

Suvarna Karnataka

Sarva Shiksha Abhiyan, Karnataka

Report submitted on the Implementation of SSA for
10th Joint Review Mission, Govt. of India

July 2009



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State & District wise outlay 2008=09 & 2009-10 and expenditure

District Consolidation of AWP & B 2008-09 (Upto MARCH 2009)

Sl. No	District	Approved Outlay for 2008-09	Cum. Exp upto Mar-09	% against Allocation	% against RIs
1	Bagalkot	4177.422	3883.720	92.97	103.59
2	Bangalore Rural	1133.303	1118.926	98.73	106.08
3	Bangalore Urban	4054.120	3724.346	91.87	99.76
4	Belgaum	8458.960	7588.859	89.71	96.00
5	Bellary	4740.338	4170.259	87.97	98.40
6	Bidar	3318.813	3031.145	91.33	100.71
7	Bijapur	5585.858	5288.238	94.67	104.04
8	Chamarajanagar	1688.453	1562.590	92.55	86.91
9	Chikballapura	1804.767	1549.818	85.87	97.54
10	Chickmagalore	2319.175	2177.983	93.91	108.26
11	Chitradurga	2971.415	2845.449	95.76	106.36
12	D.K	2218.676	2001.707	90.22	105.92
13	Davanagere	2622.061	2435.972	92.90	103.74
14	Dharwad	2059.814	2004.956	97.34	109.60
15	Gadag	1711.938	1647.382	96.23	95.87
16	Gulbarga	10661.761	9872.784	92.60	101.35
17	Hassan	2308.563	2130.503	92.29	104.84
18	Haveri	2558.404	2396.601	93.68	102.00
19	Kodagu	1120.549	998.748	89.13	92.36
20	Kolar	2154.329	2080.802	96.59	101.15
21	Koppal	3246.782	2976.292	91.67	97.31
22	Mandya	1678.159	1596.329	95.12	105.82
23	Mysore	3392.397	3178.827	93.70	109.12
24	Ramanagara	1409.159	1196.111	84.88	92.23
25	Raichur	5394.435	4821.443	89.38	96.75
26	Shimoga	3012.992	2852.210	94.66	105.98
27	Tumkur	3872.335	3607.755	93.17	111.61
28	Udupi	1321.957	1274.353	96.40	98.53
29	Uttarakannada	3759.183	3474.038	92.41	105.71

30	State Intervention	1286.604	1149.142		
	DSERT		1138.650		
	Mahila Samakya		30.842		
	Total	96042.719	89806.775	93.51	100.36

Sarva Shiksha Abhiyan Samithi - Karnataka

AWP & B 2009-10

District Consolidation 2009-10

Sl. No	District	Approved Outlay for 2009-10	Total Releases	Cum Exp upto May-09
1	Bagalkot	4589.312	1334.050	523.562
2	Bangalore Rural	1172.094	345.450	67.906
3	Bangalore Urban	4281.413	1170.846	468.647
4	Belgaum	6716.139	1779.495	305.775
5	Bellary	5275.539	1345.630	36.511
6	Bidar	3701.028	944.010	298.070
7	Bijapur	5211.921	1504.178	407.123
8	Chamarajanagar	1537.546	522.493	145.596
9	Chikballapura	2150.451	485.366	67.591
10	Chickmagalore	2364.817	678.460	262.906
11	Chitradurga	2789.215	809.300	46.189
12	Dakshina Kannada	2231.200	596.630	340.521
13	Davanagere	2594.114	655.000	245.990
14	Dharwad	2100.866	556.323	120.258
15	Gadag	1900.986	555.140	184.997
16	Gulbarga	9957.201	2511.020	81.467
17	Hassan	2252.495	629.180	73.556
18	Haveri	2695.265	661.780	184.936
19	Kodagu	1082.218	313.060	59.149
20	Kolar	2026.309	512.218	114.697
21	Koppal	3405.950	839.148	266.006

22	Mandya	1659.881	400.070	69.364
23	Mysore	3559.523	940.320	341.881
24	Ramanagara	1579.392	402.825	15.043
25	Raichur	6424.536	1521.296	16.334
26	Shimoga	2905.631	867.725	414.249
27	Tumkur	3999.822	1333.360	163.798
28	Udupi	1312.974	390.240	117.672
29	Uttarakannada	4087.247	1199.242	461.608
30	Bangalore(N)		12.600	0.000
31	State Intervention	539.000	0.000	63.846
	DSERT		1000.000	6.870
	Mahila Samakya		165.410	0.000
	Total	96104.084	26981.864	5972.117

Name of the District : **STATE
CONSOLIDATION**

Sl. No.	Activities	New Unit Cost	unit	Total Outlay		Cum Exp Upto May-09	
				Phy	Fin	Phy	Fin
1.0	New Schools						
1.1	Upgradation of EGS to PS	0.000		0			0.000
1.2	New Primary schools	0.000		317			0.000
1.3	Upgraded New UPS	0.000		130			0.000
1.4	Adding class VIII to UPS	0.000		0			0.000
2	New Teachers Salary (PS)						0.000
2.1	Primary Teachers (Regular)	0.240	Teacher	634	164.840		0.000
2.2	Primary Teachers (Para)			0	0.000		0.000
2.3	Upper Primary Teachers (Regular)	0.240	Teacher	130	33.800		0.000
2.4	Additional teachers for UPS upgraded previous year			450	117.000		0.000
2.5	Upper Primary Teachers- TGT	0.240	Teacher	0	0.000		0.000

	Additional Teachers Against PTR				0.000		0.000
2.6	New Additional Teachers PS as per 1:40 PTR (Regular)	0.240	Teacher	0	0.000		0.000
2.7	New Additional Teachers - PS as per 1:30(Regular)			0	0.000		0.000
2.8	New Additional Teachers-UPS as per 1:40 (Regular)	0.240	Teacher	0	0.000		0.000
2.9	New Additional Teachers - UPS 1:30(Regular)	0.240		0	0.000		0.000
2.10	Teachers Under OBB			0	0.000		0.000
2.11	New others-Additional TGT (BA/B.Ed) for Class VIII	0.240	Teacher	0	0.000		0.000
	Sub Total (2.01 to 2.11)			1214.00	315.640		0.000
	Teachers Salary (Recurring)						
2.12	Primary Teachers (Regular)	1.170	Teacher	17519	28380.780		2392.032
2.13	Additional Teachers (IERT)	1.440		0	0.000		0.000
2.14	Trained Graduate Teachers	1.530	Teacher	5545	9981.000		1142.495
2.15	Upper Primary Teachers (Para)			0	0.000		0.000
2.16	Upper Primary Teachers- Head Master			0	0.000		0.000
2.17	Additional Teachers PS (Regular)			0	0.000		0.000
2.18	Additional Teachers - PS (Para)			0	0.000		0.000
2.19	Additional Teachers - UPS (Regular)			0	0.000		0.000
2.20	Additional Teachers - UPS (Para)			0	0.000		0.000
2.21	Teachers Under OBB			0	0.000		0.000
2.22	Others-Additional TGT (BA/B.Ed) for Class VIII			0	0.000		0.000
2.23	Arrears of Salary of SSA teachers			0	0.000		0.000
	Sub Total (2.12 to 2.23)			23064	38361.780		3534.527
	Sub Total (New teachers+Teachers Recurring)			24278	38677.420		3534.527
3.0	Teachers Grant						
3.1	Teachers grant - Primary		Teacher	50762	253.810		0.000
3.2	Teachers grant - UPS	0.005	Teacher	178123	890.615		0.000
	Sub Total	0.005		228885	1144.425		0.000

4	Block Resource Centres						
4.1	Salary of Resource Persons		BRP	522	939.600		160.912
4.2	Furniture Grant	1.440	BR Center	0	0.000		0.000
4.3	Contingency	1.000	BR Center	196	39.200		3.770
4.4	Meeting & TA allowance	0.200	BR Center	196	17.640		1.361
4.5	TLM grant	0.090	BR Center	196	9.800		0.750
4.6	BRC Building Maintenance	0.050	BR Center	0	0.000		0.000
	Sub Total	0.000		196	1006.240		166.794
5	Cluster Resource Centres						
5.1	Salary of Resource Persons		CRP	1652	2973.600		411.297
5.2	Furniture & equipment	1.440	CRC	0	0.000		0.000
5.3	Contingency	0.100	CRC	2684	80.520		2.682
5.4	Meeting & TA allowance	0.030	CRC	2684	96.624		4.810
5.5	TLM grant	0.036	CRC	2684	26.840		0.890
5.6	CRC Building Maintenance	0.010	CRC	0	0.000		0.000
	Sub Total	0.000		2684	3177.584		419.680
6	Training						
6.1	Teachers trg. - in service at block level	0.014	Teacher	228885	2288.850		59.370
6.2	Teachers trg. - in service at block level at cluster level			228885	1144.425		0.000
6.3	Induction training for Newly Recruit Trained Teachers	0.028	Teacher	1214	36.420		0.000
6.4	Training for- Untrained Teachers			0	0.000		0.000
6.5	BRC/CRC coordinators and resource persons	0.010		5370	53.700		0.000
	Sub Total			235469	3523.395		59.370
7	Interventions for Out of School Children						
7.1	EGS Centre (PS)			0	0.000		0.000
7.2	EGS Centre (UP)			0	0.000		0.000
7.3	Chinnara Angala Bridge course Residential 12 months-RBC	0.100		18942	1894.200		5.365
7.4	Chinnara Angala Seasonal Bridge course - Resdn. (6 months)-NRBC	0.050	center	8075	403.750		10.177
7.5	Mobile schools	0.030	child	1445	43.350		1.766
7.6	12 months bridge course-NRBC	0.030	child	11478	344.340		9.040
7.7	Tent school	0.030	center	6939	104.085		0.000

7.8	Madrasa / Makthab	0.030	child	9787	293.610		0.000
7.9	NCLP Schools	0.030	School	4839	145.170		0.360
8.0	Summer Remedial Teaching Chaitrada Chiguru	0.005	Child	74470	372.350		194.691
8.1	4 months seasonal residential school	0.023	child	50	1.650		0.000
8.2	Bridge course - Chinnara Angala	0.010	child	10000	50.000		9.334
8.3	Home Based Education			14720	441.600		0.000
8.4	Bridge course - Chinnara Angala Resi-2 months	0.017		7802	132.634		47.484
8.5	AIE Centers(Transportation, Hardest to reach children)	0.000		1476	44.280		0.000
8.6	Innovation Urban Deprived Children	0.007		0	0.000		0.000
8.7	Special Enrolment Drive			4530	0.000		0.000
	Sub Total			174553	4271.019		278.217
8	Remedial Teaching						
8.1	Remidial teaching	0.006	child	311985	623.970		0.000
8.2	Motivation through field trips	0.017		0	0.000		0.000
	Sub Total			311985	623.970		0.000
9	Free Text Book						
9.1	Free text book for I-V std all children of aided schools	0.001	Child	437537	350.030		350.030
9.2	Free text book for VI-VIII std all children of aided schools	0.001	Child	472852	614.708		614.708
9.3	Work books for Nali Kali	0.001	Child	0	0.000		0.000
	Sub Total			910389	964.737		964.737
10	Interventions for CWSN						
10.1	Provision of disabled children	0.012	child	121153	1453.836		116.759
	Sub Total			121153	1453.836		116.759
11	Civil Works						
11.1	BRC	8.000		0	0.000		0.000
11.2	CRC	4.950	building	0	0.000		0.000
11.3	School Buildings	9.800	building	317	2853.000		0.000
11.4	Dilapidated	2.000	school	0	0.000		0.000
11.5	Building less (Pry)			0	0.000		0.000
11.6	Building less (UP)			0	0.000		0.000
11.7	Dilapidated Building (Pry)			0	0.000		0.000
11.8	Additional class rooms	5.150	Room	2865	13465.50 0		0.000

11.9	Additional Class Room to Bangalore Metro City	5.535		125	692.500		0.000
11.10	Toilets / Urinals	0.000	school	0	0.000		0.000
11.11	Separare Girls Toilet			8377	2094.250		0.000
11.12	Drinking Water Facility			0	0.000		0.000
11.13	Boundary Wall	0.500	school	0	0.000		0.000
11.14	Seperation Wall			0	0.000		0.000
11.15	Electrification	0.050	school	0	0.000		0.000
11.16	Head Master's Room			0	0.000		0.000
11.17	Child Friendly elements			0	0.000		0.000
11.18	Kitchen shed			0	0.000		0.000
11.19	Residential Hostel	20.000		0	0.000		0.000
11.20	Major Repairs (Primary)			0	0.000		0.000
11.21	Major Repairs (Upper Primary)			0	0.000		0.000
11.22	Additional Rooms for CALC & Edusat	3.750	building	0	0.000		0.000
11.23	special Toilets for CWSN	0.560	school	1548	774.000		0.000
11.24	Setting up of Solar Photo Voltaic to existing CALC schools	0.600	School	0	0.000		0.000
11.25	Setting up of Solar Photo Voltaic to new CALC schools	0.600	School	0	0.000		0.000
	Sub Total of Civil works			13232	19879.250		0.000
11.26	Furniture for Govt. UPS						
11.27	No. of children	0.005	Childre n	0	0.000		0.000
	Sub Total (Furniture)			0	0.000		0.000
	Sub Total(Civil + Furniture)			13232	19879.25		0.000
12	Teaching Learninng Equipment						
12.1	TLE for new schools	0.200	school	317	63.400		0.100
12.2	TLE for upgraded schools	0.500	school	130	65.000		0.000
12.3	Others			0	0.000		0.000
	Sub Total			447	128.400		0.100
13	Maintenance Grant	0.750		67236	4624.700		0.000
13.1	LPS with <3 rooms	0.500	school	0	0.000		55.150
13.2	LPS with >3 rooms	0.100	school	0	0.000		8.500
13.3	UPS with <6 rooms	0.100	school	0	0.000		66.200
13.4	UPS with>6 rooms	0.200	school	0	0.000		66.200
	Sub Total			67236	4624.700		196.050
14	School Grant						

14.1	Primary School		school	47946	2397.300		0.000
14.2	Upper Primary School	0.050	school	24511	1715.770		0.000
	Sub Total	0.070		72457	4113.070		0.000
15	Research & Evaluation						
15.1	Research, evaluation, supervision	0.013	school	72457	941.941		0.000
	Sub Total			72457	941.941		0.000
16	Management & Quality						
1	Furniture & Equipment to DPO	2.000		29	48.000		0.527
2	Contingency to DPO	2.500	Revenue Dist.	29	65.500		1.903
3	Vehicle hiring /POL	5.000	Revenue Dist.	29	129.500		2.691
4	Salary of staff at DPO	22.500	Education Dist.	33	711.658		16.852
	TA/Meeting Expenses	2.000	Revenue Dist.	29	54.500		0.378
5	Contractual staff salary		Revenue Dist.	270	481.784		17.246
6	Contingency to DDPI (ADM)	0.00024	Teacher	223860	52.632		0.000
7	Contingency to DDPI (DEV) DIET	0.50000	Revenue Dist.	28	14.000		0.000
8	Contingency to BEO's	0.00144	Teacher	223860	297.333		0.000
9	Printing of Account's Register (Block & District) & Other Books, District Progress Dairy	0.006	School	13071	62.742		0.000
10	Meeting Expenses (DIC, GIC etc)	1.000	Revenue Dist.	44	30.900		0.000
11	TA to ECOs	0.036	ECOs	972	34.632		0.000
12	TA to CRCs	0.036	CRCs	2728	93.488		0.000
13	Additional TA to BRCs/CRCs/IERTS as per KCSR	5.000	Revenue Dist.	409	116.750		0.000
14	DGC/BGC/CGC Salary & TA DA	0.660	Revenue Dist.	328	249.453		0.070
	Salary to OOSC coordinators			5	97.844		0.000
18	Community mobilisation		Revenue Dist.	29	137.167		0.000
19	Children Census expenses		Revenue Dist.	29	5.000		0.000
20	MP3 Players to Urdu LPS	0.016	Urdu LPS	0	2.897		0.000
21	IERT Salary		Revenue Dist.	0	0.000		0.000
22	Miscellaneous	10.000	Revenue Dist.	29	96.235		0.759
23	Naxal Belts provision	25.000	Revenue Dist.	29	0.000		0.000

	Monitoring by DIET	0.000	Block	0	0.000		0.000
	Accounts people to maintain Block and School level accounts			38	167.698		0.000
	Consultancy Charges - Civil Engineer			29	232.724		0.000
16.1	Management & MIS				3182.437		139.619
	Science Lab	15.000	Revenue Dist.	29	351.708		0.000
	Science and Maths Education n UPS	0.020	Revenue Dist.	19797	99.802		0.000
	Nali Kali Provisions	0.043	All Pry schools	44447	1352.810		0.000
	Early Reading Programme	0.008	All Pry schools	8912	32.880		0.000
16.2	Learning Enhancement Programme (LEP)				1837.200		0.000
	Sub Total			29	5019.638		139.619
17	Innovative Activity						
17.1	ECCE	15.000	District	29	435.000		0.000
17.2	Girls Education	0.000	District	0	0.000		0.000
17.3	SC/ST	15.000	District	29	435.000		0.000
17.4	Comp. Edn.	50.000	District	29	1450.000		0.000
17.5	Minority Community	10.250	District	29	297.250		0.000
17.6	Urban Deprived Children	9.750	District	29	282.750		0.000
17.7	others	0.000		0	0.000		0.000
	Sub Total	100.000		29	2900.000		0.000
18	Community Training						
18.1	Community Training	0.001	member	325978	195.587		0.000
19.0	Sub Total			325978	195.587		0.000
	Total of SSA(Districts)			2561457	92645.212		5875.851
	Management & MIS %			0			
	Learning Enhancement Programme (LEP) %			0			
	Total Mgt.Cost(Mgt+LEP)			0			
	Civil Works %			0			
	BRC & CRC construction %			0			
	Committed EXP.From Prv.Year%			0			
	Quality %			0			
19	State Component				539.000		63.846
19.1	Management			0			0.000
19.2	REMS			0			0.000

19.3	SIEMAT			0			0.000
	Sub Total			0	539.000		63.846
	STATE SSA TOTAL			2561457	93184.212		5939.697
20	NPEGEL						
20.1	No of EBBs			62	0.000		0.000
20.2	No. of Urban slums			13	0.000		0.000
20.3	No.of clusters covered	0.100	MCS	386	0.000		0.000
20.4	No of clusters in urban slums	0.050	MCS	87	0.000		0.000
A	Civil works						
A	Const.of ACR including toilets,drinking water,electrification			0	0.000		0.000
	TLE				0.000		
B	One time grant of TLE,Library, sports,Vocational Training			0	0.000		0.000
	Spill over as per PaB Minutes 08-09			0	0.000		0.000
	Total Non recurring cost(Fresh+spill over)			0	0.000		0.000
C	Recurring						
1.0	Maintenance of schools,part time instructor to MCS, provision of life skills,bicycles,vocational training,transportation charges etc.,			921	138.150		0.000
2.0	Award to best school/teacher			921	46.050		0.000
3.0	Student evaluation,Remedial Teaching,Bridge courses & alternative Schools			921	184.200		0.000
4.0	Learning through Open schools			921	184.200		0.000
5.0	Teacher Training			0	0.000		0.000
6.0	Child care centers for 2 centers			0	0.000		0.000
7.0	other			0	0.000		0.000
	Sub Total			921	552.600		0.000
D	Additional Incentives (unifor stationery, work book, escorts in difficult areas etc.)						
1.0	Primary			0	0.000		0.000
2.0	Upper Primary			0	0.000		0.000
	Sub Total			0	0.000		0.000
	Community Mobilisation	0.250	MCS	921	35.272		0.000
	Sub Total			921	35.272		0.000
	TOTAL (NPEGEL)			921	587.872		0.000

21	KGBV						
20.1	No of KGBVs sanctioned			0			
20.2	Non Recurring			0			
1.0	Construction of Building	15.00	School	61	771.650		0.000
	Boundary Wall	2.50	School	61	91.500		0.000
	Boring/Hand pump			61	61.000		0.000
	Electricity/water charges			61	12.200		0.000
2.0	Furniture / Equipment (including kitchen equipment)			61	30.500		0.000
3.0	TLM and equipment including library books	3.00	School	61	30.500		0.000
4.0	Bedding	0.75	School	61	22.570		0.000
	Spill over as per PaB Minutes 2007-08			0	0.000		0.000
	Total Non-recurring	21.25		61	1019.920		0.000
	Recurring						
1.0	Maintenance per girl Per month @ Rs. 750/-	9.00	100 Children	64	576.000		0.000
2.0	Stipend per girl per month @ Rs.50/-	0.60	100 Children	64	38.400		0.000
3.0	Supplementary TLM,stationary and other educational materials	0.60	100 Children	64	38.400		0.000
4.0	Examination Fee	0.01	School	64	1.280		0.000
5.0	Salaries	6.49	School	64	402.000		0.000
	1.One Warden						0.000
	2. Four full time teachers						0.000
	two urdu teachers(only for blocks with muslim population above 20% and seletcted urban areas)if required						0.000
	3. Three part time teachers						0.000
	4. One full time accountant						0.000
	5. Two Support staff(account/Assistant/Chowkidar /Peon)						0.000
	6. One head Cook and one assistant cook for 50 girls and 2 assistant cok for 100 girls						0.000
6.0	Vocational training / specific skill trg	0.40	School	64	32.000		0.000
7.0	Electricity / water charges	0.50	School	64	38.400		0.000
8.0	Medical care/contingencies @	0.75	100 Childre	64	48.000		0.000

	Rs.750/- per girl.		n				
9.0	Misc. including maintenance	0.40	School	64	51.200		0.000
10.0	Preparatory camps	0.15	School	64	9.600		0.000
11.0	P.T.A / school functions	0.15	School	64	9.600		0.000
12.0	Provision of Rent (8months)			32	48.000		0.000
13.0	Capacity Building			64	19.200		0.000
	Total Recurring	19.05		64	1312.080		0.000
	Grand Total (Non recurring + recurring)			64	2332.000		0.000
	Grand Total (SSA+NPEGEL+KGBV)			2562442	96104.084		5939.697

Provision and Release of State share 2008-09 & 2009-10

Sl. No.	Year	AWP&B	Releases		Bank. Int.	Misc. Income	Total
			Central	State			
1	2	3	4	5	6	7	6(4+5)
1	2001-02	6022.000	700.000	128.762	2.627	0.000	831.389
2	2002-03	10465.580	8041.590	556.929	44.666	1.140	8644.325
3	2003-04 (SSA+NPEGEL)	31467.840	12399.240	1398.664	109.661	14.463	13922.029
4	2004-05 SSA, NEPGEL & KGBV	44659.910	27126.170	10692.000	90.796	81.023	37989.990
5	2005-06	44830.174	29887.95	13926.350	235.910	13.511	44063.720
6	2006-07	75868.752	54206.985	15741.066	456.868	131.645	70536.564
7	2007-08	69746.000	40604.789	24511.514	622.209	9.853	65748.365
8	2008-09	96042.740	51578.225	33508.880	576.624	18.944	85682.673
	Total	379102.996	224544.949	100464.165	2139.361	270.579	327419.055

Progress against SSA Goals and development outcomes upto 31st March 2009.

Tables annexed (Table 2(a) & 2(b) - Annexure - 1

Activitywise progress as on 31st March, 2009

Sl. No	Activities	Unit Cost	Unit	Approved Outlay for 2008-09		Cum Exp. Upto Mar-09	
				Phy	Fin	Phy	Fin
1	New Schools						
1.01	Upgradation of EGS to PS	0.00		0	0.0000		0.000
1.02	New Priamary schools	0.00		313	0.0000	313	0.000
1.03	Upgraded New UPS	0.00		450	0.0000	450	0.000
1.04	Adding class VIII to UPS	0.00		101	0.0000	101	0.000
2	New Teachers Salary (PS)			0	0.0000		0.000
2.01	Primary Teachers (Regular)	0.24	Teacher	626	150.2400		0.000
2.02	Primary Teachers (Para)			0	0.0000		0.000
2.03	Upper Primary Teachers (Regular)	0.24	Teacher	450	108.0000		0.000
2.04	Upper Primary Teachers (Para)			0	0.0000		0.000
2.05	Upper Primary Teachers-TGT	0.24	Teacher	101	24.2400		0.000
	Additional Teachers Against PTR			0	0.0000		0.000
2.06	New Additional Teachers PS (Regular)	0.24	Teacher	0	0.0000		0.000
2.07	New Additional Teachers - PS (Para)			0	0.0000		0.000
2.08	New Additional Teachers-UPS (Regular)	0.24	Teacher	89	21.3600		0.000
2.09	New Additional Teachers - UPS (Para)	0.24		0	0.0000		0.000
2.1	Teachers Under OBB			0	0.0000		0.000
2.11	New others-Additional TGT (BA/B.Ed) for Class VIII	0.24	Teacher	0	0.0000		0.000
	Sub Total(2.01 to 2.11)			1266	303.8400		0.000
	Teachers Salary (Recurring)						
2.12	Primary Teachers (Regular)	1.17	Teacher	16234	18993.7800	16234	17352.698
2.13	Additional Teachers (IERT)	1.44		0	0.0000		0.000
2.14	Upper Primary Teachers (Regular)	1.53	Teacher	5564	8512.9200	5564	7678.250
2.15	Upper Primary Teachers (Para)			0	0.0000		0.000

2.16	Upper Primary Teachers-Head Master			0	0.0000		0.000
2.17	Additional Teachers PS (Regular)			0	0.0000		0.000
2.18	Additional Teachers - PS (Para)			0	0.0000		0.000
2.19	Additional Teachers - UPS (Regular)			0	0.0000		0.000
2.2	Additional Teachers - UPS (Para)			0	0.0000		0.000
2.21	Teachers Under OBB			0	0.0000		0.000
2.22	Others-Additional TGT (BA/B.Ed) for Class VIII			0	0.0000		0.000
2.23	Arrears of Salary of teachers			0	0.0000		0.000
	Sub Total (2.12 to 2.23)			21798	27506.7000		25030.948
	Sub Total (New teachers+Teachers Recurring)			23064	27810.5400		25030.948
	Teachers Grant						
3.01	Teachers grant - Primary	0.01	Teacher	60512	302.5600	57826	289.134
3.02	Teachers grant - UPS	0.01	Teacher	166497	832.4850	158877	794.388
	Sub Total			227009	1135.0450		1083.522
4	Block Resource Centres						
4.01	Salary of Resource Persons	1.44	BRP	522	751.6800	401	779.593
4.02	Furniture Grant	1.00	BRCenter	0	0.0000		0.000
4.03	Contingency	0.20	BRCenter	196	39.2000	114	39.200
4.04	Meeting & TA allowance	0.09	BRCenter	196	17.6400	92	17.633
4.05	TLM grant	0.05	BRCenter	196	9.8000	93	9.790
	BRC Building Maintenance	0.00	BRCenter	113	0.0000		0.000
	Sub Total				818.3200		846.216
5	Cluster Resource Centres						
5.01	Salary of Resource Persons	1.44	CRP	1516	2183.0400	1096	2188.433
5.02	Furniture & equipment	0.10	CRC	0	0.0000		0.000
5.03	Contingency	0.03	CRC	2684	80.5200	1963	80.310
5.04	Meeting & TA allowance	0.04	CRC	2684	96.6240	1895	92.699
5.05	TLM grant	0.01	CRC	2684	26.8400	1853	26.860
	CRC Building Maintenance	0.00	CRC	1281	0.0000	81	0.000
	Sub Total				2387.0240		2388.302
	Teachers Training						
6.01	Teachers trg. - in service	0.01	Teacher	227009	3178.1260	114387	2784.760
6.02	Induction training for Newly Recruit Trained Teachers	0.03	Teacher	6146	184.3800	120	122.740
6.03	Training for- Untrained Teachers		#REF!	0	0.0000		0.000

6.04	Other (DRG/BRG/CRG)	0.01		0	0.0000		0.000
	Sub Total			233155	3362.5060		2907.500
7	Interventions for Out of School Children						
7.01	EGS Centre (PS)			0	0.0000		0.000
7.02	EGS Centre (UP)			0	0.0000		0.000
7.03	Chinnara Angala Bridge course Residential 12 months	0.10		33096	3309.6000	24767	2642.791
7.04	Chinnara Angala Seasonal Bridge course - Resdn. (6 months)	0.05	center	6625	331.2500	1950	272.775
7.06	Mobile School	0.03	child	1029	30.8700	600	29.468
7.07	12 months bridge course	0.03	child	18024	540.7200	17447	333.878
7.08	Tent school	0.03	center	9151	274.5300	3881	152.043
7.09	Home based education	0.03	child	0	0.0000	0	0.000
7.1	NCLP Schools	0.03	School	3374	101.2200	2963	77.765
7.11	Summer Remedial Teaching	0.01	Child	69345	346.7250	85863	256.305
7.14	4 months seasonal residential school	0.02	child	0	0.0000	0	0.000
7.15	Bridge course - Chinnara Angala	0.01	child	16050	160.5000	18327	97.801
7.16	Bridge course - Chinnara Angala Resi-2 months	0.02		15259	259.4030	11171	394.946
7.17	Sibling Care	0.00		0	0.0000	0	0.000
7.18	Awards to SDMC/ GP	0.01		0	0.0000	368	0.300
7.19	Special Enrolment Drive			9807	0.0000	12878	0.000
	Sub Total			181760	5354.8180		4258.072
8	Remedial Teaching						
8.01	Remidial teaching	0.01	child	349794	1748.9700	349794	1748.970
8.02	Summer Remedial Teaching			0	0.0000	0	0.000
	Sub Total			349794	1748.9700		1748.970
9	Free Text Book						
9.01	Free stationery & english Text Book to all children studying in I - VIII	0.00	Child	245958	307.4475	245958	307.448
9.02	Free Text book + work book for Aided Primary School(1-VIII all children)	0.00	Child	610361	488.2888	610361	488.289
	Sub Total			856319	795.7363		795.736
	Interventions for CWSN						
10	Provision of disabled children	0.01	child	132297	1587.0990	128651	1522.775
	Sub Total			132297	1587.0990		1522.775

11	Civil Works						
11	BRC	8.00		0	0.0000	0	0.000
11	CRC	4.95	building	0	0.0000	0	0.000
11	School Buildings	9.00	building	313	2817.0000	313	2817.000
11	Dilapidated	9.00	school	0	0.0000	0	0.000
11.1	Building less (Pry)	3.25		0	0.0000	0	0.000
11.1	Building less (UP)	3.25		0	0.0000	0	0.000
11.1	Dilapidated Building (Pry)	3.25		0	0.0000	0	0.000
11.1	Additional class rooms	4.70	Room	6221	23641.1000	6221	23639.800
11.1	Additional Class Room to Bangalore Metro City	5.54		100	554.0000	100	554.000
11.1	Toilets / Urinals	0.00	school	1937	0.0000	1937	0.000
11.1	Separare Girls Toilet			256	0.0000	256	0.000
11.1	Drinking Water Facility			1621	0.0000	1621	0.000
11.1	Boundary Wall	2.40	school	1	2.4000	1	2.400
11.1	Seperation Wall			0	0.0000	0	0.000
11.2	Electrification	0.05	school	15290	764.5000	15290	764.500
11.2	Head Master's Room			0	0.0000	0	0.000
11.2	Child Friendly elements			0	0.0000	0	0.000
11.2	Kitchen shed			0	0.0000	0	0.000
11.2	Residential Hostel	20.00		0	0.0000	0	0.000
11.2	Major Repairs (Primary)			1393	834.7183	1393	834.718
11.2	Major Repairs (Upper Primary)			896	0.0000	896	0.000
11.2	Additional Rooms for CALC & Edusat	3.75	building	0	0.0000	0	0.000
11.2	special Toilets for CWSN	0.50	school	1177	588.5000	1177	588.500
11.2	Setting up of Solar Photo Voltaic to existing CALC schools	0.60	School	0	0.0000	0	0.000
11.3	Setting up of Solar Photo Voltaic to new CALC schools	0.60	School	0	0.0000	0	0.000
	Sub Total of Civil works			29205	29202.2183		29200.918
12	Furniture for Govt. UPS						
12	No. of children	0.01	Children	209345	1046.7250		1046.725
	Sub Total (Furniture)			0	1046.7250		1046.725
	Sub Total(Civil + Furniture)				30248.9433		30247.643
13	Teaching Learningjg Equipment						
13	TLE for new schools	0.20	school	313	62.6000	240	62.600
13	TLE for upgraded schools	0.50	school	450	225.0000	435	225.000
13	Others			0	0.0000		0.000
	Sub Total			763	287.6000		287.600

14	Maintenance Grant						
14	Maintenance and repair grant	0.08	school	65277	4895.7750	63217	4712.376
	Sub Total			65277	4895.7750		4712.376
15	School Grant						
15	Primary School	0.05	school	47623	2381.1500	45480	2298.481
15	Upper Primary School	0.07	school	23198	1623.8600	22925	1611.805
	Sub Total			70821	4005.0100		3910.286
16	Research & Evaluation						
16	Research, evaluation, supervision	0.01	school	70821	920.6730	70821	920.673
	Sub Total			70821	920.6730		920.673
17	Management & Quality						
	Management & MIS						
	Furniture & Equipment to DPO	2.00		32	56.0000	32	41.510
	Contingency to DPO	2.50	Revenue District	30	75.0000	30	75.812
	Vehicle hiring /POL	5.00	Revenue District	31	142.0000	31	92.369
	DPO Salary	18.72	Edn. District	43	608.6400	43	456.712
	TA/Meeting Expences	2.00	Revenue District	39	58.0000	39	45.772
	Contracual staff salary		Revenue District	269	438.3800	269	423.294
	Contingency to DDPI (ADM)	0.00	Teacher	198466	49.4955	198466	43.036
	Contingency to DDPI (DEV) DIET	0.00	Teacher	143162	0.0000	143162	15.903
	Contingency to BEO's	0.00	Teacher	198470	327.7949	198470	262.502
	Printing of Account's Register (Block & District) & Other Books, District Progress Dairy	0.01	School	34577	207.4740	6500	172.703
	Meeting Expenses (DIC, GIC etc)	1.00	Revenue District	45	30.4000	45	8.921
	FTA to ECOs	0.04	ECOs	949	34.1640	900	18.894
	FTA to CRCs	0.04	CRCs	2724	98.0620	2143	53.624
	TA to BRCs/CRCs/IERTSas per KCSR	5.00	Revenue District	410	137.0000	366	68.953
	DGC/BGC/CGC Salary & TA DA	0.66	Revenue District	395	182.5160	395	108.078
	School Mapping (Civil Works)		Revenue District	145	55.0120		10.000
	BRC Repair & other	5.00	Revenue District	18	25.0000	7	22.500

	CRC Repair & other	5.00	Revenue District	58	30.0000	12	26.855
	Community mobilisation		Revenue District	313	163.8820	313	163.882
	Children Census expenses		Revenue District		118.9920		107.489
	MP3 Players to Urdu LPS	0.02	Urdu LPS	1904	85.8570	1700	76.228
	IERT Salary		Revenue District		123.3465		104.740
	Miscellaneous	10.00	Revenue District		447.0000		293.659
	Naxal Belts provision		Revenue District		21.5000		14.790
	Monitoring by DIET	0.30	Block		0.0000		0.000
	Accounts people to maintain Block and School level accounts				82.9680		1.450
	Consultancy Charges - Civil Engineer				29.8320		8.505
	Sub Total (MIS)				3628.3159		2718.182
	Learning Enhancement Programme (LEP)						
	Learning Enhancement Programme(limited to 2%) introduction of Clubs at each school level				0.0000		0.000
	Science Mobile lab by Agasthya Foundation				120.0000		120.000
	Nali Kali Provisions				504.3384		504.338
	BRC Resource Materials				0.0000		0.000
	CRC Resource Materials				0.0000		0.000
	MP3 Players to Urdu LPS				70.7360		70.736
	Sub Total (LEP)				695.0744		695.07440
	Sub Total (MIS+LEP)				4323.3903		3413.256
18	Innovative Activitiy						
18	Innovative activity ECCE	15.00	District	29	435.0000	29	435.00000
18	Innovative activity - Girls	5.50	District	29	159.5000	24	145.492
18	Innovative activity - SC/ST	15.00	District	29	435.0000	15	435.000
18	Innovative activity - comp. Edn.	50.00	District	29	1450.0000	29	1450.000
	Minority Community	7.50		29	217.5000	15	185.566
	Urban Deprived Children	7.00		29	203.0000	2	203.000
	Sub Total	100.00			2900.0000		2854.058
19	Community Training						
19	Community Training	0.00	member	305268	183.1608	305268	183.161

	Sub Total				183.1608		183.161
	Total of SSA(Districts)				92764.6107		87111.095
	Management & MIS %	3.35			3.9107		
	Learning Enhancement Programme (LEP) %				0.7653		
	Total Mgt.Cost(Mgt+LEP)				4.6760		
	State Component				1286.6040		1149.142
	SIEMAT						
	Total				5604.5340		
	Civil Works %	29.70			32.6019		
	BRC & CRC construction %				3.4548		
	Committed EXP.From Prv.Year%						
	Quality %				52.0521		
20	NPEGEL						
20.1	No of old clusters	0.60		865	519.0000	865	464.344
20.2	No of new clusters	2.90		56	162.4000	56	162.358
20.3	Community mobilisation	0.10		921	92.1000	921	73.134
	SSA Total				94051.2147		88260.237
	Total (NPEGEL)				773.5000		699.836
20.2	Total (SSA+NPEGEL)				94824.7147		88960.073
	Mahila Samakya						30.842
							88990.915
21	KGBV Financial Provisions						
21.1	Non-recurring (one time grant)				148.8000		148.800
	Recurring				1070.0600		667.060
20.4	Grand Total (Non recurring + recurring)	37.41		0	1218.8600		815.860
20.4	Grand Total (SSA+NPEGEL+KGBV)			0	96043.5747		89806.775

- Progress on functional areas (descriptive)
- Access to primary and upper primary schools

New Schools

Significant progress has been achieved in improving the access for schools in terms of both population and habitations. All the habitations with a population of 200 and more have been provided with access to primary schools with in a distance of 1 K.M. and to Upper Primary Schools with in a distance of 3 K.M.

The access ratio in respect of primary schools has improved from 98.98 during 2004-05 to 99.03 during 2005-06 and 100 since 2007-08.. This improvement came about because upgradation of 450 upper primary schools to upper primary schools during 2008-09 and adding class VIII to 323 UPS during 2007-08 and 101 schools during 2008-09.

Progress overview from 2005-06 to 2008-09

		2005-06		2006-07	
		Target	Achievement	Target	Achievement
1	Up gradation of EGS to PS	-	-	189	189
2	New Schools	-	-	527	527
3	Up gradation of PS to UPS	47	47	241	241
4	Adding class VIII to UPS	323	323	2325	2325

		2007-08		2008-09	
		Target	Achievement	Target	Achievement
1	Up gradation of EGS to PS	52	52		
2	New Schools	603	603	313	313
3	Up gradation of PS to UPS	282	282	450	450
4	Adding class VIII to UPS	88	88	101	101

New Schools

Year	EGS to LPS		New Schools		LPS to HPS		Adding 8th Std. to UPS	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
2001-02	0	0	194	194	0	0	0	0
2002-03	0	0	42	42	0	0	0	0
2003-04	0	0	407	407	530	530	2632	1425
2004-05	0	0	204	204	458	458	76	76
2005-06	0	0	0	0	47	47	323	323
2006-07	189	189	527	527	341	341	2325	1854
2007-08	52	52	603	603	282	282	88	88
2008-09	0	0	313	313	450	450	101	100
2009-10								
Total	241	241	2290	2290	2108	2108	5545	4146

During 2008-09, 313 new schools are opened ,450 primary schools are upgraded to UPS and 101 upper primary schools are added with 8th std.

Since inception 241 EGS upgraded to primary schhos,2290 new primary schools opened 2108 Primary schools upgraded and 4146 upper primary schools added with 8th std.

- **Civil works**

Programme and Progress of Civil Works for the year 2009-10

Sl. No.	Item of work	Target		Progress		Remarks
		Phy.	Fin.	Phy.	Fin.	
1	Primary School Buildings	317	2853.00	-	-	The Civil works are yet to be approved by the District implementation committee by the concerned districts. The works will be started after approval of District implementation Committee.
2	Additional Class Room	2990	14158.00			
3	Separate girls Toilets	8377	2094.25			
4	Separate toilets for CWSN	1548	774.00			
	Total	13232	19879.25			

Quality in Civil Works:

Sarva Shiksha Abhiyan, is carrying out 3rd Party Quality Assurance and Technical Audit to maintain the quality in Civil Works. During 2008-09 Quality Assurance and Technical Audit of Civil Works are entrusted to 4 consulting Agencies are under.

1. Somat Engineering Consultants, Bangalore.
2. JSS Consultants, Mysore.
3. Agriculture Finance Corporation, Bangalore.
4. Indian Register of Shipping, Bangalore.

The Consultants carry out the technical evaluation of the quality of civil works, by visiting each site of work for about 5 to 6 times i.e, at the Foundation level, Plinth level, Lintel level, Roof level and at finishing stage during the construction of the Building. They also under take testing of materials brought for construction at the site of work and laboratory tests are also conducted.

For the year 2009-10 the tender to be calledfor for fixing up the agency.

Civil Works Progress up to March 2009.

Cumulative Physical and Financial Progress as on 31st March 2009.

Sl. No.	Activity	Targets	Completed	In progress	Financial (in lakhs)	Expenditure (in Lakhs)
1	BRC	90	73	17	540.00	540.00
2	CRC	1411	1099	312	2822.00	2822.00
3	Primary School	3287	2517	770	16236.325	16236.325
4	Upper Primary School	0	0	0	0	0
5	ACR	39135	28602	10533	96710.350	96710.350
6	Bangalore Metro	288	0	288	1400.00	1400.00
7	Toilets	23314	23314	0	5403.300	5403.300
8	Drinking water facility	21438	21438	0	2569.300	2569.300
9	Toilets CWSN	1177	0	1177	588.600	588.600
10	Electricity	48440	33150	11700	2422.00	2422.00
11	Compound wall	3718	3717	1	1860.400	1860.400
12	Major Repairs	3068	1675	1393	1669.437	1669.437

13	CFE	1875	1875	0	445.750	445.750
14	Furniture	209345	0	209345	1046.725	1046.725
	Total	356586	117460	235536	133758.887	133758.887

Physical and Financial Progress during 2008-09 as on 31-3- 2009

Sl. No	Activity	Target	Completed	In progress	Financial (in lakhs)	Expenditure (in Lakhs)
1	BRC	-	-	-	-	-
2	CRC	-	-	-	-	-
3	N.S.B	313	83	230	2817	2817
4	A.C.R	6221	1206	5015	23639.8	23639.8
5	Multi Level Complex	100		100	554	554
6	Toilets					
7	Drinking Water					
8	Electricity	15290	15290	0	764.5	764.5
9	Compound wall	1	1	0	2.4	2.4
10	CWSN	1177	1177	0	588.5	588.5
11	Major repairs	1393	1393	0	834.718	834.718
12	Furniture	209345	0	209345	1046.475	1046.475
	Total	233840	19150	214690	30247.39	30247.39

Cumulative Progress of Civil Works From 2001-02 to 2007-08 as on: 30.4.2009

Sl. No.	Name of Work	2001-02 to 2007-08			
		Target	Completed	In progress	Remarks
1	BRC Buildings	90	90	0	
2	CRC Buildings	1411	1411	0	
3	New School Buildings	2974	2974	0	
4	Additional Class Rooms	33102	33102	0	
5	Drinking Water	21438	21438	0	
6	Toilets	23314	23314	0	

7	Electrical	33150	33150	0	
8	Compound wall	3717	3717	0	
9	Major Repair	1814	1814	0	
10	CFE	1875	1875	0	
	Total	122885	122885	0	

3rd Party Quality Assurance and Technical Audit of Civil works:

Services of Independent consultants are obtained for third party evaluation and technical Audit of Civil works. For the year 2007-08 3 consulting engineers are engaged for 3rd party evaluation.

1. Agriculture Finance corporation, Bangalore.
2. Mars Engineering Consultants, Mysore.
3. Nikethan Consultants, Bangalore.

The Consultants carryout the technical evaluation of the quality of civil works by visiting each site of work for about 5 to 6 times i.e. at the foundation level, plinth level, lintel level, roof level and at finishing stage during the construction of the building. They also undertake testing of materials brought for construction at the site work and laboratory tests are also conducted. And submit progress report every month. They also furnish completion certificate.

For the year 2008-09 Quality Assurance and Technical Audit of Civil works are entrusted to 4 consulting agencies.

1. Somat Engineering Consultants, Bangalore.
2. JSS Consultants, Mysore.
3. Agriculture Finance Corporation, Bangalore.
4. Indian Register of shipping Bangalore. And the work is in progress.

Manual for Civil Works:

Manual in Kannada on construction of School Buildings have been supplied to SDMCS and field engineers.

Quality Control equipments:

Quality control equipments like coarse sieves, fine sieves; slump cones and cube moulds are also provided to all blocks to check and to monitor the quality of works.

Designs and Estimates of School Buildings:

Typical Estimates and designs for construction of School Buildings, additional Class rooms and other structures have been supplied to Engineers and SDMCS. Provision for BALA activities, Green Boards are also made in the estimates.

People Public Participation: (PPP)

Some NGOs, Private Organisations, and Corporate Sector have participated in School adoption programme (PPP) and have given their contributions for Civil Works.

Multi level School Complexes in Bangalore City:

Services of Consulting Agency is obtained for preparation of Architectural plan, Designs, Estimates and Bid document, and Monitoring of Civil works during construction The construction works are entrusted to Rajiv Ghandi Rural Housing Corporation Ltd., Bangalore.

Infrastructure Survey of Schools:

Infrastructure Survey of Govt. Primary Schools are taken up through professional Agencies to facilitate better planning and to assess provision of infrastructure facilities in schools. In the first phase Infrastructure Survey of about 22,000 Schools out of 45000 schools in the state are taken up and the work is in progress and is nearing completion. It is proposed to take up the survey of remaining schools in the II phase.

Ramps:

Ramps are being constructed in schools to facilitate access to disabled students.

SDMCs:

With a view involve community participation as per the norms, SDMCs will construct the School Buildings and Additional Class rooms, Toilets, including Electrification etc.,

Consulting Engineers:

Services of the Consulting Engineers are obtained at the Block level and district level for technical guidance to SDMCs. These engineers visit the construction site to monitor the quality of works and provide technical guidance and also liaison with the DPO for monitoring of civil works. They are also maintaining the measurement book of the works.

Training Programme

Orientation training programme was conducted to the Block and District level engineers to resolve the technical issues and to give inputs for timely completion of works.

Under Sarva Shiksha Abhiyan in Karnataka, total Number. of Civil Works under taken Since Inception i.e. from the year 2001-02 to 2007-08 are about 1,19,196 (which includes Block resource Centers, Cluster resource centers, School Buildings, Additional Class rooms, Toilets, drinking water facilities, electrical works, compound walls etc.,). All the works are completed

Cumulative target and achievement from 2001-02 to 2007-08 is as on 30.4.2009 is as follows

Sl. No.	Description	Target	Completed	in progress	% of Completion
1	BRC	90	90		100.00
2	CRC	1411	1411		100.00
3	New School Building	2974	2974		100.00
4	Additional Class Rooms	33102	33102		100.00
5	Toilets	23314	23314	0	100.00
6	Drinking water	21438	21438	0	100.00
7	Electrification	33150	33150	0	100.00
8	Compound wall	3717	3717	0	100.00
	Total	1,19,196	1,19,196		100.00

Physical and Financial Progress of Civil works for the year 2007-08 as on 30.4.2009 is as follows.

Sl. No.	Name of work	Physical progress		Financial Progress		Expenditure Rs. in. Lakhs
		Sanction	Complete	Allocation Rs.in Lakhs	Released Rs. in. Lakhs	
1	BRC	20	20	120	120.00	120.00
2	CRC	368	368	736	736.00	736.00
3	New School Building	655	655	4257.5	4257.50	4257.50
4	Additional Class room	4555	4555	16625.75	16625.75	16625.75
5	Metro City	188		846	846.00	846.00
6	Electrification	5237	5237	261.85	261.85	261.85
	Total	11,023	10,835	22,847.10	22,847.10	22,847.10

Physical and Financial Progress during 2008-09 as on 31-3- 2009

Sl. No	Activity	Target	Completed	In progress	Financial (in lakhs)	Expenditure (in Lakhs)
1	BRC	-	-	-	-	-
2	CRC	-	-	-	-	-
3	N.S.B	313	83	230	2817	2817
4	A.C.R	6221	1206	5015	23639.8	23639.8
5	Multi Level Complex	100		100	554	554
6	Toilets					
7	Drinking Water					
8	Electricity	15290	15290	0	764.5	764.5
9	Compound wall	1	1	0	2.4	2.4
10	CWSN	1177	1177	0	588.5	588.5
11	Major repairs	1393	1393	0	834.718	834.718
12	Furniture	209345	0	209345	1046.475	1046.475
	Total	233840	19150	214690	30247.39	30247.39

- **Planning**

PLANNING PROCESS

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

During 2009-10, districts are in need of a supportive and facilitating touch for the project implementation, keen on finding the quantum of goals achieved and the impact of various interventions made by the SSA. The districts are trying to consolidate the efforts made and further try to achieve the goals. There is much that has happened in SSA since inception, and especially in the last year of implementation. At the end of the year there is a feeling of confidence that SSA, Karnataka is moving along a positive and progressively improving pathway by giving importance to quality education.

An analysis of the scenario in the districts of Karnataka has shown that the seven districts of North-East Karnataka were not at par when compared with the other districts of Karnataka. In spite of several interventions provided by the Government and other agencies imbalances exist. Even though there exists a separate Directorate at Gulbarga catering to the educational needs of these educationally backward seven districts - Bellary, Bidar, Gulbarga, Raichur, Koppal, Bijapur and Bagalkot. With this, specific targets have been set for this area with its attendant focussed plan, funds and institutional arrangements. While developing plans for these districts, special efforts are made to converge with the Directorate to meet the needs of these districts and to bring these districts at par with the other southern districts in educational indicators.

Convergence with other government departments like Women & Child Development, Labour, KSTDC and with NGOs like BJVS, MS, RVEC, Seva-in-Action, Prajayatna, Akshara, Agasthya International has been ensured in developing comprehensive plans.

Maintaining the quality of the entire programme, and also to sustain the motivation among the implementing agencies, the State Project Office (SPO) proposes the following interventions.

The District Elementary Education Plan have been prepared with a holistic and convergent approach. It is based on the existing position with regard to enrolment, retention, dropout and learning achievement. It will be working on the total requirement for universalisation of Elementary Education. Plans worked out aim at improving quality education as the state achieved access related issues, by increasing retention and ensuring achievement.

Habitation is the unit of planning with community based approach to planning. Habitation plans are consolidated at cluster, then at block level for formulating district plans. At habitation level the Head Master of the school, teachers, President of the SDMC, women SDMC members, members of Socially backward groups, parents of CWSN, local body, PRIs, NGOs Educationists etc., were involved to prepare the realistic, need based plans.

Before involving the community and other stake holders in planning process a thorough capacity building has been done at all levels.

Planning process started on 18th October 2008 at the State Project Office by the state planning team to the district planning teams to prepare the AWP & B for the year 2009 -10 by giving importance in target setting and situation analysis along with the mid year review.

The subsequent meetings and discussions were held with the district teams on planning process as per the calendar of events provided by the state office. The draft plans from the districts were appraised and necessary suggestions were given for the improvement of the plans by the district nodal officer.

After receiving the guidance from the state office every district in turn trained the block planning team in preparing the need based plans for the year 2009-10.

The block teams in turn oriented the head masters of each school at cluster level to prepare the institutional plans.

The plans were prepared and consolidated at cluster level. The prime factor of the discussion at cluster level was with the stake holders about the enrollment, retention and achievement of the school children, infrastructure availability, teachers and teachers related issues like training, their orientations etc.,. The need suggested by most of the head masters was to reduce dropout rate by increasing the necessary facilities like toilets, drinking water, learning materials and so on. Later the need based plans were submitted to the block level. The team of BEO, BRC, & BIC invites Zilla Panchayath members, Taluk Panchayath members, donors and other local dignitaries to get proper suggestions to prepare block level consolidated plan. The block teams had discussions with members of the Panchayath Raj Institutions, Educationists to assure the need based plan. It was a process with participatory approach from downward to upward approach.



Habitation Level Planning (Bijapur Taluka)



Block Level Planning Meeting (At Bijapur)

The plan has been prepared on the basis of information and statistics given by the blocks. The suggestions of all stake holders were taken in to consideration while preparing the district level plan. The Institutional plan's statistics were consolidated at cluster level. Cluster level information was consolidated at block level. At block level block resource team consisting of BEO, BRC, BRPs CRPs & NGOs. The team gathers to discuss basic academic needs and chalks out the strategies to achieve the same. The prime importance was for 100% enrollment and retention along with improvement in learning achievement of the children. The district level officers collected the information from each block and prepared district level plan with the help of resource group. It had been submitted to district implementation committee to get approved.

At state level capacity building was provided to each district planning team on 18th October 2008..

On 8th Jan 2009 there was an workshop organized by MHRD at Chennai to orient the state level officers of all the states of south zone in preparing the AWP & B 2009-10. The intervention wise orientation in different groups by the national level resource persons helped all the state level officers to appraise the district plans systematically.

<p>One day orientation on 9th January 2009 at Chennai from National level Resource Persons</p>	<p>The state level participants of south zone states in the one day orientation workshop organized by MHRD</p>

As per the instruction of MHRD a state level appraisal team consisting of experts from the fields like finance, civil works, DSERT, monitoring institutes etc., along with a couple of experts from Ed.Cil. The team visited SPO on 1.1.2009 and 2.1.2009 and appraised the plans prepared by the district planning committee. The plan documents were corrected and updated as per the advice of the district appraisal team and resubmitted to the state office. The draft plan documents of remaining districts were appraised by all officers and mainly by the respective district nodal officer and it was finalized. After the finalization of all 30 revenue districts plans the state components were finalized and the state plan document is developed and submitted to Executive Committee along with the 30 district plans during the special EC meeting held on 7.2.2009. After getting the approval of the Executive Committee the state plan along with the district plans are submitted to MHRD for appraisal

- EGS/AIE

Household data on out-of-school children

A comprehensive children census was conducted in the last week of January, 2008. There are 6626413 children in the age group of 7-14 years. Among them 72365 children have been identified as out of school children under the age group of 7-14 years. The details are given below.

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

Source :Children Census January 2008

➤ Plan of Mainstreaming of Out of School Children during December 2008.

SI No.	District	Dropout			Never enrolled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BAGALKOTE	151	174	325	78	64	142	229	238	467
2	BANGALORE RURAL	65	36	101	42	23	65	107	59	166
3	RAMANAGARA	136	57	193	80	26	106	216	83	299
4	BANGALORE NORTH	466	404	870	996	887	1883	1462	1291	2753
5	BANGALORE SOUTH	598	600	1198	354	445	799	952	1045	1997
6	BELGAUM	138	89	227	59	55	114	197	144	341
7	CHIKKODI	65	13	78	47	26	73	112	39	151
8	BELLARY	942	1048	1990	159	150	309	1101	1198	2299
9	BIDAR	586	484	1070	130	120	250	716	604	1320
10	BIJAPUR	708	836	1544	751	671	1422	1459	1507	2966
11	CHAMARAJANAGAR	547	397	944	147	87	234	694	484	1178
12	CHIKKAMAGALUR	146	118	264	34	27	61	180	145	325
13	CHITRDURGA	205	213	418	46	39	85	251	252	503
14	DAKSHINA KANNADA	24	13	37	65	47	112	89	60	149
15	DAVANGERE	347	286	633	66	54	120	413	340	753
16	DHARWAD	124	79	203	67	52	119	191	131	322
17	GADAG	662	696	1358	146	124	270	808	820	1628
18	GULBARGA	1386	1299	2685	297	323	620	1683	1622	3305
19	YADAGIRI	1678	1836	3514	209	256	465	1887	2092	3979
20	HASSAN	95	81	176	38	36	74	133	117	250
21	HAVERI	252	166	418	86	63	149	338	229	567
22	KODAGU	68	48	116	31	30	61	99	78	177
23	KOLAR	172	143	315	38	40	78	210	183	393
24	CHIKKABALLAPUR	446	401	847	77	61	138	523	462	985
25	KOPPAL	942	1040	1982	172	223	395	1114	1263	2377
26	MANDYA	246	92	338	118	30	148	364	122	486
27	MYSORE	386	284	670	103	77	180	489	361	850
28	RAICHUR	902	954	1856	242	261	503	1144	1215	2359
29	SHIMOGA	423	243	666	167	191	358	590	434	1024
30	TUMKUR	239	106	345	42	31	73	281	137	418
31	MADHUGIRI	119	93	212	33	20	53	152	113	265
32	UDUPI	79	54	133	53	42	95	132	96	228
33	UTTAR KANNADA	142	90	232	82	43	125	224	133	357
	Total	13485	12473	25958	5055	4624	9679	18540	17097	35637

Source :Children Census December 2008

OOSC AWP&B Target different Strategies. 2009-10

Sl.	Strategies	Newly identified	Continuing	Children
1	12 months Non-residential Bridge Course (NRBC) (feeder schools + transportation facility+12NRBC)	1185	10023	11478
2	6 Months Residential Bridge Course	0	8075	8075
3	4 Months seasonal residential school	0	50	50
4	Tent Schools	1060	5879	6939
5	Madarasa / Maqtad	3739	6048	9787
6	Mobile Schools	400	1045	1445
7	Home Based Education	560	14160	14720
8	Bridge Course 12 months (residential)	5645	13297	18942
	Ashakiran			
9	Chinnara Angala Non Residential	10000	0	10000
10	Chinnara Angala Residential	7802	0	7802
11	Special Enrolment Drive	4530	0	4530
12	NCLP Schools	413	4426	4839
13	Summer Remedial Teaching	0	74470	74470
14	AIE Centers (Transportation to hard to reach children)	0	1476	1476
	KGBV			
		35637	138949	174875

➤ **Mainstreaming of OOSC during 2008-09 AIE**

One of the major objectives of SSA is to ensure all children of 6-14 years are enrolled either in formal schools and AIE Centres. SSA, Karnataka is putting best efforts to achieve this objective. 10.2 lakh children in the age group of 6-14 were identified during the house to house survey conducted in February 2001. According to the house hold survey conducted during 2008, there were this number has been reduced to 72,365 during 2008-09.

Reasons for the children to be out of school are,

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

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

➤ **Strategies adopted to mainstream OOSC:**

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

Under this strategy four sub strategies have been implemented namely

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

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

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

Feeder schools have been opened in habitations where the community opted for a center than to have to have transportation facility. More number of feeder schools is concentrated in the new irrigated places of the state. We have covered 1504 number of children under this strategy.

2. **Transportation Facilities:** Transportation facilities to children who do not have lower primary schooling facilities within a radius of 1 km and upper primary schooling facilities within 3 kms have been provided in some of the districts. 8070 children are covered under the Transport Facility.
3. **Madarasa:** Children who are studying in Madaras's and do not get formal education are being covered by this sub strategy. So for 6777 children have been covered under this strategy.
4. **12 months NRBC** are opened for OOSC who need longer duration of bridge course. The children are using Chinnara Angala Bridge Course Materials. This year Hiriya Chinnara Angala Books also printed and distributed. 1230 children have been covered under 12 NRBC.

✓ **12 Residential Bridge Course:**

Under twelve month RBC 2 Sub strategies are being conducted.

1. 12 month RBC
2. Ashakirana Kendras

1. **12 months RBC:** It provides residential facility for OOSC who are in acute poverty. There are 160 Centers and covered 3904 children. The children are being thought using Chinnara Angala & Hiriya Chinnara Angala Books.

2. **Ashakirana Centers:** Are residential in nature. It is one of the main and important programme provided the children to avoid from dropping out due to various reasons like poverty and poor economic condition. Hostel facility has been provided to the school going children at school/ community hall/Public buildings and school etc., Educational volunteers and an assistant is appointed by the NGOs. It is mostly run by NGOs with the cooperation of Head master and SDMC. 19709 children have been covered in 636 centers.



ASHA KIRANA AT BHADRAVATHI BLOCK

Chinnara Angala (2 months RBC and NRBC) conducted in the summer holiday, which prepares the child to join the mainstream. 18327 children are covered in non residential and 11171 children are covered under Residential Chinnara Angala. – out of these 24953 children have been mainstreamed.

- ✓ **Home Based Education:** is provided for the severely disabled children who can't come to school. One Education Volunteers will cover 3 children, visits homes twice a week. 13356 are covered by this strategy.



Home Based Education in Shahapur Block

- ✓ **Special enrolment: drive:** This programme was to pursue the parents of the children not enrolled, to enroll their children to schools. The parents are made aware of the importance of education. 12906 children were brought to school through this programme.



Special Enrolment Drive at Shimoga

- ✓ **Mobile Schools:** This programme is undertaken especially for the children in slums. Mysore & Bangalore City in convergence with Karnataka State Road Transportation Corporation (KSRTC). In Bangalore city which are modified as classrooms. Free text books/slates/note books / uniforms / midday meals and play materials are being provided to 600 Children in these mobile schools.



Mobile School at Bangalore Urban

- ✓ **Tent Schools:** Tent schools are opened for the children who have migrated along with their parents. The parents stay in a makeshift shelter, put up in a locality near their place of work. In such locations Tent schools are opened. Chinnara Angala Abyaysa Pusthaka is being used as text. In stray instances text books are also being used. Unit cost of Rs. 3000/-per children for 10 months is allocated for tent schools keeping the child as a unit.

The Tent schools are opened all over the state. Tent Schools are more in the mining areas and construction areas of cities. 3287 children are studying in 100 tent schools of this state. After their successful completion of the Bridge Course, they were tested for their level of attainments - realisation of competencies. Pupils were admitted to near by schools in the standards appropriate to their age and attainment levels.



The Tent school of Huralagurki Railway line near Nagarjuna Engineering College of Devanahalli, Bangalore Rural district

- ✓ **KGBV:** These Schools are opened for OOSC girls. It is opened at the EBB blocks. There are 61 KGBV School running in Karnataka. This year we have covered 1325 OOSC girls.
- ✓ **6 Months SRBC:** This facility is provided for the potential drop out children due to their parent's migration. The school serves as a hostel for such children. 134 centers are opened and 4653 children are covered by this strategy.
- ✓ **NCLP:** As per the MOU between SPD- SSA and commissioner for labour department SSA has extended financial aid to the NCLP schools if they have been converted into residential bridge course. Through this we are able to cover 2927 children in 63 centers. These schools are run by the NGOs and they are supervised by the Deputy Commissioner of the district. It runs for the duration of 12 months.

Summer Remedial Teaching:

During summer vocation along with Out of School Children 85863 children (slow learners) were covered under remedial teaching.

➤ Monitoring Activities:

Most of the above strategies have been undertaken through NGOs. For the current year 433 NGOs have been involved. These NGOS are running various AIE and have covered 21287 children.

- Community mobilization and Training

Teachers training

	2008-09 progress			Progress upto Jun 2009		
	T	A	%	T	A	%
Inservice teacher training	3632144	2397401	66	228885*20 = 4577700 mandays	395763 mandays	8.65
New teachers induction training	6146	3766	61.27	1214	Recruitment of teachers is underway	
BRC posts	1212	963	79.5	1212	Vacant posts are being filled up	
CRC posts	2708	2351	86.81	2708	Vacant posts are being filled up	

Community mobilization and training

Target set by PAB for the training of community members was 294420 at a total cost of Rs.176.21 lakhs for the year 2008-09. The State decided to train 14 SDMC members, 6 members from GP (including GP Secretary) along with the members of SDMCs. Thus State has decided to train 6,35,502 SDMC members and 33,480 GP members and a total of 6,68,982 members for one day.

Against this 494800 members have been trained achieving a target of 78.4% physical and 98.2% financial target. The total amount utilized is Rs.241.91153 lakhs. The State has used additional money required for Community Training.

Teacher Training

The training programs for the year 2008-09 were planned based on the “Reflective Teacher Trainer” organization of in-service teacher training under SSA. It was decided that the Trainings programs for the year 2008-09 were to be provided in the form of packages based on the feed back obtained in the planning process through DIETs.

The following were the various training programs conducted

- Induction Training for the newly recruited teachers
- Training of the In-service Teachers
- Training for the Supervisory personnel
- Training for HMs of HPS schools
- Training for trained Graduate Teachers

Induction for the newly recruited teachers included

- Prerana for 15 days with
 - New trends in education
 - Methodologies adopted in our schools
 - Activity based teaching learning process
 - Role of teacher and head teacher in development of school
 - Semester system in school.
 - NCF –2005
 - Management of Multi grade school
 - SSA - financial norms
 - Many more
- Chaitanya for 7 days
 - Activity based teaching learning process in classes 1 to4.
 - Importance Curricular and Co-curricular activities at primary stage.
 - Importance of TLM and preparation of low and no -cost TLM
 - Use of proper TLM in Proper time and situation
 - IMPORTANCE OF THEATER SKILLS IN EDUCATION
 - Use of TIE skills in teaching learning process.
- Gender training for 2 days
 - Cluster sharing meetings of 6 days
- In-service Teachers Training included
 - Nali Kali training
 - Nail kali face to face for 8 days
 - Nali kali satcom for 2 days
 - Cluster sharing workshops for 6 days
 - English training
 - English face to face for 3 days
 - English satcom for 5 days
 - Gender training for 2 days
 - Cluster level sharing workshops for 6 days

- Training for HPS teachers
 - School based trainings for 6 days
 - Hindi training for 4 days
 - Cluster level sharing meetings
- Training for Trained Graduate teachers
 - Science content based for 5 days
 - Maths content based for 5 days
 - Block level sharing workshops for 6 days
- Training for Head Masters/mistress
 - Leadership training for 4 days
 - School development plan for 4 days
 - Account maintenance for 2 days
- Training for 1/3rd of High school teachers
 - Science content based training for 5 days
 - Maths content based for 5 days
 - English content based for 5 days
 - Social science content based for 5 days
 - Sharing workshop for science teachers 6 days
 - Sharing workshop for Arts teachers for 6 days

Gender Training: involves the following aspects:

- Difference between feminism and gender awareness process.
- Importance of gender related knowledge in teachers.
- How to teach gender related issues within curricular activities and co-curricular activities .
- gender related rules and law ,

Cluster level sharing workshops:

- Cluster level sharing workshops are very useful which gives ample Opportunities to the teachers
 - To discuss their problems and achievements in the classroom process.
 - To display the TLMs prepared by them.
 - To explain their success stories
 - CRP can arrange talk or demonstration lesson from Resource persons.
 - Teachers can discuss regarding the methods of evaluation
 - CRPs can review the progress of any program. Eg. Kalika andolana
 - They can discuss causes for failure of progress in KSQAO examination Etc.

6 cluster level sharing workshops were organized as follows:

Sl. No	Month	Subject	Reason for selection	To whom
1	July 08	Slow learning Difficulty & CWSN	To help teachers to identify this type of children in their school	To all teachers
2	Aug 08	ADEPTS (need to change)	To help teachers to identify their level and plan to achieve good skills	To all teachers
3	Sept 08	Evaluation	Preparation of Blueprint and question paper	To all teachers
4	Nov 08	Remedial teaching	To help them to teach who are at C grade.	To all teachers
5	Dec 08	need to identify		
6	Jan 09	Nali-Kali (need to change)	To help them to understand the methodology	To all teachers

ENGLISH TRAINING

Karnataka has introduced English in class 1-4 from 2007-08. It has not been made a subject of study for examinations. The basic focus is to make the learning of a new language as natural a process as possible. Providing exposure to the spoken language and equipping students with necessary vocabulary to empower them to initiate communication using English have been aimed at. For this, teacher resource books and student activity books have also been prepared and supplied to schools. Since this is an entirely new task, it was felt that teachers would need a lot of support to implement the programme in schools. The guidelines issued by DSERT for designing State Curriculum Framework emphasises the need to equip teachers of English with appropriate communicative skills, TLM and methodology for making teaching of English more effective at all levels. It may also be noted that the classroom processes suggested for 1-4 English are entirely different from the methodology suggested for teaching English in class V and above. RIE, Bangalore under whose leadership the curriculum and the Resource Books were prepared also provided the initial training through 3 day tele-mode and 3 day face to face mode transactions. Then, an ongoing facilitation programme through teleconferencing was thought of on a monthly basis. The programme planned for the teachers of LPS schools to begin with was extended to the 1-4 teachers of HPS schools too. The ongoing facilitation has helped the department enrol teachers to this programme. Quite a number of doubts of teachers have been cleared and the classroom strategies have got more focused.

Academic monitoring by BRC/CRC/DIET/SCERT

The BRCs are conducting the training programmes for the capacity building of teachers in the primary schools of the state. They give regular visits to primary schools, observe the teaching activities of the teachers and also give on job support to the teachers. Each BRP is prescribed a target of at least 10 visits during a month.

The CRPs also visit the schools in their jurisdiction at least once in a month. Each CRP is given a target of 15 schools a month for the academic supervision and monitoring. During his visit CRP also observes the teaching of the teachers and gives suitable on job support to the teachers.

The DIETS review the visit reports and hold periodical meetings with BRCs and CRCs.

Capacity of BRCs/CRCs.

The BRCs and CRCs are oriented on the issues they have to transact at the sharing workshops through EduSat. 6 such programmes were organized during 2008-09. Apart from this they are also given training on the various activities to be carried out during the academic year.

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

Training Programmes on the Management aspects are being conducted to DIET, BRC, CRC personnel under the Management Development Programme. These training programmes help to improve the managerial skills of DIET, BRC and CRC personnel.

During 2009-10 all BRCs and CRCs are trained on the Nalikali methodology for 6 days. This is supposed to enhance their capacities to monitor the implementation of Nalikali by the teachers in the schools.

Key Achievements and Challenges

2009-10 it is being planned to orient the CRCs and BRPs on the academic monitoring and supervision in the light of Nalikali being implemented in all the government schools of the state.

- **Girls education**

Progress of KGBV:

Operational:

Compiled status report of KGBV

STATE :

S. No.	State	No. of KGBV Sanctioned	No. of KGBV Operational	Agency					Total
				SSA Society	M.S.	Other govt agency	N.G.O.	OTHER	
1	Karnataka	64	64	35	29	nil	nil	nil	64

Building Construction:

S. No.	STATE	Model wise Target till Date (Units) Cumulative			Total	Model wise Completed (Units) Cumulative			Model wise In progress (Units) cumulative			Work not Start		
		I	II	III to I		I	II	III	I	II	III	I	II	III to I
1	Karnataka	3	0	61	64	0	0	42	0	0	17	3		2

Status of Enrolment (as on 31.3.09):

Class wise Enrolment				Total girls Enrolled
V	VI	VII	VIII	
654	1864	1549	1599	5666

Progress of NPEGEL:

Progress of MCS:

921 MCS are operational, out of which 108 are run by Mahila Samakya, Karnataka

ECCE under NPEGEL:

No ECCEs are established under NPEGEL

National Open Schools under NPEGEL:

No National Open Schools are opened under NPEGEL till 2008-09. There is proposal to open in the year 2009-10.

Involvement of NGOs under NPEGEL:

108 MCS are run by Mahila Samakya

Development Objective 2

Girls education including NPEGEL

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

NPEGEL releases and expenditure since 2003-04

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total
Approved	186	1099.32	879.46	1159.827	553.09	773.50	4651.197
Central Share released	34.87	824.48	336.95	734.935	224.14	502.775	2658.15
State share released	11.625	274.84	219.865	244.978	193.59	270.375	1215.273
Amount to be released to SSA districts	16.3715	1047.127	812.252	1091.139	484.14	697.90	4148.9295
Amount to be released to MS	18.4536	60.793	67.202	68.688	33.44	75.60	324.1766
Expenditure		1029.627	898.314	1113.222	473.369		12997.7261

KGBV releases and Expenditure

Rs. In Lakhs

S.N	Details	2004-05	2005-06	2006-07	2007-08	2008-09	Total
1	Total allocation	1127.29	1607.51	1653.51	958.31	1218.86	6565.68
2	Govt share received	845.47	1514.15(for 58 KGBVs) 70.02(for 3 addnl KGBVs)	*	622.9015	792.259	3774.7895
3	State share received	281.82	378.74	408.375	335.4085	426.601	1830.9445
4	Total funds received	1127.29	1962.91		958.31	1218.86	5267.37
5	Funds released to the Districts	725.849	202.43	864.28	80.15	758.41	2631.119
6	Funds released to MSK during	401.453	176.31	481.14	206.321	460.45	1725.674
7	Expenditure	Nil	406.83	868.079	595.750	849.210	1870.659
9	GOI Sanction orders	No.F.21-1(KA10)/2005-EE.8 dated 16th Feb, 2005	No.F.21-1(KA10)/2005-EE.8 dated 31st March, 2006 and No.F.21-1(KA10)/2005-EE.8 dated 23rd March, 2006				

* No grants was received as the balance of the previous year was sufficient to implement the programme during 2006-07.

Financial Status of Innovative Activity for Girls

(Rs.in lakhs)

Year	Allocation	Releases	Expenditure
2004-05	67.5	67.5	67.5
2005-06	18.48	18.48	17.263
2006-07	67.5	67.5	12.676
2007-08	67.50	67.5	67.50
2008-09	159.502	159.502	87.012 (Nov.30 th 08)

01. Girls Education including NPEGEL

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

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

Retention Strategies.

Free Uniforms, Text books, School bags and Mid-day meals have been provided under State sector for retaining the girls in primary/higher primary schools. The State government is providing free education to all categories of girls up to 12th standard in government and aided institutions. Free text books to all the children from 1 to 7th standard are provided under State sector funds. All the girls and SC/ST boys were provided free text books under SSA during 2003-04 and 2004-05. Free school bags and note books are being given to SC/ST girls of 5th to 7th class. However free uniforms are provided to all the children of 1 to 10 standard. Convergence is made with the scheme of "Total Sanitation Campaign" under the Department of Rural Development and Panchayath Raj at the district level with District Zilla Panchayat Offices. The infrastructure gap in toilets and drinking water get narrowed at the district level with the convergence strategies.

SPECIFIC PROGRAMMES FOR GIRLS EDUCATION UNDER SSA

- **National programme for Education of Girls at Elementary Level (NPEGEL)**

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

NPEGEL programme was implemented in 61 EBBs of 18 Districts during 2008-09. The total number of clusters covered under NPEGEL during 2008-09 is 921 including 4 urban slums. Of 921, 108 Model cluster schools are being managed by Mahila Samakhya.

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

		2004-2005	2005-2006	2006-2007	2007-08	2008-2009
1	No. of Clusters;	482	625	858	861	917
2	No. of Urban slums	4	4	4	4	4
3	Total no. of clusters	486	629	861	865	921
4	Total no. of blocks:	45	58	61	61	61

The PAB approved activities and budget for 2008-09 is as follows:

NPEGEL consolidated budget of 2008-09				
S.N	Item of expenditure	Strategies/Activities for	Budget proposed	
			Phy	Fin
1	Vocational skill training	Retention	54946	133.45
2	Excursion and sharing	Learning enhancement	3763	66.20
3	Counselling centre	Enrolment	40616	1.75
4	Health and Hygiene camps	Retention	9988	32.06
5	Bicycles	Skill development	16198	44.83
6	Mathematics and science fairs	Learning enhancement	40926	27.31
7	Carrier Councelling training	Retention	2443	2.71
8	Field trips to neighbourhood places	Learning enhancement	2279	5.84
9	Sports meet	Skill development	3353	11.05
10	Training in Marshal Arts	Skill development	2200	6.33
11	Academic Competetions	Learning enhancement	1243	2.26
12	Sports promotion centre	Skill development	600	0.70
13	Health camp	Enrolment	1750	0.92
14	Procurement of audio/video learning materials	Learning enhancement	32664	107.83
15	Experience sharing Melas	Enrolment	5405	15.01

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

A detailed activity wise guideline including performance indicators was developed by SPO and orientation through teleconference and face to face was made for effective implementation of NPEGEL activities for the year 2008-09. (District wise and Block wise activities planned are shown in Annexure1)

Among the 37 different activities, 3 activities namely

- Vocational Skill training
- Meena
- Community mobilization activities are compulsorily carried on in all Model cluster schools.

NPEGEL Physical and Financial Progress Upto November 2008 is as follows:

NPEGEL Progree for the Year 2008-09(As on 30th November 2008)

Sl. No	Item of expenditure	Total Achieved	
		Target	Phy
	EBB's	Phy	Phy
1	Vocational skill training	54946	9910
2	Excursion and sharing	3763	650
3	Counselling centre	40616	44

4	Health and Hygiene camps	9988	2127
5	Bicycles	16198	738
6	Mathematics and science fairs	40926	52
7	Carrier Councelling training	2443	0
8	Field trips to neighbourhood places	2279	536
9	Sports meet	3353	27
10	Training in Marshal Arts	2200	13
11	Academic Competetions	1243	15
12	Sports promotion centre	600	0
13	Health camp	1750	0
14	Procurement of audio/video learning materials	32664	20
15	Experience sharing Melas	5405	13
16	Counselling for problems related to girls	20400	1213
17	Awareness camp	11381	220
18	Carrier guidance training	7357	25
19	Reading programme	19442	0
20	Camps on awareness of child rights	9483	309
21	Role play	4845	0
22	Handwriting programme	3763	584
23	Project work	3055	280
24	School cabinet	1650	240
25	Health checkup	3000	17
26	MEENA programme(Compulsary)	19008	1831
27	Award to Teachers	28	0
28	Mothers Mela	6950	378
29	Each one teach ten	200	0
30	Music / Folklore /Finearts	51216	1028
31	Drawing and painting	51216	828
32	School gardening	98	49
33	Teacher training	300	53
34	Best attendance and performance	254	28
35	Documentation	1	0
36	Computer training	14	0
37	Community Mobilization	62600	1739
	Total	485361	22950

2. INNOVATIVE ACTIVITY FOR GIRLS EDUCATION (JAGRUTHI SHIBHIRA)

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

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

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

During 2008-09, each district was approved of Rs. 5.5 lakhs towards Adolescent camps. A total of 1800 children per district are the beneficiaries under this program. The modules namely “Hennu Makkala Jagruti Shibira Sanchi” developed the ZSSA, Dharwad is being used in conducting the Adolescent Camps.

Progress of Adolescent Camps upto November 2008 is as follows:

Progress of adolescent camps for girls during 2008-09 as on 30th Nov 2008

S.N	District	Target No. of children	Total Achieved
1	Bangalore(N)	1800	0
2	Bangalore(S)	1800	558
3	Bagalore®	1800	0
4	Ramanagar	1800	0
5	Bagalkote	1800	304
6	Belgaum	1800	550
7	Chikkodi	1800	0
8	Belalry	1800	0
9	Bijapur	1800	1800
10	Bidar	1800	0
11	C.Nagar	1800	0
12	C.Magalore	1800	0
13	Chitradurga	1800	0
14	D.Kannada	1800	205
15	Davangere	1800	283
16	Dharwad	1800	0
17	Gadag	1800	0
18	Gulbarga	1800	0
19	Yadgir	1800	0

20	Hassan	1800	2404
21	Haveri	1800	0
22	Kodagu	1800	1127
23	Kolar	1800	0
24	C.Ballapur	1800	154
25	Koppal	1800	0
26	Mandya	1800	1148
27	Mysore	1800	1606
28	Raichur	1800	0
29	Shimoga	1800	700
30	Tumkur	1800	1020
31	Madhugiri	1800	0
32	Udupi	1800	3570
33	U.Kannada	1800	1739
Grand Total		59400	17168

3. KASTURBA GANDHI BALIKA VIDYALAYA

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

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

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

Initiatives for the implementation of the programme.

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

During 2004-05, 34 KGBVs with 100 and 24 with 50 intake capacity were approved and started like wise in 2005-06. In 2005-06, 3 additional KGBVs with the intake capacity of 100 were sanctioned and made operational in 2006-07. o MHRD also

permitted up gradation of 24 KGBVs to raise the intake capacity to 100. In the year 2008-09 3 Model 1 KGBV's were approved namely in Yadgir, Sindhanur CDB and Gangavati CDB. All the KGBVs are operational with 100 intake capacity from the current academic year. Of the 64 KGBV's 29 Mode III (100) are run by Mahila Samakya.

Major initiatives under KGBV programme

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

KGBV Staff Pattern

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

D. Construction of KGBV hostel building

The construction of buildings for all the 64 KGBVs (including MS managed schools) has been taken up by the department. The agencies were identified through tenders at the State level.

No. of hostel buildings approved	64
No. of hostel buildings under progress	21
No. of hostel buildings not started	5
No. of hostels completed	38
No. of hostels occupied	17

17 KGBV's are functioning in the own building. The remaining 21 needs basic facilities like water, electricity etc. Consistent efforts are being made by SPO towards shifting of schools to own buildings.

E. Identification and enrollment of Girls

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

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

Caterogy	SC	ST	OBC	Minority	BPL	Total
Girls enrolled	2265	872	1417	357	822	5746

F. Academics at KGBVs

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

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

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

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

G. Convergence with the department and NGOs

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

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

H. Trainings and Academic support to KGBVs

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

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

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

I. Financial releases and expenditure:

The cost approved for 2008-09 is Rs1218.86 lakhs for 64 KGBVs with the intake capacity of 6250 girls. Rs.460.45 lakhs to MSK and the remaining has been released to the districts.

J. Monitoring system of KGBVs

KGBVs are monitored at different levels starting from cluster, block, district, divisional and state level. Quaterly review of gender co-ordinators along with BEO's of the EBB blocks are carried on in every quarter. Also clear instructions to monitor and provide complete academic support to KGBV's has been issued to Block Resource and Cluster Resource centres. Nodal officers from the State Project Office are also visiting KGBV's so as to facilitate and monitor for quality education

K. Achievements of KGBVs

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls in State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji(cultural competition), girls participated in State level kannada

language exam conducted by the cultural ministry, are some of the examples of the unique achievements and stepping stones of these girls.

Dance-drama on the theme “ Meena as a child Rights protector” is being mobilized for 26th January 2008 Republic Day Celebrations wherein children from Newly formed Chikkaballpur are preparing for the same.

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

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





Academics at KGBVs

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Convergence with the department.

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The free incentives of the State government have also been extended to KGBV schools. Every child gets free uniform and text books. SC/ST girls receive free note books and bags. The deputed teachers attend monthly sharing meetings and

training imparted under SSA. KGBV girls attend all the programmes and competitions held by the department.

Community / Non-profit making bodies.

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

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

Trainings and Academic support to KGBVs

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

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

Interventions for socially disadvantaged groups including minority, SC/ST

4. Chinnara Karnataka Darshana

The objectives of programme:

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

Extent and Coverage of the programme

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

Criteria for the selection of students and teachers

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

Selection of teachers

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

Selection of Tourist Places

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

Important aspects of the Programme

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

Chinnara Karnataka Darshana during 2008-09

In order to provide field experience and make the learning long lasting, students of 7th standard majority of whom are from the rural sector government school, with preference to children to SC/ST categories and girls are selected o tour various important destinations of Karnataka. The programme is appropriately titled Chinnara Karnataka Darshana. A total number of 433 batches consisting of 50 students, 4 teachers and a guide in each batch amply testifies the magnitude of this sustainable educational on going project. They visited various destinations. The major objectives of the tour are

A total of 170 batches have been benefited from Chinnara Karnataka Darshana Program as on December 2008. As the tour covers a distance of approximately 1750 kms it is spread over 4 days & 4 nights.

This program was Inaugurated by the Hon'ble Chief Minister of Karnataka Sri. Dr. B.S Yadiyurappa on 7th November 2008.



5. Information on Urdu Schools and the facilities provided under SSA

- There are 3946 Government Urdu Schools in the State (I to VIII and covered under SSA)
- 16642 teacher posts are sanctioned
- Literacy Percentage of Muslims is 70.1 as against 65.6 of all categories
- Total enrolment in Urdu Schools is 4,30,948
- Pupil Teacher Ratio is 25:1 (as against 32 for all categories)
- During 2004-05, 72 CRCs from General category were converted in to Urdu CRCs. Total number of Urdu CRCs is 126

- **Under SSA following facilities were given for urdu schools since 2001-02**
 - 118 New schools were opened
 - 177 New school buildings were constructed including 59 buildings for building less schools.
 - 1623 Additional classrooms were constructed
 - 1596 Toilet and Drinking water facilities were been provided.
 - 1599 Schools were provided with Electricity
 - Compound wall was constructed for 544 Schools
 - School grant was provided to 3946 schools.
 - Teacher grant was provided to 16133 teachers
 - Maintenance grant provided to all Government schools.
 - School grant (Govt. + Aided) to all the Urdu schools at the rate of LPS Rs.2,000/- P.A., HPS Rs.4,000/- P.A.

Teachers grant to all the teachers working in Urdu schools at the rate of Rs. 500/- P.A

6. The Progress of the activities under Minority Activity is as shown in the table.

Minority Community Activities Progress Report up to November 2008

Sl.No.	District	Awar enes s progr amme for religi ous and com muni ty leade rs.	Awar enes s progr amme for Mot her s of mu sli m minor ity childr en.	Awar enes s progr amme for Fathe rs of musli m minor ity childr en.	Block level semina rs for educati onally backwa rd minor ity childre n.	Mont hly block level mela s for educati onally back ward minor ity childr en.	3 days semi nars for 50 urdu teach ers	Hikes and Field visits	Learning corners		Supply of dictionari es to selected students of 5th std of below poverty line.	Providing Lab equipmen ts for selected schools.	Total
		Phy	Ph y	Phy	Phy	Phy	Phy	Phy	Phy	Fin	Phy	Phy	Phy
1	Bangalore (N)	0	0	0	0	0	0	0	0	0	0	0	0
2	Babgalore(S)	565	328	288	461	1304	0	0	0	0	0	0	2946
3	Bangalore ®	0	0	0	0	0	50	0	0	0	0	0	50
4	Ramanagar	258	527	501	0	0	0	0	0	0	0	0	1286
5	Bagalkot	130	277	151	325	230	0	0	0	0	0	0	1163
6	Belgaum	0	0	0	0	0	0	0	0	0	0	0	0
7	Chikkodi	0	0	0	0	0	0	0	0	0	0	0	0
8	Bellary	0	0	0	0	0	0	0	0	0	0	0	0
9	Bidar	0	0	0	0	0	0	0	0	0	0	0	0
10	Bijapur	0	0	0	0	0	0	0	0	0	0	0	0
11	C.Nagar	0	0	0	0	0	0	0	0	0	0	0	0
12	C.Magalore	0	0	0	0	0	0	0	0	0	0	0	0
13	Chitradurga	390	390	390	0	600	0	0	0	0	0	0	1770
14	D.K.	390	585	65	0	0	0	0	0	0	0	0	1040
15	Davangere	273	257	205	0	0	0	0	0	0	0	0	735
16	Dharwad	476	200	200	100	200	50	0	0	0	0	0	1226
17	Gadag	0	0	0	0	0	0	0	0	0	0	0	0
18	Gulbarga	5	7	0	2	0	42	0	0	0	0	0	56
19	Yadgiri	0	0	0	0	0	0	0	0	0	0	0	0
20	Hassan	0	0	0	0	0	0	0	0	0	0	0	0
21	Haveri	134	300	0	0	0	0	0	0	0	0	0	434
22	Kodagu	0	0	0	0	0	0	0	0	0	0	0	0
23	Kolar	0	0	0	0	0	300	0	0	0	0	0	300
24	C.Ballapur	0	0	0	0	0	0	0	0	0	0	0	0
25	Koppal	195	130	130	216	230	0	55	0	0	0	0	956
26	Mandya	0	0	0	0	0	0	0	0	0	0	0	0

27	Mysore	0	0	0	0	0	0	0	0	0	0	0	0
28	Raichur	200	200	0	0	0	0	0	0	0	0	0	400
29	Shimoga	0	0	0	0	1200	1200	300	0	0	0	0	3072
30	Tumkur	390	291	291	600	1200	0	300	0	0	0	0	3072
31	Madhugiri	0	0	0	0	0	0	0	0	0	0	0	0
32	Udupi	160	65	0	415	608	0	100	0	1	0	0	1355
33	Uttara Kannada	2	2	1	2	3	0	344	0	0	0	0	354
	Total	3568	3559	2222	2121	5575	1642	1099	0	2	0	0	20215

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

Chinnara Karnataka Darshana

The objectives of programme:

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

Extent and Coverage of the programme

- The programme is undertaken in convergence with Karnataka State Tourism Development Corporation
- The approved budget per district is Rs15 lakh. Total budget Rs 435 lakhs
- All 202 educational blocks of all 29 districts of the entire state
- 100 children from each block and extra 50 from each district totaling 21654 children are being covered. Additionally, 400 children from KGBV's were also covered in the year 2008-09.
- The educational tour programme is for 4 days

Expected out-comes of the programme

- Children will develop interest in education and there by actively participate in co-curricular, extra-curricular and educational activities.
- To attract 6th and 7th std. students towards schools and that will be to limit the children dropping out from the school.
- To strengthen the economically backward children and girls to visit the real environment of long distant places.
- To avoid the inferiority complex among the children and girls to visit the real environment of long distant places.
- It is expected to develop competitive attitude among the gifted children.

- It is expected to develop learning competencies of curriculum among the children.
- It would build a strong psychological urge among the children to construct project works associated with the individual students.
- It will develop the observation, oral and written expression skills among the children.
- It will clarify many concepts of abstract things through observation.

Criteria for the selection of students and teachers

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

Selection of teachers

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

Selection of Tourist Places

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

Important aspects of the Programme

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

Chinnara Karnataka Darshana during 2008-09

In order to provide field experience and make the learning long lasting, students of 7th standard majority of whom are from the rural sector government school, with preference to children to SC/ST categories and girls are selected o tour various important destinations of Karnataka. The programme is appropriately titled Chinnara Karnataka Darshana. A total number of 433 batches consisting of 50 students, 4 teachers and a guide in each batch amply testifies the magnitude of this sustainable educational on going project. This is first of its kind massive educational tour programme conducted in the country. They visited various destinations. The major objectives of the tour are

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

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

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

A total of 441 batches have been benefited from Chinnara Karnataka Darshana Program as on March 2009.



CKD Inauguration by Hon'ble Chief Minister of Karnataka



Information of the Status of SC/ST Children:

Statement showing Out of school children of age group (7 to 14) and number of children mainstreamed

SI No.	District	OOSC (7 to 14)	OOSC children mainstreamed
1	BAGALKOT	1492	1451
2	BANGALORE RURAL	157	361
3	RAMANAGARA	457	545
4	BANGALORE NORTH	746	2518
5	BANGALORE SOUTH	2555	3847
6	BELGAUM	934	751
7	CHIKKODI	508	843
8	BELLARY	4581	4045
9	BIDAR	2416	4006
10	BIJAPUR	5275	4985
11	CHAMARAJANAGARA	1672	1401
12	CHIKKAMANGALORE	561	493
13	CHITRADURGA	1181	836
14	DAKSHINA KANNADA	480	512
15	DAVANAGERE	1745	1605
16	DHARWAD	671	655
17	GADAG	3032	3212
18	GULBARGA	11811	6597
19	YADAGIRI	11164	9849
20	HASSAN	451	283
21	HAVERI	1184	1115
22	KODAGU	208	241
23	KOLAR	622	1070
24	CHIKKABALLAPURA	1788	1293
25	KOPPAL	4458	3771
26	MANDYA	731	425
27	MYSORE	1424	1512
28	RAICHUR	5842	5157
29	SHIMOGA	1311	927
30	TUMKUR	656	366
31	MADHUGIRI	621	479

32	UDUPI	197	441
33	UTTARA KANNADA	1434	886
Total		72365	66478

Source : Census

- Children with Special Needs

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

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

The enrolment of the state in the age group of 6-14 is 76,48,941 and out of which the children with special needs amounts to 135301..

State	VI	HI	OPH	MR	MD	Others	Total
Karnataka	22816	21594	25247	26030	15829	23785	135301

Objectives:

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

Programmes initiated during 2009-10

As per the AWP&B 2009-10 all the districts have initiated the proposed programmes at the district and block levels. The state has initiated following activities for the effective implementation of the programme.

Teachers Training:

- Long term training course of 90 days has given to 1123 teachers through distance mode (Bhoj University).
- Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding

their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.

- NGOs are involved in the capacity building programme, awareness programmes, health camps and distribution of assistive devices camps and Home Based Education.
- Circulars pertaining to the duties & responsibilities of IERTs, BEOs, BRCs, & DDPIs for monitoring were given. Empowerment training for IERTs will be conducted by Spastic Society of Karnataka.
- **Formal & functional Assessment:** Medical camps were conducted for CWSN at 184 blocks by involving the health department, Private practitioners, NGOs and sponsors under the supervision of district & block level co-ordination committees comprising of CEO, ZP, DHO, DDPI, CDPO, BEO, EO, Revenue officers, NGOs & others.
- **Assistive devices** were provided to the children who were identified in the medical camps through ALIMCO, DDRCs, NGOs like Skanda Educational & Medical Service Trust, Jain Youth Federation and other charitable institutions. 9763 children were provided assistive devices.
- **Barrier free environment** was created in 51% of the schools by constructing ramps the remaining 49% will take up in the next 3 years. And it is made mandatory to provide ramps & CWSN friendly toilet in new school buildings was created. Totally 27302 schools have ramps with hand rails.
- **Home Based Education** Programme is taken up under the intervention of out of school strategies. The Philosophy of providing equal opportunity to all the children including CWSN is the base for initiating this activity. The objective of this programme is to provide school access to the children who cannot attend the school for specific reason like mental retard ness, cerebral-palsy and multiple disabilities and to achieve universal enrolment by enrolling all these children in the near by schools. 14148 children are benefited under this programme. 5401 volunteers are working as care givers.
- **Inclusive Education Resource teachers (IERTs) :** Regular teachers who have undergone 90 days inclusive education training are selected and work at the block level as IERTs for the effective implementation of IE activities. There are 3 IERTs in each block. Totally 606 teachers are in position in the state. These teachers are oriented regarding their roles and responsibilities in the context of universalisation of elementary education. The teleconference conducted revealed that they need capacity building workshops to handle the CWSN and to train the teachers, Parents and children.
- **Establishment of Resource Centers:** The experiences revealed the need for establishment of one resource center for every block. At the resource center Resource Kits, Refraction Kit, Braille kit, MR Kit, Audio meter with Hearing aid repair Kit, Ortho repair tool kit, Physio therapy etc., Reading materials, TL materials,etc., will be made available for the teachers, parents

and CWSN. NGOs will be involved in the running of block resource center. Repair and maintenance of aids & appliances given in previous years will be taken up in the resource center. So far 188 Resource Centers are established 65 Resource centers are strengthened at block level.

- **Awareness programmes (Parents, Community Training)** : Awareness training has been given to 14148 parents for 1 day. This is to bring about an attitudinal change and to equip them with skills in handling their children after school hours. The services of NGOs like Srushti and Seva-in-action will be used to train the master trainers and create awareness through cultural activities. An awareness programme for peer group, teachers and parents has been given in all 29 districts by Srusti Performing Arts and Communication Centers.
- **Committees:** State Resource Group at state level, District co-ordination committee at district level and District Resource group at DIET level in addition to the Executive Committee and Governing council have been constituted to implement and monitor the activities.
- The important NGOs involved are:

I.No	Name of the NGOs	Activities Involved
1.	Seva-In-Action, Bangalore	MRP Training, Studies Committees Home Based Education
2.	Srusti	Awareness Programme Trainings.
3.	Spastic Society	MRP Training Home Based Education.
4.	ILFS	Teachers Training Preparation of modules
5.	Ramana Maharshi Academy for Blind	Study center for Boj University Training, Home Based Education
6.	Skanda Educational and Medical Services Trust	Medical camps Supply of aids and appliances Home Based Education Resource center
7.	Leonard Cheshire International	Capacity building of teachers on IE
8.	Gramina Abhivrudhi Seva Samsthe	Home Based Education
9.	ALIMCO	Medical & Assessment camps Supply of devices

Expenditure of 2008-09 Up to MARCH

Sl	Activities	Budget		Expenditure	
		Phy	Fin (in lakhs)	Phy	Fin (in lakhs)
1	Assessment & measurement Camps. Rs. 15,000/- per camp	202	30.30	202	30.30
2	Provision of Aids & Appliances Rs 1500/- per child	9765	146.45	9765	146.45
3	IERT's Salary (TA/DA)	606	610.88	606	610.88
4	Awareness Programme Community, CRC & BRC etc 2000/- per cluster	2250	45.00	2250	45.00
5	Long term training course Rs. 4000 Per teacher	1500	60.00	1500	60.00
6	HBE volunteer training Rs. 100 X 10 days	6211	62.11	6211	62.11
7	Parents training	11913		11913	
8	Strengthening of Resource centers 20000/- per center	197	39.40	197	39.40
9	HBE volunteers remuneration per child Rs 3594	15552	558.99	15552	558.99
10	District coordinator Salary (TA/DA)		17.28		17.28
11	Workshop/Meetings	31	10.00	31	10.00
12	Teleconference		1.00		1.00
13	Braille Book	800	4.00	800	4.00
14	State Co ordinator Salary		2.16		2.16
	Total		1587.56		1587.56

- Quality Improvement

- Teacher recruitment.

Year	Primary School Teachers			T.G.T. teachers		
	Sanctioned	Recruited	Balance	Sanctioned	Recruited	Balance
2001-02	905	905	0	-	-	-
2002-03	0	0	-	-	-	-
2003-04	5972	5972	0	2632	1661	971
2004-05	1090	1090	0	76	51	25
2005-06	0	0	-	323	323	0
2006-07	2466	2466	0	2325	2023	302

2007-08	5921	5921	0	88	88	0
2008-09	1165	1165	0	101	101	0
2009-10	1217	0	1217	0	0	0
Total	18736	17519	1217	5545	4247	1298

2009-10 Teachers Recruitment is in progress.

Teacher training.

Teachers training

	2008-09 progress			Progress upto Jun 2009		
	T	A	%	T	A	%
Inservice teacher training	3632144	2397401	66	228885*20 = 4577700 mandays	395763 mandays	8.65
New teachers induction training	6146	3766	61.27	1214	Recruitment of teachers is underway	
BRC posts	1212	963	79.5	1212	Vacant posts are being filled up	
CRC posts	2708	2351	86.81	2708	Vacant posts are being filled up	

Community mobilization and training

Target set by PAB for the training of community members was 294420 at a total cost of Rs.176.21 lakhs for the year 2008-09. The State decided to train 14 SDMC members, 6 members from GP (including GP Secretary) along with the members of SDMCs. Thus State has decided to train 6,35,502 SDMC members and 33,480 GP members and a total of 6,68,982 members for one day.

Against this 494800 members have been trained achieving a target of 78.4% physical and 98.2% financial target. The total amount utilized is Rs.241.91153 lakhs. The State has used additional money required for Community Training.

Teacher Training

The training programs for the year 2008-09 were planned based on the "Reflective Teacher Trainer" organization of in-service teacher training under SSA. It was decided that the Trainings programs for the year 2008-09 were to be provided in the form of packages based on the feed back obtained in the planning process through DIETs.

The following were the various training programs conducted

- Induction Training for the newly recruited teachers
- Training of the In-service Teachers
- Training for the Supervisory personnel
- Training for HMs of HPS schools
- Training for trained Graduate Teachers

Induction for the newly recruited teachers included

- Prerana for 15 days with
 - New trends in education
 - Methodologies adopted in our schools
 - Activity based teaching learning process
 - Role of teacher and head teacher in development of school
 - Semester system in school.
 - NCF –2005
 - Management of Multi grade school
 - SSA - financial norms
 - Many more
- Chaitanya for 7 days
 - Activity based teaching learning process in classes 1 to4.
 - Importance Curricular and Co-curricular activities at primary stage.
 - Importance of TLM and preparation of low and no -cost TLM
 - Use of proper TLM in Proper time and situation
 - IMPORTANCE OF THEATER SKILLS IN EDUCATION
 - Use of TIE skills in teaching learning process.
- Gender training for 2 days
 - Cluster sharing meetings of 6 days
- In-service Teachers Training included
 - Nali Kali training
 - Nail kali face to face for 8 days
 - Nali kali satcom for 2 days
 - Cluster sharing workshops for 6 days
 - English training
 - English face to face for 3 days
 - English satcom for 5 days
 - Gender training for 2 days
 - Cluster level sharing workshops for 6 days
 - Training for HPS teachers
 - School based trainings for 6 days
 - Hindi training for 4 days
 - Cluster level sharing meetings
 - Training for Trained Graduate teachers
 - Science content based for 5 days
 - Maths content based for 5 days
 - Block level sharing workshops for 6 days
 - Training for Head Masters/mistress
 - Leadership training for 4 days
 - School development plan for 4 days
 - Account maintenance for 2 days
 - Training for 1/3rd of High school teachers

- Science content based training for 5 days
- Maths content based for 5 days
- English content based for 5 days
- Social science content based for 5 days
- Sharing workshop for science teachers 6 days
- Sharing workshop for Arts teachers for 6 days

Gender Training: involves the following aspects:

- Difference between feminism and gender awareness process.
- Importance of gender related knowledge in teachers.
- How to teach gender related issues within curricular activities and co-curricular activities .
- gender related rules and law ,

Cluster level sharing workshops:

- Cluster level sharing workshops are very useful which gives ample Opportunities to the teachers
 - To discuss their problems and achievements in the classroom process.
 - To display the TLMs prepared by them.
 - To explain their success stories
 - CRP can arrange talk or demonstration lesson from Resource persons.
 - Teachers can discuss regarding the methods of evaluation
 - CRPs can review the progress of any program. Eg. Kalika andolana
 - They can discuss causes for failure of progress in KSQAO examination
 - Etc.

6 cluster level sharing workshops were organized as follows:

Sl. No	Month	Subject	Reason for selection	To whom
1	July 08	Slow learning Difficulty & CWSN	To help teachers to identify this type of children in their school	To all teachers
2	Aug 08	ADEPTS (need to change)	To help teachers to identify their level and plan to achieve good skills	To all teachers
3	Sept 08	Evaluation	Preparation of Blueprint and question paper	To all teachers
4	Nov 08	Remedial teaching	To help them to teach who are at C grade.	To all teachers
5	Dec 08	need to identify		
6	Jan 09	Nali-Kali (need to change)	To help them to understand the methodology	To all teachers

ENGLISH TRAINING

Karnataka has introduced English in class 1-4 from 2007-08. It has not been made a subject of study for examinations. The basic focus is to make the learning of a new language as natural a process as possible. Providing exposure to the spoken language and equipping students with necessary vocabulary to empower them to initiate communication using English have been aimed at. For this, teacher resource books and student activity books have also been prepared and supplied to schools. Since this is an entirely new task, it was felt that teachers would need a lot of support to implement the programme in schools. The guidelines issued by DSERT for designing State Curriculum Framework emphasises the need to equip teachers of English with appropriate communicative skills, TLM and methodology for making teaching of English more effective at all levels. It may also be noted that the classroom processes suggested for 1-4 English are entirely different from the methodology suggested for teaching English in class V and above. RIE, Bangalore under whose leadership the curriculum and the Resource Books were prepared also provided the initial training through 3 day tele-mode and 3 day face to face mode transactions. Then, an ongoing facilitation programme through teleconferencing was thought of on a monthly basis. The programme planned for the teachers of LPS schools to begin with was extended to the 1-4 teachers of HPS schools too. The ongoing facilitation has helped the department enrol teachers to this programme. Quite a number of doubts of teachers have been cleared and the classroom strategies have got more focused.

Classroom transactions.

The expansion of Nalikali (activity based learning) method in all Government Schools made shift to child centered, Activity based transaction is class 1 and 2. The Trainings already provided and empowered teacher to make class room transaction activity based are child centered.

Teacher Grants, Schools Grants, different trainings, Reading cards, Science Mobile laboratory, Radio Programme, School Visits are made class room transaction attractive, child friendly, learner friendly.

All children do participate in learning activities and learning opportunity has been increased

Nalikali:- An Activity based Teaching learning process where is facilitator and children learn through different activities.

Remedial Teaching:- Graded reading cards developed and provided the children use these cards to learn reading with the help of teachers.

Science lab:- Children are exposed to mobile laboratory and provide opportunity to work.

Pupil evaluation systems.

Evaluation System at Primary Classes (1 – 4 classes):

Competency based continuous and comprehensive evaluation process is adopted at the primary classes from 1 to 4 in the State. Specific areas in different subjects are identified for each class. The term 'Competency' refers to the minimum level of learning in each area by every child. Teaching and Testing go together. Hence evaluation is a process which practices continuously and comprehensively including curricular and co-curricular activities. This helps to assess the learning achievement level of the children.

Major Components:

- Continuous and comprehensive evaluation: No grading system with marks in the primary classes of 1-4.
- Evaluation encourages creativity among the children along with learning.
- Competency based evaluation is according to the textual competencies.
- Activity oriented and child centered process.
- Academic progress of the child has to be entered as 'achieved' only after confirmation of the child's learning.

Note: Nali-Kali, a joyful Learning programme has been introduced in classes 1 and 2 of 13961 government primary schools in the State during 2008-09. This programme is expanded to all 45476 government schools of the State in the current year of 2009-10. The evaluation system from 1 and 2 under Nali-Kali system is different from other standards. There are no progress cards for 1 and 2 classes. Individual and self monitoring system is being maintained in these classes.

Evaluation System at Primary Classes (5 - 9 classes) :

The Semester system of evaluation is introduced in Higher Primary classes from 5 to 7 and also 8 to 9 Secondary school classes.

Tests :

There are two tests in a year, one in each semester period with 40 minutes duration in Higher Primary classes and 45 minutes in Secondary school classes. The tests consist of 50% objectives type and the remaining 50% short answer questions. Maximum marks for each test is 25 which doesn't consider for the promotion of students. However the teachers have to enter in the individual marks registers. The questions are based on the completed chapters of the textbook.

Semester Evaluation:

Semester examination will be conducted at the end of each semester period in two Parts. Part 'A' includes both oral and written sections. The written evaluation has 40 marks with duration of 90 minutes and the oral of 10 marks. Part 'B' evaluates the

components such as, Project (10 marks), Values/Life Skills (10 marks), Arts/Social Useful Productive Work (10) marks.

Physical Education has been considered as a compulsory examination subject from 6 to 9th classes.

Gradation System:

Sl. No.	Grade	Percentage	Range
1	A +	90% to 100%	Excellent
2	A	75% to 89%	very Good
3	B+	60% to 74%	Good
4	B	50% to 59%	Satisfactory
5	C+	30% to 49%	Average
6	C	less than 29%	Below Average

Part “B”

Sl. No.	Grade	Percentage	Range
1	A	75% to 100%	Excellent
3	B	50% to 74%	Good
6	C	less than 49%	Below Average

KARNATAKA SCHOOL QUALITY ASSESSMENT ORGANISATION.

KSQAOKeyPoints-2008-09

Background :

- Phase I : KSQAO is initiated during 2005-06 with coverage of classes 2, 5 and 7 in all government and aided LPS and HPS.
- Phase II : Coverage of 3, 5 and 7 classes particularly in Kannada medium schools scored < 40% Learning Attainment.
- It was extended for 5th and 7th classes of all Urdu and Marathi medium schools.
- Multiple Matrix Model is adopted in KSQAO.
- The evaluation will be made simultaneously. The first paper includes 1st language, 2nd language and part 'B' subjects in morning session (30 test items). The second paper includes Core subjects like Mathematics, Science and Social Science in afternoon session (30 test items).

- Oral tests will be conducted in the following day.

Coverage :

- All government and aided schools
- Classes 5 and 7
- Kannada, Urdu, Marathi, Telugu and Tamil medium
- Evaluation conducted in Jan.-2008
- I language : Kan. / Urdu / Marathi / Telugu / Tamil
- II language : Eng. / Kan.
- Core subjects : Mathematics / Science / Social Science
- Co-curricular subjects : Part 'B'

Learning Achievement of 5 th class students during 2008-09

Subjects	5th Standard				
	Kan.	Urdu	Marathi	Tamil	Telugu
I lang.	80.06	82.63	84.15	83.79	83.87
II lang.	85.13	86.38	83.06	86.43	88.19
Maths	75.02	80.23	78.07	79.76	75.05
Science	78.77	82.39	77.36	81.23	77.33
Social Science	68.33	74.97	70.65	72.20	66.52
Part 'B'	84.28	84.17	84.80	88.85	84.32

Source : KSQAO

Report 2008-09

Learning Achievement of 7 class students during 2008-09

Subjects	7th Standard				
	Kan.	Urdu	Marathi	Tamil	Telugu
I lang.	80.02	84.25	85.14	84.79	84.27
II lang.	76.21	85.11	81.32	80.26	85.11
Maths	70.97	79.35	75.68	77.43	79.35
Science	71.09	77.58	73.03	74.28	77.57
Social Science	67.92	75.44	69.58	68.93	75.43
Part 'B'	81.13	81.61	81.29	88.63	81.61

Source: KSQAO Report

2008-09

Learning Achievement of 8 class students during 2008-09

Subjects	8th Standard					
	Kan.	English	Urdu	Marathi	Tamil	Telugu
I lang.	63.35	64.42	76.51	68.96	73.47	79.11
II lang.	48.38	44.93	67.67	53.84	65.43	67.57
Maths	45.37	40.78	61.02	47.41	55.81	58.70
Science	47.73	60.62	68.78	55.64	57.92	65.57
Social Science	50.71	41.98	66.00	52.73	64.24	67.10
Part 'B'	68.45	69.91	73.37	70.62	76.18	76.63

Source: KSQAO Report

2008-09

Academic monitoring by BRC/CRC/DIET/SCERT

Academic monitoring by BRC/CRC/DIET/SCERT

The BRCs are conducting the training programmes for the capacity building of teachers in the primary schools of the state. They give regular visits to primary schools, observe the teaching activities of the teachers and also give on job support to the teachers. Each BRP is prescribed a target of at least 10 visits during a month.

The CRPs also visit the schools in their jurisdiction at least once in a month. Each CRP is given a target of 15 schools a month for the academic supervision and monitoring. During his visit CRP also observes the teaching of the teachers and gives suitable on job support to the teachers.

The DIETS review the visit reports and hold periodical meetings with BRCs and CRCs.

Key Achievements and Challenges

2009-10 it is being planned to orient the CRCs and BRPs on the academic monitoring and supervision in the light of Nalikali being implemented in all the government schools of the state.

Specific programmes for quality improvement at primary & upper primary level.

Reading cards : Reading materials are provided for children in primary and upper primary and used as a supportive material in teaching language and for remedial classes

Mobile Science Lab: This facility was provided to 9 districts and planned for expansion of this programme and similar science empowerment programmes to all the districts from 2009-10

Remedial Teaching: Schools are preparing School Academic plan and identify the children required remedial teaching. Further remedial classes will be conducted to the children identified .

Computer Assisted learning centers: The computers are used in class room transaction to improve their learning in Languages and core subjects.

Edu sat And Radio Programme: Radio lessons are broadcasted as per the fixed schedule every day for the classes 1 to 7 and Edu sat is telecosting in 4 districts of the state.

- Research and Evaluation

Annual Plan for 2009-10

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

A. STATE LEVEL ACTIVITIES:

The State Research Advisory Committee has been reconstituted at the State level under the chairmanship of the State Project Director for the years 2008-09 and 2009-10 for effective implementation of the REMS activities in the State. The two sub committees on Training & Pedagogy and Research & Development activities have been constituted for necessary support to the State, District and Sub District level structures in the areas of Training, Pedagogy, Research and Development activities.

The State Project Office has implemented the following major activities during 2008-09 at the State Level with co-ordination of other departments, Universities, Educational Institutions, Non-Government Organisations, and voluntary Associations etc.:

- The State Project Office invited the Research Proposals through the news paper advertisements and web advertisements to conduct the research studies in the selected areas.
- The Screening Committee scrutinizes the research proposals and recommends the relevant proposals for approval. The discussions will be made at the SRAC for getting approval. The technical and academic background of the research agencies are also considered in this regard.
- The approved research institutions / researchers conduct the research studies as per the modifications, Term of References (TOR) and Memorandum of Understanding (MOU).
- The duration of the studies depend upon nature and scope of the study as per the TOR. Usually short term studies from 6 months to 1 year will be given priority. However some of the comprehensive, impact evaluation studies conduct for 1-2 years.
- The Research studies and Impact Evaluation on Quality Issues and SSA programmes have been initiated with coordination of Universities, Education Institutions, NGOs and Individual Researchers.
- 25 major research studies have been commissioned at State Project Office, SSA-Karnataka during last three years (2005-06, 2006-07 and 2007-08). The districts are instructed to take up the local specific research studies as per the approved activities under REMS in AWP/B.
- The issues are mainly focused on the Sarva Shiksha Abhiyan Programmes with community participation are specifically focused in the areas of the studies.
- The studies are conducted by some of the Universities, Autonomous Educational special reference to achieve the goals of Universalisation of Elementary Education. The quality issues on universal access, retention, learning achievement and Institutions, Reputed NGOs and Individual Researchers.
- An expert committee has analysed the quality of the research studies and recommended with necessary feed back for publication of research abstracts. The Documentation and Dissemination will be made accordingly.
- The research studies conducted at State Level under SSA are helpful in qualitative improvement of the programmes based on the research findings and recommendations.

Experimental Projects:

Kalika Yatna Programme, a learning initiative by -Prajayatna

Kalika Yatna is an innovative approach adopted in Bilikere Cluster of Mysore district as a Pilot Project for 3 years (2005-06 to 2007-08) with co-ordination of an NGO, Prajayatna, Bangalore. It is based on integral approach and constructivism concept of National Curriculum Framework (NCF) 2005, where an enormous opportunities are provided for teachers in preparing the Self Learning Materials, Local Specific Curriculum and so on. It is an approved activity for 2008-09 under REMS intervention.

This programme is extended to all Government schools of the 14 clusters in Hunsur Block, Mysore district during 2008-09 from classes 1 to 5th Std., based on the field experiences, in-housing review reports and also external evaluation study

report. An external evaluation has been initiated to NCERT, New Delhi and the branch of NCERT, Regional Institute of Education, Mysore has taken up the study in the State. A team of NCERT has visited the Bilikere cluster and interacted with the students, teachers and functionaries. The study is under progress.

District Quality Education Programme (DQEP) in coordination of BGVS and NIAS, Bangalore.

District Quality Education Programme is implemented as a Pilot Project in Chamarajnagar District for 3 years (2005-06 to 2007-08) with aimed to enhance capacity building among the Academic Resource Centres of districts and sub-districts such as, DIETs, BRCs and CRCs with co-ordination of National Institute of Advanced Studies, Bangalore.

The project is continued in 3 clusters of Chamarajnagar district through Bharathiya Vijnana Samithi (BGVS) based on the previous experiences of the project implemented by National Institute of Advanced Studies (NIAS), Bangalore.

It is proposed to conduct an Impact Study in the lines of findings / experiences of the above referred Action Project. The necessary decisions will be taken to adopt the innovative strategies and good practices of the project based on the outcomes in all other DIETs also.

Multi Centric Studies

A Multi-Centric study on “Effectiveness of In-service Teachers’ Training with special reference to Chaitanya, Nalikali and English training Programme’ has been taken by the State Project Office, Sarva Shiksha Abhiyan, Karnataka through all 27 DIETs in the State. The study is under progress and the process of tabulation of Data is being done in this regard.

It is also planned to take up an independent comprehensive impact study on effectiveness of Inservice teachers’ training programme in the forth coming year i.e., 2009-10 under REMS-SSA.

Meeting and Workshops:

- Periodical Research Advisory Committee Meetings have been conducted.
- Organised Workshops for preparation of modules, Monographs on Action Research, Lab Area and Multi Centric studies etc.

Exposure Visits / Study tours

The State Project Office has organized exposure visits to selected districts/ blocks of Tamilnadu for Block and District level heterogeneous groups consist of teachers, Cluster Resource Persons, Block Resource Persons, Block Education Officers, DDPIs (Administration), DIET Principals, Teachers’ Association Representatives etc. to understand the strategies adopted in Activity Based Learning Programme (ABL) implemented in Tamilnadu. The Block and District level teams consist of 10 members each. There were around 250 batches consist of 2500 members.

A team of officers from the State Project Office visited the ABL programme of Chennai and prepared guidelines for observing the key points at the time of their visits. The DIETs are instructed to submit a district report on the basis of their interactions and experiences out of their visits.

KSQAO Assessment:

- Funding for External Assessment of Learning achievement of the students of 5 & 7 classes and External Evaluation of school / children performance by Karnataka School Quality Assessment Organisation (KSQAO).

Publication of State level News Letter: Shikshana Varthe:

'Shikshana Varthe' is an educational magazine publishing at state level and distributing to all the government and aided schools of the State under REMS component. Shikshanavarthe has been published during 2008-09 aimed for documentation and dissemination of the success stories, action research findings, Innovative classroom practices, community campaigns, departmental circulars, memos etc.

This News letter contains the articles related to the quality issues especially elementary education including innovative practices in the Classroom Transactions, Action Research studies conducted by the teachers and field functionaries, success stories, important circulars, Government orders and so on.

Publication of Monographs:

The State Project Office has taken necessary initiatives to publish Monographs and other Training Modules related to research activities.

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

A handbook on Research & Development activities has been designed with coordination of ISEC, Bangalore and other experts in order to get capacity building among the DIET faculty and CTE lecturers. It is also planned to conduct workshops in the month of March 2009 for the DIET faculty and CTE lecturers in this regard.

Prathibha Karanji Programme:

Prathibha Karanji is an innovative programme conducted at various levels such as School, Cluster, Block, District and also State to encourage the pupils to achieve all round development. This programme focuses on assessing the performance of non-scholastic activities among the students as a part of evaluation.

- Sarva Shiksha Abhiyan has funded Rs. 20.00 lakh for conducting Prathibha Karanji Programme aimed to assess the ability of children in co-curricular activities at elementary level. The programme was conducted under Monitoring & Supervision of the Director of Public Instruction, Secondary Education, Karnataka.
- Rs.5.00 Lakhs have been allocated for the minority Government Primary Schools to conduct the similar type of Prathibha Karanji programme to the students studying in minority institutions.

Progress Cards –

The Competency and Semester based progress cards have been designed at the State level and distributed to all students from 1 to 8 classes. This programme helped the school level to record the achievement levels of the students for documentation and dissemination with parents and community. The relevant strategies have been taken as a part of evaluation process in this regard.

Quality Monitoring Tools:

The State has taken necessary initiatives in implementation and follow up activities on Quality Monitoring Tools designed by NCERT, New Delhi. The following activities have been conducted in order to collect the required information and qualitative analysis at all levels.

Capacity Building Programme:

State Level Work Shop:

A one day State level Work Shop has been organized for Master Resource Persons (MRPs) on Quality_Monitoring Tools on 21st June 2008 at State Project Office, Bangalore. All DIETs (27) - REMS facilitators / lecturers and Assistants Programme coordinators (APCs) of District Project Offices SSA (33) were participated in the workshop. The discussions were made regarding obtain information and follow up of the QMT tools at district and sub-district levels. The School Level Formats (SLF), Cluster Level Formats (CLF), District Level Formats (DLF) were demonstrated and interacted with the participants on local specific issues. The necessary guidelines were given on tentative schedule of the regional and district level workshops and also schedule of the data submission in the prescribed formats.

Divisional Work shops :

- ❖ A one day divisional workshop has been organized on QMT Formats for District level and Block level field functionaries in all the four educational divisions of Karnataka.

Major Research Studies conducted at State level during 2008-09:

The following two major studies have been considered as commitments of AWP/B 2008-09 and conducted in the State by using the Terms of Reference (TOR), Tools and guidelines of the National level. (I)

I. Studies on commitments of AWP/B 2008-09

Title of the Study	Study on Teacher Absence and Students Attendance in Primary and Upper Primary Schools of Karnataka State".
Research Institution	Catalyst Management Services, Pvt. Ltd., Bangalore
Objectives	The main objectives of this study are to: <ul style="list-style-type: none">▪ Find out the extent of teacher absence and the reasons;▪ Identify the personal and school level factors of teacher absenteeism;▪ Measure the effects of teachers attendance on students attendance and achievement
Status	completed
Major Findings	<ul style="list-style-type: none">▪ The overall TA in the state as observed during the three rounds of the survey indicates that 20% of the teachers are absent due to various reasons,▪ The most being leave on personal grounds (12.6%) and education related work including training (6%).▪ The influence of teacher personal factors on TA indicates that gender and distance from residence to school have significant influence on TA.▪ The three main school related variables that have significant influence on the TA in good performing schools are the student teacher ratio, student attendance and availability of infrastructure facilities.▪ The student achievement in good performing HPS is influenced mainly by the number of SDMC meetings
Remarks/ Action Taken	A copy of the Final Report has already been sent to the MHRD and EdCIL, New Delhi. Follow up activities are being at all levels to increase Learning Opportunity Time for students.

Title of the Study	“ A Validation Sample Study on DISE Data 2007-08(30 -09-2007) in three districts of Karnataka (Udupi, Haveri and Raichur).
Research Institution	Centre for Multi-Disciplinary Development Research (CMDR), Dharwad
Objectives	The broad objectives of the present study are: <ul style="list-style-type: none"> i) to examine the role of DISE as laid down when introduced; ii) to verify and validate the data collected through DISE earlier (DISE); iii) to study the usefulness of DISE data required for achieving the goal of Primary and Higher Primary education; iv) to assess the successful working of DISE units at the district level and school level; v) to verify the infrastructure availability (HW,SW, other such accessories, trained computer personnel etc) at the DISE units at both district and school level; vi) to assess the competence and awareness of head teacher and the computer personnel about DISE; vii) to examine the evidence of sharing/dissemination of data collected through DISE; viii) to suggest appropriate measures for improving the quality of DISE data.
Status	completed
Major Findings	<ul style="list-style-type: none"> ▪ The overall deviation of DISE data from Post Enumeration Survey (PES) data taking into consideration all the items and sub items for all the three districts is 1.3 giving a precision level of 98.7 percent. ▪ The errors in statistics can be acceptable up to 5 percent. ▪ The present study based on the sample of 5 percent schools gives the error of 1.3 percent which is statistically negligible.
Remarks/ Action Taken	A copy of the Final Report has already been sent to the MHRD and NUEPA, New Delhi. The Action points of the study are being followed in the process of DISE 2008.

II. Other major studies conducted at State level during 2008-09:

Sl. No.	Title of the Study	Research Institution/ Researcher	Status	Major Findings	Remarks/ Action Taken

1.	Study on "Impact of Sarva Shiksha Abhiyan initiatives on Universalisation of Elementary Education in Karnataka with special reference to concerns of Quality and Equity".	Public Affairs Centre, Bangalore	completed	-	Approval of the final report is awaited
2	A Multi Centric Study on "Effectiveness of In-service Teachers Training with Special Reference to Nalikali, Chaitanya and English Trainings".	All 27 DIETs in the State.	under progress	-	-
3	Validation study on "Children's Census Data 2008".	Centre for Multi-Disciplinary Development Research (CMDR), Dharwad	completed	-	Follow up action is being taken
4	"Effect of School and Home Factor on the Attendance of Children at Primary Stage in Karnataka State"	Dr. Ummekulsum, Bangalore University, Bangalore.	under Progress	-	-
5	"Effectiveness of Bharathiya Vidya Software Programme implemented in Karnataka."	Dr. S.N. Unachigi, Chief Functionary, # 35, 1st Cross, 2nd Main, Ramachandrappa Layout, Padmanabhanagar, Bangalore-560070	Under Progress	-	-
7	"Ascertaining the nature of use of ICT in selected elementary schools in and around Bangalore."	R.V. Educational Consortium, Bangalore.	Under Progress	-	-

Proposed Research studies / impact evaluation for 2009-10

Sl. No.	Area	Topic	Remarks
A. Priority Areas			
1	Training & Pedagogy	“An Evaluation of Effectiveness of Nalicali Programme 2008-09 in Karnataka State”.	Proposals will be invited through advertisements.
2	Access	“A Comparative Study of Rates of Transition from 7 to 8 and 8 to 9 classes in Higher Primary Schools Up-graded by the SSA and other Non-upgraded Schools.”	Scrutiny of the Research proposals, Designing of Terms of Reference (TOR), MOU etc. will be made under the guidance of SRAC.
B Other Important Areas			
1	Language	“Effectiveness of Reading Programme (Oduvenanu) 2008-09 in Karnataka State.”	preliminary activities are under progress
2	Computer Education	“Impact of Computer Assisted Learning Centres Initiated under Innovative Education of SSA in Karnataka.”	
3	Out of School Children (OOSC)	“Effectiveness of the Residential Bridge Courses and Non-residential Bridge Courses in mainstreaming Out of School Children.”	
4	Out of School Children (OOSC)	“Impact of Chinnara Angala Programme Adopted for Out of School Children in Karnataka.”	
5	Teaching Learning Materials	“Effectiveness in Allocation and Utilisation of TLM grant for In-service Teachers in Government Schools.”	

- Management Information System

- DISE data

1. As usual DISE data was collected from all the schools as on 30th Sep-2008. (Govt. Aided, Unaided and others).
2. There are 29 Revenue districts 33 Educational Districts and 176 Revenue Blocks & 202 Educational Blocks.
3. In-house Data Entry was carried out at block / Dist level.

4. Validation of data was carried out by concerned CRPs and BRPs.
5. Finalized data submitted to NUEPA New Delhi in the month of March 2008.
6. 5% Sample Survey was done by CMDR Dharwad for the year 2007-08. For the year 2008-09 it has given to ISEC Bangalore and work is going on.

- Household data on out of school children

A comprehensive children census was conducted in the last week of January, 2008. There are 6626413 children in the age group of 7-14 years. Among them 72365 children have been identified as out of school children under the age group of 7-14 years. The details are given below.

➤ **Plan of Mainstreaming of Out of School Children during December 2008.**

SI.No	District Name	Drop Out			Non-enrolled			Total Out of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Chickballapur	446	401	847	77	61	138	523	462	985
2	Bangalore South	420	398	818	254	313	567	674	711	1385
3	Dakshina Kannada	24	13	37	65	47	112	89	60	149
4	Chickmagalore	146	118	264	34	27	61	180	145	325
5	Chitradurga	205	213	418	46	39	85	251	252	503
6	Bijapur	710	836	1546	751	671	1422	1461	1507	2968
7	Shimoga	423	243	666	167	191	358	590	434	1024
8	Udupi	79	54	133	53	42	95	132	96	228
9	Kolar	172	143	315	38	40	78	210	183	393
10	Davanagere	347	286	633	66	54	120	413	340	753
11	Yadgiri	1679	1844	3523	209	256	465	1888	2100	3988
12	Tumkur	239	106	345	42	31	73	281	137	418
13	Dharwad	124	79	203	67	52	119	191	131	322
14	Mysore	386	284	670	103	77	180	489	361	850
15	Bellary	942	1048	1990	159	150	309	1101	1198	2299
16	Chamarajanagar	547	397	944	147	87	234	694	484	1178

17	Hassan	95	81	176	38	36	74	133	117	250
18	Ramanagara	136	59	195	80	26	106	216	85	301
19	Koppal	942	1040	1982	172	223	395	1114	1264	2378
20	Bidar	586	484	1070	130	120	250	716	604	1320
21	Bangalore North	913	836	1749	835	787	1622	1748	1623	3371
22	Haveri	252	170	422	86	67	153	338	237	575
23	Gulbarga	1386	1316	2702	416	320	736	1802	1636	3438
24	Mandya	246	92	338	118	30	148	364	122	486
25	Kodagu	68	48	116	31	30	61	99	78	177
26	Raichur	902	954	1856	242	261	503	1144	1215	2359
27	Bagalkote	151	174	325	78	64	142	229	238	467
28	Uttara Kannada	142	90	232	82	43	125	224	133	357
29	Gadag	662	696	1358	146	124	270	808	820	1628
30	Bangalore Rural	65	36	101	42	23	65	107	59	166
31	Belgaum	138	89	227	59	55	114	197	144	341
32	Chikkodi	65	13	78	47	26	73	112	39	151
33	Madhugiri	119	93	212	33	20	53	152	113	265
	TOTAL	13757	12734	26491	4913	4393	9306	18670	17128	35798

• Use of data

DISE Data usage

1. DISE 2008-09 Data have been using for the preparation of AWP&B 2009-10
2. As usual for all Departmental Planning (Teacher Recruitment, Teacher re-deployment, Providing Mid day meals and Incentives, Departmental Budget etc) process DISE data have been utilizing as required.
3. Based on the DISE data the Handbook have been prepared and will be published for the year 2008-09.
4. In the state, other departments like Police, State Transport, Health, Women and Child Development to plan many schemes at State, district and block level.
5. Block Level EDI analysis of DISE 2007-08 data has been done and this data is being used to identify needy districts and blocks.

6. The process of calculation of EDI has been carried out and will be completed and published by July 2009.

Plan of Activity for 2009-10

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

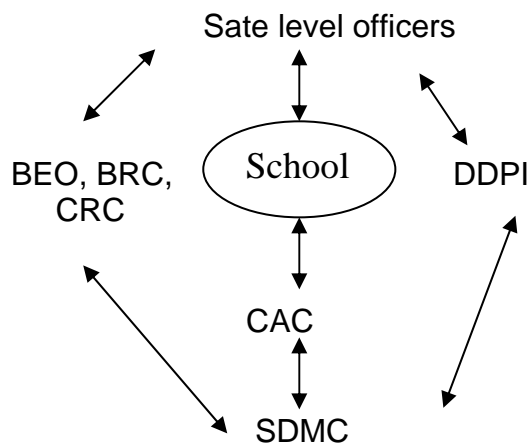
File and Letter Tracking system:

File and Letter Tracking system software (also known as Less Paper Office) has been implemented at State office with the technical support from National Informatics Centre. With this system it is possible to know the status of letters and files at various sections/officers. This programme is extended in the year 2007-08 to O/O DSERT, ACPI DHARAWAD, CPI GULBARGA AND 4 DDPI's/DYPC Office and 2 Blocks. In the year 2008-09 11 DDPI/DYPC Office and 5 Blocks. Remaining 18 DDPI/DYPC Offices yet to implement in forthcoming years.

- School Monitoring System

School Monitoring is being done by S.D.M.C, C.A.C, C.R.C, C.A.E.O, B.R.C,B.E.O, D.P.O and state level officers

Monitoring of both Academic and infrastructure development of schools is done by these agencies.



Pupil achievement monitoring system

- A comprehensive State level KSQAO report is prepared with necessary analysis and reveals the region wise, gender wise, class wise and medium wise learning achievement level of the students. This analytical report promotes the district and sub district level functionaries to take up the follow up activities based on the results.
- Local specific analytical reports are prepared at all levels including district, block, cluster and also school level.
- Learning Achievement level of the students also being monitored through the Quality Monitoring Tools
- The Academic progress of the students are disseminating with the parents and SDMC members in the SDMC meetings, Samudayadatta Programme etc.
- Achievement charts are followed in Nali Kali programme for documentation and dissemination of the students' progress.

Child Tracking Systems

- Institutional Development

- **Co-ordination with mainstream education department.**

The Secretary is the chairman of the Executive Committee and Commissioner for public Instruction is the chairman of Coordination committee and every activity is implemented by the supervision of Secretary and Commissioner. AT district level DDPI is the Project coordinator and Dypc works under him in planning and implementation of the programme. like wise at Block level BRCs comes under BEO and CRCs functions with the help of guidance rendered by CAEOs.

In Karnataka Sarva Shiksha Abhiyan and the Mainstream Education department go hand in hand in planning, implementing and monitoring of every activities of SSA.

- **Role of SCERT/SIEMAT/Text book Board in SSA implementation**

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

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

SIEMAT :

Rs.300 lakhs was the outlay to establish SIEMAT in the state and Rs.100 lakhs was given during 2003-04. The process was on to establish the SIEMAT at ISEC premises situated in Bangalore. The Government of Karnataka has directed to established it in Dharwad. The department was contacted Karnataka University,

Education Department, Dharwad and few NGOs to associate in the establishment of SIEMAT. Meanwhile the Executive Committee members would like to have a concept paper on SIEMAT. The same would be placed in next meeting and the guidance would be followed.

- **Capacity of BRC/CRCs**

The BRCs and CRCs are oriented on the issues they have to transact at the sharing workshops through EduSat. 6 such programmes were organized during 2008-09. Apart from this they are also given training on the various activities to be carried out during the academic year.

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

Training Programmes on the Management aspects are being conducted to DIET, BRC, CRC personnel under the Management Development Programme. These training programmes help to improve the managerial skills of DIET, BRC and CRC personnel.

During 2009-10 all BRCs and CRCs are trained on the Nalikali methodology for 6 days. This is supposed to enhance their capacities to monitor the implementation of Nalikali by the teachers in the schools.

- **Co-ordination with Panchayati Raj Structures**

Three tier of Panchayath Raj System is existing in Karnataka viz Zilla Panchayath at district level, Taluk Panchayath at block level, Grama Panchayath at the sub block level

The education department comes under the ambit of Panchayath Raj System. At the district level Chief Executive Officer is the head of all the Developmental departments of the entire district including Primary and Secondary Education. Regular meetings are conducted at the Zilla Panchayath like Karnataka Development Programme meeting, District Implementation Committee meeting in which the matters of education are discussed.

The committee monitors planning and implementation of Sarva Shiksha Abhiyana. District procurement committee's are also in place which monitor the procurement process taking place in Sarva Shiksha Abhiyana at the district level.

At the Block level Taluk Panchayath conducts regular Karnataka Development Programme meetings and Taluk Implimentation committee meetings, where the educational aspects and Sarva Shiksha Abhiyana activities are being discussed and suitable feedback will be given to the education department.

At the Grama Panchayath level the committee called Civic Amenities Committee has been constituted in Grama Panchayaths. As per the 2006 Government order the School Development Monitoring Committee of schools are coming under the perview of CAC. CAC is responsible for the constitution of School Development & Management Committee in its ambit and it looks after the function of School Development & Management Committee's. CAC's conduct regular meetings

to review the activities of School Development Management Committee's. The community mobilisation component of Sarva Shiksha Abhiyan focuses the School Development Management Committee members training and also CAC members.

Funds from the Panchayath institutions of different levels will be provided for the improvement of infrastructures in the schools. The Co-ordination between the Panchayath Raj institution and the education department in the state is prevailing.

- **Function of SPO/DPOs - degree of decentralizations; delegation of powers ; functional autonomy**

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

Delegation of powers; functional autonomy.

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

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

Assistant Programme Officers are also looking after different sections independently.

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

- **Capacity building of staff in position**

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

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

- Financial & Procurement Procedure

- **Progress against procurement plan for 2008-09**

Enclosed - Annexure - 2

- **Status of audit reports**

The accounts of SSA- Karnataka for the year 2007-08 have been completed and will be submitted to GOI after approval of Audit Report by ensuing EC which is audited by the Chartered Accountants. An advance copy has been submitted to GOI.

- **Status of accounts staffing / training**

3. Position of Staff for Financial Management

Staff for financial Management	State level				District level			
	Name of post	Posts sanctioned	Posts Filled	posts Vacant	Name of Post	Posts sanctioned	posts filled	Post s vacant
Accounts Wing	Finance & Accounts Officer	1	1		Acct. Supdt.	29	29	0
	Acct. Supdt	2	2		Acct. asst.	29	29	0
	Cashier	1	0					
Banglaore Division Mysore Division Belgaum Division Gulbarga Division	Divisionwise Internal Audit Wing Established							
	Audit Officer	Internal Audit is outsourced to M/s. VIJAY PANCHAPPA, Chartered Accountants Firm						
	Auditor							
	Audit Asst.							
	Audit Officer							
	Auditor							
	Audit Asst.							
	Audit Officer							
	Auditor							
	Audit Asst.							
Audit Officer								

4. Training Programme for Financial Management Staff

Nature of Training	Training planned for the year		Training Completed		Training under Progress		Remarks on areas and content of training programmes
	No.s	Level	No.s	Level	No.s	Level	
Familiarisation of the provisions of the manual on financial Management & Procurement	4	State	4	State			Imparting of Orientation Training on Maintenance of accounts to the Internal Audit Staff & Officers and staff of 27 DIETs
Training on Accounts to the Dist. Officers of DICs & DIETs	29	Dist.	10	Dist.		District	Imparting of Orientation Training on Maintenance of accounts Officers and staff of 29 District Offices.
Training in maintenance of Accounts at BRC levels	29	Dist.	10	Dist.		District	Imparting of orientation Training on Maintenance of accounts Officers and staff of BEO & BRCs
Training in maintenance of Accounts at CRC levels	202	Block	50	Block		Block	Imparting of Orientation Training on Maintenance of accounts at CRC Level

Training in maintenance of Accounts at School level	888	Districts		CRC		CRC	Imparting of Orientation Training on Maintenance of accounts at School Level
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- Key Achievements & Challenges

Universalisation of access to school facilities, participation in schooling and attainments of children, with due concerns for equity and regional parity and transfer of responsibilities and powers for day-to-day management of schools to local communities are the guiding goals of Sarva Shikshana Abhiyan. The problems of access at lower primary stage have been adequately addressed by now as substantive efforts to mainstream even the marginalised out of school children are yielding results. Transition rates from lower to higher primary levels as well as extending the length of the school to the eighth year are still problems concerning access which are being currently addressed.

Sarva Shikshana Abhiyan made wholehearted attempts to enable schools by providing of infrastructure facilities, developing the competency levels of teachers and supporting personnel at higher levels, continuous and systematic monitoring of schooling efforts and increasing involvement of community institutions therein. A total enumeration survey of all children in the age group 0 to 14 years in the State was completed during February, 2008. Involvement of other sister departments of Government is a special feature of this survey.

Exposure of rural children to places of historical, cultural, civilisational significance through the popular programme of 'Chinnara Karnataka Darshana' was continued and expanded during the year.

In order to retain girls in the orbit of schooling, specifically the girls from SC/ST and OBC communities, and facilitate their upward mobility, residential schools known as Kasturba Gandhi Balika Vidyalayas were started in 61 educationally backward blocks of the State.

Every school in the State has been guided and facilitated to prepare School Academic Plans (SAP). The Cluster Resource Coordinators consolidate the SAPs and develop Cluster Academic Plans (CAPs). The Cluster Assistant Educational Officers (CAEOs), a new and additional designated responsibility accorded to senior most Head Teacher of High Schools in a Cluster, facilitate the preparation of SAP and CAP in their

Custer. However, It has not been possible to actualise the School Academic Plans and Cluster Academic plans owing to paucity and imbalance of human resources. The resource team of teachers who could engage in hand-holding exercises of teachers and schools on identified hard-spots in school subjects are not available everywhere.

Marching ahead in the direction of quality schooling, a novel initiative to test and assess learning levels among children in schools through out the State that was begun in the form of 'Karnataka Schools Quality Assessment Organisation - KSQAO during 2005-06 was continued during 2007 - 08. The schools were directed to prepare school specific academic plans using KSQAO results of 2007-08. This initiative is taken up under the Karnataka Schools towards Quality Education (KSQE). The KSQE is a follow-up of a 'CHARTER' proclaimed by the GoK in June 2006 for quality elementary schooling in the State with due concerns for equity and regional parity.

CHALLENGES AHEAD

The Sarva Shiksha Abhiyan set for itself the goals of Universal access, participation, quality schooling and Community Involvement therein. Equity and regional parity run through the realisation of all these goals. The variety of goals are visualised for realization within a self-set time-frame of March 2010. By the close of 2007-08 the concerns of access, equity and parity in access and total enrolment of all children to schools have been addressed. A challenge of residual proportion is in regard to participation of a minuscule out-of-school children. Some of the significant concerns in regard to the goal of participation of children are : steady and complete attendance of all children throughout the year. Containing Irregular attendance and long periods of Absenteeism among children of disadvantaged groups is a challenge. Otherwise, such children of disadvantaged groups shall experience learning deficits. This phenomenon throws up demands for Remedial Education and Bridge Courses. The persisting problem of a residual degree of drop-outs, especially at the higher primary stage, transition loss in enrolments from 5th to 6th as well as 7th to 8th standards, deficits in completion rates are all significant challenges even by the beginning of April 2008. Concerns of equity and regional parity on all these parameters also are there even while the differentials across sex and social groups are within manageable proportions in the coming years. There is a need for systematic, meaningful, need-based Child Tracking Exercises in the State. Costs of child tracking have been prohibitive. Finding resources for child tracking is also a challenge.

A major challenge in the system is the ensuring of quality schooling. Attainment levels of children have not been of optimal value. The given attainments display wide

variations across districts and social groups. Increased intensity of training of teachers and full coverage therein are not yielding expected results. There is a re-thinking in regard to classroom processes in the context of sub-optimal attainment levels of children and teachers' capacities for realisation of higher level of attainments in children.

In spite of a variety of initiatives launched during the last few years and continued during 2007-08 to redress regional imbalances in educational development, it is noted with concern that the goal of regional parity is still eluding. The districts of the North Eastern region of Karnataka as well as a few other districts lag behind in performance on several parameters. A fast paced movement towards quality schooling should also address the concerns of regional parity and social equity. These are also concerns of Sarva Shiksha Abhiyan.

Information management within the system of functioning in SSA has been a cause of concern. Reliable, accurate and timely information on physical progress in regard to various interventions and programmes therein is not forthcoming from the schools, clusters, blocks and districts. It is realized by the end of the year that considerable gaps exist between set targets and actual achievements. Likewise, information on programmes for Out of School Children, girls, Children with Special Needs, Minorities, will not reach on time.. Hence the Department of Public Instruction as well as Sarva Shiksha Abhiyan adopted the practice of distribution of responsibilities of monitoring the progress and performance of the districts to all its officers through a system of 'Nodal Officers'.

Several grants are given directly to the schools. Utilization of these grants by the schools and teachers remain a grey area of information. Hence a pilot study on audit of School Development and Monitoring Committees of selected schools was taken up during the year as a prelude for a proposed large scale study during the following year.

Sensitization of Educational Administrators to Goal-oriented functioning is also a challenge.

Given the current pace of progress of work in the context of SSA goals, one may have to concentrate on achievements and go beyond targets. Motivating the system to function towards optimum efficiency and a time-sense therein is a major challenge for the next few years and specifically 2008-09.

Recommendation of 9th JRM - Action taken report

R. No.	Recommendations	Action taken
Goal -1, All Children in School	<p>An improved system of accurately reporting enrolments, drop outs, frequent and long absentees would be helpful to develop a reliable picture of children out of school. The State undertakes an annual child census exercise along with a sample check of its accuracy. However, with the help of teachers, cluster resource persons and SDMC members, the state could improve the process of enumerating children within and outside the schooling system, a stated priority for SSA also. A unique code attributed to each child and a system of Child Tracking will help to estimate real levels of enrolment and retention. Adequate planning and implementation of mainstreaming efforts are critical to ensure the sustainability of new enrollees. Mainstreaming goes beyond mere admissions into government schools but also includes the integration of these first generation learners into an appropriate schooling environment.</p>	<p>DISE is used for collecting, consolidating and collating information on enrolments and drop-outs. DISE data is subjected to 5 percent sample checks as well as External validation in districts, in phases, across the years.</p> <p>Long Absentees data is collected through QMT. It is being validated by CRPs and consolidated upwards. Household census surveys are being conducted for enumerating children within and out-of school. This data is used for planning and implementation of OOSC interventions. It is also subjected to 5 percent sample checks as well as External Validation.</p> <p>A proposal for development of soft-ware for child tracking is in the pipeline.</p>
Goal-2, Bridging Gender gaps	<p>The Mission would like to recommend that the SSA ought to address more strongly issues of equity in learning levels, completion and transition, in addition to equity in access and enrolments. Tailor-made strategies may be needed to address the cohort of children that are now coming into the schooling stream, who are by nature some of the hardest to reach and provide for. Quality of education and learning in the numerous residential and non-residential bridge courses may need to be tracked more strongly and some of the qualitative inputs may need to be strengthened. Issues such as medium of instruction to facilitate the transition of Muslim Minority girls and boys from Urdu medium for upper primary education would need to be addressed.</p>	<p>Districts [DIETs] have been given guidance and direction to engage in Block-wise, Cluster-wise, District level analysis of KSQAO results as well as DISE data to look into equity concerns in learning levels, completion and transition rates. State-level Analytical Report of DISE data has given models of analysis for the State.</p> <p>DIETs are involved by the State Project Office in periodical monitoring of OOSC interventions [eg: Chinnara Angala Programme]</p> <p>Urdu Minority APCs / CRPs are given specialised training about their role – expectations through the State Project Office.</p> <p>Evaluation of OOSC strategies through independent agencies is also being done [eg: Public Affairs Center]</p> <p>Out of 72,365 OOSC for the year 2008-09, 66478 have been covered. Out of 66478 the no of SC,ST and minority covered are as under.</p>

		<table border="1" data-bbox="975 226 1548 439"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>SC</td> <td>8855</td> <td>8458</td> <td>17313</td> </tr> <tr> <td>ST</td> <td>4696</td> <td>4594</td> <td>9290</td> </tr> <tr> <td>Minority (Muslim)</td> <td>9557</td> <td>5960</td> <td>15517</td> </tr> <tr> <td>Total</td> <td>23108</td> <td>19012</td> <td>42120</td> </tr> </tbody> </table> <p>Mainstreamed OOSC admitted to regular schools are being covered under Remedial Teaching.</p> <p>The year 2008-09 was the year of quality improvement of the class room practices of OOSC strategies. Training of teachers, Education volunteers, field functionaries were conducted. The tasks which have been initiated last year will be continued this year also for example preparation of a module of 1) madarasa 2) Tent schools. Efforts are being made to bring quality in supervision and class room practices (AIE centers)</p>		Boys	Girls	Total	SC	8855	8458	17313	ST	4696	4594	9290	Minority (Muslim)	9557	5960	15517	Total	23108	19012	42120
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<p>Goal-3, All children retained in education</p>	<p>A State level study to understand the problem of drop outs will serve well to mitigate this problem.</p>	<p>Several comprehensive studies on drop-outs are already available. Even the child census collects information on 'Reasons for Drop-outs' from all households of the State. This information will be subjected to intensive analysis.</p>																				
	<p>The problem of residential accommodation for girls from SC/ST and poor families is to some extent being addressed by KGBVs, but that is only at identified (backward) locations. Subject to availability of adequate number of such girls in need, extension of the KGBV reach can be a viable help in such cases. Although the high school stage goes beyond the SSA, what happens at the class-9 level can be said to influence the circumstances at the UPS level also. Since admission in class-9 and admission in a girls' hostel are uncertain factors, parents of such girls are often not convinced about the utility of sending their daughters even to upper primary schools. It may, therefore, be useful for SSA, in consultation with the high school segment, to think in terms of a sequential package of facilities going beyond class-8. The Mission was informed that the Elementary Education Bureau has issued an advisory to the</p>	<p>Basic data regarding K.G.B.V.s and nitty-gritty of operations of K.G.B.V.s shared and facilitated to the Director, secondary education who is implementing Rastriya madhyamika shiksha Abhiyana.</p> <p>DDPI / DyPCs and other district-level officers will be sensitized to the need for 'sequential package of facilities' going beyond class 8, in co-ordination with RMSA</p>																				

	Rashtriya Madhyamik Shiksha Abhiyan that the planning of hostels and other facilities for secondary education take into account the KGBV provision under SSA, and suggests that convergent action is facilitated already now.	
	The predicament of Muslim girls cited above will also call for a solution transgressing SSA boundaries. But, the probability of its positive impact on fuller utilisation of the arrangements at the upper primary stage should justify the proposition. The SSA administration need only liaise in this regard with the high school segment ; provision of facilities can be by the latter. The scheme for reimbursement of non-Governmental fees can be modified to benefit Muslim minority boys also.	Facilities like library books are being provided under minority intervention to upper primary children in selected districts. Also 9 different activities are carried on for bringing awareness among minority community. A letter will be submitted to the Govt. through the department for the fees reimbursement for Muslim boys and for necessary action.
Goal-4, Education of Satisfactory quality	A composite approach to quality improvement that addresses all elements of the quality chain is suggested rather than disparate and independent initiatives. This could include: <ul style="list-style-type: none"> o a clear time-bound vision for implementing quality improving classroom changes in all elementary schools; 	Prathamika Shala Shaikshanika Margadarshi has been designed and supplied to all Government and Aided schools in the State for maintaining Uniformity in designing school calendar, programme of work, time table and all other academic activities. Every school is guided and directed to develop School Academic Plans and work towards the same. Network planning across schools is being done, known as Cluster Academic Plan. This strategy is in the direction of Decentralization of planning and Implementation of Quality of schooling upto the school level – School Based Management (SBM), a global phenomenon.
	<ul style="list-style-type: none"> o preparation of strong resource groups at state, district, block and cluster levels to support an expansion without loss of quality; 	Subject-specific Resource Groups are formed at Cluster / Block levels. They are guided by District / State Resource Groups. DIETs play a major role in this direction. Resource Groups are constituted from State through District / Block levels in the form of a Research Advisory Committees which is a REMS activity. School-Based Training was launched during 2007-08 with the assistance of cluster level Resource Groups. But it has been difficult to promote this strategy in backward districts / Block / Clusters.

	<ul style="list-style-type: none"> ○ re-aligning curriculum reforms and the approach to the use of textbooks, TLMs, workbooks and other materials in line with the new classroom processes to be rolled out in the state, such as the Nali Kali programme; 	<p>This is being done. MLL competencies, NCF-2005 are used as framework in this regard. Nali-Kali work books are harmonized with State syllabus – NCF 2005 expectations.</p>
	<ul style="list-style-type: none"> ○ matching and harmonizing monitoring of student learning and assessment procedures with the pedagogical and curricular reforms; and 	<p>KSQAO results are used for this purpose.</p>
	<ul style="list-style-type: none"> ○ Ensuring ongoing action research and supervision to ensure that all new changes keep the centrality of adequate student achievement of key competencies. 	<ul style="list-style-type: none"> • A self explanatory Action Research hand book has been prepared and supplied to all Government and Aided schools in the State with aiming to promote Research attitude among teachers. • A two day training programme including teleconference was organized for teachers. • It is planned to conduct Action Research work shops for teachers during 2009-10 through the DIETs. This component is included in the Annual Work Plan of SSA. • DIETs have taken necessary steps for documentation and dissemination of the Action Research findings at all levels. Student achievements will form foci of Action Researcher
	<p>In addition, prior to rolling out large-scale reforms, the State would do well to undertake rapid but extensive consultations with key stakeholders, particularly teacher associations, parent associations, educationists and others to ensure smooth implementation.</p>	<p>Before rolling out any reforms, extensive consolidation with different level stakeholders will be conducted to ensure smooth implementation.</p>
	<p>The Nali-Kali project is not new; it was started nearly a decade ago. Besides Karnataka, it has been widely adopted as an ABL project in Tamilnadu. Nevertheless, some basic requirements have inevitably to be addressed. These are;</p> <ul style="list-style-type: none"> (i). Endorsement by the academic community of the soundness of the approach. (ii). Clarity about the scope for sequential expansion of coverage. 	<ul style="list-style-type: none"> i. SDMCs will be taken into confidence in implementation of Nali-Kali programme. ii. Being worked out iii. Being attended to iv. Attention is given to this. v. DSERT has developed Nali-Kali Training Literature which has been received very well. vi. Atleast one teacher was trained in Nali-Kali techniques during 2008-09 in all 13500 Nali-Kali schools. This practice is being protected during 2009-10.

	<p>(iii). Availability of more class rooms and additional teachers to accommodate the lateral and vertical expansion envisaged.</p> <p>(iv). Availability of properly equipped Resource Persons.</p> <p>(v). Availability of properly developed training packages.</p> <p>(vi). Adequate training for the teachers.</p> <p>(vii). Availability of good TLMs for use in class rooms.</p> <p>(viii). Implications for re-entry into the conventional system at higher levels.</p>	<p>vii. TLM workshops have been conducted and TLM guidelines for development of Nali-Kali materials by teachers themselves are being served for all teachers.</p> <p>viii. Emphasis is accorded to competency levels even through the technique of pedagogy is Nali-Kali. This should take care of vertical mobility of students after Nali-Kali exposure.</p>
	<p>(ix). Regular monitoring and supervision of the class-room performance by resource persons.</p>	<p>DIET lecturers/ sr. lecturers are nominated as nodal officers at district and sub district levels for monitoring on going programmes of SSA.</p> <p>The field functionaries include Cluster Resource Persons, Block Resource Persons and the DIET Resource Persons. They monitor the classroom performance and give feed back by using Quality Monitoring Tools. Necessary steps are taken at all levels in this regard.</p>
	<p>(x). Proper and regular assessment of attainments of learning levels.</p>	<p>Evaluation of Learning outcomes is built into the Nali-Kali work books.</p>
Finance & Accounts	<p>The deficiencies pointed out in the accounts by the statutory auditor in his reports on the accounts of 2007-08 have to be addressed and the various provisions in the Manual of Financial Management and Procurement followed strictly.</p>	<p>Action has been initiated to comply the points pointed out by the Statutory Auditors and all the implementing units have been instructed to adhere to provisions in the Manual on Financial Management and Procurement of SSA.</p>
	<p>Internal audit is at present done by a Chartered Accountant firm. This wing requires to be considerably strengthened as it was noticed that arrears have accumulated. Internal Audit should also review processes and systems with a view for their improvement. Overall, the internal audit system requires strengthening.</p>	<p>The Internal Audit Wing has covered all the Districts of Audit upto 2007-08 and 2008-09 audit is under progress in Dakshina Kannada and Bijapur Districts, the necessary arrangement will be initiated to improve the audit and review process.</p>

	It is necessary to provide adequate staff in the Finance Management wing if the aim of the project being implemented with economy, effectiveness and efficiency is to be satisfied. It is also necessary to relieve the teaching staff from accounts duties. (It is seen that maintenance of cash book is one of the duties of the Head Masters.)	Accounts Assts. B.Com., with Tally has been provided to all the Block Resource Centers to get the effective and efficiency in Accounts. The Audit of SDMCs is being initiated along with the Empowerment of Smooth maintenance of Accounts at SDMCs level.
	Peripatetic staff at the cluster level to visit villages in this regard has also been mentioned in Para "Finance and Accounts Staff".	For consideration of MHRD
	Article 59 of the Memorandum of Association of Sarva Shiksha Abhiyana Samithi, Karnataka provides that on the winding up or dissolution of the society, any property that shall remain after the satisfaction of all debts and liabilities shall accrue to the state government and the society will decide upon their utilization or otherwise in consultation with the State government. This clause may kindly be examined with the usual arrangement, preventing disposal or encumbrance of such assets and utilisation without prior sanction for purposes other than those for which the grants were given and the crucial provision that such of those assets as are procured fully or substantially out of central grants will revert to Government of India.	MoA is between State GoK. and GoI. There is nothing to be reexamined. Further, it is to be noted that SSA is a collaborative effort between the States and the Union Government. Assets are for functional use in the system that is being managed by the States. GoI has no functional structures of its own.
Civil Works	Though out of 29 districts, 20 districts are stated to have large infrastructure gaps inclusive of playground, toilets, electricity, ramps, library, compound walls and drinking water facilities, the provision for front loading upto 40% / 50% was not resorted to. Urgent action is required to fill the gaps in infrastructure.	From 2006-07 drinking water and toilets are taken under total sanitation scheme under Zilla Panchayaths, for electricity, playground, library, compound walls action will be taken to reduce the gap.
	There are no dedicated Engineers providing architectural input. Supervision is by SSA Engineers as well as by Third Party Engineers. Quality assurance and Technical audit is done by Third Party Engineers.	While selecting the engineers through quotation in 2009-10. Architectural Engineers will be recruited.

<p>Programme Management</p>	<p>Both the national and State level offices have done well on devising and implementing the operational arrangements of SSA in a streamlined manner. For a massive programme like this, implemented simultaneously in all the State/UTs, a certain amount of straitjacketing of operations will be inevitable (and, perhaps, desirable) to eliminate arbitrariness and promote uniformity for purposes easy monitoring and effective supervision. The attendant rigidities however, could impede the implementation of specifically tailored initiatives to achieve the goals and to tackle state and district specific peculiarities. The possibility of modifying the guidelines may need to have specific arrangements.</p> <p>A state-level decision, both in policy terms as well in operational terms with regard to the functioning of the elementary education cycle is urgently required in order to guide actions in terms of locating class VIII appropriately as well as placing and training teachers in the 8th class.</p>	<p>Even though common activities have been implemented in all the districts of the state, there have been opportunity for every district to implement focused interventions with respect to the key strategies like Out of School, innovations, civil works(multilevel complexes, major repairs, BaLa, etc), where districts will have the liberty to target the need based strategy.</p> <p>The state has initiated action in drawing a policy to shift 8th standard to primary schooling. A consultation meeting was held with the experts from both state and from NUEPA, New Delhi, to discuss both consequences and the way out in shifting 8th standard to Primary Section.</p>
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9th JRM Action Taken Report on Finance & Procurement

	<p>MHRD should request States to ensure that all offices responsible for financial management and procurement at State, district and sub-district levels have copies of the FMP Manual and abstracts of the same in vernacular should be re-distributed to all VECs to ensure awareness and compliance of financial norms;</p>	<p>Karnataka has made available FMP in regional vernacular language to all the implementing units during 2004-05.</p> <p>As per the instructions given at 21st Quarterly Finance Controllers Review meeting the steps has been taken to re-issue the manual with amendments to all the implementing units.</p>
ii	<p>All States should be encouraged to adopt electronic banking channels for fund transfers beyond districts wherever this is possible, preferably by September 30, 2009;</p>	<p>Presently funds are trasfered to all Districts thru E transfer mode and to Blocks and SDMCs where ever Canara Bank is having the facility. Karnataka is exploring possibilities to adopt e-transfer facilities with the leading nationalized banks, which having maximum presence in the districts to facilitate transfer of money SDMCs by electronic mode.</p>
iii	<p>Existing finance and account officer staff vacancies, particularly at district and sub-district levels, should be filled as quickly as possible;</p>	<p>We have requested the State Accounts Department to depute the required staff.</p>
iv	<p>SSA and the States may consider creation and filling of additional sanctioned peripatetic accountant/clerk posts at sub-district (block</p>	<p>Karnataka has provided accounts personnel to maintain the SSA accounts at block level and these staff will support the SDMCs in</p>

	and cluster) level, given the huge number of financial transactions at decentralized levels. This may require reemphasizing MHRD instructions issued in this regard which indicate the possibility of SSA financing these positions; (In this context, a copy of MHRD's letter No. 15/5/2003-SSA(PR) dated 17th September 2007 is enclosed, Para-2 (g) of Annexure, refers)	maintenance of accounts.
v	All States should ensure orientation and additional in service training for sub-district accounts officers, ideally trained jointly with community members (as per SSA implementation Framework);	will be complied.
vi	MHRD should obtain specific confirmation from each State that only those expenditure for which utilization certification have been received from the implementing entity (VEC, BRC, DIET, etc.,)	The expenditure reported in Audit Report is based on the available UCs.
vii	Statutory Audit: Implementation of requirement relating to coverage of VECs needs to be monitored closely, responsibility may be fixed on Financial Controller of each State;	Karnataka issued work order to audit the accounts of SDMCs after following the procurement procedure.
viii	While internal audit systems have been strengthened over the past two years, there is a need to further enhance their performance, speed, and use for review implementation of financial management systems;	Proposal has been made to EC for creation of Internal Audit Officers & Auditors post to strengthen and monitor the Internal Audit system.
ix	Instructions from MHRD to the States should be issued again to ensure that all schools/VECs post financial information on school display boards disclosing funds received and used on a timely, updated basis;	Instructions has been issued to all the concerned officers to ensure, all the schools shall display boards with relevant information and upgrade periodically.
x	In recognition of the excellence of their performance and the primary of local identification of needs, we encourage the State Government to utilize the flexibility in the SSA programme to the greatest extent. Recognition of some of these lead States/UTs as a possible 'resource group' for the others can serve the double benefit of maximizing utilization of internal capacities and motivating the achievers to do more	Karnataka have located through outsourcing the assistant account officers in the office of the BRCs to carryout on line monitoring upto school level accounting and give feedback to the State Project Office regularly.
	Procurement	
xi	The States need to follow tender documents of State Governments as laid down in para 110.5 of the FM&P Manual and to require the State level procurement organization to follow procedures laid down in Chapter IX of the FM&P Manual.	Being in force.
xii	In order to ensure that FM&P Manual requirements are followed by all States, GOI/TSG should carry out mandatory post review of procurement as per para 121 of FM&P Manual undertaken on an annual basis and those not following the requirements should be	Will be adhered to requirements of the Manual.

	declared as mis-procurement as per the provisions in the manual;	
xiii	There is a need to continuously reiterate the maximum standards of designs and specifications which should be shared with the community and followed up through engineering support;	Retraining of all the outsourced engineers of all the blocks regarding civil works of SSA is a annual future in Karnataka State.
xiv	Where appropriate, the concept of "total cost of ownership (TCO, which includes purchase costs, operating cost, maintenance cost, and remaining value) may be considered for goods (e.g. computers) rather than simple purchase cost.	We are following these procedures in Karnataka.