

# Sarva Shiksha Abhiyan Karnataka

2001-2011



Right to Education



Sarva Shiksha Abhiyan  
Let us learn - Let us all Grow

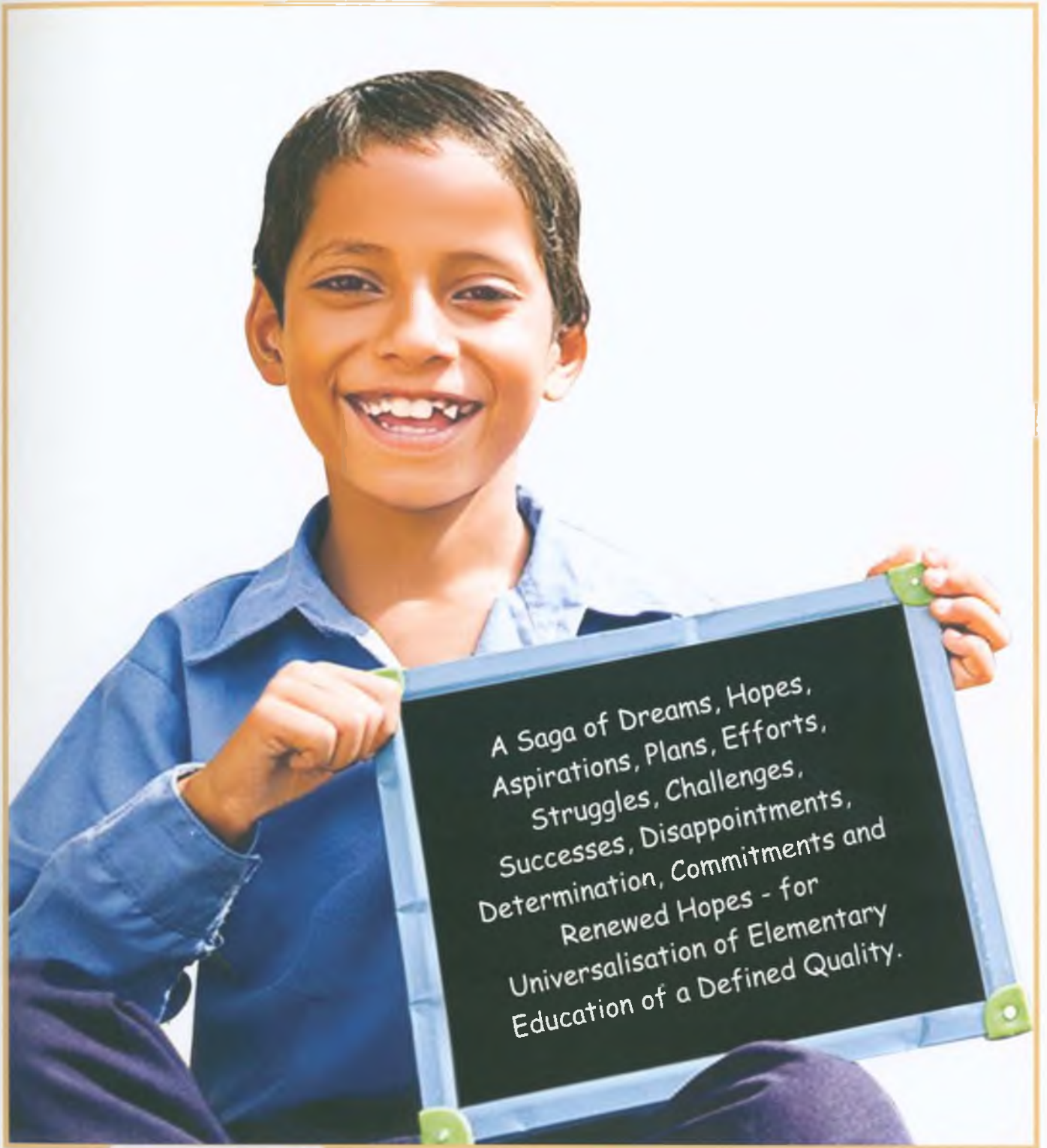






# Sarva Shiksha Abhiyan Karnataka

2001-2011



NUEPA DC



D14133



Right to Education



Sarva Shiksha Abhiyan  
Let us learn - Let us all Grow

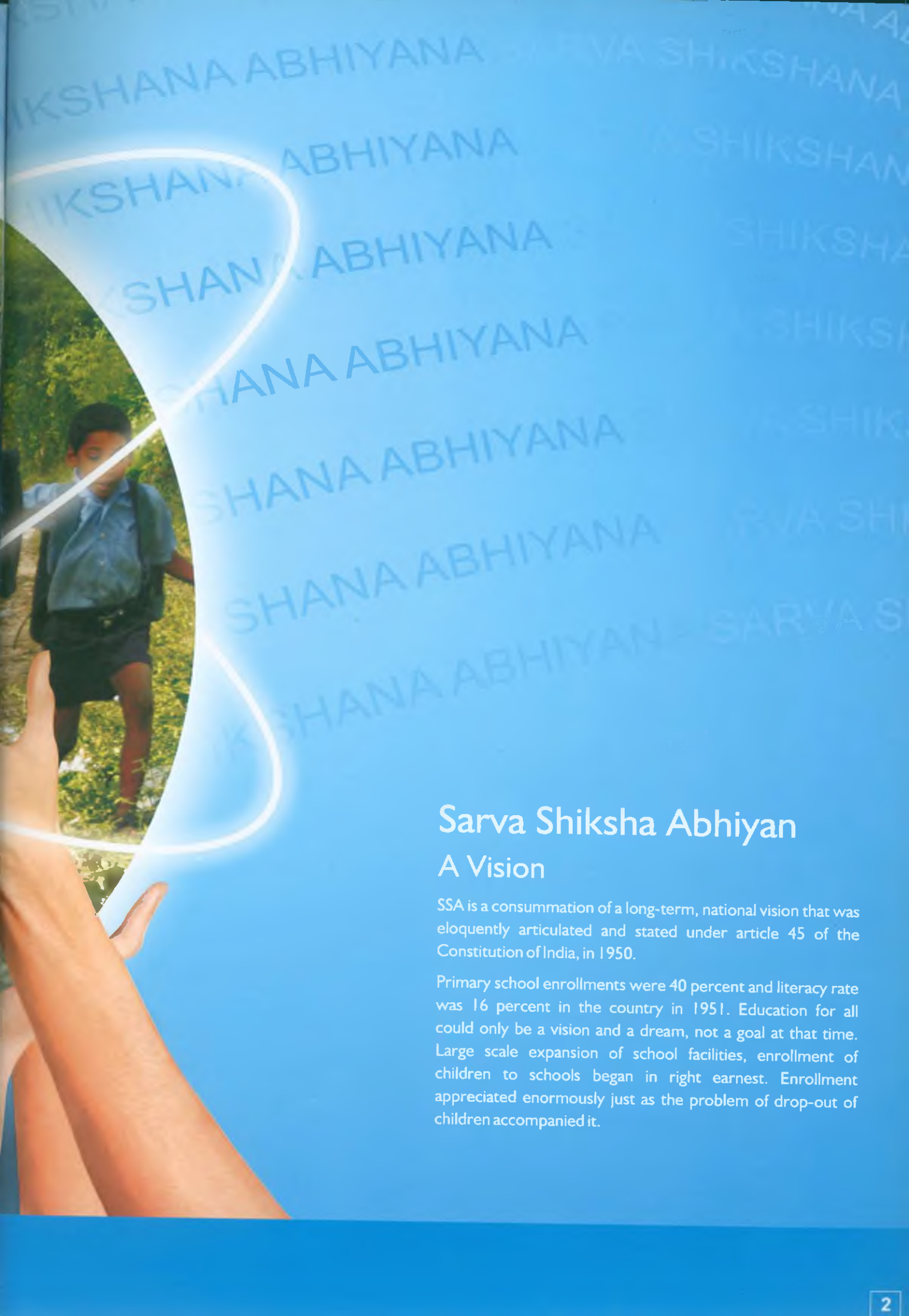




37923  
KAR-KA

National University of Educational Planning and Administration  
Acc. No. D-14133  
Date: 11-7-2012  
\*\* Documentation Centre \*\*





## Sarva Shiksha Abhiyan

### A Vision

SSA is a consummation of a long-term, national vision that was eloquently articulated and stated under article 45 of the Constitution of India, in 1950.

Primary school enrollments were 40 percent and literacy rate was 16 percent in the country in 1951. Education for all could only be a vision and a dream, not a goal at that time. Large scale expansion of school facilities, enrollment of children to schools began in right earnest. Enrollment appreciated enormously just as the problem of drop-out of children accompanied it.









## DPEP

By 1995, there was an exercise to set national level standards and benchmarks for quality schooling, Minimum Levels of Learning (MLL), for I to V standards. This was accompanied by a quality improvement project wherein most backward districts where female literacy rates of 1991 census were lower than national average were considered for greater attention. This project was known as DPEP – District Primary Education Project. Eleven districts of Karnataka State out of 20 districts in 1995 were selected under this programme, in two phases. In all, there were 256 DPEP districts in the country. DPEP had been conceived as an ‘additionality’ with a ‘quality focus’ for the on-going elementary education programme in the States. Quality was interpreted to include provision of physical infrastructure facilities, supply of teachers, in-service training programmes, leadership development, monitoring and supervision and evaluation of learning outcomes. One of the significant contributions of DPEP was to create field-based structures, monitoring, supervision and hand-holding support to schools, in the form of Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs). DIETs were networked with DPEP for capacity building initiatives. Notable contribution of DPEP was to set benchmarks on national attainment levels through three surveys – Base-line, Mid-Term and Terminal survey, the last of which was completed by 2000-01.

## Sarva Shiksha Abhiyan (SSA) A Framework for Universalisation of Elementary Education (UEE)

The SSA Initiatives :- A variety of structures and programmes had been in place by 2000 AD. Still the Universalisation of Elementary Education (UEE) goals were far away from the given achievements. There were a million out-of-school children in Karnataka. There was a shortage of schools, teachers and classrooms apart from other basic infrastructure facilities like toilets, girls' toilets, ramps, compounds, electricity and drinking water. Pupil-classroom ratio (PCR) and pupil teacher ratios (PTR) were very high. Like-wise, dropout, transition and completion rates were considerable. It was at this time that the Government of India launched the Sarva Shiksha Abhiyan (SSA) as a flagship programme along with a nation-wide mid-day meal programme.









## Highlights of SSA

- ◆ SSA was both a time-bound project and a framework for convergence of all Centrally-sponsored programmes.
- ◆ SSA was conceived as a ten year project, from 2001, for realising all the goals of UEE, redefined by SSA as : Universal Access, Participation-Enrollment and Retention, Quality Schooling, Community Involvement in Management of schools wherein concerns of gender / social equity and regional parity in development were treated as undercurrents.
- ◆ SSA was also conceived as a partnership between the Union and the State Government, just as funding had to be shared between both of them.
- ◆ SSA was a national level programme spanning the length and breadth of the country. Consolidation of gains of DPEP as well as upscaling the notable achievements of DPEP to the entire country were envisaged.
- ◆ SSA was funded by the Union Government, supported through loans and grants by a variety of international organisations like World Bank, European Union, and DFID. Hence, a Joint Review Mission (JRM) of these stakeholders was set up to periodically monitor SSA and guide through mid-course correctives.
- ◆ Initially 21 programmes had been conceived under the SSA network which were subsequently merged into Ten interventions, apart from a National Programme for Education of Girls at Elementary Level (NPEGEL). These ten interventions, together, were designed to address all the concerns and goals of SSA.
- ◆ Opening of new schools in school-less habitations, up-gradation of Lower Primary School (LPS) into Higher Primary School (HPS), provision of 8th standard in 1 to 7 HPS, allocation of teachers and classrooms wherever these ratios were high for children, provision of infrastructure facilities, periodical surveys of schools, out-of-school children (OOSC) and children with special needs(CWSN), a variety of need-based interventions for giving a second opportunity to out-of-school children and mainstream them to regular schools, new school buildings, teachers and equipment grants to school less / eligible habitations, additional classrooms and equipment grants to upgraded schools, running a variety of programmes for out-of-school children, special focus on education of Children With Special Needs, girls, minorities, scheduled castes (SCs) and scheduled tribes (STs), Educationally Backward Blocks (EBBs), community mobilisation, grants to teachers and schools, continuous professional development exercises for teachers, school-specific quality initiatives, constitute most of the initiatives of SSA that are persistently executed.
- ◆ The project period has been extended for a further period of two years from 2010 to 2012. The State Governments are expected to absorb all the assets and commitments of SSA after the project period.















## School Education in Karnataka A Decade of SSA

The Sarva Shiksha Abhiyan was formally launched in the State in 2001. Progress of education in the State during these ten years is documented here, under growth of schools, enrollments, teachers and infrastructure facilities as well as some outcome indicators such as Gross Enrollment Ratio(GER), Net Enrollment Ratio (NER), gender parity, retention and drop-out rates, transition rates, gross completion rates and attainment levels of children. All lower primary schools of 1 to 4 standards were transformed into 1 to 5 schools in phases during 2001 to 2005. Likewise, depending on feasibility, 1 to 7 higher primary schools were upgraded into 1 to 8 higher primary schools. However, all along class 8 facility is provided in nearby high schools which have 8 to 10 standards.

### Growth of Schools

Years	LPS	HPS	Total	High School Elementary	Total
1999-2000	22342	26374	48716	8248	56964
2010-2011	26302	33126	59428	12453	71881

There is an increase of 10712 schools during the period 1999-2000 to 2010-2011. The average annual increase is 974 schools, a two percent growth per year. Average annual growth rates at LPS, HPS and HS stages are 1.61, 2.33 and 4.63 percent respectively. With rising enrollments, the demand for schooling at higher levels began appreciating year by year. LPS were converted into HPS while HPS added high school sections. That is how, growth rates of pure LPS are very low.



## Access Ratio

Access Ratio is calculated using the data on number of habitations in the State as well as the number of schools available to these habitations-one Lower Primary School (LPS) within one km and an Upper Primary School (UPS) within three km. There are 60,870 habitations across 27,900 revenue villages in the State.

The access ratio was 93.20 percent and 89.39 percent respectively for LPS and HPS during 2001-02. These rates grew over the years to reach 100 percent by 2008-09.

At present, there are 8014 children spread across 3609 habitations in the State who are not eligible for LPS / HPS facility as there are very few children of school-age, (less than 10 children – 3425 for LPS and 4589 for HPS). They are provided with transportation / escort facilities / residential facilities (in defined cases) by the SSA. These habitations have access problems only because they do not have adequate number of children. Over and above these small, unviable habitations, there are habitations in difficult terrains such as forests, hilly regions where schooling is not possible. There are 6,633 habitations in this category. Still 3,073 out of these 6,633 habitations have been provided with a Kannada medium school.

It is significant to note that Karnataka achieved full enrollment of children 6+age to 1st standard of schooling, by 2007-08. Incidence of children who are 6+ age and non-enrolled to school is nil since 2007-08.















## Enrollment in State I to VIII standards

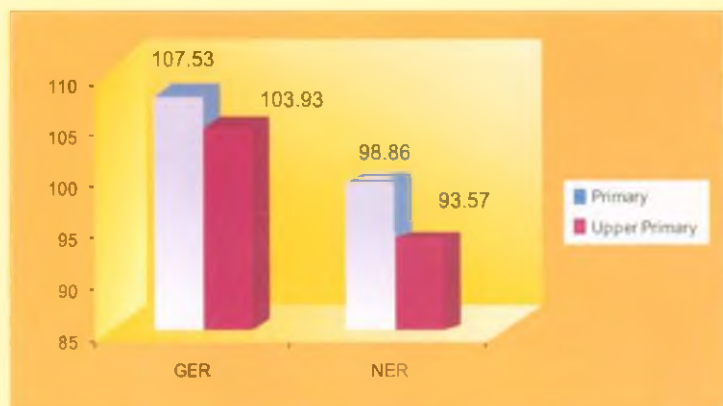
Enrollment in the State have steadily declined in I to V standards, since 2003-04, may be because of fertility decline phenomenon, while enrollment at VI to VIII standards have been appreciating over the years, may be because of accelerated completion rates of I to V level of schooling and transition effects thereon to higher primary schools. Enrollment in I to V standards during 2003-04 was 5.88 million while it receded to 5.41 million by 2010-11. Alternatively, enrollment at VI to VIII standards during 2003-04 was 2.76 million while it appreciated to 2.97 million during 2010-11. Overall, there is a decline in I to VIII standards from 8.64 million in 2003-04 to 8.38 million in 2010-11. The decline is 0.26 million (2.60 lakhs) at crude average annual estimate of 37143 children.

Year	Enrollment I to 5	Enrollment 6 to 8	Enrollment I to 8
2003-04	58,87,427	27,62,574	86,41,001
2004-05	58,20,284	28,83,405	87,03,689
2005-06	57,57,779	28,86,290	86,44,069
2006-07	57,25,006	29,96,642	87,21,648
2007-08	55,96,700	29,96,247	85,92,947
2008-09	55,42,416	29,91,976	85,34,392
2009-10	54,62,546	29,46,615	84,04,502
2010-11	54,14,574	29,67,444	83,82,018



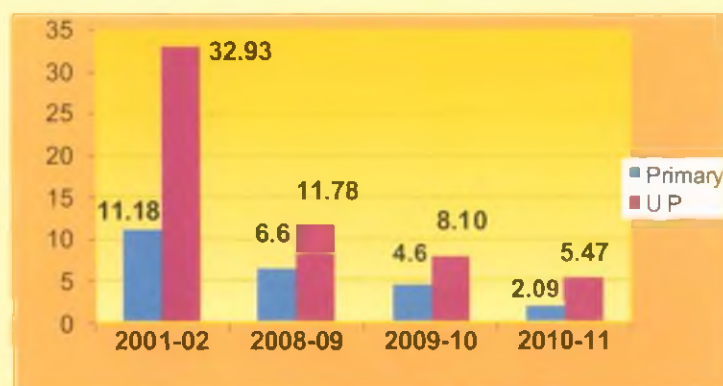
## (Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER)

Gross Enrollment Ratio is the count of all children in a particular stage, say Classes I to V, including under-aged and over-aged children, as a ratio to children in the age group of 6-14 years in the State. In contrast Net Enrollment Ratio nets out under-aged and over-aged children, keeps the count to only children between 6-14 year of age, studying in I to V standards, as a ratio to 6 to 14 age-group count in the State. When every child is admitted to school as per standard age-group matrix, that is, a child of 6 years in I standard and other higher age slab children in higher standards in progressive way, then NER will be 100.



## Drop-out Rates

Drop-out rate has steadily declined over the years. It has declined from 11.18 percent and 32.93 percent in 2001-02 to 2.09 and 5.47 percent at lower and upper primary stages respectively during 2010-11.





ಸ್ವಯಂ ಸಹಾಯ ಸಂಘದ ಮೂಲಕವಾಗಿ  
 ಸರ್ಕಾರದ ಸಹಕಾರದೊಡನೆ ಸರ್ಕಾರದ ಸಹಕಾರದೊಡನೆ  
 ಸ್ವಯಂ ಸಹಾಯ ಸಂಘ (ಆ) ಇದರ ಸಹಾಯದೊಡನೆ  
 ಶಾಲೆ ಅಥವಾ ಶಾಲೆ ನಿರ್ಮಿಸುವ ಮಕ್ಕಳಿಗಾಗಿ  
 12 ತಿಂಗಳ ವಯಸ್ಸಿನಿಂದ ಹಿಡಿದು ಸೇವೆಯನ್ನು ಒದಗಿಸುವ  
 ಸಂಘದ ಮೂಲಕವಾಗಿ

T --- T  
 E --- E  
 A --- A  
 C --- COOPERATIVE  
 H --- HONESTY (Healthy)  
 E --- ENTHUSIASTIC  
 R --- RESOURCEFUL





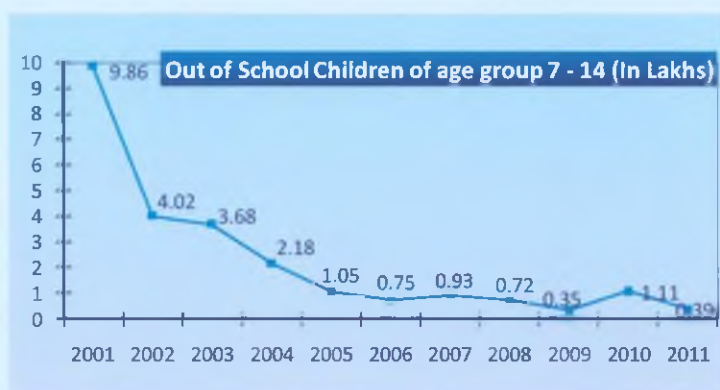






## Out of School Children

There were 9.86 lakh OOSC during 2001-02. A variety of alternative schooling strategies have been adopted over the years in tune with the reasons for children being out-of-school because of which the OOSC figure has dipped to 39000 children by 2010-11, for whom AIE strategies are planned during 2011-12.



## Equity Index

Proportion of girls in class I to VIII standards in schools counted against total girls in the age group of 6 to 14 years has gone up from 97.54, 91.02 and 90.26 percent during 2002-03 in cases of girls (Gender Equity), Scheduled Castes and Tribes (Social Groups Equity) to 100, 94.60 and 97.20 percent respectively.

## Regional Parity

There have been historically evolved disparities across different regions of the State in regard to a variety of indicators of educational provisions and outcomes. These disparities have considerably reduced in successive years. The PTR is well within 30 children per teacher all over the State, the RTE norm, including the 05 backward districts of the North East, viz ; Bidar, Gulbarga, Yadgir, Bellary and Koppala. The overall State PTR during 2010-11 for I to VIII standards is 1 : 24. There are concerns of very low PTR in districts such as Chikmagalur, Hassan, Tumkur, Bangalore Rural, Mandya, Shimoga and Uttara Kannada.



## Attainment Levels

Attainment levels have steadily gone up during the last few years. It calibrates at an average of 60 percent at III, V and VII as per a survey during 2010-11. Introduction of Nali-Kali techniques of learning – joyful learning techniques tailored to individual pace of children, learning in groups and self-evaluation at every stage along with teacher support, guidance and monitoring, have contributed to assured reading, writing and numerical skills as documented through child profiles of progress. Nali-Kali was introduced in the State in I & II standards during 2007-08 and at III standard during 2009-10. Further, introduction of English as a language of study from I standard has attracted children, especially SC / ST / rural children, to government schools. It is a matter of pride and satisfaction that over 85 percent of rural as well as SC / ST children are in Public School System.

Std.	Kannada	English	Maths	Science	S. Science
III	56.74		57.63	62.15	
V	59.05	72.94	52.72	53.40	58.74
VII	61.39	64.36	51.21	52.79	51.72

## SSA in School Education

A system of elementary schooling has evolved over 154 years in the State. SSA is additionality to this system since 2001. The main thrust of SSA is in quality schooling in the State spread across database, civil works, school maintenance, teacher grants, equity in quality for girls and social groups, innovative activities, teacher training, material development, computer assisted learning and regular assessments. In addition, universalisation of access and retention as well as community management of schools are promoted by SSA. SSA has created sustainable academic monitoring and support structures in the State through Block and Cluster resource groups, Inclusive Education Resource Teachers and Gender Coordinators.













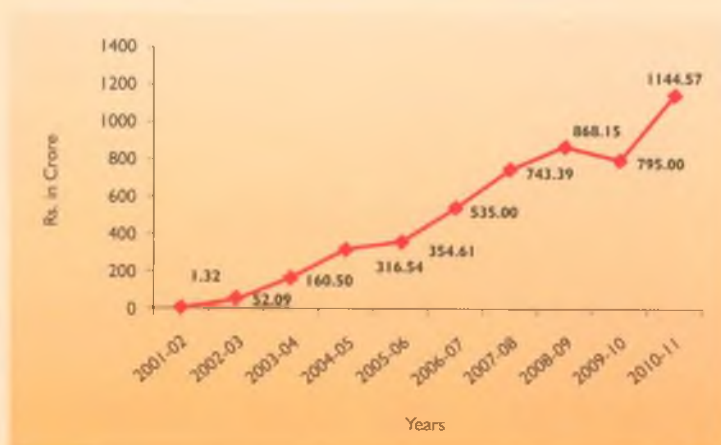


## Funding Matrix

The SSA has along been a flagship programme of the Union government since 2001-02 and a concurrent responsibility of the Union and the States. It began with a 85:15 funding matrix in the beginning while the State's share has consistently grown during the various years. It is fixed at 65:35 ratios between Union and the State during 2010-11. Only 04 percent of the total budgeted expenditure is earmarked as management cost. Total expenditures incurred from 2001 to 2011 is to the tune of about Rs. 5000 Crore.

**SSA Allocation & Expenditure  
from 2001-02 to 2010-11**

Sl.No.	Year	Expenditure (Rs. in Crore)
1	2001-02	1.32
2	2002-03	52.09
3	2003-04	160.50
4	2004-05	316.54
5	2005-06	354.61
6	2006-07	535.00
7	2007-08	743.39
8	2008-09	868.15
9	2009-10	795.00
10	2010-11	1144.57
	<b>Total</b>	<b>4971.09</b>





## Programmes of SSA

### Programmes

Even with a evolutionary record of over 140 years of modern education in India, access to schooling within walkable distances was very poor and quality of schooling was not as per expectations. Hence, DPEP was launched in 1995 in 256 out of over 500 districts of the country. Going by the experience and learnings of DPEP, the SSA was launched in 2001 all over the country so that it reached every nook and corner of India. With the birth of SSA, a national level effort and exercise to deliver quality schooling to all children began. Several initiatives of the Government of India and the States for educational development get converged within a single framework under the SSA. It is also a project delineated within a given time-frame.

### Achievements in the State in the decade 2001 – 2011

#### Access / Enrollment / Participation

- ◆ Access to schooling defined as an Lower Primary School within 1 km and a Higher Primary School within 3 km
- ◆ Enrollment of Children  
Full enrollment by 2006-07.  
Not a single child 6+ is non-enrolled in State.
- ◆ Retention Drives are organized.
- ◆ Average Attendance has gone up to 85 percent.
- ◆ Efforts for Retention of children.
  - Learning Centred Activities
  - School Self-Evaluation
  - Quality Monitoring Tools (QMT)
  - Samudayadatta Shale
  - School Nurturing















## Child-Friendly School Buildings and Infrastructure

- ◆ School Buildings
- ◆ Additional Classrooms
- ◆ Drinking Water
- ◆ Electricity
- ◆ Compound
- ◆ Ramps
- ◆ Toilets
- ◆ Girls' Toilets
- ◆ Head Teacher's Rooms
- ◆ School Furniture
- ◆ Teaching Learning Equipments (TLE)



## SSA Programmes for Schools

- ◆ Grants for Teaching and Learning Materials for the schools
- ◆ School Grant
- ◆ School Maintenance Grant
- ◆ Major Repairs
- ◆ Minor Repairs
- ◆ Joyful Learning (Nali-Kali) for I, II, III standards
- ◆ Computer Assisted Learning Centres (CALC) in Higher Primary School
- ◆ Cluster level children's magazines
- ◆ Cluster level Quiz Competitions
- ◆ Reading Corners and panel boards for students















## Cluster to State through Blocks and Districts

- ◆ Metric Mela [Mathematics Fair]
- ◆ Prathibha Karnaji [Talents Tapping Activities]
- ◆ Library Grant to Schools
- ◆ Science centres in every district and Mobile Science laboratories
- ◆ Free Textbooks to Aided School Children
- ◆ Publication of Educational magazines
- ◆ Evaluation and Research Studies

## Professional Development of Teachers

- ◆ 20 Days training every year to every teacher of which 08 days are for monthly cluster level Sharing Meetings
- ◆ Trainings include themes on RTE , CCE, KCF, Subject Competencies, Orientation to schooling processes (Chaitanya) Nali-Kali, English language and others
- ◆ 42 varieties of training tailored to teacher-differentials.
- ◆ Exposure visits to Teachers and stake holders.





## Community Involvement

- ◆ School Development and Monitoring Committee (SDMC) for every school
- ◆ All Civil Works grants to SDMC
- ◆ Capacity Building of SDMC members for School Management
- ◆ NGO support to SDMCs in select programmes
- ◆ Over Seven lakh SDMC members trained
- ◆ Awards for best performing SDMCs

## Special Programmes for Girls, for SCs, STs, Minorities and Children With Special Needs (CWSN)

### Girls

- ◆ National Programme for Education of Girls at Elementary Level (NPEGEL) in 921 Model Cluster Schools
- ◆ 71 Kasturba Gandhi Balika Vidyalayas (KGBV)s, Residential schools for disadvantaged girls in Educationally Backward Blocks
- ◆ 2 KGBVs only for minorities at Gangavati and Sindhnoor
- ◆ Awareness programme for girls

### SCs, STs & Backward classes

- ◆ Chinnara Jilla Darshana - Educational Tourism.
- ◆ Special Focus Districts
- ◆ Adventure Club Activities
- ◆ Transit Homes for Urban Deprived Children

### Minorities

- ◆ Assistance to Madrasas which adopt State Curriculum & Textbooks
- ◆ Sensitization to Muslim Religious Leaders, Fathers & Mothers of children about values of schooling















## Children With Special Needs (CWSN)

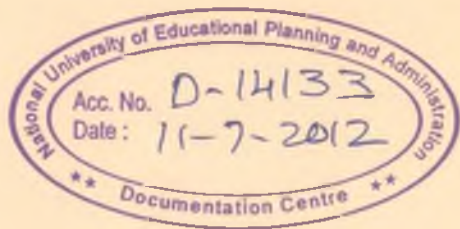
- ◆ Home Based Education
- ◆ Supply of equipments through identification of needs at CWSN camps.
- ◆ Specialist doctors involvement in the camps
- ◆ CWSN Resource Centres in every Block
- ◆ Inclusive Education to children with mild challenges
- ◆ Ramps in schools
- ◆ CWSN sports kits to clusters.

## Programmes for Out of School Children (OOSC)

- ◆ Periodical Census of OOSC
- ◆ OOSC reason-specific and need-based alternative schooling strategies for OOSC children till they get mainstreamed – Residential and Non-Residential Bridge Courses, Tent schools, Chinnara Angala Bridge courses.
- ◆ Madrasa support
- ◆ Mobile schools
- ◆ Home Based Education
- ◆ Special Enrolment Drives
- ◆ Meena Club Activities
- ◆ Transit Homes for UDC
- ◆ NGO involvement in OOSC activities







## SSA Management

- ◆ There is a SSA Mission for the State. Chief Minister Karnataka is Chairperson of the Governing Council and Education Minister is Vice-Chairperson
- ◆ SSA is an integral part of Education Department. Secretary, Primary & Secondary Education, is the Chairperson of the Executive Committee (EC) of SSA
- ◆ State Project Director, SSA works in harmony with the Commissioner for Public Instruction and all Directorates of Education Department
- ◆ The SSA functions through the DDPI and BEO at District / Block levels respectively
- ◆ A Deputy Project Co-ordinator (DyPC) assists the DDPI in SSA management at the district level
- ◆ The District Institute of Education & Training (DIET) is responsible for all training and material development programmes
- ◆ The DyPC is assisted by Block Resource Centre at Block level and Cluster Resource Centre at cluster level
- ◆ Every 18 schools form a cluster and is looked after by a CRC. An experienced school teacher is a Cluster Resource Person
- ◆ There are trained Inclusive Education Resource Teachers (IERTs) and Gender Coordinators in every block / district
- ◆ Nodal officer Supervision Paradigm is adopted for M & S within SPD / SSA and in the Department for SSA
- ◆ Regular Monitoring & Supervision of the work of DyPCs
- ◆ State plans consolidated from Habitations through Clusters / Block / Districts







ಕರ್ತವ್ಯ ಕೃಷಿ ದೇವರ ಕೃಷಿ  
GOVERNMENT WORK IS GOD'S WORK.

ಕರ್ನಾಟಕ

ಅಧ್ಯಕ್ಷರು ಕಾರ್ಯಕ್ರಮ

ಶ್ರೀ.ಎಸ್. ಯಡಿಯೂರಪ್ಪ









## Fulfilment of Objectives

- ◆ Schools for All children – Easy Access
- ◆ Achievement is complete
- ◆ All children Enrolled and Retained in school- Enrollments universalized
- ◆ Quality Schooling to all children
- ◆ 2010-11 earmarked for realization of Basic Competencies in all children. Programme is being extended to 2011-12
- ◆ Base-line attainment survey for III, V & VII completed
- ◆ Additional emphasis to girls and backward social groups in all expectations
- ◆ Gradual obliteration of regional disparities
- ◆ Special attention to Hyderabad Karnataka region
- ◆ Gradual movement towards community ownership of schooling – meaningful decentralized management of schooling
- ◆ Research and Evaluation and validation studies (Data Base) of SSA initiatives and programmes for validation of achievements
- ◆ Documentation and Dissemination of achievements
- ◆ SSA has provided over 34,000 teachers to Universalisation of Elementary Education since 2001
- ◆ 85 percent of rural children and 86 percent of SC / ST children study in public school system. 74 percent of schools in the State are public schools

## Unfinished Challenges

The Sarva Shiksha Abhiyan has been a flagship programme of the State in India since 2001-02. The project had initially set for itself the year 2010 as the target date for realisation of all its objectives including therein, universal access, enrolment, retention and quality schooling along with community management of schools, with due concerns for equity and regional parity. All the concerns of SSA are getting realised in a progressive way except the concern for realisation of attainment levels and quality schooling. This has been an elusive challenge.



The quantum of challenge for quality schooling has assumed higher proportions and renewed significance with the adoption of the Right to Education Act 2009 (RTE Act). It includes the quality of classroom processes and everyday treatment of children by teachers and schools. Adherence to child-friendly classrooms and democratisation of schooling is a major challenge of 2010-11. This is in addition to delineation of the provisions of the Act through the drafting of rules and regulations which are acceptable to all stakeholders. Specifically, drafting rules and regulations for concerns such as definition of disadvantaged children and creation of spaces for them in neighbourhood schools, fixation of fees in private schools, mind-setting of private sector for RTE are deeper-level challenges. Being a liaison unit between the MHRD and the State, the SSA has onerous responsibilities with regard to delineation of practicable guidelines, rules and regulations for the enforcement of the RTE Act. A refreshing positive frame of mind is the challenge of the times and need of the hour for hosting a welcome reception to RTE in the State. The Nali-Kali method of pedagogy is in vogue in the State's schools at I & II standards. Formal reviews and non-formal feedback have acclaimed it everywhere. Hence, it has been resolved to extend Nali-Kali pedagogy to the III standard. Living upto this expectation, especially in rural and remote rural schools, poses a significant challenge. Capacity building of teachers to facilitate the learning of English among children in whom there are learning deficits in mother-tongue, is a major concern. Attainment of basic skills of reading, writing and counting in children at the formative years of schooling as well as facilitation of mastery learning at higher levels is a universal challenge. The State shall renew and strengthen its efforts in this direction. Vision of SSA and consciousness of time-frame for realisation of the vision needs to be shared by stakeholders at all levels and in all regions. Monitoring the morale and motivating the personnel of a large system of elementary education towards a common set of goals of SSA is a persisting challenge which is being addressed continuously.



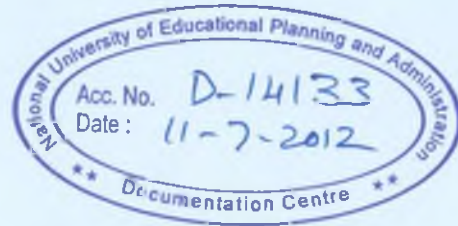












NUEPA DC



D14133

## Future Prospects

Efforts of Sarva Shiksha Abhiyan of all these years have greatly contributed to a bright future for publicly managed elementary education in the State. Prospects of quality schooling that harmonises with a Globalising Universe are in sight. By 2020, India will be a computer-literate society. The only concern is to leverage this metamorphosis to be inclusive enough to encompass disadvantaged and weaker sections, the minorities as well as all the traditionally backward regions. For this to happen, there is a need to step up the morale and levels of motivation of personnel at all levels of governance to pursue higher heights of excellence by sensitising them to the location of Karnataka State in national as well as global educational and developmental contexts of life.





వీటికి ఉదాహరణలు. ఎ.టి.  
వీటికి ఉదాహరణలు.  
వీటికి ఉదాహరణలు.







14/0/16  
SCANNED



## Sarva Shiksha Abhiyan Mission Karnataka

Krishna Rajendra Circle, Nrupathunga Road, Bangalore - 560 001

Telephone : 080-22483040 Fax : 080-22126718

E-mail : [ssakarnataka@gmail.com](mailto:ssakarnataka@gmail.com)

Visit us at : [www.ssakarnataka.gov.in](http://www.ssakarnataka.gov.in)

KAR-KA  
D14133