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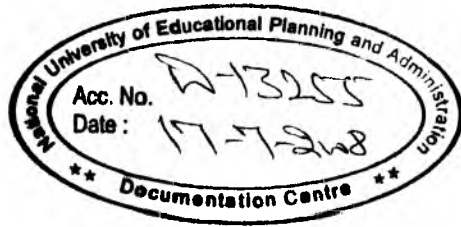
**EDUCATION FOR ALL IN KARNATAKA**



NUEPA DC  
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**Government of Karnataka  
August 2003**





Government of Karnataka

## *EduKar*

### - EDUCATION FOR ALL IN KARNATAKA

*Education is the basis of all growth. The quality of human capital in the state, that is the physical and mental capabilities of the population, will determine its future progress. Education not only improves the faculties and skills of people; it also dramatically contributes to their physical well being ...*

*Human Development in Karnataka 1999*

#### **Introduction**

The Framework for Action towards Education for All (EFA) adopted by the World Education Forum in Dakar, Senegal, in April 2000 commits the participating countries, including India, to a number of initiatives towards attainment of six major goals within a reasonable timeframe. The goals include comprehensive early childhood care and education, primary education of good quality to all, especially to girls and ethnic minorities, equitable access to appropriate learning and life-skills, improved levels of adult literacy, elimination of gender and regional disparities and improvement in all aspects of the quality of education imparted.

This paper enumerates some of the key strategies and actions already initiated as well as those envisaged for the future by the Government of Karnataka towards meeting the goals and objectives of EFA.



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## Chapter 1

### Early Childhood Care and Education

To translate its concern for the overall development of children the Government of India initiated a national programme called Integrated Child Development Services Scheme (ICDS) in 1975 with a modest coverage of the country, including one project in Karnataka. This has expanded to such an extent that all *taluks* (blocks) in the state have now been covered by the scheme. The welfare of pregnant and nursing mothers and children below 6 years of age has acquired the prime focus in the programme.

#### 1.1 Objectives of the Scheme

The main objectives of the ICDS scheme are to:

- Improve the nutritional and health status of children in the age group 0-6 years.
- Lay the foundations for the proper psychological, physical and social development of the child.
- Reduce the incidence of mortality, morbidity, mal-nutrition and dropping out of school.
- Achieve effective co-ordination of policy and implementation amongst the various departments to promote child development.
- Enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

#### 1.2 Expansion of ICDS in Karnataka

The ICDS scheme was started as a pilot project in 1975 at T'Narasipura in Mysore district with just 100 Anganwadi centres. Since then, the programme has expanded to all the revenue taluks and 10 urban areas in the state. As on March 2003, it is operating in 185 areas including 9 tribal ones, covering over 40,000 Anganwadis.

#### 1.3 Beneficiaries

The benefits of the scheme are provided to children below 6 years of age, pregnant women and nursing mothers belonging to families below the poverty line and living in disadvantaged areas including backward rural areas, tribal areas and urban slums. Out of a target of 3,273,000 in 2002-03 the actual reach was 2,960,000 up to November 2002. This included 1,211,000 children in age group 0-3, 1,222,000 in age group 3-6, 215,000 pregnant women and 228,000 nursing mothers.

#### 1.4 Package of Services rendered under ICDS

The package of services rendered under ICDS consists of:

- Supplementary Nutrition
- Non-formal Pre-school Education

- Immunization
- Health checkup
- Referral services
- Nutrition and Health Education for Women

These services are delivered to the selected beneficiaries through an Anganwadi centre which is the focal point of the ICDS scheme between 9.30 AM and 1.30 PM during the day.

#### ***1.4.1 Supplementary Nutrition***

Children below 6 years of age, pregnant and lactating mothers and adolescent girls in selected blocks hailing from vulnerable sections of society form the target group of beneficiaries under the Supplementary Nutrition programme. A minimum of 10-12 grams of protein and 300 calories of energy are provided to each beneficiary at a unit cost of Re. 1.50 per beneficiary per day from the state government funds and Re. 0.50 from central government funds. Amylase Rich Energy Food (AREF) is the principal nutrient food provided. It is supplemented with eggs or rice preparations wherever appropriate. Severely malnourished children are being fed additional amounts. The AREF contains a suitable mix of roasted whole wheat, soya dal, defatted soya flour, roasted Bengal gram, powdered sugar, malted ragi and premixed vitamins and minerals.

#### ***1.4.2 Non-formal Pre-school Education***

The pre-school education (PSE) component under the ICDS scheme is crucial to ensure holistic development of children in the age group 0-6 years belonging to the deprived sections of society. Among other traits, it also aims at school readiness and development of a positive attitude towards education. The PSE activities at Anganwadi centres also enable elder siblings to attend school. They contribute significantly to the national goal to achieve universal elementary education.

#### ***1.4.3 Immunization***

Children are immunized against six vaccine preventable diseases, viz., diphtheria, whooping cough, tetanus, poliomyelitis, tuberculosis and measles in coordination with the Health department. Pregnant women are given T.T.

#### ***1.4.4 Health Checkup: A healthy mind in a healthy body***

The health checkup programme includes:

- Antenatal care of expectant mothers.
- Postnatal care of nursing mothers and care of newborn infants.
- Care of children under 6 years of age especially at risk – children like those born with congenital defects and those who are severely malnourished.

Medical officers from nearby PHC / CHU / PHU conduct health checkup of all the children, pregnant women and nursing mothers once in three months. In coordination



with the Health department, quarterly health checkup of all beneficiaries and immunization as per the programmes are being conducted. Medicine kits are provided to Anganwadi centres to render primary health care of a simple nature.

#### **1.4.5 Referral Services**

Severely malnourished children identified under grades III and IV, pregnant women and nursing mothers suffering from serious ailments are referred to nearby government hospitals for specialized treatment. Referral slips are provided for use in each Anganwadi centre. The cases are attended to on priority basis and Anganwadi workers do follow up. Presently, over 9,600 children belonging to grades III and IV are availing referral services.

#### **1.4.6 Nutrition and Health Education**

With a view to creating awareness about good health and nutrition to mothers in ICDS areas, trained Supervisors / Anganwadi workers, ANMs /LHVs jointly conduct Nutrition and Health Education sessions using audio-visual aids where matters relating to child care, care of pregnant women and nursing mothers, diet needs, immunization, supplementary nutrition for children, sanitation/hygiene, cleanliness, etc., are discussed. The Food & Nutrition Board, Government of India, also conducts nutrition camps and demonstrations. Anganwadi workers and supervisors are trained in nutrition demonstrations by the Board.

### **1.5 New Initiatives in strengthening Pre-school Education**

#### **1.5.1 Integrated Approach to Pre-school Education      *NGO Participation***

This is a unique programme that has been adopted in Karnataka, wherein 42 themes have been developed and these are taught on a weekly basis throughout the year with the help of songs, stories, etc.

##### ***Activity Bank***

To support this unique approach UNICEF, in coordination with DSERT, the Department of Women and Child Development, NIPCCD, some NGOs and resource persons, has developed an 'Activity Bank' (called *Chilli-Pill* in Kannada) which is a collection of about 100 stories, songs, creative activities and games in the local language, with attractive illustrations, for the overall development of children. Copies of this collection have already been distributed to Anganwadi centres in *Janashala* Blocks and training has been imparted to concerned workers on its usage.

In Deodurga Taluk of Raichur district in NE Karnataka SAMUHA, an NGO, is involved in conducting pre-school activities by providing buildings, play equipment, etc. It has adopted 28 Anganwadi centres and is providing facilities like assisting in wall paintings with colourful depiction of fruits, flowers, shapes, pictorial stories, etc.

### 1.5.2 Pre-primary Education under SSA – Reaching the Unreached

- (a) The ICDS is not able to cover all habitations. Therefore, under the *Sarva Shiksha Abhiyaan* (SSA), it is planned to reach the unreached by opening new pre-school centres in over 11,000 habitations, covering about 407,000 children. The Department of Women and Child Development has been provided Rs. 16.5 million under SSA and it is proposed to supply the 'Activity Bank' developed by DSERT in 10 districts of the state after imparting training to Anganwadi workers through a core-team of expert trainers already identified by DSERT.

*Bala Vikas Mahila Samithis* have been constituted in all Anganwadis. These committees have been entrusted with the monitoring and supervision of the pre-school education. These committees include the chairperson of the local gram panchayat, the head teacher of the nearest primary school and parents of some Anganwadi children. In many centres the community is contributing towards feeding the children through providing fuel, vegetables and some services. The School Development and Monitoring Committees (SDMCs) are also being encouraged to open and run pre-school centres with or without government support.

#### **Balwadis in Urban Slums**

Based on the strong belief that exposure to an environment of joyful learning during the age of 3-5 years creates an improved opportunity for children, especially first generation school goers, to enroll and stay in a formal school, the *Akshara Foundation*, an NGO, has been able to create and sustain a vast pre-school (*Balwadi*) programme in 330 slums in Bangalore city. This is due to the enthusiastic participation of about 1000 volunteers from these communities, usually young women with some high school and early college education. They have sensitized their communities to the value of pre-school and regular schooling thereafter. About 90% of children in the Balwadi centres end up joining a regular school. At present over 20,000 children are enrolled in these centres.

The Dharwad unit of the Foundation has also launched similar programme with about 300 children in 18 centres.

- (b) Recognizing the significance of Early Childhood Development in the attainment of the cherished goal of universal elementary education, the Government of India has decided to improve the quality of non-formal pre-school education in Anganwadi centres through a new initiative of regular provision of Pre-school Education Kits, which are required to be procured @ Rs. 500 per centre per annum.

*Pratham, Mysore*, which is part of the Pratham network to which Akshara Foundation also belongs, has its own Balwadi programme, with over 1200 children in 68 centres.

### ***IBM Kidsmart Programme***

- (c) An amount of Rs. 50/- per month is being provided to each Anganwadi centre towards contingency expenses. This money can be used for purchase of pre-school education materials.
- IBM has come forward to implement the 'Kidsmart' early learning programme in ICDS centres and has supplied Multi-media PCs to 10 Anganwadi centres in the state. This will enable early childhood educators to 'reinvent' education in childcare and pre-school settings by using IBM's 'Young Explorer' product. More ICDS centres are expected to be covered in future under this programme.

#### ***1.5.3 Caring for Children with Special Needs: CBR – Portage (Community Based Rehabilitation)***

The magnitude of the problem of disability is vast and its impact on the individual, the family and the community is severe. Early identification, intervention and stimulation will go a long way in preventing primary and secondary handicaps.

***Portage*** is an early intervention and stimulation programme with a strategy through which children with disabilities in the 0-5 age group are identified as early as possible and early action is initiated for stimulating the child to develop to his/her full potential and to prevent secondary handicaps. Such programmes help prepare children for inclusion at the primary educational level.

The overall goal of the UDISHA – Portage project is to reach out to the unreached disabled children, especially in rural / tribal areas and in urban impoverished areas. The training for this involves three levels:

- Level 1: CBR Network trains Facilitators for 15 days
- Level 2: Trained Facilitators train ICDS Supervisors for 10 days
- Level 3: Trained Supervisors train ICDS Anganwadi Workers for 5 days

In Karnataka this innovative programme has been taken up in 16 districts.

## Chapter 2

### Universalizing Elementary Education

One of the directive principles of State Policy enunciated in the Constitution of India relates to providing free and compulsory education for all children in the country up to the age of 14 within a period of 10 years from the date of commencement of the Constitution, i.e., by 1960. Unfortunately, even after half a century since the Constitution came into force we have been unable to achieve the target. At present the *Sarva Siksha Abhiyan* (SSA) of the Government of India pledges to achieve this task by 2010. In Karnataka, the target year accepted by the Department of Public Instruction is 2007. The task is being taken up on a war footing. The urgency is all the greater in view of the right to education becoming a fundamental right.

#### 2.1 Goals and Objectives

The main goals and objectives of the numerous initiatives of the Government of Karnataka towards universalization of elementary education are:

- To ensure that all 6-13 year old children are in classes 1-8 by 2007.
- To ensure that all required infrastructure and human resources for providing eight years of free, compulsory, relevant and quality education are in place by 2007
- To ensure that education becomes a means of genuine empowerment of the individual to achieve his/her full potential by 2007
- To ensure that the learning process is made locally relevant, child-centred, activity-based and joyful by 2007
- To ensure that educational management is decentralized to the community and that the community takes ownership to ensure children's right to education by 2007.

#### 2.2 Current Status

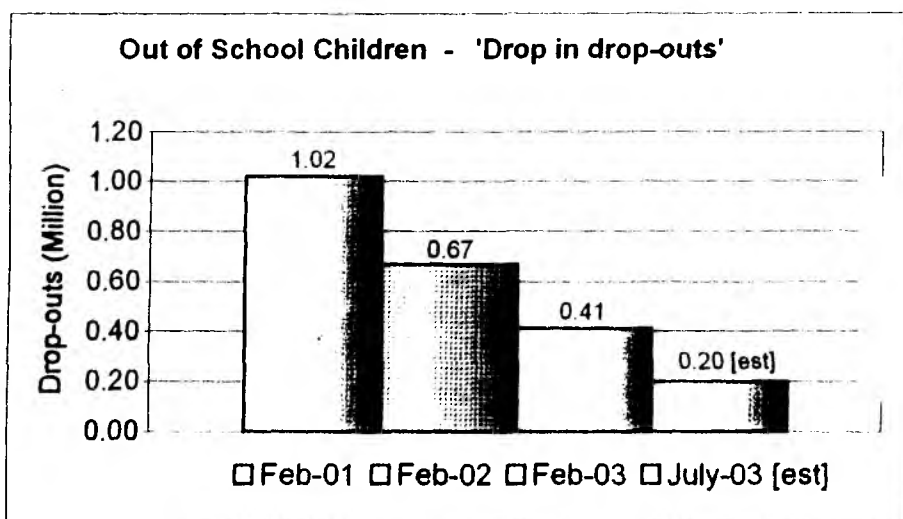
Though well short of the goal of universalization of elementary education, Karnataka has made impressive progress towards reaching it in the last few decades. Access, Enrolment, Attendance and Retention are the most important indicators of progress towards the goal. Karnataka has done well in recent years on all these counts and the outlook for the future is distinctly promising.

##### 2.2.1 Access

The present scenario in Karnataka is that about 98% of the population has been provided lower primary schools within 1 km distance and higher primary schools within 2 km distance. Primary schools have been started in all habitations with a population of 200 or more (whereas the national norm is 300 population) and in other habitations with less than 200 population a primary school is available within walking distance. Access is therefore no longer an impediment to the goal of universalization. The number of schools, now over 50,000, has increased by nearly 25% in the last 10-12 years.

### 2.2.2 Enrollment

School enrollment has increased significantly in recent years through special enrollment drives and numerous special measures discussed later. In classes 5-7 the increase is nearly 5%, a very encouraging sign. The drop out rate in classes 1-4 came down from about 27% in 1992-92 to about 10.5% in 2000-01. A measure of the progress achieved in this direction in the last few years is the further rapid drop in the number of out-of-school children shown in the chart below. This has been successful due to the massive campaign launched to bring the drop-out children back to school with the help of the community.



### 2.2.3 Attendance

The special measures referred to above are translating into better enrollment as well as regular school attendance. The state-wide implementation of *Akshara Dasoha*, the hot cooked free mid-day meals scheme in government primary schools appears to have made a notable impact.

## 2.3 Special Initiatives

The following special initiatives of the department of school education have had a significant impact on the drive towards universalization of elementary education in the state.

### 2.3.1 *Baa Marali Shaalege* – Come Back to School Campaign

So as to celebrate the 2002 Karnataka *Rajyotsava* Day on a purposeful and meaningful note the department of education mounted a massive campaign of getting children who had dropped out of school for various reasons back into the school. The main objectives of this campaign were:

- To enroll all children in the age group 6-14 and getting them to attend school through intensive door-to-door campaigns throughout the state with the

- To bring back to school children who have been absent for too long
- To provide bridge courses and remedial teaching the returning children so as to make the reentry to the school conditions and a learning environment as smooth as possible
- To place the children ready for mainstream schooling into regular classes suitable to their situation

The campaign was launched on a massive scale throughout the state and by the end of 2002 had succeeded in bringing back to the school over 220,000 children, about 50% of them being girls. The effort and the response in the educationally backward districts of northeast Karnataka were particularly impressive, contributing nearly 50% of the figure for the entire state. Raichur and Koppal districts were right at the top of the list, accounting for 25,000 and 23,000 respectively.

The success of the *Baa Marali Shaalege* stimulated the department to undertake other campaigns with similar goals and objectives to bring down the huge number of children staying out of school.

### 2.3.2 *Akshara Dasoha* – Free hot mid-day meals for school children

The Government of Karnataka introduced a massive programme for providing free hot mid-day meals to all school children enrolled in classes 1–5 of government primary schools in the seven educationally backward north-eastern districts of Raichur, Koppal, Gulbarga, Bidar, Bellary, Bagalkote and Bijapur in June 2002. The main objectives of this programme are:

- Improvement of enrollment and attendance
- Reducing the drop-out rate in schools
- Improving the health of children through increased nutrition
- Enhancing the level of learning of children in the schools

In view of its importance and significance the government has extended this programme to benefit children in classes 1–5 of government primary schools in *all*

the districts in the state beginning from July 2003. The statewide implementation of the programme is being achieved under the direction of the highest-level government



officials in each district and in association with the respective village/town *panchayats* (councils). Hot food is being cooked utilizing the free supply of raw rice and wheat provided by the central government under its mid-day meals scheme for school children. The fruits of *Akshara Dasoha* are reaching nearly 5 million children in about 43,000 schools. About 38,000 kitchens are activated every working day. The estimated annual recurring cost of implementation of the programme is about Rs. 2,000 million.

Detailed guidelines have been provided regarding

- The nutrition content of the food to be provided
- The type of food that may be prepared on each working day of the week
- The method of cooking and how it has to be supervised
- Cleanliness, safety and economy criteria to be observed
- The quantity and quality of the food to be provided to each child
- Selection of cooks and support staff
- Roles and responsibilities of different categories of supervisory and executive staff
- Roles and responsibilities of the school teachers and head teachers
- Maintenance of official records

Preliminary findings indicate a significant improvement in the enrollment, attendance and retention of children in schools as a result of the largely successful implementation of this massive programme. It is hoped that the scheme can be extended in future to cover all children in all classes of all government primary schools.

### **2.3.3 *Nali-Kali* – A Recipe for Joyful Learning**

The Karnataka government and UNICEF collaborated to create a virtual revolution in education in Mysore district.

The walls in classrooms are hung with colourful charts and craftwork. Children of different ages sitting in groups. A child mimics birdcalls. This is a classroom in a government school. And today's lesson is about 'Environment'. But there is no 'teacher' here; only a 'facilitator'. And that is not just a meaningless change of nomenclature.

Government schools normally shy away from any change in modes of teaching or learning. *Nali-Kali* is an exception, having created a veritable revolution in classroom transactions. *Nali-Kali* or 'joyful learning' was started as an experiment in classroom transaction, spearheaded by the teachers themselves.

It all began in Heggada Devana Kote taluk in Mysore district. UNICEF had prepared a micro-plan, which included a survey of in-school and out-of-school children in the taluk, a primarily SC/ST constituency. In 1995, M N Baig, Education Officer in Mysore district, along with UNICEF and the Commissioner of Public Instruction, decided to revive the micro-plan and look into activity-based learning. They held a meeting with schoolteachers in the taluk.

The local teachers isolated some problems that they could tackle themselves. These included absenteeism of children involved in farm labour, unattractive curricula and teaching methods, lack of support at home and urban bias in textbooks.

The pre-training session, consisting of 35 teachers, resource persons and other officials laid down outlines for classroom transactions, teaching-learning materials, etc. Learners' problems, especially those of first-generation learners, were discussed, the minimum level of learning scrutinized and changes suggested. The learning load was reduced to a realistic and achievable level. Language, mathematics and environmental studies were to be taught through art, craft, song, dance and other activity-oriented methods.

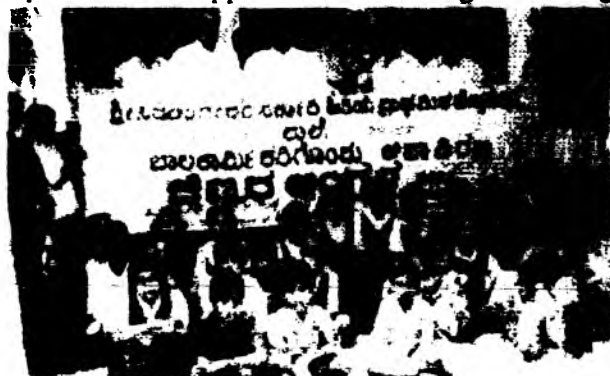
*Nali-Kali* envisions the breaking down of the traditional hierarchy that exists between teacher and student. This orientation is introduced at the level of training of the teachers itself. All the teaching-learning materials are handmade by the teachers and hands-on experimentation is encouraged.

In the first year, 1995, 257 teachers from HD Kote were trained. This number rose to 322 in 1999. It is operational in all but one block in Mysore district. In addition, five blocks across the state were also covered.

*Nali-Kali* has managed to penetrate the villages in unprecedented ways. In Madanpura, the private school had to close down because most of the students sought a transfer to the government school! And even the farmers were heard humming the action songs that are taught in the school.

#### **2.3.4 Chinnara Angala – A Course to the Mainstream**

The *Chinnara Angala* Summer Course Programme is aimed at bringing back out-of-school children into schools. The out-of-school children fall into two categories: a) those who were never enrolled in school, and b) those who have dropped out of school at either the Lower Primary level or the Upper Primary level. The *Chinnara Angala* intends to enable these children in the age group of 6–14 years to enroll themselves into regular schools. A *para-teacher* appointed from amongst the village youth teaches the children. An intensive, condensed form of the curriculum is taught, at the end of which the children are enrolled in the appropriate regular classes. The duration of the intervention was initially proposed to be of 60 days. Later it was decided that it would continue till all children were enrolled into formal school.



*Chinnara Angala – A spark of hope for child labour*

When first started in 10 programme blocks, 3,100 children were enrolled in the course, and as many as 2,600 children from amongst them were enabled to join the mainstream formal schools. It shows acceptance of the intervention by the



community. This also indicates growing awareness among people about the need for education. In the beginning the programme personnel spent considerable time convincing people about the benefits of the interventions, which was crucial for the success of this intervention.

During 2003 over 4,800 *Chinna Angala* centres were opened so as to generate school preparedness among 407,000 out-of-school children. 127,000 children, including 50,000 child labourers, participated in this programme.

The Akshara Foundation has been very active in running this programme in Bangalore. All the existing 194 *Chinnara Angala* learning centres reaching out to 4,600 children in the city have been coordinated by the Foundation with the help of other NGOs like MAYA, Mobility India, APSA, REDS and Rashthrohana Parishat.

Akshara, in collaboration with Madhyam, another NGO, has launched a 100 per cent enrolment campaign in 30 slums in the city. Along with the field publicity office of

### **2.3.5 Akshaya Patra – Feeding the urban poor children**

The ISKCON, Bangalore has come to the aid of over 45,000 children in government schools in Bangalore Urban district by providing free mid-day meals under their Akshaya Patra programme. It was inaugurated by President Dr A P J Abdul Kalam at Bangalore on June 7, 2003. He sat with a number of school children along with the state Governor as well as the state Chief Minister for the inaugural lunch at the ISKCON headquarters in Bangalore.



**The President lunching with school children under the Akshaya Patra programme**

the Ministry of Information and Broadcasting, they conducted awareness programmes on *Chinnara Angala* in another 35 slums in the city.

Though the *Chinnara Angala* Programme has so far been successful, there is an urgent need to accelerate and increase its reach many-fold and throughout the state.

### **2.3.6 *Vidya Chetana – An Alternate School***

*Vidya Chetana* is an alternative school for those children who are not in schools even after the *Chinnara Angala* intervention. The location of a *Vidya Chetana* Centre is selected keeping in mind the students' convenience. The timings for teaching are kept flexible to suit the child. Classroom transaction starts with books prepared specially for the *Chinnara Angala*. Once children master this, they are tested and given regular books prescribed by the department according to their level of achievement. They are also provided with notebooks, pencils and pens, instrument boxes and textbooks. At the end of the year, the child has the option to choose between joining regular school or continuing further in the *Vidya Chetana* Centre.

## Chapter 3

### Adult Literacy and Continuing Education

The Dakar Framework envisages substantial improvement in levels of Adult Literacy, especially for women, and equitable access to basic and continuing education for all adults. It also envisages that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes. Karnataka state has made significant progress towards these goals, especially in the field of adult literacy.

#### 3.1 Adult Education Initiatives

Karnataka (formerly Mysore) was one of the first states in the country to implement a comprehensive literacy programme to eradicate illiteracy in the country. Sir M Visveswarayya was a great visionary who strongly believed in universalization of education for the development of the state. He introduced several measures as far back as 1912 to spread education among the masses.

The Adult Education Programme was started as early as 1941 through Mysore University and Karnataka State Adult Education Council, Mysore. The National Adult Education Programme (NAEP) was introduced in the year 1978. The Directorate of Adult (Mass) Education came into existence in the same year. The Mission of this Directorate is to provide life long learning opportunities to all those non-literates, neo-literates and literates in the age group of 15 to 35 years to create a learning society.

The Directorate is involving voluntary agencies in the task of implementing literacy programmes and issuing timely directions and guidance to district teams as and when required. It has implemented the centrally sponsored Rural Functional Literacy Programme as also state sponsored programmes like *Akshara Sena* and *Akshara Deepa*. The 'Karnataka Literacy Experiment' from 1980 to 1990 was designed to achieve functional literacy among adult non-literates.

Karnataka implemented the Total Literacy Campaign, including the *Kannada Nadu Sakshara Nadu* programme sponsored by the National Literacy Mission and the state government. All the districts have completed the Total Literacy Campaign and, except Gulbarga, have passed through the post-literacy phase between 1990-91 and 1999-2000.

#### 3.2 Programme Objectives

These programmes have been implemented with the following main objectives:

- To improve the overall literacy percentage in the region.
- To provide literacy to adults in the age group of 9-35 years.
- To encourage parents to send their children to the school.

- To encourage inculcating national values such as small family norms, small savings, protection of the environment, promotion of communal harmony, etc.

### 3.2.1 *Modus Operandi*

Mass mobilization drives were conducted to create a conducive learning atmosphere. Awareness programmes were conducted at the village level. *Kala Jathas*, *Cycle Jathas*, Street Plays, *Saksharatha* Songs etc., were organized in every village to motivate the non-literate and the volunteers to participate in the teaching-learning process. Surveys were conducted for the identification of the non-literates and volunteers. The volunteers had been trained to provide literacy skills to the non-literates and to bring about awareness among them. The teaching-learning process was monitored from the learning center level as well as the district level. Internal and external evaluation of the programme as a whole was also conducted. The main outcome of the programmes is that, among the identified 7.7 million non-literates in the 9-35 age group, 4.2 million non-literates have been made literate. Those who became literate have gained additional awareness apart from the literacy skills. Many of them have become self-motivated to continue further education through open school and distant education modes. Literacy makes many miracles in life. As a result of the literacy movement not only have illiterates become literate but also self-reliant.

### *A Success Story*

One of the most heartening and inspiring success stories of the literacy movement in Karnataka is that of Ms Nagalaxmi of Mardhal village in Puttur Taluk, Dakshina Kannada district who, starting from the most humble beginnings, went on to become a practicing lawyer. Coming from a very poor illiterate family, Nagalaxmi decided to give herself a chance in life by first becoming literate using the opportunity provided during the 1990-91 literacy movement. She was encouraged and aided in her efforts by a deeply responsive *preraka* of the movement. In 1991 she passed the seventh standard school examination, and with further effort and encouragement, eventually passed the SSLC examination as a private candidate. After passing PUC in Puttur she took to the study of law in the Baligas College of Law at Udupi. After graduating successfully she is now a talented practitioner of Law and gratefully recollects how the literacy movement helped her climb high on the ladder of success in life.

### 3.3 Continuing Education Programmes

Continuing education programmes are designed to reinforce, strengthen and develop the literacy and other skills gained by neo-literates through non-formal, informal and literacy programmes.

### 3.3.1 Objectives

Continuing education programmes are designed to:

- Provide life long education by creating a learning society.
- Provide comprehensive educational facility in each village for retention, upgradation, continuation and application of literacy skills to enable learners, neo-literates, dropouts and all those who are interested in continuing their learning skills beyond basic literacy.

### 3.3.2 Strategies

- The programmes are being implemented through *Zilla Saksharatha Samithis*, which are working on the lines of NGO's, comprising of both GO's and NGO's and headed by the Deputy Commissioner of the district.
- The *Panchayat Raj* Institutions, NGO's, *Yuvaka-Yuvathi Mandals* and community-based organizations are involved.
- *Grama Saksharatha Samithis/Village Development Samithis* are being formed to manage the Continuing Education Centres and the Nodal Centres.
- For every 2000 population one Continuing Education Centre and for every 10 Continuing Education Centres, one Nodal Continuing Education Centre have been established.
- The Continuing Education Centres and the Nodal Continuing centres are manned by the *prerak* and the *upa-prerak* who are members of the local community called *Grama Saksharatha Samithi*. They are paid a nominal honorarium.
- The Central Government will bear the entire expenditure for the first 3 years of the Continuing Education Programme. For the 4<sup>th</sup> and 5<sup>th</sup> year 50% of the expenditure will be borne by Central Government and remaining 50% by the State Government. After 5 years it is envisaged that the community itself will sustain the programme. Therefore, from the beginning of the year itself the local communities, which manage the centers, have started to create corpus funds for running the centers continuously.
- An improved teaching-learning module has been evolved for use within the area covered by the Continuing Education Centre.

### 3.3.3 Activities/Facilities

The Continuing Education Centres and the Nodal Continuing Education Centres have the following multi dimensional activities/facilities:

- Learning Centre
- Reading Room
- Library
- *Charcha Mandal* (Discussion forum)
- Information Centre
- Development Centre
- Training centre
- Cultural and recreation Centre
- Sports Centre
- Community Service Centre

The Continuing Education Programme has set on a much higher level of functional literacy, ability to access and process information and confidence in expression.

### **3.3.4 Implementation**

Under the umbrella of the Karnataka State Literacy Mission Authority the Continuing Education Programme is being implemented throughout the State. The Authority approved 28 Continuing Education Proposals and submitted them with its recommendation to the National Literacy Mission, Government of India for sanction. So far 25 projects have been sanctioned in 24 districts. Out of a total of 15,000 CECs and 1,500 Nodal CECs sanctioned, 11,600 CECs and 1340 Nodal CECs have been established.

The National Literacy Mission Authority has sanctioned a sum of Rs. 874 million out of which Rs. 526 million have already been released by the Government of India. The total expenditure so far is Rs. 327 million.

The *Preraks* and *Upa Preraks* have been conducting literacy classes for the non-literates within the area covered by their respective Continuing Education Centres. A survey has identified a target of 2,146,000. Out of 846,000 enrolled in the learning centres, 271,000 learners have completed primer-I, 171,006 have completed primer-II and 128,000 have completed primer-III. The last figure includes 74,000 females, 29,000 SCs and 16,000 STs.

Under the Continuing Education Programme target specific activities such as Equivalency Programme, Income Generating Programme, Quality Life Improvement Programme, Individual Interest Promotion Programme, etc., are also being conducted. These programmes are need based and have been conducted in the Continuing Education Centre at the village level.

With the objective of empowering women, self-help groups (SHGs) have been formed in the vicinity of Continuing Education Centres. The *preraks* and *upa preraks* are motivating the women engaged in different vocations to form the SHGs. The money collected among the members of the group is taken into account. The members avail loan facilities from the collected amount for productive purposes. Huge savings have been generated. Some of the *Zilla Saksharatha Samithis* have taken special care in the promotion of the Self-help Groups. For instance, there are 1,500 self-help groups operating under the umbrella of *Zilla Saksharatha Samithi*, Hassan. The savings of these groups run to about Rs. 100 million. These groups have formed village forums

and plan to form taluka level and district level SHGs federations. They have also planned to open a Woman SHGs bank. On the same lines, the *Zilla Saksharatha Samithi*, Bidar has formed 500 SHGs. The savings of the groups has crossed several crores of rupees.

The members of the SHGs working under the Continuing Education Programme are taking part in Adult Literacy and gaining the benefits of the Continuing Education Programme.

Seven *Janashikshana Samsthans* are functioning in the State for the benefit of neo-literates. They have been funded by the National Literacy Mission Authority. They have action plans for developing vocational skills among the neo-literates. They have conducted a variety of training programmes such as dressmaking and designing, candle making, knitting, embroidery, *mehandi*, beauty culture, etc. Out of 4400 neo-literates enrolled 1900 have completed the training successfully.

### **3.4 Status of Literacy**

As per the 2001 Census, the literacy rate in Karnataka is 67.04%, which is an increase of 11% compared to the 1991 Census. It is also higher than the national figure. The female literacy percentage is 57.45 and that of male is 76.29, amounting to the decadal increase of 13.11% and 8.94% respectively. Among the districts, Bangalore Urban with a literacy rate of 83.91% is the most literate district and Raichur with a literacy rate of 49.54% is the lowest literate district. Bangalore Urban has the highest female literacy rate of 78.98% while Raichur with 36.84% has the lowest. Dakshina Kannada district has the highest male literacy rate of 89.74% while Chamarajanagar with 59.25% has the lowest.

### **3.5 The State Literacy Programme – New Initiative**

*The state has set itself the goal of 80% literacy by 2005.* To achieve this, the implementing mechanism has to tackle the staggering illiteracy among women, SCs/STs, minorities and backward community population. The female literacy rate in Gulbarga and Raichur is below 40% and in Bagalkot, Bijapur, Koppal, Bellary and Chamarajanagar it is below 50%. In the slums of the cities the literacy rate is also below the national level.

#### **3.5.1 A Fresh Look at the Strategies**

In the light of the shortcomings observed during the earlier implementation and the lessons learnt in the process, especially in the educationally backward districts, the state literacy programme would adopt the following fresh strategies to achieve the overall goal:

- The state will be divided into different parts based on the region, prevailing literacy rate, especially among women, and specific programmes will be taken up.
  - (i) The seven north-eastern districts namely, Bidar, Bellary, Bijapur, Bagalkote, Koppal, Gulbarga, Raichur and the southern district of

- Chamrajanagar where the literacy rate is below the national literacy rate and female literacy rate below 50% are formed into one zone.
- (ii) Districts like Belgaum, Chitradurga, Bangalore Rural and Gadag where literacy average is below the state literacy average and national literacy average are formed into one zone.
  - (iii) Districts like Kodagu, Uttara Kannada, Shimoga, Chikmagalore, Dharwar, Hassan, Haveri, Davanagere and Tumkur where the literacy rate is above the state literacy average will be formed into one zone.
  - (iv) Three districts of Coastal Karnataka, namely Dakshina Kannada, Udupi and Uttara Kannada where the literacy rate is very high will be formed into one zone.
- For the improvement of female literacy special care and strategy will be adopted:
- (i) A sub committee for monitoring female basic literacy will be constituted at all levels.
  - (ii) NGO's such as *Mahila Mandal* and *Yuvathi Mandal* and the departments are to be involved in providing adult literacy to women and basic literacy to girls respectively.
  - (iii) *Mahila Samakhya* will be entrusted the job mobilizing and strengthening women's organizations at the village level to the district level for literacy, health and income generation programmes.
- Linkage will be established with the Women and Child Development Department to make Anganwadi workers participate actively in the women's literacy programme for the improvement of female literacy, through the *Siree Shakthi* programme.
- Special care will be taken to encourage SC/ ST/backward and minority women to participate actively in the literacy programme to attain basic literacy for improving their quality of life.
- Street plays, *jatha* programmes, etc., will be evolved to focus on the importance of female literacy in the development of the individual and the society.
- A special incentive will be given to non-literate women to attain basic literacy.
- Self-help groups will be utilized for providing literacy to the women, especially among SC/ST/minority groups.
- Parents will be educated to send their girl child in the age group of 6-14 years to school.
- The parents and the male counterpart will be encouraged to send their girl and spouse respectively to adult literacy classes.
- *Panchayat Raj* institutions will be involved and the implementation of the programme will be entrusted to *gram panchayats* as grassroots level implementing units and monitoring bodies.
- The continuing education programme is being implemented through continuing education centers and nodal continuing centres. The assistant *prerak* who looks after the literacy programme will be entrusted to run the literacy classes and to manage the literacy classes run by volunteers.
- The services of NGOs will be fully utilized. District wise NGOs will be identified and involved along with the district *Shiksha Mission*. They will be



utilized for implementation, training, monitoring and evaluation of the programme.

- Whichever village based organizations like *Yuvaka/Yuvathi/Mahila Mandali*, Farmers Association, Self-help Group, etc., are actively functioning will be identified and entrusted the literacy work.
- To make the programme more effective, a collective of educationists, experts, professionals, advisers will be formed to seek timely guidance, suggestions and also collaborations. This collective will work as a resource group. Their services for part time and as consultants will be sought.
- Efforts will be made to secure the active participation and special efforts of the people's representatives, Government and Non-Government Officials at all level.
- To encourage voluntary teachers to impart literacy in SC/ST/minority colonies the Scheme of *Guru Dakshina* will be adopted whereby a payment of Rs.101 will be made to the volunteers for making each non-literate, literate after final evaluation.
- To target the large numbers of non-literate women in SC/ST/minority communities an incentive scheme in the form of prizes will be introduced.

### **3.5.2 Future Course of Implementation**

In view of the latest decision of the government to raise the literacy level from the current 67.04% to as high as 85% by 2007, the following course of action will be followed.

- The period of the programme will be 5 years.
- First 6 months will be meant for preparatory work for the entire programme, specially for the first phase of the first year (from June 2003)
- Every year the literacy programme will be implemented in two phases, each phase of 6 months duration - five months for teaching learning/one month for Internal/External Evaluation.
- The teaching-learning process of the current phase and preparation for the next phase will go on hand in hand.
- A total 9 phases of teaching-learning process will be implemented.
- Every year the programme will be drawn up on the basis of the drop-out and residual non-literates.

Through a systematized implementation of the programme the literacy rate in Karnataka is expected to increase by 3.50% in 2003, by 4.75% in 2004, by 4.25% in 2005, by 3.50% in 2006 and by 2.96% in 2007.

### **3.5.3 Teaching Learning Materials**

The primer prepared by SRC, Mysore will be used for the teaching-learning process. The learners will also be provided with a notebook and pencil. Maps, charts and roll up black boards will be used as teaching materials.

### **3.6 Survey of Non-literates**

Before launching the state literacy programme a survey of non-literates will be conducted. The non-literates will be identified and enlisted into groups of 20 members each for the teaching learning process. Every year a survey of non-literates and neo-literates will be conducted in order to know the increasing literacy rate and to enlist the new non-literate entrants. After completion of the five years a survey will be conducted to determine the actual increase in the literacy rate and to enlist the neo-literates. In all, the survey will be conducted six times. The services of literacy functionaries, primary education personnel and local educated youths will be utilized for the survey tasks.

### **3.7 Training**

Training is considered to be the most important component of the programme of activities and, as such, it is given the highest priority. The services of DSERT, DIET, SRC, etc, will be utilized for training.

Training will be given to the following functionaries.

- State Resource Persons Collective.
- District Resource Persons Collective
- Volunteers/*Preraks*
- District Coordinators
- Taluk Coordinators

#### **3.7.1 Training Curriculum**

The training components include:

- Methods of Teaching
- Communication Skills
- Personality Development
- Crises Management
- Survey, Monitoring and Evaluation

#### **3.7.2 Orientation and Convention:**

To sensitize the peoples' representatives and Government and Non-Government officials about the importance of the state literacy programme, an Orientation and Convention will be held. One or two day's orientation workshop will be conducted for Government and Non-Government officials at all levels. A one-day convention will also be held for peoples' representatives at all levels.

#### **3.7.3 Monitoring and Evaluation:**

The programme will be closely monitored and evaluated by teams constituted at all levels. The monitoring and concurrent evaluation work will be started from the day one of the preparatory work of the first phase of the programme. It includes the

monitoring of preparatory work, survey, training, teaching learning process, level of learners' progress etc. The internal evaluation will be conducted by the village monitoring unit after the completion of the primer. The external evaluation will be conducted by the middle of six months by the agency to which this task was entrusted. Monthly monitoring meeting will also be held to assess the progress. The field functionaries of literacy and education will regularly visit the learning classes to encourage the learners as well as the volunteers.

#### **3.7.4 Vayaskara Shikshana Pade**

A special women's literacy programme called *Vayaskara Shikshana Pade* at village panchayat level in 8 districts of the State has been taken up for the year 2003-04 as the first phase. This is expected to cover about 200,000 women non-literates and 20,000 women volunteers in about 4,000 villages under 1,490 *gram panchayats* of eight districts. A sum of Rs. 10 million has been allocated for this task. The amount includes incentives for both learners and volunteers.

### **3.8 Concluding Remarks**

There is a need for strategy-shift to revitalize literacy efforts in Karnataka. To this end, this paper is addressed to the policy makers towards institutional integration of universal elementary education and total literacy programmes, the two areas to consolidate and sustain the new initiatives in the education sector in Karnataka. The rationale in this convergence, from the state to village levels, is to bring a synergy for basic education in pre-school, formal education schools, adult literacy sectors and Anganwadi pre-education in the near future.

The programme will continue in each district until that district reaches 85% literacy. The time given to reach the goal may vary from district to district. The DSERT will review the standards set every 2 years, and evolve or upgrade standards if necessary. Having reached 85% literacy the particular district will move into the sustainability mode by which residual illiteracy will be tackled and constant upgradability will be possible. The Open School Centres will also be opened on the line of the Open School. Using this mechanism the programme should allow the adult and non-formal learners to appear for 4<sup>th</sup>, 7<sup>th</sup> or SSLC examinations. The concept of registration fees for enrolment in Open School programmes, certification and placement through potential employers will have to be nurtured and actively promoted. The DSERT will determine and suggest levels of examination. The examinations will be based on the curriculum evolved for this programme.

## Chapter 4

### Towards Equality in Educational Opportunities

Even as the state has been notching up significant landmarks in the drive towards universalization of elementary education, it is also striving hard towards achieving equality in providing educational opportunities, cutting across the long-standing social, economic and geographic barriers, as also the gender gap, that have separated the have-nots from the haves for so long.

#### 4.1 Current Status

One of the most significant facts is that there is *no* gender disparity in the dropout rates of children in classes 1-4. However, a small disparity persists in the dropout rates in classes 1-7. Regional disparities however persist, with significantly adverse indicators for the northeastern region of the state.

#### 4.2 Special Initiatives

The following special initiatives of the department of school education have had a significant impact on the drive towards reducing further the inequalities in educational opportunities in the state.

##### 4.2.1 The *Coolyinda Shaalege* Campaign

Due to the efforts of teachers and supporters of educational initiatives the *Baa Marali Shaalege* campaign succeeded in bringing back to school about 224,000 children in the age group 6-14. Even then, about 340,000 children remained out of reach of the school system. Many of them are children doing hard and demeaning menial jobs for their livelihood when they should actually be involved in some productive and joyful learning. They are the victims of a cruel society that tolerates and puts up with child labour that is plainly illegal as well as officially forbidden. The basic aim of the *Coolyinda Shaalege* campaign is to liberate such children from the bondage of labour and bring them to the school.

##### *The First Step*

Most people seem to be unaware of the fact that it is illegal to employ children below 14 years of age for any purpose. Eight years of elementary is a fundamental right of all children. Employing them would amount to denying this right and is therefore unconstitutional. As a first step it is necessary to warn employers of child labour through wide publicity to the relevant laws and court judgments on the issue. During February-March 2003 a major campaign was mounted throughout the state giving publicity in various ways – through handbills, posters, wall writings, street plays, newspapers and media. If the employers release the children from their employment it may not be very difficult to bring them to school.



An attractive campaign poster

Subsequently, teachers, students, workers, departmental officials, resource persons including those in BRCs/CRCs , SDMC members, voluntary organizations/NGOs and students in teacher education institutions have all participated extensively in the campaign liberate children from the world of labour and introduce them to the world of learning. The state chief minister made a special appeal to all people in this regard. Employers of child labour have been told: “Employing children below 14 is an offence. Those violating the law are liable for punishment with fine or a jail term or both. Release the children from your bondage and send them to school”

The outcome of this campaign has been quite impressive so far and about 50,000 children have already been liberated and enrolled in *Chinnara Angala* (bridge course) centres.



A street play campaign on *Coolyinda Shaalege*

#### **4.2.2 *Samudayadatta Shaale* – School towards Community**

Community participation has been a vitally missing component in the process of universalization of school education in previous decades. A special programme called *Samudayadatta Shaale* was launched in November 2000 to facilitate the process of active community participation. Under this programme key officials of the department to visit a school and stay back in the school long enough on a specified day to discuss with the students, teachers, parents and members of the local community any special problems of the school and to assess the academic progress of the school children as well as the performance of teachers. Members of the School Development and Monitoring Committee (SDMC) will be associated in the exercise. This way they try to improve the relation between school and community. They also ensure that all the benefits meant for the school and the community through various special schemes actually reach the intended beneficiaries.

A special feature of the programme is the performance of specially prepared cultural and co-curricular activities in the evening for the whole community. As a special fallout of the programme a considerable number of donors and voluntary agencies have come forward to adopt the schools and provide basic amenities such as drinking water, toilet, mid-day meals, etc.

#### **4.2.3 The *Akshara* Initiative – Education for Urban Slums**

*Akshara* Foundation is a charitable trust working in Bangalore with the objective – ‘universalization of primary education of all children in Bangalore city’.

Joining hands with the Department of Public Instructions, Government of Karnataka, *Akshara* has mobilized the community to mainstream children into schools, and more importantly, facilitate the improvement of delivery of education services within the school system.

The children who have been chosen for *Akshara*’s programme are either in the pre-school age, the school-going with poor academic abilities, school drop-outs or those who have never attended a school before. Started in 2000, it has so far reached out to

about 60,000 children. Still nearly 50% of the children in Bangalore are yet to be reached.

Akshara has focused on building its efforts on the vast untapped energies of the youth in slum communities and the desire among many individuals from all sections of society to contribute their skills to society. There are four key elements to the strategy of Akshara Foundation:

- Create local ambassadors of education from within the slum communities
- Break down the problem of Bangalore city into smaller, more manageable units, and localize responsibility
- Encourage the participation of all sections of society
- Work in close co-ordination with the government which has the largest reach in the city and target the schools run by it

Operationally, Akshara's goal of universal primary education has revolved around four major programmes:

- Pre-school (*Balwadi*) education for 3-5 year old children
- *Chinnara Angala*, a Bridge Course for 6 – 11 year old out of school children
- Remedial Education for children in school, who need extra attention to improve academic performance
- Bridging the Digital Divide. It has been found that parents of children living in slums and villages are keen to get their children exposed to computers from an early age.

#### 4.2.4 Education for the Disabled – IEDC

The major objective of the IEDC (Integrated Education for Disabled Children) Scheme is to provide education for the disabled children along with normal children in normal schools in the least restrictive possible environment. Financed by the Ministry of Human Resource Development, Government of India, the scheme is being implemented by the department of school education since 1983. At present it is part of the directorate of Primary Education and receiving substantial financial support under SSA. It has substantial field support from the district DIETs and a large number of voluntary organizations and is being implemented in schools run by the state government as well as registered and recognized societies. The nature of disability includes visual impairment, hearing impairment, mental retardation and orthopedic handicaps. At present over 36,000 children in about 5,600 schools come under the scheme. Nearly 2,000 resource teachers are involved in the instructional programme.



Working with some orthopedically handicapped children under IEDC Scheme

Some of the major activities under the scheme are:

- Conducting field surveys and assessment of disability
- Development of resource support facilities and instructional materials at various levels
- Training/orientation of resource personnel at various levels
- Conducting awareness campaigns and enrollment drives
- Distribution of assistance to the intended beneficiaries

#### **4.2.5 Baa Baale Shaalege (Bringing the girl child to School) Campaign – A Voluntary Effort by Women Teachers**

Under the *Sarva Shiksha Abhiyaan* (SSA) programme all out-of-school children in the age group 6-14 are to be enrolled by the end of 2003. Towards this end, *Chinnara Angala*, *Baa Marali Shaalege* (Come Back to School), *Cooliyinda Shaalege* (from labour to school) and the Enrollment Campaign have helped draw lakhs of children to school. Through programmes such as *Akshara Daasoha* (Free hot mid-day meals scheme), supply of free textbooks, free school uniforms, etc., efforts have been made to see that these children don't leave the school. In spite of these efforts about 300,000 children are still outside the school system. About 50% of these are girls. There is a gender gap of about 19% between male and female literacy in the state. *Baa Baale Shaalege* is yet another special drive to bridge this gender gap.

The main strategies being adopted under this campaign are:

#### **A Bridge to Success**



Rajappa of Joladala village in Davangere district went in search of menial work to Hosalli taluk in Shimoga district with his family after withdrawing all four of his children from school. During the child census conducted in February 2001 these children were identified and enrolled in *Chinnara Angala*, a bridge course centre for out-of-school children, started in the Government Higher Primary School at Hosalli. R Raghavendra, the eldest of these children mainstreamed from this centre, rediscovered his interest in learning and soon topped his class. He also became proficient in *Yoga*.

Raghavendra's scholastic progress has continued further. He has now successfully completed the qualifying examination for entry into the Navodaya school system. He is an inspiration to thousands of such working children who have returned to school.



- To make women officials of the education department motivate themselves to adopt an educational block each and evince special interest in the education of girls in that block
- To make the women officials adopting a block to meet women teachers in the particular block and motivate them to achieve the aims of this programme voluntarily
- To make all voluntary organizations such as *stree-shakti* /self-help groups, *mahila/yuvathi mandals* and women representatives to evince interest and take responsibility for the tasks
- To ensure that girls participate effectively in the 20-point programme under the Learning Achievement Year
- To persuade NGOs to take active part in the campaign
- To open two residential schools with the help of *Mahila Samakhya* for dropout girls in the backward districts of North-eastern Karnataka.

#### **4.2.6 Beediyind Shaalege (From Street to School) - A New Initiative**

Eight years of education is now a fundamental right of all children in the age group 6-14. To make this a reality the government has initiated several campaigns to enroll all children in schools through various new initiatives. Towards this end the Enrolment Drive, *Baa Marali Shaalege* (come back to school), *Coolyinda Shaalege* (from labour to school), *Chinnara Angala* (a bridge course), *Samudayadatta Shaale* (school towards the community) and *Baa Baale Shaalege* (calling the girl child to school) are prominent ones. An effort is made to see that the children don't leave the school though incentive schemes like free supply of textbooks and uniforms, *Akshara Dasoha* (free hot mid-day meals scheme). Learning is being made joyful to the student through activities such as *Chaitanya*, *Nali-Kali*, etc.

Teachers are striving to provide enhanced opportunities to children who lag behind others in learning and to make them reach a prescribed level of learning by observing 2003-04 as Learning Achievement Year. In spite of these efforts thousands of children are still deprived of education. Street children constitute one such deprived category. In urban areas they are struggling to live in the hardest and most degrading circumstances. Separated from their parents because of a variety of social and economic problems many of them have been orphaned and driven to the streets. Others have been driven to begging or scouring dustbins for a living. Under the objectives of Sarva Shiksha Abhiyaan all children, including these deprived street children have to be brought into the school system by the end of 2003. This *Beediyinda Shaalege* programme has been conceived against this background and is the department's latest initiative towards providing education to the deprived.

It is no easy task to contact children in the streets, understand their situation and problems and persuade them to join school. There is a need for institutions and individuals who have a deep understanding of the sociological aspects of the problem, experience in social service, a service minded attitude as well as a concern and commitment for such issues. Both time and effort are needed in good measure. For this reason it is best to implement this programme through voluntary agencies. It has therefore been decided to entrust the responsibility of implementing this programme to voluntary agencies and organizations that are active in the social and educational sectors.

It is expected that departmental officials and teachers working under the SSA programme will be able to identify competent voluntary agencies and organizations and persuade them to come forward to accept responsibility for implementing this programme. About a dozen such organizations have already been identified. A survey of street children in major cities will be taken up in the next few months.

#### **4.2.7 Protecting Children's Rights**

The ninety-third amendment to the Constitution of India has made education a fundamental right of the child. Against this background if any child, particularly in the age group 6-14, is not enrolled in a school, and possibly employed as labourers in any manner, that fundamental right of the child is taken away. Steps will have to be taken to reinstate the child's right to education. The department of education has taken cognizance of this and initiated several steps in this direction.

At the state level a Child Rights Cell has started functioning. If a child or his/her well wishers register a complaint in this cell appropriate action will be initiated within 72 hours of receipt of the complaint. At the block level the block education officer is empowered accept such complaints and act on them. A plan to open a child rights association at the school level is being considered with the objective of making the children aware of their rights and to empower the children to preserve them. A suggestion is also being considered to enable affected children to drop a written complaint in a sealed box, without necessarily disclosing his/her identity. The box will be opened periodically, the complaints scrutinized and appropriate action initiated.

#### **4.2.8 Flexi-Schools**

One of many new initiatives of the department of education to get out-of-school children back to school is its Flexi-School programme that is has been started initially in Bangalore city. Eight localities of urban Bangalore have been identified for locating the flexi schools. The schools run in two shifts, from 8 AM to 8 PM. The children can attend the school whenever they are able to do so. Each school will have two teachers and two volunteers in each shift. A separate curriculum has been evolved for these schools and the teachers and volunteers working in these schools have been given special training to meet the unusual needs of these schools. Several NGOs, including the Akshara Foundation, and the Centre for Working Children have joined in the effort on their own initiative. In order to attract working children to these schools the Labour department, the Social Welfare department, the Minorities department and several voluntary organizations are cooperating with the education department.



#### 4.2.9 Mobile Schools

It may not always be possible to bring children to the school. So, a novel and experimental scheme of *taking the school to the children* has been introduced in some slum areas of urban Bangalore. It is a *mobile* school built into a bus that is equipped fully as a classroom with attractive and colourful teaching aids and a blackboard. Started in July 1999, the mobile school has been serving the needs of underprivileged slum children in two colonies of south Bangalore district. It is a heartening experience to see children rushing towards the bus when they hear its horn blowing and calling them to school. The facility has been expanded to four mobile schools and a small team of pre-school and elementary school teachers and supporting staff is involved in the endeavour full time.

Children attending mobile schools learn the same way as children in other schools. They are provided with free textbooks, slates, notebooks, uniforms and play materials. They are also being provided with free mid-day meals. The programme has the enthusiastic support of the people and several institutions. The programme aims to mainstream the children into regular schools after providing up to one year of mobile schooling. 262 children are enrolled in the current year. The success story has prompted the Bangalore Metropolitan Transport Corporation to donate four more buses for expanding this novel idea to cover more children in the slum areas.



Inside a mobile school

## Tribal Education - Special Drive in a Forest

The Tribal Alternate Education Programme was initiated as a pilot project by an NGO called DEED (Development through Education) in collaboration with A-e-A (*Aide-et-Action*), a Chennai based support group, in the Kakanakote forest area of Nagarahole national park in Mysore district in 6 tribal *hadis* (settlements) to assist 443 tribal (*Adivasi*) children out of whom 234 were girl children. Three government schools that were virtually dysfunctional in the area were adopted. 88 out-of-school children were also brought back to the educational system through these schools. This is a major component of a larger programme for the upliftment of the primitive tribal population of *Jenu Kurubas* that lives under extremely difficult and dangerous conditions. After the results of the pilot project were found encouraging the programme was implemented under the Community Owned and Managed Education (COME) concept. The Education Department of the Government of Karnataka is now supporting this programme on a long-term basis.

A 4-year plan is now under implementation focusing on pre-primary education, primary education, life oriented education and mainstreaming the dropouts below 14 years in 32 *hadis*. A total of about 3000 *adivasi* children, including over 1600 girls, are being targeted. 386 dropout children have been brought back to the mainstream school system through 18 special *Chinnara Angala* coaching centres. These children joined regular government schools in June 2003.

Under the programme certain innovative components have been included. For pre-primary children play-way methods, habit formation, games, plays and songs have been introduced. For primary education DPEP methods (*Nali-Kali, Kali-Nali*), cultural story telling, teaching songs, playing games, watching nature, promotion of eco-friendly practices, analyzing and understanding real-life situations, etc., have been adopted. The tribal dialect has been given importance. Special pedagogy education material (*Jenunudi Kaliyaku*) has been published and popularized in the schools. Science, mathematics and social studies have been taught through songs and games also.



An *Adivasi* open air class for drop-out children in Kakankote forest area

To combat the children's malnutrition noon meal and nutritious supplementary food is being given in the schools. This has helped to reduce the dropouts and increase attendance in the schools.

There is a strong community commitment to the programme. Education has been accepted by parents as well as children in the broader sense of an empowerment process in day-today affairs on a continuous basis.

### Work to School and from School to Rashtrapati Bhavan

President Dr A P J Abdul Kalam is very fond of children. He mixes with them freely and tries to inspire them to greater deeds. It is no wonder then that five children from Karnataka schools were able to meet the president at the famed Rashtrapati Bhavan in New Delhi. This was on April 5, 2003 when they joined other children from all over the country in meeting the President, lunching with him and interacting with him at their own level. The five from Karnataka included two, Dada Peer and Vinod, who had been earlier liberated from the world of harsh child labour into the world of learning as part of Karnataka's innovative *Coolyinda Shaalege* initiative to bring working children to schools.



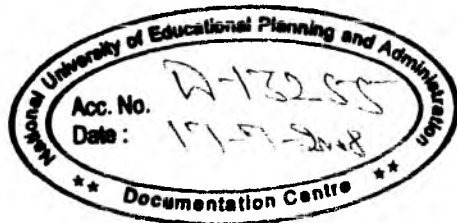
The President with some Karnataka school children

## From Begging to Schooling! - Amazing story of a Mysore girl



In May 2001 local newspaper reported the incredible tale of a 15-year old girl named Nagarathna passing the SSLC examination after having spent much of her life begging on the streets and in the bus stand of Mysore city. Belonging to a family whose major means of livelihood was begging and saddled with a blind mother, she could do little else. Yet, a craving for learning ignited her and she sought knowledge in a school even as she sought alms on the streets of Mysore. Social activists of RLHP (Rural Literacy and Health Programme), an NGO, had spotted her in 1998, encouraged, helped, nurtured and put her through some rigorous schooling. She made little headway initially, but because of the persistence of her benefactors she began to respond and her scholastic abilities improved with time.

Nagarathna's flying success in the SSLC examination transformed her life dramatically. Recognition, praise and generous financial assistance began to pour in from all sections of society - from a former president of India to the present chief minister of neighbouring Tamil Nadu to ordinary people who were just thrilled by her achievement. She is now a student of the second PU course in a government junior college in Mysore. Her story should provide great inspiration to others in similar circumstances and send out a loud and clear message that adversity need not necessarily be an impediment to achieving success in life.



## Chapter 5

### Achieving Quality and Excellence in Education

While enrollment, attendance and retention have all shown a high upward trend this cannot be said of the *quality* of education that children are getting in the schools. The vast expansion in educational opportunities witnessed in the last 10-12 years appears to have been at least partly at the expense of quality. However, attention is now shifting towards efforts focusing on quality and excellence in school education

#### 5.1 Current Status

Wastage continues to be a prime concern at all levels in school education. Only 43% of students entering Class 1 go on to reach Class 8 only about 15% pass the Class 10 public examination. While the percentage of passes at the district level Class 7 examination is around 93%, it is only around 50% in the Class 10 public examination. However this has shown an increasing trend in recent years, reaching around 55% in 2003. Interestingly, girls are faring significantly better than boys in these examinations.

#### 5.2 Special Initiatives

The following are some recent special initiatives of the department having a bearing, directly or indirectly, on the improvement of the quality of school education in the state

##### 5.2.1 School Adoption Programme

Over 90% of the budget for school education in Karnataka is spent on salaries to government primary and secondary school teachers and as grant-in-aid to aided institutions, leaving very little for development of infrastructure in government schools. There are an estimated 2.5 million children who are not enrolled or dropped out from schools and, even as efforts are being made to bring them to school, the need for additional resources has been growing rapidly. This has created the need for augmenting existing resources by inviting individual or corporate donors who are interested in entering into partnership with the school education department for the cause of education, especially of the economically and socially disadvantaged sections of society, to 'adopt' government schools.

Under this programme the donors can select any school and prepare a 'programme of action' for a specific period for the all round development of the school or select specific areas of intervention aimed at improving the educational system of the school. They can then enter into a memorandum of understanding with the department for the implementation of the action plan. The following is a suggestive

list of priority actions that can be considered by potential donors under the 'school adoption' programme

- Construction of new infrastructure such as buildings/classrooms/toilets and provision of equipment/furniture/laboratories/library, or renovation of existing such infrastructure
- Development of play grounds and play facilities
- Professional training of teachers
- Remedial programme for educationally backward students
- Sponsoring of literary, cultural and scientific activities
- Providing help in any form to needy students, especially from deprived categories
- Providing nutritional food to needy students
- Adoption of orphans and girl/SC/ST children

The response to this initiative has been very encouraging so far and resources valued at about Rs. 600 million have been raised from over 8,000 schemes. The lion's share of the effort has come from Dakshina Kannada, which has raised resources worth *over half of this amount*. It also happens to be the most educationally forward district in the state. Other districts with notable achievements are Belgaum, Bangalore North, Gadag, Udupi, Shimoga and Bangalore South.

### **5.2.2 Learning Achievement Year**

The Government of Karnataka has achieved significant progress so far in (i) enrolling all children in the age group 6-14 in school, (ii) enhancing the professional skills of teachers to make them competent to teach, and (iii) making education a social movement. However, it has not been possible to impart education of sufficient *quality* to children and make them attain the required degree of *learning achievement*. For example, a recent study conducted by *Akshara* Foundation, an NGO, indicates that about 50% of school children in classes 3-5 in Bangalore cannot read and write correctly. The evaluation reports on DPEP and *Nali-Kali* programmes indicate that in other parts of the state also the prescribed/expected degree of learning has not been achieved. For these reasons the education department has decided to observe the academic year 2003-04 as *Learning Achievement Year*.

#### ***Role of Teachers***

It is emphasized that

- Only teachers can make students, particularly those without instructional support from other sources, achieve a prescribed level of attainment. This is their responsibility as well as their duty.
- If teachers show special concern for children who are backward in learning by encouraging and guiding them suitably it should be possible for such children to achieve higher.
- Teachers in all schools should build up information at the very beginning of the academic year on the status of learning by different children in different subjects.



The following 20 suggestions have been designed to help teachers, departmental officials, SDMC members, parents as well as the entire community to plan a variety of activities to create a conducive environment for children to learn in their schools. The emphasis in each of the suggested activities is to make *all* children, *especially the backward ones among them*, collect useful information on a variety of topics of special interest, prepare a short write-up on each of them and, most importantly, be able to *read out* on special occasions before their classmates, teachers, parents, members of the local community and others whatever they have prepared. Apart from these activities teachers are encouraged to try out other innovative ways of making children learn better. They are also encouraged to share their experiences with others in CRC meetings and other occasions.

***20-point programme to enhance learning outcomes:***

- 1 Reading daily news headlines, thought for the day and other messages at Morning Prayer meetings
- 2 Setting apart some time every day, even a whole period, for enhancing children's learning, especially through reading and writing.
- 3 Issue books from the school library to every child for reading at home
- 4 Every class to bring out a manuscript publication of writings of every child
- 5 Mobilization of books and magazines from the community
- 6 Develop the habit of reading in local reading rooms and libraries
- 7 Writing and reading out stories of freedom fighters on Independence Day (August 15) and on subsequent days
- 8 Special activities for teachers' day (September 5) – every child to be a teacher for five minutes
- 9 Read to the Community during *Samudayadatta Shaale* programmes
- 10 Celebrating Gandhi Jayanthi in a special way by learning and reading about Gandhiji's life and work (October 2)
- 11 Special 'Read Kannada' campaign for *Rajyotsava* day (November 1)
- 12 Focusing on Children's rights on Children's day (November 14)
- 13 Learning about their own place, their environment and their state
- 14 Writing letters to relatives and friends
- 15 Writing New Year resolutions and plans (January 1)

- 16 Learning about the Constitution on Republic Day (January 26)
- 17 Organizing Science Exhibition
- 18 Asking and answering interesting questions in a Quiz programme
- 19 Promoting the practice of 'question box' in the school
- 20 Organizing a Mathematics festival to make the subject interesting

### 5.2.3 In Partnership with Azim Premji Foundation

With a 'burning desire to make a difference', the Azim Premji Foundation, an NGO with vast resources, has set out in partnership with the Government of Karnataka to:

- Transform the lives of millions of children by catalyzing the process of universalization of elementary education
- Achieve significant improvement in the quality of education as a sustained method for attracting and retaining children in the school
- Enable schools to guarantee certain minimum levels of learning
- Develop world class human resources in the field of education

#### *APF Initiatives in Karnataka*

The APF initiatives in primary school education are at present concentrated heavily in the seven educationally backward northeastern districts of Karnataka shown in the accompanying map. Among them are:

- Starting Community Learning Centres in 34 rural schools in operation, covering about 10,000 children, and piloting use of technology and educational software content.
- Joint review and implementation of competency based student marks cards across the state.
- Remedial teaching programme covering over 36,000 children in northeast Karnataka in 825 habitations
- *Vidya Chetana* programme for school-less habitations covering 1,500 children in about 150 habitations
- High Impact Managers programme for all top level functionaries of the department of school education
- After a successful launch of a pilot of application of IT in 34 rural schools in Karnataka, the Foundation has been commissioned by the Karnataka Government to implement the same in 55 villages in 11 districts.
- *Chinnara Angala* bridge course for rapid integration of older out-of-school children (over 20,000 covered)



- Community Learning Centers in 34 rural schools in operation covering about 10,000 children, piloting use of technology and educational software content.
- Competency based performance measurement of children, impacting over 4 million of them
- Improving 'in-school' processes to improve the quality of learning
- Effecting key policy level changes in the education system

### ***The Learning Guarantee Programme***

The most intense effort of the APF is currently concentrated in the seven northeastern districts of Karnataka through its incentive based Learning Guarantee Programme. It is not an intervention but a methodology to identify the schools that can guarantee certain minimum levels of learning to their children. All Government Lower Primary Schools and Government Higher Primary Schools in 48 blocks in the 7 districts (numbering around 9,000 schools) are eligible to participate in the programme. The programme will span three years – 2003, 2004, and 2005. The acquisition of the expected levels of learning outcomes by the children is being evaluated by an independent team using relevant day-to-day life application oriented testing techniques. The children are being tested for the learning outcomes of the previous class in the subjects of Kannada and Mathematics only.

Over 1,900 schools in the region have volunteered to participate in the programme. A preliminary survey of a small sample of these schools in one district indicates significant levels of heightened interest and enthusiasm for accepting and meeting the challenges posed by the programme.

### **5.2.4 Janashala Programme**

This is a unique multi-dimensional programme taken up by the state government with assistance from the government of India and the five UN agencies of UNICEF, UNDP, ILO, UNESCO and UNFPA. It has been implemented in selected blocks across six non-DPEP districts whose needs were assessed on the criteria of low female literacy, physical inaccessibility, presence of tribal population, implementation of TLC, high fertility rate and other special problems.

The programme was given a holistic conception and growth opportunities and three types of interventions were envisaged:

- Direct programme interventions
- Convergence with existing schemes of the Education Department, and
- Convergence with others social sector departments and other agencies.

Also built into the programme strategies are measures to ensure the following:

- Removal of gender bias in text books
- Representation to women in committees
- Gender sensitization
- Upgradation of schools
- Provision of toilets
- Appointment of women teachers

- Incentives to girls
- Learning through the highly innovative *Nali-kali* methodology.

The field functionaries included 10 Block Resource Coordinators, 20 Block Resource Persons, 10 Primary School Teachers and 240 Cluster Resource Persons. A core team of educators from the DIETs and block level departmental officials supported them.

*Kalajathas* (art troupe processions) and *Chinnara Melas* (bridge courses for mainstreaming drop-out children) formed two key elements of the programme. *Kalajatha* performances were conducted at villages especially targeted on the basis of high dropout rates and the number of out-of-school children. 22 *Chinnara melas* have been conducted so far involving over 400 teachers and other resource persons.

### ***Nali-Kali***

The *Nali-Kali* method of classroom transaction not only gives a greater autonomy to the teacher but also creates the right atmosphere for the child to learn in a friendly and joyful way. Learning takes place systematically in groups organized according to age wise competencies in an interactive manner. When children master the competency of one group, they move on to another group to learn the next competency. The teaching takes place through songs, games, surveys, story telling, use of educational toys and improvised teaching-learning materials, all made by the teachers themselves.



**Teachers in a practical demonstration session**

*Nali-Kali*'s reach now extends to a total of over 98,000 students in over 2,400 schools covering classes 1, 2 and 3.

The Janashala programme itself is being implemented in about 2,700 schools with about 9,400 trained teachers.

### 5.2.5 *EduVision* – Shaping Education in Karnataka

The Government of Karnataka has identified Education as a sector critical to promoting growth and development of the state's human resources and thereby accelerating economic development cross-sectorally. The government constituted a Special Task Force on Education that has recommended several innovative policy initiatives directed towards improving school education. Since the government also intends to substantially increase investment in education through domestic as well as external financing, its next initiative was a sector report which would provide a comprehensive overview of the sector from pre-primary to tertiary education, viewing the educational process as a holistic process, grounded in social relations which shape the way it is accessed differentially on the basis of caste, class, gender and region. The sector report comprises nine sub-sector studies that provide a focused, in-depth analysis of various sub-sectors, identify strengths and problem areas, set goals and suggest the strategy interventions required to achieve these objectives. The sub-sectors encompass various stages in the educational process, the principal providers of education services in the state, governance and equity issues.

The sub-sector studies were undertaken and comprehensive reports prepared in the following areas:

- Early Childhood Development
- Elementary Education
- Secondary and Pre-University Education
- Collegiate Education
- Technical Education
- Teacher Education
- Equity in Education
- Role of Private Sector in Education
- Structure and Functions of Educational Management and Decentralization

A synthesis report titled '*EduVision 2002 – Shaping Education in Karnataka*' was prepared based on these sub-sector studies and other inputs. It is the outcome of collective thinking and contributions of a number of people over a period of two years. The first four chapters in the report are of particular interest and relevance to Karnataka's initiatives on meeting the goals and objectives of EFA.

The *EduVision* document is largely based on the expectation that necessary strategic measures will be initiated, in both policy making and operational spheres, in order to create an education system:

- that guarantees equitable access to high quality education, formal and non-formal, which would equip the people of the State with the knowledge and skills necessary for economic growth as well as for living in harmony in a diverse pluralistic society;

- that is based on a world-class curriculum offering global knowledge and enabling the State to compete in an international knowledge-based economy;
- that is strongly built on people's participation and institutional structures that are accountable to the stakeholders and are constantly adapting themselves to the evolving field reality; and
- that is organized through strategic partnership between public and private initiatives, both for efficient management and for mobilizing adequate financial resources

Karnataka has taken up the stupendous challenge of transforming an established educational system that is deeply entrenched in a hierarchical structure and largely aligned to existing social divisions, into an equitable, high quality, flexible system. Numerous recent initiatives of the government in the education sector hold out the hope that this challenge will be met

#### **5.2.6 EduAction – Translating a Vision into Action**

Following the *EduVision* report, the department of school education constituted five task groups to develop action plans pertaining to some of the more important recommendations in the report for implementation. The five groups, drawn mostly from professionals within the department, considered the following areas for identifying new initiatives needed:

- Governance
- Pre-Primary and Primary Education
- Secondary Education
- Teacher Education
- System level Pedagogic Reforms

After detailed deliberations the groups decided, as a first step, on the following priority areas and developed detailed action plans for their implementation:

- Development of seven northeastern backward districts of Karnataka
- Improvement of high school functioning through School Development Plan
- Restructuring of Block Resource Centres and Cluster Resource Centres for more effective teacher support
- Reforms in Teacher Management – Projection of Teacher Requirements, Recruitment, Deployment and Transfer

Another action plan - Establishing an Autonomous Organization for Monitoring School Quality and Student Learning – is presently under development.

These 'EduAction plans' will be taken up for implementation in the coming years so as to further strengthen the drive towards attaining the goals and objectives of Education of All.

## Annexure

### Some Basic EFA-related Data on Karnataka

General Information	Area	(Square kilometres)	190,000
	Number of Educational Blocks		202
	Number of clusters		2300
	Number of villages		37,700
	Number of habitations		52,500
	Number of Gram Panchayats		5,700
	Number of Taluk Panchayats		176
Early Childhood Care and Education	ICDS Projects	Rural	166
		Urban	10
		Tribal	9
		Total	185
	Anganwadi Centres	Rural	35,900
		Urban	1,150
		Tribal	3,250
		Total	40,300
	Beneficiaries	0-3 children	1,212,000
		3-6 children	1,222,000
		Pregnant Women	215,000
		Nursing Mothers	228,000
	Elementary Education	Enrollment	Class 1
Class 4			1,248,000
Class 7			1,062,000
Classes 1-7			8,849,000
Out-of-school Children		6-14 Age Group (Feb 2003)	405,000 (5.1%)
Number of Lower Primary Schools (LPS)			22,500
Number of Higher Primary Schools (HPS)			27,900
Number of Teachers		LPS	47,500
		HPS	186,600
Pupil Teacher Ratio			39
Adult Education and Continuing Education	Literacy Rates (2001)	Total	67.04%
		Male	76.29%
		Female	57.45%
	Continuing Education Centres (CEC)		11,640
	Nodal Continuing Education Centres		1,340
	Literacy coverage under CECs	Male	54,000
		Female	74,000

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