

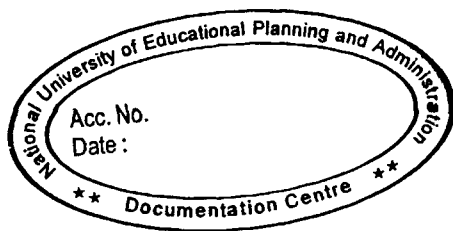
## **Annual Work Plan & Budget**

### **Karnataka**

## Appraisal Report (2010 – 11)

### **In respect of:**

EBagalkot, Bangalore Rural, Bangalore Urban, Belgaum, Bellary, Bidar, EBijapur, Chamarajanagar, Chikballapur, Chickmagalore, Chitradurga, Dakshin Kkannada, Davanagere, Dharwad, Gadag, Gulbarga, Hassan, Haveri, Kodagu, Kkolar, Koppal, Mandya, Mysore, Ramanagara, Raichur, Shimoga, Tumkur, Ucupi, Uttarakannada, Yadgir & State Component



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## APPRAISAL REPORT

### KARNATAKA-2010-11

#### 1. Executive Summary of key items

##### (I) Progress Overview for 2009-10

(Rs. in lakh)

| SNo.      | Activity   | Sanctioned Budget<br>(2009-10) |                  | Achievements<br>(till 31-03-10) |                  | % age<br>Achievements |                |
|-----------|--|--------------------------------|------------------|---------------------------------|------------------|-----------------------|----------------|
|           |  | Phy.                           | Fin.             | Phy.                            | Fin.             | Phy.                  | Fin.           |
|           |  |                                |                  |                                 |                  |                       |                |
| <b>1</b>  | <b>New Schools</b>   |                                |                  |                                 |                  |                       |                |
| 1.1       | Upgraded EGS /New Primary School   | 317                            |                  | 317                             |                  | 100                   |                |
| 1.2       | Upper Primary Schools  | 130                            |                  | 130                             |                  | 100                   |                |
| <b>2</b>  | <b>Teachers</b>  |                                |                  |                                 |                  |                       |                |
| 2.1       | Primary School   | 634                            | 164.840          | 0                               | 0.000            | 0.00                  | 0.000          |
| 2.2       | Upper Primary School   | 580                            | 117.000          | 0                               | 0.000            | 0.00                  | 0.000          |
| 2.3       | Additional teachers  | 0                              | 0.000            | 0                               | 0.000            | 0.00                  | 0.000          |
| 2.4       | Recurring Teachers   | 23064                          | 38361.780        | 20708                           | 34248.918        | 89.78                 | 89.279         |
|           | <b>Total</b>   | <b>24278</b>                   | <b>38643.620</b> | <b>20708</b>                    | <b>34248.918</b> | <b>85.30</b>          | <b>88.628</b>  |
| <b>3</b>  | <b>Teacher Grant</b>   | <b>228894</b>                  | <b>1144.470</b>  | <b>223717</b>                   | <b>1118.679</b>  | <b>97.74</b>          | <b>97.746</b>  |
| <b>4</b>  | <b>Grants for BRC</b>  | <b>196</b>                     | <b>1006.240</b>  | <b>196</b>                      | <b>971.268</b>   | <b>100.00</b>         | <b>96.524</b>  |
| <b>5</b>  | <b>Grants for CRC</b>  | <b>2684</b>                    | <b>3177.584</b>  | <b>2668</b>                     | <b>2950.360</b>  | <b>99.40</b>          | <b>92.849</b>  |
| <b>6</b>  | <b>Teachers' Training</b>  |                                |                  |                                 |                  |                       |                |
| 6.1       | Teachers trg. - in service at block level for 10 days                    | 228885                         | 2288.850         | 210347                          | 1480.436         | 91.90                 | 64.680         |
| 6.2       | Teachers trg. - in service at block level at cluster level for 10 days   | 228885                         | 1144.425         | 199513                          | 639.120          | 87.17                 | 55.846         |
| 6.3       | Induction training for Newly Recruit Trained Teachers for 30 days        | 1084                           | 32.520           | 52                              | 0.000            | 4.80                  | 0.000          |
| 6.4       | BRC/CRC coordinators and resource persons for 10 days                    | 5370                           | 53.700           | 4786                            | 45.986           | 89.12                 | 85.635         |
|           | <b>Total</b>   | <b>235339</b>                  | <b>3519.495</b>  | <b>204351</b>                   | <b>2165.542</b>  | <b>86.83</b>          | <b>61.530</b>  |
| <b>7</b>  | <b>Intervention for Out of School Children (No. of Children covered)</b> | <b>174553</b>                  | <b>4271.019</b>  | <b>155924</b>                   | <b>3600.815</b>  | <b>89.33</b>          | <b>84.308</b>  |
| <b>8</b>  | <b>Remedial Teaching</b>   | <b>311985</b>                  | <b>623.970</b>   | <b>305367</b>                   | <b>610.734</b>   | <b>97.88</b>          | <b>97.879</b>  |
| <b>9</b>  | <b>Free Text Books</b>   | <b>910389</b>                  | <b>964.737</b>   | <b>910389</b>                   | <b>964.737</b>   | <b>100.00</b>         | <b>100.000</b> |
| <b>10</b> | <b>IED</b>   | <b>121153</b>                  | <b>1453.836</b>  | <b>121153</b>                   | <b>1453.836</b>  | <b>100.00</b>         | <b>100.000</b> |

| SNo.      | Activity  | Sanctioned Budget<br>(2009-10) |                  | Achievements<br>(till 31-03-10) |                  | % age<br>Achievements |                |
|-----------|---|--------------------------------|------------------|---------------------------------|------------------|-----------------------|----------------|
|           |   | Phy.                           | Fin.             | Phy.                            | Fin.             | Phy.                  | Fin.           |
|           |   |                                |                  |                                 |                  |                       |                |
| <b>11</b> | <b>Civil Works</b>                                  |                                |                  |                                 |                  |                       |                |
| 11.3      | New Primary School<br>(Rural)                       | 317                            | 2853.000         | 317                             | 2853.000         | 100.00                | 100.000        |
| 11.11     | Additional class<br>rooms(Rural)                    | 3810                           | 13463.400        | 3810                            | 13463.400        | 100.00                | 100.000        |
| 11.15     | Additional Class<br>Room to Bangalore<br>Metro City | 125                            | 692.500          | 125                             | 692.500          | 100.00                | 100.000        |
| 11.17     | Separare Girls Toilet                               | 8377                           | 2094.250         | 8377                            | 2094.250         | 100.00                | 100.000        |
| 11.30     | Special Toilets for<br>CWSN                         | 1548                           | 774.000          | 1548                            | 774.000          | 100.00                | 100.000        |
|           | <b>Total Civil Works</b>                            | <b>14177</b>                   | <b>19877.150</b> | <b>14177</b>                    | <b>19877.150</b> | <b>100.00</b>         | <b>100.000</b> |
| <b>12</b> | <b>TLE</b>  | <b>317</b>                     | <b>63.400</b>    | <b>317</b>                      | <b>63.400</b>    | <b>100.00</b>         | <b>100.000</b> |
| <b>13</b> | <b>Maintenance Grant</b>                            | <b>67240</b>                   | <b>4624.700</b>  | <b>65520</b>                    | <b>4489.101</b>  | <b>97.44</b>          | <b>97.068</b>  |
| <b>14</b> | <b>School Grant</b>                                 | <b>72457</b>                   | <b>4113.070</b>  | <b>71889</b>                    | <b>4101.300</b>  | <b>99.22</b>          | <b>99.714</b>  |
| <b>15</b> | <b>REMS</b>   | <b>72457</b>                   | <b>941.941</b>   | <b>72457</b>                    | <b>941.941</b>   | <b>100.00</b>         | <b>100.000</b> |
| <b>16</b> | <b>Management &amp; LEP</b>                         |                                |                  |                                 |                  |                       |                |
| 16.1      | Management  | 30                             | 3182.438         | 29                              | 2977.856         | 96.67                 | 93.572         |
| 16.2      | Community<br>Mobilization                           | 0                              | 0.000            | 0                               | 0.000            | 0.00                  | 0.000          |
| 16.3      | LEP   | 30                             | 1837.200         | 30                              | 1837.200         | 100.00                | 100.000        |
|           | <b>Total</b>  | <b>30</b>                      | <b>5019.638</b>  | <b>30</b>                       | <b>4815.056</b>  | <b>100.00</b>         | <b>95.924</b>  |
| <b>17</b> | <b>Innovations</b>                                  |                                |                  |                                 |                  |                       |                |
| 17.1      | ECCE  |                                | 435.000          |                                 | 435.000          | 0.00                  | 100.000        |
| 17.2      | Girls Education                                     |                                | 0.000            |                                 | 0.000            | 0.00                  | 0.000          |
| 17.3      | Intervention for<br>SC/ST                           |                                | 435.000          |                                 | 435.000          | 0.00                  | 100.000        |
| 17.4      | Comp. Edn.  |                                | 1450.000         |                                 | 1450.000         | 0.00                  | 100.000        |
| 17.5      | Minority Community                                  |                                | 297.250          |                                 | 297.250          | 0.00                  | 100.000        |
| 17.6      | Urban Deprived<br>Children                          |                                | 282.750          |                                 | 282.750          | 0.00                  | 100.000        |
| 17.7      | others  |                                | 0.000            |                                 | 0.000            | 0.00                  | 0.000          |
|           | <b>Total</b>  |                                | <b>2900.000</b>  |                                 | <b>2900.000</b>  |                       | <b>100.000</b> |
| <b>18</b> | <b>Community<br/>Trainings</b>                      | <b>325978</b>                  | <b>195.587</b>   | <b>317605</b>                   | <b>195.587</b>   | <b>97.43</b>          | <b>100.000</b> |
| <b>19</b> | <b>SIEMAT</b>                                       |                                | <b>0.000</b>     |                                 | <b>0.000</b>     |                       |                |
| <b>20</b> | <b>State Component</b>                              |                                | <b>539.000</b>   |                                 | <b>539.000</b>   | <b>0.00</b>           | <b>100.000</b> |
|           | <b>SSA (TOTAL)</b>                                  |                                | <b>93079.456</b> |                                 | <b>86007.424</b> | <b>0.00</b>           | <b>92.402</b>  |
| <b>20</b> | <b>NPEGEL</b>                                       | <b>965</b>                     | <b>587.828</b>   | <b>965</b>                      | <b>587.828</b>   | <b>100.00</b>         | <b>100.000</b> |
| <b>21</b> | <b>KGBV</b>   | <b>64</b>                      | <b>2331.997</b>  | <b>64</b>                       | <b>2331.997</b>  | <b>100.00</b>         | <b>100.000</b> |
|           | <b>GRAND TOTAL</b>                                  |                                | <b>95999.281</b> |                                 | <b>88927.248</b> |                       | <b>92.633</b>  |

**(II)A. Financial Information****(Rs. in lakh)**

| Sl. No | Year               | Approved Outlay | Opening Balance | Amount Released |            | Amount recd. from other sources | Total Funds Available | Expenditure | % of Expenditure against Approved Outlay | % of Expn. against Available funds | State Share due as per GOI release | Shortfall / excess in state Share |
|--------|--------------------|-----------------|-----------------|-----------------|------------|---------------------------------|-----------------------|-------------|--|------------------------------------|------------------------------------|-----------------------------------|
|        |                    |                 |                 | GOI             | State      |                                 |                       |             |  |                                    |                                    |                                   |
| 1      | 2                  | 3               | 4               | 5               | 6          | 7                               | 8                     | 9           | 10                                       | 11                                 | 12                                 | 13                                |
| 1      | 2001-02            | 6022.000        | 0.000           | 700.000         | 128.762    | 2.627                           | 831.389               | 132.427     | 2.199                                    | 15.928                             | 123.529                            | 5.233                             |
| 2      | 2002-03            | 10465.580       | 698.962         | 8041.590        | 556.929    | 45.806                          | 9343.287              | 5183.584    | 49.53                                    | 55.48                              | 2680.530                           | -2123.601                         |
| 3      | 2003-04            | 31467.820       | 4159.703        | 12399.240       | 1398.664   | 124.125                         | 18081.732             | 16048.850   | 51.00                                    | 88.76                              | 4133.080                           | -2734.416                         |
| 4      | 2004-05            | 43661.250       | 2032.882        | 27126.170       | 10650.000  | 171.820                         | 39980.872             | 31654.943   | 72.50                                    | 79.18                              | 9042.057                           | 1607.943                          |
| 5      | 2005-06            | 43222.665       | 8325.940        | 28303.780       | 13926.350  | 243.920                         | 50799.990             | 35868.052   | 82.98                                    | 70.61                              | 9434.593                           | 4491.757                          |
| 6      | 2006-07            | 75868.752       | 14934.757       | 55791.155       | 15676.031  | 462.370                         | 86864.313             | 53495.484   | 70.51                                    | 61.59                              | 18597.052                          | -2921.021                         |
| 7      | 2007-08            | 69745.997       | 33422.265       | 40604.789       | 23705.864  | 677.379                         | 98410.297             | 74339.936   | 106.59                                   | 75.54                              | 21864.117                          | 1841.747                          |
| 8      | 2008-09            | 96042.740       | 24070.362       | 51578.225       | 33508.880  | 550.250                         | 109707.717            | 89806.775   | 93.51                                    | 81.86                              | 27772.890                          | 5735.990                          |
| 9      | 2009-10            | 95999.281       | 26870.900       | 44220.000       | 20019.370  | 217.750                         | 91328.020             | 88927.248   | 92.63                                    | 97.37                              | 29480.000                          | -2552.150                         |
|        | Total Upto 2009-10 | 472496.085      | 114515.771      | 268764.949      | 119570.850 | 2496.047                        | 505347.617            | 395457.298  |  |                                    | 123127.849                         |                                   |

**(III) Teams to provide information on:**

1. Status of State share/ funding pattern, backlog and provision in current year.
2. Information on maintaining the level of expenditure in education as on 1999-2000.

| Sl. No. | Year      | <b>(Rs. in crores)</b> |          |             |          |          |
|---------|-----------|------------------------|----------|-------------|----------|----------|
|         |           | Outlay                 |          | Expenditure |          | TOTAL    |
|         |           | Plan                   | Non-Plan | Plan        | Non-Plan |          |
| 1       | 1999-2000 | 288.91                 | 1175.26  | 345.306     | 1196.747 | 1542.053 |
| 2       | 2000-01   | 379.38                 | 1341.44  | 443.818     | 1315.359 | 1759.177 |
| 3       | 2001-02   | 442.79                 | 1315.89  | 510.336     | 1274.401 | 1784.737 |
| 4       | 2002-03   | 385.71                 | 1501.28  | 353.311     | 1442.468 | 1795.779 |
| 5       | 2003-04   | 402.29                 | 1638.61  | 436.177     | 1588.107 | 2024.284 |
| 6       | 2004-05   | 761.672                | 1793.625 | 709.85      | 1738.57  | 2448.420 |
| 7       | 2005-06   | 737.048                | 1962.162 | 731.52      | 1935.56  | 2667.080 |
| 8       | 2006-07   | 765                    | 2339.54  | 772.52      | 2290.67  | 3063.196 |
| 9       | 2007-08   | 770.009                | 2743.17  | 760.053     | 2945.737 | 3705.790 |
| 10      | 2008-09   | 958.887                | 3666.964 | 948.236     | 3626.564 | 4574.800 |
| 11      | 2009-10   | 887.155                | 3669.799 |             |          |          |

**(IV) Proposals & Recommendations for 2010-11:****(Rs. in lakh)**

| SNo.     | Interventions   | Proposal for fresh allocation (2010-11) |                  | Recommendation against proposals (2010-11) |                  | Remark/<br>Conditionalities   |
|----------|---|---|------------------|--|------------------|---|
|          |   | Phy.                                    | Fin.             | Phy.                                       | Fin.             |   |
| <b>1</b> | <b>New Schools</b>                                    |   |                  |  |                  |   |
| 1.1      | Upgradation of EGS to PS                              | 0                                       |                  | 0  |                  |   |
| 1.2      | PS  | 167                                     |                  | 166  |                  | As per unserved habitations   |
| 1.3      | UPS   | 405                                     |                  | 25   |                  | As per 2:1 ratio  |
|          | Class VIII  | 106                                     |                  | 0  |                  | State policy notification to merge class VIII with elementary Education is still awaited. |
| <b>2</b> | <b>Teacher's Salary</b>                               |   |                  |  |                  |   |
| A        | <b>New Teachers</b>                                   |   |                  |  |                  |   |
| 1        | PS  | 334                                     | 99.532           | 332  | 98.936           | As per new schools approved.  |
| 2        | UPS   | 1581                                    | 475.020          | 75   | 22.350           |   |
| 3        | Additional  | 483                                     | 143.934          | 0  | 0.000            | As per 1:40 PTR additional teachers not entitled  |
|          | <b>Sub Total</b>                                      | <b>2398</b>                             | <b>718.486</b>   | <b>407</b>                                 | <b>121.286</b>   |   |
| <b>B</b> | <b>Recurring Teachers</b>                             |   |                  |  |                  |   |
| 1        | PS  | 18733                                   | 31364.264        | 18733                                      | 31364.264        |   |
| 2        | UPS   | 5545                                    | 11344.120        | 5545                                       | 11344.120        |   |
| 3        | Additional Teachers                                   | 0                                       | 0.000            | 0  | 0.000            |   |
|          | <b>Sub Total</b>                                      | <b>24278</b>                            | <b>42708.384</b> | <b>24278</b>                               | <b>42708.384</b> |   |
| <b>3</b> | <b>Teachers' Grant</b>                                | 227373                                  | 1136.865         | 227373                                     | 1136.865         |   |
| <b>4</b> | <b>BRC Grant</b>                                      | 196                                     | 1351.620         | 196  | 1303.920         | Furniture grant and maintenance of BRC buildings not allowed.                             |
| <b>5</b> | <b>CRC Grant</b>                                      | 2820                                    | 4403.320         | 2820                                       | 4286.920         | 136 new CRCs are allowed. Maintenance of CRC buildings not allowed.                       |
| <b>6</b> | <b>Teachers' Training</b>                             |   |                  |  |                  |   |
| 6.1      | Teachers trg. - in service at block level for 10 days | 227373                                  | 2273.730         | 227373                                     | 2273.730         |   |



| SNo. | Interventions  | Proposal for fresh allocation (2010-11) |                 | Recommendation against proposals (2010-11) |                 | Remark/<br>Conditionalities   |
|------|--|---|-----------------|--|-----------------|---|
|      |  | Phy.                                    | Fin.            | Phy.                                       | Fin.            |   |
| 6.2  | Teachers trg. - in service at block level at cluster level for 10 days   | 227373                                  | 1136.865        | 227373                                     | 1136.865        |   |
| 6.3  | Induction training for Newly Recruited Trained Teachers for 30 days      | 8161                                    | 244.844         | 6168                                       | 185.054         | New teachers for new schools not sanctioned are reduced.  |
| 6.4  | Training for- Untrained Teachers - 60 days                               | 0                                       | 0.000           | 0  | 0.000           |   |
| 6.5  | BRC/CRC coordinators and resource persons for 10 days                    | 5436                                    | 54.360          | 5436                                       | 54.360          |   |
|      | <b>Sub Total</b>   | <b>240970</b>                           | <b>3709.799</b> | <b>238977.46</b>                           | <b>3650.009</b> |   |
| 7    | <b>Interventions for Out of School Children (No of children covered)</b> |   |                 |  |                 |   |
| 7.1  | Residential Bridge Course – 12 months                                    | 44351                                   | 4435.100        | 19318                                      | 1931.800        | 25033 children already admitted in schools but proposed residential facilities to avoid drop out not allowed. |
| 7.2  | Residential Bridge Course – 6 months                                     | 6054                                    | 302.700         | 6054                                       | 302.700         |   |
| 7.3  | Bridge course – Chinnara Angala Resi-2 months                            | 24820                                   | 421.940         | 24820                                      | 421.940         |   |
| 7.4  | Bridge course –NRBC -12 months   | 23964                                   | 718.920         | 23964                                      | 718.920         |   |
| 7.5  | Bridge course 2 months- Chinnara Angala –NRBC                            | 30936                                   | 309.360         | 30936                                      | 154.680         | Unit cost restricted to Rs. 500/- for two months.   |
| 7.6  | Mobile schools   | 1215                                    | 36.450          | 1215                                       | 36.450          |   |
| 7.7  | Tent school  | 4843                                    | 72.645          | 4843                                       | 72.645          |   |
| 7.8  | Madrasa / Makthab  | 13185                                   | 395.550         | 13185                                      | 395.550         |   |
| 7.9  | NCLP Schools   | 2621                                    | 78.630          | 2621                                       | 78.630          |   |
| 7.10 | Summer Camp-Chaitrada Chiguru  | 72810                                   | 364.050         | 0  | 0.000           | Mainly for providing remedial   |

| SNo.  | Interventions  | Proposal for fresh allocation (2010-11) |                 | Recommendation against proposals (2010-11) |                 | Remark/<br>Conditionalities   |
|-------|--|---|-----------------|--|-----------------|---|
|       |  | Phy.                                    | Fin.            | Phy.                                       | Fin.            |   |
|       |  |   |                 |  |                 | teaching during summer vacation and hence not allowed.  |
| 7.11  | AIE Centers( Transportation, Hardest to reach children)                        | 522                                     | 15.660          | 0  | 0.000           | Not covered under the norms   |
| 7.12  | Meena clubs non NPEGEL Clusters  | 6267                                    | 188.000         | 6267                                       | 188.000         |   |
|       | <b>Sub Total</b>   | <b>245893</b>                           | <b>7339.005</b> | <b>147528</b>                              | <b>4301.315</b> |   |
| 8     | <b>Special training for mainstreamed children to the age appropriate class</b> | 29844                                   | 894.420         | 29814                                      | 894.420         |   |
| 9     | <b>Motivation through field visit</b>  | 30                                      | 450.000         | 0  | 0               | Not covered under the norms   |
| 10    | <b>Free Text Books</b>   | 2975601                                 | 2471.861        | 961710                                     | 1062.137        | Workbook not allowed as the State Government is providing textbooks to children studying in Government schools. |
| 11    | <b>IED</b>   | 163304                                  | 4899.120        | 163304                                     | 4899.120        | Revised unit cost of Rs. 3000/- per child   |
| 12    | <b>Civil Works</b>   |   |                 |  |                 |   |
| 12.3  | New Primary School (Rural)   | 167                                     | 2279.550        | 166  | 1494.000        | As per new PS allowed.  |
| 12.5  | ACR for UPS sanctioned in previous years                                       | 260                                     | 1339.000        | 0  | 0.000           | 130 UPS proposed in 2009-10 is still held in abeyance.  |
| 12.6  | ACR for new UPS sanctioned in 2010-11  | 1215                                    | 6257.250        | 75   | 277.500         | As per new UPS allowed.   |
| 12.7  | Dilapidated  | 436                                     | 2245.400        | 0  | 0.000           | Not covered under the norms   |
| 12.8  | Library (Primary)  | 16090                                   | 482.700         | 16090                                      | 482.700         |   |
| 12.9  | Library (UP)   | 15750                                   | 1575.000        | 15750                                      | 1575.000        |   |
| 12.10 | Dilapidated Building (Pry)   | 18                                      | 92.700          | 0  | 0.000           | Not covered under the norms   |

| SNo.      | Interventions  | Proposal for fresh allocation (2010-11) |                   | Recommendation against proposals (2010-11) |                  | Remark/<br>Conditionalities                 |
|-----------|--|---|-------------------|--|------------------|---|
|           |  | Phy.                                    | Fin.              | Phy.                                       | Fin.             |   |
| 12.11     | Additional class rooms(Rural)                              | 7097                                    | 35485.000         | 4702                                       | 17397.400        | As per gap and maximum ceiling permissible. |
| 12.14     | CWSN Resource Room per block                               | 197                                     | 3201.250          | 0  | 0.000            | Not covered under the norms                 |
| 12.17     | Separare Girls Toilet                                      | 10443                                   | 10234.140         | 9641                                       | 2410.250         | As per maximum ceiling                      |
| 12.19     | Boundary Wall  | 10197                                   | 5098.500          | 0  | 0.000            | Priority given to other items.              |
| 12.21     | Electrification  | 1946                                    | 97.300            | 1245                                       | 62.250           | Restricted as per ceiling                   |
| 12.22     | Head Master's Room   | 6301                                    | 23313.700         | 1675                                       | 6197.500         | Restricted as per ceiling                   |
| 12.16     | Residential Hostel   | 24                                      | 480.000           | 0  | 0.000            | Not fulfilled the conditions.               |
| 12.17     | Major Repairs (Primary)                                    | 150                                     | 289.110           | 150  | 289.110          |   |
| 12.19     | Barrier Free Elements                                      | 4168                                    | 127.200           | 0  | 0.000            | Allowed under IE                            |
| 12.20     | Additional Rooms for CALC & Edusat                         | 1543                                    | 5786.250          | 0  | 0.000            | Not covered under the norms                 |
| 12.21     | Special Toilets for CWSN                                   | 5833                                    | 3791.450          | 0  | 0.000            | Not covered under the norms                 |
| 12.22     | Setting up of Solar Photo Voltaic to existing CALC schools | 1986                                    | 1191.600          | 0  | 0.000            | Not covered under the norms                 |
| 12.23     | Setting up of Solar Photo Voltaic to new CALC schools      | 226                                     | 135.600           | 0  | 0.000            | Not covered under the norms                 |
| 12.24     | Furniture for Govt. UPS (No. of children)                  | 366683                                  | 1833.415          | 351327                                     | 1756.635         | As per ceiling                              |
|           | <b>Sub Total</b>   | <b>450730</b>                           | <b>105336.115</b> | <b>400821</b>                              | <b>31942.345</b> |   |
| <b>13</b> | <b>TLE</b>   |   |                   |  |                  |   |
| 13.1      | Primary Schools  | 167                                     | 33.400            | 166  | 33.200           | As per new schools allowed                  |
| 13.2      | Upper Primary Schools                                      | 405                                     | 202.500           | 25   | 12.500           |   |
|           | <b>Sub Total</b>   | <b>572</b>                              | <b>235.900</b>    | <b>191</b>                                 | <b>45.700</b>    |   |
| <b>14</b> | <b>Maintenance Grant</b>                                   | <b>68419</b>                            | <b>5131.275</b>   | <b>68419</b>                               | <b>5131.275</b>  |   |
| <b>15</b> | <b>School Grant</b>  | <b>73360</b>                            | <b>4170.220</b>   | <b>73360</b>                               | <b>4170.220</b>  |   |
| <b>16</b> | <b>REMS</b>  | <b>73360</b>                            | <b>953.680</b>    | <b>73360</b>                               | <b>953.680</b>   |   |
| <b>17</b> | <b>Management &amp; LEP</b>                                |   |                   |  |                  |   |
| 17.1      | Management & MIS   | 30                                      | 3409.836          | 30   | 2731.302         | As per ceiling                              |
| 17.2      | Community Mobilization                                     | 0                                       | 551.000           | 0  | 491.000          | As per ceiling                              |

| SNo.      | Interventions                        | Proposal for fresh allocation (2010-11) |                   | Recommendation against proposals (2010-11) |                   | Remark/<br>Conditionalities  |
|-----------|--------------------------------------|---|-------------------|--|-------------------|--|
|           |                                      | Phy.                                    | Fin.              | Phy.                                       | Fin.              |  |
| 17.3      | Learning Enhancement Programme       | 128                                     | 2452.000          | 30   | 2288.000          | As per ceiling   |
|           | <b>Sub Total</b>                     | <b>128</b>                              | <b>6412.836</b>   | <b>30</b>                                  | <b>5510.302</b>   |  |
| <b>18</b> | <b>Innovations</b>                   |   |                   |  |                   |  |
| 18.1      | ECCE                                 | 30                                      | 450.000           | 30   | 450.000           |  |
| 18.2      | Girls Education                      | 1                                       | 0.000             | 1  | 0.000             |  |
| 18.3      | Intervention for SC/ST               | 30                                      | 450.000           | 30   | 450.000           |  |
| 18.4      | Comp. Edn.                           | 30                                      | 1500.000          | 30   | 1500.000          |  |
| 18.5      | Minority Community                   | 30                                      | 307.500           | 30   | 307.500           |  |
| 18.6      | Urban Deprived Children              | 30                                      | 292.500           | 30   | 292.500           |  |
|           | <b>Sub Total</b>                     | <b>30</b>                               | <b>3000.000</b>   | <b>30</b>                                  | <b>3000.000</b>   |  |
| <b>19</b> | <b>Community Training</b>            | 572144                                  | 1306.140          | 572144                                     | 1306.140          |  |
|           | <b>Total of SSA (Districts)</b>      | <b>5151450</b>                          | <b>196629.045</b> | <b>2984762</b>                             | <b>116424.038</b> |  |
| <b>20</b> | <b>State Component</b>               |   |                   |  |                   |  |
| 20.1      | Management Cost                      |   | 1771.665          | 0  | 994.685           | Community Mobilization, media allowed under community mobilization. Accounts staff at block level are provided at district level. Not allowed administrative charges of other departments, infrastructure survey and CAL activities and IED. |
| 20.2      | REMS                                 |   | 0.000             |  | 0.000             |  |
| 20.3      | SIEMAT                               |   | 0.000             |  | 0.000             |  |
|           | <b>State Total of SSA</b>            | <b>5151450</b>                          | <b>198400.710</b> | <b>2984762.127</b>                         | <b>117418.723</b> |  |
| <b>21</b> | <b>NPEGEL</b>                        | 921                                     | 587.871           | 921  | 587.871           |  |
| <b>22</b> | <b>KGBV</b>                          | 65                                      | 1892.050          | 64   | 1817.280          | Opening of one new KGBV not allowed.   |
|           | <b>Grand Total (SSA+NPEGEL+KGBV)</b> | <b>5152436</b>                          | <b>200880.631</b> | <b>2985747.127</b>                         | <b>119823.874</b> |  |

(V) Number of small districts getting Rs. 20 lakh should be indicated - NIL

(VI) Provision for 2010-11:

(Rs. in lakh)

| Total Outlay | Shortfall of State Share till 2009-10 | Required Provision in State Budget | Actual Provision | Shortfall in provision   |
|--------------|---------------------------------------|------------------------------------|------------------|--|
| 119823.874   | 2552.15                               | 56472.74                           | 38400.00         | 18072.74<br>Actual shortfall will be based on the unspent balances available as on 31 <sup>st</sup> March 2010 |

(VII) Total Recommended Budget for 2010-11:

(Rs. in lakh)

| SNo. | Head         | Total Proposals |                   |                   | Total Recommended Outlay |                   |                   |
|------|--------------|-----------------|-------------------|-------------------|--------------------------|-------------------|-------------------|
|      |              | Spill Over      | Fresh             | Total             | Spill Over               | Fresh             | Total             |
| 1    | SSA          | 0.000           | 198400.710        | 198400.710        | 0.000                    | 117418.723        | 117418.723        |
| 2    | NPEGEL       | 0.000           | 587.871           | 587.871           | 0.000                    | 587.871           | 587.871           |
| 3    | KGBV         | 0.000           | 1892.050          | 1892.050          | 0.000                    | 1817.280          | 1817.280          |
|      | <b>Total</b> | <b>0.000</b>    | <b>200880.631</b> | <b>200880.631</b> | <b>0.000</b>             | <b>119823.874</b> | <b>119823.874</b> |

(VIII) Information on Quality Interventions:

(Rs in lakh)

| SNo. | Category  | Financial Recommendation for 2010-11 |
|------|---|--------------------------------------|
| 1    | Teacher's Salary  | 42829.67                             |
| 2    | Teacher Grant   | 1136.865                             |
| 3    | BRC   | 1303.920                             |
| 4    | CRC   | 4286.920                             |
| 5    | Teachers' Training  | 3650.009                             |
| 6    | Special training for mainstreamed children in age appropriate class | 894.420                              |
| 7    | Free Textbooks  | 1062.137                             |
| 8    | School Grant  | 4170.220                             |
| 9    | REMS  | 953.680                              |
| 10   | Innovative Activities   | 3000.000                             |
| 11   | NPEGEL  | 587.871                              |

| SNo. | Category                       | Financial Recommendation for 2010-11 |
|------|--------------------------------|--------------------------------------|
| 12   | TLE for new schools            | 45.700                               |
| 13   | Learning Enhancement Programme | 2288.000                             |
| 14   | Any other                      |                                      |
|      | <i>Total:</i>                  | <b>66209.41</b>                      |
|      | <i>% of total outlay</i>       | <b>55.26</b>                         |

## (2) Issues

### Planning Management and Data

**Availability of data and its quality:** Availability of data its quality and consistency is a major issue. Especially comparative data for previous years as also desegregated data is generally not available. This as a result makes it very difficult to do trend analysis or a desegregated analyses for that matter. This problem persists not only with the data on all the components even the financial allocation in components like civil work had to be revise several times. The data is generally very inconsistent and unreliable thus requiring repeated. revision The institutional memory seems weak even with regard to physical and financial targets. There is an urgent need for improved communication between the districts and the State as well as within SPO so as to address this issue.

**Single teacher schools:** Large numbers of single teacher schools still exist. Despite making commitment on elimination single teacher schools there seems little progress on the ground as according to DISE 2009-10 (available with the State) There is little reflection of progress on this issue. And it seems not much headway has been made so far. Mandiya has 13% schools which are reported single teacher similarly Ramnagar (11.55%) and Bangalore rural (11.42%) are district with high percentage of single teacher schools as reported by state based on DISE 2009-10. The state average for single teacher schools based on above source 4.5% which come to roughly around 5 thousand schools. The persistence of single teacher schools is attributed to a government policy on providing only one teacher to schools falling in Malnad area with less 20 children.. There is need to review this policy if the single teacher schools are to be eliminated from the State.

- **Schools with PTR more than 40:** Although average PTR at State level is very comfortable (17, 27 & 24 respectively for primary, upper primary and elementary). There are several schools with very high PTR e.g. Yadgiri district has reported 11.64% schools with PTR > 40 at Primary and Bijapur has 23% schools at Upper Primary which are reported PTR more than 40:1.. This underlines the need for rationalization in teacher deployment..
- **Equity:** equity is a major concern in Karnataka where there is a lot of spatial variation on key educational indicators. The seven Northwestern districts and some other districts continue to be lagging substantially on key educational indicators.
- **SIEMAT:** Despite a lot of ground work being done, the State has not been able to operationalise SIEMAT. There is ;need to expedite action to establish and operationalise this very important educational institution in the State.
- **Staffing:** With around 15 % vacancies, the State needs some quick action to improve staffing in the programme.
- The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level.

- The % girls coverage has a decreasing trend for Govt + Aided schools. The girls coverage in all the social category for all Management and for Govt+Aided Management is decreasing.
- The overall %School with Single Teacher is increased at Primary Level from 4.96 to 9.26 . At Upper Primary states' shows no school having single teacher.
- Bidar,Gulbarga,Raichur,Bijapur,Yadgiri are the districts which have more than 40% of schools having No drinking water facility at primary Level..
- Gulbarga,Chikballapur,Bidar,Hassan,Koppal are the districts which have more than 60% of schools having No Girls Toilet facility at primary Level..

### **Financial Management**

- A new revenue district of Yadgir was created by altering the limits of Gulbarga district as per State Government Gazatte Notification dated 15-9-2009. This was subsequently confirmed by issue of Government Notification dated 26-12-2009. The AWP&B for 2010-11 of this new district has been proposed by the State. PAB may kindly approve the addition of one more district in the State bringing the total number of districts to 30.
- There are some vacant posts of Finance and Accounts Staff at SPO, DPO and district level. The State should ensure filling up these vacant posts by 31<sup>st</sup> March 2010.
- The internal audit is to be strengthened by engaging more CA firms to ensure the internal audit on concurrent basis

### **Civil Works**

- If the DISE 2008-09 and 2009-10 is referred it will be seen that the minimum SCR is 2 and maximum SCR is 400. As per flash statistics published by NUEPA the SCR is only 27 for all schools 18 for primary. This clearly shows that the classrooms approved by PAB are not being distributed according to the worst student classrooms ratio or requirement. The appraisal team has worked out on the basis of worst classrooms ratio from 400-300, 299-200, 199-100, 99-50 and 49-50 at table. The State may commit to distribute, the approved classrooms on above priority after verification at school as well. The district wise list is also available.
- The State as had done in AWP&B 2009-10, is not showing any spillover for AWP&B 2010-11 although there are large number of 9647 components in progress and 1306 component yet to start as compiled by TSG from district wise progress. Even otherwise 413 classrooms amounting to Rs.2288.20 have not started (only 40% funds deposited with Rajiv Gandhi Housing Corporation Ltd. for 313 classrooms and balance 100 classrooms no funds deposited). State is still showing no spillover.
- The appraisal team is unable to understand where the funds for work in progress, not started are parked. The appraisal teams apprehend that the proper accounting system is



not being followed in accordance with financial manual. To complete the work in progress and work not started the total allocation required is more than Rs.159 crores.

- There is substantial mismatch of physical and financial targets approved by PAB, while reporting at different stages. Even otherwise State is not compiling reports of actual progress and expenditure submitted by districts. State is submitting arbitrary progress reports to MHRD.

## Quality

- **Curriculum:** It is good to note that the State has finalised its new curriculum as per NCF 05, and has initiated the process of renewal of the syllabus and textbooks. It will be important to ensure that the syllabus and Textbooks are integrated with the Nalikali methodology and materials already being practiced in classrooms. The State should include in its plan a mechanism for conducting a review of the textbooks once they are developed, to ensure their quality and effectiveness.
- **Assessment:** Although continuous and comprehensive assessment has been in-built into Nalikali at primary level, it is not clear how this has been ensured at upper primary level, where a system four terminal tests per year (2 semester exams and 2 tests) is still followed. The State must take concrete measures to revise the current pattern of terminal tests move towards a more formative method of assessment that is non-threatening and stress-free for children, at upper primary level as well.
- **Learning Enhancement Program:** Progress in some LEP activities approved for 2009-10 has been slow; for examples supply of maths kits for upper primary schools has not been done till now.
- **Learning levels:** It is alarming to note the sharp decrease in learning achievement levels in 2008-09 reflected as per DISE, which shows that the percentage of children scoring above 60% dropped from 80% in 2007-08, to 62% in 2008-09. The State must carefully analyse in which specific competencies children are facing difficulties, and what are the factors contributing to these difficulties – whether teacher related, TLM-related, pedagogy-related, assessment-related, etc., so that these issues can be addressed through integrated measures.
- **Performance tracking:** It is a matter of concern that until now, the State has not yet begun to track the performance of teachers, trainers and support institutions against ADEPTS indicators, as committed during PAB 2009-10.
- **Monitoring of quality improvement:** The State should make sure to review and integrate together the various monitoring formats (eg. QMT, QPR, DISE, ADEPTS, etc), in order to reduce their number and repetition, so as to reduce the administrative burden of data collection on the RPs. The State should also strengthen its mechanism for tracking changes in classroom processes towards active learning in a systematic manner, so as to be able to assess the effectiveness and impact of various quality programs in terms of how much change they have been able to bring in the classroom processes.

- **Minimum enabling conditions:** There are currently 3215 vacancies under SSA and 10994 vacancies under the State quota. Moreover, there are 1088 schools with PTR above 40:1.
- **Subject-specific teachers:** At present the State does not have a provision for recruiting subject-wise teachers for all upper primary schools, except in those schools which have higher enrollment, as described above. The State will need to develop some strategy for ensuring subject-wise recruitment as per RTE requirement, once the Act is notified.

**8-year elementary cycle:** At present the State continues to follow a 7-year cycle in state government schools.

### **Access and Out of School**

- State has come up with the great discrepancies in data related to number of habitations, served or unserved.
- Absence of social and school mapping exercise. State is unable to provide data regarding eligible/ineligible habitations in the villages with more than 40% population of SC, ST and Muslim community.
- Status of opening of UPS is not provided by the state.
- It seems that the State component plan is not prepared in compliance with District plans especially in context of physical and social access as well.
- While mentioning the progress made during last year, strategy wise mainstreaming of children has not been mentioned by the state officials.
- As per the information provided by the state, total 2, 25, 093 children in the age group of 6-14 years has been identified in the recently conducted survey, but the state consider only 1, 08, 542 children in the age group of 7+to 14 years. The information provided in the 49 tables is as per the 2.25 lakhs OOSC, which is an issue of concern.
- State has planned a number of activities to cover out of school children but the level of preparedness to craft the strategies in light of Right to Education Act is nil which was discussed in the National Level workshop at Udaipur in the month of October.
- State has proposed the funds for some activities like transportation and residential facilities (Asha Kiran) for the potential drop out (likely to drop out) under OOSC component. In view of the fact that these children are attending the formal schools, it is the responsibility of the school to arrange the transportation and residential facilities to these children as they are belonging to BPL families.

### **IE**

- The State has identified 163304 CWSN (shown below), out of a total child population of 8327824, which is 1.96% of the total child population. As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.96%. In absolute numbers, there is a gap of 13319 CWSN. 18 districts out of 30 in the state

have identified more than 2.00% CWSN and it ranges from 0.73% in Bangalore urban to 4.28% in Chikkamagalore. This needs consideration. The activities sanctioned specifically for identification should be taken up by the state on a priority basis

- The state has proposed some activities like development of a dictionary in sign language, procurement of talk software, external evaluation of high incidence districts, etc and these initiatives on the part of the state needs to be appreciated
- The state also needs to improve the resource support to CWSN by appointing more resource teachers (preferably the IEDC teachers) and volunteers and increasing their visits to the homes of CWSN. Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN.
- The state needs to do appropriate district level planning so that the resources are allocated as per needs of CWSN.
- All the schools need to be made barrier free
- More CWSN need to be provided aids and appliances, as 4770 CWSN were not provided these appliances last year.

**(3) Comments on States commitments and implementation:** Team to ascertain the action taken on the State's commitments made during PAB 2009-10.

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

| Commitments  | Achievement  | Comments   |
|--|--|--|
| <p>I) The State will take action on the comments made by the PAB on the progress and action taken on the commitments and Result Framework of 2008-09 given in Para5.1 &amp; 5.2 above which remained unfulfilled and be reported as per the timelines agreed. - Annexed to the commitments</p> | <p>Enclosed in Annexure</p>  | <p>Item wise comments in the annexure.</p>                             |
| <p>II) The State will share progress in putting in place performance</p>   | <p>State level workshop was held based on that district and Divisions, level workshops</p> | <p>The Team takes note of the progress made. However, the progress</p> |

| Commitments   | Achievement  | Comments   |
|---|--|--|
| <p>indicators for teachers and trainers by 31st July, 2009 and use them for tracking and enhancing their performances.</p>  | <p>are held, the performance indicators will be consolidated and finalized at the State level.</p>   | <p>is too slow and needs to be expedited. Use of performance indicators for teachers and trainers should start at the earliest.</p>                      |
| <p>III) Improving teacher accountability through performance indicators (eg ADEPTS) and VEC / SDM supervision by devolving of specific powers to them.</p>  | <p>Every school has an SDMC which looks after all round development of the school.</p>   | <p>The State seems to be acting on fulfillment of the commitment but more information in this regard is required to assess the degree of compliance.</p> |
| <p>IV) Regarding teacher accountability systems and mechanisms, the State would:</p> <p>a) Provide information on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p> <p>b) Provide details of the system for recording teacher attendance with inputs from the community and the Block/district education officials.</p> <p>c) Provide details of the system for regular monitoring of student's</p> | <p>a) SDMCs are reviewing the performance of teachers and staff regularly.</p> <p>b) SDMCs are monitoring the attendance of the teachers, non-teaching staff and students.</p> <p>c) All education Department Officials are visiting the school to check attendance and achievement of the students.</p> | <p>The State seems to be taking action on the desired lines.</p>   |

| Commitments  | Achievement   | Comments  |
|--|---|---|
| attendance.  |   |   |
| <p>V) State will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1</p>   | <p>Development and realization will be undertaken by CPI. as per PTR, and need based.</p>   | <p>An effective system still does not seem in place</p> <p>Although average PTR at State level is very comfortable (17, 27 &amp; 24 respectively for primary, upper primary and elementary). There are several schools with very high PTR e.g. Yadgiri district has reported 11.64% schools with PTR &gt; 40 at Primary and Bijapur has 23% schools at Upper Primary which are reported PTR more than 40:1.</p> |
| <p>VI) Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/SSA at village/block/district level.</p> | <p>All schools have SDMC. The president of SDMC is the chairman of PRI. SDMC is the supervising authority for the school Development.</p> | <p>The commitment has been fulfilled.</p>   |
| <p>VII) Wherever elementary cycle is not 5+3 years, State government to take policy decision to synchronize elementary cycle as per NPE (1992), which means five years of primary (I-V) and three years of upper</p>                       | <p>As per NPE revised cycle (1-V and VI-VIII) has been sent to the Government to take decision. It is under process.</p>                  | <p>This commitment is long overdue with the State and so far it remains unfulfilled, There is need to expedite the process and synchronize the elementary cycle with the rest of the country in a time bound fashion.</p>   |

| Commitments   | Achievement   | Comments   |
|---|---|--|
| primary (VI-VIII).  |   |  |
| VIII) State will move towards unified or single system of educational statistics at the elementary level i.e, for DISE & SES. DISE data 2009-10 will be submitted latest by 30th of January 2010 after independent check for data validation. | In Karnataka, for all purpose DISE data have been using. As per the commitment 2009-10 DISE data entry and consistency checks process have been completed at district level. After generating the data , will be submitted in the month of Jan, 2010. | DISE 2009-10 has been used in planning for the AWP&B 2010-11 but the data has not yet been submitted to NUEPA., however, it seems that the data will be submitted to NUEPA soon as the process of mandatory sample check is also over. |
| IX) Ending parallel post of District Coordinator for SSA implementation at district level in States where such arrangements are still in place.   | In Karnataka we do not have parallel post of District Co-ordinator for SSA implementation at District Level. DDPI of the districts is Ex-officio is the District project Co-ordinator.  | The State is meeting the commitment.   |
| X) Constitution of and holding of regular meetings of District Level Monitoring Committee, for SSA & MDM as envisaged in Para 4.13 of SSA Framework for implementation.   | District Monitoring Committee is constituted in every district and every quarter these committees are meeting and they are monitoring the timely implementation of SSA activities.  | The Action Taken Report by the State is appreciable but submitted to TSG.  |
| XI) The backlog of teacher vacancies (2424 under SSA and 9539 under State budget) should be filled in by July 2009.   | 1165 primary teachers and 100 TGT teachers under SSA, 2841 primary teachers under state Government will be filled by Jun-2010. (Provision List is already announced)  | The commitment has not been met. The progress is very slow.  |
| XII) The Annual Report for 2007-08 was due for submission by December 2008 which  | 2007-08 Annual Reports are submitted to MHRD and distributed to all the concerned in the month of   | Action has been taken. However, the State should take action to submit the Annual  |

| Commitments  | Achievement   | Comments   |
|--|---|--|
| has not yet been submitted by the State. The State should take immediate action to submit the same by 28th February 2009.  | February, 09.   | Report for 2008-09 which was due on 31-12-2009.  |
| XIII) The internal audit is in arrears which should be brought to a concurrent stage by strengthening the internal audit mechanism.  | During 2009-10, it will be .....to concurrent   | The State to strengthen the internal audit system by engaging more CA firms to bring the same on concurrent basis. |
| (XIV) Some deficiencies have been pointed out in the Accounts by the Statutory Auditor in the Audit Report of 2007-08 which should be addressed keeping in view the provisions of the Manual on Financial Management and Procurement.                                    | Complied to CA observations. Necessary initiation is taken up to address as per Financial Management & procurement. | The State to take immediate action for the compliance of audit observations.                                       |
| 13. The release of funds to SSA Karnataka will be further guided by the following conditions.<br><br>I) The State Government should give a written commitment for meeting its share of the SSA of the budget approved according to 60:40 Centre - State sharing pattern. | -<br><br>Matching grant is made available against release of Govt. grant  | Rs.25.52 crore is still the back log State share. The State should ensure that the same is released urgently.      |
| II) First installment of   | Condition Complied.   | The commitment is met  |

| Commitments  | Achievement  | Comments  |
|--|--|---|
| <p>the State share should also be released to the State Society within one month of the releases of Central share to the State Society.</p>  |  |   |
| <p>III) At least 50% of the teachers recruited should be female.</p>   | <p>54.69% Female teachers are working in Karnataka</p>   | <p>The commitment is met</p>                        |
| <p>IV) 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.</p>  | <p>The SDMCs are involved in monitoring the teacher attendance but salary is dispersed through the department.</p> | <p>The commitment has been fulfilled partially.</p> |
| <p>V) 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 have to be incurred only through these bodies as per SSA norms.</p> | <p>In our State, these expenditure will be through SDMC's only.</p>  | <p>The commitment is met</p>                        |
| <p>VI) 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</p>   | <p>The State is maintaining the required level of investment to Elementary Education.</p>                          | <p>The commitment is met</p>                        |



| Commitments  | Achievement   | Comments                          |
|--|---|-----------------------------------|
| release of second installment. The contribution as State share for SSA will be over and above this investment.   |   |                                   |
| VII) 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. | Govt. of India has sanctioned release of 2 <sup>nd</sup> installment of grant to State Implementation Society on 11.11.2009 | The condition has been fulfilled. |
| VIII) All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.  | All appointments under the Head of Management Cost are outsourced on contract basis having functional computer literacy.    | The commitment is met             |

Annexure – 1

Para 5.1 to PAB commitments 2009-10

| 2008-09 PAB commitment Action taken report                                | Comment by PAB   | Concerned Officer                              | Comments of the Appraisal team 2010-11   |
|---|--|--|--|
| Reduction of all out of school children to zero by 2008-09 with a mandate | Around 35 thousand children continue to be out of school. These are the hardest to reach | Specific strategies like Asha Kirana, Seasonal | The State has reported that the number of OOSC has increased from 35 thousand to around 1.08 lakh. The State has attributed this |

|   |   |   |  |
|---|---|---|--|
| <p>to ensure universal enrolment during 2008-09</p>                             | <p>children and specific strategies are needed to enroll them.</p>  | <p>Bridge course, tent school transportation facilities are providing to these hard core children to bring them to the mainstream.</p>  | <p>sharp increase to floods, a more intensive survey and the likelihood of underage or over are being accounted as OOSC. The State is planning to enroll all the children through different strategies.</p>  |
| <p>Reduction in drop out rate from 10% to 5% during 2008-09. (DISE)</p>         | <p>Although there is progress in reducing dropout, however, the district wise situation is not that encouraging. Several districts have a dropout rate higher than the State average. In some of these districts the dropout rate is quite high i.e. over 25%. Some districts have even reported increase in dropout rate. A more focused approach is needed for addressing; the issues to bring the districts in parity on the indicator of retention.</p> | <p>The State office is initiating an intensive study of dropout phenomena across the districts of the State in a multi centric design with the involvement of DIETs to evolve District specific action strategies for addressing the phenomena through a need based approach.</p> | <p>Some action seems to have been initiated According to DISE 2009-10 furnished by the district, dropout at Primary 4.60 and at upper primary 8.10. The Highest dropout is reported in Chikmanglore i.e. (17.44%) for primary followed by Chikballapur (9.52%) at Upper Primary the highest dropout rate is reported from Ramnagar district (17.05) followed by Tumkur ( 15.08) or Bellari (14.81)</p> |
| <p>Reduction in gender gap by 2% during 2008-09 from 2005-06 level of DISE.</p> | <p>The gap has been reduced only by 0.3% against the committed target of 2% , which implies that the commitment has not been met.</p>   | <p>Gender Gap in the State in Access and participation is non existent. While there is an</p>   | <p>Action is being taken and gender gap is negligible in Govt. and aided schools. However, on including the private sector also there is some gender gap that is 5.3 % primary and 3.7 upper primary according to the</p>  |

|  |  |   |   |
|--|--|---|---|
|  |  | observed gap of 1.2% in transition rates. This will be addressed during 2010-11.  | data furnished by the State.  |
| Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools as per the schedule.                                   | The commitment has not yet been met. The State should take immediate steps to meet the commitments.  | Outcomes are being reported regularly in QMT of NCERT.  | Action has been taken   |
| Elimination of single teacher schools to the minimum level based on the enrollment of students and no schools without blackboard during 2008-09. | Single teacher schools still exist in sizable number. Also, there is confusion on the definition for calculating the single teacher school viz the figures quoted in the column at right against the sanctioned teachers whereas against working teachers the number gets almost doubled | Exercise of identifying single teacher school has been done and excess teachers are being redeployed to those identified schools in phased manner.      | There is little reflection of progress on this issue. And it seems not much headway has been made so far. Mandiya has 13% schools which are reported single teacher similarly Ramnagar (11.55%) and Bangalore rural (11.42%) are district with high percentage of single teacher schools as reported by state based on DISE 2009-10. The state average for single teacher schools based on above source 4.5% which come to roughly around 5 thousand schools. |
| Efforts to enhance enrolment of girls from the minority community (Muslims) in KGBV schools in the districts with substantial Muslim population. | 100% enrolment of Muslim girls is reported in the two KGBVs sanctioned in minority concentrated districts. Against total KGBV enrolment of 5442 Muslim girls are reported to be 427 i.e. 8%.   | All the efforts are made to enhance the enrolment of Muslim girls in KGBVs. Muslim Community is sensitized to send their Out of School Girl Children to | In the 64 KGBVs operational in the State, Muslim girls enrolment is reported to be 503 out of the total of 6381 (7.8%)  |

|   |  |   |  |
|---|--|---|--|
|   |  | <p>KGBV. All Out of school girl children in 2 blocks are enrolled to KGBV schools (Minority) in districts with substantial Muslim population.</p> <p>473 Muslim Girl Children are enrolled out of total 6222 enrolled girls in all 64 KGBVs.</p>  |  |
| <p>The expected outcomes initiatives are as under for the year 2008-09 :- for table refer PAB proceedings of 2009-10 page 5 &amp; 6</p> | <p>The State needs to improve its progress for meeting the commitment w.r.t. NER,</p> <p>Retention. On other indicators positive progress is made. Data has not been provided for grade III learning achievement</p> | <p>Enforcement of Age specific enrolment of children in I Std. is being observed seriously during 2010-11. Directive to this effect are in place.</p> <p>Nali-Kali made of transactions is proposed for 3<sup>rd</sup> Std. during 2010-11 which will carry built in assessment of learning achievement</p> | <p>Action seems to be in the right direction</p> |

#### 4. Introduction & Planning process:-

The appraisal of 29 districts and the state component plan of Karnataka was undertaken during the second week of February 2010 at TSG Delhi. Members of the desk appraisal included Sh. K. Gopalan, Sh. Altab Khan, Sh. S.C.Girotra, Ms. Kiran Dogra, Dr. Anupriya Chaddha, Ms. Seema Rajput, Sh. Girija Shankar, Mr. Jitendra Panda, Mr. Amit Saxena, Mr. J.P. Maohanti, Ms. Suzana Andrade and Mr. Asadullah (all from TSG). The team shows its gratitude to the state representatives from Karnataka who helped in the process by providing necessary input and clarifications.

It has been mentioned in the AWP&B that the consolidated plan of Karnataka State have been worked upon the actual needs of 29 districts grouped into four divisions of the state for improving the learning levels and ensuring regular participation of children in schools thereby increasing retention and transition and reducing gender and other social gaps.

The document reflects a holistic approach towards UEE with integrated quality and measurable outcomes. Block level EDI has been developed using 2008-2009 data and four broad parameters i.e. access, infrastructure, teacher related indicators and outcomes. This helped in backward districts and Bangalore as metro city receiving higher share and other districts with higher EDI receiving lower share bringing about inter district parity.

The activities are well listed and detailed keeping the diverse perspectives in view. Several interventions have been upgraded during the current phase e.g. Nali Kali. There exists great convergence with NGO and other agencies in allied areas such as water supply sanitation, child labor etc. Special attention is given to minorities and metro cities i.e. preparation of book called "Prayatna" for Lambani children and 'Karnataka Drashan'-an educational tour. Such initiatives bring to light the innovation and context specific bottom-up approach used in planning (habitation and block level). The concerns of the MHRD with respect to urban deprived and the metro city plans for covering out of school children have been duly taken care of in this plan. The state has the capacity to implement the plan in the stipulated time frame. There is however, a lot of data related problem in the plans. There is no mention of the data of previous years to facilitate trend analysis, also, there is very little desegregation of data which limits any attempt ascertain the micro picture, in addition to these there are some issues that emerge while assessing the overall direction of the state and preparedness for the coming year. These have been discussed in the following paragraph.

**The State as a whole has made noticeable progress in the components of access and quality. Under these two components it is trying different innovations for example, feeder schools, and the learning programme. The State as a whole is comfortably placed with regard to the other two components i.e. retention and equity, however, at the district level the picture is diverse and there are several districts where performance is much below the state average. There is an overwhelming need to improve planning so as to bridge this gap. Availability and quality of data is a major impediment concerning the preparedness of the state for the implementation in 2009-10. large number of single teacher schools and very high PTR in some schools, along with high dropout in several districts pose a challenge to retention and**

quality. There is a strong case for teacher rationalization, which needs to be taken up seriously.

## **URNAN PLANNING**

### **Background**

The state has made significant progress in achieving UEE under the umbrella of SSA. Despite the overall development, problems persist in universalisation of enrolment due to hard to reach dropouts, scattered populations, construction workers, migrations etc. These issues cause concern and require more sustainable efforts.

The elementary education for these children, if suitably organized could emerge as a trendsetter. Keeping in view the most vulnerable urban children deprived of their elementary education, a judicious mix of academic and vocational courses are essential.

**The objectives are to:**

- **Promote continuous education to achieve UEE.**
  - **Imbibe knowledge and develop relevant need based skills.**
  - **Provide access to education irrespective of region or formal qualification.**
  - **Provide learning at one's own pace, place & time.**
  - **Systematize, strengthen & certify the academic needs of Deprived Urban Children.**
- 
- **Based on studies, examination and feedback after the execution of programs under the SSA, it is observed that there were some practical issues that brought in deficiency in reaching the targeted goal, particularly in Urban parts of the state.**
  - **Taking into account the speed, accuracy and achievements that are reported by the overall performance of the city's industrialization, it is necessary that these deficiencies are overcome by identifying the weak areas of threats that are observed as impediment for the implementation of UEE, and conduct survey to know the factors that made the programme inoperative to reach the planned target.**
  - **In order to create awareness in the booming environmental situation, as well as in the socio-economical and political changes that are taking place in the district, and to emerge as one of the best states and city in India, it requires the involvement of the other departments and the voluntary organizations associated with community development programmes to converge and associate for continuous implementation of UEE in all the nooks and corners of cities in Karnataka.**

**On an analysis of wards and their habitation status, it was observed that there have been certain pockets in the wards where the children are found to be street children, slum children, children living on construction sites, bonded labourers, frequent migrants, etc.**

**During the survey of the wards, it was found that children are made to:**

- Stay at home to care for younger siblings
- Work in the fields
- Earn in cottage industries
- Earn in tea stalls/restaurants
- Earn as domestics in middle class homes
- Street begging
- Picking rags and bottles
- Migrate with their families in search of livelihood etc

## Planning Process

Planning process has commenced in the month of November, by orientation all the officials of the district level at state office. The division wise meetings were held on 26. 01.2009 for Belgaum and Gulbarga Division and on 27.11.2009 for Bangalore and Mysore Division at SPO attended by DPCs, APCs and Computer Programmers. During these meetings mid-year review of the progress of AWP&B 2009-10 was also done.

Each school was provided with a format for the school level planning by involving WEC/PTA 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/city AWP&B was evolved. Planning committees were constituted before starting the planning process. The state plan document has not provided evidences actual consultations took place at Zones, sub-zones and ward level to ensure participatory planning as envisaged under SSA.

From January 21<sup>st</sup> appraisal of the district/city plans started at State office. Each officer had given in-charge of two to three districts including cities/towns, every chapter of the plan document was thoroughly checked by the nodal officer and guidance was given to improve the information provided in the final copy of the document. The final copy of the document approved by the Chief Executive Officer of the district/city was submitted to state office, and consolidation of all the district plan /city separate & supplementary plans was done at state office.

## Component Wise Appraisal of Cities/Urban areas: Karnataka

In view of focusing more rigorously in urban areas for effective planning & implementation, thorough analysis & verification pertaining to almost all the component has been done during the appraisal taking into account need based planning from the ward level up to the state level for achieving universal elementary education in urban areas. **The state Karnataka has provided status, progress & proposal for AWP&B 2010-11 in regard to 16 cities/corporation out of the 29 total districts in the state.** Following are the component-wise appraisal report for the year 2010-11:

1. Population, Enrolment and Out of school children. (6-11 and 11-14 years) of the Urban block

| Sl. No | Name of the city | Indicator     | 6-11 age, group |        |        | 11-14 age, group |        |        | Grav Total |
|--------|------------------|---------------|-----------------|--------|--------|------------------|--------|--------|------------|
|        |                  |               | Boys            | Girls  | Total  | Boys             | Girls  | Total  |            |
| 1      | Mangalore        | Population    | 13461           | 12708  | 26169  | 9071             | 8809   | 17880  | 44049      |
|        |                  | Enrolment     | 13,275          | 12,566 | 25841  | 8,733            | 8,749  | 17482  | 43323      |
|        |                  | Out of School | 186             | 142    | 328    | 338              | 60     | 398    | 726        |
| 2      | Hubli Darwad     | Population    | 29441           | 27553  | 56994  | 28919            | 26253  | 55172  | 112166     |
|        |                  | Enrolment     | 29132           | 27452  | 56584  | 28634            | 25854  | 54488  | 111042     |
|        |                  | Out of School | 309             | 101    | 410    | 285              | 399    | 684    | 1112       |
| 3      | Tumkur           | Population    | 25956           | 23167  | 49123  | 18848            | 14051  | 32899  | 82022      |
|        |                  | Enrolment     | 23375           | 21397  | 44772  | 14782            | 12236  | 27018  | 71790      |
|        |                  | Out of School | 124             | 72     | 196    | 336              | 221    | 557    | 732        |
| 4      | Bangalore Urban  | Population    | 334250          | 315414 | 649664 | 176386           | 170848 | 347234 | 996902     |
|        |                  | Enrolment     | 298928          | 234899 | 533827 | 124770           | 118683 | 243453 | 777280     |
|        |                  | Out of School | 35322           | 10324  | 45646  | 980              | 963    | 1943   | 47422      |
| 5      | Bijapur          | Population    | 24979           | 21898  | 46877  | 10755            | 13428  | 24183  | 71060      |
|        |                  | Enrolment     | 22337           | 21213  | 43550  | 11150            | 10914  | 22064  | 65514      |
|        |                  | Out of School | 2259            | 1786   | 4045   | 15               | 19     | 34     | 4046       |
| 6      | Chitradurg.      | Population    | 6264            | 5702   | 11966  | 3203             | 3424   | 6627   | 18593      |
|        |                  | Enrolment     | 6254            | 4964   | 11218  | 3183             | 3401   | 6584   | 17802      |
|        |                  | Out of School | 10              | 738    | 748    | 20               | 23     | 43     | 745        |
| 7      | Bellary          | Population    | 61600           | 59205  | 120805 | 31165            | 27973  | 59138  | 179943     |
|        |                  | Enrolment     | 62,665          | 59,357 | 122022 | 30,895           | 27,482 | 58377  | 180399     |
|        |                  | Out of School | 3744            | 3564   | 7308   | 134              | 140    | 274    | 7309       |
| 8      | Hospet           | Population    | 24741           | 23403  | 48144  | 9785             | 8698   | 18483  | 66627      |
|        |                  | Enrolment     | 24,052          | 22,235 | 46287  | 11,948           | 10,619 | 22567  | 68854      |
|        |                  | Out of School | 1834            | 1759   | 3593   | 39               | 55     | 94     | 3593       |
| 9      | Gadag            | Population    | 10706           | 9800   | 20506  | 8668             | 8030   | 16698  | 37204      |
|        |                  | Enrolment     | 9,567           | 8,817  | 18384  | 5,824            | 4894   | 10718  | 29162      |
|        |                  | Out of School | 57              | 46     | 103    | 67               | 47     | 114    | 103        |
| 10     | Gulbarga         | Population    | 38343           | 33506  | 71849  | 27494            | 25949  | 53443  | 125292     |
|        |                  | Enrolment     | 37552           | 32797  | 70349  | 27102            | 25609  | 52711  | 123060     |
|        |                  | Out of School | 791             | 709    | 1500   | 392              | 340    | 732    | 1500       |
| 11     | Kolar            | Population    | 9102            | 9901   | 19003  | 5809             | 5605   | 11414  | 30417      |
|        |                  | Enrolment     | 9,246           | 8,650  | 17896  | 5,721            | 5,368  | 11089  | 28985      |
|        |                  | Out of School | 48              | 38     | 86     | 86               | 96     | 182    | 86         |
| 12     | Belgaum          | Population    | 17791           | 15646  | 33437  | 13300            | 11867  | 25167  | 58604      |
|        |                  | Enrolment     | 17086           | 14989  | 32075  | 13109            | 11704  | 24813  | 56788      |
|        |                  | Out of School | 79              | 89     | 168    | 135              | 101    | 236    | 168        |
| 13     | Mandya           | Population    | 11460           | 11882  | 23342  | 8460             | 6882   | 15342  | 38724      |
|        |                  | Enrolment     | 10551           | 10355  | 20906  | 6532             | 6678   | 13210  | 34171      |



| Sl. No | Name of the city   | Indicator            | 6-11 age, group |               |                | 11-14 age, group |               |               | Grand Total    |
|--------|--------------------|----------------------|-----------------|---------------|----------------|------------------|---------------|---------------|----------------|
|        |                    |                      | Boys            | Girls         | Total          | Boys             | Girls         | Total         |                |
|        |                    | Out of School        | 50              | 22            | 72             | 148              | 43            | 191           | 263            |
| 14     | Shimoga            | Population           | 34818           | 33211         | 68029          | 19106            | 18283         | 37389         | 105418         |
|        |                    | Enrolment            | 33242           | 32716         | 65958          | 18503            | 17302         | 35805         | 101763         |
|        |                    | Out of School        | 12              | 23            | 35             | 62               | 47            | 109           | 144            |
| 15     | Mysore             | Population           | 117159          | 110431        | 227590         | 93870            | 84410         | 178280        | 405870         |
|        |                    | Enrolment            | 113259          | 93458         | 206717         | 90891            | 86872         | 177763        | 384480         |
|        |                    | Out of School        | 1461            | 1284          | 2745           | 1589             | 1237          | 2826          | 5571           |
| 16     | Raichur            | Population           | 11110           | 9922          | 21032          | 8218             | 7444          | 15662         | 36694          |
|        |                    | Enrolment            | 10833           | 9629          | 20462          | 8181             | 7378          | 15559         | 36021          |
|        |                    | Out of School        | 277             | 293           | 570            | 37               | 66            | 103           | 673            |
|        | <b>Grand Total</b> | <b>Population</b>    | <b>771181</b>   | <b>723349</b> | <b>1494530</b> | <b>473057</b>    | <b>441954</b> | <b>915011</b> | <b>2409541</b> |
|        |                    | <b>Enrolment</b>     | <b>756686</b>   | <b>696747</b> | <b>1453433</b> | <b>461594</b>    | <b>435931</b> | <b>897525</b> | <b>2350958</b> |
|        |                    | <b>Out of School</b> | <b>46563</b>    | <b>20990</b>  | <b>67553</b>   | <b>4663</b>      | <b>3857</b>   | <b>8520</b>   | <b>76073</b>   |

### Observation

As seen in the above table enrolment of primary section in the current year in the above 16 cities/corporation is 145.3 against the enrolment of upper primary i.e. 89.7. Total enrolment as reported is 23.50 at the elementary level in the above 16 cities of the state Karnataka. Report on OoSC as seen in the above table includes potential drop-out as reported by the state in the 16 cities/corporations as shown above i.e. 7.6 lakh.

### 1.1 Status of Urban Bodies (Million Plus City & Other Blocks)

Table-A

| SL. No. | District/City (MPC) | Nagar Panchayat/Municipality          | Municipal Corp. | No. of Zones | No. of Wards |
|---------|---------------------|---------------------------------------|-----------------|--------------|--------------|
| 1       | Mangalore City      | -                                     | -               | -            | 45           |
| 2       | DHARWAD             | Hubli – Dharwad Municipal Corporation | HDMC            |              | 67           |
| 3       | Tumkur              | 1                                     | 1               | 1            | 35           |
| 4       | Bangalore Urban     | -                                     | 1               | 4            | 145          |
| 5       | Bijapur City        | -                                     | 1               | 0            | 35           |
| 6       | Chitradurga         | Municipality                          | -               | -            | 36           |
| 7       | BELLARY             | 40                                    | 2               | 2            | 132          |
| 8       | HOSPET              | 23                                    | 1               | 1            | 67           |
| 9       | Gadag               | Gadag-Betagiri                        | Gadag-Betagiri  | -            | 35           |
| 10      | Gulbarga            | Gulbarga Municipal Corporation        | 1               | 1            | 55           |
| 11      | K.G.F               | 1                                     | -               |              | 35           |
| 12      | Belgaum             | Belgaum city                          | CMC Belgaum     | 2            | 59           |

| SL. No. | District/City (MPC) | Nagar Panchayat/Municipality | Municipal Corp. | No. of Zones | No. of Wards |
|---------|---------------------|------------------------------|-----------------|--------------|--------------|
| 13      | Mandya              | Mandya City                  | Mandya CMC      | 1            | 35           |
| 14      | Bhadravathi         | CMC Bhadravathi              | CMC             | 0            | 35           |
| 15      | Shimoga             | CMC Shimoga                  | CMC             | 0            | 35           |
| 16      | Mysore              | 0                            | 1               | 5            | 64           |
| 17      | Raichur Block       | Raichur city                 | CMC Raichur     | 2            | 35           |
|         | <b>Total-17</b>     | <b>17</b>                    | <b>16</b>       | <b>19</b>    | <b>905</b>   |

### Observation

There are 19 total zones & 12 municipal corporations as reported in the above 12 cities out of 17 cities/corporations given above including the million plus city Bangalore urban, remaining other cities did not report any zones rather these cities have municipality & Nagar panchayats. Number of wards as reported above is 905 in the 17 corporations/cities.

### 1.2 Status of Access (Million Plus Cities & Other Blocks)

| Sl.No | District/City (MPC) | PS          | UPS         | EGS      | AIE        | PS:UPS         | No. of Children enrolled |             |
|-------|---------------------|-------------|-------------|----------|------------|----------------|--------------------------|-------------|
|       |                     |             |             |          |            |                | EGS                      | AIE         |
| 1     | Mangalore City      | 68          | 68          | 0        | 0          | 01:01          | -                        | -           |
| 2     | HDMC                | 106         | 80          |          |            | 1.3            |                          |             |
| 3     | Tumkur              | 293         | 212         | 0        | 0          | 1.38           | 0                        | 0           |
| 4     | Bangalore Urban     | 1112        | 2805        | 0        | 222        | 01:02          | 0                        | 3014        |
| 5     | Bijapur             | 35          | 87          | 0        | 0          | 01:02.4        | 0                        | 0           |
| 6     | Chitradurga         | 21          | 87          | -        | -          | 01:04.1        | -                        | -           |
| 7     | BELLARY             | 103         | 180         |          |            | 01:01.2        |                          |             |
| 8     | HOSPET              | 71          | 123         |          |            | 01:01.7        | 0                        | 0           |
| 9     | Gadag-Betagiri      | 0           | 0           | 0        | 0          | 01:02          | 0                        | 0           |
| 10    | Gulbarga            | 30          | 53          | 0        | 0          | 01:01          | 0                        | 0           |
| 11    | K.G.F               | 86          | 104         | 0        | 0          | 01:01.2        |                          |             |
| 12    | Belgaum             | 75          | 165         |          |            | 01:01.4        |                          |             |
| 13    | Mandya              | 41          | 72          | 0        | 0          | 01:01.8        |                          |             |
| 14    | Bhadravathi         | 26          | 38          | 0        | 0          | 01:01.4        | 0                        | 0           |
| 15    | Shimoga             | 19          | 63          | 0        | 0          | 01:03.3        | 0                        | 0           |
| 16    | Mysore              | 63          | 317         | 0        | 0          | 01:01.2        |                          |             |
| 17    | Raichur Block       | 111         | 151         |          |            | 01:01.3        |                          |             |
|       | <b>Total</b>        | <b>2260</b> | <b>4605</b> | <b>0</b> | <b>222</b> | <b>0.49077</b> | <b>0</b>                 | <b>3014</b> |

### Observation

As observed in the above table that 17 cities are having 2260 primary schools and 4605 upper primary schools and 222 AIE centers respectively. Ratio of PS & UPS as seen is comfortable in these cities. 3014 children of elementary level are enrolled in these AIE centres. Moreover, Gadag Beta giri having no information on schools as seen in the above table although ratio of PS & UPS as shown is 1:02.

### 1.3 Progress-2009-10 (Primary & Upper primary)

| Sl.No | District/City          | Primary & Upper Primary |            |                     |                |                           |                |
|-------|------------------------|-------------------------|------------|---------------------|----------------|---------------------------|----------------|
|       |                        | Sanctioned              |            | Operational-Primary |                | Operational-Upper Primary |                |
|       |                        | PS                      | UPS        | Buidg. Less         | With buildings | Buidg. Less               | With buildings |
| 1     | Mangalore              | 0                       | 0          | 0                   | 0              | 0                         | 0              |
| 2     | HDMC                   | 1                       |            | 2                   | 27             |                           | 107            |
| 3     | Tumkur                 | 293                     | 212        | 7                   | 286            | 9                         | 203            |
| 4     | <b>Bangalore Urban</b> | 14                      | 0          | 14                  | 0              | 0                         | 0              |
| 5     | Bijapur                | 0                       | 0          | 7                   | 28             | 3                         | 84             |
| 6     | Chitradurga            | 0                       | 0          | 0                   | 0              | 0                         | 0              |
| 7     | BELLARY                | 10                      | 0          | 10                  | 10             | 0                         | 0              |
| 8     | HOSPET                 | 0                       | 0          | 0                   | 0              | 0                         | 0              |
| 9     | Gadag-Betagiri         | 0                       | 0          | 0                   | 0              | 0                         | 0              |
| 10    | Gulbarga               | 30                      | 53         | 0                   | 30             | 0                         | 53             |
| 11    | K.G.F                  | 1                       | 0          | 0                   | 0              | 0                         | 1              |
| 12    | Belgaum                | 2                       |            |                     |                |                           |                |
| 13    | Mandya                 | 0                       | 0          | 0                   | 0              | 0                         | 0              |
| 14    | Bhadraavthi            | 1                       | 0          | 0                   | 26             | 0                         | 26             |
| 15    | Shimoga                | 2                       | 0          | 0                   | 19             | 0                         | 19             |
| 16    | Mysore                 | -                       | -          | 7                   | 23             | 13                        | 70             |
| 17    | Raichur Block          | 2                       | -          | 2                   | 119            | 1                         | 132            |
|       | <b>Total</b>           | <b>356</b>              | <b>265</b> | <b>49</b>           | <b>568</b>     | <b>26</b>                 | <b>695</b>     |

### Observation

As seen in the above table 356 primary schools & 265 upper primary schools sanctioned last year 2009-11 in 6 cities out of 17 cities/corporations above, out of which 49 primary and 26 upper primary schools are building less as reported in the above table. No information is confirmed for completion of these above building less schools.

**Proposal: Access**

| Sl.No | District/City (MPC) | PS | UPS | RBC | NRBC | Others* like-worksite school etc. | PS:UPS  |
|-------|---------------------|----|-----|-----|------|-----------------------------------|---------|
| 1     | Mangalore           | 0  | 0   | 2   | 1    | -                                 | 01:01   |
| 2     | HDMC                | 1  | -   | 4   | 25   | -                                 | -       |
| 3     | Tumkur              | 0  | 0   | 7   | 31   | 02                                | .1.38   |
| 4     | Bangalore Urban     | 0  | 18  | -   | -    | -                                 | 01:01.5 |
| 5     | Bijapur City        | 0  | 7   | -   | -    | -                                 | 01:02.4 |
| 6     | Chitradurga         | 0  | 0   | -   | -    | -                                 | 02:01.7 |
| 7     | BELLARY             | 0  | 0   | -   | -    | -                                 | 0       |
| 8     | HOSPET              | 0  | 0   | -   | -    | -                                 | 0       |
| 9     | Gadag Betagere      | 0  | 0   | 02  | 0    | -                                 | 0       |
| 10    | Gulbarga            | 0  | 0   | 20  | 20   | 06                                | 1:2     |
| 11    | K.G.F               | 0  | 0   | 02  | 2    | -                                 | 01:01.2 |
| 12    | Belgaum             | 2  | -   | 06  | 4    | 06                                | 01:01   |
| 13    | Mandya              | 0  | 0   | 02  | 0    | -                                 | 01:01.8 |
| 14    | Bhadravathi         | 0  | 0   | 0   | 1    | -                                 | 0       |
| 15    | Shimoga             | 0  | 0   | 02  | 1    | -                                 | 0       |
| 16    | Mysore              | 0  | -   | 01  | 1    | -                                 | -       |
| 17    | Raichur Block       | 2  | 20  | 11  | 6    | -                                 | 01:01   |
| Total | 16                  | 05 | 45  | 59  | 92   | 14                                | 1.51135 |

**Recommendation/Observation**

Only three cities out of 17 cities/corporation mentioned above proposed for new primary schools as seen in the above table- HDMC (1), Belgaum (2) and Raichur Block (02) after thorough survey is carried-out. Similarly, 3 cities are proposing 45 upper primary schools, Raichur Block has maximum proposal i.e. 20. Total 59 RBC & 92 NRBC as a special centres are also proposed before mainstreaming into age appropriate class as per RTE for this year 2010-11 in the above 11 cities/corporation for urban deprived children. Moreover, 14 worksite schools are also proposed to cover the migrant children in three corporations after identification. Detail children to be covered are given in the next table.

**1.1 Educational Indicators**

Educational indicators form the basis for planning, monitoring and assessing the actual needs and evaluation of various aspects of education. The major decisions and proposals are made on the basis educational data, it is quite necessary that the data should be reliable and authentic.

## Enrolment (All Communities)

### A. PRIMARY (2007-08 to 2009-10)

| Sl. No. | Name of District/City | 2007-08       |               |                | 2008-09       |               |                | 2009-10       |               |                |
|---------|-----------------------|---------------|---------------|----------------|---------------|---------------|----------------|---------------|---------------|----------------|
|         |                       | B             | G             | Total          | B             | G             | Total          | B             | G             | Total          |
| 1       | Mangalore City        | 778           | 564           | 1342           | 1701          | 1413          | 3114           | 1609          | 1317          | 2926           |
| 2       | HDMC                  | 20994         | 23532         | 44526          | 20490         | 22364         | 42854          | 18623         | 20472         | 39095          |
| 3       | Tumkur                | 6743          | 6252          | 12995          | 5655          | 5390          | 11045          | 5593          | 5315          | 10908          |
| 4       | Bangalore Urban       | 264525        | 247583        | 512108         | 334250        | 315414        | 649664         | 334250        | 315414        | 649664         |
| 5       | Bijapur City          | 20487         | 19463         | 39950          | 22337         | 21213         | 43550          | 22337         | 21213         | 43550          |
| 6       | Chitradurga           | 8027          | 6991          | 15018          | 6274          | 5904          | 12178          | 6352          | 5916          | 12268          |
| 7       | BELLARY               | 32,923        | 32,204        | 65127          | 26749         | 27785         | 54534          | 33,686        | 41,071        | 74,757         |
| 8       | HOSPET                | 11,613        | 10,359        | 21972          | 17149         | 17974         | 35123          | 21,997        | 27,736        | 49,733         |
| 9       | Gadag-Betagiri        | 4921          | 5014          | 9935           | 9466          | 8833          | 18299          | 9390          | 8744          | 18134          |
| 10      | Gulbarga              | 100996        | 100785        | 201781         | 108723        | 108609        | 119432         | 113642        | 113306        | 223948         |
| 11      | K.G.F                 | 1777          | 1739          | 3516           | 1628          | 1648          | 3276           | 1507          | 1432          | 2939           |
| 12      | Belgaum               | 18501         | 18539         | 37040          | 21902         | 19086         | 40988          | 20271         | 18485         | 38756          |
| 13      | Mandya                | 3,654         | 3,605         | 7259           | 3,457         | 3,481         | 6,938          | 1,318         | 1,190         | 2,508          |
| 14      | Bhadravathi           | 1281          | 1164          | 2445           | 1351          | 1184          | 4535           | 661           | 548           | 3209           |
| 15      | Shimoga               | 4118          | 3601          | 7719           | 4560          | 4040          | 10600          | 1928          | 1608          | 5536           |
| 16      | Mysore                | 35463         | 34278         | 69741          | 35959         | 34554         | 70513          | 30734         | 28747         | 59481          |
| 17      | Raichur Block         | 25,754        | 25,754        | 51508          | 25,754        | 25,122        | 50,876         | 27,931        | 26,035        | 53,966         |
|         | <b>Total</b>          | <b>562555</b> | <b>541427</b> | <b>1103982</b> | <b>647405</b> | <b>624014</b> | <b>1271419</b> | <b>651829</b> | <b>638549</b> | <b>1290378</b> |

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### Observation

Enrolment trends in the above 17 cities/corporation from 2007-08 to 2009-10 as shown is increased by 186396 which shows good progress. To ensure 100% coverage, state needs to strengthen the survey strategy in the urban/corporation areas. Enrolment increased by 137556 in the Bangalore Urban (Million Plus City) from 2007-08 to 2009-10.

### B. UPPER PRIMARY (2007-08 to 2009-10)

| Sl. No. | Name of District/City | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |        |
|---------|-----------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
|         |                       | B       | G      | Total  | B       | G      | Total  | B       | G      | Total  |
| 1       | Mangalore City        | 18118   | 18918  | 37036  | 18693   | 18725  | 37418  | 19117   | 18846  | 37963  |
| 2       | HDMC                  | 12957   | 16317  | 29274  | 16372   | 19745  | 36117  | 14183   | 16411  | 30594  |
| 3       | Tumkur                | 5096    | 4695   | 9791   | 30655   | 26552  | 57207  | 32010   | 27148  | 59158  |
| 4       | Bangalore Urban       | 133084  | 128353 | 261437 | 176386  | 170848 | 347234 | 176386  | 170848 | 347234 |
| 5       | Bijapur City          | 11006   | 10716  | 21722  | 11150   | 10914  | 22064  | 11150   | 10914  | 22064  |
| 6       | Chitradurga           | 3610    | 2903   | 6513   | 3273    | 3174   | 6447   | 3699    | 3857   | 7556   |
| 7       | BELLARY               | 8,587   | 8,401  | 16988  | 14402   | 13379  | 27781  | 13310   | 12864  | 26174  |

| Sl. No. | Name of District/City | 2007-08       |               |               | 2008-09       |               |               | 2009-10       |               |               |
|---------|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|         |                       | B             | G             | Total         | B             | G             | Total         | B             | G             | Total         |
| 8       | HOSPET                | 4,842         | 4,799         | 9641          | 8739          | 8180          | 16919         | 8469          | 8251          | 16720         |
| 9       | Gadag-Betagiri        | 3980          | 3590          | 7570          | 5868          | 4990          | 10858         | 5567          | 4774          | 10341         |
| 10      | Gulbarga              | 29677         | 28991         | 58668         | 29789         | 29065         | 58854         | 30308         | 29144         | 59452         |
| 11      | K.G.F                 | 12218         | 11424         | 23642         | 12248         | 11454         | 23702         | 12083         | 11562         | 23645         |
| 12      | Belgaum               | 6202          | 6237          | 12439         | 9194          | 8702          | 17896         | 12474         | 11526         | 24000         |
| 13      | Mandya                | 6,725         | 6,250         | 12975         | 12,846        | 12,020        | 24866         | 13,258        | 12,455        | 25713         |
| 14      | Bhadravathi           | 12204         | 11173         | 23377         | 11577         | 10455         | 22032         | 11346         | 10595         | 21941         |
| 15      | Shimoga               | 20157         | 18824         | 38981         | 18411         | 17653         | 36064         | 17572         | 16676         | 34248         |
| 16      | Mysore                | 15491         | 15191         | 30682         | 21575         | 21348         | 42923         | 24042         | 23396         | 47438         |
| 17      | Raichur Block         | 10,240        | 10,624        | 20864         | 5,768         | 6,013         | 11781         | 4,823         | 5,194         | 10017         |
|         | <b>Total</b>          | <b>314194</b> | <b>307406</b> | <b>621600</b> | <b>406946</b> | <b>393217</b> | <b>800163</b> | <b>409797</b> | <b>394461</b> | <b>804258</b> |

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### Observation

Enrolment in case of upper primary also shows a significant progress in the above cities/corporations although in some of the cities like **Mangalore City, Bhadravathi, Shimoga and Raichur** where enrolment decreased from 2007-08 to 2009-10. Enrolment also increased in the Bangalore Urban district (Million Plus City). Overall enrolment from 2007-08 to 2009-10 increased by 182658.

### Enrolment (Social Category Wise)

#### A. Enrolment-SC (Primary)

| Sl.No. | Name of District/City | 2007-08 |       |        | 2008-09 |       |        | 2009-10 |       |        |
|--------|-----------------------|---------|-------|--------|---------|-------|--------|---------|-------|--------|
|        |                       | B       | G     | Total  | B       | G     | Total  | B       | G     | Total  |
| 1      | Mangalore City        | 26      | 23    | 49     | 60      | 51    | 111    | 55      | 46    | 101    |
| 2      | HDMC                  | 2027    | 2018  | 4045   | 2903    | 2970  | 5873   | 2683    | 2652  | 5335   |
| 3      | Tumkur                | 1434    | 1219  | 2653   | 1213    | 1111  | 2324   | 1273    | 1058  | 2331   |
| 4      | Bangalore Urban       | 52141   | 49606 | 101747 | 54956   | 53835 | 108791 | 54956   | 53835 | 108791 |
| 5      | Bijapur city          | 243     | 278   | 521    | 294     | 318   | 612    | 294     | 318   | 612    |
| 6      | Chitradurga           | 1052    | 1036  | 2088   | 1695    | 1614  | 3309   | 1129    | 1088  | 2217   |
| 7      | BELLARY               | 2669    | 2410  | 5079   | 7014    | 6846  | 13860  | 6889    | 6875  | 13764  |
| 8      | HOSPET                | 1435    | 1326  | 2761   | 5467    | 5182  | 10649  | 5329    | 5139  | 10468  |
| 9      | Gadag-Betagiri        | 1083    | 862   | 1945   | 1056    | 814   | 1870   | 1419    | 981   | 2400   |

| Sl.No. | Name of District/City | 2007-08      |              |               | 2008-09      |              |               | 2009-10      |              |               |
|--------|-----------------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|
|        |                       | B            | G            | Total         | B            | G            | Total         | B            | G            | Total         |
| 10     | Gulbarga              | 7802         | 6809         | 14611         | 7794         | 6683         | 14477         | 7853         | 6746         | 14599         |
| 11     | K.G.F                 | 647          | 680          | 1327          | 623          | 646          | 1269          | 507          | 526          | 1033          |
| 12     | Belgaum               | 1529         | 1581         | 3110          | 2293         | 2135         | 4428          | 1817         | 1721         | 3538          |
| 13     | Mandya                | 214          | 226          | 440           | 11           | 17           | 28            | 242          | 238          | 480           |
| 14     | Bhadravathi           | 332          | 312          | 644           | 332          | 318          | 650           | 53           | 81           | 134           |
| 15     | Shimoga               | 659          | 475          | 1134          | 673          | 488          | 1161          | 206          | 84           | 290           |
| 16     | Mysore                | 4447         | 4294         | 8741          | 4414         | 4200         | 8614          | 3599         | 3386         | 6985          |
| 17     | Raichur Block         | 2461         | 2559         | 5020          | 5235         | 4383         | 9618          | 7548         | 5868         | 13416         |
|        | <b>Total</b>          | <b>80201</b> | <b>75714</b> | <b>155915</b> | <b>96033</b> | <b>91611</b> | <b>187644</b> | <b>95852</b> | <b>90642</b> | <b>186494</b> |

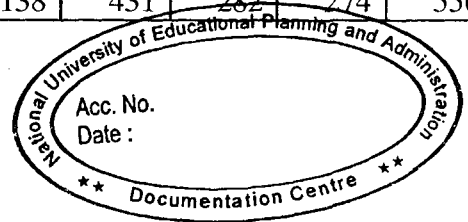
DISE-2009-10

### Observation

As seen in the above table that enrolment of the disadvantaged group SC at the primary level increased from 155915 to 186494 in 2009-10 by 30579 only. Planned & proper strategy for identification of the children of this group is necessary in the urban areas as the urban areas consist of maximum number of this group of children.

### B. Enrolment-ST (Primary)

| Sl.No. | Name of District/City | 2007-08 |      |       | 2008-09 |      |       | 2009-10 |      |       |
|--------|-----------------------|---------|------|-------|---------|------|-------|---------|------|-------|
|        |                       | B       | G    | Total | B       | G    | Total | B       | G    | Total |
| 1      | Mangalore             | 14      | 5    | 19    | 23      | 16   | 39    | 15      | 18   | 33    |
| 2      | HDMC                  | 517     | 621  | 1138  | 931     | 895  | 1826  | 819     | 790  | 1609  |
| 3      | Tumkur                | 334     | 223  | 557   | 318     | 265  | 583   | 359     | 326  | 685   |
| 4      | Bangalore Urban       | 9787    | 9097 | 18884 | 8343    | 7562 | 15905 | 8343    | 7562 | 15905 |
| 5      | Bijapur city          | 243     | 278  | 521   | 294     | 318  | 612   | 294     | 318  | 612   |
| 6      | chitradurga           | 560     | 555  | 1115  | 665     | 713  | 1378  | 493     | 483  | 976   |
| 7      | BELLARY               | 2351    | 2243 | 4594  | 6536    | 6487 | 13023 | 6115    | 6187 | 12302 |
| 8      | HOSPET                | 1034    | 930  | 1964  | 3560    | 3572 | 7132  | 3336    | 3387 | 6723  |
| 9      | Gadag-Betagiri.       | 361     | 452  | 813   | 356     | 401  | 757   | 326     | 309  | 635   |
| 10     | Gulbarga              | 487     | 391  | 878   | 421     | 369  | 790   | 435     | 328  | 763   |
| 11     | K.G.F                 | 162     | 157  | 319   | 103     | 114  | 217   | 118     | 117  | 235   |
| 12     | Belgaum               | 649     | 630  | 1279  | 921     | 779  | 1700  | 780     | 665  | 1445  |
| 13     | Mandya                | 19      | 23   | 42    | 15      | 7    | 22    | 17      | 14   | 31    |
| 14     | Bhadravathi           | 299     | 111  | 410   | 293     | 138  | 431   | 282     | 274  | 556   |



| Sl.No. | Name of District/City | 2007-08      |              |              | 2008-09      |              |              | 2009-10      |              |              |
|--------|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|        |                       | B            | G            | Total        | B            | G            | Total        | B            | G            | Total        |
| 15     | Shimoga               | 258          | 96           | 354          | 77           | 61           | 138          | 97           | 174          | 271          |
| 16     | Mysore                | 1911         | 1816         | 3727         | 2035         | 1932         | 3967         | 1690         | 1536         | 3226         |
| 17     | Raichur Block         | 1808         | 1562         | 3370         | 1145         | 953          | 2098         | 994          | 774          | 1768         |
|        | <b>Total</b>          | <b>20794</b> | <b>19190</b> | <b>39984</b> | <b>26036</b> | <b>24582</b> | <b>50618</b> | <b>24513</b> | <b>23262</b> | <b>47775</b> |

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### Observation

As observed in the above table that enrolment of ST children shows increasing trend from 2006-07 to 2008-09, it was increased by 12.87 lakhs from 2007-08 to 2008-09. Enrolment trend of girls shows almost significant as compared to boys' enrolment.

### C. SC-Upper Primary

| Sl.No. | Name of District/City | 2007-08      |              |               | 2008-09      |              |               | 2009-10      |              |
|--------|-----------------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|
|        |                       | B            | G            | Total         | B            | G            | Total         | B            | G            |
| 1      | Mangalore             | 1183         | 1158         | 2341          | 1105         | 1126         | 2231          | 1094         | 1108         |
| 2      | HDMC                  | 742          | 864          | 1606          | 1918         | 1815         | 3733          | 1417         | 1256         |
| 3      | Tumkur                | 742          | 718          | 1460          | 5485         | 4821         | 10306         | 5547         | 4777         |
| 4      | Bangalore Urban       | 27104        | 26169        | 53273         | 30686        | 30669        | 61355         | 30686        | 30669        |
| 5      | Bijapur City          | 2131         | 1997         | 4128          | 1868         | 1466         | 3334          | 1868         | 1466         |
| 6      | chitradurga           | 477          | 476          | 953           | 1110         | 907          | 2017          | 535          | 619          |
| 7      | BELLARY               | 7804         | 7000         | 14804         | 3337         | 2649         | 5986          | 3223         | 2626         |
| 8      | HOSPET                | 2892         | 2191         | 5083          | 2470         | 1890         | 4360          | 2430         | 1900         |
| 9      | Gadag-Betagiri        | 1486         | 1183         | 2669          | 808          | 564          | 1372          | 199          | 224          |
| 10     | Gulbarga              | 5378         | 5467         | 10845         | 5479         | 5318         | 10797         | 5551         | 5334         |
| 11     | K.G.F                 | 6292         | 5975         | 12267         | 6292         | 5975         | 12267         | 6007         | 5874         |
| 12     | Belgaum               | 553          | 522          | 1075          | 894          | 856          | 1750          | 1028         | 964          |
| 13     | Mandya                | 1,086        | 995          | 2081          | 1,691        | 1,673        | 3364          | 1,825        | 1,857        |
| 14     | Bhadravathi           | 81           | 52           | 133           | 91           | 63           | 154           | 16           | 6            |
| 15     | Shimoga               | 299          | 308          | 607           | 356          | 311          | 667           | 149          | 139          |
| 16     | Mysore                | 2083         | 2052         | 4135          | 2908         | 2832         | 5740          | 3148         | 2999         |
| 17     | Raichur Block         | 5750         | 4856         | 10606         | 5857         | 5631         | 11488         | 5977         | 5718         |
|        | <b>Total</b>          | <b>66083</b> | <b>61983</b> | <b>128066</b> | <b>72355</b> | <b>68566</b> | <b>140921</b> | <b>70700</b> | <b>67536</b> |

DISE-2009-10



## Observation

As seen in the above table that enrolment of SC children at the upper primary level shows slow progress in the above 17 cities/corporations from 2007-08 to 2008-09. But, enrolment decreased by 2685 from 2008-09 to 2009-10.

## D. ST-Upper Primary

| Sl.No. | Name of District/City | 2007-08      |              |              | 2008-09      |              |              | 2009-10      |              |              |
|--------|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|        |                       | B            | G            | Total        | B            | G            | Total        | B            | G            | Total        |
| 1      | Mangalore             | 372          | 372          | 744          | 400          | 361          | 761          | 402          | 376          | 778          |
| 2      | HDMC                  | 222          | 200          | 422          | 723          | 602          | 1325         | 438          | 458          | 896          |
| 3      | Tumkur                | 202          | 148          | 350          | 1907         | 1571         | 3478         | 1785         | 1549         | 3334         |
| 4      | Bangalore Urban       | 4926         | 4692         | 9618         | 4101         | 3748         | 7849         | 4101         | 3748         | 7849         |
| 5      | Bijapur               | 118          | 144          | 262          | 133          | 96           | 229          | 133          | 96           | 229          |
| 6      | Chitradurga           | 244          | 253          | 497          | 444          | 366          | 810          | 241          | 271          | 512          |
| 7      | BELLARY               | 7881         | 7160         | 15041        | 3063         | 2640         | 5703         | 2985         | 2544         | 5529         |
| 8      | HOSPET                | 2353         | 1884         | 4237         | 1815         | 1532         | 3347         | 1851         | 1574         | 3425         |
| 9      | Gadag-Betagiri        | 363          | 288          | 651          | 265          | 262          | 527          | 215          | 181          | 396          |
| 10     | Gulbarga              | 5298         | 5367         | 10665        | 5365         | 4894         | 10259        | 5320         | 4936         | 10256        |
| 11     | K.G.F                 | 311          | 113          | 424          | 241          | 236          | 477          | 265          | 262          | 527          |
| 12     | Belgaum               | 253          | 245          | 498          | 324          | 319          | 643          | 397          | 385          | 782          |
| 13     | Mandya                | 44           | 40           | 84           | 213          | 205          | 418          | 213          | 196          | 409          |
| 14     | Bhadravathi           | 226          | 154          | 380          | 244          | 167          | 411          | 183          | 72           | 255          |
| 15     | Shimoga               | 759          | 717          | 1476         | 622          | 582          | 1204         | 319          | 370          | 689          |
| 16     | Mysore                | 856          | 787          | 1643         | 855          | 834          | 1689         | 855          | 834          | 1689         |
| 17     | Raichur Block         | 3007         | 2238         | 5245         | 3303         | 2877         | 6180         | 3555         | 3415         | 6970         |
|        | <b>Total</b>          | <b>27435</b> | <b>24802</b> | <b>52237</b> | <b>24018</b> | <b>21292</b> | <b>45310</b> | <b>23258</b> | <b>21267</b> | <b>44525</b> |

DISE-2009-10

## Observation

As observed in the above table that enrolment of ST girls children decreased from 2007-08 to 2008-09 in 7 district/city namely- **Manglore, Bangalore Urban, Bijapur, Bellary, Hospet, Gulbarga and Shimoga** and overall enrolment also decreased by 7712 from 2007-08 to 2009-10. Enrolment trend of girls shows almost significant as compared to boys' enrolment.

## Gender Gap in Enrolment

### 1.2 Gender Gap in Enrolment

| Sl.No | District (MPC)  | Gender Gap (PS) |         | Gender Gap (UPS) |         | Child Pop. (6-14) |                | OOSC (6-14)  |              |
|-------|-----------------|-----------------|---------|------------------|---------|-------------------|----------------|--------------|--------------|
|       |                 | 2008-09         | 2009-10 | 2008-09          | 2009-10 | 2008-09           | 2009-10        | 2008-09      | 2009-10      |
| 1     | Mangalore City  | 288             | 1505    | -32              | 18301   | 22656             | 36049          | 18           | 70           |
| 2     | HDMC            | 1874            | 1849    | 3373             | 2228    | 3532              | 4840           | 21           | 122          |
| 3     | Tumkur          | 6.3             | 7.2     | 6.7              | 6.9     | 69983             | 59900          | 303          | 292          |
| 4     | Bangalore Urban | 3.25            | 3.08    | 3.52             | 3.9     | 701234            | 727280         | 3301         | 4750         |
| 5     | Bijapur         | 1024            | 1124    | 290              | 236     | 29482             | 35326          | 143          | 1805         |
| 6     | Chitradurga     | 6.9             | 3.04    | 10.86            | 1.54    | 18992             | 19468          | 27           | 14           |
| 7     | BELLARY         | 81916           | 76603   | 31438            | 36483   | 105002            | 108969         | 1998         | 1389         |
| 8     | HOSPET          | 48917           | 47287   | 18173            | 22567   | 59789             | 64638          | 369          | 488          |
| 9     | Gadag-Betagiri  | 633             | 647     | 787              | 293     | 18299             | 18134          | 3032         | 1628         |
| 10    | GULBARGA        | 114             | 724     | 336              | 1164    | 425089            | 426127         | 1098         | 2232         |
| 11    | K.G.F           | 20              | 75      | 794              | 521     | 12450             | 12003          | 10911        | 11012        |
| 12    | Belgaum         | 0.87            | 0.91    | 0.94             | 0.92    | 58630             | 58604          | 25           | 304          |
| 13    | Mandya          | 30              | 21      | 9                | 8       |                   |                |              |              |
| 14    | Bhadravathi     | 1;0.98          | 1;0.98  | 1;0.99           | 1;0.98  | 42302             | 41877          | 15           | 13           |
| 15    | Shimoga         | 1;0.98          | 1;0.99  | 1.0.99           | 1;0.98  | 64122             | 63541          | 14           | 12           |
| 16    | Mysore          | 50.82           | 49.18   | 48.71            | 51.28   | 106961            | 100876         | 137          | 660          |
|       | <b>Total</b>    |                 |         |                  |         | <b>1738523</b>    | <b>1777632</b> | <b>21412</b> | <b>24791</b> |

DISE-2009-10

## GER, NER & DROP OUT

### A. Primary (2008-09-2009-10)

| SL. NO | NAME OF DISTRICT | GER     |         | NER     |         | DROP OUT |         | Retention |         |
|--------|------------------|---------|---------|---------|---------|----------|---------|-----------|---------|
|        |                  | 2008-09 | 2009-10 | 2008-09 | 2009-10 | 2008-09  | 2009-10 | 2008-09   | 2009-10 |
| 1      | Mangalore City   | 64.97   | 193.42  | 57.38   | 174.09  | 3.42     | 2.21    | 96.58     | 97.7    |
| 2      | HDMC             | 110.84  | 134.23  | 84.23   | 98.8    | 12.19    | 5.47    | 87.81     | 94.5    |
| 3      | Tumkur           | 112.49  | 109.72  | 97.15   | 99.16   | 12.4     | 6.2     | 87.6      | 93.     |
| 4      | Bangalore Urban  | 106     | 137.48  | 99      | 99.36   | 11       | 10.4    | 89        | 89.     |
| 5      | Bijapur          | 151.86  | 107.23  | 92.25   | 99.06   | 2.87     | 2.13    | 97.13     | 97.8    |
| 6      | Chitradurga      | 105.68  | 106.66  | 98.73   | 98.89   | 1.39     | 1.94    | 98.61     | 98.0    |
| 7      | BELLARY          | 100.21  | 98.61   | 98.8    | 79.86   | 8.87     | 8.67    | 91.13     | 91.3    |
| 8      | HOSPET           | 97.66   | 96.06   | 112.1   | 114     | 1.06     | 1.06    | 98.94     | 98.9    |
| 9      | Gadag-Betagiri   | 193.76  | 197.42  | 98.98   | 99.58   | 1.85     | 1.97    | 98.15     | 98.0    |
| 10     | GULBARGA         | 109.93  | 108.16  | 93.42   | 94.38   | 13.13    | 1.29    | 86.87     | 98.7    |
| 11     | K.G.F            | 144.1   | 149.1   | 99.67   | 99.81   | 2.51     | 1.7     | 97.49     | 98.     |
| 12     | Belgaum          | 132.72  | 142.43  | 99.44   | 99.87   | 17.62    | 16.91   | 82.38     | 83.0    |

|    |               |        |        |       |       |      |      |       |       |
|----|---------------|--------|--------|-------|-------|------|------|-------|-------|
| 13 | Mandya        | 125.8  | 125.8  | 93.52 | 99.1  | 1.1  | 1.1  | 98.9  | 98.9  |
| 14 | Bhadravathi   | 103.12 | 105.34 | 95.25 | 95.9  | 2.78 | 2.15 | 97.22 | 97.85 |
| 15 | Shimoga       | 106.87 | 107.67 | 95.64 | 95.84 | 2.9  | 2.56 | 97.1  | 97.44 |
| 16 | Mysore        | 137.08 | 117.69 | 99.8  | 113   | 1.88 | 0.85 | 98.12 | 99.15 |
| 17 | Raichur Block | 113    | 110.7  | 91.23 | 95.2  | 16   | 11   | 84    | 89    |

### B. Upper Primary (2008-08-2009-10)

| SL. NO | NAME OF DISTRICT | GER           |              | NER         |             | DROP OUT     |              | Retention |         |
|--------|------------------|---------------|--------------|-------------|-------------|--------------|--------------|-----------|---------|
|        |                  | 2008-09       | 2009-10      | 2008-09     | 2009-10     | 2008-09      | 2009-10      | 2008-09   | 2009-10 |
| 1      | Mangalore City   | 193.42        | 120.58       | 97.79       | 116.56      | 0.001        | 0.002        | 99.999    | 99.998  |
| 2      | HDMC             | 134.23        | 105.03       | 98.8        | 79.86       | -0.06        | 0.02         | 100.06    | 99.98   |
| 3      | Tumkur           | 112.1         | 121.77       | 81.97       | 98.34       | 7.97         | 5.62         | 92.03     | 94.38   |
| 4      | Bangalore Urban  | 109           | 118.58       | 98          | 99.19       | 6            | 5.4          | 94        | 94.6    |
| 5      | Bijapur          | 120.96        | 100.4        | 99.91       | 99.56       | 3.52         | 3.4          | 96.48     | 96.6    |
| 6      | Chitradurga      | 103.44        | 100.65       | 98.32       | 98.17       | 1.75         | 1.69         | 98.25     | 98.31   |
| 7      | BELLARY          | 100.64        | 99.04        | 109.1       | 111         | <b>18.39</b> | <b>18.19</b> | 81.61     | 81.81   |
| 8      | HOSPET           | <b>100.54</b> | <b>98.94</b> | <b>98.1</b> | <b>100</b>  | <b>18.37</b> | <b>18.17</b> | 81.63     | 81.83   |
| 9      | Gadag-Betagiri   | 136.13        | 93.51        | 61.59       | 65.36       | 11.5         | 92.44        | 88.5      | 7.56    |
| 10     | GULBARGA         | 110.28        | 107.59       | 91.88       | 97.83       | 14.83        | 2.97         | 85.17     | 97.03   |
| 11     | K.G.F            | 117.39        | 101.3        | 99.33       | 99.28       | 2.05         | 1.55         | 97.95     | 98.45   |
| 12     | Belgaum          | 132.21        | 141.23       | 99.63       | 99.72       | 13.24        | 11.89        | 86.76     | 88.11   |
| 13     | Mandya           | 117.39        | 101.3        | 99.33       | 99.28       | 2.05         | 1.55         | 97.95     | 98.45   |
| 14     | Bhadravathi      | 105.49        | 105.9        | 95.65       | 95.92       | 4.98         | 4.21         | 95.02     | 95.79   |
| 15     | Shimoga          | 106.58        | 107.34       | 96.59       | 95.54       | 5.43         | 5.2          | 94.57     | 94.8    |
| 16     | Mysore           | 135.02        | 105.74       | 99.34       | 103.76      | 3.83         | 1.55         | 96.17     | 98.45   |
| 17     | Raichur Block    | 114.16        | 113.7        | 92.35       | <b>98.6</b> | <b>4</b>     | 6            | 77.12     | 76.35   |

DISE-2009-10

#### Observation

- As seen, GER among the 17 cities/corporations is high in Bangalore City (Million Plus City) in both the year 2008-09 and 2009-10.
- Comparative GER as shown is in Hospet in both the year i.e. 100 & 98.94 respectively.
- Drop out rate as seen in the above table is high i.e. 18 in Bellary & Hospet.
- Average retention rate as observed is 96%-94% for almost all the 16 corporations/cities in the state, Karnataka as reported.

**Completion Rate and Transition Rate**

| Sl.No | Name of the District | Completion Rate |         | Transition Rate |         |
|-------|----------------------|-----------------|---------|-----------------|---------|
|       |                      | 2008-09         | 2009-10 | 2008-09         | 2009-10 |
| 1     | Mangalore City       | 100             | 99.14   | 100             | 97.17   |
| 2     | HDMC                 | 93.54           | 100     | 102.73          | 94.39   |
| 3     | Tumkur               | 100%            | 100%    | 98.58           | 100%    |
| 4     | Bangalore Urban      | 90              | 90.79   | 90              | 90.79   |
| 5     | Bijapur              | 105.23          | 107.7   | 105.23          | 107.7   |
| 6     | Chitradurga          | 99.25           | 99.72   | 99.12           | 99.52   |
| 7     | BELLARY              | 95.85           | 98.61   | 91.481          | 92.781  |
| 8     | HOSPET               | 92.105          | 96.06   | 92.104          | 93.404  |
| 9     | Gadag-Betagiri       | 94.13           | 99.55   | 109.03          | 94.81   |
| 10    | GULBARGA             | 88.23           | 90.36   | 92.46           | 93.09   |
| 11    | K.G.F                | 98.5            | 98.9    | 100             | 101     |
| 12    | Belgaum              | 99.94           | 117.5   | 99.94           | 117.5   |
| 13    | Mandya               | 98.5            | 98.9    | 100             | 101     |
| 14    | Bhadravathi          | 94.34           | 95.83   | 98.12           | 98.92   |
| 15    | Shimoga              | 96.35           | 97.12   | 98.33           | 98.89   |
| 16    | Mysore               | 86.8            | 91.73   | 97.34           | 99.29   |
| 17    | Raichur Block        | 74.09           | 95.33   | 88.12           | 81.89   |

**Observation**

- Completion rate as observed is more than 100% in Bijapur & 100% in Belgaum.
- Other corporations/cities as shown above are more than 90% completion rate for almost all the year.
- As seen in the above table transition rate is more than 100% in Tumkur, Bedag-Betagiri., Belgaum and Bijapur in the year 2008-09.

**OUT OF SCHOOL CHILDREN AND THEIR COVERAGE-2010-11**

| Sl.NO | Name of District. | No. Of OoSC | No. of out school children proposed to be covered under NRBCs, RBCs and Mainstreaming. |      |      |
|-------|-------------------|-------------|--|------|------|
|       |                   |             | Mainstreaming  | NRBC | RBC  |
| 1     | Mangalore         | 70          | 10   | 20   | 40   |
| 2     | Dharwad-HDMC      | 650         | 88   | 450  | 200  |
| 3     | Tumkur            | 753         | 753  | 403  | 350  |
| 4     | Chitradurga       | 14          | 14   | 6    | -    |
| 5     | Gadag-Betagiri    | 178         | 111  | -    | 67   |
| 6     | GULBARGA          | 2232        | -  | 1000 | 1000 |
| 7     | K.G.F             | 268         | 85   | 87   | 102  |
| 8     | Belgaum           | 404         | 404  | 100  | 225  |

| Sl.NO        | Name of District. | No. Of OoSC | No. of out school children proposed to be covered under NRBCs, RBCs and Mainstreaming. |             |             |
|--------------|-------------------|-------------|--|-------------|-------------|
|              |                   |             | Mainstreaming  | NRBC        | RBC         |
| 9            | Mandya            | 123         | 65   | 0           | 44          |
| 10           | Bhadravathi       | -           | -  | -           | -           |
| 11           | Shimoga           | -           | -  | 20          | 100         |
| 12           | Mysore            | 143         | 35   | 33          | 48          |
| 13           | Raichur Block     | 1132        | -  | 287         | 624         |
| <b>Total</b> | <b>13</b>         | <b>4480</b> | <b>2932</b>  | <b>2420</b> | <b>2800</b> |

Source-City Plan/State Consolidated plan-2010-11

### OBSERVATION

As seen in the above table that 13 cities/corporations in total has **4480 OOSC** which is **identified**, for which the following strategies are proposed to adopt this year 2010-11;

- Chinnara Angala (NRBC)-2420
- Chinnara Angala (RBC)- 2800
- Madarsa – 120
- Asha Kirana – 20
- Other Innovation – 775
- Mainstreaming-2932

State did not mention the name of innovation under which the above children (775) is going to cover in 2010-11.

### Position & Progress: AIE & Mainstreaming-2010-11

| Sl. NO       | Name of Dist./City | No. of AIE Center | Enrol.     | No. of AIE Centers running for more than 1 years | AIE Centres Proposed |              |           |             |                  |          |
|--------------|--------------------|-------------------|------------|--|----------------------|--------------|-----------|-------------|------------------|----------|
|              |                    |                   |            |  | RBCs                 | Children     | NRBC      | Children    | Worksite Schools | Children |
| 1            | Manglore City      | 0                 | 0          | 0  | 2                    | 40           | 1         | 20          | -                | -        |
| 2            | HDMC               | 0                 | 0          | 0  | 4                    | 200          | 25        | 450         | -                | -        |
| 3            | Tumkur             | 0                 | 0          | 0  | 7                    | 350          | 31        | 403         | 2                | 67       |
| 4            | Chitradurga        | 0                 | 0          | 0  | -                    | Not Proposed |           |             |                  |          |
| 5            | Gadag-Betagiri     | -                 | -          | -  | 02                   | 67           | -         | -           | -                | -        |
| 6            | Gulbarga           | 0                 | 0          | 0  | 20                   | 1000         | 20        | 1000        | 6                | 232      |
| 7            | K.G.F              | 0                 | 0          | 0  | 2                    | 102          | 2         | 87          | 0                | 0        |
| 8            | Belgaum            | 0                 | 0          | 0  | 6                    | 225          | 4         | 100         | 6                | 279      |
| 9            | Mandya             | 0                 | 0          | 0  | 2                    | 44           | -         | 0           | -                | 79       |
| 10           | Bhadravathi        | 0                 | 0          | 0  | 0                    | -            | 1         | 20          | -                | -        |
| 11           | Shimoga            | 0                 | 0          | 0  | 2                    | 100          | 1         | 20          | -                | -        |
| 12           | Mysore             | -                 | -          | -  | 01                   | 48           | 1         | 33          | -                | 62       |
| 13           | Raichur Block      |                   | 30         | 624  | 20                   | 11           | 624       | 6           | 287              | -        |
| <b>Total</b> | <b>0</b>           | <b>30</b>         | <b>624</b> | <b>20</b>  | <b>59</b>            | <b>2800</b>  | <b>92</b> | <b>2420</b> | <b>14</b>        | <b>-</b> |

Source: Micro planning-2009

### Recommendation

- As seen in the above table that 30 AIE centres are the only centres running in the **Raichur Urban Block** with an enrolment of 624 children.
- As reported there are 20 AIE centres running for more than one year due to difficulty in mainstreaming into the formal school.
- As seen in the above table that these 9 cities/corporations proposed for 44 RBCs and 63 NRBCs and 02 worksite schools.

The requirement for the above RBC & NRBCs may be recommended subject to the actual figure of number of children identified in the urban areas/corporations which should be reflected out of the total No. of OoSC in the district.

### Proposal

| Sl.NO | Name of District. | No. of OoSC | No. of out of school children proposed to be covered under different strategies. |            |             |             |                             |
|-------|-------------------|-------------|--|------------|-------------|-------------|-----------------------------|
|       |                   |             | Mainstreaming  | EGS        | NRBC        | RBC         | Other (Migration)           |
| 1     | Mangalore City    | 70          | 10   | -          | 20          | -           | 40                          |
| 2     | HDMC              | 133         | 36   | -          | -           | -           | 97                          |
| 3     | Tumkur            | 122         | 42   | -          | 54          | 26          | 0                           |
| 4     | Bangalore Urban   | 6804        | 3406   | -          | -           | -           | Chinnara Angala (NRBC)-1176 |
|       |                   |             |  |            |             |             | Chinnara Angala (RBC)- 34   |
|       |                   |             |  |            |             |             | SED – 1178                  |
|       |                   |             |  |            |             |             | Tent School – 392           |
|       |                   |             |  |            |             |             | Mobile School – 618         |
| 5     | Bijapur City      | 314         | -  | 0          | 294         | 20          | 0                           |
| 6     | Chitradurga       | 120         | 60   | -          | -           | 28          | 32                          |
| 7     | BELLARY           | 1185        | 715  | 0          | 218         | 252         |                             |
| 8     | HOSPET            | 472         | 279  | 0          | 121         | 72          |                             |
| 9     | Gadag Betagei     | 217         | -  |            | 157         | 44          | 16                          |
| 10    | Gulbarga          |             |  |            |             |             |                             |
| 11    | Kolar             | 154         | 4  | 130        | 11          | 9           | 0                           |
| 12    | Belgaum           | 123         | 3  | 78         | 2           | 40          | -                           |
| 13    | Mandya            | 99          | -  | 0          | 0           | 50          | 47(SED, 2 months RBC))      |
| 14    | Bhadravathi       | 98          | 10   | 0          | 50          | 38          | -                           |
| 15    | Shimoga           | 115         | 15   | 0          | 75          | 25          | -                           |
| 16    | Mysore            | -           | -  | -          | -           | -           | -                           |
| 17    | Raichur           | 1132        |  |            | 287         | 624         | 221                         |
|       | <b>Total</b>      |             | <b>5208</b>  | <b>208</b> | <b>1289</b> | <b>1228</b> |                             |

## Recommendation/Observation

In the Corporations 5208 children is going to mainstream into the direct formal schools, 1289 under NRBCs and 1228 under RBCs as the centers will be providing special training/teaching for age appropriate admission in the class at both the level (PS + UPS). State also have some of the strategies for the migrant children like-Chinnara Angala (NRBC & RBCs), Tent School, Mobile School also under the short term RBCs.

### Position & Progress: AIE & Mainstreaming-2009-10

| Sl. NO   | Name of Dist./City | No. of AIE Centers |             | Enrolment | No. of AIE Centers running for more than 1 years |
|----------|--------------------|--------------------|-------------|-----------|--|
|          |                    | Sanctioned         | operational |           |  |
| 1        | Mangalore City     | 0                  | 0           | 0         | -  |
| 2        | HDMC               | 0                  | 0           | 0         | -  |
| 3        | Tumkur             | 0                  | 0           | 0         | -  |
| 4        | Bangalore Urban    | 222                | 222         | 3014      | -  |
| 5        | Bijapur City       | 0                  | 0           | 0         | -  |
| 6        | Chitradurga        | -                  | -           | -         | -  |
| 7        | BELLARY            | 0                  | 0           | 0         | -  |
| 8        | HOSPET             | 0                  | 0           | 0         | -  |
| 9        | Gadag-Betagiri     | -                  | -           | -         | -  |
| 10       | GULBARGA           | 0                  | 0           | 0         | -  |
| 11       | K.G.F              | 4                  | 4           | 100       | -  |
| 12       | Belgaum            | 7                  | 7           | 36        | -  |
| 13       | Mandya             |                    |             |           | -  |
| 14       | Shimoga            | 0                  | 0           | 0         | -  |
| 15       | Bhadravathi        | 0                  | 0           | 0         | -  |
| 16       | Mysore             | 64                 | 66          | 313       | -  |
| 17       | Raichur            | 35                 | 143         | 180       | 20   |
| Total-17 |                    | 332                | 442         | 3643      | 20   |

### Observation

As seen in the above table that 332 AIE centres sanctioned although state has been running 442 AIE centres altogether in the above 17 corporations covering 3643 children. As reported by the state only 20 AIE centres have been running for more than one year in the above Raichur Urban block only. Data provided by the state may not be viable; these need to relook for better implementation.

### Planning for Urban Slums

Following is the status of urban slums in the 17 corporations/urban areas as mentioned by the state:

**Status of Slums**

| Sl.No | Cities/MC                  | Notified Slums | No. of Wards | Number of Schools |             | Ratio of PS & UPS |
|-------|----------------------------|----------------|--------------|-------------------|-------------|-------------------|
|       |                            |                |              | PS                | UPS         |                   |
| 1     | Mangalore City Corporation | -              | 45           | 68                | 68          | 01:01             |
| 2     | HDMC                       | 86             | 36           |                   |             |                   |
| 3     | Tumkur                     | 5              | 35           | 0                 | 8           | 0                 |
| 4     | Bangalore Urban            | 293            | 145          | 141               | 139         | 01:01.0           |
| 5     | Bijapur City               | 14             | 8            | 7                 | 3           | 01:00.5           |
| 6     | chitradurga                | 9              | 5            | 8                 | 14          | 01:01.8           |
| 7     | BELLARY                    | 1              | 35           | 92                | 183         | 1.98              |
| 8     | HOSPET                     | 1              | 77           | 75                | 121         | 1.613             |
| 9     | Gadag-Betagiri             | 86             | 35           |                   |             |                   |
| 10    | GULBARGA                   | 36             | 55           | 5                 | 31          | 01:16             |
| 11    | K.G.F                      | 0              | 35           | 86                | 102         | 01:12             |
| 12    | Belgaum                    | 10             | 10           | 11                | 14          | 01:01             |
| 13    | Mandya                     | 0              | 35           | 41                | 72          | 0.163194444       |
| 14    | Bhadravathi                | 14             | 7            | 0                 | 0           | 0                 |
| 15    | Shimoga                    | 48             | 12           | 2                 | 8           | 01:04             |
| 16    | Mysore                     | 25             | 64           | 63                | 317         |                   |
| 17    | Raichur Block              | -              | 35           | 143               | 180         | 01:01.3           |
|       | <b>Total</b>               | <b>628</b>     | <b>674</b>   | <b>742</b>        | <b>1260</b> | <b>-</b>          |

**Observation**

As reported in the above table 628 notified slums under 674 wards having 742 PS and 1260 UPS. Overall PS: UPS ration as shown is comfortable. Although state identified the left-out children/never enrolled children in the urban slums for which state proposed special centers in the form of RBCs/NRBCs and also some mobile schools to cater this advantaged children in 2010-11.

**Strategies that covered Slums Children-2009-10**

In view of covering the children of urban slums, the state of Karnataka developed the following strategies as per needs in 628 slums under 611 wards in the year 2009-10 as mentioned below:

**Strategies that covered Slums Children-2009-10**

| Sl.No | District/City (MPC)  | No. of Slums | Ward | Strategies Covered |      |                |        |
|-------|----------------------|--------------|------|--------------------|------|----------------|--------|
|       |                      |              |      | RBC                | NRBC | Mobile Schools | Others |
| 1     | Mangalore City Corp. | 0            | 45   |                    | -    | -              | -      |
| 2     | HDMC                 | 86           | 36   | 40                 | 68   | -              | 52     |
| 3     | Tumkur               | 3            | 35   | 10                 | 14   | 0              | 0      |
| 4     | Bangalore Urban      | 293          | 145  | 2                  | 4    | 8              | 12     |



|    |                |            |            |            |            |          |              |
|----|----------------|------------|------------|------------|------------|----------|--------------|
| 5  | Bijapur City   | 14         | 8          | 120        | 0          | 0        | 0            |
| 6  | Chitradurga    | 9          | 5          |            |            |          | Not proposed |
| 7  | BELLARY        | 1          | 35         | 0          | 0          | 0        | 0            |
| 8  | HOSPET         | 1          | 77         | 0          | 0          | 0        | 0            |
| 9  | Gadag-Betagiri | 86         | 35         | 40         | 68         |          | 52           |
| 10 | GULBARGA       | 36         | 55         | 1          | 50         | 0        | 1            |
|    | KGF            | 1          | 35         |            |            | -        | 3            |
| 11 | Belgaum        | 10         | 10         | 3          | 2          | -        |              |
| 12 | Mandya         | 1          | 35         |            |            | -        | 3            |
| 13 | Bhadravathi    | 14         | 7          | 13         | 8          | 0        | 2            |
| 14 | Shimoga        | 48         | 12         | 16         | 7          | 0        | 4            |
| 15 | Mysore         | 25         | 1          |            |            | 1        | 1            |
| 16 | Raichur Block  | -          | 35         | -          | -          | -        | -            |
|    | <b>Total</b>   | <b>628</b> | <b>611</b> | <b>245</b> | <b>221</b> | <b>9</b> | <b>130</b>   |

#### Observation

As reported 245 RBCs and 221 NRBCs run in the urban slums under these 17 corporations and also 09 mobile schools in 2009-10. Progress on mainstreaming has been under process.

#### Strategies to cover for Slums Children-2010-11

In this year 2010-11, the state of Karnataka come-up with some of the strategies for the children of slum areas/dwellers after identification of 4060 children. Appraisal team is not satisfied with the figure state has brought out because of inconsistency in data.

#### Strategies to cover for Slums Children-2009-10

| District/City   | No. of Slums | Ward | Strategies/Intervention  | Children to be Covered |
|-----------------|--------------|------|--|------------------------|
| Mangalore City  | -            | -    | -  | -                      |
| HDMC            | 86           | 36   | 1. 2 months Chinnara Angala RBC                                    | 40                     |
|                 |              |      | 2. 2 months Chinnara Angala NRBC                                   | 68                     |
| Tumkur          | 5            | 35   | RBC & NRBC   | 418                    |
| Bangalore Urban | 293          | 145  | RBC<br>NRBC<br>Tent School<br>Mobile School and<br>Chinnara Angala | 2000                   |
| Bijapur City    | 14           | 8    | Asha Kirana / RBC  | 124                    |
| Chitradurga     | 9            | 5    |  | <b>Not proposed</b>    |
| BELLARY         | 1            | 35   | Attendance Incentive   | 109                    |
| HOSPET          | 1            | 77   |  | 177                    |

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|                |            |            |                                     |             |
|----------------|------------|------------|-------------------------------------|-------------|
| Gadag-Betagiri | 86         | 36         | 1. 2 months Chinnara<br>Angala RBC  | 40          |
|                |            |            | 2. 2 months Chinnara<br>Angala NRBC | 68          |
|                |            |            | 3. Special Enrollment Drive         | 52          |
| Gulbarga       | 36         | 55         | 12 RBC                              | 50          |
| KGF            | 1          | 35         | RBC,NRBC                            | 7           |
| Belgaum        | 10         | 10         | 3 RBC, 2 - NRBC                     | 125         |
| Mandya         | 1          | 35         | RBC,NRBC                            | 7           |
| Bhadravathi    | 14         | 7          | RBC,NRBC, SED                       | 150         |
| Shimoga        | 48         | 12         | RRC,NRBC,SED                        | 200         |
| Mysore         | 25         | 64         | NRBC                                | 425         |
| Raichur Block  | -          | -          | -                                   | -           |
| <b>Total</b>   | <b>630</b> | <b>595</b> | <b>-</b>                            | <b>4060</b> |

### Observation

As seen various special centers and enrolment drive have been planned in the urban slums in these above 17 corporations covering around 4060 children in the areas.

### The urban deprived children to be covered-2010-11

As reported by the state that .....urban deprived children are identified through updation of the survey. Special survey for the million plus city Bangalore-Urban is proposed under innovation of urban deprived children. Following table shows the status of urban deprived children as differently identified by each corporation/urban areas of the 17 corporations in the state and some of the strategies planned for more identification and coverage' for bringing into the fold of elementary education other than the proposed special centers in the form of AIE centers as mentioned in the above tables.

**Some Strategies to cover the urban deprived children-2010-11 in the Zones/Municipal Corporations**

| SLNo. | City/District                       | Urban Deprived Children (Identified) | Strategy/Intervention For Coverage  |
|-------|-------------------------------------|--------------------------------------|---|
| 1     | Mangalore City                      |                                      |   |
| 2     | HDMC                                |                                      |   |
| 3     | Tumkur                              |                                      |   |
| 4     | Bangalore Urban (Million Plus City) |                                      | <ul style="list-style-type: none"> <li>• Periodical survey</li> <li>• Sensitizing the community</li> <li>• Creating an enabling environment through community development centers</li> <li>• Meeting and feed back</li> <li>• 20 days residential camp and year long survey follow up initiatives</li> <li>• School adoption program</li> <li>• School with multi-storey system in absence of land                             <ul style="list-style-type: none"> <li>○ Counting activities that were initiated during the previous year</li> </ul> </li> <li>• Sandya kalika Kendra</li> <li>• Special learning centre's</li> <li>• Transpiration</li> <li>• Pre – nursery in urban GLPS and GHPS</li> </ul> |
| 5     | Bijapur City                        |                                      |   |
| 6     | Chitradurga                         |                                      |   |
| 7     | BELLARY                             |                                      |   |
| 8     | HOSP ET                             |                                      |   |
| 9     | Bedag                               |                                      |   |
| 10    | GULBARGA                            |                                      | TENT<br>MADRADASA   |
| 11    | K.G.F                               |                                      | SPECIAL ENROLLMENT DRIVE  |
| 12    | Belgaum                             |                                      | Nagar Bal kshema Karyakram" under Innovative activities   |
| 13    | Mandya                              |                                      |   |
| 14    | Bhadravathi                         |                                      |   |
| 15    | Shimoga                             |                                      |   |
| 16    | Mysore                              |                                      |   |
| 17    | Raichur Block                       |                                      |   |

**Observation**

**Position of URCs, UCRCs, Teachers and No. of Schools under the existing URCs**

| S.N. | Name of the District/City (MPC) | No. of UBRCs |             | No. of UCRCs under UBRC | Total      | No. of Teacher in URCs |             | No. of Schools in URCs |             |
|------|---------------------------------|--------------|-------------|-------------------------|------------|------------------------|-------------|------------------------|-------------|
|      |                                 | Sanctioned   | Operational |                         |            | PS                     | UPS         | PS                     | UPS         |
|      |                                 |              |             |                         |            |                        |             |                        |             |
| 1    | Mangalore                       | 2            | 2           | 28                      | 28         | 6                      | 4           | -                      | -           |
| 2    | HDMC                            | 1            | 1           | 17                      | 17         | 279                    | 3358        | 71                     | 282         |
| 3    | Tumkur                          | 0            | 0           | 0                       | 0          | 0                      | 0           | 298                    | 208         |
| 4    | <b>Bangalore urban</b>          | <b>5</b>     | <b>5</b>    | <b>70</b>               | <b>70</b>  | <b>15</b>              | <b>10</b>   | <b>1112</b>            | <b>2805</b> |
| 5    | Bijapur city                    | 1            | 1           | 14                      | 14         | 3                      | 2           | 0                      | 0           |
| 6    | Chitradurga                     | 0            | 0           | 0                       | 0          | 0                      | 0           | 0                      | 0           |
| 7    | BELLARY                         | 1            | 1           | 14                      | 14         | 3                      | 2           | 0                      | 0           |
| 8    | HOSPET                          | 0            | 0           | 0                       | 0          | 0                      | 0           | 0                      | 0           |
| 9    | Gadag-Betagiri                  | 1            | 1           | 5                       | 5          | 3                      | 2           | 181                    | 408         |
| 10   | GULBARG A                       | 1            | 1           | 14                      |            | 93                     | 185         | 9                      | 121         |
| 11   | K.G.F                           | 0            | 0           | 0                       | 0          | 0                      | 0           | 0                      | 0           |
| 12   | Belgaum                         | 1            | 1           | 11                      |            | 173                    | 1196        | 50                     | 113         |
| 13   | Mandya                          | 1            | 1           | 14                      | 14         | 3                      | 2           | 0                      | 0           |
| 14   | Shimoga                         | 0            | 0           | 0                       | 0          | 0                      | 0           | 0                      | 0           |
| 15   | Bhadravathi                     | 0            | 0           | 0                       | 0          | 0                      | 0           | 0                      | 0           |
| 16   | Mysore                          | 1            | 1           | 10                      | 10         | 846                    | 356         | 63                     | 317         |
| 17   | Raichur Block                   | 0            | -           | -                       | -          | 375                    | 1441        | 111                    | 151         |
|      | <b>Total-17</b>                 | <b>15</b>    | <b>15</b>   | <b>197</b>              | <b>172</b> | <b>1799</b>            | <b>6558</b> | <b>1895</b>            | <b>4405</b> |

**Observation**

All the 15 URCs as seen in the above table in all the 15 corporations have been operational. 1895 PS & 4405 UPS are running in these above 17 corporations. Requirement of schooling facility or the alternative facility have been planned in the unreached/unserved areas including the urban slums after the survey/mapping is done in the concerned areas.

**URBAN RESOURCE CENTRES**

PROPOSAL FOR UBRC/UCRC

| S.No. | Name of the District/City (MPC) | No.of UBRCs Proposed | Total    | No. of CRCs | No. of CRCs attached to URCs | No.of Teacher in URCs |          | No.of Schools under URCs |          |
|-------|---------------------------------|----------------------|----------|-------------|------------------------------|-----------------------|----------|--------------------------|----------|
|       |                                 |                      |          |             |                              | PS                    | UPS      | PS                       | UPS      |
| 1     | Mangalore City                  | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 2     | HDMC                            | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 3     | Tumkur                          | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 4     | Bangalore Urban                 | -                    | -        | -           | -                            | -                     | -        | -                        | -        |
| 5     | Bijapur City                    | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 6     | chitradurga                     |                      |          |             |                              |                       |          |                          |          |
| 7     | BELLARY                         | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 8     | HOSPET                          | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 9     | Gadag-Betagiri                  | -                    | -        | -           | -                            | -                     | -        | -                        | -        |
| 10    | GULBARGA                        | 0                    | 0        | 1           | 0                            | 0                     | 0        | 0                        | 0        |
| 11    | K.G.F                           | 0                    | 0        | 7           | 0                            | 0                     | 0        | 0                        | 0        |
| 12    | Belgaum                         | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 13    | Mandya                          | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 14    | Shimoga                         | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 15    | Bhadravathi                     | 0                    | 0        | 0           | 0                            | 0                     | 0        | 0                        | 0        |
| 16    | Mysore                          | -                    | -        | -           | -                            | -                     | -        | -                        | -        |
| 17    | Raichur Block                   | -                    | -        | -           | -                            | -                     | -        | -                        | -        |
|       | <b>Total</b>                    | <b>0</b>             | <b>0</b> | <b>0</b>    | <b>0</b>                     | <b>0</b>              | <b>0</b> | <b>0</b>                 | <b>0</b> |

No any proposal for the urban resource centre either in the million plus city Bangalore Urban or in other corporations need for the URCs/UCRCs has not been worked out by the state. A special mapping is required to uphold for the actual need for URCs to strengthen the academic support in the urban areas.

**Civil works**

**Schools Sanctioned & Progress-2009-10**

Following table shows the actual position on the sanctioned and its progress of the schools:

**Schools Sanctioned & Progress-2009-10**

| District/City   | Schools sanctioned (2008-09) |          | Buildings Constructed |            | In progress |     |
|-----------------|------------------------------|----------|-----------------------|------------|-------------|-----|
|                 | PS                           | UPS      | Primary               | U. Primary | PS          | UPS |
| Mangalore       | -                            | -        | -                     | -          | -           | -   |
| HDMC            | 1                            |          |                       |            | 1           |     |
| Tumkur          | 0                            | 2        | 0                     | 0          | 0           |     |
| Bangalore Urban | 14                           | 0        | 4                     | 0          | 10          |     |
| Bijapur city    | 0                            | 0        | 0                     | 0          | 0           |     |
| chitradurga     | 2                            | 0        | 1                     | 0          | 1           |     |
| BELLARY         | 0                            | 0        | 0                     | 0          | 0           |     |
| HOSPET          | 0                            | 0        | 0                     | 0          | 0           |     |
| Gadag-Betagiri  | 0                            | 0        | 0                     | 0          | 0           |     |
| GULBARGA        | 1                            | 0        | 1                     | 0          | 1           |     |
| K.G.F           | 1                            | 0        | 1                     | 0          | 0           |     |
| Belgaum         | 2                            |          |                       |            | 2           |     |
| Mandya          | 0                            | 0        | 0                     | 0          | 0           |     |
| Bhadravathi     | 0                            | 0        | 0                     | 0          | 0           |     |
| Shimoga         | 0                            | 2        | 0                     | 0          | 0           |     |
| Mysore          | -                            | -        | -                     | -          | -           |     |
| Raichur Block   | -                            | -        | -                     | -          | -           |     |
| <b>Total</b>    | <b>21</b>                    | <b>4</b> | <b>7</b>              | <b>0</b>   | <b>15</b>   |     |

**Proposal-ACR**

|                 | Proposal-ACR, Drinking Water, Boundary Walls & Girls toilet |              |               |              |
|-----------------|---|--------------|---------------|--------------|
|                 | ACR-PS +UPS (Dist.)   | Dring. water | Boundary wall | Girls Toilet |
| Mangalore City  | 75  | NA           | NA            | NA           |
| Dharwad         | 55  | NA           | NA            | NA           |
| Tumkur          | 154   | NA           | NA            | NA           |
| Bangalore Urban | 668   | 66           | 587           | 272          |
| Bijapur City    | 37  | NA           | NA            | NA           |
| Chitradurga     | 147   | NA           | NA            | NA           |
| Bellary         | 780   | NA           | NA            | NA           |
| Hospet          |   | NA           | NA            | NA           |
| Gadag           | 133   | NA           | NA            | NA           |
| Gulbarga        | 720   | NA           | NA            | NA           |

| Proposal-ACR, Drinking Water, Boundary Walls & Girls toilet |                     |              |               |              |
|---|---------------------|--------------|---------------|--------------|
|   | ACR-PS +UPS (Dist.) | Dring. water | Boundary wall | Girls Toilet |
| <b>Kolar</b>  | 122                 | NA           | NA            | NA           |
| <b>Belgaum</b>  | <b>511</b>          | NA           | NA            | NA           |
| <b>Mandya</b>   | 65                  | NA           | NA            | NA           |
| <b>Bhadravathi</b>  | <b>52</b>           | NA           | NA            | NA           |
| <b>Shimoga</b>  |                     | NA           | NA            | NA           |
| <b>Mysore</b>   | 165                 | NA           | NA            | NA           |
| <b>Raichur Block</b>  | 843                 | NA           | NA            | NA           |
| <b>Total</b>  | <b>4527</b>         |              |               |              |

### Observation

In view of covering the gaps of infrastructure in the urban areas after scrutinized the progress, the state of Karnataka proposed to reduce the gaps under infrastructure. ACR (4527) for both the level which also include rural blocks are proposed, which could be recommended under civil works head. In the million plus city 668 ACR, 66 drinking water, 587 boundary walls and 272 separate girls toilets are also proposed that may be filled in this year 2010-11.

### 1. SCR

| District/City   | Zones/Municipality   | No. of Schools | SCR-2009-10 |
|-----------------|----------------------|----------------|-------------|
| Mangalore City  | -                    | 31             | 23          |
| HDMC            | Hubli – Dharwad City | 202            | 30          |
| Tumkur          | -                    | 505            | 21          |
| Bangalore Urban | 1                    | 1880           | 39          |
| Bijapur City    | -                    | 122            | 29          |
| Chitradurga     | Municipality         | 54             | 24          |
| Bellary         | 2                    | 283            | 36          |
| Hospet          | 1                    | 194            | 36          |
| Gadag-Betagiri  | 1                    | 136            | 29          |
| Gulbarga        | 9                    | 130            | 30          |
| K.G.F           | 1                    | 134            | 20          |
| Belgaum         | CMC Belgaum          | 163            | 27          |
| Mandya          | 1                    | 113            | 20          |
| Bhadravathi     | CMC                  | 64             | 21          |
| Shimoga         | CMC                  | 82             | 22          |
| Mysore          | 9                    | 380            | 26          |
| Raichur Block   | CMC Raichur          | 163            | 32          |
| <b>Total</b>    | <b>25</b>            | <b>3985</b>    |             |

### Observation

Position of SCR in the above 17 corporations has been found favorable in the year 2008-9. Similarly, state reported that there is no proposal for ACR in these above corporations for AWP&B 2010-11. As observed SCR has been found satisfactory/favorable. Data on need if infrastructure is not available with the DISE.

### 2. PTR

| District/City   | Zones/Municipality | No. of Schools | PTR-2009-10 | Teachers Proposed |
|-----------------|--------------------|----------------|-------------|-------------------|
| Mangalore City  |                    | 31             | 24          | 0                 |
| HDMC            | HDMC               | 202            | 32          | 0                 |
| Tumkur          |                    | 505            | 20          | 0                 |
| Bangalore Urban | 1                  | 1880           | 28          | 0                 |
| Bijapur City    | CMC                | 122            | 30          | 0                 |
| Chitradurga     | Municipality       | 54             | 21          | 0                 |
| Bellary         | 2                  | 283            | 31          | 0                 |
| Hospet          | 1                  | 194            | 29          | 0                 |
| Gadag-Betagiri  | 1                  | 136            | 27          | 0                 |
| Gulbarga        | 9                  | 130            | 26          | 0                 |
| K.G.F           | 1                  | 134            | 19          | 0                 |
| Belgaum         | CMC Belgaum        | 163            | 26          | 0                 |
| Mandya          | 1                  | 113            | 23          | 0                 |
| Bhadravathi     | CMC                | 64             | 27          | 0                 |
| Shimoga         | CMC                | 82             | 26          | 0                 |
| Mysore          | 9                  | 380            | 22          | 0                 |
| Raichur Block   | CMC Raichur        | 163            | 25          | 0                 |
| <b>Total</b>    | <b>25</b>          | <b>3985</b>    | <b>-</b>    | <b>-</b>          |

### Observation

As observed PTR in the above corporations/urban blocks is favorable, therefore no proposal for additional teachers for urban areas.

### 2. Teachers Training

| District/City (MPC) | Zones/Municipality | Schools | No. of Teachers | In-Service training |
|---------------------|--------------------|---------|-----------------|---------------------|
| Mangalore City      | -                  | 31      | 182             | 182                 |
| HDMC                | HDMC               | 202     | 2073            | 2073                |
| Tumkur              | -                  | 505     | 1863            | 1863                |
| Bangalore Urban     | 1                  | 1880    | 12109           | 32519               |
| Bijapur             | Bijapur City       | 122     | 778             | 620                 |
| Chitradurga         |                    | 54      | 398             | 398*15 days         |



|                |             |             |                 |              |
|----------------|-------------|-------------|-----------------|--------------|
| Bellary        | 2           | 283         | 1914            | 1914         |
| Hospet         | 1           | 194         | 1227            | 1227         |
| Gadag-Betagiri | 1           | 51          | 358             | 358          |
| Gulbarga       | 3           | 83          | 581             | 581          |
| KGF            | 1           | 134         | 182             | 182          |
| Belgaum        | CMC Belgaum | 163         | 1369            | 1369         |
| Mandya         | 1           | 113         | 723             | 723          |
| Bhadravathi    | CMC         | 64          | 327             | 327          |
| Shimoga        | CMC         | 82          | 342             | 342          |
| Mysore         | MCC         | 380         | 01:23           | 0            |
| Raichur Block  | CMC Raichur | 163         | 873             | 873          |
| <b>Total</b>   | <b>10</b>   | <b>4504</b> | <b>25299.06</b> | <b>45153</b> |

### Observation

As seen in the above table around 25299 teachers working in the urban/corporations as mentioned above, the figure provided may not be viable. Abject figure on the number of teachers working need to be worked-out clearly. As also mentioned 45153 teachers will be provided in-service training in this year 2010-11.

### Teachers Recruitment/Rationalization: Progress & Proposal

| District/City<br>(MPC) | Teachers Sanctioned-2008-09 |             | In Service-2008-09 |             | Proposed-2010-11 |             |
|------------------------|-----------------------------|-------------|--------------------|-------------|------------------|-------------|
|                        | PS                          | UPS         | PS                 | UPS         | PS               | UPS         |
| Mangalore City         | -                           | -           | -                  | -           | -                | -           |
| HDMC                   |                             |             | 85                 | 1105        |                  |             |
| Tumkur                 | -                           | -           | -                  | -           | -                | -           |
| Bangalore Urban        | 28                          | -           | -                  | -           | -                | 185         |
| Bijapur                | 0                           | 0           | 0                  | 0           |                  | 7           |
| chitradurga            | 04                          | -           | 04                 | -           | 00               | 00          |
| BELLARY                | 20                          | 0           | 0                  | 0           | 0                | 0           |
| HOSPET                 | 0                           | 0           | 0                  | 0           | 0                | 0           |
| Gadag-Betagiri         | 51                          | 358         | 358                | 331         | 0                | 20          |
| GULBARGA               | 30                          | 53          | 30                 | 53          | 0                | 0           |
| K.G.F                  | 188                         | 331         | 185                | 321         | 0                | 0           |
| Belgaum                | 146                         | 1341        | 146                | 1341        | 175              | 1058        |
| Mandya                 | 101                         | 429         | 100                | 403         | 0                | 0           |
| Bhadravathi            | 0                           | 1           | 294                | 910         | 0                | 0           |
| Shimoga                | 0                           | 2           | 316                | 1152        | 0                | 0           |
| Mysore                 | 0                           | 0           | 0                  | 0           | 0                | 0           |
| Raichur Block          | 46                          | 89          | 336                | 1150        | 439              | 1470        |
| <b>Total</b>           | <b>610</b>                  | <b>2604</b> | <b>1850</b>        | <b>6766</b> | <b>614</b>       | <b>2740</b> |

### Recommendation

Teacher's training part as well also goes to quality section for recommendation as a whole under the district plan although state has provided the figure for the corporation's separately. Recommendation may be done as per need.

### Academic Support Structure

| Sl.No | District/City   | URCs      | No. of Coordinator | UCRCs      | Remarks/Observation  |
|-------|-----------------|-----------|--------------------|------------|--|
| 1     | Mangalore       | 2         | 2                  | 28         | <ul style="list-style-type: none"><li>• No report whether URC coordinator looks only the urban areas or including rural.</li><li>• Survey on need of URCs is required keeping into account for separate urban focus.</li><li>• Responsibility of the Coordinator need to be defined in detail.</li></ul> |
| 2     | HDMC            | 1         | 1                  | 14         |  |
| 3     | Tumkur          | 0         | 0                  | 0          |  |
| 4     | Bangalore Urban | 5         | 5                  | 70         |  |
| 5     | Bijapur City    | 1         | 1                  | 14         |  |
| 6     | chitradurga     | 0         | 0                  | 0          |  |
| 7     | BELLARY         | 1         | 1                  | 14         |  |
| 8     | HOSPET          | 0         | 0                  | 0          |  |
| 9     | Gadag-Betagiri  | 1         | 1                  | 14         |  |
| 10    | GULBARGA        | 1         | 1                  | 14         |  |
| 11    | K.G.F           | 0         | 0                  | 0          |  |
| 12    | Belgaum         | 1         | 1                  | 14         |  |
| 13    | Mandya          | 1         | 1                  | 14         |  |
| 14    | Bhadravathi     | 0         | 0                  | 0          |  |
| 15    | Shimoga         | 0         | 0                  | 0          |  |
| 16    | Mysore          | 1         | 1                  | 14         |  |
| 17    | Raichur Block   | 0         | 0                  | 0          |  |
|       | <b>Total</b>    | <b>15</b> | <b>15</b>          | <b>210</b> |  |

### Observation

As observed in the above table that out of 17 corporations mentioned by the state only 15 corporations have reported URCs having the same number of coordinator working in these URCs

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### Convergence

| SL.NO | District/City   | Local Bodies/Institutions/Depart.  | Area of Convergence-2008-09                         | Area of Convergence-2010-11                        |
|-------|-----------------|--|---|--|
| 1     | Mangalore       | 2  | -   | -  |
| 2     | Tumkur          |  | Building repairs toilet, drinking water             | Building repairs toilet, drinking water            |
| 3     | Dharwad         | Child Labour Department  | Identification of Child labour                      | Identification of Child labour                     |
|       |                 | Women and Child Department   | Children census                                     | Children Census                                    |
|       |                 | Hubli - Dharwad Municipal corporation  | Water and total sanitation, site.                   | Water and total sanitation, site.                  |
|       |                 | Health Department  | Health check-up, medical camp                       | Health check-up, medical camp                      |
| 4     | Bangalore Urban | Labour department  | Schools   | Schools  |
|       |                 | BBMP   | Schools   | Schools  |
|       |                 | Social welfare   |   | Schools  |
| 5     | Chitradurga     | City municipality, rotary club, youth associations, inner wheel club, W&CD, labour etc | Mainstreaming OOSC and child labour, BE volunteers, | Mainstreaming OOSC and child labour, BE volunteers |
| 6     | BELLARY         | ADARASHA EDU SOCIETY   | CWSN, OOSC  |  |
| 7     | HOSPET          | BASAWESHWARA   | CWSN, OOSC  |  |
|       |                 | BIRDS  | CWSN, OOSC  |  |
| 8     | Gadag-Betagiri  | 1  | 1. CMC  | 1. CMC   |
|       |                 |  | 2. WCD  | 2. WCD   |
|       |                 |  | 3. Health Dept.                                     | 3. Health Dept.                                    |
|       |                 |  | 4. SW Dept.   | 4. SW Dept.  |
| 9     | Gulbarga        | Labour Dept. SW WC   | Coverage of OOSC                                    | Coverage of OOSC                                   |
| 10    | K.G.F           | SRI JAYA CHAMARAJENDRA VIDYA SAMSTHE   | ASHAKIRANA  | 0  |
|       |                 | ANTHARAGANGE VIDYA SAMSTHE   | HOME BASED  |  |
| 11    | Belgaum         | 1) Asha Jyoti  | HBE   |  |
|       |                 | 2) Veerrani Kittur Chennamma   | Ashakiran centres                                   |  |
|       |                 | 3) Dr. B.R Ambedkar Edn. Society   |   |  |
|       |                 | Swamy Vivekananda Edn Society  |   |  |
| 12    | Mandya          |  |   | 0  |
|       |                 | Ease training Institution®, Mandya   |   |  |
|       |                 |  |   |  |
|       |                 | Jai Bharath education Trust®, Mandya   | ASHAKIRANA  |  |
|       |                 | MOB, Mandya  | HOME BASED  |  |
| 13    | Bhadravathi     | Nil  | Nil   | Nil  |

| Sl.NO | District/City | Local Bodies/Institutions/Depart. | Area of Convergence-2008-09 | Area of Convergence-2010-11 |
|-------|---------------|-----------------------------------|-----------------------------|-----------------------------|
| 14    | Shimoga       | Nil                               | Nil                         | Nil                         |
| 15    | Mysore        | 5                                 | TSC                         | TSC                         |
| 16    | Raichur Block | CMC Raichur                       |                             | NRBC -20 centres            |
|       |               |                                   |                             | RBC - 30 centres            |
|       |               |                                   |                             | Ashakiran - 6 centres       |
|       |               |                                   |                             | HBE - 42 centres            |

#### NGOs Involvement in Urban Areas

| S.N                | District/City (MPC) | MC/Ward Number | Name of NGOs involved                         | Intervention                        |
|--------------------|---------------------|----------------|---|-------------------------------------|
| 1                  | Mangalore City      | 45             | PRAJNA COUNCELLING CENTRE                     | ASHAKIRANA                          |
|                    |                     |                | PADI, MANGALORE                               | ADOLESCENT CAMPS                    |
|                    |                     |                | JAMAYATULLA FALAH                             | MUSLIM GIRLS CAMP                   |
| 2                  | HDMC                | 36             | Agastya Foundation                            | Science Mobile Lab                  |
|                    |                     |                | M.M. Joshi Eye Institute and Charitable trust | School Eye Sight programme          |
|                    |                     |                | Vasan Eye care center                         | School Eye Sight programme          |
|                    |                     |                | Manovikas Kendra                              | Medical check-up                    |
|                    |                     |                | Mahaveer Jain Youth federation                | CWSN aids and appliances            |
|                    |                     |                | Akshara Foundation                            | Remedial Teaching and reading cards |
|                    |                     |                | SDM Dental College                            | Surgery                             |
| 3                  | Tumkur              | 35             | 2   | OOSC & CWSN                         |
| 4                  | Bangalore Urban     | 145            | Baduku  | Ashakirana and ECCE                 |
|                    |                     |                | Surabhi                                       | ECCE                                |
|                    |                     |                | Samgra Janbhivruddi Samste                    | RBC, NRBC and Ashakiran             |
|                    |                     |                | Suvarna Anu Shakthi                           | NRBC and RBC                        |
|                    |                     |                | Vidyaniketana                                 | Ashakirana                          |
|                    |                     |                | Shyamala Vidya vardhak Sangha                 | RBC                                 |
|                    |                     |                | Pragathi                                      | NRBC                                |
|                    |                     |                | Rastothana parishat                           | Ashakirana                          |
|                    |                     |                | Niranthara                                    | ECCE and NRBC                       |
|                    |                     |                | Saheli  | NRBC                                |
|                    |                     |                | Hindu seva Prathistana                        | Ashakirana                          |
|                    |                     |                | Bharatiya Seva Samste                         | RBC and Ashakirana                  |
|                    |                     |                | Samaja Vikasa Kendra                          | Ashakirana                          |
|                    |                     |                | Samaja Seva Samste                            | Ashakirana                          |
|                    |                     |                | Sneha Bharathi                                | Ashakirana                          |
|                    |                     |                | Nandhi Education Trust                        | Ashakirana                          |
|                    |                     |                | Curds   | NRBC                                |
|                    |                     |                | Loyolo Edn Society                            | Asha Kirana                         |
|                    |                     |                | Ekata Training Center                         | Asha Kirana                         |
|                    |                     |                | Rajarajeshwari Society                        | Adolescent Girls camp               |
| Darul Ulum Madarsa | Madarsa             |                |   |                                     |
| Salfiya Madarsa    | Madarsa             |                |   |                                     |
| Al Hasmi Madarsa   | Madarsa             |                |   |                                     |
| 6                  | Chitradurga         | 18             | PRAJA YATNA                                   | Community training                  |
| 7                  | BELLARY             | 35             | ADARASHA EDU SOCIETY                          | CWSN,OOSC                           |

| S.N          | District/City (MPC) | MC/Ward Number  | Name of NGOs involved                                   | Intervention                                 |
|--------------|---------------------|---|---|--|
| 8            | HOSPET              | 77  | BASAWESHWARA  | CWSN,OOSC                                    |
|              |                     |   | BIRDS   | CWSN,OOSC                                    |
| 9            | Gadag-Betagiri      | GADAG-BETAGIRI  | Agastya Foundation                                      | Science Mobile Lab                           |
|              |                     |   | Kamadenu Self help group, Gadag Betgeri                 | OoSC   |
|              | GULBARGA            | 23,12,34  | Mohamadiya Arebic Madarasa                              | MADARASA, RBC                                |
|              |                     |   | Madeena Arebic Madarasa                                 |  |
|              |                     |   | Ideal Arebic Madarasa                                   |  |
|              |                     |   | Hussainia Arebic madarasa                               |  |
| 10           |                     |   | Darul uloom Madarasa                                    |  |
| 11           | K.G.F               | Vidya Samstey   | ASHAKIRANA  | 50   |
|              | Belgaum             | Asha Jyoti, Veerrani Kittur, Chennamma Dr. B.R Ambedkar Edn. Society, Swamy Vivekananda Edn Society | Asha Kiran  | 150  |
| 12           |                     |   |   |  |
| 13           | Mandya              | 35  | S.B.Education Trust, Mandya. Janaraksha Trust @ Mandya. | Ashakirana, Adoloscent Girls Awareness Camp. |
| 14           | Bhadravathi         | 0   | Nil   | Nil  |
| 15           | Shimoga             | 0   | Nil   | Nil  |
| 16           | Mysore              | 65  | Vimochana -NGO  | Adolescent camp                              |
| 17           | Raichur Block       | 35  | 7   | 800  |
| <b>Total</b> |                     | <b>561</b>  | <b>9</b>  | <b>1108</b>                                  |

### Mainstreaming Strategy:

#### Mainstreaming Strategy of the NGOs interyentions

| District/(MPC)  | Name of NGO                   | Intervention              | Children |
|-----------------|-------------------------------|---------------------------|----------|
| Mangalore City  | Prajya Councilling Centre     | Prajya Councilling Centre | 47       |
| HDMC            | Mehnaz Edu. society           | OOSC                      | 25       |
| Tumkur          | SKIRDS                        | RBC                       | 26       |
|                 | SPANDANA                      | HBE                       | 91       |
|                 | Baduku                        | NRBC, Ashakirana and ECCE | 9032     |
|                 | Surabhi                       | ECCE                      | 5040     |
|                 | Samgra Janbhivruddi Samste    | RBC, NRBC and Ashakiran   | 254      |
|                 | Swarna Anu Shakthi            | NRBC and RBC              | 60       |
|                 | Vidyaniketana                 | Ashakirana                | 45       |
|                 | Shyamala Vidya vardhak Sangha | RBC                       | 50       |
|                 | Pragathi                      | NRBC                      | 70       |
|                 | Rastothana parishat           | Ashakirana                | 23       |
| Bangalore Urban | Niranthara                    | ECCE and Ashakirana       | 1420     |
|                 | Saheli                        | NRBC                      | 52       |
|                 | Hindu Seva Prathistana        | Ashakirana                | 25       |
|                 | Bharatiya Seva Samste         | RBC and Ashakirana        | 90       |
|                 | Samaja Vikasa Kendra          | Ashakirana                | 42       |
|                 | Samaja Seva Samste            | Ashakirana                | 25       |
|                 | Sneha Bharathi                | Ashakirana                | 25       |
|                 | Nandhi Education Trust        | Ashakirana                | 25       |
|                 | Curds                         | NRBC                      | 25       |

| Mainstreaming Strategy of the NGOs interventions |   |                          |          |
|--|---|--------------------------|----------|
| District/(MPC)                                   | Name of NGO                             | Intervention             | Children |
| Bijapur City                                     | Loyolo Edn Society                      | Asha Kirana              | 60       |
|  | Ekata Training Center                   | Asha Kirana              | 50       |
|  | Rajarajeshwari Society                  | Adolescent Girls camp    | 200      |
|  | Darul Ulum Madarsa                      | Madarsa                  | 59       |
|  | Salfiya Madarsa                         | Madarsa                  | 134      |
|  | Al Hasmi Madarsa                        | Madarsa                  | 120      |
| Chitradurga                                      | Praja yatna                             | Special Enrollment Drive | 60       |
| Bellary  | 5                                       | Oosc                     | 220      |
| Hospet   | 3                                       | Oosc                     | 150      |
| Gadag-Betagiri                                   | Agastya Foundation                      | Science Mobile Lab       |          |
|  | Kamadenu Self help group, Gadag Betgeri | OoSC                     | 25       |
|  | 3) Samarpana Society Sindanur           | 12 NRBC                  | 25       |
|  | 4) Navodaya Society Haveri              | HBE                      | 53       |
| GULBARGA   | Mahila Samkhya                          | KGBV                     | 100      |
|  | Darul-ulum,chincholi                    | Madarsa                  | 87       |
| K.G.F  | ANTHRAGAGE VIDYA SAMSTHE KOLAR          | HOME BASED EDUCATION     | 24       |
| Belgaum  | 1.) Asha Jyoti                          | HBE                      | 107      |
| Mandya   | 2) Asha Jyoti                           |                          |          |
|  | 3) Veerrani Kittur 4) Chennamma         |                          |          |
| Bhadravathi                                      | Jai Bharath education Trust®, Mandya    | Asha Kiran               | 175      |
|  | Ease training Institution®, Mandya      | ASHAKIRANA               | 50       |
|  | Nil                                     | ASHAKIRANA               | 50       |
|  | Nil                                     | Nil                      | 0        |
| Shimoga  | Nil                                     | Nil                      | 0        |
| Mysore   | -                                       | -                        | -        |
| Raichur Block                                    | Jannachetana Raichur                    | Oosc & NCLP              | 100      |
|  | Spanda welfare Trust                    | Oosc & NCLP              | 150      |
|  | Akshara Pratishtana                     | Oosc & NCLP              | 100      |
|  | Swarna Raichur                          | Oosc & NCLP              | 100      |
|  | HRD Society                             | Oosc & NCLP              | 100      |
|  | Swamy Vivekanada Society                | Oosc & NCLP              | 100      |
|  | INGRID                                  | Oosc & NCLP              | 150      |

### NPEGEL/KGVB in Urban Areas

| Sl.No | District/City (MPC) | MC/Ward Number/Slums | No. of NPEGEL Centers | Children Enrolled | No. of KGVB | Children Enrolled |
|-------|---------------------|----------------------|-----------------------|-------------------|-------------|-------------------|
| 1     | Mangalore City      | -                    | -                     | -                 | -           | -                 |
| 2     | HDMC                | 36                   | 6                     | 1685              |             |                   |
| 3     | Tumkur              | 0                    | 0                     | 0                 | 0           | 0                 |
| 4     | Bangalore Urban     | 1                    | 1                     | 1205              | 0           | 0                 |
| 5     | Bijapur City        | 35                   | 9                     | 12940             | 0           | 0                 |
| 6     | chitradurga         | 0                    | 0                     | 0                 | 0           | 0                 |
| 7     | BELLARY             | 0                    | 0                     | 0                 | 0           | 0                 |
| 8     | HOSPET              | 0                    | 0                     | 0                 | 0           | 0                 |
| 9     | Gadag-Betagiri      | 0                    | 0                     | 0                 | 0           | 0                 |

| Sl.No | District/City (MPC) | MC/Ward Number/Slums | No. of NPEGEL Centers | Children Enrolled | No. of KGVB | Children Enrolled |
|-------|---------------------|----------------------|-----------------------|-------------------|-------------|-------------------|
| 10    | GULBARGA            |                      | 13                    | 689               | 2           | 203               |
| 11    | K.G.F               | 0                    | 0                     | 0                 | 0           | 0                 |
| 12    | Belgaum             | 59                   | 0                     | 0                 | 0           | 0                 |
| 13    | Mandya              | 0                    | 0                     | 0                 | 0           | 0                 |
| 14    | Bhadravathi         | 35                   | 0                     | 0                 | 0           | 0                 |
| 15    | Shimoga             | 35                   | 0                     | 0                 | 0           | 0                 |
| 16    | Mysore              | 1                    | 1                     | 150               | 0           | 0                 |
| 17    | Raichur Block       | 35                   | 15                    | 1270              | 1           | 98                |
| 18    | <b>Total</b>        | <b>237</b>           | <b>45</b>             | <b>17939</b>      | <b>3</b>    | <b>301</b>        |

### Comments

As seen in the above table total 45 NPEGEL centres are running in the seven urban slums of the above 7 corporations covering around 17939 children. Only three KGVB is reported as operational in two corporations mentioned above. Stat/districts need to identify needs in each slums through an intensive survey.

### 5. Education Indicators:

#### Major Issues:

1. The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level.
2. The % girls coverage has a decreasing trend for Govt + Aided schools. The girls coverage in all the social category for all Management and for Govt+Aided Management is decreasing.
3. The overall %School with Single Teacher is increased at Primary Level from 4.96 to 9.26 . At Upper Primary states' shows no school having single teacher.
4. Bidar,Gulbarga,Raichur,Bijapur,Yadgiri are the districts which have more than 40% of schools having No drinking water facility at primary Level..
5. Gulbarga,Chikballapur,Bidar,Hassan,Koppal are the districts which have more than 60% of schools having No Girls Toilet facility at primary Level..

### EMIS & PMIS with Educational Indicator

For the Evaluation of the current status and to identify the area where state has to keep its eyes, the analysis has been done under following Educational Indicators:

The state cycle is from Grade 1 to Grade 7, But from year 2008-09 onwards state is covering the data for the Grade 8, this reflects a sudden increase in the enrolment and other indicators' value for the Upper Primary Level..

The state used DISE 09-10 data in its Annual Plan .The following scenario is emerged in case of enrolment from the given educational Indicator Tables:

### Enrollment

|                                 | All Management |         |         | Govt+Aided |         |         |
|---------------------------------|----------------|---------|---------|------------|---------|---------|
|                                 | 07-08          | 08-09   | 09-10   | 07-08      | 08-09   | 09-10   |
| <b>Enrolment at Primary</b>     | 5596578        | 5533644 | 5462546 | 4233479    | 4029453 | 3843515 |
| <b>Enrolment at Up. Primary</b> | 2292363        | 2928636 | 2946615 | 1798280    | 2316420 | 2233000 |

### **% Change in Enrolment**

|                                 | All Management |                |                | Govt+Aided     |                |                |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                 | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 |
| <b>Enrolment at Primary</b>     | -0.98          | -1.12          | -1.28          | -3.08          | -4.82          | -4.61          |
| <b>Enrolment at Up. Primary</b> | 2.45           | 27.76          | 0.61           | 0.95           | 28.81          | -3.60          |

### **District wise Enrolment for Govt+Aided:**

| District               | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |        |
|------------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
|                        | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  | Total  |
| 2                      | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     | 17     |
| <b>BAGALKOT</b>        | 87800   | 87111  | 174911 | 85175   | 83894  | 169069 | 81067   | 81168  | 162235 |
| <b>BANGALORE RURAL</b> | 27818   | 28288  | 56106  | 24907   | 25984  | 50891  | 23137   | 24480  | 47617  |
| <b>BANGALORE SOUTH</b> | 124516  | 130736 | 255252 | 112970  | 118325 | 231295 | 105407  | 112751 | 218158 |
| <b>BELGAUM</b>         | 182737  | 183021 | 365758 | 173893  | 173919 | 347812 | 167965  | 169296 | 337261 |
| <b>BELLARY</b>         | 107340  | 105630 | 212970 | 100507  | 100819 | 201326 | 95189   | 96553  | 191742 |
| <b>BIDAR</b>           | 95076   | 92166  | 187242 | 91246   | 89836  | 181082 | 82091   | 83739  | 165830 |
| <b>BIJAPUR</b>         | 120548  | 114488 | 235036 | 122010  | 115787 | 237797 | 119066  | 112983 | 232049 |



| District            | 2007-08        |                |                | 2008-09        |                |                | 2009-10        |                |                |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                     | Boys           | Girls          | Total          | Boys           | Girls          | Total          | Boys           | Girls          | Total          |
| 2                   | 9              | 10             | 11             | 12             | 13             | 14             | 15             | 16             | 17             |
| HAMARAJA<br>NAGARA  | 35298          | 34486          | 69784          | 33137          | 32605          | 65742          | 31400          | 31241          | 62641          |
| HICKBALLA<br>PUR    | 40448          | 42171          | 82619          | 37434          | 38903          | 76337          | 34513          | 35736          | 70249          |
| HIKKAMAN<br>GALORE  | 39870          | 39085          | 78955          | 35509          | 35017          | 70526          | 32255          | 31646          | 63901          |
| HITRADURG<br>A      | 64149          | 63119          | 127268         | 61930          | 60707          | 122637         | 58675          | 58026          | 116701         |
| DAKSHINA<br>KANNADA | 66950          | 63969          | 130919         | 63244          | 60783          | 124027         | 60340          | 57905          | 118245         |
| AVANAGER<br>E       | 71660          | 71407          | 143067         | 66439          | 66578          | 133017         | 65376          | 65469          | 130845         |
| DHARWAD             | 67900          | 68203          | 136103         | 64287          | 64769          | 129056         | 60437          | 61609          | 122046         |
| GADAG               | 44040          | 42984          | 87024          | 43042          | 42237          | 85279          | 42614          | 41765          | 84379          |
| BULBARGA            | 112622         | 108676         | 221298         | 116813         | 113407         | 230220         | 119506         | 118595         | 238101         |
| HASSAN              | 57635          | 57519          | 115154         | 52179          | 51584          | 103763         | 48190          | 48850          | 97040          |
| HAVERI              | 67232          | 66718          | 133950         | 64207          | 63680          | 127887         | 62806          | 61380          | 124186         |
| KODAGU              | 17000          | 17056          | 34056          | 16391          | 16475          | 32866          | 15823          | 15757          | 31580          |
| KOLAR               | 50098          | 51696          | 101794         | 45920          | 48966          | 94886          | 42596          | 45682          | 88278          |
| KOPPAL              | 67303          | 64936          | 132239         | 65505          | 63511          | 129016         | 65251          | 63494          | 128745         |
| MANDYA              | 52235          | 51808          | 104043         | 48725          | 48313          | 97038          | 46571          | 46275          | 92846          |
| MYSORE              | 87621          | 91350          | 178971         | 79771          | 83214          | 162985         | 76158          | 79039          | 155197         |
| RAICHUR             | 91840          | 89006          | 180846         | 88041          | 86867          | 174908         | 84072          | 80069          | 164141         |
| MANAGAR<br>A        | 33486          | 33074          | 66560          | 31280          | 31245          | 62525          | 29605          | 29252          | 58857          |
| SHIMOGA             | 58459          | 58246          | 116705         | 54349          | 53731          | 108080         | 52205          | 51834          | 104039         |
| TUMKUR              | 89165          | 87291          | 176456         | 82171          | 81033          | 163204         | 78256          | 77256          | 155512         |
| UDUPI               | 35310          | 34191          | 69501          | 33140          | 31815          | 64955          | 31301          | 30257          | 61558          |
| TARA<br>KANNADA     | 60276          | 57827          | 118103         | 52631          | 50409          | 103040         | 50212          | 47912          | 98124          |
| YADGIRI             | 73975          | 66814          | 140789         | 78010          | 70177          | 148187         | 63908          | 57504          | 121412         |
| <b>Total</b>        | <b>2130407</b> | <b>2103072</b> | <b>4233479</b> | <b>2024863</b> | <b>2004590</b> | <b>4029453</b> | <b>1925992</b> | <b>1917523</b> | <b>3843515</b> |

**Observations:**

The major %decrease is recorded in the following districts for Govt + Aided at Primary Level:

|         |          |                 |         |
|---------|----------|-----------------|---------|
| Yadgiri | -18.07%, | Chikkamangalore | -9.39%, |
| Bidar   | -8.42%,  | Chickballapur   | -7.98%, |
| Kolar   | -6.96%   |                 |         |

The major %decrease is recorded in the following districts for Govt+Aided at Upper Primary Level:

|         |          |                 |         |               |
|---------|----------|-----------------|---------|---------------|
| Yadgiri | -18.05%, | Chamarajanagara | -9.90%, | Chickballapur |
| 8.13%,  |          | Kolar           | -7.81%  |               |

**Gross Enrolment Ratio:**

Following table shows the time line in respect to GER:

|                |            | GER    |        |        |
|----------------|------------|--------|--------|--------|
|                |            | 07-08  | 08-09  | 09-10  |
| All Management | Primary    | 106.43 | 113.14 | 110.78 |
|                | U. Primary | 104.71 | 110.84 | 105.91 |

The Gross Enrolment Ratio from the previous year is decreasing, but the state is managing the achievement 110.78 at Primary Level and 105.91 at Upper Primary Level and which is still satisfactory.

**District wise GER at Primary Level:**

| Sl no | District         | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |
|-------|------------------|---------|--------|--------|---------|--------|--------|---------|--------|
|       |                  | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  |
| 1     | 2                | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     |
| 1     | BAGALKOT         | 100.38  | 102.33 | 101.32 | 103.03  | 106.50 | 104.70 | 102.26  | 102.97 |
| 2     | BANGALORE RURAL  | 104.80  | 104.85 | 104.82 | 87.94   | 90.44  | 89.19  | 97.57   | 99.25  |
| 3     | BANGALORE SOUTH  | 136.29  | 136.00 | 136.16 | 137.79  | 137.50 | 137.66 | 149.10  | 143.55 |
| 4     | BELGAUM          | 115.34  | 113.06 | 114.19 | 117.90  | 115.57 | 116.73 | 104.18  | 104.55 |
| 5     | BELLARY          | 102.35  | 102.26 | 102.31 | 100.75  | 100.66 | 100.71 | 114.58  | 113.42 |
| 6     | BIDAR            | 113.54  | 114.31 | 113.92 | 118.14  | 116.40 | 117.27 | 113.26  | 112.17 |
| 7     | BIJAPUR          | 133.67  | 134.36 | 134.00 | 105.58  | 105.76 | 105.66 | 106.30  | 106.11 |
| 8     | CHAMARAJANAGAR A | 97.71   | 97.52  | 97.62  | 102.20  | 107.29 | 104.59 | 109.18  | 103.25 |
| 9     | CHICKBALLAPUR    | 119.35  | 119.23 | 119.29 | 103.41  | 104.36 | 103.89 | 100.29  | 100.10 |
| 10    | CHIKKAMANGALOR E | 109.90  | 106.66 | 108.34 | 111.35  | 124.88 | 117.35 | 107.52  | 106.73 |

| Sl no | District         | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |        |
|-------|------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
|       |                  | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  | Total  |
| 1     | 2                | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     | 17     |
| 11    | CHITRADURGA      | 99.22   | 99.18  | 99.20  | 102.12  | 102.08 | 102.10 | 105.00  | 109.00 | 107.00 |
| 12    | DAKSHINA KANNADA | 109.00  | 111.00 | 110.00 | 116.37  | 126.23 | 120.97 | 102.68  | 102.73 | 102.71 |
| 13    | DAVANAGERE       | 104.40  | 103.22 | 103.82 | 104.99  | 103.82 | 104.41 | 110.66  | 112.02 | 111.32 |
| 14    | DHARWAD          | 121.72  | 123.99 | 122.81 | 125.86  | 127.20 | 126.50 | 116.62  | 117.68 | 117.13 |
| 15    | GADAG            | 109.00  | 111.00 | 110.00 | 135.60  | 134.96 | 135.29 | 128.60  | 134.96 | 131.84 |
| 16    | GULBARGA         | 107.90  | 110.20 | 109.00 | 111.02  | 111.55 | 111.73 | 112.27  | 112.80 | 112.98 |
| 17    | HASSAN           | 101.40  | 99.88  | 99.71  | 99.80   | 109.05 | 118.41 | 113.39  | 106.50 | 109.95 |
| 18    | HAVERI           | 113.52  | 112.87 | 113.55 | 113.64  | 113.69 | 113.65 | 107.29  | 105.65 | 101.19 |
| 19    | KODAGU           | 105.01  | 104.30 | 104.66 | 111.34  | 122.81 | 117.07 | 111.00  | 125.42 | 118.22 |
| 20    | KOLAR            | 119.35  | 119.23 | 119.29 | 124.35  | 124.23 | 124.29 | 129.35  | 129.23 | 129.29 |
| 21    | KOPPAL           | 101.22  | 102.15 | 101.62 | 146.00  | 138.00 | 142.00 | 112.44  | 114.35 | 113.40 |
| 22    | MANDYA           | 106.59  | 115.96 | 110.90 | 104.14  | 104.07 | 106.66 | 114.56  | 104.88 | 109.77 |
| 23    | MYSORE           | 103.31  | 105.37 | 104.31 | 121.71  | 131.36 | 126.25 | 103.62  | 105.43 | 104.50 |
| 24    | RAICHUR          | 120.02  | 122.10 | 120.97 | 112.02  | 114.00 | 112.97 | 109.69  | 108.31 | 119.00 |
| 25    | RAMANAGARA       | 0.00    | 0.00   | 0.00   | 92.29   | 94.15  | 93.19  | 91.45   | 93.14  | 92.30  |
| 26    | SHIMOGA          | 116.04  | 111.27 | 112.92 | 113.06  | 110.27 | 111.92 | 110.40  | 108.00 | 109.21 |
| 27    | TUMKUR           | 108.45  | 108.55 | 108.50 | 103.15  | 102.89 | 103.22 | 101.36  | 101.97 | 101.66 |
| 28    | UDUPI            | 102.56  | 103.10 | 102.83 | 107.17  | 107.58 | 107.38 | 114.69  | 112.47 | 113.53 |
| 29    | UTTARA KANNADA   | 102.22  | 101.28 | 101.75 | 101.77  | 102.09 | 101.93 | 102.56  | 101.42 | 101.99 |
| 30    | YADGIRI          | 100.35  | 103.88 | 105.16 | 102.35  | 105.88 | 107.16 | 108.70  | 106.11 | 107.41 |
|       | <b>Total</b>     | 106.15  | 106.64 | 106.43 | 111.50  | 113.48 | 113.14 | 110.35  | 110.14 | 110.78 |

#### Observations:

The GER is satisfactory at Primary. Following districts are reporting the major decrease in GER at Primary level.:

|                  |          |        |          |
|------------------|----------|--------|----------|
| Koppal           | -20.14%, | Mysore | -17.23%, |
| Dakshina Kannada | -15.10%, | Haveri | -10.97%, |
| Belgaum          | -10.59%  |        |          |

Districtwise GER at Upper Primary Level:

| Sl no | District        | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |        |
|-------|-----------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
|       |                 | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  | Total  |
| 1     | 2               | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     | 17     |
| 1     | BAGALKOT        | 97.87   | 99.77  | 98.78  | 108.15  | 110.13 | 109.10 | 103.11  | 104.01 | 103.54 |
| 2     | BANGALORE SOUTH | 129.99  | 130.26 | 130.12 | 131.29  | 131.56 | 131.42 | 111.68  | 116.17 | 114.69 |
| 3     | BANGALORE RURAL | 107.28  | 107.72 | 107.50 | 91.79   | 94.91  | 93.35  | 93.31   | 96.09  | 94.70  |
| 4     | BELGAUM         | 101.93  | 99.91  | 100.91 | 133.37  | 130.73 | 132.03 | 106.23  | 106.36 | 106.43 |
| 5     | BELLARY         | 99.88   | 99.71  | 99.80  | 98.28   | 98.11  | 98.20  | 103.22  | 102.78 | 103.00 |
| 6     | BIDAR           | 114.32  | 110.37 | 112.34 | 117.53  | 115.90 | 116.72 | 109.98  | 111.90 | 110.94 |
| 7     | BIJAPUR         | 125.29  | 135.12 | 129.86 | 106.18  | 107.90 | 106.97 | 106.69  | 105.90 | 106.32 |
| 8     | CHAMARAJANAGARA | 109.18  | 103.25 | 106.20 | 107.01  | 111.28 | 109.04 | 97.71   | 97.52  | 97.62  |

| Sno | District         | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |        |
|-----|------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
|     |                  | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  | Total  |
| 1   | 2                | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     | 17     |
| 9   | CHICKBALLAPUR    | 107.57  | 103.28 | 105.43 | 107.97  | 103.68 | 105.83 | 95.03   | 98.53  | 96.78  |
| 10  | CHIKKAMANGALORE  | 111.42  | 106.66 | 109.03 | 99.43   | 113.20 | 105.54 | 104.20  | 106.87 | 105.53 |
| 11  | CHITRADURGA      | 100.92  | 99.80  | 100.38 | 103.82  | 102.70 | 103.28 | 104.00  | 103.00 | 104.00 |
| 12  | DAKSHINA KANNADA | 118.00  | 118.00 | 118.00 | 124.99  | 130.09 | 127.38 | 102.11  | 103.35 | 102.43 |
| 13  | DAVANAGERE       | 102.76  | 102.24 | 102.50 | 102.85  | 102.31 | 102.58 | 115.31  | 113.07 | 114.19 |
| 14  | DHARWAD          | 98.42   | 95.56  | 97.03  | 123.88  | 122.43 | 123.17 | 94.45   | 95.13  | 94.79  |
| 15  | GADAG            | 118.00  | 118.00 | 118.00 | 134.72  | 128.79 | 131.84 | 134.72  | 133.39 | 134.00 |
| 16  | GULBARGA         | 106.90  | 109.20 | 108.00 | 108.38  | 110.27 | 109.29 | 109.73  | 111.62 | 110.00 |
| 17  | HASSAN           | 103.95  | 103.86 | 103.91 | 106.41  | 117.87 | 111.71 | 106.41  | 117.87 | 111.71 |
| 18  | HAVERI           | 114.44  | 113.79 | 114.12 | 106.66  | 106.63 | 106.65 | 102.92  | 102.73 | 102.00 |
| 19  | KODAGU           | 105.01  | 104.30 | 104.66 | 111.34  | 122.81 | 117.07 | 111.00  | 125.42 | 117.00 |
| 20  | KOLAR            | 105.44  | 104.97 | 105.21 | 105.84  | 105.37 | 105.61 | 106.24  | 105.77 | 101.00 |
| 21  | KOPPAL           | 107.07  | 108.63 | 107.79 | 103.00  | 105.00 | 104.00 | 106.22  | 105.37 | 105.00 |
| 22  | MANDYA           | 109.83  | 108.57 | 109.20 | 109.83  | 108.57 | 109.20 | 109.83  | 108.57 | 109.00 |
| 23  | MYSORE           | 114.45  | 117.55 | 115.96 | 122.33  | 133.48 | 127.60 | 97.10   | 98.37  | 97.00  |
| 24  | RAICHUR          | 115.78  | 113.36 | 114.66 | 115.28  | 112.86 | 114.16 | 110.10  | 111.50 | 110.00 |
| 25  | RAMANAGARA       | 0.00    | 0.00   | 0.00   | 95.82   | 98.59  | 97.13  | 95.85   | 98.48  | 97.00  |
| 26  | SHIMOGA          | 102.78  | 103.93 | 103.70 | 102.53  | 103.68 | 103.45 | 103.28  | 104.43 | 104.00 |
| 27  | TUMKUR           | 102.92  | 102.88 | 102.90 | 207.25  | 104.07 | 104.07 | 106.18  | 105.25 | 105.00 |
| 28  | UDUPI            | 114.86  | 111.48 | 113.17 | 115.24  | 113.79 | 114.52 | 110.88  | 112.93 | 109.00 |
| 29  | UTTARA KANNADA   | 101.48  | 100.79 | 101.13 | 101.50  | 101.82 | 101.66 | 101.66  | 102.16 | 101.00 |
| 30  | YADGIRI          | 100.83  | 101.57 | 101.15 | 102.33  | 103.07 | 102.65 | 102.58  | 103.32 | 102.00 |
|     | <b>Total</b>     | 104.95  | 104.48 | 104.71 | 113.50  | 111.72 | 110.84 | 105.39  | 106.93 | 105.00 |

#### Observations:

The GER is satisfactory U. Primary Level.

Following are the districts which reported the major decrease in the GER at U. Primary Level.

|                 |          |                 |           |
|-----------------|----------|-----------------|-----------|
| Mysore          | -23.41%, | Dharwad         | - 23.06%, |
| Belgaum         | -19.39%, | Dakshi. Kannada | -19.35%,  |
| Bangalore Rural | -12.73%, | Chamarajanagara | -10.48%   |

#### Net Enrolment Ratio:

|                |            | NER   |       |       |
|----------------|------------|-------|-------|-------|
|                |            | 07-08 | 08-09 | 09-10 |
| All Management | Primary    | 93.80 | 98.20 | 98.38 |
|                | U. Primary | 95.65 | 97.40 | 97.95 |

The NER has a increasing trend for Primary as well as for the Upper Primary Level and it is satisfactory at Primary and U. Primary Level with the above mentioned values..

**District wise NER at Primary Level:**

| Slno | District         | 2007-08      |              |              | 2008-09      |              |              | 2009-10      |              |              |
|------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|      |                  | Boys         | Girls        | Total        | Boys         | Girls        | Total        | Boys         | Girls        | Total        |
| 1    | 2                | 9            | 10           | 11           | 12           | 13           | 14           | 15           | 16           | 17           |
| 1    | BAGALKOT         | 96.52        | 97.16        | 96.82        | 90.12        | 97.65        | 88.91        | 73.44        | 76.22        | 75.05        |
| 2    | BANGALORE RURAL  | 98.51        | 98.61        | 98.56        | 98.87        | 99.39        | 99.13        | 98.57        | 99.34        | 98.95        |
| 3    | BANGALORE SOUTH  | 123.07       | 127.63       | 125.26       | 124.17       | 128.73       | 126.36       | 125.07       | 129.63       | 127.26       |
| 4    | BELGAUM          | 98.69        | 95.93        | 97.37        | 98.34        | 95.43        | 96.86        | 98.56        | 98.64        | 98.60        |
| 5    | BELLARY          | 109.20       | 111.20       | 110.20       | 111.10       | 113.10       | 112.10       | 113.00       | 115.00       | 114.00       |
| 6    | BIDAR            | 98.37        | 99.12        | 98.74        | 97.42        | 97.40        | 97.41        | 98.08        | 97.96        | 98.02        |
| 7    | BIJAPUR          | 81.88        | 81.97        | 81.92        | 94.40        | 94.60        | 94.50        | 99.90        | 99.32        | 94.31        |
| 8    | CHAMARAJANAGARA  | 96.20        | 95.92        | 96.71        | 99.24        | 99.29        | 99.26        | 96.42        | 96.46        | 96.44        |
| 9    | CHICKBALLAPUR    | 99.13        | 99.12        | 99.13        | 99.28        | 99.27        | 99.28        | 99.68        | 99.65        | 99.67        |
| 10   | CHIKKAMANGALORE  | 98.55        | 98.82        | 98.79        | 99.84        | 99.88        | 99.87        | 95.40        | 95.64        | 95.50        |
| 11   | CHITRADURGA      | 99.41        | 99.42        | 99.43        | 99.34        | 99.38        | 99.36        | 94.84        | 91.31        | 93.13        |
| 12   | DAKSHINA KANNADA | 99.00        | 99.00        | 99.00        | 98.83        | 98.91        | 98.86        | 99.43        | 100.07       | 99.74        |
| 13   | DAVANAGERE       | 99.48        | 99.29        | 99.39        | 99.48        | 99.29        | 99.39        | 99.04        | 99.21        | 99.12        |
| 14   | DHARWAD          | 72.68        | 73.64        | 73.14        | 94.70        | 94.61        | 94.66        | 82.04        | 82.66        | 82.34        |
| 15   | GADAG            | 99.00        | 99.00        | 99.00        | 95.07        | 94.98        | 95.02        | 95.07        | 94.98        | 95.02        |
| 16   | GULBARGA         | 95.23        | 95.06        | 95.15        | 94.73        | 94.56        | 94.65        | 93.98        | 93.81        | 93.90        |
| 17   | HASSAN           | 97.79        | 97.44        | 96.91        | 99.69        | 99.34        | 98.81        | 98.59        | 98.45        | 98.52        |
| 18   | HAVERI           | 94.88        | 94.84        | 94.86        | 95.44        | 95.40        | 95.42        | 95.87        | 95.83        | 95.85        |
| 19   | KODAGU           | 99.81        | 99.83        | 99.82        | 99.54        | 99.57        | 99.56        | 99.46        | 99.40        | 99.45        |
| 20   | KOLAR            | 99.38        | 99.35        | 99.37        | 99.53        | 99.50        | 99.52        | 99.68        | 99.65        | 99.67        |
| 21   | KOPPAL           | 96.73        | 96.42        | 96.58        | 97.39        | 97.14        | 97.27        | 99.09        | 98.81        | 98.96        |
| 22   | MANDYA           | 94.82        | 93.29        | 94.06        | 90.79        | 86.28        | 88.54        | 95.01        | 99.85        | 97.44        |
| 23   | MYSORE           | 98.04        | 97.83        | 97.93        | 99.26        | 99.24        | 99.25        | 94.24        | 96.13        | 95.16        |
| 24   | RAICHUR          | 83.48        | 82.91        | 83.19        | 91.48        | 90.91        | 91.23        | 95.48        | 94.96        | 95.23        |
| 25   | RAMANAGARA       | 0.00         | 0.00         | 0.00         | 99.27        | 99.18        | 99.23        | 98.66        | 98.52        | 98.59        |
| 26   | SHIMOGA          | 95.26        | 95.03        | 95.15        | 95.91        | 95.68        | 95.80        | 96.66        | 96.43        | 96.55        |
| 27   | TUMKUR           | 99.30        | 99.36        | 99.33        | 93.58        | 92.60        | 93.53        | 92.84        | 93.68        | 93.26        |
| 28   | UDUPI            | 99.02        | 98.76        | 98.89        | 99.60        | 99.60        | 99.60        | 99.28        | 99.27        | 99.28        |
| 29   | UTTARA KANNADA   | 98.65        | 99.04        | 98.84        | 99.04        | 99.23        | 99.14        | 95.15        | 95.20        | 95.35        |
| 30   | YADGIRI          | 90.13        | 90.67        | 90.43        | 91.53        | 92.07        | 91.83        | 90.33        | 90.87        | 90.63        |
|      | <b>Total</b>     | <b>93.74</b> | <b>93.86</b> | <b>93.80</b> | <b>98.20</b> | <b>98.38</b> | <b>98.10</b> | <b>97.68</b> | <b>97.56</b> | <b>97.62</b> |

**Observations:**

While Reviewing the district wise status following districts are reporting the major decrease in NER at Primary level.

Bagalkot -15.59%,  
Chitradurga -6.27%,

Dharwad -13.01%,  
Chikkamangalore -4.37%

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**Districtwise NER at Upper Primary Level:**

| Slno | District         | 2007-08 |        |        | 2008-09 |        |        | 2009-10 |        |
|------|------------------|---------|--------|--------|---------|--------|--------|---------|--------|
|      |                  | Boys    | Girls  | Total  | Boys    | Girls  | Total  | Boys    | Girls  |
| 1    | 2                | 9       | 10     | 11     | 12      | 13     | 14     | 15      | 16     |
| 1    | BAGALKOT         | 98.28   | 97.28  | 97.81  | 70.73   | 87.18  | 96.17  | 91.24   | 91.94  |
| 2    | BANGALORE RURAL  | 97.65   | 96.81  | 97.23  | 96.73   | 99.40  | 98.07  | 98.70   | 99.23  |
| 3    | BANGALORE SOUTH  | 109.90  | 114.05 | 111.90 | 111.50  | 115.65 | 113.50 | 112.40  | 116.99 |
| 4    | BELGAUM          | 99.88   | 97.09  | 98.54  | 100.69  | 98.21  | 99.68  | 96.39   | 96.12  |
| 5    | BELLARY          | 99.20   | 98.20  | 99.20  | 101.10  | 100.10 | 101.10 | 100.22  | 98.00  |
| 6    | BIDAR            | 96.98   | 97.86  | 97.42  | 98.98   | 98.78  | 98.88  | 97.67   | 97.47  |
| 7    | BIJAPUR          | 98.35   | 98.11  | 98.24  | 99.65   | 99.53  | 99.59  | 93.30   | 90.50  |
| 8    | CHAMARAJANAGARA  | 99.68   | 99.16  | 99.42  | 99.22   | 99.26  | 99.24  | 96.59   | 96.26  |
| 9    | CHICKBALLAPUR    | 99.04   | 98.95  | 98.99  | 99.19   | 99.10  | 99.14  | 99.32   | 99.01  |
| 10   | CHIKKAMANGALORE  | 99.50   | 99.68  | 149.63 | 99.47   | 99.60  | 99.54  | 99.11   | 99.08  |
| 11   | CHITRADURGA      | 98.64   | 98.64  | 97.44  | 99.89   | 99.73  | 98.53  | 94.78   | 94.09  |
| 12   | DAKSHINA KANNADA | 100.00  | 99.00  | 99.00  | 99.63   | 99.58  | 99.61  | 97.89   | 102.49 |
| 13   | DAVANAGERE       | 98.73   | 98.75  | 98.74  | 98.73   | 98.75  | 98.74  | 98.70   | 98.83  |
| 14   | DHARWAD          | 62.06   | 43.08  | 52.81  | 99.64   | 99.78  | 99.71  | 99.46   | 97.23  |
| 15   | GADAG            | 99.31   | 99.28  | 99.29  | 99.31   | 99.28  | 99.29  | 99.31   | 99.28  |
| 16   | GULBARGA         | 94.23   | 94.06  | 94.15  | 98.05   | 97.66  | 97.87  | 97.55   | 97.16  |
| 17   | HASSAN           | 97.28   | 97.23  | 97.25  | 99.18   | 99.13  | 99.15  | 100.57  | 97.75  |
| 18   | HAVERI           | 98.78   | 98.79  | 98.78  | 99.33   | 99.34  | 99.34  | 99.76   | 99.77  |
| 19   | KODAGU           | 99.81   | 99.83  | 99.82  | 99.54   | 99.57  | 99.56  | 99.60   | 98.40  |
| 20   | KOLAR            | 99.02   | 99.11  | 99.07  | 99.17   | 99.26  | 99.22  | 99.32   | 99.41  |
| 21   | KOPPAL           | 96.73   | 96.42  | 96.58  | 97.05   | 96.47  | 96.78  | 95.27   | 94.68  |
| 22   | MANDYA           | 94.82   | 93.29  | 94.06  | 90.79   | 86.28  | 88.54  | 100.69  | 97.28  |
| 23   | MYSORE           | 97.98   | 97.77  | 97.87  | 99.49   | 99.39  | 99.44  | 86.41   | 87.40  |
| 24   | RAICHUR          | 94.54   | 91.86  | 92.35  | 94.54   | 93.13  | 92.35  | 98.78   | 96.67  |
| 25   | RAMANAGARA       | 0.00    | 0.00   | 0.00   | 99.43   | 99.37  | 99.40  | 81.00   | 82.00  |
| 26   | SHIMOGA          | 95.07   | 96.57  | 95.54  | 95.37   | 96.87  | 95.84  | 95.62   | 97.12  |
| 27   | TUMKUR           | 98.93   | 99.21  | 99.07  | 83.92   | 84.49  | 84.18  | 89.98   | 89.95  |
| 28   | UDUPI            | 96.64   | 95.98  | 96.31  | 99.60   | 99.40  | 99.50  | 99.40   | 99.41  |
| 29   | UTTARA KANNADA   | 98.92   | 98.87  | 98.89  | 98.98   | 99.07  | 99.03  | 99.00   | 97.00  |
| 30   | YADGIRI          | 96.28   | 95.46  | 95.97  | 97.26   | 96.32  | 96.83  | 96.06   | 95.12  |
|      | <b>Total</b>     | 93.87   | 93.01  | 95.05  | 97.40   | 97.95  | 98.23  | 97.14   | 96.85  |

**Observations:**

While Reviewing the district wise status following districts are reporting the major decrease in NER at Upper Primary level.:

|                   |          |                 |          |
|-------------------|----------|-----------------|----------|
| <b>Ramanagara</b> | -18.51%, | <b>Mysore</b>   | -12.62%, |
| <b>Bijapur</b>    | -7.72%,  | <b>Bagalkot</b> | -4.76%   |

**Girls Coverage:**

**% Girls Coverage in the state**

|                                 | All Management |       |       | Govt+Aided |       |       |
|---------------------------------|----------------|-------|-------|------------|-------|-------|
|                                 | 07-08          | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| <b>Enrolment at Primary</b>     | 48.44          | 48.40 | 48.34 | 49.68      | 49.75 | 49.89 |
| <b>Enrolment at Up. Primary</b> | 48.27          | 49.13 | 48.11 | 49.34      | 49.22 | 49.33 |

**% Change in Girls Coverage:**

|                                 | All Management |                |                | Govt+Aided     |                |                |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                 | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 |
| <b>Enrolment at Primary</b>     | -0.91          | -1.20          | -1.42          | -2.84          | -4.68          | -4.34          |
| <b>Enrolment at Up. Primary</b> | 3.12           | 30.02          | -1.47          | 1.60           | 28.50          | -3.38          |

**Observations:**

The % girls coverage has a decreasing trend for Govt + Aided schools. The girls coverage in all the social category for all Management and for Govt+Aided Management is decreasing.

The District which are reporting a major decrease in % girls in comparison to the last year are:

| Girls Coverage in 2009-2010     |  |
|---------------------------------|--|
| Govt+Aided                      |  |
| <b>Enrolment at Primary</b>     | Yadgiri -18.06%, Chikkamangalore -9.63%, Chickballapur -8.14%, Raichur -7.83%, Bidar -6.79%, |
| <b>Enrolment at Up. Primary</b> | YADGIRI -19.56%, Chamarajanagara -9.22%, Chickballapur -8.03%, Kolar -7.69%                  |

**Gender Gap and Parity Index:**

|                    | All Management |       |       | Govt+Aided |       |       |
|--------------------|----------------|-------|-------|------------|-------|-------|
|                    | 07-08          | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| <b>Primary</b>     | 0.89           | 0.91  | 0.90  | 1.00       | 1.00  | 1.01  |
| <b>Up. Primary</b> | 0.94           | 0.94  | 0.93  | 0.98       | 0.98  | 0.98  |

|                    | All Management |       |       | Govt+Aided |       |       |
|--------------------|----------------|-------|-------|------------|-------|-------|
|                    | 07-08          | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| <b>Primary</b>     | 6.1            | 4.85  | 5.3   | -0.2       | -0.08 | -0.7  |
| <b>Up. Primary</b> | 3.23           | 3.28  | 3.72  | 1.11       | 0.79  | 0.86  |

From the overall state progress in regards to the Girls the impact shows the increase in Gender Gap at Both of the level for All Management.

**District Wise status at Primary Level for Govt+Aided**

| Sln0 | District         | 2007-08             |                | 2008-09             |                | 2009-10             |                |
|------|------------------|---------------------|----------------|---------------------|----------------|---------------------|----------------|
|      |                  | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl |
| 1    | 2                | 7                   | 8              | 9                   | 10             | 11                  | 12             |
| 1    | BAGALKOT         | 1.08                | -3.9           | 1.02                | -1.03          | 1.03                | -1.5           |
| 2    | BANGALORE RURAL  | 1.79                | -28.2          | 1.03                | -1.40          | 1.08                | -3.9           |
| 3    | BANGALORE SOUTH  | 1.03                | -1.5           | 1.03                | -1.41          | 1.03                | -1.5           |
| 4    | BELGAUM          | 1.04                | -1.9           | 1.00                | -0.11          | 1.00                | 0.2            |
| 5    | BELLARY          | 0.95                | 2.5            | 1.00                | -0.21          | 1.04                | -1.9           |
| 6    | BIDAR            | 1.00                | -0.1           | 1.00                | 0.15           | 1.07                | -3.5           |
| 7    | BIJAPUR          | 0.91                | 4.6            | 0.96                | 1.83           | 0.94                | 2.9            |
| 8    | CHAMARAJANAGARA  | 0.96                | 2.3            | 0.94                | 3.00           | 0.96                | 1.8            |
| 9    | CHICKBALLAPUR    | 1.05                | -2.4           | 1.04                | -2.04          | 1.05                | -2.6           |
| 10   | CHIKKAMANGALORE  | 0.97                | 1.4            | 0.99                | 0.49           | 0.98                | 1.1            |
| 11   | CHITRADURGA      | 0.98                | 1.3            | 0.98                | 0.92           | 0.99                | 0.6            |
| 12   | DAKSHINA KANNADA | 0.93                | 3.8            | 0.95                | 2.71           | 0.96                | 2.2            |
| 13   | DAVANAGERE       | 1.05                | -2.4           | 1.07                | -3.51          | 1.08                | -3.9           |
| 14   | DHARWAD          | 1.01                | -0.4           | 1.01                | -0.43          | 1.11                | -5.4           |
| 15   | GADAG            | 0.98                | 1.2            | 0.98                | 1.03           | 1.08                | -3.7           |
| 16   | GULBARGA         | 0.71                | 17.2           | 0.68                | 18.88          | 1.00                | -0.1           |
| 17   | HASSAN           | 0.99                | 0.7            | 0.98                | 0.94           | 1.00                | 0.1            |
| 18   | HAVERI           | 1.06                | -2.9           | 1.09                | -4.49          | 1.08                | -4.0           |
| 19   | KODAGU           | 1.06                | -2.7           | 1.02                | -0.87          | 1.00                | 0.2            |
| 20   | KOLAR            | 1.06                | -2.8           | 1.08                | -3.71          | 1.07                | -3.6           |
| 21   | KOPPAL           | 1.02                | -0.7           | 1.02                | -1.16          | 1.03                | -1.5           |
| 22   | MANDYA           | 1.01                | -0.6           | 1.02                | -0.79          | 1.00                | -0.2           |



| Slno | District       | 2007-08             |                | 2008-09             |                | 2009-10             |                |
|------|----------------|---------------------|----------------|---------------------|----------------|---------------------|----------------|
|      |                | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl |
| 1    | 2              | 7                   | 8              | 9                   | 10             | 11                  | 12             |
| 23   | MYSORE         | 1.06                | -3.0           | 1.08                | -4.01          | 1.09                | -4.2           |
| 24   | RAICHUR        | 1.01                | -0.4           | 0.98                | 0.85           | 1.03                | -1.4           |
| 25   | RAMANAGARA     | 0.99                | 0.3            | 1.00                | 0.00           | 0.98                | 0.9            |
| 26   | SHIMOGA        | 0.97                | 1.4            | 0.97                | 1.68           | 0.97                | 1.6            |
| 27   | TUMKUR         | 0.98                | 0.8            | 1.00                | 0.19           | 1.00                | 0.2            |
| 28   | UDUPI          | 0.99                | 0.6            | 0.95                | 2.34           | 0.95                | 2.7            |
| 29   | UTTARA KANNADA | 0.98                | 1.0            | 0.96                | 2.27           | 0.95                | 2.6            |
| 30   | YADGIRI        | 0.92                | 4.1            | 0.92                | 3.96           | 0.94                | 2.9            |
|      | Total          | 1.00                | -0.2           | 1.00                | -0.08          | 1.01                | -0.7           |

**Observations:**

The district which have high Gender gap for govt+Aided at Primary level are

| District         | Gender Gap |
|------------------|------------|
| BIJAPUR          | 2.9        |
| YADGIRI          | 2.9        |
| UDUPI            | 2.7        |
| UTTARA KANNADA   | 2.6        |
| DAKSHINA KANNADA | 2.2        |
| CHAMARAJANAGARA  | 1.8        |
| SHIMOGA          | 1.6        |
| CHIKKAMANGALORE  | 1.1        |

**District wise status for Upper Primary**

| Slno | District         | 2007-08             |                | 2008-09             |                | 2009-10             |                |
|------|------------------|---------------------|----------------|---------------------|----------------|---------------------|----------------|
|      |                  | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl |
| 1    | 2                | 7                   | 8              | 9                   | 10             | 11                  | 12             |
| 1    | BAGALKOT         | 0.97                | 1.45           | 0.98                | 1.22           | 0.98                | 0.89           |
| 2    | BANGALORE RURAL  | 1.01                | -0.51          | 1.07                | -3.17          | 1.02                | -1.21          |
| 3    | BANGALORE SOUTH  | 1.07                | -3.19          | 1.04                | -1.76          | 1.09                | -4.11          |
| 4    | BELGAUM          | 0.99                | 0.58           | 1.00                | 0.00           | 1.00                | 0.23           |
| 5    | BELLARY          | 1.01                | -0.74          | 0.92                | 4.18           | 0.98                | 1.05           |
| 6    | BIDAR            | 0.98                | 0.86           | 1.03                | -1.57          | 1.03                | -1.24          |
| 7    | BIJAPUR          | 0.93                | 3.88           | 0.96                | 2.11           | 0.93                | 3.72           |
| 8    | CHAMARAJANAGARA  | 0.98                | 0.98           | 1.00                | 0.10           | 0.99                | 0.26           |
| 9    | CHICKBALLAPUR    | 1.03                | -1.28          | 1.02                | -1.03          | 1.02                | -0.79          |
| 10   | CHIKKAMANGALORE  | 0.97                | 1.34           | 0.99                | 0.49           | 0.99                | 0.43           |
| 11   | CHITRADURGA      | 0.98                | 1.02           | 0.97                | 1.27           | 0.98                | 0.92           |
| 12   | DAKSHINA KANNADA | 0.96                | 2.26           | 0.98                | 1.18           | 0.95                | 2.78           |
| 13   | DAVANAGERE       | 0.99                | 0.58           | 0.99                | 0.67           | 0.98                | 0.86           |
| 14   | DHARWAD          | 1.03                | -1.65          | 1.03                | -1.49          | 1.01                | -0.60          |

| Sno | District       | 2007-08             |                | 2008-09             |                | 2009-10             |                |
|-----|----------------|---------------------|----------------|---------------------|----------------|---------------------|----------------|
|     |                | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl | Gender Parity Index | G. Gap in Enrl |
| 1   | 2              | 7                   | 8              | 9                   | 10             | 11                  | 12             |
| 15  | GADAG          | 0.97                | 1.63           | 0.94                | 3.00           | 0.96                | 2.20           |
| 16  | GULBARGA       | 0.95                | 2.52           | 0.97                | 1.76           | 0.99                | 0.58           |
| 17  | HASSAN         | 1.01                | -0.49          | 1.00                | 0.20           | 1.01                | -0.74          |
| 18  | HAVERI         | 0.99                | 0.38           | 0.98                | 0.96           | 0.97                | 1.54           |
| 19  | KODAGU         | 0.99                | 0.57           | 1.00                | -0.09          | 1.00                | -0.03          |
| 20  | KOLAR          | 1.03                | -1.61          | 1.03                | -1.57          | 1.07                | -3.20          |
| 21  | KOPPAL         | 0.92                | 4.02           | 0.93                | 3.43           | 0.93                | 3.63           |
| 22  | MANDYA         | 0.99                | 0.54           | 0.98                | 1.15           | 0.99                | 0.32           |
| 23  | MYSORE         | 1.04                | -1.96          | 1.04                | -1.93          | 1.03                | -1.69          |
| 24  | RAICHUR        | 0.89                | 5.62           | 0.99                | 0.26           | 0.90                | 5.18           |
| 25  | RAMANAGARA     | 0.98                | 1.19           | 1.00                | 0.07           | 0.99                | 0.31           |
| 26  | SHIMOGA        | 0.99                | 0.49           | 1.00                | 0.17           | 1.00                | -0.05          |
| 27  | TUMKUR         | 0.96                | 1.80           | 0.97                | 1.78           | 0.95                | 2.81           |
| 28  | UDUPI          | 0.96                | 2.30           | 0.98                | 1.22           | 0.96                | 1.90           |
| 29  | UTTARA KANNADA | 0.94                | 2.89           | 0.98                | 1.25           | 0.95                | 2.74           |
| 30  | YADGIRI        | 0.83                | 9.20           | 0.85                | 8.16           | 0.84                | 8.45           |
|     | Total          | 0.98                | 1.11           | 0.98                | 0.79           | 0.98                | 0.86           |

**Observations:**

The district which have high Gender gap for govt+Aided at Up. Primary level are

| District         | Gender Gap |
|------------------|------------|
| YADGIRI          | 8.45       |
| RAICHUR          | 5.18       |
| BIJAPUR          | 3.72       |
| KOPPAL           | 3.63       |
| TUMKUR           | 2.81       |
| DAKSHINA KANNADA | 2.78       |
| UTTARA KANNADA   | 2.74       |
| GADAG            | 2.20       |

The Participatory districts making concern for Girls coverage in regard to %decrease in comparison to 2008-09 ,are as follows:

**Drop Out Rate:**

|           |                | 2007-08 |       |       | 2008-09 |       |       | 2009-10 |       |       |
|-----------|----------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|           |                | Boys    | Girls | Total | Boys    | Girls | Total | Boys    | Girls | Total |
| Primary   | All Management | 7.20    | 6.70  | 6.90  | 7.50    | 6.80  | 7.10  | 4.60    | 4.60  | 4.60  |
| U.Primary | All Management | 15.50   | 13.30 | 14.50 | 11.30   | 12.00 | 11.60 | 7.90    | 8.30  | 8.10  |

The Drop out Rate has a increasing trend at the both level from the previous year. For the year 2009-10 it is 4.60 at primary level and 8.10 at Upper Primary level.

District wise status at Primary Level for All Management:

| District         | 2007-08 |       |       | 2008-09 |       |       | 2009-10 |       |       |
|------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                  | Boys    | Girls | Total | Boys    | Girls | Total | Boys    | Girls | Total |
| 2                | 6       | 7     | 8     | 9       | 10    | 11    | 12      | 13    | 14    |
| BAGALKOT         | 11.55   | 10.25 | 10.98 | 10.55   | 9.22  | 10.18 | 7.93    | 7.49  | 7.74  |
| BANGALORE RURAL  | 2.19    | 2.35  | 2.27  | 2.48    | 2.78  | 2.63  | 0.68    | 0.72  | 0.68  |
| BANGALORE SOUTH  | 6.56    | 5.35  | 5.99  | 5.46    | 4.25  | 4.89  | 8.12    | 8.12  | 8.12  |
| BELGAUM          | 14.17   | 14.03 | 14.10 | 13.16   | 13.02 | 13.09 | 1.65    | 1.36  | 1.41  |
| BELLARY          | 18.06   | 15.27 | 16.73 | 17.26   | 14.47 | 15.93 | 5.53    | 3.97  | 4.75  |
| BIDAR            | 3.74    | 5.36  | 4.55  | 1.88    | 2.20  | 2.03  | 2.76    | 2.65  | 2.70  |
| BIJAPUR          | 4.14    | 4.07  | 4.11  | 3.64    | 3.57  | 3.61  | 4.74    | 5.28  | 5.01  |
| CHAMARAJANAGARA  | 5.28    | 4.74  | 3.79  | 4.15    | 3.61  | 3.88  | 2.33    | 3.12  | 2.73  |
| CHICKBALLAPUR    | 6.10    | 5.60  | 4.25  | 4.60    | 4.10  | 4.35  | 8.97    | 10.07 | 9.52  |
| CHIKKAMANGALORE  | 3.76    | 2.42  | 3.18  | -2.13   | -2.96 | -2.52 | 16.80   | 18.09 | 17.44 |
| CHITRADURGA      | 12.15   | 11.15 | 8.44  | 9.15    | 8.15  | 8.65  | 2.94    | 2.31  | 2.63  |
| DAKSHINA KANNADA | 0.01    | 0.01  | 0.01  | 0.72    | 0.68  | 0.70  | 1.13    | 0.90  | 1.01  |
| DAVANAGERE       | 2.89    | 3.00  | 5.89  | 4.68    | 6.20  | 5.44  | -2.30   | 7.59  | 2.65  |
| DHARWAD          | 14.45   | 19.06 | 16.77 | 14.44   | 19.06 | 16.77 | 2.97    | 2.40  | 2.70  |
| GADAG            | 3.29    | 3.28  | 6.57  | 4.21    | 4.72  | 8.93  | 2.08    | 0.75  | 1.41  |
| GULBARGA         | 1.82    | 2.12  | 1.97  | 1.89    | 1.98  | 1.93  | 8.00    | 8.01  | 8.05  |
| HASSAN           | 1.03    | 1.19  | 1.11  | 0.45    | 0.71  | 0.58  | 4.75    | 9.97  | 5.60  |
| HAVERI           | 3.59    | 3.28  | 3.43  | 3.72    | 3.40  | 3.56  | 3.21    | 3.54  | 3.37  |
| KODAGU           | 2.19    | 1.92  | 3.14  | 1.93    | 2.19  | 3.03  | 14.66   | 1.49  | -0.19 |
| KOLAR            | 6.10    | 5.60  | 4.25  | 4.60    | 4.10  | 4.35  | 2.94    | 2.31  | 2.63  |
| KOPPAL           | 5.28    | 4.74  | 3.79  | 4.15    | 3.61  | 3.88  | -0.92   | 8.89  | 3.99  |
| MANDYA           | 9.23    | 10.68 | 8.94  | 8.21    | 7.84  | 7.53  | 0.40    | 0.38  | 0.39  |
| MYSORE           | 1.78    | 2.10  | 1.94  | 1.82    | 2.11  | 1.97  | 1.97    | 1.72  | 1.85  |
| RAICHUR          | 0.01    | -0.01 | 0.00  | 0.01    | -0.01 | 0.00  | 9.91    | 7.70  | 8.83  |
| RAMANAGARA       | 0.00    | 0.00  | 0.00  | 10.03   | 7.64  | 8.83  | 2.59    | 1.64  | 2.11  |
| SHIMOGA          | 2.82    | 2.92  | 2.87  | 2.47    | 2.57  | 2.52  | 1.55    | 1.96  | 1.70  |
| TUMKUR           | 5.28    | 5.55  | 5.42  | 3.59    | 3.90  | 3.75  | 4.16    | 3.95  | 4.06  |
| UDUPI            | 0.00    | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  | -0.89   | -0.75 | -0.82 |
| UTTARA KANNADA   | 1.35    | 0.96  | 1.16  | 0.96    | 0.77  | 0.86  | 2.59    | 1.64  | 2.11  |
| YADGIRI          |         |       |       |         |       |       | -3.73   | 6.05  | 1.16  |
| <b>Total</b>     | 7.20    | 6.70  | 6.90  | 7.50    | 6.80  | 7.10  | 4.60    | 4.60  | 4.60  |

**Observations:**

The district which have higher Drop out at Primary level are

| District        | Drop Out-Primary Level |
|-----------------|------------------------|
| CHIKKAMANGALORE | 17.44                  |
| CHICKBALLAPUR   | 9.52                   |
| RAICHUR         | 8.83                   |
| BANGALORE SOUTH | 8.12                   |
| GULBARGA        | 8.05                   |
| BAGALKOT        | 7.74                   |
| HASSAN          | 5.60                   |
| BIJAPUR         | 5.01                   |

**District wise status at Upper Primary Level:**

| Slno | District         | 2007-08 |       |       | 2008-09 |       |       | 2009-10 |       |       |
|------|------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|      |                  | Boys    | Girls | Total | Boys    | Girls | Total | Boys    | Girls | Total |
| 1    | 2                | 6       | 7     | 8     | 9       | 10    | 11    | 12      | 13    | 14    |
| 1    | BAGALKOT         | 3.01    | 3.13  | 7.16  | 3.01    | 3.13  | 7.16  | 0.16    | 0.09  | 0.12  |
| 2    | BANGALORE RURAL  | 6.28    | 6.63  | 6.45  | 6.80    | 7.06  | 6.93  | 6.50    | 7.14  | 6.82  |
| 3    | BANGALORE SOUTH  | 8.11    | 7.08  | 7.61  | 7.21    | 6.18  | 6.71  | 6.11    | 5.08  | 5.61  |
| 4    | BELGAUM          |         |       |       |         |       |       | 8.32    | 8.14  | 8.23  |
| 5    | BELLARY          | 14.95   | 16.79 | 15.81 | 14.15   | 15.99 | 15.01 | 13.95   | 15.79 | 14.81 |
| 6    | BIDAR            | 6.74    | 8.36  | 7.55  | 5.73    | 7.63  | 6.58  | 3.50    | 4.23  | 3.82  |
| 7    | BIJAPUR          | 0.56    | 0.64  | 0.60  | 0.06    | 0.14  | 0.10  | 0.10    | 0.18  | 0.14  |
| 8    | CHAMARAJANAGARA  | 2.00    | 2.13  | 2.06  | 2.50    | 2.75  | 2.63  | 2.00    | 2.25  | 2.13  |
| 9    | CHICKBALLAPUR    | 2.48    | 2.48  | 2.48  | 3.45    | 3.47  | 3.46  | 2.95    | 2.97  | 2.96  |
| 10   | CHIKKAMANGALORE  | 6.86    | 7.76  | 7.49  | 6.92    | 7.94  | 7.61  | 6.35    | 6.49  | 6.54  |
| 11   | CHITRADURGA      | 4.17    | 3.94  | 3.25  | 6.34    | 5.87  | 6.11  | 6.00    | 7.00  | 7.00  |
| 12   | DAKSHINA KANNADA | 0.10    | 0.12  | 0.11  | 1.17    | 1.09  | 1.13  | 0.03    | 0.02  | 0.01  |
| 13   | DAVANAGERE       | 7.49    | 10.27 | 8.86  | 6.41    | 8.50  | 7.36  | 5.11    | 5.16  | 4.94  |
| 14   | DHARWAD          | 0.00    | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  |
| 15   | GADAG            | 8.39    | 7.41  | 7.80  | 11.84   | 10.32 | 11.08 | 5.65    | 6.31  | 5.97  |
| 16   | GULBARGA         | 4.57    | 4.87  | 4.72  | 3.82    | 4.12  | 3.97  | 3.19    | 3.58  | 3.37  |
| 17   | HASSAN           | 3.47    | 3.46  | 3.47  | 1.85    | 2.20  | 2.02  | 0.03    | 0.03  | 0.03  |
| 18   | HAVERI           | 4.47    | 4.19  | 4.33  | 4.63    | 4.34  | 4.49  | 4.40    | 4.11  | 4.26  |
| 19   | KODAGU           | 2.15    | 1.85  | 2.00  | 1.49    | 0.38  | 0.93  | 1.08    | 0.80  | 0.94  |
| 20   | KOLAR            | 2.48    | 2.48  | 2.48  | 3.45    | 3.47  | 3.46  | 2.95    | 2.97  | 2.96  |
| 21   | KOPPAL           | 2.00    | 2.13  | 2.06  | 2.50    | 2.75  | 2.63  | 10.89   | 13.81 | 12.30 |
| 22   | MANDYA           | 8.44    | 9.62  | 8.91  | 9.86    | 10.35 | 10.74 | 8.97    | 12.94 | 8.44  |
| 23   | MYSORE           | 6.44    | 6.27  | 6.36  | 6.23    | 5.99  | 6.11  | 1.80    | 1.72  | 1.72  |
| 24   | RAICHUR          | 0.04    | 0.08  | 0.06  | 0.04    | 0.08  | 0.06  | 0.08    | 0.12  | 0.10  |
| 25   | RAMANAGARA       | 0.00    | 0.00  | 0.00  | 18.82   | 15.20 | 17.04 | 18.18   | 15.91 | 17.05 |
| 26   | SHIMOGA          | 5.25    | 5.70  | 5.47  | 5.10    | 5.55  | 5.32  | 4.90    | 5.35  | 5.12  |
| 27   | TUMKUR           | 41.53   | 42.56 | 42.05 | 37.26   | 50.18 | 43.72 | 8.87    | 21.30 | 15.08 |

| Sno | District       | 2007-08 |       |       | 2008-09 |       |       | 2009-10 |       |       |
|-----|----------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|     |                | Boys    | Girls | Total | Boys    | Girls | Total | Boys    | Girls | Total |
| 1   | 2              | 6       | 7     | 8     | 9       | 10    | 11    | 12      | 13    | 14    |
| 28  | UDUPI          | 0.00    | 0.00  | 0.00  | 0.00    | 0.00  | 0.00  | 1.83    | 1.27  | 3.11  |
| 29  | UTTARA KANNADA | 1.18    | 1.36  | 1.27  | 1.00    | 0.90  | 0.95  | 0.94    | 0.70  | 0.82  |
| 30  | YADGIRI        | 10.09   | 12.57 | 11.91 | 8.07    | 10.55 | 9.89  | 2.76    | 5.43  | 4.61  |
|     | Total          | 15.50   | 13.30 | 14.50 | 11.30   | 12.00 | 11.60 | 7.90    | 8.30  | 8.10  |

### Observations:

The district which have higher Drop out at Upper Primary level are

| District        | Drop Out-U. Primary Level |
|-----------------|---------------------------|
| RAMANAGARA      | 17.05                     |
| TUMKUR          | 15.08                     |
| BELLARY         | 14.81                     |
| KOPPAL          | 12.30                     |
| MANDYA          | 8.44                      |
| BELGAUM         | 8.23                      |
| CHITRADURGA     | 7.00                      |
| BANGALORE RURAL | 6.82                      |
| CHIKKAMANGALORE | 6.54                      |
| GADAG           | 5.97                      |
| BANGALORE SOUTH | 5.61                      |
| SHIMOGA         | 5.12                      |

### Transition Rate:

|    | All Management |       |       | Govt+Aided |       |       |
|----|----------------|-------|-------|------------|-------|-------|
|    | 07-08          | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| TR | 91.50          | 96.30 | 93.20 | 90.00      | 89.90 | 91.90 |

### % Change in Transition Rate:

|                             | All Management |                |                | Govt+Aided     |                |                |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                             | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 | 06-07 to 07-08 | 07-08 to 08-09 | 08-09 to 09-10 |
| % Change in Transition Rate | 0.55           | 5.25           | -3.22          | 0.78           | -0.11          | 2.22           |

As far as the transition Rate is concerned ,It is decreased for All Management but it is increased for Govt +Aided as compared to the previous year.

**District Wise status of Transition Rate for Govt+Aided:**

| Sno | District         | 2007-08      |              |              | 2008-09      |              |              | 2009-10      |              |              |
|-----|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|     |                  | Boys         | Girls        | Total        | Boys         | Girls        | Total        | Boys         | Girls        | Total        |
| 1   | 2                | 6            | 7            | 8            | 9            | 10           | 11           | 12           | 13           | 14           |
| 1   | BAGALKOT         | 90.2         | 91.0         | 90.6         | 94.5         | 95.5         | 95.0         | 87.2         | 84.0         | 85.6         |
| 2   | BANGALORE RURAL  | 97.34        | 98.33        | 97.84        | 97.63        | 98.66        | 98.15        | 97.40        | 98.88        | 98.14        |
| 3   | BANGALORE SOUTH  | 97.56        | 98.04        | 97.76        | 96.16        | 96.64        | 96.36        | 94.96        | 95.44        | 95.16        |
| 4   | BELGAUM          | 91.87        | 88.65        | 90.32        | 94.50        | 94.50        | 94.50        | 96.00        | 98.00        | 97.00        |
| 5   | BELLARY          | 89.17        | 85.95        | 87.62        | 90.57        | 87.35        | 89.02        | 91.87        | 88.65        | 90.32        |
| 6   | BIDAR            | 73.21        | 72.11        | 72.66        | 81.69        | 83.09        | 76.85        | 90.03        | 82.97        | 86.50        |
| 7   | BIJAPUR          | 95.44        | 95.19        | 95.32        | 96.41        | 96.16        | 96.29        | 97.21        | 96.96        | 97.00        |
| 8   | CHAMARAJANAGARA  | 96.95        | 96.98        | 96.97        | 97.95        | 97.98        | 97.97        | 98.95        | 98.98        | 98.97        |
| 9   | CHICKBALLAPUR    | 96.21        | 96.28        | 96.25        | 97.21        | 97.28        | 97.25        | 98.21        | 98.28        | 98.24        |
| 10  | CHIKKAMANGALORE  | 89.27        | 87.93        | 88.60        | 100.39       | 101.16       | 100.74       | 94.53        | 94.47        | 97.44        |
| 11  | CHITRADURGA      | 96.21        | 96.28        | 96.25        | 97.21        | 97.28        | 97.25        | 98.21        | 98.28        | 98.24        |
| 12  | DAKSHINA KANNADA | 98.47        | 98.68        | 98.57        | 96.99        | 98.34        | 97.64        | 97.75        | 98.55        | 98.11        |
| 13  | DAVANAGERE       |              |              |              | 89.72        | 91.74        | 90.73        | 94.48        | 94.08        | 94.21        |
| 14  | DHARWAD          | 99.42        | 100.16       | 99.78        | 99.42        | 100.16       | 99.78        | 93.55        | 94.08        | 93.71        |
| 15  | GADAG            | 96.91        | 86.91        | 91.91        | 97.70        | 87.70        | 92.70        | 97.36        | 91.36        | 94.36        |
| 16  | GULBARGA         | 85.59        | 85.13        | 85.31        | 88.34        | 87.88        | 88.06        | 92.34        | 91.88        | 92.06        |
| 17  | HASSAN           | 99.00        | 99.01        | 99.01        | 99.63        | 99.63        | 99.63        | 97.88        | 97.91        | 98.21        |
| 18  | HAVERI           | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         |
| 19  | KODAGU           | 87.01        | 93.48        | 90.25        | 100.46       | 101.43       | 100.94       | 94.74        | 93.50        | 97.84        |
| 20  | KOLAR            | 96.21        | 96.28        | 96.25        | 97.21        | 97.28        | 97.25        | 98.21        | 98.28        | 98.24        |
| 21  | KOPPAL           | 96.95        | 96.98        | 96.97        | 97.95        | 97.98        | 97.97        | 98.95        | 98.98        | 98.97        |
| 22  | MANDYA           | 97.93        | 97.93        | 97.93        | 97.93        | 97.93        | 97.93        | 97.93        | 97.93        | 97.93        |
| 23  | MYSORE           | 96.41        | 96.48        | 96.45        | 97.41        | 97.48        | 97.45        | 98.41        | 98.48        | 98.44        |
| 24  | RAICHUR          | 99.86        | 99.84        | 99.85        | 99.86        | 99.84        | 99.85        | 99.84        | 99.81        | 99.83        |
| 25  | RAMANAGARA       | 89.17        | 85.95        | 87.62        | 90.57        | 87.35        | 89.02        | 91.87        | 88.65        | 90.32        |
| 26  | SHIMOGA          | 95.58        | 95.34        | 95.46        | 96.55        | 96.31        | 96.43        | 97.35        | 97.11        | 97.21        |
| 27  | TUMKUR           | 97.76        | 97.46        | 97.61        | 98.28        | 97.19        | 97.73        | 96.29        | 95.31        | 95.81        |
| 28  | UDUPI            | 100.00       | 100.00       | 100.00       | 99.07        | 99.08        | 99.08        | 99.05        | 99.06        | 99.01        |
| 29  | UTTARA KANNADA   | 98.73        | 98.77        | 98.75        | 99.47        | 99.53        | 99.50        | 99.76        | 99.85        | 99.81        |
| 30  | YADGIRI          | 73.21        | 72.11        | 72.66        | 75.99        | 75.46        | 75.72        | 80.94        | 82.85        | 81.90        |
|     | <b>Total</b>     | <b>89.90</b> | <b>90.00</b> | <b>90.00</b> | <b>89.80</b> | <b>90.00</b> | <b>89.90</b> | <b>91.80</b> | <b>92.00</b> | <b>91.90</b> |

**Observations:**

Few of the district has reported lower Transition Rate from Primary to Upper Primary Level:

| District   | Transition Rate |
|------------|-----------------|
| YADGIRI    | 81.90           |
| BAGALKOT   | 85.6            |
| BIDAR      | 86.50           |
| BELLARY    | 90.32           |
| RAMANAGARA | 90.32           |
| GULBARGA   | 92.06           |
| DHARWAD    | 93.76           |

| District        | Transition Rate |
|-----------------|-----------------|
| DAVANAGERE      | 94.28           |
| GADAG           | 94.36           |
| BANGALORE SOUTH | 95.16           |
| TUMKUR          | 95.80           |

The district which reported major %decrease in Transition Rate from Primary to Upper Primary are as compared to the previous year are:

**Bagalkot** -9.89%,                      **Dharwad** -6.03%,  
**Chikkamangalore** -3.28%,                      **Kodagu** -3.07%

**Retention Rate:**

|               | All Management |       |       | Govt+Aided |       |       |
|---------------|----------------|-------|-------|------------|-------|-------|
|               | 07-08          | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| Primary       | 91.00          | 91.10 | 93.80 | 89.80      | 87.70 | 92.50 |
| Upper Primary | 83.70          | 86.70 | 90.40 | 83.30      | 83.50 | 89.00 |
| Elementary    | 89.50          | 90.10 | 93.00 | 88.60      | 87.30 | 91.60 |

**% Change in Retention Rate:**

|               | All Management |                | Govt+Aided     |                |
|---------------|----------------|----------------|----------------|----------------|
|               | 07-08 to 08-09 | 08-09 to 09-10 | 07-08 to 08-09 | 08-09 to 09-10 |
| Primary       | 0.11           | 2.96           | -2.34          | 5.47           |
| Upper Primary | 3.58           | 4.27           | 0.24           | 6.59           |
| Elementary    | 0.67           | 3.22           | -1.47          | 4.93           |

As shown in the above time line , the State Retention Rate has increased consistently at both the management.

**Observations:**

Few of the district has reported lower Retention Rate for Govt+Aided category ,namely:

At Primary Level:

| District   | Retention Rate |
|------------|----------------|
| BELLARY    | 83.27          |
| RAMANAGARA | 83.27          |
| BELGAUM    | 91.46          |
| BAGALKOT   | 92.26          |

| District | Retention Rate |
|----------|----------------|
| UDUPI    | 93.87          |
| GADAG    | 94.03          |

At Upper Primary Level:

| District        | Retention Rate |
|-----------------|----------------|
| MANDYA          | 82.78          |
| BELLARY         | 84.19          |
| RAMANAGARA      | 84.19          |
| RAICHUR         | 85.05          |
| UDUPI           | 90.08          |
| BELGAUM         | 91.77          |
| GADAG           | 94.03          |
| BANGALORE URBAN | 94.39          |
| HASSAN          | 94.95          |

At Elementary Level:

| District   | Elementary Level |
|------------|------------------|
| MANDYA     | 70.23            |
| BELLARY    | 83.44            |
| RAMANAGARA | 83.44            |
| RAICHUR    | 90.82            |
| BELGAUM    | 91.61            |
| UDUPI      | 91.98            |
| GADAG      | 94.03            |
| HASSAN     | 94.95            |

**Pupil Teacher Ratio:**

| District       | 2007-08 |               |      | 2008-09 |               |      | 2009-10 |               |      |
|----------------|---------|---------------|------|---------|---------------|------|---------|---------------|------|
|                | Primary | Upper Primary | Ele. | Primary | Upper Primary | Ele. | Primary | Upper Primary | Ele. |
| Govt + Aided   | 21      | 31            | 28   | 18      | 30            | 27   | 17      | 27            | 24   |
| All Management | 22      | 31            | 29   | 18      | 30            | 27   | 17      | 27            | 25   |



The PTR of the state is almost favorable at each level.

|               | All Management |                | Govt+Aided     |                |
|---------------|----------------|----------------|----------------|----------------|
|               | 07-08 to 08-09 | 08-09 to 09-10 | 07-08 to 08-09 | 08-09 to 09-10 |
| Primary       | -18.23         | -6.50          | -18.18         | -5.55          |
| Upper Primary | -6.02          | -7.26          | -3.28          | -10.13         |
| Elementary    | -6.58          | -6.57          | -4.87          | -8.93          |

As shown in the above timeline the PTR has decreased from the previous year.

**% of school having PTR>40**

**Observations:**

The district at primary level which have higher % of school having PTR>40 are

| District        | % of school having PTR>40 |
|-----------------|---------------------------|
| YADGIRI         | 12                        |
| KOPPAL          | 8                         |
| GULBARGA        | 7                         |
| BANGALORE SOUTH | 7                         |
| BIJAPUR         | 6                         |
| DHARWAD         | 6                         |

The district at Upper primary level which have higher % of school having PTR>40 are

| District        | % of school having PTR>40 |
|-----------------|---------------------------|
| YADGIRI         | 25                        |
| BANGALORE SOUTH | 25                        |
| BIJAPUR         | 23                        |
| BIDAR           | 17                        |
| GULBARGA        | 16                        |
| KOPPAL          | 14                        |
| BELLARY         | 13                        |
| BELGAUM         | 12                        |
| DHARWAD         | 11                        |
| DAVANAGERE      | 8                         |
| BAGALKOT        | 8                         |
| HAVERI          | 7                         |
| RAICHUR         | 7                         |
| GADAG           | 7                         |
| CHITRADURGA     | 5                         |
| MYSORE          | 5                         |

The district at Elementary level which have higher % of school having PTR>40 are

| District        | % of school having PTR>40 |
|-----------------|---------------------------|
| YADGIRI         | 18                        |
| BANGALORE SOUTH | 18                        |
| BIJAPUR         | 15                        |
| BIDAR           | 13                        |
| GULBARGA        | 12                        |
| KOPPAL          | 11                        |
| BELLARY         | 10                        |
| DHARWAD         | 9                         |
| BELGAUM         | 8                         |
| BAGALKOT        | 7                         |
| GADAG           | 6                         |

#### % School with Single Teacher School

| District       | 2007-08              |                       |             | 2008-09              |                       |             | 2009-10              |                       |             |
|----------------|----------------------|-----------------------|-------------|----------------------|-----------------------|-------------|----------------------|-----------------------|-------------|
|                | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools | All schools |
| Govt+Aided     | 7.00                 | 0.79                  | 4.08        | 4.94                 | 0.19                  | 2.53        | 9.26                 | 0.00                  | 4.66        |
| All Management | 7.02                 | 1.26                  | 4.19        | 4.82                 | 0.31                  | 2.39        | 8.87                 | 0.00                  | 4.24        |

#### Observations:

The overall %School with Single Teacher is increased at Primary Level from 4.96 to 9.26 . At Upper Primary states' shows no school having single teacher.

#### District wise status of % School with Single Teacher

| Sno | District        | 2007-08              |                       |             | 2008-09              |                       |             | 2009-10              |                       |
|-----|-----------------|----------------------|-----------------------|-------------|----------------------|-----------------------|-------------|----------------------|-----------------------|
|     |                 | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools |
| 1   | 2               | 6                    | 7                     | 8           | 9                    | 10                    | 11          | 12                   | 13                    |
| 1   | BAGALKOT        | 6.75                 | 0.13                  | 2.78        | 4.51                 | 0.23                  | 1.79        | 5.17                 | 0.00                  |
| 2   | BANGALORE RURAL | 8.10                 | 1.65                  | 5.78        | 4.74                 | 0.22                  | 3.01        | 18.73                | 0.00                  |
| 3   | BANGALORE SOUTH | 3.91                 | 0.93                  | 2.20        | 4.84                 | 0.72                  | 2.39        | 7.14                 | 0.00                  |
| 4   | BELGAUM         | 14.50                | 2.59                  | 8.83        | 8.87                 | 0.77                  | 4.50        | 10.52                | 0.00                  |

| S/no | District         | 2007-08              |                       |             | 2008-09              |                       |             | 2009-10              |                       |             |
|------|------------------|----------------------|-----------------------|-------------|----------------------|-----------------------|-------------|----------------------|-----------------------|-------------|
|      |                  | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools | All schools | Primary only schools | Upper Primary schools | All schools |
| 5    | BELLARY          | 1.44                 | 0.40                  | 0.91        | 0.53                 | 0.00                  | 0.21        | 0.91                 | 0.00                  | 0.35        |
| 6    | BIDAR            | 4.49                 | 1.53                  | 2.64        | 0.00                 | 0.00                  | 0.00        | 6.29                 | 0.00                  | 2.41        |
| 7    | BIJAPUR          | 2.59                 | 0.66                  | 1.56        | 3.44                 | 0.18                  | 1.62        | 2.68                 | 0.00                  | 1.17        |
| 8    | CHAMARAJANAGARA  | 1.64                 | 0.00                  | 0.84        | 1.77                 | 0.00                  | 0.83        | 2.05                 | 0.00                  | 0.95        |
| 9    | CHICKBALLAPUR    | 13.40                | 0.63                  | 9.59        | 10.76                | 0.19                  | 7.34        | 12.73                | 0.00                  | 8.80        |
| 10   | CHIKKAMANGALORE  | 12.10                | 1.72                  | 7.65        | 7.50                 | 0.00                  | 4.11        | 14.96                | 0.00                  | 8.08        |
| 11   | CHITRADURGA      | 3.03                 | 0.40                  | 1.87        | 4.21                 | 0.32                  | 2.16        | 3.85                 | 0.00                  | 2.33        |
| 12   | DAKSHINA KANNADA | 1.76                 | 0.48                  | 0.85        | 0.00                 | 0.00                  | 0.00        | 1.62                 | 0.00                  | 0.51        |
| 13   | DAVANAGERE       | 2.62                 | 0.26                  | 1.39        | 1.45                 | 0.12                  | 0.73        | 2.73                 | 0.00                  | 1.30        |
| 14   | DHARWAD          | 0.00                 | 0.00                  | 0.00        | 2.34                 | 0.17                  | 0.81        | 4.44                 | 0.00                  | 1.48        |
| 15   | GADAG            | 0.81                 | 0.00                  | 0.31        | 0.00                 | 0.00                  | 0.00        | 0.00                 | 0.00                  | 0.00        |
| 16   | GULBARGA         | 1.86                 | 0.26                  | 1.11        | 0.41                 | 0.00                  | 0.18        | 0.59                 | 0.00                  | 0.26        |
| 17   | HASSAN           | 6.98                 | 0.48                  | 4.42        | 4.98                 | 0.18                  | 3.01        | 12.95                | 0.00                  | 7.80        |
| 18   | HAVERI           | 0.41                 | 0.00                  | 0.17        | 0.00                 | 0.00                  | 0.00        | 1.26                 | 0.00                  | 0.48        |
| 19   | KODAGU           | 1.23                 | 0.37                  | 0.70        | 0.67                 | 0.00                  | 0.23        | 1.34                 | 0.00                  | 0.68        |
| 20   | KOLAR            | 11.49                | 0.49                  | 7.95        | 8.46                 | 0.00                  | 5.58        | 13.99                | 0.00                  | 9.36        |
| 21   | KOPPAL           | 3.88                 | 0.22                  | 2.19        | 0.00                 | 0.00                  | 0.00        | 0.44                 | 0.00                  | 0.20        |
| 22   | MANDYA           | 8.16                 | 0.00                  | 4.43        | 9.85                 | 0.00                  | 5.30        | 24.57                | 0.00                  | 13.24       |
| 23   | MYSORE           | 2.29                 | 0.59                  | 1.45        | 0.69                 | 0.47                  | 0.58        | 0.79                 | 0.00                  | 0.71        |
| 24   | RAICHUR          | 14.77                | 6.70                  | 12.05       | 4.45                 | 0.29                  | 2.51        | 3.21                 | 0.00                  | 1.96        |
| 25   | RAMANAGARA       | 5.11                 | 1.53                  | 3.97        | 6.07                 | 0.21                  | 4.10        | 17.31                | 0.00                  | 11.55       |
| 26   | SHIMOGA          | 6.74                 | 0.32                  | 3.72        | 5.76                 | 0.00                  | 2.89        | 9.67                 | 0.00                  | 4.84        |
| 27   | TUMKUR           | 5.84                 | 0.35                  | 3.73        | 5.19                 | 0.21                  | 3.26        | 13.48                | 0.00                  | 8.35        |
| 28   | UDUPI            | 2.94                 | 0.00                  | 1.04        | 0.00                 | 0.00                  | 0.00        | 1.80                 | 0.00                  | 0.94        |
| 29   | UTTARA KANNADA   | 13.58                | 0.61                  | 7.81        | 6.58                 | 0.00                  | 3.53        | 11.44                | 0.00                  | 6.21        |
| 30   | YADGIRI          | 2.05                 | 0.26                  | 1.43        | 1.31                 | 0.00                  | 0.68        | 0.00                 | 0.00                  | 0.00        |
|      | Total            | 7.00                 | 0.79                  | 4.08        | 4.94                 | 0.19                  | 2.53        | 9.26                 | 0.00                  | 4.66        |

The district having high %School with Single Teacher at Primary Level are

| District        | %School with Single Teacher |
|-----------------|-----------------------------|
| MANDYA          | 24.57                       |
| BANGALORE RURAL | 18.73                       |
| RAMANAGARA      | 17.31                       |
| CHIKKAMANGALORE | 14.96                       |
| KOLAR           | 13.99                       |
| TUMKUR          | 13.48                       |
| HASSAN          | 12.95                       |
| CHICKBALLAPUR   | 12.73                       |
| UTTARA KANNADA  | 11.44                       |
| BELGAUM         | 10.52                       |

The district having high %School with Single Teacher at Elementary Level are

| District        | %School with Single Teacher |
|-----------------|-----------------------------|
| MANDYA          | 13.24                       |
| RAMANAGARA      | 11.55                       |
| BANGALORE RURAL | 11.42                       |

## Basic Facilities

### Details of SCR, Toilet and Drinking Water facility - DISE 2009-10

| Sl | District         | Total No.of Schools |               | SCR          |              | % of schools without D/water facility |             | % of schools without common Toilet facility |              | % of schools without girls Toilet |              |
|----|------------------|---------------------|---------------|--------------|--------------|---------------------------------------|-------------|---|--------------|-----------------------------------|--------------|
|    |                  | P                   | UP            | P            | UP           | P                                     | UP          | P   | UP           | P                                 | UP           |
| 1  | 2                | 3                   | 4             | 5            | 6            | 7                                     | 8           | 9   | 10           | 11                                | 12           |
| 1  | BAGALKOT         | 510                 | 803           | 19.81        | 33.27        | 19.22                                 | 7.72        | 22.94                                       | 16.06        | 62.75                             | 40.85        |
| 2  | BANGALORE RURAL  | 709                 | 444           | 12.92        | 21.53        | 11.14                                 | 2.25        | 11.57                                       | 3.60         | 43.02                             | 20.05        |
| 3  | BANGALORE SOUTH  | 703                 | 713           | 20.27        | 32.84        | 6.12                                  | 3.23        | 12.66                                       | 4.35         | 26.17                             | 12.34        |
| 4  | BELGAUM          | 1488                | 1809          | 18.55        | 30.97        | 27.76                                 | 11.66       | 28.49                                       | 17.63        | 54.64                             | 27.31        |
| 5  | BELLARY          | 543                 | 818           | 20.25        | 36.23        | 17.13                                 | 6.48        | 21.73                                       | 16.87        | 55.43                             | 36.80        |
| 6  | BIDAR            | 493                 | 734           | 16.31        | 29.18        | 43.20                                 | 23.43       | 37.53                                       | 27.79        | 67.95                             | 53.54        |
| 7  | BIJAPUR          | 854                 | 1030          | 17.36        | 31.04        | 41.33                                 | 5.63        | 4.45  | 3.88         | 49.77                             | 4.27         |
| 8  | CHAMARAJANAGARA  | 364                 | 406           | 14.53        | 25.77        | 12.09                                 | 1.72        | 13.19                                       | 6.16         | 58.79                             | 39.66        |
| 9  | CHICKBALLAPUR    | 1077                | 515           | 13.96        | 23.42        | 25.07                                 | 9.71        | 38.53                                       | 20.00        | 69.82                             | 41.75        |
| 10 | CHIKKAMANGALORE  | 815                 | 686           | 10.72        | 17.12        | 5.52                                  | 1.60        | 8.71  | 4.37         | 49.20                             | 19.39        |
| 11 | CHITRADURGA      | 823                 | 883           | 14.29        | 26.34        | 12.39                                 | 6.00        | 10.45                                       | 4.08         | 28.92                             | 24.69        |
| 12 | DAKSHINA KANNADA | 280                 | 652           | 12.57        | 24.77        | 0.00                                  | 0.00        | 8.93  | 5.06         | 21.07                             | 7.21         |
| 13 | DAVANAGERE       | 683                 | 702           | 16.04        | 26.81        | 12.45                                 | 3.28        | 14.06                                       | 7.12         | 43.34                             | 19.80        |
| 14 | DHARWAD          | 236                 | 538           | 18.72        | 26.59        | 0.00                                  | 0.00        | 5.08  | 2.79         | 53.39                             | 12.08        |
| 15 | GADAG            | 200                 | 417           | 21.51        | 30.86        | 7.00                                  | 3.60        | 21.50                                       | 26.86        | 52.50                             | 35.73        |
| 16 | GULBARGA         | 816                 | 973           | 19.40        | 33.68        | 42.77                                 | 19.22       | 42.77                                       | 28.26        | 73.53                             | 53.65        |
| 17 | HASSAN           | 1531                | 1037          | 12.03        | 17.70        | 10.19                                 | 2.31        | 16.39                                       | 7.04         | 63.81                             | 21.02        |
| 18 | HAVERI           | 467                 | 702           | 17.81        | 30.06        | 13.06                                 | 2.42        | 21.63                                       | 14.96        | 51.18                             | 31.77        |
| 19 | KODAGU           | 145                 | 261           | 11.12        | 21.41        | 6.90                                  | 0.77        | 7.59  | 3.07         | 20.00                             | 7.28         |
| 20 | KOLAR            | 1285                | 618           | 15.65        | 24.57        | 13.46                                 | 5.34        | 27.39                                       | 9.87         | 62.65                             | 34.14        |
| 21 | KOPPAL           | 439                 | 523           | 25.22        | 39.32        | 23.46                                 | 7.07        | 25.97                                       | 12.24        | 63.55                             | 39.58        |
| 22 | MANDYA           | 992                 | 829           | 12.85        | 20.80        | 10.69                                 | 3.14        | 18.25                                       | 8.69         | 61.59                             | 23.88        |
| 23 | MYSORE           | 1002                | 942           | 16.75        | 26.61        | 13.97                                 | 3.08        | 8.98  | 5.20         | 39.22                             | 14.86        |
| 24 | RAICHUR          | 735                 | 739           | 20.60        | 36.46        | 42.18                                 | 20.03       | 31.56                                       | 15.83        | 39.46                             | 26.12        |
| 25 | RAMANAGARA       | 947                 | 455           | 14.05        | 21.25        | 9.08                                  | 2.20        | 12.25                                       | 5.05         | 40.13                             | 15.16        |
| 26 | SHIMOGA          | 993                 | 951           | 13.51        | 21.72        | 12.79                                 | 3.36        | 3.93  | 2.31         | 27.39                             | 29.76        |
| 27 | TUMKUR           | 2216                | 1340          | 13.07        | 22.72        | 11.78                                 | 2.01        | 5.64  | 2.46         | 34.57                             | 13.36        |
| 28 | UDUPI            | 258                 | 363           | 12.36        | 21.98        | 13.18                                 | 2.20        | 7.36  | 6.61         | 14.73                             | 5.23         |
| 29 | UTTARA KANNADA   | 1188                | 997           | 12.15        | 20.69        | 9.43                                  | 3.51        | 7.15  | 4.21         | 48.74                             | 30.79        |
| 30 | YADGIRI          | 475                 | 441           | 25.42        | 39.30        | 40.00                                 | 17.46       | 38.95                                       | 20.18        | 58.11                             | 40.82        |
|    | <b>Total</b>     | <b>23267</b>        | <b>22,321</b> | <b>16.03</b> | <b>27.80</b> | <b>17.49</b>                          | <b>6.45</b> | <b>17.62</b>                                | <b>10.47</b> | <b>49.03</b>                      | <b>26.13</b> |

District having higher SCR at Primary Level are as follows:

Category : Primary

| Sl | District             | Total No.of Schools | Total No. of classrooms | Enrolment in Edn Schools | SCR          |
|----|----------------------|---------------------|-------------------------|--------------------------|--------------|
| 1  | YADGIRI              | 475                 | 1267                    | 32203                    | 25.42        |
| 2  | KOPPAL               | 439                 | 1173                    | 29582                    | 25.22        |
| 3  | GADAG                | 200                 | 621                     | 13360                    | 21.51        |
| 4  | RAICHUR              | 735                 | 1862                    | 38349                    | 20.60        |
| 5  | BANGALORE SOUTH      | 703                 | 1579                    | 32013                    | 20.27        |
|    | <b>State Avarage</b> | <b>23267</b>        | <b>51812</b>            | <b>830556</b>            | <b>16.03</b> |

Category : Upper Primary

| Sl | District             | Total No.of Schools | Total No. of classrooms | Enrolment in Edn Schools | SCR          |
|----|----------------------|---------------------|-------------------------|--------------------------|--------------|
| 1  | KOPPAL               | 523                 | 3500                    | 137615                   | 39.32        |
| 2  | YADGIRI              | 441                 | 2843                    | 111739                   | 39.30        |
| 3  | RAICHUR              | 739                 | 4553                    | 165999                   | 36.46        |
| 4  | BELLARY              | 818                 | 5899                    | 213717                   | 36.23        |
| 5  | GULBARGA             | 973                 | 6577                    | 221510                   | 33.68        |
|    | <b>State Avarage</b> | <b>22321</b>        | <b>139872</b>           | <b>3888886</b>           | <b>27.80</b> |

Following District have high % of schools without D/water facility at Primary

| Sl | District             | Total No.of Schools | % of schools without D/water facility |
|----|----------------------|---------------------|---------------------------------------|
| 1  | BIDAR                | 493                 | 43.2                                  |
| 2  | GULBARGA             | 816                 | 42.3                                  |
| 3  | RAICHUR              | 735                 | 42.3                                  |
| 4  | BIJAPUR              | 854                 | 41.3                                  |
| 5  | YADGIRI              | 475                 | 40.3                                  |
|    | <b>State Average</b> | <b>23267</b>        | <b>17.3</b>                           |

Following District have high % of schools without D/water facility at Upper Primary

| Sl | District             | Total No.of Schools | % of schools without D/water facility |
|----|----------------------|---------------------|---------------------------------------|
| 1  | BIDAR                | 734                 | 23.43                                 |
| 2  | RAICHUR              | 739                 | 20.03                                 |
| 3  | GULBARGA             | 973                 | 19.22                                 |
| 4  | YADGIRI              | 441                 | 17.46                                 |
| 5  | BELGAUM              | 1809                | 11.66                                 |
|    | <b>State Average</b> | <b>22,321</b>       | <b>6.45</b>                           |

**Districts having high % of schools not having Common Toilet facility at Primary Level:**

| Sl | District             | Total No.of Schools | % of schools without common Toilet facility |
|----|----------------------|---------------------|---|
| 1  | 2                    | 3                   | 4   |
| 1  | GULBARGA             | 816                 | 42.77                                       |
| 2  | YADGIRI              | 475                 | 38.95                                       |
| 3  | CHICKBALLAPUR        | 1077                | 38.53                                       |
| 4  | BIDAR                | 493                 | 37.53                                       |
| 5  | RAICHUR              | 735                 | 31.56                                       |
|    | <b>State Average</b> | <b>23267</b>        | <b>17.62</b>                                |

**Districts having high % of schools not having Common Toilet facility at Upper Primary Level:**

| Sl | District             | Total No.of Schools | % of schools without common Toilet facility |
|----|----------------------|---------------------|---|
| 1  | 2                    | 3                   | 4   |
| 1  | GULBARGA             | 973                 | 28.26                                       |
| 2  | BIDAR                | 734                 | 27.79                                       |
| 3  | GADAG                | 417                 | 26.86                                       |
| 4  | YADGIRI              | 441                 | 20.18                                       |
| 5  | CHICKBALLAPUR        | 515                 | 20.00                                       |
|    | <b>State Average</b> | <b>22,321</b>       | <b>10.47</b>                                |

**District having high % of schools not having Girls Toilet facility at Primary Level**

| Sl | District             | Total No.of Schools | % of schools without girls Toilet |
|----|----------------------|---------------------|-----------------------------------|
| 1  | 2                    | 3                   | 4                                 |
| 1  | GULBARGA             | 816                 | 73.53                             |
| 2  | CHICKBALLAPUR        | 1077                | 69.82                             |
| 3  | BIDAR                | 493                 | 67.95                             |
| 4  | HASSAN               | 1531                | 63.81                             |
| 5  | KOPPAL               | 439                 | 63.55                             |
|    | <b>State Average</b> | <b>23267</b>        | <b>49.03</b>                      |

**District having high % of schools not having Girls Toilet facility at Upper Primary Level**

| Sl | District             | Total No. of Schools | % of schools without girls Toilet |
|----|----------------------|----------------------|-----------------------------------|
| 1  | 2                    | 3                    | 4                                 |
| 1  | GULBARGA             | 973                  | 53.65                             |
| 2  | BIDAR                | 734                  | 53.54                             |
| 3  | CHICKBALLAPUR        | 515                  | 41.75                             |
| 4  | BAGALKOT             | 803                  | 40.85                             |
| 5  | YADGIRI              | 441                  | 40.82                             |
|    | <b>State Average</b> | <b>22,321</b>        | <b>26.13</b>                      |

**Educational development Index (EDI)**

State has the following Ranking at National level for the four Indexes :

|                  | Index             | 07-08 | 08-09 |
|------------------|-------------------|-------|-------|
| At Primary       | Access            | 14    | 14    |
|                  | Infrastructure    | 18    | 16    |
|                  | Teacher           | 15    | 12    |
|                  | Outcomes          | 1     | 3     |
| At Upper Primary | Access            | 8     | 5     |
|                  | Infrastructure    | 19    | 15    |
|                  | Teacher           | 17    | 22    |
|                  | Outcomes          | 2     | 10    |
| Composite        | Primary Level     | 11    | 8     |
|                  | Up. Primary       | 8     | 15    |
|                  | Pri. & U. Primary | 10    | 12    |

**The state has also calculated the EDI at Block Level as annexed at end of the section:**



## EMIS & PMIS

### Management Information System: Structure of MIS

| Sl. No. | Level                              | Senior Programmer | Junior Programmer | Data Entry Operators |
|---------|------------------------------------|-------------------|-------------------|----------------------|
| 1       | Governance Unit, State Level       | 2                 | 3                 | 1                    |
| 2       | SSA, State Level                   | 2                 | 1                 | 0                    |
| 3       | SSA, District Level                |                   | 35                | 66                   |
| 4       | Block Resource Centre, Block Level |                   |                   | 202                  |

### Management Information System

State has working on E-Governance containing various activities like DISE, Less Paper Office, Monthly Monitoring Review, and Teachers Transfer Software. In each district MIS sections are operating with necessary Hardware, Software and LAN and internet facility. In the State office there are enough numbers of computers Hardware & Software with UPSs and Printers and LAN and internet facility. All the server related works relating to web site is done through VPN connection.

### DISE –District Information for School Education

DISE is conceived as the backbone of an integrated educational management information system operating at the block, district and State level. DISE is the latest update of the school information system right from school level and keeping a district as the unit of implementation. For Karnataka state initiative was taken to customize the DISE software according to our needs State requirements with the help of NUEPA, New Delhi. Present system covers all schools imparting education up to secondary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, enrolment by gender and age, attendance by gender and social group, incentives and the number of disabled children in various grades, results by class, gender and social group.

The MIS unit at State Project Office and in all the district and blocks are functional and are provided with necessary infrastructure and personnel. During the year 2009-10, One day workshop was conducted to all district level officials at state level to provide information about DISE data collection format. Presentation was made on the analysis of previous year data and informed the most common problem encountered in the DISE data. Similar workshops were conducted to block and cluster level officials at district and sub-district level. Data Entry and consistency check of DISE data was done at block level. Reports generated are shared at state, district and block level. Red alert Signals are built within the system wherever anomalous data get posted; examples of anomalous data are: schools without teachers, schools without enrolments. Information on Red Alert are subjected to checking and re-verification.

### Jan Vachan (Social Audit) for DISE data:

**DISE** data was used extensively in the state for such activities as printing of text books and free uniform distribution. Mid-day-meals schemes etc. DISE/EMIS data and Reports are used in the preparation of SSA Annual plans of districts and state and also using by the department in day to day activities as and when required. Initially a State-level Analytical Report was prepared. This report addressed several concerns of UEE/SSA through the provision of processed information on the parameters and indicators. District-wise analysis was also provided in the report.

Another focused district-wise analytical report was published for Monitoring functions of educational officers at various levels. Later, district specific Analytical Report was also published. In most of the aspects DISE/EMIS has become single source of window for Primary and Secondary education related information. District wise analytical report and 2 statistics books published at state level. Reports are shared up to block level. AWBP of 2010-11 plans was prepared based on the DISE data.

### **Steps taken for Error correction and Data Redundancy**

Data Entry and consistency check of DISE data was done at block level.

Red alert Signals are built within the system wherever anomalous data get posted; examples of anomalous data are: schools without teachers, schools without enrolments. Information on Red Alert are subjected to checking and re-verification.

All the schools provided data with pre printed formats for verification/reference. If any errors found in the data they will inform to district level and get it corrected.

Reports generated are shared at state, district and block level.

### **DISE Activity Schedule**

State has proposed detail plan of activity under DISE as bellow

| <b>Sl.No.</b> | <b>Activities under DISE</b>  | <b>Month</b>                                    |
|---------------|---|---|
| 1             | Training and Schools finalization of 2000-11  | 1 <sup>st</sup> Week of July                    |
| 2             | Printing of school Directory at district level  | 1 <sup>st</sup> week august                     |
| 3             | Printing of blank DCF formats at state level and distributions of formats(Enrollment related)                 | 1 <sup>st</sup> Week of sept                    |
| 4             | Printing of pre printed DCF formats at district level   | 2 <sup>nd</sup> Week of sept                    |
| 5             | Training to District officials regarding DCF formats and distributions of formats(Blank & pre-printed matter) | 3 <sup>rd</sup> Week of sept                    |
| 6             | Training to Block and Cluster officials   | 4 <sup>rd</sup> Week of Sept                    |
| 7             | Selection of agency for the 5% sample survey  | 3 <sup>rd</sup> week of Sept                    |
| 8             | Training to School Head Masters   | 1 <sup>st</sup> Week oct                        |
| 9             | Data filling at Schools level   | 1 <sup>st</sup> and 2 <sup>nd</sup> week of Oct |
| 10            | Data verification by SDMCs at the time of Samudayadatta Sala programme at schools                             | 2 <sup>nd</sup> week of Oct                     |
| 11            | Submission DCF to CRCs  | 2 <sup>nd</sup> Week of Oct                     |
| 12            | 100% verification of DCFs by CRPS   | 3 <sup>rd</sup> week of Oct                     |
| 13            | Submission of DCFs to BRCs  | 3 <sup>rd</sup> Week of Oct                     |

| Sl.No. | Activities under DISE   | Month   |
|--------|---|---|
| 14     | 10 % of DCF verification by BRPs with Schools records   | 3 <sup>rd</sup> week of Oct                     |
| 15     | Training to Data Entry Operators  | 3 <sup>rd</sup> week of Oct                     |
| 16     | Data Entry at Block level   | 3 & 4 <sup>th</sup> weeks in Oct                |
| 17     | 5% Data verification By District officials  | 1 <sup>st</sup> week of Nov                     |
| 18     | Supervision of Data entry process by the programmers  | At time of data entry                           |
| 19     | Consistence check at block level  | 1 <sup>st</sup> week of Nov                     |
| 20     | Generation of reports at block level and verification by the CRPS                                     | 2 <sup>nd</sup> week of Nov                     |
| 22     | Corrections If any  | 3 <sup>rd</sup> week of Nov                     |
| 23     | Data submission to districts  | 3 <sup>rd</sup> week of Nov                     |
| 24     | Report Generation and Comparison with the last years data and distribution of printed data to schools | 4 <sup>th</sup> week of Nov                     |
| 25     | Corrections if any  | 1 <sup>st</sup> week of Dec                     |
| 26     | Reports Generation and analysis by the district officials   | 2 <sup>nd</sup> and 3 <sup>rd</sup> week of Dec |
| 27     | Submission of data to state along with the certification  | 4 <sup>th</sup> week of Dec                     |
| 28     | Providing data to agency for comparison   | 4 <sup>th</sup> week of Dec                     |
| 30     | Report generation and verification with the last years data   | 1 <sup>st</sup> week of Jan                     |
| 31     | Merging district data into STEPS  | 1 <sup>st</sup> week of Jan                     |
| 32     | Data analysis, EDI Calculation and presentation to district and state officials                       | 2 <sup>nd</sup> week of Jan                     |
| 33     | Data submission NUEPA & MHRD(TSG)   | 1 <sup>st</sup> week of Feb                     |
| 34     | Data Generation for the budget preparation  | 1st week of Feb                                 |
| 35     | Publications  | 2 <sup>nd</sup> week of Feb                     |

**PMIS:** In addition to DISE we are using some of the other software as follow:

#### **Shikshanavahini (Less Paper Office) Project**

Shikshanavahini is integrated software which comprise of Letter Monitoring System, File Monitoring System which supports office automation. Management of letters and files is the major task that is performed in any office. Receiving recording, creation, transferring, disposal, keeping record of movement of letters and files is equally important and it takes lot of time. The LPO project has an objective, where file can be tracked more accurately, minimizing the loss of information and transparency and accountability can be improved.

The software developed by NIC (National Informatics Centre) that helps in showing the position of the file and letter and also statistical report of pendency of letters and files, its movement can be generated. The tracking of letter / file movement and other information can be accessed online by a link in dept. website by stakeholders. (<http://www.schooleducation.kar.nic.in>)

Initially this project has been taken up and implemented in CPI office and State Project Office, SSA. Subsequently this project is implemented in 9 offices in the Ist phase for the year 2007-08

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& in 16 offices in the 2<sup>nd</sup> phase in the year 2008-09. A proposal is submitted to extend to 10 district offices in the 2009-10.

There is strong need to implement this project as per RTI in all the offices of the dept. among 34 educational districts, 15 district offices are covered and proposed for 10 more district offices.

Major activities taken up in this regard were providing infrastructure, creation of master data, conducting training and refreshment training to all the employees of the implementing offices, preparation of user manual and customization of less paper office. Development and maintenance of the dept. website is another major task taken up in the e-governance unit.

**Monthly Monitoring Review (MMR):** It will use full to monitor the financial and physical progress. This soft ware was developed in house with the help of SSA programmers. And it is maintained at the office of the commissioner of public instruction.

### Web Portal

| Year  | Quarter | No. of Districts | Status of Data Entry<br>(No. of Districts) |             |              |
|-------|---------|------------------|--|-------------|--------------|
|       |         |                  | Completed                                  | In Progress | Yet to Start |
| 09-10 | I Qtr   | 29               | <u>26</u>                                  | <u>3</u>    | 0            |
|       | II Qtr  | 29               | <u>21</u>                                  | <u>8</u>    | 0            |
|       | III Qtr | 29               | <u>1</u>                                   | <u>13</u>   | <u>15</u>    |

The state need to look into the process for approval of data as there is 3,8 and 13 districts are waiting for approval in the I,II, and III quarter respectively.

### Household data on out of school children and Use of data:

House to house survey was conducted during 05<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> January 2009. The objective was to enumerate 0 to 18 age group children and identify out of school children. Revenue department, Women and child development department, Mines and Geology department and RDPR Municipal administrator department were also coordinated and participated in the survey. Pre-printed forms based on previous year survey database were used to increase the accuracy and quality of the data. Pre-printed formats were used to collect/update the data except in district and city head quarters.

To use the data of house hold survey for preparation of Annual work plan and budget for the year 2010-11 out of school children data was consolidated. Out of school children in the age group 6-14 identified are 108542

ES

## (I) Access

- *State policy on opening of new schools*

### *Primary Schools*

- Minimum Population of habitations 100
- Minimum number of children is 10 and distance is one KM
- If any physical/geographical barrier comes with in one KM, state policy is to open a new PS within 0.5 KM.

### *Upper Primary School*

- Minimum number of children in plain areas is 20 and in Malnad (hilly) areas 15 within a radius of 3 KM
- If any physical/geographical barrier comes with in 3 KM, State policy is to upgrade PS into UPS within a range of 3 KM.

- **Availability of Schooling facilities:**

**Table: Information on Schools**

| Category     | Govt.        | Aided       | Private     | Total        |
|--------------|--------------|-------------|-------------|--------------|
| Primary      | 23454        | 265         | 2422        | 26141        |
| Up. Primary  | 22784        | 2343        | 6936        | 32063        |
| <b>Total</b> | <b>46238</b> | <b>2608</b> | <b>9358</b> | <b>58204</b> |

**Table: Habitation and Access (Primary)**

| District        | Total no. of Habitations | Habitations covered by         |     | Habitations without primary school within 1 km | Habitations Eligible for PS as per State norms | Habitations not Eligible for PS as per State norms | Recommendation for 2010-11 | Reasons for not recommended |
|-----------------|--------------------------|--------------------------------|-----|--|--|--|----------------------------|-----------------------------|
|                 |                          | Primary School (Govt. & Aided) | EGS |  |  |  |                            |                             |
| Bagalkot        | 1340                     | 1229                           | 0   | 111  | 0  | 0  | NA                         |                             |
| Banglore Rural  | 1298                     | 1279                           | 0   | 19   | 0  | 19   | NA                         |                             |
| Banglore Urban  | 1623                     | 1606                           | 0   | 17   | 0  | 17   | NA                         |                             |
| Belgaum         | 1942                     | 1882                           | 0   | 60   | 60   | 0  | Recommended                |                             |
| Bellary         | 1037                     | 1034                           | 0   | 3  | 1  | 2  | Recommended                |                             |
| Bidar           | 950                      | 903                            | 0   | 47   | 47   | 0  | Recommended                |                             |
| Bijapur         | 1599                     | 1599                           | 0   | 0  | 0  | 0  | NA                         |                             |
| Chamarajanagar  | 1031                     | 934                            | 0   | 97   | 0  | 0  | NA                         |                             |
| Chikkaballapura | 2045                     | 1144                           | 0   | 901  | 0  | 0  | NA                         |                             |
| Chikamangalore  | 4514                     | 2895                           | 0   | 1619   | 0  | 0  | NA                         |                             |

| District         | Total no. of Habitations | Habitations covered by         |          | Habitations without primary school within 1 km | Habitations Eligible for PS as per State norms | Habitations not Eligible for PS as per State norms | Recommendation for 2010-11 | Reasons for not recommended      |
|------------------|--------------------------|--------------------------------|----------|--|--|--|----------------------------|----------------------------------|
|                  |                          | Primary School (Govt. & Aided) | EGS      |  |  |  |                            |                                  |
| Chitradurga      | 1774                     | 1770                           | 0        | 4  | 0  | 0  | NA                         |                                  |
| Dakshina Kannada | 1735                     | 1732                           | 0        | 3  | 2  | 1  | Recommended                |                                  |
| Davangere        | 1288                     | 1286                           | 0        | 2  | 2  | 0  | Recommended                |                                  |
| Dharwad          | 543                      | 541                            | 0        | 2  | 2  | 0  | Recommended                |                                  |
| Gadag            | 564                      | 205                            | 0        | 359  | 0  | 0  | NA                         |                                  |
| Gulbarga         | 1889                     | 1885                           | 0        | 4  | 4  | 0  | Recommended                |                                  |
| Hassan           | 3470                     | 3470                           | 0        | 0  | 4  | -4   | Recommended                |                                  |
| Haveri           | 988                      | 988                            | 0        | 0  | 0  | 0  | NA                         |                                  |
| Kodagu           | 721                      | 721                            | 0        | 0  | 0  | 0  | NA                         |                                  |
| Kolar            | 2783                     | 2783                           | 0        | 0  | 0  | 0  | NA                         |                                  |
| Koppal           | 789                      | 783                            | 0        | 6  | 6  | 0  | Recommended                |                                  |
| Mandya           | 2351                     | 2338                           | 0        | 13   | 1  | 12   | Not recommended            | 13 PS were sanctioned in 2009-10 |
| Mysore           | 2031                     | 2030                           | 0        | 1  | 7  | -6   | Recommended                |                                  |
| Raichur          | 1434                     | 1358                           | 0        | 76   | 24   | 52   | Recommended                |                                  |
| Ramanagara       | 2305                     | 2206                           | 0        | 99   | 1  | 98   | Recommended                |                                  |
| Shimoga          | 5206                     | 5160                           | 0        | 46   | 0  | 46   | NA                         |                                  |
| Tumkur           | 4417                     | 4417                           | 0        | 0  | 0  | 0  | NA                         |                                  |
| Udupi            | 2397                     | 1444                           | 0        | 953  | 0  | 953  | NA                         |                                  |
| Uttarkannada     | 6264                     | 5237                           | 0        | 1027   | 2  | 1025   | Recommended                |                                  |
| Yadagiri         | 1134                     | 1130                           | 0        | 4  | 4  | 0  | recommended                |                                  |
| <b>Total</b>     | <b>61462</b>             | <b>55989</b>                   | <b>0</b> | <b>5473</b>                                    | <b>167</b>                                     |  | <b>166</b>                 |                                  |

During 2009-10, the state of Karnataka had total 61,456 habitations, of them only 9.2% habitations were unserved. Total 317 new PS were sanctioned by PAB during 2009-10 to the state which leads to the saturation of 91.3% at the primary level. Therefore, now only 8.7 % (

5349) habitations should remain unserved. The state representative informed that due to flood in some districts certain habitations were destroyed and the population residing in those habitations have shifted to some another district. Hence, now total number of habitations is 61,462 of them only 91.09% habitations are served at the primary level.

**Number and Type of New schools proposed:**

| S.No | Name of the Districts | Total number on new school proposed |            |           |          |
|------|-----------------------|-------------------------------------|------------|-----------|----------|
|      |                       | Total                               | Kannada    | Urdu      | Marathi  |
| 1    | Belguam               | 60                                  | 52         | 7         | 1        |
| 2    | Bellary               | 01                                  | 01         |           |          |
| 3    | Bidar                 | 47                                  | 31         | 14        | 2        |
| 4    | Dakshina Kannada      | 2                                   | 2          | 0         |          |
| 5    | Davanagere            | 2                                   | 2          | 0         |          |
| 6    | Dharwad               | 2                                   | 1          | 1         |          |
| 7    | Gulbarga              | 4                                   | 2          | 2         |          |
| 8    | Hassan                | 4                                   | 4          | 0         |          |
| 9    | Koppal                | 6                                   | 6          | 0         |          |
| 10   | Mandya                | 1                                   | 1          | 0         |          |
| 11   | Mysore                | 07                                  | 5          | 2         |          |
| 12   | Ramnagar              | 1                                   | 0          | 1         |          |
| 13   | Raichur               | 24                                  | 20         | 4         |          |
| 14   | Uttara Kannada        | 2                                   | 2          | 0         |          |
| 15   | Yadgi                 | 4                                   | 3          | 1         |          |
|      | <b>Total</b>          | <b>167</b>                          | <b>132</b> | <b>32</b> | <b>3</b> |

In some of the districts like Bellary, Hassan and Mysore number of eligible habitations are less, however the state has proposed for more number of PS due to some physical and geographical barriers even with in the range of one KM. Some of habitations/villages in these districts are having more than 40% population of SC, ST and Muslim community, therefore to keep in view the above said reasons and the policy of the state to open new PS in a range of 0.5 km, the appraisal team recommends the 166 new PS against the proposal of 167.

**Habitation and Access (Upper Primary)**

| Districts      | Total no. of habitations | No. of habitation having UPS with in 3 km | No. of habitations without UPS facility in 3 KM | No. of eligible habitations for UPS as per distance and population norms | Primary and upper primary ratio | No. of UPS eligible as per 2:1 ratio | Gap in UPS | Recommended UPS |
|----------------|--------------------------|---|---|--|---------------------------------|--------------------------------------|------------|-----------------|
| Bagalkot       | 1340                     | 1059                                      | 281   | 24   | 1.59                            | 703                                  | 0          | NA              |
| Banglore Rural | 1298                     | 1248                                      | 50  | 4  | 2.56                            | 583                                  | 128        | 2               |
| Banglore Urban | 1623                     | 1623                                      | 0   | 0  | 1.68                            | 930                                  | 0          | 0               |
| Belgaum        | 1942                     | 1888                                      | 54  | 76   | 1.79                            | 1715                                 | 0          | 0               |

|                     |              |              |             |            |             |              |             |           |
|---------------------|--------------|--------------|-------------|------------|-------------|--------------|-------------|-----------|
| Bellary             | 1037         | 1022         | 15          | 27         | 1.62        | 720          | 0           | 0         |
| Bidar               | 950          | 915          | 35          | 35         | 1.54        | 706          | 0           | 0         |
| Bijapur             | 1599         | 1599         | 0           | 17         | 1.77        | 1028         | 0           | 0         |
| Chamarajanagar      | 1031         | 1022         | 9           | 0          | 1.87        | 420          | 0           | 0         |
| Chikkaballapura     | 2045         | 881          | 1164        | 0          | 2.96        | 819          | 266         | 0         |
| Chikamangalore      | 4514         | 2348         | 2166        | 0          | 2.13        | 781          | 48          | 0         |
| Chitradurga         | 1774         | 1768         | 6           | 0          | 1.86        | 901          | 0           | 0         |
| Dakshina<br>Kannada | 1735         | 1734         | 1           | 0          | 1.35        | 594          | 0           | 0         |
| Davangere           | 1288         | 1281         | 7           | 0          | 1.82        | 771          | 0           | 0         |
| Dharwad             | 543          | 533          | 10          | 0          | 1.39        | 438          | 0           | 0         |
| Gadag               | 564          | 412          | 152         | 0          | 1.45        | 334          | 0           | 0         |
| Gulbarga            | 1889         | 1831         | 122         | 58         | 1.76        | 976          | 0           | 0         |
| Hassan              | 3470         | 3470         | 0           | 1          | 2.39        | 1327         | 218         | 1         |
| Haveri              | 988          | 988          | 0           | 0          | 1.62        | 619          | 0           | 0         |
| Kodagu              | 721          | 704          | 17          | 0          | 1.51        | 220          | 0           | 0         |
| Kolar               | 2783         | 2745         | 38          | 0          | 2.92        | 979          | 309         | 0         |
| Koppal              | 789          | 730          | 59          | 33         | 1.82        | 508          | 0           | 0         |
| Mandya              | 2351         | 2329         | 22          | 1          | 2.13        | 940          | 57          | 1         |
| Mysore              | 2031         | 2010         | 21          | 0          | 1.93        | 1052         | 0           | 0         |
| Raichur             | 1434         | 1333         | 101         | 64         | 1.95        | 766          | 0           | 0         |
| Ramanagara          | 2305         | 2305         | 0           | 6          | 2.97        | 723          | 236         | 6         |
| Shimoga             | 5206         | 4530         | 676         | 0          | 1.98        | 1014         | 0           | 0         |
| Tumkur              | 4417         | 4411         | 6           | 0          | 2.58        | 1840         | 416         | 0         |
| Udupi               | 2397         | 1359         | 1038        | 0          | 1.48        | 428          | 0           | 0         |
| Uttarkannada        | 6264         | 4577         | 1687        | 10         | 2.15        | 1119         | 80          | 10        |
| Yadagiri            | 1134         | 975          | 95          | 49         | 2.02        | 476          | 5           | 5         |
| <b>Total</b>        | <b>61462</b> | <b>53630</b> | <b>7832</b> | <b>405</b> | <b>1.94</b> | <b>24430</b> | <b>1763</b> | <b>25</b> |



During the last year, state showed that total 53760 habitations (87.47%) are having the UPS facility and PAB sanctioned 130 more UPS to the state which automatically served more habitations (53890). Now the state is showing only 53630 habitations (87.25%) are served with the UPS facility which is not possible at all as if we look at the last year's data. It directly means that the state has not done any mapping for the required schools.

The proposal of state is to upgrade 405 LPS to HPS. The appraisal team find out only 25 upgradation may be recommended because most of the upgradation has been proposed by the state where there is no gap in UPS or in its ineligible habitations. The matter is placed before PAB for consideration.

The state has also proposed to add 106 VIII classes to UPS for the year 2010-11. In Karnataka, majority of upper primary schools exist upto class VII only. The state has not yet taken a policy decision on the merger of class VIII with elementary education. Since financing under SSA for the opening of 5545 class VIII was allowed earlier, the state needs to take an urgent decision in this regard. Therefore, the appraisal team does not recommend to add 106 class VIII to HPS proposed by the state.

#### A. Primary

- (i) Status of opening of new primary school (new school+ upgradation of EGS to PS) till 2009-10

| 2006-07 |     | 2007-08 |     | 2008-09 |     | 2009-10 |     | Total |      |
|---------|-----|---------|-----|---------|-----|---------|-----|-------|------|
| San     | Ach | San     | Ach | San     | Ach | San     | Ach | San   | Ach  |
| 716     | 716 | 655     | 655 | 313     | 313 | 317     | 317 | 3129  | 3129 |

Till 2009-10, total 3129 PS have been sanctioned to the state and the state has shown the 100% progress against achieving the target.

- (ii) Strategies of the State for providing access to all eligible habitations:  
All the eligible habitations have been provided with the facility of primary schools to keep in view the distance and population norm of the state.
- (iii) Details on the proposal/ strategies for covering habitations not eligible for regular schools

Children in the age group of 6-14 years residing in the habitations which are not eligible for opening of new PS, state is providing the transportation facility to these children to bring them from their home to the neighborhood school.

**Table: Status of EGS**

| District       | Total number of EGS functioning | No. of EGS completing 2 years or more in 2010-11 |
|----------------|---------------------------------|--|
| Not applicable |                                 |  |

**Table: Upgradation of EGS**

| No. of EGS functioning             |  |       | No. proposed for upgradation | No. of EGS to be continued | Reasons for not proposing for the balance | No. of EGS to be closed |
|------------------------------------|--|-------|------------------------------|----------------------------|---|-------------------------|
| In the habitations eligible for PS | In the habitations not eligible for PS | Total |                              |                            |   |                         |
| Not Applicable                     |  |       |                              |                            |   |                         |

**B. Upper Primary**

**(i) Status of opening of new upper primary schools (upgradation of PS to UPS + adding class VIII to UPS) sanctioned till 2009-10**

| 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | Total |
|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 0       | 3162    | 610     | 370     | 2666    | 370     | 450     | 130     | 7859  |

Progress regarding the opening of UPS has not been furnished by the state.

**(ii) Ratio of primary to upper primary school/sections is 1.94:1**

**(iii) Number of habitation eligible for UPS and numbers proposed**

As per the distance and population norm of the state, 405 habitations are eligible and the same has been proposed for upgradation.

**(iv) There is no evidence of systematic mapping by the State for coverage by UPS and the status of saturation is 87.25%.**

**(C) Social access:**

| Social Group  | Total Habitations/ Villages with more than 40% population | Habitations/Villages with out primary schools | %     | Habitations/Villages with out upper primary schools | %     |
|---------------|---|---|-------|---|-------|
| <b>SC</b>     | 5745  | 13  | 0.2%  | 168   | 2.9%  |
| <b>ST</b>     | 1235  | 16  | 1.29% | 34  | 2.75% |
| <b>Muslim</b> | 1148  | 28  | 2.43% | 12  | 1.04% |

Availability of schooling facility in the villages/ habitations with more than 40% population is not an issue in the state. However, 168 UPS are not in the SC populated habitations which need to be concerned.

Appraisal team has recommended 166 new PS, provided that the priority of the state will be to saturate/serve the SC, ST and Muslim concentrated habitations.

**(D) Convergence with other departments in context of Access:**

**Labour Department**

The Ministry of Labour Welfare is concerned with the children of the labourers, particularly beedi workers, sericulture workers, etc. The Labour Welfare Department extends financial assistance to the school going children in the form of scholarships. It has resulted in the stability of retention rate and enrolment rate. It also helps the education department to locate child labourers and extend all possible aid to rehabilitate them by admitting them to educational institutions.

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

**State Child Labor Project:**

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

**Issues:**

- State has come up with the great discrepancies in data related to number of habitations, served or unserved.
- Absence of social and school mapping exercise. State is unable to provide data regarding eligible/ineligible habitations in the villages with more than 40% population of SC, ST and Muslim community.
- Status of opening of UPS is not provided by the state.
- It seems that the State component plan is not prepared in compliance with District plans especially in context of physical and social access as well.

**A. Interventions for Out of School Children**

**Table: Performance during 2009-10**

| Strategies                                  | Approved target for 2009-10 |         | Coverage till Dec,09 |          |
|---|-----------------------------|---------|----------------------|----------|
|   | Physical                    | Fin     | Physical             | Fin.     |
| 12 RBC                                      | 18942                       | 1894.20 | 22412                | 1105.189 |
| 12 NRBC (transportation+feeder school+NRBC) | 11478                       | 344.34  | 10347                | 175.811  |
| 2 RBC (Chinnara angala)                     | 7802                        | 132.634 | 4319                 | 96.894   |

95-

| Strategies                                      | Approved target for 2009-10 |          | Coverage till Dec,09 |          |
|---|-----------------------------|----------|----------------------|----------|
|   | Physical                    | Fin      | Physical             | Fin.     |
| 2 NRBC (Chinnara angala)                        | 10000                       | 50.00    | 6308                 | 31.147   |
| Madarasa  | 9787                        | 293.61   | 8031                 | 147.303  |
| Tent Schools                                    | 6939                        | 104.085  | 1716                 | 65.308   |
| Mobile Schools                                  | 1445                        | 43.35    | 908                  | 11.041   |
| HBE   | 14720                       | 441.60   | 14675                | 321.809  |
| NCLP  | 4839                        | 145.17   | 1453                 | 39.911   |
| 6 SRBC  | 8075                        | 403.75   | 4794                 | 179.028  |
| Special enrolment                               | 4530                        | 0        | 7440                 | 0        |
| 4 SRS   | 50                          | 1.65     | Covered under 6SRBC  |          |
| Summer Camp                                     | 74470                       | 372.25   | 71477                | 211.076  |
| AIE Centres (Tranasportation, hardest to reach) | 1476                        | 44.28    | 222                  | 9.226    |
| Total   | 174553                      | 4271.091 | 154102               | 2393.743 |

It is clear from the above table that the state has utilized only 56.04% of the sanctioned funds till the end of 3<sup>rd</sup> quarter which is not satisfactory and the physical coverage is 94%.

**Table: Status of Out of School Children**

| Age in years | 2009-10 |      |       | 2010-11                           |     |       |                                   |       |       |
|--------------|---------|------|-------|-----------------------------------|-----|-------|-----------------------------------|-------|-------|
|              |         |      |       | Uncovered children from last year |     |       | New Identified OOSC as per survey |       |       |
|              | B       | G    | Total | B                                 | G   | Total | B                                 | G     | Total |
| 6-10         | 9231    | 8640 | 17871 | 450                               | 499 | 949   | 11715                             | 9559  | 21274 |
| 11-14        | 9146    | 8620 | 17766 | 675                               | 823 | 1498  | 42847                             | 44421 | 87268 |

- During January 2010, the state conducted a fresh household survey for 4 days only, which is done every year and identified 1,08,542 (manually consolidated figures) as out of school in the age group of 7 to 13+ years.
- The format used for door to door survey has been revised this year. State official informed that for these three days the state declared holiday.
- Pre-printed forms were used for the survey in all the districts except Bangalore urban. New forms were used for Bangalore Urban because of more in and out of migration.
- State/District Block /Cluster level core groups have been constituted for providing training, supervision and monitoring.
- Teleconference was also conducted at the state level. Departments like Revenue department, Social Welfare, Labour Department, WCD, Police department, Pre-University Board etc. were involved.
- Teachers; AWWs and NGOs were involved in survey.
- Habitation wise consolidation of collected data was done at the district level.
- Software (offline) developed at the state level. The same was used at the district level for data entry, data validation, and report generation.
- State representative informed that the data entry process, a special package (online software) will be developed this year for child wise tracking at the Gram Panchayat /Cluster/ Block/District/state level.

**Reduction in out of school children:**

This year state is reporting 2,35,093 children as out of school in the age group of 6-14 years. However, state considers the child as out of school if he/she is in the age group of 7+ to 14 years. During 2009-10 the state had only 35,637 in the age group of 7+ 14 years. As per the study done by SRI-IMRB in 2009, the state of Karnataka is having 1,08,237 OOSC in the age group of 6-13 years. Below table reflects the status of OOSC over the years:

| Age group | 2007-08 | 2008-09 | 2009-10 | 2010-11 | IMRB   |
|-----------|---------|---------|---------|---------|--------|
| 6-14      | 174572  | 72967   | 35637   | 108542  | 108237 |

**Analysis for OOSC:**

- The total OOSC is 2.79% of the total child population.
- Among the total identified OOSC, 66.22% are never enrolled while 48.75% are girls.
- 2.83% girls are OOSC among girls population.
- 3.36% SC children are OOS among SC child population, 3.6% ST children are OOS among ST child population and 2.75% Muslim are OOS among Muslim population
- 6 districts namely Belgaum, Bagalkot, Yadgiri, Gulbarga, Bijapur and Raichur are having more than 10,000 children as out of school.

**Reasons for relative increase in number of OOSC during 2010-11**

1. Students information system (SIS) – 2009, special software system designed by commissioner Dept.of Public Instruction, has captured student wise information along with mother's and father's name. This system avoids duplicate double enrolment and the same is used to monitor the attendance status of students. This above strategy has created awareness among the children teachers and community.
2. In addition to this awareness about RTE Act 2009 also created much awareness among the teachers and SDMC.
3. Due to unforeseen heavy floods, 15 districts of North Karnataka were worsely affected the people became shelter less and migrated to other places, Hence the number of OOSC has increased.
4. *The state has taken manually consolidated figures from census 2010, After computerization in the month of February 2010 exact figures will be known.*

**Data on the children mainstreamed from bridge course to regular schools.**

**Table: Progress & Mainstreaming**

| s.no | District       | Children enrolled in AI/bridge courses during 2009-10 | Children mainstreamed till 2009-10 | Children proposed to be enrolled in AI/bridge courses in 2010-11 | Children proposed to be mainstreamed in 2010-11 |
|------|----------------|---|------------------------------------|--|---|
| 1    | Bagalkote      | 467   | 491                                | 6008   | 6008  |
| 2    | BangaloreUrban | 4750  | 3614                               | 7122   | 7122  |

| s.no | District         | Children enrolled in AI/bridge courses during 2009-10 | Children mainstreamed till 2009-10 | Children proposed to be enrolled in AI/bridge courses in 2010-11 | Children proposed to be mainstreamed in 2010-11 |
|------|------------------|---|------------------------------------|--|---|
| 3    | Bangalore Rural  | 166   | 397                                | 689  | 689   |
| 4    | Belgaum          | 492   | 854                                | 5909   | 5909  |
| 5    | Bellary          | 2299  | 1368                               | 3453   | 3453  |
| 6    | Bidar            | 1320  | 1096                               | 5280   | 5280  |
| 7    | Bijapur          | 2966  | 2389                               | 8560   | 8560  |
| 8    | Chamarajnar      | 1178  | 511                                | 2602   | 2602  |
| 9    | Chickaballapur   | 985   | 1056                               | 2329   | 2329  |
| 10   | Chickmagalur     | 325   | 223                                | 1582   | 1582  |
| 11   | Chitradurga      | 503   | 378                                | 2206   | 2206  |
| 12   | Davanagere       | 753   | 664                                | 2988   | 2988  |
| 13   | Dharwad          | 322   | 413                                | 2487   | 2487  |
| 14   | Dakshina Kannada | 149   | 246                                | 692  | 692   |
| 15   | Gadag            | 1628  | 1406                               | 3907   | 3907  |
| 16   | Gulbarga         | 7284  | 4904                               | 7897   | 7897  |
| 17   | Hassan           | 250   | 270                                | 859  | 859   |
| 18   | Haveri           | 567   | 529                                | 3557   | 3557  |
| 19   | Kodagu           | 177   | 285                                | 601  | 601   |
| 20   | Kolar            | 393   | 1198                               | 1956   | 1956  |
| 21   | Koppal           | 2377  | 1734                               | 6969   | 6969  |
| 22   | Mandya           | 486   | 276                                | 1523   | 1523  |
| 23   | Mysore           | 850   | 851                                | 3623   | 3623  |
| 24   | Raichur          | 2359  | 2453                               | 9119   | 9119  |
| 25   | Ramanagar        | 299   | 158                                | 953  | 953   |
| 26   | Shimoga          | 1024  | 737                                | 2873   | 2873  |
| 27   | Tumkur           | 783   | 407                                | 2495   | 2495  |
| 28   | Udupi            | 228   | 261                                | 488  | 488   |
| 29   | Uttarkannada     | 357   | 545                                | 1597   | 1597  |
| 30   | Yadgiri          | -   | -                                  | 8218   | 8218  |
|      | Total            | 35637   | 29814                              | 108542   | 108542  |

The state has shown very satisfactory progress 83.6% in mainstreaming the children from different AIE activities to formal system of education.

**Data on no. of migratory children & strategies proposed for coverage:**

Out of total identified out of school children i.e. 1, 08,542, the state has approximately

10, 897 (10.3%) migratory children. Strategies proposed for migratory children have been mentioned below:

- 1) 6 Months SRBC
- 2) Tent Schools
- 3) Mobile Schools

- State has the institutional mechanism in place for inter district migration but the same is yet to be developed for inter state migration.
- In tent schools, an additional EV is appointed to teach the children in their mother tongue (Telgu, Tamil, Hindi). These EVs are from the migrated families who have passed 10<sup>th</sup> or 12<sup>th</sup> standard.

**Mainstreaming strategies of the State:**

- The HM, Educational Volunteer, CRCCs, Consultants appointed at the block/district level are responsible for the mainstreaming of the OOSC.
- Mainstreaming plans are prepared by the EVs with the help of HM and teachers of the nearby school.
- Migration/Identity cards are issued to the migratory children so that if the child moves from one place to another then after showing this card he/she gets admission in the class already mentioned in the card.

**Steps taken to ensure continuance of mainstreamed children in schools:**

- The HM and teachers and SDMC are entrusted with the responsibility of monitoring the mainstreamed children till the completion of elementary education.
- Second Monday of every month the HM has to update the VER. One school is identified as centre school and the HM of that school has this responsibility to update the VER for eg the OOSC list of the previous survey will be given to the central school HM, any child is identified as dropped out then he will meet the parents and the community leaders to verify the reasons and try to bring back the child to school.
- State is providing the residential facility to the mainstreamed/ potential drop outs to enable them to continue their education.
- Provision of free text books, uniforms and mid-day-meal.
- District/Block level consultants have been appointed through agencies wherever the number of OOSC is concentrated. There are 12 DLCs and 64 BLCs with the responsibility to monitor and supervise the implementation of strategies for OOSC. They visit to villages and meet with the parents and community leaders and create awareness among them to send their children to school till they complete their elementary education. They are also providing the academic support to the Education volunteers.

**Mechanism proposed for tracking of attendance, retention and learning achievement of the mainstreaming children:**

- Special records of the mainstreamed children in context of their attendance, learning achievement etc are being maintained at the school/CRC level only but has not been maintained at the higher levels like district and state level.

- The state has developed the software for child tracking for OOSC. The information has been received from districts which are being consolidated at the state level. This information will be available on state SSA web-site till April 2010.

### Strategy proposed

| Age group & Category of Children   |  |     |   |                   |     |  |                     |     |   |                   |
|--|--|-----|---|-------------------|-----|--|---------------------|-----|---|-------------------|
| Never enrolled   |  |     |   |                   |     | Drop out   |                     |     |   |                   |
| 6-10 years   |  |     | 11-14 years   |                   |     | 6-10 years   |                     |     | 11-14 years   |                   |
| Strategies proposed  | Coverage proposed  | Gap | Strategies proposed   | Coverage proposed | Gap | Strategies proposed  | Coverage proposed   | Gap | Strategies proposed   | Coverage proposed |
| Feeder school, Spl. enrolment Drive, Madarasa 12 NRBC 12RBC Tent School Mobile School 2 RBC 2NRBC NCLP | 147553 out of this, (125437 are 6+) they will be enrolled in regular schools | nil | Madarasa 12 NRBC 12RBC Tent School Mobile School 2 RBC 2NRBC NCLP | 8128              | nil | Feeder school, Spl. enrolment Drive, Madarasa 12 NRBC 12RBC Tent School Mobile School 2 RBC 2NRBC NCLP | 19350 (1204 are 6+) | nil | Madarasa 12 NRBC 12RBC Tent School Mobile School 2 RBC 2NRBC NCLP | 60062             |

#### Details of proposed strategies for OOSC:

##### (1) 12 months non-residential bridge course

Under this strategy four sub strategies have been implemented namely:

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

##### • Feeder schools :

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 of the small number of children –means less than 10 children in a habitation.

##### • Transportation facility:

Transportation facility is given to the children of school less habitations. Exceptions were also made in case of natural barriers. In few instances, regions in hilly tracts as in Uttara



Kannada, Shimoga and other parts, distance was not only the criteria but also natural barriers are considered to extend this benefit. This benefit has been extended to the school going children as well particularly in Kodagu and Shimoga districts S.D.M.C.s have taken initiative for mass transportation through Rickshaw, Van, Car, Bus, etc., In the absence of mass transportation, amount of Rs 250/150 per child is being given (250 in Bangalore urban and 150 in other parts).

- **Madarasa:**

Children who are studying in Madarasas and do not get formal education are being covered by this sub strategy. Educational volunteers are provided in the ratio of 1:25 and honorarium of Rs 2000/- per month is given to these volunteers. Rs 5 per day towards snacks and Rs 2000/- for teaching learning material are being given. Guidelines have been issued with regard to running of these Madarasas.

There are 323 recognized Madarasas in the state. Among them 241 Madarasa have come forward to provide formal education. The rest are being persuaded to come under the ambit of the scheme.

- **12 months NRBC :**

12 months NRBC's are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala Bridge Course Materials as well as senior Chinnara Angala Books.

(2) **12 Month Residential Bridge Course (RBC):**

Under 12 months RBC there are 2 sub strategies namely.

- 12 months RBC
- Ashakirana Kendras

- **12 months RBC:-**

These centres are opened for older children who need more time to master the competencies defined in chinnara Angala and Hiriyaara Chinnara Angala books. If the child achieves the competencies even before 12 months, he/she will be mainstreamed.

- **Ashakirana Centers:**

Ashakiran are residential in nature. It is one of the main and important programme provided to the children to avoid from dropping out due to various socio- economic reasons. These centres are being run at schools/ community hall/Public buildings etc. Educational volunteers and an assistant are appointed by the NGOs. It is mostly run by NGOs with the cooperation of Head master and SDMC.

**(3) 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 in the outer grading areas.

**(4) Tent Schools:**

Tent Schools are opened for the children who migrate along with their parents in the immigrating places. A make shift shelter to run the school is constructed using low cost materials. Bridge course activities are undertaken here. In few instances, pupils also learn the text book. One teacher and one volunteer are given to run the school. Migration / identification card and progress cards are issued to them.

**(5) Mobile Schools:**

Mobile schools are operating in cities like Bangalore and Mysore. These children are from slums where school could not be given because of the site problem. A bus is converted into a class room and Bridge course material and text books are being taught. It also serves as transport to carry children to the nearby schools.

**(6) Chinnara Angala (2 months residential/non-residential Bridge Course):**

This activity is basically for the recently dropped out children. Chinnara Angala (2 months Bridge Course) is conducted in the summer holidays which prepare the child to join the formal system of education.

**(7) Summer Remedial Teaching:-**

During summer holidays, remedial teaching is arranged for slow learners for 25 children in each cluster for 15 days.

**(8) Special Enrolment Drive**

Special Enrolment Drives are conducted during July after the commencement of academic session; where the teachers and community members participate and counsel the parents to send their children to the school.

**(9) NCLP:**

As per the MOU signed between SPD-SSA and Commissioner for Labour Department, SSA is extending financial aid to the NCLP residential schools. 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.

**(10) Home Based Education:**

Home Based Education is provided for the severely disabled children who are not in a position to attend regular school. The finance is provided under CWSN component.

**(11) KGBV:**

They are opened in the Educationally Backward Blocks. There are 62 KGBV schools running in Karnataka. The dropped out girls are covered under this strategy.

**(12) Setting up of Meena clubs in Non- NPEGEL clusters:**

It is proposed to set up Meena clubs in all the 1787 Non-NPEGEL cluster in the state at a proposed unit cost of Rs. 10000/- per cluster. Meena clubs are already working effectively in 921 NPEGEL clusters in empowering girls. They are also creating awareness among parents to send their children to schools. They are also sensitizing the children about child rights and child abuses. Training in skills like embroidery, Tailoring, cycling, swimming, karate, Book binding is being provided to them which will enable them to lead their future life successfully. Hence it is proposed to set up Meena clubs in all Non- NPEGEL clusters with a special focus to cover SC, ST, Muslim and other deprived girls including out of school girls.

**Networking with NGOs:**

There are number of NGOs striving hard in achieving UEE and strengthening the hands of the Education Department to provide Quality education and to increase the enrolment in the school. Some NGOs are particularly working for the OOSC children. Their contribution in the field of education is laudable. Some of them are:

- (1) Akshara Pratisthana
- (2) BOSCO
- (3) Jeevika
- (4) Sumangali Sevashram
- (5) Rashrothana Parishat

**Physical and financial break-up proposed for interventions under OOSC component**

| Strategies                    | New Target during 2010-11 | Continued Target from last year | Total Target | No. of centres | Proposed unit cost per child | Recommendations   |
|-------------------------------|---------------------------|---------------------------------|--------------|----------------|------------------------------|---|
| 1 12 RBC                      | 19318                     | 25033                           | 44351        | 1424           | 0.1                          | Recommended for OOSC<br>For potential DO consideration of PAB is required |
| 2 6 months Residential hostel |                           | 6054                            | 6054         | 188            | 0.05                         | Recommended   |
| 3 Mobile schools              | 449                       | 766                             | 1215         | 9              | 0.03                         | Recommended for OOSC<br>For potential DO consideration of PAB is required |

| sn o. | Strategies  | New Target during 2010-11 | Continued Target from last year | Total Target  | No. of centres | Proposed unit cost per child | Recommendations   |
|-------|---|---------------------------|---------------------------------|---------------|----------------|------------------------------|---|
| 4     | 12 NRBC   | 7698                      | 16266                           | 23964         | 749            | 0.03                         | Recommended for OOSC<br>For potential DO consideration of PAB is required |
| 5     | Tent school   | 1124                      | 3719                            | 4843          | 176            | 0.015                        | Recommended   |
| 6     | Madrasas  | 6199                      | 6986                            | 13185         | 241            | 0.03                         | Recommended   |
| 7     | NCLP schools  | 1485                      | 1136                            | 2621          | 76             | 0.03                         | Recommended   |
| 9     | Non-Res.Chinnara Angala 2 months                      | 30936                     |                                 | 30936         | 1305           | 0.005                        | Recommended   |
| 10    | HBE   | 2208                      | 13299                           | 15507         | 6871           | 0.04                         | Provided under IED component  |
| 11    | Res.Chinnara Angala 2 months                          | 24820                     | 0                               | 24820         | 970            | 0.017                        | Recommended   |
| 12    | Transportation to Hard to reach school going children |                           | 522                             | 522           | 53             | 0.03                         | For PAB consideration   |
| 13    | Special enrolment                                     | 12678                     |                                 | 12678         | 246            | 0                            | Nil   |
| 14    | KGBV  | 1627                      |                                 | 1627          | 40             | 0                            | Provided under KGBV   |
| 15    | sub- total of OOSC                                    | 108542                    |                                 | 108542        | 12348          | 0                            | Nil   |
| 16    | Summer remedial camp                                  |                           | 72810                           | 72810         | 2548           | 0.005                        | For PAB consideration   |
| 17    | Meena club in non-NPEGEL cluster                      |                           |                                 | 1880          | 1880           | 0.1                          | Recommended   |
|       | <b>Grand Total</b>                                    | <b>108542</b>             | <b>146591</b>                   | <b>255133</b> | <b>12348</b>   | <b>0.03</b>                  |   |

**Calendar of Events for 2010-11**

| Training to consultants                            | March 2010   |
|--|--|
| APC Meeting and DLC                                | June , August, September, November, October, January |
| Orientation to Madarasa volunteers                 | April 2010   |
| Division wise workshop                             | June 2010  |
| Teleconference                                     | July 2010  |
| Workshop for Tent school volunteers                | Aug/Feb 2010   |
| Workshop for Feeder school teachers and volunteers | Sep 2010   |
| NGO's Meeting                                      | July 2010  |

**Issues:**

- While mentioning the progress made during last year, strategy wise mainstreaming of children has not been mentioned by the state officials.

- As per the information provided by the state, total 2, 25, 093 children in the age group of 6-14 years has been identified in the recently conducted survey, but the state consider only 1, 08, 542 children in the age group of 7+to 14 years. The information provided in the 49 tables is as per the 2.25 lakhs OOSC, which is an issue of concern.
- State has planned a number of activities to cover out of school children but the level of preparedness to craft the strategies in light of Right to Education Act is nil which was discussed in the National Level workshop at Udaipur in the month of October.
- State has proposed the funds for some activities like transportation and residential facilities (Asha Kiran) for the potential drop out (likely to drop out) under OOSC component. In view of the fact that these children are attending the formal schools, it is the responsibility of the school to arrange the transportation and residential facilities to these children as they are belonging to BPL families.

### Calendar of Activities to cover OoSC during 2010 – 11

| ACTIVITY  | APR           | MAY | JUN | JUL | AUG | SEP | OC<br>T | NO<br>V | DE<br>C | JAN | FE<br>B | MA<br>R |
|---|---------------|-----|-----|-----|-----|-----|---------|---------|---------|-----|---------|---------|
| Madarasa<br>Making Mou<br>opening<br>EVS appointment<br>EVS traiping<br>schooling<br>Madarasa (old)                 |               | x   | x   | x   | x   | x   | x       | x       | x       | x   | x       | x       |
| Tent schools<br>identification of<br>places<br>opening<br>andrunning  |               |     |     |     |     | x   | x       | x       | x       | x   | x       | x       |
| EVS/teachers training<br>APCs meeting/issue of migration<br>cards   |               | x   | x   |     |     |     |         |         |         |     |         |         |
| Home based education<br>identification of and placing of<br>volunteers<br>training of evs<br>running the centres    | x             | x   | x   | x   | x   | x   | x       | x       | x       | x   | x       | x       |
| Mobile schools<br>convincing the parents<br>running and<br>mainstreaming  |               | x   | x   | x   | x   | x   | x       | x       | x       | x   | x       | x       |
| NCLP schools<br>identification of schools with the<br>DC<br>Release of funds to DCs<br>monitoring and mainstreaming |               | x   |     | x   |     |     |         |         |         |     |         |         |
| Special enrolme nt drive  |               |     |     | x   | x   | x   |         |         |         |     |         |         |
| Feeder school<br>opening<br>appointment of EVs<br>training<br>books/uniforms  | June to April |     |     |     |     |     |         |         |         |     |         |         |

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| S. NO | ACTIVITY   | APR | MAY              | JUN | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR |
|-------|--|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 9     | Transportation entreating the agencies payment   |     |                  | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| 10    | RBC/Ashakirana Making Mou opening<br>EVS appointment<br>EVS training schooling<br>Purchase of article running the centres monitoring and mainstreaming |     | x<br>x<br>x<br>x | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |
| 11    | NRBC Making Mou opening<br>EVS appointment<br>EVS training schooling<br>Purchase of article running the centres monitoring and mainstreaming           |     | x                | x   | x   | x   | x   | x   | x   | x   | x   | x   | x   |

## (II) School Infrastructure: Civil Works

### Overview of the performance of last year and the bottlenecks, if any.

PAB approved Rs.19879.25 lakhs for 2009-10 initially in the PAB meeting. However after the re-appropriation in 132<sup>nd</sup> meeting dated December 1, 2009, the budget was reduced to Rs.19877.15 lakhs and target of classrooms was increased from 2865 to 3543. The State is showing total budget as expenditure by 31<sup>st</sup> December 2009. However State is showing large number of civil work components in progress without any spillover of financial allocation. State had created similar situation in AWP&B 2009-10.

As per cumulative progress report up to 2009-10, table as on 31.12.2009 State has shown 147373 and 10118 components completed and in progress respectively against target of 157391. Similarly in the AWP&B 2009-10, State is showing 9830 components in progress against 13913 components approved. However financial achievement against approved budget of Rs.19877.10 lakhs is 100% without any spillover for components in progress or not started.

If we compile progress district wise, it gives altogether different picture. According to district wise compilation done by the appraisal team, there are 9647 components in progress and 1306 components not yet started.

The 1306 not yet started components also include components approved before 2008-09 including 413 ACRs for multilevel school buildings in Metro City. Out of 413 ACRs, State has deposited 40% funds with Rajiv Gandhi Housing Corporation Ltd for 313 classrooms. For balance 100 classrooms, the funds remain with SSA Karnataka. The district wise compilation is as under.

**Table: 1 Progress of civil works as per district report.**

| Sl.No | Components      | Work in progress | Yet to start |
|-------|-----------------|------------------|--------------|
| 1.    | Primary Schools | 368              | 102          |

| Sl.No        | Components                | Work in progress | Yet to start |
|--------------|---------------------------|------------------|--------------|
| 2.           | Upper Primary Schools     | 0                | 0            |
| 3.           | Additional classrooms     | 6527             | 690          |
| 4.           | Drinking water facilities | 3                | 0            |
| 5.           | Toilet facilities         | 2586             | 500          |
| 6.           | BRC building              | 8                | 0            |
| 7.           | CRC building              | 155              | 14           |
| <b>Total</b> |                           | <b>9647</b>      | <b>1306</b>  |

It is difficult to understand by appraisal team, how the State is going to complete 9647 components in progress and 1306 components not yet started without any financial spillover. From above details, it is apparent, that SSA funds have been parked at some level. It also shows that States is not compiling physical and financial progress based on actual progress in the field but is submitting arbitrary progress to MHRD.

The state is required to improve upon in monitoring physical and financial progress and submit actual progress as is in the field.

**Table: 2 Cumulative progress upto 2009-10 ending 31.12.2009 as given on 10.02.10**

| Sl. No.      | Activity                                  | Targets       | Completed     | In progress  | Financial         | Expenditure       |
|--------------|---|---------------|---------------|--------------|-------------------|-------------------|
| 1            | BRC                                       | 90            | 90            | 0            | 642.600           | 642.600           |
| 2            | CRC                                       | 1411          | 1411          | 0            | 3122.000          | 3122.000          |
| 3            | Primary School (all type)                 | 3604          | 3382          | 222          | 19066.85          | 19066.85          |
| 4            | Upper Primary School (all type)           | 0             | 0             | 0            | 0.000             | 0.000             |
| 5            | ACR (all type)                            | 41986         | 39451         | 2535         | 96314.35          | 96314.35          |
| 6            | Multi Level School Building in Urban area | 413           | -             | 413          | 2288.02           | 2288.02           |
| 7            | Toilet                                    | 24491         | 24491         | 0            | 7295.200          | 7295.200          |
| 8            | Girl's toilets                            | 8377          | 2513          | 5864         | 2094.250          | 2094.250          |
| 9            | CWSN Toilets                              | 1548          | 564           | 1084         | 774.000           | 774.000           |
| 10           | Drinking Water facility                   | 21438         | 21438         | 0            | 2177.977          | 2177.977          |
| 11           | HM Room                                   | 0             | 0             | 0            |                   |                   |
| 12           | Boundary wall                             | 3718          | 3718          | 0            | 2132.610          | 2132.610          |
| 13           | Electrification                           | 48440         | 48440         | 0            | 2523.265          | 2523.265          |
| 14           | Child friendly Elements +BaLA (115+1760)  | 1875          | 1875          | 0            | 445.750           | 445.750           |
| <b>Total</b> |   | <b>157391</b> | <b>147373</b> | <b>10118</b> | <b>138876.872</b> | <b>138876.872</b> |

**Source: State Report given on 10.02.2010**

The State in their progress report given in the review meeting on 02.02.2010 and progress report given for appraisal on 10.02.2010 and the progress report available in the State plan do not reconcile with each other. **There is complete inconsistency in the data submitted for the same**

period at different stages. This will be apparent if table 2&3 and the progress reported in State plan are compared.

**Table: 3 Cumulative progress upto 2009-10 ending 31.12.2009 as given in review meeting on 2<sup>nd</sup> February 2010.**

| Sl. No.      | Activity                         | Targets      | Completed    | In progress | Financial        | Expenditure      |
|--------------|----------------------------------|--------------|--------------|-------------|------------------|------------------|
| 1            | BRC                              | 90           | 90           | 0           | 131052.43        | 131052.43        |
| 2            | CRC                              | 1411         | 1411         | 0           |                  |                  |
| 3            | Primary School (all type)        | 3287         | 3287         | 0           |                  |                  |
| 4            | Upper Primary School (all type)  |              |              |             |                  |                  |
| 5            | ACR (all type)                   | 39683        | 39583        | 100         |                  |                  |
| 6            | Toilet                           | 24491        | 24491        | 0           |                  |                  |
| 7            | Girl's toilets                   |              |              |             |                  |                  |
| 8            | Drinking Water facility          | 21438        | 21438        | 0           |                  |                  |
| 9            | HM Room                          |              |              |             |                  |                  |
| 10           | Boundary wall                    |              |              |             |                  |                  |
| 11           | Electrification                  |              |              |             |                  |                  |
| 12           | Child friendly elements          |              |              |             |                  |                  |
| 13           | Other components approved by PAB |              |              |             |                  |                  |
| <b>Total</b> |                                  | <b>90400</b> | <b>90300</b> | <b>100</b>  | <b>131052.43</b> | <b>131052.43</b> |

Source: State Report as submitted for 18<sup>th</sup> review meeting held on 2.2.2010 in N. Delhi.

The financial allocation shown in the cumulative progress report in table 1 is Rs.1388.77 crore where as in table 2 it is Rs.1310.52 crore. However while formulating State plan, no allocation has been shown. Actual allocation as per PAB approval works out to Rs.1536.24 crores. The inconsistency in data is persisting continuously at every stage.

**Table: 4 Physical and financial progress for AWP&B 2009-10, ending 31.12.2009 (fresh works only)**

| Sl. No. | Activity                                  | Target for 2009-10 | Completed | In progress | Approved Outlay for 2009-10, including spill over | Expenditure till 31 <sup>st</sup> March 2010 |
|---------|---|--------------------|-----------|-------------|---|--|
| 1       | BRC                                       | 0                  | 0         | 0           | 0   | 0  |
| 2       | CRC                                       | 0                  | 0         | 0           | 0   | 0  |
| 3       | Primary School (all type)                 | 317                | 95        | 222         | 2853.000  | 2853.000                                     |
| 4       | Upper Primary School (all type)           | 0                  | 0         | 0           | 0.000   | 0.000  |
| 5       | ACR (all type)                            | 3543               | 1008      | 2535        | 13463.400   | 13463.400                                    |
| 6       | Multi Level School Building in Urban area | 125                | --        | 125         | 692.500   | 692.500                                      |
| 7       | Toilet (CWSN)                             | 1548               | 464       | 1084        | 774.000   | 774.000                                      |
| 8       | Girl's toilets                            | 8377               | 2513      | 5864        | 2094.250  | 2094.250                                     |
| 9       | Drinking Water facility                   | 0                  | 0         | 00          | 0   | 0  |
| 10      | HM Room                                   | 0                  | 0         | 0           | 0   | 0  |
| 11      | Boundary wall                             | 0                  | 0         | 0           | 0   | 0  |



| Sl. No.      | Activity                         | Target for 2009-10 | Completed   | In progress | Approved Outlay for 2009-10, including spill over | Expenditure till 31 <sup>st</sup> March 2010 |
|--------------|----------------------------------|--------------------|-------------|-------------|---|--|
| 12           | Electrification                  | 0                  | 0           | 0           | 0   | 0  |
| 13           | Child friendly elements          | 0                  | 0           | 0           | 0   | 0  |
| 14           | Other components approved by PAB | 0                  | 0           | 0           | 0   | 0  |
| <b>Total</b> |                                  | <b>13913</b>       | <b>4080</b> | <b>9830</b> | <b>19877.150</b>                                  | <b>19877.150</b>                             |

Source: State Report given on 10.02.2010

As mentioned under overview, the PAB has now in meeting 132<sup>nd</sup> has increased the classrooms to 3543 and reduced the budget to Rs.19877.15 lakhs. The State is showing 4080 components completed and 9830 components in progress and 3 components yet to start. **The State has utilized total budget of 19877.150 lakhs without any spillover although 100 classrooms in metropolitan city are yet to start.**

**Table: 5 Details of Physical and Financial spill over for 2010-11 as prepared by Appraisal team**

| Sl. No.      | Activity                                  | Physical         |                  | Total       | Financial       |
|--------------|---|------------------|------------------|-------------|-----------------|
|              |   | Work in Progress | Work not Started |             |                 |
| 1            | BRC                                       | 0                | 0                | 0           | 0               |
| 2            | CRC                                       | 0                | 0                | 0           | 0               |
| 3            | Primary School (all type)                 | 222              | 0                | 222         | 1998.000        |
| 4            | Upper Primary School (all type)           | 0                | 0                | 0           | 0.000           |
| 5            | ACR (all type)                            | 2535             | 0                | 2535        | 9633.000        |
| 6            | Multi Level School Building in Urban area | 413              | 0                | 413         | 2288.2          |
| 7            | Toilet (CWSN)                             | 1084             | 0                | 1084        | 542.000         |
| 8            | Girl's toilets                            | 5864             | 0                | 5864        | 1466.000        |
| 9            | Drinking Water facility                   | 00               | 0                | 00          | 0               |
| 10           | HM Room                                   | 0                | 0                | 0           | 0               |
| 11           | Boundary wall                             | 0                | 0                | 0           | 0               |
| 12           | Electrification                           | 0                | 0                | 0           | 0               |
| 13           | Child friendly elements                   | 0                | 0                | 0           | 0               |
| 14           | Other components approved by PAB          | 0                | 0                | 0           | 0               |
| <b>Total</b> |   | <b>9830</b>      | <b>0</b>         | <b>9830</b> | <b>15927.20</b> |

413 ACR in metro are being converted to 20 multilevel school building, out of which, work for 15 multilevel school buildings, has been entrusted to Rajiv Gandhi Housing Corporation Ltd. and 40% of the funds have been deposited. Similarly for balance 5 multilevel schools building, the funds are still with the State. It is not being under stood by appraisal team, where the funds are being parked.

The spill over have been calculated based on cumulative progress given by State on 10.02.2010 as shown in table 2. The spillover works are 9830 components in progress.

If we consider compilation of district progress report, the picture is quite different. As per table 1, 9647 components are in progress and 1306 components are yet to start. The state

has shown that the cost for completion of spill over works will be Rs.15927.20 lakhs based on table 2. It may be much more if the works under table 1 are consider. It is not understood how the works of this magnitude will be completed without any funds with the state.

**Table: 6 PS & PS building approved by PAB since inception including re-appropriation**

|                               | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | Total |
|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PS sanctioned                 | 0     | 0     | 608   | 352   | 616   | 743   | 655   | 313   | 317   | 3604  |
| PS school building sanctioned | 0     | 0     | 608   | 352   | 616   | 743   | 655   | 313   | 317   | 3604  |

For all PS already approved, PS building have been sanctioned.

**Table: 7 UPS & UPS building approved by PAB since inception including re-appropriation**

|                                | 01-02  | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | Total |
|--------------------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| UPS sanctioned                 | 0  | 0     | 685   | 456   | 47    | 341   | 282   | 450   | 130   | 2393  |
| UPS school building sanctioned | 2393 as reported school for PS to UPS by adding classrooms, however no ACR sanctioned against 130UPS approved in 2009-10 |       |       |       |       |       |       |       |       |       |

All ACR for UPS have been approved except 130 UPS for 2009-10.

**Table: 8 Assessments of Gap & Proposals**

| Sl. No | Total requirement  | Status as on 1-04-2010 | Proposed in 2010-11 | Recommendation by appraisal team | Gap   | Remarks  |
|--------|--|------------------------|---------------------|----------------------------------|-------|--|
| 1.     | BRC  | 0                      | 3                   |                                  | 3     | On pedagogy recommendation   |
| 2.     | CRC  | 0                      | 223                 |                                  | 223   | On pedagogy recommendation   |
| 3.     | Primary School (all type)  | 167                    | 167                 | 166                              | 1     | As per access  |
| 4.     | CALC   | 1543                   | 1543                |                                  | 1543  | Not part of the civil works  |
| 5.     | ACR for up gradation for 2010-11 (25 up gradation)                                       | 1599                   | 1599                | 75                               | 1524  | As per access  |
| 6.     | ACR for up gradation of 2009-10 (3 ACR for 130 up gradation as non was given in 2009-10) | 130X3                  | 130x3               | 390                              | 0     |  |
| 7.     | ACR as per DISE 2009-10  | 5495 +1134             | 5495                | 5495                             |       | The ACR will be provided in order of worst classrooms ratio given separately district wise |
| 8.     | Toilet cwsn  | 5364                   | 5364                | 0                                | 5364  | Not part of the civil works  |
| 9.     | Girl's toilets   | 10443                  | 10443               | 10443                            | 0     |  |
| 10.    | Drinking Water facility  | 5413                   | 5413                | 0                                | 5413  | From convergence   |
| 11.    | HM Room  | 6301                   | 6301                | 6301                             | 6301  | Not priority item, subject to ceiling of 33%.  |
| 12.    | Boundary wall  | 10197                  | 10197               | 0                                | 10197 | From convergence subject to ceiling of 33%.  |
| 13.    | Electrification  | 2257                   | 2257                | 2257                             | 0     | Not priority item if budget is available subject to  |

| Sl. No       | Total requirement                    | Status as on 1-04-2010 | Proposed in 2010-11 | Recommendation by appraisal team | Gap          | Remarks  |
|--------------|--------------------------------------|------------------------|---------------------|----------------------------------|--------------|--|
|              |                                      |                        |                     |                                  |              | ceiling of 33%.  |
| 14.          | Child friendly elements +BaLA        | 0                      | 0                   |                                  | 0            |  |
| 15.          | Other components approved by PAB     | 0                      | 0                   |                                  | 0            |  |
| 16.          | Major repair (Primary 1231+UPS 2600) | 3831                   | 3831                | 150                              | 3681         | Estimation and details are prepared by state only for 150 schools in 5 districts. Details enclosed |
| 17.          | CWSN Resource centre                 | 197                    | 197                 | 0                                | 197          | Not part of the civil works  |
| 18.          | Barrier free elements(Ramps)         | 4168                   | 4168                |                                  | 4168         | To be provided from IED  |
| 19.          | Special toilets for CWSN             | 5833                   | 5833                |                                  | 5833         | To be provided from IED  |
| <b>Total</b> |                                      | <b>62808</b>           | <b>63034</b>        | <b>18846</b>                     | <b>44448</b> |  |

State informed that the gaps have been identified as per DISE 2009-10 for ACRs and classrooms required for up gradation of UPS. If 7094 ACR's are sanctioned, state fully satisfies in additional requirement of class rooms.

For new schools sites have been identified and are available district Plan.

**Table: 9 ACR Gaps DISE 2008-09 & DISE 2009-10**

| DISE 2008-09 including ACRs for up gradation of UPS | Approved in AWP&B 2009-10                                       | Balance | DISE 2009-10 | Proposals |
|---|---|---------|--------------|-----------|
| 7710  | 3659 (including the additional classrooms for re-appropriation) | 4051    | 7094         | 7094      |

**Table: 10 The district wise distribution of classrooms for worst SCR ratio based on DISE 2009-10 is appended below.**

| School Code | District Name   | Total Rooms as per 40 Ratio | Net ACR required     |                      |                      |                     |                    | Total |
|-------------|-----------------|-----------------------------|----------------------|----------------------|----------------------|---------------------|--------------------|-------|
|             |                 |                             | ACR Range 300 to 400 | ACR Range 200 to 300 | ACR Range 100 to 200 | ACR Range 50 to 100 | ACR Range 40 to 50 |       |
| 1           | Bagalkot        | 2392                        | 0                    | 0                    | 68                   | 361                 | 125                | 554   |
| 2           | Bangalore North | 846                         | 0                    | 0                    | 12                   | 134                 | 45                 | 191   |
| 3           | Bangalore Rural | 178                         | 0                    | 0                    | 7                    | 13                  | 8                  | 28    |
| 4           | Bangalore South | 1497                        | 14                   | 22                   | 53                   | 282                 | 52                 | 423   |
| 5           | Belgaum         | 1905                        | 0                    | 9                    | 7                    | 223                 | 95                 | 334   |
| 6           | Bellary         | 3334                        | 0                    | 11                   | 54                   | 609                 | 129                | 803   |
| 7           | Bidar           | 1891                        | 0                    | 9                    | 108                  | 339                 | 78                 | 534   |
| 8           | Bijapur         | 502                         | 0                    | 0                    | 4                    | 14                  | 23                 | 41    |

| School Code | District Name    | Total Rooms as per 40 Ratio | Net ACR required     |                      |                      |                     |                    | Total       |
|-------------|------------------|-----------------------------|----------------------|----------------------|----------------------|---------------------|--------------------|-------------|
|             |                  |                             | ACR Range 300 to 400 | ACR Range 200 to 300 | ACR Range 100 to 200 | ACR Range 50 to 100 | ACR Range 40 to 50 |             |
| 9           | Chamarajanagara  | 494                         | 0                    | 0                    | 12                   | 57                  | 32                 | 101         |
| 10          | Chikkaballapura  | 306                         | 8                    | 0                    | 5                    | 35                  | 16                 | 64          |
| 11          | Chikkamangalore  | 129                         | 0                    | 0                    | 4                    | 11                  | 6                  | 21          |
| 12          | Chikkodi         | 2667                        | 0                    | 13                   | 17                   | 327                 | 143                | 500         |
| 13          | Chitradurga      | 759                         | 0                    | 9                    | 45                   | 95                  | 31                 | 180         |
| 14          | Dakshina Kannada | 688                         | 0                    | 8                    | 8                    | 51                  | 34                 | 101         |
| 15          | Davanagere       | 933                         | 0                    | 0                    | 26                   | 106                 | 49                 | 181         |
| 16          | Dharwad          | 718                         | 0                    | 0                    | 0                    | 68                  | 47                 | 115         |
| 17          | Gadag            | 904                         | 0                    | 5                    | 18                   | 89                  | 55                 | 167         |
| 18          | Gulbarga         | 1517                        | 0                    | 24                   | 74                   | 198                 | 70                 | 366         |
| 19          | Hassan           | 163                         | 0                    | 0                    | 20                   | 20                  | 2                  | 42          |
| 20          | Haveri           | 1394                        | 7                    | 4                    | 43                   | 169                 | 70                 | 293         |
| 21          | Kodagu           | 123                         | 0                    | 0                    | 0                    | 9                   | 9                  | 18          |
| 22          | Kolar            | 490                         | 0                    | 8                    | 38                   | 54                  | 20                 | 120         |
| 23          | Koppal           | 2616                        | 0                    | 6                    | 69                   | 505                 | 106                | 686         |
| 24          | Madhugiri        | 428                         | 0                    | 0                    | 3                    | 49                  | 20                 | 72          |
| 25          | Mandya           | 216                         | 0                    | 0                    | 10                   | 28                  | 10                 | 48          |
| 26          | Mysore           | 972                         | 0                    | 5                    | 17                   | 91                  | 59                 | 172         |
| 27          | Raichur          | 3299                        | 7                    | 12                   | 135                  | 674                 | 105                | 933         |
| 28          | Ramanagara       | 173                         | 0                    | 0                    | 0                    | 19                  | 11                 | 30          |
| 29          | Shimoga          | 282                         | 0                    | 0                    | 0                    | 35                  | 9                  | 44          |
| 30          | Tumkur           | 252                         | 9                    | 0                    | 5                    | 29                  | 13                 | 56          |
| 31          | Udupi            | 174                         | 0                    | 5                    | 0                    | 1                   | 16                 | 22          |
| 32          | Uttara Kannada   | 1062                        | 0                    | 0                    | 8                    | 185                 | 41                 | 234         |
| 33          | Yadagiri         | 804                         | 0                    | 0                    | 13                   | 134                 | 34                 | 181         |
|             | <b>Grand</b>     | <b>34108</b>                | <b>45</b>            | <b>150</b>           | <b>883</b>           | <b>5014</b>         | <b>1563</b>        | <b>7655</b> |

**Table: 11 Worst Student Classroom Ratio (SCR)**

| Worst student Classrooms Ratio<br>(in order of priority) | Number of Additional Classrooms required<br>(DISE 2008-09) | Nos of ACR required (DISE 2009-10) |
|--|--|------------------------------------|
| 400-300  | 45   | 45                                 |
| 299-200  | 151  | 150                                |
| 199-100  | 874  | 853                                |
| 99-50  | 4921   | 5014                               |
| 49-40  | 1529   | 1563                               |
| <b>Total</b>   | <b>7520</b>  | <b>7625</b>                        |

From the table above, it will be seen that even after one year of civil works activities , the worst student classroom ratio remain almost same

**Table: 12 Access at Primary level 2010-11**

| District         | Total no. of Habitations | Habitations covered by  |          | Habitations without primary school within 1 km | Habitations Eligible for PS as per State norms | Habitations not Eligible for PS as per State norms | Recommendation for 2010-11 | Reasons for not recommended      |
|------------------|--------------------------|-------------------------|----------|--|--|--|----------------------------|----------------------------------|
|                  |                          | Prim ary Scho ol (Govt) | EGS      |  |  |  |                            |                                  |
| Bagalkot         | 1340                     | 1229                    | 0        | 111  | 0  | 0  | NA                         |                                  |
| Banglore Rural   | 1298                     | 1279                    | 0        | 19   | 0  | 19   | NA                         |                                  |
| Banglore Urban   | 1623                     | 1606                    | 0        | 17   | 0  | 17   | NA                         |                                  |
| Belgaum          | 1942                     | 1882                    | 0        | 60   | 60   | 0  | Recommended                |                                  |
| Bellary          | 1037                     | 1034                    | 0        | 3  | 1  | 2  | Recommended                |                                  |
| Bidar            | 950                      | 903                     | 0        | 47   | 47   | 0  | Recommended                |                                  |
| Bijapur          | 1599                     | 1599                    | 0        | 0  | 0  | 0  | NA                         |                                  |
| Chamarajanagar   | 1031                     | 934                     | 0        | 97   | 0  | 0  | NA                         |                                  |
| Chikkaballapura  | 2045                     | 1144                    | 0        | 901  | 0  | 0  | NA                         |                                  |
| Chikamangalore   | 4514                     | 2895                    | 0        | 1619   | 0  | 0  | NA                         |                                  |
| Chitradurga      | 1774                     | 1770                    | 0        | 4  | 0  | 0  | NA                         |                                  |
| Dakshina Kannada | 1735                     | 1732                    | 0        | 3  | 2  | 1  | Recommended                |                                  |
| Davanangere      | 1288                     | 1286                    | 0        | 2  | 2  | 0  | Recommended                |                                  |
| Dharwad          | 543                      | 541                     | 0        | 2  | 2  | 0  | Recommended                |                                  |
| Gadag            | 564                      | 205                     | 0        | 359  | 0  | 0  | NA                         |                                  |
| Gulbarga         | 1889                     | 1885                    | 0        | 4  | 4  | 0  | Recommended                |                                  |
| Hassan           | 3470                     | 3470                    | 0        | 0  | 4  | -4   | Recommended                |                                  |
| Haveri           | 988                      | 988                     | 0        | 0  | 0  | 0  | NA                         |                                  |
| Kodagu           | 721                      | 721                     | 0        | 0  | 0  | 0  | NA                         |                                  |
| Kolar            | 2783                     | 2783                    | 0        | 0  | 0  | 0  | NA                         |                                  |
| Koppal           | 789                      | 783                     | 0        | 6  | 6  | 0  | Recommended                |                                  |
| Mandya           |                          |                         | 0        | 13   | 1  |  | Not recommended            | 13 PS were sanctioned in 2009-10 |
|                  | 2351                     | 2338                    |          |  |  | 12   |                            |                                  |
| Mysore           | 2031                     | 2030                    | 0        | 1  | 7  | -6   | Recommended                |                                  |
| Raichur          | 1434                     | 1358                    | 0        | 76   | 24   | 52   | Recommended                |                                  |
| Ramanagara       | 2305                     | 2206                    | 0        | 99   | 1  | 98   | Recommended                |                                  |
| Shimoga          | 5206                     | 5160                    | 0        | 46   | 0  | 46   | NA                         |                                  |
| Tumkur           | 4417                     | 4417                    | 0        | 0  | 0  | 0  | NA                         |                                  |
| Udupi            | 2397                     | 1444                    | 0        | 953  | 0  | 953  | NA                         |                                  |
| Uttarkannada     | 6264                     | 5237                    | 0        | 1027   | 2  | 1025   | Recommended                |                                  |
| Yadagiri         | 1134                     | 1130                    | 0        | 4  | 4  | 0  | recommended                |                                  |
| <b>Total</b>     | <b>61462</b>             | <b>55989</b>            | <b>0</b> | <b>5473</b>                                    | <b>167</b>                                     |  | <b>166</b>                 |                                  |

As per access worked out by alternative schooling, 166 PS building are recommended

**Table: 13 Access at Upper Primary level 2010-11**

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| Districts        | Total no. of habitations | No. of habitations having UPS with in 3 km | No. of habitations without UPS facility in 3 KM | No. of eligible habitations for UPS as per distance and population norms | Primary and upper primary ratio | No. of UPS eligible as per 2:1 ratio | Gap in UPS | Recommended UPS |
|------------------|--------------------------|--|---|--|---------------------------------|--------------------------------------|------------|-----------------|
| Bagalkot         | 1340                     | 1059                                       | 281   | 24   | 1.59                            | 703                                  | 0          | NA              |
| Banglore Rural   | 1298                     | 1248                                       | 50  | 4  | 2.56                            | 583                                  | 128        | 2               |
| Banglore Urban   | 1623                     | 1623                                       | 0   | 0  | 1.68                            | 930                                  | 0          | 0               |
| Belgaum          | 1942                     | 1888                                       | 54  | 76   | 1.79                            | 1715                                 | 0          | 0               |
| Bellary          | 1037                     | 1022                                       | 15  | 27   | 1.62                            | 720                                  | 0          | 0               |
| Bidar            | 950                      | 915  | 35  | 35   | 1.54                            | 706                                  | 0          | 0               |
| Bijapur          | 1599                     | 1599                                       | 0   | 17   | 1.77                            | 1028                                 | 0          | 0               |
| Chamarajanager   | 1031                     | 1022                                       | 9   | 0  | 1.87                            | 420                                  | 0          | 0               |
| Chikkaballapura  | 2045                     | 881  | 1164  | 0  | 2.96                            | 819                                  | 266        | 0               |
| Chikamangalore   | 4514                     | 2348                                       | 2166  | 0  | 2.13                            | 781                                  | 48         | 0               |
| Chitradurga      | 1774                     | 1768                                       | 6   | 0  | 1.86                            | 901                                  | 0          | 0               |
| Dakshina Kannada | 1735                     | 1734                                       | 1   | 0  | 1.35                            | 594                                  | 0          | 0               |
| Davangere        | 1288                     | 1281                                       | 7   | 0  | 1.82                            | 771                                  | 0          | 0               |
| Dharwad          | 543                      | 533  | 10  | 0  | 1.39                            | 438                                  | 0          | 0               |
| Gadag            | 564                      | 412  | 152   | 0  | 1.45                            | 334                                  | 0          | 0               |
| Gulbarga         | 1889                     | 1831                                       | 122   | 58   | 1.76                            | 976                                  | 0          | 0               |
| Hassan           | 3470                     | 3470                                       | 0   | 1  | 2.39                            | 1327                                 | 218        | 1               |
| Haveri           | 988                      | 988  | 0   | 0  | 1.62                            | 619                                  | 0          | 0               |
| Kodagu           | 721                      | 704  | 17  | 0  | 1.51                            | 220                                  | 0          | 0               |
| Kolar            | 2783                     | 2745                                       | 38  | 0  | 2.92                            | 979                                  | 309        | 0               |
| Koppal           | 789                      | 730  | 59  | 33   | 1.82                            | 508                                  | 0          | 0               |
| Mandya           | 2351                     | 2329                                       | 22  | 1  | 2.13                            | 940                                  | 57         | 1               |
| Mysore           | 2031                     | 2010                                       | 21  | 0  | 1.93                            | 1052                                 | 0          | 0               |
| Raichur          | 1434                     | 1333                                       | 101   | 64   | 1.95                            | 766                                  | 0          | 0               |
| Ramanagara       | 2305                     | 2305                                       | 0   | 6  | 2.97                            | 723                                  | 236        | 6               |
| Shimoga          | 5206                     | 4530                                       | 676   | 0  | 1.98                            | 1014                                 | 0          | 0               |

| Districts    | Total no. of habitations | No. of habitations having UPS with in 3 km | No. of habitations without UPS facility in 3 KM | No. of eligible habitations for UPS as per distance and population norms | Primary and upper primary ratio | No. of UPS eligible as per 2:1 ratio | Gap in UPS  | Recommended UPS |
|--------------|--------------------------|--|---|--|---------------------------------|--------------------------------------|-------------|-----------------|
| Tumkur       | 4417                     | 4411                                       | 6   | 0  | 2.58                            | 1840                                 | 416         | 0               |
| Udupi        | 2397                     | 1359                                       | 1038  | 0  | 1.48                            | 428                                  | 0           | 0               |
| Uttarkannada | 6264                     | 4577                                       | 1687  | 10   | 2.15                            | 1119                                 | 80          | 10              |
| Yadagiri     | 1134                     | 975  | 95  | 49   | 2.02                            | 476                                  | 5           | 5               |
| <b>Total</b> | <b>61462</b>             | <b>53630</b>                               | <b>7832</b>                                     | <b>405</b>   | <b>1.94</b>                     | <b>24430</b>                         | <b>1763</b> | <b>25</b>       |

The location of infrastructure has been prioritized in the district plan. The state team has informed that land is available for PS and UPS proposed in each districts.

*Note: The states to complete UPS, PS first and then ACR where ever these are deficient in worst SCR first before proposing other components.*

**PS & UPS:** All new PS and UPS proposed consist of School building with safe and adequate drinking water facility and sanitation facilities. The State has further informed that other facilities for whole school as envisaged will be met through convergence.

The district wise detail of PS and upgraded UPS along with worst classrooms ratio have been in various table above.

As per MHRD guideline dated 23.11.09 the ACR are to be constructed in order to priority of worst classrooms ratio as shown above.

## B. Major Repairs

**Table: 14** - As per the revised norms the provisions for major repairs could be proposed beginning 2009-10. A sum of Rs 150 crores earmarked for this purpose has been proportionately allocated to various States.

| Name of the District | Proposal   |                   |
|----------------------|------------|-------------------|
|                      | Physical   | Financial (lakhs) |
| Mangalore (D.K)      | 60         | 93.950            |
| Tumkur               | 6          | 41.400            |
| Chikkamagalore       | 32         | 35.060            |
| Dharwad              | 7          | 13.700            |
| Uttara Kannada       | 45         | 105.000           |
| <b>Total</b>         | <b>150</b> | <b>289.110</b>    |

Some of estimates prepared are stereotyped & not according to site conditions as captured from photograph. These need to be checked before releasing fund.

### C. Furniture

**Table: 15 - Proposal for Furniture**

| Name of the District | Proposal                     |                 |           |
|----------------------|------------------------------|-----------------|-----------|
|                      | Physical                     |                 | Financial |
|                      | No. of Upper Primary Schools | No. of Students |           |
| Nil                  | 0                            | 0               | 0         |

The State has not proposed any furniture in the plan. However the item of furniture may be given in the district short of 33% allocation.

**Unit cost:** The unit cost for all mentioned components as approved in AWP&B 2009-10 and now proposed by State have been shown below.

**Table: 16**

| Sl.No. | Activity   | Unit cost (Rs. in lakhs)  |                      |
|--------|--|---------------------------|----------------------|
|        |  | Approved in AWP&B 2009-10 | Proposed for 2010-11 |
| 1      | New Primary School including two classrooms, Toilet as per norms & D.W | 9.00                      | 13.89                |
| 2      | ACR (all type) without green board                                     | 3.7                       | 5.00                 |
| 3      | Girl's toilets   | .25                       | .98                  |
| 4      | CWSN Toilets   | .50                       | .65                  |
| 5      | Block Resource center  |                           | 8.00                 |
| 6      | CRC  |                           | 4.65                 |
| 7      | Common Toilet  |                           | 4.65                 |
| 8      | CWSN resource center   |                           | 16.25                |

State team informed that unit cost have been worked out on the basis of 2009-10 SR rates Karnataka PWD. The other facilities in the school buildings whether primary or upper primary will be provided through convergence (State Project Engineer and Joint Director). The State has not produced notification for revised unit cost.

**Hence the rates approved earlier are recommended.**

**Table: 17 Convergence**

| Category            | School not having drinking water | School not having common toilets | School not having girls toilets |
|---------------------|----------------------------------|----------------------------------|---------------------------------|
| Primary Urban       | 376                              | 514                              | 924                             |
| Primary Rural       | 3694                             | 3585                             | 10484                           |
| Upper Primary Urban | 186                              | 497                              | 836                             |
| Upper Primary Rural | 1254                             | 1841                             | 4996                            |
|                     | <b>5510</b>                      | <b>6437</b>                      | <b>17240</b>                    |

**Source;-State report**



- Requirements for drinking water and sanitation facilities in existing schools to be met from convergence from other schemes like TSC programme and Drinking Water Mission.
- The State has provided district-wise targets of DWS and sanitation facilities are available and have been attached.
- Team to look into the fact that all the requirement of buildings, classrooms, drinking water, sanitation, teachers to be completed as early as possible but before the project period.

**Disaster Management:** The State team has informed that they have adequate provision for disaster management particularly for seismic requirement. It is further informed by State that most of the State parts fall under safe seismic zone II. Only a few district fall under seismic zone III.

**Measured campus map of the school:** In order to avoid haphazard growth, the measured campus plan will be prepared and all components required in the proposed new school building or up-gradation shall be shown along with future space for expansion. This measured campus plan shall be available in the school duly laminated and displayed on the board in the headmaster room and placed in the District plan

- **Comments on the proposal with regards to feasibility and progress made last year and also on the supervision arrangement and quality of construction.**
- The state is showing nil spillover from AWP&B 2009-10 but with large no of components in progress and not started. The same situation prevailed at the time of AWP&B 2009-10. Showing expenditure whether fund spent or not is not desirable and is against the financial manual.
- However the State has adequate technical personals.
- Quality of civil works need more focuses. There is need for capacity building and training of engineer on specification of material and quality.

**Table: 18 Action taken on commitment made in PAB meeting for AWP&B 2009-10**

| Sl.No. | Commitment made  | Action taken   | Comments   |
|--------|--|--|--|
| 1      | 1. Completion of 2007-08 civil works by end April 2009.<br>2. Completion of 2008-09 civil works by end September 2009. | 1. Up to 2008-09 works are completed except 2008-09-100 Multilevel complex (Metro city) works are under progress | The State vide letter _____ reported that all works approved up to 2009 are completed but there are large components which are in progress and yet to be started as shown in table under overview. |

**Table: 19 Status of Third Party Evaluation**

| Sl.No. | Year since it was initiated 1 <sup>st</sup> | Status Now                     | No. of agencies employed | No. of district covered |
|--------|---|--------------------------------|--------------------------|-------------------------|
| 1      | upto2004-05                                 | Completed                      | 2                        | 27                      |
| 2      | 2005-06                                     | Completed                      | 2                        | 27                      |
| 3      | 2006-07                                     | Completed                      | 3                        | 27                      |
| 4      | 2007-08                                     | Completed                      | 4                        | 27                      |
| 5      | 2008-09                                     | Final report awaited           | 4                        | 29                      |
| 6      | 2009-10                                     | Monitoring work is progressing | 4                        | 33                      |

| Sl.No. | Year since it was initiated 1 <sup>st</sup> | Status Now                  | No. of agencies employed | No. of district covered     |
|--------|---|-----------------------------|--------------------------|-----------------------------|
|        | 2009-10(Multilevel School Buildings)        | Monitoring work is progress | 2                        | B'lore City (North & South) |

Note: Reason for not covering any district and when it is likely to be covered

**1. Steps Taken for improving the quality of civil works.**

- ❖ At the first instance ascertaining the strata of the area assessing the requirement of materials duly considering the availability of the building materials.
- ❖ Secondly the quantity and the quality of building materials required for the constructions will be ascertained and the respective tests will be conducted before using for the work as per the standards of the tests.
- ❖ The mark-out for the constructions will be given duly considering the orientation and the atmospheric parameters.
- ❖ During each stage of construction precaution should be taken regarding materials used, the method of construction and the proper method of curing and also emphasis will be given for the good finishing of the super structure.

**2. Issues regarding the strength and weaknesses of third party evaluation and action taken to resolve the issues.**

- ❖ The third party evaluations consultancies will be taken by calling tenders duly prescribing the pre qualifications in the field of Quality assurance and Technical audit.
- ❖ The third party evaluation team will first inspect the sites of the school buildings and also study the requirement of construction as per the approved estimates
- ❖ The materials required for the constructions will be tested by the consultancies in presence of district and block engineers as per the standards of tests before using for the construction.
- ❖ The consultancies will be supervise the works at each stages of the constructions and supervising the quality of construction.
- ❖ Generally the consultancies will supervise the stages of work at foundation, plinth, lintel, roof and finally at all finishing works as per the approved drawing.
- ❖ The consultants will be periodically submit the progress reports of each stages works monthly in due consultation with the concerned block and district engineers and the district project coordinators.

**Table: 20 Status of supervision structure**

| Sl No. | State level   |     |                    |     | District level |     |                    |     | Block level   |     |                    |     |
|--------|---------------|-----|--------------------|-----|----------------|-----|--------------------|-----|---------------|-----|--------------------|-----|
|        | Sanction post |     | Available position |     | Sanction post  |     | Available position |     | Sanction post |     | Available position |     |
|        | Designation   | No. | Designation        | No. | Designation    | No. | Designation        | No. | Designation   | No. | Designation        | No. |
| 1      | EE            | 1   | EE                 | 1   | D.E            | 30  | D.E                | 30  | B.E           | 202 | B.E                | 190 |
| 2      | AEE           | 4   | AEE                | 2   | 0              | 0   | 0                  | 0   | 00            | 0   | 0                  | 0   |

District level and block level have been taken from out source agency.

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The supervision structure is adequate but need capacity building and training on improving quality of civil works.

#### Capacity building of the engineers.

- ❖ The Block and District engineers will be taken for the execution and supervision of civil works from the out source agency duly considering the their qualification and experience
- ❖ The training for the engineers will be given from the state office duly getting the services of the experienced delegates from the respective civil engineering fields.
- ❖ The training to the Block and District engineers will be in a pre programmed manner.
- ❖ The training will be given in a phased manner duly considering the availability of the experienced delegates of respective fields like soil mechanics, Building Designs and constructions and quality and quantity assessment fields.
- ❖ The training is programmed in the month of June 2010, September 2010, November 2010 and February 2010. in the revenue divisions of Bangalore, Mysore, Belagaum and Gulbarga respectively.

**Table: 21 Status of environmental assessment (EA)**

| Sl. No. | No. of District in the state | No. of school in the states | No. of district covered under EA | No. of schools covered under EA | Remarks   |
|---------|------------------------------|-----------------------------|----------------------------------|---------------------------------|---|
| 1       | 30                           | 45588                       | 30                               | 30624                           | Data entry work is in progress. T will be completed with in a month |

**Table: 22 Status of measured school campus plan (MSCP) (School Mapping)**

| Sl.No. | No. of District in the state | No. of school in the states | No. of district covered under MSCP | No. of schools covered under MSCP | Remarks  |
|--------|------------------------------|-----------------------------|------------------------------------|-----------------------------------|--|
| 1      | 30                           | 45588                       | 15                                 | 22294                             | 2 <sup>nd</sup> stage of works will be taken up after obtaining PAB approval |

**\*\* Measured campus plan are laminated and displayed on the board of the H.M.Room.**

**Table: 23 Status of Asset Register (AR)**

| Sl.No. | No. of District in the state | No. of school in the states | No. of district covered under MSCP | No. of schools covered under MSCP | Remarks                          |
|--------|------------------------------|-----------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 1      | 30                           | 45588                       | 15                                 | 22,294                            | It is maintained at school level |

**Special agenda in accordance with MHRD memo no. SSA/CW/ACR/CW216/09-10 dated 16.01.2010**

Increase in no of additional classrooms approved in 2009-10 due to reduction of unit cost not providing green boards.

This is with reference to SPD Karnataka Memo No.SSA/CW/ACR/CW216/09-10 dated 16.01.2010 addressed to Joint Secretary, MHRD

It is stated with reference to the above subject it is to state that as per the PAB of 2009-10, the Additional classrooms of 2865 were sanctioned with the unit cost of Rs.4.70 lakhs per room. Later, the unit cost was reduced from 4.7 lakhs to 3.80 lakhs, due to reducing the size of ACR 18' X25' and 8'X25' verandah which facilitated the construction 679 nos of more additional class rooms. As per the latter cited under reference (4) above, it has been intimated that the matter will be placed for PAB approval and necessary corrigendum to the PAB minutes.

In the mean while the deletion of provision of providing green board to the schools within the unit cost of Rs.3.80 lakhs per ACR, Rs.12,000 for each green board is withdrawn, vide this office letter No.SSA/CW/Green board/BF-152/2009-10 dated 9.11.2009 (copy enclosed).

In view of the withdrawing of green board a sum of Rs.425.16 lakhs is saved. Now it is being proposed to utilize this savings amount for the construction of 116 nos additional class rooms so as to meet the demand of additional class rooms to the needy schools.

As per reference letter 5, PAB has already given approval to 2865 to 3543 ACRs. Therefore, now it is requested to accord PAB approval duly considering the No. of Additional class rooms 3543 to 3659, which includes 116 extra class rooms.

**The revise unit cost of ACR will be 3.68 lakhs.**

**Table: 24** The detail of original approval of ACR in 2009-10 and ultimately approved district wise is given below. However the PAB has to approve increase of 116 classrooms against saving of Rs.425.16 lakhs. The final figure will be approval in AWP&B 2009-10 = 3543 classrooms. Approval in 132 PAB meeting and now if approved will be 3659 classrooms.

| Sl No. | District        | Additional Class Rooms at Unit cost of Rs.4.7 Lakhs as per PAB approval for the year 2009-10 |               | Actual no. of Additional Class Rooms, considering Unit cost of Rs. 3.8 Lakhs per room. |               | Actual no. of Additional Class Rooms, considering Unit cost of Rs. 3.68 Lakhs per room. |               |
|--------|-----------------|--|---------------|--|---------------|---|---------------|
|        |                 | Phy  | Fin. In lakhs | Phy  | Fin. In lakhs | Phy   | Fin. In lakhs |
| 1      | Bagalkot        | 123  | 578.100       | 152  | 577.6         | 157   | 577.76        |
| 2      | Bangalore Rural | 50   | 235.000       | 62   | 235.6         | 64  | 235.52        |
| 3      | Bangalore Urban | 50   | 235.000       | 62   | 235.6         | 64  | 235.52        |
| 4      | Belgaum         | 235  | 1104.500      | 290  | 1102          | 300   | 1104          |
| 5      | Bellary         | 178  | 836.600       | 220  | 836           | 228   | 839.04        |
| 6      | Bidar           | 85   | 399.500       | 105  | 399           | 109   | 401.12        |
| 7      | Bijapur         | 58   | 272.600       | 72   | 273.6         | 73  | 268.64        |
| 8      | Chamraj Nagara  | 14   | 65.800        | 18   | 68.4          | 18  | 66.24         |
| 9      | Chikkaballapura | 84   | 394.800       | 104  | 395.2         | 107   | 393.76        |
| 10     | Chikkamagalure  | 35   | 164.500       | 43   | 163.4         | 45  | 165.6         |
| 11     | Chitradurga     | 69   | 324.300       | 85   | 323           | 88  | 323.84        |
| 12     | D. Kannada      | 84   | 394.800       | 104  | 395.2         | 107   | 393.76        |
| 13     | Davanagere      | 140  | 658.000       | 173  | 657.4         | 179   | 658.72        |
| 14     | Dharwad         | 73   | 343.100       | 90   | 342           | 93  | 342.24        |
| 15     | Gadag           | 95   | 446.500       | 118  | 448.4         | 121   | 445.28        |
| 16     | Gulbarga        | 290  | 1363.000      | 359  | 1364.2        | 370   | 1361.6        |
| 17     | Hassan          | 44   | 206.800       | 54   | 205.2         | 56  | 206.08        |
| 18     | Haveri          | 125  | 587.500       | 155  | 589           | 160   | 588.8         |
| 19     | Kodagu          | 27   | 126.900       | 33   | 125.4         | 35  | 128.8         |

| Sl No.       | District      | Additional Class Rooms at Unit cost of Rs.4.7 Lakhs as per PAB approval for the year 2009-10 |                  | Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.8 Lakhs per room. |                | Actual no. of. Additional Class Rooms, considering Unit cost of Rs. 3.68 Lakhs per room. |                 |
|--------------|---------------|--|------------------|---|----------------|--|-----------------|
|              |               | Phy  | Fin. In lakhs    | Phy   | Fin. In lakhs  | Phy  | Fin. In lakhs   |
| 20           | Kolar         | 70   | 329.000          | 87  | 330.6          | 89   | 327.52          |
| 21           | Koppal        | 140  | 658.000          | 173   | 657.4          | 179  | 658.72          |
| 22           | Mandya        | 55   | 258.500          | 68  | 258.4          | 70   | 257.6           |
| 23           | Mysore        | 138  | 648.600          | 170   | 646            | 176  | 647.68          |
| 24           | Ramanagara    | 65   | 305.500          | 80  | 304            | 83   | 305.44          |
| 25           | Raichur       | 161  | 756.700          | 199   | 756.2          | 206  | 758.08          |
| 26           | Shivamoga     | 55   | 258.500          | 68  | 258.4          | 70   | 257.6           |
| 27           | Tumakur       | 125  | 587.500          | 155   | 589            | 160  | 588.8           |
| 28           | Udupi         | 32   | 150.400          | 40  | 152            | 41   | 150.88          |
| 29           | Uttarakannada | 165  | 775.500          | 204   | 775.2          | 211  | 776.48          |
| <b>Total</b> |               | <b>2865</b>  | <b>13465.500</b> | <b>3543</b>   | <b>13463.4</b> | <b>3659</b>  | <b>13465.12</b> |

Source: State report

The appraisal team recommends increase of 116 classrooms against the saving of Rs.425.16 lakhs.

#### Major Issues:

- If the DISE 2008-09 and 2009-10 is referred it will be seen that the minimum SCR is 2 and maximum SCR is 400. As per flash statistics published by NUEPA the SCR is only 27 for all schools 18 for primary. This clearly shows that the classrooms approved by PAB are not being distributed according to the worst student classrooms ratio or requirement. The appraisal team has worked out on the basis of worst classrooms ratio from 400-300, 299-200, 199-100, 99-50 and 49-50 at table. The State may commit to distribute, the approved classrooms on above priority after verification at school as well. The district wise list is also available.
- The State as had done in AWP&B 2009-10, is not showing any spillover for AWP&B 2010-11 although there are large number of 9647 components in progress and 1306 component yet to start as compiled by TSG from district wise progress. Even otherwise 413 classrooms amounting to Rs.2288.20 have not started (only 40% funds deposited with Rajiv Gandhi Housing Corporation Ltd. for 313 classrooms and balance 100 classrooms no funds deposited). State is still showing no spillover. The appraisal team is unable to understand where the funds for work in progress, not started are parked. The appraisal teams apprehend that the proper accounting system is not being followed in accordance with financial manual. To complete the work in progress and work not started the total allocation required is more than Rs.159 crores.
- There is substantial mismatch of physical and financial targets approved by PAB, while reporting at different stages. Even otherwise State is not compiling reports of actual progress and expenditure submitted by districts. State is submitting arbitrary progress reports to MHRD.

## Quality Related Interventions

### 1. Comprehensive Quality Framework:

#### A. State's vision of Quality:

##### 1.1 Core belief and assumption about children:

A child naturally tries to listen, experiment, explore, experience its immediate surroundings to satiate his/her inner urge so as to meet the challenges of his/her environment. The child is not a blank slate, but has immense potentiality. The teacher, school, and society has to tap this immense hidden potentiality, so as to nurture them.

##### 1.2 Development of State Vision document on Quality/ Learning:

Quality vision workshop of the state was held at Bidar in December 2009 (14, 15, 16<sup>th</sup>) in association with UNICEF regional office Hyderabad. Mr. Subhir Shukla had participated as R.P, Educationalists of different levels from the cluster resource person to the Director; Teachers, NGO's, Educationists, have participated. The work shop has focused on the class room processes; outcomes at the end of 2013 with regard to the child, Teacher, and supporting system.

Thereafter, a series of District level Quality Vision work shops have been held during December 09 and January 2010. The DIET's have taken a lead role in organizing these workshops. The participants were drawn from different background as above. These workshops have riveted on the areas like class room processes; learning indicators for standards- III, V, VII and VIII; and performance indicators for Teacher, Trainer, CRP, BRC, DIET, BEO, DDPI. The workshops have attempted to lay out the desired outcomes.

As the next phase, one day workshop at the Divisional Head Quarters (Belagavi; Kalburgi; Mysore; Bangaluru) was organized by the concerned DIETs. The district DDPI/DYPC and DIET principal and one Teacher Educator (Sr. Lecturer-Lecturer) have participated and consolidated the proceedings on the above lines.

The gist of the Divisional Work Shops have been presented in the State Level Work Shop held on 27<sup>th</sup> Jan, 2010. The district level officers, BEO, BRC, ECos, HMs, Teachers, NGOs; SDMC presidents, students of V, VII and VIII standards, Educationists were the participants. After this, a Sub-committee consisting of teacher educators, teachers, CRPs, BRPs, BEOs, DPCs, DIETs and State Office officials was formed. This Sub-committee met on 3<sup>rd</sup> February 2010 in order to finalise the indicators of desired outcomes to be achieved over the next 3 years. Based on this list, the Sub-Committee will also develop monitoring tools that can be used to assess whether these indicators are being practised or not, at each level. The agreed upon outcome indicators are listed below.

#### Learning Indicators to be achieved by the end of:

##### 3<sup>rd</sup> Standard.

- Attends to school with not less than 95% attendance
- Has friendly relationship with other students
- Listens with comprehension the speech of the teacher and friends
- Responds in a context as expected
- Shows interest in narrating simple stories
- Participates in activities organized in the class and the school
- Has respect for elders
- Reads simple texts in L1

- Writes legibly in L1
- Comprehends simple speech in English
- Knows basic operations in mathematics using 3 digit numbers
- Identifies and names living and non living things
- Has awareness of personal cleanliness, keeps the surroundings of school clean
- Distinguishes between public and private property

### 5th Standard

- Listens and comprehends speech inside and outside the classroom in L1
- Speaks with appropriate pronunciation and intonation in L1
- Has the ability to read a given text including unseen texts in L1
- Writes the summary of the text read in L1
- Can engage in simple conversations, read simple texts, and write simple sentences in English
- Solves verbal problems, does mental calculations
- Knows basic operations of mathematics with reference to decimals and fractions, identifies algebraic letter and numbers, calculates the area of simple shapes
- Identifies the importance of energy and its conservation, establishes the relationship between living being and the environment
- Knows about one's family, habitation/village and the village properties, locates places and their directions
- Is aware of the cultural, social and geographical background of his/her place of living and the district in general
- Can understand the environment from the point of view of eco balance
- Helps others when they are in need, participates in group local self govt
- Exhibits skills learnt in part – B(refer to the list of competency schedules).
- Has clarity of concepts learnt up to class V in different subjects (refer to the list of competency schedules).
- understands one's environment with a scientific bent of mind/cause and effect relationship
- Is time conscious and completes the work assigned to him/her with interest

### 7th Standard

- Engages in studies independently
- Reorganizes a given text in one's own language
- Reads and comprehends unseen texts in L1
- Elaborates a given a topic in order to write a paragraph independently in L1
- Expresses ideas in simple language in L2
- Is capable of applying the basic concepts of mathematics in day to day life situations
- Takes decisions based on facts and logical conclusions
- Completes the project work given in time
- Engages in discussion of environmental issues, social issues and health issues
- Displays an understanding of the concepts learnt up to class VII in science, mathematics and social science
- Assumes responsibilities
- Is aware one's rights and duties
- Participates in curricular and co-curricular activities with a positive attitude
- Respects one's culture, language and land

### 8th Standard

- Has good communicational abilities in L1
- Reads in L1 fluently
- Has the knowledge of the grammar of in L1

- Writes in L1 independently and creatively
- Reads unfamiliar texts in English
- Engages in simple conversation in English
- Expresses one's ideas using simple English in oral and written forms
- Willing to refer to different sources of knowledge like dictionaries, encyclopedia
- Reads simple sentences and write without mistakes in III language
- Displays an understanding of all the concepts in Mathematics, Science and Social Science introduced up to class VIII
- Draws pictures, and interprets graphs
- Displays an understanding of India's historical background, geographical setting and social life
- Conducts experiments using different apparatus
- Works towards the specified goal
- Has scientific knowledge of the changes that take place in body
- Expresses one's views freely and respects others' views

### **Performance Indicators for Students**

- 1 Attends school in time and follows school timings.
- 2 Presents oneself in an acceptable manner
- 3 Has the ability to speak with courtesy and coordination
- 4 Maintains cleanliness at school
- 5 Physically and emotionally healthy.
- 6 Takes part in school activities
- 7 Engages in independent learning
- 8 Participates in classroom learning activities enthusiastically
- 9 Expresses opinions without any hesitation.
- 10 Has concern for others in the school, and out side.
- 11 Reflects over one's learning, behavior, receives feedback from others
- 12 Has concern for protecting and preserving nature

### **Performance Indicators for Teachers**

- 1 Utilizes community resources and knowledge.
- 2 Ensures maximum learner participation in classroom activities, defers from answering questions and allows children to think and explore answers
- 3 Creates a congenial teaching learning environment in school
- 4 Knows the family background, socio economic conditions and linguistic background of the child and maintains profiles for all children.
- 5 Can express the intents and expectations of the curriculum
- 6 Prepares for lessons
- 7 Has good communication skills, both verbal and non-verbal including narrating stories and artistic skills
- 8 Prepares and uses TLM appropriately
- 9 Respects his/her profession.
- 10 Relates oneself to the community
- 11 Has command over the subject and methodology, regularly updates the same.
- 12 Is committed to spread human values
- 13 Maintains learner portfolios to monitor progress in each key area (of children's overall development)
- 14 Analyses and shares student performance with the community.



- 15 Shares professional experiences and receives feedback from students, colleagues and others
- 16 Can identify the learning levels of students and organise learning experiences according to their needs.
- 17 Engages in reflective practices.(Reflection over classroom processes, learning of children, sensitive to needs of children)

#### **Desired Classroom processes**

- 1 All students have opportunities to construct their knowledge through activities
- 2 Teachers work as facilitators of learning
- 3 Children sit in groups and conduct discussions
- 4 Children engage in project work and learn through discovery method
- 5 Learning processes are not limited only to the classroom. They also get extended to the community. Children apply whatever they learn to their daily life.
- 6 Students ask questions. Instead of answering them right away, teachers engage them in a process of searching for answers.
- 7 Class is learning centred. Students as well as teachers are engaged in the process of learning.
- 8 Teachers organise activities beyond the textbooks.
- 9 Students collect the records of their learning in portfolios and reflect over their learning and be active in making up for the loses
- 10 There is no discrimination in classroom processes. All children are engaged in collaborative learning.
- 11 Different professionals take class for the benefit of children

#### **Schools**

- 1 Has all infrastructural facilities and barrier free environment for children with special needs
- 2 Children can approach the teachers without any hesitations
- 3 Has an attractive atmosphere
- 4 Provides space for individual expressions through various activities
- 5 Children engage in learning even in the absence of teachers
- 6 Provides for community participation in school processes
- 7 Respects child rights
- 8 Makes use of locally available resources for providing learning experiences
- 9 Has subject clubs which are functional
- 10 Has a time schedule that suits the needs of the life style of that village where the school exists

#### **Teacher Educators**

- 1 Is aware of the curriculum frame work and syllabus, including contemporary issues and trends in educational thinking
- 2 Has clear awareness and understanding about background of participants, including previous trainings attended (if necessary draws upon case studies).
- 3 Maintains profiles of trainees, Identifies training needs and plans programmes accordingly
- 4 Has an overview of complete training design: including training objective, content, transaction methodology, evaluation of training and also follow up activities (+ operational aspects: e.g. finance, schedule, etc.).
- 5 Plans before each session, as well as training.
- 6 Provides experiential inputs in trainings, i.e., generates experiences of different kinds
- 7 Provides onsite support to teachers in implementing the inputs provided in the training
- 8 Evaluates impact of training on classroom processes
- 9 Documents and disseminates the processes of the training programme
- 10 Identifies performance indicators in light of the trainings conducted.
- 11 Develops one's own vision related to empowerment of teacher

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### **Head Masters**

- 1 Head Master has Vision for the school, Shares the vision with others
- 2 Collectively develops / facilitates vision and plan for school development, based on needs / issues of children, & from children's perspective, along with stake holders
- 3 Prepares a School Academic and Development Plan in consultation with children, colleagues, SDMC and members of the community.
- 4 Arrives at and agrees upon 'desired practices' / guidelines (for all stakeholders) in light of vision for school.
- 5 Enables regular capacity building of teachers through discussions, debates, sharing, reading, reflection – conducts staff meetings every month
- 6 Receives feedback from children ,parents and colleagues
- 7 Develops of resource centre by collecting stories, materials locally.
- 8 Observes the classroom processes and guides teachers where necessary – preparedness to take class, assessment of children, feedback mechanisms
- 9 Ensures community participation in school processes
- 10 Ensures optimum use of resources available by consulting the teachers, members of the community
- 11 Head Master has Vision for the school, Shares the vision with others

### **CRC/CRPs**

- 1 C R P has the knowledge of National Policies and other educational thinking
- 2 Has Vision for the school, Shares the vision with others
- 3 Recognizes the talents of and good practices of teachers
- 4 Documenting views / experiences of stake holders, incorporates good practices in the cluster.
- 5 Identifies needs / gaps (strength, weakness, socio-eco profile, actual classroom difficulties) and prioritize areas for training
- 6 Develops in self and others institutional vision / goals in consultation with all.
- 7 Sets short term objectives for each school with time line.
- 8 Arrange for visits of teachers to each others schools to observe good practices
- 9 During school visits observes classroom processes, gives feedback and makes teachers reflect over their own practices ; Listens to teachers with patience,
- 10 CRC acts as resource Centre in terms data related to schools, TLM, Print resources, Research and studies community resources
- 11 CRP has conviction in his/her work

### **BRCs/BRCos/BRPs**

- 1 Setting vision / targets in collaboration with all key stake holders; in light of local variations, identifying needs / gaps to be covered in order to achieve the vision.
- 2 Aware of the current status of block in UEE, clear understanding and plan for increasing enrolment, access, retention, & quality education.
- 3 Involve key institutional stakeholders for planning.
- 4 Implement the planned activities.(to reduce dropout rates, increase gender parity and achievement levels )
- 5 Maintains Data base of Schools, RPs, HMs, Teachers and others. (updated, validated)
- 6 Update knowledge through regular use of all available sources, including multimedia; reflects in meetings with CRCs and teachers.
- 7 Monitoring performance of clusters, providing platform for sharing best practices, eliciting appropriate feedback.
- 8 Develops strategy to grade schools and clusters and motivate them to reach a higher level
- 9 BRC sets targets to visit schools, evaluates schools, including inspection of CRCs.
- 10 Reviews the functioning of CRPs and BRPs once in a month, gives feedback, and submits the report

to higher ups.

- 11 Provides platform for conducting teacher empowering activities like Research and studies, seminars, symposiums and develops itself as an academic resource centre.
- 12 Uses assessment / monitoring tools to know what is needed.

#### **Office of the BEO**

- 1 Has a well equipped building
- 2 Is connected with all schools, district offices and other block offices through internet
- 3 Undertakes follow up and gives educational guidance from school level to block level.
- 4 Administration is transparent – No pending of files beyond 3 months(Unless there is a valid reason)
- 5 Gets the co-operation of other departments, and the community.
- 6 Attends interaction meetings, conducts review meetings.
- 7 Acts as a reflective practitioner.
- 8 Has a well equipped building
- 9 Is connected with all schools, district offices and other block offices through internet
- 10 Undertakes follow up and gives educational guidance from school level to block level.
- 11 Administration is transparent – No pending of files beyond 3 months(Unless there is a valid reason)

#### **DIETs**

- 1 Has well equipped buildings with library, laboratories and computer room, Multi-media room and a training hall with residential facilities for trainees
- 2 Plans activities in consultation with key stake holders.
- 3 Recognizes performing teachers, BRPs, CRPs and schools, in collaboration with DPO.
- 4 Publishes success stories through newsletters, newspapers, electronic media, to promote innovations, good practices
- 5 Acts as resource centre – library, laboratory, Computer centre, and an updated website which are used by the teachers. (Teachers even visit for experiment)
- 6 Sets goals in view of state, BRC, CRC visions; to be realized through interventions at least in terms of research, training, faculty development including BRC-CRC, material development
- 7 Developing appropriate models (in light of curricular needs, ways in which teachers learn best, which allow practical implementation by trainer, and are known to lead to desired impact)
- 8 Documentation / dissemination about known issues / needs, containing good practices that are appropriate to the context
- 9 Share resources / documentation with various levels
- 10 Creates vibrant DRGs as needed.
- 11 The pupil teachers develop theatre abilities and artistic skills which they can use in classroom processes
- 12 Promotes facilitation skills in activity based classroom processes both in service and pre service teacher education
- 13 Creates and maintains a garden as an academic experience for pupil teachers
- 14 Provides a platform for conducting teacher empowering activities like Research and studies, seminars, symposiums and develops itself as an academic resource centre.
- 15 Analyses academic data of the districts and undertakes suitable activities to remedy the deficiencies.
- 16 Aims at 50% of the children achieving 80% of the expected competencies, rest of them would be provided extensive support to learn the expected competency/content.

#### **Office of the DDPI**

- 1 Has a well equipped building
- 2 All the files are disposed within three months (Unless there is a valid reason)
- 3 The complaints received or suggestions made are followed up regularly
- 4 Has teacher friendly atmosphere/listens to the grievances.

- 5 The officer in charge has a vision of educational development of the district
- 6 The DDPI meets the staff of the office every fortnight to review the progress of work
- 7 The office is computerized
- 8 Educational decisions are taken after consulting all the stakeholders and one holds a collective responsibility for the decisions taken.

### **1.3 State vision about desired changes in classroom processes for each subject:**

#### **Active learning process.**

Our class room processes must facilitate and foster the childhood interests to gain and construct knowledge using multiple sensory stimulation. It must satiate the explorative instinct, quite common at the young age. All children irrespective of their diversities (both natural and man made) participate freely, in the learning processes without an iota of hesitation.

Children interact with the teacher, peers, parents, community members to build knowledge. It would be common scene that the child engages itself in the learning activity beyond the school hours. The home assignments of black and white activity should be sparsely seen; instead pupils shall engage themselves in the activities – continuously interacting with the environment, observing, questioning, interviewing, collecting, constructing, organizing, generalizing, reporting, tec.

#### **Language learning:**

The primary school graduates should be able to use appropriate language to express their thoughts through verbal [oral, written or symbolic) non verbal (Actions, gestures)] means. Students should be given more opportunities to speak and interact with each other as much as possible, through language activities such as role play, open-ended questions, etc. Children must be given sufficient opportunity to express their own thoughts orally and in writing, and this will be done through promoting story writing at the school level, cluster-level magazines, and co-curricular activities at the school level and cluster level. Children will be encouraged to use language creatively, such as writing stories, poems, expressions, songs, etc. Reading habit is to be encouraged by providing a variety of reading materials to create a print-rich environment, by encouraging reading of unseen passages, and ‘reading between the lines’ to understand the meaning behind passages.

#### **Mathematics learning:**

The classroom processes in mathematics teaching will be through concrete to abstract situations, and activity oriented. Children will be competent enough to use the basic arithmetical skills in their daily life; identify geometrical shapes in objects of daily life, acquire spatial skills and use them in crude estimation; think abstractly. Children will exhibit logical organization and sequencing of facts and generalize things based on facts and figures, develop problem solving skills and reasoning abilities.

#### **Science learning**

Science learning will be through observing and doing. Demonstration, project work, field trips, experimentation are the methodologies needed in class room processes. Science learning will focus upon exploring the child’s surrounding and help the child to conceptualize-scientific facts, principles etc. Children exhibit few dimensions of scientific attitude such as – curiosity – experimentation -- questioning liking for science, needs evidences to believe a fact/principle etc. In order to develop them the processes will have a bearing to train the child through scientific method.

#### **Social Science learning;**

The facts, situations, phenomena will be learnt by the child through interaction with the environment. There will be a comparison of child’s environment and to that of the concept to be learnt in the subject and it goes on constructing knowledge. The topographical concepts will be learnt through constructing

models. Similarly Historical events and their locations will be plotted on the Simulating models. Few elements in civics will be learnt through the process of students self government. In order to understand various religions, History, Geography field trips to places of importance and project works will be common features in the class room processes. Interactions, interviews with local resource persons will be the important methodologies.

### **Arts Education**

The child must evolve in all the spheres of human development. For the development of finer elements of human being; the impact of Art Education is immense. Music; Theatre art; mimetic art; Drawing and painting have been placed in the school curriculum. Besides these, Karnataka's curriculum also encompasses work experience; Health and physical Education; and value education – with the expectation that the aesthetic sensibilities and social / moral responsibility would develop to the optimum level by learning these subjects. Practice to internalize the accomplishments under various dimensions and involvement of all children in such activities would be a common scenario in the classroom processes.

**Observations: It is good to note that the State has been able to conduct various consultations for developing a State Quality Vision Document. It will be important to generate as much discussion and orientation exercises among a wide variety of stakeholders in order to build a shared vision and ownership among all stakeholders, especially educational administrators, teacher associations, and community members, in addition to the teachers and academic systems.**

#### **1.4. Steps taken to ensure that curriculum; text books, TLMs, Teacher Training and assessment systems are harmonised to the above class room process.**

**Pedagogy and training:** At primary level, the introduction of Nali Kali methodology will ensure that the classroom processes will be synchronous with the recommendations of NCF-05 and RTE-09. In Nalikali schools, no textbooks are being used, and instead, activity cards and workbooks are being used. Nalikali has already been introduced in Class I and II in all government schools, and will be extended to Class III in 2010-11.

For upper primary level, the classroom processes still require attention. The training given during 2010-11 to teachers will focus on making the class room processes lively and participatory. The training this year will be changed to focus completely on changes in classroom processes towards greater children's participation. For this, the training will focus on bringing attitudinal changes in teachers, and suggested activities to be used for specific content areas, such as project work, field work, demonstration, interview, group work, etc.

**Curriculum:** New curriculum document based on NCF 2005 has been completed by DSERT and has been approved by the government. Syllabus has been finalized by DSERT and has been submitted to the Government. Govt has appointed a Chairman and has constituted a Committee to review the draft syllabus. Within 15 days, this Committee will submit its recommendations to the Government, and thereafter the Government will have to accept the syllabus. Once the consent is given, the process of textbook revision as per the new syllabus will follow, and it is expected that new textbooks for Class I, V and VIII will be prepared in 2010-11, to be implemented from 2011-12 onwards.

### **Assessment:**

- From 2010-11 onwards, a new system of student self-assessment through the use of self-assessment schedules will be introduced. Every unit is delineated into simple concepts, and the pupil will have to assess whether or not they have achieved it.

- For those students who are found to not have achieved the desired concepts in a unit, some additional support will be given. DIET faculty will be oriented and entrusted with the task of designing some simple activities and interactive methods that can be used during the ongoing classroom processes for different subject, for providing additional remedial support to students who have not acquired the desired competencies. Moreover, it is planned to design some self-instructional materials for Class V to begin with.

**Observations:** It is good to note that the State has initiated steps for bringing greater harmonisation between the pedagogy, curriculum, training and assessment systems, centered around the vision described above. However, it is not clear how the State plans to change the existing system of examinations to support the new vision of pedagogic processes and formative assessment. This must be looked at simultaneously in order to ensure an environment free from fear and stress for children.

- **The steps taken or will be taken in order to build a shared vision and deeper pedagogical understanding across stakeholders and across levels within the State;**

The Indicators developed at the State and district levels (listed above) will need to be internalised by all the stakeholders especially the educational supervisors and administrators. The next step will be to develop at the State level the monitoring tools and parameters to be measured based on the above indicators.

A 5-day training program has been proposed for all the CRPs, Inclusive Education RTs, E.Cos, BRPs, BEOs, BRCCs, DIET faculty, and DDPI Academic staff, to orient them about this quality vision. During this training, the indicators developed will be shared with all the District, State and Cluster level supervisors and administrators, and they will be asked to develop their own set of tools for monitoring these indicators. Once they have developed a draft, they will be given the tools developed at the State level, and will be asked to refine their own tools in light of the above. This exercise is intended to get the participants to understand, reflect on and internalize these indicators. This training will also cover child rights, implications of Right to Education Act, and NCF 2005. It will be conducted by the DIETs.

- **Steps taken to strengthen convergence between different educational/ academic bodies within the State; The challenges and proposed strategies to strengthen this in 2010-11:**

The State has already conducted the activities in convergence of government department, NGO and reputed academic bodies of the state. The WCD, RDPR, Revenue, Police have contributed their expertise for the betterment of the educational activities. Recently a circular has been given by the state Chief Secretary of GoK that different departmental officials could visit schools and observe the activities like MMS, Civil works etc. With regard to NGOs, SSA has already tied up with Agasthya, Prajayathna, Hora, Akshara Foundation, APF, ABVP, IISC, Universities, RI-English, Bangalore, RI-Education, Mysore, CDR-Dharwad, Bharath Scout and Guides, Sevadal Association and so on. This year it is being planned to associate with University dept, KRVP and BGVS to conduct Science/Mathematics.

## 1.5.Comprehensive Learning Enhancement Plan:

### Progress in LEP Activities in 2009-10

| SNo.                          | Activities approved under LEP  | Progress against Activities in 2009-10   | Coverage (no. of a. districts / b. schools / c. children covered)                     | Financial Target   | Financial Achievement  | Outcomes achieved  |
|-------------------------------|--|--|---|--|--|--|
| <b>I Primary Level</b>        |  |  |   |  |  |  |
| 1                             | Development of Nali-Kali kit for strengthening basic reading, writing and numeracy skills at Class 1 and 2 | Prototype of the model kit has been prepared based on the consultative series of workshops held at the state office consisting of teachers and field functionaries and academic experts. The process of procurement is under progress to supply kits to all the schools where Nali-Kali methodology is being followed and only for those schools who have not received the kits during the previous year | <b>29</b> districts; <b>45476</b> schools with class 1 and 2; <b>1278556</b> children | Rs.1577.70 lakhs sanctioned under LEP of 2009-10 & Rs.572.212 lakhs from in-service training deviated to Nali-Kali TLM; Total cost Rs.2149.91 lakhs; | Rs.1628.00 lakhs spent for the supply of Nali-Kali cards; Remaining amount will be spent for the supply of nali-kali TLM kit.    | As this has provided an avenue for the implementation of activity based learning methodology being an holistic approach in the integration of syllabus, the textbooks, the teaching-learning materials, the language, the space in the classroom, school building and the physical environment outside the school building, the learning methods of assessment and teacher training become synergistic making it a joy learning. |
| <b>II Upper Primary Level</b> |  |  |   |  |  |  |
| 1                             | Making classroom transaction activity based and child centred  | TLMs required to bring in lateral thinking and helping students to reach abstract thinking in mathematics, basic models of mathematics were selected and prescribed in the workshop mentioned above.   | <b>29</b> districts; <b>22784</b> schools of class 6 and 7; <b>19,98,675</b> children | Rs.116.13 lakhs  | Rs.116.13 lakhs (As the process of procurement of materials is under process, the amount will be spent as the process completes) |  |
|                               | Reducing the learning gap in subjects like Science and Mathematics   | Science museum and mobile science labs are being run in coordination of an NGO - Agasthya Foundation- to bring in critical thinking and scientific temperament both among students and teachers.   | 29 districts;   | Rs. 345.571 lakhs  | Rs.345.571 lakhs   | Making education more contextual, meaningful and relevant.   |

**Observations: It is a matter of concern that the activities approved for improving math learning at Upper Primary have not been completed until now, and that materials have yet been supplied to schools.**

**Contributions made to learning enhancement by LEP activities carried out in 2009-10:**

**Nali-Kali:**

The emphasis has been on making the learning process a joyful one, in a radical deviation from the conventional mode of teaching, namely, the chalk-talk method. In rendering this the state had the mammoth task of implementing Nali-Kali a joyful methodology in all the schools of Karnataka during 2009-10 - the methodology which had started sprouting in the state way back in 1990. The major contributions of this methodology are:

- The child learns in a fearless atmosphere.
- Learning is seen as a continuum – not compartmentalized into class-wise, content area-wise.
- Curriculum is learnable by the child, provided it is in consonance with the cognitive level of the child.
- Child learns at her own pace.
- Child who is unable to attend school regularly has scope to continue where she left off.
- Given an opportunity children can successfully organise activities leading to significant learning outcomes.
- No child needs to be afraid of failing.
- Nali Kali system allows a flexibility which facilitates the shifting of learning to different levels and grades depending upon the local situation and circumstances.
- Curriculum is seen as a continuum from classes I-IV – the child can re-enter the ladder at the point where she left off.
- Textual material replaced by learning cards.
- Learning sequence is broken into the smallest possible units.
- Children's active participation in:
  - Identifying their position in the learning sequence through the pictorial ladder
  - Distribution, use and storage of teaching learning material
  - Plotting their progress on the achievement chart
  - Managing and organising group work.

Groups based on the nature of the activity which the child is doing – not on consideration of gender, caste, age or ability. Each group is dynamic – its composition changes depending on the level and work that the child is doing. Each child has opportunity to periodically work with teacher and with peers depending on the support required.

This teaching approach was taken on a pilot basis in Heggada Devana Kote block of Mysore district. Later it was extended to blocks of DPEP districts. When Janashala Programme was initiated in Karnataka State the Nali-Kali approach was flourishing well. Thus it had adopted the programme in 10 blocks of Jana Shala programme and in all the blocks of Mysore district (except Mysore urban taluk). UPEA has assisted SWASTH programme in few select blocks during 2006-07. It has also been adopted in the Nali-Kali approach of Teaching and Learning. (Sahapura, Surapura, Alanda, Lingasgur, Raichur, Sindhanur & Devadurga). The SSA Executive committee has decided to adopt Nali-Kali in all blocks where child population of standards I to V falls below 30. Under this frame about 13691 schools were covered from 2006.07.

Nalikali has been introduced in Class I and II in all government schools in 2009-10. The government is likely to give consent to extend Nali-kali for third standard in 2010-11, and there is a likelihood of extending this approach to 4<sup>th</sup> standard in the subsequent year.



Preparation of Nali-Kali cards and literature has been completed through several discourses with the working teachers and experts in the field. Hitherto English Nali-Kali cards and literature had not been prepared. This year the preparation of these cards is going on for standard I and II standard. Within a couple of weeks this work will be completed. The teachers of all government schools need to be trained.

This year (10-11) all government Urdu Primary Schools will get the Nali-Kali cards. The material has already been prepared and tried out in 4 selected districts (Bidar, Bijapur, Mandya district & in Schools of Shidlagatta & Surpur blocks). All the Urdu Teachers will be trained in Nali-Kali approach during 2010-11.

There was a common complaint from the field (during-Teleconference) that the cards are not attractive and there was a demand from the Teachers to have the colored cards. Hence the color card preparation is going on. The material preparation has been undertaken by DSERT. Next year the cards must be printed for I, II and III standards. The financial implication is approximately rupees- (4400.00 lakhs).

#### **Nali-Kali class room process:**

Nali-Kali teaching learning is adopted in a situation where multi grade, multi-level, existing and self-paced of learning is regarded. Pupils participate actively through-out learning process; lessens the burden of the teacher; class room interaction is maximum; no examination trauma/anxiety. Child's natural instincts such as curiosity, dynamism, exploration find a place for canalization.

The students around 30, belongs to different standards (I, II; I,II,III; I, II, III, IV) are put up in a class room and sit in a circular form called learning circles or plates. (Fully supported by the Teacher; partially supported by the Teacher; fully supported by the peers; partially supported by the peers; and lastly the Evaluation group).

The content of different subjects are graded and divided into small learning units called 'Mile Stones' or 'phases'. There are mile stones for each subject (language, Mathematics; Environmental Science) In order to attain mastery over each mile stone, the child has to go through several learning activities. These are called "learning steps" which are sequentially arranged in shelves-subject and mile stone wise. There is a notion that Nali-Kali does not have a text book. This is half truth. In fact the activity cards are textual material.

The child can pick up its card and sit in the appropriate learning circles. Once it learns or successfully completes the task-the matter will be reported to the teacher and enters it in the progress chart under the guidance of the teacher. The non scholastic components such as Arts (Music, dance, role play, Drawing) work experience, life skill education have been integrated and no separate periods allotted for these activities. The teaching-learning of Nali-Kali is called learning cycle. It has 6 steps.

|                                   |          |   |
|-----------------------------------|----------|---|
| Pre readiness activity            | Phase 01 | Supported by the teacher                        |
| Pre-learning activity             | Phase 02 | Supported by the teacher                        |
| Learning activity                 | Phase 03 | Supported by the teacher                        |
| Exercises / repetitive activities | Phase 04 | full support by peers / partial by the teacher. |
| Application activities            | Phase 05 | Fully supported by the peers                    |
| Evaluation                        | Phase 06 | Individual learning.                            |

In order to learn a teaching item / mile stone, usually the child has to pass through all these 06 phases. Sometimes Evaluation is organized for 2 or more mile stones. In such instances the child cut short the path from application activity.

Four periods of 80 minutes duration (each) is allotted to teach L<sub>1</sub> L<sub>2</sub> maths and Evs. The class room process usually starts with a warming up activity such as song / dance followed by activities related to the days learning – narrations of a story or an event, conversation etc., Then the students are asked to take their cards and sit in their respective learning circles. Teacher sits in circle 01 or 02 teachers discuss the content and over sees the other circles also. The pupils in 3, 4, 5 circles get clarification to do the tasks either from the teacher or from peers. Once they complete the tasks they mark their own progress on the chart under the guidance – and move on to the next card. The cards have been marked by logos for easy identification.

#### **Materials given to the schools:**

All the Nali-Kali schools have been supplied with a set of Nali-Kali cards and supporting materials such as – learning ladder, learning circles, progress charts, climate chart, and Nali-Kali kit for 120 schools. Besides-in the place of Text books (given by the State Government) the work book for each subject is provided and the activities of these work books are integrated in the learning steps.

**A study was conducted in 2002 on the effectiveness of Nali-Kali** “Evaluation of Nali-Kali in Jana Shala Programme in Karnataka”. The findings are given below.

- There has been an improvement in the enrolment and retention during Jana Shala period (Nov. – Mar. 2001) in comparison to the previous years (Sira, Madhugiri, Honnali).
- There has been an improvement in girls enrolment and retention since the implementation of Nali-Kali. (Holenarasipura, Challakere, Haliyal).
- Of course there was a decreasing trend in Arkalgud and Koppa Block fall under semi Malanad and Malanad region where there is a drastic declination in the growth rate. As having sufficient experience in the Nali-Kali Teaching-learning process.; It was up scaled to the entire State during 2009-10.

The draft report of the study conducted to draw the baseline of Nali-Kali methodology speaks to the fact that *“The Nali-Kali schools that the program has been implemented in the state with right earnest. The preparation activities have been effectively addressed. However the supply of necessary inputs need to pay special attention. On the whole it appears that the Nali-kali has made a positive impact on the learning levels of the students especially students belonging to the socially backward and minority communities. These backward communities now seem to be on par with socially advanced communities.”*

#### **Mobile Science Lab:**

It is difficult to build up 'IMAGERIES' of the reality in the external world with just auditory stimulation. If children can see the VISUALS of a variety of objects/persons/processes of the universe of knowledge and understanding, then the chances of widening of their horizons of understanding, retention of learning and motivation to learn shall appreciate in an enormous way. To impart science education in an effective way and to develop scientific attitude for children:

- During 2005-06 initially started operation in the more backward, northern districts of Karnataka. The districts are Raichur, Bijapur, Bagalkot, Gulbarga, Bidar, and Bellary. And extended to Koppal, Chikballapur and Koppal during next year and since 2009-10 it is extended to all the districts with an unit cost of Rs.15.00 lakhs per district under LEP to enhance science and math learning among the children.
- Two Mobile Science labs are operating in 9 districts and remaining districts with one mobile science lab.
- Each district is provided with one Master Science Centre

The mobile science lab is specially designed for the teachers and students of Upper primary classes to increase access to all the additional experiments and informations included in the syllabus in four subjects i.e Chemistry, Physics, Biology and Social Sciences. It should be an advanced support for the school along with the essential science lab facility in the school.

#### *Aims of Science Lab:*

- To cover the experiments and informations in syllabus.
- Access through Audiovisual means
- Evolving wonder and inquisitiveness with learning experiences
- Evolving the attitude of questioning among the children

This is being spearheaded by the Agastya Indian Foundation (AIF). A major breakthrough was the acquisition of a mobile van, from a business organisation, which has been converted into a hands-on, student-friendly science lab. The thinking behind this is that most labs in regular schools are equipped with expensive equipment and quite often, teachers demonstrate the experiments, while students watch with little or no interest at all. Agastya's mobile science van, on the other hand, has low-cost experiments that students work on and then think about the scientific principle behind them. The mobile lab also shows other simple experiments that demonstrate physics principles. Which use material that is available around the house, the lab also has a complete working model of the entire solar system.

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

#### *Teacher Training by Agastya:*

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

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

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

**The major issues faced in effectively implementing LEP activities in 2009-10, and strategies proposed to address these issues in 2010-11:**

- The level of motivation – the understanding-the level of transactional abilities are not same among all the teachers and supervisors
- Nali-Kali is a new approach for more than 65% of schools. Hence there was an initial inertia during the take off period – now it has gained momentum and moving ahead
- There was a common complaint from the field (during-Teleconference) that the cards are not attractive and there was a demand from the Teachers to have the colored cards. Hence the colored card preparation is going on.
- Training of 90,000 teachers and supervisory staff was a mammoth exercise. In stray incidents (say less than a percent) the training was conducted in June 09. The general transfers of teachers also dislocated the process. The field staff gave guidance to handle the situation for the new incumbents. Besides interactive meetings and Tele conferences are conducted in Nali-Kali for 90 thousand teachers. 24 days Teleconference in 4 cycles. This has alleviated the misconceptions about the programme among the teachers and field staff. Now the teachers are used to the process and the system is on the track.

### 2.3.3. Comprehensive Learning Enhancement Plan in 2010-11:

#### Activities proposed at Primary level:

**a. Early Reading programme:** Sixty Reading cards have been evolved during 2008-09, consisting of simple stories. These were used in a programme called Oduve Nanu (“I Can Read”) - in 11 districts (Bidar, Gulbarga, Raichur, Koppala, Bellary, Yadagiri, Bijapura, Bagalakote, Chitradurga, Chikkaballapura, Kolar). These cards were given to all the remaining district during 2009-10 and the scope of the usage of these cards has been extended and suggested to use them for those who could not read properly; as a supplementary teaching – learning aid; and in remedial Teaching. The NGC Akshara was involved in preparing and implementing these cards.

The content of these cards is long and the sentences are also complex. There is a need to evolve cards which depict more through pictures and little by written form; especially for the young children. It may be other way round for those who could read well which supplement their reading. Using the expertise available in the department, NGO and the NCERT-reading cards will be developed.

In order to attempt to integrate these reading cards in the existing Nali Kali program, the State has suggested to teachers different ways in which these cards can be used during the ongoing classroom processes, such as :

- Utilizing these cards as a supplementary reading material
- These could also be used in teaching of nalikali at different milestones.
- These could be used on occasions where the teacher may be absent, to engage the children.

#### b. Activity based learning:

Nali-Kali Teaching approach is being followed in all most all the schools of lower classes in the state. The methodology will prevail over a period of time. Based on the concurrent evaluation study results, modifications in the process would be undertaken. It was found that there is need for revision of cards and also to print them in multicolour (rather than black and white as before) to make them more attractive for children. It is proposed to revise the cards for **Class I, II and III** (Kannada, English, EVS, Maths), for Kannada and Urdu medium schools respectively.

### c. Quality improvement in science learning:

- Field trips and project works are integrated in the Environmental studies at the lower standards of Nali-kali-Teaching approach. But these schools (LPS) have not been equipped with science equipments. The simple apparatus like thermometer, test tube, Belar, flask, beaker etc.. would not be shown and used in the teaching – learning process. Thus it is proposed to provide a grant of rupees 1000/- to government lower primary schools. In addition to this grant, rupees 500/- to 1000/- from the school grant will be made available to purchase the equipments. the SDMCs will be asked to procure the required equipment.
- **Mobile Science labs and Science centers** have come up during 2009-10 in Co-ordination with Agasthya Foundation centers have been started in the year. The activities of these center will continue in the coming years also.
- Few NGO's have a reach in all district Head quarters. Such NGO's would be identified by the district project office and at the rate of 600 per teacher for each HPS would be provided to them to get the **teachers trained** to conduct simple experiments and to make improvised TLMs in science. In the absence of such ngo's the High Schools at the cluster level will be given the responsibilities to train the teachers – for 06 days. The amount will be included under LEP.
- Under REMS a **cluster level Hand script magazine** is proposed to be published every month. The magazine compiles the articles written by the children which will have a separate column for science articles. There will be **a question** under science column to which children will have to write response to the editor. The best responses will be published in the ensuing issues.
- Cluster level science and mathematics (metric mela) and TLM melas
- The cluster level science/mathematics / TLM meals are conducted once in a year under REMS. These activities will continue in the coming years also.

### 'LEP activities at Upper primary level:

#### a. Science quality improvement programme

All primary schools will have students self governments – under which different clubs will be made to function. For instance literary club, Science / Environmental club, cultural club, Art club, Health and Hygiene club, and so on. Each club will have 10-15 active participants who are guided by a teacher. All the related activities are undertaken by these clubs. They will prepare an annual plan. Certain amount (about 500/- rupees) will be given out of school grant for important clubs to conduct activities.

Under this strategy each school will have a **Science/Environmental/green clubs** under it's student self government. The major activities of the clubs are making the child to find solution through scientific method – for instance – collection of data, collation, generalization – or conducting experiments to arrive generalizations etc; deforestation leads to rapid erosion could be experimented; etc., The second kind of activities would be-it could maintain a Question box or conduct Quiz activities. The other activities like – observation of important events, maintaining garden containing rare species; environmental awareness programme-no plastic/less plastic movement-conservation of energy/resources and so on.

#### b. Mathematics Quality Improvement programme.

- Cluster level metric meals are conducted once in a year under REMS will be continued. Pupil will experience the importance of mathematics in their daily life.
- Science clubs can also prepare improvised and relating science and mathematics as well.
- TLM kit containing mathematics teaching learning aid is being prepared this year – and proposed to procure for all the schools.

**c. For strengthening Social science at upper primary level:**

It was found that children lack topographical knowledge of local surrounding which further leads to the problem in understanding geography at the higher level. In order to promote the skill of map reading and topological concept, it is planned to create a 3D topographical model in the school premises using plaster of paris or concrete.

**What is the baseline being used for the LEP, the target for learning enhancement through the LEP, and the method to track learning enhancement?**

It has been planned to conduct a sample survey for standard III, V, VII, VIII during June 2010. This survey will be taken as a base for the further analysis and activities to improve the achievement levels.

**Coverage and Budget for Learning Enhancement Programme in 2010-11**

(Rs. In lakhs)

| S.N                  | Major activities under LEP  | Type of materials required                                      | Coverage         |                           |          | unit       | Unit Cost | Total Cost | Funds breakup | Head of expenditure |
|----------------------|---|---|------------------|---------------------------|----------|------------|-----------|------------|---------------|---------------------|
|                      |   |   | No. of districts | Schools                   | Children |            |           |            |               |                     |
| <b>Primary</b>       |   |   |                  |                           |          |            |           |            |               |                     |
| 1                    | Providing multicolour revised cards to Nali-Kali class I - Kannada medium Government and Aided  | Cards, ladders, readers etc.for Kannada, English, Maths and EVS | 30               | 41300 Govt and 2228 Aided | 3371172  | 65000 kits | 0.02      | 1300       | 768.64361     | LL                  |
|                      |   |   |                  |                           |          |            |           |            | 168.65506     | Traffic             |
|                      |   |   |                  |                           |          |            |           |            | 362.70133     | State               |
| 2                    | Providing multicolour revised cards to Nali-Kali class II - Kannada medium Government and Aided | Cards, ladders, readers etc.for Kannada, English, Maths and EVS | 30               | 41300 Govt and 2228 Aided | 3371172  | 65000 kits | 0.02      | 1300       |               | LL                  |
|                      |   |   |                  |                           |          |            |           |            | 168.65506     | Traffic             |
|                      |   |   |                  |                           |          |            |           |            | 362.70133     | State               |
| 3                    | Providing multicolour revised cards to Nali-Kali class III - Kannada medium                     | Cards, ladders, readers etc.for Kannada, English, Maths and EVS | 30               | 41300                     | 3371172  | 60000 kits | 0.025     | 1500       | 886.89648     | LL                  |
|                      |   |   |                  |                           |          |            |           |            | 194.60199     | Traffic             |
|                      |   |   |                  |                           |          |            |           |            | 418.50153     | State               |
| 4                    | Providing multicolour revised cards to Nali-Kali class I- Urdu medium Govt and Aided            | Cards, ladders, readers etc.for Kannada, Maths and EVS          | 30               | 4166                      | 3371172  | 6000 kits  | 0.025     | 150        |               | LL                  |
|                      |   |   |                  |                           |          |            |           |            | 19.460199     | Traffic             |
|                      |   |   |                  |                           |          |            |           |            | 41.850153     | State               |
| 5                    | Providing multicolour revised cards to Nali-Kali class II- Urdu medium Govt and Aided           | Cards, ladders, readers etc.for Kannada, Maths and EVS          | 30               | 4166                      | 3371172  | 6000 kits  | 0.025     | 150        |               | LL                  |
|                      |   |   |                  |                           |          |            |           |            | 19.460199     | Traffic             |
|                      |   |   |                  |                           |          |            |           |            | 41.850153     | State               |
| <b>Upper Primary</b> |   |   |                  |                           |          |            |           |            |               |                     |

|       |   |   |    |       |         |       |      |         |          |                  |
|-------|---|---|----|-------|---------|-------|------|---------|----------|------------------|
| 8     | Social Science - development of imaginary and critical thinking through 3 D models - TOPOGRAPHY MODEL | Permanent structures in the premises of the school using, cement, concrete or stone | 30 | 22784 | 1290618 | 22784 | 0.01 | 227.84  | 227      | LEP              |
| 9     | Science lab to develop scientific attitude and temperament.   | Mobile science lab  | 30 | 22784 | 1290618 | 22784 | 15   | 450     | 400      | LEP              |
| Total |   |   |    |       |         |       |      | 5077.84 | 4080.977 | (2288 under LEP) |

Source: AWP & B 2010-11, SSA Karnataka

#### Break-up of LEP budget:

|              | Source             | Budget         | Remarks  |
|--------------|--------------------|----------------|--|
| 1            | LEP budget         | 2288           | 2% of Mangt cost                               |
| 2            | Training Budget    | 570.8325       | 50% of CRC level training (5 days trg)         |
| 3            | State contribution | 1227.605       | State to contribute over and above state share |
| <b>Total</b> |                    | <b>4086.44</b> |  |

**Recommendations: The Appraisal Team recommends the proposed LEP activities for PAB approval, within the 2% ceiling from Management Costs, which comes to 2288 lakhs.**

#### 1.6. Overview of other major quality initiatives under SSA:

Overall, the state has introduced the following 'quality initiatives' under SSA:

- (1) The Nali-Kali (Joyful Learning) system of education
- (2) Adoption of a new Curriculum Framework (2007), in accordance with the NCF 2005, and revision of text-books to be carried out
- (3) Capacity building programmes, especially for teachers.
- (4) Introduction of Reading Cards to enhance reading skills.
- (5) Mobile Science Laboratories for UPSs.
- (6) Release of school grants.
- (7) Assessment of attainments of students and of schools.
- (8) Distance Education Project with use of satellite technology involving 2 way audio-video communication.
- (9) Management Development Programme.  
Community Training.
- (10) Remedial Teaching based upon Continuous and Comprehensive Evaluation.

The above programmes are continuing for 2010-11 with an emphasis on strengthening activities both towards implementation of the programme and monitoring mechanisms. The other new initiatives planned for 2010-11 are:

#### REMS

- ✓ Learning achievement surveys for 3, 5, 7, 8<sup>th</sup> std.
- ✓ Impact study about in service training.
- ✓ Posters – not to impose corporal punishment.
- ✓ Conducting workshops for promising students at the hobli level.

- ✓ Sending one question (Science) to HPS and inviting the responses and disseminating
- ✓ Kali-kalasu in 4 districts on pilot basis will be taken up. (Teacher Training in performing arts)
- ✓ Cluster level Hand Script Magazine
- ✓ KRVP involvement in the improvement of Science Education.
- ✓ Story writing – dissemination-by the students.

### **TRAINING**

- ✓ Training design for all trainings will be developed
- ✓ One day interactive workshop will be conducted for trainings having a duration of 5 days +.
- ✓ School complexes will be revitalized (Science, math's training could be taken up).
- ✓ Remedial Teaching for 3<sub>RS</sub> and Remedial Teaching at the Unit Teaching will be followed.
- ✓ Training in class room processes. – (Project; field trip, interviews . . .)
- ✓ Training in the attitudinal changes
- ✓ RTE – elements have to be disseminated.
- ✓ Conducting CCA in Schools/Cluster level.
- ✓ Nali – Kali for – III standard Teachers.
- ✓ Orientation on evaluation as per NCERT source book + evaluation of part – B

### **CURRICULUM, TEXT BOOKS:**

- ✓ Need to formulate syllabus and Text books as per NCF 05.
- ✓ 45 hours / week- the teacher has to work.
- ✓ Extension of Nali-kali to III or III & IV standard.
- ✓ Unit tests will occupy a prime place in the evaluation system from 5<sup>th</sup> standard.
- ✓ Self assessment of Schools.
- ✓ Auto instructional materials to meet the needs of the slow learner.
- ✓ Chavadi Vachana on the day of Samudayadatta Shale.

### **Misc.**

- ✓ Learning indicators for 3, 5, 7, 8 will be developed.
- ✓ Performance indicators for CRP, BRC, DIET will be developed and monitoring will be done.
- ✓ Quality vision workshops will be conducted to improve the class room process and development of indicators.
- ✓ Honorarium to one teacher in CALC (100/months).
- ✓ Group exchange programmes for teachers.

### **COMMUNITY**

- ✓ Sharing work shops for SDMC presidents.
- ✓ Conducting Co-curriculum activities at School/Cluster level.



## Plan for Process Indicators, Assessment Indicators and Learning outcomes for 2010-2011

| Child  | School/Teacher  | Sub-district/District  | State level  |
|--|---|--|--|
| <b>Process Indicators</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>✓ 60 % of the time in a class is used by the children for active learning</li> </ul>              | <ul style="list-style-type: none"> <li>✓ Teacher plans the activities</li> <li>✓ Teacher conducts the activity-demonstration, Exhibition etc.</li> <li>✓ Uses the local human resources</li> <li>✓ Teacher questions/brain storms</li> <li>✓ Teacher encourages the child's participation</li> <li>✓ Teacher allows questioning by the pupils</li> <li>✓ Teacher allows P ↔ P interaction.</li> <li>✓ Teacher facilitates to conduct the activity ie- project work, field trips-exploration, experimentation.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Conducts orientation /trainings</li> <li>✓ Monitors the class room process in MMR meetings</li> <li>✓ Prepares observation schedule; disseminate it; monitors and gives feed back.</li> <li>✓ Identification of role model schools in a block and disseminate the good tasks performed.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Preparation of approach papers on vision for quality learning.</li> <li>✓ Prepares training module</li> <li>✓ Trains MRP's</li> <li>✓ Prepares and share observation schedule formats-with the districts.</li> <li>✓ Monitors the process and provides feed back to the districts.</li> <li>✓ Video clippings (of class rooms &amp; role model teachers) to use in training and orienting the field staff to observe, record and guide the teachers.</li> </ul>   |
| <ul style="list-style-type: none"> <li>✓ The child participates freely in the class room processes without any tear, anxiety.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Teacher cares for individual difference-the limitation of the child-interacts politely with children-especially the marginalized sections (SC, ST, Min; Girls, differently abled, slow learners.....)</li> <li>✓ Teacher listens the difficulties of the children and find ways to help them.</li> <li>✓ Teacher respects the children and feels pride about his professions – could be seen in her active behavior.</li> <li>✓ Teacher evaluates herself about the behavior from the pupils-for her own improvement.</li> <li>✓ Teacher encourages to ask questions, prompts for the response, allows discussion, group work; tolerates chaos if there were to be learning, provides opportunity for oral expression, encourages the withdrawing child for the participation.</li> <li>✓ Follows pupil centered approaches encourages to draw generalizations and draw conclusion based on the facts, experimentation, project work and make all the pupils to participate in the class room process.</li> <li>✓ The H.M periodically visits every class; take stock of learning status of each child and also</li> </ul> | <ul style="list-style-type: none"> <li>✓ Teachers will be oriented to treat the children affectionately and respect them.</li> <li>✓ The Resource persons in this regard will be trained at the DIET level.</li> <br/> <li>✓ Identification of role model school in the block and showcasing to the teachers.</li> <li>✓ DIETs provide a format for self evaluation</li> <li>✓ The BRCs will guide the teachers to evaluate and plan for improvement</li> <li>✓ Observation schedules will be designed by DIET's to capture students interaction, encouraging the class room interaction.</li> <br/> <li>✓ Teachers will be oriented in the class room processes in higher standards and Nali-Kali for lower standards.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Development of training module and training district R.P's and teachers.</li> <li>✓ Care will be taken in the selection of R.P's.</li> <li>✓ Conducting impact studies on participation, processes, assessment system etc.,</li> <br/> <li>✓ Provides general guidelines to prepare a format for self evaluation and reviews the progress.</li> <li>✓ Reviews the dairy of field functionaries and make observation in the field-gives feed back.</li> <br/> <li>✓ A source book on class room for higher standard will be developed and provided to prepare modules in the content-cum methodology training of RPs (district).</li> <li>✓ Preparation of video clippings to use them in training and orient them to</li> </ul> |

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|  | <p>probes the hindrances and collects in formally whether any teacher makes them to fear or conducts activities etc., and guides the teacher.</p> <ul style="list-style-type: none"> <li>✓ During Samudayadatta Shale Programme the parents will be encouraged to say openly about the school teacher-teaching etc., and the school takes corrective measure.</li> <li>✓ Child right clubs will be established putting a teacher in charge or meena clubs as in EBBs. Activities of child right, awareness programmes follows.</li> <li>✓ There will be a CCA session of 1.30 hours each week in every school and all the pupils participation is ensured followed by cluster level monthly CCA fair in one item (role play, music, drawn, painting etc.) will be organized and prizes/certificates will be given to all the participants, no ranking would be made. Guest-host concept will be tried which brings ample dynamism in the community.</li> <li>✓ Teachers/supervisors will observe the lateral thinking children often branded as 'saucy' and Hobli level activity to nurture their talents will be organized. It goes up to the state level.</li> <li>✓ Every school will have a sand pit (20' x 20' x 1.5') and allows the young children to play to improve the dexterity of fingers and limbs.</li> <li>✓ The Mid day Meals will be nutritious and clean, and clean water will be provided.</li> <li>✓ The seating arrangement and furniture will be child friendly.</li> <li>✓ Community participation to facilitate the process-creating awareness.</li> </ul> | <ul style="list-style-type: none"> <li>✓ The H.Ms will be oriented to conduct the academic supervision (Teachers preparation, monthly reviews meeting; review of Evaluation, review of pupils achievement; monthly teaching observation; etc.,)</li> <li>✓ Observers will be deputed on the day of Samudayatta Shale and the reports reviewed and feed back will be given.</li> <li>✓ Circulars to establish students self government in school and have several clubs under them</li> <li>✓ There will be a cluster level activity for selected children on a given C.C. activity every month in a HPS of the cluster. Guides to conduct the activity.</li> <li>✓ Guidelines to recognize lateral thinking and circulation.</li> <li>✓ Hobli level, Block, District level activities will be conducted-Activities will be published in the district and cluster level magazines.</li> <li>✓ Oversees the activity and guide and takes up the issue with the panchayath to provide funds in MGREGA.</li> <li>✓ Regular visits- inspections will be conducted to ensure the quality of MM.</li> <li>✓ The HMs will be oriented in this regard (CFE) during Interactive meetings.</li> </ul> | <p>observe, record and guide.</p> <ul style="list-style-type: none"> <li>✓ Guidelines will be issued and teleconference will be conducted for supervisors and the HMs.</li> <li>✓ Guidelines will be issued and review the activity in the MMR.</li> <li>✓ A guideline will be issue followed by a teleconference for supervisors and selected HMs to disseminate in Interactive meeting.</li> <li>✓ An activity carved in REMS- Rs. 5000/- will be given to each cluster to conduct this activity. Proper monitoring will be ensured by through reviews in MMRs and field visits by the nodal officers.</li> <li>✓ Guidelines will be developed to reorganise lateral thinking and will be circulated.</li> <li>✓ Most promising students - 5 from each district will be prepared to attend T.V. programme who have been selected at different phases (Hobli to district). Activities will be published in the departmental magazines.</li> <li>✓ Circular has been issued. Will be reviewed in the MMR and KDP meetings.</li> <li>✓ Issuance of guidelines review; field visits.</li> </ul> |
| <ul style="list-style-type: none"> <li>✓ The child will work individually/groups to prepare project work,</li> </ul> | <ul style="list-style-type: none"> <li>✓ The class room process in the higher standards will have standards of inductive approach of teaching-means the pupils will be provided with</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Teachers will be trained in the class room processes at the block/District level.</li> <li>✓ A training module of class room processes</li> </ul>   | <ul style="list-style-type: none"> <li>✓ A source book will be prepared.</li> </ul>   |

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| <p>conduct field work, interviews experiments makes observation and record the findings</p> | <p>facts, instances, processes etc., and facilitate them to arrive at a common consensus in other words generalization.</p> <ul style="list-style-type: none"> <li>✓ Project work will be one of the major methodology adopted in the class room processes to promote the process of construction of knowledge</li> </ul> <p>Ex ;-</p> <ul style="list-style-type: none"> <li>Collection of songs-folk songs devotional songs and hear them from the local artists, etc.,</li> <li>• Conducting projects on photo-tropism-germination of seeds-erosion-etc., experiments and draw conclusions, etc.,</li> <li>• Project like preparation of different shapes using locally available materials. Observe the geometrical shapes in their vicinity and record them etc.,-</li> </ul> <ul style="list-style-type: none"> <li>✓ Field work will be another important methodology used in the class room process. Of course project work will have an element of field work. The areas of teaching of geographical, Biological, environmental resources,-their degradation etc., could be driven home more effectively by this method- will be made to toil.</li> <li>✓ Spirit of exploration, experimentation, inquiry pervades the class room process. The process will have a bearing to train the mind in scientific method. Ex;- <ul style="list-style-type: none"> <li>• Reasons for diversities exists in the nature-plants-animals-society and place the child to collect, collate the facts and draw underlying principles. <ul style="list-style-type: none"> <li>- Xerophytes-Hydrophytes eg.</li> <li>- Parts of animals and their uses.</li> <li>- Reasons for poverty etc.,.....</li> </ul> </li> </ul> </li> <li>✓ Demonstration will be an important method where teacher uses all the steps and make the class room process attractive.</li> <li>✓ Interview technique will be followed at 2 instances-During the process of class room</li> </ul> | <p>and or content will be developed by the DIETs.</p> <ul style="list-style-type: none"> <li>✓ Interactive meetings will have discussion on the processes and novel ideas will be shared.</li> <li>✓ Important ideas will be shared through cluster level Hand script magazine.</li> <li>✓ Classroom observation schedule will have the elements of the major processes for recording;</li> <li>✓ Based on the observation feed back will be provided</li> <li>✓ Novel ideas will be show-cased in the cluster level TLM/Metric melas.</li> <li>✓ Role model schools work will be documented and disseminated.</li> <li>✓ Blocks will bring out one book on a thematic project eg:- <ul style="list-style-type: none"> <li>• History of my village/town.</li> <li>• Customs, traditions of my village/town.</li> <li>• Places of importance village/town.</li> <li>• Geography of village/town etc., and supplies to all the schools in the block.</li> </ul> </li> <li>✓ The lower primary schools will be provided with a grant of 1000/- rupees to procure science apparatus</li> <li>✓ Class room observation by different level supervisors will have a focus about this element and guidance will be given.</li> <li>✓ Cross checks with pupils by asking simple questions, but to get suggestive response.</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>✓ Instructs DIETs to take up class room process training-separately or integrate with the content.</li> <li>✓ Guidelines will be given to conduct interactive workshops.</li> <li>✓ Guidelines to bring out the cluster level magazine will be given.</li> <li>✓ Observation schedule will be developed through deliberations and workshops.</li> <li>✓ Prepare video clippings to use in the trainings.</li> <li>✓ Orienting the field staff to record and guide the teachers.</li> <li>✓ Instructions will be given to schools to procure the book utilizing the school grant.</li> <li>✓ Guidelines will be published through Shikshana Varthe.</li> <li>✓ Finance allocation will be made to procure the apparatus and guidelines will be issued to procure them.</li> <li>✓ The nodal officers of the district will review the tour diary officers at the district and blocks and give guidance.</li> </ul> |
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|   | <p>transaction and ask the pupils to collect information from the persons who are well-worse with the subjects-Agriculturist; Artisan, Artist; Doctor;-Scientist etc.,</p>   |   |  |
| <ul style="list-style-type: none"> <li>✓ The child is involved in the preparation of TLM.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Teacher grants will be utilized to prepare TLM.</li> <li>✓ In the process of preparation the pupils will be involved. It happens before the teaching of a topic.</li> <li>✓ The HM supervises the process and guides the teacher.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Supervisors will check the school records and the TLM prepared and guides the teacher.</li> <li>✓ Cross checks this issue with HM and pupils to get suggestive answers.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Reviews the diaries and guide the supervisors.</li> <li>✓ Cross checks the issue during the school visits.</li> </ul>   |
| <p>❖ <b>Assessment Indicators</b></p>   |  |   |  |
| <ul style="list-style-type: none"> <li>✓ There will be a learning profile of all the pupils and with the help of the teacher the pupil records her progress</li> </ul>  | <ul style="list-style-type: none"> <li>✓ As in standard I to IV the scholastic subject's topics will be anatomized into "Learning units" and arranged in sequence.</li> <li>✓ These units and the pupils name will be written in a separate book. Uses school grant.</li> <li>✓ After completing each topic means the unit teaching/ review lesson/Remedial Teaching-the pupils will be asked to assess them selves and record grades as A-(Completely learnt) B-(Partially learnt) C-(not learnt).</li> <li>✓ Remedial teaching will be conducted for those who have not learnt/partially learnt.</li> <li>✓ Community participation to bring awareness among the parents.</li> <li>✓ Self assessment technique followed in Nali-Kali and CCE at IV standard will be continued.</li> <li>✓ The HM periodically checks the progress on record and actual progress and provides feed back.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Teachers will be sensitized about the importance of self assessment through circulars and in interactive meetings and the procedure to be followed.</li> <li>✓ During school visit and evaluation this item will be reviewed and necessary guidance will be given.</li> <li>✓ Guidance will be given in the interactive meeting about the management of students who have learnt and not learnt during the course of Remedial Teaching.</li> <li>✓ Supervising and monitoring the process during the course of school visit and evaluation by cross checking the recorded and actual progress of the child and gives feed back.</li> </ul> | <ul style="list-style-type: none"> <li>✓ The supervisory staff will be sensitized through circulars and write up in prathamika Shikshaka Margadarshi.</li> <li>✓ A teleconference will be organized for supervisors and selected teachers (become RPs in interactive meetings) about the procedures to be followed while making the child for self assessment.</li> <li>✓ Orienting the supervisors in this regard.</li> <li>✓ Reviewing the diaries and supervision during visits to the schools-and cross checking the recorded and actual progress of the child.</li> </ul> |
| <ul style="list-style-type: none"> <li>✓ The assessment emphasizes the applicational aspects also with due consideration of knowledge understanding and skill.</li> <li>+</li> <li>✓ Remedial support follows at each stage of assessment.</li> </ul> | <ul style="list-style-type: none"> <li>✓ The nali-kali assessment procedure prevails and also the CCE being followed upto IV standard.</li> <li>✓ The assessment procedure in V to VIII standards emphasizes on the applicational aspects of the concepts.</li> <li>✓ The unit tests and semester examination will have 50:50 weight age for the promotion to higher class. The remediation-retesting processes in the same academic year will continue as being followed now while promoting to next standards;</li> </ul>  | <ul style="list-style-type: none"> <li>✓ The module on class room processes will encompass the assessment procedures also.</li> <li>✓ The teachers will be given training in both content and methodology and assessment.</li> <li>✓ Circular given by the state offices will be properly disseminated in the training will be internalized during training sessions.</li> <li>✓ During school visits and evaluation these aspects would be checked and guidance will be provided.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Development of the source book on class room processes – keeping the contents of CCE source book of NCERT.</li> <li>✓ Training the RPs.</li> <li>✓ Supervision of the preparation of the module on class room processes by the DIETs and also training the block RPs and training the teachers.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>✓ in order not to repeat in the same standard again.</li> <li>✓ Each topic (Unit) will be followed by a unit test and deficiencies are noticed are remediated during school hours.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Cross checking of the Blue print of question paper and answer scripts will be undertaken.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Reviewing the diaries of supervisors by the nodal officers and cross checking the status in schools during school visits.</li> <li>✓ Orientation of supervising staff to observe and monitor the process.</li> </ul>  |
| <b>Learning outcome Indicators</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>✓ At the end of III standard the child learns basic reading writing skill in L1.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ There will be a free environment to express thoughts/ideas of pupils in the class room.</li> <li>✓ Interaction of the children will be more than the teachers activity.</li> <li>✓ Reading cards used in addition to the Nali-Kali cards and story cards.</li> <li>✓ There will be a Base line assessment of achievement level for III, V, VII and VIII standard-and the teacher fixes the target for improving the learning levels of students.</li> <li>✓ Teacher facilitates to read cluster magazine and simple story books available in library.</li> <li>✓ Positive reinforcement and gradual approximation techniques will be used to establish self reliance among children.</li> <li>✓ Chavadi Vachana during Sumadaya Datha Shale.</li> <li>✓ Children writings will be encourage and exhibited on the flannel board.</li> <li>✓ Wall slate writing is encouraged.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Teachers will be trained in Nali-Kali</li> <li>✓ Reading cards will be provided and guidelines to use them.</li> <li>✓ Instructs to purchase comic books, simple story books and magazines. (School grant)</li> <li>✓ Monitors and guides to fix the school target.</li> <li>✓ Supervisors for Samudayadatha Shale deputed and reviews the reports off these observers.</li> <li>✓ Usage of flannel board; wall slates; reading of cluster magazine, preparation of Hand script magazine will be observed in the School visit and evaluation, gives suitable guidance.</li> <li>✓ Conducts BAS and periodical achievement surveys and analyses the progress-takes corrective measures.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Issuance of guidelines to achieve the indicate levels.</li> <li>✓ conducts sample surveys of achievement through DIET's and shares the findings and guides to take corrective measures.</li> <li>✓ Nodal officers check the diaries to see whether F.F. observe this phenonena in their school visits and also have some cross checks.</li> <li>✓ Checks the usage of supplementary reading material and preparation of school magazine.</li> </ul> |
| <ul style="list-style-type: none"> <li>✓ At the end of V standard the pupil is able to narrate an event logically and write the same in a ¾ page using simple sentences with logical organization; in L1.</li> </ul> | <ul style="list-style-type: none"> <li>✓ The above mentioned steps will be followed here also.</li> <li>✓ Activities which lead to oral expression like-pick and speak; eloquence, role play, plays will be adopted in L1 teaching and the CCA activities have this kind of activities.</li> <li>✓ Short note type of writing will be encouraged in the class room activities and also in CCA.</li> <li>✓ Literary activities at the cluster level and at school level will be organized which brings ripple effects in the class room processes.</li> <li>✓ Pupils will be encouraged to share the ideas of reading a text/story etc., in the class room. Similarly they will be encouraged to write to cluster magazine-local news papers etc.,</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Instruction to establish different activity clubs under students self government. The Art/literacy/ cultural club will conduct the CCA activity which promote reading and writing.<br/>Similarly the activities like CCA at the cluster level will be monitored.</li> <li>✓ Monitors that different students author the write ups in the cluster magazine.</li> <li>✓ Conducting / monitoring the sample surveys.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Guidelines to establish students self government and have different clubs to conduct activities at school/cluster.</li> <li>✓ A sample survey on achievement will be conducted at the beginning of the year which includes the oral and written competence.</li> <li>✓ Guidelines to have supplementary reading materials and cluster magazines every month.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>✓ Sample surveys will be conducted and schools support this activity.</li> </ul>   |  |   |
| <ul style="list-style-type: none"> <li>✓ At the end of the 7<sup>th</sup> &amp; 8<sup>th</sup> standards reads a printed and hand written passage with proper pronunciation, speaks on a given topic and writes 1/1½ page using complex sentences with logical organization comprehends the theme of simple poems in L<sub>1</sub>.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Consolidation of all the activities as above.</li> <li>✓ Teacher will use unseen text and ask comprehension questions to know the competence of pupils.</li> <li>✓ Unseen passage and hand written (but legible) script will be read by the pupils.</li> <li>✓ Model reading cassettes will be used by the teachers.</li> <li>✓ Essay writing competition will be held at the school.</li> <li>✓ Teachers encourage to write to magazines.</li> <li>✓ Teachers provide opportunities to read story books and anthology of poems of different authors.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ The supervisors will ascertain pupils reading and writing using unseen text material.</li> <li>✓ Encourage to record model reading of prose/poems and make available to teachers.</li> <li>✓ Supervising the C C activities in the school and cluster.</li> <li>✓ Instructs to open a reading corner and ensure it.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Reviewing the diary to see the activity has been undertaken by the schools.</li> <li>✓ Personal visit to the schools.</li> <li>✓ Guidelines to open a Reading corner and functioning of cluster level magazine publishing.</li> </ul>  |
| <ul style="list-style-type: none"> <li>✓ At the end of V standard pupils will read, write and responds to simple questions in L<sub>2</sub> (English)</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Conversation in simulating condition will be encouraged</li> <li>✓ Mistakes of the pupils, in the language usage will be ignored-the correction of the grammatical errors is minimal-If there were to be any correction it would be natural and seamless.</li> <li>✓ Pictures are used to make the students to speak.</li> <li>✓ Teachers gives simple directions to follow and repeats exercises.</li> <li>✓ Conversation in pairs will be a common sequence-the school follow.</li> <li>✓ Pupils will be given activities to collect pictures, cartoons and write a sentence or a few words.</li> <li>✓ Audio cassettes will be used to pronounce the words correctly.</li> <li>✓ Greeting their teacher, is being followed in schools.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Identifies schools/teachers who need guidance and support to use conversational English in the classroom.</li> <li>✓ Support of locally situated institutions - like pre-university, post graduation, technical colleges - and takes assistance in providing broader knowledge to strengthen the basics in the language;</li> <li>✓ Identifies and deputes teachers to refresher courses or diploma courses offered in various categories of language development in the institutions like RIE and others;</li> <li>✓ On site support through the resource persons with more focus on interactive sessions in the cluster sharing meetings;</li> <li>✓ Encouraging language development activities at block and cluster level through competetations to both teachers and students;</li> <li>✓ Developing reading skills among teachers through model reading sessions in sharing meetings and enhancing the skill of comprehension - there by developing the confidence level among them;</li> </ul> | <ul style="list-style-type: none"> <li>✓ Goes to public to identify interested resourceful volunteers coming forward in rendering their service to the cause of education of children - through paper notification and dedicated website for them to select the interested school and register themself in serving the society;</li> <li>✓ developing graded readers and reading corners in schools especially on English; to motivate both teachers and students along with field functionaries in understanding the importance of language and develop a taste towards reading.</li> <li>✓ Spoken language through audio and video mode will be strengthened with the coordination of RIE who have already developed Hello English audio cassettes for children ; for lower classes - being interactive, provides more scope for communicative language;</li> </ul> |

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| <ul style="list-style-type: none"> <li>✓ At the end of class VII/VIII children reads and express ideas in simple sentences:(L2)</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Ample of space and materials for reading is provided;</li> <li>✓ Healthy competition among children is developed to read more and more with correct intonations;</li> <li>✓ Stress on comprehension is provided with an emphasis on self prepared paragraphs with evaluation question completed to comprehension and expression;</li> </ul>  | <ul style="list-style-type: none"> <li>✓ More stress on english language in cluster levle sharing meetings;</li> <li>✓ Focus on this during the visits made by the field functionaries rather than demanding the coverage of just syllabus;</li> <li>✓ trainings and different programmes at the DIET level to encourage both teachers and students in developing confidence in english and using the language in their daily life;</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Evaluation of the existing programmes for language teaching and learning particularly with reference to reading and comprehension.</li> <li>✓ Developing necessary strategies after studying the success stories and strengthening the existing programmes through various reorientation programmes or trainings;</li> </ul> |
| <ul style="list-style-type: none"> <li>✓ At the end of Class III, the child must be able to identify three digit numbers, place value, addition, subtraction and carryover addition and subtraction problems; (Mathematics)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Using teaching learning materials assisting children to learn concrete concepts.</li> <li>✓ Beads, sticks etc used to promote children to learn counting;</li> <li>✓ more hands on training and group work for the children to enjoy the learning of mathematics;</li> <li>✓ promoting working on wall slates;</li> <li>✓ encouraging children to learn mathematics from their day today life situations;</li> <li>✓ Also to provide scope for developing puzzles and solving puzzles related to mathematics;</li> <li>✓ HMs visit every class regularly and take stock of process and required assistance from both teachers and students;</li> <li>✓ CCA adopted to check the status of learning and remedial teaching in the form of assistance for further learning will be decided.</li> <li>✓ Organising club activities to encourage different kind of activities related to mathematics which makes students to easily understand the philosophy of learning mathematics and relate them to the materials they use and concretise their learning;</li> </ul> | <ul style="list-style-type: none"> <li>✓ orienting teachers in using TLMs in the teaching and learning process;</li> <li>✓ more emphasis on training teachers on the preparation of TLM materials and using such materials which are low cost and no cost and available in their surrounding</li> <li>✓ Discussions in the forums and cluster level sharing meetings regarding the clarity of concepts and imparting those to children effectively.</li> <li>✓ Field functionaries/monitoring functionaries will also be oriented in guiding teachers and motivating them to use correct methodology in teaching mathematics;</li> <li>✓ Cluster level activity for selected children from various schools of the cluster to ensure quickness and perfectness expected in learning mathematics;</li> <li>✓ contents required for developing capacity of teachers in teaching mathematics will be developed along with developing TLM materials required for mathematics learning;</li> <li>✓ strengthening monitoring system to look for adaptation of feasible method in teaching methodology</li> </ul> | <ul style="list-style-type: none"> <li>✓ Developing and prescribing materials required for teaching of mathematics in Nali-Kali methodology;</li> <li>✓ Training of Master resource persons to adopt methodology in the classroom along with CCE which is inbuilt;</li> <li>✓ Teleconference to clear the doubts of teachers and field functionaries.</li> </ul>      |
| <ul style="list-style-type: none"> <li>✓ At the end of Class V, the child must be able to operate simple</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Provides an exposure to different shapes through TLMs readily available in the school or low cost or no cost materials prepared by the teachers;</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Teachers will be trained in the classroom process to make the children to understand basic concepts related to fractions,</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Conducting workshops at the state level to identify the necessity of schools in strengthening teaching of mathematics</li> </ul>   |

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| <p>arithmetical calculation with respect to fractions and decimals, identifies algebraic equations and numbers; calculate the area of different geometrical shapes; (Mathematics)</p>  | <ul style="list-style-type: none"> <li>✓ Encouraging mental mathematics through oral posing of questions and expecting the children to solve them orally;</li> <li>✓ Collection of materials related different shapes and finding their areas; developing the concept of calculating areas through project work etc;</li> <li>✓ Understanding different kinds of fractions, conversion of fractions, addition, subtraction and division of fractions etc in relation to daily life situation</li> </ul>  | <p>decimals and geometrical shapes;</p> <ul style="list-style-type: none"> <li>✓ guide book to prepare TLMs at the school level will be provided ;</li> <li>✓ Developing the capacity of teachers in developing and using their own TLM materials;</li> <li>✓ supervising the implementation of mathematics teaching and learning programme in schools and providing onsite inputs where ever necessary.</li> </ul>  | <p>at the primary level;</p> <ul style="list-style-type: none"> <li>✓ Strengthening teaching of mathematics through providing strong base to the monitoring processes;</li> </ul>  |
| <ul style="list-style-type: none"> <li>✓ At the end of Class VII/VIII, the child should be able to have basic knowledge about calculations related to ratios, simple interest, areas of different shapes and relate them to daily life situations; should also be able to construct different geometrical shapes and solves simple problem using algebraic equations; (Mathematics)</li> </ul> | <ul style="list-style-type: none"> <li>✓ focus on abstract thinking and application type of questions;</li> <li>✓ promoting peer learning where the children learn from each other which encourage them to identify and explore methodology which is correct and very convenient;</li> <li>✓ Stress on statement problems to make the children to understand and comprehend;</li> <li>✓</li> </ul>   | <ul style="list-style-type: none"> <li>✓</li> </ul>  | <ul style="list-style-type: none"> <li>✓</li> </ul>  |
| <ul style="list-style-type: none"> <li>✓ At the end of class III, the students must know the simple concept of directions (East-west, north-south) and parts of human body and their protection;(EVS)</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Teacher organises activities in order to make children to understand the basic concepts;</li> <li>✓ Classroom is modified such a way to facilitate the children to understand the required concepts</li> <li>✓ community interactions to know the subject and learn it in a situation close to life and environment;</li> <li>✓ Pictures, learning materials, 3D models are used where ever necessary to make learning more meaningful;</li> <li>✓ Continuous evaluation to ensure learning and stress on reinforcement if required;</li> </ul> | <ul style="list-style-type: none"> <li>✓ Strengthening support system to motivate and assist teachers in developing skill towards teaching EVS through activity based methodology;</li> <li>✓ Supervisors for group of schools appointed to monitor the follow up activities and report the progress and problems for further strengthening;</li> <li>✓ Check the progress of students in EVS and suggest alternative activities to be adopted;</li> <li>✓ Strengthen cluster level sharing meetings to share the best practices by teachers</li> <li>✓ Identifies the best and the weak schools so as to make the resource flow from the best school to weak school - this being the sharing of experiences;</li> </ul> | <ul style="list-style-type: none"> <li>✓ Toll free help lines to clarify the doubts immediately;</li> <li>✓ Appointing a nodal officers both from SSA and department to monitor and ensure the effective implementation of the programmes;</li> <li>✓ Imparting training for classroom process and community visit in teaching the subject;</li> </ul> |



## 2. Vision-based Curriculum and Teaching Learning Materials

### Status of renewal of curriculum, syllabus and textbooks in light of NCF 05:

New curriculum document based on NCF 2005 has been completed by DSERT and has been approved by the government. Syllabus has been finalized by DSERT and has been submitted to the Government. Govt has appointed a Chairman and has constituted a Committee to review the draft syllabus. Within 15 days, this Committee will submit its recommendations to the Government, and thereafter the Government will have to accept the syllabus. Once the consent is given, the process of textbook revision as per the new syllabus will follow, and it is expected that new textbooks for Class I, V and VIII will be prepared in 2010-11, to be implemented from 2011-12 onwards.

### Detailed processes undertaken for Curriculum Renewal in light of NCF and RTE:

In the light of NCF 2005, State curriculum was revised by the committee headed by D.Jagannatha Rao Retired Director of DSERT as per the norms of NCF 2005. The committee representatives are Teachers, Lecturers from DIET and CTE's and subject experts from different levels. The committee prepared the draft curriculum and it was analysed at different levels by conducting 30 workshops for teachers and subject experts of different level. The outcome of those workshops was considered before finalizing the state curriculum. The committee submitted the state curriculum to the government on 28-01-2008 and government approved it on 19-05-2008.

### Steps to ensure conformity of curriculum with Section 29(2) of RTE Act:

The curriculum was framed in such a way that it gives much scope for the syllabus makers and text book writers to provide ample opportunities to the children in the process of learning. Learning experience will be given by opting for suitable activities. The teaching and learning methodology focused on discovery and exploration processes. Over all it was framed in a child centered manner.

**Observations: It is good to note that the State has finalised its new curriculum as per NCF 05, and has initiated the process of renewal of the syllabus and textbooks. It will be important to ensure that the syllabus and Textbooks are integrated with the Nalikali methodology and materials already being practiced in classrooms. The State should include in its plan a mechanism for conducting a review of the textbooks once they are developed, to ensure their quality and effectiveness.**

Medium of instruction at primary and upper primary levels: The state provides 7 medium of instruction (Kannada, English, Hindi, Marathi, Tamil, Telugu and Urdu.) And also 2nd language (from class 5<sup>th</sup> to 10<sup>th</sup>) and 3<sup>rd</sup> language (from class 6<sup>th</sup> to 10<sup>th</sup>) to follow the three language formula. The languages which are provided in the state as follows:

| I Language  | II Language      | III Language   |
|---|------------------|--|
| Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu and Sanskrit (from 8 <sup>th</sup> to 10 <sup>th</sup> Std.). | Kannada, English | Kannada, English, Hindi, Sanskrit, Arabic, Persian and Konkani |

**Special strategies for providing multi-lingual Education in children's mother-tongue?**  
Three language policy has been implemented for learning of 3 languages from Higher Primary level. However the emphasis of the state is imparting education to children in their own mother tongue.

## 2.2 Textbooks: Renewal, quality, and timely delivery

### Information about Textbooks

| Class      | Textbooks developed by | Year of Publication | Year of renewal | No. of Books | Cost of total set of textbooks* | Plans for renewal   |
|------------|------------------------|---------------------|-----------------|--------------|---------------------------------|---|
| Class I    | DSERT,<br>Karnataka    | 2002-03             | -               | 4            | 66.75                           | Syllabus submitted to GoK; Textbook renewal will be carried out after the approval. |
| Class II   |                        | 2002-03             | -               | 4            | 66.75                           |   |
| Class III  |                        | 2002-03             | -               | 4            | 79.75                           |   |
| Class IV   |                        | 2002-03             | -               | 4            | 81.75                           |   |
| Class V    |                        | 2004-05             | -               | 2+2          | 166.25                          |   |
| Class VI   |                        | 2008-09             | -               | 2+2          | 136.00                          |   |
| Class VII  |                        | 2010-11             | -               | 7            | 122.75                          |   |
| Class VIII |                        | 2010-2011           | -               | 7            | 125.04                          |   |

Source: AWP & B 2010-11,

\* includes workbooks.

### Languages in which textbooks are published:

Kannada, English, Hindi, Urdu, Hindi, Tamil, Telugu, Sanskrit, Konkani(Devnagari) (Kan), Marathi.

### What is the process by which textbook development is undertaken?

Committee has been constituted to prepare text books on the basic of state syllabus, comprised of the following resource persons:

1. Class room/Experienced/expert teachers
2. Content experts at the higher level.
3. Chairperson professor at university/College/IISC/B.Ed college level.

Three to four workshops will be conducted finalize the text book.

1<sup>st</sup> workshop: Guidelines will be given by chairperson.

Chapter will be distributed to the members to write

2<sup>nd</sup> and 3<sup>rd</sup> : Presentation by the members discussion and suggestion will be given to members

4<sup>th</sup> : Finalisation of the Text book

### What steps have been/ will be taken to ensure integration of TLMs and textbooks, to ensure they do not become a burden on the child?

TLM has not been treated as a separate entity. Right from the beginning as the Teachers Training Institutions have been started, it has been made very clear that TLM must augment to learn a concept, fact, or principle, and not seen as a separate element in the process of teaching-learning. Even the introduction of TLM in other words change of activities in the classroom process must be natural and seamless. Such precautions have been taken to instruct and train the

pupil teacher in our training colleges/institutions. The same tempo has been maintained in the inservice teacher training as well. In fact the training design 'chaitanya tarani' specially meant to prepare the TLM takes all the precautions to use the locally available materials of low/no cost to prepare the improvised aids. An element of precaution has been given to use children while preparing the teaching aids which helps the children involvement and better learning.

#### Timeliness of Distribution of Free Textbooks

| Stage | Academic session begins from | Date of distribution in 2009-10 | Proposed date for distribution in 2010-11 | Monitoring mechanisms  | Issues related to timely distribution |
|-------|------------------------------|---------------------------------|---|--|---------------------------------------|
| PS    | 30.5.09                      | 10.4.09                         | 10.4.09                                   | Supplied to Blocks from where it was distributed to schools which was monitored by Cluster , Block and District level officers | Nil                                   |
| UPS   | 30.5.09                      | 10.4.09                         | 10.4.09                                   | Supplied to Blocks from where it was distributed to schools which was monitored by Cluster , Block and District level officers | Nil                                   |

Source: AWP & B 2010-11, Karnataka

#### Target, Achievement & Proposal for Textbook Distribution (Textbooks supplied to all the students of Class I to VIII of Aided Institutions under SSA) (Rs. in lakhs)

|             | Target for 2009-10 |           | Achievement during 2009-10 |           | Proposal for 2010-11 |           |
|-------------|--------------------|-----------|----------------------------|-----------|----------------------|-----------|
|             | Physical           | Financial | Physical                   | Financial | Physical             | Financial |
| PS (Total)  | 437537             | 350.029   | 437537                     | 350.029   | 472343               | 401.515   |
| Girls       | 214724             |           | 214724                     |           | 231381               |           |
| SC/ST       | 86735              |           | 86735                      |           | 117588               |           |
| Minorities  | 86471              |           | 86471                      |           | 121495               |           |
| UPS (Total) | 472852             | 614.708   | 472852                     | 614.708   | 489367               | 660.646   |
| Girls       | 226258             |           | 226258                     |           | 283585               |           |
| SC/ST       | 117020             |           | 117020                     |           | 121388               |           |
| Minorities  | 90669              |           | 90669                      |           | 94496                |           |

Source: AWP & B,

**Recommendations:** The Appraisal Team recommends the above proposal for free textbooks distribution, as per SSA norms.

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### **3 Teacher Effectiveness**

#### **3.1. Teacher Performance tracking**

##### **Performance Standards – Tracking (ADEPTS)**

To track the performance of schools in terms of learning achievements of children and to provide necessary teacher supports the following performance standards were identified. These standards are aimed for the development of learning achievement of students through parents. Participation and monitoring by parents, BRC, CRC's and teachers. The achievement of these standards were monitored during school visits, QMT, SDMC meetings, Samudayadatha shale programme and necessary support will be provided as required.

##### **Performance standards for Schools**

1. All children attend classes regularly.
2. Achievement analysis will be done subject wise, and competency wise.
3. School academic plan will be prepared to address the learning gaps.
4. Parents and community share the SAP and monitor the progress of the children periodically.
5. DIET, BRCs, CRCs, CAEOs share the SAP, identify the gaps and provide teacher support.
6. All children will develop the skill of reading, writing and basic numeracy.
7. Learning opportunity will be given time will be increased.
8. TLM will be developed for science and mathematics
9. Schools made neat, hygienic, attractive by organizing the TLM, infrastructure in the right place.
10. Teacher plans and teaches according to student profile developed by him thus a different approach is visible

##### **Performance standards for BRC's**

- Identify Resource teacher and create block resource team.
- Provide teacher support through this resource team (man to man support programme/school based support)
- Recognize resource persons from the community and use them for teacher support programme
- School wise performance analysis will be done and documented. (Q.M.T, KSQAO)
- Provide online teacher support
- Develop BRC;s as a resource center for teacher.
- Works as a counseling center for children, parents and community
- School Visit: Models the pedagogy in actual classroom, shows it can be done , discusses/addresses issues boosts teachers Confidence, shares good practices observed in other schools, facilitates interaction among teachers in the school.
- Arrange for visits of teachers to each others school to observe good practices helping them to reflect
- Sets short term objectives for each school with time line

### **Performance standards for CRC's**

- Identify Resource teacher and create cluster resource team.
- Provide teacher support through this resource team (man to man support programme/school based support)
- Recognize resource persons from the community and use them for teacher support programme
- School wise performance analysis will be done. (Q.M.T, KSQAO)
- Provide online teacher support as and when require.
- Develop CRC s as a resource center for teacher.
- Works as a counseling center for children, parents and community
- School Visit: Models the pedagogy in actual classroom, shows it can be done , discusses/addresses issues boosts teachers Confidence, shares good practices observed in other schools, facilitates interaction among teachers in the school.
- Arrange for visits of teachers to each others school to observe good practices helping them to reflect
- Sets short term objectives for each school with time line

### **Activities proposed for the implementation of ADEPTS:**

It was a non budgeted activity initiated through readiness determination and motivation of the schools, BRC and CRCs. The AWPB 2009-10 targeted learning enhancement.

- A state level meeting with DIET and District co-coordinators in the month of June-2009 and shared the standards identified and fix the timeline.
- In turn the District coordinators in coordination with DIET organised one day workshop to BRC and CRC to share the standards and prepare the timeline and action plan in June 2009
- The sharing meeting of July 2009 has shared the standards and work out the strategies to achieve these standards and include in School Academic plan

This year a series of deliberations have been held between Dec-09 and Feb-10 to develop the performance indicators. A small committee constituted to develop the indicators has felt that a tool to record the observation against each indicator needs to be developed. In this context, the monitoring tools will be developed before Apr 10 through a workshop. This will consist of the procedure and evidences to record the attainment levels of each indicator. This attainment will be graded and these grades will be taken for the further improvement and remediation. All the supervisors will be oriented to use these tools.

Secondly this information must move from school to the state level. The monitoring tools developed will be such that the monitoring authority could see whether things are happening at the field level. During MMR and KDP meetings, the status will be reviewed and suitable feedback will be provided for improvement.

### **Proposed Monitoring tools:**

- Class room teaching observation schedule
- CRC and school evaluation format
- Self assessment tools for student, school, CRC to DDPIs office

- Monthly monitoring formats for CRC level; Block level, District level and State level

- **Feedback (from ADEPTS) about current performance levels of teachers in 2009-10**

Since ADEPTS was not effectively implemented during 2009-10, there is no significant feedback received from the field. However the revised performance indicators will be implemented during 2010-11 at all levels with proper monitoring system in place. This year, new indicators have been developed in a more decentralized manner from the lower levels upwards, and it is hoped that this will create greater ownership for better implementation.

- **Desired teacher performance benchmarks to be achieved in 2010-11**

These have already been included in the first section.

- **How will this be tracked in 2010-11?**

Based on the above performance indicators, evaluation tools will be developed for various levels of indicators which will be monitored regularly for effective implementation.

**Observations: It is a matter of concern that until now, the State has not yet begun to track the performance of teachers, trainers and support institutions against ADEPTS indicators, as committed during PAB 2009-10. It is good that the State has now designed new indicators, but these must be implemented at the earliest, and analysed, consolidated and shared with MHRD on a regular basis.**

### **3.2 In-service Teacher Training:**

#### **What were the processes involved in developing training modules for teachers?**

The process involved in the development of training modules are as follows:

- **The State identifies the needs of training with help of DIET and monitoring faculty, or according to state policy.** For example:
  - According to the general observations of DIET faculty during their school visits, there was found to be a need for Hindi training to be given to HPS teachers, as they are not trained Hindi teachers and are facing a number of difficulties in teaching Hindi, both in content and methodology.
  - The State introduced Nali kali methodology in all Govt. schools for class 1 and 2 from 2009-10; thus there was a need to give extensive training to all LPS teachers regarding this method.
  - The State introduced English from class 1 to 4 as a language. Hence the state planned to conduct English training to all LPS teachers to strengthen their English skills and pedagogy, to teach English as a language through rhymes, stories, language games, TPR activities and vocabulary.
- **According to the need and state policy, the state identified the following subjects for in service training in 2009-10.**

1. Nali kali - 6days + SATCOM 4 days
2. English - 3 days
3. Gender (Bimba) - 3 days
4. Jeevana Vijnana 2- 5 days
5. Evaluation Training.- 3days
6. Hindi (Khali Khili) – 3 days
7. IED training – 3days
8. Child labour .- 1 day
9. Chaithanya-3 in (7 Subjectsfor High schools) - 3day foe each subject.
10. Geography training for High schools – 3days.
11. CRC Sharing Work shops –5days
12. Sevadala -7 days
13. Scouts and Guides - 7days.
14. Other trainings ( Chaitrada chiguru, Chinnara angala ,census, School academic plan, Head master training (Srujana), according to the order of the State SSA Office and according to the district need.)

- **Identifying the resource persons for each subject with the help of DIETs.**

The State tries to ensure a mixed group of resource persons in almost all steps in teacher training (e.g. DIET lecturer or Senior lecturer, teachers from high school and from LPS /HPS, BRPs and CRPs, Subject experts from colleges). With the help of DEIT and CTE, the state identifies the resource persons according to need

- **Conducting workshops (in 3 or 4 spells) at state level and preparing the training module and training design.**

Based on the subject and duration of training, many works shops were conducted at state level for the preparation of module and training design.

- **Printing the distribution of modules from the state by following financial norms.**

State provides training module to all teachers which include extra information to them to follow during training and in class room. It also prepares separate module for resource persons, which includes important points to be disused in each session, methodology, TLM and other preparation which helps us to maintain uniformity in cascade training. In the year 2009-10, 15 days of In-Service training was planned for the teachers. (Block level 10 days and Cluster level 5 days).

The following In-Service Teacher Trainings have been conducted for the Lower Primary school teachers and Higher primary school teachers.

### **1. Nali-kali :**

Nal kali has been introduced though out the state in all Government school form 2009-10. All the teachers engaged in this process (LPS teachers) are trained in 2009-10. The teachers are extensively trained in understanding the way learning cards are arranged, the activities to be adopted and the general philosophy adopted. This Training is to enable the teacher to make class room transaction activity based, child centered, joyful learning and rich in TLM.

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The duration is 6 days + strengthening (SATCOM) training 4days, followed by CRC training. State level training was held at Yellapur in Uttar Kannada district during the month of November and December 2008. 500 Resource persons were trained there. State planned to conduct training for 80000 teachers, but the achievement is 92768 because training was organised for nalikali teachers who are already practicing this process at Mysore district and in 10 blocks of state. All the 3000 functionaries were also trained in the method for 3 days.

## **2. English (Spoken English course)**

A 3 day training course in spoken English and Vocabulary development for teachers of class 1-4 was given for both LPs and HPs for facilitating them to transact the syllabus in a more meaningful way. Analysis of English resource book and work book of class I and II was revised, a 3 days training to the teachers teaching English in class I to IV was given.

District Resource Persons were trained at the State level and in turn at the district level training was organized for the Block level Resource persons. Teachers were trained at the block level.

State level training was held at DIET Mysore during April (3 days) for 5 participants from each district, followed by district level RPs training during April. Thereafter the number varies according to the need of each taluk.

The main objective of the training was to promote speaking ability among teachers. Certain language elements like stress, intonation, language forms and functioning etc were discussed providing practical exposure to the teachers. The skill of framing different types of questions, reading techniques and other techniques of language teaching were discussed.

Teacher's resource books and student's activity books of I and II were revised, and the number of stories, dialogues, language games, rhymes, etc. have been reduced. Student's activity books were revised incorporating colourful pictures. Teachers were trained in the light of the revised Teacher's resource book and Student's activity book in order to empower them to implement teaching of English in a better way.

## **3. Gender – (Bimba 2)**

The main aim of this training was to increase awareness about the meaning of gender equity, and about the status of gender disparity in society. It also aimed to bring gender equality in school among children. A 3days of gender training was given to the block level Resource persons and they in turn trained the teachers of Govt and Aided Higher primary teachers in their respective blocks.

The main aim of the training is to bring down the gender disparity in the society and promote gender equity. It has specially focused on bringing down the gaps/disparity of children and particularly women in the society, at home working areas, in community etc. Since Right to Education has made compulsory special focus is made here to children also.

State level training was conducted during the month of December2009. Number of Resource persons trained: 50. Total number of teachers trained till last month is 4866.

## **4. Jeevana Vijnana-2**



It is important that every individual develops right values and good practices in life in order to lead a happy and healthy life. The physical and mental health has to be maintained for the development of all round personality. Teachers will have to integrate such inputs in their regular lessons. So the teachers of a school will have to work as one team in order to develop these skills among children across the subjects. Now teachers teaching in HP schools are considered for training. Issues relating to personality development found in different textbooks are noted and appropriate methodology for handling those areas is planned. Inputs regarding social, physical and emotional life are given. Since Physical and Health Education is to be taught as one of the subjects in High Schools from the year 2009-10, So a strong base has to be laid in the primary schools .since a large number of primary schools don't have regular PE teachers, & HPS Each Active teachers So it is planned to train **at least one teacher from HPSs** and to take up this subject even if the schools doesn't have regular PE teacher.

Duration of training: 3+2 days.

State level training conducted in the month of November 2009. It was 5 day residential training conducted in a remote village on the bank of river kumdvathi at Haveri district. 100 resource persons were trained at state level.

District level resource persons training held during the first week of December 2009.

Total number of teachers trained :3486.

Trainings are in progress in the month of January 2010.

### **Objectives**

- To develop awareness among the teachers about the need to maintain good physical and mental health and develop the same
- To educate them in the art of developing the five-faceted personality

To help teachers develop the activities for developing the five-faceted personality of each of the child

### **5.Evaluation**

Teaching and learning process always depends upon continuous evaluation. But the method and steps followed by the teachers in Evaluation process was not upto the mark. So 3 days Evaluation training was given to the Govt, Aided and Social welfare Higher primary school teachers. Here comprehensive methods of Evaluation, steps followed in the evaluation process, Preparation of Question papers, blue print, giving weightage to different specifications in question paper, allocation of marks to different specifications to languages and core subjects preparation of question papers based on competencies etc are the major areas where teachers are trained.

State level training was conducted in the month of September 2009.

Duration :3 days.Number : 5 from each district.

Teachers covered so far: 15228.

### **6.Hindi ( Khali-Khili-2)**

Since the teaching of Hindi in Higher Primary schools is not upto the mark, one of the major aspect of 2009-10 SSA training is providing Hindi training to the teachers of HPs teaching Hindi in class 6<sup>th</sup> and 7<sup>th</sup> std . In the year plan 2009-10 3days Hindi training was provided to the teachers on teaching Hindi lessons such as prose, poetry and Hindi grammer.

District level Resource Persons were trained at the State level during the month of July at DIET Dharwad. The district level training was organized during the month of August 2009 for the Block level Resource persons. Teachers were trained at the block level.

State level training is for 5 persons per district followed by district level training according to the number teachers in each block.

Teachers covered so far is 10727. Duration :3 days.

#### Objective

- Learning and teaching Hindi in a very simple way.
- To develop self confidence among children by learning this language.
- To Know the method of teaching Hindi alphabets, rhymes,
- To know the method of teaching of prose, poetry, reading skill, gender, grammar, Hindi numbers etc.

### **7. Inclusive Education**

3 days of inclusive education training was provided to the teachers working in Govt. and Aided Higher primary schools . Module was prepared in SSA State Office and District Resource persons were trained at State level and they in turn trained the Block level Resource persons.

Total teachers trained so far 8455.

#### Objective:

- To create an awareness among the teachers that the children with special needs can also learn with other students .
- To develop positive and considerate attitude towards the children with special needs and provide all possible help to them in the process of learning.

### **8. Child labour**

According to the MOU made between SSA and ILO , it was planned to conduct 1day training to the teachers of Govt, and Aided LPs and HPs. District Resource persons were trained at State and they in turn trained the Block resource persons.

**293 Resource persons were trained at state level for 2 days.**

**183 resource persons were trained in some district for 2 days.**

#### Objectives:

- To create an awareness among teachers, children, field functionaries and in the society to eradicate the child labour from the society.
- To know, All children between the age group of 6-14 should be sent to school. They should be educated.
- To create awareness of the different sections of the laws of employing child labour and its impact.

### **9. Chaithanya -3 for High school teachers**

Chaithanya method of teaching has been the integral part in the teaching and learning process at the Primary level. It was felt that high school students should be also exposed to this method because of its effectiveness in facilitating experiential learning. Therefore a package on English teaching based on Chaithanya approach has been prepared. As per the plan of 2009-10 and given target is limited to 1/3 of govt. high school teachers of that district . Besides exposing them to the chaithanya method of teaching an attempt was also made to give them some theoretical input on the methodological issues of language teaching.

7 modules(Kannada, English, Hindi, Social studies, Biology ,Physics-Chemistry, Mathematics )were prepared at state and CTE level. Later it was reviewed at DSERT level.

In Kannada and English modules have different activities spreading over 4 language skills have been listed in the package and teachers were trained on how to generate activities keeping the language competencies to be developed among the children.

English MRPS training was conducted at CTE Mysore because, the module was prepared in the leadership of that CTE. RPs covered in that training were 60.

It is planned to conduct these trainings through teleconference .

Target:1380 in each subject. Duration :3days.

#### **10.Geography training for high school teachers**

It was felt that teachers need academic support in teaching geography at the high school level( for class 8). Therefore a coloured training module was prepared by DSERT. This 3day training package addressing certain issues related to geography teaching in respect of content, TLM, methodology and value in that content. Four teachers teaching Geography in high schools were trained at state level during the month of December 2009. It was planned to conduct 1/3 of Govt. high school teachers who teach 8th standard.

Number of teachers covered so far:120 at state level.

Objectives

- To enable the teachers to teach Geography with more clarity about the concepts and to make learning of geography meaningful.

#### **11.Cluster level sharing workshops**

The cluster level sharing workshops are conducted as per the following guidelines.

- In the academic year 2009-10 , each teacher will undergo 5 days cluster level sharing workshops. These workshops are planned to be conducted in the months of September 09, November 09, December 09, January 10, and February 10.
- But for the teachers ,who are involved in Nali kali state arranged cluster level work shops from the month of July itself.
- The cluster level sharing workshops are to be conducted separately for lower primary school teachers and higher primary school teachers, and subject wise teachers.
- The training inputs got from face-to-face training are to be get first priority.
- All cluster level workshops are based on the curriculum/syllabus and related to the teaching-learning problems. Discussion on student's enrolment, attendance, reasons and remedies for the learning backwardness ,how school, school environment, teacher attitudes, teaching-learning process could be changed in the backdrop of children. The discussions were organized on the presentation of specific cases on the issues related to pedagogy, classroom interactions and school environment, learning backwardness, success stories, innovative teaching-learning methods.
- Discussions on the class wise subject/content based issues/problems are held.
- The issues/problems related to classroom teaching/learning are discussed. The following strategies are used regarding this.
- All teachers have to list the issues/hard spots related to the content/ methodology of their teaching subject. The list has to be handed over to cluster Resource persons This can be done by mailing the list through post or CRP can collect the list during their school visits.

These needs of trainings have to be consolidated before one or two months of training dates.

These needs of training are to be analyzed by the group of resource persons(who are trained at block level in that respective subject, like Hindi/ English/ Nali kali etc). The resource persons are to be getting ready for the discussions on the day of workshop. The resource persons

can give a demonstration lesson for a small group of students. The other teachers observe and make points on the demonstration lesson. The classroom teachers are also encouraged to conduct innovations/ experiments on new methods of teaching and successful innovations can be shared. The cluster level sharing workshops has to serve as a platform to teachers for all these innovations.

- Teachers share their experiences on how children learn. Methods/principles of learning, reasons for absenteeism to schools and backwardness in learning. The teachers present their 'cases' in the meeting based on their experiences. Teachers were also share their successful teaching/learning experiences in the meetings.
- Teachers/Resource persons were demonstrate the preparation of teaching-learning materials and also usage of these materials in the classes. The teaching-learning materials which are useful for the teaching of hard spots were also demonstrated in the workshops.

#### 12. Sevadala and Scouts & Guides.

This is the training given by the Bharath Sevadal, an organization (Govt.aided) and Scouts & Guides to all physical education teachers in H.P.S. During this year, it is planned to conduct this training to the teachers where there is no Sevadala and Scouts & Guide units in their schools.

#### Objectives

- To develop concept of nationality
- To know the meaning of national anthem and way of reciting National anthem, importance national flag, procedure of flag hoisting, national festivals,
- To develop national integration among students.
- To develop human values and brotherhood in students.
- To develop self discipline, etc.

Teachers trained in sevadal: 577

Teachers trained in Scouts and Guides : 1222.

#### Progress of in service training 2009-10 (Till December 2009)

| Sl. No. | Focus area      | Target Group     | Duration (Days) | Physical Target | Achievement   | Mandays |
|---------|-----------------|------------------|-----------------|-----------------|---------------|---------|
|         | Nalikali        | LPS Teachers     | 6               | 80000           | 92768         | 556608  |
|         | English         | LPS Teachers     | 3               | 72658           | 29050         | 87150   |
|         | Gender-2        | HPS Teachers     | 2/3             | 50000           | 4866          | 11129   |
|         | Jeevan Vignan-2 | HPS Teachers     | 5               | 50000           | 3486          | 17430   |
|         | Evaluation      | HPS Teachers     | 3               | 50000           | 15228         | 45684   |
|         | Hindi           | HPS Teachers     | 3               | 50000           | 10727         | 32181   |
|         | IED             | All Teachers     | 3               | 50000           | 8455          | 25365   |
|         | ILO             | All Teachers     | 1               | 50000           | 1222          | 2444*   |
|         | Chaithanya-3    | 1/3 H.S Teachers | 3               | 1380            | 50            | 150     |
| 0       | Geography       | 1/3 H.S Teachers | 3               | 1380            | 120           | 360     |
| 1       | CRC Meeting     | All Teachers     | 5               | 228885          | 104041* 3days | 312123  |
| 2       | Sevadala        | P.E. Teachers    | 7               | 1000            | 577           | 4039    |
| 3       | Scouts & Guides | P.E. Teachers    | 7               | 1000            | 1222          | 8554    |

|                           |                      |   |       |         |         |
|---------------------------|----------------------|---|-------|---------|---------|
| Nannolagina naanu(U)      | Urdu Teachers        | 3 | 15000 | 4508    | 13524   |
| Yoga & VE                 | All teachers         | 3 | 11000 | 854     | 2562    |
| Urdu                      | HPS Teachers         | 5 | 100   | 70      | 70      |
| Chaitrada Chiguru         | Needy teachers       |   |       | 5071    | 15213   |
| Chinnara Angala           | Needy teachers       |   |       | 613     | 1839    |
| SAP                       |                      |   |       | 746     | 746     |
| Action Research           | HPS teachers         | 2 |       | 3067    | 6134    |
| Other Trainings           |                      |   |       | 32574   | 44092   |
| <b>Teleconference</b>     |                      |   |       |         |         |
| NaliKali                  | LPS Teachers         | 4 | 80000 | 86348*3 | 259044  |
| English                   | R.P.s                |   | 3321  | 3465    | 3465    |
| census and others         | All Teachers         |   |       | 21722   | 21722   |
| Resource Persons Training |                      |   |       | 62      | 159     |
| Chaithanya-1              | Second year teachers | 3 |       | 200     | 600     |
| Total                     |                      |   |       |         | 1472387 |

### Training Processes:

- The State prepares separate module for resource persons which include the time table, methodology for each chapter, and teaching learning materials required for each session.
- Residential trainings are conducted at state level.
- Trainings involve activity based methodology including group work, group discussions, demonstration lessons, group presentations.
  - The R.P will explain a given topic, and then motivates for guided discussion. Then based on the participants' responses, the RP provides some concluding remarks.
  - Group discussions are utilized for subjects which need deeper understanding, eg. construction of different objective type questions; methods to be followed for a particular teaching item, etc
  - Coaching is generally seen in skill developments training such as TLM preparation, Theatre in education etc.
  - Field trips will be undertaken to understand how field trips are to be conducted, eg. studying about soil, layers, rocks, fauna, flora, rivers etc.
- **Satellite based trainings.**

To reach a large number of teachers and to give the inputs directly from the state resource persons, we conduct satellite based trainings. Eg. 4 days of Nali Kali training for each nalikali teacher per year (1 day per month). During 2009-10 we conducted 3 days teleconference for 86348 teachers.

### What mechanism is used to ensure that training has impact on classroom practice?

- As because Nali kali was introduced in the state for all 45000 Govt. school, state gave more importance on monitoring the impact of training in the class room.
- State provide 3 days residential training to all state level and district level functionaries (DDPIs, DIET Principals, DSERT , faculty, DIET faculty,E.O.s to BEOs and to all BRC Co-ordinators).

- All directors and joint director are nominate as nodal officers for each taluk.
- A review meeting was organised every month at state under the chairman ship of Secretary and Commissioner of Public Instructions and State Project Director to take the feedback from all the nodal officers. The same process was held at district level to collect the feedback from taluk functionaries.
- A feedback format for framed and given to all monitoring faculty and nodal officers.
- All the functionaries having these formats and visit all the schools and classroom frequently and observe the classroom process and suggestions when ever the teachers need.
- The class room problems of teachers are also discussed in the satellite based trainings every month.
- The teachers module having space to take the take notes in each session. While monitoring staff ask the visit the school, they ask the details about teachers training and observe their classes to know how they incorporate the training issues in the class room . If they have any doubt monitoring staff give suggestions.

#### **Feedback:**

- Teachers desire to have long term trainings.
- They teachers support ( they wish to have 1 teacher for each class to bring out quality in teaching learning process).
- They need exposure vlsits to the near by schools of their own taluk of near by district.
- They need content enrichment trainings.
- Training on preparation of TLM and their use.
- Teachers wish to receive the trainings at block level
- They need long duration training for spoken English.
- They wish to take training during holidays ,but on weekend during working days.
- Physical education teachers desire to get training on new textbook.
- They need training on using theater skills in teaching schools subjects.

#### **Challenges/issues: Related to teacher training in 2009-10, and strategies for addressing these issues?**

- State government ordered to give training on weekend days including Sunday.
- Teachers are not welcoming this change
- According to the state order department spilt the duration of some trainings and reduces the duration of some trainings.( Jeevana Vignana training as 3+2 days, English and Hindi trainings from 4 to 3 days.
- Therefore there is a short fall of training achievement in the state.
- DIETs need decentralizing the responsibility of preparation of training modules .

#### **Strategies of State to addressing these issues.**

- Planned to conduct block level trainings from 1st April 2010 to 10th April 2010 and 1st June 2010 to 10th June 2010 , to cover all the trainings.
- Give freedom to prepare the training modules for content enrichment by following certain instructions from the state. Such as , including of RTE act, class room process, TLM preparation and use, community participation in classroom etc.
- State designing the training module for Spoken English and personality development, Class room process.

- State give the source book on classroom process to all DIETs ,BRC;s and CRC,s for their reference.

Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the long-term perspective plan for bringing about these changes in teachers?

### Long-term plan for Teacher Training in 2010-2013

| Changes desired in teachers (ADEPTS benchmarks)  | Topics of Training to be offered   | Training Processes/ methodology  | Timeframe (over next 3 years)   | Follow-up mechanism to ensure impact on classrooms   |
|--|--|--|---|--|
| creates congenial learning environment with participation of all cleanliness, availability and use of material)  | personality development and attitudinal changes include RTE ,Childs rights   | Residential, includes Yoga presentation by resource persons along with case studies, followed by group activities and group discussions. | 2010-11 (35000 teachers)<br>2011-12(100000 teachers)<br>2012-13(93800 teachers) | 1.give orientation to all monitoring functionaries<br>2.advice them to interact with teachers during their visits.<br>3.advice to give positive suggestions to the teachers. |
| knows family background, socio economic conditions, linguistic background (eg.)and prepares profile.   | Include RTE and Childs rights in all trainings which gives more knowledge about understanding a child.             | General discussion on these topics and group activities on implementation of these activities in their schools.                          | 2010-11,<br>2011-12,<br>2012-13.  | Advise to discuss these issues in monthly meetings and follow up with the help of monitoring formats.  |
| teacher possesses and has good understanding of syllabi (able to differentiate from curriculum)  | Content enrichment trainings which includes syllabus, activity based methods and class room process.               | demonstration lessons and group work along with brief lecture by Resource Persons.   | 2010-11   | 1.Strengthen their knowledge during C.R.C. meetings.   |
| prepares for lessons before conducting / interacting in the class  |  |  | 2011-12   |  |
| has awareness of recent learner-centred teaching-practices   | Training planned to conduct on class room process  | Group discussion along with demonstration  | 2010-11,<br>2011-12,<br>2012-13,  | 1.Strengthen their knowledge during C.R.C. meetings.   |
| uses TLM well - identifies TLM from environment, / multiple, able to make  | Training included in content enrichment  | With demonstration   | 2010-11,<br>2011-12,<br>2012-13,  | 1.Strengthen their knowledge during C.R.C. meetings.   |
| teacher maximises learning time for children [not just actuality, but making ensuring that children get as much learning time as is possible / needed] | Give suggestions to use TLM , conduct demonstration lessons and to give project on the student when ever possible. | Class room process will addresses the issue  | 2010-11<br>2011-12  | Supervision at the time of visit and school Evluation  |

|   |   |  |                  |   |
|---|---|--|------------------|---|
| The teacher plans, designs and implements the lesson according to clear goals/objectives, [and the teaching method used reflects                            |   | By giving broader guidelines to the teachers through School academic plan  | 2010-11, 2011-12 | do  |
| Teacher prepares and implements a plan that includes activates / learning experiences that are according to the levels / interests of children              | Classroom process training will be given  | By giving broader guidelines to the teachers through School academic plan  | 2010-11          | The observation sched capture these facto Supervisors correct it. |
| Keeps records to monitor progress in each key area (of children's overall development)  | Evaluation training   | guidance from resource person with example.  | 2010-11          | During the course Evaluation that will checked.                   |
| Analyses performance assessment, shares the school quality status with the community. Involves parents / community in preparation of TLM                    | By giving circulars and community training.   |  | 2010-11          | All the Supervisors reviv at the respective levels.               |
| Regularly refreshes his/her subject knowledge and pedagogy skills.[ e.g. through reading, discussion with colleagues, trying out new methods and materials] | 1.By using self analysis format<br>2.Through training which consists of positive attitude and personality | <ul style="list-style-type: none"> <li>➤ M Education Journals.</li> <li>➤ Altering Summaries.</li> <li>➤ Interactive meetings</li> </ul> | 2010-11, 2011-12 | During the course of Sch Evaluation.                              |

### Training of In-service Teachers – Plan of Action for 2010-11

In-service teacher trainings are organised under SSA with the following objectives.

- To empower teachers professionally through on going facilitation programmes at the cluster levels
- To provide long term courses stretched over a period of time in two or three spells to help teachers practice and reflect over whatever inputs given to them in a sustained fashion
- To help them get information on areas that they consider difficult
- To help teachers learn the preparation and use of low cost or no cost TLM
- To help teachers understand learners and design classroom inputs according to their needs
- To empower the follow up personnel supervise the implementation of the inputs given to teachers in the training programmes



- To develop awareness among the educational functionaries at all levels of the quality dimensions of classroom learning

The programmes that are planned for the year 2010-11 are basically strengthening programmes. Teachers have been given a variety of inputs up to 2009-10. Now there is a need to ensure that they practice the inputs given to them. For this they need to reflect over their own practices and bring changes required. It is also necessary that they develop convictions in whatever they are doing. The programmes thought of for this year aim at a vertical growth and not horizontal growth.

### NEED ANALYSIS.

Since from 2001-02, State identify the needs of teachers indirectly (by the visiting reports of monitoring officers of DIETs, BRC's and CRC's), by listing out the questions asked by the teachers during teleconference and from state policies. But this year state follow different way to identify the needs of our teachers.

- State issued a circular to identify the needs of teachers of each district separately by taking the sample of 50 teachers in each taluka following many criteria for the selection of teachers like :Govt. schools, aided schools, rural and urban area, male and female, different medium.
- Many DIETs follow the above instruction and few follow different way.

Example: 1. DIET DHARWAD : visited all the schools by forming small teams consists DIET faculty, BRP's, CRP's, BEO's E.O.'s and IERT's. Each observe the class room process of all the teachers and ask the opinion of teachers regarding trainings and they also identify the difficulties faced by the teachers.

2. DIET Shimoga, observe the feed back sheets in QMT to identify the needs. They follow the circular. they identify the needs of teachers subject wise and content wise.

3. DIET Mysore identify the need with help of report generated by the DIET faculty during their school visits, feedback of teachers during CRC level interactivities.

4. DIET Gulburga : Identify the needs through opinion ire. They give importance to give training on classroom process separately.

5. DIET Raichur : They follow the instruction of local M.L.A. and identify the needs of minority school teachers separately. They planned to conduct content and methodology training to the teacher who are teaching Kannada in Urdu schools and content enrichment training to other Urdu teachers.

Therefore this year state give more freedom to all the DIETs to plan according to their specific needs.

- **State also follow the govt. policy and some specific issues for the trainings, like,**
  1. Nalikali method would be implemented in all govt schools upto 3rd Standard from 2010-11, so there is a need to strengthen teachers in nalikali method. Planned to give training to 70000 teachers.
 

Few transfers is always take place every year. Therefore there is a need to give fresh course on nalikali for the new comers to LPS. It is planned to conduct 7 days training to them. The target is 1000.
  2. English was introduced from class1- 4 as a language, even after giving continuous training in this subject since from 3 years, teachers hesitate to speak in English. They need

long term course in spoken English. Therefore, it is planned to conduct 20 days residential training to 35000 teachers in spoken English in 3 spells.

3.State regards the expectation of NCF 2005 and RTE act. It has been proposed to give training in personality development of teachers, to improve their positive attitude ,to know more about the child and their duties and responsibilities according to RTE act soon.

4.Similarly, the classroom process needs improvement both in transactions and the mode of assessment of children especially in standard 5th to 8th. Thus a training module on classroomprocess is planned.

There are 10 streams of programmes as follows:

### **1. Nali-kali strengthening programme for Nali-kali Teachers or Nali-kali regular training for new entrants to Nali-kali system**

Nali-Kali has been now introduced through out the state in classes I and II in all Govt schools (except in Kalikayathna project in Hunasur at Mysore district). All the teachers engaged in this process are trained in the year 2009-10. However, it has been felt that they need to reflect over their own classroom performance and bring necessary changes. Problems have been observed especially in classroom management, learning management issues. The strengthening programme will focus on the needs of Nalikali teachers.

It is also proposed to extend Nalikali programme to class III in the year 2010-11. Already trained teachers will be further trained in taking on the process to class III. Teachers handling class III may have to be enrolled to Nalikali processes. However, since they are new, it is felt that they would be given the regular 7 day training. The training modules are prepared by the state for all Nalikali processes.

State may introduce English for class 1 and 2 in Nalikali method from 2010-11. Therefore there is a need to give training in this method.

Few teachers may transfer from HPS to LPS where ther is Nalikali method. Thus there is a need to give Nalikali training for them. therefore, state planned to give 7 days training for at least o1 teacher from each school and depending on the strength of teacher.

### **2. Spoken English Training to all teachers from class I to VIII**

There is a lot of demand for the learning of English. State schools provide education in the mother tongue . The fancy for English has made parents admit their children in the private schools where learning of English is said to be the main focus. It is necessary that the state schools are geared to meet this demand. Now English is introduced right from class I in Karnataka. If the teachers are well equipped to teach English, it is going to be of great help. This has been a constant demand from teachers too. Training them in spoken English would be the first step towards this. The courses provided until now have concentrated more on classroom needs. There is a need to focus on strengthening teachers in this skill. The spoken English course that is proposed will stretch over a period of time in three or four spells(7+7+6) at block level.. Even the cluster interaction meetings can be made use of for this purpose. This will give a single focus to the teachers and it is expected that the teachers will get well initiated in to the learning of spoken English by the end of the course. State provide the modules and resource persons training with help of UNICEF.

### **3. Programmes on content and methodology for teachers from class V to class VIII**

The content cum methodology courses have been another demand. Not that they were not given earlier. The present focus will be on classroom processes in a holistic manner. The basic focus of these programmes will be to integrate the salient features of NCF 2005 into classroom processes, make teachers better users of TLM with regard to specific subjects in order to make classroom learning more experiential. Teachers need to develop a vision of teaching these subjects. Depending on the demands from the teachers, which can be ascertained before preparing the course modules, the training can be just in one subject stretched over a period of time in two or three spells or in two subjects for three days each supported by the interaction meetings. Such an intervention is expected to consolidate the inputs the teachers have been given in the previous years.

It has been planned to give general contours of classroom process to all the DIETs by the end of February and DIETs will evolve the training modules of their own.

Each DIET will prepare the training modules according to their need. They send a copy to DSERT for the suggestions. DSERT will give the suggestion with help of STATE RESOURCE GROUP.

#### **4. Attitudinal change and personality development training along with management skills.**

A positive attitude is a great asset in life. Any programme or work will become success if the persons involved in that have positive attitude, have confidence in oneself, have concern about the programme and have sense of duty and dignity of labor. Most of the programmes implemented in the department are not bringing expected results. This is because the majority of the ground level personnel lack in the self confidence, self esteem, positive thinking, universal vision. RTE Act, NCF 2005 stress the same. So it is the need of the hour to change the attitude of the Teachers and the supervisory staff and make them to think positively in the right direction i.e., towards child, classroom process, methodology, subjects, etc. So it is planned to give a 5 +2 days personality development programme in which major focus is given to "How to Think positively and act positively". Along with this we include management skills, child's right, treatment of girl child, marginalised section and treating all the children with due respect would be the content in the module. It is planned to give this training to Head teachers of all HPS and one teacher from big school this year.. The training will be given to all broader area schools.

#### **5. Class Room Processes:**

How to understand children better. How to use this understanding to improve the classroom process? How to document children's pre-knowledge, and build on it during teaching learning process? How to keep identifying children's potential and support them on an ongoing basis? What type of discipline should be adopted in the classroom, How to treat the child's answers? Are some of the questions that are to be addressed with more concern. Teachers are expected to treat the child as miniature adult and regard the child, and behave as per the ADEPTS. So it is planned to give these inputs in this training. It is planned to introduce this in two type.

1. include this subject in content enrichment and methodology training as an integrated approach.
2. As a Separate training to some teachers according to their choice in district like Gulburga, Yadgir, Shimoga, Raichur and in few more.

A separate module containing the class room process will be developed and circulated for the DIETs, BRC, and CRCs to adopt the module which incorporate the assessment procedures also.

#### **C. Cluster level sharing work shops.**

The cluster level sharing workshops are conducted as per the following guidelines.

- In the academic year 2010-11, each teacher will undergoes 8 days cluster level sharing workshops. These workshops are planned to be conducted in the months of June 10, July 10, August 10, September 10, November 10, December 10, January 11, and February
- The cluster level sharing workshops are to be conducted separately for lower primary school teachers and higher primary school teachers,
  - First and Second Saturday - LPS Teachers
  - Third and Fourth Saturday - HPS Teachers.

If these Saturdays happened to be holidays these sharing meetings are to be held on next immediate Mondays.

- The training inputs got from face-to-face training are to be get first priority.
- All cluster level workshops are based on the curriculum/syllabus and related to the teaching-learning problems, performance indicators. Discussion on student's enrolment, attendance, reasons and remedies for the learning backwardness could be held.
- Discussions/Interactions could be held on how school, school environment, teacher attitudes, teaching-learning process could be changed in the backdrop of children.
- The discussions could be organized on the presentation of specific cases on the issues related to pedagogy, classroom interactions and school environment, learning backwardness, success stories, innovative teaching-learning methods.
- Discussions on the class wise subject/content based issues/problems are held.
- The issues/problems related to classroom teaching/learning are discussed. The following strategies are used regarding this.
- All teachers have to list the issues/hard spots related to the content/ methodology of their teaching subject. The list has to be handed over to cluster Resource persons This can be done by mailing the list through post or CRP can collect the list during their school visits.

These needs of trainings have to be consolidated before one or two months of training dates. These needs of training are to be analyzed by the group of resource persons(BRGs and TRGs). The resource persons are to be getting ready for the discussions on the day of workshop. The resource persons can give a demonstration lesson for a small group of students. The other teachers observe and make points on the demonstration lesson. The classroom teachers are also encouraged to conduct innovations/ experiments on new methods of teaching and successful innovations can be shared. The cluster level sharing workshops has to serve as a platform to teachers for all these innovations.

#### **Main features of cluster level sharing workshop**

- There is a scope for teacher's participation.
- Good Discussion on classroom experiences should be held. The methodology shouldn't be like traditional classroom teaching.
- Resource persons should act as facilitators.
- There should be continuity from one meeting to another.

- There should be discussion on whether the issues raised in the previous meeting are solved
- There should be scope for the preparation/demonstration of teaching learning materials.
  - BRC should actively participate and BRP's and CRPs should act as facilitators.
  - BEO/BRC/DPI and DIET office faculty should participate in these workshops. These officers should monitor the successful organization of these workshops.
  - The environment in these workshops will be such that the teachers openly participate in the workshop.

### **7. Chaithanya -3 for 1/3rd High School Teachers.**

Since from 2009-10, State is giving training on activity based and child centered methodology of teaching learning process to 1/3rd of high school teachers. For 2010-11, it is planned to integrate this with content.

### **8. Physical education training**

State has prepared text book on Physical education from class 6 to 9. It is important to give training regarding text and curriculum along with evaluation in these classes. It is planned to conduct 4+3 day training at block level and 8 days cluster level to physical education teachers in the state.

### **9. Sevadai and Scout & Guide training.**

It is important to start Sevadai and Scouts & Guides unit in all schools which helps to develop co-curricular activities in students. Planned to conduct Sevadai and Scouts & Guides training to the teachers, where there are no such units.

### **10. Co-curricular training**

Now a day we are all giving more importance to curricular activities and to achieve more marks /grades in the examination. But, co-curricular activities are also important for the overall development of personality.

It is planned to give 2 days training on co-curricular activities to HPS teachers which helps them to conduct the activities at the school and at cluster level.

### **11. Other trainings:**

Each district planned different training according to their needs. Some of them are as follows:

- Jeevana Vignam
- Gender training
- Theater in education for HPS teachers
- Yoga and Value education
- SUPW training
- Band set training. etc.

Objectives of all these training are in their district plan.

General Instructions given to DIET :

1. All the DIETs should prepare the training modules according to their specific need.
2. Modules should be sent to DSERT for the review from the STATE RESOURCE GROUP.
3. They are free to ask any support from the state i.e, from DSERT and from SSA.
4. DSERT and SSA planned to give more help to new DIETs. in all respect.

## **12. Induction training for newly recruited teachers:**

The process of recruitment of teachers during 08-09 and 09-10 is progressing. 2379 teachers will be recruited shortly during 10-11 1429 teachers will be recruited. Totally there would be 6448 teacher for Induction training. It is proposed to conduct prerana for 15 days and 7 days of Nali-Kali, Theatre in education 3 days and Cluster Level Meetings for 5 days.

## **13. Training for the Supervisors:**

Supervisory personal like DDPI, DIET principal, BEO, BRC faculty Head teachers of all schools will be given training in managerial skills and monitoring skills.

- I. Capacity Building on Menstrual Hygiene & Management (MHM) among/for adolescent girls under NPEGEL in Karnataka:** This programme is planned in co-ordination with UNICEF. The brief background for the programme is given below: Menstrual hygiene and management is an issue that is insufficiently acknowledged and has not received adequate attention in either education or the water and sanitation sector. Studies that make the issue visible to concerned policymakers and inform practical actions are scarce. However, the studies that do exist indicate that among the adolescent school girls menstrual knowledge and perceptions are poor and practices often not optimal for proper hygiene. Dysfunctional toilets and inadequate water coupled with often ignored issues of privacy affect the hygienic practices and daily lives, particularly school attendance, of the adolescent girls. The know-how, availability and affordability of sanitary products to manage menstruation are far from satisfactory. Schools, home, society and water and sanitation sectors need to make an effort towards making menstrual hygiene and management better for the adolescent population.

This note outlines a broad strategy to address the issue in Karnataka through interventions in schools under SSA & RMSA.

### **Proposed Strategy:**

The strategy comprises of a series of interventions, both short-term and long term, which reinforce each other and works towards building the capacity of all stakeholders - family, school, community, civil society, and service providers to promote appropriate menstrual perceptions and enable proper hygiene practices amongst adolescent girls.

The proposed interventions include:

- Initial small study to highlight: a) the prevailing knowledge and sources of information of adolescent school girls about menstrual hygiene and management; b) the experiences and factors that determine the prevailing practices of adolescent school girls vis-à-vis menstrual hygiene and management; issues and challenges faced (including health) by adolescent school girls due to their menstruation; & d) propose specific measures to improve menstrual hygiene knowledge and management (April – June 2010);
- Development of training/information module; a core module is available with UNICEF in Kannada and can be supplemented by the study findings to make it contextual for Karnataka. (June-July 2010)

- Development of cadre of Resource Persons in the NPEGEL districts to carry out capacity-building of teachers and adolescent girls in MCSs; MCSs have been targeted in the first instance because we can presume the availability of toilets, running water, and waiting room in these schools. Identification of resource agency to create the cadre of RPs at the district level and follow up with quality assurance in cascade training (August – October 2010).
- Development of an overall comprehensive strategy to promote menstrual hygiene and management in upper primary/high schools across state, including provisioning of appropriate sanitation facilities and costing of alternative ways to provide supply of low-cost and hygienic sanitary napkins, and disposal techniques (December 2010 – in time to inform 2011-12 plans).

#### UNICEF Support:

As per the UNICEF-SSA RWP for 2010-11, UNICEF will support the following:

- proposed study;
- development of manual;
- technical support for creation of cadre of RPs at the NPEGEL district level and quality assurance for cascade trainings for MCSs
- technical support for development of comprehensive state strategy for scaling up Menstrual Hygiene & Management in upper primary/high schools

#### Support from SSA is proposed as below:

- Printing of training module:** Estimated Budget: Rs.1.00 lakh
- Training costs** for the district RPs and cascade training for MCS teachers (2 teachers per school) in the districts where NPEGEL programme is being implemented. Estimated Budget: Rs.6.00 lakhs to train 1842 teachers of 921 clusters for 3 days. A total of Rs.6.00 lakh budget is proposed under teacher training programme.

**II. Capacity Building on Meena Programme:** In view of Meena programme getting significance and being implementing well, it is proposed to develop a training module on Meena Programme and training one teacher per HPS for 2 days. It is proposed to train 44,668 teachers from 22,334 HPS for 2 days. A budget of Rs.89.33 lakhs is proposed under teacher training programme. The training on Meena programme discuss on various issues of gender including the constitution of Meena clubs and how these clubs can work towards building a non-discriminatory culture in schools and society.

#### Budget-

| Sl. No | Particulars   | Proposed Budget |                | Remarks |
|--------|---|-----------------|----------------|---------|
|        |   | Phy             | Fin (in lakhs) |         |
| 1      | Capacity Building on Menstrual Hygiene & Management (MHM) | 1842            | 6.00           |         |

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|       |   |       |       |  |
|-------|---|-------|-------|--|
|       | among/for adolescent girls under NPEGEL in Karnataka: |       |       |  |
| 2     | Capacity Building on Meena Programme for teachers     | 44668 | 89.33 |  |
| Total |   |       | 95.33 |  |

A total of Rs. 95.33 lakhs is proposed for conducting above training programmes in the savings of In-service teacher training component.

### Budget Requirement

| S No. | Programmes  | For whom?   | No of days                 | No. of Trs | Budget       |
|-------|---|---|----------------------------|------------|--------------|
| 1     | Nali-Kali for class III   | The present Nali-kali teachers  | 7                          | 70000      | 490,00,000   |
|       | Nali-Kali training  | for new entrants to Nali-kali system  | 7                          | 1000       | 70,00,000    |
| 2     | Spoken English Course   | 1 Teacher from all HPS and 3rd teacher from LPS.  | 7+7+6 days                 | 35000      | 700,00,000   |
|       | 3-4 English   | Trs of 3-4 English from all aided schools   | 4                          | 15000      | 60,00,000    |
| 3     | Content cum methodology (Specific areas will be worked out in consultation with teachers) | Teachers of 5 <sup>th</sup> to 7 <sup>th</sup> Standards in subjects other than English. TGT teachers | 4+3 days                   | 25000      | 175,00,000   |
| 4     | Positive attitude and management skill  | All Head teachers and 1 teacher from HPS  | 3+1+3                      | 35000      | 245,00,000   |
| 5     | Class room process  | Selected HPS teachers   | 3 days                     | 27385      | 82,15,500    |
| 6     | Cluster level sharing workshops   | For all teachers except teachers of Spoken English Course.  | 8 days<br>1 day per month. | 228885     | 915,54,000   |
| 7     | Chaithnya -3 and content enrichment   | 1/3 of High School teachers.  | 3+4 days                   | 1500       | 1050,000     |
| 8     | Physical education -content enrichment and methodology.                                   | PE teachers   | 3+4                        | 15000      | 105,00,000   |
| 9     | Sevadala and Scouts & Guides  | Selected school teachers  | 7                          | 10000      | 70,00,000    |
| 10    | Co-curricular activities  | Selected HPS teachers   | 2                          | 12385      | 24,77,000    |
| 11    | Other trainings (District Specific)   | HPS teachers  | 2                          | 12385      | 24,77,000    |
|       | Total   |   |                            |            | 29,72,73,500 |

Total allocation for inservice teachers training is Rs 34,33,27,500

State plan is for Rs 29,72,73,500

Difference amount Rs4,60,54,000 will be utilized by the State office for preparation Nalikali material as done inn the previous year for which MHRD given inn the supplementary PAB.

#### a. Details about Induction Training

#### b. Induction Training

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**Progress of Induction Teacher Training (during 2009-10)**

| Stage         | Target for Induction Training in 09-10 | Teachers recruited (up to end March 2009) | Teachers trained (up to end March 2009) | Percentage of Achievement | Duration of training (detailed break up) |
|---------------|--|---|---|---------------------------|--|
| Primary       | 1214                                   | NIL                                       | NIL                                     | NIL                       | 30                                       |
| Upper Primary |  |   |   |                           |  |

Source: AWP & B 2010-11

- **Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):**

The proposal for the appointment of teachers was sent to the Department for Public Instruction of the State Government both during 2008-09 and 2009-10 for the posts sanctioned under SSA. The notification for the recruitment has been issued and the process will be completed to have teachers in place before March 2010 for whom the training will be conducted during April/May 2010.

- **Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):**

The state planned to conduct induction training for new teachers of 2009-10 and 2010-11 together in 2010-11.

Subject may be as follows:

PRERANA: 15 days course includes short background of state education , teachers attitude, RTE, Childs right, demonstration lessons on activity based class room process, administration of a small school, record maintenance.etc.,

Nali Kali training - 7 days

Theater in education and other activity based methods - 3 days.

Content enrichment - 5 days.

- **Training for Untrained teachers:**

There are no untrained teachers in the state.

**Overall progress and targets for teacher training**

| Type of training   | Target for training in 2009-10 |          | Achievement |           | % of achievement |       | Target for 2010-11 |          |
|--------------------|--------------------------------|----------|-------------|-----------|------------------|-------|--------------------|----------|
|                    | Phy                            | Fin      | Phy         | Fin       | Phy              | Fin   | Phy                | Fin      |
| In-service         | 228885                         | 3433.275 | 210347      | 2119.556* | 92               | 61.73 | 227373             | 3410.595 |
| Induction          | 1214                           | 36.42    | 0           | 0         | 0                | 0     | 6168               | 185.054  |
| Untrained          | -                              | -        | -           | -         | -                | -     | -                  | -        |
| Trg. of BRCs, CRCs | 5370                           | 53.7     | 5370        | 53.7      | 100%             | 100%  | 5436               | 54.36    |

Source: AWP & B 2010-11

Note: \*Rs.572.212 lakhs has been diverted for development of TLMs under Nali-Kali with the permission accorded by MHRD and hence funds sanctioned for training for 2009-10 is Rs.2861 lakhs and with the expenditure of Rs.2119.556 lakhs, the % of achievement of 74.08 %

**Recommendations:** The Appraisal Team recommends the above proposal for teacher training for PAB approval.

### 1.3 Pre-service teacher education systems

#### Govt. Teacher Education Institutions

| Sl. No. | Institution type                    | Number     |            | Over all In-take capacity | Course offered           |
|---------|-------------------------------------|------------|------------|---------------------------|--------------------------|
|         |                                     | Sanctioned | Functional |                           |                          |
| 1.      | DIET                                | 26         | 26         | 50/100                    | D.Ed                     |
| 2.      | SIE                                 | -          | -          | -                         | -                        |
| 3.      | DRC                                 | -          | -          | -                         | -                        |
| 4.      | BTC                                 | -          | -          | -                         | -                        |
| 5.      | Pre Primary Teacher Training Centre | 14         | 14         | 50                        | Certificate of Education |
| 6.      | Other including Govt TEIs           | 14         | 14         | 50                        | D.Ed                     |

Source: AWP & B,

- **Teacher attrition rate in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):**  
As the state government has extended the age of retirement from 58 yrs to 60 yrs, the percentage of teacher that leave the system has come down and is not more than 5% presently.
- **Does the current capacity of Teacher Education Institutes in the State exceed the annual requirement of teachers (based on the annual attrition rate)?**  
Yes
- **Status/ Plans for revision of pre-service teacher education curriculum, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:**  
The curriculum revision of pre-service teacher education will be taken up after the state government accords approval for the curriculum of school education.
- **Information about SIEMAT:**  
Place has been identified, plan is prepared. It is pending with the government for approval.

## 4. Academic Support & Monitoring Systems

### 4.1 Pedagogy Teams and Resource Groups:

#### Information about Resource Groups at different levels

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| Sl. No. | Resource Groups (RGs)           | Whether constituted (how many) | Number of members per RG | Number of meetings held this year | 3 Key activities undertaken by the Resource Groups in 2009-10  |
|---------|---------------------------------|--------------------------------|--------------------------|-----------------------------------|--|
| 1.      | State Resource Group (SRG)      | 01                             | 27                       | -                                 | •  |
| 2.      | District Resource Groups (DRGs) | 29                             | 30 to 35                 | 04 to 05                          | <ul style="list-style-type: none"> <li>• Clarification to issues raised w.r.t classroom process;</li> <li>• Staff support where ever necessary;</li> <li>• Academic guidance;</li> <li>• Formation of resource groups for onsite support alongwith opening a toll free helpline in all the DIETs</li> <li>• Redressal of issues submitted by BRG and CRGs</li> </ul> |
| 3.      | Block Resource Groups (BRGs)    | 202                            | 28 to 32                 | 04 to 05                          | <ul style="list-style-type: none"> <li>• Identification of schools with slow implementation of programmes particularly related to Nali-Kali;</li> <li>• Identification and reporting of problems to DRG</li> </ul>   |
| 4.      | Cluster Resource Groups (CRGs)  | 2708                           | 08                       | 04 to 05                          | <ul style="list-style-type: none"> <li>• Resource groups mainly supports the quality initiative particularly with reference to NaliKali ;</li> <li>• If any gap is identified, reports the same to BRG for action;</li> </ul>  |

Source: AWP & B 2010-11,

• **Criteria for selection of Resource Persons at different levels:**

Resource Persons for various levels of groups have been prescribed by the state office with an instruction to select dedicated and experienced persons as the member of these groups;

• **Steps taken/planned for exposure, pedagogical visioning and capacity building of Resource Persons**

No particular training or orientation to the resource groups is provided as such. But as majority of the group members are the field functionaries including teachers, all of them have orientation in one way or the other way. However guidelines regarding the roles and responsibilities of the members have been circulated for reference and implementation.

• **Please provide the list of members of the State Resource Group**

1. The State Project Director – Chairperson
2. Director (Programmes), SSA
3. Director, DSERT,
4. Director – Primary Education,
5. Director – Karnataka State Secondary Education Board and Exofficio director of KSQAO
6. Joint Director(Quality) – SSA
7. Principal, DIET, Bangalore Urban,
8. District Deputy Project Co-ordinator, Bangalore Rural,
9. Block Education Officer, South-1 range, Bangalore urban district
10. Block Education Officer, North – 1 Range, Bangalore Urban Dist

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11. Cluster Resource Persons, Two Primary School Teachers, All member of State level Nali-Kali cell, Senior Programme Officer of Nali-Kali (Member Secretary

• **How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)**

The resource groups were set up at different levels for monitoring and supervision as well as to give academic support to the teachers. All the members of RGs including other supervisory staff visit the schools at frequent intervals of time for monitoring and providing academic support to the teachers. They review the progress of children and the classroom transactions to give feedback. They also report it to the officers of the Blocks and Districts to review it in Resource Group meetings. Discussions were held over the progress of the schools on the basis of the school visit reports. Need based academic support like developing training modules and conducting trainings to the teachers.

**4.2 Effectiveness of BRC /CRCs**

**Information about Block Resource Centers**

| Total no. of blocks | BRCs sanctioned | BRCs functional | BRPs sanctioned | BRPs recruited | BRC mtgs. held in 2009-10  | CRC/ School visits in 2009-10        | % Effectiveness of BR  |
|---------------------|-----------------|-----------------|-----------------|----------------|--|--------------------------------------|--|
| 202                 | 196             | 196             | 522             | 522            | Monthly BRC meetings are held at the block level<br>202X10= 2200 | 10 visits including CRCs and schools | <ul style="list-style-type: none"> <li>All are functional</li> <li>Regarding the effectiveness - areas have to be fixed ; accordingly assessment need to be undertake</li> </ul> |

Source: AWP & B 2010-11,

**Details about deployment status of BRPs:**

| Number of Blocks | Total no. of BRPs in Block | No. of CRPs | Total no. of pry schools | Total no. of UPS | PS teachers | UPS teachers |
|------------------|----------------------------|-------------|--------------------------|------------------|-------------|--------------|
| 202              | 1010                       | 2708        | 23719                    | 25111            | 52875       | 171758       |

**Information about Cluster Resource Centers**

| Total no. of clusters | CRCs sanctioned | CRCs functional | CRPs sanctioned | CRPs recruited | CRC mtgs. held in 2009-10   | School visits in 2009-10              | % Effectiveness of BR   |
|-----------------------|-----------------|-----------------|-----------------|----------------|---|---------------------------------------|---|
| 2768                  | 2768            | 2768            | 2768            |                | Monthly CRC sharing meetings are held at the Cluster level<br>2708X8= 21664 | At least 15 schools per CRC per month | <ul style="list-style-type: none"> <li>All functional</li> <li>Regarding effectiveness areas have to be fixed an assessment need to be undertake</li> </ul> |

**Details about deployment status of CRPs:**

| <b>Name of Block</b> | <b>Total no. of CRPs in Block</b> | <b>CRC with &lt; 15 schools</b> | <b>CRC with &gt;15 but &lt; 20 schools</b> | <b>CRC with &gt;20 but &lt; 25 schools</b> | <b>CRC with &gt; 25 schools</b> |
|----------------------|-----------------------------------|---------------------------------|--|--|---------------------------------|
| Total: 202           | 2708                              | 634                             | 761  | 637  | 676                             |

❖ **Nature of Training for BRP/CRP in 2009-10.**

Management development training & school leadership development training has been given for the selected CRP/BRP lecturers. Besides it has been planned to give 5 days orientation training regarding their Job chart. Focusing upon schools visit, school evaluation conducting interactive meetings report writing etc.

Empowerment through training and workshops was done for BRCs and CRCs under Management Development Programmes conducted by Policy Planning Unit which is a team consisting resource persons from Department and APF and the programme is jointly funded by SSA, UNICEF, APF and world bank. Following is the progress of the training programme;

Since the acquisition of managerial abilities takes place when people are able to apply what they have learnt during training programs to their own field, reflect on what works and what does not and by doing so understood the nuance of how to produce results through a combination of new knowledge, skills, insights and experiences.

Therefore good management development practice stipulated a combination of training, application and guidance with significant time for application and coaching.

To illustrate this consider the Management Development Programme currently being conducted in Karnataka. This program is designed to enable the BRPs and CRPs to answer the question " In my circle of influence, what can I do to improve the quality of education in government schools in Karnataka?". To answer this question, Quality Improvement Projects have been put into practice.

As part of Management Development Program during 2008-09, about 1,400 CRPs and BRPs in 16 districts have undergone MDP training by carrying out QIP which covered the following Education Perspectives, Stakeholder participation, Quality Tools, People Management, Project planning and implementation.

During 2009-10, the Management Development Program is being carried out in 19 districts to cover 930 BRPs and CRPs. Of this 480 BRPs and CRPs will be attending MDP for 1st time and will carry out 240 QIPs. In addition, 450 of the 1400 CRPs and BRPs who went through Management Development Program in 2008-09 will attend top up training and will carry out their second Quality Improvement Project.

❖ **Details about activities of BRP & CRP in 2009-10.**

CRPs & BRPs have been involved in giving training particularly Nali-Kali & others programmes.

❖ **How many days residential training will be conducted by the BRC, CRC in 2010-11 and schedule.**

15 days training has been planned, by the BRCs CRCs for the teachers in their jurisdiction. Among then 8 days will be interactive meetings. It starts from June to February & 7 days face to face training. Remaining 5 days amount will be utilized for the teaching learning materials of Nali-Kali programme. It has been planned to conduct training programmes during April & June. (10 + 10 days in the 1<sup>st</sup> part of the months)

❖ **Major issues identified in effectiveness of BRC, CRC & strategies for strengthening them in 2010-11.**

It is a common complaint that the BRC & CRCs would get meager time to conduct school visit & school evaluation because of administrative pressure. Many CRCs do not appear as resource centers; many CRPs need support to conduct their jobs. To address these issues the district & block level officers will be sensitized through circulars & discussions in the MMR meetings, the R.Ps will be given training to conduct their jobs effectively, and a monitoring format will be developed, to capture the salient activities of the CRP, BRP, BRC, BEO, DYPC, DDPI & DIET faculty; & review and feedback to be provided by his immediate officer.

❖ **Vision of effective BRC.CRC plan for making them, resource resource centers nature of envisioned roles & activities.**

- For BRC & CRC institutions; performance indicators have been developed, according to which these centers must perform as a resource centre for the teachers, students & the community. The RPs will understand each school & each teacher & help them to perform better. Co curricular activity will be an integral part of the activities of these resource centers and augment the all round development of the child. These centers will become a readdressal centre for the academic problems of the teachers.
- In order to realize this vision, the performance indicators will be provided for different institutions & the RPs will be made to internalize through discussions & orientation during monthly meetings. Periodical inspection will be conducted to guide these RPs. The best performing RPs will be awarded at different levels. A teachers exchange programme has been proposed in the 2010-11 plan.
- A self assessment tool will be developed & distributed to the officials at different levels & they will be asked to assess & fill the gaps.

❖ **Criteria for selection of RPs**

- ✓ Experience; competency; communication skills.

❖ **Plan for capacities building of BRP & CRPs**

| Activity                                   | Target group                 | physical target | financial target (lakhs) | Approximate days | Unit cost Rs. | Time    |
|--|------------------------------|-----------------|--------------------------|------------------|---------------|---------|
| Positive thinking and awareness of RTE act | DDPI/DIET/ BEO/ BRC/CRP/ CEO | 537             | 161.10                   | 05               | 300/-         | sept-10 |
| Exposure visit                             | BRP/CRC/ ECO/DIET            | 666             | 10.0                     | 03               | 1500/-        | Nov.-10 |

### Plan for Training of BRP/CRPs in 2010-2011

| Target Group | Topics of Training to be offered  | Training Processes/ methodology  | Timeframe (which month) | Follow-up mechanism to ensure impact  |
|--------------|---|--|-------------------------|---|
| BRCC         | <ul style="list-style-type: none"> <li>Positive thinking and awareness of RTE act</li> <li>Exposure visit</li> <li>Process of monitoring</li> </ul> | <ul style="list-style-type: none"> <li>Attitudinal change module preparation is in progress</li> <li>The content will be abridged and RTE elements (Exhaustive) will be included in a module preparation workshop</li> <li>Indicators for different institution developed on these lines monitoring tools will be developed and incorporated in CRP-BRC module.</li> <li>Try out in a small group and fine tuning</li> <li>RP training at state level</li> <li>Training the supervisors at DIET</li> </ul> | Apr -10                 | <ul style="list-style-type: none"> <li>A monitoring tool to capture the progress with regard to classroom process, child abuse, assessment will be developed and will be used in MMR and KDP review meetings</li> </ul> |
| BRPs         |   |  | Apr-10                  |   |
| CRCC         |   |  | Apr - 10                |   |
| CRPs         |   |  | May-10                  |   |
|              |   |  | May-10                  |   |
|              |   |  | June-10                 |   |

### Activity Calendar of BRC in 2010-11

| Activity   | Month  | Venue                  |
|--|--|------------------------|
| ✓ RPs get the training in attitudinal change, Nalikai, content cum methodology | March - 10   | DIET                   |
| ✓ Nali-Kali training   | April(1.4.10 to 10.4.10)<br>June(1.6.10 to 10.6.10)                  | BRC and CRC centres    |
| ✓ Attitudinal Change training  | 1.4.10 to 31.12.10   | BRC and CRC centres    |
| ✓ Content cum methodology training   | 1.4.10 to 31.12.10   | BRC and CRC centres    |
| ✓ Other trainings conducted in the previous years                              | 1.4.10 to 31.12.10   | BRC and CRC centres    |
| ✓ Interactive meetings   | June - Feb-11<br>I and II stds (LPS trs)<br>III and IV trs (HPS trs) | BRC and CRC centres    |
| ✓ School visits  | Entire year  | BRC and CRC centres    |
| ✓ School Evaluation  | Entire year  | BRC and CRC centres    |
| ✓ TLM metric mela  | Sep-Nov-10   | Block and hobli place  |
| ✓ Seminars   | Sep-Nov-10   | Block and hobli place  |
| ✓ Block level Quiz for promising pupils  | Aug - Sep -10  | Block and hobli place  |
| ✓ DISE activities  | Sep-Dec - 10   | Block place/School     |
| ✓ OOSC activities - Summer Camps   | Apr - May - 10   | School level           |
| - Bridge courses   | June - Mar - 10  | School level           |
| ✓ CWSN Camps -   | July - 10  | Block level            |
| ✓ Distribution of CWSN equipments  | Nov - Dec - 10   | Block level            |
| ✓ Adolescent girls camps   | Aug-Oct - 10   | Block level            |
| ✓ Child census   | Dec - Jan - 10   | Block and school level |
| ✓ AWP Plan   | Nov - Dec - 10   | Block and school level |

### Overall physical progress and targets for BRC/CRC grants

| Items | Target for 2009-10 |           | Achievement |           | % of achievement |           | Target for 2010-11 |           |
|-------|--------------------|-----------|-------------|-----------|------------------|-----------|--------------------|-----------|
|       | Physical           | Financial | Physical    | Financial | Physical         | Financial | Physical           | Financial |
|       |                    |           |             |           |                  |           |                    |           |

|      |      |          |      |         |      |       |      |          |
|------|------|----------|------|---------|------|-------|------|----------|
| BRCs | 196  | 1006.24  | 196  | 971.268 | 100% | 96.52 | 196  | 1303.920 |
| CRCs | 2684 | 3177.584 | 2286 | 2950.36 | 100% | 92.85 | 2820 | 4286.920 |

Source: AWP & B 2010-11, SSA Karnataka

**Recommendation: The Appraisal Team recommends the above proposal for PAB approval.**

#### 7.4 Information about DIETs

##### **Nature of academic support extended by DIETs in 2009-10:**

DIETs are the academic owners at the district level. All the state educational plans are executed at district and block level through DIETs.

The important academic support by DIETs are as follows:

- Planning of academic plans like: in service training, induction training, community training.
- Preparation of training modules as per the instructions of state or DSERT. Example: Activity banks for all classes, modules for cluster level trainings (kirana 1 and 2, Bhoomika, etc.)
- Conducting all types of district level resource persons trainings. Example: Nalikali, Gender, English, Evaluation and so on.
- Conducting state level workshops as per the instructions of state and DSERT. Example: English training by Mysore DIET, Hindi training by Dharwad DIET.
- Preparation of materials (reading material, cards) for 3rd standard nalikali method.
- They conduct action research activities and many other studies under REMS.
- DIET faculty conduct school visits and give feed back to teacher.
- Consolidate the training progress and monitoring formats at the district level and give information to state and DSERT
- Acts as receiving center for all teleconference trainings
- Conduct community trainings at district level monitoring at block level
- It also monitor many centrally sponsored schemes like Mahithi Sindhu, CALC, ICT etc.
- Give guidance for preparation of TLM and its use.
- Conduct Pre service training and is the academic head of the district;

Emerging Issues, & Strategies for strengthening DIETs in 2010-11:

- Un trained clerical staff ( in technology like computer ,email)
- Technical support to academic staff.
- Workload (both academic, examinations - departmental and non departmental)
- Lack of support for higher studies
- No training for principals and other academic staff in managerial skills and academic skills (trainer skills.)

**Strategies for addressing the above issues:**



**1. Untrained clerical staff (in technology like computer, email):** Department has planned and pursued training in technology for ministerial staff of DIETs and CTEs. Government has implemented a policy of LPO and training has been imported to implement this scheme. Other than this the department is training the staff through agencies like Microsoft Academy, Intel and others for equipping in ICT. Administrative work is being eased due to the use of computers in regular work.

**2. Technical support to academic staff:** Department has planned and pursued training in technology for the staff of DIETs and CTEs. Government has implemented a policy of LPO and training has been imported to implement this scheme. Other than this the department is training the staff through agencies like Microsoft Academy, Intel and others for equipping the staff in computer and computer aided education. Administrative work and academic work is being done with the use of computers in regular work. Academic staff is able to use this technology in their class room teaching and training work. The teaching/training aids are being prepared with the help of ICT.

**3. Workload (both academic, examinations-departmental and non departmental):** DIETs and CTEs are academic units which need to be detached from the administrative work as they pose as the hindrance to teaching and training work. These institutes are loaded with additional burden of miscellaneous work like conducting departmental exams etc.

**4. Lack of support for higher studies:** DIETs basically being academic institutions, department is trying to form a separate C & R rules for DIETs/CTEs/DSERT. As there would be focus on the required qualification, the issues related to studies which is required by the DIET faculty will be solved and through regular deputation to other courses which are very necessary to strengthen them will also be proposed.

**5. Training for principals and other academic staff in managerial skills and academic skills(trainer skills.):** The Principals of DIETs and CTEs have put in a service of minimum 20 years by the time they become the heads of these institutes. As the policies of the government and the content and methodology of teaching periodically change, they need to be oriented with the academic and managerial skills as the need of the day. This is possible only by conducting refresher courses to motivate and enrich their knowledge and working. Government is thinking on these lines to upgrade the skills of the officers working in the field.

## **7.5 Quality monitoring mechanisms – analysis and use of data**

### **1.5.1. Monitoring Mechanisms existing or planned for measuring changes in class room processes in the State:**

Class room processes are monitored by the supervisory staff of the department (From CRP to the Director) at two accessions; ie during school visits and School Evaluation (school inspection). The School visits are carried out by all the supervisors; whereas the school evaluation is usually

done by the District and Sub-district level supervisors. Usually every school is being visited every month by one or the other supervisory authorities. While school evaluation takes place once a year, some times few schools go un-evaluated. Besides the GOK has put up nodal officers of senior level in the department to look after over all progress. They visit regularly to the district allotted and give feed back to the districts to keep the progress on track. The districts have allotted 05 to 10 schools to each supervisor and made them to visit regularly to oversee the process of Nali-kali.

The school visits are of different types-viz; flying visits-usually taking place during school reopening period after a long recess; surprise visits (Minchina Sanchara) are carried out either in teams or individually to check the Teacher/Pupil attendance and the know actual happenings in the schools. The third one will be regular school visits – where the purpose of visits would be for remediation about different activities taking place in schools. The officers (DDPI, Education officers, subject inspectors, Block Education officers, Block Resource coordinators) usually conduct all the three types of visits. The Resource Persons at different levels (CRP, BRP, ECo, DIET faculty) would conduct the third category of visits.

The School Evaluation (Inspection) is usually conducted in teams. It covers both academic and administrative issues of the school. The Supervisors will plan years/months work in advance and tour accordingly. The work done in diaries will be reviewed and feed back will be provided every month by her immediate controlling officers. These factors are also reviewed at block, district and state level review meetings. These visits and school evaluation reports depict the status of academic area accordingly guidance is being given at the field level.

**Primary School guide book** – which deals with the school organization, is supplied to all the schools-which also contain the class room observation schedule. It accommodates to record the class room processes like-the methodology used; supporting materials and TLM used; usage of Black Board; Motivation the teacher gave and outcomes of the lesson.

**Cluster Level:**

It is planned to analyse the school level QMT data at the cluster level. The cluster resource person discuss the outcomes with all the head teachers and share the success stories and weak points. these sharing meetings every quarter will give feedback to school teachers and also to the CRP.The CRP in turn present the outcomes at the block level.

**Block level:**

The BEO and BRC will conduct a sharing meeting of all CRCs and analyse the cluster level data. The success stories will be shared and constraints will be discussed to convert them in to success. The sharing meeting will give an idea to identify the hard spots, to plan for training, to plan for different programmes, to make class room transaction effective and plan the objectives for the next quarte.

**District Level:**

The DIET and district office share the blocklevel reports and analyse the quality in terms of quality monitoring tools. The blockwise issues, weak areas, strengths and support required from the state. This will also a feed back to state to plan research, pedagogic activities.

**State level:** The district level reports will be analysed at the state level which will be a base for state level plans like researches, Text book, training, TLM. etc.

It is planned to conduct action researches at cluster and block level to sort the problems identified at the school level. This data will be shared in SDMC meetings, Gramapanchayat meetings at the school level, in Taluk panchayat at block level and in DIET and Zilla panchayat at district level. Based on the outcomes in these meetings activities will be planned.

**Observations:** The State should make sure to review and integrate together the various monitoring formats (eg. QMT, QPR, DISE, ADEPTs, etc), in order to reduce their number and repetition, so as to reduce the administrative burden of data collection on the RPs.

## **5. Changes in Learning Processes and Learning Outcomes**

### **5.1 Shifts in Class room processes in the State.**

**Monitoring Mechanisms existing or planned for measuring changes in class room processes in the State:**

At present, class room processes are monitored by the supervisory staff of the department (From CRP to the Director) at two accessions; ie during school visits and School Evaluation (school inspection).

**Major tasks proposed for measuring changes in classroom processes in 2010-11:**

✓ **Time on Task Studies:**

- In order to enhance learning opportunity – a study will be undertaken during 10-11 through select DIETs to know the status - and hindrances which curtail the learning opportunity time.
- Based on the outcomes-strategies will be devised by the end of October and disseminated among the supervisors.
- Sensitization among the teachers-will be carried out in the interactive meetings.
- To know the enhancement in the learning opportunity time a sample study would be initiated by the end of January 2011 and the results will be correlated to give feed back.
- The same process will be continued till we get a result where the pupils opportunity time is 70 %+ in non nali-kali classes. As of now pupils opportunity time to learn in standard 1 & 2 (Nali-kali) is 100 %.

✓ **Class room observation tools:**

- Individual child portfolio will be developed for standard 5 and another higher standard will be added on in the subsequent years. Portfolio we mean unit appraisal work sheets; self evaluation charts and major achievements if any.
- The present observation schedule records a few aspects of the class room process. There is a need to revise the observation schedule.

- The revised observation schedule will be incorporated in the 'primary school Guide Book' supplied to all schools during 10-11.
- The observation schedule has already been brought into the training of CRP, BRP, E.Co module. The training will be completed in February-2010.

The salient features of the observation schedule are- it accommodates to record-teacher preparation, few micro teaching skills like-questioning, explaining, demonstration, stimulus variation etc; class room interaction (T x P; P x P); usage of local resources (men/material); Encouraging to question/brainstorming; Activities and involvement in them; free from discrimination-trauma, fear; correlation to the daily life or integrating the knowledge with other subjects or concepts of the same subject; methodologies used-encourage to use project method, field trip, interview, inquiry, inductive approach; students learning levels; activity oriented Home assignments; and follow up of previous observations in the visit or in school evaluation.

- The supervisors will identify poor quality of teaching in their visits and give guidance to them. Besides the CRP, E.Co will be made to give demonstration classes. If there was a need to orient teachers of low caliber – will be given orientations either at DIETs or BRCs.

✓ **ADEPTS – indicators.**

- ADEPTS indicators will be familiarized to different stakeholders.
- Based on the performance indicators self appraising formats will be designed and circulated and asked to make self appraisal and come out with specific strategies to overcome the problem if there are any.
- These plans would be the litmus test items for the immediate supervisor. eg. The CRP plan will be supervised and monitored by the BRC and the BRCs by the DIET principal.
- Suitable format will be designed to capture the performance status of all level Resource persons and office/institutions. Based on the facts the state will also give feed back to the districts on a quarterly basis. Besides-the progress available in QMT will also be taken into consideration to provide feed back.

**Observations: Until now the State has not implemented a strong monitoring mechanism for tracking changes in classroom processes towards active learning in a systematic manner. Thus it is difficult to assess the effectiveness and impact of various quality programs in terms of how much change they have been able to bring in the classroom processes. It is good to note that these tools are in the process of being developed. These should be implemented and shared with TSG/MHRD at the earliest. The State should ensure to integrate them with the existing monitoring formats being used, so that they do not become an added burden on the RPs.**

**Current status of changes in class room process towards active learning:**

Various measures have been taken in the state for the capacity building of teachers to bring in changes in the class room processes.

- Nali-Kali (Joyful learning) teaching approach is being adopted during 2009-10 in all I and II standard Kannada medium schools and selected Urdu Schools in the State. Further details about Nalikali are provided in the next section.
- All the training programmes especially Chaitanya – training on utilising locally available materials which are low cost and no cost - and Tarani – training programme for teachers to prepare TLM materials - being imparted to teachers focus on the making them completely self-reliant in making the teaching learning process meaningful through the integration of TLM preparation skill development programmes .
- Learning Enhancement Programmes during 2008-09 and 2009-10 include MP3 players to Urdu schools along with Urdu radio lessons where Keli-kali- radio programme could not be used as they were in Kannada. Radio programme being focused on interactive module, has been effectively implemented in 100% schools, in which group activities and active participation of all the students is encouraged.
- Edusat programme and CALC programmes even with low coverage have impacted the learning processes in classrooms. Enhanced knowledge and scope for broader understanding of concepts over and above the text matters has been addressing the issue of access to additional knowledge and different mode of evaluation methods.
- Mobile Science lab and Science Museum being implemented in all the districts and with an NGO - Agasthya Foundation - in considerable number of districts to develop scientific temper both among teachers and students. As it is very essential to instigate both of them to explore, find and learn concepts, this programme has been very helpful.
- The design and the structure of Reading programme - Oduve Nanu - has left many children involved in the programme motivated. The graded series in the programme is addressing the problems related to different reading skills which encourage children in the classroom to move with their own pace of learning to read more and further, this being the chief objective of the programme, finally leading to comprehension.

**The obstacles / Issues found to bring changes in classroom process.**

Nali-kali is a mammoth exercise the state has undertaken to extend all the government primary schools. The level of motivation – the understanding-the level of transactional abilities is not same among all the teachers and supervisors. As per the reports received from the districts still there are 5.96% schools yet to attempt to make the enabling environment conducive for the Nali-kali process. With regard to the achievement of the pupils 14% children yet to achieve the expected progress. These are challenges if not obstacles.

Interactive meetings and Teleconferences have been conducted to iron out the misconceptions about the Nali-Kali process. About 4 rounds of Teleconferences are conducted which has covered all the Nali-Kali teaching teachers. The interaction in the Teleconferences reveal that teachers are glued more and more about the core issues of the Nali-Kali process at the subsequent rounds – for instance – questions were posed-regarding conducting activities; management issues; speed of learning of children etc,. Where as the questions in the earlier

teleconferences were concentrated upon the physical aspects and class room organization of Nali-Kali class room.

Nali-Kali is a new approach for more than 65% of schools. Hence there was an initial inertia during the take off period – now it has gained momentum and moving ahead. Though there are small percent of school which need focused efforts.

It was observed during Teleconference and enquiries for Helpline which reveal that there are some printing mistakes in I, II standard cards. So a small team has worked on this issue and listed all the deviations. At the same time there was some scathing attacks in the print media about the efficiency of the Nali-Kali approach with regard to number of steps each learning ladder contains and few logistic issues. In fact the criticism was less on the effectiveness of the approach. The department has taken the criticisms into cognizance and has revised the cards and incorporated suggestions. In these lines the III standard cards have been developed.

The state is contemplating to extend Nali-kali to the IV standard in the next coming year. Thus the suggestions surfaced in the NCF-05 and RTE-09 with regard to lively class room processes will be met for the lower standards. It is still elusive in the higher standards. The chaithanya. I designed for the new teachers; has also been given to the in service teachers as well. It covers varied subjects like process of learning; MLL; Evaluation; Multi grade Teaching; Teaching approaches; Teaching of scholastic subjects and thematic areas like child with special needs and Girls Education etc., But when it comes to the class room transaction – the components of the training has not been translated into the class room activity. Barring few exceptions the class room transaction restricted to chalk-talk-Black board work and occasionally some activities like demonstration; role play etc. There are ample opportunities to make the class room-free from monotony; and to bring dynamism among the learners; P x P; T x P interaction while learning; project work, field trips, utilizing the local human resources to understand various folds of a concept – (the teacher may not be aware of it) Interview technique-Team teaching and so on. There is a need to touch these aspects in detail taking few chapters of different scholastic subjects as examples. There is a need to provide opportunity at least for few teachers to practice the methodology during the course of training.

In these lines the observation process of class room teaching and giving feed back must be modified in order to capture the class room processes. There is a need to consider best teaching – which is one where pupils interaction and involvement is more.

**Strategies proposed to address the above issues in the next 3 years. (To ensure changes in the class room processes laid down in RTE-09).**

The state regards the individual difference among child – at the same time it believes that the enabling components of learning must facilitate the child to evolve in all dimensions of personality. The facilitation must nurture the innate capabilities to evolve to their optimum level. The class room processes must support the gradual evaluation of child's capabilities and behavior.

The changes in the class room processes could be brought about through by providing knowledge and experience to the teacher and secondly through positive attitude towards the child among the preceptor. The third part will be by making the child to know his strengths through self evaluation techniques.

A training in class room processes and a training to bring about the desired attitudinal changes among the teachers would be attempted in the next three years. The contours of the training module of class room processes would include-maxims of teaching-learning; Learning styles; importance of child centered approaches; Techniques /methods of teaching with special reference to demonstration; inquiry; exploration, interviews, brain storming, group work; field trips; project work; experimentation; etc. These topics will be covered in the training-through discussion; brain storming-Demonstration and actual practice-with ample examples. In order to have on site support; the teachers would be called for an interactive meeting during November and December and feed back will be given.

The areas covered under the **module on Desired attitudinal changes among Teachers** would be – uniqueness of every individual (Child) her strong points – weak points – their contribution on learning; balanced behavior with all the children; special emphasis (but not overt) towards the child of weaker section (Social-gender-physical/mentally challenged child); no discrimination among children; communication (verbal/non-verbal) with the children; elements of behavior modification with reference to development of child behavior and role of the teacher; impacts of reinforcements; etc. These areas will be dealt with by taking appropriate examples-followed by group discussion and drawing generalizations. This part provide the philosophical and psychological baground for the teachers to modify her behavior.

The finer, and delicate thoughts generated by the above exercise must be sustained among the teachers to harness better results. Thus the module also provides some basic theoretical and practical knowledge and experiences of Yoga. The sustenance of practising Yoga regularly would be another issue to be ponder over. The resource persons are asked to have a constant touch with the participants and provide suggestions.

The teachers who have been recognized as “Best teachers” by the community agree that there is a positive correlation between the co-curricular activities (CCA) happening in the school and the learning achievement of children; followed by the community participation (reports from Tumkar DIET). The CCA and sports activities were carried out in schools in the earlier years also. Prathiba Karanji is being organized in the state at different levels-starting from schools. After this event is over the CCA in many schools are waning out and come to a stand still by the end of first semester. The system needs rejuvenation and continue the activities till the end of academic year. Hence it is proposed to have a plat-form at the cluster level to share the children talents one day in a month. Thus all the schools in the guise of preparation will actively involved in different activities which nurture the non-cognitive competencies among the children. An element of caution would be taken to honour the participation of children but not the best talent.

**Use of TLMs during classroom processes:**

**Availability & use of materials other than textbooks**

|                                 | No. of schools |        | % of total schools |        | Details about nature of materials           | Extent to which materials are actively used | Source/ Monitoring mechanism     |
|---------------------------------|----------------|--------|--------------------|--------|---|---|----------------------------------|
|                                 | Pry.           | U Pry. | Pry.               | U Pry. |   |   |                                  |
| <b>Schools using TLMs other</b> | 20958          | 20342  | 100%               | 100%   | Cards, TLMs and work books; For all LPS and | Regularly                                   | School grant, teachers grant and |

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|   |       |       |      |      |   |           |   |
|---|-------|-------|------|------|---|-----------|---|
| than textbooks  |       |       |      |      | UPS- Nali-Kali kits were supplied to 12500 schools during 08-09. Procurement of NaliKali kits for the remaining schools is under process. |           | maintenance grant, TLE grant and a supply from state office; Public donations;                                |
| Reading cards   | 20958 | 30342 | 100% | 100% | Graded series of cards to develop reading skills  | Regularly | Remedial teaching   |
| Availability of Library in each school                    | 23454 | 22784 | 100% | 100% | Books, news papers and magazines;   | Regularly | School grant, teachers grant a maintenance grant, TLE grant and a supply from state office; Public donations; |
| Availability of play material, games and sports equipment | 23454 | 22784 | 100% | 100% | Bala components and other required play materials   | Regularly | School grant, teachers grant a maintenance grant, TLE grant and a supply from state office; Public donations; |

- **What is the nature of TLMs developed so far? What is the process by which these materials are developed?**

The TLMs mostly comprise charts, maps, models, working models, flash cards, puppets, puppet screen, beads, etc. Few TLMs are procured from the market. The improvised aids prepared by using the competency of teachers, local assistance and the pupils.

- **Has any review been taken of the material developed till now, and if so what is the feedback?**

Supervisors/administrator are inspecting teaching process, to ensure that teachers use TLMS. Under REMS an activity called TLM/Metric Melas are conducted. Teachers exhibit the TLMs they have prepared. The general public, pupils, teachers, administrators participate in the event. The TLMs are exhibited school wise. An informal way of assessment is taking place by different stakeholders naturally brings reinforcement. This activity has helped the betterment of teachers performance.

- **What steps have been taken to ensure that such material is actually used and handled by children during the learning process?**

Dept has planned to give training in attitudinal and behavioral changes in teachers, to implement RTE implications

## 5.2 Innovative use of Education Technologies for learning

**Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement:**



With an objective of using innovative, pedagogy-based and technology-based tools in the classroom teaching learning process to foster learning achievement levels among students as the ultimate goal, the state has been implementing CALC, Radio and Edusat programme in convergence with some of the NGOs like EDC, APF, Round Table India etc.

CALCs implemented in 3180 school till 2009-10, Radio programme in all the schools of the state and Edusat in 2770 schools, being interactive in nature, have been more effective in learning concepts which are more abstract, which are not available in the surrounds to experience, which need more effort by teachers to demonstrate or explain and simultaneously a part of integrated evaluation built with in has helped in maintaining the interest of the child along with improving retention rate.

**Issues, strategies, and activities (inputs and processes) related to effective use of CAL in 2010-11:**

Maintenance of the equipments provided to schools has been a major issue in keeping the programme run continuously. The problem in the availability of power supply in the rural areas during the school hours is also contributing to this issue. Obstruction in between makes both teachers and students loose interest in the porgramme and loose it continuity and effectiveness.

### 5.3. Analysis of Learning achievement results

#### Learning achievement as per DISE

| DISE refer. Year | Class V             |                    | Class VII           |                    |
|------------------|---------------------|--------------------|---------------------|--------------------|
|                  | Passed with >60%    |                    | Passed with >60%    |                    |
|                  | % against enrolment | % against appeared | % against enrolment | % against appeared |
| 2003-04          | 50                  | 53                 | 53                  | 55                 |
| 2004-05          | 48                  | 50                 | 47                  | 48                 |
| 2005-06          | 72                  | 75                 | 70                  | 71                 |
| 2006-07          | 61                  | 65                 | 62                  | 65                 |
| 2007-08          | 80                  | 88                 | 81                  | 87                 |
| 2008-09          | 62                  | 63                 | 62                  | 63                 |

Source: DISE data

KSQAO assessment was started in the year 2005-06 and assessed the achievement levels of all the pupils of class III, V, VII in the state. During 06-07 only those schools which have scored less than 50% were taken up for this assessment under KSQAO. During 07-08 the procedure was similar to 05-06, for all the schools, but using different sets of questions. During 08-09 multiple choice question papers have been given. The inconsistency in the progress has been attributed to the KSQAO effect.

**Observations: It is alarming to note the sharp decrease in learning achievement levels in 2008-09 (As per DISE, the percentage of children scoring above 60% dropped from 80% in 2007-08, to 62% In 2009-10). Although the State team has explained about the change in the pattern of test questions in KSQAO, it is not clear how this should affect the DISE results to such an extent. The State should look carefully into the causes of this significant decrease that is being shown, and must focus its efforts in an integrated manner in 2010-11 to ensure improvement in learning levels this year.**

#### Findings of NCERT study on learning achievement (Round I and Round II)

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.

|                         | Language     |              | Maths        |              | EVS          |              | Social Science |              |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|--------------|
|                         | Round I      | Round II     | Round I      | Round II     | Round I      | Round II     | Round I        | Round II     |
| <b>Class III</b>        | <b>69.96</b> | <b>69.00</b> | <b>68.45</b> | <b>59.65</b> |              |              |                |              |
| <i>National Average</i> | 63.12        | 67.53        | 58.25        | 60.92        |              |              |                |              |
| <b>Class V</b>          | <b>58.63</b> | <b>64.56</b> | <b>46.03</b> | <b>57.48</b> | <b>51.46</b> | <b>60.34</b> |                |              |
| <i>National Average</i> | 58.87        | 60.31        | 46.51        | 48.46        | 50.30        | 52.19        |                |              |
| <b>Class VIII</b>       | <b>63.68</b> | <b>51.73</b> | <b>43.30</b> | <b>40.57</b> | <b>46.47</b> | <b>41.53</b> | <b>59.96</b>   | <b>47.80</b> |
| <i>National Average</i> | 53.86        | 56.13        | 39.17        | 41.50        | 41.30        | 41.75        | 46.19          | 46.94        |

Source: NCERT's Round I and Round II

**Learning Achievement as per Karnataka School Quality Assessment Organization (KSQAO) results**

| Subjects     | 2nd/3rd std          |                      | 5th std   |           |           |           | 7th std   |           |           |           | 8th std   |
|--------------|----------------------|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|              | 2005-06<br>(2nd std) | 2006-07<br>(3rd std) | 2005-06   | 2006-07   | 2007-08   | 2008-09   | 2005-06   | 2006-07   | 2007-08   | 2008-09   | 2008-09   |
| Kannada      | 65                   | 75                   | 51        | 63        | 70        | 83        | 54        | 68        | 73.2      | 84        | 85        |
| Maths        | 61                   | 74                   | 46        | 58        | 73        | 86        | 40        | 57        | 74.3      | 82        | 70        |
| EVS          | 78                   | 78                   | 53        | 65        | 69        | 78        | 50        | 65        | 65.9      | 77        | 62        |
| S.S          | 47                   |                      | 47        | 60        | 71        | 79        | 46        | 61        | 71.5      | 75        | 71        |
| English      |                      |                      |           | 72        | 68        | 71        |           | 68        | 67.3      | 71        | 69        |
| <b>Total</b> | <b>63</b>            | <b>76</b>            | <b>49</b> | <b>64</b> | <b>70</b> | <b>79</b> | <b>48</b> | <b>64</b> | <b>70</b> | <b>78</b> | <b>71</b> |

Source: KSQAO results

The learning assessment conducted by the state over 4 years depicts the gradual and continuous improvement in all the subjects and in all the classes. This may be attributed to the various quality initiatives and CCE procedures adopted by the state especially at the elementary level under SSA.

**Observations:** It is good to note that the KSQAO is showing an improvement in learning levels, but this contradicts the results being reflected in the DISE data. This must be checked carefully.

**Feedback from Quality Monitoring Tools:**

A divisional level workshop for DIET, BRC, CRC was organised to orient them for effective monitoring the performance of the schools during 2009-10. The data collected by CRCs was analysed at the block level. All the CRCs of the block presented the situation at the block level with success stories and areas where they need support from block and district level.

The block level consolidations were analysed at the district level by DIET and district project office. The district level and block level supervisory staff discussed at length the success and constraints and came out with the list of activities to be taken up. The DIETs and BRCs have planned to address the teachers of particular subject to identify the reasons for low achievement and to plan sharing workshops with schools did well and to plan the training programmes for the next quarter.

The district teams are of the opinion that from class 1 to 4 comprehensive continuous evaluation is in practice. The competency based evaluation programme is in practice. Hence for this quarter they want to improve the achievement levels of class 5 and above.

In the district level this analysis will give a picture of the status of blocks and the areas where support is required from the district level. With this the district level consolidation has been done. The same was analysed and state level reports were prepared.

The district level functionaries targeted the subjects and children achieved less than 50% in the first semester. The districts where more than 20% of children scored less than 50% are given in the following table.

| Percentage of students scoring less than 50% (i.e in D and E categories) |          |       |         |       |                |
|--|----------|-------|---------|-------|----------------|
|  | Language | Maths | English | EVS   | Social Science |
|  | Qtr I    | Qtr I | Qtr I   | Qtr I | Qtr I          |
| <b>Class-5</b>   | 31.67    | 31.67 | 35.14   | 32.08 | 32.08          |
| <b>Class-6</b>   | 33.57    | 33.57 | 35.97   | 35.51 | 35.51          |
| <b>Class-7</b>   | 23.29    | 23.29 | 22.53   | 18.37 | 18.37          |
| <b>Class-8</b>   | 26.80    | 26.80 | 23.08   | 24.65 | 24.65          |

Source: QMT 1<sup>st</sup> qtr 2009-10

#### 1<sup>st</sup> language Kannada

| SI No | District       | Class-5 | Class-6 | Class-7 | Class-8 |
|-------|----------------|---------|---------|---------|---------|
| 1.    | Koppal         | 38.34   | 36.78   | 42.86   | 45.75   |
| 2.    | Chamarajanagar | 28.10   | 28.30   | 38.20   | 32.08   |
| 3.    | Chikkamagalore | 32.32   | 30.02   | 36.42   | 35.51   |
| 4.    | Raichur        | 22.51   | 25.60   | 26.68   | 18.37   |
| 5.    | Kodagu         | 39.13   | 21.90   | 21.51   | 24.65   |
| 6.    | Chitradurga    | 22.19   | 24.24   | 26.57   | 32.74   |

#### English

| SI No | District       | Class-5 | Class-6 | Class-7 | Class-8 |
|-------|----------------|---------|---------|---------|---------|
| 1.    | Koppal         | 48.46   | 47.81   | 45.63   | 49.04   |
| 2.    | Kolar          | 22.10   | 25.73   | 22.98   | 17.72   |
| 3.    | Chikkamagalore | 47.56   | 40.21   | 41.89   | 48.93   |
| 4.    | Raichur        | 27.20   | 28.24   | 30.52   | 23.80   |
| 5.    | Chitradurga    | 24.75   | 29.39   | 29.28   | 36.30   |

In 2<sup>nd</sup> language 6 districts need support to improve English achievement more than 20% of children scored less than 50%. The academic support group expressed to conduct a study to identify the areas where children lag behind.

#### Maths

| SI No | District       | Class-5 | Class-6 | Class-7 | Class-8 |
|-------|----------------|---------|---------|---------|---------|
| 1.    | Koppal         | 45.59   | 40.24   | 48.63   | 49.39   |
| 2.    | Chamarajanagar | 29.10   | 29.40   | 32.20   | 32.80   |
| 3.    | Chikkamagalore | 44.51   | 46.71   | 40.23   | 46.54   |
| 4.    | Raichur        | 28.19   | 27.67   | 26.69   | 23.32   |
| 5.    | Kodagu         | 24.30   | 22.21   | 20.78   | 26.94   |
| 6.    | Kolar          | 20.22   | 20.30   | 22.98   | 24.88   |

#### EVS/Science

| SI No | District       | Class-5 | Class-6 | Class-7 | Class-8 |
|-------|----------------|---------|---------|---------|---------|
| 1.    | Koppal         | 45.64   | 48.04   | 47.18   | 46.95   |
| 2.    | Chamarajanagar | 37.54   | 38.57   | 37.27   | 40.64   |
| 3.    | Raichur        | 22.98   | 27.38   | 30.77   | 20.17   |
| 4.    | Kodagu         | 28.07   | 19.89   | 20.72   | 22.04   |
| 5.    | Chitradurga    | 22.19   | 24.24   | 26.57   | 32.74   |

#### Social Science

| SI No | District       | Class-5 | Class-6 | Class-7 | Class-8 |
|-------|----------------|---------|---------|---------|---------|
| 1.    | Koppal         | 47.46   | 48.06   | 44.76   | 47.66   |
| 2.    | Kolar          | 24.44   | 25.21   | 24.64   | 16.20   |
| 3.    | Chikkamagalore | 45.21   | 42.23   | 43.32   | 44.90   |
| 4.    | Raichur        | 25.01   | 29.39   | 26.65   | 20.68   |
| 5.    | Kodagu         | 28.50   | 28.40   | 31.20   | 17.50   |
| 6.    | Chitradurga    | 24.75   | 29.39   | 29.18   | 36.30   |

In 7 districts children scored less than 50% are ranges from 21% to 48%

This data was shared in Block or cluster level sharing sessions; the activities suggested to improve language ability are,

- To identify the areas in which children are lacking.
- To utilise reading cards to improve reading and writing ability.
- Copy writing.
- Use of Library
- Remedial teaching
- Training in Kannada language at cluster level especially in the above 7 districts.

**Observations:** The State team has explained that specific learning difficulties of children have been identified at Cluster level, but at present the data is not available regarding analysis at other levels. This kind of analysis must be conducted, so that the State can know in which specific competencies children are facing difficulties, and to keep this in mind while designing inputs such as teacher training programs, TLMs, support materials, etc so as to address these difficulties. In addition, the State must also analyse what are the factors contributing to these difficulties – whether teacher related, TLM-related, pedagogy-related, assessment-related, etc., so that these issues can be addressed through integrated measures.

## 6. Learning Assessment Systems

### Learning assessment system

| Stage   | No. of test in a year               | Whether marking or grading system | No-detention up which class | Board Exam. at which Class | Is there any report Card? | Frequency of sharing with parents                          |
|---------|-------------------------------------|-----------------------------------|-----------------------------|----------------------------|---------------------------|--|
| Primary | Continuous Comprehensive Evaluation | Grading                           | no                          | no                         | Yes                       | At the end of each semester at the Samudayashale programme |

|           |                           |         |    |    |     |  |
|-----------|---------------------------|---------|----|----|-----|--|
| U.Primary | 2 Semester exams+ 2 tests | Grading | no | no | Yes | At the end of each semester at the Samudayashale programme |
|-----------|---------------------------|---------|----|----|-----|--|

Source: AWP & B 2010-11, SSA Karnataka

**Steps being taken for moving towards comprehensive and continuous assessment of each child's ability to understand and apply knowledge:**

- Continuous and comprehensive assessment is an inbuilt mechanism in Nali-Kali which has been introduced for class I and II during 2009-10. The same will be extended to Class III during 2010-11. There will be no exams or tests in lower primary (I to IV Standards) level, children are assessed by Continuous Comprehensive Evaluation method. Children performance will be registered in progress card at the end of every month.
- For higher primary (V to VIII Standards) unit tests will be conducted after every unit. Teacher will identify the poor performance of children and remedial teaching will be conducted one hour before and after school time. There will be 2 tests and 2 semester exams in a academic year. There is no marking system. Marks converted in to Grade A+-A, B+-B, C+-C according to achievement.
- From 2010-11 onwards, a new system of introducing unit-wise **Student Portfolios** will be implemented in order to track whether each student has achieved the desired competencies for each unit. This will be assessed through a combination of all the activities that the child has performed, project work, field trips, teachers' observations, etc, which will be recorded in the portfolio.
- **Student self-assessment** through the use of self-assessment schedules will be introduced. Every unit is delineated into simple concepts, and worksheets will be provided by which the pupil can themselves assess whether or not they have achieved these concepts.
- For those students who are found to not have achieved the desired concepts in a unit, some additional support will be given. DIET faculty will be oriented and entrusted with the task of designing some simple activities and interactive methods that can be used during the ongoing classroom processes for different subjects, for providing additional remedial support to students who have not acquired the desired competencies. Moreover, it is planned to design some self-instructional materials for Class V to begin with.

○ **Steps have been taken for rolling out of NCERT Source books:**

4 workshops have been conducted to integrate the elements of NCERT Source book in Nali-Kali and to prepare a source book for assessment of V std. pupils and on words the State level Resource persons have identified few important activities in NCERT Source book, which has to be included in Nali-kali cards. The DSERT which is responsible to prepare the Nali-Kali cards has been informed accordingly to include the suggested activities in I, II, III, IV Nali-Kali Cards. The preparation of Assessment tools for 5th standard is under progress.

**Observations: Although continuous and comprehensive assessment has been in-built into Nalikali at primary level, it is not clear how this has been ensured at upper primary level, where a system four terminal tests per year (2 semester exams and 2 tests) is still followed. The State must take concrete measures to revise the current pattern of terminal tests move**

towards a more formative method of assessment that is non-threatening and stress-free for children, at upper primary level as well.

• **Remedial teaching in 2009-10:**

**Strategies for identifying learning difficulties and providing Remedial support (mostly for mainstreamed, higher age group, and other children):**

The AWP&B -2009-10 proposed to under take the activity remedial teaching for the 10% of children of the enrolment. During the year the learning time and instruction time was increased by one hour a day in all the schools, but later on it was conducted during school hours.

The following activities were proposed under this intervention during the year 2009-10

1. The Mathematics and science subjects need to be taken care the teachers were enabled in teaching science and mathematics by providing them manuals, Kits and additional trainings.
2. Reading programme was initiated in the schools for class 2 to 7 Reading cards supplied during 2008-09 were used for the improvement of reading skills in children. During 2009-10 also 7 set of cards for LPS and 15 set of cards for HPS are provided and guidelines being issued. The cards are being used at different occasions.
  - To develop reading skills of children
  - To develop writing skills
  - To develop creativity
  - For Remedial teaching as a remedial teaching material,
  - To make child participate in all the activities of the school
  - To develop reading habits
3. The SC, ST, Muslim minority and girl children identified were provided stationery and additional academic inputs
4. A special programme to improve the writing ability was launched during February 2009 in all the schools .This programme was continued this year also with the help of community and parents.

The following table shows progress of remedial teaching in 2009-10.

**Progress of remedial teaching**

| Fund allocated in 2009-10 | Physical Target (Children) | Financial achievement till Feb, 2009 | % of achievement |           |
|---------------------------|----------------------------|--------------------------------------|------------------|-----------|
|                           |                            |                                      | Physical         | Financial |
| 623.970                   | 405970                     | 623.970                              | 100%             | 100%      |

Source: AWP & B 2010-11,

**Plan for Remedial Teaching in 2010-11:  
Self learning material.**

AS

Remediation of learning deficits and harmonisation of pace of learning to individual differences among children should be integrated into the teaching-learning transactional processes. Computer Assisted Instruction (CAI) has immense potential in this context. Standard / School grade syllabi, subject, units/themes tailored content material can be transcribed in programmed learning mode and used as a supplement for the benefit of slow learners located in multi-grade, crowded classrooms. Incidentally, advanced content can also be developed for fast learners. Value-additions to schooling from auto-instruction materials in programme mode need not be showcased here. It is common knowledge in education academia since the time of BF Skinner and the recognition reinforcement theories of learning.

During 2010-11, it is proposed to generate auto-instructional programme learning material in school subjects for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade children using participative workshop methodology and with the involvement of knowledgeable and experienced stakeholders.

There are 29 DIETs in the State. Subject/Standard-wise, work will be shared by all the DIETs in clusters of 7 DIET-Networks. Materials will be validated through pilot – utilisation and refined. Every higher primary school (total 27000) shall be supplied with one set of materials (DVDs and Pen Drive). A unit cost of Rs 1000/- per school is proposed during 2010-11 and 2011-12, in two phases. The unit cost includes capacity building of teachers/schools for using PLM.

For 27000 schools, the total cost shall be 27000000: 270.00 lakhs.

During 2010-11 it is proposed to give award to teachers for one cluster – amount of sum of Rs, 10000/-

**Recommendations: As per the revised SSA norms, no funds are recommended for remedial teaching. However the State needs to develop a strong model for special training to be given for mainstreaming all children to their age-appropriate classroom levels.**

## 7. Minimum Enabling Conditions

- Teacher Recruitment and Deployment systems

### 3.1.1 Information on Teachers (as on Dec end 2009)

|     | Sanctioned Post |           |        | Working  |           |        | Vacancies |           |       |
|-----|-----------------|-----------|--------|----------|-----------|--------|-----------|-----------|-------|
|     | By State        | Under SSA | Total  | By State | Under SSA | Total  | By State  | Under SSA | Total |
| PS  | 41539           | 10293     | 51267  | 39546    | 8117      | 47663  | 1993      | 2176      | 4169  |
| UPS | 141823          | 7437      | 149260 | 132822   | 6398      | 139220 | 9001      | 1039      | 10040 |

Source: DISE and Dist AWP&B 2010-11, Karnataka

### Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:

Vacancies of posts are due to retirement and also due to non recruitment of newly sanctioned posts from the past two years. Delay in recruitment was due to recent extension in retirement

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age from 58 to 60 in 2008-09, and thus the number of vacancies due to retirement was low, so the State decided not to recruit any new teachers in that year.

The notification has already been issued for the recruitment of vacant posts and newly sanctioned posts to which 5000 new postings will be completed before March 2010 (including 931 SSA posts).

In addition, 1400 TGT posts which were sanctioned in 2006-07, are no longer necessary because of saturation of Std. 8.

**Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:**

This is not realistic to consider the school to not to have 10% of sanctioned post as there is one vacancy out of 4 sanctioned post in HPS, the % of vacancies to the sanctioned strength is 25%; for 5 sanctioned post, one vacancy leads to 20% vacancy, for 6 sanctioned post it is 17% and for 7 sanctioned posts it is 14%. As most of the HPS fall under these categories, the vacancy position exceeds 10% as stipulated above.

In case of LPS, out of 2 sanctioned post, if there is a vacancy, the % leads to 50% being the maximum vacancy.

**3.1.2 Recruitment of teachers under SSA**

|             | Sanctioned in PAB till 09-10 |      | Recruited by March 10 |      | Salary Scale                    |      | Selected by                                    | Salary provided by               |
|-------------|------------------------------|------|-----------------------|------|---------------------------------|------|--|----------------------------------|
|             | Regular                      | Para | Regular               | Para | Regular                         | Para | State/ Distt./ Community                       | SMC/ Treasury/ SSA society/ etc. |
| Primary     | 11730                        | 0    | 10470                 | 0    | Initial pay scale: 6800 - 13000 |      | Through competitive examination at Block level | SSA District Office              |
| Up. Primary | 12548                        | 0    | 11900                 | 0    |                                 |      |  |                                  |

Source: AWP & B 2010-11

**Information on PTR**

|                                 | Single Teacher Schools  |                              |                             | School with PTR More than 30 |          |          |          |          |              |
|---------------------------------|---|------------------------------|-----------------------------|------------------------------|----------|----------|----------|----------|--------------|
|                                 | No of Schools   | No of Single Teacher Schools | % of Single Teacher Schools | 30 to 40                     | 40 to 50 | 50 to 60 | 60 to 70 | 70 to 80 | More than 80 |
| Primary                         | 23,248  | 1,061                        | 200                         | 1033                         | 255      | 78       | 34       | 8        | 17           |
| Upper Primary                   | 22,305  | 28                           | 3.99                        | 4,293                        | 833      | 190      | 55       | 23       | 25           |
| Overall                         | 45,553  | 1,089                        | 204                         | 5,326                        | 1,088    | 268      | 89       | 31       | 42           |
| Which districts have higher PTR | Yadgir, Bidar, Dharwad, Koppal districts at the primary level and Yadgir, Bijapur, Koppal, Gulbarga, Bellary and Belgaum districts at the upper primary level have higher PTR |                              |                             |                              |          |          |          |          |              |

Source: DISE 2008-09

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|            | Number of schools in respect of teacher availability (upper pry) |  |  |                                   |   |                             |
|------------|--|--|--|-----------------------------------|---|-----------------------------|
|            | Total no. of schools   | No. of schools with less than 3 teachers | Schools without maths and science teachers | Schools without language teachers | Schools without social science teachers | Schools without headmasters |
| U. Primary | 22320  | 379                                      | 7067                                       |                                   |   |                             |

**Strategy for ensuring Subject-specific availability of teachers at Upper Primary level:**

- Minimum 4 teachers provided to every UPS and with more than 100 enrolment, a DED candidate with PUC in science is posted.
- Every school with more than 200 enrolment will get a Science and an English teacher.
- Every school with more than 300 enrolment will get a Science, an English and a Hindi teacher.
- Every school with more than 400 enrolment will get a Science, an English, a Hindi and a Physical Education teachers.

All teachers are D.Ed holders. The D.Ed. curriculum includes training in all subjects. Once the teachers are recruited, more specific training is provided in those subjects which teachers will be teaching, during the in-service training programs, to ensure that the quality of transaction in the classroom is strengthened for that specific subject.

The state feels it may not be feasible to recruit separate subject-trained teachers for every subject, in those schools where the enrollment is less 100.

**Observations:** At present the State does not have a provision for recruiting subject-wise teachers for all upper primary schools, except in those schools which have higher enrollment, as described above. The State will need to develop some strategy for ensuring subject-wise recruitment as per RTE requirement, once the Act is notified.

**Availability of Teachers as per RTE Requirement**

|    |                   | RTE requirement                   | Which Districts are currently not meeting RTE requirement (mention PTR)            | Number and % of schools not meeting RTE requirement |                       | Steps to be taken to meet RTE requirement   |
|----|-------------------|-----------------------------------|--|---|-----------------------|---|
|    |                   |                                   |  | No. of schools                                      | %age of total schools |   |
| 1. | Primary level PTR | • 2 teachers for upto 60 children | Belgaum, Bidar, Chikballapur, Dakshina Kannada, Ramanagara, Raichur, Uttarakannada | 683   | 1.48                  | School specific plan will be made to maintain RTE provisions and consolidated at cluster/Block District levels. |

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|    |  |   |   |      |      |  |
|----|--|---|---|------|------|--|
|    |  | <ul style="list-style-type: none"> <li>• 3 for upto 90</li> </ul>                         | Belgaum, Bellary, Bidar, Dakshina Kannada, Gulbarga, Kolar, Koppal, Mandya, Mysore, Raichur, Uttarakannada                                      | 303  | 0.66 |  |
|    |  | <ul style="list-style-type: none"> <li>• 4 for upto 120</li> </ul>                        | Belgaum, Bellary, Gulbarga, Kolar, Koppal, Mysore, Ramanagara, Raichur, Uttarakannada, Yadgir   | 303  | 0.66 |  |
|    |  | <ul style="list-style-type: none"> <li>• 5 for upto 200</li> </ul>                        | Belgaum, Bellary, Bijapur, Dakshina Kannada, Gulbarga, Kolar, Koppal, Mandya, Mysore, Raichur,  | 227  | 0.49 |  |
|    |  | <ul style="list-style-type: none"> <li>• PTR under 1:40 for above 200 children</li> </ul> | Bangalore U, Belgaum, Bijapur, Mysore;  | 1280 | 2.77 |  |
| 2. | PTR at upper primary level             | 1:35  | Belgaum, Chikkaballapura, Dakshina Kannada, Kolar, Mandya, Mysore, Ramanagara, Uttarakannada  | 517  | 1.12 | <ul style="list-style-type: none"> <li>• Redeployment of teachers and rationalizing teacher supply within districts. Transfer outside districts are not permitted in the transfer act.</li> <li>• Teacher supply across the districts/blocks in future will be tailored to RTE requirements</li> </ul> |
| 3. | Subject-specific teachers              | At least 1 teacher for Sci & Maths, Social Sci., and Languages                            | No provision in the state for the recruitment of subject wise teachers. A teacher is expected to teach all the subjects at the elementary level |      |      | Subject Specific teachers are appointed from 2001 onwards. PUC science/Arts with D.Ed qualified candidates are appointed by the district authority according the prescribed norms  |
| 4. | Head-Teacher and Part-time instructors | For above 100 children, at least 1 full-time Head Teacher and part time instructors for   | Belgaum, Bellary, Bidar, Bijapur, Chikmagalur, chitradurga, Dakshina Kannada, Udupi, UttaraKannada  | 1128 | 2.44 | where the strength is more than 100 there is a provision of head teacher post. If there is no head teacher post, senior teachers will act as head teacher.   |

**Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11:**

There are no single teacher schools in Karnataka. Since the state has the policy of having single teacher for the enrolment less than 5, the state has closed down the schools with enrolment less than 5 providing transportation facility to the students to reach the nearby schools. Schools having less than 10 enrolments, decision on closing them will be taken based on feasibility report of every individual case to ensure quality education which is meaningful and cost effective.

**State Policies and Procedures for Recruitment of Teachers:**

- The state recruits teachers through Centralised Admission Cell which has been especially brought into existence to bring in transparency and quality in the recruitment process of teachers.
- District level competitive examinations are held and block level selection is provided and block level seniority is maintained for their service matters.
- The rank list of candidates for the selection of teachers post will be finalised based on the average marks obtained in PUC, DEd and Common Entrance Test examination.
- 50% posts reservation provided for female candidates and reservation policy is applicable as per the supreme court order
- A teacher once selected must work at least 5 years in the place where he is posted.

**State policy and processes for deployment and rationalization of teachers? (including steps to ensure that it is transparent, free from harassment)**

The State Government has implemented the Transfer Regulation Act under which it is been made mandatory to identify excess teachers and shortfall of teacher at the school level and redeploy the teachers through counseling process providing priority within block then to district and in rare cases where ever there is excess teachers after deployment within the district, will be sent to needy districts. This process is held during April and May of every year during which the schools remain closed and the process will be completed before the opening of schools in June.

**Minimum Qualifications for appointment of Teachers for different levels/ categories;**

PS and UPS fall under one category and all the teachers are recruited as Primary School teachers. The minimum qualification for the recruitment of teachers is Diploma in Education.

**Teachers' terms and service conditions**

- Teachers are selected at the block level and service seniority is maintained at the block offices for all the service matters.
- The teachers shall serve at least 5 years in the place posted;
- He shall lose his seniority once he moves out of the jurisdiction of his service on his own demand.
- He shall be governed by the States Karnataka Civil Service Rules;

**Mechanisms for redressal of grievances:**

All processes related to appointment, salary, increment, leave benefits and other service matters are handled at the block level through counseling process which are highly transparent. The grievances if any are redressed at the block office and a teacher can approach higher level offices for justice and finally KAT.

### 3.2. Teacher and student attendance

#### 3.1 Teacher and Student Attendance Rates

|                               | 2007-08<br>(with Source)  | 2008-09<br>(with source) | 2009-10<br>(with source)  | Target for<br>2010-11   |
|-------------------------------|---|--------------------------|---|---|
| Teacher attendance (primary)  | 98.71%<br>(study report)  |                          | Study in Teachers and Students Attendance through 10 DIETs is under progress. | At State level conduct teachers and students attendance study will be conducted through all 29 DIETs. |
| Teacher attendance (up. pry.) | Study on Teacher Absence and Students Attendance Primary and Upper Primary Schools of Karnataka State. by Catalyst Management Services Pvt. Ltd, Bangalore State wide study<br><b>Findings:-</b><br><ul style="list-style-type: none"> <li>✓ Average teacher attendance is 80%</li> <li>✓ female 81%</li> <li>✓ Male 78%</li> <li>✓ SC 80%</li> <li>✓ Minority 84%</li> <li>✓ Government 78%</li> <li>✓ Aided 87%</li> <li>✓ Rural 78%</li> <li>✓ Urban 82%</li> </ul> unauthorized absence is less than 1% & the rest is due to training, office work etc. |                          |   |   |
| Student attendance (pry.)     |   | 97.21%<br>DISE           | 97.17%<br>DISE  | 98%   |
| Student attendance (up. pry.) |   | 97.81%<br>DISE           | 97.62%<br>DISE  | 98%   |

In 2009-10, Study on Effect of school and Home factor on the Attendance of Children at Primary Stage in Karnataka State was conducted in 4 districts only. **Findings:**

- ✓ 1-4<sup>th</sup> standard average attendance is 57%
- ✓ 4<sup>th</sup> Standard attendance is 68%
- ✓ 1<sup>st</sup> Standard attendance is 74%
- ✓ 2<sup>nd</sup> and 3<sup>rd</sup> attendance is less

The attendance rate of students and teachers of the state are comparatively high. However around 18% of teachers do not attend teaching work due to the reasons like; teachers on leave on personal grounds and away on education related work including training and meetings. This issue will be addressed through systematised monitoring by field functionaries.

**Steps to be taken to address these issues in 2010-11:**

A study has been initiated under REMS during 09-10. Based on the outcomes of the study, the nodal officer will be informed to have a rigorous monitoring process. Training on classroom process will be conducted. Minchinda Sanchara (Surprise Visits) will be conducted to check the attendance and take steps like visiting homes on regular day of work etc;

**Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2010-11):**

A study will be conducted to know the status of attendance every year. Karnataka development meeting at different levels will review the progress of the attendance. Similarly the MMR meeting in the department will have this as an agenda for decision. The activities of SSA programmes will be streamlined to focus in the areas where the D.P. was more. The RDPR will be requested to review the issue in Grama Panchayaths. The child tracking mechanism will be placed on the track.

**Number of working days and working hours**

| Item   | RTE Requirement  | Present status   | Steps to be taken to meet RTE requirement   | Monitoring mechanism to ensure this   |
|--|--|--|---|---|
| Number of working days in a year                   | <ul style="list-style-type: none"> <li>• 200 for Pry.</li> <li>• 220 for Up. Pry.</li> </ul>     | 222<br>225   | Its above the RTE guidelines.   |   |
| Number of instructional hours in a year            | <ul style="list-style-type: none"> <li>• 800 for Pry.</li> <li>• 1000 for Up. Pry.</li> </ul>    | 1904   | A meeting has been planned on 17 <sup>th</sup> Feb to discuss the implications of RTE.  |   |
| Number of working hours per week                   | 45 teaching hours per teacher per week, including preparation hours                              | 33 teaching hours per teacher per week (40 min of 8 periods per days for 5 days and 5 periods per day for 1 day of a week) | The recommendations will be sent to the Govt for further action.  |   |
| No. of days involved in non-educational activities | No teacher deployed for non-educational purpose except census, disaster relief, or election duty | Barring stray incidences, almost nil   | <ul style="list-style-type: none"> <li>• A circular has been issued</li> <li>• It will be brought to the notice of the government to take action for such incidences</li> </ul> | <ul style="list-style-type: none"> <li>• KDP will review it</li> </ul>                                    |
| Involvement in private tuitions                    | No teacher shall be engaged in private teaching activity   | None   |   | <ul style="list-style-type: none"> <li>• Block officers will be responsible to implement this.</li> </ul> |

**Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)**

The state has a well define policy regarding recruitment and deployment . Only trained teachers are appointed and deployed though counseling only. Circulars have been issued not to punish the child and bring trauma of kind. No detention policy is in place upto IV standard. Action is being to extend it up to VIII standard.

**Policies/ steps to recruit only trained teachers in the State;**

The State has been recruiting only trained teachers since the beginning.

**Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?**

The state believes that no child should be subjected to any kind of violence, trauma or abuse. The department has issued a circular with regard to it. But this alone does not suffice. The mindset of people who come under the circle of influence and the public in general must be changed. It is our plan to bring in attitudinal changes among teachers through training programmes. Wall posters containing these would be prepared and disseminated. It is also planned to give advertisement.

For monitoring this, the following mechanisms have been thought of

- CRP will visit schools, interact with the teachers and observe classrooms, and will record findings
- Complaint box has been put up in every school, and will be further activated by sensitizing the SDMC members during their training programs
- During Monthly Review Meetings, involving Department officials, the status will be reviewed.
- This will also be discussed and reviewed during KDP meetings held at Panchayat level, and proper feedback and action will be taken.
- Incidents reported through the media are immediately acted upon by the Department

**Status of policy on no detention or expulsion at elementary level:**

The policy is prevailing upto IV standard. As a follow-up to the Bangalore National Workshop held in Nov 2009, a proposal has been recently submitted to the Government regarding implementation of no-detention policy at the upper primary level. It is expected that this will be approved within the next fortnight.

However, though the policy is not in place at upper primary level, in practice, the procedure is that when a child fails the examination, he/she is given remedial coaching during the summer vacation and then promoted to the next class. The only instance where s/he is held back is due to below 75% attendance.

**Status of policy on no board examinations at elementary level:**

No board exams are held at elementary level.

**Whether primary cycle till Class V and upper primary cycle till Class VIII?**

Primary cycle up to class 5 and upper Primary cycle up to class 7/8 (up to 8<sup>th</sup> Standard in SSA schools, and up to 7<sup>th</sup> standard in state government schools. Besides this, in those schools which have been made into composite schools, the elementary cycle goes up to Class 8). Change of upper primary cycle from class 7 to class 8 proposal has been sent to Govt. It is under process.

**Policies or strategies for ensuring availability of education in the child's mother tongue?**  
 Provision to study in ones own mother tongue upto Class IV is prevailing. It has been mired in legal tangles and the case is pending before the Supreme Court. It is a time to intervene by the centre and make the policy country wide.

**Grants: timely delivery and effective utilization**

**Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)**

| Distribution of Grants                          | Progress in 2009-10 |             |                           | Proposal for 2010-11 |           |
|---|---------------------|-------------|---------------------------|----------------------|-----------|
|   | Physical Target     | Achievement | Percentage of Achievement | Physical             | Financial |
| <b>a. Teacher grant @ Rs. 500/- per teacher</b> |                     |             |                           |                      |           |
| Primary level                                   | 50805               | 49992       | 98.39%                    | 48419                | 242.095   |
| Upper Primary level                             | 178089              | 173725      | 97.54%                    | 178954               | 894.770   |
| <b>b. School grant @ Rs. 2000/-per school</b>   |                     |             |                           |                      |           |
| Primary level                                   | 47186               | 47186       | 100%                      | 48249                | 2412.450  |
| Upper Primary level                             | 23749               | 23749       | 100%                      | 25111                | 1757.77   |
| <b>c. TLE grant</b>                             |                     |             |                           |                      |           |
| New Primary schools@ 10,000/-per school         | 304                 | 304         | 100%                      | 167                  | 33.4      |
| New Upper Primary schools@ 50,000/-per school   | 130                 | 130         | 100%                      | 405                  | 202.5     |

Source: AWP & B 2010-11, SSA Karnataka

**Effective utilization of Grants**

|  | Teacher Grant  | School Grant  | TLE Grant   |
|--|--|---|---|
| <b>Date of distribution and reaching to school in 2009-10</b>            | Last week of May - 09  | Last week of May -09  | During June -09   |
| <b>Issues related to timely distribution</b>                             | No issue related to release of grants  |   |   |
| <b>Mechanisms to ensure timely distribution</b>                          | Funds released to districts through e-fund transfer system and in turn it is directly released to SDMCs which avoids delay in this process; Monthly progress review keeps track of funds release along with the reports of nodal officers who visit the districts and reports to the state office regarding the progress |   |   |
| <b>What the grant was utilised for in 2009-10</b>                        | To purchase raw materials for TLMs or for purchase of ready materials to supplement the process of teaching and learning   | Maintenance of academic, administrative and financial records, development of SAP(School Academic Plan), and for other necessary activities that are conducted in the school as per the school calendar distributed to school | For arranging furniture to students and to establish library and lab in the school along with encouraging sports by procuring sports materials. |
| <b>Feedback on effective use of grants in 2009-10; issues identified</b> | All the grants have been released in time along with the necessary guidelines and the grants were effectively utilised at the school level by the approval of SDMC as per the individual school's requirement.   |   |   |
| <b>What the grant will be utilised for in 2010-11</b>                    | As mentioned above   | As mentioned above  | As mentioned above  |
| <b>Mechanisms to ensure effective use of grants</b>                      | Timely release of funds, simultaneously issuing appropriate guidelines and strengthening monitoring mechanism at different levels which is frequent and motivating   |   |   |



## 8. Community & Civil Society Partnerships

### a. Collaborative School-level planning with involvement of community

Steps towards establishing School Management Committee in each school, and their role:  
As per the Govt order No. ED/122/PBS/2004/Bangalore dated: 14 June 2006 it is mandatory to constitute SDMC in each school. As per the Govt order SDMC has been constituted in each school.

#### Roles and functions of the committee

- (i) Guiding Member Secretary of the SDMC in the preparation of School Action Plan for the academic year and approving the same before one month of the beginning of the academic year.
- (ii) Regularly monitoring the timely attendance of Teachers, non-Teaching staff and students. For this purpose, each member of SDMC is having every right to verify the attendance registers of schools.
- (iii) Regularly supervising the number of out of school children and ensuring the attendance and retention of all the children in the school. For this purpose, SDMC has to ensure and supervise the timely and proper distribution of incentive schemes like free text books, Mid-day meal, Uniform, Scholarships, etc.
- (iv) Organizing the meeting of parents council at least once in three months
- (v) Taking appropriate measures to maintain the properties of school viz school building, Drinking water, Toilet, Play ground, etc.
- (vi) Having powers to undertake the construction work and maintenance work in school.
- (vii) Power to declare four local holidays.

#### What processes are/will be undertaken for developing a School Development Plan for each school?

As per the SDMC rules, the school academic plan developed comes under the responsibility of the concerned SDMCs. Accordingly the SAP are being prepared from the 08-09 onwards. The pupils achievement is being focused mainly and the remediation activity is planned. Secondly, the SAP will consist the plan to conduct the co-curricular activities in the year. At the outside the ambit of SAP the schools are also preparing the calendar of events. The monthly SDMC meeting and the school evaluation by the supervisory authority will look into these plans, the progress is being reviewed and the feedback will be given

During the first week of June, the SDMC meeting will be held and the HM will place the school academic plan before the committee and gets the approval. Accordingly the progress will be reviewed at the regular intervals.

The SAP has the following columns;

Part -1; Remedial teaching

- Sl.No,

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- tandard,
- Name of the student,
- Subjectwise basic concepts the student has not learnt,
- date of attainment of these concepts

Part - 2; (Co-currucular Activities)

- S.N,
- Name of the activities,
- time line,
- responsibility,
- probable expenditures

According to the SAP, work will be distributed among the teachers and the teachers will execute the remedial work. Community participation is ensured to conduct co-curricular activities

**b. Community contribution to quality improvement**

Community has been involved in the quality improvement process. 3 days are designated in each year to celebrate school towards community programme. In this programme all the SDMC members, parents, Grama panchayat members and other community who are interested in education assemble in school and participate in the audit of the school activities that had taken place in the school. This audit also includes improvement of quality in learning.

**Overview of Quality Progress in 2009-10**

| SNo. | Activity                                  | Sanctioned Budget (2009-10) |          | Achievements (till 31-02-09) |          | % age Achievements |       | Remarks |
|------|---|-----------------------------|----------|------------------------------|----------|--------------------|-------|---------|
|      |   | Phy.                        | Fin.     | Phy.                         | Fin.     | Phy.               | Fin.  |         |
| 1.   | Free Text Books                           | 910389                      | 964.737  | 910389                       | 964.737  | 100                | 100   |         |
| 2.   | Teacher Grant                             | 228894                      | 1144.47  | 223717                       | 1118.676 | 98                 | 97.74 |         |
| 3.   | School Grant                              | 72457                       | 4113.07  | 70934                        | 4101.3   | 98                 | 99.71 |         |
| 4.   | TLE Grant                                 | 447                         | 128.4    | 447                          | 128.4    | 100                | 100   |         |
| 5.   | Grants for BRC                            | 196                         | 1006.24  | 196                          | 971.268  | 100                | 96.52 |         |
| 6.   | Grants for CRC                            | 2684                        | 3177.584 | 2286                         | 2950.36  | 85                 | 92.84 |         |
| 7.   | Teachers' Training                        |                             |          |                              |          |                    |       |         |
| 8.   | In-Service Training                       | 228885                      | 3433.275 | 210347                       | 2119.556 | 92                 | 61.73 |         |
| 9.   | Induction Training                        | 1214                        | 36.42    | 0                            | 0        | 0                  | 0     |         |
| 10.  | Untrained Teachers                        |                             |          |                              |          |                    |       |         |
| 11.  | BRC & CRC Coordinators & Resource Persons | 5370                        | 53.7     | 5370                         | 53.7     | 100                | 100   |         |
| 12.  | Remedial Teaching                         | 311985                      | 623.97   | 311985                       | 623.97   | 100                | 100   |         |
| 13.  | LEP                                       | 29                          | 1837.2   | 29                           | 1837.2   | 100                | 100   |         |
| 14.  | REMS                                      | 72457                       | 941.941  | 72457                        | 941.941  | 100                | 100   |         |
|      |   |                             |          |                              |          |                    |       |         |

### Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

| Sl. No. | Interventions                       | Proposed |                            | Recommended |                           | Remarks  |
|---------|-------------------------------------|----------|----------------------------|-------------|---------------------------|--|
|         |                                     | Physical | Financial<br>(Rs. in lakh) | Physical    | Financial<br>(Rs.in lakh) |  |
| 1.      | <b>Teacher recruitment</b>          |          |                            |             |                           |  |
|         | New Teachers Salary (P.S.)          | 334      | 99.532                     | 332         | 98.936                    | For 166 new primary schools  |
|         | New Teachers Salary (UPS)           | 641      | 194.304                    | 75          | 22.350                    | For 25 new UP schools  |
|         | Addl. Teachers against PTR          | 483      | 143.934                    | 0           | 0                         |  |
|         | Recurring                           | 24278    | 42708.38                   | 24278       | 42708.38                  |  |
| 2.      | <b>Training</b>                     |          |                            |             |                           |  |
| a.      | In service (PS+UPS)                 | 227373   | 3410.595                   | 227373      | 3410.595                  | As proposed  |
| b.      | Induction training                  | 8161     | 244.844                    | 6168        | 185.054                   | For new teachers to be recruited   |
| c.      | Training of untrained teachers      | 0        | 0                          | 0           | 0                         |  |
| d.      | Training of BRC/CRC                 | 5436     | 54.36                      | 5436        | 54.36                     | As proposed  |
| 3 a.    | Free Textbooks (PS)                 | 472343   | 401.492                    | 472343      | 401.492                   | As per cost  |
| b.      | Free Textbooks (UPS)                | 489367   | 660.645                    | 489367      | 660.645                   | As per cost  |
| 4 a.    | TLM Grant (P)                       | 48419    | 242.095                    | 48419       | 242.095                   | As per norms   |
| b.      | TLM Grant (UP)                      | 178954   | 894.770                    | 178954      | 894.770                   | As per norms   |
| 5 a.    | School Grant (P)                    | 48249    | 2412.450                   | 48249       | 2412.450                  | As per norms   |
| b.      | School Grant (UP)                   | 25111    | 1757.77                    | 25111       | 1757.77                   | As per norms   |
| 6 a.    | TLE Grant (P)                       | 167      | 33.4                       | 166         | 33.200                    | For 166 new primary schools  |
| b.      | TLE Grant (UP)                      | 405      | 202.5                      | 25          | 12.500                    | For 25 new UP schools  |
| 7.      | BRCs                                | 196      | 1351.620                   | 196         | 1303.920                  | As per norms   |
| 8.      | CRCs                                | 2820     | 4403.320                   | 2820        | 4286.920                  |  |
| 9.      | Remedial Teaching/ Special Training | 29844    | 1344.420                   | 29814       | 894.420                   | For special training for mainstreaming children to age-appropriate classes |
|         | LEP                                 | 30       | 2452.000                   | 30          | 2288.000                  | Within 2% of management costs  |
| 1.      | REMS                                | 73360    | 953.680                    | 73360       | 953.680                   |  |

#### (IV) SIEMAT

The State was sanctioned the SIEMAT quite some time ago. Regarding SIEMAT, the State has furnished following information.

The State Government had decided to set up SIEMAT as an autonomous organization under the Societies Registration Act. A study team from SSA visited, SISLEP, Allahabad, and Uttara Pradesh, to draw lessons from the setting up of SISLEP in the State. and submitted its report. The State government has decided to christen SIEMAT as State Institute for School Leadership, Educational Planning and Management (SISLEP) It has been decided to locate the SISLEP in Dharwad city, 480 Kms away from Bangalore, the Capital City of the State, as well as a centrally located place in the State.

DIET, Dharwad agreed to provide adequate land space, nearly 1.4 hectares of land for SISLEP. This land has been earmarked for setting up of SIEMAT. This is Government land. DIET, Dharwad was directed to give complete details of this land. The details have been received. It is proposed to appoint a Special Officer for finalization of civil works-license, permits, facilities, design, etc., and oversee Construction at Dharwad.

Framing of Bye-laws and Service Rules and Regulations was outsourced. An MOU was entered into for this purpose with KILPAR (Karnataka Institute for Law and Parliamentary Affairs), Bangalore. The documents prepared by KILPAR and other documents relating to SISLEP were discussed at a meeting convened by the Secretary, Primary & Secondary School Education, GoK ; and finalized the same. A vision document on SISLEP was also drafted. A note to Cabinet was submitted [Governor's Rule] by the Sarva Shiksha Abhiyan Mission Directorate for clearance of SIEMAT/SISLEP proposal with all the supporting documents [Date of submission 25.09.2008]

The pending proposal was placed at the 4<sup>th</sup> meeting of the Governing Council of Sarva Shiksha Abhiyan Mission held on 02.01.2009 as an agenda item. The Governing Council meeting had been chaired by the honorable Chief Minister of the State. The honorable Education Minister briefed the Governing Council regarding the establishment of SIEMAT. The honorable Chief Minister directed the Governing Council to put up the proposal before the cabinet. During the Appraisal (2010 – 11) the Appraisal team was informed by the State Representatives that there has been no significant development on this issues and no headway has been made on operationalising SIEMAT in the State.

**The appraisal team is very concerned over very slow progress on establishment and operationalisation of SIEMAT. SIEMAT was sanctioned quite some time ago the token amount was approved which was later withdrawn Despite a lot of ground level work being done the outcome i.e. establishment of SIEMAT and its operationalisation has not yet happened. Quick action should be expedited to complete the formalities and establish this much desired institution quickly.**

## (V) Inclusive Education (IE) 2009-10

The State has done taken some good initiatives in the area of IE. Some activities like, deputing regular teachers as resource teachers, converging with a large number of NGOs, appointing volunteers for HBE, etc. are some of the initiatives that need a mention.

### Progress on IE in 2009-10

- 135301 CWSN identified and 121153 enrolled in schools and 14148 CWSN provided home-based education.
- 63928 CWSN (65.13%) provided aids and appliances.
- 38021 (83.64%) schools made barrier-free.
- 606 resource teachers appointed
- 49 NGOs involved.

In the year 2009-10, the State had identified 135301 CWSN and the total budget provided the State was 1453.836 lakh. The physical and financial progress, as reported by the state, is given below.

### Category – wise Coverage of CWSN in 2009-2010

| S. No. | Category               | CWSN Identified |              |               | CWSN Enrolled in schools |              |               | CWSN Covered through HBE |             |              |
|--------|------------------------|-----------------|--------------|---------------|--------------------------|--------------|---------------|--------------------------|-------------|--------------|
|        |                        | B               | G            | Total         | B                        | G            | Total         | B                        | G           | Total        |
| 1      | Low Vision             | 8564            | 7563         | 16127         | 8564                     | 7563         | 16127         | 0                        | 0           | 0            |
| 2      | Totally Blind          | 3980            | 2709         | 6689          | 3641                     | 2379         | 6020          | 339                      | 330         | 669          |
| 3      | Hearing Impairment     | 10693           | 8680         | 19373         | 10009                    | 8167         | 18176         | 684                      | 513         | 1197         |
| 4      | Speech Impairment      | 1280            | 941          | 2221          | 1280                     | 941          | 2221          | 0                        | 0           | 0            |
| 5      | Orthopaedic Impairment | 14642           | 10605        | 25247         | 14556                    | 10534        | 25090         | 86                       | 71          | 157          |
| 6      | Mental Retardation     | 14814           | 11216        | 26030         | 14692                    | 11125        | 25817         | 122                      | 91          | 213          |
| 7      | Multiple Disabilities  | 8800            | 7029         | 15829         | 2496                     | 1421         | 3917          | 6304                     | 5608        | 11912        |
| 8      | Learning Disabilities  | 12992           | 10793        | 23785         | 12992                    | 10793        | 23785         | 0                        | 0           | 0            |
|        | <b>TOTAL</b>           | <b>75765</b>    | <b>59536</b> | <b>135301</b> | <b>68230</b>             | <b>52923</b> | <b>121153</b> | <b>7535</b>              | <b>6613</b> | <b>14148</b> |

**Detailed Progress in IE in 2009-10**

| S.No. | Name of the district | Target of CWSN | In Schools | HBE  | No. of medical Camps Conducted | Alimco devices | Aids and Appliances through other sources | Surgery | No. of NGOs involved | No of schools with Barrier free | % of schools having barrier free |
|-------|----------------------|----------------|------------|------|--------------------------------|----------------|---|---------|----------------------|---------------------------------|----------------------------------|
| 1     | Bagalkote            | 6182           | 5600       | 582  | 6                              | 280            | 560                                       | 6       | 1                    | 1122                            | 85.4                             |
| 2     | Bangalore (R)        | 3186           | 2833       | 353  | 4                              | 456            | 623                                       | 8       | 2                    | 750                             | 65.0                             |
| 3     | Ramnagar             | 2059           | 1766       | 293  | 4                              | 21             | 388                                       | 3       | 1                    | 1032                            | 73.6                             |
| 4     | Bangalore (U)        | 7074           | 6635       | 439  | 9                              | 26             | 576                                       | 13      | 3                    | 318                             | 22.4                             |
| 5     | Belgaum              | 8545           | 7074       | 1471 | 14                             | 831            | 686                                       | 13      | 2                    | 1943                            | 58.3                             |
| 6     | Bellary              | 4122           | 3620       | 502  | 8                              | 0              | 413                                       | 5       | 2                    | 1254                            | 92.2                             |
| 7     | Bidar                | 4705           | 4014       | 691  | 5                              | 536            | 306                                       | 12      | 2                    | 1056                            | 86.6                             |
| 8     | Bijapur              | 6058           | 5649       | 409  | 7                              | 563            | 203                                       | 15      | 2                    | 1875                            | 99.2                             |
| 9     | Chamaraja nagar      | 3747           | 3419       | 328  | 5                              | 0              | 412                                       | 6       | 2                    | 154                             | 20.0                             |
| 10    | Chikkaballapura      | 3321           | 2982       | 339  | 6                              | 369            | 236                                       | 3       | 1                    | 490                             | 30.1                             |
| 11    | Chikmagalore         | 2734           | 2406       | 328  | 8                              | 456            | 258                                       | 8       | 1                    | 511                             | 34.1                             |
| 12    | Chitradurga          | 4064           | 3945       | 119  | 6                              | 452            | 178                                       | 9       | 2                    | 874                             | 51.3                             |
| 13    | Dakshina Kannada     | 6389           | 5789       | 600  | 7                              | 156            | 234                                       | 0       | 3                    | 831                             | 89.2                             |
| 14    | Davanagere           | 4684           | 4415       | 269  | 7                              | 462            | 288                                       | 10      | 2                    | 1182                            | 85.2                             |
| 15    | Dharwad              | 3741           | 3125       | 616  | 6                              | 245            | 489                                       | 8       | 2                    | 608                             | 78.0                             |
| 16    | Gadag                | 3741           | 3410       | 331  | 6                              | 166            | 485                                       | 5       | 1                    | 250                             | 40.1                             |
| 17    | Gulbarga             | 7795           | 6702       | 1093 | 11                             | 416            | 513                                       | 8       | 3                    | 2609                            | 99.2                             |
| 18    | Hasana               | 2918           | 2524       | 394  | 8                              | 456            | 385                                       | 9       | 1                    | 1499                            | 58.3                             |
| 19    | Haveri               | 4622           | 4141       | 481  | 7                              | 86             | 363                                       | 4       | 1                    | 644                             | 55.1                             |
| 20    | Kodagu               | 1825           | 1600       | 225  | 3                              | 13             | 116                                       | 2       | 1                    | 278                             | 68.0                             |
| 21    | Kolar                | 2428           | 2124       | 304  | 6                              | 53             | 419                                       | 6       | 1                    | 919                             | 48.1                             |
| 22    | Koppala              | 2882           | 2668       | 214  | 4                              | 23             | 586                                       | 12      | 1                    | 562                             | 58.0                             |
| 23    | Mandya               | 4831           | 4142       | 689  | 8                              | 388            | 136                                       | 13      | 1                    | 817                             | 44.1                             |
| 24    | Mysore               | 7343           | 6908       | 435  | 9                              | 353            | 186                                       | 15      | 2                    | 1339                            | 68.0                             |

|    | Name of the district | Target of CWSN | In Schools    | HBE          | No. of medical Camps Conducted | Alimco devices | Aids and Appliances through other sources | Surgery    | No. of NGOs involved | No of schools with Barrier free | % of schools having barrier free |
|----|----------------------|----------------|---------------|--------------|--------------------------------|----------------|---|------------|----------------------|---------------------------------|----------------------------------|
| 25 | Raichur              | 3004           | 2615          | 389          | 5                              | 286            | 179                                       | 8          | 2                    | 400                             | 27.14                            |
| 26 | Shimoga              | 5712           | 5069          | 643          | 7                              | 371            | 606                                       | 5          | 2                    | 1200                            | 61.73                            |
| 27 | Tumkur               | 6243           | 5502          | 741          | 10                             | 384            | 548                                       | 3          | 2                    | 1428                            | 40.16                            |
| 28 | Udupi                | 6226           | 5861          | 365          | 5                              | 85             | 456                                       | 1          | 1                    | 570                             | 91.94                            |
| 29 | Uttara Kannada       | 5120           | 4615          | 505          | 11                             | 423            | 816                                       | 2          | 2                    | 787                             | 36.02                            |
|    | <b>Total</b>         | <b>135301</b>  | <b>121153</b> | <b>14148</b> | <b>202</b>                     | <b>8356</b>    | <b>11644</b>                              | <b>212</b> | <b>49</b>            | <b>27302</b>                    | <b>60.07</b>                     |

**Financial Progress: 2009-10 (as on December 2009)**

| S. No. | Activity  | Unit cost (in lakhs) | Phy.  | Fin. (in lakhs) | Progress   | Finance    |
|--------|---|----------------------|-------|-----------------|------------|------------|
|        |   |                      |       |                 | <b>Phy</b> | <b>Fin</b> |
| 1      | Assessment & measurement Camps Rs. 15,000/- per camp                | 0.15                 | 202   | 30.3            | 202        | 30.3       |
| 2      | Provisions of Aids & Appliances Rs. 1500/- per CWSN                 | 0.015                | 20000 | 300             | 15230      | 214.85     |
| 3      | Awareness Programme (Community) CRC & BRC level Rs. 2,000/- per CRC | 0.02                 | 2544  | 50.88           | 2544       | 50.88      |
| 4      | Training of parents of CWSN Rs. 50X2 days                           | 0.001                | 20000 | 20              | 20000      | 20         |
| 5      | Long term training course (90 days) Rs. 4000per teacher             | 0.03                 | 1125  | 33.75           | 870        | 30.8       |
| 6      | HBE volunteer training Rs. 100X 4 days                              | 0.004                | 6540  | 26.16           | 6540       | 26.16      |
| 7      | Strengthening of Resource centers Rs. 20,000/- per center           | 0.2                  | 202   | 40.4            | 182        | 36.4       |

| S. No.       | Activity   | Unit cost (in lakhs) | Phy. | Fin. (in lakhs) | Progress | Finance         |
|--------------|--|----------------------|------|-----------------|----------|-----------------|
| 8            | Workshop/Meetings/TA/DA at the State/district level @ Rs. 30,000/- at the district level and 1.066 lakh at the State level | 0.3                  | 29   | 9.77            | 29       | 9.766           |
| 9            | Development of Publicity materials level @ Rs. 20,000/- at the district level and 1.00 lakh at the State level             | 0.2                  | 29   | 6.8             | 29       | 6.8             |
| 10           | Braille Books for blind  | 0.006                | 1000 | 6               |          | 2.25            |
| 11           | Corrective surgery   | 0.05                 | 800  | 40              | 212      | 10.6            |
| 12           | Braille Training for teachers (10 days) @ 50 teachers per districts @ Rs. 200/- per day                                    | 0.02                 | 1100 | 22              | -        | -               |
| 13           | Training for IERT & CRC (3 days) @ 50 teachers per district @ Rs. 200/- per day  | 0.006                | 1500 | 9               | -        | -               |
| 14           | Escort Facility Rs. 150/- per child  | 0.015                | 1500 | 22.5            | 1500     | 16.57           |
| 15           | IERT teachers Salary   | 0.115                | 606  | 836.28          | 606      | 706.731         |
| <b>Total</b> |  |                      |      | <b>1453.836</b> |          | <b>1162.107</b> |

#### Expenditure of Karnataka in IE since 2005-06

| Year    | Outlay        | Exp                              | % Exp   |
|---------|---------------|----------------------------------|---------|
| 2005-06 | 982.30 lakh   | 982.30 lakh                      | 100%    |
| 2006-07 | 1553.89 lakh  | 1472.52 lakh                     | 100%    |
| 2007-08 | 1429.32 lakh  | 1468.05 lakh                     | 102.70% |
| 2008-09 | 1567.13 lakh  | 1522.78 lakh                     | 97.17 % |
| 2009-10 | 1453.836 lakh | 1162.107 lakh till December 2009 | 79.93 % |

The State has expended 79.33% as on December 2009. The State has reported that it will do 100% expenditure by March 2010. The State has maintained an excellent trend in expenditure in IE.

#### District- Wise CWSN: 2010-11

| S. No. | Name of the district | Total no. of Child Population | No. of CWSN identified | Percentage |
|--------|----------------------|-------------------------------|------------------------|------------|
| 1      | Bagalkot             | 328055                        | 6208                   | 1.89       |

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| S. No. | Name of the district | Total no. of Child Population | No. of CWSN identified | Percentage  |
|--------|----------------------|-------------------------------|------------------------|-------------|
| 2      | Bangalore (Rural)    | 144330                        | 3661                   | 2.54        |
| 3      | Bangalore (Urban)    | 819568                        | 5946                   | 0.73        |
| 4      | Belgaum              | 671005                        | 10145                  | 1.51        |
| 5      | Bellary              | 316483                        | 6274                   | 1.98        |
| 6      | Bidar                | 263463                        | 5396                   | 2.05        |
| 7      | Bijapur              | 435948                        | 11196                  | 2.57        |
| 8      | Chamarajanagar       | 118860                        | 3550                   | 2.99        |
| 9      | Chikkaballapura      | 191715                        | 3237                   | 1.69        |
| 10     | Chikkamagalore       | 131270                        | 5618                   | 4.28        |
| 11     | Chitradurga          | 249052                        | 6376                   | 2.56        |
| 12     | Dakshina Kannada     | 265379                        | 6359                   | 2.40        |
| 13     | Davanagere           | 250961                        | 5843                   | 2.33        |
| 14     | Dharwad              | 241528                        | 4130                   | 1.71        |
| 15     | Gadag                | 142291                        | 4646                   | 3.27        |
| 16     | Gulbarga             | 426127                        | 5862                   | 1.38        |
| 17     | Hassan               | 363256                        | 4105                   | 1.13        |
| 18     | Haveri               | 229847                        | 5249                   | 2.28        |
| 19     | Kodagu               | 82761                         | 1852                   | 2.24        |
| 20     | Kolar                | 235914                        | 2723                   | 1.15        |
| 21     | Koppal               | 203735                        | 5818                   | 2.86        |
| 22     | Mandya               | 188452                        | 6443                   | 3.42        |
| 23     | Mysore               | 410870                        | 8085                   | 1.97        |
| 24     | Raichur              | 340968                        | 3293                   | 0.97        |
| 25     | Ramanagara           | 109777                        | 2420                   | 2.20        |
| 26     | Shimoga              | 269214                        | 6973                   | 2.59        |
| 27     | Tumkur               | 327384                        | 7772                   | 2.37        |
| 28     | Udupi                | 150865                        | 5859                   | 3.88        |
| 29     | Uttarkannada         | 196375                        | 5864                   | 2.99        |
| 30     | Yadgiri              | 222371                        | 2401                   | 1.08        |
|        | <b>Total</b>         | <b>8327824</b>                | <b>163304</b>          | <b>1.96</b> |

The State has identified 163304 CWSN (shown below), out of a total child population of 8327824, which is 1.96% of the total child population. As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.96%. In absolute numbers, there is a gap of 13319CWSN. 18 districts out of 30 in the state have identified more than 2.00% CWSN and it ranges from 0.73% in Bangalore urban to 4.28% in Chikkamagalore. This needs consideration.

**Category Wise CWSN Identified in 2010-11**

| S. No. | Category               | CWSN Identified |              |               |
|--------|------------------------|-----------------|--------------|---------------|
|        |                        | B               | G            | Total         |
| 1      | Low Vision             | 13420           | 10665        | 24085         |
| 2      | Totally Blind          | 1628            | 1209         | 2837          |
| 3      | Hearing Impairment     | 7657            | 5972         | 13629         |
| 4      | Speech Impairment      | 9069            | 5942         | 15011         |
| 5      | Orthopaedic Impairment | 16532           | 11787        | 28319         |
| 6      | Mental Retardation     | 14372           | 10810        | 25182         |
| 7      | Multiple Disabilities  | 10324           | 7505         | 17829         |
| 8      | Learning Disabilities  | 18604           | 14607        | 33211         |
| 9      | Cerebral Palsy         | 1527            | 1096         | 2623          |
| 10     | ASD                    | 340             | 238          | 578           |
|        | <b>TOTAL</b>           | <b>93473</b>    | <b>69831</b> | <b>163304</b> |

As can be seen from the table above, children with learning disabilities is maximum in number followed by children with mental retardation. Hearing impaired children come next. The teacher need more training on how to identify LD as LD constitute 0.4% of the total child population and 20.33% of the total CWSN population. This is a serious concern and it needs attention.

**District Wise proposed coverage of CWSN for 2010-2011**

| S. No. | Name of the district | No of CWSN identified | To be enrolled in Schools | To be enrolled in HBE |
|--------|----------------------|-----------------------|---------------------------|-----------------------|
| 1      | Bagalkot             | 6208                  | 5403                      | 805                   |
| 2      | Bangalore (Rural)    | 3661                  | 3350                      | 311                   |
| 3      | Bangalore (Urban)    | 5946                  | 5552                      | 394                   |
| 4      | Belgaum              | 10145                 | 9066                      | 1079                  |
| 5      | Bellary              | 6274                  | 5783                      | 491                   |
| 6      | Bidar                | 5396                  | 4705                      | 691                   |
| 7      | Bijapur              | 11196                 | 10649                     | 547                   |
| 8      | Chamarajanagar       | 3550                  | 3222                      | 328                   |
| 9      | Chikkaballapura      | 3237                  | 2941                      | 296                   |
| 10     | Chikkamagalore       | 5618                  | 5304                      | 314                   |
| 11     | Chitradurga          | 6376                  | 6161                      | 215                   |
| 12     | Dakshina Kannada     | 6359                  | 5711                      | 648                   |
| 13     | Davanagere           | 5843                  | 5530                      | 313                   |
| 14     | Dharwad              | 4130                  | 3474                      | 656                   |
| 15     | Gadag                | 4646                  | 4311                      | 335                   |
| 16     | Gulbarga             | 5862                  | 5173                      | 689                   |

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|    |              |               |               |              |
|----|--------------|---------------|---------------|--------------|
| 17 | Hassan       | 4105          | 3712          | 393          |
| 18 | Haveri       | 5249          | 4690          | 559          |
| 19 | Kodagu       | 1852          | 1638          | 214          |
| 20 | Kolar        | 2723          | 2381          | 342          |
| 21 | Koppal       | 5818          | 5389          | 429          |
| 22 | Mandya       | 6443          | 5474          | 969          |
| 23 | Mysore       | 8085          | 7650          | 435          |
| 24 | Raichur      | 3293          | 2919          | 374          |
| 25 | Ramanagara   | 2420          | 2155          | 265          |
| 26 | Shimoga      | 6973          | 6428          | 545          |
| 27 | Tumkur       | 7772          | 7013          | 759          |
| 28 | Udupi        | 5859          | 5438          | 421          |
| 29 | Uttarkannada | 5864          | 5282          | 582          |
| 30 | Yadgiri      | 2401          | 1888          | 513          |
|    | <b>Total</b> | <b>163304</b> | <b>148392</b> | <b>14912</b> |

**Category- Wise Coverage Plan in IE for 2010-11**

| S. No. | Category     | CWSN Identified |              |               | CWSN Enrolled in schools |              |               | CWSN Covered through HBE |             |              |
|--------|--------------|-----------------|--------------|---------------|--------------------------|--------------|---------------|--------------------------|-------------|--------------|
|        |              | B               | G            | Total         | B                        | G            | Total         | B                        | G           | Total        |
| 1      | LV           | 13420           | 10665        | 24085         | 13279                    | 10552        | 23831         | 141                      | 113         | 254          |
| 2      | TB           | 1628            | 1209         | 2837          | 1500                     | 1111         | 2611          | 128                      | 98          | 226          |
| 3      | HI           | 7657            | 5972         | 13629         | 7548                     | 5893         | 13441         | 109                      | 79          | 188          |
| 4      | SI           | 9069            | 5942         | 15011         | 8955                     | 5860         | 14815         | 114                      | 82          | 196          |
| 5      | OI           | 16532           | 11787        | 28319         | 14960                    | 10576        | 25536         | 1572                     | 1211        | 2783         |
| 6      | MR           | 14372           | 10810        | 25182         | 11354                    | 8529         | 19883         | 3018                     | 2281        | 5299         |
| 7      | MD           | 10324           | 7505         | 17829         | 7581                     | 5443         | 13024         | 2743                     | 2062        | 4805         |
| 8      | LD           | 18604           | 14607        | 33211         | 18402                    | 14450        | 32852         | 202                      | 157         | 359          |
| 9      | CP           | 1527            | 1096         | 2623          | 1097                     | 803          | 1900          | 430                      | 293         | 723          |
| 10     | ASD          | 340             | 238          | 578           | 297                      | 202          | 499           | 43                       | 36          | 79           |
|        | <b>TOTAL</b> | <b>93473</b>    | <b>69831</b> | <b>163304</b> | <b>84973</b>             | <b>63419</b> | <b>148392</b> | <b>8500</b>              | <b>6412</b> | <b>14912</b> |

## **Proposals:**

The focus of this year on IE would mainly be to improve identification mechanism and to strengthen the academic resource support to CWSN mainly through the following activities:

- Recruitment of additional special educators @ of 6 Resource Teachers (3 existing and 3 new) per block
- Medical camps and surgery
- Training to the teachers ,special teachers and parents to strengthen on- site academic resource support to CWSN
- Exposure visits to CWSNs
- Strengthening of Resource Rooms
- Multi category Training to the Special Teachers
- 90 days training to Regular Teachers
- Workshops and meetings.

The State has planned to provide resource support through parents, regular teachers, special teachers and care- volunteers. The State has planned training of 50500 parents that can act as volunteers, appoint 606 fresh special educators thus making a total of 1212 resource teachers in the State. The weekly calendar of a resource teacher is shown below. Further the State has 6451 volunteers that are assisting in HBE programme and appoint 1005 more volunteers, thus making a total of 7456 volunteers. The state also plans to train 3600 teachers through the 90- day training programme. Around 25000 remaining general teachers would be given 5- day training through the in-service teacher training on the basic handling of children with mild disabilities.

### **The focus of this training is on**

Enabling the teachers to understand and appreciate the meaning and objectives of Inclusive Education.

Sensitizing teachers to identify different types of CWSN – Identify their needs – Identify their problems and find solutions accordingly.

Helping teachers to develop 'Inclusive learning friendly environment'.

Helping teachers to change their attitudes towards CWSN and to create awareness among students, parents, etc.

Enabling teachers to take support from IERT's, from teachers of special schools and also from NGO's working in the field.

Apprising teachers with various circulars and GOs related to CWSN.

The above objectives are met through training teachers on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, techniques to teach children with LD, updating IEPs and peer sensitization. All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be 1: 2.

Further peers would be oriented and sensitised to the needs of CWSN through exposure visits. Teachers would also be oriented to peers sensitization techniques through the proposed 3 day

training. Further, the work being undertaken by Shrushti, a NGO in this area would be further strengthened.

### Tentative Time-table of IERT's in a Week

| Day       | Major tasks to be carried out                 |   |  |                                       |  |
|-----------|---|---|--|---------------------------------------|--|
|           | Morning<br>9.30 A. M to<br>11.00 A. m         | Before<br>noon<br>11.00 A.<br>M to 1.00<br>P. m | 1.00<br>P.M<br>to<br>2.30<br>P.M<br><br>L<br>u<br>N<br>C<br>H<br><br>B<br>R<br>E<br>A<br>K | After noon<br>2.30 P.M to<br>4.00 P.M | Before Evening<br>4.00 P.M to 5.30<br>P.M. |
| Monday    | Resource Room                                 | School visit                                    |  | School visit                          | Visit to HBE centre                        |
| Tuesday   | School visit                                  | Resource Room                                   |  | School visit                          | Visit to HBE centre                        |
| Wednesday | School visit                                  | School visit                                    |  | Resource Room                         | Visit to HBE centre                        |
| Thursday  | Resource Room                                 | School visit                                    |  | School visit                          | Visit to HBE centre                        |
| Friday    | School visit                                  | Resource Room                                   |  | School visit                          | Visit to HBE centre                        |
| Saturday  | <i>Interaction with parents and community</i> |   |  |                                       |  |

*Note : School visit (Each IERT should visit 15 schools in a month)*

*HBE : Visit (Monday to Saturday after school visit IERT should visit HBE near to the habitation of that school.*

### Financial Plan for 2010-11

| S. No. | Activities                                      | Name of the Unit | Unit cost(in lakhs) | Budget |         | Time schedule           |
|--------|---|------------------|---------------------|--------|---------|-------------------------|
|        |   |                  |                     | Phy    | Fin     |                         |
| 1.     | Assessment and measurement camps                | Block            | 0.25                | 202    | 50.50   | June- July 2010         |
| 2.     | Provision of Aids and appliances                | Child            | 0.020               | 15848  | 316.978 | November -December 2010 |
| B.     | Community awareness programme at cluster level, | Cluster          | 0.10                | 2708   | 270.80  | June- July 2010         |

| S. No. | Activities   | Name of the Unit | Unit cost(in lakhs) | Budget |         | Time schedule           |
|--------|--|------------------|---------------------|--------|---------|-------------------------|
|        |  |                  |                     | Phy    | Fin     |                         |
|        | mainly for identification of CWSN  |                  |                     |        |         |                         |
| 4.     | 2 days training programme for parents of CWSN at cluster level (100X2)   | Block            | 0.002               | 50500  | 101.00  | August 2010             |
| 5.     | 90 days training for teachers @ 120 teachers per district  | Teacher          | 0.040               | 3600   | 144.000 | All the months          |
| 6.     | Strengthening of resource centre at block level including modified toilet @ Rs. 0.65 for toilet and 0.35 for TLM           | Block            | 1.00                | 202    | 202.00  | July 2010               |
| 7.     | Salary of Volunteers @ Rs. 350/- per child for 2 children  | Children         | 0.01                | 7456   | 626.304 |                         |
| 8.     | HBE Volunteers training for 10 days @ Rs. 130/- per day  | Volunteer        | 0.013               | 7456   | 96.928  | June- July 2010         |
| 9.     | 15 days multi category training for IERTs @ Rs. 200/- per day  | IERT Teachers    | 0.030               | 1212   | 36.36   | November- December 2010 |
| 10.    | Escort facility at the rate of Rs. 200 per child per month   | Child            | 0.002               | 11200  | 224.00  | 10 months               |
| 11.    | Corrective surgery   | Child            | 0.08                | 2400   | 192.000 | All the months          |
| 12.    | Workshops and meetings at district level   | District         | 2.00                | 30     | 60.00   | All the months          |
| 13.    | Development of printing and publicity materials at district level, including for identification- handbooks, pamphlets, etc | District         | 1.00                | 30     | 30.000  | August- December 2010   |
| 14.    | Documentation of IE activities   | District         | 0.500               | 30     | 15.000  | All the months          |
| 15.    | Awareness programme for the Anganwadi workers for identification and referral services to school                           | Block            | 0.001               | 10100  | 10.100  | January- February 2011  |
| 16.    | Supply of Braille books / kits to blind children   | Child            | 0.015               | 1000   | 15.000  | August 2010             |
| 17.    | Celebration of world disabled day at cluster level   | Cluster          | 0.050               | 2708   | 135.40  | December 2010           |
| 18.    | 5 days short term training to teachers at block level @ Rs. 100/- per day, including                                       | Teacher          | 0.001               | 25000  | 125.00  | September 2010          |

| S. No. | Activities  | Name of the Unit   | Unit cost(in lakhs) | Budget       |         | Time schedule           |
|--------|---|--------------------|---------------------|--------------|---------|-------------------------|
|        |   |                    |                     | Phy          | Fin     |                         |
|        | training on LD  |                    |                     |              |         |                         |
| 19.    | One day sensitizing of the supervisory staff on academic problems of CWSN   | District           | 0.002               | 2500         | 5.000   | July 2010               |
| 20.    | CWSN survey, verification and 5% sample check   | District           | 1.00                | 30           | 30.00   | January-February 2011   |
| 21.    | Exposure tour for IERTs personnel   | District           | 0.030               | 606 existing | 18.18   | October 2010            |
| 22.    | Supply of MR kits to home based MR child  | Child              | 0.010               | 5299         | 52.990  | August 2010             |
| 23.    | Provision of transport facility to needy children   | Child              | 0.002               | 1500         | 30.00   | 10 months               |
| 24.    | Adaptive furniture (chair and table) for CP children  | Child              | 0.03                | 1500         | 45.00   | August 2010             |
| 25.    | Grants to NGOs for various activities @ 1.00 at the district level and 2.00 for 8 NGOs at the State level   | State and district |                     |              | 46.00   | All the months          |
| 26.    | Ramps in existing schools   | School             | 0.10                | 2000         | 200.80  |                         |
| 27.    | Monitoring of CWSN in high incidence districts like Chikmagalur, Chamrajanagar, Udupi, Gadag, Mandya through external agencies  |                    | 0.50                | 5            | 2.50    | All the months          |
| 28.    | Workshops and meetings at the state level for development sign dictionary, procurement of software for blind children, etc  | State              |                     |              | 5.00    | December 2011           |
| 29.    | Documentary on IE activities  | State              |                     |              | 3.00    | February 2011           |
| 30.    | Procurement of soft ware for totally blind children on pilot basis in 4 districts of Belagaun, Davengere, Koppal and Tumkur where the number of such children is high |                    |                     |              | 4.00    | January – February 2011 |
| 31.    | Salary of existing RTs  | Block              | 0.15                | 606          | 1090.80 | All months              |
| 32.    | Salary of new RTs   | Block              | 0.12                | 606          | 654.48  | July 2010               |

| S. No. | Activities  | Name of the Unit | Unit cost(in lakhs) | Budget |                      | Time schedule               |
|--------|---|------------------|---------------------|--------|----------------------|-----------------------------|
|        |   |                  |                     | Phy    | Fin                  |                             |
| 33.    | Exposure visit of CWSN and non- disabled children for 200 children from each district | Child            | 0.01                | 6000   | 60.00                | December 2010- January 2011 |
|        | <b>Total</b>  |                  |                     |        | <b>4899.120 lakh</b> |                             |

#### Class-wise Break up of Braille Books Required

| Class        | Braille Books Required |
|--------------|------------------------|
| I            | 58                     |
| II           | 76                     |
| III          | 85                     |
| IV           | 108                    |
| V            | 145                    |
| VI           | 189                    |
| VII          | 203                    |
| VIII         | 136                    |
| <b>Total</b> | <b>1000</b>            |

#### Recommendation:

The Appraisal Team recommends the proposal of Rs. 4899.120 lakh on IE @ Rs. 3000/- per annum per child.

#### Issues:

The State has identified 163304 CWSN (shown below), out of a total child population of 8327824, which is 1.96% of the total child population. As per Census, 2001 CWSN constitute 2.02% of the total child population whereas the state has identified only 1.96%. In absolute numbers, there is a gap of 13319 CWSN. 18 districts out of 30 in the state have identified more than 2.00% CWSN and it ranges from 0.73% in Bangalore urban to 4.28% in Chikkamagalore. This needs consideration. The activities sanctioned specifically for identification should be taken up by the state on a priority basis

The state has proposed some activities like development of a dictionary in sign language, procurement of talk software, external evaluation of high incidence districts, etc and these initiatives on the part of the state needs to be appreciated

The state also needs to improve the resource support to CWSN by appointing more resource teachers (preferrably the IEDC teachers) and volunteers and increasing their visits to the homes of CWSN. Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN.



The state needs to do appropriate district level planning so that the resources are allocated as per needs of CWSN.

All the schools need to be made barrier free

More CWSN need to be provided aids and appliances, as 4770 CWSN were not provided these appliances last year.

## **(VI) Innovative Activities**

### **A. Early Childhood Care & Education (ECCE)**

#### **Progress overview (2009-10)**

Early Childhood care and Education is the pre requisite as it supports the system of Primary Education. The quality of input to primary education is to a great extent influenced by the effective early child care education facilities that are being offered. Considering the importance of ECCE centres as feeding schools for sibling care, the strategy has been initiated under SSA towards providing nutritious food, play materials and health care for their growth. Most of the Pre-primary schools are located in the primary school premises, thus they become the feeding schools for primary schools.

Early Child hood care and Education initiative under SSA is implemented in the form of Zero Grade Schools in Bangalore Urban District. There are 620 centre's which are run by the Non-governmental Organisations.

620 Zero grade schools are functional in Bangalore Urban district. This is to provide to the needs of Early Childhood care and Education of children belonging to 4-6 years of age group children. The program is meeting the needs of the sibling care of those children in higher classes. The centres are run in accordance with the school timings.

#### **Progress made during 2009-10:**

- Conducted meetings in Zero grade schools with field functionaries of the Bangalore districts and formulated the strategies to commence zero grade schools and the classroom activities to be followed.
- Established Zero grade schools in Bangalore urban district to provide Early Child Education to the under age children who are enrolled to class 1.
- Extended the Anganwadi timings where the children are dropping out and absent to the school because of sibling care along with volunteer.

**During the year 2009-10, the PAB has approved an amount of Rs. 435.00 lakhs @ Rs. 15 lakhs per district under ECCE for 29 districts. Accordingly the state has spent Rs. 226.30 (52%) lakhs for undertaking the ECCE activities**

7. Total utilization of incentive Programmes provided for these children.
8. Denying of the social welfare schemes to the parents who do not send their children to school.
9. Conducting camps to teachers, community leadres and SDMC members regarding motivating parents to send their children to school.

Under this activity 1127 Urban Deprived Children through OOSC strategy were the target in Bangalore Metro City. The present progress is 367. Under innovative activity, fund approved for this programme was Rs. 9.750 lakhs. Out of this Rs. 1.5 lakhs has been used for adolescent camps and the remaining Rs. 7.25 lakhs was utilized for Urban Deprived Children. The funds are released to all the 8 blocks in the district. And the same has been released to schools of children who were out of school and mainstreamed to the schools. And they attended regularly to the school (attended 75% of the school days,) and their learning achievement is B+.

#### Monitoring and supervision

The process of running the activities will be monitored by block, district and state level officers and the progress will be reviewed in KDP meetings and Multi level review meetings.

#### Expected outcomes

- There will be increase in the retention rate of OoSC and learning levels of UDC.
- Healthy habits are fostered among the UDC.
- Coverage of UDC will be increased.

#### Linkage with UEE

- Awareness camps will be held in slum areas and other OOSC pockets of urban area.
- Periodical Survey will be done after thorough analysis of the disadvantaged pockets.
- Awareness among the community as per RTE Act will be enhanced and streamlined.

#### Progress: 2009-10

| Sl. No | District         | Target |      | Achievement |      |
|--------|------------------|--------|------|-------------|------|
|        |                  | Phy.   | Fin. | Phy.        | Fin. |
| 1.     | BAGALKOT         | 00     | 00   | 00          | 00   |
| 2.     | BANGALORE URBAN  | 1127   | 7.25 | 367         | 7.34 |
| 3.     | BANGALORE RURAL  | 50     | 1.00 | 34          | 0.68 |
| 4.     | BELGAUM          | 20004  | 7.50 | 04          | 0.08 |
| 5.     | BELLARY          | 261    | 9.75 | 150         | 3.00 |
| 6.     | BIDAR            | 00     | 5.50 | 00          | 00   |
| 7.     | BIJAPUR          | 142    | 7.50 | 120         | 2.4  |
| 8.     | CHAMARAJANAGARA  | 00     | 7.00 | 00          | 00   |
| 9.     | CHIKKABALLAPURA  | 205    | 9.70 | 205         | 4.1  |
| 10.    | CHIKKAMANGALORE  | 233    | 7.00 | 233         | 4.66 |
| 11.    | CHITRADURGA      | 62     | 7.00 | 35          | 0.70 |
| 12.    | DAKSHINA KANNADA | 70     | 7.00 | 70          | 1.4  |

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| Sl. No       | District       | Target       |               | Achievement |              |
|--------------|----------------|--------------|---------------|-------------|--------------|
|              |                | Phy.         | Fin.          | Phy.        | Fin.         |
| 13.          | DAVANAGERE     | 00           | 7.00          | 00          | 00           |
| 14.          | DHARWAD        | 126          | 7.50          | 124         | 2.48         |
| 15.          | GADAG          | 67           | 7.00          | 19          | 0.38         |
| 16.          | GULBARGA       | 567          | 7.00          | 321         | 6.42         |
| 17.          | HASSAN         | 57           | 7.00          | 57          | 1.14         |
| 18.          | HAVERI         | 57           | 7.50          | 57          | 1.14         |
| 19.          | KODAGU         | 00           | 0.00          | 00          | 00           |
| 20.          | KOLAR          | 248          | 7.50          | 248         | 4.96         |
| 21.          | KOPPAL         | 125          | 7.00          | 125         | 2.5          |
| 22.          | MANDYA         | 228          | 7.50          | 25          | 0.5          |
| 23.          | MYSORE         | 173          | 7.00          | 42          | 0.84         |
| 24.          | RAICHUR        | 00           | 00            | 00          | 00           |
| 25.          | RAMANAGARA     | 00           | 00            | 00          | 00           |
| 26.          | SHIMOGA        | 171          | 7.00          | 94          | 1.88         |
| 27.          | TUMKUR         | 126          | 7.00          | 77          | 1.54         |
| 28.          | UDUPI          | 00           | 0.00          | 00          | 00           |
| 29.          | UTTARA KANNADA | 62           | 9.75          | 14          | 0.28         |
| 30.          | YADAGIRI       | 221          | 3.50          | 119         | 2.38         |
| <b>Total</b> |                | <b>24382</b> | <b>175.45</b> | <b>2540</b> | <b>50.80</b> |

**Observation:**

As seen in the above table that the expenditure incurred against the target is very low. Activity wise progress has not been made available. Only the district-wise physical and financial target and its achievement are provided. State committed to expedite the expenditure upto 164.00 by March 2010.

**Proposed Plan for 2010-11**

| Sl.No | Districts       | Funds proposed during PAB 2010-11 | For urban deprived activities | For Girls education |
|-------|-----------------|-----------------------------------|-------------------------------|---------------------|
| 1     | Bagalkote       | 9.75                              | 7.00                          | 2.75                |
| 2     | Bangalore (R)   | 9.75                              | 7.00                          | 2.75                |
| 3     | Bangalore (U)   | 9.75                              | 7.00                          | 2.75                |
| 4     | Belgaum         | 9.75                              | 7.00                          | 2.75                |
| 5     | Bellary         | 9.75                              | 7.00                          | 2.75                |
| 6     | Bidar           | 9.75                              | 7.00                          | 2.75                |
| 7     | Bijapur         | 9.75                              | 7.00                          | 2.75                |
| 8     | Chamaraja nagar | 9.75                              | 7.00                          | 2.75                |
| 9     | Chikkaballapura | 9.75                              | 7.00                          | 2.75                |
| 10    | Chikmagalore    | 9.75                              | 7.00                          | 2.75                |
| 11    | Chitradurga     | 9.75                              | 7.00                          | 2.75                |

### **Proposal and recommendation for the year 2010-11:**

The State has proposed an amount of **Rs. 450.00 lakh for 30 districts**@ Rs.15 lakh per district to continue the same activities conducted in the previous year is recommended by the appraisal team.

#### **B. Urban Deprived Children**

Rapid urbanization due to industrialization and modernization in the country has led to mushrooming of slums. Basic amenities for the slum dwellers like water sanitation are scant let alone education for their wards. Education is a luxury item for many in slums. Similarly for the out of school children family of the urban areas. There is no reason for not sending their wards to school when there were better facilities and opportunities for schooling perhaps poverty and lack of awareness. There is one face of the problem. There are instances where a child attends the school but irregularly and later on the streets and to back to home in the evening learning no room for suspicion. There are occasions the children have been indulged in unhealthy activities because of easy accessibility. In order to bring back to the track we need some programmes. The OOSC activities do not suffice to take the problems of urban deprived children.

#### **The following are termed as Urban Deprived Children by the state of Karnataka:**

- Children living in urban slums and resettlement colonies.
- Collect firewood
- Work in the fields
- Earn in cottage industries
- Earn in tea stalls/restaurants
- Earn as domestics in middle class homes
- Child beggars
- Picking rags and bottles
- Work as bonded laborers.
- Migrate with their families in search of livelihood etc
- Children of sex workers
- Children studying in religious such as Madarasa / Maqtab.
- Children in remand homes, juvenile home, and in conflict with law.

Urban areas in Karnataka have the problem of migration to urban areas for their lively hood; some students migrated from one place to another under difficult circumstances. They don't get proper education, and likely to be influenced by drugs, alcohol and anti social activities. To overcome these problems SSA has been providing opportunities of education. In all urban areas,

Rs 2000 as incentive has been given to main streamed children, who have 75% attendance & B+ achievement.

### **Progress of 2009-10**

An amount of Rs. 175.45 lakhs under urban deprived innovation was sanctioned last year 2009-10 to cover all categories of urban deprived children in the urban areas of the state, Karnataka through only two main activity/intervention i.e. De-Addiction Camps, Awareness Campaign and transit homes and awards to students in all the 29 districts although break-up of budget allocation district-wise is not available in the state component plan. Progress report pertaining to physical & finance will be available by the end of March 2010.

### **Proposal for AWP&B 2010-11 is as under:**

#### **Objectives**

- To support and cover the UDC who never attain the expected levels of learning attainment and attendance
- To foster healthy behavior that are irregular to the school/OoSC who have gone array from the expected norms.
- To provide a safe place for those children who run away from homes, destitute and street children.

#### **Focus group**

- OoSC of urban area whose performance would be strengthened.
- Children who are involved in unhealthy activities such drinking, smoking, theft and irregular to the school are the focus group for dedication camps and further monitoring.
- Run away children. Street children and destitute would be provided a safe place to dwell for a shorter duration with appropriate study.

#### **Strategies proposed**

Following are the strategies proposed under urban deprived innovation for the year 2010-11:

1. Conducting special periodic survey to identify such children who are constantly migrating from one place to another.
2. Educating the parents regarding the advantages of a settled life.
3. Educating the parents about the advantages of educating their children.
4. Conducting mobile schools to create interest among the children.
5. Conducting periodic survey to identify such children who are socially and economically backward and to update village education registers.
6. Encouraging teachers to keep regular contact with parents regarding the education of their children.

7. Total utilization of incentive Programmes provided for these children.
8. Denying of the social welfare schemes to the parents who do not send their children to school.
9. Conducting camps to teachers, community leadres and SDMC members regarding motivating parents to send their children to school.

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| Sl. No       | District       | Target       |               | Achievement |              |
|--------------|----------------|--------------|---------------|-------------|--------------|
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| 4     | Belgaum         | 9.75                              | 7.00                          | 2.75                |
| 5     | Bellary         | 9.75                              | 7.00                          | 2.75                |
| 6     | Bidar           | 9.75                              | 7.00                          | 2.75                |
| 7     | Bijapur         | 9.75                              | 7.00                          | 2.75                |
| 8     | Chamaraja nagar | 9.75                              | 7.00                          | 2.75                |
| 9     | Chikkaballapura | 9.75                              | 7.00                          | 2.75                |
| 10    | Chikmagalore    | 9.75                              | 7.00                          | 2.75                |
| 11    | Chitradurga     | 9.75                              | 7.00                          | 2.75                |

| Sl.No     | Districts           | Funds proposed during PAB 2010-11 | For urban deprived activities | For Girls education |
|-----------|---------------------|-----------------------------------|-------------------------------|---------------------|
| 12        | Dakshina<br>Kannada | 9.75                              | 7.00                          | 2.75                |
| 13        | Davanagere          | 9.75                              | 7.00                          | 2.75                |
| 14        | Dharwad             | 9.75                              | 7.00                          | 2.75                |
| 15        | Gadag               | 9.75                              | 7.00                          | 2.75                |
| 16        | Gulbarga            | 9.75                              | 7.00                          | 2.75                |
| 17        | Hasana              | 9.75                              | 7.00                          | 2.75                |
| 18        | Haveri              | 9.75                              | 7.00                          | 2.75                |
| 19        | Kodagu              | 9.75                              | 7.00                          | 2.75                |
| 20        | Kolar               | 9.75                              | 7.00                          | 2.75                |
| 21        | Koppala             | 9.75                              | 7.00                          | 2.75                |
| 22        | Mandya              | 9.75                              | 7.00                          | 2.75                |
| 23        | Mysore              | 9.75                              | 7.00                          | 2.75                |
| 24        | Raichur             | 9.75                              | 7.00                          | 2.75                |
| 25        | Ramangar            | 9.75                              | 7.00                          | 2.75                |
| 26        | Shimoga             | 9.75                              | 7.00                          | 2.75                |
| 27        | Tumkur              | 9.75                              | 7.00                          | 2.75                |
| 28        | Udupi               | 9.75                              | 7.00                          | 2.75                |
| 29        | Uttara Kannada      | 9.75                              | 7.00                          | 2.75                |
| 30        | Yadgir              | 9.75                              | 7.00                          | 2.75                |
| <b>31</b> | <b>Total</b>        | <b>292.5</b>                      | <b>210.00</b>                 | <b>82.50</b>        |

### Details of the Activity

1. **Periodical survey:** A survey team to be constituted at each habitation comprising of the authorized representatives of the Education Department, BMP and NGOs. The committee would be vested with the responsibility of making arrangements for identifying the OOSC in the prime commercial locations. Accordingly the particulars of children in hard pocket areas indicated below are to be surveyed for identifying the OOSC.

- Bus stand
- Complex place
- Construction sites
- Cycle shops
- Cinema hall
- Residences/flats
- Hotels/Lodges



- Market places
- Petty shops
- Parks
- Railway stations
- Scooter repair shops/garages
- Streets

The survey would facilitate the process of identifying out of school children, enthuse OOSC for the program, and initiate night surveys at certain locations so that children who were away during day time on pre-occupation or otherwise are met and counseled for being enrolled in schools. It would be a significant exercise in identifying most of the underprivileged children.

## **2. Sensitizing the Community.**

- Rapport building with local formal schools
- Sensitization of the teachers in these schools on issues peculiar to slum and street working children so that they can understand the latter's psyche better
- Creation of centre based parent-teacher associations to make schools more accountable and the community more education friendly
- Pre-schools in project areas
- Teacher training
- Community participation
- Area based Apex Committee
- Community based coaching centers for home-work and extra coaching for children mainstreamed into formal schools

Counseling on individual or group basis to help children/parents overcome behavioral problems like low concentration levels, restlessness, hyperactive activeness, etc of the child

**3. Transit home for girls and boys:-** Under this intervention concentration is on Street children. These children constitute a marginalized population in most urban centers of the world. There are major difficulties in trying to estimate the number of street children and the magnitude of difficulties they experience. A very rough estimate would place the number of street children in the city of Bangalore at around 2,000. This estimate is taken

from the study on “Drug abuse among street children” a project in collaboration between the National Institute of Mental Health and Neurosciences, Bangalore and the Bangalore forum for street and working children in 1998.

Every street child has a reason for being on the street.

1. Lack of care and guidance by the parents, poverty.
2. Some children are lured by the promise of excitement and freedom.
3. Broken family.
4. Fear of punishment.
5. Due to the ill-treatment from family members like step parents.
6. Regular punishment and abuse either physical or mental stress.
7. Peer influence.
8. Single parent
9. Due to adolescent rebellion nature.
10. Parent ignorance.

**Identify and rescue:** - Bus Stand, market place, signals, railway platforms are some of the places where these children are found. In cities like Bangalore the situation is grim even in slums as they are very much over populated and it is difficult for the street children to find a shelter there. Hence there is a need to establish a transit home for such street children.

**Strategies for convincing children to stay in Transit Home :**

This is a short stay home for the rescued children where their immediate needs are to be met.

1. Food cloth, bedding and other daily needs, play activities.
2. Medical care and protection for such street children.
3. The transit homes would be operational for 24 hours and have some basic facilities like toilets, bathroom, bedding, play activities food drinking water first aid box etc., The staff would include field volunteers, counselors, doctors, teachers, cook, wardens and staff for maintaining and cleaning. The voluntaries / staff could use this transit home as a drop in centre for street children throughout the day. (To build the trust and confidence in the child).
4. Once the children get used to this centre, the counseling can be done. In the counseling, information will be gathered about their family background, reason for walkout of home, the problem faced by the child, ambitions of the child etc. As the problem of drug addiction and

substance abuse is predominant in street children, hence the effort would be to enroll the children in de-addiction camps.

**De-addiction Camp: -** Here we get the children with high or medium level substance use. Depending on the level of substance use, the children will be given treatment. In the de addiction camp the following activities will be done.

1. Medical check up and treatment.
2. Individual counseling.
3. Physical exercises.
4. Recreational activities (Sports and cultural activities)
5. Playing
6. Meditation and yoga
7. Non-formal classes
8. Group activities.
7. Parent Counseling.

These camp activities have a strong influence in bringing change in the attitude and de-addicting the children. Once the children are free from the impact drug addiction, they would continue their education Bridge Courses.

**Bridge Course:-**

In the bridge course the following activities will be done.

1. Non-formal education and individual care.
2. Sports and cultural activities.
3. Individual care plan and follow-up
4. Counseling
5. Vocational training and Soft skill trainings.

**Status of Urban deprived Girls**

- According to a source many of the girls are trafficking from various backward areas and are employed as domestic servants, some are rag pickers, but a large proportion have been pressed into commercial sex work as soon as they land up on to the streets by auto rickshaw drivers and other mediators. They are the most vulnerable of street kids. A large

|    |                  |        |        |       |                         |   |
|----|------------------|--------|--------|-------|-------------------------|---|
| 1  | Bagalkote        | 15     | 15     | 2400  | Chinnara Zilla Darshana | Covered all the children as shown in the targets. The pupils have visited important places of the respective districts. |
| 2  | Bangalore Urban  | 15     | 15     | 3600  | Chinnara Zilla Darshana |   |
| 3  | Bangalore Rural  | 15     | 15     | 1600  | Chinnara Zilla Darshana |   |
| 4  | Ramnagar         | 15     | 15     | 1600  | Chinnara Zilla Darshana |   |
| 5  | Belgaum          | 15     | 15     | 5750  | Chinnara Zilla Darshana |   |
| 6  | Bellary          | 15     | 15     | 3950  | Chinnara Zilla Darshana |   |
| 7  | Bidar            | 15     | 15     | 2450  | Chinnara Zilla Darshana |   |
| 8  | Bijapur          | 15     | 15     | 3100  | Chinnara Zilla Darshana |   |
| 9  | Chamarajnagar    | 15     | 15     | 2000  | Chinnara Zilla Darshana |   |
| 10 | Chikmangalore    | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 11 | Chitradurga      | 15     | 15     | 3000  | Chinnara Zilla Darshana |   |
| 12 | Dakshina Kannada | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 13 | Davangere        | 15     | 15     | 2950  | Chinnara Zilla Darshana |   |
| 14 | Hassan           | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 15 | Haveri           | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 16 | Kodagu           | 15     | 15     | 1200  | Chinnara Zilla Darshana |   |
| 17 | Kolar            | 15     | 15     | 2550  | Chinnara Zilla Darshana |   |
| 18 | Dharwad          | 15     | 15     | 2400  | Chinnara Zilla Darshana |   |
| 19 | Gadag            | 15     | 15     | 2400  | Chinnara Zilla Darshana |   |
| 20 | Gulbarga         | 15     | 15     | 5150  | Chinnara Zilla Darshana |   |
| 21 | Chikballapur     | 15     | 15     | 2700  | Chinnara Zilla Darshana |   |
| 22 | Koppal           | 15     | 15     | 1900  | Chinnara Zilla Darshana |   |
| 23 | Mandya           | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 24 | Mysore           | 15     | 15     | 4200  | Chinnara Zilla Darshana |   |
| 25 | Raichur          | 15     | 15     | 2750  | Chinnara Zilla Darshana |   |
| 26 | Shimoga          | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 27 | Tumkur           | 15     | 15     | 4450  | Chinnara Zilla Darshana |   |
| 28 | Udupi            | 15     | 15     | 2000  | Chinnara Zilla Darshana |   |
| 29 | Uttarkannada     | 15     | 15     | 4400  | Chinnara Zilla Darshana |   |
|    |                  | 435.00 | 435.00 | 86500 |                         |   |

### Observations:

- The state has made 100% progress in achieving the financial targets sanctioned by PAB.
- Physical targets approved by PAB and the coverage reported by the state is having a huge variation.

### Reasons for not conducting activities approved by PAB for 2008-09: NA

### Major issues in universalizing the primary education in SC/ST context;

- The retention rate of SC children is 90.87%, for ST children it is 87.40%. while the retention rate is 94.33 for all category children
- The achievement level of 8<sup>th</sup> standard pupil's as per KSQUAO is 51.24% where as SC and ST achievement is achievement is 47.31 and 48.98 %.
- SC/ST children retention and achievement level is less than compared to their counter parts. But this is a marginal difference and the reason for this small attainment has been attributed due to social and financial factors. Situation awareness programmes, exposure visits, buildings self esteem among pupils through mitigate through teachers efforts have been planed and few have been under taken.

**District wise flash Statistics on education indicators among SC/ST children age 6-14 years:**

| District | Child Pop |       | Population share |       | Literacy rate |       | Enrollment |       | Attendance |       | Learning Achievement level class-5 |       | Learning Achievement level class-7 |       | Transition rate from primary to upper primary |        |
|----------|-----------|-------|------------------|-------|---------------|-------|------------|-------|------------|-------|------------------------------------|-------|------------------------------------|-------|---|--------|
|          | SC        | ST    | SC               | ST    | SC            | ST    | SC         | ST    | SC         | ST    | SC                                 | ST    | SC                                 | ST    | SC  | ST     |
| 055      | 66937     | 17583 | 20.40            | 5.36  | 47.40         | 42.90 | 43439      | 13872 | 94.69      | 96.59 | 84.90                              | 89.56 | 83.30                              | 87.89 | 87.57   | 83.63  |
| 360      | 36626     | 8848  | 25.37            | 6.13  | 55.30         | 56.20 | 24919      | 5749  | 99.89      | 99.89 | 77.30                              | 77.14 | 69.70                              | 68.77 | 98.18   | 104.39 |
| 568      | 153194    | 20871 | 18.69            | 2.55  | 70.20         | 72.80 | 67617      | 8905  | 99.26      | 98.72 | 74.91                              | 72.92 | 68.75                              | 69.48 | 96.37   | 104.76 |
| 695      | 95291     | 52923 | 12.69            | 7.05  | 45.28         | 36.16 | 67849      | 41075 | 99.13      | 99.07 | 77.70                              | 80.63 | 73.65                              | 77.89 | 98.84   | 103.22 |
| 733      | 73809     | 63008 | 23.32            | 19.91 | 42.30         | 41.10 | 68532      | 59384 | 93.52      | 94.41 | 73.40                              | 73.17 | 70.20                              | 69.76 | 85.90   | 86.74  |
| 837      | 68204     | 37700 | 25.41            | 14.05 | 52.00         | 48.69 | 53376      | 31024 | 99.10      | 98.58 | 57.90                              | 59.80 | 54.60                              | 56.82 | 95.51   | 100.87 |
| 948      | 100747    | 6789  | 23.11            | 1.56  | 47.20         | 46.20 | 66895      | 4396  | 92.75      | 92.63 | 70.20                              | 73.75 | 66.00                              | 66.82 | 86.32   | 77.45  |
| 860      | 32105     | 13935 | 27.01            | 11.72 | 27.98         | 24.22 | 23977      | 10384 | 99.22      | 98.88 | 76.90                              | 74.00 | 72.90                              | 68.72 | 97.51   | 90.14  |
| 715      | 53359     | 27113 | 27.83            | 14.14 | 45.82         | 36.61 | 36403      | 17867 | 99.83      | 99.61 | 67.30                              | 68.85 | 59.30                              | 59.91 | 100.66  | 88.94  |
| 270      | 35235     | 7415  | 26.84            | 5.65  | 46.24         | 47.51 | 30142      | 5845  | 99.26      | 99.72 | 73.00                              | 74.93 | 65.80                              | 69.12 | 97.61   | 104.30 |
| 052      | 65949     | 49191 | 26.48            | 19.75 | 44.99         | 46.18 | 47711      | 34956 | 98.95      | 98.68 | 72.30                              | 72.34 | 69.50                              | 68.51 | 96.55   | 95.78  |
| 379      | 20945     | 10516 | 7.89             | 3.96  | 56.67         | 64.56 | 15152      | 6722  | 99.24      | 99.28 | 78.40                              | 82.52 | 75.70                              | 77.72 | 105.18  | 95.62  |
| 569      | 56959     | 32930 | 22.70            | 13.12 | 42.27         | 46.30 | 46029      | 25783 | 99.00      | 99.17 | 66.90                              | 69.45 | 62.70                              | 65.53 | 91.85   | 96.68  |
| 616      | 26091     | 12262 | 10.80            | 5.07  | 71.50         | 71.60 | 17589      | 10951 | 96.15      | 96.31 | 75.60                              | 77.01 | 73.40                              | 73.10 | 94.27   | 98.72  |
| 291      | 25878     | 9001  | 18.19            | 6.33  | 19.60         | 30.57 | 23169      | 8227  | 94.06      | 96.23 | 77.60                              | 82.40 | 76.70                              | 79.59 | 94.02   | 85.35  |
| 127      | 117525    | 6438  | 27.58            | 1.51  | 31.78         | 26.20 | 85486      | 7060  | 90.04      | 79.86 | 61.42                              | 60.09 | 57.50                              | 59.28 | 92.86   | 56.80  |

| Child Pop | Child Pop |        | Population share |       | Literacy rate |        | Enrollment |        | Attendance |       | Learning Achievement level class-5 |       | Learning Achievement level class-7 |       | Transition from primary to upper primary |
|-----------|-----------|--------|------------------|-------|---------------|--------|------------|--------|------------|-------|------------------------------------|-------|------------------------------------|-------|--|
|           | SC        | ST     | SC               | ST    | SC            | ST     | SC         | ST     | SC         | ST    | SC                                 | ST    | SC                                 | ST    |  |
| 363256    | 83259     | 8520   | 22.92            | 2.35  | 61.05         | 57.11  | 41035      | 3833   | 99.97      | 99.95 | 81.55                              | 79.44 | 76.00                              | 76.97 | 96.64                                    |
| 229847    | 34966     | 20916  | 15.21            | 9.10  | 50.30         | 58.70  | 27101      | 16867  | 97.79      | 98.41 | 70.80                              | 73.68 | 65.40                              | 67.01 | 91.18                                    |
| 82761     | 12465     | 9339   | 15.06            | 11.28 | 64.90         | 40.40  | 9030       | 7977   | 99.99      | 99.99 | 80.50                              | 79.78 | 75.10                              | 77.12 | 100.43                                   |
| 235914    | 75938     | 14101  | 32.19            | 5.98  | 44.82         | 42.57  | 46633      | 10452  | 99.83      | 99.95 | 77.30                              | 76.67 | 63.65                              | 63.65 | 95.50                                    |
| 203735    | 39221     | 26435  | 19.25            | 12.98 | 37.90         | 30.59  | 37112      | 25676  | 94.82      | 95.82 | 68.30                              | 72.10 | 62.60                              | 68.39 | 85.47                                    |
| 188452    | 30151     | 3064   | 16.00            | 1.63  | 45.88         | 46.79  | 25755      | 3220   | 99.46      | 99.36 | 74.80                              | 71.70 | 67.50                              | 69.22 | 102.93                                   |
| 410870    | 81520     | 51308  | 19.84            | 12.49 | 43.42         | 40.95  | 54889      | 34769  | 99.34      | 99.46 | 75.90                              | 74.61 | 71.60                              | 69.29 | 99.18                                    |
| 340968    | 76382     | 90852  | 22.40            | 26.65 | 38.80         | 29.00  | 49726      | 50434  | 92.14      | 89.87 | 74.00                              | 71.89 | 70.10                              | 68.39 | 80.97                                    |
| 137452    | 88394     | 31192  | 64.31            | 22.69 | NA            | NA     | 20215      | 2940   | 99.46      | 98.91 | 80.10                              | 79.93 | 73.20                              | 73.22 | 96.09                                    |
| 269214    | 52782     | 11285  | 19.61            | 4.19  | 107.28        | 104.60 | 34895      | 7833   | 99.10      | 99.69 | 77.00                              | 74.48 | 73.40                              | 74.65 | 96.26                                    |
| 327384    | 67733     | 27706  | 20.69            | 8.46  | 51.33         | 56.17  | 55441      | 21021  | 99.14      | 98.94 | 70.95                              | 66.89 | 63.55                              | 65.19 | 94.18                                    |
| 150865    | 11501     | 8605   | 7.62             | 5.70  | 70.10         | 69.60  | 6700       | 5475   | 99.48      | 99.77 | 76.60                              | 76.89 | 71.40                              | 71.05 | 103.23                                   |
| 188839    | 15925     | 3536   | 8.43             | 1.87  | 63.52         | 56.55  | 14075      | 4667   | 99.33      | 99.47 | 86.00                              | 82.22 | 82.90                              | 79.40 | 99.35                                    |
| 222371    | 53534     | 22608  | 24.07            | 10.17 | NA            | NA     | 38459      | 19150  | 88.87      | 88.21 | 60.20                              | 62.67 | 55.30                              | 56.32 | 59.84                                    |
| 8432695   | 1752624   | 705990 | 20.78            | 8.37  | 53.00         | 48.00  | 1179351    | 506514 | 97.23      | 97.34 | 72.81                              | 73.45 | 68.59                              | 69.30 | 92.95                                    |

(Due to lack of space name of districts could not be included in the table but districts are in order as mentioned in the access component)

### Proposal for 2010-11:

The state has proposed the same activity as adopted during last year 2009-10 under the SC/ST innovation.

### District wise Activities proposed during 2010-11 under SC/ST Innovation:

| S.No | Districts       | SC/ST                                   |                          |                                  |                     |
|------|-----------------|---|--------------------------|----------------------------------|---------------------|
|      |                 | Financial                               |                          | Physical                         |                     |
|      |                 | Funds proposed for 2010 – 11 (in Lakhs) | Target (No. of children) | Innovative Activities undertaken | Coverage            |
| 1    | Bagalkote       | 15                                      | 2400                     | Chinnara Zilla Darshana          | Important places of |
| 2    | Bangalore Urban | 15                                      | 3600                     | Chinnara Zilla Darshana          |                     |

| S.No | Districts        | SC/ST                                   |                          |                                  |  | Coverage                                |
|------|------------------|---|--------------------------|----------------------------------|--|---|
|      |                  | Financial                               | Physical                 |                                  |  |   |
|      |                  | Funds proposed for 2010 – 11 (in Lakhs) | Target (No. of children) | Innovative Activities undertaken |  |   |
| 3    | Bangalore Rural  | 15                                      | 1600                     | Chinnara Zilla Darshana          |  | the respective district will be visited |
| 4    | Ramnagar         | 15                                      | 1600                     | Chinnara Zilla Darshana          |  |   |
| 5    | Belgaum          | 15                                      | 5750                     | Chinnara Zilla Darshana          |  |   |
| 6    | Bellary          | 15                                      | 3950                     | Chinnara Zilla Darshana          |  |   |
| 7    | Bidar            | 15                                      | 2450                     | Chinnara Zilla Darshana          |  |   |
| 8    | Bijapur          | 15                                      | 3100                     | Chinnara Zilla Darshana          |  |   |
| 9    | Chamarajnagar    | 15                                      | 2000                     | Chinnara Zilla Darshana          |  |   |
| 10   | Chikmangalore    | 15                                      | 3200                     | Chinnara Zilla Darshana          |  |   |
| 11   | Chitradurga      | 15                                      | 3000                     | Chinnara Zilla Darshana          |  |   |
| 12   | Dakshina Kannada | 15                                      | 2800                     | Chinnara Zilla Darshana          |  |   |
| 13   | Davangere        | 15                                      | 2950                     | Chinnara Zilla Darshana          |  |   |
| 14   | Hassan           | 15                                      | 3200                     | Chinnara Zilla Darshana          |  |   |
| 15   | Haveri           | 15                                      | 2800                     | Chinnara Zilla Darshana          |  |   |
| 16   | Kodagu           | 15                                      | 1200                     | Chinnara Zilla Darshana          |  |   |
| 17   | Kolar            | 15                                      | 2550                     | Chinnara Zilla Darshana          |  |   |
| 18   | Dharwad          | 15                                      | 2400                     | Chinnara Zilla Darshana          |  |   |
| 19   | Gadag            | 15                                      | 2400                     | Chinnara Zilla Darshana          |  |   |
| 20   | Gulbarga         | 15                                      | 5150                     | Chinnara Zilla Darshana          |  |   |
| 21   | Chikballapur     | 15                                      | 2700                     | Chinnara Zilla Darshana          |  |   |
| 22   | Koppal           | 15                                      | 1900                     | Chinnara Zilla Darshana          |  |   |
| 23   | Mandya           | 15                                      | 3200                     | Chinnara Zilla Darshana          |  |   |
| 24   | Mysore           | 15                                      | 4200                     | Chinnara Zilla Darshana          |  |   |
| 25   | Raichur          | 15                                      | 2750                     | Chinnara Zilla Darshana          |  |   |
| 26   | Shimoga          | 15                                      | 2800                     | Chinnara Zilla Darshana          |  |   |
| 27   | Tumkur           | 15                                      | 4450                     | Chinnara Zilla Darshana          |  |   |
| 28   | Udupi            | 15                                      | 2000                     | Chinnara Zilla Darshana          |  |   |
| 29   | Uttarkannada     | 15                                      | 4400                     | Chinnara Zilla Darshana          |  |   |
| 30   | Yadagir          | 15                                      | 2050                     | Chinnara Zilla Darshana          |  |   |
|      | <b>Total</b>     | 450                                     | 88550                    |                                  |  |   |

### Concept of Chinnara Zilla Darshana (CZD):

NCF 2005 emphasis on construction vision mode for conceptualization of facts concepts etc. This would be possible when the class room knowledge was related to its immediate surroundings. In this connection Chinnara Zilla Darshana is an effort to place the child to construct the knowledge. Hence important places from the view print of geography, fauna, flora, History, region etc. of the districts have been identified by a series of deliberations in the DIETs and hand book has been proposed from each DIET ( 29 DIETs) and given the CZD beneficiaries. The children belong to SC/ST and meritorious students whose performance was outstanding in co curricular activities have been selected by the district DDPIs and divides them into batches of 50. A road map is prepared and an excursion a field visit to the places of importance, are conducted. The pupils are this exposed to the real situations and relate the class room children.

|    |                  |        |        |       |                         |   |
|----|------------------|--------|--------|-------|-------------------------|---|
| 1  | Bagalkote        | 15     | 15     | 2400  | Chinnara Zilla Darshana | Covered all the children as shown in the targets. The pupils have visited important places of the respective districts. |
| 2  | Bangalore Urban  | 15     | 15     | 3600  | Chinnara Zilla Darshana |   |
| 3  | Bangalore Rural  | 15     | 15     | 1600  | Chinnara Zilla Darshana |   |
| 4  | Ramnagar         | 15     | 15     | 1600  | Chinnara Zilla Darshana |   |
| 5  | Belgaum          | 15     | 15     | 5750  | Chinnara Zilla Darshana |   |
| 6  | Bellary          | 15     | 15     | 3950  | Chinnara Zilla Darshana |   |
| 7  | Bidar            | 15     | 15     | 2450  | Chinnara Zilla Darshana |   |
| 8  | Bijapur          | 15     | 15     | 3100  | Chinnara Zilla Darshana |   |
| 9  | Chamarajnar      | 15     | 15     | 2000  | Chinnara Zilla Darshana |   |
| 10 | Chikmangalore    | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 11 | Chitradurga      | 15     | 15     | 3000  | Chinnara Zilla Darshana |   |
| 12 | Dakshina Kannada | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 13 | Davangere        | 15     | 15     | 2950  | Chinnara Zilla Darshana |   |
| 14 | Hassan           | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 15 | Haveri           | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 16 | Kodagu           | 15     | 15     | 1200  | Chinnara Zilla Darshana |   |
| 17 | Kolar            | 15     | 15     | 2550  | Chinnara Zilla Darshana |   |
| 18 | Dharwad          | 15     | 15     | 2400  | Chinnara Zilla Darshana |   |
| 19 | Gadag            | 15     | 15     | 2400  | Chinnara Zilla Darshana |   |
| 20 | Gulbarga         | 15     | 15     | 5150  | Chinnara Zilla Darshana |   |
| 21 | Chikballapur     | 15     | 15     | 2700  | Chinnara Zilla Darshana |   |
| 22 | Koppal           | 15     | 15     | 1900  | Chinnara Zilla Darshana |   |
| 23 | Mandya           | 15     | 15     | 3200  | Chinnara Zilla Darshana |   |
| 24 | Mysore           | 15     | 15     | 4200  | Chinnara Zilla Darshana |   |
| 25 | Raichur          | 15     | 15     | 2750  | Chinnara Zilla Darshana |   |
| 26 | Shimoga          | 15     | 15     | 2800  | Chinnara Zilla Darshana |   |
| 27 | Tumkur           | 15     | 15     | 4450  | Chinnara Zilla Darshana |   |
| 28 | Udupi            | 15     | 15     | 2000  | Chinnara Zilla Darshana |   |
| 29 | Uttarkannada     | 15     | 15     | 4400  | Chinnara Zilla Darshana |   |
|    |                  | 435.00 | 435.00 | 86500 |                         |   |

**Observations:**

- The state has made 100% progress in achieving the financial targets sanctioned by PAB.
- Physical targets approved by PAB and the coverage reported by the state is having a huge variation.

**Reasons for not conducting activities approved by PAB for 2008-09: NA**

**Major issues in universalizing the primary education in SC/ST context;**



- The retention rate of SC children is 90.87%, for ST children it is 87.40%. while the retention rate is 94.33 for all category children
- The achievement level of 8<sup>th</sup> standard pupil's as per KSQUAO is 51.24% where as SC and ST achievement is achievement is 47.31 and 48.98 %.
- SC/ST children retention and achievement level is less than compared to their counter parts. But this is a marginal difference and the reason for this small attainment has been attributed due to social and financial factors. Situation awareness programmes, exposure visits, buildings self esteem among pupils through mitigate through teachers efforts have been planed and few have been under taken.

**District wise flash Statistics on education indicators among SC/ST children age 6-14 years:**

| Child Pop |       | Population share |       | Literacy rate |       | Enrollment |       | Attendance |       | Learning Achievement level class-5 |       | Learning Achievement level class-7 |       | Transition rate from primary to upper primary |        |
|-----------|-------|------------------|-------|---------------|-------|------------|-------|------------|-------|------------------------------------|-------|------------------------------------|-------|---|--------|
| SC        | ST    | SC               | ST    | SC            | ST    | SC         | ST    | SC         | ST    | SC                                 | ST    | SC                                 | ST    | SC  | ST     |
| 66937     | 17583 | 20.40            | 5.36  | 47.40         | 42.90 | 43439      | 13872 | 94.69      | 96.59 | 84.90                              | 89.56 | 83.30                              | 87.89 | 87.57   | 83.63  |
| 36626     | 8848  | 25.37            | 6.13  | 55.30         | 56.20 | 24919      | 5749  | 99.89      | 99.89 | 77.30                              | 77.14 | 69.70                              | 68.77 | 98.18   | 104.39 |
| 153194    | 20871 | 18.69            | 2.55  | 70.20         | 72.80 | 67617      | 8905  | 99.26      | 98.72 | 74.91                              | 72.92 | 68.75                              | 69.48 | 96.37   | 104.76 |
| 95291     | 52923 | 12.69            | 7.05  | 45.28         | 36.16 | 67849      | 41075 | 99.13      | 99.07 | 77.70                              | 80.63 | 73.65                              | 77.89 | 98.84   | 103.22 |
| 73809     | 63008 | 23.32            | 19.91 | 42.30         | 41.10 | 68532      | 59384 | 93.52      | 94.41 | 73.40                              | 73.17 | 70.20                              | 69.76 | 85.90   | 86.74  |
| 68204     | 37700 | 25.41            | 14.05 | 52.00         | 48.69 | 53376      | 31024 | 99.10      | 98.58 | 57.90                              | 59.80 | 54.60                              | 56.82 | 95.51   | 100.87 |
| 100747    | 6789  | 23.11            | 1.56  | 47.20         | 46.20 | 66895      | 4396  | 92.75      | 92.63 | 70.20                              | 73.75 | 66.00                              | 66.82 | 86.32   | 77.45  |
| 32105     | 13935 | 27.01            | 11.72 | 27.98         | 24.22 | 23977      | 10384 | 99.22      | 98.88 | 76.90                              | 74.00 | 72.90                              | 68.72 | 97.51   | 90.14  |
| 53359     | 27113 | 27.83            | 14.14 | 45.82         | 36.61 | 36403      | 17867 | 99.83      | 99.61 | 67.30                              | 68.85 | 59.30                              | 59.91 | 100.66  | 88.94  |
| 35235     | 7415  | 26.84            | 5.65  | 46.24         | 47.51 | 30142      | 5845  | 99.26      | 99.72 | 73.00                              | 74.93 | 65.80                              | 69.12 | 97.61   | 104.30 |
| 65949     | 49191 | 26.48            | 19.75 | 44.99         | 46.18 | 47711      | 34956 | 98.95      | 98.68 | 72.30                              | 72.34 | 69.50                              | 68.51 | 96.55   | 95.78  |
| 20945     | 10516 | 7.89             | 3.96  | 56.67         | 64.56 | 15152      | 6722  | 99.24      | 99.28 | 78.40                              | 82.52 | 75.70                              | 77.72 | 105.18  | 95.62  |
| 56959     | 32930 | 22.70            | 13.12 | 42.27         | 46.30 | 46029      | 25783 | 99.00      | 99.17 | 66.90                              | 69.45 | 62.70                              | 65.53 | 91.85   | 96.68  |
| 26091     | 12262 | 10.80            | 5.07  | 71.60         | 71.60 | 17589      | 10951 | 96.15      | 96.31 | 75.60                              | 77.01 | 73.40                              | 73.10 | 94.27   | 98.72  |
| 25878     | 9001  | 18.19            | 6.33  | 19.60         | 30.57 | 23169      | 8227  | 94.06      | 96.23 | 77.60                              | 82.40 | 76.70                              | 79.59 | 94.02   | 85.35  |
| 117525    | 6438  | 27.58            | 1.51  | 31.78         | 26.20 | 85486      | 7060  | 90.04      | 79.86 | 61.42                              | 60.09 | 57.50                              | 59.28 | 92.86   | 56.80  |

| Child Pop | Child Pop |        | Population share |       | Literacy rate |        | Enrollment |        | Attendance |       | Learning Achievement level class-5 |       | Learning Achievement level class-7 |       | Transition from primary upper pri |
|-----------|-----------|--------|------------------|-------|---------------|--------|------------|--------|------------|-------|------------------------------------|-------|------------------------------------|-------|-----------------------------------|
|           | SC        | ST     | SC               | ST    | SC            | ST     | SC         | ST     | SC         | ST    | SC                                 | ST    | SC                                 | ST    |                                   |
| 363256    | 83259     | 8520   | 22.92            | 2.35  | 61.05         | 57.11  | 41035      | 3833   | 99.97      | 99.95 | 81.55                              | 79.44 | 76.00                              | 76.97 | 96.64                             |
| 229847    | 34966     | 20916  | 15.21            | 9.10  | 50.30         | 58.70  | 27101      | 16867  | 97.79      | 98.41 | 70.80                              | 73.68 | 65.40                              | 67.01 | 91.18                             |
| 82761     | 12465     | 9339   | 15.06            | 11.28 | 64.90         | 40.40  | 9030       | 7977   | 99.99      | 99.99 | 80.50                              | 79.78 | 75.10                              | 77.12 | 100.43                            |
| 235914    | 75938     | 14101  | 32.19            | 5.98  | 44.82         | 42.57  | 46633      | 10452  | 99.83      | 99.95 | 77.30                              | 76.67 | 63.65                              | 63.65 | 95.50                             |
| 203735    | 39221     | 26435  | 19.25            | 12.98 | 37.90         | 30.59  | 37112      | 25676  | 94.82      | 95.82 | 68.30                              | 72.10 | 62.60                              | 68.39 | 85.47                             |
| 188452    | 30151     | 3064   | 16.00            | 1.63  | 45.88         | 46.79  | 25755      | 3220   | 99.46      | 99.36 | 74.80                              | 71.70 | 67.50                              | 69.22 | 102.93                            |
| 410870    | 81520     | 51308  | 19.84            | 12.49 | 43.42         | 40.95  | 54889      | 34769  | 99.34      | 99.46 | 75.90                              | 74.61 | 71.60                              | 69.29 | 99.18                             |
| 340968    | 76382     | 90852  | 22.40            | 26.65 | 38.80         | 29.00  | 49726      | 50434  | 92.14      | 89.87 | 74.00                              | 71.89 | 70.10                              | 68.39 | 80.97                             |
| 137452    | 88394     | 31192  | 64.31            | 22.69 | NA            | NA     | 20215      | 2940   | 99.46      | 98.91 | 80.10                              | 79.93 | 73.20                              | 73.22 | 96.09                             |
| 269214    | 52782     | 11285  | 19.61            | 4.19  | 107.28        | 104.60 | 34895      | 7833   | 99.10      | 99.69 | 77.00                              | 74.48 | 73.40                              | 74.65 | 96.26                             |
| 327384    | 67733     | 27706  | 20.69            | 8.46  | 51.33         | 56.17  | 55441      | 21021  | 99.14      | 98.94 | 70.95                              | 66.89 | 63.55                              | 65.19 | 94.18                             |
| 150865    | 11501     | 8605   | 7.62             | 5.70  | 70.10         | 69.60  | 6700       | 5475   | 99.48      | 99.77 | 76.60                              | 76.89 | 71.40                              | 71.05 | 103.23                            |
| 188839    | 15925     | 3536   | 8.43             | 1.87  | 63.52         | 56.55  | 14075      | 4667   | 99.33      | 99.47 | 86.00                              | 82.22 | 82.90                              | 79.40 | 99.35                             |
| 222371    | 53534     | 22608  | 24.07            | 10.17 | NA            | NA     | 38459      | 19150  | 88.87      | 88.21 | 60.20                              | 62.67 | 55.30                              | 56.32 | 59.84                             |
| 8432695   | 1752624   | 705990 | 20.78            | 8.37  | 53.00         | 48.00  | 1179351    | 506514 | 97.23      | 97.34 | 72.81                              | 73.45 | 68.59                              | 69.30 | 92.95                             |

(Due to lack of space name of districts could not be included in the table but districts are in order as mentioned in the access component)

### Proposal for 2010-11:

The state has proposed the same activity as adopted during last year 2009-10 under the SC/ST innovation.

### District wise Activities proposed during 2010-11 under SC/ST Innovation:

| S.No | Districts       | SC/ST                                   |                          |                                  |                     |
|------|-----------------|---|--------------------------|----------------------------------|---------------------|
|      |                 | Financial                               |                          | Physical                         |                     |
|      |                 | Funds proposed for 2010 – 11 (in Lakhs) | Target (No. of children) | Innovative Activities undertaken | Coverage            |
| 1    | Bagalkote       | 15                                      | 2400                     | Chinnara Zilla Darshana          | Important places of |
| 2    | Bangalore Urban | 15                                      | 3600                     | Chinnara Zilla Darshana          |                     |

| S.No | Districts        | SC/ST                                   |                          |                                  |   |
|------|------------------|---|--------------------------|----------------------------------|---|
|      |                  | Financial                               | Physical                 |                                  |   |
|      |                  | Funds proposed for 2010 – 11 (in Lakhs) | Target (No. of children) | Innovative Activities undertaken | Coverage                                |
| 3    | Bangalore Rural  | 15                                      | 1600                     | Chinnara Zilla Darshana          | the respective district will be visited |
| 4    | Ramnagar         | 15                                      | 1600                     | Chinnara Zilla Darshana          |   |
| 5    | Belgaum          | 15                                      | 5750                     | Chinnara Zilla Darshana          |   |
| 6    | Bellary          | 15                                      | 3950                     | Chinnara Zilla Darshana          |   |
| 7    | Bidar            | 15                                      | 2450                     | Chinnara Zilla Darshana          |   |
| 8    | Bijapur          | 15                                      | 3100                     | Chinnara Zilla Darshana          |   |
| 9    | Chamarajnar      | 15                                      | 2000                     | Chinnara Zilla Darshana          |   |
| 10   | Chikmangalore    | 15                                      | 3200                     | Chinnara Zilla Darshana          |   |
| 11   | Chitradurga      | 15                                      | 3000                     | Chinnara Zilla Darshana          |   |
| 12   | Dakshina Kannada | 15                                      | 2800                     | Chinnara Zilla Darshana          |   |
| 13   | Davangere        | 15                                      | 2950                     | Chinnara Zilla Darshana          |   |
| 14   | Hassan           | 15                                      | 3200                     | Chinnara Zilla Darshana          |   |
| 15   | Haveri           | 15                                      | 2800                     | Chinnara Zilla Darshana          |   |
| 16   | Kodagu           | 15                                      | 1200                     | Chinnara Zilla Darshana          |   |
| 17   | Kolar            | 15                                      | 2550                     | Chinnara Zilla Darshana          |   |
| 18   | Dharwad          | 15                                      | 2400                     | Chinnara Zilla Darshana          |   |
| 19   | Gadag            | 15                                      | 2400                     | Chinnara Zilla Darshana          |   |
| 20   | Gulbarga         | 15                                      | 5150                     | Chinnara Zilla Darshana          |   |
| 21   | Chikballapur     | 15                                      | 2700                     | Chinnara Zilla Darshana          |   |
| 22   | Koppal           | 15                                      | 1900                     | Chinnara Zilla Darshana          |   |
| 23   | Mandya           | 15                                      | 3200                     | Chinnara Zilla Darshana          |   |
| 24   | Mysore           | 15                                      | 4200                     | Chinnara Zilla Darshana          |   |
| 25   | Raichur          | 15                                      | 2750                     | Chinnara Zilla Darshana          |   |
| 26   | Shimoga          | 15                                      | 2800                     | Chinnara Zilla Darshana          |   |
| 27   | Tumkur           | 15                                      | 4450                     | Chinnara Zilla Darshana          |   |
| 28   | Udupi            | 15                                      | 2000                     | Chinnara Zilla Darshana          |   |
| 29   | Uttarkannada     | 15                                      | 4400                     | Chinnara Zilla Darshana          |   |
| 30   | Yadagir          | 15                                      | 2050                     | Chinnara Zilla Darshana          |   |
|      | <b>Total</b>     | 450                                     | 88550                    |                                  |   |

### Concept of Chinnara Zilla Darshana (CZD):

NCF 2005 emphasis on construction vision mode for conceptualization of facts concepts etc. This would be possible when the class room knowledge was related to its immediate surroundings. In this connection Chinnara Zilla Darshana is an effort to place the child to construct the knowledge. Hence important places from the view print of geography, fauna, flora, History, region etc. of the districts have been identified by a series of deliberations in the DIETs and hand book has been proposed from each DIET ( 29 DIETs) and given the CZD beneficiaries. The children belong to SC/ST and meritorious students whose performance was outstanding in co curricular activities have been selected by the district DDPIs and divides them into batches of 50. A road map is prepared and an excursion a field visit to the places of importance, are conducted. The pupils are this exposed to the real situations and relate the class room children.

## **Detail of Innovative strategies:**

### **Objective of activities:**

- To provide educational experience through Tour program which in turn would facilitate the children belonging to marginalized section to remain in the stream, especially girls. A detailed handout of the information of the district and its places of cultural and historical importance would be prepared by the DIET's. This would be beneficial to establish connections during the learning process and referencing.
- Strategies proposed: Decentralized process of preparation and planning for the execution of the program, with state level facilitation, guidance and workshops for preparation of Handouts and issuance of circulars in time. Decentralised process of implementation would cover the district level Co-ordination committee meetings and its decisions headed by the Chief Executive Officer of the Zilla Panchayat, which involves the Block level Executive Committee members who would be involved in implementation aspects of the program.
- Financial breakup/ Implication with time frame work: the amount of Rs. 15 lakh per district would be pooled and redistributed among the districts based on the number of blocks. The cost per batch of 50 students and 4 teachers (Guides) for 2 days of Educational tour program is pre-fixed as 25,000/-. The break up is as follows:

Unit Cost /batch is Rs. 25,000/- for 50 students and 4 teachers which would be expended as follows:

- State Transport bus expenditure - 13,200/-
- Food : 6000/-
- Over night stay: Rs. 1500/-
- Entry fees for charged destinations: 500
- Bus Halting fee : 100/-
- Bus driver Bata & Insurance - Rs. 600/-
- Stationary , caps and pens - Rs. 1500/-
- Chinnara Zilla Darshana Handouts (containing approximately 68 to 72 pages of information of the district.): Rs. 1100/-
- Documentation - Rs. 300
- Medical kit: Rs. 200/-
- The above cost being approximate and significant to each component and readjustment is permitted, so that any savings would be utilized for extra coverage of beneficiaries other than the targeted ones. The Unit cost of expenditure per child is Rs. 500/-.

### **Monitoring Mechanism:**

District level Co-ordination Committee headed by Chief Executive Officer of the Zilla Panchayat, District level Education Dept. Officials as well as state level officers who are the nodal officers of the districts would monitor and supervise the activity during implementation.

### **Outcomes:**

Retention and academic performance which would be latently hidden. It has been expected that this exposure would motivate the children and helps to improve their performance.

**Calendar for proposed activity:**

The preparation of the program will be commenced in the month of June 2010 and completed by August 2010. Implementation of the program would commence from the month of September and be completed by 31<sup>st</sup> December 2010.

**Issues:**

- The state has been proposing the same activity over the years, which has not been crafted to keep in view the gaps in achievement level, attendance, retention and transition level.

**Recommendation:**

The appraisal team recommends the proposed activity under SC/ST innovation.

**D. Minority**

Dakshin Kanada is the only district in the Karnataka having Muslim population more than 20% and three more Minority concentrated districts under Prime Minister's 15 point programme are Gulbarga, Bidar and Dakshin Kanada.

**Progress against Minority Innovation activities during 2009-10**  
(As on 31-12-2009)

| S.No | Districts        | Minority                            |                |                          |   |          |
|------|------------------|-------------------------------------|----------------|--------------------------|---|----------|
|      |                  | Financial                           |                | Physical                 |   |          |
|      |                  | Funds sanctioned during PAB 2009-10 | Funds utilised | Target (No. of children) | Innovative Activities undertaken  | Coverage |
| 1    | Bagalkote        | 7.5                                 | 3.5            | 3270                     | 1. Awareness Programme for religious and community leaders.<br>2. Awareness camp for Mothers of Minority Children<br>3. Awareness programme for fathers of Minority Children<br>4. Block Level Seminars for Minority Children | 25479    |
| 2    | Bangalore (R)    | 7.5                                 | 4.0            | 2229                     |   | 8858     |
| 3    | Bangalore (U)    | 7.5                                 | 6.0            | 2229                     |   | 67333    |
| 4    | Belgaum          | 7.5                                 | 2.0            | 4830                     |   | 65380    |
| 5    | Bellary          | 7.5                                 | 6.5            | 7430                     |   | 24006    |
| 6    | Bidar            | 7.5                                 | 3.0            | 4310                     |   | 42265    |
| 7    | Bijapur          | 7.5                                 | 5.0            | 2750                     |   | 59397    |
| 8    | Chamaraja nagar  | 7.5                                 | 2.0            | 3790                     |   | 5422     |
| 9    | Chikkaballapura  | 7.5                                 | 2.0            | 2750                     |   | 18227    |
| 10   | Chikmagalore     | 7.5                                 | 3.0            | 3270                     |   | 8866     |
| 11   | Chitradurga      | 7.5                                 | 5.0            | 4310                     |   | 11939    |
| 12   | Dakshina Kannada | 7.5                                 | 3.5            | 3270                     |   | 69278    |
| 13   | Davanagere       | 7.5                                 | 2.3            | 3790                     |   | 21788    |
| 14   | Dharwad          | 7.5                                 | 5.6            | 3790                     |   | 30007    |
| 15   | Gadag            | 7.5                                 | 4.5            | 3270                     |   | 11064    |
| 16   | Gulbarga         | 7.5                                 | 6.0            | 3270                     |   | 81600    |
| 17   | Hasana           | 7.5                                 | 4.6            | 5877                     |   | 14188    |
| 18   | Haveri           | 7.5                                 | 2.8            | 4310                     |   | 36482    |
| 19   | Kodagu           | 7.5                                 | 2.5            | 3790                     |   | 15440    |
| 20   | Kolar            | 7.5                                 | 5.0            | 1710                     |   | 22235    |

| S.No | Districts      | Minority                            |                |                          |   |          |
|------|----------------|-------------------------------------|----------------|--------------------------|---|----------|
|      |                | Financial                           |                | Physical                 |   |          |
|      |                | Funds sanctioned during PAB 2009-10 | Funds utilised | Target (No. of children) | Innovative Activities undertaken  | Coverage |
| 21   | Koppala        | 7.5                                 | 2.5            | 3270                     | on Science and  | 18154    |
| 22   | Mandya         | 7.5                                 | 3.0            | 2230                     | Technology.   | 5595     |
| 23   | Mysore         | 7.5                                 | 6.5            | 4310                     | 5.Block Level Melas Seminars for Urdu teachers<br>6.Hikes and Field Visit Learning Corners Other Activities<br>1. Supply of dictionaries<br>2. Supply of lab equipments | 24765    |
| 24   | Ramangar       | 7.5                                 | 7.0            | 4836                     |   | 34920    |
| 25   | Raichur        | 7.5                                 | 4.5            | 2750                     |   | 13189    |
| 26   | Shimoga        | 7.5                                 | 5.0            | 3790                     |   | 44825    |
| 27   | Tumkur         | 7.5                                 | 7.5            | 5350                     |   | 22678    |
| 28   | Udupi          | 7.5                                 | 4.5            | 2750                     |   | 14581    |
| 29   | Uttara Kannada | 7.5                                 | 4.5            | 5870                     |   | 23477    |
|      | <b>Total</b>   | 217.5                               | 110.3          | 109401                   |   |          |

#### Observations about the progress:

- Under innovative activities for minority children Rs. 297.250 lakhs has been approved out of which Rs. 79.750 lakhs is meant for "camps for adolescent girls". The activities undertaken and the expenditure incurred under this particular activity is separately reflected in "Girls Education chapter". For conducting activities for Minority Rs. 7.5 lakhs budget for each district and a total of Rs. 217.50 lakhs has approved for the state.
- Financial utilization till 3<sup>rd</sup> quarter is only 57.7%, which is not satisfactory.
- Physical targets approved by the PAB are not matching with the targets given by the state.

#### Reasons for not conducting activities approved by PAB for 2009-10: NA

#### Major issues in universalizing the primary education in Minority context;

- Lack of awareness among parents and community especially in rural and slum areas – Lack of awareness with regard to importance of formal education.
- Poverty.
- Irregular attendance.

- Lack of motivation to teachers.
- Lack of motivation to students.

**District wise flash Statistics on education indicators among Minority children age 6-14 years:**

| Districts     | Total Child Population | Child Population (minority) | Population share | Literacy rate | Enrollment | Attendance | Learning Achievement level | Transition rate from primary to upper primary |
|---------------|------------------------|-----------------------------|------------------|---------------|------------|------------|----------------------------|---|
| Balkote       | 328055                 | 30693                       | 9.36             | 99.00         | 29355      | 97.01      | 47.31                      | 85.61   |
| Bangalore (R) | 144330                 | 9934                        | 6.88             | 96.12         | 9656       | 98.00      | 48.40                      | 99.00   |
| Bangalore (U) | 819568                 | 108994                      | 13.30            | 99.18         | 106200     | 98.5       | 46.04                      | 100.00  |
| Bellary       | 671005                 | 88557                       | 13.20            | 97.00         | 85878      | 97.21      | 48.23                      | 98.00   |
| Bellary       | 316483                 | 28200                       | 8.91             | 94.00         | 27429      | 96.00      | 47.76                      | 90.34   |
| Bidar         | 263463                 | 46358                       | 17.60            | 92.00         | 45436      | 95.7       | 37.57                      | 88.18   |
| Bijapur       | 435948                 | 61089                       | 14.01            | 91.00         | 57915      | 96.4       | 48.60                      | 89.54   |
| Bijapur       | 118860                 | 9297                        | 7.82             | 89.00         | 8938       | 97.01      | 48.80                      | 99.07   |
| Bijapur       | 191715                 | 20227                       | 10.55            | 99.00         | 19548      | 98.75      | 48.30                      | 90.44   |
| Bijapur       | 131270                 | 12489                       | 9.51             | 98.00         | 12199      | 99.0       | 47.97                      | 100.00  |
| Bijapur       | 249052                 | 13722                       | 5.51             | 95.98         | 13471      | 98.0       | 49.09                      | 93.74   |
| Bijapur       | 265379                 | 90412                       | 34.07            | 100.00        | 89207      | 100.00     | 48.05                      | 100.00  |
| Bijapur       | 250961                 | 23815                       | 9.49             | 100.00        | 22581      | 98.60      | 48.51                      | 94.17   |
| Bijapur       | 241528                 | 37598                       | 15.57            | 97.89         | 35505      | 99.00      | 48.27                      | 97.78   |
| Bijapur       | 142291                 | 12978                       | 9.12             | 91.19         | 11783      | 98.45      | 46.61                      | 94.36   |
| Bijapur       | 648498                 | 90395                       | 13.94            | 93.13         | 86231      | 94.00      | 43.33                      | 92.66   |
| Bijapur       | 363256                 | 17567                       | 4.84             | 100.00        | 17404      | 97.9       | 48.85                      | 97.67   |
| Bijapur       | 229847                 | 38364                       | 16.69            | 91.90         | 36049      | 95.87      | 49.22                      | 95.26   |
| Bijapur       | 82761                  | 18023                       | 21.78            | 100.00        | 17895      | 99.12      | 49.72                      | 98.35   |
| Bijapur       | 235914                 | 26060                       | 11.05            | 88.16         | 25371      | 97.6       | 48.59                      | 98.35   |
| Bijapur       | 203735                 | 21053                       | 10.33            | 86.12         | 19933      | 98.0       | 48.62                      | 94.34   |
| Bijapur       | 188452                 | 7978                        | 4.23             | 98.12         | 7559       | 99.00      | 48.99                      | 94.34   |
| Bijapur       | 410870                 | 30460                       | 7.41             | 95.78         | 29788      | 98.10      | 49.15                      | 99.35   |
| Bijapur       | 340968                 | 38403                       | 11.26            | 87.14         | 36967      | 94.12      | 44.86                      | 94.00   |
| Bijapur       | 109777                 | 14012                       | 12.76            | 96.18         | 13628      | 97.13      | 49.40                      | 96.94   |
| Bijapur       | 269214                 | 48653                       | 18.07            | 100.00        | 47409      | 98.56      | 49.50                      | 97.14   |
| Bijapur       | 327384                 | 25592                       | 7.82             | 99.00         | 24556      | 99.67      | 49.15                      | 95.80   |
| Bijapur       | 150865                 | 22511                       | 14.92            | 100.00        | 22288      | 100.00     | 47.98                      | 96.03   |
| Bijapur       | 196375                 | 29489                       | 15.02            | 99.12         | 28159      | 98.00      | 48.02                      | 99.01   |
| Bijapur       | 8327824                | 1022923                     | 12.28            | 92.46         | 988338     | 94.49      | 47.75                      | 92.31   |

Source: DISE 2008-09, KSQAO

**Strategies for eliminating gaps in these indicators:**

**District wise Activities proposed during 2010-11 under Minority Innovation**

| S.No | Districts        | Minority                          |  |                          |
|------|------------------|-----------------------------------|--|--------------------------|
|      |                  | Funds proposed during PAB 2009-10 | Innovative Activities proposed   | Target (No. of children) |
| 1    | Bagalkote        | 7.5                               |  | 30693                    |
| 2    | Bangalore (R)    | 7.5                               |  | 9934                     |
| 3    | Bangalore (U)    | 7.5                               |  | 108994                   |
| 4    | Belgaum          | 7.5                               |  | 88557                    |
| 5    | Bellary          | 7.5                               |  | 28200                    |
| 6    | Bidar            | 7.5                               |  | 46358                    |
| 7    | Bijapur          | 7.5                               |  | 61089                    |
| 8    | Chamaraja nagar  | 7.5                               |  | 9297                     |
| 9    | Chikkaballapura  | 7.5                               |  | 20227                    |
| 10   | Chikmagalore     | 7.5                               |  | 12489                    |
| 11   | Chitradurga      | 7.5                               |  | 13722                    |
| 12   | Dakshina Kannada | 7.5                               | 1. Awareness Programme for religious and community leaders.              | 90412                    |
| 13   | Davanagere       | 7.5                               |  | 23815                    |
| 14   | Dharwad          | 7.5                               | 2. Awareness camp for Mothers Minority of Children                       | 37598                    |
| 15   | Gadag            | 7.5                               |  | 12978                    |
| 16   | Gulbarga         | 7.5                               |  | 8831                     |
| 17   | Hasana           | 7.5                               | 3. Awareness programme for fathers of Minority Children                  | 17567                    |
| 18   | Haveri           | 7.5                               |  | 38364                    |
| 19   | Kodagu           | 7.5                               | 4. Block Level Seminars for Minority Children on Science and Technology. | 18023                    |
| 20   | Kolar            | 7.5                               |  | 26060                    |
| 21   | Koppala          | 7.5                               |  | 21053                    |
| 22   | Mandya           | 7.5                               | 5. Block Level Melas Seminars for Urdu teachers                          | 7978                     |
| 23   | Mysore           | 7.5                               |  | 30460                    |
| 24   | Raichur          | 7.5                               | 6. Hikes and Field Visit Learning Corners                                | 38403                    |
| 25   | Ramangar         | 7.5                               |  | 14012                    |
| 26   | Shimoga          | 7.5                               | Other Activities   | 48653                    |
| 27   | Tumkur           | 7.5                               | 1. Supply of dictionaries.   | 25592                    |
| 28   | Udupi            | 7.5                               | -----  | 22511                    |
| 29   | Uttara Kannada   | 7.5                               | 2. Supply of lab equipments  | 29489                    |
| 30   | Yadgir           | 7.5                               |  | 2264                     |
| 31   | Total            | 225.00                            |  | 1022923                  |

**Objectives :**

- To create awareness among religious and community leaders with regard to importance of formal education.
- To create awareness among parents, the importance of formal education in the life of their children.
- To improve attendance of children especially of girls.



- To motivate teachers and students.
- To enhance the knowledge of science and technology among students.
- To develop self confidence and competitive spirit among students.
- To develop habit of reading among students.

## **Details of Strategies proposed for 2010-11**

### **1. Awareness Programme for religious and community leaders.**

In order to create awareness about formal education among Muslim religious community leaders, as planned, "Awareness programme has been conducted twice in a year in each district. This programme has created positive effect on the participants. As per opinion of district and field level officers, these leaders are taking keen interest in the formal education of their community children. More madrasas are opting to take support to impart formal education (under OOSC component).

This programme has also encouraged some leaders to donate land for school buildings and also other equipment to school. For example in Dharwad district Sri. Md.Gouse Mutavalli has donated 1600 Sq. ft land worth Rs. 5 lakhs for school building at Mantur Colony of Hubli and another person by name Sri. Aijaz Ahmed Mulla has donated Rs.20,000 worth UPS to Urdu school at Dharwad.

### **2. Awareness camp for Mothers of Minority Children**

Awareness camp for mothers of Minority children are being organized by the districts with purpose of creating awareness of formal education among mothers. This programme has made mothers to change their behavior drastically towards school and teachers. Girls who were stayed at home after puberty are coming back to schools. The attendance of children has also improved.

### **3. Awareness programme for fathers of Minority Children**

The programme has very successfully conducted throughout the state. Awareness about "Child Labour Act" and "Childs Right to Education" has helped to reduce Child Labour and there by has increased the number of children going schools. The awareness of importance of formal education has also encouraged fathers to donate cash and materials to needy schools.

### **4. Block Level Seminars for Minority Children on Science and Technology.**

Districts, as planned have organized block level seminars for minority children on science and technology. These seminars are helping students in creating interest in science and technology and also spirit of competency.

### **5. Block Level Melas**

Two Melas namely "Science Melas" and "Literary Melas" were organized by districts at block level. Lectures, essay competitions, debates and exhibiting the improvised aids prepared by students were few events found in this Melas.

### **6. Seminars for Urdu teachers**

Three days seminars on different theme have been organized for Urdu Teachers. The theme of seminar varied from "teaching subjects" and to that of "socio economic factor" which interplay for the backwardness of the communities and the solutions.

### 7. Hikes and Field Visit

Hikes and field visits are being organized by the districts to enable students to visit and study places of their surrounding. This has increased the classroom learning and also the spirit of adventure among children.

### 8. Learning Corners

Under this programme library books worth 1.40 lacs have been provided to needy schools by districts.

### Financial plan for 2010-11

| S. No. | Activity  | Unit     | Unit cost (in lakhs) | Target |               |
|--------|---|----------|----------------------|--------|---------------|
|        |   |          |                      | Phy    | Fin           |
| 1      | Awareness Programme for religious and community leaders.              | Block    | 0.1                  | 202    | 20.2          |
| 2      | Awareness camp for Mothers Minority of Children                       | Block    | 0.1                  | 202    | 20.2          |
| 3      | Awareness programme for fathers of Minority Children                  | Block    | 0.1                  | 202    | 20.2          |
| 4      | Block Level Seminars for Minority Children on Science and Technology. | Block    | 0.1                  | 202    | 20.2          |
| 5      | Block Level Melas   | Block    | 0.1                  | 404    | 40.4          |
| 6      | Seminars for Urdu teachers  | Teacher  | 0.003                | 1450   | 4.35          |
| 7      | Hikes and Field Visit   | Block    | 0.1                  | 202    | 20.2          |
| 8      | Learning Corners  | District | 1.5                  | 30     | 45.00         |
| 9      | Other Activities  |          |                      |        |               |
|        | 1. Supply of dictionaries.  | Child    | 0.007                | 2510   | 17.07         |
|        | 2. Supply of lab equipments   | School   | 0.2                  | 70     | 14.00         |
|        | 3. Supply of umbrellas, jerkins rainy shoes only in Kodagu district   | Child    | 0.005                | 637    | 3.18          |
|        | <b>Total</b>  |          |                      |        | <b>225.00</b> |

**Issues:**

- Monitoring mechanism over the proposed activities has not been mentioned by the state.
- It has been observed that the progress made by the state under Minority innovation is not satisfactory which need to execute in time to ensure better improvement.
- Achievement against the Physical target approved by the PAB is totally unbelievable.
- State is in the practice of repeating the same activities for the education of minority children
- No research study has been proposed by the state to see the changes in the behavior/attitude of Muslim community towards the formal education of their children.

**Recommendation:**

The appraisal team recommends the proposed activities by the state under Minority Innovation.

**Calendar of Events**

(April 2010 – March 2011)

| Sl. No. | Activity  | Apr | May | June | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
|---------|---|-----|-----|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1       | Awareness Programme for religious and community leaders.              |     |     | √    |      |     |     |     | √   |     |     |     |     |
| 2       | Awareness camp for Mothers Minority of Children                       |     |     |      |      |     | √   |     |     |     |     |     |     |
| 3       | Awareness programme for fathers of Minority Children                  |     |     | √    |      |     |     |     |     |     |     |     |     |
| 4       | Block Level Seminars for Minority Children on Science and Technology. |     |     |      |      |     |     |     | √   |     |     |     |     |
| 5       | Block Level Melas   |     |     |      |      | √   |     |     |     | √   |     |     |     |
| 6       | Seminars for Urdu teachers  |     |     |      |      |     |     | √   |     |     |     |     |     |
| 7       | Hikes and Field Visit   |     |     |      |      |     |     |     |     |     | √   |     |     |
| 8       | Learning Corners  |     |     |      |      | √   | √   |     |     |     |     |     |     |
| 9       | Other Activities  |     |     |      |      |     |     |     |     |     |     |     |     |

**E. Computer Aided Learning (CAL)**

1. Total no. of Government Upper Primary Schools covered: 22334
2. Total no. of Teachers in Government Upper Primary Schools covered: 138220
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

| Sl.                             | Financial Year     | Implementation Model<br>(by SSA/ PPP, if in PPP model please mention the Private Partners name) | Approved Outlay<br>(in lakhs) | Financial Achievement<br>(at the end of the financial year) | Physical Achievements |                                    |                            | Remarks                            |
|---------------------------------|--------------------|---|-------------------------------|---|-----------------------|------------------------------------|----------------------------|------------------------------------|
|                                 |                    |   |                               |   | A. Schools covered    | B. No. of content titles developed | C. No. of Teachers trained |                                    |
| I                               | II                 | III   | IV                            | V   | VI                    | VII                                | VIII                       | IX                                 |
| 1                               | 2001-02            | SSA   | 448.00                        | 448.00  | 35                    | 20                                 |                            |                                    |
| 2                               | 2002-03            | SSA   | 228.76                        | 228.76  | 55                    | 20                                 |                            |                                    |
| 3                               | 2003-04            | SSA   | 405.00                        | 405.00  | 135                   | 20                                 |                            |                                    |
| 4                               | 2004-05            | SSA   | 405.00                        | 405.00  | 540                   | 45                                 |                            |                                    |
| 5                               | 2005-06<br>2006-07 | SSA   | 910.00                        | 910.00  | 1000                  | 78                                 | 1000                       | Through EDC                        |
| 6                               | 2007-08            | SSA   | 405.00                        | 405.00  | 315                   | 78                                 | 4010                       | Through Intel                      |
| 7                               | 2008-09            | SSA   | 1450.00                       | 1450.00   | 700                   | 118                                | 4229                       | Through Intel, Microsoft and DIETs |
| 8                               | 2009-10            | SSA   | 1450.00                       | 1450.00   | 400                   | 118                                | 9244                       | DIETs                              |
| <b>Total Achievement by now</b> |                    |   |                               |   | <b>3780</b>           | <b>118</b>                         |                            |                                    |

**4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far**

| Sl. | CD Name                     | CD content   | Subject/medium           |
|-----|-----------------------------|--|--------------------------|
| 1   | Noda Banni Karnataka        | Analysis of the Districts                                    | Social Science (Kannada) |
| 2   | Bharathada Nere Hore        | Neighboring countries of India and Geographical features     | Social Science (Kannada) |
| 3   | Maya Sharabathu - 1         | Physical features of India – Life diversities                | Social Science (Kannada) |
| 4   | Maya Sharabathu - 2         | Physical features of India – Life diversities                | Social Science (Kannada) |
| 5   | Souravyuha                  | Sun, 9 planets, day and night, seasons, comets and asteroids | Social Science (Kannada) |
| 6   | Bharathada Nadigalu         | Rivers of India, Climate and winds.                          | Social Science (Kannada) |
| 7   | Shaktiyodane Sarasa         | Different forms of energy                                    | Science (Kannada)        |
| 8   | Vignana Vasthu Sangrahalaya | Work, Force, Energy, Distance and Weight                     | Science (Kannada)        |

| Sl. | CD Name                           | CD content   | Subject/medium    |
|-----|-----------------------------------|--|-------------------|
| 9   | Choomanthar                       | Respiration, Digestion, Excretion, Nervous system, Exercise and Food   | Science (Kannada) |
| 10  | Marali Choomanthar                | Brain, Heart, Bones, Joints and Muscles.                               | Science(Kannada)  |
| 11  | Bhoo SampathuŪ                    | Natural Resources, Life Cycle , Environment Pollution                  | Science(Kannada)  |
| 12  | Dooradarshana                     | Television, History, Working and Technology                            | Science(Kannada)  |
| 13  | Dooravani                         | History, Working, Parts, Types   | Science(Kannada)  |
| 14  | Computer                          | History, Types, Working, Uses, Internet                                | Science(Kannada)  |
| 15  | Pankha                            | Working, Types, Uses   | Science(Kannada)  |
| 16  | Surakshatege Mothiya Pata         | Accidents, First Aid, Traffic Rules                                    | Science(Kannada)  |
| 17  | Neralina Rahasya                  | Day and Night, Full moon day, Eclipses                                 | Science(Kannada)  |
| 18  | Rajakumara mathu snehitaru        | Energy, Work, Types of Energy, Sources of Energy                       | Science(Kannada)  |
| 19  | Shambhuvina Sasya Mithra          | Parts of a plant; mono cotyledons and di-cotyledons                    | Science(Kannada)  |
| 20  | Antharika Pravasa                 | Energy, Work and conversion of energy                                  | Science(Kannada)  |
| 21  | Belakina Mayajala                 | Light Energy, Sources, Transparent-opeque-translucent objects, shadow; | Science(Kannada)  |
| 22  | Ondu Beejada Kathe                | Parts of the plant, Mono cotyledons and di-cotyledons                  | Science(Kannada)  |
| 23  | Vyoha                             | Work, Usage of Machines, Force and Distance moved                      | Science(Kannada)  |
| 24  | Vitamingalu                       | Fruits, Vegetables, Vitamins - A, B, C, D                              | Science(Kannada)  |
| 25  | Pranigala Anveshane - Vargikarana | Group Teaching and Learning  | Science(Kannada)  |
| 26  | Gillu ka Vivah                    | Kaal ke prakar   | Hindi             |
| 27  | Khel Mel                          | Matraon ki parikalpana   | Hindi             |
| 28  | swatantra diwas                   | Varna Mala, Hraswa-Dheerga, Alpa pran- mahapran, anunasik, Vyanjan     | Hindi             |
| 29  | Friendly Amimals                  | Proper Order To Make Meaningful Sentenas                               | English           |
| 30  | Fourney an The Cloud              | "Wh", "Yes", "No" Question Tags  | English           |
| 31  | Troublesome Twins                 | English Vocabulary, 80 words, pictures Association, Phrases, Sentences | English           |

| Sl. | CD Name                     | CD content  | Subject/medium        |
|-----|-----------------------------|---|-----------------------|
| 32  | The Cruelking               | Capital-small Letters, Words, Spelling, Prefix-Suffix, Synonym-Antonym, Adjectives. | English               |
| 33  | Deeds of Courage            | Words Pronunciation, Sentences, short text meaning, Tones, Messages                 | English               |
| 34  | Harish Weds Harini          | Action Words, Tense Forms   | English               |
| 35  | Rickatoo                    | Greeting, Polite Speech, Request, Inquiry, Instructions, "how Much".                | English               |
| 36  | Tell A Tale                 | Direct Speech, Indirect Speech, Verbs, Pronoun, Adverb                              | English               |
| 37  | Digital Camera Driver       | Photo impression and impression projects.   | English               |
| 38  | Ata - Pata                  | Gunitakshar   | Kannada               |
| 39  | Akshara Bandi               | Kannda Varnamala  | Kannada               |
| 40  | Janapada Sampathu           | Opposite words and other grammer points   | Kannada               |
| 41  | Kathe upa Kathe             | Concept of Sentences and group of words   | Kannada               |
| 42  | Mysorinalli Ondu dina hindi | Gender - Verb; nutral gender;   | Kannada               |
| 43  | Nudi                        | Kannada software  | Kannada               |
| 44  | OOrige Banthu Sarkas        | Singular and Plurals.   | Kannada               |
| 45  | Puttuvin Madhuvu            | Gender, parts of speech, singular and plural  | Kannada               |
| 46  | Shaikshanika Pravasa        | Using . , ' " etc   | Kannada               |
| 47  | Swatantra Dinacharane       | swar, vyanjan, yogavahak, alpaprana, mahaprana, anunasik                            | Kannada               |
| 48  | Prayana                     | Pamphlets, newspapers, handouts reading   | Kannada               |
| 49  | Vikramana parakrama         | words and vyanjanakshar   | Kannada               |
| 50  | Padabandha                  | Word formation in Kannada, English, Hindi   | Kannada, English      |
| 51  | Kona Vinoda                 | Types of angles   | Mathematics (Kannada) |
| 52  | Kadojiyavarodane ondu dina  | Fractions   | Mathematics (Kannada) |
| 53  | Churukina beralu            | word building, drawing and fundamental operations of Mathematics                    | Mathematics (Kannada) |
| 54  | Chatura Nalvaru             | Place value, and other fundamental operations of Mathematics                        | Mathematics (Kannada) |
| 55  | Makkala Vivaha Dina         | Fractions - the fundamental operation of fractions                                  | Mathematics (Kannada) |
| 56  | Deepavali                   | Fractions - its uses in daily life  | Mathematics           |

| Sl. | CD Name                    | CD content  | Subject/medium           |
|-----|----------------------------|---|--------------------------|
|     |                            |   | (Kannada)                |
| 57  | Parisara Dina              | Division  | Mathematics<br>(Kannada) |
| 58  | Chinchuvina jothe thameshe | Properties of Geometrical figures                             | Mathematics<br>(Kannada) |
| 59  | Jadoo Goligalu             | Decimals, Ascending and Decending, relationship with Fraction | Mathematics<br>(Kannada) |
| 60  | Sanna vyapara nirvahane    | Profit and Loss   | Mathematics<br>(Kannada) |
| 61  | Anupatha                   | Uses of Ratio in daily life                                   | Mathematics<br>(Kannada) |
| 62  | Mittuvina Gunakara         | Multiplication  | Mathematics<br>(Kannada) |
| 63  | Nisargadalli Sahasa        | Subtraction   | Mathematics<br>(Kannada) |
| 64  | Namma Kanasina Shale       | Multiplication and multiplication tables                      | Mathematics<br>(Kannada) |
| 65  | Gombeyata                  | Place value   | Mathematics<br>(Kannada) |
| 66  | Labha mathu Nasta          | Profit and Loss   | Mathematics<br>(Kannada) |
| 67  | Raviya Kanasu              | Number line and addition                                      | Mathematics<br>(Kannada) |
| 68  | Kiriya Sahasa              | Sets  | Mathematics<br>(Kannada) |
| 69  | Parithoshakada pathe       | Perimeter of plane figures                                    | Mathematics<br>(Kannada) |
| 70  | Kanasina Doni              | >, <, =, Place value and reading and writing upto 9999        | Mathematics<br>(Kannada) |
| 71  | Jadu pettige               | Use of two digit number in daily life and their subtraction   | Mathematics<br>(Kannada) |
| 72  | Kalkatta Yatre             | Fractions, Multiplication and division                        | Mathematics<br>(Kannada) |
| 73  | Hannina Thotakke Bheti     | Fractions, Decimal place and percentage                       | Mathematics<br>(Kannada) |
| 74  | Krida Jagathu              | Average calculation   | Mathematics<br>(Kannada) |

5. Which visionary initiatives supported by pedagogic measures have been taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure its proper delivery.

As the objective of the implementation of CALC is to make learning effective and interesting along with providing supplementary materials in digitalized form with the help of graphics, animation, etc supportive system has been build for the effective implementation of the programme through the following interventions;

- Each school is supplied with 5 computers, Multimedia Projector, and UPS.
- The Computer Lab of the schools is equipped with computer tables, chairs, electrification & earthing.
- Each school has been provided with a set of 78 APF content CDs and 40 Video clipping developed by EDC in Kannada & English containing hard spots of Science, Mathematics, English, Social Studies and languages developed as both general topics and the contents from syllabus.
- Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

| Sl. | Activities                                     | Details   | Proposed |                | Achievement |             |
|-----|--|---|----------|----------------|-------------|-------------|
|     |  |   | Phy      | Fin            | Phy         | Fin         |
| 1   | <b>Infrastructure</b>                          |   |          |                |             |             |
|     | • Technology Infrastructure                    | 5 Desktops, one UPS and one Multimedia Projector to each school (At the rate of Rs.1,95,000/- per school) | 630      | 774.9          | 436         | 850         |
|     | • Non Technology Infrastructure                | Electrification and furniture   | 630      | 189            | 436         | 132.        |
| 2   | <b>Capacity Building of Teachers under CAL</b> | Teachers training - born out of training fund   |          |                | nil         |             |
| 3   | <b>Content/ Teaching Learning Material</b>     | No budget planned for this activity as APF and EDC render their cost for the development of content CDs   |          |                | 118         |             |
| 4   | <b>Recurring Activities</b>                    |   |          |                |             |             |
|     | • Infrastructure Maintenance                   | Annual Maintenance Cost paid to the agencies for maintenance of computers                                 |          | 304.04         |             | 304.        |
|     | • Refresher Training                           |   | 2455     | 18.41          | 4033        |             |
|     | • Additional Support                           |   |          |                |             |             |
| 5   | Distance Education                             | Radio and Edusat programmes   |          | 161.68         |             | 109.        |
|     |  | <b>Total</b>  |          | <b>1448.03</b> |             | <b>1394</b> |

Rs.52.06 lakhs remaining fund will be utilised by March-10 for coverage of more number of schools under CALC programme. Rs.52.06 lakhs is unspent as a module to be printed and



distributed under Edusat programme from EDC could not be done this year; the same has been taken up during 2010-11.

**7. Proposal for 2010-11:**

**a. Physical -**

- No. of schools to be covered : 414
- No. of targeted beneficiaries
  - Students : 82909
  - Teachers : 2188

**b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)**

| Sl.      | Activities   | Details   | Target |        |
|----------|--|---|--------|--------|
|          |  |   | Phy    | Fin    |
| <b>1</b> | <b>Infrastructure</b>  |   |        |        |
|          | Technology Infrastructure  | 5 Desktops, Multimedia Projector and UPS to each school @ Rs.1,67,415/- per school  | 414    | 693.1  |
|          | Non Technology Infrastructure  | Site preparation – provision of electrification, earthing, furniture etc (Rs.50000/- per schools)   | 414    | 207    |
| <b>2</b> | <b>Capacity Building of Teachers under CAL</b>                           |   |        |        |
|          | (Mention the strategies to be adopted for Capacity Building)             | Training of teachers on integrating content CDs to classroom process; Development of capacity in project works which helps the teachers to teach their subject effectively; (6 days training in two phases – 3 days in each phase - @ Rs.100 per day) | 6896   | 41.38  |
|          |  | HMs meeting and followup activities (3 Quarterly meeting @ Rs.50/- per meeting to be held at Block level)   | 3512   | 5.27   |
| <b>3</b> | <b>Content/ Teaching Learning Materials Development</b>                  |   |        |        |
|          | (Mention the strategies to be adopted for Capacity Building of Teachers) | Development of content CDs of uncovered concepts in co-ordination with APF and EDC  | nil    | nil    |
| <b>4</b> | <b>Any other activities</b>  |   |        |        |
|          | Distance Education   | Radio and Edusat Programmes   |        | 120.00 |
| <b>5</b> | <b>Recurring Activities</b>  |   |        |        |
|          | <input type="checkbox"/> Infrastructure Maintenance                      |   |        |        |

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| Sl.          | Activities                         | Details   | Target        |       |
|--------------|------------------------------------|---|---------------|-------|
|              |                                    |   | Phy           | Fin   |
|              | - Maintenance at the State Level   | At the rate of Rs.12599/- per schools for 2006-07, Rs.13527/- per school for 2007-08, Rs.15318/- per school for 2008-09 and Rs.16500/- per school for 2009-10, the total maintenance cost for 2010-11 | 2434          | 356.5 |
|              | -Maintenance at the District Level | Maintenance of computers supplied during 2004-05  | 644           | 76.6  |
|              | Refresher Training                 | The training mentioned above also addresses the refresher training  |               |       |
|              | Additional Support                 |   |               |       |
| <b>Total</b> |                                    |   | <b>1500.0</b> |       |

The plan of CAL for 2010-11 has been developed with a view to address the key issues like orientation of supervisory officer, integration of CALC to classroom teaching and especially taking the note of more coverage of children. Both refresher training and training for the teachers of new schools where CALC implemented during 2010-11 will be imparted for 6 days in two phases through DIETs. The training module being developed during the present year will be utilised for training of teachers. This is to address the issue of maintenance of computers along with developing the skill to use computers and integrating CALC to the classroom processes.

The contents used in CALCs are interactive. All the subjects are covered here but they are not class wise. Since the focus is given more on the broadening of knowledge about a concept, APF and EDC have developed the multimedia content CDs on the entire concept as such which may be used by different classes at various levels.

#### 8. Time Frame

| Activity                                   | Apr' 10 | May' 10 | Jun' 10 | Jul' 10 | Aug' 10 | Sep' 10 | Oct' 10 | Nov' 10 | Dec' 10 | Jan' 11 | Feb' 11 | Mar' 11 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Identification of schools                  |         |         |         |         | ✓       |         |         |         |         |         |         |         |
| Site preparation                           |         |         |         |         |         | ✓       |         |         |         |         |         |         |
| Tender process for the supply of computers |         |         |         |         |         | ✓       | ✓       | ✓       |         |         |         |         |
| Supply and installation of computers       |         |         |         |         |         |         |         | ✓       |         |         |         |         |
| Teachers training                          |         |         |         |         |         |         |         | ✓       | ✓       |         |         |         |
| HMs meeting                                |         |         |         |         | ✓       |         |         | ✓       |         |         | ✓       |         |
| Functioning of CALC centres                |         |         | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |

## 9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2001 – 02 & by now covers a total of 3780 schools (that is around 16% of the total government upper primary schools in the state) with 61603 trained teachers which is around 13% of the total teachers in government upper primary schools.
- The state has tied up with private partners like, Azim Premji Foundation and EDC for content development.
- Two teachers from each school have been trained on computer aided learning. Head Masters of the schools have also been trained on the importance of CALC centres along with training them on the maintenance of computers – to approach the agencies as the computers are under warranty.
- 74 content CDs/ digital teaching learning materials have been developed in mathematics, science, english & social science which have been distributed to all covered schools/ centers.
- To strengthen & ensure the CAL activities are implemented & resources utilized effectively, Computer Programmer and Nodal Officers of Education Technology wing of DIETs work as nodal officers of CALC to provide both technical support and academic support along with monitoring the implementation of the programme.

In 2009-10, the state has reported to achieve financial target up to 93% and physical target 63%.

- As observed the document submitted by the state, it is to be noted that though PAB 2009-10 had not approved the proposal of the state to provide LCD projectors, the state had processed to provide the LCD projectors to the schools. However after further discussions with the state representatives during the appraisal it was informed that, the LCD projector will not be supplied. The state should assure that this is not done as this violates the PAB decisions.*
- The state has mentioned that the unspent balance of Rs.52.06 lakhs of 2009-10 (which was to be spent for printing of modules for EDUSAT activities) would be used to coverage of more schools under CAL programme.

*The state's plan for 2010 - 11, proposes to expand the CAL activities to 414 schools which will be provided with 5 Desktops, Multimedia Projector and UPS to each school @ Rs.1,67,415/- per school. It is pointed out again that since projector are costly equipments and maintaining them at the level of schools & getting any service for any damage to the equipment at rural level is not easy, the state should not provide projectors however 32" LCD monitors may be provided. This will allow the state to take up more schools under CAL as the present coverage is only 16%. As previous year this year also the state has proposed activities under EDUSAT amounting Rs.120.00 lakhs.*

*It is important to be noted here that, as it is being emphasized now, the plan of implementation of activity like CAL should not be add on activities. It should be a component of the integrated quality plan and the activities planned must be on the basis of pedagogical situational gaps and*

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be able to contribute accordingly. The objective of the activities must be aligned to the quality goals. Instead of planning for quantitative achievements the situation demands now to strategize for qualitative activities which could be a strategy for improvement in the teaching learning process and strongly integrated with pedagogic strategies & actions. It is important to understand the objective of CAL and design strategies for effective utilization of CAL resources. The biggest challenge in implementation of CAL activity is the empowerment of teachers. The teachers should be empowered to use this facility handily as & when required to overcome the difficulties they face in the classroom transaction process. This requires the change in attitude, behavior & actions of the teachers. This needs a series of activities to create the momentum & sustain it so that the desired result can be achieved. The state plan doesn't reflect such efforts aligned to these points. Though the state has proposed some capacity building activities for teachers besides other activities, the state could have taken up more activities aligned to pedagogic measures like organizing series of sensitizing workshops from top to bottom level involving interactions, participatory discussions, brainstorming with teachers to empower them create self owned delivery mechanism which could more bring positive results aligned to quality goals.

#### 10. Recommendation:

The appraisal team recommends the proposal of the state amounting Rs.1500.00 lakhs except the proposal of LCD projectors and strongly suggests the state to consider points made in the observation to derive positive outcomes which are aligned to quality goals.

#### (VII) Girls Education

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

Free supply of Uniforms, Text books, School bags, Note books, Fee exemption and Mid-day meal programme are some of the programmes being implemented by the State Government to promote education of girls. Providing bicycles for girls studying in 8<sup>th</sup> Std directly improving the attendance and retention rate of girls.

##### Gender parity index

| Year  | 2002-03 | 2007-08 | 2008-09 | 2009-10 |
|-------|---------|---------|---------|---------|
| Girls | 0.9192  | 0.9352  | 0.93    | 0.93    |

Source: DISE

##### Dropout rate of Girls

| Year  | 2001-02 | 2007-08 | 2008-09 | 2009-10 |
|-------|---------|---------|---------|---------|
| Girls | 32.93   | 13.99   | 12.00   | 8.30    |

Source: DISE

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It is evident from the above tables that there are positive changes in the development of girls' Education.

**Achievement of Girls during 2008-09 as per Karnataka School Quality Assisment Organisation:**

| Medium  | 5 <sup>th</sup> Std |       | 7 <sup>th</sup> std |       | 8 <sup>th</sup> std |       |
|---------|---------------------|-------|---------------------|-------|---------------------|-------|
|         | Boys                | Girls | Boys                | Girls | Boys                | Girls |
| Kannada | 74.41               | 76.44 | 70.43               | 73.23 | 49.46               | 53.08 |
| English | 0                   | 0     | 0                   | 0     | 49.27               | 54.16 |
| Urdu    | 75.55               | 79.39 | 74.60               | 78.63 | 60.8                | 66.19 |
| Marathi | 76.63               | 78.34 | 74.92               | 76.66 | 53.43               | 57.4  |
| Tamil   | 74.01               | 77.95 | 72.62               | 75.66 | 52.0                | 60.07 |
| Telugu  | 72.21               | 74.20 | 69.27               | 70.67 | 59.02               | 64.11 |

Source: KSQAO 2008-09

It can be seen from the above table that girls' achievement is more than that of boys for all the Standards and for all the mediums.

**Progress of adolescent camps for girls during 2009-10 up to March 2010 (5.5 lakhs per district is the PAB approved amount):**

| District          | Target |     | Achievement |     | Conducted by | No of Girls Participated |     |          |        |       |
|-------------------|--------|-----|-------------|-----|--------------|--------------------------|-----|----------|--------|-------|
|                   | Phy    | Fin | Phy         | Fin |              | SC                       | ST  | Minority | Others | Total |
| Bagalkot          | 1800   | 5.5 | 1810        | 5.5 | NGO          | 450                      | 203 | 225      | 932    | 1810  |
| Bangalore (South) | 1000   | 3.0 | 990         | 3.0 | NGO          | 180                      | 190 | 210      | 410    | 990   |
| Bangalore north   | 800    | 2.4 | 812         | 2.4 | NGO          | 130                      | 175 | 95       | 412    | 812   |
| Bangalore Rural   | 1800   | 5.5 | 1848        | 5.5 | NGO          | 364                      | 60  | 192      | 1232   | 1848  |
| Ramnagar          | 1800   | 5.5 | 1800        | 5.5 | NGO          | 465                      | 52  | 200      | 1083   | 1800  |
| Belgaum           | 900    | 2.7 | 900         | 2.7 | NGO          | 119                      | 86  | 275      | 420    | 900   |
| Chikkodi          | 900    | 2.7 | 898         | 2.7 | NGO          | 168                      | 119 | 496      | 115    | 898   |
| Uttara Kannada    | 1815   | 5.5 | 1214        | 5.5 | NGO          | 233                      | 66  | 362      | 553    | 1214  |
| Bellary           | 1800   | 5.4 | 1825        | 5.4 | NGO          | 576                      | 438 | 400      | 411    | 1825  |
| Bidar             | 1835   | 5.5 | 1750        | 5.5 | NGO          | 354                      | 298 | 428      | 670    | 1750  |
| Bijapur           | 1800   | 5.5 | 1836        | 5.5 | NGO          | 382                      | 109 | 620      | 725    | 1836  |
| Chitradurga       | 1800   | 5.4 | 1831        | 5.4 | NGO          | 372                      | 491 | 603      | 365    | 1831  |
| Chikmagalore      | 1800   | 5.5 | 1800        | 5.5 | NGO          | 461                      | 202 | 238      | 899    | 1800  |
| Davangere         | 1800   | 5.5 | 1812        | 5.5 | NGO          | 556                      | 203 | 700      | 353    | 1812  |
| Dharwad           | 1800   | 5.5 | 2058        | 5.5 | NGO          | 248                      | 78  | 698      | 1034   | 2058  |
| Gadag             | 1800   | 5.4 | 1800        | 5.4 | Dept         | 337                      | 262 | 256      | 945    | 1800  |

| Sl. No | District       | Target       |              | Achievement  |               | Conducted by | No of Girls Participated |             |              |              |
|--------|----------------|--------------|--------------|--------------|---------------|--------------|--------------------------|-------------|--------------|--------------|
|        |                | Phy          | Fin          | Phy          | Fin           |              | SC                       | ST          | Minority     | Others       |
| 17     | Gulbarga       | 1200         | 4            | 1244         | 3.9           | Dept         | 215                      | 175         | 275          | 579          |
| 18     | Hassan         | 1800         | 5.5          | 1833         | 5.5           | NGO          | 360                      | 210         | 205          | 1058         |
| 19     | Kodagu         | 1800         | 5.4          | 1756         | 5.4           | NGO          | 476                      | 282         | 327          | 671          |
| 20     | Kolar          | 1833         | 5.5          | 1833         | 5.5           | NGO          | 530                      | 432         | 390          | 481          |
| 21     | Koppal         | 1800         | 5.4          | 1800         | 5.4           | Dept+NGO     | 504                      | 395         | 314          | 587          |
| 22     | Mandya         | 1834         | 5.5          | 914          | 5.5           | NGO          | 278                      | 48          | 179          | 409          |
| 23     | Mysore         | 1800         | 5.4          | 1833         | 5.4           | Dept         | 377                      | 432         | 481          | 543          |
| 25     | Tumkur         | 1800         | 5.5          | 1833         | 5.5           |              | 390                      | 370         | 443          | 630          |
| 26     | Chikkaballapur | 1800         | 5.4          | 1637         | 5.4           | NGO          | 342                      | 288         | 330          | 677          |
| 27     | Raichur        | 1800         | 5.4          | 1799         | 5.4           | Dept         | 419                      | 475         | 385          | 520          |
| 28     | Shimoga        | 1800         | 5.5          | 1800         | 5.5           | NGO          | 545                      | 325         | 361          | 569          |
| 29     | Yadgir         | 800          | 2.4          | 682          | 2.4           | Dept         | 276                      | 86          | 222          | 98           |
| 30     | udupi          | 1830         | 5.5          | 1826         | 5.5           | NGO          | 520                      | 417         | 375          | 514          |
| 31     | D.K            | 1800         | 5.5          | 1119         | 5.5           | NGO          | 164                      | 87          | 233          | 635          |
| 32     | Haveri         | 1800         | 5.5          | 329          | 5.5           | Dept         | 60                       | 51          | 146          | 72           |
|        | <b>Total</b>   | <b>50747</b> | <b>153.9</b> | <b>47222</b> | <b>153.78</b> |              | <b>10401</b>             | <b>6902</b> | <b>10439</b> | <b>17670</b> |

Source: District Reports

The state was sanctioned an amount of **Rs. 153.90 lakh**, out of which **Rs. 153.78 lakh** has been spent for conducting adolescent camps.

It can be seen from the above table that 4,72,22 adolescent girls have been trained on various adolescent issues for 3 days, out of which 10, 439 minority girls, 10,401 SC girls, 6902 ST girls were trained.

#### **Proposal for the Year 2010-11:**

**1. Extending Meena Programme to Non-EBB Blocks:** As per the feedback of the state, Meena clubs are active in the area of creating awareness among community in the area of gender issues and importance of education. Encouraged by the success of the Meena Programme, other district and block functionaries are proposed to extend Meena Programme to their districts. In this connection, Rs.10, 000 per cluster is proposed to carry out Meena activities. A sum of **Rs.184.5 lakhs** is proposed for 1845 clusters under innovative strategy.

**2. Capacity Building on Menstrual Hygiene & Management (MHM) among/for adolescent girls under NPEGEL in Karnataka:** This programme is planned in co-ordination with UNICEF. The State has informed that UNICEF will extend their support to SSA through following activities:

- proposed study;
- development of manual;
- technical support for creation of cadre of Resource Persons at the NPEGEL district level and quality assurance for cascade trainings for Model Cluster Schools
- technical support for development of comprehensive state strategy for scaling up Menstrual Hygiene & Management in upper primary/high schools

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**In view of above SSA will extend its support in the following areas under innovations:**

1. **Printing of training module:** Estimated Budget: Rs.1.00 lakh
2. **Training costs** for the district Resource Persons and cascade training for MCS teachers (2 teachers per school) in the districts where NPEGEL programme is being implemented. Estimated Budget: Rs.6.00 lakhs to train 1842 teachers of 921 clusters for 3 days. A total of Rs.6.00 lakh budget is proposed under teacher training programme.
3. **Capacity Building Programme on Meena Programme:** In view of Meena programme getting significance and being implementing well, it is proposed to develop a training module on Meena Programme and training one teacher per HPS for 2 days. It is proposed to train 44,668 teachers from 22,334 HPS for 2 days. A budget of Rs.89.33 lakhs is proposed under teacher training programme. The training on Meena programme discuss on various issues of gender including the constitution of Meena clubs and how these clubs can work towards building a non-discriminatory culture in schools and society.
4. **Adolescent Camps for girls:** It is proposed to conduct adolescent camps for girls. This activity was carried out in the year 2009-10. The same activity is continued in the year 2010-11.

| S. No. | District        | No. of Blocks | Target No. of children | Urban deprived Girls | Minority Girls | Total Required amount (in lakhs) |
|--------|-----------------|---------------|------------------------|----------------------|----------------|----------------------------------|
| 1      | Bagalkot        | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 2      | Bangalore(R)    | 4             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 3      | Bangalore U     | 9             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 4      | Ramanagara      | 4             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 5      | Belgaum         | 14            | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 6      | Bellary         | 8             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 7      | Bidar           | 5             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 8      | Bijapur         | 7             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 9      | Chamarajanagar  | 5             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 10     | Chikkamagalore  | 8             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 11     | Chitradurga     | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 12     | Dashina Kannada | 7             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 13     | Davanagere      | 7             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 14     | Dharwad         | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 15     | Gadag           | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 16     | Gulbarga        | 8             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 17     | Hassan          | 8             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 18     | Haveri          | 7             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 19     | Kodagu          | 3             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 20     | Kolar           | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 21     | Chikkaballapur  | 6             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 22     | Koppal          | 4             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 23     | Mandya          | 8             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 24     | Mysore          | 9             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 25     | Raichur         | 5             | 1800                   | 2.75                 | 2.75           | 5.5                              |

| S. No. | District       | No. of Blocks | Target No. of children | Urban deprived Girls | Minority Girls | Total Required amount (in lakhs) |
|--------|----------------|---------------|------------------------|----------------------|----------------|----------------------------------|
| 26     | Shimoga        | 7             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 27     | Tumkuru        | 10            | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 28     | Udupi          | 5             | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 29     | Uttara Kannada | 11            | 1800                   | 2.75                 | 2.75           | 5.5                              |
| 30     | Yadgir         | 3             | 1800                   | 2.75                 | 2.75           | 5.5                              |
|        | <b>Total</b>   | <b>202</b>    | <b>54000</b>           | <b>82.50</b>         | <b>82.50</b>   | <b>165.00</b>                    |

| Sl.no | Activity             | Amount |
|-------|----------------------|--------|
| 1     | Urban Deprived Girls | 82.50  |
| 2.    | Minority Girls       | 82.50  |
|       | Total                | 165.00 |

The State has proposed to reach out to 54,000 girls with an estimated budget of **Rs.165.00 lakhs** for 30 districts under Urban deprived and minority activity. It is planned to design a training module for this activity and conduct the workshop with BRCs and CRCs faculty as trainers.

After the final work out on the proposal of innovations based on the needs of different focus groups the state in appreciation of the fact that girls education is not a very weak area in the state compared to other focus groups therefore it decided to withdraw the proposal for girls innovation so as to obtain funds for other innovations to focus more on those who needed such innovations the most. The education of girls will be focused mainly through the mainstream components of SSA in the year 2010-11.

**a. NPEGEL**

NPEGEL programme is being implemented in 62 EBBs and 921 model cluster schools of 20 Districts. This also includes 4 Urban Slums situated in Bangalore south block, Mysore city block, Ramnagar city block and Dharwad block. 108 clusters are being managed by Mahila Samakhya.

**Physical Progress during 2009-10**

**Coaching for Navodaya Vidyalaya Entrance Examination (Ten Thousand Girls Covered):**

It was observed that the enrollment of girls in Jawahar Navodaya Vidyalaya is not up to the desired mark. In order to get admission in Jawahar Navodaya Vidyalaya proper capacity



building of girls for competing in the entrance test need to be enhanced by providing special coaching to these girls. The State has provided coaching to more than ten thousand girls.

**Meena Activities:**

(9000 Meena Clubs) Meena clubs were constituted in all the upper primary schools to undertake awareness among community through skit, drama, songs and dances etc to motivate them to send their children to school. The Meena clubs are creating awareness on the social issues like child marriage, dowry system etc.

**Award to best Meena Team:**

Award of Rs.2000 to best Meena facilitator and Rs.3,000 to best Meena programme implementing school to encourage Meena activities. These awards (921 best Meena facilitator and best Meena implementing school) will be given in a function organised at the block level in the month of Feb-March'2010.

**Counseling Center for Girls:**

(9000 girls) Under this activity girls are being provided Counseling on health, adolescent issues, vocational and guidance from resource persons on gender, medical professionals, doctors and teachers etc.

**Exposure visits and Experience sharing:**

(98000 Girls) were taken to the nearby places to educate them about historical and educational aspects of these places Girls were also encouraged to do write-ups on their experiences. It has created enthusiasm among girls to learn from their surroundings.

**Vocational skill development:**

**(1.06 Lakh Girls) The vocational activities like repair of cycles, mobile, beautician, candle making, doll making, carpentry, knitting, sewing, embroidery, etc are made to learn, which helped in boosting the self confidence and facilitated in the enrollment and retention of girls.**

An in-depth study on the impact of NPEGEL programme is needed to be done to know the effect of NPEGEL programme on the girls' education.

**Systematic Study on the impact of NPEGEL programme has not done by the state so far but as per the feedback provided by the State. It is observed from the interventions carried out through out the year that 5.4 lakh girls has being involved in one or the other activities under NPEGEL which has resulted in the effective participation of girls.**

**Financial progress:**

| (In Lakhs) |                  |                      |             |  |   |
|------------|------------------|----------------------|-------------|--|---|
| Year       | Out lay approved | Total Fund Available | Expenditure | % of Expenditure against Outlay Approved | % of Expenditure against Total Fund Available |
| 2004-05    | 1127.29          | 1127.300             | ---         | 0.00%                                    | 0.00%   |

| Year    | Out lay approved | Total Fund Available | Expenditure     | % of Expenditure against Outlay Approved | % of Expenditure against Total Fund Available |
|---------|------------------|----------------------|-----------------|--|---|
| 2005-06 | 1607.51          | 1550.852             | 406.456         | 25.28%                                   | 26.21%  |
| 2006-07 | 1653.51          | 2968.111             | 918.942         | 55.58%                                   | 30.96%  |
| 2007-08 | 9583.31          | 2359.566             | 840.842         | 8.77%                                    | 35.64%  |
| 2008-09 | 1218.86          | 1885.972             | 514.132         | 42.18%                                   | 27.26%  |
| 2009-10 | 587.87           | 587.872              | 485.136(Dec.09) | 82.52%                                   | 82.52%  |

During the year 2009-10, the State was sanctioned a budget of Rs 587.87 lakhs. The achievement is Rs 485.136 lakh (82.52%).

#### Proposal for 2010-11:

**Activities proposed for bridging gender and social category gaps to increase girl's participation in education:** Bridging gender and social category gaps to increase girl's participation. Even though gender gap has decreased considerably, it is evident that gender gap is still persisting between various gender and social categories. To bridge this gap, the state has proposed to conduct Focus interventions to improve of the quality and learning capabilities including vocational skill training, health and hygiene camps and Meena campaign, coaching for Navodaya Vidyalaya entrance examination and community mobilisation activities etc. The State more or less has proposed to replicate same activities of the previous year.

Some of the proposed activities are given in the table below:

| Sl. No. | Activities   | Processes  | Time line   | Out comes   | Target (Girls) | Unit Cost (in lakh) |
|---------|--|--|---|---|----------------|---------------------|
| 1       | Coaching for Navodaya Vidyalaya Entrance Examination: Coaching for girls to make them competent to get through the Navodaya Vidyalaya Entrance Exam planned. | <ul style="list-style-type: none"> <li>• Identification of girls with more focus on socially disadvantaged groups..</li> <li>• Awareness on the Navodaya Vidyalaya Entrance Examination among class 5<sup>th</sup> Standard girls</li> </ul> | <ul style="list-style-type: none"> <li>• July-August 2010</li> <li>• July-August</li> </ul> | <ul style="list-style-type: none"> <li>• Increased awareness on the Navodaya entrance exam</li> <li>• More number of girls enroll for entrance exam</li> <li>• Enhancement of Learning achievement</li> <li>• More number of girls get through the examination and get admission into Novadaya entrance examination.</li> </ul> | 60000          | 0.05 per cluster    |

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|   |  |   |  |       |                  |      |
|---|--|---|--|-------|------------------|------|
|   | <p>organised to ensure more number of girls is enrolling for the examination.</p> <ul style="list-style-type: none"> <li>• Selection of resource persons to conduct coaching</li> <li>• Tutoring classes from experts will be conducted.</li> <li>• Resource books relating to the entrance examination will also be provided</li> </ul> | <p>2010</p> <ul style="list-style-type: none"> <li>• September 2010 - Feb'2011</li> <li>• September 2010</li> </ul> |  |       |                  |      |
| <ul style="list-style-type: none"> <li>• <b>Exposure visits and Experience sharing:</b><br/>To provide opportunity to familiarize with geographical, historical, administrative places to broaden their vision and perspective girls would be taken to the nearby places having historical and educational importance.</li> </ul> | <ul style="list-style-type: none"> <li>• Identification of girls with more focus on socially disadvantaged groups.</li> <li>• Organizing visits</li> <li>• After the visit, children will share their experiences through write ups.</li> </ul>  | <ul style="list-style-type: none"> <li>• July-September 2010</li> </ul>   | <ul style="list-style-type: none"> <li>• Widened vision and perspective</li> <li>• Team building</li> <li>• Self confidence building</li> </ul>  | 95000 | 0.15 per cluster | 138. |
| <ul style="list-style-type: none"> <li>• <b>Empowerment of girls:</b> Activities like Karate, cycling, personality development, music, dance etc is carried out.</li> </ul>   | <ul style="list-style-type: none"> <li>• Cluster will identify activities according to the choice of girls.</li> <li>• Identifying girls from disadvantaged social</li> </ul>  | <ul style="list-style-type: none"> <li>• July-September 2010</li> </ul>   | <ul style="list-style-type: none"> <li>• Girls will be empowered and their self confidence will increase</li> <li>• Increase in enrolment and retention because of increased awareness among community.</li> <li>• Girls' participation</li> </ul> | 95000 | 0.05 per cluster | 46.  |

|   |   |  |                             |  |               |                          |
|---|---|--|-----------------------------|--|---------------|--------------------------|
|   |   | <p>categories including OOS girls for this activity.</p> <ul style="list-style-type: none"> <li>Organising the activities</li> </ul>   |                             | <p>in school activities will be increased.</p>   |               |                          |
| 4 | <p><b>Community Mobilisation through Meena Activities:</b> Meena Clubs were constituted in all the UPS of EBB. These clubs are expected to undertake community awareness through dance, drama, skit etc</p> | <ul style="list-style-type: none"> <li>Continuation of Meena Clubs in all the UPS</li> <li>Capacity Building of Meena facilitators. For this a training module will be designed for 2 days. Budget of teacher training component would be utilized for the capacity building of teachers.</li> <li>Organising community mobilisation activities like dance, drama, skit on the various gender related issues like child marriage, child labour, dowry system etc.</li> </ul> | <p>June'2010-March 2011</p> | <ul style="list-style-type: none"> <li>Communication skills, confidence, leadership qualities of girls will be increased.</li> <li>Girls participation in school activities will be increased</li> <li>Awareness among community will be increased on gender related issues including sensitivity towards social issues like child marriage, child labour, dowry system etc.</li> <li>Increase in enrolment and retention of girls.</li> </ul> | <p>195000</p> | <p>0.10 per cluster</p>  |
| 5 | <p>Award to best Meena Clubs</p>  | <ul style="list-style-type: none"> <li>Identifying best Meena clubs (10 per each block)</li> <li>Felicitating Best Meena clubs including facilitators for their efforts</li> </ul>   | <p>Feb-March 2011</p>       | <ul style="list-style-type: none"> <li>Motivation levels of girls will be increased</li> <li>Increased community awareness/participation</li> </ul>  | <p>640</p>    | <p>0.020 per cluster</p> |

|  |   |                              |   |               |                  |            |
|--|---|------------------------------|---|---------------|------------------|------------|
| <b>Vocational Skill Development:</b><br>Vocational Skills like candle making, repair of cycles, mobile, radio, beautician, tailoring, embroidery, weaving etc would be developed.        | <ul style="list-style-type: none"> <li>Identifying the activities as per the choice of girls</li> <li>Identifying vocational instructors.</li> <li>Identifying schools and girls for the activity.</li> </ul> | • June'2010-<br>March 2011   | <ul style="list-style-type: none"> <li>Girls will be empowered and their self confidence will be increased</li> <li>Increase in enrolment and retention because of increased awareness among community.</li> <li>Girls' participation in school activities will be increased</li> </ul> | 95000         | 0.20 per cluster | 184.       |
| <b>Counseling Center for Girls:</b><br>Counseling on Education, Vocation and health will be organised for girls by different experts/NGO/Voluntary organization/ doctors, teachers, etc. | <ul style="list-style-type: none"> <li>Identifying girls from 6<sup>th</sup> to 8<sup>th</sup> Standard.</li> <li>Identifying resource persons</li> <li>Organizing counseling for girls</li> </ul>            | • July-<br>September<br>2010 | <ul style="list-style-type: none"> <li>Adolescent issues faced by girls will be sorted out.</li> <li>Building of self confidence</li> <li>Enhance learning capabilities</li> <li>Retention of girls will be increased.</li> </ul>   | 95000         | 0.03             | 27.        |
| Proposal for 22 new MCS in Bagalkot and Gadag districts  | It will cover more number of girls under the scheme   |                              |   |               |                  | 84.        |
| Bicycles for cluster gender coordinators   | Helps for commuting and for effective implementation of the programme   |                              |   | 921           | 0.03             | 27         |
| Community Mobilisation   |   |                              |   |               | 0.10             | 67         |
| <b>Total</b>   |   |                              |   | <b>635640</b> |                  | <b>732</b> |

The State has proposed a total amount of **Rs.732.70 lakh** for NPEGEL activities for the year 2010-11.

#### **Recommendation for 2010-11**

- There are similar kinds of activities that have been planned under vocational training that are similar across districts. They are candle making, repair of cycles, mobile, radio, beautician, tailoring, embroidery, weaving etc.

It is recommended that vocational training for girls can be varied and must not add here only to the usual. They must be chosen with care so as not to promote gender stereotype within the schooling system. They must be chosen according to the need of the community and the girls in question.

- Coaching for Navodaya Vidyalaya entrance test is provided to the girls studying in class 5<sup>th</sup> of the Model Cluster School but there is no indication as to how the target group is chosen and the subject and class-wise data for coaching is not available.
- The process of identifying the girls must be very clear. Data of such student's development must be tracked
- The Appraisal team recommends the proposal of **Rs. 587.871 lakh including management cost @ 6% for 921 clusters** in the State.
- The appraisal team did not recommend any amount for the creation of 22 new clusters in the absence of detailed activity plan. Further, since the programme is at the seventh year, it dose not seem logical to fund new clusters.
- Proposal to purchase bicycles from NPEGEL funds is not recommended.

#### b. KGBV

The scheme of KGBV was launched in 2004-05 in the State. It has been implemented in 64 blocks of the State and a total of 6409 girls have been enrolled in the residential schools. All are Model I categories. Comprising 99.70% of the targeted enrollment. All the residential schools are managed through NGOs.

Status of KGBV

| Model | No. of KGBVs sanctioned | No. of KGBVs operational | No. of girls enrolled |     |      |     |     |       |
|-------|-------------------------|--------------------------|-----------------------|-----|------|-----|-----|-------|
|       |                         |                          | SC                    | ST  | OBC  | BPL | Min | Total |
| I     | 64                      | 64                       | 2322                  | 970 | 1616 | 970 | 503 | 6381  |

#### Observations

##### **Quality Assurance:**

The State syllabus is being followed in KGBVs. No board examination is conducted till 10<sup>th</sup> Standard in the state The Semester system has been adopted and the annual teaching plans are prepared by teachers and adhered to scrupulously. The teachers of KGBVs are trained in adopting **Semester 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 (Non-Scholastic areas).

- The State has deputed 4 Regular teachers from govt. schools who are working as subjects teachers. The deputation of teachers is made by identifying teachers with less workload at school level. Apart from 4 regular subject's teacher, 4 part time teachers (warden, physical education teacher, Hindi teacher and craft teacher) are also recruited through agencies.
- 4 Urdu teachers are deputed in two Urdu Minority KGBVs (Gangawati of Koppal District and Sindhanur of Raichur district)
- 195 subject teachers are functioning against 256 teachers in 64 KGBVs leaving 61 teachers posts vacant.
- The teachers of KGBVs are trained with other regular in service teachers.
- BRC, CRP and DIET visits KGBVs and monitor the progress of girls including academic achievement.
- The State has reported that they have prepared a separate training module on gender sensitization called 'Bimba' (image) to train all the in service teachers of the State and teachers of KGBV as well. This training module is prepared by the DIET and teachers. This module include perception of about gender, caste, attitude towards dalits, social discrimination etc. The module also discusses on various gender discriminations prevailing in educational field in general and classroom processes in particular.
- The State has reported that they have prepared a separate context specific training module for the teachers of KGBVs, which discuss about the background of KGBV children, learning methods to be used in KGBV, child friendly environment building in KGBVs, ways and means (sensitivity) to cope with socially deprived children, etc.

#### **Infrastructure:**

Out of 64 KGBVs, 61 are completed and the remaining 3 are under progress. The additional classrooms construction sanctioned in the year 2009-10 for 61 KGBVs is under progress and would likely to be completed by the end of September, 2010. 10 KGBVs are equipped with water heaters and the State has provided UPS systems to 6 KGBVs.

#### **Community Mobilisation:**

School development and monitoring committees (SDMCs) have been constituted in each of the KGBVs. These SDMCs works for the development of KGBVs including construction of school buildings. The members of SDMCs play vital role in the identification of out of schools girls and mainstreaming them. The members meet once in month to discuss academic progress and other developmental activities of KGBV girls.

#### **Mahila Samakhya Involvement:**

29 KGBVs in the state are managed by Mahila Samakhya and 35 by SSA. MS has recruited 41 full time and 76 part time teachers. MS has devices training module for KGBV teachers and imparted 9 days training on communication skill, classroom management and preparation of teaching learning material etc..

#### **Success Stories:**

KGBV students have participated in different activities at block, district and state level in Pratibha Karanji, Sports & Other Activities.

- The girls of Bidar districts KGBVs have participated in state level swimming, Karate & Yogasana competitions and secure prizes.

**Other Initiatives:**

- More than 90% of girls who complete 8<sup>th</sup> standard continue their studies in the nearby govt. secondary schools. This aspect is well monitored by the dept. personal as well as KGBVs teachers
- KGBV children's of Harapanahalli block of Davangere district have participated in the Independence Day parade on 15-08-09 at Bangalore.
- KGBV children of Bidar district have participated in the republic day parade on 26<sup>th</sup> Jan, 2010 at Bangalore and won second prize in March Past.
- Many KGBVs children have learnt Karate, Yoga and swimming as well.

**Financial Progress**

| S. No. | Year    | Outlay Approved | Total Fund Available | Expenditure                               | (in lakh)                                |   |
|--------|---------|-----------------|----------------------|---|--|---|
|        |         |                 |                      |   | % of Expenditure against Outlay Approved | % of Expenditure against Total Fund Available |
| 1      | 2004-05 | 1127.29         | 1127.300             | 0.00                                      | 0.00%                                    | 0.00%   |
| 2      | 2005-06 | 1607.51         | 1550.852             | 406.456                                   | 25.28%                                   | 26.21%  |
| 3      | 2006-07 | 1653.51         | 2968.111             | 918.942                                   | 55.58%                                   | 30.96%  |
| 4      | 2007-08 | 958.31          | 2359.566             | 840.842                                   | 87.74%                                   | 35.64%  |
| 5      | 2008-09 | 1218.86         | 1218.86              | 849.210                                   | 69.67%                                   | 69.67%  |
| 6      | 2009-10 | 2332.00         | 2332.00              | 511.429 (till 31 <sup>st</sup> Dec, 2009) | 21.93%                                   | 21.93%  |

During the year 2009-10, the State was sanctioned a budget of Rs 2332.00 lakhs. The achievement is Rs. 511.429\* lakh (21.93%), which is pretty low.

**Proposal for 2010-11**

**The State has mainly Following Proposals:**

1. Replacement of bedding in 58 KGBVs which were operational in the year 2004-05. The list of KGBVs is given in the below table.

| S. No. | District | Name of the Block | Managed By | Year of Establishment | Model | Bedding@ Rs. 750 per child |
|--------|----------|-------------------|------------|-----------------------|-------|----------------------------|
| 1      | Bagalkot | Jamakhandi        | SSA        | 2004 - 05             | I     | 0.75                       |
| 2      | Bagalkot | Hungund           | SSA        | 2004 - 05             | I     | 0.75                       |

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|    |             |              |     |           |   |      |
|----|-------------|--------------|-----|-----------|---|------|
| 3  | Bagalkot    | Badami       | SSA | 2004 - 05 | I | 0.75 |
| 4  | Bagalkot    | Mudhol       | MS  | 2004 - 05 | I | 0.75 |
| 5  | Bagalkot    | Bagalkot     | MS  | 2004 - 05 | I | 0.75 |
| 6  | Bagalkot    | Biligi       | MS  | 2004 - 05 | I | 0.75 |
| 7  | Belgaum     | Gokak        | SSA | 2004 - 05 | I | 0.75 |
| 8  | Belgaum     | Ramdurga     | SSA | 2004 - 05 | I | 0.75 |
| 9  | Belgaum     | Saundatti    | SSA | 2004 - 05 | I | 0.75 |
| 10 | Belgaum     | Raibag       | SSA | 2004 - 05 | I | 0.75 |
| 11 | Bellary     | Siraguppa    | SSA | 2004 - 05 | I | 0.75 |
| 12 | Bellary     | Sandur       | SSA | 2004 - 05 | I | 0.75 |
| 13 | Bellary     | Hospet       | SSA | 2004 - 05 | I | 0.75 |
| 14 | Bellary     | Bellary      | MS  | 2004 - 05 | I | 0.75 |
| 15 | Bellary     | Kudligi      | MS  | 2004 - 05 | I | 0.75 |
| 16 | Bellary     | H B Halli    | MS  | 2004 - 05 | I | 0.75 |
| 17 | Bidar       | Humnabad     | MS  | 2004 - 05 | I | 0.75 |
| 18 | Bidar       | Bidar        | MS  | 2004 - 05 | I | 0.75 |
| 19 | Bidar       | Basavakalyan | MS  | 2004 - 05 | I | 0.75 |
| 20 | Bidar       | Aurad        | MS  | 2004 - 05 | I | 0.75 |
| 21 | Bijapur     | B. Bagewadi  | MS  | 2004 - 05 | I | 0.75 |
| 22 | Bijapur     | Bijapur      | MS  | 2004 - 05 | I | 0.75 |
| 23 | Bijapur     | Muddebihal   | MS  | 2004 - 05 | I | 0.75 |
| 24 | Bijapur     | Sindhagi     | MS  | 2004 - 05 | I | 0.75 |
| 25 | Bijapur     | Indi         | MS  | 2004 - 05 | I | 0.75 |
| 26 | Chitradurga | Molkalmur    | SSA | 2004 - 05 | I | 0.75 |
| 27 | Chitradurga | Challakere   | SSA | 2004 - 05 | I | 0.75 |
| 28 | Davanager   | Harpanahalli | SSA | 2004 - 05 | I | 0.75 |

|    | e               |                |     |           |   |      |
|----|-----------------|----------------|-----|-----------|---|------|
| 29 | Dharward        | Kalaghatagi    | SSA | 2004 - 05 | I | 0.75 |
| 30 | Dharward        | Dharward       | SSA | 2004 - 05 | I | 0.75 |
| 31 | Gadag           | Mundargi       | SSA | 2004 - 05 | I | 0.75 |
| 32 | Gadag           | Ron            | SSA | 2004 - 05 | I | 0.75 |
| 33 | Yadgiri         | Surapur        | SSA | 2004 - 05 | I | 0.75 |
| 34 | Yadgiri         | Shahapur       | SSA | 2004 - 05 | I | 0.75 |
| 35 | Gulbarga        | Sedam          | SSA | 2004 - 05 | I | 0.75 |
| 36 | Gulbarga        | Jewargi        | MS  | 2004 - 05 | I | 0.75 |
| 37 | Gulbarga        | Gulbarga       | MS  | 2004 - 05 | I | 0.75 |
| 38 | Gulbarga        | Afzalpur       | MS  | 2004 - 05 | I | 0.75 |
| 39 | Gulbarga        | Chincholi      | MS  | 2004 - 05 | I | 0.75 |
| 40 | Gulbarga        | Chittapur      | MS  | 2004 - 05 | I | 0.75 |
| 41 | Gulbarga        | Aland          | MS  | 2004 - 05 | I | 0.75 |
| 42 | Hassan          | Holenarasipura | SSA | 2004 - 05 | I | 0.75 |
| 43 | Kolar           | Srinivasapur   | SSA | 2004 - 05 | I | 0.75 |
| 44 | Kolar           | Mulbagilu      | SSA | 2004 - 05 | I | 0.75 |
| 45 | Kolar           | Bangarpet      | SSA | 2004 - 05 | I | 0.75 |
| 46 | Chikkaballapura | Chintamani     | SSA | 2004 - 05 | I | 0.75 |
| 47 | Chikkaballapura | Bagepalli      | SSA | 2004 - 05 | I | 0.75 |
| 48 | Chikkaballapura | Gouribidanur   | SSA | 2004 - 05 | I | 0.75 |
| 49 | Koppal          | Kushtagi       | MS  | 2004 - 05 | I | 0.75 |
| 50 | Koppal          | Koppal         | MS  | 2004 - 05 | I | 0.75 |

|    |         |            |     |           |              |                        |
|----|---------|------------|-----|-----------|--------------|------------------------|
| 51 | Koppal  | Yelburga   | MS  | 2004 - 05 | I            | 0.75                   |
| 52 | Koppal  | Gangavathi | MS  | 2004 - 05 | I            | 0.75                   |
| 53 | Raichur | Sindhanur  | SSA | 2004 - 05 | I            | 0.75                   |
| 54 | Raichur | Lingasagur | MS  | 2004 - 05 | I            | 0.75                   |
| 55 | Raichur | Raichur    | MS  | 2004 - 05 | I            | 0.75                   |
| 56 | Raichur | Manvi      | MS  | 2004 - 05 | I            | 0.75                   |
| 57 | Raichur | Devadurga  | MS  | 2004 - 05 | I            | 0.75                   |
| 58 | Tumkur  | Pavagada   | SSA | 2004 - 05 | I            | 0.75                   |
|    |         |            |     |           | <b>Total</b> | <b>43.50 (in lakh)</b> |

2. The state has proposed rent for 8 months @ 0.25 lakh per month for buildings which are facing lack of amenities like water, electricity and others.

| S. No. | District | Name of the Block | Rent in Rs. |
|--------|----------|-------------------|-------------|
| 1      | Bagalkot | Hungund           | 1.50        |
| 2      | Bagalkot | Mudhol            | 1.50        |
| 3      | Bagalkot | Biligi            | 1.50        |
| 4      | Bidar    | Aurad             | 1.50        |
| 5      | Bijapur  | B. Bagewadi       | 1.50        |
| 6      | Bijapur  | Muddebihal        | 1.50        |
| 7      | Bijapur  | Sindhagi          | 1.50        |
| 8      | Bijapur  | Indi              | 1.50        |
| 9      | Yadgiri  | Surapur           | 1.50        |
| 10     | Yadgiri  | Shahapur          | 1.50        |
| 11     | Yadgir   | Yadgir            | 1.50        |
| 12     | Gulbarga | Jewargi           | 1.50        |
| 13     | Gulbarga | Chittapur         | 1.50        |
| 14     | Raichur  | Sindhanur         | 1.50        |
| 15     | Raichur  | Lingasagur        | 1.50        |
| 16     | Raichur  | Raichur           | 1.50        |

| S. No. | District | Name of the Block | Rent in Rs.  |
|--------|----------|-------------------|--------------|
| 17     | Raichur  | Manvi             | 1.50         |
| 18     | Raichur  | Devadurga         | 1.50         |
| 19     | Raichur  | Sindhanur CDB     | 1.50         |
| 20     | Gulbarga | Gulbarga          | 1.50         |
|        |          | <b>Total</b>      | <b>30.00</b> |

3. One new KGBV for Muslim minority girls in Gulbarga district amounting to **Rs.89.500 lakh.**
1. The State has proposed a total amount of **Rs. 1892.050 lakh** for 64 KGBVs including of Rs. 89.50 lakh for non-recurring grant.

**The appraisal team made following recommendations for the year 2010-11:**

1. **Replacement of bedding is recommended for all 58 KGBVs** who have been operationalised during 2005-06 amounting to **Rs.43.50 lakh.**
2. **Rent for 19 under construction KGBVs** is recommended@25000/- per month for six months amounting to **Rs.28.50 lakh** with the condition that state should expedite the completion work of basic amenities in these KGBVs so that girls of KGBVs could be shifted to own KGBV buildings.
3. New KGBV in Gulbarga district is not recommended as per norms.

The Appraisal Team has recommended a total amount of **Rs. 1817.280 lakh** including rent and replacement of bedding for the continuation of 64 KGBVs.

**Issues:**

Utilization of less funds (21.93% up to Dec, 2009) hampers the programme and puts down its effectiveness.

**(VIII) Strategies for Community Mobilization and Media**

**a. Community Mobilization**

**Progress overview 09-10**

In Karnataka SDMC has been constituted in all the school and these bodies has been playing a crucial role in motivating the community for participating in school developing activities. . SDMC consist of 9 members of parental pool, 3 ex officio members 2 students 3 nominated members. In 2009-10, 325978 SDMC/Panchayat members have been planned to provide

training. A training module has been prepared using the experts from NGOs working in this field and universities having the experience in community mobilization. As the SDMC were reconstituted during the current year, training has been slightly delayed. Now DRP training has been fixed on 22nd February. The preparatory work of printing of training module has been completed.

For the year 2009-10 PAB has approved training of 325978 community members with the financial outlay of 195.587. The training for the current year is yet to start and as informed by state, training has been planned at the gram panchayat level during first fortnight of March 10.

**I. Training Modules developed to be used in community trainings:**

| SNo. | Title of the Module | Purpose  | Contents abstracts             |
|------|---------------------|--|--------------------------------|
|      | Spandana            | To educate about there role and responsibility | Formation of SDMC              |
|      | Samakhama           |  | Roles and functions            |
|      | Sankalpa            |  | Monitoring<br>Financial powers |

**II. Linkages with PRI for better supervision and monitoring of the SSA Programme:**

In each Grama Panchayat, there are 3 statutory standing committees to undertake developmental works. They are

Production Committee

Social Justice Committee

Civic Amenities Committee (CAC)

The Civic Amenities Committee is responsible to undertake the development activities in the area, of education, health, public works etc in the jurisdiction of Grama panchayat

The president of Grama Panchayat is the member and speaker of the CAC. The CAC comprises of 3 to 5 Grama Panchyat members.

All the SDMCs in the Grama Panchyat works as a part of the concerned Grama Panchyat.

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 panchyat area, depending upon their needs.

Periodically review the implementation of the Annual Work plans of schools within the panchayat area and wherever possible provide necessary assistance for its implementation.

Like gramapanchayat at the block level taluk panchayat is co-ordinating with block administration. The Block implementation committee has the members from taluk panchayat and involve in planning, execution and monitoring of school activities and SSA activities.

At the district level district implementation committee is headed by District in charge minister, Zilla panchayat president, and members of the standing committee of education involve in all the activities of education department and SSA activities.

With this the monitoring is being done in convergence with PRI institutions in the state from school level to district level.

**III. As informed by the state team the following steps were taken to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities:**

- The community leaders like moulas and other religious heads were utilized to create awareness in community.
- The SDMCs focuses on retention which is a problem in the marginalized section. The homes of such long absentee child's parents are contacted by SDMC and school teachers and convince the parents to send back their children to schools.
- Role models of SC ST were utilized to motivate these sectors in the community.

**IV. The state team reported that community members are involved in monitoring the following aspects such as:**

**a. Improvement of Quality education:**

- The achievement levels of the students are disseminated to the parents through progress cards and face to face discussion with parents in the SAMUDAAYADATTA SHAALE (School towards community) programme scheduled every quarter.
- School academic plan was presented in the Gram panchayat meetings to analyse the reasons school wise for poor performance and to plan remedial education programme.
- Quality and retention aspects are analyzed in the SDMC meetings and plans to improve the situation.
- SDMC record the QMT and gets the picture and guide the teachers.

**b. Improving Teacher attendance**

- SDMC is given powers to sanction casual leave
- Surprise visits of SDMC members and record the attendance
- Discussions in SDMC meetings
- NCERT's QMT

**c. Improving Student attendance**

- Parents meeting
- Samudaayadatta Shaale (School towards community) programme
- House visits based on the teachers report and educating parents
- Making schools attractive by providing necessary facilities like toilet, computers, playground etc.,

**d. Reduction in dropouts**

- Regular monitoring of students attendance in SDMC meetings and school visits
- Visit parents home with teachers to bring back children to school
- Creating awareness in parents, through counseling.
- Agenda in Gramapanchayat meetings and discuss the matter providing guidance.
- Samudaayadatta Shaale event takes cognizance of retention and achievement of the pupils. Suitable guidance is provided for the teachers and the parents.

**e. Quality monitoring Strategies by SDMC:**

- NCERT QMT is filled by SDMC and the deficiencies are discussed and steps are being taken to address it.
- Orientation to SDMC members SDMC members are being trained with regard to their roles, responsibilities and powers.
- Sharing the DISE data The DISE data is being shared with the SDMC members.

**f. Mobilization on Importance of Girls education:**

- Mothers mela are conducted at school level.
- Samudaayadatta shaale is organized
- Sharing self help group experiences – The cooks for MMS have been proved by the SHGS SDMCs involvement helps to conduct the MMS activity.
- Health and hygienic awareness – Health camps are conducted in all schools during July, August every year, severe cases are referred to detailed checkup. The government bears the cost of the medical expenses. SDMCs participates in organizing the programe.

**g. Strategies to improve community participation in the urban areas**

- Sharing the school data with community is being done at Samudaya Datta Shaley.
- organising programmes like parents meeting,- Parents meeting are conducting to share the progress of their children.
- Old students organisation and old students day- Old students organization are also helping the schools to conduct school day and co-curricular activates.

**V.Any other Activities undertaken by State/UT under community mobilization**

- Master resource training MPRs are trained at the state level to conduct training for SDMC and PRI members.
- Produced Literature for SDMC members, Government of Karnataka has brought out a GO to constitute the SDMCs and their roles and responsibilities. The elements outlined in this order have been simplified and activities are designed to drive home the intent of the roles and responsibility.

**VI. Plan proposal 2010-11**

**Process of Training (State to grass root level)**

The state informed that Community Training module will be developed based on the SDMC government order, The state level resource persons will prepare the training module and will act as resource persons and train the RP's of District level. University professors, Resource persons from National Law University College India), Teachers, BRC, BRP, CRP, Teacher Educators, SDMC president, NGOs,officials from government departments will be used as state level trainers.

The District RP's are the DIET lecturer, BRC's, and BRP/CRP /teachers, These District RP's will train the block level RP's ( BRP/CRP /teachers) and finally the block level RP's will train the SDMC members at the block and cluster or GP level.

### **Content of the training:**

The state team informed that the following topics will be covered during the training programmes of 2010-11. Background of SDMCs constitution; configuration of SDMC, Procedures to elect/select the members-President; their roles and responsibilities in the light of providing enabling conditions for education-enrolment and retention-planning of school calendar events; QMT and data capturing; Quality of teaching-learning (Samudayadatta Shale); Organizing events like enrollment drives, Teacher and student attendance, Linkages with NGOs/Institutions for resource mobilization, Achievement of SSA goals through community ownership, RTE Act,2009 etc

- **Monitoring mechanism planned for community Training:**

The CRP takes a lead role in organizing and conducting training. The BEO/ BRC at the block level give suitable guidelines to conduct the training. The DIET's and DDPI's get training plan from the blocks. Each block has a nodal officer from DIET's. These nodal officers, DDPI's supervising officer and the block level officers and the supervisor like BRP and ECO will visit the training programme and give guidance's. Visit reports will be submitted to their respective higher officer, and action will be initiated as per the reports provided.

- **Involving civil societies / NGO/ Institutions / experts for monitoring/ evaluation of training programme.**

As reported by the state, in the previous year the NGO's like prajayathna, BGVS and Hampi University were involved in providing training. Based on their experiences the training module in its transaction will be completely revised. In the current year (09-10) while planning it has come to the notice that lecturing in training does not help much. Thus activities have been introduced in the training (Example Pictures of good school – not good school and leading a discussion, simulation of SDMC meeting and so-on). Based on the previous experiences the training for 2010-11 will be planned in a participatory mode and exemplary materials will be used in the training programme to make it more effective.

The Department will also document the process of SDMC training by recording the proceeding and having photographs, similarly the NGO will also record their observations about the training programme.

- VII. Details of costing of Community Training (3 day Residential for VEC/ SMC/ SDMC and PRI members etc) at BRC level  
**Proposed for 2010-11**



| Sl | District         | No. of Schools | Total No. of Existing SDMC's | Total No of Panchayats | Total No of Municipal Corporation | Community training to VEC members for 3-day residential training at BRC level |                                  | Totals members to be trained                        |
|----|------------------|----------------|------------------------------|------------------------|-----------------------------------|---|----------------------------------|---|
|    |                  |                |                              |                        |                                   | Total No. of VEC in the district x 6 members form each VEC                    | (4 Members from local authority) | 6 from VEC + 4 from local authority representatives |
| 1  | Bagalkot         | 1313           | 1313                         | 191                    | 7                                 | 7878  | 792                              | 8670  |
| 2  | Bangalore Rural  | 1153           | 1153                         | 98                     | 5                                 | 6918  | 412                              | 7330  |
| 3  | Bangalore South  | 1416           | 1416                         | 210                    | 10                                | 8496  | 880                              | 9376  |
| 4  | Belgaum          | 3297           | 3297                         | 553                    | 13                                | 19782   | 2264                             | 22046   |
| 5  | Bellary          | 1361           | 1361                         | 189                    | 9                                 | 8166  | 792                              | 8958  |
| 6  | Bidar            | 1227           | 1227                         | 176                    | 6                                 | 7362  | 728                              | 8090  |
| 7  | Bijapur          | 1884           | 1884                         | 199                    | 6                                 | 11304   | 820                              | 12124   |
| 8  | Chamarajanagara  | 770            | 770                          | 121                    | 6                                 | 4620  | 508                              | 5128  |
| 9  | Chickballapur    | 1592           | 1592                         | 232                    | 9                                 | 9552  | 964                              | 10516   |
| 10 | Chikkamangalore  | 1501           | 1501                         | 164                    | 7                                 | 9006  | 684                              | 9690  |
| 11 | Chitradurga      | 1706           | 1706                         | 189                    | 7                                 | 10236   | 784                              | 11020   |
| 12 | Dakshina Kannada | 932            | 932                          | 214                    | 8                                 | 5592  | 888                              | 6480  |
| 13 | Davanagere       | 1385           | 1385                         | 230                    | 8                                 | 8310  | 952                              | 9262  |
| 14 | Dharwad          | 774            | 774                          | 135                    | 18                                | 4644  | 612                              | 5256  |
| 15 | Gadag            | 617            | 617                          | 106                    | 7                                 | 3702  | 452                              | 4154  |
| 16 | Gulbarga         | 1789           | 1789                         | 256                    | 9                                 | 10734   | 1060                             | 11794   |
| 17 | Hassan           | 2568           | 2568                         | 288                    | 9                                 | 15408   | 1188                             | 16596   |
| 18 | Haveri           | 1169           | 1169                         | 209                    | 8                                 | 7014  | 868                              | 7882  |
| 19 | Kodagu           | 406            | 406                          | 105                    | 4                                 | 2436  | 436                              | 2872  |
| 20 | Kolar            | 1903           | 1903                         | 168                    | 6                                 | 11418   | 696                              | 12114   |
| 21 | Koppal           | 962            | 962                          | 137                    | 5                                 | 5772  | 568                              | 6340  |
| 22 | Mandya           | 1821           | 1821                         | 246                    | 9                                 | 10926   | 1020                             | 11946   |
| 23 | Mysore           | 1944           | 1944                         | 235                    | 17                                | 11664   | 1008                             | 12672   |
| 24 | Raichur          | 1474           | 1474                         | 164                    | 6                                 | 8844  | 680                              | 9524  |
| 25 | Ramanagara       | 1402           | 1402                         | 138                    | 5                                 | 8412  | 572                              | 8984  |
| 26 | Shimoga          | 1944           | 1944                         | 260                    | 8                                 | 11664   | 1072                             | 12736   |
| 27 | Tumkur           | 3556           | 3556                         | 321                    | 11                                | 21336   | 1328                             | 22664   |
| 28 | Udupi            | 621            | 621                          | 145                    | 6                                 | 3726  | 604                              | 4330  |
| 29 | Uttara Kannada   | 2185           | 2185                         | 219                    | 12                                | 13110   | 924                              | 14034   |
| 30 | Yadgiri          | 916            | 916                          | 129                    | 4                                 | 5496  | 532                              | 6028  |
|    | <b>Total</b>     | <b>45588</b>   | <b>45588</b>                 | <b>6027</b>            | <b>245</b>                        | <b>273528</b>   | <b>25088</b>                     | <b>298616</b>                                       |

\*In case of Municipal corporation of Bangalore south, Dharwad and Mysore, zones has been selected as the local authority.

VIII. Details of costing of Community Training (3 day Non-Residential only for VEC/ SMC/ SDMC etc) at CRC level

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**Proposed for 2010-11**

| Sl | District         | Total No.of Existing VES's | Community training to VEC members for 3-day non residential training at CRC level. For 6 members |
|----|------------------|----------------------------|--|
| 1  | Bagalkot         | 1313                       | 7878   |
| 2  | Bangalore Rural  | 1153                       | 6918   |
| 3  | Bangalore South  | 1416                       | 8496   |
| 4  | Belgaum          | 3297                       | 19782  |
| 5  | Bellary          | 1361                       | 8166   |
| 6  | Bidar            | 1227                       | 7362   |
| 7  | Bijapur          | 1884                       | 11304  |
| 8  | Chamarajanagara  | 770                        | 4620   |
| 9  | Chickballapur    | 1592                       | 9552   |
| 10 | Chikkamangalore  | 1501                       | 9006   |
| 11 | Chitradurga      | 1706                       | 10236  |
| 12 | Dakshina Kannada | 932                        | 5592   |
| 13 | Davanagere       | 1385                       | 8310   |
| 14 | Dharwad          | 774                        | 4644   |
| 15 | Gadag            | 617                        | 3702   |
| 16 | Gulbarga         | 1789                       | 10734  |
| 17 | Hassan           | 2568                       | 15408  |
| 18 | Haveri           | 1169                       | 7014   |
| 19 | Kodagu           | 406                        | 2436   |
| 20 | Kolar            | 1903                       | 11418  |
| 21 | Koppal           | 962                        | 5772   |
| 22 | Mandya           | 1821                       | 10926  |
| 23 | Mysore           | 1944                       | 11664  |
| 24 | Raichur          | 1474                       | 8844   |
| 25 | Ramanagara       | 1402                       | 8412   |
| 26 | Shimoga          | 1944                       | 11664  |
| 27 | Tumkur           | 3556                       | 21336  |
| 28 | Udupi            | 621                        | 3726   |
| 29 | Uttara Kannada   | 2185                       | 13110  |
| 30 | Yadgiri          | 916                        | 5496   |
|    | <b>Total</b>     | <b>45588</b>               | <b>273528</b>  |

**Proposal for 2010-11 Community Training**

| S.No | Activity  | Unit Cost | Target 2010-11 |                 |
|------|---|-----------|----------------|-----------------|
|      |   |           | Phy            | Fin             |
| 1.   | 3 Days Block level Residential training for 6 from VEC + 4 from local authority representatives | 0.003     | 298616         | 895.848         |
| 2.   | 3 Days Cluster level Non- Residential training  | 0.00i5    | 273528         | 410.292         |
|      | <b>Total</b>  |           | <b>572144</b>  | <b>1306.140</b> |

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X. Budget Proposal for Community Mobilization

| Target 2010-11 |          |
|----------------|----------|
| Phy            | Fin      |
| 572144         | 1306.140 |

XI. Calendar of Activities planned for 2010-11

| S. No | Activity  | Apr' 10 | Ma y' 10 | Ju n' 10 | Jul ' 10 | Au g' 10 | Se p' 10 | Oc t' 10 | No v' 10 | De c' 10 | Ja n' 11 | Fe b' 11 | M ar' 11 |
|-------|---|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1.    | SDMC meeting  |         | *        | *        | *        | *        | *        | *        | *        | *        | *        | *        | *        |
| 2.    | Samudaayadatta shaale   | *       |          |          |          |          | *        |          |          |          | *        |          |          |
| 3.    | SDMC training   |         |          | *        | *        | *        | *        | *        | *        |          |          |          |          |
| 4.    | SDMC Mela exchange programme                                    |         |          |          |          |          |          |          |          |          |          | *        |          |
| 5.    | Prarambothsava( School opening day)                             |         |          | *        |          |          |          |          |          |          |          |          |          |
| 6.    | Celebration of School day with active involvement of community. |         |          |          |          |          |          |          |          |          |          | *        |          |

XII. Details of the Community Mobilization activities/ Campaigns planned under 0.5% of Management Cost of the district outlay:

Press conference and advertisement of major events like Sammudatayatta Shala, worlds disable day etc.

- Exhibitions, Fairs, Melas to bring awareness among the public.
- Printing and distribution of the posters depicting the protection of child rights; physically challenged child; Right to Education, Girls education etc.
- Radio programmes, Banner, Folk media to bring awareness among the public particularly in the pockets of socially disadvantage community people.

XIII. Status of District level monitoring committee

District level monitoring committee has been constituted in all the 30 districts and 1 meeting in each district has taken place so far. During the meetings review of the components of SSA was taken.

The state has also planned number of activities to mobilize the community by using different forms of Media. The detailed media plan is as follows:

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Sarva Shiksha Abhiyan-Karnataka

plan of Action for Media and Documentation Activities for the year 2010-11

| Sl. No. | Media and Communication Activities      | Scope of the Activity  | proposal for 2010 (Rs. in Lakhs) | Rural / Urban | Date and Period                    | Expected Expenditure | Expected out Come   | Remarks   |
|---------|---|--|----------------------------------|---------------|------------------------------------|----------------------|---|---|
| 1       | Press Conference / Press Releases       | Dissemination and Transmission of messages.                          | 30.00                            | Rural / Urban | Occasionally and Programme Session | 30.00                | Creating awareness among the community regarding major interventions of SSA like Household survey, Chinnara Karnataka Darshana, Samudayadatha Shale etc.                    | 15 Lakhs at the rate of 50 Lakhs will be released to Districts at the state level |
| 2       | Advertisement Print / Doordarshan / AIR | Wider publicity and propaganda of SSA goals and major interventions. | 50.00                            | Rural / Urban | Occasionally and Programme Session | 50.00                | Cost effective implementation of SSA activities and programmes.   | 0.80 lakhs at each District. 26 lakhs at the state level                          |
| 3       | Exhibitions/Fairs/Melas Participation   | Involvement and participation of community                           | 35.00                            | Rural / Urban | October , December, July           | 35.00                | <ul style="list-style-type: none"> <li>✓ Community mobilization</li> <li>✓ Understanding the impact of Education and SSA Programme with local communication mode</li> </ul> | 50 Lakhs to each district   |

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|   |   |  |               |               |  |               |   |  |
|---|---|--|---------------|---------------|--|---------------|---|--|
| 4 | Distribution of Folders / Posters / Flipcharts etc.   | Message, awareness and publicity                         | 150.00        | Rural / Urban | October ,<br>December,<br>July                       | 150.00        | <ul style="list-style-type: none"> <li>✓ Creating awareness about the programmes of SSA</li> <li>✓ Awareness of RTE and their importance</li> <li>✓ Awareness with role of parents community and stakeholders.</li> </ul> | 3.00 Lakhs to each district , 6 lakhs to state level |
| 5 | Film Show   | Imparting of information in the form of plays and films. | 35.00         | Rural / Urban | August,<br>December                                  | 35.00         | <ul style="list-style-type: none"> <li>✓ Effective transmission of messages in the form of reality.</li> <li>✓ Role plan of girls child education</li> <li>✓ RTE, School systems etc.</li> </ul>                          | State activity                                       |
| 6 | Folk Media  |  | 75.00         | Rural / Urban | January,<br>October,<br>November and<br>December     | 75.00         |   | District activity                                    |
| 7 | Innovative activities like Banners / Wall Paintings / Street Play / Puppet show / Talk Show / Pone in Programme Radio Programmes. IEP Programmes, ICE Programme / Mobile Van. | Projection of SSA activities through technical support.  | 75.00         | Rural / Urban | Convenient Occasions                                 | 75.00         | <ul style="list-style-type: none"> <li>✓ Dissemination of SSA activities to all levels starting from grass root level.</li> <li>✓ RTE implications</li> </ul>   | District Activity                                    |
| 8 | State focus innovative activities   |  | 50.00         | Rural / Urban | Documentati on on SSA Innovative Programme Practices | 50.00         |   |  |
|   | <b>Total</b>  |  | <b>500.00</b> |               |  | <b>500.00</b> |   |  |

The state plan for 2010-11 didn't not have any proposal for community mobilization and training. However the state representatives could develop the proposal during the process of appraisal. In future, while planning for this component, state should take it very seriously.

Community trainings and other mobilization activities has to be carried out very extensively hence state should think for developing sustainable strategies so that in the process the community ownership at the grassroot level can be achieved.

**Appraisal team recommends the plan.**

**b. Media**

**Strategies for media activities:**

**Media and documentation activities undertaken in Karnataka state for 2009-10**

In the year of 2009-10 Karnataka SSA has implemented number of media activities for awareness of all stakeholders under SSA programme. In the given State plan media activities are placed under the different components.

**The media activities under the components of 1,2,3,4 and 5 as follows**

**1. Inclusive education**

The international disability day was celebrated at block and districts level. Brouchers related to "learning disability" were developed and distributed for wide publicity of the component.

**2. Innovative activities-Distance Education Programme:**

**Interactive Radio Instruction Programme (IRIP)**

In last year state has been undertaken lot of activities through IRIP as follows:

The schedule of the programme was distributed to all schools before the start of the programs.

A.chinara chukki

B.Chuki China

c.Chuki china(Urdu)

d.Keli kali

This program was beneficial for 1, 48, 07,987 students.

**3. Regional magazines from DIET:**

'Jeevan vikas' magazine is published and circulated to all governments and aided primary schools.

#### 4. REMS component:

'Shiksha Varthe' is an educational newsletter published at state level circulated through all Government and aided schools.

#### 5. Quality improvement Programme:

##### Chinara Chetna wall paper:

An excellent wall paper named 'chinara chetna' is being prepared and supplied to UPS schools and co-ordination with admya chetna an NGO.

The proposed plan of action for media activities for the year 2010-11 is as follows

#### Proposed Plan of Action for Media and Documentation Activities for the year 2010-11.

| Sl. No. | Media and Communication Activities      | Scope of Activity  | Proposal for 2010 (Rs. In Lakhs) | Rural / Urban | Date and Period                    | Expected Expenditure | Expected outcome  | Remarks   |
|---------|---|--|----------------------------------|---------------|------------------------------------|----------------------|---|---|
| 1       | Press Conference / Press Releases       | Dissemination and Transmission of message                            | 30.00                            | Rural / Urban | Occasionally and Programme Session | 30.00                | Creating awareness among the community regarding major interventions of SSA like House interventions of SSA like House hold survey, Chinnara Karnataka Darshana, Samudayadatha Shale etc. | 15 Lakh at the rate of 50 Lakhs will be released to Districts at the state level. |
| 2       | Advertisement Print / Doordarshan / AIR | Wider Publicity and propaganda of SSA goals and major interventions. | 50.00                            | Rural / Urban | Occasionally and Programme Session | 50.00                | Cost effective implementation of SSA activities and programmes.   | 0.80 lakhs at each District. 26 lakhs at the state level                          |
| 3       | Exhibitions / Fairs /                   | Involvement and  | 35.00                            | Rural / Urban | October, December, July            | 35.00                | ✓ Community mobilization<br>✓ Understanding   | 50 Lakh to each district  |

|   |  |   |        |               |   |        |   |
|---|--|---|--------|---------------|---|--------|---|
|   | Melas Participation  | participation of community                              |        | n             |   |        | the impact of Education and SSA Programme with local communication mode.  |
| 4 | Distribution of Folders / Posters / Flipcharts etc.  | Message, awareness and publicity                        | 150.00 | Rural / Urban | October, December, July                 | 150.00 | <ul style="list-style-type: none"> <li>✓ Creating awareness about the programmes of SSA.</li> <li>✓ Awareness of RTE and their importance.</li> <li>✓ Awareness with role of parents community and stakeholders.</li> </ul> |
| 5 | Film Show  | Imparting of information in the form of plays and films | 35.00  | Rural / Urban | August, December                        | 35.00  | <ul style="list-style-type: none"> <li>✓ Effective transmission of messages in the form of reality.</li> </ul>  |
| 6 | Fold Media   |   | 75.00  | Rural / Urban | January, October, November and December | 75.00  | <ul style="list-style-type: none"> <li>✓ Role plan of girls child education.</li> <li>✓ RTE, School system etc.</li> </ul>  |
| 7 | Innovative activities like Banners / Wall Paintings / Street Play / Puppet show / Talk Show / Phone - in Programme Radio Programmes. IEP | Projection of SSA activities through technical support. | 75.00  | Rural / Urban | Convenient Occasion                     | 75.00  | <p>Dissemination of SSA activities to all levels starting from grass root level.</p> <p>RTE implications</p>  |



|  |  |        |               |   |        |  |  |
|--|--|--------|---------------|---|--------|--|--|
| Programmes ICE Programme / Mobile Van. |  |        |               |   |        |  |  |
| State focus innovative activities      |  | 50.00  | Rural / Urban | Documentation on SSA innovative Programme Practices | 50.00  |  |  |
| Total                                  |  | 500.00 |               |   | 500.00 |  |  |

Observations and recommendation

**The State should effectively organize the media activities in a sustainable manner to mobilize the community and all stakeholders of SSA programme**

*State proposal for strategies pertaining to media activities is recommended*

### (IX) Involvement of NGO

The State has reported that in the meeting of the GIAC held on 2.7.2009, a total of four NGO proposals were considered and the committee approved all the four. All these proposals were on the components of AIE .It is noteworthy that in the excess of Karnataka, the State GIAC considers NGO proposals costing more than 10 lakh, others are disposed of at the district level.

The extent of NGO involvement in 2009-10 and the expected engagement in 201-11 is furnished below.

**Table: Status of NGO Involvement**

| Functional Area           | No. of NGOs involved during 2009-10 | No. of NGOs likely to be involved during 2010-11 |
|---------------------------|-------------------------------------|--|
| 1. IED                    | 8                                   | 12   |
| 2. AIE/AS interventions   | 630                                 | 1250   |
| 3. Pedagogy               | 0                                   | 3  |
| 4. Girls Education        | 1                                   | 1  |
| 5. Community Mobilization | 1                                   | 0  |
| 6.-----                   | 0                                   | 0  |
| <b>Total</b>              | <b>640</b>                          | <b>1266</b>                                      |

### (X) Project Management

The table below indicates staffing at various levels in SSA Karnataka.

**Table: Staff Position**

| Lvel      | Staff sanctioned | Staff filled | Vacancy |
|-----------|------------------|--------------|---------|
| SPO       | 83               | 83           | 0       |
| DPO       | 241              | 220          | 21      |
| BRC + CRC | 4215             | 3581         | 624     |

As can be seen there are vacancies in the project staff. Against the sanctioned strength in the project the vacancies is around 15%. This vacancy needs to be filled as soon as possible.

Details of the staffing at various levees are reflected in the following table.

**Table: Staff Position**

| Sl. No. | Di`stricts | SPO              |              | DPO              |              | BRC              |              | CRC              |              |
|---------|------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|--------------|
|         |            | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled |
| 1       | Bidar      |                  |              | 9                | 9            | 32               | 32           | 85               | 85           |
| 2       | Bellary    |                  |              | 2                | 1            | 88               | 76           | 94               | 63           |
| 3       | Bijapur    |                  |              | 7                | 7            | 72               | 65           | 121              | 82           |
| 4       | Belgaum    |                  |              | 6                | 6            | 60               | 49           | 82               | 0            |

**Table: Staff Position**

| Sl. No. | Di'stricts             | SPO              |              | DPO              |              | BRC              |              | CRC              |              |
|---------|------------------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|--------------|
|         |                        | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled | Staff sanctioned | Staff filled |
| 5       | Bagalkot               |                  |              | 15               | 15           | 52               | 52           | 84               | 74           |
| 6       | Bangalore - S          |                  |              | 5                | 5            | 4                | 4            |                  |              |
| 7       | Bangalore - N          |                  |              | 3                | 2            | 36               | 32           | 56               | 50           |
| 8       | Bangalore - R          |                  |              | 6                | 5            | 20               | 41           | 52               | 46           |
| 9       | Chikkamagiore          |                  |              | 2                | 2            | 72               | 63           | 102              | 99           |
| 10      | Chikkodi               |                  |              | 11               | 7            | 80               | 64           |                  |              |
| 11      | Chikkabailapur         |                  |              | 10               | 10           | 12               | 15           | 81               | 1            |
| 13      | Chitradurga            |                  |              | 5                | 5            | 60               | 55           | 84               | 79           |
| 14      | Davanagere             |                  |              | 8                | 8            | 55               | 54           | 98               | 95           |
| 15      | Dakshina<br>Kannada    |                  |              | 8                | 8            | 83               | 70           | 98               | 73           |
| 16      | Dharwad                |                  |              | 12               | 11           | 64               | 55           | 69               | 49           |
| 17      | Gadag                  |                  |              | 9                | 8            | 42               | 40           | 54               | 47           |
| 18      | Haveri                 |                  |              | 15               | 15           | 58               | 58           | 98               | 71           |
| 19      | Hassan                 |                  |              | 6                | 6            | 24               | 24           | 112              | 112          |
| 20      | Kolar                  |                  |              | 13               | 13           | 93               | 84           | 84               | 80           |
| 21      | Kodagu                 |                  |              | 6                | 6            | 30               | 24           | 42               | 40           |
| 22      | Koppal                 |                  |              | 5                | 5            | 8                | 8            | 56               | 56           |
| 23      | Mysore                 |                  |              | 11               | 11           | 105              | 87           | 126              | 106          |
| 24      | Mandya                 |                  |              | 16               | 14           | 122              | 108          | 112              | 110          |
| 25      | Madugiri               |                  |              | 13               | 11           | 46               | 44           | 52               | 43           |
| 26      | Ramanagar              |                  |              | 5                | 2            | 84               | 82           | 60               | 60           |
| 27      | Raichur                |                  |              | 7                | 3            | 35               | 28           | 70               | 49           |
| 28      | Shimoga                |                  |              | 6                | 6            | 70               | 67           | 98               | 95           |
| 29      | Tumkur                 |                  |              |                  |              | 36               | 23           | 88               | 68           |
| 30      | Uttara Kannda          |                  |              | 9                | 9            | 144              | 125          | 154              | 116          |
| 31      | Udupi                  |                  |              | 9                | 8            | 47               | 41           | 70               | 63           |
| 32      | Yadgir                 |                  |              | 2                | 2            | 40               | 40           | 59               | 59           |
| 33      | SPD, SSA,<br>Bangalore | 83               | 83*          |                  |              |                  |              |                  |              |
|         | <b>Total</b>           | <b>83</b>        | <b>83</b>    | <b>241</b>       | <b>220</b>   | <b>1774</b>      | <b>1610</b>  | <b>2441</b>      | <b>1971</b>  |

44 is deputation from the Govt. Dept. and rest posts like Computer Programmer, Data Entry Operator, Group 'D' and Drivers are through the agency.

- The adequacy of sanctioned post including accounts staff

- Whether the State has recruited personnel from NGOs/Universities/Experts
  - Computer Programmers, Data Entry Operators, Group 'D' Staff, Securities services are taken from the Agencies.
  - Universities are involved in REMS research works.
  - There are also few regular consultants in the State Office. Experts are invited for Generation of all Academic Literature.
- Capacity building and induction programme for staff.

Staffs are regularly trained in Digital Management of office administration in phases. Some of the Sr. Programme Officers and Programme Officers are attending Workshops / Seminars conducted by NUEPA /NCERT /EdCIL / State Govt. etc.

- State's status for the integration and involvement of SSA with mainstream educational structure and also on the steps taken/required for further improvements.

The SSA programme management of Administration is completely organised with mainstream educational structures. There is full integration improvement.

#### 7. Special Focus Districts (SFDs)

The state of Karnataka has 6 (Six) special focus districts. There are no districts fall under programme Category Group, except Category A (ACR Gaps) and no districts fall under category B (ACR Gap>3000 above), Category C (OoOC>20,000 & Gender gaps). State only has one district of category C (Retention Rate below 60%) and the districts of social category group i.e. SFD 'D' category. Given below is the status of the districts:

| "A"<br>( PS UPS<br>Ratio >3:1) | "B"<br>ACR Gap | "C"<br>(OoSC>20,000) | "D" category                   |  |   |  |
|--------------------------------|----------------|----------------------|--------------------------------|--|---|--|
|                                |                |                      | Retention<br>Rate Below<br>60% | Schedule<br>Castes<br>(25% and<br>above) | PMO's<br>121<br>Minority<br>Districts     | Muslim<br>Concentration<br>(20%<br>and |
| Chikballapura                  | NIL            | NIL                  | Bangalore<br>Rural             | Kolar                                    | Bidar,<br>Dakshin<br>Kannad &<br>Gulbarga | Dakshin<br>Kannad                      |
| 1                              |                | 1                    | 1                              | 1  | 3   | 1                                      |

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| SFD-A<br>(PS:UPS>3:1)                 | NEW SCHOOL |           |        |          | ACR           |            |             |
|---------------------------------------|------------|-----------|--------|----------|---------------|------------|-------------|
|                                       | PRIMARY    |           | UPS    |          | PRIMARY & UPS |            | Not Started |
|                                       | Target     | Progress  | Target | Progress | Target        | Progress   |             |
| Chikbalapura                          | -          | -         | -      | -        | 104           | 104        | -           |
| <b>SFD-D (PMO 121 Minority Dist.)</b> |            |           |        |          |               |            |             |
| Bidar                                 | 25         | 25        | -      | -        | 104           | 104        | -           |
| Dakshin Kannad                        | 02         | 02        | -      | -        | 105           | 105        | -           |
| Gulbarga                              | 50         | 50        | -      | -        | 359           | 359        | -           |
| <b>Sub Total</b>                      | <b>77</b>  | <b>77</b> |        |          | <b>568</b>    | <b>568</b> |             |

Table - 2

| District        | AIE CENTRES (SFD-D PMO Minority) |            |             |
|-----------------|----------------------------------|------------|-------------|
|                 | TARGET                           | CENTRE     | PROGRESS    |
| Bidar           | 1320                             | 51         | 1320        |
| Dakshin Kannad  | 149                              | 00         | 246         |
| Gulbarga        | 7284                             | 377        | 6133        |
| <b>Total-03</b> | <b>8753</b>                      | <b>428</b> | <b>7699</b> |

Observation

As mentioned in the above table that out of 8753 target of AIE Centres under the three minority concentrated districts only 7699 centres have been achieved/made operational till date.

Table - 3

| SFD-A<br>(PS:UPS>3:1)     | RBC  |     |      | AIDED MADARSA |    |      |
|---------------------------|------|-----|------|---------------|----|------|
|                           |      |     |      |               |    |      |
| Chikbalapura              | 803  | 25  | 975  | 110           | 07 | 298  |
| <b>SFD-D PMO Minority</b> |      |     |      |               |    |      |
| Bidar                     | 1873 | 102 | 2500 | 1434          | 18 | 1444 |
| Dakshin Kannad            | 50   | 01  | 47   | 000           | 00 | 00   |

|                  |             |            |             |             |           |             |
|------------------|-------------|------------|-------------|-------------|-----------|-------------|
| Gulbarga         | 3900        | 129        | 2687        | 1262        | 28        | 1802        |
| <b>Sub Total</b> | <b>5823</b> | <b>232</b> | <b>5234</b> | <b>2696</b> | <b>46</b> | <b>3246</b> |

**Observation:**

In the district **Chikbalapura** (SFD-A) where 110 Aided Madaras was the target but, district achieved more than the target as seen in the above table i.e. 298. 07 centres in Madaras are running in this district along with 25 RBCs centres. District need to expedite its mainstreaming strategy in an age appropriate class.

**Table -4**

| SFD-C (PS: UPS>3 :)   | P.S- Teachers |            | U.P.S- Teachers |            |
|-----------------------|---------------|------------|-----------------|------------|
|                       | Sanctioned    | Working    | Sanctioned      | Working    |
| Chikballapura         | -             | -          | 40              | -          |
| SFD-D ( PMO Minority) |               |            |                 |            |
|                       | Sanctioned    | Working    | Sanctioned      | Working    |
| Bidar                 | 50            | 50         | 74              | 74         |
| Dakshin Kannad        | 04            | 04         | --              | -          |
| Gulbarga              | 100           | 100        | 75              | 75         |
| <b>Sub Total-03</b>   | <b>154</b>    | <b>154</b> | <b>149</b>      | <b>149</b> |

**Observation**

As observed in the above table 154 teachers sanctioned in the three minority concentrated districts all are working as per the report. Similarly, 149 UPS teachers sanctioned all the sanctioned teachers are working. Need for more teachers to meet the RTE Act has to be seen by the state through new recruitment/rationalisation in these districts. **Teachers are working on deputation as recruitment is in process as reported by the state..**

**PROPOSAL-2010-11**

**Category A & D**

| Districts-                   | Civil works (fresh)              |                                   |     | New School |     | Teachers                    |                               |                                | Text Books     |     |
|------------------------------|----------------------------------|-----------------------------------|-----|------------|-----|-----------------------------|-------------------------------|--------------------------------|----------------|-----|
|                              | New PS (Including building less) | New ups (including building less) | ACR | PS         | UPS | New Teachers for New School | Addl. Teachers Against Excess | Teachers training (in service) | Free Text Book |     |
| <b>SFD-A (PS:UPS&gt;3:1)</b> |                                  |                                   |     |            |     |                             |                               |                                | Pry            | UPS |

| Districts-          | Civil works (fresh) |   |            | New School |   | Teachers   |           |              | Text Books    |              |
|---------------------|---------------------|---|------------|------------|---|------------|-----------|--------------|---------------|--------------|
|                     |                     |   |            |            |   | 1          | Enrolment |              |               |              |
| Chikbalapura        | -                   | - | 84         | -          | - | -          | -         | 5562         | 5274          | 6180         |
| <b>Sub Total-1</b>  |                     |   | <b>84</b>  |            |   |            |           | <b>5562</b>  | <b>5274</b>   | <b>6180</b>  |
| <b>SFD-D</b>        |                     |   |            |            |   |            |           |              |               |              |
| Bidar               | 47                  | - | 85         | 47         | - | 94         | -         | 8247         | 34551         | 31671        |
| Dakshina<br>Kannada | 02                  | - | 84         | 02         | - | 04         | -         | 6637         | 38565         | 32682        |
| Gulbarga            | 04                  | - | 290        | 04         | - | 08         | -         | 15556        | 36471         | 18727        |
| <b>Sub Total</b>    | <b>53</b>           |   | <b>459</b> | <b>53</b>  |   | <b>106</b> |           | <b>30440</b> | <b>109587</b> | <b>83080</b> |

#### Observation/Comments

- This year 2010-11 84 ACR are proposed in the above SFD-A district and 5562 teachers training.
- 53 new PS (building lees, PS) and 459 ACR are proposed in the three minority concentrated districts. 53 new-schools (primary) are also proposed along with 106 new teachers for new schools and 30440 teachers training (in-service) in the above three districts.

The proposals may be recommended subject to the actual requirements in the districts although the districts also fall under the minority.

### 8. Comment on the State's overall direction/ preparedness

The State as a whole has made progress in the components of access and quality. Under these two components it is trying different innovations for example, feeder schools, and the learning programme. It is noteworthy that the number of OOSC has increased from 35 thousand in 2009-10 to 1.08 lakh in 201-11. . The State as a whole is moving ahead with regard to the other two components i.e. retention and equity, however, at the district level the picture is diverse and there are several districts performance is much below the stat average. There is an overwhelming need to improve planning so as to bridge this gap. Availability and quality of data is a major impediment concerning the preparedness of the state for the implementation in 2010-11. large number of single teacher schools and very high PTR, along with high dropout in several districts pose a challenge to retention and quality. There is a strong case for teacher rationalization, which needs to be taken up seriously. This year the State is giving more focus on quality by extending Nali Kali to Grade III in Kanada medium schools and introducing Nali Kali in Grades I & II in Urdu Medium schools. The States is also revising its syllabus and textbooks based on the revised curriculum (2008). The State has also planned training and sensetisation ogf teachers on RTS and equitable quality.

9. The major findings of **Monitoring Institutes** on implementation of the programme in the State may be detailed out for 2010-11

#### *MI Observations for Appraisal 2010-11*

##### *I. General Information:*

|       |   |   |
|-------|---|---|
| (i)   | <i>Name of the monitoring Institution</i> | <i>Regional Institute of Education, Mysore</i>  |
| (ii)  | <i>Period of the report</i>               | <b>1<sup>st</sup> August to 31<sup>st</sup> January, 2009</b>                                     |
| (iii) | <i>Districts Monitored:</i>               | Bidar, Raichur and Dharwad  |
| (iv)  | <i>Date of Visits to the Districts:</i>   | Bidar: 7.1.2009 to 26.1.2009<br>Raichur: 9.1.2009 to 28.1.2009<br>Dharwad: 12.1.2009 to 30.1.2009 |

##### *II. Key observations of the MIs report for one district Raichure*

#### **1. Opening of Schools (both primary and upper primary):**

- 46 schools were upgraded from primary to Upper primary
- 48 schools were added class 8 to Upper primary schools.

#### **2. Civil Works:**

- Quality construction in sites visited by MI is good.
- Electrification work is poorly completed. Electrification work is at the completion stages for 399 schools. Remaining 580 schools amount is released for the work. As regards the major repairs' progress, money is released.



- Number of new buildings for old schools is not satisfactory as out of 36 schools only 20 schools are in progress and for remaining 16 schools steps are taken to complete them soon. Ramps were not the approved activity at all. The progress on additional classroom construction work was not satisfactory till January 2009, as out of 411, only 49 classes are at completion stages and remaining 362 are in progress.

### 3. Textbooks:

- Free stationery & English Text Book to all children studying in I – VIII.
- The textbook supply and distribution responsibility of the state is laudable.
- More or less all students have received books excepting some stray incidences.

### 4. School grants:

- The disbursement of school grants is almost complete.
- The guidelines for utilization of grants are available only in 85% of the schools. This situation needs to improve.

### 5. Teachers and Teachers Training:

Newly Recruited teachers are trained on the following areas of

- 1) Prerana Training for 15 days:
  - 2) Chaitanya Training (Activity based training) for 7 days and
  - 3) Gender training for 2 days
    - Cluster sharing meetings of 6 days
- The BRCs and CRCs act as facilitators for in service and induction programmes by giving infrastructure facilities.
  - DIET provides adequate support to training activities in the district. DIET also supports BRCs and CRCs in many ways. BRCs and CRCs are not very active in supporting AIE strategies. The teacher training activities are monitored by the DSERT.

### 6. Teaching Learning Material (TLM) grants:

- 85% of those teachers received grants have utilised it in accordance with the guidelines.
- It is interesting to note that all children can touch the TLMs.

### 7. EGS & AIE:

- Around 4,516 students are mainstreamed to government schools.
- AIE centres have the needed infrastructure and mid day meal. But their achievement levels are only average.

### 8. Children With Special Needs (CWSN):

- Provided with aids & appliances during the current financial year to 506 students.
- There are ramps in all the schools but not functionally well. Around 388 children are given home-based education in the district. 937 parents of CWSN are provided counselling services. It was impressive to see that 99% of the CWSNs enrolled in schools were present on the day of the visit by the MI.

**9. National Programme for Education of Girls at Elementary Level (NPEGEL):**

- Model cluster has funds, vocational training, and teachers who are gender sensitised. There are additional efforts to mobilise women groups in favour of girls' education.

**10. Kasturba Gandhi Balika Vidyalaya (KGBV):**

- There are 6 KGBVs sanctioned and all of them are functional.
- Facility wise all KGBVs are not the same. Something needs to be done urgently by the district.

**11. District Information System for Education (DISE):**

- Structurally and functionally, Raichur is doing well with regard to EMIS. (2) The district must ensure 100% reach of data capture formats. This needs the district's attention as 7% of the sampled schools did not receive them

**12. Research and Evaluation:**

- Totally 25 research studies have already been completed in the last three years and publication is being made.

**13. Functioning of the SDMC**

- 66% of the SDMC members are oriented fruitfully about their roles by CRPs, BRPs and NGOs. SDMCs contribute in up keeping school environment, enhancing enrolment of students, as well as in monitoring the attendance of teachers and students. Around 98% of SDMCs are maintaining proper records of funds. State office takes a number of activities for SDMCs.

**14. Staffing at State and District Level:**

- Financial-22, EMIS-7, Civil works-2, Quality-18, Equity-0, Alternative schooling-4, Access & opening of school-2, Inclusive education-2, Girls Education-2, Planning & monitoring-3, Research, Evaluation & Documentation-1, Community mobilization & media-1
- As per the DPO data, there are 2 posts of APCs, 1 post of BRC, 4 posts of BRPs, and 25 posts of CRPs vacant.

**15. Outreach of primary/ upper Primary education facilities to SC, ST, and Minority groups and to girls as well, especially in special focus districts.**

- **SCs and STs:** Have a special tour programme for selected SC-ST girls, called 'Chinnara Karnataka Darshana'. They also get scholarship and they enjoy free ship apart from books and uniforms.
- **Girls:** All girls get free uniforms and books. There is fee levied on them. Adolescent camps were organised for them.
- **Minority Groups:** Different activities have been arranged such as Mothers' Mela, Fathers' Mela, Science Mela and Maths Mela, and distributed science instruments and library books for UPS. These children (50 in number) were also sent on educational tours.

**16. Mid-Day Meal Scheme:**

- **Regularity in serving the meal:** MDM is a regular and successful programme in Raichur.
- **Social equity:** There is no discrimination based on gender, caste or community etc in MDM programme.

**17. Additional items to check during school visit by MI:**

- All schools run in a good environment.
- 84% have good buildings, only 59% have playgrounds, 82% have good ceiling, and all schools have lighting facilities.
- Health camps were held in 97% of the schools in the past six months.
- Play materials exist in only 44% of the schools. This situation needs to change.
- There are efforts to enhance attendance of students through home visits. The low attendance is attributed to sibling care, economic reasons and parental indifference towards schooling.
- The schools have continuous evaluation of students, while comprehensive evaluation is doubtful in all schools.
- The pupil performance trend indicates that writing is easier than numeracy and Reading appears to be weakest. This calls for suitable remediation.
- The rapport between the teachers and pupils is good.
- There are no under-aged students while there are over-aged students.
- There were some dropouts who are continuing elsewhere. There are some grade repeaters too.
- The MDM has improved the enrolment, attendance, health and learning.

**18. Any other issues relevant to SSA implementation**

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*19. Any other issues, relevant to SSA implementation.*

9. (b) The major findings of Monitoring Institutions on implementation of the programme in the State may be detailed out.

*MI Observations for Appraisal 2010-11*

*I. General Information:*

|       |   |   |
|-------|---|---|
| (i)   | <i>Name of the monitoring Institution</i> | <i>Institute for Social &amp; Economic Change, Bangalore</i>  |
| (ii)  | <i>Period of the report</i>               | <i>1<sup>st</sup> February 2009 to 31<sup>st</sup> July, 2009</i>   |
| (iii) | <i>Districts Monitored:</i>               | <i>1. Belgaum, 2. Dakshina Kannada, 3. Gulbarga, 4. Kodagu, 5. Udupi</i>  |
| (iv)  | <i>Date of Visits to the Districts:</i>   | <i>1. Belgaum<br/>2. Dakshina Kannada ] Dec. 2008 to<br/>3. Gulbarga ] March, 2009<br/>4. Kodagu<br/>5. Udupi</i> |

*II. Key observations of the MIs report of one district Balgaum:*

**1. Opening of Schools (both primary and upper primary):**

- As revealed from the AWP&B, the district had planned for 33 new primary schools in the year 2008-09 as spill over.
- From the DPO data it is seen that all the 6 schools in Belgaum and 27 schools in Chikkodi the land has been identified for school construction.
- From the DPO data it is seen that the work is yet to begin.

**2. Civil Works:**

- SDMC members are oriented about the same. A manual is also available with the head teacher, which provides all details.
- According to DPO Data there is no convergence with Total Sanitation Campaign (TSC). No funds are released.
- Block engineer supervises at the block level and district engineer at the district level. DPO data doesn't show third party evaluation.

**3. Textbooks:**

- The text books were received between Dec 2007 to May 2008 and distributed by May 2008.
- According to AWP data free text books have been distributed for all subjects and for all classes and to all eligible children.

**4. School grants:**

- There is satisfactory progress with over 95.0 per cent utilization.

- DPO has not made any centralized purchases.
- Well over 90.0 per cent of the schools had utilised the previous year grant.

#### **5. Teachers and Teachers Training:**

- There are no contractual appointments for formal schools. They are all regular appointments. The details of nature of appointment are not provided in the DPO data.
- From the field data it is seen that there were altogether 1029 teachers sanctioned in 159 schools, which works out to an average of 6.47. The number of teachers in position in 159 schools is 941, which reveals an average of 5.92. 55 schools out of 159 schools in the district revealed vacancies, which works out to about 35.0 per cent. The total number of vacancies in these schools is 78. The incidence of vacancies in schools is largest in Raibagh block with more than 53.0 per cent of the schools revealing vacancies. There were 29 vacancies in 15 schools (out of the sample 28 schools) in this block.
- The teacher absence on the day of visit to schools is seen to the extent of 14.13 per cent in the district. Altogether 133 teachers in 51 schools were absent on the day of visit. They were either on leave or away on other official duties.
- 18042 teachers were trained. Institutional. Mode of training- cascade satellite mode. More than one lakh teachers are being in this mode every month.
- BRCs are largely involved in planning, organising, scheduling and conducting the training programme apart from acting as resource persons and giving support to DIETs in providing information about training needs and purposes. CRCs sometimes also act as resource persons, but largely involved in providing necessary logistic support to training programmes as well as conducting monthly teachers meeting in the cluster and providing feedback to BRC & DIET about training implementation and efficacy.

#### **6. Teaching Learning Material (TLM) grants:**

- Clear instructions were issued in respect of utilization TLM grants by DPO.
- Schools had utilized the TLM grant to the extent of 100.0 per cent

#### **7. EGS & AIE:**

- EVs are generally SSLC passed. There is a orientation of 3 days for them regarding their work and the cluster resource person provides the required academic support through supply of T-L materials and other instructions and feedback on their work.
- AE centres visited the MM was supplied from the nearby nodal primary school.
- Achievement level of children studying in EGS/AIE is not very satisfactory excepting in one or two cases.

#### **8. Children With Special Needs (CWSN):**

- 46 resource teachers have been identified and 8 NGOs are collaborating.
- There is an IERT (Inclusive Education Resource Teacher) at block level in every Block Resource Centre. IERT has attended training for IE.
- The state has prescribed a monitoring format and the information is sent once in a month.

**9. National Programme for Education of Girls at Elementary Level (NPEGEL):**

- The district reveals an outlay of Rs. 30.10 lakh, all of which is utilized thereby revealing excellent progress. From the DPO data, it is noticed that all the 43 clusters sanctioned have been found to be functional.
- The works relating to additional classrooms, drinking water, toilets, electrification and CFEs are found to be accomplished everywhere.
- From the field data in case of NPEGEL in Savadatti, the activities relating to additional classrooms, drinking water, toilets, electrification and CFEs have been sanctioned but the work has not yet started.

**10. Kasturba Gandhi Balika Vidyalaya (KGBV):**

- The district has an outlay of Rs. 65.00 lakhs as recurring grant for KGBV. Out of this Rs.34.37 have been spent, which works out to 52.87 per cent.
- From the DPO data, it is noticed that all the 4 KGBVs sanctioned were operational.

**11. District Information System for Education (DISE):**

- DPO data it is seen that all aspects relating to EMIS are in place.

**12. Research and Evaluation:**

- There is a programme officer at the SPO in charge of Research, Evaluation, Monitoring, Supervision (REMS) who coordinates all activities relating to REMS with the SCERT, external agencies and district & block level offices. Two committees are formed at the state level – one on Research & Development and another on Pedagogy & Training consisting of members drawn from both within the SPO and State Education department as well as from universities & research organisations. Research proposals are sanctioned after they are vetted by a screening committee consisting of experts in the field and in-house officers. Prescribed forms are available in the SPO for adhering to the norms for commissioning research.

**13. Functioning of the VEC:**

- Excellent progress is seen with 100.0 per cent fund utilization.
- All of them have been given guidelines. All the schools also were in possession of the SDMC guidelines.

**14. Staffing at State and District Level:**

- The total numbers of staff sanctioned category wise in the State office under SSA are 27 and they are all in position. 14 posts are yet to be filled up by the CPI.

**15. Outreach of primary/ upper Primary education facilities to SC, ST, and Minority groups and to girls as well, especially in special focus districts.**

- The district is a special focus district (SFD) during the year 2008-09. Under this, the district had earmarked 17.0 per cent of the SSA funds under civil works for construction of additional classrooms. As reported by the DPO all are under progress.

**16. Additional items to check during school visit by MI:**

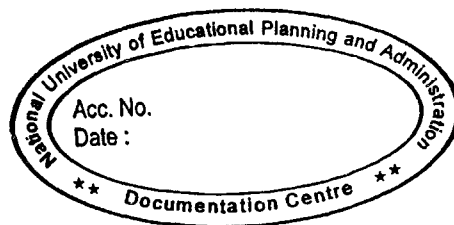
- Over 90.0 per cent of the schools had clean environment, good building, good classrooms, lighting facility. However with respect to play ground some inadequacies were noticed in about 30-40 per cent.
- Grading system and found correct from the school records.
- There was continuous and comprehensive evaluation system in place and grading system was being adopted for pupils' assessment.

**17. Any other issues relevant to SSA implementation**

- The district had planned remedial teaching for 28728 children with an outlay of Rs.143.64 lakhs. There is adequate progress with 70.0 per cent utilization. During the visit, it was noticed that large number of schools had planned for remedial teaching before school hours on a regular basis.

**18. Mid-Day Meal Scheme:**

- All schools served Mid-Day Meal regularly.



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# ANNEXURES

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# RESULTS FRAME WORK

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RESULTS FRAMEWORK (KARNATAKA)

|    |   |   |  |  |  |  |   |   |
|----|---|---|--|--|--|--|---|---|
|    | (iii) Classroom Practices                     | DISE & PMIS REPORT                              | State wise number of schools reporting change in class room practices / use of innovatives methodologies , 13691 schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat, No instructional Days 210   | State wise number of schools reporting change in class room practices / use of innovatives methodologies , All LPS schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat, No instructional Days 220   | State wise number of schools reporting change in class room practices / use of innovatives methodologies , All LPS schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat, No instructional Days 220 | State wise number of schools reporting change in class room practices / use of innovatives methodologies , All LPS schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat, No instructional Days 230 | State wise number of schools reporting change in class room practices / use of innovatives methodologies , All LPS schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat. No | State wise number of schools reporting change in class room practices / use of innovatives methodologies , All LPS schools, -Nalikalii- All schools Keli kali schoolsGulberga & chamarajnager with edusat. No |
|    | (iv) Pupil Assessment by States               | DISE & PMIS REPORT                              | KSQUAO Semester examination  | Pupil assesment system in place  | CCE through Nalikalii at primary; 2 Semester exams + 2 unit tests at upper primary   | Pupil assesment system in place & CCE  | Pupil assesment system in place   | Pupil assesment system in place & CCE   |
|    | (v) Attendance Rates                          |   |  |  |  |  |   |   |
|    | - Students                                    | (2006 : Independent study & DISE                |  |  |  |  |   |   |
|    | - Teachers                                    | (2006 : Independent study & DISE                | 97.17  | 97.21  | 97.17  | 98   | 98.2  | 98.4  |
| 12 | Accountability to the community               | {As per report of independent study 2007-08}    | All SDMC are supervising the school activities   | All SDMC are supervising the school activities   | All SDMC are supervising the school activities   | All SDMC are supervising the school activities   | All SDMC are supervising the school activities  | All SDMC are supervising the school activities  |
| 13 | National comparable student achievement level | (2003: NCERT National Assessment Sample Survey) | Round I:<br>Learning level for Class III-<br>% in Maths 68.45<br>% in language 69.96<br>Learning level for Clss V-<br>% in Maths 46.03<br>% in Language 58.63<br>% in EVS 51.46<br>Learning level for Clss VIII-<br>% in Maths 43.30<br>% in Language 63.68<br>% in EVS 46.47<br>% in Social Science 59.96 | Round II:<br>Learning level for Clss III-<br>% in Maths 59.66<br>% in language 69.00<br>Learning level for Class V-<br>% in Maths 57.48<br>% inLanguage 64.56<br>% in EVS 60.34<br>Learning level for Clss VIII-<br>% in Maths 40.57<br>% in Language 51.73<br>% in EVS 41.53<br>% in Social Science 47.30 | In 2nd language to improve English achievement more than 20% of children scored less than 50%. The academic support group expressed to conduct a study to identify the areas where children lag behind.                              |  |   |   |

## Fact Sheet – 2010-11 (to be annexed with Minutes)

State: **Karnataka**

No. of Districts: 30

No. of Blocks: 202

No. of Clusters: 2844

No. of villages / wards : 43830

Total population: 54520337

Literacy Rate: 66.60

**Child Population-**

a. 6-11 years: 5091623

b. 11-14 years: **3342070**(Note 14 + also included)

% of children passing with 60%: Boys- 62.42% Girls- 67.55% Total- 65.00%

**Educational indicators**

| Enrolment I-V |         |         | Enrolment VI - VIII |         |         | Enrolment I – VIII |         |         |
|---------------|---------|---------|---------------------|---------|---------|--------------------|---------|---------|
| Boys          | Girls   | Total   | Boys                | Girls   | Total   | Boys               | Girls   | Total   |
| 2822176       | 2640370 | 5462546 | 1529035             | 1417580 | 2946615 | 4351211            | 4057950 | 8409161 |

(DISE – 2009-10)

| GER    |        |        | NER   |       |       | Dropout rate |       |       | Retention Rate<br>(I – V) |       |       | Retention Rate<br>(I – VIII) |       |       |
|--------|--------|--------|-------|-------|-------|--------------|-------|-------|---------------------------|-------|-------|------------------------------|-------|-------|
| Boys   | Girls  | Total  | Boys  | Girls | Total | Boys         | Girls | Total | Boys                      | Girls | Total | Boys                         | Girls | Total |
| 110.35 | 110.14 | 110.78 | 97.68 | 97.56 | 97.62 | 4.60         | 4.60  | 4.60  | 93.83                     | 93.80 | 93.80 | -                            | -     | -     |
| 105.39 | 106.93 | 105.91 | 97.14 | 96.85 | 97.14 | 7.90         | 8.30  | 8.10  | -                         | -     | -     | 90.60                        | 90.20 | 90.40 |

(DISE – 2009-10 and OOSC 2010)

| Attendance Rate |       |       | Completion rate |       |       | Transition rate (Class V to VI) |       |       |
|-----------------|-------|-------|-----------------|-------|-------|---------------------------------|-------|-------|
| Boys            | Girls | Total | Boys            | Girls | Total | Boys                            | Girls | Total |
| 97.55           | 98.69 | 97.62 | 90.60           | 90.20 | 90.40 | 93.40                           | 93.20 | 93.20 |

(DISE – 2009-10)

| Out of school Children |       |        |             |       |       |            |        |        |
|------------------------|-------|--------|-------------|-------|-------|------------|--------|--------|
| 6-11 years             |       |        | 11-14 years |       |       | 6-14 years |        |        |
| Boys                   | Girls | Total  | Boys        | Girls | Total | Boys       | Girls  | Total  |
| 86568                  | 80335 | 166903 | 33912       | 34278 | 68190 | 120480     | 114613 | 235093 |

|  | Target for 2009-10 | Target Achieved | Target for 2010-11 |
|--|--------------------|-----------------|--------------------|
| 1. Coverage of Out of school children        | 35637              | 33190           | 108542             |
| 2. Dropout rate                              | 8.8                | 8.10            | 5                  |
| 3. Attendance rate                           | 100                | 99              |                    |
| (i) Student Attendance rate - Primary        | 98                 | 97.17           | 99                 |
| (ii) Student Attendance rate – Upper Primary | 98                 | 97.62           | 99%                |

|                                |      |   |  |
|--------------------------------|------|---|--|
|                                |      | Study in Teachers and Students Attendance through 10 DIETs is under progress. | At State level conduct teachers and students attendance study will be conducted through all 29 DIETs |
| 4. Achievement level           |      |   |  |
| (i) Primary                    |      | % passed with > 60% = 63% at Class V; 63% at Class VII (DISE 2008-09)         |  |
| (ii) Upper Primary             |      |   |  |
| 5. Teacher Attendance Rate     |      | Not available   | State will conduct teachers and students attendance study through all 29 DIETs                       |
| 6. No of single teacher school | 1962 |   | Schools having less than 10 children with single teacher only as per state norms                     |
| 7. No of schools with PTR > 50 | -    |   | 241  |

#### Recommendation/Approval for 2010-11

| New Primary schools (including upgradations) |                        |                                     |                     |                   |              |
|--|------------------------|-------------------------------------|---------------------|-------------------|--------------|
| Sanctioned till 2009-10                      | Opened till March 2010 | Recommendation/ Approval in 2010-11 | Buildings completed | Teachers provided | TLE provided |
| 3484   | 3484                   | 166                                 | 3484                | 6968              | 3484         |
| Up gradation of PS to UPS                    |                        |                                     |                     |                   |              |
| Sanctioned till 2009-10                      | Opened till March 2010 | Recommendation/ Approval            | Buildings completed | Teachers provided | TLE provided |
| 2393   | 2263                   | 25                                  | 0                   | 4526              | 2263         |

| EGS                   |          |                                  |          |                              |          |                                    |          |                      |          |
|-----------------------|----------|----------------------------------|----------|------------------------------|----------|------------------------------------|----------|----------------------|----------|
| Approved till 2009-10 |          | Centers running as on March 2010 |          | Centers to be upgraded to PS |          | Centres to be continued in 2010-11 |          | Centers to be closed |          |
| Centers               | Children | Centers                          | Children | Centers                      | Children | Centers                            | Children | Centers              | Children |
| 0                     | 0        | 0                                | 0        | 0                            | 0        | 0                                  | 0        | 0                    | 0        |

| Sub-District Structures functioning | Target for 2009-10 | Achievement till March 2010 | Recommendation / Approval for 2010-11 |
|-------------------------------------|--------------------|-----------------------------|---------------------------------------|
| No. of BRCs                         | 176                | 176                         | 176                                   |
| No. of URCs                         | 20                 | 20                          | 20                                    |
| No. of CRCs                         | 2684               | 2684                        | 2820                                  |
| Resource persons                    | 2844               | 2844                        | 2844                                  |

| Teachers under SSA |  |  | Recommendation/Approval in 2010-11 |
|--------------------|--|--|------------------------------------|
|                    |  |  |                                    |



|     | 2009-10 |       | Against new schools | Additional teachers | Total |
|-----|---------|-------|---------------------|---------------------|-------|
| PS  | 11730   | 11470 | 332                 | 0                   | 332   |
| UPS | 12548   | 11900 | 75                  | 0                   | 75    |

### Teacher Training

| Type of training  | Progress for 2009-10 |             |                                       |             | Recommendation / Approval for 2010-11 |
|-------------------|----------------------|-------------|---------------------------------------|-------------|---------------------------------------|
|                   | No. of teachers      |             | Duration (No. of day) of the training |             |                                       |
|                   | Target               | Achievement | Target                                | Achievement |                                       |
| In service        | 228885               | 210347      | 15                                    | 92%         | 227373                                |
| New recruits      | 1214                 | 0           |                                       |             | 6168                                  |
| Untrained         | 0                    | 52          |                                       |             | 0                                     |
| Others (BRP/CRPs) | 5370                 | 5370        |                                       |             | 5436                                  |
| <b>Total</b>      | <b>228864</b>        | <b>4786</b> |                                       |             | <b>238977</b>                         |

| Interventions for Out of school children | Achievement of 2009-10 |                 | Targets for 2010-11 |                 |
|--|------------------------|-----------------|---------------------|-----------------|
|  | No. of centers         | No. of children | No. of centers      | No. of children |
| 1. Direct Admission                      | 0                      | 9296            | 0                   | 12678           |
| 2. EGS - Primary                         | 0                      | 0               | 0                   | 0               |
| 3. EGS - Upper Primary                   | 0                      | 0               | 0                   | 0               |
| 4. Resdl Bridge course                   | 117                    | 2944            | 1774                | 44351           |
| 5. Non resdl Bridge Course               | 34                     | 836             | 959                 | 23964           |
| 6. AIE - Mobile School                   | 8                      | 1445            | 9                   | 1215            |
| 7. AIE - Back to school camp             | 0                      | 0               | 0                   | 0               |
| 8. AIE - Others                          | 59                     | 1476            | 21                  | 522             |
| 9. Maktab / Madarassas                   | 185                    | 9276            | 241                 | 13185           |

### Remedial Teaching

| Target for 2009-10 | Achievement till March 2010 | Target for 2010-11 |
|--------------------|-----------------------------|--------------------|
| 311985             | 305367                      | 29814              |

### Inclusive Education

| No. of children identified | Covered till March 2010 | Target for 2010-11 (No. of children to be covered) |
|----------------------------|-------------------------|--|
| 121153                     | 121153                  | 163304   |

### Civil Works

|                        | Sanctioned till 2009-10 | Completed till March 2010 | Recommendation/ Approval in 2010-11 |
|------------------------|-------------------------|---------------------------|-------------------------------------|
| School buildings (PS)  | 3484                    | 3415                      | 166                                 |
| School buildings (UPS) | 0                       | 0                         | 0                                   |
| Additional             | 45106                   | 38862                     | 4702                                |

300

|                     |       |       |             |
|---------------------|-------|-------|-------------|
| Classrooms          |       |       |             |
| Drinking Water      | 23297 | 23297 | 0           |
| Toilets             | 28648 | 28648 | 9641(girls) |
| Major repairs – PS  |       |       | 289.110     |
| Major repairs - UPS |       |       | 0           |
| Residential Hostel  |       |       | 0           |
| Furniture           |       |       | 1833.415    |

### REMS

|          |  |   |
|----------|--|---|
|          | No. of research studies carried out during 2009-10 | No. of research studies recommendation/Approval for 2010-11 |
| Research | 10   | 9   |

### Innovation:

### ECCE

| Progress for 2009-10 |                          |           | Recommendation/Approval for 2010-11 |                 |           |
|----------------------|--------------------------|-----------|-------------------------------------|-----------------|-----------|
| No. of centers       | No. of children enrolled | Financial | No. of centers                      | No. of children | Financial |
| 620                  | 15500                    | 435       | 1070                                | 26750           | 450.00    |

### Giris Education

| Progress for 2009-10  |           | Recommendation/Approval for 2010-11 |           |
|-----------------------|-----------|-------------------------------------|-----------|
| (Girls Beneficiaries) | Financial | (No. of Girls)                      | Financial |
| 26933                 | 79.750    | 26933                               | 79.750    |

### SC/ST

| Progress for 2009-10   |           | Recommendation/Approval for 2010-11 |           |
|------------------------|-----------|-------------------------------------|-----------|
| (No. of Beneficiaries) | Financial | (No. of Beneficiaries)              | Financial |
| 86500                  | 435.00    | 88550                               | 450.00    |

### CAL

| Progress for 2009-10   |                         |           | Recommendation/Approval for 2010-11 |                               |           |
|------------------------|-------------------------|-----------|-------------------------------------|-------------------------------|-----------|
| No. of schools covered | No. of children covered | Financial | No. of schools to be covered        | No. of children to be covered | Financial |
| 350                    | 3500                    | 1448.03   | 350                                 | 3500                          | 1490.00   |

### Urban Deprived Children

| Progress for 2009-10   |           | Target for 2010-11     |           |
|------------------------|-----------|------------------------|-----------|
| (No. of Beneficiaries) | Financial | (No. of Beneficiaries) | Financial |
| 9500                   | 203.00    | 13943                  | 210.80    |

### Minority Interventions

| Progress for 2009-10   |           | Target for 2010-11     |           |
|------------------------|-----------|------------------------|-----------|
| (No. of Beneficiaries) | Financial | (No. of Beneficiaries) | Financial |
| 841438                 | 217.50    | 1022923                | 225.00    |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

### Community Mobilization

|                                  | Target for 2009-10 | Progress till March 2010 | Recommendation/ Approval for 2010-11 |
|----------------------------------|--------------------|--------------------------|--------------------------------------|
| No. of VECs                      | 325978             | 325978                   | 273528                               |
| No. of SMCs/PTA/MTA              |                    |                          | 273528                               |
| No. of VEC members to be trained |                    |                          | 25088                                |

### NPEGEL

| Major Activities | Target for 2009-10 |           | Progress for 2009-10 |           | Recommendation/ Approval |           |
|------------------|--------------------|-----------|----------------------|-----------|--------------------------|-----------|
|                  | Physical           | Financial | Physical             | Financial | Physical                 | Financial |
| Non Recurring    | 921                | 0.00      | 921                  | 0.00      | 921                      | 0.00      |
| Recurring        | 921                | 587.828   | 921                  | 587.828   | 921                      | 591.282   |

### KGBV

| Target till 2009-10 |            | Operational till March 2010 |            | Construction of KGBV till March 2010 |             |                 | Target for 2010-11 |            |
|---------------------|------------|-----------------------------|------------|--------------------------------------|-------------|-----------------|--------------------|------------|
| No. of KGBV         | Enrollment | No. of KGBV                 | Enrollment | Completed                            | In progress | Yet to be start | No. of KGBVs       | Enrollment |
| 64                  | 6400       | 64                          | 6381       | 62                                   | 2           | 0               | 64                 | 6400       |

