

Suvarna Karnataka

Sarva Shiksha Abhiyan, Karnataka

Report submitted on the Implementation of SSA for
8th Joint Review Mission, Govt. of India
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Minutes of the meeting of Project Approval Board held on 27th February 2008 to consider SSA, NPEGEL & KGBV AWP&B for 2008-09 for the State of Karnataka

The PAB meeting to consider Karnataka's AWP&B for 2008-09 of SSA, NPEGEL and KGBV was held on 27th February 2008 under the Chairpersonship of Secretary (SE&L).

2. The list of participants who attended the meeting is given in **Annexure-I**.
3. Fact sheet of the State with result framework is given in **Annex- II**.
4. At the outset, the Secretary, Department of Primary and Secondary Education, State Government of Karnataka briefed the PAB on the progress made in Karnataka as follows:
 - (i) He highlighted that State has covered 99% of eligible habitation and access is almost completed with Net Enrollment Ratio (NER) 96%.
 - (ii) He informed that there are 72000 children out of school which is only 1% of total population of children age 6-14 years.
 - (iii) He informed that Residential Bridge Courses is being provided to each Cluster Resource Centre falling in Educationally Backward Blocks. Secretary (SE&L) pointed out that Residential Bridge Courses should be provided as per need and a norms should not be made

for each cluster considering the higher unit cost in the intervention. He also advised Elementary Bureau to develop some guidelines to ensure that only deserving cases could be taken under Residential Bridge Course component.

- (iv) Secretary Education Karnataka further highlighted the achievement levels of children as reported under Karnataka State Quality Assessment Organization (KSQAO) and informed that findings of KSQAO are almost matching with result of NCERT mid-term achievement survey. He informed that the achievement level in KSQAO for class V in Maths and EVS are 57.93 and 65.43 respectively in Kannada Medium, 59.4 and 64.3 for Urdu Medium and 61.2 and 71.3 for Marathi Medium whereas in NCERT achievement levels in mid-term assessment for class V for Maths, EVS and Language are 57.48, 60.34 and 64.56 respectively.
- (v) He informed that State would be able to complete infrastructure gap within the project period however, requisite cooperation is not being provided by Drinking Water Mission to complete the gaps in toilets and drinking water. He desired that funds for toilets should be given to School Development and Management Committee (SDMC) by the Department of Drinking Water Mission to close the gap within project period. Unit cost of toilets is Rs.20000, which is also low and Department of Drinking Water should consider to increase the same. He further mentioned that toilets in urban school will be covered from the grant of 12th Finance Commission and Rs.18 cr. is already allocated in Urban Development Department for the purpose. **Joint Secretary, Department of Drinking Water Supply informed that he will issue an advisory to States/UTs to provide schools toilets funds to SSA SDMCs.**

5. Then SPD Karnataka made a detailed presentation on progress of the State for the year 2007-08 and proposals for the year 2008-09. The details are as under.

- (i) Progress on commitments given by State to PAB against the AWP&B of the year 2007-08 are given below:-

Commitments	Action taken	Remarks
(i) 100% access to primary schooling by 2007-08. The State should open all primary schools, upper primary schools and addition of Class VIII sanctioned till 2006-07 by June 2007.	1150 New schools have been opened, 189 EGS upgraded to PS, 1376 primary schools upgraded to UPS, and 5356 higher primary schools are added with VIII Std. up to 2006-07. During 2007-08, 603 New schools have been opened, 52 EGS have been upgraded to PS, 282 primary schools upgraded to HPS, and 88 higher primary schools have been added with VIII Std. In addition, transportation facilities are being provided to achieve 100% access.	Access almost achieved
(ii) Reduction of all out of school children to zero by 2007-08 with a mandate to ensure universal enrolment during 2007-08.	There were 90723 out of school children in the State during 2007-08 as per the Child Census Survey of March, 2007. Through the adoption of all the programmes under OOSC strategy, 77715 No. of children were enrolled in schools or alternative education. The residual children are being enrolled during the year through additional efforts.	State needs to enroll all OOSC in schools and reduce OOSC to zero.

(iii) Reduction in drop out rate from 14.25% to 10% during 2007-08.	A variety of initiatives for retention of children have been taken under SSA. The dropout rate has got reduced from 14.25% to less than 10% as per available EMIS estimates.	Achieved																																																	
(iv) Reduction in gender gap by 5% during 2007-08 from 2005-06 level of DISE.	<table border="1" data-bbox="416 461 1241 792"> <thead> <tr> <th colspan="4">ENROLMENT</th> <th colspan="3">Gender Gap</th> </tr> <tr> <th>Year</th> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>Boys Ratio</th> <th>Girls Ratio</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>4396546</td> <td>4041364</td> <td>8437910</td> <td>0.5210</td> <td>0.48</td> <td>4.21</td> </tr> <tr> <td>2003-04</td> <td>4502054</td> <td>4138947</td> <td>8641001</td> <td>0.5210</td> <td>0.479</td> <td>4.20</td> </tr> <tr> <td>2004-05</td> <td>4528983</td> <td>4174706</td> <td>8703689</td> <td>0.5204</td> <td>0.479</td> <td>4.07</td> </tr> <tr> <td>2005-06</td> <td>4469905</td> <td>4174164</td> <td>8644069</td> <td>0.5171</td> <td>0.482</td> <td>3.42</td> </tr> <tr> <td>2006-07</td> <td>4520123</td> <td>4201525</td> <td>8721648</td> <td>0.5183</td> <td>0.487</td> <td>3.65</td> </tr> </tbody> </table> <p>The gender gap reduced to 3.65 during 2006-07 from 4.21 during 2002-03. The implementation of NPEGEL and KGBV programmes is being intensified by strengthening of structures through the appointment of gender coordinators and by the implementation of community awareness programmes in the blocks with a high gender gap.</p>	ENROLMENT				Gender Gap			Year	Boys	Girls	Total	Boys Ratio	Girls Ratio	Total	2002-03	4396546	4041364	8437910	0.5210	0.48	4.21	2003-04	4502054	4138947	8641001	0.5210	0.479	4.20	2004-05	4528983	4174706	8703689	0.5204	0.479	4.07	2005-06	4469905	4174164	8644069	0.5171	0.482	3.42	2006-07	4520123	4201525	8721648	0.5183	0.487	3.65	State achieved the target given.
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(v) Elimination of single teacher schools to the minimum level based on the enrollment of students and no schools without blackboard during 2007-08.	<p>Steps have been taken to eliminate single teacher schools to the minimum level based on the enrolment of students.</p> <p>According to 2006-07 EMIS data 3027 single teacher schools are there in Karnataka. As per State Policy the schools in Malnad area with less than 20 children will have single teacher.</p>	Not achieved																																																	
(vi) Completion of the following civil works in progress by June 2007: BRC - 1 CRC - 12 School Building- 683 Addl. Classroom: 12111 Electrification : 10111	All works completed except 4212 additional class rooms.	Target not achieved fully																																																	
(vii) Efforts to enhance enrolment of girls from the minority community (Muslims) in KGBV schools.	<p>Steps taken to enhance minority community girls in KGBVs</p> <ul style="list-style-type: none"> • Deputation of Urdu language teacher to the KGBVs with more than 10 Urdu speaking girls. • Issue of clear guidelines to the concerned blocks and Mahila Samakhya for the enrolment of 50% Minority community girls in each school. • Guidelines to conduct preparatory camps in the minority dominated areas for mobilising out of school minority 	Efforts made by State and enrolled 11% minority girls in KGBV schools.																																																	

	community girls to enroll in KGBVs.	
(viii) Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools by July'07.	<ul style="list-style-type: none"> Information on Monitory data on State level formats for quality Dimensions under SSA, Karnataka has been sent on Dt. 23rd April, 2007. The State specific comprehensive Quality Monitoring Tool based on EMIS/NCERT Tools is designed at the State Project Office and printed / supplied to the School / Block and District level for follow up. A letter with Annexure consisting of some intervention has been sent to Prof. & Head, DEE, NCERT on dt. 16th Jan, 2008. The information in detail is being compiled and will be submitted to the NCERT by the end of Feb, 2008. 	Monitoring tool given by NCERT are not being implemented. State needs to activate them forthwith.
(ix) The State should ensure enhancement measured of achievement levels of children of class V by 20% above the level of KSQAO findings of 2006-07.	<ul style="list-style-type: none"> Analysis of KSQAO results has been made for schools which have secured result equal to 40% and below 40%. Analysis of the performance of teachers and children has also been made. By this analysis, slow learners were identified competency wise and made to sit accordingly in the classroom. Remedial teaching was done to these children either in the morning or in the evening one hour in a day. A programme called "Kalika Andolana" was started in November which focused on learning achievement of children. Subject wise, Class wise difficult competencies were identified and accordingly School Academic Plan, Cluster Academic Plan, Block Academic Plan and District Academic Plan were prepared. Issue of clear guidelines on the conducting special coaching classes for low learners. Distance mode training was given on Remedial teaching District level and Block level officers are giving guidance. Based on "Kalika Andolana" programme, Workshops and meetings are arranged at the block level and monitored. <p>This programme is in progress.</p>	The State achieved 73.60 in 2006-07 over 67 in 2005-06 for class II/III, 59.60 over 49 for class V and 62.70 over 48 for class VII. Target not fully achieved
(x) Study on Teacher Absenteeism to be completed by 15 th January 2008 along the lines of GOI's Terms of Reference. This will be necessary for the next years AWP&B clearance.	The study has been initiated. It is entrusted through a tendering process to Catalyst Management Services, Bangalore. As of now (17.1.2008) an interim report has been submitted and is being processed. The final report is expected to be delivered by 31.3.2008. The findings of the interim report shall be used for the AWP&B 2008.	The report should be submitted to Govt. of India by 15th April 2008.
(xi) Teacher accountability systems and mechanisms to be reexamined and redesigned to ensure: (i) increments and promotions are contingent on (i)	The introduction of School Academic Planning by the teachers themselves is a very promising step towards teachers assessing the learning outcomes in their schools and planning to improve the same. Kalika Andolana is a step that practically demonstrates the participation of the teacher willingly in a program charted out for measuring and improving learning gains among their pupils.	Clearly laid down system not in place. State needs to put them in place urgently.

discernable and measured improvement in learning outcomes of school children in their charge (ii) use of better classroom practices which encourage child participation, are girl child friendly, remove caste/community basis in classrooms and which lead to overall increase in class learning achievement scores,	These steps lead towards the evolution of a more formal and systematic approach towards accountability mechanisms which the state now is ready to examine and design.	
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- (ii) Since, the financial and physical progress of the State was given on estimated basis upto March 2008, JS(EE.II) desired that actual financial achievement as on February 2008 be provided by the State to ascertain the capacity of the State to absorb funds available and proposed funds for the year 2008-09. The actual fund position then provided by the TSG which revealed the funds utilization of 63% as on December 2007. SPD Karnataka presented 80% utilization by January'08 and assured that the State will utilize full allocation by March 2008.
- (iii) The SPD Karnataka proposed that State should be allowed re-appropriation of saving from other heads to teacher salary of Rs.1744.694 cr. to make the payment of arrears accruing due to implementation of 5th Pay Commission recommendations. The detail statement of saving and proposed utilization district wise is at Annexure-IV. She informed that the arrear is being asked for teachers which were sanctioned and appointed under SSA only. The PAB approved the proposal.
- (iv) JS(EE.II) also advised the State to cost teacher training as per actual mandays proposed and not on the basis of normative 20 days and 30 days for in-service and induction training, respectively. The Appraisal Team was accordingly asked to revise the cost for teacher training on actual basis.
- (v) SPD Karnataka also proposed to allow re-appropriation from out of school children component to conduct child census in 2007-08. JS(EE.II) informed that decision on this issue is already communicated to the State explaining that State may utilize funds available under REMS and Management head to this purpose which are relevant heads for this activity.
- (vi) The State proposed cost of remedial teaching of Rs.1105 per child which was considered on the higher side by the PAB. SPD Karnataka informed that the State is proposing summer camps to prepare children for next academic session which need higher cost. JS(EE.II) advised that the activity under summer camps should be costed in AIE component. PAB then allowed cost of Rs.500 per child for remedial teaching restricted to 5% children of the school.

- (vii) SPD Karnataka proposed salary of teachers engaged to provide home based teaching from teacher salary component. This is not allowed under SSA norms but PAB advised State to cover such components under CWSN head.
- (viii) The SPD Karnataka also proposed revised unit cost for school buildings and classrooms. The PAB felt the proposed costs appeared high and also asked State Education Secretary to have the matter examined in the State in coordination with the Finance Department, before issuing a government notification on unit costs of school infrastructure.
- (ix) The SPD Karnataka informed that State has already saturated infrastructure gap in 7 districts. However there are some districts which have substantial infrastructure gaps. Shri. K.R. Meena, Director (EE) pointed out that the State is still reporting a gap of 15000 classrooms but asked for only 5028 classrooms during the year 2008-09 leaving a gap of around 10000 classrooms, which would not be possible for the State to cover during the project period. Therefore, the State should take up measures to cover the gap in convergence with other schemes.
- (x) Ms. Promila Menon, expressed her concern about the non operationlization of SIEMAT in Karnataka. She desired that State should take up immediate action to operationlize the same.

6. Thereafter, the State Project Director made a brief presentation on the proposals for the year 2008-09 which are as under:

- (i) Out of school strategies, to cover 112415 children under various alternative and innovative education strategies.
- (ii) Remedial teaching for 265084 children. Provision of Language reading and comprehension support by using reading cards.
- (iii) Opening of 313 new primary schools in school-less habitations with 2 teachers each and a TLE provision.
- (iv) Upgradation of 450 existing primary schools into upper primary schools with 1 teacher each and TLE.
- (v) Addition of Class VIII to 101 UPS with 1 teacher each.
- (vi) 101 upper primary teachers, 81 new additional PS teachers and 146 additional UPS teachers.
- (vii) Recurring teacher salary for 16234 for primary teachers 5564 for upper primary teachers.
- (viii) Teacher grant for 227009 teachers.
- (ix) Rs.818.32 lakhs for Block Resource Centres and Rs.2387.024 for Cluster Resource Centres.
- (x) Rs.3362.506 lakhs for training of 233741 teachers.
- (xi) Free textbooks to 610361 children.
- (xii) Coverage of 132297 disabled children.

- (xiii) Construction of 313 primary school buildings, 5028 additional classrooms, 100 classrooms to Bangalore Metro city, 1937 toilets, 256 girls toilets, 1621 drinking water facilities, boundary wall, electrification for 15290 schools, major repairs 1393 primary schools, 896 upper primary schools and 1177 special toilets for CWSN.
- (xiv) Furniture grant for 209345 children.
- (xv) TLE for 313 primary schools and 450 upper primary schools.
- (xvi) Maintenance grant for 65277 schools.
- (xvii) School grant for 70821 schools.
- (xviii) Rs.920.673 lakhs proposed under Research and Evaluation.
- (xix) Rs.4323.370 lakhs proposed under management and learning enhancement programme.
- (xx) The State proposed Rs.435 lakhs under ECCE, Rs.159.5 lakhs under girls, Rs.435 lakhs under SC/ST, Rs.1450 lakhs under computer aided learning, Rs.217.5 lakhs under minority community and Rs.203 lakhs under urban deprived children under Innovative Activities.
- (xxi) The State proposed Rs.339.808 lakhs under community training.
- (xxii) The State also proposed Rs.1276.164 lakhs under State component and Rs.300 lakhs for SIEMAT.
- (xxiii) Under NPEGEL the State proposed Rs.773.5 lakhs for 62 educationally backward blocks. The State has proposed to add 1 additional EBB from Yadhgir block of Gulbarga district which has been declared as the town city having minority concentration with female literacy rate below the 921 clusters.
- (xxiv) Under KGBV State proposed Rs.1206.420 lakhs for recurring cost of running 62 KGBVs.

The outlay sought was Rs. 99235.567 lakhs without any spill over.

7. Approvals

After detailed discussion, the PAB inter-alia approved the following interventions for Karnataka for 2008-09 under SSA, NPEGEL and KGBV:

- (i) **New Primary Schools and upper primary schools**
Opening of 313 new primary schools in school-less habitations and 450 upgraded new upper primary schools
- (ii) **Civil Works (Rs.29192.718 lakh)**
 - (a) The details of civil works approved are given below: -

Item of work	(Rs. in Lakh)	
	Phy	Fin
New Primary School buildings	313	2817
Addl. Classrooms in existing schools as per DISE gap	5028	23631.6
Addl. Classrooms to Bangalor metro city	100	554
Boundary walls	1	2.4
Electrification	15290	764.5

Major repairs (primary)	1393	834.718
Toilets for CWSN	1177	588.500
Sub-Total	28012	29192.78
Furniture for UPS (children)	209345	1046.725
Grand Total		30239.443
% of civil works to outlay		31.45%

- (b) Furniture is provided for the districts which have saturated the infrastructure gap and budget allocation of these districts for civil works is only upto 24%. The Karnataka has 19 such districts.
- (c) For the up gradation of 450 PS to UPS during 2008-09, the State clarified that it did not need any classrooms/civil works, as there is already adequate space available in the existing school infrastructure. They also assured that demands for additional classrooms in this respect, would not be raised in the future either.
- (d) The Overall ceiling for civil works for SSA Karnataka for 2008-09 comes to 31.45%.

(iii) Out of school strategies (Rs. 5354.818 lakh)

The State proposed coverage of 181760 out of school children available in the State, out of which 112415 under out of school children component and 69345 under Summer Remedial Teaching. The details are given below:

(Rs. in lakh)				
S.No.	Strategies	No. of Centres	No. of children covered	Financial outlay
1.	Chinnara Angala Bridge course residential (12 months)	1250	33096	3309.6
2.	Chinnara Angala Bridge course residential (6 months)	265	6625	331.25
4.	Bridge Course non-residential (12 months)	721	18024	540.72
5.	Mobile School	21	1029	30.87
6.	Tent School	366	9151	274.53
7.	NCLP schools	67	3374	101.22
8.	Non-residential Bridge course Chinnara Angala	642	16050	160.5
9.	Residential Bridge course Chinnara Angala (2 months)	898	15259	259.403
10.	Enrollment through special drive	-	9807	0
11.	Summer Remedial Camp	-	69345	346.725
	Total		181760	5354.818

Norms for AIE centres to be approved by EC of State.

(iv) Addition of Class VIII

Addition of Class VIII in 101 schools, on the basis of existing class room facilities available. The State did not ask for any additional civil works for the purpose.

(v) Teachers salary (Rs.27810.540 lakh)

Provision of new teacher salary of 626 primary teachers (2 teacher against each 313 new primary schools), 450 upper primary teachers (1 teacher against each new UPS) and 101 for teachers to the upper primary schools where class VIII is added. The PAB also allowed 89 additional teachers for Raichur district where PTR is higher against the norms. The PAB also allowed recurring salary for 16234 primary teachers and 5564 for upper primary teacher.

- (vi) **Teachers Training (Rs.3362.506 lakh)(costing should be on actual no. of mandays)**

(Rs. in Lakh)

Nature of training	No of teachers	Outlay
In-service training (actual 17 days)	227009	3178.126
Orientation training for new recruits (actual 20 days)	6146	184.380
Total	233155	3362.506

- (vii) **TLM Grant (Rs.1135.045 lakh)**

Teachers' grant @ Rs.500/- for 60512 primary school teachers and 166497 upper primary school teachers totaling **227009** teachers.

- (viii) **TLE (Rs.287.60 lakh)**

TLE for 313 new primary schools @ Rs.20,000/- and 450 up-graded upper primary schools @ Rs.50,000/-.

- (ix) **School Grant (Rs.4005.010 lakh)**

School grant for 47623 primary schools @ Rs.5000/- and 23198 upper primary schools @ Rs.7000/- totaling 70821 schools.

- (x) **Free Textbooks (Rs. 795.737 lakh)**

Textbooks for 610361 focus group children of Class I to VII studying in Government aided schools @ Rs.80 per head and 245958 children studying in Class VIII @ Rs.125 per head.

- (xi) **Inclusive Education for CWSN (Rs.1587.564 lakhs)**

Inclusive education for 132297 CWSN at a unit cost of Rs.1200/- per child, covering the following activities with the cost estimates noted against each:

(Rs. in lakh)

Sl. No.	Activity	Outlay	
		Phy.	Fin
1	Salary of the IERTs	606	610.88
2	Home Based Education for severely disabled children (6211 volunteers @ of 3 children)	15552	558.99
3	Assessment & measurement Camps. Rs.15000/- per camp	202	30.30
4	Provision of Aids & Appliances	9765	146.45
5	Awareness Programme (CRC & BRC etc 2000/- per cluster)	2250	45.00
6	Long term training course at MP, Bhoj Open University (Rs.4000 per teacher as Resource Teachers)	1500	60.00
7	HBE volunteer training Rs.100 x 10 days	6211	62.11
8	Strengthening of existing Resource Centres 20000/- per centre	197	39.40
9.	Workshop/Meetings (Rs.31000 at the district level and 2 workshops @ Rs.1.00 lakhs at the State level) 31 workshops (29 at district level and 2 at State level)	31	10.00
10	Braille Books	800	4.00
	Total		1567.13

(xii) **Quality Improvement**

The quality initiatives under SSA for the year 2008-09 are conceived in terms of student specific, teacher specific, school specific and community specific initiatives. There will also be initiatives to improved quality of monitoring and supervision for all the SSA initiatives. The student and classrooms based initiatives includes activity based learning, introduction of English as a language right from Class-I onwards, provision of free textbooks, remedial teaching to weaker children, preparation of school plan for academic improvement, exposure visit to SC/ST backward children, etc. The teacher based initiatives includes induction training, in-service training and professional development of teachers. The school based initiatives including community based initiatives will improve infrastructure and overall learning environment of the school which will ultimately improve the quality of education.

The State was allocated Rs.47153.464 lakhs for quality which is 48.91% of total allocation. The component wise detail is given below:

Teachers salary	27810.54
Teacher training	3362.506
Remedial teaching	2783.382
Teacher grant	1135.045
Teaching learning equipment	287.600
School grant	4005.010
Innovative activities	2900.00
REMS	920.673
BRC	818.320
CRC	2387.024
Free text books	48.289
Others (LEP)	695.075
Total allocation for quality	47153.464
% w.r.t. total outlay	48.91

Under Learning Enhancement Programme the State has proposed following activities:

(i)

S. N.	Intervention	About the intervention	Objective	Amount (Rs. in lakhs)	Educational Indicator	Projected Indicator
	Learning Enhancement Programmes under District management cost	Planned under 2% cost of the district budget				
1	Science museum	In collaboration with Agasthya Foundation	To promote scientific temperament among children	135.00	Reduction in Repetition Rate 10.84%	Repetition Rate 9.76%

2	Nali Kali	For class 1 and 2 of 13714 schools of the state	To encourage activity oriented learning process	504.34	Learning levels 80%*	Learning level 90%
3	MP3 players to Urdu LPS	With an intention to extend radio programme to 1904 Urdu LPS of the state	<ul style="list-style-type: none"> To complement lessons with games, activities etc., To emphasis on active learning through joyful experience 	55.735	Learning levels 61.25% **	Learning levels 67.58%
	Total			695.075		

* The performance is evaluated on the basis of competency based outcomes. The State is having its method of evaluating the children. The expected outcomes will be in language EVS and Mathematics during the year 2008-09

** Overall achievement level of the LEP children based on KSQAO findings for the year 2008-09.

The State is expected to increase learning levels of Class VII children from 73.60% to 80%, Class V children from 59.60% to 70% and Class III from 69.72% to 80% in 2008-09 over the findings of KSQAO 2006-07.

(xiii) BRCs (Rs.818.320 lakh)

PAB allowed salary for 522 Resource Persons including Contingent grant, meeting and TA allowance and TLM grant for 196 BRCs as per norms.

(xiv) CRCs (Rs.2387.024 lakh)

PAB allowed salary for 1516 Resource Persons including Contingent grant, meeting and TA allowance and TLM grant for 2684 CRCs as per norms.

(xv) Innovative Activities (Rs.2900 lakh)

Under Innovation, funds @ Rs.100 lakh per district for 29 districts as detailed below:

(Rs. in Lakh)

Sl.No	Activities	Unit Cost	Unit	Cost
1	Innovative activity ECCE	15.000	29	435.000
2	Innovative activity - Girls	5.500	29	159.500
3	Innovative activity - SC/ST	15.000	29	435.000
4	Innovative activity - comp. Edn.	50.000	29	1450.000
5	Minority Community	7.500	29	217.500
6	Urban Deprived Children	7.000	29	203.000
	Total	100.000		2900.000

ECCE				
	Activity	Unit Cost	Units	Amount
1	Honorarium to Nursery Trained Instructor	Rs.2,000X10 months	620	124
2	Helper	Rs.1000X 10 months	620	62
3	Play kits	Rs.5000	620	31
4	Stationery to Children	Rs.50 per children	15500	7.75
				224.75
5	Sibling care from WCD			210.250
	Total			435.000
Innovative activity - Girls				
	Innovative activity - Girls	Unit Cost	Units	Amount
1	Adolescent girls trainings programme	0.00263	60647	159.502
Innovative activity - SC/ST				
	Innovative activity - SC/ST	Unit Cost	Units	Amount
1	Printing of Chinnara Karnataka Guide Book			16.000
2	Educational Tour for SC/ST Children	0.0185	22649	419.007
3	Total			435.007
Innovative activity - Comp. Edn.				
	Innovative activity - Comp. Edn.	Unit Cost	Units	Amount
1	Edusat/Keli kali	10	29	290.000
2	Preparation for CALC	8	29	232.000
3	Maintenance of Computers	5	29	145.000
4	Computer procurement (1500 computers for 29 upper primary schools)	27	29	783.000
	Total			1450.000
Urban Deprived Children				
	Urban Deprived Children	Unit Cost	Units	Amount
	Development of graded reading series	5	1	5.000
1	Awards to Local body and SDMC	0.007	28286	198.002
	Total			203.002
Minority Community				
	Minority Community	Unit Cost	Units	Amount
1	Awareness programme for religious and community leaders.	0.1	202	20.2
2	Awareness programme for Mothers of muslim minority children.	0.1	202	20.2
3	Awareness programme for Fathers of muslim minority children.	0.1	202	20.2
4	Block level seminars for educationally backward minority children.	0.1	202	20.2
5	Monthly block level melas for educationally backward minority children.	0.1	404	40.4

6	3 days seminars for 50 urdu teachers	0.05	29	4.35
7	Hikes and Field visits	0.1	202	20.2
8	Learning corners	1.4	29	40.6
9	Other activities.	0.0007	285571	20.00
	1) Supply of dictionaries to selected students of 5th std of below poverty line.			
	2) Providing Lab equipments for selected schools.	0.2	56	11.15
	Total			217.5

(xvi) **Research, Evaluation, Monitoring and Supervision (Rs.920.673 Lakh)**

REMS at a unit cost of Rs.1300/- per school for 70821 schools.

Sl. No.	Proposed activities under REMS	Unit cost Rs.	Phy.	Fin. (Rs. in lakhs)
I	Cluster level activities:			
a	Cluster level Advisory Committee / Creative corner activities/ Display of non-scholastic activities	0.05	202	10.10
II	Block Level Activities:			
a	BRAC meetings / workshops	0.01	606	6.06
b	Seminars related to quality issues / UEE	0.05	202	10.10
c	Metric Mela	0.05	202	10.10
d	TLM Mela	0.05	202	10.10
	I & II Sub-Total			46.46
III	District Level Activities:			
a	DRAC meetings / workshops	0.01	105	1.05
b	Seminars	0.25	27	6.75
c	Research / Evaluation studies	0.1	54	5.40
d	News letters / publications	1	27	27.00
e	Monographs / Hand-outs related to Elementary Education	0.1	27	2.70
f	Interaction workshops with Field Functionaries on NCERT-Quality Monitoring Tools and other REMS activities	0.06	27	1.6200
g	Lab Area and Multi Centric Studies	1	27	27.000
h	Field visit / monitoring activities	0.05	27	1.3500
i	Research Abstracts	0.25	27	6.7500
	Sub-Total			79.6200

IV	State Level Activities:			
a	State / Division Level Meetings / Workshops	0.25	10	2.5000
b	SRAC / Sub-committees Meeting quarterly once	0.1	10	1.0000
c	State Level Seminars	5	1	5.0000
d	K.S.Q.A.O.		70147	300.00
e	Prathibha Karanji Programme			20.0000
f	Publication of New letter (Shikshana Varthe)/ Educational Magazine / Bulletin etc.,	0.001	70147	70.1470
g	Validation Study on Children's Census Data and Sample checking Study on EMIS Data etc.		3	25.00
h	Evaluation Studies / Impact studies on SSA Programmes	3	5	15.00
i	Multi Centric Studies	2	3	6.00
j	Progress Cards : Preparation and supply of competency based and Activity oriented / Semester based progress cards to all Govt. and Aided Schools.	0.000015	8000000	120.00
k	Exposure Visit to neighbouring states / DIETs / SCERTs etc., for interaction.	10.00	1	10.00
l	Documentary studies on success stories / Innovative Practices related to Quality Education: Kalika Yatna Programme, Language Development Programmes etc.	5.00	3	15.00
m	Research Abstracts and Documentation on R&D activities.	5.00	2	10.00
n	Capacity Building of DIET/CTE faculty in Research & Methodology/ R&D activities	1.00	5	5.00
o	Provision of Resource Materials to the DIETs/ CTEs related to REMS activities.	0.10	30	3.00
p	Follow up activities include mainstreaming and retention of Out of School Children			186.946
	State Level Sub-Total			794.59
	Grand Total (I+II + III+IV)			920.673

(xvii) Maintenance Grant (Rs.4895.775 lakh)

Maintenance grant for 65277 schools at an average unit cost of Rs.7500/- per school.

(xviii) Community Training (Rs.183.161 lakh)

Community training for 305268 Community members @Rs.30/- per day for two days.

(xix) Management & MIS (Rs.4364.25 lakh)

Management cost of Rs. 4364.25 lakh for 29 districts and Rs.1223.516 lakh for State component plan totaling to Rs.5546.886 lakh, which works out to 5.80% of the total outlay. The amount earmarked for learning enhancement programme is Rs.695.075 lakh.

Activity wise detail of State component

(Rs. in laksh)

Sl.No	Activity	Fin
1	Office expenses	620.500
2	E-Governance	125.000
3	GIRLS EDUCATION	18.320
4	Out of School Strategies (Consultants)	87.120
5	POLICY PLANNING UNIT	36.450
6	Trainings (Finance & Civil Work)	11.350
7	Media & Documentation Print and Electric Media	54.250
8	Quality improvement	20.000
9	IED	20.000
10	Capacity building measures pertaining to civil works	273.174
11	District coordinator Salary (TA/DA)	17.28
12	State Coordinator Salary (TA/DA)	2.16
13	Teleconference	1.00
	Grand Total	1286.604

(xx) NPEGEL (Rs.773.500 lakh)

The PAB approved grant for 865 clusters of 61 EBBs and 4 for urban slums clusters for NPEGEL. The detail allocation is given below:-

NPEGEL consolidated budget of 2008-09				
S. N	Item of expenditure	Strategies/Activities for	Budget proposed	
			Phy	Fin
1	Vocational skill training	Retention	54946	133.45
2	Excursion and sharing	Learning enhancement	3763	66.20
3	Counseling centre	Enrolment	40616	1.75
4	Health and Hygiene camps	Retention	9988	32.06
5	Bicycles	Skill development	16198	44.83
6	Mathematics and science fairs	Learning enhancement	40926	27.31
7	Carrier Counseling training	Retention	2443	2.71
8	Field trips to neighborhood places	Learning enhancement	2279	5.84
9	Sports meet	Skill development	3353	11.05
10	Training in Marshal Arts	Skill development	2200	6.33

11	Academic Competitions	Learning enhancement	1243	2.26
12	Sports promotion centre	Skill development	600	0.70
13	Health camp	Enrolment	1750	0.92
14	Procurement of audio/video learning materials	Learning enhancement	32664	107.83
15	Experience sharing Melas	Enrolment	5405	15.01
16	Counselling for problems related to girls	Enrolment	20400	13.85
17	Awareness camp	Community awareness	11381	42.13
18	Carrier guidance training	Retention	7357	8.29
19	Reading programme	Learning enhancement	19442	12.99
20	Camps on awareness of child rights	Retention	9483	17.73
21	Role play	Skill development	4845	10.15
22	Handwriting programme	Learning enhancement	3763	7.88
23	Project work	Learning enhancement	3055	7.94
24	School cabinet	Enrolment	1650	2.08
25	Health checkup	Retention	3000	6.39
26	MEENA programme(Compulsary)	Community awareness	19008	49.96
27	Award to Teachers	Learning enhancement	28	0.70
28	Mothers Mela	Community awareness	6950	8.56
29	Each one teach ten	Learning enhancement	200	0.80
30	Music / Folklore /Finearts	Skill development	51216	4.90
31	Drawing and painting	Skill development	51216	4.70
32	School gardening	Community awareness	98	7.38
34	Teacher training	Retention	300	2.46
35	Best attendance and performance	Skill development	254	10.40
36	Documentation	Skill development	1	1.81
37	Computer training	Learning enhancement	14	2.10
38	Community Mobilization	Community awareness	62600	92.10
	Total		485361	773.50

The intervention as mentioned above will improve educational indicator during the 2008-09 as given below:

Sr. No.	Educational Indicator	Baseline	Expected outcomes
1	GER	111.86	109.86
2	NER	95.69	96.69
3	Dropout	7.73	6.93
4	Repetition rate	4.29	3.49

(xxi) **KGBV (Rs.1064.72 lakh)**

The State has been sanctioned 61 KGBVs and proposed 1 new KGBV in the Yadgir block of Gulbarga district.

All the KGBVs are operational in the State. In all 5428 girls are enrolled in which 38% of SC, 16% of ST, 21% of OBC, 14% of BPL and 11% of minority girls. The State has completed 22 buildings out of 61 and 48 are under progress. One building is still to be started. Detail of allocation is given below:

Non-recurring cost is given as a one time grant. Provision of recurring cost is made for 10 months in AWP&B of 2008-09. Also intake capacity of 3 schools has been reduced from 100 to 50. Boundary walls have been given for only one un-constructed KGBV and new KGBV sanctioned for Yadgir block of Gulbarga district. The un-constructed KGBV has also provided differential cost as per the cost determined for new Model-III KGBV.

Sr. No.	Activities	New KGBV Fresh Proposal Model I	Existing KGBV Mode III [for 100 girls]	Existing KGBV Mode III [for 50 girls]	Total
	No. of KGBVs	1	58	3	62
	No. of Girls	100	5800	150	6050
	Non Recurring Cost				
1	Construction of Building	36.050	0.000	8.1	44.150
	Boundary Wall	1.500	0.00	1.5	3.00
	Boring/ Hand pump	1.000	0.00	1.00	2.00
	Electricity	0.200	0.000	0.2	0.400
2	Furniture/ Equipment including kitchen equipment	3.000	0.000	0.00	3.000
3	Teaching learning material and Equipment including library books	3.500	0.000	0.00	3.500
4	Bedding	0.750	0.000	0.00	0.750
	Total	46.000	0	10.8	56.80
	Recurring Cost				
1	Maintenance per girls student per month @Rs. 750	7.500	435.000	11.250	453.750
2	Stipend for girls per month @Rs. 50	0.500	29.000	0.750	30.250
3	Supplementary TLM	0.600	17.400	0.900	18.900
4	Examination Fee	0.020	0.580	0.030	0.630
5	Salaries	12.000	348.000	18.000	378.000
6	Vocational training /specific skill training	0.500	17.400	0.900	18.800
7	Electricity/ Water charges	0.600	20.880	1.080	22.560
8	Medical care	0.750	22.040	1.140	23.930
9	Maintenances	0.400	11.600	0.600	12.600
	Miscellaneous	0.400	11.600	0.600	12.600
10	Preparatory Camps	0.150	5.800	0.300	6.250
11	PTAs/School functions	0.150	5.800	0.300	6.250
12	Provision of Rent (8 months)	1.800	0.000	0.000	1.800
13	Capacity Building	0.300	17.400	0.900	18.600
	Total	28.670	942.500	36.750	1007.920
	Grand Total	74.670	942.500	44.250	1064.72

(xxii) Minority Interventions

Bidar, Gulbarga and Dakshina Kannada are the three districts having minority community in the State and categorize as Special Focus District for the purpose. The strategies provided are opening of 20 new primary schools, 74 new upper primary school in Bidar district, 50 Primary school and 75 upper primary schools in Gulbarga district and 5 new primary schools in Dakshina Kannada district to cover the school-less habitations. The outlays approved for these three districts are Rs. 2202.133 lakh for Dakshina Kannada district, Rs.10676.297 lakh for Gulbarga district and Rs. 3310.448 for Bidar district. The overall allocation for the minority in Karnataka under SSA is 16.92% of total outlay.

(xxiii) Integration of mainstream education structure

The SSA is integrated to the mainstream education structure in the State including district level and there is separate Deputy Project Coordinator for SSA working under Deputy Director Education who is overall in-charge of district education.

(xxiv) Special focus districts

There are 5 special focus districts in the State. The Special Focus District provided 116 primary schools which is 37% of total school sanctioned, 1829 additional classroom which is 36% of total additional classroom provided and 301 UPS which is 55% of total UPS opened. The Special Focus District provided 533 teachers which is 45% of total new teacher provided. The total financial outlay approved for each district is indicated below:

(Rs. in lakh)

Srl. No	District	Total outlay approved
1.	Belgaum	8346.89
2.	Bidar	3189.95
3.	Dakshina Kannada	2202.133
4.	Gulbarga	10270.177
5.	Kolar	2056.41
	Total	26065.56
	%	27.68

The detail allocation is provided at **Annexure-V**.

8. The total outlay approved by PAB for the Karnataka for the year 2008-09 is as under:

- (i) **SSA: An outlay of Rs. 93979.072 lakh without spill over.**
- (ii) **NPEGEL: An outlay of Rs. 773.500 lakh without spill over.**
- (iii) **KGBVs: An outlay of Rs. 1064.72 lakh without spill over.**

Thus the total outlay approved by PAB under SSA for Karnataka for the year 2008-09 is Rs. 95817.292 lakh. (Annexure-III)

The detailed State summary of costing of AWP&B 2008-09 and district-wise and intervention-wise allocation of outlay are given in Annexure-IV, V and VI for SSA , NPEGEL and KGVB respectively.

9. Commitments

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

- (i) 100% access to primary schooling by 2008-09. The State should open all primary schools, upper primary schools and addition of Class VIII sanctioned till 2007-08 by June 2008.
- (ii) Reduction of all out of school children to zero by 2008-09 with a mandate to ensure universal enrolment during 2008-09.
- (iii) Reduction in drop out rate from 10% to 5% during 2008-09. (DISE)
- (iv) Reduction in gender gap by 2% during 2008-09 from 2006-07 level of DISE.
- (v) Elimination of single teacher schools to the minimum level based on the enrollment of students and no schools without blackboard during 2008-09.
- (vi) Efforts to enhance enrolment of girls from the muslims community in KGBV schools in the districts with substantial muslim population.
- (vii) Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools as per the schedule.
- (viii) The State should ensure:
 - to increase learning levels of Class VII children from 73.60% to 80%, Class V children from 59.60% to 70% and Class III from 69.72% to 80% in 2008-09 over the findings of KSQAO 2006-07.
- (ix) Follow up on study on Teacher Absenteeism to be shared with GOI by June 2008.
- (x) Teacher accountability systems and mechanisms to be reexamined and redesigned to ensure:
 - (a) increments and promotions are contingent on (i) discernable and measured improvement in learning outcomes of school children in their charge (ii) use of better classroom practices which encourage child participation, are girl child friendly, remove caste/community basis in classrooms and which lead to overall increase in class learning achievement scores,
 - (b) teacher awards for teachers who conduct regular in-school remedial teaching with weaker students and enhance overall class achievement levels,
 - (c) Village Education Committee/PTAs/SDMC's etc. or equivalent bodies by law/rules to be amended to include specific classes to monitor teacher attendance; assessment of parental satisfaction with learning levels of children with respect to class teacher/subject teacher; frequency of parent teacher meets and sharing of children's report card, class work home work with parents; school functions held in which community/parents participated; occasions when parents/local community members/local women's groups must assist the school in distribution of free-textbooks, scholarships and other incentives school opening day for the academic session and after holiday breaks for winter/festival season etc., and
 - (d) A system for recording teacher attendance with inputs from the community and the Block/district education officials.

- (xi) **Ensure budgetary provision of matching State share in the State budget and submit the copy of the same to GOI in the month of April 2008.**
- (xii) The expected outcomes initiatives are as under for the year 2008-09 :-

Indicators	Source of Data	Baseline		Achievement	
		Primary	Upper Primary	Primary	Upper Primary
Access	Household survey	98%	99.16%	100%	100%
Reduction of out of school children	-Do-	0.72 lakhs		0.50 lakhs	
NER	DISE data (2006-07)	98.60%	58.08%	99%	97.5%
Retention	-Do-	91.94%		95%	
Learning levels Class VIII	KSQAO (2006-07)	62.71%		73%	
Learning levels Class V	-Do-	62.76%		72%	
Learning levels Class III	-Do-	75.85%		80%	

- (iii) State Committee to properly constitute and ensure holding of meetings of the District Committee for Public Representatives to monitor the SSA programme, set up w.r.t. to amended SSA framework w.e.f. Aug. 07.

10. **Points emphasized by PAB**

(a) **Performance Audit of C&AG**

The State has to take appropriate action to regularize the procedural irregularities which have come to light in the Performance Audit Report of C&AG. The following amounts are also, to be recouped to the SSA account from the State Government funds.

- (i) Rs. 4.3 crore – Diverted towards sports fee, sports fund, library fee. State reported release of Rs.20026584 to State SSA accounts after reconciling the figures, which should be verified by the next Chartered Accountant audit including amount of Rs. 0.4366 crore utilized by the States for paying salary to teacher's born on State budget. The State should also send a detail report to GOI detailing reconciliation of figures as reported by C&AG audit and compiled by State Govt.
- (ii) The State has to take ex-post-facto approval of the PAB for re-appropriation of funds to the extent of Rs.2.34 crore diverted from teacher's training and community funds towards innovative activities, community mobilization and computer aided learning.

(b) **IPAI Financial Review**

- (i) Provision meant for newly recruited teachers under SSA was availed to meet the salaries of deployed/transferred teachers to fill up SSA post. The State has to work out the amount involved and recoup the amount to SSA account within two months.

- (ii) Irregular drawl of salaries of regular existing teachers from SSA funds. The State should work out the amount involved and recoup the amount to SSA account within two months.

Shri. K.R. Meena, Director emphasized that no action has been taken by the State on these issues. The PAB directed that the State should take immediate action to avoid adjustment of above amount unilaterally from State SSA share by the GOI.

11. It was directed that the State should also satisfy the following conditions to avail of SSA funds:

- (a) The State Government should give a written commitment for meeting its share of the SSA outlay.
- (b) First installment of the State share should also be released to the State Society within one month of the releases of Central share to the State Society.
- (c) At least 50% of the teachers recruited should be female.
- (d) Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least the salary payment. The latter would monitor the attendance before releasing the salary.
- (e) VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants and other such expenditures, which has to be incurred only through these bodies as per SSA norms.
- (f) The State Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.
- (g) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.
- (h) All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.

12. The meeting concluded with a Vote of Thanks to the Chair.

Annex I

Overall Programme Implementation Report of States

- State and District wise outlay and expenditure– 2005-06 2006-07 and 2007-08

Sl. No	District	2005-06		2006-07		2007-08	
		Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
1	Bagalkot	2271.604	2125.372	2768.032	2629.419	2973.408	3150.920
2	Bangalore Rural	1391.053	1125.350	1653.966	1415.718	1879.858	1810.656
3	Bangalore Urban	1866.115	1524.114	2774.747	2594.229	3248.173	3084.820
4	Belgaum	2892.796	2675.762	5267.037	5007.639	5457.542	5442.243
5	Bellary	1705.732	1447.394	6103.111	5602.771	3371.159	3001.939
6	Bidar	1241.830	1120.428	5412.671	5301.265	2167.335	2074.560
7	Bijapur	2011.811	1996.071	6348.846	6137.797	3698.490	3502.976
8	Chamarajanagar	813.585	744.667	821.112	699.830	1672.068	1564.997
9	Chickmagalore	1361.587	1094.615	1055.827	946.015	2538.599	2414.088
10	Chitradurga	1391.808	1223.226	1817.186	1619.201	2093.678	2024.815
11	D.K	1141.777	971.734	1967.747	1806.479	1197.976	1121.124
12	Davanagere	1284.678	1059.378	1311.170	1107.498	1915.801	1738.737
13	Dharwad	994.646	825.809	3469.764	3319.162	1570.414	1591.248
14	Gadag	793.224	786.682	940.351	846.155	1278.049	1249.097
15	Gulbarga	2657.944	2429.279	8463.519	7828.875	6901.751	6510.373
16	Hassan	1385.958	1286.736	1920.775	1785.032	1936.043	1842.688
17	Haveri	1178.618	1162.693	1347.054	1235.682	1580.165	1568.335
18	Kodagu	606.466	447.697	462.123	374.226	1059.585	1013.064
19	Kolar	1902.051	1514.926	3011.783	2557.401	2409.685	2172.992
20	Koppal	1152.367	1092.143	2521.552	2423.848	2068.326	1995.054
21	Mandya	1031.384	819.912	781.179	719.233	1797.345	1729.943
22	Mysore	1920.563	1819.925	1899.249	1758.539	2386.845	2223.012
23	Raichur	1529.240	1485.204	2857.810	2628.693	3714.346	3807.613
24	Shimoga	1623.356	1475.481	1646.861	1569.293	2387.775	2347.552
25	Tumkur	2501.762	2079.485	2756.721	2591.484	3203.204	3158.985
26	Udupi	760.362	680.526	597.616	548.250	1090.004	982.550
27	Uttarakannada	2249.692	2199.209	2318.033	2044.282	2979.891	2790.746

28	State Intervention	1575.050	1576.265	1919.300	1435.296	1167.583	1086.667
29	DSERT		1581.867		1791.180	0.000	555.490
30	Mahila Samakya		65.488		50.21251	0.000	0.000
31	KSQAO				479.40240	0.000	33.708
	Teachers Arrears						1744.694
33	W&CD					0.000	0.00
	Total	43237.059	40437.438	74215.142	70854.105	69746.002	69335.685

★ **Provision and Release of State Share- 2005-06-05, 2005-06 and 2006-07- State Shares**

Rs. in lakhs.

Particulars	2005-06	2006-07	2007-08
Budget Provision	13926.340	18553.810	25889.664
Releases of State Share.	13926.340	18553.810	25889.664

Budgeted in 2008-09.

State Share Provision for 2008-09 : Rs.24900.00 lakhs been sanctioned as against Rs.62322.09 lakhs to be provided in matching to the GOI Share. State would provide the balance amount of Rs.8658.05 lakhs under Supplementary Budget.

GOI budget allocations for SSA for 2008-09 and releases:

Allocation approved by the Project Approval Board for 2008-09 Rs.95880.139 lakhs.

**For SSA Rs.94044.919 lakhs.
For NPEGEL Rs 773.5 lakhs
For KGBV Rs. 1061.720 lakhs.**

Releases: For SSA.....Rs.12878.415 lakhs

Audit Compliance Reports for the year 2006-07 have been submitted to GOI. Chartered Accountants have been appointed for Audit of SSA Accounts of 2006-07.

Annual Report for 2006-07 has been submitted to GOI.

Category wise physical and financial progress against AWPB 2007-08 for the State

Sl. No.	Activities	Total Outlay		Cum Total up to 31.3.2008	
		Phy	Fin	Phy	Fin
1	New Schools				
1.01	Upgradation of EGS to PS	52	0	52	0
1.02	New schools	603	0	603	0
1.03	Upgradation of PS to UPS	282	0	282	0
1.04	Adding class VIII to UPS	88	0	88	0
2	New Teachers Salary (PS)			0	0
2.01	Primary Teachers (Regular)	1310	419.2	1310	298.24
2.02	Primary Teachers (Para)	0	0	0	0
2.03	Upper Primary Teachers (Regular)	282	90.24	283	62.884
2.04	Upper Primary Teachers (Para)	0	0	0	0
2.05	Upper Primary Teachers- Head Master	1658	2387.52	1658	1490.6795
	Additional Teachers Against PTR			0	0
2.06	New Additional Teachers PS (Regular)	1198	383.36	1198	356.48979
2.07	New Additional Teachers - PS (Para)	0	0	0	0
2.08	New Additional Teachers - UPS (Regular) TGT for Class VIII	88	28.16	88	53.115
2.09	New Additional Teachers - UPS	1473	471.36	1473	404.706
2.1	Teachers Under OBB	0	0	0	0
2.11	New others-Additional TGT (BA/B.Ed) for Class VIII	0	0	0	0
	Teachers Salary (Recurring)			0	0
2.12	Primary Teachers (Regular)	10092	7871.76	10091	8961.0019
2.13	Primary Teachers (Para)	0	0	0	0
2.14	Upper Primary Teachers (Regular)	5697	5810.94	5697	5835.4238
2.15	Upper Primary Teachers (Para)	0	0		0
	Sub Total	21798	17462.54	0	17462.54
	Teachers Grant			0	
3.01	Teachers grant - Primary	50653	253.265	50306	253.79
3.02	Teachers grant - UPS	151142	755.71	147352	723.74
	Sub Total	201795	1008.975	197658	977.53
4	Block Resource Centres				
4.01	Salary	522	751.68	514	696.54419
4.02	Furniture & equipment	20	20	20	19.99736
4.03	Contingency	196	24.5	196	25.16346
4.04	Meeting & TA allowance	196	11.76	196	11.72033
4.05	TLM grant	196	9.8	196	10.14915
	Sub Total	196	817.74	0	763.57449
5	Cluster Resource Centres			0	
5.01	Salary	1516	2183.04	1452	1945.3009
5.02	Furniture & equipment	482	48.2	482	42.7916
5.03	Contingency	2684	67.1	2491	63.402
5.04	Meeting & TA allowance	2684	64.416	2499	63.42155
5.05	TLM grant	2684	26.84	2544	26.56
	Sub Total	2684	2389.596		2141.476

Sl. No.	Activities	Total Outlay		Cum Total up to 31.3.2008	
	Teachers Training				
6.01	Teachers trg. - in service	201795	2825.13	196923	2381.77
6.02	Teachers trg. - newly recruited	6009	126.189	3898	16.26009
	Sub Total	207804	2951.319	200821	2398.0301
7	Interventions for Out of School Children				
7.01	EGS Centre (PS)	0	0		0
7.02	EGS Centre (UP)	0	0		0
7.03	Chinnara Angala Bridge course Residential 12 months	35850	2437.8	26904	2226.3274
7.04	Chinnara Angala Seasonal Bridge course - Resdn. (6 months)	25125	854.25	9925	745.71299
7.06	Mobile School	1201	36.03	1218	36.3553
7.07	12 months bridge course	25635	769.05	20521	527.46828
7.08	Tent school	11399	170.985	8662	149.955
7.09	Home based education	11650	349.5	11723	348.869
7.1	NCLP Schools	7850	235.5	3075	149.62851
7.11	SCLP Schools	0	0	1505	0
7.14	4 months seasonal residential school	0	0		0.36256
7.15	Bridge course - Chinnara Angala	0	0		3.72084
7.16	Bridge course - Chinnara Angala Resi-2 months	0	0		3.37088
7.12	Sub Total	118710	4853.115	90608	4191.7707
8	Remedial Teaching				
8.01	Remidial teaching	460266	1841.064	460266	1841.0643
	Sub Total	460266	1841.064	460266	1841.0643
9	Free Text Book				
9.01	Free stationery & english Text Book to all children studying in I - VIII	0	0	0	0
9.02	Free Text book + work book for Aided Primary School(1-VIII all children)	442472	331.854	0	331.854
	Sub Total	442472	331.854	442472	331.854
	Interventions for CWSN				
10	Provision of disabled children	119110	1429.32	119110	1403.909
	Sub Total	119110	1429.32	119110	1403.909
11	Civil Works				
11	BRC	20	120	20	120
11	CRC	368	736	368	736
11	School Buildings	655	4257.5	655	4257.5
11.1	Additional class rooms	4555	16625.75	4555	16625.75
	Additional Class Room to Bangalore Metro City	188	846	188	846
11.1	Toilets / Urinals	6562	0	6562	0
11.2	Electrification	5237	261.85	5237	261.85
	Sub Total	17585	22847.1	19260	22847.1
12	Major Repairs			0	
12	Primary	1814	834.719	1675	834.719
	Upper Primary	0	0	0	0
	Sub Total	1814	834.719	0	834.719

Sl. No.	Activities	Total Outlay		Cum Total up to 31.3.2008	
13	Teaching Learning Equipment			0	
13	TLE for new schools	655	65.5	657	65.2
13	TLE for upgraded schools	282	141	282	141
13	UPS not covered under OBB	0	0		0
	Sub Total	937	206.5	939	206.2
14	Maintenance Grant				
14	Maintenance and repair grant	64765	3238.25	64765	3238.25
	Sub Total	64765	3238.25	64765	3238.25
15	School Grant			0	
15	Primary School	51013	1020.26	47390	939.19
15	Upper Primary School	22981	459.62	22483	449.365
	Sub Total	73994	1479.88	69873	1388.555
16	Research & Evaluation				
16	Research, evaluation, supervision	73994	1035.916	68062	1035.916
	Sub Total	73994	1035.916	68062	1035.916
17	Management & MIS	0	2855.017		2845.2891
	Sub Total	0	2855.017		2845.2891
18	Innovative Activity				
18	Innovative activity ECCE	27	135	27	135
18	Innovative activity - Girls	27	67.5	27	67.52
18	Innovative activity - SC/ST	27	202.5	27	202.5
18	Innovative activity - comp. Edn.	27	405	27	405
18.1	Others	27	540	27	540
	Sub Total	0	1350		1350.02
19	Community Training				
19	Trg. of SDMC members	223524	134.1144	216506	134.1144
	Sub Total	223524	134.1144	216506	134.1144
	Grand Total	2031448	67067.019		65391.912
	Management & MIS %	0	5.8952494		
	Civil Works %	0	34.706466		
	Quality %	0	46.661211		
	BRC & CRC %	0	0.012545		
	NPEGEL	0	0		
	No of EBBs	61	0		0
20	No of Urban Slums	4	0		0
20	No of covered Clusters	861	0		0
20	No of clusters in Urban slums	0	0	0	0
20	Non Recurring Grants	0	0	0	0
20.1	Civil Works	0	0	0	0
20.1	Construction of addl. Classrooms including toilets, drinking water, electrification	0	0	0	0
	TLE			0	0
	One time grant of TLE Library, Sports, Vocatioal training etc.,	3	0.9		0.9
	CHILD CARE CENTRE	0	0		0
	Sub total	0	0.9		0.9

Sl. No.	Activities	Total Outlay		Cum Total up to 31.3.2008	
	Maintenance of schools,part time instructor to MCS,Provisiion of life skills,bicycles,vocational training,transportationcharges etc	865	173	865	152.78406
	Award to School/Teacher	865	34.6	865	30.2766
	Student evaluation,Remedial Teaching,Bridge courses & alternative Schools	865	173	865	151.4
	Learning through Open schools	0	0	0	0
	Teacher Training	865	34.6	865	30.28
	Child care centers for 2 centers	865	103.8	865	90.84
	Sub total restricted to	0	519	0	455.58066
	community mobilisation & Management Cost (6% of out lay)	0	33.185	0	26.4736
	Sub Total	0	33.185	0	26.4736
	Total (NPEGEL)	0	553.085	0	482.95426
	Mahila Samakhya			0	33.70764
	KSQAO			0	0
	State Component	0	1167.583		1086.6671
20.2	Total(SSA+NPEGEL)	0	68787.687		66995.241
20.3	Maintenance per girl Per month @ Rs. 750/-	61	549	61	347.39087
20.3	Stipend per girl per month @ Rs.50/-	61	36.6	61	25.37061
20.3	Course books / Stationery and etc.@ Rs.50 per month	61	36.6	61	21.417944
20.3	Examination Fee	61	0.61	61	1.61251
20.3	Salaries	61	219.6	61	124.80536
20.3	Vocational training / specific skill trg	61	18.3	61	9.89238
20.4	Electricity / water charges	61	18.3	61	16.03189
20.4	Medical care/contingencies @ Rs.750/- per girl.	61	45.75	61	18.93637
20.4	Misc. including maintenance	61	21.35	61	22.981755
20.4	Preparatory camps	61	6.1	61	3.61542
20.4	P.T.A / school functions	61	6.1	61	3.69485
20.4	Total Recurring	0	958.31	0	595.74996
20.4	Grand Total (Non recurring + recurring)	0	958.31		595.74996
20.4	Grand Total	0	69746.002		67590.991
	Teachers Salary arrears				1744.694
					69335.685

Table : 2 : Access (Primary) **Primary**

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

Table : 3 : Access (Upper Primary)

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

- Civil works

The status of the civil works is given in the table below. 98.02% of the works sanctioned up to 2006-07 has been completed. Grants towards the works for the year 2007-08 have been released to SDMCs. These works are under progress.

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

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

1. The following works are under progress, they will be completed by August 2008.

Sl. No.	Description of work	Target	In Progress	Completed
1	BRC	20	20	0
2	CRC	358	358	0
3	New School Building	655	655	0
4	Additional Classrooms	4555	4522	33
5	Electricity	5237	5237	0
6	Major Repairs	1814	1814	0

SDMCs take up the construction of school buildings, toilet, water supply, Electricity facility and compound wall. Community is involved in the construction. In several cases community has come forward to contribute in cash and kind towards civil works. Agencies for the construction of BRC buildings and CRC buildings are identified by the District Implementation Committees of the concerned districts. Agencies like Zilla Panchayath Engineering Division, Karnataka Land Army Corporation (KLAC) Nirmithi Kendra have been identified for this purpose.

Services of the consultant engineers are provided at the Block level to assist the SDMCs in construction activities and at the district level to monitor the civil works. These engineers visit the construction sites to monitor the quality of works and provide technical guidance and also liaison with the DPO for monitoring civil works. They have also maintaining the measurement book of the works. Quarterly practical oriented training programme being held to the engineers to resolve the issues and to give inputs for timely completion of works.

Independent consultants for third party evaluation and technical auditing have been appointed. These consultants carryout the technical evaluation of the quality of civil works visiting each of the construction sites, at-least five times during the construction and the agencies are also undertaken non-destructive test wherever required. The reports of these consultants to confirm that, the quality of construction is good and better than the buildings constructed by government departments under other schemes. The agencies were installed compressing strength testing machine and other related equipments in twenty districts.

Manual on construction in Kannada has been given to SDMCs. In addition inputs on proper construction are given to SDMCs during the training imparted to SDMC members.

Planning

“Planning is bringing the future into the present so that you can do something about it now”

Educational planning is necessary if organizational excellence is to achieved in our Govt. schools. Without knowing where we are going, it is unlikely that we will get there. Educational planning is the roadmap. It focuses the attention of administration, board of education, teachers, students and community members, and helps determine where the school district should be going and how to get there. It helps identify where the pitfalls are over the short-term. Without planning, the operational and functional performance of the school district will be less than optimal and the overall objectives and goals of the district will be difficult, at best to achieve. Educational planning is an organized thought process participated in by administration, board of education, teachers, students and community members. The ultimate result is the determination of long-term goals and objectives, and the short-term implementation of specific goals using focused techniques, tactics, and strategies which will permit the school district to meet long term goals and objectives.

At State level while planning emphasis given to on school education in general and the elementary/primary education in particular. As Sarva Shiksha Abhiyan programme focused on universalization of Elementary Education, planning exercise for education at the district level with special reference to elementary education has the steps like diagnosis of educational situation, setting targets, identifying problems and issues, evolving strategies, translating strategies into programmes, activities and tasks, estimating financial requirements and developing implementation schedule.

Planning process has commenced in the month of November, by orientating all the officials of the district level at state office. The following table shows the division wise meetings held.

26.11.2007	Belgaum and Gulbarga Division
27.11.2007	Bangalroe and Mysore Division



Orientation to Mysore and Bangalroe Division on 27.11.2007 by State Core group



Orientation to Belgaum and Gulbarga Division on 26.11.2007 by State Core group

The orientation programme at state level was attended by DyPCs, APCs and Computer Programmers. During these meetings mid-year review of the progress of AWP&B 2007-08 was done and advice was given to abide by implementation of the activities as per schedule. After debating on the difficulties faced to implement the activities, suggestion were given to diminish the difficulties. On the basis of previous year's experience, new strategies were worked out such as,

- a. Transportation facility to school going children in school less habitations to prevent dropping out of these children as they are going to school beyond the specific distance of within 1 K.M. to LPS and within 3 KM to UPS - the unit cost prescribed was Rs.3000/- for 10 months / child.
- b. Asha Kirana Centers in every cluster of Educationally Backward North Eastern Districts of Karnataka at a unit cost of Rs. 10,000 per child.

Each school is provided with a format for the school level planning by involving SDMC members, parents, local elected members, NGOs, educationalist and students. The need of the schools were consolidated at cluster level by considering the SSA norms, each block consolidated the plans obtained by the clusters and at last the district AWP&B was evolved. All the levels constituted planning committees, before starting the planning process.

From January 21st appraisal of the district plan started at State office. Each officer had given in charge of two to three districts, every chapter of the plan document thoroughly checked by the nodal officer and guidance was given to improve the information provided in the document. The final copy of the document approved by the Chief Executive Officer of the district was submitted to state office, and consolidation of all the district plan was done at state office.

Following Itinerary was followed to prepare AWP & B of 2008-09

Calendar of Events for the preparation of Annual Work Plan & Budget for the year 2008-09

Sl. No.	Activity	Tentative Dates
1	Formation of District level Planning Committee & Meeting	28th November 2007
2	Formation of Block level Planning Committee & Meeting &	29 th November 2007
3	Consultation with Block level Functionaries	
4	Cluster level Meeting	30th November 2007
5	Consolidation at Cluster level	3 rd December 2007 to 9 th December 2007
6	Consolidation at Block level	10 th December 2007 to 16 th December 2007
7	Consolidation of the plan document at District level along with block wise preparation of final draft at District AWP&B (Costing sheets with list of School)	17 th December 2007 to 30 th December 2007
8	DIC Approval	2 nd January 2008
9	Submission of AWP & B with write up to SPO for appraisal	3 rd January 2008 to 20 th January 2008
10	Submitting the final Draft	21 st January 2008
11	Preparation of State Plan	22 nd January to 15 th February 2008
12	Submission of plan to E.C. for approval	14 th February 2008
13	Submission of State Plan along with all district plans to MHRD	14 th February 2008

Household data on out-of-school children

A comprehensive children census was conducted in the last week of January, 2008. There are 73,08,991 children in the age group of 7-14 years. Among them 93,276 children have been identified as out of school children under the age group of 7-14 years. The details are given below.

SI No	District	Never Enrolled			Dropped Out			Out of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bagalkote	173	155	328	689	714	1403	862	869	1731
3	Bangalore North	354	407	761	1660	1595	3255	2014	2002	4016
2	Bangalore Rural	127	133	260	552	493	1045	679	626	1305
4	Bangalore South	671	684	1355	2093	2058	4151	2764	2742	5506
5	Belgaum	51	67	118	547	503	1050	598	570	1168
6	Bellary	244	237	481	2763	2692	5455	3007	2929	5936
7	Bidar	536	430	966	2571	2187	4758	3107	2617	5724
8	Bijapur	237	218	455	1314	1246	2560	1551	1464	3015
9	Chamarajanagar	51	46	97	720	562	1282	771	608	1379
10	Chickballapur	83	63	146	617	577	1194	700	640	1340
11	Chickmagalore	23	26	49	244	275	519	267	301	568
12	Chikkodi	151	111	262	513	444	957	664	555	1219
13	Chitradurga	110	76	186	575	564	1139	685	640	1325
14	Dakshina Kannada	95	82	177	310	323	633	405	405	810
15	Davanagere	112	134	246	1121	923	2044	1233	1057	2290
16	Dharwad	78	79	157	513	431	944	591	510	1101
17	Gadag	192	176	368	838	826	1664	1030	1002	2032
18	Gulbarga	1398	1420	2818	5876	5689	11565	7274	7109	14383
19	Hassan	32	33	65	435	467	902	467	500	967
20	Haveri	79	76	155	338	285	623	417	361	778
21	Kodagu	23	18	41	165	169	334	188	187	375
22	Kolar	127	96	223	459	450	909	586	546	1132
23	Koppal	350	447	797	2084	2212	4296	2434	2659	5093
24	Madhugiri	64	55	119	423	271	694	487	326	813
25	Mandya	52	27	79	425	354	779	477	381	858
26	Mysore	110	105	215	801	769	1570	911	874	1785
27	Raichur	769	972	1741	3633	4129	7762	4402	5101	9503
28	Shimoga	135	110	245	895	703	1598	1030	813	1843
29	Tumkur	67	53	120	571	428	999	638	481	1119
30	Udupi	15	17	32	190	180	370	205	197	402
31	Uttara Kannada	139	84	223	473	519	992	612	603	1215
32	Yadgiri	1169	1339	2508	4651	5386	10037	5820	6725	12545
	TOTAL	7817	7976	15793	39059	38424	77483	46876	46400	93276

Source :Children Census 2007

➤ Plan of Mainstreaming of Out of School Children during 2008-09.

SI No	District	Never Enrolled			Dropped Out			Out of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bangalore Rural	30	30	60	39	58	97	69	88	157
3	Bangalore North	175	141	316	245	185	430	420	326	746
2	Bangalore South	544	412	956	820	779	1599	1364	1191	2555
4	Chickballapur	240	115	355	711	722	1433	951	837	1788
5	Chitradurga	153	128	281	507	393	900	660	521	1181
6	Davanagere	236	226	462	683	600	1283	919	826	1745
7	Kolar	146	51	197	205	220	425	351	271	622
8	Madhugiri	149	64	213	218	190	408	367	254	621
9	Shimoga	190	201	391	510	410	920	700	611	1311
10	Tumkur	142	53	195	292	169	461	434	222	656
11	Ramanagara	97	54	151	204	102	306	301	156	457
12	Bagalkote	427	385	812	355	325	680	782	710	1492
13	Belgaum	403	292	695	135	104	239	538	396	934
14	Bijapur	1275	1151	2426	1441	1408	2849	2716	2559	5275
15	Chikkodi	204	147	351	83	74	157	287	221	508
16	Dharwad	268	183	451	118	102	220	386	285	671
17	Gadag	786	784	1570	753	709	1462	1539	1493	3032
18	Haveri	327	268	595	354	235	589	681	503	1184
19	Uttara Kannada	497	383	880	312	242	554	809	625	1434
20	Bellary	638	555	1193	1568	1820	3388	2206	2375	4581
21	Bidar	520	476	996	744	676	1420	1264	1152	2416
22	Gulbarga	2163	2167	4330	3696	3785	7481	5859	5952	11811
23	Koppal	747	780	1527	1257	1674	2931	2004	2454	4458
24	Raichur	956	1035	1991	1559	2292	3851	2515	3327	5842
25	Yadgiri	1797	1888	3685	3411	4068	7479	5208	5956	11164
26	Chamarajanagar	149	136	285	816	571	1387	965	707	1672
27	Chickmagalore	96	78	174	208	179	387	304	257	561
28	Dakshina Kannada	177	144	321	79	80	159	256	224	480
29	Hassan	57	59	116	168	167	335	225	226	451
30	Kodagu	58	41	99	60	49	109	118	90	208
31	Mandya	153	98	251	310	170	480	463	268	731
32	Mysore	207	134	341	543	540	1083	750	674	1424
33	Udupi	62	55	117	38	42	80	100	97	197
	TOTAL	14069	12714	26783	22442	23140	45582	36511	35854	72365

Source :Children Census 2008



Following strategies have been adopted to mainstream OOSC during 2008-09.

SI.No	Strategies	Children
1	12 months Non-residential Bridge Course (NRBC) (feeder schools + transportation facility+Madarasa+12NRBC)	18024
2	6 Months Residential Bridge Course	6625
4	Tent Schools	9151
5	Mobile Schools	1029
6	Home Based Education	0
7	Bridge Course 12 months (residential) Ashakiran	33096
8	Chinnara Angala Non Residential	16050
9	Chinnara Angala Residential	15259
10	Special Enrolment Drive	9807
11	NCLP Schools	3374
12	Sibling Care	0
13	Summer Remedial Teaching	69345
14	Awards to SDMC/GP	0
15	KGBV	0

➤ Chinnara Angala 2007-08

Chinnara Angala (2months short term Bridge Course) has been run during April / May / June, 07. 36996 number children have been admitted to 1701 centres in the entire state. The children admitted to Chinnara Angala Centres and mainstreamed is given below :

District	No. of Centres	No. of Children enrolled	Children Mainstreamed
Bagalkote	30	534	462
Bangalore Rural	22	582	432
Bangalore Urban	167	1735	1932
Belgaum	18	264	295
Bellary	112	3260	2678
Bidar	103	2112	1869
Bijapur	53	1069	889
Chamarajanagar	16	313	239
Chickmagalore	10	194	233
Chitradurga	10	217	151
Dakshina Kannada	0	0	0
Davanagere	53	803	819
Dharwad	13	351	286
Gadag	49	1807	1769
Gulbarga	395	12666	9841
Hassan	4	53	48

Haveri	30	524	512
Kodagu	4	111	103
Kolar	46	951	836
Koppal	112	2091	1844
Mandya	8	512	146
Mysore	34	367	398
Raichur	216	5123	4325
Shimoga	18	373	291
Tumkur	45	750	835
Udupi	0	0	0
Uttara Kannada	14	234	232
Total	1582	36996	31465

➤ **Monitoring Activities:**

GIAC meeting was held during 07-08 to select the NGOs to work with SSA in the OOSC interventions. It was proposed to have a web-based registration for the NGO's during 2007-08. 195 NGO's proposals whose financial expenditure for the year exceeds 10 lakhs have been sent by the district committee for GIAC among then 5 NGO's were selected. These NGO's have covered 1364 children under different strategies

➤ **Metro city Intervention**

Bangalore urban district had planed special intervention for the year 2007-08

- ★ Learning guarantee programme in collaboration with APF to assess the learning achievement level of schools.
- ★ Reading programme in collaboration in the Akshara foundation.
- ★ Joyful mathematics for lower primary school children to learn mathematical concepts in line with the school curriculum.
- ★ After a successful pilot launch 2400 teachers were trained for this programme and it was implemented in class 2, 3, 4 & 5 across 834 schools, both in Kannada and Urdu medium, reaching out to 36,000 children in Bangalore.

➤ **Following strategies have been adopted under AIE during 07-08.**

- ★ 12 months Non Residential Bridge Course
 - Feeder School
 - Transportation Facilities.
- ★ 12 months Residential Bridge Course
 - 12 RBC
 - Asha Kirana
- ★ 06 months Residential Bridge Course
- ★ 02 months Non Residential Bridge Course (Chinnara Angala)
- ★ 02 months Residential Bride course (Chinnara Angala)
- ★ Tent schools
- ★ Special Enrolment Drive
- ★ Home Based education.

12 months Non Residential Bridge course has 4 components. (a) Feeder school, (b) Transportation facilities, c) 12 NRBC, d) Madarasa. Feeder schools in the lines of EGS have been started. Unit cost / child for 10 months is Rs.2500/- and per center Rs.12,500/- for 10 months. 100 rupees is being spent to transport children from school less habitations.

12 months Residential Bridge course has 2 components. a) 12 RBC, b) Ashakiran are started to support the OOSC and children vulnerable for drop out. These children attend nearby schools. Hostel facility is given in these RBCs. Unit Cost is Rs.6800/- per month.



06 months Residential Bridge Courses have been opened for the older children who need longer duration to equip themselves to attend the schools. Chinnara Angala Abyasa Pusthaka is being used as text. Unit Cost. Rs.3400/- per month.

02 months Non Residential Bridge Courses were opened during April-May, 2007. (Chinnara Angala). Chinnara Angala Abyasa Pusthaka was used as text. According to the merit and age; pupils have been admitted to the nearby schools.

02 months Residential Bridge Course (Chinnara Angala) is similar to 2 months NRBC ; save in providing hostel facility during the course.

Tent schools are opened for the children who have been migrated along with their parents. The parents stay in a makeshift shelter, put up in a locality near habitations. In such locations Tent schools are opened. Chinnara Angala Abyasa Pusthaka is being used as text. In stray instances text books are also being used. Unit Cost Rs.1500-/per month.

Special Enrolment Drives are conducted during July 2007. Parents are persuaded to send their children to school. No financial provision was made to conduct this strategy during 07-08.

Home Based Education is being given to those children who can not attend the school because of their severe disability. One educational Volunteer is made to attend three children in a week. The EVS visit the houses of such children and guides the parents and trains the child in the life skills.

➤ **Mainstreaming of OOSC during 2007-08 AIE**

One of the major objectives of SSA is to ensure all children of 6-14 years are enrolled either in formal schools or in EGS and AIE Centres. SSA, Karnataka is putting best efforts to achieve this objective. 10.2 lakh children in the age group of 6-14 were identified during the house to house survey conducted in February 2001. About 80% reduction can be seen in the number of out of school children from the year 2001-02. According to the house hold survey conducted during 2007, there were 93,276 children of 7-14 age group who were out of school.

Reasons for the children to be out of school are,

- House hold work
- Earning because of poverty
- Unwillingness of Parents
- Migration
- Sibling care
- Gender related reasons
- School too far
- Disability
- Tribal life
- School not attractive

Specific strategies are planned for mainstreaming of these children. Opening of feeder schools in school less habitations, organising short term bridge courses viz. Chinnara Angala, Special Enrolment Drives, long term bridge courses, flexi schools for working children, mobile schools for slum children, provision of incentives to SDMCs for mainstreaming out of school children, were the strategies adopted for mainstreaming out of school children.

SL. No	STRATEGIES	CHILDREN MAINSTREAMED
1	12 months Non-residential Bridge Course (NRBC) (feeder schools + transportation facility+Madarasa+12NRBC)	13041
2	6 Months Residential Bridge Course	7864
4	Tent Schools	5293
5	Mobile Schools	1232
6	Home Based Education	6228
7	12 months Bridge Course Residential Ashakiran	7125
8	Chinnara Angala Non Residential	25312
9	Chinnara Angala Residential	6153

10	Special Enrolment Drive	15433
11	NCLP Schools	3514
12	KGBV	1419

➤ **Other activities under AIE Strategies:**

✓ **12 months Non-residential Bridge Course(NRBC).**

Under this strategy four sub strategies have been implemented namely

1. Feeder school
2. Transportation facilities.
3. Madarasa
4. 12 month NRBC.

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

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

Feeder schools have been opened in habitations where the community opted for a center than to have to have transportation facility. More number of feeder schools is concentrated in the new irrigated places of the state. We have covered 1513 number of children under this strategy.

2. **Transportation Facilities:** Transportation facilities to children who do not have lower primary schooling facilities within a radius of 1 km and upper primary schooling facilities within 3 kms have been provided in some of the districts. Incentives have also been given to such SDMCs that have mainstreamed the out of school children in their localities without any of the programmes. 6386 children are covered under the Transport Facility.
3. **Madarasa:** Children who are studying in Madaras's and do not get formal education are being covered by this sub strategy. This year we have included Madarasa Covering 3985 children. Educational volunteers given in the ratio of 1:25 An honorarium of rupees 2000/= Rupees 5 per day towards snacks and Rs 2000/- for teaching learning material are being given. Guidelines have been issued to teach text books. But in the begining it is also suggested to use Chinnara Angala Bridge course material. We have covered 3985 children under this strategy
4. **12 months NRBC** are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala Bridge Course Materials. This year senior Chinnara Angala Books also printed and distributed. We have also supplied junior Chinnara Angala books, which were printed and supplied through DSERT and covered 1157 children.

✓ **12 Residential Bridge Course:**

Under twelve month RBC we are conducting 3 sub strategies namely.

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

1. **12 months RBC:** It provides residential facility for the children of OOSC who are in acute poverty they are accommodated in the school. There are 165 Centers and covered 5653 children.
2. **Ashakirana Centers:** Are residential in nature. It is one of the main and important programme provided the children to avoid from dropping out due to various reasons like poverty and poor economic condition. Hostel facility has been provided to the school going children at school/ community hall/Public buildings. Educational volunteers and an assistant is appointed by the NGOs. It is mostly run by NGOs with the cooperation of Head master and SDMC . We have opened 235 centers and covered 10811 (Fresh 10161 and continued 650) children.



ASHA KIRANA AT BHADRAVATHI BLOCK

3. **Chinnara Angala (2 months RBC and NRBC)** conducted in the summer holiday, which prepares the child to join the mainstream. 25312 children are covered in non residential and 6153 children are covered under Residential Chinnara Angala.
- ✓ **Home Based Education:** is provided for the severely disabled children who can't come to school. one E.V will cover 3 children, visits homes twice a week. 6228 are covered by this strategy.



Home Based Education in Shahapur Block

- ✓ **Special enrolment: drive:** This programme was to pursue the parents of the children not enrolled, to enroll their children to schools. The parents are made aware of the importance of education. 15433 children were brought to school through this programme.



Special Enrolment Drive

at Shimoga

- ✓ **Mobile Schools:** This programme is undertaken especially for the children in slums. Bangalore City in convergence with Karnataka State Road Transportation Corporation (KSRTC). At present there are 8 buses, which are modified as classrooms. Free text books/slates/note books / uniforms / midday meals and play materials are being provided to 1232 Children in these mobile schools.



Mobile School at Bangalore Urban

- ✓ **Tent Schools:** The numbers of migrant children identified through tent schools. Tent Schools are opened in Gulbarga, Bangalore , Bellary and Mysore divisions. Tent Schools are more in the mining areas and construction areas of cities. 5293 children are studying in these centers.

SL.NO	DIVISION	NO OF TENT SCHOOLS
1	GULBARGA	62
2	BANGALORE	56
3	BELGAUM	39
4	MYSORE	21
Total		178



Tent School at Indira Gandhi Badavane, Chickmagalore

- ✓ **KGBV**: These Schools are opened for OOSC girls. It is opened at the EBB blocks. There are 61 KGBV School running in Karnataka. This year we have covered 1419 OOSC girls.
- ✓ **6 Months SRBC**: This facility is provided for the potential drop out children due to their parent's migration. The school serves as a hostel for such children. The duration appears to be short hence it is proposed to extend for 6 months. 164 centers are opened and 7864 children are covered by this strategy.
- ✓ **NCLP**: As per the MOU between SPD- SSA and commissioner for labour department SSA has extended financial aid to the NCLP schools if they have been converted into residential bridge course. Through this we are able to cover 3514 children in 65 centers. These schools are run by the NGOs and they are supervised by the Deputy Commissioner of the district. It runs for the duration of 12 months. At the end; these children are mainstreamed to the formal schools. These centers are non residential in nature.

Community mobilization

Formation of SDMCs

The Model Bye-laws 2006, are notified in the Karnataka Gazette as per the Karnataka Panchayath Raj Act 1993 that reveal the formation, roles and responsibilities of the Karnataka Grama Panchayath's (School Development & Monitoring Committees.)

The legal implications regarding the formation of SDMCs are,

- ★ All SDMCs constituted under the G.O. dated April 28, 2001, and which have not completed their three year term will continue to function till the expiry of the three year term. However, they will have to function in accordance with the model bye-laws as far as other aspects are concerned - meetings, disciplinary action, duties of different officers etc.
- ★ SDMCs that were constituted under G.O. dated April 28, 2001 and which have completed their 3 year term will have to be re-constituted in accordance with the model bye-laws.

Henceforth, almost all SDMCs are constituted in the rural Government Primary and Higher Primary Schools in the State. However the Government order / Gazette to be issued regarding the urban areas.

Community training:

The SDMC have to play a vital role in the school Management & Administration. They have to participate in the preparation of Annual Work Plan, Institution(school) plan and the implementation as well as the follow up activities on the school level programmes in order to achieve the goals of U.E.E. especially quality aspects at the elementary level.

According to the Model Bye-Laws of SDMCs, SDMC is considered as a sub-unit of the Gram Panchayath (PRI) specifically under Civic Amenities Committee (CAC). The CAC will review the functioning of SDMCs periodically (Quarterly). Therefore it is very essential to get co-ordination between SDMC and CAC for effective implementation of the Sarva Shikshana Abhiyan programmes and also the Government Schemes. The available funds from all sources to be utilized properly under the monitoring of both SDMC and CAC at the school level.

Since, all civil works are entrusted to the SDMCs, it is needed to strengthening the both SDMC, a parental body as well as CAC, a constituent body in this regard. Keeping this objective, a one day training programme is providing to all the SDMCs and CACs members in the state with co-ordination of Non-Governmental Organisation, Voluntary Associations and Universities through DSERT, DIETs, BRCs and the CRCs at various levels under Sarva Shikshana Abhiyan programme.

The training modules are prepared and supplied through the DSERT. They are mainly,

- ★ SDMC Supplementary Material - " SDMC Pooraka Sahithya"
- ★ "Spandana" - a training programme for Resource Persons.
- ★ "Sankalpa" - a self explanatory resource book to the schools.
- ★ "Samarpana"- a self explanatory book for the community

Community mobilization is one of the major interventions under Sarva Shiksha Abhiyan Programme, which enhances educational awareness among parents and community. In this direction, 111762 members of SDMC's were trained up to November, 2007.

Later with the view to strengthen the linkage between SDMC and CAC members, as per the model bye laws the training of SDMC and CAC of the gram panchayats have been taken up in large scale by utilizing the funds of the remaining 111762 members and funds available under community mobilization with the unit cost of Rs. 30. Therefore a total of Rs. 67, 05,720 is utilized under Community Training allocation and a sum of Rs. 1, 43, 00,000 under Community Mobilization where in 6.5 lakh SDMC and CAC members are involved in SDMC and CAC Sharing workshops across the state.

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

Planning and implementation of SDMC-CAC Sharing Workshop:

- The core committee members meeting and a days workshop was held in the month of November to plan the action plan of SDMC CAC Sharing Workshop;
- 2 days workshop to finalize the Resource Material and Training Design and 1 day workshop to finalize the handouts for the participants of the SDMC-CAC sharing workshops;
- Identification of the State Resource Group involving both the Department personnel and the representatives of the NGO's
- Orientation for State Resource Group by the Core committee members
- Divisional level trainings for 429 members 13 from each district.
- District level trainings by the Master Resource Members to 6060 members across the state.

6.5 lakhs participants in SDMC-CAC sharing workshops by 6060 at the Gram Panchayat level.

Co-ordination with Panchayati Raj Institutions

The School Development and Monitoring Committees (SDMCs) are functioning under monitoring by Grama Panchayaths. There is a clear cut linkage between them at the levels of planning, implementation and also follow up in the school management and Administration to achieve the goals of UEE.

The Model bye-laws of Karnataka Gramapanchayaths are notified and provide on enormous opportunity for Panchayath Raj Institutions (PRIs) in the school management and Administration.

- The Civic Amenities Committee (CAC) shall constitute a Grama Panchayat school Development and Monitoring Committee (SDMC) for each elementary school within the Panchayat Area. It shall delegate the task of constituting such SDMCs to Head Teacher of the said school.
- The CAC shall periodically review the implementation of the Annual work Plans of schools within the Panchayat Area and Wherever possible provide receiving assistance for its Implementation.
- Convene a joint meeting of office bearers of SDMCs of all schools within the Panchayat Area, at least once every three months in the academic year, for the purpose of exchange of information and Co-ordination.
- The CAC shall transfer all funds received by it for education and Infrastructure of schools to the account of the schools, within a week of receipt of the funds.
- The CAC may transfer additional funds to the accounts of the schools within the Panchayat Area, depending upon their needs.

Development Objective 2

- Girls education including NPEGEL

Provision and Release of State Share – 2004-05, 2005-06, 2006-07, 2007-08 and state shares budgeted in 2008-09.

NPEGEL releases and expenditure since 2003-04

	2003-04	2004-05	2005-06	2006-07	2007-08	Total
Approved	186	1099.32	879.46	1159.827	553.09	3324.607
Central Share released	34.87	824.48	336.95	734.935	224.14	1931.235
State share released	11.625	274.84	219.865	244.978	193.59	751.308
Amount to be released to SSA districts	16.3715	1047.127	812.252	1091.139	484.14	2966.8895
Amount to be released to MS	18.4536	60.793	67.202	68.688	33.44	215.1366
Expenditure					473.369	
		1029.627	898.314	1113.222		3041.163

KGBV releases and Expenditure

Rs. In Lakhs

S.N	Details	2004-05	2005-06	2006-07	2007-08
1	Total allocation	1127.29	1607.51	1653.51	958.31
2	GoI share received	845.47	1514.15(for 58 KGBVs) 70.02(for 3 addnl KGBVs)	*	622.9015
3	State share received	281.82	378.74	408.375	335.4085
4	Total funds received	1127.29	1962.91		958.31
5	Funds released to the Districts	725.849	202.43	864.28	80.15
6	Funds released to MSK during	401.453	176.31	481.14	206.321
7	Expenditure	Nil	406.83	868.079	595.750
9	GOI Sanction orders	No.F.21-1(KA10)/2005-EE.8 dated 16th Feb, 2005	No.F.21-1(KA10)/2005-EE.8 dated 31st March, 2006 and No.F.21-1(KA10)/2005-EE.8 dated 23rd March, 2006		

* No grants was received as the balance of the previous year was sufficient to implement the programme during 2008-09.

Financial Status of Innovative Activity for Girls

(Rs.in lakhs)

Year	Allocation	Releases	Expenditure
2004-05	67.5	67.5	67.5
2005-06	18.48	18.48	17.263
2006-07	67.5	67.5	12.676
2007-08	67.50	67.5	67.50
2008-09	159.502		

Development Objective 2

Girls Education including NPEGEL

The Female Literacy rate of Karnataka is higher than that at the all India level. However, there are observed disparities across the 176 revenue blocks of the state in female literacy. There are 61 blocks where in the rural female literacy rates and the sex differentials in literacy are lower and higher respectively than the all India figures. Indicators of female literacy are in particular highly disappointing in the districts/blocks of the North Eastern region in the state. Hence, it is obvious and understandable that 39 out of 61 blocks of the state with low female literacy indicators are in this region only.

Over the years, the sex differentials in literacy in the North Eastern Karnataka region have been declining. In order to hasten this process of reduction of gaps, special emphasis and focus on girls education is needed. Hence, programmes of girls' education have been accorded high level of priority in SSA. These programmes are included to promote gender parity in all variables of school performance and eventually literacy rates.

Alternative schooling for girls under out of school strategies

During the year 2007-08, Residential Bridge course programme of 2 months duration was conducted in all the identified 61 Educationally Backward Blocks, for mainstreaming the out of school girls identified through house to house children survey conducted during March, 2007 in association with local NGOs.

In addition, funds were also released to Mahila Samakhya for conducting 10 months residential bridge course programme at Bellary – Kishori Kalika Kendra, for mainstreaming elderly girls of age group 9 – 14 years who are out of school and residing in nearby districts.

Retention Strategies.

Free Uniforms, Text books, School bags and Mid-day meals have been provided under State sector for retaining the girls in primary/higher primary schools.

The State government is providing free education to all categories of girls up to 12th standard in government and aided institutions. Free text books to all the children from 1 to 7th standard are provided under State sector funds. All the girls and SC/ST boys were provided free text books under SSA during 2003-04 and 2004-05. Free school bags and note books are being given to SC/ST girls of 5th to 7th class. However free uniforms are provided to all the children of 1 to 10 standard. The following table describes the various initiatives taken up by the state towards retention of girls in the state.

SI No	Particulars of the incentives	Total No. of Children covered under these scheme	Budget & Actual Expenditure for the last two years(Lakhs)	Budget for the year 2008-09
1	Akshara Dasoha(Mid day meals) to all children	69.29 lakhs	25031	6100.3
2	Fee re-emburserment(Non governmental) to all girls and SC ST boys	3.94 lakhs	293.59	2050
3	Scholarships	8 to 10th class students	4.67	
4	Fee re-emburserment(Governmental) under vidya vikas scheme	2.94 lakhs	954.49	Included under Free Books and Uniforms
5	Bicycles to 8 standard girls	1.75 lakhs	7574	9000
6	Free books and Uniforms	64 lakhs	5495.29	7000

Convergence is made with the scheme of "Total Sanitation Campaign" under the Department of Rural Development and Panchayath Raj at the district level with District Zilla Panchayat Offices. The infrastructure gap in toilets and drinking water get narrowed at the district level with the convergence strategies.

SPECIFIC PROGRAMMES FOR GIRLS EDUCATION UNDER SSA

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

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

NPEGEL programme was implemented in 61 EBBs of 18 Districts during 2007-08. The total number of clusters covered under NPEGEL during 2007-08 is 861 including 4 urban slums and 108 clusters being managed by Mahila Samakhya.

The details of Model Clusters sanctioned since from 2004-05 is as follows.

		2004-2005	2005-2006	2006-2007	2007-08	2008-2009
1	No. of Clusters;	482	625	858	861	861
2	No. of Urban slums	4	4	4	4	4
3	Total no. of clusters	486	629	861	865	865
4	Total no. of blocks:	45	58	61	61	61

Preparatory Activities

Cluster resource persons and Block Resource Co-ordinators of every block identified a school in each cluster that had pronounced enrolment of girls or alternatively a Girl's Higher Primary school that was accessible to the other schools/villages of that cluster. A cluster committee for NPEGEL has been constituted in each of these clusters with the members from the surrounding school SDMCs and with more priority to women members. This committee is empowered to identify the local problems and address them through NPEGEL. Cluster Co-ordinator, one of the members of this committee assists in providing inputs based on the guidelines of the programme.

Mahila Samakhya Karnataka has appointed Cluster Co-ordinators to take stock of the situation in the particular cluster related to education of girls. They mobilize the community, particularly mothers and women groups to identify the out of school girls and enroll them to school. Grama Sabhas have been conducted by Mahila Samakhya at the village level under NPEGEL to create awareness among the public with regard to the girls education and the programmes like NPEGEL.

Community Involvement

SDMC is the implementing agency for all the activities of SSA at the school level. A necessary fund for the construction of Additional Infrastructure is also credited to SDMC bank account. SDMC participates in the implementation of the programme and monitors all the gender related activities carried out at the cluster level. The members also participate in the Grama Sabhas held to discuss the gender related concepts. SDMC is involved in the community awareness programmes like Melas and Jathas held at the village level. At least 3 women members are represented in every SDMC.

Local NGOs are being involved in providing the local skills and vocational training to the girls of NPEGEL-MCS schools.

Experts in the field of girls' education have been involved in drawing the strategies to conduct adolescent camps. State Resource Group and District Resource groups also enlist the help of such experts to address the issues related with girls' education.

Orientation/training

PRIs and SDMCs

Grama sabhas are held to orient the members of different groups on the issues of girls' education. Members of Self Help Group are involved in enrolling out of school girls and identifying different problems prevailing in the society with respect to girls' education.

SDMC training of 2 days duration is also given to Gram Panchayath, Taluk Panchayath and Zilla Panchayath members. Apart from this orientation a coverage of 6.5 lakhs of SDMC and CAC members were effectively orientated during the year 2007-08. The focus being strengthening of SDMC with respect to the linkage of Gram Panchayats. Civic Amenities Committee as a subcommittee of the Gram Panchayat is to play a major role in ensuring the Quality school Education as per the Model Bye Laws on SDMC's.

Field level functionaries

Gender sensitization programme for teachers, Head Teachers, CRCs, BRCs and Educational Administrators have been conducted regularly at different levels. Larger groups were also covered in the telemode trainings in which gender concepts have also been discussed. SWAYAMEVA SURABHI– a gender focused teacher training module is developed under DEP-SSA

Infrastructures and TLM procurement

The additional infrastructure gives space for promoting activities of girls and also as a gender resource centre to empower the women of the cluster. 889 Model Cluster Schools have been set up in a phased manner from 2004-05 and have been provided with additional infrastructure like Additional rooms, toilets, drinking water, electricity and CFS. With the cost of Rs.2.00 lakhs, SDMCs of the Model Cluster Schools have taken up the responsibility of construction of these structures.

Additional Infrastructure

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

NPEGEL -Civil work progress sanctioned from 2004-05 to 2006-07 as on 31st March 2008

Sl. No	District	Additional room			Toilets			Drinking water			Electricity			CFS		
		S	C	I.P	S	C	I.P	S	C	I.P	S	C	I.P	S	C	I.P
1	Bangalore U	1			1			1			1			1		
2	Bangalore R	14	14		14	13		14	14		14	14		14	12	2
3	Bagalkot	64	64		64	64		64	64		64	64		64	64	
4	Belgaum	52	41	2	52	34	7	52	36	6	52	40	1	52	34	8
5	Bellary	73	52	21	73	51	21	73	52	21	73	49	24	73	18	55
6	Bidar	65	46	19	65	46	19	65	46	19	65	46	19	65	46	19
7	Bijapur	93			93			93			93			93		
8	Chitradurga	28	28		28	28		28	28		28	28		28	28	
9	Davangere	14	14		14	14		14	14		14	14		14	14	
10	Dharwad	22	21	1	22	20	1	22	19	3	22	21	1	22	22	0
11	Gadag	24			24			24			24			24		
12	Gulbarga	121	121	0	121	121	0	121	121	0	121	121	0	121	12	0
13	Hassan	21		1	21	20	1	21	20	1	21	20	1	21	20	1
14	Kolar	120	110	10	120	88	22	120	90	30	120	110	10	120	11	10
15	Koppal	59	46	13	59	46	13	59	46	13	59	46	13	59	46	13
16	Mysore	17	15	2	17	15	2	17	9	8	17	7	10	17	7	10
17	Raichur	77	61	16	77	56	21	77	42	35	77	54	23	77	34	43
18	Tumkur	14			14			14			14			14		
	Total	889			889			889			889			889		

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



Need based activities under NPEGEL

a. ECCE centres.

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

S.N	Block	ECCE					
		Target (2 per MCS)	No. of villages without Anganawadis	No of ECCEs(baby care centres) opened	No. of children in these centres	No. of Anganawadis strengthened	No. of children in these centres
1	Bangalore U	2	2	2	60	0	0
2	Bangalore R	2	2	4	45	0	0
3	Bagalkot	110	0	48	1115	49	1523
4	Belgaum	43	0	44	922	0	0
5	Bellary	124	44	31	765	1821	103253
6	Bidar	120	0	45	1240	1117	93558
7	Bijapur	186	0	16	82	170	818
8	Chitradurga	56	5	27	509	48	1533
9	Davangere	28	28	28	512	0	0
10	Dharawad	32	0	4	75	53	1840
11	Gadag	34	0	0	0	34	40
12	Gulbarga	202	39	22	670	1712	321528
13	Hassan	42	38	0	0	105	2548
14	Kolar	298	125	329	6328	552	12188
15	Koppal	81	2	38	325	49	1690
16	Mysore	34	3	3	60	4	62
17	Raichur	154	0	9	168	0	0
18	Tumkur	0	0	0	0	28	180
Total		1548	288	650	12876	5742	540699

b. Teacher training

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

NPEGEL - Teachers training progress as on 31st March 2008

District

S.N	Block	Target (20 teachers per block)	No. of teachers trained		
			Male	Female	Total
1	Bangalore U	0	5	106	111
2	Bangalore R	280	18	23	39
3	Bagalkot	1100	569	627	1196
4	Belgaum	860	500	481	981
5	Bellary	3200	369	1914	2283
6	Bidar	865	543	859	1402
7	Bijapur	2220	720	1500	2220
8	Chitradurga	796	348	471	819
9	Davangere	280	87	68	155
10	Dharawad	570	123	321	444
11	Gadag	320	186	134	320
12	Gulbarga	154	41	74	115
13	Hassan	440	260	180	440
14	Kolar	2400	1592	1428	3020
15	Koppal	940	58	22	80
16	Mysore	340	190	170	360
17	Raichur	2440	1011	792	1590
18	Tumkur	0	181	192	373
Total		17205	6801	9362	15948

c. Vocational training

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

NPEGEL - vocational training progress as on 31st March 2008

District

S.N	Block	Target (no. of girls)	No. of girls covered	No. of volunteers appointed	Details of Voc.Training provided to girls
1	Bangalore U	120	120	4	Music, Dance, Tailoring, Computer
2	Bangalore R	3676	2099	22	Tailoring, Embrodary, Painting on Clothes Agarabatti work
3	Bagalkot	10236	12598	257	Tailoring, Painting, Hand work etc.,
4	Belgaum	38836	37079	147	Stiching Painting Embroidary waste metirial candle making tailoring paper cutting
5	Bellary	6322	6218	62	Meachin stiching & Painting
6	Bidar	4385	2275	91	Tailoring, Mehendi, Embroidary, Saree work, Woolen nitting
7	Bijapur	6322	6218	62	Meachin stiching, Painting & hand stiching
8	Chitradurga	2864	4219	119	Tailoring Drawing Painting Embrading saree work Dall Dall washing power shampe making zandubalm tooth powder
9	Davangere	600	486	28	Nitting Tailoring, Udabati, Wollen work, Desain
10	Dharawad	14565	8998	92	Tailoring Kasuti Jardosi work Ribbon work Jula making Pot making Painting Hand work Embroydary doll making

11	Gadag				
12	Gulbarga	1468	958	46	Tailoring and craft
13	Hassan	1000	945	21	945
14	Kolar	22750	11806	296	Tailoring and craft
15	Koppal	3040	1566	82	1994
16	Mysore	1700	1700	85	Doll making, Yoga, Karate, Needle work, Embroidery Sewing.
17	Raichur	12722	9376	165	Tailoring, Embroidery, Painting
18	Tumkur	4186	2136	54	Making of Plastic basins, embroidery, mats from woolen & tailoring
Total		134792	108797	1633	

d. Teachers award

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

NPEGEL - Teachers/school award distributed as on 31st March 2008

District

S.N	Block	Teacher award		School award		Total awards
		Target (2 per MCS)	No. of teachers awarded	Target (2 per MCS)	No. of schools awarded	
1	Bangalore U	2	2	2	2	4
2	Bangalore R	28	8	28	8	16
3	Bagalkot	110	108	110	108	216
4	Belgaum	86	62	86	62	120
5	Bellary	124	84	124	84	168
6	Bidar	102	66	82	50	116
7	Bijapur	186	186	186	186	372
8	Chitradurga	56	56	56	56	112
9	Davangere	28	0	28	0	56
10	Dharwad	36	28	36	28	64
11	Gadag	16	16	32	32	48
12	Gulbarga	162	41	96	26	67
13	Hassan	42	42	42	42	84

14	Kolar	228	153	228	136	289
15	Koppal	94	80	94	94	174
16	Mysore	34	34	34	17	51
17	Raichur	142	88	142	88	176
18	Tumkur	28	28	28	28	56
Total		1504	1082	1434	1047	2189

e. Remedial teaching

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

NPEGEL -Remedial teaching progress as on 31st March 2008

S.N	Block	Target (no. of girls)	No. of girls covered	No. of schools covered
1	Bangalore U	160	160	5
2	Bangalore R	1310	653	133
3	Bagalkot	6685	5100	218
4	Belgaum	5190	6024	218
5	Bellary	5401	5214	62
6	Bidar	5273	3187	134
7	Bijapur	6925	5922	206
8	Chitradurga	2726	3974	126
9	Davangere	1554	1554	56
10	Dharawad	7353	3310	131
11	Gadag	1500	1380	235
12	Gulbarga	1090	809	81
13	Hassan	930	922	21
14	Kolar	19937	9870	431
15	Koppal	2750	2089	114
16	Mysore	2906	2906	243
17	Raichur	7475	5454	228
18	Tumkur	3986	1909	56
Total		83151	60437	2698

f. Awareness programmes

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

The girl child in the school needs to be given equality in treatment so that it paves way for a society where the girls are given equal status with regard to all opportunities. Hence to expose boys and all children, teachers and community to the various issues faced by the girls and also to prepare a resource team of girls who will be campaigners of their cause for their district an awareness camp was organised in coordination with SRUSTI, an NGO. The awareness was through dance ballad on the various issues faced by girls at home, social and school situation to address in school children, teachers, parents and community. The performance was carried out in 108 Model Cluster Schools and many girls were mainstreamed during the staging of performance. Also Meena groups were formed in these schools.

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



NPEGEL - Community awareness progress as on 31st March 2008

District

S.N	Block	Target (no. of camps/villages)	No. of villages covered	No. of awareness camps held	No. of community people addressed
1	Bangalore U	1	3	1	50
2	Bangalore R	14	79	9	577
3	Bagalkot	110	134	66	2291
4	Belgaum	104	76	57	2105
5	Bellary	3200	44	16	9745
6	Bidar	65	21	21	6500
7	Bijapur	93	93	93	2250

8	Chitradurga	168	92	22	11038
9	Davangere	42	6	6	450
10	Dharawad	280	206	40	4820
11	Gadag	25	25	25	673
12	Gulbarga	172		35	2660
13	Hassan	21	21	21	1050
14	Kolar	139	982	94	752
15	Koppal	0	0	0	0
16	Mysore	243	232	15	700
17	Raichur	71	39	39	0
18	Tumkur	0	28	2	212
Total		4458	1988	434	40963

Consolidation of NPEGEL Physical progress during 2007-08

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

Consolidation of NPEGEL Physical progress during 2007-08

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

MEENA programme under NPEGEL for 2008-09

This activity is carried on with the funds under Management cost.

About “MEENA“ Program:

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

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

Objectives of the Program:

Usually girls are hesitant and shy to participate in school activities with boys, hence an opportunity to girls to shoulder the responsibility as per their needs is provided at the

Manch. They take charge of school sanitation, safe drinking water, cultural, sports and literary activities in school as part of skills for life. The Manch also provides the girl students an exclusive platform to discuss about their physical and social development.

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

Methodology of Program:

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

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

Activities of Meena Programme

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

Gist Points

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

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

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

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

2. INNOVATIVE ACTIVITY FOR GIRLS EDUCATION (JAGRUTHI SHIBHIRA)

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

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

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

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

‘Jagruthi Shibira’- Camps for adolescent girls held in Dharwad district during 2007-08



Details of adolescent camps for girls held during 2007-08

S.N	District	No. of NGOs involved	No. of camps held	Financial progress (Rs. In lakhs)		No. of girls participated				
				Approved	Progress	SC	ST	Min	Others	Total
1	Bangalore-U	1	17	2.5	2.5	245	32	71	311	659
2	Bangalore R	6	24	2.5	2.5	230	98	332	636	1296
3	Bagalkot		24	2.5	2.5	288	230	290	392	1200
4	Belgaum	7	24	2.5	2.5	194	104	113	189	600
5	Bellary	8	24	2.5	2.52	234	254	400	312	1200
6	Bidar	4	25	2.5	2.5	220	120	300	560	1200
7	Bijapur	1	24	2.5	2.5	296	64	500	340	1200
8	Chamarajnagar	4	24	2.5	2.5	383	200	151	506	1240
9	Chikkamagalur	1	21	2.5	2.4845	329	115	204	552	1200
10	Chitradurga	1	24	2.5	2.472	318	213	301	368	1200
11	Coorg		24	2.5	2.5	450	200	150	400	1200
12	D.K	2	24	2.5	2.5	152	87	505	499	1243
13	Davangere	8	24	2.5	2.52	525	175	325	175	1200
14	Dharawad	2	24	2.5	2.52	128	195	550	327	1200
15	Gadag		24	2.5	2.499	167	143	140	742	1192
16	Gulbarga		18	2.5	2.5	224	29	156	460	869
17	Hassan		24	2.5	2.5	255	145	181	619	1200
18	Havery	7	24	2.5	2.5	180	157	480	383	1200
19	Kolar		24	2.5	2.5	412	156	172	460	1200

20	Koppal	2	24	2.5	2.5	247	250	295	379	1171
21	Mandya	2	24	2.5	2.5	360	112	184	544	1200
22	Mysore		24	2.5	2.5	375	248	191	386	1200
23	Raichur	4	24	2.5	2.52	255	311	198	436	1200
24	Shimoga	1	24	2.5	2.5	710	202	288	0	1200
25	Tumkur	4	24	2.5	2.5	320	280	285	315	1200
26	Udupi		24	2.5	2.5	412	156	172	460	1200
27	Uttarakannada		24	2.5	2.5	124	34	175	861	1194
	Total	65	633	67.5	67.54	8033	4310	7109	11612	31064

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

. KASTURBA GANDHI BALIKA VIDYALAYA

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

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

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

Initiatives for the implementation of the programme.

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

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

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

Major initiatives under KGBV programme

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

KGBV Staff Pattern

Details	Designation	Selection	No.	Qualification	Salary/Honorarium per month
Deputed Staff	Special Officer	Secondary School teacher	1	Bachelor degree with B.Ed	Salary drawn in their original schools
	Teachers	LPS/HPS	3	PUC, D.Ed	
Part time staff	Warden	Through Agency	1	Bachelor degree with B.Ed	Rs.4500/
	Hindi		1	Bachelor degree with B.Ed in Hindi	Rs.3000/
	Physical Education		1	PUC, C.P.Ed	Rs.3000/
	Craft		1	Diploma or JOC	Rs.3000/
	Office assistant cum Computer instructor		1	B.Com with computer certificate	Rs.3500/
	Peon and watchman		2	7 th std	Rs.1250/ per head
	Scavenger	Direct	1		Rs.500/

D. Construction of KGBV hostel building

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

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

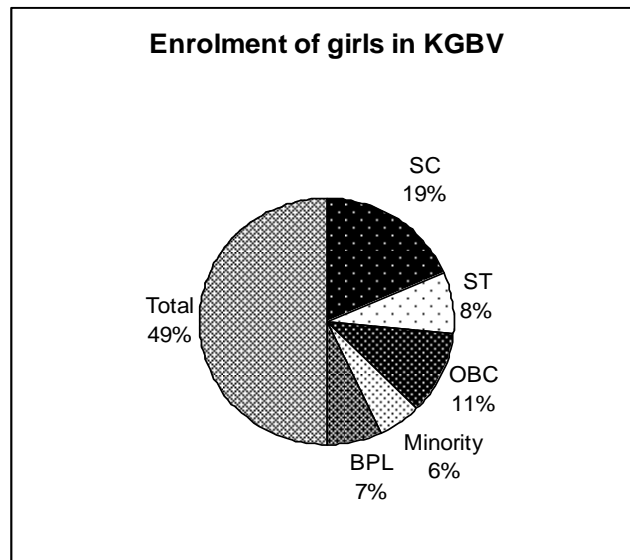
6 hostels have been occupied out of 22 completed buildings as on Jan 2008. Water and electricity facility are being provided to the other buildings for the girls to occupy the building.

E. Identification and enrollment of Girls

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

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

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



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



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

F. Academics at KGBVs

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

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

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

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

G. Convergence with the department and NGOs

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

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

Donation of Scout dress by Inner Wheel Club of Pavagada to the girls of KGBV, Pavagada, Tumkur Dist
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H. Trainings and Academic support to KGBVs

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

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

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

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



Financial releases and expenditure:

The cost approved for 2007-08 is Rs.958.31 lakhs for 61 KGBVs with the intake capacity of 100 girls. Rs.206.3219 lakhs to MSK and Rs.80.1527 lakhs to SSA were

released based on the unspent balance of the previous year. Rs.372.466 have been spent upto Dec-2007.

Monitoring system of KGBVs

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

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

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



Achievements of KGBVs

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

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

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

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

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

Dance performed by KGBV girls of Kolar and Chikkaballapur District on 26th Jan, 2008 Republic Day function held at Manekshaw Ground, Bangalore



Academics at KGBVs

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

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

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

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

Convergence with the department.

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

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

Community / Non-profit making bodies.

Community is a part of the administrative organogram at the school level. It contributes in terms of identifying girls and also in the form of identifying the Donors who help in not only giving donations, but also in material contributions to the Development of KGBVs of their locations.

Kagina Jana Seva Trust under the aegis of the Aditya Brila Centre has adopted KGBV school of Sedam taluk, Gulbarga District. Along with the management of the schools, the trust has also agreed to contribute Rs.10.00 lakhs over a period of 2 years for over all development of the Institution.

Trainings and Academic support to KGBVs

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

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

Training in remedial teaching is given at the State level for 5 days to the teachers of KGBV



Remedial teaching training for KGBV teachers during April, 2006 at Shikshakara Sadana, Bangalore

To support the financial administration in KGBVs, Special officers of the department schools were given training in maintenance of accounts at the state level for 2 days. The training was given on the maintenance of records, payment of bills, handling of receipts and payments and also on the financial regulations of Sarva Shiksha Abhiyan. Practical sessions were also held in this training.



Accounts training for the special officers of KGBVs working in SSA run schools on 8th and 9th August,2006

Vocational training

Girls of KGBVs are trained in different vocational and life skills. A craft teacher is appointed on part time basis. Besides this, to impart various other skills, services of local resource persons have been hired.

Innovations of KGBVs

- KGBV girls are taken to educational tour under the innovative activity called **CHINNARA KARNATAKA DARSHANA**, to get exposed to new places, to watch the nature and culture in its true form and appreciate the same.



KGBV girls of Telagi, Harappanahalli taluk, Davangere district set Education tour programme during December 2006 as a part of the curriculum interaction

- **KGBV Adoption Scheme** is being developed to encourage **corporate** and **Elite community** to adopt either the school or girls.
- **KSQAO** (Karnataka State Quality Assessment Organisation) is indulged in conducting assessment tests to the girls in KGBVs to check the competency wise achievement levels of 7th standard girls.
- The girls passing out of KGBV are enrolled to the nearby Govt. schools and State run hostels, with a special permission from the concerned Department.



Girls after KGBV- Girls enrolled to the nearby Secondary school and hostel facility in the BCM/SC/ST hostels at Molakalmur, Chitradurga District

Monitoring system of KGBVs

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

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

Division level review of KGBVs – Gulbarga Division on 25th June 2005.



Achievements of KGBVs

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls in State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji(cultural competition), girls participated in State level kannada language exam conducted by the cultural ministry, are some of the examples of the unique achievements and stepping stones of these girls. **Five such girls were selected and invited by Hon'ble Prime Minister of India to participate in the children camp organized at New Delhi.**

KGBV girls also participate regularly in the march-past parade during **Independence Day and Republic day at the Manekshaw Parade ground** at Bangalore twice in a year. The State feels great to find them winning prizes competing with the other troops in such coveted and the significant events of the state.



A troop of girls from KGBV Molakalmur, Chitradurga District in the Aug 15th, 2006 parade and receiving award from the Hon'ble Chief Minister of the State Shri H.D.Kumara Swamy.

Visits by the Dignitaries of MHRD to KGBVs



Sri.Champak Chatterjee, Secretary, MHRD's visit to KGBV Mallat, Raichur district and the then Secretary of MHRD Smt.Kumud Bansal's visit Gudibande of Kolar District

- **Interventions for socially disadvantaged groups including minority, SC/ST**

Chinnara Karnataka Darshana

The objectives of programme:

- To develop the co-operation, adjustment and leadership qualities among the children.
- To create an understanding about regional, linguistic, cultural and social situations of the different places of historical and geographical importance among the children.
- To provide an additional information for learning through visiting the real environment.
- To correlate the scholastic activities with the outside world.
- To understand diversities in regional level life styles of people, language and thoughts and practices of different folks.

Extent and Coverage of the programme

- The programme is undertaken in convergence with Karnataka State Tourism Development Corporation
- The approved budget per district is Rs7.5 lakh. Total budget Rs202.5lakh
- All 202 educational blocks of all 27 districts of the entire state
- 50 children from each block totaling 10100 children are being covered.
- The educational tour programme is for 5 days

Expected out-comes of the programme

- Children will develop interest in education and there by actively participate in co-curricular, extra-curricular and educational activities.
- To attract 6th and 7th std. students towards schools and that will be to limit the children dropping out from the school.
- To strengthen the economically backward children and girls to visit the real environment of long distant places.
- To avoid the inferiority complex among the children and girls to visit the real environment of long distant places.
- It is expected to develop competitive attitude among the gifted children.
- It is expected to develop learning competencies of curriculum among the children.
- It would build a strong psychological urge among the children to construct project works associated with trimestrial group and individual activities.
- It will develop the observation, oral and written expression skills among the children.
- It will clarify many concepts of abstract things through observation.

Criteria for the selection of students and teachers

- The children studying in 7th standard
- 65% SC/ST Boys and girls, 35% general girls
- Meritorious students in academics, cultural activities, sports as well as children with special need and orphan children are given provision

Selection of teachers

- 2 male teachers and 2 female teachers
- At least one arts and one science teacher
- The teachers trained in scout/guide and first aid are given preference

Selection of Tourist Places

- The places of historical, religious, natural and educational importance.
- Helping children to enjoy long distance travels.

Important aspects of the Programme

- 5 days free four.
- Good meal, Coffee, Tiffin and resort.
- Free entrance for all-important places.
- Every team to have experienced teachers and guide of tourism department per team.
- Visiting information centers of block, district and state level
- First aid facility.

- Evaluation of each team.

Chinnara Karnataka Darshana during 2006-07

In order to provide field experience and make the learning long lasting, students of 7th standard majority of whom are from the rural sector government school, with preference to children to SC/ST categories and girls are selected o tour various important destinations of Karnataka. The programme is appropriately titled Chinnara Karnataka Darshana. A total number of 237 batches consisting of 50 students, 4 teachers and a guide in each batch amply testifies the magnitude of this sustainable educational on going project. This is first of its kind massive educational tour programme conducted in the country. They visited various destinations. The major objectives of the tour are

- To make primary education more attractive adopting novel schemes to reduce school dropouts
- To enable children to develop into better citizens
- To expose young minds to various traditions, cultures, life styles of the state

As many destinations covered have historical background, this extra curricular activity blends beautifully with the children curricular activities. Providing an opportunity for the development of leadership qualities and co-operation among children. To develop love and pride of the home state, to develop qualities of self-reliance and discipline, providing a good platform for giving expression to the hidden talents of the children be it music, dance, drama or art.

Children at vishveshwaraiah science musium, bangalore



The enthusiasm and eagerness with which they started their journey and the happiness and the sense of the fulfillment on their faces is visible very clearly. Quite spontaneously they have participated in various cultural activities and delighted to win prizes.



As the tour cover a distance of approximately 1750 km spread over 4 days and 4 nights, the body and the mind of the student gets tough to meet the new challenges. Improves the expressions of the students and also the same on paper to enable this objective a specially designed guidelines and feedback form with the description of the important destinations of the state was provided to each student. Trained guides were pressed into service and their descriptions of history, mythology etc. increased the knowledge of children.

Equally delighted were the teachers who showed remarkable sense of involvement in all the levels of the scheme and together with the children, they saw to it that the objectives of the programme is fulfilled. During the interview they showered appreciation on the organizers and the co-ordinating agency like department of tourism and KSTDC. This exemplary entertaining educating tour programme of students has opened up new visitors for making education more interesting and also making learning a more practical experience. Children of 202 educational blocks and additional 50 batches for the EBBs with preference to the blocks with more SC/ST population was provided during 2006-07.

Information on Urdu Schools and the facilities provided under SSA

- There are 3946 Government Urdu Schools in the State (I to VIII and covered under SSA)
- 16642 teacher posts are sanctioned
- Literacy Percentage of Muslims is 70.1 as against 65.6 of all categories
- Total enrolment in Urdu Schools is 4,30,948
- Pupil Teacher Ratio is 25:1 (as against 32 for all categories)
- During 2004-05, 72 CRCs from General category were converted in to Urdu CRCs. Total number of Urdu CRCs is 126
- **Under SSA following facilities were given for urdu schools since 2001-02**
 - 118 New schools were opened
 - 177 New school buildings were constructed
 - 1623 Additional classrooms were constructed

- 1596 Toilet and Drinking water facilities were been provided.
- 1599 Schools were provided with Electricity
- Compound wall was constructed for 544 Schools
- School grant was provided to 3946 schools.
- Teacher grant was provided to 16133 teachers
- Maintenance grant provided to all Government schools.
- School grant (Govt. + Aided) to all the Urdu schools at the rate of LPS Rs.2,000/- P.A., HPS Rs.4,000/- P.A.
- Teachers grant to all the teachers working in Urdu schools at the rate of Rs. 500/- P.A

- Children with Special Needs

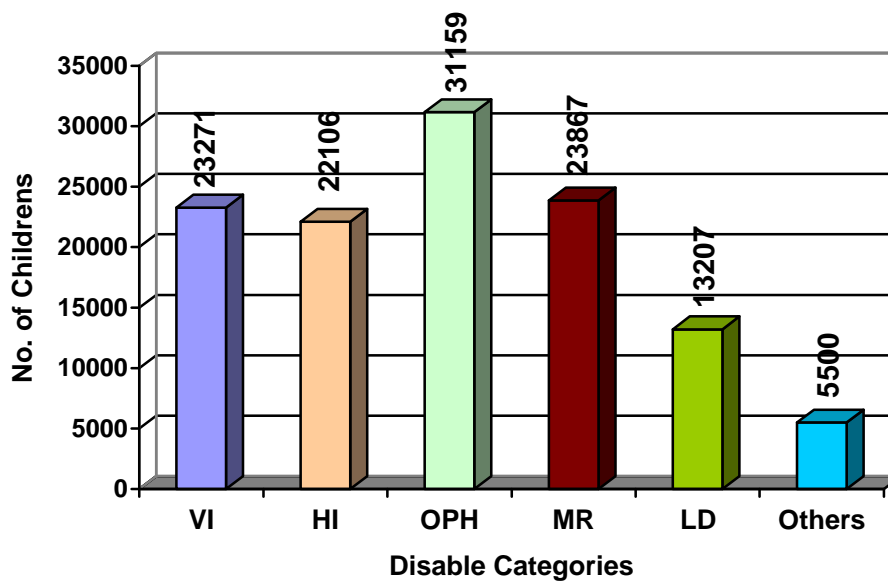
“Universalisation of education” is meaningful only when all the children in the age group of 6-14 are in school and get education. In this context the children with different disabilities need to have different programmes to enrol and to retain them in the schools

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

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

<i>VI</i>	<i>HI</i>	<i>OPH</i>	<i>MR</i>	<i>LD</i>	<i>Others</i>	<i>Total</i>
23271	22106	31159	23867	13207	5500	119110

Distribution of Children Disability-wise -2007-08



Objectives:

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

Programmes initiated during 2007-08

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

Teachers Training:

- Three days training will be given to 20000 teachers to handle the children with special needs in the regular schools with available infrastructure, Curriculum and system. Long term training course of 90 days will be given to 1600 teachers through distance mode (Bhoj University).
- Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.
- NGOs are involved in the capacity building programme, awareness programmes, health camps and distribution of assistive devices camps and Home Based Education.
- Circulars pertaining to the duties & responsibilities of IERTs, BEOs, BRCs, & DDPIs for monitoring were given. Empowerment training for IERTs will be conducted by Spastic Society of Karnataka.
- **Formal & functional Assessment:** Medical camps were conducted for CWSN at 202 blocks by involving the health department, Private practitioners, NGOs and sponsorers under the supervision of district & block level co-ordination committees comprising of CEO, ZP, DHO, DDPI, CDPO, BEO, EO, Revenue officers, NGOs & others.
- **Assistive devices** were provided to the children who were identified in the medical camps through ALIMCO, DDRCs, NGOs like Skanda Educational & Medical Service Trust, Jain Youth Federation and other charitable institutions. 15000 children were provided assistive devices.
- **Barrier free environment** was created in 40% of the schools by constructing ramps the remaining 60% will take up in the next 2 years. And it is made mandatory to provide ramps & CWSN friendly toilets in new school buildings was created in 23068 existing schools & it is made mandatory to provide ramps in new school buildings.

- **Home Based Education** Programme is taken up under the intervention of out of school strategies. The Philosophy of providing equal opportunity to all the children including CWSN is the base for initiating this activity. The objective of this programme is to provide school access to the children who cannot attend the school for specific reason like mental retard ness, cerebral-palsy and multiple disabilities and to achieve universal enrolment by enrolling all these children in the near by schools. 11473 children are benefited under this programme. 4659 volunteers are working as care givers.
- **Inclusive Education Resource teachers (IERTs)** : Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.
- **Establishment of Resource Centers:** The experiences revealed the need for establishment of one resource center for every block. At the resource center Resource Kits, Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physio therapy etc., Reading materials, TL materials,etc., will be made available for the teachers, parents and CWSN. NGOs will be involved in the running of block resource center. Repair and maintenance of aids & appliances given in previous years will be taken up in the resource center. So far 188 Resource Centers are established 176 Resource centers are strengthened at block level.
- **Awareness programmes (Parents, Community Training)** : Awareness training has been given to 35000 parents for 2 days. This is to bring about an attitudinal change and to equip them with skills in handling their children after school hours. The services of NGOs like Srushti and Seva-in-action will be used to train the master trainers and create awareness through cultural activities. An awareness programme for peer group, teachers and parents has been given in all 29 districts by Srusti Performing Arts and Communication Centers.
- **Committees:** State Resource Group at state level, District co-ordination committee at district level and District Resource group at DIET level in addition to the Executive Committee and Governing council have been constituted to implement and monitor the activities.
- *The important NGOs involved are:*

SI.No	Name of the NGOs	Activities Involved
1.	Seva-In-Action, Bangalore	MRP Training, Studies Committees Home Based Education
2.	Srusti	Awareness Programme Trainings.
3.	Spastic Society	MRP Training Home Based Education.
4.	ILFS	Teachers Training Preparation of modules
5.	Ramana Maharshi Academy for Blind	Study center for Boj University Training, Home Based Education

6.	Skanda Educational and Medical Services Trust	Medical camps Supply of aids and appliances Home Based Education Resource center
7.	Leonard Cheshire International	Capacity building of teachers on IE
8.	Gramina Abhivrudhi Seva Samsthe	Home Based Education
9.	ALIMCO	Medical & Assessment camps Supply of devices

Interventions for CWSN (IED) Plan for 2008-09

On the basis of the experiences gained during previous year the state is planning for activities for the year 2008-09. All the activities of the previous year except the training for teachers are continued. The new activities proposed are discussed below. The survey 2006 data has been updated and 132297 children with special needs are identified. The state is proposing activities for all these children with special needs. The training for teachers to handle CWSN has been included under the training component.

Disability wise CWSN Identification:

State	VI	HI	OPH	MR	MD	Others	Total
Karnataka	17769	24430	25396	43208	18315	254	132297

It is proposed to reach 132297 children in the year 2008-09 and the state has taken every care to reach all the children identified. The IERTs are working at the grass roots level. As these teachers are regular teachers they are well trained and experienced in educational activities. Their expertise is being used for inclusion of children with special needs in the educational process.

Inclusive Education Resource teachers:

The regular teachers who had 90 days training are placed at block level, as resource teachers for the effective implementation of IE activities. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities. The sharing meetings and follow up, review meetings conducted at state level revealed that they need capacity building workshops to handle the children and to train the teachers, Parents and children effectively.

It is proposed to continue these IERTs and also District co coordinator for this year also. Their salary will be met under the intervention Inclusive education. It is also proposed to provide contingency amount for these teachers for the rate of Rs. 1200/- per teacher per year.

Strengthening of resource centers:

The resource centers are established at block level during 2006-07 .and the strengthening of Resource Centers at Block level during 07-08 Resource centers are provided with Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physio therapy etc. For the year 2008-09. It is proposed to further strengthen these resource centers. This will be done in consultation with NGOs running centers and working in the field. These resource centers are also used for repair of aids & appliances already given in previous years. It is proposed to strengthen these centers in a phased manner.

Medical Camps and functional assessment camps:

It is proposed to conduct 202 medical camps to the eligible children identified in the survey or school visits. The budget proposed is Rs20000/-per camp. These camps will be organized by IERTs with the help of NGOs, DDRCs, ALIMCO & others with the convergence and under the supervision of district & block level co-ordination committees.

Assistive devices:

It is proposed to provide Assistive devices to the eligible children identified in the health camp. ALIMCO, DDRC and other NGOs will be utilized for this purpose. The district authorities will correspond with the agencies and procure the devices as per procedure. An amount of Rs 1000 is proposed per child.

Corrective Surgery:

Some proposals are coming from DYPCs, NGO, and individuals for corrective surgery. It is proposed to provide benefit of corrective surgery for 730 needy Children; for all districts. The eligible children will be identified at health camps. An amount of Rs 10000 is proposed per child.

Teachers Training: (Long term)

It is proposed to provide training to teachers to handle the children with special needs in the regular schools with available infrastructure, Curriculum and system. At the district level, plans propose long term training courses.

Volunteers Training

It is proposed to conduct training for home based education Volunteers. It is proposed to conduct for minimum 15 days in a year.

Awareness programmes (Parents Community Training)

It is proposed to conduct parents training for minimum 2 days in a year. This is to educate the parents for their attitudinal change and to equip them with certain skills in handling their children after the school hours. It is also proposed to extend the programme for the parents of severely disabled children who need more training. The district plans propose to conduct this activity for 1 day in the first half year and another one day at the end to get the feed back from the parents.

Cluster level Kalamela:

The state has proposed to conduct an inclusive kalamela by involving the children with special needs and normal children. It is proposed to provide a budget of Rs 2000/- per cluster for conveyance and performance materials.

IED coordinator in state level

It is felt that there should be a state coordinator with special education qualification (Special BEd). This state Coordinator can be appointed through agency and his salary can be paid from IED budget. A consolidation salary of Rs 10000/- per month and actual TA and DA will be paid.

Committees:

The different committees like state resource group, Core-group, Taskforce committee at the state level in addition to the executive committee and Governing council constituted in the previous year will be continued this year also. These committees will Plan, Implement and Monitor the activities at all the levels. The important decisions to be taken at the district level will be taken up in these committees. Provision has been made for contingency for the conduct of these meetings.

Convergence:

The Inclusive Education has been implemented in the state in convergence with the NGOs and other departments. The NGOs are involved for Capacity building activities like Training of teachers, Parents and community, Awareness programmes, Establishment of resource centers, Health Camps, providing Assistive devices etc.

The important NGOs to be involved during 2008-09 are:

Sl.No.	Name of the NGO	Area of participation
1	ALIMCO	Medical & Assessment camps, Supply of devices
2	Seva-in-action Assn, Bangalore	MRP Training, Studies, Committees, Home Based Education.
3	Srusti	Awareness Programme, Trainings.
4	Spastic Society	MRP Training, Home Based Education
5	Ramana Maharshi Academy for Blind	Study center for M.P Bhoj University, Training, Home Based Education
6	Skanda Educational and Medical Services Trust	Medical camps, Supply of aids and appliances , Home Based Education, Resource center
7	Gramina Abhivrudhi Seva Samsthe	Home Based Education.

Budgeting for 2008-09

Sl. No.	Activity	Outlay	
		Phy.	Fin
1	Salary of the IERTs	606	610.88
2	Home Based Education for severely disabled children (6211 volunteers @ of 3 children)	15552	558.99
3	Assessment & measurement Camps. Rs.15000/- per camp	202	30.30
4	Provision of Aids & Appliances	9765	146.45
5	Awareness Programme (CRC & BRC etc 2000/- per cluster)	2250	45.00
6	Long term training course at MP, Bhoj Open University (Rs.4000 per teacher as Resource Teachers)	1500	60.00
7	HBE volunteer training Rs.100 x 10 days	6211	62.11
8	Strengthening of existing Resource Centres 20000/- per centre	197	39.40
9.	Workshop/Meetings (Rs.31000 at the district level and 2 workshops @ Rs.1.00 lakhs at the State level) 31 workshops (29 at district level and 2 at State level)	31	10.00
10	Braille Books	800	4.00
11	District coordinator Salary (TA/DA)	17.28	
12	State Coordinator Salary (TA/DA)	2.16	
13	Teleconference	1.00	
	Total	1587.564	

Development Objective 3

- Pedagogical Renewal

The Directorate of text books is incharge of syllabus revision and preparation of textbooks for I to X standards. After the introduction of National Policy of Education 1986, syllabus was revised for I to X standards twice- in 1988 and 1989. Based on the revised syllabus new textbooks were introduced in phases for stds. I to X, during the period 1989 - 1990 to 1994 -1995. Taking to consideration several innovations in the field of education and advancement in the field of Science and Technology this syllabus was revised again in 1999. Based on this revised syllabus, textbook revision took place in phases from 2000-01 to 2004 -05. As per NCF 2005, syllabus is framed and the same is submitted to Government. Once it is approved, the revision would be made accordingly.

Teacher Recruitment

Karnataka state has been regularly recruiting teachers on priority basis, both for the posts created under SSA initiatives and also for the posts under state initiative. 21798 primary school teachers have been recruited up to 2007-08 year.

Categories of teachers recruited

Lower & Higher Primary School Teachers.

- General Teachers: Kannada, Hindi, English, Science.
- Minority Medium Teachers: Urdu, Marathi, Tamil, Telugu, Malayalam.
- TG Teachers for Higher Primary Schools having Class VIII.
- Special Teachers: Physical Education Craft, Music, Drawing etc.,

Recruitment Procedures:

- For Primary Teachers and TGT, recruitment is made through Competitive Examination,
- For Special teachers: Selection is made based on merit cum reservation.

Qualification:

(a) Primary School Teachers: PUC +DEd

(a) TGT: University Degree in the relevant subject + BEd.,

Category of Teachers	Target for 2007-08 (as per PAB)	Achievement (during 2007-08)	Percentage of Achievement	Remarks
a. Regular teachers	up to 2006-07 Target = 10433	10433	100%	-
	During 2007-08 Target = 5921	5921	98%	CET Exam conducted & Recruitment Process Completed. Verification of cast certificates is under progress. PH reservation posts are held up due to court case. (They are filed case for obtaining 5% quota for fully blind persons for regular posts other than music)
b. TGT	5444	5444	100%	-
c. Regular teachers	during 2008-09 Target = 1165	-	0%	Letter has sent to Govt. of Karnataka for approval of these posts for recruitment.
d. TGT	during 2008-09 Target = 101	-	0%	
Total	23604	21798		-

Mode of deployment

- Newly recruited teachers are deployed through computerized counseling system
- All the notified vacant posts are displayed. Candidates are called in accordance with merit & reservation category, giving preference to SC/ST, PH, women etc.
- They are allowed to choose the vacancy.

Posting orders are given on the spot for General Merit candidates. For those selected under reservation categories, appointment orders are issued after obtaining validity certificate from the concerned authorities in support of their reservation category.

Teacher Training

- The State Apex Directorate concerned with Educational Research and Training namely DSERT carries on training aspects concerned with SSA interventions in Karnataka.

Training Progress overview for the year 2007-08:

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

The trainings for the year 2007-08 were planned for the training in the following areas 1) English, 2) "Nannologina Nanu, 3) Action Research 4) Multi Grade Training (Bahu Mukhi) 5) Activity Based Teaching (Chaitanya) in Kannada, Science Maths 6) Nali-Kali 7) Personality Development (Jeevana Vijnana, Jeevana Kaushala) 8) Gender 9) Head Teacher Training (Srujana)

Training of in-service teacher pertains to:

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

Trainings are largely provided during summer and winter vacation through cascade mode at DIETs, BRCs and CRCs and some programmes through tele-mode (SIRD Mysore). Increasingly teleconferences and also EDUSAT broadcast are being used for training.

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

1. Cascade mode: Master Resource Persons are trained at State and District levels who in turn train class room teachers.

2. Satellite mode: Training was conducted through satellite network from Sri.Abdul Nazirsab Institute of Rural Development, Mysore. During 2005-06 35 days of training was conducted through this mode.

During 2007-08, 196923 teachers have been trained and total amount of Rs.2381.77 lakh was spent for in service teachers training programme.

Progress for the year 2008-09 till date:

During the summer vacation of 2008-09, all the teachers have been trained for an average man days of 3.41 and total amount of Rupees 2,27,32,607 (Two Crore twenty seven lakh thirty two thousand six hundred and seven) was spent till date.

Newly Recruited teachers will be trained for 30 days in total.

Training on Gender, Nali-Kali, Head Teacher's training were conducted during the summer (April, May 2008).

<i>Distribution of Grants</i>			
a. Teacher grant @ Rs. 500/- per teacher	201795	197658	97.94%
<i>Primary level</i>			
<i>Upper Primary level</i>			
b. School grant @ Rs. 2000/- per School	73994	69873	94.43%
Remedial Teaching	442472	442472	100%

Free Distribution of Text Books			
<i>a. Primary level</i>	460266	460266	100%

Classroom transactions.

Maharastra state team visited schools and training institutions in Karnataka under ADEPTS cross state visit programme. The visiting team has made appreciation of Karnataka's efforts with regard to classroom transactions. Excerpts of the team's report in Chapter VII is presented herewith

"Chapter VIII : Achievement of the state

There were many occassions in the study tour when team was very much impressed by systematic approach taken by Karnatak Govt. in implementing certain schemes. The progress witnessed ruled out the possibility of adhoc decisions. Some of the major achievements are recorded as under.

- 1) *Wall compounds, proper toilet facilities are seen in majority of the schools. Schools are adequately clean and hygienic.*
- 2) *Edusat programms and Keli-kali the educational radio broadcast are well organised.*
- 3) *Vision about multigrade teaching is rich at least in documentary form through it is not reflected adequately in academic transactions.*
- 4) *Efforts have been made to formulate procedures of evaluation in such a way that the real purpose is not set aside. Development of tests by teachers and not by out side agencies is very commendable. The practice of competency based record at primary classes.is supportive to the doctrine of evaluation for development.*
- 5) *Trimester system is well thought.*
- 6) *Establishment of Karnatak state Quality Assessment Organisation (KSQAO) is systematic effort for massive appraisal of performance.*

- 7) *Kalikayatna (the learning initiative) is SSA-Prajayatna project launched in Mysore district by Mysore DIET addresses the very basic issues about learning. Theme based group discussion by studernts has potential to promote individual learning, development of abilities to ask questions take decisions expression of one's own view . All these abilities are very (very) rarely witnessed in schools.*
- 8) *Mysore DIET is trying to keep in touch with schools in real sense by undertaking programms like discussion on textbooks, curriculum, difficulties of teachers etc. This is a good effort to understand the realities in the field.*
- 9) *The Govt. is very prompt in managing finance in cash or kind with the help of various agencies. For example Education Development Centre (EDC) washington donated the studio in DSERT EDC is also involved in developing video programs.*
- 10) *Practical policies have been adopted in certain areas for example the task to develop programs for TV broadcast is entrusted to 19 agencies shortlist. DSERT has adequate concern about non-scholastic subject. The publications on fine arts have been made by the institute."*

III. Pupil Evaluation systems

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

Definition of Quality

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

Objectives

The main objectives of KSQAO are:

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

Particulars	2005-06	2006-07	2007-08
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Schools	41,00(All Govt/Aided Schools)	20,000(Schools with less than 40% in 2005-06 Assessment)	43,000 (All Govt/Aided Schools)
Students	App.15 Lakhs	App.11 Lakhs	App.15.5 Lakhs
Mediums	Only Kannada medium	Kan, Urdu and Marathi	Kan, Urdu, Marathi, Telugu and Tamil
Classes	2 nd , 5 th , 7 th (for class 2 only 2 Schools per Cluster were selected)	3 rd , 5 th , 7 th	5 th and 7 th
Subjects	1 st language, Maths, Evs for Class 2, 1 st language, maths, Science and Social Science for class 5 and 7	1 st Language, 2 nd Language, Maths, Science, Social Science and Part – B (for 2 Schools per Cluster)	1 st Language, 2 nd Language, Maths, Science, Social Science and Part - B

Results of the assessment 2005-06 :

Year	Class	1 st Lan	2 nd Lan	Maths	Science(Evs)	Social	Part – B	Over all
2005-06	Class 2	65%		61%	70%			65.33
	Class 5	51%		46%	53%	47%		49.25
	Class 7	54%		40%	50%	46%		47.5%

Assessment Results for the year 2007-08

Sl.no	Medium	Class- 3	Class – 5	Class – 7	Over all	
1	Kan	73.60	59.60	62.70	63.80	
2	Urdu	78.80	68.20	65.80	66.90	
3	Marathi	75.20	63.40	64.80	69.70	
	Class/Medium	Kannada	Urdu	Marathi	Tamilu	Telugu
	Class 5	70.80	73.15	77.91	66.65	66.61
	Class 7	71.28	73.55	78.17	68.07	66.90
	Over all	71.04	73.33	78.04	67.38	66.70

Important Factors :

- ✓ Assessment was done in Two Phases by Evaluators team consisting of Teachers and D.Ed students.
- ✓ Supervision and monitoring by Cluster, Block, District Heads and also by AKSHARA FOUNDATION AND APF.
- ✓ Cassettes were used to assess the Listening Skill in the Year 2006-07.
- ✓ Cassettes and Reading Cards were used to assess Listening Skill and Reading Skills in the year 2007-08
- ✓ ICR technology was used for obtaining the Database.
- ✓ Detailed reports (both hard and soft copies) were sent to the following levels :

1. Student level - Competency level
2. School level – Student wise
3. Cluster level – School wise
4. Block level – Cluster wise
5. District level – Block wise
6. State level – District level

Issues:

Third assessment of KSQAO from 3-5 Jan & 16-18 January, 2008 give greater emphasis on learning levels and 'quality'.

- a) KSQAO report.
- b) School academic improvement plan.
- c) *Kalika Andolana* -remedial teaching programme during school visits.

Assessment during 2006-07 & 2007-08:

During 2005-06 the assessment was done in about 41,000 schools covering 16.20 lakhs children of classes 2,5 and 7. The assessment was done in all the Government and aided institutions of kannada medium only. The average achievement was 50.00% which is considered as the bench mark.

During 2006-07 assessment was done in such of those schools where the achievement was less than 40% during the year 2005-06.

The number of schools covered during 2006-07 was 20,671 and 10.35 lakh students were assessed. the state's average learning achievement is as follows:

- Assessment was done in about 30 competencies in each subject.
- An increase of 14% was noticed when compared to the assessment of previous year.
- Out of 32 education districts 14 districts in kannada medium, 16 districts in Urdu medium and 5 districts in Marathi medium have achieved more than state average in the year 2006-07.
- The analysis of the results indicates the increase in results is because of the steps taken by the department in enrolment, remedial teaching, teacher training programmes and midday meals programme.

- Based on the assessment, the result of school, cluster, block, district & state level were generated. These results are announced in the website: www.kseeb.org and the results of 2006-07 is being put on separate website www.ksqao.org.
- The assessment indicates the educational scenario of the state and it is easy to identify as to which district or school achieved quality education.
- Another organization called KSQE has been established in the office of the Commissioner for Public Instruction. This organization analyses the results of KSQAO and suggests measures to be taken to improve the quality of education.
- Remedial teaching is being implemented through Sarva Shiksh Abhiyan. Teachers are asked to conduct special classes either or before the class hours. Children with low achievements are taught separately. Literature has been developed and been supplied to all the schools of the state for remedial teaching. It has been decided to implement this programme in a campaign mode and the department is trying to give quality education to all.

Academic monitoring by BRC/CRC/DIET/SCERT

Information about Block Resource Centers (BRCs)

Total BRCs sanctioned		Total BRCs functional		Staffing					
				Number of full time academic posts					
				Sanctioned		In position		Percentage	
SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others
202	-	202	-	522	692	514	636	98.2	91.9

Information about Cluster Resource Centers (CRCs)

Total CRCs sanctioned		Total CRCs functional		Staffing					
				Number of full time academic posts					
				Sanctioned		In position		Percentage	
SSA	Others	SSA	Others	SSA	Others	SSA	Others	SSA	Others
2708	-	1991	-	1516	1192	1452	957	95.7	80.3

1. The nodal officers (lecturers of DIET and Subject Inspectors of DDPI's office) are monitoring the academic activities and pay visit to training programs on a periodical basis and verify that trainings are taking place as per guide lines and also as per the training modules.
2. The nodal officers periodically visit some schools in their blocks to verify whether the teachers are actually following the instructions given in the training programs and the programs have contributed to the improvement of learning levels
3. The DIET principals and DDPIs in turn will review the reports of the nodal officers and send a consolidated report to DSERT and SSA every month.
4. Conduct of every training should include a pre test and a post test for the purpose of trainee evaluation. Oral and written feed back should also be obtained from the trainees.

5. The training schedules of the respective months is available in DDPI / DIET / BEO / BRC offices so that all officers who are on official visits to the districts and blocks can also visit the venues of the training programs.

Design of Packages

1. The Data base kept in BRCs should indicate the programs given to a particular teacher and programs planned for her/him during the year.
2. **Experience sharing workshops are counted for the 10 day package.**
3. The DIETS should separately plan Action Research projects. Since DIETS conduct these projects directly, talented teachers are trained for these projects. Separate training packages may be designed for them.

Research Evaluation Monitoring and Supervision

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

State Level Activities:

The State Research Advisory Committee and two Research and Development and Training and Pedagogy are reconstituted for necessary guidance in effective implementation of the REMS approved activities at the State Level for the year 2008-09 and 2009-10.

The following activities are implemented at the State Level with co-ordination of Karnataka Secondary Education Examination Board (KSEEB), Department of State Education Research and Training (DSERT), other departments, Universities, Educational Institutions, Non-government Organisations, and voluntary Associations etc.:

- Commissioning of Researches
- Experimental Projects
- Monitoring and Supervision Interaction
- Action Research workshops
- Lab Area and Multi Centric Studies
- Conferences and Seminars
- Meetings / Workshops
- Exposure Visits / Study tours

- KSQAO - External Evaluation of school / children performance
- Publication of News Letters / Education Magazines / Bulletin etc.
- Prathibha Karanji Programme
- Child Tracking Programme
- Progress Cards - Printing and Distribution of Competency and Semester based progress cards
- External Evaluation of SSA Programmes etc.

District Level Activities:

The DIETs are considered as nodal / implementing agencies at the district level for REMS activities. The District Research Advisory Committees are constituted in the DIETs for proper guidance in effective implementation of the REMS approved activities at the District Level in this regard. Financial provision has been made to the DIETs for implementing the REMS activities at district and sub-district levels such as school, cluster and block as per the approval of AWP/B 2008-09. The major activities entrusted to the DIETs are:

- DRAC meetings / workshops
- Seminars
- Research / Evaluation studies
- News letters / publications
- Monographs / Hand-outs related to Elementary Education
- Interaction workshops with Field Functionaries on NCERT-Quality Monitoring Tools and other REMS activities
- Lab Area and Multi Centric Studies
- Field visit / monitoring activities
- Research Abstracts

Block and sub Block level activities:

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

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

Progress report of 2007-08

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

I Major Activities under REMS, 2007-08:

1. Study on Teacher Absenteeism :

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

The study is under progress and the draft of the Inception and Interim reports are received and given relevant feedback in this regard. A copy of the Interim report has already been sent to the MHRD for information. The final report is already submitted and under process of approval.

2. Sample Study of EMIS activity under SSA programme:

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

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

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

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

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

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

4. Double Enrolment:

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

A State level study was undertaken using Multi Centric study approach to validate the fore going assumptions. The study revealed that while multiple admissions accounted for only 2% of the difference, the rest was explained in a large way through voluntary admissions of children b/w the age of 5 years and 5 years 10 months. Though the state policy has fixed

the age of entry to 1st std. of schooling as 5 years 10 months, voluntary admissions, especially in Urban and Semi Urban areas happen by convention and practice.

The report is being finalised in this regard.

5. A Study on Remedial Education:

A State wide programme of Remedial Education Programme has been operated in the State for the first time during 2006-07 also involving Non-Government organisations and volunteers. A review of their programme revealed that the results. However not upto the optimal expectations. Hence a state wide comparison of Remedial Teaching, based on KSQAO results was launched all over the state by the department itself known as "Kalika Andolana". It is noted with satisfaction that all the teachers of the state agreed to spend an extra hour before / after the school for conducting this programme without any additional remuneration.

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

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

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

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

The study would be set in four divisions of the State through a complete Enumeration Survey of 5775 Households spread across 40 Revenue villages and 4 Urban wards and 4 districts of the State. The identified districts are, Gulbarga (including Yadgir educational district), Bagalkot, Chikmagalore and Ramanagara.

The 2008 census has revealed an incidence of 22974 (11811 + 11163) 1491, 561 and 457 OOSC in the districts referred to here in respectively. Essentially the same research tools will be used in the Validation Survey as have been done earlier Census Survey.

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

Experimental Projects implemented during 2007-08: Review Status

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

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

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

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

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

3. Language Development Programme - Reading Cards :

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

Publications:

Research Abstracts:

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

Shikshana Varthe:

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

Training Module on Action Research:

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

Policy Planning Unit

Activities planned during 2008-09

Background

The Policy Planning Unit (PPU) has been set up as a collaboration of Government of Karnataka and Azim Premji Foundation as a Public Private Partnership (PPP) – to get the best of both in achieving the common goals of quality universal education. The PPU has been functioning since March 2003 at DSERT and has been shifted to the Office of the Commissioner for Public Instruction since Feb 2006.

Projects done by PPU during 2007-08

The Policy Planning Unit (PPU) has carried out these projects:

- IT Training:
 - Capacity Building of department officers in IT Training under extension of Phase II programme has been provided through CMC to 1132 officers and staff from 22 Bangalore City Offices and 8 blocks of rural based offices in the department to enhance competence and usage of IT in departmental working. Rs.11.75 lakhs expenditure was incurred from World Bank Fund.
- Management Development Programme:
 - Capacity Building of department officers, through programs in personal and group effectiveness and HRD; Management areas such as quality tools, stakeholder participation, people management and education perspectives
 - 101 Officers mostly from the tutorial cadre have been trained at CBSMS and an expenditure of Rs.44.80 lakhs was incurred from the World Bank Grant.
- Activities taken up under KSQE/KSQAQO
 - Based on the school code of EMIS 2005-06, KSQAQO data and EMIS data were integrated.
 - The integrated data thus obtained was analysed and submitted to KSQAQO.
 - Guidelines on school adoption and remedial teaching were given to all heads of the districts
- Namma Shale
 - To increase community participation a pilot project is implemented in 4 clusters of 4 districts.
 - The costing for this project is met by Azim Premji Foundation and the administrative support is given by Government of Karnataka
 - Based on the baseline survey and situational analysis, the areas are identified and need based interventions have been planned.
 - The first phase of the project involving focus group discussions, intimate interactive theatre and other environment building activities have been conducted.
 - Participatory planning and action exercise is being carried on in the identified villages in the 4 clusters.
- Others
 - Proposals on Social Audit and Centre of Excellence has been prepared and submitted to the Commissioner

Projects taken up during 2008-09

1. Quality Improvement Programme - MDP by MDFs for 1530 Officials

The 74 MRPs who were certified by CBSMS as MDFs will carry out a development programme for 1530 officials across CRPs, BRPs in 16 districts through DIETs. This programme will be carried out from July 2008. It is a 20 days programme which involves 12 days (6+6) of training, 4 days of Project plan review (2+2) and 4 days (2+2) of Project implementation review and monitoring.

Budget Component:

- SSA Budget - Rs. 30.60 lakhs from the SSA in-service teacher training funds which are released through DSERT to DIETs
- UNICEF Budget - Rs. 1.13 crores

2. Ongoing Support to MDFs

This program will work on continuous improvement by MDP by MDFs by providing Quarterly Quality Improvement workshops. In these workshops, the trainees of the MDFs will present their projects to a panel consisting of PPU members and resource persons who trained the MDFs. These workshops would help in understanding the gaps between actual and intended outcomes of the MDFs and will be used to plan ways of addressing negative gaps and institutionalizing positive gaps. This programme is funded by APF and small portion of budget is funded from SSA budget.

Resource persons will provide call conferencing support to MDFs for a period of 31 weeks.

Budget Component:

- SSA Budget - Rs. 2.22 lakhs for the TA/DA component to the participants who would attend these workshops.
- APF Budget - Rs. 30 lakhs.

An Update:

- Pre role out workshop for 74 MDFs to do first round planning of how to take the project forward.
- A presentation on QIP 'MDP by MDFs' was made to UNICEF on June 5th 2008 on the basis of which UNICEF agreed to provide funds for this programme. The proposal has been accepted by UNICEF and the release of funds for the first quarter (Rs. 44.23 lakhs) is expected in two weeks time.
- An orientation for DIET Principals to help them see the value of the programme so that they can support and plan how to make best use of the same.
- A one day orientation/briefing on Quality Improvement Programme and Ongoing support to MDFs to the DDPI (Administration), BEOs of the selected districts was conducted division wise at Bangalore, Bellary and Mysore. It was conducted to help them see the value of the programme so that they can support and plan how to make best use of the same.

3. Impact assessment of Management Development Programme Conducted by MDFs:

There are two sub programs that impact the quality of 'MDP by MDFs-1' program. The first is the cascade model used (participants certified as MDFs by CBSMS) and the second is the 'Ongoing Support to MDFs'.

The analysis after impact assessment of the 'MDP by MDFs-1' program would provide better insights into what needs to be done to improve results.

Budget Component:

- SSA Budget approved - Rs. 5 lakhs

An Update:

- Two rounds of discussion on the topic with project head, MDP.
- Identification of organisation for outsourcing - 6 Organisations are shortlisted.
- 5 members are listed for review panel.
- This programme would be launched on 31st July 08

4. Creation of contextual Kannada Education Management Materials:

For management development to be of value to those being developed, it needs to address how management principles can be applied to the education field in the local context and be delivered to them in the local language. The vocabulary used in management is English and there are no commonly pre-agreed words in the local language for terms used in management. Even more important most of the management reference materials are in English.

In this programme numerous short simple readings will be created in the local language showing how management principles can be applied to address the needs to the education department. The readings will be reviewed by the management experts to ensure integrity with management concepts as well as by the department experts to ensure relevance to the department.

Budget Component:

- SSA Budget approved - Rs. 15 lakhs

An Update:

- Two rounds of discussion on the topic with project head, MDP.
- Identification of 15 Management Development Facilitators - They would be identified at the State level QIP programme at ISHA on 5th July 08.
- Identification of Management Experts - 10 Management experts are shortlisted.
- Programme would be launched from July 16th 2008.

5. Institutional Capacity Development through CAEOs, BEOs and DDPIs

This programme will focus on strengthening institutions, leadership skills of Institution heads, the structures, local policies, processes and people capabilities of the institution. The development of each institution's capacity will be driven through that head of the institution. These heads of institutions will be provided the tools and capabilities to diagnose the structures, local policies, processes and people capabilities of their institutions as well as to draw up action plans to improve these capabilities. They will carry out this with the guidance and support of ICD experts.

This project would be funded by World Bank for a period of 3 years.

Objectives of the Project:

- To strengthen district, block and cluster level institutions for improving quality of education.
- Provide CAEOs, BEOs and DDPIs with the capability to lead systematic and continuous improvement for sustainable change.

Budget Component:

- SSA Budget approved - Rs. 6.65 lakhs - TA/DA Component to be given to the participants.
- GoK Budget - Rs. 5.985 lakhs - TA/DA Component to be given to the participants.
- World Bank - Rs. 1.60 Crores for a period of 3 years.

6. Strengthening the Performance Management System at School level

A good performance management system helps senior management understand performance levels across the diversity, identify gaps and take remedial actions by providing support, capacity building measures, resources...

A key component of this project is Work Planning and Review, which is a simple but very powerful technique of managing the work of subordinates so that they are able to meet their objectives effectively. The project will be implemented through WPR workshops, field exposure, coaching and participatory development of performance indicators.

Objectives of the Project:

- Leading the performance management of High School HMs by BEOs through improved Work Planning and Review
- Leading the performance management of teachers by High School HMs through improved WPR.
- Developing indicators that align the roles of head teachers and teachers for effective service delivery, increasing accountability and transparency.

Budget Component:

- SSA Budget approved - Rs. 6.30 lakhs - TA/DA Component to be given to the participants.
- GoK Budget - Rs. 6.93 lakhs - TA/DA Component to be given to the participants.
- World Bank - Rs. 41 lakhs for a period of 2 years.

An Update:

- An approval from World Bank is expected to come during the end of October.
- The revised proposal on the above two projects (5 & 6) in the prescribed format has to be sent to the World Bank during first week of July 2008.
- Preparatory activities
 - Workshop on “Institutional Diagnostic Framework” was conducted in DSERT on 24th and 25th March 2008.
 - Field visits to Offices of CAEO, BEO and DDPI in few districts have been planned during July - August 2008.
 - Workshop on Revised “Institutional Diagnostic Framework” tools have been planned during August 2008.

7. KSQE Activity

Karnataka is the first state in the country to embark on an ambitious programme of assessing the quality of education being imparted in the schools of the state through a massive programme of competency based testing of students’ scholastic learning achievements in all government and government aided schools throughout the state. This was started as an annual exercise in 2005-06 by the Karnataka School Quality Assessment Organisation (KSQAO). The annual assessment continued during the year 2006-07 and 2007-08.

The KSQAO evaluation reports provide information on the current status of learning achievement levels across the state, in different classes and subjects. There is a need to actively provide support and guide the teachers and schools. KSQE is an attempt in this direction. KSQE is not a ‘NEW’ project or program. KSQE is a response to KSQAO, to provide required interventions to address the quality problems. It is an attempt to have additional focus on quality related areas in closer co-ordination with all stakeholders, such as; children, parents, teachers, community, SDMC and elected representatives. etc.,

An amount of Rs.28.28 lakhs from SSA budget has been taken as committed expenditure during 2008-09. This amount would be released to all the 202 BRCs to conduct a day's training on KSQAO report reading, analyzing of the reports and then preparing a School and Cluster Academic Plans to the Cluster level stakeholders like CAEO, CRPs, Selected HM and teachers of Primary and Secondary Schools.

An Update:

- A preliminary meeting was held on 26th May 08 under the Chairmanship of DPI DSERT.
- First meeting comprising of the representatives from SSA Quality Cell, KSQAO, PPU and DSERT was held at DSERT on 28th May 08 to decide on the way forward in preparing the guidelines for KSQAO data analysis and preparation of School Academic Plan.
- A State Level workshop was held at KSQAO on the Preparation of Guidelines for KSQAO data analysis at different levels and preparation of SAP, CAP, BAP and DAP. The budget for this activity has been incurred by KSQAO.
- A round of discussion with DPI DSERT to integrate the SAP thus prepared by PPU with the SAP prepared by DSERT.
- Presentation of the tables used for analysis at the school and cluster level in the DIET Principal's workshop on 18th June 08.
- Submission of the final draft Guidelines for approval to SSA Quality Cell.

Way forward.

- Regional workshops planned at Bangalore (Bangalore and Mysore Division) and Dharwad (Dharwad and Gulbarga Division) to orient the DDPs, KSQAO nodal officer of each district and a DIET representative on KSQAO data analysis and preparation of academic plans. The budget for this activity would be incurred by KSQAO.
- Printing & Distribution of Margasuchi to all primary schools by KSQAO. The budget would be incurred by KSQAO.
- Monitoring of the activity through DIETs.

8. Namma Shale

9. As a result of KSQAO and the mandate of KSQE, it was felt community mobilisation is an important and crucial component for quality education. The Namma Shaale project was conceptualized in March of 2006, following which, Karnataka State Trainers Collective (KSTC) conducted a small study about perception of different stake holders on quality education and responsibility of different stakeholders to ensure quality education in government primary schools in Karnataka. KSTC made a study report cum proposal (PIP - Project Implementation Plan) for a program. After several discussions, Azim Premji Foundation decided to provide support for an action research covering four clusters with the resource support of KSTC and administrative support from PPU. Hence, the pilot Namma Shale in four clusters is implemented with the support of local NGOs;

- Gavadagere, Hunsur taluk ,Mysore District - DEED
- Kundoor, Honnali taluk, Davangere district - SPOORTHY
- Mirjan ,Kumta taluk ,Uttara Kannada district - KSTC
- (Rukmapura) Khanapur SH, Surpur, Yadgir educational district, Gulbarga - ARRM

The project goal is to enable the stakeholders to ensure quality learning takes place in government primary schools in their area in a sustainable manner through –

- Developing effective communication processes between the stakeholders
- Awareness building of issues and ground reality
- Capacity building of stakeholders to play their respective roles
- Capacity building to enable effective monitoring and self-correction of their efforts
- Strengthening and institutionalizing community participation processes for developing and managing educational resources

The insights from this project can be drawn upon by GoK (PPU) as well as other stakeholders to upscale the project in the state of Karnataka.

An Update:

- A State level workshop is planned in the month of September - October 2008, to share the experiences of the Planning phase of the project with all the stakeholders.
- A detailed proposal for financial support of Rs.10 lakh under REMS (2008-09 budget) from SSA is proposed to be submitted.

Way Forward:

In the next year, 2008-09, the Namma Shaale pilot project will facilitate implementation of the jointly prepared Village Education Plans with the various stakeholders in all the 73 villages of the project. Capacity Building Trainings shall be conducted for SDMC members, Grama Panchayat members, CBO/SHG members and parents, in the four project clusters. These will pave the way forward for sustaining school development and management through the active participation of community institutions.

- Management Information System

DISE Data Collection during 2007-08

1. DISE data was collected from all schools (Govt. Aided, Unaided and others)
2. Data Entry was done in-house at block level
3. There were 27 districts and 176 blocks till last year in DISE. Last year we bifurcated these into 33 districts and 202 blocks as per state requirement
4. 5% Sample Survey was done by CMDR Dharwad.
5. Data analysis work shop was conducted at State and District level
6. Till 2007-08 we were using inhouse developed software for data collection. This data was transferred to DISE database and submitted to NUEPA, New Delhi.

DISE Data usage

7. DISE 2007-08 data used in AWP&B 2008-09
8. All Departmental Planning (Teacher Recruitment, Teacher re-deployment, Providing Mid day meals and Incentives, Departmental Budget etc) for the year 2008-09 was done using DISE 2007-08 data only.
9. Two Books, 1. Data hand book, 2. Data analysis Book (the books are in both languages Kannada and English) were released.
10. DISE 2007-08 data has been used by other departments like Police, State Transport, Health, Women and Child Development to plan many schemes.
11. Block Level EDI analysis of DISE 2006-07 data has been done and this data is being used to identify needy districts and blocks.

Plan of Activity for 2008-09

1. During 2008-09, data will be collected using DISE software.
2. It is Planned to get completely validated, consistent data by the end of November-2008.
3. We are planning to complete 5% Sample survey activity by the end of December-2008.
4. As like previous year Data hand book and Data Analysis book will be released.
5. It is planned to generate block level EDI reports and will be used in preparation of AWP&B 2009-10.
6. It is planned bring out a school directory with basic school level information at district level.

Household data on out-of –school children

House to house survey was conducted during March 2008. In this process various NGOs and govt departments like Labour, Mines and Geology, women and child welfare department, and Bangalore Mahanagara Palike (City Municipal corporation) were involved to have full coverage. Awareness programmes, campaigns, Appeals from prominent personalities and advertisement through media was made to get accurate data. House to house survey formats collected are being computerized at district level.

Online registration of NGOs:

An attempt is made to register all the NGOs working for Sarva Shiksha Abhiyan-Karnataka Mission online. All the districts use these NGOs list for various SSA activities.

File and Letter Tracking system:

File and Letter Tracking system software (also known as Less Paper Office) has been implemented at State office with the technical support from National Informatics Centre. With this system it is possible to know the status of letters and files at various sections/officers.

- Capacity building of staff in position

The State, District officers involved in implementation of SSA are given periodical trainings from NIEPA, NCERT, RIE etc.,

For Account Section: The staff has been imparted training in maintenance of accounts in double entry method based on Mercantile system. Periodical refresher courses and workshops are also being conducted for the district, sub-district and cluster level staff, who are involved in the maintenance of accounts.

- **Institutional Development**

Coordination with mainstream education department.

The Co-ordination of Sarva Shiksha Abhiyan with main stream education department-This topic has been dealt in the study conducted by the Pricewater house Coopers Private Limited (PwC) – a world bank funded project.

ABOUT THE STUDY

The Study was conducted in 8 out of 32 educational districts(*covering a span of 6,500 kms*), covering 104 officials (*13 positions in each*), 32 schools (*incl. 101teachers, 380 students, 100 parents/ SDMC members, 10 community representatives*), 24 support department representatives (*incl. District Health Officer, District Social Welfare Officer, CDPO-Women and Child Development etc*)and 8 PRI representatives (*of Zilla Panchayat and Taluk Panchayat*), The other State visits were conducted to capture best practices and learnings from across 4 select states namely Madhya Pradesh, Chhattisgarh, Tamil Nadu and Kerala.

The status of ESD as established by the study was presented in the form of **AS-IS Report** to the Department during January 2006.

Role of SCERT/SIEMAT/Textbook Board in SSA implementation

All the inservice teachers training programmes are being organised and monitored by DSERT including preparation of training modules.

Free text books are being distributed to all the students studying in class I to VII and S.C., S.T. students and girl students of class VIII.

SIEMAT :

Rs.300 lakhs was the outlay to establish SIEMAT in the state and Rs.100 lakhs was given during 2003-04. The process was on to establish the SIEMAT at ISEC premises situated in Bangalore. The Government of Karnataka has directed to established it in Dharwad. The department was contacted Karnataka University, Education Department, Dharwad and few NGOs to associate in the establishment of SIEMAT. Meanwhile the Executive Committee members would like to have a concept paper on SIEMAT. The same would be placed in next meeting and the guidance would be followed.

Capacity of BRC/CRC's.

The BRCs and CRCs are established as per the revised guidelines of Government of India and accordingly there are:

- BRCs: 202
- CRCs: 2708

Salary for the personnel of BRCs and CRCs working in former DPEP districts is paid out of State funds where as personnel working in other districts is paid out of SSA funds.

BRCs and CRCs are developed as resource centres. Training programmes and Workshops to teachers are conducted at BRC level. CRC organises monthly interactive sessions. Various pedagogical issues are discussed in these meetings.

Various training programmes are organized at the state level and at the block level to enhance the capacity of these functionaries.

Workshops on planning were organized at the Institute of Socio Economic Change for the BEOs and BRC coordinators.

Various teleconferencing programmes are also organized by DSERT to improve the capacity of the BRCs and BEOs.

**Functioning of SPO /DPO's – degree of decentralizations;
delegation of powers; functional autonomy.**

SPO and DPO are working towards achieving the goals of SSA. District level Implementation Committee (DIC) and District level Resource Group DRG are in place at District level and at block level BIC and BRG are setup. Decisions are taken at all the levels for the effective implementation of SSA activities.

Delegation of powers; functional autonomy.

The rules for the delegation of the financial powers have been framed and approved by the Government of Karnataka vide G.O. No ED 30-MCD 2004 dated 23.11.2005. Keeping in view the functional autonomy, several committees at state, district and sub district level have been constituted and are functional. Adequate financial powers are delegated to the DIC at district, BIC at block and SDMC at school level for effective implementation of the project. The purchase committees at various levels are also constituted.

At the State Project Office while the State Project Director coordinates the implementation of various activities under SSA, the subordinate officials are given independent charges of various sections. Monitoring of all activities relating to various interventions is done by these officers independently.

Assistant Programme Officers are also looking after different sections independently.

At the District Project Offices, the Deputy Project Coordinators and the Assistant Project Coordinators are given autonomy for the effective implementation of the activities under SSA.

Partnership with leading Institutions:

1. Institute of Social & Economic Change (ISEC), Bangalore
2. National Institute of Advanced Studies (NIAS), Bangalore
3. Regional Institute of English (RIE), Southern Region, Bangalore
4. Regional Institute of Education (RIE), Mysore
5. State Resource Centres, Mysore
6. Institute of Advanced Studies in Education (IASE), Bangalore
7. R.V. Consortium, Bangalore
8. Indian Institute of Management (IIM) Bangalore
9. Indian Institute of Science (IISc), Bangalore
10. Jawaharlal Nehru Institute of Advanced Studies, Bangalore
11. Abdul Nazirsab Institute of Rural Development (ANSIRD), Mysore
12. Institute of Speech & Hearing, Mysore
13. National Law school of Indian University, Bangalore

Financial :**Status on implementation of Manual:**

The Manual on Financial Management and Procurement issued by the GOI has been adopted and implemented except getting the same translated into vernacular which is under progress.

Status of Audit Reports:

The accounts of SSA- Karnataka for the year 2004-05 has been audited by the Chartered Accountants and the same has been submitted to GOI on 12-12-2005.

Status of Accounts Staffing/Training:

The State Project Office: in position-

Accounts wing:	1.Chief Accounts Officer--	one.
	2 .Accounts Superintend ants-	-three
	3..Cashier--	one
	4.Accounts Assistants--	two
Audit wing:	1. Audit Officer.	one
	2. Auditors	four

District level --- in position :

<u>Accounts wing:</u>	1. Accounts Superintendent	one
	2. Cashier	one
	3 Accounts Assistants	one

Training:

The staff has been imparted training in maintenance of Accounts in **Double entry method based on mercantile system**. Periodical refresher courses and workshops are also being conducted for the district, sub-district and cluster level staff who is involved in maintenance of accounts.

Financial & Procurement Procedure:

I. Status on implementation of Manual:

The Manual on Financial Management and Procurement issued by the Govt.Of India has been adopted and implemented from 2004-05. The same has also been translated in to local language and distributed to all implementing agencies including the School Development Management Committees .Familiarization of the provisions of the Manual has been made to all the staff of the implementing agencies, through workshops and trainings.

II. Status of Audit Reports:

The accounts of SSA- Karnataka for the year 2006-07 have been completed and submitted to GOI on 19.05.2008 which is audited by the Chartered Accountants The accounts of KGBV (which is being implemented in the State from the last quarter of 04-05 , 05-06 and for the year 06-07) have been completed and submitted to GOI on 19.05.2008.

III. Status of Accounts Staffing/Training:

The State Project Office: in position-

<u>Accounts wing:</u>	1.Chief Accounts Officer--	one.
	2 .Accounts Superintend ants-	two
	3...Cashier--	one
	4. Accounts Assistants--	three

<u>Audit wing:</u>	1. Internal Audit Officer.	Four
	2. Auditors	Fourteen
	3. Audit Assistants	Two

District level --- **in position:**

<u>Accounts wing:</u>	1. Accounts Superintendent	one
	2. Cashier	one
	3 Accounts Assistants	one

Training:

The staff has been imparted training in maintenance of Accounts in **Double entry method based on mercantile system**. Periodical refresher courses and workshops are also being conducted for the district, sub-district and cluster level staffs who are involved in maintenance of accounts. An intensive Training programme has been taken up to train the Head Masters who are responsible for maintenance of accounts at the School level.

Status of IPAI Review Report

Sl. No	Para No	Brief of observations	GOI Comments	State Response	Further GOI Comments	Further Action Taken
1	2.5	Diversion of Funds	<p>a) Rs.100lakh was appropriated for salary of leave reserve teachers.</p> <p>b) Salary meant for new SSA teachers was paid to deployed/transferred teachers.</p>	<p>a) The reply submitted by the state has been accepted observations treated as settled.</p> <p>b) This expenditure has been incurred for payment of salary to the teachers deployed for the New Primary schools sanctioned in the year 2001-02, which was filled in 2002-03. In order to see that the children are not deprived off the teaching due to lack of teachers and because of the expected delay caused in the process of recruitment of teachers, this was resorted to. In view of these reasons, the expenditure incurred on this account, may kindly be considered for acceptance. (Rs.43.66lakhs) and there is no diversion of funds in this case also.</p>	<p>The observations is not settled. The amount involved is to be refunded to SSA accounts from State Government funds.</p> <p>The salary meant for new teachers cannot be set off against the salary paid to deployed/ transferred teachers. As long as new teachers under SSA are not recruited, salary from SSA funds cannot be paid. The amount involved in all districts is not Rs.43.66lakh. This needs to be worked out in all districts and arrive at the correct amount involved. There after the amount in question needs to be refunded to SSA accounts from State Government funds.</p>	<p>a) This matter is being submitted to the State Govt. for consideration.</p> <p>b) This amount has been adjusted out of State Share released for the year 2007-08 on 4.9.2007. With regard to the amount involved in all the districts is being workedout and same will be implemented shortly.</p>
2	3.1	Appointment of teachers	In Tumkur District, 48 posts of primary school teachers and 162 posts of graduate teachers were vacant.	The position of recruitment of teachers up to 2005-06 is given below.	This should be submitted to EC for settlement.	This will be placed before for settlement for next EC.

				<table border="1"> <tr> <th>Cat.</th> <th>Total Std.</th> <th>Recrtd.</th> <th>Balance</th> </tr> <tr> <td>PST</td> <td>7967</td> <td>6786</td> <td>1181</td> </tr> <tr> <td>TGT</td> <td>3031</td> <td>1973</td> <td>1058</td> </tr> </table> <p>For recruitment of balance teachers Notification has been issued. Since stay given by Hon'ble High Court has been got vacated recruitment process has been paced up 1181 Primary School Teachers 3383 Trained Graduate Teachers have already been appointed.</p> <p>Thus, all the vacant posts in Tumkur District have been filled pertaining to the year in question.</p>	Cat.	Total Std.	Recrtd.	Balance	PST	7967	6786	1181	TGT	3031	1973	1058		
Cat.	Total Std.	Recrtd.	Balance															
PST	7967	6786	1181															
TGT	3031	1973	1058															
3	3.2	Irregular drawal of salaries of regular teachers from SSA funds	Salaries of new SSA teachers were paid to deployed / transferred teachers.	This expenditure has been incurred for payment of salary to the teachers deployed for the New Primary Schools sanctioned in the year 2001-02, which was filled in 2002-03. In order to see that the children are not deprived off the teaching due to lack of teachers and because of the expected delay caused in the process of recruitment of teachers, this was resorted to. In view of these reasons, the expenditure incurred on this account. (Rs.43.66lakhs) and there is no diversion of funds in this case also.	The salary meant for new teachers cannot be set off against the salary paid to deployed / transferred teachers. As long as new teachers under SSA are not recruited, salary from SSA funds cannot be paid. The amount involved in all districts is not Rs.43.66lakh. This needs to be worked out in all districts and arrive at the correct amount involved. There after the amount in question needs to be refunded to SSA accounts from State Government funds.	The amount involved in respect of drawal of salaries of regular teachers from SSA funds is being called for, from the Districts and the same will be brought to the notice of the Govt. for further action.												
4	5.2	Urban deprived	Strategies adopted for brining urban	6332 children have been identified in the urban areas who	Out of 6332 urban deprived children identified, 5631													

		children	deprived children to the education system.	<p>are deprived of Educational Facilities in Bangalore Urban District.</p> <p>The Strategies adopted to mainstream Urban Deprived Children adopted in Karnataka are as given here under:</p> <table border="1"> <tr> <td>1</td> <td>12 Months Residential Bridge Course</td> <td>406</td> </tr> <tr> <td>2</td> <td>Tent School</td> <td>1408</td> </tr> <tr> <td>3</td> <td>Home Based Education</td> <td>190</td> </tr> <tr> <td>4</td> <td>Transportation Facilities</td> <td>325</td> </tr> <tr> <td>5</td> <td>Mobile Schools</td> <td>514</td> </tr> <tr> <td>6</td> <td>Special Enrolment Drive</td> <td>1665</td> </tr> <tr> <td>7</td> <td>Chinnara Angala</td> <td>1824</td> </tr> </table> <p>Children who are in the 12 Months RBC and Children provided with Transportation Facilities are in the mainstream. Thus, 5631 children are mainstreamed.</p>	1	12 Months Residential Bridge Course	406	2	Tent School	1408	3	Home Based Education	190	4	Transportation Facilities	325	5	Mobile Schools	514	6	Special Enrolment Drive	1665	7	Chinnara Angala	1824	<p>children are mainstreamed, leaving 701 urban deprived children yet to be mainstreamed. The State should ensure mainstreaming these urban deprived children also. Since all identified urban deprived children are in the education system, this observation may be settled after taking approval from EC.</p>	<p>This subject will be placed before the next Executive Committee for approval.</p>
1	12 Months Residential Bridge Course	406																									
2	Tent School	1408																									
3	Home Based Education	190																									
4	Transportation Facilities	325																									
5	Mobile Schools	514																									
6	Special Enrolment Drive	1665																									
7	Chinnara Angala	1824																									
5	6	Educational of children with special needs	Steps taken to bring the remaining number of out of school CWSN to the education system.	<p>The fund allocated for activities under IE is being utilised for the following purposes:</p> <p>As per the 2006-07 Special Children's Three Inclusive Education Resource Teachers have been placed in each block to implement and monitor the activities of IE and to support CWSN and teachers in respect of Learning Achievements.</p>	<p>1763 CWSN are still out of School in the State. The State should ensure bring these CWSN also into mainstream.</p>	<p>Steps have already been initiated to bring these children also to the mainstream.</p>																					

6	7	Progress of Civil Works	<p>a) The status of Civil Works sanctioned upto 2005-06.</p> <p>b) Water facilities provided to schools through convergence to facilitate the use of toilets.</p>	<p>a) The status of civil works for the year 2005-06 is attached to this report.</p> <p>b) Rural Development Panchayat Dept. has taken up this aspect under Total Sanitation Programme.</p>	<p>The status of civil works for the year 2005-06 stated to have been attached has not been found attached therewith. Please furnish the same early.</p> <p>The State should ensure provision of water facilities to schools to facilitate the use of toilets.</p>	<p>a) The Status of Civil Works for the year 2005-06 is attached .</p> <p>b) Suitable instructions have been issued to the districts in this regard.</p>
8	8.1	Overlapping of SSA programmes with that of State	<p>Rs.535.86lakh and Rs.200.27 lakh towards free textbooks and reimbursement of fees respectively were utilised from SSA funds</p>	<p>A sum of Rs.535.86lakhs was approved towards the cost of text books under SSA by the PAB held on 18th June 2003 vide GOI communication No. F.2-38/2003 - Desk (EE) dated 11th July 2003. This expenditure was incurred towards supply of Text Books free of cost to the special focus groups such as SC/ST boys and all girls during the year 2003-04. However, this has been discontinued from 2004-05.</p> <p>The reimbursement of Non-Governmental fees to the tune of Rs.200.27lakhs was also objected to by the CAG in the Audit. GOI vide its letter F.15/1/2006-SSA</p>	<p>Since the State Government was providing free text books to focus group children, Rs.535.86lakh utilised for this purpose from SSA funds needs to be refunded to SSA accounts from State Government funds.</p> <p>Rs.200.27lakh utilised from SSA fund for the reimbursement of non-Governmental fees is to be recouped to SSA accounts</p>	<p>This matter will be taken up with Government for settlement.</p> <p>This amount has been reimbursed to SSA out of the State Share released for 2007-08 on 4.9.2007.</p>

				(PR) dated 6.12.2006 has instructed for recoupment of this amount to the SSA since not approved under SSA activities. This aspect is brought to the notice of the State Government for further needful.	from state Government funds.	
	8.3	Excess release of school grant during 2001-02 and 2002-03		With view to achieve uniformity in providing school grants to the Primary Schools a method was evolved to release school grant calculated based on the number of teachers working in that school. Hence, there was not excess of release funds in this regard. This has been resorted to during 2002-03 only. In the further years only SSA norms have been adhered to in view of this, the observations may please be treated as settled.	As per SSA norm, school grant @ Rs.2000/- per annum is to be given to each school and it is not calculated based on the number of teachers. Hence, the excess school grant released to the schools needs to be taken back from such schools and refunded to SSA accounts.	This matter will be submitted to Govt. to consideration and settlement.

**State Project Director,
Sarva Shiksha Abhiyan.**

Vandita Sharma, IAS
State Project Director

Do.No. SSA/CAO/IPAI Report/2007-08

Date: 12.10.2007

Dear Sri

Sub: Review Report of IPAI - submission of compliance - reg.
Ref: DO.No. 15/4/2006-SSA(PR) dated 18th Sep 2007 of Sri. KR Meena,
DS to GOI

= = =

Please find herewith enclosed Action Taken Report as at the end of
30.9.2007 on the Govt. of India comments on the Review Report of IPAI for needful.

Thanking you,

Yours Sincerely,

Sri. KR Meena,
Deputy Secretary to GOI,
MHRD, Department of School Edn. & Literacy,
Shastri Bhavan,
NEW DELHI - 110 001.

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New Public Offices, Nrupatunga Road, K.R. Circle, Bangalore - 560 001.
Ph.No.080-22103092, Tele Fax: 22104179 E-mail : sarvashiksha@yahoo.co.in

Action taken report on Recommendation of 7th JRM

R. No	Recommendations	Action taken
4.8	There should be well articulated and focused strategies in all states based on habitation level micro-planning for the remaining OOSC (6-14 years), particularly the urban deprived, migrants, SC, ST, minorities, CWSN and older children.	4.8 The main objective of SSA is to bring all children in age group of 6-14 years to be in schools. Through various strategies, SSA is trying to mainstream OOSC. Specially for urban deprived children there are mobile school and also an incentive has been introduced from 2008-09 to award SDMC and Agencies of towns and cities who will bring OOSC children to schools and also see that these children are regular to school and are getting quality education. There are tent schools and 6 SRBC for migrant children . OOSC from SC/ST and Minorities are covered in all strategies provided with all facilities that are provided to general children Severely disabled children (CWSN) are given home based education.
4.23	In view of the increasing diversity (linguistic, cultural, social and special needs) in elementary classrooms, appropriate sensitivity to and understanding of different children's needs and backgrounds should be inculcated in teachers so that they are better able to facilitate inclusive education. This important aspect of a teachers' performance should be addressed through a range of interventions, including in-service training programmes, communications via different media and other channels and guidance materials, such as handbooks. The BRC/CRC/HTs should be responsible for monitoring the outcomes of teacher training and development in this area using performance standards as per ADEPTS.	The 18 days training for inservice teachers includes 3-5 days of training specially to tackle the problems of children with special needs. Integrated education is being continued since 2001 in our class rooms.
4.27	The estimation of dropouts at all levels continues to be an area requiring further analysis and clarity. This analysis should then feed into revised strategies and monitor-able actions for reducing dropouts.	Along with other strategies framed for dropouts a special emphasis has been given to start Ashakirana centres in each cluster of EBB. Steps have been taken to appoint OOSC consultants at 66 for blocks and 10 districts where OOSC rate is intense. 1. SSA is trying mainstream OOSC, Specially for urban deprived children there are mobile

		<p>schools and also an incentive has been introduced from 2008-09 to award SDMC and Agencies of towns and cities who will bring OOSC children to schools and also see that these children are regular to schools. There are tent schools for migrants children. OOSC from SC/ST and Minorities are covered in all strategies and are provided with all facilities that the provided to general children Severely disabled children (CWSN) are given home based education. Ashakirana centers have been opened in Bangalore urban areas.</p> <p>3. Along with other strategies framed for dropouts a special emphasis has been given to start Ashakirana centres in each cluster of EBB.</p> <p>Steps have been taken to appoint OOSC consultants at 66 for blocks and 10 districts where OOSC rate is intense.</p>
4.50.1	<p>All states should be requested by MHRD to develop holistic and comprehensive models for improving quality which integrate different programme components such as curriculum, TLM, training, assessment, pedagogy, enabling environment including learning spaces and remedial teaching in ways that adequately address the specific causes of low learning levels in their contexts.</p>	<p>The quality issue is taken in an holistic approach – Curriculum is been revised periodically. Training is being imparted as per the needs of the teacher with district specific requirements. TLM is teacher specific and training and guidance is provided to teachers to prepare the TL materials.</p> <p>The training package and modules are prepared in such a way to address all the components like Curriculum, TLmaterials, Class room management including the children with special abilities and assessment of children in Scholastic and non scholastic areas .</p> <p>Remedial teaching is taken as a part of teaching through diagnostic tests. A special drive was taken in the previous year and remedial teaching classes were conducted either before or after one hour of the school timings.about-----students were benefitted</p> <p>Activity banks in all the subjects and for all the classes are developed by DSERT and DIETs to support the Remedial teaching programme.</p> <p>To improve the reading ability of children from class 2 to 7 in Kannada a special programme is initiated in co-ordination with an NGO in the current year in 11 districts of the state.</p> <p>The AWP&B 2008-09 proposed a pilot project to develop the reading cell in coordination with NCERT.</p>

		<p>Nalikali an activity based classroom transaction is implemented for class 1 and 2 in schools where the total enrolment is less than 30. The multi grade and multi level teaching techniques are followed in these schools.</p> <p>The quality issue is taken in an holistic approach – Curriculum is been revised periodically. Training is being imparted as per the needs of the teacher with district specific requirements. TLM is teacher specific and training and guidance is provided to teachers to prepare the TL materials.</p> <p>The training package and modules are prepared in such a way to address all the components like Curriculum, TLmaterials, Class room management including the children with special abilities and assessment of children in Scholastic and non scholastic areas .</p> <p>Remedial teaching is taken as a part of teaching through diagnostic tests. A special drive was taken in the previous year and remedial teaching classes were conducted either before or after one hour of the school timings.about-----students were benefitted</p> <p>Activity banks in all the subjects and for all the classes are developed by DSERT and DIETs to support the Remedial teaching programme.</p> <p>To improve the reading ability of children from class 2 to 7 in Kannada a special programme is initiated in co-ordination with an NGO in the current year in 11 districts of the state.</p> <p>The AWP&B 2008-09 proposed a pilot project to develop the reading cell in coordination with NCERT.</p> <p>Nalikali an activity based classroom transaction is implemented for class 1 and 2 in schools where the total enrolment is less than 30. The multi grade and multi level teaching techniques are followed in these schools. It is proposed to develop a teaching learning material kit for these 13691 schools during this year.</p> <p>KSQAO has conducted an assessment in the previous year for class 3,5and 7 based on the analysis follow up activities like bridge courses and Remedial teaching is planned.</p> <p>The school academic plan is preparing in the</p>
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		school by analyzing KSQAO results, Terminal examination results and bridge course post test results. which will define the training requirements, TLM requirements, Empowerment requirements and Community participation required based on these school academic plans Cluster academic plan, Block academic plan and District academic plans are developed in an holistic model.
4.50.2	MHRD and States should ensure that sub-district institutions are adequately staffed, trained, resourced and monitored to deliver their responsibilities effectively, i.e. : (i) BRCs/CRCs focused on academic support to schools and quality monitoring (ii) VECs focused on teacher and school quality monitoring.	(i) Periodical review meeting & plan meeting had conducted both at CRC and BRC level to review the programme implementation and to solve the bottlenecks at the implementation level. BRCs and CRCs are regularly visiting the concerned officers and schools for the effective monitoring and difference activities. (ii) Instruction had been given to conduct the monthly meeting of SDMCs in Community Training programme. All the new SDMC members are trained on new bylaws and different roles. New members training arranged in the month of April & May to orient them.
5.17.1	Districts and sub-districts need to intensify their oversight of VECs to ensure submission of Utilization Certificates (U/Cs) and improve record keeping, so as to monitor which VECs have unsubmitted U/Cs and intervene as needed. Similarly, DPOs need to emphasize to sub-district levels the importance of rapid collection of U/Cs to justify advances/expenditures. To support this process all vacant positions at District/Sub district levels need to be filled as quickly as possible and staff provided with requisite training.	In order to ensure timely submission of UCs and to improve the maintenance of Account records, the District and Block Level Audit staff as well as BRPs, CRPs meetings are held periodically to monitor non receipt of UCs from Blocks and VECs. However separate statement is enclosed herewith for having received the UCs from Districts. The process of filling up of vacant post are being reminded periodically to the concerned authorities.
5.17.2	The recommendations and findings of State level external audits and internal audits should be followed up in a more	In Karnataka both Internal and External audits are conducted periodically. The recommendations and

	<p>systematic and rigorous fashion. In States where internal audits are still to be established, MHRD should set deadlines for this to be expedited as soon as possible.</p>	<p>findings are followed in a more systematic manner. However with regard to completion of Internal audit and arrears are noted in a separate statement enclosed herewith. With regard to External audit concerned by the Chartered Accountant upto the financial year 2006-07 completed and the audit for 2007-08 is in progress.</p>
<p>Goal 4</p>	<p><i>Education of satisfactory quality</i></p> <p>8.5 All states should be requested by MHRD to develop holistic and comprehensive models for improving quality which integrate different programme components such as curriculum, TLM, training, assessment, pedagogy, enabling environment including learning spaces and remedial teaching in ways that adequately address the specific causes of low learning levels in their contexts.</p>	<p>The state has developed a comprehensive model to improve quality with an integrated approach.</p> <p>Academic Plans would be prepared at different levels, namely, School Academic Plan, Cluster Academic Plan, Block Academic Plan and District Academic Plan for the year 2008-09.</p> <p>These plans focus on the enhancement of learning levels among students.</p> <p>Main features of Academic Plans</p> <ul style="list-style-type: none"> • A test to check the achievement levels of children from Class I to Class IX. • Grouping children into two groups – one group with low and average achievement levels and the other group with good achievement levels. • Short term bridge course conducted for the first group of students. • After a post test, children still not achieving expected level of competencies are subjected to long term remedial bridge course. • In the course of action 'Activity Banks' available at the cluster level for all the subjects are used to identify different activities to facilitate children to achieve the competencies. • 'Activity Banks' also provide list of TLMs to be prepared by the teachers which teachers prepare with the cost provided to them under Teacher's grant. • The data available from Karnataka State Quality Assessment Organisation assessment test is also used in identifying weak areas in the school and link this to School Academic Plan. • Co-curricular activities also integrated into this plan to encourage overall development of children. • The Plans at Cluster, Block and District level focus on difficult competencies and evolve training and monitoring packages to help teachers in assisting children to achieve the required competencies. Schools Based Training programme planned under this plan.

**Annexure to 5.17.1 & 5.17.2
STATEMENT SHOWING THE UCS RECEIVED FROM THE DISTRICT FOR THE
FINANCIAL YEAR 2006-07**

Sl. No	Name of the Districts	UCs received
1	Bagalkot	Activity Wise UCs received
2	Bangalore (R)	Same as above
3	Bangalore (U)	Same as above
4	Belgaum	Same as above
5	Bellary	Same as above
6	Bidar	Same as above
7	Bijapur	Same as above
8	Chamarajnagar	Same as above
9	Chikkamagalur	Same as above
10	Chitradurga	Same as above
11	DakshinaKannada	Same as above
12	Davanagere	Same as above
13	Dharwad	Same as above
14	Gadag	Same as above
15	Gulbarga	Same as above
16	Hassan	Same as above
17	Haveri	Same as above
18	Kodagu	Same as above
19	Kolar	Same as above
20	Koppal	Same as above
21	Mandya	Same as above
22	Mysore	Same as above
23	Raichur	Same as above
24	Shimoga	Same as above
25	Tumkur	Same as above
26	Udupi	Same as above
27	Uttara Kannada	Same as above
28	DSERT	Same as above
29	Mahila Samakhya	Same as above
30	Women & Child Welfare Dept.	Same as above

Statement showing the completion of Internal Audit of Accounts of SSA in various Districts and Arrears as on 31.3.2008

Sl. No	Name of the District	Year of Completion & Remarks
1	Bagalkote Bangalore (R) Bangalore (U) Belgaum Bellary Bidar Bijapur Chamarajanagar Dakshina Kannada Gadag Gulbarga Haveri Kodagu Kolar Koppal Mandya Mysore Raichur Udupi Uttarakannada	Completed upto 2006-07 and Due for 1 yr (2007-08)
2	Chikkamagalur	Completed upto 2004-05 Due for 3 yrs (2005-06, 2006-07 & 2007-08)
3	Chitradurga	Completed upto 2003-04 Due for 4 yrs (2004-05, 2005-06, 2006-07 & 2007-08)
4	Davanagere	Completed upto 2003-04 Due for 4 yrs (2004-05, 2005-06, 2006-07 & 2007-08)
5	Shimoga	Completed upto 2003-04 Due for 4 years 2004-05, 2005-06, 2006-07 & 2007-08
6	Tumkur	Completed upto 2003-04 Due for 4 years 2004-05, 2005-06, 2006-07 & 2007-08
7	Hassan	Completed upto 2003-04 Due for 4 years 2004-05, 2005-06, 2006-07 & 2007-08
8	Dharwad	Completed upto 2004-05 partly in some blocks 05-06, 06-07 Due for 2007-08 (1 yr)
9	Local Institutions:- completed upto 2003-04, due for 4 yrs (2004-05, 05-06, 06-07 & 07-08) Viz., DSERT, Mahila Samakhya, Women & Child, KSQAO & Labour Dept.	
10	Audit of Accounts in respect of Tumkur (2004-05 to 2007-08), Hassan (2004-05 to 2007-08, Haveri (2007-08), Dharwad (2005-06 & 2007-08), Gadag (2007-08) and Koppal (2007-08) have been taken up by the internal audit staff and the same is in progress.	

List of Abbreviations used

SSA- Sarva Shiksha Abhiyan

SDMC- School Development and Monitoring Committee

BRC- Block Resource Centre

CRC- Cluster Resource Centre

BEO- Block Education Officer

DIC- District Implementation Committee

DPO- District Project Office

SPO State Project Office

APF-Azim Premji Foundation

DSERT- Directorate of State Education, Research and Training

EBB-Educationally Backward Block

DDPI- Deputy Director of Public Instruction.

DISE-District Information on School Education

EGS-Education Guarantee Scheme

DPEP- District Primary Education Programme

IED- Inclusive Education for Disabled

BRG- Block Resource Group

DRG-District Resource Group

FMP-Financial Management and Procurement

ICR-Intelligent Character Reader

DCF-Data Capture Format

RIE- Regional Institute of Education

ISEC-Institute for Socio Economic Change

KSQAO- Karnataka State Quality Assessment Organisation

TLM- Teaching Learning Materials

CWSN- Children With Special Needs

NGO- Non Governmental Organisation

DIET- District Institute of Education and Training

KGBV- Kasturba Gandhi Balika Vidyalaya

NPEGEL- National Programme for Education of Girls up to Elementary Level

NRBC - Non Residential Bridge Course

RBC - Residential Bridge Course