

STUDY OF SARVA SHIKSHA ABHIYAN INITIATIVES ON UNIVERSALISATION OF ELEMENTARY EDUCATION IN KARNATAKA WITH SPECIAL REFERENCE TO CONCERNS OF QUALITY AND EQUITY



● SITA SEKHAR ● MEENA NAIR ● K.PRABHAKAR ● PRARTHANA RAO

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Public Affairs Centre, Bangalore

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CONTENTS

A	TABLES	iv
B	ABBREVIATIONS	v
C	ACKNOWLEDGEMENTS	vii
D	EXECUTIVE SUMMARY	ix
	Strengths, Weaknesses and Suggestions for Improvement	
	Summary of Case Study Findings	
CHAPTER 1	INTRODUCTION	1
1.0	Background	1
1.1	Sarva Shiksha Abhiyan	1
1.2	Objectives of Sarva Shiksha Abhiyan	2
1.3	SSA in Karnataka	2
1.4	Need for the Study	2
1.5	Objectives of the study	3
1.6	Methodology	4
1.7	Structure of the Report	8
	Field Work Snapshots	9
CHAPTER 2	PROFILE OF THE AREAS & STAKEHOLDERS	10
2.0	Background	10
2.1	Profile of the study areas	10
2.2	Profile of Schools	11
2.3	Profile of Households	12
2.4	Profile of SDMC members	14
2.5	Profile of Teachers	14
2.6	Profile of Head Teachers	14
2.7	Profile of Public Officials	16

CHAPTER 3	QUALITY OF EDUCATION UNDER SSA	17
3.0	Background	17
3.1	Quality of Infrastructure	17
	Physical Infrastructure	17
	Financial Resources	19
	Human Resources	20
3.2	Quality of Education	21
	Quality of Retention Measures	21
	Pupil evaluation and promotion	22
	Class room interaction and learning experience	23
	Perception of Children about their schools	24
	Monitoring and redress	24
3.3	Capacity building initiatives	24
3.4	Community participation and ownership	25
3.5	Perception on impacts of SSA	26
3.6	Suggestions for improved performance	27
3.7	Conclusions	28
	District Variations	C1&C2
	Snapshots	30
CHAPTER 4	EQUITY IN EDUCATION UNDER SSA	32
4.0	Background	32
4.1	Gender as a determinant of equity	32
4.2	Caste as a determinant of equity	34
4.3	Income as a determinant of equity	35
4.4	Conclusions	35
	District Variations	C3&C4
CHAPTER 5	INTERACTION & GRIEVANCE REDRESS	37
5.0	Organisation Structure of Education Department in Karnataka	37
5.1	Parents' Grievance Redress	37
5.2	Teachers' Grievance Redress	38

5.3	Head Teachers' Grievance Redress	38
5.4	Grievance Redress of members of SDMC	39
5.5	Opinion of Officials on Grievance Redress	39
5.6	Conclusions	41
CHAPTER 6	ALTERNATIVE AND INNOVATIVE EDUCATION	42
6.1	Background	42
6.2	Key Findings	44
	Chinnara Angala	44
	Tent School	47
	Mobile Schools	48
	Home Based Education	50
	Residential Bridge Courses	50
6.3	Opinion of Teachers on OOSC initiatives	52
6.4	Opinion of Head Teachers on OOSC initiatives	52
6.5	Findings from interviews with SDMC members	53
6.6	Findings from interviews with Public Officials	54
6.7	Findings from interviews with Parents	54
6.8	Conclusions	56
	District Variations	65
	Snapshots	58
CHAPTER 7	CONCLUSIONS AND RECOMMENDATIONS	59
ANNEXURE		68

TABLES

TABLE No.	TITLE	Pg.No
1.1	EDUCATION STATISTICS OF KARNATAKA - 2007 - 08	2
2.1	DISTRICT-WISE CLASS ROOMS & STUDENT STRENGTH PER CLASS ROOM	12
2.2	DETAILS OF HEADS OF THE FAMILIES IN THE STUDY AREA	12
2.3	PERCEPTION OF RESPONDENTS ON THE AVAILABILITY OF BASIC INFRASTRUCTURE IN THEIR LOCALITIES	13
3.1	STATUS OF PHYSICAL INFRASTRUCTURE IN THE OBSERVED SCHOOLS	18
3.2	DETAILS ON RECEIPT AND UTILISATION OF FUNDS (2007 - 08)	19
3.3	DETAILS ON USAGE OF TEACHING AIDS	23
4.1	DETAILS OF SDMC MEMBERS ATTENDING SDMC MEETINGS	34
5.1	NATURE OF PROBLEMS RECEIVED BY PUBLIC OFFICIALS	40
6.1	AIE PROGRAMMES COVERED IN THE STUDY AREAS	43
6.2	RELIGION - WISE DISTRIBUTION OF DROPOUTS	45
6.3	CASTE - WISE DISTRIBUTION OF DROPOUTS	45
6.4	GENDER - WISE DISTRIBUTION OF CHILDREN WHO HAVE REJOINED REGULAR SCHOOL FROM PREVIOUS BATCH	46
6.5	PRESENCE OF SUPPORT STAFF IN RESIDENTIAL ACCOMODATIONS	51
6.6	DETAILS ON REJOINING OF CHILDREN ENROLLED IN AIE PROGRAMMES	51

COMMON ABBREVIATIONS USED IN SSA PARLANCE

AIE	Alternative and Innovative Education
BALA	Building as Learning Aid
BRP	Block Resource Person
BSC	Back to School Camps
CAC	Civic Amenities Committee
CALC	Computer Assisted Learning Centre
CRP	Cluster Resource Person
CRC	Citizen Report Card
CWSN	Children with Special Needs
DDPI	Deputy Director of Public Instruction
DIET	District Institute of Education and Training
DISE	District Information System on Education
EBB	Educationally Backward Blocks
EGC	Education Guarantee Centre
EGS	Education Guarantee Scheme
FM&P	Financial Management and Procurement
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HH	Households
IERT	Inclusive Education Resource Teachers
IEDC	Integrated Education for Disabled Children
JRM	Joint Review Mission
ISEC	Institute for Social and Economic Research
KGBV	Kasturba Gandhi Balika Vidyalaya
KSQAO	Karnataka School Quality Assessment Organisation
NER	Net Enrolment Ratio
NPE	National Policy on Education
PAC	Public Affairs Centre
PPS	Population Proportionate to Size
PTR	Pupil Teacher Ratio
SC	Scheduled Caste
ST	Scheduled Tribe

SDMC	School Development Management Committee
SPD	State Project Director
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education
UNICEF	United Nations Children's Fund
UPS	Upper Primary School
ZSS	Zilla Saksharta Building

The Citizen Report Cards (CRCs) developed by the Public Affairs Centre (PAC) and implemented in Bangalore and several other cities have gained national and international reputation as a useful means for enhancing the accountability of service providers for the services that they offer to their citizens. PAC believes that the CRC would be a useful instrument in improving the efficiency of Sarva Shiksha Abhiyan's (SSA) initiatives and also would aid in effective implementation of the same.

The CRC approach that had hitherto focused on user feedback was widened to include feedback from implementers as well. This included not only those executing the programme at the ground level such as head teachers and teachers but also those who influence programme-related decisions such as SDMCs and CACs as well as public officials from SSA.

The study was carried out entirely by the Participatory Governance Research Group of PAC, including questionnaire and sampling design, fieldwork monitoring, data analysis, interaction with SSA officials on the CRC findings and report writing.

We wish to place on record our sincere thanks to the following organizations and individuals:

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- Dr. Vinod Vyasulu, Consulting Economist, Centre for Budget and Policy Studies (CBPS), Bangalore.
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While we are indebted to the individuals mentioned above for their contributions, we, the authors, are solely responsible for the opinions expressed and any errors therein.

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EXECUTIVE SUMMARY

I. BACKGROUND

Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education by community-ownership of the school system. This flagship programme seeks to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. Karnataka is one of the states that have been actively implementing SSA ever since its inception. There are 10 major interventions and 104 programmes or activities within these interventions in Karnataka state.

The present scenario in Karnataka is that about 98% of the population has been provided lower primary schools within 1 km distance and higher primary schools within 2 km distance. The number of schools has increased by nearly 25% in the last 10-12 years. School enrollment has increased significantly in recent years through special enrollment drives. In classes 5-7 the increase is nearly 5%, a very encouraging sign. The drop out rate in classes 1-4 came down from about 10.5% in 2000-01¹, to about 3.39 percent in 2007-08², the average drop out rate at primary level has further come down to 3.39.

With the project period reaching its completion time, the focus now is on community ownership of the programmes, quality of education and equity.

II. NEED FOR THE CURRENT STUDY

There have been various studies undertaken independently by external agencies as well as by SSA on several

aspects of SSA initiatives, including both qualitative and quantitative dimensions.

The aspects/indicators used for assessment in most of these studies are more objective like access to schools, number of teachers in schools, availability of classrooms, toilets, presence of learning teaching material etc. But tangible aspects which are more subjective in nature like quality of teaching, class room interactions, behaviour of teachers etc are not adequately addressed in most of these studies, especially from the perspective of the 'end-user'. There is thus a compelling need to undertake a comprehensive study which covers both the qualitative and quantitative aspects of the initiatives from an end-user perspective to understand their success in a better way. The current study is an attempt to address this gap.

III. OBJECTIVES OF THE STUDY

Using the CRC approach as a base and building on to other methodologies, PAC carried out an intensive assessment of the SSA programme in four districts of Karnataka (Gulbarga, Raichur, Shimoga and Bangalore Urban) with the following objectives:

1. Obtaining feedback from children in school and their parents on the quality of schooling in terms of accessibility, reliability and satisfaction with the services delivered particularly in relation to the quality of education received and in meeting the equity goals.
2. Obtaining feedback from teachers on their assessment of the quality of services they provide, the efficacy and helpfulness of the training imparted to them in improving the quality of their performance, in increasing retention and preventing dropouts and the challenges and problems they face in delivering the services.

¹ www.schooleducation.kar.nic.in/primaryeducation

² Elementary education in India: Progress towards UEE Flash Statistics, DISE 2007-08, NUEPA, 2009.

3. Assessment of the schools in terms of adequacy and quality of infrastructure provided and their utilization.
4. Carrying out an assessment of out of school children especially in those districts where the number of out of school children is high with special reference to equity. After extensive discussions with SSA, this objective was modified and it was decided that out of school children would be included in the study as and when cases were found in households (where at least one child is currently attending a regular school) covered in the survey and case study research.
5. To suggest measures to improve the ongoing initiatives in the direction of equity and quality of SSA in Karnataka.

IV. METHODOLOGY

An Advisory Committee comprising of experts from the education field was set up to obtain guidance and support through the course of the study.

For a better understanding of issues that are related to the implementation of SSA programmes, preliminary scoping field visits and observations were carried out in regular as well as mainstreaming schools in and around Bangalore, along with discussions with relevant stakeholders.

The CRC approach that had hitherto focused on user feedback was widened to include feedback from implementers and community-level stakeholders as well. The scope of the study also included a case study research exercise that would help understand the undercurrents and underlying nuances of issues related to the impact of the SSA programme in various settings. Case study research methods such as observation, in-depth interviews were identified as tools that would highlight those nuanced variations and explanations.

Data collection thus encompassed a wider set of stakeholders and the instruments were accordingly designed to suit the purpose. Seven sets of data collection instruments were designed, which included observation schedules and interview schedules. For carrying out the case study protocols, observation checklists and interview schedules were developed and piloted. The fieldwork was initiated during mid June 2008 and completed by end of September 2008.

Sampling design

The study was carried out in three districts in Karnataka - Bangalore Urban, Gulbarga and Shimoga. These were selected based on indices such as access rate, net enrolment ratio, out of school children and geographical location. With UNICEF expressing interest in the same assessment being carried out in a district where it was actively involved, Raichur district was also eventually included in the exercise for both the survey and the case study research.

In each district two talukas (zones in the case of Bangalore Urban) were selected based on the same above-mentioned criteria. From each taluk, 5 Gram Panchayats (wards in Bangalore Urban) were selected using random sampling. All villages in the Gram Panchayat / ward were covered in the survey. For the case study research, two villages from two GPs were selected in both Hassan and Raichur.

The **sample size** covered was as follows:

Sample type	Selection criteria	Sample covered
Observation of mainstreaming prog.	All	79
Incharge of mainstreaming prog. / institution	All	73*
Teacher conducting mainstreaming programme	One per institution	79
Observation of regular school	All	229

Sample type	Selection criteria	Sample covered
Interview with head teacher	All	228
Interview with teacher	One per school	222
Interview with parent / children	100 per GP	4000 (7278 children)
Interview with SDMC/CAC member	2 SDMC members per school	442**
Interview with Public Official	Taluka / district / state level	90
Case Study Research – Two talukas each in Hassan and Raichur	Two villages each from two GPs	

*In 6 schools, head teachers and teachers were the same person.

** The number of SDMC members is not adding to 458 (2 per school) because the schools observed also include aided schools.

V. KEY FINDINGS

In the light of the stated objectives above, the study reveals the following

☞ Accessibility and reliability of education facilities have found favourable responses from parents as well as children. Proximity of primary schools, timely receipt of incentives such as text books, uniforms, etc. and regular holding of classes in the schools seem to be motives for the same. This is reiterated by children who have responded that they like going to school and find teaching interesting, though there are adverse reactions from them as well, especially with regard to crowding (42%), lack of toilet facilities (42%) and practices of corporal punishment (26%). In terms of equity, separate analyses of parents' responses by caste and income groups do indicate the continuance of favouritism towards forward caste and APL parents by teachers.

☞ The fact that SSA has contributed to the improvement of overall education is agreed to by most teachers. At the same time, though most teachers opine that the training programmes

have improved their competence, it still has not greatly impacted the quality of teaching and knowledge transfer as is reflected in their responses to children not being able to understand the subject taught (49%) or that all of them are not able to complete their home assignments (44%) or respond to questions in the class (67%). Teachers find lack of constructive engagement from the community, especially parents also a major impediment to improvement in quality of education. ..

☞ Observations of schools in terms of their quality of infrastructure (physical, financial and human) do show availability of facilities, but the fact that there are still toilets without water (55%) and there is a continuing lack of drinking water facilities (31%), indicate that utilization of grants need to be channeled in the proper direction such as O&M. Presence of school staff due to the acceptability of multi-grade teaching is found to be adequate.

☞ Though OOSC could not be targeted in the study, familial patterns of children currently out of school (around 3%) indicate that reasons for dropout remain traditional – additional income generation, household work and sibling care. Assessment of AIE programmes show that they have helped children in mainstreaming and relocating though the lack of maintenance of proper records by the institutions impedes the reflection of success rate of these programmes.

☞ The most immediate measure for improvement is to conduct capacity building exercise of all stakeholders for successful continuation of the SSA programmes.

a. Infrastructure & Enabling Environment

1. Availability of drinking water facilities (69%) and hygienic toilet facilities (60%) is fairly good. However, regional

variations exist; northern districts fare poorer in this regard.

2. Many schools are not sensitive to the needs of the physically challenged. Only one in two schools has ramps which will enable physically challenged children to attend schools.
3. Access to and usage of grants like civil works grant, school grant and maintenance grant is quite positive. However, separate feedback from teachers and head-teachers suggest a disparity in disbursement of grant for Teaching Learning Materials (TLM). While, 88% of teachers reported receiving the grant, complete utilization of the grant has been reported by 94% of the head teachers. One needs to probe further to understand the reasons for such discrepancies.
4. Apart from the stipulated eight periods per day, most teachers (94%) also reported taking remedial classes every day. Many of them also supervise the mid-day meals in the school.

b. Retention measures

1. The Attendance in schools has been extremely good with 98% of the enrolled students attending the class on the day of observation across all classes.
2. Distribution of text books (98%), uniforms (97%) and mid day meals (95%) is found to be efficient across districts.
3. Incentives like free notebooks (41%), school bags (24%) targeted towards the backward sections of the society is not reaching all beneficiaries.
4. The issue of health card to the children is reported differently by parents (42%) and by schools (83%). Anecdotal evidences suggest that this could be a combination of a lack of awareness among parents about the health card and the medical check up and the fact that the schools would

have prepared the cards but have retained them in the schools.

c. Quality of education

5. Most children find the current teaching interesting (99%); however, interestingly a substantial proportion of teachers feel that all children in the class are not able to understand what is being taught (49%).
6. Multi-grade teaching (holding different grades in the same room) is a common practice across most schools (72%)
7. The teacher pupil ratio (1:27) is found to be within the norms (1:30), however many students do feel that the classrooms are crowded (42%).
8. Most teachers are punctual and are taking keen interest in monitoring the progress of children in class (98%); however, according to 44% of teachers, all children in the class are not able to complete their homework.
9. While it is interesting to note that most parents show an interest in monitoring their child's progress in school (86%), there seems to be a lack of awareness among parents about the remedial teaching classes with lower percentage of parents (17%) reporting their children attending these classes.

d. Capacity Building

1. Most of the training programmes related to capacity building of teachers, officials and SDMC members are well attended (70 - 80%) and appreciated by the participants. However, education officials in charge of oversight of these training programmes feel that these interventions are not enhancing the competence of teachers (25%).
2. Response to innovations like action research is found to be very scant (29%).

e. Community participation

1. Most SDMCs are taking an interest in the development of school (90%).
2. Feedback from parents suggests that membership in forums like Parent's Councils/PTAs is abysmally low (3%).
3. The participation of parents in parents' council meet is found to be poor (56%).
4. Awareness among households about SDMC (49%) and CAC (3%) is very low across districts. Again, wide regional variations are noted.

f. Support system

1. Most teachers (95%) and head teachers (97%) are satisfied with their role under SSA.
2. Feedbacks from teachers (one in two) suggest that in most of the cases the SDMCs are not constructively engaging with the school staff for the development of the school.
3. Good understanding and guidance (50 - 60%) from the senior officials towards teachers and head teachers is found across all districts; However, lack of sufficient staff within the Education and SSA departments at the district and taluk level is reported by half of the public officials interviewed (50%).

g. Equity issues

1. This study finds strong evidence of a conscious endeavour to improve girls' education in all aspects; significantly, this trend is noted across all regions.
2. About three-fourths (74%) of women SDMC members are aware and active towards school development activities.
3. On a worrying note, traditional trends of forward caste families (81%) benefiting in terms of interaction and participation at the school and community level seems to continue.
4. BPL families are getting more attention in terms of receiving the benefits from the government; however, APL families seem to be

favoured by teachers and officials in terms of involvement and sharing of information about school development activities.

h. Grievance Redress

1. Problem incidence (1.5%) reported is significantly low across all stakeholders; however; the redress rate has been poor according to teachers (38%) and head teachers (39%).
2. Lack of facilities and inadequacy of teachers in schools seems to be the main problems which need immediate attention as reported by parents.
3. Though parents find the teachers very polite and receptive to their problems, teachers find the parents' interference or lack of their participation in some cases as a main problem in discharging their duties.
4. The role of SDMC in grievance redress of teachers and parents is not found to be very strong.
5. Though corruption levels reported are low (5%), the instances are reported across all stakeholders. Also some traces of systemic corruption such as paying extra money for issues like release of various grants is reported by SDMC members and head teachers.

i. Alternative and Innovative Education (AIE) Programmes

1. Attendance in AIE programs across regions and gender is good (on an average, 18 boys and 17 girls). Drop out phenomenon seems prevalent equally among boys and girls (3 boys and 4 girls who dropped out of school during the mainstreaming).
2. Financial constraints within the family seem to be the important reason for children dropping out of school as reported by parents. For girls apart from these reasons, household work and sibling care also act as reasons for dropping out from school.

3. Outreach of SSA's handbook (Parihara Bodana Kaipidi) to teachers is very good (91%).
4. Most teachers (90%) and head teachers (58%) underwent the training for Chinnara Angala and all of them were satisfied with the training and feel it enhanced their skills in interactive teaching.
5. Though there is a lot of emphasis by SSA on teaching aids and learning material and teachers claimed to use them a lot during the interviews, availability and use of these aids was found to be rather deficient during observations / case study research.
6. Feedback on mandatory record keeping reflects mixed feedback. While, the profile of every student is maintained well in most centres (98%), however the record keeping of rejoining of these students to regular schools is very poor (39%). In the absence of such records, it is hard to conduct an objective assessment of the progress and effectiveness of AIE programmes.
7. Many SDMC members are working towards increasing enrolment and ensuring regular attendance in schools (54%) by motivating parents to send their children to schools (48%).
8. Most head teachers (86%) feel that the mainstreaming of children has gone up as an impact of SSA initiatives

VII. DISSEMINATION & OUTREACH

Dissemination within SSA

Five rounds of sharing of findings have been done so far with SSA starting from the inception report till the submission of final report.

1. Sampling and data collection instruments – A detailed sampling plan and data collection instruments and first set of experiences from the field during the field work were shared with SSA in the form of

Inception report in the early stages of the study.

2. Findings from the study of AIE programmes and Case study research – The detailed findings from the study of 79 AIE centres across four districts and the case study in two districts of Karnataka was shared with SSA in the form of Interim report.
3. Key findings from the study of 229 regular schools – the key outcomes from the study of 229 schools and interviews with all the stakeholders along with the study of AIE centres was shared in the form of draft final report
4. Presentation of key findings and action areas – A detailed presentation to all the heads of the departments within SSA and the Public Instructions department of Government of Karnataka was made in the month of April 2009 which was followed by another brief presentation to the Executive Committee of SSA in the month of June 2009 to share the findings from the study and solicit their feed back.

Public Dissemination

To engage the larger public and specific interested stakeholders, the findings and pointers from this pioneering study will be shared and discussed in multiple fora.

STRENGTHS, WEAKNESSES AND SUGGESTIONS FOR IMPROVEMENT

Sl.No	Strengths	Weaknesses	Suggestions for improvement
1	Receipt and utilization of grants is high	Necessary basic infrastructure not in place in many schools - drinking water (31%), No toilets (16%), Toilets without water (51%) ramps (50%) etc	Focus should be more on utilizing the civil works and maintenance grants towards construction of toilets and drinking water facilities.
2	Retention measures are in place	- Pockets of exclusion still remain - Access to Incentives like free notebooks (59%), school bags (76%) etc for SC/ST families not received - Marginal incidences of payment of extra money to receive the incentives is reported (2%)	Measures to ensure that the incentives reach all beneficiaries of the target group to be put in place, for example, SSA/ department to provide more grants, mobilize community for sponsorships etc.
3	Health check ups are carried out in schools and Health cards are issued to the children.	The impact is not so widespread as parents are not aware of the issue of health cards (58%) and of health check-ups (69%).	Streamline the process of issue of health cards and create more awareness amongst parents regarding the availability of this facility in schools
4	Teacher - Pupil ratio is well within the norms and much lower than that in other states.	Students still find the classes crowded (42%)	A review of existing norms is recommended.

Sl.No	Strengths	Weaknesses	Suggestions for Improvement
5	Measures (processes) to improve the overall quality of learning are in place.	<ul style="list-style-type: none"> The impact of these measures is low Few children do home assignment (56%) Very few students respond to the questions posed in the class (31%) More than half the teachers are not confident that all children understand what is taught in the class (51%) 	<p>Need for <u>contextual</u> capacity building of teachers on innovative and effective teaching methods.</p> <p>Better supervision of learning processes.</p>
6	Teachers are satisfied with their performance under SSA	Many officials have expressed lack of confidence in the competence of teachers (25%)	This disconnect in perceptions needs further probing
7	Teachers regularly report the progress of children to the parents	Equity issue – feedback from different social groups suggest that there seems to be a bias towards forward caste parents.	Conduct training programs to motivate the teachers to be impartial and unbiased in discharging their duties. Strict monitoring and disciplinary action against teachers who show such bias.
8	Problem incidence is very low	Poor redress rate by officials for those who do have a problem (50%)	Quick and efficient redress system to be put in place and monitored regularly. Some incentives to the officers can be introduced for quick and efficient redress of complaints.
9	Corruption levels reported are low	<ul style="list-style-type: none"> However, petty corruption is reported by all stakeholders (5%) Some cases of systemic corruption is also seen for example corruption reported by 	An expenditure tracking study could give more clarity on this issue

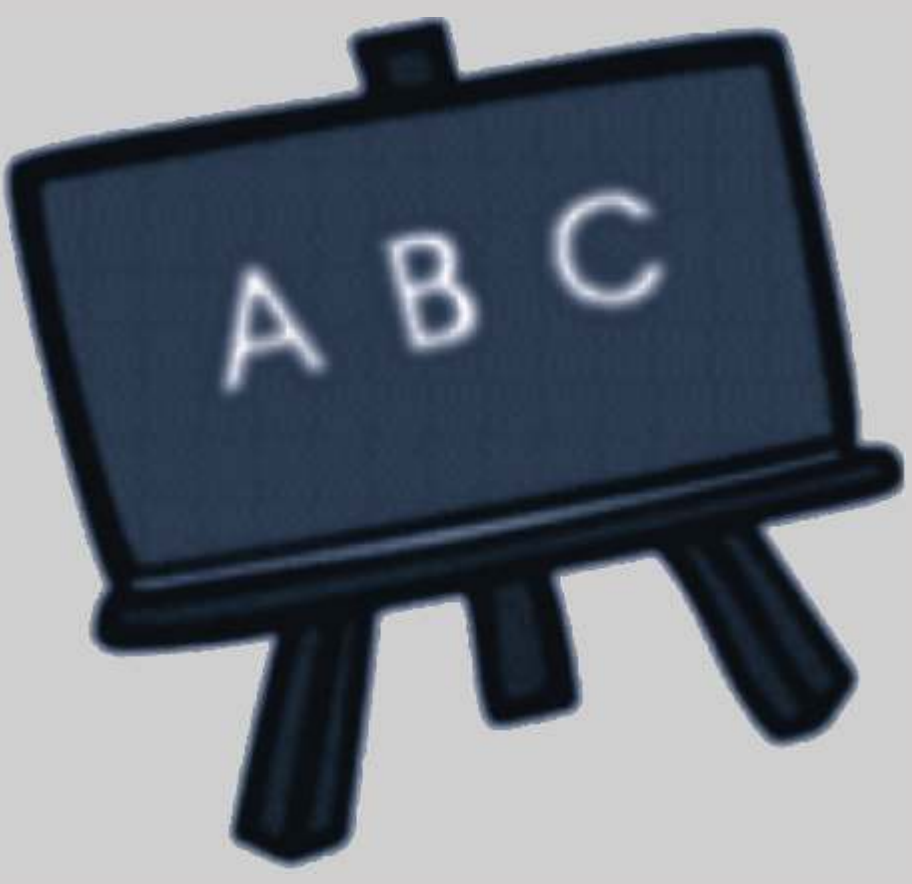
Sl.No	Strengths	Weaknesses	Suggestions for improvement
10	Mainstreaming programmes are in place and working	SDMC and Head teachers for getting the school work done (1%) <ul style="list-style-type: none"> - Less effective due to inclusion of slow learners - No record of relocation of mainstreamed children into regular schools (61%) 	<ul style="list-style-type: none"> - The mainstreaming programme should only concentrate on Out of School children and not include slow learners as well. - relocation of mainstreamed children
11	Community participation structures are in place	<ul style="list-style-type: none"> - Low awareness about SDMC (49%) and CAC (3%) - Low levels of participation by parents in Parents' Council Meetings (50%) - Teachers find lack of constructive involvement of parents in the development of child/school (50%) 	<ul style="list-style-type: none"> - Awareness programs on roles and responsibilities of SDMC, CAC and Parents' Council be conducted - Capacity building of SDMC, CAC and Parents' Council to perform better

Case Study Findings Summary

Sl.No	Indicators	Hassan	Raichur	Remarks
1	Physical Infrastructure	<ul style="list-style-type: none"> ☞ Buildings with tiled roof which are damaged in many cases ; ☞ No compound walls, some places only fencing ☞ Electricity connection is there but disrupted supply ☞ No proper toilet facilities in most schools ☞ Drinking water facility is good in most schools 	<ul style="list-style-type: none"> ☞ Partial compound walls, Building condition is bad ☞ Electricity connection is there but disrupted supply ☞ No proper toilet and drinking water facilities in most schools 	<ul style="list-style-type: none"> ☞ No regular supply of electricity during school timings ☞ Infrastructure for drinking water facility is present but no water supply in Raichur. ☞ Some schools in both the districts do not have provision for playground. ☞ None of the schools have libraries.
2	Mid Day Meals , Uniform Distribution, Health Check ups etc	<ul style="list-style-type: none"> ☞ Mid day meals is good. ☞ Uniform & books distributed ☞ Regular health checkups 	<ul style="list-style-type: none"> ☞ Mid day meals is given regularly. ☞ Uniform & books distributed ☞ Regular health checkups 	<ul style="list-style-type: none"> ☞ Quality of mid-day meal seems to be a concern in Raichur.
3	Teacher - Pupil ratio	<ul style="list-style-type: none"> ☞ Teacher-Pupil ratio is good 	<ul style="list-style-type: none"> ☞ Teacher pupil ratio is good 	<ul style="list-style-type: none"> ☞ Some schools have more teachers for fewer students, while some have fewer teachers for more students. ☞ Multi-grade teaching is

Sl.No	Indicators	Hassan	Raichur	Remarks
				resented by teachers, pupils and parents.
4	Teaching method	<p>☞ Class room teaching is done through using black-board and reading;</p> <p>☞ Radio classes are undertaken</p>	<p>☞ Class room teaching is done through using black-board and reading;</p>	Radio classes are not observed in Raichur
5	Use of teaching aids and other new technologies/teaching methods	Use of teaching aid and technology is not present.	Use of teaching aid and technologies is not present.	<p>☞ All the schools have good teaching aid and technology support, but are not used.</p> <p>☞ At the most students are asked to prepare charts.</p>
6	Training programmes	SDMC Members, BRPs, CRPs, BRCs, CAEOs, Teachers all attend the training. DIET provides training to all.	SDMC Members, BRPs, CRPs, BRCs, CAEOs, Teachers all attend the training. DIET provides training to all.	SDMC members attend the training name sake Teachers argue that training sessions often hinder their routine work in the school
7	Corruption levels	Parents have alleged that the school staff takes away the grocery given for mid-day meal.	SDMC president of Zaheerabad school alleged that SSA clerks take cuts in sanctioned money	Corruption reporting has been more in Raichur as compared to Hassan. However, further probing needed for clarity

Sl.No	Indicators	Hassan	Raichur	Remarks
8	Drop outs - reasons	<p>English education lures the parents to admit their children in private schools.</p> <p>While the girl child studies in SSA-school, the boy child of the same parents is sent to English medium school.</p>	<p>Livelihood issue seems to be an important reason for drop out, followed by sibling care, helping ill-health mother with household chores, migration for job etc.</p> <p>The cultural taboo that there is no need of education for girls.</p>	<p>Overall the drop out rates is higher in Raichur district, where in the dropouts either go to work or stay at home.</p> <p>On the contrary in Hassan the drop outs often go to private schools.</p>
9	Community participation SDMC, Parents Council etc	<p>SDMC participation is good. Parents are not aware of parents' council or mothers association.</p>	<p>SDMC participation is weak and parents are not aware of parents' council. However, most parents are aware of their individual entitlements from school like free uniform, midday meal, free books, scholarship in eligible cases, etc.</p>	<p>It appears that many parents are not aware of their collective duties and responsibilities, while they are aware of their individual rights. The awareness about SDMC is better in Hassan district than in Raichur district.</p>



Introduction

CHAPTER 1

INTRODUCTION

1.0 BACKGROUND

The Constitution of India in Directive Principles of State Policy has enshrined universal and compulsory education up to the age of 14. However, the Principles unlike the fundamental rights lacked legal guarantee and for a long time it was not implemented. In 1975 under the 42nd amendment, education was brought under the concurrent list – making both the Union and State Governments responsible for the same. Thus Universalisation of Elementary Education (UEE) became a well accepted concept and national project.

The following measures from the Government have had an impact on the status of education in the country:

- ☞ Article 45 of the Directive Principles of state policy which was committed to ensuring free and compulsory education for all – though it did not translate into significant action nevertheless it triggered the whole process of transformation in the education sector
- ☞ National Policy on Education (1986) and Programme of action (1992) –

aimed at improving access to schools, reducing dropouts and improving the learning.

- ☞ Mobilisation of external funds, Public private partnership, operation blackboard (1986), Non formal education scheme (1986), the Shiksha Karmi Project (1987), Mahila Samakya (1989), Lok Jumbish (1992), the District Primary Education Programme (1994), the Mid Day meal Scheme (1995) and the Sarva Shiksha Abhiyan (2001) have a deep impact on the status of primary education.

1.1 SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. It is a response to the demand for quality basic education all over the country. This is also in line with the second Millennium Development Goal related to achieving universal primary education, which states that – ‘Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling.’

The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

1.2 OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- ☞ All children to be in school, Education Guarantee Centre, Alternate School, or Back-to-School' camp by 2003;
- ☞ All children complete five years of primary schooling by 2007
- ☞ All children complete eight years of elementary schooling by 2010
- ☞ Focus on elementary education of satisfactory quality with emphasis on education for life
- ☞ Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- ☞ Universal retention by 2010

1.3 SSA IN KARNATAKA

Karnataka is one of the states that have been actively implementing SSA ever since its inception. Dr. Nanjundappa Committee (Task Force on Education, 2001) looked at the regional disparities with regard to development. The committee brought out the huge disparities with regard to UEE within Karnataka, apart from other disparities. The State Government with an aim to bridge the gap and provide access to

education across the sections welcomed the SSA-scheme with great zeal. There are 10 major interventions and 104 programmes or activities within these interventions in Karnataka state.

Table1.1: Education statistics of Karnataka - 2007 - 08

Sl. No	Details	Total	Male	Female
1	Literacy Rate 2001	66.6	56.9	76.1
Sl.				
2	Total Schools	28871	27570	11835
3	Schools of education department	24877	19972	4138
4	Gross Enrolment Ratio	110.93	107.52	-
5	Net Enrolment Ratio	96.10	95.61	-
6	No. of teachers in Dept.	Details	Primary	High School
		Sanctioned posts	193600	35732
		Working Teachers	180336	30459

Source: Education in Karnataka State, District - wise analysis 2007 - 08, SSA

1.4 NEED FOR THE CURRENT STUDY

There have been various studies undertaken by research organizations as well as SSA on several aspects of SSA

initiatives¹. Some of these focus on the qualitative aspects and some on the quantitative aspects.

The aspects/indicators used for assessment in most of these studies are more objective like access to schools, number of teachers in schools, availability of classrooms, toilets, presence of learning teaching material etc. But the tangible aspects which are more subjective in nature like usage of toilet, usage of classrooms for teaching, efficiency of teachers, usage of the learning teaching material etc are not dealt with in most of these studies.

There is thus a need to undertake a comprehensive study which covers both the qualitative and quantitative aspects of the initiatives to understand their success in a better way. The current study is an attempt to address this gap.

1.5 OBJECTIVES OF THE STUDY

Using the CRC approach as a base and other approaches to support the project, PAC carried out an extensive assessment

of the SSA programme with a view to achieve the following objectives:

1. Obtaining feedback from children in school and their parents on the quality of schooling in terms of accessibility, reliability and satisfaction with the services delivered particularly in relation to the quality of education received and in meeting the equity goals.
2. Obtaining feedback from teachers on their assessment of the quality of services they provide, the efficacy and helpfulness of the training imparted to them in improving the quality of their performance, in increasing retention and preventing dropouts and the challenges and problems they face in delivering the services.
3. Assessment of the schools in terms of adequacy and quality of infrastructure provided and their utilization.
4. Carrying out an assessment of out of school children especially in those districts where the number of out of school children is high with special reference to equity. After extensive discussions with SSA, this objective was modified and it was decided that out of school children would be

¹ Surveys by NSSO, NFHS and NCERT
All India Sample Survey to estimate the number of Out of school children in the age group 6-13. (2005)
Study of factors affecting achievement of students at the end of primary level
Study of Teachers' absence in primary & upper primary schools in 5 states
Study of Students' attendance in primary and upper primary schools in 21 states

included in the study as and when cases were found in households covered in the survey and case study research.

5. To suggest measures to improve the ongoing initiatives in the direction of equity and quality of Sarva Shiksha Abhiyan (SSA) in Karnataka.

1.6 METHODOLOGY

1.5.1 The Research Design

The research strategy for the study comprised of the following modular steps:

1.6.1.1 Preparatory activities This included drawing up an Advisory Committee² comprising of experts from the education field who could provide guidance and support through the course of the study. Meetings were held at various stages of the study to discuss and finalise aspects such as sampling design and the data collection instruments.

A brief but comprehensive literature review was carried out which looked at the history of the SSA programme, its implementation strategies and studies that have assessed this implementation in various settings in the country, with a view to understanding the gaps that may exist and the role that the CRC approach can play while assessing the same

For a better understanding of issues that are related to implementation of SSA programmes, preliminary field visits and observations were carried out of regular as well as mainstreaming schools in and around Bangalore. PAC also observed the KSQAO (Karnataka School Quality Assessment Organisation) assessment processes, participated in training programmes promoted by SSA among SDMC (School Development and Management Committee) and CAC (Civic Amenities Committee) members and held discussions with teachers, DIET (District Institute for Education and Training) principals, local SSA and Education Department officials (CRPs/BRPs (Cluster Resource Persons/Block Resource Persons), BEOs (Block Education Officers), DDPI (Deputy Director of Public Instruction), etc at individual and group levels.

² The members were –

1. Mr. S.K. Ghosal, I.A.S, former Additional Chief Secretary of Karnataka, who is also the Project Advisor from PAC.
2. Dr. Vinod Vyasulu, Consulting Economist, Centre for Budget and Policy Studies (CBPS), Bangalore.
3. Mr. Gurumurthy Kasinathan, Director, IT for Change, Bangalore.
4. Dr. Piyush Antony, Social Protection Officer, UNICEF, Hyderabad.
5. Dr. Aarti Saihjee, Project Officer – Education Specialist, UNICEF, Hyderabad.
6. Mr. M. Vivekananda, Senior Consultant, Public Affairs Foundation.
7. Dr. Samuel Paul, Founder Chairman, PAC.
8. Dr. Gopakumar K. Thampi, Director, PAC.

These activities helped PAC to develop an appropriate strategy that would address all the objectives of the study. The CRC approach that had hitherto focused on user feedback was widened to include feedback from implementers as well. This included not only those executing the programme at the ground level such as head teachers and teachers but also those who influence programme-related decisions such as SDMCs and CACs as well as public officials from SSA.

The scope of the study also included a micro-level observation and interviewing exercise that would help understand the undercurrents and underlying nuances of issues related to the impact of the SSA programme in various settings. Case study research methods such as observation, in-depth interviews were identified as tools that would highlight those nuanced variations and explanations.

1.6.1.2 Questionnaire design

Data collection thus encompassed a wider set of stakeholders and the instruments were accordingly designed to suit the purpose. Seven sets of data collection instruments were designed, which included observation schedules and interview schedules. These were:

- i. Observation Schedule for Mainstreaming Programmes / schools
- ii. Observation Schedule for Regular schools
- iii. Interview Schedules for Head Teachers
- iv. Interview Schedules for Teachers
- v. Interview Schedules for SDMC and CAC members
- vi. Interview Schedules for Public Officials
- vii. Interview Schedules for parents and children

For carrying out the case study research, observation and interview checklists were developed and piloted by the researchers who were engaged to carry out the case study research.

All the data collection instruments adapted the aspects that are covered in a CRC, which are:

- i. Availability, access and usage
- ii. Service quality and reliability
- iii. Problem incidence, responsiveness and problem resolution
- iv. Costs, including Corruption
- v. Satisfaction and suggestions for improvement.

1.6.1.3 Sampling design

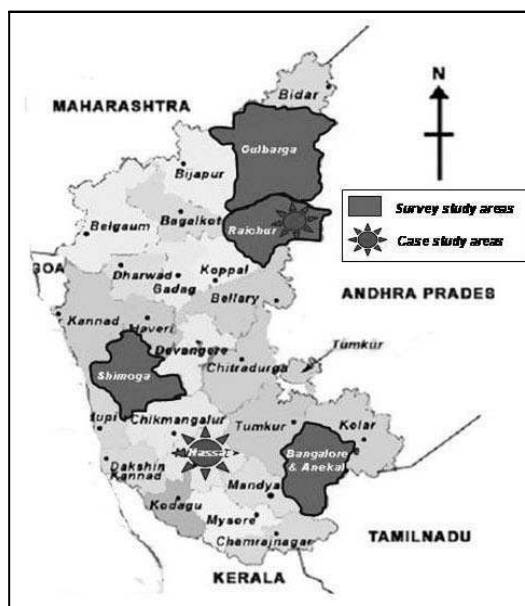
The scope of the study was limited to three districts in Karnataka -Bangalore Urban, Gulbarga and Shimoga. These were selected based on indices such as access rate, net enrolment ratio, out of school children and geographical location. With UNICEF expressing interest in the same assessment being carried out in a district where it was actively involved, Raichur district was also eventually included in the exercise for both the survey and the case study research.

In each district two talukas (zones in the case of Bangalore Urban) were selected based on the same above-mentioned criteria, though changes were also made with suggestions from SSA on selection of other talukas. From each taluk, 5 Gram Panchayats (wards in Bangalore Urban) were selected using random sampling. All villages in the Gram Panchayat / ward were covered in the survey.

For interviews with parents and their children, from each Gram Panchayat / ward, 100 households were selected. The number of households to be covered from each village/locality in the Gram Panchayat/ward was calculated using the PPS method. However, as per SSA's recommendation of selecting those households, where at least one child was studying in a government regular school,

a comprehensive listing exercise was carried out in each study area and the final sample size for each Gram Panchayat was selected from the final list generated.

Map1: Map of Karnataka showing Sample districts



All government and aided schools located in the Gram Panchayat / ward were selected for observation and interviews with the head teacher and one teacher from each school. Two SDMC members of every school observed and covered in the survey were interviewed.

Public officials working at the taluka and district level for SSA and the education department were covered under the public officials segment.

The **sample size** thus covered is as follows:

Sample Type	Sample size
Observation of mainstreaming schools/programmes	79
Head teachers - mainstreaming schools/programmes	73*
Teachers - mainstreaming schools / programmes	79
Observation of regular schools	229
Head teacher - regular schools	228
Teacher - regular schools	222
SDMC members	442**
Household interviews	4000
Public Officials	90

*In 6 schools, head teachers and teachers were the same person.

** The number of SDMC members is not adding to 458 (2 per school) because, the schools observed also include aided schools.

To carry out the case study research, in the case of Hassan, two separate Gram Panchayats from each taluka and two villages from each of the selected Gram Panchayats were selected based on their distance from the Gram Panchayat headquarters. However, in the case of Raichur, as per UNICEF's recommendation, the same talukas and Gram Panchayats were selected for in-depth observations and data collection. Details of the study areas have been provided in Chapter 2.

1.6.1.4 Fieldwork and quality assurance

Local teams with prior experience in conducting such surveys were selected

from the concerned districts to carryout the field work.

For carrying out the case study research, two Ph. D Research Scholars from Institute of Social and Economic Research (ISEC) in Bangalore were identified and selected.

Training Programmes were carried out at two centres for the selected teams and investigators.

The first Training Programme was conducted over a period of four days for the Raichur and Gulbarga teams at Raichur at the Zilla Saksharta Building (ZSS) Yarmars, from 26th to 29th May 2008.

The second Training Programme was conducted over a period of three days for the Shimoga and Bangalore teams at Bangalore at the YWCA between 2nd & 5th June 2008.

Fieldwork was carried out in two phases:

Phase 1 consisted of observation of mainstreaming programmes / institutions, interviews with teachers and Head teachers regarding the mainstreaming programme.

Phase 2 consisted of observation of regular schools / activities in regular schools, interviews with Head teachers and Teachers of regular schools, interviews with SDMC members and CAC members, interviews with public officials

and interviews with children studying in Government schools and their parents.

Feedback received from some of the regular schools while covering mainstreaming programmes indicated that the first week of July would be ideal to initiate the second phase of the fieldwork, by which time enrollment and drop out figures would also be compiled. Accordingly, fieldwork for the second phase commenced in the second week of July, with another round of two-day training programme at each centre.

The PAC Research Team and the Project Advisor as well, consistently monitored the fieldwork through field visits and carried out spot checks, back checks and on-site scrutiny of the interview schedules. The Team members also kept in contact with the supervisors for updates on a daily basis. Another round of random scrutiny was carried out once the questionnaires were received at PAC, before sending them for data entry.

1.6.1.5 Data entry and analysis

Data entry for the data collection instruments was carried out by a professional agency based at Bangalore.

1.6.1.6 Presentation of findings

The findings from the study were presented to senior officials of SSA and

the Commissioner of Public Instruction department on 30th April 2009. A half-day workshop was held at SSA office, which involved a detailed presentation of the findings from the study as well as the case study research which was followed by discussions and feedback from the CPI and the SSA team present in the workshop.

1.6.1.7 Report writing and submission

Subsequent to the presentation of the findings to SSA, feedback from SSA in the form of comments and suggestions has been incorporated into the report and the final report is submitted to SSA in June 2009.

1.7 STRUCTURE OF THE REPORT

The report has seven sections. The Current Section, Section 1 gives a brief introduction about SSA and the methodology of the study. Section 2 presents the profile of the stakeholders and the case study areas. Section 3 gives the findings on quality of education under SSA, section 4 deals with the equity issues in elementary education, section 5 gives the key findings related to the grievance redress mechanism prevalent in SSA. Section 6 gives the broad findings on AIE programmes and section 7 gives the conclusions and recommendations based on the findings in the study.

FIELD WORK



Classroom Observation



Household Interviews



Observation of Asha Kirana Kendra



Observation of Tent Schools



Household Interview



Back Check by PAC for Quality Monitoring

Profile



CHAPTER 2: PROFILE OF THE AREAS & STAKEHOLDERS

2.0 BACKGROUND

The stakeholders in the current study include not just the beneficiaries such as parents and children but also the implementers such as Head teachers and Teachers as well as the support system which comprises of SDMC and CAC members, Public officials at the District and state level. Thus the data collection for the current study encompassed a wider set of stakeholders and the instruments were accordingly designed to suit the purpose. Seven sets of data collection instruments were designed, which included observation schedules and interview schedules.

The current section of the report gives a brief profile of each of these stakeholders namely parents, Teachers, Head teachers, public officials and SDMC members. Apart from these, a brief description of the case study areas and the schools observed during the study has also been shared. This helps one understand the geographical context and the socio economic background of the stakeholders whose experiences with

education services are the basis of the current study.

2.1 PROFILE OF THE STUDY AREAS

2.1.1 Bangalore Urban District

The Bangalore Urban district is divided into three taluks: Bangalore North, Bangalore South and Anekal. It covers a total geographical area of 2190 sq. km. with a total population of 6,537,124 (3% SC and 1.3% ST population). The literacy rate in Bangalore Urban is 82.9% with 87.9% male literacy and 77.4% female literacy rate according to 2001 census³. The Human Development Index (2000 – 01)⁴ for Bangalore urban has been recorded as 0.99. Two of the taluks in the district namely Anekal and Bangalore south have been covered under the current study.

2.1.2 Shimoga District

Shimoga, a place known for its scenic beauty is located in the Malnad region in the western part of Karnataka. It is spread over an area of 10, 19, 845 sq.km with a total population of 1,642,545 (16.4% SC and 3.4% ST). The literacy rate in Shimoga District is 74.5% with 82.01% male literacy and 66.8% female literacy rate according to census 2001. The

³ All details from Census have been extracted from the district profiles available on www.censusindia.gov.in

⁴ Karnataka Development Report , Government of India

Human Development Index (2000 – 01) for Shimoga has been recorded as 0.71

The district is divided into two divisions and 7 talukas. The Sagar Sub-Division covers the Sagar, Sorab, Shikaripur and Hosanagar Talukas, whereas the Shimoga Sub-Division covers the Shimoga, Bhadravati and Thirthahalli Talukas. One taluk each in the two divisions namely Hosanagara and Tirthahalli have been considered for the current study.

2.1.3 Gulbarga District

Gulbarga district is one of the three districts that were transferred from the erstwhile Hyderabad State (now Andhra Pradesh) to Karnataka state at the time of re-organization of the state in 1956. The district has a total area of 16174 Sq. kms with a total population of 3, 130, 922 (22.9% SC and 9% ST). The combined literacy rate is found to be 50.01%. There is a considerable gender gap of 23.87% in literacy rates. The district is divided into 10 talukas out of which 9 have been declared as backward areas by the Nanjundappa Committee report. The Human Development Index (2000 – 01) for Gulbarga district has been recorded as 0.08. Aland and Chittapur taluks have been covered in the current study.

2.1.4 Raichur District

Raichur district has five taluks: Raichur, Devadurga, Sindhanur, Manvi and Lingsugur. It covers a total geographical area of 6839 sq. km with a total population of 1,669,762 (19% SC and 18% ST). The literacy rate in Raichur district is 48.81% with 61.52% male literacy and 35.93% female literacy rate according to census 2001. The Human Development Index (2000 – 01) for Raichur has been recorded as 0.16. Two of the taluks in the district namely Devadurga and Raichur have been covered under the current study.

2.2 PROFILE OF THE SCHOOLS

A total of 227 regular schools and 80 schools where mainstreaming programmes were being conducted have been observed under this study. The regular schools observed included primary schools (class 1 – 5), upper primary schools (class 1-7) and some upgraded upper primary schools (class 1 – 8). The mainstreaming programmes observed were mainly Chinnara Angala programmes. Out of the 227 regular schools observed 223 were government schools and the remaining 4 were government aided schools.

- The primary schools (1-5 class) observed were mostly schools with an average of 3 -4 class rooms with an

average strength of less than 20 students in each class (Ref Table 2.1)

- ✂ The upper primary schools (1-7 class) observed were mostly schools with an average of 4 - 6 class rooms with an average strength of more than 30 students in each class (Ref Table 2.1)
- ✂ The upgraded upper primary schools (1- 8 class) observed were mostly schools with an average of 6 - 8 class rooms with an average strength of more than 30 students in each class (Ref Table 2.1)

Table 2.1 District Wise Class Rooms and Student Strengths per Class Room.

District	Primary (class 1 -5)		Upper Primary (class 1-7)		Upgraded Upper Primary (class 1 - 8)	
	No. of Class room	No of students in class room	No. of Class room	No of students in class room	No. of Class room	No of students in class room
	B'lore	4.5	18	4.1	79	6
Shi	4.8	5	5.2	16	7	19
Gul	3.7	22	6.7	45	6.2	33
Rai	6.2	12	5.7	35	8	33

Note: All values are average numbers
The averages are calculated based on the observation that in most schools every class / standard has only one section.

2.3 PROFILE OF THE HOUSEHOLDS

A majority of the houses surveyed were headed by a male member of the family (92%). The heads of the families were mostly middle aged with the average age being 43 years. Most of them (43%) were illiterates having agriculture as their main occupation as agriculture. In Bangalore the main occupation is found to be non agricultural labour. (Ref Table 2.2)

Table 2.2: Details of the Heads of the families in study areas

	B'lore	Shi	Gul	Rai
Avg. Age (years)	40	44	42	45
Sex (%)				
Male	93	90	97	88
Female	7	10	3	12
Illiterates (%)	43	37	58	65
Cultivators	2	52	49	31
Main Occupation	Non Agri Labour	Culti - vation	Culti - vation	Culti - vation
Hindu (%)	92	93	85	92
Social Group/Caste (%)				
Forward caste	18.4	67.3	9.5	12.6
Backward caste	30.8	10.3	42.9	30.8
SC	33.7	10.2	20.1	18.3
ST	6.8	2.4	9.5	28.3
Minority	10.4	9.4	18.0	10.0
Others		0.3		

B'lore - Bangalore (U); Shi - Shimoga; Gul - Gulbarga; Rai - Raichur

A majority of the families that were interviewed were Hindus. In Gulbarga a

significant number of Muslim families were also interviewed (15%). Families from forward caste and other back ward caste communities were interviewed in almost equal proportions (27% and 29% respectively) while the other families interviewed included SC families (21%); ST families (12%); Minority (12%).

More than two thirds (81%) of the respondent families were from the same village who have been living in the villages for more than fifteen years. The houses where they lived were mostly semi pucca houses (57%) followed by kaccha houses (30%) and pucca houses (13%). The average landholding of the family varies from 5.09 acres in Gulbarga to 0.1 acre in Bangalore.

Most of the respondents have said that they have a good monthly income with some savings in Bangalore, Raichur and Shimoga Districts. However, in Gulbarga a majority of them have reported that they are able to just manage two meals a day. More than one third (35%) households had green ration card⁵, followed by yellow

⁵ Yellow cards are issued to the below Poverty Line families living in rural areas and urban slums. Anthodaya Anna Yojana cards are issued to the poorest of the poor families living in rural areas and urban slums. Saffron cards are issued to the rural Above Poverty Line (APL) families and photo cards to the urban APL families - As downloaded from www.ahara.kar.nic.in

card (31%). On an average, a significant percentage of families did not have any ration card (28%).

Availability of Basic Services

Most houses use community taps for water supply. One third of the houses have toilets at home. The drainage system is bad in most places except in Bangalore. Education facilities, up till higher secondary education is available in most places.

The perception of respondents on the availability of basic facilities in their localities has been summarized in the table below.

Table 2.3: Perception of respondents on the availability of basic facilities in their localities

Availability of Basic Facilities (%)	B'lore	Shi	Gul	Rai
Drinking water supply - tap at home	18	39	37	24
Drinking water supply - public sources	91	75	73	94 ⁶
Sanitation - toilet at home	62	74	3	5
Sanitation - community toilets	22	2	5	38
Drainage	67	9	5	11
Garbage clearance	43.5	4	4	3
Electricity	95	96	96	95
Streetlights	90	55	85.5	93
Connecting roads	84	51.5	66	76

⁶ Use of Multiple sources of water

Availability of Basic Facilities (%)	B'lore	Shi	Gul	Rai
Govt. primary school (up to 5th class)	94	87	99	96
Govt. upper primary school (up to 8th class)	85	54	94	70
Govt. higher secondary school	66.5	21	60	41
Public transport (bus/van/jeep)	85	71	97	89
Primary health care (PHC)	47	15	46	63

2.4 Profile of SDMC members

A majority of the SDMC members have had formal education with 19% having studied till SSLC, 18% upper primary, 17% lower primary and 8% having studied up till 12th Standard. Around 20% were illiterates and 9% were literates without formal education. Most of them (36%) were cultivators. Nearly one third (27%) of them were from the forward caste, followed by backward caste (20%), SC (20%), ST (11%) and others. Most of the members were in the age group of 36 to 50 years (56%). Gender representation amongst the members is good (60% male and 40% females⁷). There is a good representation of backward classes in the SDMC composition across the four districts (20% SC and 11% ST members)⁸

⁷ Norms recommend 33% representation by Women

⁸ Norms recommend 11% representation from both SC and ST community

Surprisingly, a few members of SDMC have reported that their children do not study in the schools where they are members (6% in Bangalore and 5% in Gulbarga). Even more surprisingly, in all four districts it was found that some of these members did not even have children in the age group of 6 - 14 years.

2.5 Profile of the Teachers

222 teachers⁹ from both government and aided schools together were interviewed to get their perspective on various aspects of Sarva Shiksha Abhiyan programme. Out of these 55% of the teachers were females and the remaining 45% were males. In Bangalore it was seen that 86% teachers were females.

Many teachers (24%) were in the age group of 35 - 40 years and less than 25 years (21%). Half of them had cleared their pre university with TCH training. Many of them (60%) have more than 5 years of teaching experience. It is interesting to note that among those who reported having more than 10 years of teaching experience have taught in the same school for nearly 6-10 years without having been transferred to any other school elsewhere (25%).

⁹ Teachers include both volunteers and regular appointed teachers.

More than half of the teachers (61%) reside outside the village and travel daily to the village for work. More than 50% of them commute by bus. One third of them travel a distance of more than 20Km every day.

The teachers commute either from Dodda or Hassan daily to Honnavara School. They have only one bus in the morning that reaches Honnavara by the school time. However, for any reason if the teachers miss that bus or if there is no bus service on that day, either they have to walk down to Honnavara from Dodda or miss the school for the day.

- Case study Research Interactions with teachers

Only 35% teachers reported that they had children in the age group of 6 – 14 years. Half the teachers reported that their children were studying in Government schools the highest being in Shimoga and the least in Bangalore. Among those teachers who send their children to private schools, 60% of them are aware of the qualification of teachers in these private schools. However 67% of them reported that the teachers in private schools were less qualified than those in Government schools.

Two main reasons cited for sending their children to private schools are -

- Medium of instruction not being English
- Proximity to private schools as compared to Government Schools.

Most teachers opine that in private schools the medium of instruction being English will help their children perform better in this highly competitive world. They also opined that this will boost the confidence of the children and give them better opportunities in terms of career growth. Some of the teachers also said that the absence of Government schools in close proximity to their residences was the reason for sending their children to private schools though it was hard to afford the expenses involved in private schools.

2.6 Profile of the Head Teachers

300 Head teachers from both Government and aided schools together were interviewed to get their perspective on various aspects of Sarva Shiksha Abhiyan programme. Nearly 62% of them were males and the remaining 38% were females. In Bangalore it was seen that 86% head teachers were females.

A majority of the head teachers (47%) were in the age group of 35 – 50 years. One third of them had cleared SSLC with TCH training. Many of them (38%) had more than 20 years of teaching experience.

More than two third of them (66%) reside outside the village and travel daily to the village for work. 72% of them commute

by bus. One third of them travel a distance of more than 10Km every day.

Only 28% head teachers reported having children in the age group of 6 – 14 years. More than half them (57%) said that their children were studying in Government Schools; the highest in Shimoga and none in Bangalore. Among those teachers who were sending their children to private schools, 65% of them said they were aware of the qualification of teachers in these private schools however 64% of them said that these teachers were less qualified than the teachers in Government schools.

Similar to the response of the teachers, Head teachers also said that the two main reasons for sending their children to private schools are Medium of instruction not being English and closer proximity to private schools as compared to Government Schools;

2.7 PROFILE OF THE PUBLIC OFFICIALS

Public officials at the district level who are essentially responsible for implementation of the various SSA programs and officials at the state SSA office who are key formulators of the various programs under SSA have been interviewed to get their opinion on the SSA initiatives.

A total of 74 officials at the district level which included CRPs, BRPs, CAEOs, Planning officers etc and 16 officials including the SPD, Joint Directors, Advisors etc at the State office were included in the sample respondents.



Quality

CHAPTER 3 - QUALITY OF EDUCATION UNDER SSA

3.0 Background

The main focus of the current study is to assess the impact of SSA initiatives based on the quality and equity indicators. This chapter deals with the impact of SSA initiatives in relation to quality of education.

The quality aspect is studied under four heads

3.1 - Quality of Infrastructure which includes physical infrastructure, human resources and financial resources

3.2 - Quality of education which includes quality of retention measures like mid day meals, free distribution of text books and uniforms, quality of classroom interaction, monitoring and grievance redress etc.

3.3 - Capacity building and involvement of stakeholders like teachers, public officials, SDMC etc in improving the quality of education

3.4 - Community participation and ownership of elementary education

3.1 - Quality of Infrastructure

3.1.1 Physical Infrastructure

SSA has been focusing on providing eight basic infrastructure facilities like general

toilets, separate toilets for girls, drinking water facility, library, play ground, compound wall, electricity and ramps in schools. During observation study in the 229 schools in four districts we found that,

1. Nearly 94% schools have pucca school buildings. Nearly 15% of these buildings are in bad condition with leaking roofs and some of the doors and windows missing.
2. Nearly 71% schools have boundary walls around the school with the highest in Shimoga (98%) and least in Gulbarga (41%)

- Some of the schools located on the main roads did not have play grounds due to scarcity of land (Kalenahalli and sundenahalli in Hassan and Malkamdiini and Rangapur in Raichur)
- It was observed during the case study in both Hassan and Raichur, those schools having compound walls were cleaner than the schools without compound wall.
- In Anugavalli school, Hassan it was seen that though water tanks were available, it was not being used due to lack of water supply to the school

3. About 69% schools had drinking water facility. Most of these were

functional (96%) and were being used (97%) by children.

4. Many of these schools had toilet facilities. Some had stored water (81%) facility; some others had running water (39%) facility. However, 55% toilets were without water in these schools. Only (53%) of these schools had separate toilets for girls but half of them were without water facility.¹⁰.

Sundenahalli village school toilets were found to be locked up and not being used at all. In Anugavalli village there are no toilets in the school.

5. More than half the schools had other facilities like playground, library, first aid kits and electricity supply in the schools.
6. Only half the schools (50%) are disabled-friendly schools with ramps provided for physically challenged children
7. Interestingly, most parents (>75%) have also reported the availability of infrastructure in line with those observed by the field investigators.
8. Nearly 16% of the head teachers have reported the availability of educational CDs and DVDs in the schools though a lower percentage

¹⁰ The responses on availability and usage of toilets are multiple responses with the same school having more than one toilet, some may be functional and some non functional hence the percentages do not add to 100.

(12%) of schools reported the availability of computers.

Table 3.1: Status of physical infrastructure in the observed schools

Sl. No	Physical Infrastructure	Status (%)		
		Ava	Ope	Used
1	Pucca School Building	94		
2	Compound Wall	71		
3	Drinking water	69	96	97
4	Toilets in the school			
5	With out water	55	55	94
6	With running water	39	100	100
7	With stored water	81	91	98
8	Separate toilets for girls			
9	Without water	51	58	100
10	With running water	32	96	100
11	With stored water	76	88	99
12	Playground	62	97	99
13	Library	67	97	97
14	Ramp	50	99	97
15	Electricity	79	91	98
16	Fans	74	97	97
17	Play material & toys	58	94	98
18	Blackboard	100	100	100
19	Notice board	80	99	98
20	First aid kit	64	88	98
21	Computer	12	82	91
22	Radio	87	93	97

Note: All values in percentages. Ava - Available; Ope - Operational
Operational is a % of available, used is a % of Operational
The presence of these facilities is found to be less than 70% in the four districts as per the SSA Annual report 2006 -07

9. Nearly 29% schools have staff room facilities. Half the teachers (49%) have reported that they store their personal belongings in almirahs in the school, 51% have said that there is enough storage space to keep the notebooks. However, availability of toilets seems to be a problem with

43% reporting that they share the toilet with the children.

Both in Raichur and Hassan, many schools do not have adequate number of benches and desks in class rooms.
“We find it difficult to sit on the floor for the whole day in school”
– Students from Kalenahalli School , Hassan

3.1.2 Financial resources

SSA, with an intention to make the financing of elementary education sustainable, has planned for a long term financial partnership between the Central and the State governments. All funds to be used for the upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management are transferred to the School Management Committee.

Under SSA, all schools are to be provided with school grants, repair and maintenance grants and civil works grants. In addition, all teachers are to be provided with Teacher Grants for preparation of TLM. An attempt was made to understand the receipt and utilization of these grants in the current study. Accordingly,

☞ Many schools have received the grants for maintenance (67%), the school grants (92%) as well as the grants for civil works (50%). Apart from this, incentives like free uniforms, textbooks and mid day meals have also been received from the state government.

☞ The utilization of each of these grants is good with more than 90% of the schools reporting complete utilization of grants.

The following table gives the details on receipt and utilization of grants as reported by the head teachers .

Table 3.2: Details on Receipt of funds and their Utilisation (2007 – 08)

Sl. No	Grant Received	Complete Utilisation (%)
1	School Grant	97
2	Maintenance Grant	93
3	Civil Works Grant	96
4	Teacher Grant	94
5	Free Text Books	97
6	Free Uniforms	99
7	Mid Day Meals	98

☞ Most schools have submitted utilization certificates for the grants to the concerned authorities with 96% reporting that the certificates have been verified by the concerned authority.

☞ It is important to note that, though 94% head teachers have reported complete utilization of teacher grant for preparation of TLM, only 88% teachers have reported the receipt of these grants.

☞ Out of those schools who have reported complete utilization of civil works grant, most of them have utilized it for construction of new class rooms (32%) and maintenance of existing school buildings (51%). And a few schools have used it for construction of rain water harvesting structures (5%) and public stage in the play ground (2%).

3.1.3 Human Resources

SSA through its initiatives has tried to provide good and efficient teachers and support staff to all schools under its purview. The quality and adequacy of these teachers play an important role in the success of achieving UEE.

☞ Nearly 43% teachers have reported that they teach 8 periods in a day¹¹.

☞ Nearly 97% parents have reported that the teachers are punctual.

☞ On the day of observation, it was found that 92% teachers were present in the school.

Teachers come regularly and on time. By 10 a.m. they are in the school. They teach well and our children now know how to read and write, except English, because it is started in 5th class.

- Parents in Sundenahalli School during focus group discussion.

☞ Most of them (89%) have said that the teachers regularly check their child's note books. More than half of them (60%) have said that the teachers update them on their child's progress regularly with 50% of them reporting the frequency of such updates as every month.

☞ Nearly 80% teachers assist the mid day meal program, mostly by supervising the cooking (69%).

☞ Three fourth of the public officials interviewed at the district level are satisfied with the competence of the teachers. Though only half of them are completely satisfied.

☞ Only half of these officials think that the staffing within the department at the district and taluk level is adequate.

¹¹ According to SSA guidelines, every class will have 45 periods of 40 minutes duration in a week which includes periods related to subjects as well as activities.

“It is very difficult to do all documentation work ourselves. We need support staff like clerk and also better office infrastructure facilities like computes, fax lines etc.”

- Interviews with CAEOs and CRPs in Hassan and Raichur

3.2 Quality of education

3.2.1 Quality of Retention Measures

a. Free distribution of uniforms and text books

The State government of Karnataka has been providing free text books (to girls and SC ST Children) and uniforms to all children studying in primary schools. Though this is not funded directly by SSA, nevertheless it has had an impact on the success of SSA initiatives by influencing the enrolment and retention of children.

☞ Almost all the parents have reported that they have received uniforms (97%) and text books (98%) from the school. More than 90% parents reported that stitched uniforms were given to them by the school and it was given on time. However, only 57% of them said that measurements were taken before stitching the clothes.

☞ Amongst the SC ST families 41% have received notebooks, 17% pencils

and 24% school bags though all the SC and ST students are supposed to be the beneficiaries. Amongst the girl children in class 8, only 25% have received bicycles though all these girls are eligible to receive one.

b. Mid day meals and health check ups

The SSA framework clearly states that the National Program for Nutritional Support to Primary Education would remain a distinct intervention with cost of food grains and transportation being met by the centre and the cost of cooked meals being met by the state Government. This program also has been instrumental in retention and enrolment of children which is a primary objective of SSA¹²

☞ Most parents (95%) said that their children have the mid day meal in the school. Amongst the other 5% who said that the children do not have the meals in the school, the main reasons for doing so was the child disliking the food because of the presence of worms in the food. Some of the parents (24 HH) even said that they would discourage their children from

¹² A survey carried out by pediatricians on mid-day meal programme in Karnataka on the nutrition value of this programme has revealed that though there is no significant difference in nutrition value of schools providing mid day meal and schools not providing the meals, it has brought out an important finding that, this programme has definitely had an impact on retention of children in schools.

having the meal because of the caste of the cook.

“Midday meal is good. They prepare pongal, chitranna, and saru-anna. Our children eat here only and they give enough food”.

- Parents in Sundenahalli School during focus group discussion.

- ☞ Only 42% parents said that the school has issued a health card for their child in contrast to 83% reported by schools.
- ☞ Only 31% parents have reported that the school undertook a medical health check up in the past 6 - 12 months followed by 37% reporting a check up being done in the last more than 12 months time in contrast to a higher percentage (95% reporting less than 12 months duration) of schools reporting the same.

c. Co-curricular activities

- ☞ Nearly 69% parents reported having conducted “Prathibha Karanji” in their school where as a higher percentage of schools (87% head teachers) have reported having conducted “Prathibha Karanji” in their schools.
- ☞ Only one third schools (34%) reported innovative activity being conducted in their schools.

3.2.2 Pupil evaluation and Promotion to higher classes

- ☞ Most schools (97%) have reported that they have prepared an academic plan which is mainly based on the school results.
- ☞ 93% schools have reported of conducting KSQAO exams during the year 2007 - 08.
- ☞ Nearly 81% Head teachers opine that KSQAO exercise is good. Nearly 91% schools have said that the result of KSQAO matches with the annual / mid year exam results.
- ☞ Unit test is the most commonly followed means of pupil evaluation as reported by 57% schools.
- ☞ Most schools (98%) reported that they maintain a progress card of every child and 96% of them said that they take signatures of parents on these cards.
- ☞ 94% teachers have reported that they take remedial classes daily either before or after the school hours.
- ☞ Only 17% have reported that their children attend remedial classes. However, most of them (96%) opine

that the remedial classes have benefited their child's performance.

- ☞ Nearly 81% schools have reported the receipt of stipend / scholarship for students.

3.2.3 Class room interaction and learning experience

- ☞ On an average teachers have reported that every class that they teach has nearly 27 students and 90% teachers are comfortable with this strength for teaching.

- ☞ According to most teachers the ideal student - pupil ratio is 1:30 as reported by 28% teachers.

- ☞ 85% teachers have said that they do have slow learners in their classes. A majority of them recommend these children for remedial teaching to improve their learning abilities.

- ☞ Nearly 72% teachers conduct multi grade teaching with on an average, two classes being taught simultaneously. However, 79% of them feel that they are able to give attention to every student in the class.

- ☞ Most teachers (91%) have prepared TLM in the previous academic year which were mostly charts (95%).

- ☞ Most teachers (97%) have said that they are able to complete the syllabus during the academic year.

- ☞ The usage of several teaching aids while teaching in the classes are given below

Table 3.3: Details on usage of Teaching Aids

Sl.No	Teaching Aid	Usage reported
1	Black Board	98%
2	Cards	92%
3	Kits	92%
4	Charts	90%
5	Pictures/Maps	88%
6	Text Books	83%

It is seen from the table that the usage of teaching aids is good across schools.

- ☞ All teachers pose questions to the students in the class, however, only one third (31%) teachers have reported that all students respond to the questions. Nearly 87% teachers have reported that the students stop them in between the sessions and pose questions whenever they have a doubt in the subject being taught. 77% of them have said that they do answer these questions.

- ☞ Many of the teachers (98%) give home assignments to children and are able to check these assignments regularly. However, only 56% teachers

reported that all the students would carry out the given assignments.

- ☞ Only 51% teachers said that all students in the class are able to understand what is taught in the class.

Perception of children about their school

STATEMENTS	% AGREEING
I like going to school	100%
My School building is in good shape	95%
My classroom is not crowded	58%
My school has playground, swings, toys and other play material	74%
My school has hygienic toilets	58%
I get drinking water in my school	73%
Teachers take classes regularly	98%
Mid day meals is good	95%
Teachers do not physically punish students	74%
Teaching is interesting	99%

3.2.4 Monitoring and Redressal

- ☞ Most of the district officials (96%) visit the schools in their jurisdiction on a daily basis. During the visit they check and monitor various registers like SDMC resolution register, mid day meal register, bank accounts register etc.
- ☞ Most officials (97%) have reported that the teachers and head teachers approach them for assistance regarding academic issues (60%), salaries (23%), etc. Nearly 68% of them have said that they are able to resolve these issues completely.

- ☞ More than 60% teachers and head teachers have received academic support from CRPs, BRPs and CAEOs in the last academic year. However, only 50 - 60% of them have rated it good.

- ☞ Almost all teachers (98%) have said that they get good support from their head teacher in the school.

3.3 Capacity building Initiatives

One of the main objectives of SSA is to empower the teachers and SDMC members by enhancing their capacities to perform and implement the SSA initiatives effectively. SSA calls for institutional capacity building at national, state and district level institutions. Under its frame work, it is stated that every teacher shall be provided with a 20 days in-service training course every year, 60 days refresher course for untrained teachers already employed as teachers and 30 days orientation for freshly trained recruits

- ☞ The number of teachers, head teachers and public officials who have attended the various training programmes is good (70 - 80%) for some of the programmes like remedial teaching training, subject

training, Chaitanya etc while it has been less than 50% for many other programmes. Those who have attended the trainings have given a positive remark and most of them have been completely satisfied with the training programme as well.

- ☞ Less than one third (29%) of the teachers interviewed have undertaken any action research so far.
- ☞ Nearly 94% schools have received the Parihara Bodhana Kaipidi (remedial teaching hand book) and all of them have been using it while conducting the remedial classes.
- ☞ Nearly 77% SDMC members have received one day SDMC training and related literature.
- ☞ More than 90% teachers and head teachers have reported that regular staff meetings are held in the schools.

large and the school administration. Apart from this, every school also has the parents' teacher council which is a platform created for parents and teacher interaction to monitor the progress of every child.

- ☞ More than half of the schools (60%) reported the existence of parents' council in their schools, among them 93% has said that the council meets. However, only 56% schools have reported that the council meets every month. But it is a matter of concern to see that nearly 65% of them have said that less than 50% of the parents attend the council meeting.
- ☞ Nearly 86% teachers have reported that the parents of the children meet them during the school hours to discuss the progress of their child.

3.4 Community participation and ownership of elementary education

The programme calls for community ownership of school based interventions. The School Development and Management Committee (SDMC) acts as an inter-phase between the community at

My two children are studying in this school. There is good education. Parents cooperate with teachers and should take up responsibilities instead of always depending on teachers. We should at least enquire what our children are reading and writing. We should also keep an eye on their performance. Evening when children come back, we should ask them what was taught in the school and what work was given, etc?

- One parent during focus group discussion in Kalmala School, Raichur.

- ☞ Nearly 77% head teachers have said that all resolutions passed in the SDMC meeting have been implemented.
- ☞ More than 90% head teachers say that the president of SDMC is cooperative while 84% teachers have said that SDMC has been supportive in the development and welfare of the school.
- ☞ Most teachers (94%) have reported that they participate in the preparation of the academic plan.
- ☞ The practice of discussing the progress of the children with SDMC members was reported by 96% schools.
- ☞ Many of the SDMC members have reported that the SDMC meets every month regularly (89%). Among them 81% have said that they attend the meeting and sit through the complete session.
- ☞ During the meetings several important issues concerning the welfare of school is discussed as reported by SDMC members - regarding student and teacher attendance (23%), regarding school development (12%), regarding new rooms construction (10%), regarding mid day meals (9%), etc.
- ☞ Only 22% teachers are aware of the CAC and its members.
- ☞ Only 3% parents said that they were members of the parents' council. Nearly 49% parents are aware of the existence of SDMC and 3% are aware of the existence of CAC

3.5 Perception of Impacts of SSA Initiatives on the quality of education

- ☞ Most Head teachers (98%) opine that the quality of education has gone up with the implementation of SSA initiatives.

- ☞ More than two third (71%) of them opine that the retention of children in school has improved with SSA initiatives.
- ☞ 82% of them feel that the community involvement and participation in elementary education has improved with the implementation of SSA initiatives.
- ☞ Many teachers (95%) and head teachers (97%) are satisfied with their job role under the SSA. Nearly 75% of them are completely satisfied.
- ☞ Most parents (84%) are completely satisfied with the infrastructure facilities available and the teachers in the schools.
- ☞ Nearly 90% SDMC members are satisfied with the performance of SDMC in their schools. Among them 87% are completely satisfied.
- ☞ More than 50% teachers are either partly satisfied or dissatisfied with the support extended by the SDMC, parents' council and the education department.

3.6 Suggestions for improved performance

a. SDMC - Some of the suggestions given by SDMC members to improve the functioning of SDMC include

- ☞ More training programs need to be conducted to empower the SDMC members (37%);
- ☞ Motivate and create awareness among SDMC members about their roles and responsibilities to ensure their complete participation in SDMC activities (34%);
- ☞ More authority and rights to be given to SDMC for better performance (11%).

b. To improve the initiatives of SSA - some of the suggestions given by the stakeholders include

- ☞ Increase the number of teachers in schools (31%);
- ☞ Provide more learning materials to children and teachers in the school (61%);
- ☞ Increase the number of Training and capacity building activities for teachers (27%).

3.7 Conclusions

A. Infrastructure

1. Availability of drinking water facilities and hygienic toilet facilities is a concern.
2. Many schools are not disabled-friendly schools. SSA has to pay attention towards ensuring the construction of ramps in all schools to enable physically challenged children to attend schools.
3. There seems to be a disparity in disbursement of grant for TLM to the teachers which is shown by the discrepancy in reporting the receipt of grants by teachers and complete utilization of grant reported by head teachers. One needs to probe further to understand the reasons for such discrepancies.
4. Many teachers are teaching for 8 periods in a day. Apart from this, a majority of them (94%) are also taking remedial classes every day. Many of them also supervise the mid-day meals in the school.
5. Lack of sufficient staff within the department at the district and taluk level is reported.

B. Retention measures

1. Distribution of text books, uniforms and mid day meals is found to be efficient across districts.

2. Incentives like free notebooks, school bags etc targeted towards the backward sections of the society is not reaching all beneficiaries.
3. The issue of health card to the children is reported differently by parents and by schools. Anecdotal evidences suggest that this could be a combination of a lack of awareness among parents about the health card and the medical check up and the fact that the schools would have prepared the cards but have retained them in the schools.

C. Quality of education

1. Most children find the current teaching interesting.
2. Multi-grade teaching is a common practice across most schools.
3. The teacher pupil ratio is found to be within the norms, however many students do feel that the classrooms are crowded.
4. Most teachers are punctual and are taking keen interest in monitoring the progress of children in class.
5. There seems to be a lack of awareness among children and parents about the remedial teaching classes with lower percentage of parents report their children attending these classes.

D. Capacity Building

1. Most of the training programmes related to capacity building of teachers, officials and SDMC members are well attended and appreciated by the participants.
2. Undertaking action research is found to be very scant.

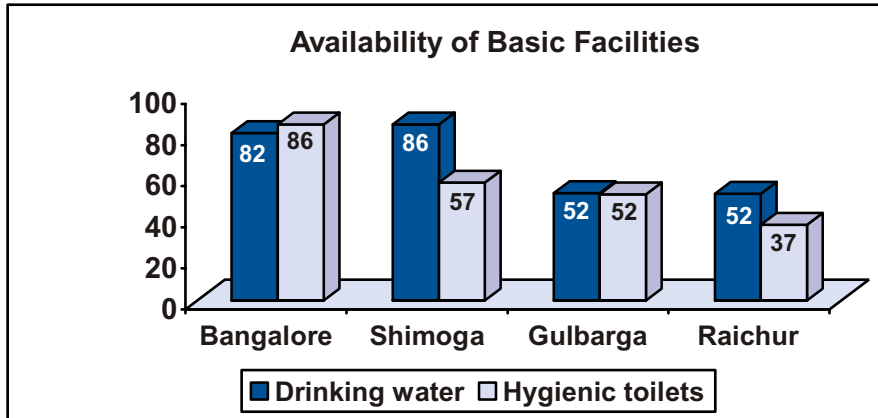
E. Community participation

1. It is interesting to note that most parents show interest in monitoring their child's progress in school.
2. Most SDMCs are taking interest in the development of school.
3. The participation of parents in parents' council meet is found to be very poor.
4. Awareness about SDMC and CAC is very low across districts.

F. Support system

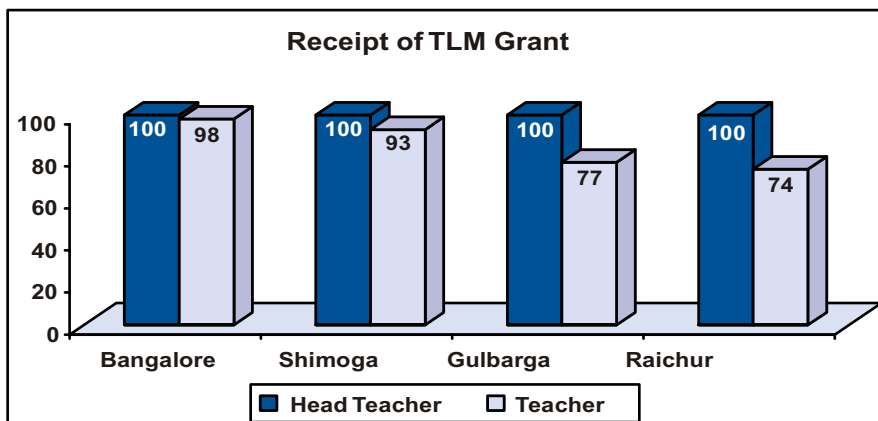
1. Most teachers and head teachers are satisfied with their job role under SSA.
2. Most SDMCs are cooperative with the school staff.
3. Good understanding and guidance from the senior officials towards teachers and head teachers is found across all districts.

DISTRICT VARIATIONS – QUALITY OF EDUCATION



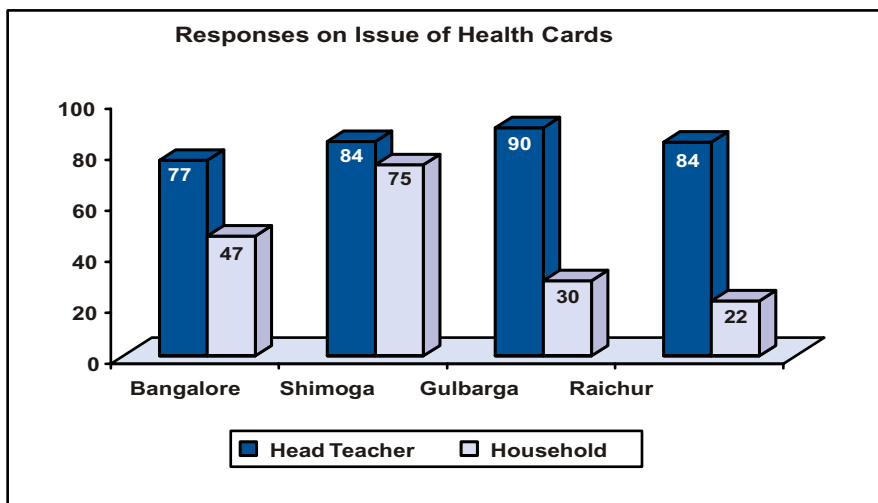
Availability of drinking water is lower in northern districts as compared to southern districts.

Availability of hygienic toilets is inadequate in all three districts other than in Bangalore.



Receipt of TLM grant is cent percent as reported by head teachers in all four districts.

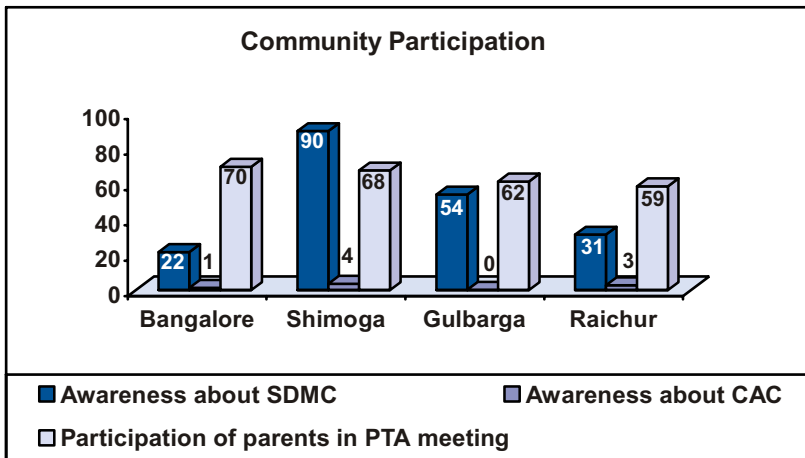
Disbursement of the TLM to teachers is lower in Gulbarga & Raichur.



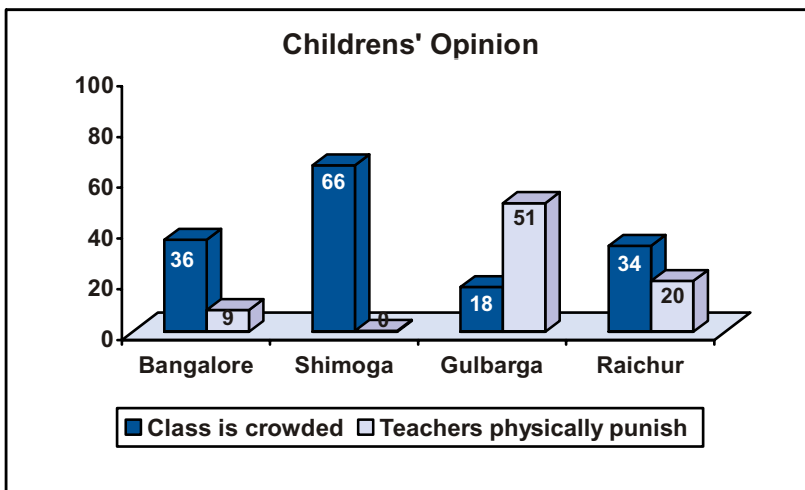
Head teachers and parents differ widely in reporting issue of health card across all four districts.

The difference in responses is more in northern districts than in the southern districts.

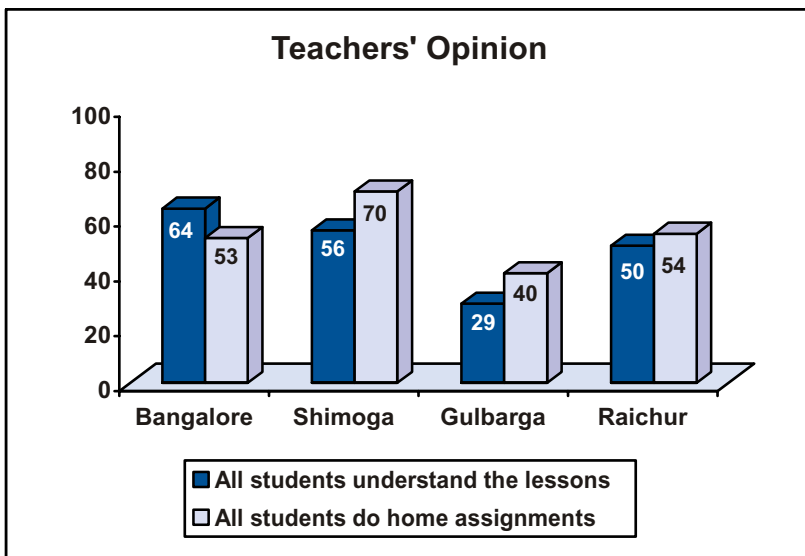
Reporting of issue of health cards has been lowest in Bangalore.



- ☞ Awareness about SDMCs among parents is higher in Shimoga than in the other three districts
- ☞ Awareness about CACs is very low across all districts
- ☞ Parents' active participation in PTA meeting is low across all districts



- ☞ More children in Shimoga feel that the classes are crowded than those in other districts
- ☞ Physical punishment in schools is more in northern districts than those in southern districts. It is non-existent in Shimoga



- ☞ In Raichur and Gulbarga, less than 50% teachers feel that all children in the class understand what is taught in the class.
- ☞ Nearly one third teachers in all 4 districts report that all students do not complete home assignments. In Gulbarga 60% teachers report so.

QUALITY OF EDUCATION



School Building with Ramp



Toilets



Playground



Classroom



Teaching Aids



Computers in CALC Schools

QUALITY OF EDUCATION



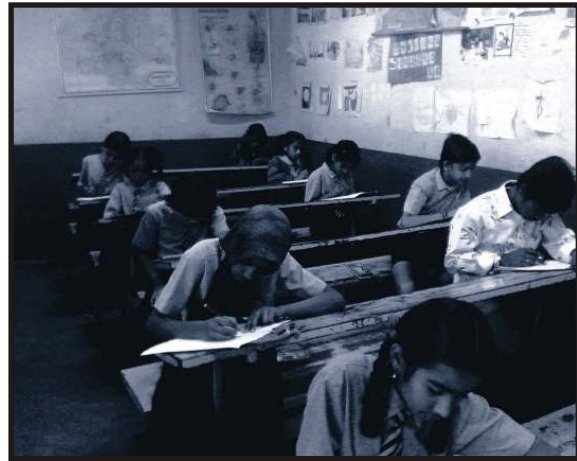
Information Bulletin in Schools



Children Fetching Drinking Water from Outside the School



Teaching Activity in class



KSQAQO exam



Mid Day Meal Kitchen



Mid Day Meal

Equity



CHAPTER 4 - EQUITY IN EDUCATION UNDER SSA

4.0 Background

The identification of issues of equity in reaching the benefits of SSA initiatives and quality education is an important aspect of the current study. Equity issues are discussed and analysed based on gender, income and caste of the stakeholders in the current chapter.

4.1 Gender as a determinant of equity

4.1.1 Students and parents

The free distribution of uniforms seems to be happening without any road blocks with 96% boys and 97% girls' parents reporting the receipt of uniforms.

Similarly, most boys and girls (98%) have been getting mid day meals in their schools which is being liked and consumed by both boys and girls equally (93%).

There is a marginal variation in reporting the receipt of medicines and issue of health cards with parents of 70% boys and 75% girls and 38% boys & 46% girls reporting the receipt of medicines and health cards from the school respectively.

There is no difference in the percentage of boys and girls (2%) children who have attended mainstreaming programme and are currently attending regular schools. Similarly an equal proportion of boys and girls have been attending remedial teaching (16%).

There is a marginal difference with 87% boys and 91% girls reporting that their note books are checked by teachers.

51% boys and 69% girls' parents have reported that the teachers get back to them on their child's progress.

45% boys and 54% girls' parents are aware of the existence of SDMC.

48% boys & 67% girls parents have visited the school in the last six months. It is interesting to note that more parents of girls (51%) have visited the school to take part in the parents' council meet as compared to parents of boys (43%).

4.1.2 Teachers and Head Teachers

Only 8% male teachers as against 28% female teachers have reported the availability of staff toilets.

More number of male teachers (92%) have expressed that they are able to manage the current strength in classes as compared to female teachers (88%).

Around 82% male teachers and 76% female teachers have reported that they are able to give attention to every student.

A majority of the male teachers have said that the teacher pupil ratio should be 1:20 (27%) while female teachers have said 1:30 (33%).

There is a noticeable difference in the percentage with 80% male teachers and 66% female teachers reporting that they carry out multi grade teaching.

Equal numbers of male and female teachers have reported that they take remedial classes (94%).

Both male and female head teachers have undergone necessary training programmes and equally opine that the programmes have helped them perform better as head teachers.

Both male teachers (88%) and 94% female teachers have reported that they had prepared the TLM in the previous academic year.

Most head teachers have reported that SDMC presidents are cooperative (93% male and 97% female Head teachers).

More number of male teachers (93%) have opined that the KSQAO exams are good as against 79% female teachers.

Opinion on receiving good support from the head teacher and other public officials has been the same by all teachers (More than 90%).

Assignment of tasks other than teaching is reported by both male and female teachers; however it is reported on a higher side by male teachers (91%) as compared to female teachers (83%).

Low rate of incidence of problem in discharging the duties as a head teacher has been reported by both male (4%) and female (9%) teachers.

A low percentage of teachers (3% male teachers and 7% female teachers) have reported the receipt of awards for their performance as teachers.

4.1.3 SDMC members

It is interesting to note that there are a few glaring differences in the perception of male and female SDMC members about the elementary education.

Table 4.1: Details of SDMC Presidents attending the SDMC meetings

SDMC members	Yes every time (%)	Yes some times (%)	Never (%)	Total (%)
Male	83	15	3	100
Female	74	22	4	100

4.2 Caste as a determinant of equity

While using caste as a determinant, all castes which have reservations under the central government schemes like SC, ST, OBC etc have been clubbed and reported as Backward Caste (BC) and those which do not have any such reservations are reported under the Forward Caste (FC) category.

Around 91% children from the Forward Caste (FC) have reported the availability of toilets in schools as against children from other backward castes (BC) where 70 – 80% have reported the availability of toilets. Since the children attending the same set of schools have been interviewed, this kind of a response makes one think if in some of these schools, the children from backward castes are prohibited from using the toilets. Similar pattern of response is seen with 88% FC and 60 – 70% other castes children reporting the availability of separate toilets for girls.

It is seen that distribution of uniform and mid day meals and medicines seems to be happening across castes in a uniform manner. 25% of FC children have reported that they do not have food in school because of the caste of the cook. This was reported from the case study research as well, where in the case of Basavanahalli, a village in Hassan district, FC parents boycotted the midday meal programme since the cook was a Scheduled Caste.

There is divergence in reporting the issue of health card with 57% parents from FC and 40% parents from other castes reporting the receipt of the health cards.

Around 90% children from BC and 95% from FC have reported that their notebooks are checked regularly by the teachers.

It is seen that a higher percentage of FC (81%) parents have reported that the teachers get back to them on their child's progress as compared to parents from BC (50 – 60%).

A higher percentage of FC parents (79%) have visited the school in the past 6 months as compared to parents from BC (60%).

Awareness about the parents' council has been generally low across the castes (<20%) However, awareness about SDMC has been good within the FC parents (67%) as compared to BC parents (43%)

4.3 Income as a determinant of equity

Across different income groups it is seen that 98% children are studying in Government / aided schools.

Receipt of uniforms and mid day meals have been reported equally across income groups and is liked by all.

76% BPL and 60% APL families have reported the receipt of medicines in schools.

Reporting of issue of health card has been more or less uniform (40 - 50%) across the income groups.

58% BPL and 65% APL families have reported that the teachers get back to them on their child's progress in school.

Discrimination by teachers is reported in small numbers but, is reported only by the BPL families (1%) and not by the APL families.

Awareness about parents' council is found to be generally low; however, the APL families (20%) seem to be marginally more aware as compared to BPL families (17%). Similarly, 44% BPL families and 66% APL families are aware of SDMC in schools.

87% male members and 92% female members have reported that they receive all the funds from the Government on time.

Over 5% female members as against 2% male members have reported discrimination based on caste and economic status.

A majority of the male members (42%) give highest priority for improving the teaching and learning experience in school. A majority of the female members (58%) give highest priority for increasing the enrollment of children in school.

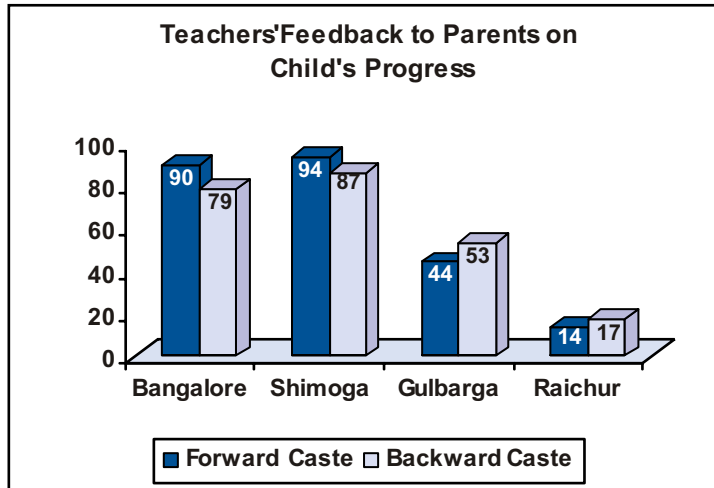
4.4 Conclusions

- ☞ A conscious focus in improvement of girls' education in all aspects has been seen.
- ☞ Male SDMC members seem to be more aware and active towards school development activities.
- ☞ Traditional trends of Forward caste families benefiting in terms of

interaction and participation at the school and community level seem to continue.

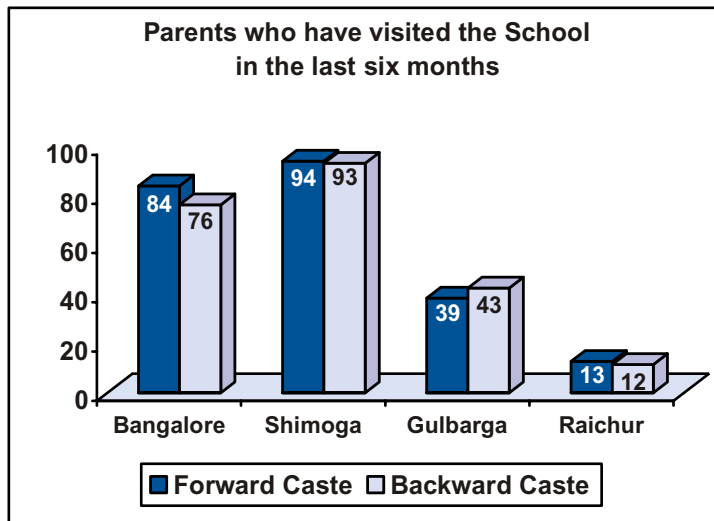
☞ BPL families are getting more attention in terms of receiving the benefits from the government; however, APL families seem to be favoured by teachers and officials in terms of involvement and sharing of information about school development activities.

DISTRICT VARIATIONS – EQUITY (CASTE)



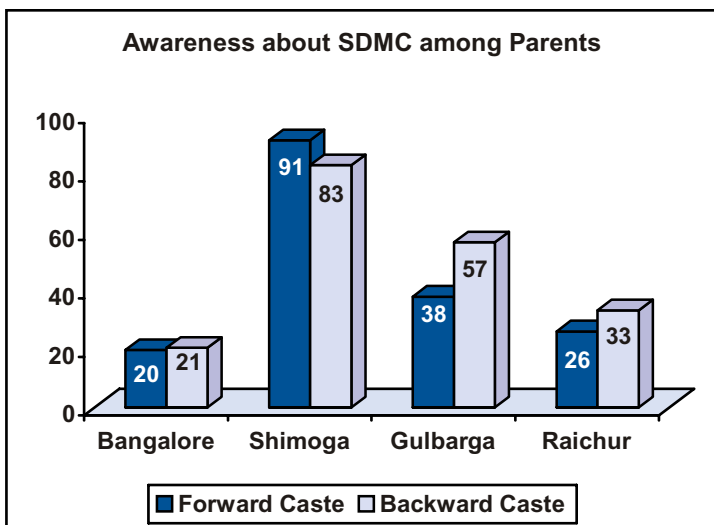
Teachers' giving feedback on child's progress to parents is found to be less prevalent in Raichur and Gulbarga.

In southern districts the forward caste parents are favoured more than the backward castes.



More parents from Forward caste have visited their child's school in the past six months across all districts except those in Gulbarga

More parents in southern districts have visited the school than those in the northern districts

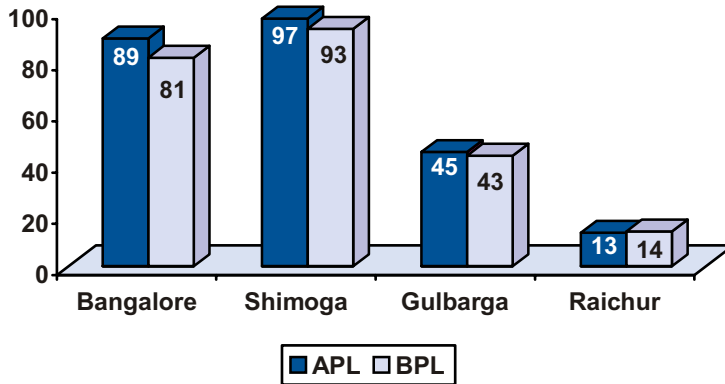


Awareness about SDMCs among parents is high in Shimoga but very low in all other districts

More parents from Backward castes seem to be aware of SDMCs in all districts except those in Shimoga

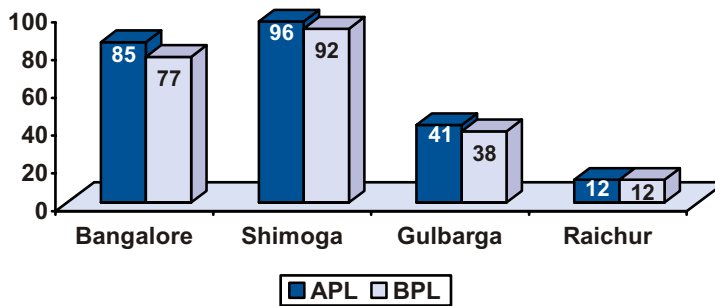
DISTRICT VARIATIONS – EQUITY (INCOME)

Teachers' Feedback to Parents on Child's Progress



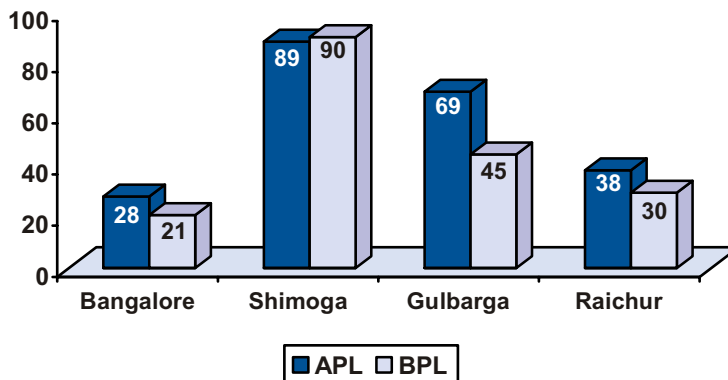
There is no significant difference in teachers giving feedback about the child's progress to parents across income groups

Parents who have visited the School in the the last Six Months



There is no significant difference in parents visiting their child's school across income groups

Awareness about SDMC



Both APL and BPL families in Shimoga are more aware of SDMC as compared to other districts.

More number of APL families seems to be aware of SDMC especially in Gulbarga and Bangalore.

Responsiveness



CHAPTER 5 INTERACTION & GRIEVANCE REDRESS

5.0 Organisation Structure of Education Department in Karnataka

The Department has a secretariat and field departments with a three-tier structure at State, District and Block levels. Commissioner for Public Instruction is the Head of the Department who controls and co-ordinates the activities of school education. All stages of school education, starting from pre-primary to secondary education in the State, come under the purview of the Department¹³.

The same machinery of Karnataka Education department is vested with the responsibility of implementing the SSA initiatives to achieve universalisation of elementary education in Karnataka.

The present chapter attempts to find out the mechanism of the grievance redress prevalent at different levels of this administrative machinery.

5.1 Parents' Grievance Redress

a. Problem Incidence

Only 31 parents (1.5%) have visited the school to lodge a complaint. Teachers have been the point of contact to discuss / lodge a complaint for most parents (12 parents).

b. Nature of problem (N=31)

- Quality of teaching not being good - 32%
- Lack of interest in child - 19%
- Inadequacy of Facilities in school - 16%

c. Responsiveness of teachers

Most parents (98%) said that during their visit to school, they had interacted with their child's teacher. Most of the parents have opined that the teachers responded immediately and spoke politely during their interaction. However 5 parents reported that the teacher was unwilling to meet them.

d. Problem resolution and satisfaction

Out of the 31 parents who have lodged a complaint 13 parents have said that their problems were resolved. More than half of these 13 parents are completely satisfied with the time and manner in which their problem was resolved.

¹³ www.schooleducation.kar.nic.in

e. Corruption and hidden costs

It is seen that, a very low percentage of parents (2%) have reported that they had to pay some extra money to the schools. This was to the tune of Rs 20/- on an average which was paid mostly to get books, uniform etc (38 HHs). 15 households have paid extra money for admitting their children to the schools while 5 of them for getting scholarships and TC.

5.2 Teachers' Grievance Redress

a. Problem Incidence

Only 4% (8 teachers out of 222 teachers) have reported the incidence of problem in discharging their duties as a teacher in the last academic year.

b. Nature of problem (N=8)

Nearly half of these teachers reported lack of cooperation from parents as the main problem (50%), followed by less cooperation from colleagues (25%). Delay in payment of salary was reported by 13% teachers.

c. Responsiveness of officials

Nearly half of them (4 teachers) have approached the education department officials at the block level to get their problem resolved¹⁴. During their

interaction, 90% of these teachers have found the officers to be polite and receptive to their grievances.

d. Problem resolution and satisfaction

The grievance redress rate has been very poor with only 38% (3 Teachers) having reported that their problems were resolved.

e. Corruption and hidden costs

In case of teachers, it is found that 7 (3.2%) of them have paid extra money as much as Rs. 500/- to avoid transfers. Out of these 7 teachers 4 of them have said that the extra money was demanded from them.

5.3 Head Teachers' Grievance Redress

a. Problem Incidence

The rate of incidence of problem reported by head teachers is very low with only 6% (12 Head teachers) having said that they faced problem in discharging the duties of a head teacher in the last academic year.

b. Nature of problem (N=16)

The nature of problem reported was mostly – insufficient number of teachers (54%), political interference (23%) and lack of essential facilities like drinking water, toilets etc (23%).

¹⁴ It was learnt from the SSA state office that all complaints by teachers have to be routed through the SDMC and / or Head teacher.

c. Responsiveness of officials

Nearly 85% (11 head teachers) of them have approached the education department officials at the block level to get their problem resolved. More than 60% of them have said that the officials attended to them immediately and spoke to them politely.

d. Problem resolution and satisfaction

Only 39% (5 Head Teachers) have reported that their problems were resolved.

e. Corruption and hidden costs

A very low percentage of Head Teachers (1.3%) have reported that they had to pay extra money to get the School work done at different instances which was around Rs. 200/-.

5.4 Grievance Redress of Members of SDMC

a. Problem Incidence

Out of 442 SDMC members who were interviewed, only 12 of them have reported about incidence of problem while discharging their duties as SDMC members.

b. Nature of problem (N=12)

The problems reported by SDMC members include delay in release of

funds (25%), lack of coordination between teachers and SDMC (58%).

c. Responsiveness of officials

In most cases (5 members), the members have approached the Gram Panchayat for grievance redress.

d. Problem resolution and satisfaction

Nearly 60% (7 out of 12 members) have said that their problems were resolved and are completely satisfied with the efficiency and behaviour of the concerned officials / GP members in addressing as well as redressing their problems.

e. Corruption and hidden costs

A very low percentage of SDMC members (1.4%) have reported that they had to pay extra money to get the school work done at different instances which was around Rs. 200/-.

5.5 Opinion of officials on the grievance redress.

a. Problem Incidence

Nearly 44% (N=40) public officials have reported incidence of problems in the past one year while discharging their duties.

b. Nature of problem (N=40)

Nature of problem includes inadequate support from SDMC (43%),

inadequate support from the department (30%), inadequate support from teaching staff (28%), and frequent transfers (25%). Community based discrimination was reported by 6 public officials.

c. Responsiveness of officials

Only 35% of them have said that the officials were highly efficient in addressing their problems.

d. Problem resolution and satisfaction

About 70% of them have reported resolution of their problems. 44% of them are either partially satisfied or dissatisfied with the behaviour of the concerned authorities during grievance redress.

e. Corruption and hidden costs

14 out of 80 public officials have said that they have faced corruption related problems.

A total of 58 out of 90 officials both from the State office (16) as well as the District level (74) officials have reported that they receive complaints about schools and education system on the whole. A majority of the complaints are received from parents and teachers. A variety of problems starting from lack of facilities to poor quality of education has been reported (See Table 5.1)

Table 5.1: Nature of Problems received by Public officials

Sl.No	Nature of Problem	Responses	
		N	%
1	Lack of Facilities	41	71
2	Lack of teachers	32	55
3	Irregularity of attendance	25	43
4	Lack of quality teaching	18	31

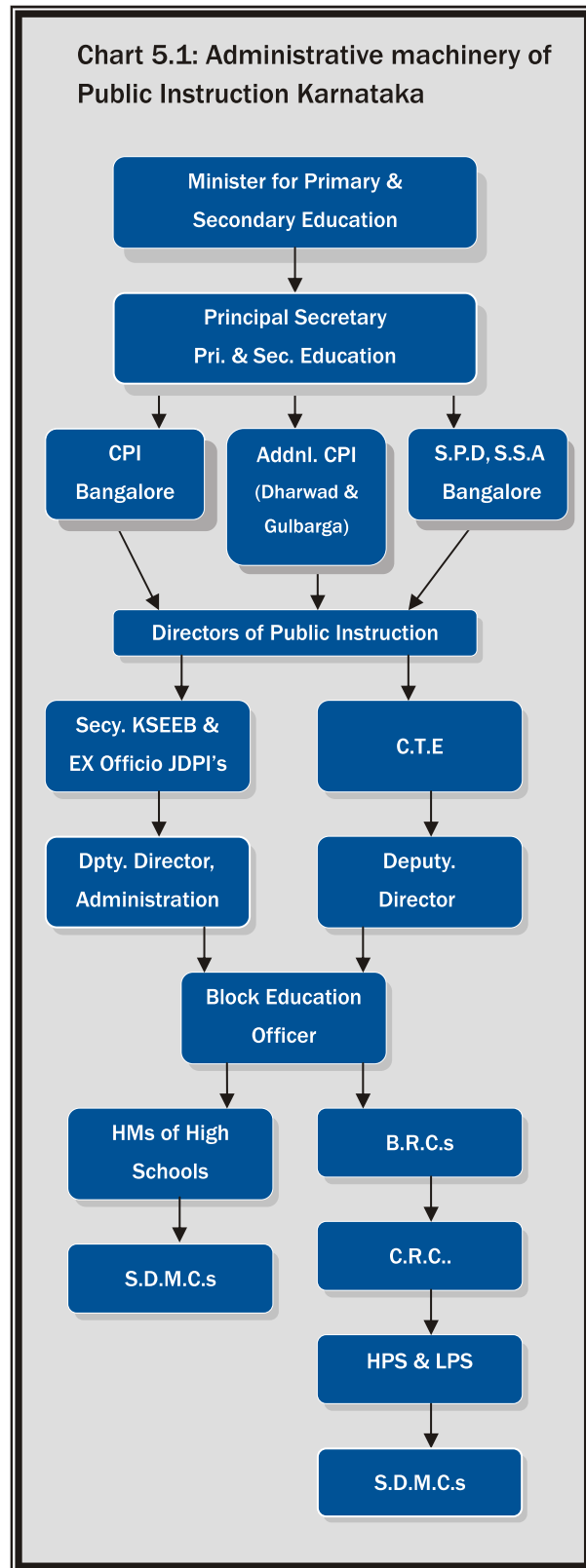
Note: Since it is a multiple response question the % does not add up to 100. The total number of respondents is 58 .

The education department in the state has a well established administrative machinery. Chart 5.1 below gives the details of the administrative machinery prevalent in the department which is also applicable to SSA.

In the study an attempt was also made to understand the grievance redress mechanism which is in practice from the point of view of these public officials. Most officials opined that, for general public and staff of schools, the Block Education Officer seems to be the most sought after point of contact for grievance registration and redress, followed by the Head of the School. This was true in case of parents of children as well. For students the point of contact was the teacher. In some cases, for group complaints through NGOs and other Self Help Groups, it was also said that the point of contact was the Gram Panchayat.

5.6 Conclusions

1. The rate of problem incidence reported is significantly low across all stake holders however; the redress rate has been poor according to teachers and head teachers.
2. Lack of facilities and inadequacy of teachers in schools seems to be the main problems which need immediate attention as told by parents.
3. Though parents find the teachers very polite and receptive to their problems, teachers find parents' interference or lack of their participation in some cases as a main problem in discharging their duties.
4. The role of SDMC in grievance redress of teachers and parents is not found to be very strong.
5. Corruption levels reported are low. However, petty corruption has been reported across all stakeholders. Also some traces of systemic corruption is seen with the responses of SDMC members and head teachers.



Source: www.schooleducation.kar.nic.in



AIE

CHAPTER 6 : SSA INITIATIVES FOR ALTERNATIVE INNOVATIVE EDUCATION (AIE)

6.1 BACKGROUND

One of the major objectives of SSA is to ensure that all children of 6-14 years are enrolled either in formal schools or in EGS (Education Guarantee Scheme) or AIE (Alternative and Innovative Education) Centres.

SSA Karnataka has been endeavouring to do so through the implementation of various programmes especially targeting out of school children (OOSC) or children who have never been enrolled or have dropped out of school. The programmes help to mainstream the OOSC through courses that would help them be at par with children in regular schools and would help them join the regular schools in their localities.

While some of the AIE programmes are implemented during certain times of the year such as extended holidays (summer or winter vacations), some take place throughout the year (tent schools and mobile schools). The following are some of the important AIE programmes that

have been implemented by SSA Karnataka¹⁵:

- ☞ **Special Enrolment Drive** – drive by local leaders, PRI members, SDMC members and school staff to persuade parents of children not enrolled, to enrol their children in schools;
- ☞ **Chinnara Angala** – a 45-day bridge course conducted during summer vacations;
- ☞ **Tent Schools** – set up at places such as construction areas and mining areas for children of local and migrant labourers.
- ☞ **Mobile Schools** – especially for children in slums of Bangalore city, in convergence with KSRTC, with buses modified as classrooms
- ☞ **Residential Bridge Courses** – ranging from 4 to 12 months such as Ashakirana and KGBV schools especially for children from migratory families
- ☞ **Home Based Education** – targeting children with special needs (CWSN) as part of the Inclusive Education programme implemented by SSA.

The importance attached to these programmes came to light during the

¹⁵ www.schooleducation.kar.nic.in/SSA/Intervention

course of many of the discussions held between PAC and SSA Karnataka. Consequently, it was decided that the fieldwork be divided into two phases, with one phase devoted to observation of the AIE programmes that take place during the extended holidays, in this case the summer vacations (between April and June every year).

During the fieldwork carried out in Phase I, the investigators meticulously covered the AIE programmes being carried out in the selected study areas in the four districts. AIE programmes were also covered by the research scholars who carried out the case study research in selected areas in the districts of Hassan and Raichur.

The following table outlines the AIE programmes that were observed during the fieldwork.

Table 6.1: AIE Programmes covered in the study areas

Programmes	Bangalore	Shimoga	Gulbarga	Raichur	Total
Chinnara Angala	25	10	31	8	74
Special Enrolment Drive	14	5	15	2	36
Seasonal Chinnara Angala	5	3	1	-	9
Tent Schools	6	-	1	-	7
Mobile Schools	3	-	-	-	3
Home Based Education	3	4	1	-	8
Ashakirana	2	1	2	2	7
KGBV schools for girl children	2	-	-	1	3
Child labour scholl	-	-	-	1	1
Others	1	2	-	-	3
No. of Centres (Govt + NGO)	28	10	31	10	79

As can be observed from the table above, 79 centres where AIE programmes were being conducted were covered in various parts of the study areas in the four districts.

Out of these, 75 programmes were conducted by the department and the remaining 4 by NGOs. The NGO run programmes were observed in Raichur and Bangalore districts only. In terms of

procedure for the selection of these NGOs, It is seen that in both Bangalore and Raichur there was an inspection by the District Implementation committee before awarding the work of conducting AIE programme to the NGOs.

The predominant programme covered was that of Chinnara Angala followed by Tent schools, Home based education programme and a few mobile schools.

While Chinnara Angala was observed in all the four study districts, tent schools were observed in Bangalore and Gulbarga and mobile schools in Bangalore city where they have been implemented. Home based education has been observed in all the study areas except for those in Raichur.

The following section presents our findings from the observations carried out of the programmes and interactions with the teachers/volunteers, SDMC members and Public officials implementing these programmes and also the parents of the children who are the ultimate beneficiaries of the programme. However, the findings are being presented with a note of caution since the number of programmes covered under each programme is not very large, except probably in the case of Chinnara Angala.

6.2 AIE PROGRAMMES – KEY FINDINGS

6.2.1 Chinnara Angala

The Chinnara Angala programme is carried out during the summer school holidays over a period of 45 days during the months of April and June.

a. Administrative aspects:

☞ All Chinnara Angala programmes had teachers / volunteers conducting the programmes.

☞ Among the training materials provided by SSA for conducting the programme, 92% of those in-charge of these programmes (comprising of head teachers, person in-charge or principals) reported receiving the Teachers Handbook, and 67% said that they had the schedule of programme or teaching modules.

☞ Around 90% of them also reported providing additional learning materials to the teachers / volunteers.

☞ With regard to the process of understanding the competency level of the children, almost 80% institutions reported carrying out pre-entry or competency tests, with almost 85% of them reporting both written and oral tests.

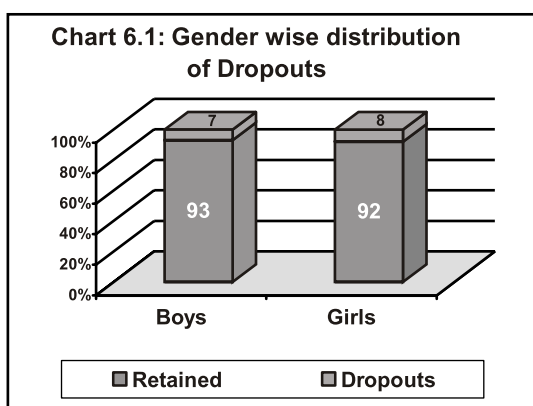
☞ Mid programme tests were conducted in about 79% of the Chinnara Angala programmes.

☞ A profile of each of the students was being maintained by about 97% of the institutions running Chinnara Angala.

☞ About 92% of the institutions had displayed an attendance table indicating the number of children present that day, while 89% of the institutions had displayed the enrolment table as well.

b. Enrolment, attendance and relocation:

- ☞ About 60% of the Chinnara Angala programmes reported enrolment of upto 30 children.
- ☞ On the day that these programmes were observed, attendance was quite high in almost all the institutions. Around 60% of the schools had cent percent attendance.
- ☞ When asked about students who had dropped out from the Chinnara Angala programme, about 32% centres reported that children had dropped out during the course of the programme. However, the number of drop outs was less than 5 students per school as reported by close to 60% of these centres.



- ☞ Gender-wise analysis of dropouts reveals that, there is a marginal difference in the dropout of boys and girls with more girl children dropping out from the AIE programmes.

☞ Religion-wise and caste wise distribution of these dropouts is presented in the table below.

Table 6.2: Religion-wise distribution of drop outs

Gender	Hindu	Muslim	Christian	Others	Total
Boys	87	6	2	5	100
Girls	68	9	21	2	100
Total	77	7	12	4	100

Note: All Values in percentages

Table 6.3: Caste-wise distribution of drop outs

Gender	SC	ST	OBC	Others	Total
Boys	29	7	31	33	100
Girls	29	9	27	35	100
Total	29	8	29	34	100

Note: All Values in percentages

- ☞ The reason for these dropouts was mainly migration of the family as reported by 67% of the centers reporting drop outs.

- ☞ Once having completed the Chinnara Angala programme, children are mostly relocated into the regular school on the basis of their competency levels (52%), followed by those who have shown that they have completed the programme (38%). Interestingly, about 19% institutions have also reported that children have

been relocated into regular schools based on feedback from their teacher

- ☞ Only 39% (29) of the institutions maintained a register of the children who have relocated or rejoined regular school after completing the Chinnara Angala programme. The following table provides gender-wise details of children who have rejoined regular schools from the **previous year's batch** into various classes.

Table 6.4: Gender wise distribution of students who have rejoined regular schools from the previous batch

	CI 2	CI 3	CI 4	CI 5	CI 6	CI 7	CI 8
B	78	64	69	79	47	36	3
G	55	81	75	58	59	35	37
T	133	145	144	137	106	71	40

Note:. B- Boys; G- Girls; T- Total; CI - Class; The values given are based on the number of children who have joined back the regular schools and not the number of children enrolled for Chinnara Angala programme

The number of students who have rejoined beyond class 6 is lesser than the number of children who have rejoined in the earlier classes.

c. Classroom observations:

- ☞ Classroom observations were carried out for 73 Chinnara Angala programmes in the study areas. The medium of instruction at the time of

observation was mainly Kannada (96%).

- ☞ The most common teaching aid that was used by the teachers and volunteers while conducting the classes was blackboard. Some of them used charts and pictures as well.

6.2.2 Tent Schools

Tent schools are one of the critical SSA strategies implemented for those children whose parents work in labour intensive jobs such as construction sites or mining areas, and therefore the children either are not able to enrol into regular schools or drop out from their previous schools in case the parents are migrant labourers. During the Phase I fieldwork, seven tent schools were observed mainly in Bangalore (6) and one in Gulbarga.

a. Administrative aspects:

- ☞ All the tent schools had teachers / volunteers conducting classes.
- ☞ Among the training materials provided by SSA for conducting the programme, all the seven schools reported receiving the Teachers Handbook, and five reported having the schedule of programme or teaching modules.

- ☞ Six tent schools also reported having additional learning materials for the teachers / volunteers.
- ☞ With regard to the process of understanding the competency level of the children, six schools reported carrying out pre-entry or competency tests, with all of them reporting both written and oral tests.
- ☞ Mid programme tests were conducted by six tent schools.
- ☞ All the seven tent schools have reported maintaining a profile of each of the students.

b. Enrolment, attendance and relocation:

- ☞ Of the seven tent schools, two schools reported enrolment of upto 30 children; two had 31 to 50 children while three schools had more than 60 children enrolled in the class in the **ongoing year**.
- ☞ On the day of observation, an average of 78% attendance was observed.
- ☞ In terms of children dropping out during the course, three schools reported the same. While one school reported four children dropping out, two reported a drop out of 15-16 children.
- ☞ The only reason given by the center in-charge for these dropouts is migration of the family.

- ☞ All the seven schools have mentioned that children from their schools have been relocated into regular schools. This has been done mainly on the basis of their having completed the appropriate course (4 schools) and also based on feedback from their teachers.
- ☞ However, only four schools have maintained a register of the children who have relocated or rejoined regular school. Records reporting rejoining of children of the **previous year's batch** into various classes indicate that children have mostly rejoined at lower classes (Class III and Class IV) from all the four schools.

A tent school was started in the outskirts of Hassan town (around 5 KM) in Bittagowdanahalli. The school became a necessity due to the migrant labour from Andhra Pradesh working as construction labour for Nagarjuna Construction Company. The school is run under a make shift room with tin sheets

"Initially it was very difficult to convince the parents to send their children to the school Later on it was much difficult to make the students sit in the classroom"
- As told by the teacher at the tent school

c. Classroom observations:

- ☞ Classroom observations were carried out in all the seven tent schools. The medium of instruction at the time of observation was Kannada (all seven).

- ☞ Blackboard, charts and pictures were being used as teaching aids in most of these schools.

6.2.3 Mobile Schools

This experimental scheme of taking the school to the children was introduced in the slum areas of Bangalore. This programme is carried out in convergence with the Karnataka State Road Transport Corporation (KSRTC), wherein buses have been modified as classrooms for children to learn the same way as children in other schools. In some instances, the buses bring the children to regular schools where space is allocated to them for classes. In the two zones of Bangalore that were taken up for the study, three mobile schools were observed.

a. Administrative aspects:

- ☞ All the three schools had teachers / volunteers conducting the programmes.
- ☞ Among the training materials provided by SSA for conducting the programme, 2 schools reported receiving the Teachers Handbook; while all three reported that they had the schedule of programme or teaching modules.
- ☞ The teachers in all these mobile schools had been given additional learning materials.

- ☞ With regard to the process of understanding the competency level of the children, all three schools reported carrying out pre-entry or competency tests, with all of them reporting both written and oral tests.
- ☞ Mid programme tests were conducted in all the three mobile schools.
- ☞ All the schools also mentioned that they were maintaining a profile of each of their students.
- ☞ The schools were maintaining enrolment and attendance records of the children participating in the mobile school programme.

b. Enrolment, attendance and relocation:

- ☞ Of the three mobile schools, two schools reported enrolment of 40 children, while interestingly one school had more than 100 children enrolled in the class in the **ongoing year**.
- ☞ On the day of observation, an average of 83% attendance was observed.
- ☞ It was also interesting to note that unlike in the case of the Chinnara Angala programme and the tent school, none of the three mobile schools reported any drop out of students during the course.
- ☞ All the three mobile schools have mentioned that children from their schools have been relocated into

regular schools. This has been done mainly on the basis of their having attained adequate competency levels (as reported by all 3 mobile schools) and also based on feedback from their teachers about the students (1 school).

- ☞ However, only one school has reported maintaining a register of the children from the **previous year's batch** who have relocated or rejoined regular school. According to this school's records, children have mostly rejoined Class II and Class V in the regular schools (about 25 each). About 15 children have joined Class IV and Class VI, while less than 10 children have relocated into Class III and Class VII.

c. Classroom observations:

- ☞ The medium of instruction at the time of observation was Kannada (all three).
- ☞ All the three mobile schools had storybooks as well as political and historical maps. Teaching learning materials were also being used in three schools.

6.2.4 Home Based Education

Home based education is taken up under the intervention of out of school strategies under SSA within its ambit of

Inclusive Education to address children with special needs (CWSN). The objective of this programme is to provide school access to the children who cannot attend the school for specific reasons like mental retardation, cerebral palsy and multiple disabilities and to achieve universal enrolment by enrolling all these children in the nearby schools². Under this programme, trained teachers or volunteers mostly visit the children at their residences and carry out classes. Altogether, eight Home Based Education interventions were observed in the study areas of Shimoga (4), Bangalore (3) and Gulbarga (1).

Main observations:

- ☞ Seven HBE interventions were being taken care of by the Education Department while one was handled by an NGO volunteer.
- ☞ For all the eight HBE interventions, there were teachers / volunteers carrying out the activities, with most of them being females.
- ☞ Training materials such as Teachers Handbook as well as teaching modules had been provided to all the teachers / volunteers.

² Taken from the SSA Karnataka website - <http://www.schooleducation.kar.nic.in/SSA/pdfdocs/InclusiveEducation.pdf>

- ☞ Teachers / volunteers were also given additional learning materials for conducting the intervention.
- ☞ All the eight institutions mentioned that they were maintaining a profile of the students under their care, which is documented and shared with the institution.
- ☞ Medium of instruction to the HBE students was mainly in Kannada.
- ☞ Teaching learning materials were being used by the teachers / volunteers for carrying out HBE.

Pooja, a 10 year old girl cannot walk, as her legs are immobile since her childhood. Her father has done B.A. and is doing agriculture in the same Sundenahalli village, Hassan. Pooja, on her part has been studying all along in spite of the handicap. She receives education at her doorstep under the home-based education scheme of the SSA. Shobha, a TCH trainee has volunteered to teach Pooja at her home. Thus, Pooja is currently studying 5th standard at her home.

6.2.5 Residential Bridge Courses

Two kinds of residential bridge courses were studied namely Ashakirana (7 schools across four districts) and Kasturba Gandhi Balika Vidyalaya (KGBV) (2 in Bangalore and 1 in Raichur). KGBV is a move towards addressing the gender disparity with regard to schooling opportunities available to girls. Under this scheme, residential schools with boarding facilities are provided at elementary level

for out of school girls coming predominantly from SC, ST, OB and minority groups.

a. Administrative aspects:

Most of these programmes are run by the department (7) and a few run by NGOs (3).

Availability of supporting staff like wardens, cook and watchman is found to be poor in Gulbarga and Raichur.

Table 6.5: Presence of Support Staff in Residential accommodations

Support Staff	Status of Support staff in RBC centres				
	Status	B'lore	Shi	Rai	Gul
Warden	Available	4	4	1	4
	Not Available	0	4	5	9
Cook	Available	4	8	4	9
	Not Available	0	1	2	5
Watch Man	Available	0	1	2	1
	Available	4	6	4	11

Note: All values in numbers

The responses (n) are very low since the number of programmes observed is also low. Hence the findings are indicative.

KEY FINDINGS ON AIE PROGRAMMES

1. On an average there were 35 children in every mainstreaming institution across the state out of which 18 were boys and 17 girls.
2. On an average there were 3 boys and 4 girls who dropped out during the mainstreaming.
3. Around 64% mainstreaming programme are conducted in a single room.
4. Only 39% of 79 centres where mainstreaming programmes were being conducted maintained records of children who have rejoined regular schools after completion of mainstreaming programmes. These included Chinnara Angala programmes, tent schools as well as the mobile schools.

A study of these records reveal the following:

- ☞ The rejoining rate is 76% with the highest being in Gulbarga (86%) followed by Bangalore (72%) and then Raichur (67%). It is interesting to note that, the records obtained from SSA office reveals that, there are no entries of dropouts and hence no rejoining statistics for Shimoga for the year 2007 - 08.
- ☞ There has been an increase in the enrollment figures for Mainstreaming

programmes over the last 2 academic years namely 2007- 08 to 2008- 09.

On an average the increase has been to the tune of 16% with wide district variations - Gulbarga (9%), Bangalore (16%) and Raichur (32%).

- ☞ In terms of gender variation, it is observed that, there is a marginal difference in the number of boys enrolled to the mainstreaming programme as compared to girls, with girls being more in number in Bangalore.
- ☞ The percentage of boys rejoining regular school is found to be less in Raichur (52%) as compared to other districts.

Table 6.6: Details on rejoining of Children enrolled in AIE Programmes

Dist-ripts	2007-08					
	Enrolment (Nos)		Rejoined (Nos)		Rejoined (%)	
	Boys	Girls	Boys	Girls	Boys	Girls
Bang	179	193	141	127	79	66
Gul	143	135	124	115	87	85
Rai	61	57	32	47	52	82

NOTE : Bang - Bangalore; Gul - Gulbarga; Rai - Raichur

6.3 OPINION OF TEACHERS ON OOSC RELATED INITIATIVES OF SSA

80 teachers³ working for AIE Programmes from both government and aided schools together were interviewed to get their perspective on out of school children and various initiatives of SSA towards mainstreaming these children.

Dropouts

More than one third teachers (38%) reported that they had students who were enrolled in the class but were absent for long durations in the last academic year. On asking them for important reasons/factors which were responsible for students dropping out from school, the following came out as important reasons:

- a. Migration of the families was top in the list with 63% reporting it as an important reason. This has been reported by all four districts as a main reason for children dropping out of schools.
- b. Household work and poor economic background of the family reported by 30%
- c. Sibling care (26%), work in fields/livestock rearing were other reasons.

- d. 15% of them reported that lack of interest in children was also one of the reasons for children dropping out from schools.

Training and other capacity building for teachers

A majority of teachers (90%) have undergone special training for Chinnara Angala programme and all those who attended the training are satisfied with the programme and feel that it has helped enhance their teaching and interaction capabilities.

It is seen over a period of time that, community involvement has played a significant role in motivating parents to send their children to schools. Thus the role of SDMC is very vital in bringing the OOSC children to AIE programmes.

Most teachers (90%) reported that they had not faced any problem from either the SDMC members, public officials or the school authorities in carrying out the AIE programmes.

³ Teachers include both volunteers and regular appointed teachers.

6.4 OPINION OF HEAD TEACHERS ON OOSC RELATED INITIATIVES OF SSA

73 Head teachers of schools where AIE programmes were being conducted were interviewed to get their perspective on various aspects of AIE programmes under the Sarva Shiksha Abhiyan programme.

Dropout

The Head teachers opine that migration of the family (57%) is a main reason for children dropping out of schools. The other important reasons cited are

- ⇒ Mother becoming pregnant and the elder child (mostly girl child) taking the responsibility of housekeeping (31%),
- ⇒ Sibling care (31%),
- ⇒ Household work (31%)
- ⇒ Economic background of the family (23%)

The main reasons cited by the head teachers for parents never enrolling their children in schools for formal education are same as those for dropping out of school. In addition to the same, 16% of them have said that the school activities were not interesting enough for the child.

AIE Programmes

The Head Teachers were responsible for monitoring the AIE programmes that

were being conducted in their respective jurisdictions. As a part of the monitoring activity 58% head teachers said that they visit these schools where the AIE programmes are being conducted every day and check the functioning.

86% of the Head teachers believe that the mainstreaming of children has gone up as an impact of SSA initiatives.

Training and other capacity building programmes for Head teachers

Around 58% head teachers have undergone special training for conducting Chinnara Angala programme and all of them are satisfied with the training programme. Many (93%) of them feel that these training programmes have helped them conduct and monitor these programmes better as head teacher.

Most head teachers (92%) are satisfied with the support given by SSA in conducting the AIE programmes effectively. Of these 92% are completely satisfied.

6.5 FINDINGS FROM INTERVIEWS WITH SDMC MEMBERS

SDMC works as an interface between the school and the community at large. It is very vital for the SDMC to take keen interest in bringing the children to school

and ensure that they continue and complete the basic schooling.

Keeping this in mind, certain questions were asked of the SDMC presidents and one other member (of the opposite gender) to understand their involvement in reducing the dropout numbers and also in increasing the enrollment percentage in their villages.

- ⇒ Nearly 65% of the members said that they had visited the homes of OOSC.
- ⇒ In the last one year, it is seen that 57% of the SDMC members have visited around 5 OOSC houses and the main purpose of visit was to motivate the family for enrolment of children to school (54%) followed by motivation for regular attendance in schools (48%).
- ⇒ When asked about the two main issues discussed in the most recent SDMC meetings, only 3% of them reported to have discussed about measures to improve enrolment of children in schools and an even lesser percentage (0.5%) of them about drop outs in the school.
- ⇒ When asked about what they would rank first in terms of priority areas to be focused for improvement by the SDMC, 38% said enrolment of children was the topmost priority as against 16% saying mainstreaming the dropouts.

6.6 FINDINGS FROM INTERVIEWS WITH PUBLIC OFFICIALS

Various public officials at different levels of the State Government play an important role in formulation and implementation of SSA initiatives. Hence their point of view on the OOSC would give some relevant insights in to the implementation and success of these initiatives.

Except one CRP in Bangalore District, all other district level public officials who were contacted reported of AIE programmes being conducted in their cluster. All of these officials reported monitoring the learning activities, physical functioning, enrollment, residential facilities and also the food served on a regular basis and reporting to the concerned higher officials on a regular basis.

6.7 FINDINGS FROM INTERVIEWS WITH PARENTS

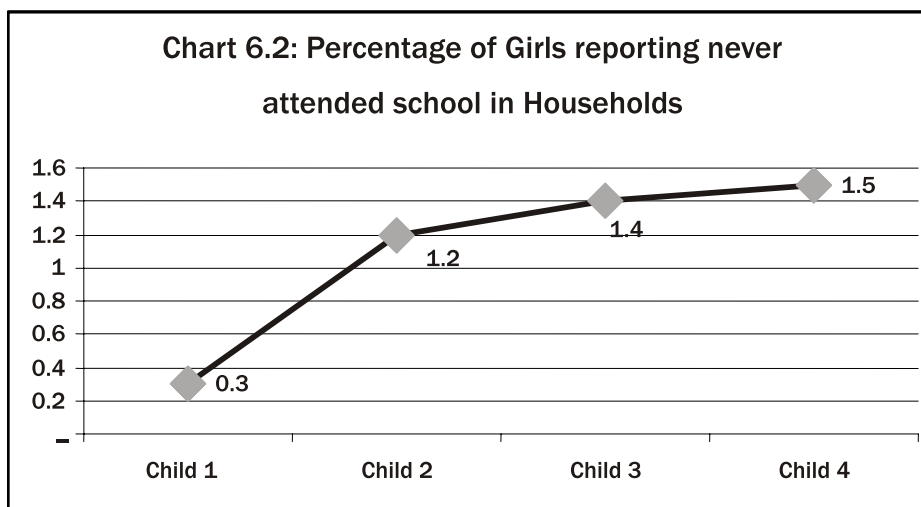
The ultimate beneficiaries of the SSA programmes are the children who study in Government schools and their parents. A fairly large sample size of 4000 parents was interviewed to understand their perception on the existing quality of education at the Government schools. The sample selection was based on the criteria that at least one child in the age group of 6 – 14 years from the household

should be attending Government school⁴. Responses on OOSC are thus related to only those children who live in the same HH but do not go to school. Hence the analysis of responses from HH is towards understanding if there are any biases in educating the children within the households.

6.7.1 Children never attending school:

Only 85 children out of 7278 children in

the 4000 households had never attended school. Of them, 69% are boys (59 nos.) and the remaining 31% are girls (26 nos.) An analysis of upto 4 children in households reveals that, for girl children, the probability of studying in schools decreases with the decrease in the order of the child in the family. This is seen very clearly from the chart given below (Chart 6.2).



6.7.2 Children currently not attending School

Only 197 (2.7%) out of 7278 children were found to have not been going to school currently. Of these 143 children were boys (73%) and the remaining 54 were girls (27%). Amongst these children,

6.3% girls and 2.6% boys have not completed the AIE programmes as well. It is found that mostly the first child among boys and the second child among girls have dropped out of school.

A large number of parents have said that they are unable to send their children to school due to financial constraints within the family and also other necessities within the family like sibling care,

⁴ Decided subsequent to extensive discussions with SSA on sample selection.

household help etc. Amongst these boys, it is found that 31% of them are working in farms or factories to supplement the earnings of the family. This phenomenon is found in both BPL families (30%) as well as APL families (44%)⁵

6.7.3 Out of School children

Out of 7278 children surveyed, 282 children are not attending any school which is around 3.87%. This includes both children who have never enrolled in schools and also those who have currently dropped out from school.

6.8 CONCLUSIONS

- ☞ Attendance at AIE programs across schools is good. The drop out phenomenon seems equally prevalent among boys and girls. However, marginally more girls have dropped out of the course than boys have. Drop out rates (from the AIE course) are higher in Bangalore as compared to other districts.
- ☞ Financial constraints within the family seem to be the important reason for children dropping out of school as reported by parents. Children of school going age are being forced to

involve in some income generating work either within or outside the house. For girls apart from these reasons, household work and sibling care also act as reasons for dropping out from school.

- ☞ There seems to be dissimilarity in reasons for dropout, cited by school authorities and parents. Teachers and head teachers report migration as the main reason for children dropping out from schools.
- ☞ Looking at the responses, it seems likely that migration could be the reason cited by the parents while taking their children away from school against the actual reason which is related to financial position of the family.
- ☞ Once the studies are discontinued, children are engaged in small jobs or in household work as the case may be. However, one can conclude on this based on a further detailed study
- ☞ Across locations, the AIE programs have most infrastructure in place. However availability of toilets is quite low and in most places where the toilets are available, water facility is not available in the toilets. A

⁵ A study by IIMB graduates on effectiveness of Chinnara Angala shows that a lot of parents are not enthusiastic about sending their children to school as they feel that the children are better off earning some livelihood

reasonable proportion of teachers have also reported sharing toilets with students.

☞ SSA has been very efficient in providing the handbook to teachers and teachers have kept a good record of the profiles of the children attending the AIE program.

☞ Most teachers and head teachers underwent the training for Chinnara-Angala and all of them were satisfied with the training and feel it enhanced their skills in interactive teaching.

☞ Though there is a lot of emphasis by SSA on teaching aids and learning material and teachers claimed to use them a lot during our interviews, availability and use of these aids was found to be rather deficient during observations.

☞ The profile of every student is maintained well in most centres, however the record keeping of rejoining of these students to regular schools is very poor. In the absence of such records, it is hard to conduct an objective assessment of the progress

and effectiveness of AIE programmes⁶.

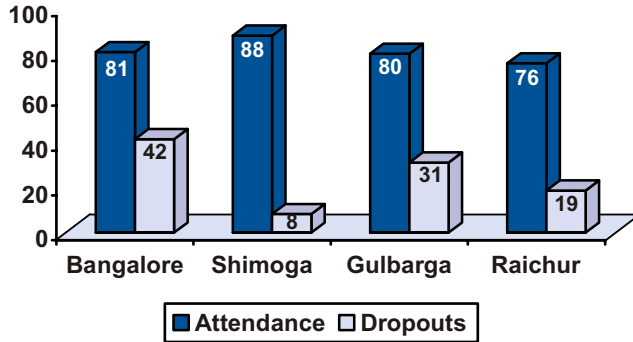
☞ Most SDMC members are working towards increasing the enrolment and ensuring regular attendance in schools by motivating parents to send their children to schools.

☞ Most Head teachers feel that the mainstreaming of children has gone up as an impact of SSA initiatives

⁶ A study by IIMB graduates on effectiveness of Chinnara Angala also reveals that there is no specific mechanism to judge if the students are mainstreamed after successful completion of the program.

DISTRICT VARIATIONS - AIE

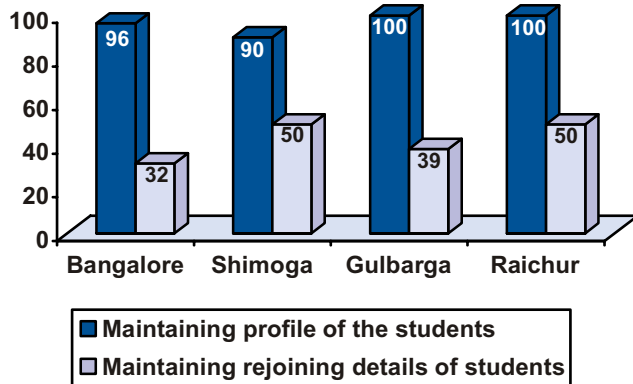
Attendance and Drop outs in AIE Programmes



Shimoga performs better both in terms of attendance and dropout percentages

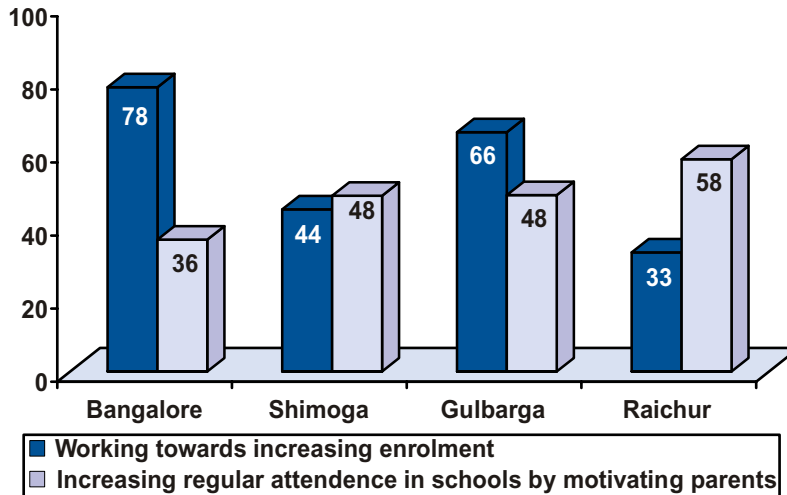
Bangalore has the highest percentage of drop outs among the four districts studied

Record Maintenance in AIE Centres



Raichur performs better both in terms of maintaining profiles of students as well as the rejoining details of students who have completed the mainstreaming programmes

SDMC and AIE Programmes



SDMCs in Raichur concentrate more on regular attendance in schools while those in Bangalore concentrate more on enrolment of children

SDMCs in Gulbarga also emphasise on enrolment of children

ALTERNATIVE AND INNOVATIVE EDUCATION



Chinnara Angala Class



Activity based Learning in Chinnara Angala



Mobile School



Tent School for Migrant Children

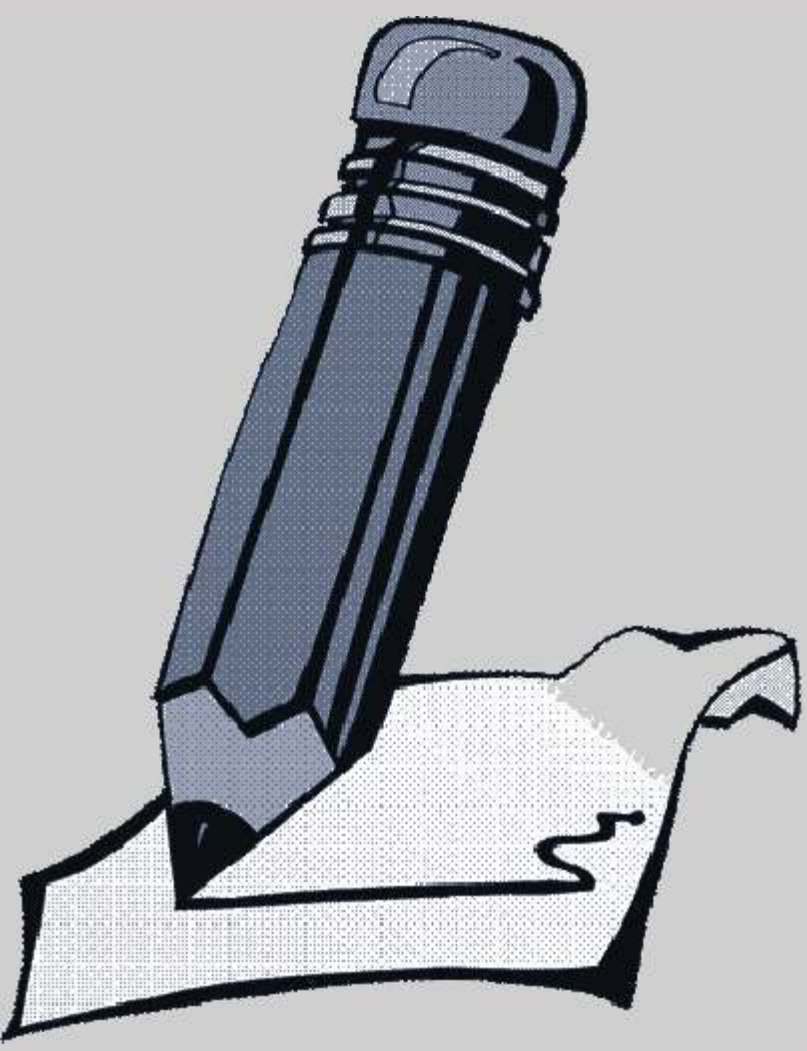


Teaching aids on Display in Class



Sibling Care in Chinnara Angala Class

Recommendations



CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.0 BACKGROUND

The study carried out by PAC on SSA's initiatives to ensure UEE has revealed interesting insights regarding various facets of elementary education. By extending the user feedback approach to implementers as well as policy makers, the study has attempted to understand efforts made and constraints faced by all relevant stakeholders in the arena of elementary education.

This chapter discusses the key conclusions derived from the study and recommendations based on those conclusions.

7.1 CONCLUSIONS

Based on the major findings discussed in each of the chapters, the following conclusions emerge from the study:

Infrastructure – physical, financial and human

- ☺ Toilet and drinking water facilities have been found to be inadequate in substantial number of schools.

- ☺ A large percentage of schools have received grants from SSA and the department and have utilized them completely for the allocated activities.
- ☺ Apart from the stipulated eight periods per day, most teachers (94%) also reported taking remedial classes every day. Many of them also supervise the mid- day meals in the school.

Quality of Education through Retention Measures

- ☺ Distribution of uniforms, text books, mid day meals is found to be efficient across districts; neither are there any inequities noticed.
- ☺ Majority of children find the teaching interesting, however, many teachers observe that all students in the class are unable to understand what is taught in the class.
- ☺ Most children have given a clean chit to the class room teaching, school buildings and punctuality of teachers, however they are unhappy with the drinking water, toilet and recreational facilities and also the space within the classroom.
- ☺ A high proportion of teachers reporting home assignment have also mentioned that they are not being carried out by all students.

- ☺ A very low proportion of teachers have been able to take up action research.
- ☺ Public officials have expressed the need for more staffing within the department at the district and taluk level.
- ☺ While capacity building trainings are being implemented well in terms of teachers reporting having participated in them, but the contents do not seem to be fetching the expected results.
- ☺ KSQAO seems to be successful in terms of implementation and rating by teachers.
- ☺ The presence and participation of parents council as a community participation model is found to be less effective.
- ☺ SDMC as a concept is good and is largely present in all schools. But effectiveness of SDMC is still lacking in terms of active involvement in developmental activities of the school. Probably the lack of awareness among the members about their own roles and responsibilities is a contributing factor towards this. Male members are more aware than female ones on the role of the SDMC.

Equity in Education

- ☺ A conscious focus in improvement of girls' education in all aspects has been seen.
- ☺ About three-fourths (74%) of women SDMC members are aware and active towards school development activities
- ☺ Traditional trends of Forward caste families benefiting in terms of interaction and participation at the school and community level continue.
- ☺ BPL families are getting more attention in terms of receiving the benefits from the government; however, APL families seem to be favoured by teachers and officials in terms of involvement and sharing of information about school development activities.

Overall Satisfaction

- ☺ Beneficiaries and ground level implementers seem to be highly satisfied with their roles in the elementary education system.
- ☺ However, department supervisors and policy makers opine that much needs to be done which is reflected by the partial satisfaction / dissatisfaction expressed by them.

Regarding AIE Programmes

- ☺ Attendance at AIE programs across schools is good. The drop out phenomenon seems equally prevalent among boys and girls. However, marginally more girls have dropped out of the course than boys have.
- ☺ Financial constraints within the family seem to be the important reason for children dropping out of school as reported by parents. For girls apart from these reasons, household work and sibling care also act as reasons for some children dropping out from school.
- ☺ There seems to be dissimilarity in reasons for dropout, cited by school authorities and parents. It seems as though the reason cited by the parents to the teachers (migration), while discontinuing their children's education is different from the actual purpose of discontinuation (financial constraints).
- ☺ Though there is a lot of emphasis by SSA on teaching aids and learning material and teachers claimed to use them a lot during our interviews, availability and use of these aids was found to be rather deficient during observations.
- ☺ The profile of every student is maintained well in most centres, however the record keeping of

rejoining of these students to regular schools is very poor. In the absence of such records, it is hard to conduct an objective assessment of the progress and effectiveness of AIE programmes.

- ☺ Most SDMC members are working towards increasing the enrolment and mainstreaming the dropouts in schools by motivating parents to send their children to schools.
- ☺ Most Head teachers feel that the mainstreaming of children has gone up as an impact of SSA initiatives but there is no direct evidence to support this belief from the study.

7.2 RECOMMENDATIONS

Based on the conclusions derived from the study, PAC would like to propose the following recommendation to improve the quality of elementary education in Karnataka:

Infrastructure – physical, financial and human

- ✍ SSA should focus on utilization of their civil works grants for construction of toilets and provision of drinking water to the children.
- ✍ Successful rain water harvesting carried out in some schools PAC observed can be replicated in more schools.

- "✂ Complete utilization of most of the grants provided to schools indicates that this should encourage SSA to provide larger amounts to schools as grants for various purposes.
- "✂ Teachers' time should be dedicated to teaching and related activities. Additional staff should be employed to carry out other activities such as mid-day meal and other Government tasks such as census work etc.

Quality of Education through Retention Measures

- "✂ Since the process of distribution of supportive measures such as uniforms, text books, mid day meals is found to be efficient across districts, the current system should be retained.
- "✂ Lack of basic facilities such as classroom space, drinking water and toilets indicates that these are the areas where funds have to be directed.
- "✂ The fact that teachers feel that children are not able to understand what is being taught, there is an imperative need to provide more intensive training to teachers on making concepts clear to children.
- " Course content in the capacity building training programmes need to be modified and streamlined to suit context and requirements.
- "✂ Since most teachers find that children are not able to complete home assignment, the probable reason being them being first generation learners and having no one at home to help them, alternatives to giving home assignments need to be explored. For example, more time in school can be spent on practice for the children.
- "✂ Since very few teachers have reportedly been able to take up action research, training should be provided to teachers on how action research can be conducted with higher incentives to be given for action research. However, SSA has indicated that this is currently being carried out through one of their training programmes.
- "✂ The fact that public officials find inadequate staffing in their department a constraint, appropriate recruitment should be done to enhance staff strength, so that responsibilities can be carried out efficiently.
- "✂ Since KSQAO tests have been found to be effective, this exercise can be continued with some extra monitoring.

- ✘ Training of members of the parents council and SDMC members which has been introduced recently, should be intensified and content be tailored to requirement. Special focus needs to be given on female members of the SDMC. Awareness building should be planned through the PRI or local NGOs.

Equity in Education

- ✘ Improvement in girls' education is a positive development that should be continued with vigour. Distance to school still seems to be an issue for girl children especially in higher primary classes. A holistic approach of providing better public transport is required in addition to encouraging the girl child directly through giving of cycles.
- ✘ Backward and scheduled class parents should be encouraged through special drives to motivate them to participate more in school development as well as the progress of their ward.
- ✘ While the government's targeting BPL families in receiving supportive incentives is efficient, teachers and officials have to be sensitized to be more attuned to the needs of BPL families.

Overall Satisfaction

- ✘ Dissatisfaction expressed by department supervisors and decision makers needs further probing to determine the reasons for disconnect between implementation and community participation to yield ideas on how the stakeholders can give matching rather than contrasting opinions.

Regarding AIE Programmes

- ✘ The phenomenon of more girls dropping out than boys can be tackled by providing incentives for the child to come to the AIE program.
- ✘ Residential AIE Programme facilities such as KGBV need to be extended to boys as well, to avoid drop out for contributing to work and additional income among the poor families.
- ✘ Financial incentives to girls who come to the programs or to schools regularly and awareness building among parents on the importance of the girl child going to these programs and subsequently to school, have to be resorted to.
- ✘ Financial incentives again should be extended to boys from poor families irrespective of their caste composition to avoid dropping out for work.
- ✘ It is felt that a more detailed study of the drop out phenomenon especially

in the backward districts of Gulbarga and Raichur is required. A sample of households that have not sent any child to school should preferably be taken in this study.

"✍ Migration cards have been devised to deal with the issue of migration among families. Its continuation warrants a deeper probe into the efficiency of issuing these cards and the acceptance of the children holding these cards into schools where they migrate to.

"✍ A contrast in the usage of TLM as reported by teachers as against what was observed in the field raises questions on whether more intensive training to teachers on the use of TLM is an answer or whether monitoring the usage of these materials need to be streamlined, or whether both tactics need to be deployed.

"✍ The importance of maintaining the record on students rejoining regular schools in monitoring the success of the AIE programs should be conveyed to those managing these programs. Stricter monitoring of these records has to be done as well.

"✍ Since SDMC members are from the community and seem quite effective in bringing children to school, they should be encouraged to do so in future too.

"✍ A detailed study of the reasons for the increase in the proportion of children in mainstreaming programmes as reported by head teachers would strengthen SSA initiatives. However, one also needs to keep in mind that it is felt that the goal of exercises such as remedial teaching has been diluted with OOSC and slow learners being taught at the same levels. Both these segments of children need to be dealt with separately.

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ANNEXURE I – CASE STUDY FINDINGS

A. METHODOLOGY OF THE STUDY

The case study research was conducted in the schools of Hassan and Raichur districts. The case study included

- Extensive interviews with parents of the dropout students and teachers in order to understand the reasons for dropout,
- Focus group discussions with SDMC members and parents, in order to get their views with regard to the functioning of schools and other related issues.

Checklists comprising of points that need to be covered during the interviews, focus group discussions and observations were used during the case study research.

In Raichur district, Raichur taluk and Deodurga taluk were considered for the study. In each of these taluks two gram panchayats were chosen based on their distance to the Taluk headquarters. Accordingly Kalmala panchayat, which is about 15 kms from Raichur town, and Kadlur panchayat that is 30 kms from Raichur town were selected. In Kalmala panchayat limits, Hunishalhuda was selected along with Kalmala, while Rangapur was selected from Kadlur panchayat along with Kadlur. Similarly in Deodurga taluk, Hemnur and Malkamdinni under Kothadoddi gram panchayat and Arakera and Jutmardi were selected under Arakera gram panchayat. Arakera is relatively far than Kothadoddi from Deodurga.

In Hassan district, the same method was followed. Hassan taluk and Arakalagud taluk, which is relatively far from Hassan town, was selected. Within Hassan taluk Salagame gram panchayat was selected, under which Salagame and Sundenahalli were selected both being relatively close to Hassan. For the gram panchayat far away from Hassan, Honnavara was selected under which Honnavara and Anugavalli villages were selected for the study. In Arakalagud Taluk, two gram panchayats Santhamarur and Kalenahalli were selected as short distance and long distance panchayats from Arakalagud respectively. Further Santhamarur and Madihalli were selected under Santhamarur panchayat, while Kalenahalli and Basavanahalli were selected within the Kalenhalli gram panchayat limits.

B. OBSERVATIONS OF THE PHYSICAL INFRASTRUCTURE

I Compound wall and Gate

Only five out of the total 18 schools observed in the study areas had proper compound walls. Some schools had partial compound walls, with some sides either left open or bounded by fences. In places like Malkamdinni, where the schools are located adjacent to the main roads, it is not possible to construct a compound wall due to space constraints. It was observed that, schools having compound walls were able to keep the campus clean than the schools without compound wall. In schools where the compound walls were missing stray dogs, pigs and buffaloes were found to be roaming freely within the school campus. .



Broken gate and fencing in Salagame School, Hassan Taluk.

ii Playground

Many of the schools have a playground of a reasonable size of a volleyball court. Some schools which are severely constrained for space, due to their location, just adjacent to the main road do not have a playground. It was seen that many schools had playing material, but were not used by the students. In some of these schools the play material was locked in a shelf. Many parents opined that more extra-curricular activities like games would encourage students to go to school and hence every school needs a playground.



Playground in Salagame School

iii Water Tank

All the schools have water tanks. However, most of these water tanks are not being used, because either the tank is not connected to the supply mains or there is no water supply facility to the schools. In some cases, water facility is not available either in the school or in the village.



Water tank constructed under SSA fund left unused, as there is no water supply, Anugavalli School, Hassan Taluk.

iv Drinking Water

Almost all the schools are facing the problem of clean and safe drinking water. Since most of the schools do not have facilities like piped connection, tap, etc, for drinking water, students bring their bottled water from home, while others go to their homes during lunchtime. Hence, it is felt that the success of the mid-day meal scheme would greatly depend on providing clean and hygienic drinking water to the students.

v Toilets

Toilet facilities were provided in all the schools that were observed. In all these schools, separate toilets for both girls and boys were provided. However, many of these toilets particularly in Raichur and Deodurg taluks, had no water facility. In many schools, toilet facility was grossly inadequate as for strength of around 300 students only two toilets are provided - one for girls and one for boys.

Many schools did not have separate toilets for teachers as well.



Toilet facility in Santhamarur School, Hassan Taluk

vi Buildings

All the school buildings are constructed according to the needs of the schools. All the classrooms get adequate ventilation. Most schools in Hassan taluk have a tiled roof. In most cases the tiles were observed to be damaged and causing inconvenience during rainy season. For instance, in Salagame School, some classrooms were abandoned as the roof was severely damaged.



Damaged roof of Salagame School building, Hassan Taluk.

vii Classrooms

Though largely, classrooms are being used in all the schools, some are being abandoned either due to leakage in roofs or due to inadequacy of space like in the school in Kalmala. In some extreme cases like in Hemnur, some of the rooms are unused, and classes are taken under the shade of a tree or in the corridors.



A class under tree in progress while a classroom locked can be seen in the background, Hemnur School, Deodurga Taluk

In all the schools, classrooms are decorated with students' paintings, handicrafts or with paintings of national leaders and political maps.

viii Benches and Desks

In Raichur and Deodurg taluks, but for the Kalmala Urdu Primary School, none of the schools have the facility of benches and desks. Children have to sit on the floor in the classrooms. In Hassan and Arakalagud taluks though the schools have benches and desks, they are inadequate in numbers resulting in some students sitting on the floor, while others sitting on benches.

ix Blackboards

All the schools have proper blackboards which are being maintained and used properly

x Computers

Some of the schools have been provided with computers. However, in many such schools due to absence of trained computer teachers and shortage of power supply, these computers are not being used. In Arakera school computers are kept in a room and locked without being used.



A thick layer of dust deposition in computer room, Arakera School, Deodurga Taluk

xi Kitchen

All the schools have kitchen facility. However, in some schools due to non-availability of gas cylinders on time, cooking is being done with the help of firewood. Hence it is observed that cooking is done outside the kitchen.



Cooking taking place in open area in Arakera School, Deodurga Taluk.

xii Drainage and Dustbins

In the study villages, none of the schools seem to be having a proper drainage facility or proper garbage collection mechanism. Most of the schools dump the waste near the toilet or in the middle of the school. This waste is burnt periodically as a way of cleaning the garbage.

xiii Electricity

SSA provides Rs. 5,000/- per school for providing electricity to the school. All the schools in the study area are electrified. However, due to frequent and unscheduled power cuts, the schools are unable to make use most of its infrastructure like TVs, radios (radios are often played with batteries), lights, fans, computers etc.

c. OBSERVATIONS ON MID-DAY MEAL

All the schools observed for the study were providing mid-day meal to all the students irrespective of caste, creed, religion, class and gender. While most children and their parents have expressed satisfaction with the quality and quantity of food given at schools some have expressed their displeasure too. Some of the complaints about mid-day meal are



Insects in mid-day meal rice before cooking, Jutmardi School, Deodurga Taluk.

- In some schools sufficient quantity of food was not being provided to the students.
 - Insects in food - Jutmardi school
 - Pigs and dogs roaming around the place where the food is served - Arakera school
 - The shortage of plates. As a consequence some students do not get the chance to eat.
- Overall the quality of the food seems to be good in Hassan and Arakalagud taluks, while it need some attention from the authorities in Raichur and Deodurg taluks.

While there is no discrimination from the school side with regard to mid-day meal, some students do not eat lunch in the school. For instance a girl from Kalmala school studying in VII B disclosed that:

I don't eat lunch here in the school instead I go home. Since we are Brahmins, my parents tell me not to eat at school

Thus, some parents themselves discourage their children from having food in the school. In Basavanahalli also, parents earlier boycotted mid-day meal as the cook was from the dalit community.

I Quality and Quantity

All the schools give the prescribed quantity of food for the students – rice: 100 gms, toor dal: 20 gms, oil: 3 grams, salt: 2 grams, vegetables: 50 grams. Some parents have complained about the insufficient quantity of food.

Food is not sufficient for students. We are not taking food here. Teachers sometimes eat here; most of the times they won't eat in the school, they bring food from home. – Bhimavva, helper for cooking in Jutmardi School.

However, parents expressing satisfaction about the mid-day meal outnumber parents complaining about mid-day meal. Some parents in Sundenahalli School have expressed happiness over mid-day meal saying that:

Midday meal is good. They prepare pongal, chitranna, and saru-anna. Our children eat here only and they give enough food. – Parents in Sundenahalli School during focus group discussion.

D. OBSERVATIONS ON THE QUALITY OF TEACHING

i Radio Classes

All the schools have the facility of radio and classes are conducted on the basis of All India Radio's education programme. Such radio classes are very popular among the students.



Radio Class in progress in Honnavara School, Hassan Taluk.

In the radio class for students of class-I, III and IV. A circle was drawn in the middle of the classroom and was divided into four parts with each part named as teeth, hands, legs and hair. Once the music starts on radio the children need to run around the circle in the train fashion. When the music stops all of them should jump in to their corresponding boxes where they stopped. Upon which the radio instructor talked about teeth and asked the students to check each other's teeth. Immediately all the students started checking their friends' teeth. The instructor spoke for one to two minutes about the importance of keeping the teeth clean and hygiene. She also directed the teacher to help the students in this affair. After which the music started again and students started running round the circle. This was repeated until hands, legs and hair were checked. Finally the instructor gave tips on maintaining hygiene and cleanliness and asked the teacher to conduct the same exercise in the outdoors in order to explain students about the importance of healthy body. Students at least seem to have enjoyed their teacher being silent for most of the time and playing in the classroom.

– Observations from Sundenahalli School.

ii Trainees

Many schools have B.Ed and D.Ed trainees taking classes. This in turn is helping to bring the latest methods in teaching to the classroom. However, some schools are flooded with more trainees, while other schools do not have any trainees. Care should be taken to allocate the trainees evenly to all schools.

iii Teaching

Students as well as parents have expressed overall satisfaction with regard to teaching.

Teachers come regularly and on time. By 10 a.m. they are in the school. They teach well and our children now know how to read and write, except English, because it is started in 5th class. – Parents in Sundenahalli School during focus group discussion.

Many parents have expressed their desire to have English included in to the curriculum from lower classes itself.

Kannada medium students are not competitive enough, due to less knowledge of English. – Parents during focus group discussion in Salagame School.

Similarly some parents opined that it is not right to blame teachers for everything as parents have more responsibility towards their children.

**My two children are studying in this school. There is good education. Parents should cooperate with teachers and should take up responsibilities instead of always depending on teachers. We should at least enquire what our children are reading and writing. We should also keep an eye on their performance.
– One parent during focus group discussion in Kalmala School.**

While it is true that parents need to play a greater role in the child's education, this cannot be applied universally as many parents are illiterate and work as wage labourers.

iv Home-based Education

In order to reach the goal of education for all SSA has come with innovative plans in order to address the needs of physically challenged able and sick children. Under this scheme teachers visit the house of the student to teach them. Once a request is made to the local school, the local SSA office in cooperation with NGOs

Pooja is a student of 5th standard. She does not go to any school, although her home in Sundenahalli is just stone throwaway distance from the school. In fact, not only to school, she does not go anywhere outside her home. Pooja cannot walk, as her legs are immobile since her childhood. Her father has done B.A. and is doing agriculture in the same village. Pooja, on her part has been studying all along in spite of the handicap. She receives education at her doorstep under the home-based education scheme of the SSA. Shobha, a TCH trainee who volunteered to teach Pooja at her home, teaches her. Thus, Pooja is currently studying 5th standard at her home.

deputes a trained volunteer to teach the student at his/her house. Each volunteer would be allocated three students and the volunteer visits the student's home twice a week. The volunteer apart from teaching the student also brings in awareness among the parents about caring for a physically challenged child.

v Tent School



A child enters the Tent School in the backdrop of construction work. Bittagowdanahalli Tent School, Hassan Taluk.

In the outskirts of Hassan, the Nagarjuna Construction Company is constructing a housing complex. The workers for this huge project have migrated from Andhra Pradesh. The workers migrate along with their families and during their stay in Hassan, their children do not get any education. Since they stay there temporarily, regular schools refuse to give admission to their children.

However, SSA came with a scheme called tent school under which children of migrated families would be given education, text books, uniform, etc, as long as they stay. There is one such tent school in the outskirts of Hassan town (around 5 KM) in Bittagowdanahalli. The school became a necessity due to the migrant labour from Andhra Pradesh working as construction labour for Nagarjuna Construction Company. There is one teacher named Smt. Kamakshi. She is a regular teacher and she opted to teach in the tent school. She has B.A. degree with TCH and has 14 years of experience. She joined the tent school in December 2007. The school is run under a makeshift room with tin sheets. The makeshift school is just next to the main road and next to the living quarters of the construction workers.

Initially it was very difficult to convince the parents to send their children to the school. I had a difficult time convincing parents to send their children. Later on it was difficult to make the students sit in the classroom. After so much of effort now at least they come to the class and sit till the end. One child was initially unable to talk and walk, I brought the child to school and now he is able to walk and talk and also compete with other students. The company also extended all possible support in starting the tent school.
- **Kamakshi, Teacher, Tent School, Hassan.**

Children are taught prayer, yoga, karate, singing, games, drawing and in general overall education. Initially parents were unwilling to forgo one-day wage of their children. After getting to know that the children get uniform, lunch, and books, slowly the parents started sending their children to school. When the construction workers go back to Andhra Pradesh, the children would be given certificates and a special reference letter in order to secure

admission in school at the place of their destination. The children are in general happy with the tent school and are learning Telugu (their mother tongue), Kannada, Hindi and English.

Children expressed happiness over the facility to get educated, while parents in general seem to be happy about the tent school.



Children playing and singing during Chinnara-Angala programme in Kanchanahalli School, Hassan Taluk.

vi Chinnara-Angala

Chinnara-Angala is a special programme designed and implemented under SSA. It is a short term bridge course carried out during summer months for 60 days. The children are taught the Chinnara Angala Abhyasa Pusthaka / book. This book covers the competencies upto 5th standard.

The aim of Chinnara Angala is to impart these competencies among out-of-school children (OOSC) and bring them to mainstream schooling according to their age and competency. This programme was

initially designed to bring the drop out students into mainstream schooling. Subsequently, it also included the slow learners from regular schools. The children are provided with notebooks, workbooks, pencil, pen, eraser, lunch, drawing material, scale, etc. Children are left freely within the classroom and they learn drawing, languages, singing, dancing, games, etc.

In Hassan taluk this programme was being conducted in Kanchanhalli and Mosale Hosahalli as residential programmes. In Arakalagud taluk it was conducted in Santhemaru School and in Konanur Higher Secondary School. In Raichur taluk, Vattavadi and Zaheerabad, while in Deodurga taluk Arakera and Honnakatamalli conducted this programme. All the teachers unanimously opined that Chinnara - Angala should be continued.



A student with her sibling during chinnara-angala programme, Honnakatmali, Deodurga Taluk.

In all the schools the school H.M headed the programme with one teacher either deputed from the same school or different school. One volunteer was appointed for the entire 60-day period after a training period of one to two weeks at the block level. In addition one cook is also appointed. In a non-residential chinnara-angala programme the day starts at 8.30a.m and continues till

3.30p.m. However, the timings in Raichur and Deodurga taluks were different owing to harsh summer in this part of the State.

Commenting on the attendance of the students, a teacher deputed for Chinnara-Angala programme in Konanur opined that:

We require more cooperation from parents. Every day at least two or three students are absent and this is a recurring phenomena. Generally summer holidays are utilised to go to places with family and visit relatives – this is the main reason for the absence of students.

In Arakera, although 88 students were supposed to be part of Chinnara-Angala programme (two centres of Chinnara-Angala camps were sanctioned to this school), only 18 students were present at the time of the study visit. When enquired with the teacher, it was found that remaining students have all dropped out of the programme. The teacher complained that she does not get any support from SDMC members or from HM in campaigning about the programme. While there are supposed to be two volunteers and two teachers for two centres, only one volunteer and one teacher were there.

vii National Programme of Education of Girls at the Elementary Level (NPEGEL)

NPEGEL is a nation-wide initiative of the SSA for educating girls at primary level in order to support the school re-enrolment drive. In Karnataka too, Mahila Samakhya is implementing this programme in seven districts of the state. Under this programme one school in a cluster of villages is adopted as the Model school. Accordingly, all facilities are provided to this school, including an enriched curriculum, innovative teaching aids, specially trained teachers, additional classrooms, etc. A school enrolment drive is undertaken using door-to-



*NPEGEL classroom in Kalmala School,
Raichur Taluk.*

door contact programmes as well as mass education campaigns.

One NPEGEL was observed in Kalmala School. There are total three volunteers in this NPEGEL centre – one CCO, one tailoring teacher and one teacher for remedial classes. The NPEGEL at Kalmala has one big room with attached toilet. They have three sewing machines and two cycles, apart from drawing charts, maps, flashboards and other play cum teaching material.

In Raichur district NPEGEL is implemented in six schools and Rs. 68,000/- per annum is spent for the programme. At the time of the field visit in June only 16 girls were enrolled for the year 2008, however, the time for enrolment is till July.

In June once the girls are enrolled an evaluation exam is conducted and based on that the classes are started as per the needs of the students. Slowly the girls then are taught vocational courses like tailoring.

Further free bus-passes are given to poor children for travelling purposes. There are five villages under this NPEGEL. MSK monitors the functioning and performance of the NPEGEL at the local level through organising meetings in Raichur on 5th of every month.

viii Kasturba Gandhi Balika Vidyalaya (KGBV)

The KGBV schools were started with the aim to reach girls in far and remote places where they do not have access to schooling. The KGBV is a move to address gender disparity with regard to schooling opportunities available to girls. Under this scheme, residential schools with boarding facilities are provided at elementary level for out-of-school girls coming

The curriculum at KGBV aims to enrich the overall development of the girls. There is emphasis laid on sports and cultural activities along with teaching activities that aim to foster interest among the girls. The day at Raichur KGBV starts at 5 a.m. and the children are trained in yogasanas and light exercise. By 9.30 a.m. they finish breakfast and reading. All the students assemble at 9.45 for morning prayer and by 10 a.m. regular classes are taken until 4.30 in the evening. This is followed by one hour of remedial class. After that the interested girls are taught karate, dancing (Bharathanatyam), crafting, etc. - **Observations from KGBV in Raichur.**

said

“There are four teachers, one warden, one head cook, two assistant cooks and one messenger – all women in Raichur KGBV. All the above non-teaching staff are again appointed by the MSK.”

predominantly from SC, ST, OB and minorities from difficult circumstances.

In Raichur district 5 KGBV residential schools (Valkamdinni, Idapnur, Mallat, Bayyapur, Alkod) are functioning by 2006-07 with 450 girls. In Raichur taluk alone there are 101 girls in KGBV. Ms. Chandrakala, Head Miss of KGBV in Raichur town

Saraswathi is a 8th standard student at Raichur KGBV. She hails from Kalmala village, which is around 16 kms from Raichur town. Her parents are daily wage labourers in the off-season and small peasants with three acres of dry land during season. She is one among seven children. She dropped out of school from 3rd standard at the time of her younger brother's birth. Suguna madam know to Saraswathi took initiative in admitting her in Raichur KGBV. Now she is happy that both her father and mother are extending their support for her to go to KGBV. She opined that the residential stay along with classes are good. - **Interview with Saraswathi, KGBV student in Raichur.**

The KGBV in Raichur was observed to be running in a rented building, while construction for a new KGBV building in Raichur taluk was going on. Every three months the KGBV conducts a meeting with parents. At the time of the visit the school was reopened four days before and it was observed that only 10 students were present.

E MISCELLANEOUS OBSERVATIONS

i Private Schools

Private schools are highly competitive in terms of performance. Many of the affordable parents are opting to send their children to private schools. This trend is more observed in Hassan and Arakalagud taluks, while private schools are relatively low in Raichur and Deodurga taluks. In Hassan district, it has been observed that many students are leaving government-run schools in order to get educated in private schools. However, it is felt that authorities need to check and monitor the private schools with regard to proper infrastructure facilities for the children, apart from qualified teachers and personnel.

ii Partner NGOs

In Deodurga taluka, there is a NGO named Samuha that is working in partnership with SSA with regard to primary education. Samuha is an organization that mainly works on integrated village development, wherein aspects like education, health, water & environment, livelihoods, child rights and governance are covered; with education being one of their key thrust areas. This NGO compliments the work and goals of SSA by working in the most interior regions.

Samuha reaches to interior villages and opens its own schools in places where schools are not there and places where schools are there but the quality is not good. S.S. Ghanti, Representative of Samuha in Deodurga taluk talking about that the SSA programme said:

We used to run our own schools with resource persons appointed at our own initiative and funds. We received good support from parents also. Later with this exercise, we approached the BEO to provide teachers under SSA to continue this process. They provided remedial teachers for all the 23 schools. Earlier we were running 23 schools, after SSA was implemented we withdrew our support and schools were built in all the 23 villages.

He further added that,

I am a member in the executive body of SSA. Since we thought our involvement should be limited, we are giving support from outside. Whenever the project needs external support, we get involved in supporting them from outside. Our aim is that government should take responsibility, which would help in the long-term

sustainability of education. If they ask for any support based on circumstances, we extend our support; we also mobilize community if there is difficulty in any village.

NGOs, like MSK and Samuha need to be further encouraged to play a greater role at the ground level with regard to UEE in general and SSA in particular.

iii Transportation



This is how people travel in Raichur district. Photo clicked in Hemnur.

Transportation is posing serious problems to many students and teachers, which in turn has direct bearing on the success of SSA. Due to the non-availability of proper transportation many students, particularly girl students are forced to discontinue further studies. For instance, students finishing 5th standard from Rangapur School have to travel 4-5 kms to study in 6th standard in the nearby Kadalur School. The problem in Honnavara is slightly different. The teachers of this school daily commute either from Dodda

or Hassan. They have daily only one bus in the morning that reaches Honnavara by

school time. However, for any reason if the teachers miss that bus or if there is no bus service on that day, either they have to walk down to Honnavara from Dodda or they have to go on half day leave for that particular day. Similarly, teachers of Sundenahalli have to walk 2-3 kms to reach the school from the nearest bus stop.

iv Corruption

In some schools the names of the students who do not attend school at all are found in the regular attendance register. When enquired parents blame the teachers for playing mischief, while teachers argue that parents do not agree to remove their children's names from the roles. Typically the parents visit the school on the day of distribution of uniform, scholarship and textbooks and after that they do not send their children to school.

Zaheerabad School is situated very close to Raichur town. The SDMC President of this school alleged that corruption is rampant in SSA. He said that:

Even if the government sanctions money, the clerk in Raichur SSA office, would not give that fund. In that office there is one more officer who clears bills only if we give him money! In SSA office, they take 5 per cent on every bill, without that they do not clear bills.

V Dropouts

It is generally believed that dropout rate is high in Raichur district compared to Hassan district. However, the strength of students in various schools in Raichur district is equal to that of Hassan schools. While in Raichur children go to work or take care of home after dropping out, in Hassan students often shift from government schools to private schools. Visalakshi is 12 years old and dropped out from school after 6th class. Her father died six years back and her two elder sisters are married. Her mother sold five acres of land for Rs. 50,000/- to perform her sisters' weddings. On top of that they also took informal loan of Rs. 15,000/-. Her two brothers Lingesha and Viresha go to nearby Hunishalhuda Government Higher Primary School daily. Her day starts at 6 a.m. and by 6.30 or 7 a.m. in the morning, she takes idlis, puri and bajji cooked by her mother, Mallamma, in tiffin carriers. She carries them and walks in and around the village till 11 to 11.30 selling them to villagers and passers-by. Afternoon again she makes one more round starting around 1 p.m. Again evening by 4 p.m. she goes for selling some more items, this time her brother Lingesha accompanies her. She earns somewhere between Rs. 150 to 250/- per day, out of which Rs. 100 to 200/- goes for expenses and Rs. 50/- is her earning. From that small amount four people of a family have to survive, apart from trying to repay the Rs. 15,000/- (plus interest) loan amount. She has sacrificed school for her brothers in order to help her mother. If home-based education is provided she is interested in further studies.

The reasons for dropout in Raichur district vary from funny and crazy answers to very serious issues. One mother in Kalmala told that there is a huge monkey menace in the village and as the elders had to go for work, her daughter stays back to take care of house in order to keep monkeys away. One house in Jutmaradi had to send their daughter to another village in order take care of her sister and newly born child.

In Raichur district, drop-out rates are generally high largely also because of migration. At the same time even children in Raichur district get Rs. 30-40/- as daily wage. Most of the children are involved in removing seeds from the cotton. Raichur district, in general, is economically backward with dry-land agriculture with limited ground water and canal

irrigation facilities. These in turn force many people to migrate to places like Hyderabad, Mumbai, Bangalore and work as construction workers.

vi Pre-Primary Education



*Anganwadi in progress, Anugavalli School premises,
Hassan Taluk*

Anganwadis are the stepping-stones to mainstream schooling. Most of the anganwadis do not have proper infrastructure facilities like rooms, play and study material and cooking items. This is resulting in the weakening of anganwadi system.

vii Cooperation and Coordination

Some officials complained that some of the teachers are very arrogant and non-cooperative with regard to participating in various training programmes. There is a strong opposition from the teachers' side in Raichur taluk for residential training.

Similarly, the lack of coordination between the SDMC President and the school HM is causing problems in the day-to-day functioning of the schools. Teachers from various schools have often lamented that there is very less cooperation from the public. Many parents reported that they have never been informed about teacher-parent meetings. The teachers argue that even after sending information about parents' meeting none of the parents attend the meeting. Thus, there is a lack of cooperation and coordination from both the sides. In some other cases a large majority of the parents sending their children to primary government schools live on daily wages through agricultural labour or some other form of labour. Hence, they find it difficult to part with one day's wages and hence cannot afford to attend teacher-parents meeting.

viii Education vs. Livelihood Concerns

Many parents have directly questioned the idea of education itself, particularly in Raichur district. Many of the people from Deodurga taluk belong to the Lambani tribe and

historically these tribal people were self-sufficient and their dependence on mainstream society was less. The parents lamented that the state is luring them into schools through free uniform, free lunch, free-books, etc, while the question that looms large over them is, what after the schooling? The child after going to school would not step into the fields or would not do labour work as they find it uncomfortable to work in fields after schooling, at times they also find it irrelevant after schooling. At the same time they would not get any job due to less qualification. This in turn, many of the parents argue, is ruining their lifestyle, culture and society as a whole.

ix Staff and Vacancies



*A girl sweeping in Kalenhalli School,
Arakalagud Taluk*

In Raichur there is a vacancy for an engineer post since past six months and the DDPI has not acted on this. As a result many works are pending in the Raichur taluk region. Although, sufficient funds are available there is no manpower to initiate the works. Similarly there is no immediate filling of vacant teacher posts. Whenever a teacher goes on a transfer or training, there is severe shortage of teachers for long periods

Similarly, none of the schools have peon and watchman. In almost all the schools children act as peons carrying chairs, bringing tea from outside, ringing the bell, etc. On the other hand, children also have to sweep the floor of the classrooms and the corridors. While in some schools children sweep according to their attendance, in some schools girls are chosen for sweeping.

There is also severe shortage of computer staff and teachers. As a result many schools in spite of having computers are finding it difficult to use. In the Raichur BEO office, there is no computer and computer staff; as a result there is no proper documentation also. Two FDA and one SDA posts are vacant in the DYPC's office in Raichur.

X KSQAQ Examination

In Raichur district most of the students come from either Telugu or Urdu background, as a result it needs extra effort to teach Kannada to them, whereas the KSQAQ exam does not take such facts in to account. Further, many teachers and officials are apprehensive about

KSQAO exams. One of the major objections is that when places like Raichur and Bangalore are entirely different, how far is it justifiable to compare both on the basis of same questions? The current manner in which these exams are being conducted is leading to homogenous standardisations but many of the implementers have recommended that **KSQAO exams** should be contextual instead of a common exam across the entire state.

Table 1: Infrastructure facility in the sample schools in Raichur Taluk

Particulars	Hunishalhuda			Kalmala			Rangapur			Kadlur		
	HPS	LPS	LPS Urdu	HPS	LPS	LPS Urdu	HPS	LPS	LPS Urdu	HPS	LPS	LPS Urdu
Type of School	6	14	1	14	3	1	8	3	8	2	2	2
No. of class rooms	7	12	2	12	2	2	10	2	10	4	4	4
No. of Teachers	2	2	2	2	1	2	2	1	2	0	0	0
No. of Cook	1	1	1	1	1	1	1	1	1	0	0	0
No. of helpers	0	0	0	0	0	0	0	0	0	0	0	0
No. of Peons	7	14	2	14	3	2	8	3	8	2	2	2
No. of Black boards	6	14	1	14	3	1	9	3	9	2	2	2
No. of Tables	10	14	2	14	6	2	16	6	16	2	2	2
No. of Chairs	1	1	1	1	1	1	1	1	1	0	0	0
No. of Kitchen rooms	0	0	0	0	0	0	0	0	0	0	0	0
No. of Store rooms	No drinking water facility in the school premises. Students have to carry from home.	One tank with public water supply provided by the Gram Panchayat with one tap	No drinking water facility	No drinking water facility in the school premises. Students have to walk 50 mts distance from school.	Tank constructed under SSA fund directly connected with public water supply with two taps							
Drinking water	1	1	1	1	1	1	1	1	1	1	1	1
No. of Toilets for boys	1	1	1	1	1	1	1	1	1	1	1	1
No. of Toilets for Girls	0	0	10	0	0	0	15	0	15	0	0	0
No. of benches	0	0	0	0	0	0	0	0	0	0	0	0
No. of desks	1	1	No	1	No play ground	No	Small play ground	No play ground	Small play ground	Jointly	Jointly	Jointly
Play grounds	Chess, Caroms, foot ball, throw ball, Skipping rope	Only few	No	Skipping rope	Dumbles, Lazim							
Play materials												

Particulars	Hunishalhuda		Kalmala		Rangapur		Kadlur	
	Human body parts, Maps, Telescope, convex microscope, convex lens, concave lens, test tubes, prism, wind meter, and other scientific instruments	Human body parts, Maps, Telescope, convex microscope, convex lens, concave lens, test tubes, prism, and other scientific instruments	No	Maps	Maps, science and Math kit and other drawings	Charts, Cards, Photos of freedom fighters, Maps		
Study materials								
No. of computers	0	5	0	0	0	0	0	
Electronic items			0				0	
Tape recorder	1	1	0	1	1	0	0	
VCD player			0				0	
Cupboard			0				0	

TV, Tape recorder, VCD player and Radio

@ HPS: Government Higher Primary School; LPS: Government Lower primary School; LPS Urdu: Government Lower primary Urdu School

Table 2: Infrastructure facility in the sample schools in Deodurga Taluk

Particulars	Arakera		Jutmardi		Hemnur		Malakmdinni
	Composite High School	LPS Urdu	LPS	Composite High School	LPS	Composite High School	
Type of School							LPS
No. of class rooms	16	2	4	10		2	2
No. of Teachers	13	2	2	8		2	2
No. of Cook	3	0	2	1		1	1
No. of helpers	1	1	3	1		1	
No. of Peons	1	0	0	0		0	
No. of Black boards	19	2	4	10		3	3
No. of Tables	10	2	5	7		2	2
No. of Chairs	25	2	10	22		4	4
No. of Kitchen rooms	1	1	1	1			
No. of Store rooms	0	0	0	1			
Drinking water	Public water supply provided by the Gram Panchayat with two taps	School situated within the premises of higher primary school. There is a common tap for both schools	Tap water provided by the Gram Panchayat with one tap	Public water supply provided by the Gram Panchayat - One tap		Running tap along with small sintex tank are there	
No. of Toilets for boys	2	1	2	1			
No. of Toilets for Girls	2	1	2	1			
No. of benches		1	20	2			
No. of desks		0	0	0			
Play ground	Small play ground		Small ground inside the school premises	Yes	No		
Play materials	Lazim, dumbles, foot ball, skipping rope			Lazim, Dumbles, Shot-put, skipping rope, volley ball, Throw Ball		Ring, Rubber balls	
Study materials				Letters, English kits, Math kit, Science kit		Maps, Chart of kings, Temples, Animals, Birds	
No. of computers	5	0	0				

Study of Sarva Shiksha Abhiyan Initiatives on Universalisation of Elementary education in Karnataka with special reference to concerns of Quality and Equity

Particulars	Arakera				Jutmardi				Hemnur				Malakmdinni				
Electronic items				1				0									
Tape recorder		1		0				1									1
VCD player				1				0									0
Cupboard				3				0									

TV, Tape recorder, VCD player and Radio

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Table 3: Infrastructure facility in the sample schools in Hassan Taluk

Particulars	Honnavar		Salagame		Sundenahalli		Anugavalli	
	HPS		HPS		HPS		HPS	
Type of School	7		12		3		5	
No. of class rooms	4		8		3		4	
No. of Teachers	1		1		1		2	
No. of Cook	2		2		0		1	
No. of helpers	0		1		0		0	
No. of Peons	7		12		6		6	
No. of Black boards	2		9		3		6	
No. of Tables	6		19		6		9	
No. of Chairs	1		1		1		1	
No. of Kitchen rooms	0		1		0		0	
No. of Store rooms		No water facility inside the school premises. Students have to walk about 50 mts to fetch water		Public water is supplied to small ground storage tank (Sump) from the sump water is be lifted by half HP motor to small sintex tank located inside the store room in the school with one tap		Public water supply provided by the Gram Panchayat and stored in SSA funded water tank with one tap		No water facility is available inside the school premises. Students have to fetch water from bore wells about 200 mts away from the school.
Drinking water								
No. of Toilets for boys	1		1		1		0	
No. of Toilets for Girls	1		1		1		0	
No. of benches	3		14		14		15	
No. of desks	0		3		0		0	
Play grounds	Yes		Yes		No ground		Medium ground	
Play materials	Dumbles, Lazims		Lazims, Skipping rope, Foot balls, Volley ball, Rings, Band sets		Dumbles, Lazims, Skipping Ropes		Lazim, Volley ball, Shot foot, Carom board, Discus Throw	
Study materials	Maps		Human Body parts and Microscope		Charts, Science, Math kit		Charts, Science, Math kit	
No. of computers	0		2		0		0	

Study of Sarva Shiksha Abhiyan Initiatives on Universalisation of Elementary education in Karnataka with special reference to concerns of Quality and Equity

Particulars	Honnavar	Salagame	Sundenahalli	Anugavalli
Electronic items	0	1	0	0
Tape recorder	1	1	1	1
VCD player	0	0	0	0
Cupboard	3	5	0	3

TV, Tape recorder, VCD player and Radio

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Table 4: Infrastructure facility in the sample schools in Arakalgud Taluk

Particulars	Santemarur		Madihalili		Basavanahalli		Kalenahalli	
	HPS		HPS		HPS		HPS	
Type of School@								
No. of class rooms	9		5		5		7	
No. of Teachers	7		5		4		6	
No. of Cook	1		1		2		1	
No. of helpers	2		1		1		2	
No. of Peons	0		0		0		0	
No. of Black boards	9		8		8		7	
No. of Tables	5		10		7		5	
No. of Chairs	20		15		20		12	
No. of Kitchen rooms	1		1		1		1	
No. of Store rooms	0		0		0		0	
Drinking water	Public water supply provided by the Gram Panchayat, which is stored in a tank with one tap		Public water supply from the Gram Panchayat and separate water tank through SSA fund. Situated outside the school compound wall with one tap		Public water supply from the Gram Panchayat. Separate water tank through SSA fund with two taps		No water facility within the school premises. Students have to walk about 100 mts to fetch water from public hadnump.	
No. of Toilets for boys	1		2		2		1	
No. of Toilets for Girls	1		2		2		1	
No. of benches	20		18		8		9	
No. of desks	15		2		0		0	
Play grounds	Yes		Small ground out side the school premises		Small ground inside the school premises		No play ground	
Play materials	Dumbles, Volley ball, Lazim, Carrom board, Skipping rope		Volley ball, Throw ball, shot foot, discuss throw, dumbles, lazims		Volley ball, Throw ball, shot foot, rings, skipping ropes, dumbles		Lazim, Balls, skipping rope, shuttle and Bats	
Study materials	Globe, Microscope, Maps, Science and Math kit		Science, Math kit, charts and maps		Charts, Science, Math kit		Microscope, maps, globe, geometric box	
No. of computers		5		1		0		0

Study of Sarva Shiksha Abhiyan Initiatives on Universalisation of Elementary education in Karnataka with special reference to concerns of Quality and Equity

Particulars	Santemarur	Madihalli	Basavanahalli	Kalenahalli
Electronic items#	1	1	1	1
Cupboard	3	0	0	1

TV, Tape recorder, VCD player and Radio

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