



# Sarva Shikshana Abhiyan Karnataka

*ANNUAL REPORT 2012 - 13*



**SARVA SHIKSHANA ABHIYAN SAMITHI - KARNATAKA**

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## ***OUR MISSION***

Provision of relevant and useful Elementary Education of satisfactory quality for all children, with full concern for social and gender equity and regional parity with vibrant participation of the community in the management of schools

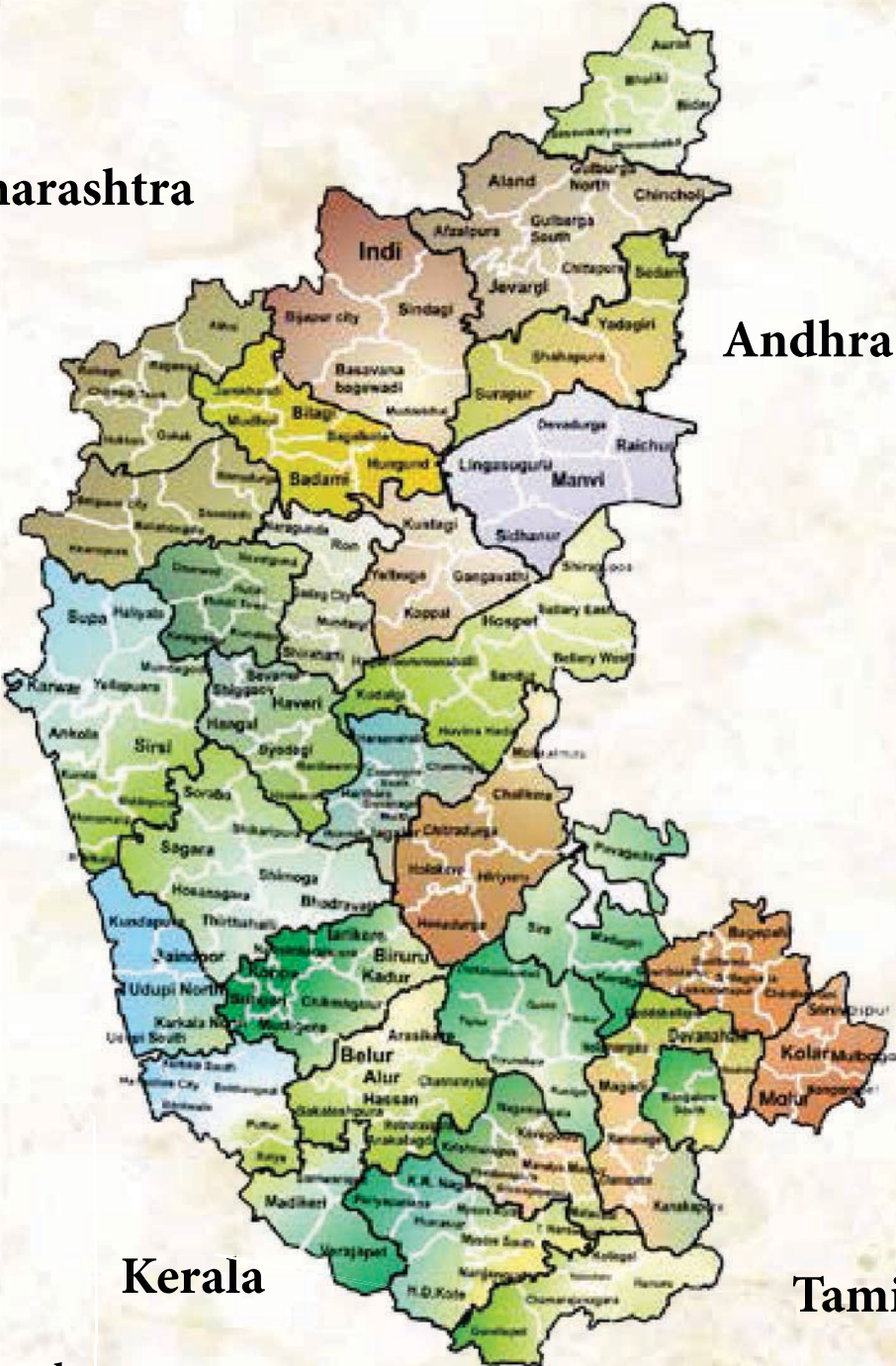




# EDUCATIONAL MAP OF KARNATAKA

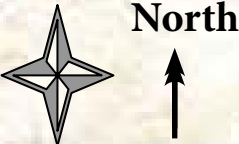
Maharashtra

Andhra Pradesh



Kerala

Tamil Nadu



Indian - Ocean

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# FOREWORD

The Sarva Shiksha Abhiyana Mission, Government of Karnataka, has managed to facilitate universalization of elementary education in the State in full measure since 2001-02. In particular, it has facilitated universal access by opening new schools in unserved and eligible habitations, upgrading lower primary to higher primary level likewise, and up-gradation of 1 to 7 HPS as 1 to 8 HPS through provision of additional classrooms and teachers. Several strategies for full enrolment and retention of children, empowerment of local communities for management of schools through financial support and capacity building programmes and especially quality schooling through infrastructure and human resource support have been perpetual efforts of SSA. In all these efforts, SSA has always kept gender, social and spetial equity in explicit focus. In the process, pupil-classroom and pupil-teacher ratios have recorded ratios well below the RTE Norms.

RTE A and Rules of the State thereon have been absorbed by SSA in letter and spirit during 2012-13, as the State formally adopted RTE A and released the rules thereon in April 2012. SSA has come a long way since 2001-02 in provision of full support to the Department of Education in realisation of all the objectives of universalization except ensuring quality with equity in schooling. Section 29 of the RTE Act is eloquent in quality elementary schooling and SSA is guided by this section. Other mandates of quality schooling of RTE A are addressed during 2012-13.

A systematic assessment of all the government schools of the State by teams of all the 8000 plus educational officers of Department of Education of the State was a highlight of Internal Monitoring and Supervision of schools during July 2012, in the programme known as 'Shalegagi Navu-Nivu. Media hype was observed for this programme as it was inaugurated by the Chief Minister through a one day-stay at a Government school and interactions with children. The CM was joined by the Education Minister, the District Ministers and other peoples' representatives at all levels in this effort. School / Cluster / Block / District level report cards on quality of schools were published through this exercise. This assessment was supplemented by a external monitoring of schools known as Shiksha Ka Haq Abhiyan involving NGOs that consummated in the celebration of 11.11.2012 as birthday of Sri. Maulana Abul Kalam Azad.

Variety of circulars and Government Orders on compliance to various sections of RTE were issued to schools. Admissions of disadvantaged children under section 12 (1) (c ) of the Act to nursery and I standard of elementary stage of the private unaided sector / private aided sector schools was completed.

Out of school children and children with special needs continued as thrust areas, apart from learning enhancement initiatives. Supply of Geography kits to Higher Primary Schools, customised drawing books and crayon box to I / II / III standards kids of all Nali-Kali schools are highlights of 2012-13. Learning standards from 1 to 10 standards in all subjects were developed through subject workshops. School-grading of 1040 sample schools on variety of parameters was taken up. New textbooks for 5th and 8th standards had been issued by the government. The SSA supported this initiative by commissioning the development of work books for new KCF 2009 curriculum of 1 to 8 standards as well as printing and supply of workbooks to 5th and 8th standard children. All the 300 DIET faculty were given training for 05 days on Research Methodology. In addition, 30 principals of DIETs were given training in Research Administration.

It is fulfilling to observe that the government schools supported by SSA provide schooling for over 80 percent of total SC / ST children in State. More than 80 percent of rural children study in government schools. In effect, SSA supports a government school system which has always leaned towards gender, social and regional equity without giving up in pursuit of excellence.

A faithful record of the achievements of SSA during 2012-13 as well as challenges identified for 2013-14 are being presented in this Annual Report of 2012-13.

(Sd.)

**ADONI SYED SALEEM, I.A.S.**

State Project Director









**CHAPTER 1**

**PERSPECTIVES**



## **PERSPECTIVES**

The Constitution of India, adopted in 1950, provisioned for Universalisation of Elementary Education (UEE) to children upto the age of 14 years and located it under Directive principles of State policy as article 45. Keeping in view the tardy progress of UEE and bowing to the demand for Union Government's responsibility for education, the Indian Parliament placed education under 'Concurrent List', a joint responsibility of the Union and the States through the 42nd Constitutional Amendment in 1975. Following this development and recognising the snail's pace of progress of literacy in India, the National Policy on Education (NPE), 1986 was adopted by the Indian states. The NPE, 1986 accorded the highest level of priority to UEE. Two national level programmes to improve the infrastructure / human resources and capacity building for teachers were launched in 1988 known as Operation Black Board (OBB) and District Institutes of Education and Training (DIET). A National Literacy Mission Authority was also set up in 1988 treating the district as a unit of planning and address the concerns of adult literacy. During the post 1991 liberalisation phase in India, a quality improvement initiative was launched in several states in 1995 known as District Primary Education Project (DPEP). At the same time standards of schooling were set through specifications of Minimum Levels of Learning (MLL) to ensure attainments and quality schooling. The DPEP was spread across only educationally backward districts of the country. It was a time-specific programme which ended by 2002. Several structures for capacity building of teachers and educational administrators had been created by the DPEP known as Cluster and Block Resource Centres - CRCs & BRCs. New schools had been opened in schoolless villages. Teacher and school support materials were supplied to all the schools. Teachers had been appointed for the new schools and buildings had been constructed. DPEP initiatives had proved to be quite useful. They had to be sustained and upscaled.

The Government of India launched the Sarva Shiksha Abhiyan Mission in 2001-02 which not only absorbed all DPEP initiatives and centrally sponsored schemes but also spread to all the parts of the country - all districts and not just backward districts.



There was another concomitant development. A global meet of Education Ministers / National Representatives of 156 countries met at Jomtien, Thailand in 1990 and resolved to provide 'Education for All' within a period of ten years, by 2001 AD. A global review of this resolve in 2000 AD at Dakar, Senegal revealed that the resolve had been very poorly honoured. Nation states had to race against time for UEE. This global concern also strengthened the initiatives in regard to setting up of the SSA Mission.

The East Asia Miracle, resounding success of economies in South Korea, Thailand, Malaysia, Indonesia and Japan revealed that these countries had accorded a high pedestal to elementary education since the 1960s along with poverty alleviation in their growth strategies. India could not afford to ignore elementary education.

The United Nations Development Programme, UNDP, a development wing of the UN, began the publication of comparative standing of nations on their levels of human development. They used an index to measure the level of human development known as the Human Development Index, HDI. India has been recording a very low HDI rank among the comity of nations, the rank is oscillating in the 124 to 128 range. This is a matter of serious concern for a nation which has mounted itself on the path of industrialisation and accelerated economic development. Education is one of the indicators of HDI. UNDP compares nations on Mean Levels of Education (MLE) also, which is quite low for India. Barro and Lee estimate of MLE for India for 15+ Total Population in 2010 was 5.200 years. The estimate for females is 4.067 years [cf [www.barrolee.com /data/BL \(2010\) MF 1899.xls](http://www.barrolee.com/data/BL(2010)MF1899.xls)]. Unless intensive efforts are made for UEE, the MLE will not go up. MLE is also affected by a large volume of illiterates in high end age slabs and rising life-expectancy among them.

[Note : MLE for Afghanistan, Nepal, Pakistan, Bangladesh, Maldives, Srilanka and China are : 5.78, 6.139, 5.530, 4.339, 3.971, 5.593 and 8.167 respectively.

In the face of intense public demand for fundamental right status to the Constitutional provision for UEE and being reinforced and supported by the Supreme Court in one of its judgements (cf. Unnikrishnan Judgement, 1993), the Indian state relocated UEE from its earlier article 45 status to article 21A, a fundamental right, in 2009.

All these developments brought to bear cumulative pressure on the Indian States to achieve UEE within a time-frame. The net effect of these persisting national aspirations and compulsions are reflected in the institution of the SARVA SHIKSHA ABHIYAN (SSA) MISSION, which was launched as the flagship programme of the Ministry of Human Resource Development, Government of India in 2001-02.

SSA is a time-bound project of the GoI to achieve UEE. It is also a framework for harmonising all Central Government initiatives in school education with the efforts of the state governments. It is being funded on a sharing basis between the Centre and the States in a 65:35 ratio since 2007-08.

The total allocation for the projects, receipts and the relative shares between Union Government and the Karnataka State Government are submitted in table 1 for the period 2001 - 02 to 2012 - 13.

**Table 1**

**Financial Progress of SSA, NPEGEL & KGBV ( Upto March 2013)**

Sl. No.	Year	AWP&B	Sharing Pattern %		Audited Expenditure (all sources)	% against Allocatio	Total Receipts	% against all receipts
			GOI	GOK				
1	2001-02	6022.00	85	15	132.43	2.20	1163.60	11.38
2	2002-03	10465.58	75	25	5209.37	49.78	8912.14	58.45
3	2003-04 (SSA+NPEGEL)	31467.82	75	25	16050.48	51.01	13922.03	115.29
4	2004-05 SSA, NEPEGEL & KGBV	44659.91	75	25	31654.94	70.88	37989.99	83.32
5	2005-06	44830.17	75	25	35461.98	79.10	44063.72	80.48
6	2006-07	75868.75	75	25	53495.81	70.51	72571.53	73.71
7	2007-08	69746.00	65	35	74339.94	106.59	68171.96	109.05
8	2008-09	96042.74	65	35	86815.68	90.39	86511.38	100.35
9	2009-10	96104.08	60	40	79491.03	82.71	74004.18	107.41
10	2010-11	151190.85	65	35	105071.82	69.50	111223.36	94.47
11	2011-12	145869.76	65	35	116990.06	80.20	113819.56	102.79
12	2012-13	206428.30	65	35	154767.35	74.97	137858.97	112.26
	<b>Total</b>	<b>978695.96</b>	-	-	<b>759480.90</b>	<b>77.60</b>	<b>770212.40</b>	<b>98.61</b>

**Note :-** The allocation of Rs.1511.49 crores during 2010-11 included Rs.323.00 crores for RTE implementation. This allocation could not be received as RTE rules were yet to be notified even by March 2011. Otherwise, the expenditure for the year 2010-11, was Rs.1050.72 crores which works out to 1169.90 percent as the receipts were Rs.1112.23 crores. Likewise, the total receipts during 2011-12 was Rs.1138.20 crores while the expenditure was Rs.1169.90 crores. This expenditure figures out to be nearly over 102 percent of total receipts. Likewise, expenditures during 2012-13 was 112.26 percent of receipts. Several committed expenditure bills of 2012-13 were paid from opening balance of 2013-14. Overall, expenditure against receipts of SSA during 2001 to 02 to 2012-13 is 98.61 percent.

There is a nationally accepted normative framework for interventions, strategies, programmes and funding thereon along with space for flexibilities in choices within the States as per their regional contexts and requirements.

Allocations across a variety of interventions of Sarva Shiksha Abhiyan as approved by the Project Approval Board of the MHRD, are presented in Table 2.

**Note:-** With the increasing provision of infrastructure facilities, the allocations for civil works has decreased from 51.50 percent of total allocations in 2006-07 to 33.55 percent during 2007-08, to 31.49 percent in 2008-09, to 26.48 percent, during 2011-12. However, allocations to civil works increased to 30.47 percent during 2012-13, as 628.92 crores were allocated out of 2064.28 crores. The spirit of the RTE Act viewed serious by the judiciary, mandated full saturation of toilets for girls in particular and provision of drinking water in all schools. Compound wall for schools was also a priority concern. There was an increase in recruitment of teachers in SSA during 2006-07 onwards and hence in the salaries of teachers. Higher provision of allocations was extended for teachers' salaries, from 14.41 percent in 2006-07 to 32.06 percent in 2011-12. With a higher overall allocation during 2012-13, salary component of teachers recorded 30.95 percent allocation. Salaries and Civil works consume major share of SSA allocations every year.



**Table 2**  
**Activity wise Allocation and percentages of 2012-13**

Sl No.	Activity	Physical	Rs. In Lakhs Financial	In Percentage
1	Up-gradation of schools to HPS	10	-	-
2	Up-gradation to 8th Std.	2272	-	-
3	Teacher's Salary	37316	63899.53	30.95
4	Teacher's Grant	228987	1144.94	0.55
5	BRC	202	4625.46	2.24
6	CRC	4103	9019.45	4.37
7	Teacher's Training	269830	7747.04	3.75
8	OOSC strategies	68301	6697.43	3.24
9	Free Text books	949088	2371.57	1.15
10	Children with special needs	147999	4439.97	2.15
11	Civil Works	1058388	62891.97	30.47
12	Library facility to HPS	14534	436.02	0.21
13	Teaching Learning Equipment	2282	346.50	0.17
14	Maintenance Grant	67460	5043.43	2.44
15	School Grant	73222	4171.44	2.02
16	Research, Evaluation & Monitoring	73222	410.04	0.20
17	Management Cost	30	4673.89	2.26
18	Learning Enhancement Programme	30	5583.50	2.70
19	Community Mobilisation	30	907.00	0.44
20	Computer Aided Learning Centres	30	3000.00	1.45
21	Adolescent Girls Education	30	476.13	0.23
22	ECCE	30	15.00	0.01
22	SC/ST strategies	30	600.00	0.29
23	Minority activities	30	222.78	0.11
24	Urban Deprived Children activities	30	185.97	0.09
25	Community Training	740363	2221.09	1.08
26	Residential schools for special category children	5	153.10	0.07
27	State Interventions	-	2172.43	1.05
28	NPEGEL	1458	806.59	0.39
29	KGBV	71	4653.18	2.25
30	Free Uniform	3756358	7512.72	3.64
	<b>Total</b>		<b>206428.14</b>	





- Total involvement of communities upto the village level and especially local government institutions in management of schools and movement towards the goal of 'Self-Managing Schools'.

All the interventions of SSA, programmes and activities therein are designed to realise the forestated objectives.

All interventions / programmes / activities are designed to realise the goals of SSA/UEE. To illustrate, there are three interventions, Viz., (i) out of school strategies, (ii) provision of new lower primary schools in schoolless habitations, (iii) addition of class VIII to existing I to VII higher primary schools, all of which are designed to improve 'ACCESS' and 'ENROLMENTS' to elementary education to non-enrolled (6+ age children), never enrolled (7-14 years) and drop-outs from schools. There is a programme of residential or non-residential special training within out of school strategies, which is intended to facilitate adjustment to schools by children mainstreamed through bridge courses as well as slow learners. This programme is designed to address the concerns of 'RETENTION' of children in schools. There are variety of activities under the interventions 'Teachers' to improve the quality of teachers. Likewise, there are 'Innovative Activities' to attract children to schools by improving the quality of schooling with due attention to equity concerns across sex and social groups. Concerns of inclusive education / education of the disabled children, involvement of the community / SDMC / GP in school management, computer education are all included here. Research, Evaluation, Monitoring & Supervision are included herein. Innovative activities enrich the 'QUALITY' of schools. Capacity Building institutions for schools and teachers to work towards all the objectives of SSA are addressed through the strengthening of Cluster / Block Resource Centres. A highly significant and major intervention of SSA is the assumption of various responsibilities for infrastructure development in schools through civil works. This is a 'QUALITY' promotion initiative which is directed towards improvement of quality of physical facilities. Environmental concerns are integral to this initiative.

In addition to all these interventions, there is a distinct intervention known as National Programme of Education of Girls at the Elementary level. - NPEGEL. This is a package programme exclusively designed to promote girls' education.

There are a number of other enabling / supportive activities at the State level which get focused in the body of this report. It is reiterated that SSA interventions / programmes and activities promote the goals of SSA / UEE in a cumulative way. They are designed as such.

## SSA on the RTE CANVAS

The year 2010-11 was a milestone in the history of Universalisation of Elementary Education (UEE) in India. UEE is the focus of Sarva Shiksha Abhiyan. It is in August 2009 that the UEE is relocated as Article 21A in the Constitution of India, a fundamental, justiciable right. This is a dream come true in Karnataka State also, which began efforts in this direction as early as in 1908. A flurry of activities began at Sarva Shiksha Abhiyan following the RTE Act. Simulation exercises for school reconstruction as per RTE norms and financial implications for readjustments at district and State levels, preparatory activities for redrafting Karnataka Education Act, 1993, to conform to RTE Act, 2009, sensitization exercises through parleys and workshops for the benefit of officers at all levels, for head teachers, teachers and the SDMCs, development of capacity building literature that reflect the spirit of RTE, are illustrative activities in this direction. The RTE has accorded a boost to Sarva Shiksha Abhiyan efforts in the State. Terminal times of 2009-10 revealed more questions than answers on the filed-level interpretations of the RTE Act. Draft RTE rules, faithful to the Act and customised to Karnataka State were framed. The draft rules were subjected to a series of confabulations at the highest circles of governance, within the government. All through, the Central concern was to locate authority and responsibility along with powers to the popular will and collective social wisdom wherein the government would be a facilitator, catalyst, lever of RTE machinery, watch-dog, regulator and promoter of quality schooling as per sections 24 and 29 of the RTE Act and the accompanying schedule of norms for a 'good' school. Model rules of the Government of India and the Karnataka Education Act 1993 were extremely useful in revision exercises.

Draft after draft, the current notified rules experienced 14 revisions. Final revision was vetted by the Department of Law and Parliamentary Affairs as well as the Department of Finance. Under the able leadership and guidance of the Minister of School Education, the Secretary, Education Department, School Education, the Government left no stone unturned in bending the convergence points to get focus for the draft rules and render it ready for Cabinet approval. A meeting of senior Secretaries of State with the Chief Secretary was one of these significant and productive exercises.

It is after all these administrative, financial and legal exercises that the rules were kept open for public criticism through a web-site notification, before adoption by the Government and its notification.

The web responses were consolidated, classified and processed. The processed insights were used along with a note received from ABIDE on RTE for further revision



of RTE Rules. After several rounds of Departmental level discussions , the revised rules were submitted to the Government. The DoE obtained cabinet clearance for the draft rules, subject to scrutiny by the Department of Labour Welfare and Parliamentary Affairs. In the mean time, the DoE issued circulars to all schools regarding RTE mandates. No capital punishment, no detention, transfer of children on demand, no discrimination are some illustrative circulars.

One very significant circular issued by the Govt. was on reservation of 25 percent seats to disadvantaged children under section 12(c) of the RTE A. This circular was issued to all private unaided schools as early as in December 2011, in anticipation of its enforcement by June 2012, after the notification of RTE Rules.

**Status of Implementation of 12 (c) of the RTE A in State is as follows :-**

Years/Stds.	No. of Seats Available	No. of Applications Received	No. of Seats Facilitated	Percent to Demand [as per eligibility]	[Reimbursement of] Unit Cost
2012-13 Nursery } I Std. }	1,16,214	1,30,145	{ 5656 43626	37.86	{ 5924/- 11848/-

**Note :-** Volume of reimbursement is not an arithmetic multiple of Unit Costs as it differs across private un-aided schools, as per norms.

A report on the performance and progress of SSA on all these interventions / activities for the year 2012-13 follows :

Let us begin with the ways in which SSA is planned.

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ಸರಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ ಜೈಲಂದೂರ





## CHAPTER 2

# PLANNING AND FINANCE



## **PLANNING PROCESS**

The mission of SSA is to provide Universal Elementary Education for all. “QUALITY WITH EQUITY” is a cornerstone of the universal elementary education effort. The four main goals of SSA are Universal access and enrolment, universal retention, Quality Education, Bridging gender and social category gaps, “Today’s children are tomorrow’s pillars of the Nation”. The nation can bestow no greater or better gift on these children than an opportunity for their education. Education enlightens the life of the students. SSA has bestowed this gift on the children to pave a better way in their life. The State of Karnataka has taken many steps to implement it. SSA, which was launched from 2001, has brought about remarkable changes in almost all the components connected to Elementary Education. SSA has brought in, decentralized planning in the districts to ensure the addressing of local needs and the need-based and supply of local specific interventions. Participation of the local community in all the activities is one of the endearing aspects of SSA.

The success of Sarva Shiksha Abhiyan depends on the quality of the community based planning process. While SSA plans are formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. The heterogeneity of local communities in many areas often poses problems of unanimity on proposed planning criteria. It is important to recognize a habitation, rather than a village as a unit of planning as most habitations have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same ward/slum settlement has to be a unit of planning.

The starting point for planning activities is by creating a core group of governmental and non-governmental persons, entrusted with the task of implementing Sarva Shiksha Abhiyan. The important aspects of RTEA 2009 are introduced to every stake holder through continuous awareness programs at different levels. Before involving in the School Development plan the core group was provided with knowledge of RTEA 2009.



The district level Implementation Committee is exercising utmost caution and care in ensuring that the core team at the Block and Cluster level is carefully selected and is committed to the task of Universal Elementary Education as mandated in RTEA 2009. Besides Education Department functionaries, these teams comprise of faculty members of DIETs, BRCs, CRCs, NGO representatives, representatives of Teacher Unions, and representatives of Women's Groups, SDMC members, students, retired and serving National and State Award winning Teachers, This list is illustrative as Sarva Shiksha Abhiyan recognizes the diversity across districts. The objective is to make Block / Cluster and School level core team competent to take the community along in its agenda for educational reconstruction.

After orientation of community teams, the process of school development plan, school mapping was undertaken. This involved intensive interaction with each household to ascertain the educational status and the educational need. The requirements were discussed at the habitation level before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching learning materials were the basis of the planning exercise. Requirement of incentives like free text book, uniforms were worked out on the basis of State norms, which are the part of SSA framework under RTE implications.

The habitation level plans are drawn up on the basis of the school development plan and school mapping exercise. The habitation level educational plans were appraised by the Cluster level units, in consultation with the Block teams. The District unit will appraise the Block level plans. Due care is taken to ensure that the demand for teachers, classrooms etc. are as per the broad norm for Sarva Shiksha Abhiyan.

The community-based planning process has resulted in the effective enrolment and retention of the hitherto out of school children in schools.

### **The process of consultation:**

The processes of Consultation, Appraisal and Consolidation have been done at 5 levels Habitation, Cluster, Block, District and State level. The consultation process was an input activity and appraisal and consolidation was an output activity. The Habitation and the school are the important units of planning.

The Input activity : is a top down process mainly of the guidelines, instructions and Training to the field level functionaries from the top.

1. State level → 30 district teams → 202 block level teams → 4103 Cluster level teams → 45200 School level teams.

### **State level Consultation:**

The State Project office had conducted orientation workshops to the district level concerned officials like the DDPI(Admin) DIET Prinipal, Dy.P.Co., APCs, Computer programmers, Account assistants, on 9th and 10th January 2012 covering two divisions on each day. The content of orientation was based on the orientation of State-level SSA project officers that had been organized by the MHRD on 28th and 29th December, 2012, at Delhi. Further, highlights of the letter addressed by the Additional Secretary, MHRD to States on new directives in planning was also used.. The workshop also included activity wise processes to be followed in preparing the annual work-plan and budget.

### State level Planning Meeting at State Project Office on 9th and 10th of January 2012



### District Level

As a follow up consultations. The district planning teams conducted series of workshops and meetings to block level planning teams, during January 2012 in all the districts to provide inputs in the form of orientation.



Active participation of BRCs, BRPs & CRPs at the district level meeting



District level planning meeting at DIET Bangalore Rural, 04.01.2012



Active participation of BRCs, BRPs & CRPs at the district level meeting





- 1 day workshop was conducted by DPO for Block & Cluster level planning teams & DRG.
- BRG Meetings with SDMCs and planning teams at the block level in all the blocks.
- 1 day workshop to BRC faculty by DIETs on planning and to identify the training needs and processes to be followed.
- 1 day workshop to review the planning process at the block level during January 2011
- Consultation meeting with the NGOs to develop co-ordination with them in achieving the UEE.
- An interacting session with the office bearers of primary school teachers association was conducted and discussed the trends in primary education and elicited their expected role.

### **Block Level:**

- One day workshop was conducted to all 4103 Cluster resource persons at all 202 blocks level to empower them to prepare a cluster level plan by analyzing the existing situation as per the RTE Schedule in the schools in terms of classrooms, Teachers, water and toilet facility, Electricity, total school age children, School going children out of school Population, Feeding habitations Etc.,
- The block level teams have visited the habitations and interacted with the local community regarding the educational requirements



### **Habitation level planning meeting held at Chikkaballapura 21st to 24th December 2011**

**Note :-** Planning process AWP & B, 2012-13 began from December 2011..

### **Cluster level:**

- The Cluster resource coordinators have conducted sharing workshop of headmasters, teachers and other stake holders like local elected representatives, NGOs, SDMC members, Parents, Students etc., and provided training in preparing

school development plan based on RTEA 2009 so that they can earmark activities for the AWPB 2012-13

- School visits and reviews of school level plans to consolidate and to prepare cluster development plan and cluster level plan for the year 2012-13

## **School Level Plan**

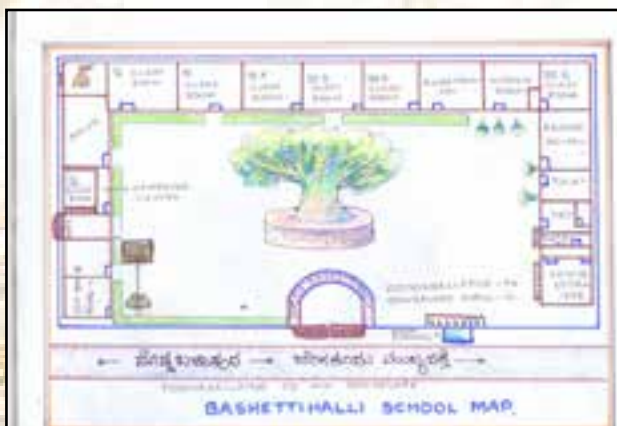
The School Development Plan is primarily a working document for use by the school. It will be based on the school's analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the period ahead.

- Workshops of Head Teachers along with SDMC members were conducted at the Block level and given them the importance of RTE and Plan for the same.
- Format for School development plan was printed and distributed to every school and it was discussed in the workshop
- SDP was collected from all the schools and consolidated at the block level.
- The RTE plan was made out of SDP and Habitation plan.
- The SDP depicts the complete picture of the school along with the facilities available in the school.
- Based on the SDP, habitation plan was made showing the education facilities available in the habitation.
- After this, the habitation plan was re-made along with the feeding schools, the distance between the schools with regard to the centre school. This gives the picture of access to schools in the habitation as per the RTE norms. The same exercise is carried out for all the habitations.
- Similarly cluster level and block level mapping is done which clearly shows that all the habitations of the district are served with schooling. 11 schools are closed as the enrolment is less than 5. Totally 1630 habitations are ineligible for school facility. → They have 2168 kids who needed transportation as access facility to the school.
- These core teams visit the schools of their jurisdiction. The District team will also works out its information needs and steps to develop formats for household and School surveys should also be taken.
- The School had played a critical role in the planning process and efforts are made to bring community leaders to the School. This facilitated by regular activities in the School. The Head Master and his/her team are functioning like the local resource team for planning.
- After orientation of community teams, the process of micro-planning, school mapping was undertaken. This involved intensive interaction with each household to ascertain the educational status and the educational need. The requirements



had to be discussed at the habitation level before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching learning materials have to be the basis of the planning exercise.

- Requirement of incentives like uniforms worked out on the basis of State norms. These would be part of SSA framework under RTE implications. The planning for mid day meal also discussed in the planning process, even though changes in this scheme will be taken up separately. The planning for mid day meal were discussed in the planning process, even though changes in this scheme will be taken up separately.
- The habitation level plans drawn up on the basis of the micro-planning and school mapping exercise. The Block and the schools also undertake an exercise to see all requirements can be fulfilled by redeployment or by schemes under which unspent balances are available with the State governments. For example, teacher deployment could come by rationalization or Teaching learning Equipment could come from sanctions already provided earlier under Operation Blackboard but not utilized so far. The final District Plan will take note of such investments and would also reflect the process of redeployment of facilities, wherever required. The habitation level educational plans will be appraised by the Cluster level units, in consultation with the Block teams. The District unit will appraise the Block level plans. Due care should be taken to ensure that the demand for teachers, classrooms etc. are as per the broad norm for Sarva Shiksha Abhiyan.
- The community-based planning process has to result in the effective enrolment and retention of the hitherto out of school children in school/an EGS centre/or a Bridge Course. This calls for a child specific monitoring by the local community. We know Community planning processes must also result in a specific Action Plan.
- A lot more needs to be done to attain the goals of Universalisation of Elementary Education in the District under RTE implications. We have prepared our AWP&B 2012-13 on the basis of Right to Education Act. Its implication is given below



School Map of G HPS Bashettihalli,  
Doddaballapura Taluk,  
Bangalore Rural District.



School Map of G HPS Devara hosahalli,  
Nelamangala Taluk,  
Bangalore Rural District



Habitation Map of Bashettihalli,  
Doddaballapura Taluk,  
Bangalore Rural District



Habitation Map of Bashettihalli,  
Doddaballapura Taluk along with  
feeding school details.



School Development Plan Meeting at Davanagere, 15th to 20th December 2011.

The training process at all levels was rendered keeping RTEA 2009 as the base and it was made clear at all levels about the contents of the article and its sections. Annual work plan and budget 2012-13 is planned in harmony with the ACT to achieve 100 percent **ACCESS, RETENTION** and **UNIVERSALIZATION** of education.

The plan agreed to provide importance to child centred education, the role of society at large, their obligation in achieving universalization of education.

The plan is prepared keeping **THE SCHOOL** as the basic unit. It has taken care to see that no child is deprived of education under any circumstances.

The plan is proposed to have free education to all the children in age group of 6 – 14. The plan successfully caters to fill the various gaps of gender, caste, finance, etc. and plans to achieve the objects of the RTE ACT in letter and spirit.



Date	Activities
30.10.2011	Finalization of U-DISE
01.11.2011 to 15.11.2011	Finalizing all the planning related tables block wise
09.01.2012 & 10.01.2012	Orientation to District level officers at state office to prepare the district plan
11.01.2012 & 12.01.2012	Orientation to Block and sublevel stake holders in preparing the plan
22.11.2011 to 31.12.2011	<ul style="list-style-type: none"> <li>• School Development Plan for next one year for teachers, infrastructure as per schedule of RTE Act.</li> <li>• Notification of neighbourhood schools with help of school mapping,</li> <li>• Assessment for new primary schools, up gradation of schools, providing transportation, residential school as per RTE 2009.</li> <li>• Preparing write up of progress made in 2011-12 by filling up the progress formats.</li> <li>• Finishing the write up by consolidating the block plans 23.02.2012 to 16.03.2012 First round appraisal of draft plan for all components at the state office</li> </ul>
06.03.2012 to 11.03.2012	Final round Appraisal and Submission of Plan documents
16.03.2012	Submission of final district plans to state office after getting approval form DIC
11.03.2012 to 10.04.2012	Preparation of state plan and finalizing the state plan
2nd week of April 2012	Getting approval of the Districts and State AWP &B 2011-12 by Executive committee
20.04.2012	Submitting the State plan along with the District plan to MHRD

## **Second Round of Consultations/ Preparation of Taluk and District Plans**

A second round of consultations proceeded in the reverse direction i.e., from the Habitation to the Taluk Level and further up. The plans from the habitations were verified and consolidated at the Cluster Level by the Cluster Resource Persons and then sent to the Block. The Cluster Level Plans were thoroughly discussed by the Block Implementation Committees and after necessary modifications were incorporated and then the plan was approved and submitted to the District.

After due examination of the proposals received by all the Blocks as per the Norms of SSA based on the priorities of different sectors, the District Planning Team revised and consolidated the plan which was approved by the District Implementation Committee (DIC).

## **Third Round of Consultation, Preparation and Finalisation of AWP 2012-13**

An orientation for DyPC and programmers was held on 31.01.2011 at the state office for the finalization of annual plan. In this orientation modalities of the finalisation of plan with necessary changes to be made were discussed at length and nodal officers from the state office have been given the charge of different districts for giving necessary guidance for the finalization of the plan.

The planning team has been asked to finalise the plan with proper consultation with the different nodal officers who have been given the charge of different interventions. At this workshop final plan has been prepared after getting necessary guidance from the officers who are in charge of different interventions.

### **Documents Consulted/References**

- The Child Census Data 2002, 2003, 2004, 2005, 2006, 2007, Jan 2008, Dec 2008, Jan 2010 and Dec 2011.
- U-DISE Data 2011-12
- Data Stored in DPO SSA
- Data Collected from BEOs and BRCs
- CWSN Census Data of August-December 2011.
- OOSC survey data, updation, 2011-12

### **Mid day review SSA Work shop on 4th Jan-2011 at Zilla panchayath.**

District planning team was constituted, having the representatives from the various departments. Officials from Dept of Social Welfare, Dept Child labour, Dept of women and child development, Zilla Sakshara Samithi, District Institute of Education and Training and NGOs took part in plan formulation.

At block level, during fourth week of December-2011, a training session was conducted for Cluster Resource Persons, Educational Co-ordinators and Headmasters of govt. schools. During the training, 34 different formats for calculation of GER, NER, Access Ratio, Retention Rate, etc., were explained.

Habitation Plans were developed in consultation with stake holders. Each school developed a school development plan.

By consolidating the School Development Plans, Cluster requirements have been identified. These Cluster level consolidations were the basis for Taluk Elementary Education Plans (TEEP). On the basis of these TEEPs District Annual Plan and Budgeting has been prepared.

Consolidation of costing sheet at district level held at Davangere on 04/02/2012. Taluk Elementary Education Plans appraised.



## **Verification of AWP & B at state level:**

**First verification:** Verification of annual work plan at state level was done on 27/01/2012. Necessary amendments were made.

**Second and final verification:** Verification of annual work plan at state level was carried out from 9th Feb 2012. Necessary amendments were made.

DDPI (admin) & ex-officio District Project Officer appraised the plan along with a power point presentation.

While development of AWP & B for 2012-13 due care was taken to add the interventions which are in line with SSA guidelines. Management costs will be less than 6% of the total budget. Calendar of activities and details of implementing agencies are clearly spelt. Spill over amounts of previous year is taken into consideration.

Right from School level, plans at all levels are brought into the notice of community leaders.

## **Do's and Dont's in AWP & B 2012-13 Directives to the Districts.**

### **Do's :-**

1. Use U-DISE data and only U-DISE data for School Development Plans, habitation and upwards level planning, for assessment of infrastructure and human resource needs.
2. Use child census up-gradation data for access and retention planning.
3. Use CWSN survey data for CWSN Interventions planning.
4. Always look for convergence with Health, RDPR, Infrastructure Development (BRGF), Social Welfare, Minorities, Labour, Backward Classes Welfare, Women and Children's Welfare and other Departments of Government.
5. Follow RTE norms in planning - Act and Rules of the State.
6. Keep in view the Results Framework Document (RFD) while developing / consolidating District plans.
7. Ensure sensitization and approval of DIC [District Implementation Committee] for the plan.
8. Ensure training / orientation at each level regarding 2012-13 norms before planning process begins.
9. Keep in view gender, social category concerns uppermost in planning process.
10. Keep in view child- friendly schools, CCE / NCF - 2005 needs in planning processes.

**Don't's :-**

- 1) Do not place demands for new schools / up-gradation without supportive micro-planning / school mapping exercises.
- 2) Do not place demands for major repairs without photographic documentation and justification.
- 3) Do not ask for additional teachers without rational deployment exercises.
- 4) Do not ask for new school buildings / extension of school buildings / additional rooms without ensuring availability of site / space.
- 5) Do not plan for remedial teaching for OOSC / slow learners. All remedial teaching is through special coaching in classrooms / schools.
- 6) There is no concept of potential drop outs. Do not plan for them.
- 7) Do not deviate from U-DISE / Child Census / CWSN survey data on any account for planning school needs at any level.





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# CHAPTER 3

## ACCESS AND ENROLMENTS

## Access and Enrolments

Introduction : RTE Rules of the State have laid down a trifold norm of 01 and < 01 Km, 03 and <03 kms, 05 and < 05 kms for LPS 1 to 5, HPS 1 to 7 and 8th standard students respectively while defining access. The objective is to attain 100 percent of access and school facility in all eligible habitations . As such significant progress has been achieved in improving the access for schools in terms of both population and habitations. All the habitations with a population of 100 and more persons with 10 school going children of 6+ to 10+ age group have been provided with access to primary schools.

Similarly enrollment of the children has also improved. The demand for schooling has been generated and parents are enrolling their wards to schools voluntarily. It is also important to note that the enrollment is stabilizing over the years. The declining growth rate of population in the state is one of the factors that has contributed to declining trend in enrollment.

### ACCESS RATIO :-

#### Lower Primary Schools :-

There were total 60888 habitations during 2012-13. Among these, 59254 habitations had the facility of a Lower Primary School. Out of the remaining 1634 habitations 4 habitations with total of 187 children ( 2 habitations each in Mysore and Gulbarga districts) were eligible for opening of a Primary School in the State.

- 16 districts had a Lower Primary School in every habitation. They are Bagalkote, Bangalore Urban, Belgaum, Bellary, Bidar , Chickballapur, Chitradurga, Dakshina Kannada, Davangere, Dharwad, Gadag,Haveri, Kolar, Koppala, Ramanagar and Tumkur.
- 12 districts had 1630 habitations which do not qualify for opening of Lower Primary Schools as per norms. They are Bangalore Rural, Bijapur, Chamarajanagara, Chickmaglore, Hassan, Kodagu, Mandya, Mysore, Raichur, Shimoga, Udupi, Uttara Kannada and Yadigiri. There are 2631 children in these habitations who are attending schools beyond 1 k.m. 20 Out of school children have been identified in Chamarajanagar District.



## Requirement of New Schools

### PRIMARY

Sl. No.	District	Total Habitations	Habitations Covered by Primary School*	Habitations without Primary School	Habitations without Primary Schools				No. of Out of School Children in such Habitations (Col. 9)
					Habitations eligible for PS* No. of children in such habitations	No. of Children attending school in such Habitations (Col. 8)	Habitations that cannot be provided PS as per neighbourhood norm*	No. of Children attending school in such Habitations (Col. 9)	
1	BAGALKOT	1340	1340	0	0	0	0	0	0
2	BANGALORE RURAL	1298	1259	39	0	0	39	70	0
3	BANGALORE URBAN	990	990	0	0	0	0	0	0
4	BELGAUM	1942	1942	0	0	0	0	0	0
5	BELLARY	1034	1034	0	0	0	0	0	0
6	BIDAR	960	960	0	0	0	0	0	0
7	BIJAPUR	1614	1597	17	0	0	17	405	0
8	CHAMARAJANAGARA	1031	959	72	0	0	72	237	20
9	CHICKBALLAPUR	2045	2045	0	0	0	0	0	0
10	CHIKKAMANGALORE	4514	4270	244	0	0	244	74	0
11	CHITRADURGA	1799	1799	0	0	0	0	0	0
12	DAKSHINA KANNADA	1734	1734	0	0	0	0	0	0
13	DAVANAGERE	1288	1288	0	0	0	0	0	0
14	DHARWAD	542	542	0	0	0	0	0	0
15	GADAG	564	564	0	0	0	0	0	0
16	GULBARGA	1889	1887	2	2	71	0	0	0
17	HASSAN	3470	3245	225	0	0	225	327	0
18	HAVERI	988	988	0	0	0	0	0	0
19	KODAGU	721	715	6	0	0	6	35	0
20	KOLAR	2783	2783	0	0	0	0	0	0
21	KOPPAL	789	789	0	0	0	0	0	0
22	MANDYA	2351	2338	13	0	0	13	43	0
23	MYSORE	2033	2020	13	2	116	11	190	0
24	RAICHUR	1434	1420	14	0	0	14	0	0
25	RAMANAGARA	2305	2305	0	0	0	0	0	0
26	SHIMOGA	5284	5235	49	0	0	49	202	0
27	TUMKUR	4417	4417	0	0	0	0	0	0
28	UDUPI	2406	2338	68	0	0	68	422	0
29	UTTARA KANNADA	6186	5317	869	0	0	869	626	0
30	YADGIRI	1137	1134	3	0	0	3	0	0
<b>TOTAL</b>		<b>60888</b>	<b>59254</b>	<b>1634</b>	<b>4</b>	<b>187</b>	<b>1630</b>	<b>2631</b>	<b>20</b>

\* As per the neighbourhood norms for opening of Primary School

Source: District Office

The above table shows that 4 habitations are eligible for opening of new lower primary schools. As such, 4 Kannada medium schools – 2 new schools in Gulbarga district and shifting of 2 schools in Mysore district have been proposed for approval from the Project Approval Board during 2013-14. It was also identified that there is a need to open an Urdu medium Lower Primary school in Dharwad District for the purpose of achieving social access.

### **Upper Primary Schools :-**

Among the 60888 habitations, 59627 habitations had the facility of a Upper Primary School. Out of the remaining 1261 habitations 15 habitations with total of 493 children ( 1 habitation in Bangalore Rural, 2 habitations in Dharwad, 3 habitations in Gulbarga, 3 habitations in Koppala , 4 habitations in Raichur and 2 habitations in Uttara Kannada) were eligible for upgradation of existing Lower Primary Schools(with classes 1 to 5) to class VI. .

- 17 districts had an Upper Primary School in every habitation. They are Bagalkote, Bangalore Urban, Belagaum, Bellary, Bidar , Bijapur ,Chickballapur, Chitradurga, Dakshina Kannada, Davengere, Gadag,Haveri, Kolar, Mandya, Ramanagar, Tumkur and Yadigiri.
- 11 districts had 1246 habitations which do not qualify for opening of Upper Primary Schools as per norms. They are Bangalore Rural, Chamarajanagar, chckmaglore, Hassan, Kodagu, Koppala, Mysore, Raichur, Shimoga, Udupi and Uttara Kannada.. There are 2168 children in these habitations who attending schools beyond 3 k.m. No Out of school children have been identified in these habitations.

### **HABITATIONS AND ACCESS (UPPER PRIMARY) :**

Of the total number of 60888 habitations, the number of habitations served with Upper primary schools are 59627. And a total of 1261 habitations are without UPS as per distance and population, geographical barrier, Minority density etc., norms.



## Requirement of New Schools

### UPPER PRIMARY

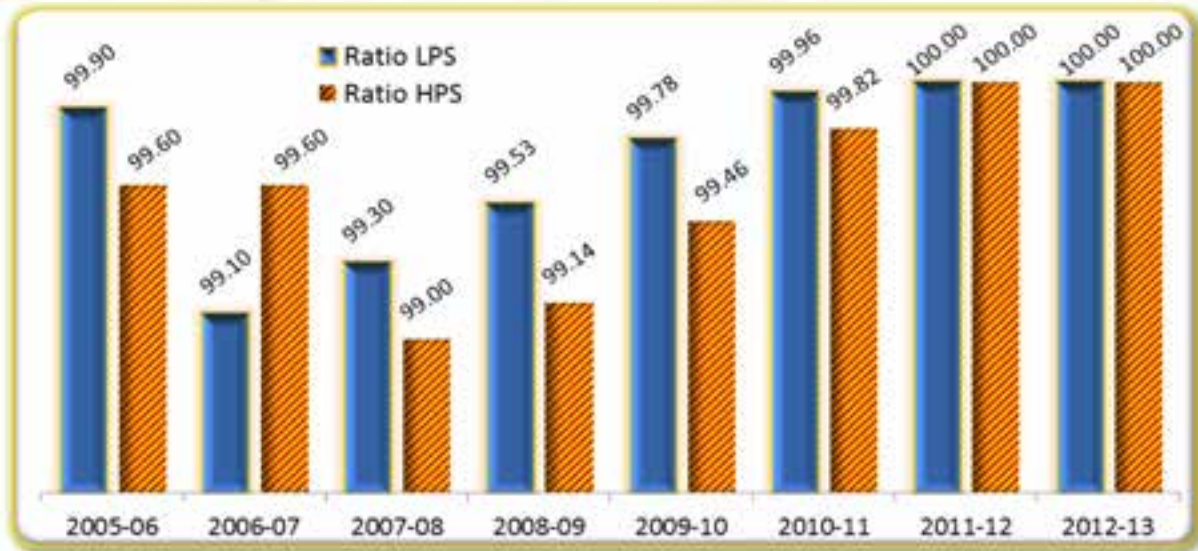
Sl. No.	District	Total Habitations	Habitations Covered by Upper Primary School*	Habitations without Upper Primary School	Habitations without Upper Primary Schools				No. of Out of School Children in such Habitations (Col. 8)
					Habitations eligible for UPS*	No. of Children in such habitations (Col. 6)	Habitations that cannot be provided UPS	No. of Children attending school in such Habitations (Col. 8)	
1	BAGALKOT	1340	1340	0	0	0	0	0	0
2	BANGALORE RURAL	1298	1262	36	1	42	35	77	0
3	BANGALORE URBAN	990	990	0	0	0	0	0	0
4	BELGAUM	1942	1942	0	0	0	0	0	0
5	BELLARY	1034	1034	0	0	0	0	0	0
6	BIDAR	960	960	0	0	0	0	0	0
7	BIJAPUR	1614	1614	0	0	0	0	0	0
8	CHAMARAJANAGARA	1031	1017	14	0	0	14	126	0
9	CHICKBALLAPUR	2045	2045	0	0	0	0	0	0
10	CHIKKAMANGALORE	4514	4205	309	0	0	309	66	0
11	CHITRADURGA	1799	1799	0	0	0	0	0	0
12	DAKSHINA KANNADA	1734	1734	0	0	0	0	0	0
13	DAVANAGERE	1288	1288	0	0	0	0	0	0
14	DHARWAD	542	540	2	1+1	49	0	0	0
15	GADAG	564	564	0	0	0	0	0	0
16	GULBARGA	1889	1886	3	3	75	0	0	0
17	HASSAN	3470	3424	46	0	0	46	242	0
18	HAVERI	988	988	0	0	0	0	0	0
19	KODAGU	721	704	17	0	0	17	30	0
20	KOLAR	2783	2783	0	0	0	0	0	0
21	KOPPAL	789	784	5	2+4	160	2	160	0
22	MANDYA	2351	2351	0	0	0	0	0	0
23	MYSORE	2033	2012	21	0	0	21	202	0
24	RAICHUR	1434	1418	16	4	130	12	0	0
25	RAMANAGARA	2305	2305	0	0	0	0	0	0
26	SHIMOGA	5284	5211	73	0	0	73	352	0
27	TUMKUR	4417	4417	0	0	0	0	0	0
28	UDUPI	2406	2299	107	0	0	107	492	0
29	UTTARA KANNADA	6186	5574	612	1	37	610	421	0
30	YADGIRI	1137	1137	0	0	0	0	0	0
<b>TOTAL</b>		<b>60888</b>	<b>59627</b>	<b>1261</b>	<b>3+14</b>	<b>493</b>	<b>1246</b>	<b>2168</b>	<b>0</b>

Source: District Office

\* As per the neighbourhood norms for opening of Primary School  
Note :- 03 Urdu medium plus 14 Kannada medium schools.

The above table shows that 15 habitations are eligible for opening of Upper Primary schools. It was identified that 17 Lower Primary Schools were required to be upgraded to Upper Primary Schools ; out of which 14 kannada medium schools – 4 in Raichur, 1 in Uttara Kannada, 4 in Koppala, 3 in Gulbarga, 1 in Dharwad , 1 in Bangalore Rural district and 3 urdu medium schools – 2 in Koppala and 1 in Dharwad district

**Graph - 2**  
**Access Ratio – Habitation wise**



**ACCESS ABSTRACT, 2012-13, KARNATAKA**

Sl. No.	Details	LPS Stage	HPS Stage	Total
1	Total Districts (Revenue)	30	30	-
2	a) No.of Habitations (30 Dts.)	60888	60888	60888
	b) No. of Habitations with school facility (30 Dts.)	59254	5962	-
	Access facility percentage	97.32	97.93	-
	c) No. of Habitations without facility (30 Dts.)	1634	1261	-
3	Districts with facility in all Habitations.	16	17	-
4	Dts. Without facility in all Habitations	14	13	-
5	a) Dts. which have eligible habitations for schools	02	06	-
	b) No. of Habitations which are eligible	04	15	-
	c) No. of Kids in eligible Habitations	187	493	-
	d) No. of Schools to be opened / upgraded	04	17	-
	e) Dts. Under Sl. No. 5(d) Note : + figure refers to Urdu Schools	Gulbarga (2) Mysore (2)	Raichur (4) Uttara Kannada (1) Koppala(4+2) Gulbarga (3) Dharwad (1+1) BNG Rural (1)	-



6	a) Dts. Which have ineligible habitations for schools	12	07	-
	b) No. of Habitations which are ineligible	1630	1246	-
	c) No. of Kids in ineligible Habitations	2631	2168	-
7	Transportation facility needed	2631	2168	4799

**Note :-**

- Read No. 4 with 5 (a) and 6 (a)
- 5 (a) is followed by 5 (b), 5 (c), 5 (d), 5 (e)
- 6 (a) is followed by 6 (b), 6 (c) and 7

**School Facilities in the State**

School is the basic unit of organisation of formal education system. As per the statistical reports of District Information System for Education(U-DISE -2012-13) there are 74230 schools in the State, out of which 25,950 are Lower Primary Schools, 34,086 are Higher Primary Schools, 14,194 are Secondary schools (High Schools) . The ratio of Lower Primary Schools to Higher Primary Schools is 0.761:1, while that of Higher Primary Schools to High Schools is 1:0.416.

Access to 8th Standard is available in Higher Primary Schools having 1 to 8 standards, in High Schools with 1 to 10 standards and Higher Secondary Schools with 1 to 12 standards. However, the children studying in HPS with 1 to 7 have to get admitted to class 8th in the nearby high/higher secondary schools or in nearby 8th upgraded Higher Primary Schools .

With this note, the following scenario of school facilities is presented here.

**Table - 3**  
**School Facilities (Percentage of Distribution of schools ) in the State by**

Category	Lower Primary Schools		Upper Primary Schools		Elementary Schools		Secondary Schools		Total (Elementary + Secondary)	
	No	%	No	%	No	%	No	%	No	%
Education Department	22105	85.18	22567	66.21	44672	74.41	4442	31.29	49114	66.16
Social Welfare + Local Body	135	0.52	576	1.69	711	1.18	546	3.85	1257	1.69
Aided	222	0.86	2586	7.59	2808	4.68	3547	24.99	6355	8.56
Un-aided	3486	13.43	8259	24.23	11745	19.56	5570	39.24	17315	23.33
Others + Central	2	0.01	98	0.29	100	0.17	89	0.63	189	0.25
Total	25950		34086		60036		14194		74230	

Source : U-DISE, 2012-13

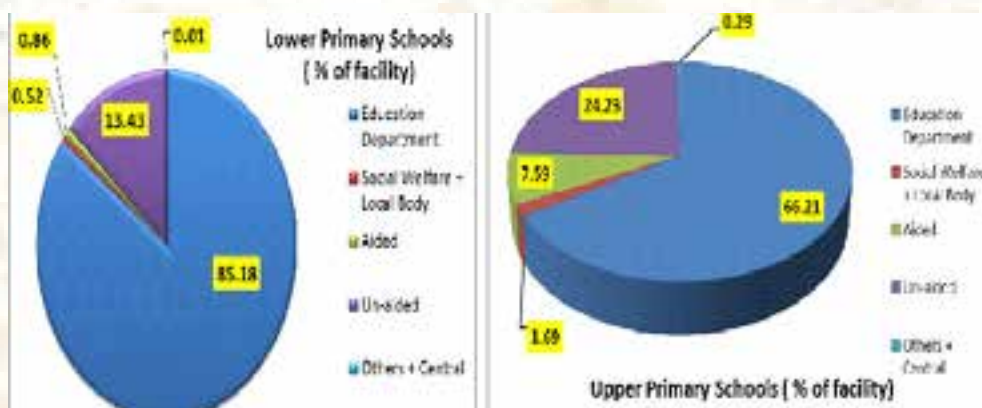
**Notes :-**

- Nearly 4 out of every 5 elementary schools in the State are either run by the Government or supported by the Government.
- Nearly 87 percent lower primary schools are managed by the Government.
- It is only at the high school level that private participation is considerable. Still it is observed that over 60 percent high schools are either managed or supported by the Government.

It is noted that 80.27 percent of elementary schools in the State are under the umbrella of the Department of Education. At the lower primary stage the coverage goes upto 86.56 percent. Proportion of higher primary schools, run or supported by the Department of Education goes upto 75.49 percent.

It is noted that nearly 03 out of 04 elementary schools in the State are under the umbrella of the Department of Education. At the lower primary stage the coverage goes upto 85.18 percent. Proportion of higher primary schools, run by the Department of Education is 66.21 percent.

**Graph No. 3 (for table 3)  
School Facilities in the State (by Management)**



**Canvas of SSA:-** The SSA provides grants to both types of schools – schools run by the Department of Education and schools supported/aided by the Department of Education. All the schools are provided with School Grants and Teacher Grants for preparation of TLM. In addition, the schools of the Department are provided with school grants for Repairs and Maintainance, for new Civil Works and library grants to purchase books for library.

During 2012-13, the SSA provided library grants to all HPS schools of the DoE, at a pro-rata rate of Rs. 3000/-. An HPS with LPS received Rs.13000/-. It is recalled that an LPS had been given Rs.3000/- and an HPS Rs.10000/- as library grant during 2011-12. The Rs.3000/- to an HPS is an addition to the 2011-12 grant. In sum, the canvas of SSA at the school level is spread across 48930 of the total 60036 elementary schools in the State of which 44672 are schools of the Department. Distribution of schools in the State across the districts run by the Department of Education and supported by the Government (Pvt.Aided schools), for which the SSA gives grants, is given here in descending order of schools.



**Table - 4**

**District wise / Management wise (DOE + Pvt. Aided Schools in Karnataka), 2012-13, In Descending order**

Sl No	District Name	Government Schools				Percentage (%) in Descending	Sl No	District Name	Govt. Aided Schools	Percentage (%) in Descending	Sl. No	District Name	Total Schools	Percentage (%) in Descending
		DOE	Social Welfare	Local Body	Total									
1	Hassan	2,388	31	0	2,419	5.33	1	Hassan	224	7.98	1	Hassan	2,764	4.60
2	Tumkur	2,123	17	0	2,140	4.72	2	Tumkur	218	7.76	2	Tumkur	2,734	4.55
3	Mysore	1,926	45	0	1,971	4.34	3	Mysore	214	7.62	3	Mysore	2,666	4.44
4	Shimoga	1,882	22	0	1,904	4.20	4	Shimoga	196	6.98	4	Shimoga	2,651	4.42
5	Bijapur	1,882	17	0	1,899	4.18	5	Bijapur	188	6.7	5	Bijapur	2,615	4.36
6	Kolar	1,865	16	0	1,881	4.14	6	Kolar	167	5.95	6	Kolar	2,456	4.09
7	Belgaum/Chikkol	1,831	26	1	1,858	4.09	7	Belgaum/Chikkol	153	5.45	7	Belgaum/Chikkol	2,455	4.09
8	Gubarga	1,802	34	0	1,836	4.05	8	Gubarga	147	5.24	8	Gubarga	2,306	3.84
9	Mandya	1,744	26	0	1,770	3.90	9	Mandya	122	4.34	9	Mandya	2,197	3.66
10	Chitradurga	1,685	23	0	1,708	3.76	10	Chitradurga	122	4.34	10	Chitradurga	2,096	3.49
11	Chikballapur	1,509	17	0	1,526	3.36	11	Chikballapur	96	3.42	11	Chikballapur	2,006	3.34
12	Raidur	1,487	34	0	1,521	3.35	12	Raidur	87	3.1	12	Raidur	1,997	3.33
13	Chikmagalur	1,430	35	0	1,465	3.23	13	Chikmagalur	86	3.06	13	Chikmagalur	1,965	3.27
14	Belgaum	1,423	18	1	1,442	3.18	14	Belgaum	80	2.85	14	Belgaum	1,956	3.26
15	Davanagere	1,398	31	0	1,369	3.05	15	Davanagere	71	2.53	15	Davanagere	1,896	3.16
16	Ramanagara	1,354	21	0	1,375	3.03	16	Ramanagara	67	2.39	16	Ramanagara	1,820	3.03
17	Bellary	1,334	25	0	1,359	2.99	17	Bellary	57	2.03	17	Bellary	1,801	3.00
18	Bagalgot	1,312	19	0	1,331	2.93	18	Bagalgot	48	1.71	18	Bagalgot	1,769	2.95
19	Tumkur/Michugiri	1,287	16	0	1,303	2.87	19	Tumkur/Michugiri	48	1.71	19	Tumkur/Michugiri	1,744	2.90
20	Bidar	1,268	17	1	1,286	2.83	20	Bidar	48	1.71	20	Bidar	1,682	2.80
21	Haveri	1,183	27	1	1,191	2.62	21	Haveri	43	1.53	21	Haveri	1,548	2.58
22	Uttarakannada Sisi	1,146	11	0	1,157	2.55	22	Uttarakannada Sisi	42	1.5	22	Uttarakannada Sisi	1,470	2.45
23	Bangalore Rural	1,120	5	0	1,125	2.48	23	Bangalore Rural	41	1.46	23	Bangalore Rural	1,456	2.43
24	Koppal	965	20	0	985	2.17	24	Koppal	40	1.42	24	Koppal	1,418	2.36
25	Uttarakannada	974	4	0	978	2.15	25	Uttarakannada	38	1.35	25	Uttarakannada	1,337	2.23
26	Dakshina Kannada	929	23	0	952	2.10	26	Dakshina Kannada	29	1.03	26	Dakshina Kannada	1,276	2.13
27	Yadgi	933	16	0	949	2.09	27	Yadgi	27	0.96	27	Yadgi	1,220	2.03
28	Bangalore USouth	885	5	7	897	1.98	28	Bangalore USouth	25	0.89	28	Bangalore USouth	1,192	1.99
29	Channarayana	763	32	0	795	1.75	29	Channarayana	24	0.85	29	Channarayana	1,148	1.91
30	Dharwad	768	11	3	782	1.72	30	Dharwad	16	0.57	30	Dharwad	1,083	1.80
31	Gadag	616	13	2	631	1.39	31	Gadag	15	0.53	31	Gadag	964	1.61
32	Udupi	612	7	0	619	1.36	32	Udupi	12	0.43	32	Udupi	963	1.60
33	Bangalore UNorth	505	3	7	515	1.13	33	Bangalore UNorth	11	0.39	33	Bangalore UNorth	850	1.42
34	Kodagu	403	18	3	424	0.93	34	Kodagu	6	0.21	34	Kodagu	537	0.89
	Total	44,672			45,388			2,908		985		60,096	100	

Note :- Total includes Pvt. Unaided, Central plus others.

**Table - 4 a**  
**Division wise Govt. and Aided Schools details**

Sl No.	Government (DoE + SW + LB)	%age	Govt. Aided	%age	Total
Bangalore	15733	73.58	906	4.24	16639
Mysore	10415	79.00	728	3.40	11143
Belgaum	11269	77.60	661	3.09	11930
Gulbarga	7966	70.98	513	2.40	8479
<b>Total</b>	<b>45383</b>		<b>2808</b>		<b>48191</b>

**Source :** U-DISE 2012-13..

**Note :-** Percentages are for the State total of all schools.

### Private Schools in the State :

There is a feeling that private schools are increasing in the State. Is this true Table 5 gives information to address this question.

**Table - 5**  
**Growth of Private Schools in the State.**

Schools : Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>LPS Total</b>	<b>26645</b>	<b>27017</b>	<b>28499</b>	<b>28871</b>	<b>26644</b>	<b>26254</b>	<b>26302</b>	<b>25951</b>	<b>25950</b>
Pvt. Aided	285	455	326	280	272	258	239	228	222
Percentage	1.07	1.68	1.14	0.97	1.02	0.98	0.91	0.88	0.86
Pvt. Unaided	2357	2513	3243	3361	2653	2437	2761	2951	3486
Percentage	8.85	9.3	11.38	11.64	9.96	9.28	10.5	11.37	13.43
<b>HPS Total</b>	<b>26816</b>	<b>27512</b>	<b>27849</b>	<b>27570</b>	<b>30876</b>	<b>32041</b>	<b>33126</b>	<b>33604</b>	<b>34086</b>
Pvt. Aided	2120	2375	2173	2128	2177	2345	2418	2,339	2,586
Percentage	7.9	8.63	7.8	7.72	7.05	7.32	7.3	6.96	7.59
Pvt. Unaided	4812	4905	5468	5050	6217	6844	7491	8,009	8,259
Percentage	17.94	17.83	19.63	18.32	20.14	21.36	22.61	23.83	24.23
<b>Total</b>	<b>53461</b>	<b>54529</b>	<b>56348</b>	<b>56441</b>	<b>57520</b>	<b>58295</b>	<b>59428</b>	<b>59555</b>	<b>60036</b>
Pvt. Aided	2405	2830	2499	2408	2449	2603	2657	2,567	2,808
Percentage	4.5	5.19	4.44	4.27	4.26	4.47	4.47	4.31	4.68
Pvt. Unaided	7169	7418	8711	8411	8870	9281	10252	10960	11745
Percentage	13.4	13.6	15.46	14.9	15.42	15.92	17.25	18.4	19.56
Govt. (all types)	43887	44281	45138	45622	46201	46411	46400	45928	45383
Total Private Schools	9574	10248	11210	10819	11319	11884	12909	13527	14553
<b>Total Schools</b>	<b>53461</b>	<b>54529</b>	<b>56348</b>	<b>56441</b>	<b>57520</b>	<b>58295</b>	<b>59428</b>	<b>59555</b>	<b>60036</b>
Percent private Schools	17.91	18.79	19.89	19.17	19.68	20.39	21.72	22.713	24.24



Total no. of schools at the elementary stage – LPS and HPS – are increasing in the State over the years. The figure jumped up from 53461 in 2004-05 to 60036 in 2012-13, an increase of 6575 schools which works out to 12.30 percent appreciation from the base year, 2004-05. The annual average crude rate of increase in these 09 years is 1.37percent. The marginal increase is accounted largely by private self-financing schools. Lower Primary schools getting patronage of LSG bodies at the district level, the ZPs, have actually declined. Government schools increased from 43887 in 2004-05 to 45383 in 2012-13. This is an increase of 1496 schools which works out to an increase of 3.30 percent during the 9 year period. Just as private schools have gained during the last three years, the number of government schools have not been affected. Private schools are increasing every year. At the same time, the government schools are also increasing. It is also to be noted that the increase in private schools is mostly a phenomenon of urban areas .

The DoE has been able to upgrade 1 to 7 LPS into 1 to 8 HPS by adding 8th standard to it. The SSA provides salary of 1 science graduate teacher (1 TGT (Science)) to such upgraded schools. There are 7817 schools sanctioned for such upgradation to 8th standard supported by SSA upto 2012-13.

### **Residential school facility for specific category of children:**

The total 5 residential schools that were sanctioned for the specific category of children as per 2010-11 (RTE-SSA supplementary plan) in 5 districts - Bangalore Urban, Dakshina Kannada, Dharwad, Mysore and Shimoga. These schools are opened as an exceptional measure for reaching out to children in sparsely populated or hilly and densely forested areas with difficult geographical terrains, as also the category of urban deprived children, homeless and street children in difficult circumstances without adult protection, who require not merely day schooling but also lodging and boarding facilities. The intake capacity of each school is 100. Total 225 children have been enrolled in these schools during 2012-13.

### **Grants 2012-13.**

The SSA provides school and teacher grants to both types of schools – schools run by the Department of Education and schools supported / aided by the Department of Education. All the Government schools which are run in rented and rent free buildings are provided with Maintenance grant. Upper Primary Schools are considered as 02 units – LPS and UPS.

School Grant of Rs. 5000/- is to be given to 47705 LPS and Rs.7000/- to 25517 HPS at a total allocation of Rs.4171.44 lakhs. The financial / physical performance is Rs.4141.982 lakhs that gets to 99.29 percent. Likewise Rs.500/- is given to every teacher for TLM (Teaching Learning Material) preparation, target being 2,28,987 teachers. Allocation was Rs.1144.935 lakhs and performance is 98.33 percent.

**Table - 6 and 7**  
**School Grant, Teacher Grant and Maintenance Grant**

Nature of grant	Category	Unit cost (in lakhs)	Target:		Financial Progress (in lakhs)
			Pry	Outlay (in lakhs)	
School Grant	Primary	0.05	47705	2385.25	4141.982
	Upper Primary	0.07	25517	1786.19	
Teachers Grant	Primary	0.005	48054	240.27	1125.795
	Upper Primary	0.005	180933	904.665	
Maintenance Grant	PS & UPS	Average unit cost of 0.07476	67460	5043.43	4763.675
TLE Grant	Integration to Class VI	0.50	10.00	5.00	5.00
	Integration to class VIII	0.015	2272	340.80	340.80

- Maintenance Grant - 2012-13**

In the state every primary and upper primary school having its own, rented and Rent free building was provided School Maintenance Grant. 63515 out of 67460 schools (94.45 percent) were given this grant during 2012-13 at a pro-rata rate of Rs. 7500-00 per school. Total maintenance Grant of Rs. 4763.675 lakhs out of 5043.425 (94.45%) was utilised.

### Enrollments in Elementary Education

There are 84,21,217 children in 1 to 8 standards of elementary education in the State in 2011-12. Total enrolments in 1 to 8 standards increased by 39199 students as compared to total enrolment in 2010-11. The gain in enrolment figures may be attributed to the successful implementation of various interventions of Sarva Shiksha Abhiyan including success of Nali Kali, RTE sensitisation at 8th std and RMSA contribution. Standard-wise enrolments are given in table 8 and 9.



**Table - 8**  
**Management wise / Class wise / Category wise / Sex wise Enrolment - 2012-13**

Class	Education Department			Pvt. Aided			Pvt. Unaided			Others			All Management		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pres 1	29 043	29 291	58 334	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 048	29 291	58 339
Pres 2	29 285	29 276	58 561	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 285	29 276	58 561
Pres 3	29 284	29 287	58 571	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 284	29 287	58 571
Pres 4	29 281	29 292	58 573	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 281	29 292	58 573
Pres 5	29 282	29 293	58 575	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 282	29 293	58 575
Pres 6	29 283	29 294	58 577	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 283	29 294	58 577
Pres 7	29 284	29 295	58 579	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 284	29 295	58 579
Pres 8	29 285	29 296	58 581	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 285	29 296	58 581
Pres 9	29 286	29 297	58 583	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 286	29 297	58 583
Pres 10	29 287	29 298	58 585	1 472	1 504	2 976	1 8 292	1 9 292	3 7 584	1 9 5	1 9 11	3 9 16	29 287	29 298	58 585
1 to 5	2 526 844	2 572 72	5 099 56	79 534	741 0	1 536 3	1 806 37	1 433 72	3 240 0	93 15	92 79	185 94	5 221 5	4 840 55	10 062 083
6 to 10	2 526 844	2 572 72	5 099 56	79 534	741 0	1 536 3	1 806 37	1 433 72	3 240 0	93 15	92 79	185 94	5 221 5	4 840 55	10 062 083

Source :- U-DISE, 2012-13

**Table - 9**
**Standard-wise Enrolments, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12 & 2012-13**

Stds.	2006 07	2007 08	2008 09	2009 10	2010 11	2011 12	2012 13	Difference (2011 12 & 2012-13)	% age gain/loss
Class 1	1189635	1164197	1138540	1107315	1119194	1119422	1147526	-28104	-2.51
Class 2	1171807	1136722	1126656	1079268	1055300	1082346	1080838	1508	0.14
Class 3	1102364	1122508	1118428	1101788	1086186	1052868	1068243	-5375	-0.51
Class 4	1134186	1070825	1105383	1087686	1089306	1068443	1040867	27576	2.58
Class 5	1127034	1102448	1055409	1083988	1084178	1091463	1061007	40456	3.71
Class 6	1096531	1043861	1035771	997795	1042235	1060180	1032695	17485	1.66
Class 7	1004907	1026208	991870	999179	858314	1025318	1016186	9132	0.89
Class 8	895204	926178	964335	948185	956895	931177	968227	-37050	-3.98
1 to 8	8721848	8592947	8534392	8405202	8382018	8421217	8395589	25628	0.30
Class 9	812628	820974	831814	882012	884552	894348	865824	28722	3.21
Class 10	703818	731473	726095	747879	782799	781783	800870	-19087	-2.44
1 to 10	10238090	10145394	10092101	10035093	10029369	10097346	10062083	35263	0.35

**Note :**

- Minus sign indicates increases over the previous year. I, III, VIII and X standards have gained.
- Differences in standard-wise enrolments across 2011-12 and 2012-13 reveals that there is an increase in 1st , 3rd as well as 8th standards. Increases in 8th standard may be due to the increasing retention rates at primary level and Rashtriya Madyamika Shiksha Abhiyan Initiatives. However it is observed that overall enrolment has decreased at elementary level ( 1 to 8 standards) by 25628 children while the tally for whole length of school education (1 to 10 standards) has recorded a decrease of 35263 children. This decrease is revealed in spite of increase of 19087 children at 10 standard from 2011-12 to 2012-13 figures.
- There has been demand for secondary education in recent years which is triggered by the success of UEE and intensified efforts for enrolments at the secondary stage through RMSA which explains the increases at 9th standards.



**Table- 10**

**Enrollment in the State at Elementary Stage,  
2012-13 1 to 8 Enrollment (in lakhs)**

All Managements	Department of Education	Aided	Unaided	Others
83.96	44.87	9.87	27.87	1.34
Proportions	53.45	11.76	33.2	1.59
<b>1 to 7 Enrollment (in lakhs)</b>				
All Managements	Department of Education	Aided	Unaided	Others
74.27	40.57	7.37	25.3	1.02
Proportions	54.63	9.93	34.07	1.38
<b>1 to 5 Enrollment (in lakhs)</b>				
All Managements	Department of Education	Aided	Unaided	Others
53.78	28.92	5.01	19.44	0.41
Proportions	53.77	9.31	36.15	0.77

It may be noted through a collateral reading of tables 10 and 11 that the schools of the DoE carry more than 53 percent of the enrollments in the State, during 2012-13. This is true at LPS 1 to 5 stage, HPS 1 to 7 schools bracket and HPS 1 to 8 schools bracket.

Private schools both with and without aid carry a proportion of 44.96 percent of enrolments at LPS[1 to 5] stage, 44 percent of enrollments in the HPS [1 to 7 ] stage. 45.46 percent of enrollments in the HPS [1 to 8] stage.

When enrollments in schools of the DoE, Other government run schools and in schools supported by the DoE and run by private agencies are considered together, it is observed that nearly 66.80 percent of children at the elementary stage study in schools run by the government and supported by the government. Private Unaided schools enrollments therein have a high loading in urban areas. In contrast, government schools reach remote rural areas, small villages and habitations.

**RURAL LOAD:****Table - 11****Total Enrolment in Elementary Education : Rural Load (in lakhs)  
2012-13**

District	1 to 5	%	1 to 7	%	1 to 8	%
DOE	24,35,102	73.52	33,81,983	74.29	37,17,046	72.70
Aided	1,77,118	5.35	2,56,802	5.64	3,87,787	7.58
Unaided	6,84,630	20.67	8,59,899	18.89	9,35,976	18.31
Others ( SW+ LB+Central+others)	15,350	0.46	53,594	1.18	72,281	1.41
<b>Total</b>	<b>33,12,200</b>	<b>61.58</b>	<b>45,52,278</b>	<b>61.29</b>	<b>51,13,090</b>	<b>60.90</b>

**Note :-**

Proportion of children in government schools in rural areas has remained steady while relatively it has marginally declined in private un-aided schools, during 2012-13 as compared to similar proportions in 2011-12. Proportion of private unaided schools in rural areas was 19.72 percent in 2011-12 to 18.31 percent in 2012-13. Further, it is noted that proportion of children in private aided schools in rural areas at 1 to 8 standards has experienced a notable increase because 8th standard is with the high school wherein the government schools are not in same proportion as they are at higher primary stage.

Enrollments and attendance of children in Government schools records a higher incidence in rural areas of the State. 60.90 percent of children in 1 to 8 standards study in rural areas. 81.69 percent of rural students are in government and government supported schools.

**In effect, it is observed that more than 4 out of every 5 children in 6 to 14 years of age get their elementary education either in State or in State supported schools in rural areas; the overall proportion for the entire State is over 7 out of 10 children.**

**Role of SSA :-** SSA supports quite a few initiatives for full enrollment of children. Census Survey of school children, Special training (Chinnara Angala) programme which targets, among others, never-enrolled children for enrollment to schools, special



enrolment drives, transport facilities and alternative schooling strategies for facilitating re-entry of children to schools are strategies that directly address the concerns of full enrollment of children to schools.

**Table - 12**  
**Enrolments 2004-05 to 2012-13 (in lakhs)**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1 to 5	58.2	57.57	57.25	55.97	55.42	54.6	54.15	54.17	53.78
1 to 8	-	86.43	87.22	85.93	85.34	84.05	83.82	84.24	83.95

Average annual decreases at 1 to 8 standards during 2005-06 to 2012-13 is 0.41 percent. This decline can be attributed to declining fertility levels in the State.

### **GER and NER in the State, 2012-13**

The GER and NER for Karnataka State at primary and upper primary levels are 106.81 and 97.69 as well as 105.66 and 94.83 respectively. The GER and NER district – wise figures are given in table 13.

Changes in GER and NER during the last nine years is provided in table 14



**Table - 13**  
**GER, NER, Cohort Drop out and Overall Repetition, 2012-13**

Sl. No	Name of the District	Children of 6-11 Age Group				Children of 11-14 Age Group			
		GER	NER	Cohort Drop out	Repetition	GER	NER	Cohort Drop out	Repetition
1	BAGALKOT	103.05	97.21	3.55	1.32	112.12	102.53	6.66	1.20
2	BANGALORE RURAL	96.42	89.93	0.21	3.89	96.92	90.35	5.32	2.19
3	BANGALORE U NORTH	133.33	108.20	0.00	0.12	123.64	97.02	0.51	0.19
4	BANGALORE U SOUTH	136.03	121.99	0.00	0.31	123.34	107.72	0.85	0.12
5	BELGAUM	105.83	102.34	0.54	0.00	106.82	102.17	5.42	0.00
6	BELGAUM CHIKKODI	104.40	100.24	2.38	0.31	107.37	99.65	5.65	0.25
7	BELLARY	103.87	93.15	3.16	1.59	98.24	79.83	7.75	1.69
8	BIDAR	124.13	112.96	7.63	1.77	79.31	67.13	13.11	0.96
9	BIJAPUR	105.64	99.03	4.70	0.89	101.66	88.86	9.88	0.46
10	CHAMARAJANAGARA	101.51	95.05	0.38	1.07	110.68	100.53	4.66	1.13
11	CHIKKABALLAPURA	95.36	88.01	3.35	0.62	95.92	87.84	5.21	0.28
12	CHIKKAMANGALORE	96.84	90.91	1.13	0.60	100.02	93.41	2.31	0.80
13	CHITRADURGA	98.17	92.09	2.87	0.32	101.22	95.19	5.16	0.31
14	DAKSHINA KANNADA	96.11	90.07	0.27	0.13	101.55	93.90	0.64	0.37
15	DAVANAGERI	104.09	98.10	3.24	0.31	110.04	103.60	5.47	0.74
16	DHARWAD	105.96	100.30	8.07	2.06	112.71	106.19	10.01	2.00
17	GADAG	102.11	92.99	3.33	2.54	103.24	93.12	3.48	2.60
18	GULBARGA	122.08	112.60	5.93	2.34	114.49	95.80	12.43	1.18
19	HASSAN	95.04	89.31	2.24	0.20	97.30	94.29	1.57	0.68
20	HAVERI	97.71	93.01	2.04	0.77	101.12	95.81	5.91	0.78
21	KODAGU	89.29	83.41	1.61	0.43	96.82	87.72	5.02	0.91
22	KOLAR	93.74	87.13	2.98	0.42	98.11	89.34	4.44	0.32
23	KOPPAL	99.48	94.03	5.86	1.11	109.59	99.01	12.22	1.32
24	MANDYA	93.17	86.98	3.51	0.42	98.94	88.83	1.75	0.39
25	MYSORE	117.89	109.75	2.54	1.30	120.58	115.93	3.19	1.21
26	RAICHUR	113.44	105.52	2.79	1.27	128.47	108.94	9.47	1.03
27	RAMANAGARA	94.52	88.32	2.25	0.04	98.25	92.14	3.19	0.00
28	SHIMOGA	93.18	88.36	1.80	0.70	98.00	91.50	3.55	1.03
29	TUMKUR	95.59	89.66	0.64	0.86	101.69	96.20	1.25	0.84
30	TUMKUR MADHUGIRI	91.61	86.93	3.78	0.58	97.36	93.65	3.37	0.74
31	UDUPI	96.41	90.74	0.00	1.17	103.38	95.91	0.00	0.91
32	UTTARA KANNADA	87.88	84.03	1.99	0.57	99.09	93.21	2.58	0.53
33	UTTARA KANNADA SIRSI	94.98	90.65	0.76	0.94	96.36	91.23	3.34	0.61
34	YADAGIRI	105.35	97.14	8.52	3.43	93.56	81.50	18.45	1.77
	<b>Total</b>	<b>106.81</b>	<b>97.63</b>	<b>2.56</b>	<b>1.00</b>	<b>105.66</b>	<b>94.83</b>	<b>5.40</b>	<b>0.80</b>



**Table -14**

**Changes in GER and NER in Karnataka State.**

Year	PRIMARY LEVEL		UPPER PRIMARY LEVEL	
	GER	NER	GER	NER
2004-05	109.00	97.81	117.00	98.11
2005-06	121.83	97.51	103.04	98.75
2006-07	108.28	98.43	107.25	98.52
2007-08	110.93	96.10	107.53	95.61
2008-09	107.15	97.33	107.48	98.09
2009-10	106.53	95.21	103.10	95.15
2010-11	107.53	98.86	103.92	93.57
2011-12	107.46	99.21	105.16	96.95
2012-13	106.81	97.69	105.66	94.83

**Note :-**

- Enrolment data of 2004-05, 05-06, 06-07 had not been subjected to U-DISE validation exercises.
- Age-specific enrolment efforts during a 08 year cycle prior to 2012-13 impact NER during 2012-13.

**Enrollments of Children by Social groups in the State.**

There is a general feeling that enrollments in government schools are declining while enrollments in private schools is increasing. Analysis of enrollments has shown that this is not true. 82.13 percent of 6 to 14 SC/ST students in the State pursue their elementary education (1 to 8th Std.) in Government and Government supported schools. The space for them in private unaided schools is hardly 17.87 percent. Principles of Public Finance all over the world serve the objectives of equity, scale economy and externalities (cf:RA.Musgrave and LE.Peacock: 'Public Finance'). The private unaided schools let down the society on all the three counts. Hence, it is incorrect to compare government schools with private schools. It is already noted that over 4 out of 5 children in the State in 6 to 14 years age group get their elementary education in State/State supported schools. Government schools address the concerns of equity, justice and rural needs while private schools need not have any such social obligation. Data in the following tables along with analysis and the interpretations of the analysis given here amply demonstrate the understandings stated here.

**Table 15**

**Selected Extract of Tables 16,18,20 and 22 Relative shares of Enrolments by Social categories in Government sector schools in the State, 2012-13**

Standards	All Managements						Govt. Sector		Unaided Schools	
	Enrolments (in lakhs)	SC / ST	OBC	GM (in lakhs)	Muslims in OBC	Other M in OBC	In lakhs SC / ST	In % SC / ST column 8 / column 3	In lakhs SC / ST	In % SC / ST column 11 / column 3
1	2	3	4	5	6	7	8	9	10	11
I	11.48	3.192	6.44	1.836	1.84	0.011	2.188	68.55	0.715	22.40
I to 5	53.78	14.77	30.5	8.52	8.56	0.055	10.51	71.15	2.814	19.05
I to 7	74.27	20.23	42.4	11.59	11.62	0.078	14.34	70.90	3.59	17.75
I to 8	83.96	22.73	47.8	13.37	12.92	0.085	15.67	68.97	3.96	17.42

Source : U-DISE, 2012-13

**Note :-** Totals donot add up to 100 percent as central / other schools are not counted.

Table 15 reveals that while share of SC / ST in unaided schools as a proportion of total SC / ST in State is less than 20 percent at 1 to 5 , 1 to 7 and 1 to 8 standards, it is 22.40 percent at I standard. This is because of enforcement of section 12 (c) of the RTE Act which mandates 25 percent of school spaces for disadvantaged kids in unaided schools.

**Notes :-**

- Govt. sector schools include schools run by the Department of Education, schools run by Dept. of Social Welfare and Local Bodies as well as private schools that receive grant-in-aid from government.
- Govt. sector schools address the concerns of equity and justice to a substantive degree. They should not be compared with private unaided / self-financing schools.

**82.13 percent of SC/ST children (1 to 8) pursue their schooling only in Government sector schools. These schools serve the poorest of the poor. Strengthening and enriching of Government schools is definitely a pro-poor strategy.**

- Less than one out of every five children from SC / ST categories attends private self-financing schools. Perhaps it is also a urban phenomenon. Detailed Tables for Students I, I to V, I to VII and I to VIII follow.



**Table - 16**

Ist Standard Enrolment ( in lakhs and %) of Social Groups, 2012-13

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children	Muslims Out of Total	Others Out of Total
All M   Istd.]	2.28	0.91	6.45	1.84	11.48	1.84	0.01
% to All Children	19.91	7.91	56.19	16.00	100.00	16.06	0.09
DOE	1.54	0.65	3.31	0.36	5.86	0.82	0.00
% to All Children	26.32	11.04	56.54	6.10	100.00	14.03	0.03
Pvt. Aided	0.20	0.05	0.60	0.13	0.98	0.21	0.00
% to All Children	20.52	5.56	60.98	12.94	100.00	21.72	0.05
Pvt. Unaided	0.53	0.19	2.52	1.32	4.56	0.80	0.01
% to All Children	11.50	4.17	55.33	28.99	100.00	17.57	0.19
Others ( SW+LB + Central + others)	0.02	0.02	0.02	0.03	0.08	0.01	0.00
% to All Children	21.87	19.95	20.48	37.69	100.00	9.06	0.18

**Table - 17**

**Table of Percentages Ist standard only, 2012-13**

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children	Muslims Out of Total	Others Out of Total
All M( Ist std.)	19.91	7.91	56.19	16	100	16.06	0.09
DOE	26.32	11.04	56.54	6.1	100	14.03	0.03
Pvt. Aided	20.52	5.56	60.98	12.94	100	21.72	0.05
Pvt. Unaided	11.5	4.17	55.33	28.99	100	17.57	0.19
Others(Sw + LB + Central + Others)	21.87	19.95	20.48	37.69	100	9.06	0.18

**Notes :-**

- It may be observed from Table 18 that while 27.82 percent of total I std. enrolment are from SC and ST categories, the representation in Govt. and Govt. supported schools for SC and ST is 77.60 percent. In contrast, in private unaided schools the representation of SC and ST it is 22.40 percent.
- The representation of General students in Govt and Govt supported schools is 28.32 and in private unaided schools it is 72.00 , while their proportion in the State's total I standard enrolment is 16.00 percent.

**Table 18**  
**I to V Standards Enrolments, 2012-13**

[in lakhs]

Management	SC	ST	OBC (Muslims & Other Minority Included)	General	All Children	Muslims Out of Total	Others Out of Total
All Management	1060502	417246	3048617	852116	5378481	856852	5465
%	19.72	7.76	56.68	15.84	100.00	15.93	0.10
DOE	742,979	308,011	1,660,385	180,880	2892255	415,569	628
%	25.69	10.65	57.41	6.25	100.00	14.37	0.02
Pvt. Aided	100,359	26,685	308,845	64,613	500502	106,244	352
%	20.05	5.33	61.71	12.91	100.00	21.23	0.07
Pvt. Unaided	206,920	74,462	1,071,737	591,199	1944318	331,867	4,411
%	10.64	3.83	55.12	30.41	100.00	17.07	0.23
Others (SW+LB+Central+others)	10,244	8,088	7,650	15,424	41,406	3,172	74
%	24.74	19.53	18.48	37.25	100.00	7.66	0.18

**Table - 19**  
**Table of Percentages only : I to V standard, 2012-13**

Management	SC	ST	OBC (Muslims & Other Minority Included)	General	All Children (in lakhs)	Muslims Out of Total	Others Out of Total
All M I std. I	19.72	7.76	56.68	15.84	100.00	15.93	0.10
DOE	25.69	10.65	57.41	6.25	100.00	14.37	0.02
Pvt. Aided	20.05	5.33	61.71	12.91	100.00	21.23	0.07
Pvt. Unaided	10.64	3.83	55.12	30.41	100.00	17.07	0.23
Others (SW+LB+Central+others)	24.74	19.53	18.48	37.25	100.00	7.66	0.18

**Notes :-**

- Proportion of SC and ST enrolments at LPS 1 to 5 in total enrolments in the State is 27.48 percent . The share of enrolments of SC and ST in Govt. & Govt. supported schools is 80.96 percent while their share in private unaided schools is 19.04 percent
- Share of GM category students in the State is 15.84 percent while their share in private unaided schools is 69.38 percent.



**Table 20**  
**I to VII Standards Enrolments, 2012-13**

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children [in lakhs]	Muslims Out of Total	Others Out of Total
All M (I to VII)	1451748	571738	4244167	1159709	7427362	1162411	7842
%	19.55	7.70	57.14	15.61	100.00	15.65	0.11
DOE	1011932	422554	2365611	257395	4057492	501535	987
%	24.94	10.41	58.30	6.34	100.00	14.33	0.02
Pvt Aided	145388	39761	453591	98724	737464	149003	586
%	19.71	5.39	61.51	13.39	100.00	20.20	0.08
Pvt. Unaided	265112	93887	1391278	779950	2530227	424636	6111
%	10.48	3.71	54.99	30.83	100.00	16.78	0.24
Others [SW+LB+Central+others]	29316	15536	33687	23640	102179	7237	158
%	28.69	15.20	32.97	23.14	100.00	7.08	0.15

**Table 21**  
**Table of Percentages only : I to VII standard, 2012-13**

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children [in lakhs]	Muslims Out of Total	Others Out of Total
All M (std.)	19.55	7.70	57.14	15.61	100.00	15.65	0.11
DOE	24.94	10.41	58.30	6.34	100.00	14.33	0.02
Pvt. Aided	19.71	5.39	61.51	13.39	100.00	20.20	0.08
Pvt. Unaided	10.48	3.71	54.99	30.83	100.00	16.78	0.24
Others (SW+LB+Central+others)	28.69	15.20	32.97	23.14	100.00	7.08	0.15

**Notes :-**

- Share of SC and ST in the total enrolments in the State is 27.25 percent . The share of SC and ST in government and government supported schools is 82.25 percent while their share in private unaided schools is 17.75 percent
- Share of GM category students in private unaided schools is 30.83 percent while their Proportion in total enrolments in the State is 67.25 percent.

**Table 22**  
**I to VIII Standards Enrolments, 2012-13 ( in lakhs)**

Management	SC	ST	OBC (Muslims & other Minority included)	GM	All Children	Muslims Out of Total	Others Out of Total
All M: Ist(d.)	16.31	6.42	47.84	13.38	83.95	12.93	0.09
%	19.43	7.65	56.99	15.94		15.40	0.11
DOE	11.04	4.64	26.24	2.95	44.87	6.4	0.01
%	24.60	10.34	58.48	6.57		14.26	0.02
Pvt.Aided	1.95	0.57	5.86	1.49	9.87	1.82	0.01
%	19.76	5.78	59.37	15.10		18.44	0.10
Pvt.Unaided	2.93	1.03	15.26	8.65	27.87	4.62	0.07
%	10.51	3.70	54.75	31.04		16.58	0.25
Others (SW + LB + Central + others)	0.39	0.19	0.48	0.29	1.34	0.07	0.004
%	29.10	14.18	35.82	21.64		5.22	0.30

**Table 23**  
**Table of Percentages only : I to VIII standard, 2012-13**

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children {in Lakhs}	Muslims Out of Total	Others Out of Total
All M( Ist(d.))	19.43	7.65	56.99	15.94	100.00	15.40	0.10
DOE	24.60	10.34	58.49	6.57	100.00	14.25	0.02
Pvt.Aided	19.77	5.74	59.41	15.09	100.00	18.39	0.07
Pvt.Unaided	10.52	3.70	54.74	31.05	100.00	16.57	0.24
Others(SW+LB+Cent- ral+others)	29.09	13.93	35.63	21.34	100.00	7.23	0.14

**Note :**

- Share of SC and ST in the State total enrolments is 27.08 percent while their share in Govt. and Govt. supported schools is 82.62 percent and in private unaided schools their share is 17.38 percent respectively.
- GM category students constitute 15.94 percent of the total enrolments in the State. Their share in private unaided schools is 64.65 percent



**Table -24**  
**SOCIAL EQUITY in the SYSTEM of ELEMENTARY EDUCATION**  
**TOTAL Children in State by MANAGERMENTS**

1 to 7 Standards			[In lakhs]				
Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children [in lakhs]	Muslims Out of Total	Others Out of Total
All M (Istd.)	1451748	571738	4244167	1159709	7427362	1162410	7842
DOE	1011932	422554	2365611	257395	4037492	581535	987
Pvt.Aided	145388	39761	453591	98724	737404	149003	586
Other Govt.	3376	23342	13092	25886	63496	4098	42
Total Govt-Other Govt Supported	1160696	485657	2832294	382065	4860652	734636	1615
(In Percentages)	79.95	84.94	66.73	32.93	65.41	63.28	-
Pvt. unaided	265112	93857	1391278	779950	2530227	424636	6111
Percent in Private Unaided	26.05	15.06	33.27	67.07	34.55	36.53	-

**1 to 8 Standards**

(contd. Table 24)

Management	SC	ST	OBC (Muslims & Other Minority included)	General	All Children [in lakhs]	Muslims Out of Total	Others Out of Total
All M (Istd.)	1630918	642421	4784360	1337890	8395589	1292743	8539
DOE	1103735	464019	2624585	295010	4487349	639564	1101
Pvt.Aided	195111	56659	586403	148948	987121	181537	683
Other Govt.	3343	31900	15734	37576	98583	6093	44
Total Govt-Other Govt Supported	1304189	552608	3226722	481534	5565052	827196	1828
(In Percentages)	23.44	9.93	57.98	8.65	66.00	14.86	0.03
Percent in Private Unaided	11.54	3.17	55.03	38.15	68.00	16.43	8.24

**Role of SSA in School Enrollments**

It may be observed from a social analysis of enrolments that for 68.97 (1 to 8), 70.90 (1 to 7), 71.16 (1 to 5) and 68.56 (1st standard) percent of SC/ST students, Govt. and Govt. supported schools are the only space in the school system. Govt. schools excel in realisation of (equity) social objectives, even while they may be faulted in regard to excellence as compared to self financing schools. It is a matter of time that they shall excel in 'excellence' objective too.

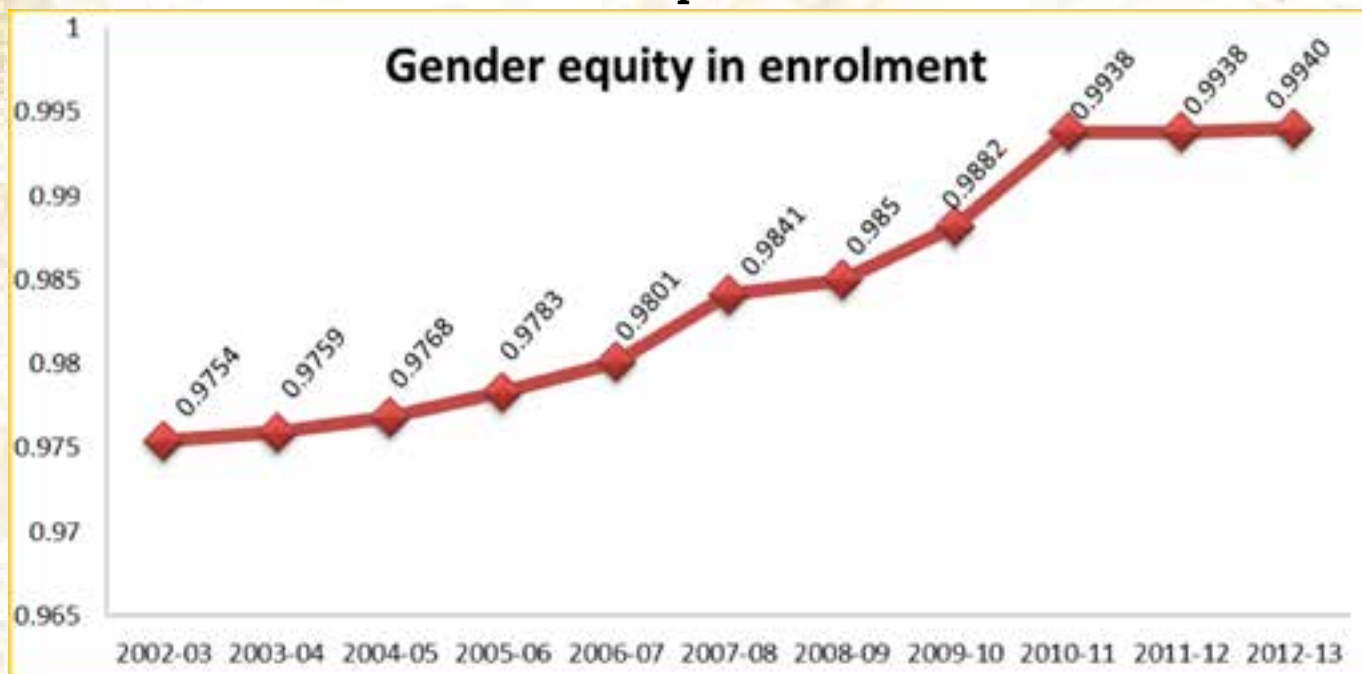
The Government schools are becoming attractive over the last few years, SSA has been contributing in a great measure to this facial and substantive change in schools

through investment in civil works and other types of school based grants apart from other teacher development programmes. A very high level of stability in enrollments, especially across social groups, may be attributed in a large measure to persistent efforts by the SSA.

### Gender Equity Index:

The gender equity index has improved from 0.9754 during 2002 – 03 to 0.9940 during 2012-13. This is encouraging and the State is moving towards achieving total gender equity in the near future. The trend in improvement of the gender equity index is reflected in the following graph:

**Graph 4**



### “OUT OF SCHOOL CHILDREN INTERVENTIONS”

#### Introduction:-

As per Constitution of India and RTE 2009 all the children in the age group of 6 to 14 years have the right to receive elementary education till their completion of 8th standard. As per child updation 2012, 51994 children in the age group of 7 to 14 years were identified across the districts as out of school children. These children had to be enrolled in the nearby schools to their age appropriate classes and given special training for a period of 90 days to two years as per their requirement to enable them to cope up with the regular school expectations. The figures given below show the details of dropout and never enrolled children.



**Table-25**  
**Statement showing District-wise out of School Children as per child up-dation 2012**  
**7 - 13+ years**  
**(In Descending order)**

Sl No.	District	Dropouts			Never enrolled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BANGALORE SOUTH	1866	1657	3523	870	881	1751	2736	2538	5274
2	KOPPAL	2374	2169	4543	53	67	120	2427	2236	4663
3	BANGALORE NORTH	1942	1144	3086	263	151	414	2205	1295	3500
4	RATCIUR	1649	1692	3341	47	79	126	1696	1771	3467
5	GULBARGA	1930	1455	3385	23	32	55	1953	1487	3440
6	BELTARY	1676	1279	2955	3	10	13	1679	1289	2968
7	YADGIRI	1242	1263	2505	106	137	243	1348	1400	2748
8	BIDAR	1421	1115	2536	36	37	73	1457	1152	2609
9	MYSORE	1707	593	2300	179	27	206	1886	620	2506
10	GADAG	1130	1087	2217	0	0	0	1130	1087	2217
11	CHIKKODI	1171	819	1990	61	8	69	1232	827	2059
12	BIJAPUR	997	934	1931	23	8	31	1020	942	1962
13	HAVERI	875	548	1423	138	64	202	1013	612	1625
14	DHARWAD	910	542	1452	42	26	68	952	568	1520
15	CHAMARAJANAGAR	817	550	1367	8	7	15	825	557	1382
16	BELGAUM	696	429	1125	25	12	37	721	441	1162
17	TUMKUR	456	181	637	382	136	518	838	317	1155
18	DAVANGERE	584	487	1071	28	16	44	612	503	1115
19	BAGALKOTE	432	341	773	21	21	42	453	362	815
20	CHITRDURGA	373	333	706	42	30	72	415	363	778
21	KOLAR	450	308	758	0	0	0	450	308	758
22	SHIMOGA	435	311	746	3	6	9	438	317	755
23	CHIKKABALLAPUR	311	282	593	0	0	0	311	282	593
24	MADHUGIRI	260	185	445	0	0	0	260	185	445
25	CHIKKAMAGALUR	212	161	373	5	9	14	217	170	387
26	MANDYA	223	105	328	46	2	48	269	107	376
27	RAMANAGARA	230	125	355	0	0	0	230	125	355
28	BANGALORE RURAL	147	104	251	80	12	92	227	116	343
29	UTTAR KANNADA	157	109	266	25	19	44	182	128	310
30	HASSAN	170	84	254	2	2	4	172	86	258
31	KODAGU	121	88	209	9	8	17	130	96	226
32	DAKSHTINA KANNADA	87	47	134	2	1	3	89	48	137
33	UDUPI	43	43	86	0	0	0	43	43	86
	<b>Total</b>	<b>27094</b>	<b>20570</b>	<b>47664</b>	<b>2522</b>	<b>1808</b>	<b>4330</b>	<b>29616</b>	<b>22378</b>	<b>51994</b>

The number of OOSC as per the child census collected since 2001 to 2011, January is given below. It showed a decreasing trend over the years. The children of 6+ and below 7 years were mainstreamed during the enrolment drive conducted in June, 2012.

Table No.26  
Table showing for Category wise OOSC - December 2011, Survey / Updation for (2012-13)

Sl No	District	SC		SI		Caste		OBC		M.A.Ms		Ultra Minority		Orphan		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1	BAGALKOTE	117	132	44	27	10	8	120	104	90	31	4	2	59	80	453	362	815
2	BANGALORE RURAL	39	34	9	6	5	5	20	16	122	25	0	1	36	29	227	118	345
3	BANWASAGARA	50	56	9	7	8	8	36	15	119	35	0	1	9	3	230	125	355
4	BANGALORE NORTH	639	329	58	60	18	19	220	121	824	425	48	19	329	263	2295	1265	3560
5	BANGALORE SOUTH	936	503	131	151	40	81	379	380	847	517	119	130	415	366	2736	2538	5274
6	BELGALUR	138	115	157	84	15	5	114	53	60	97	29	17	204	130	791	441	1232
7	CHENKODI	290	279	110	90	130	80	967	169	188	85	37	26	201	135	1232	827	2059
8	BETWAL	567	481	399	385	75	47	92	73	83	85	69	28	410	210	1878	1289	3167
9	BIDAR	443	429	217	210	74	57	130	114	312	193	51	31	170	127	1457	1152	2609
10	BIDAR	269	306	22	36	43	40	940	277	211	166	42	52	80	82	1020	949	1969
11	CHAMARAJANAGUR	172	103	123	146	135	93	139	53	22	15	26	14	134	83	825	507	1332
12	CHANNARAJANUR	129	118	11	7	8	2	26	21	32	15	2	0	6	7	217	120	337
13	CHITTOUR	115	111	132	117	54	50	58	52	52	32	1	0	2	1	415	363	778
14	DAKSHINA KANNARA	79	27	4	2	3	1	40	16	10	6	2	1	1	0	89	48	137
15	DAVANGURI	293	252	82	75	18	21	98	42	163	85	0	0	18	14	612	501	1113
16	DHARWAD	182	177	138	137	11	24	160	107	387	199	7	5	87	39	962	566	1528
17	GAJAPUR	500	615	73	60	8	9	317	208	140	127	1	1	96	84	1130	1087	2217
18	GULBARGA	647	521	57	20	288	231	466	311	368	232	26	28	81	55	1063	1487	2550
19	YADGIRI	338	384	219	256	256	262	242	212	198	215	27	17	24	89	1343	1400	2743
20	HASSAN	59	60	14	10	2	1	27	6	25	17	4	1	41	11	177	88	265
21	HAVELI	313	224	53	66	28	19	236	155	317	122	4	6	23	21	1013	612	1625
22	KODAG	18	12	0	0	0	0	11	6	13	4	1	0	0	0	130	86	216
23	KODUR	189	126	30	30	10	18	64	31	311	81	4	3	16	11	430	308	738
24	CHIKMAGALUR	86	131	62	36	7	52	52	29	92	52	1	0	5	2	311	219	530
25	KOPPAL	367	440	156	173	71	70	396	372	310	21	1	0	1332	1297	2427	2208	4635
26	MANDYA	36	20	5	9	28	20	15	33	98	13	0	0	28	6	269	121	390
27	MYSORE	394	158	422	191	85	32	131	53	463	66	12	6	409	22	1886	620	2506
28	RAICHUR	417	540	408	525	64	67	436	456	292	133	0	0	50	44	1696	1771	3467
29	SHIMOGA	116	74	30	19	22	22	40	27	144	79	24	23	57	23	438	317	755
30	TUMKUR	203	150	13	14	22	22	44	25	508	87	2	1	41	15	838	312	1150
31	MADHURAI	89	73	41	19	14	8	19	40	29	34	0	0	19	11	200	185	385
32	UDUPI	11	5	7	10	0	4	9	2	1	5	2	3	4	8	43	43	86
33	UTTAR KANNADA	90	90	12	14	18	12	46	22	48	18	8	1	12	12	162	128	290
	<b>Total</b>	<b>8273</b>	<b>7203</b>	<b>3528</b>	<b>3061</b>	<b>1370</b>	<b>1372</b>	<b>6868</b>	<b>3748</b>	<b>6338</b>	<b>3297</b>	<b>583</b>	<b>473</b>	<b>4423</b>	<b>3115</b>	<b>29816</b>	<b>23278</b>	<b>53094</b>

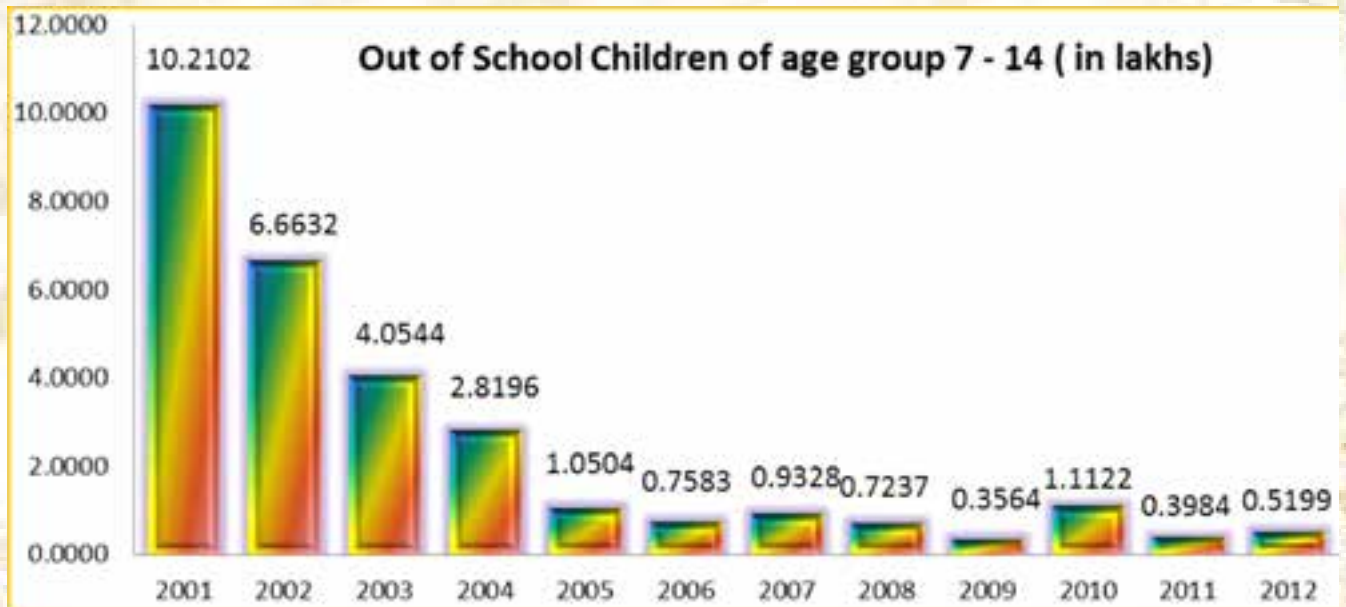


**Table :27  
Progress & Mainstreaming**

Intervention	No of children provided Special Training	Children mainstreamed in the age appropriate classes till date. (upto January 2013)
12 months RST	6675	3017
3 months RST	4291	4204
12 months NRST	5617	3703
Madarasa(10 months NRST)	2327	564
Tent Schools (6 months NRST)	854	88
3 months NRST	5830	5688
Transit Home (UDC)	1845	608
Special Enrolment drive	5437	5359
KGBV	1158	1111
<b>Grand total</b>	<b>34034</b>	<b>24342</b>

**Graph No.5**

**Reduction in Out of School Children over the years (7 to 14 Years)  
(figures in lakhs)**



**Note:-**

- Figures for 2001 to 2004 correspond to 6 to 14 years age-group.
- Figures for 2005, 2006, 2007, 2008, 2009, 2010, 2011 December and January 2011 and 2012. correspond to 7 to 14 years age-group.

### OOSC AWP&B Target different Strategies 2012-13

Sl No.	Name of the strategies	Fresh	Contd.,	Total
1	12 months RST	18473	0	18473
2	3 months RST	8911	0	8911
3	12 months NRST	6134	382	6516
4	Madarasa( 10 months NRST)	2690	9552	12242
5	Tent Schools (6 months NRST)	2079	2124	4203
6	3 months NRST	7175	0	7175
7	6 months SRST	0	8357	8357
8	Transit Home (UDC)	2424	0	2424
9	Special Enrolment drive	2483	0	2483
10	KGBV	1625	0	1625
	Total	51994	20415	72409

\*\* Special enrolment drive – 2483 children & KGBV 1625 children not included in the costing sheet.

### Strategies adopted during 2012-13

The following strategies were adopted during 2012-13 to give special training to OOSC and mainstream them in regular schools.

#### 1) 12 months non-residential Special Training

12 months NRST's are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala -1, 2 and 3 Course Materials. 1394 children have been covered under 12 NRST.



12 NRST Centre, Gulbarga Dist.,



NRST Children playing at the center  
GHPS Arehalli, Bangalore South-1 on  
14-08-2012



## 2) 12 Month Residential Special Training (RST):

These centres are opened for older children who had a longer duration of dropout period, who need more time to master the competencies as defined in the primers 1, 2 & 3. If the child achieves the competencies before the fixed 12 months, he / she will be mainstreamed. 6675 no. of children are covered.

Out of 6675 children covered, 351 children are in BCM hostels, 241 are in SC/ST hostels, 30 are in Ashrama Schools, 302 girls are in KGBV's and 289 girls are in KKGBVs. They were provided special training in the hostels. The entire expenditure is borne by the concerned Department. Hence SSA amount is not utilised.



12 Month RST, GHPS-Obbajjihalli,  
DAVANAGERE-N



12 RST centre in Gadag Dist.,



oosc students were admitted in different Govt. Hostels in Bidar District



## 3) 6 Months SRST:

Seasonal migration may be a part of the normal livelihood strategy of the poor, or may be caused by natural disasters or agricultural downturns. This facility is provided for the dropout children due to their parents migration, children stay in the schools which provides residential facility as a hostel. 293 Centers are opened and 9950 children are covered by this strategy.



SRBC Center G.Vaddarahatti in Kadur  
block, Chikkamagalur



Community participation In Pakshirajapura  
6SRST Centre in Mysore Dist.,

#### 4) Tent Schools:

*"If children do not come to school, the school should go to the children"*

These schools are opened for the children who migrate along with their parents in the immigrating places. A make shift shelter to run the schools is constructed using low cost materials. Along with the primers, Nali-Kali and reading cards are used in classroom transaction. 84 centers are opened and 2679 children are covered.



children doing Physical exercise in Tent Schools, K R Nagara Taluk



TENT SCHOOL LINGADAHALLI, Davanagere NORTH

#### 5) Chinnara Angala (3 months RST & NRST Special Training):

These centres are opened for three months. Special Training was given during summer holidays which prepare the child to join the mainstream. 5830 children are covered in non residential and 4291 children are covered under Residential Chinnara angala.



Children are participated in 3RST of azeez nagara of Mulbagal taluk during April -2012



3 Months NRST Centres at GHPS MUSTARI DISTRICT BIDAR.



## 6) Special Enrolment Drive

No child should be denied education, as “Education is the child’s right”. In this context Special Enrolment Drive was taken in July-2012 where in the SDMC, teachers and the community participated by counselling the parents, visiting the houses. 5437 children are directly mainstreamed.



Gulbarga Dist., (July-2012)



Mysore Dist., (July-2012)

## 7) NCLP: (National Child Labour Project)

As the NCLP schools are run by the labour department an MOU is signed between State Project Director and Commissioner of Labour Department, as per the agreement SSA has extended financial aid to the NCLP residential schools. These schools are run by the NGO’s and they are supervised by the Education department, Deputy Commissioners of the district and Labour Department officials. After providing special training these children are mainstreamed to the regular schools. 1419 children are covered in 34 centers.

## 8) Madarasa:-

Children who are studying in Madarasa and not getting formal education are covered under this sub-strategy. Rs. 5000/- per child is given to provide snacks, teaching learning materials and honorarium to the EV’s. After the implications of RTE most of the madarasas are coming forward to give formal education. 11983 children are covered.



Children at Bilal-Madarasa during their regular prayer session. Bangalore North-3



Children in Madarasa Ayisha Siddikhmadrassa (Girls) Hakim CoukjamimashidiBijapur in Bijapur City.

## 9) School Based Special Training:-

As per RTE, OOSC to be given special training in the school itself, so that the children feel that they are part of the regular system. School based training was organised for 12 months. 3090 children are covered.



School based Special training in GUPS, Benjanpadav, Bantwal Block, D.K Dist.,



School based Special training in Chitradurga Dist.,

## 10) Urban Deprived children:-

No doubt the provisions have contributed significantly in improving the situation on equity and inclusion in elementary education. However the gaps have simply narrowed and not yet eliminated. UDC are largely synonymous with homeless and street children. Getting OOSC into the formal school system need to be addressed systematically.

These centres are opened in 9 corportion cities. 1845 children are covered. These centers are run by the NGO's who have experience in handling and taking care of these children.



Children @ChinnaraThangudhama, GHPS, ARP line, Bellary East



Conducting Yoga training in 6 SRBC in Jamakhandi block, Bagalkote Dist.,



## 11) KGBV:

KGBV schools are opened specially for the disadvantaged group of girl children, they are functioning in the EBB. SC/ST/minority and in particular muslim girl children are covered. 1158 OOSC girls have been covered during this year.



KGBV Students @ SahasaShibira at  
Hampi power house, Hospet,  
Bellary Dist.,



KGBV centre in Gulbarga Dist.,

## Participation of NGO's in the OOSC Intervention during 2012-13

NGO's play a pivotal role in running the special training centers, the NGO's join hands with the department, in running, implementing, monitoring and supervision activities.

Most of the strategies under OOSC component were implemented with the involvement of NGO's. As per the criteria prescribed, NGO's were selected at the district level by DPC (District Procurement Committee). The proposals within 10.00 lakhs are scrutinized at the district level, if it exceeds more than Rs. 10.00 lakhs, proposals are sent to the state. And there after the proposals are placed before the GIAC (Grant In-Aide Committee), and the proposals are scrutinized on the basis of the recommendations given by DPC and NGO's are selected.

**Table-28**

**The table given below shows the district wise number of NGO's participated under OOSC component.**

Sl. No.	District	No of NGO Participated	No of children covered under various strategies
1	BAGALKOTE	4	176
2	RAMANAGARA	4	51
3	BANGALORE NORTH	38	1922
4	BANGALORE SOUTH	46	1568
5	BELGAUM	1	60
6	BELLARY	52	2446
7	BIDAR	23	575
8	BIJAPUR	34	888
9	CHAMARAJANAGAR	17	381
10	CHIKKAMAGALUR	12	375
11	DAKSHINA KANNADA	1	57
12	DAVANGERE	6	217
13	DHARWAD	7	299
14	GADAG	1	26
15	YADAGIRI	30	390
16	HASSAN	6	225
17	HAVERI	26	844
18	KODAGU	1	24
19	KOLAR	7	188
20	CHIKKABALLAPUR	3	31
21	KOPPAL	25	1208
22	MANDYA	3	37
23	MYSORE	18	510
24	RAICHUR	5	267
25	TUMKUR	4	36
26	SIRSI	3	127
	<b>Total</b>	<b>377</b>	<b>12928</b>

**Note :-**

NGOs participation is not uniformly observable across the whole State.



**Table No. 29**  
**Table below shows OOSC and Previous years Continued covered**  
**As on March 2013**

Strategies	Approved target for 2012-13				Coverage		
	Physical			Fin	Physical		
	Fresh	cont.	Total		Fresh	cont.	Total
12 months RST	18473	0	18473	3694.600	6675	0	6675
3 months RST	8911	0	8911	445.550	4291	0	4291
12 months NRST	6134	382	6516	390.96	5617	286	5903
Madarasa(10 months NRST)	2690	9552	12242	612.100	2327	9656	11983
Tent Schools (6 months NRST)	2079	2124	4203	126.090	854	1825	2679
3 months NRST	7175	0	7175	107.625	5830	0	5830
6 months SRST	0	8357	8357	835.700	0	9950	9950
Transit Home (UDC)	2424	0	2424	484.800	1845	0	1845
Special Enrolment drive	2483		2483		5437		5437
KGBV	1625		1625		1158		1158
<b>Grand total</b>	<b>51994</b>	<b>20415</b>	<b>72409</b>	<b>6697.425</b>	<b>34034</b>	<b>21717</b>	<b>55751</b>

\* including Special Enrolment Drive and KGBV

**Note :-**

This table doesnot include NCLP coverage of 1419 children. Covered in 34 centres by the Dept. of labour

S. No.	Strategies	No. of centres	
		Sanctioned	Opened
1	12 months RST	530	397
2	3 months RST	363	236
3	12 months NRST	880	1015
4	Madarasa(10 months NRST)	258	156
5	Tent Schools (6 months NRST)	137	84
6	3 months NRST	360	312
7	6 months SRST	257	293
8	Transit Home (UDC)	49	46
9	Special Enrolment drive	0	0
10	KGBV	0	0
	<b>Grand total</b>	<b>2834</b>	<b>2539</b>

**Table No. 30**

**Table below shows target and Covered under OOSC, Previous year continued upto March 2013**

	Target	Achievement *
OOSC	51994	34034
Previous years dropouts	20415	21717
<b>Total</b>	<b>72409</b>	<b>55751</b>

\* Including Special Enrolment Drive and KGBV

**Table No.31**

**Following table shows the category wise out of school children covered upto March 2013**

SC			ST			Minority			Others			Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
5488	4678	10166	2527	2202	4729	4587	2652	7239	6500	5400	11900	19102	14932	34034

Note: proportion of SC: 29.87% , ST 13.89% , Minority 21.27%

**Table No. 32**

**Following table shows the category wise Previous years dropouts covered upto March 2013**

SC			ST			Minority			Other			Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
3174	2473	5647	1378	1212	2590	7029	3477	10506	1781	1193	2974	13362	8355	21717

Note: proportion of SC 26% . ST 11.93 % . Minority 48.38%

All mainstreamed OOSC admitted to regular schools are being covered under special teaching.

If any student remains absent from the school for longer duration; teachers and field officers and Meena groups are putting their effort to bring back those children to, school whether the child is mainstreamed OOSC or any other child. However, in order to find out the current status of mainstreamed OOSC at any point of time, a systematic system of tracking the mainstreamed child is in place.

## State Level Activities Conducted During 2012-13

### ➤ Monthly meetings of APC s :-

In order to review the progress of OOSC Assistant Project Co-ordinators who are in charge of OOSC intervention, meetings were conducted on 25.08.2012, 31.10.2012, 03.11.2012, 22.01.2013. The amount approved for this activity was Rs. 1.50 lakhs. Out of this Rs. 10,500/- is spent.

### ➤ NGO's meeting Bangalore Urban:-

Meeting was held on 14.08.2012 for the Bangalore Urban field functionaries and NGO's at Mitralaya High school, Bangalore to discuss strategies planned, selection procedure of NGO's, their roles and responsibilities, support from other Department etc., The amount approved was Rs. 50,000/-. The amount spent was Rs. 29,800/-



➤ **Teleconference for NGO's of the State:-**

Teleconference regarding admission, retention and mainstreaming of OOSC was organised on 12.10.2012 at DSERT, Bangalore. DYPC, APC, BRC, BRP and CRP's attended at the receiving centres at district and block level.

The amount approved was Rs. 1.00 lakhs. The cost was borne under the training component, hence the amount remains un-utilised.

➤ **Four workshops for OOSC consultants:-**

The AWP & B had approved allocation of Rs. 2.00 lakhs for conducting 4 workshops for OOSC consultants. Consultants have not been appointed. Likewise there was an allocation of Rs. 1.00 lakhs for printing and supplying of Teachers manual for Feeder schools. There are no feeder schools during 2012-13. Rs. 1.00 lakhs have been allocated for supply of Teachers manual for Madrasas. All madarasas have adequate possession of these books. Hence there was no expenditure on this account. Together there will be total saving of Rs. 4.00 lakhs.

This was placed before 33rd E.C held on 22.08.2012 for approval, to utilise this Rs. 4.00 lakhs for revision of Special Training Manual in the light of RTE expectations. E.C gave approval. Hence this amount was utilised for Special Training Manual. Total expenditure is Rs. 2.22 lakhs.

**1. Revised Chinnara Angala Workbooks and Teachers Handbooks:-**

Chinnara Angala Workbooks for children and Teachers Handbooks on special training have been revised to make it suitable for age appropriate enrolment of out of school children as directed in National level Workshops. Subject-wise and age appropriate books have been developed in three packages i.e., 7 to 9 years , 9 to 11 years, 11-13 years of age.

NGO's, DIET lectures, Resourceful teachers are involved in developing special training modules. Parents are sensitised about the incentive programmes, importance of education and responsibilities of parents towards their children. Children belonging to SC, ST and Muslim community are out of school in large numbers. In order to bring these children to join schools awareness camps are organised for the religious heads, parents and community as a whole.

**2. Community participation:-**

- Experiences suggest that organisation of special training programme inside the school, helps in greater community mobilization, acceptance and accountability.
- SDMC plays a key role in ensuring the enrolment and continued attendance of all the children from the neighbourhood school.
- SDMC identify the needs, prepare plan and monitor the implementation of the provision where a child above six year of age has not been admitted in any school or though admitted, could not complete his/her elementary education, then he / she shall be admitted in a class appropriate to his / her age.

- As part of Shiksha Ka Haq Abhiyan – an awareness campaign to propagate RTE act, slogans, posters, and banners focussing on OOSC were also developed to create awareness among the public.



Community participation HPS Wandal  
B.Bagewadi Block



Community participation K  
GHPS VANAKIHAL SINDAGI Block

### 3. Awareness – through Media + Documentation:-

As per RTE, everybody is responsible for bringing all the children into the schooling system.

- Posters in the bus and train.
- Brochures, pamphlets, through Radio and T.V.



Posters in the bus and train

### 4. Convergence with other departments:-

A meeting was organised on 17.01.2013 with labour department, Police department, women & child, minority welfare, NGO's. The following points were discussed:-

- Identification of OOSC.
- Activities planned.
- Operationalisation of centres.
- Security, protection and care.
- Monitoring and Supervision.
- Mainstreaming and retention.



- Department of Labour, Police, Women & child have joined hands with us in identifying OOSC and also tracking child labourers, street and begging children.
- To mainstreamed NCLP children.
- Children rescued by the police department are placed in the UDC centres.
- Children are admitted in the hostels run by the BCM, Social welfare department.

## 5. Training for Child Tracking Software:

A software developed by SSA Karnataka to track and monitor OOSC who have been mainstreamed or inducted into a school. It consists of registration format and status format child's profile with photograph. The software aims to enumerate both OOSC who are attending formal school and those who are in RST/NRST. Data for this is updated by the cluster level officials.

2 days training was given on 23.07.12 and 24.07.12, Division wise. 23.07.12 Bangalore and Gulbarga Division and 24.07.12 Mysore and Belgaum Division. Training was given to APC's and District computer programmers. In turn training was given in a cascade mode at district / Block level. Under this system the identified OOSC were registered and after mainstreaming the progress of the children is updated every month.

Web Address: <http://119.226.79.202/ssaects> It supports three kinds of users namely Admin, User and Report viewer.

- Admin user can create user, edit user credentials, change password and view the reports – MIS personals at State and District level
- User – User can register child, enter educational status of child and view reports – Cluster coordinators
- Report viewers – can view the reports at different levels namely block, district, division and state – All block, district, division and state level officers

In this system, Admin users at district level create users for each cluster coordinators in the district. Each cluster coordinator logs in, registers out of school children as per the child registration form and also enters status of each child registered at least once in a month as per the child status form.

**Following District level officers are users of this software.**

Sl. No.	Designation	Numbers
1	DYPC	34
2	APC	34
3	BFO	203
4	BRCC	203
5	CRCC	4103
6	Computer Programmer	34
7	State level officers	10
	<b>Total</b>	<b>4621</b>

Online entry of data of Out of school children identified during 2012-13 is being done.

ಸರ್ವೆ ಶಿಕ್ಷಣ ಅಭಿಯಾನ  
 ಎಲ್ಲರೂ ಕಲಿಯೋಣ - ಎಲ್ಲರೂ ಓದೋಣ



2010-11 ನೇ ಸಾಲಿನ ಸರ್ವೆ ಶಿಕ್ಷಣ ಅಭಿಯಾನ

ಸರ್ವೆ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಮತ್ತು R.T.E. ಯೋಜನೆಯಡಿ  
**ಸರ್ಕಾರಿ ಕಿರಿಯ ಪ್ರಾ**  
 ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ, ಬೆಂಗಳೂರು, ಕಾರ್ಲೋನಿ

ತಕ್ಷಶಿಲಾ ಗುರುಕುಲ



"ನುಸುಕುಲವೆ ಮಹಿಮೆ, ದೀನಗೌ ಅಧ್ಯಾಪಕರೇ...  
 ಶಿಕ್ಷಣಂ ಶಿಕ್ಷಕಃ"

ಶಿಕ್ಷಣ

WELCOME

ಸರ್ಕಾರಿ ಕಿರಿಯ  
 ಸರ್ವಶಿಕ್ಷಣ ಅಭಿಯಾನ





# CHAPTER 4

## RETENTION & TRANSITION



## **RETENTION**

Access to schooling to all children in 6 to 14 age-group is the first step in Universalisation of Elementary Education. Age-specific enrollment of all children in 6 to 14 years in respective age-grades follows the provision of access to schooling. This stage begins with enrollment of all children completing 6+ age to I standard of schooling. The next steps in schooling need to ensure that all children enrolled to I standard of schooling continue in schools, progress on the ladder meaningfully and complete the full stage of elementary education. All efforts and all-out efforts must be made to retain children in schools while preventing them from dropping out of schools for any reason. This chapter gives an outline of retention rates in the State. With no detention policy in elementary education, retention can be assumed as a complement of drop-out rates, netted out from total enrolments.

### **Retention Rate :**

The retention rate at the elementary level of schooling is given in table 33. Retention rate at the elementary level in the State at LPS level is 92.31 and HPS level is 92.87 percent. Problems of drop-out and retention of children are quite critical in districts of the north eastern region of the State and in Bangalore rural district.



**Table No.33**  
**Retention Rate and Drop out Rate for the year 2012-13**

Year	Retention Rates					
	Primary level			Upper Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2012-13	92.36	92.26	92.31	93.77	91.92	92.87

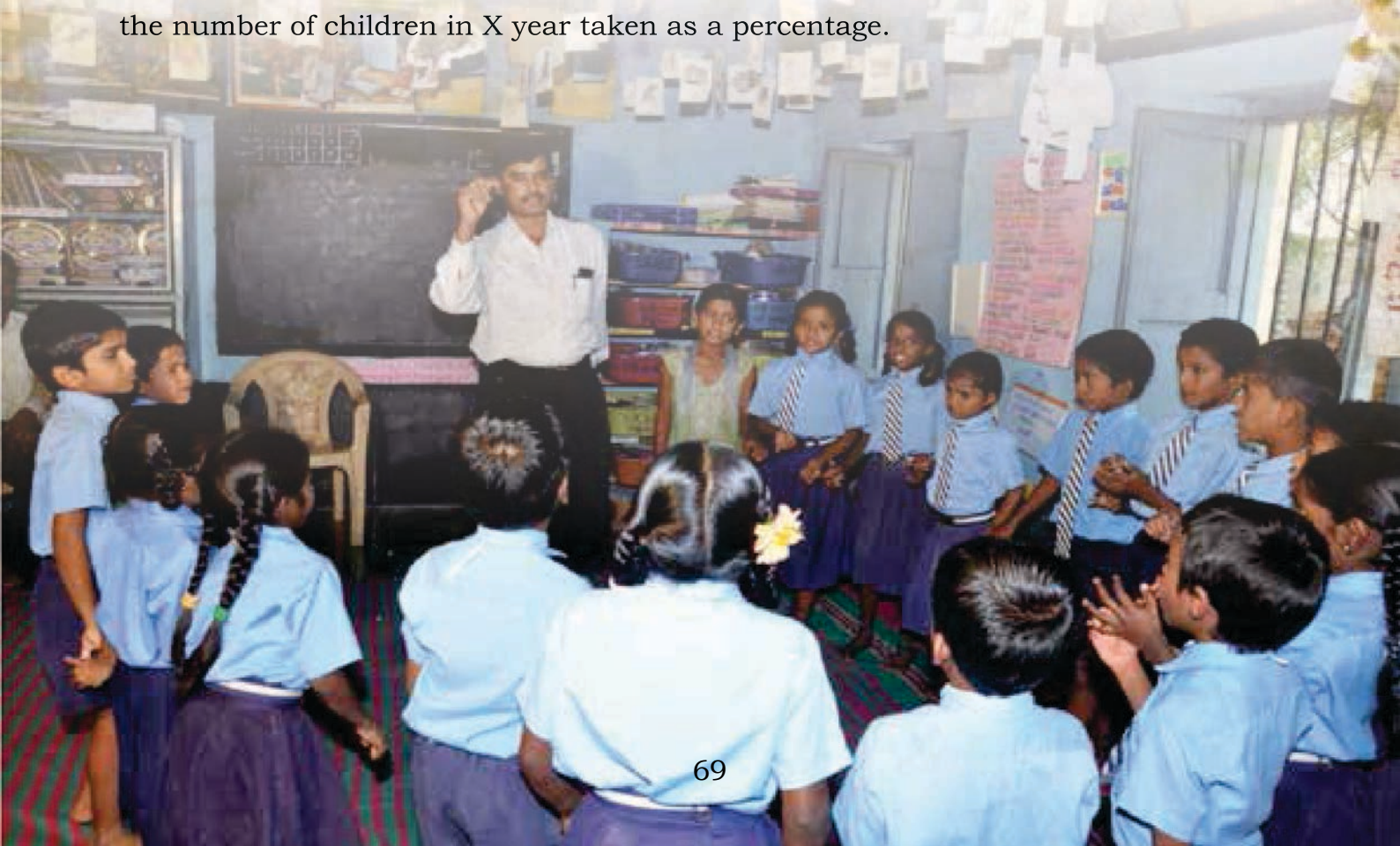
Year	Annual average Drop-out Rates					
	Primary level			Upper Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2012-13	2.33	2.81	2.56	5.16	5.66	5.4

Note:- **Retention Rates** are computed using **05 year and 07 year cycles**.  
**Annual average Drop-out rates** are computed across two consecutive years.

### Definition

**Retention Rate:** The difference between number of children who join Ist standard 5 years ago are 7 years ago and reach 5th standard or 7th standard as a percentage of number of children who join Ist standard is considered as retention rate.

**Drop out Rate:** Number of children in 1 to 4 standards (1 to 7 standard) in a X year minus the number of children in 2 to 5 (2 to 8 standard) in X + 1 year divided by the number of children in X year taken as a percentage.



District-wise Drop-out rates  
Table No. 34

Sl. No	District	Primary level			Sl. No	District	Upper Primary Level		
		2012-13					2012-13		
		Boys	Girls	Total in Desc.order			Boys	Girls	Total in Desc.order
1	YADGIRI	8.45	8.6	8.52	1	YADGIRI	17.99	19.05	18.45
2	DHARWAD	7.49	8.68	8.07	2	BIDAR	13.42	12.78	13.11
3	BIDAR	7.99	7.23	7.63	3	GULBARGA	12.11	12.79	12.43
4	GULBARGA	5.14	6.79	5.93	4	KOPPAL	12.29	12.14	12.22
5	KOPPAL	5.71	6.02	5.86	5	DHARWAD	9.22	10.84	10.01
6	BIJAPUR	4.16	5.31	4.7	6	BIJAPUR	8.83	11.08	9.88
7	BAGALKOT	3.37	3.76	3.55	7	RAICHUR	9.18	9.81	9.47
8	MANDYA	3.58	3.43	3.51	8	BELLARY	6.54	9.07	7.75
9	CHIKCKBALLAPUR	2.25	4.53	3.35	9	BAGALKOT	5.96	7.42	6.66
10	GADAG	3.15	3.53	3.33	10	HAVERI	6.41	5.4	5.91
11	DAVANAGERE	2.88	3.62	3.24	11	BELGAUM	4.69	6.46	5.53
12	BELLARY	2.58	3.78	3.16	12	DAVANAGERE	5.85	5.07	5.47
13	KOLAR	3.45	2.49	2.98	13	BANGALORE RURAL	4.59	6.08	5.32
14	CHITRADURGA	2.99	2.75	2.87	14	CHICKBALLAPUR	4.62	5.83	5.21
15	RAICHUR	2.59	3	2.79	15	CHITRADURGA	4.82	5.52	5.16
16	MYSORE	2.39	2.69	2.54	16	CHAMARAJANAGARA	4.2	5.15	4.66
17	RAMANAGARA	1.96	2.56	2.25	17	KOLAR	4.25	4.65	4.44
18	HASSAN	2.17	2.32	2.24	18	SHIMOGA	3.86	3.23	3.55
19	TUMKUR	2.01	2.42	2.21	19	GADAG	3.74	3.2	3.48
20	HAVERI	2.47	1.59	2.04	20	MYSORE	3.08	3.31	3.19
21	SHIMOGA	1.32	2.31	1.8	21	RAMANAGARA	3.42	2.95	3.19
22	KODAGU	1.44	1.79	1.61	22	KODAGU	3.3	2.72	3.02
23	BELGAUM	1.22	1.76	1.46	23	UTTARA KANNADA	3.03	2.89	2.96
24	UTTARA KANNADA	1.02	1.76	1.38	24	CHIKKAMANGALORE	1.91	2.73	2.31
25	CHIKKAMANGALORE	0.74	1.54	1.13	25	TUMKUR	2.44	2.18	2.31
26	CHAMARAJANAGARA	0	0.92	0.38	26	MANDYA	1.62	1.9	1.75
27	DAKSHINA KANNADA	0.15	0.41	0.27	27	HASSAN	1.92	1.2	1.57
28	BANGALORE RURAL	0.36	0.05	0.21	28	BANGALORE URBAN	0.39	0.98	0.68
29	BANGALORE URBAN	0	0	0	29	DAKSHINA KANNADA	0.82	0.45	0.64
30	UDUPI	0	0	0	30	UDUPI	0	0	0
	<b>Total</b>	<b>2.33</b>	<b>2.81</b>	<b>2.56</b>		<b>Total</b>	<b>5.16</b>	<b>5.66</b>	<b>5.4</b>

Source : U-DISE

**Note :-**

State average drop-out rates at lower and higher primary stages are 2.56 and 5.40 respectively. 50 percent of districts at LPS stage and 60 percent districts at HPS stage record rates below the State average figures. Udupi district records zero drop-out rate at both LPS / HPS stages. Among the top 10 districts where drop-out rates are high, the following districts figure in both the LPS and HPS lists : Yadgiri, Gulbarga, Koppal, Dharwad, Bagalkote, Bijapur and Bidar.



### **Drop-out Rate :-**

The drop-out rate at the elementary level is given in table 34. Real cohort analysis was not made up to class VIII. Hence reconstructed cohort method was used to calculate drop out rate up to VIII standard.

### **Pupil Teacher Ratios:-**

Pupil teacher ratios in the State is given in the table 35.



Table 35

District Wise Pupil Teacher Ratio in Education Department (Teachers Working)- Descending Order

Sl No	District name	LPS			District name	HPS			District name	Elementary		
		Teachers	Enrolment	PTR		Teachers	Enrolment	PTR		Teachers	Enrolment	PTR
1	YADAGIRI	968	28,695	29.04	YADAGIRI	2,953	113,755	38.52	YADAGIRI	3,941	142,450	36.15
2	KOPPAL	950	23,098	25.07	BELLARY	6,067	201,728	33.30	BELLARY	7,341	230,794	31.44
3	HANOHUR	1,628	28,061	23.12	KOPPAL	4,133	124,904	30.29	KOPPAL	5,052	159,802	31.41
4	BELLARY	1,284	29,066	22.54	BHARPUR	6,918	226,865	32.79	BHARPUR	8,790	261,780	29.79
5	GULBARGA	1,894	40,194	21.17	BAGALKOT	5,627	176,327	31.16	BAGALKOT	8,094	197,697	29.52
6	BAGALKOT	1,077	22,570	20.96	BELGAUM CHIKKODI	6,436	182,175	30.85	BELGAUM CHIKKODI	7,807	227,823	29.81
7	GADAG	515	10,882	20.74	GULBARGA	6,908	211,826	30.58	HANOHUR	7,988	217,348	28.75
8	CHARWAD	583	11,483	19.70	HANOHUR	5,777	171,987	30.38	GULBARGA	8,832	252,040	28.53
9	BANGALORE U SOUTH	860	18,817	19.80	GADAG	3,123	68,701	28.77	GADAG	3,835	88,883	21.20
10	BIDAR	1,178	29,003	19.48	BELGAUM	5,989	187,016	27.89	CHARWAD	4,971	133,415	28.84
11	BELGAUM CHIKKODI	1,471	38,848	19.48	CHARWAD	4,388	121,607	27.79	BELGALUR	7,368	189,707	25.76
12	BANGALORE U NORTH	589	11,274	19.30	BANGALORE U NORTH	7,073	99,505	27.45	BIDAR	8,014	154,137	25.83
13	BHARPUR	1,872	34,915	18.86	BIDAR	4,838	121,234	27.13	BANGALORE U NORTH	2,812	86,759	25.58
14	HAVERI	1,123	19,666	17.51	BANGALORE U SOUTH	3,146	83,426	26.52	BANGALORE U SOUTH	4,096	102,043	24.91
15	BELGALUR	1,377	22,731	16.50	HAVERI	4,501	128,580	26.07	HAVERI	8,064	148,295	24.46
16	DAKSHINA KANNADA	508	7,556	15.58	CHAMARAJANAGARA	2,367	59,905	25.36	DAKSHINA KANNADA	4,172	99,909	23.95
17	DAVANAGERE	1,568	24,423	15.40	DAKSHINA KANNADA	3,984	87,853	22.10	CHAMARAJANAGARA	3,074	79,564	22.84
18	CHAMARAJANAGARA	712	10,598	14.89	WYSORE	5,736	142,086	24.77	WYSORE	7,991	173,920	21.75
19	WYSORE	2,756	31,834	14.42	SIRSI	2,197	52,377	23.84	DAVANAGERE	6,290	134,040	21.31
20	UTTARA KANNADA SIRSI	1,039	14,417	13.68	CHIKKABALLAPUR	2,582	80,728	23.52	CHITRADURGA	8,478	133,951	20.68
21	CHITRADURGA	1,689	22,736	13.47	TUMKUR	2,384	80,676	23.39	UTTARA KANNADA SIRSI	3,238	86,764	20.64
22	TUMKUR MACHUGIRI	1,438	19,036	13.24	DAVANAGERE	4,704	109,617	23.30	TUMKUR MACHUGIRI	4,032	79,712	19.77
23	MANDYA	1,652	21,528	13.03	CHITRADURGA	4,789	131,208	23.23	GOUPI	2,490	48,818	19.56
24	CHIKKABALLAPUR	1,858	24,207	13.00	MANDYA	3,589	79,759	22.22	CHIKKABALLAPUR	5,241	101,987	19.33
25	SHIMOGA	1,814	23,858	13.00	GOUPI	1,564	42,984	21.64	CHIKKABALLAPUR	4,420	84,938	19.22
26	KODAGU	268	3,267	13.50	TUMKUR	7,123	44,787	20.88	KODAGU	1,050	31,786	18.66
27	KOLAR	2,577	32,135	12.47	KOLAR	3,274	65,889	20.12	SHIMOGA	6,454	115,024	17.89
28	RAMANAGARA	1,708	20,875	12.24	BANGALORE RURAL	2,166	43,179	19.93	RAMANAGARA	3,829	65,162	17.02
29	GOUPI	542	8,034	12.08	SHIMOGA	4,643	87,436	19.87	KOJAN BANGALORE RURAL	5,861	88,074	18.10
30	BANGALORE RURAL	1,416	15,724	11.10	TUMKUR	3,588	71,344	19.88	TUMKUR	3,582	58,903	16.44
31	TUMKUR	2,633	28,917	10.98	KODAGU	1,447	28,579	19.75	UTTARA KANNADA	3,320	49,627	14.92
32	HASSAN	2,757	28,118	10.20	HASSAN	4,471	74,514	17.25	HASSAN	7,068	102,631	14.52
33	UTTARA KANNADA CHIKKAMANGALUR	1,048	10,238	9.79	UTTARA KANNADA CHIKKAMANGALUR	7,324	39,386	18.85	CHIKKAMANGALUR	5,174	70,707	13.67
34	CHIKKAMANGALUR	1,534	14,497	9.45	CHIKKAMANGALUR	1,660	35,710	15.30	CHIKKAMANGALUR	5,174	70,707	13.67
	<b>Total</b>	<b>48,548</b>	<b>724,128</b>	<b>13.54</b>	<b>Total</b>	<b>134,878</b>	<b>3,546,440</b>	<b>26.25</b>	<b>Total</b>	<b>181,423</b>	<b>4,764,768</b>	<b>23.51</b>



The pupil-teacher ratio is quite good in the State as compared to national level ratios. It is 23.51 in case of teachers in position at LPS+HPS level. The averages are 15.56 and 26.25 at LPS and HPS stages. RTE A norm is 1:30 at LPS and 1 : 35 at HPS stages. Yadgiri district crosses RTE A norm at HPS stage. Keeping in view the topography of the State which includes the malnad region, western ghats and coastal hinterland regions where the population is sparse and physical mobility of people is difficult, pupil-teacher ratios have been kept lower than the norm. Still variations across districts needs to be addressed. Districts such as Koppal, Raichur, Bellary, Gulbarga, Bagalkote and Yadagir display high ratios. Still it is possible that these ratios may not be available in every school.

### **Strategies for Quality schooling and Retention of children in schools :**

Quality of schooling is a highly elusive concept. It is the outcome of a mindset to get the best out of every child and thereby improve the efficiency of the system of schooling as well as obtain optimum results for the time and resources invested for the realisation of pre-set goals and objectives of schooling. It includes within its fold, the provision of physical infrastructure facilities and human resources needed for realisation of project objectives. It also extends to the empowerment of teachers and educational administrators to satisfactorily function to expected levels. Initiatives taken up or continued during 2012-13 in this direction are reported here.

### **New Schools and Upgradation of Schools:**

- During 2012-13, new schools were not sanctioned.
- 10 primary schools with classes 1 to 5 in 4 districts – Koppala (1 school), Raichur (2 schools), Gulbarga( 2 schools) and Uttara Kannada (5 schools) were sanctioned for upgradation to Higher Primary Schools.
- 2272 Higher Primary Schools (with classes 1 to 7th) were sanctioned for upgradation to class 8th.

### **Teachers Salary**

- 1,860 posts of new teachers (30 subject specific Upper Primary School teachers and 1,830 Upper Primary teachers for integration of class 8th) were sanctioned during 2012-13. The amount for salary approved was Rs. 274.520 lakh.
- An allocation of Rs. 63625.006 pertaining to 35,456 posts of teachers sanctioned earlier was also sanctioned during the year 2012-13.

### **Grants :-**

The SSA provides school and teacher grants to both types of schools – schools run by the Department of Education and schools supported / aided by the Department of Education. All the Government schools which are run in rented and rent free buildings are provided with Maintenance grant. Grants for purchase of Teaching Learning Equipments are provided to new schools and upgraded schools.

**Table No. 36**  
**Allocation and Progress pertaining to School, Grant, Teacher Grant, Maintenance Grants, and Teaching Learning Equipments during 2012-13.**

Nature of grant	Category	Unit cost (in lakhs)	Target		Financial Progress (in lakhs)
			Phy.	Outlay (in lakhs)	
School Grant	Primary	0.05	47705	2385.25	4141.982
	Upper Primary	0.07	25517	1786.19	
Teachers Grant	Primary	0.005	48054	240.27	1125.795
	Upper Primary	0.005	180933	904.665	
Maintenance Grant	PS & UPS	Average unit cost of 0.07476	67460	5043.43	4763.675
TLE Grant	Integration to Class VI	0.50	10.00	5.00	5.00
	Integration to class VIII	0.015	2272	340.80	340.80

### **Provision of Infrastructure Facilities :**

In addition, care is taken to provide essential infrastructural facilities to schools such as class rooms, electricity, drinking water facility, common toilets and toilets for girls, ramps for children with special needs. There are 8 basic school facilities that are intended to be provided for all the schools. They are; General Toilet, Girls' Toilet, Electricity, Playground, Library, Compound wall, Drinking water and Ramps. It is incidentally noted that 4 of the 8 provisions identified by MHRD are also of great significance to the State. The State Govt. identified 5 basic facilities as Pancha Soulabhya. 4 of these 5 facilities of Pancha Soulabhya are also identified under 8 basic facilities by MHRD. They are : Drinking Water, Common Toilet, Play Ground and Compound Wall. A State level update on the provision of these facilities as well as their provision across districts, in a descending order is given in the following table 37.



**Table 37**

**Basic Facilities in Elementary Schools in Education Department in 2008-09, 2009-10, 2010-11 2011-12 and 2012-13**

Sl No.	District	Composite Index of Provision in % 2008-09	Composite Index of Provision in % 2009-10	Composite Index of Provision in % 2010-11	Composite Index of Provision in % 2011-12	Composite Index of Provision in % 2012-13	Sl No.	In Descending Order	
								District	% of Provision
1	BAGALKOT	67.43	71.45	78.94	90.63	92.68	1	DAKSHINA KANNADA	97.23
2	BANGALORE RURAL	71.90	75.28	78.91	84.67	85.70	2	KODAGU	96.65
3	BANGALORE NORTH	75.00	78.82	84.86	86.42	87.08	3	GADAG	94.22
4	BANGALORE SOUTH	77.83	79.89	84.89	86.92	87.53	4	BAGAL KOT	92.68
5	BFLGAUM	67.74	71.75	75.88	90.74	97.10	5	BFLGAUM	97.10
6	CHIKKODI	66.30	68.06	71.60	84.85	89.12	6	DHARWAD	91.93
7	BELLARY	70.96	72.64	73.40	84.90	87.05	7	BIDAR	91.28
8	BIDAR	54.38	62.35	65.90	84.75	91.21	8	DAVANAGERE	90.94
9	BIJAPUR	75.79	77.35	81.22	85.51	89.90	9	UTTARA KANNADA	90.79
10	CHAMARA JAGNAGARA	65.17	75.41	74.50	83.31	84.53	10	MANDYA	90.65
11	CHIKKABALLAPURA	57.95	62.39	72.32	81.20	81.69	11	HAVERI	90.60
12	CHIKKAMANGALORE	75.06	76.73	82.24	86.32	86.55	12	UTTARA KANNADA SIRSI	90.51
13	CHITRADURGA	68.34	81.62	86.65	88.81	90.15	13	CHITRADURGA	90.15
14	DAKSHINA KANNADA	83.03	87.53	90.96	92.98	97.23	14	UDUPI	90.11
15	DAVANAGERE	67.83	78.75	81.08	89.93	90.94	15	BIJAPUR	89.90
16	DHARWAD	75.81	84.74	89.12	89.79	91.93	16	KOLAR	89.56
17	GADAG	75.85	81.43	86.04	83.53	94.22	17	MYSORE	89.44
18	GULBARGA	58.40	67.69	74.43	86.73	89.21	18	GULBARGA	89.21
19	HASSAN	61.38	71.47	73.33	83.71	85.33	19	BFLGAUM CHIKKODI	89.12
20	HAVERI	75.47	75.15	85.76	88.49	90.60	20	SHIMOGA	88.78
21	KODAGU	87.03	88.36	92.58	95.79	96.65	21	BANGALORE U SOUTH	87.53
22	KOLAR	66.08	68.17	95.31	87.65	89.56	22	KOPPAL	87.12
23	KOPPAL	68.97	72.90	81.63	83.10	87.12	23	BANGALORE U NORTH	87.08
24	MANDYA	68.67	76.91	85.96	89.32	90.65	24	BELLARY	87.05
25	MYSORE	80.71	81.51	82.92	88.86	89.44	25	CHIKKAMANGALORE	86.55
26	RAICHUR	58.53	64.16	69.66	83.39	84.67	26	TUMKUR MADHUGIRI	85.76
27	RAMANAGARA	68.60	71.51	75.28	82.77	83.40	27	BANGALORE RURAL	85.70
28	SHIMOGA	66.61	76.91	83.43	87.87	88.78	28	YADAGIRI	85.60
29	TUMKUR	68.51	74.85	76.95	81.27	81.11	29	HASSAN	85.33
30	MADHUGIRI	70.45	75.35	81.75	84.81	85.76	30	RAICHUR	84.67
31	UDUPI	82.27	84.17	84.79	88.40	90.11	31	CHAMARA JAGNAGARA	84.53
32	UTTARA KANNADA	67.16	74.29	86.98	90.89	90.79	32	RAMANAGARA	83.40
33	UTTARA KANNADA SIRSI	0.00	0.00	82.10	90.00	90.51	33	TUMKUR	83.11
34	YADAGIRI	57.90	63.71	66.67	78.46	85.60	34	CHIKKABALLAPURA	81.69
	<b>Total</b>	<b>69.24</b>	<b>73.95</b>	<b>79.69</b>	<b>86.53</b>	<b>88.44</b>			<b>88.44</b>

The marginal negative values may be because of misreporting in earlier year on certain facilities such as compound wall and play ground.

It was observed during a detailed analysis that the unfinished tasks are considerable in regard to playground, compound wall and ramps.

Provision of basic facilities is quite impressive (above 90 percent), though not complete, in districts such as Dakshina Kannada, Kodagu, Gadag, Bagalkot, Belgaum, Dharwad, Bidar, Davanagere, Uttara Kannada, Mandya, Haveri, Sirsi, Chitradurga and Udupi. While it is quite low ( less than 85 percent) in Chikaballapur, Tumkur, Ramnagara, Chamarajnar and Raichur. Maximum gains have flowed to Bidar district in the last four years.

### **Persisting Problem of Transition:**

It has been difficult to retain children in the system till they complete eighth standard of school education. It is noted that enrollment and transition of children from 1st to 7th standards is smooth, though not perfect. However, when children have to take a transition from 7th to 8th standard of schooling, there is a perceptible fall. This may noted from the table No 38.



**TABLE No. 38**  
**TRANSITION LOSS of Children from 7th standard 2011-12 to 8th Standard in 2012-13.**

Sl. No.	District	All Children				Sl. No.	District	Girls Children			
		Enrollment in Class 7th During 2011-12	Enrollment in Class 8th During 2012-13	Decrease in Enrollment	Loss in %			Enrollment in Class 7th During 2011-12	Enrollment in Class 8th During 2012-13	Decrease in Enrollment	Loss in %
1	YADAGIRI	17,580	12,530	5,050	28.73	1	YADAGIRI	7,629	5,737	2,392	31.35
2	DUBLARQA	50,526	42,532	7,994	15.82	2	RAICHUR	15,409	12,811	2,597	16.82
3	BIDAR	37,886	32,102	5,784	15.31	3	KOPPAL	12,277	10,273	1,998	16.28
4	RAICHUR	32,829	26,032	6,796	20.61	4	GULBARGA	24,505	20,525	3,980	16.24
5	KOPPAL	25,081	22,167	2,914	11.66	5	BHAPUR	20,452	17,586	2,866	14.14
6	BHAPUR	49,330	38,014	11,316	22.92	6	BIDAR	18,409	15,918	2,488	13.5
7	DAVANAGERE	34,578	31,443	3,135	9.08	7	BAGALKOT	18,738	15,088	1,840	9.8
8	BAGALKOT	34,542	31,000	3,542	10.25	8	DAVANAGERE	16,080	15,191	1,476	9.2
9	BANGALORE RURAL	15,212	13,977	1,235	8.12	9	UDUPI	7,537	6,889	648	8.54
10	DHARWAD	34,177	32,000	2,177	6.38	10	DHARWAD	18,074	15,549	1,432	7.94
11	CHITRADURGA	29,940	28,057	1,883	6.29	11	CHITRADURGA	14,487	13,204	1,283	8.85
12	BELGALUR	41,402	38,866	2,536	6.13	12	BELGALUR	22,474	20,683	1,791	7.97
13	BELGALUR CHIKKODI	46,454	43,726	2,728	5.87	13	BELGALUR	19,832	18,332	1,500	7.56
14	KOLAR	26,092	24,748	1,344	5.15	14	KOLAR	12,970	12,134	836	6.45
15	BELGALUR	37,886	36,080	1,806	4.77	15	BELGALUR	18,278	17,187	1,091	5.97
16	UTTARA KANNADA SIRSI	12,607	12,030	577	4.57	16	CHIKKABALLAPURA	10,403	8,001	2,402	22.99
17	CHIKKABALLAPURA	21,099	20,162	937	4.44	17	CHAMARAJANAGARA	7,609	7,207	402	5.28
18	HAVERI	27,849	26,079	1,770	6.36	18	HAVERI	6,035	5,723	312	5.17
19	CHAMARAJANAGARA	15,499	14,976	523	3.38	19	HAVERI	13,572	13,045	527	3.88
20	RAMANAGARA	18,087	16,558	1,529	8.45	20	MANDYA	10,182	9,785	397	3.91
21	TUMKUR MATHURGI	18,387	16,888	1,499	8.15	21	RAMANAGARA	7,767	7,586	181	2.33
22	MANDYA	27,130	26,010	1,120	4.13	22	BANGALORE U NORTH	27,792	27,089	703	2.53
23	BANGALORE U NORTH	56,187	55,232	955	1.7	23	TUMKUR MATHURGI	7,990	7,802	188	2.35
24	MYSORE	50,080	49,480	600	1.2	24	CHIKKAMANGALUR	8,080	8,885	805	9.96
25	SHIMOGA	30,138	29,860	278	0.92	25	BANGALORE U SOUTH	38,729	38,885	156	0.4
26	KODAGU	8,700	9,872	1,172	13.47	26	MYSORE	24,660	24,764	104	0.42
27	CHIKKAMANGALUR	18,443	18,292	151	0.82	27	SHIMOGA	14,630	14,407	223	1.52
28	BANGALORE U SOUTH	74,605	74,198	407	0.54	28	KODAGU	4,787	4,700	87	1.81
29	UTTARA KANNADA	11,806	11,851	45	0.38	29	UTTARA KANNADA	5,757	5,741	16	0.28
30	HASSAN	27,745	27,894	149	0.54	30	TUMKUR	12,029	12,919	890	7.4
31	DAKSHINA KANNADA	36,443	36,862	419	1.15	31	HASSAN	13,784	13,707	77	0.56
32	TUMKUR	27,530	28,086	556	2.02	32	DAKSHINA KANNADA	17,678	17,780	102	0.58
33	GADAG	19,477	19,871	394	2.02	33	GADAG	9,547	9,828	281	2.95
34	UDUPI	18,290	18,830	540	2.95	34	UDUPI	8,837	9,025	188	2.13
	<b>Total</b>	<b>50,25,318</b>	<b>48,68,188</b>	<b>1,57,130</b>	<b>3.13</b>		<b>Grand Total</b>	<b>4,97,274</b>	<b>4,64,632</b>	<b>32,642</b>	<b>6.56</b>

**Note:-**

1. Transition loss is higher than double the State average figure (5.57%) in six districts of the State, while it is so in case of girls (6.56%) in the same six districts of the State.
2. Negative signs are due to marginal volume of inter-district migration of children. It is also possible that children enrolled in 8 standard during 2012-13 are repeaters of earlier years before 2011-12, from 7 standards.

### 7<sup>th</sup> to 8<sup>th</sup> TRANSITION LOSSES → 2007-08 to 2012-13

	All children	Girls
2006-07 to 2007-08	7.83	NA
2007-08 to 2008-09	6.03	6.97
2008-09 to 2009-10	4.41	5.55
2009-10 to 2010-11	4.23	5.18
2010-11 to 2011-12	2.68	2.96
2011-12 to 2012-13	5.57	6.56

**Note :-** Transition Loss for all children was 6.03 and for girls 6.97 during 2008-09. It has declined to 5.57 and 6.56 percent respectively, during 2012-13.

At the State level, there is an increase of 5.57 percent enrollments from 7th to 8th standard. The figure gets added to 6.56 percent in case of girls.

This is because, for a long period of time, the State had composed the 10 years of school education into a 4+3+3 structure; that is 4 years of LPS, 3 years of HPS and 3 years of high school. But over the years, with the support of SSA all 4 years of LPS were upgraded to 1 to 5 LPS schools. Likewise, the SSA supported the upgradation of 1 to 7 HPS to 1 to 8 HPS schools. Logistics of balance in enrollments across 1 to 7 HPS and the pre-existing high schools did not permit upgradation of all 1 to 7 HPS to 1 to 8 HPS. It had implications for building facilities, work load of teachers, teachers' strength and other correlates in the pre-existing high schools. Hence, only 5444 (number) 1 to 7 HPS could be upgraded as 1 to 8 HPS, during 2009-10 to 2011-12 without seriously disturbing the previous equilibrium.

Alternatively, the SSA has made a provision for transport facility to all children for whom 8th standard facility is at a distance of more than 3 Kms. Even the State Government is giving bicycles to girls (since 2006-07) and the scheme was extended to include boys also during 2007-08. It is hoped that the transition scenerio in the coming years would be bright, just as there would be zero transition loss.

There is a hitch in the mind-set of communities. A higher primary school with 1 to 7 or 1 to 8 standards is considered as one stage. Though the ideal is to oversee completion of 8th standard of schooling by all children, the communities feel that going to a nearby high school for this purpose is as good as going to the next stage which may mean a



commitment for a 3 year period. This problem may get solved over time when secondary education gets universalised. The on-going efforts shall get intensified. Still, the efforts may not be able to change the mind-sets. It is believed that the demand for secondary schooling which includes 8th standard gets self-generated with the increasing success of retention and completion in existing 1 to 7 HPS.

With all these constraints, the State Government is committed to extend the length of existing 1 to 7 HPS schools to 8th standard of schooling.

The Sarva Shiksha Abhiyan Mission has submitted to the State Government a proposal to upgrade all 1 to 7 HPS as 1 to 8 HPS in a phased manner, spreading across a 03 year cycle. Physical and financial implications of such a proposal has been cleared by the Finance Department. Upgradation exercises may begin from 2013-14.







There is a saying that 'the mind is the seat of knowledge'. It is true that the mind is the seat of knowledge, but it is also the seat of ignorance. We must therefore, strive to fill our minds with knowledge and wisdom.

**Professionals**

- 1. Teacher
- 2. Doctor
- 3. Engineer
- 4. Scientist
- 5. Artist
- 6. Farmer
- 7. Businessman
- 8. Lawyer
- 9. Musician
- 10. Actor
- 11. Athlete
- 12. Scientist
- 13. Engineer
- 14. Doctor
- 15. Teacher
- 16. Artist
- 17. Musician
- 18. Actor
- 19. Athlete
- 20. Scientist
- 21. Engineer
- 22. Doctor
- 23. Teacher
- 24. Artist
- 25. Musician
- 26. Actor
- 27. Athlete
- 28. Scientist
- 29. Engineer
- 30. Doctor
- 31. Teacher
- 32. Artist
- 33. Musician
- 34. Actor
- 35. Athlete
- 36. Scientist
- 37. Engineer
- 38. Doctor
- 39. Teacher
- 40. Artist
- 41. Musician
- 42. Actor
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- 76. Scientist
- 77. Engineer
- 78. Doctor
- 79. Teacher
- 80. Artist
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- 82. Actor
- 83. Athlete
- 84. Scientist
- 85. Engineer
- 86. Doctor
- 87. Teacher
- 88. Artist
- 89. Musician
- 90. Actor
- 91. Athlete
- 92. Scientist
- 93. Engineer
- 94. Doctor
- 95. Teacher
- 96. Artist
- 97. Musician
- 98. Actor
- 99. Athlete
- 100. Scientist

**Dissection**

- 1. Dissection of the human body
- 2. Dissection of the human heart
- 3. Dissection of the human lungs
- 4. Dissection of the human stomach
- 5. Dissection of the human intestines
- 6. Dissection of the human liver
- 7. Dissection of the human pancreas
- 8. Dissection of the human spleen
- 9. Dissection of the human gallbladder
- 10. Dissection of the human bladder
- 11. Dissection of the human uterus
- 12. Dissection of the human ovaries
- 13. Dissection of the human testes
- 14. Dissection of the human vas deferens
- 15. Dissection of the human prostate gland
- 16. Dissection of the human penis
- 17. Dissection of the human scrotum
- 18. Dissection of the human epididymis
- 19. Dissection of the human vas deferens
- 20. Dissection of the human ureter
- 21. Dissection of the human bladder
- 22. Dissection of the human rectum
- 23. Dissection of the human sigmoid colon
- 24. Dissection of the human descending colon
- 25. Dissection of the human ascending colon
- 26. Dissection of the human transverse colon
- 27. Dissection of the human cecum
- 28. Dissection of the human appendix
- 29. Dissection of the human appendix
- 30. Dissection of the human appendix





# CHAPTER 5

## QUALITY INITIATIVES

## Quality of Elementary Education in Karnataka State

At the outset, it will be advantageous to state what we mean by education and quality of education in our State so that it will facilitate a clear and meaningful understanding of variety of strategies and initiatives that we plan for quality schooling in the State, apart from the initiatives that are normally expected in SSA.

Education is a continuous and comprehensive process of facilitation of realization of two significant goals. One of the goals is located in the individual child. It is facilitation of realization of all innate potentials of children. Innate potential is not limited to learning of scholastic subjects. It extends on a very large canvas to the facilitation of potential in non-scholastic areas. While realization of innate potentials in scholastic areas are facilitated through meaningful design of class room processes, the realization of potentials in non-scholastic areas is facilitated through a rich and diverse provision of school level curriculum, life skill programmes and interactive activities. It is to be noted that class room processes are to be interpreted in terms of variety of designs that include exploration, project work, experimentation, investigations / interactive and communicative learning, field based learning along with teacher guided learning experiences. This is also the spirit of Article 29 of the Right to Education Act. Like this, the given curriculum in schools will lead to the development of non-scholastic aspects of the personality of the child. This may spread across social, emotional, physical, physiological, psycho-social and social experiences of life which also may have undercurrent of cognitive aspects.

The second goal of education which directs and determines education is within a systemic framework. Education is not only a process of facilitation of realization of innate potentials of a child but also the chief instrument for facilitation of realization of national goals and Constitutional values. Education contributes to the development of productive and honored citizens who will be continuously pursuing excellence in their respective walks of life.

A good citizen will naturally be a good human being. A citizen is a personification of all the ideals of the Constitution of India. He would be faithful to the foundational values of justice, equality, freedom and brotherhood. He would also be dutiful to the ten duties of a citizen enunciated in the 42nd Constitutional Amendment. Some of the duties included herein are adherence to scientific temper and protection of environment. Incidentally such expectations from education is also enunciated in Article 29 of the Right to Education Act.

### Quality of Schooling processes:

Quality of schooling processes are understood within the context of the goals of education that have been already discussed. Quality of schooling is characterized by the provision of learning environment which facilitates the design and operation of a variety of student specific activities which are age appropriate, faithful to the NCF 2005/KCF 2009 curriculum in scholastic and non-scholastic areas.

The phrase 'learning environment' needs to be delineated. This environment will be free from fear, anxiety and tension. It will facilitate self expression, participation,



inclusiveness and highly enriching experiences for the individual needs of the children. It will lead to the integrated and holistic personality development of the children.

### **Assessment as co-terminus with learning:**

Quality of learning processes is also characterized by assessment and assessment standards which are in multiple dimensions. The level of the standards is normally understood as continuous and comprehensive. It is continuous in the sense that it is integrated with the learning continuum as delineated in the design of the age appropriate syllabi. This will be a process of learning, assessment - re-learning to overcome gaps, if any, - relearning – retesting and like this the process is continuous till the child realizes mastery. Every child will follow and adopt its own pace of learning.

From a systemic perspective there is need to understand the learning process, the efforts invested thereon, the resources consumed thereon by every school, by a cluster of schools, block and the districts which are basic units of development of administration as well as by the state in summative terms. These learning standards have to be age and grade appropriate, have to be specific, specific to variety of learning experiences, expected learning outcomes in scholastic and non-scholastic areas. Assessment and learning standards have to be treated with equal significance for non-scholastic areas – part “B” of the NCF2005/KCF 2009 curriculum. The learning standards will also get documented in the management of cumulative record for every child. This document will be descriptive of the performance of the child and not a declaration of the capacities of the child. However, the consolidation of the performance of all children in a school in the framework of learning standards will reflect the performance of the school. Likewise such performance against expected learning standards will be like a mirror for cluster/block/district/state level performance against given learning standards. These assessments are only indicative of the direction of progress and performance of the state and of sub-state levels. They are not declarative. They do not merit any punitive action. The exercise of development of learning standards and their adoption for assessment is basically to understand the positioning of schools/clusters/blocks/districts and State on a continuum of learning on expected age and standards. It is hypothesized that there are a variety of determinants of performance of children and schools in the framework of learning standards. Assessment of expected learning outcomes in the framework of learning standards will be examined intensively and extensively from the perspective of determinants of learning and performance. This analysis will facilitate the design-direction and manipulation of variables that will contribute to the performance of schools within a framework of learning standards. It will help efficient, effective and meaningful educational administration and management.

### **Determinants of quality schooling.**

Quality of schooling is a product which is determined in a cumulative way through interaction of several variables in a system. It is difficult to dissect and quantify the relative differential effects of different inputs for getting into this interactive process. However, several research studies across the world have been able to identify the significant variables that get into this interactive dynamics. These variables are construed to be

determinants of quality. Broadly classified under inputs and processes while quality is viewed as a product or final effect of interactive processes across different inputs. Quality herein is an output. The long term effects of these outputs are the outcomes (cf James N. Johnstone : Indicators of Educational Systems).

Quality is not only a product; it can also be looked at in terms of processes. Quality as a undercurrent, Guptagamini which underlines all the processes and interventions of a system. Quality cannot be viewed in a vacuum bereft of actions that are ingrained in a process. Quality is like the contents of a black box of an aircraft. It carries several messages for a system. The determinants of quality of the school system are identified from foregoing perspective.

There are five distinct components of quality. They are the determinants of quality of schooling. They are interactive among themselves. They are:

### **1. Physical Infrastructure and facilities.**

The school plant referring to buildings, design of building, size and layout of the class rooms, space available for each student for activity learning, ramps, compound wall, play ground, play equipments, sports and games facilities, drinking water, toilets are the ratio of number of students, kitchen garden, BALA, design of buildings and class rooms, library and laboratory facilities, furniture and equipments, toilet for girls, class room which are friendly to inclusive education of children, class rooms in adequate number, the Head teacher's room, staff room, computer lab with computer units, DVDs, DPS auditorium for the school are all elements of infrastructure facility. They determine to a great extent the quality of schooling subject to the conditions that they are used in meaningful and effective ways.

Physical infrastructure is not limited to the school. It transcends the school and includes the infrastructure available at cluster resource centres, the block resource Centres, DIETS who are the institutions that support and promote quality schooling. In a broad sense, SCERT/DSERT, academic authority of the state is also integral to the physical infrastructure that works for quality schooling in the state.

Physical infrastructure processed by non-government organizations with whom the state department of education has partnership are also form part of physical infrastructure in quality schooling.

The community resources, the garden around the school, fauna and flora, the landscape would all constitute physical infrastructure in of a resourceful teacher and creative teacher administrator.

### **2. Human Resources:**

Among the elements of human resources, class room teachers take most significant place. They are joined by teacher administrators. Teacher administrators include, the Head Teacher, Cluster resource coordinator, inclusive education resource teacher, the HPE volunteers, the ECOs (Educational Coordinators), block resource persons, block resource coordinator, block education officer and his staff, the district project coordinator (SSA), the Asst. Project Coordinators, the district gender coordinator, the



block/district resource personnel for inclusive education, Deputy Director, Public Instruction (Administration) and principal of DIET, faculty of DIET at the district level, Joint Directors, Director of Public Instruction, Senior civil servants to manage them are all elements of human resources of this system. Their leadership, guidance, supervision, direction and personal qualities go a long way in determining the quality of the system.

Human resources need not be limited to the school system. There are variety of human resources in the school system that can be meaningfully employed for quality schooling. In fact human resource mapping would be of advantage to the school system. Skilled and competent persons in music, arts and crafts, theatre arts, dance forms, folk culture, vocational skills, the Bank Manager, Post Master, Youth club members, Stree Shaktri members, Philately, club and adventure club, scouts and guides, medical doctors, literaturers, poets, journalists and like this a variety of community members can be useful as assets as human resource for a school. Much depends upon the vision, depth of incentives and proactive initiatives. Teacher administrators like Head Teacher potentials to get their services for quality schooling.

### **Classroom learning process :**

Class room learning process are the most significant determinants of scholastic learning, confidence building and personality development of children. The teachers and the students engage in direct face to face transactions and dialogues and other interactive processes of teaching a process of facilitation of learning. Engagement in activities, exploration, discovery, experimentation, experiential learning, project work, self learning, through programme construction, learning in groups, among peers. Re-alteration of class room processes. It is the role and responsibility of teachers to facilitate these activities. The class room is no more a place where students sit in rows and columns on desks/benches/mats/floor and face teacher in front of them who used 'chalk and talk' technique of teaching.

The text books, the work books, the library, the computer lab, open field outside the school, natural resources of the region, the library with its resources are all the gadgets that a teacher can meaningfully used to structure the process of learning.

Ultimately teaching is an act of stimulating the curiosity of children to engage in self learning initiatives. It is also a process of igniting the imagination, leading them to develop the questioning, frame of mind and getting them through the process of divergent thinking. All these processes assume a participative class room and communication skills among the children. It assumes skills of basic reading, writing and numeracy. They are great skills, the functions on which all the superstructures of learning through upward ladder of schooling as designed in the curriculum of the school system.

### **3. The school process :**

The school provides the larger mappings for personality development of children. It is the varied and richness of activities in school that are continuously organized throughout school year that constitutes the school processes. The school needs to engage in a child preparatory work for the design and implementation of school processes. Regular staff meetings for planning and review, balanced division of responsibility,

regular feed-back and review of activities monitoring and administration of activities regularly the quality of school process while teacher grants are given by SSA to facilitate the design of class room learning processes, the school grants are given to facilitate the design of school process which are variously referred to as part “B” of the curriculum, Life skills, and co- curriculum. Potentials among children are uni-directional. Each child is unique. Every one of them processes a hidden potential that needs a platform to spring on to surface. The school should serve as this platform. Identification, fostering promotion and development is the duty of school. The school is nursery for generation of statesmen, political leaders, administrators, scientists, litterateurs, doctors, Engineers, technologists, army generals, media men, Social workers, businessmen, traders and variety of other citizens to contribute to national peace and prosperity. It should be part of the vision of the school wherein the quality of specific activities ultimately contribute to the national value of human resources.

#### **4. Parents and community**

The School is a miniature community. It is also defined as a social invention which serves a social need. (CF. John Dewey: ‘School and Society’ and ‘The child and the curriculum’). The community provided the cultural and civilizational context of education for the school. The first agency is the home. Quality of parents, child determines the quality of children who enter the school system. It is noted that clearly 40% of the children who enter the school system are from homes where both the parents would not have had a schooling exposure. They are proverbial ‘first generation learners’. These children are deprived of having even iota of guidance at home. These children attend government school system in contrast to the children who attend private schools in urban areas have the benefit of qualified educated parents who serve as a home tutors. In urban and semi urban areas learning and schooling is a triangular process transcribed by the children, their parents and school teachers. In rural areas, basically government school system, the child has two way process between teacher and children. This is very much true of Schedule Castes and Schedule Tribes, Backward castes, destitutes and minority homes from where 85% of the children attend Government schools.

#### **The homes are the units of a community.**

The Community should be involved in the management of school, SDMC and the gram panchayats are formal community institutions. There are also several nonformal institutions. Together they should get involved in the affairs of the school. We have moved a long way from participative communities to involved communities. The school maintainance grant and other school specific grants are located in joint management of the school and SDMC. The civic amenities committee of gram panchayats also oversee the functioning of schools. The school level format of quality monitoring captures several aspects of school and classroom processes. It is a self evaluation programme for the schools. The Right to Education Act mandates every school to develop formal school development plan. SDMC, unit of the community is empowered to certify, validate and contribute to the school development plan and certify the SLF/QMT format. However, ideal school community relationship is the achievement of the state of community ownership of schools.



## Quality Assurance:

So far the discussion has spread across understanding of the quality and the determinants of quality schooling. It is trite to dwell upon the measures needed to ensure quality that has been visualized. They are to be considered as quality assurance measures. These measures are:

1. Setting of standards in the system – these standards include learning standards, teachers standards, school standards, teacher administrators standards management standards, standards of attainment across school and children.
2. Capacity building of teachers, teacher administrators, SDMCs and other functionaries in the system. For this includes sensitization of functions about school system, performance of the school system and standards set for it.
3. The programme of assessment of quality of the school system using matrices of standards.
4. Mechanisms for meaningful utilization of the insights derived from analysis of assessment for feedback, review and reforms. Let us take up one by one and delineate the measures for quality assurance.

## Quality improvement initiatives: State's vision of quality

Universal achievement is a major goal of all quality interventions to bring a change within the classroom transaction/ management and to ensure that every child attains a satisfactory level of achievement. Improving the quality and efficiency of the school and classroom level is a major thrust area since the SSA categorically highlights the need to provide education of a 'satisfactory quality' in achieving the goal of UEE. The ultimate goal of all quality directed interventions is to make the classroom teaching learning processes effective so that every child attains satisfactory level of achievement.

Child is not a blank slate, has immense potentiality in the form of "Samskara" of its parents/ ancestors. The teachers, school society has to tap this immense hidden potentiality- nurture them to make an asset of the community.

Children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing both individually and with others.

The classroom is not merely a room where students sit in rows and columns and listen to a teacher and try to learn. It is a place where student's self-confidence is built and exercised, where personal interactions with others are nurtured and developed, where feedback and exchange is frequent and non-threatening. Encourage the students to question so as to meet the challenges of its environment.

The State believes that the quality perspective has a wide range of areas that do not restrict to mere pupils achievement – of course which is a major dimension of quality. The other dimensions of Quality Education are the availability of school building, toilet and drinking water, teaching learning material, availability of teachers the instructional time, motivational level of teachers subject and classroom transactional competencies,

students and their motivational level, priority to their parents. Social and Economic background, learning time, treatment they get from their peers and their teachers, facilities they have.

The programme hitherto implemented have focussed on access, retention and quality too. The programmes certainly brought a substantial amount of improvement. But the gap still exist in all the areas of UEE. Certainly a lot more needs to be done under quality perspective. The learning of student is influenced by many factors-for which the system could make efforts and bring positive change.

RTE mandates non-threatening atmosphere in the school and bans all kinds of punishments including discrimination. Keeping this in view the 'Dhanatmaka Chintane'- on "Learning friendly classrooms" which try to drive home the negative effects of punishments and monotony in teaching learning process and how to overcome, training was given to all the teachers and supervisory staff.

As per RTE- Children within the age group of 6- 14, have the right to complete 8 years of free and compulsory education. Government order is issued Vide No: ED: 77 ED-77 Yoyoka 2010 Bangalore, Date: 01.12.2010.

- No child should be detained or expelled from the school till he/she completes 8 years of Elementary Education.
- No detention till class 8th. The child to be given special training to attain the competencies age appropriate and class appropriate.
- No board examination till class 8th
- No child abuse in any of the circumstances - Physical punishment, mental harassment, sexual abuse, discrimination of any kind.
- Serious action as per CCA rules will be imposed for the violation of these rules.

## **I. Core components of Quality Education: Curriculum, Teaching learning transaction, evaluation**

State curriculum framework developed in consonance with NCF 2005 has provided lot of scope for local context. The textbooks has focal on regional/local flexibility, adjunct to core curriculum and teachers are trained for transacting this curriculum.

Our classroom processes must facilitate and foster the childhood interests to gain and construct knowledge using multiple sensory stimulation. All children irrespective of their diversities participate freely; in the learning processes without any hesitation. The children interact with the teacher's peers, parents, community members itself in the learning activities beyond the school hours. The home assignments would be sparse to be seen instead pupils shall engage themselves in the activities continuously interacting with the environment observing, questioning, interviewing, collecting, constructing, organising, generalizing, reporting etc.,

## **II. DSERT AS AN ACADEMIC AUTHORITY**

In addition to the above innovation through Karnataka Text Book society, DSERT as an academic authority has developed curriculum frame work based on NCF-2005



and also syllabus for the std. I to X. The text books are under process of revision as per this revised curriculum and syllabus. The revised text books are being introduced in phased manner. During the year 2012-13, the revised text books will be introduced for std. V to VII and during the year 2013-14 the revised text books for VI and IX will be introduced. The preparation of revised text books for VI and IX is in the final shape. During the year 2014-15 the books will be introduced for VIII and X std. 54,18,341 text books in 07 languages and 267 titles are being published.

Apart from these revision process, DSERT as an academic wing of the department of the public instruction is involved in the project implementation of SSA, RMSA programmes. The teacher training programme, material preparation for the training programmes are being undertaken by DSERT.

The teacher training programme is being conducted for its large teacher population of 2.34 lakh teachers. During the year 2012-13 the total man days achieved for teacher training is 16.5 days as against 18 days stipulated in AWP & B of SSA. This is in addition to the training programmes conducted out of MHRD sponsored teacher training under its scheme. The detailed quality initiative programmes and effort by DSERT has been narrated as below.

Teacher Education: It includes both pre-service and in-service education. The improvement in Quality of elementary education to a large extent depends on the Quality of teachers who operate school based programmes. In this direction DSERT is making continuous efforts to improve both the pre-service and in-service teacher education. Mention of a few such efforts are as follows:

### **I. Pre-Service Education.**

- DSERT co-ordinates all the academic and administrative activities concerning pre-service training institutions – prescribing curriculum, preparation of text books, fixing the academic calendar, approval of staff appointments, inspection of private institutions through DIET's etc.
- Revision of D.Ed Curriculum. A committee has been constituted under the chairmanship of Dr. Sameersimha an eminent educationist to revise the present D.Ed course curriculum based on NCFTE-2009-10. The revised curriculum is going to bring changes which helps to prepare Quality teachers.
- A National Conference on Elementary Teacher Education was conducted in the month of Feb-2012 in co-ordination with R.V.Consortium to apprehend and realize the vision of NCFTE-2009 for preparing professional & humane teacher and also designing Pre-service teacher training.
- Different committees have been set to inspect and monitor the quality aspects of teacher training institutions which are mushroomed in recent years. The committee will look into the infrastructure, the quality of pre-service teacher training imparted in the teacher training institutes. Based on the reports submitted by these committees, the action will be initiated on the concerned institutions.

## II. In-service Education.

Providing support for the continued professional development of teachers after they join service is as crucial as providing a good pre-service training programme. The DSERT formulates plans and co-ordinates the implementation of the various teachers training programmes from cluster level to state level with the help of CTE's, DIETs, BRCs & CRCs.

DSERT conducts the following activities to bring quality in in-service teacher training of both MHRD and SSA training grants.

- Conducts and organize workshops of DIETs to plan teacher trainings well in advance based on the needs of the district. The action plan for teacher training is being prepared in a workshop in the month of June every year.
- DSERT prepares teacher training modules catering to the needs of various categories of teachers. It conducts Master Resource persons training. No training will be allowed to conduct without training module and training material.
- DSERT is also experimenting with various approaches in teacher training such as activity based methods, teleconferencing, cascade method etc.

## III. SSA Training and material development

SSA has entrusted the responsibility of conducting quality teacher training to every primary school teacher in the state for a minimum of 20 days in a year.

- The cell plans various teachers training programmes well in advance, prepares training modules with the help of experts in the field, Trains master resource persons and monitors training programmes held at district & block level.
- The cell has done pioneering work in preparing quality training modules in a short duration such as RTE, CCE, NCF 2005 etc.
- The cell also supports several studies & action researches in relation to teacher training. During the year 2011-12 the following teacher training modules and handbooks were prepared. 1) Niranthara - A module on RTE, CCE and NCF-2005. 2) Koushala - A module on vocational guidance and counseling for secondary school teachers. 3) Bellichukki - A module Nali-kali joyful learning programme for training of teachers.
- DSERT conducts a meeting of DIETs, SSA Nodel officers every month to assess, monitor and give guidance in conducting quality trainings.

## IV. Educational Technology

Information Technology happens to be the need of the present day society and schools to catch up with emerging trends.

To strengthen the technology support in schools, ET Cell of DSERT undertakes various academic activities for the effective utilization of technology & media.



The DSERT is implementing projects such as mahiti sindhu, ICT Phase I, II & III Edusat programme, Radio Programmes etc. and aims at giving free computer education and computer based education to the students of govt. schools and govt. aided schools. who come from rural and economically weaker sections, there by enhancing the quality of education being given to them.

### **Implementation of ICT Projects**

ICT projects are being implemented through outsourcing. DSERT do the following activities to fulfill the objectives of the projects and there by bring quality in education.

- i. Preparing the supportive resource books, CDs etc
- ii. Conducting teachers training programmes to utilize the project effectively.
- iii. Monitoring & supervision is done through the DIETs which act as nodal agencies.
- iv. Evaluation of the programme is done through Indian Institute of Science computer science sections of the engineering colleges of the state.
- v. Often conducts the meeting of companies to get feed back, discuss problems and issues, give suggestions for effective implementation of the project.
- vi. A committee of academicians and technologies has been formed to develop E-content for the implementation of education delivery.

### **Implementation of EDUSAT Project**

DSERT in collaboration with ISRO is implementing EDUSAT project to bring quality lessons in curricular and co-curricular areas for elementary education.

- i. DSERT prepares telefilms based on textual content.
- ii. DSERT has its own studio for telecasting & receiving center's in five districts covering 2603 schools.
- iii. DSERT takes continuous feedback from the concerned district DIETs regarding lessons telecasted and on the working conditions of the hardware.

### **Implementation of Radio Programme (Keli-Kali)**

The programme aims at quality improvement in teaching in elementary schools through empowerment of our teachers to use popular media in academic work and enable them to teach innovative teaching methods with the help of AIR Bangalore.

- DSERT prepares 'Hand Book' containing the annual time-table, pre and pro broadcast activities etc.
- The teachers are supplied with hand book before the academic year to enable them to make use of this programme to the fullest extent in improving teaching learning process.

## **Nali-Kali Method:**

This is unique, innovative, flag-ship programme of Karnataka state. The programme is been implemented in 1st, 2nd and 3rd standard of Kannada Medium School in Karnataka from 2010-11.

### **Activity based, Joyful learning process**

### **Core elements of Nali-Kali Method**

- Meeting the challenges of Multi-level and Multi –grade situation.
- Opportunity for joyful learning, self learning and self phased learning.
- Opportunity for every child to know his/her place in the learning group.
- Scope for continuous and comprehensive Evaluation.

Though this method opportunity is provided to the students to learn through systematic organization of number of activities with help of learning cards, learning materials, workbooks and readers. The study reports submitted by the Mysore University revealed that, students are learning better, learning in their own phase in fearless situation.

Regarding implementation and teaching of Nali-Kali method training was given to all the Nali-Kali teachers, CRP's, BRP's, BRCs, BEO's DYPCs with SSA fund.

For 2011-12 1st to 3rd standard learning materials are prepared by DSERT and printed in multi-color with lamination has been supplied to all 45,000 primary schools with the cost of 18.00 crores.

## **III. Key role of curriculum and textbooks:**

As per NCF 2005, curriculum, syllabus and textbooks are revised based on KCF. A committee was constituted, various workshops were organised to revise the text books. The curriculum and the evaluation procedure developed by the State Government are in consonance with the large framework of NCF 2005. They are in conformity with the values enshrined in the constitution along with all round development of the child with key focus on both scholastic and non-scholastic subjects.

The curriculum gives scope for the syllabus makers and text book writer to make classroom process learning experience and even the assignment system to become child centric. Prof. G.S.Mudambuduthaya, Rtd J.D of the department of Pre-University Education is heading the team of curriculum revision and developing text books.

The curriculum speaks about self assessment and other informal modes of assessment. The committee has taken into consideration factors like child centric classroom process learning without fear, continuous and comprehensive evaluation. It is expected that the classroom interaction and assessment pattern will be in consonance with the vision expressed in the document.



Karnataka is well known for its capacity for having qualified teachers in its schools. There are no un-trained teachers. All teachers are trained but there is a need to update their knowledge in content and methodology, therefore knowledge in content and methodology, therefore in service training is part and parcel of any quality based project.

As per RTE, board Examinations are not conducted for students of primary level. Instead the teachers adopts CCE for I-IV standards. The student of class I-III are –using Nali-Kali method of learning. Nali-Kali in itself is a activity based child approach and self evaluation system in V-VIII stds semester system prevails 2 tests and 2 examinations, there is no marking system. Marks are converted into grads – A+ A, B+ B, C+ C according to child’s achievement.

### **Text Books :-**

Innovation in TextBook Preparation in the State of Karnataka Based on NCF – 2005.

### **Basis**

The Karnataka State Curriculum was framed by DSERT based on NCF-2005 by including the ten core elements specified in the NCF-2005. The textbooks are written based on the syllabus prepared based on the features of NCF-2005. The Karnataka Textbook Society, has been engaged in producing new textbooks according to the new syllabi since June 2010. The textbooks based on this syllabus will come into force from the academic year 2012-13.

Textbooks are prepared in 11 languages; seven of them serve as the media of instruction. from standard 1 to 4 there is the EVS and 5th to 10th there are three core subjects namely mathematics, science and social science.

### **Features**

The learner is encouraged to think, engage in activities, master skills and competencies. in all the textbooks every lesson/chapter has boxed items in which do you know this, think it over, activity etc, are given. This not only help children to construct knowledge on their own, besides help them become a efficient communicators. The materials presented in these books are integrated with values.

The new books are not examination oriented in their nature on the other hand they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country India.

Language textbooks are designed to help learner master communicative competencies, excellent comprehension, meaningful expression and efficient reference skills. Every textbook has a supplementary section at the end.

In social science especially in standard 5 the first chapter deals with the historical, geographical, cultural and local study of the division in which learners live.

Many students have a math's phobia and in order to help them overcome this phobia, jokes, puzzles, riddles, stories and games have been included in textbooks. The mathematics textbooks help children to move away from complete calculations, construct a framework of concept, relate mathematics to real life experiences and co-operative learning.

In science textbooks ample opportunity has been given to learners to think, read, discuss and learn on their own with very little help from teachers. Learners are encouraged to work towards construction of knowledge through learners doing experiments, activities, assignments and projects.

The value education syllabus has been prepared with the necessary guidelines required to integrate values in teaching different subjects. Yoga syllabus has been prepared separately. The separate textbooks are getting ready for value education and yoga.

There is going to be a source book for teachers to supplement teachers existing knowledge and make teaching very effective. To supplement the Comprehensive and Continuous methods of Evaluation, along with the necessary exercises in the textbooks, a separate workbook for students will be introduced.

In 2012-13, new revised textbooks for class V and VIII were introduced. The following are the characteristics and properties of text books.

- The text book contributes in helping teachers and students to attain curriculum goals.
- Concepts, generalizations and relationships are clearly and accurately presented.
- The textbook is attractive colorful with three colour printing and well designed with a type size that is easy for students to read.
- Accurately reflects ethnic cultures and life styles.
- Free of caste prejudices, racist and prejudices, minority groups.
- Provides examples of how the concepts or contents are co-related with other subjects.
- New ideas are introduced through motivating social or personal situations or issues.
- Binding and page paper is strong enough to with stand student use for a number of years.
- Books have been designed with examples of local environment.
- Concepts, information and examples given in the textbook, match the sequence and content of the learning outcomes.
- The amount of information covered matches the number of hours of instructional time.



- Graphs, diagrams, scale drawings and tables are clearly illustrated and easy to read
- The additional enrichment materials contents recommended by readings for students
- The text has –
  - A table of contents
  - An index
  - Main ideas at the beginning of each chapter or subsection
  - Directions are clear and complete
  - Chapter summaries and reviews of the concepts, generalization and relationships

(Paper size, specifications, binding, use of ink to include)

In order to augment learning workbooks are prepared as they act like supporting materials to the text. Teachers will be trained on the revised content. 5 days training is proposed for content enrichment out of 20 days. The cost of the training module will be met within the training cost. Training will be provided in the month of April as the academic year closes.

#### **IV. Learning in age appropriate classes:-**

##### **Special training:**

Each child is unique in itself. Children come from different socio-economic backgrounds with individual differences. Some cope up to the environment very fast and few at their own pace. Special training is planned for the children who have not attended the school, or who are drop outs. It is a school readiness programme so that the child adjust and feels comfortable.

Teachers need special training to understand how to accommodate there without discrimination. Training for master resource persons was imparted at the State level.

Chinnara Angala workbooks for children and teachers hand books on special training have been revised to make it suitable for age appropriate enrolment of OOSC as directed in National level workshop. Subject wise and age appropriate books have been development in three levels – 7-9 years, 9-11 year, 11-13 years of age.

Chinnara Angala 1-2 books are used in 3 months Non Residential and Residential Special Training , Residential Special Training to develop the competencies in children of class 1-5th. Chinnara Angala 3-are used in classroom transaction RST, NRST to develop in students the competencies of higher classes. Subject wise there are workshops for Kannada, English, Hindi, Math's, General science, Social science and manual for teachers.

## Subject balance and age appropriate syllabus

- Does not exclude, or discriminate.
- Promotes gender equality in enrollment and achievement. Guarantees facilities curricula, textbooks, teaching and learning processes that are friendly to girls.
- Provides education that is free and compulsory, affordable and accessible to families and children at risk.
- Respects diversity and ensures equality of learning for all children including working children, children with disabilities and child victims of exploitation and violence (Chinnara Tangu Dhama)
- Promotes good quality teaching and learning processes. This includes individualised instruction appropriate to each child.
- Provides structured content and good quality materials and resources which reflect the diversities of the country and the State.
- Enhances teachers capacity, morale, commitment and their own recognition of child rights.
- Promotes quality learning outcomes by defining and helping children learn what they need to know and teaching there how to learn.
- Helps, defend and protect all children from abuse and harm.
- Does away with pressures, tensions and anxiety
- Fear and trauma free environment which helps child to express views freely.
- Child centred promoting child participation in all aspects of school life.
- **Is hygienic and safe from drugs, corporal punishment and harassment.**
- **Community based, encouraging local partnership in education, working with other actors to ensure the fulfilment of child's right.**

## Procurement of library books

Children need to develop appropriate learning strategies and become independent and lifelong learners. The school library is the cornerstone to this process. Libraries empower children, not only by supporting the teaching and learning in the school, but by giving them the freedom to make their own choices about reading and learning experiences. Library skills need to be introduced to children from an early age and practiced throughout their school career.

## Libraries in schools give children the opportunity to:

- expand their reading experiences
- discover and use information
- Perfect their search engines of knowledge.



It was for the first time during 2010 -11 the SSA envisaged a very innovative project of providing library books to the children of lower and upper primary schools. So a library grant of Rs.3000 and Rs.10,000 for LPS and HPS was released respectively. Some of the HPS had not submitted demand for library grant for their LPS section during 2011-12. All these HPS schools an additional library grant of Rs. 3000/- for their LPS section. There was a grant of Rs. 436.020 lakhs for 14534 HPS with LPS for the LPS sections.

### Strategy followed in the selection of books:

The library project is being implemented through SSA. In order to implement this project, a selection committee was constituted comprising of State Project Director – SSA, Director (Programmes), Senior Consultant, Joint Director, DYPC, NGOs, Educationist, BRPs, CRPs and assistant teachers.

As per the decision of the committee members, a paper advertisement was placed to invite publishers who publish books for the children age group 6-14 years. 235 publishers responded to the Ad. Copies of books from the publishers were taken and were displayed in 7 languages namely Kannada, English, Hindi, Tamil, Telugu, Urdu and Marathi. Teachers were given the freedom to select the books as per their school requirement. Teachers were guided to select the books as per the following criteria.

1. Books should cover subjects both from curriculum and non curriculum areas
2. Books should be selected based on the age of the children so as to develop the reading skill among the children.
3. Nursery rhymes, fairy tales and folklore from various cultures are invaluable in making a connection with a book that was formerly read by the adult and is now being shared with the child. Traditional stories are educational for the child and comforting to the adults who are privileged to share them with future generations.

In the year 2012-13 to the similar decentralization process of books procurement is being followed. Book melas were organised at the district level and the schools were given the freedom and choice of procuring the books of their choice based on the needs of students.

### 1. Library Books :-

Following is the progress for the year 2012-13.

(Rs. in lakh)

S. No.	Type of schools	Unit Cost	Phy.	Fin.
I	Primary	0.030	14534	436.020
	<b>Total</b>		<b>14534</b>	<b>436.020</b>

### 2. Text books :-

The process of curriculum revision and text book preparation is discussed in the earlier pages under quality interventions.

Sarva Shiksha Abhiyan supports the printing and supply of free text books to all the Government Aided schools.

### Free Textbooks (Rs. 2371.569 lakh)

PAB has approved an outlay of Rs. 2371.569 lakh (Fresh Outlay of Rs. 1143.966 lakh and spill over outlay of Rs. 1227.603 lakh as committed liability of 2011-12) as detailed below:

Table No.39

(Rs. in lakh)

Category of children	Spill Over	Unit cost per child	No of children to be covered	Outlay approved	Total No of children to be covered	Total Outlay approved	Progress
Free Text Book (P) for Aided school		0.001	464035	464.035	464035	464.035	100%
Braille book (P)		0.002	1342	2.013	1342	2.013	100%
Free Text Book (UP) for Aided School		0.001	483054	676.276	483054	676.276	100%
Braille book (UP)		0.003	667	1.643	667	1.643	100%
Work Book for new text book for classes 5th to 8th	1227.603	0.0013	0	0.000	0	1227.603	100%
<b>Total</b>	<b>1227.603</b>		<b>949088</b>	<b>1143.966</b>	<b>949088</b>	<b>2371.569</b>	<b>100%</b>

The progress is 100% in case of both text books and Braille books.

### In-Service Teachers Training

#### In-Service Training Programmes for Teachers

SSA is a flagship programme aimed to provide qualitative education to the children in the age group 6-14yrs. SSA training recognizes the critical and central role of teachers and advocates a focus on their academic, professional and technical needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visit for teachers are all designed to develop the human resource among teachers. The goals of providing Universal Access & retention have been achieved to a larger extent. In this regard achievements of Karnataka have been appreciated at the National level.

In-service teacher's trainings are organized under SSA with the following objectives:

- To empower teachers professionally through ongoing 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 inputs given to them in a sustained fashion.



- To help them get information on area 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 following up process and 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 dimension of classroom learning.

### **Need Analysis.**

It is already reported in 2011-12 Annual Report of SSA that a survey of capacity building needs of teachers was completed by Karnataka Jnana Ayoga in collaboration with Ms. Azim Premji Foundation. This report would be of use even during 2012-13. Beyond this report, State identified the needs of teachers from the visiting reports of monitoring officers of DIET's, by listing out the questions asked by the teachers during monitoring visits and teleconference exposures.

### **Teachers Training**

The State Apex Directorate concerned with Educational Research and Training namely DSERT carries on training aspects concerned with SSA interventions in Karnataka. DSERT in turn releases the amount to DIETs particularly for In-Service Teacher Training. The complete action regarding Planning, Preparation, implementation, evaluation and follow-up and Reporting of various training programmes are handled by DSERT. The state guidelines for training has been prepared and issued by Directorate of State Educational Research & Training, in consultation with SSA, keeping in mind the state and district specific requirements. The training needs have been assessed on the basis of data base information maintained at cluster and block levels. Training programmes both for curricular and general areas are identified and prioritized.

All the in service trainings were conducted with a module for resource persons and for teachers. In the State, the preparation of few training modules was done at SSA. Most of the Training Modules both for general and curricular areas have been developed by DSERT and DIETs. Some are pilot tested at the field level and standardized. The transactions in the training programmes take place in a participatory mode which includes group discussion, group work, presentation of good practices, demonstrations, etc. The training methods are activity based.

### **Training of in-service teacher pertains to:**

- Curricular transaction, content up gradation, pedagogy and contextual issues related to Elementary Education
- Newly recruited teachers on a continuous basis
- Strengthening the capability of officers, lecturers, HM's, BRC's/CRC's for providing

academic resource support to teachers. Trainings are largely provided through cascade mode at DIETs, BRCs and CRCs and some programmes through tele-mode from DSERT, Bangalore.

### Progress of training programmes conducted at Block level:

The major training programmes conducted at block level are given below:

- Training of teachers on Reading English by British council to all 228987 teachers for 5 days.
- Training of 5th and 8th STD teachers on new text book for 5 days.
- Training on CCE to all 228987 teachers for 3 days.
- Training of teachers on Value education for 3 days.
- Refresher training on Nali-Kali method
- Training of teachers on Scouts & Guides program and
- Training of teachers on sevadala.

### Information about Training literature prepared by STATE during 2012-13

Sl No	Name of the Training literature	Objectives	Duration	To whom
1	Rachana	To introduce Vihard New text book	5days	To Trainees who are taking STD classes.
2	Rachana for VIIIstd New Text book Training	To introduce VIIIstd New text book	5days	To trainees who are taking VIII STD classes.
3	British council English Training	To enrich communicative English	5days	To all Teachers.
4	Sadana	To make teachers familiar with CCE	3days	To Teachers and also for Schools.
5	ASHIAYA	To enrich BRP, CRP AND ECO's Knowledge.	10days	To all BRP,CRP AND ECO's

### Man-days to be covered & Actually covered

Sl. No	Total No of Teachers	man-days to be covered	Total No of man-days to be covered	Actually covered	Average Man days	Percent of target mandays coverage
1	228987	20	4579740	3941989	17.21	86.07

### Progress of District wise In- Service Teacher Training(Man-days)

The progress of In- Service Teacher Training for both Trainings conducted at cluster level and block level is given below:



Table No.40

Sl.	Districts Name	Target Physical	Target Mandays	Achieved Target	Achieved Mandays
1	Shivamogga	8026	160520	157759	19.66
2	Chikkaballara	5403	108060	104295	19.3
3	Bijanur	10616	212320	204768	19.29
4	Hasan	8855	177100	168327	19.01
5	D. Kannada	6531	130620	121908	18.67
6	Chamaranagara	3832	76640	71003	18.53
7	Kodagu	2198	43960	40669	18.5
8	Dharavada	6415	128300	117951	18.39
9	Bagalokote	8070	161400	147921	18.33
10	U. Kannada	7779	155580	141280	18.16
11	Mandya	6708	134160	131549	18.13
12	Haveri	7214	144280	130313	18.06
13	Yadagiri	4606	92120	82821	17.98
14	Udupi	4105	82100	73213	17.84
15	Mysore	9898	197960	175491	17.73
16	Chitradurga	8206	164120	143584	17.5
17	Bangalore Rural	4134	82680	71698	17.34
18	Davanagere	8490	169800	147144	17.33
19	Koppala	5864	117280	101573	17.32
20	Ramanagara	4652	93040	79661	17.13
21	Kolar	6653	133060	113694	17.09
22	Bangalore Urban	10941	218820	186893	17.08
23	Chitradurga	4626	92520	78891	17.05
24	Chikkamagalore	6271	125420	105081	16.76
25	Tumkur	12558	251160	208500	16.6
26	Bidar	8403	168060	130753	15.56
27	Ravachur	8496	169920	131168	15.44
28	Bellary	9046	180920	136277	15.06
29	Belgaum	18768	375360	279405	14.89
30	Gulbarga	11623	232460	168396	14.49
		<b>228987</b>	<b>4579740</b>	<b>3941989</b>	<b>17.21</b>

### Training Progress 2012-13

#### In-Service Teacher Training at block level – 10 Days

#### 5th std. new Text-book Training (5 days)

#### Objectives of Text Book based training:

- To enable the teachers to understand the importance of learning by practice.
- To enable the teachers to meaningfully use the text books in classrooms on the background of NCF- 2005 and RTE- 2009.
- To enable the teachers to create atmosphere in the classroom for knowledge building process.

- To enable the teachers to recognize the new issues incorporated in the new Reader.
- To help teachers understand the constructive approach adopted in the new Reader.
- To help teachers understand the need to develop communication skills in children.
- To enable the teachers to organize parallel activities.
- To help teachers develop the ability to organize constructivist classroom processes.

To enable the teachers to identify the salient features of a 'lesson plan'. Target was 77494 teachers 78160 teachers were trained during the academic year 2012-13



**5th New Text Book Training**





Table No.41

8TH NEW TEXT BOOK TRAINING PROGRESS FOR THE YEAR 2012-13									
Sl. No	Districts	Target			Achievement			% Man Days	% Finance
		Phy	Man Days	Fin	Phy	Man Days	Fin		
1	Ramanagar	1733	8665	1589675	2519	12595	1758833	7.27	104.09
2	Bengaluru (R)	1126	5630	1097850	1610	8050	1115838	7.19	101.64
3	Dharwad	1439	7195	1403025	1734	8670	930506	6.03	86.32
4	Chikaballapur	1969	9845	1919775	2360	11800	1379746	5.99	71.67
5	Halebidur(Bagalakote)	1772	8860	1727700	1804	9020	888598	5.37	50.28
6	Kolar	1824	9120	1844150	2122	10610	1583198	5.32	81.43
7	Kumbla (U.Kan)	2688	13440	2620800	2847	14235	2031444	5.3	77.81
8	Hassan	4396	21980	4286100	4650	23250	3972684	5.29	92.69
9	Davanagere	3073	15365	2996175	3208	16040	2390772	5.22	79.79
10	D.Kannada(M)	2072	10360	2020200	2143	10715	1179734	5.17	58.37
11	Haveri	2100	10500	2047500	2172	10860	1128976	5.17	55.19
12	Shimoga	2750	13750	2681250	2875	14375	2301276	5.14	85.83
13	Mandya	3587	17935	3477825	3688	18440	3087554	5.14	88.78
14	Mysore	4150	20750	4046250	4233	21165	3149378	5.1	77.83
15	Chitradurga	2004	10020	1953900	2035	10175	1748651	5.08	89.40
16	Channarayana	1274	6370	1242150	1290	6450	858303	5.06	69.10
17	Chikmagalur	2651	13255	2584725	2677	13385	2343066	5.05	90.65
18	Bangalore (U)	2801	14005	2730975	2801	14005	1719678	5	62.97
19	Udupi	2093	10465	2040675	2094	10470	1831210	5	94.64
20	Gadag	1143	5715	1114425	1142	5710	1095750	5	98.32
21	Bidar	3073	15365	2996175	3070	15350	2477378	5	82.88
22	Tumkur	3040	15200	3144000	3831	19155	2913356	4.99	77.81
23	Bijapur	2988	14940	2893800	2943	14715	1729271	4.98	59.76
24	Koppal	1609	8045	1608775	1655	8275	1358542	4.83	86.81
25	Bellary	2299	11495	2241525	2190	10950	1653983	4.78	73.79
26	Belgaum	5197	25985	5087075	4924	24620	2828604	4.74	57.62
27	Kudga(Kodagu)	1081	5405	1053975	1015	5075	684291	4.69	64.92
28	Rachur	3238	16190	3157050	2671	13355	2547225	4.12	80.68
29	Kannur(Ca)	5181	25905	5031975	4201	21005	3159082	4.07	62.78
30	Yadgi	2233	11165	2177175	1728	8630	1527433	3.86	70.16
TOTAL		77494	387470	75556850	78180	390800	57554089	5.04	76.17

**Note :-** 17 districts performed above the State average mandays of 5.04 while 21 districts performed above target mandays of 05 days. Performance of Yadgir district is lowest in the State.

### 8th std. new Text-book Training (5 days):

Textbooks revised as per NCF-2005 are adopted at 8th Standard during the academic year 2012-13. The text book is designed on the basis of the principals of N.C.F 2005 and R.T.E 2009.

1. This Training helps the teachers to understand the new issues incorporated in the new text book.
2. This Training enable the teachers to understand the constructivist approach adopted in the new reader.

3. This training helps the teachers to understand the need to develop Communication skills in children.
4. This training enables the teachers to identify the salient features of lesson plan.
5. The text book is aimed to develop life skills in children, which is the aim of NCF 2005.

The above objectives were achieved by giving training to teachers who are Subject teachers for 8th standard. Target was 30816; 29960 teachers were trained during academic year 2012-13.



### 8th New Text Book Training





Table No. 42

BTH NEW TEXT BOOK TRAINING PROGRESS FOR THE YEAR 2012-13

Sl. No.	Districts	Target			Achievement			%	%
		Phy	Man Days	Fin	Phy	Man Days	Fin	Man Days	Finance
1	Koppal	940	4700	916500	1337	6685	1303566	7.11	142.23
2	Chl.magalore	739	3695	720525	986	4930	903947	6.67	125.46
3	Shimoga	910	4550	887250	1189	5945	1055007	6.53	118.91
4	Kumuta (U.Kan)	757	3785	738075	912	4560	875083	6.02	118.56
5	Bellary	950	4750	926250	1135	5675	988549	5.97	106.73
6	D Kannada(M)	1056	5280	1029600	1255	6275	976755	5.94	94.87
7	Dharwad	1838	9190	1792050	2180	10900	1415853	5.93	79.01
8	Udupi	593	2965	578175	677	3385	637362	5.71	110.24
9	Mysore	1022	5110	996450	1082	5410	799265	5.29	60.21
10	Bidar	420	2100	409500	434	2170	509500	5.17	124.42
11	Kamatapur(Gul)	1483	7415	1445925	1529	7645	1081504	5.18	74.8
12	Bijapur	1848	9240	1801800	1884	9420	1085826	5.1	60.25
13	Ilkal(Bagalkote)	804	4020	783900	819	4095	375085	5.09	47.85
14	Mandya	562	2810	547950	571	2855	513799	5.08	93.77
15	Davanagere	1398	6990	1363050	1394	6970	1214561	4.99	89.11
16	Ramanagar	544	2720	530400	542	2710	518966	4.98	97.84
17	C nagara	430	2150	419250	427	2135	295600	4.97	70.51
18	Gadag	719	3595	701025	701	3505	637690	4.87	90.97
19	Bangalore (U)	1658	8290	1616550	1605	8025	1077949	4.84	66.66
20	Kolar	549	2745	535275	528	2640	501712	4.81	93.73
21	Chikkaballapur	531	2655	517725	505	2525	456879	4.76	68.25
22	Hassan	1125	5625	1096875	1071	5355	1302682	4.78	118.76
23	Haveri	1650	8250	1808750	1552	7760	848283	4.7	52.73
24	Tumkur	1631	8155	1590225	1520	7600	1264868	4.66	79.54
25	Kudiga(Kodagu)	295	1475	287625	271	1355	197909	4.59	68.81
26	Chitradurga	992	4960	967200	874	4370	802667	4.41	82.99
27	Bangalore (R)	428	2140	417300	337	1685	415563	3.94	99.58
28	Belgaum	1670	8350	1628250	1213	6065	720571	3.63	44.25
29	Yadgir	774	3870	754650	391	1955	347859	2.53	46.1
30	Raichur(Yamanur)	2500	12500	2437500	1039	5195	1007275	2.08	41.32
	<b>TOTAL</b>	<b>30816</b>	<b>154080</b>	<b>30045600</b>	<b>29980</b>	<b>149800</b>	<b>24131937</b>	<b>4.88</b>	<b>80.32</b>

**Note :-** 14 districts performed to reach 05 mandays target . 12 districts are below State achievement of 4.86 mandays. Yadgir and Raichur districts are at the bottom in performance.

**British Council Training (5 days):**

The teachers were facing problems in transacting English in the classroom. Hence the Department had an agreement with the British council of India to provide English

training to all the teachers. We had planned to train all 228987 teachers of the state and have trained 161807 teachers during the academic year 2012-13.

District Resource Persons were trained at the State Level. District Level Training was organised for the Block Level Resource Persons. Teachers were trained at the Block Level.

### **Objectives:**

- Build the teaching competencies and enhance language proficiency skills of all upper and lower primary Teachers in Karnataka.
- Enable these teachers to conduct child-centered and child-friendly lessons in line with recommendations of the National Curriculum Framework(2005)
- Enable these Teachers to teach and assess the progress of their learners in line with the NCF-2005 and the Policy of CCE
- Develop new teaching resources for lower Primary English Classrooms.
- Build a cohort of master Trainings with Training and mentoring competencies to support in-service professional development of teachers in the lower and upper Primary schools.

### **Achievements:**

- The trained teachers have developed confidence in using English in classroom transactions.
- Teachers have developed skills to conduct child centred and child friendly approach to teaching.
- Teachers have started interacting with parents about English learning.



**British Council Training**



Table No.43

ENGLISH (BRITISH COUNCIL) TRAINING: PROGRESS FOR THE YEAR 2012-13									
Sl.No	Districts	Target			Achievement			% Man Days	% Finance
		Phy	Man Days	Fin	Phy	Man Days	Fin		
1	Bijapur	10616	53060	10350600	9288	46440	5224005	4.37	50.47
2	Chitradurga	8208	41030	8000950	7153	35765	5848528	4.36	73.10
3	Chikballapur	8070	40350	7868250	6880	34400	3061315	4.26	38.91
4	Chitaballapur	5403	27015	5267925	4571	22855	2868750	4.23	54.48
5	Shimoga	8026	40130	7825350	6712	33580	5212188	4.18	66.61
6	Bangalore (U)	10941	54705	10867475	9118	45590	6344197	4.17	59.47
7	Hassan	8855	44275	8633625	7388	36940	5639610	4.17	65.32
8	Channarayana	3832	19160	3736200	3083	15415	1952576	4.02	52.28
9	Dharwad	6415	32075	6254625	5089	25445	2962536	3.97	47.37
10	Haveri	7214	36070	7033650	5631	28155	2645599	3.9	37.61
11	D.kannada(M)	6531	32655	6367725	4939	24695	3033087	3.78	47.83
12	Yadgi	4606	23030	4490850	3459	17295	2660350	3.75	59.24
13	Kudige(Kodagu)	2198	10990	2143050	1632	8160	1181057	3.71	55.11
14	Kumata (U.Kan)	7779	38895	7584525	6752	28760	3578280	3.7	47.18
15	Mysore	9898	49490	9650550	7274	36370	4803106	3.67	49.77
16	Mandya	6708	33540	6540300	4920	24600	4073824	3.67	62.29
17	Kolar	6853	33285	6486875	4732	23660	3830358	3.58	55.97
18	Bollary	9048	45230	8819850	6349	31745	4550637	3.51	51.59
19	Bidar	8403	42015	8192925	5865	29325	3781080	3.48	46.15
20	Koppal	5854	29220	5717400	4065	20325	3460873	3.47	60.53
21	Bangalore (R)	4134	20670	4030650	2805	14025	1842077	3.39	45.70
22	Tumkur	12558	62790	12244050	8479	42395	6420815	3.38	52.44
23	Belgaum	18768	93840	18298900	11300	56500	5154691	3.01	28.17
24	Gadag	4626	23130	4510350	2758	13790	2053995	2.98	45.54
25	Davanagere	8490	42450	8277750	4885	24425	3805590	2.88	43.56
26	Ramanagar	4652	23280	4535700	2657	13285	1787938	2.86	39.42
27	Raichur(Yamruv)	8498	42480	8283600	4790	23950	4546850	2.82	54.89
28	Udupi	4105	20525	4002375	2268	11340	1973981	2.76	49.32
29	Kamalapur(Gul)	11623	58115	11332425	5276	26380	3890591	2.27	34.33
30	Chimnagara	6271	31355	6114225	2689	13445	2133635	2.14	34.90
	<b>TOTAL</b>	<b>226987</b>	<b>1144835</b>	<b>223262325</b>	<b>161807</b>	<b>809035</b>	<b>109921917</b>	<b>3.53</b>	<b>48.23</b>

**Notes :-** Not a single district achieved target of 05 mandays. 17 districts were above the State average performance of 3.53 mandyas. Percent coverage against target is 70.66.

### CCE Training (3 days):

As per the NCF-2005 guidelines there is need to assess a child in all aspects. It also insists to make a learner to face life instead of facing only one examination. In this direction, scholastic and co-scholastic aspects of a child have to be tested. To create awareness among the teachers to evaluate all aspects of a learner, clear instructions are needed. To fulfill the needs at the state level a training module 'Sadhana' has been

prepared. MRPs have been trained at the state level. These MRPs trained the district level RPs at DIET.

### Objectives of CCE training:

- Help the teachers understand and internalize the importance of and need for comprehensive and continuous evaluation.
- Enable teachers to acquaint with the different techniques and methods of comprehensive and continuous evaluation.

### Achievements :-

- The CCE programme empowered schools and teachers to conduct school based assessments and to integrate formative assessment in classrooms.
- The training gave an insight to teachers to use a variety of tools (oral, projects, and presentations) and helped them understand the nuances of a comprehensive evaluation based on a blend of formative and summative assessments.
- It also provided for peer and self-assessment and covered both scholastic and co-scholastic aspects.



**CCE Training**





Table No.44

CCE TRAINING PROGRESS FOR THE YEAR 2012-13									
Sl.No	Districts	Target			Achievement			%	
		Phy	Man Days	Fin	Phy	Man Days	Fin	Man Days	Fin.
1	Shimoga	8026	24078	4695210	7961	23883	4440121	2.98	94.57
2	Udupi	4105	12315	2401425	3984	11952	1896698	2.91	83.15
3	Chikmagalur	8271	18813	3668535	6025	18075	2811095	2.88	76.63
4	Davanagere	8490	25470	4966650	8007	24021	3935630	2.83	79.24
5	D.kannada(M)	6531	19593	3820635	6046	18138	2128124	2.78	55.70
6	Bidar	8403	25208	4915755	7715	23145	3206775	2.75	65.23
7	Gadag	4626	13878	2708210	4216	12648	2283151	2.73	84.37
8	Kumbla (U.Kan)	7779	23337	4550715	7075	21225	2995967	2.73	85.84
9	Yadgir	4606	13818	2694510	4142	12426	1631571	2.7	60.55
10	Hassan	8855	26585	5180175	7946	23938	3557129	2.68	68.67
11	Bkal(Bagalokota)	8070	24210	4720950	7044	21132	1891347	2.62	40.06
12	Chitradurga	8206	24618	4800510	7113	21339	3434883	2.6	71.55
13	Turnkur	12558	37674	7346430	10823	32469	4206394	2.59	57.28
14	Chikkaballapur	5403	16209	3160755	4637	13911	1573373	2.57	49.78
15	Bijapur	10616	31848	6210360	8902	26706	3097699	2.52	49.88
16	Bangalore (U)	10941	32823	6400485	8949	26847	4120616	2.45	64.38
17	Bangalore (R)	4134	12402	2418390	3371	10113	1453195	2.45	60.09
18	Kolar	8853	19959	3892005	5412	16236	2329639	2.44	58.86
19	Haveri	7214	21642	4220190	5829	17487	1818565	2.42	38.35
20	Koppal	5864	17592	3430440	4737	14211	2497380	2.42	72.80
21	C.nagara	3832	11496	2241720	3078	9234	1197685	2.41	53.43
22	Mysore	9898	29894	5790330	7894	23682	3303570	2.39	57.05
23	Mandya	8708	26124	3924180	5315	15945	2854634	2.38	67.65
24	Kamalahalli(Gul)	11623	34869	6799455	9122	27366	3789704	2.35	55.74
25	Bellary	9046	27138	5291910	6927	20781	3048379	2.3	57.60
26	Ramanagar	4652	13956	2721420	3537	10611	1073745	2.28	39.46
27	Bolgaum	18768	56304	10979280	14264	42792	4043987	2.28	36.83
28	Rachur(Yannaray)	8496	25488	4970160	6369	19107	3519240	2.25	72.82
29	Kudige(Kodagu)	2198	6594	1285830	1643	4929	747362	2.24	58.12
30	Dharwad	8415	19245	3752775	4704	14112	1760471	2.2	46.91
<b>TOTAL</b>		<b>228987</b>	<b>688961</b>	<b>133957395</b>	<b>192787</b>	<b>578361</b>	<b>80448129</b>	<b>2.53</b>	<b>60.08</b>

We had planned to train all 228987 Teachers of the State and have trained 192787 Teachers during the academic year 2012-13. Percent coverage of teachers is 84.19.

### Nali-Kali Training (3 days):

As far as Nali kali training is concerned the State level Master Resource persons were trained at Bangalore in the Divisional level training workshop. They in turn trained the Block level Resource persons. The teachers of Govt. LPs and HPs were trained in

Nali-Kali method of teaching for 3 days at Block/Cluster level by Block level Resource persons.

### **Objectives:**

- To transform the rigid system of teaching in government schools to an enjoyable, participative system focusing on the 'Joys of Learning'.
- Systematic learning in accordance with age wise competency in an interactive situation.

### **Achievements:**

- Teachers were trained in designing teaching methodology on the basis of the level of competency of students.
- Teachers developed positive attitude towards Nali-Kali methodology.



**Nali- Kali Training**





Table No. 45

NALI-KALI TRAINING PROGRESS FOR THE YEAR 2012-13							
SL No/	Districts	Total			Achievement		
		Phy	Man Days	Fin	Phy	Man Days	Fin
1	Bangalore (U)	1036	1391	163160	1036	1391	163160
2	Bangalore (R)	1018	1480	208195	1018	1480	208195
3	Ramanagar	754	1176	155944	754	1176	155944
4	Davanagere	167	167	15185	167	167	15185
5	Kolar	2732	2942	331496	2732	2942	331496
6	Chikkaballapur	55	330	86150	55	330	86150
7	Shimoga	6734	11090	1091415	6734	11090	1091415
8	Tumkur	1202	1202	101459	1202	1202	101459
9	Chitradurga	3756	5526	491870	3756	5526	491870
10	Mysore	2111	2851	323386	2111	2851	323386
11	Mandya	4065	7141	792201	4065	7141	792201
12	Chimagalore	509	653	80537	509	653	80537
13	D.kannada(M)	2626	3225	296784	2626	3225	296784
14	Hassan	3480	4152	457161	3480	4152	457161
15	Kudage(Kodagur)	770	1540	130380	770	1540	130380
16	C.nagara	1066	1646	264417	1066	1646	264417
17	Udupi	1152	1522	218555	1152	1522	218555
18	Belgaum	1074	1954	223967	1074	1954	223967
19	Dharwad	2030	2747	352230	2030	2747	352230
20	Haveri	2532	4121	501604	2532	4121	501604
21	Kumta (U.Kan)	2135	2558	288381	2135	2558	288381
22	Bijapur	2971	5942	583963	2971	5942	583963
23	Ikalk(Bagalkote)	2704	6405	657960	2704	6405	657960
24	Kamalepur(Gul)	2452	2572	263150	2452	2572	263150
25	Yadgir	1585	2747	246129	1585	2747	246129
26	Bellary	3110	5317	619508	3110	5317	619508
27	Bidar	931	2106	384384	931	2106	384384
28	Raichur(Yammarus)	2861	5362	551440	2861	5362	551440
29	Koppal	3377	4167	412381	3377	4167	412381
	<b>TOTAL</b>	<b>60995</b>	<b>83830</b>	<b>10293392</b>	<b>60995</b>	<b>83830</b>	<b>10293392</b>

All the 60995 Target group Teachers were trained during the academic year 2012-13

### Moral Education & Guidance (2 days) :-

India is facing multiple problems like crimes, corruption, poverty, youth unrest, superstitions etc.. These problems are interlinked. All these problems can be solved very easily if the citizens have mastered their mind and are pure, harmonious and sincere. Moral Education can definitely bring this change.

Moral is defined as right conduct not only in our immediate social relations, but also in our dealings with our fellow citizens and with all human race. Moral is based upon the possession of clear ideals as to what actions are right and what are wrong.

It also determines our conduct by a constant reference to those ideals. The concepts of morality, ethics, duty, honesty, sincerity, kindness and compassion are imparted through Moral Education & guidance training.

### Objectives:

- To train teachers to inculcate a sense of humanism, a deep concern for the well-being of others and the nation among the children.
- To train teachers to develop the social, moral, aesthetic and spiritual sides of a child.

### Achievements:

- The teachers understood the need for education with strong moral values and ethics.

Table No.46

MORAL EDUCATION & GUIDANCE PROGRESS FOR THE YEAR 2012-13									
Sl. No.	Districts	Target			Achievement			% Man Days	% Fin.
		Phy	Man Days	Fin	Phy	Man Days	Fin		
1	Kolar	4110	12330	2404350	8082	8182	642418	1.5	26.72
2	Kudige(Kodagu)	822	2466	460870	366	1158	160779	1.41	33.44
3	Mysore	4726	14178	2764710	5998	5998	543652	1.27	19.86
4	Bangalore (R)	2580	7740	1509300	2535	2535	252500	0.98	16.74
5	Shimoga	4366	13098	2564110	4271	4271	320935	0.98	12.57
6	D.kannada(M)	3403	10209	1990755	1566	2982	404001	0.66	20.29
7	Udupi	1419	4257	830115	1190	1190	63930	0.84	7.70
8	Ch. magalore	2881	8643	1685385	741	2223	358287	0.77	21.26
9	Ramanagar	2375	7125	1369375	1603	1603	301805	0.67	21.73
10	Bangalore (U)	6439	19317	3766815	3840	3840	638649	0.6	16.95
11	Haveri	4245	12735	2463325	2362	2466	245491	0.59	9.89
12	Chikkaballapur	2903	8709	1698255	1437	1437	135639	0.5	7.99
13	Ilkai(Bagalokote)	5494	16482	3213990	1375	1757	411919	0.32	12.82
14	Dharwad	4287	12891	2513745	362	1086	145530	0.25	5.79
15	Tumkur	7087	21261	4146895	1262	1262	153065	0.18	3.71
16	Mandya	2579	7737	1508715	472	472	77430	0.18	5.13
17	C.nagara	2128	6384	1244880	52	156	24500	0.07	1.97
18	Yadgir	1599	4797	935415	38	108	26815	0.07	2.87
19	Bellary	5787	17391	3391245	385	385	96250	0.07	2.84
20	Kumuta (U. Kan)	4334	13002	2635390	90	270	65193	0.06	2.57
21	Bijapur	5800	17400	3393000	121	363	63974	0.06	1.89
22	Kamalahpur(Gul)	4879	14937	2912715	234	322	50100	0.06	1.72
23	Belgaum	11901	35703	6962085	341	513	127927	0.04	1.84
24	Gadag	2764	8292	1616940	39	117	28250	0.04	1.81
25	Hassan	3334	10002	1950390	57	114	32000	0.03	1.64
26	Bidar	4910	14730	2872350	43	129	25800	0.03	0.90
27	Koppal	3315	9945	1939275	35	105	24360	0.03	1.25
28	Davanagere	4019	12057	2351115	20	60	11175	0.01	0.48
29	Chitradurga	5210	15630	3047850	0	0	0	0	0.00
30	Rachur(Yarmanur)	2758	8274	1613430	0	0	0	0	0.00
	<b>TOTAL</b>	<b>122574</b>	<b>367722</b>	<b>71705790</b>	<b>38923</b>	<b>43112</b>	<b>5434174</b>	<b>0.35</b>	<b>7.58</b>



Target was 122574 teachers, 36923 Teachers were trained during the academic year 2012-13. Percent coverage of teachers is 30.12

### **Scouts & guides Training (6 days):**

The purpose of Scouts and Guides movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as responsible citizen and as the members of the local, national and international communities.

In every school scout and guides centers are to be established. For effective implementation of these centers teachers need better guidance. So in this academic year training was provided to teachers on the implementation of scouts and guides.

### **Objectives:**

- To understand live and let live principles.
- To use, preserve and develop the national resources.
- To develop the attitude of one good work a day.
- To make children understand their responsibility for their personality and health.
- To develop the students as healthy, joyful and useful citizen.

### **Achievements:**

- The teachers were made to understand the importance and need of the all round development of the personality of students., which aims at awakening the spirit of service, ethical values, discipline, moral courage, patriotism, fellow and unity among students.

Table No.47

SCOUTS & GUIDES TRAINING PROGRESS FOR THE YEAR 2012-13

Sl. No.	Districts	Target			Achievement			% Man Days	% Finance
		Phy	Man Days	Fin	Phy	ManDays	Fin		
1	Chimnagalore	80	560	140000	92	644	139800	8.05	99.86
2	Kannalapur(Gul)	80	560	140000	80	560	140000	7	100.00
3	Yadgir	80	560	140000	80	560	140000	7	100.00
4	Bidar	80	560	140000	80	560	145800	7	104.00
5	Koppal	80	560	140000	80	560	100800	7	72.00
6	Kumuta (U. Kan)	80	560	140000	79	553	133276	6.91	95.20
7	Gadag	80	560	140000	56	392	76440	4.9	54.60
8	D.kannada(M)	80	560	140000	42	294	87360	3.68	62.40
9	Chikkaballapur	80	560	140000	40	280	70000	3.5	50.00
10	Mandya	80	560	140000	38	266	65400	3.33	46.71
11	Davanagere	80	560	140000	31	217	45094	2.71	32.21
12	Udupi	80	560	140000	31	217	56420	2.71	40.30
13	Bangalore (U)	80	560	140000	0	0	0	0	0.00
14	Bangalore (R)	80	560	140000	0	0	0	0	0.00
15	Ramanagar	80	560	140000	0	0	0	0	0.00
16	Kolar	80	560	140000	0	0	0	0	0.00
17	Shimoga	80	560	140000	0	0	0	0	0.00
18	Tumkur	80	560	140000	0	0	0	0	0.00
19	Chitradurga	80	560	140000	0	0	0	0	0.00
20	Mysore	80	560	140000	0	0	0	0	0.00
21	Hassan	80	560	140000	0	0	0	0	0.00
22	Kudige(Kodagu)	80	560	140000	0	0	0	0	0.00
23	C.nagara	80	560	140000	0	0	0	0	0.00
24	Belgaum	80	560	140000	0	0	0	0	0.00
25	Dharwad	80	560	140000	0	0	0	0	0.00
26	Haveri	80	560	140000	0	0	0	0	0.00
27	Bijapur	80	560	140000	0	0	0	0	0.00
28	Ilkal(Sagalkota)	80	560	140000	0	0	0	0	0.00
29	Bellary	80	560	140000	0	0	0	0	0.00
30	Rachur(Yarabrus)	80	560	140000	0	0	0	0	0.00
	<b>TOTAL</b>	<b>2400</b>	<b>16800</b>	<b>4200000</b>	<b>729</b>	<b>5103</b>	<b>1200190</b>	<b>2.13</b>	<b>28.58</b>

During the academic year 2012-13, 729 Teachers were trained out of the target group of 2400 Teachers. Percent coverage is 30.37. 18 districts did not show any interest in this programme.

### Sevad training (6 days):

Sevad helps in organising and inculcating the feeling of patriotism along with teaching discipline. Seva Dal activities aim at imbibing national spirit, brotherhood, communal amity and emotional integration.

### Objectives:

- To know about different procedures for maintaining good health and hygiene.
- To be aware of discipline, patience and self-dependence.
- To know the necessity of protecting public property.



## Achievements:

- The training provided the teachers an insight on the need to revive the fast fading values and inculcate them among the students.

Table No.48

SEYADALA TRAINING PROGRESS FOR THE YEAR 2012-13									
Sl. No.	Districts	Target			Achievement			% Man Days	% Finance
		Phy	Man Days	Fin	Phy	Man Days	Fin		
1	Kumata (U.Kan)	80	560	140000	159	1113	258041	13.91	184.32
2	Bangalore (U)	80	560	140000	118	826	193755	10.33	138.40
3	Chimnagalore	80	560	140000	95	665	140000	8.31	100.00
4	Davanagere	80	560	140000	90	630	145880	7.88	104.20
5	Kamatapur(Gul)	80	560	140000	85	595	140000	7.44	100.00
6	Kolar	80	560	140000	80	560	106400	7	75.00
7	Chikkaballapur	80	560	140000	80	560	140000	7	100.00
8	Chitradurga	80	560	140000	80	560	112000	7	80.00
9	Mysore	80	560	140000	80	560	145600	7	104.00
10	Hassan	80	560	140000	80	560	140000	7	100.00
11	Dharwad	80	560	140000	80	560	140000	7	100.00
12	Gadag	80	560	140000	80	560	140000	7	100.00
13	Ilkal(Bagalakota)	80	560	140000	80	560	145470	7	103.91
14	Yadgir	80	560	140000	80	560	138890	7	99.92
15	Bellary	80	560	140000	80	560	140000	7	100.00
16	Bidar	80	560	140000	80	560	145600	7	104.00
17	Raichur(Yarnerus)	80	560	140000	80	560	145600	7	104.00
18	Turnkur	80	560	140000	75	525	131250	6.56	93.75
19	Bangalore (R)	80	560	140000	68	476	118038	5.95	84.31
20	Kudiga(Kodagu)	80	560	140000	65	455	113750	5.69	81.25
21	Ramanagar	80	560	140000	81	427	111020	5.34	79.30
22	Mandya	80	560	140000	61	427	91000	5.34	65.00
23	Koppal	80	560	140000	45	315	75600	3.84	54.00
24	D Kannada(M)	80	560	140000	40	280	60000	3.5	42.86
25	Shimoga	80	560	140000	37	259	84750	3.24	46.25
26	C.nagara	80	560	140000	0	0	0	0	0.00
27	Udupi	80	560	140000	0	0	0	0	0.00
28	Belgaum	80	560	140000	0	0	0	0	0.00
29	Haveri	80	560	140000	0	0	0	0	0.00
30	Bijapur	80	560	140000	0	0	0	0	0.00
	<b>TOTAL</b>	<b>2400</b>	<b>16800</b>	<b>4200000</b>	<b>1959</b>	<b>13713</b>	<b>3283644</b>	<b>5.71</b>	<b>78.18</b>

1959 Teachers were trained out of the target group of 2400 Teachers during the academic year 2012 -13. 05 districts did not operate the programme.

### In-service Teachers training at cluster level – 2 Days:

The World has been changing rapidly and at the same time our Education System has to keep up with the changing times. The Department has been conducting various

Programmes to improve quality of education to meet the ever changing needs. Quality is not only in simplifying the content. But to improve the physical Facilities of the Schools and also to improve teaching learning Processes. To improve teaching learning process cluster level training for two days was organised.

**Table No. 49**  
In-service Teachers training at cluster level – 2 Days subject wise.

Sl. No.	Districts	Target			Achievment			Average Man Days
		Phy.	Man Days	Fin.	Phy	Man Days	Fin	
1	Mandya	2579	5158	464220	5259	10737	1367266	4.18
2	Kudige(Kodagu)	822	1644	147980	1165	2918	387453	3.55
3	Hassan	3334	6668	600120	7323	11556	863228	3.47
4	Davanagere	4019	8038	723420	6203	13427	1303746	3.34
5	Shimoga	4366	8732	785880	7510	13402	1343890	3.07
6	Chamarajanagara	2128	4256	383040	3085	6136	674639	2.88
7	Tumkur	7067	14174	1275660	9890	19993	1863159	2.82
8	Koppal	3315	6630	596700	4666	9317	1280056	2.81
9	Yadgir	1599	3198	287820	2036	4289	492680	2.68
10	Mysore	4726	9452	850680	6719	12636	1432010	2.67
11	Kumata (U.Kan)	4334	8668	780120	5025	11446	1113561	2.64
12	Reichur(Yarnerus)	2758	5516	496440	3230	7084	897090	2.57
13	Gadag	2764	5528	497520	2250	6931	1251507	2.51
14	Ilkal(Bagalkote)	5494	10988	988920	6016	13762	1560742	2.5
15	Bijapur	5800	11600	1044000	6207	13583	1489131	2.34
16	Dharwad	4297	8594	773460	4770	9379	1547440	2.18
17	O.kannada(M)	3403	6806	612540	4525	7052	662824	2.07
18	Bangalore (R)	2580	5160	464400	2051	5211	778113	2.02
19	Chikkaballapur	2903	5806	522540	2540	5768	634564	1.99
20	Udupi	1419	2838	255420	1543	2768	438356	1.96
21	Chitradurga	5210	10420	937800	5528	9992	1285158	1.92
22	Ramanagar	2375	4750	427500	1513	3510	515534	1.88
23	Haveri	4245	8490	764100	2861	5565	665743	1.32
24	Chikkamagalore	2881	5762	518580	1602	3590	352557	1.25
25	Kolar	4110	8220	739800	3175	4822	679800	1.17
26	Bellary	5797	11594	1043460	3381	6591	866268	1.14
27	Belgaum	11901	23802	2142180	4192	9446	1287609	0.79
28	Bidar	4910	9820	883800	1478	3891	685714	0.79
29	Kamalapur(Gul)	4979	9958	896220	2661	3826	536054	0.77
30	Bangalore (U)	6439	12878	1159020	1457	2861	524170	0.44
	<b>TOTAL</b>	<b>122574</b>	<b>245148</b>	<b>22063320</b>	<b>119861</b>	<b>241509</b>	<b>28758062</b>	<b>1.97</b>

119861 Teachers received in-service Teachers Training at Cluster Level among the target group of 122574 Teachers during 2012-13.



## **BRP/CRP training at District level – 10 days:**

### **Training on the roles and responsibilities of BRPs and CRPs (Ashaya) :-**

To achieve quantitative dimension of universalization of primary Education. The government is implementing various education plans and programs in participation with the community. The government is giving priority to meet physical and education requirements of the schools. These requirements are felt to be accelerations to achieve the goals of universalization of education. In this view the role of CRP / BRP / ECO's is Important to encourage the educational plans. Their implementation and follow up with the guidance of schools / teachers who are in direct contact. Knowledge about their duties / responsibilities of execution are already given so this training material has been structures in continuation to improve understanding the field working ability and communication skills. This material proposes to impart and develop skills about the recent development like right to education act. Frame work to resource person's importance to qualitative dimension of education.

### **Outcomes:**

1. BRP / CRP / ECO's understand more about their role in universalization of primary education and qualitative education.
2. Put efforts to improve the quality of the schools.
3. Guidance to HM / Teacher / Students / Parents / Community.
4. Understand the establishment of BRC's, their work and records to be maintained.
5. Understand and implement the importance of NCF -2005 and RTE 2009.
6. Develop positive attitude about the work to be taken by self-evaluation and self-analysis.
7. Understand the use of theme thousand process of evaluation in education.

**Table No. 50**  
**BRP/CRP/ECO TRAINING PROGRESS FOR THE YEAR 2012-13**

Sl. No.	Districts	Target			Achievement			Average (Man Days)
		Phy.	Man days	Fin	Phy.	Man days	Fin	
1	Koppal	128	1280	256000	128	1280	225580	10.00
2	Mysore	266	2660	532000	266	2593	301768	9.75
3	Kudige(Kodagu)	68	680	136000	68	665	93425	9.70
4	Shimoga	228	2280	456000	228	2188	188700	9.60
5	D.kannada(M)	180	1800	360000	180	1675	214441	9.30
6	Chikkamagalore	199	1990	398000	199	1815	275089	9.10
7	Gadag	130	1300	260000	130	1106	158470	8.51
8	Davanagere	200	2000	400000	200	1687	216071	8.44
9	Bangalore (U)	253	2530	506000	253	2116	253618	8.36
10	Chamarajanagara	115	1150	230000	115	950	98838	8.20
11	Bijapur	242	2420	484000	242	1895	347609	7.83
12	Bidar	170	1700	340000	170	1310	228460	7.71
13	Raichur(Yarmanur)	194	1940	388000	194	1483	123450	7.64
14	Kolar	208	2080	416000	208	1569	289213	7.54
15	Mandya	232	2320	464000	232	1740	296687	7.50
16	Ilkal(Bagalkote)	181	1810	362000	181	1316	203924	7.27
17	Bangalore (R)	129	1290	258000	129	903	177923	7.00
18	Kumata (U.Kan)	284	2840	568000	284	1935	364859	6.81
19	Kamalapur(Gul)	246	2460	492000	246	1631	237714	6.63
20	Ramanagar	149	1490	298000	149	960	91538	6.44
21	Tumkur	388	3880	776000	388	2360	180658	6.08
22	Udupi	124	1240	248000	124	713	104431	5.75
23	Dharwad	137	1370	274000	137	760	92760	5.55
24	Haveri	171	1710	342000	171	869	107213	5.08
25	Chitradurga	216	2160	432000	216	1081	162276	5.00
26	Belgaum	421	4210	842000	421	1914	258235	4.55
27	Hassan	295	2950	590000	295	1216	202323	4.12
28	Chikkaballapur	177	1770	354000	177	697	97476	3.94
29	Yadgir	108	1080	216000	108	280	35000	2.60
30	Bellary	202	2020	404000	202	365	58040	1.81
<b>TOTAL</b>		<b>6041</b>	<b>60410</b>	<b>12082000</b>	<b>6041</b>	<b>41072</b>	<b>5686789</b>	<b>6.80</b>

6041 BRPs/CRPs received Training out of the target group of 6041 field staff during the academic year 2012-13. Target Mandays was 10 days per officer.



### Cluster Level sharing Meeting:

In the year 2012-13 eight cluster level sharing meetings were organised from June to February.

### Objectives of conducting the cluster level meetings were as follows:

- Fulfill the objectives of Nali-Kali teaching method.
- Enable the teachers to improve the process of Nali-Kali teaching method.
- Develop the skill of preparing teaching learning materials.
- Develop the confidence among the teachers about activity based lesson.
- Enable the teachers to understand RTE issues identified by SSA.

### Themes of the Cluster Level Sharing meetings

Sl No.	Name of month	Themes of meeting
1	June	RTE Provisions (No detention, no punishment, no fear, child friendly schools etc.) KCF - 2009 and School development plan. Usage and strengthening of school Libraries.
2	July	Issues and possible solutions pertaining to disadvantaged groups (OOSC, CWSN, SC/ST/ OBC/ Minority and Girl Child)
3	August	Training on the preparation of School Development Plan.
4	September	Training on the basis of Nali-Kali plastic, wooden kit and geo kit.
5	November	Training on the use of library
6	December	Training on KCF-2009 & child friendly schools.
7	January	Awareness programme on Adolescent girls children – Life skills (Health and nutrition, physiological and psychological changes, Child abuse, child trafficking and child rights)
8	February	Continues and Comprehensive Evaluation

### Achievements:

- The meetings facilitated the discussion on problems and challenges of teaching points.
- Annual work plan was prepared.
- Monthly perspective plans were prepared.
- Tracking of OOSC was done.
- The meetings helped in improving the quality of education through implementation of training techniques in the classroom.
- Administrative Issues were discussed.

**Table No.51**  
**Cluster Level Sharing Meeting progress- 2012-13**

Sl. No.	Districts	Target Phy	Target Man Days	Total	%
1	Chikkaballapur	5403	43224	40551	7.51
2	Shimoga	8026	64208	60072	7.48
3	Kudige(Kodagu)	2198	17584	18253	7.39
4	D.kannada(M)	6531	52248	47512	7.27
5	Kumata (U.Kan)	7779	62232	55656	7.15
6	Hassan	8855	70840	63175	7.13
7	Chitradurga	8206	65648	57999	7.07
8	Bangalore (R)	4134	33072	29116	7.04
9	Bangalore (U)	10941	87528	76498	6.99
10	Davanagere	8490	67920	59014	6.95
11	Gadag	4626	37008	32081	6.93
12	Bijapur	10616	84928	73318	6.91
13	Mysore	9898	79184	68201	6.89
14	C.nagara	3832	30656	25941	6.77
15	Chikkamagalore	6271	50168	42242	6.74
16	Koppal	5864	46912	39542	6.74
17	Haveri	7214	57712	48393	6.71
18	Dharwad	6415	51320	42867	6.68
19	Tumkur	12558	100464	83773	6.67
20	Kolar	6653	53224	44176	6.64
21	Mandya	6708	53664	44396	6.62
22	Belgaum	18768	150144	123861	6.60
23	Kamalapur(Gul)	11623	92984	78057	6.54
24	Udupi	4105	32840	26822	6.53
25	Yadgir	4606	36848	29699	6.45
26	Ilkal(Bagalkote)	8070	64560	50879	6.30
27	Raichur(Yammarus)	8496	67968	53258	6.27
28	Ramanagar	4652	37216	28989	6.23
29	Bellary	9048	72368	58241	6.22
30	Bidar	8403	67224	50403	6.00
	<b>TOTAL</b>	<b>228987</b>	<b>1831896</b>	<b>1546885</b>	<b>6.76</b>

About 228987 teachers have participated in sharing meetings in the year 2012-13. Target Mandays was 08 days per teacher.

### **A. Initiatives under Retention:**

Based on NCF 2005 and the State Curricular Frame work 2007, the syllabus was prepared, reviewed and placed before all the stake holders, academicians and classroom teachers for feedback. The Karnataka state syllabus was uploaded to DSERT website for suggestions from the public. DSERT had also arranged a public debate on 21st of



May 2010 to create awareness and also to get feedback for the new syllabus which was attended by eminent educationists, present and former education ministers, teachers, parents, education officers, students and all other stakeholders of education. The suggestions were considered while revising the syllabus.

The textbooks are being prepared based on the revised syllabus. In the first phase the preparation of new textbooks for the classes 5 and 8 started during August 2010 and were introduced in 2012. The preparation of textbooks for classes 1,2,6 and 9 is complete which are to be introduced in the academic year 2013-14. The preparation of textbooks for classes 3,4,7 and 10 is continuing till date and will be introduced from the year 2014-15. The method adopted in bringing out new textbooks in core subjects involved preparing textbooks first in English medium and later on they are translated to other 06 media. The text books for classes 5th and 8th are further revised based on the feedback received from the teachers and the revised text books are being supplied during 2013-14.

## B. Supply of free Text books

Details	No of Aided Schools	No of Children class 1 to 8	Finance
Free text books	6296	947089	1140311

## C. Steps to ensure conformity of curriculum with section 29(2) of RTE Act:

- a. All the newly prepared textbooks in the state are based on the core elements specified in NCF 2005. Values are integrated in all the textbooks.
- b. Textbooks are prepared keeping in mind the following principles.
  - the child is constructor of knowledge
  - learning to learn
  - application of what is learnt to real life situations
  - going beyond the textbooks
  - freeing the child from rote learning
- c. Learners are provided with exercises both in textbooks and workbooks. References to further reading are given in all the textbooks.
- d) Physical education made as one of the curricular subjects which are examined. Textbooks in other subjects provide opportunities for learners to discuss in groups and in pairs.
- e) All the books are activity centered, which is further boosted through workbooks.
- f) The state language and six other languages including Hindi, are the media of instruction
- g) Ample opportunities are given to learners to construct their own knowledge.
- h) The system of CCE has been introduced and the progress cards are prepared and supplied to schools.

- i) The modules are prepared by DSERT on CCE and all the teachers are trained in implementing CCE. However as some gaps are noticed, the training on CCE is continued for the academic year 2013-14. Teachers hand books are supplied to all the schools for implementing CCE along with the training.

### **D. Media of Instruction at Government School:**

Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi are media of instruction in government schools for classes 1 to 10.

Textbooks are prepared in 12 languages; however there are options regarding the selection of first, second and third languages. Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi are studied as I language for classes 1 to 10 and Sanskrit is also studied as I language from class 8 to 10. Kannada and English are studied as II Language from class 5 to 10. Kannada, English, Urdu, Sanskrit, Persian, Arabic, Tulu, Konkani (Kannada script and Devanagari script) are studied as III language from classes 6 to 10. Kannada, English, Urdu, Tamil, Telugu, Marathi and Hindi serve as the media of instruction.

### **E. Status of English:**

The Government of Karnataka decided to introduce communicative English in the year 2007 for classes I to IV in all the government primary schools of the state. English is mainly taught as the second language from class 1 onwards ; since 2009-10. However other than Kannada medium schools, there is option to choose English as first language.

### **British council/UNICEF**

The SSA had an agreement with the British council of India to provide English training to all the teachers. The Plan was to train all 228987 teachers of the State while and have trained 161807 teachers are trained during the academic year 2012-13.

Before the British Council ; the DSERT trained all teachers in communicative English and also through a mop up training in teleconference mode,

The British council gave training in communicative English for 750 master trainers and to all teachers in a cascade mode, during 2010-11 & 2011-12. Again the British council gave training in reading skills to all teachers in cascade mode, during 2012-13.

### **F. Details of various activities:**

- a) **Work books as supplementary books** – At present, Nali-kali which is an activity based approach is in place for classes 1 to 3 in all the Govt. schools. As this approach does not required text books, only work books are being prepared and are used in the schools.
- b) In the academic year 2012-13, Karnataka State Govt. has taken a decision to extend Nali-kali to all the Urdu schools across the State. And was implemented in the academic year 2013-14. The work books for urdu Nali-Kali are under printing and will be supplied to all the Urdu schools for the academic year 2013-14.

The Govt. aided schools and the Govt. schools other than Kannada and urdu



media are supplied with the regular text books. To support and supplement the text books, work books are prepared for classes 5th and 8th by DSERT and the final proof of work book was scrutinised by SSA, was supplied for the academic year 2012-13. These workbooks help to implement principles of learning mentioned in NCF-2005 in the classrooms. These books contain activities that challenge students thinking process. These workbooks will open child's mind to new experiences and help fulfill his or her true potential. This helps teachers' to follow constructivist approach in teaching as envisaged in NCF 2005. Each student will get workbook for all the subjects. Each workbook consists of approximately 100 pages.

The preparation of work books is in progress for the classes 6th and 9th.

**c) Teacher Source books** – There is a source book for teachers to supplement teachers' existing knowledge and make teaching very effective. Today children should know the essential aspects of learning, 'Learning to learn' and 'implementing what they have learnt in life'. As these aspects of learning are integrated into new textbooks, the methods of teaching these aspects are discussed in source books. In this regard, sourcebooks are prepared in all subjects and each book consists of approximately 100 pages.

### **G. Process of Preparation of textbooks:**

A brief insight of the whole exercise of preparation of textbooks is given here under. The textbook committee generally consists of one chairperson, 5 to 6 members, an artist and a scrutinizer. In some subjects like science two chairpersons and two scrutinizers were chosen to balance the work of physical science and biological science which are integrated into one textbook unlike two textbooks in earlier curriculum. Also more number of scrutinizers were allotted in social science to cater to the additional subjects which are introduced into the curriculum for the first time.

Steps taken to ensure integration of TLMs and textbooks, so that they do not become a burden on the child:

The text books provide ample scope for hands on activities. The activities are designed in such a way that they provide scope for hands on experience. In the course of doing activities both teachers and students have to use the TLM's. Hence the use of TLM's is not a burden; rather they help in understanding the concepts clearly. Text books are designed keeping in mind the recommendations of Prof.Yashpal committee. Hence ample care is taken that they do not become a burden. In Karnataka as the semester system is being followed, text books are printed semester wise and hence, students have the burden of carrying loads of text books nor the burden of summative assessment.

For classes 1 to 3, Nali-kali approach is being implemented and the facilitation and learning go simultaneously with the TLM's.

### **H. Supply of Braille Books For Total Visually Challenged children**

RTE envisages continuation of schooling for every child. Even Visually challenged children have every right to get educated. SSA is sensitive enough to supply Braille books for continuation of schooling in the mainstream. In the academic year 2012-13,

1999 has been identified and a Braille book was supplied to all the visually challenged children. Expenditure was Rs, 3.656 Lakhs. For 2013-14, 4289 children have been identified as totally blind.

## **I. Initiatives under Quality Improvement:**

### **Learning Enhancement Program:**

Learning Enhancement Programme has been in the State since 2010-11. LEP is planned for all the classes of elementary level. It is planned for the next three years that is up to the academic year 2015-16. The activities planned under learning enhancement programme provides additional support in making the State's flagship programme Nali-kali more effective in the classrooms. It also enabled the State to extend the Nali-kali programme for Urdu schools from the academic year 2013-14, which was planned in the year 2012-13. Under LEP, additional resource materials are planned to enhance the teaching-learning process of language, Mathematics and EVS in lower Primary schools and teaching-learning of science education, Geography and Maths in Upper primary schools.

Learning Enhancement Programme is integrated into the overall State academic programmes. As seen from the table below, all the activities approved during 2012-13 and the activities proposed for 2013-14 encompass the overall programmes of the State. Nali-kali is a state intervention and the support provided under LEP enhances the quality of implementation and the class room transaction. To provide equity for all students of the State, Nali-kali is extended to all the Urdu schools across the State for classes 1 & 2 from the academic year 2013-14. Mobile science labs and Science centers enhances the quality of science teaching-learning process. Similarly every programme undertaken is supporting the broader pedagogical activities of the State. Hence, as the name suggests, the activities enhances learning.

### **Following are the learning outcomes at Primary level:**

- Students learn joyfully and in their own pace
- Students learn hands on
- Students enhance their literacy and numeracy skills.
- Teachers facilitate the teaching-learning process keeping in view the individual differences
- Teachers diagnose the deficiencies and plan for corrective measures

### **Following are the learning outcomes at Upper Primary level:**

- Students learn hands on
- Apply the concepts learned in class in real life situations
- Help to plug the gaps
- Students learn hands on



## **J. Activities under LEP and the Linkages with curriculum at different grade levels:**

Activities under LEP are consciously linked with curriculum at different grade levels. This has happened since the LEP is in place in the State. To justify and substantiate the above, the activities planned under LEP in 2012-13 are listed in the table below and explained about their linkages to the curriculum.

## **K. Learning Standards in School Education in Karnataka**

The quality of education offered must have certain fixed standards of learning and they must consist of different domains of educative processes such as aims, and objectives of education, different subjects offered at the school level, the teaching and learning process, the infrastructure facilities like laboratories and libraries, human resources with proper competences and evaluation system.

### **Definition and Meaning of Learning Standards:**

Learning Standards refer to the act of learning a set of skills & concepts, cultural attributes, attitude & values in the school subjects including languages from cognitive, affective and psychomotor domain which ultimately cater to the national standards & goals of Education with unique criteria of learning across the different target groups of school education, leveraging by technology and transformation of knowledge into wisdom.

### **Objectives:**

The present learning standards for schools are designed with the following objectives:

1. To realize the policies, goals and objectives of education at the school level.
2. To identify and foster different language abilities among learners.
3. To develop rich language structures, love for literature and flair for language.
4. To assess the performance of the language learners from class I to class X through CCE

(Continuous comprehensive evaluation)

5. To prepare language learners for their needs of education and for career.
6. To facilitate language learners to use language effectively to accomplish other school subjects.
7. To ensure fair and equal opportunities to different strata of learners.
8. To empower the learners to use the tools of e-learning effectively and to acquire knowledge and to communicate through global network systems.

## 1. LEP PROGRAMMES

Activities planned and approved 2012-13	Preparatory activities	Linkages to curriculum
<p>Providing Nali-kali Kannada cards and supporting materials for classes 1 to 3</p> <p>Printing and supply of Urdu Nali-kali cards</p>	<p>The discarded Nali-Kali cards were replaced with 10300 newly printed additional cards from SSA to CRC &amp; BRC level according to requirement</p> <p>Urdu Nali-Kali cards were printed and supplied to 800 schools across 22 blocks and was successful in the academic year.</p>	<p>Nali-kali approach is followed in the State for classes 1 to 3. As the cards are not printed every year, there are chances of cards being worn out. Hence, this intervention supplying additional cards for the CRC and BRC level helps in replacing the cards and thus facilitating the smooth transaction of class room processes.</p> <p>Nali-kali in Urdu schools was implemented on pilot basis in 800 schools across 22 blocks. The intervention of printing the cards facilitated the State to extend the programme to all the Urdu schools across the State.</p>
<p>Printing and Supply of Progress cards under CCE.</p>	<p>It was printed and supplied to all government schools. students of 1 to 8<sup>th</sup> by SSA</p>	<p>The progress cards form an integral part of CCE. These progress cards help in tracking the progress of individual child. It is also a record for the parents and students of higher classes who could understand what the columns mean. SSA supported the printing of progress cards from classes 1 to 8<sup>th</sup> for all the students of government schools.</p>
<p>Mobile science labs</p>		<p>Mobile science labs and science centers reach larger number of schools and help in providing hands on to students and kindle curiosity among students. These science centers play a role of science hubs for teacher training also.</p>
<p>Health and physical Education, Art and craft Education Work education</p>		<p>In part B of the curriculum, health education, physical education, arts education, craft education and work education are given equal importance. Enhancing the quality in these areas promote holistic development of a child.</p>



## **M. Provision of Teaching Learning Materials to enhance quality:**

### **Nali-kali plastic and wooden materials:**

Nali-kali is an activity based teaching and learning process. In addition to cards and other supporting materials, wooden materials were supplied to all the schools. These wooden materials are designed and developed by the Resource group (practicing Nali-kali teachers) based on the competencies in Mathematics and Language.

### **N. Supply of Drawing books and Crayons:**

The Executive Committee has approved to provide colour crayon boxes and drawing books to 17,68,558 students of classes 1 to 3 in Government schools. Drawing and painting are extremely useful activities for children who begin to learn writing. Curves, half-circles, full circles and other geometrical shapes become familiar to children through drawing exercises. Finger dexterity, good handwriting in the later years, perception of colours, colour differentiation, colour combinations, neatness in writing/drawing/colouring and similar are essential for a growing kid.

Bangalore urban DIET was given the proposal to submit the design of drawing books of class 1st to 3rd

The drawing books are customized based on NCF 2005. The drawing books and crayons will be supplied during this academic year for all the students of classes 1 to 3 of all the Government schools in the state.

### **O. Enhancement of Geography teaching – learning process:**

Social Science being the next lowest performing subject after mathematics needs focused intervention. Geography being a vital portion of Social Science along with History and Civics has been identified as one of the challenging subject for the teachers to teach rather than the children to learn.

To teach the concepts of Geography in a systematic manner the **Geography Kit comprising of 08 Charts, 09 Maps and 4 models** was prepared and distributed to the Upper Primary schools in the academic year 2012-13. **Geography kit** helps the teacher to have mastery over the subject matter. **The Geography kit will help the teachers in upgrading their content and methodology; make teaching easy, interesting and effective.**

The Geo kit was prepared with the technical guidance from the Professors of Geography and who are into advocating Geography teaching-learning process in schools.

### **List of materials supplied under Geo kit:**

<b>MODELS</b>	
1.	Working model of Solar system.
2.	Samples of important minerals, rocks and soils.
3.	A portion of the globe showing layers of the earth
4.	Model of globe showing longitudes latitudes and pressure belts.

CHARTS	MAPS
1. Important land forms and natural regions	1. Asia
2. Earth and its Motion	2. Africa
3. Lithosphere ,Weathering and Denudation	3. North America
4. Earthquakes and volcanoes	4. Australia
5. Ocean currents	5. Europe
6. Humidity and Rain fall	6. Antartica
7. Hydrosphere and its layers	7. South America
8. Rocks and their formation	8. Physical Features of India
	9. Physical Features of Karnataka

### **P. Nali-kali: An Innovative activity based Teaching-learning Process:**



Nali-Kali was introduced in 1995 with the support of UNICEF in HD kote on pilot basis. The whole initiative started when 15 teachers from HD Kote taluk visited Rishi Valley, Madanapalli, in Chittor district. When the teachers have observed the friendly, warm and trusting atmosphere in the class rooms, they got motivated to implement this methodology on pilot basis in HD Kote Taluk with the technical support from the Resource persons from Rishi Valley.

#### **A typical Nali-Kali class room**

#### **Rationale : -**

Nali-kali curriculum included Kannada, Maths and EVS as in most primary schools of the country. The curriculum from classes' I-IV was seen as a continuum and not compartmentalized into class wise content areas. There was scope for every child to learn at its own pace and follow its own learning ladder. When any child drops at a point, there is scope for the re-entry in the learning ladder at the point where it left off without any humiliation. There is flexibility in curriculum and the text books are replaced by the learning cards which were carefully designed keeping in view the mental growth of children. The teacher's role was transformed into Facilitators and Educators as they owned the new approach were involved in the creation of materials. There was lot of flexibility and scope to shift the units into different levels and grades depending on the local situations and circumstances. The evaluation is built in which is continuous and comprehensive and non-threatening.





**A typical Nali-Kali class room**

The class room management is more democratic, attractive and above all there is lot of scope for collaborative learning and working together. Hence Nali-kali is extended to all the schools in the State from the academic year 2009-10 which will be continued for classes 1 to 3 for the current academic year 2013-14.

Since the Nali-kali cards, readers and work books need revision and also there is a huge demand from teachers to supply cards for enhancing the communication skills in English, it is proposed for the

revision and printing of Nali-kali cards for Kannada medium schools for all the schools in the State.

### **Extension of Nali-kali Urdu to all the schools across the State:**

Nali-kali in Urdu medium schools was introduced on pilot basis in 800 schools in 22 blocks. Based on the reports received from the schools and also the demand from the minority community to extend the Nali-kali in all the Urdu schools across the State, the Government of Karnataka has taken a decision to extend the Nali-kali programme for classes 1 and 2 across the State. Hence, all the Urdu schools are to be provided with a set of English cards. Along with this it is proposed to revise the Nali-kali Urdu cards in line with Kannada cards. The printing and supply could be done in the academic year 2014-15.

### **Q. Enhancing Science Education in Elementary Schools:**

#### **Mobile Lab and Science center activities:**

Mobile science labs are vehicles manned by a driver and two instructors that carry experiments and travel long distances to remote rural schools to exhibit concepts and involve children and teachers in hands-on science. The instructors teach scientific concepts through simple and innovative experiments. The sessions emphasise interaction and questioning. While most experiments are simple in nature and use material that is commonly available, the lab also has complete working models of the entire solar system. Children are able to relate better to concepts explained through interactive demonstrations rather than through rote learning. They learn about astral bodies, rotation and revolution, effect of gravitation, eclipses etc.,

Science center acts as a 'HUB' of all Science initiatives in a district. Disadvantaged children of immediate surrounding (10 km) visit the center along with their teachers to undergo various training-learning activities and to clear their doubts. A typical center will also act as a resource mobilization unit of Agastya which identifies local teaching resources, model making units, and other resources such as funds, student talents etc. While assessing the 'educational need' of the area, the center is actively involved in the

dissemination of various Teaching Methods, and 'Knowledge' acquired by Agastya and its members through its Demo Sessions, Science Fairs and Teacher Training Sessions. The Center parallelly focuses on the development of 'leadership' among its beneficiaries; under-privileged children and teachers of the region. It attracts many luminaries who contribute to the cause, support and spread the message of Agastya hands-on education methodologies. The center also monitors Agastya curriculum and Teaching-Learning Methods [TLM's] and it holds following day to day activities:

- Science demo sessions
- Activity based learning
- Science Fairs / Mega Science Fairs
- Project based learning
- Summer /winter camps
- Teacher training
- Meet the Scientist Programs
- Impact study
- Monitoring and evaluation of the program of the district
- Government liaison
- Science Club coordination
- Young Instructor Leader program (Children-Teaching-Children)
- Community (Visits) teaching program



**A typical Science center activity.**

In addition, the Mobile Lab team (Mobile Lab (s) with 2 instructors + driver) deployed in the area report to the center and all their activities are monitored by the Center Head.

25 districts are allotted to Agastya International Foundation, 1 district to KGBV and 1 district to KRVP to implement Science Mobile Labs and Science Centre.



## Photos of Science Center activities



Children exposed to hands-on science in Agastya Science Center



Students (Young Instructors) teaching in the science fair

## Quality Monitoring Tools

### Introduction:

**Sarva shiksha Abhiyan (SSA )** :- Flagship programme of Government of India which aims at providing quality elementary to all children in the age group of 6 to 14 years. The NCF, 2005 also emphasizes the need for improvement in the quality of education. In the context of elementary of education following quality dimensions have been indentified.

- Basic infrastructure and facilities.
- Management and community support.
- School and classroom enrollement.
- Curriculum and teaching learning materials.
- Teacher & Teacher preparation.
- Opportunity time (Teaching and learning Time)
- classroom practices and processes.
- Learners assessment and monitoring and supervision.

With a view to managing the quality of elementary education under Sarvashiksha Abhiyan, the MHRD through NCERT put in place a massive programme of monitoring quality dimensions of elementary education throughout the country during 2005-06. The dept of elementary education, NCERT in consultation with TSG and MHRD, Government of India developed a set of Quality Monitoring Tools (QMT) which consisted of 14 formats and 3 analytical sheets. Different aspects of quality dimensions covered in these formats were,

1. Children's attendance
2. Community support and participation.
3. Teacher & teacher preparation.
4. Curriculum and teaching and learning materials
5. classroom process; and
6. Learner's assessment, Monitoring & Supervision.

Adequate, regard inclusive and continuous monitoring, supervision and feedback are the most important keys to successful implementation of any educational programme.

The field experience and relevant data here shown that there has been considerable progress in access, enrollment and retention of children but quality issues still need to be addressed and monitored.

As per NCERT guidelines, QMT are revised. The consolidated progress is sent to NCERT half yearly. These formats throw light on attendance, community. Participation, classrooms transaction levels Viz; School, Cluster, blocks, district and state. The monitoring process involved assessing of progress, diagnosing strengths and weakness and taking of progress, remedial measures according to needs of teachers, schools and related educational functionaries. The objective was to help states/UTs to institutionalize quality monitoring system with self sustained feedback mechanism.

## **2012-13 QMT Progress Overview:-**

### **Process of Development of Formats:**

In order to address the quality issues more meaningfully, a committee was constituted under the chairmanship of Director, SSA where Senior Consultant, SSA was a member, along with other field functionaries. This committee decided to transform the



open- ended QMT to a structured/ coded version, so that responses become specific, focused and clear. Based on the suggestions and recommendations the tools were refined and modified.

Series of meetings were held and the issues discussed extensively. Filling formats should not be a burden or does not account to heavy load, the formats were revised and modified in objective type. Each question was given a code with multiple choice, every selected answer had a code. In most of the items the observers have to answer by ticking or by mentioning the code. In some of the cases the observers need to mark/tick more than once for one item. (copy enclosed)

The frequency of filling up of this proforma is half yearly. As the states follow a different pattern in arranging an academic year, the information will be collected for two quarters in an academic year. The details are as follows:

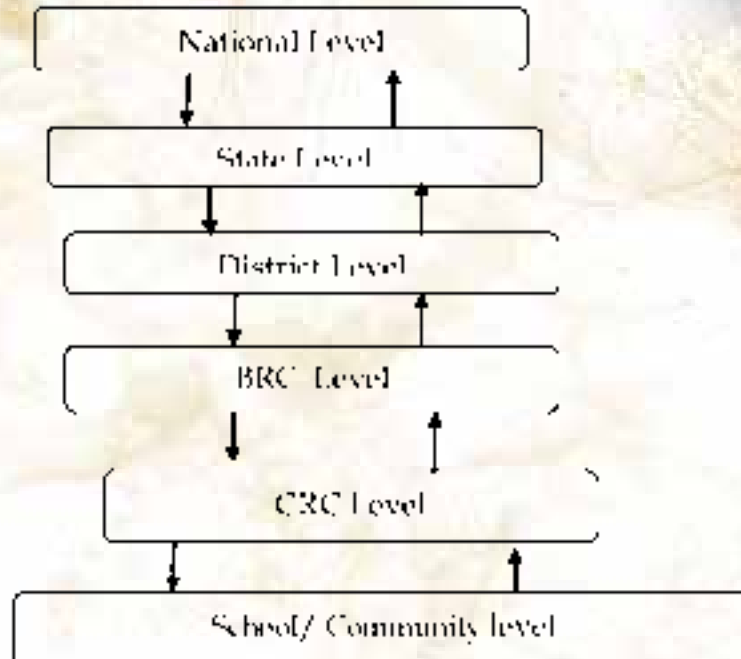
	Months covered	To be submitted in the month
I Quarter	June - September	November
II Quarter	November- March	May

Below the table shows divisional wise QMT workshops:

Sl No	Division	Place of Workshop	Date	No of Participant	Attended Officials
1	Gulbarga	Gulbarga	07-09-12	90	DIET Nodel Officers, Block BRCs, BRPs, CRPs.
2	Belgaum	DIET- Dharwad	07-09-12	155	
3	Bangalore	DIET- Bangalore Rural	12-9-12	146	
4	Mysore	DIET- Mysore	10-9-12	149	
5	Teleconference	DSERT, Bangalore.	15-09-12	10	
6	District QMT Analysis	SSA Office, Bangalore.	20-12-12	30	

As, these formats are monitored at various levels from cluster to State, for systematic monitoring teleconference was organised on 15-09-12 for the filed functionaries at various levels, in turn orientation was given in a cascade mode.

### Monitoring and Feedback Mechanism



### Quality Monitoring Mechanism

Quality is the main concern of any programme. SSA also having implemented different programmes like infrastructure development in schools, teacher empowerment, School level grants to make school attractive and class room transaction effective, It is necessary to monitor the efficacy of all these programmes by assessing the quality of learning of children. NCERT has developed a tool to monitor and assess the progress in quality with special reference to Equity. These tools will help the monitoring staff to understand the role of community in school management (SLF-1 and 2). The consolidation and planning for the further support will be done at 4 levels.

#### School level :

The school level format consists of attendance, community perceptions and learner assessment. This information is filled by the Head teacher, recorded half yearly and report to CRC. It should also be observed that if the same children are found to be absent the problem is discussed in the village level meetings. SLF-2 – validation by SDMC president is a special feature of the State. The major problem identified by the SDMC's are discussed in the monthly meetings and joint action will be taken for school improvement.

#### Cluster level :

The school level reports are consolidated by the immediate monitoring staff of the school Cluster resource person. The consolidated school reports and cluster analytical report are prepared. These reports are shared in the cluster level trainings and school visits. This has enabled the CRP and teachers to identify the social group wise and gender wise success stories and constraints.

The CRP and teachers join together discuss and plan the activities based on the requirements identified in the group like Training needs, Community mobilization,



Examinations, Teaching learning materials. The Cluster level requirements are forwarded to block for the support from block level.

2012-13 progress to analyze 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 month will give feedback to school teachers and also to the CRP. The CRP in turn present the outcomes at the block level. CLF is educational implementation mirror of cluster level.

### **Block level:**

The block level consolidation was prepared by Block resource coordinator. All the CRPs of the block presented their reports in the block level meeting. The issues raised by the CRPs are discussed at length in this meeting. The DIET representative and Block resource center prepared the block analytical report and the remedial measures to be taken to address the issues.

The BEO and BRC 2012-13 progress sharing meeting of all CRCs and analyses 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 half year. During the year of 2012-13 under REMS activities block level analysis reports prepared BRCs. SSA state office provided analysis templates and released each block Rs. 5,000 regarding analysis work.

### **District Level:**

In the divisional level meetings it is decided to prepare the district level data in the DIET with the help of DYPC and Block level functionaries. The Blocks have presented their analytical reports with the special issues identified at the block level. The DIET and District educational administration join together planned for the programmes to address the issues like Training needs, School needs, Teacher needs and activities to be organized. All the functionaries share the responsibilities.

The DIET and district office share the block level reports and analyses the quality in terms of quality monitoring tools. The block wise issues, weak areas, strengths and support required from the state. This future feed back to state to plan research, pedagogic activities.

As of now the quality is being monitored through different functionaries like DDPI office, DIET, BEO office, BRC, CRC and SDMC. The field functionaries visit schools and collect the data. The above officials in the form of inspection and supervision monitor both administrative and academic aspects in the school. The base for the quality review would be achievement in examinations, , School academic plan and interaction with children.

The CRCs are the bottom level official agency monitors the school activities and quality offer support and suggestions to teachers for the improvement of quality. In case of additional support required they will contact BRC and DIET.

The resource persons of Block resource center and educational co-ordinators, BRC co-ordinator and Block education officers present indefinitely visited 2012-13 review and monitor the progress. Once again the base would be available records in the school and interaction with children. The block level persons will provide support to teachers in improving the quality. In case they need any decisions and academic support from the high level they contact DIET.

Like this the officials from the state, district and block level will also visit and monitor the quality aspects. They will provide their support and also summon the concerned officials for their failure in their responsibilities and streamline the process.

SSA released Rs.20000/- per district for District-level analysis of QMT during 2012-13. A nodal officer was located in each DIET for the analytical exercises. The nodal officers marshaled the support of Block Resource Persons in this work. All the 30 districts completed the analysis. BLF formats were consolidated into DLF, used with Blocks / Districts and sent to MHRD.

### **State level:**

The district level 2012-13 reports will be analyzed 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, Grama panchayat 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.

### **Feedback from Quality Monitoring Tools:**

Teleconference was conducted for DIET, BRC, CRC to orient them for effective monitoring the performance of the schools on 15-09-2012 as per RTE implications. 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 analyzed 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 semester.

The district teams observed that from class 1 to 4 comprehensive continuous evaluation is in practice. The competency based evaluation programme is in practice. Hence for this semester 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 analyzed and state level reports were prepared.



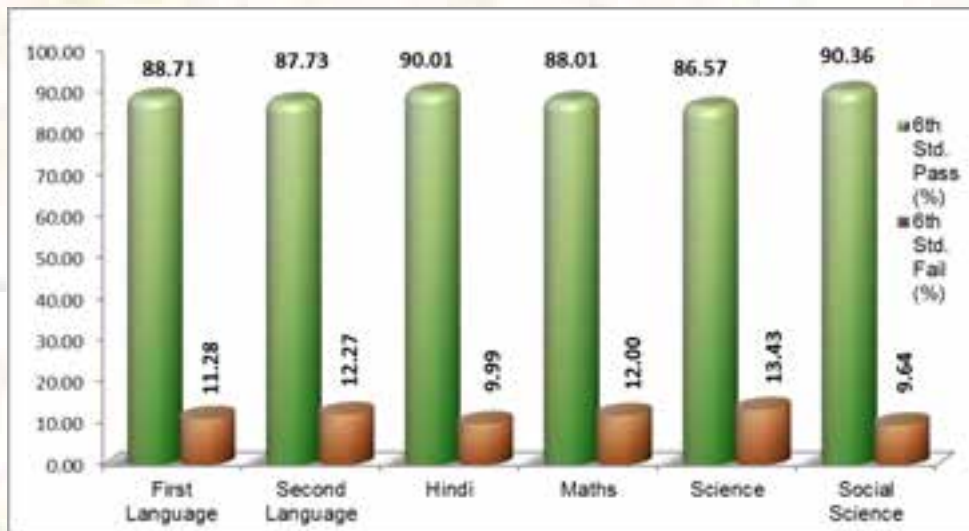
**Table No.52**  
During the year 2012-13 primary school 6,7<sup>th</sup> standard passing student average:

Class		6th Std				Class		7th Std				Class		8th Std			
Subject	Pass	%	Fail	%	Subject	Pass	%	Fail	%	Subject	Pass	%	Fail	%			
First Language	475385	88.711	60490	11.289	First Language	473881	89.467	55788	10.533	First Language	163074	87.267	24246	12.943			
Second Language	476275	87.726	66637	12.27	Second	463629	87.372	67059	12.628	Second	156105	86.624	24139	13.376			
Hindi	460165	90.019	51073	9.990	Hindi	439348	89.304	55014	10.790	Hindi	199817	86.143	29705	13.857			
Maths	457818	88.005	62199	11.995	Maths	439777	88.818	55888	11.182	Maths	156834	84.987	27704	15.013			
Science	441675	86.573	68301	13.427	Science	419041	89.743	50968	10.257	Science	151309	82.543	31572	17.457			
Social Science	443030	90.362	4786	9.638	Social Science	453842	91.511	41523	8.489	Social Science	137729	88.377	20217	11.623			

**Table No.53**

Class	6th Std	
Subject	Pass (%)	Fail (%)
First Language	88.71	11.28
Second Language	87.726	12.27
Hindi	90.01	9.99
Maths	88.005	11.995
Science	86.573	13.427
Social Science	90.362	9.638

**Graph No.6 (for Table No.53)**



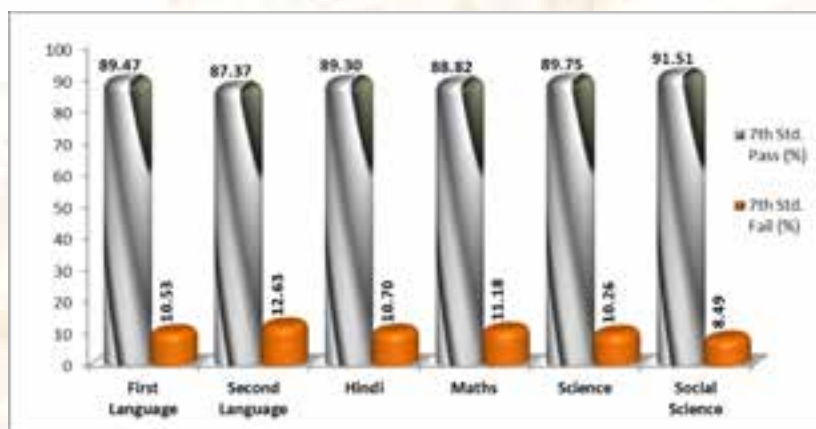
**Note :-**

As per RTE, Section 16, there should be not failure / detention in any standard of elementary education. Hence, the student are not declared as 'failed'. They are identified for special coaching and Bridge courses in the school itself.

Table No.54

Class	7th Std	
	Pass (%)	Fail (%)
Subiect First Language	89.467	10.533
Second Language	87.372	12.628
Hindi	89.304	10.7
Maths	88.818	11.182
Science	89.745	10.255
Social Science	91.511	8.489

Graph No.7 (for Table No.54)



**Note :-**

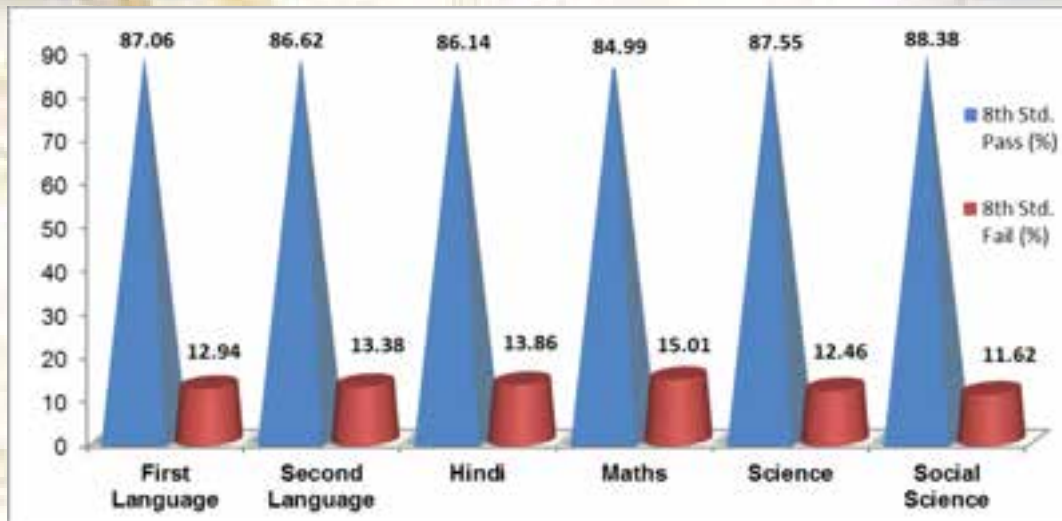
As per RTE, Section 16, there should be not failure / detention in any standard of elementary education. Hence, the student are not declared as 'failed'. They are identified for special coaching and Bridge courses in the school itself.

Table No.55

Class	8 thStd	
	Pass (%)	Fail (%)
First Language	87.057	12.943
Second Language	86.624	13.376
Hindi	86.143	13.857
Maths	84.987	15.013
Science	87.545	12.455
Social Science	88.377	11.623



**Graph No.8 (for Table No.55)**



**Note :-**

As per RTE, Section 16, there should be not failure / detention in any standard of elementary education. Hence, the student are not declared as 'failed'. They are identified for special coaching and Bridge courses in the school itself.

**QMT CODE DESIGN**

QMT formats were distributed to schools after coding item. The code design was developed at the state office. This facilitated to smooth, easy and efficient analysis.

**Illustrative Code Sheet :-** A State-level workshop was organised 3 times as on 11-06-2012 to 12-06-2012, 2nd time conducted 21-06-2012 to 23-06-2012, 3rd time 12-07-2012 to 13-07-2012 conducted to code the QMT Formats. Coded responses facilitate easy analysis of data at all levels – cluster, Block, District and State.

**State Level Resource Persons:**

- DIET - Senior Lecturers – 2
- Block Level Resource Person – 2
- Cluster Level Resource Person – 2
- Primary Schools Senior Teachers – 2

SLF does not need coding.  
They are filled up and kept at school.  
SLF No.(I)→ ADOPT U-DISE.  
SLF (II)

## ILLUSTRATIVE CODES:

### [1] STUDENT ACHIEVEMENTS :-

- STANDARDS 1 2 3 4 5 6 7 8
- Followed by General category Boys and Girls

Code	[G]	1 & 2
	[SC]	- Do -
	[ST]	- Do -
	[C1] category I	- Do -
	[OBC]	- Do -

Muslims [M] - Do-

Total [T]

This table will be generated separately for subjects

[L1] / [L2] / [EVS1] / [EVS2] / [M]

[03 subjects 1 to 4 ; 5 subjects 5th ;

6 subjects 6 to 8]

[L1/EVS/M]

[L1/L2/EVS1/EVS2/M]

[L1 / L2/L3 /EVS1 / EVS2/M]

### [2] Strategy for Slow Learners

[i] Codes for strategies

Special coaching in school

[1]

Tie-up with bright students

[2]

Volunteer support

[3]

Parental counselling

[4]

(in cases where parents are educated)

Teaching-Testing-Re teaching Re Testing till Mastery

[5]

Nothing

[6]

Any other

[7]

### 2012-13 PAB approval → No. of students, Allocation

### Progress Regarding SSA Distribution of Second Set of Uniform 2012-13

Table No.56

Table showing Beneficiaries of Second set of uniform

Sl.No	Category	No of children	Unit Cost 200/-	Total Amount
1	All Girls	2333195	466639000	466639000
2	SC	577070	115414000	115414000
3	ST	249850	49970000	49970000
4	BPL	596487	119297400	119297400
5	Others	894731	178946200	178946200
6	All Boys	2318138	463627600	463627600
7	Total Boys & Girls	4651333	930266600	930266600

**Note :-** Sl Nos. 1 to 4 is PAB allocation ; Sl. No. 5 is State Govt. allocation.



To distribute uniforms for 894731 boys of other category students in Karnataka, a proposal is submitted per unit Rs 200/- total Rs17.89 crore to Govt. of Karnataka .Government of Karnataka has already given permission follows:

- G.O. No:** 1. ED 33 yoyoka 2011 (Baga). Dated: 18-08-2012.  
2. ED 33 yoyoka 2011 (Baga). Dated: 24-11-2012.

### **Selection of Distributor of Uniform :-**

To distribute 2nd set of uniforms in 2012-13 for students studying in 1st to 8th standard through the office of the SSA, tender was called for E-Procurement. In this Procurement applications were received from 7 companies .The lowest bidder L-1 has quoted nearly 10% less rate for distribution of uniforms and further negotiation , 5 empanel agencies have been selected.

### **Collection of Indent from SDMC / Schools :-**

The selected 5 empanelled agencies has to get the indent of uniform request from the schools as per the request the 5 empanelled agencies has submitted a request and value to the SSA office. Later as per the request indent of SDMC/Schools the quality, color and measurement of the student's uniforms have been prepared. After completion of 75% of preparing of uniforms, the 5 empanelled again were asked to test the quality by the SSA office.

### **Testing of the Quality of the Uniforms :-**

Five agencies were empanelled for supply of Uniform cloths directly to schools as per QCBs method. Samples of cloths approved by SSA were to be tested for quality by SSA officials after production / and before supply of 75 percent of orders given. These samples were tested through CSTRl and quality was ensured before supply to schools. SDMCs of schools made direct payments to agencies through Bank transactions.

### **Release of Grants to Schools :-**

Central Government through MHRD had released Rs.75.12 crore for the students of all category of girls. SC boys, ST boys and BPL category boys other remaining category 8.94 lakhs boys the state govt. has approved to release Rs 17.89 crore for the distribution of 2nd set of uniforms. For all the schools LPS.HPS students studying from class 1 to 8th standard through Central and State Govt grants as per request of the number of students Action has been taken to release the amount to the schools through DDPI office.further DDPI office grant has been released to schools. SDMCs/ Schools head masters has paid what he had received actual number of Uniforms.

### **Stitching of Uniforms :- Merits**

- 2012-13 first time SSA has distributed second set of uniform
- Distribution of good quality uniforms
- Students are provide with 2sets of uniforms (Central and State Govt)
- SSA has provided 2nd set of uniforms with stitching charges has provided

- Child-wise Measurements taken at school point. 1st / 2nd / 3rd standard kids require lesser cloth as compared to 6th / 7th / 8th standard kids. Expenditure saved on lower standards is used for compensating higher tailoring-cum-cloth costs at higher standards. In this way there was Cross-subsidization of Tailoring-Cum-Cloth Costs for all children.
- Distribution of Uniforms to kids at school point in a community function, in all schools.
- Choice of colours → choice of 05 colours was given. The colours are → Blue/Navy Blue; Grey/Light Grey; Brown/Cream; Brown/White; Bottle Green/Light Green.

**Table No.57**  
**Provision for Uniform**  
**Uniforms provided by State Government to schools of the Department of Education**

Block/ Municipal Area	No. of children covered							
	SC		ST		Others*		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
BAGALKOT	22839	22184	6479	6545	71273	76289	100591	105018
BANGALORE RURAL	10866	11051	2446	2348	17140	18652	30452	32051
BANGALORE URBAN	29038	29739	3973	3990	54504	57845	87515	91574
BELGAUM	32247	32842	18206	17843	159049	171407	209502	222092
BELLARY	34742	33112	28869	28421	53996	59073	117607	120606
BIDAR	25223	25891	13848	15463	37877	43243	76948	84597
BIJAPUR	33313	31259	2453	2300	98132	99848	133898	133407
CHAMARAJANAGARA	10597	10445	4828	4914	21842	22197	37267	37556
CHIKKABALLAPURA	16500	16569	7710	7921	19037	21296	43247	45786
CHIKKAMANGALORE	13719	13310	2375	2327	22631	22667	38725	38304
CHITRADURGA	21988	21247	15925	15686	32104	33271	70017	70204
DAKSHINA KANNADA	7102	6680	3129	2968	43579	42787	53810	52435
DAVANAGERE	21635	21414	11300	11514	36721	40319	69656	73247
DHARWAD	8207	8055	4558	4514	53713	59114	66478	71683
GADAG	10589	10377	3396	3215	37090	38090	51075	51682
GULBARGA	44178	41308	2468	2495	83739	86493	130385	130296
HASSAN	17581	17554	1559	1583	37752	38779	56892	57916
HAVERI	13459	12762	7925	7776	54949	58384	76333	78922
KODAGU	3660	3837	3801	3748	9562	9367	17023	16952
KOLAR	20035	20805	4157	4305	26120	30486	50312	55596
KOPPAL	19389	18106	12437	11980	51752	52273	83578	82359
MANDYA	11004	10976	1017	985	44053	44380	56074	56341
MYSORE	23836	24231	15045	15309	51547	55131	90428	94671
RAICHUR	27812	25059	27770	25046	56984	59614	112566	109719
RAMANAGARA	8832	8647	1346	1326	24458	25254	34636	35229
SHIMOGA	15792	15653	3145	3204	44339	44888	63276	63745
TUMKUR	24907	24163	9302	9096	61163	63255	95372	96514
UDUPI	3058	2728	2357	2133	27468	21767	27883	26628
UTTARA KANNADA	6490	6060	2170	1917	54241	52795	82901	80772
YADAGIRI	21181	17852	10183	8958	45585	43230	76950	70050
<b>Total</b>	<b>559819</b>	<b>543918</b>	<b>234177</b>	<b>229842</b>	<b>1427401</b>	<b>1492194</b>	<b>2221397</b>	<b>2265952</b>

\* Whether the State rules prescribes uniforms as child entitlement for free education

Source: UU-DISE and State Sector



**Table No.58**  
**Provision for Uniform**  
**Uniform to be provided under SSA**

Sl.No.	District	Number of children enrolled in Govt. schools		Number of children provided uniform by the	
		Boys	Girls	Boys	Girls
1	BAGALKOT	100691	105018	100591	105018
2	BANGALORE RURAL	30452	32051	30452	32051
3	BANGALORE URBAN	87515	91574	87515	91574
4	BELGAUM	209502	222092	209502	222092
5	BELLARY	117607	120606	117607	120606
6	BIDAR	76948	84597	76948	84597
7	BIJAPUR	133898	133407	133898	133407
8	CHAMARAJANAGARA	37267	37556	37267	37556
9	CHIKKABALLAPURA	43247	45786	43247	45786
10	CHIKKAMANGALORE	38725	38304	38725	38304
11	CHITRADURGA	70017	70204	70017	70204
12	DAKSHINA KANNADA	53810	52435	53810	52435
13	DAVANAGERE	69656	73247	69656	73247
14	DHARWAD	66478	71683	66478	71683
15	GADAG	51075	51682	51075	51682
16	GULBARGA	130385	130296	130385	130296
17	HASSAN	56892	57916	56892	57916
18	HAVERI	76333	78922	76333	78922
19	KODAGU	17023	16952	17023	16952
20	KOLAR	50312	55596	50312	55596
21	KOPPAL	83578	82359	83578	82359
22	MANDYA	56074	56341	56074	56341
23	MYSORE	90428	94671	90428	94671
24	RAICHUR	112566	109719	112566	109719
25	RAMANAGARA	34636	35229	34636	35229
26	SHIMOGA	63276	63745	63276	63745
27	TUMKUR	95372	96514	95372	96514
28	UDUPI	27883	26628	27883	26628
29	UTTARA KANNADA	62901	60772	62901	60772
30	YADAGIRI	76950	70050	76950	70050
<b>Total</b>		<b>2221397</b>	<b>2265952</b>	<b>2221397</b>	<b>2265952</b>

**Table No. 59**

**Expenditure on Uniforms for 'other boys was met by the State Government**

Sl No	District	Target					Achievement						
		All Girls	SC Boys	ST Boys	BPL Boys 40%	Other Boys	Total Boys and Girls	All Girls	SC Boys	ST Boys	BPL Boys 40%	Other Boys	Total Boys and Girls
1	BAGALKOT	108427	22938	3296	24133	40699	207913	103627	22456	3698	24133	43699	177913
2	BANSHIHOTTA	31622	11547	2456	7192	11799	65316	33372	11341	2856	7192	14389	65316
3	BANGALORE URBAN	94572	31096	4799	22466	34373	183366	94572	31286	4199	22466	34373	183366
4	BELGAUM	22689	12451	1172	15659	14694	44744	22689	12451	1172	15659	14694	44744
5	BELLARY	132717	34961	24276	27156	11723	247433	125312	34303	24938	27156	11723	243436
6	BIDAR	87835	25918	16362	15226	26378	166999	87835	25914	16362	15226	26378	166999
7	BIDAR	134266	34126	2223	40346	61014	272443	134996	34326	2223	40346	61014	272443
8	BIDAR	34629	13863	4944	4926	11363	77441	34629	13863	4944	4926	11363	77441
9	BIDAR	49352	17265	8317	4052	12117	94344	49352	17265	8317	4052	12117	94344
10	BIDAR	4779	14209	2775	9732	14397	40290	4779	14209	2775	9732	14397	40290
11	BIDAR	72322	22334	15480	13338	14487	145561	72322	22334	15480	13338	14487	145561
12	BIDAR	23566	7203	7403	15363	27875	112362	23566	7203	7403	15363	27875	112362
13	BIDAR	3425	21946	1539	15602	21129	147438	3425	21946	1539	15602	21129	147438
14	BIDAR	73761	8336	6573	22446	11723	145313	73761	8336	6573	22446	11723	145313
15	BIDAR	26673	11633	3754	15329	2734	104026	26673	11633	3754	15329	2734	104026
16	BIDAR	13446	43423	3922	35710	11314	271275	13446	43423	3922	35710	11314	271275
17	BIDAR	61146	18613	1899	15197	24285	122192	61146	18613	1899	15197	24285	122192
18	BIDAR	11318	13944	4688	22446	11723	139738	11318	13944	4688	22446	11723	139738
19	BIDAR	14297	3923	6290	4182	8224	26353	14297	3923	6290	4182	8224	26353
20	BIDAR	39682	20926	6527	22463	12328	118429	39682	20926	6527	22463	12328	118429
21	BIDAR	64165	19851	13307	22199	3738	120400	64165	19851	13307	22199	3738	120400
22	BIDAR	4966	11399	1365	14115	14617	121712	4966	11399	1365	14115	14617	121712
23	BIDAR	44261	24440	13473	22446	12944	136213	44261	24440	13473	22446	12944	136213
24	BIDAR	109121	28387	29262	22422	30282	221131	109121	28387	29262	22422	30282	221131
25	BIDAR	26712	8952	1481	12344	15314	73123	26712	8952	1481	12344	15314	73123
26	BIDAR	66315	16490	7492	15521	27923	132349	66315	16490	7492	15521	27923	132349
27	BIDAR	10734	25924	4827	7511	14317	20073	10734	25924	4827	7511	14317	20073
28	BIDAR	24256	3206	1443	4527	14347	37329	24256	3206	1443	4527	14347	37329
29	BIDAR	69814	6710	3382	22423	31639	127674	69814	6710	3382	22423	31639	127674
30	BIDAR	71494	21810	17552	15198	24754	132332	71494	21810	17552	15198	24754	132332
	<b>Grand Total</b>	<b>233146</b>	<b>537070</b>	<b>144880</b>	<b>546487</b>	<b>144713</b>	<b>665133</b>	<b>233146</b>	<b>537070</b>	<b>144880</b>	<b>546487</b>	<b>144713</b>	<b>665133</b>

**Note :-** Achievement is lower than target as at the time of taking measurements, there was a flow of student to Pvt. Unaided schools. Hence, the gap between target and achievement

**Media and Documentation under community mobilization progress overview for the year 2012-13**

**Vision:**

Marshal the services of print, electronic and folk media, to carry SSA and RTE Act provisions to nook and corner of the State, thereby facilitating awareness, interest and involvement of the stake holders, general public as well as sensitise the service providers such as the SDMC's, Head teachers, Teachers, Panchayaths, community leaders and educational administrators at all levels, about quality schooling and the RTE Act.



### **Objectives of utilizing media:**

- To make aware of the programmes of SSA.
- Sensitize the community for enrolment, retention and quality schooling.
- Educate public about gender issues, deprived children.
- Popularize success stories of the SSA project.
- Propagate the cause of education by mainstreaming out of school children.
- To involve Media in enhancing effectiveness of SSA activities.
- To sensitize all types of stake holders in the community at all levels about the spirit and provisions of the RTE Act, 2009 and rules of the State 2012.

### **Major activities during 2012-13**



**Innagation of National Education Day on 11.11.2011 by Hon'ble Education Minister Sri Vishveshwara Hegade Kageri, which concluded on 11.12.2012**

### **State Rules under RTE 2009**

Karnataka govt formulated the rules under RTE 2009 on 28th April 2012 and christened it as “Karnataka Makkala Shikshana Hakku Niyamagalu”.

For the supervision of implementation of RTE 2009, State level RTE cell is established and two consultants are working in this cell. Toll free number 180042534567 is facilitated in the State office. District level Grievances committees are Constituted under Deputy Commissioners to look after the complaints and also District level RTE cells are established at DDPIs offices.

- “Shalegagi Naavu Neevu”(Community and the department as school collectives)

The main slogan of the year 2012-13 is “Shikshanadallina yellara utsaha makkala prathibege protsaha” means enthusiasm of all stakeholders in Education enhances the talent and learning of children.

In order to achieve this a unique programme was arranged by the Department to attract the community towards the school and to highlight provisions under the Right to Education act among the community throughout the state on 5th July 2012.

This programme aims to improve the conditions of the school in which the public and their representatives sit together in the respective schools to think of the essential requirement for the physical as well as academic excellence of schools. Main activities organized on 5th July in every school are as follows.

1. Jatha(longwalk)was organised from community to the School.
2. Information regarding Educational activities was provided to the community members.
3. Team members discussed the different issues and requirements of the school and pooled the resources from different sources. About 15 crore worth materials/cash was received from the community on this day.
4. Members present took oath about their commitment towards the education .
5. Small hand book about the programmes was released on the day.
6. Wall writings on Gram Panchyats regarding RTE provisions were displayed.
7. ShwetaPatra (white paper) was released by Gram Panchayat in every school.
8. From 6th July to 31st July. Team of officials visited the schools to collect the information about the schools.



**Chief Minister Sri.Sadanandagowda inaugurating the programme on 5th July in GHPS Bendli Hosalli- Kolar district**

### **SHIKSHA KA HAQ ABHIYAN (SKHA) :**

Another important programme designed to ensure the enforcement of the letter and spirit of RTE Act in all schools of the state. There was State level monitoring, review, feedback and corrective action, with the total involvement of 35 non-government



organizations (NGO)/youth clubs/women's organizations/ interested public who act as volunteers in handholding exercises of the state and school administration for the success of the movement and for ensuring RTE- ShikshaKa haq Abhiyan.

Under Shalegagi Navu-Neevu our monitoring staff does the Internal Evaluation by visiting all the schools. In parallel to this external evaluation is also done by volunteers under Shiksha Ka Haq Abhiyan. This is as per MHRD direction which co-ined with observing birth day of Maulana Abul Kalam which fall on 11.11.2012.

### **Details of the programme are as follows;**

- Constitution of State Steering Group- 10 members committee headed by SPD was constituted on 05.06.12. This SRG met thrice in this year to plan, implement and monitor the SKHA programme in the state.
- This SRG's main work was to plan, implement and monitor the SKHA activities in the state.
- First meeting was on 8th June to finalise the calendar of events of SKHA.SRG members also worked as State resource group.
- Second meeting was held on 6th November to discuss about conducting the National Education day on 11th Nov.
- Third meeting was on 28th Feb to discuss on the volunteers visit formats report.
- District working groups were constituted in all 34 districts under the chairmanship of CEO of ZPs to look after the SKHA program in the district.
- Volunteers group of 2 members for LPS and 3 members for HPS were constituted in all 204 blocks with the help of 35 NGOs.
- Matching and batching the volunteers across the schools was made.
- Plan of action of visits to Schools was from 1st Aug to 4th Sep.
- Development of monitoring and assessment tools for efficient and Effective implementation of Shiksha Ka Haq Abhiyan- Questionnaire given by MHRD was translated to Kannada by adding some parameters.
- Sensitization of administrators and supervisors and machinery about SKHA:-the plan of monitoring documentation, Dissemination and corrective action was done on 27th June 2012. Training of volunteers on their Monitoring and reporting functions were conducted on second week of July at block level.
- Development of a software for compilation and collation of data as well as generation of reports developed by our e-governance wing.
- Multilevel workshop for dissemination and follow up actions of monitoring exercises- cluster, blocks and district level work shops were conducted.
- Multilevel review and generation of reports state level, district level and block level was done on 11.11.12.

## Photographs of volunteers training and volunteers school visit



**RP's and volunteers training at Bagalkot**



**The District working group meeting held at DIET Mannur Belgaum on 28-08-2012**



**RP's and volunteers training at Udupi**

### a.Publicity material prepared for SKHA

Sl. No	Tools	Type of materials	Language
	Print Audio Video	RTE act calendars, Folders, handbills, Pamphlets, Banners, Evaluation formats, Handouts Broachers, Booklets etc,	Kannada and English.





## Weekly Programme in AIR :

Sarva Shikshana Sanchalana programme have been transmitted weekly once through All India Radio. On every Wednesday 15 minutes programmes were transmitted from 7.15 am to 7.30 am. 43 episodes were made on the issues related to universalization of elementary education. Education Minister, Education Secretary, Commissioner, State Project Director and other Officials were participated in each episode. They discussed about RTE awareness, SSA Interventions and in interventions under state sector.

## Programmes in Doordarshana:

14 episodes of “SHIKSHANA MANTHANA” were telecasted in Chandana Vahini. These programmes were of 30 minutes duration and the topics were. Education Minister, Education Secretary, Commissioner, State Project Director and other Officials were participated in each episode. They discussed about RTE awareness, SSA Interventions and in interventions under state sector.

Episode No	Topics covered
1 & 2	Karnataka State rules under RTE Act 2009 and state vision for quality education
3	Plan for the year 2012-13 which includes state and SSA interventions.
4	Plan of the Department under state sector
5	SSA Programme for 2012-13
6	Mainstreaming of OOSC
7	Strategies for CWSN
8	U-DISE
9	Civil works
10	Community Awareness and SDP
11	Education of girl child
12	Innovative activities
13	LEP and REMS
14	Teachers training

## DOCUMENTARIES :

In connection with the various initiatives of the SSA like OOSC, CWSN, Girl Education, UDC, Learning disabilities and LEP documentaries are being made.



## ACTIVITIES :-

- i. Media & public awareness activities undertaken at district level

Sl. No	Media public awareness activities	Date/period	Amount fixed (in Lakh)	amount spent (in lakh)	output of the activities
1	District working group activities	June 2012	10.00	2.61	For SKHA implementation
2	Training of Master's trainers		0.85	0.51	
3	Volunteers training providing Kits & certificates	August 2012	25.46	14.65	Volunteers come to know their work during school visit
4	Movement allowance for Volunteers	August 2012	484.62	460.37	They utilise this for their school visit
5	Advertisement in Papers, Hoardings	June 2012 to march 2013	174.62	132.00	Community people were made familiar with SKHA
6	Folk media, Film show - Street play, tribal awareness	June 2012 to march 2013	51.00	23.61	Community people were made familiar with SKHA
7	Exhibition talk show	June 2012 to march 2013	76.10	56.86	Community people were made familiar with SKHA
8	National Education day		11.36	5.34	To attract community towards school
9	Contingency	June 2012 to Dec 2013	10.00	4.81	
10	Wall writings on Gramapanchayat	Aug 2012	18.00	14.80	Public was made familiar with the programmes
11	Namma Shale Plus		45.00	15.00	
	<b>Total</b>		<b>907.00</b>	<b>730.55</b>	

The district working group and its activities play a predominant role in the intervention media and documentation, as media propagates all our activities and creates awareness, while documentation is necessary for the feedback and improvement of the programmes besides dissemination to all the nook and corners of the State. Hence during 2012-13, the following activities were undertaken.

### Advertisement in Papers, Hoardings:

Advertisements were given in newspapers for creating awareness and participation in programmes by the community.

### Advertisement in News Papers

**ಶಿಕ್ಷಣವಿಲ್ಲದೆ ದುರದ ದೇಶವು, ಮಕ್ಕಳ ಭವಿಷ್ಯದ ದೇಶವಲ್ಲ**

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

**ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.**

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

Library Day – 07-11.2012

**ಸಮುದಾಯದತ್ತ ಶಾಲೆ**

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

Samudaaydatta Shaale  
Primary 29.09.12  
High school- 06.10.12

**ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.**

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

ಶಿಕ್ಷಣದ ಮೂಲಕ...  
ಮಾತೆ ಗುಣಮಟ್ಟವನ್ನು  
ಪ್ರಮುಖವಾಗಿಡಬೇಕು...  
ಮಕ್ಕಳ  
ಮಕ್ಕಳ ಭವಿಷ್ಯವನ್ನು  
ಪ್ರಭಾವಿಸಬೇಕು.

Teacher's day-5th Sep-  
2012

Flexes were displayed in prominent places for catching the attention of the community.





## Media Consultant:

The services of Media Consultants were hired for the year 2012-13 against the sanctioned budget of Rs.15 lakhs. Rs.3.0372 lakhs have been released for their services.

## Folk media, Film show - Street play, tribal awareness

These programmes help a lot in creating awareness among tribal community, as they reach very easily. Street plays, folklore programmes were effective in creating awareness and motivated the tribal community for educating their children.



**A Street play, tribal awareness programme at Gowrasamudra**

## Exhibition talk show

Talk shows were arranged about SSA programmes so as to reach all category of people. The community was happy about the programmes and certain change in their attitude could be seen.

## National Education day

National education day was observed on 11/11/2012 to commemorate the birth day of late Dr. Moulana Abul Kalam Azad, the first Education minister of Government of India. On that day, people representatives along with members of the community went on a procession from an area where OOSC is high to the school and addressed the parents about the importance of education. Posters were displayed.



**National Education Day inauguration  
by Education Minister Shri.  
Vishweshwar Hegade Kageri in  
Gulbarga district-11.11.2012**



**National Education Day –  
Dharwad-11.11..2012**



**National Education Day was inaugurated by Sri Govindaraju, CEO, ZP Tumkur-11th Nov 2012**



**National Education Day – Davanagere-11.11.2012**



**Gramapanchayat wall writing**

### **Wall writings on Gramapanchayat**

With a view to create awareness among the community, wall writings are essential. It helps in the dissemination of information about SSA programmes and in mainstreaming children.



**Advertisements  
given  
in various  
magazines**



**An exhibition show in Dasara vastu pradarshan premises.**

An exhibition was arranged in DASARA VASTHU PRADARSHANA premises. All the interventions in the form of Sign boards, 3 D models and original incentives were displayed. People visited the stall, recorded good comments in the documentation and the stall got appreciation from the public. The stall was adjudged as good and accorded third place by the DASARA AWARDS COMMITTEE.



**Front view of Exhibition of SSA stall  
01.10.2012 to 31.12.2012**



**HIRISING SERVICES FOR MEDIA  
CONSULTANCY 15.09.2012**

**1. Press Conference:**

Press conferences were organised at district and Block levels on the major SSA interventions. Subject were 'Shalegaagi Naavu Neevu', Samudayadatta Shale, Worlds Disabled Day, Right to Education, Girls Education, CWSN etc. The President of District Implementation Committee and Chief Executive Officer of Zilla Panchayath were present during the Press conference.







# CHAPTER 6

## SPECIAL FOCUS GROUPS

## GIRLS EDUCATION

### i) Background

Education is a chief variable in the social and economic development of any nation. In this context, it is evident that both boys and girls need education for the progress of country. In this aspect educating girls is the most important aspect to check female illiteracy. Investment in quality schooling for girls will help to even out social inequalities in the value accorded to girls and boys. Sarva shiksha Abhiyan has provided girls education specific interventions to bring about gender equity and attainment of Universalisation of Girls Education in varied manner. Though the interventions are not all pervasive, it brings about a focused intervention to handle the hard core deprived children under its purview. In turn it works towards ensuring Universalisation of Girls Education in consensus with Right to Education.

Special programmes to promote education of girls have been under taken by the State Government and also through Sarva Shiksha Abhiyan. In the context, SSA has launched the KGBV and NPEGEL Programmes to improve the girl's education in 62 Educationally Backward blocks of the State. These programmes are being implemented in those blocks where the rural female literacy rate is below the national rural female literacy rate (46.13) and the gender gap is more than national gender gap (21.59).

48 blocks are situated in Northern Karnataka region and the remaining 14 blocks are in southern region. The districts like Yadgir, Raichur, Gulbarga, Bellary, Koppal, Bijapur and Bagalkot are having more EBBs.

### ii) Initiatives 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 children and some of them are focusing on the education of girl's. Bicycle scheme for the rural girls and boys encourage children from BPL family to commute easily to nearby Higher Primary School or Secondary School thereby directly improving the attendance and retention rate of girls.

The State government is providing free education to all the categories of girls up to Class XII of Government and Aided institutions. Free text books to all the children of Class I to VIII. All the girls and SC/ST boys studying in Aided institution from class I to VIII have received free text books under SSA during 2011-12. Free supply of school bags and note books have been made to SC/ST girls of Class V to VII. However free supply of uniform is made to all the children of Class I to X. Sarva Shikshana Abhiya initiatives have brought positive changes in the girls' education scenario.

#### • Retention Strategies.

Free supply of Uniforms, Text books, School bags and Mid-day meals have been provided under State sector for retaining the girls in primary/higher primary schools. The State government is providing free education to all categories of girls up to 12th standard in government and aided institutions. Free supply of text books to all the



children from 1 to 7th standard is made under State sector funds. All children who enrol to 8th standard are given free bicycles under State sector funds. Free supply of school bags and note books are made to SC/ST girls of 5th to 7th class. However, free supply of uniforms is made to all the children of 1 to 10 standards. Convergence is made with the scheme of “Total Sanitation Campaign” under the Department of Rural Development and Panchayath Raj at the district level with District Zilla Panchayat Offices. The infrastructure gap in toilets and drinking water is being getting narrowed at the district level with the convergence strategies.

The following specific programs are being implemented towards reduction in gender gaps, promote gender parity with respect to the primary schooling of girls under Sarva Shiksha Abhiyan.

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

National Programme for Education of Girls at Elementary Level which was launched during 2003-04, provides additional components for education of girls at the elementary stage, especially from disadvantaged communities. NPEGEL is a focused intervention to reach the hardest to reach girls, especially those who are not in school while continuing the efforts to retain the girls who are already in schools.

The programme will provide some additional components under SSA, such as the development of a model upper-primary school in each cluster; offering material incentives such as stationery; introducing additional interventions like awards, remedial teaching, and bridge courses; encouraging mobilization and community monitoring; developing appropriate teaching-learning material; strengthening planning, training and management support.

Under NPEGEL programme a total of 1451 Model Cluster Schools were operational in the year 2012-13, in 62 educationally backward blocks (EBBs). 108 out of 1451 MCS are managed by Mahila Samkhya. Including 4 MCS in urban slums.

#### **• Preparatory Activities**

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

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

## • **Community Involvement**

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

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

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

## • **Field level functionaries**

Gender sensitization programme for teachers, Head Teachers, CRCs, BRCs and Educational Administrators have been conducted regularly at different levels. Larger groups were also covered in the telemode trainings in which gender concepts have also been discussed. SWAYAMEVA SURABHI- a gender focused teacher training module is developed under DEP-SSA. Bimba-1 and Bimba-2 are used as training modules of gender sensitisation for teachers. These programmes are functional every year.

. This is a matter of serious concern for a nation which has mounted itself on the path of industrialisation and accelerated economic development. Education is one of the indicators of HDI. UNDP compares nations on Mean Levels of Education (MLE) also, which is quite low for India. Barro and Lee estimate of MLE for India for 15+ Total Population in 2010 was 5.200 years. The estimate for females is 4.067 years [cf [www.barrolee.com /data/BL \(2010\) MF 1899.xls](http://www.barrolee.com/data/BL(2010)MF1899.xls)]. Unless intensive efforts are made for UEE, the MLE will not go up. MLE is also affected by a large volume of illiterates in high end age slabs and rising life-expectancy among them.

[Note : MLE for Afghanistan, Nepal, Pakistan, Bangladesh, Maldives, Srilanka and China are : 5.78, 6.139, 5.530, 4.339, 3.971, 5.593 and 8.167 respectively.

In the face of intense public demand for fundamental right status to the Constitutional provision for UEE and being reinforced and supported by the Supreme Court in one of its judgements (cf. Unnikrishnan Judgement, 1993), the Indian state relocated UEE from its earlier article 45 status to article 21A, a fundamental right, in 2009.

All these developments brought to bear cumulative pressure on the Indian States to achieve UEE within a time-frame. The net effect of these persisting national aspirations and compulsions are reflected in the institution of the SARVA SHIKSHA ABHIYAN (SSA) MISSION, which was launched as the flagship programme of the Ministry of Human Resource Development, Government of India in 2001-02.



SSA is a time-bound project of the GoI to achieve UEE. It is also a framework for harmonising all Central Government initiatives in school education with the efforts of the state governments. It is being funded on a sharing basis between the Centre and the States in a 65:35 ratio since 2007-08.

The total allocation for the projects, receipts and the relative shares between Union Government and the Karnataka State Government are submitted in table 1 for the period 2001 - 02 to 2012 - 13.



NPEGEL programme is implemented in 62 EBBs of 20 Districts cluster in during 2012-13. The total number of clusters covered under NPEGEL during 2012-13 is including 1343 Model Cluster Schools are managed by SSA and 108 Model cluster schools are being managed by Mahila Samakhya.

### Details of establishment of MCS since inception

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1. No. of Clusters	482	625	858	861	917	917	917	1451	1451
2. No. of Urban slums	4	4	4	4	1	4	4	4	4
3. Total no. of clusters	486	629	862	865	921	921	921	1455	1455
4. Total no. of Blocks	45	58	61	61	62	62	62	62	62

### The main activities conducted in each of the 1451 Model Cluster School is given below:

1	Maintenance of schools part time instructor for Vocational Skill Development. Vocational Skills like tailoring, embroidery, MCS, pro-sew, life skills, bicycles weaving, repair of cycles, mobile, radio, etc, basketry etc are developed in 5 Vocational training, transportation charges schools of each MCS. A minimum of three skills are trained by the instructors in each school. (Unit Cost Rs 21,000 per MCS)	Field Study and Experience sharing (Unit Cost Rs 10,000/-)
2	Field Study and Experience sharing (Unit Cost Rs 10,000/-)	Field Study and Experience sharing (Unit Cost Rs 10,000/-)
3	Counseling Center for Girls (Unit Cost 10,000)	Counseling Center for Girls (Unit Cost 10,000)
4	Couching for NMMS Exam (Unit Cost: 6,800)	Couching for NMMS Entrance Examination (Unit Cost: 6,800)
5	Community mobilization (Unit Cost: 2,986)	Awareness activities on girls issues through dance, drama, pamphlets and other strategies

**Details of Activities conducted under NPEGEL Programme:  
The details of activities conducted under NPEGEL programme is detailed below:**

**1. Vocational Skill Development :-**

A wide variety of vocational skills are imparted under NPEGEL programme. The Vocational skills are chosen as per the need of the locality (Cluster) and these skills are trained to girls. As per the guidelines issued from the SPO, a minimum of 3 schools are selected in each MCS. In each school, minimum of 3 vocational activities are selected. Girls belonging to SC, ST, OBC and Minority community are given priority are considered for this activity. The girls studying in 5th, 6th, 7th and 8th Standard are given priority.

**A Few examples of vocational skills developed in girls are listed below:**

Computer training	Tooth powder making
Home made Products making	preparation of cosmetics
Embroiding	preparation of food items
Aquarium maintenance	Mobile handset repair
Ornaments preparing	Bakery Products , Plantation
Beauty parlor management	Gudi Kaigarike
Agarabathi making.	Bycical and Home affairs repairs
Mashroom farming	Dress designed for women
preparing zandu bomb	Hand embroidery
Mehandi Designing	Sewing machine service
Jute product manufacturing	washing soap making, liquid soap making
Pickle, Happal, chakkali preparing	preparation of Juice powder, Vasline
Repair of electrical equipments, etc	Glass painting, Tintose painting,
File Making, Greetings	Preparation of Earth worm fertilizers, electric wiring, bicycle repairs
Artificial ornament making,	Taloring, Knitting,

2. Field Study and Experience Sharing: Under this activity, girls are provided opportunity to visit nearby places which are having educational, historical, geographical, religious and scientific value. After the visits girls are encouraged to share their experiences through a write up. This experience sharing helps to consolidate their experience. This activity proved helpful to gain knowledge of surrounding environment.

3. Counseling Center for Girls: Girls face number of problems in adolescent period including adjustment problems that crop up due to adolescent age. They need guidance on how to cope up with such problems. In this context, counseling programmes on education, vocation, health are conducted by local doctors, teachers.

4. Coaching for NMMS Entrance Examination: During 2012-13 instead of



training pertaining to Navodaya exams 8th standard girls were given training for NMMS (National Means-com-Merit Scholarship) exam.

5. Community Mobilisation activities: Awareness on the education of girls among community members is being created through various activities. Awareness programmes on various issues like child marriage, discriminations made against girls, negligence on the education of girls. These activities help in the enrolment and retention of girls.

### **Special features of NPEGEL Programme:**

- ❖ Clear measurable performance indicators will be developed for each and every activity under NPEGEL programme. All the concerned functionaries will be trained on these indicators and supporting mechanism along with strict monitoring system will be evolved to ensure better implementation.
- ❖ The vocational skills like Carpentry, Cycle repair, Mobile repair, Pottery, Repair of electrical equipments, Candle making, chalk piece preparation etc will be developed along with traditional skills like tailoring and embroidery. Care will be taken to not to promote gender stereotype within the schooling system.
- ❖ Clear criteria will be laid down to identify girls for all the activities carried out under NPEGEL programme. Girls belonging to SC, ST, OBC, minority are prioritized and given opportunity in all the activities. In addition, mainstreamed OOSC girls are also given priority for participation in NPEGEL activities.
- ❖ The performance of girls in different activities under NPEGEL programme will be tracked. Teachers will be trained to track the progress made by girls in different activities and improvement in their attendance and participation in the schooling process.

### **Vocational Skills Development:**

Most of the Schools imparting Vocational skills like tailoring, embroidery, painting under NPEGEL Programme. Apart from these traditional skills, other vocational skills are also imparted to the girls. Some examples are given here.

### **Few Examples of Vocational Skills Developed in Different Blocks**

Computer Repair, Mehandi, Preparing Candles, Rangoli, Incense Sticks, Yerehulu Fertilisation, Toyas Making, Tailoring, Embrayadri, Beauty Parlor Management, Electric Appliances Repair, Chalkpiece making, Knitting, Washing Soap making, Liquid Soap, Bicycle Repair, Flower Pot, tcistorical and local office places vists, Mobile Repair, Soap Powder and Detergents, Bamboo's designs, Mashroom, Culture, Making baskets

### **Field Study and experience sharing under NPEGEL Programme**

Visit to Polic Station, Sanskrit Sankirna, Banks, District offices, Fire Station, Railway Station, Post Office, Milk Diary farm visit, Historical Fort Visit, Veterinary University. Agricultural, SS Sugar factory & bisleries. Factories, Fair Prise Depot.

## Coaching for NMMS examination under NPEGEL Programme

During 2012-13 instead of training pertaining to Navodaya exams 8th standard girls were given training for NMMS (National Means-com-Merit Scholarship) exam. All girls of 8th standard were given training about NMMS exam. September 15th of 2012 was last date for submitting applications.

The exam was conducted on 18th November of 2012. Before this two preparatory examinations were conducted.

Resources persons who trained the students before & after the school hours it is first time to conduct on NMMS Exam Coaching camp in all Model Clusters. All 1451 Model Cluster 8th Std Girls were benefited this programme. Provide G-MATE Question Paper and Study material.

## Community Mobilisation and Management cost under NPEGEL Programme

SDMC meetings, Maa-Beti Melas, Parents meeting, Meena Play, Beedi Natak, Information about RTE Act, Drama skits, child marriage, Dowry system, Awareness on gender, child labour, Gender Discrimination, kala mela, bicycle jatha, grand mothers mela.



Bangalore South Girls participated in Beautician Training under NPEGEL Programme



Bangalore South Girls participated in Computer Training under NPEGEL Programme



COACHING FOR NMMS EXAMINATION Programme held in MHPS Hashmiya in Raichur Block Date: 30-10-2012



Sugar factory visited by Mundargi Block MCSs girls Date : 19-08-12



## 2. Kasturba Gandhi Balika Vidyalaya (KGBV)

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

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

### Initiatives for the implementation of the programme

61 Educationally Backward Blocks were identified initially and Kasturba Gandhi Balika Vidyalaya (KGBV) schools were sanctioned in the Planning Approval Board meeting of MHRD held on 03.12.2004. SSA Karnataka immediately began its preparations to launch the new scheme. A two day workshop was organized at the State Level to workout detailed strategies to establish KGBV schools. Deputy Directors of Public Instruction, Deputy Project Co-ordinators, Block Resource Co-ordinators, Special Officers of KGBV schools, Officials and Resource persons of Mahila Samakhya , UNICEF and various NGOs also participated in the workshop. The guidelines with regard to committees established at different levels, admission criteria, location identification for the construction of the KGBV residential building, appointment of required staff were discussed in detail, framed and issued. Three additional KGBVs were sanctioned in 22nd Feb, 2005 PAB totaling to 61 in all and made operational, as Model III

07 new KGBVs are sanctioned under RTE initiatives, during 2010-11 and the schools are running in 2011-12 at Mysore, Mandya and Chamarajanagar districts.

### Operational : Compiled Status Report of KGBV

S. No.	State	No. of KGBV Sanctioned	No. of KGBV Operational	Agency					Total
				SSA Society	M.S.	Other Govt agency	N.C.C.O.	OTHER	
1	Karnataka	71	71	39	32	nil	nil	nil	71

A total of 71 KGBVs are operational in the State, out of which 32 KGBVs are managed by Mahila Samakhya.

The district wise compiled status report of KGBVs which are operational is provided in the below table:

**Table No.60**

**District wise compiled Status Report of KGBVs which are operational**

Sl.No	District	No. of KGBVs Sanctioned	No. of KGBVs Operational	Agency					Total
				SSA Society	M.S	Other Govt agency	N.G.O	Other	
1	Bagalakote	6	6	3	3	0	0	0	6
2	Bidar	4	4	0	4	0	0	0	4
3	Bellary	6	6	3	3	0	0	0	6
4	Koppal	5	5	1	4	0	0	0	5
5	Gulbarga	7	7	1	6	0	0	0	7
6	Rashtur	6	6	2	4	0	0	0	6
7	Bijapur	5	5	0	5	0	0	0	5
8	Belgaum	2	2	2	0	0	0	0	2
9	Chikmagalur	4	4	4	0	0	0	0	4
10	Chikodi	2	2	2	0	0	0	0	2
11	Chitradurga	2	2	2	0	0	0	0	2
12	Davanagere	1	1	1	0	0	0	0	1
13	Dharwad	2	2	2	0	0	0	0	2
14	Coada	2	2	2	0	0	0	0	2
15	Hassan	1	1	1	0	0	0	0	1
16	Kolar	3	3	3	0	0	0	0	3
17	Mysore	5	5	2	3	0	0	0	5
18	Ramanagar	1	1	1	0	0	0	0	1
19	Madhugiri	1	1	1	0	0	0	0	1
20	Yadgiri	3	3	3	0	0	0	0	3
21	Mandya	2	2	2	0	0	0	0	2
22	Channarayana	1	1	1	0	0	0	0	1
	<b>Total</b>	<b>71</b>	<b>71</b>	<b>39</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

It can be observed from the above table that 71KGBVs were sanctioned and all of them are operational.



### KGBV STAFF PATTERN

Sl No	Designation	Number	Educational Qualification	Honorarium (Per month)	Remarks
<b>Permanent staff</b>					
1	Head Teacher	1	B.Sc., B. Ed or B.A., B.Ed	As per the Scale	Deputation from High School or T.G.T
2	Teachers	7	P.U.C.(Science/Arts), D.Ed	As per the Scale	One Science, One English and one Kannada language teacher posts are sanctioned in the year 2010-11 and Salary is drawn from KGBV.
<b>Part-Time Staff (appointed through Agency)</b>					
1	Warden	1	B.Sc., B. Ed or B.A., B.Ed	6000/-	
2	Science/Maths teacher	1	B.Sc., B. Ed or P.U.C. (Sc), D.Ed	6000/-	
3	Head Teacher	1	B.A., B.Ed	5000/-	
4	Physical Education Teacher	1	C.P.Ed	5000/-	
5	Vocational Teacher/ Craft Teacher	1	Diploma in Vocational Education	5000/-	
6	Clerk/Accountant	1	B.Com. Computer Course	5000/-	Knowledge of E-Mail Compulsory
7	Computer Teacher	1	Degree/P.U.C with computer diploma	5000/-	
8	Assistant	1	S.S.L.C	4000/-	
9	Watchman	1	7 <sup>th</sup> Standard	3500/-	
<b>Total for Part-time staff</b>	<b>46,500/- per month</b>				

In each KGBV, there are 4 full time teachers and 7 part time teachers are functioning; 218 full time teachers and 350 part time teachers are functioning in 71 KGBVs.

#### D. Construction of KGBV hostel building

The construction of buildings for all the 71 KGBVs (including MS managed schools) has been taken up by the department. The agencies were identified through tenders at the State level.

	2012-13
No. of hostel buildings approved	71
No. of hostel buildings under progress	8
No. of hostels completed	63
No. of hostels occupied	63

**Note :-** There is problem of land in regard to one KGBV

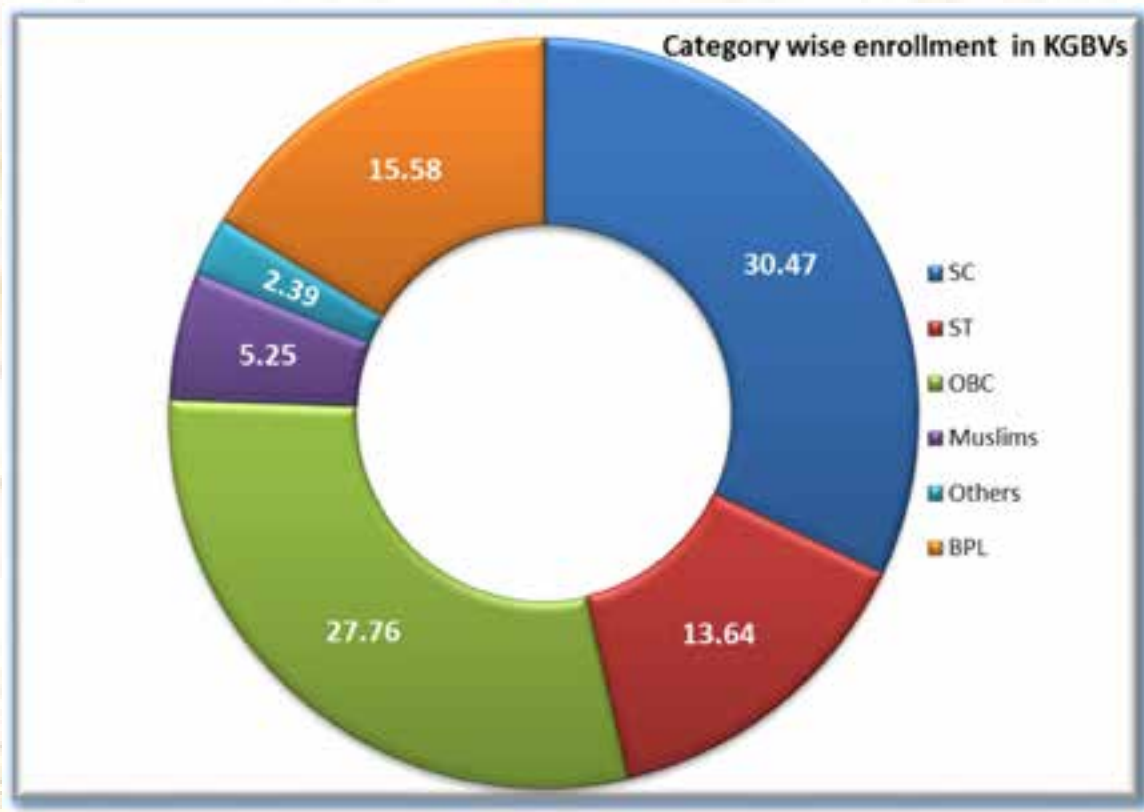
## E. Identification and enrollment of Girls

In the Educationally Back ward Blocks the out of school girls who are of the age group 10+ years as per Child Census survey January 2012 are admitted to KGBVs and the special group of teachers conduct remedial teaching for girls till they attain the required competencies prescribed for specific classes. Every school has a capacity of 100 girl children however this maximum capacity has been relaxed in order to accommodate more children and see that no girl child is deprived of elementary education.

**Table 61**  
**Enrolment of Girls in KGBV's, 2012-13**

Category	SC	ST	OBC	Muslims	Others	BPL	Total	Target
Girls enrolled	2529	1132	2304	436	198	1243	7892	8300
% of girls	30.47%	13.64%	27.76%	5.25%	2.39%	15.58%	-	95.08%

**Percentage of Social category wise Enrolment in KGBVs**  
**Graph No.9 (for table No.61)**



It can be seen from the above graph and table that SC constitutes 30.47%, ST constitutes 13.64%, OBC constitutes 27.76%, BPL constitutes 15.58%, and Muslim Minority constitutes 5.25% and others constitutes 2.2.39%.



### Standard-wise Enrolment in KGBVs

Standards	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
Enrolments	2127	2611	2354	7092
% of Enrolment	37.09	33.08	29.83	95.08

#### i) Facilitation of KGBV girls for mobility towards Secondary Education :

After the completion of 8th Standard in KGBVs, it is important to continue education for the girls. KGBV Head teachers of KGBVs a3nd department officers ensure that the girls after passing in 8th Standard admits to 9th Standard in the nearby High School. Out of 2354 girls 2126 girls have been enrolled in higher Classes in the year 2012-13.

**Table No.62**

SC	No of girls enrolled for 9 <sup>th</sup> standard in the year 2012-13						No of girls enrolled for 9 <sup>th</sup> standard in the year 2013-14						
	ST	OBC	BPL	Min	Others	Total	SC	ST	OBC	BPL	Min	Others	Total
100	300	700	100	100	500	2100	100	200	500	100	100	100	2000

Note :- Proportion of girls who moved up from 8th to 9th by social category : Mobility is satisfactory across all categories except the Minorities.

#### F. Academics at KGBVs

- Administering Pre-test and conducting bridge course: Girls in the age group of 10 to 14 years once enrolled to KGBVs would be administered pre-test to diagnose the learning levels, and depending on the competencies the girls would get enrolled to 6th, 7th or 8th standard. But the girls who require

individual attention and caring to reach up to the level of 6th standard are being given bridge course training in the class below 6th standard and special teaching is also given during the extra hours after enrolling them to 6th standard.

- Syllabus followed and evaluation methods followed: The State syllabus and evaluation methods are being followed in the KGBVs. The Semester system has been adopted and the annual teaching plans are prepared and adhered to scrupulously. The deputed 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.

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

#### H) Academic support to KGBVs

- Trainings: KGBV teachers deputed from the department are given different training programmes under SSA at the block and District level. Trainings on Gender

sensitization, Content enrichment on different subjects, preparation of teaching learning methods, evaluation methods, etc are provided. A new module has been developed by SSA for the capacity building of KGBV teachers. This module trains the teachers on how to deal with the children who enroll in KGBVs and the methods of teaching employed for teaching the children and other relevant issues are dealt in the module. The detail of the trainings given to KGBV staff is given in Annexure-1.

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

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

A training manual for the capacity building of KGBV teachers is prepared and is circulated to all the KGBVs. DIET faculty, BRC and CRC faculty trained KGBV staff by using the training module.

### **Training Manual for teachers working in KGBVs**



#### **Themes covered in the training programme 'KGBV teacher's manual'**

- o Introduction to KGBV
- o Background of children studying in KGBV
- o Community awareness and enrolment of girls
- o Classroom practices and organisation of teaching programme
- o organisation of co-curricular activities
- o Problems of children-counselling and guidance
- o Work education and education after KGBV
- o Suggestions regarding safety of children



- Sharing of experiences: KGBV teachers share their experiences at district level. The Head teachers of all the KGBVs meet quarterly at the State Project Office and share their experiences and good efforts they have made. These sharing meetings help the teachers to know the different good practices followed in different KGBVs, which in turn try to implement the same in their KGBVs.
- Visits of Different Functionaries of the Department: Different functionaries of the Department like officers of State Project Office-SSA, Officers from the DPO, BPO, the Block Resource Persons and Cluster Resource Persons regularly pay visit to KGBVs. During these visits, the functionaries understand the classroom practices followed and know the learning levels of children and provide academic support.

### I). Convergence with the department and NGOs

As the KGBVs are the government schools provided with residential facilities for out of school girls, the scheme has every convergence with the department. 39 KGBVs are entirely managed by the officers of the department and 32 KGBVs are managed by Mahila Samakhya while they are visited and guided by the officers.

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

### j) Financial releases and expenditure:

**Table No. 63**  
**KGBV releases and expenditure**

in Lakhs

S.N	Details	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total	
1	Total Release	1,22,25	1,61,81	1,581	98,81	121,89	2,52	1,81,83	2,41,52	6,83,5	1,1,83,54	
2	State share received	81,34	1,12,80,3		62,28,5	79,2,6	1,96,7	8,1,6,8		7,39,17	1,02,4,57	6,11,5,10
3	State share received	28,52	37,5,1	1,5,1	55,8,55	43,6	93,5	3,17,6	5,9,6,1	1,02,8,0	58,7,2,85	
4	Total Funds received	1,12,28	1,66,297		95,81	121,89	2,52	1,15,28	2,49,08	6,73,8	1,18,3,13	
5	Funds released to the Districts	28,86	2,02,4	8,2,0	80,5	58,11	1,58,8	5,1,6	1,52,14	2,26,4	1,45,0,9	
6	Funds released to Nsk Jammu	1,0,13	17,5,7	1,8,1	2,0,3,21	2,0,15	2,0,1,1	7,28,75	1,07,1,20	1,0,1,15	1,97,5,16	
7	Expenditure	Nil	1,0,83	5,8,7	9,5,7	8,9,21	1,0,9,26	8,0,8,7	1,8,1,26	1,8,5,12	8,2,5,82	
8	Residual Expenditure	-	2,0,7		9,2,7	1,0,8	9,9	7,2,3	9,1,9	1,8,8	-	

## Monitoring system of KGBVs

- Regular monthly meetings of Deputy Project Coordinators of SSA is conducted at SPO level in which functioning of KGBVs is reviewed.
- BEO's of the EBB blocks along with KGBV head teachers are called for quarterly review meetings at the State level in every quarter and all the activities are monitored.
- At Block level, KGBV Head Teachers are reviewed monthly by BEO.
- The State has nominated one nodal officer for each district to monitor KGBVs to ensure necessary facilities and quality education.

## Constitution of School Development and Monitoring Committee in KGBVs :

School Development and Monitoring Committee (SDMC) has been constituted in each KGBV as per the provisions made in the concerned Government order related to the creation of SDMC. Parents are actively involved in the management of KGBVs. Regular monthly meeting of SDMC members being held in KGBV and decisions pertaining to many activities are taken. Quarterly meeting of Parent's council is being held in KGBV. Sports and games for parents also held in KGBVs which help to create bond between parents and teachers of KGBVs. The SDMCs are given powers to take up construction of KGBV buildings.

**Table No.64**  
**Proportion of girls' in KGBVs by category, 2012-13**

Category	SC	ST	OBC	Muslims	Others	BPL	Total	Target
Girls enrolled	2524	1132	2304	476	148	1297	7892	8300
% of girls	30.47%	13.64%	27.76%	5.25%	2.90%	15.58%	-	95.08%

## Districts with Enrolments :-

100% of Target (11)	90 to 100% (07)	80 to 90% (12)
Koppal, Bijapur, Chitradurga, Kamanagar, Chikkodi, Belgaum, Bidar, Hassan, Davanagere, Dharwad, Tumkur,	Chikballapur, Bellary, Gadag, Kelor, Gulbarga, Raichur, Yadgiri.	Belgaum, Hassan.
Very Good	Good	OK/01





**Kasturba Gandhi Balika Vidyalaya, Pavagada Tq, Tumkur District**

## **A Success Stories,**

### **Gulbarga:**

The girls of KGBV have been achieved greater heights in sports and cultural activities. The KGBV girls named Kumari, Anita Bhimareddy selected for state level in Yoga activity and Kumari Sunita, Siddamma and Nagaveni participated in Mysore Dasara Sports bagged Gold, Silver and Bronze in Karate. KGBV Girls of Chittapur and Aland Block took part in the March past in the republic day function held in Bangalore. The KGBV's created homely atmosphere to the under privileged girls and impact quality education that makes them continue the education.



Roopa D/o Shivanand, an OOSC girl enrolled in KGBV Kardal, Chittapur, Now she is showing a good performance in all school activities. She got an award from honourable Governor Shree Hansraj Bhardwaj for her best performance in scouts and Guides on 02/04/2012.



**Girls from KGBV participated in the Republic day parade 2013 at Bangalore**

### **Mysore:**

The students of Mysore taluk , Nanjangud, and Hunsur taluk KGBV's each 15 have participated in REPUBLIC DAY held at Field Marshal Manik Sha Parade Ground, Bangalore and got THIRD PRIZE. The prize was given by Honorable Governor Shri HansRaj Bharadwaj

## Chitradurga:

With a view to encourage the girls to compete on par with the girls of other reputed institution , the girls are provided with uniforms, Track suit, sweaters, shoes, etc., These are procured by way of gifts from donors to KGBV challakere.

- ❖ The girls of KGBV Challakere showed a good performance in Sports activities (karate). So they were selected to participate in the prestigious state festival, "Mysore Dasara".
- ❖ A 2 day Nisarga Shibira (Nature camp) was held at Jogimatti hill station under the sponsorship of SBI Challakere. All the children participated in the camp.
- ❖ The girls of KGBV Molakalmuru have participated in the district level Republic day parade and won 1st prize.
- ❖ The Town Municipal Council, Molakalmuru has voluntarily donated mosquito nets to all the girls in KGBV.
- ❖ Solar water heaters have been provided by Zilla Panchayath, Chitradurga to both the KGBVs.
- ❖ All the girls in KGBV Challakere and Molakalmuru who were studying in 8th standard during 2011-12 have continued their education and studying in 9th standard.



**KGBV students participated in the state level independence day program**



**KGBV students participated in the state level independence day program**



**Our KGBV Katakol Student will First prize receiving in Scouts and guide for the date is August 09, 2012**



**Participated in 19th National level Childrens Science congress and Awarded per best presentation**





**Davangere KGBV Students Participated in state level KRVP Science exhibition and selected for National conference**



**Davangere KGBV Students involving in Yoga Training**



**To teach Awareness of Fire Effect KGBV Alkoda Devadurga date: 11-12-2012**



**Engaged in vocational skill training in jamakhandi**



**CHINNARA KREEDA ABHIYAN On 3rd January KGBV Devadurga school students Basavalingamma participated in state level kabaddi and also Shanta 7th standard student participated kho kho game in Ballari and Hassan**



**Parents Meeting conducted in KGBV Sindagi, Bijapur District**



**Science Exhibition conducted in KGBV Arakeri, Bijapur District**



**Chamnal KGBV, Yadgir District girls participated in school Karate program of on 15-08-2012**



**Chitradurga District KGBV Girls involved in Yoga Training under capacity Building activity**



**Chitradurga District KGBV Girls involved in yoga training under capacity building activity**



**Hassan district KGBV Students participate in Adventure at Hemavathi River Back water**



**Hassan district KGBV Students participate in Adventure at Hemavathi River Back water**



**KGBV J.P. Nagar students involve in Group study**

## **Awareness Programme for Adolescent Girls**

Girl's education is like sowing the seed to raise the green plant of a charming full grown family which bears fruits. Today's girl child will be the mother of tomorrow. As citizens of democratic India women have equal right for education. Here Girl's education should not mean cramming few books, memorizing some typical numerical problems but, it should mean in terms of providing ample opportunities to girls in involving the system. It is not only just a providing opportunity but a due right of girl to be educated. Girl's education stimulates educational consciousness & civic sense. Educating adolescent girls may perhaps be the only way to put an end to the seemingly never-ending cycle of issues like dropout, low attendance, and low age of marriage and low status of women.



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

National Curricular Framework-2005 says “The physiological changes that occur during adolescence stage have ramifications in the psychological and social aspects of an adolescent’s life. Most adolescents deal with these changes without full knowledge and understanding, which could make them vulnerable to risky situation like sexually transmitted U-DISEases, sexual abuse, HIV/AIDS and drug and substance abuse”.

Understanding the importance of educating adolescent girl child, SSA Karnataka has designed ‘Awareness camp (Jagruthi Shibhira) for the adolescent girls’ which is popularly known as KISHORI.

Due to release of some hormones during the adolescent period physical, psychological, social changes will be noticed. Hence it is essential to guide the adolescent girls on life skills. In this regard “Awareness camp (Jagruthi Shibhira) for the adolescent girls” is really useful in moulding the children and develops communication skill, leadership qualities and emotional balance.

### **Main Objectives:**

- To create an awareness among the teachers about the need of guiding the adolescent girls at the time of their physical and psychological changes.
- To help the adolescent girls to understand the physical and psychological changes they are undergoing and the scientific reasons behind the changes.
- To create awareness on various issues like child rights, trafficking of children, child abuse etc.

### **Main themes covered during the Adolescent Camps are**

1. Life Skills and Personal development
2. Child Rights
3. Health, Hygiene and Nutrients
4. Gender equality
5. Parts of the Human Body, Changes due to adolescent stage, Menstrual Hygiene, Reproductive process in Human.
6. Awareness on AIDS
7. Sexual abuse and child trafficking
8. Social awareness
9. Yoga and Pranayama

In the year 2012-13, Rs. 52.12 lakh was approved under Innovative Activities for Awareness Programme for adolescent girls. The programme was quite useful 6th, 7th and 8th standards in GHPS in the year 2012-13. In order to make this programme to reach more number of girls, it is proposed to conduct this programme at school level non-residentially.

- ☞ Awareness camp (jagruthi shibhira) for the adolescent girls was conducted under innovative activity for girls. In order to make this programme to reach more number of girls who are studying in 6th, 7th and 8th standards are targeted), the programme was conducted non-residentially at school level. The programme was conducted by trained Master Resource Persons / teachers. This also aims to prevent adolescent girls from dropping out of education system.
- ☞ “Kishori”, a hand book for MRPs/teachers and “Calendars” Charts containing illustrations of different themes has been printed and circulated to all the Government Higher Primary Schools; these charts were used as teaching learning materials by resource persons during the awareness programme (KISHORI).
- ☞ Under this programme all the girls’ students of 6th, 7th and 8th Std. studying in Government Higher Primary School have been covered.
- ☞ Two hand books namely ‘KELU KISHORI’ (contains information on gender equality, child rights, changes during adolescent period, health and hygiene, balanced food, HIV, child abuse, child trafficking) and ‘BHAYA PADABARADU’ (‘Don’t Get Scared’-contains information related to menstrual hygiene and management) were provided to each girl who have participated in the programme.

### Progress in 2012-13

Target		Achievement		No. of Girls Participated				
Fin (Rs. 1.737 lakh per district)		Fin (Rs. 1.083 lakhs per district)		SC	ST	Minority	Others	Total
Phy		Phy						
692382	52.12	692635	37.485	152717	76973	112489	350455	692635

- From the above table it is observed that during 2012-13, 22.06% of SC, 11.12% of ST and 16.25% of Muslim Minority 50.62% of others, totally 692382 Girls students 100% of target, who are studying in 6th, 7th and 8th std in Government Higher primary schools, were covered under this Kishori programme. Though 100% physical target was achieved, still expenditures in several districts was quite lower than available unit costs. Hence, financial performance is only 62.33 percent.

### The important features of the programme

1. All the girls studying in 6th, 7th and 8th standards in GHPS and KGBVs (about 6.92 lakh) were sensitized under this programme. A total of 6,92,635 girls were sensitized across all the districts.
2. Three teachers from each cluster who are good at training skills were selected and trained for 3 days by DIETs at District level during 2011-12. These teachers were worked as facilitators; these 3 resource persons made as a team and trained

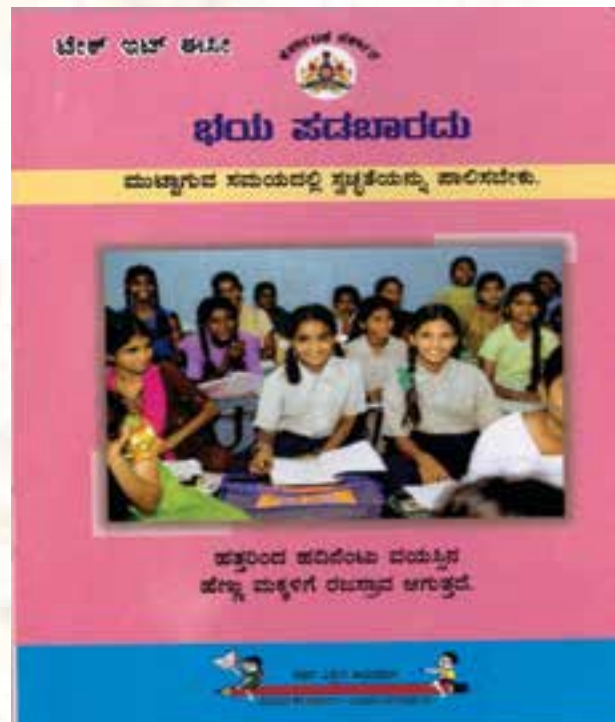
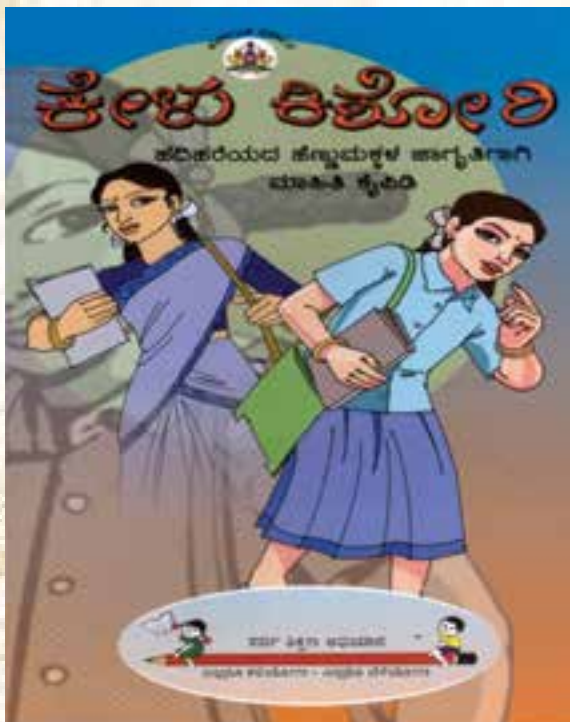


the girls in the batch of 50. A total of 12,309 teachers were trained across all the districts during 2012-13. Teachers were trained in awareness programme during 2012-13 at school level.

- BRPs and CRPs were assigned the task of managing the programme. The concerned Deputy Director of Public Instruction (DDP) and Principals of District Institute of Education & Training (DIET) along with Block Education Officer (BEO) and Block Resource Coordinator (BRC) monitored the success of the programme.
- Two hand books namely 'KELU KISHORI' (contains information on gender equality, child rights, changes during adolescent period, health and hygiene, balanced food, HIV, child abuse, child trafficking) and 'BHAYA PADABARADU' ('Don't Get Scared'-contains information related to menstrual hygiene and management) were provided to each girl who participated in the programme.

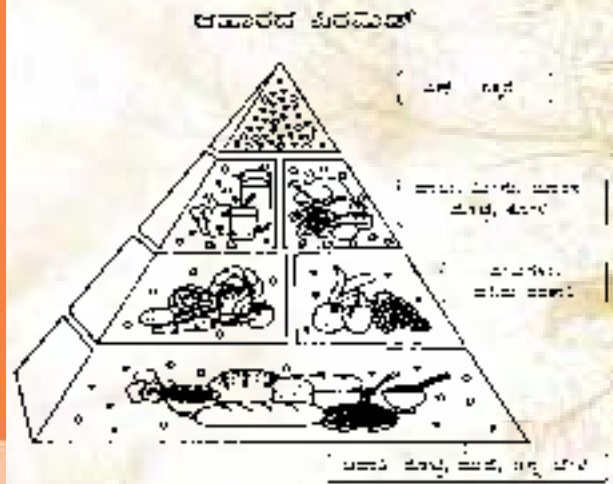
Out of approved budget of Rs.52.12 lakh, Rs.32.485 lakh was utilized for printing and distribution of hand books namely 'Kelu Kishori', 'Bayapadabaradu' for 6th standard 331525 girls during 2012-13. During 2011-12 hand books namely 'Kelu Kishori' and 'Bayapadabaradu' had been distributed to all the girls who are studying in 6th, 7th and 8th standards. Since, the 6th and 7th standard girls are moved to the next standards this year these hand books are distributed only to 6th standards girls. And 'Kishori, Charts (Calendars) containing different themes for the use of trainers are printed and distributed across 22601 Government Higher Primary Schools, 202 Block Resource Centers and 71 KGBVs.

### Hand Book for Girls "Kelu Kishori" on the issues related to adolescent girls





### Kishori, Charts containing different themes for the use of trainers



### Creating Awareness on 'Menstrual Hygiene and Management' and 'School Sanitation'



(Inauguration of kishori training by a girl through pot breaking at Malur taluk, Kolar dist)



- It was really fulfilling that an opportunity was provided to girls to know about the issues of adolescence, which helped them to relate. In these camps children asked many questions to the facilitators without any shy because answering persons are their teachers. They clarified their doubts and problems which are facing. Another one thing is that teachers also shared their experiences. Experts belong to this field also guided them on the basis of scientific basis. They also learned yoga, hygienic measures and personality development.
- 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. 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.
- In the study it has been highlighted that knowledge regarding Menstrual Hygiene and Management is inadequate and there is a need to demystify myths. School Sanitation is also equally important in the context of creating safe and hygiene environment in schools which would facilitate good academic environment. In this context Creating 'Awareness on Menstrual Hygiene and Management and School Sanitation' among Teachers and Adolescent Girls/Children through Capacity building of Teachers under teacher training funds has been done effectively.



**Children of the MLA Model School, Chikkodi have participated in Kishori Training**



**Kishori programme at Mysore Taluk Kadakola -GHPS**





**Girls playing during Kishori Training feel free to ask question**



**Yoga class for the students of GUPS, Mullkadu, Mangalore city. Kishori participant of GUPS, Deralakatte, Mangalore Taluk**



## MEENA PROGRAMME

Meena is an imaginary role model for girls. Meena is a girl born in an illiterate poor family who discontinued her studies due to family problems and then pursued education and became a useful citizen of the nation. Meena programme is first initiated in south Asia (India, Pakistan, Bangladesh, Nepal and Srilanka) by UNICEF during 1998 in, and first initiated in Uttar Pradesh where the literacy rate of women was very low. Meena programme is being implemented in EBB blocks since from 2008-09. After analyzing the data regarding the achievement of Meena groups in the blocks, education department appreciated the task of Meena groups and the programme is extended to non-EBB blocks during 2010-11 and the programme is continued in all the districts during 2012-13 also.

Meena clubs includes the selected 5th to 8th standard children of the school. The members of the meena club has been part to mainstream OOSC children. They organized the jathas, visited the homes of out of school children and convinced the parents. They also visited the Home Based centers and shared the joys with CWSN child. They also had been the part of Kishori training. It promotes and facilitates girls education through active participation of the children in school activities. This programme provides an opportunity for girls to

- Exhibit and blossom their hidden talent,
- Acquire effective communication skill and life skills and there by moulding as worthy members of the society.
- The activities organized under this programme enable the children to orient themselves to get education continuously by overcoming the hurdles.
- The Meena teams are rendering their services in bringing back the OOSC to main stream.

### **The Meena Mela is a major intervention in Girls education its objectives are to**

- Describe and assess the key outcomes of the MCI in terms of activity in terms of awareness and knowledge life skill practices and perceptions and attitude to Meena as an entertainment education activity.
- Describe and assess the implementation processes in each of the district identifying the key inputs, activates, implementation strategies, efficiency of activities, enabling factors and constraints,
- The efficiency of implementation of this activity varied across the region depending on factors, such as differential access to resources and expertise, availability of training participants and accessibility of target. Varying experiences highlight the importance of Mena Mela as tool to achieve clearly articulated results contributing to the outcomes of the respective programmes, within a hierarchical results frame work.

### Functions executed by MEENA TEAM are,

- Meena mela`s at School and District level.
- Mainstreaming the OOSC children
- Preparing local handicrafts.
- Helping the needy children
- Visiting home based children
- The members of Meena team counseled the parents of Out of School Girls.
- Created awareness in community particularly the parents of Out Of School Children.
- They also acted as nodal team in creating awareness among parents on evil practices like child marriage, Dowry system and Girls problem through skits and dramas.
- Organized Meena Puppet Show.
- Role play on different themes related to the issues of gender, girl education, social evils, etc.
- Conducted Mehandi Competition, Rangoli competition and Cycling competition.
- Sessions on Effective use of school library.
- Created pressure among the parents of the dropped out/never enrolled girl child by persuading the members of family /SDMC/GP/TP/ZP.
- Participated in remedial teaching.

### Progress of Meena Programme during 2012-13

No. of Meena Clubs formed	Target		Achievement	
	Phy (No. of HPS)	Fin (Rs. in lakhs)	Phy (No. of HPS)	Fin (Rs. in lakhs)
22578	21675	45	21675	43.77

Above table shows out of 22578 Meena Clubs, 21675 Meena Clubs are participated the programme

### Meena Club children during plantation in Udupi District







**Meena Mela Davanagere district Program inauguration**



**Meena Mela Davanagere district Program inauguration**



**A skit by Channagiri block students on Child labour under Meena Mela Program**



**A skit by Davanagere south block students under Meena Mela Program**



**A skit by Channagiri block students Showing Help line Numbers**



**A skit by Davanagere North block students regarding Child marriage under Meena Mela**



**Meena members performing cultural activities at Shimoga on 13/02/2012**



**Meena members performing cultural activities at Sagar on 22-12-2012**

## Few Programms organized by MEENA Clubs

- Mother/Grandmother-Daughter Festival on July first week: Mothers and Grandmothers are invited to school. Mothers and Grandmothers narrate their experiences on the level and type of educational opportunities they were having in their period, the importance of education to women etc. All the children of the school participate in the program. Meena Children organize the program.
- Organization of different programs in school like world Environment Day(June 5th) World Day Against child labour practice (June 12th), Teachers day (September 5th). Meena day (September 24th), Special Enrolment Drive (After June 25th), National Festivals like Independence Day, Republic Day, Children with Special Needs day (December 3)
- Creating awareness in community and children on the various issues like child marriage, dowry system, superstitions etc. through street play, drama, dance, songs etc.
- Participating in house to house visits of Out of school children and making efforts to bring them back to school.
- Participating in Gram Sabha Children Court



**Meena children of GUPS Ajjavara,  
Sullia of Dakshina Kannada district  
Meena Mela in GUPS Gandhinagar,**

**Mangalore city of Dakshina Kannada  
district**





## Meena training conducted at cluster level



Meena Programme in Gups, Manchi, Bantwal



Meena Programme of Munch in Gups, Kabaka

## Meena Programme at School Level



Activities of Meena Manch in Gups, Suribailu, Bantwal of Dakshina Kannada district



## Intervention for Socially disadvantaged groups including Girls Education, SC/ST, Minority & UDC

Sarvashiksha Abhiyan has been operating context Specific activities to address the problem of exclusion of girls and children belonging to marginalised communities and disadvantaged groups. It includes Girls, Early Childhood Care, Children of SC, ST & Minority Communities, Urban Deprived Children and other groups of children.

Children in difficult circumstance, such as child labourers, without adult protection and children in conflict with law are also in focus.

Sarva shiksha Abhiyan would encourage a wide variety of need based, local specific innovations for marginalised communities and disadvantaged groups.

### They are :

- Awareness camps for adolescent girls,
- Meena program

- ChinnaraAgriDarshan
- ChinnaraKreedaAbhiyan
- ChinnaraZillaDarshan
- Adventure and Nature Study camp
- Early Childhood Care and Education

### **Awareness camps for adolescent girls,**

### **Meena program Chinnara Agri Darshan**

Agriculture plays a crucial role in the life of Indian economy. It is the backbone of our economic system. Agriculture not only provides food and raw material but also employment opportunities to a very large proportion of population. In material terms, it provides sustenance for the vast majority of our population and nearly half of our national produce depends on agriculture. Most of our industries depend on agriculture for its raw materials. Implementation of the activity.

With the aim of helping children to sustain the curiosity through exposure to the variety of vocations called “Chinnara Krushi Vrutti Darshana” (AgriDarshana). This activity is helps to expose children to variety of vocations pertaining to farm sector like horticulture, sericulture , bio-fuel, Organic farming, Apiculture, Fisheries, Poultry, Medicinal plant cultivation, Vermicompost, Kitchen gardening, Agri Processing Unit, Rainwater harvesting, Dairy Etc.

### **Objectives of the programme : -**

- To make children expose to the variety of vocations in the farm sector as also recommended in National Curriculum Framework 2005.
- To impart basics of variety of farming and other activities namely, Horticulture, Sericulture, bio fuel, Organic farming, agriculture, apiculture, fisheries, poultry, Medicinal Plant cultivation, Vermi - Compost preparation plant, kitchen gardening training units, Dairy, rainwater harvesting units and other agri products units.
- To develop cognitive, application, thinking, analyzing, decision making capabilities among students through exposure to variety of farming vacations.
- To develop vocational interests, aptitudes and allow for self-exploration.
- To inculcate healthy values related to work culture and co-operation.
- To reduce school dropout rate, especially among girl children by making education more relevant to society.

### **Venue for the exposure activity:**

The Major places covered in this programmes are Fisheries, farm house, poultries, articulture, sericulture, organic farming, dairy farming, krushikendras, medicinal plants, kitchen gardening, vermicompost,etc were the places visited.



### **Action plan for execution – District Committee:**

The committee is headed by the C.E.O ZillaPanchayat. Other members of the committee are:- DDPI, DYPC, DHO, Deputy Director for Agriculture, BEO, Thasildhar, RTO member, Member of KSRTC, Lecturer in Agriculture College.

The responsibilities of the committee is to identify the venue of AgriDarshan at block level, facilitate a guide/volunteer, selection of children, decide about the route map, transportation and refreshment. Monitoring and evaluation of outcomes.

Opinion (Review from the community) Parents, community and the children were very positive opinion regarding AgriDarshan and appreciated such activities. It is useful for them to get experience in vocational and handicraft field.

Coverage: Chinnara Agri Darshan programme was conducted for Upgraded 8th standard (below 14years) and HPS children. This activity was planned under Girls, Minority, and UDC interventions. During 2012-13 2, 01,620 children in girl's education, 24004 children in Minority, and 16141 children in UDC were benefited.

### **Expected outcomes ;**

1. Enhancing the interest and confidence of the children, specially keeping the Girl children as focus.
2. Children can feel and appreciate the real life situation while learning practically.



**Children participating in Chinnara Agri Darshan Activity at Januvaru Thali Kendra, Koila, Bantwala Block, Dakshinna Kannada Date: 11.12.2012**

### **CHINNARA KREEDA TARABETHI:**

***“A sound mind will always be there in a sound body”***

In this competitive world, one has to remain healthy, many great people have emphasized the importance of sports in one's life. To make a child realise the importance of sports in her childhood, the schools are promoting the sports in their way as per their needs. It is a simple exercise encompassing the dimensions of curiosity, zeal, and inquisitiveness latently inherent in the children. Students are trained for

various sports activities to create interest about the games among the children. They are trained by physical instructors in both indoor, outdoor and field games.

The training is given for selected children from August to December. Continuation of Chinnara Kreedha Abhiyan to unearth jewels in the sport arena from the children of the marginalised sections taken care by mentoring, counselling, training and monitoring aspects of the scheme. It is a simple exercise encompassing the dimensions of curiosity, zeal, and inquisitiveness latently inherent in the children. The action to be initiated is to ignite those qualities and give a positive dimension to it, whereby a holistic personality development can be achieved in the selected children. Some Basic Principles covered during the Chinnara Kreedha Tarabathi are

1. Grow of physical and mental ability in children.
2. Improving and enhancing knowledge in sports activities.
3. Achievement of exhibition of children's ability.
4. Active and interested children are reach their goal.

**Selection of the students:** Selection of the students must be done on the criteria based on aptitude and proficiency. Children age group class- 6th and 7th standard age less than 14 from HPS and 8 standard children. .

**Venue for sports activity:** Execution at Block headquarters (which includes district headquarters) / Hobli - maximum of 3 venues in a block with 15 children each for training with 1 coach. This will include stadium and other venues (which can include school where ground facility is available).

**Selection of Trainees:** The trainers for training children will be selected from among the locally available professionally trained persons. They will be selected by the local SDMCs and monitored periodically.

1. Physical instructor in HPS.
2. Trainees have the certificate of Sports.
3. Trainees have two years' experience.
4. Age limit of trainee not exceed 40years.
5. Preferably on voluntary basis: for that the Physical Education Instructors available in the district would be empanelled and nominated.

**The sports activities are categorized as indoor, outdoor and athletic/field events.**

- i) Games: Chess, tables, shuttle, Khokho, Basketball, Volley ball, , Football, Kabbaddi, Rural games and any other local or regional sports as desired (based on the resources available or even creating if possible.
- ii) Athletics : Types: Sprint runs(Instant runs)- 100mts, 200mts, 400 mts, hurdles(80mts,) Middle runs- 600 mts, Jumps- Long jump, High jump, Throws- Shortput, Discus throw, Javeline



**State Level Sports competition** State Level Sports was conducted on 4.1.2013 to 06.01.2013 in **Bellary**, Hassan and **Dharwad** Districts. Bellary: Carom, Shuttle/ Badminton, Kabbaddi. Dharwad Running(100,200,400,600), Hurdles 80mts, 110mts, Jump(High, long Trippl) Throws(Short Javelin, Discuss). **Hassan:** KhoKho, Throw ball, Volley ball.

The age group of below 14 years of the 30 districts under 3223 numbers of players both boys and girls were participated. All arrangements like boarding, loading and sports infrastructure were made, refreshment for participates, transportation and DA for children and teachers honorarium for coach, equipment for sports, ground level residential facilities first aid, drinking water, Prizes, Stage function, banners, Certificates etc.,



**Kadur Block Children trained at ChinnaraKreedatArabethi for various activities on Dated: 2.12.2012**

During the year 2012-13 Four activities were undertaken. They are Awareness camp for adolescent girls, Meena programmes, ChinnaraAgriDarshan and ChinnaraKreedAbhiyan. Of the total Rs. 476.01 lakhs, Rs. 456.27 lakhs was utilized towards carrying above activities.

**Table No.65  
Innovative Programmes - 2012-13**

(Rupees in lakhs)

S.N	Name of the Activities	Target		Achievement	
		Phy	Fin	Phy	Fin
1	Awareness camp for adolescent girls.	-	52.11	492382	53
2	Meena programmes	-	45	22578	45
3	ChinnaraAgriDarshan	202620	3039	202979	30327
4	ChinnaraKreedAbhiyan	2250	75	2252	75
<b>Total</b>		-	<b>476.01</b>	<b>190182</b>	<b>456.27</b>

**Table No.66**

**District wise Progress of Girls Education of the Year 2012-13**

Sl. No.	Name of the District	No. of the Blocks	GIRLS EDUCATION													Total Funds Allocated	Total Expenditure	
			Awareness Programme for adolescent girls			Nisam Programme			Chimara Agri Darshan Unit Cost of Rs. 250/-				Chimara Kreedha Abhiyan Unit Cost of Rs. 300/-					
			Funds Allotted	No. of Beneficiaries	Total Expenditure	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries			Total Expenditure
1	Dagalkot	6	1.73	2729	1.1	15	823	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
2	Bangalore Rural	4	1.74	1317	1.1	15	441	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
3	Bangalore Urban	9	1.74	4123	1.1	15	719	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
4	Belgaum	14	1.74	9473	1.1	15	1877	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
5	Bijapur	8	1.73	1785	1.1	15	836	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
6	Bidar	5	1.74	2829	1.1	15	731	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
7	Bijapur	7	1.73	730	1.1	15	1040	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
8	Chamarajanagara	5	1.73	1413	1.1	15	406	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
9	Chidambapura	6	1.73	583	1.1	15	536	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
10	Chidambangalore	8	1.73	503	1.1	15	719	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
11	Chitradurga	6	1.74	2087	1.1	15	666	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
12	Dakshina Kannada	7	1.74	1874	1.1	15	633	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
13	Devanagere	7	1.74	2675	1.1	15	716	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
14	Dharwad	7	1.73	2788	1.1	15	542	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
15	Gadag	6	1.74	1533	1.1	15	400	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
16	Gulbarga	8	1.73	4430	1.1	15	1009	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
17	Hassan	8	1.73	3667	1.1	15	1005	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
18	Haveri	7	1.73	2179	1.1	15	704	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
19	Kodagu	3	1.73	527	1.1	15	263	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
20	Kolar	6	1.73	1780	1.1	15	630	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
21	Koppal	4	1.74	2146	1.1	15	571	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
22	Mandya	8	1.73	2283	1.1	15	827	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
23	Mysore	9	1.73	3958	1.1	15	960	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	14.62
24	Raichur	5	1.74	2662	1.1	15	781	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
25	Ramanagara	4	1.74	1023	1.1	15	452	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
26	Shimoga	7	1.73	1867	1.1	15	936	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
27	Tumkur	10	1.73	3513	1.1	15	1319	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
28	Udupi	5	1.73	1052	1.1	15	363	15	6.74	10.13	6.54	10.13	75	25	75	2.5	15887	15.23
29	Uttara Kannada	11	1.73	1722	1.1	15	691	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
30	Yadgi	3	1.73	2133	1.1	15	467	15	6.74	10.13	6.54	10.13	75	24	75	2.5	15887	15.23
Total		203	52.110	69232	33000	45	22578	45	20220	303.9	20990	303.27	2250	75	2252	75	476.03	466.27



## **Innovative Activity SC/ST CHINNARA ZILLA DARSHANA**

Chinnara Karnataka Darshana has been implemented since 2004-05 and has been very successful. This same programme was converted to CHINNARA ZILLA DARSHANA in the year 2009-10. Education has two aspects-stability and change. As the stabilizing agent education ensures the transmission of traditional culture. As a change agent education can play a role only if the structure and content of education is flexible, encourage innovation, experimentation and exploration. In this regard a unique and familiar programme ChinnaraZillaDarshana is useful.

During the programme the children were given a copy of the ChinnaraZillaDarshana handbook, which provides the information of the district along with instructions to be followed during the programme. These handbooks were prepared and developed jointly by SSA and District Institute of Education and Training in the state at District level.

In the year 2012-13 three activities were undertaken under SC/ST Innovations, namely ChinnaraZillaDarshana, Adventure and Nature Study Camps and ChinnaraKreedaAbhiyan. The total of Rs. 600.00 lakhs (20 lakhs per district per 30 district) Rs.300.00 lakhs was utilized for ChinnaraZillaDarshana and Rs.150.00 lakhs has been utilized towards carrying out Adventure and Nature Study Camps activity and Rs.150.00 lakhs towards ChinnaraKreedaAbhiyan.

### **Objective for Conducting ChinnaraZillaDarshana:**

1. To develop the co-operation, adjustment and leadership qualities among the children.
2. To create an understanding about regional, linguistic, cultural and social situations of the different places of historical and geographical importance among the children.
3. To provide an additional information for learning through visiting the real environment.
4. To correlate the scholastic activities with the outside world.
5. To understand diversities in regional level life styles of people, language and thoughts and practices of different folks.
6. To facilitate children of Muslim to acquire better perspective of the district.
7. To provide good opportunity to children to visit their district to have better perspective of the district historical places and their importance.
8. To get rid of inferiority complex from children.
9. To develop the competitiveness among the children
10. To provide the diversities exist in their district about lifestyles, language, practices, etc.

Duration, Each batch for a duration and each batch consists of 50 students & 04 teachers with an expenditure. Rs.24000/-



**Yelburga Students visited Mahadeva Temple at Itagi. Date: 22.12.12**



**Shikaripura Students watching Jog Falls at Sagara Taluk Dated: 22.12.12**

## **ADVENTURE AND NATURE STUDY CAMPS**

Vision of the Programme: To make children of Karnataka excel and make mark in the field of adventure sports as part of extracurricular activity which helps shaping of wholesome personality by stirring their emotional intelligence.

The main aims of all round personality development among the school going children of 7th & 8th Classes. The Adventure and Nature Study Camps were initiated in the state for the first time in the year 2010-11 and the same has been continued with the same was executed through SPO in collaboration with General Thimmayya National Academy of Adventure which is part of Dept of Sports and Youth Services.

### **Objectives of the Camp**

1. To inculcate the spirit of adventurous, team spirit & integrity and build confidence amongst students.
2. To create awareness about the natural resources including Flora & Fauna.
3. To introduce new Adventurous Sports to bring healthy hobbies among youth and create opportunity to mould them in to responsible citizens.
4. Through adventure sports, facilitate healthy hobbies and mould them into respective citizens.
5. Environmental conservation basics is also imbibed by the children during adventure camp

### **Mission Statement of the Programme:**

This is an activity carved under SC/ST innovation targeting 13 and 14 age group children. The activity would boost the confidence level participation child in order to meet the vision in a small way. The major hurdle in covering all the children is the fund allocation & limited personal in the field of Adventure sports. As an inbuilt activity within adventure activity is the Nature study which makes the child connects to the curriculum.



## **Boundary Partners of the Programme:**

1. The programmes involve the facilitator organization which is SSA-SPO and Department Of Sports and Youth Services which in turn facilitated by GENERAL THIMMAIAH NATIONAL ACADEMY OF ADVENTURE . State facilitates by issuing guidelines, co-ordination and execution by being part of the camps and also finances mobilization, co-ordination with the district educational administration towards participation.
2. Regarding the selection of children for the programme, it is executed for 198 children from district. With respect to the district level selection process, the district forms a committee comprising of DYPC as members secretary, DIET representative, educational standing committee representative from the ZP,SDMC network representative and District Physical Education Superintendent. The function of this committee is the screening of the list as recommended by the block level committee.
3. The block level committee comprises of DYPC, BRC of the block as member secretary, selected HM of HPS selected HM of UHPS, selected 2 CRP's educational standing committee member of TalukPanchayat, representative of the SDMC network and Taluk Physical Education Officer. The function of this committee is the screening of the list as recommended by cluster.
4. At the cluster level, a committee comprising CRP as member secretary, selected HM of the cluster, BRP representative from the block, CAC member of the GP, representative of the SDMC network from the screening of the list as recommended by the school within the cluster.
5. At the school level, a committee comprising of HM as member secretary, SDMC member, physical education teacher and CRP would select the children based on the criteria.

Finally, the people representative including Chief Minister and Education Minister are also involved in inauguration and valedictory of the program.

## **Review Strategy Adopted For The Programme:**

The review of the activity is also carried out by the district administration as the district education administration and the SSA project staff would be responsible in assessing the programme effectiveness. The experience sharing by the children and teacher who undergo the programme would communication to all the counterparts.

## **The activities that are carried out during Adventure and Nature study camp are as follows:**

1. **Rappelling, Trekking, Parasailing, Bouldering, Zip line, Rock climbing, Tyro line traverse Camping (pitching tents and staying for a night in the wilderness)**

Water sports like,

**Canoeing, Kayaking, Still water rafting, Banana boating.**



**Adventure Camp at Shanti Sagar Lake on 31.8.12**



**Students participating in the Adventure Camp held at Ramanagar 11.10.12.**



**Students participating in the Adventure Camp held at Badami 10.09.12**



**Adventure Camp at Shanti Sagar Lake on 31.8.12**

**Children participating in various Adventures activities during the camps held at different centres**

ChinnaraKreedAbhiyan was conducted for HPS children. This activity was planned for 150 children in each district. To train these children a budget of Rs. 5/- lakhs was allotted. After the completion of training the best children were selected in different sports activities and sent to state level Competitions held at Bellary, Dharwad, and Hassan Districts.

**Table No.67  
Interventions for Socially Disadvantaged Groups**

(Rupees in lakhs)

S.N	Name of the Activities	Target		Achievement	
		Phy	Fin	Phy	Fin
1	Chinnara/ HaDarshan	62790	300	63211	300
2	Adventure and Nature Study Camp	5940	150	5940	150
3	ChinnaraKreedAbhiyan	4500	150	4500	150
	<b>Total</b>	<b>73230</b>	<b>600</b>	<b>73651</b>	<b>600</b>



Table No.68

**District wise Progress of SC/ST ofChinnaraZillaDarshan Program, Adventure and Nature Study Camp,andChinnaraKreedaAbhiyan programs under SC/ST Innovation Activities during the Year 2012-13**

Sl. No	Name of the District	No of Blocks	PROGRESS FOR SC/ST CHILDREN 2012-13											TOTAL FUNDS ALLOCATED	TOTAL EXPENDITURE	
			CHINNARA ZILLA DARSHAN UNIT COST OF Rs.000/-				ADVENTURE AND NATURE STUDY CAMP UNIT COST OF Rs.000/-				CHINNARA KREEDA ABHIYAN UNIT COST Rs.000/-					
			Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries			Total Expenditure
1	Bangalore	6	1864	8.64	1800	8.64	198	5	198	5	150	5	150	5	1864	1864
2	Bangalore Rural	5	1200	5.76	1200	5.76	198	5	198	5	150	5	150	5	1200	1200
3	Bangalore Urban	9	2400	12.96	2400	12.96	198	5	198	5	150	5	150	5	2400	2400
4	Belgaum	14	4200	20.16	4200	20.16	198	5	198	5	150	5	150	5	4200	4200
5	Bellary	8	3190	15.31	3190	15.31	198	5	198	5	150	5	150	5	3190	3190
6	Bidar	5	2000	9.5	2000	9.5	198	5	198	5	150	5	150	5	2000	2000
7	Bijapur	2	2000	10.56	2000	10.56	198	5	198	5	150	5	150	5	2000	2000
8	Channarayana	5	1500	7.2	1500	7.2	198	5	198	5	150	5	150	5	1500	1500
9	Channarayana	6	1864	8.64	1800	8.64	198	5	198	5	150	5	150	5	1864	1864
10	Channarayana	8	2400	11.52	2400	11.52	198	5	198	5	150	5	150	5	2400	2400
11	Channarayana	6	1800	8.64	1800	8.64	198	5	198	5	150	5	150	5	1800	1800
12	Channarayana	7	2100	10.08	2100	10.08	198	5	198	5	150	5	150	5	2100	2100
13	Channarayana	2	2100	10.08	2100	10.08	198	5	198	5	150	5	150	5	2100	2100
14	Channarayana	2	2100	10.08	2100	10.08	198	5	198	5	150	5	150	5	2100	2100
15	Channarayana	6	1800	8.64	1800	8.64	198	5	198	5	150	5	150	5	1800	1800
16	Channarayana	8	2400	12.48	2400	12.48	198	5	198	5	150	5	150	5	2400	2400
17	Channarayana	8	2400	11.52	2400	11.52	198	5	198	5	150	5	150	5	2400	2400
18	Channarayana	7	2100	10.08	2100	10.08	198	5	198	5	150	5	150	5	2100	2100
19	Channarayana	3	900	4.32	900	4.32	198	5	198	5	150	5	150	5	900	900
20	Channarayana	6	1800	8.64	1800	8.64	198	5	198	5	150	5	150	5	1800	1800
21	Channarayana	5	1500	7.26	1500	7.26	198	5	198	5	150	5	150	5	1500	1500
22	Channarayana	8	2400	11.52	2400	11.52	198	5	198	5	150	5	150	5	2400	2400
23	Channarayana	9	2700	12.96	2700	12.96	198	5	198	5	150	5	150	5	2700	2700
24	Channarayana	5	1500	7.2	1500	7.2	198	5	198	5	150	5	150	5	1500	1500
25	Channarayana	4	1200	5.76	1200	5.76	198	5	198	5	150	5	150	5	1200	1200
26	Channarayana	7	2100	10.08	2100	10.08	198	5	198	5	150	5	150	5	2100	2100
27	Channarayana	10	3000	14.4	3000	14.4	198	5	198	5	150	5	150	5	3000	3000
28	Channarayana	5	1500	7.2	1500	7.2	198	5	198	5	150	5	150	5	1500	1500
29	Channarayana	11	3300	15.84	3300	15.84	198	5	198	5	150	5	150	5	3300	3300
30	Channarayana	3	900	4.32	900	4.32	198	5	198	5	150	5	150	5	900	900
Total		203	62790	299.95	63211	300	5940	150	5940	150	4500	150	4500	150	599.95	599.95

## Innovative Activity for Minority Children.

In the year 2012-13 three activities were undertaken under Minority Innovations, namely ChinnaraZillaDarshana, Adventure and Nature Study Camps and ChinnaraAgriDarshan. The total of Rs. 224.9 lakhs (7.5 lakhs per district per 30 district) Rs. 150.00 lakhs was utilized for ChinnaraZillaDarshana and Rs. 39.00 lakhs has been utilized towards carrying out Adventure and Nature Study Camps activity and Rs. 35.92 lakhs towards ChinnaraAgriDarshan.

Education has two aspects-stability and change.As the stabilizing agent education ensures the transmission of traditional culture. As a change agent education can play a role only if the structure and content of education is flexible, encourage innovation, experimentation and exploration. In this regard a unique and familiar programme, ChinnarajillaDarshan is useful.

**Table No.69**

**Total No. of beneficiaries are ChinnaraZillaDarshana 31410, Adventure and Nature Study Camps 1560 and ChinnaraAgri Darshan 24004.**

(Rupees in lakhs)

S.N	Name of the Activities	Target		Achievement	
		Phy	Fin	Phy	Fin
1	ChinnaraZillaDarshan	31230	150	31410	149.9
2	Adventure and Nature Study Camp	1560	39	1560	39
3	ChinnaraAgriDarshan	24000	36	24004	35.92
<b>Total</b>		<b>56790</b>	<b>224.9</b>	<b>56974</b>	<b>224.82</b>





**Visit to Aihole temples in minority activity On Dec-12 in Bagalkote.**



**Hassan Taluk Students visited Halebidu Temple on 31.12.12.**



**Afzalpur Block Childrens ready to Visited ChinnarZillaDarashan 08/11/2012.**



**Ballurgi Cluster Childrens are visited to BijapurGolgumaz Chincholi Block Childrens Visited to BBuddaViharaBuddaVihara Dated:16/11/2012, Buddavihar 8.11.12.**



**Table No. 70**

**District wise progress of ChinnaraZillaDarshan,Adventure and Nature Study Camp ,ChinnaraAgriDarshan programs under Minority Innovations Activities during 2012-13.**

Sl. No.	Name of the District	No. of the Blocks	PROGRESS FOR MINORITY CHILDREN 2012-13													TOTAL UNDER LIFE
			CHINNARA ZILLA DARSHAN UNIT COST Rs.480/-				ADVENTURE AND NATURE STUDY CAMP UNIT COST OF Rs.260/-				CHINNARA AGR DARSHAN UNIT COST Rs.140/-				Total Funds Allocated	
			Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure	Target No. of Children	Funds Allotted	No. of Beneficiaries	Total Expenditure		
1	Bijapur	4	400	5.42	1990	1.12	✓	75	52	1.0	400	1.1	430	1.2	6.82	6.82
2	Bangalore Rural	4	400	2.86	1630	2.54	✓	75	52	1.0	810	1.2	830	1.2	4.16	5.28
3	Bangalore Urban	4	400	1.48	1450	2.4	✓	75	52	1.0	900	1.2	820	1.2	8.98	8.98
4	Bijapur	14	2000	12.08	7190	10.86	✓	75	52	1.0	900	1.1	830	1.2	21.84	21.84
5	Bellary	2	400	5.66	1540	2.54	✓	75	52	1.0	810	1.2	830	1.2	8.14	8.14
6	Bidar	4	400	3.04	2740	1.34	✓	75	52	1.0	400	1.1	430	1.2	6.04	6.04
7	Bijapur	7	2100	1.04	1070	2.04	✓	75	52	1.0	810	1.1	830	1.2	7.16	7.16
8	Channarayana	1	750	5.6	250	3.4	✓	75	52	1.0	900	1.2	890	1.2	6.1	6.1
9	Chikballapur	4	400	5.42	1990	1.12	✓	75	52	1.0	400	1.1	430	1.2	6.82	6.82
10	Chikmagalur	8	2500	1.75	1200	1.74	✓	75	52	1.0	900	1.2	800	1.2	8.04	8.04
11	Chitradurga	4	400	4.42	1400	4.32	✓	75	52	1.0	900	1.2	820	1.2	6.62	6.62
12	Channarayana	1	1400	6.12	1300	1.72	✓	75	52	1.0	900	1.1	820	1.2	9.12	9.12
13	Davanagere	7	2100	5.04	2540	2.04	✓	75	52	1.0	810	1.2	830	1.2	7.16	7.16
14	Dharwad	7	2100	1.04	2070	2.04	✓	75	52	1.0	400	1.1	430	1.2	7.16	7.16
15	Gadag	4	400	4.12	1070	4.02	✓	75	52	1.0	810	1.1	830	1.2	6.04	6.04
16	Gulbarga	6	1500	7.41	1550	2.41	✓	75	52	1.0	900	1.2	890	1.2	9.61	9.61
17	Haveri	8	2000	1.21	1240	1.74	✓	75	52	1.0	400	1.1	430	1.2	8.04	8.04
18	Haveri	7	2100	1.04	2740	2.04	✓	75	52	1.0	900	1.2	800	1.2	7.16	7.16
19	Kodagu	3	1100	2.11	450	2.11	✓	75	52	1.0	900	1.2	890	1.2	4.14	4.14
20	Kodur	4	400	5.42	900	4.32	✓	75	52	1.0	900	1.1	830	1.2	6.82	6.82
21	Koppal	4	400	2.86	1630	2.54	✓	75	52	1.0	810	1.2	830	1.2	5.16	5.16
22	Mandya	6	1800	2.76	1200	2.76	✓	75	52	1.0	900	1.2	830	1.2	8.26	8.26
23	Maddur	4	1100	1.48	1490	1.48	✓	75	52	1.0	810	1.1	830	1.2	8.98	8.98
24	Raichur	1	750	5.6	250	3.4	✓	75	52	1.0	900	1.2	890	1.2	6.1	6.1
25	Ramanagara	4	400	2.86	1630	2.54	✓	75	52	1.0	400	1.1	430	1.2	5.16	5.16
26	Siruguppa	7	2100	1.04	2740	2.04	✓	75	52	1.0	900	1.2	800	1.2	7.16	7.16
27	Tumkur	10	2000	1.2	1500	2.2	✓	75	52	1.0	900	1.2	890	1.2	8.2	8.2
28	Udupi	2	750	3.6	250	3.6	✓	75	52	1.0	900	1.1	830	1.2	6.1	6.1
29	Uttara Kannada	11	1500	2.02	1640	2.02	✓	75	52	1.0	810	1.2	830	1.2	10.12	10.12
30	Yadri	4	400	2.16	400	2.16	✓	75	52	1.0	900	1.1	830	1.2	4.66	4.66
Total		203	31230	149.9	38110	148.9	1560	39	1560	39	24000	36	24000	35.92	224.9	224.82



## Innovative Activity for Urban Children.

The principal of universalism emphasizing assuring all children their rights . This requires special initiatives that focus on equity and result in accelerated progress for disadvantaged children . Apart from children requiring special protection and care and also large segments of children who need to be supported and brought under effective policies.

In the year 2012-13 two activities are undertaken under UDC innovations, namely ChinnaraAgriDarshan and ChinnaraKridaAbhiyan. The total of Rs. 185.971 lakhs. Rs. 18.236 lakhs was utilized for ChinnaraAgriDharshan and Rs. 140.00 lakhs has been utilized for ChinnaraKreedaAbhiyan.

**Table No.71**  
**Total No. of beneficiaries are ChinnaraAgriDarshan 16141 and**  
**ChinnaraKreedaAbhiyan 4200. – 2012-13**

(Rupees in lakhs)

S.N	Name of the Activities	Target		Achievement	
		Phy	Fin	Phy	Fin
2	ChinnaraAgriDarshan	23981	36	16141	18.3
3	ChinnaraKreedaAbhiyan	4500	150	4200	140
<b>Total</b>		<b>28481</b>	<b>186</b>	<b>20341</b>	<b>158.3</b>

8140 children indentified under UDC survey were not available at the time of programme implementation.

**Table No.72**

**Districtwise progress of Chinnara Agri darshan ,chinnara kreeda Abhiyan under udc Innovation Activities during 2012-13.**

Sl No	Name of the District	No of the Blocks	PROGRESS FOR URBAN DEPRIVED CHILDREN 2012-13									Total Funds Allotted	Total EXPENDITURE
			CHINNARAAGRI DARSHAN UNIT (COST OF Rs.150/-)				CHINNARAKREEDAABHIYAN UNIT (COST Rs.300/-)						
			Target No of Children	Funds Allotted	No of Beneficiaries	Total Expenditure	Target No of Children	Funds Allotted	No of Beneficiaries	Total Expenditure			
1	Bagalkot	4	771	641	771	0.4	150	5	150	5	5.41	5.4	
2	Bangalore Rural	4	1176	1166	0		150	5	150	5	16.66	0	
3	Bangalore Urban	5	184	0.78	184	0.276	150	5	150	5	5.28	5	
4	Belgaum	14	752	1.13	752	1.13	150	5	150	5	6.13	6.13	
5	Bellary	8	1147	1.72	1147	1.72	150	5	150	5	6.72	6.72	
6	Bidar	5	703	0.74	703	0.74	150	5	0	0	5.74	0.74	
7	Bijapur	7	634	0.95	634	0.95	150	5	150	5	5.95	5.95	
8	Channarayana	5	144	0.22	144	0.22	150	5	150	5	5.22	5.22	
9	Chikballapur	6	171	0.26	171	0.26	150	5	150	5	5.26	5.26	
10	Chikmagalur	8	61	0.09	61	0.09	150	5	150	5	5.09	5.09	
11	Chitradurga	6	180	0.27	180	0.27	150	5	150	5	5.27	5.27	
12	Dakshina Kannada	7	77	0.11	77	0.11	150	5	150	5	5.11	5.11	
13	Davanagere	7	495	0.7	495	0.7	150	5	150	5	5.7	5.7	
14	Dharwad	7	1945	2.92	1945	2.92	150	5	150	5	7.92	7.92	
15	Gadag	6	607	0.91	607	0.91	150	5	150	5	5.91	5.91	
16	Gulbarga	8	1087	1.63	1087	1.63	150	5	150	5	6.63	6.63	
17	Hassan	8	158	0.24	158	0.24	150	5	150	5	5.24	5.24	
18	Haveri	7	378	0.57	378	0.57	150	5	150	5	5.57	5.57	
19	Kodagu	3	04	0	0	0	150	5	0	0	5	0	
20	Kolar	6	769	0.39	769	0.39	150	5	150	5	5.39	5.39	
21	Koppal	4	268	0.4	268	0.4	150	5	150	5	5.4	5.4	
22	Mandya	8	170	0.26	170	0.26	150	5	150	5	5.26	5.26	
23	Mysore	9	3952	5.04	3952	5.04	150	5	150	5	10.94	5.04	
24	Raidur	5	642	0.96	642	0.96	150	5	150	5	5.96	5.96	
25	Ramanagara	4	172	0.26	172	0.26	150	5	150	5	5.26	5.26	
26	Shimoga	7	701	0.61	701	0.61	150	5	150	5	5.61	5.61	
27	Tumkur	10	926	1.39	926	1.39	150	5	150	5	6.39	6.39	
28	Udupi	5	76	0.08	76	0.08	150	5	150	5	5.08	5.08	
29	Uttara Kannada	11	97	0.15	97	0.15	150	5	150	5	5.15	5.15	
30	Yadgir	3	435	0.65	435	0.65	150	5	150	5	5.65	5.65	
Total		208	23988	36	16141	18326	4800	150	4200	345	186	15805	



## Progress of Early Child Care Education Activity for the year 2012-13

In the year 2012-13 two districts namely Bangalore Rural and Hassan are conducting ECCE activity. Early Childhood Care and Education a wide range of programmes aimed at the physical cognitive and social development of children before they enter primary school. ECCE not compulsory but the demand for its growing as parents and educators see how pre-primary education helps to set the foundation for lifelong learning.

1. The aim is to maintain a high level of facilities and opportunities in class room transaction and ensure a better infrastructure than a locally and privately run neighbouring school.
2. LKG & UKG classes are to be voluntarily started where class room facilities are available in excess. The payment of honorarium to honorary teachers/ part time teachers for LKG & UKG will be met by the voluntary agencies of the local area.
3. An amalgamation of ICDS programmes and the department of public instruction programmes are fashioned, where in nutrition food is made available to children below 6 years and the services of anganawadi workers and ayahs are utilized for this programme , under the leadership of CEO, ZillahPanchayath,. Hassan and Bangalore Rural.
4. Strengthening pre-school component in Women and Child welfare Department by need-based training of AnganwaU-DISEvika, provision of additional teachers, learning materials etc.
5. Generating awareness on importance of early child development through advocacy programmers.
6. Providing for intensive planning for ECCE.
7. Development of materials for ECCE related activities.
8. Promoting convergence between the school system and the ECCE arrangement.

### Progress of [ECCE]

Sl.No	Name of the District	Categories (3-5 years child)	TARGET		ACHIEVEMENT	
			Physical	Finance	Physical	Finance
1	Bangalore Rural	3-5 years	930	7.5	552	4.25
2	Hassan	3-5 years	930	7.5	930	7.5
Total			1860	15	1482	11.75



GHPBS Belur taluk



**Makkala Mane Class Rooms in Hassan taluk**

**Financial progress of ECCE Activity 2012-13**

ECCE EXPENDITURE				Bangalore Rural	Hassan
Sl	Activities	Physical	Finance Unit Cost	Expenditure	Expenditure
1	Child's Kit (Pre Primary Play Package)		0.033	1.932	3.255
2	Teachers Training Expenditure (3 Days)		0.0108	0.65118	1
3	Training Materials (Kindergarten Books)	950	7.5	0.29808	0.5
4	Centre Maintenance Charges (10 months)		0.0403	0.27005	1.25
5	Materials for Children		0.016	0.8832	1.488
Total				4.25	7.5

**Table No.73**

**Details of beneficiaries under Innovative Activities Programmes**

S.N	Name of the Activities	Girls	SC/ST	Minority	UDC	Total
1	Awareness Camps for adolescent girls	692382	-	-	-	692382
2	Meena Programmes	22578	-	-	-	22578
3	Chinnara Agri Darshan	202970	-	24804	1614	228588
4	Chinnara Kreedha Abhiyan	2252	4500	-	4200	10952
5	Channara Zilla Darshan	-	63211	31410	-	94621
6	Adventure and Nature Study Camp	-	5940	1560	-	7500
Grand Total						1056621



The programmes involve the facilitatory organization which is SSA-SPO and in collaboration with Dept of Sports and Youth Services.

1. Execution at district/ block head quarter.
2. District level Committee comprises of DDPI, DyPC, BEO, BRC, CRP, member of Talukpanchayat, representative of SDMC, TPEO. The function of this committee is the screening of the list.
3. At school level a committee comprising of HM as member Secretary, SDMC member, PE teacher and CRP would select the children based on the talent and physical fitness of the child.

### Objectives:

1. To create awareness about folk dances and songs.
2. To learn various types of folk dances and songs.
3. These activities are carried out during this training, Yakshagana, Veeragase, Kolata, Maremma Kunita, Kamsalle, Dollukunitha, Bayalata, Gigipada

### Budget: Per District:

- |                                          |            |
|------------------------------------------|------------|
| 1. Honourarium for trainers = $2*6*6000$ | = 72,000/- |
| 2. Equipments for cultural activities    | = 60000/-  |
| 3. State level competitions              | = 18000/-  |
| Total:                                   | 1,50,000/- |

1. New Activity Self Defence Programme for Girls [Karate]: This programme is planned to execute to all Government Physical Education Teachers of the state for 10 days, these teachers will train all the girls of 7th standard in their concerned schools during the school hours, this training is given under training component.



**Children of different districts participating in Chinnara Zilla Darshan**



**Children of different districts participating in Chinnara Zilla Darshan**

## **INCLUSIVE EDUCATION IN KARNATAKA**

### **Background**

The 86th amendment of the Constitution of India has made education a fundamental right for children in the 6-14 years age group there by making it mandatory for the state to ensure that all the children are brought under the fold of education. This includes children with disability. Global and national policies such as Education for All, millennium development goals, UNCRPD 2006 ratified by India affirms equal rights for all children (including children with disabilities) to education without discrimination within the mainstream education system that is through inclusive education besides accepting and respecting human diversity.

The landmark Act RTE 2009 which has made education as the fundamental right, there has been significant changes in the education scenario of the country. The move towards inclusive education has made the government to plan allocated resources for capacity building of the education system to take up this challenge of including all children who were discriminated, segregated and marginalized. The goal is to create inclusive structures and practices that can bring in children with different disadvantages and provide them with opportunities for learning and development.

The inclusion of children with special needs/impairments in ordinary schools and class rooms is presently a part of providing equity issues in the overall internalization of primary education. Inclusive education leads to improve social development and academic outcomes for children with disabilities and disaffected children while the main stream peer groups adopt more positive attitudes and actions towards CWSN ,they have been educated together.

### **Beginning of IE in Karnataka**

Karnataka has a long history of mainstreaming children with special needs through



IEDC scheme (centrally sponsored scheme) and a number of projects of UN agencies have been pilot tested here, there have been opportunities for major learning in this area.

Karnataka has been at the forefront in the implementation of centrally sponsored scheme on since 1981 and it has lead several trainings on inclusive education during the DPEP and Janashaala period. The entire work in this area in Karnataka has taken place under central government schemes and programmes from time to time (starting from the Integrated Education of Disabled Children -1981 to the more recent District Primary Education Programme (DPEP) in 1994, the Janashaala programme -1998 and now Sarva Shikha Abhiyan-2001)

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education .Hence SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the Right to education and taught in an environment, which is best, suited to child's learning needs. These include special schools, EGS, AIE of even Home Based Education.

SSA was providing funds up to Rs 1200/- per child for the inclusion of disabled children as per specific proposal, per year. This amount has been enhanced to Rs 3000/- from 2010-11. District plan for children with special needs is formulated within the norm. The interventions under SSA for Inclusive education are identification, functional and formal assessment, appropriate educational preparation of individualized education plan, provision of aids and appliances, teachers training resource support, removal of architectural barriers, research, monitoring and evaluation.

Inclusive Education at providing support for all schools to prepare a systematic approach towards inclusion so that inclusion occurs at all levels within the school and it is made into a responsibility of all stakeholders, including all children. The support providing for the children with special needs was not only the duty of the teachers but of every member of the school community, including support staff, SDMC and peers.

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

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

Logic, rationale and the spirit of education of children with special needs has completely transformed after the adoption of the RTE Act, 2009 by the GoI and by the GoK in April, 2012 as well as the rules thereon. It is emphasized that the education of CWSN is located as the 'first' operative section of the Act. Section 01 is title, Section 02 is definitions and Section 03 of the RTE Act mandates the provision of rights to CWSN. The section needs as follows : "Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act".

Beginning with 2012-13, CWSN education shall be viewed as Rights-Based Performance.

## Objectives

The state is maintaining the data of children for preparing the annual work plan of the districts every year. The main objectives of the state are given below.

- ❖ To comply with Section 03 of the RTE Act, in letter and spirit
- ❖ To provide school access to all the children with special needs.
- ❖ To provide necessary supporting services to the children with special needs in the context of education is the fundamental right and universalization of elementary education.
- ❖ To reduce the gaps between the normal children and children with special needs in the context of Universalization of education.
- ❖ To empower the teachers and parents to manage the CWSN in the process of education.
- ❖ Establishment of resource persons and resource centers at block level to handle the children with special needs.
- ❖ To impart quality education to CWSN.

## Identification and enrolment for the year 2012 -13

The enrolment of the state in the age group of 6 - 14 is 84,13,699 and out of which the identified "children with special needs", are 1,47,999. This constitutes 1.76 percent of the total child population from 6 - 14 years of age.





**Table No.75  
District Wise Progress in IE 2012-13**

Sl. No	Name of the Block	No. of CWSS Identified	No. of CWSS Enrolled in schools	No. of CWSS Covered through SAPs	No. of CWSS covered through IIRF	No. of CWSS provided aids and applications through ALIMCO	No. of CWSS provided aids and applications through other sources, Municipalities and Statutory	No. of NGOs involved	No. of RTIs appointed		
									No. of EDUC RTIs	IE RTI SRP	
1	BAGALKOT	6726	6117	549	65	113	559	1	6	18	17
2	BANGALORE URBAN	797	505	347	50	50	0	1	4	17	8
3	BANGALORE URBAN	7219	6868	291	90	220	380	2	9	27	18
4	BELGAUM	11866	10453	998	373	336	994	2	11	42	28
5	BELGAUM	6054	5616	315	170	150	550	1	8	24	16
6	BIDAR	5115	5093	737	20	7	597	1	4	18	10
7	BILAPUR	16006	15294	567	270	68	157	1	7	21	14
8	CHANNARAJANAGAR	2530	2227	233	50	50	40	1	5	18	10
9	CHIKABALLAPUR	2401	2336	301	60	38	58	1	6	18	12
10	CHIKMAGALUR	2414	2629	180	83	34	26	1	8	24	16
11	CHITRADURGA	5487	5159	77	100	50	74	2	6	18	12
12	DAKSHIN KANNADA	5186	4667	434	90	70	30	1	7	21	14
13	DAYANAGERI	877	823	404	90	7	28	1	7	21	14
14	DHARWAD	4293	3631	577	150	40	30	2	6	18	12
15	GADAG	3659	3227	252	80	20	65	1	6	18	12
16	GULBARGA	6638	6831	721	70	70	260	2	8	24	16
17	HASSAN	4284	3875	518	90	40	98	1	8	24	16
18	HAVARI	4777	4149	409	93	30	10	1	7	21	14
19	KODAGU	1204	182	180	10	38	25	1	3	9	6
20	KOJUR	2887	2637	190	60	18	65	1	6	18	12
21	KOPPAL	6378	5973	507	98	30	30	1	4	17	8
22	KANDYA	4078	3466	514	83	50	90	1	8	24	16
23	KYSHORE	6477	5985	297	93	65	285	2	9	27	18
24	KULTEK	19672	1802	196	250	103	317	2	3	18	10
25	KAVANAGARA	3575	3159	716	29	22	48	1	4	17	8
26	SHIMOGA	2775	4128	429	140	70	190	2	7	21	14
27	TUMKUR	6078	5132	649	95	50	490	2	9	30	20
28	UDUPI	4370	4172	248	50	40	160	1	6	18	10
29	UTTAR KANNADA	6170	5307	453	150	280	630	2	1	15	10
30	YADGIRI	2808	2483	265	60	27	81	1	3	9	6
Total		147949	132823	12216	2960	2678	6176	46	202	606	404

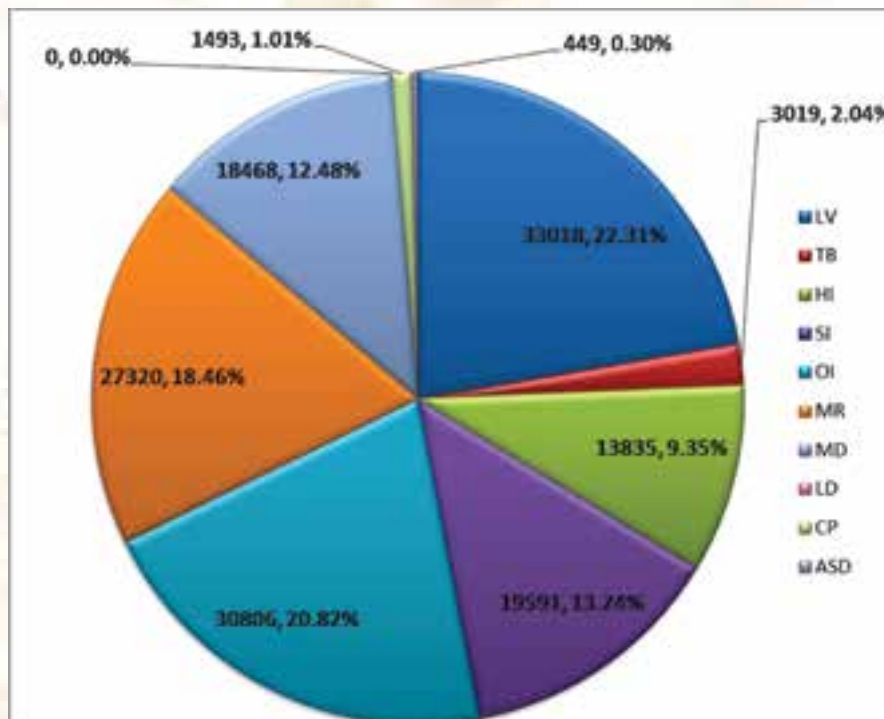


**Table No. 76  
Progress of CWSN Initiatives, 2012-13**

Sl. No	Name of the Block	No. of DE volunteers appointed	No. of DEs deployed against identified CWSN	% of DEs deployed	Total no. of schools	No. of Schools made Barrier Free	% schools made barrier free	No. of schools with DEFTs	% schools with DEFTs
1	BAGALKOT	20	1726	100	1312	1266	96.53	82	6.25
2	BANGALORE (RURAL)	17	1707	100	1120	766	68.14	28	2.5
3	BANGALORE (URBAN)	30	2249	100	1360	1304	95.88	54	3.95
4	BELGAUM	105	1866	100	3254	2882	88.63	66	2.05
5	BELLARY	40	6054	100	1358	1174	86.45	116	8.52
6	BIDAR	40	5915	100	1268	1268	100	146	11.52
7	BIDAR (R)	70	1009	100	1882	1879	99.84	178	9.46
8	CHAMARAJANAGAR	17	2291	100	763	503	65.92	160	20.92
9	CHIKMAGALUR	20	2901	100	1539	73	4.75	50	3.25
10	CHIKMAGALUR (R)	29	2944	100	1430	165	11.53	160	11.19
11	CHITRADURGA	37	5482	100	1655	1978	119.58	230	13.85
12	DAKSHINAKANNADA	50	5159	100	929	929	100	933	101.41
13	DAVANAGERE	30	5737	100	1354	1272	93.64	152	11.23
14	DHARWAD	50	4795	100	768	768	100	50	6.51
15	GADAG	57	3659	100	616	582	94.48	96	15.58
16	GULBARGA	24	1635	100	1832	1802	98.41	150	8.22
17	HASAN	37	4284	100	2168	1353	62.46	55	2.5
18	HAYASIRI	51	4712	100	1193	1055	88.43	159	13.33
19	KODAG	14	1404	100	403	403	100	51	12.66
20	KODGAR	20	2857	100	1895	1684	88.86	192	10.13
21	KOPEHAL	33	6338	100	965	824	85.39	144	14.92
22	MANDYA	29	4075	100	1744	1572	90.19	459	26.32
23	MYSORE	32	1437	100	1926	1517	78.81	61	3.17
24	RAJESHWARA	40	1622	100	1457	1372	93.81	132	9.09
25	RAJANAGARA	10	3378	100	1344	772	57.48	36	2.68
26	SHIMOGA	47	4717	100	1882	1161	61.74	182	9.67
27	TUMKUR	32	6075	100	3410	1851	54.28	294	8.62
28	UDUPI	17	4470	100	617	617	100	137	22.21
29	UTTARAKANNADA	50	1110	100	2120	1746	82.33	124	5.85
30	YADGIRI	20	2808	100	933	433	46.41	11	1.19
	<b>Total</b>	<b>998</b>	<b>147999</b>	<b>100</b>	<b>44672</b>	<b>35662</b>	<b>79.83</b>	<b>5306</b>	<b>11.88</b>

As shown in the above tables the total enrolment of the state in the age group of 6 - 14 is 84,13,699 and out of which the identified “children with special needs”, are 1, 47,999. This constitutes 1.76 percent of the total child population from 6 - 14 years of age. Out of 1, 47,999 CWSN 1,32,823 are enrolled in schools 12,216 are covered through School Readiness Programme, rest of the 2960 CWSN are covered under Home Based education, among these 2127 CWSN have been mainstreamed through SRP and HBE.

**Graph No. 10**  
**Graph showing category wise CWSN Identified 2012 – 13.**



**Progress on IE in 2012 – 13.**

- 1,47,999 CWSN identified 1,32,823 are enrolled in schools and 12216 CWSN provided School Readiness Programme 2960 CWSN have been given Home Based Education.
- 998 Volunteers are support in Home Based Education.
- 8854 CWSN (6% ) Provided Aids & Appliances.
- 4217 CWSN (6% ) Provided Hearing Aids
- 35,662 schools made barrier free (79.83%)
- 605 Teachers trained through 90 days foundation Course.
- 606 IERT’s in existing system and 404 Special Resource teachers appointed through outsource.
- 1800 CWSN were getting corrective surgery
- 14187 CWSN have been given Escort and Transport facility



**Table No-77**  
**District wise % CWSN in 2012-13**

Sl. No.	Name of the Districts	Total child population (6-14 years)	No. of CWSN Identified	% CWSN against child population
1	BAGALKOT	306884	6326	2.09
2	BANGALORE (RURAL)	118268	1797	1.52
3	BANGALORE (URBAN)	1191362	7249	0.61
4	BELGAUM	703884	13898	1.98
5	BELLARY	370560	6054	1.63
6	BIDAR	333986	5915	1.75
7	BIDAR	405322	6006	1.48
8	CHAMARAJANAGAR	116977	2230	1.91
9	CHIKKABALLAPURA	164665	2900	1.76
10	CHIKKAMAGALORE	135843	2944	2.17
11	CHITRADURGA	272679	5482	2.01
12	DAKSHINA KANNADA	269303	5186	1.93
13	DAVANAGERI	275493	8717	3.16
14	DHARWAD	262291	4293	1.64
15	GADAG	157693	3659	2.32
16	GULBARGA	461726	6675	1.45
17	HASAN	204594	4284	2.09
18	HAVERI	278364	4732	1.69
19	KODAG	72294	1404	1.94
20	KOLAR	201743	2887	1.43
21	KOPPAL	224148	6178	2.75
22	MANDYA	201881	4075	2.02
23	MYSORE	378363	6377	1.69
24	RAICHUR	307985	6622	2.15
25	RAMANAGARA	122637	2378	1.94
26	SHIMOGA	236024	4717	2.00
27	TUMKUR	323941	6078	1.88
28	UDUPI	32620	4470	13.70
29	UTTAR KANNADA	184361	6110	3.32
30	YADGIRI	191142	2808	1.47
	<b>Total</b>	<b>8413699</b>	<b>147999</b>	<b>1.76</b>





## Physical Access

### 1. Inclusive Education Resource Teachers : -

Continued the services of 03 IERT's (existing system) and 2 special Resource Teachers (through NGOs) in each block for the educational and supportive services of the Children with special Needs. In these 03 IERT's are the regular teachers who have put in experience in the regular class room transaction and with 90 days of foundation training in special education through distance mode. In addition to IERT's there are 02 Special Resource Teachers (through Agency) to support the CWSN. These 02 Special Resource Teachers are trained in particular disability like VI, HI, SI, MR and LD. Besides 03 IERT's and 2 Special Resource Teachers at Block level, from 2008 - 09 there is a District IE Co - ordinator (DIERT) in each district with qualification of B.Ed in special education. SSA Karnataka has conducted 12 days residential training on LD through All India Institute of Speech and Hearing Mysore, and 10 days Multi category training for these 606 IERTs. Apart from this some of the creative IERT's are given special training through NGOs like Samarthanam, National Association for the Blind and Association for People with Disability etc....

These IERT's and IE District coordinator have conducted Survey of children with special needs, facilitated the organization of medical camps, sharing workshop and training to teachers and parents; awareness programme etc. They have monitored the progress of CWSN and all the activities related to CWSN.

Besides performing above mentioned activities they have also given 'on site support' to class room teachers in teaching learning process of CWSN. They visit the schools regularly ( at least 4 days in a week ) . At the time of school visit they meet Head master, trained teachers and all other teachers and discuss various issues related to CWSN. They observe and discuss the activities which had been planned to develop required competencies in CWSN – help teachers to prepare TLM in curricular adaptation and in evaluation techniques, IERTs monitor the visits of volunteers of NGOs to homes of CWSN under Home Based Education, guide and supervise them.

### Children of different districts participating in Chinnara Zilla Darshan





## 2. Assessment and Measurement Camps : -

Formal and Functional Assessment is done by a team of competent doctors and Psychologists to determine the type, nature, extent of challenge (disability) and to assess the current level of functioning of the CWSN. The team of experts from ALIMCO, SKANDA, MANOVIKASA and Local NGOs conducted the camps. The medical camps were conducted at all the 202 Education Blocks of the state. The Headmasters, CRPs, BRPs IERTs and special Teachers accompanied the CWSN to the camps along with the parents. The parents are invited to the camps so that they may get the appropriate information and advice about their children from the team of specialists. The children and their parents were provided with food and traveling allowances for attending the medical camps. For the conduct of each camp, a sum of Rs. 20000 has been earmarked. This includes honorarium for the doctors, hiring of vehicles, providing food and snacks to the children and their parents. 62656 children from 202 blocks have attended these medical camps with their parents. Rs. 40.40 lakhs have been utilized for this purpose.



Assessment camp Conducted at Chitradurga and Hassan District in June 2012 - 13

## 3. Providing Aids and appliances and Hearing Aids: -

Aids and Appliances were distributed among the needy CWSN after the Formal and Functional assessment by the team of experts. The aids and appliances enhance their functional capacity. Hearing aids were given to the children having hearing impairment. Spectacles were given to children having low vision. Calipers, crutches, tricycles, wheel chairs, walkers, rolator for the children having orthopedic impairment were given. For the Hearing Impaired and Orthopedic disabilities Aids and Appliances procured at state level through ALIMCO Auxiliary Production Center. For the remaining disabilities Aids and Appliances procured at Districts level. NGOs like SKANDA and MANOVIKASA CORPORATION Hubli are actively involved in conducting camps and supply of Aids and Appliances. The distribution of aids and appliances is done at the Block level. During 2012-13, 8854 aids and appliances and 4217 hearing aids were provided.



Filed photos from Bidar and Shimoga districts regarding distribution of Aids and Appliances for 2012-13



#### 4. Escort facility for HBE Children : -

Physiotherapy was provided to needy children who are covered through Home Based Education. They visit block resource centers for this purpose along with their parents. CWSN covered under School Readiness programme, need to attend SRP centers twice in a week. These children were given Rs. 300/- month as transportation & escort facility. 14187 CWSN have availed this facility. Rs. 425.61 lakhs have been allotted and utilized.



A file photo of Parent Escorted CWSN at Chikkaballapura District

#### 5. Corrective Surgery : -

During medical assessment camp, some CWSN whose disability can be corrected through corrective surgery were identified. 1800 Children in the state have undergone corrective surgery. A budget of Rs 90.00 lakhs have been provided for conducting corrective surgery with unit cost of Rs 5000/- Per CWSN. 68 CWSN were undergone corrective surgery in Davanagere District with the support from NGOs. Utilization is 100 percent.



A file photo from Davanagere District regarding Corrective surgery in 2012 - 13

#### 6. Support to CWSN in newly developed SRP centers

A few private firms were called at State office to give presentation and demonstration of their various kits to be supplied to SRPs. However none of the parties' presentations were satisfactory or up to the standards so state approached All India Institute of Speech and Hearing. (AIISH) Mysore to demonstrate their kit, for which they obliged and the demonstration was satisfactory. Due to shortage of time, state couldn't procure the materials in 2012-13 budget year. So the provisioned budget Rs. 37.16 lakhs is unspent.

#### 7. Maintenance Grant for IE BRC Resource Centre, Progress review camps for HBE CWSN

The Resource centers are functioning in all 202 blocks in the state since 2006 - 07. Due to lack of proper maintenance the appliances in the centers are getting damaged. To prevent this as per plan state provided maintenance grant for each block @ Rs. 4000/-

Once in three months Parents of HBE are gathered at the cluster head Schools. The parents are given feedback regarding the progress of their children and also provided training in physiotherapy regarding improvement of ADLS among CWSN. These meetings were held on 30.08.2012, 30.11.2012 and 06.03.2013. Rs. 3000/- have been earmarked for organized a meeting. Provided budget Rs. 26.26 lakhs have been spent for this purpose.



**File Photos regarding IE Resource Centre and Quarterly Parents meeting from Bijapur districts for 2012-13**

## Quality Access

### 8. 90 days Teachers Training on IE foundation course

As per MHRD concern State has deputed 605 regular schools teachers to complete 90 days Foundation course training in special education. Rs. 24.20 lakhs @ unit cost rate Rs. 4000/- has been provided for this activity.



**A file photo from Koppal & Bengaluru (U) regarding Training in 2012 - 13**



## **9. 10 Days MRP Training on Autism for IERTs**

10 Days MRP residential training have been provided to 500 IERTs and 100 Teachers at Districts level. Literature, which is prepared by MHRD in English language has been translated to regional language and used as trainers' manual. This training has created awareness about autism U-DISEase whose behaviours are peculiar in nature. Some of the symptoms of autism children are : certain times they scream loudly, want to live lonely, become angry abruptly, laughs loudly, having low level concentration, exhibits restlessness. MRP's have been trained teachers in phased manner to take utmost care of autism children so as to bring desirable and positive changes in their personality. Rs. 24.20 lakhs @ unit cost rate Rs. 4000/- has been provided for this activity.

## **10. 05 Days MRP Training on Cerebral Palsy for IERTs**

05 Days MRP residential training have been provided to 300 IERTs at Districts level. A literature, which is prepared by MHRD in English language, has been translated to regional language, used as trainers manual. Cerebral Palsy a disability is seen in some of the children. It causes due to a condition caused by brain damage at, or around the birth time. They lack muscle control especially in the limbs, almost bed ridden, possess no touch feelings, even cannot eat his food, screams abruptly, crawls etc are some of the symptoms of cerebral palsy. In training much emphasis was given to overcome the aforesaid symptoms. The training also imparted some kind of skills to be elicited from the affected child so as to make the child comfortable. Certain times whenever the physiotherapist treats the child, the child responds positively and gives slight smile MRP's have been trained teachers in phased manner to take utmost care of autism children so as to bring desirable and positive changes in their personality. Rs. 3. lakhs @ unit cost rate Rs. 1000/- has been provided for this activity.

## **11. 10 Days multi category training for Teachers**

10 Days Multi category residential training have been provided to 1500 Teachers at Districts level. Literatures in Low vision, Total blind, Hearing Impaired, Speech Impaired, Mentally Retarded, Learning disability, Cerebral Palsy and Autism Spectrum disorder, which are prepared by MHRD in English language, have been translated to regional language, used as trainers manual. In the year 2011-12 MHRD organized 18 days residential multi category training at Hyderabad. 12 IERTs have been deputed to above training from the state. Utilizing By these MRPs service, as Master Trainer state had given 18 days multi category training for 30 more teachers. Through this state have total 42 MRPs in multi category subjects. With the help of these MRPs multi category training have been organized at District level. Rs. 30.00 lakhs @ unit cost rate Rs. 2000/- has been provided for this activity.

### **School Readiness program :-**

Under SSA, school readiness program has been introduced during 2012-2013. State has been taken up this task systematically at each cluster. This program has become a boon to CWSN since it builds the gap between home and school. These centers (School Readiness Programme centers) have been acting as a bridge between the homes and the

schools of disabled children. This bridging is achieved by imparting education to each CWSN. Some of the abled CWSN who are in Home Based Education has been brought to School Readiness Programme Centers and later these CWSN were given education with normal children at nearby regular school. SRP has created an opportunity to these CWSN to mingle with normal children which enhances and boosts their confidence. Since they come out of houses, and see world, they feel special and entertained. Due to SRP an opportunity has been created to increase their individual abilities and competencies. Under the supervision of trained IERTs and Special Resource Teachers these CWSN avail their right to education. Since they mix with normal children they build positive attitude. Even these CWSN may explore to optimum. 12216 CWSN have been enrolled in SRPs. Out of these 1814 have been mainstreamed through this strategy.

### **Salient Features of School Readiness Centers**

- All home based children were brought to the (school preparation centre)
- CWSN children were made to move freely with the normal children and to learn along with them.
- These Home based children were exposed to out of their houses.
- The CWSN children came to know that they too have the rights to go to school and they can even enjoy the fundamental rights.
- CWSN child will be mainstreamed to the respective class under age and comprehensive adjusted enrolment.
- Escort/ Transport facility was provided
- The equipment needed for the child's movement (wheel chair, rator) were provided (HBE kits, which were provided in the year 2011-12 utilized in SRP centers)
- Time table for daily activities skills (HBE kit, MR kit) was prepared.
- Local resources (simple TLM from the school ) were utilized efficiently.
- Suitable learning atmosphere was created
- Special seating arrangement (CP chair, higher control chain) were also provided.
- Special sanitary facilities were provided.
- Ramps facility was used effectively.



**File photos of SRP Centres from Shimoga and Tumkur Districts 2012-13**





**File photos of SRP Centres from Shimoga and Tumkur Districts 2012-13**

## **12. Remuneration for newly recruited Resource Teachers**

Efforts were made to procure the service of 1056 Special Resource teachers. In this connection, tender was invited on e-procurement platform during the month of July 2012. The tender was invited in 8 packages. In response to the tender, only one bidder participated for all the 8 packages. The price quoted by the bidder was above the unit cost approved by PAB. Hence, the tender was cancelled and fresh tender was invited during Nov 2012 one procurement platform. In response to the 2nd tender, 5 bidders participated for 5 packages and there was not even a single bid received for the remaining 3 packages. The whole process took about 3 months. By which time it was February 2012. Even if the work order would have been given to the successful bidders, there would be only one month left (ie..March 2013) for execution of tasks. Hence administrative decision was taken not to award the work order. So the allotted budget for this purpose Rs. 960.96 lakhs remained as unspent balance.

## **13. Home Based Education (HBE)**

### **Remuneration for HBE volunteers**

Based on a special survey conducted for CWSN, they have been provided with the facility of medical assessment and assistive devices. Aiming at inclusion of severely disabled children, Home based education is provided to them through volunteer services. To achieve universal enrolment, all these children are enrolled in the nearby schools. Volunteers visit these children and teach them life skills needed for their inclusion. Moving further, school based education (SBE) programme was also started which is an extended form of HBE where the child is given the support both through volunteer and teacher in regular schools. It is felt that Inclusive Education programme under SSA is switching towards bringing qualitative changes in conditions of the CWSN to a noticeable extent. In the year 2012-13, in Karnataka State, 2960 children are benefited under this programme wherein 998 volunteers are serving towards their inclusion for training. Those who are passed in SSLC examination or PUC, have been recruited as Volunteers through SDMCs.

Considering the support service of HBE volunteers the State enhanced volunteer remuneration to Rs. 3000 /- (maximum 3 CWSN) in 2012-13. In addition, they are also provided with volunteers' kit to conduct different activities for severely disabled children in Home Based Education. Total sanctioned budget of Rs. 299.40 lakhs have been utilized for this purpose.



#### **14. HBE volunteers training for 3 days**

To strengthen the skills of volunteers who are serving children with severe disability 5 days training was conducted. Training included method of developing daily living skills in CWSN and their management. These trained volunteers need to prepare the CWSN in home based education and make them fit to attend regular school. Rs. 4.49 lakhs had been sanctioned to train 998 HBE Volunteers. All the 998 HBE volunteers have been given 03 days training. Goal is 100 % achieved.



A file photo from Hassan District regarding HBE Volunteers training in 2012 - 13

#### **15. Salary for IERT's :**

Continued services of 3 IERTs (existing system) in each block for the educational and supportive services for Children with Special Needs, in these 3 IERTs are the regular teachers who have put in experience in the regular class room transaction and with 90 days of foundation training through distance mode.

These IERTs and IE District coordinators are serving to implement the activities for CWSN and in turn their inclusion. With the co-ordination of other departments and NGOs they conduct the Survey of children with special needs. They also facilitate the organization of medical camps, workshop and training programme for teachers, volunteers and parents, conduct awareness camps about inclusive education. They are monitoring the progress of CWSN and all the activities related to CWSN.

Besides performing above mentioned activities they have also given 'onsite support' to class room teachers in teaching learning process of CWSN. They visit the schools regularly (at least 4 days in a week) and review the progress of CWSN. They observe and discuss the activities which had been planned to develop required competencies in CWSN – help teachers to prepare TLM, in curricular adaptation and in evaluation techniques. IERTs monitor the visits of volunteers who are serving CWSN through Home Based Education programme. They also guide and counsel the volunteers, parents of



CWSN in the process of inclusion. With the unit cost Rs. 2.64 lakhs per IERT ( Per month Rs. 22000/-) Total allotted budget of Rs 1599.84 lakhs was spent for the salary of 606 IERTs in 202 blocks of the state.

**Following Table Shows the IERT's routine**

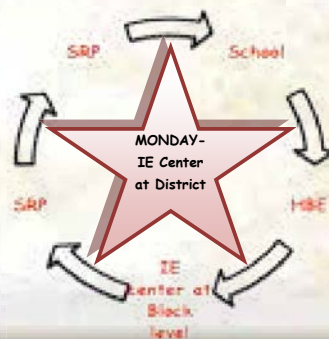
IERTs Major tasks to be carried out						
Day	Morning	Before noon	1.00 P.M to 2.30 P.M	After noon	Evening	Everyday
Monday	9.00 A.M to 12.00 A.M Resource Room Visit	12.00 A.M to 1.00 P.M School Visit	L U N C H  B R E A K	1.30 P.M to 4.00 P.M School Visit	4.00 P.M to 6.00 P.M Visit to HBE centre	CWSN Daily reporting
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 Visit	School Visit		School Visit	Visit to HBE centre	
Friday	School Visit	Resource Room		School Visit	Visit to HBE centre	
Saturday	Interaction with parents and community					

**16. Remuneration for Physiotherapist and Clinical psychologist**

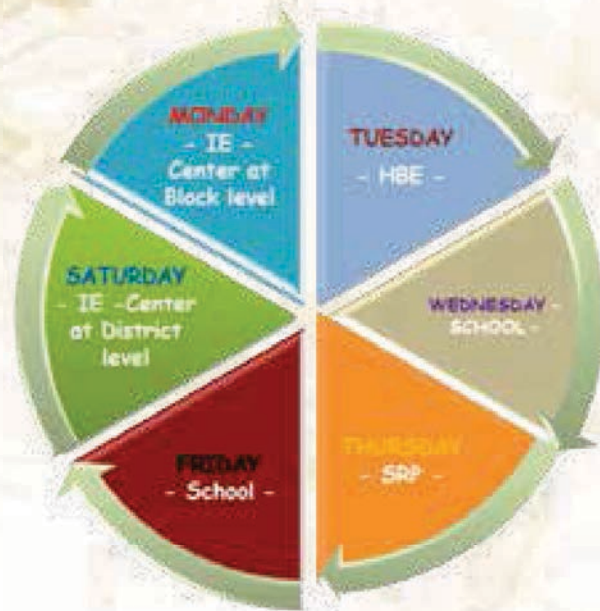
A tender had been notified through E- procurement platform to recruit 34 Physio-therapists and 34 clinical psychologists on July 2012. It was cancelled due to single firm participation. The same was notified second time in the month of Sep 2012. No bidder applied even during second time. Hence the same was notified again for third time through e procurement in the month of Nov 2012. Out of 34 physio therapists and 34 clinical psychologists, 10 physiotherapists and 34 clinical psychologists have been recruited through SKANDA Trust, Bangalore. They provided therapeutic support to the needy CWSN at District, Block and Cluster level.

Physiotherapists and clinical psychologists provided medical support to the CWSN at the Home Based, SRP and normal schools. These Children at the Home Based Education will be shifted to normal schools after acquiring ADLS. Some success stories on therapeutic services to CWSN children to develop skills to attend normal schools have been documented. Total Rs. 16.16 lakhs have been utilized for this purpose.

**Major visits carried out from physiotherapist**



## Major visits to be carried out from clinical psychologist



### 18. Community awareness programme at cluster level, mainly for Identification of CWSN, World Disabled day and CWSN Census

Inclusive education is one of the most important interventions of SSA which aims at mainstreaming the CWSN with normal children to get education similar to that of the Normal children. To achieve this, there should be an active participation of Community. Community awareness programme provides ample knowledge to the parents as well as the community to admit the CWSN children to schools and to accept the impairment and try to make those students self-reliant by imparting self confidence among them. The awareness programmes were conducted at 202 blocks level and 4103 cluster levels. The State has conducted an inclusive Kalamela by involving the children with special needs and normal children. Awareness programmes was conducted in every district through their cultural ways as happened in Dakshina Kannada district → “Yakshagana” and Mandya district → “Bayalu Nataka” etc... The theme was to create awareness among normal children and the community that education is the fundamental right of all children. Total budget for this programme is Rs. 205.16 lakhs which has been utilized for this purpose. International disabled day was celebrated at cluster, block and districts level on 3rd December 2012. This Day is made remarkable by conducting curricular, cultural and sports competitions for the CWSN children and for parents. CWSN are also given opportunity to compete within themselves and provision is made to award the best talented children within the clusters.





**Awareness programme conducted through Kala Jatha in Hassan and Gulbarga Districts 2012-13**

### **19. Quarterly Parents meeting :**

State has Conducted CWSN parents' awareness meetings at 4103 cluster head schools once in three months. Three such meetings were conducted during 2012-13. These meetings have created awareness among parents of children with special needs. The parents have been trained to look after their children with utmost care. They also have been guided to use the aids and appliances supplied by the department. With the unit cost of Rs. 2000/- , a total budget Rs. 82.06 lakhs have been utilized for this purpose.

**A file Photo of Cluster level parents meeting held at Udupi Dist 2012-13**



**Table 79**  
**Capacity Building for CWSN Initiatives**

Sl.No	Name of the District	Total number of teachers	No. of teachers trained through annual RTI training	No. of teachers trained through awareness training	No. of teachers trained through job like training	% of teachers trained through 3-5 day training	No. of teachers trained through day training	% of teachers trained through 5-10 day training
1	BHAGALPUR	6712	68	11	9	0.1	11	0.1
2	BANARAS	6200	12	14	5	0.1	11	0.1
3	BANARAS (RURAL)	6718	11	3	13	0.0	11	0.1
4	BHUBANESHWAR	5271	52	4	21	0.4	11	0.1
5	BHUVNESHWAR	5341	74	11	12	0.6	18	0.3
6	BILASPUR	6014	65	18	1	0.2	11	0.1
7	BILASPUR	5790	71	102	10	0.1	12	0.1
8	BILASPUR (RURAL)	5072	63	21	1	0.2	11	0.1
9	BHUVNESHWAR (RURAL)	4130	64	54	9	0.2	11	0.1
10	BHUVNESHWAR (RURAL)	5172	11	11	12	0.1	11	0.1
11	BHUVNESHWAR (RURAL)	6478	65	15	3	0.1	11	0.1
12	BHUVNESHWAR (RURAL)	4111	64	103	10	0.2	11	0.1
13	BHUVNESHWAR (RURAL)	4506	71	11	10	0.1	11	0.1
14	BHUVNESHWAR (RURAL)	4071	64	11	9	0.1	11	0.1
15	BHUVNESHWAR (RURAL)	6618	64	151	1	0.1	11	0.1
16	BHUVNESHWAR (RURAL)	5111	74	124	12	0.4	11	0.1
17	BHUVNESHWAR (RURAL)	5068	74	11	15	0.1	11	0.1
18	BHUVNESHWAR (RURAL)	6004	71	11	10	0.1	11	0.1
19	BHUVNESHWAR (RURAL)	1111	50	116	5	0.2	11	0.1
20	BHUVNESHWAR (RURAL)	5421	68	9	9	0.1	18	0.1
21	BHUVNESHWAR (RURAL)	5065	11	11	1	0.1	11	0.1
22	BHUVNESHWAR (RURAL)	5241	11	41	12	0.2	18	0.1
23	BHUVNESHWAR (RURAL)	5002	11	100	13	0.1	11	0.1
24	BHUVNESHWAR (RURAL)	5386	13	118	1	0.1	11	0.1
25	BHUVNESHWAR (RURAL)	5219	62	6	1	0.0	11	0.1
26	BHUVNESHWAR (RURAL)	6184	71	11	10	0.1	11	0.1
27	BHUVNESHWAR (RURAL)	1583	50	11	18	0.1	11	0.1
28	BHUVNESHWAR (RURAL)	7206	11	11	18	0.1	11	0.1
29	BHUVNESHWAR (RURAL)	6006	11	11	18	0.1	11	0.1
30	BHUVNESHWAR (RURAL)	5011	54	11	1	0.1	11	0.1
	<b>Total</b>	<b>201263</b>	<b>1115</b>	<b>309</b>	<b>1116</b>	<b>0.16</b>	<b>145</b>	<b>0.13</b>



## 21. Exposure visit for CWSN

State has conducted the exposure visit for CWSN along with Normal Children for 2 days at the unit cost of Rs 500/- per child. It was executed at District level to cover 100 CWSN in Each District. (With the ratio 75% CWSN and 25% normal Children), total 18000 CWSN benefited in this activity. A budget of Rs. 90.00 lakh was released and utilized for this purpose.

Exposure visits to their district would enable the CWSN to know about the geographical, physical, environmental, social & religious features & thereby to adapt themselves to the changed atmosphere situations. These types of visits especially for the CWSN help in coming out of their houses & feel relaxed.

The main objective of this activity is to make learning more attractive and this will act as an incentive for retaining the children in the mainstream.



**A file photo of exposure visit of CWSN from Bagalkot District for 2012-13**



carried out for 50 children in each camp. These camps like trekking, climbing mountains, parasailing, rope walking, etc created a sense of adventure & gave utmost happiness & thrill for the children & also create sense of co-operation among the friends. Rs 78.00 lakhs allotted for conducting this activity with unit cost Rs. 2600/- per child. Total 3000 CWSN participated in this camp.

## 24. Adventure camp for CWSN

One of the main objectives of this activity is to bring allround personality development among the CWSN with normal Children. It is first of its kind in the state for CWSN. This activity is executed in collaboration with “General Thimmaiah National Adventure academy”, which is part of Dept of youth and sports, GOK and also some relevant NGOs at District level. The duration of this camp is 3 days



**A file photo from Uttarakannada and Chitradurga Districts regarding Adventure camps for CWSN - 2012-13**

## CWSN Tracking Mechanism

During 2012-13 online software for tracking Children With Special Needs has been launched across all the Districts and Blocks and see that they complete their elementary education without any hindrance. This is available on website through online facility and the concerned IERTs are entrusted with the power to update the information periodically.

**Table No.80**  
**Progress Report**

**Total Identified CWSN 147999 @ Rs 3000 Total 4439.97 (in lakhs) for the year 2012-13**

S.No	Activities	Unit Cost	Budget Reqd(Lakhs)		Achievement		%
			Pld	Fin	Pld	Fin	
1	Assessment and re-orientation of CWSN	0.2	2.2	2.2	2.2	2.2	100
2	Training of teachers on special cases	0.2	25.51	27.05	25.51	27.05	100
3	Training of teachers on CWSN	0.4	21.17	25.65	21	25.65	100
4	Training of teachers on CWSN for children with autism	0.2	11.57	12.66	11.57	12.66	100
5	Conduct of Survey of CWSN in schools	0.2	1.94	2	1.94	2	100
6	Supply of CWSN material developed by IERTs	0.2	10.58	11.76	10	11	100
7	Material of form for IERTs submitted to the District In-charge for IERT CWSN	0.2	2.2	26.25	2.2	26.25	100
8	Study tour to Government school for teachers on CWSN in school	0.2	1.4	21.2	1.4	21.2	100
9	100% MRTP for CWSN in schools in 2012-13 (Budgeted Rs. 12.20 Lakhs)	0.02	12.01	12	12.01	12	100
10	100% MRTP for CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.007	1.00	1	1	1	100
11	100% MRTP for CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.007	1.00	1	1	1	100
12	Deployment of CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.03	2.58	26.08	2	26	100
15	Training of teachers on CWSN in schools in 2012-13 (Budgeted Rs. 2.00 Lakhs)	0.2	26.5	26.5	26.5	26.5	100
16	100% MRTP for CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.007	1.00	1	1	1	100
17	100% MRTP for CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.007	1.00	1	1	1	100
18	Deployment of CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.03	2.58	26.08	2	26	100
19	Deployment of CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.03	2.58	26.08	2	26	100
20	Deployment of CWSN in schools in 2012-13 (Budgeted Rs. 1.00 Lakhs)	0.03	2.58	26.08	2	26	100



## SPECIAL FOCUS DISTRICTS

### 1. Introduction:-

Diversity is the hallmark of Indian Society. This is true of educational scenario. There are 3 districts in the State Bidar, D.K, Gulbarga which have a high and also significant minority (Muslims) population. D.K district is a prosperous district with Muslim minorities as one of the major chunk of population.

Likewise Kolar district, population is dominated by SC. U-DISE reports reveal that the retention rate in Bangalore Rural, Belgaum, Bangalore South, Gulbarga, Kolar, Tumkur and Uttara Kannada was less than 60%. A follow up process reveals that all these districts are bifurcated. The base figure, denominator, used in 'Retention Estimates Formula' was for undivided districts while, the figure in numerator confined to the new /divided component of the district. Hence, such low rates were observed. The corrected figure shows a retention rate of over 95% in the district and across all the taluks. Hence the above districts do not qualify under the SFD category.

District	PCG					SCG			Border Area	Total
	ACR Gap	O/S/C	Gender Gap	Retention Rate	PI	ST	SC	Minority		
BNG Rural	-	-	-	:	.	.	-	-	.	1
Belgaum	-	-	-	:	.	.	-	-	.	1
BNG South	-	-	-	:	.	.	-	-	.	1
Gulbarga	-	-	-	:	.	.	-	-	.	01 -02
Kolar	-	-	-	:	.	.	-	-	.	01 -02
Tumkur	-	-	-	:	.	.	-	-	.	1
Uttara Kannada	-	-	-	:	.	.	-	-	.	1
Dakshina Kannada	-	-	-	.	.	.	1	-	.	1
Bidar	-	-	-	.	.	.	1	-	.	1
Total Ds.	-	-	-	-	.	.	2	-	.	4

**Note :-** One district may appear under two or more than 02 clusters ; but it will be counted only once as SFD district.

BNG Rural, Belgaum, BNG South, Tumkur, Uttara Kannada are identified under sub-optimal retention rate category. (total 05 districts) Gulbarga is identified under both retention rate and Minority Concentration Category (total 01 districts). Dakshina Kannada and Bidar districts are identified under higher than norm Muslim Minority Concentration (total 02 districts) Kolar is identified lender both sub-optimal retention and high concentration of scheduled caste category (total 01 district).

### 3. Progress Over view- 2012-13

Sl.No	Civil works	State target	Achievement
1	Nu.of Pw. School constructed		
2	Nu.of UPS upgraded	2	2
3	No.of New Pw. School opened	-	-
4	Nu. of New UPS upened	-	-
5	Nu.of ACR's constructed	537	115
6	Nu.of KGBV's sanctioned	7	7

### Innovative Activity- Minority

It is the constitutional right of the minorities and ethics of the majority communities to ensure justice to the minorities. Performance of Muslim Minorities on several parameters of school performance is at the lowest position. It is in this context that a few significant initiatives were taken up for minority children.

1. Chinnara Zilla Darshana- Exposure visit for minority children.
2. Adventure and Nature Camp for minority children.
3. Chinnara Agri Darshana for minority children.

**Table No. 81**  
**Progress format :-2012-13**

Sl.No	Name of the District	No. of the Blocks	INNOVATIVE ACTIVITIES FOR MINORITY CHILDREN												Total Fund Allotted	TOTAL EXPENDITURE
			CHINNARA ZILLA DARSHANA UNIT COST Rs.480/-				ADVENTURE AND NATURE STUDY CAMP UNIT COST OF Rs.2800/-				CHINNARA AGRI DARSHANA UNIT COST Rs.150/-					
			Target No. of Child	Funds Allotted	No. of Benefi- ciarie	Total Expendi- ture	Target No. of Child	Funds Allotted	No. of Benefi- ciarie	Total Expenditu- re	Target No. of Child	Funds Allotted	No. of Benefi- ciarie	Total Expen- diture		
Bidar	4	850	108	850	108	52	13	52	13	800	12	800	12	658	658	
Dakshina Kanarada	7	2400	672	1500	672	52	13	52	13	800	12	800	12	922	922	
Gulbarga	8	1450	744	1450	744	52	13	52	13	800	12	800	12	954	954	
Kedar	5	900	432	900	432	52	13	52	13	800	12	800	12	682	682	
Total	24	4700	2256	4700	2256	208	52	208	52	3200	48	3200	48	3756	3756	

**Note :-** In Gulbarga district performance was beyond target figures as the programme could be run with lower unit cost.



Children of KGF block in Devanahalli Airport on 29-12-2012



Minority Children participated in District Science Center Gulbarga on 20.11.2012



### Out of school strategies 2012-13:

The MHRD had counted the following 07 districts under lower than norm retention rate. They are Gulbarga, Kolar;. This count was incorrect as the following 05 districts had higher than norm retention rates. This was because of problems in U-DISE data analysis. 04 districts had got split into 02 districts each. Enrolment of previous year was taken in the base / denominator and attendance of the split district was taken in the numerator which led to very low values of retention rate. In reality, when the real values of the split districts were considered in both denominator and the numerator, the values of retention were observed to be more than the norm. Hence, the following 05 districts which had been identified as SFD by MHRD were in reality 'not SFD' districts : BNG Rural, BNG South, Belgaum, Tumkur and Uttara Kannada. MHRD accepted this realastification. Going by the facts in the foregoing paragraph, the OOSC survey in SFD districts was confined only to the following four districts and update is as follows.

Every year children census in the month of December ,child updation is being conducted to identify the 7-14 age group of OOSC children and the children who enrolled to schools. According to Dec 2012 school wise census 137 children are found to be out of school children in DK. Like wise 3440 in Gulbarga, 2609 in Bidar and 758 in Kolar.

DISTRICTS	OOSC children found in the school wise census
Gulbarga	3440
Bidar	2609
Dakshina Kannada	137
Kolar	758
Total	6944 Proportion to Total 51994

### Photos of Child Census in 10th to 15 of December 2012



**Child census at School level in Puttur Block Child census at Habitation level in Bantwal Block**

**Child census Paper Advertisement in Udayavani & Vijaya Karnataka**



**Child census Media conference on  
8th Dec 2012**



**Child Census Pamphlets  
Child Census Banner of Bantwal Block**

**11. KGBV's**

Education is a chief variable in the social and economic development of any nation

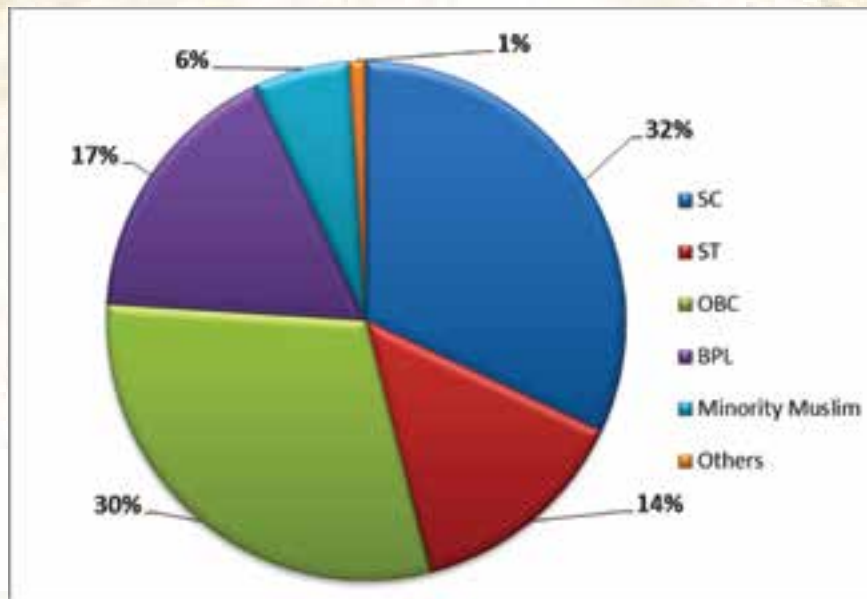
Sarva shiksha Abhiyan has provided girls education specific interventions to bring about gender equity and attainment of Universalisation of Girls Education in varied manner. Though the interventions are not all pervasive, it brings about a focused intervention to handle the hard core deprived children under its purview. In turn it works towards ensuring Universalisation of Girls Education in consensus with Right to Education

In Karnataka out of 71 KGBVs , 32 running under the MSK, 39 running under the SSA. In 24 KGBV capacity of girls is 150. In 47 KGBVs capacity of girls in each is 100. All 71 KGBV capacity of girls is 8300. During 2012-13 7892 students Studied in KGBV. KGBV provides for setting up residential schools at the upper primary level for girls belonging predominantly to the SC,ST, OBC and minority communities.



**Social category wise enrollment of girls in KGBVs is given in Annexure-6.  
Percentage of Social category wise Enrollment in KGBVs**

**Graph No.11**



It can be seen from the above graph and table that SC constitutes 32%, ST constitutes 14%, OBC constitutes 30%, BPL constitutes 17%, and Muslim Minority constitutes 6% and others constitutes 1%.

**Exclusively there are 2 KGBV's for minorities**

Districts	Blocks	enrollment of total girls in 02 KGBV's	the minority girls in the 02 KGBV's
Rachur -	Sindhuram	100	88
Koppal	Gangavathi	150	171 [ 21 more enrollments than capacity ]
02 Districts, Total	-	250	259

**Table No.82  
Enrollment of Girls in SFD district KGBVs-Caste Wise  
(as on 31st March 2012)**

Sl. No	District	Model (I, II, III)	Block	Status of KGBV (start and start)	Enrollment of girls						Total girls enrolled	Targeted Enrollment	Remarks
					SC	ST	OBC	BPL	Minority Muslim	others			
1	Bida	I	-	Start	277	183	16	41	21	1	476	400	
2	Chavara	-	-	Start	140	21	159	159	32	1	371	360	2 short
3	Koppal	I	-	Start	115	31	5	16	1	1	272	250	22 short
<b>Grand Total</b>					<b>821</b>	<b>342</b>	<b>241</b>	<b>355</b>	<b>100</b>	<b>4</b>	<b>1710</b>	<b>1750</b>	<b>40 short</b>





# CHAPTER 7

## INNOVATIONS

## INNOVATIONS

### MANAGEMENT INFORMATION SYSTEM

#### U-DISE-District Information for School Education

U-DISE is conceived as the backbone of an integrated educational management information system operating at the block, district and State level. U-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 U-DISE software according to needs of the State with the help of NUPEA, 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. The State MIS unit consists of the following personnel.

- Director (Programme)-Nodal officer
- Senior Consultant - SSA
- Joint Director (Quality)
- Junior Programme officer-MIS Co-ordinator
- System Analyst
- Computer programmers

Similarly at District level a Nodal Officer for U-U-DISE is nominated assisted by a computer programmer.

#### **New Initiative in U-DISE, 2012-13 :-**

U-U-DISE data was collected upto school level till 2012-13 with a 13 digit code. It was decided to accord a student code for every child in the system from 2012-13. A 17 digit code is used for this purpose. In order to avoid duplication of students in the data-base, the soft-ware incorporates 05 parameters which are distinct. They are : Student name, Father name, Mother's name. Date of birth of the child and the standard in which the child is studying. It is expected that all five parameters may not be the same for every student with the 2012-13 U-U-DISE data base, it is hoped that in future., the data-base will be more precise, perfect and dependable.

#### **Calendar of activities of U-U-DISE – 2012-13**

During the year 2012-13, workshop was conducted from 28-06-2012 to 29-06-2012 to all district level Nodal officers , programmers and DYPCs at State level to provide the information about U-DISE data collection process.



## SCHEDULE

Sl. No	Activity	Date	Activity Details	Responsibility
1	Finalization of the School list 2012-13	31 <sup>st</sup> July 2012	For the collection of the U-U-DISE data, school list are finalized with U-DISE code.	State / District / Taluk / Cluster level Officials
2	Finalization of U-U-DISE DCF formats for the year 2012-13.	27 <sup>th</sup> Aug 2012	Sending of finalized U-U-DISE DCF Format from NUEPA and MHRD	State Office
3	Divisional level Training for District level Officials DyPC's, BRC's and Computer Programmers.	28-08-2012 to 04-09-2012	Bangalore Division Belgaum Division Mysore Division Gulbarga Division	State Office / Mysore / Gulbarga / Belgaum district coordinators
4	Training of Block level Computer programmers in order to fill the U-U-DISE DCF formats	06-09-2012 to 11-09-2012	Bangalore Division Belgaum Division Mysore Division Gulbarga Division	State Office / Mysore / Gulbarga / Belgaum district coordinators
5	Printing of U-U-DISE DCF formats for the year 2012-13	25-09-2012 to 01-10-2012	Printing of U-U-DISE DCF formats at block level with information pertaining to all management schools from 1 <sup>st</sup> to 12 <sup>th</sup> std.	District level Officials and Block level Officers
6	Distribution of U-U-DISE DCF formats at school level and training of Head masters.	27-09-2012 to 03-10-2012	Training for heads of all the Educational Institutions for filling and checking errors in U-U-DISE DCF formats.	BEO/BRC/CRP
7	Collection of filled up U-U-DISE DCF formats from schools.	01-09-2012 to 06-10-2012	All the CRP's collect the filled up U-U-DISE DCF formats from the school	Head masters / CRP
<b>CRP WILL BE DIRECT RESPONSIBLE FOR THERE CLUSTER, COMPLETION DATA ENTRY</b>				
8	Orientation Programme to all the District Education Officers	07-09-2012 to 14-09-2012	Orientation programme through the EDUSA* for filling up of U-U-DISE DCF formats	CRP/BRC/ Programmer/DyPC
9	Data Entry Using SEMIS Software	08-10-2012 to 18-10-2012	Data entry work is carried out at block level under the supervision of CRP's and BRP's.	CRP/BRP and Block level programmer
10	Removal of Errors and discrepancies and Validation	18-10-12 to 22-10-12	Validation of the data and correction done at block level.	CRP/BRP
12	Finalization with Validation of U-U-DISE data at district level.	25-10-2012 to 30-10-12	Finalization and validating of U-U-DISE data for the year 2012-13 by comparing the data with last year.	DDPI/DyPC/ Programmer

10	Consolidating block database to district data base	10-11-2012 to 25-11-2012	10% Sample checking of the data is carried out at the district level.	DDPI/DyPC/ Programmer
11	Consolidation and Consistency checking the data at the District level and submitted to state	05-12-2012 to 25-12-2012	The Finalized data is submitted to the State office along with the certification from respective DDPI and DyPC's.	
11	Consolidation and Consistency checking of the submitted data at the State level	05-01-2013 to 28-02-2013	The data submitted by the district is cross checked and 5% sample checking is carried out at the State level.	State office
12	Submission of the data at the National level .	5/3/2013	The U-DISE data for the year 2012-13 is submitted at the National level.	State office

**The activities are as follows :-**

1. Sharing of previous year U-DISE and finalization of supplementary variables to be included in DCF-July
2. Printing of DCF and instructional manual-July
3. Training of District level officials (MIS/U-DISE coordinators at state level ) :
  - ❖ Filling DCF
  - ❖ Sharing of 5% sample check report (Previous year)
  - ❖ Training BRC/CRC for filed Scrutiny/cross checking
  - ❖ School report card on notice board.
  - ❖ Preparation of checklist and data entry into U-DISE software.
4. Training of Block/CRC level officials in filling-up of DCF, sample check, scrutiny, cross checking, school report cards and discussion on checklist of dates entry in the U-DISE software-August
5. Training of teachers/Head masters at District/Block/cluster level and distribution of DCF-September
6. Field Data collection (Ref. date 30th September 2012) by observing U-DISE week/ Fortnight.
  - Scrutiny and cross checking of 100% DCF by CRC co-ordinator-October
7. Scrutiny and cross checking of DCF by BRC level (Pre data punching checking 25%) -October
8. Scrutiny and cross checking of DCF by district level (Pre data punching check)- 5 schools from each block (all in different clusters) – October
9. Data entry using U-DISE software (If at Block level, this should be merged at district office)
10. Removal of Errors and discrepancies and validation – November, 2012.
11. Sharing of U-DISE report with BRCs, DYPCs before submission of data at state level. The sharing of information with district level will ensure accuracy and



consistency in the data (The activities to achieve the above objections may include: compilation, Report generation and sharing of reports with sub district officials and generations of school report cards) Block specific educational indicators should be posted publicity at BRC office – December

12. Submission of consistent district data to state level office-December
13. Data validation and commercials by state team-December
14. Sharing of U-DISE report with district officials before submission of data at National level
  - ❖ Check consistencies and get data validated
  - ❖ Sharing of data with district MIS in-Charges - January
15. Submission of consistent data to MHRD, TSG, NUEPA New Delhi – February
16. Data analysis at District level (Block and cluster wise) \_ February
17. Publication of time series reports and Analytical report by State level - February
18. Data analysis by State (District and block wise) \_ February
19. Publication of time series reports and analytical report by state level – February
20. Distribution and discussion of school report cards at CRC level and sharing of data at all level – March.

### **Cluster Resource Persons and U-DISE :-**

Till 2012-13, CRPs were made responsible for guidance to schools in collection of data, cross-verification of reported data and submission of data to the Block office- to the DEOs and Programmers for putting of data. However, a new arrangement was made in 2011-12 wherein CRPs would sit with the DEOs and Programmer at the Block office while they port the data to the system from the U-DISE filled in formats. The CRPs would do this for their 18 schools and ensure precision in transfer of data. The CRPs responsibility in the Blocks was staggered and a time-table drawn up. Such a measure facilitated the arrest of transmission losses from the schools to the systems at the Block offices. This arrangement was continued even during 2012-13.

U-DISE Data was extensively shared and used as a single source of data for the following activities:-

- ❖ Distribution of text books
  - ❖ Distribution of uniforms
  - ❖ Distribution of Bicycles
  - ❖ Mid-day meals
- The Data was shared between the departments like
- ❖ Health department
  - ❖ Child and women welfare department
  - ❖ Social welfare department

### **Usage of U-DISE/EMIS Data**

U-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, U-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 U-DISE/EMIS has become single source of window for Primary and Secondary education related information. District wise analytical report and District tables are published at state level. Reports are shared up to block level. AWB&P of 2013-14 plans were prepared based on the U-DISE data. The Educational Profile chapter in District plans and State plan are based on U-DISE data. Even during 2012-13, these plans used U-DISE data for getting clearance for AWP & B of MHRD for 2013-14.

## **COMPUTER AIDED LEARNING CENTRES: - Background**

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education, has several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisions are ensured. These provisions include structures to provide regular on site academic support to aid classroom instruction in which using of technology is a vital part. Computer Assisted Learning Programme has been initiated under SSA to bring changes in classroom transaction through visual media which also enforces learning through evaluation embedded in it.

Using computers for teaching and learning activities is effective. The learning levels of children who are studying in CAL schools recorded marked progress as per the feedback of field functionaries.

### **Objectives of CAL :**

- ❖ To improve achievement levels of children, attract out-of-school children to schools and also improve the attendance rate.
- ❖ To supplement the teaching instead of substituting the teachers.
- ❖ To improve the quality of teaching learning process.
- ❖ To focus on rural government school children by providing access to learning through modern technology by Integrating CAL with the school curriculum by dedicating 2 periods/week.

### **Identification of location**

- ❖ Priority to the schools located at the cluster headquarters.
- ❖ School selection will be made according to the students' strength (as per U-DISE) and where an additional room and electricity facility should be available.

## **PROGRESS DURING 2012-13**

### **CAL Hardware installation against CALC schools sanctioned**

- Out of 22567 Government Higher Primary Schools of the state, 4301 schools were supplied with computer aided laboratories for digital learning programme; which



is 19.05% schools in the State. 892979 children who are studying in Govt Higher Primary Schools are benefited from the programme upto 2012-13. Table-83 shows progress of computers & UPSs installed against CALC schools sanctioned upto 2012-13.

- Tender for the procurement of computers and UPS for the year 2012-13 has been completed. Computers and 2 KVA UPS have been supplied and installed in all the 602 CALC schools.

**Table No.83**  
**Coverage of schools under CALC**

Sl. No	District	Total eligible HPS in the district	Number of CALC schools upto 11-12	CALC schools in 2012-13	Total coverage	% coverage of schools across districts	No. of children in CALCs	Total teachers in CALC school
1	KODAGU	263	76	20	96	36.50	17257	739
2	UDUPI	363	102	20	127	33.61	22403	898
3	CHAMARAJANAGARA	412	98	20	118	28.64	25841	906
4	BANGALORE URBAN	711	180	20	200	28.13	46220	1488
5	RAMANAGARA	449	97	20	117	26.06	18782	668
6	GADAG	438	89	20	109	24.89	27250	327
7	BANGALORE RURAL	439	87	20	107	24.37	17924	795
8	DHARWAD	545	112	20	132	24.22	37413	1423
9	KOLAR	630	125	20	145	23.02	26417	960
10	CHIKKAMANGALORE	682	135	20	155	22.73	20279	1026
11	DAKSHINA KANNADA	653	120	20	140	21.44	33668	1146
17	CHIKKABALLAPURA	535	94	20	114	21.31	16804	772
13	DAVANAGERE	704	129	20	149	21.16	35359	1406
14	UTTARKANNADA	996	187	20	207	20.78	37172	911
15	HAVERI	705	124	20	144	20.43	22991	903
16	KOPPAL	571	94	20	114	19.96	39403	1060
17	MANDYA	827	145	20	165	19.95	25459	1016
18	BELLARY	835	140	20	160	19.16	54210	1316
19	YADGIRI	469	69	20	89	18.98	6890	467
20	BIDAR	731	111	20	131	17.92	28606	431
21	MYSORE	961	139	20	159	16.55	41129	318
22	HASSAN	998	145	20	165	16.53	8769	864
23	CHITRADURGA	866	120	20	140	16.17	14807	1246
24	SHIMOGA	936	130	20	150	16.03	25087	1017
25	BAGALKOT	823	111	20	131	15.92	39192	1328
26	RAICHUR	781	104	20	124	15.88	37000	248
27	GULBARGA	1003	134	20	154	15.35	48034	1354
28	TUMKUR	1319	174	21	195	14.78	28715	1328
29	BIJAPUR	105	130	20	150	14.27	30488	842
30	BELGAUM	187	198	21	219	11.70	59410	1144
	<b>TOTAL</b>	<b>22567</b>	<b>3699</b>	<b>602</b>	<b>4301</b>	<b>19.06</b>	<b>892979</b>	<b>28297</b>

## Children using Computers at CALC centers



**GHPS, Hongasandra, Bangalore South Taluk**



**GHPS, RK HeggadeNagar, Bangalore South Taluk**



**GKHPs Akkimaradi, Mudhol Tq, Bagalkot dist**



**GHPS, Mygoora, Jamakhandi**



**GHPS, Munooru, Brahmavara Tq, Udupi**



**GHPS, Kumragodu, Udupi**



**GHPS, Koderi, Bandooru, Udupi**





**Table-84**  
**Year wise achievement of CALC Fund**

Sl. No.	Financial Year	Implementation Model (by SSA/ PPP, if in PPP model please mention the Private Partner's name)	Approved Outlay	Financial Achievement (at the end of the Financial year)	Physical Achievements		
					A. Schools covered	B. No. of content titles developed	C. No. of CALC trained teachers/HMs
					A	B	C
I	II	III	IV	V	VI	VII	VIII
1	2001-02	SSA	448	448	35	20	
2	2002-03	SSA	228.76	228.76	55	-	
3	2003-04	SSA	405	405	135	-	
4	2004-05	SSA	405	405	540	40	
5	2005-06 2006-07	SSA	910	910	1000	78	1000
6	2007-08	SSA	405	405	315	-	4010
7	2008-09	SSA	1450	1450	700	-	4229
8	2009-10 2010-11	SSA	1450	1450	500	47	648
9	2011-12	SSA	1500	1500	419	-	9490
10	2012-13	SSA	1500	1500	602	-	
<b>Total Achievement</b>					<b>4301</b>	<b>185</b>	<b>19377</b>

**Orientation of Teachers under Teachers' Training component**

- One Nodal officer from the DIET ET wing, one BRP (Science) from BRC level and one TGT teacher and one Block Junior Programmer from each district 4 MRPs (total 120 MRPs) have been oriented for 6 days training as Master Resource Persons at state level by Resource Persons, representatives from Intel Technology, IT for Change and from Department during 2012-13.
- o Six days orientation includes 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. 6 days has been designed for 3 days on training module "SUDEEPTHI" and 3 days on training module "UBUNTU".
- o These trained MRPs act as Resource Persons at their district level and they imparted 6 days training in two phases through DIETs. The training module being developed during the present year will be utilized 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.
- o 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.
- Table-3 shows the training imparted on CAL upto 2012-13: 6 days training has been imparted to 6275 CAL teachers which include hands on training to introduce them to the basics of computers and computer based education and also orientation for effective utilization of e-contents through concerned DIET during 2012-13.

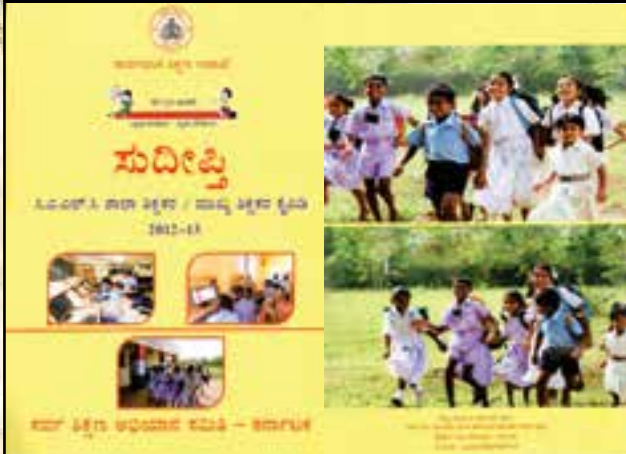
- 2 days maintenance / refresher training for 3215 head teachers have been imparted to all the CALC schools and totally 13155 teachers and 6222 head teachers have been oriented on CAL during 2012-13.
- These 6 days has been designed for 3 days on training module “SUDEEPTHI” and 3 days on training module “ÜBUNTU”.

**TABLE-85**  
**Training imparted on CAL upto 2012-13**

Sl. No	District	Total HPS in the District	Number of CALC schools upto 2012-	No. of Teachers/ HMs trained till 2011-12		No. of Teachers/ HMs trained during 2012-13		Total Trained Teachers/ HMs	
				Teachers	HMs	Teachers	HMs	Teachers	HMs
1	BAGALKOT	823	31	58	124	40	124	98	248
2	BANGALORE RURAL	439	07	174	87	207	107	381	194
3	BANGALORE URBAN	711	200	506	106	212	106	718	212
4	BELGAUM	1871	219	150	118	339	176	489	294
5	BELLARY	835	60	211	69	344	170	555	239
6	BIDAR	731	131	320	111	165	20	485	131
7	BIJAPUR	1051	50	334	0	250	134	584	134
8	CHAMARAJANAGARA	412	18	66	66	236	118	302	184
9	CHIKKABALLAPURA	535	14	188	94	228	114	416	208
10	CHIKKAMANGALORE	682	55	250	0	133	85	383	85
11	CHITRADURGA	866	40	126	71	201	50	327	121
12	DAKSHINA KANNADA	653	40	790	297	280	140	1070	437
13	DAVANAGERE	704	49	129	129	298	150	427	279
14	DHARWAD	545	32	98	49	268	132	366	181
15	GADAG	438	09	137	0	35	17	172	17
16	GULBARGA	1003	54	268	134	209	128	477	262
17	HASSAN	998	65	133	133	330	151	463	284
18	HAVERI	705	144	248	124	288	144	536	268
19	KODAGU	263	96	150	75	190	95	340	170
20	KOLAR	630	45	763	117	60	20	823	137
21	KOPPAL	571	114	188	94	40	20	228	114
22	MANDYA	827	165	186	127	308	159	494	286
23	MYSORE	961	59	278	139	40	20	318	159
24	RAICHUR	781	24	208	104	248	124	456	228
25	RAMANAGARA	449	17	173	93	204	99	377	192
26	SHIMOGA	936	150	64	28	147	115	211	143
27	TUMKUR	1319	95	203	185	392	185	595	370
28	UDUPI	363	22	206	103	246	123	452	226
29	UTTARA KANNADA	996	207	137	161	297	169	434	330
30	YADAGIRI	469	89	138	69	40	20	178	89
<b>Total</b>		<b>22567</b>	<b>4301</b>	<b>6880</b>	<b>3007</b>	<b>6275</b>	<b>3215</b>	<b>13155</b>	<b>6222</b>



### Sudeepthi Teachers' Training Module



Training module "SUDEEPTHI" developed at the State level in collaboration with various organizations working in the field of Computer Education & distributed to 602 schools during 2012-13

### Ubuntu Teachers' Training Module

Training module "UBUNTU" (Public Software) printed at State level, developed and collaboration with IT for Change for the training of MRPs/ Teachers at State/district level & distributed to all the 4301CALC schools during 2012-13



### Training conducted for Teachers at various districts during 2012-13:



Teachers' Training at DIET Bijapur DIET



Training at Koppal DIET



Teachers' Training at DIET Kamalapur, Gulbarga District



### Teachers' Training at DIET Koppal District

Software being used (E-Contents)/ Teaching-Learning Materials developed and used so far:

**Table-86**  
**Tally across subjects and Standards**

Standards ⇔	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Subjects ↓</b>					
Kannada	11		.	.	.
Hindi	7		-	.	.
English	8		.	.	.
Science	21		33		
General Science	11		.	.	.
Social Science	12		-	.	.
Mathematics	39		10		
EVS	17	.	.	.	.
Co-curricular	8		-	.	.
Group Teaching Learning	-	.	6		
Life Skill	-	.	10		
<b>Total</b>	<b>134</b>		<b>59</b>		

### Abstract of E-content by Agency

Agency	APF	EDC/DSE RT	EDC	Total
Nu. of contents	97	37	59	193

### E-contents (software) used in Computer Aided Learning Centers

Sl.No	Developed by	Content List
1	APF-1	<b>English :</b> <ol style="list-style-type: none"> <li>1. Deeds of courage</li> <li>2. Friendly Animal</li> <li>3. Girish weds Harini</li> <li>4. Journey on the Clouds</li> <li>5. Rickatoo greets you</li> <li>6. Tell a tale</li> <li>7. The cruel king</li> <li>8. Troublesome twins</li> </ol>



		<p><b>Hindi:</b></p> <ol style="list-style-type: none"> <li>1. Daaku</li> <li>2. Giluka vivah</li> <li>3. Hubahu</li> <li>4. Khel male</li> <li>5. Mysore mein ek din</li> <li>6. Parakrami vikram</li> <li>7. Swatantra divas</li> </ol>
		<p><b>Kannada:</b></p> <ol style="list-style-type: none"> <li>1. Aata paata</li> <li>2. Akshara bandi</li> <li>3. Janapada sampathu</li> <li>4. Kathe Upakate</li> <li>5. Mysorinalli ondu dina</li> <li>6. Oorige bantu circus</li> <li>7. Payana</li> <li>8. Puttuvina Madhuve</li> <li>9. Shaikshanika Pravasa</li> <li>10. Swatantra Dinacharane</li> <li>11. Vikramana Parakrama</li> </ol>
2.	APF-2	<p><b>EVS:</b></p> <ol style="list-style-type: none"> <li>1. A day with maya</li> <li>2. Citizenship</li> <li>3. Latitude and Longitude</li> <li>4. Magic potion-1</li> <li>5. Magic potion-2</li> <li>6. Shambus green friends</li> <li>7. The story of a seed</li> <li>8. Chhoo mantar</li> <li>9. Chhoo mantar returns</li> <li>10. Earthy worthy</li> <li>11. Local self-government</li> <li>12. Motis lesion on safety</li> <li>13. The magic of light</li> <li>14. Vikram and bethal</li> <li>15. In the jungle</li> <li>16. On battle field with wbc</li> <li>17. The mystery of shadow</li> </ol>
		<p><b>General Science:</b></p> <ol style="list-style-type: none"> <li>1. A dream come true</li> <li>2. Cave and hidden treasure</li> <li>3. Robbery at science museum</li> <li>4. The joy of duty</li> <li>5. Building science museum</li> <li>6. Mansion and measurement</li> <li>7. The bean chronicle English</li> <li>8. Trip to village fair</li> <li>9. Buzz and boond</li> <li>10. Prince and his brave friends</li> <li>11. The bean chronicle kannada</li> </ol>

		<p><b>Social Science:</b></p> <ol style="list-style-type: none"> <li>1. India and her neighbors</li> <li>2. Rivers of India</li> <li>3. Weather and climate</li> <li>4. Weather and climate-Uttarkhand</li> <li>5. Africa</li> </ol>
		<p><b>Co-Curricular:</b></p> <ol style="list-style-type: none"> <li>1. Eye care</li> <li>2. Managing small business</li> <li>3. Fan</li> <li>4. How things works - computers</li> <li>5. How things works - Telephone</li> <li>6. How things works – Television</li> <li>7. Solar system</li> <li>8. Know your vitamins</li> </ol>
3	APF-3	<p><b>Mathematics:</b></p> <ol style="list-style-type: none"> <li>1. A day with kadooji</li> <li>2. Adventure –LCM &amp; LCF</li> <li>3. Angle Tangle</li> <li>4. Average</li> <li>5. Brain storm</li> <li>6. Chatur char</li> <li>7. Children day out</li> <li>8. Children’s day</li> <li>9. Children’s day1</li> <li>10. Division</li> <li>11. Eco day</li> <li>12. Fractions</li> <li>13. Fun with Chinchoo</li> <li>14. Grandpas Journal</li> <li>15. Magic Box</li> <li>16. Magic Marbles</li> <li>17. Mitu the smart guide</li> <li>18. Mixing Fixing</li> <li>19. Nature Adventure</li> <li>20. Out dream school</li> <li>21. Perimeter</li> <li>22. Place Value</li> <li>23. Profit and Loss</li> <li>24. Rainbow toys</li> <li>25. Ravi’s dream</li> <li>26. Ravi’s dream</li> <li>27. Rikki’s Adventure</li> <li>28. The dream boat</li> <li>29. Trip to Kolkata</li> <li>30. Visit to an orchard</li> </ol>
4	EDC & DSERT-1	<p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. Blood circulation – class-6</li> <li>2. Bones and Muscles – class-6</li> </ol>



		<ol style="list-style-type: none"> <li>3. Day and Night – class 4-5</li> <li>4. Digestive system – class-6</li> <li>5. Digestive system – class- 4-5</li> <li>6. Earth – class-4-5</li> <li>7. First Aid-1– class-4-5</li> <li>8. First Aid-2– class-4-5</li> <li>9. Force 1 - class-4-5</li> <li>10. Force 2 - class-4-5</li> <li>11. Keetagalu 1 - class-4-5</li> <li>12. Keetagalu 2 - class-4-5</li> <li>13. Levers – class -4-5</li> <li>14. Light - class -4-5</li> <li>15. Moon- class -4-5</li> <li>16. Nela Jala Gaali class -4-5</li> <li>17. Nervous system - class -4-5</li> <li>18. Photosynthesis – class-6</li> <li>19. Respiration – class 6</li> <li>20. Water – class 4-5</li> <li>21. Wind – class-4-5</li> </ol>
<b>5</b>	<b>EDC &amp; DSERT-2</b>	<p><b>Social Science:</b></p> <ol style="list-style-type: none"> <li>1. Gommata Thorida Jaina Darshana – class 4-5</li> <li>2. Jaataka Kathe Heluva Buddha Charite – class 4-5</li> <li>3. Kadala Daarigalu Kanisuva Itihaasa – class 4-5</li> <li>4. Shasana Saaruva Itihaasa – class 4-5</li> <li>5. Shilpa Nudiyuva Itihaasa</li> <li>6. Vaaniya Vahiyalli Itihaasa – class 4-5</li> <li>7. Vachana Odina Itihaasa – class 4-5</li> </ol> <p><b>Mathmatics:</b></p> <ol style="list-style-type: none"> <li>1. Bhinnaraashi and Dashamamsha-class 4-5</li> <li>2. Enikeya Aata – class 4-5</li> <li>3. Gunakaara – class -4-5</li> <li>4. Kaleyuvudannu kali-class 4-5</li> <li>5. Koodona Baa – class 4-5</li> <li>6. LCM and HCF – class 4-5</li> <li>7. Niranthara Ganita – class 4-5</li> <li>8. Place Value – class 4-5</li> <li>9. Sari Sarasari – class 4-5</li> </ol>
<b>6</b>	<b>Education Development Center(EDC): Group Teaching Learning (GTL)</b>	<ol style="list-style-type: none"> <li>1. Fun with Geometry</li> <li>2. Pranigala Anweshana Kalika Aata</li> <li>3. Hygiene and Sanitation Learning Game</li> <li>4. What is U-DISEase – Learning Game</li> <li>5. Parisara Vyavaste Mattu Vasastana</li> <li>6. Physics in Action</li> </ol>
<b>7</b>	<b>Life Skill – Balona Banni</b>	<ol style="list-style-type: none"> <li>1. Episode1: Introduction</li> <li>2. Episode2: Time Management</li> <li>3. Episode3: Negotiation</li> <li>4. Episode4: Vision</li> <li>5. Episode5: Goal Setting</li> <li>6. Episode6: Values &amp; Beliefs</li> </ol>

		<ol style="list-style-type: none"> <li>7. Episode7: Gender Sensitivity</li> <li>8. Episode8: Holistic Health</li> <li>9. Episode9: Communication</li> <li>10. Episode10: Last Episode</li> </ol>
8	EDC	<p><b>Cells: Kannada Video Series</b></p> <ol style="list-style-type: none"> <li>1. Building Blocks</li> <li>2. Parts of the cell</li> <li>3. Understanding the functions of cell membrane</li> <li>4. Experiments with cell membrane</li> <li>5. Working together.. Cells, Tissues and Organs</li> </ol>
9	EDC	<p><b>Food: Kannada Video Series</b></p> <ol style="list-style-type: none"> <li>1. Food as the source of energy</li> <li>2. I am what I eat</li> <li>3. Exploring connections: Food, culture and Traditions</li> </ol>
10	EDC	<p><b>Force &amp; Motion: Kannada Video Series</b></p> <ol style="list-style-type: none"> <li>1. Types of forces</li> <li>2. Newton's laws of motion</li> <li>3. Exploring connections: simple and complex machines</li> </ol>
11	EDC	<p><b>The Magic of Numbers: Kannada Video Series</b></p> <ol style="list-style-type: none"> <li>1. Numbers in everyday life</li> <li>2. All about fractions</li> <li>3. Exponents and square roots</li> </ol>
12	EDC	<p><b>Seeing the Light!: Kannada Video Series</b></p> <ol style="list-style-type: none"> <li>1. Discovering shadows</li> <li>2. Bouncing light with reflections</li> <li>3. Bending light with refraction</li> <li>4. A world of colours</li> <li>5. How our eyes work</li> <li>6. Optical Illusions</li> <li>7. Experiencing optical illusions</li> </ol>
13	EDC	<p><b>Cells: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Cell structures</li> <li>2. Types and parts of cells</li> <li>3. Understanding the purpose and functions of organelles</li> <li>4. Cell organelles and their functions (Part 1)</li> <li>5. Cell organelles and their functions (Part 2)</li> </ol>
		<p><b>Food: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Exploring food as a source of energy</li> <li>2. I am what I eat</li> <li>3. Constructing a balanced diet</li> <li>4. Me and my health</li> </ol>
		<p><b>Force &amp;n Motion: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Relationship between distance, speed, time, velocity and acceleration</li> <li>2. Exploring types of motion</li> <li>3. Exploring connections: simple and complex machines</li> </ol>



	<p><b>Geometry: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Understanding angles and their properties</li> <li>2. Constructing triangles</li> <li>3. Properties of circles</li> </ol>
	<p><b>Light: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Overview of light and its properties</li> <li>2. Exploring light phenomena: reflection and absorption</li> <li>3. Exploring light phenomena: reflection and retraction</li> </ol>
	<p><b>Numbers: Kannada Audio Series</b></p> <ol style="list-style-type: none"> <li>1. Positive and negative numbers</li> <li>2. Exploring the commutative property (addition and multiplication)</li> <li>3. Understanding and applying fractions</li> <li>4. Understanding and applying decimals</li> </ol>

Teachers are trained and directed to use these teaching learning materials in schools while teaching their subjects accordingly.

**Supply of Audio and video content (Including GTL and MM kits) in the form of DVDs :**

All the Multi Media Kit DVDs(MM Kit), Group Teaching Learning (GTL) software and Educational Videos developed in collaboration with various agencies are placed in 13 DVDs and One set of 13 DVDs are duplicated and supplied to all the computer aided learning schools and KGBV schools. The schools can use the Audio and Video content whenever they require for teaching and learning process. The training has been provided to all the teachers of the concerned schools on the usage of the content.

**13 Educational DVDs replicated and supplied to all the CALC schools**





**Life Skill – Balona Banni**

1. ਸ਼ਿਕਸਾ  
2. ਸੰਗਠਨਕਮ ਚਲਾਉਣਾ - ਸਕੂਲ  
3. ਚੰਗੇ ਚੰਗੇ  
4. ਚੰਗੇ ਚੰਗੇ  
5. ਸਕੂਲ  
6. ਸਕੂਲ  
7. ਸਕੂਲ ਸਕੂਲ  
8. ਚੰਗੇ ਚੰਗੇ ਸਕੂਲ  
9. ਚੰਗੇ ਚੰਗੇ ਚੰਗੇ ਸਕੂਲ  
10. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ ਸਕੂਲ  
11. ਸਕੂਲ  
12. ਸਕੂਲ ਸਕੂਲ

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Science**

1. ਸਕੂਲ ਗੁਰੂਕਮ - ਚੰਗੇ - 1,2,3  
2. ਸਕੂਲ ਗੁਰੂਕਮ - ਚੰਗੇ - 1,2,3  
3. ਸਕੂਲ - ਚੰਗੇ - 1,2,3,4  
4. ਲਈ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3,4

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Science**

1. ਸਕੂਲ 4 ਚੰਗੇ - 1,2,3,4  
2. ਸਕੂਲ 7 ਚੰਗੇ - 1,2,3,4,5  
3. ਸਕੂਲ 8 ਚੰਗੇ - 1,2,3

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Mathematics**

1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3

$x+y=$

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Group Teaching & Learning**

1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
4. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ

English  
1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
4. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ

Hindi  
1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
4. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Interactive Games**

1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
4. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Science**

1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3  
4. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3  
5. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2  
6. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1  
7. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ - ਚੰਗੇ - 1,2,3

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ

**Science**

1. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
2. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ  
3. ਸਕੂਲ ਚੰਗੇ ਸਕੂਲ

ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ  
ਕਾਨਸਲਟਿੰਗ ਸੇਵਾਵਾਂ





## Multimedia Package:

The multimedia kit is aimed at higher primary schools targeting classes 6 to 8th. It aims at improving the learning gains in students as well improving the classroom transaction of teachers. The decision was made to design audio (cassettes or CDs) and video (cassettes or DVDs) materials that would be used off the air and supported by print guides. The off-air mode allows for pauses and repetitions while at the same time not saturating the airwaves.

The three areas for professional development identified while designing the module are: Facilitation skills, collaborative learning, and questioning skills.

Each module is divided into 3 to 4 parts. The actual recording of each audio part is about 20 to 25 minutes excluding the pauses. Since the programmes are done off air, teachers have the liberty to get the pause time required to do the activity depending on the condition of the class. The segments in the audio are designed in such a way that each segment compliments the other and at the same time stands alone. This provides the freedom for the teacher to choose what they need for their class.

To help the teachers to implement both audio and video programmes effectively, a teacher guide is provided in the kit. This guide includes the activities of the audio programme titled 'Topic overview' additional resources related to the module titled 'Extending Ideas', Student project page and student worksheet.

## Group Teaching and Learning Software (GTL)

GTL embraces a whole class or group learning environment on a single computer; supports the teacher; and integrates various pedagogical approaches such as games and competition, peer-to-peer cooperative learning, group discussion, familiar characters and songs, and locally stylized animation and audio samples.

The GTL intervention shows that computer technology can produce learning gains and increase motivation if it is compatible with and emerges from the environments and current conditions in which students live and learn. The GTL method of using multimedia technology in a group attempts to build bridges and create simple ways to maximize the effectiveness of technology, to leverage proven pedagogical strategies, and customize to the environment joyful interactive learning.

## Educational-content development during 2012-13

Karnataka State has revised the curriculum on the basis of NCF-2005 in 2011-12 and prepared revised text books in phased manner. The text book society of Karnataka printed 5th and 8th standard text books for the year 2011-12. Teachers and students are using in classes. Accordingly, the DSERT has taken steps to identify the hard spots in the revised curriculum. For this a Technical Advisory Board has been constituted by the government chaired by Dr. Venkateshmurthy a well-known litterateur and poet along with other expert members from All India Radio, Information Department, Art and culture.

The DSERT has marked 50 Tele lessons of V and VIII std on each subject for 05 subjects and developing e-contents to CALC classes. Accordingly the plan of action is submitted as under:

- The e-content contains on 05 subjects each 05 lessons in one DVD for V standard and 5 DVD for VIII for each CALC school.
- E-content DVD will be prepared and supplied by the expert selected film makers.
- E-content telefilms will have good resolution, clarity, subject content and activities through animations.
- Conducting workshops for CALC schools head teacher, BRC, BRP and CRPs on these hard spots.

### **Third party assessment of the CAL**

Study of efficiency in implementation of CALC plans across the years, efficient functioning of computer laboratories in the CALC schools of the State, adequacy and quality of DVDs in relation to the curricular needs across subjects, utilization levels of computers and commitment of trained teachers in CALC schools to facilitate computer-mediated pedagogy, functioning of UPS and AMC arrangements in CALC schools, computer assisted assignments and projects by students, adequacy and quality of training given to teachers / Head Teachers by DIETs, competence of Master Trainers for CALC training in DIETs, Monitoring of CALC schools by BRCs / DIETs, field-level problems in CALC schools along with provision and functioning of grievance redressal mechanisms, review of training module in light of CAI expectations, and finally prospects for development of a road-map for setting up of meaningful, efficient and effective CALCs in HPS schools in future. In this aspect tender has been floated and finalized to assessment of CAL.

Case studies will confine to 12 schools at 03 schools per division, which includes 03 categories. So far inception study report is received, which includes scope of work discussed & finalized with key stakeholders and the sampling methodology. Study on CALC effectiveness on schools, teachers and children of third party assessment in our state is under progress.

### **Augment CAL in elementary schools:**

Issues related to power supply in the rural government schools has been a major setback in the implementation of the programme inspite of regular service visits to schools. Most of the service related calls are UPS related and the UPS are getting discharged for not getting sufficient power to get charged and provide backup. Teachers and children are unable to use computers due to this problem in power supply. State has been taking various steps to empower teachers in using computers in teaching and learning process. Content CDs developed in co-ordination with the department by APF and EDC have been extensively used which are effective both in teaching as well as in assessing the learning outcomes.

SSA State Office had entered into a MoU for AMC for all CALC schools of 2009-10 to 2011-12. Districts were directed to get AMC at their level for CALC schools from 2001-2008-09.

However, there are 2780 CALC from 2001-02 to 2008-09. Since these computers and UPS are not under warranty and these computers & UPS with batteries are 7 years



old. Many of the computer components like monitor, key board, mouse, etc., are under repairs. More than 32% computers and components have to be repaired & all the above centers require AMC (Annual Maintenance Contract). AMC has been taken up at District level for those computers and UPS which are not under warranty.

***“Everyone’s effort is needed to implement educational technology in classroom. Let us all attempt to achieve this”***

## **Distance Learning Initiatives**

### **Distance Education Programmes :-**

#### **To improve the quality of education at the elementary level by.**

- Using innovative, pedagogy-based & technology-based tools in the classroom and teacher training.
- Fostering state-level systems that sustain the use of the tool.

#### **Features of DEP in the State of Karnataka**

- Unique interventions that specifically target dual audience viz. teachers and students.
- Programs are focused on pedagogical principles like child-cantered learning, critical thinking and cognitive and emotional development.
- Ensure active learning through well designed program activities and multiple.

#### **Technologies for Teaching and Learning**

- Innovative teacher training programs.
- Development and adaptation of appropriate teaching learning materials, complementing the lessons with games, activities etc.
- Emphasizing the need for making learning a joyful experience.
- Orientation of parents, community and local NGOs on the need for creating a conducive atmosphere for learning.

## **Interactive Radio Programmes (IRI Programmes)**

The programme aims at quality improvement in teaching in primary schools, through empowerment of our teachers to use popular media in academic work and enable them to teach using innovative teaching methods using music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning.

<b>Classes</b>	<b>Name of the Programme</b>	<b>Subjects covered</b>	<b>Broadcast timings</b>	<b>No. of Programmes</b>
I-III	Chimara Chukki	Kannada, English, Environmental Science	02-35pm to 03.05pm from Monday to Friday	133
IV-V	Chukki Channa	Kannada, English, Mathematics, Social Science	12-00 noon to 12.30pm from Monday to Friday	133
VI-VII	Keli-Kali	Kannada, English, Mathematics, General Science and Social Science	11-30am to 12-00 noon from Monday to Friday	133

## 1. Radio and T.V phone-in-Programme.

- a. Department officials and experts are interacting with teacher, parents and community members through Radio and T.V on various programme and schemes of the department.

## 2. Radio Programme Time Table:

Name of the Programme	Day	Time
Shikshana Sanchalana	Every Wednesday	7.15am to 7.30
Shikshana Samvadha (Live Programme)	Every Second Thursday	9.30pm to 10.30pm

Total No. of phone-in-programmes in 2012-13 → 10 programmes

Total No. of Sarva Shikshana Sanchalan → 43 programmes

## Edusat

Primary Education plays a vital role in the all-round development of the child. To give basic education to the child there should be a child friendly atmosphere in the school. To impart effective learning to child and also for universalization of the primary education, Department has planned different curricular activities. One among these activities which is supportive and innovative to learning is EDUSAT programme.

EDUSAT is an educational programme through Satellite. The Primary Education project in Distance mode is being implemented in collaboration with Indian Space Research Organization (ISRO) Government of Karnataka (GOK) and various other agencies. Studio, Hub and up linking facilities have been set up at Department of Sate Educational Research and Training (DSERT), Bangalore. EDUSAT programme has been launched in 2004-05.

EDUSAT programme is now operational in 885 elementary schools in Chamarajanagar, 885 elementary schools in Gulbarga, 406 elementary Schools in Bangalore Rural & 427 elementary schools in Ramanagar which covers 3,90,000 children, 1000 teachers and 2,000 educational functionaries.

### ***The following materials have been provided by ISRO to elementary schools to run the EDUSAT project:***

Receive only Terminal (ROT) : a solar power pack: a 29 colour TV with lockable TV box: UPS and the batteries are installed in these schools. The solar power panel g has helped to overcome problem in rural areas.

DSERT identified the hard spots in each subject from classes III to VIII with the help of class room teachers and subject experts. Scripts prepared were given to professional film makers for making video lessons. 458 video films have been prepared under the supervision of an expert committee.

Two video lessons are telecast everyday-the lesson from 2.00 P.M to 2.30 PM and the second lesson from 3.30 PM to 4.00PM. The telecast of the lesson in the afternoon has helped maintain full attendance in schools. On Saturdays on first session of telecast is 10.00AM to 10.30AM and second session is from 10.40 AM to 11.00AM. 229 Receive.



229 ROTs have been provided by SSA to all officers of Deputy Directors of public Instruction, (DDPI), DIETs and Block Resource Centres (BRCs) in Karnataka. This will help in taking up teacher training programme through teleconferencing. Teleconferencing has been started from DSERT studio from FEB-06. The training modules for the in service training for teleconferencing have been provided by (DSERT). Karnataka has pioneered the Distance Education concept in both primary and teacher's education sectors in the country through the Edusat project.

DSERT has established a multipurpose studio in its premises. A major Portion of the equipment for the studio has been donated by Education Development Centre (EDC) Washington. This studio is used for live telecasts.

The Hub and telecast facility is also located at DSERT. The facility is also shared by the Vishveshwarayya Technological University which is connected to 100 Engineering colleges in the state through the Edusat facility.

In the primary education project, every school is given a teachers hand book. It contains the telecasting schedule which helps the teacher to integrate the video lesson in class room teaching.

**The hand book contains for every video lesson:**

- The objectives of the video lesson
- The pre telecast activities that the teacher has to do for this lesson
- The content of the video lesson
- The post telecast activities
- Evaluation

**IMPACT OF EDUSAT PROGRAMME**

- The launch of EDUSAT programme has helped in providing quality instruction through video programmes to students studying in interior villages.
- The students have benefited from the video programme delivered through the satellite.
- Significant improvement in enrolment and attendance in these schools.
- Reduction in drop outs
- Increased interaction among students and teachers.

**THE VISION:**

**The programme aims to:**

- Bring in quality improvement in classroom transaction
- Make learning child centered, interesting & motivating
- Supplement class room teaching with audio-visual support
- Take the children through real life situations
- Ensure that hard spots in every subject are easily understood by the children.
- Provide additional inputs in non-curricular areas for the overall development of children.
- Encourage teacher to develop Teaching Learning Materials and use them effectively in the class room.

### **FUTURE EDUSAT PROGRAMME:**

1. Production of subject wise video films in Kannada (first language) English, Urdu as a minority language, Maths, General Science and Social Science and revision of films.
2. Replacement of Edusat equipment in the existing project schools.
3. Extension of EDUSAT programme in remaining districts.

### **ROT's Installation for Teacher Training and Kasturba Gandhi Balika Vidyalaya (KGBV)s:**

1. Block Resource Centres, DIETs and District Project Office (DPO) were provided with ROTs and SP P. This helps to conduct In-service Teacher Training through telemode and also help them to get teleconference programmes telecasted from the State.
2. ROTs and SPP have been installed in KGBV's to watch Edusat lessons.
3. State office is equipped with video conferencing facility which is used for the review of the SSA Programmes.

### **Satellite Interactive Terminals:**

ROT provide one way video and two ways audio but SITs have an advantage over (ROT)s with two way facility. All the DIETs have been provided with SIT in collaboration with ISRO and VTU.

SITs have helped SSA and the department in conducting more meaningful interactions with the personnel on the over end. This has increased the commitment and involvement of the district officials. The programmes are useful in training teachers and review the progress of the districts.

### **DEP-SSA, IGNOU Teleconference**

During the year 2012-13 two satellite based Teleconference training programme were organized by DEP SSA, IGNOU, New Delhi.

#### **The two programmes conducted in Karnataka State were**



#### **The two programme conducted in our state were**

1. Teleconference training programme on CCE and RTE was conducted in Bangalore Rural DIET, Rajajinagar from 10.12.2012 to 14.12.2012





2. 30 Teachers/Resource persons participated in the Teleconference.
3. The participants came to know how to adopt CCE in class room transaction and evaluation as an integral part of training and learning process
4. The role of teachers, parents, SDMC and local bodies in implementing RTE in the State.
5. The role of teachers, parents, SDMC and local bodies in implementing RTE in the State.
  - The second teleconference regarding WIKI-CAL workshop was organized in DIET Dharwad from 07.01.2013 to 11.01.2013.
  - 30 teachers were participated in the Teleconference
  - The participants came to know how to use MS word in class room transaction
  - Use of Excel in creating student file regarding mars card
  - Use of multimedia in Power Point Presentation.



### **Teachers Participating in WIKI-CAL workshop in Dharwad DIET**

- Teacher were able to prepare Power Point Presentation in subjects such as Kannada, English, Maths, Science, Social studies.
- Overall the teacher were very much impressed as their power point presentation was broadcasted in Gnyana Darshan Cahnnel.







# CHAPTER 8

## CIVIL WORKS

## SCHOOL INFRASTRUCTURE

### Status of School infrastructure in Schools

Under the SSA, Karnataka State has seen massive infrastructure development at school level. Apart from opening of new schools, SSA has also provided basic facilities in existing schools. There has been a considerable rise in the availability of basic facilities in schools including increase in percentage of schools having drinking water facility. Girls' toilets are now available during 2012-13 in 44629 schools. SSA, Karnataka in its due course of implementation of RTE Act is making its efforts towards ensuring creation of the school infrastructure facility as specified in the Schedule to the RTE Act, which in turn would be creation of Social Infrastructure.

### Progress over view of School Infrastructure (Civil Works) since inception of SSA

Of the total 2562243 physical components, 2124963 have been completed and 437309 are in progress. The total allocation for 2562243 components was RS. 285656.760 lakhs of which Rs. 261500.396 lakhs have been expended. The Cumulative Progress of various civil work components from the year 2001-02 to 2012-13 is as shown Below:





**Table 87**  
**Cumulative Civil Works Performance (2001-02 to 2012-13)**

Sl. No.	Activity	Targets	Completed	In progress	Allocation	Expenditure
1	BRC's	90	90	0	540	540
2	Augmentation of training facility in BRC's (2010-11 RTE)	152	143	9	760	735.75
3	CRC's	1411	1409	0	2822	2820
4	New primary schools	3736	3611	106	20277.925	19842.49817
5	Buildingless schools (PS)	4	0	4	85.6	20
6	Dilapidated buildings (PS)	0	0	0	0	0
7	New upper primary school/strath	10	1	9	156	93.6
8	Buildingless schools (UPS)	1	0	1	15.6	5
9	Dilapidated buildings (UPS)	0	0	0	0	0
10	Refurbishing of existing surplus room to create residential facility	495	263	142	1980.45	1635.162
11	Additional class rooms (Primary)	53327	49532	3297	157574.09	144810.338
12	Upgraded primary additional class rooms	776	1415	39	2903.76	4665.453
13	Additional class rooms for adding up	2272	617	1655	12382.4	7768.016
14	Additional class rooms (Metro city)	413	413	0	2092.5	2092.5
15	Toilets (primary) (upper primary)	24524	24471	93	6506.7	6004.4
16	Girls toilets	22799	22541	258	10237	11038.95
17	CWSN toilets	5306	1037	1269	2653	2270.85
18	Incinators to school	2217	1405	812	155.19	117.74
19	H.M. Rooms (U. primary)	6103	5736	132	25543.85	24290.566
20	H.M. Rooms (primary)	267	386	116	1197.8	1412.009
21	Residential hostel (construction)	5	0	5	762.65	0
22	Drinking water (primary) (upper primary)	22861	22856	5	2501.8	2501.8
23	Compound wall (primary) (upper primary)	3717	3717	0	1860.4	1860.4
24	Boundary wall		0	0		0
25	Boundary wall (2012-13 in int.)	610293	297042.4	100130	10680.128	7743.5805
26	Electrification	50608	50593	11	2530.4	2529.8
27	Child friendly elements (Ramps)	1875	1875	0	445.75	445.75
28	Ramps with handrails	1071	499	572	160.65	96.3
29	Major repairs (primary)	5094	3798	580	3602.024	2824.9298
30	Major repairs (u. primary)	2131	1881	926	2211.048	2006.534
31	Furniture	1642123	1529121	113299	8212.115	5911.61
32	Library (Primary)	31053	30780	0	931.59	908.4
33	Library (U. Primary)	22761	22727	0	2276.1	2272.7
34	Fire extinguisher	44538	44538	0	890.76	890.76
	<b>Total</b>	<b>2562243</b>	<b>2124963</b>	<b>437309</b>	<b>285656.76</b>	<b>261500.3965</b>

The Progress of various civil works components for the year 2012-2013:

**Table No.88**

**The total allocation for the year 2012-13 is as shown in the table below:**

Total budget allocation for 2012-13 (fresh works including supplementary and spillover together), as per PAB 2012-13							
S.No	Intervention	Spill over		Fresh Outlay		Total Outlay	
		Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
1	<b>Civil Works</b>						
1	New Primary School (Rural)	15.24	21.4	0	0	0	15.24
2	New Upper Primary (Rural)	250.544	15.6	0	156	0	406.544
3	Additional Class Rooms for Adding V.A.II	0	5.45	2272	2382.4	2272	12352.4
4	Building Less (Phy)	0	2.4	4	85.6	4	85.6
5	Building Less (Fi)	0	15.6	0	15.6	0	15.6
6	Additional Class Rooms (Rural)	671.012	5.45	23.08	13052.24	23.08	6772.162
7	Additional Class Rooms (Urban)	224.445	5.45	898	4804.1	898	5128.545
8	Toilet Urinals (for children only)	0	1.1	442	486.2	442	486.2
9	Separate Girls Toilet	0	1.2	355	426	355	426
10	LWSN friendly toilets	0	0.5	258	1291.5	258	1291.5
11	Drinking Water facilities	0	0.25	52	38	52	38
12	Boundary Wall	0	00.18	610793	10681.28	610793	1680128
13	Fencing	0	0.05	0	133	0	1.33
14	Office cum store cum staff and teacher's room Primary	272.575	5.75	89	469	89	732.575
15	Office cum store cum staff and teacher's room Upper Primary	3812.41	5.75	0	0	0	3812.41
16	Office cum store cum staff and teacher's room Lower Primary	466.5	5.75	0	0	0	466.5
17	Rat traps with baits	0	0.25	1072	169.65	1072	169.65
18	<b>Residential Schools for specific category of children</b>						
	a) Construction of Building, Boundary wall, Water and sanitation facilities, electric installation	5	157	5	782.65	5	790.65
	b) Maintenance/Restoring/used old buildings	0		405	1680.45	405	1680.45
19	Furniture for Govt. UPS (upper child)	0	0.05	432958	2164.79	432958	2164.79
20	Major Repairs for Primary School	0		582	726.362	582	726.362
21	Major Repairs for Upper Primary School	0		546	1605.245	546	1605.245
22	Trainers fees to school	0	0.07	2277	155.19	2277	155.19
	<b>Sub Total of Civil Works</b>	<b>10779.276</b>		<b>1058388</b>	<b>52112.692</b>	<b>1058388</b>	<b>62891.968</b>



**Table No.89**  
**The Progress of civil work components for the year 2012-13 as on 31st March, 2013 is as shown below**

Sl. No.	Components	Fresh approval for AWP & B 2012-13 (Physical Unit)	Completed (Physical Unit)	In progress (Physical Unit)	Financial outlay approved by AWP & B for 2012-13 for fresh works (Rs Lakhs)	Approved Outlay for spill over for 2012-13
1	Bills	1	3	0		
2	Amendments of training facility in bills 2010-11 & 11-12	1	3	0		33.05
3	TRUs	1	3	0		
4	New primary schools	1	3	0		18.76
5	Building less school PS	1	3	3	54.9	
6	Dulakalatal school project	1	3	0		
7	New upper primary school (sub)	0	3	-	15.6	550.544
8	Building less school (sub)	1	3		5.6	
9	Dulakalatal school (PS)	1	3	0		
10	Repartitioning of existing school room to create teacher's facility	105	250	133	198.12	
11	Additional class room (Primary)	3103	102	271	18516.35	5022.345
12	Additional primary additional class rooms	1	3	0		
13	Additional class rooms for asking	2255	713	560	12782.4	
14	Additional class room (M.T. room)	1	3	0		
15	Toilets (primary & upper primary)	447	110	176	486.2	
16	Toilets (sub)	155	107	70	479	
17	WASH toilets	1581	1171	140	1180.5	
18	High quality school	2217	1403	312	551.1	
19	H.M. Res. (sub - Primary)	1	3	0		310.599
20	H.M. Res. (sub - primary)	81	23	67	40.1	1038.265
21	Residence (teacher's colony)	3	3	6	757.05	8
22	Drinking water (open well) (sub - primary)	57	157	0	78	
23	Group and well (primary) (sub - primary)	1	3	0		
24	Block (sub - well)	1	3	0		
25	Block (sub - well) 2012-13 in (sub)	61093	17817	11276	1005178	
26	Electricity (sub)	11	3		17.55	
27	Child friendly (sub - primary)	1	3	0		
28	Ramps with hand rails	071	406	57	600.7	
29	Map rooms (primary)	587	157	430	776.502	
30	Map rooms (sub - primary)	540	078	68	1005.243	
31	Library	17138	11640	11117	5811.1	
32	Library (Primary)	1	3	0		
33	Library (sub - primary)	1	3	0		
34	Library (sub - primary)	1	3	0		
35	Library (sub - primary)	1	3	0		
36	<b>Total</b>	<b>1058488</b>	<b>700740</b>	<b>357648</b>	<b>82112.693</b>	<b>10770.276</b>

Physical components constitute 34 items as for the year 2012-13, but the Cumulative Civil Works components since inception of SSA to 2012-13 comprises of 31 civil works components. The classification of Rural and Urban with respect to New School Building, Additional Classrooms has been made by PAB in the year 2012-13.

Of the total 1058388 components approved for the year 2012-13, a total of 700740 components have been completed, 357648 components are in progress.

**Table No.90**

**Supervision Structure towards implementation of Civil Works Components is as shown below:**

Sl.No	State Level				District Level				Block Level			
	Approved	Sanctioned Post	Available in Position		Approved Sanctioned Post		Available in Position		Approved Sanctioned Post		Available in Position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	Project Engineer (RTE - AEE-1)	2	Project Engineer (RTE - AEE-2)	3	District Engineers	34	District Engineers	25	Block Engineers	202	Block Engineers	139
2	ADPI	1	ADPI	1	0	0	0	0	0	0	1	0
3	Consultant Engineer	6	Consultant Engineer	4	0	0	0	0	0	0	1	0
	<b>Total</b>	<b>12</b>		<b>8</b>		<b>34</b>		<b>25</b>		<b>202</b>		<b>139</b>

There are 8 persons working as against 12 in the State office. 25 District Engineers against 34 at the district level and 139 Block Engineers against 202 at the block level. Hence, a total of 172 persons were working against 248 approved positions as on 31st March, 2013. The Project Engineer and AEE's are deputed from the Public works department, ADPI from the department of education. Consulting engineers, district and block level engineers are outsourced.

**Third Party Evaluation is carried out in Karnataka as per the guidelines of MHRD**

Sl. No.	Year since it was first initiated	Status Now	No. of agencies employed	No. of districts covered
1	2006-07	Third party QA&TA works are in progress for the works of 2010-11 RTE and 2011-12 works	4 agencies for 8 packages	All districts



**Table No.91**

**Physical Progress for Civil Works since SSA inception is as follows**

Sl.No	Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total Sanctioned	Total Completed	Workin Progress	
											Regular	RE					
1	ORC	2		26	30	2		10						90	90	0	
2	Apprenticeship for AYLBC											11	21	152	148	9	
3	ORC	305		24	24	20		168						1411	1411	0	
4	New/ren. Building			808	32	516	28	64	33	117	129	3	5	500	504	17	
5	Add Class Room	138	75	291	88	485	1425	475	624	351	100	166	178	565	5109	5046	434
6	Room for upgrade School		2								55	57	57	160	142	8	
7	Add on Class Room (Bpp on Micro Ctr)							18	100	13				418	418	0	
8	Drinking Water Facility	176	759	491	587	100						97	318	17	2261	2256	5
9	Hand Wash Room (P)		31								343	26	246	619	552	51	
10	Hand Wash Room (P)											13	51	27	48	54	
11	Toilet	136	112	613	573	100						48	37	42	3424	2481	98
12	Swart Gully Drain									337	117	155	205	37	2799	2544	25
14	Swart to Inspr (VSN)								117	154				290	538	407	157
14	Oil & Pencil Dispens		15			120								135	135	0	
15	Electric Connection		58	498	505	200	1428	527	1580		281		34	3018	5097	11	
15	Compound Wa			173	187	76							100	317	317	0	
17	Boundary Wall (VSN)								1					5123	2002	1123	
18	Boundary Wall													1	1	0	
19	Mqur Repair (P)							184	176				52	194	434	40	
20	Mqur Repair (P)										96		156	210	181	29	
<b>Subtotal</b>		<b>340</b>	<b>1653</b>	<b>2178</b>	<b>2324</b>	<b>1885</b>	<b>2856</b>	<b>1287</b>	<b>2482</b>	<b>1390</b>	<b>2208</b>	<b>493</b>	<b>736</b>	<b>1240</b>	<b>11765</b>	<b>4750</b>	<b>3416</b>
21	Furniture								1085					1976	10234	10965	104321
22	Library (P)													2036	987	2573	1073
23	Library (P)													1747	494	2731	2731
24	Feeder House													404	126	458	458
25	Refresher Training (Subsidized)														45	45	76
26	ICT (MOS) (VSN)														227	227	146
27	Asst. Dir. (VSN)														5	5	5
28	Repair in (VSN)														100	49	57
<b>Grand Total</b>		<b>340</b>	<b>1653</b>	<b>2178</b>	<b>2324</b>	<b>1885</b>	<b>2856</b>	<b>1287</b>	<b>2387</b>	<b>1390</b>	<b>2018</b>	<b>493</b>	<b>8247</b>	<b>12274</b>	<b>25622</b>	<b>2127</b>	<b>4351</b>





## CHAPTER 9

# RESEARCH, EVALUATION, MONITORING & SUPERVISION (REMS)

## RESEARCH EVALUATION MONITORING AND SUPERVISION

### Role of REMS in Quality Education

REMS is one of the major interventions that focuses on Quality Dimension of education under Sarva Shiksha Abhiyan Mission. The approved activities under REMS focus on Research and Evaluation which helps in assessing the strengths and weaknesses of the educational practices and move towards the goal of achieving quality in education. There is a provision of Rs.1,500/- per school per annum under REMS for both the Government and Aided Schools. Out of this amount Rs.50 per school will be made available for SCPCR activities.

The angle of visions of REMS plan and activities during 2012-13 is reset with a RTE Act lens. Section 29 of the Act, for purposes of ensuring quality schooling and other sections for child-friendly, community ownership concerns are guides for REMS

One of the biggest challenges of Education Department is to ensure quality in school education the concerns of quality can be understood in three dimensions.

1. School processes
2. Teacher Empowerment
3. Monitoring and supervision of the programmes

School processes include the support system created for enhancing student learning and all-round development of the learner. It is not just enough if we focus only on teaching and learning. The classroom activities will have to be ably supported by issues that have larger implications. Learners will have to get inputs beyond the textbooks helping them construct their experiences in a holistic manner through school based activities like wall magazines, flannel board, reading corners, co-curricular activities, Prathiba Karanji, etc. Teachers are the real agents of change. For ensuring quality in school processes teachers need to be empowered in these processes. Also, it is important that they also grow professionally. Interventions like Action Research Training, self-evaluation, sharing experiences will ensure the professional development of teachers.

It is not enough if a support system is created. Unless the processes are monitored and supervised by knowledgeable persons even a good system will collapse after initial success. Periodic review and guidance is necessary to keep the system going well. Hence monitoring through different activities like district level sharing, seminars, school visits will invariably help the system move towards the desired goal. REMS activities take on this challenge of providing quality education by taking care of all these three concerns.

### A] School Level Activities:

School Level activities play a vital role for the progressive development of children and all round of students. To encourage the creativity and talents of children and teachers, number of activities are carried out at school level. The activities like flannel



boards for each classroom, reading corners, student unions, prathiba karanji etc, are cost free and continuous ongoing programmes which help to draw out the best in children.

### **Flannel Board for each class room :**

- Flannel boards (of size 3x4) have been provided to all LPS and HPS schools and is being maintained in all the schools. Students are using the Flannel Boards to display their creative writings like drawings, paintings, small stories, successive stories poems etc. They are also collecting articles from various sources and display on board so that their reading and writing abilities enhance their creative knowledge. Class teacher guides and supervise the activities. The best displayed are collected and they are consolidated in school magazine.

### **Reading corner at every classroom at higher primary level:**

- Reading corners are maintained in each classroom from V to VII standard. Books on children's literature, newspapers and magazines are subscribed and are kept at reading corners. Students are using these resources to develop their reading habits. The news reading in daily assembly helps children develop the habit of reading news and also following specific news items.
- Every Higher Primary Classes will have a reading corner to encourage the children to develop the reading skill. There are books of various subjects, stories, 'oduve naanu' cards, Daily newspapers, cluster magazine, picture stories, science magazines. etc. which enriches the students knowledge in every interesting field. Reading corner develops reading skill in students. This helps in child personality development and also child gets child friendly environment to read the books during leisure. This year an innovative programme by name SHRADDA VACHANALAYA is launched by the department. This programme was conducted on 7.7.12 throughout the State and the State rolled out a message to all the schools to take out the books from library and make it accessible to the students.

### **GOVT.URDU HIGHER PRIMARY SCHOOL, GUTTALU, MANDYA SOUTH, Reading Corner**



## **Formation of Students Union/Council:**

In all LPS and HPS Schools student unions are formed. With the help of this Union, students themselves are motivated and get aware of the social activities. School is the miniature of the Society, so the activities will be reflected in the schools. The students act as ministers holding portfolios of Health, Education, Environment.(Sanitation) they perform the functions of that wing to make the other students to maintain the cleanliness of their body, clothes and also school premises. Totally 43675 students unions are formed during 2012-13.

## **School Evaluation Programme:**

During 2012-13 evaluation programme was launched in the name SHALEGAGI NAVU-NEEVU. In this programme the schools were assessed by departmental officers. School evaluation format was designed to assess the qualitative status of school. The information about the facilities available as per RTE, Community participation, Funds utilization, Clubs in the school, Learning outcomes were captured through these formats. The schools can also identify the needs towards upliftment of the learning level of children. The Academic Evaluation formats are used by the supervisory staff in teams to assess the needs of the schools both Physical and academic support. Based on the information an analysis was done from cluster level to state level regarding qualitative status of the schools.

## **QMT Analysis and Reflections →**

At the school level QMT were implemented. The data was consolidated and sent to the cluster. President and Members of SDMCs visited the schools and looked in to School level reflections and helped the HMs to plan quality programmes in the schools. The information was shared in teachers' meetings and also in SDMC meetings. The feedback from the consolidated report has helped in making the teachers understand the effect of school processes on student learning. However, it has been observed that using QMT as the baseline is yet to become a habit. Required inputs are given to the teachers at the time of visit by the officers. In the year 2012-13 certain changes were made to the formats to suit requirements of RTE 2009. A satellite training was also organized to brief the functionaries about the changes made. DIET also undertook a study to understand issues related to the use of QMT forms at the school level.



## **Co-curricular activities in schools**

Schools are conducting co-curricular activities two periods in a week as per the time table given. V to VIII standard students are participating in the co-curricular activities conducted at the school level. The best ones are selected for the participation at the cluster level. Teachers train the students for the different activities. This experience helps students participate in the Taluk level and district level Prathiba Karanji programme.

## **Monitoring and Supervision of the school level activities**

CRPs and SDMCs are the main monitoring agents at the school levels. The learning progress is shared in the SDMC meetings and also in Samudayadatta Shale programmes held at the end of each semester. Parents participate in the discussions regarding the learning of their wards. Teachers bring to their notice learning problems and also how they can be addressed.

## **B] Cluster Level Activities**

Clusters are the centres of all academic activities. The CRC provides immediate support to the school system, both academic and administrative. The cluster resource person monitors and supervises all interventions of REMS with guidance from the BRC and DIET. Cluster level activities provide a forum for the teachers to share their experiences with a larger community of teachers. Here they have the opportunity to learn from the experiences of the teachers in different schools, who come from varying backgrounds.

There are 176 clusters functioning in Mysore District. In all these clusters REMS activities are implemented and monitored. Various REMS activities that are taken up at the cluster level are described below.

## **CRC Interaction Meetings**

The year 2012-13 saw more clarity among the CRPs in conducting the CRC interaction meetings. The meetings were organised to have professional interactions among teachers. The sessions of the day were planned as follows.

1. Sharing of previous month's experiences, how the monthly plan could be/could not be implemented. This discussion was held in subject groups

2. Inputs on a common topic and also topic of the month. SSA had suggested topics for each month and the second session was kept for discussing issues related to these topics.
3. Subject groups reassembled and discussed their plans for the coming month
4. Finalization of the plan for the next month – teachers carry a copy. The CRP collects a copy and distributes photocopies of the same to all schools in the cluster.

It has to be conceded, anyway, that all clusters could not follow these steps for a variety of reasons. The new CRPs were yet to understand the mechanics of conducting these interaction meetings. Also, the concept of professional development seems to differ from CRP to CRP and also from teacher to teacher. It is necessary to talk to all the functionaries in the beginning of the academic year as well as reach out to teachers to convince them over the need to have a professional forum at the cluster level. In the year 2012-13 all the functionaries were trained by the DIET in this regard and 8 month wise themes were given for CRC Interaction Meetings. However, there is a need to reiterate these issues every year and take up monitoring more rigorously.

### **Themes of the Cluster level sharing meetings**

Sl. No	Name of the Month	Themes of meeting
1.	June	RTE Provisions (No detention no punishment, no fear, child friendly schools etc.) KCF – 2009 and school development plan. Usage and strengthening of school libraries.
2.	July	Issues and possible solutions pertaining to disadvantaged groups (OOSC, CWSN, SC/ST/OBC/Minority and Girl child)
3.	August	Training on the preparation for school development plan.
4.	September	Training on the basis of Nali-Kali plastic, wooden kit and geo kit.
5.	November	Training on the use of library
6.	December	Training on KCF-2009 & child friendly schools.
7.	January	Awareness programme on Adolescent girls children – life skills (Health and nutrition, physiological and psychological changes, Child abuse, child trafficking and child rights)



## **QMT Analysis and Reflections →**

The filled in SLFs were consolidated at the cluster level. These reports have helped the CRPs understand the schooling processes in the cluster in a more holistic manner. This has also given insights into organizing other interventions. The inter-school imbalances could be studied. Best practices could be disseminated. The DIET has tried to open a dialogue with all CRPs in this regard through its nodal officers. The study conducted in 2012-13 to find out how the QMT forms are filled have shown how errors creep into the

whole process. Based on the report of the study, three separate interactions have been conducted with CRPs and BRPs at the district level. It is hoped in the coming years, there would be less anomalies in the data that comes through these formats. It is expected to have more qualitative reflections facilitated at all levels.

## **Dissemination and Documentation of the Action Research in Interaction meetings**

Action research projects undertaken by the teachers are supervised and monitored by the CRPs. They have been provided with formats for documenting the progress. They are expected to visit the schools where teachers have undertaken action research projects once in a fortnight. Teachers documented their report and they are disseminating the findings in cluster level interaction meeting. CRPs are helping them to reflect over their reports.

## **Cluster Development Plans**

The CRPs prepare their cluster plans in the beginning of the academic year under the guidance of BRPs and ECs. DIET nodal officers also guide in the process. It has been observed that the planning process needs to be streamlined and aligned with the vision that every CRP has for his/her cluster. This has been discussed when the CRPs were called for a training in the DIET.

## **Monitoring and supervision at cluster level**

Cluster Resource Persons monitor the implementation of REMS activities. They

not only conduct the cluster level activities but also visit schools and supervise the progress of REMS interventions in the schools. This helps schools get timely guidance. If there are problems, the CRP contacts BRC or DIET for clarifications. CRP monitors the process of filling QMT forms and consolidates the same at the cluster level. The reports of QMT formats are discussed at the cluster interaction meetings under the supervision of the CRP. CRP ensures the preparation and use of TLM at the school level.

## **C] BLOCK LEVEL ACTIVITIES**

### **Role of Block Resource Centres in REMS Activities**

The BRCs provide the academic support to the CRCs as well as schools. Block level activities provide a forum to the teachers to share their views with the teachers from the block. The best practices in the block are presented in the block level REMS activities. Representations from the cluster activities are exhibited in block level programmes.

### **Block Research Advisory Committees**

There are 203 Education Blocks in the State. Block Research Advisory Committees are constituted at Block level in order to get guidance for implementing the REMS activities like. BRAC comprises of BEO, BRC, one APC, one BRP from each primary and secondary section, ECO, CRP, Head Master of model primary school, Resource teacher, B.Ed/D.Ed college lecturer, Educationist, DIET nodal officer and local NGO. BRAC meets once in 3 months every year to review the REMS activities.

No of DIET's	Target	Achievement	Target	Achievement
	Phy	Fin	Phy	Fin
30	609	17.94	609	17.94





**BRAC MEETING ON AUG 20 IN ANKOLA TALUK, Uttar Kannada, District**

## **Research and Evaluation**

### **Action Research Training & Dissemination:**

Fifty teachers from LPS and fifty teachers from HPS in each block were specially trained in Action Research. The teachers trained on Action Research will identify the major drawbacks in teaching- learning process and class room problems. The two day workshop conducted helped teachers develop conceptual clarity of Action Research. Trained teachers take up the action research to find the immediate solution for identified problem. Supervisory officers provided necessary guidelines to the teachers in the follow up of action research outcomes at the class room levels. 19570 teachers were trained at block level during 2012-13. SSA has provided the manual of conducting action research. During monthly sharing meetings the findings of the action researches were disseminated among the teachers. Some of the articles have been published in district level magazines and abstracted by DIETs.

No of DIET's	No of A/R Training for Teachers			
	Target		Achievement	
	Phy	Fin	Phy	Fin
301	20300	26.4	20300	25.49



**Resource person guiding the teachers about the action research in Sirsi taluk, Uttara kannada, District in the month of August**

### **Research and Evaluation Programmes at Block level**

During 2012-13 more stress is given to Research and Evaluation work from the block level itself. Different activities are planned under this heading to know the strength and weakness of educational practices and improve the quality of education. The programmes are as listed below.

1. Analysis of QMT
2. Analysis of DISE
3. Analysis of effective implementation of Cluster Sharing Meetings
4. To assess the effective implementation of SSA activities.



For the implementation of the above said activities a state level workshop was organized on 8.8.12 and 9.8.12 to prepare the formats for analysis work. A detailed guidelines related to analysis of above said activities are prepared in the workshop. REMS facilitators were given orientation on this work. District level workshops were organised to block level officers and guidance was given to conduct the analysis. Regular support and guidance was given to Block people from concerned DIET nodal officers in conducting the analysis work. Findings of the analysis was shared in review meetings to follow up and improve the quality of programme.

### **Analysis of Quality Monitoring Tool**

In the year 2012-13, the BRPs were asked to undertake studies on how the SLF and BLF are filled and how the data therein is used for facilitating reflections. BRP's collected data from SLF and BLF and consolidated the report at the block level. Block level reflections have helped the BRC to plan the block level activities for the upliftment of the academic status of the block. The information was shared in review meetings also. This exercise seems to have raised their levels with regard to the uses of QMT forms. They have been guided on preparation of reports. The insights they have got is expected to bring changes in the way they handle these issues in the coming years and also reflect in their annual plan. Analysis findings are as follows.

- Participation of SDMC in school development is good.
- Textbooks and uniform distribution as per the enrolment.
- The school visits are not uniform all over the district
- Training impact should be included in the classroom teaching-learning process.
- Gradition of the clusters and blocks is made easier through this analysis.

Each block has its own findings and the outcome of the analysis cannot be generalised. Each block is directed to take up the follow up actions based on the findings.

### **Analysis of DISE**

DISE is the main source for the preparation of the School, Cluster, Block, District and State plan. Updation of DISE take place every year. As in the case of QMT, BRC and BRPs were trained in conducting analysis work. This helped in knowing the following facts.

- GER, NER, PTR, PCR, of the block will be known. This helps in knowing the enrolment status of the block
- DISE data helps in bridging the gaps identified and plan the educational programmes accordingly.
- Redeployment of teachers in the light of RTE has to be done
- DISE analysis also help to know the access of the block, requirement of new school, upgraded school.
- Helps to know the infrastructure facilities and requirements as per RTE.



**Workshop on DISE analysis at Bijapur Block level on 21-09-2012**



## Analysis of Cluster Sharing Meeting

Cluster Sharing Meetings provide a very good forum for the teachers to discuss the academic and administrative issues. CRPs plan the meetings as per the needs of the teachers of that cluster. District level and Block level officers who visit the cluster sharing meeting are provided with visit format to assess the quality of meeting. Based on the information provided in the format an analysis was done at block level and the outcome of analysis was shared in block level sharing workshop. Once in three months Block level sharing workshop was conducted to rectify the negativity found during the Cluster Sharing Meetings. Following are the findings.

- Difficult to make Subject-wise teachers group for discussion.
- Helpful to find out solutions by sharing their experiences.
- To discuss departmental information
- Resource teachers were given an opportunity to exchange their views regarding teaching – learning process
- there is a need to plan the schedule of meeting properly
- A regular practice of sending proceedings of meeting to higher officers to be done by CRP.s



**Block level workshop on cluster sharing held on December 2012 in B. Bagewadi, Bidar District**





**Block level workshop on cluster sharing held on December 2012 in B. Bagewadi, Bidar District**



### **Analysis of SSA Activities Effective Implementation**

Clusters of the block are divided equally to the 5 BRPs and each of them are instructed to do the field visit and school visit to assess the implementation status of the SSA programmes. Based on the feedback remedial measure will be taken by the block level officer to improve the quality of implementation of the intervention.

### **Progress of workshop and meetings**

Two workshops and two meetings are planned in each block to review the progress of REMS activities. CRPs and BRPs are trained in Monitoring and Supervisory activities for the progress academic development of the clusters and the block. BRPs and CRPs are trained in the workshop regarding implementation of REMS activities. Progress and follow up reviews will be taken up in the periodical meetings.





### **Workshop on quality indicators on 26-11-2012**

#### **D] District Level Activities :-**

The DIET faculty provide the academic support to the BRCs, BRPs and CRCs as well as schools. District level activities provide a forum to the BRCs, BRPs, CRCs and teachers to share their views. The best practices in the District are presented in the District level REMS activities. Representations from the block level activities are exhibited in District level programmes.

The DIET's are considered as nodal / implementing agencies at the district level for REMS activities. The District Research Advisory Committees are constituted in the

DIETs for proper guidance in effective implementation of the REMS approved activities at the District Level in this regard. Financial provision has been made to the DIETs for implementing the REMS activities at district and sub-district levels as per the approval of AWP/B 2012-13. The progress overview has been explained briefly in the concerned districts Annual Work Plans 2012-13.

**The major activities entrusted to the DIETs are:**

- Convening periodical meetings / workshops of DRACs.
- Seminars.
- Monographs and Research Publications
- Research / Evaluation Studies
- Students learning achievement survey.

**Constitution of District Research Advisory Committee (DRAC)**

DRAC is constituted with a band of 12 members. It works for the effective implementation of REMS activities. DRAC meetings are held at the district level for effective implementation of the Research and evaluation of schools and SSA intervention.

**The committee is set up with the following objectives:**

- Monitoring the activities of the REMS at the district level.
- To send research proposals to the higher officer.
- To study the research reports of the district level and follow of up work
- Consolidation of documentation of district level research report
- To conduct training and workshops relating to REMS at the district level
- To organize seminars and discussion to improve the quality of education at the primary level

No of DIET's	Target	Achievement	Target	Achievement
	Phy	Fin	Phy	Fin
30	90	1.5	86	1.43





**DRAC meeting on AUG  
12 in Uttara Kannada  
district**



### **Seminars:**

During 2012-13 four District level seminars were conducted. The following educational topics and SSA interventions are selected as seminar topics.

### **Continuous Comprehensive Evaluation**

- Right To Education
- Out Of School
- CWSN
- Girls Education
- CALC
- Teachers Training
- Basic facilities of schools
- Quality Education

This program was open for all the teachers, BRP's, and CRP's and educationists. Topics of the seminar were finalized by DRAC committee. These seminars helped in sharing of knowledge of educational practices and strategies are evolved through discussions to improve the qualities of education. Four seminars were conducted at district level regarding the above said subjects .Educationists, resource persons, teachers, BRPs and CRPs attended the seminars . These seminars helped in knowing the strength and weakness of the educational practices and suggested the strategies to be adopted in improving the quality of education.



**Seminar on RTE and quality schooling in Bhatkal taluk on 24-8-2012 and Ankola taluk on 04.01.2013**



## Research studies/ evaluation studies:

During 2012-13 district level research studies were conducted in a very systematic manner. The studies were conceptualized by consultant, SSA along with SPO (Programme) PO (REMS) and the SPD (SSA). In the beginning 10 topics related to education field are selected at state level and district people were asked to select these topics keeping in view of their district specific issues. Three districts were allotted one topic for research study. State level capacity building workshop was organized at two places simultaneously on 21.9.2012 and 22.9.2012 at Bangalore DIET and Mysore DIET in the leadership of Dr. Venkatesh M urthy RIE Mysore and Dr. Ushadevi ISEC Bangalore, regarding Research Studies. Continuous support was given to Diet people in conducting the studies. State level meeting was conducted on 01-4-2013 for the DIET principals and the officer who conducted the research for the presentation of the Study. The outcomes and Recommendations are Disseminated to district level and block level. These studies help to know the district specific problems. suggestions will improve the quality of education .The findings of research were shared among the teachers and the education officers as a part of dissemination. Reports of these studies are being published in the form of monographs. Follow up activities will be taken up based on the research outcomes.

### The topics of the district level studies are as follows

Sl.No	Name of the Studies
1.	A sample survey of provision, quality and utilization of drinking water, toilets, ramps, playground and compound facilities in higher primary schools.
2.	A study of quality of facilities and its utilization by students in 3/6/9/12 months RSTs.
3.	A study of utilization of aids and equipments provided to CWSN in HBE and in schools.
4.	A sample survey of school practices to identify, nourish, nurture, promote and showcase talents of children. With special reference to HPS.
5.	An analysis of currently practised co-curricular activities in the schools from the perspective of total personality development of children as visioned in part-B of KCF-2009
6.	A study of Professional-performance of CRCs in the framework of their job-chart.
7.	A study of Performance of mainstreamed out of school children in regular schools.
8.	A study on quality of utilization of school grant and maintenance grants in schools.
9.	A study of organization of library usage in LPS and HPS.
10.	A survey of sports, games and athletics facilities in HPS.

## Multi Centric Study

A multi centric study on “Classroom Practices of Teachers From Right To Education(RTE) Perspective” was conducted during 2012-13. State level workshop was conducted dates to prepare the tools for the study. The questionnaire covered all the aspects of classroom practices from RTE perspective. DIET faculties are assigned the work of collection of data. 25 schools from each district was selected as stratified purposive sample for the study. Two visits to each school is planned for each school to have the holistic approach of the classroom process. Analysis plan and Templates for the analysis developed at the State office in a workshop mode is given to diet faculties and they were trained for data analysis. Processing and analysis of data is in progress.

**The main objective of the study are :-**

**The study is set with the following objectives.**

- a) To examine teachers’ behaviors in classroom contexts w s r t democratic behaviors, inclusiveness, and participation of children and confidence building,
- b) To examine equity concerns in teachers’ behaviors w.r.t girls, SC / ST, Minorities, CWSN, Others,
- c) To examine quality and relevance of classroom learning strategies adopted by teachers, w.r.t NCF 2005/SCF 2009 expectations.
- d) To examine the assessment and evaluation practices adopted by teachers in classroom contexts, and finally,
- e) To examine methods adopted by classroom teachers for improving upon their own classroom performance.

## Research Abstracts and Monographs

In this activity DIET faculties are involved in preparation of Research abstracts and Monographs. For this purpose action research reports from the blocks are consolidated at the district level. The best among them are selected for publication. This monograph is distributed to all schools in the district. It is discussed in the cluster sharing meetings also. This includes the achievement of individual faculty too. Such documentation is expected to increase institutional memory which in turn will have a bearing on the activities to be undertaken in the coming years. Some DIETs made special efforts to develop the abstracts of seminar papers, RTE implications, CCE in schools etc.

## School Academic Activity Supervision

During 2012-13 School academic activity supervision program was launched in the name Shalegagi Navu-Neevu. This programme was inaugurated by elected representatives and Officers of the Department on 5th July 2012 throughout the state. Around 8000 officers from cluster level to State level visited all the schools of education department in teams in the month of July. A format was designed for the visit which consists of School general information, Grant utilization, community participation and learning level of the students. A software was developed to computerize the collected



information. Analysis of the information from school level to State level was done to assess the quality of education in the state. Based on the analysis report remedial measures will be taken up.

### **Shalegagi Navu Neevu Programme Highlights of the evaluation**

The Sarva Shiksha Abhiyan launched the departmental evaluation of around 50000 schools of the Department of education in the state which is carried under the Shalegagi Navu Neevu Programme. The period for evaluation was conducted from 5th July 2012 to 31st July 2012. Shalegagi Naavu- Neevu is a program implemented by the Primary and Secondary education department of Karnataka to motivate and bring the children to schools and promote quality education. The programme involves evaluation of the schools performance and other basic qualities that make the school a better place for the children.

The chief objectives of the evaluation is to examine the infrastructure status, organization of programs and activities that contribute to students learning, organization and conduct of school based non-scholastic activities, grants utilization, community involvement and assessment of scholastic attainment of students in basic skills and subject comprehension. On this basis the performance of the schools are graded by scores on various parameters, indicating their level of performance. This gives a better insight about the schools performance. The parameters were physical environment, school grants, school clubs, SDMC participation, School score, learning outcome of students etc.

### **The study revealed the following:**

- The total number of schools evaluated is 48757 distributed across 34 districts in 4103 clusters and 203 blocks. Hassan district has the highest number of 2670 schools in Karnataka.
- Irrespective of the districts, the Lower Primary Schools with standards 1st – 5th are in majority and functions more in all the districts than the Higher Primary Schools( HPS 1-7 & HPS 1- 8) and the High Schools from 8th to 10th. It is also found that, the co-education schools are highly spread across the state constituting of 97.69% of schools of the total percentage than the boys' and the girls' schools.
- Considering the medium of instruction in schools, Kannada is practiced in majority of 89% of the schools in state with exception in the border areas of the state such as Belgaum, Bidar, Chikkodi, Bijapur and Bellary etc with the practice of use of other languages as medium of instruction.
- The analysis from the teachers' information shows that there are 239830 sanctioned posts out of which, 212781 posts are filled and 25347(10.57%) posts are vacant (LPS 1-5 has 4969 vacant posts, HPS 1-7 has 9361 vacant posts, HPS 1-8 has 5064 vacant posts and HS 8-10 has 5953 vacant posts). Also 4702 teachers are deputed from other schools and 3910 teachers are transferred to other schools.
- The total student enrolment of the state is 5083287 students in 48757 schools.

Gulbarga district has the highest percent of student enrolment with 5.85%, while Kodagu district has the lowest student enrolment with 0.72% of the total state enrolment.

- The State Pupil Teacher Ratio is 21.25. Yadgiri district has the highest PTR of 33.92 i.e, the ratio is 1: 33.92 (1 teacher: 34 students), while Chikmagalur district has the least PTR of 12.88 i.e, the ratio is 1: 13 students.
- The overall average students attendance of the state is 87.5%, while for the boys account for 86.81% and girls for 88.18%. Sirsi district records the highest attendance percentage in the state with 96.55%.
- The total number of children with special needs in the state is 69465 Children constituting 1.97% of the total enrolment, which includes 12523 children with defects in vision, 9002 children with defect in hearing, 26111 children who are physically challenged and 21829 children who are mentally challenged.
- Another important finding from the analysis is, there are 36822 out of school students, with 19855 boys and 16937 girls, in Karnataka who are enrolled into different type of schools with/without residence, tent schools and a few enrolled through direct admissions and others. And the out of school students belonging to the age group of 14-16 years of age are in majority than the other age groups.

Also it is found that, others group Out of School are more in number with 11439 children then compared to SC, ST and minority category.

- This evaluation also reveals that 100% of schools have drinking water facility which is a welcoming fact and 100% of schools have separate toilet facility for girls. The other facilities like water for other needs, adequate classrooms, electricity connection, kitchen etc differ with the schools which needs more attraction.

Also other facilities such as Computer, Radio, TV facilities etc in schools falls less than 25 % availability in schools which need an improvement in most of the schools.

- Physical environment score of the state is 73.25. Dakshina Kannada has the highest physical environment score with 83.36% while Bidar district has the least with 62.33.
- School grants score of the state is 67.06. Kodagu district is found to have highest grants score with 82.21, while Gulbarga has the least school grants score with 57.66.
- There are various clubs functioning in the schools such as School parliament, Children rights and duties, Science clubs, Red ribbon club, Literary clubs, Cultural activities club, Sports club, Arts club, Eco club, Consumer club, Maths club, Student union, Health club, Green house club and Meena club. The school club score of the state is 55.54. Raichur has the highest club score with 73.81, while Bidar district has the least with 34.

Among all the existing clubs, School parliament is functioning in 84.95% of schools while, Red ribbon club functions the least with only 12.83% schools.

- The SDMC participation score of the state is 91.26 and Dakshina Kannada has



the highest SDMC participation of 98.64 in the state, while Bidar district shows the least of 70.24 in SDMC participation in the entire state.

- The overall school score of the state is found to be 70.84. Dakshina Kannada district has the highest school score with 80.21, while Bidar has the least score of 55.50.
- All the schools maintain SNNP registers, mainly Cash Registers, Follow-up Registers, Documentation, Transfer Certificate register and Stock Book.
- Average student learning outcome of the state is 75.03%, which is a healthy sign for Karnataka. Sirsi has the highest student learning outcome of 84.97%.
- Correlation between the student learning outcome and overall school score, physical environment, clubs & SDMC show that there is a very low positive correlation. Or there is no relationship between student learning outcome and the others. On the other hand there are various other variables which might have more positive impact on student learning outcome. And the other variables that need to be watched are quality of the teacher, classroom processes that involve the students in various activities, assessment techniques followed in the school and also the student & teachers attendance to school.

## Workshops and Meetings

District level workshops were conducted twice in a year for BRCs ,BRPs and CRPs. Orientation regarding the block level analysis and guidance regarding Monitoring and supervision are the main agendas in the workshops.

Four review meetings once in three months are conducted to review and monitor the progress of REMS activities.



**ALL MONITORING STAFF PARTICIPATING IN WORKSHOP CONDUCTED BY DIET AT DIET, DAVANAGERE. AND SRI A.B.HEMACHANDRA, CEO,Z.P DAVANAGERE, IS ADDRESSING THIS WORKSHOP ON 6-10-2012**

## **E] STATE LEVEL ACTIVITIES:**

### **Research and Evaluation**

#### **1. State Research Advisory Committee(SRAC):**

The Sarva Shiksha Abhiyan Mission – Karnataka has constituted the Research Experts Committees for effective implementation of the Research, Evaluation, Monitoring & Supervision Intervention. The State Research Advisory Committee has been reconstituted at the State level under the chairmanship of the State Project Director for the years 2012-13 for effective implementation of the REMS activities in the State. In the year 2012-13 one SRAC meeting was conducted on 8.9.2011, in order to get proper guidelines in implementing the Research, Evaluation, Monitoring & Supervision Intervention under SSA.

- **Roles & Responsibilities :**

The committee has a vital role in conducting meetings / trainings / workshops / seminars / teleconferences/ Research studies etc., related to the RE&MS intervention. This committee also recommends the Research proposals submitted by various Universities, Educational Institutions, Agencies and NGOs, based on the report of the Screening Committee.

- **Duration A term of two years.**

- Periodicity of meetings: Once in three months and also more if necessary.

The State Project Office has implemented the following major activities during 2012-13 at the State Level with co-ordination of other departments, Universities, Educational Institutions, Non-Government Organizations, and voluntary Associations etc.

#### **2. Monitoring and Supervision of CCE :**

This activity was taken up by DSERT which is the academic authority in our state. DSERT prepared a training module for CCE. A teleconference was conducted regarding the implementation of CCE in schools. A monitoring supervision format for CCE developed to know the field reality. It is planned to revise the CCE module based on the feedback, in the coming year.

#### **3. Validation studies of DISE ,QMT and CWSN**

Validation studies of DISE, QMT, CWSN which are mandatory were conducted. Agencies are identified by calling expression of interest and QCBS i.e Quality come Budget system. Agencies are identified and the studies are under progress. The final report is expected in the month of August.



## Validation Studies of 2012-13

Sl. No.	Name of the Study	Research Agency	Amount	Status of the Study	Status of the Study
1	Sample Checking of DISE Data	Midstream Marketing & Research Pvt Ltd New Delhi	4.5	4 Month	Under progress. Agency submitted the Inception Report.
2	Sample Checking of QMT Data	Midstream Marketing & Research Pvt Ltd New Delhi	4.3	4 Month	Agency submitted the Inception Report.
3	Sample Survey of CWSN Programme	Fourth Wave Foundation	4.4	6 Month	Agency submitted the Inception Report.

## Achievement study for 2012-13

Learning Achievement Test for 2012-13 focused upon the achievement of students in classes 3, 5 and 7 across the state covering all the 204 educational blocks. Learning achievement tested was based on the competencies of classes 2, 4 and 6. Nearly 60% of the questions were multiple choice and the rest 40% included oral for class 3, 5 and other related competencies that demanded writing comprehension. OMR sheets were used in testing the learning achievement of students. MCQ responses were directly shaded in OMRs by students. Scanning of OMR process was completed and the result generation in progress. It is likely to be completed by the 1st week of March 2013.

## Analysis of the report:

A draft analysis of the achievement results of the students os class 3rd, 5th and 7th standard is as shown below. District wise achievement level is shown in Annexure 5. Hard spots Question wise analysis was done in four ways that is Green, Yellow, Red and Deep Red. After getting the final analysis report dissemination workshops will be conducted to improve the academic aspect of the students.

**Table No.92**

### Class wise / Subject wise - achievement level

Class wise / Subject wise - achievement level				
Sl. No	Subject	Class - 3	Class - 5	Class - 7
1	Kan	48.54%	43.33%	44.26%
2	Maths	52.52%	47.28%	41.57%
3	EVS	53.01%	43.66%	-
4	English	-	-	46.28%
5	Part B	-	-	59.10%
6	Science	-	-	44.96%
7	Social Science	-	-	32.18%
8	Overall	51.35%	44.76%	44.72%

## Up-dation of child census – 2012-13

Admission retention, mainstreaming of OOSC is big challenge. To plan the OOSC strategies for the coming year in a systematic manner and to avoid any discrepancies, updation of the child census was planned in the year 2012-13. To identify OOSC updation was conducted during 10.12.12 to 15.12.12. A detailed circular was sent to all districts regarding the roles and responsibilities at the school, cluster, block and district level officers.

- Wide publicity was given through new papers, brochures, pamphlets, press meet, local T.V., AIR etc., in the I week of December to create awareness among the public.
- Every District had a help line.
- At the District / Block level, Committees were constituted under the chairmanship of CEO and ZP president / Tahsildar.
- Meetings were held in the I week of December by involving departments like Labour, and child, Police, Minority, Child welfare Committee, NGO's etc.,
- Habitations, cities, Towns, schools, Villages Industrial areas, Railway stations, Bus stands, slum area, were covered.
- Time Line:-
  - Survey dates : 10.12.12 to 15.12.12
  - Cluster consolidation : 17.12.12
- Team consisted of one experienced teacher, Anganwadi workers, NGO representation. The team did the survey for 6 days.
  - 1 cluster - 3 schools / Habitations.
  - 6 days - 18 schools / habitations.
- Per head Rs. 50/- was paid. ( $50 \times 6 = 300$  ,  $50 \times 6 \times 3 = 900$ )
- The total amount approved was 20.00 lakhs under REMS state activity.
- Total expenditure was Rs. 36,92,700/-. The remaining amount was borne from the Management cost.

## 4. Research Studies

A. Major studies initiated at State level during 2011-12 and completed in 2012-13:

The studies which are initiated during 2011-12 were completed in 2012-13. The outcome of the following 07 studies are discussed at state level and disseminated to all DIETs and District offices to take up follow up activities.



Sl. No.	Name of the Study	Research Agency	Amount	Status of the Study
1	Sample Checking of DISE Data	Midstream Marketing & Research Pvt Ltd New Delhi	4.41	Completed
2	Sample Checking of QMT Data	Catalyst Management Services Pvt Ltd Bangalore.	7.4	Completed
3	Sample Survey of CWSN Programme	Centre for Multi-Disciplinary Development Research Dharwad	7.39	Completed
4	Sample Checking Kala-Kala	Midstream Marketing & Research Pvt Ltd New Delhi	6.56	Completed
5	Mobile Science Lab	AMC New Delhi	6.37	Completed
6	A study of shms school facilities	AMC New Delhi	6.86	Completed
7	Sample Checking of Madarasa	KSOU, Mysore	5.05	Completed

**TOR for all these studies were given by SSA State Office**

B. Research Agenda of 2012-13 is planned in such a way as to provide informal opinion for the innovative initiatives of SSA, to provide scientific basic for monitoring and supervision of quality initiatives of the State, to validate large scale surveys. The chief purpose of Research studies would be to promote the efficiency and effectiveness and Quality of variety of programmes of SSA.

**Selection Process:**

Selection process is composed of several stages such as Call for EOI, Screening of applications & short listing, Discussion and consideration of financial bid.

C. Major studies initiated at State level during 2012-13

Sl. No.	Name of the Study	Research Agency	Amount	Study Duration	Status of the Study
1	A study CMC schools	Price Water House coopers Pvt Ltd Bangalore	7.815	6 Month	Agency has submitted the inception Report.
2	A study of the impact of gender on marginalized communities	Field and Focus Bangalore	4.95	6 Month	Agency has submitted the inception Report.
3	A study of planning process in SSA	Price Water House coopers Pvt Ltd Bangalore	18.21	6 Month	Agency has submitted the inception Report.
4	A Study of the Quality of implementation of disadvantaged children under Right to Education section 12 C of the act by private unaided schools	IRIS Bangalore	5.39	6 Month	Agency has submitted the inception Report.

**Note:** All 04 studies has been approved by PAB 2012-13

TOR for all these studies were given by SSA State Office  
Monitoring and Supervision  
State/Division level Meetings/Workshops

### **Meetings:**

04 Periodical DIET Principals and REMS facilitators meetings have been conducted (29-10-2011, 22-12-2011, 09-01-2012, 15-03-2012 and 11-7-2012) during 2012-13. Senior Officers, consultant, DIETs Nodal officers were attended the meeting. These meetings are held to follow up the activities implemented in REMS at the field and to know the progress of the district monitoring process.



**REMS FACILITATORS MEETING HELD ON 11-7-2012**

### **Workshops:**

This year number of workshops were conducted for various activities like preparation of formats for block level analysis, Developing tools for the multi centric study of classroom practices of teachers from the RTE perspectives. A state level workshop was conducted to build the capacity of DIET faculty in research work in the leadership of Dr. Venkatesh Murthy and Dr. Ushadevi.

### **Capacity Building of DPO/DIET/CTE faculty in Research & Methodology/R&D activities**

DIETs are expected to engage in field research, validation of data, evaluation studies of departmental programmes, analysis of data on attainment level studies of children and analysis of QMT / DISE / OOSC / CWSN data in their districts. They are also expected to provide guidance and leadership to Block Resource Co-ordinators, Block Resource Persons to engage in similar exercises at the Block-level. Further, they need to monitor RTE A enforcements in schools, both in quantitative and qualitative ways. They need to show-case success stories and highlight problem-cases through case-study analysis. They need to examine classroom and school processes on compliance of KCF

2009 curriculum and standards. They need to provide feedback on performance of schools in a CCE [Continuous and Comprehensive Evaluation] perspective.

DIETs provide the platform for democratised dissemination of academic / non-scholastic information about schools, National / State policy and Planning concerns,



sensitisation of levels of regional parity within the district, sex / social equity levels on performance in regard to goals of schooling.

They need to arrange all these academic support in the district through organisation of seminars, workshops, symposia and occasional conferences. Such activities constitute R and D in the education sector. They contribute to the scientific development of school education in the State.

Organisation of Research and Development (R and D) activities in the district need skills, expertise and special capabilities. Capacity-building of DIETs is of utmost necessity and significance in this context. It is with this perspective that the proposal to provide a three-day orientation / sensitisation / training workshop is proposed to all DIET faculty in the State, in the In-service wings, whose estimated number is 330 including the Principals. They will be exposed to this training at the rate of 50 per batch in 07 batches.

This training was organised in coordination with RIET, Mysore. RIET developed literature needed for the Capacity-Building workshops and identified the resource persons required for the training. After the completion of the state level training, the same training was arranged at district level for BEO, BRC, DYPC, APC, EO, SI to build their capacity in R&D activities.



**CAPACITY BUILDING OF DPO/DIET/  
CTE FACULTY WORKSHOP ON  
11-2-2013 FOR MYSORE DIET**

### TRAINING DESIGN

Sessions	Session I	Session II	Session III	Session IV
Day 01	Role of DIETs in R & D in Districts	Programmes of the Department that need R&D attention	Introduction to field Research Techniques	Discussion Meeting in groups on problems of School Education from a Research perspective
Day 02	Multi-Centre studies, Case-Area studies and Case-studies	Field Surveys, Research for Administrative Actions.	Analysis of Data on Attainment levels of children	Discussion Meeting on organising workshops in the District on DISE / QSE / AISC / CS data
Day 03	How to organise Seminars / Workshops / Symposia / Conferences?	Criteria for choice of Research topics: Outlets and Methods of preparing research proposals	Criteria for	In groups
	How to draft Agenda / Minutes and Reports?		<ul style="list-style-type: none"> <li>• Sampling,</li> <li>• Choice of Techniques &amp; Tools</li> <li>• Data-Base for Educational Research in State / India</li> </ul>	Preparing an ACTION PLAN for R&D in the district.

**Training design was finalized by RIE / SSA in consultation mode and a training manual was printed.**

### Quality Monitoring Tools

#### Process of Development of Formats:

In order to address the quality issues more meaningfully, a committee was constituted under the chairmanship of Director, SSA where Senior Consultant, SSA was a member, along with other field functionaries. This committee decided to transform the open-ended QMT to a structured/ coded version, so that responses become specific, focused and clear. Based on the suggestions and recommendations the tools were refined and modified.

Series of meetings were held and the issues discussed extensively. Filling formats should not be a burden or does not account to heavy load, the formats were revised and modified in objective type. Each question was given a code with multiple choice, every selected answer had a code. In most of the items the observers have to answer by ticking or by mentioning the code. In some of the cases the observers need to mark/tick more than once for one item. (copy enclosed) The frequency of filling up of this proforma is half yearly. As the states follow a different pattern in arranging an academic year, the information will be collected for two quarters in an academic year. The details are as follows:

	Months covered	To be submitted in the month
I Quarter	June - September	November
II Quarter	November- March	May

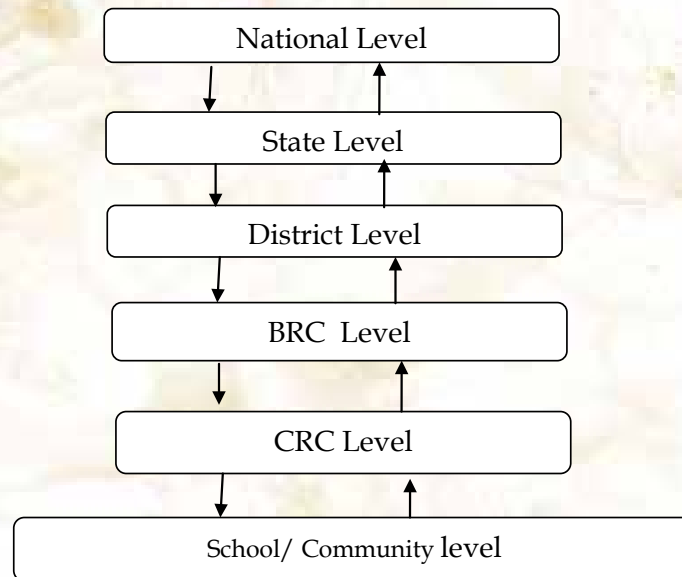
**Below the table shows division wise QMT workshops:**

Sl No	Division	Place of Workshop	Date	No of Participant	Attended Officials
1	Gulbarga	Gulbarga	7/9/2012		DIET Nodel Officers, Block BRCs, BRPs, CRPs.
2	Belguam	DIET-Dharwad	7/9/2012		
3	Bangalore	DIET-Bangalore Rural	12/9/2012		
4	Mysore	DIET-Mysore	10/9/2012		

As, these formats are monitored at various levels from cluster to State, for systematic monitoring teleconference was organized on 15-09-12 for the filed functionaries at various levels, in turn orientation was given in a cascade mode.



## Monitoring and Feedback Mechanism



### Quality Monitoring Mechanism

Quality is the main concern of any programme. SSA also having implemented different programmes like infrastructure development in schools, teacher empowerment, School level grants to make school attractive and class room transaction effective, It is necessary to monitor the efficacy of all these programmes by assessing the quality of learning of children. NCERT has developed a tool to monitor and assess the progress in quality with special reference to Equity. These tools will help the monitoring staff to understand the role of community in school management (SLF-1 and 2). The consolidation and planning for the further support will be done at 4 levels.

#### School level:

The school level format consists of attendance, community perceptions and learner assessment. This information is filled by the Head teacher, recorded half yearly and report to CRC. It should also be observed that if the same children are found to be absent the problem is discussed in the village level meetings. SLF-2 – validation by SDMC president is a special feature of the State. The major problem identified by the SDMC's are discussed in the monthly meetings and joint action will be taken for school improvement.

#### Cluster level:

The school level reports are consolidated by the immediate monitoring staff of the school Cluster resource person. The consolidated school reports and cluster analytical report are prepared. These reports are shared in the cluster level trainings and school visits. This has enabled the CRP and teachers to identify the social group wise and gender wise success stories and constraints.

The CRP and teachers join together discuss and plan the activities based on the requirements identified in the group like Training needs, Community mobilization, Examinations, Teaching learning materials. The Cluster level requirements are forwarded to block for the support from block 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 month will give feedback to school teachers and also to the CRP. The CRP in turn present the outcomes at the block level. CLF is educational implementation mirror of cluster level.

### **Block level:**

The block level consolidation was prepared by Block resource coordinator. All the CRPs of the block presented their reports in the block level meeting. The issues raised by the CRPs are discussed at length in this meeting. The DIET representative and Block resource center prepared the block analytical report and the remedial measures to be taken to address the issues.

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 half year.

During the year of 2012-13 under REMS activities block level analysis reports prepared BRCs. SSA state office provided analysis templates and released each block Rs. 5,000 regarding analysis work.

### **District Level:**

In the divisional level meetings it is decided to prepare the district level data in the DIET with the help of DYPC and Block level functionaries. The Blocks have presented their analytical reports with the special issues identified at the block level. The DIET and District educational administration join together planned for the programmes to address the issues like Training needs, School needs, Teacher needs and activities to be organised. All the functionaries share the responsibilities.

The DIET and district office share the block level reports and analyse the quality in terms of quality monitoring tools. The block wise issues, weak areas, strengths and support required from the state. This will also a feed back to state to plan research, pedagogic activities.

As of now the quality is being monitored through different functionaries like DDPI office, DIET, BEO office, BRC, CRC and SDMC. The field functionaries visit schools and collect the data. The above officials in the form of inspection and supervision monitor both administrative and academic aspects in the school. The base for the quality review would be achievement in examinations, School academic plan and interaction with children.

The CRCs are the bottom level official agency monitors the school activities and quality offer support and suggestions to teachers for the improvement of quality. In case of additional support required they will contact BRC and DIET.

The resource persons of Block resource center and educational co-ordinators, BRC co-ordinator and Block education officers also visit schools and monitor the progress. Once again the base would be available records in the school and interaction with children. The block level persons will provide support to teachers in improving the quality. In case they need any decisions and academic support from the high level they contact DIET.



Like this the officials from the state, district and block level will also visit and monitor the quality aspects. They will provide their support and also summon the concerned officials for their failure in their responsibilities and streamline the process.

During the year of 2012-13 SSA has released Rs. 20,000 for district wise analytical work. DIET Nodal officer taken support of Block Resource Person preparation of analysis. This year 30 DIETs done a excellence analysis report.

Already completed first semester analysis report. Second Semester (November to March) all step of formats was distributed. DIET collected BLF format within Feb. After that they consolidated DLF format.

### **State level:**

The district level reports was 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 was 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 was planned.

### **Feedback from Quality Monitoring Tools:**

Teleconference was conducted for DIET, BRC, CRC to orient them for effective monitoring the performance of the schools on 15-09-2012 as per RTE implications. 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 semester.

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 semester 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. Detailed analysis report is given in the Quality chapter.

### **Educational Seminar:**

The NCF 2005 and state curriculum emphasizes the teaching of Part-B, Section 29 of RTE Act 2009, and also emphasizes on all round development of the child. In light of the above SSA Karnataka arranged A two days seminar on "Integration of co-curricular activities in school process" was organized on 18th and 19th of Jan-2013. Around 300 to 350 participants consisting of field level functionaries in the Subjects like Art

Education, Work Education. Physical Education, Health Education Value Education and DDPIs and DIETs principals of all districts attended the seminar. The participants are divided into 4 groups i.e Art Education, Work Education Physical and Health Education and Value Education . Roles & responsibilities of different stake holders in Integration of co-curricular activities in school process. strategies to be adopted for integration are discussed in each group and presented in the plenary session.



**EM INAUGURATING THE SEMINAR**



**A VIEW OF PARTICIPANTS**



**GROUP DISCUSSION**



**GROUP DISCUSSIONS**

**STATE LEVEL SEMINAR HELD ON 18-1-2013 AND 19-1-2013**

**Child tracking mechanism**

Out of school child consists of both dropped out and never enrolled. Those children who are in the age group of 6+ years will be directly enrolled in schools during June 2013. The remaining out of school children are conversed under AIE strategies i.e., RST, NRST, Tent schools Madarasa, KGBV etc.

During 2011-12, online software for tracking out of school children has been launched across all the districts and see that they complete their elementary education



without any hindrance. This is available on website through online facility and the concerned CRCs are entrusted with the powers to update the information periodically.

### **Web based child tracking system:**

Web based child tracking system is an online application is designed and developed at state office to track the out of school children. It supports three kinds of users namely Admin, User and Report viewer.

- Admin user can create user, edit user credentials, change password and view the reports – MIS personals at State and District level.
- User – User can register child, enter educational status of child and view reports – cluster coordinators.
- Report viewers – Can view the reports at different levels namely block, district, division and state – All block, district, division and state level officers.

In this system, Admin users at district level create users for each cluster coordinators in the district. Each cluster coordinator logs in, registers out of school children and also enters status of each child registered at least once in a month.

One day training was provided at State, Division and district level to the following users on using the software.

<b>Sl. No.</b>	<b>Designation</b>	<b>Numbers</b>
1	DYPC	34
2	APC	34
3	BEO	203
4	BRCC	203
5	CRCC	4103
6	Computer Programmer	34
7	State level officers	10
	<b>Total</b>	<b>4621</b>





# CHAPTER 10

## CHALLENGES AHEAD

## CHALLENGES AHEAD

The Sarva Shiksha Abhiyan has been a flagship programme of the Union and State Governments since 2001-02. Facilitation of universal access, enrolment, retention and quality schooling along with community empowerment of management of schools have been the abiding concerns of SSA. Gender, social, spatial equity serve as under-currents in these concerns. The SSA has been steadfast in realisation of all the dreams of universalization. Considerable success appears to have been realised in all these respects except in regard to quality schooling for certain reasons some of which are beyond the locus of control of SSA, as there is always a trade-off across quality and equity. Both of them are celebrated values of a public school system.

There is a need for a paradigm shift in addressing the concerns of mainstreaming OOSC. The concerns and issues of OOSC have to be located within a holistic and comprehensive vision of 'RETENTION' of children in schools. For this purpose, there is a need for a phenomenal change in the angle of vision of a drop-out and the current approach to arrest the drop-out phenomenon. The basic truth that there is a sequential relationship between attendance of children to schools, incremental learning on day-to-day basis associated with attendance, sustenance of the attention and interest of the child in learning and schooling, all of which would lead to retention of children and eventually the obliteration of the drop-out phenomenon needs acceptance. The first step in this direction would be to reconsider the systemic approach to continuous absence of the child from the existing 60 days duration to declare him/her as a drop-out and begin strategic planning to retrieve the child to school. In all probability, it would be essential to tolerate unauthorised absence only for a few days, may be two or three days, and then get to follow-up the absenting child for retrieval to school. Nearly 60,000 school communities need to wake-up to this challenge. A large majority of children who are irregular to schools and drop-out later are from and disadvantaged and first-generation-learner homes. Communities which run the school system are from better-off strata of society. Enlightening and energising the communities including the SDMCs for whom schooling habits are taken for granted, to envelop the disadvantaged communities in a dormant, social-class sensitive structure of society is a formidable challenge. However, a beginning needs to be made to break the iceberg of non-retention. Duration of tolerance of student absenteeism and non-attendance needs a sea-change. Conceptual and administrative changes in this direction are not the challenge. Enforcing this change down-the-throat of 60,000 school communities and conversion of this dream into a reality is the real challenge.



Further, the concern is to give life to Section 10 of the RTE Act which stipulates a duty on the part of parents to send children to school. What, if they do not perform their duty. There is a need for a simple, workable administrative facilitation to deal with violators of law in the form of location of Attendance Authorities, formalise this arrangement and make it functional.

Administrators at the field-level share the mind-set of the communities that they are currently serving. Irregular attendance, absenteeism and non-retention have never been serious agenda for most of them. Changing the law for administrative facilitation for retention is easy. Enforcing, monitoring and succeeding in this new approach will be a challenge. Sensitisation, re-orientation, capacity building of field-level administrators for realising the SSA / UEE / EFA / MDG / RTE goal of RETENTION and motivating them thereon is a challenge. There is nothing like on-line monitoring and timely corrective action. Corrective actions need to happen in discrete village communities, slums, remote rural areas, backward regions and vulnerable areas. Initiatives are needed towards this end.

In doing all this and in the efforts to provide quality schooling to children, it is quite natural that grievances crop-up on surface. Grievances may be from a variety of stakeholders like children, parents, teachers, SDMCs, communities and the socially sensitive public. The RTE Act has envisioned the need for Grievance Redressal Mechanisms. Such mechanisms have to been given administrative life and real-life realisation potential. Institutions can be located in space. Making the institutions to be functional, delivering and effective will be a challenge.

There is an observed gap between the date-of-identification of OOSC and the date-of-efforts for their retrieval initiatives to schools. During this gestation period, field-workers report on migration of OOSC families. Migration within the State should not be an issue. Inter-cluster / block / district networking of information, communication and action – strategies can address this issue. The real challenge is out-of-State migration, whether seasonal or otherwise. Addressing this issue is a national level concern that can be met through the creation of an effective Inter-State OOSC Migration Council. It is understood that the MHRD is already seized of the matter. Constitution of such a council and its activation may be needed.

Mainstreaming of OOSC children and eligible CWSN children to regular schools after strategic treatment appears to be quite dismal. Going by this trend, it appears on surface that SSA is not able to realise value-for—money on these strategies which give space for NGO involvement. Tightening the hold on Monitoring and Supervision of SSA

strategic interventions will boost both the efficiency and productivity of the system. Strengthening M&S in the system is a major challenge.

Sections 04 and 03 of the Act on age-adjusted enrolment of all out-of-school children and children with Special Needs serve as both moral and legal challenges to SSA. Basic figures of OOSC children in the State are suspect from the angle of DISE estimates. Reliability of DISE data which is used for planning, implementation, monitoring and progress overview of SSA is itself suspect as revealed by disharmony in data across the years followed up by in-depth investigation in selected districts. Generation of valid, reliable and useful data-base for all SSA activities is a real challenge of 2013-14. OOSC strategic planning, based on routine / mechanical / nonchalant collection of data is liable for legal scrutiny as RTE A is a legal instrument for enforcement of UEE.

Every child counts. The unit cost of public schooling is Rs.13861/- per year as estimated for reimbursements under section 12 (c) for admission of disadvantaged children in private unaided schools. This cost is also incurred for Govt. sector school children. Difference in estimates of children eligible for Government benefits get multiplied by this unit cost as unproductive expenditures. Money matters just as children count. e-governance of data system management on Aadhar model needs a serious trial.

The bottom-line of all challenges is Quality Schooling. Quality has a cost. Infrastructure enrichment, improving the quality of teachers, electronic mode of facilitation of student-learning, creation of rich learning environment in schools, facilitation of early reading programmes in schools – specifically among disadvantaged children and backward regions are challenges. The current levels of public funding for quality schooling are far from adequate. The jumping bar of State / MHRD funding needs to be raised. However, increases in State funding cannot fully meet the expenditure needs of a large system of schooling. There is a need to create an efficient, effective and functional public-private partnership platform for this purpose. Visioning such a platform and giving it life on the ground is a challenge.

The KCF-2009 for which new textbooks from 1 to 8 standards are getting in place, the adoption of CCE in all government schools as per KCF-2009 and RTE Section 29, the formal adoption of the RTE Act by the State Government in April 2012, when the rules of the Act were released, the variety of circulars that have been issued by the Government during 2012-13 for compliance of various sections of the RTE Act have thrown up formidable challenges to SSA for the year 2013-14.

Command over English language in children of public schools is a generally felt



public perception of quality schooling. Even though, English was introduced as a second language in the State from standard I since, 2009-10, it is observed that children find it difficult to communicate, read, especially develop writing skills. 2013-14 throws up challenges in meaningful English language transaction in schools. Further, pursuit of excellence among Government school children in science, mathematics and other school subjects, along with general knowledge and knowledge of current affairs serve as challenges. They need to be addressed in a phased way.

Consolidation of gains from Nali-Kali system in practice in the State in 1 to 3 standards, strengthening the efforts for child-friendly schools, refining CCE efforts, strengthening of Computer Aided Learning in schools, development of capacities of local communities / SDMCs through financial decentralisation and capacity building for generation and implementation of school development plans, adoption of a new paradigm of media and publicity strategies for SSA / RTE and quality schooling are all impending challenges before SSA and public schooling in the State. SSA maintains a web-site which was last updated in 2010-11. 2013-14 updation is needed.

The gap between plan and performance as revealed in the reports of various years is a challenge. Quality of performance and timely completion of planned initiatives need to be ensured. Every rupee has alternative needs in a developing economy. Gaps in performance need to be filled up by increasing the accountability in the system at all levels and refinements in M&S data. The need is to engage in ground-level and upwards on-line monitoring of all SSA interventions, follow-up on needed corrective actions with officers at various levels and increase the efficiency and effectiveness of the system of governance. This is also a challenge.

Vision of SSA and consciousness of time-frame for realisation of this vision needs to be shared by all stakeholders down-the-line, everywhere. Strict monitoring of the system without losing out on the morale of the personnel of a large system of elementary education towards a common set of goals of SSA is a persisting challenge which will be addressed with confidence and hope.

The successful implementation of the RTE Act needs intensification of publicity campaigns, their fine-tuning to make them meaningful and realistic. Apart from addressing concerns of accountability, transparency and value-for-money such publicity measures need to show-case success stories as well as project on-the-field needs of schooling for enlisting private participation on public platforms. Rolling out strategies and workable plans of action is a challenge.







CHAPTER 11

AUDIT REPORT







**AUDITOR'S REPORT**  
**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
**STATE PROJECT OFFICE**

1. We have audited the attached Balance Sheet of SARVA SHIKSHA ABHIYAN SAMITHI-KARNATAKA, New public offices, Nrupatunga Road, Bangalore-560001 as at 31.03.2013 and Income and Expenditure Account for the year ended on that date in which are incorporated the transactions as per the audited Receipts and Payments Account of State Project Office – Bangalore, DSERT Bangalore, Mahila Samakhya –SPO,KSQAO,WCD, District Project Offices including DIET's. These financial statements are the responsibility of the management of SSA, Karnataka. This responsibility of offices of SSA Karnataka include the design implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. Our responsibility is to express an opinion on these financial statements based on our audit.
2. We have conducted our audit in accordance with generally accepted auditing standards in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are prepared in all material respects, in accordance with an identified financial reporting framework and are free of material mis-statements. An audit includes examining on a test basis, evidences supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well as evaluating the overall financial statements presentation. We believe that our audit provides a reasonable basis of our opinion. Based on audit conducted by us and considering the various observations reported in the Management Reports ,we report that:
  - a) Double entry method of accounting based on cash basis is followed by SSA
  - b) The project expenditure incurred are accounted on the basis of audited Receipts and Payments Accounts of respective individual district implementing the project and other implementing offices, duly audited by us and as supported by utilization certificates. Verification of the actual utilization of grants are beyond the scope of our audit.
  - c) Attention is drawn to the following as disclosed in Significant Accounting Policies and Notes forming part of financial statements:
    - i. Sl.No. A(VI) regarding non –provision of Depreciation on Fixed Assets

ii. Sl.No. B(4) regarding expenditure on capital works pending capitalization amounting to Rs. 1391,76,47,668/- including expenditure incurred during the year amounting to Rs. 338,81,99,932/-.

iii. Sl.No. B(5) relating to outstanding advances amounting to Rs 169,88,60,731/- as summarized under:

• SPO	Rs 56,37,15,283/-
• DPO	Rs 36,51,06,239/-
• DIET	Rs 2,50,92,224/-
• NPEGEL-MSK & DPO	Rs 6,53,18,874/-
• Advance to KGBV (Grants)	Rs 40,33,55,201/-
• MSK, NPEGEL, WCD and KSQAO	Rs. 3,74,456/-
• DPEP –Non SSA	Rs 27,52,18,746/-
• RMSA –Non SSA	Rs 6,79,708/-
<b>Total</b>	<b>Rs 169,88,60,731/-</b>

Above advances are subject to reconciliation and confirmation.

3. Subject to above and comments included in our Management Report of even date we report that;

a. Attention is drawn towards Sl No. A(ii)-Significant Accounting Policies and Notes forming part of the financial statements disclosure and treatment of grants received from Central Government, State Government and other agencies .SSA has not complied with the accounting of grants as required by Indian Government Accounting Standard -2 in the financial statements.

b. Register of assets acquired wholly or substantially out of grants has not been maintained properly.

c. Fixed assets created out of project funds have not been physically verified during the year.

d. Expenditure incurred at District levels and other implementing offices have not been incorporated in the books of accounts of SPO, Karnataka at periodical intervals.

e. Advances released to District Offices and other implementing offices have not been reviewed, monitored and reconciled at periodical intervals.

f. In respect of balances that are shown under Current Liabilities, Current Assets and Loans and advances, confirmation of balances have not been obtained and are subject to reconciliation.

g. Compliance to the provision of Income Tax Act, 1961 relating to TDS and timely filing of ETDS returns have not be ensured by many of the Implementing Agencies of SSA.



- h. As required by AS 28, Impairment to assets created out the project funds have not been determined.

**Subject to the above, we report that:**

- i. The goods, works and services procured for the purpose of projects are in accordance with procurement procedures prescribed by state Project Offices, SSA-Karnataka.
- ii. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit .
- iii. In our opinion State Project Offices-Bangalore, DSERT, Bangalore, Mahila Samakhya- SPO, KSQAO, WCD, District Project Offices including DIETs and DPOs need to ensure that proper books of accounts as prescribed in the Financial Manual are kept, so far as it appears from our examination of such books
- iv. Subject to our observations stated herein above, the said Balance Sheet, Income and Expenditure Account and Receipts and Payments Account referred to in this report are in agreement with the books of accounts maintained and produced before us.
- v. In our opinion and to the best of our information and according to the explanations given to us, subject to the matters referred to in above paragraphs and Schedules, the said accounts read together with Significant Account Policies generally accepted in India.
- o In the case of Balance Sheet of the State of Affairs of the Sarva Shiksha Abhiyan Samithi-Karnataka as at 31st March 2013 and:
  - o In the case of Income & Expenditure Account, of the excess of Income over Expenditure for the year ended on that date

Date : 27/11/2013  
Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

**(Raveendra S.kore)**  
Partner  
M.No.218915

## **CERTIFICATE**

We have audited the attached Balance Sheet of SARVA SHIKSHA ABHIYAN SAMITHI-KARNATAKA, New public offices, Nrupatunga Road, Bangalore-560001 as at 31.03.2013 and Income and Expenditure Account for the year ended on that date in which are incorporated the transactions as per the audited Receipts and Payments Account of State Project Office – Bangalore, DSERT Bangalore, Mahila Samakhya – SPO,KSQAO,WCD, District Project Offices including DIET's. Based on audit conducted and considering the various observations reported in the Management Reports and observations contained in notes schedule, we report as under.

These financial statements are the responsibility of the SSA. Our responsibility is to express an opinion on these financial statements based on our audit. Subject to our audit report of even date and notes attached to and forming part of financial statements, management report of even date, we confirm that

- Goods, works and services procured for the purpose of projects are in accordance with procurement procedure prescribed by State Project Offices, SSA- Karnataka.
- The resources are used for the purpose of the project and
- The expenditure statements and financial statements are correct

During the course of Audit, we have relied upon the supporting documents, utilization certificates issued by implementing offices and records. Subject to our audit report of even date and notes forming part of financial statements, management report of even date, we are of the opinion that the financial statements audited can be relied upon to support reimbursement under the aforesaid loan/ credit agreement.

Further to the above, in our opinion and to the best of our information and according to the explanations given to us, it is certified that Income and Expenditure account and Balance sheet read together with the Management Report, Schedules and Notes represent a true and fair view of implementation (and operations) of the project for the year ended 31st March 2013.

Date : 27/11/2013  
Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

**(Raveendra S.kore)**  
Partner  
M.No.218915



## **CERTIFICATE**

“This to certify that we have gone through the procurement procedure used for the State for SSA and based on the Audit of the records for the year ended 31.03.2013 for the SARVA SHIKSHA ABHIYAN SAMITHI- KARNATAKA, New Public Offices, Nrupathunga Road, Bangalore – 560 001, inputs from the District Audit reports and subject to observations made in our Management Report of even date, we are satisfied that the procurement procedure prescribed in the Manual on Financial Management and Procurement under SSA has been followed”

Date : 27/11/2013  
Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

**(Raveendra S.kore)**  
Partner  
M.No.218915

# **Management Report**

## **SARVA SHIKSHA ABHIYAN SAMITHI, KARNA TAKA**

We have audited the attached Balance Sheet of SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA, New Public Office, Nrupatunga Road, Bangalore – 560 001 as at 31.03.2013 and Income and Expenditure Account for the year ended on that date in which are incorporated the transactions as per the audited Receipts and Payments Account of State Project Office – Bangalore, DSERT Bangalore, Mahila Samakhya – SPO,KSQAO,WCD, District Project Offices including DIET's. Based on audit conducted and considering the observations in the audit report, we report as under:

### **1.0 CASH BASIS OF ACCOUNTING**

Double entry system based on cash basis is followed by SSA. As per para 51 of the Manual on Financial Management and Procurement adopted by SSA, double entry system based on mercantile system of accounting is to be followed by SSA.

### **2.0 REVIEW OF EXISTING INTERNAL CONTROLS**

Existing internal control measures with regard to transfer of funds, maintenance of accounts and records, periodical reconciliation of funds received and releases, advance outstanding, analysis of budget Vs actual need to be strengthened. At present, periodical reconciliation of funds received at DPO levels are not being carried out.

As observed by us, DIET's are clubbing the SSA grants along with other Non SSA grants. Further observed that DIET's. SSA Bank accounts are credited with Non SSA Grants also. There should be system in place to maintain separate bank account as well as separate books of accounts for SSA grants.

There should be a periodical monitoring and review of project expenditures incurred at the level of SDMC, BEO and DPO by concerned project authority. Annual financial statements prepared on the basis of expenditure incurred at the level of SDMC and BEO are to be reviewed for its authenticity and accuracy.

### **3.0 PERIODICAL SUPERVISION AND REVIEWS OF ACCOUNTS**

At present, accounting personnel with commerce background have been provided at district levels and other implementing agencies. They have been entrusted with the work of maintenance of day- to- day accounts in computer accounting software-Tally latest version. They have been trained also. In most of the DPOs though the accounting software has been installed, the same is not put to use and they continue to maintain the accounts on manual basis. In most of the districts, accounts were not updated on day-to-day basis in the tally accounting software.

At present, there is no system of periodical review of accounts maintained by the Accountants deputed for the purpose. Monthly Receipts and Payments Account sent by DPOs are to be checked by Accounts Superintendents and should be periodically reconciled with the records maintained.

Monthly DPO accounts are not being incorporated in SPO books of accounts on the month-to month basis and at regular intervals. Also, accounts have not been reviewed at periodical intervals.



There should be in place proper control for maintenance of accounts at SDMC level. This would commence with fixing the responsibility on a particular person for maintenance of accounts having adequate expertise and qualification in the maintenance of accounts.

#### **4.0 FINANCIAL MANAGEMENT MANUAL**

Books of accounts and other records maintained at various districts offices, BEOs and SDMCs are not as per procedure prescribed in manual on Financial Management and procurement in its entirety. The scheme accounts have not been maintained fully on double entry system of accounting based on mercantile system as required by Financial Management Manual. In most of the implementing offices, the following books of accounts and other records as required by Financial Management Manual are not maintained:

- Ledger
- Journal
- Stock Register
- Grant Register
- Capital Goods
  - o Register of works
  - o Non –consumable articles
- Fixed Assets Register
- Classification of project accounts
- Temporary Advance Register

#### **5.0 VERIFICATION OF FIXED ASSETS**

As per para 62 of Financial Management Manual, the society and other implementing offices should maintain a register of assets created out of the project funds. These assets are to be physically verified yearly by project authorities. Relevant abstract of the register should be appended to the annual statement of accounts submitted by the society to the Government of India. At present, there are no such records maintained in its entirety at district offices and also at SPO. Also, physical verification of assets has not been carried out neither at periodical intervals or at year end. In the absence of maintenance of proper records for fixed assets and physical verification of these fixed assets, discrepancies if any, is not ascertainable. Compliance to these requirements has to be strictly adhered to.

#### **6.0 MAINTAINANCE OF SEPARATE BANK ACCOUNT FOR SSA FUNDS AND FOR SSA PROJECTS ACTIVITIES**

In the below mentioned instance wherein funds have been received from other agencies which are credited to SSA funds accounts and expenditure has been incurred out of such funds:

- RMSA to DIETs Rs .43,77,605/-

## **7.0 EXPENDITURES UNDER THE SCHEME**

The funds released to districts are initially classified as advances and the same are indicated as such in the books of accounts. These advances are adjusted based on audited Receipts & Payments account of individual districts and UCs.

The funds released to DIETs, DSERTs, Mahila Samakhya, KSQAO are initially classified as advances and the same are indicated as such in the books of accounts. These advances are adjusted based on audited Receipts & Payments accounts and Utilization Certificates.

Expenditure incurred at the level of SDMCs, BRC and CRC are required to be consolidated at BEO level at periodical intervals. Consolidated Receipts and Payments Accounts are required to be prepared by BEOs/BRC's including their project expenditures at periodical intervals. Offices of the DPOs are required to prepare a consolidated Receipts and Payments Accounts including project expenditures incurred by them at periodical intervals incorporating accounts of various BEOs/BRC's. This has not been complied in full in any of the office of DPOs or BEOs/BRCs. The present practice is to prepare consolidated Receipts and Payments at district level once in a year and at the time of audit.

Similarly, monthly district level accounts and other implementing offices accounts are to be incorporated in books of accounts of SPO, Bangalore. Also, there should be in place a periodical reconciliation of grants released district offices. Confirmation of balances relating to advances, EMDs etc are not obtained.

## **8.0 MAINTENANCE OF PROPER PROJECT DOCUMENTATION AND RECORDS AT BEO/BRC's LEVEL.**

As observed by us, proper documentation and complete records in all respects for expenditure incurred at BEOs/BRC's are to be kept for the following:

- Civil works
- Certification of works and/ or services
- Accounting
- Safe guard of assets
- Reporting
- Issue of utilization certificates

## **9.0 RECONCILIATION OF FUNDS RELEASED vis-à-vis RECEIPTS BY IMPLEMENTING OFFICES**

Periodical reconciliation of grants released and the receipts of the same by the implementing offices are to be carried out at the level of implementing offices-activity wise i.e., project component-wise. This would facilitate taking action for any mis-match of funds and to prevent diversion of funds without proper authorization for activities other than envisaged including mis-utilization of funds.

## **10.0 MAINTENANCE OF REGISTERS FOR RECEIPT OF GRANTS, RELEASE OF GRANTS, REFUNDS OF UNUTILIZED GRANTS, ADVANCE REGISTERS AND CHEQUE ISSUED REGISTER**



The following registers are to be maintained at DPO levels and are to be updated.

- Register of Grants
- Advance registers for project expenses and also for contingency expenses

#### **11.0 INCORPORATION OF PROJECT EXPENDITURES OF PROJECT IMPLEMENTING OFFICES IN THE BOOKS OF SPO AT PERIODICAL INTERVALS.**

Release of grants to implementing agencies is accounted as advance grants. Journal entries are to be passed to incorporate expenditures under various project components /activities at periodical intervals and a review of such expenditure are to be undertaken at periodical intervals.

#### **12.0 DPEP SALARY (NON-SSA)**

Balance Outstanding under DPEP Salary as on 01.04.2012 Dr.	Rs. 32,65,77,629/-
Less: Funds transferred to DPO Bank Account by way of Refund from DPEP A/C.	Rs 5,13,58,883/-
Balance as on 31.03.2013	Rs.27,52,18,746/-

#### **13.0 CANARA BANK – FCRA ACCONT**

There is a balance of RS 1267 with Canara Bank in FCRA Account. There is no operation in the account since several years. Action may be taken to close the same.

#### **14.0 AWP&B and ACTUAL EXPENDITURE**

The details of amounts are marked as per AWP&B for the FY 2012-13 and Actual expenditure are furnished under ANNEXURE-I

#### **15.0 INSURANCE ON ASSETS**

Insurance to cover various risks in respect of the assets created particularly for movable assets at SPO and implementing offices are not obtained.

#### **16.0 LONG OUTSTANDING ADVANCES**

An early action is to be taken to recover the long advances. Further, in respect of long outstanding advances, the desirability of levying interest may be considered in consultation with MHRD and action taken to realize/ adjust the advances. The advances have to be periodically analyzed and taken up for recovery confirmation of balances has to be obtained at periodical intervals.

#### **17.0 SDMCs AUDIT**

We have audited the SDMC's where the total grants releases is more than Rs 100000 during the year which covered all the DPO's except Mandya DPO . As on date of this report, we have completed the audit of 3916 SDMCs. None of the SDMC's been audited in the District of Mandya due to non arrangements of SDMCs by DPO & BEOs/BRCs of Mandya District..

## 18.0 EMD REGISTER

EMD register though maintained is to be updated and reconciled with General Ledger Balance. There are outstanding EMDs for more than three years which are required to be reviewed. Also in the following case, there is debit balance in EMD accounts:

EMD- DSERT                      Rs 119596

An early action may be taken to review the above debit balance and realize the same. It is also suggested that old outstanding EMDs are to be reviewed and action be taken either for refund or adjustment.

Also, there is a credit balance in EMD-e-procurement amounting to Rs 1,00,000/- . Individual details of such EMDs are not available. This may further be examined & strict compliance to be adhered.

## 19.0 SECURITY DEPOSIT

Security Deposit register has not been maintained. A sum of Rs.7,48,374/- is held under Security Deposit which is outstanding for a long time without review and without details.

## 20.0 LONG OUTSTANDING STATUTORY DUES

The following are the long outstanding statutory dues

- |                              |                |
|------------------------------|----------------|
| • TDS-2005-06                | Rs 1,39,164/-  |
| • TDS-2006-07                | Rs 72,348/-    |
| • TDS- DPO                   | Rs 16,29,872/- |
| • Sales tax Payables 2006-07 | Rs 11,195/-    |
| • Sales tax payables         | Rs 70,146/-    |

Above statutory dues are to be examined and settled at an early date.

## 21.0 LONG OUTSTANDING LIABILITIES

Long outstanding liabilities are as under:

J S Computer Infosystem	Rs 13,582/-
DSERT Non SSA Activities	Rs 1,51,428/-
DPO –Dharwad	Rs 5,57,498/-
Bellary –MSK NPEGEL	Rs 44,067/-
DDPI Dakshina Kannanda	Rs 1,89,300/-
DDPI Mysore	Rs 2,86,946/-

Above long outstanding liabilities are to be examined and action to be taken for settlement and/ or adjustment at an early date.

## 22.0 BANK GUARANTEE REGISTER AT SPO OFFICES

Bank Guarantee register are not maintained, however Bank Guarantees are monitored by the concerned programme officers.



## **23. AUDIT OBSERVATIONS :**

### **23.1. STATE PROJECT OFFICE**

- i) Funds Management: The funds are released by Government of India / Government of Karnataka to the SSA which in turn releases funds to DPOs and other project implementation agencies of the project. Payments are also made for procurement of items by SSA. The review of the bank statement revealed that huge balances were parked in the SB account. It is suggested that an assessment of the actual requirement of funds required for the project / program is made by preparing fund flow statement for the project to avoid parking significant amount of funds in SB Accounts.
- ii) It is observed that the payment of Rs.17,89,46,800/- to suppliers for having supplied uniform cloth to 8,94,734 students (boys) studying in class 1 to 8th std in Govt schools is outstanding as the Government had not released the above amount, on the other hand it had directed Sarva Shikshana Abhiyan to utilize the savings under various interventions out of its contribution of 35% under the Sarva Shikshana Abhiyan programme, to make payment for the uniforms cloth supplied to several category boys. As per SI. No. 5 of memorandum of Association, the object of SSA is to act as an autonomous & independent body for implementation of the SSA Scheme of the Govt. of India.

MHRD had contemplated the issue of uniforms for the year 2012-13 only for all girl students SC boys, ST boys and BPL boys students in 1st to 8th std in Govt School and not for boys belonging to other categories thus the decisions of Sarva Shikshana Abhiyan to issue uniforms cloth to other category boys at Rs.17,89,46,800/- is not in order and it also resulted in Sarva Shikshana Abhiyan violating the guidelines of MHRD and its own memorandum of association.

- iii) During the course of our audit, it is observed that an amount of Rs.41,88,22,888/- was outstanding against advance to staff, Universities, NGOs, Government & other agencies. It is further observed that advances are outstanding more than a month. Necessary actions to be taken for the recovery or adjustment at early date.
- v) Procurement of one set of uniform under SSA:  
As per Sarva Shiksha Abhiyan framework for implementation-2009 of para no.2.5.6.1 procurement of uniforms would be in decentralized mode at the SDMC level. However for the year 2012-13 SSA has followed centralized vendor identification process which is against the SSA framework for implementation-2009 norms.

### **23.2. DPO BAGALKOT**

#### **i) DPO-Bagalkot**

- Quarterly e-TDS Returns has not been filed by the DPO. Penalty for delayed return U/s 234E of Income Tax Act 1961 is least of the following:

- o Rs. 200 per day till the date of filing of the return; or Amount equal to the amount of TDS deposited with respect to dedicatees.
- TDS amount of Rs. 408.00 pertaining to the month of December 2010 has not been deposited till the date of audit with respect to Koraddi Travels.

**ii) DIET Ilakal**

- Grant Register is not updated with NEFT ( Bank Direct transfer) entries.

**iii) BEO-BRC BAGALKOT:**

- The following book of accounts not produced for audit-
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Assessment Year in the TDS paid Challans are wrongly mentioned as 2012-13 instead of 2013-14.
- Quarterly E-TDS returns not filed for the FY 2012-13.

**iv) BEO-BRC Badami:**

- The following book of accounts not produced for audit-
  - o Journal Book.
  - o Fixed Assets Register.
  - o General Ledger
  - o Stock Register.
- Quarterly e-TDS Return has not been filed by the BRC. Penalty amount to be paid by Block Resource Coordinator towards income tax department for delayed return U/s 234E of Income Tax Act 1961, is least of the following:
  - o Rs. 200 per day till the date of filing of the return; or Amount equal to the amount of TDS deposited with respect to deductees.
- Rs. 3,57,387.00 has been paid to Poornima Gramina Abhuvruddhi, Utilization Certificate is shown only for Rs. 3,15,295.00. Balance amount Rs. 42,092.00 should be refunded to SSA account.
- Vouchers for cheque number 102454 Amount of Rs. 1,833.00 is not available. The amount has to be recovered at the earliest.
- Rs. 35,000.00 paid towards Chinnara Angala Program and Utilization Certificate for the same is collected only for Rs. 33,302.00, balance Rs. 1,698.00 has to be recovered to SSA account.
- There is no valid photo documentation proofs from the CRP's and BRC about the programs conducted by them even though they have claimed



the documentation amount released by SSA for the program. The documentation amounts needs to be recovered from the CRPs and BRC for claim without proof's.

- TDS not deducted for payments made to KSRTC Rs. 1,85,742.00 dated 17/11/2012.
- It is found that delayed TDS payments have been made by the BRC but Interest for delayed payments has not been remitted

**v) BEO-BRC Bilagi:**

- Following registers are not maintained.
  - o Journal Book
  - o Fixed Assets Register
  - o Register of Assets
  - o EMD Register
- Assessment Year is wrongly mentioned in TDS Challans as 2012-13 instead of 2013-14.
- TDS not been deducted for bus hiring charges of Rs.164342 paid on 17.12.2012 to NWKSRTC towards chinnara zilla darshana
- Quotations not received for purchase of BRP Furniture worth Rs.30,000/-
- E-TDS quarterly returns not filed for the FY 2012-13

**vi) BEO-BRC HUNGUND:**

- The following books of accounts not produced for audit
  - o Journal book in form SSA-3
  - o Register of assets in form no SSA-13
  - o EMD register
- Quarterly E-TDS returns not filed for the FY 2012-13.
- TDS has not been deducted in the following cases:

<b>Sl No</b>	<b>Name of the Party</b>	<b>Amount Paid</b>	<b>Cheque NO</b>	<b>Cheque Date</b>
1	Asha deepa Angavikalara Society	2,54 ,416	292416	31.08.2012
2	NWKSRTC	78,120	292451	05.11.2012
3	NWKSRTC	77,800	292452	26.11.2012
4	NWKSRTC	54,000	292459	10.12.2012
5	NWKSRTC	108,000	292461	10.12.2012

- **Q**

**j. BEO-**

**vii) BEO-BRC JAMAKHANDI:**

- TDS has not been deducted for hiring of KSRTC Bus for Zilla Darshana and Krishi Darshana programs.
- The following registers are not maintained
  - o Fixed Asset Register
  - o Journal Register.
- Assessment Year in the TDS paid challans for the Financial Year 2012-13 is wrongly posted as A.Y. 2012-13 instead of A.Y. 2013-14.
- Quarterly E-TDS returns not filed for the FY 2012-13

**viii) BEO-BRC-MUDHOL**

- Quarterly E-TDS returns not filed for the FY 2012-13.

**23.3. DPO-BANGALORE URBAN**

**i) DIET BANGALORE URBAN**

- No interest has been remitted for TDS delayed payments made.
- E-TDS returns are not submitted for the F.Y. 2012-13.
- Only cash book and Cheque issue register has been maintained by the DIET and no other subsidiary books have been maintained by the DIET.

**ii) BEO-BRC-South – 01 – Basavanagudi**

- Quarterly E-TDS returns not filed for the F.Y. 2012-13.

**iii) BEO-BRC- South 02 - Vijaynagar**

- Fixed Assets Register not maintained.
- Sum of Tax deducted at Source mentioned in R&P Account i.e, Rs. 39,558 and that mentioned in Quarterly e-TDS return filed differs i.e, Rs. 20,097.
- Lower deduction of TDS: Sum of Rs. 48702 has been paid to Mr. Jami-Ul-Ulum-Arabia (NRST Activities) a sum of Rs. 994 has been recovered as Income Tax at 2% and remitted to Govt. A/c whereas, TDS should have been deducted at 20% Since the PAN of the party is Not Available.

**iv) BEO-BRC-South 03 – Ashok Nagar**

- Fixed Assets Register not updated.
- A Sum of Rs. 5,00,000 has been released for construction of training centre at BRC office. The work entrusted to Nirmitha Kendra Bangalore, without any agreement and MOU. Payment has been made to agency without deduction of Income tax at 2% on Rs. 5,00,000.



**v) BEO-BRC- South 04 – K R Puram**

- TDS has not been deducted for the payments made to KSRTC with regards to Chinnara Zilla darshana programme bus hire charges.
- Quarterly E-TDS returns for the F.Y. 2012-13 not made available for audit.

**vi) BEO-BRC- Anekal**

- Quarterly E-TDS returns not filed for the F.Y. 2012-13.

**vii) BEO-BRC- North 1 – Rajajinagar**

- TDS has not been deducted in respect of payments made catering services for the training programs.
- Assessment year was not mentioned in TDS payment challans.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.

**viii) BEO-BRC- North 02 – Malleshwaram**

- Assessment year was wrongly mentioned in TDS payment challans mentioned as 2012-13 instead of 2013-14.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.

**ix) BEO-BRC- North 03 – Commercial Street - Shivajinagar**

- A total sum of Rs. 10,00,000 has been released for construction of CWSN resource centre and training hall. But Income tax at 2% amounting to Rs. 20,000 has not been deducted while making the payment to Contractor.
- Income Tax has not been deducted while making the payment to caterers for supply of food to teachers for the trainings.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.

**x) BEO-BRC- North 04 – Yelahanka**

- Following books of accounts were not made available for audit.
  - o Grant Register.
  - o Stock / Fixed Assets Register.
- General ledger accounts not updated.

**23.4. DPO BANGALORE-RURAL**

**i) BEO-BRC DEVANAHALLI**

- Quarterly E-TDS returns are not filed for the FY 2012-13
- BEO Contingency Grant Vouchers are not made available for audit.

**ii) BEO-BRC DODDABALLAPURA**

- Quarterly E-TDS returns are not filed FY 2012-13.

**iii) BEO-BRC -HOSAKOTE**

- Quarterly E-TDS returns are not filed for the FY 2012-13.
- BEO Contingency Vouchers are not made available

**iv) BEO-BRC-NELAMANGALA**

- Quarterly E-TDS returns are not filed for the FY 2012-13.
- BEO Contingency grant Vouchers are not made available.

**23.5. DPO-BELGAUM**

**i) DPO-Belgaum**

**Procurement of goods & services:**

- Name of the party: KEONICS. Bangalore.

Nature of Service: Providing data entry operators 19 no's to DPO Belgaum district .

- o MOU entered on 18.02.2011.
- o Period of Contract up to March 2013.
- o Contract Value Rs. 76,09,500.00.

**Observation:** Performance Security of 5% of the contract value (Rs.3,80,475.00) irrevocable bank guarantee from the Nationalized Bank valid up to 90 days beyond the date of completion of project not collected by DPO Belgaum. As per special condition of the contract clause III.

- Name of the party: Karnataka Rural Education Society Hidkal Dam.Hukkeri. Dist. Belgaum.

Nature of Service: Providing Special IED Teachers 24 numbers to DPO Belgaum district.

- o MOU entered on 10.07.2012.
- o Period of Contract up to March 2013.
- o Contract Value not mention in the agreement (Rs. 57,60,000.00)

**Observation:** Performance Security of 5% of the contract value (Rs. 2,88,000.00) Security Deposit through Demand Draft where as DPO Belgaum has collected DD of Rs. 81,000.00 only, as per condition of the contract.

- Name of the party: Devaki Education Society. Belgaum.

Nature of Service: Providing Watchmen 14 numbers to DPO Belgaum district.

- o MOU entered on 18.07.2008.
- o Period of Contract not mentioned in the agreement
- o Contract Value not mention in the agreement (Rs. 9, 24,000.00)



**Observation:** DDPI/DPO has not authorized (signature) the agreement.

- Name of the party: United Welfare Association Society. Belgaum.  
Nature of Service: Providing Drivers 3 numbers to DPO Belgaum district. @ Rs. 4,400.00 per month each.
  - o MOU entered on not entered into an agreement by DPO Belgaum.
  - o Payments are being made to the above referred NGO without an agreement.
- Name of the party: Sister Don Bosco Maria Krupa Society. Nandagad.  
Nature of Service: Providing Shelter Urban Deprived Children's.
  - o MOU copy not provided for audit.

**ii) DPO-CHIKKODI**

- PAYMENTS RELEASED WITHOUT MOUs:

The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:

DATE	NAME OF THE NGO	AMOUNT
01.10.2012	Yallara lingeshwar education and social welfare society	319200.00
01.10.2012	The Karnataka rural education society	268800.00
01.10.2012	Laxmi rural development society	319200.00
01.10.2012	Navashakthi samagra grameena abhiruddi sounsthe	201600.00
16.10.2012	Banashenkari mahila abghiruddi mandali	243600.00
17.10.2012	Maheshwari education and social welfare society	169200.00
17.10.2012	Mahila & makkala abhiruddi sounsthe	101100.00
17.10.2012	Chaithanya samaja kalyana elakhe	254400.00
	<b>TOTAL Rs</b>	<b>1877100.00</b>

- AMOUNT RELEASED TO KRIDA ABHIYANA:

Date	Ch No	Head	Amount
15.12.2012	978082	Paid to Digraja for krida abhiyan	223650.00

- The Following conditions are not on record \fulfilled while making the payment to Education Officer Mr Digraja for Krida Abhiyana Training as per SSA circular No:SSA\AC\C-Krida Tarabeti\5\2012.13 dtd 21.06.2012 as per our observations of the documents of Trainers examined \produced to us. The following are the broad conditions:
  - o The Trainers should possess the certificates with regard to Sports Activities
  - o The trainers' should have a minimum experience of two years in the respective fields

- o The age limits for Trainers should not exceed 40 years.
- o The trainers should be from the empanelment list of Physical Instruction Dept.

**iii) BEO-BRC-KAGAWAD**

- Grant register not produced for audit

**iv) BEO-BRC-NIPPANI**

- Grant register not produced for audit.

**v) BEO-BRC- GOKAK**

- Grant register not produced for audit.

**vi) BEO-BRC- MUDALAGI**

- Grant register not produced for audit.

**vii) BEO-BRC- CHIKKODI**

- Grant register not produced for audit.

**23.6. DPO BELLARY**

**i) DPO BELLARY**

- General Ledger is not maintained
- Vouchers are not serially numbered

**ii) DIET BELLARY**

- General Ledger is not maintained
- Vouchers are not serially numbered

**iii) BEO-BRC BELLARY EAST**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register
  - o Stock Register .
  - o Grants Register

**iv) BEO-BRC BELLARY EAST**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register

**v) BEO-BRC BELLARY WEST**

- Fixed Assets Register not produced for audit.



**vi) BEO-BRC-HADAGALI**

- Fixed Assets Register not produced for audit.

**vii) BEO-BRC-H B HALLI**

- The following book of accounts not produced for audit
  - o General ledger
  - o Grants Register
- Fixed Assets Register not updated.

**viii) BEO-BRC-SANDOOR**

- The following book of accounts not produced for audit
  - o General ledger
  - o Grants Register
- Fixed Assets Register not updated

**ix) BEO-BRC-HOSPET**

- The following book of accounts not produced for audit
  - o General ledger
  - o Grants Register
- Fixed Assets Register not updated

**x) BEO-BRC-SHIRUGUPPA**

- The following book of accounts not produced for audit
  - o General ledger
  - o Grants Register
- Fixed Assets Register not updated

**xi) BEO-BRC-KUDLIGI**

- The following book of accounts not produced for audit
  - o General ledger
  - o Grants Register
- Fixed Assets Register not updated

**23.7. DPO-BIDAR**

**i) DPO-BIDAR**

- An amounting of Rs 119860/- paid to G.P. Solutions, Bidar for Data Entry Charges, quotations are not called for the same.

- Cheque No. 699558 dated 18/09/2013 amounting to Rs 74390/- paid to Ganga Computers, Bidar for Data Entry Charges, quotations are not called for same.
- Cheque No.699541 dated 12/09/2013 amounting to Rs 12340/- paid for purchase of Camera. The same is not taken in Stock Register.

**ii) DIET BIDAR**

- Fixed Assets Register (Details Available but not in SSA prescribed format).
- Grants Register ( They have directly entered in Cash book)
- Following cheques issued for Non DIET Expenditure:

<b>Cheque No.</b>	<b>Date</b>	<b>Amount</b>	<b>Remarks</b>
702524	20/10/12	15469.00	Contingency & Vehicle Repair
702538	20/11/12	2410.00	Vehicle Repair
702539	20/11/12	6821.00	Contingency
702540	20/11/12	4900.00	Contingency

**iii) BEO-BRC-Aurad**

- Fixed Assets Register ( Details Available but not in SSA prescribed
- Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed FY 2012-13.

**iv) BEO-BRC-BASAVAKALYAN**

- Fixed Assets Register ( Details Available but not in SSA prescribed format)
- Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for FY 2012-13.

**v) BEO-BRC-BHALKI**

- Fixed Assets Register ( Details Available but not in SSA prescribed format)
- Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed FY 2012-13.
- TDS amount was not recovered in NGO Payment made in during the year. The details are as follows:

<b>Sl. No.</b>	<b>Name of NGO</b>	<b>Amount</b>
01	Sevalal Rural Development Society, Halhalli	77827.00
02	Indira Gandhi Mahila Mandal, Nittur	98561
03	Halsi Tugaon Jalayan Anushthan Sangh	382777
04	Priyanka Education Society, Dhannur	36141
05	Matoshree Mayawati Mahila Mandal, Dhannur	43055.00
	<b>TOTAL</b>	<b>638361</b>



**vi) BEO-BRC-BIDAR**

- Grants Register (They have directly entered in Cash book).
- Fixed Assets Register (Details Available but not in SSA prescribed format)
- Quarterly E-TDS returns not filed for FY 2012-13.
- TDS amount deducted but deposited amount voucher was not found for verification of Audit. The details are as follows;

<b>SL NO</b>	<b>NAME OF THE NGO'S</b>	<b>GROSS AMOUNT</b>	<b>TDS AMOUNT</b>
01	Gram Bharti Sanskriti Bidar	235200.00	4800.00
02	Karnataka Naveen Sansthe	95239.00	1944.00
03	Navjeevan Maheela Mandal, Bidar	95239.00	1944.00
04	Anjanadevi Rural Development	95239.00	1944.00
05	Shivleela Womens Welfare Society	95239.00	1944.00
06	Keerti Ratna Education Society	95239.00	1944.00
	<b>TOTAL</b>	<b>711395</b>	<b>14520</b>

**vii) BEO-BRC- HUMNABAD**

- Grants Register (They have directly entered in Cash book)
- Quarterly E-TDS return not filed
- Fixed Assets Register (Details Available but not in SSA prescribed format)
- Payments made on 30/03/2013 towards running of 6months RBC Centres to following NGO's, TDS amount was not found deducted, details as below:

<b>Cheque NO.</b>	<b>Amount</b>	<b>Name of NGO's</b>
073458	86240.00	Saraswati Gram Abhivrudhi Sansthe
073459	86240.00	Ambika Shikshan Sansthe
073460	86240.00	Rudra Maheela Mandal
073481	68992.00	Roopwati Mahila Mandal
073482	61446.00	Karanja Shikshan Sansthe
<b>TOTAL</b>	<b>389158</b>	

## 23.8. DPO BIJAPUR

### i) DPO BIJAPUR

Sl no	Date	Cheque no	Amount (Rs.)	Description
01	07.02.2013	689461	78,400	Photocopy expenses in relation to preparation of meeting Booklet. Considering the volume, the meeting Booklets should have been printed rather than Photocopying which would have resulted in lesser cost. Further, DPO has own Photocopying machine which should have been used rather than entrusting to outside vendor. No log book maintained for photocopying machine.
02	29.12.2012	-----	32,000	Advertisement in Local TV Channel - TDS not deducted (Voucher No 292)

### ii) DIET BIJAPUR

- General ledger not maintained.
- Books are not maintained on Accrual basis of accounting.

### iii) BEO-BRC-CHADCHAN

- Voucher observations:

Sl no	Date	Cheque no	Amount	Description
01	16.02.2013	25323	3,000	Bill not available relating to Photocopying expenditure
02	25.10.2012	-20358	10,000	Payment made to BRP's Rs 10,000 (Rs 2000 per BRP) towards expenditure for activities. Supportings for only Rs 2000 available (BRP - MP Walikar). No Supportings available for remaining Rs 8000.



**iv) BEO-BRC-MUDEBIHAL**

- Voucher observations

Sl no	Date	Cheque no	Amount	Description
01	25.08.2012	318184	17,700	Bill not available for Rs 4095 relating purchase of books.
02	02.10.2012	318218	10,000	Amount paid to BRP's Rs 10,000 (Rs 2000 each BRP) towards REMS activities. No supporting documents are produced.
03	24.01.2013	477481	16,445	Expenditure towards CCE Training. No supporting documents are produced.
04	29.10.12	318259	23,000	Amount paid to Rajya sahakari noukarara sangh . No supportings or satisfactory explanation provided.
05	04.02.2013	477492	31,630	Expenses incurred towards British training. No supporting produced.

**v) BEO-BRC-SINDAGI**

- Voucher observations

Sl no	Date	Cheque no	Amount	Description
01	25.08.2012	086114	4,900	Accounted as Rs 4900, while the actual expenditure is Rs 4500

**23.9. DPO CHAMARAJANAGAR****i) DPO CHAMARAJANAGAR**

- Grant register not produced for audit
- TDS of Rs. 10,000.00 has not been remitted.
- Quarterly e-TDS returns are not filed for the A.Y 2013-14.
- During the course of audit of SDMCs not presented their Measurement Books for the audit. As per the explanations given by the SDMCs that the District Engineer has not provided the Measurement Books to the concerned SDMCs.

**ii) DIET CHAMARAJANAGAR**

- Following books of accounts are not maintained:
  - o Ledger Book
  - o Grant Register
  - o Teachers Training Programs Register

**iii) BEO-BRC-CHAMARAJANAGAR**

- Fixed asset register & stock register not produced for audit.
- TDS challans for the F.Y 2012-13 are not made available for verifications during the audit.
- Quarterly E-TDS returns not filed for the F.Y. 2012-13

**iv) BEO-BRC-YELLANDUR**

- Receipt and payments submitted by the BRC is showing a difference of Rs.2,000.00.
- TDS challans were not submitted for our verification for the TDS payments made for the FY 2012-13.
- Quarterly e-TDS returns not filed for the FY 2012-13.

**v) BEO-BRC-GUNDLUPETE**

- Quarterly e-TDS return not filed for the F.Y 2012-13.

**vi) BEO-BRC-KOLLEGALA**

- Quotations not presented for the audit verification for the purchases made during the year 2012-13.
- Vouchers not submitted for the amount paid to Mr. Basavaraj IERT, amount Rs. 4000.00.
- Quarterly e-TDS return not filed for the F.Y 2012-13.

**vii) BEO-BRC-HANUR**

- Quotations not presented for the audit verification for the purchases made during the year 2012-13.
- BRC mobile bill has been paid in excess by Rs. 3,954.00 than the grant issued and BEO mobile bill has been paid in excess by Rs. 934.00 than the grant issued.
- Quarterly e-TDS returns not filed for the F.Y 2012-13.

**23.10. DPO CHIKKMAGALORE**

**i) DPO CHIKKMAGALORE**

- Quarterly submission of e-TDS Returns has not been carried out by the DPO for TDS deducted during the year 2012-13.

**ii) DIET Chikkamagalore**

- Interest for delayed payment of TDS has not been paid .
- E-TDS returns are not filed.
- DIET has not maintained subsidiary books except cash book & cheque issue register.



**iii) BEO-BRC-Chikkamagalore**

- Grant Register & Stock register not updated.
- Quarterly E-TDS returns not filed for the FY 2012-13.

**iv) BEO-BRC-MUDIGERE**

- Rs. 46,625 has paid to BEO for TA/DA expenses but vouchers are provided as contingency expense.
- Quarterly E-TDS return not filed for the FY 2012-13.

**v) g) BEO-BRC- N.R.PURA**

- Rs. 46,625 has paid to BEO for TA/DA expenses but vouchers are provided as contingency expense.
- Grants Register & Stock register not produced for audit

**vi) h) BEO-BRC- SRINGERI**

- Tour Programs were conducted in four batches, only Batch No. 03 and Batch No. 04 vouchers are present. The remaining vouchers are not submitted for the verification.
- Rs. 46,625 has been given to the BEO office for TA/DA. No vouchers are presented for our verification.

**vii) BEO-BRC- TARIKERE**

- Grants Register & Stock register not produced for audit
- Quarterly E-TDS returns not filed FY 2012-13.

**viii) BEO-BRC- BIRUR**

- Rs. 46,625 has paid to BEO for TA/DA expenses but vouchers are provided as contingency expense..
- The following book of accounts not produced for audit
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register.

**ix) BEO-BRC- KADUR**

- Rs. 46,625 has been granted to the BEO for TA/DA expenses. No vouchers were provided for our verification

**23.11. DPO CHITRADURGA**

**i) DPO CHITRADURGA**

- No MOU between DPO and Alimco Auxiliary Production Center for purchase of CWSN equipments. The said entity has received an advance of Rs. 89,981.00 on 02.11.2012. The goods were not delivered till 10.09.2013 at the time of our audit.

- MOU between DPO and Sri Manjula Mahila Vidya Samste, Holalkere is dated on 31.01.2013 for the period 2012-13 but the entity is receiving the service from the year April 2007 and there was no MOU till 31st January 2013.
- TDS returns for all the FOUR QUARTERS have been filed on 02.09.2013.

**ii) BEO-BRC- MOLAKALMUR**

- Notice has been received from the Income Tax department dated 29/03/2012, for non-filing of TDS returns for the A.Y 2010-11. No replies are given to the said notice.

**iii) BEO-BRC- HIRIYUR**

- Journal Book registers has not been maintained.
- Assessment year is wrongly mentioned as 2012-13 instead of 2013-14, in TDS paid challans for the F.Y. 2012-13.
- Rs. 800.00 received from DIET on 23.01.2013 is not reflected in DIET cash book.
- Quarterly e-TDS returns are not filed for the F.Y. 2012-13.

**iv) BEO-BRC-CHALLAKERE**

- Quarterly e-TDS returns has not been filed for the F.Y. 2012-13.

**v) BEO-BRC- HOLALKERE**

- General Ledger & Assets registers are not updated:

**23.12. DPO Chickaballapur**

**i) DDPI/DPO Chickaballapur**

- Fixed Asset Register & EMD Registers are not maintained at the DPO level:

**ii) DIET Chickaballapur**

- Quarterly e- TDS returns are not filed for the FY 2012-13.
- T D S has not been Deducted for Instant printers for printing of Broachers amount paid Rs 109,515.

**iii) BEO-BRC- SIDLAGHATTA**

- TDS has not been deducted in following cases

Sl No	Name of the Party	Amount Paid	Cheque NO	Chq Date	Particulars
1	Shine Foundation	142800	427460	22.09.2012	Amount Paid towards Chinnara Angala.
2	Pragna Trust	84000	427461	27.09.2012	Amount Paid towards OOSC survey.



- TDS not made on Sri S.V.B.S Bus Services amount paid Rs 45,000 Towards Chinnara Krushi Darshana.

**iv) BEO-BRC- GOURIBIDNUR**

- Journal Book register has not been maintained.
- TDS not been deducted for hiring of bus for chinnara zilla darshana on the following payments:

<b>Sl No</b>	<b>Name of the Party</b>	<b>Amount Paid</b>
1	KSRTC	54780
2	KSRTC	54780
3	Lakshmi VenkateshWara Motor Srevicees	67240
4	M/s.Maruthi Krupa Bus Services	48,000
5	M/s Raj Motors Services	91,000

- TDS has not been deducted in following cases Amount Paid towards Supply of Foods to Teachers for the training of British Council, CCE etc, has been entrusted to the following Hotels.

<b>Sl No</b>	<b>Date</b>	<b>Name of the Hotel</b>	<b>Amount</b>
1	07.01.2013 to 09.01.2013	S L N Catering Centre	15,300
2	07.01.2013 to 09.01.2013	S L N Catering Centre	18,900
3	03.01.2013 to 09.01.2013	S L N Catering Centre	12,600
4	10.01.2013 to 12.01.2013	S L N Catering Centre	31,050
5	10.01.2013 to 12.01.2013	S L N Catering Centre	19,575
<b>TOTAL</b>			<b>97,425</b>
1	21.01.2013 to 24.01.2013	Ragavendra Tiffin Centre	20625
2	29.01.2013 to 02.02.2013	Ragavendra Tiffin Centre	21375
3	10.01.2013 to 12.01.2013	Ragavendra Tiffin Centre	18450
4	29.01.2013 to 02.02.2013	Ragavendra Tiffin Centre	16,500
<b>TOTAL</b>			<b>76950</b>
1	15.01.2013 to 22.02.2013	Manjunatha Tiffin Center	21,000
2	15.01.2013 to 19.01.2013	Manjunatha Tiffin Center	16875
3	21.01.2013 to 28.01.2013	Manjunatha Tiffin Center	21,875
4	21.01.2013 to 28.01.2013	Manjunatha Tiffin Center	19,875
5	29.01.2013 to 02.01.2013	Manjunatha Tiffin Center	12,750
<b>TOTAL</b>			<b>91,875</b>
1	18.01.2013 to 22.02.2013	Sri Venkateshwara Mess	15,300
2	18.01.2013 to 22.02.2013	Sri Venkateshwara Mess	15,750
3	25.02.2013 to 01.03.2013	Sri Venkateshwara Mess	15,000
<b>TOTAL</b>			<b>46,050</b>

- Quarterly E-TDS return not filed for F.Y. 21012-13.

**v) BEO-BRC- GUDIBANDE**

- TDS has not been deducted amounting Rs.1,46,640/- paid to Sri Lakshmi Venkateshwara towards Chinnara Jilla Darashana bus hire charges.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.

**vi) BEO-BRC-CHINTAMANI**

- The following books of accounts are not maintained:
  - o Journal book
  - o Grant Register
  - o Register of Assets
- Quarterly E-TDS returns not filed for the FY 2012-13.

**23.13. DPO DAVANAGERE**

**i) DIET- DAVANAGERE**

- Income tax is not deducted on IED Jilla Darshana towards Bus Hire charges paid to Sanjana travels and Income tax is not deducted on Food Bills on all training Programmes.

**ii) BEO-BRC- HONNALI**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed for the FY 2012-13.

**iii) BEO-BRC-JAGALUR**

- Fixed Assets Register has not been maintained.
- General ledger has not been updated
- Quarterly E-TDS return not filed.

**iv) BEO-BRC-CHANNAGIRI**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed for the FY 2012-13.

**v) BEO-BRC-HARIHARA**

- The following book of accounts are produced for audit:



- o General ledger
- o Fixed asset register
- o Stock register
- o Grants Register

**vi) BEO-BRC- HARAPANAHALLI**

- The following book of accounts are produced for audit:
  - o General ledger
  - o Fixed asset register
  - o Stock register
  - o Grants Register
- Quarterly E-TDS returns not filed.

**vii) BEO-BRC- DAVANAGERE NORTH**

- The following book of accounts are produced for audit:
  - o General ledger
  - o Fixed asset register
  - o Stock register
  - o Grants Register
- Quarterly E-TDS returns not filed
- TDS is not deducted for the following payments made to NGOs:

<b>Date</b>	<b>CH. No</b>	<b>Amount</b>	<b>Name of NGO</b>
15/09/2012	326807	100000	Don Bosco
15/09/2012	326808	100000	Guru Society
15/09/2012	326809	100000	Life Line innovative organization

**viii) BEO-BRC- DAVANAGERE SOUTH**

- The following book of accounts are produced for audit:
  - o General ledger
  - o Fixed asset register
  - o Stock register
- Grants Register
- Quarterly E-TDS returns not filed

23.14. DPO-DARAWAD

i) **DPO-DARAWAD**

- TDS not deducted in respect of following payments released to

<b>Date</b>	<b>Ch.No</b>	<b>Amount(Rs)</b>	<b>Nature of Payment</b>
21.03.2013	475992	2,74,120.00	Sri B M Hosalli Food Supply Contactor (supply of Tiffin, Tea & Food ) towards Chinnara Krida Abhiyana – State Level from 04.01.2013 to 05.01.2013
22.03.2013	927906	2,57,825.00	towards SPIC - MACAY program (Society for Promotion of Indian Classical Music & Culture among Youth ) for Belgaum Division from 21.02.2013 to 26.02.2013 ( 06 Days)
30.03.2013	927998	1,04,500.00	Towards Meena Mela on 26.03.2013 at DIET Dharwad

- **VOUCHER/OTHER OBSERVATIONS:**

<b>Sl no</b>	<b>Date</b>	<b>Cheque no</b>	<b>Amount.Rs.</b>	<b>Description</b>
01	04.08.2012	16856	5,57,498.00	DPO has Re Released building construction amount of Rs 5,00,000.00 + 57,498.00 interest earned back to BRC Kundagol vide request letter made by the BEO /BRC kundagol dated 28.06.2012, relating to construction of BRC building . However,BRC kundagol has issued a Utilization Certificate for having fully utilized the fund as on 31.03.2012.Hence utilization certificate for 31.03.2013 does not arise.
02	16.10.2012	482580	60,207.00	DPO has released funds Salecian Society DON Bosco
03	30.03.2013	907970	1,69,559.00	Sutagati Navanagar Hubli towards 2nd unit of 12 RST OSC childrens with out getting approval from the SPD office Bangalore as permission was allotted to DPO Dharwad to Start for one Unit only from the SPD office Bangalore. However, DPO Dharwad has written a letter to SPD Office Bangalore on 15.01.2013 seeking permission to start the 2nd 12 RST unit with DON Bosco.No Reply received from the SPD Office Bangalore till the date of our Audit 03.06.2013

- The following pending old advances are to be reconciled as on 31.03.2013 by the DPO



	<b>Date</b>	<b>Cheque no</b>	<b>Advance Amount</b>	<b>Details</b>
a)	22.01.2007	759465	20,000.00	Traveling Advance to Sri Shankar Halgatti by DDPI Dharwad towards Delhi visit.
b)	27.08.2011	53266	3,11,970.00	The BEO Hubli City Rs 3,11,970.00 towards payment made to the High Court Circuit Bench Dharwad of Karnatakaka (Compensation paid by the DPO on behalf of BEO Hubli City)
				Note : As per SSA Pr oject Norms NO Compensation payments are allowed

**ii) DIET DHARWAD**

- TDS not deducted and paid by the DIET office Dharwad towards

<b>Sl no</b>	<b>Date</b>	<b>Amount</b>	<b>Description</b>
1	24.01.2013	1,40,000.00	M/s Bharat Seva Dal Dharwad
2	28.02.2013	87,750.00	M/s B J Printers Dharwad

**iii) BEO-BRC- DHARWAD**

- Quarterly E-TDS returns not filed for the FY 2012-13.

**iv) BEO-BRC- HUBLI CITY**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- Following NGO MOU's not produced for our Audit on 11.09.2013 by the BRC Hubli City HDMC

<b>SL NO</b>	<b>DATE</b>	<b>CHEQUE</b>	<b>NAME</b>	<b>PARTY</b>
1	18.03.2013	580250	90,000.00	Mahez Education Society Dharwad
	30.03.2013	580274	1,20,000.00	12 months RBC Centre
2	18.03.2013	580252	1,68,000.00	Pragatipar Abhirudhi Samsthe Kurubaramallur
	30.03.2013	580216	2,24,000.00	HBE Volunteers Honorarium

**v) BEO-BRC- HUBLI RURAL**

- Quarterly E-TDS returns not filed.
- Following NGO MOU's not produced for our Audit on 11.09.2013 by the BRC Hubli Rural

SLNO	DATE	CHEQUE	AMOUNT	PARTICULARS
01	01.10.2012	486090	83,232.00	Madiniya Education Society Hubli OOSC Program
02	01.10.2012	486094	1,18,483.00	Mahez Education Society Dharwad Chinnara Angala
03	22.10.2012	486097	67,320.00	Sri Halayya Grammena Development Seva Trust Bagalkot IED Salary June to Aug 2012

**vi) BEO-BRC- KALAGHATGI:**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- TDS not deducted for the payment of Rs 40,000.00 made to Nirmiti Kendara Dharwad vide cheque no 2650760 dated 30.03.2013
- NGO MOU's of M/s Akashadeep Angavikalra Abhiorudhi Samsthe Ilaki not produced for our Audit on 13.09.2013 by the BRC Kalghatagi
- Bank Guarantee of 10% as mentioned in the Agreement with Janapara Seva Samsthe mandihal page no 04, sl no 03 NOT collected by the BRC Kalghatagi for the payment released to NGO as Under:

SL NO	DATE	CHEQUE	ANOUNT	PARTICULARS
1	26.09.2012	532816	1,50,000.00	M/s Janapra Seva Samsthe Mandihal towards 12 months RBC centre
	04.10.2012	532801	1,00,000.00	
	16.02.2013	839686	2,45,000.00	
	30.03.2013	265080	49,000.00	
2	05.10.2012	532822	56,000.00	M/s Akashadeep Angavikalra Abhiorudhi Samsthe Ilaki
	22.03.2013	839706	40,000.00	For HBE Volunteers Honorarium
	30.03.2013	839721	20,000.00	

**vii) BEO-BRC- NAVALGUND**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- Following NGO MOU's / bills /UC not produced for our Audit on 11.09.2013 by the BRC Navalgund.

SL NO	DATE	CHEQUE	AMOUNT	PARTICULARS
1	29.09.2012	210845	2,28,000.00	M/s Janapar Seva Samsthe Mandihal towards 12 months RBC program
	30.03.2013	210891	1,85,220.00	
2	15.11.2012	210855	42,000.00	M/s Bhimrao Samgra Abhirudhi Samsthe Gadag towards HBE Honorarium
	05.03.2013	210915	50,000.00	
	27.03.2013	210936	20,000.00	



**viii) BEO-BRC- KUNDGOL**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- TDS Not deducted for the payment released to the NGO's As Under:

SL NO	DATE	CHEQUE NO	AMOUNT	PARTICULARS
1	16.08.2012	658439	90,000.00	M/s LOk Kalayana Seva Trust Hubli towards HBE Honorarium
	06.02.2013	218326	90,000.00	
	30.03.2013	346898	1,20,000.00	
2	22.12.2012	171	50,000.00	M/s Mahez Education Society Dharwad 12 RST Program
	11.02.2013	218327	1,50,000.00	

**i) DIET GADAG**

- As per our observations, though the DIET GADAG is maintaining a SB account with the Canara Bank, Gadag, NO INTEREST is paid on half yearly basis on the balances with the banks. The DIET Gadag should take up the matter with the appropriate authorities.

**ii) BEO-BRC- GADAG RURAL**

- Grant register has not been not produced for audit.
- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:

DATE	NAME OF THE NGO	AMOUNT
10.10.2012	KITTURU CHANNAMMA MAHILA VIDYA VARDKA SANGHA	909200.00

**iii) BEO-BRC- RON**

- Grants Register not produced for audit.
- As per extent guidelines dtd 16.06.2010 of SPD SSA Blore the Honouriam cannot be paid to Resources Person like BRPs\CRPs and other officials. However we have observed such payments in the vouchers examined by us. In our opinion these payments are to be recovered from respective BRPs\CRP. The details are as follows:

Date	Ch No	Particulars	Amount
28.02.2013	058441	R B Konnur	500.00
		K S Anagoudar	300.00
		H S Mangalur	600.00
		R D Rangannavar	380.00

		R B Konnur	400.00
		A M Koppal	300.00
		B C Angadi	300.00
		<b>TOTAL</b>	<b>2780.00</b>
06.03.2013	058445	R B Konnur	400.00
		K S Anagoudar	300.00
		H S Mangalur	150.00
		R D Rangannavar	150.00
		R B Konnur	400.00
		A M Koppal	300.00
		B C Angadi	300.00
		S V Akki	330.00
		<b>TOTAL</b>	<b>2330.00</b>

- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:

<b>DATE</b>	<b>NAME OF THE NGO</b>	<b>AMOUNT</b>
27.09.2012	CHIGURU NAGAR & GRAMEENA ABHIRUDDI SOUNSTHE.	163500.00
23.03.2013	MANJUNATH TARABETI KENDRA .	168000.00

**iv) BEO-BRC MUNDARGI**

- Grants Register not produced for audit
- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore

<b>DATE</b>	<b>NAME OF THE NGO</b>	<b>AMOUNT</b>
10.12.2012	ADARSHA GRAMEENA & NAISARGIKA ABHIRUDDI SOUNSTHE	92500.00
31.03.2013	FREE BIRDS PUNARVASATHI & THARABETI KENDRA	50000.00

**v) BEO-BRC NARAGUND**

- Grant Register not produced for audit.
- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:



DATE	NAME OF THE NGO	AMOUNT
25.09.2012	BHARATHIYA KRISHI SHIKSHANA &SOURASHKANA SOUNSTHE	67200.00
31.12.2012	SUVIDHA GRAMEENA AGHIRUDDI SOUNSTHE	46350.00
31.12.2013	SUVIDHA GRAMEENA AGHIRUDDI SOUNSTHE	45000.00

**vi) BEO-BRC SHIRAHATTI**

- Grants Register not produced for audit.
- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:

DATE	NAME OF THE NGO	AMOUNT
30.03.2013	JANANI VIDYAVARDAKA SANGHA	180000.00
20.03.2013	SHRUSTI SAMAGRA NAGAR &GRAMEENA ABHIRUDDI SOUNSTHE	129800.00

**vii) BEO-BRC GADAG CITY**

- Grants Register not produced for audit.
- The following payments have been released to the respective NGOs as mentioned below without entering into any Memorandum of Understanding (MOUs) \Agreement with the respective BRCs or DPOs. The BRCs should take express approvals from the respective DPOs of the District as well as the SPD Bangalore:

DATE	NAME OF THE NGO	AMOUNT
02.10.2012	ZENKAR EDUCATION SOCIETY	92400.00

**23.16. DPO GULBARGA**

**i) BEO-BRC-AFZALPUR**

- The following books of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
  - o Quarterly E-TDS returns not filed for the financial year 2012-13.

**ii) BEO-BRC-ALAND**

- The following books of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for the financial year 2012-13.

**iii) BEO-BRC-CHINCHOLLI**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)

**iv) BEO-BRC-CHITTAPUR**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for the financial year 2012-13.

**v) BEO-BRC-GULBARGA (NORTH)**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for the financial year 2012-13.

**vi) BEO-BRC-GULBARGA (SOUTH)**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for the financial year 2012-13.

**vii) BEO-BRC-JEWARGI**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed for the financial year 2012-13.

**viii) BEO-BRC-SEDAM**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format)
  - o Grants Register ( They have directly entered in Cash book)
- Quarterly E-TDS returns not filed

**23.17. DPO HASSAN**

**i) DIET-HASSAN**



- Fixed Assets, stock, TDS registers not maintained.
  - Advance register not balanced properly and balance recoverable could not be found.
  - TDS return not filed for all quarters in the year.
  - Deductee PAN details not maintained. Wherever TDS deducted @2%, if PAN details not available, need to deduct @20% instead of 2%.
  - TDS not done on data entry fee Rs.10,000\*12 months i.e., Rs.120,000.
- ii) BRC-HASSAN**
- TDS payment to caterers on Rs. 8,17,890\*20% = 163,578 not deducted and not remitted. Since PAN details not available 20% TDS considered.
  - TDS return not filed for all quarters in the year.
  - The Training register not maintained
- iii) BRC-CHANRAYPATNA**
- Amount paid on 22.06.2012 for monthly meeting the amounts remaining after expenses are not refunded to the extent of Rs.3931.
  - TDS return not filed for all quarters in the year.
- iv) BRC- ARAKALAGUDU**
- TDS of Rs.7,131 is not deducted on bus hire charges paid Rs.35,656 to Guru Raghavendra Motors. Since PAN details not available 20% TDS considered.
  - TDS return not filed for all quarters in the year.
- v) BRC- SAKALESHPURA**
- TDS of Rs. 23,922 is not deducted on payment of Rs. 119,610 to caterer M/s Manjushree Mess, Sakaleshpur. Since PAN details not available 20% TDS considered.
  - TDS of Rs. 23,548 is not deducted on payment of Rs. 117,740 to caterer M/s Hotel Shree Srinivas, Sakaleshpur. Since PAN details not available 20% TDS considered.
  - TDS return not filed for all quarters in the year.
- vi) BRC- ALURU**
- TDS of RS.15,512 is not deducted on payment of Rs.77,560 to hotelier M/s Annapurneshwri Hotel. Since PAN details not available 20% TDS considered.
- vii) BRC- ARASIKERE**
- TDS return not filed for all quarters in the year.
- viii) BRC-HOLENARSIPURA**
- TDS of Rs. 88,849 is not deducted on payment of Rs. 444,245 to caterer M/s Annapurneshwari Hotel, HN Pura. Since PAN details not available 20% TDS considered.

- TDS of Rs. 99,574 is not deducted on payment of Rs. 497,868 to caterer M/s Hotel Kote Mane, HN Pura. Since PAN details not available 20% TDS considered.
- TDS return not filed for all quarters in the year.

**ix) BRC-BELUR**

- Training register not maintained.
- TDS payable for previous year of Rs.10,740 is not remitted.
- TDS return not filed for all quarters in the year.

**23.18. DPO-HAVERI**

**i) DPO-HAVERI**

- We observed that DPO keeps Stock Register as Fixed Asset Register. Prescribed Stock register is not found in DPO.

**ii) DIET HAVERI**

- We observed that DIET keeps Stock Register as Fixed Asset Register and the same is not been updated since from 2011.
- We observed that payment made to Basaveshwara Khanawali on days of last week of July month is more than Rs 50,000/- for providing food with regard to RMSA Proudha Shala Shikshana Science Training. On discussion it is found that the DIET Haveri pays more than Rs. 75,000/- for one year to the above food supplier. TDS for the same is not been deducted.

**iii) BEO-BRC-SAVANUR**

- We observed that BRC keeps Stock Register as Fixed Asset Register. We suggest Fixed Asset register and Stock register to be kept separately.
- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan of Rs 156,600/- & Chinnara Krushi Darshan of Rs 75,600/-. TDS not deducted under Sec 194C.
- We also observed that BRC deducts TDS against NGO and remits TDS and files Quarterly return at year end.

**iv) BEO-BRC-RANEBENNUR**

- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan & Chinnara Krushi Darshan TDS has not been deducted under Sec 194C.
- We also observed that BRC deducts TDS against NGO and remits TDS and files Quarterly return at year end.
- Points covered in SDMC schools audit: In majority of cases, Building completion certificate is not taken from SSA engineer.

**v) BEO-BRC-HANAGAL**

- We observed that BRC keeps Stock Register as Fixed Asset Register. Both register has to be maintained separately.



- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan of Rs 91,300/-& Chinnara Krushi Darshan of Rs 91,300/-. TDS not deducted under Sec 194C.
- We also observed that BRC deducts TDS against NGO and remits TDS and files Quarterly return at year end.
- We have also observed that V No 147/2012-2013, payments made to Basavaraj printing press of Rs 317,000/- TDS not deducted under section 194C.
- SDMC Audit Hangal Taluk; In majority of cases, Building completion certificate is not taken from SSA engineer.

**vi) BEO-BRC-SHIGGAON**

- We observed that BRC keeps Stock Register as Fixed Asset Register. Both has to be maintained separately.
- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan of Rs 156,600/-& Chinnara Krushi Darshan of Rs 95700/-. TDS not deducted under Sec 194C.
- We also observed that the BRC unit collects advances from Madrasas etc and EMD/ Advance collection register is not maintained for the same.
- SDMC Audit Shiggaon Taluk; In majority of cases, Building completion certificate is not taken from SSA engineer.

**vii) BEO-BRC-BYADAGI**

- We observed that BRC keeps Stock Register as Fixed Asset Register. Both has to be maintained separately.
- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan of Rs 161,055/-& Chinnara Krushi Darshan of Rs 54,780/-. TDS not deducted under Sec 194C.
- SDMC Audit Byadagi Taluk;In majority of cases, Building completion certificate is not taken from SSA engineer.

**viii) BEO-BRC-HAVERI**

- In one instance Rana Pratap Association an NGO it was observed that cheque has been written and payment entry has passed without collecting the corresponding voucher. Till date voucher is not provided by the NGO and cheque is under the control of the BRC.
- We observed that BRC keeps Stock Register as Fixed Asset Register. Both has to be maintained separately.
- We observed that payment made to Hiring of KSRTC bus on account of Chinnara Zilla darshan of Rs 182,603/-& Chinnara Krushi Darshan of Rs 118,690/-. TDS not deducted under Sec 194C.
- We also observed that BRC deducts TDS against NGO and remits TDS and files Quarterly return at year end.
- SDMC Audit Haveri Taluk;In majority of cases, Building completion certificate is not taken from SSA engineer.

**ix) BEO-BRC-HIREKERUR**

- We have observed that the BRC unit has overspent Rs 3657/- for BRC contingency expenses under SSA Grant and Rs 5403/- spent more on SDMC Training under DIET grant.
- We also observed that no journal entry and ledger posting is done with regard to the excess spending.
- We observed that BRC keeps Stock Register as Fixed Asset Register. Both has to be maintained separately.
- We have observed that TDS is not deducted for payments made to KSRTC transport of Rs 160,470/- & Vijayalaksmi Motors of Rs 1,10,000/-for conduct of Chinnara Zilla Darshan & Chinnara Krishi Darshan events.
- SDMC Audit Hirekerur Taluk;In majority of cases, Building completion certificate is not taken from SSA engineer.

**23.19. DPO-KODAGU**

**i) DPO-KODAGU**

- Defaults in TDS payment and filing:
- TDS returns not filed by the DPO.
- TDS amount remitted with wrong TAN number.
- Delay in filing of TDS in all the months during the previous year.

**ii) BEO & BRC- Madikeri**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register.
  - o Stock Register
  - o Grants Register.
- Quarterly E-TDS returns not filed.
- TDS paid challans were not produced for verification.

**iii) BEO & BRC-SOMWARAPATE**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register.
  - o Stock Register
  - o Grants Register.
- Quarterly E-TDS returns not filed.
- TDS paid challans were not produced for verification.

**iv) BEO & BRC- VIRAJPET**

- The following book of accounts not produced for audit:
  - o Fixed Assets Register.



- o Stock Register
- o Grants Register.
- Quarterly E-TDS returns not filed.
- TDS paid challans were not produced for verification.

**23.20. DPO KOLAR**

**i) DPO KOLAR**

- Quarterly E-TDS returns are not filed.
- Non deduction of TDS;
  - o Rs. 102625/- paid to AVORD towards conducting of 12 RST under OOSC Programme.
  - o Rs. 102625/- paid to Shubhodaya Trust towards conducting of 12 RST under OOSC Programme.
  - o Rs. 102625/- paid to Matha Education Trust towards conducting of 12 RST under OOSC Programme.
  - o Rs. 139944/-Paid to Sri Jayachamarajendra Vidya samsthe towards conducting of 12 RST under OOSC Programme.
  - o Rs. 116620/-paid to Sneha Trust towards conducting of 12 RST under OOSC Programme

**ii) DIET- KOLAR**

- General ledger not produced for audit:
- Quarterly E-TDS returns are not filed.

**iii) BEO-BRC- KOLAR**

- Quarterly E-TDS returns not filed.

**iv) BEO-BRC-MALUR**

- General ledger has not been updated.
- Fixed asset Register has not updated.
- Quarterly E-TDS returns not filed.

**v) BEO-BRC- BANGARPET**

- General ledger has not been updated.
- Fixed asset Register has not updated.
- Quarterly E-TDS returns not filed.
- TDS Not Deducted in the following Cases amount paid towards Chinnara Jilla Darshana & Krishi Darshana Programme:

<b>Sl .</b>	<b>Amount in Rs.</b>	<b>Particulars</b>
1	122850	S G Travels, Bangarpet
2	40950	Food Contractor
3	61600	M/s Guru Basaveshwara Tours & travels
4	34800	S G Travels, Bangarpet

**vi) BEO-BRC SRINIVASAPURA**

- General ledger has not been updated.
- Fixed asset Register has not updated.
- Quarterly E-TDS returns not filed.

**vii) BEO-BRC-KGF**

- General ledger has not been updated.
- Fixed asset Register has not updated.
- Quarterly E-TDS returns not filed.

**viii) BRO-BRC- MULABAGILU**

- General ledger has not been updated.
- Fixed asset Register has not updated.
- Quarterly E-TDS returns not filed.
- Tax is not deducted for contractors supplying food for training programs at BRC.

<b>Date</b>	<b>Cheque Number</b>	<b>Amount</b>	<b>Particulars</b>
13/02/2013	827009	44800	K B Manjunath
09/02/2013	773329	24000	Suresh
09/02/2013	773230	24000	Nataraj V
15/01/2013	773210	28800	Nataraj V
25/02/2013	827018	30000	Chinnara Krushi darshana
25/02/2013	827017	21980	Chinnara Krushi darshana

**23.21. DPO KOPPAL**

**i) DPO KOPPAL**

- VOUCHER/OTHER OBSERVATIONS



Bill No	Date	Cheque no	Amount in Rs	Description																
21	17.12.2012	55156	516314	The DDPI has made the payment to Chandrashekar Kammar My Enterprises having TIN No 20230656430. The party is not a registered Dealer under KVAT and also issuing the VAT Bill which is an offence under KVAT and VAT has been paid by DDPI/DPO																
222	13.12.2012	859876	165165	DDPI has not followed the e-procurement in this case of purchase of books and forms through e-tender procurement instead DDPI has called 3 quotations out of which 2 quotations are belongs to the same party but firms are with different names (My Enterprises having TIN 20230656430 and Chandrashekar Kammar My Enterprises having TIN 20230656430)																
228	10.10.2012	859817	12495	It means DDPI has not followed the Karnataka Transparency in public procurements Act 1999.																
100	06.04.2012	853653	41528	The DDPI has made the payment to My Enterprises having TIN No 20230656430. DDPI has not followed the tender process in this case of purchase of Xerox copies instead DDPI has called 3 quotations out of which 2 quotations are belongs to the same party but firms are with different names (My Enterprises having TIN 20230656430 and Chandrashekar Kammar My Enterprises having TIN 20230656430)																
106	04.07.2012	853624	334875	The DDPI has made the payment to SAI GRAPHICS having TIN No 29590789704 The DDPI has made the payment to YADAV ENTERPRISES having TIN No 29590789704 The above payment even though cheque given in different names but having same TIN 29590789704. How it would be possible to have same TIN from VAT Authority.																
252	02.01.2013	659913	148618	We presume at least one party must be dummy which is not registered under KVAT Act. The DDPI has made the payment to VENUS COMPUTER CENTRE having TIN No 29440453924 for repair of old computer, UPS and replacement.																
267	18.03.2013	659999	23,40,002.00	The above payment should have been done through e-tender as per the KPP Act 1999 but the DDPI/DPO has called the 3 Quotation which are as follows <table border="1"> <thead> <tr> <th>Party Name</th> <th>TIN No</th> <th>Phone</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Trunala Enterprises</td> <td>29170194279</td> <td>9880655564</td> <td>2108800</td> </tr> <tr> <td>Venus Computer Centre</td> <td>29440453924</td> <td>9986219310</td> <td>2340002</td> </tr> <tr> <td>Shukra Enterprises</td> <td>29160545376</td> <td>9986219310</td> <td>2429000</td> </tr> </tbody> </table> <p>Of the above quotations lowest quote is Venus Computer Centre and where as in the invoices of Venus Computer and Shukra Enterprises having the same phone no 9986219310 what it mean these two parties belongs to the one party The DDPI/DPO neither has followed e-tender procedure nor the Quotation procedure correctly.</p>	Party Name	TIN No	Phone	Amount	Trunala Enterprises	29170194279	9880655564	2108800	Venus Computer Centre	29440453924	9986219310	2340002	Shukra Enterprises	29160545376	9986219310	2429000
Party Name	TIN No	Phone	Amount																	
Trunala Enterprises	29170194279	9880655564	2108800																	
Venus Computer Centre	29440453924	9986219310	2340002																	
Shukra Enterprises	29160545376	9986219310	2429000																	

The DDM has made the payment to SHUKRA ENTERPRISES having TIN No 29160845376 for repair of old exampater, UPS and replacement.

The above payment should have been done through e-tender as per the RTTP Act 1999 but the DDM/DPO has called the 3 Quotation which are as follows

Party Name	TIN No	Dealer business	Amount
Trumala Enterprises	29170194279	Furnitures chairs Computer accessories and Papers	2371590
Sri Sai Copier Systems	29370508255	Photocopiers Toshiba,Mod. Xerox, Canon etc..	2389055
Shakra Enterprises	29160845376	Computer Spares copiers, Electronics and Furniture	2339035

561 15.12.2012 55456 23,39,635  
00

Of the above quotations lowest quote is Shakra Enterprises and contract has been awarded.

The DDM/DPO has not verified the dealer business while collecting the quotations from the parties

For Example, Sri Sai Copier Systems which is Xerox centre from where the dealer can fulfil the obligation of repairs of Computer, UPS and replacement and they have collected only three quotations which means there is only two dealers who are dealing with computer spares and repairs.

The DDM/DPO neither has followed e tender procedure nor the Quotation procedure correctly.

The DDM has claimed TA/DA of Rs 125800.00

161 23.05.2012 853674 125800

There is no approval from the higher authority for same

Out of which he has purchased HP Desktop amounting to Rs 59021.00 from Venus Computer Centre and same computer is not available at DDM office at the time of our audit verification

1 Driver Salary Rs 3200.00 per month paid to OLEKAR EDUCATION WELFARE SOCIETY KOPPAL for which Contract has expired in 2009 but still salary has been given till date without renewing the contract agreement (3 years contract lapse)

2 D- Group Attender Rs 2400.00 per month Salary ( Mr Ramappa) paid to SHANMA EDUCATIONAL AND MEDICAL SEVA TRUST for which Contract has expired in 2009 but still salary has been given till date without renewing the contract agreement (3 years contract lapse)

**ii) DIET KOPPAL**

- General Ledger is not maintained .
- Vouchers are not serially numbered.

**iii) BEO-BRC-KOPPAL**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register
  - o Stock and Register
  - o Grants Register.
- BRC has made the payment to SRI AMARESHWAR TRUST NGO for which Bills are not produced for Audit even BRC has issued notice in June 2013 to the Trust for not rectifying the bills but till date the trust has not come to office rectifying the same amounting about 51.00 Lacs (Apporx).

**iv) BEO-BRC-KUSTAGI**

- Fixed Assets Register not maintained.

**v) BEO-BRC-GANGAVATI**

- Fixed Assets Register not updated.

**vi) BEO-BRC-YELBURGA**

- The following book of accounts not produced for audit
  - o General ledger .
  - o Fixed Assets Register not updated.
  - o Grants Register.

**23.22. DPO-MANDYA**

**i) DPO MANDYA**

- General ledger not maintained properly.
- Fixed Assets register is not maintained properly.
- During the course of our audit we observe that in most of the correspondence letter are not been signed by the competitive authorities i.e. DDPI / DPO. Cheques have been realized.

**ii) DIET- MANDYA**

- TDS payment is delayed in all the months. And quarterly e-tds filling not done.

**iii) BEO- BRC- MANDYA NORTH**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register.
  - o Stock Register.
  - o Grants Register.



- Quarterly E-TDS returns not filed for the FY 2012-13. TDS has not been deducted on following Chinnara Jilla Dharshana payment:

Bill Dated	Name	Amount
05.12.2012	Mahadeshwara Tours & Travells	51,000
17.12.2012	Mahadeshwara Tours & Travells	51,000
19.12.2012	Mahadeshwara Tours & Travells	51,000

**iv) BEO-BRC- MANDYA SOUTH**

- TDS has not been deducted payment of Rs.45,000/- paid to Panchalingeshwara Motors Services towards Chinnara Jilla Dharshna.
- Quarterly E-TDS returns not filed for the FY 2012-13

**v) BEO- BRC- MADDUR**

- TDS has not been deducted for Rs.36,000/- Paid to KSRTC and Rs.52,000/-Paid to Sri Nagalingeshwara Motor Services Mandya on 21.12.2012.
- Quarterly E-TDS returns not filed for the FY 2012-13.

**vi) BEO- BRC- MALAVALLI**

- Quarterly E-TDS returns not filed for the FY 2012-13
- TDS has not been deducted for the following payments amount paid towards Rachana 5th Std Program:

BillNo / Dated	Name	Amount
101/ 29.09.2012	Sri Manjunatha Ashwini Coffee Bar	39,500
102 / 07.10.2012	Sri Manjunatha Ashwini Coffee Bar	30,000
103 / 07.12.2012	Sri Manjunatha Ashwini Coffee Bar	66,500

**vii) BEO- BRC- SRIRANGAPATNAI**

- Fixed Assets Register not been maintained.

**viii) BEO- BRC- NAGAMANGALA**

- Fixed Assets Register not been maintained.

**ix) BEO- BRC- K.R.PETE**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- TDS has not been deducted for the following payments amount paid towards Chinnara Jilla Dharshna Program:

BillNo / Dated	Name	Amount
18 / 18.12.2012	Sri Lakshmivenkateshwara Transport	75,000
18 / 21.12.2012	Murli Tours & Travels	60,000
37 / 07.01.2013	Sri Srinivasa Transport	50,000
18 / 25.01.2013	Sagar Tours & Travels	47,500

**23.23. DPO - Mysore****i) DPO MYSORE**

- TDS not deducted in respect of following payments released to:

<b>Sl no</b>	<b>Nature of Payment</b>	<b>Amount(Rs)</b>	<b>Description</b>
01	NCLP Schools	12,12,000	Mysore DPO office has issued circular to Mysore North – BRC & HD Kote BRC to issue inspection report on monthly basis, but such certificates are not provided. Grant utilization certificates also not obtained
02	Chinnara Zilla Darshana	14,09,500	Amount paid to KSRTC towards transportation charges for Chinnara Zilla Darashana. However, bills / invoices for these payment are not available for verification. The amount has been released based on the estimate of cost given by KSRTC without considering the actual number of buses used for the purpose.
03	Grants to Madarasa	46,05,000	Off these more than Rs. 8,00,000 accounted as spent for daily snacks to students at Mysore North BRC. No vouchers, Bills, invoices available for this
4.			The following pending advances are to be reconciled as on 31.03.2013 by the DPO – Mysore
	Advance to Expenditure	158,335	Pending reconciliation

**ii) BEO -BRC- HUNSUR**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed.
- TDS paid challans were not produced for verification.

**iii) BEO-BRC- H D KOTE**

- Fixed Assets Register not maintained.
- Quarterly E-TDS return not filed.

**iv) BEO-BRC - NANJANAGUD**

- Fixed Assets Register not updated.
- E-TDS quarterly return not filed.

**v) BEO-BRC- PIRIYAPATNA**

- The following book of accounts not produced for audit.
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed.

**vi) BEO-BRC- K R NAGARA**

- The following book of accounts not produced for audit :
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns

**vii) BEO-BRC- T NARASIPURA**

- The following book of accounts not produced for audit
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed.

**viii) BEO-BRC- MYSORE - NORTH**

- The following book of accounts not produced for audit
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed

**ix) BEO-BRC- MYSORE - SOUTH**

- The following book of accounts not produced for audit
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed



**x) BEO-BRC- MYSORE - RURAL**

- The following book of accounts not produced for audit
  - o General ledger
  - o Fixed Assets Register not updated.
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed

**23.24. DYPC-DPO RAICHUR**

**i) BEO-BRC-RAICHUR**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format).
  - o Grants Register ( They have directly entered in Cash book)

**ii) BEO-BRC-DEVADURGA**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register ( Details Available but not in SSA prescribed format).
  - o Grants Register ( They have directly entered in Cash book)

**iii) BEO-BRC-SINDHANOR**

- General ledger & Grants Register not maintained.
- E-TDS has not been filed for F-Y 2012-13

**iv) BEO-BRC-MANVI**

- The following book of accounts not produced for audit:
  - o Ledger not maintained.
  - o Fixed Assets Register (Details Available but not in SSA prescribed format).
- TDS has been not deducted in the following cases:

<b>Sl no</b>	<b>Particulars</b>	<b>Amount</b>	<b>Ch No</b>	<b>Observations</b>
1	M/S My Travels Guru Krupa	2,44,100	086907 to 086917	TDS not deducted.
2	M/S My Travels Guru Krupa	1,65,000	086925 to 086929	TDS not deducted.

**v) BEO-BRC-LINGASGUR**

- General Ledger not maintained.
- TDS has been not deducted in the following cases:

<b>Cheque number</b>	<b>Amount</b>	<b>Details</b>
001738	2,00,000	Jnanodaya Charitable Trust Kasaba Lingasugur
001739	2,00,000	Jnanodaya Charitable Trust Kasaba Lingasugur

**23.25. DPO RAMANAGARA**

**i) DIET- RAMANAGAR**

- Quarterly E-TDS returns are not filed for the FY 2012-13.

**ii) BEO-BRC- RAMANAGAR**

- Quarterly E-TDS returns are not filed for the FY 2012-13.

**iii) BEO-BRC- KANAKAPURA**

- Quarterly E-TDS returns are not filed for the FY 2012-13.

**iv) BEO-BRC-CHANNAPATNA**

- BEO Contingency grant Vouchers are not made available.

**v) BEO-BRC- MAGADI**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed for the FY 2012-13.
- BEO Cg Vouchers are not made available.

**23.26. DPO SHIMOGA**

**i) DIET- SHIMOGA**

- Quarterly E-TDS returns not filed.

**ii) BEO-BRC- BADRAVATHI**

- The following books of accounts are not maintained.
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
  - o General Ledger
- Quarterly E-TDS returns are not filed and income tax deduction & remittance details are not made available.

**iii) BEO-BRC-SHIMOGA**

- General ledger has not been maintained.
- Quarterly E-TDS return not filed for the FY 2012-13
- Income tax is not deducted for the following payments on the training programs:

<b>Date</b>	<b>Amount</b>	<b>Name of the Contractor</b>
11/12/2012	21500	Raghavendra Food Contractor
11/12/2012	23500	Raghavendra Food Contractor
22/12/2012	21000	Raghavendra Food Contractor
22/12/2012	19500	Raghavendra Food Contractor
23/08/2012	23000	M L Raghavendra Contractor
23/08/2012	26500	M L Raghavendra Contractor
23/08/2012	25500	M L Raghavendra Contractor
11/09/2012	33500	M L Raghavendra Contractor
11/09/2012	34000	M L Raghavendra Contractor
11/09/2012	30000	M L Raghavendra Contractor
30/08/2012	28500	M L Raghavendra Contractor
30/08/2012	24000	M L Raghavendra Contractor
30/08/2012	24500	M L Raghavendra Contractor
15/09/2012	30000	Vijaya Motars Private Bus
09/10/2012	12000	Vijaya Motars Private Bus
24/11/2012	36000	Vijaya Motars Private Bus
18/12/2012	30000	Vijaya Motars Private Bus
07/09/2012	30000	Vijaya Motars Private Bus
01/01/2013	5250	Vijaya Motars Private Bus

**iv) BEO-BRC- SORABA**

- The following book of accounts have not been produced for audit
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
- Quarterly E-TDS returns not filed.

**v) BEO-BRC-SAGARA**

- The following book of accounts have not been produced for audit
  - o Fixed Assets Register
  - o Stock Register
  - o Grants Register
  - o General Ledger
- Quarterly E-TDS returns not filed.

**vi) BEO-BRC- HOSANAGARA**

- General Ledger not produced for audit.
- Quarterly E-TDS returns not filed for the FY 2012-13.



**vii) BEO-BRC- SHIKARIPURA**

- General Ledger not produced for audit.
- Quarterly E-TDS returns not filed for the FY 2012-13.

**viii) BEO-BRC- THIRTHALLI**

- Quarterly E-TDS returns not filed.

**23.27. DPO-TUMUKUR**

**i) DIET-TUMKUR**

- TDS register with PAN details not maintained.
- Details and copy of quarterly e-filing of TDS returns not done.
- The following payment made to GK off set printers Tumkur for printing charges without deducting tax at source:

<b>Sl No.</b>	<b>Date</b>	<b>Cheque No.</b>	<b>Amount</b>
1	09.04.12	552269	82,008
2	09.04.12	552270	36,000
3	07.05.12	552277	82,008
4	11.06.12	552281	90,208
5	11.06.12	552282	1,31,212
	<b>Total</b>	<b>4,21,436</b>	

- Since the PAN details are not available on record, the TDS deductible on Rs.421436 @20% will be Rs.84,287.
- TDS return not filed for all the quarters in the year.

**ii) b) BRC -TUMKUR**

- Training and Grant register not maintained.
- TDS return not filed for all the quarters in the year.

**iii) c) BRC-TIPATUR**

- TDS return not filed for all the quarters in the year.

**iv) d) BRC-GUBBI**

- TDS return not filed for all the quarters in the year.
- TDS on Rs.302400 on 04.10.2012 is done @2% and remitted Rs.6048 whereas 20% TDS applicable since the PAN details not obtained from the payee.
- TDS not done on Rs.296,352 paid to BIRDS(NGO) by ch. no.401987. Since the PAN details not available at the time of payment TDS applicable @20% i.e Rs.59270.

**v) BRC-KUNIGAL**

- Rs.6021 deducted on 17-09-2012 as TDS towards payment of Rs. 294,588 but later same is refunded to party instead of remitting to tax authority.
- Training programme for SDMC(primary) vouchers are available only for Rs.484,546 out of Rs.501985. Balance of Rs.20,439 not produced.
- TDS return not filed for all the quarters in the year.

**vi) BRC-TURUVEKERE**

- TDS return not filed for all the quarters in the year.

**vii) BRC-C.N.HALLI**

- TDS return not filed for all the quarters in the year.

**viii) DPO-MADHUGIRI**

- TDS return not filed for all the quarters in the year.

**ix) BRC-MADHUGIRI**

- The TDS of Rs.5,550 is done on 11-10-12 from the payment to Sri Guru education society(R). But same is not remitted to the tax authority instead paid to the said party. During our verification it is explained to us that the party itself paid the tax to tax authority. Finally it is found that the service tax paid challan by said party for same amount held on records which is not related to this. The same needs to be recovered from the party and remit to the tax authority.
- Payment by ch. no 444670 dt: 28.11.12 for Rs.20,000 but vouchers available only for Rs.18,600. Also Valid bills not maintained. The balance is recoverable.

**x) BRC-KORATAGERE**

- TDS return not filed for all the quarters in the year.

**xi) BRC-PAVAGAD**

- TDS return not filed for all the quarters in the year.

**xii) BRC-SIRA**

- TDS return not filed for all the quarters in the year.
- The amount paid by Ch.no.504239-dt:28-01-13 of Rs.70,200 and expenditure is Rs.67,875. The balance of Rs.2,325 is neither adjusted to next bills nor it is returned.

**23.28. DPO UDUPI**

**i) DPO UDUPI**

- TDS not deducted in respect of following payments released to:

<b>Date</b>	<b>Amount(Rs)</b>	<b>Nature of Payment</b>
09.01.2013	154,000.00	Community mobilisation payment to Marketing Consultants & Agencies Limited, Bangalore
15.01.2013	80,000.00	Tax has not deducted for payment to Shivananda Mayya, APC Rs. 1,90,000/-, Payments exceeds Rs. 30,000/-
15.01.2013	70,000.00	Tax has not deducted for payment to Shivananda Mayya, APC Rs. 1,90,000/-, Payments exceeds Rs. 30,000/-
26.02.2013	10,000.00	Tax has not deducted for payment to Shivananda Mayya, APC Rs. 1,90,000/-, Payments exceeds Rs. 30,000/-
19.03.2013	30,000.00	Tax has not deducted for payment to Shivananda Mayya, APC Rs. 1,90,000/-, Payments exceeds Rs. 30,000/-
30.03.2013	66,000.00	Community mobilisation payment to Marketing Consultants & Agencies Limited, Bangalore

• **OBSERVATIONS:**

<b>Sl no</b>	<b>Date</b>	<b>Amount(Rs)</b>	<b>Observations</b>
1	09.01.2013 30.03.2013	154,000.00 66,000.00	Quotation not available for verification for the payment to Community mobilisation payment to Marketing Consultants & Agencies Limited
2	02.01.2013 08.03.2013	181246 530528.00	8% Packaging and Transportation Charges has been charged for CWSN Aid & Appliances of Manovikasa Corporation agreement/ Purchase Order not available for verification
3	28.08.2012 28.08.2012	476057 336414	Quotation/Supporting documents for advance payments to Keonics yuva.com Kundapur & Spandana trust @ Mooduthonse are not available. Further amount disbursed to the Volunteers Vouchers are not available for verification
4	All 4 Quarters		E-TDS for all the Quarters of the financial year 2012-13 has not been filed
5	Jan-13 Feb-13		Accounts Superintendent has not signed in the Cash Books in the months of January 2013 & February 2013
6	31.03.2013	334,262.05	Opening balance and Closing balance representing Block Advances is not supported by Bank balance to the extent of Rs. 3,34,262.05 Total of Block Advances as at 31.03,2013 as per consolidated R&P is Rs. 8,08,444.05, where as closing bank balance of all blocks as per individual R&P put together is Rs. 4,74,182



**ii) DIET UDUPI**

- Voucher Observations

Sl no	Date	Amount Rs	Observations
1	2012-2013	11,581.00	In Utilisation Certificate of RMSA Interest has not been included
2	All 4 Quarters		E-TDS for all the Quarters of the financial year 2012-13 has not been filed
3	2012-2013		General Ledger Accounts not maintained
4	2012-2013		Bank Balance confirmation letters not produced
5	2011-2012		Previous years Receipts and Payment Accounts not produced

**iii) BEO-BRC-KARKALA**

- Fixed Assets Register not updated.

**iv) BEO-BRC-BRAHMAVAR**

- Fixed Assets Register not updated

**v) BEO-BRC-KUNDAPUR**

- The following book of accounts not produced for audit.
  - o General ledger
  - o Fixed Assets Register not updated.

**vi) BEO-BRC-BYNDOOR**

- Fixed Assets Register not updated

**23.29. DPO KARWAR (UTTARA KANNADA)**

**i) BEO-BRC SIDDAPUR**

- Grants register not produced for audit.

**ii) BEO-BRC JOIDA**

- Grants register not produced for audit.
- Resource Persons (RP) Honouriam paid Without Attendance, excess paid, hence these amounts will have to be recovered from respe ctive BRPs and CRPs.

Date	Ch No	Head	Amount
22.08.2012	333795	Poornima Naik	661.00
22.08.2012	333798	S D Ankolekar	600.00
22.08.2012	333797	Siddu Harijana	800.00
05.11.2012	333848	Abdul Rehman	300.00
03.10.2012	33845	Abdul Rehman	230.00
		<b>TOTAL Rs.</b>	<b>2591.00</b>

- TDS is not deducted from the NGO's payment :

<b>Date</b>	<b>Ch No</b>	<b>Head</b>	<b>Amount</b>
11.09.2012	333819	Navachetana Angalikalara Abhivruddi Sounste	1,1,3981.00

**iii) BEO-BRC SIRSI**

- Grants Register not produced for audit.

**iv) BEO-BRC KUMTA**

- Grants Register not produced for audit.

**v) BEO-BRC KARWAR**

- Grants Register not produced for audit

**vi) BEO-BRC HALIYAL**

- Grants Register not produced for audit

**23.30. 23.30 DPO YADAGIR**

**i) DDPI/DPO YADAGIR**

- E-TDS pending for the year 2012-13.
- Fixed Asset details are available but need to be maintained as per SSA format
- Vouchers are not serially maintained.

**ii) b) BEO-BRC-SHAHAPUR**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register (Details available but not in the SSA prescribed format)
  - o Grants Register (Directly entered in cash book)
- Quarterly E-TDS returns not filed.

**iii) BEO-BRC- SHAHAPUR**

- General Ledger not maintained.
- Grants Register not maintained (Directly entered in cash book)

**iv) BEO-BRC-SHORAPUR**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register (Details available but not in the SSA prescribed format)
  - o Grants Register (Directly entered in cash book)
- TDS not deducted in following cases:

<b>Sl no</b>	<b>Details</b>	<b>Amount</b>	<b>Ch No/DATE</b>	<b>Observations</b>
1	Marhabba Educational and Charitable Trust	84,000	589843 17-10-2013	Tds not deducted
2	Marhabba Educational and Charitable Trust	1,71,000	132441 28-03-2013	Tds not deducted
3	Marhabba Educational and Charitable Trust	1,14,000	589846 03-11-2012	Tds not deducted
4	Marhabba Educational and Charitable Trust	57,000	131108 17-12-2012	Tds not deducted
5	Marhabba Educational and Charitable Trust	2,61,000	132828 08-02-2013	Tds not deducted
6	Marhabba Educational and Charitable Trust	1,14,750	132427 30-03-2013	Tds not deducted
7	Marhabba Educational and Charitable Trust	1,62,000	132446 31-03-2013	Tds not deducted
8	Marhabba Educational and Charitable Trust	20,500	132865 31-03-2013	Tds not deducted
9	Marhabba Educational and Charitable Trust	63,000	131123 13-01-2013	Tds not deducted
10	Marhabba Educational and Charitable Trust	90,000	132429 28-02-2013	Tds not deducted
11	Marhabba Educational and Charitable Trust	1,62,000	132429 28-03-2013	Tds not deducted
12	Marhabba Educational and Charitable Trust	1,19,750	132447 28-03-2013	Tds not deducted
13	Ganga Maheshwari	81,600	131111	Tds not deducted
14	Valmiki Seva Sangha	81,000	131111	Tds not deducted
15	Siddarth Rural Education Development	81,000	131111	Tds not deducted
16	Security Rural and Urban Development Samste	86,400	131112	Tds not deducted
17	Marhabba	81,600	131112	Tds not deducted
18	Vishwaganga	81,600	131112	Tds not deducted
19	Devara Dasimayya	81,600	131112	Tds not deducted
20	Gavisiddeshwara PH & HWS Hunasagi	72,000	131112	Tds not deducted
21	Mother Therasa RDES Surpur	81,600	131112	Tds not deducted



**v) BEO-BRC-YADGIR**

- The following book of accounts not produced for audit.
  - o Fixed Assets Register (Details available but not in the SSA prescribed format)
  - o Grants Register (Directly entered in cash book)
- Quarterly E-TDS returns not filed.

Date : 27/11/2013

Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

**(Raveendra S.kore)**  
Partner  
M.No.218915

**Annexure I to Management Report**  
**SARVA SHIKHA ABHIYAN SAMITHI - KARNATAKA**  
**AWP&B and Actual Expenditure 2012-13**

<b>Sl No.</b>	<b>Expenditure by Activity</b>	<b>Allocation (as per AWP&amp;B)</b>	<b>Expenditure</b>	<b>Balance</b>
1	New school opening and residential school for specific category of childrens	153.1	135.791	17.309
2	Special Training for mainstreaming of out of school children	6,697.43	2,726.77	3,970.66
3	Free Text Book	2,371.57	1,070.57	1,301.00
4	One Set of uniform under SSA	7,512.72	1,758.37	5,754.35
5	Teaching Learning Equipment (TLE)	346.5	326.45	20.05
6	Teachers Salary	63,899.53	42,779.13	21,120.40
7	Training	7,747.04	5,065.71	2,681.33
8	Academic Support through Block Resource Centre / URC	4,625.46	3,847.60	777.855
9	Academic Support through Cluster Resource Centre	9,019.46	7,263.56	1,755.90
10	Computer Aided Education in UPS under innovation	3,000.00	1,885.15	1,114.85
11	Infrastructure for setting school libraries including books	436.02	431.06	4.96
12	Teachers Grant	1,144.94	1,112.92	32.02
13	School Grant	4,171.44	4,123.87	47.567
14	Research, Evaluation, Monitoring and Supervision	410.043	403.233	6.81
15	Maintenance Grant	5,043.43	4,776.47	266.952
16	Interventions for CWSN (IED)	4,439.88	2,666.69	1,773.19
17	Interventions Head upto to Rs. 50 Lakh per District	1,499.88	1,203.08	296.796
18	SMC/PRI Training	2,221.09	514	1,707.09
19	Civil Works Construction	62,901.97	35,502.42	27,399.55
20	Management and MIS	4,673.95	3,273.45	1,400.50
21	LEP	5,622.75	4,208.93	1,413.82
22	Community Mobilization	907	688.879	218.121
23	State Component	2,172.43	763	1,409.43
24	NPEGEL	806.593	938.342	-131.749
25	KGBV	4,653.27	1,933.70	2,719.57
	<b>Total</b>	<b>2,06,477.445</b>	<b>1,29,399.137</b>	<b>77,078.31</b>

**SARVA SHIKSHA ABHIYAN SAMITHI KARNATAKA**  
NEW PUBLIC OFFICES, NRUPATUNGA ROAD, BANGALORE -560001

**BALANCE SHEET AS AT 31.03.2013**

31.03.2012 Rs.	Liabilities	Sch No	Amount Rs.	As on 31.03.2012 Rs.	Assets	Sch No	Amount Rs.
26,379,780,162	General Fund	1	29,137,630,785	12,424,987,406	Fixed Assets	3	12,130,170,000
35,457,678	<u>Current Liabilities &amp; Provisions</u>	2	53,183,875	10,778,740,136	Expenditure on Capital Works Pending Capitalisation	4	13,917,647,668
	Current Liabilities			5,115	Current Assets, Deposits and Advances		4,007
					Cash on hand		
					- At SPO		
					- At DPO		
					Postal stamps		
					- At KSCAO		
					Fund transfer from DLT to RMSA - Non SSA		1,583,323
					<u>Balances in Bank accounts</u>		
					At SPO		
				1,004,398,776	- Canara Bank A/c No 53764		877,452,108
				1,267	- Canara Bank - CRA		1,267
				31,917,783	Canara Bank A/c No. 55960 - SPO - NPEGLI		79,154,733
					At Implementing Agencies		
				710,083,471	DPO & DSFR	4	350,165,015
				77,705,677	Requests in Transit	H&T	137,907,559
				93,317,773	DITs	E	38,678,763
				7,332,958	- DPO & Mahatma Samakhya - NPEGLI	D	8,360,631
				7,458,105	KSCAO	-	1,367,005
					Advances outstanding at		
				47,558,885	- SPO	1	563,715,283
					- SPO - Diet		
				376,577,679	DPTP Salary		775,218,746
				621,481,044	- DPOs	4	365,106,239
				24,208,851	- DITs	E	25,092,724
				77,667,698	NPEGLI - DPO & MSK	D & F	65,318,874
				781,933,795	KGBV		403,355,201
				19,988,578	Mahatma Samakhya - NPEGLI, WUD & KSCAO		374,456
				679,703	- RMSA - DPOS		679,708



26,411,737,840	Total	79,150,814,660	26,411,737,840	2017	5	201,287
				Security Deposits		
				Security Reserves	6	4,758,575
	Total					79,190,814,660

Schedule 1 to 5, Significant Accounting Policies and Notes to on Financial Statement form an integral part of Balance Sheet

To be read with our report of even date

**For B R R & Co.,**  
Chartered Accountants

Firm Regn Number: 012266S

Place: Bangalore  
Date: 27.11.2013

**State Project Director**  
Sarva Shiksha Abhiyan Samithi-Karnataka  
Bangalore

**Chief Accounts Officer**  
Sarva Shiksha Abhiyan Samithi-Karnataka  
Bangalore

**(Raveendra S. Kore)**  
Partner  
Membership Number: 218915







**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
 NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD FROM 01.04.2012 TO 31.03.2013**

Amount in Rs.

Particulars	No.	Date	Particulars	No.	Date	Amount
By Balance b/d			By Balance b/d			1000000
By Receipts			By Receipts			1000000
Government Grants			Government Grants			1000000
Other Grants			Other Grants			1000000
Income from Investments			Income from Investments			1000000
Interest on Loans			Interest on Loans			1000000
Sale of Assets			Sale of Assets			1000000
Miscellaneous			Miscellaneous			1000000
By Total			By Total			1000000
By Total			By Total			1000000
By Balance c/d			By Balance c/d			1000000
By Total			By Total			1000000









**SCHEDULE A - CONTINUED**

Account	Balance	Debit	Credit	Balance	Debit	Credit	Balance
Operating Expenses							
Commodities							
Commodities	38,233,667	49,514,052		11,280,385	10,953,663	3,326,722	70,057,709
Mutations	10,743,008	21,329,592		10,586,584	27,119	91,325,022	
Overhead Expense		189,024					
TOTAL	48,976,675	71,032,668		21,866,969	17,973,153	34,350,744	70,057,709
Gain to Revenue							
From SDC	92,599,516	152,162,182		59,567,666	89,992,377	187,332,286	429,740,000
From 2nd Party Deal	35,693,234	15,195,824		20,497,410	63,921,636	140,311,375	
From SDC State Dealer from SDC	252,800	252,800		316,000	159,000	157,000	20,000
From 1st Party Deal	236,560	370,000		6,000			
State of Texas from	8,210	6,240		1,970,000			
Transfer from 4625							
Transfer from 5702GL							
Transfer from 7154							
L-SM (Part 820)							
Transfer from 2706							
Transfer from 2715							
Transfer from 272							
Other 800025							
From 800025	1,439,442	2,244,200		804,758	615,141	1,642,976	2,315,799
From 800025	502,261	701,692		1,990,457		6,133,012	
Transfer from 2027 Account							
DCI Capital Corp							
Transfer from 2027 Account							
Other Revenue and Expenses							
L-SM (Part 820) - SDC	130,609,213	327,448,810		1,367,119,147	114,666,373	349,518,070	436,169,420
TOTAL	179,371,342	397,748,017		1,270,748,190	1,000,075,995	442,340,000	5,742,177

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**SCHEDULE B****ADVANCES WITH IMPLEMENTING AGENCIES - SPO AS ON 01.04.2012**

<b>PARTICULARS</b>	<b>Amount Rs.</b>
- Advances	
- for Expenses	427,447,191
- BEO's	7,753,633
- CTE'S	3,636,179
- DDPI's	8,215,482
- Research & Evaluation	2,543,900
- Mis E Governance	13,326,906
- General Advance	14,601,294
- Festival Advance	34,300
<b>Total</b>	<b>477,558,885</b>

**SCHEDULE C****GRANTS RECEIVED - YEAR ENDED 31.03.2013**

Amount in Rs.

<b>PARTICULARS</b>	<b>31.03.2012</b>	<b>31.03.2011</b>
<b>FROM CENTRAL GOVERNMENT</b>		
F.15-4/2012-EE.15 DT.30.05.2012	966,917,000	
F.15-4/2012-EE.15 DT.30.05.2012	3,208,000	
F.15-4/2012-EE.15 DT.30.05.2012	1,944,000	
F.15-4/2012-EE.15 DT.23.07.2012	6,600,000	
F.15-4/2012-EE.15 DT.23.07.2012	3,400,000	
F.15-4/2012-EE.15 DT.23.07.2012	4,000,000	
F.15-4/2012-EE.15 DT.23.07.2012	2,100,000	
F.15-4/2012-EE.15 DT.23.07.2012	1,024,900,000	
F.15-4/2012-EE.15 DT.23.07.2012	1,980,600,000	
F.15-4/2012-EE.15 DT. 14.03.2013	472,420,000	
F.15-4/2012-EE.15 DT. 14.03.2013	577,822,972	
F.15-4/2012-EE.15 DT. 14.03.2013	259,875,000	
F.15-4/2012-EE.15 DT. 14.03.2013	125,125,000	
<b>Sub Total</b>		<b>5,428,911,972</b>
<b>FROM STATE GOVERNMENT</b>		
ED.293.MCD 2012 DT 20.12.2012	31,692,000	
ED.293.MCD 2012 DT 20.12.2012	404,033,000	
ED.293.MCD 2012 DT 20.12.2012	300,000,000	
ED.293.MCD 2012 DT 20.12.2012	614,275,000	
Sub Total		1,350,000,000
Grants Released by Zilla Panchayet to DPO's		5,191,586,149
<b>GRAND TOTAL</b>		<b>11,970,498,121</b>







**SCHEDULE - D**

**OPENING BALANCES, ADVANCES, GRANTS RECEIVED, TRANSFER OF FUNDS AND CLOSING BALANCES OF GRANTS AT DISTRICT PROJECT OFFICES (DPOs) & MAHILA SAMKHYA**

Amount In Rs.

Sl No	District	Opening Balance as on 1-1-2017	Receipts as on 1-1-2017	Grants from DPO Office	Transfer of Funds from DPOs	Transfer of Funds from M/SK	Transfer of Funds from M/SK	Total Received	Total	Closing Balance
1	Bengaluru	173,888								
2	Bellary	511,074	5,707,295	21,174	5,895,935					4,134,582
3	Bidhar	5,415	1,518,580	8,367	4,800,000					6,336,457
4	Bijapur	113,999		3,005	4,250,000					4,367,004
5	Bijapur	520,980	4,755,820	41,902	7,980,000			1,754		12,299,152
6	Bijapur	91,345	891,600							891,600
7	Bijapur	1,285,409	56,790	1,777	50,668					202,030
8	Channarayana	807,407	1,610,000	27,715	1,155,364					2,973,524
9	Channarayana	5,470	3,381,883	32,710	1,155,364					5,387,364
10	Dharwad	404,740	1,026,495	2,166	1,600,000					1,132,131
11	Dharwad	308,386	4,448,402	44,292	1,600,000					1,436,444
12	Dharwad	46,171	7,652,513	43,530	5,975,807					15,203,236
13	Dharwad	101,992	121,224	25,470	4,020,000					4,192,945
14	Dharwad	82,472	4,992,740	4,132	1,338,400					1,464,524
15	Dharwad	595,116	18,420,003	27,342	4,000,000					10,278,748
16	Dharwad	135,727	2,099,940	16,086	1,500,000					1,851,748
17	Dharwad	262,571	3,029	29,954	9,000,000					9,295,554
18	Dharwad	17,172		606	810,700					828,568
19	Dharwad	82,339	4,720,886	10,821						4,814,066
20	Dharwad	1,302,544	1,055,800	45,854	1,051,000					2,056,800
21	Dharwad	65,099	2,201,036	4,324,818				55,000		7,679,242
22	Dharwad	13,922		5,228						70,317
23	Dharwad	164,684	836,140	2,989						16,311
24	Dharwad	767,065	2,361,763	8,688						845,026
25	Dharwad	12,027		9,750						2,536,107
26	Dharwad	16,423	863,540	9,104						271,160
27	Dharwad	7,332,958	72,043,698	4,991	64,646,355			2,300		883,456
28	Dharwad			4,764						21,188
29	Dharwad			411,729				55,000		148,538,012



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**SCHEDULES ATTACHED TO AND FORMING PART OF RECEIPTS AND PAYMENTS ACCOUNT FOR PERIOD FROM 1.4.2012 TO 31.3.2013**

**SCHEDULE - E**

**OPENING BALANCE, GRANT RECEIVED, FUNDS TRANSFER AT DIETS**

Amount In Rs.

Sl. No.	Particulars	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Total
1	Opening Balance	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000
2	Grant Received	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000
3	Funds Transfer	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000
4	Balance	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000
5	Total	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000



**S C H E D U L E F**

**ADVANCES RELEASED TO MSK FOR THE YEAR ENDED 31.3.2013**

**IN RESPECT OF WHICH AUDITED RECEIPTS AND PAYMENTS ACCOUNTS ARE  
NOT RECEIVED AND OPENING BALANCE + GRANT RECEIVED ARE TREATED AS  
CLOSING BALANCES OF ADVANCES**

<b>-DISTRICT</b>	<b>OB</b>	<b>Grants</b>	<b>Closing</b>
<b>Advance</b>	<b>released</b>	<b>Advance</b>	
<b>Rs.</b>	<b>during the year</b>	<b>Rs.</b>	
	<b>Rs.</b>		
Bidar	1,615,000	-	1,615,000
Yaramarus - Raichur	755,000	-	755,000
Gulbarga	3,254,000	-	3,254,000
<b>Grand Total</b>	<b>5,624,000</b>	<b>-</b>	<b>5,624,000</b>

\* In respect of the above district MSKS, audited Receipts and Payments Account are not received and hence, opening balance as per last year audited accounts + grant released as per state MSK accounts to above districts are treated as closing balances of Advances



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**SCHEDULE G****EXPENDITURE - SUPERVISION AND MONITORING FOR THE YEAR ENDED  
31.3.2013**

<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
Innovative Activity		
Innovative Activity- (Calc)	167,051,508	
Innovative Activity- Minority Community	-	
Innovative Activity Urban Deprived Children	-	
Innovative Activity - Chinnara Karnataka Darshan	4,476,000	
Innovative Activity - Science Museum	-	171,527,508
Interventions for Out of School Children		
Children Census -OOSC	10,009,080	
Chinara Angala - OOSC	4,699,335	
Inventions for OOSC	1,297,025	
	16,005,440	
Management Cost		
DPO & Blocks office Expenses		
Account Support to Blocks	23,851,890	
Accts Support to District	7,144,624	
Contractual staff salary(KEONICS)-DPO	2,674,009	
Consultancy Charges - Civil Engineers	24,256,893	
MIS Co-Ordinators	23,371,661	
Computer Programmers	7,203,467	
Mobile Account Assistants	87,646,694	
	176,149,238	
SPO Office Expenses		
Printing of Community Construction	-	
Printing of Brouchers for Dasara Exhibition	-	
Bank Charges	134	
Meena Programmes for Girls - Spo	-	
Vehicle Repairs & Maintenance	4,560,766	
Contingency/Stationery	5,321,964	
Salaries and Related xpenses	32,798,025	
Salary and Travel Exp of Internal Audit		
Consultancy Charges	1,057,328	
TA /Meeting	4,483,362	
Statutory Audit Fee for 20011-12	3,837,627	
Internal Audit Fees	3,804,365	
Unicef Expenses	-	
Media and Documentation	10,661,118	
Printing and Publishing of Annual Reports	594,182	
Kelu Kishori (Girls Education Programme)	2,618,555	
Other Office Expenses	4,033,639	
Salary to Consultants	1,016,842	
Training and Workshop A/cs	311,608	

<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
DISE Format Printing	1,251,815	
Testing Charges	-	76,353,878
Retes and Taxes	2,548	
Learning Enhancement Programme	-	
Science Lab	57,187,821	57,187,821
Research & Evaluation - SPO		
Trainings Expenses	12,790,480	
REMS	3,777,090	
OOSC State Office Expenses	3,000,940	
Health Card-OOSC	-	
Progress Cards -OOSC	-	
Shikshana Varthe	-	
Research & Evaluation Spo	14,580,935	
Capacity Building Education Training	1,271,401	
Quality Managaement Training	1,617,329	37,038,175
LEP Spillover		
Nali Kali TLM Kits	21,042,336	
Geo Kits	63,134,258	
Nali Kali cards	57,804,326	
LEP	3,598,351	145,579,271
Interventions for CWSN		71,022
Egov - Printing charges		-
PRI Training		1,020,850
Free Text Book		107,057,265
Policy Planning Unit - Expenses		-
Total Expenses		787,990,468
Fixed Assets Purchased		
- Capital Works Pending Capitalisation	25,364,391	
- Computer System	616,798	
- Furniture & Fixtures	113,062	
- Telephone and Mobiles	58,747	
- Aqua Water Purifier	8,620	
- HP colour laser printer 1025	14,500	
- HP Laser Printer Jet Pro 1536	3,348,225	
- Vehicles	1,678,692	
- Panasonic Fax Machine	6,550	31,209,585

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**SCHEDULE - H**

**EXPENDITURES AT DPO and DSERT FOR THE YEAR ENDED 31.3.2013**

Amount In Rs.

Particulars	Suppl code	Be g'n m	Be g'n y	End	Balance	Differe	C.D.Y.	C.F. Mapp	Crossed out
Raw Material Supplies	241 062 816	165 476 117	521 248 117	58 241 450	38 146 553	241 242 983	31 415 302	4 274 282	31 481 466
Labour Charges	1941 200	8 732 200	9 521 200	8 796 100	2 177 900	1 200 000	1 291 100	1 200 000	2 125 100
Other Expenditure	2 000 000	9 210 000	15 128 000	1 442 000	1 900 000	1 75 00 000	11 000 000	1 815 000	14 400 000
Cont. By Govt. Grants	75 173 277	21 427 278	19 921 417	20 107 000	11 270 000	87 022 278	34 078 417	1 907 374	35 243 522
Cont. By Other Grants	1 294 000	1 590 000		1 590 000	5 00 000	2 580 000	20 00 000	1 580 000	
Particulars under Capital Expenditure									
Buildings	2 581 000	10 100 000	29 111 212	25 108 000	29 111 212	50 000 000	1 291 100	2 100 000	1 531 100
Plant and Machinery	12 500 000			28 000 000	5 100 000	1 100 000		1 100 000	
Motor Vehicle	1 346 000	22 100 000	5 327 100	9 854 000	8 500 000	15 303 000	9 071 400	1 000 000	9 279 200
Office Equipment	77 000 000	60 000 000	1 15 000 000	105 100 000	1 29 000 000	1 11 000 000	1 21 000 000	1 11 000 000	20 411 000
Travel & Transport	800 000	4 000 000	1 900 000	1 200 000	2 200 000	1 200 000	800 000	800 000	800 000
Miscellaneous	13 500 000	33 200 000	15 700 000	24 000 000	22 000 000	15 000 000	17 200 000	2 500 000	17 300 000
Interest	11 000 000	10 000 000	15 000 000	11 000 000	11 000 000	10 000 000	11 000 000	11 000 000	11 000 000
Miscellaneous	11 000 000	19 100 000	19 211 212	22 000 000	11 000 000	23 000 000	19 000 000	2 000 000	11 000 000
Particulars under Revenue Expenditure									
Salaries & Wages	1500 000	4 800 000	4 300 000	5 100 000	5 100 000	4 200 000	5 000 000	3 600 000	5 000 000
Printing & Stationery	2 000 000	5 100 000	2 400 000	1 400 000	2 400 000	2 100 000	2 500 000	2 200 000	
Light & Power	300 000								300 000
Telephone									
Transport									
Medical									
Repairs & Maintenance									
Travel									
Contingencies									
Grants-in-aid									
Other									
Total									
Particulars under Revenue Expenditure									
Salaries & Wages									
Printing & Stationery									
Light & Power									
Telephone									
Transport									
Medical									
Repairs & Maintenance									
Travel									
Contingencies									
Grants-in-aid									
Other									
Total									



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**SCHEDULE H(Continued)**

**EXPENDITURES AT DPO and DSERT FOR THE YEAR ENDED 31.3.2013**

Amount In Rs.

Particulars	2012-13	Current	Capital	Grants	Revenue	Transfered	Other	Balance	Payable	Pay	Modia	Total
1. Salary & Allowances	15,42,544	14,82,013	15,30,566	1,45,00,000	54,43,670	1,74,12,901	4,78,00,000	1,11,11,111	4,60,00,000	1,11,11,111	1,11,11,111	1,11,11,111
2. Pension & Gratuity	7,50,435	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500	7,24,500
3. Fuel & Power	3,20,574	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893	3,04,893
4. Office Expenses	1,50,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120	1,45,120
5. Depreciation	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
6. Repairs & Maintenance	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
7. Printing & Stationery	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
8. Travelling	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
9. Miscellaneous	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
10. Total	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000	25,00,000
11. Balance carried over	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000	1,00,000
12. Total	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000	26,00,000

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**SCHEDULE H(Continued)**

**EXPENDITURES AT DPO and DSERT FOR THE YEAR ENDED 31.3.2013**

Amount In Rs.

Particulars	14-03-13	15-03-13	16-03-13	17-03-13	18-03-13	19-03-13	20-03-13	21-03-13	22-03-13	23-03-13	24-03-13	25-03-13	26-03-13	27-03-13	28-03-13	29-03-13	30-03-13	Total
Salaries and allowances	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	1000000	10000000
Grants	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	500000	5000000
Capital expenditure	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	200000	2000000
Other expenses	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	300000	3000000
<b>Total</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>2000000</b>	<b>20000000</b>

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**S C H E D U L E 1**

**Advances Outstanding as on 31.03.2013 - at SPO**

<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Balance as on 31.03.12 Rs.</b>
Advances for Expenditure		
Policy Planning Unit	(1,236,773)	
Adv-Bangalore North	4,224,437	
Adv-Bangalore South	3,505,348	
Adv-Chikkodi - BEO	1,293,160	
Adv. - Commissionerate Dharwad(E-Gvnc. Unit)	1,000,000	
Adv-ISEC	149,600	
Adv-Md-Karnataka Text Book Society	389,591,400	
Adv-Puplic Affair Centre	625,000	
Bangaldore Nirmithi Kendra	7,200,000	
CPI - Advance-Bangalore	7,308,320	
JD - Bangalore Division - Non SSA	147,000	
JD - Belgaum Division - Non SSA	196,000	
JD - Gulbarga Divison - Non SSA	92,000	
JD - Mysore Division - Non SSA	150,050	
NCERT-New Delhi	(548,000)	
Rajiv Gandhi Rural Housing Society	42,562,000	
TDS on FD Interest(2005-06)	5,918	456,265,460
<b>BEO Advances</b>		
Bagalkote	247,347	
Bangalore North	351,122	
Bangalore Rural	41,800	
Bangalore South	346,122	
Belgaum	597,295	
Bellary	247,893	
Bidar	232,881	
Bijapur	101,930	
Chamarajnagar	218,342	
Chickmagalur	756,305	
Chikkaballapura	88,823	
Chikkodi	86,840	
Chitradurga	155,156	
Dakshina Kannada	199,537	



<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Balance as on 31.03.12 Rs.</b>
Davanagere	429,544	
Dharwad	207,705	
Gadag	105,506	
Gulbarga	531,188	
Hassan	288,208	
Haveri	207,686	
Kodagu	112,065	
Kolar	88,542	
Koppal	162,532	
Madhugiri	268,451	
Mandya	204,823	
Mysore	444,197	
Raichur	189,661	
Ramnagar	49,894	
Shimoga	110,959	
Tumkur	308,645	
Udupi	75,522	
Uttara Kannada	238,007	
Yadgiri	59,105	7,753,633
<b>CTE Advances Non SSA Advance</b>		
CTE - Belgaum	205,226	
CTE - Chitradurga	181,088	
CTE-DSERT	2,400,000	
CTE - Gulbarga	211,380	
CTE - Jamakhandi	103,439	
CTE - Mangalore	275,600	
CTE-Mysore	259,446	3,636,179
<b>DDPI Advances</b>		
D D P I Bagalkot	320,000	
DDPI - Bangalore North	56,164	
D D P I Bangalore Rural	202,500	
DDPI - Belgaum	82,359	
D D P I Bellary	320,000	
DDPI CHAMARAJANAGAR	400,000	
DDPI Chickmagalur	299,286	
DDPI - Chikkaballapur	196,764	
DDPI - Chikkodi	546,964	

<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Balance as on 31.03.12 Rs.</b>
DDPI - Chitradurga	115,600	
DDPI - Dakshina Kannada	(189,300)	
D D P I - Davanagere	320,000	
DDPI - Dharwad	465,064	
DDPI GADAG	320,000	
DDPI - Gulbarga	28,326	
DDPI - Hassan	320,000	
D D P I - Haveri	320,000	
DDPI KODAGU	299,827	
DDPI - Kolar	1,043,246	
DDPI Koppal	320,000	
DDPI - Madhugiri	166,564	
D D P I Mandya	127,500	
D D P I MYSORE	(286,946)	
D D P I - Raichur	320,000	
D D P I - Ramnagar	320,000	
DDPI-Shimoga	202,500	
DDPI Sirsi	420,000	
DDPI - Tumkur	252,500	
D D P I - Udupi	320,000	
DDPI - Yadgir	486,564	8,115,482
<b>Festival Advance</b>		
Anantaiah-F	2,000	
Chandrakala - F	2,000	
Gangadhara - F	2,000	
Girish Kumar - F	700	
Kashinath - F	2,000	
Krishnaveni-F	(700)	
Narayana - F	2,000	
Padmavathi - F	2,000	
Soundar Rajan-F	2,000	
Sumathi - F	2,000	
Veeresh Javali-F	1,500	
Venkatesh - F	2,000	
Vijaya Aruna - F	350	19,850
<b>General Advance</b>		
Additional Commissinor - DPI Dharwad	500,000	
Additional Commissioner CPI (Gulburga)	45,000	

<b>PARTICULARS</b>	<b>Amount Rs.</b>	<b>Balance as on 31.03.12 Rs.</b>
Adv - Yadgiri - SPO	2,800	
Aiish Mysore	910,500	
ALIMCO	10,869,834	
All India Management Association New Delhi	16,850	
Bhaskara Vishnu Bhatta	2,936	
Chief Postmaster-Adv for Postage	21,943	
Director SISLEP Society Dharwad	31,500,000	
ELDP 2 PPU	1,201,000	
Jagadish	20,000	
Jayaprakash	20,000	
Karnataka State Habitate Centre	109,000	
Kar-State-Primary School Teacher's Association - G	300,000	
Mangala	6,000	
Member Sec Gen Thammiah Nat Acc of Adv	26,629,560	
Narasimhamurthy	10,000	
Prabhakar	2,000	
Printing of Braille Text Books - G	912,975	
Purushotham - G	20,000	
Ramesh	22,544	
RIE Mysore	641,000	
Samarthanum Trust	50,000	
Shamshunisa	282,700	
Shivappa Hokkundi	20,000	
S.K.Padmanabha	8,000	
Sumathi	2,000	
The Association of People with Disability	70,000	
Vani	25,000	
Veena Naik	2,000	
Veeresh Javali	73,631	
Venkateshan (Mysore)	270,000	
Vijaya Aruna	2,500	
	74,569,773	
<b>Reserch &amp; Evaluation Advance</b>		
Adv-UVS - Gulbarga	28,000	28,000
Mis - E - Governance - Non SSA Activities		13,326,906
<b>Grand Total</b>		<b>563,715,283</b>



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**Receipts & Payments account for the period from 01.04.2011 to 31.03.2012**

**Karnataka State Quality Assessment Organization, MSK & WCD**

**S C H E D U L E J**

Amount in Rs.

Receipts	Mahila Samakhya - KKK	Mahila Samakhya - Npegel	WCD	KSQAO	Total
<u>Closing Balances</u>					
Cash at Bank	-	-	-	2,458,105	2,458,105
Posta Stamps - Franking Machine	-	-	-	-	-
Advances	39,113	4,200,000	15,749,465	-	19,988,578
<b>TOTAL-A</b>	<b>39,113</b>	<b>4,200,000</b>	<b>15,749,465</b>	<b>2,458,105</b>	<b>22,446,683</b>
<u>Receipts</u>					
Grants - SPO	-	-	-	12,000,000	12,000,000
Bank Interest - SB Account	-	-	-	540,499	540,499
EMD	-	-	-	19,500	19,500
Unspent Amount	-	-	-	-	-
Other Receipts	-	-	-	482	482
Transfer from MSK Bangalore to Blocks	-	-	-	-	-
Refund from JMSA	-	-	-	10,143,749	10,143,749
Transfer from DFTs	-	-	-	91,499	91,499
<b>TOTAL-B</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22,795,229</b>	<b>22,795,229</b>
<b>TOTAL-(A+B)</b>	<b>39,113</b>	<b>4,200,000</b>	<b>15,749,465</b>	<b>25,253,834</b>	<b>45,242,412</b>

R&P-MS,WCD - SCH -J'IF15+R&P-MS,WCD - SCH -J'IF22

Payments	Mahila Samakhya	Mahila Samakhya -	WCD	KSQAO	Total
Refund of EMD	-	-	-	50,000	50,000
Management Cost	-	-	-	6,537,680	6,537,680
Transfer to Birt	-	-	-	5,405,400	5,405,400
Transfer to Birt - Non SSA	-	-	-	18,063,369	18,063,369
Transfer to SPO	-	-	1,550,753	11,893,749	13,444,502
Transfer from MSK Bangalore to Blocks	-	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1,550,753</b>	<b>41,950,198</b>	<b>43,500,951</b>
<u>Closing Balances</u>					
Posta Stamps - Franking Machine	-	-	-	-	-
Advances - Liability	39,113	4,200,000	14,198,712	(18,063,369)	174,456
Bank Balance	-	-	-	1,367,005	1,367,005
<b>TOTAL-C</b>	<b>39,113</b>	<b>4,200,000</b>	<b>14,198,712</b>	<b>(16,696,364)</b>	<b>1,741,461</b>
<b>TOTAL-(A+B - C)</b>	<b>39,113</b>	<b>4,200,000</b>	<b>15,749,465</b>	<b>25,253,834</b>	<b>45,242,412</b>

**State Project Office**

**Receipts & Payments account for the period from 01.04.2012 to 31.03.2013**

Amount in Rs.

<b>Receipts</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>	<b>Payments</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
Opening Balance			Innovative Activity		
Cash on hand	5,118		Innovative Activity- (Calc)	167,051,508	
Balance with			Innovative Activity- Minority Community	-	
- Canara Bank, A/c No.53764	1,004,398,776		Innovative Activity Urban Deprived Children	-	
- Canara Bank - FCRA	1,267		Innovative Activity - Chinnara Karnataka Darshan	4,476,000	
- Canara Bank - NPEGEL	31,917,283		Innovative Activity - Science Museum	-	171,527,508
Advance	477,558,885	1,513,881,329			
Grants Received from			<b>Interventions for Out of School Children</b>		
- Government of India	5,428,911,972		Children Census -OOSC	10,009,080	
- Government of Karnataka	1,350,000,000		Chinara Angala - OOSC	4,699,335	
- SLDP Grant from UNICEF	-	6,803,236,919	Inventions for OOSC	1,297,025	16,005,440
- ZP HRMS	24,324,947		<b>Management Cost</b>		
Bank Interest			<b>DPO &amp; Blocks office Expenses</b>		
- FCNR SB	-		Account Support to Blocks	23,851,890	
- NPEGEL SB	1,261,768		Accts Support to District	7,144,624	
- SSA SB	28,663,183	29,924,951	Contractual staff salary (KEONICS)-DPO	2,674,009	
			Consultancy Charges - Civil Engineers	24,256,893	

<b>Receipts</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>	<b>Payments</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
Other Receipts	-		MIS Co-Ordinators	23,371,661	
- Penalty-SPO	11,118,219		Computer Programmers	7,203,467	
- Sale of Tender Documents	3,045		Mobile Account Assistants	87,646,694	176,149,238.00
- Royalty	12,431	11,151,058			
- other Income	17,363		SPO Office Expenses		
EMD/Performance Security received (Net)	14,014,595	14,014,595	Bank Charges	134	
- Recovery	1,231	1,231	Vehicle Repairs & Maintenance	4,560,766	
			Contingency/Stationery	5,321,964	
			Salaries	32,798,025	
			Salary and Travel Exp of Internal Audit	-	
			Consultancy Charges	1,057,328	
			TA /Meeting	4,483,362	
			Internal Audit Fees	3,804,365	
		-	Statutory Audit Fee for 2009-10	3,837,627	
			Media and Documentation	10,661,118	
			Printing and Publishing of Annual Reports	594,182	
			Kelu Kishori (Girls Education Programme)	2,618,555	
			Other Office Expenses	4,033,639	
			Salary to Consultants	1,016,842	
			Training and Workshop A/cs	311,608	
		-	DISE Format Printing	1,251,815	
			Retes and Taxes	2,548	76,353,878
			<b>Research &amp; Evaluation - SPO</b>		
			Trainings Expenses	12,790,480	
		-	REMS	3,777,090	



<b>Receipts</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>	<b>Payments</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
			OOSC State Office Expenses	3,000,940	
			Research & Evaluation Spo	14,580,935	
			Capacity Building Education Training	1,271,401	
			Quality Management Training	1,617,329	37,038,175.00
			<b>LEP Spillover</b>		
			Nali Kali TLM Kits	21,042,336	
			Geo Kits	63,134,258	
			Nali Kali cards	57,804,326	
			LEP	3,598,351	145,579,271.00
			<b>Interventions for CWSN</b>		
			Science Lab		71,022
			PRI Training		57,187,821
			Free Text Book		1,020,850
			Total Expenses		107,057,265
					787,990,468
			<b>Fixed Assets Purchased</b>		
			- Capital Works Pending Capitalisation	25,364,391	
			- Computer System	616,798	
			- Furniture & Fixtures	113,062	
			- Telephone and Mobiles	58,747	
			- Aqua Water Purifier	8,620.00	
			- HP colour laser printer 1025	14,500.00	
			- HP Laser Printer Jet Pro 1536	3,348,225.00	
			- Panasonic Fax Machine	6,550.00	31,209,585
			- Vehicles	1,678,692.00	

<b>Receipts</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>	<b>Payments</b>	<b>Amount Rs.</b>	<b>Amount Rs.</b>
<b>Grants to</b>					
- Diets		9,205,737			
- DSERT		429,740,000			
- Dpos		5,580,850,878			
- NPEGEL		4,024,818			
- KSQAO		106,251			
- KGBV		50,928,749			
- Women and Child Department		(1,550,753)			6,073,305,680
<b>Statutory Deductions</b>					50,936
EMD/Performance Security					9,326,521
<b>Closing Balance</b>					
Advance					563,715,283
Cash on hand					4,002
Bank Balance with					
- Canara Bank, A/c No.53764		877,452,108			
- Canara Bank - FCRA		1,267			
- Canara Bank - NPEGEL		29,154,233			906,607,608
<b>TOTAL</b>	<b>8,372,210,083</b>	<b>8,372,210,083</b>	<b>TOTAL</b>	<b>8,372,210,083</b>	<b>8,372,210,083</b>

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**Schedules attached to and forming part of Balance Sheet as on 31.03.2013****SCHEDULE 1 : GENERAL FUND**

<b>Sl No.</b>	<b>General Fund :</b>	<b>As at 31.03.2013</b>	<b>As at 31.03.2012</b>
	Opening Balance as per Last Balance Sheet	26,375,780,162	22,897,578,516
	Add: Excess of Income over Expenditure	2,761,850,623	3,478,201,646
	<b>Total</b>	<b>29,137,630,785</b>	<b>26,375,780,162</b>

**SCHEDULE 2 : CURRENT LIABILITIES & PROVISIONS**

<b>Sl No.</b>	<b>Particulars</b>	<b>Amount OP</b>
1	Sales Tax Payable - OB	70,146
2	Sales Tax Payable - 2006 - 2007 (OB)	11,195
3	Salary - Deductions	10,317
4	TDS Payable - DPO	2,798,545
5	J.S.Computer Infosystems	13,582
6	Amount Payable - Nityhananda Aradya	129,874
7	Security Deposit Received	748,374
8	TDS 2005-2006 (OB)	139,164
9	TDS 2006-2007 (OB)	72,348
10	EMD Received	25,006,866
13	Current Liability- DPO Dharwad	557,498
14	Others - Non SSA Activites	151,428
15	NPEGEL MSK	44,067
16	T D S - Payable - Bangalore Rural	4,228
17	RMSA	13,282,494
18	Amount received towards Non SSA Activities RMSA	10,143,749
	<b>Total</b>	<b>53,183,875</b>



**Schedules attached to and forming part of Balance Sheet as on 31.03.2013**

**SCHEDULE 5 : SUNDRY DEPOSITS**

<b>Sl No.</b>	<b>Particulars</b>	<b>Amount</b>
1	Gas Deposit - Mahila Samakhya (OB)	2,600
2	Deposit - Nrupathunga Service Station	200,000
3	Telephone Deposit - Mahila Samakhya (OB)	1,687
<b>Total</b>		<b>204,287</b>

**SCHEDULE 6 : SUNDRY RECEIVABLES**

<b>Sl No.</b>	<b>Particulars</b>	<b>Amount</b>
1	- RMSA	2,312,235
2	Statutory Deductions at SPO	50,936
3	- PPU	1,895,404
<b>Total</b>		<b>4,258,575</b>

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**Schedules attached to and forming part of Balance Sheet as on 31.03.2013****SCHEDULE 3 : FIXED ASSETS**

<b>Description</b>	<b>As on 01.04.2012</b>	<b>Additions/ Capitalised during the year</b>	<b>As on 31.03.2013</b>
Computer Systems			
Auto CAD Software at SPO	111,723		111,723
Computers at DPO	1,632,100		1,632,100
Computer Systems - At DIETs	66,964		66,964
Computer Systems - at KSQAO	1,540,764		1,540,764
Computer Systems - at SPO	67,384,939	616,798	68,001,737
Computer Systems - at SPO(E-Gov)	259,700		259,700
Edusat Vsatsystem	9,788,641		9,788,641
Furniture & Fixtures			-
Furniture at UPS & HPS - DPO	98,913,000		98,913,000
Furniture & Fixture - at BRC	7,370,039		7,370,039
Furniture & Fixture - at CRC	6,977,209		6,977,209
Furniture & Fixture - at DPO	531,629,333		531,629,333
Furniture & Fixture - at SPO	5,611,979	113,062	5,725,041
Furniture & Fixture - at SPO (E-Gov.)	889,616		889,616
Furniture & Fixture - KSQAO	356,532		356,532
Office Equipments			-
Office Equipment - DIET	71,890		71,890
Office Equipments - at DPO	1,438,991		1,438,991
Office Equipments - at KSQAO	66,305		66,305
Office Equipments - at NPEGEL	39,500		39,500
Office Equipments - at SPO	5,342,734		5,342,734
Aqua Water Purifier		8,620	8,620
Audio & Video Equipments - NPEGEL	1,170,583		1,170,583
Braille Machine	4,826,967		4,826,967
Building-SPO	4,664,403		4,664,403
Car-Ambassador-At SPO	489,169		489,169
Computer Systems - S D M C	89,386,550		89,386,550
Construction of Additional Classrooms	7,281,523,300		7,281,523,300
Construction of Compuond Wall	191,650,000		191,650,000

<b>Description</b>	<b>As on 01.04.2012</b>	<b>Additions/ Capitalised during the year</b>	<b>As on 31.03.2013</b>
Construction of School Building	1,398,509,100		1,398,509,100
Construction of Toilets	1,044,190,500		1,044,190,500
Drinking Water Facility -Opening	212,160,000		212,160,000
Eletrification - Opening	122,140,400		122,140,400
Fire Extinguisher	88,324,000		88,324,000
Head Master's Room	795,508,000		795,508,000
HP Colour Laser Printer 1025		14,500	14,500
HP Laser Printer Jet Pro 1536		3,348,225	3,348,225
Kitchen Equipment at MSK	46,663		46,663
Laptops	63,915		63,915
LCD Projector	915,226		915,226
Lift 2,138,000		2,138,000	
Multi Media Projector-SPO	9,930,312		9,930,312
Panasonic Fax Machine		6,550	6,550
Quality Contril Equipments (Civil Works)	7,447,517		7,447,517
Ramps- with Handrial - Opening	18,000		18,000
Science Lab	50,000		50,000
Solar Equipment	17,313,189		17,313,189
Telephone & Mobiles - At DIET	6,500		6,500
Telephone & Mobiles - at SPO	198,366	58,747	257,113
TV - At DIET	47,540		47,540
TV - at DPO	1,356,968		1,356,968
UPS 110,707,679		110,707,679	
Vehicles @ SPO		1,678,692	1,678,692
<b>TOTAL</b>	<b>12,124,274,806</b>	<b>5,845,194</b>	<b>12,130,120,000</b>



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**SCHEDULE 4 : EXPENDITURE ON CAPITAL WORKS PENDING CAPITALIZATION**

<b>Description</b>	<b>Expenditure upto 31.03.2012</b>	<b>Expenditure during the year</b>	<b>Total as at 31.3.2012</b>	<b>Capitalised during the</b>	<b>Pending Capitalisation as at 31.03.2013</b>
Civil Works - Spo					
Construction of Add. Class Rooms - Sdmc's	6,490,665,829		6,490,665,829		6,490,665,829
Indian Register Shipping - TPT (Gulbarga)		488,659	488,659		488,659
Multilevel Complex in Bangalore City	9,124,022	17,112,600	26,236,622		26,236,622
Third Party Quality Assurance		7,763,132	7,763,132		7,763,132
Third Party Quality Audit	59,793,229		59,793,229		59,793,229
Civil Works - Dpo					
12.23Augumentation of Training Facility in BRC(ONE)		5,723,076	5,723,076		5,723,076
1.2 New Primary Schools		1,515,000	1,515,000		1,515,000
1.4 Adding Class VIII to UPS		806,153,521	806,153,521		806,153,521
ACR In Lieu of Upgraded UPS		58,788,130	58,788,130		58,788,130
Additional Class Room-Rural		678,729,177	678,729,177		678,729,177
ADDITIONAL CLASS ROOM - URBAN		250,520,020	250,520,020		250,520,020
Additonal Class Room for Adding Class V		1,376,100	1,376,100		1,376,100
Boundry Wall-DPO		862,726,796	862,726,796		862,726,796
BUILDING - CRC		20,000	20,000		20,000
BUILDING LESS ( PRY)		2,626,000	2,626,000		2,626,000
Building Less-UP		38,925,500	38,925,500		38,925,500
CHILD FRIENDLY ELEMENTS		1,000,000	1,000,000		1,000,000
Construction of BRC Building	45,260,000	17,524,847	62,784,847		62,784,847
Construction of CRC Building	255,447,600		255,447,600		255,447,600
CWSN FREINDLY TOILET		104,036,762	104,036,762		104,036,762
Drinking Water Facility		62,002,770	62,002,770		62,002,770
Electrification		12,978,750	12,978,750		12,978,750
Furniture for Govt. UPS (Per Child)		160,915,830	160,915,830		160,915,830
Incinarators to School		20,494,976	20,494,976		20,494,976
New Upper Primary - Rural		8,326,200	8,326,200		8,326,200
Office-Cum-Store-Cum-Head Teacher's Room (Upper Primary)		2,371,500	2,371,500		2,371,500

<b>Description</b>	<b>Expenditure upto 31.03.2012</b>	<b>Expenditure during the year</b>	<b>Total as at 31.3.2012</b>	<b>Capitalised during the</b>	<b>Pending Capitalisation as at 31.03.2013</b>
OFFICE Office-Cum-Store-Cum-Head Teacher's Room (Primary)		32,921,780	32,921,780		32,921,780
RAMPS		9,940,500	9,940,500		9,940,500
Refurbishing Unused Old Buildings		124,532,530	124,532,530		124,532,530
SEPERATE GIRLS TOILET		43,017,164	43,017,164		43,017,164
Toilet/Urinals( for Urban Areas Only)		54,507,500	54,507,500	-	54,507,500
Whole School Development (For Existing Schools)		12,000	12,000		12,000
12Construction of Resources Rooms	1,840,952		1,840,952		1,840,952
Augumentation Training Facility Brc - Opening	54,690,000		54,690,000		54,690,000
Building As A Learning Activity WIP	19,244,830		19,244,830		19,244,830
Construction of Add. Class Rooms - NPEGEL - WIP	68,246,009		68,246,009		68,246,009
Construction of BRC Buildings - WIP	36,985,992		36,985,992		36,985,992
Construction of Compound Walls -WIP	1,290,000		1,290,000		1,290,000
Construction of CRC Building - WIP	74,160,537		74,160,537		74,160,537
Construction of School Buildings -WIP	795,656,190		795,656,190		795,656,190
Construction of Toilets - NPEGEL WIP	22,618,400		22,618,400		22,618,400
Construction of Toilets - SDMC's WIP	669,456,616		669,456,616		669,456,616
Drinking Water Facilities - NPEGEL - WIP	3,029,000		3,029,000		3,029,000
Drinking Water Facilities- SDMC's WIP	35,041,893		35,041,893		35,041,893
Electrification - KSQAO WIP	103,050		103,050		103,050
Electrification - NPEGEL WIP	1,436,500	1,149,112	2,585,612		2,585,612
Electrification - SDMC's WIP	123,196,667		123,196,667		123,196,667
Expenditure on Capital Works					
Balance As on 31.3.200	109,595,761		109,595,761		109,595,761
Head Master's Room - WIP	1,571,197,725		1,571,197,725		1,571,197,725
Other Civil Works - WIP	2,875,571		2,875,571		2,875,571
RAMPS - WIP	18,666,640		18,666,640		18,666,640
Science Lab - WIP	59,824,723		59,824,723		59,824,723
<b>TOTAL</b>	<b>10,529,447,736</b>	<b>3,388,199,932</b>	<b>13,917,647,668</b>	<b>-</b>	<b>13,917,647,668</b>

**KASTURBA GANDHI BALIKA VIDYALAYA**

**SIGNIFICANT ACCOUNTING POLICIES & NOTES FORMING PART OF FINANCIAL STATEMENTS FOR THE YEAR ENDED 31-3-2013**

**A. Significant Accounting Policies**

**i. Method of accounting**

Double entry method based on cash basis is followed by SSA- KGBV.

**ii. Grant receipts**

Grants from Central Government, State Government and other agencies received towards project expenditure have been considered as revenue grants and accordingly, routed through Income & Expenditure Account. All the expenditure incurred including towards construction of additional class rooms, BRC and CRC buildings, infrastructure facilities like Science Lab & HM Rooms, toilet, electrification, ramp, and other civil works are shown as expenditure and routed through Income & Expenditure Account. Expenditure to the extent incurred towards construction of additional class rooms, BRC and CRC buildings, School buildings, infrastructure facilities like Science Lab & HM Room, toilet, electrification, ramps and other civil works are treated as “expenditure on capital works pending capitalization” and credited to Income and Expenditure Account.

Refund of unspent amount of grants received from implementing agencies during the year have been taken as income of the year and accordingly, credited to Income & Expenditure Account.

Compliance to Indian Government Accounting Standard -2 relating to disclosure of grants and expenditure thereof shall be complied with from FY 2013-14.

**iii. Interest income**

Bank Interest earned on Scheme SB Accounts maintained by SPO, DPO and other implementing agencies have been taken as income of the scheme on time proportion basis.

**iv. Other receipts**

Other receipts namely, sale of tender forms, scarp sales, etc., are accounted on cash basis.



## **v. Expenditure under the scheme**

All the expenditure incurred under the Scheme as per AWP & B is accounted on cash basis. Capital expenditure incurred for the creation of scheme assets for implementation of scheme pending capitalization is disclosed under the head “expenditure on capital works pending capitalization”.

## **vi. Fixed Assets**

Fixed assets purchased for the project have been capitalized and are stated at historical costs. As a policy, no depreciation on such assets is provided in the Income & Expenditure Account.

## **vii. Expenditure on capital works pending capitalization**

Expenditure incurred under the project for creation of infrastructures like, school buildings, additional class rooms, BRC and CRC buildings, toilets, Science Lab, HM Room, ramps, etc., is accounted on cash basis .Expenditure incurred on school infrastructure survey and third party quality technical audit is capital expenditure and included under CWIP, Pending the furnishing of completion certificates, the said expenditure has been accounted under the heading “expenditure on capital works pending capitalization”

## **viii. Advances**

Funds released to the district and sub-district level units are initially classified as advances and the same indicated as such in the books of accounts. These advances are adjusted based on the expenditure statement /utilization certificate received by SPO office and supported by audited Receipts & Payments Account of individual districts. Advances if not actually spent for which, accounts have not been settled is shown as outstanding advances.

## **B. NOTES FORMING PART OF FINANCIAL STATEMENTS**

1. Previous year figures have been regrouped whenever necessary to confirm with presentation of current year figures
2. As a policy of the SSA and as per the practice followed in the earlier years, no depreciation is provided on fixed assets.
3. DPEP Salary A/c:

Balance Outstanding under DPEP Salary as on 01.04.2012 Dr.	Rs 32,65,77,629/-
Less: Funds transferred to DPO Bank Account by way of Refund from DPEP A/C.	Rs 5,13,58,883/-
Balance as on 31.03.2013	Rs.27,52,18,746/-

4. Pending the receipt of completion certificate and inspection report, expenditure incurred during the year amounting to Rs.338,81,99,932/- towards construction of class rooms, BRC buildings, CRC buildings, school building, Science Lab, HM Room, toilets, electrification and ramps have been accounted under CWIP in Schedule 4. Cumulative amount of such expenditure till 31.03.2013 net of amount capitalized during the year is Rs 1,391,76,47,668.
5. The following advances are subject to reconciliation and confirmation where applicable.
- |                                         |                    |
|-----------------------------------------|--------------------|
| • SPO                                   | Rs 56,37,15,283/-  |
| • DPO                                   | Rs 36,51,06,239/-  |
| • DIET                                  | Rs 2,50,92,224/-   |
| • NPEGEL-MSK & DPO                      | Rs 6,53,18,874/-   |
| • Advance to KGBV (Grants)              | Rs 40,33,55,201/-  |
| • Mahila Samakya, NPEGEL, WCD and KSQAO | Rs 3,74,456/-      |
| • DPEP                                  | Rs 27,52,18,746/-  |
| • RMSA                                  | Rs 6,79,708/-      |
| • Total                                 | Rs 169,88,60,731/- |
6. Amounts shown under Security Deposit and current liabilities are subject to confirmation and reconciliation where applicable.
7. The Expenditure at District, DIETs, DSERT, WCD, Mahila Samakhya and KSQAO are accounted on the basis of audited Receipts and Payments Accounts and utilization certificates issued by DPOs and other implementing agencies .Expenditure at SPO level is on the basis of books of accounts supporting relevant vouchers and bills.

Date: 27/11/2013  
Place: Bangalore

To be read with our  
report of even date  
For **B.R.R & CO.,**  
Chartered Accountants  
Firm Regn. No: 012266S

(Raveendra.kore)  
Partner  
M.No. 218915



**AUDITOR'S REPORT**  
**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
**STATE PROJECT OFFICE**

1. We have audited the attached Balance Sheet of **KASTURBA GANDHI BALIKA VIDHYALAYA**, SARVA SHIKSHA ABHIYAN SAMITHI, New Public Offices, Nrupatunga Road, Bangalore – 560 001 as at 31.03.2013 and Income and Expenditure for the year ended on that date. These financial statements are the responsibility of the management of KGBV, State Project Office, SSA-Karnataka. This responsibility of office of KGBV, SSA, Karnataka include the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. Our responsibility is to express an opinion on these financial statements based on our audit.
  
2. We have conducted our audit in accordance with generally accepted auditing standards in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are prepared, in all material respects, in accordance with an identified financial reporting framework and are free of material mis-statements. An audit includes, examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well as evaluating the overall financial statements presentation. We believe that our audit provides a reasonable basis of our opinion. Based on audit conducted and considering the various observations reported in the Management Reports, We report that;
  - a) Double entry method of accounting based on cash basis is followed by KGBV-SSA.
  - b) The project expenditure incurred are accounted on the basis of audited Receipts and Payments Accounts of respective individual district implementing the project and other implementing offices, duly by us and as supported by utilization certificates. Verification of the actual utilization of grants are beyond the scope of our audit



- c) Fixed assets created out of project funds have not been physically verified by the management during the year.
- d) Attention is drawn to the following contained in the Schedule –Significant Accounting Policies and Notes attached to and forming part of financial statements:
- i. Sl.No.A(4)and B(2) relating to non provision of Depreciation on fixed assets.
  - ii. Sl.No.B(4) relating to outstanding advances which are subject to reconciliation confirmation where applicable as detailed under;
 

➤ DPO	Rs 3,98,51,914/-
➤ BEOs	Rs 2,20,72,730/-
➤ MSK-DPOs	Rs 6,28,13,604/-
➤ DDPI	Rs. 61,678/-
Total	Rs. 12,47,44,848/-
- e) Pending the receipt of completion certificates and inspection reports , expenditure incurred during the year amounting to Rs 1,50,66,356/- towards construction of school building and other civil works have been accounted under CWIP as per schedule 4. Cumulative amount of such expenditure till 31.03.2013 is Rs.21,35,71,913/-.

3. Subject to above and comments included in our Management Report of even date, we report that;

- a. Attention is drawn towards Sl.No A(ii)- Significant Accounting Policies and Notes forming part of the financial statements disclosing treatment of grants received from Central Government, State Government and other agencies .KGBV,SSA has not complied with the accounting of grants as required by Indian Government Accounting Standard -2 in the financial statements.
- b. The goods, works and services procured for the purpose of projects are in accordance with procurement procedures prescribed by state project office , SSA-KGBV Karnataka.
- c. Subject to our observations stated herein above ,the said Balance Sheet , Income and Expenditure Account and Receipt and Payments Account referred to in the report are in agreement with the books of accounts maintained and produced before us.

- d. We are obtained all the information and explanations, which to best of our knowledge and beliefs were necessary for the purpose of our audit .
- e. The Balance Sheet and Income and Expenditure account referred to in this report are in agreement with the books of accounts maintained at SPO-KGBV.
- f. In our opinion and to the best of our information and according to the explanations given to us , subject to the matters to referred to in the paragraphs and Schedules, the said accounts read together with Significant Account Policies and Notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India
- ✓ In the case of Balance Sheet of State of Affairs of the KASTURBA GANDHI BALIKA VIDHYLAYA , SARVA SHIKSHA ABHIYAN SAMITI KARNATAKA AS AT 31 MARCH 2013 AND;
  - ✓ In the case of Income and Expenditure Account, of the excess of expenditure over income for the year ended on the date

Date: 27/11/2013

Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

(Raveendra S.kore)  
Partner  
M.No.218915

## **CERTIFICATE**

We have audited the attached Receipts and Payments Account of **KASTURBA GANDHI BALIKA VIDHYALAYA**, STATE PROJECT OFFICE, SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA, New Public Offices, Nrupatunga Road, Bangalore – 560 001 for the period from 01.04.2012 to 31.03.2013. Subject to observations made in our report, comments included in the Management Report of even date and on the basis of such tests of accounting records, connected documents and on the basis of information and explanations given to us, we certify that the attached Receipts and Payments Account give a true and fair view of Receipts and Payments of the project for the period from 01.04.2012 to 31.03.2013.

Date: 27/11/2013

Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

(Raveendra S.kore)  
Partner  
M.No.218915



**Management Report**  
**KASTURBA GANDHI BALIKA VIDYALAYA**  
**SARAVA SHIKSHA ABHIYAN SAMITHI, KARNATAKA**

We have audited the attached Balance Sheet of KASTURBA GANDHI BALIKA VIDYALAYA, SARAVA SHIKSHA ABHIYAN SAMITHI-KARNATAKA, New Public Offices, Nrupatunga Road , Bangalore -560001 as at 31.03.2013 and Income and Expenditure Account for the year ended on that date. Based on audit conducted and considering the observations in the audit reports , we report as under:

**1.0 CASH BASIS OF ACCOUNTING**

Double entry method of accounting accounted on cash basis is followed by SSA-KGBV. As per para 51 of Manual on Financial Management and procurement adopted by SSA –KGBV double entry method of accounting based on mercantile system of accounting is to be followed under SSA\_KGBV.

**2.0 REVIEW OF EXISTING INTERNAL CONTROLS**

In our opinion ,existing internal control measures in regard to funds , maintenance of accounts and records , periodicals reconciliation of funds received and releases, advance outstanding analysis of budget Vs actual need to be strengthened At present ,periodicals reconciliation of funds received at District –KGBV level is not being carried out.

As observed by us, existing controls in place relating to financial operations need to be reviewed and strengthened .Opening balance of project funds at various project implementing agencies ,release of grants from time to time to implementing agencies, utilization of those grants and closing balances at implementing agencies at the close of the financial year and also during the financial year are to be reconciled at periodicals intervals .End use of the project funds is required to be closely monitored .Adequate care is required to be exercised in accepting and analyzing the Utilization Certificates issued by project implementing offices for Utilization of project funds .there should a system in place for periodical analysis of budget Vs actual.

Guidelines regarding capitalization of assets created out of project funds though available in the Financial Manual, not followed by any of the districts offices including SPO\_KGBV. There should be in built mechanism in place to identify in time the assets created out of project funds, physical verification of assets ,accounting of such assets , maintenance of assets and asset register ,safe guarding of assets till such time the same are handed over to the user community or otherwise .Timely capitalization of assets created out of project expenditure is to be ensured.

Further, there is a need to review the existing procedure regarding pre and post inspection

Mechanism of projects, periodical review of project work , incorporation of

expenditures incurred by District KGBVs in the books of SPO-KGBV at periodical intervals, accounting for project expenditure , audit and inspection , utilization of surplus project funds (unspent amount).

### **3.0 PERIODICAL SUPERVISION AND REVIEW OF ACCOUNTS**

At present , accounting personnel with accounting commerce background have been provided at various district levels and other implementing agencies .They have been entrusted the work of maintenance of day -to- day accounts of computer accounting software –Tally latest version. They have also been trained also. In the most of District KGBVs though the accounting software has been installed the same is not put to use and continue to maintain accounts manually .In most of the districts, accounts are not updated on day –to-day basis.

At present there is no system of periodical review of accounts maintained by the Accountants deputed for the purpose. Monthly Receipts and Payments Account sent by district KGBV are to be checked by accounts superintendents and to reconcile the balance with the records maintained.

Monthly District KGBV accounts are not getting incorporated in SPO-KGBV books of accounts on month to month basis and at regular intervals .Accounts have been reviewed periodically .

Maintenance of accounts at District KGBV level is to be strengthened.

### **4.0 FINANCIAL MANAGEMENT MANUAL**

Books of accounts and other records maintained at various district offices are not as per procedures prescribed in manual on Financial Management and Procurement. Some of the implementing officers are not aware of existence of such a Manual or Implemented partially .The scheme accounts have not been maintained fully on Double Entry system of accounting based on Mercantile system required by Financial Management Manual .In most of the cases, the following books of accounts and other records as suggested in Financial Management Manual are not maintained.

- Ledger
- Journal
- Stock Register
- Capital goods
  - ✓ Register of works
  - ✓ Non consumable articles
- Fixed Assets Register
- Classification of project accounts
- Temporary Advance Register

## 5.0 VERIFICATION OF FIXED ASSETS

As per para 62 of Financial Management Manual, the society should maintain a register of assets created out of project funds. These assets are to be physically verified annually by project authorities. Discrepancy if any should be properly dealt with the accounts. Relevant abstract of register should be appended to the annual statement of accounts submitted by the society to the Government of India. Compliance to these requirements has to be strictly adhered to.

## 6.0 LONG OUTSTANDING ADVANCES

The following are the long outstanding advances

<b>Sl No</b>	<b>Particulars</b>	<b>Amount Rs</b>
<b>Advances-BEOs</b>		
	Basavanabagawadi	5,00,000/-
	Bijapur	5,00,000/-
	Gokak	15,58,059/-
	Muddebihal	5,00,000/-
	Mysore	1,000/-
	Sindhagi	5,00,000/-
<b>Mobilization Advances-Mahesh A</b>		8,10,000/-

An early action is to be taken to recover the above advances. Further, in respect of long outstanding advances, the desirability of levying interest may be considered in consultation with MHRD and action taken to realize/adjust the advances. The advances have to be periodically analysed and taken up for recovery. Confirmation of balances has to be obtained at Periodical intervals

## 7.0 LONG OUTSTANDING LIABLITIES

- o Outstanding liabilities-individual not available- Rs 121,129/-
- o EMD(OB) Rs 29,78,673/-
- o Security Deposit(OB) Rs. 12,69,040/-
- o RMSA (OB) Rs.34,112/-

A review of the above long outstanding dues are to be carried out and action taken for settlement and or adjustment at an early date.

## 8.0 EMD REGISTER AT SPO OFFICE

EMD register though maintained is to be updated and reconciled with General Ledger Balance.

## 9.0 SECURITY DEPOSIT

Security Deposit Register is not maintained.



## **10.0 RECONCILIATION OF FUNDS RELEASED VIS-À-VIS RECEIPTS BY IMPLEMENTING OFFICES**

There must be periodical reconciliation of grants released and the receipts of the same by the implementing offices. During the course of audit, it is observed that there is no such practice in place. Such exercise should be at periodical intervals at the implementing offices-activity wise i.e., project component-wise. This would facilitate taking timely action for any mis-match of funds and prevent diversion of funds without proper authorization for activities other than envisaged.

## **11.0 INCORPORATION OF PROJECT EXPENDITURES OF PROJECT IMPLEMENTING OFFICES IN THE BOOKS OF SPO AT PERIODICAL INTERVALS.**

At present, there is no system of incorporating the accounts of project implementing offices at periodical intervals in the books of State Project Office. Release of grants to implementing agencies is to be accounted as advance grants and after submission of utilization certificates, journal entries are to be passed to incorporate expenditure under various project components/activities at periodical intervals.

## **12.0 OBSERVATIONS OF KGBV SCHOOLS –DISTRICTWISE:**

### **12.1 KGBV SCHOOLS-BAGALKOT:**

#### **12.1.1 KGBV-Koodalasangam-Hungund**

- Learning Equipment purchased during the year amounted to Rs. 24,420.00 no quotations are present as per the SSA norms.
- TDS has been deposited on 09/04/2013 for all the four quarters, no interest has been paid for delayed payment of TDS.
- Quarterly E-TDS returns not filed for the FY 2012-13.

#### **12.1.2 KGBV-Yankanchi-Maninagar-Badami**

- Quarterly E-TDS returns not filed for the FY 2012-13.

#### **12.1.3 KGBV-Jamakhandi**

- Quarterly E-TDS returns filed on 10.06.2013 for all the quarters of FY 2012-13.

### **12.2 KGBV SCHOOLS-BELGAUM:**

#### **12.2.1 KGBV-Ugargol-Savadatti**

- I) KGBV have entered with an NGO Agreement made towards supply of Food and providing Teaching staff to KGBV for the period 2012 -13 as Under
  - 1.) M/s Adavisiddeshwar Rural Development Society Bailhongal agreement dated 06.08.2012,towards providing Teaching Staff to KGBV for the period from June 2012 to June 2013.

- 2.) M/s Parasgad Grameena Mahila and yuvajana Samsthe Savadatti agreement dated 24.07.2012,towards supply food to KGBV children's for the period from June 2012 to June 2013.

As per the terms and condition mentioned in the above referred SPD letter dated 15.06.2012,sl no 02 the contract period as June 2012 to June 2013,whereas KGBV have mentioned the period from the date of agreement to till further orders in both the above referred NGO Agreements. This defers the terms mentioned by the SPD Banagalore.

All the terms and conditions referred in the SPD letter Bangalore are not fully incorporated in the agreement by the KGBV.

- II) KGBV Ugargol have NOT deducted the TDS earlier at the time of release of payments for the payments made to M/s Land Army Kittur towards construction of Hostel Building of KGBV Ugargol which were commented upon in previous audit reports.

But however ,M/s Land Army Kittur has made payment of Rs 38,000.00 towards payment of TDS payable on 30.03.2012 vide their cheque no 978307 to rectify the mistakes. The KGBV has made TDS payment of only Rs 14,000.00 only vide cheque no 146807 to SBI and have refunded the balance payment of Rs 24,000.00 to M/s Land Army Kittur on 21.08.2012 by Cheque no 479145. The KGBV have not offered any explanations' towards these refunds of Rs 24000/-. The following are the details of such payments made.

Sl no	Date	Cheque no	Amount Rs	TDS amount @2% Not deducted Rs
01	21.12.2006	608246	7,00,000.00	14,000.00
02	26.02.2009	945521	5,00,000.00	10,000.00
03	02.05.2011	473283	7,00,000.00	14,000.00
		<b>Total</b>	<b>19,00,000.00</b>	<b>38,000.00</b>

### 12.2.2 KGBV-Katkol-Ramadurg

KGBV have entered with an NGO Agreement made towards supply of Food and providing Teaching staff to KGBV for the period 2012 -13 as Under

- 1.) M/s Women & child Development Society Moodalgi agreement dated 16.07.2012,towards supply food to KGBV children's for the period from June 2012 to June 2013, As per the terms and condition mentioned in the above referred SPD letter dated 15.06.2012,sl no 02 the contract period as June 2012 to June 2013,whereas KGBV have mentioned the period from the date of agreement to till further orders
- 2.) M/s Samaprpana Ramadurg i) agreement dated 14.08.2012,towards providing Teaching Staff to KGBV for the period from June 2012 to June 2013, where as date of purchase on bond paper is 28.08.2012.
- ii) As per the terms and condition mentioned in the above referred SPD letter dated 15.06.2012,sl no 02 KGBV should collect the service tax returns for the last two period years 2010.11and 2011-12 from the NGO along with service

tax returns copy, where as KGBV have omitted this terms in their agreement and

- a) Contract value itself is not mentioned in the agreement.
- b) Period of Contract Not mentioned in the Agreement

All the terms and conditions referred in the SPD letter Bangalore are not fully incorporated in the agreement by the KGBV.

### **12.2.3 KGBV-Byakod-Rayabag**

- Grant register not produced for audit.

### **12.2.4 KGBV-Vaderhatti-Mudalagi**

- Grant register not produced for audit.

## **12.3 KGBV SCHOOLS-BELLARY:**

### **12.3.1 KGBV-Bommanagatti-Sandoor**

- General ledger not maintained

### **12.3.2 KGBV-Tekkalakote**

- General ledger not maintained

### **12.3.3 KGBV-Hospet**

- General ledger not maintained

## **12.4 KGBV SCHOOLS-CHAMARAJANAGAR:**

### **12.4.1 KGBV-Yalandur**

- TDS deducted during the year 2012-13 amounted to Rs. 11,358.00 has not been remitted.
- Quarterly E-TDS returns not filed for the FY 2012-13.

## **12.5 KGBV SCHOOLS-CHICKABALLAPUR:**

### **12.5.1 KGBV-Chintamani**

- Quarterly E-TDS returns not filed for the F.Y 2012-13.

### **12.5.2 KGBV-Gudibande**

- EMD register & Cheque book register not maintained.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.



### **12.5.3 KGBV-Gouribidanur**

- TDS has not been Deducted for payment made to K S R T C towards Chinnara Jilla Darshana amounting Rs 75,000/-.
- TDS has not been Deducted for Uniform payment made to Pavithara Garments amounting Rs 53,582/-

### **12.5.4 KGBV-Bagepalli**

- EMD register & Cheque book register not maintained.
- Quarterly E-TDS returns not filed for the F.Y 2012-13.

## **12.6 KGBV SCHOOLS-CHITRADURGA**

### **12.6.1 KGBV-Challakere**

- Assessment Year in TDS paid challans for the financial year 2012-13 is wrongly mentioned as AY 2012-13 instead of AY 2013-14.
- Quarterly E-TDS return has not been filed for the FY 2012-13

### **12.6.2 KGBV-Molakalmuru**

- TDS not deducted for ATF constructions, payment amounting Rs. 61,000.00 dated 07.04.2012.
- Assessment Year in TDS paid challans for the financial year 2012-13 is wrongly mentioned as AY2012-13 instead of AY 2013-14.
- Quarterly E-TDS return has not been filed for the FY 2012-13

## **12.7 KGBV SCHOOLS-DAVANGERE**

### **12.7.1 KGBV –Teligi-Harapanahalli**

- General Ledger has not been maintained
- Fixed Asset Register has not been maintained

## **12.8 KGBV SCHOOLS-DHARAWAD**

### **12.8.1 KGBV-Ganjigatti-Kalaghatagi**

KGBV have entered with an NGO Agreement made towards supply of Food and providing Teaching staff to KGBV for the period 2012 -13 as Under :

- 1.) M/s Maitri Association Davangeri agreement dated 31.07.2012,towards supply food to KGBV children's for the period from June 2012 to June 2013, whereas date of purchase on bond paper is 17.08.2012.

- 2) M/s Maitri Association Davanagere agreement dated 01.08.2012,towards providing Teaching Staff to KGBV for the period from June 2012 to June 2013, whereas date of purchase on bond paper is 17.08.2012.

As per SPD Bangalore dated 15/06/2012 the terms of agreement shall be from June 2012 to June 2013,( serial no 16) where as KGBV agreement is for the period from June 2012 to Until further orders, This amounts to a deviation of SPD Orders by the KGBV.

As per the terms and condition mentioned in the above referred SPD letter dated 15.06.2012,sl no 02 KGBV should collect the service tax returns for the last two period years 2010 – 11 and 2011-12 from the NGO along with service tax returns copy, where as KGBV have not adhered to these terms, in their agreement and contract value itself is not mentioned in the agreement.

All the terms and conditions referred in the SPD letter Bangalore are not fully incorporated in the agreement by the KGBV.

### **12.8.2 KGBV-Alanavar**

- Quarterly E-TDS returns not filed for the FY 2012-13.
- KGBV have entered with an NGO Agreement made towards supply of Food and providing Teaching staff to KGBV for the period 2012 -13 as Under :
  - 1) M/s Parasgad Rural Development Society Saundatti agreement dated 31.08.2012,towards supply food to KGBV children's for the period from June 2012 to June 2013, where as date of purchase on bond paper is 24.09.2012.
  - 2) M/s Spoorthi Multipurpose Social Wefare Group Saundatti branch Alanavar agreement dated 31.08.2012,towards providing Teaching Staff to KGBV for the period from June 2012 to June 2013, where as date of purchase on bond paper is 01.09.2012.

As per the terms and condition mentioned in the above referred SPD letter dated 15.06.2012,sl no 02 KGBV should collect the service tax returns for the last two period years 2010 – 11 and 2011-12 from the NGO along with service tax returns copy, where as KGBV have omitted this terms in their agreement and contract value itself is not mentioned in the agreement.

All the terms and conditions referred in the SPD letter Bangalore are not fully incorporated in the agreement by the KGBV.

### **12.9 KGBV SCHOOLS-GADAG**

#### **12.9.1 KGBV-Dambal-Mundargi**

- Grant register has not been maintained.

#### **12.9.2 KGBV-Sudi-Ron**

- Grant register has not been maintained.

## **12.10 KGBV SCHOOLS-KOLAR**

### **12.10.1 KGBV-Somayajalapalli-Srinivasapura**

- General ledger has not been maintained
- Fixed asset Register has not been updated
- Quarterly E-TDS returns not filed for the FY 2012-13

### **12.10.2 KGBV-Ramasagara-Bangarpet**

- Quarterly E-TDS returns not filed for the FY 2012-13

### **12.10.3 KGBV-Mallanayakanahalli-Mulibagilu**

- General ledger has not been maintained
- Fixed asset Register has not been updated
- Quarterly E-TDS returns not filed for the FY 2012-13.

## **12.11 KGBV SCHOOLS-KOPPAL**

### **12.11.1 KGBV-Yelaburga**

- General ledger has not been maintained
- Fixed asset Register has not been updated

## **12.12 KGBV SCHOOLS-RAMANAGAR**

### **12.12.1 KGBV-Byrapatana- Channapattana**

- Journal book in Form no.SSA-3 is not maintained.

Subject to the above and our Audit Report on consolidated financial statements of the even date read together with notes thereon, we report that;

- a) The existing accounting system with regard to the project transactions, release of funds and monitoring of their utilization are in accordance with accepted norms.
- b) The offices of the SPO-KGBV and implementing offices have prepared the Bank reconciliation statement and there are no long outstanding entries lying unadjusted except as stated in the Audit Reports of various Districts –KGBVs.



- c) The internal control over financial transactions and project activities are required to be strengthened.
- d) The internal audit system is to be strengthened considering the size of the project and nature of the expenditures.
- e) There are several instances of delay in receipt of utilization certificates resulting in huge amounts of project funds reflected in the accounts as advance outstanding.
- f) The advances shown at the end of the year are subject to reconciliation and confirmation.
- g) Compliance of financial covenants:

Subject to the above, the accounting records maintained at SPO-KGBV and at various district offices are based on accepted accounting practices and norms prescribed for the project.

Date: 27/11/2013

Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

(Raveendra S.kore)  
Partner  
M.No.218915

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
 New public offices, Nrupatunga Road, Bangalore - 560 001  
**KASTURABA GANDHI BALIKA VIDYALAYA**  
**BALANCE SHEET AS AT 31.03.2013**

As at	Liabilities	Sch No.	Amount	As at	Assets	Sch No.	Amount
31.03.2013	General Fund	1	11,86,322	31.03.2012	Land Assets	3	11,86,322
31.03.2013	Current Liabilities & Provisions	2	21,21,028	31.03.2012	Expanded form of capital work - providing to public at cost	4	21,21,028
31.03.2013	Funds transferred from SSA OPION		601,84,261		Current Assets, Deposits and Advances:		
					Fixed Deposits:		
					at SPO		
					Cash Bank A/c No. 36311	5	20,21,263
					at DPOs	6	48,156,549
					at BICs		10,620,549
					at MSK BICs		6,254,939
					at other banks & BICs		67,544
					Balance in hand & BICs		628,544
					Balance of advance outstanding at		
					UPCA	5	20,963,773
					BEC	6	19,281,665
					MCA - IIPs		
					MCA - II - advance - at para 1005		
					Mobilisation advance		850,000
					- PFCs		
					- GWA		10,621
					- BICs		11,628
					Security Deposits		
					Govt & Municipalities		12,272
					Municipalities		1,800
					<b>Total</b>		<b>454,045,992</b>
					<b>Total</b>		<b>454,045,992</b>

Schedule 1 to 4. Significant Accounting Policies and Notes to on Financial Statement form an integral part of Balance Sheet

To be read with our report of even date  
**For B R R & Co.,**  
 Chartered Accountants  
 Firm Regn Number: 012266S

Place: Bangalore  
 Date: 27.11.2013

**State Project Director**  
 Sarva Shiksha Abhiyan Samithi-Karnataka  
 Bangalore

**Chief Accounts Officer**  
 Sarva Shiksha Abhiyan Samithi-Karnataka  
 Bangalore

**(Raveendra S.Kore)**  
 Partner  
 Membership Number: 218915

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
New public offices, Nrupatunga Road, Bangalore - 560 001  
**KASTURABA GANDHI BALIKA VIDYALAYA**

**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2013**

For the year ended 31.03.2012	EXPENDITURE	Amount Rs.	For the year ended 31.03.2012	INCOME	Amount Rs.
	Expenditures at District and Sub district level - DPOs & BEOs		5,278,184	Bank Interest	6,334,456
36,548,565	Recurrence	48,195,997	592,509	Other Receipts	776,009
59,811	Teachers Salary	2,134,630	13,445	Sale of Tender forms	40,200
2,900,646	Rent	4,004,249	17,000	Penalty Recovered	
1,06,950	Electricity & water Charges	592,324	126,077.783	Excess of Expenditure over Income	186,219,432
486,728	Examination Fees	821,080		Carried Down	
3,018,030	Preparatory camps	6,187,967			
1,649,574	Medical Expenses	3,467,358			
2,757,505	Vocational Training	5,402,991			
45,805,037	Stipend to Girls	79,313,820			
750,287	Maintenance Expenses per girl child	1,276,274			
37,985	PTA School function	12,804			
	Bank charges	5,000			
	Special Skills Training	14,992,435			
8,686,516	Mix. Expenses	1,687,360			
1,401,490	Capacity Building	-			
697,679	Supplementary TLM - Stationery				
	Non-recurring (one time grant)				
4,536,587	Teaching & learning Materials	7,013,912			
724,865	Bedding	524,317			
	Civil Works				
877,162	Boring / hand pump	580,110			





**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
 New public offices, Nrupatunga Road, Bangalore - 560 001  
**KASTURABA GANDHI BALIKA VIDYALAYA**

**RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD FROM 01.04.2012 TO 31.03.2013**

For the period from 01.04.2011 to 31.03.2012 Rs.	REC'D PTS	Amount Rs.	For the period from 01.04.2011 to 31.03.2012 Rs.	PAYMENTS	Amount Rs.	Balance Rs.
	<b>OPENING BALANCE</b>					
	Cash & Bank Balance					
	Bank Balance					
	<b>BALANCE CARRYING FORWARD</b>					
	1.000.000	1,000,000	1,000,000			1,000,000
	<b>RECEIPTS</b>					
	1.000.000	1,000,000	1,000,000			2,000,000
	2.000.000	2,000,000	2,000,000			4,000,000
	3.000.000	3,000,000	3,000,000			7,000,000
	4.000.000	4,000,000	4,000,000			11,000,000
	5.000.000	5,000,000	5,000,000			16,000,000
	6.000.000	6,000,000	6,000,000			22,000,000
	7.000.000	7,000,000	7,000,000			29,000,000
	8.000.000	8,000,000	8,000,000			37,000,000
	9.000.000	9,000,000	9,000,000			46,000,000
	10.000.000	10,000,000	10,000,000			56,000,000
	11.000.000	11,000,000	11,000,000			67,000,000
	12.000.000	12,000,000	12,000,000			79,000,000
	13.000.000	13,000,000	13,000,000			92,000,000
	14.000.000	14,000,000	14,000,000			106,000,000
	15.000.000	15,000,000	15,000,000			121,000,000
	16.000.000	16,000,000	16,000,000			137,000,000
	17.000.000	17,000,000	17,000,000			154,000,000
	18.000.000	18,000,000	18,000,000			172,000,000
	19.000.000	19,000,000	19,000,000			191,000,000
	20.000.000	20,000,000	20,000,000			211,000,000
	21.000.000	21,000,000	21,000,000			232,000,000
	22.000.000	22,000,000	22,000,000			254,000,000
	23.000.000	23,000,000	23,000,000			277,000,000
	24.000.000	24,000,000	24,000,000			301,000,000
	25.000.000	25,000,000	25,000,000			326,000,000
	26.000.000	26,000,000	26,000,000			352,000,000
	27.000.000	27,000,000	27,000,000			379,000,000
	28.000.000	28,000,000	28,000,000			407,000,000
	29.000.000	29,000,000	29,000,000			436,000,000
	30.000.000	30,000,000	30,000,000			466,000,000
	31.000.000	31,000,000	31,000,000			497,000,000
	32.000.000	32,000,000	32,000,000			529,000,000
	33.000.000	33,000,000	33,000,000			562,000,000
	34.000.000	34,000,000	34,000,000			596,000,000
	35.000.000	35,000,000	35,000,000			631,000,000
	36.000.000	36,000,000	36,000,000			667,000,000
	37.000.000	37,000,000	37,000,000			704,000,000
	38.000.000	38,000,000	38,000,000			742,000,000
	39.000.000	39,000,000	39,000,000			781,000,000
	40.000.000	40,000,000	40,000,000			821,000,000
	41.000.000	41,000,000	41,000,000			862,000,000
	42.000.000	42,000,000	42,000,000			904,000,000
	43.000.000	43,000,000	43,000,000			947,000,000
	44.000.000	44,000,000	44,000,000			991,000,000
	45.000.000	45,000,000	45,000,000			1,036,000,000
	46.000.000	46,000,000	46,000,000			1,082,000,000
	47.000.000	47,000,000	47,000,000			1,129,000,000
	48.000.000	48,000,000	48,000,000			1,177,000,000
	49.000.000	49,000,000	49,000,000			1,226,000,000
	50.000.000	50,000,000	50,000,000			1,276,000,000
	51.000.000	51,000,000	51,000,000			1,327,000,000
	52.000.000	52,000,000	52,000,000			1,379,000,000
	53.000.000	53,000,000	53,000,000			1,432,000,000
	54.000.000	54,000,000	54,000,000			1,486,000,000
	55.000.000	55,000,000	55,000,000			1,541,000,000
	56.000.000	56,000,000	56,000,000			1,597,000,000
	57.000.000	57,000,000	57,000,000			1,654,000,000
	58.000.000	58,000,000	58,000,000			1,712,000,000
	59.000.000	59,000,000	59,000,000			1,771,000,000
	60.000.000	60,000,000	60,000,000			1,831,000,000
	61.000.000	61,000,000	61,000,000			1,892,000,000
	62.000.000	62,000,000	62,000,000			1,954,000,000
	63.000.000	63,000,000	63,000,000			2,017,000,000
	64.000.000	64,000,000	64,000,000			2,081,000,000
	65.000.000	65,000,000	65,000,000			2,146,000,000
	66.000.000	66,000,000	66,000,000			2,212,000,000
	67.000.000	67,000,000	67,000,000			2,279,000,000
	68.000.000	68,000,000	68,000,000			2,347,000,000
	69.000.000	69,000,000	69,000,000			2,416,000,000
	70.000.000	70,000,000	70,000,000			2,486,000,000
	71.000.000	71,000,000	71,000,000			2,557,000,000
	72.000.000	72,000,000	72,000,000			2,629,000,000
	73.000.000	73,000,000	73,000,000			2,702,000,000
	74.000.000	74,000,000	74,000,000			2,776,000,000
	75.000.000	75,000,000	75,000,000			2,851,000,000
	76.000.000	76,000,000	76,000,000			2,927,000,000
	77.000.000	77,000,000	77,000,000			3,004,000,000
	78.000.000	78,000,000	78,000,000			3,082,000,000
	79.000.000	79,000,000	79,000,000			3,161,000,000
	80.000.000	80,000,000	80,000,000			3,241,000,000
	81.000.000	81,000,000	81,000,000			3,322,000,000
	82.000.000	82,000,000	82,000,000			3,404,000,000
	83.000.000	83,000,000	83,000,000			3,487,000,000
	84.000.000	84,000,000	84,000,000			3,571,000,000
	85.000.000	85,000,000	85,000,000			3,656,000,000
	86.000.000	86,000,000	86,000,000			3,742,000,000
	87.000.000	87,000,000	87,000,000			3,829,000,000
	88.000.000	88,000,000	88,000,000			3,917,000,000
	89.000.000	89,000,000	89,000,000			4,006,000,000
	90.000.000	90,000,000	90,000,000			4,096,000,000
	91.000.000	91,000,000	91,000,000			4,187,000,000
	92.000.000	92,000,000	92,000,000			4,279,000,000
	93.000.000	93,000,000	93,000,000			4,372,000,000
	94.000.000	94,000,000	94,000,000			4,466,000,000
	95.000.000	95,000,000	95,000,000			4,561,000,000
	96.000.000	96,000,000	96,000,000			4,657,000,000
	97.000.000	97,000,000	97,000,000			4,754,000,000
	98.000.000	98,000,000	98,000,000			4,852,000,000
	99.000.000	99,000,000	99,000,000			4,951,000,000
	100.000.000	1,00,000,000	1,00,000,000			5,051,000,000
	101.000.000	1,01,000,000	1,01,000,000			5,152,000,000
	102.000.000	1,02,000,000	1,02,000,000			5,254,000,000
	103.000.000	1,03,000,000	1,03,000,000			5,357,000,000
	104.000.000	1,04,000,000	1,04,000,000			5,461,000,000
	105.000.000	1,05,000,000	1,05,000,000			5,566,000,000
	106.000.000	1,06,000,000	1,06,000,000			5,672,000,000
	107.000.000	1,07,000,000	1,07,000,000			5,779,000,000
	108.000.000	1,08,000,000	1,08,000,000			5,887,000,000
	109.000.000	1,09,000,000	1,09,000,000			5,996,000,000
	110.000.000	1,10,000,000	1,10,000,000			6,106,000,000
	111.000.000	1,11,000,000	1,11,000,000			6,217,000,000
	112.000.000	1,12,000,000	1,12,000,000			6,329,000,000
	113.000.000	1,13,000,000	1,13,000,000			6,442,000,000
	114.000.000	1,14,000,000	1,14,000,000			6,556,000,000
	115.000.000	1,15,000,000	1,15,000,000			6,671,000,000
	116.000.000	1,16,000,000	1,16,000,000			6,787,000,000
	117.000.000	1,17,000,000	1,17,000,000			6,904,000,000
	118.000.000	1,18,000,000	1,18,000,000			7,022,000,000
	119.000.000	1,19,000,000	1,19,000,000			7,141,000,000
	120.000.000	1,20,000,000	1,20,000,000			7,261,000,000
	121.000.000	1,21,000,000	1,21,000,000			7,382,000,000
	122.000.000	1,22,000,000	1,22,000,000			7,504,000,000
	123.000.000	1,23,000,000	1,23,000,000			7,627,000,000
	124.000.000	1,24,000,000	1,24,000,000			7,751,000,000
	125.000.000	1,25,000,000	1,25,000,000			7,876,000,000
	126.000.000	1,26,000,000	1,26,000,000			8,002,000,000
	127.000.000	1,27,000,000	1,27,000,000			8,129,000,000
	128.000.000	1,28,000,000	1,28,000,000			8,257,000,000
	129.000.000	1,29,000,000	1,29,000,000			8,386,000,000
	130.000.000	1,30,000,000	1,30,000,000			8,516,000,000
	131.000.000	1,31,000,000	1,31,000,000			8,647,000,000





**KASTURABA GIRLS BALIKA VIDYALAYA**

**Schedules attached to and forming part of Balance sheet as on 31.3.2012**

**SCHEDULE 1 : GENERAL FUND**

<b>Sl No.</b>	<b>Particulars</b>	<b>As at 31.03.2013</b>	<b>As at 31.03.2012</b>
1	Opening balance as per last balance sheet	205,444,576	310,117,142
	Add: Excess of Income over Expenditure	-	-
	Less: Excess of Expenditure over income	168,492,843	104,672,566
	<b>TOTAL</b>	<b>36,951,733</b>	<b>205,444,576</b>

**SCHEDULE 2 : CURRENT LIABILITIES & PROVISIONS**

<b>Sl No.</b>	<b>Particulars</b>	<b>Amount OP</b>
1	EMD Received	3,266,678
2	Further Security deposit	1,274,140
3	Outstanding Liability	9,164,128
4	RMSA	34,112
5	DDPI	-
	<b>TOTAL</b>	<b>13,739,058</b>

**KASTURABA GIRLS BALIKA VIDYALAYA**

**Schedule - 3 : FIXED ASSETS**

Sl No.	Description	As on 01.04.2012 Rs.	Additions during the year Rs.	Sold/Transfer during the year Rs.	As on 31.03.2013 Rs.
1	Computer Systems	1,327,277	-	-	1,327,277
2	Furniture & Fixtures (incl Kitchen Equipments)	14,794,606	2,660,233	-	17,454,839
3	Office Equipment	461,654	-	-	461,654
4	Tailoring Machine	29,900	-	-	29,900
5	Cycle	21,540	-	-	21,540
6	TV	228,945	-	-	228,945
<b>TOTAL</b>		<b>16,863,922</b>	<b>2,660,233</b>	<b>-</b>	<b>19,524,155</b>

**Schedule - 4 : EXPENDITURE ON CAPITAL WORKS PENDING CAPITALISATION**

Amount in Rs.

Sl No.	Description	Expenditure up to 31.3.2012	Expenditure during the year	Total as on 31.03.2013
1	Construction of school Building	198,505,557	15,066,356	213,571,913
<b>Sub Total</b>		<b>198,505,557</b>	<b>15,066,356</b>	<b>213,571,913</b>
Less : Capitalised during the year		Nil	Nil	Nil
<b>TOTAL</b>		<b>198,505,557</b>	<b>15,066,356</b>	<b>213,571,913</b>

**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**  
NEW PUBLIC OFFICES, NRUPATUNGA ROAD, K.R. CIRCLE, BANGALORE - 560 001

**KASTURABA GIRLS BALIKA VIDYALAYA**

**Statement of Receipts and Payments account for the period from 01.04.2012  
to 31.03.2013**

<b>RECEIPTS</b>	<b>Amount Rs.</b>	<b>PAYMENTS</b>	<b>Amount Rs.</b>
<b>Opening Balance</b>		Fund transfer to	
<b>Balances in SB Accounts at SPO</b>		- MSK	-
- Canara Bank A/c No.56311	19,404,703.00	KGBV -School Building	
		- Capital Expenses pending Capilalisation	-
Funds received from SSA SPO	-		
		Statutory Deductions	-
Security Deposit	-		
		Security Deposit	-
SB Account Interest	807,660.00		
		Bank Charges	-
Statutory Deductions	-		
		Management Cost	-
Penalty recovered	-		
		<b>Closing Balance</b>	
		<b>Balances in SB Accounts at SPO</b>	
		- Canara Bank A/c No. 56311	20,212,363.00
<b>Total</b>	<b>20,212,363.00</b>	<b>Total</b>	<b>20,212,363.00</b>



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**KASTURABA GANDHI BALIKA VIDYALAYA**

**Statement of Block wise Receipts & Payments Account for the period from 01.04.2012 to 31.03.2013**

Payments

Sl. No.	Bl. No.	Particulars	Receipts		Payments		Bal. b/w	Total	Receipts	Payments	Bal. b/w
			Rs.	P.	Rs.	P.					
1		Balance Brought Over									
2		Balance Brought Over	1,07,186	11,712				1,07,186			1,07,186
3		Grant-in-Aid	5,52,268	15,000	60,000			5,92,268	60,000		5,32,268
4		Subsidy									
5		Income from									
6		Other Income									
7		Transfer from									
8		Transfer to									
9		Transfer to									
10		Transfer to									
11		Transfer to									
12		Transfer to									
13		Transfer to									
14		Transfer to									
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96		Transfer to									
97		Transfer to									
98		Transfer to									
99		Transfer to									
100		Transfer to									

**Statement of Block wise Receipts & Payments Account for the period from 01.04.2012 to 31.03.2013 Countinue**

Sl. No.	P.A.S.	Date	Receipts		Payments		Closing Balance	Total Receipts	Total Payments	Closing Balance
			Rs.	Paise	Rs.	Paise				
25	Umsiungu (Kangaroo)	22/01/12								
26	Arung (KNS)	11/11/12	20,500		11,000		1,052,921	20,500	1,052,921	1,012
27	Kakapuzur (Kangaroo)	09/06/12	24,000		21,000		605,126	24,000	605,126	76,378
28	Kanabakabajar (Moose)	07/11/12	27,500		11,500		1,620,503	27,500	1,620,503	117,100
29	Kanab (KNS)	09/07/12	15,000		62,000		1,004,172	15,000	1,004,172	75,200
30	Mosabur (Kangaroo)	06/07/12	20,410		1,066,824		1,066,824	20,410	1,066,824	385
31	Mosabur (KNS)	06/07/12	22,824		20,861		896,432	22,824	896,432	112,486
32	Kababajar (Kangaroo)	14/01/12	140,000		10,000		1,700,000	140,000	1,700,000	80,804
33	Kababajar (KNS)	05/01/12	24,000		25,000		621,617	24,000	621,617	15,657
34	Kababajar (Kangaroo)	09/07/12	29,000		115,000		276,682	29,000	276,682	51,115
35	Kababajar (KNS)	09/07/12	24,000		195,000		987,242	24,000	987,242	60,267
36	Kababajar (Kangaroo)	07/07/12	24,000		147,488		620,456	24,000	620,456	28,827
37	Kababajar (KNS)	23/01/12	7,500		55,000		816,468	7,500	816,468	54,612
38	Kababajar (Kangaroo)	17/01/12	20,000		20,000		248,136	20,000	248,136	21,800
39	Kababajar (KNS)	07/07/12	7,900		48,677		608,414	7,900	608,414	26,268
40	Kababajar (Kangaroo)	10/01/12	1,070		235,077		1,237,787	1,070	1,237,787	236,806
41	Kababajar (KNS)	10/01/12	24,000		51,000		866,276	24,000	866,276	25,651
42	Kababajar (Kangaroo)	07/07/12	4,700		31,000		378,171	4,700	378,171	49,277
43	Kababajar (KNS)	14/01/12	27,000		91,000		741,136	27,000	741,136	51,887
44	Kababajar (Kangaroo)	17/07/12	17,500		3,000		3,074,227	17,500	3,074,227	532,600
45	Kababajar (KNS)	09/07/12	25,000		21,500		1,339,053	25,000	1,339,053	205,253
46	Kababajar (Kangaroo)	07/07/12	7,000		21,000		478,649	7,000	478,649	12,310
47	Kababajar (KNS)	05/07/12	550,547		29,000		297,873	550,547	297,873	8,500
48	Kababajar (Kangaroo)	07/07/12	1,000		1,000		516,862	1,000	516,862	6,289
49	Kababajar (KNS)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
50	Kababajar (Kangaroo)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
51	Kababajar (KNS)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
52	Kababajar (Kangaroo)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
53	Kababajar (KNS)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
54	Kababajar (Kangaroo)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
55	Kababajar (KNS)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
56	Kababajar (Kangaroo)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
57	Kababajar (KNS)	07/07/12	1,000		1,000		1,000	1,000	1,000	6,289
TOTAL			24,720,000		1,016,110		2,000,000	24,720,000	1,016,110	2,000,000

Statement of Block wise Receipts & Payments Account for the period from 01.04.2012 to 31.03.2013 Countinue

Sl. No.	Particulars	Receipts	Payments	Balance
1	Balance b/d			1000
2	Subsidy	5000		15000
3	Grant	10000		25000
4	Interest	500		25500
5	Dividend		1000	24500
6	Transfer to other A/c		5000	19500
7	Transfer from other A/c	2000		21500
8	Interest on loan		1000	20500
9	Dividend		500	20000
10	Transfer to other A/c		1000	19000
11	Transfer from other A/c	5000		24000
12	Interest	1000		25000
13	Dividend		1000	24000
14	Transfer to other A/c		5000	19000
15	Transfer from other A/c	10000		29000
16	Interest	500		29500
17	Dividend		1000	28500
18	Transfer to other A/c		5000	23500
19	Transfer from other A/c	5000		28500
20	Interest	1000		29500
21	Dividend		1000	28500
22	Transfer to other A/c		5000	23500
23	Transfer from other A/c	10000		33500
24	Interest	500		34000
25	Dividend		1000	33000
26	Transfer to other A/c		5000	28000
27	Transfer from other A/c	5000		33000
28	Interest	1000		34000
29	Dividend		1000	33000
30	Transfer to other A/c		5000	28000
31	Transfer from other A/c	10000		38000
32	Interest	500		38500
33	Dividend		1000	37500
34	Transfer to other A/c		5000	32500
35	Transfer from other A/c	5000		37500
36	Interest	1000		38500
37	Dividend		1000	37500
38	Transfer to other A/c		5000	32500
39	Transfer from other A/c	10000		42500
40	Interest	500		43000
41	Dividend		1000	42000
42	Transfer to other A/c		5000	37000
43	Transfer from other A/c	5000		42000
44	Interest	1000		43000
45	Dividend		1000	42000
46	Transfer to other A/c		5000	37000
47	Transfer from other A/c	10000		47000
48	Interest	500		47500
49	Dividend		1000	46500
50	Transfer to other A/c		5000	41500
51	Transfer from other A/c	5000		46500
52	Interest	1000		47500
53	Dividend		1000	46500
54	Transfer to other A/c		5000	41500
55	Transfer from other A/c	10000		51500
56	Interest	500		52000
57	Dividend		1000	51000
58	Transfer to other A/c		5000	46000
59	Transfer from other A/c	5000		51000
60	Interest	1000		52000
61	Dividend		1000	51000
62	Transfer to other A/c		5000	46000
63	Transfer from other A/c	10000		56000
64	Interest	500		56500
65	Dividend		1000	55500
66	Transfer to other A/c		5000	50500
67	Transfer from other A/c	5000		55500
68	Interest	1000		56500
69	Dividend		1000	55500
70	Transfer to other A/c		5000	50500
71	Transfer from other A/c	10000		60500
72	Interest	500		61000
73	Dividend		1000	60000
74	Transfer to other A/c		5000	55000
75	Transfer from other A/c	5000		60000
76	Interest	1000		61000
77	Dividend		1000	60000
78	Transfer to other A/c		5000	55000
79	Transfer from other A/c	10000		65000
80	Interest	500		65500
81	Dividend		1000	64500
82	Transfer to other A/c		5000	59500
83	Transfer from other A/c	5000		64500
84	Interest	1000		65500
85	Dividend		1000	64500
86	Transfer to other A/c		5000	59500
87	Transfer from other A/c	10000		69500
88	Interest	500		70000
89	Dividend		1000	69000
90	Transfer to other A/c		5000	64000
91	Transfer from other A/c	5000		69000
92	Interest	1000		70000
93	Dividend		1000	69000
94	Transfer to other A/c		5000	64000
95	Transfer from other A/c	10000		74000
96	Interest	500		74500
97	Dividend		1000	73500
98	Transfer to other A/c		5000	68500
99	Transfer from other A/c	5000		73500
100	Interest	1000		74500
101	Dividend		1000	73500
102	Transfer to other A/c		5000	68500
103	Transfer from other A/c	10000		78500
104	Interest	500		79000
105	Dividend		1000	78000
106	Transfer to other A/c		5000	73000
107	Transfer from other A/c	5000		78000
108	Interest	1000		79000
109	Dividend		1000	78000
110	Transfer to other A/c		5000	73000
111	Transfer from other A/c	10000		83000
112	Interest	500		83500
113	Dividend		1000	82500
114	Transfer to other A/c		5000	77500
115	Transfer from other A/c	5000		82500
116	Interest	1000		83500
117	Dividend		1000	82500
118	Transfer to other A/c		5000	77500
119	Transfer from other A/c	10000		87500
120	Interest	500		88000
121	Dividend		1000	87000
122	Transfer to other A/c		5000	82000
123	Transfer from other A/c	5000		87000
124	Interest	1000		88000
125	Dividend		1000	87000
126	Transfer to other A/c		5000	82000
127	Transfer from other A/c	10000		92000
128	Interest	500		92500
129	Dividend		1000	91500
130	Transfer to other A/c		5000	86500
131	Transfer from other A/c	5000		91500
132	Interest	1000		92500
133	Dividend		1000	91500
134	Transfer to other A/c		5000	86500
135	Transfer from other A/c	10000		96500
136	Interest	500		97000
137	Dividend		1000	96000
138	Transfer to other A/c		5000	91000
139	Transfer from other A/c	5000		96000
140	Interest	1000		97000
141	Dividend		1000	96000
142	Transfer to other A/c		5000	91000
143	Transfer from other A/c	10000		101000
144	Interest	500		101500
145	Dividend		1000	100500
146	Transfer to other A/c		5000	95500
147	Transfer from other A/c	5000		100500
148	Interest	1000		101500
149	Dividend		1000	100500
150	Transfer to other A/c		5000	95500
151	Transfer from other A/c	10000		105500
152	Interest	500		106000
153	Dividend		1000	105000
154	Transfer to other A/c		5000	100000
155	Transfer from other A/c	5000		105000
156	Interest	1000		106000
157	Dividend		1000	105000
158	Transfer to other A/c		5000	100000
159	Transfer from other A/c	10000		110000
160	Interest	500		110500
161	Dividend		1000	109500
162	Transfer to other A/c		5000	104500
163	Transfer from other A/c	5000		109500
164	Interest	1000		110500
165	Dividend		1000	109500
166	Transfer to other A/c		5000	104500
167	Transfer from other A/c	10000		114500
168	Interest	500		115000
169	Dividend		1000	114000
170	Transfer to other A/c		5000	109000
171	Transfer from other A/c	5000		114000
172	Interest	1000		115000
173	Dividend		1000	114000
174	Transfer to other A/c		5000	109000
175	Transfer from other A/c	10000		119000
176	Interest	500		119500
177	Dividend		1000	118500
178	Transfer to other A/c		5000	113500
179	Transfer from other A/c	5000		118500
180	Interest	1000		119500
181	Dividend		1000	118500
182	Transfer to other A/c		5000	113500
183	Transfer from other A/c	10000		123500
184	Interest	500		124000
185	Dividend		1000	123000
186	Transfer to other A/c		5000	118000
187	Transfer from other A/c	5000		123000
188	Interest	1000		124000
189	Dividend		1000	123000
190	Transfer to other A/c		5000	118000
191	Transfer from other A/c	10000		128000
192	Interest	500		128500
193	Dividend		1000	127500
194	Transfer to other A/c		5000	122500
195	Transfer from other A/c	5000		127500
196	Interest	1000		128500
197	Dividend		1000	127500
198	Transfer to other A/c		5000	122500
199	Transfer from other A/c	10000		132500
200	Interest	500		133000
201	Dividend		1000	132000
202	Transfer to other A/c		5000	127000
203	Transfer from other A/c	5000		132000
204	Interest	1000		133000
205	Dividend		1000	132000
206	Transfer to other A/c		5000	127000
207	Transfer from other A/c	10000		137000
208	Interest	500		137500
209	Dividend		1000	136500
210	Transfer to other A/c		5000	131500
211	Transfer from other A/c	5000		136500
212	Interest	1000		137500
213	Dividend		1000	136500
214	Transfer to other A/c		5000	131500
215	Transfer from other A/c	10000		141500
216	Interest	500		142000
217	Dividend		1000	141000
218	Transfer to other A/c		5000	136000
219	Transfer from other A/c	5000		141000
220	Interest	1000		142000
221	Dividend		1000	141000
222	Transfer to other A/c		5000	136000
223	Transfer from other A/c	10000		146000
224	Interest	500		146500
225	Dividend		1000	145500
226	Transfer to other A/c		5000	140500
227	Transfer from other A/c	5000		145500
228	Interest	1000		146500
229	Dividend		1000	145500
230	Transfer to other A/c		5000	140500
231	Transfer from other A/c	10000		150500
232	Interest	500		151000
233	Dividend		1000	150000
234	Transfer to other A/c		5000	145000
235	Transfer from other A/c	5000		150000
236	Interest	1000		151000
237	Dividend		1000	150000
238	Transfer to other A/c		5000	145000
239	Transfer from other A/c	10000		







**Statement of Block wise Receipts & Payments Account for the period from 01.04.2012 to 31.03.2013 Countinue**

BEOs	Amount Trans to SPD	Amount Trans to BMSA BMSA	Amount Trans to KGBV to Dpo	Amount Trans to BEO to BEO	BND	Cheque in Transit to SPD	Total Expenditure	Closing Balances as on 31.03.2013			Total	
	Rs.					Rs.	Rs.	Advances BEO's Rs.	Cheque in transit Rs.	Cash Rs.	Bank Rs.	Rs.
Jamakhundi							2,672,793				1,615,237	4,288,030
Jewarji							-	1,345,306				1,345,306
Kalaghatagi		223,399					4,496,748			2,258	3,484,517	7,983,523
KrishnaRaja Nagar							3,533,603				1,764,688	7,784,199
Kudigi							-					-
Molkaalur							3,727,516				145,458	3,872,974
Muddebihal							-	500,000				500,000
Mulabagilu							2,230,343				650,059	2,880,402
Mundargi			837,916				2,998,701				177,247	3,175,948
Pavagada							2,970,589				4,514,544	7,485,133
Raitag							1,393,233				1,427,570	2,820,803
Ramburga			1,800,000				5,569,216			3,000	757,759	6,329,975
Ron			1,446,729				3,624,016		675,614		76,000	3,700,016
Sandur							1,824,539				463,441	2,287,980
Sedam							2,123,334				1,118,314	3,241,648
Shahapur			1,176,897				3,583,118		837,190		4,868,517	9,288,825
Shorapur							1,692,835				7,425,440	9,118,275
sindagi							-					500,000
sindhanur							1,414,030				2,124,545	3,538,575
Siraguppa							1,845,620				1,161,908	3,007,528
Soundatti			2,400,000				5,954,848		1,326,436		982,755	8,264,039
Srinivasapura		58,000					2,149,164				756,654	2,905,818
Mysore							951,670				1,774,938	2,726,608
Yadgi							-					-
Siddapur			3,400,000				5,180,529				2,817,889	7,998,418
Mudargi Chikodi			1,132,636				6,918,811				91,502	7,010,313
Halagur							2,728,733				33,273	4,679,915
							1,421,520				3,953,325	5,374,845
							1,039,750				6,225,882	7,265,632
							56,500				79,981	136,481
							414,700				241,874	656,574
							6,826				541,547	548,373
Pandavapura	542,367	287,647	12,435,261	1,108,955	1,000,000	675,614	104,621,328	20,963,775	-	5,258	69,609,559	195,199,920



Statement of Block wise Receipts & Payments Account for the period from 01.04.2012 to 31.03.2013 Countinue

Sl. No.	Particulars	Receipts	Payments	Balance
1	Balance b/d			10000
2	Subsidy	10000		20000
3	Grant	5000		25000
4	Income	1000		26000
5	Expenses		1000	25000
6	Transfer		1000	24000
7	Balance c/d			24000
8	Total	115000	115000	











**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**KASTURABA GANDHI BALIKA VIDYALAYA**

Statement of Mahila Samakhya and MSK District Offices Receipts and Payments Account for the period from 1.4.2012 to 31.3.2013										
Payments	MSK - Bangalore	Rajabhat	Bellary	Bidar	Bijapur	Gulbarga	Raichur	Koppal	Mysore	TOTAL
Construction Expenses	417,247									417,247
Building	52,000									153,900
Maintenance of Civil Work	11,425,200									3,426,684
Maintenance Expenses										
Travel										
Photocopying										
2160 School Journals										
Cable Telephone Charges										
Locational Travel										
Medical Expenses										
Salaries										
Misc. Expenses (including Maintenance)										
Printing Stationery										
Furniture and Fittings										
Chandara Karnataka Rashtra										
Stamp duty										
Preparatory work										
Construction of Buildings										
Procurement - Raw										
Electricity & Water - Recurring										
Capacity Building										
ITM & PC Programs										
Transferred to MSK Bangalore										
Transferred to MSK GADG (KGBV)										
Transferred to Bangalore KGBV										
Fund transferred to MSK - MSK										
Outstanding Liability										
Cash on balances										
Change in amount										
Adv. KGBV										
Bills										
Debits										
advance - MSK										
<b>Total</b>	<b>16,105,180</b>	<b>1,375,459</b>	<b>6,42,147</b>	<b>36,72,874</b>	<b>11,019,263</b>	<b>40,569,826</b>	<b>26,169,282</b>	<b>7,494,514</b>	<b>10,767,928</b>	<b>214,973,272</b>



**SARVA SHIKSHA ABHIYAN SAMITHI - KARNATAKA**

New public offices, Nrupatunga Road, Bangalore - 560 001

**KASTURABA GANDHI BALIKA VIDYALAYA**

Receipts	Mysk-Bangalore	Bagalkote	Bellary	Bidar	Bijapur	Gulbarga	Raichur	Koppal	Mysore	TOTAL
Opening Balance										
Cash at Bank	6,304,348	1,057,372	579,571		1,376,230			894,742		15,212,062
Advances - MSK	502,000			29,795,000	272,182	31,373,119	19,610,199		6,100,000	87,663,702
Advances - RMSA										
Cheques in Transit - Bangalore to MSK Disb										
Fund Transferred - APEGL					5,150					5,150
Gas & Telephone Deposits										
Grants from SPD	50,000,000									50,000,000
Transfer of Funds SSA/DPO										
Transfer from Mahasuraya Bangalore		5,767,500	5,550,000	8,463,000	9,045,000	9,320,000	5,450,000	6,307,000	4,620,000	55,422,000
Bank interest	309,632	35,864	25,239	25,223	40,204	40,232	69,033	34,583	61,908	643,198
Deposits										
Other Receipts			6,114	1,610						7,724
Outstanding liabilities	9,000,000		136,420		234,391	249,275				9,778,829
Fund Transferred RMSA		93,223	76,768		59,356					232,094
<b>TOTAL</b>	<b>66,105,180</b>	<b>6,953,289</b>	<b>6,324,142</b>	<b>38,221,871</b>	<b>11,038,263</b>	<b>40,962,816</b>	<b>26,169,182</b>	<b>7,194,514</b>	<b>10,782,908</b>	<b>213,953,277</b>

**SARVA SHIKSHA ABHIYAN SAMIHI- KARNATAKA**

New Public Offices, Nrupathunga Road, Bangalore-5600 001

**KASTURBA GANDHI BALIKA VIDYALAYA**

**SIGNIFICANT ACCOUNTING POLICIES & NOTES FORMING PART OF FINANCIAL STATEMENTS FOR THE YEAR ENDED 31-3-2013**

**A. Significant Accounting Policies**

**i. Method of accounting**

Double entry method based on cash basis is followed by SSA- KGBV.

**ii. Grant receipts**

Grants from Central Government, State Government and other agencies received towards project expenditure have been considered as revenue grants and accordingly, routed through Income & Expenditure Account. All the expenditure incurred including towards construction of additional class rooms, BRC and CRC buildings, infrastructure facilities like Science Lab & HM Rooms, toilet, electrification, ramp, and other civil works are shown as expenditure and routed through Income & Expenditure Account. Expenditure to the extent incurred towards construction of additional class rooms, BRC and CRC buildings, School buildings, infrastructure facilities like Science Lab & HM Room, toilet, electrification, ramps and other civil works are treated as “Expenditure on Capital Works Pending Capitalization” and credited to Income and Expenditure Account.

Refund of unspent amount of grants received from DPOs and implementing agencies have been taken as income of the year and accordingly, credited to Income & Expenditure Account.

Compliance to Indian Government Accounting Standard -2 relating to disclosure of grants and expenditure thereof shall be complied with from FY 2013-14.

**iii. Expenditure under the scheme**

All the expenditure incurred under the Scheme as approved in AWP & B has been accounted on cash basis. Capital expenditure incurred for the creation of scheme assets as provided in implementation of scheme have been capitalized and disclosed under the head of account “expenditure on capital works pending capitalization”.

#### **iv. Fixed Assets**

Fixed assets purchased for the project have been capitalized and are disclosed at historical cost. As a policy, no depreciation on such assets is provided in the accounts.

#### **v. Expenditure on capital works pending capitalization**

Expenditure incurred under the project for creation of infrastructures like, school buildings, and other civil works have been accounted on cash basis. Pending the furnishing of completion certificates, the said expenditure have been accounting under the head of account “expenditure on capital works pending capitalization”

#### **vi. Advances**

Funds released to the DPOs at district and sub-district level are initially classified as advances and the same indicated as such in the books of accounts. These advances are adjusted based on the expenditure statement /utilization certificate received by SPO KGBV and supported by audited Receipts & Payments Accounts of individual districts. In respect advances not actually spent for which, accounts have not been rendered are shown as outstanding advances.

### **B. NOTES FORMING PART OF FINANCIAL STATEMENTS**

1. Previous year figures have been regrouped whenever necessary to confirm with presentation of current year figures
2. As a policy of the SSA and as per the practice followed in the earlier years, no depreciation is provided on fixed assets.

Pending the receipt of completion certificate and inspection report, expenditure incurred during the year amounting to Rs 1,50,66,356/- towards construction of school building and other civil works have been accounted under CWIP in Schedule 4. Cumulative amount of such expenditure till 31.03.2013 is Rs 21,35,71,913/-.

3. The following advances are subject to reconciliation and confirmation where applicable

• DPO	Rs 3,98,51,914/-
• BEOs	Rs 2,20,72,730/-
• MSK-DPOs	Rs 6,28,13,604/-
• DDPI	Rs. 61,678/-
Total	Rs. 12,47,44,848/-



4. Amounts shown under Security Deposit and funds transfer –SSA DPOs are subject to confirmation and reconciliation where applicable.
5. The Expenditure at District levels under the scheme are accounted on the basis of audited Receipts and Payments Accounts and utilization certificates issued by District-KGBV and other implementing agencies .Expenditure at SPO level is on the basis of books of accounts supporting relevant vouchers and bills.

Date: 27/11/2013

Place: Bangalore

To be read with our  
report of even date  
For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

(Raveendra S.kore)  
Partner  
M.No.218915

## **SUGGESTIONS**

- Maintenance of the accounts at the level of SDMC is to be strengthened to ensure accuracy of the expenditures on the project activities and financial reporting. The person in charge of the accounts and periodicals reconciliation.
- Building completion certificate from SSA engineer to be obtained within stipulated time of completion of the Building and before furnishing Utilization Certificate of Building Grant to the BRC.
- At BEO level, there should be in place proper control for maintenance of accounts. This would commence with fixing the responsibility on a particular person for maintenance of accounts having adequate expertise and qualification in maintenance of double entry system of accounting. Necessary training at periodical intervals is to be imparted. They should also be imparted training in maintenance of proper project documentation, vouchers etc.. Transparency in transaction in all respect is to be ensured.
- There should be in place a system of periodical checking of funds released to BRCs, CRCs, and SDMCs, vis-à-vis expenditure incurred. The accounts of BRCs, CRCs, and SDMCs, are to be consolidated at the level of BEO and then prepare a Receipts and Payments Account after including transactions of BEO level.
- Periodical reconciliation of funds released from districts to BEOs, from BEOs to BRCs/CRCs/SDMC and DPOs to SDMCs is to be carried out.
- Close monitoring of funds released towards civil works are to be carried out at DPO and BPO level.
- Importance should be given for maintenance of proper vouchers for funds released to implementing agencies down below them and for their own expenditure.
- There should be in place periodical supervision and monitoring of funds received vis-à-vis funds released.

- FMS should be implemented in its entirety at all levels of implementation of the project .
- Advance outstanding at BEO level are to be closely monitored and action be taken for adjustment of long outstanding.
- There should be in place checks and balances for supervision and monitoring of transactions of implementing offices down below district level.
- Periodical review of financial progress vis-à-vis budget estimates is to be carried out.
- There should be in place proper procedures for supervision and monitoring of funds released to DIETs.

Date: 27/11/2013

Place: Bangalore

For **B.R.R. & Co.,**  
Chartered Accountants  
FRN.012266S

(Raveendra S.kore)  
Partner  
M.No.218915