	65	1505	408
8	Chitradurga	56	28	56	49	28	28	281	218
9	Davangere	410	410	28	28	14	14	268	171
10	Dharawad	92	76	32	57	23	23		
11	Gadag	0	0	0	0	16	16	59	51
12	Gulbarga	93	93	121	0	81	0	30000	24949
13	Hassan	42	42	0	0	21	21	27	7
14	Kolar	120	120	120	120	120	120		
15	Koppal	182	108	94	36	47	45	2708	1934
16	Mysore	34	34	17	17	16	16	949	933
17	Raichur	280	88	158	9	71	51	2314	1595
18	Tumkur	56	56	43	43	14	8	145	93
	<b>Total</b>	<b>2256</b>	<b>1937</b>	<b>1195</b>	<b>904</b>	<b>765</b>	<b>648</b>	<b>43761</b>	<b>48909</b>

## 2. INNOVATIVE ACTIVITY FOR GIRLS EDUCATION (JAGRUTHI SHIBHIRA)

Educating adolescent girls may perhaps be the only way to put an end to the seemingly never-ending cycle of issues like dropout, low attendance, low age of marriage and low status of women.

Specific inputs are necessary to enhance their self-esteem and self-confidence to familiarise them with the status and problems related to women. Equally, discussion and orientation on health, hygiene, menstruation and related physiological knowledge which are not being covered as part of the regular curriculum, help students explore a universe beyond their textbooks.

In this regard, a three day awareness camp – jagruthi shibhira- for the adolescent girls was conducted under innovative activity for girls. This also aims at preventing the adolescent girls from dropping out of education system.

24 camps per each district have been sanctioned. The programme is under progress. NGOs involved in the empowerment of women have also been enlisted for conducting 3 days camps for the adolescent girls. 65 such NGOs were involved in various districts. 32631 such girls are the beneficiaries of this programme during 2006-07

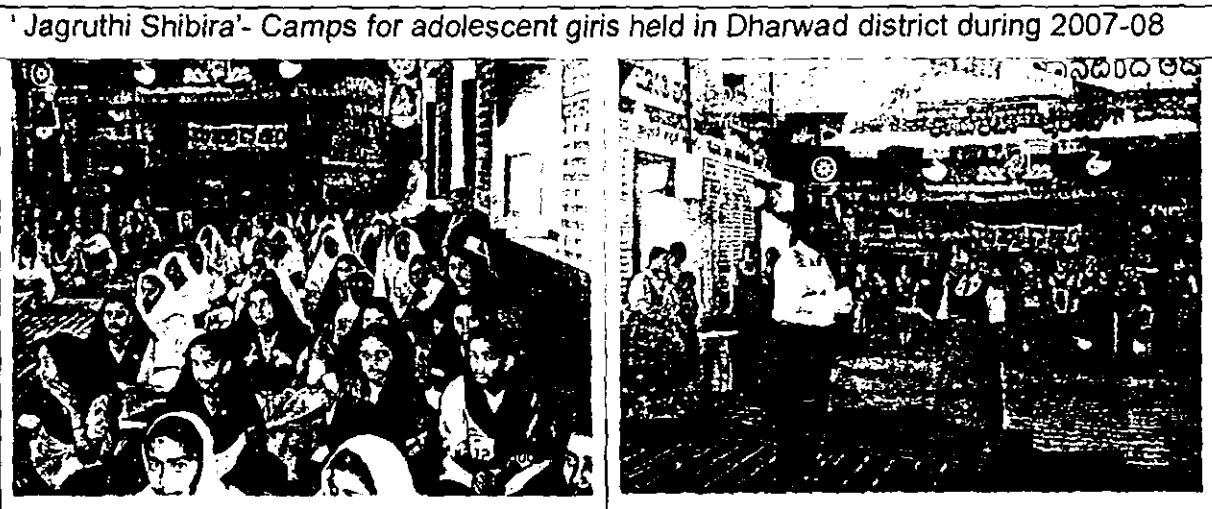


Table : 33 Details of adolescent camps for girls held during 2007-08

S.N	District	No. of NGOs involved	No. of camps held	Financial progress (Rs. In lakhs)		No. of girls participated				
				Approved	Progress	SC	ST	Min	Others	Total
1	Bangalore-U	1	17	2.5	2.5	245	32	71	311	659
2	Bangalore R	6	24	2.5	2.5	230	98	332	636	1296
3	Bagalkot		24	2.5	2.5	288	230	290	392	1200
4	Belgaum	7	24	2.5	2.5	194	104	113	189	600
5	Bellary	8	24	2.5	2.52	234	254	400	312	1200
6	Bidar	4	25	2.5	2.5	220	120	300	560	1200
7	Bijapur	1	24	2.5	2.5	296	64	500	340	1200
8	Chamarajnagar	4	24	2.5	2.5	383	200	151	506	1240
9	Chikkamagalur	1	21	2.5	2.4845	329	115	204	552	1200
10	Chitradurga	1	24	2.5	2.472	318	213	301	368	1200
11	Coorg		24	2.5	2.5	450	200	150	400	1200

12	D.K	2	24	2.5	2.5	152	87	505	499	1243
13	Davangere	8	24	2.5	2.52	525	175	325	175	1200
14	Dharawad	2	24	2.5	2.52	128	195	550	327	1200
15	Gadag		24	2.5	2.499	167	143	140	742	1192
16	Gulbarga		18	2.5	2.5	224	29	156	460	869
17	Hassan		24	2.5	2.5	255	145	181	619	1200
18	Havery	7	24	2.5	2.5	180	157	480	383	1200
19	Kolar		24	2.5	2.5	412	156	172	460	1200
20	Koppal	2	24	2.5	2.5	247	250	295	379	1171
21	Mandya	2	24	2.5	2.5	360	112	184	544	1200
22	Mysore		24	2.5	2.5	375	248	191	386	1200
23	Raichur	4	24	2.5	2.52	255	311	198	436	1200
24	Shimoga	1	24	2.5	2.5	710	202	288	0	1200
25	Tumkur	4	24	2.5	2.5	320	280	285	315	1200
26	Udupi		24	2.5	2.5	412	156	172	460	1200
27	Uttarakannada		24	2.5	2.5	124	34	175	861	1194
	<b>Total</b>	<b>65</b>	<b>633</b>	<b>67.5</b>	<b>67.54</b>	<b>8033</b>	<b>4310</b>	<b>7109</b>	<b>11612</b>	<b>31064</b>

Note: The camps were organized by the Block Resource Centres in 9 districts..

### 3. KASTURBA GANDHI BALIKA VIDYALAYA

Gender disparities still persist in the rural areas and especially among economically and socially disadvantaged communities. These groups are also deprived of schooling and other opportunities accessed by children of forward Groups and in particular the Girls. Though, several schemes such as awarding scholarships or free education for girl children are supportive towards narrowing the gender gap, a more effective and feasible programme for speedy removal of gender disparities with a specialized and focused effort was very much needed for the girl children.

Sarva Shiksha Abhiyan aims at promoting access and to facilitate retention of girls and to ensure greater participation of women and girl children in the field of education. It also promotes quality education for girls through various interventions which are relevant for their empowerment. Thus, SSA aims ultimately at the elimination of gender disparities in schooling.

Gol has launched a new scheme for girls called "Kasturba Gandhi Balika Vidyalaya" for setting up residential schools with boarding facilities at elementary level for out of school girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The objective is to ensure access and quality education to girls belonging to socially and economically disadvantaged groups of society.

## Initiatives for the implementation of the programme.

58 Educationally Backward Blocks were identified initially and Kasturba Gandhi Balika Vidyalaya (KGBV) schools were sanctioned in the Planning Approval Board meeting of MHRD held on 03.12.2004. Three additional KGBVs were sanctioned in 22<sup>nd</sup> Feb, 2005 PAB totaling to 61 in all and are made operational.

During 2004-05, 34 KGBVs with 100 and 24 with 50 intake capacity were approved and started like wise in 2005-06. In 2005-06, 3 additional KGBVs with the intake capacity of 100 were sanctioned and made operational in 2006-07. o MHRD also permitted upgradation of 24 KGBVs to raise the intake capacity to 100. Hence all the KGBVs are operational with 100 intake capacity from the current academic year.

SSA Karnataka immediately began its preparations to launch the new scheme. A two day workshop was organized at the State Level to workout detailed strategies to establish KGBV schools. Deputy Directors of Public Instruction, Deputy Project Co-ordinators, Block Resource Co-ordinators, Special Officers of KGBV schools, Officials and Resource persons of Mahila Samakhya , UNICEF and various NGOs also participated in the workshop. The guidelines with regard to committees established at different levels, admission criteria, location identification for the construction of the KGBV residential building; appointment of required staff were discussed in detail, framed and issued.

## Major initiatives under KGBV programme

- A. Identification of location for KGBVs
- B. Temporary buildings for starting schools
- C. Appointment of KGBV staff and supply of food

**Table 34**  
**KGBV Staff Pattern**

Details	Designation	Selection	No.	Qualification	Salary/Honorarium per month
Deputed Staff	Special Officer	Secondary School teacher	1	Bachelor degree with B.Ed	Salary drawn in their original schools
	Teachers	LPS/HPS	3	PUC, D.Ed	
Part time staff	Warden	Through Agency	1	Bachelor degree with B.Ed	Rs.4500/
	Hindi		1	Bachelor degree with B.Ed in Hindi	Rs.3000/
	Physical Education		1	PUC, C.P.Ed	Rs.3000/
	Craft		1	Diploma or JOC	Rs.3000/
	Office assistant cum Computer instructor		1	B.Com with computer certificate	Rs.3500/

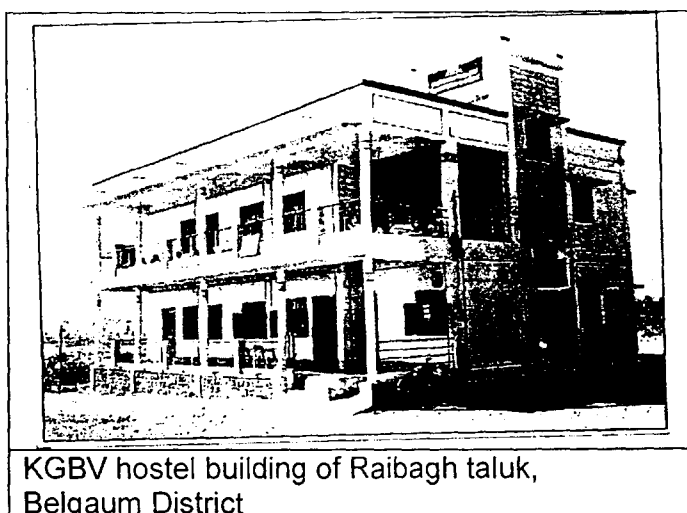
	Peon and watchman		2	7 <sup>th</sup> std	Rs.1250/ per head
	Scavenger	Direct	1		Rs.500/

#### D. Construction of KGBV hostel building

The construction of buildings for all the 61 KGBVs (including MS managed schools) has been taken up by the department. The agencies were identified through tenders at the State level.

No. of hostel buildings approved	61
No. of hostel buildings under progress	23
No. of hostel buildings not started	10
No. of hostels completed	22
No. of hostels occupied	6

6 hostels have been occupied out of 22 completed buildings as on Jan 2008. Water and electricity facility are being provided to the other buildings for the girls to occupy the building.

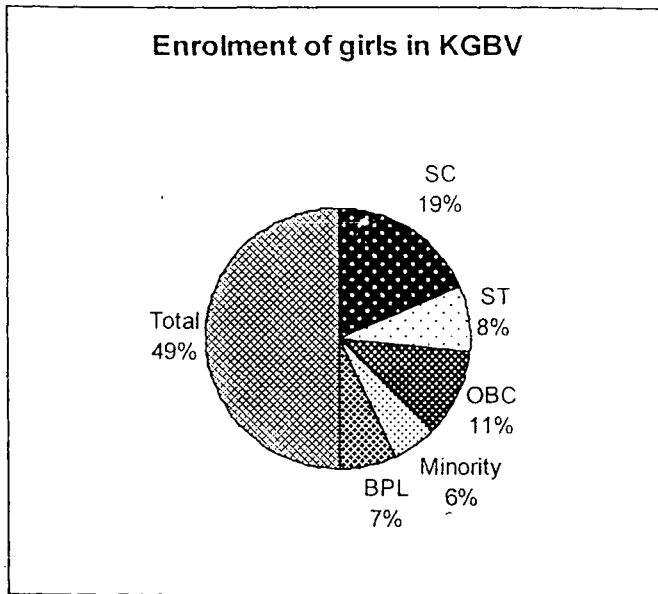


#### E. Identification and enrollment of Girls

The out of school girls in the age group 10 to 14 predominantly belonging to SC/ST and minority categories are identified based on the House-to-House census data circulated to all the schools and clusters and enrolled to KGBVs.

The girls from the bridge-courses like Chinnara Angala and other Residential Bridge Courses are given priority in the enrolment. However, the girls who are not admitted to bridge course but identified by the functionaries, are also enrolled and are provided education facilities for the needy girl children.

Caterogy	SC	ST	OBC	Minority	BPL	Total
<b>Girls enrolled</b>	<b>2010</b>	885	1167	598	768	5428
<b>% Of girls</b>	37.030	16.304	21.500	11.017	14.149	100



Preparatory camps have been held in the villages by the staff of KGBVs and Block level officials to identify the girls and enroll the girls to the schools.



*Identification and enrolment of out of school girls under preparatory camps at Harappanahalli, Davangere district*

#### **F. Academics at KGBVs**

Girls in the age group of 10 to 14 years once enrolled to KGBVs would be administered pre-test to diagnose the learning levels, and depending on the competencies the girls would get enrolled to 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> standard. But the girls who require individual attention and caring to reach up to the level of 6<sup>th</sup> standard are being given bridge course training in the class below 6<sup>th</sup> standard and remedial teaching is also given during the extra hours after enrolling them to 6<sup>th</sup> standard.

The State syllabus and evaluation methods are being followed in the KGBVs. The trimester system has been adopted and the annual teaching plans are prepared and adhered to scrupulously. The deputed teachers of KGBVs are trained in adopting **trimester system** and are provided with 'Sourabha' a module which provides the teachers for familiarization of the procedures for evaluation, adopting grading system which also includes project work, in Part B.

The modules like '**CHINNARA ANGALA**' for Bridge course and **PARIHARA BODHANE** for remedial teaching developed by DSERT for the schools of the state are being used in these schools also.

The progress cards supplied by the department are maintained in KGBVs. In addition, an individual profile card is maintained for every child to record the progress of the girls

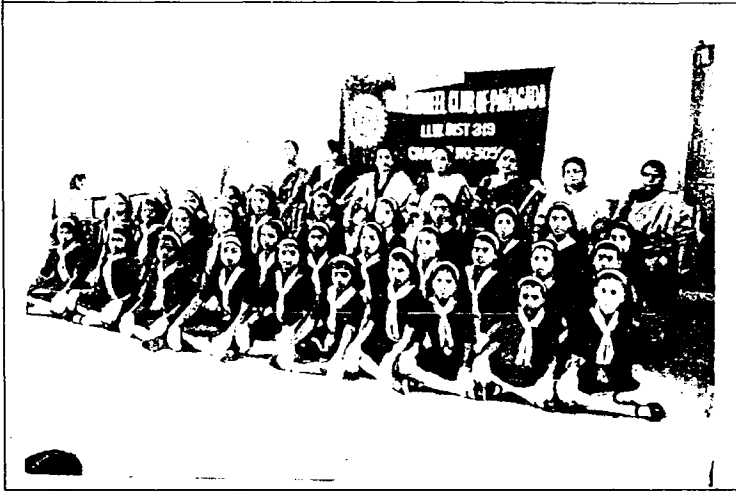
#### **G. Convergence with the department and NGOs**

As the KGBVs are the government schools provided with residential facilities for out of school girls, the scheme has every convergence with the department. Department run KGBVs are entirely managed by the officers of the department and those of Mahila Samakhya are being visited and guided by the officers.

The free incentives of the State government have also been extended to KGBV schools. Every child gets free uniform and text books. SC/ST girls receive free note books and bags. The deputed teachers attend monthly sharing meetings and training imparted under SSA. KGBV girls attend all the programmes and competitions held by the department.



Donation of Scout dress by Inner Wheel Club of Pavagada to the girls of KGBV, Pavagada, Tumkur Dist



#### H. Trainings and Academic support to KGBVs

KGBV teachers deputed from the department are given training under SSA at the block level.

The Block Resource Persons and Cluster Resource Persons visit these schools regularly to accord academic support in the teaching and in solving the issues while dealing with the girls belonging to heterogeneous learning levels.

Training in remedial teaching is given at the State level for 5 days to the teachers of KGBV during April 2006. Workshop to prepare Teaching Learning Materials and to use them in the classroom interaction was conducted for the teachers of all KGBVs for 3 days in two batches.

TLM preparation workshop of KGBV teachers held from 15<sup>th</sup> October to 20<sup>th</sup> October, 2007 at CYCD, Bangalore



### **Financial releases and expenditure:**

The cost approved for 2007-08 is Rs.958.31 lakhs for 61 KGBVs with the intake capacity of 100 girls. Rs.206.3219 lakhs to MSK and Rs.80.1527 lakhs to SSA were released based on the unspent balance of the previous year. Rs.372.466 have been spent upto Dec-2007.

### **Monitoring system of KGBVs**

KGBVs are monitored at different levels starting from cluster, block, district, divisional and state level.

The monthly monitoring and appraisal of the activities of KGBVs are being done at Block and district level. Quarterly monitoring is done at the state level.

Quarterly review meeting of Gender co-ordinators on 16<sup>th</sup> April, 2007 at Shikshaka Sadana, Bangalore



### **Achievements of KGBVs**

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls in State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji(cultural competition), girls participated in State level kannada language exam conducted by the cultural ministry, are some of the examples of the unique achievements-and stepping stones of these girls.

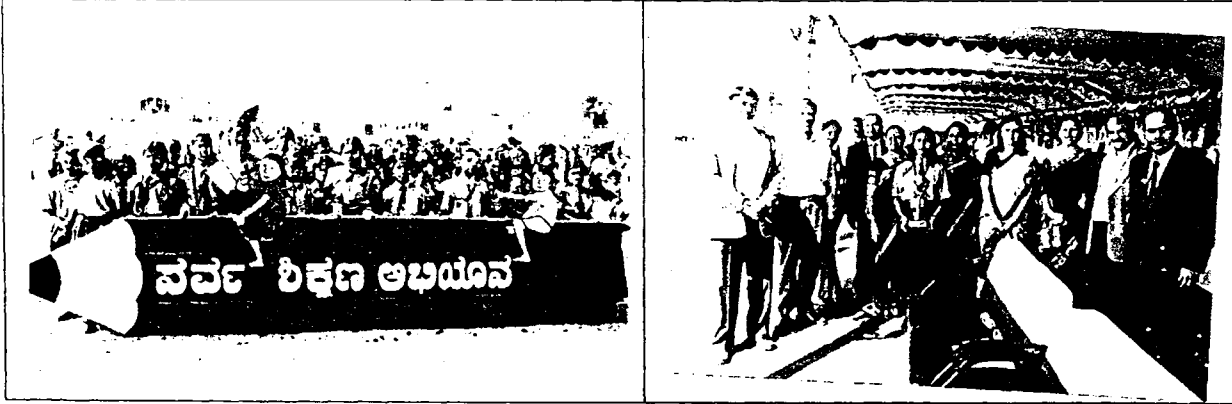
Dance-drama, Idu Ellara Abhiyana (Movement by all) was performed by 425 girls from 7 Kasturba Gandhi Balika Vidyalaya (KGBV) schools from Kolar and Chickballapur districts. All these girls come from poverty-ridden rural areas and have been out of school due to many reasons, primarily, domestic chores, cattle grazing, working in the fields, sibling care, and in many cases due to abandonment/lack of care by families.

The KGBV school environment has brought about a sea change in the lives of these marginalised girls and they have developed self confidence with an overall change in their personality, life style, clean and hygienic habits and communication as well as social skills.

It was a matter of great pride that the girls coming from underserved backgrounds had taken up the challenge to perform at the State Level Republic Day function – a life time experience that they will cherish.

The performance by KGBV girls was awarded II prize by the Hon'ble Governor of Karnataka.

Dance performed by KGBV girls of Kolaḡ and Chikkaballapur District on 26<sup>th</sup> Jan, 2008  
Republic Day function held at Manekshaw Ground, Bangalore



## Plan Of activities under Girls Education programmes for 2008-09

### 1. NPEGEL

Block specific plans have been prepared for the EBBs under NPEGEL programme. 13 more Blocks are added to the list of EBBs and this plan is for 74 EBBs including 61 EBBs of 2007-08.

Cluster concept no more exists under NPEGEL from 2008-09. As per revised guidelines of MHRD, funds per block would be the sum total of the sub-components admissible under the NPEGEL scheme per cluster, @ Rs.60000/- per cluster for various activities activities and Rs. 10,000/- per cluster for community mobilization.

Accordingly block level plans have been prepared to address in and out of school girls with in the block. The focus of these interventions are on retention of girls and improvement in the quality of learning. The district annual work plans have been prepared so that they reflect NPEGEL block – specific projects.

S.N	Details	2004-05	2005-06	2006-07	2007-08	2008-09	
						New	Total
1	No. of Clusters;	486	629	858	861	252	1113
2	No. of Urban slums	4	4	4	4	0	4
3	Total no. of clusters	482	625	862	865	252	1117
4	Total no. of blocks:	45	58	61	61	13	74

### **MEENA programme under NPEGEL for 2008-09**

#### **About "MEENA" Program:**

Meena Manch is a forum of school girls in upper primary schools to take initiatives to promote girls education in their respective villages. They learn to express themselves, learn life skills and develop leadership qualities.

Meena Manch includes the out of school girls and urges the parents to send their daughters to school again to complete the elementary education cycle.

#### **Objectives of the Program:**

Usually girls are hesitant and shy to participate in school activities with boys, hence an opportunity to girls to shoulder the responsibility as per their needs is provided at the Manch. They take charge of school sanitation, safe drinking water, cultural, sports and literary activities in school as part of skills for life. The Manch also provides the girl students an exclusive platform to discuss about their physical and social development.

- To ensure cent percent enrolment of girls
- Increase the rate of attendance of girls.
- Decrease in drop out of girls
- Improve the participation of girls in peer group, school, and community at large.
- Supplement positively innate capacities of girl child.
- Improvement of girls creates pressure group to fight social evils like dowry system, and also gender related problems.

#### **Methodology of Program:**

A fee of Rs 1 is paid by the members as membership fee. The department of Education also shares the recurring cost of the Manch. A facilitator-a lady teacher is identified and trained to provide leadership and guidance to girls, teach life skills, and undertake community action to ensure that all girls come to school and complete the elementary education cycle.

Meena Material like story books, teachers guide books, bicycles, sewing machines etc are provided to the school by the government. The input for life skills like IDD kit, Water testing kits, immunization has been included in the school program. Meena Manch organization with mother and other influential leaders to support school activities.

### Activities of Meena Programme

- Constituting 'Meena Manch (team)'.
  - Specifying the roles for the members of Meena team.
  - Organising the activities of Meena Manch.
  - Meena Mela at various levels like Cluster, Block, District
  - Meena Puppet Show
  - Role play on different themes related to the issues of gender, girl education, social evils, etc.
- Vocational activities (Which can be clubbed with the activities of NPEGL).
  - Yoga
  - Gymnasium
  - Mehandi Competition.
  - Rangoli competition.
  - Cycling competition.
  - Sewing
  - Embroidery and knitting.
  - Clay modeling
- Effective use of school library.
- Sports.
- Creating pressure among the parents of the dropped out/never enrolled girl child by persuading the members of family /SDMC/GP/TP/ZP.
- Participating in remedial teaching Corners.
- Participating in pulse polio and vaccination drive.

### Gist Points

Meena is a character and some stories and other materials are developed.

20 girls who are studying in the standards 6th, 7th and 8th and few who are not enrolled are grouped together as the founder members of Meena Manch. The members can be elected or selected. Those members who are confident, bold are considered.

Out of 20, 5 members form executive council. Among these 5 members, President, vice president, treasurer, other two girl members.

One room in the school has to be designated as Meena room to organize meetings and activities of Meena Manch. NPEGL room can be used as Meena room. One teacher has to be designated as Meena motivator, Meena motivator should be preferably lady teacher working in school. If there is no female teacher, male teacher has to work as Meena facilitator.

### Cost & Budget in District Plan.

Sl no	Activity	Phy	Unit Cost (Rs)	No. of schools	Budget (Rs)
1	MEENA kit (Supplied by state SSA)	2 for each EBB+srusti=230	2500	NIL	
2	CG for MEENA team	2 for each EBB+srusti=230	500	230	115000
3	MEENA mela & Puppet show at block level	Total no of EBBs	15,000	230	3450000
4	Documentation	number of EBBs+srusti	1000	230	230000
5	MEENA mela at cluster level	No of Model Cluster Schools + srusti	4000	230	920000
6	Documentation at cluster level	No of Model Cluster Schools + srusti	600	230	138000
		Total	21100	230	48,53,000

### Costing & Budget in State plan.

- ❖ 5 Batches traing programme at state level for 3 days.
  - ❖ Cost :- 2.5 lakh(Rs 50,000 per batch: includes travel and other expences, honororim, contigency, etc.
  - ❖ Funding from State Manegment Cost.
- Resource persons :-
1. From UNICEF UP.
  2. 5 Teams (Study team) members.
  3. 02 from srusti NGO.
  4. 03 Rps from Girl child education traing module team.

Sln0	Activity	Finance
1.	Module devepment which includes translation of Hindi training module and adding some slots of girl child education programm (four sittings)	50,000
2.	Desgning & printing of Module (1000 Copies) Schools - 330 BRCs - 202 BEO's - 192 DIET & DDPI -60 Others (CRP/BRC/DGC/BGC) - 217 = 1000	2,00,000
3.	Preparation Audio/Vedio CDs 1. Script writing & designing - 25000 2. Production of film – 75000	1,00,000
	<b>Total</b>	<b>3,00,000</b>

Table : 28

## NPEGEL budget for 2008-09

Sl. No.	District	Clusters for 2007-08	New clusters for 2008-09	Total clusters for 2008-09	Budget for 2008-09 (Rs. In Lakhs)			
					Old Clusters	New Clusters	Com. Mob	Total
1	Bagalkot	66	2	68	39.600	5.800	6.800	52.200
2	Bangalore-R	14	22	36	8.400	63.800	3.600	75.800
3	Belgaum	43	0	43	25.800	0.000	4.300	30.100
4	Bellary	73	11	84	43.800	31.900	8.400	84.100
5	Bidar	65	0	65	39.000	0.000	6.500	45.500
6	Bijapur	93	6	99	55.800	17.400	9.900	83.100
7	Chitradurga	28	0	28	16.800	0.000	2.800	19.600
8	Chamarajanagar	0	70	70	0.000	203.000	7.000	210.000
9	Davanagere	14	2	16	8.400	5.800	1.600	15.800
10	Dharwad	23	6	29	13.800	17.400	2.900	34.100
11	Gadag	16	0	16	9.600	0.000	1.600	11.200
12	Gulbarga	121	26	147	72.600	75.400	14.700	162.700
13	Hassan	21	0	21	12.600	0.000	2.100	14.700
14	Chikkaballapur	57	0	57	34.200	0.000	5.700	39.900
15	Kolar	63	0	63	37.800	0.000	6.300	44.100
16	Koppal	59	3	62	35.400	8.700	6.200	50.300
17	Mysore	17	77	94	10.200	223.300	9.400	242.900
18	Mandya	0	27	27	0.000	78.300	2.700	81.000
19	Raichur	77	0	77	46.200	0.000	7.700	53.900
20	Tumkur	14	0	14	8.400	0.000	1.400	9.800
21	Bangalore-U	1	0	1	0.600	0.000	0.100	0.700
<b>GRAND TOTAL</b>		<b>865</b>	<b>252</b>	<b>1117</b>	<b>519.000</b>	<b>730.800</b>	<b>111.700</b>	<b>1361.500</b>

Mahila Samakhya Karnataka has been implementing NPEGEL programme in 108 clusters till 2007-08 and have proposed to continue implementing cluster level activities again in those 108 Model Cluster School. Hence approval is sought for the release of funds with respect to 108 clusters to Mahila Samakhya Karnataka for the implementation of NPEGEL Cluster level activities. The remaining funds will be utilized by SSA districts to implement block level activities.

#### INNOVATIVE ACTIVITY FOR GIRLS – JAGRUTHI SHIBHIRA

3 days camps for adolescent girls will be continued during 2007-08 with more focus on difficult pockets of every district. More emphasis is given for creating awareness among SC, ST and Minority girls under this programme. The district wise details are given below. Backward blocks in enrolment, retention and the blocks with less transition rate have been given due importance. The programme implemented

through local NGOs and resource persons of different departments to stress upon addressing problems related with adolescent girls, and orienting them about health and hygiene, importance of education, epidemic diseases, child rights, etc.,

#### **KASTURBA GANDHI BALIKA VIDYALAYA**

The out of school girls belonging to deprived section of the society and who could not be admitted to the regular schools are being given education in the KGBV residential school. All the 61 schools have been successfully started and more emphasis is being provided to identify the academic level of each girl and bridge them to bring them to higher primary level.

Non-recurring cost of all the KGBVs have been sanctioned to 61 schools. Only the recurring cost is proposed for these 61 KGBVs. For 13 new KGBVs to be opened during 2008-09, KGBVs of 4 EBBs will be opened under model-I, and remaining 9 KGBVs under Model-II.

#### **KGBVs proposed for New EBBs during 2008-09**

Sl.No	District	S.N	Block	Model No.
1	Chamarajanagar	1	Gundlupet	II
		2	Chamarajanagar	II
		3	Yelandur	II
		4	Kollegal	II
2	Gulbarga	5	Yadgir	I
3	Mandya	6	Pandavapura	I
		7	Malavalli	I
4	Mysore	8	Hunsur	II
		9	Mysore	II
		10	HDKote	II
		11	Nanjangud	II
		12	T Narsipur	II
5	Ramanagara	13	Kanakapura	I

#### **GENDER CO – ORDINATORS**

A separate structure has been built from district level to cluster level for the effective implementation and monitoring of girls education programmes and bridge the gender gap in all the areas. Every Model Cluster School appoints a Cluster Co-ordinator, an EBB with the large SSA implementing appoints a Block Gender Co-ordinator and a District with 3 or more EBBs appoints a District Gender Co-ordinator. The services of Gender Co-ordinators would be taken from the agencies.

The DGCs are with Master degree in Education, BGCs holds a Bachelor degree in Education and CCOs are with 10+ educations. All these Co-ordinators are only female.



Rs.7500/ pm for DGC, Rs.5500/- pm for BGC and Rs.50/- per working day for CCO is paid as honorarium.

The gender co-ordinators would be continuously trained and oriented at different level of workshops and meeting. They would also be taken on study tour to visit the areas to witness NPEGEL and KGBV programmes being implemented in the other parts of the state or the other states also. Following is the table which gives the details of budget planned in the district AWP's for the meeting, workshops and study tours of co-ordinators.

## **MAHILA SAMAKHYA KARNATAKA – Programmes for Education of Girls under SSA**

### **1. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL**

The National Project for Education for Girls at Elementary Level (NPEGEL) project, supported by Sarva Shiksha Abhiyan (SSA), is an attempt to create a space for the community to participate and ensure quality education for girl children. The project aims to reduce the gender gap in enrollment and increase the retention of girl children in schools at the elementary level in the age group of 6-14 years.

#### **a. Objectives**

- To develop and promote educational facilities for girl children
- To provide access to education for girls
- To facilitate retention of girls in schools
- To ensure greater participation of women and girls in the field of education.
- To improve the quality of education through various interventions
- To stress upon the relevance and quality of girl's education for their empowerment.

#### **b. Beneficiaries**

- Girl children in 108 clusters of 21 EBBs in 7 MS districts (Bellary, Bagalkot, Bidar, Bijapur, Gulbarga, Koppal and Raichur).
- Girls in the age group of 7-14 years
- Girls from SC, ST, OBC, minority communities and BPL families who have never been to school or have dropped out before completing elementary education.

## **II. Overview of NPEGEL Programme :2007-08**

The NPEGEL programme is designed in such a way that not only the MCS but all the schools in the cluster are given help to improve themselves. Therefore activities under NPEGEL are not restricted to the MCS only. The headmasters of all the schools that come under the cluster were told about the programme and plans were made to use the facilities given to the MCS by all other schools under the cluster.

It was made mandatory that the additional room built under the NPEGEL programme be used for the girls under the scheme and was made girl child friendly. In some places it is also used after school hours to help girls with other inputs or to help them complete their studies.

Gender, life skills training, inputs on personal health, hygiene, nutrition and communicable diseases were given to the girls. In Gulbarga self defense is being taught. Vocational training and exposure trips to service providers are also being conducted. People from different professions are invited to interact with the girls in order to increase the awareness levels of the girls. Project work has been introduced

Gender training for 20 teachers in each cluster was organized. Regular meetings of remedial teachers and CCOs are held at the district level and besides review work, new inputs on teaching methods and motivation techniques to encourage girls to enroll in school are being given. Life skills are woven in the regular teaching. Inter school and intra school sports and cultural activities are taking place regularly.

The out-of-school girls' list has been updated. The Panchayat and community have been involved in getting out-of-school girls back to school. Schools have been made accessible to the girls by providing bus passes.

Activities like vocational training, participation in inter and intra school competitions, project work, exposure to service providers, inputs on health and personal hygiene and proper use of the teaching learning material bought under the NPEGEL programme has been continued.

Training was also given to regular teachers on gender issues and remedial teachers in innovative methods of teaching on different subjects.

Regular review meetings were held with Headmasters, CCOs and remedial teachers. Coordination meetings were also held between the MS and Education department staff to facilitate better implementation of the programme.

#### **IV. Activities planned for 2008-09**

After review of the NPEGEL programme, it has been observed that some areas need more focus. These have been kept in mind while planning the activities for the year 2008-09

1. Community mobilization through special campaign like Maa-Beti mela, enrollment campaign (street plays), etc.
2. Training for remedial teachers on innovative teaching methods.
3. More use of workbooks and work sheets to teach and evaluate the students.
4. Stress on reading, writing and comprehension skills.
5. 5 students in every cluster enrolled under NPEGEL will be imparted computer application skills.
6. Sports and cultural activities will be encouraged with emphasis on interaction between all schools in the cluster.

7. Exposure trips and self-defense will be part of the curriculum.
8. Short-term vocational training will be provided.
9. Sammellana programmes at taluk level to motivate children and sustain their interest in education.

The table below shows the number of clusters in the districts covered by NPEGEL

	Districts	No. of MCS
1	Bellary	11
2	Koppal	12
3	Bijapur	28
4	Bidar	14
5	Bagalkote	09
6	Raichur	06
7	Gulbarga	28
	<b>Total</b>	<b>108</b>

#### MSK – NPEGEL BUDGET PROPOSAL FOR YEAR 2008-09

Sl.No	Activity	Calculations	Amount
A	Honorarium to instructors		20,000.00
B	Awards to schools/Teachers		5,000.00
C	Remedial Teaching		20,000.00
D	Teacher Training		4,000.00
E	Child Care Centres		5,000.00
F	Innovative activities		6,000.00
	<b>Total recurring cost</b>		<b>60,000.00</b>
G	Community mobilization		10,000.00
H	Management cost	$70,000 \times 6\% = 4200$	4,200.00
	<b>Grand total for one MCS</b>		<b>74,200.00</b>
	<b>Cost for 108 MCS s</b>	$74,200 \times 108$	<b>80,13,600.00</b>

## 2. KASTURBA GANDHI BALIKA VIDYALAYA

In India, there are a large section of girls who have no access to education to have dropped out of school for multitude of reasons. Education is one tool that will help the girls to improve their living standards and avail of their rights. To enable these girls to get education, the Government of India has started residential schools in educationally Backward Blocks (EBB) of India called Kasturba Gandhi Balika Vidyalaya.

In Karnataka, 58 EBBs have been identified. MS works in 29 of these blocks and Mahila Samakhya Karnataka has been given the responsibility of running 29 of the KGBV schools.

a. Objectives

In disadvantaged communities, gender disparity still persists. This shows up in the low enrollment of girls in schools even at the elementary level. The purpose of starting these schools is to ensure access and quality education to these girls. These schools being residential, it is possible to target girls who do not have schools close to their homes and also reassure parents who are unwilling to send girls to school for security reasons. Along with the increase in learning levels, the schools aim to give the girls all round development to help them to shape their future.

b. Beneficiaries

- Girls from SC, ST, OBC, minority communities and BPL families who have never been to school
- Girls who have been to school but dropped out before completing elementary education.
- Girls who have no access to school.

### III. Overview of activities in KGBV schools in 2007-08

MSK started KGBVs in 7 MS districts namely, Bagalkote, Bijapur, Bellary, Bidar, Koppal, Gulbarga and Raichur across 29 EB3s. The first two years was challenging years for MS to implement due to teething problems. During 2007-08, 2776 children have studies in these schools. As the permanent structures were not ready, suitable premises were either hired or, wherever available, schools started in government buildings.

The staff, including a warden, an office assistant cum accountant, three part time teachers, cooks, assistant cooks, a peon, watchman and a sweeper was hired. There were two/three teachers deputed by the education department for every school.

Enrollment of eligible students was done from the already existing list of our of school students with the department and later with the help of the sangha women.

It took about four weeks for the girls to settle down to a disciplined routine. Then, the girls were divided into three groups according to their learning levels. The aim was to help the girls to recollect all they had learnt and help those who had never gone to school with the basics. By the end of the first term, the teachers knew the levels of the girls and lesson plans were made according to the requirement of the groups.

Besides studies, the girls were taught the importance of cleanliness, health and personal hygiene, good habits, interaction with peers and adults, personality development and life skills were also taught. An important part of the activities was sports and games and exposure to different vocations. Day long trips, picnics, celebration of festivals, cultural activities took place in the schools with the girls participating with a lot of enthusiasm. Martial art (Karate) was also taught.

It is interesting to note that in the interschool Pratibha Karanji competitions, all the schools have won prizes. The girls have made it to district, state, national and international levels in hockey, karate, foot ball, yoga and athletics. Some girls have secured first and second places in the district level Kannada Pratibha Examination. A

contingent of girls from Bijapur was part of the Republic Day Parade at Bangalore in January 2008.

#### **IV. Activities under KGBV in the year 2008-09**

In the KGBV schools, the girls have been given varied inputs for all round development. They have excelled in games and other extra curricular activities. Academic have also been a major part of their learning. It is now time to consolidate their learnings and help them to concentrate on increasing their learning levels at a faster pace. This will be one of the main goals of the year 2008-09.

The following activities will be undertaken

1. Stress will be given to increase learning levels. Accelerated methods will be used to assist in this fast paced learning.
2. The girls will be taught essay writing, elocution and debates will be organized, as well as competitions at inter school and inter taluka levels.
3. Project work will be one important activity. The correct methodology to be used to do project work will be taught and three projects per group will be done in the year. The girls will showcase it during parents' meet and will themselves explain about their projects. One of the topics for project work will be cleanliness of the village and looking after public property.
4. Teaching will also be done using audio visual teaching methods. The education CDs will be used as a tool to teach some topics.
5. A team of athletes will be formed for inter school meet. Proper coaching will be given to the girls. One team game like Kho-Kho or hockey will be taught and this team will take part in competitions.
6. Self-defense (Karate) and vocational training will continue. Exposure to different vocation will be given.
7. The girls will be encouraged to compete in district and state level competitions in academics and sports.
8. A library will be set up in the school and the girls will be encouraged to read. This will help them to improve their comprehension skills and encourage the reading habit.
9. Life skills training will be an important part of their education. Some teachers will be trained in this or outside resource persons will be invited to teach the children.
10. Efforts will be made to build leadership qualities in girls
11. Topics like gender equality, child rights, adverse effects of child marriage and child labour etc. will be discussed.
12. If the girls are capable of completing their class 8 this year, efforts will be made to see that they are mainstreamed in a regular school and motivate them and their parents to let her continue her education.
13. The girls will be trained and motivated to take up KSQAO exams.
14. Gardening and vegetable growing will be taken in school premises wherever possible.

15. The girls will be encouraged to contribute articles to the "Sanchari" magazine of MSKn
16. The girls will be encouraged to develop inter school magazine "Chinnara Kanasu".

#### **V. Teacher's Training**

It has been observed that the teaching methods to be used with these children have to be different than those used in regular schools. Here the girls have to be motivated to learn and the level of interest has to be kept up. The teachers need special training on various subjects to work with these children. This training will be given to the teachers in the summer of the year 2008-09. These trainings will include class management, multi-grade and multi-intelligence teaching, activity based teaching and subject specific training. Other areas of training will include methods of informal and formal evaluation, use of worksheets in teaching and testing and using available resources in the school for teaching (library for reference, educational CDs, experiments that can be done in the school using things available in the kitchen etc). This training will be given to all teachers in the school.

#### **VI. Training for other staff:**

It is proposed to train all non-teaching staff. The topic covered will be

1. Documentation and report writing (This will be for teachers too)
2. Communication and organizing skills.
3. Time management
4. Updating registers and maintenance of accounts.
5. Planning and implementation of plans.

#### **VII. Monitoring and review**

Regular monitoring and reviews are done at all levels

- Weekly review in school. This is done every Saturday after school hours (Except 3<sup>rd</sup> Saturday). All staff – including cooks and watchman - are part of the review meet. Problems are voiced and solutions found. The week's work is reviewed and planning for the next is done. The minutes of the meeting are to be sent to the district office within two days of the meeting.
- Every 3<sup>rd</sup> Saturday, there is a meeting of the all the wardens, senior teachers and accounts of the KGBVs in the district at the district office. The DPC and other functionaries who look after education attend the meeting. Review of the previous months work is done and planning of the next month is done. Problems are addressed and solutions found.
- There is a quarterly review meeting at the state office. Two representatives of each KGBV and one MS district functionary and SPO functionaries attend the meet.
- Unplanned visits to the schools are done by MS functionaries of all levels including the state office.
- Monthly report of each school is sent to the state office.
- Annual report of each school is sent to the state office of MSK and SSA.

MAHILA SAMAKHYA KARNATAKA  
KGBV- BUDGET PROPOSAL FOR THE YEAR 2008-09

Sl.No.	Item of expenditure	Calculation	Amount
1	Maintenance of girl child @ Rs.750/-p.m.	750 x 12 x 100	9,00,000
2	Stipend @ Rs.50/child/month	50x12x100	60,000
3	Supplementary TLM, stationary and other educational material	30x10x100	30,000
4	Examination fee @ 1000/year	1000 x 1	1,000
5	Salaries		6,00,000
6	Vocational Training/specific skill training		30,000
7	Electricity and Water		36,000
8	Medical care/Contingencies @Rs.750/-child.		75,000
9	Maintenance Miscellaneous	20,000 20,000	20,000 20,000
10	Preparatory camps		10,000
11	PTA/School functions		10,000
12	Provision of Rent (8 months)		4,00,000
13	Capacity building		30,000
	<b>Total for 1 KGBV</b>		<b>22,22,000</b>
	<b>Total for 29 KGBV</b>	<b>Rs.22,22,000X29K GBV</b>	<b>6,44,38,000</b>

Proposed budget for Management cost of school – Mahila Samakhya  
Mahila Samakhya Karnataka runs 29 KGBV schools in Karnataka. An activity –wise budget has been given in the guidelines to run these schools. There are certain activities that have not found mention in the guidelines but are essential for the running and monitoring of the schools. These activities have been mentioned below with the proposed expenditure for the same.

Sl.No	Item of expenditure	Calculation	Amount in Rs.
1.	Computer and computer maintenance	Rs.50,000X7 districts	3,50,000.00
2.	Telephone, printing ,postage and stationery	Rs.10,000X7 districts	70,000.00
3.	Review meeting at SPO-TA,DA, Boarding and Lodging	Rs.58333X3 meetings	1,75,000.00
4.	Review of programme by SPO	Rs.15,000x7districts	1,05,000.00
5.	Accounts Assistants for districts and SPO	Rs.4000x12monthsx7districts +Rs.8000x12monthsx1SPO	4,32,000.00
6.	Teachers training		2,00,000.00
7.	Annual Report	1000copiesx125/copy	1,25,000.00
<b>Total</b>			<b>14,57,000.00</b>

## KGBV MELA by Mahila Samakhya

Mahila Samakhya Karnataka proposes to conduct a KGBV Mela at the state level in Bangalore. This is intended to give exposure to our KGBV girls and an opportunity to share their experiences with one another.

We propose to hold this mela in the month of November 08. It will be a 2 day programme culminating with a function to facilitate all those who have worked towards making the KGBV programme a success in Karnataka.

In view of the above, we intend conducting the KGBV mela during 2008-09 and it is budgeted accordingly.

We will be utilizing Rs.48,275/- from each school from the savings to cover the cost of this state level mela.

**Table : 29 : Details of budget as follows.**

Sl.No	Activity	Calculation	Amount(Rs)
1	Travel –student, teacher and MS staff	500membersX2daysX Rs.700	7,00,000
2	Local transport	500membersXRs.100	50,000
3	Stay	75,000X2days	1,50,000
4	Food	500membersX2daysX Rs.125	1,25,000
5.	Stage setting, flower arrangement		25,000
6	Sports and cultural activities		
	a) Equipment hiring charges	50,000	1,00,000
	b) Prizes and certificates	50,000	
7	Magic show, games etc		25,000
8	Exhibition		25,000
9	Documentation- photographs, video coverage		50,000
10	Invitation, booklet, banners, posters and press coverage		1,50,000
	<b>TOTAL</b>		<b>14,00,000</b>

### FINANCIAL PROGRESS AND BUDGET OF GIRLS EDUCATION SSA Karnataka

(Rs. in lakhs)

	2007-08			2008-09
	Target	Allocation	Achievement	Target
<b>NPEGEL</b>	553.085	553.085	491.016	1361.5
<b>KGBV</b>	958.31	958.31	372.466	2656.49
<b>INNOVATIONS</b>	67.500	67.500	67.500	135.000



## *Chapter - 8*

### *SPECIAL FOCUS GROUPS - MINORITIES & METRO CITIES*

**Programme for the Educational Development of the Lambani children-2007-2008**

Bidar Diet has prepared a book called "Prayatna" for the teachers who are teaching Lambani children. The book is in the form of a dictionary, with kannada words having lambani words, lambani songs and proverbs are included in this book.

The teacher could understand the language easily and use it in the school, particularly the children of 1 and 2 standard which helps the child acquaint the school environment.

Sensing the importance of this book this office has extended the aid to print and distribute to all schools where majority of children speak lambani and to the use of field functionaries. A training to those teachers who work in these schools has also been planned.

#### **CHINNARA KARNATAKA DARSHANA - AN EDUCATIONAL TOUR**

Sarva Shiksha Abhiyan is one of the eight flagship programmes of the Union Government which is intended to catalyse and enrich efforts of the states to universalize elementary education. Provision of elementary education to children implies variety of efforts. The Chinnara Karnataka Darshana is an innovative programme in this direction.

Chinnara Karnataka Darshana is an innovative educational tour programme implemented by the State Government under Sarva Shiksha Abhiyan. The activity is planned with an intention to supplement the classroom learning of children by

integrating school activities with outside world and society. The programme is being implemented in all the 202 educational blocks of the state, and 50 children will be sent in each bus for Karnataka-Darshan. 10,900 children were benefitted from this programme during 2007-08 out of which 7412 children belong to SC\ST category. This is organised in collaboration with the Karnataka State Tourism Development Corporation. The programme has been successfully implemented since past 4 years.

Chinnara Karnataka Darshana is a 4 day tour programme for merited students of 7<sup>th</sup> standard in Government Higher Primary Schools. It is fully subsidized by the Sarva Shiksha Abhiyan. Merit is interpreted both in terms of scholastic achievements and co-curricular performance.

The activity is not confined to sight seeing. Students are directed to maintain a diary. They are provided with a pen notebook, colour paper, colour pencil, tourist guide book and a map of Karnataka. Cultural programmes and competitions will be organized during the tour programme. Prizes are given to the winners while all the participants receive a Certificate.

#### **PRINTING OF GUIDELINE BOOK FOR- CHINNARA KARNATAKA DARSHANA**

The handbook on 'tourism for children' known as Chinnara Karnataka Darshan is published by the Sarva Shiksha Abhiyan Karnataka with the co-operation of the Department of Tourism, Government of Karnataka.

This handbook will provide a perspective to the participating children regarding the diversity of the people, places, history and culture of the state. The participating children and the teachers who accompany them are directed to go through this handbook, and familiarize themselves with the places and people before they actually visit them.

In addition children will also maintain a personal diary of their visits, such an exercise will develop their capacities of written communication and graphic imagination, this handbook would be of value in such an exercise. It is proposed to repeat this exercise of publication and distribution of this handbook among the participating students even during 2008-09

S.NO	Unit cost	Unit	Total
1	65x12500	12500	8,12,5000

## One day teleconference for Chinnara Karnataka Darshana-2008-09

In order to review the programme and also to know the problems faced and to get the suggestions for further improvement of the programme one day teleconference will be organised.

Teleconference 1.00

.N	Details	2008-09
01	Total number of batches	235
02	No. of touring days	4
03	Total no of children covered	11750
04	SC/ST children	7755
05	Other category children	3995
06C	Cost per batch	92500
07	Cost per child	1850
08	Cost per child per day	462.50
09	Approved cost	217.50

### Special Initiative for SC/ST :

Sarva Shiksha Abhiyana aims at providing quality primary education from standard I to VII to the all children in the age group 6 to 14 years. All children necessarily means each and every child. Therefore focus is aimed at weaker sections of the society particularly those children belonging to SC/ST. It is imperative that funds allowed under Sarva Shiksha Abhiyana are also classified clearly indicating funds aimed as expenditure towards programmes and activities focusing on education of children belonging to SC/ST.

The following method has been adopted for calculation of percentage of funds towards SC and ST out of the total allocation.

The components are identified under child, teacher and school for the purpose of calculation of the percentage of allocation towards SC and ST.

SC/ST population is benefited in two ways from SSA Mission/ Department of Education: a) Discrete / Individually tailored interventions and composite / Block grants for interventions. Benefits under SSA/DOE are computed under these two heads. Child component falls under (a) while 'Teacher' and school components fall under (b).

It is noted that allocation for SC children under individually tailored schemes works out to be 18.51 percent of the total proposals. Under the composite benefit components, the percentages are 13.32 and 11.71. In sum, SC focused expenditures constitutes 141.9 percent of the total proposals.

It is noted that allocation for ST children under individually tailored schemes works out to be 4.32 percent of the total proposals. Under the composite benefit components, the percentages are 2.62 and 5.03. In sum, ST focused expenditures Constitutes 4.19 percent of the total proposals.

Activities under child component includes expenditure for Inclusive education, Remedial teaching, out of school children and distribution of text books and the percentage of these allocations are worked out based on the ratio of number of children under the category to the total child population.

Activities under teachers include teacher grant and teacher training and the percentage is worked out based on the ratio of number of teachers under the category to the total teacher population.

Activities under 'school' include school grant, maintenance grant, research and evaluation, civil works, teaching-learning equipments and major repairs. Schools with more than 50% of students belonging to SC and ST are considered SC-ST schools and allocation towards such schools are considered. Ratio of the number of such numbers to the total number of schools is considered for working out the percentage of fund allocation.

***COSTING FOR SCHEDULE CAST :***

Activities	Child Component				Teacher Component			
	All Enrol	SC Enrol	Total Allocation	Allocation for SC	No of Teachers	No of SC Teachers	Total Allocation	Allocation for SC
	6055971	1364190				0.113934		
Teachers Grant					201795	22992	969087	129079
School Grant								
Maintanance Grant								
Innovative Activities			0.71	0.71				
Research & Evaluation								
Inclusive Education	119110	22298	1079.80	202.14				
Remidial Teaching	460266	103542	973.19	218.193				
Out of school children Intrvn.	118710	16520	3189.82	443.91				
Civil works								
Teachers Training					207804	22992	1769.41	235.69
Text Books	442472	82831	331.85	62.12				
Teachers Salary					21798	2384	11436.37	1523.32
Teaching Learning Equipments								
Major repairs								
Total							22652.04	3017.25

**School Component**

<b>Activities</b>	<b>No of Schools</b>	<b>No of Schools with more than 50% of Enrollement</b>	<b>Total Allocation</b>	<b>Allocation for Schools with more than 50% of SC Children</b>	<b>ALL allocation Total</b>	<b>SC Allocation total</b>
Teachers Grant					1062.13	141.48
School Grant	47,852	5605	1416.66	165.89	1416.66	165.89
Maintanance Grant	64419	7543	3220.95	377.17	3220.95	377.17
Innovative Activities					0.71	0.71
Research & Evaluation	64765	7584	233.47	2734	233.47	27.34
Inclusive Education					1079.80	202.14
Remidial Teaching					973.19	218.93
Out of school children Intrvn.					389.82	443.91
Civil works	51013	7106	13334.24	1857.43	13334.24	1857.43
Teachers Training					1769.41	235.69
Text Books					331.85	62.12
Teachers Salary					11436.37	1523.32
Teaching Learning Equipments	937	110	134.30	15.77	134.30	15.77
Major repairs	1814	212	231.32	27.03	231.32	27.03
					0.00	0.00
<b>Total</b>			<b>196611.241</b>	<b>23029.14</b>	<b>236929.06</b>	<b>29513.39</b>

**S.C. Percentage :**

	ALL allocation Total	SC Allocation total	%age SC Allocation total
<b>Child Component</b>	<b>15473.46</b>	<b>3296.27</b>	<b>21.30</b>
<b>Teacher Component</b>	<b>24630.18</b>	<b>3280.74</b>	<b>13.32</b>
<b>School Component</b>	<b>29642.37</b>	<b>3978.15</b>	<b>13.42</b>
<b>Total</b>	<b>69746.01</b>	<b>10555.16</b>	<b>15.13</b>

**COSTING FOR SCHEDULE TRIBE :**

**Child Component**

Activities	All Enrol	ST Enrol	Total Allocation	Allocation for ST	No of Teachers	No of ST Teachers
	6055971	1364190				
Teachers Grant					201795	5709
School Grant						
Maintanance Grant	1.966819194					
Innovative Activities			202.50	202.50		
Research & Evaluation						
Inclusive Education	119110	1739	1429.32	2087		
Remidial Teaching	460266	40685	1841.06	162.74		
Out of school children Intrvn.	118710	6491	4853.12	265.38		
Civil works						
Teachers Training					207804	5709
Text Books	442472	38594	331.85	28.95		
Teachers Salary						
Teaching Learning Equipments						
Major repairs						
<b>Total</b>						
Activities						
Teachers Grant						
School Grant						
Maintanance Grant						
Innovative Activities						
Research & Evaluation						
Inclusive Education						
Remidial Teaching						



Out of school children Intrvn.						
Civil works						
Teachers Training						
Text Books						
Teachers Salary						
Teaching      Learning Equipments	937	47	206.50	10.36	206.50	10.16
Major repairs	1814	91	834.719	41.87	834.72	41.87
					0.00	0.00
<b>Total</b>			196611.241	9885.23	236929.06	11439.58

<b>S.T. Percentage :</b>	ALL allocation Total	ST Allocation total	%age ST Allocation total	
	<b>Child Component</b>	<b>15473.46</b>	<b>1346.03</b>	<b>8.70</b>
	<b>Teacher Component</b>	<b>24630.18</b>	<b>645.31</b>	<b>2.62</b>
	<b>School Component</b>	<b>29642.37</b>	<b>1265.38</b>	<b>4.27</b>
	<b>Total</b>	<b>69746.01</b>	<b>3256.72</b>	<b>4.67</b>

## **EFA across Minority Communities - SSA Mission Initiatives**

### **CONTEXT :**

The existing structures of organisation, monitoring, supervision and management of Elementary Education in the State are, by default, not friendly to education of Minorities. They have been installed and groomed to serve mainstream regional language medium and to some extent English medium schools. In the process, education of minorities has become a casualty. Such a set up has severely affected the education of minorities which is a Constitutional responsibility of the State in more than one sense. Education of minorities has to be clearly and distinctly brought under focus, direction and limelight as we are committed to the creation of a literate, enlightened, non-violent and peaceful society in the future. Such a measure will also vindicate one of the most significant a priori faiths of democratic philosophy, namely, "the earth and its resources belong to all its inhabitants and everybody is entitled to an equal share in it".

### **Proposal :**

2007-08 proposals under AWP&B for Karnataka should include programmes, and interventions that contribute to the inclusion of minority groups within the EFA fold. These programmes are spread across research / survey / experiments / upscaling ; strengthening of existing structures from State to individual schools ; initiatives for Capacity building of teachers ; minimum infrastructure upgradation.

### **Scope :**

There are 43591 State and 2405 State supported schools in Karnataka totalling 43996 schools under Government patronage. 4998 out of them are minority language medium schools. They constitute 11.36 percent of the total schools under Government patronage. Of the several minority medium schools, the significant language group schools in terms of number are Urdu and Marathi medium schools. Urdu medium schools are spread all over the State while Marathi medium schools are concentrated in Belgaum and Bidar districts.

### **Intervention Strategies :**

Intensive Care and treatment is needed for elementary education of minorities in the following areas :

- \* Capacity building of teachers in regard to content and technologies of transaction of school subjects in multi-grade and regular class room contexts : Quality of teachers of minority language groups is very poor at the time of their entry into service. Induction training is good but not adequate. It will not pull them through for a long time. Organisation and conduct of such courses, specifically in districts which have a large number of minority medium schools, say more than 150 schools and in blocks with more than 50 schools, implies adequate infrastructure facilities. These facilities can also be marshalled for a number of other programmes

of Capacity building and empowerment such as sensitisation of teachers and the community towards education of girls which is in a dismal state, as of now, among Muslims. Community empowerment in Self-Management of schools is also a need of the hour. Training programmes are needed for this.

- ★ Organisation, conduct, monitoring and management of all intervention strategies including specifically Capacity building initiatives needs the location of an educational officer who should be exclusively entrusted with these responsibilities. An Assistant Project Co-ordinator (URDU), attached to the DyPC/DDPI can be a useful person in this direction. The APC needs to be supported by DIETs with exclusive faculty for minority schools.
- ★ Schooling of children in minority medium, pre-service education of teachers for elementary schools, class room transactions ; testing, evaluation and reporting system ; remedial teaching exercises, if any ; are all grey areas in regard to knowledge and understanding minority education in Karnataka State.

Mainstream research and evaluation hardly include Urdu and other minority schools. 4019 Urdu elementary schools out of 43996 schools in the State is not a figure that can be ignored. Urdu schools need to be subjected to a scanner of research and evaluation. Insights from sample surveys of Urdu schools on inputs, processes, outputs, organic relationships, quality concerns in Urdu schools would be of value for identification of areas of intervention. They can also be followed up with small-scale studies in experimental frameworks to zero in on highly useful and relevant strategies. Successful strategies can be upscaled later. It is expected that by this process of survey, trial, adoption and mainstreaming education of minorities shall be located on tracks in a desired direction.

- ★ Capacity building exercise cannot be engaged in a vacuum. Training Modules are needed for this. The modules which are currently being used for mainstream / regional language schools need to be adopted, adapted and translated.

The strategies proposed herein are additionalities to on-going interventions. It is believed that the addition of the proposed components would render education of minorities efficient and effective for the present times and wholesome from a long-range perspective.

**COSTING FOR MINORITIES :**

Activities	Child Component			Teacher Component				
	All Enrol	Minority	Total Allocation	Allocation for minority	No of Teachers	No of minority Teachers	Total Allocation	Allocation for min
	6055971	818087						
Teachers Grant		135087668			201795	19325	1008.98	76.63
School Grant								
Maintanance Grant								
Innovative Activities			202.50					
Research & Evaluation								
Inclusive Education	119110	1743	1429.32	20.92				
Remidial Teaching	430266	62093	1841.06	248.37				
Out of school children Intrvn.	118710	9907	4853.12	405.02				
Civil works								
Teachers Training					207804	15325	295103.2	22414
Text Books	442472	58902	331.85	44.18				
Teachers Salary						554	19250.70	1462.01
Teaching Learning Equipments					21798	407	17462.54	1326.21
Major repairs								
<b>Total</b>							22652.04	1720.33

Activities	No of Schools	No of Schools with more than 50% of Enrollement	Total Allocation	Allocation for Schools with more than 50% of minority Children	ALL allocation Total	Minority Allocation total
Teachers Grant		135087668				
School Grant	51013	4195	1479.88	122.03	1479.88	76.63
Maintanance Grant	1966819 194					
Innovative			202.50			

Activities						
Research & Evaluation						
Inclusive Education	119110	1743	1429.32	20.92		
Remedial Teaching	464266	62093	1841.06	248.37		
Out of school children Intrvn.	118710	9907	4853.12	40502		
Civil works						
Teachers Training						
Text Books	442472	58902	331.85	44.18		
Teachers Salary						
Teaching Learning Materials						
Repairs						
Total						

Minority :

	ALL allocation Total	Minority Allocation total	%age Minority Allocation total
Child Component	15473.46	1563.32	10.10
Teacher Component	24630.18	1870.56	7.59
School Component	29642.37	2441.46	8.24
Total	69746.01	5875.35	8.42

**URBAN DEPRIVED CHILDREN :**

**METRO CITY INTERVENTIONS:**

Bangalore Urban District had planned special intervention for the year 2008-09. Some of the interventions planned in AWP & B had been implemented during the year 2007-08.

The achievement statistics represent the OOSC more due to migration and others (underprivileged and vulnerable children). To overcome the impact these two have caused, it is proposed to have habitation wise representatives from CBO/NGO/VO to frame a method in which the transit of OOSC from one location to other location is traceable by issuing identity cards to identify new inclusion to the vicinity with whom he interacts for collection of information.

Sl.No.	Activities Planned during 2008-09	Progress
1	Survey	<ul style="list-style-type: none"> <li>• Mid year survey during October- November in the urban slums was undertaken.</li> <li>• Identified 1753 OOSC( Details shown in the table below).</li> <li>• Subsequently tent schools, Mobile school, RBC &amp; enrollment activities were undertaken through NGOs.</li> <li>• Aboutt 65% of the children are enrolled in various Bridge courses.The enrollment details is shown in table 4.4a</li> </ul>
2	Sensitizing the community	<ul style="list-style-type: none"> <li>• Continuous periodical programmes are organized through NGOs, media, &amp; other departments.</li> </ul>
3	Building and developing of Education Centres ❖	<ul style="list-style-type: none"> <li>❖ Shelter facilities and Rehabilitation Centres</li> <li>❖ Support services for pursuing education</li> <li>❖ Residential camps for 15 days</li> <li>❖ Community based coaching centers</li> <li>❖ Reach out to tent school children (migratory construction labourers children) in East and Anekal Taluks</li> </ul>
4	CALC	<ul style="list-style-type: none"> <li>* 4 centers funded by SSA functioning through NGOs with 150 children</li> </ul>
5	Residential schools	Could not be implemented due to objections raised by the Labour Department & NGOs
6	Accelerated Reading Programme	Programme completed in all the target schools. Evaluation is in progress
7	Evening Schools & Distance Education	<ol style="list-style-type: none"> <li>1. Sarvajanika Prachara Andolana organized by Press Information Bureau The Bharath Nirman Exhibition a bouquet comprising more than 100 exhibits about various programmes of Govt of India was presented in the form of exhibition, seminars, open forums and cultural programmes. The programme was special as 92 OOSCs were enrolled on the spot. SSA Bangalore Urban won first prize in the Andolana.</li> <li>2. Participated in Seva.org camp where about 100 NGOs had exhibited their contributions towards the downtrodden and</li> </ol>

deprived groups It was an initiative to create awareness among the public about the various contribution made by different NGOs. SSA proudly participated and exhibited the initiatives undertaken to achieve UEE. The programme was unique because it was organized on the eve of the new year, that is on 31<sup>st</sup> December 2006. The new year began with the determination to strive hard for the upliftment of the deprived community.

3. **Continuous/periodical broadcast in AIR; Spots** about SSA and UEE of 30 seconds duration was broadcasted 20 times/day from 01/09/2006 to 05/09/2006. The initiative was to create awareness among the public and mobilize the community to enroll the OOSC in the local/nearby schools. The initiative helped to enroll about 45 OOSCs in RBC and 92 OOSCs in NRBC.

4. **Conducted Camps in all the tent schools and mobile schools to mainstream the OOSCs to RBCs.** Counselling and awareness camps were organized through **Hindu Seva Pratishtana** in pocket areas where tent schools and mobile schools function. The campaigning/ counselling is in progress. About 1500 OOSCs parents are counselled by the volunteers, SDMCs /CRPs/Local leaders.

# School dropout rate down: Census

TIMES NEWS NETWORK

Bangalore: Good news, there are more kids going to school than ever before! The annual 2006 child census figures, to be released on Tuesday, shows that out-of-school children in the 7-14 age group in the state has dropped from 1.05 lakh in 2005 to 75,825 this year.

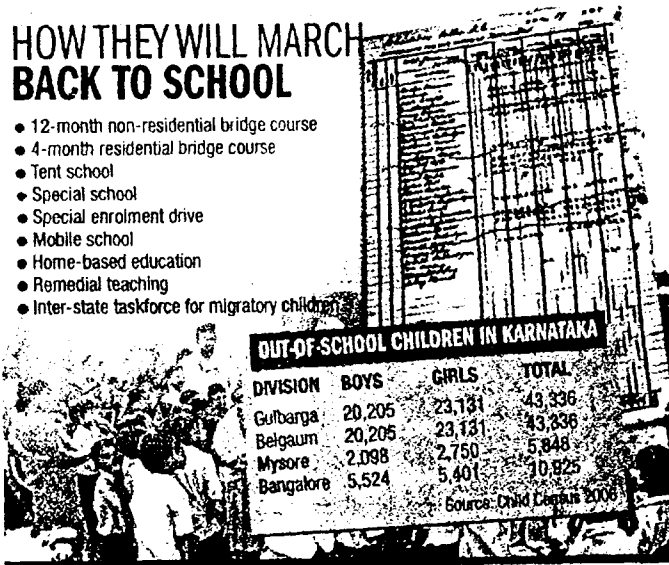
With the introduction of several incentive schemes, the dropout number has shrunk from 59,002 in 2005 to 50,569 this year. In the 'never-enrolled' category the figures are down from 46,035 to 25,166.

One of the main reasons for children dropping out of school is migration. "In their regard, an inter-state task force has been constituted. The task force members are Karnataka, Maharashtra, Tamil Nadu, Andhra Pradesh, Goa and Kerala. We will ensure that even migrants from neighbouring states are educated," official sources said.

The highest number of dropouts are in the Gulbarga

## HOW THEY WILL MARCH BACK TO SCHOOL

- 12-month non-residential bridge course
- 4-month residential bridge course
- Tent school
- Special school
- Special enrolment drive
- Mobile school
- Home-based education
- Remedial teaching
- Inter-state taskforce for migratory children



(57.15%), followed by Belgaum (20.73%), Bangalore (14.41) and Mysore (7.71). According to the census, 60% of the out-of-school children are in 10 districts — Yadgir, Gulbarga, Bellary, Raichur, Bijapur, Koppal, Bidar, Bagalkot, Bangalore South

and Uttara Kannada. Yadgir has the highest number of out-of-school children (13,258), ahead of Gulbarga (8,733) and Raichur (7,560).

"We will send the list of out-of-school children to all headmasters who will maintain a register of names of

dropouts and monitor the status. School Development and Monitoring Committees (SDMCs) and gram sabhas will take up remedial action to mainstream children," sources said.

The study shows that there are more girls, who have remained out of school than the boys. Of the 75,825 children, 39,084 are girls and 36,741 in the 7-14 year category. But there has been a reduction in the percentage of out-of-school girls from 1.62 per cent to 1.21 per cent.

This is the first time that the children Census was carried out in collaboration with other stake-holding departments — labour, social welfare, municipal corporation. A night census, to identify dropouts in urban areas, was also conducted at bus stands and railway stations.

## THE HINDU

05.05.2006

### Evening schools for working children termed a bad idea

Some NGOs feel the move will encourage child labour

Dusse Banamurthi

BANGALORE: Sarva Shiksha Abhiyan's initiative Metro City project to tackle school dropouts is coming into rough weather as some of its components are against the Child Labour (Prohibition and Regulation) Act and Supreme Court guidelines governing child labour.

The Rs. 4.2 crore project, funded by the Ministry of Human Resource Development, will be implemented from June. It will focus on the rehabilitation of out-of-school children by setting up bridge courses and running distance education programmes and evening schools. The evening schools for working children aged between 8 and 14 will be held every day from 4 pm to 8 pm.

It is the evening school component of the project that has members of some non-governmental organisations upset. They say that it runs contrary to the State Government's policy on child labour.

In 2002, the State committed itself to abolishing child labour in South Karnataka and north

Such schools are a part of Sarva Shiksha Abhiyan's Metro City project

They are against the Child Labour Act and Supreme Court guidelines, say NGOs

Project officials say they are taking a practical approach to the issue of child labour

joint action plan. "When the State has set itself on such a course, how can another government agency allow children to work and study," asks Yasodha Sharma, member of Child Rights Trust, an NGO.

The Supreme Court, in December, issued notice to Centre and the States seeking enforcement of the right to education of every child in the age group of 6 to 14 by abolishing child labour in all forms.

The new project is against the Supreme Court guidelines and against child rights. It will

A member of the Campaign Against Child Labour says that the project comes at a time when voluntary organisations are working to bring about an amendment to the Child Labour Act to prohibit employment of all children under 14 years of age. "Such a project will defeat all the good work that we have done over the past few years. It's a huge blow to us," she says.

NGO members feel the project will encourage child labour. "Parents will think that the Government is okay with children working and more of them will be out working," says a CACL member.

Mr. Sharma says that if the proposal is implemented, it gives sanction to everyone who wants to employ children.

'Practical approach'

Sarva Shiksha Abhiyan officials say that by offering evening schools for working children they are trying to ensure that they get some form of education. "We are taking a practical approach to the issue of child labour. Several families need but-



4 Evening School;

5 Distance Schooling Could not be implemented due to objections raised by the Labour Department & NGOs saying that the bridge courses interfered with the Government policies of child labour & child right. Hence these centers were converted into Special Learning Centres to enroll child labourers & Deprived Urban Children. The curriculum along with bridge course, followed by regular syllabus also imparts local vocational training to cater to the needs of these oosc. The implementation process is in progress. The strategy require careful implementation, so as not to attract regular children in eormal schools.

6 Residential bridge courses; Urban scenario reveal that number of NGOs have already catered to the needs of the Deprived Urban Children. In spite of this number of children of our target group still remain out of school, therefore SSA has started 3 residential schools in Gottigere, Banashankari, Anekal & Yelahanka in convergence with NGOs, viz, Saheli, Hindu Seva Prathishtana & Sathi to house around 300 children.



**\*SLUM SURVEY:**

A slum survey has been conducted during the month of October and November. 1753 children have been identified. And 1025 children are brought under various activities like Tent School, Mobile School, Special Learning centers, Enrollment in Regular School, Home Based Education and for 728 children activities are in progress.

Consciously or unconsciously, every one does render some service or other. If we cultivate the habit of doing this service deliberately, our desire for service will steadily grow stronger, and will make, not only own happiness, but that of the world at large.

- Mahatma Gandhi

## BROADENING HORIZONS

It does ring in tangible changes for the average Bangaloreans, Her area extends from the erstwhile 225 sq. km to a megapolis of 741 sq km. For citizens on the periphery, as also denizens of 111 villages, it makes them part of the *silicon city*.

To achieve UEE in urban areas where the problems & issues are diverse & complex, added strategies were planned in MCP in 2006-07. Most of these were successful as the strategies were planned in the AWP&B. The activities required intensity in implementation and extra focus on this target group of OOSC. The mission successfully achieved about 40% by periodical surveys, sensitizing the community by conducting awareness campaigns, opening RBCs and NRBCs. Mobile CALC, ARP, etc.

## PROBLEMS AND ISSUES IDENTIFIED DURING THE SURVEYS CONDUCTED:

**The diversity in mother tongue and language:** It was found that families with different mother tongue was residing at one place. The children of these families feel comfortable and prefer to be taught in their own mother tongue. The preferred mother tongue as medium of instruction. This presents a major challenge in bringing these children to mainstream.

**Migration ;**- The study has shown that majority of the DUC families have migrated from neighbouring states of Tamil Nadu, Andhra Pradesh while some are from the northern district of Karnataka..

**Poverty:**-Some of the children would like to pursue studies while working. Thus poverty is a reality, which cannot be overlooked while attempting to address the educational needs of these children.

**Lack of Awareness:**- There is lack of awareness about the importance of education to children among parents especially those residing in slum areas.

**Street and Working Children:** - Street children reside at Railway/Bus stations, Wholesale markets, junk dealer shops, big places of worship, tourist attractions, market centers. They also prefer places where cost of living is cheap and almost free e.g. dhabas, garages, workshops, Hotels. It is very difficult to motivate them towards education

**Street Children are categorised as:** -

1) **Self-Employed:** - They are involved in rag picking and other similar jobs.

They usually earn more than they require for daily use. They do not work for the full day, are relatively independent and can be motivated towards studies

if approached professionally. They may or may not have any link with their families. They work for 6 to 8 hours a day only and are free till next day. Since they are vulnerable to physical, sexual, financial and illegal abuses, formation of support groups/collectives with these children is easier. This in turn may provide sustainability to the initiatives.

**2) Employed By Others:** - These are children working in small industries, dhabas, garages etc and they are children are the worst exploited ones. They work long hours (12 to 16 hours) with no time for other activities. They are paid little or no wages. They have no freedom and are like bonded labourers. Efforts for proper accounting of this group will require active support from law enforcing authorities including department of labour, NGOs and civil society.

**Non Working Children:** - These children are found on streets, wholesale markets places, tourists attractions, railway/bus stations etc. Unlike other children, they earn by begging or stealing, drug pedaling etc. These children reside with their families. This group enjoys freedom. It is very difficult to motivate them towards education.

Strategies for Implementation of Metro City Plan; Earlier experience revealed certain constraints from the NGOs and the other departments. Viz 1. Opening of evening schools 2. Providing distance education. Therefore these interventions could not be implemented. The strategies were modified as Special Learning Centres. The other intervention viz survey, sensitizing the community, Building of education centers were successfully implemented. Hence the same strategies with frequent and periodical implementing & monitoring schedules are planned for this year

**Mobile CALC:** Added to this to improve the quality in education mobile CALC by Azim Premji Foundation and Accelerated Reading Programme by Akshara Foundation were most innovative and effective initiative for these underprivileged children. This helped in not only in quality but also in enrollment and retention (continue Abacus)

SSA does not fund Mobile CALC, but ARP is partially funded by SSA. These strategies may be extended for 2007-08 also. The expenditure to be incurred for these activities are included in the budget under various interventions as per SSA Norms.

**Abacus:** the Mobile CALC & ARP has proved that the trend in education has to be in par with the other class of society.. Abacus would be an apt initiative in extending education to these underprivileged children who possess high potential. If only opportunities are provided these children would not only be competitive but also challenging. Hence the abacus course may be introduced for 900 OOSCs. The unit cost per child is Rs. 650/- per level. OOSC children of age 7+ will be eligible for this course. The course consists of 9 levels, 4 levels may be initiated during 2007-08 & remaining 5 levels in the subsequent years. separate out progress & plan sections

**Chinnara Karnataka Darshana:** In the year 2007-08 OOSCs from AIE centers. will be taken for CKD for 4 days. The innovative programme was successful in regular school children. The same may be extended to the OOSCs enrolled in AIE centers. The unit cost, number and selection criteria will remain the same as followed in this activity, 450 OOSCs are proposed for the year 2007-08. This will ensure in creating interest in education among the DUC. The expenditure for this activities may be incurred under AIE strategies.

**Incentives for mainstreaming OOSCs:**Mainstreaming OOSCs in urban areas is a

I.No.	Activities Planned
1	Survey
2	Sensitizing the community
3	<b>Building and developing of Education Centers</b> Shelter facilities and Rehabilitation Centers Support services for pursuing education Residential camps for 15 days Community based coaching centers
4	CALC
5	Residential schools
	Accelerated Reading Programme
6	Evening Schools & Distance Education

Herculean job. In order to motivate and bring the OOSC to the mainstream a sum of Rs 300 can be given as an incentive to NGOs/SDMCs/Volunteers. The criteria for the incentive would be the child mainstreamed by any person should complete the academic year with 60% attendance. About 600 (about 15% of OOSC) children are proposed for providing incentives under this activity. The expenditure will be incurred under community mobilization.

**Child Cabinet:-** Executive Committee met on 14-02-2008 has suggested that a child cell has to be established in every schools and awareness building activities must be under taken by the general public and also among the school children.

The State has visualized that many Committees in one and the same school would bring confusion and hampers school activity. So it is proposed to have a school cabinet in every primary school under which various units and cells are to be established. For instance child right cell, green cell, science and technology cell, cultural cell and the like.

## *Chapter -9*

### **QUALITY INITIATIVES**

#### **Introduction**

Universalisation of Elementary Education (UEE) has been accepted as a national goal in India since Independence. The founding fathers of our Constitution recognised UEE as a crucial input for nation building. The Directive Principles of State Policy envisage that the state shall endeavour to provide free and compulsory education for children up to 14 years of age within a period of 10 years. The National Education Policies so far have reiterated the constitutional directive. The National Policy on Education 1986 (as envisaged in 1992) resolves to provide free and compulsory education of satisfactory quality to all children up to 14 years of age before the commencement of the twenty first century.

The Sarva Shiksha Abhiyan is a flagship programme of Government of India for achievement of universalization of elementary education. The programme aims to achieve the goal of universalization of elementary education of satisfactory quality by 2010.

The Sarva Shiksha Abhiyan aims to provide useful and relevant elementary education for children by improving the curriculum, child centered activities and effective teaching learning strategies. SSA recognizes the critical and central role of teachers and advocates a focus on their professional improvement. Setting up of Block Resource Centres/Cluster Resource Centres, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the Human Resource among teachers.

#### **QUALITY INITIATIVE OF KARNATAKA**

Karnataka is the first state in the country to embark on an ambitious programme of assessing the quality of education being imparted in the schools of the state through a massive programme of competency based testing of students' scholastic learning achievements in all government and government aided schools throughout the state. This was started as an annual exercise in 2005-06 by the Karnataka School Quality Assessment Organisation (KSQAO) which is part of the state department of school education.

Karnataka had already acquired sufficient experience by this time in surveying educational attainments through its DPEP and Janashala programmes. However, these were confined only to certain blocks or districts and not the entire state. Another significant development has been the Learning Guarantee Programme (LGP) of the Azim Premji Foundation in association with the state department of education.

One of the chief goals of SSA, a flagship project of the Government of India, is to universalize elementary education of satisfactory quality to all children. It is in this context that SSA has been supporting the KSQAO initiative.

**Definition of Quality:**

The definition of "Quality" in relation to the performance of schools is a contentious issue, with widely differing view points. After considerable debate, KSQAO adopted the following statement as its operational definition of the term "Enroll all eligible children and retain them in the system; they should qualify for promotion to the next class on performance". So the assessment for quality of a school would include not only the attainment of prescribed competencies by the students but also the admission, attendance and retention in the school system.

**Objectives:**

The main objectives of KSQAO are

- Assessment of the learning outcomes of students in selected competencies in different subjects, in different classes.
- To enable stakeholders, particularly parents and members of the community, to appreciate the need for assessing quality and analyzing ensuing outcomes.
- To make available all raw data and reports of assessment to all stakeholders, especially to the concerned schools, clusters, blocks and other local authorities.
- To create awareness on various issues concerning quality of education at different levels so that school assessment takes the center state.

**Scope:**

Each year the focus and scope of assessment varies new dimensions for analysis and the essentially required components are included to have a fairly good understanding on quality of learning. The objectives of the assessment are to address the quality concerns of children in selected grades.

KSQAO started its massive statewide school assessment programme in 2005-06, 2006-07 and 2007-08. The following tables indicate the magnitude of the tasks involved.

**Coverage of Assessment Exercise**

	2005-06	2006-07	2007-08
Type of schools assessed	All Kannada medium schools	Kannada medium schools with less than 40% result in 2005-06. a) 25% of the schools had achievement levels of less than 40% b) 5% were voluntary schools that were also assessed in the previous year Urdu and Marati medium government and government aided schools.	All government and government aided schools - Kannada, Urdu, Marati, Tamil and Telugu medium schools.

Schools assessed	Class 2 -7742	Class 3 -7742	
	Class 5 – 35206	Class 5 – 34377	
	Class 7 – 17058	Class 7 – 17058	
Standards assessed	2 <sup>nd</sup> , 5 <sup>th</sup> and 7 <sup>th</sup>	3 <sup>rd</sup> , 5 <sup>th</sup> and 7 <sup>th</sup>	5 <sup>th</sup> and 7 <sup>th</sup>
Students assessed	Class 2 - 159066	Class 3 - 331859	Class 5 – 882281
	Class 5 – 781953	Class 5 – 350548	Class 7 – 856756
	Class 7 – 676664	Class 7 – 352987	<b>Total - 1739037</b>
	<b>Total – 1617683</b>	Class 7 Part B – 136290	
		<b>Total - 1031482</b>	
Subjects assessed	1 <sup>st</sup> Language, Maths, Science, Social Science	1 <sup>st</sup> Language, 2 <sup>nd</sup> Language, Maths, Science, Social Science, Part B (2 schools per cluster)	1 <sup>st</sup> Language, 2 <sup>nd</sup> Language, Maths, Science, Social Science, Part B (2 schools per cluster)

### Competencies

Year	Standard	Language - 1		Language - 2		Maths		EVS/ Science		Social Science		Life skills Part B	
		O	W	O	W	O	W	O	W	O	W	O	W
2005-06	2	5	15	5	15				15				
2005-06	5		30				25		30		30		
2005-06	7		30				25		30		30		
2006-07	3		30				30		30				
2006-07	5		30	15	15		30		30		30		
2006-07	7		30		30		30		30		30	13	13

O- Oral

W- Written

### Reports

The results of the assessment process have been reported at different levels

- Student level report – Student wise.
- School level report – Cluster wise.
- Cluster level report – Block wise.
- Block level report – District wise.
- District level report – State.

### Result Analysis

#### Overall Achievement – Comparison of Results in percentage

Class	2005-06	2006-07	Difference
2/3	67	73.60	
5	49	59.60	+10.60
7	48	62.70	+14.70

**Medium wise, Class wise State average assessment in percentage**

Year	2005-06		2006-07	
Medium	Kannada	Kannada	Urdu	Marati
2/3	67	73.6	78.8	75.2
5	49	59.6	68.2	63.4
7	48	62.7	65.8	64.8
<b>Total</b>	<b>50</b>	<b>63.8</b>	<b>66.9</b>	<b>69.7</b>

- There is an increase of 13.8% in the learning achievement of children in Kannada medium schools.
- The comparison is not done because two different classes 2<sup>nd</sup> and 3<sup>rd</sup> were chosen in 2005-06 and 2006-07 respectively.

**Summary of State Average achievement by schools in percentage – Subject wise 2005-06**

Subject Class	Kannada	Maths	EVS	Social Science
2	65	61	78	
5	51	46	53	47
7	54	40	50	46

**Summary of State Average achievement by schools in percentage – Subject wise 2006-07**

Medium	Subject Class	Kannada	Maths	EVS	Social Science	English	Part B
Kannada	3	71.3	72.3	77.2			
Urdu	3	76.3	73.2	76.0			
Marati	3	78.6	76.9	80.9			
Kannada	5	58.2	53.2	60.7	56.4	69.4	
Urdu	5	63.2	59.4	64.3	60.2	69.4	
Marati	5	68.1	61.2	71.3	64	76.5	
Kannada	7	65.2	54.6	62.7	59.3	66.1	74.2
Urdu	7	69.4	59.7	65.7	60.2	66.1	
Marati	7	69.3	56.3	65.9	64.0	72.1	

**Table 47**

**Comparison of over all achievement in 2005-06 and 06-07**

Achievement levels in 05-06		Achievement levels in 06-07	
Class	Achievement	Class	Achievement
2	67%	3	73.60%
5	47%	5	59.60%
7	48%	7	69.70%



Graph 6  
Showing Medium wise Overall State achievement -2006-07

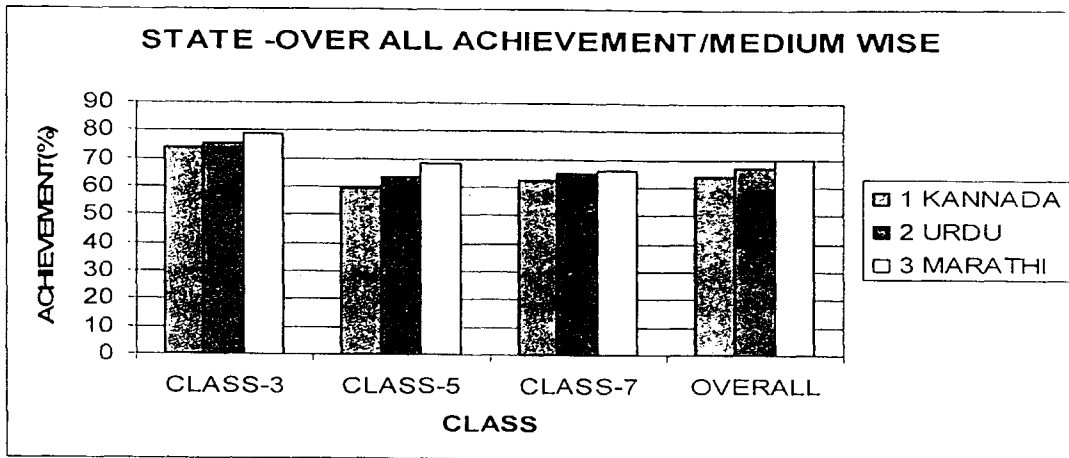


Table : 26 : District wise & Medium wparison of 2005-06 with 2006-07In percentage (%)

Performance in 2005-06 (Kannada Medium only)			Performance in 2006-07 Over all %				
Sl. No.	District	Over all%	Sl. No.	District	(Descending order) Kannada	Urdu Medium	Marathi Medium
1	Belgaum	62	1	UttaraKannada	77.80	70.20	73.00
2	Haveri	61	2	Belagaum	75.50	72.70	70.70
3	Udupi	60	3	Udupi	74.20	75.90	-
4	Madhugiri	59	4	Haveri	73.60	72.00	-
5	Chikkodi	58	5	Hasan	73.20	74.00	-
6	Uttara Kannada	58	6	Dharawad	70.20	76.10	69.10
7	Hassan	58	7	Chikkodi	70.10	74.10	74.60
8	Bangalore Rural	56	8	Tumukur	69.80	77.40	-
9	Tumkur	56	9	Bagalkote	67.60	62.90	63.70
10	Bagalkote	54	10	Bangalore Rural	66.90	69.70	-
11	Chitradurga	54	11	Madhugiri	66.90	68.90	-
12	Gadag	53	12	Raichur	66.00	68.00	-
13	Chikmagalur	52	13	Shimoga	64.70	65.40	-
14	Dakshina	50	14	Davanagere	64.00	66.80	-
15	Mysore	49	15	Bellary	63.50	64.60	-
16	Raichur	48	16	Kolar	62.70	63.10	-
17	Kolar	47	17	Gadag	62.50	60.70	86.90
18	Davangere	47	18	Mysore	61.90	55.80	-
19	Kodagu	46	19	Gulberga	61.70	72.00	70.00
20	Koppal	46	20	Bijapur	61.50	60.30	50.60
21	Dharwad	45	21	Yadagiri	60.80	68.40	-
22	Mandya	45	22	Chikkamagalur	60.50	69.40	-
23	Bijapur	45	23	Bangalore North	60.00	69.30	-
24	Chamarajnaragar	44	24	Chikkaballapur	59.20	55.70	-
25	Bangalore South	44	25	Koppal	59.20	61.00	-
26	Yadgir	44	26	Mandya	57.30	56.20	-
27	Bellary	42	27	Bidar	55.80	58.00	61.40
28	Bangalore North	42	28	Chitradurga	55.80	58.40	-
29	Chikballapur	42	29	Kodagu	55.70	47.70	-
30	Shimoga	41	30	Dakshina	55.50	70.70	-
31	Gulbarga	41	31	Bangalore South	52.10	64.40	-
32	Bidar	40	32	Chamarajanagar	50.70	49.30	-
	State average	50		State average	63.80	66.90	69.70

### Analysis/Observations:

1. There is an improvement of 10.6% and 14.7% in classes 5 and 7 respectively.
2. The performance of girls is more than the boys during 2005-06 and 2006-07 assessment:
3. The achievement of Class 5 is less when compared to Class 3 and 7 during 2006-07 assessment.
4. The achievement In Marati medium and Urdu medium schools is comparatively better than Kannada medium schools.
5. Only 1.09% of the assessed students have achieved mastery level in Class 7. This is least when compared to the mastery level of Class 5 (1.13%) and Class 7 (2.40%) respectively.
6. The mastery level in Urdu medium schools is the least (Class 3 – 1.10%, Class 5 – 0.72%, Class 7 – 0.89%) respectively
7. The performance of Bangalore South, Chitradurga, Dakshina Kannada showed a dip of -0.05%, -1.96% and -3.48% in the KSQAO assessment during the year 2006-07.
8. Bellary, Dharwad districts showed significant improvement of 22.67% and 22.88% respectively.
9. 11.91% of the 3<sup>rd</sup> Standard Kannada medium students have achieved within the range of 0% - 39% during KSQAO assessment of 2006-07.
10. 24.01% of the 5<sup>th</sup> Standard Kannada medium students have achieved within the range of 0% - 39% during KSQAO assessment of 2006-07.
11. 23% of the 7<sup>th</sup> Standard Kannada medium students have achieved within the range of 0% - 39% during KSQAO assessment of 2006-07.
12. 18 districts have got below the state average during the year 2006-07.
13. Girls have performed well than boys.

The efforts taken by Government of Karnataka and Sarva Shikshana Abhiyan in improving the learning achievement in children are as follows:

- Karnataka School towards quality education

KSQE is a response to KSQAO, to provide required interventions to ensure quality of learning. Through KSQE the department intended to achieve the following goals in every school of the state within a three year time period

- Enrollment of all the children in the age group of 6 to 14.
- Ensuring 75% attendance of all the children enrolled.
- Ensuring atleast 60% of the children acquire 80% of the prescribed competencies.

These goals have been expressed and declared in the form of 'Quality Charter'. This charter may also be considered as a statement of policy of state towards Quality schooling.

This charter was signed by the Hon'able Chief Minister, Minister for Primary and Secondary education, top level officers of the department, representatives of the community, Office bearers of teachers association, etc. in a public function held at Vidhana Soudha on 15<sup>th</sup> of June 2006.

Follow up action:

- Similar declarations have been signed at school, GP,TP and ZP level involving the elected representatives. KSQE involves the support and co-ordinated action of multiple actors, better coordination and linkages between school, CRP, BRC, Block and State level functionaries.
- Macro and Micro analysis of KSQAO data at School, Cluster, Block, District levels.
- Sharing of the academic progress with parents, SDMC, local community through Samudayadatta Shale programme.
- Need based training programmes for the teachers based on the difficult competencies identified in KSQAO assessment. Trainings are designed by DSERT, DIETs, and implementation of these trainings is done by DIET, BRC and CRC.
- MoU on Quality & reciprocal academic support signed between school & cluster, cluster & block, block & district level functionaries.
- Senior Officers of the Department have been designated as guardians of KSQE program for each district. District & Block level functionaries of the department were oriented on preparation of school, cluster, block and district academic plans through teleconference program.
- Management Development Program initiated. Reputed institutions in the field of Management Training-IISc, CBSMS (Bangalore University) conducted training of MRPs. HRD training provided to 280 senior officers of the department at CLHRD Mangalore.
- Adoption of the low achievement schools by the officers at various levels in the department.
- Preparation and implementation of the School Academic Plans, Cluster Academic Plans, Block Academic Plans and District academic plans.

#### **District Quality Education Programme, (DQEP) by NIAS, Bangalore**

- Keeping the main objective of enhancing capacity building among the Academic Resource Centres of District and Sub-district levels such as, DIET, BRCs and CRCs, DQEP is implemented as a Pilot Programme in Chamarajnagar district with co-ordination of National Institute of Advanced Studies, Bangalore.

#### **Language Development Programme: Reading Cards**

- Language Development Programme is an integral part of DQEP. 100 Reading Cards as supplementary material have been developed and designed based on the curriculum at the elementary level with co-ordination of the Promise Foundation, Bangalore and NIAS, Bangalore in order to enhance the reading skills among the primary school children from 1-5th classes. It is proposed to adopt these Reading Cards as a supplementary material for language teaching in government and aided schools of Yelandur Block in Chamarajnagar district.

### **Accelerated Reading Program:**

- The Akshara prathisthana has conducted Accelerated Reading programme in Bangalore urban, Gulbarga, Bidar, Raichur, Bagalkote, Dharwad and trained-teachers. This programme was conducted with the help of school teachers. The target group was the elementary school children (II to VII standard) who could not read sentence and paragraphs. There was substantial gain after this intervention (about 64- percent).
- In the year 2007-08, Accelerated Reading Program is being introduced in 11 districts including 8 North Eastern districts and South districts namely, chikkaballapur, Kolar, Chamarajanagar. This is being implemented with collaboration with NGO Akshara Foundation. The procurement of cards will be undertaken by end of March and actual reading activity will begin from June 2008 and is proposed to continue for 4 months. This program includes pretest and post test activity as well.

### **Teachers Training**

Training of in-service teacher pertains to:

- Curricular transaction, content up gradation, pedagogy and contextual issues related to Elementary Education
- Training to Untrained / newly recruited teachers on a continuous basis
- Strengthening the capability of BRC's/CRC's for providing academic resource support to teachers
- Trainings are largely provided during summer and winter vacation through cascade mode at DIETs, BRCs and CRCs and some programmes through tele-mode (SIRD Mysore). Increasingly teleconferences and also EDUSAT broadcast are being used for training.

### **Teacher Training in Karnataka is being done in the following modes.**

- Cascade mode: Master Resource Persons are trained at State and District levels who in turn train class room teachers.
- Satellite mode: Training was conducted through satellite network from Sri.Abdul Nazirsab Institute of Rural Development, Mysore. During 2005-06 35 days of training was conducted through this mode.
- After setting up of the Edusat network, receiving stations have been set up (funded by SSA) in all the 27 districts and 202 BRCs. The broadcasts are done from the station located at DSERT, Bangalore. Through this facility satellite based teacher training has been taken up. It has a capacity to train 10,000 teachers simultaneously in one day. Through this facility we propose to take up 100 days of teachers training a year.
- During 2007-08 all the teachers have been trained for an average mandyas of 15 days.
- Teachers under the government are recruited through the common entrance examination conducted by the Centralized Admission Cell which is a

subsidiary department of the Department of Public Instruction. The meritorious candidates would be selected based on the roster and other recruitment rules.

#### **Nali Kali in Karnataka :**

- Nali Kali was initiated by UNICEF and MYRADA of HD Kote's assistance where 36 teachers( Each from 1 school from every panchayat) and administrators from HD Kote visited the rural schools run by Rishi Valley Education Trust.
- Nali Kali methodology was initiated in the year 1995 in the schools of H.D Kote Taluk of Mysore Division.
- First phase implementation was to schools of 8 Taluks of DPEP and second phase coverage was to 11 clusters of DPEP Districts and 10 Blocks of Janashala Project.
- The Methodology was under implementation upto 2005-06 in the 7 Blocks of Mysore District and 10 Blocks of JanaShala.
- Up Scaling of Nali Kali methodology to schools with less than 30 student strength in the year 2006-07 for classes 1 and 2. And the total no.of schools with Nali Kali Methodology of Teaching is 13691.

#### **Learning Campaign (Kalika Andolan)**

Remedial Teaching is an integrate process in the teaching learning cycle. It is a tool, which focuses on the children who have not attained the required learning / competencies, which is assessed in the formative assessment namely the unit test. This process is being carried on customarily in our schools. The results of the Assessment of our schools by Karnataka School Quality Assessment Organization in the month of January 2007 reveals that 10% of students have achieved less than 40% of the competencies. This reveals that these students have not achieved the basic competencies, which are required so as to progress further. Lack of attainment of the basic learning components like 3R's (reading, writing and arithmetic) will hinder the process of Universalisation of good quality learning at various levels. In view of this Remedial teaching is considered as a mode to strengthen the learning of basic competencies. The Department of Public Instruction is intending to take up Remedial Teaching as Learning Campaign between November 14, 2007 and March 2008.

#### • **Objectives:**

- Enhance quality learning and achieve Universalisation of learning
- Enhance confident levels of slow learners and motivate for further learning
- Develop 3R's (reading, writing and arithmetic)
- Build awareness in Teachers, Parents and guardians regarding backward / slow learners and their improvement

- **Children covered under Learning Campaign**
  - Children mainstreamed through alternative education, dropouts, low performers in KSQAO assessment and other examinations
  - Children identified through a class based test by the teachers
- **Organization of Learning Campaign**
  - One hour of special teaching for students who are backward in learning from classes 2 to 7 during the non-class hours
  - Training teachers for Individualized instruction
  - Group and peer learning
  - All teachers are involved in the campaign
  - 2 days of 1<sup>st</sup> language, 2 days of Mathematics, 1 day Environmental sciences and 1 day English will be covered every week
- **Preparations made**
  - 1 day's training for teachers from 12<sup>th</sup> of November 2007
  - 1 day's training for every subject to be taught
  - Consolidation of children from school, cluster and block
  - Nodal officers nomination at DIET's
  - System for supervisory officers visits and reporting
  - System to evaluate students progress and feedback
  - Provision of Rs. 1000 to LPS and Rs. 2000 to HPS for Remedial Teaching
  - Provision of Rs. 20 for LPS child and Rs. 40 for HPS child towards copy writing, note book, pencil, eraser (for 10% of children)
  - Incentive of Rs. 5000 for Schools and Rs. 2000 for teachers – Excellency awards
- **Expected Outcomes:**
  - Convergent efforts by parents, guardians, SDMC members and community in retaining the child during the learning campaign
  - Creating conducive environment at home for child's learning
  - Recognizing schools and teachers who are excellent performers
  - Teachers to treat this as challenge and work towards the attainment of students learning
  - Continuous and comprehensive evaluation of the progress made by the students and follow-up and facilitation by the Officers and staff concerned.

Around 8 lakh students are enrolled for remedial teaching for the year 2007-08.

### **Plan of activities for 2008-09**

***KSQAO budget for 2008-09 is Rs.1331.00 lakhs. KSQAO is getting Rs.600.00 lakhs from the state funds and have requested SSA to fund the remaining amount. SSA is planning to fund Rs.300.00 lakhs under REMS and Rs. 300.00 lakhs under Remedial teaching.***

## **KARNATAKA SCHOOLS TOWARDS QUALITY EDUCATION**

### **KSQE**

KSQE is a response to KSQAO, to provide required interventions to ensure quality of learning. Through KSQE the department intended to achieve the following goals in every school of the state, within a three year time period, i.e,

- Enrollment of all the children in the age group of 6 to 14.
- Ensuring 75% Attendance of all the children enrolled.
- Ensuring at least 60% of the children acquiring 80% of the competencies.

These goals have been expressed and declared in the form of a 'Quality charter'. This charter may also be considered as a statement of policy of the State towards Quality Schooling.

### **CHARTER**

Education, especially Elementary Education (Class 1 through 8), has been recognized as the key factor in Human Development. Education is both a means to socio-economic development as well as an end in itself, creating educated and responsible members of society and citizens of the country.

We, the Government of Karnataka and the Education Department of the State, working closely with other stakeholders – parents, communities and civil society representatives, have had success in providing schools and in enrolling children in primary schools. However we still have some way to go in the area of Quality of Learning. We recognize that Quality is in itself, possibly the most significant factor in ensuring attendance and retention of our children in schools.

We hereby commit ourselves and our fellow citizens of Karnataka, to achieve the following goals cumulatively, in each and every Government and aided primary and higher primary school in the State by April 2008 - 09

- Enrollment of 6 to 14 age group of children
- Ensuring 75% attendance
- Ensuring 60% of enrolled children achieving 80% of the prescribed competencies

We will need the support of every stakeholder to meet this huge challenge – the support of every parent whose child studies in our schools, the support of every other member of the community, the support of each and every teacher and head teacher in our schools. Every officer in the Department will need to dedicate every ounce of energy and creativity to make this dream a reality. We will also need the support of philanthropic institutions and organizations in adopting our schools and helping them acquire required infrastructure support.



Our starting point is the **Karnataka Schools towards Quality Education** program. The KSQAO assessment done in December 2005 – February 2006 has provided us detailed information on the current state of learning quality in each school. All our offices will use this valuable information to design and implement the steps we need to take at various levels –class, school, cluster, block, District and State to ensure that every child in the state has acquired the understanding and learning expected of her/him. **This assessment shall be held every year** and provide us regular feedback for improvement in delivery of quality learning.

We shall regularly communicate our plans and our actual achievements, both successes and failures with each of our stakeholders and take your inputs towards achieving Quality Learning in every school in our state. We look forward to making this challenging and exciting journey with each of you.

Honorable Minister for Primary and Secondary Education,  
Karnataka  
Government of Karnataka

Honorable Deputy Chief Minister  
Government of Karnataka

Honorable Chief Minister  
Government of Karnataka

State Project Director,  
Secretary, Primary  
Sarva Shiksha Abhiyan  
Secondary Education

Commissioner,  
Department of Public Instruction

and

Director, DSERT Exams

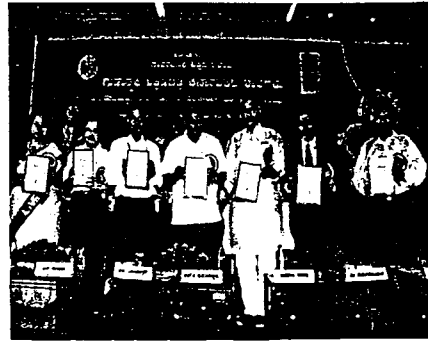
Director, Primary Education

Director, Other



Hon, Minister for Primary & Secondary Education,  
Sri Basavaraj Horatti recording his signature on the charter

The charter was signed by the Hon'ble Chief Minister, Minister for Primary & Secondary Education, top level officers of the department, representatives of the community, Office bearers of teachers association, etc. in a public function held at Vidhana soudha on 15th of June 2006.



The Hon' CM Sri.H.D.Kumaraswamy Dignitaries on the Dias holding a copy  
Releasing the KSQAO results of KSQAO State Report (15.06.2006)

Similar declarations have been signed at school, GP, TP and ZP level involving the elected representatives. KSQE involves the support and coordinated action of multiple actors, better coordination and linkages between school, CRP, BRC, block and state level functionaries.

**Follow up action**

Learning gaps have been identified based on KSQAO reports. The department has undertaken macro & micro analysis of KSQAO data at various levels. SDMC, Parents & Community were sensitized about the quality status in a Special Samudayadatta Shaala programme on 18/8/06. DIET ,BRC faculty oriented on identification of specific, localised training needs. Gap Redressal responsibility vested with:

- Academic - DSERT+DIET
- Organization Restructuring and Management Training - PPU
- Recognition of good achievers (schools) - DSERT
- District and Block facilitation Process -DPI (Primary)
- Community Involvement -SDMCs
- DIET ,BRC faculty oriented on identification of specific,localised training needs

MoU on Quality & reciprocal academic support signed between school & cluster, cluster & block, block & district level functionaries. Senior Officers of the Department have been designated as guardians of KSQE program for each district. District & Block level functionaries of the department were oriented on preparation of school, cluster, block and district academic plans through teleconference program.

Management Development Program initiated. Reputed institutions in the field of Management Training-IISc, CBSMS (Bangalore University) conducted training of MRPs. HRD training provided to 280 senior officers of the department at CLHRD Mangalore.

**a. Pedagogy Teams for Pedagogical Renewal**

**Information about Quality related Resource Groups at different levels:-**

Sl No.	Resource Groups (RGs)	Whether Constituted (Yes/No) (Pl. indicate no. of Resource Groups against total number of districts/blocks/clusters)	Number of members per Resource Group	Number of meetings held this year	Key activities undertaken by the Resource Groups this year	
1	State Resource Group (SRG)	State Research Advisory Committee and 5 sub-committees are constituted at State level for effective implementation of REMS	15-5 members	4 in each sub-committees	<ol style="list-style-type: none"> <li>1. Semi finishing and screening the Research proposals and submit with recommendations for approval Commissioning of Research/Evaluation Studies</li> <li>2. Review of the Research Reports sponsored by SRAC/SSA.</li> <li>3. organized workshop / meetings related to Research and Evaluation Activity</li> </ol>	State
2	District Resource Groups (DRGs)	District Research Advisory Committees (DRACs) are constituted activities in all DIETs for proper guidance in implementation of REMS activities	11-13 members	2 in each sub-committees	<ol style="list-style-type: none"> <li>1. Publication of Newsletters</li> <li>2. Undertaken Multi-Centric / Research Studies</li> <li>3. Organize workshops / meetings</li> </ol>	District
3	Block Resource Groups (BRGs/URGs)	Block Research Advisory Committees (BRACs) are constituted activities in all Blocks for proper guidance in implementation of REMS activities	9-11 members	2 in each sub-committees	<ol style="list-style-type: none"> <li>1. Constitution of BRACs</li> <li>2. Conducted workshops / meetings on REMS</li> <li>3. Monitoring Action Research Studies Conducted at School Level</li> </ol>	Blocks
4	Cluster Resource Groups (CRGs)	It is proposed to constitute Cluster Research Advisory Groups at cluster level for REMS activities	-	-	-	

Source: SSA REMS section

**b. Plan for material development**

1. Mandya district initiated Nali Kali system of learning for classes I and II. A group of resource persons visited 45 to learn more about classroom processes without textbooks. Finally this group developed learners cards which could be used individually by each child according to his/her interest and level of learning.

The details of both the projects are given in the following table.

**Table: 1 Information about Curriculum**

Stage	Curriculum developed by which agency	Year of last renewal	Whether Published	Available at			Based on			Plans for further renewal
				All BR Cs	All CR Cs	All Schools	MLL	NCF 2000	NCF 2005	
Pry Classes 1 to 5										
UPry Classes 6 to 7										
U. Pry										

Source:

Table: 2 Relevance of Curriculum

For Socially Disadvantaged Groups	For CWSN	For Tribals	For Language Disadvantages	For Minorities	For Girls	For Multigrade Situation	For UEE

Note: a-Fully relevant, b-Partially relevant, c-Problematic

Source:

Table: 3 Information about Textbooks

Class	Textbooks developed by which agency	Textbook published by which agency	Year of renewal	First year of publication of new textbooks	Languages textbooks published in	No. of books (for the classes)	Color of Cover (B/W, 2 color, 4 color)	Color of Inners (B/W, 2 color, 4 color)	Plan for further renewal
Class I									
Class II									
Class III									
Class IV									
Class V									
Class VI									
Class VII									
Class VIII									

Source:

Table: 4 Distribution of Textbooks

Stage	Academic session begins from	Date completion 2007-08	of in	Date for completion in 2008-09
Primary	29-05-2007	10-4-2008		10-4-2009
Upper Primary	29-05-2007	10-4-2008		10-4-2009

Source:

Target, Achievement & Proposal

Stage	Target for 2007-08		Achievement during 2007-08		Proposal for 2008-09	
	Physical	Financial	Physical	Financial	Physical	Financial
PS						
UPS						

**Table: 5 Information about Learning Materials other than Textbooks**

(to be provided only if they have been published and distributed for a significant number of Schools/ Children)

je	Materials for tribal children	Materials for CWSN	Supplementary Readers	Workbooks	Teacher's Newsletter*	Self learning materials	Children's Journals	A of m
ary					'Shikshana Varthe' Teachers new leeters to all the teachers of LPS and HPS	Nali Kali - Cards and Ladders supplied to 15,00,000 children		
er ary								

Source:

- \* If used for academic support for classroom practices
  - **Classes for which such material is prepared**

**Nalikali material is meant for classes I and II**

- **Brief description about nature of material**

**Nalikali cards are self learning cards. They are graded and coded.**

**Shikshana Varthe**, an educational monthly magazine is being published and supplied to all Government and aided Primary schools and Cluster, Block, and District level offices. The efforts have been made to publish the Action Research Reports submitted by the teachers and resource persons in Shikshana Varthe, in order to disseminate the findings of the researches

**Prayatna - Teachers hand book for Tribes**

Bidar Diet has prepared a book called "Prayatna" for the teachers who are teaching Lambani children. The book is in the form of a dictionary, with kannada words having lambani words, lambani songs and proverbs are included in this book.

The teacher could understand the language easily and use it in the school, particularly the children of 1 and 2 standard which helps the child acquaint the school environment.

Sensing the importance of this book this office has extended the aid to print and distribute to all schools where majority of children speak lambani and to the use of field functionaries. A training to those teachers who work in these schools has also been planned.

d. Plan for Teacher recruitment, placement / rationalization

**Information on Teachers (as on 31st December 2007)**

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	-	16354	16354	-	10433	10433	-	5921	5921
UPS (TGT)	-	5444	5444	-	3767	3767	-	1677	1677

- **Status on teacher vacancies and the state policy on filling these vacancies.**
  - ≥ 10433 primary schools teacher's posts are filled up out of 16354. Filling up of 5921 posts are under process. These posts will be filled up by March 2008.
  - All the 5444 HPS upgraded with VIII class, year wise. In 1677 habitations where VIII is added, the state has opened new High Schools with VIII to X standards. Parents shifted their children from these Higher Primary School to High School as these HPS had only one PCM TGT teacher, as no Arts TGT sanctioned under SSA to these HPS. 1677 posts are now vacant, some of the teachers selected have not reported and some of the teachers selected as TGTs resigned as they are appointed as High School teacher, subsequently. Filling up of these vacant post is under process.
- **State policy and steps taken towards teacher rationalization**
  - Teachers working in elementary schools have varied background, motivation levels and qualifications. It is necessary that they are fully oriented in the goals and strategy of SSA, and their knowledge and skills are constantly upgraded. In this background, SSA frame work document prescribes as one of the norms, provision of 20 days in service teacher training for all teachers with following major objectives:
    - ❖ Increase efficiencies and effectiveness of teacher education programmes.
    - ❖ Improve their knowledge of curricular areas which they are required to teach.
    - ❖ Improve their skills to teach curricular areas in a more interesting, activity based, joyful and effective manner using suitable teaching aids and to deal competently with difficult topics.
    - ❖ Improve their skills of evaluation and of identifying and helping slow learners.
    - ❖ Expose them to new successful ideas, techniques, models, teaching aids and technology schemes etc. that have the potential for replication across the state and system to meet teacher education issues.

The state guidelines for training has been prepared and issued by Directorate of State Educational Research & Training, in consultation with SSA, keeping in mind the state and district specific requirements. The training needs have been assessed on the basis of data base information maintained in cluster and block levels and training programmes both for curricular and general areas are identified and prioritized.

The training modules both for general and curricular areas of training have been developed by DSERT and DIETs. Some are pilot tested at the filed level and standardized. The transactions in the training programmes take place in a participatory mode which includes group discussion, group work, presentation of good practices, demonstrations, etc. the training methods are child centered and activity based.

- **Performance in reference to appointment of teachers**
  - With reference to appointment of teachers, all the teachers posts have been recruited so far till 2006-07. 5921 posts and 88 TGT posts sanctioned during 2007-08 are yet to be recruited. The recruitment process is going on and it will be completed by the end of March 2008.

#### **Recruitment of teachers**

	Sanctioned in PAB till 2007-08		Recruited by March 08		Honorarium		Selected by
	Regular	Para	Regular	Para	Regular	Para	State/Dist./Community
Primary	16354	Nil	16354	Nil	-	-	State
Up.Primary	5444	Nil	5444	Nil	-	-	State

- **Number of single teacher schools (based on EMIS-data to be provided by MIS). Strategies of districts / state for achieving the goal on no school with single teacher in 2008-09.**
  - Steps have been taken to eliminate single teacher schools to the minimum level based on the enrolment of students.
  - According to 2007-08 EMIS data 853 single teacher schools with >20 enrolment are there in Karnataka. As per State Policy the schools in Malnad area with less than 20 children will have single teacher.
  - The pupil-teacher ratio is quite good in the State as compared to national level ratios. It is 28 in case of teachers in position, through the norm allows up to 40:1 ratio. Keeping in view the topography of the State which includes the malnad region, western ghats and coastal inter-land regions where the population is sparse and physical mobility of people is difficult, pupil-teacher ratios have been kept lower than the norm.
- **Number of schools in respect of PTR**



Table : 27 : Information on PTR

Sl. No	District	Number of Schools in respect of PTR							State PTR
		<=40	>40 and <=50	>50 and <=60	>60 and <=70	>70 and <=80	>80 and <=100	>100	
1	BAGALKOT	1103	121	27	17	0	5	0	
2	BANGALORE	772	101	26	16	5	6	3	
3	BANGALORE NORTH	398	60	7	3	0	0	1	
4	BANGALORE RURAL	1145	6	2	0	2	1	3	
5	BELGAUM	1118	140	53	25	9	7	28	
6	BELLARY	1021	228	77	15	7	6	6	
7	BIDAR	958	100	36	15	18	15	15	
8	BIJAPUR	1472	243	81	29	10	3	4	
9	CHAMRAJNAGAR	741	21	2	2	0	1	1	
10	CHIKBALLAPUR	1548	18	7	1	0	0	2	
11	CHIKKODI	1361	200	69	45	23	18	21	
12	CHIKMAGALUR	1558	4	4	3	0	4	3	
13	CHITRADURGA	1575	47	14	3	2	1	1	
14	DAKSHINA KANNADA	916	12	0	0	0	0	0	
15	DAVANGERE	1328	46	1	4	1	1	0	
16	DHARWAD	638	98	20	3	3	0	6	
17	GADAG	594	24	2	0	2	0	0	
18	GULBARGA	1129	230	60	20	13	10	17	
19	HASSAN	2573	10	1	1	0	2	1	
20	HAVERI	1000	88	32	11	3	10	3	
21	KODAGU	403	1	1	0	0	0	0	
22	KOLAR	1833	20	3	3	1	4	1	
23	KOPPAL	626	173	78	31	11	10	8	
24	MADHUGIRI	1272	17	3	0	0	1	1	
25	MANDYA	1814	12	2	0	1	2	0	
26	MYSORE	1860	45	18	11	0	1	1	
27	RAICHUR	668	222	136	77	46	47	82	
28	RAMNAGARA	1383	4	1	2	0	2	2	
29	SHIMOGA	1913	21	9	0	1	2	0	
30	TUMKUR	2311	15	2	1	0	0	0	
31	UDUPI	614	2	1	0	0	0	0	
32	UTTARA KANNADA	2093	40	13	8	2	1	5	
33	YADGIRI	803	155	61	21	18	12	8	
	<b>TOTAL</b>	<b>40541</b>	<b>2524</b>	<b>849</b>	<b>367</b>	<b>178</b>	<b>172</b>	<b>223</b>	

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- **Strategies of the state to reduce the PTR**
  - The pupil-teacher ration is quite good in the State as compared to national level ratios. It is 28 in case of teachers in position, through the norm allows up to 40:1 ratio. Keeping in view the topography of the State which includes the malnad region, western ghats and coastal inter-land regions where the population is sparse and physical mobility of people is difficult, pupil-teacher ratios have been kept lower than the norm.
- **Highlight districts with higher PTR**
  - Only Raichur district in Karnataka with higher PTR of 49
- **Requirement of teachers based on the enrollment of the current year (separately for PS and UPS)**

Total requirement of Additional teachers (as per PTR of 40:1)	Number proposed in 2008-09	Gap
Raichur district	41 Primary and 48 Upper primary	

e. Plan for capacity building of teacher educators and teachers

Table 11. Preparation for Teacher Training under SSA

Stage	Module for Tr. Trainer			Module for Teachers			Duration of Training (during 2006-07)			Whether all modules are published (Yes or No)	Provided For target groups (Yes or No)
	20 days	30 days	60 days	20 days	30 days	60 days	20 days	30 days	60 days		
Primary	1 module on English training *	Nil	nil	7 modules on English training**	nil	nil	3+3+1*5=11 days	nil	nil	Yes	Yes
Upper Primary											

\*ENGLISH FOR YOUNG LEARNERS: A TRAINER'S MANUAL – WITH THE HELP OF RIE, BANGALORE.

\*\* TEACHER'S RESOURCE BOOK – CLASS 1-

CLASS 2 –

CLASS 3- A B C of ENGLISH

CLASS 4 –

These are supplies to schools( no.of copies printed 50000)

ON GOING FACILITATION MODULE for - THE MONTH OF AUGUST

SEPTMBER -THE MONTH OF

-THE MONTH OF DECEMBE

These are supplies all teachers.

Note: English language training:

In the light of globalization and advancement of Information and Communication Technology, English language learning becomes essential on the part of teachers and taught. Hence, Government of Karnataka initiated the programme of introduction of English from class 1 in the year 2007-08.

As majority of the teachers teaching in Lower primary Schools have studied their pre service education in Kannada Medium. Knowledge of English Language needs to be enhanced and updated. With this objective in view, Teachers Resource book was prepared and supplied to all Schools at the Primary level. Based on this Resource material, training was conducted through Satcom and face to face mode.

In order to train large target group in a short duration, Teleconferencing was held simultaneously from the Studio situated at DSERT and also from the Studio at ANSSIRD, Mysore.

Face to face Training was conducted at the Blocks where in the Key Resource Persons were trained by RIE, Bangalore.

Training was conducted initially to equip the teachers for their field interaction with the students in class room situations.

DSERT also felt the need to orient these trained teachers based on their class room experience. This exercise was conducted through teleconferencing as this audio visual media takes the participants very close to the real life situation.

The programme is conducted on these lines –

- Teacher's queries are answered through a printed manual supplied to them well in advance.
- Resource persons answer their questions by enacting the situations of the lessons/poems. (demonstration)
- Singing rhymes and dialogue delivery is presented through the sessions.

This enhances confidence to teach English in classes.

Table:12 Progress of 20 days In service Teacher Training(during 2007-08)

Stage	Focus/ Themes	Duration Of training (pl. give	Undertaken during vacation/s	Total number of In-	Teachers to be trained(during	Teachers trained (up to	Percent age of achieve
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		break up)	or, in service teachers	07-08)	March end,2008)	ment	
Primary	English	3+3+5=11days*	3+3 during vacation 5 days during working days	201795	201795	Details in Annexure 1	10.81 Man days
Upper Primary	School based training*	1 day per month and 8 days per year.	Working days		3 Teachers from each HPS.		

Note: there is no separate cadre in primary schools , all are treated as primary school teachers and they can teach from class 1 to class 7.

a. Break up of all training programmes

b. Training of Resource Persons :

- Key resource persons were trained from RIE, Bangalore.

**Table 13. Progress of 30 days Induction Teacher Training(during 2007-08)**

Stage	Duration of Training (detailed break up)	Content/ themes	Teachers Recruited (up to end March 2008)	Teachers Trained ( up to end March 2008)	Percentage of Achievement
Primary	15+7+8	15 days- Prerana			
Upper Primary		7 days – Chaithanya			
		8 days- cluster level workshops			
TGT teachers		15 days- Prerana		10593	

Note: there is no separate cadre in primary schools , all are treated as primary school teachers and they can teach from class 1 to class 7.

**Table 15.Capacity building of state and District Teams fir SSA related activities.**

Name of the Team	Name of Training	Duration of trainings	Content/Theme	Who trained?
State Team				
a. SCERT personnel				

staff	b. DIET	1.School based training * 2.SDMC-CAC training	2 days 2 days	Definition, to do? Role Definition, to do? Role	how how	DSERT personnel NGO's and NSL personnel, HOD from HUMPI University
	c. BTC or alike					
District Team						
a. personnel	BRC	1.School based training	2 days	Definition, to do? Role	how	1.DIET Staff
b. members	BRG	*training 2.SDMC-CAC training	2 days	Definition, to do? Role	how	2.DIET staff and NGO's
c. personnel	CRC	1.School based training	2 days	Definition, to do? Role	how	
d. members	CRG	2.SDMC-CAC training	2 days	Definition, to do? Role	how	

MDP Training Conducted from policy planning unit. Total No. of trained personnel are 1438

the department conducted a Management Development Program through three partnering institutions – College of Leadership and Human Resource Development (CLHRD), Department of Management Studies, Indian Institute of Science (IISC) and Canara Bank School of Management Studies in Bangalore University (CBSMS). The project has been conceptualized as a larger 'development' program rather than only a training program, with emphasis on application of learning to the job, through projects, project reviews and iterative contact periods for coaching and peer learning. 280 officials were trained at CLHRD, and of these 90 were trained further in IISc and 120 in CBSMS.

While training at CLHRD focuses on HRD aspects, those at IISC focus on technical aspects of finance, project management, human resource management, quality, strategy, policy etc. for different identified levels of management in the department and those at CB SMS focus on education perspectives, quality tools, stakeholder involvement and people management.

The first training program began in November 2006 and the last program end in August 2007. Since the grant assistance ended in May 2007, the department completed the planned program with its own resources.

**\* School based training :**

Main intention of this training programme is to conduct the training in the real classroom situation. The process is –

- A group consisting of 3 Resource Persons visit the school on scheduled dates in order to orient the classroom teacher by giving them suggestions to build their capacity in content, methodology and Teaching learning activities.
- Higher primary schools were selected in the 1<sup>st</sup> year of implementation.
- Resource Persons were subject experts of the local areas at the block level. (Retd. High school teachers, lecturers, primary school teachers)
- Subjects of priority were – English, Mathematics and Science
- As per the plan each group is entrusted with 15-20 schools and all these schools are visited once in a month.
- Observation is made and feed back with regard to the improvement of the class room transaction is given on the same day by the respective Resource Persons.
- Any classroom academic problem will be solved through when Resource Persons discuss with classroom teachers.

This method helps avoiding teacher absenteeism due to deputation to training programmes. Periodical review of the capacity and quality of the teacher can be up scaled on a need based programmes.

#### Training wise progress for 2007-08

Sl. No	Inservice training	Duration	Phy	No of Man days	Fin
1	Action Research	2	9557	24863	1254899
2	Action Research (U)	2	736	1472	58941
3	Bahumukhi	5	12587	52915	2689539
4	Bahumukhi(U)	5	286	760	42557
5	Chaithanya-I	7	1270	8890	510345
6	Chaithanya-II(Kan-so)	7	886	6106	250177
7	Chaithnya (U)	7	231	1617	90924
8	Chaithanya(Sci-Maths)	7	2266	13050	569265
9	Chalthanya tharani	3	1262	3774	233663
13	Computer	3	103	393	27755
14	Chinnara Angala	6	862	3426	197750
15	CRC Meeting	1	85284	94107	2723143
16	English(RIE)	10	826	7843	414930
17	Evaluation	5	518	1476	84423
18	English	5	23930	124920	7038804
19	English (pri)	3	39628	129991	7685619
20	English (Satcom)	3	315352	550750	37272575
21	Gender	3	565	1366	88868
22	Hindi	5	873	3667	230932
23	IED	3	3536	11709	652436
24	Jeevana koushala	5	659	2536	266237
25	Jeevana vignana	5	4301	22432	1331344
26	Jeevana	5	613	2799	184410

	vignana(U)				
27	Kannada	5	6847	31752	1693371
28	Maths (U)	5	608	2760	173515
29	Maths	5	13119	59527	4603329
30	Marati		138	690	43672
31	Nali-kali	6	10375	62649	4307532
33	Nannolagina Nanu	3	103390	310640	18965860
34	Nannolagina Nanu(U)		3293	9879	459003
35	Physical Education (10)	5	656	4258	259781
36	Setubanda (u)	5	5720	5720	171540
37	Srujana (5)	5	5084	15126	796001
38	Science	5	8467	41568	2603761
39	Science (U)	5	265	1603	85170
40	Social Science	5	9409	44969	2394294
41	Social Science (U)	5	142	1504	33185
42	SUPW	3	417	1209	77281
43	Sevadala	6	50	300	21000
44	Scouts & Guides	5	248	2497	159040
45	SBT	2	39336	103844	8807229
46	T.Con.BRPs/CRPs	1	57300	64194	4324360
47	Traimister	2	451	902	55819
48	Theater Education in	3	2091	6417	398662
50	Urdu	5	732	4025	228449
51	Value Education	3	1129	3305	212885
52	Yoga		1105	9815	565364
53	Others		172705	213177	13630273
	<b>Total</b>		<b>963225</b>	<b>2218407</b>	<b>130990072</b>
	Induction Trg.(15)	15	10593	129427	8158971
	SDMC TRAINING	2	28210	30124	1171475
	MDP		1438	6029	918222
	<b>Grand Total</b>		<b>1025629</b>	<b>2383987</b>	<b>141238740</b>

a. Strengthening the academic resource centers (DIETs, BRCs, and CRCs) and resource groups at different levels

Table: 16 Information about Elementary Teacher Education Institutions (ETEIs)

Stage	TEIs sanctioned	TEIs functional	Academic posts sanctioned	Academic posts filled	Courses offered (BTC/ D. Ed.)	Duration	Intake capacity
BTCs or alike	40	40	436	276	D.Ed	2 yrs	1200
DIETs	24	24	-	-	D.Ed	2 yrs	-

Stage	TEIs sanctioned	TEIs functional	Academic posts sanctioned	Academic posts filled	Courses offered (BTC/ D. Ed.)	Duration	Intake capacity
or DRCs							
In-service Training Centers	27	27	-	-	-	-	-

Source: DSERT, Karnataka

DIET has a major role to play in providing academic support to schools and school supervision. However, it has been noted by the faculty of DIET that the stereotype models don't work well in this regard. Teacher trainings have become common place. However, they do continue as major academic support system. But to overcome the loopholes in teacher training programmes has been the greatest challenge before DIETs. For this, different support programmes have also been thought of. The following list gives a brief overview of such initiatives.

1. Academic support through teacher training programmes. The BRC level functionaries are oriented by DIETs to take up teacher training programmes at the taluk level. For this purpose the training modules provided by the DSERT are reviewed keeping in mind the local needs and adapted if necessary. The DIET faculty visit the training venues and clarify the doubts if any.
2. School supervision is basically done through CRCs and BRPs. They are the persons who are in touch with every school in their respective areas. Every month DIET faculty conduct a review meeting for the CRCs and BRPs to find out the status of academic progress. In such meetings, the CRCs are also given guidance about school supervision.
3. DIET faculty visit schools regularly to get a first hand glimpse of the implementation of different academic programmes. This has been done in two ways.
  - DIET faculty visit schools in groups. All the faculty available in DIET on a particular day(Tuesday and Thursday) would take the DIET jeep and visit far off schools. Two faculty members would visit one school each. The principal would visit the last school. Each faculty visiting the school would spend all the time in one class personally testing the learning of students in different subjects in the presence of the teacher and document the same. Later a staff meeting would be conducted to discuss the academic issues and learning problems faced by students. Principal would conduct brief meetings in all the schools on his way back. The focus of all these would just be the learning of students. This visit would not focus on other administrative matters.
  - DIET faculty visit schools individually. Even here the process of observation and providing guidance would be the same as above.



4. School based training programmes were initiated in 2007-08. Resource teams are identified at taluk levels. Each team would visit about 15 schools on a monthly basis. Every month the same RP meets the same teacher and reviews progress and clarifies doubts if any. The idea of providing on site support to teachers has a few advantages. It saves pulling teachers out of school during working days for providing training. On site support takes place on a one to one equation and hence the quality of transaction is much better than traditional trainings. However, identifying suitable resource persons has remained a challenge.

**Role and functions of BRCs/ CRCs vis-à-vis their actual activities in the field and the focus in academic activities, if any.**

The BRCs and CRCs are expected to provide academic support at the school level. However, they look after academic administration too. The CRCs conduct the monthly review meetings for the teachers of the cluster. In these meetings classroom related problems are discussed. BRCs organise training programmes. The CRCs are expected to do the follow up of these training programmes.

**Block Resource Centers (BRCs)  
Information about Block Resource Centers (BRCs)**

Total BRCs (including URCS) Sanctioned		Total BRCs (including URCS) functional		Staffing											% of academic staff trained	5 Key activities of BRC in last quarter
				Number of full time academic posts						Number of part time academic posts						
				Sanctioned		In position		Percentage		Sanctioned		In position		Percentage		
SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others			
90	112	90	112	450	560	822		81%		NIL					100%	

a. Have modules/guidelines been developed/ adapted for orientation of BRC personnel (on roles & responsibilities; financial management etc.)

Yes.

b. Number of days for which BRC personnel have been trained this year -

- Action Research - 3 days
- Nannolagina Nanu - 3 days
- 1-4 English - 4 days (apart from RIE training for 6 days)

For transacting the other modules, the Taluk level RPs were trained in the previous years.

c. How do BRCs extend academic support to Upper Primary schools/teachers

1. School Visits
2. Inservice training programmes

d. Is there a calendar for training of teachers of the block? What is the % progress so far.

Yes. The teacher training programmes are organised during holidays. However, state sponsored training programmes like the satellite training programmes are organised apart from these schedules

**Cluster Resource Centers (CRCs)**

**information about Cluster Resource Centers (CRCs)**

Total CRCs sanctioned		Total CRCs functional		Staffing												% of academic staff trained	5 Key activities of CRC in last quarter
				Number of full time academic posts						Number of part time academic posts							
				Sanctioned		In position		Percentage		Sanctioned		In position		Percentage			
SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others				
149	121	149	121	149	121	2448		90.4%								100%	

a. Have modules/guidelines been developed/adapted for orientation of CRC personnel: YES (Yes / No)

b. Number of days for which CRC personnel have been trained this year

- Action Research - 03 days
- Nannonaligina Nanu - 03 days
- 1-4 English - 04 days (Apart from the 6 days trg by RIE, Bangalore)

c. How do CRCs extend academic support to Upper Primary schools/teachers?

1. Regular school visits
2. CRC review meetings every month

d. Which day is fixed for CRC meetings? (If it varies in State, then give district-wise).

Saturdays

**Training of BRCs/ CRCs**

Number of days training given to BRC/CRC in 2007-08 (in addition to training as master trainers for teacher training)	Number of days training proposed for 2008-09 (in addition to training as master trainers for teacher training)
MDP Training for 6+2 days (first phase only)	MDP training for 16 days

- How effective is the linkage between training and follow-up.

As of now the linkage between training and follow up appears to be the weakest area. The school visit drive, regular visits by DIETs faculty, review meetings at CRC and BRC levels have developed awareness among the teachers and other functionaries about the implementation of the intent of the trainings given. In this regard, a dialogue was organised to sort out doubts about remedial teaching in all taluks. This has been found to be a very effective follow up. It became a forum for finding out the status of remedial teaching in all clusters and also clarifying the doubts. The insights from this experience have convinced the DIETs faculty that working closely with CRCs would be the best way to do the follow up of different training programmes.

- Are master trainers involved in school visits and follow-up.  
**YES.** If MRPs happen to be school teachers, they are not making any school visits.  
 But they are invited for taluk level discussions on the topic. In the dialogues on remedial teaching, all MRPs were involved.
- Comment on curriculum renewal and text book development  
 Normally the curriculum renewal is done by DSERT.
- Linkages with DIETs
- TLM

DSERT has brought out a module titled Chaitanya Tarani for training teachers in the preparation and use of TLM. The preparation and use of TLM is taken up as a part of every content based training programme. Articles have been published in

**BRCs / CRC sanctioned under DPEP**

No. of eligible BRPs	No. sanctioned under DPEP	No. being funded under SSA
1010	560	450

The state government is funding the salary of 560 BRPs and 1210 CRPs in districts where DPEP was operational

- b. Effective classroom processes to achieve the targets as per SSA quality goals  
**Number of Schools in the State using Materials other than textbooks (e. g. workbooks / worksheets / Activity Based Learning Cards / Science, Math. Kits / Computer Aided Learning (CAL)/ Supplementary reading materials, etc.)**

Stage	Total schools in the State	No. of schools using Materials other than textbooks	Percentage of schools using such materials	Nature of materials (other than textbooks) being used in schools
Pry	46949	13691 schools of the state with <30 Strength, have Nali-kali cards for classes I and II	About 30% of the schools	Nali-Kali cards Locally available material
Up. Pry.	23198	2165 schools for Class III to VIII	About 10%	Multi Media Content

### **CALC**

The objective of CAL is to provide the children the benefit of advantages of information technology in their learning. The whole idea is to assist the children realise excellence in the achievement of the competencies, not teaching them computers. In this direction partnership with Azim Premji Foundation is established to develop the software requirements of SSA in Karnataka.

The hardspots on various topics of all the subjects in classes III to VIII are identified in consultation with the students and the teachers. Multimedia content on these hardspots are developed by Azimpremji Foundation and is shared with all the schools. Children at allotted time and also in their free time –before, after or during the school hours, use the computers provided in their schools and access these multimedia content. This gives the students an opportunity to use the computers and at the same time learn the textual syllabus. To some, this may be reinforcement of what is learnt in the classrooms and to some it may be remedial teaching while to a few it may be a new learning.

The multimedia content also contains the resource materials to support the teacher in their knowledge of the subjects concerned. The teachers can learn a great deal using these multi media content.

**Subjects and number of titles on which multimedia content has been prepared**

EVS - 17, General Science – 10, Mathematics – 28 Social Science – 07, Co-curricular- 10, Kannada language- 11, English language – 08, Hindi language – 06, Pre-learning skill- 01, Total - 98

- c. **Quality enhancement programmes** focusing on basic skill acquisition in reading, writing, science and mathematics education.

To assure acquisition of basic skills related to reading, writing and arithmetic, a number of States have designed Learning Enhancement Programmes such as 3 Rs Guarantee Programme, CLIP/ CLAPS, Buniyad, Neev, Aadhar, etc with visible success. This is very important for each state to design similar programmes as an integral part of the regular classroom processes (not as isolated short term moves). Other than these States also need to design Quality Improvement Programmes related to Science and Mathematics Education as the learning achievement in both these subjects are low and call for special attention. Each State needs to provide a detailed plan of action for these initiatives in 2008 – 09 and 2009 – 10. While designing such activities States can refer to the TSG's suggested list of activities for pedagogical improvement. (at Annex I)

d. **Independent learning assessment system**

In the last two years, there has been lot of consultations on learning assessment at national and state levels and several states have designed independent Learning Assessment Systems including KSQAO, CCE in Uttarakhand, etc. To assess the progress of students in a systematic manner each State/ UT must provide its detailed plan of action for independent learning assessment along with its plan of action for extending remedial support to students in difficult situations. Specifically, the State must indicate whether Continuous and Comprehensive Evaluation (CCE) is being followed in schools in the State

**Learning Assessment System in the State**

Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	4	Grading	1-4	No	Yes	Once in a month/ at least quarterly
U. Pry.	4	Grading	5-7	No	Yes	Once in a month/ at least quarterly

**e. Plan for setting up performance standards for different levels as per the ADEPTS framework**

10 major Performance Standards identified for School teachers for 2007 - 08	10 major Performance Standards identified for CRC personnel for 2007 - 08	10 major Performance Standards identified for BRC personnel for 2007 - 08
Creates congenial Teaching learning environment with participation of all	Recognising teachers in different ways	Involving key institutional stakeholders from planning to implementation
Improves barrier free environment	Documenting views/ experiences of stakeholders, giving importance	Implement a team approach of working on block level problems
Knows family background, Socio economic conditions, linguistic background of children	Identify needs/gaps and prioritize areas for training and cluster level activities, according to levels at which schools are performing	Analysing existing situation in reality for planning capacity building programmes
Teacher possesses and utilize good understanding of syllabi	Develops in self and others institutional vision/goals in consultation with all	Aware of the current status of block in UEE, clear understanding and plan for increasing enrolment, access, retention and quality education
Prepare for lessons before conducting/transacting in the class	Sets short term objectives for each school with time line	Maintains database of Resource persons, HMs, Teachers and others
Uses TLM well-identifies TLM from environment/multiple, simple to make	Arrange for visits of teachers to each others school to observe good practices helping them to reflect	Update knowledge through regular use of all available sources, including multimedia, reflects in meetings with CRCs and teachers
The teacher plans ,designs and implements the lesson according to clear goals/objectives	Resource center: Data, TLM, TSM, Print resources, Community resource	Monitoring performance of clusters, providing platform for sharing best practices, eliciting appropriate feedback
Teacher plans and teaches according to student profile developed by him thus a different approach is visible	School Visit: Models the pedagogy in actual classroom, shows it can be done , discusses/addresses issues boosts teachers Confidence, shares good practices observed in other schools, facilitates interaction among teachers	Develops strategy to grade clusters and motivate them to reach a higher level

	in the school.	
Has awareness of different learner oriented teaching learning processes	Assess teacher performance in terms of different levels	Use assessment/monitoring to rapidly know what is needed
Teacher incorporates adequate understanding of content in to teaching learning processes.	Extension of material or reference support to teachers	Categorization of aims/objectives in to short and long term targets, that are concrete, observable, and achievable, timebound,

## MANAGEMENT DEVELOPMENT PROGRAMME FOR OFFICERS THROUGH PPU UNIT

### MDP

Further, the department conducted a Management Development Program through three partnering institutions – College of Leadership and Human Resource Development (CLHRD), Department of Management Studies, Indian Institute of Science (IISC) and Canara Bank School of Management Studies in Bangalore University (CBSMS). The project has been conceptualized as a larger 'development' program rather than only a training program, with emphasis on application of learning to the job, through projects, project reviews and iterative contact periods for coaching and peer learning.

280 officials were trained at CLHRD, and of these 90 were trained further in IISc and 120 in CBSMS.

While training at CLHRD focuses on HRD aspects, those at IISC focus on technical aspects of finance, project management, human resource management, quality, strategy, policy etc. for different identified levels of management in the department and those at CB SMS focus on education perspectives, quality tools, stakeholder involvement and people management.

The first training program began in November 2006 and the last program end in August 2007. Since the grant assistance ended in May 2007, the department completed the planned program with its own resources.

### **Cadrewise list of Trained Officers under Management Development Programme during 2007-08**

Sl. No.	Designation	CLHRD-MDP	IISC	CLHRD-MRP	CBSMS	Grand total
1	ADPI	10	2			12
2	APO	3	1			4
3	BEO	10	10			20
4	DDPI	12	6	1		19
5	DPC	1				1
6	EO	5	3			8

7	HM	4				4
8	JD	4	2			6
9	Lec, CTE	14	11			25
10	Lec, DIET	7		30	26	63
11	PPU	3				3
12	principal	12	7			19
13	SADPI	10	8			18
14	Senior Lecturer	15	27	15	16	73
15	Subject Inspector	4				4
16	CEO	1				1
17	Director	2				2
18	reader	5	8			13
19	BRC			2	2	4
20	BRP			77	49	126
21	CRP			12	6	18
22	IERT			2	1	3
23	ECO			1	1	2
	<b>Total</b>	<b>122</b>	<b>85</b>	<b>140</b>	<b>101</b>	<b>448</b>
	<b>Total (MDP + MRP)</b>	<b>262</b>				

### IT training

The department also conducted basic training in the use of Information Technology through CMC, a unit of Tata Consultancy Services (TCS) to enable officers to use IT in their own work, aiming to impact both efficiency and work processes. The training commenced in March 2005 and has covered 3,247 officials of the department under the grant. The training has now been further extended with departmental resources to cover senior & junior officers and clerical staff as well.

Phase - I		2005 - 2006				
Sl. No.	Number of Districts Covered	Level of training	No. of Officers trained (BEO,EO,DyPC, APC, ADPI and DIET lecturers)	Ministerial Staff	Total no. of Persons trained	IDF Grant Utilised (in Lakhs)
1	20	Level -01	716	80	796	
2		Level - 2A / 2B	106	48	154	
3		Refresher Course	600	49	649	
	<b>Total</b>		<b>1422</b>	<b>177</b>	<b>1599</b>	<b>14.57</b>

Phase - II		2006 - 2007				
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Sl. No.	Number of Districts Covered	Level of training	No. of Officers trained (BEO,EO,DyPC, APC, ADPI and DIET lecturers)	Ministerial Staff	Total no. of Persons trained	IDF Grant Utilised (in Lakhs)
1	12	Level -01	356	362	718	
2		Level - 2A / 2B	100	85	185	
3		Refresher Course	356	294	650	
<b>Total</b>			<b>812</b>	<b>741</b>	<b>1553</b>	<b>15.27</b>

Phase - II Extension		2007 - 2008				
Sl. No.	Number of Offices Covered	Level of training	No. of Officers trained (BEO,EO,DyPC, APC, SADPI, ADPI and DIET lecturers)	Ministerial Staff	Total no. of Persons trained	IDF Grant Utilised (in Lakhs)
1	Bangalore City based 22 offices and 8 blocks of Bangalore Rural Districts	Level -01	30	156	186	
2		Level - 2A / 2B	30	52	82	
3		Refresher Course	30	268	298	
<b>Total</b>			<b>90</b>	<b>476</b>	<b>566</b>	<b>11.75</b>

Grand Total					
Sl. No.	Level of Training	No. of Officers Trained	No. of Ministerial Staff	Total	Total IDF Grant Utilised
1	Level -01	1102	598	1700	
2	Level - 2A / 2B	236	185	421	
3	Refresher Course	1046	611	1657	
<b>Grand Total</b>		<b>2384</b>	<b>1394</b>	<b>3778</b>	<b>41.59</b>

## WORKING WITH EDC FOR ENHANCING QUALITY IN EDUCATION

### **Technology Tools for Teaching & Training (T4)**

T4 is an education project promoted and funded by USAID and implemented by the Education Development Center (EDC) in India, aiming at improving quality of education at the elementary level by using customized information communication technology (ICT) based tools.

### **Programs / interventions in Karnataka**

T4 interventions are being implemented through enabling mechanisms like multiple technologies for Teaching and Learning, innovative teacher training / learning programs using media, development and adaptation of appropriate teaching learning materials, complementing the lessons with games, activities etc which emphasize the need for making learning active, and a joyful experience.

#### **1. Interactive radio Instruction (IRI)**

- Developed after a thorough audience research in each of the states we are working.
- 'Dual audience approach' – programs target both teacher and child.



**IRI program in action in a school**

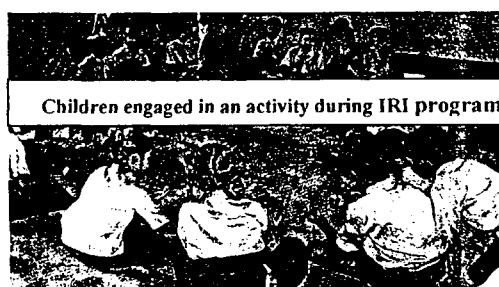
- Need based and locally suitable activities have been incorporated in the programs, with special emphasis upon the local culture and folk-lore.
- Since the target schools are the remote and underserved schools, attention has been paid to the lack of elaborate resources and infrastructure in these areas, and hence activities are designed with

limited props and locally available educational tools.

- Evaluations have proved that these programs help in improving quality of learning in the classroom and guide active learning pedagogy.
- They are designed to reduce equity gaps.
- They use stories, games, songs and other child-centered and highly interactive techniques for teaching-learning.
- They also use a multi-channel approach (multiple methods, mediums and learning styles) to maximize impact.

#### **IRI programs developed under T4 are:**

- a. Chinnara Chukki: This is a series of 44 programs in Mathematics, EVS and Kannada language developed for 1 & 2<sup>nd</sup> multigrade classes in Karnataka State. In



**Children engaged in an activity during IRI program**

addition to this, 50 programmes were produced for English language in collaboration with SSA. These programmes are broadcast on AIR between 2.35 P.M to 3.05 P.M from Monday to Friday.

- b. Chukki Chinna: This is a series of 176 IRI programs on subjects like Mathematics, Science, Social Studies, Kannada and English, developed for 3<sup>rd</sup> to 5<sup>th</sup> multigrade classrooms in Karnataka. For class 3, the broadcast time is between 2.35 P.M to 3.05 P.M and for classes 4 and 5 multigrade, the broadcast time is between 12.00 to 12.30 P.M. The teachers' guides for grades 1 to 5 were developed by EDC and are distributed to all the schools of the State through DIET's.
- c. Chukki Chinna: (Urdu) This is a series of 50 IRI programs on subjects like Mathematics, Science, Social Studies. These programmes were produced in collaboration with SSA and SSA will duplicate and distribute the CD's to all the Urdu schools across the State. The teachers guide is developed by EDC in Urdu and is given to SSA for printing and distribution.

## 2. Educational Videos

Forty educational video programs have been developed in subjects such as Math, Science and Social Studies. These programs are telecast in two districts of Karnataka covering about 2000 schools through Government of India's EDUSAT, a satellite dedicated for education. A teacher's guide was developed by EDC and distributed to all the schools of Chamarajanagar and Gulbarga district.

## 3. Group Teaching & Learning (GTL) multimedia software

This is a unique and innovative software comprising lessons developed as learning games used with groups of students or whole classrooms around a single computer at the primary school level.



GTL multimedia software in use

- It engages students in highly interactive and entertaining learning activities, and also provides a rich set of educational resources for the teacher to use in many different ways.
- It embraces a whole class or group learning environment.
- It supports the teacher and engages up to about 25 students simultaneously with one computer.
- It contains printable lesson plans for follow-up off-computer games and projects.
- It also formalizes peer-to-peer interactive learning by engaging up to five teams in various activities including animated team quizzes.

In the year 2005-06, 2000 teachers were trained on the use of GTL software across 1000 computer schools of the state. The CD's that are developed and distributed are as follows.

- Animal discovery - distributed during the training.
- Habitats and Eco systems- Given to DSERT to distribute to DIET Principals during their monthly meetings. In turn DIET's need to distribute the same to the CALC's through BRC's.
- Diseases: Given to SSA for duplication and distribution
- Health and Sanitation: Process of finalizing
- Geometry: (Angles, circles and triangles) Process of finalizing

#### ***Partnership with state governments:***

- ❖ The entire process of the development and implementation of the interventions is done in close collaboration with state SSA missions.

#### ***Teachers' training:***

Teachers' training is considered as a major support intervention in T4 for promoting active learning and thus improving classroom practice.

- ❖ A three day professional development training is imparted to teachers across all states.
- ❖ In Karnataka, a training module 'My inner self' based on active learning principles and classroom management has been developed and a 3 days training for this has already been integrated with the regular training of SSA. This training emphasizes on the principles of 'multiple intelligences' theory of Howard Gardiner to promote active learning. EDC has trained 1300 MRP's across the State and nearly 1 lakh teachers were trained as part of twenty days training under SSA.
- ❖ Master resource persons were trained through teleconference every year before the broadcast of Keli-kali, Chukki chinna and Chinnara chukki series.
- ❖ Continuous monitoring of the radio programmes was done through regular phone-in programmes.

#### ***Capacity building of teacher support systems:***

- ❖ Core groups and master resource persons from/within the education system have been formed and trained for implementing quality training on pedagogical principles of IRI, Educational video, GTL and DL.

**Quality of content:**

- ❖ Quality of program content is ensured at all the stages of program production.
- ❖ Quality control mechanisms like intensive training for scriptwriters, supervision & support to script writing team, formative evaluations, follow up & feedback sessions are carried out with all partners involved in content development and production.

**Improved monitoring & support system:**

- ❖ Partnerships with local NGOs are forged for monitoring the program, including classroom practices.
- ❖ The Government education system including the Block resource centers (BRCs) and the Cluster resource centers (CRCs) are also trained for effective monitoring.

7

**PLAN OF ACTIVITIES FOCUSED ON RAICHUR DISTRICT WITH THE PARTNERSHIP OF EDC UNICEF, SSA**

S.No.	Activity	Numbers	Sharing of Budget (in lakhs)	
			2008-09	
			EDC	SSA
1	Production of multimedia package		12	-
2	Duplication of multimedia kits for experimental schools in one block	100	-	1
3	Orienting teachers on the usage of multimedia kit and traing of master trainers - 300 teachers for 5 days @ Rs.100 per day	300	0.5	1.5
4.b)	Leamer centered instruction and continuous assessment for teachers - 1000 teachers for 5 days @ Rs.100 per day	1000	1	5

4.c)	Orientation to CAO's /BRC/ CRC on Learner centered instruction -- 200 participants for 5 days @ Rs.100 per day	200		1
5	Induction package for pre service trainees-DIET - 100 participants for 10 days @ Rs.100 per day	100	1	1
6	Monitoring & Evaluation - 100 schools @ Rs.1500 per school		2	1.5
<b>Total</b>			<b>16.5</b>	<b>11</b>

The above programmes have been planned in SSA plan of Raichur district under Teacher's training activity and District Management cost.

#### **State Intervention of Quality Education for 2008-09**

#### **POLICY PLANNING UNIT – ANNUAL WORK PLAN 2008-09**

#### **PROJECT 1: Quality Improvement Projects**

##### **Objective:**

- To improve quality at the field level by way of implemented Quality Improvement Projects that produce an impact on quality of education, are sustainable, and (preferably) are done at low/no cost.
- To develop the management skills of department personnel to enable them to improve quality.

##### **Scope:**

To start the program, Management Development Facilitators will conduct Management Development Programs at the district/block level. The programs to be conducted by MDFs consist of 2 courses of 6 days each:

1. Education perspectives and Quality tools
2. People Management and Stakeholder Involvement

This will be followed by department personnel scoping Quality Improvement Projects related to their work and carrying out the necessary field work.

The field work will be reviewed from time to time to ensure their effectiveness.

During 2008 – 2009 a total of 3,920 personnel will go through this process across the state.

## **PROJECT 2: Ongoing support to Management Development Facilitators**

### **Objective:**

To ensure significant continuous improvement in the quality of QIP facilitated by MDFs, resulting in projects that:

1. are implemented
2. produce an impact on quality of education
3. are sustainable
4. and (preferably) are done at low/no cost.

. . . thereby providing benefits to the department by improving the quality of education.

To create a movement for quality improvement across the state that involves all functionaries.

### **Scope & Methodology:**

*The program will consist of the following key events:*

1. *Briefing DIET principals*
2. *State level workshop to prepare for rollout*
3. *Briefing workshops:*
4. *State level Quarterly Quality Improvement Workshops (4 a year)*

## **PROJECT 3: Institutional Capacity Development through CAEOs, BEOs, DDPIs**

The quality of academic and administrative support to schools has a significant impact on the quality of education provided by schools. To enhance the capacity of the supporting institutions there is a need to address their structure, process, policy and people capabilities in a holistic and systematic manner.

Further the Government of Karnataka has recently created the administrative structure of Cluster Assistant Education Officers (CAEO) to improve support to schools as they are much closer to them. institutions like those headed by the Cluster Assistant Education Officers (CAEO) and Block Education Officers (BEO) especially need institutional strengthening as they have a larger interaction with schools. This is especially true of the office of the CAEO which being newly formed needs additional attention and support in terms of Institutional Capacity Development (ICD).

Strengthening leadership skills of Deputy Directors of Public Instruction (DDPI), BEOs and CAEOs will go a long way in strengthening the department as these officer themselves have major responsibilities. For example a BEO is like a chief executive of 250 to 350 schools, while a CAEO is like a chief executive of 20 to 25 schools.

## **PROJECT 4: Strengthening the Performance Management System at school level**

### **Objective:**

This project is designed to strengthen the Performance Management System at school level by:

- a. *Leading* the performance management of High School HMs by BEOs through improved Work Planning and Review (WPR)
- b. *Leading* the performance management of teachers by High School HMs through improved WPR
- c. Developing indicators that align the roles of head teachers and teachers for effective service delivery, increasing accountability and transparency

### **Scope & Methodology:**

#### Work Planning and Review:

Work Planning and Review is a simple but very powerful technique of managing the work of subordinates so that they are able to meet their objectives effectively.

At the heart of the work planning part of this technique are simple questions that are asked to the subordinate prior to the commencement of the plan period which could be a week or a month. These questions force the subordinate to plan well (*and learn to plan well*) and ensure that these plans are relevant, practical, well thought out and likely to contribute to meeting objectives.

At the end of the plan period (week or month), a set of simple review questions help the subordinate to reflect on what went well and what went badly and how to ensure that better planning and/or better implementation takes place next time.

#### **Expected outcomes**

- a. A proactive performance management system for High School HMs and teachers
- b. Improved school leadership and teamwork
- c. Increased accountability and transparency in school level performance
- d. Improved alignment of objectives

## **PROJECT 5: Impact assessment of QIP facilitated by MDFs**

### **Objective:**

To assess the impact to the department from the Quality Improvement Projects facilitated by the Management Development Facilitators – at the 4 stages of the Kirkpatrick evaluation model.

### **Scope & Methodology:**

The impact study will cover a 5% sample of the target group. The sample will be well distributed geographically as well as across the various designations being targeted and will cover results over a period 6 months after the last module has been completed for the participants being sampled.



For the sample being covered, the impact study is expected to produce the following outputs:

- Produce module wise, batch wise analysis of Reaction and Learning stages
- Produce module wise, batch wise analysis of Behaviour stage
- Produce module wise, batch wise analysis of results stage from project implementation
- Produce module wise, an overall analysis of the 4 stage impact of the MDP conducted by MDFs
- Produce recommendations for strengthening the cascade model used

#### **PROJECT 6: Quality issues – local solutions**

##### **Objective:**

To arrive at a compendium of possible local solutions to quality issues facing the department for use by senior department officials and others who are working towards the improvement of quality of education in government schools in Karnataka.

##### **Scope & Methodology:**

###### Quality Issues workshop:

This will be a state level workshop in which the top 10 quality issues faced by the department will be identified in consultation with key officers.

###### Local solutions workshops:

There will be 4 local solutions workshops – 1 per quarter. These will be held at divisional level. Each workshop will focus on the top 5 quality issues from the 10 issues identified in the state level workshop. The top 5 will be as per the priority of the participants. Participants will brainstorm on the possible solutions to address the issue. The list brainstormed on will be debated on to create a list of implementable ideas, which will be documented for wider dissemination.

###### Research studies:

The outcome of the workshop will be investigated through research studies. It is estimated that there will be 5 research studies in this regard.

#### **PROJECT 7: Creation of contextual Kannada Reference materials**

##### **Objective:**

To create numerous short simple readings in the local language, showing how management principles can be applied to address the needs of the education department.

##### **Scope & Methodology:**

A workshop to plan project process & scope will be held at the state level. 10 MDFs and 10 management experts will participate. During the workshops:

1. Areas where material needs to be developed will be identified

2. Areas that MDFs will be able to produce materials will also be identified. These will be assigned to MDFs.
3. Areas considered critical, but outside the purview of the MDFs, will be assigned to the management experts.
4. The work will be scheduled.

Review of the work done by MDFs will be carried out by e-mail by assigning a management expert to mentor the MDFs.

The totality of material produced will be reviewed by an internal committee constituted by Commissioner of Public Instruction at the state level for comments on the educational examples used, as well as acceptance.

In total 25 publications are planned.

### **PROJECT 8: KSQE Initiative from Policy Planning Unit**

Comparative analysis of KSQAO assessment result of 2005-06, 2006-07 & 2007-08

The comparative analysis focuses on the achievement levels of the schools. The last granularity of the analysis is the school. Hence the following comparisons are possible.

- a) Overall comparison
- b) Class wise comparison
- c) Subject wise comparison
- d) Gender wise comparison

#### **Scope of Analysis**

- The analysis basically includes performance of the schools in the successive assessments and from there the progress achieved. As stated earlier, analysis focuses on
  - Overall achievement levels of the schools within that subject wise, class wise & gender wise.
- Competency wise analysis is desirable at the school level. Based on the data provided through the comparative analysis, the schools which have achieved high or low relative to the previous assessments may be identified and the cluster level functionaries like CAEOs may analyse each school achievement in terms of the competencies achieved by them.
- This should be the basis for academic planning and to initiate action to address the academic gap.

#### **Expected outcome:**

1. To identify the schools with low and high performance.
2. To identify the clusters with low and high performance.
3. To identify the category of students who need special attention.
4. To identify identifying classes, subjects that need special attention.
5. To help in decision making by the department functionaries to address the problem relating to strengthening these institutions in terms of physical and financial support.

6. To help in the preparation of academic plans at the school, cluster, block and district level.
7. To help in the designing need based training programmes for teachers.

#### **Administrative budget for PPU (2008 – 2009)**

Funding from SSA to the extent of Rs 9,89,000/= is required for the Financial Year 2008 – 2009. Refer Annexure 9.

It is proposed to increase the number of project staff from the Azim Premji Foundation from the current strength of 8 to 12 for the financial year 2008 – 2009. Funding of salaries of same would come from Azim Premji Foundation. This is estimated to be Rs 43,20,000/= per annum. In addition the costs of TA/DA of all PPU staff and maintenance of some items will be borne by Azim Premji Foundation, this is estimated as Rs 3,00,000/=. Thus the total contribution of the Azim Premji Foundation to PPU administrative cost will be Rs 46,20,000/=.

Total administrative budget will be Rs 51,19,000/=.

#### **Budget Overview – 2008 - 2009**

Project	Total cost (Rs)	SSA funding (Rs)	GoK funding (Rs)	World Bank (Rs)	UNICEF (Rs)	Azim Premji Foundation (Rs)
1. QIP by MDFs-1 for 3,920 officials	3,44,63,733	2,20,82,667 Annexure 1	-	-	1,23,81,067	-
2. Ongoing support to MDFs	19,01,250	421,950 Annexure 2	-	-	-	14,79,300
3. Institutional Capacity Development through CAEOs, BEOs, DDPIs	45,22,000	6,65,000 Annexure 3	5,98,500 Annexure 3	32,58,500		
4. Strengthening the Performance Management System at school level	28,03,500	6,30,000 Annexure 4	6,93,000 Annexure 4	14,80,500		
5. Impact assessment of Management	11,45,425	11,45,425 Annexure 5				

Project	Total cost (Rs)	SSA funding (Rs)	GoK funding (Rs)	World Bank (Rs)	UNICEF (Rs)	Azim Premji Foundation (Rs)
Development Program conducted by MDFs:						
6. Quality issues – local solutions	12,69,900	12,69,900 Annexure 6				
7. Creation of contextual Kannada Education Management materials	27,44,538	27,44,538 Annexure 7				
<b>Sub Total for MDP</b>	<b>4,88,50,346</b>	<b>2,89,59,480</b>	<b>12,91,500</b>	<b>4,739,000</b>	<b>1,23,81,067</b>	<b>14,79,300</b>
8. Namma Shaale	0	0				
9. KSQE Programme	7,46,000	7,46,000 Annexure 8				
10. Administrative costs for PPU	51,19,000	4,99,000 Annexure 9				46,20,000
<b>Grand total</b>	<b>5,47,15,346</b>	<b>3,02,04,480</b>	<b>12,91,500</b>	<b>4,739,000</b>	<b>1,23,81,067</b>	<b>60,99,300</b>
Planned under district for SSA (projects 3 & 4)		1,295,000				
Planned under State intervention of SSA		2,89,09,480				

## *Chapter -10*

# **MANAGEMENT INFORMATION SYSTEM AND OTHER COMMITTEES**

### **E- Governance Progress Overview :**

E-gov unit has undertaken activities such as EMIS, LPO, HRMS, Web designing etc., for which budget released in the year 2007-08 is utilized for the purpose.

2.1. Data entry charges for DEO at block level is completely utilized and as because of enhancement in the charges, budget is deficit.

- Apart from the existing need for the DEO in blocks, 2 DEO's are required in office of CPI, 2 for ACPI –Dharwad, 2 for ACPI –Gulberga office for undertaking Data entry for EMIS, less paper office, HRMS, Child census, AWP work, And also maintaince of KISOK , in district offices and block offices in the offices of CPI Bangalore, ACPI-Dharwad, Gulberga requires human resource- 2.1(a-e).
- ACPI office of Dharwad and Gulberga requires one Programmers each for implementation of e-gov activities in the concerned divisions.2.1(f-g)
- Programmers are required for e-gov development center for the software development , implementation of software and training and analysis.2.1(h)
- Technical consultant/e-gov consultant (Sr. grade)- Technical consultant with the required skills like written, oral leadership skills, proactive management style, Technical processes and ICT technology, Strategic planning and vision building, monitoring and evaluation of programming team, data warehousing and RDBMS, web solutions. 2.1 (l)

2.2. MIS publications – Collection of data from all type of schools in 4 quarters is another major activity

- EMIS data analysis and reports generated in different forms as per the need of the dept are to published.2.2(a)
- Program manuals are required for implementation of different soft wares in E-Gov unit.2.2(b)
- EMIS data after analysis sent to CRP's and Schools in School cards.2.2(c)
- EMIS formats are printed and distributed to schools in 4 quarters.2.2(d)

2.3. Publication of children census 2007 data.

2.4. EMIS activities & software implementation requires conducting of workshop and training.

2.5. Hardware's like computers /printers/scanners require maintenance.

- 2.6. To conduct trainings in the training center and to enhance the activity of Development center.
- 2.7. There is need to shift from EMIS to DISE software & to procure required software for its Implementation.
- 2.8. To develop web based software and implementation.
- 2.9. For LPO implementation, EMIS validation, to work AWP, for project monitoring hardware's are to be procured for 30 district offices and also can be extended to 30 block offices in 2008-09. (10.00 lakhs for 1 district and 5.00 lakhs for block office) 2.9(a-b).
- 2.10. Implement data capturing devices for data collection and EMIS & child surveys.

### **E-Governance action plan -2008-09**

#### **2.1. Service charges towards e-governance Human Resource**

- Data entry for EMIS, less paper office, HRMS, Child census, AWP work, And also maintainance of KISOK, in district offices and block offices in the offices of CPI Bangalore, ACPI-Dharwad, Gulburga requires human resource- 2.1(a-e)
- ACPI office of Dharwad and Gulburga requires one Programmers each for implementation of e-gov activities in the concerned divisions. 2.1(f-g)
- Programmers are required for e-gov development center for the software development, implementation of software and training and analysis. 2.1(h)
- Technical consultant/e-gov consultant (Sr. grade)- Technical consultant with the required skills like written, oral leadership skills, proactive management style, Technical processes and ICT technology, Strategic planning and vision building, monitoring and evaluation of programming team, data warehousing and RDBMS, web solutions. 2.1 (l)

#### **2.2. MIS publications**

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- 2.3. Publication of children census 2007 data.
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- 2.8. To develop web based software and implementation .
- 2.9. For LPO implementation, EMIS validation, to work AWP, for project monitoring hardwares are to be procured for 30 district offices and also can be extended to 30 block offices in 2008-09.(10.00 lakhs for 1 district and 5.00 lakhs for block office)2.9(a-b).
- 2.10. Implement data capturing devices for data collection and EMIS & child surveys.

## *Chapter - 11*

### *PLANNING PROCESS*

**“Planning is bringing the future into the present so that you can do something about it now”**

Educational planning is necessary if organizational excellence is to be achieved in our Govt. schools. Without knowing where we are going, it is unlikely that we will get there. Educational planning is the roadmap. It focuses the attention of administration, board of education, teachers, students and community members, and helps determine where the school district should be going and how to get there. It helps identify where the pitfalls are over the short-term. Without planning, the operational and functional performance of the school district will be less than optimal and the overall objectives and goals of the district will be difficult, at best to achieve. Educational planning is an organized thought process participated in by administration, board of education, teachers, students and community members. The ultimate result is the determination of long-term goals and objectives, and the short-term implementation of specific goals using focused techniques, tactics, and strategies which will permit the school district to meet long term goals and objectives.

At State level while planning emphasis given to on school education in general and the elementary/primary education in particular. As Sarva Shiksha Abhiyan programme focused on universalization of Elementary Education, planning exercise for education at the district level with special reference to elementary education has the steps like diagnosis of educational situation, setting targets, identifying problems and issues, evolving strategies, translating strategies into programmes, activities and tasks, estimating financial requirements and developing implementation schedule.

Planning process has commenced in the month of November, by orientating all the officials of the district level at state office. The following table shows the division wise meetings held.

26.11.2007	Belgaum and Gulbarga Division
27.11.2007	Bangalore and Mysore Division





**Orientation to Mysore and Bangalore Division on 27.11.2007 by State Core group**



**Orientation to Beigam and Gulbarga Division on 26.11.2007 by State Core group**

The orientation programme at state level was attended by DyPCs, APCs and Computer Programmers. During these meetings mid-year review of the progress of AWP&B 2007-08 was done and advice was given to abide by implementation of the activities as per schedule. After debating on the the difficulties faced to implement the activities, suggestion were given to diminish the difficulties. On the basis of previous year's experience, new strategies were worked out such as,

- a. Transportation facility to schooling children in school less habitations to prevent dropping out of these children as they are going to school beyond the specific distance of within 1 K.M. to LPS and within 3 KM to UPS - the unit cost prescribed was Rs.3000/- for 10 months / child.

- b. Asha Kirana Centers in every cluster of Educationally Backward North Eastern Districts of Karnataka at a unit cost of Rs. 10,000 per child.

Each school is provided with a format for the school level planning by involving SDMC members, parents, local elected members, NGOs, educationalist and students. The need of the schools were consolidated at cluster level by considering the SSA norms, each block consolidated the plans obtained by the clusters and at last the district AWP&B was evolved. All the levels constituted planning committees, before starting the planning process.

From January 21<sup>st</sup> appraisal of the district plan started at State office. Each officer had given incharge of two to three districts, every chapter of the plan document thoroughly checked by the nodal officer and guidance was given to improve the information provided in the document. The final copy of the document approved by the Chief Executive Officer of the district was submitted to state office, and consolidation of all the district plan was done at state office.

Following Itinerary was followed to prepare AWP & B of 2008-09

**Calendar of Events for the preparation of Annual Work Plan & Budget for the year 2008-09**

Sl. No.	Activity	Tentative Dates
1	Formation of District level Planning Committee & Meeting	28th November 2007
2	Formation of Block level Planning Committee & Meeting &	29 <sup>th</sup> November 2007
3	Consultation with Block level Functionaries	
4	Cluster level Meeting	30th November 2007
5	Consolidation at Cluster level	3 <sup>rd</sup> December 2007 to 9 <sup>th</sup> December 2007
6	Consolidation at Block level	10 <sup>th</sup> December 2007 to 16 <sup>th</sup> December 2007
7	Consolidation of the plan document at District level along with block wise preparation of final draft at District AWP&B (Costing sheets with list of School)	17 <sup>th</sup> December 2007 to 30 <sup>th</sup> December 2007
8	DIC Approval	2 <sup>nd</sup> January 2008
9	Submission of AVVP & B with write up to SPO for appraisal	3 <sup>rd</sup> January 2008 to 20 <sup>th</sup> January 2008
10	Submitting the final Draft	21 <sup>st</sup> January 2008
11	Preparation of State Plan	22 <sup>nd</sup> January to 15 <sup>th</sup> February

		2008
12	Submission of plan to E.C. for approval	14 <sup>th</sup> February 2008
13	Submission of State Plan along with all district plans to MHRD	14 <sup>th</sup> February 2008

#### Education Development Index

The EDI has been developed keeping in mind four broad parameters—access, infrastructure, teacher related indicators and outcomes. The index takes into account 22 variables.

These variables include:

- **Access**—percentage of habitations not served, availability of schools per 1000 population.
- **Infrastructure**—average student-classroom ratio, school with student-classroom ratio greater than 60, school without drinking water facilities, schools with separate toilets for boys and girls as required.
- **Teachers**—percentage of female teachers, pupil-teacher ratio, school with pupil-teacher ratio greater than 60, single-teacher schools-in schools with more than 15 students, percentage of schools with less than three or less teachers, teachers without professional qualification and
- **Outcome:** gross enrolment ratio overall, scheduled castes: gross enrolment ratio, schedule tribes: gross enrolment ratio, gender parity index enrolment: repetition rate, drop-out rate, ratio of exit class over Class I enrolment-primary stage only, percentage of passed children to total enrolment, percentage of appeared children, passing with 60 per cent and above marks.

**The District wise analysis of EDI is given in the following Table :**

Sl. No.	District	Outcome Index	Outcome Rank	Teachers Index	Teachers Rank	Access Index	Access Rank	Infrastructure Index	Infrastructure Rank	Total Index	Final Rank	Reverse Index	Proposed Allocation	Allocation as per reverse index	Difference
1	Bangalore (U) South	0.68	1	0.8	4	0.6	3	0.71	8	0.71	1	0.41	5094.7	3737.7	1356.969
2	Kodagu	0.62	11	0.82	1	0.51	17	0.86	1	0.7	2	0.45	1795.1	4102.3	-2307.21
3	Udupi	0.61	15	0.8	3	0.61	1	0.81	2	0.7	3	0.46	1832.9	4193.5	-2360.62
4	Mysore	0.63	8	0.81	2	0.53	15	0.76	4	0.69	4	0.48	4726.1	4375.8	350.2781
5	Bangalore (R)	0.64	4	0.79	5	0.55	10	0.75	5	0.69	5	0.49	3779.3	4467	-687.742
6	Tumkur	0.65	3	0.77	7	0.57	7	0.68	10	0.68	6	0.55	5624.1	5014	610.153
7	Chikmagalur	0.62	10	0.74	12	0.53	14	0.72	6	0.66	7	0.59	3232.3	5378.6	-2146.36
8	Mandya	0.63	9	0.76	9	0.55	11	0.64	14	0.66	8	0.59	2595.6	5378.6	-2783.07
9	Hasana	0.63	7	0.76	10	0.6	4	0.53	19	0.66	9	0.6	3209.1	5469.8	-2260.74
10	Shimoga	0.61	14	0.74	13	0.57	9	0.68	9	0.65	10	0.61	4942.1	5561	-618.829
11	Dakshina Kannada	0.55	21	0.79	6	0.51	19	0.8	3	0.65	11	0.62	2904.6	5652.1	-2747.54
12	Chamaraja nagar	0.58	18	0.77	8	0.59	5	0.61	15	0.65	12	0.64	2340.5	5834.5	-3493.95
13	Kolar	0.65	2	0.73	14	0.59	6	0.52	20	0.65	13	0.64	4923.1	5834.5	-911.358
14	Uttara Kannada	0.6	16	0.75	11	0.6	2	0.6	16	0.65	14	0.65	5311.6	5925.6	-613.98
15	Davanagere	0.62	12	0.72	16	0.54	12	0.64	13	0.64	15	0.65	3380.5	5925.6	-2545.16
16	Darwad	0.61	13	0.7	17	0.57	8	0.65	12	0.64	16	0.65	2848.9	5925.6	-3076.7
17	Chitradurga	0.64	5	0.67	19	0.51	21	0.56	18	0.62	17	0.65	3719.4	5925.6	-2206.23
18	Gadag	0.56	19	0.69	18	0.48	23	0.71	7	0.61	18	0.65	2180	5925.6	-3745.66
19	Bagakot	0.55	20	0.72	15	0.51	18	0.51	21	0.6	19	0.66	5402.7	6016.8	-614.091
20	Belgaum	0.63	6	0.63	22	0.52	16	0.44	22	0.59	20	0.66	11308	6016.8	5290.83
21	Haveri	0.58	17	0.64	21	0.42	26	0.67	11	0.59	21	0.66	3161.2	6016.8	-2855.6
22	Bidar	0.54	22	0.64	20	0.54	13	0.39	25	0.55	22	0.68	4330.2	6199.1	-1868.95
23	Bellary	0.49	24	0.47	25	0.46	25	0.56	17	0.49	23	0.69	6079.6	6290.3	-210.683
24	Bijapur	0.51	23	0.57	24	0.34	27	0.35	27	0.48	24	0.69	6368.7	6290.3	78.47695
25	Koppal	0.47	25	0.43	26	0.51	20	0.42	23	0.46	25	0.7	4211.1	6381.4	-2170.35
26	Gulbarga	0.35	27	0.58	23	0.48	22	0.37	26	0.45	26	0.7	13075	6381.4	6693.585
27	Raichur	0.42	26	0.37	27	0.48	24	0.42	24	0.41	27	0.71	6791.4	6472.6	318.8314
	<b>Total</b>									16.52	378	13.73	125167	125167	0

- **ADOPTION OF EDUCATION DEVELOPMENT INDEX for Allocation of Budget for 2008-09/**

Table 28 gives the update on districts of the State in regard to Total EDI and districts EDI values. The districts are arranged as per their Total EDI values in a descending order. Their final rank is indicated in the adjoining column.

**Assumption :**

The following assumption has been adopted. There are inter-district imbalances in educational development in the State which is well known to the Planners and Administrators. The EDI values and ranks therein facilitates the arrangement of districts in a systematic way in regard to their degree of imbalance. The current matrix of allocations across the districts needs to be reversed to move towards inter-district parity. The position of districts as per Reverse Index values are given in the table. It may be used that the total of values of indexes of all districts is same whether it is in the existing order or Reverse order, viz : 16.53 (out of a possible total of 27 index value for 27 districts assuming a value of unity for each district)

The total allocation of Rs.1252.58 crores for the State is distributed across the 27 districts using Reverse Index Values. This is shown in the column under the heading 'Percentage allocation as per RIV'. Proposed Allocation as per the demand from 27 districts is shown in another column. The difference between the Demand from Districts and the EDI Expressed / RIV allocation is given in the last column (column 17).

**Inferences :**

- It may be noticed that the backward districts, at the lower end of column 17 have been allocated higher share is expected for them as per their EDI.
- Belgaum district receives a quite high share as it is entitled to 50 percent of civil works.
- Bangalore as a Metro City receives a higher share.
- Many of the districts in the higher EDI brackets receive lower shares as indicated by negative sign.

**Block wise EDI is given below:**

Sl. No	District	Taluk	Total Index	Final Rank	REVERSE INDEX	As per Total Allocation	Actual Allocation	Allocation as per district total and reverse index
1	Bagakot	HUNAGUND	0.63	112	0.37	363.832	491.013	457.971
2	Bagakot	BAGALKOT	0.62	124	0.38	369.889	342.894	470.788
3	Bagakot	JAMAKHANDI	0.62	128	0.38	371.724	719.400	473.462
4	Bagakot	BADAMI	0.58	146	0.42	377.162	537.300	515.358
5	Bagakot	MUDHOL	0.58	150	0.42	380.837	583.581	524.080
6	Bagakot	BILAGI	0.57	155	0.43	381.917	299.823	532.350
			0.60		2.41		2974.008	2974.008
7	Bangalore (R)	HOSAKOTE	0.73	4	0.27	214.083	208.750	203.157
8	Bangalore (R)	DEVANAHALLI	0.70	21	0.30	269.756	175.080	225.631
9	Bangalore (R)	DODDABALLAPURA	0.70	24	0.30	273.492	229.200	226.932
10	Bangalore (R)	RAMANAGARA	0.70	25	0.30	274.061	240.000	227.087
11	Bangalore (R)	NELAMANGALA	0.69	31	0.31	285.308	183.460	233.759
12	Bangalore (R)	CHANNAPATNA	0.69	38	0.31	297.906	247.160	237.920
13	Bangalore (R)	MAGADI	0.68	47	0.32	317.926	252.390	242.326
14	Bangalore (R)	KANAKAPURA	0.63	120	0.37	368.492	343.818	283.046
			0.69		2.48		1879.858	1879.858
15	Bangalore North (U)	NORTH-2	0.73	3	0.27	207.604	304.158	329.941
16	Bangalore North (U)	NORTH-1	0.72	6	0.28	228.613	263.582	344.467
17	Bangalore North (U)	NORTH-3	0.71	13	0.29	245.821	330.746	359.166
18	Bangalore North (U)	NORTH-4	0.69	27	0.31	276.020	374.248	377.722
19	Bangalore South (U)	SOUTH-1	0.77	1	0.23	201.232	504.858	278.605
20	Bangalore South (U)	SOUTH-3	0.70	20	0.30	269.141	406.541	366.351
21	Bangalore South (U)	SOUTH-2	0.69	35	0.31	295.611	336.798	386.793
22	Bangalore South (U)	SOUTH-4	0.68	51	0.32	322.981	359.512	398.050
23	Bangalore South (U)	ANEKAL	0.67	58	0.33	327.731	367.727	407.077
			0.71		2.62		3248.173	3248.173
24	Belgaum	BELGAUM CITY	0.65	86	0.35	352.041	360.832	332.951
25	Belgaum	KHANAPUR	0.65	87	0.35	352.166	365.732	333.149
26	Belgaum	BELGAUM RURAL	0.61	134	0.39	373.567	388.425	376.007
27	Belgaum	RAMDURG	0.59	144	0.41	377.133	402.859	392.632
28	Belgaum	BAILHONGAL	0.58	145	0.42	377.158	444.968	396.789
29	Belgaum	SOUNDATTI	0.58	149	0.42	379.086	436.314	401.661

			0.61		2.35		2399.130	2399.130
					5.73		5457.54	5457.54
30	Bellary	BELLARY-EAST	0.56	159	0.44	382.992	424.615	363.071
31	Bellary	KUDLIGI	0.55	161	0.45	383.319	465.245	370.811
32	Bellary	BELLARY-WEST	0.53	165	0.47	385.232	456.055	387.348
33	Bellary	HADAGALI	0.52	169	0.48	387.877	367.765	392.688
34	Bellary	HOSPET	0.50	173	0.50	389.374	471.535	412.008
35	Bellary	SANDUR	0.44	189	0.56	398.693	465.985	461.477
36	Bellary	SIRUGUPPA	0.44	191	0.56	399.936	444.415	463.912
37	Bellary	H.B.HALLI	0.37	200	0.63	412.164	275.545	519.844
			0.49		4.09		3371.159	3371.159
38	Bidar	HUMNABAD	0.59	142	0.41	376.426	460.050	399.734
39	Bidar	AURAD	0.57	156	0.43	381.960	446.273	422.312
40	Bidar	BHALKI	0.55	162	0.45	383.491	394.712	438.835
41	Bidar	BIDAR	0.54	164	0.46	384.477	497.705	449.254
42	Bidar	BASAVAKALYAN	0.53	166	0.47	385.278	368.595	457.199
			0.55		2.23		2167.335	2167.335
43	Bijapur	BIJAPUR CITY	0.56	160	0.44	383.162	226.453	452.544
44	Bijapur	MUDEBIHAL	0.49	175	0.51	390.312	525.453	519.322
45	Bijapur	SINDAGI	0.49	177	0.51	390.797	740.009	521.157
46	Bijapur	INDI	0.48	181	0.52	394.081	679.300	529.599
47	Bijapur	CHADCHAN	0.47	184	0.53	395.725	355.209	537.741
48	Bijapur	BASAVANA BAGEWADI	0.47	185	0.53	396.096	432.519	542.631
49	Bijapur	BIJAPUR RURAL	0.42	196	0.58	403.629	739.545	595.496
			0.48		3.61		3698.489	3698.489
50	Chamaraja nagar	YELANDUR	0.70	26	0.30	275.937	145.193	292.069
51	Chamaraja nagar	KOLLEGAL	0.67	62	0.33	331.576	211.214	316.730
52	Chamaraja nagar	CHAMARAJANA GAR	0.65	85	0.35	351.818	557.945	332.227
53	Chamaraja nagar	HANUR	0.64	101	0.36	359.557	395.973	345.315
54	Chamaraja nagar	GUNDLUPET	0.60	137	0.40	375.074	361.744	385.728
			0.65		1.74		1672.069	1672.069
55	Chikkaballapura	GOWRIBIDANUR	0.67	55	0.33	324.863	229.347	186.306
56	Chikkaballapura	CHINTAMANI	0.67	63	0.33	332.826	231.145	189.213
57	Chikkaballapura	SIDLAGATTA	0.64	100	0.36	359.408	161.985	205.665
58	Chikkaballapura	BAGEPALLY	0.64	107	0.36	362.262	223.846	208.421
59	Chikkaballapura	GUDIBANDA	0.61	133	0.39	373.400	107.997	225.081
60	Chikkaballapura	CHIKKABALLAP UR	0.59	138	0.41	375.638	160.190	232.122
			0.64		2.18		1114.512	1114.512
61	Chikkodi	GOKAK	0.65	84	0.35	351.811	291.732	328.683
62	Chikkodi	HUKKERI	0.64	103	0.36	359.715	567.293	343.113
63	Chikkodi	RAIBAG	0.62	126	0.38	371.299	554.690	363.480

64	Chikkodi	ATHANI	0.58	151	0.42	381.118	439.715	404.497
65	Chikkodi	KAGWAD	0.56	157	0.44	382.079	154.076	416.016
66	Chikkodi	CHIKKODI	0.55	163	0.45	384.120	368.596	429.616
67	Chikkodi	MUDALGI	0.53	168	0.47	386.364	443.261	451.216
68	Chikkodi	NIPPANI	0.49	178	0.51	393.276	239.049	487.732
			<b>0.58</b>		<b>3.39</b>		<b>3058.412</b>	<b>3058.412</b>
69	Chikmagalore	SRINGERI	0.71	16	0.29	262.178	103.272	273.446
70	Chikmagalore	KOPPA	0.69	37	0.31	297.772	176.788	292.429
71	Chikmagalore	KADUR	0.67	54	0.33	324.856	376.127	302.682
72	Chikmagalore	TARIKERE	0.66	80	0.34	348.936	430.048	318.410
73	Chikmagalore	BIRUR	0.65	90	0.35	353.396	389.959	326.703
74	Chikmagalore	MUDIGERE	0.64	97	0.36	358.310	370.081	332.708
75	Chikmagalore	CHIKMAGALUR	0.64	102	0.36	359.604	579.253	335.016
76	Chikmagalore	N.R.PURA	0.62	129	0.38	372.459	113.070	357.207
			<b>0.66</b>		<b>2.73</b>		<b>2538.600</b>	<b>2538.600</b>
77	Chitradurga	CHITRADURGA	0.68	43	0.32	313.585	307.284	289.222
78	Chitradurga	HOSADURGA	0.67	56	0.33	327.140	339.262	297.005
79	Chitradurga	MOLAKALMURU	0.66	82	0.34	350.519	256.837	312.823
80	Chitradurga	HOLALKERE	0.59	139	0.41	375.655	248.262	370.441
81	Chitradurga	CHALLAKERE	0.58	148	0.42	378.747	572.996	383.558
82	Chitradurga	HIRIYUR	0.52	171	0.48	387.992	369.035	440.627
			<b>0.62</b>		<b>2.30</b>		<b>2093.676</b>	<b>2093.676</b>
83	Dakshina Kannada	MOODABIDRE	0.68	40	0.32	308.358	106.455	155.433
84	Dakshina Kannada	PUTTUR	0.68	49	0.32	321.190	207.413	157.589
85	Dakshina Kannada	BELTHANGADY	0.67	57	0.33	327.418	216.737	161.516
86	Dakshina Kannada	BANTWAL	0.65	91	0.35	353.528	243.885	173.171
87	Dakshina Kannada	MANGALORE TALUK	0.63	110	0.37	363.375	197.374	181.783
88	Dakshina Kannada	SULLIA	0.63	118	0.37	367.272	128.397	183.674
89	Dakshina Kannada	MANGALORE CITY	0.62	121	0.38	368.577	97.714	184.810
			<b>0.65</b>		<b>2.44</b>		<b>1197.976</b>	<b>1197.976</b>
90	Darwad	HUBLI	0.69	32	0.31	289.595	217.751	223.972
91	Darwad	HDMC	0.68	42	0.32	309.176	412.869	229.991
92	Darwad	NAVALGUND	0.67	68	0.33	337.404	156.906	242.223
93	Darwad	DHARWAD	0.63	113	0.37	364.578	287.682	268.528
94	Darwad	KUNDAGOL	0.59	143	0.41	377.126	162.451	298.301
95	Darwad	KALGHATAGI	0.57	152	0.43	381.255	333.056	307.699
			<b>0.64</b>		<b>2.17</b>		<b>1570.714</b>	<b>1570.714</b>
96	Davanagere	DAVANGERE(SO UTH)	0.69	34	0.31	294.266	218.326	236.225
97	Davanagere	CHANNAGIRI	0.67	59	0.33	330.185	319.156	250.810
98	Davanagere	HARAPANAHALL I	0.66	74	0.34	346.154	357.196	257.154



99	Davanagere	HONNALI	0.64	98	0.36	358.856	262.156	272.817
100	Davanagere	HARIHARA	0.64	104	0.36	360.798	239.576	275.384
101	Davanagere	JAGALUR	0.60	135	0.40	373.821	243.846	304.739
102	Davanagere	DAVANGERE(NORTH)	0.58	147	0.42	378.352	275.546	318.672
			<b>0.64</b>		<b>2.51</b>		<b>1915.800</b>	<b>1915.800</b>
103	Gadag	GADAG CITY	0.66	77	0.34	347.389	132.283	184.878
104	Gadag	NARAGUND	0.65	92	0.35	353.844	151.057	192.278
105	Gadag	RON	0.62	122	0.38	368.818	325.087	206.461
106	Gadag	GADAG RURAL	0.62	130	0.38	372.928	223.306	209.502
107	Gadag	SHIRAHATTI	0.59	140	0.41	375.889	228.066	222.196
108	Gadag	MUNDARAGI	0.52	170	0.48	387.944	218.250	262.736
			<b>0.61</b>		<b>2.34</b>		<b>1278.049</b>	<b>1278.049</b>
109	Gulbarga	Chincholi	0.51	172	0.49	388.321	687.477	561.996
110	Gulbarga	Gulbarga North	0.50	174	0.50	390.050	749.798	575.296
111	Gulbarga	Gulbarga South	0.49	176	0.51	390.480	400.756	580.868
112	Gulbarga	Chittapur	0.49	180	0.51	393.851	935.263	587.680
113	Gulbarga	Aland	0.48	183	0.52	395.640	539.920	594.844
114	Gulbarga	Jewargi	0.47	186	0.53	396.687	544.415	606.925
115	Gulbarga	Afzalpur	0.43	192	0.57	400.028	572.086	649.128
			<b>0.48</b>		<b>3.64</b>		<b>4429.713</b>	<b>4429.713</b>
					<b>6.05</b>		<b>6901.75</b>	<b>6901.75</b>
116	Hasana	SAKALESH PURA	0.68	50	0.32	321.739	215.325	225.542
117	Hasana	BELUR	0.67	60	0.33	330.278	238.606	231.016
118	Hasana	ALUR	0.67	65	0.33	333.707	151.060	232.876
119	Hasana	ARASIKERE	0.66	70	0.34	340.629	277.987	235.675
120	Hasana	HOLENARASIPUR	0.66	71	0.34	341.027	263.852	236.080
121	Hasana	ARAKALAGUD	0.64	106	0.36	360.950	223.229	254.542

12	2	Hasana	HASSAN	0.63	108	0.37	362.636	290.879	258.930
12	3	Hasana	CHANNARAYAP ATNA	0.63	114	0.37	364.820	275.106	261.382
				<b>0.66</b>		<b>2.76</b>		<b>1936.043</b>	<b>1936.043</b>
12	4	Haveri	HIREKERUR	0.65	88	0.35	352.704	220.143	191.255
12	5	Haveri	BYADAGI	0.62	125	0.38	370.990	145.184	208.201
12	6	Haveri	HAVERI	0.61	132	0.39	373.076	226.561	214.585
12	7	Haveri	RANEBENNUR	0.57	153	0.43	381.505	254.818	233.324
12	8	Haveri	SAVANUR	0.57	154	0.43	381.654	154.852	233.856
12	9	Haveri	HANGAL	0.56	158	0.44	382.762	371.375	240.366
13	0	Haveri	SHIGGAON	0.53	167	0.47	385.748	207.233	258.577
				<b>0.59</b>		<b>2.89</b>		<b>1580.165</b>	<b>1580.165</b>
13	1	Kodagu	SOMWARPET	0.72	8	0.28	236.146	368.005	331.068
13	2	Kodagu	MADIKERI	0.71	10	0.29	239.014	336.265	334.737
13	3	Kodagu	VIRAJPET	0.66	73	0.34	345.913	355.289	393.755
				<b>0.70</b>		<b>0.90</b>		<b>1059.560</b>	<b>1059.560</b>
13	4	Kolar	BANGARPET	0.70	23	0.30	272.667	213.104	170.942
13	5	Kolar	KGF	0.68	45	0.32	314.490	202.483	182.222
13	6	Kolar	MULBAGAL	0.66	72	0.34	343.130	233.887	192.091
13	7	Kolar	MALUR	0.66	81	0.34	349.048	194.108	196.406
13	8	Kolar	SRINIVASPUR	0.65	94	0.35	354.763	225.863	202.443
13	9	Kolar	KOLAR	0.62	127	0.38	371.640	225.772	218.815
				<b>0.66</b>		<b>2.03</b>		<b>1295.217</b>	<b>1295.217</b>
						<b>4.22</b>		<b>2409.73</b>	<b>2409.73</b>
14	0	Koppal	GANGAVATI	0.49	179	0.51	393.390	850.841	490.282
14	1	Koppal	KUSTAGI	0.47	187	0.53	396.743	470.108	509.516
14	2	Koppal	KOPPAL	0.46	188	0.54	397.527	410.392	519.636
14	3	Koppal	YELBURGA	0.43	193	0.57	401.252	336.986	548.893

			0.46		2.17		2068.326	2068.326
14	Madhugiri	Madhugiri	0.71	15	0.29	256.224	288.095	293.031
14	Madhugiri	Koratagere	0.68	48	0.32	319.687	207.669	320.858
14	Madhugiri	Pavagada	0.65	93	0.35	353.982	449.979	353.915
14	Madhugiri	Sira	0.64	99	0.36	359.030	459.347	358.508
			0.67		1.32		1405.090	1405.090
14	Mandya	MALAVALLY	0.71	17	0.29	263.196	268.550	193.559
14	Mandya	PANDAVAPURA	0.68	41	0.32	308.381	193.480	209.019
15	Mandya	MADDUR	0.68	53	0.32	323.449	271.190	212.128
15	Mandya	MANDYA SOUTH	0.66	76	0.34	346.789	185.200	222.903
15	Mandya	MANDYA NORTH	0.65	95	0.35	354.800	167.230	233.453
15	Mandya	NAGAMANGALA	0.64	105	0.36	360.920	275.730	237.881
15	Mandya	SRIRANGAPATNA	0.63	109	0.37	362.883	159.900	242.676
15	Mandya	KRISHNARAJA PETE	0.63	116	0.37	365.289	276.060	245.719
			0.66		2.73		1797.340	1797.340
15	Mysore	MYSORE SOUTH	0.74	2	0.26	206.221	113.789	225.939
15	Mysore	H D KOTE	0.71	14	0.29	247.384	367.910	248.413
15	Mysore	NANJANGUD	0.70	19	0.30	266.837	330.793	252.932
15	Mysore	T NARASIPURA	0.70	22	0.30	271.304	240.779	255.435
16	Mysore	PERIYAPATNA	0.69	30	0.31	281.099	372.197	262.598
16	Mysore	K R NAGAR	0.69	33	0.31	291.031	228.543	264.776
16	Mysore	MYSORE NORTH	0.67	61	0.33	330.970	150.020	282.307
16	Mysore	MYSORE RURAL	0.66	78	0.34	347.598	219.223	290.580
16	Mysore	HUNSUR	0.64	96	0.36	357.006	363.590	303.866
			0.69		2.79		2386.845	2386.845
16	Raichur	LINGASUGUR	0.48	182	0.52	394.357	692.898	657.191

16	6	Raichur	MANVI	0.42	194	0.58	402.060	746.024	730.587
16	7	Raichur	SINDHANUR	0.42	195	0.58	403.013	817.002	732.799
16	8	Raichur	RAICHUR	0.38	199	0.62	411.045	673.878	782.430
16	9	Raichur	DEODURGA	0.36	202	0.64	435.462	784.545	811.340
				<b>0.41</b>		<b>2.94</b>		<b>3714.346</b>	<b>3714.346</b>
17	0	Shimoga	SHIKARIPUR	0.69	29	0.31	278.762	302.718	301.233
17	1	Shimoga	HOSANAGAR	0.68	44	0.32	314.451	271.534	313.605
17	2	Shimoga	SHIMOGA	0.67	67	0.33	335.949	490.175	327.820
17	3	Shimoga	THIRTHAHALLI	0.65	89	0.35	352.839	266.860	345.458
17	4	Shimoga	BHADRAVATHI	0.63	111	0.37	363.670	384.284	364.699
17	5	Shimoga	SORAB	0.63	115	0.37	365.040	303.167	366.697
17	6	Shimoga	SAGAR	0.63	119	0.37	367.924	369.036	368.263
				<b>0.65</b>		<b>2.42</b>		<b>2387.775</b>	<b>2387.775</b>
17	7	Tumkur	Turuvekere	0.72	5	0.28	215.959	208.978	277.067
17	8	Tumkur	Kunigal	0.71	12	0.29	245.724	305.908	288.736
17	9	Tumkur	Tiptur	0.69	36	0.31	295.745	249.906	314.030
18	0	Tumkur	Gubbi	0.68	52	0.32	323.182	315.439	322.284
18	1	Tumkur	Tumkur	0.66	69	0.34	339.996	446.155	335.745
18	2	Tumkur	Chikkanyakanaha Ili	0.66	75	0.34	346.480	271.726	339.029
				<b>0.69</b>		<b>1.87</b>		<b>1798.112</b>	<b>1798.112</b>
						<b>3.20</b>		<b>3203.20</b>	<b>3203.20</b>
18	3	Udupi	KARKALA	0.72	7	0.28	235.146	208.060	202.233
18	4	Udupi	KUNDAPURA	0.72	9	0.28	237.129	210.924	204.239
18	5	Udupi	BRAHMAVARA	0.71	11	0.29	242.425	218.288	206.835
18	6	Udupi	BYNDOOR	0.67	64	0.33	332.969	293.252	237.977

18 7	Udupi	UDUPI	0.67	66	0.33	335.930	159.481	238.720
			<b>0.70</b>		<b>1.52</b>		<b>1090.004</b>	<b>1090.004</b>
18 8	Uttara Kannada	YELLAPUR	0.70	18	0.30	264.154	211.989	226.856
18 9	Uttara Kannada	KARWAR	0.69	28	0.31	276.943	203.545	234.770
19 0	Uttara Kannada	SIRSI	0.68	39	0.32	302.362	404.619	242.754
19 1	Uttara Kannada	HALIYAL	0.68	46	0.32	316.384	283.583	246.035
19 2	Uttara Kannada	KUMTA	0.66	79	0.34	347.697	257.510	262.713
19 3	Uttara Kannada	BHATKAL	0.66	83	0.34	351.723	389.815	264.625
19 4	Uttara Kannada	HONNAVAR	0.63	117	0.37	365.406	275.091	287.134
19 5	Uttara Kannada	ANKOLA	0.62	123	0.38	369.586	223.102	291.382
19 6	Uttara Kannada	MUNDGOD	0.61	131	0.39	373.080	276.351	299.326
19 7	Uttara Kannada	SIDDAPUR	0.60	136	0.40	374.883	257.466	309.151
19 8	Uttara Kannada	JOIDA	0.59	141	0.41	376.350	196.811	315.135
			<b>0.65</b>		<b>3.88</b>		<b>2979.881</b>	<b>2979.881</b>
19 9	Yadgir	Yadagir	0.44	190	0.56	398.901	557.469	642.228
20 0	Yadgir	Shahapur	0.41	197	0.59	405.572	711.782	677.192
20 1	Yadgir	Sedam	0.38	198	0.62	406.482	501.569	702.904
20 2	Yadgir	Shorapur	0.37	201	0.63	413.459	701.219	722.689
			<b>0.40</b>		<b>2.40</b>		<b>2472.038</b>	<b>2472.038</b>
			<b>142.5</b>			<b>69745.9</b>	<b>68578.41</b>	<b>68578.41</b>
			<b>9</b>			<b>97</b>	<b>3</b>	<b>3</b>

## Chapter - 13

### PLAN OF ACTIVITIES FOR 2008-09

#### 1 New Schools

**PRIMARY SCHOOLS:** In the state altogether 313 new primary schools are proposed where the habitations having eligible population of schooling i.e., more than 10 children as per state norm. . It is proposed to provide TLM at a unit cost of Rs.20, 000 to all these new schools with two teachers for each school.

Table : 29

Sl.No	District	New schools	Up gradation of PS to UPS	Adding class VIII to UPS
		Phy	Phy	Phy
1	Bagalkot	26	9	0
2	Bangalore Rural	0	10	0
3	Bangalore Urban	14	0	0
4	Belgaum	33	114	0
5	Bellary	2	12	0
6	Bidar	20	74	0
7	Bijapur	42	0	0
8	Chamarajanagar	0	0	0
9	Chikballapura	0	0	0
10	Chickmagalore	2	2	0
11	Chitradurga	19	20	14
12	D.K	5	0	0
13	Davanagere	7	3	0
14	Dharwad	2	0	0
15	Gadag	0	0	0
16	Guibarga	50	75	25
17	Hassan	15	14	0
18	Haveri	20	0	0
19	Kodagu	3	0	0
20	Kolar	8	13	0
21	Koppal	11	34	14
22	Mandya	0	0	0
23	Mysore	0	0	0
24	Ramanagara	6	12	0
25	Raichur	0	46	48
26	Shimoga	5	6	0
27	Tumkur	16	2	0
28	Udupi	3	0	0
29	Uttarakannada	4	4	0
	<b>Total</b>	<b>313</b>	<b>450</b>	<b>101</b>

**UPPER PRIMARY SCHOOLS:** 450 Primary schools are proposed to be upgraded into upper primary schools where there are 20 students in V std and there is no upper primary schools with in the radius of 3 Kms. It was proposed to give one additional teacher to these schools and Teaching learning Material at a unit cost of Rs.50,000.

101 Upper primary schools are proposed to add class VIII where VII std enrolment is more than 30 and there is no Govt. or Aided High schools with in the radius of 3 Kms. It is also proposed to give 101 Trained Graduate Teacher for each school.

### New Teachers Salary (PS)

The below tables shows the proposed teachers for the 2008-09

2	New Teachers Salary (PS)	Phy	Fin
2.01	Primary Teachers (Regular)	626	300.480
2.02	Primary Teachers (Para)	0	0.000
2.03	Upper Primary Teachers (Regular)	450	216.000
2.04	Upper Primary Teachers (Para)	0	0.000
2.05	Upper Primary Teachers- Head Master	101	48.480
	<b>Additional Teachers Against PTR</b>	0	0.000
2.06	New Additional Teachers PS (Regular)	122	58.560
2.07	New Additional Teachers - PS (Para)	0	0.000
2.08	New Additional Teachers - UPS (Regular) TGT for Class VIII	186	89.280
2.09	New Additional Teachers - UPS (Para)	0	0.000
2.1	Teachers Under OBB	0	0.000
2.11	New others-Additional TGT (BA/B.Ed ) for Class VIII	0	0.000
	<b>Teachers Salary ( Recurring)</b>		<b>712.800</b>
2.12	Primary Teachers (Regular)	0	0.000
2.13	Primary Teachers (Para)	16234	18993.780
2.14	Upper Primary Teachers (Regular)	5564	8512.920
	<b>Sub Total</b>	<b>21798</b>	<b>29251.394</b>

### **3 Teachers Grant**

All the 227009 sanctioned post of teachers in Govt., Aided, Local bodies and other department schools are proposed to provide with teacher grant of Rs. 500 to every teacher. For the purpose it was proposed an amount of Rs.1135.045 is proposed. The primary teacher amount will be utilized to purchase Nali Kali kit. The amount utilized for this purpose will be Rs. 302.506. The remaining amount will be utilized by the upper primary teachers to prepare the teaching Learning Materials.

### **4 Block Resource Centre**

There are totally 196 Block Resource Centers under SSA out of which 20 Urban resource centers sanctioned during 2007-08 also includes. Salary for 522 resource persons is proposed under SSA and related other interventions also such as TLM grant, Contingency, TA/allowance also proposed. For all these activities an amount of Rs.1250.60 is proposed.

### **5 Cluster Resource Centres**

There are totally 2708 cluster resource centers are functioning in Karnataka. Out of which 264 CRCs are functioning for different minority languages such as Urdu, Tamil, Telugu and Marathi. Remaining 2444 centers cater for general teachers to orient them in class room transactions. For salary and other activities for 1616 resource centers an amount of Rs. 3158.484 is proposed. The remaining 1210 CRCs are getting salary from the state as they were sanctioned in DPEP.

The BRCs and CRCs are established as per the revised guidelines of Government of India and accordingly there are:

- BRCs: 202
- CRCs: 2708

Salary for the personnel of BRCs and CRCs working in former DPEP districts is paid out of State funds where as personnel working in other districts is paid out of SSA funds.

BRCs and CRCs are developed as resource centres. Training programmes and Workshops to teachers are conducted at BRC level. CRC organises monthly interactive sessions. Various pedagogical issues are discussed in these meetings.

Various training programmes are organized at the state level and at the block level to enhance the capacity of these functionaries.

Workshops on planning were organized at the Institute of Socio Economic Change for the BEOs and BRC coordinators.

Various teleconferencing programmes are also organized by DSERT to improve the capacity of the BRCs and BEOs.



## 6 Teachers Training

The training programs for the year 2008-09 are planned based on the "Reflective Teacher Trainer" Organization of in-service teacher training under SSA. The joint meeting of SPO, SSA and DSERT regarding planning of training programs was held in the month of January where, the review of the various training packages at the state was made and it was decided that the Trainings programs for the year 2008-09 are to be provided in the form of packages based on the feed back obtained in the planning process through DIETs. All teachers of the state are expected to be trained for 16 days of training under SSA.

The following are the various training programs proposed

- Induction Training for the newly recruited teachers
- Training of the In-service Teachers
- Training of the SDMC and CAC members
- Training for the Supervisory personnel
- Training for HMs of HPS schools
- Training for trained Graduate Teachers

Induction for the newly recruited teachers which includes

- Prerana of 15 days
  - New trends in education
  - Methodologies adopted in our schools
  - Activity based teaching learning process
  - Role of teacher and head teacher in development of school
  - Semester system in school.
  - NCF -2005
  - Management of Multi grade school
  - SSA - financial norms
  - Many more
- Chitanya for 7 days
  - Activity based teaching learning process in classes 1 to4.
  - Detail description of each step with examples and practical demonstration.
  - Importance Curricular and Co-curricular activities at primary stage.
  - Importance of TLM and preparation of low and no -cost TLM
  - Use of proper TLM in Proper time and situation
  - IMPORTANCE OF THEATER SKILLS IN EDUCATION
    - Use of TIE skills in teaching learning process.
- Gender training for 2 days
  - Cluster sharing meetings of 6 days
- In-service Teachers Training includes
  - Nali Kali training
    - Nail kali face to face for 8 days
    - Nali kali sitcom for 2 days

- Cluster sharing workshops for 6 days
- English training
  - English face to face for 3 days
  - English sitcom for 5 days
  - Gender training for 2 days
  - Cluster level sharing workshops for 6 days
- Training for HPS teachers
  - School based trainings for 6 days
  - Hindi training for 4 days
  - Cluster level sharing meetings
- Training for Trained Graduate teachers
  - Science content based for 5 days
  - Maths content based for 5 days
  - Block level sharing workshops for 6 days
- Training for Head Masters/mistress
  - Leadership training for 4 days
  - School development plan for 4 days
  - Account maintenance for 2 days
- Training for 1/3<sup>rd</sup> of High school teachers
  - Science content based training for 5 days
  - Maths content based for 5 days
  - English content based for 5 days
  - Social science content based for 5 days
  - Sharing workshop for science teachers 6 days
  - Sharing workshop for Arts teachers for 6 days
- Community Training
  - SDMC members training for 2 days( 14 members from every school)
  - CAC members training for 2 days( 6 members from every Gram Panchayat)

**School Based Training :** In the in-service trainings only two teachers are trained from each school. It is possible that in large schools, a number of teachers will go without any academic inputs. In order to overcome this problem, School Based Trainings have been suggested. Selected RPs will visit schools on a monthly basis and spend the whole day with a particular teacher. They will observe the classes of those teachers and interact with them, clarifying their doubts and guiding them to improve their performance. Each RP will cover about 15 schools in a month. 6 days of School Based training has been proposed.

**School Based Training :**

Main intention of this training programme is to conduct the training in the real classroom situation. The process is –

- A group consisting of 3 Resource Persons visits the school on scheduled dates in order to orient the classroom teacher by giving them suggestions to build their capacity in content, methodology and Teaching learning activities.
- Higher primary schools were selected in the 1<sup>st</sup> year of implementation.

- Resource Persons were subject experts of the local areas at the block level. (Retd. High school teachers, lecturers, primary school teachers)
- Subjects of priority were – English, Maths and Science
- As per the plan each group is entrusted with 15-20 schools and all these schools are visited once in a month.
- Observation is made and feed back with regard to the improvement of the class room transaction is given on the same day by the respective RPs.
- Any classroom academic problem will be solved through when RPs discuss with classroom teachers.

This method helps avoiding teacher absenteeism due to deputation to training programmes. Periodical review of the capacity and quality of the teacher can be up scaled on a need based programmes.

Gender Training: involves the following:

- Difference between feminism and gender awareness process.
- Importance of gender related knowledge in teachers.
- How to teach gender related issues within curricular activities and co-curricular activities .
- To give knowledge about gender related rules and law which helps to teacher,
- To protect themselves and to give these knowledge to our children.

Cluster level sharing workshops:

It is proposed that 1 day of training for SDMC and CAC is carried on in the month of June and 1 day of training is carried on in the second semester.

- o (Cluster level sharing workshops are very useful which gives ample Opportunities to the teachers)
  - To discuss their problems and achievements in the classroom process.
  - To display the TLMs prepared by them.
  - To explain their success stories
  - CRP can arrange talk or demonstration lesson from Resource persons.
  - Teachers can discuss regarding the methods of evaluation
  - CRPs can review the progress of any program. Eg. Kalika andolana
  - They can discuss causes for failure of progress in KSQAO examination
  - Etc.

Therefore, this year department has decided to conduct 6 cluster level sharing workshops which are as follows:

Sl. No	Month	Subject	Reason for selection	To whom
1	July 08	Slow learning Difficulty & CWSN	To help teachers to identify this type of children in their school	To all teachers
2	Aug 08	ADEPTS (need to change)	To help teachers to identify their level and plan to achieve good skills	To all teachers
3	Sept 08	Evaluation	Preparation of Blueprint and question paper	To all teachers
4	Nov 08	Remedial teaching	To help them to teach who are at C grade.	To all teachers
5	Dec 08	need to identify		
6	Jan 09	Nali-Kali (need to change)	To help them to understand the methodology	To all teachers

Community Training: Empowering of SDMC and CAC members would bring about the transformation of functioning of schools towards quality. it also helps in effective implementation of SSA programs. And the main objective is that through this, the objective of ensuring community participation in the educational process is taken care.

## ENGLISH TRAINING

From the year 2007-08 Government of Karnataka has introduced English from class 1 to 4 as a language. There fore, SSA and DSERT plan to reinforce English training. Department plans to give 6 days English training to all teachers of LPS and 2 teachers of HPS schools .

### English Face to face:

Karnataka has introduced English in class 1-4 from 2007-08. However, it has not been made a subject of study for examinations. The basic focus is to make the learning of a new language as natural a process as possible. Providing exposure to the spoken language and equipping students with necessary vocabulary to empower them to initiate communication using English have been aimed at. For this, teacher resource books and student activity books have also been prepared and supplied to schools. Since this is an entirely new task, it was felt that teachers would need a lot of support to implement the programme in schools. The guidelines issued by DSERT for designing State Curriculum Framework emphasises the need to equip teachers of English with appropriate communicative skills, TLM and methodology for making teaching of English more effective at all levels. It may also be noted that the classroom processes suggested for 1-4 English are entirely different from the methodology suggested for teaching English in class V and above. The RIE, Bangalore under whose leadership the curriculum and the Resource Books were prepared also provided the initial training through 3 day tele-mode and 3 day face to face mode transactions. However, even after all these inputs, it was felt that the programme was a non-starter in quite a number of schools across the state. Then, an ongoing facilitation programme through teleconferencing was thought of on a monthly basis. The programme planned for the teachers of LPS schools to begin

with was extended to the 1-4 teachers of HPS schools too. The on going facilitation has helped the department enrol teachers to this programme. Quite a number of doubts of teachers have been cleared and the classroom strategies have got more focused. However, there were a few issues that could not be directly addressed in the tele-mode training.

### **Training for teachers to handle children with special need :**

For the year 2008-09, 132297 CWSN are identified and various activities are proposed for them under IED component. The training of teachers to handle CWSN which was proposed under the IED component for the year 2007-08 has been now proposed (2008-09) under the training component. To cover all the teachers under this training 'one Man day has been added to already insisting '16 Man days'. Hence total 17 man days of training is proposed for the year 2008-09 under the training component.

### **The Need**

One of the issues that consistently found a place in all the teleconferences was that of spoken English. Many teachers felt that they needed more inputs regarding spoken English. A face to face training in spoken English was a regular demand of the teachers in all the teleconferences. Also, quite a number of problems were reported during the tele-interactions regarding the management of new words that appear in the stories. These demands of the teachers reflect growing awareness of their needs and a commitment to their profession. Now that the 1-4 English Resource Books have been tried out for the past 8 months, the proficiency levels that the Resource Books ask from the teachers have also been clear. So interacting with teachers in the face to face mode, especially to give them inputs regarding spoken English has become the need of the hour. Hence a 3-day course in spoken English and vocabulary development has been proposed.

### **The Objectives**

1. To introduce teachers to different language forms and their functions in different communicative situations
2. To sensitise the teachers to the way tonal variations in speech affect communication
3. To provide them practise in reading a text with proper intonation
4. To develop awareness in them about the possibilities of asking questions in classroom interactions
5. To give them extensive practise in framing different types of questions
6. To orient them in providing learning-experiences to children through activity based strategies
7. To help teachers manage new words by helping them in the following areas:
  - i. guessing meanings of new words from the contexts/referring to a dictionary
  - ii. inflections and their bearing on meaning
  - iii. tense forms
  - iv. word stress

8. To help teachers develop strategies of learning English in their own life situations

### **Major Strategies**

The proposed three day package would provide for a number of activities to make learning experiential even for the teachers. The total training programme would have a cascade model. The state team would train the MRPs from different districts and the MRPs would train the block level RPs in their respective districts. Finally the teacher training would be taken up at block levels through out the state during summer holidays.

Depending on the response of teachers in the training, further on going facilitation through teleconferences in the year 2008-09 would be planned.

### **Nali – Kali :**

As this methodology suits multigrade and multilevel situation, supports the retention of children and helps the achievement of children, **The government of Karnataka intended to introduce Nalikai in all the Kannada medium government schools at class 1 and 2 from 2009-10.it is proposed the following preparatory activities are to be conducted in 2008-09.**

- Conducting of workshop to revise the material which includes mainly the artwork (The existing cards are of single colour and it is planned to change it to multi colour).
- Printing and supply of revised learning materials to all Kannada medium schools numbering 45000. The materials should be available to teachers at the time of training which will be conducted in the month of April-May2009.
- Supply of Mathematics and language kit to 13691 schools where Nalikai is adopted.
- Supply of child portfolio to 15,00,000 children of Class I and II .

The costing for the above activities is as follows-

#### **I Conducting workshop to revise the material:-**

The existing learning cards are of single colour. To make the cards attractive for the children it is essential to make these cards multi colour. The artwork for Kannada, Mathematics and EVS subjects of class 1 and 2 are to be taken up and 5 workshops (8days each) are to be conducted. No .of participants 30

Unit cost- 3.2 lakhs Total cost-16 lakhs

## II. Printing and supply of materials.

The government of Karnataka intended to introduce Nalikali in all the Kannada medium government schools of the state from 2009-10. The state will provide the budget for workbooks and child portfolios and SSA will provide learning materials. The learning materials are to be printed and supplied to the schools before training.

Hence the AWP&B 2008-09 proposing the budget for the learning materials to be printed and supplied. before the training. The materials to be supplied is shown in the following table with unit cost.

## II. Printing and supply of materials

sl.no	Particulars	Std	Pages	Rate per page	No. of copies	total cost
1	Kannada Cards	I	208	3	45000	28080000
2	Kannada Situational Cards	I	17	3	45000	2295000
3	Kannada Ladder	I	1	7	45000	315000
4	Readers	I	430pages(50 books)	0.7	45000	13545000
5	Plate cards	I	5	3	45000	675000
6	Base cards	I	9	3	45000	1215000
7	strip cards	I	16	3	45000	2160000
8	Pragathi nota	I	23	0.4	45000	414000
9	Teachers Manual-Kannada	I	72	0.15	90000	972000
10	Mathematics Cards	I	190	3	45000	25650000
11	Mathematics Ladder	I	1	7	45000	315000
12	Plate cards	I	5	3	45000	675000
13	Pragathi nota	I	18	0.4	45000	324000
14	Teachers Manual-Mathematics	I	48	0.15	90000	648000
15	EVS Cards	I	221	3	45000	29835000
16	EVS Ladder	I	1	7	45000	315000
17	Pragathi nota	I	6	0.4	45000	108000
18	Teachers Manual-EVS	I	40	0.15	90000	540000
19	Kannada Cards	II	212	3	45000	28620000
20	Kannada Situational Cards	II	8	3	45000	1080000
21	Kannada Ladder	II	1	7	45000	315000
22	Readers	II	528Pages (50books)	0.9	45000	21384000

23	Teachers Manual- Kannada	II	68	0.15	90000	918000
24	Pragathi nota	II	25	0.4	45000	450000
25	Mathematics Cards	II	162	3	45000	21870000
26	Mathematics Ladder	II	1	7	45000	315000
27	Pragathi nota	II	22	0.4	45000	396000
28	Teachers Manual- Mathematics	II	52	0.15	90000	702000
29	EVS Cards	II	183	3	45000	24705000
30	EVS Ladder	II	1	7	45000	315000
31	Teachers Manual-EVS	II	40	0.15	90000	540000
32	Pragathi nota	II	7	0.4	45000	126000
<b>Total</b>				<b>82.9</b>		<b>209817000</b>

The unit cost for the class 1 will be Rs 2374.80/- and for class 2 will be Rs 2236.80. It is proposed to provide the budget for 40000 sets including kannada medium schools, BRCs and DIETs. This activity is proposing under learning enhancement programme and shortfall from primary Teachers grant .

### III. Supply of Mathematics and language kit:-

The supply of kits to schools will support the teacher in classroom transaction and promotes the achievement of children in learning of mathematics and language. It is planned to provide the kit to 14000 schools where Nalikali is implemented from 2006-07 and sustained in 2008-09 and to remaining 30000 schools in 2009-10. Unit cost is Rs 3614. Total cost-505 lakhs

Sl. No	Particulars	No. of Sets	No. of Pieces	Colours	Size	Material	Thickness	Unit cost Rs.	Total cost Rs.
1	Wisdom Box (Square, Rectangle, Triangle, circle)	each 3	36	3	2 "x 2"	Soft Rubber	1 mm	36	504000
2	Beads with boxes	100	100	4	Kabuli Chenna size	Plastic		60	840000



3	0 to 99 Flash Cards	6		6	3 x 3 cms	Soft Rubber	0.5 cms	800	840000
4	Tortoise Puzzle	1	1	Single	18 cm x 25 cm	Plastic	0.5 cms	100	140000
5	+, -, = Symbols Flash Cards	30	90	3	3 x 3 cms	Soft Rubber	0.5 cms	90	1260000
6	Seethafal	1	1	Single	18 x 25 cms	Plastic	0.5 cms	100	140000
7	Taranath	1	1	Single	18 x 25 cms	Plastic	0.5 cms	100	140000
8	Gunithakshi	1	1	Single	18 x 25 cms	Plastic	0.5 cms	100	140000
9	Models – Triangle, Rectangle, Square, Circle (3 dimensional – Real Solid shapes)	6	24	6	3 sizes 2"x2" 3"x3" 4"x4"	Plastic	1 mm	720	1008000
10	Models of Coins & Currencies Coins: 25 p., 10 p., 50p., Re.1, 2, 5. Notes: Rs.1, 2, 5, 10, 20, 50, 100,	5	30	Single		Plastic		130	1820000
		5	35	Single		Laminated Paper			
11	Bundle of Sticks –100 Sticks	1	250	5	3 cms long	Plastic	Refill thickness	300	4200000
12	Bundle of Sticks each 100 in one bundle	50	50	5	3 cms long	plastic	Refill thickness		
13	< , > Symbol Flash Cards	25	50	Single	3" x 3"	Soft Rubber	0.5 cm	50	700000
14	Dices (6 faces) Square type	15	15	3	2cms x 2 cms x 2cms	Plastic	2 cms	60	840000
15	Kannada Letters								
	Flash Cards								

	Ra, ga, sa Da,	15	75	Sing le	2.5 cms x 2.5 cms	Soft Rubb er	0.5 cms	75	1050000
16	Ja, Va, Ma, Ba, Na	15	75	Sing le	2.5 cms x 2.5 cms	Soft Rubb er	0.5 cms	75	1050000
17	Pa, Ya, Vi, Da, Ta, Cha	10	60	Sing le	2.5 cms x 2.5 cms	Soft Rubb er	0.5 cms	60	840000
18	La, Sha, Eu,Ka	10	50	Sing le	2.5 cms x 2.5 cms	Soft Rubb er	0.5 cms	50	700000
19	Ea, E, Aa, Tha, La	10	50	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	50	700000
20	O,Au,Ha,Sha	10	40	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	40	560000
21	I,Ru,Na,Cha,O	6	30	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	30	420000
22	Dha,Tha,Da,B ha	6	24	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	24	336000
23	Ta, Ga, Pa, Ja, Ka	6	30	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	30	420000
24	Am,Aha,----- -	6	24	Sing le	3 cms x 3 cms	Soft Rubb er	0.5 cms	24	336000
25	Kannada Alphabets: 3Ds -49 letters	2	98 piec es	2	6 cms x 6 cms	Plasti c	1 cm	490	6860000
26	Numbers 0 - 9	2	20 Piec es	2	6 cms x 6 cms	Plasti c	1 cm	100	1400000
27	Letter game board	1	1	1	21 cms x 21 cms	Plasti c	0.5 cms	120	1680000
	<b>Total</b>							<b>3614</b>	<b>5059600 0</b>

**Particulars of schools proposed for supply of Maths kit and Learning materials**

Sl no	Name of the District	No of schools to which Mathematics cum Language kit to be supplied	No of Schools to which Learning materials to be supplied
1	Bagalkote	101	1093
2	Bangalore rural	914	2407
3	Bangalore north	0	483
4	Bangalore south	203	823
5	Belgaum	389	902
6	Bellary	87	1194
7	Bidar	42	766
8	Bijapur	138	1390
9	ChamarajaNagar	134	756
10	Chikballapur	0	1496
11	Chikkodi	0	1218
12	Chikmagalur	747	1426
13	Chitrdurga	849	1552
14	Dakshina kannada	92	938
15	Davanagere	409	1257
16	Dharvad	51	631
17	Gadag	26	530
18	Gulbarga	109	1198
19	Hasan	1360	2452
20	Haveri	98	915
21	Kodagu	74	394
22	Kolar	1089	1667
23	Koppal	45	870
24	Madugiri	0	1221
25	Mandya	520	1799
26	Mysore	1795	1807
27	Raichoor	845	1168
28	Shimoga	520	1753
29	Tumkur	2062	2124
30	Udupi	89	614
31	UttaraKannada	903	1933
32	Yadagiri	0	943
	<b>Total</b>	<b>13691</b>	<b>39720</b>

### Total Budget Estimate

Activity	Unit cost in Lakhs	Physical unit	Amount in Lakhs	Head of Account
Conducting workshop to review material	3.2	150	16.00	Learning enhancement programme
Printing and supply of material	0.04611	40000	1844.64	Learning enhancement programme
Supply of Mathematics and Language Kit	0.036	14000	505.96	Learning enhancement programme and Teacher grant of primary school teachers
<b>Total</b>			<b>2366.60</b>	

#### **ADEPTS:**

#### **Progress Over View:**

The state team attended the regional workshops identified the performance standards suitable to the state and those standards are further presented to field functionaries of the state and refined through workshops

## State level workshops

2 days state level workshop was organized during November 2007 by the state office to DIET principals and nodal officers of KSQAO to revise the performance standards identified at the national level workshop.

National co-ordinator of this programme Mr.subeer was participated in this workshop as a resource person. In the workshop the participants discussed in detail and selected the standards for the state. It is decided to invite the grass root level functionaries to discuss the standards identified and the present levels .it is also decided to initiate the activity in schools, BRC and CRC for the year 2007-08 .

Based on the decisions taken in the 1<sup>st</sup> workshop the follow up workshop for field functionaries like Head Teachers, Teachers, BRCs, CRCs, DIET lecturers was organized in the month of December 2007. After examining the tool with minimum revision the group translated the tool in to the regional language and agreed to conduct sample studies in their area. The CRCs and headmasters participated in this workshop have initiated this activity in their BRC, cluster and school.

The team has selected the following 10 major performance standards for schools,BRC and CRC

10 major Performance Standards identified for <b>School teachers</b> for 2007 - 08	10 major Performance Standards identified for <b>CRC personnel</b> for 2007 - 08	10 major Performance Standards identified for <b>BRC personnel</b> for 2007 - 08
Creates congenial Teaching learning environment with participation of all	Recognising teachers in different ways	Involving key institutional stakeholders from planning to implementation
Improves barrier free environment	Documenting views/ experiences of stakeholders, giving importance	Implement a team approach of working on block level problems
Knows family background,Socio economic conditions,linguistic background of children	Identify needs/gaps and prioritize ares for training and cluster level activities,according to levels at which schools are performing	Analysing existing situation in reality for planning capacity building programmes
Teacher possesses and utilize good understanding	Develops in self and others institutional	Aware of the current status of block in UEE,

of syllabi	vision/goals in consultation with all	clear understanding and plan for increasing enrolment, access, retention and quality education
Prepare for lessons before conducting/transacting in the class	Sets short term objectives for each school with time line	Maintains database of Resource persons, HMs, Teachers and others
Uses TLM well-identifies TLM from environment/multiple, simple to make	Arrange for visits of teachers to each others school to observe good practices helping them to reflect	Update knowledge through regular use of all available sources, including multimedia, reflects in meetings with CRCs and teachers
The teacher plans ,designs and implements the lesson according to clear goals/objectives	Resource center: Data,TLM,TSM,Print resources,Community resource	Monitoring performance of clusters, providing platform for sharing best practices, eliciting appropriate feedback
Teacher plans and teaches according to student profile developed by him thus a different approach is visible	School Visit: Models the pedagogy in actual classroom,shows it can be done , discusses/addresses issues boosts teachers Confidence,shares good practices observed in other schools, facilitates interaction among teachers in the school.	Develops strategy to grade clusters and motivate them to reach a higher level
Has awareness of different learner oriented teaching learning processes	Assess teacher performance in terms of different levels	Use assessment/monitoring to rapidly know what is

		needed
Teacher incorporates adequate understanding of content in to teaching learning processes.	Extension of material or reference support to teachers	Categorization of aims/objectives in to short and long term targets,that are concrete,observable,and achievable,timebound,

These standards also discussed in the DIET principals meeting. As training could not be given to all the headmasters and teachers this activity is not initiated in all the schools for the year 2007-08. The process requires 2 days workshop to the resource persons at all the levels and one day training to all teachers and Head Teachers. The state policy is not to utilize the teachers service during working days it is planned to provide training during summer holidays and initiate this activity from the year 2008-09 along with other standards like trainers and Head teachers.

#### **Plan of activities-2008-09**

The AWP&B 2008-09 proposes to continue with the standards identified in the previous year

In addition the plan proposes to initiate the activity of assessing the performance standards of the trainers and identifying the strategies to improve upon at all the levels. The activities proposed in this regard are

#### **Schools and Head Teachers**

- One day training to all the teachers as a part of 20 days training regarding the need for the standards and to the strategy to be followed by April-may 2008 ( DIET and BRCs will plan for this programme)
- Supply of exhaustive list of standards to all the institutions in April-2008(DYPC)
- Preparation of the school level plan and implementation in all the government schools(June 2008)
- Monitoring of schools June to october08 (DIET,BRC,AEO and CRC)
- Sample cross study in the month of November and sharing in Decembers teachers sharing workshop

#### **BEOs ,BRC and CRC**

- 1day training to AEOs and CRCs by BRCs
- Sharing workshops of AEOS and CRPs
- Preparation of the plan
- Cross visits after 5 months
- Sharing the findings and re-planning

- Final sharing before the next AWP&B 2009-10

**Role OF State and district level functionaries**

- Training to BRCs and BRPs –DPO and DIETs
- Supplying the printed tools to all the schools and other institutions-DPO
- Organising the cross visits – DPO and DIET
- Monthly sharing workshops of BRC and BRPs - DPO and DIETs
- Quarterly sharing workshop of AEOs- DSERT and SPO
- Organising quarterly sharing Meeting of Nodal officers of KSQAO to review the findings- DSERT and SPO
- Modification of training modules,strategies as per the findings shared in quarterly sharing workshops- DSERT ,SPO and DIETs
- By-annually sharing workshop of DYPCs - DSERT ,SPO and DIETs

**Funding for this Programme:**

The funds for this programme is proposed from

- Teachers training for teacher training
- REMS for cross visits and Management cost. All the training programmes related to teachers is budgeted under teachers training .Training of supervisory staff and cross visits is being met under REMS.The supply of formats and creating database is planned under management cost.

Budget for the Cross visits and Sharing meetings : It is proposed to conduct cross study visits at school ,BRC,CRC and DIET. The budget proposed has to be met under LEP or REMS.

School visits: 10000 teachers @ of Rs 100/-	Rs 10.00 Lakhs
2684 CRCs @ of Rs 400/-	Rs 10.73 Lakhs
200 BRCs @ of Rs 3000/-	Rs 6.00 Lakhs
27 DIETs @ of Rs 5000/-	Rs 1.35 Lakhs
<b>Total</b>	<b>Rs 28.08 Lakhs</b>

In addition to this The module preparation and Resource support will be provided by UNICEF.



## **SIEMAT :**

### **A Plan for SIEMAT 2008-09 :**

Plan of activities are classified under Physical and Academic sections.

#### **Physical Section :**

- The design of the building and construction of work thereon will be taken up immediately after the AWP&B 2008-09 is approved.
- The design is proposed to facilitate the progressive realization of all the objects and functions of the SIEMAT in a phased way.
- The construction activity will include the setting up of hostel facility along with boarding as SIEMAT is conceived to be a residential institution.

#### **Academic Section :**

- The programme of activities will be finalized through a participatory mode and approval for the same will be taken from the Academic Committee and Executive Committee of SIEMAT.
- The preparation of Modules of training will be taken up immediately.
- The SIEMAT activities will not wait for the construction of buildings. The academic programmes shall begin in a phased way using the existing facilities of DIET, Dharwad.
- A Software incorporating all the details of service including the current positions held, of all the administrative officers of the State will be developed so as to maintain a roster of capacity building programmes.
- Short duration field studies and work shops would be initiated to generate information regarding need assessment of capacity building and other activities of SIEMAT. The needs will be prioritised and the programmes will be taken up as per this need assessment.
- Initiatives will be taken up to develop training cum research library of the SIEMAT.

## 7. Interventions for out of School Children

### OOSC Plan of activities 2008-09

#### Identification of OOSC Children

Out of School children are identified through children censuses conducted on Jan 21, 22, & 23, 2008. Accordingly there are 72365 children are still out of school. Following table shows the OOSC of 7-13+ years as per the flash figures received by the district through manual counting.

7 – 13 + years								
Drop out Children			Never Enrolled			Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male
22442	23140	45582	14069	12714	26783	36511	35854	72365

#### 01. Strategies Proposed during 2008-09

- This year it is proposed to retain the strategies of previous years. Viz – 12 RBC, 12 NRBC; 06 SRBC; 2 months chinnara Angala; Tent Schools, HBE; Mobile School, NCLP.
- It is proposed to extend the OOSC interventional strategies for children of different OOSC Strategies in the previous year to check the potential drop outs . If these children are not provided with OOSC intervention there are chances that they will become OOSC once again. For instance - pupils come under transportation, Madarasa, Asha Kirana, Tent, Mobile, HBE, NCLP Schools must be given schooling facilities.
- The number of OOSC in these years has come to a Static level as could be seen from the following Table.

Year	2005-06	2006-07	2007-08	2008-09
No. of OOSC	1,05,037	75,825	93,276	72,365

It guides us to concentrate on the strategies which help the children to retain in the

system. Hence 2 new strategies have been proposed this year.

- ✓ Sibling Care
- ✓ Award to Gram Panchayath and SDMC

- Sibling Care is one of the reason for many children who do away from schools especially girl children. The percentage of OOSC of sibling care amounts to 6-7%. This figure is noticed by child census. But there are many cases go unnoticed because of parameters adopted to count a child as drop out. Continuous

absence of one month or more is taken as drop out. But Frequent absenteeism has not been covered, which has an adverse effect on learning. It is proposed to cover at least 10 % of the total number of OOSC enumerated in the 2008 child censuses.

To establish a centre at least 5 OOSC of this reason must be found to have a sibling care center. The center may be attached to the Anganawadi or a separate centre will be established in the School. Rupees 3000/ OOSC for 10 months is proposed. The amount will be utilised to give remuneration to the Anganawadi worker or EVs; Ayah and providing snacks in the afternoon; because Anganawadi provide noon meal around 12.30 P.M.

(ii) The PRI institutions (G.P) and community institution (SDMC) have a vital role to play in arresting the drop- out problem. In order to support their venture and recognizing the service- it is proposed to provide awards of rupees 500/- and 200/- (Per child) for G.Ps and SDMCs for the good work; they render. The award in th form of cash will be given to G.P and SDMCs if they make an OOSC to attend the school and secure at least 75% of attendance. The G.Ps and SDMC may use the amount for the Educational Purpose of Schools.

d ) Few strategies like 2 months chinnara Angala and Ashakirana have slight modifications.

It is felt need that the content of the chinnara angala must be modified to attract the OOSC to these centers and to ensure learning in a relaxed environment. The elements of summer camps such as, cultural activities; Quiz; story telling, mono-acting; Drama practising etc; are introduced. The residential chinnara angala will be having almost equal proportion of time for learning and the above said activities . in NRBC less weitage is given for co-curricular activity.

This time Ashakirana under RBC as in the previous year run for the school going poor children and are about to discontinue their studies because of acute poverty. In order to support them Ashakirana Kendras will be run this year also.

The Executive Committee meeting on 14.02.2008 has suggested to assess the pupils at the entry and exit level in all bridge courses. It is being practised in all the Bridge Course. This will be revigorated by issuing circulars orientation and monitoring.

e) The unit cost for all the NRBC strategies has been proposed from Rs 3000 to 6000. The field level officers gave feed back that the amount paid to volunteer is very less – so also with assistants. Besides these children belong to marginalized sections of the society. They need extra care and precaution. In addition to the MMS (in few strategies like feeder school tent school etc.) they need sncks at the end of the

day. By this-attendance will be improved and it is an added advantage to them. Hence Rs. 6000/- has been proposed as unit cost for all non residential types of OOSC strategies.

f) Help Line

The executive members have felt that the help line is needed for the public to intimate problems that are encountered in the field relating to students absenteeism out of school children, child labor teachers absenteeism problems surfaced in the mid day meals operation etc., Since the women and child welfare department has already child help line, this could be used for this purpose. Advertisement and other expenses would be borne under the management expenses of the state. By this it has been expected that the problem of OOSC children could be tackled to a little extent.

g. Appointment of consultants to block district and State level to look after the OOSC intervention.

As delineated in the preceding paragraphs the number of out of school children remains almost static. This might be because of lack of awareness. More counseling is required for the parents and also the OOSC.

Our field functionaries are working under an umbrella of responsibilities find little time to look in to the out of school children problems. So the executive committee has suggested to have consultants at various level where the incidence of OOSC is high.

About 59 consultants are needed. One consultant having a master degree preferably in social work and experience would be out sourced to look after every 1000 OOSC. Similarly a district consultant will be out sourced for every 06 block level consultants. One State level consultant will be out sourced to look into the activities of OOSC.

1.5 percent of the total financial out lay of OOSC intervention will be utilized to meet the expenditure under this activity.

## **h. Students Unique Numbering System (SUNS) for Student Tracking System (STRACKS) Project**

### **Preamble:-**

More than 80 lakh children are studying in the State from I standard to VIII standard. Out of these children, about seventy two thousand children are out of school children. In spite of many efforts and initiatives of SSA, it is still hard to reach 100% retention. Student low attendance is another worrying factor. In addition to this the achievement of the children is also not up to the satisfaction level of the department. In this juncture, even though the department is having many databases

like DISE, EMIS the particulars relating to the each child is not there. Even though we know seventy two thousand children are out of school, it is difficult to track each child's enrolment, attendance and achievement.

Hence SSA - Karnataka has thought of introducing **SUNS for STRACKS** project.

**Details:-**

1. Under this project, each child will be codified by allotting a student unique number (SUN) to the child based on various parameters of the student at the time of admission to I standard by all schools whether government or aided or unaided or any type of school. The SUN follows the student wherever she / he get admitted. Any discontinuing in the SUN will be reflected in the software and gives an alarm to take necessary steps immediately.
2. At present, the State is having the data of each child which was collected during the children census.
3. SUN will be allotted to each child by using the database of child census.
4. The left out children will be given SUN
5. Once the SUN is allotted to each child by using software, periodical data entry will be done. The details like children's attendance and achievement will be entered. All these information will be in Website. Anybody can take any report like each child's enrollment, attendance and achievement.
6. It is proposed to undertake the project on pilot basis in 3 blocks of 3 districts of the state.
7. It is planned to give a photo identity card with SUN to each child.

**Stages:-**

SL.NO	ACTIVITY	TIME	BUDGET IN LAKH
1	Development of software for SUN project	Feb - March 2008	8.00
2	Implementation of SUN project on pilot in 3 blocks	June - Aug 2008	10.00
3	Up scaling to whole state	Sep - March 2008	190.00
		<b>Total</b>	<b>208.00 lakhs</b>

**Finance:-**

The expenditure would be incurred under Out of School Intervention. It is planned to spend 2% of the total financial outlay of OOSC intervention.

2. The ongoing table shows the plan of covering OOSC and potential drop out from the school ladder.

Strategy	OOSC (as per child censuses 2008) proposed to cover	To arrest the potential drop outs		Total
		Continuing from previous year OOSC Strategies	To Check the Drop out	
1) 12 NRBC				
✓ Feeder School	460	644		1104
✓ Transporation	571	8862		9433
✓ Madarasa	2032	3545		5577
✓ 12 NRBC	1910	00		1910
	<b>4973</b>	<b>13051</b>		<b>18024</b>
2) 12 RBC				
✓ Ashakirana		6457	Fresh 24570	31027
✓ 12 RBC	15202	00		15202
	<b>15202</b>	<b>6457</b>	<b>24570</b>	<b>46229</b>
3) Tent School	5065	4086	00	9151
4) Mobile School	500	529	00	1029
5) HBE	2606	12946	00	15552
6) NCLP	2774	600	00	3374
7) KGBV	731	00	00	731
8) Spl. Enri. Drive	9807	00	00	9807
9) 2 months achinnara Angala (RBC)	15259	00	00	15259
10) 2 months chinnara Angala (NRBC)	16050	00	00	16050
11) 6 SRBC	00	00	6625	6625
12) Sibling care	00	00	6558	6558
13) Award	00	00	34757	34757
Total	72967	37669	72510	183146

### 2008-09 Budget Proposal for OOSC Activities

Sl. No.	Activity	Target	Unit Cost	Total
1.	Chinnara Angala 12 RBC	46229	0.10	4622.90
2.	Chinnara Angala 12 NRBC	18024	0.06	1081.44
3.	Mobile School	1029	0.06	61.74
4.	Tent School	9151	0.03	274.53
5.	Home Based Education	15552	0.06	933.12
6.	NCLP Centers	3374	0.06	202.44
7.7	6 months seasonal residential school	6625	0.05	331.25
8.	Chinnara Angala 2 months RBC	15259	0.017	259.403
9.	Chinnara Angala 2 months NRBC	16050	0.01	160.5
10.	Sibling care	6558	0.03	196.74
11.	Awards to SDMC / G P	34757	0.007	243.299
12.	Special Enrolment Drive	9807		0.00
13.	KGBV	731		0.00
				<b>8367.36</b>
<b>State Intervention</b>				
14.	Printing of Chinnara Angala Hiriya Chinnara Angala			40.00
15.	Conducting Child Census			300.00
	<b>Total</b>			<b>340.00</b>
	<b>Grand Total</b>			<b>8707.362</b>

### 3. Calendar of Events for 2007-08

Web registration of NGOs to participate in the OOSC Intervention	31.03.2008
Review of Chinnara Angala Abhyasa Pustaka + printing	29.03.2008
Preparation of Training to train the Field officers	31.03.2008
Orientation to the field functionaries	25 .04.2008
Training in Chinnara Angala Abhyasa Pustaka (RP + EVs)	12.04.2008
Starting Chinnara Angala	16.04.2008
GIAC meeting	April 08
Training EVs under different Strategies	April/May -.2008
Opening of different OOSC Strategies	0 1.06.2008
Opening of 7 SRBC	Oct./Nov. 08

#### 4. State Level OOSC Activities for 2007-08 (Annexure-1)

##### ❖ Capacity Building

- ✓ Orientation of District and Taluka Officers regarding submission of monthly reports
  - Target group-DYPC,APCs, BRC, BPR(27+27+176+176=408)
  - Duration – one day
  - Mode – Face to Face
  
- ✓ Orientation of Field functionaries about the OOSC intervention
  - Target Group – DDPI and inspecting officers; DYPC and APCs; DIET Principal, nodal officers, BEO, ECO, BRC, BRP, CRP, IERT, CAEOs (27+262+27+54+27+202+202+600+202+1010+2300+600=5432)
  - Duration – one day
  - Mode - Telemode
  
- ✓ Orientation of Head Master, EVs and NGOs
  - Target group – HMs/EVs/NGOs involved in the implementations OOSC Strategy (except R.T/Transportation)
  - Duration – one day
  - Mode – Telemode
  
- ✓ Child Censes
  - Arranging Teleconference
  - Presentation Training
  - Consolidation

#### **Remedial teaching has 2 components.**

1. Remedial Teaching
2. Summer Remedial Teaching

Remedial teaching has 2 sub components, namely Remedial teaching and reading cards.

KSQAO result (2007.08) indicate that there are about 15% of children whose achievement is below 50%. For them remedial teaching is required This component involves testing, remediation through remedial teaching and reading programme and the like.This year it is planned to provide 3 crores to KSQAO examination which tests the achievement level of children. The remaining amount is to be utilised for remedial teaching. and reading cards.

This year the reading programme would be upscaled to the remaining part of the state; Which was not covered by the previous year programme. Hence Rs 948/- unit cost has been proposed for this programme. It has been planned to conduct the reading programme in 11 selected districts in the next academic year using cards



prepared during 2007-08. For the following districts : 7 North eastern Karnataka Districts and Southern Karnataka districts – Chamrajnagar, chitradurga, Kolar, Chikkaballapur. The remaining districts will be covered this year. Hence unit cost has been increased.

### **Summer Remedial Teaching.**

Summer Remedial Teaching. is a new programme planned to conduct during April-May 2008

The clients are the slow learner identified by the end of March through class test/examinations.

Chinnara Angala programme runs for the OOSC during April-May-2008. The Chinnara Angala book has been planned to modify by incorporating more number of Co Curricular Activities to enhance the participation and make learning joyful.

The students who are low achievers would also benefit by this kind of activities. So residential 2 months bridge course in every cluster has been planned for low achievers. The center may run for low achievers exclusively in case there is no out of school child in that cluster. If there is out of school children in the cluster the residential bridge course (2 months ) would include both slow learner and out of school children.

It is planned to have at least 25 children (slow achievers) in each cluster and they must attend the programme. A unit cost for this programme is equivalent of the residential bridge course.

### **Karnataka School quality Assessment organisation:**

The AWP&B. 2008-09 proposes to utilise the services of the above organisation assess the learning levels of the children to have the base for remedial teaching. The results of this evaluation will be the base for selection of students for remedial teaching. It is proposed to provide budget of Rs 3 crore to the organisation to conduct the study and to give results.

### **Learning Corner :**

The AWP&B 2008-09 proposes to establish reading corners in the government schools for class 1 and 2. The state office had an interaction with NCERT in this context and intending to establish the corners with the help of NCERT in teachers training and selection or development of graded reading series books. These centers are open end centers children will have liberty of selecting any book that they wish to read and at specified time including leisure hours.

**Issue:** During the course of remedial teaching it is observed that most of the children are lagging behind in reading competency and thus the learning levels of the children is lower than expected.

The parents expressed that their children need to develop the reading ability and to read fluently. Hence, it is proposed to establish reading corner in all the government schools under remedial teaching. It is also a learning corner which enable the child to learn better..

**Objective:**

- To develop the reading skills of children in class 1 and 2
- To develop the comprehension ability of children
- To develop psycho motor domain of the children
- To develop reading culture
- To enable the children to use their free time for reading

**Strategy:**

- Identification of books according to the age and class
- Training to teachers in skills of development of reading in children
- Training to students
- Timetable for reading
- Awareness to parents

**Outcome:**

- The children will develop the reading habit by the end of year
- The children will develop reading skills
- The children will read fluently to the extent of expected competency level

**Budget:** The budget proposed for this activity at the cost of Rs 5000/- for 42000schools.

**9. Free Text book:**

An amount of Rs.4238.678 lakhs is proposed to provide workbook and stationeries to 5298347 children studying in 1 to 8<sup>th</sup> std in Govt. schools at an unit cost of Rs. 100 per child as the text book for these children is provided by the Govt.

An amount of Rs. 488.289 lakhs has been proposd to provide text book to 610361 children studying in 1<sup>st</sup> std to 8<sup>th</sup> std in govt. aided schools at an unit cost of Rs. 100 per child including General boys also.

**10 Interventions for CWSN (IED)**

On the basis of the experiences gained during previous year the state is planning for activities for the year 2008-09. All the activities of the previous year except the training for teachers are continued. The new activities proposed are discussed below. The survey 2006 data has been updated and 132297 children with special needs are identified. The state is proposing activities for all these children with special needs. The training for teachers to handle CWSN has been included under the training component.

**Disability wise CWSN Identification:**

State	VI	HI	OPH	MR	MD	Others	Total
Karnataka	17769	24430	25396	43208	18315	254	132297

It is proposed to reach 132297 children in the year 2008-09 and the state has taken every care to reach all the children identified. The IERTs are working at the gross roots level. As these teachers are regular teachers they are well trained and experienced in educational activities. Their expertise is being used for inclusion of children with special needs in the educational process.

**Inclusive Education Resource teachers:**

The regular teachers who had 90 days training are placed at block level, as resource teachers for the effective implementation of IE activities. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities. The sharing meetings and follow up, review meetings conducted at state level revealed that they need capacity building workshops to handle the children and to train the teachers, Parents and children effectively.

It is proposed to continue these IERTs and also District co coordinator for this year also. Their salary will be met under the intervention Inclusive education. It is also proposed to provide contingency amount for these teachers for the rate of Rs. 1200/- per teacher per year.

**Strengthening of resource centers:**

The resource centers are established at block level during 2006-07 and the strengthening of Resource Centers at Block level during 07-08 Resource centers are provided with Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physio therapy etc. For the year 2008-09. It is proposed to further strengthen these resource centers. This will be done in consultation with NGOs running centers and working in the field. These resource centers are also used for repair of aids & appliances already given in previous years. It is proposed to strengthen these centers in a phased manner.

**Medical Camps and functional assessment camps:**

It is proposed to conduct 202 medical camps to the eligible children identified in the survey or school visits. The budget proposed is Rs20000/-per camp. These camps will be organized by IERTs with the help of NGOs, DDRCs, ALIMCO & others with the convergence and under the supervision of district & block level co-ordination committees.

**Assistive devices:**

It is proposed to provide Assistive devices to the eligible children identified in the health camp. ALIMCO, DDRC and other NGOs will be utilized for this purpose.

The district authorities will correspond with the agencies and procure the devices as per procedure. An amount of Rs 1000 is proposed per child.

**Corrective Surgery:**

Some proposals are coming from DYPCs, NGO, and individuals for corrective surgery. It is proposed to provide benefit of corrective surgery for 730 needy Children; for all districts. The eligible children will be identified at health camps. An amount of Rs 10000 is proposed per child.

**Teachers Training: (Long term)**

It is proposed to provide training to teachers to handle the children with special needs in the regular schools with available infrastructure, Curriculum and system. At the district level, plans propose long term training courses.

**Volunteers Training**

It is proposed to conduct training for home based education Volunteers. It is proposed to conduct for minimum 15 days in a year.

**Awareness programmes (Parents Community Training)**

It is proposed to conduct parents training for minimum 2 days in a year. This is to educate the parents for their attitudinal change and to equip them with certain skills in handling their children after the school hours. It is also proposed to extend the programme for the parents of severely disabled children who need more training. The district plans propose to conduct this activity for 1 day in the first half year and another one day at the end to get the feed back from the parents.

**Cluster level Kalamela:**

The state has proposed to conduct an inclusive kalamela by involving the children with special needs and normal children. It is proposed to provide a budget of Rs 2000/- per cluster for conveyance and performance materials.

**IED coordinator in state level**

It is felt that there should be a state coordinator with special education qualification (Special BEd). This state Coordinator can be appointed through agency and his salary can be paid from IED budget. A consolidation salary of Rs 10000/- per month and actual TA and DA will be paid.

**Committees:**

The different committees like state resource group, Core-group, Taskforce committee at the state level in addition to the executive committee and Governing council constituted in the previous year will be continued this year also. These committees will Plan, Implement and Monitor the activities at all the levels. The important decisions to be taken at the district level will be taken up in these committees. Provision has been made for contingency for the conduct of these meetings.

**Convergence:**

The Inclusive Education has been implemented in the state in convergence with the NGOs and other departments. The NGOs are involved for Capacity building activities like Training of teachers, Parents and community, Awareness programmes, Establishment of resource centers, Health Camps, providing Assistive devices etc.

The important NGOs to be involved during 2008-09 are:

SI.No.	Name of the NGO	Area of participation
1	ALIMCO	Medical & Assessment camps, Supply of devices
2	Seva-in-action Assn, Bangalore	MRP Training, Studies, Committees, Home Based Education.
3	Srusti	Awareness Programme, Trainings.
4	Spastic Society	MRP Training, Home Based Education
5	Ramana Maharshi Academy for Blind	Study center for M.P Bhoj University, Training, Home Based Education
6	Skanda Educational and Medical Services Trust	Medical camps, Supply of aids and appliances , Home Based Education, Resource center
7	Gramina Abhivrudhi Seva Samsthe	Home Based Education.

### Budget Allocation for 2008-09

SI.No	Activity	Budget in lakhs	
		Phy	Fin.
1	Resource Teachers Salary (Salary, TA & DA, CG)	606	689.620
2	Assessment & measurement Camps. Rs. 20,000/- per camp	202	40.400
3	Provision of Aids & Appliances Rs 1000 per child	20727	207.270
4	Awareness Programme Community, CRC & BRC etc 2000/- per cluster	2561	51.220
6	Construction of Ramps in existing school Rs. 6,000 per ramp	2980	178.800
6	Training of parents of CWSN Rs. 50 X 2 Days	44008	44.008
7.	Long term training course Rs. 4000 Per teacher	1441	57.640
8	HBE volunteer training		

	Rs. 100 X 15 days	5948	89.220
9.	Corrective surgery 10000/ per child.	730	73.000
10	Strengthening of Resource centers 50000/- per center	197	98.500
11	Workshop/Meetings		15.514
12	District coordinator Salary (TA/DA)	29	29.000
13	State Coordinator Salary (TA/DA)	1	2.000
14	Publicity materials		9.372
15	Teleconference		2.000
	<b>Total</b>		<b>1587.564</b>

## 11 Civil Works

The following civil works proposed for the year 2008-09

Sl. No	Component	Unit Cost (In lakhs)	Physical	Fin
1	New School Buildings	9.35	313	2926.55
2	Additional classrooms	4.95	3892	19265.40
3	Additional Classroom to Bangalore City	5.85	100	585 00
4	Compound Wall	0.012	703200	8438.40
5	Special Toilets	0.56	1177	659.12
<b>Total Amt</b>				<b>31874.47</b>

**NOTE:** 1. This is a consolidation of requirements from all the districts.

2. The requirement of civil works for New School Building and for Additional Classrooms etc is indicated as per the actual total requirement based on the DISE 2007-08. As per the guidelines the total requirement of the civil works are taken for total fulfillment of infrastructure in terms of classrooms.

**Furniture for Upper Primary School Children :** An amount of Rs. 7774.980/- lakhs has been proposed to provide furniture to 1554996 children who are studying in 6<sup>th</sup> to 8<sup>th</sup> Std. of Govt. Upper Primary Schools with an Unit Cost of Rs.500/- per child.

### 13 Teaching Learning Equipment

313 new schools will be provided with an amount of Rs.20,000 as teaching learning material grant. Hence an amount of Rs. 62.6 lakhs has been proposed. 450 upgraded schools are proposed to provide Teaching Learning Equipment at an unit cost of Rs. 50,000 to provide the TLMs. For this purpose an amount of Rs. 225.00 lakhs has been proposed.

### 15 School Grant

46949 Govt. & Aided primary schools and 23196 Govt. & Aided Upper primary schools are proposed to be provided school grant. Each wprimary school is proposed an amount of Rs.5000 and each UPS section is proposed an amount of Rs.7000. All together an amount of Rs 3971.310 is proposed.This amount will be utilize to maintain the contingency of the school and to fulfill the indispensable requirements of the school.

### 16 Research & Evaluation

REMS at a unit cost of Rs.1300/-per school for 70147 Schools for the following activities with the cost estimates noted against each

**Total amount Rs. 911.911 lakhs.**

Sl. No.	Proposed activities under REMS	Unit cost Rs.	Phy.	Fin. (Rs. lakhs) in	Remarks
I	<b>Cluster level activities:</b>				
a	Cluster level Advisory Committee / Creative corner activities/ Display of non-scholastic activities	0.05	202	10.10	
II	<b>Block Level Activities:</b>				
a	BRAC meetings / workshops	0.01	606	6.06	
b	Seminars related to quality issues / UEE	0.05	202	10.10	
c	Metric Mela	0.05	202	10.10	

d	TLM Mela	0.05	202	10.10	
	<b>I &amp; II Sub-Total</b>			<b>46.46</b>	
<b>III</b>	<b>District Level Activities:</b>				
a	DRAC meetings / workshops	0.01	105	1.05	
b	Seminars	0.25	27	6.75	
c	Research / Evaluation studies	0.1	54	5.40	
d	News letters / publications	1	27	27.00	
e	Monographs / Hand-outs related to Elementary Education	0.1	27	2.70	
f	Interaction workshops with Field Functionaries on NCERT-Quality Monitoring Tools and other REMS activities	0.06	27	1.6200	
g	Lab Area and Multi Centric Studies	1	27	27.000	
h	Field visit / monitoring activities	0.05	27	1.3500	
i	Research Abstracts	0.25	27	6.7500	
	<b>Sub-Total</b>			<b>79.6200</b>	
<b>IV</b>	<b>State Level Activities:</b>				
a	State / Division Level Meetings / Workshops	0.25	10	2.5000	
b	SRAC / Sub-committees Meeting quarterly once	0.1	10	1.0000	
c	State Level Seminars	5	1	5.0000	
d	K.S.Q.A.O.		70147	300.00	
e	Prathibha Karanji Programme	0.001	70147	70.1470	
f	Publication of New letter (Shikshana Varthe)/ Educational Magazine / Bulletin etc.,	0.001	70147	70.1470	



g	Validation Study on Children's Census Data and Sample checking Study on EMIS Data etc.		3	25.00	
h	Evaluation Studies / Impact studies on SSA Programmes	3	5	15.00	
i	Multi Centric Studies	2	3	6.00	
j	Third Party Monitoring on Civil Works	0.016	8000	128.00	
k	Progress Cards : Preparation and supply of competency based and Activity oriented / Semester based progress cards to all Govt. and Aided Schools.	0.000015	8000000	120.00	
l	Exposure Visit to neighbouring states / DIETs / SCERTs etc., for interaction.	10.00	1	10.00	
m	Documentary studies on success stories / Innovative Practices related to Quality Education: Kalika Yatna Programme, Language Development Programmes etc.	5.00	3	15.00	
n	Research Abstracts and Documentation on R&D activities.	5.00	2	10.00	
o	Capacity Building of DIET/CTE faculty in Research & Methodology/ R&D activities	1.00	5	5.00	
p	Provision of Resource Materials to the DIETs/ CTEs related to REMS activities.	0.10	30	3.00	
<b>State Level Sub-Total</b>				<b>785.79</b>	
<b>Grand Total</b>				<b>911.874</b>	

<b>Components</b>	<b>AWP/B 2007-08</b>
<b>Unit cost</b>	<input type="checkbox"/> State Level @ Rs.1400 per school
	<input type="checkbox"/> National Level @ Rs.100 per school
<b>No of Schools / Units</b>	73994

## 18 Innovative Activity

<b>Innovative Activity</b>	<b>Unit Cost</b>	<b>Unit</b>	<b>Amount</b>
Innovative activity ECCE	13.000	29	377.000
Innovative activity - Girls	2.500	29	72.500
Innovative activity - SC/ST	7.500	29	217.500
Innovative activity - comp. Edn.	50.000	29	1450.000
Minority Community	7.500	29	217.500
Urban Deprived Children	7.000	29	203.000
			<b>2537.500</b>
<b>Others</b>	12.500	29	<b>362.500</b>
a. Edusat & Keli kali Radio Programme	10.00	29	290.000
b. Science Museum by Agasthya Foundation	2.5	29	72.500
<b>Sub Total</b>	<b>100.000</b>	<b>0</b>	<b>2900.000</b>

### 18.01 ECCE

An amount of Rs. 13 lakhs is proposed from each district, totalling an amount of Rs.377 lakhs. Out of which Rs. 193.75 will be utilised to run pre-primary schools in 620 Govt functioning in Urban part of Bangalore Metro City.

Poverty is reality among the labour class. Parents when they go to earn their livelihood, they also take the school age ( 6 – 14 years ) children with them or keep them away from school frequently to take care of the siblings at their working area. They assign the elder children to do the house chores and nurture the siblings. To and enroll these children and ensure regular attendance pre – nursery schools are

proposed in all the Govt LPS and HPS. The proposed budget is shown in the budget sheet.

Urban	S- 1	S- 2	S- 3	S- 4	Anekal	N - 1	N - 2	N - 3	N - 4	Total
LPS	42	18	25	51	5	23	19	15	37	235
HPS	49	57	54	73	5	36	33	39	39	385
<b>Total</b>	<b>91</b>	<b>75</b>	<b>79</b>	<b>124</b>	<b>10</b>	<b>59</b>	<b>52</b>	<b>54</b>	<b>76</b>	<b>620</b>

### Costing

Activity	Unit Cost	Units	Amount
Honararium to Nursery Trained Instructor	Rs.2,000X10 months	620	124.00
Helper	Rs.500 X 10 months	620	31.00
TLE for the schools	Rs.5000	620	31.00
Stationery to Children	Rs.50 per children	15500	7.75
<b>Total</b>			<b>193.75</b>

**The remaining amount Rs.183.25 will be released to Women and Child Development Department to provide Teaching Learning Materials and to provide training to the Anganwadi worker of existing anganwadis.**

### 18.04 Computer Education

The same approach of providing computers and UPS systems to schools will be pursued during 2008-09 as well. It is intended to provide servers and thin clients with UPS systems to atleast 50 more schools per district during 2008-09. On a priority Upper Primary Schools situated in the cluster head quarters will be provided with computers and UPS systems. Since most of these schools are situated in the rural areas the availability of the power is a matter of concern. Though the UPS are designed to charge the batteries even at a voltage as low as 60v, power supply is not adequate and regular to keep the batteries charged to their full. As such it is desirable that dual mode of charging – both from power and Solar as well- is required for the UPS systems. It is intended to provide the schools with one server, four thin clients and UPS system with dual charging facility during 2008-09. 50% of

the cost of the dual mode of charging is believed would be reimbursed from the Ministry of Non Conventional and Renewable Energy.

However the computers provided in the earlier years are quite old enough and require maintenance for their proper functioning. The UPS systems provided till 2004-05 are almost worn out and needs replacement. Since power supply in most of these schools is also a matter of concern, it is intended to provide these schools with UPS systems with dual charging facility- both solar and grid power. 50% of the cost of such systems would be met out of the subsidies from the Ministry of Non Conventional & Renewable Energy Resources. Provision is made in the Annual work plan for providing dual charging UPS systems to 775 schools during 2008-09. A provision of Rs 1.20 lakh per school is made for the same.

Also towards the maintenance of the computer systems that were provided to schools upto 2005-06 a provision of Rs 4000.00 per system is made towards the maintenance. For the 1000 systems provided for the years 2005-06 and 2006-07 a sum of Rs. 125.92,000 lakh @ Rs. 12,479.00 per school is required towards the warranty and maintenance costs of one server, four thin clients and one UPS system and provision is made in the AWP & B accordingly. The supplier is required to maintain the systems provided by them for a period of three years and will have to be paid Rs.3,77,76,000.00 towards this for three years.

For the systems provided during 2007-08, a provision of Rs 48.00lakhs @ Rs.12,000.00 per school is made in the AWP & B towards the maintenance of the computers. The supplier will maintain the systems and needs to be provided with Rs.48.00 lakh towards this.

#### **INNOVATIVE PROGRAMME FOR MINORITY CHILDREN.**

The muslim community of the state is Educationally and Economically backward. Hence more importance has been given for the Educational development of Muslim community. For 2008-09; 7.5 lakhs per districts has been allocated for minority community under innovative activity.

#### **Special Strategies Proposed For The Muslim Minority For The Year 2008-09.**

- ❖ Awareness programme for Muslim Religious and Community Leaders.

- ❖ Awareness programme for Mother and Father of minority children.
- ❖ Block level melas for Minority Children.
- ❖ Block level seminars on Science and Technology.
- ❖ Seminar for urdu teachers,
- ❖ To provide Library books and Laboratory materials for few minority schools.
- ❖ Organisation of Hikes and field visits at Block level.

### **Details Of The Proposed Programmes.**

#### **1. Awareness Programme For Religious And Community Leaders.**

There are 202 Educational blocks in the state. As the muslim community is educationally and Economically backward and children who are studying in religious madrasas are usually kept out of formal education an awareness programmes for religious and community leaders is very essential. So it is proposed to conduct one Block level awareness Programme for Religious and community leaders in order to create awareness of importance of formal education. Totally 20.20 lakhs is proposed to conduct 202 camps (one in each block)

#### **2. Awareness Camps For Parents Of Minority Children.**

As most of the parents of muslim minority children are unaware of the importance of formal education, many children are not completing basic education. So to create awareness of formal education, awareness camp for mothers and fathers (separately) is planned for 2008-09. Totally 40.40 lakhs is proposed to conduct two camps in each block. (202x2=404)

#### **3. Block Level Seminar For Minority Children on Science And Technology.**

To create interest in science and technology among minority children, it is proposed to conduct block wise seminars for two days on science and technology for educationally backward minority children. An allocation of Rs 20.20 is set aside to conduct 202 seminars for two days one in each block.

#### **4. Block Wise Monthly Melas.**

In order to create competitive spirit and enthusiasm among muslim children, it is proposed to organise 2 melas in each block. The topics for the Melas are:-

1. Science exhibitions.
2. Matrics melas

An allocation of Rs 80.80 Lakhs is proposed to organise 808 Melas (4 In Each Block)

#### **5. Three Days Seminars For Urdu Teachers.**

One district level seminar for three days for urdu teachers is proposed. Total allocation of 4.35 lakhs is earmarked to conduct this seminar in 29 districts.

#### **6. Organisation Of Hikes and Field visits At Block Level For Minority Children.**

Exposure visits enhance the quality of education, with this objective it is planned to organise one day hike and field visits at block level. Such activity will be organised in 202 blocks and a budget of 20.20 is proposed for this purpose.

7. Providing Reading corner facility to urdu school, in order to improve the reading habits of minority children.

8. Others.

Districts where allocation of 7.50 lakhs has not been fully utilised after conducting (planning) the above programmes, have proposed various activities under 'other programmes' as below.

- Providing laboratory equipment to urdu schools, where there is severe shortage of these equipments.
- Providing dictionaries to selected students ( Below<sup>7</sup> poverty line) of fifth standard. to create interest in english language.

**Total Budget Proposed For Different Activities For Minority Children during 2008-09**

S.L. No	Name of the activity	Unit cost	Phy	Fin in lskhs
1.	Awareness programme for religious and community leaders.	0.1	202	20.20
2.	Awareness programme for Mothers of muslim minority children.	0.1	202	20.20
3.	Awareness programme for Fathers of muslim minority children.	0.1	202	20.20
4.	Block level seminars for educationally backward minority children.	0.1	202	20.20
5.	Monthly block level melas for educationally backward minority children.	0.1	404	40.40
6.	3 days seminars for 50 urdu teachers	0.05	29	4.35
7.	Hikes and Field visits	0.1	202	20.20
8.	Reading comers	1.4	29	40.60
9.	<b>Other activities.</b> 1) Supply of dictionaries to selected students of 5th std of below poverty line. 2) Providing Lab equipments for selected schools.		29	31.15
	<b>Total</b>			<b>217.50</b>

18.06 Others :

**DISTANCE EDUCATION PROGRAMME**

Under innovative activities distance education is a component .Several activities are proposed under distance education programme for the year 2007-08

Plan for Activities in keli-kali (Radio Programme) and EDUSAT programmes for the year 2008-09

Plan for 2008-09

Sl.no	Activity	Unit price (in lakhs)	Number	Total Price (in lakhs)
1	Batteries and other consumables for ROTs installed for Edusat project in Chamrajnagar & Gulbarga and for BRCs			29.00
2	Batteries and other consumables for ROTs of BRCs & DIETs			5.00
3	Broadcast expenses for Radio intervention			91.00
4	Printing and distributing of manual on the Keli Kali and EDUSAT Programmes			4.00
5	ROTs for 30 KGBVs	1.5	30	45.00
6	ROTs for New Education Blocks	1.5	27	40.50
7	Solar power panel for ROTs installed in DIETs	0.85	27	22.95
8	DSERT studio maintenance			23.59
9	Seminars, workshops,			0.50
10	Activities planned to undertake with the partnership of EDC			
10.1	Development of Group Teaching Learning software for Algebra or Physics	15.00	1	15.00
10.2	Copying and distributing Geometry software	0.00035	3500	1.23
10.3	Copying and distributing Algebra or physics software	0.00035	3500	1.23
10.4	Developing 20 English IRI programmes for class -III	0.25	20	5.00
10.5	Duplication and distribution of multimedia kits for two blocks	0.0825	400	6.00
<b>Total</b>				<b>290.00</b>

A total of Rupees two hundred and ninety lakhs was proposed for the activities of Keli Kali (Radio Programmes) and Edusat programmes for the year 2008-09. Out of 290, Rupees 91 lakhs is earmarked for the broadcasting expenses of Keli-Kali (Radio) programmes and 4 lakhs for Printing and distributing of manual on the Keli Kali and EDUSAT Programmes.

About 29 lakhs is proposed to batteries and other consumables required for the maintenance of RoT systems that are installed in the schools of Chamarajanagara and Gulbarga districts. About 5 lakhs is proposed to batteries and other consumables required for the maintenance of RoT systems that are installed in BRCs, DIETs, DDPIs.

In the year 2007-08, it was planned to install RoTs to access Edusat programmes to all the KGBV schools of the state. But, due to lack of funds, 31 RoTs are being installed out of funds of 2007-08. Hence, it is proposed to install 30 RoTs in the remaining KGBV schools during the year 2008-09.

It is proposed to install 27 RoTs in all the new education blocks. As of now, RoTs are installed in 174 blocks. There are 202 Education Blocks are functioning in the State. It is proposed to install RoTs in these new blocks, so that the teachers of the concerned blocks will be able to access teleconference and other training programmes which are telecasted from DSERT studio.

SSA is planned to undertake certain activities with the partnership of Education Development Center, Inc. The activities like development of Group Teaching Learning software for algebra or physics, copying and distributing of Geometry software, copying and distributing of algebra or physics software. It is also planned to develop 20 Interactive Radio Instruction programme for Class III in the subject English. It is planned to duplicate and distribute the multimedia kits for two blocks. A total of 28.46 lakhs is earmarked for the activities which will be undertaken with the partnership of EDC.

### **Science Museum**

Every district has proposed an amount of Rs. 2.5 lakhs for this activity. Total amount of Rs. 72.5 lakhs is proposed for this purpose. The total amount will be released to Agasthya International Foundation.

Agastya's mobile science van, on the other hand, has low-cost experiments that students work on and then think about the scientific principle behind them.

The mobile lab also shows other simple experiments that demonstrate physics principles. Which use material that is available around the house, the lab also has a complete working model of the entire solar system.

The mobile van moves along, training two to three schools a day, fascinating and educating about 200 children every day, to improve creative thinking, memory, personal development, communication skills, and art form. So far, 3,000 teachers have been trained and as they go back to their home schools and spread these concepts, it is hoped that there will be a multiplier effect and more and more benefits accrue.



## Teacher Training by Agastya

Agastya's teacher training workshops are under taken in Science Centers established in the district headquarters. Which is transforming the rural and urban classroom. These "high-impact workshops" help to build creative thinking, teamwork, leadership and application skills. Professional instructors including creativity trainers, teachers and professors from premier institutes, hands-on learning experts and a national memory champion run them. Invited speakers include business leaders and management experts. Subject areas covered include science and mathematics, art and sculpture, memory development, creativity, leadership and change management.

<b>Operational Details</b>	<b>Annual Consolidated Running and</b>
<b>Management fee</b>	<b>in Rs Lakhs</b>
Two Mobile Science Labs (staffed and equipped )	13.00
<b>Currently available District Science Centre managed by Agastya Team</b>	<b>5.00</b>
Six Teacher Training Workshops annually (each session for 30 teachers of 3 days)	1.22
Operating Six Bridge Schools per District using Existing Government School infrastructure after school hours	1.50
Bus fare etc for Twenty Trips @ 30 students per trip annually by the Rural School Children to Centre	0.40
<b>Total Consolidated annual lumpsum fee per District payable to Agastya</b>	<b>21.12</b>

During 2008-09 all Northern Eastern Karnataka educationally Backward District will be covered at a unit cost of Rs. 21.12 lakhs each district.

## *Chapter - 14*

### **FINANCIAL MANAGEMENT AND PROCUREMENT**

The **Financial Management** being the prioritized responsibility of the State Project Office is strengthened with adequate qualified Accounts staff. Accounts are being maintained in Double Entry method based on mercantile System. The Accounts wing at the District Project Office is provided with required qualified Accounts personnel.

To strengthen the accounting system at block levels and at SDMCs the steps have been initiated to provide qualified Accounts Assistants at all the revenue blocks

**Fund Release** to the Project Districts is made through **Electronic Fund Transfer System** and similar efforts are being taken at the District level with the help of Regional Rural Banks. the State Share for the Project is being released by the Finance Department, through NIC, to the Zilla Panchayats. from 1-4-2005.

Four Divisional level **Internal Audit wings** have been established with adequate qualified Staff, to have a periodical check of the Project Accounts with a view to cover all the institutions implementing SSA activities in the State.

**State Level Audit Committee** has been established to address the issue of Settlement of audits Objections. And to report the Project Management to take such decisions that projects improvement in Financial Management and Procurement. The Committee meets regularly twice in a year and discusses and settles the audit Objections and recommends for higher actions & approvals of the Executive Committee..

**A Study:** The EC, in its 10th meeting held on 30-7-2005, took a decision for **simplifying the accounting system to be maintained at the school level.** Accordingly, the study was entrusted to the Karnataka Institute Public Auditors, Bangalore. The Study is completed and the findings were placed before the EC for consideration. The same was discussed and has recommended for introducing the simplified methods of accounting procedure at the SDMC level.

During the year 2006-07 a Training Module II for maintenance of Accounts at the Block level and below was developed with the assistance of KIPA to help Maintenance of Project Accounts and Audit matters etc., Training Programmes have been scheduled and more focus would be given for Capacity Building for the Project Staff at the SDMC CRC and Block level. Followed by this, Multistage-Training on Computerization of Accounts would be held so as to benefit the Project Staff in Maintenance of Accounts.

**Monitoring** of the Project Implementation including fund release, accounting and financial management of the project funds at the District level, is taken up on priority and in this behalf, the services of Senior Officers of the Education Department are being utilized besides the vigilant supervision of the Chief Executive Officer of the Zilla Panchayats, who is also the Executive Chairman of the District Implementation Committee

The Programme Officer have been Directed to visit regularly and monitor the Fund Management at the district level and the fund utilization at the district and block level. Division level Joint Directors and Commissioner for Public Instruction, Dharwad and Gulbarga also actively reviewing the SSA activities.

**Fund Flow:** The State Govt. has released the entire State Share for the year 2007-08 through Finance Department. The State Govt. has been very supportive and has made adequate provisions in the State Plan Budget for State Share for in the year 2008-09. The State Govt. would make available the same through Zilla Panchayats. The State Govt. vide GO No. RDP/146/PME/2004 dated 16-10-2004 has transferred the implementation of SSA to the District Sector.

Manuals are developed and distributed on accounting and auditing aspects to suit all the implementing levels in vernacular and has been made available to all the implementing entities up to SDMC level. The second round of distribution of Manuals is being planned along with the amended version in vernacular language.

Sincere efforts are being made for automation in the areas of: a) Accounting, b) Fund release Monitoring and c) Activity Based Progress Monitoring. In this behalf the software is being prepared by the State MIS with the coordination of the District MIS wings and has been pilot tested in one district and the same is being extended to all the districts.

**Financial Regulations** have been approved by the State Govt. vide Go. ED 30. MCD 2004 dated 23-11-2005.

**Exposure visits** are also planned for the Accounts Personnel. During year 2008-09 it is proposed to visit some neighboring States like Maharashtra, Uttar Pradesh and Kerala States to study the Fund Management Mechanism, Maintenance of Accounts, Computerization of Accounts, Financial Reporting, Preparation of Final Accounts etc.,

The Project Staff are also being deputed for Training conducted by the Administrative Staff College of India, Hyderabad on Financial Management and Procurement aspects.

The State level expenditure on Elementary Education since 1999-2000

Rs. in crores

Year	Investment in Elementary Education (Actuals)		
	Plan	Non-Plan	Total
1999-2000	345.31	1196.75	1542.06
2000-2001	443.82	1315.36	1759.18
2001-2002	510.34	1274.40	1784.74
2002-2003	442.79	1315.89	1758.68
2003-2004	417.24	1721.84	2139.08
2004-2005	679.28	1804.40	2483.68
2005-2006	703.15	1962.08	2665.23
2006-2007	744.377	2180.169	2924.546
2007-2008	823.527	2943.174	3766.701

The Canara Bank developed the WEB PORTAL for tracking of Project Funds to achieve i) Speedy transfer of funds and speedy feedback on actual utilization of funds.

**Write-up to provide Account Support to Block**

As per the instructions from MHRD to strengthen, maintain and audit the sub level and below implementing units of SSA accounts to achieve the financial bench mark. We hereby propose to provide qualified accounts personnel to 202 educational blocks to assist day to day accounts and also to support in the maintenance and compilation of SDMCs accounts. It helps to streamline the gross root level accounts and enable to mainstream reporting in stipulated period.

## Chapter - 15

### STATE INTERVENTION

#### STATE INTERVENTION

Proposal for 2008-09					
S.N	Activity	Unit Cost	Units	Duration	Fin(Rs. in lakhs)
<b>GIRLS EDUCATION</b>					
1	KGBV/ NPEGEL Quarterly review meeting	0.75	4	2 days each	3.000
2	<b>KGBV management cost for schools run by Mahila Samakhya</b>				
2.1	Computer and computer maintenance	Rs.50,000X7 districts			3.5000
2.2	Telephone, printing, postage and stationery	Rs.10,000X7 districts			0.7000
2.3	Review meeting at SPO-TA,DA,	Rs.58333X3 meetings			1.7500
2.4	Review of programme by SPO	Rs.15,000x7districts			1.0500
2.5	Accounts Assistants for districts and SPO	Rs.4000x12monthsx7districts			4.3200
2.6	Annual Report	1000copiesx125/copy			1.2500
3	State level awareness camp and mela for out of school girls	0.2295	61 schools	2 days	14.000
4	<b>Life Skill Training to KGBVs</b>				
4.1	Development of life skill Module	0.2500	1	3 days	0.2500
4.2	Designing and Printing of life skill module	0.0015	1000		1.5000
4.3	KGBV teachers training on life skill	0.0200	148	3	8.8800
5	Awareness programme by performing arts through a NGO called SRUSTI - continued programme		108 clusters	10 months	1.3300

6	Transportation charges of Meena materials supplied by UNICEF				1.0000
7	<b>MEENA programme for girls</b>				
7.1	Developing training module for teachers				0.5000
7.2	Designing and Printing of MEENA training module	0.0020	1000		2.0000
7.3	Preparing Audio/Video CDs on MEENA	1.0000	1		1.0000
	<b>Total</b>				<b>46.0300</b>

**1. KGBV/NPEGEL Quarterly review meetings**

State level review meeting exclusively to monitor the implementation of girls education will be held quarterly. Gender Co-ordinators will attend the meetings with the required data. Rs.3.0 lakhs planned for this programme as residential facility have to be given for the Gender Co-ordinators.

**2. KGBV Management cost for Schools run by Mahila Samakhya.**

**3. KGBV Mela**

The details of the above two programmes is given under MAHILA SAMAKHYA note

**4. Life Skill training to KGBV teachers**

Girls needs to be oriented to know different aspects of life for the over all personality development. Life skill module will be development with the coordination of Mahila Samakhya Karnataka to train the teachers of KGBV schools.

**5. Awareness programme by performing arts through NGO- SRUSTI**

Awareness programme by SRUSTI has been started during 2006-07 to create awareness among community through performing arts. The budget approved during 2006-07 for this activity is Rs.9.833 lakhs. As Rs.3.5 lakhs could only be spent during 2006-07, and Rs.5.00 lakhs during 2007-08. Village level performances were done and follow up of this programme would continue in April and May of 2008. The remaining fund Rs.1.33 lakhs is planned in 2007-08 plans.

**6. Transportaion of MEENA materials**

Meena programme will be implemented in the selected schools of EBBs through the assistance of UNICEF. MEENA materials has been printed and supplied by UNICEF Hyderabad. This will be supplied to the Model Cluster Schools and hence Rs.1.00 lakh is required for the transportation of materials.

**7. MEENA programme for girls**

Teachers/facilitators of Meena programme needs to be trained to implement the programme successfully. For developing a training module, designing and printing and also for the training of teachers, Rs.3.5 lakhs is planned under State management cost of SSA.

**Training :**

The following Training programs are proposed other than the packages proposed by the District in the district plans:

Sl. No.	Name of the NGO/Agency	Proposed Programmes	Cost
1.	Attakkalari	Training Programmes on Movement Arts: 1. 3 day + subsequent 5 day Teacher Training Project to be held with SSA. 2. One year movement arts classes in 20 schls in B'lore.	2,01,000-00 2,87,000-00
2.	Centre for Urban & Rural Development	Environmental Education to schools children : 1. Seminars & group discussion for 8 days for 200 participants(Residential) – Magadi taluk • Seminars & group discussion for 8 days for 200 participants(Residential) – C.patna taluk 3. Seminars & group discussion for 8 days for 200 participants(Residential) – Ramanagar taluk	19,15,000-00 14,15,000-00 14,15,000-00
5.	Teachers Foundation	Improving teaching-learning skills in govt. schools : 1. Head LAMP – head's leadership & management programme. 2. Merugu – the course for contemporary teachers. 3. Partnering for Success – understanding & implementing school-based training through coaching & mentoring.	
7.	Rangayana, Mysore	1. " Santasa Kalike" one month camp for 50 students 2. "Shikshanadalli rangabhoomi" 5 days workshop for 100 teachers 3. Advertisement, documentation and other costs 4. 100 Drama shows for government school children	80,000-00 60,000-00 40,000-00 5,00,000-00

8.	RIE, Bangalore	1. Primary Teacher Development Programme(50 trs.) 2. Tele-English Training for trainers(1500 trs.) 3. Training & developing KRPs at pry. Level(100 KRPs) 4. Teacher Development Programme for High School teachers of English at class 8 (Tele-mode) – 1000 trs.	55,000-00 2,00,000-00 1,00,000-00 2,00,000-00
9.	DSERT	ADEPTS TRAINING TO ALL EDUCATIONAL OFFICERS INCLUDING DSERT,DIETS CTES AND DED COLLEGE LECTURERS.	5.00LAKHS
10.		. Strengthening of DIETs and CTEs: Based on the new interventions and projects in our department there is a need to give massive training to faculty members of DIETs and CTEs regarding <ul style="list-style-type: none"> <li>• Duties and responsibilities of DIETs and CTEs</li> <li>• To know where we are? And How to strengthen themselves.</li> <li>• Trainers skills and monitoring skills</li> <li>• Planning management of trainings.</li> <li>• Importance of team work</li> </ul> Personality development	10.00 Lakhs
11		. Training of monitoring wing of the department <ul style="list-style-type: none"> <li>• To BRPs and CRPs regarding trainer skills ,communication skills</li> </ul> Monitoring skills to all district level and block level functionaries.	10.00 lakhs
12		TLM cost for NaliKali Training NaliKali is special type of program which needs preparation of TLM as an extra activity. Therefore training cost may not be sufficient for TLM preparation. There is a need to use Rs. 60/-	28,000 teachers *Rs.60=16,80,000



		per person towards TLM amount.	
3.	Academy for creating teaching	One day workshop on Attention Deficit Disorder/Attention Deficit Hyperactive Disorder Children & Learning Strategies to help them for 2 lecturers of every DIET ( 54)	Course fee 500 per person ( Excluding TA-DA which to be borne under Management cost) Total : Rs. 27000

**Media & Documentation : AWP&B 2008-09**

**Cost Estimation of State Intervention under Media & Documentation for Community Mobilisation & Awareness Programmes in AWP& B 2008-09**

		Phy	Fin Rs. in lakhs
<b>1</b>	<b>Publicity Materials / Print Media</b>		
1.1	Posters/Wall Posters/Broachers/Stickers on Major Interventions like out of school, Girls Education, Innovative Education, Special Focus Groups and so on.	10 Types X 50000	30.00
1.2	Blow up Charts/ pannel boards to all BRCs /BEOs/DPOs/DIETs office 3' X 2' Size	Rs. 800 x	30.00
1.3	Folders on major items to all Schools/GPs	50000 X 2 Copies X 5 Items	15.00
1.4	Flip Charts/models for CRCs/Model Clusters	2000 copies X 5 Items	10.00
1.5	Roll up Maps to DPO/DIET/SPO	1000 X 5 Items	15.00
1.6	News Paper Advertisement & Souvenir Publicity	SSA messages / Advts.	10.00
<b>2</b>	<b>Electric Media</b>		
2.1	Documentary Films / Tele Films on major Interventions / State Specific Documentary Film on School Chale Hum in Kannada Version	10- 15 Items	25.00
2.2	Jingles on out of school strategies Child labour & Girls Education etc. & Dissemination to all levels	20	10.00

2.3	<b>Radio Programmes:</b>		
	❖ Transmission of SSA programmes/ Enrolment Drives etc., through AIR	All levels	12.00
	❖ 15 minutes sponsored programme – weekly once		
	❖ Vividha Bharathi programme – 30 mints		
	❖ Phone in programme on every Thursday		
	❖ Lunch Box programme-monthly once		157
2.4	<b>Doordarshan Programme</b>		
	❖ SSA Sponsored Programme – once in fortnight – 26 programs with 120 sec FCT – Total 3120 seconds	All levels	26.00
	❖ Sponsorship for one Year – 30 seconds, every Friday for 52 weeks- Total 1560 seconds		8.0
	❖ Spot programme for 30 seconds per day – for 90 days		30.00
	❖ Programme Package in Chandana for one Year		8.0
2.4	Transmission of SSA Programmes/ Enrolement Drives etc., on DD	All levels	10.00
4	SSA Information Manual Follow up Ledger to all field Functionaries CRC/BRC/BEOs/DPOs/SPO/CPI Personnel	10000 copies	15.00
5	<b>Children Census 2009</b>		
5.1	Posters 2 Types X	1,00,000 Copies	15.00
5.2	Publicity Materials	50000 Copies	5.00
5.3	Tele message production		5.00

5.4	Tele message Transmission		5.00
6	Workshops		
6.1	Workshops at Divisional level on Documentation for BRCs & DPOs	250 Members	2.00
6.2	Documentation on Major Interventions at District and State Level	27 + 01	5.00
7	Publicity & Propaganda of the SSA programme		
7.1	Exhibition / Stalls at Division/District & State Level	5	10.00
7.2	Samudaya Jagruthi Mela at Divisional & State Level - Community Mobilisation Programmes	4+1	10.00
7.3	Community Mobilisation Coodinators at District Levels through Agencies to conduct SDMC/CAC/GP Workshops/Melas/Campaigns etc. (8000* 10*27) & Misc.	27	25.00
	<b>Total</b>		<b>336.00</b>

(Rupees Three Hundred Thirty Six Lakhs Only)

**E-Governance :**

<b>Details of 2008-09 budget</b>				
<b>Sl.No.</b>	<b>Name of the Activity</b>	<b>No.</b>	<b>Unit Cost</b>	<b>Annual Exp.</b>
<b>2.1</b>	<b>Service Charges towards e-Governance Human Resource</b>			
<b>a</b>	<b>Programmers for E-Governance Unit</b>	<b>5</b>	<b>14000</b>	<b>8.40</b>
<b>b.</b>	<b>Technical Consultant / e-Governance Consultant (Sr. Grade)</b>	<b>1</b>	<b>25000</b>	<b>3.00</b>
	<b>Grand Total</b>			<b>11.40</b>

<b>2.2</b>	<b>MIS Publications</b>			
a	EMIS Publications	5000	100	5.00
b.	e-Governance Program Mannuals	5000	100	5.00
d	EMIS Format Printing	70000*4	12	33.60
	<b>Grand Total</b>			<b>43.60</b>
<b>2.3</b>	<b>e-Governance Workshops and training</b>	<b>500*10</b>	<b>100</b>	<b>5.00</b>
<b>2.4</b>	<b>e-Governance Training &amp; development centre</b>	<b>Lumsum</b>		<b>30.00</b>
<b>2.5</b>	<b>EMIS implimentation (Switch over From EMIS to DISE)</b>	<b>Lumsum</b>		<b>40.00</b>
<b>2.6</b>	<b>Modernisation of District and Block offices using ICT tools</b>			
a.	DDPI/DYPCs - 10	10	1000000	100.00
b.	BEO's/BRCs - 10 (One Block per District)	10	500000	50.00
	<b>Grand Total</b>			<b>280.00</b>
<b>2.1 (b)</b>	<b>Roles and Responsibility for Technical Consultant</b>			
a.	Outstanding Written, Oral Leadership skills			
b.	Proactive management style			
c.	Technical Processess and ICT Technology			
d.	Strategic Planning and vision building			
e	Mentoring a programmrig Team			
f.	Data Warehousing and RDBMS. Web Solutions			
<b>2.6 (a)</b>	<b>District Requirements</b>			
1	Server - Low End	10000	1	100000
2	Computers + Chair + Table	30000	20	600000
3	UPS 5 KVA 2 Hour Backup	150000	1	150000
4	Multi Fuction Device * Printer	25000	1	25000
5	Broad Band Internet (12 Months)	3000	12 M	36000
6	LAN & Power Point	3000	25 P	75000
7	Consumables			14000
	<b>Total</b>			<b>1000000</b>

2.6 (b)	Block Requirements			
1	Computers + Chair + Table	30000	10	300000
2	UPS 3 KVA 2 Hour Backup	100000	1	100000
3	Multi Fuction Device * Printer	25000	1	25000
4	Broad Band Internet (12 Months)	3000	12 M	36000
5	LAN & Power Point	3000	9 P	27000
6	Consumables			12000
	<b>Total</b>			<b>500000</b>

**Civil Works 2008-09 :**

- a) **3<sup>rd</sup> Party Evaluation:** It is proposed to appoint agency for 3<sup>rd</sup> Party Technical Audit and Quality Assurance as has been done for the previous year. This step has been used to ensure quality. SDMCs have been very responsive to this audit. The amount estimated for such works will about 2.75% of cost of civil works.
- b) As described above, services of the engineers were obtained during the year 2005-06 to 2007-08 through an agency on consultancy charge basis. It is proposed to continue the services of these engineers for the year 2008-09. The general feedback is that, this helps in completion of works early as well as improving the quality of works.
- c) **District & Block level:** One District level engineer for 300 to 400 works and one Block level Engineer for 30 to 40 works for better coordination with SDMCs and for proper supervision and monitoring of works. Accordingly, now, 48 State and District level engineers and 202 Block level Engineers totaling 250 engineers are working. The Consultancy charge for the engineer's staff will be Rs.406.08laks per annum.
- d) **Transportation Cost:** The consultant engineers are expected to travel / visit the different works sites frequency. This mobility is important to achieve good quality of works and to achieve desired progress in the stipulated period. There is a provision for conveyances as transportation cost for block and district engineers and it is necessary to provide conveyance charge for the engineers for better coordination and monitoring of civii works. It is proposed for a lump sum payment of Rs.4,000/- per person per month. (4000X12X250=120.00lakh)
- e) **Capacity Building:** It is proposed to conduct quarterly workshop for providing training to T-o-Ts / engineers to help them to train the SDMC members. It will help in improving the quality of construction. The proposed training is for the period of 2008-09 at estimated cost training @ Rs.200 per day per person for 2 days of 250 persons in each quarter will be about Rs.4.00laks. (200X2X4X250 = Rs.4.00lakh)
- f) **Video Conference facility:** It is proposed to provide and placing of Video Conference facility at Block Resource Centre level for supervision of SSA works.
- g) **Hiring of Vehicle:** Hiring of vehicle for supervision of works from State Project Office @ Rs.30,000/- per month per vehicle for 3 vehicles totaling an amount of Rs.1,50,000/- per month and also it is proposed to provide one vehicle exclusively for supervision and monitoring of civil works at district level from state project office at the rate of Rs.25,000 per month per vehicle.

- h) **Construction Manual & Drawings:** It is also proposed to printing and distribution of community construction manual, drawings, measurement books, site order books and Engineers hand books etc to be provide at district and block level. The estimated cost Rs.20.00lakh.
- i) **Quality Control Equipments:** It is proposed to procure the Quality Control Equipments like Cube Moulds and Slump Cones to be provide at district and block level. The estimated cost of Rs.25.00lakhs.
- j) **Exposure to BEO, BRCs, BRPs & CRPs:** It is proposed for one day training for BEO, BRCs, BRPs and CRPs at divisional level for importance quality construction / maintenance buildings.
- k) **Proposed method of procurement of civil works:** The metro city plan for the project under school where there is no site to accommodate in the premises of existing government school where is a sufficient space and the multilevel complex are proposed to accommodate 2-3 schools near by locality. These multilevel complexes will construct through open tender system as per Para 110 of Procurement of Manual by the State Project Engineer at the State Level.

#### Revision of Unit Cost

The unit cost for civil works is worked out as per the current schedule of rates of KPWD 2007-08. Accordingly, the proposed unit cost for the various civil works is as given below.

- a) **New School Building:** The construction of new school building included two classrooms, one HM room, toilet, Drinking Water, Kitchen room and post of Compound Wall with gate. The unit cost as per S.R. rate of Rs.9.35lakh.
- b) **Additional Classroom:** The size of room 20'X30' Plus.8' X 30' Varanda as approved for the year 2007-08. The revised unit cost as per S.R. is Rs.4.95lakh.
- c) **Special Toilet:** The construction of special toilets for disabled children's as approved for the year 2007-08. The revised unit cost as per S.R. is Rs.0.56lakh.
- d) **Compound Wall:** The 1.3 meter height of compound wall as approved for the year 2007-08. The revised cost of Rs.1,200/- per Running Meter Plus Rs.8,000/- for Gate.
- e) **Multilevel Complexes:** The construction of multi level complexes at Bangalore city approved for the year 2007-08. The revised unit cost as per S.R. is Rs.5.85lakh.

Cost Estimation of State Intervention for AWP&B 2008-09

Rs. In Lakhs

Sl. No.	Activity	Phy	Fin
1	Consultancy Charges for Civil Engineers	250	406.08
2	Conveyance charges for civil engineers at Rs.48,000 per annum per Engineer	250	120.00
3	Training of field engineer during 2008-09 Rs.200.00 per day for 2 days in each quarter	250	4.00
4	Providing and placing Video conference facility at Block Resource Centre level for supervision of SSA works	LS	4.75
5	Hiring vehicles for the supervision and monitoring of civil works at 30,000 PM	3	10.80
6	Printing and distribution of community construction manual, drawings, measurement books, site order books, Engineers hand book etc	LS	20.00
7	Procurement of Quality Control Equipments like; Cuble Moulds and Slump Cones	LS	25.00
8	Exposure to BEO, BRCs, BRPs and CRCs regarding quality in construction for one day @ divisional level	3692	3.69
	<b>Total</b>		<b>594.32</b>

## Chapter - 16

### STATE LEVEL

#### GOVERNING COUNCIL

Hon'ble Chief Minister of Karnataka	Chairman
Minister for Prry & Secondary Education	Vice Chairman
Chief Secretary to Govt of Karnataka	Members
Development Commissioner	- " -
Commissioner & Secretary, Finance Dept.	- " -
Secretary, Higher Education Department	- " -
Principal Secretary Primary & Secondary Education	- " -
Secretary to Govt. Planning Department.	- " -
Secretary to Govt. Social Welfare Department	- " -
Secretary to Govt. Labour Department	- " -
Secretary to Govt. Women & Child Devpt Dept	- " -
Secretary to Govt. Rural Dev. & Panchayat Raj Dept	- " -
Secretary to Govt. Health & Family Welfare	- " -
4 persons drawn from NGOs nominated by State Govt.	- " -
5 Heads relating to State level institutions engaged in technical resource development to be nominated by the State Govt.	- " -
Representatives of primary teachers, to be nominated by State Govt. 3 persons, out of which 2 are female primary teachers 3 persons, out of whom 2 are women engaged in NFE & Adult Edn. 3 HMs of Primary schools.	- " -
2 District Deputy Commissioners and 2 Chief Executive Officers of selected districts All the Heads of Depts connected with Ele. Edn. Executive Heads of the District Task Forces	- " -
8 Reps.(official) Central Govt. to be nominated by MHRD	- " -
3 Reps(Non-official) of the Central Govt. non by MHRD	- " -



Director NCERT, New Delhi or their nominee	- " -
Director, NIEPA or their nominated representative	- " -
2 persons, who have distinguished themselves in the area of Edn. of SC/STs & physically handicapped - nominated by State Government.	- " -
2 women who have distinguished themselves in the areas of primary education, non-formal education	- " -
Commissioner for Public Instruction	- " -
Director, Mass Education	- " -
Director, DSERT	- " -
Director, Primary Education	- " -
State Project Director, SSA	Member Secretary

**EXECUTIVE COMMITTEE :**

The Principal Secretary to Govt. Pry. & Sec. Edn.	Chairman
Commissioner for Public Instruction	Vice Chairman
Secretary, Finance Department	Member
Secretary, Planning Dept.	- " -
Secretary to Govt, Women & Children Welfare Dept	- " -
Secretary to Govt, Labour Dept	- " -
Secretary to Govt, Social Welfare Dept	- " -
Director, DSERT	- " -
Director, Mass Education	- " -
3 Eminent Educationists to be nominated by the State Govt.	- " -
2 District Project Co-Ordinators nominated by the Chair person	- " -
1 District D.C & 1 CEO of Z.P nominated by the Chair person	- " -
3 Representatives of the Central Government to be nominated by MHRD,	- " -
1 Director / Rep, of State Level Academic & Techl Resources Support Agencies	- " -
2 Serving teachers to represent Teachers Organisations concerned with Elementary education to be nominated by the State Govt.	- " -
2 Women with relevant experience and interest in Women's Development & Education, one each to be nominated by the	- " -

State Government and the Central Government	
2 Women from Voluntary Agencies who have distinguished themselves for having worked among SCs and STs one each nominated by State Govt.	- " -
3 representatives to be nominated by state Govt. to the executive committee as per rule 21(v)(a),(b) & (c) of the draft MOA	- " -
Director, Primary Education	- " -
State Project Director, Sarva Shiksha Abhiyan	Member Secretary

#### CO- ORDINATION COMMITTEE

• Commissioner for Public Instruction	Chairman
• Director, Mass Education	Member
• Director, DSERT	Member
• Director, Social Welfare	Member
• Commissioner for Labour	Member
• Director, Women & Child Development	Member
• Director, Primary Education	Member
• State Project Director, Sarva Shiksha Abhiyan	Member-Secretary

#### OTHER COMMITTEES

##### GRANT IN AID COMMITTEE

A Committee has been constituted that is chaired by the Commissioner for Public Instruction and it approves the proposals of NGOs on EGS and other activities.

1	Commissioner for Public Instruction	Chairman
2	Representatives of MHRD(2)	Members
3	Commissioner, Labour Dept	Member
4	Director, DSERT	Member
5	Director, Primary Education	Member
6	Director, Urdu & other Minority Lang Schls	Member
7	Director, Women & child Development Dept	Member
8	Director, Social Welfare Dept	Member

9	Representatives from NGOs(2)	Members
10	State Project Director- SSA	Member- Secretary

### EVALUATION & RESEARCH COMMITTEE

A State Level committee has been constituted under the Chairmanship of Dr. Talwar, Dean, Education Department Bangalore University. The Committee scrutinizes and approves the proposals on educational Research and Evaluation.

### STATE CORE GROUP FOR EFA

1.	Principal Secretary, Pw & Sec Edn, Govt. of Karnataka	Chairman
2.	Commissioner for Public Instruction	Vice chairman
3.	Director, Primary education	Member
4.	Director, Mass Education	Member
5.	Director, Urdu & other Minority language Schools	Member
6.	Representative from Akshara Foundation	Member
7.	Representative from Azim Premji foundation	Member
8.	Representative from Prajayathna	Member
9.	State Project Director , Mahila Samakya	Member
10.	Director, Women & Child Developmet Dept.	Member
11.	State Project Director, SSA	Member Secretary

### District Level Core Group

1. Chief Executive Officer Zilla Panchayth - Chairman
2. Deputy Director for Public Instruction (Devpt) - Member
3. Deputy Director, W&CD - Member
4. District Mass Education Officer - Member
5. Block Education Officer - Member
6. One Representative of NGO (Involved in Educational activities in the Districts) - Member
7. Deputy Director for Public Instruction (Admin) - Member Secretary